

Cookbook of Activities FOR Driver Education

Classroom

A Rabbit...
or a Duck?



Is the book facing
towards you...
or away from you?

Any teacher can take a child to the classroom, but not every teacher can make him learn. He will not work joyously unless he feels that liberty is his, whether he is busy or at rest; he must feel the flush of victory and the heart-sinking of disappointment before he takes with a will the tasks distasteful to him and resolves to dance his way bravely through a dull routine of textbooks.

Helen Keller

This "Cookbook" was Provided by
the Idaho Department of Education,
Driver Education Program



Appreciation goes to Fred Mottola for the great activities he designed for the *Drive Right* textbook, 10th edition. Many of those activities have been adapted for this book, and other activities were developed by driver education teachers throughout Idaho for the 2001 Regional Workshops.

Title: What Elephant?

Objective: Demonstrate how optical illusions can make you believe something does or does not exist

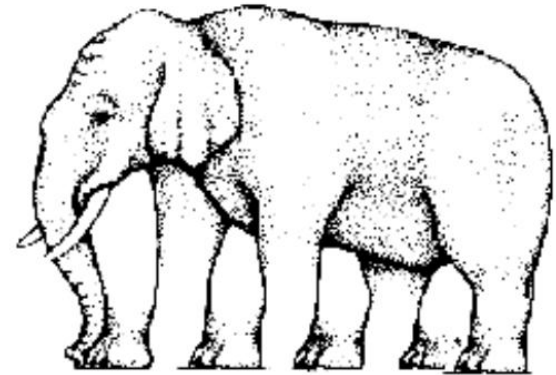
Drive Right	Responsible Driving
CH #	CH #

INGREDIENTS

Reproduce the elephant picture on an overhead transparency

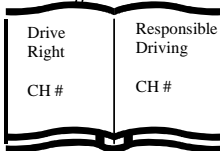
INSTRUCTIONS

Reproduce the elephant picture on an overhead transparency. Show the picture and ask students what they see. Discussion: The elephant appears to have more than 4 legs. What types of optical illusion occur when driving? (When stopped at an intersection on a downhill, the vehicle may appear to be into the intersection. Overcome the illusion with ref. Pts.



How many legs does this elephant have?

Title: The Number Game
 Objective: Demonstrate how repetition helps us remember

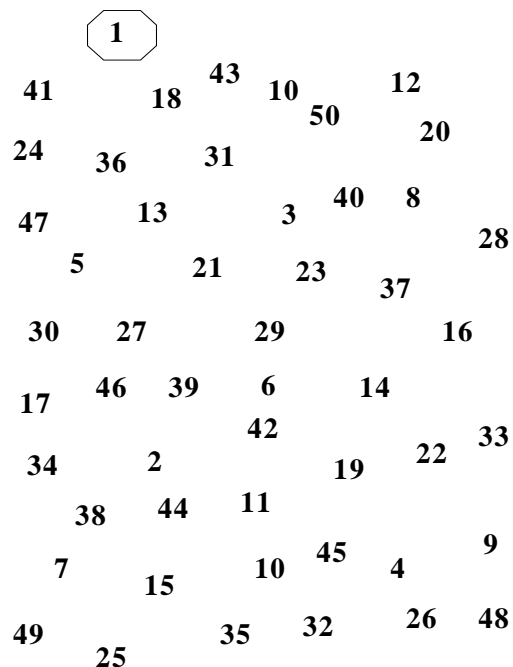


INGREDIENTS

1. Distribute each participant eight copies of the number game, printed double-sided OR
2. Show the number game on an overhead projector

INSTRUCTIONS

Tell students, when you say "GO" they are to point (or draw a line) to #1 and to each number in sequence, stopping when you say "STOP" Allow 10 seconds between each game. Repeat the game eight times.
 Discussion: Ask who improved as the game was repeated. Did everyone have success? If not, why not? (nervous, frustrated). How does this related to practicing good driving habits?



Cookbook of Activities for Driver Education

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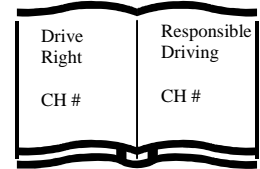
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Title: The Perceptual "K"
Objective: Demonstrate how the eyes see, but the mind evaluates



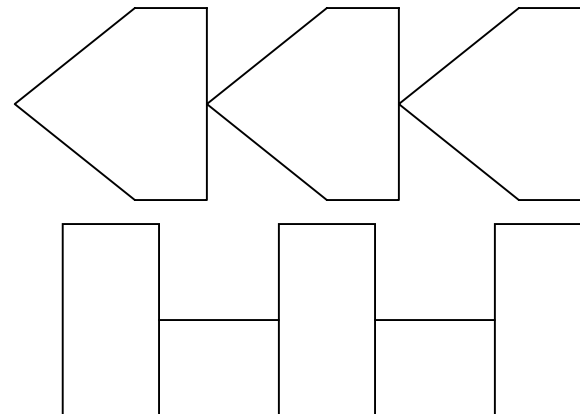
I NGREDI ENTS

Diagrams on a flip chart, chalkboard or overhead transparency

I NSTRUCTI ONS

Show the first diagram. Ask "What do you see?" Responses will probably include "arrows", "home plates", " three houses on their side", etc. When you get the response "Two K's" immediately highlight the two K's and show the second diagram.
Ask: "Now what do you see?" Very likely, you will get the response "Two H's."
Ask: Would you have seen the H's if someone had not first pointed out the K's?

Discussion: Why did you see the H's more easily than the K's? (You were conditioned by the first example. The eyes see, but the mind evaluates.) In what ways do your eyes see but your mind evaluate when driving?



Cookbook of Activities for Driver Education #103

Title: How observant are you?

Objective: Demonstrates how we often overlook many details in our daily lives.

INGREDIENTS

Non-digital watch borrowed from a student

INSTRUCTIONS

Tell students you want to test their powers of observation. Ask a volunteer to let you borrow their watch (not a digital watch!).

Tell students to see if they would be able to respond to the questions – without looking at their own watch.

To the volunteer owner of the watch:

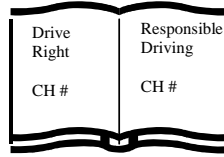
Assume your watch was lost and someone found it but they want you to describe your watch.

1. What is the brand name of your watch?
2. What color is the face?
3. Are the numbers Roman or Arabic?
4. Does it have a second hand?
5. Is anything else printed on the face?

Ask how many could have accurately described their watch.

Discussion questions:

1. Who would have flunked this test and why?
2. Why are we not more observant (time pressure, lack of concern, taking things for granted, etc.)
3. What problems could result when driving if you don't carefully observe?



34. Merry Go Round
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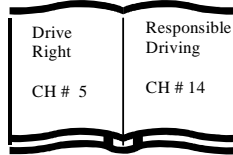
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Cookbook of Activities for Driver Education #1

Title: *Ruler Rules*

Objective: Demonstrate the effect of gravity



INGREDIENTS

- | | |
|---|--------------------------|
| 1. 2 small plastic containers such as a film canister | 4. tape |
| 2. a ruler | 5. rubber bands |
| 3. a yardstick | 6. 1/24" scale model car |

INSTRUCTIONS

Part 1 Tape the ruler at the top of the desk. Place the car on the desk, with the left tires resting against the ruler. Tilt the desk until the car rolls over the ruler. Measure and record how far the desk was lifted off the floor before the car rolled off.

Part 2 Secure an empty container to the top of the car with rubber bands and repeat Part 1.

Part 3 Secure a water-filled container to the top of the car and repeat Part 1.

Have the students compare measurements and explain the differences. (Measurement for Part 1 should be the greatest, Part 2 less than Part 1, and Part 3 less than Part 2)

The Center of Gravity was gradually raised with the addition of the container.

Discuss how this affects car loading, and what occurs when the car is turning when the center of gravity is raised.

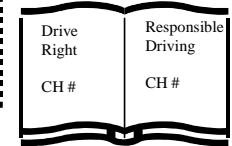
A vehicle with a high center of gravity is more likely to roll than a vehicle with a low center of gravity.



Cookbook of Activities for Driver Education #102

Title: Do You See Me?

Objective: People see what they want to see.



INGREDIENTS

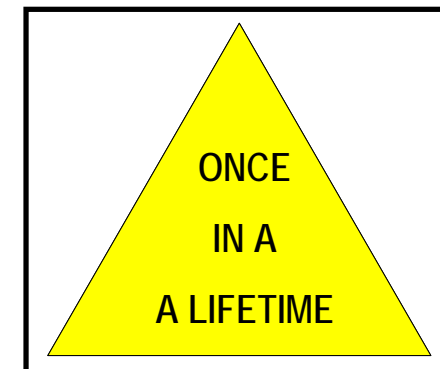
A diagram such as the one below on an overhead transparency or on a card.

INSTRUCTIONS

Show the transparency, or hand out the card to a group of students. Instruct students to read and memorize the words. Allow 5 seconds then hide the diagram. Instruct students to write the phrase on a sheet of paper.

Review their work. Point out that familiarity with the words caused students to read it incorrectly. Time caused pressure and the message can be misread if now looked at carefully.

What implications does this have for driving? Look and look again. Be absolutely sure before you commit to an action.



Cookbook of Activities for Driver Education #101

Title: The Wright Family

Objective: To demonstrate that when driving, you need to listen carefully to directions and know your **right** from your **left**!

INSTRUCTIONS

Size of Group: Unlimited: any number can participate.

Formation: Have each participant bring a pen or pencil. Stand in a circle, shoulder-to-shoulder; comfortable (not squeezed).

Directions: Facilitator: I will read a story to you. Whenever you hear the word "**left**", you will pass the pen/pencil, which you are holding, to your **left**.

Whenever you hear the word "**right**", you will pass the pen/pencil, which you are holding, to your **right**.

INSTRUCTIONS

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

One day during the summer, Father **Wright** said to Mother **Wright**, "The other day I realized there is only a week **left** of summer vacation and we have not taken our annual family vacation. Mother **Wright** agreed. "I will gather up the kids **right** away so we can leave first thing tomorrow morning **right** after breakfast.

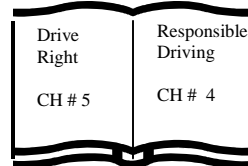
The next morning, Father **Wright** wanted to be sure they **left** on time **right** after breakfast. Everyone was anxious to leave on the family vacation. Mother **Wright** was hurrying about making sure everything was packed **right** and ready to go. Father **Wright** asked Mother **Wright**, "Did you pack some **leftovers** for today's lunch?" Mother **Wright** replied, "We ate everything last night for dinner. There isn't anything **left**. We will have stop and get lunch on the way **right** about 12 noon". As Father **Wright** loaded the car, he hollered upstairs to Johnny **Wright** and Mary **Wright**, "Hurry up kids, or you will be **left** behind at home". Father **Wright**, Mother **Wright** and Mary **Wright** were all into the car while Johnny **Wright** backed the car out of the driveway, turned **left**, headed down the street to the corner, made a **left** turn, then **right** to the gas station. He got out of the **left** side of the car and walked over to the **right** gas pump to pump his gas. As he reached into his back **left** pocket and realized he had **left** his wallet at home. He got **right** back into his car, **left** the gas station, turned **left**, **right** at the corner, then **left** into the driveway. Father **Wright** instructed to Johnny **Wright**, "Son, please go into the house and fetch my wallet. I **left** it on the table in the hallway, **right** next to the telephone." Johnny **Wright** ran up to the front door, used his spare house key which he always **left** under the doormat and entered the house. His father's wallet was exactly where he said he had **left** it, in the hallway, **right** next to the telephone. Johnny **Wright** picked up the wallet and returned to the car. The **Wright** family was off once again. Father **Wright** backed the car out of the driveway, turned **left**, headed down the street to the corner, made a **left** turn, then **right** to the gas station.

As Father **Wright** was pumping gas from the **right** pump. Mary **Wright** said to Mother **Wright**. "I don't feel well. I'm dizzy. I think I'm going to vomit **right** here". Mother **Wright** replied, "Oh Mary, not in the car please. Quick! Stick your head out the **left** window and then do in"! Mary complied. Father **Wright** returned to the car. Mother **Wright** said, "We need to go **right** back home. In our haste this morning, I believe I **left** the stove on after breakfast". Father **Wright** **left** the gas station, turned **left**, **right** at the corner, then **left** into the driveway. Mother **Wright** dashed into the house to check on the stove, which she believed she had **left** "on" that morning. When Mother **Wright** returned to the car, Father **Wright**, Johnny **Wright** and Mary **Wright** were standing outside on the driveway. Father **Wright** said, "I think this is not the **right** time for the **Wright** family to go on a vacation. There will be some time **left** later this year".

Cookbook of Activities for Driver Education #2

Title: *Reaction to Distraction*

Objective: Demonstrate reaction time and how distraction can add to reaction time



INGREDIENTS

1. 10 Yard sticks (one for every 3 students)
2. Masking tape

INSTRUCTIONS

Divide the class into groups of three, assign them the task of being: a Tester, a Reactor, and Evaluator

For each group, place a piece of masking tape on the wall 5 feet from the floor

- Testers are to hold their yardsticks parallel to the wall with the yardstick even with the masking tape
- Reactors place one hand 12 inches to the left or right of the yardstick.
- Testers release the yardstick, Reactor attempts to stop the yardstick from falling.
- Evaluator measures the distance the yardstick fell before the Reactor was able to stop it
- Repeat 4 times for an average, then change roles.

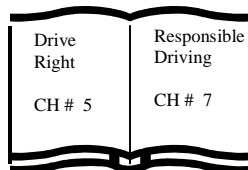
EXTRA MILE - Demonstration for the class.

- Use 2 yardsticks, one on either side of the hand, repeat the above.
- Don't tell the Reactor which yardstick will drop.
- Note the change in reaction time.
- Add more distractions to simulate how much drivers are distracted.

Cookbook of Activities for Driver Education #3

Title: *The Doll in the Wall*

Objective: Demonstrates effectiveness of safety belts and air bags



INGREDIENTS

- | | |
|--------------------------------|-----------------|
| 1. Remote-controlled model car | 4. Balloons |
| 2. Small doll | 5. Sponge |
| 3. Rubber bands | 6. Video Camera |

INSTRUCTIONS

Part 2 Place the doll in a sitting position on top of the car. Have a student drive the car into a wall at full speed. Have another student video tape the “crash” (Note how the doll “crashes”)

Part 2 Use the same starting point as in Part 1. Attach the doll to the top of the car with rubber bands. Repeat the crash and videotape again.

Part 3 Inflate and tie a balloon and attach to the front of the car, in front of the doll (simulated airbag). Repeat the “crash” from Part 2

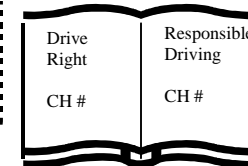
Part 4 Attach a sponge to the wall at the “crash” site. With the doll “belted” and “airbag” inflated, crash the car into the sponge and videotape.

Play back the videos in slow motion. Freeze frame as desired and lead a discussion on the effectiveness of safety features of a vehicle, potential for injury without these features, and why people don't always use safety belts or proper steering control.

Cookbook of Activities for Driver Education #100

Title: Hear What I Say!

Objective: Recognize the importance of clear communication



INGREDIENTS

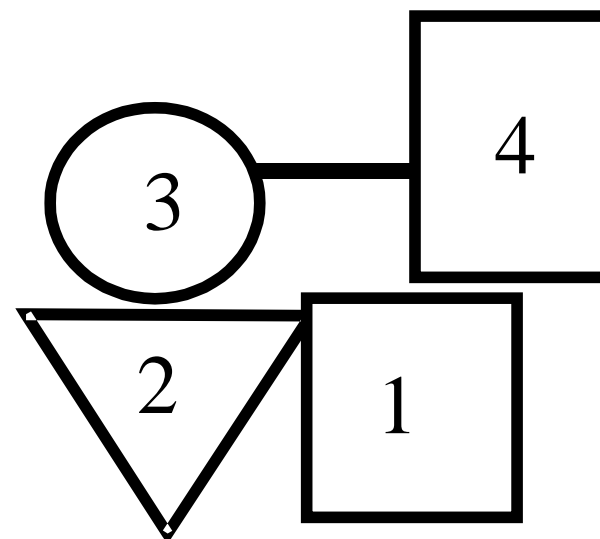
A diagram such as the one below.
The diagram can be drawn on a white board, flip chart or Overhead transparency.

INSTRUCTIONS

Prepare a diagram similar to this one. Ask for two volunteers: one describes the diagram, the other draws it without seeing the diagram. The drawer must not see the describer. No questions are allowed.

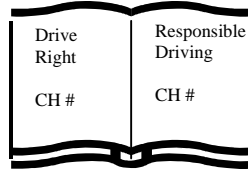
Optional: create another diagram and permit full and free two-way communication between the two volunteers.

How important is it to ensure the receiver receives our communication? How do we communicate when driving?



Cookbook of Activities for Driver Education #99

Title: Power of Your Eyes, The
Objective: Demonstrate to Students the
power vision has on hand control



INGREDIENTS

12-16 inches of string for each student or group
1 large washer for each string

INSTRUCTIONS

Making the tool:

Tie the washer to the end of the piece of string

Part 1

Demonstrate to the class:

Hold the end of the string and focus on the washer (it should be dangling about eye level, and should be still).

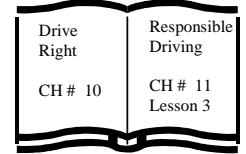
- Now start to move your eyes side to side while focusing on the washer. (The washer should start to move side to side as your eyes move back and forth.) STOP.
- Now start to move your eyes in a circular motion while still focusing on the washer. (The washer should move in circles now.) STOP
- Now see if you can move the washer from side to side then in circles without stopping.

Part 2

Divide students up and have them all practice the Power of Their Eyes with the same exercises.

Cookbook of Activities for Driver Education #4

Title: *Rural LOS-POT*
Objective: Identify conditions that create line of sight and/or path of travel restrictions



INGREDIENTS

Tally Sheet that includes the following:
Bridges
Bushes close to the road
Guardrails

Newly paved roads
Crowned roads
Gravel roads
Objects close to road
Potholes in road

Narrow lanes
Sharp curves
No shoulders
Broken pavement

INSTRUCTIONS

This activity can be used for classroom and BTW.

Divide the class into groups of five

Have students identify an example of the locations on the Tally Sheet

Answer the following questions:

- Which locations have line-of-sight restrictions?
- What causes the restriction?
- Which locations require reduced speed and why?

Activity can also be used for BTW:

Observer students identify the above characteristics to the instructor and/or in notebook.

Note the street or road name where the characteristic appears.

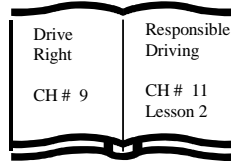
Check to see if the driver responds appropriately, or do they notice at all.

Driver can use commentary driving to demonstrate they recognize the above and respond with appropriate driving maneuvers.

Cookbook of Activities for Driver Education #5

Title: *Model Cars in the City*

Objective: Decision making for line of sight, path of travel restrictions on one & two way streets



INGREDIENTS

2 model cars per group of 3
3 wild cards (a small object)
Roadway templates for 1 & 2 way streets

Use a wall traffic board set-up if you have one

INSTRUCTIONS

Part 1 Using the two-way streets road template, have students “drive” on the roadway.

Use the wild cards to create problems with line of sight or path of travel.

What are student responses to problems? (lane position, speed control, communication)

Part 2 Use the one-way streets to see how problems are different from two-way streets.

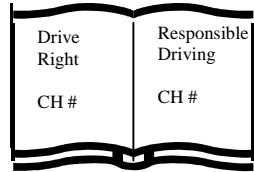
Part 3 Groups report how their “driving” on one-way and two-way streets are different.
(Careful, this can be a fun activity just setting it up!)

A wild card can be any small item such as a block of wood, small box, etc.

Cookbook of Activities for Driver Education #98

Title: *Stomp, Stay and Steer*

Objective: *Develop understanding of how the anti-lock braking system affects braking.*



INGREDIENTS

Video: *Stomp, Stay, Steer*
VCR/TV
Student Desk
Handout

Contributed by Benita Jaca,
Meridian

INSTRUCTIONS

Show the video.

Conduct short question and answer session covering the information given about ABS braking. Use the handout as a source for your questions.

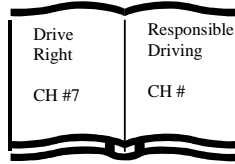
Pass out the handout and continue discussion over the areas that the students did not recall from the video.

Show the video again. While watching the video have students mimic the proper steps to use when braking hard with ABS. (Sitting in their desks in a driving position, students will STOMP hard on the floor, STAY pressing on the floor, and STEER in the direction they want to go.)

Reinforce the steps by stopping the video and repeating the steps as needed.

Cookbook of Activities for Driver Education #97

Title: *Right of Ways*
Objective: *Determining Right of Way through Intersections*



INGREDIENTS

Masking Tape for intersection marking	
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INSTRUCTIONS

Part 1

Divide the students in groups of 4.
Have the students go to each corner of the intersection.

Part 2

Have # 1 and 3 go through the intersection going straight.
Then have # 2 and #4 go straight through the intersection.
Next have #1 go straight and #3 go right and see if the students can get through the turns alright.
Now have # 4 go straight and # 2, go right and #3 turn left.
Change all the instructions so each student has to do something different all the time.

Part 3

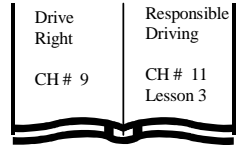
Add different types of intersections:
uncontrolled intersection, one with 2 stop signs, 4 way stop, a light, timed and sensor lights.
Keep giving them situations until they understand what to do.

After you have practiced each intersection have them switch to groups of 8 and have 4 lanes.

Start with a couple of people moving and then keep adding more and more people so they really have to think #1 goes right. #2 goes left, #5 goes straight, #6 goes left.

Cookbook of Activities for Driver Education #6

Title: *Follow the Leader*
Objective: Reinforce good habits for following time



INGREDIENTS

Masking tape about 3 feet long	Sufficient space in the classroom for students to walk in a big circle
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INSTRUCTIONS

Put the masking tape on the floor at the front of the classroom

Assign 5 students to line up behind the tapeline in single file

Ask students to walk around the classroom and maintain a one-second following distance.

- Have a student count out the following time in seconds using the tape line to start the count
- Tell the students to increase following distance to 2 seconds
- Tell the students to increase to 3 second following distance
- Tell the students to pick up their "speed" and maintain following distance.

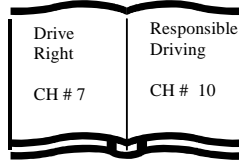
Ask the students in the activity to describe their feelings as they went from 1 to 3 seconds following time. Did they feel in control or out of control at various times?

Optional: Have an "obstruction" where braking or stopping is required. What happened? Was 3 seconds enough? Have the classroom students check to see if the students are staying single file, or are they changing their lane position to increase their "line of sight?"

Cookbook of Activities for Driver Education #7

Title: *Get in the Gap*

Objective: Judge the size of a gap



INGREDIENTS

- Chairs and/or desks to form a crossroads intersection or
- Place tape on the floor to outline the intersection
- Directional markers for North, South, East, West is desirable

INSTRUCTIONS

Select a group of 5 students to represent **westbound** traffic, walking at various speeds through intersection.

Select a group of 5 students to represent **eastbound** traffic, walking at various amounts of distance between each other through the intersection, continuing in a loop back to the original line

Divide the remaining students into two groups, **northbound** and **southbound** groups to enter the intersection one at a time, continuing in a loop to get back in line

One at a time, ask north and southbound traffic to select a gap to enter the intersection, they may choose to go straight, turn right, or turn left

The “driver” counts the gap between the two cars to determine if there is an acceptable gap based on the gap selection chart on page 144, *Drive Right, 10th edition*.

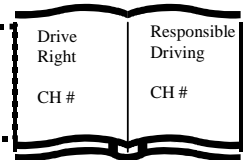
After the activity lead students in a discussion

Miles per hour	To cross Traffic 4-5 seconds	Turn Right And join traffic 6 seconds	Turn Left And join traffic 7 seconds
20mph	More than 1/2 block away	More than 1/2 block away	More than 2/3 block away
30mph	More than 2/3 block away	1 block away	More than 1 block away
45mph	More than 1 block away	More than 2 blocks away	More than 2 1/2 blocks away
55mph	More than 1 1/2 blocks away	More than 3 blocks away	More than 3 1/2 blocks away

Cookbook of Activities for Driver Education #96

Description: Watching Cars go By

Objective: Identify traffic patterns, gaps and behaviors on the freeway



INGREDIENTS

Record sheet to include:
Day, time, location, number of vehicles grouped, amount of time between groups

INSTRUCTIONS

Students are to observe traffic while riding in cars with friends, family members

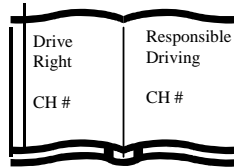
Students are to study on-coming traffic patterns on various roadways to detect gaps

Complete the information on record sheet, or create a record sheet that includes the above information

Record at least 10 different gap situations

Divide the class into groups of four or five and have them discuss and compare information from their record sheet

Description: Freeway Exiting
Objective: Identify freeway exiting procedures



INGREDIENTS

Paper, pencil	Allow 10 minutes to complete activity
No Textbooks or “cheat sheets”	

INSTRUCTIONS

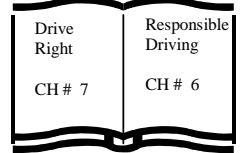
Divide the class into groups of three

List all the steps to take for exiting an expressway and possible problems

One member of each group shares a step and discusses probable problems

Continue with each group sharing steps and possible problems and solutions

Title: *Model Car Right of Way*
Objective: Right of way decision making



INGREDIENTS

- Roadway templates for intersections # 3B, 4B
- 2 model cars per group of 3
- 3 wild cards per group of 3
- *Drive Right* 10th ed., pages 142-143, duplicated below
- similar info in *Responsible Driving*, 12th ed. pp 100-101

INSTRUCTIONS

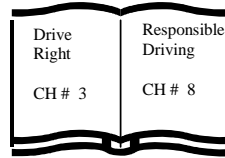
Use model cars to create the following situations:

- **Yield at stop signs** to pedestrians in or near the crosswalk and all traffic on the through street
- **Yield at fresh green lights** to pedestrians still in the crosswalk and vehicles still in the intersection
- **Yield coming from an alley, driveway, or private roadway** to pedestrians before reaching the sidewalk and all vehicles on the street (make 2 stops)
- **Yield at all yield signs** to all pedestrians in or near crosswalks and all vehicles on the cross street
- **Yield to emergency vehicles** sounding a siren or using a flashing light (stop clear of the intersection close to the curb; wait for emergency vehicle to pass)
- **Yield when turning left** at any intersection to all pedestrians in your turn path and all oncoming vehicles that are at all close
- **Yield at four-way stops** to all pedestrians in or near crosswalks; vehicles that arrive first; vehicle from the right if you arrive at the same time
- **Yield at uncontrolled intersections** to pedestrians in or near the crosswalk; any vehicle that has entered the intersection; a vehicle from the right if you both arrive at the same time

Cookbook of Activities for Driver Education #9

Title: *Putting on the Brakes*

Objective: Accelerate and brake smoothly



INGREDIENTS

One long (preferred) balloon per student	Rulers
One file folder per student	Black markers
Staplers	Duct or masking tape
	See Activity #80

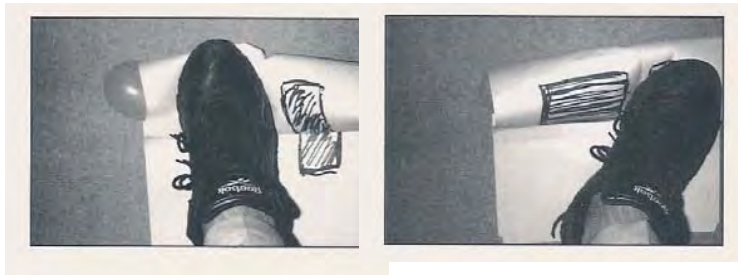
INSTRUCTIONS

Instruct student to inflate balloons to about 9-10 inches.

- Insert the balloon in the file folder and roll the end of the folder over just enough to cover the balloon with an inch or two excess overlapping
- Staple the two ends of the folder to hold the balloon in place
- Cover the seam (the up side) and the staples with tape
- Draw a 2" X 5" accelerator pedal on the right edge of the up side
- Leave a 2" gap and draw a 5" X 2" brake pedal

Good braking habits include keeping the heel on the floor, pivoting between the brake and accelerator. Ball of foot on the pedal. Squeeze the pedal.

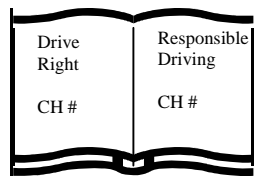
On your command, have students practice acceleration and braking without popping the balloon.



Cookbook of Activities for Driver Education #94

Title: Sober Guesses

Objective: How Depth Perception Varies



INGREDIENTS

- | | |
|------------------------------------|------------------------------------|
| 1. Small sheets of paper | 3. Dry Erase, Chalkboard, Overhead |
| 2. Measurement of classroom length | |
| | Texas Curriculum |

INSTRUCTIONS

Part 1.

Measure the length of the classroom before students arrive. Keep record of this.

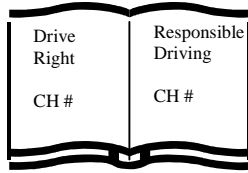
Part 2.

1. Give each student a small piece of paper.
2. Have each student silently record the distance from the back of the room to the front.
3. Hand the sheets in.
4. Record the range of estimates on the board.
5. Display the correct answer.

This demonstrate the problems humans have in judging even when sober.

(In most classes, there will be at least a fifty percent variation.)

Title: A Drop or Two Won't Hurt
Objective: Alcohol Concentration
Demonstration



INGREDIENTS

1. Large (1 gal.) clear container	3. Red Dye or Food Color
2. Small (1/2 gal.) clear container	4. Water
Texas Curriculum	

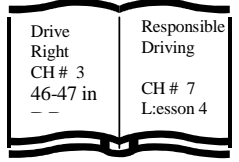
INSTRUCTIONS

- Fill each container with water.
- Place the same amount of red dye into the two containers of water

In which will the dye be most concentrated?

The same concept holds true for different sized people.

Title: *Ready, Set*
Objective: Preparations for entering a vehicle



INGREDIENTS

Divide students into groups of three
Each group needs two chairs to simulate the front seats

INSTRUCTIONS

Part 1 Student #1 performs the outside checks of the car while the other two students check performance:

- Walk around vehicle with keys in hand, look for objects in path, water, oil; check tires, direction wheels are pointed; windshield, windows, headlights and tail lights clear; check back window ledge for loose objects; look inside for unwanted passengers.

Part 2 Student #2 demonstrates proper procedure for getting into the vehicle while two students check performance:

- Walk around the vehicle from the front toward the back to check for oncoming vehicles; wait for vehicles to pass before opening door; get in quickly, close and lock door; key in ignition

Part 3 Student #3 performs inside checks while two students check performance:

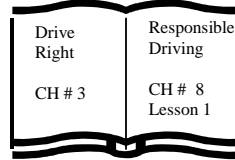
- Ensure doors are locked; adjust seat; adjust head restraint; adjust mirrors, sun visor; fasten safety belt and ask passengers to fasten theirs.

Rotate positions until all students have completed all three parts

Cookbook of Activities for Driver Education #11

Title: *Motion Lotion*

Objective: Practice putting the vehicle into motion



INGREDIENTS

Divide students into groups of three
Each group needs two chairs to simulate the front seats

INSTRUCTIONS

Student #1 demonstrates the 9 good habits for putting the vehicle into motion while the other two observe and give feedback on performance:

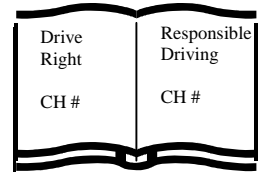
1. Press firmly on the foot brake
2. Move gear selector to "drive"
3. Release park brake while pressing foot brake
4. Check traffic ahead and behind
5. Activate turn signal, check mirrors again
6. When clear release foot brake and press gently on the accelerator
7. Head check and mirror check
8. Cancel signal
9. Adjust speed for traffic

Repeat until all student have completed the activity successfully

Cookbook of Activities for Driver Education #92

Title: Family Feud

Objective: Review for tests and quizzes



INGREDIENTS

Test or chapter questions
Bell or ringer
Prizes (Jolly Ranchers)

From:
Sally Phillips

INSTRUCTIONS

Part 1

Divide the class into three teams and select a team captain.

Part 2

Team captains come in front of "Host" to answer question the fastest. The one who knows the answer to the question first rings the bell first. If they get the correct answer their team gets 5 points and they can choose to answer the next 4 questions for a possible 2 points each, or pass to the other team. If they choose to answer the questions and miss, the other team gets 8 points.

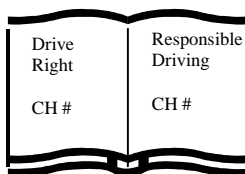
There is no team help. Each individual must correctly answer the question given to him or her.

Rotate through the three teams to give equal opportunity.

Part 3

The winning team, one with the most points wins prize.

Title: Look and See
Objective: Checking Blind Spots



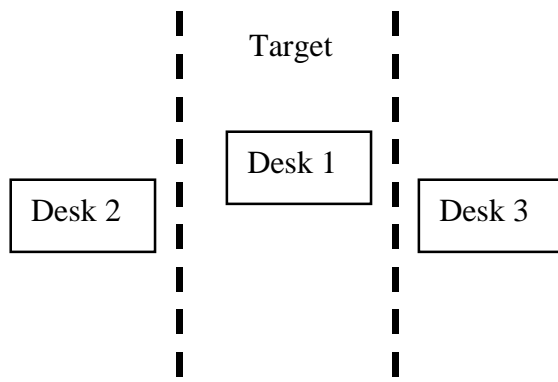
INGREDIENTS

Three desks Simulated Steering Wheel Several small objects	From: Nampa Driver Ed. Workshop
--	------------------------------------

INSTRUCTIONS

Part 1

Arrange the three desks to represent cars in three lanes of traffic, with the outside two cars in the blind spots of car one.



Give several small objects to students in desks 2-3

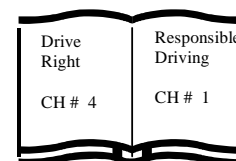
Part 2

On the instructor's command, have student in desk 1 look and identify what is being held by either the right (desk 3) blind spot car or left (desk 2) blind spot car

Blind spot desk students hold up only one item at a time.

Instructor and other students look at steering wheel for movement or use the equipment from activity #78

Title: *Lookie, Lookie*
Objective: Practice observation skills



INGREDIENTS

Any two objects placed at the front of the classroom that are unique to the classroom	
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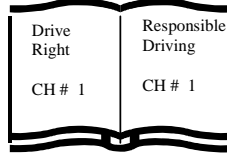
INSTRUCTIONS

- Place the two objects in plain view of the classroom (your desk, podium)
- Do NOT call attention to the objects
- After 5 minutes, block the students' view of the objects and
- ask the students to write the names of the two objects that are at the front of the class
- Reveal the objects to the students
- Lead a discussion on why some did not see the objects and how it relates to driving

Cookbook of Activities for Driver Education #13

Title: *Risky Business*

Objective: Identify risk factors in our driving environment



INGREDIENTS

Risk Factors Sheet handout for each student

INSTRUCTIONS

Ask students to read all the Risk Factors in the handout

Classify all the risk factors as one of the following:

- People
- Vehicles
- Roadways

Ask which risks can be eliminated or minimized.

- Place an "X" next to each factor that could be eliminated
- Place an "M" next to each factor that could be minimized

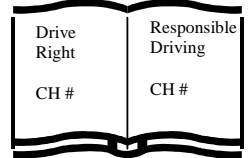
Add 5 new risk factors to each of the three components (People, Vehicles, Roadways)

Have students work in groups of 3 to compare their responses

Cookbook of Activities for Driver Education #90

Title: Reference Points Discovery

Objective: Identify Reference Points



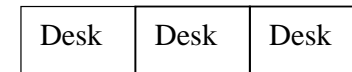
INGREDIENTS

Masking tape or Wood strips
Student desks
Student chair
Red Pen (hood ornament)

Contributed by:
Scott Lords

INSTRUCTIONS

Left
line



Right
line

Place three student's desks together. Use masking to mark reference point locations. Tape the red pen to the middle desk as a hood ornament

Instructions:

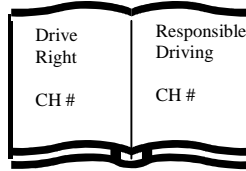
Divide students into groups and have them take turns sitting in the "driver's seat" to identify reference points.

NOTE:

This exercise is to develop the concept of reference points and has not been tried with front limit and rear reference points

Cookbook of Activities for Driver Education # 89

Title: Scooting on Down the Road
Objective: Lane changes, Passing, Turning



INGREDIENTS

Scooter boards (from PE dept) Road Signs Tape for Lane Markings Steering Wheels Instruction cards Visor (Advisor)	From: Jamie Kurtz and Deb Dehoney
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INSTRUCTIONS

Part 1

Mark off hallways with tape showing various lanes. (One-way, Two-way, Turn lanes)

Part 2

Pair students in groups of two. Give each group 1 scooter, a steering wheel and an instruction card.

Part 3

Students “drive” the scooters following all road rules. One student pushes the other drives.
Some students drive slow, others drive faster.
Practice lane changes, passing, etc.

Part 4

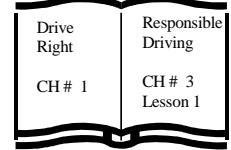
Advisor (person with the Visor) issues tickets for illegal driving

Part 5

Discuss experience in classroom after several minutes of the activity

Cookbook of Activities for Driver Education #14

Title: *Conquer the Monster*
Objective: Curbing road rage



INGREDIENTS

Paper and pencil Honesty	
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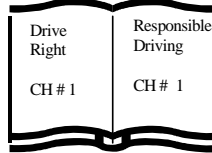
INSTRUCTIONS

- Divide the class into groups of five
- Each group develops a list of 10 driving errors that annoy or irritate other drivers
- Discuss why these actions are annoying or irritating
- Discuss and list 10 ways that a driver can be courteous and deal with these annoyances positively

Cookbook of Activities for Driver Education #15

Title: *Using the Mental System SIPDE*

Objective: Practice a mental system for managing space & time



INGREDIENTS

Paper and Pencil	
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INSTRUCTIONS

Divide the class into groups of five

Each group list 5 examples of

- Search
- Identify
- Predict
- Decide
- Execute

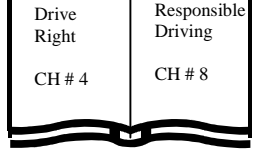
After the activity, lead a discussion on responses.

NOTE: This is a good time to reinforce the six zones around the vehicle

Cookbook of Activities for Driver Education #88

Title: Simon Says

Objective: Targeting



INGREDIENTS

Simulated Steering Wheel Yard stick Crosses	
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INSTRUCTIONS

Part 1

Give each student a simulated steering wheel.

Part 2

Give the students a direction and speed they are traveling
Watch the students' head movements
Watch the students' turning movements

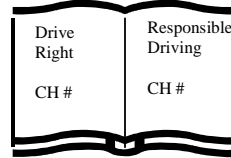
Part 3

If student oversteers for the commands given, they "die".
Give that student a cross and they are out

How many live?

Cookbook of Activities for Driver Education #87

Title: *Blind Areas*
Objective: *Demonstrate the blind areas around the vehicle*



INGREDIENTS

Set up for Reference Points 3 desks 1 chair	
---	--

INSTRUCTIONS

Part 1

Setup the desks and chair.
The desk represent the width of a car

Desk	Desk	Desk
------	------	------

Chair

Part 2

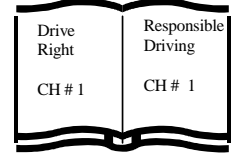
Student identifies the blind areas around the “car”.
Have students rotate through “drivers” seat to see/find the blind area around the “car”.

Blind Areas:

Blind area to the front is about 1 car length (approx. 11ft)
Blind area to the driver’s side is about a car width
Blind area to the passenger side is about 1-1/2 car widths
Blind area to the rear is about 2 car lengths

Cookbook of Activities for Driver Education #16

Title: *Riskier Business*
Objective: Identify risky situations in our driving environment



INGREDIENTS

<i>Partial Risk Factors</i> handout from <i>Drive Right Resource Book</i> or <i>Zone Control Partnership Book</i>	Paper/pencil
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INSTRUCTIONS

Part 1

- Divide the class into groups of five
- Have the students write nine numbers between the range of 1 –60, 61-120, 121-180 on a sheet of paper
 - Using the *Partial Risk Factors Sheets*, locate the risk factors represented by the nine numbers
 - Write the risk factors next to the numbers

Part 2

Answer the following questions:
1. What is the likelihood of a collision occurring if all those risk factors were to take place at the same time?

2. How many different combinations of nine can be made from the list of partial risk factors?
(446 trillion, 098 billion, 010 million, 817,800)

Part 3

- Explain that multiple factors are present when a collision occurs
- There are always more than one thing that goes wrong
 - Have students share their nine risk factors with each other and the likelihood that a collision could occur

Part 4

- After the activity, lead a discussion on why there will always be risk factors.
Ask:
- What are the risks that can be eliminated?
 - Can collisions still occur?

Cookbook of Activities for Driver Education #17

Title: *Sifting out the Junk*

Objective: Make good decisions that support good driving habits

INGREDIENTS

Decision Making Filter
Paper/pencil

INSTRUCTIONS

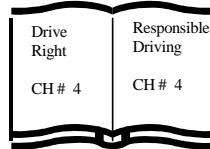
Give each student a copy of the Decision Making Filter that includes the following:

Decision Making Filters

1. Does it solve the problem?
2. What do I have to gain? What do I have to lose?
3. Is it right (legal, ethical, moral)?
4. How will this choice affect me, others, and/or property?
5. Am I proud of my choice? Am I willing to share my choice with
 - a. Family?
 - b. Friends?
 - c. Work profession, or school associates
 - d. Community members or neighbors
6. Am I willing to have it as a front page headline?
7. Does it make the face in the mirror look good?
8. Will it pass the test of time? Is the solution lasting?

Have the students read the 8 steps of the filter. Ask students to describe/list situations where the filters would help in decision making process.

Examples: dealing with being honest, avoiding the use of tobacco products, being kind/courteous to others, avoiding drugs and alcohol



Cookbook of Activities for Driver Education #86

Title: *Starting Out Right*

Objective: Learn Pre-driving Checks and Procedures before entering the car.

INGREDIENTS

Getting Ready To Drive" Partnership for Driver Excellence workbook, Guide 1 check sheet and pencil. Two desks per pair of students.

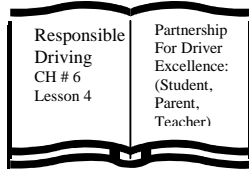
Contributed by Ken Kellum, Weiser

INSTRUCTIONS

Divide the class into groups of two:

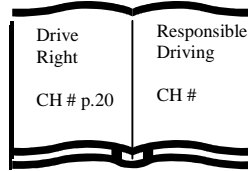
- Have each pair put their desks in line, making sure they have enough room to get around the desks. (The desks represent a four door sedan)
- Have students practice the correct procedures, used on the check sheet.
- Each student takes their turn being the driver and the observer.

The observer should record the drivers' actions and guide them in the correct procedures to use.
- Have the driver explain each procedure and tell why they are important for safe driving practices.
- After the first driver has successfully completed the exercise, switch roles and repeat the exercise.
- After all groups are finished, have class discussion on the importance of each procedure used.



Cookbook of Activities for Driver Education #85

Title: Driver Ed Red Herring Mystery
Objective: Use critical thinking skills to solve a puzzle relating to a driver's ed topic.



INGREDIENTS

Puzzle story for instructors	Contributed by Jan Maybon, District #131
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INSTRUCTIONS

The Story: If you met me 100 years ago, you wouldn't recognize me. I grow and change over time. Sometimes I am bossy, "If you don't do what I say, I'll punch your lights out." Other times I'm just full of good information.

- Who am I?
- Where did I come from?
- Why am I here?
-

Tell the story and ask the questions. You may ask me any questions that I can answer "Yes" or "No."

Answer: A road sign that came into being out of necessity and exists to protect you.

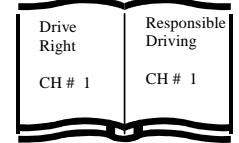
Direct students to eliminate blocks of solutions instead of randomly guessing the answer. Red Herring mysteries are suppose to be misleading clues that are in fact true.

If students are unable to answer the 1st question easily will probably have more difficulty answering the next two questions. This will be your golden opportunity to discuss the development and purpose of road signs.

- Clue #1 – 100 years ago there were no road signs.
- Clue #2 – Over time there has been a need for more and more road signs, and many signs have changed over time (speed limits for one).
- Clue #3 – If you don't stop at a stop sign, you could run into another car and smash your headlights. Other signs are information signs.

Cookbook of Activities for Driver Education #18

Title: *The Grim Reaper*
Objective: Analyze crash statistics to reinforce good driving habits



INGREDIENTS

Population statistics from a town or city Facts and figures on highway safety	Calculator
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INSTRUCTIONS

Facts and Figures sheet (DR Teacher Edition , 10th Ed. p. 12)
Responsible Driving pp 8-9
1/9 = accidents
1/83 = disability or death

Based on the numbers provided in the book
Death rates:
13 fatalities per 100,000 for males aged 16-19
6 fatalities per 100,000 for females aged 16-19

Calculator Instructions:

Have the students calculate the number of students statistically that will be in a collision or killed

DRIVE RIGHT EXAMPLE:

$$\frac{13 \text{ (males)}}{100,000} \times \frac{n}{250,000 \text{ (Population of city)}}$$

n = the number of male students that may not survive the year

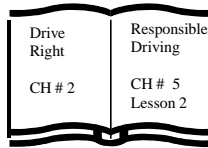
RESPONSIBLE DRIVING EXAMPLE

$$\frac{1}{9} \times \frac{n}{30} = n = 3.3 \text{ if you will be in a collision this year}$$

Cookbook of Activities for Driver Education #19

Title: *Signs of the Highway*

Objective: Identify highways by their signs



INGREDIENTS

Pictures or photos of a large variety of route signs

The following web site is an excellent resource **Manual of Traffic Signs** at <http://members.aol.com/rcmoeur/signman.html>

INSTRUCTIONS

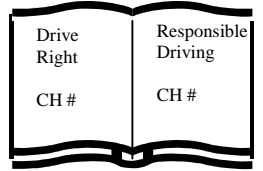
The signs can be placed on 3 x 5 cards with the correct answers on the reverse side.

- Divide the class into groups of four or five
- Ask each group to identify the four types of route signs (**Interstate, U.S., state, county**)
- Formulate at least 5 characteristic features for each type of highway
- After listing the features, ask the groups to rank them as to whether they make driving on that roadway safe or dangerous

Cookbook of Activities for Driver Education #84

Title: *On the Fringe*

Objective: Identify Fringe vision



INGREDIENTS

None

INSTRUCTIONS

Have the students stand behind their desks/chairs with at least an arms length between them.

Hold index fingers together (pointing up) with arms extended in front.

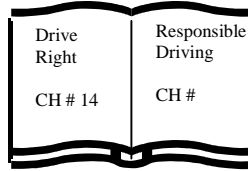
Separate arms until you can no longer clearly see fingers pointing up. (This is not peripheral vision you are demonstrating)

This is fringe vision

Cookbook of Activities for Driver Education #83

Title: *Diary of a Road Rager*

Objective: Examine attitudes, behaviors and traits to avoid road rage



INGREDIENTS

Driving Diary	Contributed by: Ruth Hubsmith
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INSTRUCTIONS

Keep a Driving Diary.

Option 1

Take notes of the drive, recording how you felt, any poor behaviors you or others made. This can be done after each drive.

Option 2

Record commentary driving. Listen to it later to see if you displayed any signs of road rage. Note whether you remember any and/or all of the behaviors demonstrated during the drive.

Option 3

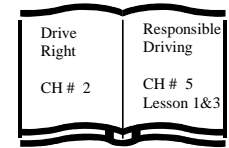
Have driving partner tell you how your driving makes them feel, comfortable or uncomfortable.

This driving diary will help you assess whether you are in reality or fantasyland regarding your potential for road rage.

Cookbook of Activities for Driver Education #20

Title: *Lines & Markings*

Objective: Identify and understand the meaning of roadway markings



INGREDIENTS

Driver Education Textbook	Sheet of paper to record page numbers where examples are located
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INSTRUCTIONS

Part 1 Divide the class into three (3) teams

- Give each team 10 minutes to find examples of different road markings in the textbook
- The team with the most examples after 10 minutes wins

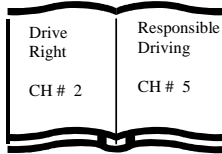
Part 2 The winning team gives the page numbers for their examples.

- The other teams take turns explaining the purpose of the pavement marking found.
- Cover as many examples from all teams as time permits

Cookbook of Activities for Driver Education #21

Title: *Signo*

Objective: Use the game of bingo to recognize shapes and colors



INGREDIENTS

Bingo cards for signs/colors
Pencils or marking device
Prize for winners

Laminating the cards preserves them

INSTRUCTIONS

Distribute Signo (Bingo) cards.

Use the list provided, or create your own. Call out the shape, the student must write on the card what the purpose of the sign is.

Call out the color, the student must write on the card the purpose of the sign
First student to call out "Signo" wins

Shapes

- Octagon exclusively for stop
- Equilateral triangle point down exclusively for yield
- Circle exclusively for RR advance and Civil Defense
- Pennant exclusively for no passing zone
- Diamond for warning
- Rectangle vertical for regulatory
- Rectangle horizontal for guide
- Trapezoid for recreational guide
- Pentagon for school advance warning

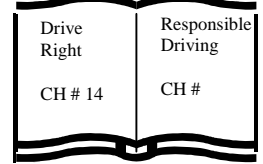
Colors:

- Red used exclusively for stop and yield signs, do not enter, wrong way
- Black used as background for one way, night speed limit
- White used as background for routes, guides, certain regulatory signs
- Fluorescent yellow-green used for pedestrian, bicycle and school crossing warning signs
- Orange used for construction and maintenance
- Yellow used for warning and school
- Brown used for guide and information
- Green for guide, mileposts
- Blue for traveler services

Cookbook of Activities for Driver Education # 82

Title: *It's Question of Road Rage*

Objective: Define Road Rage and discuss ways people can avoid it



INGREDIENTS

Paper and Pencil

Contributed by Ruth Hubsmith

INSTRUCTIONS

Part 1

Students develop a questionnaire to survey:

Parents, truck drivers at local rest stops, bus drivers, elderly drivers, seniors in high school

Keep track of the number of people that have been:

- victim of road rage in past 4 weeks.
- Behavior displayed

Track:

- Time of day
- Locations

Part 2

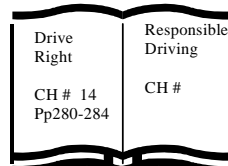
Have students bring summary to class and share.

What conclusions, if any, can be drawn?

Cookbook of Activities for Driver Education # 81

Title: *Rate Your Road Rage*

Objective: Examine personal attitudes, behaviors, and traits when driving.



INGREDIENTS

Questionnaire Have students complete the questionnaire, discuss alternative behaviors and attitudes they could adopt

Contributed by Ruth Hubsmith
Taken from "In Motion" magazine 1997-98

INSTRUCTIONS

RATE YOUR ROAD RAGE

1. Yes No Overtake other vehicles on the left?
2. Yes No Avoid blocking passing lane?
3. Yes No Yield to faster traffic by moving to the right?
4. Yes No Maintain appropriate distance when following?
5. Yes No Allow appropriate distance when cutting in after passing?
6. Yes No Yield to pedestrians?
7. Yes No Approach intersections at slow speeds?
8. Yes No Follow right-of-way rules at four-way stops?
9. Yes No Drive below posted speed when conditions are hazardous?
10. Yes No Maintain speeds appropriate for conditions?
11. Yes No Use turn signals for turns and lane changes?
12. Yes No Use your horn sparingly?
13. Yes No Avoid unnecessary use of high-beam headlights?
14. Yes No Drive at the posted speed and in proper lanes?
15. Yes No Make slow, deliberate U-turns where legal?
16. Yes No Avoid returning inappropriate gestures?
17. Yes No Avoid racing with other drivers?
18. Yes No Try to get out of the way of aggressive drivers?
19. Yes No Focus on driving and avoid distracting activities?
20. Yes No Avoid driving when drowsy?
21. Yes No Avoid blocking the right-hand lane?
22. Yes No Avoid taking more than one parking space?
23. Yes No Avoid parking in a disabled space?
24. Yes No Avoid letting your door hit the car parked next to you?
25. Yes No Avoid "punishing" or retaliating against other drivers?
26. Yes No Avoid stopping in the road to talk with pedestrians or other drivers?
27. Yes No Avoid playing loud music near neighboring cars?
28. Yes No Stay calm in traffic jams?
29. Yes No Avoid cursing or making obscene gestures at other drivers?

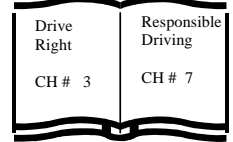
How to score: the number of "No" answers you marked indicates how in- or out of control you are. The higher the number, the more prone to aggressive behaviors.

- 1-3 No answers = Excellent 7-9 No answers = Fair
4-6 No answers = Good 10 or more = Poor, work on your attitude

Cookbook of Activities for Driver Education #22

Title: *Where are my lights?*

Objective: Driving rehearsal for locating basic controls



INGREDIENTS

Checklist of basic vehicle controls

INSTRUCTIONS

Divide class into groups of three; have each respond with simulation to the checklist command for locating the controls.

Checklist:

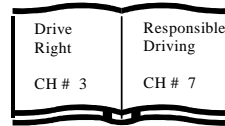
- Steering wheel
- Steering wheel adjustment lever
- Gear selector lever
- Stick shift gear lever
- Ignition and starter switch
- Cruise control
- Parking brake
- Clutch pedal
- Foot brake pedal
- Accelerator pedal

HINT: Move slowly through the list, watch for errors in performance. Repeat as necessary until all students are performing correctly.

Cookbook of Activities for Driver Education #23

Title: *Sit this way*

Objective: Practice proper posture for vehicle control and comfort



INGREDIENTS

Student chairs	
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INSTRUCTIONS

Have the students practice appropriate seating posture for control and comfort:

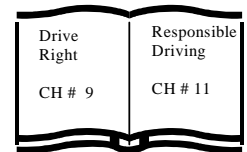
- The chair is the driver's seat
- Lean slightly forward, slide all the way to the back of the seat, sit up straight (Photo A)
- Ask: Can you feel the support for your back?
- Now slouch down in the chair now (Photo B)
- Ask: Do you feel the lack of support to your back?
- Repeat again for comparison
- Ask: How could this affect your vision?
 - Is your hand position affected?



Cookbook of Activities for Driver Education #80

Title: *Catch me if you can!*

Objective: Demonstrate benefit of covering brake in a ready position



INGREDIENTS

Tennis Ball	
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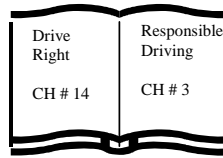
INSTRUCTIONS

- Have two students stand next to each other facing the side of the classroom.
- Position yourself facing the two students about 3 feet away from them.
- Hold the tennis ball in your hand and raise your arm to shoulder height. Move your arm back and forth in front of the two students.
- Instruct the students to keep their arms at their sides until you drop the ball in front of one of them.
- Tell each student to try to catch the ball when you drop it in front of him. Drop the ball in front of each student several times. Point out that if they keep their arms at their sides until you drop the ball, they cannot catch it.
- Now instruct the students to hold their arms out with the palms of their hands turned up ready to catch the ball.
- Hold the tennis ball in your hand and raise your arm to shoulder height. Move your arm back and forth in front of the two students. Tell them to try to catch the ball when you drop it in front of them.
- Drop the ball in front of the students several times.
- Point out how much easier it was to catch the ball when they were in the ready position.
- Point out that this is the principle behind covering the brake.

Cookbook of Activities for Driver Education #79

Title: *Where is it?*

Objective: Practice why two eyes are needed for depth perception



INGREDIENTS

Pencil	
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INSTRUCTIONS

This demonstrates how depth perception can be temporarily affected by an eye injury.

Pair students up into teams of two.

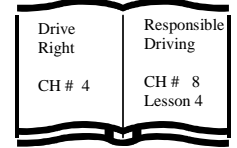
Assign them to try and place a finger on the tip of a pencil with one eye closed. The partner holds the pencil and moves it various distances from one to three feet from the student.

Point out that you must not expect to make the same depth perception judgment if you have a problem with one eye. Increase following distance to compensate for the loss of depth perception.

Cookbook of Activities for Driver Education #24

Title: *Target Practice*

Objective: The beginning of the searching process, students visualize the space their vehicle will occupy



INGREDIENTS

Simulated steering wheel such as a paper plate	Place a small strip of tape at the top of the wheel and ensure a piece goes over the top and to the back of the wheel
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INSTRUCTIONS

Give each student a simulated wheel

- Hold the wheel at 9:00 and 3:00 positions
- The teacher represents the target
- Instruct students to turn their head to look directly at you **before** moving the steering wheel to get you on target
- Move your position to the left and right side of the room. Instruct student to wait for your instruction to "get on target." Ensure students turn their head to look directly at you, and then turn the wheel to get on target.
- Walk to the back of the room, instruct students to turn their head and steering wheel to keep you in alignment with the center of their steering wheel.

Watch for students who:

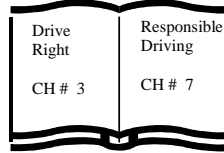
- Turn their wheel while turning their head, the head turns first to look for the target, then the wheel is turned to get on target.
- Check that students are turning the wheel, then centering back up by looking for the tape at the top of the wheel.

Note: When the students are on target, it will appear that their body is in alignment to the target.

Cookbook of Activities for Driver Education #25

Title: *Don't be an Egghead*

Objective: Demonstrates why safety restraints work.



INGREDIENTS

4-6 raw eggs 1 flat bed sheet (twin size works best) A parachute for the egg – be creative Cotton, bubble wrap, etc.	Starting the demonstration with plastic eggs to initiate the discussion will help prevent a big “mess”
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INSTRUCTIONS

Demonstrate the following

Part 1 Have four students hold the corners of the sheet out horizontally to the ground. Take aim, wind up, and pitch the egg onto the sheet
Experiment with different speeds

Part 2 Ask students to answer the following questions:

- How far away can you throw the egg without breaking it?
- How fast can you throw the egg without breaking it?
- What happens to the egg's momentum as it approaches the sheet?
- What happens if you dropped the egg on a concrete floor?
- Would a parachute attached to the egg provide enough cushion to keep it from breaking?
- How high could you drop an egg attached to a parachute?
- How could you cushion the egg to prevent injury?

Part 3 Demonstrate with the parachute, did this prevent injury?

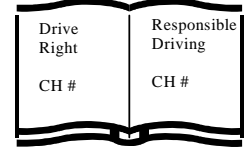
Part 4 Demonstrate with the egg wrapped in bubble wrap, cotton, etc. Did this prevent injury?

Relate the experiment to occupant protection devices in the vehicle.

Cookbook of Activities for Driver Education #78

Title: *Moving on Down*

Objective: Demonstrate how easily the steering wheel can be moved if the driver bends down to pick up something off the floorboard.



INGREDIENTS

Pencil Golf ball Golf tee Tennis ball	Tape Sheet of paper
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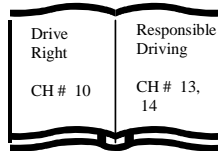
INSTRUCTIONS

- Tape the golf tee to the eraser end of the pencil.
- Make a small dot in the center of the sheet of paper.
- Place the paper on a student's desktop.
- Ask the student to use their left hand to hold the pencil perpendicular to the paper with the pencil point on the dot.
- Place the golf ball on the tee that is taped to the pencil and instruct the student to keep the ball on the tee.
- Place the tennis ball on the floor touching the front of the student's right shoe.
- Direct the student to pick up the tennis ball. Point out the movement of the pencil and the golf ball.
- Re-set the pencil and golf ball and place the tennis ball further away from the student's shoe.
- Again, direct the student to pick up the tennis ball.
- Roll the ball from left to right under the chair and have the student stop the ball.
- Repeat this demonstration with several students.
- Explain:
• The movement of the pencil, along with the golf ball falling off the tee, represents unintentional movement of the steering wheel. Point out that at 60mph, each inch of the pencil movement would represent one lane change per second. If the pencil moves three inches, the vehicle is three lanes over in one second!

Cookbook of Activities for Driver Education #77

Title: *Don't Fence Me In*

Objective: Demonstrate turbulent air to the front and rear of a passing truck



INGREDIENTS

Small block of wood Shallow tray with one inch of sand	
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INSTRUCTIONS

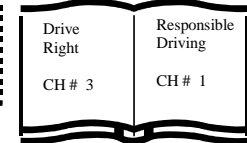
- Move the block of wood through the sand and call attention to how the sand is accumulating to the front and sides of the block of wood, while leaving a void of sand to the rear.

Explain that when a truck is approaching and getting ready to pass, there is the same type of movement of the air. The accumulation of air to the front of the truck can push a vehicle out of a travel lane away from the side of the truck. To the rear of the truck the void of air creates a vacuum that can draw a vehicle into the direction of the truck. The effects from the truck's air turbulence will be most dominant when a vehicle is in a reduced traction situation.

Cookbook of Activities for Driver Education #26

Title: *Our Town*

Objective: Understand risk factors while driving



INGREDIENTS

Paper and pencil	
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INSTRUCTIONS

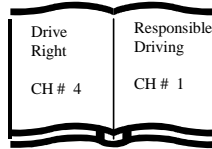
Divide the class into groups of three (3)

- Give each group a blank sheet of paper
- Each group member takes one of the three categories:
 1. the driver,
 2. the vehicle,
 3. the roadway
- Instruct students to list 5 risk factors for their assigned category that are not listed in the textbook, and that are particular to your community
- Each group explains how and why the factors they selected are a risk to drivers
- After adequate time, have groups report to the whole class.

Cookbook of Activities for Driver Education #27

Title: *The Eyes Have It*

Objective: Demonstrate the value of "pausing" while searching



INGREDIENTS

Ten 3 x 5 cards per group,
number the cards 0-9
4 foot measurement/distance

INSTRUCTIONS

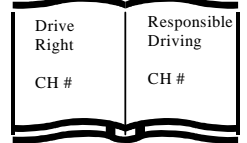
Divide the class into groups of 4

- Each group will have a tester, driver and 2 observers
- Give the tester the 3 x 5 cards
- Have the tester stand 4 feet from the driver
- Select 2 cards without showing them to the driver
- Have the tester hold 2 of the cards in one hand to form a 2 digit number
- Have the driver move his/her head 90 degrees to the right and left without pausing to see the numbers
- Have the observers stand next to the tester to see if the driver's eyes pause to read the number
- Have the tester hide the number
- Ask the driver to state what the number was
 - The group will discover that the driver can only correctly identify the number if they paused to look at it
- Repeat the exercise, this time allowing the driver to pause/fixate on the numbers.
- Repeat the exercise and change positions

Cookbook of Activities for Driver Education #76

Title: *Where am I Heading?*

Objective: Handle a rear wheel skid with targeting skills



INGREDIENTS

Chair that can swivel
Simulated steering wheel

INSTRUCTIONS

Directions:

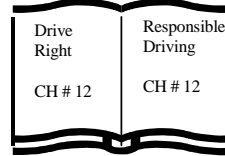
Assign a student to sit in the chair that can swivel, holding a simulated steering wheel.

- Tell the student to pretend they are driving.
- Explain that in this simulation the intended path of travel is toward the target (select one in the classroom, such as the door.)
- Tell the student to keep the vehicle on target, and as soon as the vehicle gets off target, turn the steering wheel to get the front of the vehicle back on target. Remind that a slight steering effort is all that is necessary. If the vehicle begins to move quickly off target, a very rapid and full turning of the wheel would be necessary to get the tires back on target.
- Stand to the rear of the chair and swing the chair slightly off target in one direction or the other. Observe how the student responds with steering and head movement toward the target.
- Swing the chair again, changing the direction and quickness.
- Ask students to provide feedback about the driver's head position and direction, speed and the extent of the steering wheel turns.

Cookbook of Activities for Driver Education #75

Title: *Slipping and a Sliding*

Objective: Demonstrate when it is near freezing, roads become slippery on ice & snow



INGREDIENTS

Freezer	
Ice cubes	

INSTRUCTIONS

Directions:

Demonstrate how road conditions can become slippery when ice and snow are near the freezing point (32 degrees, 0 degrees Celsius).

If you have access to a freezer for the classroom, conduct the activity there, otherwise assign this as a homework project.

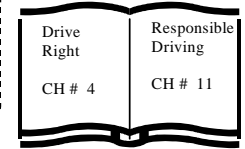
- Take ice cubes out of the freezer and have students hold them between two fingers for a few seconds.
- Point out that the cubes are sticky.
- Have student place the cubes in a dish at room temperature for a few minutes.
- Have students pick up the ice cubes with two fingers.
- Point out that the cubes are now slippery.
- Ask to explain the differences and how this relates to road conditions.
- Discuss how black ice forms

When exposed to the warmer than freezing temperatures of the room, the melting ice cube becomes coated with a layer of water. When temperatures get above freezing, the ice warms up and begins to melt, placing a layer of water on top of the road surface.

Cookbook of Activities for Driver Education #28

Title: *Your Order Please*

Objective: Practice the orderly visual search pattern



INGREDIENTS

5 x 7 inch cards with the search pattern on it	Tape can be placed on the floor to outline an intersection
Moveable chairs or tape	

INSTRUCTIONS

- Arrange rows of student chairs to simulate travel lane
- Have at least one chair off to the side to represent a right-front zone change caused by a car backing out of a driveway.
- Have the students walk through the "travel lane" simulating they are driving
- Give each student one of the index cards and ask them to:
 - Demonstrate how they are using that step of the orderly visual search pattern
 - Verbalize how they are using that step of orderly visual search pattern
- Repeat each step several times with different students "driving" and explaining

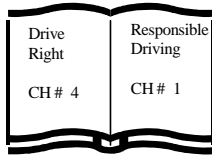
ORDERLY VISUAL SEARCH PATTERN:

- Look ahead to your target area range.
- Evaluate your left-front, front, and right-front zones in the 12-15 sec range. Search driveways and intersections for possible changes in your line of sight and path of travel.
- Glance in rearview mirror to check rear zones
- Evaluate your 4-6 second range before entering that space.
- Look ahead again to evaluate another 12-15 sec range.
- Check 4-6 second range.
- Glance in rearview mirror.
- Check speedometer and gauges.

Note: Each look or glance should last only an instant as you evaluate your zones.

Cookbook of Activities for Driver Education #29

Title: *Restrictions and Constrictions*
Objective: Identify line of sight and path of travel restrictions



I NGREDI ENTS

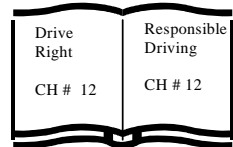
Paper and pencil	
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I NSTRUCTI ONS

- Divide the class into groups of 3-4 students
- Have one student draw three columns on a sheet of paper placing the following at the top of the columns
 - Roadway Users
 - Roadway Features
 - Traffic Controls
 - Ask each group to list examples of each of the above that can affect line of sight or path of travel
 - After adequate time, have the groups share their information with the whole class

Cookbook of Activities for Driver Education #74

Title: *Flash Me!*
Objective: Demonstrate how high beams reduce visibility



I NGREDI ENTS

Two flashlights Very dark room	
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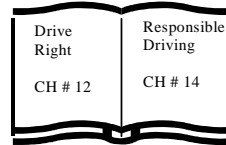
I NSTRUCTI ONS

- Directions:
- Ask for two volunteers: one to represent the driver and one to represent an oncoming vehicle.
 - Have the volunteers stand ten feet apart facing each other and give them each a flashlight.
 - Darken the room (the darker the better!)
 - Stand behind the student representing the oncoming vehicle. Instruct the student in front of you to shine the flashlight directly at the other student, the driver.
 - Hold up three fingers and ask the driver to tell you how many fingers you are holding up.
 - When the driver cannot tell you how many fingers you are holding up, instruct the driver to shine the flashlight at the oncoming vehicle.
 - Ask again how many fingers you are holding up.
 - The driver's ability to see will not be improved by shining the flashlight directly at the oncoming vehicle.
 - Repeat this activity with different students.

Cookbook of Activities for Driver Education #73

Title: *Put your left foot here...*

Objective: Shows relationship between all four tires during various conditions



INGREDIENTS

Create a transparency showing the foot prints made by the tires during various maneuvers

INSTRUCTIONS

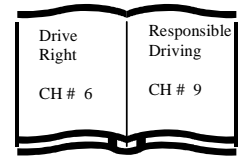
Make two transparencies. On the second one, remove the description of the tire footprint. Show the transparency and ask what maneuver the vehicle is making. Confirm the answers by showing the first transparency with the answers.



Cookbook of Activities for Driver Education #30

Title: *Position Changes*

Objective: Practice lane change procedures



INGREDIENTS

One model car for each group of three students
Model roadway templates for a four lane divided road

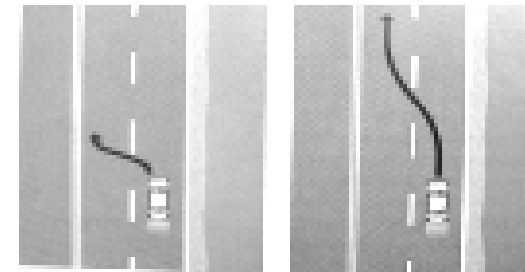
INSTRUCTIONS

Divide the class into groups of 3

- Assign each group to select a Instructor, Driver, Observer
- Have the driver position the car in the right lane
- Have the instructor read the steps for lane change to the left
- Have the driver explain and perform each step
- Have the observer provide feedback to the driver and instructor
- Repeat the steps and rotate positions until all students have been driver, instructor and observer

LANE CHANGE PROCEDURES

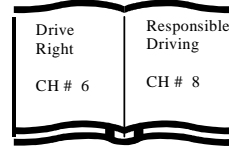
- Check for traffic in the front and left-zones
- Check rear zone through rearview mirrors
- Signal
- Check blind spot over left shoulder (chin to shoulder)
- Increase speed slightly while steering smoothly into the clear next lane
- Cancel signal, adjust speed



Cookbook of Activities for Driver Education #31

Title: *Hands Up*

Objective: Practice steering control while turning



INGREDIENTS

Simulated steering wheel for each student	
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INSTRUCTIONS

Give each student a simulated steering wheel
Have the students place hands at 3-9
On command, have the students demonstrate proper hand positioning for

HAND-OVER-HAND

Pull the steering wheel down with one hand while your other hand crosses over to pull the wheel farther down

Left turn example:

- Begin the turn with a balanced hand position
- Start pulling down to the left with your left hand
- Your right hand pushes the wheel toward the left about ¼ turn
- Release your left hand from the wheel and cross it over your right hand to grasp the wheel near the top. Continue pulling down

PUSH-PULL

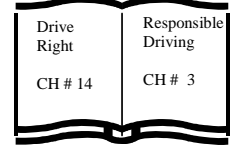
This method allows you to keep both hands on the wheel at all times.

- One hand grasps the steering wheel near the 4 or 8 o'clock position.
- That hand pushes the wheel up to near the 12 o'clock position.
- At the same time, the other hand slides up to the 11 or 1 o'clock position and pulls down.
- As the pulling hand comes down, the pushing hand returns to the original position to continue the procedure.

Cookbook of Activities for Driver Education #72

Title: *Altering Depth Perception*

Objective: Demonstrates depth perception is altered when another vehicle is moving



INGREDIENTS

2 match box cars file folder string soda can	
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INSTRUCTIONS

Directions:

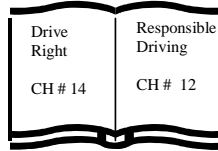
- Cut a 4 inch square window in the front flap of the file folder.
- The bottom edge of the window should be at the fold and the window should be in the middle of the folder.
- Tape the back of the folder to a table or desk.
- Lift up the front of the folder and place a soda can on the back of the folder to make the front stay up.
- Attach a piece of string that is double the length of the table to the front of one of the cars.
- Attach a piece of string that is double the length of the table to the back of the same car.
- Place the car with the string on the file folder, one foot behind the window, and facing away from you.
- Run the front string forward, under the table and back to your side of the table. You will use the strings to move the car forward and backward.
- Place the other car next to the window.
- Have a student look through the file folder window.
- Have the student tell you when the two cars are aligned.
- Move the car toward the window and past the stationary car.
- Ask the student to close one eye and repeat the activity.
- Ask students what effect this has on
-



Cookbook of Activities for Driver Education #71

Title: *Eye Ball Recovery*

Objective: Discover how eyes need time to recover after seeing headlights



INGREDIENTS

Ten 4 X 6 inch cards

Large flash light (two or three D-cell batteries)

Carton box about 18" long

(the size box that holds reams of copy paper)

INSTRUCTIONS

Directions:

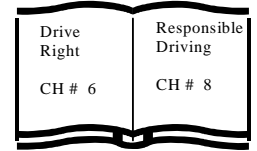
- Cut a 4 X 6 inch opening in one end of the box, which will be the "viewer's" opening.
- Cut a 2 X 2 inch opening in the other end, which will be the "display" end.
- Cut a 4 X 6 inch opening in the middle of one side of the box, which will provide a "natural light source."
- In the center of the index cards, print five-digit numbers ¼ inch high.



Cookbook of Activities for Driver Education #32

Title: *Turn Back*

Objective: Practice backing left and right



INGREDIENTS

Simulated steering wheel for each student

INSTRUCTIONS

Have students select a target that is to their rear and 90 degrees to the right. Using the steering wheel, students demonstrate backing to the right. Repeat activity backing to the left.

Evaluate performance for:

- Correct steering control
- Visual search (correct shoulder)
- Checking swing of front end of car

BACKING

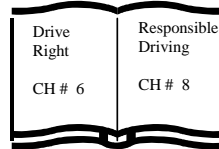
- Before backing, select a target to the rear at 90 degrees.
- Before backing, check for traffic, pedestrians, parked vehicles, and any stationary objects in front, around, and behind you.
- Keep both hands on the wheel, ready for hand-over-hand steering. Pull the wheel to the left to back left.
- Pull the wheel to the right to back right.
- The back of your vehicle will go in the direction you turn the wheel.
- Look back toward the direction you want the vehicle to go.
- Back slowly as you enter the turn.
- Make quick glances to the front and sides to be sure no one is near.
- Begin unwinding the steering wheel to finish the turn in a straight position.



Cookbook of Activities for Driver Education #33

Title: *Big Turn, Little Turn*

Objective: Investigate turning radius of different vehicles



INGREDIENTS

Owner's Manuals Web Pages Older vehicle Newer vehicle	
--	--

INSTRUCTIONS

Take the students to the parking lot to evaluate two vehicles with different turning ratios, or Report on their findings from web pages, etc.

Part 1 Start the students with an older vehicle

- With the wheels straight, count the number of turns until wheels lock to right.
- Repeat going to the left
- Total the number of turns from lock to lock
- Repeat above steps on newer vehicle
- What are the differences?

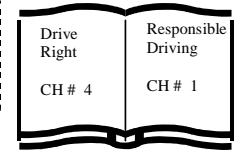
Part 2 Use the owner's manual and/or web pages of auto makers to compare the turning radii of various sized of vehicles.

- Compare sub-compact mid-size, and SUV or truck
- How large is the turning radius?
- What causes the differences?
Why is this important to know?

Cookbook of Activities for Driver Education #70

Title: *Lets Process It*

Objective: Assess how much information can be processed at one time



INGREDIENTS

Transparency with the numbers listed as shown Projector File Folder	
---	--

INSTRUCTIONS

Create a transparency with the numbers as shown below.

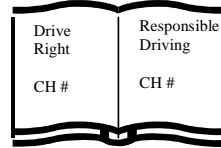
- Make a mask out of a file folder stock to cover the transparency
- Cut an opening in the mask to allow only one number at a time to be viewed.
- Have the first number (7542) in the mask's opening.
- Tell students to look at the screen
- Turn on the projector for one minute
- Give 10 seconds to record what they saw after you turned off the projector
- Repeat for all the numbers

Discuss the results of the activity stressing how the mind can only process so much in a given period of time. We can train ourselves to be more aware and keying in on specific information that is critical.

Cookbook of Activities for Driver Education #69

Title: *Simulated Shifting*

Objective: Practice shifting while in the classroom

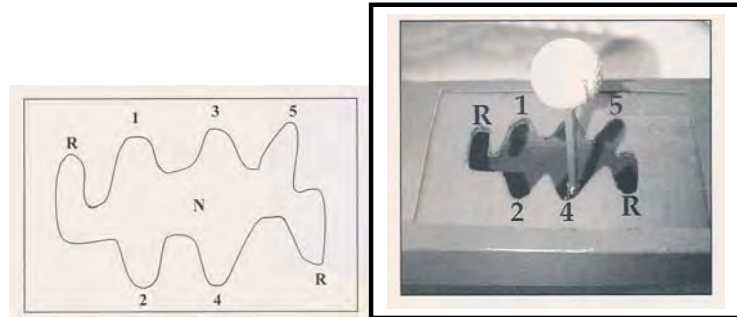


INGREDIENTS

Pencil or dowel	Shoe box
Golf ball	Cardboard
Compression spring about 1.5 to 2 inches	1/8" plywood or masonite
Masking tape or duct tape	nut, bolt, washers (bolt head fits inside spring)
	Power drill

INSTRUCTIONS

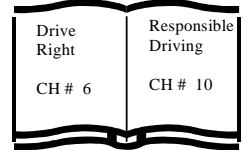
Cut a 1/8 inch plywood or masonite board to fit the inside of a shoe box. Cut another piece to fit in the inside of the box cover. Trace the shift pattern below onto the plywood for the box cover. Cut out the pattern. Cut away top of box to have shift pattern visible while leaving at least one inch border on the box cover for support. Tape the plywood to the inside of the box cover. Place cover on box with plywood on bottom. Locate the N (neutral) position centered between the 3rd and 4th gear and make a hole in the bottom plywood to receive the pencil. Place a small washer and bolt on the inside of the compression spring to hold it to the plywood. Place the pencil one inch into the spring. Wrap tape over spring. Drill a 5/16 hole one inch deep into the golf ball to receive the eraser end of the pencil. Press ball onto pencil.



Cookbook of Activities for Driver Education #34

Title: *Merry Go Round*

Objective: Judge safe locations for turnabouts



INGREDIENTS

Slides, pictures, videos with safe and unsafe locations for turnabout areas in your community

INSTRUCTIONS

Divide the class into small groups

Give each group several photos to look at

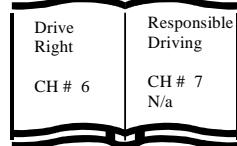
Students evaluate:

- Which locations are safe for a turnabout
- Which type of turnabout they would use and why
- Which locations are poor places for a turnabout

Cookbook of Activities for Driver Education #35

Title: *Finding Reference Points*

Objective: Understand personal reference points



INGREDIENTS

Table or desk	
Chair	
15 feet of masking/duct tape	

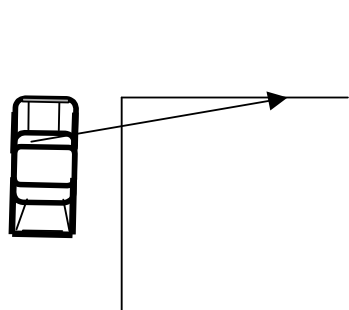
INSTRUCTIONS

Part 1 Place the table or desk at the front of the room to simulate the hood of vehicle

- Place a chair behind and to the left of the table to simulates driver position in the vehicle
- Place the masking/duct tape on the floor to the right of the table to simulates a curbline. The tape must extend 15 feet beyond the front of the desk.

Part 2 Have the students take turns sitting in the “driver’s seat” and explain their reference points to the curbline in relation to the desk. Move the tape or desk apart to simulate the distances for

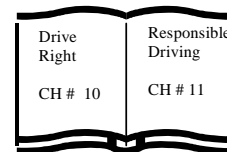
- 3-6 inches from a line to the right.
- Front bumper even with the curb line
- 3 feet from a line to the right
- 3-6 inches from a line to the left
- 6 feet from a line to the right.



Cookbook of Activities for Driver Education #68

Title: *Country Roads Take Me Home*

Objective: Define characteristics of rural roads



INGREDIENTS

List of road conditions:	No Shoulders	Sharp curves
Bridges	Crowns	In need of Repaving
Bushes	Gravel	Objects too close to edge
Guardrails	Narrow lanes	
Newly paved	Potholes	

INSTRUCTIONS

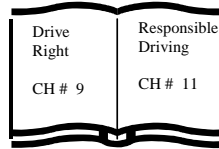
Prior to this activity, ask students to list five areas where they have a line of sight restriction when in the car.

1. Provide the above examples to students
2. Divide the class into groups of five (5)
3. Each group identifies examples of each condition/situation on local roads
4. Ask the following questions after lists are completed:
 - a) Which locations involve line of sight restrictions?
 - b) What causes the restriction?
 - c) Which locations require reduced speed and why?

After adequate time, have the groups share their findings

Cookbook of Activities for Driver Education #67

Title: *Where Did You Come From?*
 Objective: Improving Line-of-Sight
 Restrictions



I NGREDI ENTS

Line of sight restriction photos	PowerPoint
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I NSTRUCTI ONS

Show this photo, or a similar photo to the class

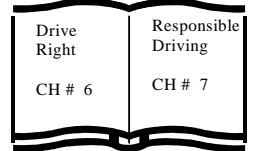
Ask students the following question

1. If you were driving in this situation, describe the line of sight restriction problems
2. How could you improve the situation and remain legal



Cookbook of Activities for Driver Education #36

Title: *Let's Demonstrate*
 Objective: Make a model car demonstrator
 for reference points



I NGREDI ENTS

6-7 inch model car ¼ inch diameter bolt 3/8" tubing – about 1"	Hot glue gun 18" string
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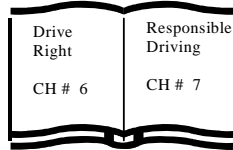
I NSTRUCTI ONS

- Glue the bolt to the driver's seat or floor behind the steering wheel
- The top of the bolt should be no higher than the level of the dashboard
- Make a ¼ inch slit in one end of the plastic tube that will be the top, or drill a hole through the tube
- Tie a knot in one end of the string.
- Put the knot on the inside of the top of the tube, pull the string down into the slit in the tube, or pull the string through the hole
- Fill the top of the tube with glue
- The tube should fit over the end of the bolt, and the string will be used to track/identify the reference points



Cookbook of Activities for Driver Education #37

Title: *Stringing Along*
 Objective: Practice finding reference points with the model car demonstrator



INGREDIENTS

Model car demonstrator
 Yardstick or the edge of a desk

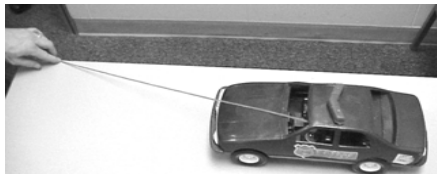
INSTRUCTIONS

This can be demonstrated for the whole class or divide the class into groups and provide a model car for each group.

- Place the model car demonstrator next to a straight edge to represent a curb.
 - ⇒ Use the yardstick or edge of a table or desk as the curb
- Extend the string in a straight line until it just makes contact with the hood of the car. Vision doesn't bend, neither should the string.
 - ⇒ The string represents the driver's line of vision
- The point on the surface where the string is being held is the point where the driver is first able to see the surface.
- When the string is to the edge of the curb, the string will show where the driver would see the curb in relation to the car. The car below demonstrates a reference point for a vehicle 3 feet from a curb line. The string (the driver's point of view) appears to the driver to be running from the edge of the table (curb line) through the center of the hood.

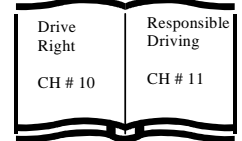
For students having trouble with reference points have them practice with this exercise until they are more familiar with reference points.

This can be used for all reference point lessons by simply moving the car various distance from the straight edge



Cookbook of Activities for Driver Education #66

Title: *Visual Searching on Two Lane Roads*
 Objective: Use a visual search pattern to plan your path of travel



INGREDIENTS

Photo (DR p. 219
 (RD pp.191)

PowerPoint
 Use a digital camera to create your own pictures

INSTRUCTIONS

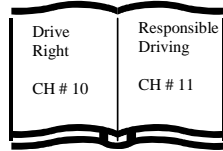
Use photos to answer the following questions:

- What do you see in the target area?
- What zone changes do you identify within your 12-15 second range?
- Are you able to identify changes in the roadway? Dips, Curves, Obstruction
- What problem is a driver likely to have if the vehicle drifts onto the shoulder of the roadway?
- If you are driving a vehicle behind any of the vehicles shown, what following distance would you use and why?



Cookbook of Activities for Driver Education #65

Title: *Speeding is a Waste of Time*
Objective: Identifying ways to prevent speeding



I NGREDI ENTS

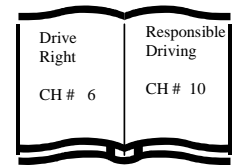
Paper and Pencil	
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I NSTRUCTI ONS

1. Divide the class into groups of 4 or 5
2. Appoint a recorder for each group
3. Have the students develop a list of reasons for:
 - a) Why do drivers speed?
 - b) Why do drivers enter curves too fast?
4. Have students list ways to prevent speeding
5. Have students list ways to prevent speeding into curves
6. Identify ways to identify curves ahead of time
7. Discuss following distances in relation to curves and hazards that may be on rural roadways

Cookbook of Activities for Driver Education #38

Title: *Where Did You Learn to Park?*
Objective: Compare parking procedures



I NGREDI ENTS

Paper/pencil	
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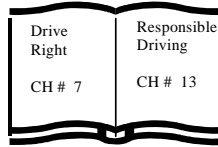
I NSTRUCTI ONS

- Divide the class into teams of five (5); discuss findings after this exercise
- Ask each group to appoint a "recorder"
 - Each group lists:
 - The behaviors/ steps used for each type of parking procedure
 - The behaviors/steps that are unique to each parking procedure
- ANSWERS**
- Procedures for all parking maneuvers:**
- Check for traffic
 - Signal
 - Check blind spots
 - Use reference points
 - Move slowly
 - Straighten wheels when centered
- Angle Parking:**
- Position vehicle at least 6 feet from parked cars
 - Creep forward until centered with space without line of sight cutting across the parking line
- Perpendicular Parking:**
- Position vehicle at least 8 feet from parked cars
 - When your front bumper passes the left rear taillight of the vehicle to the right of the empty space, turn wheel sharply right.
 - Use forward reference point before striking the curb.
- Parallel Parking:**
- Select space that is at least 5-6 feet longer than your vehicle
 - Stop 2-3 feet away from the front vehicle with the two rear bumpers even
 - Shift to reverse, look back and back slowly while turning right
 - When the back of your seat is even with the rear bumper of the front vehicle, straighten wheels
 - When your front bumper is even with the front vehicle's back bumper, turn wheels sharply left, back slowly
 - When parallel to the curb, straighten wheels and center in the space

Cookbook of Activities for Driver Education #39

Title: *Conflicts and Resolutions*

Objective: Crossing intersections without conflict



INGREDIENTS

Intersection template, one for each student, see DR Resource Book pg.41-43

Make transparency of template and template master

INSTRUCTIONS

Divide class into groups of 3. Give each member of the group a copy of the intersection drawings. Ask each group to draw the path of travel that vehicles and pedestrians can take in the intersection. See how many points of conflict they are able to illustrate. Project transparency, explain each dot represents a different conflict points in the intersection.

Approaching Intersection:

- Conflict with vehicle from rear
- Vehicle may hit your rear
- Vehicle in process of making right turn may stop, causing you to hit it

While making a left turn:

- While turning you may stop, causing others to hit you from the rear
- Conflict with a vehicle:
 - approaching from the west
 - from the east making a left turn
 - from the west making a left turn
 - from the north traveling south
 - from the east traveling west
 - from the north making a right turn
 - from the west may rear end you

While making a right turn:

- Conflict with a vehicle from the north making a left turn
- Conflict with a vehicle from the west traveling east, rear ending you
- Your vehicle rear ending a vehicle

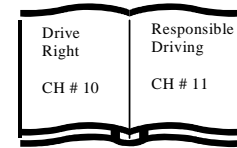
While traveling straight through the intersection:

- Conflict with vehicle:
 - From the west
 - from the north making a left turn
 - from the east
 - from the west making a left turn
 - from the east making a right turn
 - from the south rear ending you

Cookbook of Activities for Driver Education #64

Title: *Follow That Truck*

Objective: Sharing the road with trucks



INGREDIENTS

Paper
Pencil

INSTRUCTIONS

Step 1 Divide the class into groups of 4

Tell the groups they are to pretend they are on a two-lane roadway following a slow-moving truck.

Ask the students to discuss and come to consensus on the following questions

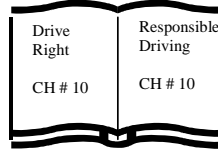
- How are you likely to feel following this truck?
- How closely will you follow the truck?
- What will determine if you will have an opportunity to pass?
- What will you do if you do not have the opportunity to pass?
- What will it cost to not pass the truck? Time? Stress? Accident potential?

Step 2 After adequate time, have the groups share their findings

Cookbook of Activities for Driver Education #63

Title: *High Speed Gap*

Objective: Entering traffic at high speed



INGREDIENTS

Photo from below	
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INSTRUCTIONS

1. Divide the class into groups of 5
2. Using the picture below, or one similar, have the students discuss and come to consensus on the following questions:
 1. Where do you think the truck in the median came from?
 2. From all the gaps in the left lane of the northbound traffic that you are able to see, which would be a suitable gap for the truck to enter?
 3. What is the difference between a southbound and northbound vehicle wanting to make a left turn?

ANSWERS:

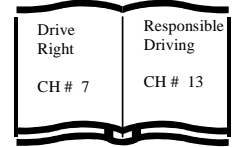
- a) the side street
- b) the gap between the third and fourth cars from the bottom of the photo
- c) there is no left turn lane for southbound traffic, therefore, it would most likely be prohibited



Cookbook of Activities for Driver Education #40

Title: *Checkers*

Objective: Demonstrate two objects can not occupy the same space at the same time



INGREDIENTS

Checkerboard One red checker One black checker Timer	
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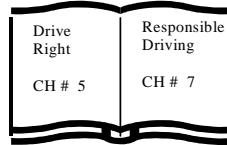
INSTRUCTIONS

- Part 1** Place the checkerboard on a table
- Give a red checker to one student, who will be going north and south
 - Give a black checker to another student, who will be going east and west
- Part 2** Have the students gently slide their checkers back and forth as many times as possible in the one minute
- Score 1 point for each time the checker successfully crosses the board
 - If the checker becomes airborne, or collides, subtract 10 points
- Part 3** How many points can be accumulated in 1 minute?
- Record the scores
 - Repeat the activity with several more players
- Part 4** Discuss the likelihood of both checkers clearing the point of conflict by chance verses as a result of effective searching and communication.

Cookbook of Activities for Driver Education # 41

Title: *Seat Belt Lotto*

Objective: Not using safety belts is a gamble



I NGREDI ENTS

Small pieces of paper with students' name
Box for all the names
30 pennies, one per student

Ask students to bring their own pennies

I NSTRUCTI ONS

Put all the students names in the box.

- At three different times during the class, select a name from the box. (The name goes back in the box after each drawing)
- The "winner" of the drawing pays each class member 1 penny.

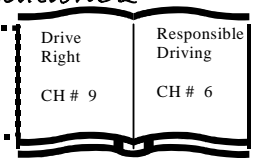
Ask:

- How do you like this lotto?
- How long would it take to lose all your pennies?
- Is this game worth it?
- What lotto are people playing when they don't wear their seatbelts?
- Is this a high-risk, low-gain game? Are you willing to play?

Cookbook of Activities for Driver Education 62

Title: *Speed Kills*

Objective: Develop knowledge about the effects of speed



I NGREDI ENTS

Paper and Pencil

I NSTRUCTI ONS

Divide the class into small groups for discussions

Each group answers the following questions; be prepared to share their responses. Responses should be consensus of the group.

1. Why do drivers speed?
2. What are the legal consequences of speeding?
3. When does speeding have a high collision potential?
4. What good habits can drivers develop to avoid speeding?

Cookbook of Activities for Driver Education #61

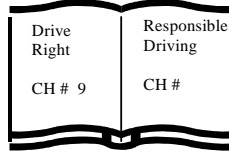
Title: *Behind Door #1*

Objective: Identify advantages for using different lane positions

INGREDIENTS

DR page 184 photos of parked car with door opening into traffic; busy intersection with traffic light

Develop your own digital photo gallery



INSTRUCTIONS

Have students look at photos and answer the following questions.

Photo 1 What are the advantages of having the car in lane position 2 before the car's door is flung open?

ANSWER: Room for the door without changing path of travel

Photo 2 What actions should a driver take to be ready for the light to change?

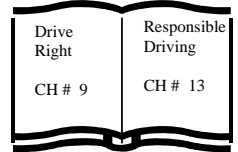
ANSWER: Cover the brake, turn head 45-degrees right to look for anything approaching from a line-of-sight restriction



Cookbook of Activities for Driver Education #42

Title: *I'll get there Sooner or Later*

Objective: Calculate distance traveled at various speeds



INGREDIENTS

Calculators
Paper/pencil

One mile = 5,280 feet.

$5,280 \text{ feet} \div 60 \text{ min} \div 60 \text{ sec} = \text{feet traveled per second}$
 $(1.467 \text{ feet per second})$

INSTRUCTIONS

Use the following formulae to calculate the distance a vehicle travels at various speeds.

Part I Assign students to calculate distance traveled for:

- 25mph (37 feet per second)
- 35mph (51 feet per second)
- 45mph (66 feet per second)
- 55mph (80 feet per second)
- 65mph (95 feet per second)
- 75mph (110 feet per second)

Part II Calculate the following story problems

John travels to school every day averaging 30mph. (This time does not account for any stops, delays, etc., which does not typically occur!)

He travels 6 miles one way. How long does it take him to get to school?

- $30\text{mph} \times 1.467 = 44 \text{ feet per second traveled}$
- $44 \text{ feet} \times 60 \text{ seconds in a minute} = 2640 \text{ feet per minute (1/2 mile)}$
- $6 \text{ miles} \times 5,280 \text{ feet (mile)} = 31,680 \text{ feet in 6 miles}$
- $31,680 \text{ feet (6 miles)} \div 2640 \text{ feet (minute)} = \text{Takes 12 minutes for 6 miles}$

John is late one day and speeds up to 40mph. How much time does he save?

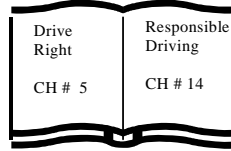
- $40\text{mph} \times 1.467 = 58.5 \text{ feet per second traveled}$
- $58.5 \times 60 \text{ seconds} = 3510 \text{ feet per minute}$
- $6 \text{ miles} \times 5280 = 31680 \text{ feet in 6 miles}$
- $31680 \text{ feet} \div 3510 = 9 \text{ minutes}$

He may get there 3 minutes earlier, if he doesn't get stopped by law enforcement in which case he will really be late! He would benefit by not leaving for school late.

Cookbook of Activities for Driver Education #43

Title: *Balance my Pencil*

Objective: Changing the center of gravity



INGREDIENTS

Pencil	
Paperclip	

INSTRUCTIONS

Instruct students to balance a pencil on their index finger.

- The first time do it with the eraser end up.
- The second time do it with the eraser end down.

Ask: Which position had the lower center of gravity?

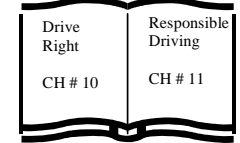
Instruct student to place a paper clip on the pointed end of the pencil and again balance it on their index finger.

Ask: How did the center of gravity change?

Cookbook of Activities for Driver Education #60

Title: *Targeting on Rural Roads*

Objective: Search for line of sight and path of travel restrictions



INGREDIENTS

Photo DR p. 201	
RD pp.204-207	
Power Point	

INSTRUCTIONS

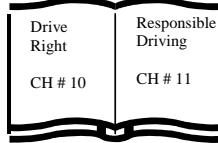
Use the photos to answer the following questions:

1. What do you see in the target area?
2. What zone changes do you identify within your 12-15 second range?
3. Are you able to identify changes in the roadway?
 - Dips,
 - Curves
 - Obstruction
4. What problem is a driver likely to have if the vehicle drifts onto the shoulder of the roadway?
5. If you are driving a vehicle behind any of the vehicles shown, are you following too close for the speed of that roadway?

Cookbook of Activities for Driver Education #59

Title: *Don't Be A Dummy*

Objective: Preventing excess speed on curved roads



INGREDIENTS

Paper and Pencil	
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INSTRUCTIONS

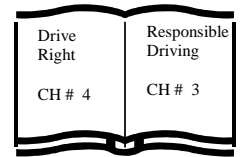
Divide the class into groups of 4 or 5

1. Each group selects a recorder
2. Have the students develop a list of reasons for:
 - Why do drivers speed?
 - Why do drivers enter curves too fast?
3. Have students list ways to prevent speeding.
4. Have students list ways to prevent speeding into curves
5. Identify ways to identify curves ahead of time
6. Discuss following distances in relation to curves and hazards that may be on rural roadways

Cookbook of Activities for Driver Education # 44

Title: Peripheral Vision and Braking

Objective: Practice using peripheral vision and braking and turning in standard trans.



INGREDIENTS

Desks Simulated Steering wheels Simulator gas/brake/clutch is optional	Contributed by: Troy Shippen Rigby High School
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INSTRUCTIONS

Part 1

Select two students as "signalers". Have each student stand at the front of the class on opposite sides of the room facing the instructor. Instructor stands at the back of the classroom. The remaining students sit in chairs, facing front with steering wheels in hands

Part 2

Students hold steering wheels on top of desk and have their "cars" stopped. Left toes down (clutch), right toes down (brake). Keep heels on the floor.

Part 3

Signalers mimic instructor with the following and Students "driving" are to respond appropriately to signal.

1. Hand Straight up above head means stop. (Braking in standard)
2. Dropped hand to the side means go. Must follow Straight up
3. Hand Straight out to the Right means Right Turn
4. Hand Straight out to the Left means Turn Left.
5. Straight up call together means emergency stop

Part 4

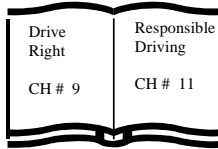
Give students time to react. Gradually speed up process
Give signals to different sides randomly for more peripheral vision practice
Once in a while, have both signalers give an inside signal. Watch the reaction of the class. Who brakes for confusion?

Part 5

Change seating in the room to give different peripheral views.

Cookbook of Activities for Driver Education #45

Title: *On the Right Path*
 Objective: Use lane position, speed control and communication to minimize zone changes



INGREDIENTS

Roadway sheets 4-19 Two cars per group Three wild cards per group	
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INSTRUCTIONS

Part 1 Divide the class into groups of three

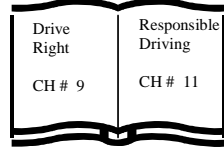
- Give each group a roadway sheet and two cars; each group having a different roadway

Part 2 Have each group formulate three problems that could affect their path of travel or line of sight while traveling on urban roadways

- Use the cars to demonstrate how to use lane positioning, speed control and communication to minimize each zone change

Cookbook of Activities for Driver Education #58

Description: *Use the Best Lane to See*
 Objective: Select best lane for more time and space to see and avoid conflicts



INGREDIENTS

Overhead or PowerPoint of an Intersection diagram 2" square object	2 cars of different colors Pencil
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INSTRUCTIONS

Part 1 Place a two-inch square object at the southeast corner of the intersection to represent a building

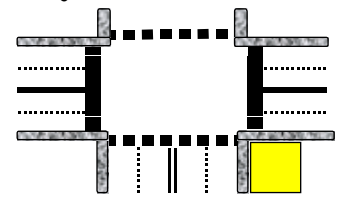
- Place car #1 in lane position 3 in the inside lane heading west

Part 2 Place car #2 three (3) car lengths south of the intersection heading north

- Begin with the car #1 in the left-hand lane, lane position 2 heading west
- Place the eraser end of a pencil where the driver would be seated and pivot the pointed end to demonstrate looking to the left (line of sight restriction by the building)
- Move car #2 into lane position 2, until the driver is able to see the car approaching from the east without being blocked by the building.
- Point out how close car #1 is to the intersection before the driver can see beyond the line-of-sight restriction.

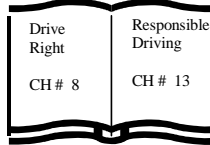
Part 3 Repeat the activity with car #1 in the right-hand lane and place it in lane position 3 (far right side)

- Point out how much sooner the driver can see beyond the line-of-sight restriction



Cookbook of Activities for Driver Education #57

Title: *Dangerous Places*
Objective: Identifying dangerous places where vehicles and pedestrians risk collision



I NGREDI ENTS

Photos of alleys, driveways and parking lots	
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I NSTRUCTI ONS

Part 1 Divide the class into groups of five (5)
Appoint a recorder for each group

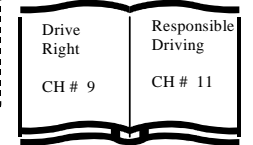
Part 2 Using the photos, slides or familiar place, have the students:

- Name the location of dangerous pedestrian crossing or parking lot
- List actions drivers can take to minimize risks of hitting the pedestrians

Part 3 Report findings to class

Cookbook of Activities for Driver Education #46

Title: *One-Way, Two-Way, Know Way*
Objective: Identify LOS-POT on one-way and two-way streets



I NGREDI ENTS

Roadway sheets 2,3,4 2 cars per group 3 wild cards per group	Overhead or PowerPoint of Roadway sheets
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I NSTRUCTI ONS

Part 1 Divide the class into groups of three (3)

- Give each group a roadway sheet, 2 cards and 3 wild cards

Part 2 Using the roadway sheets, cars, and wild cards, create problems that could affect path of travel and/or line of sight while traveling on a two-way street

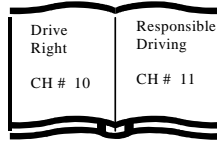
- Use the same sheets, but change it to a one-way street to discover how the problems of a one-way street are different from a two-way street

Part 3 Have the groups report their findings to the class using the overhead or PowerPoint

Cookbook of Activities for Driver Education #47

Title: *Curvy Driving*

Practice search pattern for rural roads



INGREDIENTS

One Model Car per group Roadway sheets 1 and 5 List of Orderly Search Pattern (DR p.67, RD pp.11-12)	
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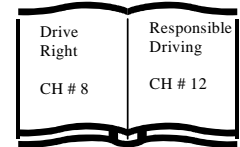
INSTRUCTIONS

1. Divide the class into groups of three
 - Instructor
 - Driver
 - Observer
2. Give each group a car and roadway sheet
 - Point out the Roadway sheet represents rural roadways
3. Have the "Driver" position the car on an approaching curve
4. Have the "Instructor" read the steps for approaching a curve (Visual Search)
5. Ask the "Driver" to explain and perform each step
6. The "Observer" provides feedback to the "Driver" and the "Instructor"
7. Repeat the activity until each student has played each role
8. Use transparency or PowerPoint to give the students feedback for each step of the orderly visual search pattern

Cookbook of Activities for Driver Education #56

Title: *Where am I Hiding?*

Objective: Practice searching for motorcyclists within the traffic mix



INGREDIENTS

DR page 150 Paper/pencil	RD page 221
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INSTRUCTIONS

Divide the class into groups of three.

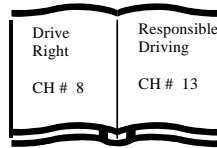
Assign the group to view the picture in the textbook and discuss how motorcyclist can be easily hidden.

- Ask the groups to record the number of ways a motorcyclist can be hidden.
- Ask if you really can see a motorcyclist through another vehicle's windows as depicted in Drive Right. (the answer is no)
- Ask if riding between vehicles is legal or safe? In Idaho it is illegal, in California it is not illegal but if there is a collision, the rider will probably be cited.

Emphasize the need to not share any portion of a lane with a motorcyclist. They need to have a complete lane to themselves to operate safely.

Cookbook of Activities for Driver Education #55

Title: *Little Things That Get You*
Objective: Understanding the difficulty
seeing small cars and motorcycles



INGREDIENTS

Black Videocassette jacket Dark painted Pencil	Paper and pencil for students
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INSTRUCTIONS

Part 1 Hold the videocassette and the pencil together in one hand in view of the class for five (5) seconds

- Make sure the pencil is along and against the edge of the cassette
- After 5 seconds, put both objects down where students cannot see them

Part 2 Ask students to use their paper and pencil to write down what they saw in your hand

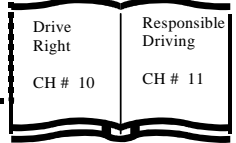
- After they have written down their responses, solicit feedback
- Most will have seen the cassette, but very few will have noticed the pencil

Part 3 Emphasize that small objects (motorcycles) are difficult to see unless a systematical search is used

- Hold up the cassette and pencil again, and point out how much easier it is to see the pencil when looking for it

Cookbook of Activities for Driver Education #48

Title: *Curvy Driving II*
Objective: Practice visual search pattern for
curved roads



INGREDIENTS

Roadway Sheets 5 and 6 Model Car for each group Orderly Visual Search Pattern List (DR p. 200, RD pp.11-12)	
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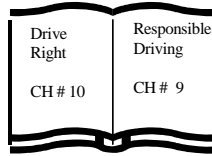
INSTRUCTIONS

1. Divide the class into groups of three (3)
Driver, Instructor, Observer
2. Give each group of students a car and roadway sheets 5 & 6
3. Have the "Instructor" read the steps
4. Have the "Driver" explain and demonstrate how it is performed
5. Have the "Observer" provide feedback to the "Driver" and "Instructor"
6. Repeat the activity until each student has played each role

Cookbook of Activities for Driver Education #49

Title: *Passing Without Crashing*

Objective: Develop judgment for passing



INGREDIENTS

Photos of your community.
Use as PowerPoint,
transparency or individual
pictures

INSTRUCTIONS

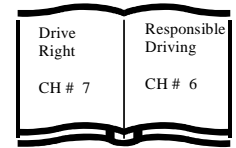
1. Divide the class into groups of five (5)
2. Ask the groups to evaluate the situations shown in the photos
3. Determine if it is or is not safe to pass and explain why for each photo
4. Discuss the findings after adequate time



Cookbook of Activities for Driver Education #54

Title: *Knowing Your Right-of-Way*

Objective: Develop understanding of right-of-way



INGREDIENTS

Roadway sheets 3 and 4
2 model cars per group
3 wild cards per group

DR pp 142 and 143 pictures
RD pp 100-102 pictures

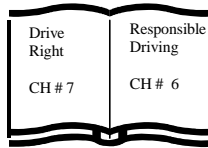
INSTRUCTIONS

Divide the class into groups of three (3)

Using the Roadway sheets, and the pages listed above,
Have the students take one situation/picture at a time and discuss
the right of way and justify their decision

Cookbook of Activities for Driver Education #53

Title: *Put Control in the Uncontrolled*
Objective: Practice procedures for uncontrolled intersections



I NGREDI ENTS

Roadway Sheets 3 and 4
2 model cars per group
1 wild card per group

I NSTRUCTI ONS

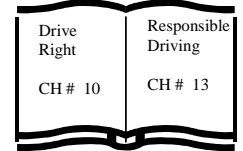
Divide the class into groups of three (3)
Appoint within the group an Instructor, Driver, Observer

- The “Instructor” describes each step in the procedure at uncontrolled intersections
- The “Driver” moves the model car as each step is described by the “Instructor” on the Roadway Sheets
- The “Instructor” and “Observer” provide feedback

Rotate Positions

Cookbook of Activities for Driver Education #50

Title: *Sharing a Narrow Road*
Objective: Select safe places for meeting oncoming traffic on rural/narrow roads



I NGREDI ENTS

2 Model cars per group
1 Wild Card per group
Roadway Sheets 1 & 5
Representing rural roads

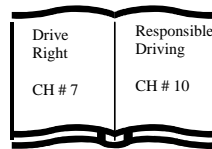
I NSTRUCTI ONS

- Part 1** Have the students demonstrate the following behaviors when meeting oncoming traffic on a narrow rural road:
- Blowout, hitting or swerving to avoid a pothole or other debris on the road
 - Unexpected loss of traction due to ice, snow, rain or mud
 - Distractions
 - Impairment due to alcohol, other drugs, or medications
 - Impairment due to illness or fatigue
 - Vehicle failure
- Part 2** Have students list additional situations that could cause a head on collision.

Cookbook of Activities for Driver Education #51

Title: *Group Quiz*

Objective: Review signals, searching, and left turns



INGREDIENTS

Quiz sheet	
Notebook and Paper	

INSTRUCTIONS

Part 1 Divide the class into groups of three or four

- Select a student “recorder” for each group
- Tell the students they will be taking a group quiz
- Give each team a copy of the quiz

Part 2 The group must arrive at one answer that all agree upon for each question

- Once an answer is agreed to, record the answer by writing it down
- Grades for each group are given to each member based on the group answers

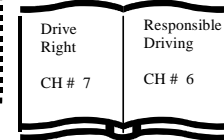
Sample Questions for Quiz

1. What is a stale green light?
2. How can you identify a stale green light?
3. What searching actions should you take before entering a fresh red light?
4. How is the point-of-no-return used when the signal light turns yellow?
5. What is an unprotected left turn?
6. What are three different ways that you can make a protected left turn?

Cookbook of Activities for Driver Education #52

Title: *Under Control*

Objective: Practice identifying controlled and uncontrolled intersections



INGREDIENTS

<ul style="list-style-type: none">• Slides, overhead or digital photos of• Controlled and uncontrolled• Intersections from	PowerPoint can also be used
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INSTRUCTIONS

Divide the class into groups of three

- Show picture, video or slide of one intersection
- Working as a group, have students:
 - Classify the intersections as Controlled or Uncontrolled
 - list the clues used to identify the intersection
- Repeat with additional photos, videos, or slides