Driver Education
Classroom and In-Car Curriculum

Unit 3

Understanding Vehicle Control: Starting, Steering and Stopping
# Unit 3 Understanding Vehicle Control: Starting, Steering and Stopping

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Overview

Unit 3 will help the student understand vehicle control. Starting the engine, moving the vehicle forward, steering the vehicle, moving to curb/side of road, entering a roadway from a curb, stopping the vehicle, backing the vehicle and securing the vehicle for parking will be covered.

Objectives

The student will:
1. Demonstrate knowledge of procedural steps for starting the engine and moving the vehicle forward.
2. Demonstrate proper hand position on the steering wheel and identify the different techniques of steering a vehicle.
3. Demonstrate knowledge of procedural steps for moving to curb/side of road and entering the roadway from a curb.
4. Demonstrate knowledge of procedural steps for stopping and securing the vehicle.
5. Demonstrate knowledge of procedural steps for backing the vehicle
6. Define key words associated with the unit objectives.

Words to Know

- Aggressive acceleration
- Backing
- Coasting
- Controlled braking
- Engine acceleration
- Hand position
- Hand-over-hand steering
- Hand-to-hand or push-pull steering
- Ignition gears / gear selection P R N D L or 3 2 1
- Light acceleration
- Threshold braking
# Unit 3 Understanding Vehicle Control: Starting, Steering and Stopping

## Unit 3 Introduction

### Lesson Overview

**Time Frame** – 2 hours

### Teacher Information and Resources

<table>
<thead>
<tr>
<th>Slides</th>
<th>PowerPoint Slides 3.1 – 3.26</th>
</tr>
</thead>
</table>
| Videos | 3.1 Starting the Engine and Moving the Vehicle Forward (1 minute 10 seconds)  
3.2 Steering (1 minute 11 seconds)  
3.3 Entering a Roadway from a Curb (55 seconds)  
3.4 Stopping and Securing the Vehicle (2 minutes 4 seconds)  
3.5 Backing (2 minutes 30 seconds) |
| Video Review | 3.1 Video Review: Starting the Engine and Moving the Vehicle Forward  
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| Fact Sheets | 3.1 Starting the Engine and Moving the Vehicle Forward  
3.2 Steering  
3.3 Moving to Curb/Side of Road and Entering the Roadway from a Curb  
3.4 Stopping and Securing the Vehicle  
3.5 Backing  
3.6 Words to Know Definitions Page |
| Worksheets | 3.1 Starting the Engine and Moving the Vehicle Forward  
3.3 Moving to Curb/Side of Road and Entering a Roadway from a Curb  
3.4 Stopping and Securing the Vehicle  
3.5 Backing  
3.6 Words to Know Matchup |
| Learning Activities | 3.0 Key Words – Word Wall  
3.1 Vehicle Footprint  
3.2 Steering Wheel Activity  
3.4 “Feel” of Braking |
| Textbooks | **Preferred Textbook:** HOW to DRIVE Chapter 4  
Other Textbooks: Drive Right: Chapters 3 and 4  
Responsible Driving: Chapters 4, 5 and 6  
Other Textbook: ____________________________ |
| Unit 3 Test | Unit 3 Test – Understanding Vehicle Control: Starting, Steering and Stopping – 10 questions |
### Unit 3 Understanding Vehicle Control: Starting, Steering and Stopping

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Unit 3 Activity</th>
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<tbody>
<tr>
<td><strong>Unit Objectives:</strong></td>
<td>Lesson Content</td>
</tr>
<tr>
<td>Student will define the meaning of the key words in Unit 3.</td>
<td>Materials and Resources</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Materials and Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Words</strong></td>
<td></td>
</tr>
<tr>
<td>➢ <strong>Learning Activity 3.0</strong></td>
<td>➢ Learning Activity 3.0 Key Words – Word Wall</td>
</tr>
<tr>
<td>Throughout the instruction of Unit 3, conduct learning activity to help students with vocabulary and spelling of key words.</td>
<td></td>
</tr>
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</table>
# Unit 3 Understanding Vehicle Control: Starting, Steering and Stopping

<table>
<thead>
<tr>
<th>Learning Activity 3.0</th>
<th>Key Words – Word Wall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td><strong>Word Wall</strong></td>
</tr>
</tbody>
</table>

## 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.
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<table>
<thead>
<tr>
<th>Lesson Objective:</th>
<th>Part 1</th>
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<tr>
<td>Student will demonstrate knowledge of procedural steps for starting the engine and</td>
<td>Lesson Content</td>
</tr>
<tr>
<td>moving the vehicle forward.</td>
<td>Materials and Resources</td>
</tr>
</tbody>
</table>

### Lesson Content

#### Unit Objectives

- **Slides 3.1 and 3.2**
  
  Give an overview of what students should know and be able to do by the end of this unit.

#### Starting the Engine and Moving the Vehicle Forward

- **Video Review 3.1**
  
  Duplicate and distribute Video Review 3.1. Students should complete the worksheet as they watch the video.

- **Slide 3.3 and 3.4 – Video 3.1**
  
  Discuss the topics covered in Video 3.1. Play Video 3.1.

  *Starting the Engine and Moving the Vehicle Forward*

  (Time: 1 minute 10 seconds)

  After viewing, review Video Review 3.1, using Answer Key to gauge students’ understanding of the video.
### Video Overview 3.1: Starting the Engine and Moving the Vehicle Forward

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Starting the Engine and Moving the Vehicle Forward</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td>1 minute 10 seconds</td>
</tr>
<tr>
<td><strong>Topics Covered</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Starting the engine of the vehicle.</td>
</tr>
<tr>
<td>2.</td>
<td>Moving the vehicle forward.</td>
</tr>
<tr>
<td><strong>Video Review</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Have students complete a video review worksheet as they watch the video.</td>
</tr>
<tr>
<td>2.</td>
<td>After viewing the video, review the worksheet to gauge students’ understanding of the video.</td>
</tr>
</tbody>
</table>

### Instructor Notes
### Video Review 3.1: Starting the Engine and Moving the Vehicle Forward

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the first two things you should do before starting the engine?</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Which way should you turn the ignition key?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What should you do when you hear the engine start and why?</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What should you be sure you have done before putting the vehicle in drive?</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5. How should your foot be placed on the brake?</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What should you do when you reach the speed that you want?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Review: Starting the Engine and Moving the Vehicle Forward</td>
<td>Video Review 3.1 ANSWER KEY</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>

To see the Answer Key you must purchase the 3.0 Curriculum.
## Starting the Engine and Moving the Vehicle Forward

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Materials and Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Starting the Engine and Moving the Vehicle Forward</strong></td>
<td><strong>Materials and Resources</strong></td>
</tr>
<tr>
<td>➢ <strong>Fact Sheet 3.1</strong>&lt;br&gt;Duplicate and distribute Fact Sheet 3.1 for students to use as a resource and study guide.</td>
<td>➢ Fact Sheet 3.1: Starting the Engine and Moving the Vehicle Forward</td>
</tr>
<tr>
<td>➢ <strong>Slide 3.5</strong>&lt;br&gt;Introduce procedural steps for starting the engine.</td>
<td>➢ Slide 3.5: Starting the Engine</td>
</tr>
<tr>
<td>➢ <strong>Slide 3.6</strong>&lt;br&gt;Introduce procedural steps for moving the vehicle forward.</td>
<td>➢ Slide 3.6: Moving the Vehicle Forward</td>
</tr>
<tr>
<td>➢ <strong>Worksheet 3.1</strong>&lt;br&gt;Duplicate and distribute Worksheet 3.1. Have students complete the worksheet and review the answers.</td>
<td>➢ Worksheet 3.1 and Answer Key: Starting the Engine and Moving the Vehicle Forward</td>
</tr>
</tbody>
</table>
Unit 3 Understanding Vehicle Control: Starting, Steering and Stopping

Starting the Engine and Moving the Vehicle Forward

Starting the engine
Complete pre-drive procedures 1-6 (page 2-67)
1. Check to be sure parking brake is set
2. Place foot on brake
3. Make sure the shift lever is in park
4. Turn key clockwise to start engine
5. Turn ignition on and check gauges
6. As soon as the engine starts, release the key
7. Allow engine to idle no more than 15 to 20 seconds (observe gauges and dash lights to make sure all indicate normal functioning)
8. Set needed accessories and adjust ventilation (HVAC)
9. Turn on low beam headlights (use headlights at all times)

Moving the vehicle forward
1. With foot on brake, shift to drive “D”
2. Release parking brake
3. Check mirrors and over shoulder for traffic
4. Signal when clear
5. Position hands on steering wheel. Left between 7-9 and right hand between 3-5 o’clock
6. When safe, release brake pedal and press gently on the accelerator
7. Look well ahead along intended path of travel
8. Steer as needed to place vehicle in center of lane
9. Cancel signal
### Worksheet 3.1

#### Starting the Engine and Moving the Vehicle Forward

**Name**  

**Date**

**Directions:** Using the steps under each different procedure, number the steps in the correct order.

**Starting the engine procedures**

1. As soon as the engine starts, release the key
2. Turn ignition on and check gauges
3. Set needed accessories and adjust ventilation (HVAC)
4. Check to be sure parking brake is set
5. Allow engine to idle no more than 15 to 20 seconds (observe gauges and dash lights to make sure all indicate normal functioning)
6. Turn key clockwise to start engine
7. Place foot on brake
8. Turn on low beam headlights (use headlights at all times)
9. Check selector lever for park position

**Moving the vehicle forward procedures**

1. Look well ahead along intended path of travel
2. Signal when clear
3. Release parking brake
4. Steer as needed to place vehicle in center of lane
5. With foot on brake, shift to drive “D”
6. When safe, release brake pedal and press gently on the accelerator
7. Cancel signal
8. Check mirrors and over shoulder for traffic
9. Position hands on steering wheel. Left between 7-9 and right hand between 3-5 o’clock
To see the Answer Key you must purchase the 3.0 Curriculum.
## Accelerating

- **Learning Activity 3.1**
  Conduct learning activity to gauge student understanding of the minimal amount of contact that a vehicle’s tire has with the road surface.

- **Learning Activity 3.1: Vehicle Footprint**
## Learning Activity 3.1

### Vehicle Footprint

<table>
<thead>
<tr>
<th>Topic</th>
<th>Accelerating</th>
</tr>
</thead>
</table>

## Information

The tire’s contact with the road is often referred to as the footprint. Students may or may not have a frame of reference for this concept. This activity allows students to see the minimal amount of contact that a vehicle’s tire actually has with the road’s surface.

### Materials Needed

1. 1 – 4 balloons, preferably black or another dark color.
2. 1 – 4 pieces of Plexiglas, approximately the size of a piece of notebook paper.
3. Optional: Use white out strip dispenser to draw lines on the black balloons. Make the lines similar to tire treads.

### Learning Activity

1. Blow up the balloon.
2. Press or tape the balloon to the piece of Plexiglas allowing the amount of contact when viewing it from the other side of the Plexiglas to resemble the contact that a tire makes with the road’s surface.
3. View the footprint
4. Discuss
   a. How much of the vehicle’s 4 tires are actually in contact with the road’s surface.
   b. The effect of various road surfaces on this tire contact patch.
   c. The probability of hydroplaning in rainy weather.
   d. Driving in snow and/or on ice
### Lesson Content

<table>
<thead>
<tr>
<th>Accelerating</th>
<th>Materials and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Slide 3.7</td>
<td>➤ Slide 3.7: Three Levels of Acceleration</td>
</tr>
</tbody>
</table>

Explain how to use the accelerator, introduce and explain the three levels of acceleration.

![Three Levels of Acceleration](image)
### Accelerating

The ability to control speed depends upon good accelerator technique. However, no two vehicles accelerate exactly alike, so drivers must develop sensitivity for each vehicle they drive.

Three levels of acceleration:

1. **Engine acceleration** – releasing pressure from the brake pedal, allowing the low idle of the engine to move the vehicle forward.

2. **Light acceleration** – light accelerator pressure allows for a slow forward motion of the vehicle.

3. **Aggressive acceleration** – firm pressure on the accelerator to increase speed of the vehicle rapidly.
## Understanding Vehicle Control: Starting, Steering and Stopping

### Part 2

#### Lesson Content

| Lesson Objective: | Student will be able to demonstrate proper hand position on the steering wheel and identify the different techniques of steering a vehicle. |

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<tr>
<th><strong>Lesson Content</strong></th>
<th><strong>Materials and Resources</strong></th>
</tr>
</thead>
<tbody>
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<td><strong>Steering</strong></td>
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</tr>
<tr>
<td>➢ <strong>Video Review 3.2</strong></td>
<td>➢ Video Review 3.2 and Answer Key: Steering</td>
</tr>
<tr>
<td>Duplicate and distribute Video Review 3.2. Students should complete the worksheet as they watch the video.</td>
<td></td>
</tr>
<tr>
<td>➢ <strong>Slides 3.8 and 3.9 – Video 3.2</strong></td>
<td>➢ Slides 3.8 and 3.9: Video 3.2 <em>Steering</em></td>
</tr>
<tr>
<td>Discuss the topics covered in Video 3.2. Play Video 3.2. <em>Steering</em> (Time: 1 minute 11 seconds)</td>
<td></td>
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<tr>
<td>After viewing, review Video Review 3.2, using Answer Key to gauge student understanding of the video.</td>
<td></td>
</tr>
</tbody>
</table>
## Video Overview 3.2: Steering

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Steering</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>1 minute 11 seconds</td>
</tr>
<tr>
<td><strong>Topics Covered</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Hand position on the steering wheel.</td>
</tr>
<tr>
<td></td>
<td>2. Different steering techniques.</td>
</tr>
<tr>
<td><strong>Video Review</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Have students complete a video review worksheet as they watch the video.</td>
</tr>
<tr>
<td></td>
<td>2. After viewing the video, review the worksheet to gauge students’ understanding of the video.</td>
</tr>
</tbody>
</table>

| Instructor Notes |
### Video Review 3.2: Steering

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</table>

1. During which maneuvers can you steer the vehicle with your hands resting on either side of the steering wheel?

   

2. What kind of steering should you use for gentle turns?

   

3. What kind of steering should you use for sharper turns?

   

4. What should you do when driving a new car to get used to the feel of the steering wheel?

   


<table>
<thead>
<tr>
<th>Steering</th>
<th>Video Review 3.2</th>
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<tr>
<td></td>
<td>ANSWER KEY</td>
</tr>
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</table>

To see the Answer Key you must purchase the 3.0 Curriculum.
### Lesson Content

**Steering**

- **Fact Sheet 3.2**
  
  Duplicate and distribute Fact Sheet 3.2 for students to use as a resource and study guide.

- **Slide 3.10**
  
  Explain to the students the proper way to hold a steering wheel and steer.

  Emphasize that holding a steering wheel at 9 and 3 or below will give the driver better control and reduce the risk of injury if the airbag should deploy.

### Materials and Resources

- **Fact Sheet 3.2: Steering**

- **Slide 3.10: Hand Position**
  
  ![Hand Position Image](image-url)
### Steering Wheel Control and Techniques

#### Hand position
- The position of the driver’s hands on the steering wheel will vary depending on the design of the steering wheel, the seat height and the length of the driver’s arms and legs. However, the driver should be able to adjust the seat so the **left hand rests around 9 o’clock, and the right hand rests at about 3 o’clock**, as on the face of a clock, which allows for balanced shoulder strength to control the wheel.

- Alternatively, some drivers may prefer a slightly lower hand position, placing the left hand closer to 8 o’clock and the right hand closer to 4 o’clock with the upper arms resting against the rib cage. This also improves stability by lowering the body’s center of gravity and reduces unintended steering wheel reversals. Because it is a more natural seating position, it also facilitates keeping both hands on the wheel and reduces upper and lower back pain often associated with long trip driving.

- The driver’s grip of the steering wheel should be **firm but gentle**. Grip the steering wheel by the **outside rim**. For greater sensitivity to information communicated by the vehicle, **use fingers instead of palms of hands** and keep thumbs up along the face of the steering wheel. **Never turn the wheel while gripping it on the inside of the rim**, with the back of the hand facing outward.

#### Steering techniques
Turning the steering wheel clockwise (to the right) will cause the vehicle to change direction to the right. Turning the steering wheel counter-clockwise (to the left) will cause the vehicle to change direction to the left.

There are two steering techniques available to drivers:

1. Hand-to-hand steering or push/pull steering
2. Hand-over-hand steering
### Steering

- **Slide 3.11**

  Discuss the hand-to-hand or push/pull steering technique.

  Emphasize that hand-to-hand steering is used for precision maneuvers, steering through curves, intersection entry and exit, and front wheel traction loss control (vehicle under-steer).

  Explain how there is less chance of injury in the event of a frontal crash when a vehicle is equipped with an air bag since the driver’s hands and arms never cross over the hub of the steering wheel.
### Steering Wheel Control and Techniques

#### Hand-to-hand or push/pull steering

Sometimes referred to as push/pull steering this technique should not be confused with shuffle steering. Hand-to-hand steering is a steering technique in which the hands do not cross, even when turning. It permits the driver to make steering inputs ranging from very minor (one to two degrees) to gross adjustments (up to a half turn of the wheel), while keeping both hands on the wheel for precision adjustments.

Use hand-to-hand steering when turning the wheel during normal driving activity going forward above 10-15 mph.

1. When using hand-to-hand steering the **left hand grasps the wheel between 7 and 8 o’clock** and the **right hand grasps the wheel between 4 and 5 o’clock**.
2. Depending on the direction of the turn, the right or left hand pushes the wheel up and the opposite hand slides up, grasps the wheel and pulls down to continue the turn.
3. While the pulling hand moves down, the hand that initially pushed up slides back toward its original position to make adjustments as needed.
4. The driver should use the area on the wheel between 11 and 8 o’clock with the left hand and the area on the wheel between 1 and 4 o’clock with the right hand regardless of the direction of the turn.
5. Simply reverse the hand-to-hand process to bring the vehicle into the intended path.
6. If turning through a slight curve, both hands will typically retain their original grip on the wheel, making only slight finger or wrist adjustments as necessary to maintain path of travel.

Since the hands and arms never cross over the hub of the steering wheel, there is less chance of injury to the face, hands and arms in the event of a frontal crash when a vehicle is equipped with a driver side air bag. The 2 and 10 o’clock method is no longer recommended because it can be dangerous in vehicles equipped with air bags and cause excessive steering input.

Hand-to-hand steering is particularly well suited for precision maneuvers, steering through curves, intersection entry and exit, and front wheel traction loss control (vehicle under-steer).
### Steering

#### Lesson Content

- **Slide 3.12**

  Discuss the hand-over-hand steering technique.

  Emphasize that hand-over-hand steering is used mainly when doing parking exercises and for rear wheel traction loss control, (vehicle oversteer).

  Explain how employing hand-over-hand steering under all conditions exposes the driver to some additional risk of injury to arms, hands, and/or face in the event of a crash that deploys the air bag.

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### Materials and Resources

- **Slide 3.12: Hand-over-hand Steering**

  ![Hand over Hand Steering](image-url)
Steering Wheel Control and Techniques

Hand-over-hand steering

Hand-over-hand steering is a steering technique in which the driver’s hands cross when turning the steering wheel. It is particularly well suited when speed of the steering movement is critical, such as skid recovery in a rear wheel traction loss (vehicle over-steer). When used to control or recover from a skid, it is important to hold the wheel in a pattern that allows the driver to use the upper left third of the wheel when steering to the left and the upper right third when steering right. This procedure allows for maximum movement of the wheel with knowledge of its neutral position.

Hand-over-hand steering is also useful when maneuvering in a space with limited sightlines, such as perpendicular parking in a congested shopping center. When using hand-over-hand steering, quick movements of the hands are recommended on entry to the parking maneuver, with smooth slow movements when returning the wheel upon completion of the parking maneuver.

Use hand-over-hand steering when turning the wheel at low speeds, such as when parking the vehicle or entering a tight driveway.

1. When using hand-over-hand steering, **the left hand grasps the steering wheel between 8 and 9 o’clock and the right hand grasps the wheel between 3 and 4 o’clock.**

2. Depending on the direction of the turn, use the right top third of the steering wheel to move the wheel to the right and use the left top third of the wheel to move the wheel to the left.

3. This process is repeated as necessary.

4. Simply reverse the hand-over-hand process to bring the vehicle into the intended path.

Drivers should be aware that employing hand-over-hand steering under all conditions does expose one to some additional risk of injury to arms, hands, and/or face in the event of a crash that results in air bag inflation. Use of hand-over-hand as the primary steering technique also raises the risk of off-road crash occurrences due to excessive steering input.
### Steering

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</table>
| **Learning Activity 3.2**  
Conduct learning activity to gauge student understanding of proper steering techniques. | **Learning Activity 3.2: Steering Wheel Activity** |
### Learning Activity 3.2

<table>
<thead>
<tr>
<th>Topic</th>
<th>Steering</th>
</tr>
</thead>
</table>

#### Information

Proper steering is a learned technique. New drivers need to practice to reinforce the skill and make it part of the muscle memory.

#### Materials Needed

1. Styrofoam, cardboard, plastic picnic plates or the insert for a steering wheel cover.
   - Styrofoam: A pink insulation sheet may be used for this. Make an outline master and cut steering wheels.
2. Cut circles approximately 14 inches in diameter.
3. Mark the numbers of a clock on the steering wheel.
   - Students might decorate their personal wheels.
4. Provide one steering wheel for each student.

#### Learning Activity

1. Use the steering wheels to demonstrate proper hand positioning and the three steering techniques for the following maneuvers:
   - a. Straight line driving
   - b. Left turn
   - c. Right turn
   - d. Backing: straight or turning left or right
   - e. Parking
     - i. Parallel parking
     - ii. Perpendicular parking
     - iii. Angle parking
## Lesson Objective:
Student will demonstrate knowledge of procedural steps for moving to the curb/side of road and entering the roadway from a curb.

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Materials and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moving to Curb/Side of Road and Entering a Roadway from a Curb</strong></td>
<td><strong>Video Review 3.3 and Answer Key: Entering a Roadway from a Curb</strong></td>
</tr>
<tr>
<td>➢ Video Review 3.3</td>
<td>➢ Video Review 3.3 and Answer Key: Entering a Roadway from a Curb</td>
</tr>
<tr>
<td>Duplicate and distribute Video Review 3.3. Students should complete the worksheet as they watch the video.</td>
<td></td>
</tr>
<tr>
<td>➢ Slides 3.13 and 3.14 – Video 3.3</td>
<td>➢ Slide 3.13 and 3.14: Video 3.3 Entering a Roadway from a Curb</td>
</tr>
<tr>
<td>Discuss the topics covered in Video 3.3.</td>
<td></td>
</tr>
<tr>
<td>Play Video 3.3.</td>
<td></td>
</tr>
<tr>
<td><em>Entering a Roadway from a Curb</em> (Time: 55 seconds)</td>
<td></td>
</tr>
<tr>
<td>After viewing, review Video Review 3.3, using Answer Key to gauge student understanding of the video.</td>
<td></td>
</tr>
</tbody>
</table>
# Video Overview 3.3: Entering a Roadway from a Curb

<table>
<thead>
<tr>
<th>Title</th>
<th>Entering a Roadway from a Curb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>55 seconds</td>
</tr>
</tbody>
</table>

## Topics Covered

1. How to enter a roadway from a curb.

## 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
Moving to Curb/Side of Road and Entering a Roadway from a Curb

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

1. Why is it important to have a clear lane before entering the roadway?

______________________________________________________________________
______________________________________________________________________

2. Why can’t you see the travel lane to the left of your vehicle very well from inside the vehicle?

______________________________________________________________________
______________________________________________________________________

3. What can you do to get a good look at the lane you want to enter?

______________________________________________________________________

4. What can be difficult to see when entering a roadway from a curb?

______________________________________________________________________
### Moving to Curb/Side of Road and Entering a Roadway from a Curb

| Video Review 3.3 | ANSWER KEY |

To see the Answer Key you must purchase the 3.0 Curriculum.
### Moving to Curb/Side of Road and Entering a Roadway from a Curb

#### Lesson Content

- **Fact Sheet 3.3**
  Duplicate and distribute Fact Sheet 3.3 for students to use as a resource and study guide.

- **Slide 3.15**
  Explain the proper procedures for entering a roadway from a curb.

- **Slide 3.16**
  Explain the proper procedures for moving to curb/side of road.

- **Worksheet 3.3**
  Duplicate and distribute Worksheet 3.3. Have students complete the worksheet and review the answers.

#### Materials and Resources

- **Fact Sheet 3.3: Moving to Curb/Side of Road and Entering the Roadway from a Curb**

- **Slide 3.15: Entering a Roadway from a Curb**

- **Slide 3.16: Moving to Curb/Side of Road**

- **Worksheet 3.3 and Answer Key: Moving to Curb/Side of Road and Entering a Roadway from a Curb**
### Moving to Curb/Side of Road and Entering a Roadway from a Curb

#### Entering a roadway from a curb
1. Signal and check traffic to front, side and rear
2. Identify a safe gap in traffic
3. Look well ahead along intended path of travel
4. Release brake and accelerate gently
5. Steer into intended path of travel
6. Cancel signal
7. Check for motor vehicles and other highway users to the sides of the path of travel
8. Check mirrors for traffic to the rear
9. Project visual search 20 to 30 seconds ahead

#### Moving to curb/side of road
1. Identify place to park
2. Check mirrors
3. Signal
4. Release accelerator
5. Tap brake pedal to alert following drivers
6. Press brake pedal to point of resistance
7. Steer gently toward curb
8. Use reference points to position vehicle legal distance from the curb
9. Apply firm, steady pressure for smooth stops. Do not pump brakes.
10. Check to assure vehicle is centered between front and rear lines
# Moving to Curb/Side of Road and Entering a Roadway from a Curb

**Worksheet 3.3**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

**Directions:** Using the steps under each different procedure, number the steps in the correct order.

**Moving to curb/side of road procedures**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Press brake pedal to point of resistance</td>
</tr>
<tr>
<td>2</td>
<td>Signal</td>
</tr>
<tr>
<td>3</td>
<td>Tap brake pedal to alert following drivers</td>
</tr>
<tr>
<td>4</td>
<td>Steer gently toward curb</td>
</tr>
<tr>
<td>5</td>
<td>Identify place to park</td>
</tr>
<tr>
<td>6</td>
<td>Apply firm, steady pressure for smooth stops. Do not pump brakes.</td>
</tr>
<tr>
<td>7</td>
<td>Release accelerator</td>
</tr>
<tr>
<td>8</td>
<td>Check mirrors</td>
</tr>
<tr>
<td>9</td>
<td>Check to assure vehicle is centered between front and rear lines</td>
</tr>
<tr>
<td>10</td>
<td>Use reference points to position vehicle legal distance from the curb</td>
</tr>
</tbody>
</table>

**Entering a roadway from a curb procedures**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Check mirrors for traffic to the rear</td>
</tr>
<tr>
<td>2</td>
<td>Look well ahead along intended path of travel</td>
</tr>
<tr>
<td>3</td>
<td>Signal and check traffic to front, side and rear</td>
</tr>
<tr>
<td>4</td>
<td>Cancel signal</td>
</tr>
<tr>
<td>5</td>
<td>Release brake and accelerate gently</td>
</tr>
<tr>
<td>6</td>
<td>Identify a safe gap in traffic</td>
</tr>
<tr>
<td>7</td>
<td>Steer into intended path of travel</td>
</tr>
<tr>
<td>8</td>
<td>Project visual search 20 to 30 seconds ahead</td>
</tr>
<tr>
<td>9</td>
<td>Check for motor vehicles and other highway users to the sides of the path of travel</td>
</tr>
<tr>
<td>Moving to Curb/Side of Road and Entering a Roadway from a Curb</td>
<td>Worksheet 3.3 ANSWER KEY</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>

To see the Answer Key you must purchase the 3.0 Curriculum.
## Lesson Content

### Stopping and Securing the Vehicle

- **Video Review 3.4**
  
  Duplicate and distribute Video Review 3.4. Students should complete the worksheet as they watch the video.

- **Slides 3.17 and 3.18 – Video 3.4**
  
  Discuss the topics covered in Video 3.4
  
  Play Video 3.4
  
  *Stopping and Securing the Vehicle*
  
  *(Time: 2 minutes 4 seconds)*

  After viewing, review Video Review 3.4, using Answer Key to gauge student understanding of the video.

### Materials and Resources

- **Video Review 3.4 and Answer Key: Stopping and Securing the Vehicle**

- **Slides 3.17 and 3.18: Video 3.4 Stopping and Securing the Vehicle**

*The topics covered in this video include:
- How to bring the vehicle to a smooth, complete stop.
- How to secure the vehicle after driving.*

*Video Review*

1. What is the key to smooth stopping?
2. What should you do while you are stopped and why?
3. What can the brakes help with if your vehicle is struck from behind?
### Stopping and Securing the Vehicle

<table>
<thead>
<tr>
<th>Video Overview 3.4: Stopping and Securing the Vehicle</th>
</tr>
</thead>
</table>

**Title**

Stopping and Securing the Vehicle

**Time**

2 minutes 4 seconds

**Topics Covered**

1. How to bring the vehicle to a smooth, complete stop.
2. How to secure the vehicle after driving.

**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**
### Video Review 3.4: Stopping and Securing the Vehicle

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What is the key to smooth stopping? ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

2. What should you do while you are stopped and why? _______________________
   ______________________________________
   ______________________________________
   ______________________________________

3. What can the brakes help prevent if your vehicle is struck from behind?
   ______________________________________
   ______________________________________
   ______________________________________

4. What should you do after you stop? ______________________________________
   ______________________________________
   ______________________________________

5. What is the last thing you should do before exiting the vehicle? _____________
   ______________________________________
To see the Answer Key you must purchase the 3.0 Curriculum.
<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Materials and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stopping and Securing the Vehicle</strong></td>
<td><strong>Fact Sheet 3.4: Stopping and Securing the Vehicle</strong></td>
</tr>
<tr>
<td>➢ Fact Sheet 3.4</td>
<td>➢ Fact Sheet 3.4: Stopping and Securing the Vehicle</td>
</tr>
<tr>
<td>Duplicate and distribute Fact Sheet 3.4 for students to use as a resource and study guide.</td>
<td></td>
</tr>
<tr>
<td>➢ Slide 3.19</td>
<td>➢ Slide 3.19: Three Levels of Braking</td>
</tr>
<tr>
<td>Emphasize that it takes practice to learn to stop the vehicle smoothly and precisely and explain the three levels of braking.</td>
<td><a href="#">Three Levels of Braking</a></td>
</tr>
<tr>
<td>➢ Slide 3.20</td>
<td>➢ Slide 3.20: How to Stop the Vehicle</td>
</tr>
<tr>
<td>List the procedures for stopping the vehicle.</td>
<td><a href="#">How to Stop the Vehicle</a></td>
</tr>
</tbody>
</table>
Braking a vehicle to a stop is a relatively simple task. However, like many actions, braking requires practice if it is to be performed smoothly and precisely. The most difficult task is learning when and how much pressure to apply to bring the vehicle to a smooth, controlled stop at the desired point.

There are three levels of braking:

1. **Coasting** – releasing the accelerator to stop the vehicle’s forward propulsion. Although the vehicle will continue moving forward, it will be coasting forward rather than being propelled by the engine and will gradually slow.

2. **Controlled braking** – apply brake with sufficient pressure to slow the vehicle.

3. **Threshold braking** – the application of brake pressure to a point just short of locking up the brakes, resulting in maximum braking capability.

**To stop the vehicle:**

1. Check traffic in both mirrors before slowing down.

2. Ease off the accelerator.

3. Tap on the brake lightly.

4. Gradually press down on the brake pedal. Ease up on the brake just before stopping.

5. Leave the selector lever in DRIVE if planning to start moving again immediately, otherwise shift to PARK.
<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Materials and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control and Information Device Symbols</strong></td>
<td></td>
</tr>
<tr>
<td>➢ <strong>Learning Activity 3.4</strong></td>
<td>➢ <strong>Learning Activity 3.4: “Feel” of Braking</strong></td>
</tr>
<tr>
<td>To give students an opportunity to practice braking, this activity uses a paper bag and balloon to give students the “feeling” of braking.</td>
<td></td>
</tr>
</tbody>
</table>
Learning Activity 3.4  “Feel” of Braking

<table>
<thead>
<tr>
<th>Topic</th>
<th>Braking</th>
</tr>
</thead>
</table>

**Information**

While some students in the classroom course may have had the opportunity to drive a vehicle, others have not. This activity provides students with the “feel” of braking.

**Materials Needed**

1. One balloon and one paper bag per brake
   a. A lunch bag is preferred.
2. Masking tape

**Learning Activity**

1. Blow up the balloon and place it inside the paper bag.
   a. The volume of air placed in the balloon will depend on the quality of the balloon and the amount of air needed to provide a “firm” yet malleable balloon for braking.
2. Place the balloon contained in the bag on the floor. Sometimes taping the bottom of the bag to the floor prevents the bags from slipping or moving about.
3. Have the student sit in the correct position for braking including the foot position and then press down on the bag/brake. Students can practice both controlled and threshold braking.
## Stopping and Securing the Vehicle

### Lesson Content

#### Securing the Vehicle

- **Slide 3.21**
  
  Discuss how to secure the vehicle after parking.

  If the school has its own securing procedure, discuss here.

- **Worksheet 3.4**
  
  Duplicate and distribute Worksheet 3.4. Have students complete the worksheet and review the answers.

### Materials and Resources

- **Slide 3.21: Securing the Vehicle for Parking**

  ![Securing the Vehicle for Parking](image)

- **Worksheet 3.4 and Answer Key: Stopping and Securing the Vehicle**

---

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Stopping and Securing the Vehicle

Securing the Vehicle for Parking

How to secure the vehicle for parking

1. Come to a complete stop with the wheels turned toward or away from the roadway as appropriate. Check state law for hill parking.

2. Keep foot on the brake pedal and set the parking brake*.

3. Shift selector lever to park position.

4. Turn off all accessories and headlights if no daytime running lights (DRL’s).

5. Turn ignition to lock and remove key.

6. Unfasten safety belt.

7. Check traffic to rear, exit vehicle carefully, and lock doors.

* Setting the parking brake is required by law in some states. Setting of the parking brake is to hold the vehicle in place while parked and protect the transmission.
### Stopping and Securing the Vehicle

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

**Directions:** Using the steps under each different procedure, number the steps in the correct order.

**Procedures for securing the vehicle**

1. Turn off accessories and headlights if no daytime running lights (DRL’s)
2. Check traffic to rear, exit vehicle carefully, and lock doors
3. Shift selector lever to PARK position
4. Unfasten safety belt
5. Come to a complete stop with the wheels turned toward or away from the roadway as appropriate
6. Turn ignition to lock and remove key
7. Keep right foot on the brake pedal and set the parking brake
<table>
<thead>
<tr>
<th>Stopping and Securing the Vehicle</th>
<th>Worksheet 3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ANSWER KEY</td>
</tr>
</tbody>
</table>

To see the Answer Key you must purchase the 3.0 Curriculum.
# Backing

## Lesson Objective:
Student will demonstrate knowledge of procedural steps for backing a vehicle.

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Materials and Resources</th>
</tr>
</thead>
</table>
| **Video Review 3.5**
Duplicate and distribute Video Review 3.5. Students should complete the worksheet as they watch the video. | **Video Review 3.5 and Answer Key: Backing** |
| **Slides 3.22 and 3.23 – Video 3.5**
Discuss the topics covered in Video 3.5.
Play Video 3.5.
*Backing*
(Time: 2 minutes 30 seconds)
After viewing, review Video Review 3.5, using Answer Key, to gauge student understanding of the video. | **Slides 3.22 and 3.23: Video 3.5 Backing** |
### Backing

<table>
<thead>
<tr>
<th>Video Overview 3.5: Backing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Backing</td>
</tr>
<tr>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>2 minutes 30 seconds</td>
</tr>
<tr>
<td><strong>Topics Covered</strong></td>
</tr>
<tr>
<td>1. How to back in a straight line.</td>
</tr>
<tr>
<td>2. How to back while turning.</td>
</tr>
<tr>
<td><strong>Video Review</strong></td>
</tr>
<tr>
<td>1. Have students complete a video review worksheet as they watch the video.</td>
</tr>
<tr>
<td>2. After viewing the video, review the worksheet to gauge students’ understanding of the video.</td>
</tr>
</tbody>
</table>

### Instructor Notes
### Video Review 3.5: Backing

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

1. Where should you place your hands when backing? ____________________________
   ________________________________________________________________
   ________________________________________________________________

2. What should you do after putting the transmission into reverse? _________________
   ________________________________________________________________

3. What can you do to help you back in a straight line? __________________________
   ________________________________________________________________
   ________________________________________________________________

4. When backing to the right what direction should you turn the steering wheel? _________
   ________________________________________________________________

5. While backing, when is it important to see what the front of the vehicle is doing?
   ________________________________________________________________
   ________________________________________________________________

6. What should you do while stopped before backing and turning out of a driveway or parking space?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Backing

Video Review 3.5

ANSWER KEY

To see the Answer Key you must purchase the 3.0 Curriculum.
### Lesson Content

#### Backing

- **Fact Sheet 3.5**
  
  Duplicate and distribute Fact Sheet 3.5 for students to use as a resource and study guide.

- **Slide 3.24**
  
  Discuss techniques and procedures for backing straight.

- **Slide 3.25**
  
  Discuss techniques and procedures for backing and turning.

- **Worksheet 3.5**
  
  Duplicate and distribute Worksheet 3.5. Have students complete the worksheet and review the answers.

### Materials and Resources

- **Fact Sheet 3.5: Backing**

- **Slide 3.24: Backing Straight**

- **Slide 3.25: Backing and Turning**

- **Worksheet 3.5 and Answer Key: Backing**
Backing Procedures

Because of very limited visibility to the rear of most vehicles, it is very important to ensure that there are no objects in the path of travel prior to backing. Checking the rear of the vehicle before entering is a good habit. Common mistakes committed by new drivers when backing are:

- Moving too fast
- Providing too much steering input
- Turning the steering wheel in the wrong direction
- Holding turn too long/rewinding steering wheel too late

**Backing straight:**
1. Prior to moving vehicle, check for objects to the rear
2. Place foot on brake pedal and shift to reverse
3. Grasp steering wheel at 12 o’clock with left hand
4. Turn body to right with right arm over back of passenger seat
5. Search through rear window and then glance forward
6. Move backward at idle speed, or use light accelerator pedal pressure if needed
7. Make minor steering corrections as needed
8. Release accelerator and apply pressure on brake pedal to stop
9. Look to rear until vehicle is stopped

**Backing and turning:**
1. Prior to moving vehicle, check for objects to the rear
2. Place foot on brake pedal and shift to reverse
3. Signal left or right as appropriate
4. Grasp steering wheel with both hands at 9 and 3 o’clock position
5. Turn body in direction of turn
6. Search through rear side window in direction of turn
7. Move backward at idle speed, or light accelerator pedal pressure if needed
8. Steer smoothly in direction vehicle is to move
9. Make quick checks to front corner, opposite of turn (front swing)
10. Continue backing and straighten/rewind steering wheel to straight
11. Release accelerator and apply pressure on brake pedal to stop
12. Look to rear until vehicle is stopped
### Unit 3 Understanding Vehicle Control: Starting, Steering and Stopping

**Worksheet 3.5**

**Backing**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

Directions: Using the steps under each different procedure, number the steps in the correct order.

#### Procedures for backing a vehicle straight

1. Search through rear window and then glance forward
2. Release accelerator and apply pressure on brake pedal to stop
3. Place foot on brake pedal and shift to reverse
4. Make minor steering corrections as needed
5. Grasp steering wheel at 12 o’clock with left hand
6. Look to rear until vehicle is stopped
7. Prior to moving vehicle, check for objects to the rear
8. Turn body to right with right arm over back of seat or on center console
9. Move backward at idle speed, or use light accelerator pedal pressure if needed

#### Procedures for backing and turning

1. Continue backing and straighten/rewind steering wheel to straight
2. Grasp steering wheel with both hands at 9 and 3 o’clock position
3. Steer smoothly in direction vehicle is to move
4. Turn body in direction of turn
5. Look to rear until vehicle is stopped
6. Place foot on brake pedal and shift to reverse
7. Release accelerator and apply pressure on brake pedal to stop
8. Move backward at idle speed, or light accelerator pedal pressure if needed
9. Signal left or right as appropriate
10. Prior to moving vehicle, check for objects to the rear
11. Make quick checks to front corner, opposite of turn (front swing)
12. Search through rear side window in direction of turn
<table>
<thead>
<tr>
<th>Backing</th>
<th>Worksheet 3.5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ANSWER KEY</td>
</tr>
</tbody>
</table>

To see the Answer Key you must purchase the 3.0 Curriculum.
## Lesson Objective:
Student will evaluate their knowledge of the content presented in Unit 3 through review questions, key word matchup worksheet and unit test.

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Materials and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Questions</td>
<td>Unit 3 Review Questions</td>
</tr>
</tbody>
</table>

- **Review Questions**
  - Ask review questions to summarize discussion on Unit 3.
Unit 3 Review Questions

1. What should you do before starting the engine?
2. What are the three levels of acceleration?
3. How should your hands be positioned on the steering wheel?
4. What should you NOT do when steering?
5. When should you primarily use hand-to-hand steering?
6. When should you primarily use hand-over-hand steering?
7. When should you use one hand steering?
8. What should you do before entering the roadway from a curb or side of the roadway?
9. What are the three levels of braking?
10. Where on the steering wheel should you place your left hand when backing straight?
### Words to Know Review

- **Fact Sheet 3.6**
  
  Duplicate and distribute Fact Sheet 3.6. Use the definitions page as a resource for teaching and for the students as a resource and study guide.

- **Worksheet 3.6**
  
  Duplicate and distribute. Have students complete the worksheet.

  Review the answers.

### Materials and Resources

- **Fact Sheet 3.6: Unit 3 Words to Know Definitions Page**

- **Worksheet 3.6 and Answer Key: Unit 3 Words to Know Matchup**
### Aggressive acceleration
- Firm pressure on the accelerator to increase speed of the vehicle rapidly.

### Backing
- Moving the vehicle in reverse direction.

### Coasting
- Level of braking in which releasing the accelerator stops the vehicle’s forward propulsion.

### Controlled braking
- Level of braking done with sufficient pressure to slow the vehicle.

### Engine acceleration
- Releasing pressure from the brake pedal, allowing the low idle of the engine to move the vehicle forward.

### Hand position
- Position of the driver’s hand on the steering wheel, left hand rests around 9 o’clock and the right hand rests at about 3 o’clock.

### Hand-over-hand steering
- Steering technique in which the driver’s hands cross when turning the steering wheel. Well suited during skid recovery or when maneuvering in a space with limited sightlines, such as perpendicular parking in a congested shopping center.

### Hand-to-hand or push-pull steering
- Steering technique in which the hands do not cross, even when turning. It permits the driver to make steering inputs ranging from very minor (one to two degrees) to gross adjustments (up to a half turn of the wheel), while keeping both hands on the wheel for precision adjustments and used during normal driving activity going forward above 10-15 mph.

### Ignition gears / gear selection P R N D L or 3 2 1
- The choice of gears determines a vehicle’s direction (forward or reverse), power, and speed.

### Light acceleration
- Light accelerator pressure allows for a slow forward motion of the vehicle.

### One handed steering
- Steering with one hand on the steering wheel. Usually for straight backing.

### Threshold braking
- Level of braking in which the driver applies the brake pressure to a point just short of locking up the brakes, resulting in maximum braking capability.
### Unit 3 Understanding Vehicle Control: Starting, Steering and Stopping

#### Worksheet 3.6

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

**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. | Steering technique which permits the driver to make steering inputs while keeping both hands on the wheel. | A. Aggressive acceleration |
| _______2. | Releasing brake pressure from the brake pedal allowing the low idle of the engine to move the vehicle forward. | B. Coasting |
| _______3. | Application of brake pressure to a point just short of locking up the brakes, resulting in maximum braking capability. | C. Controlled braking |
| _______4. | Resting your right hand between 3 and 4 o’clock and resting your left hand between 8 and 9 o’clock on the steering wheel. | D. Engine acceleration |
| _______5. | Braking done with sufficient pressure to slow the vehicle. | E. Hand-over-hand steering |
| _______6. | Steering technique well suited when speed of the steering movement is critical, such as skid recovery in a rear wheel traction loss (vehicle over-steer). | F. Hand position |
| _______7. | Firm pressure on the accelerator to increase speed of the vehicle rapidly. | G. Hand-to-hand steering |
| _______8. | Light accelerator pressure allows a slow forward motion of the vehicle. | H. Light acceleration |
| _______9. | Releasing the accelerator to stop the vehicle’s forward propulsion. | I. Threshold braking |
To see the Answer Key you must purchase the 3.0 Curriculum.
### Unit Review and Test

#### Lesson Content

- **Slide 3.26**
  
  Discuss what the students have learned by the end of this unit.

- **Reading Assignment**
  
  Assign students the reading material for the next unit. Students might begin reading after they have completed the Unit 3 Test.

- **Unit 3 Test**
  
  Duplicate and distribute the Unit 3 Test.

  Collect and grade the test.

  After returning tests to the students, review the answers and clarify any confusion.

### Materials and Resources

- **Slide 3.26: Unit Review**

- **Textbooks**
  
  - Preferred Textbook: [HOW to DRIVE](#) Chapters 5 and 6
  
  - Other Textbooks:
    - Drive Right: Chapter 2
    - Responsible Driving: Chapters 2 and 3
    - Other Textbook: ________________

- **Unit 3 Test, page 3-68**
In this unit, you learned the following:

- How to start the engine.
- How to move the vehicle forward.
- How to move the vehicle to the curb/side of road.
- How to enter the roadway from a curb.
- How to stop the vehicle.
- How to back the vehicle.
- How to secure the vehicle.
- Proper hand position on the steering wheel and the different techniques of steering a vehicle.
- Key words associated with the unit objectives.
To see the Unit Test you must purchase the 3.0 Curriculum.
To see the Unit Test you must purchase the 3.0 Curriculum.
To see the Answer Key you must purchase the 3.0 Curriculum.