

Driver Education
Classroom and In-Car Curriculum

Unit 1

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



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.

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.

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

School In-car Plan and Skills Log	Fact Sheet 1.2 Part II Content Information
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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

School In-car Plan and Skills Log	Fact Sheet 1.2 Part II Content Information
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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

School In-car Plan and Skills Log	Fact Sheet 1.2 Part II Content Information
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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							



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.

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.

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

- **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

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.

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