Texas Driver Education
Classroom and In-car Instruction
Model Curriculum

Module Three

Basic Maneuvering Tasks:

Low Risk Environment

• Basic Maneuvers
• Vision and Perception
• Controlling High Risk Situations
• Developing Good Driving Habits

GRADE HS
Module Three Introduction

Module Three. Basic Maneuvering Tasks: Low Risk Environment. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.

Topic 1. Basic Maneuvers. The student utilizes critical thinking skills to enter and start the vehicle, enters roadways, and maneuvers in reverse with competency.

Topic 2. Vision and Perception. The student understands basic components of vision, visually synthesizes information from the driving environment, and applies critical thinking, decision-making, and problem-solving skills to the driving task.

Topic 3. Controlling High Risk Situations. The student applies a space management system such as “SEE it Texas,” Mottola Zone Control, or Quensel IPDE process, etc. to search and evaluate the traffic environment and respond appropriately.

Topic 4. Steering and Speed Adjustments. The student demonstrates skilled steering and speed control to manage space and reduce evasive actions.

Minimum Time Frames
Module Three-3 Hours (Not required program element by statute)

<table>
<thead>
<tr>
<th>Module Three</th>
<th>Recommended Instructional Objective</th>
<th>Recommended Time Frames (Min)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CLASSROOM INSTRUCTION</td>
<td>Noncredit</td>
</tr>
<tr>
<td>TOPIC 1–BASIC MANEUVERS</td>
<td>YES</td>
<td>45</td>
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<tr>
<td>TOPIC 2–VISION AND PERCEPTION</td>
<td>YES</td>
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<td>TOPIC 3–CONTROLLING HIGH RISK SITUATIONS</td>
<td>YES</td>
<td>40</td>
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<td>TOPIC 4–DEVELOPING GOOD DRIVING HABITS</td>
<td>YES</td>
<td>30</td>
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<tr>
<td>INSTRUCTIONAL BREAKS</td>
<td>NO</td>
<td>15</td>
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<tr>
<td>SUPPLEMENT–PARENT ORIENTATION</td>
<td>NO</td>
<td>55</td>
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<td>IN-CAR INSTRUCTION (OPTION 1)</td>
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<tr>
<td>BEHIND THE WHEEL INSTRUCTION/BREAK</td>
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<td>OBSERVATION</td>
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<td>IN-CAR INSTRUCTION MULTIPHASE (OPTION 2)</td>
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<td>BEHIND THE WHEEL INSTRUCTION/BREAK</td>
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<td>OBSERVATION</td>
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<td>SIMULATION</td>
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<tr>
<td>PARENTAL INVOLVEMENT</td>
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### Module Three Prerequisites:
- Successful completion of Module One activities

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Time Frame:</th>
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<tbody>
<tr>
<td>45 minutes instructional time</td>
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<td>0 minutes discretionary break time</td>
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**Module Three, Topic 1 is not a required program element by statute.**

<table>
<thead>
<tr>
<th>Needed Resources</th>
<th>Instructor Activities</th>
<th>Time Frame</th>
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<tbody>
<tr>
<td>Textbook Materials</td>
<td>• Review procedures for basic maneuvers</td>
<td>15 minutes (prior to lesson)</td>
</tr>
<tr>
<td></td>
<td>• Review space management system for on-street instruction</td>
<td>5 minutes (prior to lesson)</td>
</tr>
<tr>
<td></td>
<td>• Review off-street or on-street lesson plan used in combination with this unit</td>
<td>10 minutes (prior to lesson)</td>
</tr>
<tr>
<td></td>
<td>• Review performance objectives</td>
<td>5 minutes (prior to lesson)</td>
</tr>
<tr>
<td></td>
<td>• Review student worksheet, W-3.1, “Basic Maneuvering Tasks”</td>
<td>(4-6 minutes)</td>
</tr>
<tr>
<td>Student Worksheets W-3.1.</td>
<td>• Review media resources used</td>
<td>(4-6 minutes)</td>
</tr>
<tr>
<td></td>
<td>• Review Module assessments W-3.1, “Basic Maneuvering Tasks” MA-3.1, “Basic Maneuvering Tasks”</td>
<td>(4-6 minutes)</td>
</tr>
<tr>
<td>Optional Media Resources:</td>
<td></td>
<td>10-15 minutes (prior to lesson)</td>
</tr>
<tr>
<td>“Teaching Your Teens to Drive Parent/Teen Handbook” Lessons 2 and 3 “Teaching Your Teens To Drive” Lessons 2 and 3 “Drive Right” Ch. 3 “Video 1: The Driving Task and Vehicle Control” “Handbook Plus” Ch. 3, 4 “HandBook Plus In-car Guide” “How To Drive” Ch. 5 “License to Drive” Ch. 5 “Responsible Driving” Ch. 7</td>
<td></td>
<td>10-15 minutes (prior to lesson)</td>
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</table>

**Module Three Topical Outline**

**Title:** Basic Maneuvers

- **Non-credit course (32 hrs):** 9.75
- **Multiphase course (40 hrs):** 10.75
- **Credit course (56 hrs/semester):** 10.75
### Grade: HS  Module: THREE  Topic: 1

#### Knowledge and Skills

The Student is expected to:

- Perform the pre-drive and starting tasks;

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#### The Instructor:

- Shows Transparency T-3.0 “Module Three Transparencies” and introduces concepts for Module Three and briefly reviews pre-drive, driver readiness, starting, and securing procedures.

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**Knowledge and Skills**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Topic 1</td>
<td>Procedural Tasks</td>
<td>Shows Transparency T-3.0 “Module Three Transparencies”</td>
</tr>
<tr>
<td>Topic 2</td>
<td>Vision Requirements</td>
<td>Uses Worksheet W-3.1 “Basic Maneuvering Tasks”</td>
</tr>
<tr>
<td>Topic 3</td>
<td>Introducing “SEE IT” System</td>
<td>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 may be used to support Module Three concepts.</td>
</tr>
<tr>
<td>Topic 4</td>
<td>Developing Good Driving Habits</td>
<td>Uses Worksheet W-3.1 “Basic Maneuvering Tasks” as a resource during class session, as an activity sheet at the close of this topic, or as a parental involvement lesson.</td>
</tr>
</tbody>
</table>

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**Module Three Transparencies**

- Basic Maneuvering Tasks: Low Risk Environment
- Topic 1: Procedural Tasks
- Topic 2: Vision Requirements
- Topic 3: Introducing “SEE IT” System
- Topic 4: Developing Good Driving Habits

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**Worksheet W-3.1**

- “Basic Maneuvering Tasks”

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**Teaching Your Teens To Drive**

- AAA Video, latest ed.

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**Drive Right Video One**

- Video One: The Driving Task and Vehicle Control
Basic Maneuvering Tasks in a Low Risk Environment

Reviewing Pre-drive Inspection

On Approach to Vehicle
- Check the position of the vehicle.
- Check for obvious fluid leakages. Identify the source of any leaking fluids (coolant, air conditioner condensation, brake, motor oil, transmission fluid).
- Check for tire inflation, position, and damage.
- Check for obvious physical damage to body or glass.
- Approach door from front of vehicle.

On Arrival to Vehicle
- Store all valuables in trunk or secured on floor of vehicle.
- Perform Pre-Drive Maintenance as required.
- Unlock doors to enter vehicle.
- Enter vehicle with key in hand.
- Place key at appropriate location (dash/console). Storage of key on dashboard will prevent start-up before pre-start procedures are completed.
- Sit directly behind the steering wheel and allow for comfortable access to brake pedal and accelerator which is the greatest distance from the driver while keeping heel of foot on floorboard.
- Adjust head restraints. To minimize neck injury, level head restraint directly across from top of ear. Recognize that a lowered head restraint may cause injury in a crash and encourages whiplash.
- Fasten seat and shoulder restraints. Prevent yourself from being thrown about or out of the vehicle by adjusting seat and shoulder restraints snugly across hips and chest.
- Adjust mirrors to gain maximum field of vision and sight distance from rear and side view mirrors and to reduce or eliminate mirror blind spot.
- Set or check parking brake.
- Lock doors against unauthorized entries.

Starting Procedure Activity

Parking Brake
If parking brake is firmly set, will the vehicle move? What wheel(s) does this brake control? How do you release the parking brake? Should parking brakes be used year-round?

Foot on Service Brake
Prevents vehicle from moving before you are ready. Keeps driver from using the accelerator pedal when starting the engine.

Key in Ignition
Which key enters the ignition? Which side of key is up? What is the other key for? How do keys differ with various makes of vehicles?
Module Three. Basic Maneuvering Tasks: Low Risk Environment. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.
Basic Maneuvers

LESSON CONTENT (Instructor Support Information)

Gear Selection (Park/Neutral)
Most automatic transmission vehicles will not start in any gear except park or neutral. Where are these gears located on the selector indicator? How does park differ from neutral? When would neutral be used instead of park?

Fuel Injection/Choke
Most new vehicles are fuel-injected. Owner's Manual or EFI markings indicate fuel injection. The choke on older vehicles controls fuel-air mixture entering the carburetor to facilitate burn.

Ignition to Start
Key necessary to unlock steering control and start vehicle. Note position of start switch and watch engine information light for indication that engine is on. Be careful not to hold key longer than a few seconds. Owner's manual gives guidelines to timing of start.

Gauge check
Gauges provide certain information concerning the mechanical condition of the vehicle and warn of any unusual vehicle problems.

Accessories needed
Turn on or adjust any needed accessories. Examples would be ventilation system, daylight running lights, night headlights, wipers, defrosters, radio, or other devices. Daylight running lights are becoming standard equipment on General Motors vehicles and studies indicate that crashes are reduced when other vehicles become more visible. (Headlight use on driver education vehicles is being recommended due to a court ruling in Washington State requiring the responsibility of a school district to provide a higher level of care for their students' safety.)

Securing Procedure

Park in Legal Area
Always check for signs, fire hydrants, or intersections which make parking illegal.

Set Parking Brake
Vehicle owners' manuals, since the development of the transaxle, have recommended setting the parking brake prior to placing vehicle in Park (P). Stopping in Neutral (N) gives an additional reason for setting the parking brake first. Stopping in Neutral (N) helps the student understand the use of Neutral (N) in automatic and standard transmissions or transaxles. Texas Vehicle Law requires parking brake use when leaving the vehicle.

Place Shifter in Park or Neutral
Place shifter in local school's required position. Some instructors stop in Neutral to simulate proper shift to Neutral or standard shift requirements. Students need to gain some knowledge about use of Neutral.
Module Three. Basic Maneuvering Tasks: Low Risk Environment. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.

Knowledge and Skills
The Student is expected to:

(B) demonstrate knowledge of procedural steps for entering roadway from stopped position in low risk environment;

- Foot Firmly on Brake
- Select Proper Gear
- Traffic Check
- Proper Signal
- Release Parking Brake
- Select Gap in Traffic
- Move to Proper Lane

The Instructor:
- While leading a group discussion, uses Transparencies T-3.1 and W-3.2 “Entering Roadway Tasks” to explain the school’s pulling from the curb procedure.

- Shows segments of the optional videos entitled, “Teaching Your Teens To Drive” from AAA (1998) to support information provided in Module Three about basic procedural tasks or Drive Right “Video One: The Driving Task and Vehicle Control” may be used to support Module Three concepts and may be helpful as a quick review of this topical area.

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

LESSON CONTENT (Instructor Support Information)

Turn off all Accessories
With the age of computerized systems, manufacturers recommend that all accessories be turned off at the end of a drive. When cars are started, the computer readjusts engine idle based on accessories being used. Accessories left on for no purpose can cause unusual engine fluctuations when idling or in cold weather as the car is restarted. The computer adjusts engine idle based on the last three to five engine starts.

Turn Ignition to Off Position
This task is necessary to remove the key and take power away from the engine.

Note... Check Park Gear and Lock Ignition
This task is necessary only if stopping in Neutral, but helpful if key does not turn to a lock position.

Remove Key
Required task by Texas Vehicle Law when leaving a motor vehicle in the state.

Preparing for Moving to Roadway Activity

Maintain Service Brake Pressure
Holds vehicle motionless until ready to proceed. (If service brake is applied, how many wheels on the vehicle are affected? What type of brakes do we have operating?)

Select Proper Gear (Drive, Overdrive, or Reverse)
This will put the vehicle in forward motion gear. (What other gears will provide forward motion?)

Traffic Check, Including Rear and Side Mirrors
What possible traffic might you see.

Proper Signal
Signals are used to show direction of movement away from curb into flow of traffic. The lane changer signal device (slight pressure halfway down or up on lever to activate signal) may be more appropriate in this situation.

Release Parking Brake
Prevents vehicle from moving when vehicle is parked. It needs to be released to avoid damage to the car. The driver’s foot should be placed firmly on the service brake when the parking brake is released.

Traffic Recheck Including Mirror Blind Spots
To avoid conflicts that are impossible to see in the mirror. (Where are the mirror blind spots around your vehicle?)

Look to Appropriate Lane Position
Visually target lane space prior to moving into it.

Release Service Brake, Move to Accelerator
Vehicle will begin motion as brake is released, gradually apply accelerator.

Progressive Application of Pressure to Accelerate
Gradually, firmer and firmer pressure will allow vehicle to accelerate smoothly. How do road design and surface affect amount of acceleration needed?
**Knowledge and Skills**

The Student is expected to:

(C) enter and leave the roadway;

. Shows and uses Transparencies T-3.3 and T-3.4 “Moving to Curb/Side of Road” to explain pulling to and from the curb and side of roadway in order to lead a group discussion.

. Parking Brake
. Select Gap in Traffic
. Move to Proper Lane

. Shows segments of the optional videos entitled, “Teaching Your Teens To Drive” from AAA (1998) or Drive Right “Video One: The Driving Task and Vehicle Control” may be used to support Module Three concepts and may be helpful as a quick review of this topical area.

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

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**The Instructor:**

. While leading a group discussion, continues to use Transparency T-3.2 “Entering Roadway Tasks” to explain entering roadway tasks.

. Parking Brake
. Select Gap in Traffic
. Move to Proper Lane

. Shows and uses Transparencies T-3.3 and T-3.4 “Moving to Curb/Side of Road” to explain pulling to and from the curb and side of roadway in order to lead a group discussion.

. Traffic Check
. Proper Communication
. Target Ahead
. Check Visual Reference
. Side Mirror Check
. Adjust Speed
. Gradual Steering
. Recheck Traffic Flow
. Check Signal Indicator

. Shows segments of the optional videos entitled, “Teaching Your Teens To Drive” from AAA (1998) or Drive Right “Video One: The Driving Task and Vehicle Control” may be used to support Module Three concepts and may be helpful as a quick review of this topical area.

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

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**Module Three. Basic Maneuvering Tasks: Low Risk Environment.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.
Basic Maneuvers

LESSON CONTENT (Instructor Support Information)

Preparing for Moving to Roadway Activity (continued)

Steer to Appropriate Lane Position
Smooth steering wheel movement to position vehicle properly in driving lane. Drive in lane to accommodate driving situation. (Use center of lane position whenever possible to give ability to adjust to any needed lane position.)

Moving to Curb/Side of Roadway

Traffic Check Including Rear and Side Mirror Areas
Reveals traffic conditions behind the vehicle and to the sides. (Can mirrors eliminate the need for a check of mirror blind areas? Why?)

Proper Signal
Inform others of your intentions to move from the roadway.

Target Visual Reference Point
Use center visual reference guide for 0-6 inches to position close to curb or edge of roadway.

Mirror Blind Area
A visual check is the only way mirror blind areas are eliminated if mirror setting is in traditional mode. Alternative settings can reduce and eliminate mirror blind spot.

Brake Control
Controlled braking pressure eliminates jerky stops; also informs others of your intentions to stop the vehicle.

Stabilize Steering Wheel
Big steering movements are not necessary to align with curb. Move the wheel and maintain hand position on steering wheel. Use visual targeting and sightlines to align.

Recheck Traffic
Traffic to sides and rear are important as lane position is established.

Check Signal
If lane changer device is not used, slight recovery steering may not automatically cancel the signal.
Module Three. Basic Maneuvering Tasks: Low Risk Environment. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.

Knowledge and Skills
The Student is expected to:
(D) exhibit level of competency while backing: and

- Seating and Hand Positions
- Dealing with Restraints
- Traffic Check
- Hold Brake
- Proper Gear
- Proper Signal
- Release Parking Brake
- Adjust Seating
- Visual Target
- Maintain References
- Controlled Movements
- Slow as Possible
- Steer to Lane

. Shows segments of the optional videos entitled, "Teaching Your Teens To Drive" from AAA (1998) or Drive Right “Video One: The Driving Task and Vehicle Control” may be used to support Module Three concepts and may be helpful as a quick review of this topical area.

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

The Instructor:
. While leading a group discussion, uses Transparencies T-3.5 and T-3.6, “Backing,” to discuss local school techniques and procedures for backing.

Backer
- Seating and Hand Positions
- Restraints Adjustments
- Traffic Checks
- Foot on Brake
- Shifter to Reverse

Transparency T-3.5
Backer
- Proper Signal
- Release Parking Brake
- Readjust Seat Position
  - Right side/Left side
  - Straight (right side)
- Visually Target Position
- Maintain Reference Points

Transparency T-3.6
Backer
- The Driving Task and Vehicle Control” Drive Right Video One

Worksheet W-3.1
“Basic Maneuvering Tasks”
Basic Maneuvers

LESSON CONTENT (Instructor Support Information)

Backing Procedures

Restraints Adjustment
Head restraint may need to be lowered or readjusted. Seat belt may need to be loosened by moving buckle to straight position and pulling belt strap for adjustment.

Traffic Check and View Target Area
Area must be free of pedestrian and vehicle movement.

Foot on Service Brake
In some cases right foot may be used to keep balance and left foot used to operate brake pedal. Brake will be used to move car, so good visual and seat position must be established first.

Gear Selector to Reverse
Place gear selector lever from Park (P) or Neutral (N) to Reverse (R). Both gears are found on either side of Reverse (R) on automatic transmission or transaxle. One of the reasons to start vehicle in Neutral (N) is to be able to shift to an appropriate gear without going across Reverse (R).

Proper Signal
Question students for appropriate signal when backing up, as many will not think about or know that the white backup lights are a signal. Often drivers use the turn signal inappropriately when backing out of a parking space. Backup lights are the appropriate signal, more visible to the rear than a red turn signal. Backup lights come on automatically when the gear selector is moved to the R position.

Release Parking Brake
It is appropriate to release the parking brake when fully prepared to move.

Readjust Seat Position
After turning to release brake, the seat position for good view of target area is often lost. Reestablish target and recheck pedestrians and vehicle movements.

Visually Target Position/Maintain Reference Points
Look to target area and visual turn point while maintaining lane position. This can only be done by looking at least three lengths of the car to the rear, since two lengths are not visible when looking to the rear.
Module Three. Basic Maneuvering Tasks: Low Risk Environment. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
<th>The Instructor:</th>
</tr>
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<tbody>
<tr>
<td>The Student is expected to:</td>
<td>. Continues leading a group discussion, using Transparency T-3.7 “Backing” to complete the discussion of backing techniques and procedures for backing.</td>
</tr>
<tr>
<td>(E) enter, secure, and exit a vehicle safely.</td>
<td>. Hold Brake to Move</td>
</tr>
<tr>
<td></td>
<td>. Move Slowly</td>
</tr>
<tr>
<td></td>
<td>. Steer to Reference</td>
</tr>
</tbody>
</table>

- Shows segments of the optional videos entitled, “Teaching Your Teens To Drive” from AAA (1998) or Drive Right “Video One: The Driving Task and Vehicle Control” may be used to support Module Three concepts and may be helpful as a quick review of this topical area.

- Collects Worksheet W-3.1 “Basic Maneuvering Tasks” as an assessment activity.

- Uses MA-3.1, “Basic Maneuvers in a Low Risk Environment” as a Module test.

**Key Points:****

- **Back**:  
  - Control Rear Movement  
  - Slight Brake Release  
  - Move Slowly as Possible to Start  
  - Accelerate Gradually  
  - Cover Brake when Needed  
  - Steer To Lane/Reference

**Resources:**

- **Teaching Your Teens To Drive** AAA Video, latest ed.
- **Worksheet W-3.1 “Basic Maneuvering Tasks”**
- **Drive Right Video One**
Control Rear Movements
Initially, try to go backward as slowly as possible to gain the feeling of using the brake to control speed of vehicle. This is one of the most difficult tasks to accomplish. Most drivers move to the accelerator too soon when backing a vehicle. Vehicles are geared to move without the accelerator in reverse. Go from controlled brake, to brake cover, to controlled brake, and then to light acceleration.

Steer to Lane Using Reference Area
Use references to the rear for car alignment just as to the front. The vehicle can be placed in any lane position when targeting and using the sightlines and path of travel. When stopped, the left side rear view convex mirror will give the driver a good view of the vehicle’s distance from the curb. The instructor should refrain from opening the passenger side door, since the driver cannot see over the seat or passenger to the curb.
Module Three Topic 1 Resources

Module Three, Topic 1 Transparencies:

T-3.0, “Module Three Transparencies”;  
T-3.1, “Entering Roadway Tasks”;  
T-3.2, “Entering Roadway Tasks”;  
T-3.3, “Moving to Curb/Side of Road”;  
T-3.4, “Moving to Curb/Side of Road”;  
T-3.5, “Backing”;  
T-3.6, “Backing”;  
T-3.7, “Backing”.

Worksheets

W-3.1, “Basic Maneuvering Tasks”.

Assessment

MA-3.1, “Basic Maneuvering Tasks”.

• Review media resources used

  “Teaching Your Teens to Drive Parent/Teen Handbook” Lessons 2 and 3  
  “Teaching Your Teens To Drive” Lessons 2 and 3  
  “Drive Right” Ch. 3  
  “Video One: The Driving Task and Vehicle Control”  
  “Handbook Plus” Ch. 3, 4  
  “HandBook Plus In-car Guide”  
  “How To Drive” Ch. 5  
  “License to Drive” Ch. 5  
  “Responsible Driving” Ch. 7
### Module Three Prerequisites:
- Successful completion of Module One activities

### Title: Vision and Perception

### Time Frame:
- **Non-credit course (32 hrs):** 10.75 minutes instructional time, 5 minutes discretional break time
- **Multiphase course (40 hrs):** 11.75 minutes instructional time, 5 minutes discretional break time
- **Credit course (56 hrs/semester):** 11.75 minutes instructional time, 5 minutes discretional break time

### Needed Resources

<table>
<thead>
<tr>
<th>Instructor Activities</th>
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<tbody>
<tr>
<td>Review recommended Module Three: Topic 2 Lesson Plans.</td>
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<tr>
<td>Transparencies provided:</td>
</tr>
<tr>
<td>• T-3.8, “Vision/Perception Requirements”</td>
</tr>
<tr>
<td>• T-3.9, “Vision/Perception Requirements”</td>
</tr>
<tr>
<td>• T-3.10, “Driver’s Useful Vision Areas”</td>
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<td>• T-3.11, “Driver’s Useful Vision Areas”</td>
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<td>• T-3.12, “Driver’s Useful Vision Areas”</td>
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<tr>
<td>• T-3.13, “Visual Fields in Operation”</td>
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<td>• T-3.14, “Visual Fields in Operation”</td>
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<tr>
<td>• T-3.15, “Visual Fields in Operation”</td>
</tr>
<tr>
<td>• T-3.16, “Speed and Affect on Vision”</td>
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<tr>
<td>• T-3.17, “Speed and Affect on Vision”</td>
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<tr>
<td>• T-3.18, “Determining Following Intervals”</td>
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<tr>
<td>• T-3.19, “Time, Speed, and Distance Relationships on Dry, Clean Surface”</td>
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<tr>
<td>• T-3.20, “Following Intervals on Dry Surface”</td>
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<tr>
<td>Review Worksheets</td>
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<tr>
<td>W-3.2, “Introducing Visual Skills”</td>
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<tr>
<td>Optional Media Resources:</td>
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<tr>
<td>Video, “Targeting,” IDS, Inc. Series 2</td>
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<td>“Reference Points,” IDS, Inc. Series 1</td>
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<td>“Empower Yourself” (1997)</td>
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<tr>
<td>“Teaching Your Teens to Drive Parent/Teen Handbook” Lessons 2 and 3</td>
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<tr>
<td>“Drive Right” Ch. 3</td>
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<tr>
<td>“Handbook Plus” Ch. 3, 4</td>
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<td>“HandBook Plus In-car Guide”</td>
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<td>“How To Drive” Ch. 5</td>
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<td>“License to Drive” Ch. 5</td>
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<td>“Responsible Driving” Ch. 7</td>
</tr>
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<td>Module Assessment MA-3.1</td>
</tr>
</tbody>
</table>

### Instructor Activities Time Frame

- 15 minutes (prior to lesson)
- 50 minutes
- 4-6 minutes
- 4-6 minutes
- 2-3 minutes
- 2-3 minutes
- 2-3 minutes
- 2-3 minutes
- 2-3 minutes
- 2-3 minutes
- 2-3 minutes
- 4-6 minutes
- 4-6 minutes
- 5-8 minutes
- 5-8 minutes
- 4-6 minutes
- 4-6 minutes
- 5-8 minutes
- 5-10 minutes
- 10-20 minutes (prior to lesson)
- 5 minutes (collect and review)
- 10-15 minutes (end of Module)
The Instructor:

. Leads a group discussion, using Transparency T-3.8 “Vision and Perceptual requirements” to introduce the concepts of the three useful vision areas and the visual lead of a driver.
  . Gathering Information
  . Searching

. Leads a group discussion, using Transparency T-3.9 “Vision and Perceptual Requirements” to introduce the concepts of the three useful vision areas and the visual lead of a driver.
  . Targeting
  . Line of Sight (LOS)
  . Path of Travel (POT)
  . Open and Closed LOS/POT
  . Using Standard Visual References
  . Using Turning Points

. Distributes W-3.2 “Introducing Visual Skills” as a worksheet resource during the session or as an activity sheet.
Vision and Perception Requirements

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

Referencing Vehicle to Path of Travel

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

Maintaining an Open Line of Sight

Searching Skills
- Using visual references and turn points to make turns allows the driver to recognize the point to enter the intersection for steering.
  - Forward visual turning point is located where the “A” pillar joins the fender on the vehicle. The edge of the intersection will appear in this location when targeting the center of the path of travel.
  - Rear visual turning point is located where the “C” pillar joins the top of the door to the right rear or in the middle of the left rear window. It allows the driver to steer efficiently around a corner and to start the parallel park maneuver.

- Targeted line of sight and path of travel allows the driver to maintain a visual lead while moving on the roadway. It allows the driver to see far ahead and judge lane position. Any restrictions to LOS/POT need to have a speed reduction or lane position adjustment to reestablish the path of travel.
- Referencing vehicle to paths of travel allows the driver to determine lane position for making low risk decisions regarding keeping space between them and other drivers.

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.
The Student is expected to:

(A) describe the basic components of vision;

Focus Vision
- Targeting
- Visual Lead
- Reading and Interpreting

Central Vision (Inner Fringe)
- Vehicle to Roadway References
- Viewing Path of Travel
- Viewing Line of Sight to Target Area

Peripheral Vision (Outer Fringe)
- Changes in Movement
- Changes in Color

Explains that vision areas are used to gather perceptual information and may use an optional video, "Targeting," IDS, Inc. Film Series #2, F. R. Mottola to support this information.

Module Three. Basic Maneuvering Tasks: Low Risk Environment. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.
Explaining Driver Vision Requirements

**Gaining Information from Three Visual Areas**
There are three basic ways in which a driver gains information through the eyes.

- The focal or foveal vision area is used to read and identify distinct objects. It is often measured by determining visual acuity through an eye chart. It is the basis for the visual lead, targeting, and searching tasks in driving.
- The central vision area describes the fringe area around the focal area that is used to judge depth and position. It is measured in testing through object identification and depth perception fields. It also gives support information to the focus vision and is used for determining standard visual references in driving, relative position in space, time, and movement into space/time.
- The peripheral vision is conical in shape around the other vision fields. It functions to notice changes in color and object movement. Peripheral vision is strongly affected by fatigue, drugs, and speed. It often gives the driver an initial warning of a changing or closed space area. This concept can be demonstrated by using two flash lights and showing them on a screen or blackboard. If they are focused together, obvious rings will appear demonstrating the three visual field concepts.
- An example of the three visual information fields can be given by identifying a problem coming toward your vehicle from the side. A driver will first recognize that something is moving toward the vehicle and then possibly see the type of vehicle (large/small truck or large/small car). The driver will then focus toward the vehicle to identify color, make, year, etc.

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

- create and maintain visual sightlines;
- analyze the path of travel and problem-solving to avoid conflicts;

The Instructor:
- Leads a group discussion, using Transparencies T-3.13, T-3.14, and T-3.15 “Visual Fields in Operation” to explain the concepts of the three useful vision areas and the visual lead of a driver.

Focus Vision
- Targeting
- Visual Lead
- Reading and Interpeting

Central Vision (Inner Fringe)
- Vehicle to Roadway References
- Viewing Path of Travel
- Viewing Line of Sight to Target Area
- Viewing Accurate Lane Position

Line of Sight Restrictions
- Speed Reduction Required
- Reestablish Target and Path of Travel

Explain that vision areas are used to gather perceptual information and may use an optional videos, “Targeting” and “Reference Points” IDS, Inc. Film Series #2 and #1, F. R. Mottola to support this information.
Explaining Driver Vision Requirements

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

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

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

Optional Videos
If the videos below are not used in class activities, it is strongly recommended that the booklet entitled “Empower Yourself!” or the videos below are reviewed for an understanding of targeting, referencing, and visual lead. The Drive Right textbook has some information regarding the Zone Control principles relating to these concepts.
The Student is expected to:

(D) associate the effects of speed on vision; and

. As you go faster
. Looking farther away from your vehicle

. Follows this discussion by using Transparency T-3.18 “Determining Following Distances” concerning the need to have an adequate interval to be able to search for problems and allow time to perform a speed or direction change.
  . One second
  . Two seconds
  . Three seconds
  . Four seconds

. Continues using W-3.2 “Introducing Visual Skills” as a worksheet resource during the session or as an activity sheet.
Explaining Driver Vision Requirements

**Speed and Vision**

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

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

Knowledge and Skills

The Instructor:

- **Uses Transparency T-3.19 “Time, Speed, and Distance Relationships on Dry and Clean Surface”** to discuss the need to have an adequate interval to be able to search for problems and give time to perform a speed or direction change.

- **Follows this discussion using Transparency T-3.20 “Following Intervals on Dry Surfaces”** to discuss the need of an adequate following interval which allows time to search for problems and provides time to perform a speed or direction change.
  - 2 Seconds
  - 3 Seconds
  - 4 Seconds

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

- **Provides the parent/mentor** with a driving practice log and basic parking lot and low risk driving lesson plans which can be used to deliver directed practice to the novice driver.

### Time, Speed, and Distance Relationships on Dry and Clean Surface

<table>
<thead>
<tr>
<th>Vehicle Speed</th>
<th>Following Interval</th>
<th>Distance</th>
<th>Acceleration Time</th>
<th>Braking Time</th>
<th>Stopping Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 mph</td>
<td>2 sec, 3/4 sec</td>
<td>88 ft.</td>
<td>176 ft.</td>
<td>22 ft.</td>
<td>80 ft.</td>
</tr>
<tr>
<td>40 mph</td>
<td>2 sec, 3/4 sec</td>
<td>116 ft.</td>
<td>222 ft.</td>
<td>29 ft.</td>
<td>125 ft.</td>
</tr>
<tr>
<td>50 mph</td>
<td>2 sec, 3/4 sec</td>
<td>148 ft.</td>
<td>222 ft.</td>
<td>37 ft.</td>
<td>160 ft.</td>
</tr>
<tr>
<td>60 mph</td>
<td>2 sec, 3/4 sec</td>
<td>176 ft.</td>
<td>264 ft.</td>
<td>44 ft.</td>
<td>217 ft.</td>
</tr>
<tr>
<td>70 mph</td>
<td>2 sec, 3/4 sec</td>
<td>208 ft.</td>
<td>312 ft.</td>
<td>52 ft.</td>
<td>275 ft.</td>
</tr>
</tbody>
</table>

Need for Adequate Following Intervals

The need for adjustments in following time occurs when speed or road conditions change. Note the distance for steering is much shorter than the distance for stopping. Response time with the hands is close to 1/2 second while response time with the foot is normally 3/4 second. This does not take into account any lag in perception time due to fatigue, drugs, or inattention, etc. All time and distance relationships are designed for the best driving conditions.

Another concern to note is following vehicles of different weights changes the ability to stop.

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

Value of Directed Experience

Experience will improve driver performance when the experience is guided, supervised, or directed. Further, appropriate experience supports appropriate performance and poor experience supports poor performance. It is crucial for the driver to develop good habits, as understanding the role of the driver in the traffic flow ensures lifelong driving success. Parents/guardians/mentors, teachers, etc. must provide novice drivers with directed practice opportunities that provide consistent and appropriate experiences.
Module Three Topic 2 Resources

Module Three, Topic 2 Transparencies:
T-3.8, “Vision/Perception Requirements”;
T-3.9, “Vision/Perception Requirements”;
T-3.10, “Driver’s Useful Vision Areas”;
T-3.11, “Driver’s Useful Vision Areas”;
T-3.12, “Driver’s Useful Vision Areas”;
T-3.13, “Visual Fields in Operation”;
T-3.15, “Visual Fields in Operation”;
T-3.16, “Speed and Affect on Vision”;
T-3.17, “Speed and Affect on Vision”;
T-3.18, “Determining Following Intervals”;
T-3.19, “Time, Speed, and Distance Relationships on Dry, Clean Surface”;
T-3.20, “Following Intervals on Dry Surface”.

Worksheet
W-3.2, “Introducing Visual Skills”.

Module Assessments
W-3.2, “Introducing Visual Skills”;
MA-3.1, “Basic Maneuvering Tasks”.

Optional Media Resources:
Videos,
“Targeting,” IDS, Inc. Series 2
“Reference Points,” IDS, Inc. Series 1
“Drive Right” Ch. 3
“Empower Yourself”
“Handbook Plus” Ch. 8
“How To Drive” Ch. 9
“License to Drive” Ch. 2
“Responsible Driving” Ch. 1
### Module Three, Topic 3: Controlling High Risk Situations

**Title:** Controlling High Risk Situations

**Non-credit course (32 hrs)**

**Multiphase course (40 hrs)**

**Credit course (56 hrs/semester)**

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

<table>
<thead>
<tr>
<th>Needed Resources</th>
<th>Instructor Activities</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Three, Topic 3 Lesson Plans</td>
<td>• Review recommended Module Three: Topic 3 Lesson Plans.</td>
<td>15 minutes (prior to lesson)</td>
</tr>
<tr>
<td>Fact Sheet F-3.1</td>
<td>• Fact Sheets F-3.1, “Where to Stop at Intersections”</td>
<td>5-10 minutes (prior to lesson)</td>
</tr>
</tbody>
</table>

*Module Three Topical Outline*
### Knowledge and Skills

The Student is expected to:

- **(A)** explain the steps of a space management system.

### The Instructor:

- **Shows Transparency T-3.21 “Searching”** to introduce the need to have an organized process to look for risk situations. The students will enter intersections during this BTW session and will need to begin the process of identifying risk and problem areas.
  - Looking For Situations
  - Gaining Information

- **Follows this discussion with Transparencies T-3.22 and T-3.23 “Evaluating”** which introduce the need to have a process to learn to determine a perceived risk in relation to a real risk. Learning probability and consequences are key to making effective decisions.
  - Recognizing risk situations
  - Decision-making
  - Preventing high risk situations
  - Controlling high risk situations

- **Distributes W-3.3 “SEE IT Driving System”** as a worksheet resource during the session or as an activity sheet.
Space Management System Introduction
(SEE IT [Search, Evaluate, Execute in Texas])

Students must be taught to use a space management system. There are many systems available and some instructors have developed a system. Instructors are encouraged to use information from a system such as AAA Managing Visibility, Time and Space, Mottola Zone Control, Quensel IPDE Functions, Weaver, SIPDE, or Smith System to aid in explanation of these basic concepts, or in the development of their own system. Detailed explanations of topics below vary depending upon which system the instructor chooses to use as support materials for the Texas curriculum. The following basics are common to all the systems and are the basis of a solid space management system.

Searching Techniques

Searching for high risk situations
- Visual lead
- Techniques for searching
- Collision items
- Keeping eyes moving
- Sightline and travepath

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

Evaluating Risk Probability and Consequences

Determining high risk situations
- Potential and critical risks
- Collision potential
- Intersections
- Curvatures
- Speed

Decision-making
- Preventing high risk situations
- Sightline and travepath
- Lane position
- Time space
- Space control

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

Steering control
- Hand to hand
- Evasive action

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:**

- (B) list examples of potential and critical hazards and formulate evasive strategies;

### The Instructor:

- **Shows Transparency T-3.24 “Executing”** concerning the need to make an appropriate speed or position change along with an appropriate communication of intentions. Learning about vehicle balance and weight transfer is key to making skilled steering and speed adjustments.
  - Speed Changes
  - Lane Placement Changes

- **Shows Transparency T-3.25 “Executing”** concerning the need to make an appropriate speed or position change to create more space to prevent high risk situations. Vehicle balance and appropriate weight transfer are keys to making skilled steering and speed adjustments.
  - Controlling Space in response to
    - Risk
    - Traffic
    - Roadway
    - Vehicle

- **Shows Transparency T-3.26 “Basic Lane Positions to Center and Left”** concerning the need to make an appropriate position changes to create more space to prevent high risk situations using the standard vehicle reference points.
  - Lane Position One Placement
  - Land Position Two Placement

---

### Module Three. Basic Maneuvering Tasks: Low Risk Environment

The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.
Executing a Process to Reduce Risk Probability and Consequence

**Speed changes**
- In response to danger
- In response to traffic conditions
- In response to roadway conditions
- In response to vehicle balance

**Lane position**
- In response to danger
- In response to traffic conditions
- In response to roadway conditions
- In response to vehicle balance

**Space control**
- In response to danger
- In response to traffic conditions
- In response to roadway conditions
- In response to vehicle balance

**Determining appropriate communication**
- Prior to position changes
- Prior to braking
- Warning others
- Engaging other drivers

**In Texas**

**Use a driving system to:**
- Develop efficiency using (S)IPDE process
- Use visual skills more effectively
- Develop decision-making skills for reducing risk
- Make effective speed and position changes
- Use space to reduce high risk situations

**Vehicle/Visual Referencing**

**Lane Position One Placement**
- Center of Lane
- 2-3 feet on both sides of vehicle

**Lane Position Two Placement**
- Left Turn Preparation
- To Left of Lane to Avoid Problems to Right
- 6 feet of space to right of vehicle
- Helpful when parked cars are to the right
- Helpful when another vehicle approaches intersection too quickly
Knowledge and Skills

The Student is expected to:

(C) demonstrate appropriate communication techniques to inform other roadway users of actions:

- Lane Position Three
- Right Turn Preparation
- 6 feet of Space to the Left

The Instructor:

- Continues by using Transparency T- 3.27 “Basic Lane Position to the Right” concerning the need to make an appropriate position change along with an appropriate communication of your intentions as an intersection is approached or to avoid problem areas. Learning vehicle referencing and balance are keys to making skilled steering and speed adjustments.

- Continues by using Transparency T- 3.28 “Approach to Intersections” concerning the need to make appropriate position changes along with appropriate communication of intentions when approaching an intersection. Learning vehicle referencing and balancing are keys to making skilled steering and speed adjustments.
  - Step One
  - Step Two
  - Step Three

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

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

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

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

Position to front/rear
- Prior to position changes
- Prior to braking
- Warning others
- Engaging other drivers

Position from right edge
- Prior to position changes
- Prior to braking
- Warning others
- Engaging other drivers

Position from left edge
- Prior to position changes
- Prior to braking
- Warning others
- Engaging other drivers

Step 1 (Search)
- Identify intersection
- Identify controls
- Check rear areas
- Search for Intersection Problems

Step 2 (Evaluate)
- Scan Open Side Areas...1st
- Scan Closed or Changing Areas
- Look for Closed or Changing Frontal Areas

Step 3 (Execute)
- Adjust Speed
- Maintain Lane Position
- Stop behind Stop Line, Crosswalk, before Entry when needed
- or... Proceed Through Open Space Area

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

The Student is expected to:

- (D) analyze consequence of responses to potential and critical hazards; and
- (E) execute evasive actions in response to potential and critical hazards

The Instructor:

. Reviews Factsheet F-3.1 “Where To Stop at Intersections” and uses Worksheet W-3.6 “Yielding Right of Way” to determine a level of understanding as a classroom or individual activity.

. Uses Transparency T-3.25 “Highway Rail Grade Crossings Are Intersections” to recognize the need to exercise the same care in approaching a highway rail grade crossing as any other intersection where a yield is required. Worksheet W-3.4 “Yielding Right of Way” can be used to start this discussion of yield responsibilities at a rail crossing.
  . Step One (Search)
  . Step Two (Evaluate)
  . Step Three (Execute)

. Collects Worksheets W-3.3 to W-3.6 as a Topic 3 review or as class assessment.

. Reviews Module Two Assessment MA-3.1 topic 3 questions and prepares schedule time for student BTW lesson.

Module Three. Basic Maneuvering Tasks: Low Risk Environment. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.
Roadway Characteristics

Intersections
- Controlled
- Uncontrolled

Surface condition
- Slope and grade
- Traction (adhesion)
- Roadway, shoulder and off-road areas

Lane controls

Roadway signs
- Shape
- Color
- Meaning

Roadway signals
- Type
- Color
- Meaning

Roadway markings
- Type
- Color
- Meaning

Highway Rail Grade Crossings

Step 1 (Search)
- Identify intersection
- Identify RR warnings and controls
- Check rear areas
- Identify Stop Line

Step 2 (Evaluate)
- Scan Open Side Areas for Train or Vehicle Movements...1st
- Then scan Closed or Changing Side Areas for Train or Vehicle Movements
- Then look for Closed or Changing Frontal Areas
  (Over 50% of train collisions involve the car hitting the side of the train)

Step 3 (Execute)
- Adjust Speed
- Maintain Lane Position
- Stop behind Stop Line when needed
  or... Proceed through Open Space Area

In Texas...
- There are more car and train collisions in Texas than in any other state in the nation
- There are more miles of train track in Texas than any other state
- Only 30-35% of highway rail crossings are protected by lights and gates

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 Three Topic 3 Resources

Module Three, Topic 3 Transparencies:
  T-3.21, “Searching”
  T-3.22, “Evaluating”
  T-3.23, “Evaluating”
  T-3.24, “Executing”
  T-3.25, “Executing”
  T-3.26, “Basic Lane Position to Center and Left”
  T-3.27, “Basic Lane Position to Right”
  T-3.28, “Approach to Intersections”
  T-3.29, “Highway Rail Grade Crossings Are Intersections”

Worksheets
  W-3.3, “SEE IT Driving System”
  W-3.4, “Intersection Approach”
  W-3.5, “Where to Stop at Intersections”
  W-3.6, “Yielding Right of Way”

Fact Sheets
  F-3.1, “Where to Stop at Intersections”

Module Assessments
  W-3.3, “SEE IT Driving System”
  W-3.4, “Intersection Approach”
  W-3.5, “Where to Stop at Intersections”
  W-3.6, “Yielding Right of Way”
  MA-3.1, “Basic Maneuvering Tasks”

Optional Media Resources
  “Empower Yourself” (1997) booklet
  “Teaching Your Teens to Drive Parent/Teen Handbook” Lessons 3 and 4
  “Drive Right” Ch. 7
  “Handbook Plus” Ch. 12
  “HandBook Plus In-car Guide”
  “How To Drive” Ch. 9
  “License to Drive” Ch. 7, 8
  “Responsible Driving” Ch. 10
## Module Three Prerequisites:
- Successful completion of Module One activities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time Frame:</th>
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<tbody>
<tr>
<td>4</td>
<td>30 minutes instructional time</td>
</tr>
<tr>
<td></td>
<td>0 minutes discretional break time</td>
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</table>

### Module Three, Topic 4

#### Time Frame:
- **12.0** Non-credit course (32 hrs)
- **13.0** Multiphase course (40 hrs)
- **13.0** Credit course (56 hrs/semester)

**Needed Resources**
- Module Three, Topic 4 Lesson Plans
- Fact Sheets F-3.2 and F-3.3
- Optional Media resources
  - “Habit Formation” IDS video
  - “Empower Yourself” (1997) booklet
  - “Drive Right” Ch. 7
  - “Handbook Plus” Ch. 12
  - “HandBook Plus In-car Guide”
  - “How To Drive” Ch. 9
  - “License to Drive” Ch. 7, 8
  - “Responsible Driving” Ch. 10
- Module Assessment, MA-3.1

### Instructor Activities

<table>
<thead>
<tr>
<th>Instructor Activities</th>
</tr>
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<tbody>
<tr>
<td>• Review recommended Module Three: Topic 3 Lesson Plans.</td>
</tr>
<tr>
<td>• Fact Sheets F-3.2, “Habit and Judgment Development” F-3.3, “Levels of Performance”</td>
</tr>
<tr>
<td>• Module Assessments W-3.7, “Habit Formation” MA-3.1, “Basic Maneuvering Tasks”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Frame</th>
</tr>
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<tbody>
<tr>
<td>15 minutes (prior to lesson)</td>
</tr>
<tr>
<td>25 minutes (3-5 minutes)</td>
</tr>
<tr>
<td>25 minutes (3-5 minutes)</td>
</tr>
<tr>
<td>25 minutes (2-3 minutes)</td>
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<td>25 minutes (3-5 minutes)</td>
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<tr>
<td>25 minutes (3-5 minutes)</td>
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<tr>
<td>25 minutes (3-5 minutes)</td>
</tr>
<tr>
<td>25 minutes (3-5 minutes)</td>
</tr>
<tr>
<td>5-10 minutes (collect and review)</td>
</tr>
<tr>
<td>5-10 minutes (prior to lesson) (for instructor use, but may be used as class handout)</td>
</tr>
<tr>
<td>10-15 minutes (at end of Module)</td>
</tr>
</tbody>
</table>
Knowledge and Skills
The Student is expected to:

(A) apply vehicle referencing and balance techniques to make speed and steering adjustments.

The Instructor:

. Refers to Factsheet F-3.2 “Habit Development” for additional information which may be reproduced for student use.

. Uses Transparency T-3.30 “Good Driving” to lead a discussion about the need to develop good habits and direct the learning experiences.

. Habit Level
  . Operational tasks
  . Procedures critical

. Judgment Level
  . Strategies for speed and placement actions
  . Efficient decision-making
  . Appropriate response to risk

. Process Level
  . Searching
  . Evaluating
  . Executing
  . Speed and Position adjustments
  . Communications

. May use optional video in place of discussion regarding habit development and driver behavior concerning the four levels of performance entitled, “Habit Development,” IDS video from Mottola series.
Developing Good Driver Habits
LESSON CONTENT (Instructor Support Information)

Habit Development
- Habit level of awareness with an acceptable performance
- Judgment level of awareness with an acceptable performance
- Judgment level of awareness with an unacceptable performance
- Habit level of awareness with an unacceptable performance
- Which of these levels would most likely lead to a crash?
  The habit level of awareness with an unacceptable performance is correct; but why is this the most dangerous level?
- How many drivers may operate on this level and feel that there is nothing wrong with their performance?
  Most driver actions are made on a judgment level of performance.
- What is considered an acceptable performance?
That is what a Texas Space Management System is all about! The system gives standards for very specific moments that can be assessed as being either acceptable or not acceptable.

Getting Feedback for Acceptable/Unacceptable Performances
- What level of performance feedback did the driver receive? Use an example of a driver entering a hillcrest situation or a curvature, which creates a sightline and travel path area change, at approximately 15 mph over the speed limit with the radio playing loudly, having fun with a few friends.
- Did the driver feel anything was wrong? Acceptable performance feedback for unacceptable performance situations often occurs. The driver who is habitually programmed to maintain a set speed or position may not be mentally prepared to make a judgmental adjustment until the potential hazard develops to a point where it cannot be ignored.
- Some of the options available in this hillcrest or curvature situation using the Texas Space Management System are to alter the intended travel path (lane position), make an adjustment in speed control, or establish some form of communication with others at a time prior to that which would demand an action be taken.
- Suppose a driver does something that the Space Management System and he/she identifies as being unacceptable — that is that individual's judgment! That person is cursed with the plague of bad decision making. How can poor judgment be changed? How long does it take to change habits or judgment? How can that internal resistance to change be overcome?
It will take practice for the novice driver to become the best driver he/she is capable of becoming. The Texas Space Management System allows meaningful and appropriate practice which enhances experiences and creates acceptable habits and judgments.

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.
The Student is expected to:

(A) apply vehicle referencing and balance techniques to make speed and steering adjustments.

The Instructor:

. Continues with Transparency T-3.31 “Driving Behavior” concerning the need to develop a consistent level of performance at a conscious level in order to perform at an unconscious level in the future.
. Levels of Performance
. Empowering Yourself

Continues with Transparency T-3.32, T-3.33, and T-3.34, “Top Eleven Novice Driver Errors” concerning the types of crashes involving teen drivers. The information comes from crash studies in California and Maryland where age records were easily available. Reported by James McKnight, National Transportation Safety Research Board, in 1999.

<table>
<thead>
<tr>
<th>The Top Eleven Novice Driver Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 3.0% ... failed to see action developing at side of the roadway</td>
</tr>
<tr>
<td>2. 3.0% ... following too closely to another vehicle</td>
</tr>
<tr>
<td>3. 3.3% ... willfully taking right-of-way instead of giving it to another driver when required</td>
</tr>
<tr>
<td>4. 3.1% ... distracted by internal or external forces</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Top Eleven Novice Driver Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. 6.3% ... victim involved lack of attention at intersection and being struck by another driver</td>
</tr>
<tr>
<td>6. 6.0% ... tried to drive through a curve at speed too high for conditions present</td>
</tr>
<tr>
<td>7. 6.0% ... inadequate search at an intersection causing driver to pull in front of cross traffic</td>
</tr>
<tr>
<td>8. 5.6% ... improper evasive action causing a lack of appropriate steering effort</td>
</tr>
<tr>
<td>9. 5.6% ... failed to maintain an appropriate visual lead</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Top Eleven Novice Driver Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. 20.8% ... inattention to the path of travel</td>
</tr>
<tr>
<td>11. 13.7% ... driving five or more mph too fast for conditions present</td>
</tr>
</tbody>
</table>

Levels of Performance

<table>
<thead>
<tr>
<th>Driver</th>
<th>Driver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness Level</td>
<td>Performance Level</td>
</tr>
<tr>
<td>Habit</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Habit</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Judgment  Judgment</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Judgment  Judgment</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

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

- Habit level of awareness with an acceptable performance
- Judgment level of awareness with an acceptable performance
- Judgment level of awareness with an unacceptable performance
- Habit level of awareness with an unacceptable performance

**Primary Crash Factors of 2,000 16 to 18-year-old California and Maryland Drivers Related to Texas Drivers**

An in depth review of 2,000 crashes involving 16- to 18-year-old drivers in California and Maryland reported in 1999 revealed the following: 16-year-old drivers had a crash rate 2.6 times higher than 18-year-olds. These states do not have primary driver education law requirements for driver education. Note that Texas statistics for 1997 were significantly different for 16 and 18 year old drivers.

The 11 errors committed most frequently by 16-year-olds in crashes were:

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

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

(A) apply vehicle referencing and balance techniques to make speed and steering adjustments.

The Instructor:

. Continues with Transparency T-3.35 “Developing Good Driving Habits” concerning the need to develop a consistent level of performance at a conscious level in order to perform at an unconscious level in the future. A driver needs to have consistent performance in order to be competent and develop habits. Some say that it takes 26 positive performances to create a lasting habit.

. Encourage Driver Readiness and Vehicle Preparation
. Encourage Smooth and Gradual Starts and Stops
. Develop Reference Points for Vehicle Placement
. Get Visual Targets Prior to Vehicle Movements
. Visually Target to the End of the Path of Travel

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

. Alert to LOS/POT Changes
. Restricted LOS/POT means Reduce Speed
. Adjust Speed and Lane Placement to Create Space
. Adjust Speed to Time Arrival at Intersections

. Continues with Transparency T-3.37 “Developing Good Driving Habits” concerning the need to develop a consistent level of positive performance at a conscious level in order to perform at an unconscious level in the future.

. Clear Rear, Left, Front, and Right Zones Before Entry
. Check Rear Mirror, Before Speed Changes
. Check Side Mirror/Blind Spot Before Movement to

Module Three. Basic Maneuvering Tasks—Low Risk Environment. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.
Developing Good Driver Habits

LESSON CONTENT (Instructor Support Information)

The crash study information confirms the importance of the need to:
- Develop an aggressive, organized search pattern.
- Adjust seating and other controls.
- Better understand and conform to Texas Vehicle laws.

Driver Error
What causes driver errors? Many say it is inexperience, while some say it is the training, and others claim it is peer influence. Young drivers typically pattern themselves after other drivers until experience gives them distinct patterns and habits. The crash studies in California and Maryland where age-related records were easily available was reported by James McKnight, National Transportation Safety Research Board, in 1999. Note the following concepts as the factors are reviewed:
- The influence of experience
- The influence of peers and other drivers
- The lack of crash avoidance training
- The influence of poor visual habits
- The influence of poor skill development habits
- The influence of decision-making skills regarding risk

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

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

Discussion
Ask students which levels of driver behavior would most likely lead to a crash. The correct response is the habit level of awareness with a unacceptable performance; but why is this the most dangerous level? How many drivers may operate on this level and feel there is nothing wrong with their performance?
The Student is expected to:

(A) apply vehicle referencing and balance techniques to make speed and steering adjustments.

The Instructor:

. Continues with Transparency T-3.38 “Developing Good Driving Habits” concerning the need to develop a consistent level of positive performance at a conscious level in order to perform at an unconscious level in the future.

. Maintain Four Seconds to Reduce Risk and Provide Space for Decision-making

. When Stopped, Leave Space to Move Around Vehicle

. Reduce Stress Using Courtesy

. Uses Worksheet W-3.8 “Self-assessment Skills” if a BTW skill pre-assessment is utilized.

. Reviews Module Assessment M-3.1 questions as a class assessment and prepares schedule time for student BTW lesson.

. Uses two BTW lessons which are designed for this segment and may be started in Module 2, depending on scheduling demands. BTW-3.1 is designed to be a preassessment used in an off-street area while BTW-3.2 is designed as an on-street lesson in controlled risk situations. An alternative lesson BTW 3.3 may be substituted if BTW-3.1 is used in Module 2.

Module Three. Basic Maneuvering Tasks–Low Risk Environment. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.
Good Driving

Good driving is a loosely defined term that many drivers assume includes themselves when each reaches the point of skilled vehicle operation. Skilled vehicle operation is just one aspect of driving. Making decisions in a timely manner based on appropriate searching tactics, managing the space around the vehicle, and performing timely and appropriate responses to problems becomes critical for a good driver. Developing a concept of vehicle movement and response allows the driver to become smooth and efficient in responding to speed and position adjustments. Realizing that driving is a social responsibility that requires appropriate actions with rules, regulations, and other drivers completes the process of becoming a good driver and exhibiting good driver behavior.
Module Three Topic 4 Resources

Module Two, Topic 4 Transparencies:
T-3.30, “Good Driving”
T-3.31, “Driving Behavior”
T-3.32, “Top Eleven Novice Driver Errors”
T-3.33, “Top Eleven Novice Driver Errors”
T-3.34, “Top Eleven Novice Driver Errors”
T-3.35, “Developing Good Driving Habits”
T-3.36, “Developing Good Driving Habits”
T-3.37, “Developing Good Driving Habits”
T-3.38, “Developing Good Driving Habits”

Worksheets
W-3.7, “Habit Formation”
W-3.8, “Self-Assessment of Skills”

Fact Sheets
F-3.2, “Habit and Judgment Development”
F-3.3, “Levels of Performance”

Assessment
W-3.7, “Habit Formation”
MA-3.1, “Basic Maneuvering Tasks”

Optional Media resources

“Habit Formation” IDS video
“Empower Yourself” (1997) booklet
“Drive Right” Ch. 7
“Handbook Plus” Ch. 12
“HandBook Plus In-car Guide”
“How To Drive” Ch. 9
“License to Drive” Ch. 7, 8
“Responsible Driving” Ch. 10
**Module Three Prerequisites:**

- Qualifies for Texas Driver Instructional Permit
- Total Parental Involvement: 4 hours

**Title:** Supplemental

**Topic**  
180 minutes instructional time  
180 minutes discretional break time

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<table>
<thead>
<tr>
<th>Needed Resources</th>
<th>Instructor Activities</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook Resources</td>
<td>. Provides additional textbook resources for parental involvement.</td>
<td></td>
</tr>
<tr>
<td>Fact Sheet F-3.1</td>
<td>. Provides Fact Sheets for home based activities.</td>
<td></td>
</tr>
<tr>
<td>Fact Sheet F-3.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fact Sheet F-3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worksheets W-3.4</td>
<td>. Provides Worksheets for home based activities.</td>
<td></td>
</tr>
<tr>
<td>Worksheets W-3.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worksheets W-3.8</td>
<td>. Classroom Lab Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>. Pre-assessment Activity</td>
<td></td>
</tr>
</tbody>
</table>

**Optional Videos:**

- “Habit Formation,” IDS
- “Reference Points” IDS
- “Teaching Your Teens to Drive” Lessons One to Three: Developing Basic Vehicle Control

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**Optional Textbook Resources:**

- “Drive Right” Ch. 7
- “Empower Yourself” pp. 1-15
- “How to Drive” Ch. 5
- “Handbook Plus” Ch. 12
- “License to Drive” Ch. 7,8
- “Responsible Driving” Ch. 10

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

Module Three, Supplemental is not a required program element.
Module Three. Basic Maneuvering Tasks: Low Risk Environment. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.

Knowledge and Skills

The Student is expected to:

The Instructor:

- Uses Worksheet W-3.1 “Basic Maneuvering Tasks” 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 W-3.2 “Introducing Visual Skills” as a worksheet resource during the session or as an activity sheet.

- Distributes W-3.3 “SEE IT Driving System” as a worksheet resource during the session or as an activity sheet.

- Refers to Factsheet F-3.2 “Habit Development” for additional information which may be reproduced for student use.
. Discusses the value of directed experience at this point. A new driver will take a short time to learn to operate the vehicle, but much longer to gain the guided experiences needed to develop good decision-making. This session needs to address gaining experience.

. Provides the parent/mentor with a driving practice log and basic parking lot and low risk driving lesson plans which can be used to deliver directed practice to the novice driver.

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

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

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 Three

Basic Maneuvering Tasks:

Low Risk Environment

- Basics Maneuvers
- Vision and Perception
- Controlling High Risk Situations
- Developing Good Driving Habits

IN-CAR LESSONS
Prerequisites: Classroom Module 1 and a Valid Texas Driver Learner’s Permit

Learning Goals: The TSE student should be assessed for prior skill and knowledge level, for adjusting entry into laboratory on-street skill areas.

Performances: During this session the student will demonstrate program entry skill levels by:
- performing forward and reverse movements in the offset alley exercise
- performing forward and backward movements in the tracking exercise
- performing forward maneuvers in the constant curvature exercise

Assessment: The student portfolio will contain a preassessment of tracking, steering, braking, acceleration, lane position and vision skills in three exercises used to determine entry level performance and placement in the on-street laboratory sessions.

<table>
<thead>
<tr>
<th>Instructor Activities</th>
<th>Ref</th>
<th>Student Activities</th>
<th>Materials Needed or Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prepare assessment site for demonstration of skills as listed in guide</td>
<td></td>
<td>Group activity segment</td>
<td>• TSE vehicle prepared for on-street use</td>
</tr>
<tr>
<td>• Allow a fifty foot space cushion around the exercises for error control</td>
<td></td>
<td>• Observe instructor demonstration of preassessment activity</td>
<td>• Cones/markers for exercises; plastic trash cans of different sizes may be substituted for cone markers</td>
</tr>
<tr>
<td>• Organize learning groups for conduct of session</td>
<td></td>
<td>• Ask questions pertaining to understanding of tasks</td>
<td>• Chalked or painted exercise area is recommended for preassessment consistency</td>
</tr>
<tr>
<td>• Demonstrate activities to be assessed with limited instruction on task performance</td>
<td></td>
<td>Session activity</td>
<td>• Space for surface large enough to accommodate the exercises</td>
</tr>
<tr>
<td>• Assess students in activity or assign task to certified on-street instructor</td>
<td></td>
<td>• Place 1st driver in the preferred position for driving vehicle regarding seat, steering, mirrors and restraints adjustment</td>
<td></td>
</tr>
<tr>
<td>• Constant curvature exercise may be combined with the tracking exercise to conserve space on surface used</td>
<td></td>
<td>• 1st driver performs off-set alley</td>
<td></td>
</tr>
<tr>
<td>• Provide the assessment document for the student portfolio</td>
<td></td>
<td>• Succeeding students perform maneuvers</td>
<td></td>
</tr>
</tbody>
</table>

Assess on the student Record Form

Module 2 and Module 3

Assessment form.
Diagrams—Laboratory BTW-3.1 Optional Targeting Exercise

Assessment Skill Exercise One  
OFF-SET ALLEY

- 25 feet

- 8 feet

Note: Park Avenue/Crown Victoria/Concorde/Pickup truck use 9.5 feet and 27 feet as guides

One drive forward at each of the following speeds: 10 mph, 20 mph and 30 mph.

One drive in reverse at each of the following speeds: 5 mph, 10 mph and 20 mph.

Points are lost when cones are struck or vehicle is slowed or stopped.

Exercise value 40 points

Assessment Skill Exercise Two  
TRACKING

- 10 -12 feet

- Lanes

One drive forward and reverse at each of the following speeds: 10 mph and 20 mph.

Points are lost for striking cones, stopping alignment, lane positioning.

Exercise value 30 points

Assessment Skill Exercise Three  
CONSTANT CURVATURE

One forward drive through with entry at each of the following speeds: 20 mph, 30 mph, 40 mph turning to the right and turning to the left.

Points are lost for improper use of brake, steering, acceleration, and lane position.

Exercise Value 30 points
## Off-Set Alley Preassessment

<table>
<thead>
<tr>
<th>Speed</th>
<th>Cone displacement</th>
<th>Points Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slowed</td>
<td>Large: 5 10 15 Small: 2 4 6</td>
<td>Speed</td>
</tr>
<tr>
<td>Stopped</td>
<td>Large: 5 10 15 Small: 2 4 6</td>
<td>Points</td>
</tr>
</tbody>
</table>

**Forward 10 mph**

- Cone displacement: Large: 5 10 15 Small: 2 4 6
- Speed: Slowed 1 1 1 1 Stopped 2 2 2

**Reverse 5 mph**

- Cone displacement: Large: 5 10 15 Small: 2 4 6
- Speed: Slowed 1 1 1 1 Stopped 2 2 2

**Forward 20 mph**

- Cone displacement: Large: 5 10 15 Small: 2 4 6
- Speed: Slowed 1 1 1 1 Stopped 2 2 2

**Reverse 10 mph**

- Cone displacement: Large: 5 10 15 Small: 2 4 6
- Speed: Slowed 1 1 1 1 Stopped 2 2 2

**Forward 30 mph**

- Cone displacement: Large: 5 10 15 Small: 2 4 6
- Speed: Slowed 1 1 1 1 Stopped 2 2 2

**Reverse 15 mph**

- Cone displacement: Large: 5 10 15 Small: 2 4 6
- Speed: Slowed 1 1 1 1 Stopped 2 2 2

## Tracking/Targeting Preassessment

<table>
<thead>
<tr>
<th>Cone displacement</th>
<th>Lane Position</th>
<th>Stopping</th>
<th>Front</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Lost:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Forward 10 mph**

- Cone displacement: 2 2 2 2 2 Stopping Front
- Lane Position: 1 1 1 1 1 1 Alignment 2 2
- Vehicle Not Aligned 1 1 1 1 1 1

**Reverse 5 mph**

- Cone displacement: 2 2 2 2 2 Stopping Front
- Lane Position: 1 1 1 1 1 1 Alignment 2 2
- Vehicle Not Aligned 1 1 1 1 1 1

**Forward 20 mph**

- Cone displacement: 2 2 2 2 2 Stopping Front
- Lane Position: 1 1 1 1 1 1 Alignment 2 2
- Vehicle Not Aligned 1 1 1 1 1 1

**Reverse 10 mph**

- Cone displacement: 2 2 2 2 2 Stopping Front
- Lane Position: 1 1 1 1 1 1 Alignment 2 2
- Vehicle Not Aligned 1 1 1 1 1 1

## Constant Curvature Reassessment

<table>
<thead>
<tr>
<th>Cone displacement</th>
<th>Braking</th>
<th>Steering</th>
<th>Acceleration</th>
<th>Lane Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Lost:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Forward 20 mph**

- Braking: 2 2 2 Steering 1 1 1 Acceleration 1 1 1 Lane Position 1 1 1

**Forward 30 mph**

- Braking: 2 2 2 Steering 1 1 1 Acceleration 1 1 1 Lane Position 1 1 1

**Forward 40 mph**

- Braking: 2 2 2 Steering 1 1 1 Acceleration 1 1 1 Lane Position 1 1 1
Prerequisites: Classroom Module 2 and Valid Texas Driver Learner’s Permit

Learning Goals: The novice driver will demonstrate that the vehicle is safe and legal to operate, utilize procedures, and perform basic vehicle maneuvers while recognizing and adhering to regulatory and traffic control devices.

Performances: During this in-car lesson, the novice driver will demonstrate pre-drive readiness and starting procedures, appropriate following intervals, positioning in the lane, approach to intersections, positioning of turns, backing maneuvers, and stopping and securing procedures.

Assessment: Instructor assessment of vision, speed, and steering control skills with the evaluations of procedures and techniques on the district in-car records form.

<table>
<thead>
<tr>
<th>Instructor Activities</th>
<th>Ref</th>
<th>Student Activities</th>
<th>Materials Needed or Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review route for changes or obstructions</td>
<td>Mod 2</td>
<td>Group activity segment</td>
<td>Rear Seat Driver</td>
</tr>
<tr>
<td>• Review objectives for lesson with drivers</td>
<td>Mod 3</td>
<td>• Review objectives, show permit, asks questions regarding lesson activities</td>
<td></td>
</tr>
<tr>
<td>• Evaluate pre-start, start, and moving from curb.</td>
<td>Mod 3</td>
<td>Session activity</td>
<td></td>
</tr>
<tr>
<td>• Review, guide, and supervise visual tracking, searching, and speed control techniques</td>
<td>Mod 3</td>
<td>• 1st driver performs pre-start, starting, and moving from curb procedures</td>
<td></td>
</tr>
<tr>
<td>• Review, guide, and supervise following time and sign recognition techniques</td>
<td>Mod 3</td>
<td>• Entry to traffic flow with smooth movements from curb</td>
<td></td>
</tr>
<tr>
<td>• Review, guide, and supervise yield, intersection approach, and turning techniques</td>
<td>Mod 3</td>
<td>• Performs 4 intersection approaches using proper vision, motion, and steering skills with minimal assistance</td>
<td></td>
</tr>
<tr>
<td>• Review, guide, and supervise movement to and away from curb techniques</td>
<td>Mod 3</td>
<td>• Performs 3 right turns using proper vision, motion, and steering skills with minimal assistance</td>
<td></td>
</tr>
<tr>
<td>• Evaluate student progress in sightline, travelpath, and speed and space control for record</td>
<td>Mod 3</td>
<td>• Performs 3 left turns with minimal assistance</td>
<td></td>
</tr>
<tr>
<td>• Review, guide, and supervise parking and securing techniques</td>
<td>Mod 2 and Mod 3</td>
<td>• Performs speed and lane adjustments with minimal assistance</td>
<td></td>
</tr>
<tr>
<td>Repeat tasks with next driver</td>
<td>Assess on Student Record Card</td>
<td>• Performs stopping, securing procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reviews and assesses tasks performed in lesson</td>
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</tbody>
</table>

Rear Seat Driver
• Shows permit at the start of lesson
• Listens to review of procedures
• Watches and comments on signs and signals on approach to intersections
• Student watches demonstration of each activity by driver
• Verbally reviews procedures while driver is performing procedures in each area
• Comments on effectiveness of vision sightline and travelpath concerns
• Prepares for driving sequence
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Pre-Drive Procedure</th>
<th>Starting Procedure</th>
<th>Securing Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lateral Maneuvers</td>
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<tr>
<td>Intersection Approach</td>
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**LANE POSITION DIAGRAM AREA**

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- Fill In Procedures from Local District On-Street Guide
Optional Titles:
- “Visual Skills” ... DORON Video or Laserdisc
- “Turnabouts and Parking Maneuvers” ... DORON Video or Laserdisc
- “Rules to Live By” ... SSI Safe Driver Training Series
- “Understanding Intersections” ... SSI Safe Driver Training Series

Learning Goals: The simulation student should demonstrate comprehension of pre-start, start, 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. It is recommended to start with a session that demonstrates the use of the simulator and establishes the need for procedures and good seating position. Explain the need for holding the wheel at a position that is below the center of the wheel due to airbag displacement. Demonstrate the correct position for vehicle control.

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

<table>
<thead>
<tr>
<th>Instructor Activities</th>
<th>Student Activities</th>
<th>Materials Needed and Notes</th>
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</thead>
<tbody>
<tr>
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