Nebraska Driver Education Curriculum Development Study

December 1998
Final Report

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The Nebraska Driver Education Curriculum Development Study was initiated in January of 1996. The curriculum guide used previously was developed in the mid-seventies and served as an excellent guide for over 20 years. This guide did not include essential information such as anti-lock braking systems, use of cellular phones, and risk assessment information. With support from the Mid-America Transportation Center, The Nebraska Safety Center gathered information from over 30 states, reviewed current literature related to driver education, formulated an advisory committee and developed a state of the art driver education curriculum guide. This guide is intended to be a living document that is available on the Nebraska Safety Center website at WWW.NSC.UNK.EDU.

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CONTENTS

INTRODUCTION

Background of Study

The Nebraska Driver Education Curriculum Development Study was initiated in January of 1996. The curriculum guide used previously was developed in the mid-seventies and served as an excellent guide for over 20 years. This guide did not include essential information such as anti-lock braking systems, use of cellular phones, and risk assessment information. With support from the Mid-America Transportation Center, The Nebraska Safety Center gathered information from over 30 states, reviewed current literature related to driver education, formulated an advisory committee and developed a state of the art driver education curriculum guide. This guide is intended to be a living document that is available on the Nebraska Safety Center website at WWW.NSC.UNK.EDU.

Review of Literature

The wealth of materials made available by the many states (See Appendix A), is a positive commentary on the value of driver education as perceived by the professionals who have been involved in teaching and developing materials for many years. Of special value was the curriculum guide developed by Duane Schmidt during his tenure as Driver Education Consultant for the State of Nebraska.

Also of special value was the statistical information provided by Dr. Linda Jensen R.N., Ph.D.. The risk analysis information provided by Loiuse Lafambroiuse, Doctoral candidate at the University of Colorado Medical Center in Denver, was also very unique in nature and in value to the development of risk assessment information.

The National Highway Traffic Safety Administration along with the American Automobile Association have been providing leadership in the development and implementation of graduated licensing in the United States. The background work such as the NHTSA "Driver Education Evaluation Program (DEEP) Study, the DeKalb County Study in Georgia, and the "Young Driver Attitude Scale" were used extensively as guidelines in developing the current curriculum guide.

This project was prefaced by several site visits to determine the compatibility of this guide with reference to current and potential technology. In this regard, the expertise of Larry Vice, Director of Driver Education, and Director of Media for Educational Service Unit Three, was invaluable. Without going into the merits and limitations of the technology considerations, it is worth stating here that consideration was given to simulation, interactive-video, computer generated imaging, CD ROM, and other computer generated efforts in the area of Driver Education.

STUDY PROCEDURES

Curriculum Development

The literature review along with the review of existing curriculum provided a basis for curriculum organization. In addition to written materials, many individuals, organizations, and agencies were contacted for formal and informal contributions to the new guide. A list of people and agencies making contributions can be found in Appendix B.

The Washington, Texas, and Montana Curriculum Guides were of particular importance in the development of the format and outline of the Curriculum Guide most suitable for use in Nebraska. Each unit contains specific objectives which can be used for measurement purposes. This is an important aspect as it provides for competency based education as opposed to the use of a guide with time recommendations.

Several topics were particularly difficult to address as these had little or no material available from sources commonly used. One of the most interesting in this regard was the attempt to address the issue of risk. The Young Driver Attitude Scale from The American Automobile Association was very useful, however it does not have a track record of use. Especially evident was the problem of activities to address high risk behavior even if it could be accurately identified. The Self Esteem Index and the Social Support Scale were useful tools in determining the potential value of the Attitude Scale. Other topics with special challenges were cellular phone usage, use of anti-lock brakes, and information related to air bags.

Development of Measures of Knowledge

Approximately 10,000 questions related to the curriculum materials were submitted by teachers and others with interest in the curriculum. These included representatives from Operation Lifesaver and the Nebraska Motor Carriers. Topics in the outline were prioritized and it was determined that a 50 item test would be adequate to measure the range of topics, while limiting the fatigue factor in test taking. A percentage of questions were assigned to topics and rated as one, two or three. A question rated one was judged to be a valid question, a two rating was of moderate value, and three was of little or no use. Two pretests were developed using this procedure. (Knowledge tests A and B) Knowledge test A was then also used as a post test.

Pilot Field Study

After the curriculum materials were organized, a field study was conducted to determine the feasible use of the curriculum, especially in regard to appropriate content, priority of content, and administrative constraints. It was decided that Driver Education classes from Educational Service Unit Three and the Nebraska Safety Center would be used to conduct the pilot study.

Methodology

47 students from Elkhorn and 47 students from Kearney were administered a Knowledge Pretest on the first day of class. They were then retested on the last day of class. On the first two days of class they were also administered the Young Driver Attitude Scale, the Self Esteem Index, and the Social Support Scale. A matrix of the statistical correlations as measured by Pearson Product Moment is presented in Appendix C. A regression model was also used to determine if any of the measures could be used as predictors of driving ability.

750 students from the Educational Service Unit Three area were also administered both Pre test A and B, and then A was administered as a post test. On day one half of the students were administered A and the other half test B. This was reversed on day two. Along with the resulting correlations, a two-tailed T test was utilized to determine significant differences in scoring on the tests.

STUDY RESULTS

Results of Statistical Measures

It was predicted that the number of tests given to the 94 subjects would be detrimental to student attitude, teacher attitude and potential for optimum use of time for learning. Reports from students and teachers confirmed this prediction. It was also predicted that the Young Driver Attitude Scale and the Social Support Scale could be given without the Self Esteem Index because the results and ultimate prescribed activities would be similar. This did not occur as the correlations between the subscales of the three measures gave mixed results and did not indicate that any could be used in place of the other. As indicated in Appendix D, there was a significant correlation between the total score of the Self Esteem Index and the total score of the Young Driver Attitude Scale. There was also a significant correlation between SEI (Family Acceptance) and YDAS (Drunk Driving .008), (Concern for Myself .000), (Riding with Unsafe Driver .002), and (Safe Driving .000). The correlation between SEI (Family Acceptance) and YDAS (Seatbelt .011) was near the level of significance.

There was also significant correlation between SEI (Academic Competence) and YDAS (Concern for myself .001) (Riding With an Unsafe Driver .002), and (Safe Driving .001) This is depicted in Appendix E.

The total scores on YDAS and SEI both correlated with their subscales. This is an indicator of normal distribution. The subjects in this study were similar to the subjects in the normative studies of the two measures. (See Appendix F)

Statistical measurement of pre and post-tests

Of special interest in this study is the comparison of the pretests with each other and the comparison of each pretest with the post-test. There is a significant correlation between post test A and post test B. (p=.000). This is an indicator that the two tests are nearly the same test. (See Appendix G)

A two-tailed T test also indicated a significant difference between pretest A and the post test. (P=.000) See Appendix G. The same result was found between pretest B and the post test. This demonstrates significant

improvement of student knowledge from pretest to post-test.

Scores as Predictors of Driving

Previous research has demonstrated little relationship between scores on knowledge tests and scores on driving tests. This divergence is often greater when either score is compared to actual driving experience. Correlations resulting from this study are very similar, as no significant correlation between driving and knowledge scores were found. When the multiple regression statistical measure was applied, there were some interesting results. The combined scores of the two pretests, the total score of the SEI and the total YDAS demonstrated very significant predictability when comparing them to the total road test score. (N=47) This significance was much less when only one pretest measure was used. (See Appendix H) There is little reason to believe that this same result would be found when predicting actual driving experience.

FINDINGS AND RECOMMENDATIONS

Findings

The activities of this study confirmed that great inconsistency exists in the methods of teaching, content taught, prioritization of material, and techniques of evaluation, as Driver Education is taught in Nebraska. This begins with teacher preparation and continues throughout the school systems. This is largely due to the lack of any central coordination of effort. The development of the Driver Education Curriculum Guide has the potential to draw teacher preparation and the implementation of program into a more cohesive approach enabling the teacher and the student to better understand the goals and objectives of Driver Education.

The interest in and generated by, the study confirms survey results by the Nebraska Department of Motor Vehicles, the Nebraska Safety Center, and the American Automobile Association, all indicating that citizens of Nebraska see Driver Education as a vital need. It is widely accepted that Driver Education has the potential to communicate knowledge, develop skills, and at least introduce perception of complex driving situations. Laws changing and new research generated must also be a part of this education effort. This information included risk acceptance behavior, use of cell phones, use of anti-lock brakes and other minor changes, such as terminology used.

The pilot study confirmed that the critical elements contained in Driver Education can be taught in a block of time that is practical in terms of student availability and acceptable in terms of cost. Also confirmed was the problem of including all information pertinent to the beginning driver. (A sample program based on the curriculum is included in Appendix I)

The Guide provides for a single source of resources from which the qualified teacher can draw. Many resources such as those provided by Nebraska Operation Lifesaver, Nebraska Motor Carriers, Insurance Companies, and government agencies can enhance the Driver Education learning experience.

This study also confirmed the difficulty in measurement of Driver Education. Since 1937, research has demonstrated that citations and accidents used alone are inferior evaluation tools. Intermediate measures such as knowledge tests and road tests can give an accurate picture of driving capability, but are not accurate predictors of real experience. Therefore a combination of intermediate measures and real life outcomes should be further investigated as evaluation criteria.

Recommendations

It is recommended that this curriculum guide be evaluated at least once annually. This evaluation should be done by a team composed of driver educators, parents, law enforcement, government agencies representatives, and appropriate private enterprise representatives from insurance, motor carriers, and other consumers. Considered in this evaluation should be driver record, risk acceptance, knowledge, skill, perceptual development and other measurable outcomes. These should be evaluated in terms of emerging technology and educational advances. The curriculum guide as well as the tests should be updated annually.

The implementation of the curriculum should be governed by one agency. That agency should be responsible for course content, instructor qualification, and evaluation of the results. If parents or guardians become responsible for the achievement of the goals and objectives, the same criteria should be used for evaluation as that used for students taking Driver Education through educational institutions.

Appendix A

Bureau of Instruction and Curriculum Iowa Department of Education: A Guide to Curriculum Development in Driver Education (1988).

Division of Sciences and Elementary Administration Department of Education Commonwealth of Virginia, Richmond (1980).

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Virginia Department of Education. Driving and You: A Guide for Adult Basic Education. Division of Vocational and Adult Education and Division of Sciences and Elementary Administration (1985).

Virginia Department of Education. Standards of Learning Objectives for Virginia Public Schools. Richmond (1990).

Washington State Traffic Safety Education Curriculum Resource Guide--A Master Guide For Implementing a Performance Based Curriculum. Washington Traffic and Safety Education Association (1995).

Appendix B

Teachers

Deb Bausch
Brent Christensen
Kurt Bargoff
Brian Fitzgerald
Roger Carmichael
Lim Langin
Arlen Mekelburg
Darrell Morris
Jeff Smith
Tim Abts
Gary Boe
Bill Buza
Dennis DeLong
Bill Fitzgerald
Jim Gates
Terry Gordon
Bob Gosch
Joe Heimann
Cory Holl
Ed Kermoade
Layne Lueders
Tim Mosser
Tom Mosser
Pat Pfeifer
Larry Todd
Stan Troxel
Leigh Van Winkle

Teacher Assistants

Shannon Cleaver
Jodi Gosch

Appendix C

	ACADCOMP	CONCNFME	CONCFOTH	FAMLYACC	DRKDRV	GRADEPST
SEATBELT	-.1815	.6021	.4978	-.2619	.6309	-.1467
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .080	P= .000	P= .000	P= .011	P= .000	P= .158
SLFESTEM	.0387	.0113	-.1204	-.0073	-.0333	.0101
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .711	P= .914	P= .248	P= .944	P= .750	P= .923
SOCSUPRT	.0263	-.0750	-.1130	.0525	-.0845	-.0955
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .801	P= .473	P= .278	P= .615	P= .418	P= .360
SPEED	-.3993	.6590	.5073	-.4291	.5650	-.0255
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .000	P= .000	P= .000	P= .000	P= .000	P= .807
TOTSCORE	.8795	-.2839	-.1345	.8196	-.1551	.0825
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .000	P= .006	P= .196	P= .000	P= .135	P= .429
YDASTOT	-.3316	.8111	.6995	-.3704	.7896	-.0716
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .001	P= .000	P= .000	P= .000	P= .000	P= .493
GRADEA	.5206	-.2135	-.0546	.4168	-.1729	.5433
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .000	P= .039	P= .601	P= .000	P= .096	P= .000
GRADEB	.1536	-.1214	-.0160	.0254	-.2409	.7994
	(47)	(47)	(47)	(47)	(47)	(47)
	P= .303	P= .416	P= .915	P= .866	P= .103	P= .000
SAFEDRVG	-.0269	-.1442	-.1413	.6859	1.0000	.7220
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .797	P= .165	P= .174	P= .000	P= .	P= .000

	PATTERN	PEERPOP	PERSCRTY	RIDWUNSF	SAFEDRVG	SEATBELT
ACADCOMP	-.0180	.5648	.6202	-.3214	-.3268	-.1815
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .863	P= .000	P= .000	P= .002	P= .001	P= .080
CONCNEMG	-.0242	-.1496	-.1027	.5740	.6817	.6021
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .817	P= .150	P= .324	P= .000	P= .000	P= .000
CONCFOTH	-.1369	-.1274	-.0695	.4333	.5822	.4978
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .188	P= .221	P= .506	P= .000	P= .000	P= .000
FAMLYACC	.0408	.4334	.5321	-.3092	-.3587	-.2619
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .696	P= .000	P= .000	P= .002	P= .000	P= .011
DRKDRV	-.0604	-.0734	.0551	.6196	.5355	.6309
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .563	P= .482	P= .598	P= .000	P= .000	P= .000
GRADEPST	-.1646	.0152	.0942	.0299	-.0094	-.1467
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .113	P= .884	P= .366	P= .775	P= .929	P= .158
PATTERN	1.0000	.1033	.0891	-.0859	-.0269	.0008
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .	P= .322	P= .393	P= .410	P= .797	P= .994
PEERPOP	.1033	1.0000	.5820	-.1541	-.1442	-.0966
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .322	P= .	P= .000	P= .138	P= .165	P= .355
PERSCRTY	.0891	.5820	1.0000	-.0460	-.1413	.0094
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .393	P= .000	P= .	P= .660	P= .174	P= .928
RIDWUNSF	-.0859	-.1541	-.0460	1.0000	.6859	.6452
	(94)	(94)	(94)	(94)	(94)	(94)
	P= .410	P= .138	P= .660	P= .	P= .000	P= .000

Table 1

	TOTSCORE
YDASTOT	-.2830 (94) p = .006

Table 2

	FAMLYACC
DRKDRV	-.2729 (94) p = .008
CONCNFME	-.3576 (94) p = .000
RIDWUNSF	-.3092 (94) p = .002

Table 3

	ACADCOMP	FAMLYACC	PEERPOP	PERSCRTY
TOTSCORE	.8795	.8196	.7658	.8344
	(94)	(94)	(94)	(94)
	p = .000	p = .000	p = .000	p = .000

Table 4

	CONCNFME	CONCFOTH	DRKDRV
YDASTOT	.8111	.6995	.7896
	(94)	(94)	(94)
	p = .000	p = .000	p = .000

	RIDWUNSF	SAFEDRVG	SEATBELT
YDASTOT	.8296	.8757	.8452
	(94)	(94)	(94)
	p = .000	p = .000	p = .000

Table 5

	GRADEA	GRADEPST	GRADEB
GRADEA	1.0000 (728) p = .	.4551 (611) p = .000	.6579 (678) p = .000
GRADEPST	.4551 (611) p = .000	1.0000 (611) p = .	.3724 (564) p = .000
GRADEB	.6579 (678) p = .000	.3724 (564) p = .000	1.0000 (678) p = .

Table 6

Variable	Number of pairs	Corr	2-tail Sig	Mean	SD	SE of Mean
GRADEA				33.2080	6.483	.249
	678	.658	.000			
GRADEB				33.2021	5.438	.209

Table 7

Variable	Number of pairs	Corr	2-tail Sig	Mean	SD	SE of Mean
GRADEA				33.2733	6.197	.251
	611	.455	.000			
GRADEPST				39.8936	5.864	.237

Table 8

Dependent Variable.. GRADEPST Adjusted R Square.. .74941

	Sig T
TOTSCORE	.0017
PATTERN	.0294
GRADEA	.0001
GRADEB	.0000

ESU # 3 Driver Education
Classroom Daily Outline - 10 Day Session
Updated 4/97

Day 1:
Discuss Course Rules & Regulations
Handout Progress Cards
Discuss Drivers Education Course Schedule
Hand out Dr. Ed. Curriculum Packet - Complete sections each day
Discuss/Handout: The Transportation System
Video: "Sharing The Road" (8 min.)
Video: "Are You Reading Me?" (9 min.)
Hand out Drivers Manuals & Manual Worksheets - due Day 3
Hand out Dr. Ed. Curriculum Packet - Complete sections each day
Test: Pre-Knowledge Test

Day 2:
Video: "Signs, Signals & Markings" (18 min.)
Discussion: Basic Driving Skills Information (Thoughts While Driving) - 30 min.
Video: "Using Your Eyes Effectively" - Smith System (9 min.)
Test: Pre-DPT Test (Driver Performance Test)

Day 3:
Review/Grade Manual Worksheet (45 min.)
Video: "Don't Let Up - Anti-Lock Braking Systems" (10 min.)
Introduce/Discuss SIPDE
Video: "Get A Grip - Hydroplaning" (? min.)
Homework Assignment: Get necessary information from student vehicle for accident report form.

Day 4:
Video: "Steps To Take In An Accident" (20? min.)
Discussion on the accident film
Discuss Statistics from the State of Nebraska on Accidents
Assign Accident Report Form
Video: "Death in The Fast Lane" (20 min.)
Video: "Just Another Friday Night" (30 min.) Optional Opinion Form

Day 5:
Hand in Accident Report Forms
Video: "Vince & Larry - Ask Any Dummy" (20 min.)
Handout/Discuss: How Many of These Fairy Tales Have You Told?
Handout/Discuss: Safety Belts - For People Who Enjoy Living
Handout/Discuss: What Does It Mean To Be Ejected?
Video: "Game of Your Life" - Drinking/Seat Belts
Handout/Discuss: Teen Driver Pamphlet
Video: "Teen Driver" - Responsibility & Driving
Test: Manual Test
(Substitute Film/Video: "Room To Live")

Day 6:
Video: "Lucky You" - Railroad Safety (? min.)
Handout/Discuss: We Can't Go On Meeting Like This.
Video: "Dangerous Crossings (? min.)
Handout/Discuss: Trains Can't Stop - You Can
Video: "Where Did All The Children Go?" (? min.)
Video: "Why Wait" (? min.)

Day 7:
Review Driver Performance Test
Handout/Discuss: Interstate Driving
Video: "Freeway Driving" (9 min.)
Video: " Freeway Phobia - Parts 1 & 2" (30 min.)
Test: Ultimate Driving Challenge - Video Test (55 min.)

Day 8:
Discuss: Special Driving Techniques
Video: "A Driver's View of Motorcycling" (? min.)
Video: "Night Driving" (10 min.)
Video: "Driving In Bad Weather" (10 min.)
Video: "Getting Through the Orange Barrels" Construction Zones (15 min.)

Day 9:
Handout/Discuss: Alcohol Consumption/ DWI State Laws Card
Video: "Yielding to Emergency Vehicles" (? min.)
Video: "Harm's Way"- Brain & Spinal Cord Injuries (20 min.)
Video: "The Aftermath" - The Bruce Kimball Story - Alcohol (30 min.)
Test: Post -Knowledge Test

Day 10:
Video: "MADD - Safe Driving Video" (20 min.)
Test: Post-DPT Test - (30 min.)
Discuss: Final activities/ responsibilities for class
Video: "Final Choices - The Brad Shipman Story" (25 min.)

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NEBRASKA SAFETY CENTER

DRIVER EDUCATION CURRICULUM

UNIVERSITY OF NEBRASKA
AT KEARNEY

Driver Education Curriculum
Table of Contents

GOAL:
The student will understand the effects of self-esteem, risk taking, attitudes, emotions, disabilities, and fatigue on the driving process.

PERFORMANCE OBJECTIVE:
Students will understand the concept of risk and how it impacts their lives while driving.

Students will understand that behaviors are an outward and visible sign of their attitudes.

Students will understand that emotions and feelings are the same things and they can influence the way a person drives.

Students will understand that individuals diagnosed with ADHD-Attention Deficit Hyperactivity Disorder may exhibit behavioral and academic problems impacting their driving ability.

Students will understand the risk and dangers of falling asleep at the wheel and some countermeasures to avoid it.

Students will understand how inexperience and immaturity compounded by peer pressure impact risk in driving.

Students will understand the physical impact that feelings and emotions have on the body. (i.e.-anger, fear, etc.)

Students will explain how emotions and behavior patterns can affect a driver's risk taking.

Students will learn to control the effects of personal and social factors so they don not interfere with the efficient and safe vehicle operation, and avoid driving if this is not possible.

Students will describe methods to deal with different emotions.

Students will explain how emotions impact the IPDE process.

Students will understand the need for a courteous attitude when relating to other highway users.

Students will be able to describe the reasons for individual differences in risk acceptance.

Identify and evaluate some of the factors that motor vehicle operators have to consider when assessing risks on the roadways.

Students will be able to-when given a description of the physical and mental conditions of a vehicle operator, predict the level of risk to be expected as a result of the operators condition.

Students will be able to define the term self-concept and explain how it influences our behavior.

Students will be able to-when given a list of personality traits which influence driving performance, distinguish those that promote from those that interfere with competent performance on the highway.

The student should be able to analyze critically what kind of driver he/she is; characterize the type of driver they want to be; and define the development necessary to make himself the driver they ought to be.

Students will be able to verbalize why some students will continue to move toward excellence as highway users, while others will show little improvement; be able to defend your rationale.

Students will identify personal factors the influence driver behavior: fatigue, illness, emotions, physical disabilities, and mental disorders.

CONTENT:

Fatigue and sleep information
Self-Esteem/self concept information
Risk assessment tools
Feeling, emotions, motivations-impatience, aggressiveness, impulsiveness, anger, etc.
Peer pressure
Immaturity/maturity
Courtesy in driving
Illness
Physical Disabilities
Mental Disabilities
Ego

STUDENT LEARNING ACTIVITIES:

IN CLASS:

Administer, score, and interpret to students the Pro-Ed Self-esteem Index and it's relation to risk taking behaviors, attitudes, and emotions.

Administer the Young Driver Attitude Scale, score it and explain the results to students in relation to their driving a vehicle.

Administer psychophysical testing devices.

Have students role-play drivers in various situations and then relate back why they chose to portray the behavior they did with respect to risk acceptance.

Brainstorm methods to combat temporary conditions such as fatigue, short-term illness, and injuries affecting driving.

Invite a speaker from a rehabilitation center or hospital neuroscience unit to discuss traumatic brain and spinal cord injuries.

Identify long-term physical factors such as aging, disability, and chronic illness. Discuss how they may effect driver behavior and skills. Discuss ways to compensate for these conditions.

Discuss special equipment available for special needs drivers.

Problem solving traffic related situations where students analyze the situation and decide how to handle them.

Discuss with the class the causes and means of preventing fixed and blank stares.

Discuss with the class the effects of minor illnesses, such as the cold, and of major diseases, such as diabetes, on driver performance.

Discuss with the class the licensing of persons with diabetes, epilepsy, and cardiovascular diseases.

Discuss with the class the effects of aging on driver performance.

Discuss with the class why young drivers have a high accident rate.

Discuss with the class how the impersonality of driving can influence the driver's responses to others.

Discuss with the class the influence of a driver's self concept on driving behavior.

Formulate with the class a set of guidelines for becoming an emotionally mature driver-guidelines that cover anticipating and handling emotional upsets.

Discuss how emotions and alcohol combine to enhance risk-taking.

Have students role play a situation where their passenger is telling them to speed up so that they will not be late. The driver is already traveling at the speed limit.

Explain how a motor vehicle could be considered as something other than a convenient means of going places. Discuss how it may be possible for a person to view himself as an extension of his vehicle and the effect such a concept might have on driving proficiency or risk taking.

As a passenger, identify some of the risk that you observe other drivers take. In each case describe what the driver could expect to gain or lose and suggest a reason for the driver taking such a risk.

Describe how peer influence, positive or negative, affects an individual's driving performance. Also, describe how the individual could combat negative peer influence.

Discuss ,what is inaptitude? Give an example

Discuss, can an attitude be seen? If not, how do we know what attitudes a person holds?

Discuss, where do our attitudes come from?

Discuss, do attitudes relate to behavior? Have you observed a person taking a chance or being involved in a collision because they were in a hurry? Have you had a personal experience in this regard? How can you avoid future mistakes or collisions in traffic caused by hurrying?

Ask three or more students to describe at least three situations that they have observed which led, or could have led, to emotional upsets. Other students are asked to identify the emotions expressed and explain why the upset took place. Then, ask for suggestions as to how such emotions can be prevented from influencing driving abilities.

Make two or three cassette tapes of driver condition episodes. Ask for assistance from the speech and audi-visual departments for development of script and supervision of students' reading of the scripts. Use these tapes for demonstration purposes.

OUT OF CLASS:

Assign case studies to groups of students from the "Identification and Management of High Risk /Unfit Drivers Seminar". Then have the students present the cases to the class.

Develop strategies which can be used to counter attack peer pressure.

Classify drivers by age categories. i.e.-16-20,21-25,26-30,31-50,51-65,65-75- 75-over. Have students depict as many traits as possible for each class. Select strong points as well as weaknesses for each. Answer questions such as:

1. How do you account for the fact that young drivers have a disproportionately higher share of accidents?
2. How do adults(over 25) compare with the young adult (20-24) in terms of violations, accidents, etc.
3. How does the over 60 age group compare with the under 25 age group.

Have the students develop a set of practical guidelines for implementing a self-analysis and self-improvement program as highway users. They would want to answer, at least the following questions. 1. What traits mark the highly proficient (expert) driver? 2. Where are my main strengths? Weaknesses? How do these compare me with other students with whom I've learned to drive. 3. Predict the effect that car ownership will have on your life during the next five years. 4. Does my attitude toward driving indicate a potentially accident-free record in years to come, or otherwise?

Have students identify individual, as well as group influences, which help determine behavior and response. Through introspection students should be able to understand, and perhaps discuss behavior.., particularly when status within the group will be affected.

Case studies of highway collisions where social/personal factors contributed to the collisions.

Role play how emotions effect driving behaviors, and discuss strategies to control these emotions.

Design a poster warning drivers of the dangers posed by physical disabilities and possible compensations for these conditions.

Observe and note modifications that enhance the accessibility of persons with disabilities using the HTS.

Have the students define each of the eight visual abilities: central vision, peripheral vision, visual acuity, depth perception, color vision, night vision, glare vision, and glare recovery: and suggest means of compensating for deficiencies in each.

Have the students describe the effect of driving speed on the driver's perceptual abilities.

Have the students list physical disabilities that impair driver performance and suggest means of compensating for each.

Have the students develop a set of guidelines for preventing and compensating for driving fatigue.

Have the students describe the effects of carbon monoxide poisoning, list its causes, and develop guidelines for its prevention.

Have the students check their family car for possible exhaust leaks.

Have the students draw up a list of personality traits that influence driver performance and distinguish those that promote performance from those that impair.

Have the students survey drivers to determine what traffic situations commonly frustrate them and how they handle their frustrations.

Have the students, when riding as passengers, evaluate the risk taking of drivers.

Assign students to make a list of driving situations which could easily cause one or more of the drivers to become upset. For each situation, the methods for minimizing unsafe behavior are to be described.

Provide students with copies of several driver condition episodes. For each episode, have them a) identify the emotion expressed; b) the probable effects on a driver; and c) list what could be done to minimize the effects of the emotional response on the driver.

Define emotions and emotional upsets and give examples. Describe how strong emotions and upsets may be induced.

Explain how emotions affect the functioning of various parts of the brain and the complex interaction of the brainstorm with the cerebrum.

Compile a list of traffic situations in which emotion may have been a factor in the behavior of on or more drivers. For each situation describe methods for minimizing the frustrations of the drivers.

Formulate a list of guidelines and principles to follow for becoming an emotionally mature driver. Include guides for anticipating and handling emotional upsets.

Define the term "self-concept" and explain how one's self-concept can influence his driving behavior.

Draw up a list of personality traits which probably influence driving proficiency. Indicate those that promote and those that impair competent driving performance.

Interview 10 license drivers: "Ask them what 5 actions of other drivers annoy you the most." Compile a list for classroom discussion. Formulate conclusions.

While an observer, compile a list of observed actions of other drivers and pedestrians that would annoy you as a driver.

Write a description of 5 emotionally stressful situations that would occur while not driving that could have an effect upon you as a motor vehicle operator.

Survey and list his personality tendencies and determine which are assets and which are liabilities. Then, in small group discussions, derive conclusions on how to compensate and /or control these internal factors.

Given a list of internal factors, the student will assess the effect of each factor on the IPDE process and driving performance.

In case studies of traffic collisions supplied by the teacher, state how driver emotions may have contributed.

List personality traits that you feel will interfere with your becoming a competent (expert) driver, and suggest a means of correcting or compensating for these traits.

Imagine that you are a parent with a teenage son or daughter who has just received his /her driver's license. Write a letter to the teenager expressing your feelings and expectations.

EVALUATION:
Students will pass a test that demonstrates their understanding of the risk area.

AUDIO-VISUAL MATERIALS:
Video" Heads Up At The Wheel: Home Safe"-National Sleep Foundation

RESOURCE MATERIALS:
Self-esteem Index-Pro Ed, Young Driver Attitude Scale-AAA, Drive Alert/Arrive Alive-National Sleep Foundation, Wake-Up Brochure-AAA, The Identification and Management of High Risk/Unfit Driver's -MA Medical School,Traffic Tech Newsletter-NHTSA, Washington State Traffic Safety Curriculum Guide, and Montana Traffic Safety Curriculum Guide

MOTOR VEHICLE ACCIDENT DATA

GOAL:

Students will understand the danger of operating a motor vehicle and the amount of loss in terms of life, money, and time.

PERFORMANCE OBJECTIVES:
Students will be able to identify the leading accident causes, the different types of accidents and accident trends.

CONTENT:

Refer to yearly edition of Accident
Refer to Nebraska State Roads Departments Accident Report

STUDENT LEARNING ACTIVITIES:
In Class:

Out of Class:

EVALUATION:
Successfully complete test on statistics.
Successfully complete worksheet on statistics.
Students produce graphs and charts developed through research.

AUDIO-VISUAL MATERIALS

RESOURCES:
Statistics from the States Road Department
Magazine: Accident

GOAL:
Identify the student's mental or physical challenges. Develop appropriate measures to mainstream the student as much as possible. Explain key points in overcoming challenges to the students, whether in perception, fine gross motor skills. Make the student as comfortable and safe as the challenge will allow.

PERFORMANCE OBJECTIVES:
Students will perform in class, lab and simulation skills. All of which are needed mentally as well as physically, making the proper adaptations, where needed, to still be within the State of Nebraska requirements. Student's tests may be read to them if needed as well as any in-class reading. Students will demonstrate physical driving ability and the capability of following laws and safe driving procedures.

CONTENT:
Develop physical skills as well as mental knowledge and retention.

STUDENT LEARNING ACTIVITIES:
In Class:

a.) Students will take a part in lectures and discussions within the guildelines of hours which are set by the state. Special adaptations will be available if needed either physically or mentally. An aide could be assigned if the student required help writing. Microphones could be used by the instructor
or other students. Special hearing devices for the students could also be used.

b.) Worksheets and a test shall be given in a manner to meet the student's challenge.

c.) Any guest speaker or special programs shall be handicap-friendly with special adaptations or exceptions if no provisional demonstrations can be worked out.

d.) Any videos, films, slides, or compact disc presentations will be handicap-friendly with special adaptations or exceptions, if no provisional demonstrations can be worked out.

Out of class:

a.) Students will meet all the requirements within the guidelines set aside by the State of Nebraska with the use of special adaptations if need be.

EVALUATION:

a.) Students will participate in class discussion with special devices if needed.

b.) Students will hand in guest speaker summaries and special adaptations will be offered, if needed.

c.) Students will correctly answer questions on daily worksheets. Special adaptations will be offered, if needed.

d.) Students will correctly answer questions on unit tests. Special adaptations will be offered, if needed.

e.) Students will compile a notebook of all handouts, summaries and current events. This is to be handed in with the help of special adaptations, if needed.

AUDIO VISUAL MATERIAL
RESOURCE MATERIAL

Restraints

GOAL:
Give the student knowledge of the mechanics of restraints and legalities. Also, the safety factors in dealing with properly used restraints.

PERFORMANCE OBJECTIVES:
Student will identify various restraints and perform mechanics of them along with demonstrating that they have knowledge of the laws.

CONTENT:
Develop good safety habits with good, continuous routine whether acting as driver or passenger.

STUDENT LEARNING ACTIVITIES:
In Class:

a.) Lectures and discussions on restraints, legal issues and safety factors.
b.) Worksheets and test administered on the subject
c.) Guest speaker relates a personal experience which is then to be followed by a question and answer period. Students will then complete a written summary.
d.) Guest speaker (actuary) relates facts, figures and costs. This is followed by a question and answer period with a completed written summary by the students.
e.) Guest speaker (fireman, law enforcement or medical personnel) relates to the seriousness of the use of restraints.
f.) Videos, films, slides, compact discs and charts will be used to show the reality of not using restraints by students completing a written summary of the medium used. This is used to help illustrate the point.

OUT OF CLASS:

a.) Interview and submit a written report from an individual who has dealt with the topic.
b.) A folder will be handed in containing current events dealing with the topic.

EVALUATION:

a.) Students will participate in class discussion
b.) Students will hand in guest speaker summaries.
c.) Students will correctly answer questions on daily quizzes
d.) Students will correctly answer questions on daily worksheets
e.) Students will correctly answer questions on unit test
f.) Students will compile a notebook of all handouts, summaries and current events. This is to be handed in.

AUDIO VISUAL MATERIALS:

RESOURCES:

GOAL:
Student to wear seat belts.
Student to require passengers in vehicle to wear seat belt/child restraints.

PERFORMANCE OBJECTIVE:
Student will wear seat belt as part of predriving habits
Student will develop strategies that will require passengers to wear seat belt/child restraints.
Student will make the appropriate response to Driver Risk Assessment questions.

CONTENT:
Physical and psychological factors relating to the use of seat belts, air bags and child restraint devices by drivers and their passengers as they impact Safety and risk assessment.

Acceptance by the student driver of the consequences for exercising these risks will be discussed and analyzed in various traffic environments.

Psychological barriers and attitudes that impede appropriate analysis of the dimensions and effects of safety restraints used in traffic.

STUDENT LEARNING ACTIVITIES:
In Class:

- Student lecture/discussion of reading materials.
- Review of Pamphlet of "How Many of these Fairy Tales Have You Heard?"
- View film Room to Live
- Public safety official speak on the effectiveness of properly used retraints
- Presentations by accident victims
- Presentations by organ donor groups to participate in organ donations.
- Presentations by emergency room/trauma treatment health professionals.
- Presentations by funeral directors/professionals
- Role play to develop speeches/presentations to communicate the death of their friend to the parents of the deceased.
- Role play/develop a scenario in which you convince a person the need to wear safety restrains in traffic environments.
- Use of current newspaper to analyze the effect of safety restraint use by victims in accidents.

Out of class:

- Read Nebraska Driver's Manual: worksheet for Driver's Manual test
- Discussion with parent/guardian attitudes regarding seat belt use.
- Visit a funeral home
- Visitation/serve as a volunteer to a physically handicapped rehabilitation health center
- Make a scrapbook of traffic accidents and analyze the effect of safety restraints use by the victims of the accident.
- Research state vital statistics records to develop computer generated data base regarding safety restraint use and personal injury or death results.
- Interview accident victim present written or oral findings.
- Visit auto recycling lot or salvage collection pool to inspect demolished vehicles.
- Develop poster or ad campaign advocating safety belt use.

SEAT BELT/CHILD RESTRAINT

EVALUATION:
Student will make appropriate choices on sections of test questions
Student will use seat belt when driving BTW
Student will require seat belt use of passengers in vehicle
Student will make the appropriate response to Driver Risk Assessment questions.

AUDIO-VISUAL MATERIALS:
Room to Live

RESOURCE MATERIALS:
Safety Council pamphlets regarding Seat Belts and Air Bags
Section 3C Nebraska Drivers Manual
"What it means to be ejected from your car."
"How Many of these fairy tales have you heard?"

GOAL:
The purpose of the HTS is to move people and goods from one place to another in a safe, efficient and economical manner.

PERFORMANCE OBJECTIVE:
Students will learn the three major components of the HTS and understand their responsibilities in the complexity of the system.

CONTENT:

I. Components of the HTS
   A. Vehicles
   B. Roadways
   C. Drivers, Passengers, and Pedestrian

II. Safety-Efficient-Economical
   A. Vehicle design
      1. Driver and passenger compartments
      2. Safety Features
         a. Seatbelts and Airbags
         b. Restraint Devices (child and adult)
         c. Optional Equipment (ABS)
   B. Roadways
      1. Design and type
      2. Weather and adverse conditions
   C. Drivers-Pedestrians and Others
      1. Responsibility and Skills
         a. Social-cooperation and courtesy (attitude)
         b. Physical-coordination and condition of driver
         c. Mental-thinking skills and IPDE
      2. Safe Pedestrian practices

STUDENT LEARNING ACTIVITIES:
In Class:

Use a NE map and a US map to denote the major roadways. This is an excellent visual to trigger discussion. Divide class in three groups (people, vehicles, and roadways), each group should identify the characteristics and problems within their assigned component and report to the class. Review and discuss the three E's and how each relates to efficiency. (education, engineering, enforcement). Discuss the interacting of the system. Invite a police officer to speak to the class about local problems and traffic concerns. List the desirable traits and characteristics a good driver must possess and talk about them in the class. What kinds of vehicles must be expected on the roadways? Give pedestrian tips and strategies a good driver learns by being a driver.

Out of Class

Assign each student to bring in an example of a breakdown in the HTS and report to the class.

EVALUATION:

AUDIO-VISUAL MATERIALS

Simulation Films, Insurance Company Films on Seatbelt Safety and Airbags

RESOURCE MATERIALS:

Drive Right- Chapter 1, Sportsmanlike Driving-Chapter 1, Tomorrow's Drivers-Chapter 1, AAA Student Manual.

The Driving Task

GOAL:

To understand and appreciate the complexities and responsibilities of the driving task.

PERFORMANCE OBJECTIVE:

Upon the study of this unit the student should:

Understand the skills and actions necessary to perform the driving task. (social, physical, and mental)

Recognize that the driving task is complex and requires integration of physical and mental activity.

Understand the importance of accurate perception and when and where to look at traffic scenes.

CONTENT:

A. The driving task includes all the actions and skills one must perform to drive safely.
   1. Drivers must be cooperative and courteous.
   2. Physically a driver relies on the brain to signal what moves to make in steering, braking, and accelerating.
   3. Seeing, thinking and perception skills.
   4. IPDE intelligently

B. Things a Driver must do to operate a motor vehicle safely.
   1. Learn and understand traffic laws-signs, signals, and pavement markings.
   2. Interpret traffic scenes correctly and respond accordingly.
   3. Be a defensive driver
   4. Coordinate hands and feet with the IPDE process.
   5. Understand your vehicles limitations and keep your vehicle properly maintained.
   6. Experience and acquired knowledge of safe driving has no substitute.
   7. Understand and practice communicative actions (of other drivers and what your intentions are about.)

STUDENT LEARNING ACTIVITIES:

IN CLASS:

Have students tell what cooperation and courtesy in driving means to them.
Discuss the meaning of the "Smith System"
Review the IPDE System and how it should be done.
Point out where the various controls are on the vehicle and their use.

OUT OF CLASS:

EVALUATION:

Students will pass a test on the driving task.

AUDIO-VISUAL MATERIALS:

RESOURCE MATERIALS:

THE DRIVER
As a Driver , Pedestrian, and Passenger

GOAL:

To understand not only how to drive safely but the importance of being physically and mentally prepared for the task, and to create a high standard of performance and conduct.

PERFORMANCE OBJECTIVE:

The student should understand that the privilege to drive carries serious responsibilities.
The student should realize a good driver must be physically fit and mentally alert and that emotions can affect driving performance.
The students should identify physical limitations that are restrictive or disabling and how to compensate for them.
The student should realize certain factors can create disabilities for safe driving.
The student should understand how to be a good passenger or pedestrian.
The student should realize how to keep emotions separate from the driving task.
The student should understand the problems and limitations of older drivers.

CONTENT:

Driver Characteristics:

1. Responsibilities-legal, moral, others, and self
2. Mental and Emotional-alert, knowledgeable, judgment, perception, anger, frustration, fear, and anxiety.
3. Courtesy and maturity
4. peer pressure
5. Vision-hearing and reaction
6. Fatigue-illness, drugs, injury and carbon monoxide

STUDENT LEARNING ACTIVITIES:

In Class:

Have students list reasons how Driver Education would reduce problems related to traffic safety.
Have students discuss the nature and effects of emotions and how they affect themselves.
Have students discuss the physical disabilities that affect safe driving.
Have students list several practices a good pedestrian would follow.
Have students list and then discuss things passengers do that could bother the driver.
Discuss the best way to handle fatigue and its causes.
Talk about illness and injury and how it can cause problems for a driver
- Discuss the symptoms of carbon monoxide-first affects.

Discuss techniques used in good driving that will guard against conflict with other drivers.

Out of Class:

EVALUATION:

AUDIO-VISUAL MATERIALS:

RESOURCE MATERIALS:

GOAL: Students will show understanding of concepts regarding the responsibilities and obligation of obtaining, possessing and keeping a driver's license.

PERFORMANCE OBJECTIVE:

In Class

Students will be able to respond, with at least 75% accuracy, when presented with a set of objective questions on the content of the Nebraska Driver's Manual. Concepts included will be:

-driving privilege
-licensing qualifications
-drivers responsibility and obligations
-types of licenses
-withdrawal of licenses

Students will also have, while driving, in their possession, all required legal documents in the form of the learners permit and will understand, practice, obey and utilize the skills necessary for safe, defensive and proper driving.

CONTENT:

Refer to the Nebraska Driver's Manual

STUDENT LEARNING ACTIVITIES:

In Class

-Student study from the Nebraska Driver's Manual
-Lecture and class discussion about information in the Nebraska Driver's Manual
-Worksheet completed dealing with obtaining a license
-Show sample of a current Nebraska Driver's License

Out of Class

-Visit local courthouse for process of obtaining a driver's license

EVALUATION:

-Successful completion of test covering information
-Successful completion of worksheet covering information
-Successful completion of driver's license application

AUDIO-VISUAL MATERIALS:

-Video: License (20178-V)

RESOURCE MATERIALS:

-Nebraska Driver's Manual
-License - Video (20178-V)

NATURAL LAWS

GOAL: Drivers need to know how laws of nature affect the capability of their vehicles so they can respond correctly to the driving situation.

PERFORMANCE OBJECTIVE: Upon the study of this unit, students should have a good understanding of the knowledge of natural laws and how to handle them - such as:

Gravity is always present.
Energy of motion or kinetic energy increases dramatically with increases in weight and speed.
Center of gravity is the point around an object where its weight is evenly balanced.
Friction and traction between your vehicle tires and the road give a driver control.
Tire tread gives traction to the wheels.
Proper inflation of your tires will give the best control.
Force of impact is the force of a moving object hitting another object.

CONTENT:

A. How gravity, energy of motion or Kinetic energy work together to determine how objects will move.

1. A person on a bicycle at slow speed compared to a vehicle weighing a ton and one half traveling at highway speeds.
2. Gravity gives us weight and pulls all objects toward the center of the earth-uphill and downhill.
3. The center of gravity is low on most cars, making them handle well on turns-trucks are different.
4. Weight and speed increases this energy-example; a two ton vehicle at 50 mph.
5. Doubling the speed from 20 mph to 40 mph results in four times the energy.
6. Weight and speed will always affect the way your car steers, stops and accelerates.

B. Friction/Traction

1. Tires -tread and air pressure
2. Road surface and conditions
3. Factors that reduce friction
   a. poor vehicle condition
   b. wet, icy, gravel road surface
4. Curves
   a. speed
   b. sharpness of curve
   c. Bank of curve
   d. Load

C. Stopping Distance

1. 3 factor govern this:
   a. perception time or distance
   b. reaction time or distance
   c. braking time or distance

D.. Force of Impact

1. Weight
2. Speed
3. Suddenness of stop-distance between impact and stop

STUDENT LEARNING ACTIVITIES:
IN CLASS: This can best be learned by a good textbook showing the illustration and by discussion. Students have a knowledge of much of this in their experiences of growing up-riding a bike, walking or running, falling down, etc.
OUT OF CLASS:
EVALUATION:
AUDIO-VISUAL MATERIALS:
RESOURCE MATERIALS:

Signs, Signals, and Markings

Manmade Laws

GOAL:

Wherever you drive, almost every road will have traffic signs, signals, and markings which are designed to create a smooth, safe flow of traffic. It is necessary that all drivers see and respond to the meaning of these and have an understanding why specific colors and shapes are used and what is required of all drivers.

PERFORMANCE OBJECTIVE:

Students will learn:

The three types or groups of traffic signs and the shapes involved.
The eight colors that are used each having a particular meaning.
Understand special terms such as : Right of way, Yield, Stop, 4-way Stop, basic speed law, merge, etc.
The meaning and purpose of signals: designs, colors, flashing arrows, pedestrian, railroad crossings, and officers signals.
The meaning and purpose of pavement markings: color, location and design.
The knowledge of different speed laws: minimum and maximum advisory, adjusting to the conditions.

CONTENT:

Signs, signals, and markings-what they are and what is required of the driver
Colors and shapes, flashing and solid.

STUDENT LEARNING ACTIVITIES

IN CLASS:

Study the textbook and the Nebraska Drivers Manual and sketch the different shapes of traffic signs.
Categorize all signs into their classification
Review the color of the various signs
Sketch the pavement markings and tell where they are likely used.

OUT OF CLASS:

Assign different groups of students to diagram and color the 8 basic shapes of traffic signs.
Assign different groups to diagram and color the traffic signals and turn signals in modern use.
Assign a group to diagram and color the different pavement markings used and tell what they stand for.

EVALUATION:

Pass a test on signs, signals, and markings.

AUDIO-VISUAL MATERIALS:

RESOURCE MATERIALS:

Drive Right Textbook, Nebraska Drivers Manual

GOAL:
Students will know the proper space cushion for their vehicle while driving

PERFORMANCE OBJECTIVE:
Students will learn vehicle control procedures in relation to traffic flow to judge space cushions, following distances and lateral movements. Students will demonstrate their ability using proper procedures for judging time-space gaps.

CONTENT:
Blind Spots, Following Another Vehicle, Being Followed by Another Vehicle, Passing Parked Cars, Meeting oncoming Vehicles, Changing Lanes, Coping with Other Roadway Users, Using Freeway Entrance and Exit ramps, and Gaps in traffic for various maneuvers/Timing.

STUDENT LEARNING ACTIVITIES:
In Class

Discuss reasons for maintaining maneuvering space around a vehicle. Have students list clues which indicate what other drivers are likely to do and procedures for dealing with the situation. Students will explain time-space management necessary for safely operating a vehicle. Have students close their eyes and while mentally rehearsing the steps/physically practicing driving adjustments directed by the teacher. Emphasize that safe driving is a matter of managing risk through prior management of time, space, and visibility.

Out of Class

Have students make a list identifying factors involved in maintaining an adequate space margin.

EVALUATION:
The Student will successfully complete an objective test on space management

AUDIO-VISUAL MATERIALS:
Mottola's Zone Control Driving System Videos: Module 4 - For Awareness, Module 8 - Rear Zone Control, and Module 9 - Following Time and Space.

RESOURCE MATERIALS:
Propulsion International "Handbook Plus", AAA Textbook, "How to Drive", and Partnership for Driver Excellence: Student, Parent, Teacher.

GOAL:
Student to identify appropriateness of speed to the driving environment and the skill of the driver.

PERFORMANCE OBJECTIVE:
Student will identify correct response on Driver's Manual test, Driver's knowledge test and Driver's Performance Test.
Student will demonstrate in BTW driving lessons and test observance of appropriate speed limits when driving
Students will give the appropriate response on Driver Risk Assessment post test.

CONTENT:
Scientific laws of motion and velocity as they pertain to traffic movement
Physical and psychological implications of various speed in traffic
Physical condition of vehicles to safely navigate in traffic patterns
Analysis of the driver's physical and psychological capability to safely operate the vehicle in various traffic environments.

STUDENT LEARNING ACTIVITIES:
In Class

Lectures and discussion of speed limits; factors effecting traffic appropriate speed
Test administrations and critiques of driver's manual, knowledge, Driver's Performance and Driver's Risk Assessment Tests.
Study of Nebraska Traffic statistics of moving violations by category and age.
Classroom experiments to reduce/eliminate peripheral vision with blinders and demonstrate loss of correct physical reactions. (can't catch a ball when tossed)
Experiments demonstrating laws of motion and inertia.
Behind the wheel driving display of appropriate speed when driving; assessment of other driver's observation of speed.
Public Safety official speak on the effectiveness following appropriate speeds in traffic.
Presentation by accident victims
Presentations by organ donor groups to participate in organ donations
Presentation by emergency room or trauma treatment health professionals
Presentation by funeral directors/professionals
Role play to develop speeches or presentations to communicate the death of their friend to the parent's of the deceased.
Role play or develop a scenario in which you convince a person the need to drive at an appropriate speed in traffic environments.
Use of current newspaper to analyze the effect of speed as a contributing factor in accidents.
Presentation by professional racing drivers

Out of Class

Research fines for exceeding speed limits in various environments.
Research effects of speeding violations on insurance premiums
Student will identify auto accidents in which inappropriate speed was a contributing factor.
Visit a funeral home
Visitation or serve as a volunteer to a physically handicapped rehabilitation health center.
Make a scrapbook of traffic accidents and analyze the effect of speed as a factor in the accident and resulting consequences.
Research state vital statistics records to develop computer generated data base regarding speed as a factor resulting in personal injury or death and property damage.
Interview accident victim present written or oral findings
Visit auto recycling lot or savage collection pool to inspect demolished vehicles.

Develop poster or ad campaign advocating safety belt use.

EVALUATION:
Student will correctly identify speed limits
Student will correctly identify conditions that alter appropriate speed limits
Student will give appropriate response to Risk Assessment test.

AUDIO-VISUAL MATERIALS:
Teen Driver. State Farm Insurance
Just Another Friday Night

RESOURCE MATERIALS:
"Helping Your New Teen Driver" pamphlet State Farm Insurance
Student/ parent or guardian attitudes toward speed in the traffic environment
Development of SIPDE defense driving knowledge concept from simulation
Section 3, Nebraska Driver's Manual
Speed Laws, Nebraska Driver's Manual
Section 6, Nebraska Driver's Manual

Vision, Perception, Prediction, Decision

GOAL:
Give the students knowledge of the concepts of vision, perception, prediction, and decision. Sharpen their senses within the classroom, use of the simulator and in-car exercises. Show them the importance of being alert in various weather and night related situations.

PERFORMANCE OBJECTIVES:
Students will identify various signs to alert them of hazards and unmarked hazards that could arise dealing with vision, coordination, hearing, smelling, weather elements, and road recovery.

CONTENT:
Develop knowledge of in-car hazards and out of car hazards that would effect all aspects of car control and body reaction time.

STUDENT LEARNING ACTIVITIES:
In Class

a.) Lectures and discussions of vision, perception, prediction and decision
b.) Worksheets and test administered on the topic
c.) Guest speaker relates personal experience followed by a question & answer period. A summary by the students will also be done.
d.) Guest speaker (Insurance agent) relates to facts and figures of immediate costs and future costs of accidents. This will be followed by questions and answers as well as summary written by students.
e.) Guest speaker (Fireman, Law Enforcement, or Medical Personnel) relates to the seriousness of accidents followed by questions and answers. A written summary will be done by the students.
f.) Videos, films, slides and compact discs will be used to show the reality of mental and physical obstacles. Students will write a summary on the medium used.

Out of Class

a.) Interview and submit a written report from an individual who has dealt with the topic.
b.) Hand in a folder with current events dealing with the topic.

EVALUATION:

a.) Students will participate in class discussion
b.) Students will hand in speaker summaries
c.) Students will correctly answer questions on daily worksheets
d.) Students will correctly answer questions on quizzes.
e.) Students will correctly answer questions on the unit test
f.) Student swill compile a notebook of all handouts, summaries and current events. This is to be handed in.

AUDIO-VISUAL MATERIALS:

RESOURCE MATERIALS:

GOAL:
Stress to the students the importance of visibility and the consequences of poor visibility. Sharpen their senses with classroom exercises in which you are showing them what to look for. Next, give them hands on experience in the use of simulator and in-car driving.

PERFORMANCE OBJECTIVES:
Students will identify various signs and weather elements. They will also identify various elements such as a ball in the street or shadows that give clues to possible dangers.

CONTENT:
Develop knowledge of the instruments of the car to help improve visibility. Also develop eye-hand reaction time to various situations. Stress the importance of peripheral vision and what signs to look for.

STUDENT LEARNING ACTIVITIES:

In Class

a.) Lectures and discussions of visibility dangers and how to better your odds.
b.) Work sheets and test administered on the subject
c.) Guest speaker relating to personal experience. This is followed by a question and answer period and summary written by the students.
d.) Videos and films, film strips and slides, and the use of compact discs will be used to show the significance between good and poor vision.

Out of Class

a.) Interview and submit a written report from an individual who has dealt with the topic
b.) Hand in a folder with current events dealing with the topic

EVALUATION:

a.) Students will participate in class discussion
b.) Students will hand in guest speaker summaries
c.) Students will correctly answer questions and daily worksheets
d.) Students will correctly answer questions and quizzes
e.) Students will correctly answer questions on unit tests
f.) Students will compile a notebook of all handouts, summaries and current events. This will be handed in.

AUDIO VISUAL MATERIALS:

RESOURCE MATERIALS:

GOAL:
The student will become familiar with the hazards involved with the basic turning skills in order to execute proper left and right turns and other turning maneuvers.

PERFORMANCE OBJECTIVE:
The student will know the proper procedure for left and right turns in a variety of situations.

CONTENT:
Procedure for left turn, right turn, Visual habits for turning, Proper lane selection for turns, Laws related to turns, and Hand and automatic signals.

STUDENT LEARNING ACTIVITIES:
IN CLASS:

Using a visual display of some type, the student will diagram procedures for making turns. Using toy vehicles the students will demonstrate various types and procedures for making turns. Have the students verbally describe the visual habits needed to complete turns.

OUT OF CLASS:

While observing during the BTW phase, students will note incorrect turning procedures of other drivers.

EVALUATION:
Students will pass a test demonstrating their understanding of the turning process and procedures.

AUDIO-VISUAL MATERIALS:
Mottola's Zone Control Driving System Video - Module 3 "Precision Turns".

RESOURCE MATERIALS:
AAA Book "How to Drive", Propulsion International "Handbook Plus", Nebraska Driver's Manual, Partnership for Driver Excellence: Student, Parent, Teacher.

Intersections

GOALS:
Students will learn to negotiate intersections safely, efficiently, and legally.

PERFORMANCE OBJECTIVE:
The student will be able to identify different types of intersections and explain the traffic control devices and rules of the road used to negotiate these intersections. Students will explain visual habits needed at intersections. Students will describe the importance of communicating with other roadway users at intersections.

CONTENT:
Proper lane position at intersections, Railroad crossings are intersections, Types of intersections, Right of way Rules, Communicating with other users, Approaching speed, Searching habits, Blind intersections, Traffic control devices at intersections, Importance of signaling, Right turn on red, Selecting a gap in traffic to turn at or cross intersections, Where to stop, Pedestrians and intersections, Covering the brake, and Wheels positioning while waiting to turn.

STUDENT LEARNING ACTIVITIES:
In Class

Using toy vehicles and intersection diagrams, have students demonstrate intersection negotiation at different types of intersections with different types of hazards present.

Out of Class

Have students video tape various types of intersections and then present them for discussion. Have students identify different types of intersections in the community and practice driving these intersections with parents. While observing BTW, have students estimate (in seconds) how far away vehicles are from the intersections and how much time is needed for vehicles to negotiate the intersection. Find out from a state traffic engineer how they determine what kind of traffic control device to use at an intersection - what's the process if a citizen thinks it needs to be changed and then report to class.

EVALUATION:
Students must pass an objective test regarding intersection interaction

AUDIO-VISUAL MATERIALS:
Mottola's Zone Control Driving System - "Module 6 - Searching Intersections"

RESOURCE MATERIALS:
Nebraska Driver's Manual, Propulsion International Textbook "Handbook Plus", AAA Book "How to Drive"

GOAL:
Students will identify and give descriptions of the proper procedures for executing turnabouts.

PERFORMANCE OBJECTIVE:

Students will be able to respond, with at least 75% accuracy when presented with questions regarding:

- U Turns
- 3 point turns
- Driveway turnabouts

Students will also be able to demonstrate the preceding procedures behind the wheel.

CONTENT:
Refer to Chapter 4, "Basic Maneuvers:", from text: How to Drive

STUDENT LEARNING ACTIVITIES:
In Class

- Teacher led discussion about turnabouts
- Worksheet concerning turnabouts
- Test concerning turnabouts
- Cover Chapter 4, "Basic Maneuver", from text How to Drive

Out of Class:

EVALUATION:
Successful completion of worksheet covering turnabouts
Successful completion of test covering turnabouts
Successfully demonstrate and perform safely these procedures (u-turn, 3 point turn, and driveway turnabouts)

AUDIO VISUAL MATERIALS:

RESOURCE MATERIALS:
Text - How to Drive

GOAL:
Give the students knowledge so as to develop their skills to be able to execute legal and safe lane changes. Explain the laws and procedures of how to execute properly.

PERFORMANCE OBJECTIVES:
Student will identify when and how to perform lane change task.

CONTENT:
Develop perception and various speeds in order to accomplish this task

STUDENT LEARNING ACTIVITIES:
In Class

a.) Simulation to help identify the various advantages of changing lanes along with the hazards.
b.) Videos, films, slides, compact discs and charts will be used to give an overall view and perception of traffic flow.

Out of Class
Student will make a traffic flow chart and show various patterns.

EVALUATION:

a.) Students will correctly answer questions on daily worksheets
b.) Students will correctly answer questions on quizzes
c.) Students will correctly answer questions on unit test.

AUDIO VISUAL MATERIALS:

RESOURCE MATERIALS:

GOAL:
Students will be able to explain and demonstrate the proper procedures of parking a vehicle safely.

PERFORMANCE OBJECTIVE:

In Class

Students will be able to respond, with at least 75% accuracy, when presented questions dealing with:

- angle parking
- perpendicular parking
- parallel parking

Students will also demonstrate the proper procedures in the preceding techniques behind the wheel.

CONTENT:
Refer to Chapter 4, "Basic Maneuvers" from text: How to Drive

STUDENT LEARNING ACTIVITIES:
In Class

Teacher led discussion over content
Worksheet concerning content
Test concerning content
Cover Chapter 4, "Basic Maneuvers", from text How to Drive

Out of Class:

EVALUATION:
Successful completion of worksheet covering parking
Successful completion of test covering parking
Successfully demonstrates and performs safely these procedures: (angle, perpendicular, and parallel parking)

AUDIO VISUAL MATERIALS:

RESOURCE MATERIALS:
Text: How to Drive

GOALS:
Students will show understanding of the proper technique of merging on a limited access highway.

PERFORMANCE OBJECTIVE:
Students will be able to respond, with at least 75% accuracy when presented questions dealing with:
- entering a freeway
- exiting a freeway
- special situations while driving on the freeway

Students will also be able to demonstrate the following driving procedures:
- entering a freeway
- exiting a freeway
- speed selection
- sign observation
- lane positioning and selection

CONTENT:
Refer to Nebraska Driver's Manual
CD: "License to Drive"
Text: How to Drive, Chapter 8

STUDENT LEARNING ACTIVITIES:
In Class
- View: Freeway Driving
- Teacher led discussion
- Test dealing with limited access/merging
-Worksheet dealing with limited access/merging
- Cover Chapter 8 in How to Drive

Out of Class

EVALUATION:
Successful completion of test covering limited access and merging

AUDIO- VISUAL MATERIALS:
Film: Freeway Driving (#1012)

RESOURCE MATERIAL:
Film: Freeway Driving (#1012)
Nebraska Driver's Manual
Text: How to Drive

GOALS:
Students will show an understanding of the proper technique of passing other vehicles as well as being passed.

PERFORMANCE OBJECTIVE:
Students will be able to respond, with at least 75 % accuracy when presented with quesitons dealing with:

- the proper procedure for passing another vehicle no two lane or multi- lane highway.
- the proper procedure for passing another vehicle on the right
- the proper procedure for passing a parked vehicle
- the proper procedure for being passed by another vehicle.

CONTENT:
Refer to Nebraska Driver's Manual, pgs 35-36
Text: Chapter 8, "Interacting With Other Users", How to Drive

STUDENT LEARNING ACTIVITIES:
In Class

Students study from the Nebraska Driver's Manual
Students study from How To Drive , Chapter 8
Complete worksheet dealing with passing
Complete test dealing with passing

Out of Class

EVALUATION:
Successful completion of test covering passing
Successful completion of worksheet covering passing
Successful demonstrating and performance of the procedures

AUDIO-VISUAL MATERIALS:
Film: Case of the Incomplete Pass (#1328)

RESOURCE MATERIALS:
Nebraska Driver's Manual
Film: Case of the Incomplete Pass (#1328)
Text: How to Drive

GOAL:
The student will become familiar with the laws and responsibilities of pedestrians while they try to minimize the hazards they present in the traffic environment.

PERFORMANCE OBJECTIVE:
Students will identify and describe expected behavior of pedestrians. Students will know the types of vehicle actions necessary to avoid an accident with a pedestrian.
Students will understand the potential for injury and death if a pedestrian is involved in an accident. Students will name driver and pedestrian privileges and responsibilities.

CONTENT:
Knowledge of the responsibilities and rights of pedestrians, Visibility problems involving pedestrians, Knowledge of pedestrian behaviors and characteristics, The dangers of pedestrians in traffic, Pedestrians crossing roadways, and Safety rules including hitchhikers.

STUDENT LEARNING ACTIVITIES:
In Class

Teacher led discussion involving pedestrian activity and laws. A demonstration with toy vehicles and people in the various types of crossings and intersections. In small groups, have students discuss pedestrian visibility at night, in inclement weather, if the pedestrian is elderly, if they've been drinking, or if they are disabled.

Out of Class

Teacher prepares a checklist and student survey various intersections for pedestrian behavior.

EVALUATION:
Students will pass an objective test over pedestrians in the traffic environment.

AUDIO-VISUAL MATERIALS:
AAA Video: "Sharing the Road"

RESOURCE MATERIALS:
AAA Book, "How To Drive", Nebraska Driver's Manual, Propulsion International Textbook, "Handbook Plus"

GOAL:
As vehicle drivers, the students will be able to identify and describe the rights, characteristics, and behaviors of bicyclists as they interact with them.

PERFORMANCE OBJECTIVE:
The student will be familiar with the rights of bicyclists on the roadways. The students will know and understand the hazards created with bicyclists on the roadways. The student will know ways to minimize bicycle accidents. The students will identify bicyclists behaviors and know what to expect from that behavior. The students will understand that bicyclists have responsibility for their conduct in traffic. The students will be able to list needed safety equipment for a bicycle operator.

CONTENT:
Understanding and being able to apply the SIPDE process when discussing the recognition and minimization of bicycle hazards in traffic. Understanding the varying characteristics and abilities of bicycle operators. Discussing laws and responsibilities relating to bicycle riders. Proper attire for a bicyclist and proper lighting for a bicycle.

STUDENT LEARNING ACTIVITIES:
In Class

Have students develop individual lists of hazardous situations involving bikers. Discuss bicycle safety and have student share biking experiences they've had and how to minimize the risk of collision. Have students work in groups and list the specific handling characteristics of bicycles.

Out of Class

Have students visit a bike shop to obtain information on bicycle safety equipment. Have students collect newspaper accounts of bicycle accidents.

EVALUATION:
Students will pass a test regarding bicycles in the traffic environment.

AUDIO-VISUAL MATERIALS:
AAA Video "Sharing the Road"

RESOURCE MATERIALS:
Nebraska Driver's Manual, AAA Book "How to Drive", Propulsion International Textbook "Handbook Plus".

GOAL:
Give the students knowledge of railroad identification markers and the laws that govern crossarms and tracks.

PERFORMANCE OBJECTIVES:
Students will identify various signs and situations dealing with railroads.

CONTENT:
Develop knowledge of the seriousness of railroad tracks and vehicles that must stop at them.

STUDENT LEARNING ACTIVITIES:
In Class

a.) Lectures and discussions of railroad tracks and warning signs along with devices and vehicles that must stop.

b.) Worksheets and test administered on the subject.

c.) Guest speaker relating a personal experience, followed up by a questions and answer period. This is followed up with a summary which is written by the students.

d.) Guest speaker, whose job is impacted by the railroad, relates facts and figures as well as cost. This is followed up with questions and answer along with a written summary by the students.

e.) Videos, films, slides, compact discs, and charts will be shown to give reality as to the seriousness of trains. The dangers associated with trains will also be shown followed by a written summary on the medium used.

Out of Class

a.) Interview and submit a written report from an individual who has dealt with the topic.

b.) Hand in a folder containing current events dealing with the topic

EVALUATION:

a.) Students will participate in class discussion
b.) Students will hand in guest speaker summaries
c.) Students will correctly answer questions on daily worksheets
d.) Students will correctly answer questions on quizzes
e.) Students will correctly answer questions on unit tests
f.) Students will compile a notebook of handouts, summaries and current events. This is to handed in.

AUDIO VISUAL MATERIALS:

RESOURCE MATERIALS:

GOAL:
Students will understand how to, and the need for, responding in the correct manner when driving in the vacinity of emergency vehicles.

PERFORMANCE OBJECTIVE:
Students will understand that when they see an emergency vehicle or hear a siren they need to immediately pull over to the right side of the road and stop. Students will know that emergency vehicles are: fire trucks, ambulances, and law enforcement.

CONTENT:
The necessity of getting out of the way of the emergency vehicle - time and life threatening. Procedures for getting out of the way to the right side.

STUDENT LEARNING ACTIVITIES:
In Class

Discuss in class situations students have observed with emergency vehicles. Have an emergency vehicle driver be a guest speaker and talk about their experiences driving in traffic, both good and bad.

Out of Class

EVALUATION:
Pass a quiz including questions on emergency vehicles

AUDIO VISUAL MATERIALS:

RESOURCE MATERIALS:
Nebraska Driver's Manual, Propulsion International Textbook, "Handbook Plus"

TRUCKS

GOAL:

The students will understand as vehicle drivers, how to safely interact with trucks.

PERFORMANCE OBJECTIVE:

Students will explain the "No Zone" blind spots and how to avoid them on the roadway with trucks.

Students will know the needed space for merging with, passing, and following a truck.

Students will describe the stopping distances for loaded and unloaded trucks.

Students will describe the vehicle spacing for trucks wide right turns.

CONTENT:

Wide right turns, stopping distance-loaded and unloaded, blind spots, four second following distance, merging-pick a spot, get up to speed, go with the flow, Limitations with regards to braking, maneuvering, acceleration and vision. Adjust space margins to compensated for trucks speed, position, and control.

STUDENT LEARNING ACTIVITIES:
IN CLASS:

Have a truck brought to the school parking lot and park cars in the blind spots.
Have students sit in the trucks drivers seat and not be able to see the cars.
Have a class discussion about truck blind spots and relate experiences of interacting with trucks.
Use a toy car and truck and have students demonstrate the safety procedures when interacting with a truck.
Have a guest speaker discuss truck safety - i.e. Braking (stopping distances), causes and avoidance techniques of jackknifing.

OUT OF CLASS:

EVALUATION: Students will pass a test regarding interacting with trucks.

AUDIO-VISUAL MATERIALS: AAA video "Semi-conscious" and AAA video "Sharing the Road"

RESOURCE MATERIALS: NE Drivers Manual, Michigan Truck Safety Commission, John Deere Transportation Services "Sharing the Road", and NE Motor Carriers Association, Werner Enterprises, NE Dept. of Roads, NE State Patrol Carrier Enforcement, Gov. Highway Safety Office and Federal Highway Administration-"NO ZONE" information, "Sharing the Road with a Truck"-Brochure- American Trucking Association.

GOAL:
Students must be aware of the motorcycle as a vehicle, how they are different than other vehicles, in the traffic environment. In addition, it's important for the drivers of other vehicles to understand the problems that motorcyclists incur.

PERFORMANCE OBJECTIVES:
Students will understand how different types of weather affect motorcyclists.
Students will be aware of how different road surfaces and road conditions affect motorcyclists.
Students need to be able to identify the problems encountered by an automobile driver in reference to a motorcycle and make responsible decisions regarding proper driving procedures in traffic.
Students need to understand the difference between motorcycles and other vehicles.
Students will learn tips on how to predict the actions of the cyclist. Students will learn the necessity of using SIPDE to avoid collisions when interacting with motorcycles.

CONTENT:
Vehicle differences-weight, size, visibility, protection, etc., Roadway Surfaces - gravel, dirt, asphalt, concrete, etc., Roadway Conditions - wet, ice, now, dry, gravel on concrete, etc., Weather Conditions - rain, sun, snow, fog, etc., Space Cushions/Following Distances, Helmet Usage; Laws-organ transplants, Rider Characteristics - experienced/inexperienced, Motorcycles and Cars at intersections.

STUDENT LEARNING ACTIVITIES:
In Class

Divide class into teams and play Motorcycle "Pictionary/Win, Lose or Draw". Divide the class into teams, they "Grab Bag" questions and give answers for points. Play "Jeopardy" with motorcycle questions and answers. Through class discussions student swill learn the differences between motorcycles and other vehicles, road conditions, and road surfaces. Discuss problems of interacting with Motorcycles and how the students' attitudes and feelings can impact their own judgment, decision making, and driving. Bring an experienced Motorcyclist in to discuss the interaction of cars and motorcycles on the road.

Out of Class

Through assigned observation, students will document and share with the class problems in traffic related to seeing and maneuverability of the motorcycle and how other vehicle drivers can compensate for it. Have students collect newspaper articles about motorcycle accidents. Then discuss them in class. Have students create an ad campaign for safe motorcycle/car interaction Do a motorcycle word scramble worksheet.

EVALUATION:
Students must pass a written objective test.
AUDIO-VISUAL MATERIALS:
AAA Video " A Driver's View of Motorcycling and Video "Motorcycle Awareness Video - Common Road"
RESOURCE MATERIALS:
Propulsion International "Handbook Plus", Nebraska Driver's Manual,"

GOAL:
The students will know what procedure to follow when their vehicle is sharing the roadway with farm equipment.

PERFORMANCE OBJECTIVE:
The Student will understand the concept of closing distance/speed. The student will know the requirements of the operator and farm equipment. The student knows the necessity of SIPDE and patience when interacting with farm equipment on the roadways.

CONTENT:
Farm equipment roadway requirements - signs, lights, etc. Farm equipment operators licenses -CDL, none etc., Visibility - seeing around/only trust yourself to pass - don't rely on someone waving you around. Closing distance -coming up behind farm equipment. Patience.

STUDENT LEARNING ACTIVITIES:
In Class

Discuss situations students have observed where vehicles and farm equipment interact. Discuss the possibilities of accident situations on the roadways between vehicles and farm equipment.

Out of Class

Have students make a "to do and not do" video tape about vehicles ad farm equipment on the roadways.

EVALUATION:
Students will correctly answer questions regarding their vehicle interaction with farm equipment on the roadway.

AUDIO-VISUAL MATERIALS:

RESOURCE MATERIALS:
Nebraska Driver's Manual

GOAL:
The student will understand the dangers animals pose when they are a part of the driving environment.

PERFORMANCE OBJECTIVE:
The student will indicate where and why animals can be dangerous to the vehicle occupants and what can be done to lessen these dangers. Students will be able to identify areas where certain types of animals can be expected. For specified traffic situations students can identify the kinds of responses drivers should take to avoid a collision with an animal.

CONTENT:

Animal Problems:

1. Domestic animals - cattle/horses
2. Pets - adjust speed and position to lessen the threat
3. Wild animals

Animals are unpredictable and drivers must always be alert for their presence:

1. Adjust speed
2. The reflective eyes of the animal may be the drivers only clue.

STUDENT LEARNING ACTIVITIES:
In Class

Invite a representative of the Game and Parks Commission to discuss habits and characteristics of various animals and the problems they present along the roadways - deer: daily movement, time of day, feeding area, one usually means more. Have students relate personal experiences concerning animals on the roadways, as a passenger and as a driver. Have a discussion on open range laws and the responsibility lies with the driver.

Out of Class

In car discussions of animal areas while doing on-street driving. Have students check on prices at vet clinics, if you injure someone's pet and have to pay for treatment.

EVALUATION:
Students will have to successfully pass a quiz over the unit.

AUDIO-VISUAL MATERIALS:
AAA Video "Animal Awareness Driving"

RESOURCE MATERIALS:
AAA Book, "How to Drive", Propulsion International Textbook, "Handbook Plus".

VEHICLES OF VARIOUS SIZES
(VANS-PICK-UPS-COMPACTS-SUBCOMPACTS, etc.)

GOAL:

Students will understand that vehicles vary in characteristics and that affects the vehicle handling capabilities on the roadways.

PERFORMANCE OBJECTIVE:

Students will explain the size and weight variance in vehicles and how it affects handling capabilities.

Students will explain size (small/large) as well as high profile and the affects on driving in weather and traffic

Students will explain vehicle maneuverability and visibility-seeing and being seen.

CONTENT:

Size of Vehicles-large/small
Weight of Vehicles
Shape of Vehicles-high profile
Maneuverability
Visibility-drivers difficulty in seeing others and others ability to see this vehicle-tinted glass
Speed, weight and size affects steering and turning

STUDENT LEARNING ACTIVITIES:

IN CLASS:

Students examples of experiences in various vehicles

OUT OF CLASS:

Have students visit vehicle dealerships and get information about the various vehicles characteristics and safety concerns.

EVALUATION:

Students will pass a written test.

AUDIO-VISUAL MATERIALS:

RESOURCE MATERIALS:

OFF-ROAD VEHICLES
(ATVs-4 WHEELING, etc.)

GOAL:

Students will understand the characteristics and related safety concerns with off road vehicles.

PERFORMANCE OBJECTIVE:

Students will understand the laws relating to off-road vehicles.

Students will understand the design capabilities of off-road vehicles.

Students will list the personal protective equipment needed for driving an ATV (all terrain vehicle)

CONTENT:

Intended off-road use only, not on public roads
Control difficulty on pavement
Laws
Off-road vehicles should yield to traffic
No passengers-ATV
Driver age requirements
Personal protective equipment

STUDENT LEARNING ACTIVITIES:

IN CLASS:

Demonstration/Field trip

OUT OF CLASS:

EVALUATION:

Pass a written test

AUDIO-VISUAL MATERIALS:

RESOURCE MATERIALS:

ATV Safety Institute
NE Drivers Manual

BUSES

GOAL:

Give students an understanding of the characteristics of Buses in the traffic environment.

PERFORMANCE OBJECTIVE:

Students will explain why buses travel slower and make more frequent stops than other vehicles in the traffic environment.

Students will explain the lights and signs related to buses and their use in traffic.

CONTENT:

Speed
Frequent stops
Flashing yellow and flashing red lights
strobe lights on buses
Lighting requirements
Stops at railroad crossings
Stop arm

STUDENT LEARNING ACTIVITIES:

IN CLASS:

Take students to the bus barn and have them given a presentation by a bus driver.

OUT OF CLASS:

Have the students "surf the net" for bus safety information.

Have students research bus accidents in the U.S. from the past five years.

EVALUATION:

Students will successfully pass a test on bus safety in traffic.

AUDIO-VISUAL MATERIALS:

RESOURCE MATERIALS:

NE Department of Education-Pupil Transportation Division

GOAL:
Give the students knowledge of the ability to drive during the night. Explain the possible dangers that may arise while driving at night and the different techniques needed to be a capable and safe driver in the evening.

PERFORMANCE OBJECTIVES:
Students will identify various situations associated with night driving in the Driver's Manual Test.

CONTENT:
Develop the knowledge needed to be able to handle all the different problems that may occur in connection with night driving. Develop the physical and mental skills needed in order to be a capable night driver.

STUDENT LEARNING ACTIVITIES:
In Class

a.) Lectures and discussion on night driving
b.) Worksheets and tests to be given
c.) Guest speaker relating personal experience associated with night driving. This will be followed by a question and answer period.
d.) Guest speaker (truck driver) related night driving experiences.
e.) Videos, films, slides and compact disc showing the reality of accidents occurring at night will be used. The Students will then write a summary of the information presented.

Out of Class

a.) Students will interview and submit a written report about an individual who perhaps does a lot of night driving.
b.) Students will hand in paper signed by both the student and a parent or guardian that lists possible helpful aids to more successful night driving.

EVALUATION:

a.) Students will participate in classroom discussions
b.) Students will hand in guest speaker summaries
c.) Students will hand in signed paper showing that the issue was discussed with parents.
d.) Students will correctly answer questions on daily worksheets, quizzes and the unit test.
e.) Students will correctly answer questions on a final comprehensive test.
f.) Students will compile a notebook of all handouts and summaries and hand it in for evaluation.

AUDIO VISUAL MATERIALS:

RESOURCE MATERIALS:

GOAL:
Stress to the students that weather not only affects visibility, but has an impact on the control of vehicle as well as the mechanics of it.

PERFORMANCE OBJECTIVES:
Students will identify the hazards associated with the weather elements and how to compensate for those factors.

CONTENT:
Develop safe practices and if traveling, how to have as much total control as possible by using proper techniques as well as instruments.

STUDENT LEARNING ACTIVITIES:
In Class

a.) Lectures and discussions on weather
b.) Worksheets and test administered on the subject
c.) Guest speaker relating to personal experience followed by questions and answers or a written summary.
d.) Videos, films, filmstrips, slides, and compact disc to show the significance between good and poor vision.

Out of Class

a.) Interview and submit a written report from an individual that has dealt with the topic
b.) Hand in a folder with current events dealing with the topic.

EVALUATION:

a.) Students will participate in a classroom discussion
b.) Students will hand in guest speaker summaries
c.) Students will correctly answer questions on daily worksheets
d.) Students will correctly answer questions on quizzes and tests
e.) Students will compile a notebook of all handouts, summaries, current events, etc. and hand it in.

AUDIO VISUAL MATERIALS:

RESOURCE MATERIALS:

GOAL:
Students will gain knowledge of the effects of winter driving from motor skill to visibility and effects on the vehicle in starting, driving, and maintaining.

PERFORMANCE OBJECTIVES:
Students will identify the hazards associated with winter driving and how to negotiate safe driving habits.

CONTENT:
Develop safe practices and procedures when deciding to drive or when behind the wheel. Students will learn about all the instruments, engine fluids, chains and/or tires, and black ice hazard.

STUDENT LEARNING ACTIVITIES:
In Class

a.) Lectures ad discussions on winter driving
b.) Worksheets and test administered on the subject
c.) Guest speaker relating to personal experience followed by questions and answers. A written summary by students will follow.
d.) Videos, films, filmstrips, slides, and compact disc to show the significance between good vision and poor vision
e.) Students will make a winter survival vehicle pack.

Out of Class

a.) Interview and submit a written report from an individual who has dealt with the subject.
b.) Hand in a folder with current events dealing with the topic.

EVALUATION:

a.) Students will participate in classroom discussion
b.) Students will hand in guest speaker summaries
c.) Students will correctly answer questions on daily worksheets.
d.) Students will correctly answer questions on quizzes and unit tests.
e.) Students will compile a notebook of all handouts.

AUDIO VISUAL MATERIALS:

RESOURCE MATERIALS:

GOAL:
Give the students a knowledge of driving conditions associated with the following areas: Construction Zones, Road Surfaces and their changes, and how weather can effect the driving environment.

PERFORMANCE OBJECTIVE:
Student will demonstrate the ability to properly recognize potential and immediate hazards in the specific areas.
Student will demonstrate an understanding of low speed traffic control areas and the specific adjustments necessary in these areas.

CONTENT:
Signs/Speed Control/ Vehicle Control Procedures/ Lane Markings/ Construction Zone Signs/Flaggers and Flagman Zones/ Construction Zone Signs,Markings, and Signals/ Traffic Control Procedures/ Changing Road Surfaces; Roadside Warning Devices/ Speeding/ Double Fines

STUDENT LEARNING ACTIVITIES:
In Class

a.) Worksheets/Testing of signs, lines, signals, and pavement markings
b.) Diagram intersections, merging areas, interstate entrance and exit ramps
c.) Video of Road Construction & Rail Safety by US West/ AAA/ Union Pacific
d.) Laws and regulations in special environments
e.) Slides of special environments, road surfaces, and changing environments.

Out of Class

a.) In car discussion of special environments
b.) Practice/Testing in special environments
c.) Experiences for slower students - filming of driving environment to allow viewing of possible conflicts and critical situations.

EVALUATION:
Written tests/ quizzes for evaluation

AUDIO-VISUAL MATERIALS:
"Paths of Thunder" - I & II - Union Pacific
"Getting Safely Past the Orange Barrels" - AAA

RESOURCE MATERIALS:
State of Nebraska Drivers Manuals, Union Pacific Video, AAA Video
Drivers Education Textbooks, Simulation Films

GOAL:
Give the students knowledge of rural roads, gravel and dirt roads and other off-street terrain. Explain the laws and different speed limits. Explain the hazards as well as the increased hazards that come with different weather elements.

PERFORMANCE OBJECTIVE:
Students will identify various hazards by perception of terrain as well as identifying different signs that are not often seen.

CONTENT:
Develop a proper knowledge and physical skill needed with rural roads.

STUDENT LEARNING ACTIVITIES:
In Class

a.) Lectures and discussions on driving on rural roads
b.) Worksheets and tests administered on the subject
c.) Guest speaker relates to the ever changing condition of rural roads
d.) Guest speaker (County Highway Superintendent) relates the hazards, such as: washouts, thick gravel, etc. and the seriousness of the terrain.
e.) Guest speaker (fireman, law enforcement or medical personal) relates to the seriousness of following speed limit signs, approaching hazards and inclines.
f.) Videos, films, slides, compact discs and charts will be used to show the reality and the probability of accidents on the rural roads.

Out of Class

a.) Interview and submit a written report from an individual who has dealt with the topic
b.) Hand in a folder with subjects dealing with rural safety

EVALUATION:

a.) Students will participate in class discussion
b.) Students will hand in guest speaker summaries
c.) Students will correctly answer questions on daily worksheets
d.) Students will correctly answer questions on quizzes
e.) Students will correctly answer questions on unit test.
f.) Students will compile a notebook of all handouts, summaries and current events. This will be handed in.

AUDIO-VISUAL MATERIALS:
BOOKS: "Digest of Motor Laws, 6th Edition, AAA; "Nebraska Centerline", Nebraska Dept of Roads; "Sportsmanlike Driving", 7th Ed, AAA; "Studying for a Driver's License", The Peoples Publishing Group Inc.; "Tomorrow's Drivers, 8th Edition, Houghton Mifflin Co.; "How To Drive", AAA; "Managing Time, Space and Visibility", AAA.

RESOURCE MATERIALS:

Alcohol & Other Drugs

Goal:

Give the students knowledge of alcohol and other drugs including over the counter and prescription drugs. Explain the laws of the states and the consequences. Explain the possible psychological and physical side effects. Students to identify effects of alcohol and drugs on driving abilities and performance. Student to drive free of alcohol an/or drug impairment. Students develop strategies to avoid risks of alcohol and/or drug impairment.

Performance Objectives:

Students will identify various problems in all drug categories on Driver's Manual Test.

Students will identify drug and alcohol laws in the state Driver's Manual test.

On multiple choice Risk Assessment, Student will choose answers that correctly identify effects of alcohol and drugs on driving abilities with 85% accuracy.

Students will identify penalties for conviction of DUI

Students will identify driving responsibilities as driver and passenger to avoid DUI risks.

Students will access physical and mental abilities affected by consumption of alcohol/drugs prior to, or while driving.

Students will describe implications of "implied consent."

Students will describe penalties of DUI.

Students will enumerate risks of DUI.

Students will identify social and economic costs of DUI accidents.

Content:

Develop knowledge of state laws dealing with drug and alcohol issues. Develop knowledge of psychological and physical side effects. Physical and psychological conditions needed to safely operate a motor vehicle. The effects of alcohol, and/or drugs on the physical and psychological abilities of the motor vehicle operator.

Student Learning Activities:

In Class:

A. Lectures and discussion of drug and alcohol issues and laws.
B. Guest speaker relating personal experience dealing with alcohol and/or drugs followed by questions and answers.
C. Worksheets and test administered.
D. Police officer as guest speaker relating various experiences. Followed by questions and answers and a written summary.
E. Guest speaker of county attorney and/or judge who will relate experiences and the monetary cost involved. To be followed by questions and answers.
F. Videos, films, slides, and compact disc to show reality of accidents and the rarity of violating state laws. Written summary of the various mediums used. Discussion of contact of resource material.
G. Class/panel discussion with health professional about alcohol consumption.
H. Class discussion of media portrayal and persuasion in advocating use of the products.
I. Study of Nebraska Traffic statistics of DUI violations by category and age.

J. Public safety official speak on the effects of DUI, and DUI influences on traffic
K. Presentations by accident victims
L. Presentations by organ donor groups to participate in organ donations.
M. Presentation by emergency room/trauma treatment health professionals
N. Presentation by funeral directors/professionals.
O. Role play/develop speeches/ presentation to communicate the death of their friend to the parent's of the deceased.
P. Role play/develop a scenario in which you convince a person the need to drive, drive sober, or not drive under alcohol or drug influence in traffic environments.
Q. Use of current newspaper to analyze the effect of alcohol or drugs as a contributing factor in accidents.

Out of Class:

A. Interviewing and submitting a written report from an individual who deals with the issue of teenage drinking and/or drugs with driving.
B. Hand in folder with current events dealing with teenage drinking and/or drugs and driving.
C. Hand in a signed paper from students and parents with a possible solution to teenage drinking and/or drugs in a brainstorming team concept approach to show parent involvement and that this subject starts at home.
D. Read Nebraska Driver's Manual pages 79-81.
E. Student discussion with parent/guardian attitudes and consequences of DUI
F. Research of the appeals of alcohol/drug advertisement to targeted audiences.

Evaluation:

A. Students will participate in class discussion
B. Students will hand in summaries of guest speakers
C. Students will hand in a signed contract that they discussed the issue with a parent or guardian
D. Students will correctly answer questions on daily worksheets, quizzes, and the unit test.
E. Students will correctly answer questions on unit questions on a comprehensive test.
F. Students will compile a notebook of all handouts, summaries, and current events to be handed in at the conclusion of the unit.
G. Students will during in-class lecture/discussion identify physical and mental effects of alcohol or drugs on driving performance.
H. Student will share opinions that the effects of alcohol or drugs on driving will negatively effect driver's performance.
I. Student will identify appropriate responses and actions that allows them to drive unimpaired by alcohol.
J. Student will respond to the Post test Questions Traffic Risk Assessment with appropriate answer to reduce traffic risk taking.

GOALS:
Students will understand the legal necessity, responsibility and requirement of possessing insurance coverage for a vehicle.

PERFORMANCE OBJECTIVE:
Students will be able to respond with at least 75% accuracy when presented with a set of objective questions on the following ideas:
- requirements for insurance
- types of insurance
- factors that affect insurance cost

CONTENT:
I. Law requiring insurance
II. Types of insurance
III. Cost of insurance

STUDENT LEARNING ACTIVITIES:
In Class
-Invite local insurance agent to discuss types of automobile insurance
-View film Insurance
-View video When Teenagers Drive
-Study a sample automobile insurance policy
-Cover Chapter 13: How To Drive, "Collisions and Insurance"

Out of Class

EVALUATION:
Successful completion of test covering information
Successful completion of worksheet covering information

AUDIO-VISUAL MATERIAL:
Video: When Teenagers Drive (20088-V)
Film: Insurance (#1062)

RESOURCES:
Local insurance agent
Video: When Teenagers Drive (20088-V)
Film: Insurance (#1062)
Text: How To Drive

Vehicle Maintenance
Tires, Fluids, Changing Tires, etc.

GOAL:
Student will be able to identify, evaluate, and know how the different systems of an automobile work. Also that they will know general vehicle safety inspections, preventative and vehicle maintenance and their role in crash reduction.

PERFORMANCE OBJECTIVE:

Students will be able to respond, with at least 75% accuracy when presented with a set of objective questions on the content dealing with proper vehicle maintenance such as:

- Underhood checks
- General, routine maintenance
- Checks on different vehicle systems, functions and maintenance needs
- Maintenance schedules
- How different conditions effect maintenance schedules
- Consequences of poor maintenance
- Symptoms and signs of needed maintenance
- Checklist for own car maintenance
- Use of Owner's Manual concerning vehicle maintenance

Students will also show knowledge of their vehicle, without direct instruction, the underhood check and when problems occur, correctly determine the problems and take proper action on the following:

- engine coolant level
- engine oil level
- tires
- automatic transmission fluid level
- battery
- drive belts
- power steering fluid level
- brake fluid level

CONTENT:

I. Fuel System
II. Electrical system
III. Cooling System
IV. Lubrication system
V. Suspension system
VI. Tires

- Refer to text: How to Drive, Chapter 11

STUDENT LEARNING ACTIVITIES:

In Class

- Participate in instructor led underhood check on vehicle
- View tapes and films on general car care
- Discuss Chapter 11 from text

Out of Class

- Visit local car maintenance garage or dealership

EVALUATION:

Students will be able to:

- List major parts and functions of : fuel, electrical, and suspension systems
- Successfully complete underhood checks
- Complete successfully the test covering vehicle maintenance
- Complete successfully the worksheet covering vehicle maintenance

AUDIO-VISUAL MATERIALS:
Film: Car Care For Safety (#1067)
Film: Car Talk (#1321)
Film: How to Find Your Way Under the Hood (#1086)
Video: Making the Grade with Tires (#3103)
Video: Helping Your New Driver, "Your Car" (#1080G)

RESOURCE MATERIALS:
"License to Drive" - CD
Film: Car Care For Safety (#1067)
Film: Car Talk (#1321)
Film: How to Find Your Way Under the Hood (#1086)
Video: Making the Grade with Tires (#3103)
Video: Helping Your New Driver, "Your Car" (#1080G)
Text: How to Drive

ABS (ANTI-LOCK BRAKE SYSTEM)

GOAL: The student will understand how the ABS works and how to use it when driving.

PERFORMANCE OBJECTIVE: The student will be able to explain the proper way of using anti-lock brakes.

CONTENT: Understanding that the proper way of using anti-lock brakes is to brake and hold, not to pump them. Thus allowing drivers to control their steering and maintain control of their vehicles.

STUDENT LEARNING ACTIVITIES:
IN CLASS:

A field trip to an auto mechanics shop for the mechanic to show and explain the ABS.
Class discussion on how ABS works.
Class examples of riding with someone when ABS has been applied.

OUT OF CLASS

Survey automobile dealers to determine the makes and models that offer ABS.

EVALUATION: Successfully demonstrate the in car use of ABS.

Pass a test regarding the ABS.

AUDIO-VISUAL MATERIALS: AAA Video "Helping the New Driver-Don't Let Up-Anti-Lock Brakes", U. S. DOT Consumer Information-1919 Chevrolet Caprice Police Package video.

RESOURCE MATERIALS: Propulsion International Textbook "Handbook Plus", AAA Book "How To Drive",

Buying/Selling Your Vehicle

GOAL:
Students will show understanding and recognize the many and important consideration when buying and selling a vehicle in most economical and efficient manner.

PERFORMANCE OBJECTIVE:

In Class

Students will be able to respond, with at least 75% accuracy to a set of objective questions on the following concepts:

- decision to buy
-vehicle inspection
- selecting
- financing
- new or used

CONTENT

a.) Decisions concerning buying a car
b.) Buying a new car
c.) Buying a used car
d.) Cost of vehicle ownership
e.) Decisions concerning selling a car

STUDENT LEARNING ACTIVITIES:
In Class

- Teacher led discussion concerning content
- Pick a used car and use blue book to determine value
- Use new car price sticker and discuss features on vehicle
- View: IPDE Getting Your Money's Worth

Out of Class

EVALUATION:
Successful completion of tests covering information
Successful completion of worksheet covering information

AUDIO-VISUAL MATERIALS
Film: IPDE Getting Your Money's Worth (#1001A)

RESOURCE MATERIALS:
Local Newspaper
Blue Book
New Car Price Sticker
Film: IPDE Getting Your Money's Worth (#1001)

EMERGENCY TECHNIQUES

GOAL: The students will have the knowledge and skills to make proper responses to a driving emergency or malfunction.

PERFORMANCE OBJECTIVE: Students will preceive potential emergencies an early as possible and make decisions concerning the appropriate response to the emergency situation.

Students will know the proper procedure fand will be able to demoinstrate such for the following emergencies: Hydroplaning, skidding, evasive maneuvers, controlled braking, blow outs, serpentine, off road recovery, haeadlight failure, brake failure, stuck accelerator, car stalls, hood flies up, power steering failure, ovaerheated engine,and engine floods when starting vehicle.

Students will list ways to avoid critical emergency situations.

Students will develop perceptual skill so they'll have the ability to anticipate possible emergencies.

Students will know the causes, identification and prevention of hydroplaning.

CONTENT: Procedures for hydroplaning, headlight failure, serpentine, off road recovery, evasive maneuvers,controlled braking-threshold braking, skid recovery and the three types of skids,brake failure, stuck accelerator, hood fkying up, car stalling, blow out, overheated engine,power steering failure, vehicle on fire, and flooded engine when starting.

STUDENT LEARNING ACTIVITIES:

In Class:

Have the students mentally practice driving each exercise at a time.

Have the students view a video of emergency procedures.

Using diagrams explain each maneuver.

Have students create a procedures sheet from available resources.

Have students baring sheets touse as a reference when observing other drivers in the car.

Use a toy car and diagaram to demonstrate serpentine, off road recovery, evasive maneuvers, controlled braking, and skids.

Tell what could happen when you use your emergency brake to stop your car.

When given a picture of a vehicle brakedown or emergency, list the correct step by step response of the driver.

Divide the class into small groups and each group has a different vehicle malfunction or emergency. The group will develop their response to the problem and present the solution to the class.

Analyze as a class why and how it takes less distance and time to make an evasive maneuver rather than a stop.

Out of Class

Have the students write a story using several of the emergencies.

Have the students demonstrate their ability to follow proper emergency procedures as the driver of the car.

Have students collect newspaper articles about different types of accidents.

EVALUATION: Pass an objective test covering the correct procedures for drivers in emergency situations.

AUDIO-VISUAL MATERIALS: AAA video "Driving In Bad Weather", video "Get A Grip".

RESOURCE MATERIALS: AAA Book "How To Drive", NE Drivers Manual, NE Safety Center "Advanced Driving Techniques Manual", Propulsion International Textbook "Handbook Plus".

Have the students list and justify the proper procedure for handling emergencies caused by vehicle malfunction.

Have students identify locations with a high skid potential.

Have students list ways to communicate to other drivers that there's an emergency situation.

Have students make posters for "what I do if this emergency occurs.

Have students make a set of flash cards containing each emergencysituation and vehicle malfunction.

GOAL:
Students will be able to respond and comprehend the procedures to be followed at a collision scene.

PERFORMANCE OBJECTIVE:
Students will be able to respond, with at least 75% accuracy when presented questions dealing with:
- When, where and how to stop
- How to signal, mark and control collision sites
- Caring for and assisting for those injured
- Reporting the accident

CONTENT:
I. When, where and how to stop at accidents
II. How to signal, mark and control collision site
III. Caring for and assisting for those injured
IV. Communication and actions at collision site
V. Reporting the accident

- Refer to Nebraska Drivers Manual
- Refer to Chapter 13, How To Drive

STUDENT LEARNING ACTIVITIES:
In Class
- Teacher led discussion over content
- Worksheet covering content
- Test covering content

Out of Class:

EVALUATION:
- Successful completion of worksheet covering content
- Successful completion of test covering content

AUDIO VISUAL MATERIALS:

RESOURCE MATERIALS;
Nebraska Driver's Manual
Text: How to Drive

COMMUNICATION SYSTEMS
Cellular Phones, CB, etc.

GOAL:

As vehicle drivers the students will understand the safe use of cellular phones.

PERFORMANCE OBJECTIVE:

The student will be aware of NE Laws regarding cellular phone use. The students will know the safe procedures for operating a cellular phone in a vehicle.

CONTENT:

Driving is a priority
Use a "hands free" phone or speaker phone
Make sure the phone is safely positioned so you can reach it and safely secured so that it won't move around the vehicle while driving
Park the vehicle before making or answering a call
Use the memory dialing function on your phone
Have a passenger place the call or use the "memory dialing" function on the phone

STUDENT LEARNING ACTIVITIES:

IN CLASS:

Class discussion of students observation of other drivers phone use.
Experiences of unsafe cellular phone use.

OUT OF CLASS:

Have students sit on a corner and observe traffic noting the number of people driving and calling at the same time.

EVALUATION:

The students will pass a quiz on safe cellular phone usage.

AUDIO-VISUAL MATERIALS

RESOURCE MATERIALS:

Ameritech and The National Safety Council "Cellular Safetalk Driver Education,"
Cellular One "Cellular Phone Safe Driving Tips,"

Dear Educator,

The following suggested curriculum has been prepared by THE ORGAN AND TISSUE DONOR TASK FORCE OF NEBRASKA. The mission of the Task Force is to educate Nebraskans of the critical need for organs and tissues for transplantation. Membership to the Task Force includes organ and tissue procurement agencies, transplant hospitals, and other interested health agencies. These agencies are working together with the goal that through education, those who need transplants will receive the organs and tissues that can and will save their lives.

Transplants are more successful than ever before. Thousands of Americans are once again able to enjoy healthier, productive lives, thanks to the miracle of transplantation. In order to best educate Nebraskans, it is essential that we reach those young adults whose very ideas will shape our future. We appreciate your help by including organ donation in your Driver's Education Curriculum. It would be our pleasure to present this most timely information to your class. Or we have included suggested activities and a sample lesson plan for your presentation.

Our program is designed so that we may best met the needs of ;your students. Speakers, including transplant recipients, are available who can appropriately relate their transplant experience to young adults. Our promotional items include videos, slides, pencils, buttons, and brochures. Also, we have Michael Jordan donor cards and posters. Michael Jordan donated his services to the Coalition on Donation, a national non-profit alliance of organizations and local coalitions dedicated to educating the public about organ and tissue donation in the United States.

We invite you to utilize our resources as we all work together to best educated the young people of our state. If you are interested in a presentation, loaner videos, brochures, or other promotional items, please call THE ORGAN AND TISSUE DONOR TASK FORCE OF NEBRASKA AT 1-800-718-5433. Thank you for your time and consideration of this important matter. We look forward to hearing from you.

Organ and Tissue Donation and Transplantation

GOAL: To present accurate information about organ and tissue donation and transplantation, to help students understand the process of becoming a donor, and to encourage the students to discuss organ and tissue donation with their families.

PERFORMANCE OBJECTIVES:

The student will be able to:

Identify the purpose of organ and tissue donation and transplantation.
Identify the organs and tissues which can be donated and transplanted in Nebraska.
Describe the importance of discussing one's wishes about donation with one's family.
Understand the critical shortage of organs and tissues both in Nebraska and the United States.
Determine where one can get more information about organ and tissue donation.

CONTENT:

Transplants performed in Nebraska fact sheet.
General information-organ and tissue donation
Transplantation fact sheet.
Eye Bank facts.
Understanding the organ procurement process.
General religious beliefs concerning organ donation and transplantation.
Vocabulary

STUDENT LEARNING ACTIVITIES:

IN CLASS:

Opening activity pre-test: How much do you know about organ and tissue donation and transplantation? (answer key follows)-10 minutes.

View the video "Get With IT"- 8 minutes (available from the ORGAN AND TISSUE DONOR TASK FORCE OF NEBRASKA-1-800-718-5433)

Correct the pretest-20 minutes.

Student activities-chose one of: Crossword, Word Scramble, or Rumor has it -10 minutes.

OUT OF CLASS:

Homework assignment with family members-This questionnaire could be used as a survey and the response tabulated and discussed as a follow-up activity.

EVALUATION:

The student will pass a test covering:

Identifying organs and tissues which can be transplanted
Identifying positive benefits of donating organs and tissues
Identifying common misconception surrounding donation
Discussing the critical shortage for organs and tissues.
Discussing the donation process.

AUDIO-VISUAL MATERIALS: "Get With It"- 8 minute video
"Ordinary Heroes"- 14 minute video. Preview Information:
Get With It-is a unique video designed to be culturally diverse. The video features students in familiar high school setting asking questions and voicing their opinions about organ and tissue donation. The material is

presented in an up-to-date music - TV type format. The speakers have multicultural backgrounds and speak about the need for minority donation.
Ordinary Heroes- covers general issues concerning donation and transplantation. It deals with the experience of a donor family member, why they chose to donate and what effect the donation had on them during a time of tragic loss.

RESOURCE MATERIALS: THE ORGAN AND TISSUE DONOR TASK FORCE OF NEBRASKA 1-800-718-5433.

GOAL:
Students will become aware of the seriousness of the energy shortage, that a good and safe driver can decrease fuel consumption, but that this takes practice, proper driving techniques, an awareness of the driving environment, and the thorough usage of SIPDE.

PERFORMANCE OBJECTIVE:
During the in-car phase students will demonstrate fuel efficient driving techniques. The student will be able to list and explain several methods of fuel conservation. The student will know ways to save fuel through fuel efficient driving methods and trip planning. The student will outline vehicle maintenance habits to increase energy savings. The student will compare vehicles fuel economy.

CONTENT:
Vehicle care and maintenance in relation to energy conservation. Trip Planning in relation to energy conversation and cost-weight, mapping, tolls, etc., The fuel shortage, Methods of conservation, Fuel you car wisely, and Discuss Smoking inside and outside the car while you're gassing up.

STUDENT LEARNING ACTIVITIES:
IN CLASS

a.) Have students write a report on past and present issues regarding energy use and shortage. Have students work in groups and make a list of ways to conserve fuel-vehicle design factors, driving habits, load factors, etc. Teacher led discussion of domestic increased consumption and decreased production yields greater dependence on foreign energy. Have students debate the pros and cons of car pooling. In car, have the observing students critique the drivers fuel efficient driving techniques.

OUT OF CLASS
Have students cut out newspaper and magazine articles related to energy conservation. Have students practice energy conservation techniques on range, in simulation, on-street, and when driving with parents/guardians. Have students get vehicle dealership brochures and compare the mileage ratings of various makes and models.

EVALUATION:
Students will pass an objective test

AUDIO VISUAL MATERIALS:

RESOURCE MATERIALS
AAA Textbook "How to Drive".

STANDARD TRANSMISSIONS

GOAL:

Students will demonstrate the ability to select the correct gear in different driving environments and to amoothly shift a standard transmission.

PERFORMANCE OBJECTIVE:

The student will use the gearshift lever, clutch, brake, and accelerator to up shift, down shift and move the car.

The student will list different methods to slow down a standard shift vehicle.

The student will demonstrate the skill of starting and stopping on a grade and of parking a standard shift vehicle.

CONTENT:

Explain the friction point, the pattern in shifting, and the order-1-2-3., Proper gear selection, Upshifting, Downshifting, and Neutral.

STUDENT LEARNING ACTIVITIES:

IN CLASS:

Use the manual shift cars in simulation and practice shifting them.

Show a video on how to shift a standard shift vehicle

OUT OF CLASS

Have students practice shifting gears and using the friction point with parents.

EVALUATION: Students will pass a quiz on standard transmission vehicles.

AUDIO-VISUAL MATERIALS:

RESOURCE MATERIALS:

Propulsion International Textbook "Handbook Plus"

TOWING TRAILERS

GOAL:

The students will know the information necessary to tow a trailer behind a vehicle.

PERFORMANCE OBJECTIVE:

The student will be able to classify types of trailers into similar groups-single axle, tandem, fifth wheel,etc.

The student will be able to identify the towing concerns of the different classes of trailers-stopping distance-loaded and unloaded, etc. The student will be able to explain the necessary considerations-weight,towing capacity,etc.-when determining what types of vehicles to use in towing trailers.

The student will understand the various types of equipment needed when towing trailers-types of hitches,mirrors, trailer brakes.

The student will understand the Nebraska State laws regarding trailering-towing length,etc.

CONTENT:

Understanding trailers, equipment, and towing vehicles is important as well as how to back a trailer, apacing when turning, loading, following, passing with a trailer,etc., How other drivers should respond when interacting with trailers.

STUDENT LEARNING ACTIVITIES:

IN CLASS:

Lecture/ Discussion, Demonstration with different types of toy trailers on control, spacing, etc.

OUT OF CLASS: Students will visit reatil business'and rental business' to gather information about trailers.

Students will visit automovile dealerships to collect information on towing package specifications for various vehicles.

EVALUATION:

Written quiz regarding trailering content. In car test of basic skills if equipment is available.

AUDIO-VISUAL MATERIALS:

RESOURCE MATERIALS: AAA Book "How To Drive", Propulsion International Textbook "Handbook Plus"

Trip Planning

GOALS:

Students will be able to develop and use trip planing skills by using strategies that will make their trip safe and efficient. They will organize their own time schedules, follow suggested routes, using proper equipment, and utilize map reading.

PERFORMANCE OBJECTIVE:

Students will respond, with at least 75% accuracy, when presented questions dealing with:

- time scheduling
- route selection
- equipment and maps
- vehicle preparation
- factors concerning economic matters
- map reading

CONTENT:

I. Necessity of trip
II. Selecting best mode of transportation
III. Reading a map
IV. Selecting best, safest and most economical routes for trips
V. Time scheduling
VI. Vehicle preparation

STUDENT LEARNING ACTIVITIES:

In Class

- Teacher led discussion concerning content
- Worksheet covering content
- Test covering content
- View video, Energy Efficient Driving

Out of Class:

EVALUATION:

Successful completion of worksheet on trip planning
Successful completion of test on trip planning

AUDIO-VISUAL MATERIALS:

Video: Energy Efficient Driving (#1074)

RESOURCE MATERIALS:

Maps
Video: Energy Efficient Driving (#1074)

DRIVING RANGE

GOAL:

To give groups of students a safe and efficient area to learn the basic skills and judgments needed for the safe operation of a motor vehicle.

PERFORMANCE OBJECTIVE:

The student will demonstrate their ability to safely and correctly operate a vehicle through the beginning range activities including: pre-driving checks, starting and stopping procedures, left and right turns, one way and two way traffic, lane changes, and traffic mix.

The student will demonstrate their ability to safely and correctly maneuver a vehicle through the following exercises: T, Figure of 8, 2 point turn, 3 point turn, angle parking, perpendicular parking, parallel parking, garage, merging, enter and exiting a freeway, and passing.

The student will develop and understanding of the visual search patterns, judgments, and decision making skills necessary to the management of time and space when operating a motor vehicle in traffic.

CONTENT:

The correct procedure for each exercise.

The expected rules and student behaviors in car/ around facility.

STUDENT LEARNING ACTIVITIES:

IN CLASS:

Students complete designed exercises when instructed to do so by the teacher.

Students will identify the location of various instructional areas on the range diagram.

OUT OF CLASS:

EVALUATION:

Students will pass a written objective/diagram test of range activities.

Students will pass a driving range final test by correctly executing the skills and activities requested by the instructor.

AUDIO-VISUAL MATERIALS:

RESOURCE MATERIALS:

SIMULATION

GOAL:

The student will have the basic knowledge of simulation driving and it's role in the Driver Education program.

PERFORMANCE OBJECTIVE:

The student will know and understand the importance and consequences of the rules and regulations while in the simulation program.

The student will become familiar with and will be able to name and indicate the simulator unit parts and controls.

The student will develop correct habits of driving-i.e. signals, visual search, SIPDE, right foot braking, hand over hand steering, perceptual skills, hazard recognition, time and space judgments.

The student will demonstrate driving tasks in the simulator car from the basic to the complex.

The students will demonstrate defensive driving abilities.

The student will demonstrate the procedural, perceptual, judgmental, and decision -making skills developed through simulation.

CONTENT:

Location of instruments
Location of controls
Basic to complex tasks
Perception
Judgments
Decision making skills
Defensive driving skills
Development of good habits

STUDENTS LEARNING ACTIVITIES:

IN CLASS: Successful participation in class driving sessions

OUT OF CLASS

EVALUATION:

The student will pass the final simulation test.

AUDIO-VISUAL MATERIALS:

Simulation films/videos

RESOURCE MATERIALS:

SSI
DORON

ON-STREET

GOAL:

The student will experience a wide range of driving environments and will understand how to successfully and safely negotiate these various environments.

PERFORMANCE OBJECTIVE:

Students can identify and manipulate the gauges and controls of the vehicle during pre-driving, post driving, starting and stopping the engine and securing the vehicle.
Students can perform in-traffic driving tasks in residential, city, highway, freeway and rural driving environments.
Students will demonstrate proper driving procedures at night, during adverse conditions, and in simulated emergencies.
Students can apply the SIPDE process to their driving.
Students will demonstrate their knowledge of the laws, signs, signals, and pavement markings.
Students will demonstrate driving techniques by adjusting time and space.
Students will demonstrate courtesy, patience, a positive attitude in their driving experience.

CONTENT:

Gauges and controls
Perception
SIPDE
Time and space management
Steering
Speed
Laws

STUDENT LEARNING ACTIVITIES:

IN CLASS:

Use the "teaching moment" as much as possible to reinforce those topics previously discussed.
Have the student observers participate.

OUT OF CLASS:

Give students individualized practice assignments to do with parents.

EVALUATION:

Pass the regular sessions and final test requirements

AUDIO-VISUAL MATERIALS:

RESOURCE MATERIALS:

Partnership For Driver Excellence: Student, Parent, Teacher-An In car Manual for Habit Development.
Handbook Plus-Propulsion International In car Manual

(AV) Janus Interacitve
1600 NW 167th Place, Suite 320
Beaverton, OR 97006
800-766-0835

(P) Partnership For Driver Excellence: Student, Parent, Teacher
(An In-Car Manual For Habit Development)
Fred R. Mottola
Interactive Driving System's Inc.
Box 98 Cheshire, CT 06410
(203)-272-9391

(P) NE Safety Center
W.C. UNK
Kearney, Ne 68849

(AV) Traffic Safety Video Catalog

(AV) Mottola's Zone Control Driving System
Interactive Driving Systems Inc.

(AV) AAA Nebraska
% Rose White
Omaha, NE
(402)-390-1000 Ext 365

(P) ATV Distributers Safety Hotline
800-852-5344

(P) ATV Safety
Consumer Product Safety Commission
800-638-2772

(P/AV) NE Dept. of Ed./ Pupil Transportation
Director
301 Centennial Mall South
Lincoln, NE 68509-4987
(402)-471-2740 Fax (402)-471-0117

(P) Parent Involvment Programs, Inc.
423 Silver Springs Rd.
Cape Girardeau, MO 63701
(314)-334-4683

(P) ATV Safety Institute
2 Jenner St. Suite 150
Irvine, CA 92718-3812

(WA) AIMS Media
9710 Desota
Chatsworth, CA 91311

800-367-2467

(WA) American Automobile Association (AAA)
1000 AAA Drive
Heathrow, FL 32746-5063
(407)-444-7963

(WA) National Driver Education Standards
American Driver and Traffic Safety Education
Association (ADTSEA)
Highway Safety Center
Indiana University of Pennsylvania
Indiana, PA 15705-1092
(412)-357-4051

(WA) ARCO
Public Affairs
Rm 4473
515 S. Flower St.
L.A., CA 90071
(213)-486-3384

(WA) Center For Unlimited Vision
80 Fifth Ave. Suite 1105
New York, NY 10011
(212)-255-2240

(WA) Doron Precision Systems, Inc.
P.O. Box 400
Binghamton, NY 13902-0400
(607)-772-1610

(WA) Ford Motor Company
Fairlane Plaza South Suite 500
330 Town Center Drive
Dearborn, MI 48126
(313)-845-8301

(WA) Geico Insurance
1 Geico Plaza
Washington, DC 20076
(301)-986-2266

(WA) General Motors Corporation
3044 W. Grand Blvd.
Detroit, MI 48202
(313)-556-3623

(WA) General Motors Corporation
Driver Education Headquarters
P.O. Box 428
Birhingham, MI 48012-0428
800-932-2062

(WA) Glencoe Division
Macmillan/McGraw Hill
936 Eastwind Dr.
Westerville, OH 43081

(WA) In Motion Magazine
General Learning Corp.
60 Revere Drive
Northbrook, IL 60062-1563
(708)-205-3000

(WA) Insurance Institute for Highway Safety (IIHS)
Communication Department
1005 N. Glebe Road
Arlington, VA 2201
(703)-247-1500

(WA) Interactive Driving Systems, Inc. (IDS)
P.O. Box 98
Chesire, CT 06410
800-764-7767

(WA) Janus Interactive
1600 NW. 167th Place, Suite 320
Beaverton, OR 97006
(503)-629-0587
800-629-0835

(WA) Learning Corporation of America
420 Academy Drive
Northbrook, IL 60062
(312)-940-1290

(WA) Liberty Mutual
Mr. Jeff Segur
17901 Bothell-Everett Hwy.
Bothell, WA 98012

(WA) Lothair, Inc.
1132 S. Lothair Ave.
Chicago, IL 60643
(312)-239-8154

(WA) Manocherian Foundation, Inc.
3 New York Plaza, 18th Floor
New York, NY 10004
(212)-837-4844

(WA) Motorcycle Safety Foundation
2 Jenner Street, Suite 150
Irvine, CA 92718
(714)-727-3227

(WA) National Highway Traffic Safety Administration (NHTSA)

Office of Safety Programs
NTS-21
400 Seventh Street, S.W.
Washingtion, DC 20590

(WA) National Highway Traffic Safety Administration (NHTSA)
Youth Programs
400 Seventh Street, S.W.
Washington, DC 20590
(202)-366-2705

(WA) National Safety Council
1121 Spring Lake Drive
Itasca, IL 60143
(708)-775-2014

(WA) Physicians for Auto Safety
12 Church St.
New Melford, CT 06776
(203)-355-0323

(WA) Propulsion International, Inc.
3800 Isabelle, Suite C
Brossard, Quebec, Canada
J4Y 2R3
(514)-444-7000

(WA) Safety Enterprises
Warren Quensel
1010 S. Summit
Bloomington, IL 61701
(309)-828-0906

(WA) Safety Industries
P.O. Box 1137
McGill, NV 89218-9900
(702)-235-7766

(WA) Scott Foresman
Regional Office
175 N. Wolfe Rd.
Sunnyvale, CA 94086
800-554-4411

(WA) Think First Foundation
22 South Washington Street
Park Ridge, IL 60068
(708)-692-2740

(WA) Tire Industry Safety Council
P.O. Box 1801
Washington, DC 20590

(WA) U.S. Department of Transportation

National Highway Traffic Safety Administration
400 7th Street S.W.
Washington, DC 20590
(202)-366-2727

Ne State Farm

Partners In Safety "Street Smart" Parental Involvement Program
Suite 200/GLC
900 Skokie Blvd.
Northbrook, IL 60062

New Drive Car Control
Auto Testers, Inc.
% David Thornhill Thompson
P.O. Box 99466
Raleigh, NC 27642

Teen Drivers Taking Charge
Allstate
% Jody Mack
2775 Sawders Rd.
Northbrook, IL 60062-6127
(847)-402-3353

(P) Nebraska Driver's Manual

(P) Handbook Plus, H.P.Workbook, & H.P. In-Car Manual
Propulsion International, Inc.
3500 Matte Blvd., Suite 214
Brossard, Quebec, Canada J4Y 2Z2
(515)-444-7000

(P) How to Drive- Textbook & Test Booklet
AAA

(P) NE Office of Highway Safety
Lincoln, NE
(402)-471-2515

NE Operation Lifesaver
% Shelly
North Platte, NE
(308)-

Ford Co.
General Motors Corp.

(AV) American Family Insurance
Safety Video Library
Q17C/B1337
6000 American Parkway
Madison, WI 53783-0002

(608)-242-4100

(VA) Insurance Institute for Highway Safety
1005 N. Glebe Rd.
Arlington, VA 22201
(703)-247-1500

(VA) Allstate Insurance Companies
Allstate Plaza
Northbrook, IL 60062

(VA) American Automobile Association
8111 Gatehouse Road
Falls Church, VI 22042

(VA) American Optometric Association
7000 Chippewa Street
Saint Louis, Missouri 62119

(VA) Public Relations Department
Chevrolet Motor Division
General Motors Corporation
Detroit, MI 48202

(VA) Distilled Spirits Council of the United States
Suite 1300, Pennsylvania Building
425 13th. Street, N.W.
Washington, DC 20004

(VA) Insurance Information Institute
110 William Street
New York, NY 10038

(VA) Public Relations Department
American Trucking Associations
1616 P Street, NW

(VA) Shell Oil Company
P.O. Box 61609
Houston, TX 77208

(VA) U-Haul International
2727 North Central Avenue
Phoenix, AZ 85004

(VA) U.S. Department of Transportation
National Highway Traffic Safety Administration (NHTSA)
Washington, DC 20590

(TX) American Red Cross
Write to chapter nearest you

(TX) Channing L. Bete Bo., Inc.

45 Federal Street
Greenfield, MA 01301
Write for catalog

(IL) Shell Answer Books
P.O. Box 61609
Houston, TX 77208

(IL) Ameritech's Cellular Safe Talk programs on cellular phone
800-377-3137

(IL) "In Motion"-General Motors Magazine
708-205-3000

(IL) "Drive Right", Scott Foresman and Company
Glenview, IL
800-554-4411

(IL) Simulator Systems International, Inc.
11130 East 56th Street
Tulsa, OK 74146-6713
800-843-4764
Fax 918-250-4502

(NH) Sportsmanlike Driving (Ninth Edition). McGraw-Hill Book Compan
936 Eastwind Drive, Westerville, OH 43081
American Automobile Association
1000 AAA Drive, Heathrow, FL 32746-5063

(NH) Tomorrow's Drivers (Eight Edition). Glencoe/McGraw-Hill Educational Division
936 Eastwind Drive, Westerville, OH 43081