

Texas Driver Education Classroom and In-car Instruction Model Curriculum

Module Four

Basic Maneuvering Tasks:

Moderate Risk Driving Environment

- **RISK ASSESSMENT**
- **SPACE MANAGEMENT**
- **CHANGING LANES**
- **TURNABOUTS**
- **PARKING**

GRADE HS

Module Four Introduction

Module Four: Basic Maneuvering Tasks—Moderate Risk Driving Environment. The student defines risk assessment; applies risk reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Topic 1 – Risk Assessment. The student defines risk assessment and applies risk reduction principles to establish roadway position, vehicle speed, and to communicate with other roadway users.

Topic 2 – Space Management. The student assesses moderate risk driving environments and applies space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users.

Topic 3 – Lane Changes. The student utilizes basic space management concepts when changing the path of travel and turning the vehicle.

Topic 4 – Turnabouts. The student synthesizes information and applies critical thinking, decision making, and problem-solving skills to select and safely execute a turnabout.

Topic 5 – Parking. The student utilizes decision-making and problem-solving skills to safely execute parking procedures.

Minimum Time Frames Module Four–3 Hours (Not a required program element by statute)

Module Four	Recommended Instructional Objective	Recommended Time Frames (Min)		
		Noncredit	Multi-phase	Credit
CLASSROOM INSTRUCTION				
TOPIC 1– RISK ASSESSMENT	YES	40	75	75
TOPIC 2–SPACE MANAGEMENT CONCEPTS	YES	40	55	55
TOPIC 3–CHANGING LANES	YES	40	75	75
TOPIC 4–TURNABOUTS	YES	30	55	55
TOPIC 5–PARKING	YES	30	55	55
INSTRUCTIONAL BREAKS	No	30	30	30
SUPPLEMENT–PARENT ORIENTATION	No	55	55	55
IN-CAR INSTRUCTION (OPTION 1)				
BEHIND THE WHEEL INSTRUCTION/BREAK	YES	60	60	60
OBSERVATION	YES	60	60	60
IN-CAR INSTRUCTION MULTIPHASE (OPTION 2)				
BEHIND THE WHEEL INSTRUCTION/BREAK	YES	60	60	60
OBSERVATION	YES	60	60	60
SIMULATION	YES	60	60	60
PARENTAL INVOLVEMENT	No	60	60	60

Module Four Prerequisites:
Successful completion of Module 2

Title: Risk Assessment

Topic 1 Time Frame:
40 minutes instructional time
0 minutes discretionary break time

12.5 Non-credit course (32 hrs)
14.0 Multiphase course (40 hrs)
14.0 Credit course (56 hrs/semester)

Module Four, Topic 1 is not a required program element.

Needed Resources	Instructor Activities	Time Frame
Transparencies T-4.0, T-4.1, T-4.2, T-4.3, T-4.4, T-4.5, T-4.6, T-4.7, T-4.8, T-4.9, and 4-10.	Review procedures used in your local agency for basic maneuvers	15 minutes (prior to lesson)
Worksheet W-4.1	Review unit transparencies	20-25 minutes
Fact Sheets F-4.1, F-4.2, and F-4.3.	T-4.0, "Module Four Introduction"	(1 minute)
	T-4.1, "Risk Assessment"	(2-3 minutes)
	T-4.2, "Risk Assessment"	(2-3 minutes)
Optional Media Resources:	T-4.3, "Risk Assessment"	(2-3 minutes)
"Teaching Your Teens to Drive Parent/Teen Handbook" Lessons 4 and 5	T-4.4, "Risk Assessment"	(2-3 minutes)
"Teaching Your Teens To Drive" Lessons 4 and 5	T-4.5, "Risk Assessment"	(3-5 minutes)
"Drive Right" Ch. 3	T-4.6, "Reducing Driving Risks"	(3-5 minutes)
"Video 1: The Driving Task and Vehicle Control"	T-4.7, "Reducing Driving Risks"	(3-5 minutes)
"Handbook Plus" Ch. 3, 4	T-4.8, "Reducing Driving Risks"	(3-5 minutes)
"HandBook Plus In-car Guide"	T-4.9, "Reducing Driving Risks"	(3-5 minutes)
"How To Drive" Ch. 5	T-4.10, "Risk Reduction Goals"	(2-3 minutes)
"License to Drive" Ch. 5	Review on-street lesson plan used in combination with this unit	5-10 minutes
"Responsible Driving" Ch. 7	BTW-4.1 and 4.2	For instructor use or additional information
	Review fact sheets	
	F-4.1, "Risk Assessment"	
	F-4.2, "Developing Habits and Judgment"	
"Habit Development (5)"	F-4.3, "Guided Practice"	10-15 minutes
Module 4 Assessment	Review media resources	
	Review lesson assessments	
BTW-4.1 and 4.2	MA-4.1, "Module Four Assessment"	

GRADE: HS MODULE: FOUR TOPIC: 1

TOPIC ACTIVITIES

TOPIC RESOURCES

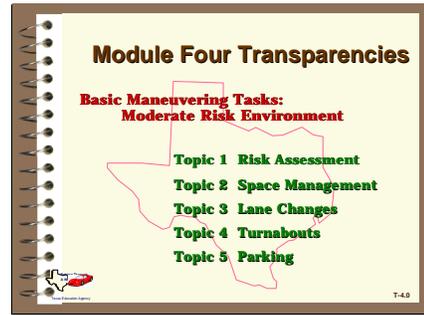
Knowledge and Skills

The Student is expected to:

- (A) define a moderate risk driving environment;
- (B) define risk and risk assessment;

The Instructor:

. Shows Transparency T-4.0, “Module Four Transparencies,” to introduce five topics included in Module Four. The first topic is risk assessment and the Module



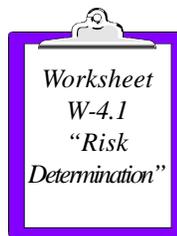
Transparency T-4.0
Module Four Transparencies

finishes with parking maneuvers.

. Uses Worksheet T-4.1, “Risk Determination,” to initiate discussion of risk and its components.

The instructor may only be able to choose one or two items for discussion.

Note: Extended classroom hour programs of 40 and 56 hours would use all of the items to initiate class discussion about risk. This will add 15 to 20 minutes to this session.



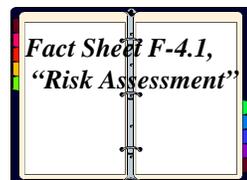
. Uses Transparency T-4.1, “Risk Assessment,” to start a discussion of the risk assessment principles with the definition of risk.



Transparency T-4.1
Risk Assessment

. Shows Transparency 4.2, “Risk Assessment,” to continue a discussion of the elements of risk, including assessment, acceptance, and compensation.

. Refers to Fact Sheet F-4.1, “Risk Assessment,” as a resource for discussion enhancement.



Transparency T-4.2
Risk Assessment

Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Risk Assessment**LESSON CONTENT (Instructor Support Information)****Moderate Risk Environment**

A moderate risk environment is limited to speeds under 50 mph, having controlled inter-sections in urban, suburban, and rural settings. Traffic flow should be light to moderate allowing time for novice driver to identify risks through changes to line of sight or path of travel. Instructor should be able to control the level of risk regarding the traffic flow around the vehicle by changing speed or position. Two way, one way, and multi-lane roadways are recommended for use in moderate risk environments.

Determining Risk

The driving task involves more than just skill to operate a motor vehicle. One of the other aspects is making reduced-risk decisions. Use Worksheet W-4.1, "Risk Determination," as an introduction to teaching risk concepts. Do not explain ahead of time that the discussion will be about risk-taking. Instead let the students try to answer the questions honestly in order to get them to think about their own behavior and how they may be similar to or different from those of other class members. This is one possible explanation for the fact that young drivers are over-represented in motor vehicle crashes and fatalities. Even though they are more likely than older drivers to be risk-takers, they do not necessarily have the ability to either properly assess the risks in driving or to handle potentially dangerous situations which they may encounter. The following suggested activities provide information for students which should help them to understand the concept of risk-taking as it relates to the driving task. These activities will lead to some specific techniques that should help them properly deal with the hazards of everyday driving.

The questions are designed to demonstrate how different people think about risk. Each question will reveal a relative level of risk among the students in the class. For example, ask several questions about speed. The students' answers will vary based on their own individual perception of risk. This will lead into the explanation of risk. As the students answer the questions, the instructor should point out that our decisions about engaging in "risky" activities are based on how we assess the risk and how much risk we are willing to accept. It may be helpful to ask students to give reasons for their answers or to ask them to identify the factors that led them to choose these answers (past experience or peer pressure, for example).

Defining Risk

The word risk comes from the Latin word "risicare" which meant to navigate around a cliff or rock. Risk is defined as the "chance of injury, damage, or loss." This should be explained by expanding on each part of this definition.

"Chance..." — This is the probability or likelihood of a crash. To properly assess a specific risk you need to have some idea of how likely it is to happen. For example, the likelihood or chance of being in a minor "fender bender" is much greater than the chance of being in a fatal collision.

Texas Essential Knowledge and Skills: § 110.42. English I (b) (4) The student uses writing as a tool for learning. (B) to discover, organize, and support what is known and what needs to be learned. (14) The student listens attentively for a variety of purposes. (A) focus attention on speaker's message.



GRADE: **HS** MODULE: **FOUR** TOPIC: **1**

TOPIC ACTIVITIES

TOPIC RESOURCES

Knowledge and Skills**The Student is expected to:**

(C) explain how risk assessment, risk acceptance, and risk compensation impact the driving task;

The Instructor:

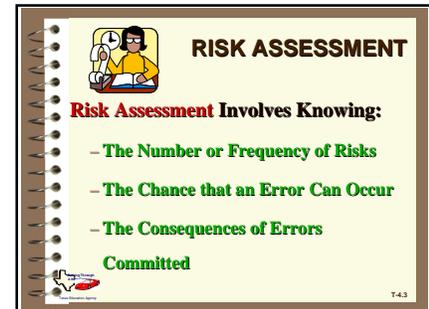
. **Uses Transparency T-4.3, “Risk Assessment,” to discuss** space management concepts concerning developing habits and judgment. Examples of the seven increased risk conditions may be used.

Those risk conditions are Speeding, Failure to Yield the Right of way, DWI, Disregarding Sign, Following Too Closely, Improper Turns, and Lack of Safety Belt.

. **Uses Transparency T-4.4, “Risk Assessment,” to discuss** the concept of risk acceptance. Each driver accepts a certain level of risk just by getting into a vehicle. How does one determine how much risk is acceptable?

. **Uses Transparency T-4.5, “Risk Assessment,” to discuss** how drivers learn to compensate for the risks associated with driving. Three principles for reduced-risk performance may be used at this time:

- Never risk more than you can afford to lose
- Do not risk a large consequence for a small reward
- Consider the odds and your situation



*Transparency T-4.3
Risk Assessment*



*Transparency T-4.4
Risk Assessment*



*Transparency T-4.5
Risk Assessment*



Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Risk Assessment**LESSON CONTENT (Instructor Support Information)**

“...of injury, damage, or loss.” — These are the consequences of a crash should it indeed occur. It is an unwanted outcome of an activity that we would want to avoid. “*Injury*” could involve yourself or others and could even be permanent or life-threatening. “*Damage*” involves personal property. “*Loss*” could be things such as financial loss, loss of opportunity, loss of convenience, loss of time, or other losses. Assessing risk involves knowing what the consequences could be. For example, the consequences of a high-speed, head-on collision or any collision with a train are far more serious than a minor fender bender. The consequences of a skydiving accident might be death while hitting your hand with a hammer would have much less severe results.

Risk and the Driving Task

Driving is a risk-taking activity. The only way to totally avoid the risks involved in driving a car is to never get into a car at all. The instructor should seek to relate the previous information on risk-taking to the driving task. This is done by asking the students to think of examples of driving behaviors that increase risk. Remind the students that risk is the chance of injury, damage, or loss. They should think of examples of driving behaviors that would increase this chance.

After students have given several examples, discuss the seven driving behaviors that most often lead to crashes according to Texas Department of Public Safety statistics. Include “Failure to Wear a Safety Belt” because this behavior is related to other risk-taking behavior. The students may list some additional behaviors that may also lead to increased risk.

Speeding—This is the number one cause of crashes in Texas. This includes both driving above the posted speed and driving too fast for conditions. Increased speed leads to more severe collisions, longer braking distances, and shortens time for a driver to react. Studies have shown that young drivers are more likely to drive at higher speeds than older drivers.

Failure to Yield Right of Way—This is the second leading cause of crashes in Texas. In 1994 there were approximately 300 fatalities attributed to this driving error. An example would be trying to “beat” another car while entering a freeway or a train at a crossing or ignoring a yield sign on an access road. This could be caused by impatience, aggressive driving, or inattention.

Driving While Intoxicated—This is the third leading cause of crashes in Texas. Young people are often experimenting with alcohol during their early years of driving. This can be a dangerous combination. Studies have shown that driving ability decreases as Blood Alcohol Concentration (BAC) increases. It is also evident that driving is impaired much below the BAC level that is considered legal intoxication. The risk of being in a fatal collision goes up dramatically as BAC increases. This risk is even greater for young people.

Texas Essential Knowledge and Skills: § 110.42. English I (b) (4) The student uses writing as a tool for learning. (B) to discover, organize, and support what is known and what needs to be learned. (14) The student listens attentively for a variety of purposes. (A) focus attention on speaker’s message.



Knowledge and Skills

The Student is expected to:

(D) relate risk assessment, risk acceptance, and risk compensation concepts to driving practice and experience;

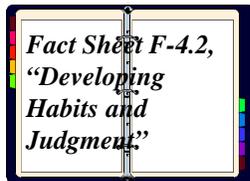
The Instructor:

. Uses Transparency T-4.6, “Reducing Driving Risk,” to discuss the need for guided practice in learning to use a motor vehicle; stresses the importance of doing one’s best and being a keen observer when driving.

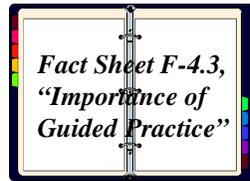


Transparency T-4.6
Reducing Driving Risk

. Reviews Fact Sheets F-4.2, “Developing Habits and Judgment,” and F-4.3, “Importance of Guided



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practice and driver performance.



Transparency T-4.7
Reducing Driving Risk

. Uses Transparency T-4.7, “Reducing Driving Risk,” to discuss the concept of developing good habits at the start in order to concentrate on decision-making skills at a later time.

. Uses Transparency T-4.8, “Reducing Driving Risk,” to discuss how good practice leads to good habits. Ask why a football team, cheerleading squad, or drill team takes so much time to practice. Is driving less complicated than any of the activities mentioned?



Transparency T-4.8
Reducing Driving Risk

Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Risk Assessment**LESSON CONTENT (Instructor Support Information)**

Disregarding traffic sign or signal—This is the fourth leading cause of crashes in Texas. This could be from inattention or from trying to “beat” a light or “roll” through a stop sign. Actions such as this can lead to crashes because of surprise or other drivers who would expect you to stop.

Following Too Closely—This is the fifth leading cause of crashes in Texas. Studies have indicated that young drivers tend to leave shorter following distances than older drivers. This is often cited as an example of risk-taking behavior that could be linked to the higher frequency of crashes among young drivers.

Improper Turns—Examples of improper turns would be turning wide in a right turn or cutting corners on left turns. Sometimes improper turns are caused by a failure to control speed going into a turn.

Unsafe Passing—This could be illegal passing or passing without sufficient clearance. It is possible that lack of driving experience or risk-taking could contribute to this problem.

Failure to Wear a Safety Belt—Even though failure to wear a safety belt is seldom the immediate cause of a crash, it often makes the consequences of the crash worse. Studies have indicated that failure to wear safety belts is often associated with higher risk drivers. For example, in one such study, researchers at General Motors Research Laboratories found that drivers who tended to leave shorter following distances were also ones who most often failed to wear a safety belt.

Guidelines for Risk-Taking

Never risk more than you can afford to lose.—The instructor should ask the class for examples of this. One example is that of a young driver who breaks a specific traffic law or parental rule which will result in the loss of his license. In this situation the young driver might be risking too much. Another example would be in gambling. If you cannot afford to lose a certain amount of money, you should never wager that much.

Do not risk a lot for a little.—An example of this behavior might be ignoring a railroad crossing to save a few seconds or even minutes of time. The risk of a very severe crash or an expensive ticket is not worth that small amount of time savings.

Consider the odds and your situation.—The instructor should emphasize the issue of control. Ask the students to distinguish between elements of driving that are beyond their control (actions of other drivers, weather, pedestrians, etc...) from those they do control (speed, use of alcohol, wearing safety belts, obedience to traffic signals, etc...). In dealing with risk, drivers should try to use those things they can control to help deal with those things they cannot.

Texas Essential Knowledge and Skills: § 110.42. English I (b) (4) The student uses writing as a tool for learning. (B) to discover, organize, and support what is known and what needs to be learned. (14) The student listens attentively for a variety of purposes. (A) focus attention on speaker’s message.

GRADE: **HS** MODULE: **FOUR** TOPIC: **1**

TOPIC ACTIVITIES

TOPIC RESOURCES

Knowledge and Skills**The Student is expected to:**

(D) relate risk assessment, risk acceptance, and risk compensation concepts to driving practice and experience; and

(E) explain how experience, judgment, and complacency impact the driving task;

The Instructor:

- **Uses Transparency T-4.9, “Reducing Driving Risk,” to explain** how procedures, processes, and habits lead to good driver performances.

- **Uses optional video entitled “Habit Development” from Mottola Interactive Driving Systems** for additional information regarding guided practice and habit performance.

Note: Time limitations may not permit this to be used in the 30 hour program, but is suggested for the 40 and 56 hour programs.

- **Uses Transparency T-4.8, “Risk Reduction Goals,” to discuss** how good practice leads to good habits and how the in-car sessions are critical to good performance later.

• **Optional exercises for parent involvement or for the extended classroom programs include:**

- Students prepare a debate on the concepts of graduated licensing as a method to reduce fatalities among youthful drivers.
- Students research the concept of “risk compensation” and write a brief essay on its relationship to driving.
- Use media to discuss young drivers and risk-taking.



Transparency T-4.9
Reducing Driving Risk



Transparency T-4.10
Risk Reduction Goals

Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Risk Assessment

LESSON CONTENT (Instructor Support Information)

Drivers do not always do things in the right manner. How many of the incidents cannot be eliminated? Since there will always be factors working against drivers, what do they have working for them? A space management system is like an insurance policy. It can give drivers substantial protection for a small investment—just their involvement and understanding (see Fact Sheets F-4.1 and F-4.2 for more information).

Developing habits and judgment - Decision making is the most important skill used in driving.

Experience - Drivers learn from positive experiences as well as from negative experiences.

Habits - Habits are easy to form but difficult to change.

Resistance to Changes - There is an internal resistance to changing habits. The greater the resistance a driver feels when attempting to use a space management system, the greater the need there may be to change the habits already formed.

Optional Video - “Habit Development (5)” 1998 Interactive Driving Systems may be used to develop a discussion about habit development, importance of developing sequences, and the need to perform tasks at an unconscious level. This may substitute for the transparency recommended in this section.

Guided Practice - A space management system will give drivers a background of good processes and judgment only if they take the time to practice.

Practice - Practice should consist of 15-25 minute sessions and contain a clear concept of what to practice during the session.

Feedback - It is easy for drivers to get positive feedback from negative behavior.

Complacency - Drivers easily get complacent by what has appeared to be a good style of driving.

Procedures - It is easy to do something incorrectly and not know it.

Module Four Topic 1 Resources

Module Four, Topic 1 Transparencies:

- T-4.0, Module Four Introduction;
- T-4.1, Risk Assessment;
- T-4.2, Risk Assessment;
- T-4.3, Risk Assessment;
- T-4.4, Risk Assessment;
- T-4.5, Risk Assessment;
- T-4.6, Reducing Driving Risks;
- T-4.7, Reducing Driving Risks;
- T-4.8, Reducing Driving Risks;
- T-4.9, Reducing Driving Risks;
- T-4.10, Risk Reduction Goals.

Worksheets:

- W-4.1, Risk Assessment.

Fact Sheets:

- F-4.1, Risk Determination;
- F-4.2, Developing Habits and Judgment;
- F-4.3, Importance of Guided Practice;

Assessments:

- W-4.1, Risk Assessment;
- MA-4.1 Module Four Assessment;
- Optional Assessments as listed.

Optional Videos:

- “Habit Development (5);”
- “Teaching Your Teens to Drive,”

Module Four Prerequisites:
Successful completion of Module 2

Title: Space Management

Topic 2 Time Frame:
40 minutes instructional time
10 minutes discretionary break time

13.5 Non-credit course (32 hrs)
15.0 Multiphase course (40 hrs)
15.0 Credit course (56 hrs/semester)

Module Four, Topic 2 is not a required program element.

Needed Resources	Instructor Activities	Time Frame
Transparencies T-4.11, T-4.12, T-4.13, T-4.14, T-4.15, T-4.16, T-4.17, and T-4.18.	Review procedures used in the local agency for basic maneuvers	15 minutes (prior to lesson)
Worksheet W-4.2	Review unit transparencies	25-30 minutes
Fact Sheet F-4.4.	T-4.11, "System Components"	(2-3 minutes)
	T-4.12, "System Components"	(2-3 minutes)
Optional Media Resources:	T-4.13, "Space Management Areas"	(3-5 minutes)
"Teaching Your Teens to Drive Parent/Teen Handbook" Lessons 4 and 5	T-4.14, "Managing Space Areas"	(3-5 minutes)
	T-4.15, "Space Management Basics"	(3-5 minutes)
"Teaching Your Teens To Drive" Lessons 4 and 5	T-4.16, "Space Management Basics"	(3-5 minutes)
"Drive Right" Ch. 3	T-4.17, "Space Management Basics"	(2-3 minutes)
	T-4.18, "Space Management Basics"	(2-3 minutes)
"Video 1: The Driving Task and Vehicle Control"	Review on-street lesson plan used in combination with this unit	5-10 minutes
"Handbook Plus" Ch. 3, 4	BTW-4.1 and 4.2	
"HandBook Plus In-car Guide"	Review Work Sheet	
"How To Drive" Ch. 5	W-4.2, "Basics in Space Management"	
"License to Drive" Ch. 5	Review fact sheet	
"Responsible Driving" Ch. 7	F-4.4, "Space Management Concepts"	For instructor use or additional information
"Zone Control (4)" video	F-4.5, "Using the Basics"	
"Managing Space and Time" video	Review media resources	
Module 4 Assessments	Review lesson assessments	
BTW-4.1 and 4.2	W-4.2, "Basics in Space Management"	10-15 minutes
	MA-4.1, "Module Four Assessment"	

GRADE: **HS** MODULE: **FOUR** TOPIC: **2**

TOPIC ACTIVITIES

TOPIC RESOURCES

Knowledge and Skills**The Student is expected to:**

- (A) list the components of a space management system;
- (B) develop decision-making skills related to the driving task;

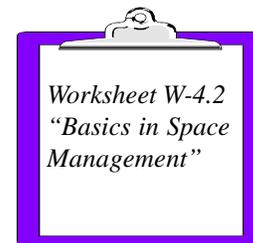
The Instructor:

- . Uses **Transparencies T-4.11 “System Components,”** to discuss the basic space management concepts and uses the local space management system based on the three step process.



Transparency T-4.11
System Components

- . Uses **Fact Sheet F-4.4, “Space Management Concepts,”** to support space management system components.



- . Uses **Worksheet W-4.2, “Basics of Space Management,”** to reinforce space management principles as a class study guide or homework assignment.



- . Uses **suggested video** entitled “Managing Time and Space in Safe Driving” (1994 AAA Foundation) to introduce the Space Management System used by the local agency.



Transparency T-4.12
System Components

- . Uses **Transparencies T-4.12 “System Components,”** to continue a discussion of the basic space management concepts and uses the local space management system based on the three step process.



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Space Management

LESSON CONTENT (Instructor Support Information)

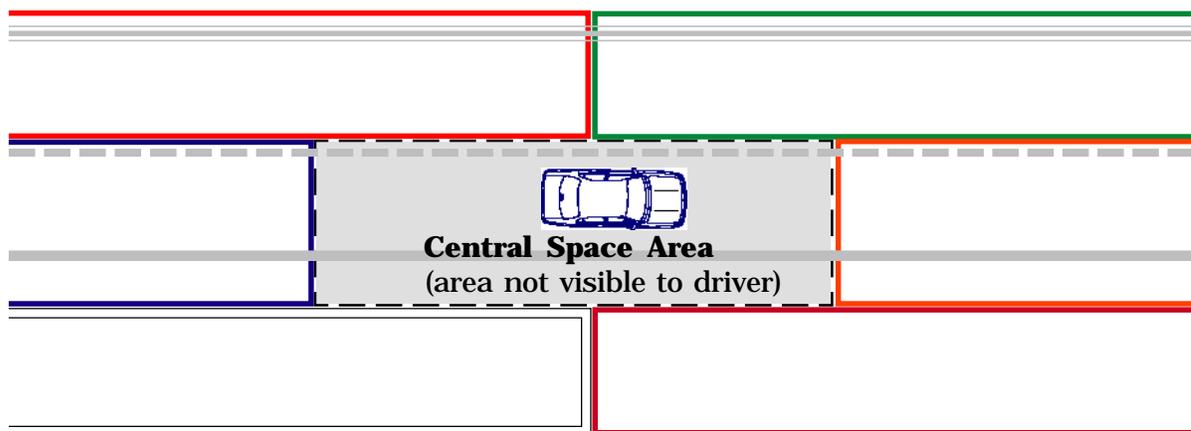
The three steps must be actively practiced to develop them into a decision-making process. During the practice sessions, all three steps will be used for any one situation. When there is more than one change, the three steps should be used for the most critical line of sight or path of travel problem.

Achieving the very best use of speed control, lane positioning, and communication is the most important goal. Since "best" is a comparative term, space management sets the guidelines for the most appropriate decision in any given situation.

*It is critical to make the system as simple as possible for the novice driver to understand. The names assigned to the areas, zones, or spaces may vary with the information presented by AAA, Quensel, Weaver, Mottola, or Carney. The Texas Curriculum writers chose to have six space areas presented instead of the nine to 15 represented in the writings of the authors mentioned. The instructor is free to name the space areas in a manner **which is easiest for the instructor and students to remember**. The illustrations are designed to keep the space areas consistent with the lane position adjustments to avoid confusion of left, right, front, rear, center, etc. The instructor may want to change or rename the space areas in any manner for local program consistency. This information is referenced from the Washington State Driver and Traffic Safety Master Curriculum Guide (1994). (See Fact Sheet F-4.4 for more information.)*

Discuss vehicle operating space.

There are seven basic areas of operating space around the vehicle. The diagram below shows the six zones, areas, or spaces surrounding the car which are visible to the driver. The vehicle occupies the central area, which includes the driver and the space occupied by the vehicle which is not visible to the driver.



GRADE: **HS** MODULE: **FOUR** TOPIC: **2**

TOPIC ACTIVITIES

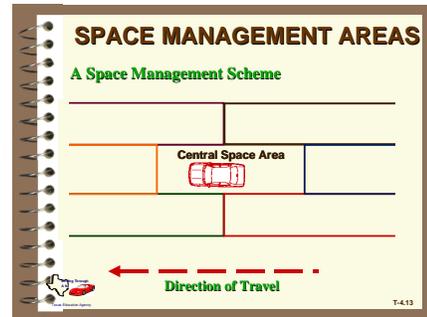
TOPIC RESOURCES

Knowledge and Skills**The Student is expected to:**

(C) describe how each component of the space management system is utilized to establish roadway position, vehicle speed, and communication with other roadway users;

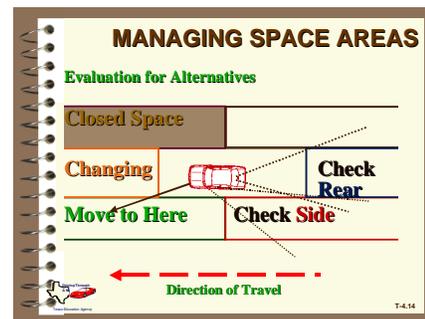
The Instructor:

. **Uses Transparency T-4.13, “Space Management Areas,” to discuss the basic space management concepts of operating space around the vehicle.**



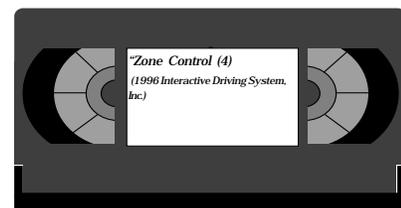
Transparency T-4.13
Space Management Areas

. **Uses Transparency T-4.14, “Managing Space Areas,” to continue discussion, utilizing Fact Sheet F-4.4, “Space Management Concepts,” to explain the basics of open, changing, or closed zones.**



Transparency T-4.14
Managing Space Areas

. **Use the suggested video, “Zone Control (4)” (1996 Interactive Driving Systems, Inc.) to introduce the space management system used by the local agency.**



Space Management**LESSON CONTENT (Instructor Support Information)**

The zones, areas, or spaces around the central space area may have the following conditions:

OPEN: There is a zone, space, or area to operate within that is without restrictions to the line of sight or path of travel.

CLOSED: The zone, space, or area is not available for the car's path of travel, or there is a restriction to the driver's line of sight. An alternative path of travel must be developed.

CHANGING: A worsening zone, space, or area condition. It is often an open zone, space, or area that is changing to a closed line of sight or path of travel or a closed zone, space, or area with additional problems or changes.

The more driving experience a person has, the more likely it is that one will become a victim of seeing what one expects to see. A good driving expectancy is a mental set that makes a driver think things are not as threatening as they actually are.

As a result, drivers continue to operate in situations when conditions, on a processing or judgment level, would dictate that an adjustment in time/space management is needed. This means that the driver should do something to the speed or path of travel of the vehicle to have it arrive into the most controllable space situation. Fortunately, the use of a space management system can combat this level of expectation.

Most drivers drive for periods of time on a low level of awareness or attention. Unless a driver can guarantee to always be thinking only of the driving situation, it is necessary to establish some guidelines on the processing level that will work when a driver is not thinking carefully about driving. Driving safely is having an awareness of all the available options and the willingness to use them. With a well-defined management system of what is a good or poor situation, the driver could, on a processing level, receive sufficient feedback to improve the procedural level of what is a good performance.

Practicing the Space Management System. Before moving the vehicle, remove foot from the brake pedal, and place foot on the gas pedal. **Search** for the ongoing conditions, **Evaluate** the space/areas to determine which are open, closed, or changing to the driver's sightline or travelpath, and **Execute** how much acceleration is best, what lane position to take, and whether there is a need for communication.

As the driver proceeds, the speed selected and the lane position should be determined by the changing conditions and the sightline, travelpath, and target area changes. Examples of changing conditions are: legal limits, roadway conditions, lane width, environmental conditions, lane selection, visibility, traffic flow, time of day, traffic controls, and weather conditions. Each of these conditions should have an influence on what speed feels comfortable, what lane selection or position is chosen, and how communication techniques are used.

Texas Essential Knowledge and Skills: § 110.42. English I (b) (4) The student uses writing as a tool for learning. (B) to discover, organize, and support what is known and what needs to be learned. (14) The student listens attentively for a variety of purposes. (A) focus attention on speaker's message.



GRADE: **HS** MODULE: **FOUR** TOPIC: **2**

TOPIC ACTIVITIES

TOPIC RESOURCES

Knowledge and Skills**The Student is expected to:**

- (D) distinguish the seven basic areas of operating space around the vehicle; and
- (E) describe the searching, evaluating, executing, and crash prevention performances as they relate to the concepts of the space management system.

The Instructor:

- . Uses Transparency T-4.15, “Space Management Basics,” to discuss the basic space management concepts.



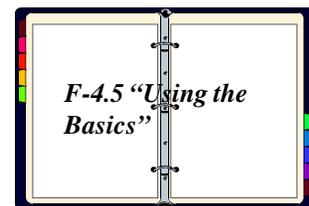
*Transparency T-4.15
Space Management Basics*

- . Uses Transparencies T-4.16, “Space Management Basics,” to discuss further basic space management concepts.



*Transparency T-4.16
Space Management Basics*

- . Uses Fact Sheet F-4.5, “Using the Basics,” to facilitate discussion.



- . Uses suggested video “Zone Control (4)” (1998 Interactive Driving Systems, Inc.) to introduce the space management system used by the local agency.



Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Space Management**LESSON CONTENT (Instructor Support Information)****Discuss Using the System Basics**

- **Search** - To search effectively, drivers need to know what to look for, where to look, and how to evaluate if a potential problem could be a good or poor situation. The structure of the space management system can give a rapid response to a number of variables.
- **Evaluate** - After searching and seeing a changing or closed space area, evaluate the conditions of the opposite space areas before making a decision.
- **Execute** - After evaluating the related space areas, make a conscious act in selecting the best speed, lane position, and communication tool.
- **Conditions** - New conditions are always presenting themselves when driving. A driver must constantly question the present conditions based on risk probability and potential consequences.
- **Processing information** - These are some of the processing evaluations which a driver would make for any driving situation. The speed and lane position selected are usually based upon what the legal limitations are, what the destination is, and what is comfortable for the driver.
- **Decision-making** - Whatever the choices for speed and position, the space management system recommends looking for how the group of ongoing conditions could cause less control over **line of sight**, and/or **targeting area**, and/or **path of travel**. In other words, the driver should watch for changes to the space areas to the front and rear of the vehicle.
- **Adjustments** - Drivers should watch for slight changes, make minor adjustments for best speed control and lane position, and use effective communication.

GRADE: **HS** MODULE: **FOUR** TOPIC: **2**

TOPIC ACTIVITIES

TOPIC RESOURCES

Knowledge and Skills**The Student is expected to:**

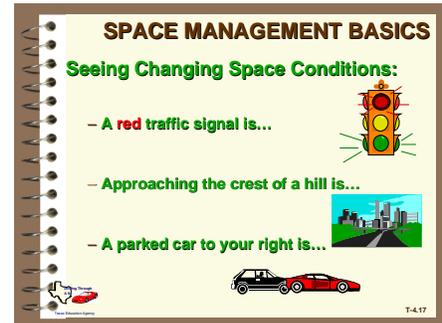
(E) describe the searching, evaluating, executing, and crash prevention performances as they relate to the concepts of the space management system.

The Instructor:

. **Uses the section on managing risks in the “Teaching Your Teens to Drive” (1998 AAA video) to introduce the space management system used by the local agency.**

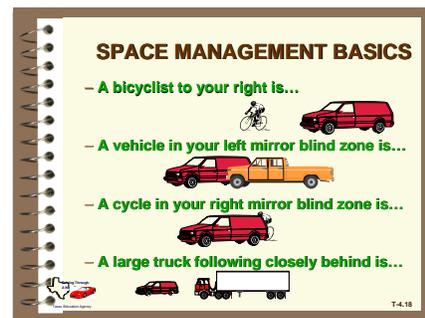


. **Uses Transparency T-4.17, “Space Management Basics,” to discuss the basic space management concepts of closed and changing zones or space areas.**



*Transparency T-4.17,
Space Management Basics*

. **Uses Transparency T-4.18, “Space Management Basics,” to complete the discussion of the basic space management concepts of closed and changing zones or space areas.**



*Transparency T-4.18,
Space Management Basics*

. **Collects Worksheet W-4.2 as a classroom assessment or a tool for class review.**



Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Space Management**LESSON CONTENT (Instructor Support Information)**

Space Management Concepts. There are many ways a driver can be involved in a crash. Many crashes result from a change in the driver's ability to control the target area, sightline, or travel path before driving into the poor situation.

Examples of Changes:

A red traffic light is a closed area 1 travel path.

A hill crest is a closed area 1 sightline.

A parked car to the right is a closed area 3 sightline and travel path.

A bicyclist to the right is a closed area 3 travel path.

An oncoming car or truck is a closed area 2 travel path.

A car traveling in the left mirror blind space area is a closed area 4 travel path.

A motorcycle in the right mirror blind space area is a closed area 5 travel path.

A truck following closely is a closed area 6 sightline and travel path.

After searching and seeing a changing or closed space area, evaluate the conditions of the opposite space areas before making a decision. After evaluating the related space areas, act in selecting the best speed, lane position, and communication tools.

Module Four Topic 2 Resources**Module Four, Topic 2 Transparencies:**

- T-4.11, System Components;
- T-4.12, System Components;
- T-4.13, Space Management Areas;
- T-4.14, Managing Space Areas;
- T-4.15, Space Management Basics;
- T-4.16, Space Management Basics;
- T-4.17, Space Management Basics;
- T-4.18, Space Management Basics.

Worksheets:

- W-4.2, Basics in Space Management.

Fact Sheets:

- F-4.4, Space Management Concepts;
- F-4.5, Using the Basics.

Assessment:

- MA-4.1 Module Four Assessment

Optional Videos:

- “Managing Time and Space in Safe Driving”
- “Zone Control (4)”
- “Teaching Your Teens to Drive”

Module Four Prerequisites:
Module Two completion

Topic Title: Changing Lanes

Topic 3 Time Frame:
40 minutes instructional time
10 minutes discretionary break time

14.5 Non-credit course (32 hrs)
17.0 Multiphase course (40 hrs)
17.0 Credit course (56 hrs/semester)

Module Four, Topic 3 is not a required approved program element.

Needed Resources	Instructor Activities	Time Frame
Transparencies T-4.19, T-4.20, T-4.21, T-4.22, T-4-23, and T-4.24..	Review procedures used in your local agency for basic maneuvers	15 minutes (prior to lesson)
Worksheet W-4.3, W-4.4	Review unit transparencies	35-40 minutes
Fact Sheet F-4.5.	T-4.19, "Turning at Intersections"	(6-8 minutes)
Optional Media Resources:	T-4-20, "Performances in Turning"	(6-8 minutes)
"Teaching Your Teens to Drive Parent/Teen Handbook," Lessons 4 and 5	T-4-21, "Performances in Lane Change"	(6-8 minutes)
"Teaching Your Teens To Drive," Lessons 4 and 5	T-4-22, "Lane Changing Space to the Rear"	(6-8 minutes)
"Drive Right," Ch. 3	T-4-23, "Traditional Mirror Settings"	(6-8 minutes)
"Video 1: The Driving Task and Vehicle Control"	T-4-24, "Contemporary Mirror Settings"	(6-8 minutes)
"Handbook Plus," Ch. 3, 4	Review on-street lesson plan used in combination with this unit	5-10 minutes
"HandBook Plus In-car Guide"	BTW-4.1 and 4.2	
"How To Drive," Ch. 5	Review Work Sheet	
"License to Drive," Ch. 5	W-4.3, "Turning at Intersections"	
"Responsible Driving," Ch. 7	W-4.4, "Lane Changing and Decision-making"	
Searching Intersections (6) video"	Review media resources	
Precision Turns (3)" video	Review lesson assessments	10-15 minutes
"Teaching Your Teens to Drive" video	W-4.3, "Turning at Intersections"	
Module 4 Assessments	W-4.4, "Lane Changing and Decision-making"	
BTW-4.1 and 4.2	MA-4.1, "Module Four Assessment"	

GRADE: HS MODULE: FOUR TOPIC: 3

TOPIC ACTIVITIES

TOPIC RESOURCES

Knowledge and Skills**The Student is expected to:**

- (A) appraise risk when changing the path of travel and turning the vehicle;

The Instructor:

- . Discusses the basic space management concepts of right and left turns by using Transparency T-4.19, "Turning at Intersections," and Worksheet W-4.3, "Turning at Intersections."

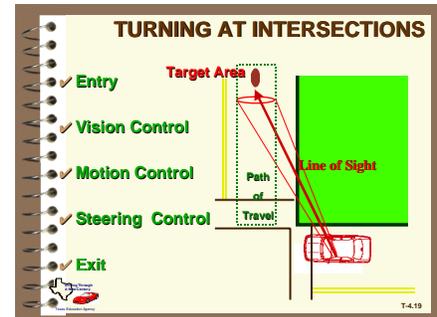
- . Uses the suggested videos "Searching Intersections (6)" (1998) or "Precision Turns (3)" (1998, Interactive Driving Systems, Inc. video) "Teaching Your Teens to Drive" (1998 AAA) as optional videos to review intersection risk-reduction concepts.

Note: Extended classroom sessions would be able to use all of the video to support this issue.

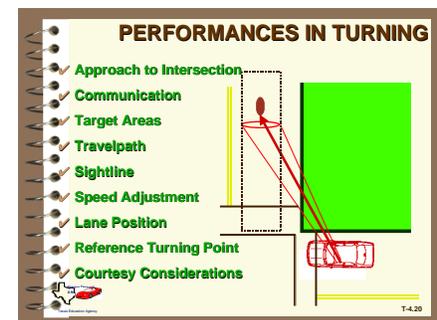
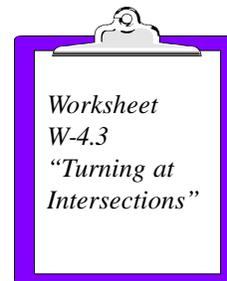
- . Has the students perform an activity, while standing in a safe area, by viewing other drivers completing right and left turns at a controlled intersection with multiple lanes. Students count, tally, and assess the common violations of the average driver; then calculate the percentages and write a conclusion statement based upon observations. This can be a classroom or outside activity based on class time allotments.

- . Discusses results of the activity listed in the above section in regard to how the driving population commits violations in regard to left and right turns at intersections.

- . Discusses the basic risk reduction principles of right and left turns by using Transparency T-4.17, "Performances in Turning."



*Transparency T-4.19,
Turning at Intersections*



*Transparency T-4.20
Performances in Turning*

Changing Lanes

LESSON CONTENT (Instructor Support Information)

Discuss rules concerning basic right and left turn maneuvers.

Given the opportunity for discussion, the student will list the various situations which call for positive social interactions related to right and left turns at intersections. Positive social interaction relates to the ability to move through an intersection and not disrupt the legal speed and position of other vehicles using the intersection.

Explain performances for turning

- Approach rules and performances
- Communication rules and performances
- Targeting area
- Speed change rules and performances
- Lane position rules and procedures
- Visual reference turn points
- Steering techniques
- Line of Sight performances
- Path of Travel
- Courtesy

Texas Essential Knowledge and Skills: § 110.42. English I (b) (4) The student uses writing as a tool for learning. (B) to discover, organize, and support what is known and what needs to be learned. (14) The student listens attentively for a variety of purposes. (A) focus attention on speaker's message.



GRADE: HS MODULE: FOUR TOPIC: 3

TOPIC ACTIVITIES

TOPIC RESOURCES

Knowledge and Skills**The Student is expected to:**

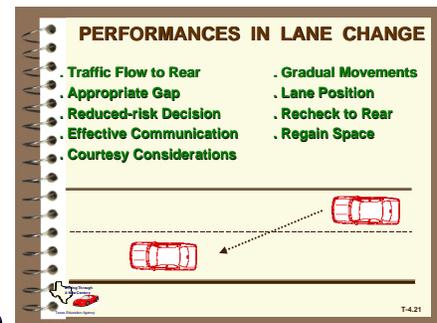
- (b) describe traffic entry and exit techniques that utilize vision, motion, and steering control related to changing the path of travel and turning the vehicle;
- (c) understand and utilize a procedure for a lane change that will not disrupt the legal speed and position of other vehicles using the roadway; and

The Instructor:

. Uses suggested video “Teaching Your Teens to Drive” (1998 AAA video) to re-view lane change risk-reduction concepts. Or observe and tally the drivers who are practicing safe space management and lane change procedures by standing in a safe area on an overpass to a freeway or highway. After tallying, calculate the percentages and write a conclusion statement based on observations.

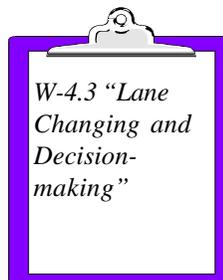


. Discusses the basic concepts of changing lanes by using Transparency T-4.21, “Performances in Lane Change.” Use the optional activity to identify actions of the driving population in regard to a lane change.

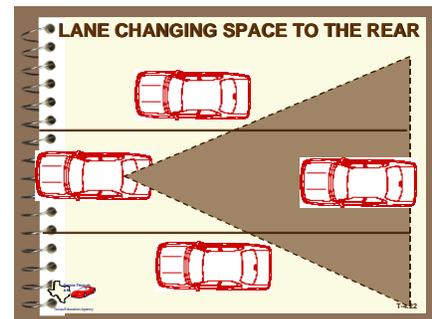


Transparency T-4.21
Performances in Lane Change

. Uses Worksheet, W-4.4, “Lane Changing and Decision-making,” as an activity during this segment.



. Uses Transparency T-4.22, “Lane Changing Space to the Rear,” to discuss the basic risk reduction principles of controlling the space to the rear by using the information available.



Transparency 4.22
Lane Changing Space to the Rear



Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Changing Lanes

LESSON CONTENT (Instructor Support Information)

Outlining the mental profile of a lane change.

Given the opportunity for discussion, the student will list the various situations which call for positive social interactions related to lane changing. Positive social interaction relates to the ability to move through a lane change and not disrupt the legal speed and position of other vehicles using the roadway.

- Checking traffic flow to rear and sides for appropriate gap
- Making a reduced risk-decision about entry
- Giving an effective communication
- Gradual move into lane position
- Rechecking traffic flow to rear and sides
- Gain space around vehicle again

Identifying and controlling space to the rear of the vehicle.

The initial set of pictures illustrates the position of vehicles in space areas to the rear of the driver position in the vehicle.

The second set of diagrams illustrates what is visible in the traditional rear and side view mirrors when vehicles are in the space areas to the rear.

Novice drivers must rely on mirrors to see what is to the rear of space areas 4 (Red), 5 (White), and 6 (Blue) *see initial diagrams in Fact Sheet F-4.4*. However, new drivers cannot rely on mirrors to show what is in the front of space areas 4 (Red) and 5 (Blue). This can be explained using the local district space management terminology in regard to space management.

Be careful not to call these areas blind spots (mirror blind spots is actual term), since they are visible with a simple visual check to the space area.

The central space area is the only true blind spot. This area is just an area not visible while looking in the side and rear mirrors but is no different than the space areas 1, 2, and 3. Space areas 1, 2, 3, front of 4, and front of 5 are also not visible in the side and rear mirrors. It may be called a mirror blind space, but this includes a very large area, since the mirror area is limited by adjustment to the rear and the size and shape of mirrors.

GRADE: **HS** MODULE: **FOUR** TOPIC: **3**

TOPIC ACTIVITIES

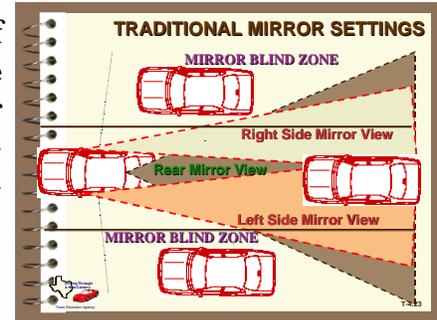
TOPIC RESOURCES

Knowledge and Skills**The Student is expected to:**

(D) analyze and access contemporary and traditional mirror setting, establish the settings in a vehicle, and select one for use in the vehicle.

The Instructor:

. Uses Transparency T-4.23 “**Traditional Mirror Settings**” to discuss the basic risk reduction principles of controlling the space to the rear by using traditional mirror settings.



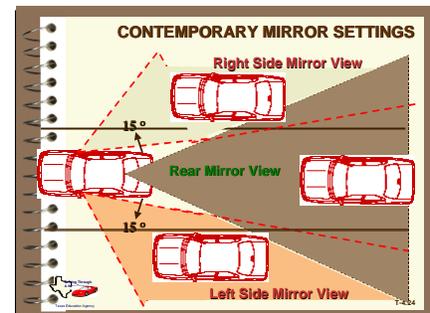
*Transparency T-4.23
Traditional Mirror Settings*

. Continues using “**Teaching Your Teens to Drive**” (1998 AAA video) to review lane change risk-reduction concepts.



. Uses Transparency T-4.24, “**Contemporary Mirror Settings**,” to discuss the basic risk reduction principles of controlling the space to the rear by using contemporary mirror settings.

. Collects Worksheets W-4.3 and W-4.4 as classroom assessments or tools for class review.



*Transparency T-4.24
Contemporary Mirror Settings*



Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Changing Lanes

LESSON CONTENT (Instructor Support Information)

Identifying and controlling space to the rear of the vehicle.

Discuss how the contemporary mirror setting allows for mirror visibility to the front of space areas 4 (Red) and 5 (Blue). (see Fact Sheet F-4.4)

Information available from George Platzer "Simple Way To Prevent Blind Zone Accidents" 1996. SAE Technical Paper 950601 @ <http://www.sae.org>, (412) 776-2103 (fax), or (412) 776-7006.

Advantages:

- Turning to look can be uncomfortable and annoying in multiple lanes.
- Very brief look to mirror takes less time than turning head to side.
- Glancing in mirror leaves forward visual area in peripheral vision.
- Mirror blind zones can be incorporated in searching process.
- Night glare is eliminated until vehicle moves into mirror blind zone.

Settings:

- Inside mirror becomes primary mirror for view to the rear.
- Place head against window to the left, set left side mirror to see a small portion of your vehicle which is about 15 degrees to outside of vehicle.
- Place head to center of vehicle and set right side mirror to see small portion of vehicle which is about 15 degrees to the outside of vehicle.

Concerns:

- Habits are sometimes hard to break, so keep in mind that vehicles in side mirrors will be alongside your vehicle.
- Side mirrors are used in conjunction with primary mirror to view area to side and rear.
- If in doubt, a movement of the head to the left window or center of vehicle will give the traditional view as well as the contemporary mirror views.

Illustrate how the vehicles to the side are visible with a simple visual check to the front of area 4 (Red).

Instructors should not ask students to look over their shoulders, as this will cause the students to look to the rear window rather than to the front of area 4 (Red). This visual movement over the shoulder often leads to unnecessary steering movement. Front of area 4 is a more precise visual check if needed. The novice driver should have a clear concept of the vehicle positions to the side prior to attempting a lane change. Abrupt steering movements are not required for a successful lane change.

Module Four Topic 3 Resources**Module Four, Topic 3 Transparencies:**

- T-4.19, Turning at Intersections;
- T-4.20, Performances in Turning;
- T-4.21, Performances in Lane Change;
- T-4.22, Lane Changing Space to the Rear;
- T-4.23, Traditional Mirror Settings;
- T-4.24, Contemporary Mirror Settings.

Worksheets:

- W-4.3, Turning at Intersections;
- W-4.4, Lane Changing and Decision-making.

Assessment:

- W-4.3, Turning at Intersections;
- W-4.4, Lane Changing and Decision-making;
- MA-4.1 Module Four Assessment.

Suggested Videos:

- “Searching Intersections (6)” (1998)
- “Precision Turns (3)” (1998, Interactive Driving Systems, Inc.)
- “Teaching Your Teens to Drive” (1998 AAA)

Module Four Prerequisites:
Module Two completion

Topic Title: Turnabouts

Topic 4 Time Frame:
30 minutes instructional time
10 minutes discretionary break time

15.0 Non-credit course (32 hrs)
18.0 Multiphase course (40 hrs)
18.0 Credit course (56 hrs/semester)

Module Four, Topic 4 is not a required approved program element.

Needed Resources	Instructor Activities	Time Frame
Transparencies T-4.25, T-4.26, and T-4.27.	Review procedures used in your local agency for basic maneuvers	15 minutes (prior to lesson)
Worksheet W-4.5	Review unit transparencies T-4.25, "Turning Around" T-4-26, "Turning Around" T-4-27, "Turning Around"	20-25 minutes (6-8 minutes) (6-8 minutes) (6-8 minutes)
Optional Media Resources: "Teaching Your Teens to Drive Parent/Teen Handbook," Lessons 4 and 5 "Teaching Your Teens To Drive," Lessons 4 and 5	Review on-street lesson plan used in combination with this unit BTW-4.1 and 4.2	5-10 minutes
"Drive Right," Ch. 3 "Video 1: The Driving Task and Vehicle Control" "Handbook Plus," Ch. 3, 4 "HandBook Plus In-car Guide"	Review Work Sheet W-4.5, "Diagram Turning Around"	
"How To Drive," Ch. 5 "License to Drive," Ch. 5 "Responsible Driving," Ch. 7 "Teaching Your Teens to Drive video"	Review media resources Review lesson assessments W-4.5, "Diagram Turning Around" MA-4.1, "Module Four Assessment"	10-15 minutes
Module 4 Assessments		
BTW-4.1 and 4.2		

GRADE: **HS** MODULE: **FOUR** TOPIC: **4**

TOPIC ACTIVITIES

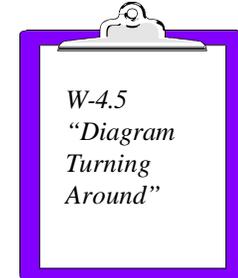
TOPIC RESOURCES

Knowledge and Skills**The Student is expected to:**

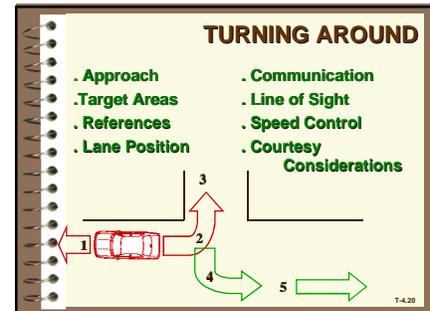
- (A) recognize the different types of turnabout procedures;
- (B) synthesize information from the driving environment and apply critical thinking, decision making, and problem-solving skills to select the appropriate type of turnabouts for the given situation; and

The Instructor:

- . Hands out Worksheet W-4.5, “Diagram Turning Around,” as a classroom resource or assessment tool for use during this segment.

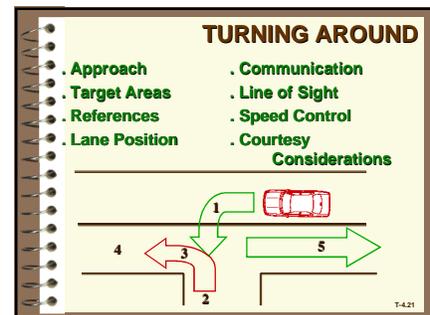


- . Uses Transparency T-4.25, “Turning Around,” to discuss the basic concepts of using methods to perform a 2-point turn around to the right rear.



Transparency T-4.25
Turning Around

- . Uses Transparency T-4.26, “Turning Around,” to discuss the basic concepts of using methods to perform a 2-point turn around to the left front and then backing into traffic flow.



Transparency T-4.26
Turning Around



Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Turnabouts**LESSON CONTENT (Instructor Support Information)****Diagram the turnabout methods used in the discussion.**

Follow the correct procedure for making a turnabout in alleys or driveways on both the right and left sides of a street, for making a two-point turnabout, and making a mid-block or intersection U-turn correctly with control.

Given the opportunity for discussion, the student will list the various situations which call for positive social interactions related to turning around at intersections and mid-block.

Explain performances for mid-block 2-point turnarounds.

- Approach
- Communication
- Target areas
- Speed changes
- Lane position
- Visual reference turn points
- Steering
- Line of sight
- Path of travel
- Courtesy

Texas Essential Knowledge and Skills: § 110.42. English I (b) (4) The student uses writing as a tool for learning. (B) to discover, organize, and support what is known and what needs to be learned. (14) The student listens attentively for a variety of purposes. (A) focus attention on speaker's message.



GRADE: **HS** MODULE: **FOUR** TOPIC: **4**

TOPIC ACTIVITIES

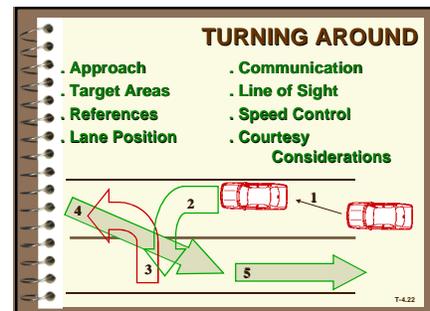
TOPIC RESOURCES

Knowledge and Skills**The Student is expected to:**

(C) apply traffic entry and exit techniques that utilize vision, motion, and steering control to perform turnabouts.

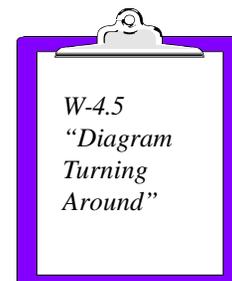
The Instructor:

. **Uses Transparency T-4.27, “Turning Around,” to discuss** the basic concepts of using methods to perform a 3-point turn around in a mid block or dead end roadway.



*Transparency T-4.27
Turning Around*

. **Collects Worksheet W-4.5, “Diagram Turning Around,” as a classroom assessment tool or as a classroom review tool.**



Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Turnabouts**LESSON CONTENT (Instructor Support Information)**

Diagram the turnabout methods used in the discussion.

Follow the correct procedure for making a turnabout in alleys or driveways on both the right and left sides of a street, for making a three-point turnabout, and making a mid-block or intersection U-turn correctly with control.

Given the opportunity for discussion, the student will list the various situations which call for positive social interactions related to turning around at intersections and mid-block.

Explain performances for mid-block 3-point turnarounds.

- Approach
- Communication
- Target areas
- Speed changes
- Lane position
- Visual reference turn points
- Steering
- Line of sight
- Path of travel
- Courtesy

Texas Essential Knowledge and Skills: § 110.42. English I (b) (4) The student uses writing as a tool for learning. (B) to discover, organize, and support what is known and what needs to be learned. (14) The student listens attentively for a variety of purposes. (A) focus attention on speaker's message.

Module Four Topic 4 Resources

Module Four, Topic 4 Transparencies:

T-4.25, Turning Around;

T-4.26, Turning Around;

T-4.27, Turning Around.

Worksheets:

W-4.5, Diagram Turning Around.

Assessment:

MA-1.1 Your License To Drive.

Optional Videos:

“Searching Intersections (6)” (1998) or

“Precision Turns (3)” (1998, Interactive Driving Systems, Inc.)

“Teaching Your Teens to Drive” (1998 AAA)

Module Four Prerequisites:
Minimum age for entry into program

Topic Title: Parking

Topic 5 Time Frame:
30 minutes instructional time
0 minutes discretionary break time

15.5 Non-credit course (32 hrs)
18.5 Multiphase course (40 hrs)
18.5 Credit course (56 hrs/semester)

Module Four, Topic 5 is not a required approved program element.

Needed Resources	Instructor Activities	Time Frame
Transparencies T-4.28, T-4.29, T-4.30, and T-4.31.	Review procedures used in your local agency for basic maneuvers	15 minutes (prior to lesson)
Student Worksheet W-4.6.	Review unit transparencies T-4.28, "Angle Parking" T-4.29, "Perpendicular Parking"	15-20 minutes (3-6 minutes) (3-6 minutes)
Optional Media Resources: "Teaching Your Teens to Drive Parent/Teen Handbook," Lessons 4 and 5	T-4.30, "Parallel Parking" T-4.31, "Hill Parking"	(3-6 minutes) (3-6 minutes)
"Teaching Your Teens To Drive," Lessons 4 and 5	Review on-street lesson plan used in combination with this unit BTW-4.1 and 4.2	5-10 minutes
"Drive Right," Ch. 3 "Video 1: The Driving Task and Vehicle Control"	Review Work Sheet W-4.6, "Parking Maneuvers"	
"Handbook Plus," Ch. 3, 4 "HandBook Plus In-car Guide"	Review media resources	
"How To Drive," Ch. 5 "License to Drive," Ch. 5	Review lesson assessments	
"Responsible Driving," Ch. 7 "Teaching Your Teens to Drive Video"	W-4.6, "Parking Maneuvers" MA-4.1, "Module Four Assessment"	15-20 minutes
Module 4 Assessments		

Knowledge and Skills

The Student is expected to:

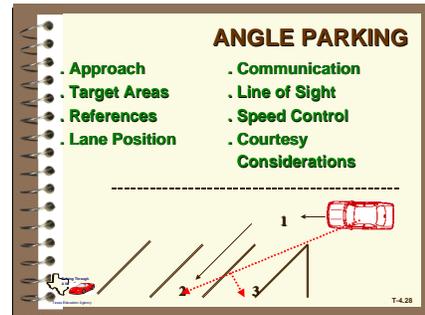
- (A) recognize the different types of parking positions;
- (B) apply traffic entry and exit techniques that utilize vision, motion, and steering control to perform parking procedures; and

The Instructor:

. **Hands out W-4.6, “Parking Maneuvers,” to list** the basic risk reduction principles of parking and pulling from a curb.

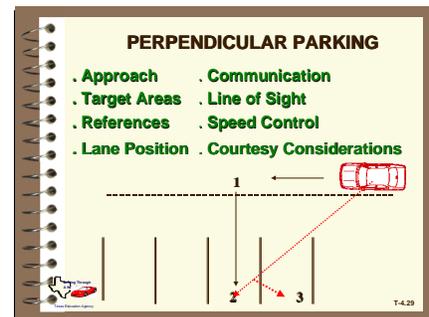


. **Uses Transparency T-4.28, “Angle Parking,” to discuss** the basic concepts of using parking procedures.



Transparency T-4.28
Angle Parking

. **Uses Transparency T-4.29, “Perpendicular Parking,” to discuss** the basic concepts of parking procedures.



Transparency T-4.29
Perpendicular Parking



Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Parking**LESSON CONTENT (Instructor Support Information)****Following instructions concerning parking procedures for uphill/downhill and pulling away from a parked position.**

Use local area procedures for describing parking maneuvers. Texas law requires that the wheel be turned depending on grade, and parking brake must be set. Given the opportunity for discussion, the student may give various situations which call for positive social interactions relates to parking maneuvers.

Explain performances for angle parking to curb and pulling from curb.

- Approach
- Communication
- Target areas
- Speed changes
- Lane position
- Visual reference turn points
- Steering
- Line of sight
- Path of travel
- Courtesy

Explain performances for perpendicular parking to curb and pulling from curb.

- Approach
- Communication
- Target areas
- Speed changes
- Lane position
- Visual reference turn points
- Steering
- Line of sight
- Path of travel
- Courtesy

Texas Essential Knowledge and Skills: § 110.42. English I (b) (4) The student uses writing as a tool for learning. (B) to discover, organize, and support what is known and what needs to be learned. (14) The student listens attentively for a variety of purposes. (A) focus attention on speaker's message.

GRADE: **HS** MODULE: **FOUR** TOPIC: **5**

TOPIC ACTIVITIES

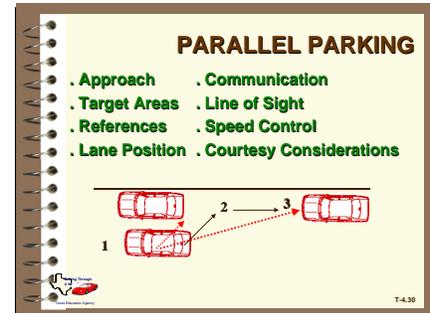
TOPIC RESOURCES

Knowledge and Skills**The Student is expected to:**

(C) synthesize information and apply critical thinking, decision making, and problem-solving skills to select and safely complete parking procedures.

The Instructor:

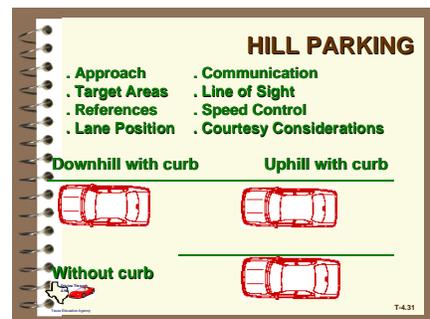
. Uses Transparency T-4.30, “Parallel Parking,” to discuss the basic concepts of parallel parking to the left and right at a curb.



Transparency T-4.30
Parallel Parking

. Uses Transparency T-4.31, “Hill Parking,” to discuss the basic risk reduction principles of parking on uphill/downhill grade at a curb and without a curb.

. Collects Worksheet W-4.6, “Parking Maneuvers,” and provides test questions for use as a class assessment.



Transparency T-4.31
Hill Parking

. Completes BTW lessons which are designed for this segment and should be started after Module 4, based on scheduling demands. BTW-4.1 and BTW- 4.2, “Intersections and Turnarounds,” are designed to be used as two on-street sessions in moderate risk situations.



Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Parking

LESSON CONTENT (Instructor Support Information)

Explain performances for parallel parking to curb and pulling from curb.

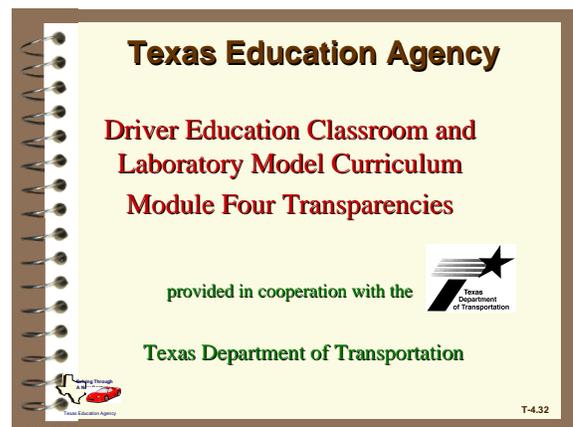
- Approach
- Communication
- Target areas
- Speed changes
- Lane position
- Visual reference turn points
- Steering
- Line of sight
- Path of travel
- Courtesy

Explain performances for hill parking to curb, without a curb, and pulling from curb.

- Approach
- Communication
- Target areas
- Speed changes
- Lane position
- Visual reference turn points
- Steering
- Line of sight
- Path of travel
- Courtesy

Sample Questions are provided in Module 4.

BTW plan is attached to Module 4.



Texas Essential Knowledge and Skills: § 110.42. English I (b) (4) The student uses writing as a tool for learning. (B) to discover, organize, and support what is known and what needs to be learned. (14) The student listens attentively for a variety of purposes. (A) focus attention on speaker's message.



Module Four Topic 5 Resources**Module Four, Topic 4 Transparencies:**

T-4.28, Angle Parking;

T-4.29, Perpendicular Parking;

T-4.30, Parallel Parking;

T-4.31, Hill Parking.

Worksheets:

W-4.6, Parking Maneuvers.

Assessment:

MA-4.1 Module Four Assessment

Suggested Videos:

“Teaching Your Teens to Drive” (1998 AAA)

Module Four Prerequisites:

Topic Title: Supplemental

- Qualifies for Texas Driver Instructional Permit
- Total Parental Involvement: 7 hours

Topic Time Frame:
 180 minutes instructional time
 minutes discretionary break time

Non-credit course (32 hrs)
Multiphase course (40 hrs)
Credit course (56 hrs/semester)

Module Three, Supplemental is not a required program element.

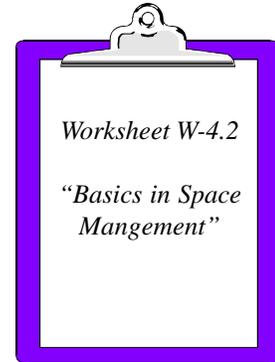
Needed Resources	Instructor Activities	Time Frame
<p>Textbook Resources</p> <p>Fact Sheet F-4.1</p> <p>Fact Sheet F-4.2</p> <p>Fact Sheet F-4.3</p> <p>Fact Sheet F-4.4</p> <p>Fact Sheet F-4.5</p> <p>Worksheet W-4.2</p> <p>Worksheet W-4.3</p> <p>Worksheet W-4.4</p> <p>Worksheet W-4.5</p> <p>Worksheet W-4.6</p> <p>. Classroom Lab Activity</p> <p>Optional Videos:</p> <p>“Precision Turns,” IDS</p> <p>“Zone Control” IDS</p> <p>“Searching Intersections”</p> <p>“Teaching Your Teens to Drive”</p> <p>“Managing Space and Time</p> <p>“Developing Basic Vehicle Control”</p>	<p>. Provides additional textbook resources for parental involvement.</p> <p>. Provides Fact Sheets for home-based activities.</p> <p>. Provides Worksheets for home-based activities.</p> <p>. Provides copies of BTW lessons for parent-based follow up activities.</p> <p>. Provides access to video and resource materials for vehicle readiness, driver preparation, vehicle controls, reference points, and targeting concepts.</p>	

Knowledge and Skills

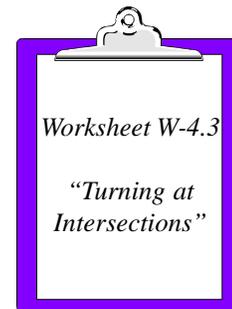
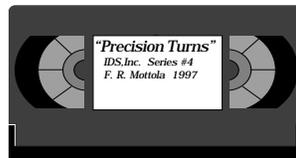
The Student is expected to:

The Instructor:

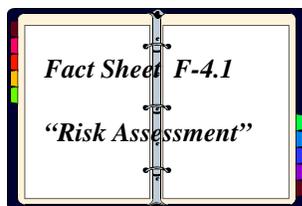
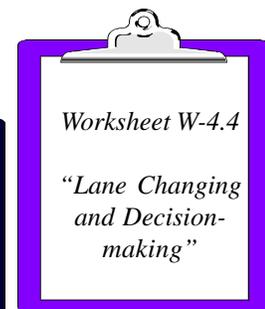
. **Uses Worksheets** as a resource during class session, as an activity sheet at the close of this topic, or as a parental involvement lesson.



. **May use segments from the optional video** entitled, "Teaching Your Teens To Drive" from AAA (1998) to support information provided in Module Three about basic procedural tasks. Drive Right "Video One: The Driving Task and Vehicle Control" and Mottola, "Habit Development" may be used to support Module Three concepts.



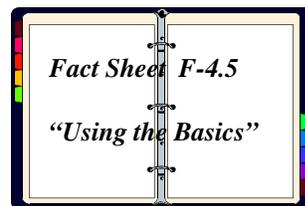
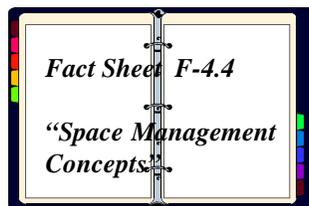
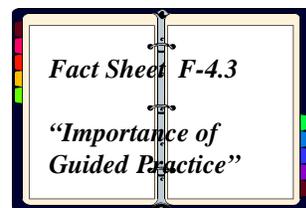
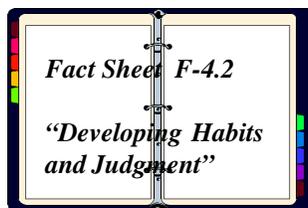
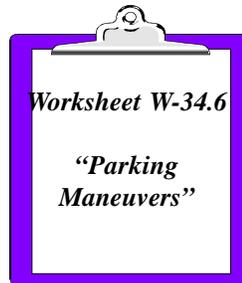
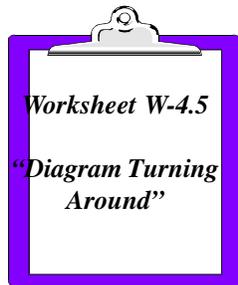
. **Distributes Fact Sheets upon request** to aid in parent understanding of topical areas.



Module Four. Basic Maneuvering Tasks: Moderate Risk Environment. The student defines risk assessment; applies risk-reduction principles; recognizes moderate risk driving environments; utilizes space management concepts to establish roadway position, vehicle speed, and to communicate with other roadway users; synthesizes information from the driving environment; and applies critical thinking, decision-making, and problem-solving skills to select the appropriate parking or turnabout maneuver for the given situation.

Parent Supplement

LESSON CONTENT (Instructor Support Information)



Texas Essential Knowledge and Skills: § 110.42. English I (b) (4) The student uses writing as a tool for learning. (B) to discover, organize, and support what is known and what needs to be learned. (14) The student listens attentively for a variety of purposes. (A) focus attention on speaker’s message.

Texas Driver Education Classroom and In-car Instruction Model Curriculum

Module Four

Basic Maneuvering Tasks:

Moderate Risk Driving Environment

- **RISK ASSESSMENT**
- **SPACE MANAGEMENT**
- **CHANGING LANES**
- **TURNABOUTS**
- **PARKING**

IN-CAR LESSONS

Prerequisites: Classroom Module 3, BTW-3.2

Learning Goals: The TSE student demonstrates procedures for managing intersections, right and left turns, lane changing, turnabouts, angle, and perpendicular parking in a traffic setting. The student performs visual, speed, and steering control adjustments in a moderate risk area.

Performances: During this session the student demonstrates correct visual, steering, and speed control techniques for each of the following situations: approaching intersection, completing right and left turns, changing lanes, turning about, and parking in a moderate risk area. Two sessions are recommended to complete this area and may be divided as route or time planning requires.

Assessment: Instructor assessment of vision, speed, and steering control skills with the evaluations of procedures and techniques on the Local Agency Skills Record.

Instructor Activities	Ref	Student Activities	Materials Needed or Rear Driver Activities	Notes
<ul style="list-style-type: none"> Review route for changes or obstructions. Review objectives for lesson with drivers. Prepare vehicle for lesson. Evaluate pre-start, start, and moving from curb procedures. Review, guide, and supervise intersection approach techniques in moderate risk traffic flow. Review, guide, and supervise turning techniques. Review, guide, and supervise lane change techniques in low risk traffic flow. Review, guide, and supervise 2 pt. turnabout techniques. Review, guide, and supervise 3 pt. turnabout techniques. Review, guide, and supervise U turnabout techniques. Review, guide, and supervise angle parking techniques. Review, guide, and supervise perpendicular parking techniques. <p>Repeat tasks with next driver</p>	Module 4	Group activity segment <ul style="list-style-type: none"> Review objectives, show permit, asks questions regarding lesson activities. 	Rear Seat Driver <ul style="list-style-type: none"> Shows permit at the start of lesson. Listens to review of procedures. Watches and asks questions regarding procedures. Student watches demonstration of each activity by student or instructor. Verbally reviews procedures while driver is performing simulation in each area. Comments on problem areas or concerns. Prepares for driving sequence. 	
	Module 2	Session activity <ul style="list-style-type: none"> 1st driver performs pre-start, starting, and moving from curb procedures. 		
	Module 3	<ul style="list-style-type: none"> Entry to traffic flow with smooth and precise movements from stop in moderate risk traffic flow. 		
	Module 3	<ul style="list-style-type: none"> Performs intersection approach with minimal assist in moderate risk traffic flow. 		
	Module 4	<ul style="list-style-type: none"> Performs R. and L. turns w/minimal assist in moderate risk traffic flow. 		
	Module 4	<ul style="list-style-type: none"> Performs a lane change with minimal assistance in low risk traffic flow. 		
	Module 4	<ul style="list-style-type: none"> Performs a 2 pt. turnabout with minimal assistance. 		
	Module 4	<ul style="list-style-type: none"> Performs a 3 pt. turnabout with minimal assistance. 		
	Module 4	<ul style="list-style-type: none"> Performs a U turnabout with minimal assistance. Performs an angle park with minimal assistance. Performs a perpendicular park with minimal assistance. Performs stopping, securing procedures. Changes drivers. Reviews and assesses tasks performed in lesson. 		
	Assess on Student Record Form			
<p>BTW-4.1 contains recommended essential knowledge and skills for in-car.</p>				

Prerequisites: Classroom Module 3, BTW-3.2

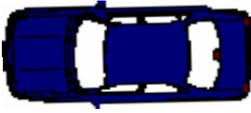
Learning Goals: The TSE student demonstrates procedures for managing intersections, right and left turns, lane changing, turnabouts, parallel, and hill parking in a traffic setting. The student performs visual, speed, and steering control adjustments in a moderate risk area.

Performances: During this session the student demonstrates correct visual, steering, and speed control techniques for each of the following situations: approaching intersection, completing right and left turns, changing lanes, turning about, and parking in a moderate risk area. Two sessions are recommended to complete this area and may be divided as route or time planning requires.

Assessment: Instructor assessment of vision, speed, and steering control skills with the evaluations of procedures and techniques on the Local Agency Skills Record.

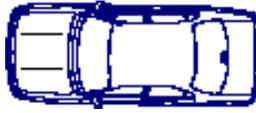
Instructor Activities	Ref	Student Activities	Materials Needed or Rear Driver Activities	Notes
<ul style="list-style-type: none"> Review route for changes or obstructions. Review objectives for lesson with drivers. Prepare vehicle for lesson. Evaluate pre-start, start, and moving from curb procedures. Review, guide, and supervise intersection approach techniques in moderate risk traffic flow. Review, guide, and supervise turning techniques. Review, guide, and supervise lane change techniques in low risk traffic flow. Review, guide, and supervise 2 pt. turnabout techniques. Review, guide, and supervise 3 pt. turnabout techniques. Review, guide, and supervise U turnabout techniques. Review, guide, and supervise parallel parking techniques. Review, guide, and supervise hill parking techniques. <p>Repeat tasks with next driver.</p>	<p>Module 4</p> <p>Module 2</p> <p>Module 3</p> <p>Module 3</p> <p>Module 4</p> <p>Module 4</p> <p>Module 4</p> <p>Module 4</p> <p>Assess on Student Record Form</p>	<p>Group activity segment</p> <ul style="list-style-type: none"> Review objectives, show permit, asks questions regarding lesson activities. <p>Session activity</p> <ul style="list-style-type: none"> 1st driver performs pre-start, starting, and moving from curb procedures. Entry to traffic flow with smooth and precise movements from stop in moderate risk traffic flow. Performs intersection approach with minimal assist in moderate risk traffic flow. Performs R. and L. turns w/minimal assist in moderate risk traffic flow. Performs a lane change with minimal assistance in low risk traffic flow. Performs a 2 pt. turnabout with minimal assistance. Performs a 3 pt. turnabout with minimal assistance. Performs a U turnabout with minimal assistance. Performs a parallel park with minimal assistance. Performs a hill park with minimal assistance. Performs stopping, securing procedures. Changes drivers. Reviews and assesses tasks performed in lesson. 	<p>Rear Seat Driver</p> <ul style="list-style-type: none"> Shows permit at the start of lesson. Listens to review of procedures. Watches and asks questions regarding procedures. Student watches demonstration of each activity by student or instructor. Verbally reviews procedures while driver is performing simulation in each area. Comments on problem areas or concerns. Prepares for driving sequence. 	
<p>BTW-4.2 contains recommended essential knowledge and skills for in-car.</p>				

BTW-4.1, BTW-4.2 Procedures



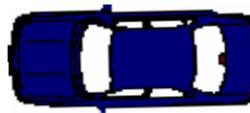
Intersection Approach Procedure

Intersection Type
Intersection Controls
Area 1 Check
Area 6 Check
Open Area (2 or 3)
Closed Area (2 or 3)
Area 1
Speed Adjustment
Position Adjustment



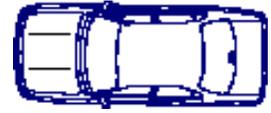
Turning Procedure

Intersection Approach
Communication
Speed Adjustment
Travelpath/Sightline
Target Area 1
Reference Pivot Pt.
Position Adjustment
Speed Adjustment
Vehicle Position 1



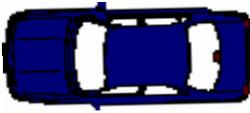
Lane Change Procedure

Closed Area 1, 2, 3
Speed Adjustment
Check Open Area 4, 5
Check Area 6
Communication
Travelpath/Sightline
Target New Area 1
Position Adjustment
Speed Adjustment
Vehicle Position 1



2pt Turnaround Procedure

Move to Curb Proced.
Clear Space Areas
Proper Signal
Target Curb to Left
Recheck Traffic Areas
Look for Lane Position to Right Rear
Reverse Procedure
Move/Steer to Lane 1
Front Alignment Ref.
Gear Selection
Complete Left Turn



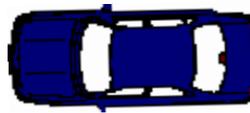
3 pt. Turnabout Procedure

Move to Curb Proced.
Clear Space Areas
Proper Signal
Target Curb to Left
Recheck Traffic Areas
Move/Steer to Curb
Front Alignment Ref.
Reverse Procedure
Target Rear Curb
Move/Steer to Curb
Rear Alignment Ref.
Gear Selection
Move to L. Pos. 1



U Turnabout Procedure

Move to Curb Proced.
Clear Space Areas
Proper Signal
Target L. Position 1
Recheck Traffic Areas
Move/Steer to Lane
Enter L. Pos. 1
Adjust Speed

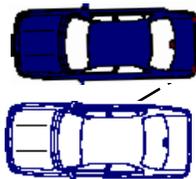


Angle Parking Procedure

Identify Parking Space
Proper Signal
Setup L. Pos. 1
Target Center of Angle
Parking Space
Use Angle Pivot Pt for Turn In
Align with Target Center
Use Front Alignment
Reference Pt.
Secure Vehicle



Procedure



Parallel Park Procedure

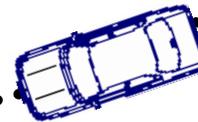
Identify Parking Space
Check Area 6
Proper Signal
Align Left Pos. 1 Ref. Pt.
Check Rear Alignment
Reference
Backing Procedure



Target Center of Vehicle to Rear
Control Speed when Backing
Use Rear Alignment
Reference as Turn Point
Target Center of Vehicle to Rear



Control Speed
Turn Wheel Quickly on Entry
Maintain Target Area
Return Steering Slowly to Align to Rear
Stop Vehicle
Target Vehicle to Front



Move Slowly Forward
Realign Steering
Check Outside Right Convex Mirror for Curb Alignment/Distance
Secure Vehicle



Optional Titles: “Search, Identify, Anticipate” ... DORON Video or Laserdisc
 “Decide and Act” ... DORON Video or Laserdisc
 “IPDE-The Decisions are Yours” ... SSI Safe Driver Training Series
 “Turning and Parking Maneuvers” ... SSI Safe Driver Training Series

Learning Goals: The simulation student demonstrates comprehension of speed control and vehicle positioning in lane which will increase student’s ability to position vehicle for basic vehicle maneuvers.

Performances: Performances are based on simulation video used for this section. Demonstrate the correct position for vehicle control.

Assessment: Instructor assessment of speed, positions, and techniques on the district on-street records form. Student assessment of simulation activities may be added to the student portfolio.

Instructor Activities	Student Activities	Materials Needed and Notes

Optional Titles: “Risk Assessment” ... DORON Video or Laserdisc
 “Avoiding Collision Traps” ... DORON Video or Laserdisc
 “Identifying & Avoiding Conflicts” ... SSI Safe Driver Training Series
 “Avoiding Collisions” ... SSI Safe Driver Training Series

Learning Goals: The simulation student demonstrates comprehension of speed control and vehicle positioning in lane which will increase student's ability to position vehicle for basic vehicle maneuvers.

Performances: Performances are based on simulation video used for this section. Demonstrate the correct position for vehicle control.

Assessment: Instructor assessment of speed, positions, and techniques on the district on-street records form. Student assessment of simulation activities may be added to the student portfolio.

Instructor Activities	Student Activities	Materials Needed and Notes