

Driver Education  
Classroom and In-Car Curriculum

**Unit 1**

**Introduction to Novice Driver  
Responsibilities and the  
Licensing System**



## Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System

This page left blank.



## Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System

### Table of Contents

<b>Unit 1 Introduction.....</b>	<b>1-4</b>
• Overview, Objectives and Words to Know	
• Teacher Information and Resources	
• Learning Activity 1.0: Key Words – Word Wall	
<b>Part 1 Introduction to Course.....</b>	<b>1-8</b>
• Fact Sheet 1.1: Introduction to Course	
<b>Part 2 School In-car Plan and Skills Log.....</b>	<b>1-12</b>
• Fact Sheet 1.2 Part I: School In-car Plan	
• Fact Sheet 1.2 Part II: Skills Log	
<b>Part 3 Communication Guidelines.....</b>	<b>1-18</b>
• Fact Sheet 1.3: Your School Communication Guidelines	
<b>Part 4 State Driver Education Program and Licensing System Requirements.....</b>	<b>1-20</b>
• Fact Sheet 1.4 Part I: State Driver Education Program Requirements	
• Fact Sheet 1.4 Part II: State Licensing System Requirements	
• Learning Activity 1.4: Licensing Activity	
<b>Part 5 Risk and Risk-taking.....</b>	<b>1-28</b>
• Video 1.5 Overview: Driver Education	
• Video 1.5 Review and ANSWER KEY: Driver Education	
• Fact Sheet 1.5: Risk and Risk-taking	
<b>Part 6 Unit Review and Test.....</b>	<b>1-34</b>
• Unit 1 Review Questions	
• Fact Sheet 1.6: Words to Know Definitions Page	
• Worksheet 1.6: Unit 1 Words to Know Matchup	
• Unit 1 Review of Objectives	
• Unit 1 Test and ANSWER KEY	



Overview, Objectives and Words to Know

Unit 1 Introduction  
Lesson Content



**Overview**

Unit 1 is designed to introduce the student and parent/guardian/mentor to the structure, goals, policies and procedures of your school’s driver education program. The students and parents/guardians/mentors will also learn about their state’s licensing system requirements.

The responsibilities of collision-free and violation-free driving will also be introduced. Communication among all those involved in the driver education program will be stressed (student, parent/guardian/mentor, instructor).



**Objectives**

The student and parent/guardian/mentor will gain an understanding of:



1. The driver education program goals, course structure, testing and course evaluation.
2. The school’s plan and procedures for classroom and in-car instruction, including the skills log to document supervised practice.
3. The need for continuous communication between the student, parent/guardian/mentor and the instructor.
4. The state’s driver education program and licensing system requirements.
5. Driving as a complex task that involves risk and decisions about risk-taking.
6. Key words associated with the unit objectives.



**Words to Know**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Full driver’s license</li><li>• Graduated driver licensing (GDL)</li><li>• Intermediate driver’s license</li></ul> | <ul style="list-style-type: none"><li>• Learner’s permit</li><li>• Risk</li><li>• Risk management</li><li>• Risk perception</li></ul> |
|--|---|

## Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System

<b>Unit 1 Introduction</b>		<b>Lesson Overview</b> Time Frame – 3 hours
<b>Teacher Information and Resources</b>		
Slides	PowerPoint Slides 1.1 – 1.12	
Videos	1.5 Driver Education (5 minutes 51 seconds)	
Video Review	1.5 Video Review: Driver Education	
Fact Sheets	1.1 Introduction to Course 1.2 School In-car Plan and Skills Log 1.3 Communication Guidelines 1.4 State Driver Education Program and Licensing System Requirements 1.5 Risk and Risk-taking 1.6 Unit 1 Words to Know Matchup	
Worksheets	1.6 Words to Know Matchup	
Learning Activities	1.0 Key Words – Word Wall 1.4 Licensing Activity	
Textbooks	<div style="background-color: #e6f2ff; padding: 5px; border: 1px solid #0056b3; margin-bottom: 5px;"> <b>Preferred Textbook:</b>  <b>HOW to DRIVE</b> Chapter 1                 </div> Other Textbooks: <u>Drive Right</u> : Chapter 1  <u>Responsible Driving</u> : Chapter 1  Other Textbook: _____	
Manual	Obtain copies of your state’s driver handbook for students to use during the course.	
Unit Test	Unit 1 Test – Introduction to Novice Driver Responsibilities and the Licensing System – 10 questions (4 included, 6 state specific questions need to be completed)	

## Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System

### Key Words

### Unit 1 Activity Lesson Content



#### Unit Objectives:

Student will define the meaning of the key words in Unit 1.

#### Lesson Content

#### Materials and Resources

#### Key Words

##### ➤ Learning Activity 1.0

Throughout the instruction of Unit 1, conduct learning activity to help students with vocabulary and spelling of key words.

##### ➤ Learning Activity 1.0: Key Words – Word Wall



**Learning Activity 1.0**

**Key Words – Word Wall**



**Topic**

**Word Wall**

**Information**

Students begin to assimilate a new language in driver and traffic safety education. Some words are familiar, but others are new. The use of a word wall helps students with vocabulary and spelling as well as provides students with a tool for reference without “giving away” answers.

**Materials Needed**

1. Make word cards out of paper, poster board, or card stock cut in strips.
2. Markers in various colors.
3. A space to post words (i.e., bulletin board).
4. Tape or stapler and staples to affix cards on the word wall.



**Learning Activity**

1. As the instructor introduces new words in a unit, the instructor should post these words on the word wall.
  - a. The instructor should remind students to use the words on the wall for recall and correct spelling.
  - b. When an instructor poses a question and a student correctly answers the question, the instructor should allow that student to make a word strip and post the strip in the designated location on the word wall. Because this is new learning, recalling words are part of the learning process.
  - c. Students often enjoy decorating their word with a particular flair, color, or design.
2. Words may remain posted for just the unit or remain posted throughout the course.

<b>Unit Objectives and Introduction to Course</b>	<b>Part 1</b> Lesson Content
---	---------------------------------



**Lesson Objective:**

Student and parent/guardian/mentor will know and understand the driver education program goals, course structure, testing and course evaluation.

Lesson Content	Materials and Resources
<p><b><u>Unit Objectives and Introduction</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>Slides 1.1 and 1.2</b></li> </ul> <p>Give an overview of what students should know and be able to do by the end of the unit.</p> <p>Introduce administrators and instructors. Have those present briefly introduce themselves.</p> <ul style="list-style-type: none"> <li>➤ <b>Fact Sheet 1.1</b></li> </ul> <p>Duplicate and distribute Fact Sheet 1.1 for students to use as a resource.</p> <p><b><u>Purpose of Orientation and Course Information</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>Slide 1.3</b></li> </ul> <p>Briefly state the purpose of this orientation session. Respond to class questions.</p> <p>Provide students with course information. Give the title of each unit. Explain the proposed testing system for the course.</p>	<ul style="list-style-type: none"> <li>➤ Slides 1.1 and 1.2: Title and Overview</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> </div> <ul style="list-style-type: none"> <li>➤ Fact Sheet 1.1: Introduction to Course</li> </ul> <ul style="list-style-type: none"> <li>➤ Slide 1.3: Purpose of Orientation</li> </ul> <div style="border: 1px solid black; padding: 5px;"> </div>



**Introduction, Purpose of Orientation and Course Information**

**Introduction**

- Names of school administrators/owners
- Names of school instructors


**Purposes of the orientation**

- To introduce the staff
- To explain the policies of the school
- To acquaint students and parents/guardians/mentors with the driver education course
- To acquaint students and parents/guardians/mentors with their state's driver licensing requirements
- To acquaint student and parents/guardians/mentors with the classroom and BTW rules and policies
- To distribute course materials

**Course Information**

- 13 units will be covered in the course.
- Required textbooks for program.
- A unit exam will be administered after each unit is reviewed.
- A final exam will be administered after all units have been reviewed.
- Review school policies for classroom and behind the wheel instruction.

Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System


<b>Introduction to Course</b>	<b>Part 1 continued</b> Lesson Content
<b>Lesson Content</b>	<b>Materials and Resources</b>
<p><b><u>Program Goals</u></b></p> <p>➤ <b>Textbook</b></p> <p>Distribute required textbook/course materials and have available for review.</p> <p>➤ <b>Fact Sheet 1.1</b></p> <p>Using Fact Sheet 1.1 as a resource, develop goals of your program. Read and explain each program goal and evaluation.</p>	<p>➤ Textbook</p> <p>Select from the following textbooks:</p> <div data-bbox="889 533 1365 625" style="border: 1px solid black; background-color: #e1eef6; padding: 5px;"><p><b>Preferred Textbook:</b>  <b>HOW TO DRIVE</b> 14<sup>th</sup> edition</p></div> <p>• Other Textbooks:</p> <ul style="list-style-type: none"><li>– Drive Right (10<sup>th</sup> or 11th edition)</li><li>– Responsible Driving (2006 edition)</li></ul> <p>➤ Fact Sheet 1.1: Introduction to Course</p>

**Program Goals**

**The program goals and evaluation of the driver education program:**

**A new driver is a capable person who is able to:**

- Demonstrate a working knowledge of the rules and procedures of operating an automobile.
- Use visual search skills to obtain correct information and make reduced-risk decisions about driving maneuvers.
- Demonstrate ability to manage space around the vehicle by adjusting position and/or speed to avoid conflicts and reduce risk.
- Interact with other users within the Highway Transportation System in a positive manner.
- Demonstrate vehicle control through steering, braking, and accelerating in a precise and timely manner.
- Protect yourself and others by using safety belts and head restraints.
- Display knowledge of responsible actions in regard to physical and psychological conditions affecting driver performance.
- Extend supervised practice with licensed parent/guardian/mentor to develop precision in the use of skills, processes and responsibilities.

<b>School In-car Plan and Skills Log</b>		<b>Part 2</b> Lesson Content
 <p><b>Lesson Objective:</b> Student and parent/guardian/mentor will know and understand the school’s plan and procedures for classroom and in-car instruction, including the skills log to document supervised practice.</p>		
Lesson Content	Materials and Resources	
<p><b><u>School In-car Plan</u></b></p> <p>➤ <b>Fact Sheet 1.2 Part I</b></p> <p>Develop, duplicate and distribute Fact Sheet 1.2 Part I. Use your school’s schedule for both classroom and in-car instruction for students and parents.</p> <p>Discuss its sequence and how students will be scheduled for in-car instruction.</p> <p>Review the in-car instructional sequence and show how it ties into the curriculum and the Skills Log. The instruction moves from simple (controlled environment) to complex (moderate and high-risk environments).</p>	<p>➤ Fact Sheet 1.2 Part I: School In-car Plan</p>	

**School In-car Plan and Skills Log**

**Fact Sheet 1.2 Part I**  
Content Information

**School In-car Plan**

Provide your school's classroom and in-car plan.



**Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System**

<b>School In-car Plan and Skills Log</b>		<b>Part 2 continued</b>	
		Lesson Content	
<b>Lesson Content</b>		<b>Materials and Resources</b>	
<p><b><u>Skills Log</u></b></p> <p>➤ <b>Fact Sheet 1.2 Part II</b></p> <p>Duplicate and distribute Fact Sheet 1.2 Part II, to the class to use for recording practice with parent/guardian/mentor. The log allows for at least 50 hours of practice with a parent/guardian/mentor.</p> <p>Review the Skills Log with the student and parent/guardian/mentor.</p> <p>Explain how students and parents/guardians/mentors are to use it.</p> <p>The Skills Log is arranged to match the in-car lesson sequence in this curriculum. Information will be explained in the classroom, then taught on-street in the in-car lessons, and then practiced with the parent/guardian/mentor in-car through the use of the Skills Log.</p>		<p>➤ Fact Sheet 1.2 Part II: Skills Log</p>	



**Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System**

<b>School In-car Plan and Skills Log</b>	<b>Fact Sheet 1.2 Part II</b> Content Information
--	--

**Skills Log**

Name of new driver \_\_\_\_\_ Permit # \_\_\_\_\_

**Lessons 1 through 3, Developing Basic Driver Actions**

Date	Lesson #	Start Time	End Time	Type of Traffic	Weather Conditions	Driver's Initials	Mentor's Initials	Comments
	1							
	2							
	3							

**Lessons 4 through 8, Driving in Light Traffic**

Date	Lesson #	Start Time	End Time	Type of Traffic	Weather Conditions	Driver's Initials	Mentor's Initials	Comments
	4							
	5							
	6							
	7							
	8							

**Lessons 9 through 13, Driving in Moderate Traffic**

Date	Lesson #	Start Time	End Time	Type of Traffic	Weather Conditions	Driver's Initials	Mentor's Initials	Comments
	9							
	10							
	11							
	12							
	13							

**Lessons 14 through 16, Parking Maneuvers**

Date	Lesson #	Start Time	End Time	Type of Traffic	Weather Conditions	Driver's Initials	Mentor's Initials	Comments
	14							
	15							
	16							



**Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System**

<b>School In-car Plan and Skills Log</b>	<b>Fact Sheet 1.2 Part II</b> Content Information
--	--

**Lessons 17 through 25, Developing Effective Visual Search Skills**

Date	Lesson #	Start Time	End Time	Type of Traffic	Weather Conditions	Driver's Initials	Mentor's Initials	Comments
	17							
	18							
	19							
	20							
	21							
	22							
	23							
	24							
	25							

**Lessons 26 through 31, Driving in Different Environments**

Date	Lesson #	Start Time	End Time	Type of Traffic	Weather Conditions	Driver's Initials	Mentor's Initials	Comments
	26							
	27							
	28							
	29							
	30							
	31							

**Lessons 32 through 34, Passing on Two Lane Highways**

Date	Lesson #	Start Time	End Time	Type of Traffic	Weather Conditions	Driver's Initials	Mentor's Initials	Comments
	32							
	33							
	34							





**Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System**

<b>School In-car Plan and Skills Log</b>	<b>Fact Sheet 1.2 Part II</b> Content Information
--	--


**Lessons 35 through 40, Adverse Conditions**

Date	Lesson #	Start Time	End Time	Type of Traffic	Weather Conditions	Driver's Initials	Mentor's Initials	Comments
	35							
	36							
	37							
	38							
	39							
	40							

**Lessons 41 through 50, Driving at Night**

Date	Lesson #	Start Time	End Time	Type of Traffic	Weather Conditions	Driver's Initials	Mentor's Initials	Comments
	41							
	42							
	43							
	44							
	45							
	46							
	47							
	48							
	49							
	50							



<b>Communication Guidelines</b>		<b>Part 3</b>	
		<b>Lesson Content</b>	
	<p><b>Lesson Objective:</b>                      Student and parent/guardian/mentor will know and understand the need for continuous communication between the student, parent/guardian/mentor and the instructor.</p>		
	<b>Lesson Content</b>		<b>Materials and Resources</b>
<p><b><u>School Communication Guidelines</u></b></p> <p>➤ <b>Fact Sheet 1.3</b></p> <p>Develop, duplicate and distribute Fact Sheet 1.3, using the guidance provided for student's to use as a resource.</p> <p>Stress the need for communication.</p> <p>Explain how the school will communicate a student driver's progress throughout the course.</p>		<p>➤ Fact Sheet 1.3: School Communication Guidelines</p>	

**Your School Communication Guidelines**


Provide your school's communication guidelines.

The following are some topics to discuss.

The need for continuous communication among all the participants in the program is important.

- Student/instructor gives constant feedback on strong and weak skills.
- Student/parent/guardian/mentor - check on the progress your driver is making and use the Skills Log to guide home practice.
- Parent/guardian/mentor/instructor - communicate through letters of progress, e-mail, phone calls or in-person.

**Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System**

<b>State's Driver Education Program and Licensing System Requirements</b>		<b>Part 4</b>	
		<b>Lesson Content</b>	
		<p><b>Lesson Objective:</b> Student and parent/guardian/mentor will know and understand the state's driver education program and licensing system requirements.</p>	
<b>Lesson Content</b>		<b>Materials and Resources</b>	
<p><b><u>State's Driver Education Program Requirements</u></b></p> <p>➤ <b>Fact Sheet 1.4 Part I</b></p> <p>Duplicate and distribute Fact Sheet 1.4 Part I for student's to use as a resource.</p> <p>Insert any specific information related to your state's driver education program requirements.</p> <p>Explain the driver education program evaluation process and describe how an individual successfully completes the course.</p>		<p>➤ Fact Sheet 1.4 Part I: State's Driver Education Program Requirements</p>	



**State's Driver Education Program Requirements**

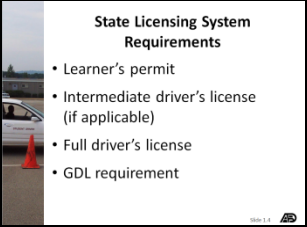
To complete the approved driver education course successfully and receive a certificate of completion, a course participant shall:

- Attend, and actively participate in and complete all the units of instruction in the standardized curriculum in the sequence established by the State Administrator.
- Complete, submit and receive passing scores on each course assignment.
- Achieve a passing score on all required knowledge tests (state final written exam).
- Demonstrate the ability to operate a motor vehicle safely and effectively in traffic by achieving a passing score on all the behind the wheel lessons and assessment.

Individuals shall be counseled out of a driver education course if they:

- Behave in a manner that is detrimental to the normal progression of the course.
- Demonstrate an inability to understand the units of instruction.
- Demonstrate an inability to maneuver the training vehicle in a safe manner.

## Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System

State's Driver Education Program and Licensing System Requirements		Part 4 continued Lesson Content
Lesson Content	Materials and Resources	
<p><b><u>State's Licensing System Requirements</u></b></p>		
<p>➤ <b>Fact Sheet 1.4 Part II</b></p> <p>Develop, duplicate and distribute Fact Sheet 1.4 Part II, using the guidelines provided for student's to use as a resource.</p> <p>Research the areas of requirements, limitations and sanctions for the stages of gaining a learner's permit, intermediate and a full license and insert any specific information related to your state's licensing system requirements.</p> <p>You can also document Graduated Driver License provisions if applicable and use Fact Sheet 1.4 Part II as a guide on how to present your state's driving laws and requirements.</p> <p>➤ <b>Slide 1.4</b></p> <p>Discuss each part of the state's licensing system.</p>	<p>➤ Fact Sheet 1.4 Part II: Overview of Your State's Licensing System Requirements</p> <p>➤ Slide 1.4: State's Licensing System Requirements</p>	
		

Overview of Your State's Licensing System Requirements

Refer to the state's licensing requirements and laws. This information should be covered in detail so that new drivers understand what is expected of them. Be sure to cover the requirements, limitations, and sanctions of each topic along with other essential information.

- **Learner's permit** – issued for the purpose of behind-the-wheel training with school instructor or parent/mentor on public roads or highways. A permit allows you to operate a motor vehicle when supervised by another driver.
  - Requirements
  - Limitations
  - Sanctions
  
- **Intermediate driver's license (if applicable)** – a stage of GDL where the new driver is generally allowed to drive unsupervised, but with restrictions designed to help reduce the level of risk and distractions.
  - Requirements
  - Limitations
  - Sanctions
  
- **Full driver's license** – once you have completed all of the requirements for the driver's permit stage(s) you may then be issued a full Driver's License.
  - Requirements
  - Limitations
  - Sanctions
  
- **GDL requirement** – an approach to ease new drivers into the driving task by providing practice and skill development under low-risk conditions. As drivers become more experienced, they are gradually allowed to drive under increasingly complex conditions.
  - Requirements
  - Limitations
  - Sanctions

<b>State's Driver Education Program and Licensing System Requirements</b>		<b>Part 4 continued Lesson Content</b>	
<b>Lesson Content</b>		<b>Materials and Resources</b>	
<p><b><u>State's Licensing System Requirements</u></b></p> <p>➤ <b>Slide 1.5</b></p> <p>Ask students, “why is GDL needed?”</p> <p>Discuss the statistics of teen collisions and why GDL is needed.</p> <p>Explain each phase/level to the class including the requirements, limitations and sanctions and why such changes to licensing systems were made.</p>		<p>➤ <b>Slide 1.5: Teen Collisions</b></p> <div data-bbox="971 499 1281 724" data-label="Image"> <p><b>Teen Collisions</b></p> <ul style="list-style-type: none"> <li>• Leading cause of death for people age 16 and 17</li> <li>• Young drivers are twice as likely as adult drivers to be in a fatal crash</li> <li>• Immaturity and inexperience contribute to deadly crashes by young drivers</li> <li>• Three stage GDL laws address these factors</li> </ul> </div>	



**Why GDL is Needed**

- Motor vehicle crashes are the leading cause of death for people age 16 and 17.
- A significant percentage of young drivers are involved in traffic crashes, and they are twice as likely as adult drivers to be in a fatal crash. Sixteen-year old drivers have crash rates that are about three times greater than 17-year old drivers, five times greater than 18-year old drivers, and approximately twice the rate of 85-year old drivers.
- A teen's risk of being in a car crash is at a lifetime high during his/her first 12 to 24 months of driving.
- Research indicates that immaturity and inexperience are primary factors contributing to deadly crashes by young drivers.
- Three stage GDL laws address these factors by reducing high-risk exposure for new drivers.

Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System

<b>State's Driver Education Program and Licensing System Requirements</b>		<b>Part 4 continued Lesson Content</b>
<b>Lesson Content</b>	<b>Materials and Resources</b>	
<b><u>State's Licensing System Requirements</u></b>		
<p>➤ <b>Learning Activity 1.4</b></p> <p>To engage students and assess their understanding of the state's licensing system requirements, use the licensing activity.</p>	<p>➤ Learning Activity 1.4: Licensing Activity</p>	



**Learning Activity 1.4**

Licensing Activity



**Topic**

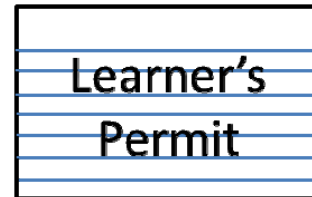
**State's Licensing System Requirements**

**Information**

New drivers must learn their state's licensing system requirements and their state GDL process and restrictions. To enable students to understand the licensing system this activity can be used.

**Materials Needed**

1. Index cards with each part of the GDL process and restrictions listed on them.
2. Timer (if making a timed activity)



**Learning Activity**

**Option #1**

1. List each part of the state GDL process and restrictions on index cards.
2. Scramble cards and distribute to students in the class. (There may not be enough cards for each student. Additional students will make corrections after students read their order.)
3. Direct students to place the GDL procedures in order by standing around the room and inquiring of other students what procedure is on his/her index card.
4. When they believe they have the order complete, have each student read his/her procedure and other students in the room will assist in correcting any incorrect placement.

**Option #2:**

1. Develop 2 sets of index cards and conduct the above activity in teams and/or compete in a timed activity.

**Risk and Risk-taking** **Part 5**  
Lesson Content



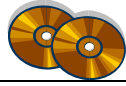
**Lesson Objective:**

Student and parent/guardian/mentor will know and understand that driving is a complex task that involves risk and decisions about risk-taking.

Lesson Content	Materials and Resources
<p><b><u>Risk and Risk-taking</u></b></p> <p>➤ <b>Video Review 1.5</b></p> <p>Duplicate and distribute Video Review 1.5. Students should complete the worksheet as they watch the video.</p> <p>➤ <b>Slides 1.6 and 1.7 – Video 1.5</b></p> <p>Discuss the topics covered in Video 1.5.</p> <p>Play Video 1.5 <i>Driver Education</i> (Time: 5 minutes 51 seconds)</p> <p>After viewing, review Video Review 1.5 to gauge student understanding of the video.</p>	<p>➤ Video Review 1.5: Driver Education</p> <p>➤ Slides 1.6 and 1.7: Video 1.5 <i>Driver Education</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: right;"><b>Driver Education</b> <small>Video 1.5</small></p> <ul style="list-style-type: none"> <li>• The topics covered in this video include:                             <ul style="list-style-type: none"> <li>– What to expect from the driver education course</li> <li>– How video, classroom, in-car instruction, and parent/guardian/mentor involvement will be utilized for the driver to learn how to drive</li> <li>– Managing risk to become a successful driver</li> </ul> </li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: right;"><b>Driver Education</b> <small>Video 1.5</small></p> <p>Video Review</p> <ol style="list-style-type: none"> <li>1. What can you do to survive the complex driving environment?</li> <li>2. Most crashes that occur from new drivers are caused by?</li> </ol> </div>

**Risk and Risk-taking**

**Video Overview 1.5**



**Video 1.5 Overview: Driver Education**

**Title**

Driver Education

**Time**

5 minutes 51 seconds

**Topics Covered**

1. What to expect from the driver education course.
2. How video, classroom, in-car instruction, and parent/guardian/mentor involvement will be utilized for the driver to learn how to drive.
3. Managing risk to become a successful driver.

**Video Review**

1. Have students complete a video review worksheet as they watch the video.
2. After viewing the video, review the worksheet to gauge students' understanding of the video.

**Instructor Notes**



**Risk and Risk-taking**

**Video Review 1.5**

**Video 1.5 Review: Driver Education**

Name

Date

1. What would happen without red lights? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. What can you do to survive the complex driving environment?

\_\_\_\_\_  
\_\_\_\_\_

3. Most crashes that occur from new drivers are caused by?

\_\_\_\_\_  
\_\_\_\_\_

4. How do experienced drivers learn to avoid mistakes?

\_\_\_\_\_  
\_\_\_\_\_




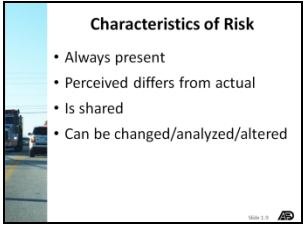
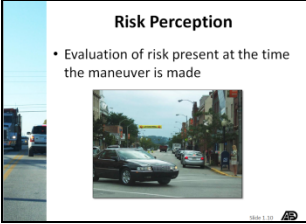
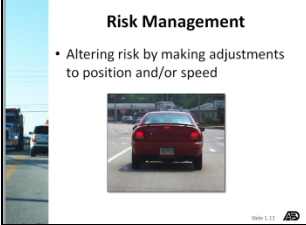
**Risk and Risk-taking**

**Video Review 1.5**  
**ANSWER KEY**

**Video 1.5 Review: Driver Education ANSWER KEY**

**To see the Answer Key you must purchase the 3.0 Curriculum.**



Risk and Risk-taking		Part 5
		Lesson Content
Lesson Content	Materials and Resources	
<p><b><u>Risk and Risk-taking</u></b></p>		
<p>➤ <b>Fact Sheet 1.5</b></p> <p>Duplicate and distribute Fact Sheet 1.5 to the class for students to use as a resource and study guide.</p> <p>➤ <b>Slides 1.8 and 1.9</b></p> <p>Ask students, “what is a risk?”</p> <p>Discuss the definition and characteristics of risk and how the driver can alter or reduce the common risks present when driving.</p> <p>➤ <b>Slide 1.10</b></p> <p>Discuss the perception of risk and what a driver needs to do to perceive risk.</p> <p>➤ <b>Slide 1.11</b></p> <p>Discuss how risk can be managed.</p>	<p>➤ Fact Sheet 1.5: Risk and Risk-taking</p> <p>➤ Slides 1.8 and 1.9: What is Risk? and Characteristics of Risk</p> <div style="display: flex; justify-content: space-around;">   </div> <p>➤ Slide 1.10: Risk Perception</p>  <p>➤ Slide 1.11: Risk Management</p> 	



**Driving and Risk**

**Risk is the chance of injury or loss. Driver inattention is a major contributor to increased risk.**

- Drivers should question events/actions.
- Drivers should evaluate actions and consequences.
- Drivers do not perceive they are at risk when driving.

**Characteristics of risk**

- Always present - other highway users, the roadway and the vehicle you are driving
- Perceived differs from actual - people do not identify risk when it is actually there
- Is shared - it is shared by all drivers, pedestrians, bicyclists, and road users
- Can be changed - based on our perception of risk, what we see and the decisions we make on what to do with our vehicle
- Can be analyzed - by making the best choice available based on the clues we have
- Can be altered - some situations present more risk than others. Drivers must evaluate risk and consequences and make decisions to reduce the risks for all road users
- Unless a driver perceives driving as a high risk activity, it is difficult to motivate any change in behavior.

**Risk perception** – Evaluation of risk present at the time the maneuver is made

- Space needs of the vehicle and/or the maneuver to be made
- Speed and time intervals - to reduce the current risk
- Roadway conditions - flat or crowned, type of surface, good shoulders, etc.
- Other roadway user actions - hardest to evaluate

**Risk management** - Altering risk by making adjustments to position and/or speed.

- Increase time to respond to threats through position and speed adjustments
- Increase vehicle control through position and speed adjustments
- Separate the elements involved through speed and/or position adjustment
- Combinations can influence the level of risk
- Risk can be altered by adjustments to these elements



**Lesson Objective:**

Student will evaluate their knowledge of the content presented in Unit 1 through review questions, key word matchup worksheet and unit test.

**Lesson Content**

**Materials and Resources**

**Review Questions**

➤ **Review Questions**

Ask review questions to summarize discussion on Unit 1.

➤ **Unit 1 Review Questions**

## Unit 1 Review Questions



1. Why is continuous communication among all participants in the program important?
2. How can communication between instructor, student and parent/guardian/mentor be achieved?
3. What is a learner's permit?
4. What are the requirements of an intermediate driver's license?
5. What are the requirements and restrictions of your state's GDL system?
6. Why is GDL needed?
7. What is risk?
8. Name four characteristics of risk?
9. What are two things a driver must do to perceive risk?
10. How can a driver manage risk?

**To see the Answer Key you must purchase the 3.0 Curriculum.**

<b>Unit Review and Test</b>		<b>Part 6 continued</b>	
		<b>Lesson Content</b>	
<b>Lesson Content</b>		<b>Materials and Resources</b>	
<p><b><u>Words to Know Review</u></b></p> <p>➤ <b>Unit 1 Words to Know Definitions Page</b></p> <p>Duplicate and distribute. Use the definitions page as a resource for teaching and for the students as a resource and study guide.</p> <p>➤ <b>Worksheet 1.1</b></p> <p>Duplicate and distribute. Have students complete the worksheet.</p> <p>Review the answers.</p>		<p>➤ Unit 1: Words to Know Definitions Page</p> <p>➤ Worksheet 1.1 and Answer Key: Unit 1 Words to Know Matchup</p>	



**Full driver's license** – Issued after completing all of the requirements for the driver's permit stage(s).

**Graduated driver licensing (GDL)** – An approach to ease new drivers into driving by providing practice and skill development under low-risk conditions. As drivers become more experienced, they are gradually allowed to drive under increasingly complex conditions.

**Intermediate driver's license** – A stage of GDL where the new driver is generally allowed to drive unsupervised, but with restrictions designed to help reduce the level of risk and distractions.

**Learner's permit** – Issued for the purpose of behind-the-wheel training on public roads or highways. A permit allows you to operate a motor vehicle when supervised by another driver.

**Risk** – The chance of injury, damage or loss. Driver inattention is a major contributor to increased risk.

**Risk management** – Altering risk by making adjustments to position and/or speed.

**Risk perception** – Evaluation of risk present at the time the maneuver is made.

## Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System

### Unit 1 Words to Know Matchup

### Worksheet 1.6

Name

Date

Directions: Match the clues on the left with the words in the list on the right. Place the matching letter in the blank to the left of the number.



- |          |   |                                     |
|----------|---|-------------------------------------|
| _____ 1. | Issued once you have completed all of the requirements for the driver's permit and intermediate stage.  | A. Full driver's license            |
| _____ 2. | The chance of injury, damage or loss.   | B. Graduated driver licensing (GDL) |
| _____ 3. | Altering risk by making adjustments to position and/or speed.   | C. Intermediate driver's license    |
| _____ 4. | Issued for the purpose of behind-the-wheel training on public roads or highways and allows you to operate a motor vehicle when supervised by another driver.  | D. Learner's permit                 |
| _____ 5. | Eases new drivers into driving by providing practice and skill development under low-risk conditions, as drivers become more experienced they are gradually allowed to driver under complex conditions. | E. Risk                             |
| _____ 6. | Evaluation of risk present at the time the maneuver is made.  | F. Risk management                  |
| _____ 7. | Stage of GDL where the new driver is generally allowed to drive unsupervised, but with restrictions.  | G. Risk perception                  |



**To see the Answer Key you must purchase the 3.0 Curriculum.**



**Unit Review and Test** **Part 6 continued**  
Lesson Content

Lesson Content	Materials and Resources
<p><b><u>Unit Review and Test</u></b></p> <p>➤ <b>Slide 1.12</b></p> <p>Discuss what the students have learned by the end of this unit.</p> <p>➤ <b>Reading Assignment</b></p> <p>Assign students the reading material for the next unit. Students might begin reading after they have completed the Unit 1 Test.</p> <p>➤ <b>Unit 1 Test</b> </p> <p>Duplicate and distribute the Unit 1 Test.</p> <p>Collect and grade the test.</p> <p>After returning tests to the students, review the answers and clarify any confusion.</p>	<p>➤ Slide 1.12: Unit Review</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Unit Review</b></p> <p>In this unit, you learned:</p> <ul style="list-style-type: none"> <li>• Program goals and structure</li> <li>• Procedures for classroom/in-car instruction</li> <li>• Importance of communication</li> <li>• Licensing system requirements</li> <li>• Risk and decisions about risk-taking</li> </ul> </div> <p>➤ Textbooks</p> <div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin: 10px 0;"> <p><b>Preferred Textbook:</b>   <b>HOW to DRIVE</b> Chapters 2 and 3</p> </div> <ul style="list-style-type: none"> <li>• Other Textbooks:             <ul style="list-style-type: none"> <li>– <u>Drive Right</u>: Chapters 3 and 4</li> <li>– <u>Responsible Driving</u>: Chapter 1</li> <li>– Other Textbook: _____</li> <li>_____</li> </ul> </li> </ul> <p>➤ Unit 1 Test, page 1-42</p>



**Unit 1 Review**

**Unit 1 Review**

In this unit, you learned:

- The driver education program goals, course structure, testing and course evaluation.
- The school's plan and procedures for in-car instruction, including the skills log to document supervised practice.
- The need for continuous communication among and between the student, parent/guardian/mentor and the instructor.
- The state's driver education program and licensing system requirements.
- That driving is a complex task that involves risk and decisions about risk-taking.
- Key words associated with the unit objectives.

**To see the Unit Test you must purchase the 3.0 Curriculum.**



**Unit 1 Introduction to Novice Driver Responsibilities and the Licensing System**

**Introduction to Novice Driver Responsibilities and the Licensing System**

**Unit 1 Test**  
Page 2

**To see the Unit Test you must purchase the 3.0 Curriculum.**



**To see the Answer Key you must purchase the 3.0 Curriculum.**

