Department of Public Safety

Ohio Driver Training Curriculum

Developing Skills for a Lifetime

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Dear Driver Training Professional:

Vehicle crashes are the number one cause of death for beginning drivers, ages 15 to 20. You, as a driving instructor, have a unique opportunity to empower the students you teach to drive safely. Educating beginning drivers includes teaching basic road rules, car familiarity, driving skills, control tasks, and providing guidance for making safe driving decisions. You make a difference in how much importance your students place on their own safety and the safety of others. As an instructor, you are the conduit through which respect for safe driving practices takes shape.

The Ohio Driver Training Curriculum was developed to help instructors provide a quality, standardized program. Standardized means that all driving students in Ohio are taught the same content, regardless the enterprise with whom they're working. All of the content in the curriculum must be covered with each class and student driver. Students also need opportunities to observe professional role models and practice as they establish the foundation for their lifetime of driving.

Driver Training: Developing Skills for a Lifetime curriculum includes a section for an optional Parent Orientation, 10 units of classroom content, 10 units of behind-the-wheel content, and a Instructor Resource Guide to assist you with your teaching and coaching. Units are organized into 12, two-hour time blocks to facilitate planning for classes and behind-the-wheel instruction. You may adjust the time frames to fit your schedule.

As a driver training instructor, you have the ability to highlight the significance of the content. Each time you teach, you have a choice in how you will personalize and convey the knowledge and skills in the lessons. Please, take every opportunity to improve and enhance your teaching and coaching skills.

The work you do with each student is of the utmost importance. Thank you for your commitment to your students and keeping Ohio roads safe!

Sincerely,
Driver Training Staff

Driver Training Program Office
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Over the past sixty years, we have witnessed major progress in highway safety in vehicle safety systems, road design and safety related education and messages. In spite of all the progress, driving remains among the most hazardous tasks most people will ever perform. Driving is a complex set of skills that require mental focus and physical effort to perform multiple tasks.

Crashes happen for many reasons: driver inexperience, attitudes, behaviors, and poor decision making. Young drivers remain the most susceptible to crashes because they lack the experience and ability to make good decisions.

Consider:

- Motor vehicle crashes are the leading cause of death for teens in the United States (Center for Disease Control, CDC).
- In 2018, 2,318 teens ranging in age from 15 to 18 died in vehicle crashes (National Highway Traffic Safety Administration, NHTSA).
- There are 13.2 million 16 to 20 year olds on the road, which is 6.4% of all drivers on the road, but young drivers account for 8% of fatal crashes (CDC).
- More than 60% of teens get their driver license before they are 18. For every mile driven, new teen drivers (aged 16-17) are three times more likely than adults to be involved in a fatal crash. If the teen driver only has teen passengers in their vehicle, the fatality rate for all people involved in a crash increases 51% (American Automobile Association Foundation for Traffic Safety, AAA).

With lack of experience, overconfidence, and other teens in the vehicle, new teen drivers are at risk. We must ensure they are as prepared as possible before they begin to drive solo

The Ohio Graduated Driver Licensing (GDL) law mandates a young driver receive a minimum of 24 clock hours of classroom instruction and 8 hours of behind-the-wheel instruction in driver training. They also must receive at least 50 hours of in-vehicle practice, 10 of these at night, with a parent or legal guardian. The Ohio Driver Training Curriculum was developed to help instructors meet the “24 and 8” requirement.

The purpose of the Ohio Driver Training Curriculum is to provide standardized information on the best driving practices, skills, and risk-reducing behaviors for beginning drivers. The content contained in the Ohio Driver Training Curriculum, all unit topics and sub-topics, must be presented. If supplemental textbooks and or materials are used, they must align with the Ohio Driver Training Curriculum. As rules and laws are updated, you will be required to adjust the content to accurately reflect the change(s).

CURRICULUM STRUCTURE

The *Ohio Driver Training Curriculum* provides current information and techniques for teaching young people the basics of motor vehicle operation. The curriculum may be supported through the use of textbooks. Although not required, driving schools may choose a textbook to use as a supplemental resource. **If textbooks are used, one must be available for each student.** Textbooks are required to be published within the last 10 years and must be listed in the driving school's lesson plans if applicable. The driving school must align the content in the text book to the *Ohio Driver Training Curriculum.*
The curriculum sections include:

- Parent Orientation- Optional
- Units 1 - 10– Content-specific information to be taught in the 24-hour block of classroom instruction.
  - *Objectives*– Each unit begins with a list of what students should know, understand and be able to do. This list can be used to gauge each student's success with learning the content.
  - *Learning Responsibilities*– Reviews expectations for both instructors and students.
  - *Resources*– In the Resources section, you will find suggested videos and websites and that support the content of the unit. Additional diagrams and handouts are also included.
    - Videos
      - As a driver training instructor you are required to show at least 4 hours of video in your classroom. You may not show more than 9 hours of video in a 24 hour cycle of classes.
      - If you have other videos you would like to use, please obtain permission from the Driver Training office before showing.
    - Websites
    - Links provided in the Ohio Driver Training Curriculum have been approved by the owners of the information. The links may be moved or become invalid at the discretion of the links' owners. The Ohio Department of Public Safety does not own the majority of the links.
    - Diagrams and handouts to support your instruction can be found at the end of many of the units following the Outline Content section.
  - *Activities* – The activities listed are optional. Keep in mind the more actively engaged your students are with the content, the better they will retain the information. Feel free to use your own activities.
  - *Content Outline* – This includes the specific information to be taught in each unit. All content is required.
- Behind-the-Wheel (BTW) Instruction – This section outlines the skills to be taught in BTW lessons. Each lesson includes a required entry level, a recommended length of time, objectives, supporting procedures, and evaluations.

- Instructor Resource Guide – This guide can be found at the end of the curriculum, following all of the behind-the wheel units. These resources promote better instruction and provide additional supporting content. The Instructor Resource Guide may be a good tool to help train new instructors.
- Teaching Resources- Traffic roadway signs, traffic signals, and diagrams provided in slide presentation format.

RECOMMENDED TIME FRAMES *for Classroom Instruction*

Course Overview	**30 MINUTES**
Unit 1: The System and You	**60 MINUTES**
Unit 2: Vehicle Familiarization	**60 MINUTES**
Unit 3: Basic Control Tasks	**210 MINUTES**
Unit 4: Traffic Control Devices and Laws	**120 MINUTES**
Unit 5: Perception and Driving Strategies for Different Environments	**330 MINUTES**
Review Units 1 - 5	**30 MINUTES**
Unit 6: Natural Laws Affecting Vehicle and Operator Performance	**60 MINUTES**
Unit 7: Handling Vehicle/Driver Emergencies	**90 MINUTES**
Unit 8: Operating in Adverse Conditions	**90 MINUTES**
Unit 9: Driver Fitness	**240 MINUTES**
Unit 10: Responsibilities of Owning and Maintaining a Vehicle	**45 MINUTES**
Updated Vehicle Technology	**45 MINUTES**
Review Units 6 - 10	**30 MINUTES**
Total	24 hours (1,440 minutes)

BLOCK SCHEDULE *for 2-hour Instructional Periods*

The following is offered for use as a possible model block schedule in classroom instruction that occurs in 2-hour time periods. The schedule may be adjusted to fit different time-frame schedules.

Block #1

Introduction and Program Administration ..... **30 MINUTES**

Unit 1 – The System and You ..... **60 MINUTES**

- A. The Highway Transportation System
- B. Getting Your Driver's License
- C. Driver Education Value
- D. Anatomical Gifts

Unit 2 – Vehicle Familiarization ..... **30 MINUTES**

- A. Safety Systems
- B. Control Systems
- C. Driver Visibility Systems
- D. Communication Systems
- E. Anti-Theft System

Block #2

Unit 2 – Vehicle Familiarization ..... **30 MINUTES**

- F. Pre-Drive Checks
- G. Fitting the Vehicle to You

Unit 3 – Basic Control Tasks ..... **90 MINUTES**

- A. Demonstrate the Ready to Drive Position
- B. Starting the Vehicle
- C. Putting the Vehicle in Motion
- D. Steering
- E. Slowing and Stopping the Vehicle

Block #3

Unit 3 – Basic Control Tasks ..... **120 MINUTES**

- F. Changing Lanes
- G. Making Left and Right Turns
- H. Passing and Being Passed
- I. Backing
- J. Reversing Direction
- K. Parking
  - i. Angled Parking
  - ii. Perpendicular Parking
  - iii. Parallel Parking
  - iv. Maneuvering in Parking Lots
  - v. Parking on a Hill
  - vi. Steep Uphill Grade
- L. Securing and Leaving the Vehicle

BLOCK SCHEDULE *for 2-hour Instructional Periods*

Block #4

Unit 4 – Traffic Control Devices and Laws..... **120 MINUTES**

- A. Pavement/Roadway Markings
- B. Traffic Signs
- C. Traffic Signals
- D. Additional Signal Messaging
- E. Right Turn on Red
- F. Left Turn on Red
- G. Right-of-Way
- H. Traffic Officers
- I. Railroad Crossings
- J. School Bus Stop Law
- K. Speed Laws
- L. Violations and the Ohio Point System

Block #5

Unit 5 – Perception and Driving Strategies for Different Environments..... **120 MINUTES**

- A. Space Management Systems
  - i. S.E.E.
  - ii. S.I.P.D.E.
  - iii. Smith5Keys
- B. Space Management Content Specifics
- C. Using Time to Manage Space

Block #6

Unit 5 – Perception and Driving Strategies for Different Environments..... **120 MINUTES**

- D. Sharing the Road
- E. Driving Environments
  - i. Work Zones
  - ii. Urban
  - iii. Rural
  - iv. Expressways
- F. Law Enforcement Officers

BLOCK SCHEDULE *for 2-hour Instructional Periods*

Block #7

Review Units 1-5 ..... **45 MINUTES**

Unit 6 – Natural Laws Affecting Vehicle and Operator Performance ..... **75 MINUTES**

A. Gravity
B. Kinetic Energy
C. Friction and Traction
D. Stopping Distance
E. Force of Impact

Block #8

Unit 7 – Handling Vehicle/Driver Emergencies ..... **120 MINUTES**

A. Vehicle Emergencies
B. Driver Emergencies
C. Braking Techniques
D. Managing a Collision Site

Block #9

Unit 8 – Operating in Adverse Conditions ..... **90 MINUTES**

A. Low Light and Night Conditions
B. Dawn and Dusk
C. Rain
D. Snow and Ice
E. Fog and Smog
F. Other Conditions Affecting Visibility or Traction

Block #10

Unit 9 – Driver Fitness ..... **120 MINUTES**

A. Your Senses and Driving
B. Emotions and Driving
C. Fatigue
D. Short-Term Illness or Injury
E. Permanent Disabilities

Block #11

Unit 9 – Driver Fitness ..... **120 MINUTES**

A. Alcohol and Other Drugs
B. Distracted Driving

BLOCK SCHEDULE *for 2-hour Instructional Periods*

Block #12

Unit 10 – Responsibilities of Owning and Maintaining a Vehicle ..... **45 MINUTES**

- A. Buying a Vehicle
- B. Insuring a Vehicle
- C. Operating and Maintaining a Vehicle
- D. Trip Planning

Updated Vehicle Technology ..... **45 MINUTES**

Review Units 6 - 10 ..... **30 MINUTES**

Final Test

Total ..... 24 hours (1,440 minutes)

CONTENT

PARENT ORIENTATION *(Optional) – 30 minutes*

The purpose of the parent orientation is to emphasize the importance of the parental role in their child's driving. The parent orientation is optional for schools to include in their programs. The topics listed below are just a recommendation and may be modified.

- Opening Remarks – Welcome and Purpose of the Orientation.
- Make introductions with instructors.
- Complete course registration forms.
- Understand course requirements and documentation for successful completion.
- Discuss school policies and rules.
- Understand how the driver education program will be conducted, including scheduling of classes and behind-the-wheel driving practice.
- Identify and discuss the Graduated Driver Licensing (GDL) requirements and responsibilities.
- Highlight the importance and responsibilities of parent involvement.
  - Discuss the role of the parent/guardian with the license.
  - Provide a copy of *Teaching Your Teen to Drive.*
  - 50 hours of driving with a parent/guardian.
  - Discouraging alcohol use and driving.
  - Discouraging distracted driving.
- Parent/teen contract.
- Question and Answer
- Graduated Driver Licensing handouts are available through the Driver Training Program office.
- The "Parents & Teens" page at **https://publicsafety.ohio.gov/what-we-do/our-programs/ohio-driver-training/for-drivers/parents-and-teens** provides additional information.

NOTES

THE SYSTEM AND YOU

1

OBJECTIVES

The driver education student will:

- Identify and list the components of the Ohio Highway Transportation System, recognize the magnitude of the system, and discuss the consequences of system failures.
- Examine and describe the advantages of completing a driver education course.
- Examine the Ohio Graduated Driver Licensing process and acknowledge that driving is a privilege to be protected.
- Examine the facts and statistics that pertain to anatomical gifts.
- Understand the process to register for organ donation.

60 MINUTES

LEARNING RESPONSIBILITIES

The student will:

- Actively participate in class discussions facilitated by the instructor.
- Engage in learning activities that highlight and emphasize the unit objectives.
- Demonstrate comprehension of unit material.

The instructor will:

- Provide a safe learning environment for all students.
- Provide instructional activities and guidance for material in Unit 1.
- Use visual diagrams/videos associated with the topics to supplement the lesson.
- Provide an interactive approach to instruction.
- Monitor students, instruct, engage, and evaluate student progress toward mastery.

RESOURCES

- Ohio Driver Training Curriculum
- Ohio Digest of Motor Vehicle Laws (HSY 7607)
- Slide Presentations/Textbooks if Used/ Workbooks if Used/Handouts
- Under 18? GDL Card (DTO 0209)
- Videos:
  - Donate Life Ohio
    www.donatelifeohio.org/you-can-help/teacher-resources
  - Insurance Institute for Highway Safety (IIHS) "Young Drivers/The High-Risk Years"
    https://youtu.be/DmIhjMwZs5A
  - Impact Teen Drivers "Graduated Driver Licensing Made Simple – Ohio"
    https://youtu.be/XTNwiK4Abzg
  - Other appropriate videos
- Websites:
  - Ohio State Highway Patrol
    www.statepatrol.ohio.gov
  - Visual diagrams and additional information at the end of this unit.

OUTLINE CONTENT

A. THE HIGHWAY TRANSPORTATION SYSTEM (HTS)

- Assessing the System.
  - Purpose- To move people and goods safely and effectively from one place to another.
  - The number of people and goods moved
  - The time it takes for movement
  - Collisions that interrupt movement
  - Regulations
    - The HTS is regulated by federal, state and local governments. The federal government sets minimum standards by which all state and local governments must abide. State and local governments that follow these federal guidelines receive federal funding to maintain certain aspects of the HTS.
    - Federal laws also establish state rights regarding driver and roadway safety. For example, the National Highway Safety Act provides guidelines that states must follow. These guidelines set minimum standards for driver licensing, vehicle registration, highway construction, highway maintenance, traffic laws, and traffic court. The federal law gives each state the authority to set its own laws such as Graduated Driver Licensing, as long as they do not conflict with federal rules and standards. Counties, cities, and towns also pass traffic laws such as establishing school zones and speed limits on city streets to make those streets safer for citizens.
- Components of the System
  - People
  - Vehicles
  - Roadways
    - Simple neighborhood lanes, complex superhighways and every kind of street in between make up approximately 4.1 million miles of roadway that link every state, county, city, and town in the U.S. Every day these roads are traveled by more than 165 million people driving, riding or walking. Spread out evenly, that is over 40 people per mile. We know that some roads are traveled more heavily than others. With large amounts of traffic traveling in close proximity at speeds up to 70 miles per hour, crashes happen. In any given year, any driver stands a 1 in 9 chance of being in a crash (National Highway Traffic Safety Administration, NHTSA). A safe driver must learn how to interact with various types of drivers in various types of vehicles on a variety of roadways without traffic violations, near misses, or collisions.
- Statistics of the System
  - 4.19 million miles of roadways (The American Road & Transportation Builders Association, ARTBA, 2023)
  - About 282 million registered vehicles (ARTBA, 2023)
  - About 232.8 million licensed drivers (ARTBA, 2023)
  - About 3.17 trillion miles traveled per year (ARTBA, 2023)
  - 43,000 fatalities per year (NHTSA, 2022)

- Risks in the System for Teens
  - Teen drivers face unique challenges. Lack of experience, overconfidence, susceptibility to distraction, and peer pressure can create dangerous driving situations.
    - According to the Center for Disease Control (CDC), teens are more likely than older drivers to:
      - Not recognize hazardous situations.
      - Underestimate dangerous situations.
      - Make critical decision errors.
      - Speed.
      - Not allow for proper following distance.
  - Teens have among the lowest rates of safety belt use. 43.1% of U.S. high school students did not always wear a seat belt when riding in a car driven by someone else in 2019. (Source: CDC Teen Driver Fact Sheet, https://www.cdc.gov/transportationsafety/teen_drivers/teendrivers_factsheet.html).
- Skills Needed to Safely Use the System
  - Decision-making skills — mental judgments associated with driving.
  - Physical skills — actual operation of the vehicle.
  - Social skills — ability to interact safely with others.
- Driving is a complex task; there is not one single factor that causes a collision.
  - When sending a text, a driver experiences a tire blow-out. Because they were distracted by the text, they may not have enough reaction time to complete an emergency maneuver and avoid collision.
- Government Agencies Supporting the HTS
  - Ohio State Highway Patrol
  - Sheriff and Municipal Police Departments
  - Court System
  - Ohio Department of Transportation
  - Ohio Department of Public Safety
  - Ohio Bureau of Motor Vehicles
  - Emergency Medical Services
  - Ohio Department of Health

ACTIVITY

Beginning in October 2022, driving enterprises are required to teach about crash statistics both in the classroom and behind-the-wheel. You can access crash statistic maps specific to your county here: https://publicsafety.ohio.gov/what-we-do/our-programs/ohio-driver-training/drivertraining-bulletins

At the end of the unit, there is a one page document with specific suggestions for using statistics and the crash maps with students.

ACTIVITY

Put students in groups of 2 or 3. Give them crash scenarios, found on the 2nd page of various county map crash statistics found here: https://publicsafety.ohio.gov/what-we-do/our-programs/ohio-driver-training/drivertraining-bulletins.
Have students identify the cause(s) of the crash and the consequences both physical and legal. Ask each group to share their findings.

B. GETTING YOUR DRIVER LICENSE

- Ohio Graduated Driver Licensing — The students examine the key points of the Ohio Graduated Driver Licensing process and analyze the value of the progressive steps of the system.
- Temporary Driving Permit
  - Students may get their Temporary Instruction Permit Identification Card (TIPIC) at age 15 years and 6 months. Students obtain their temporary driving permit by:
    - Studying the Ohio Digest of Motor Vehicle Laws, found online at https://publicsafety.ohio.gov/who-we-are/resources/digest_of_motor_vehicle_laws.
    - Taking the written driver's exam at a BMV location or online at https://k2do-oh.iti4dmv.com/at-home/Welcome.
    - If students take and pass the written exam online, they must still purchase their permit at the BMV.
  - Students must carry their Temporary Instruction Permit Identification Card when driving.
  - Students must be supervised by a parent, guardian or licensed driving instructor in the passenger seat when driving.
  - Temporary Instruction Permits are good for one year.
- Requirements for a Probationary Driver's License under the age of 18
  - Hold a TIPIC for at least 6 months.
  - Complete a driver education program including 24 hours of in-class and 8 hours of behind-the-wheel instruction with a licensed driving enterprise.
  - Complete an additional 50 hours of behind-the-wheel driving time with at least 10 of those hours at night with a parent or guardian.
  - Pass the behind-the-wheel and maneuverability portions of the driving test at a BMV or third party test site.
- During the first 12 months with a license:
  - No driving between the hours of 12 a.m. and 6 a.m.
  - No driving with more than one non-family member in the vehicle.
  - All passengers must wear a seat belt at all times.
  - No mobile communication devices while driving.

- After having your license for 12 months:
  - No driving between the hours of 1 a.m. and 5 a.m. Exceptions include driving with a parent or guardian, for school, work or in case of an emergency. Emancipated minors are exempted from this restriction.
  - The number of passengers is limited to the number of originally installed, working safety belts.
  - All passengers must wear a seat belt at all times.
  - No mobile communication devices while driving.

ACTIVITY

Using paper and markers, have students create social media campaign style memes, sharing one safety component required by the Ohio Graduated Driving License for the first 12 months of having a license. Give each student an opportunity to share their poster/meme. Display in your classroom.

- Traffic Related License Suspensions
  - Temporary instruction permit holders or probationary license holders who accrue two moving violations before age 18 will have their license suspended for 90 days. Three moving violations result in a one year suspension.
  - Temporary instruction permit holders or probationary license holders who are convicted of certain traffic-related violations before age 18 will have their permit/license suspended for six months.

ACTIVITY

Divide the class in two groups. One group will be in favor of graduated licensing and one group will be against graduated licensing. Each group will prepare a 3 -5 minute presentation on their group's stand on graduated driver licensing. Each group will present their views. The opposing group may ask questions after the presentation. When both sides have presented and the questions have been addressed, the instructor should point out the values of the graduated licensing to the class.

C. DRIVER EDUCATION VALUE

- In Ohio, when comparing 16 year old drivers who completed Driver Training and 18 year olds who had not:
  - In the first 2 months of driving with a probationary license, 16 year olds had a 27% lower crash rates than 18 year olds (Children's Hospital of Philadelphia, CHOP).
  - In the first 12 months of driving, 16 year olds had a 14% lower crash rate than 18 year olds (CHOP).
  - With the on road license examination, 16 year olds had the highest passage rate of all age groups under 25 (CHOP).
  - 78% of 16 year olds passed the on road license exam compared to 63% of 18 year olds (The Center for Injury Research and Prevention, 2022).
  - Driver Education supports students by providing:
    - Foundational and safe driving practices.
    - Practice with observational skills, risk assessment, and safe responses.
    - Exposure to various road environments and driving conditions.

D. ANATOMICAL GIFTS

- In driver training, all students will learn about organ donation. The required Donate Life Ohio video may be a good introduction for your discussion.
  - Watch the required video *Making the Decision: Organ, Eye and Tissue Donation* by Donate Life Ohio. You can access the video on YouTube at https://www.youtube.com/watch?v=zeycu_hflK8.
  - Myths vs. Facts about donating.
  - Discuss the need for donors.
  - Cover the organs and tissue that can be donated.
  - Review the donor requirements and eligibility. If under 18, a parent must also sign for the student to be included on the donor registry.
  - Three ways to register:
    - Online.
    - Print & mail.
    - At the BMV when receiving or renewing your license.

NOTES

Driver Training Data Sheets
Guidance for Driver Training Schools

November 14, 2023

The Ohio Traffic Safety Office, in partnership with the Ohio State Highway Patrol, will provide driver training enterprises with **crash statistic** information beginning in October of 2022. The statistical information is a required part of the Ohio Driver Training Curriculum.

Statistics showing areas of increased risk specific to your community should be used to inform classroom and behind-the-wheel instruction. Awareness gives student drivers the power to predict and prevent problems.

Individual data sheets for every county in Ohio are available here. Please review and use the **crash statistic** data for each county in which you provide services.

Consider breaking up the information on the data sheets into topic sections that may be reviewed and discussed together in an effort to help student drivers process all of the data in these reports.

Consequences of Crashes in Your County

Crash Severity data is found on the top half of the first page of the report. Have students begin by looking at the county map. Discuss what they notice, including locations where there are clusters of crashes. Generally crash clusters are in areas with higher populations. More people can mean more traffic. How can this information inform student driving? When driving in traffic hot spots, eliminate distractions, slow down and leave space between you and other vehicles.

The *Crashes by Severity* pie graph, top left, is a visual representation of some of the data from the 2022 column in the *Crash Severity* table underneath the county map; both charts show the number of *Fatalities, Injury Types and Property Damage*. Ask students what trends they notice in the *Crash Severity* section between 2020 through 2022.

Timestamps and Safety Belt Compliance

Once you have discussed crash consequences in your county, turn the focus to the middle of the left-hand column, where crash percentages are organized by day of the week and time of day. In your county, on what day(s) and time(s) are the probabilities higher that a student, friend or family member might be involved in a crash? What are some possible reasons? Ask students how access to this information allows them to make better driving decisions. Keep in mind these statistics represent drivers of all ages. The CDC says that 44% of motor vehicle crashes with teens occurred between 9 pm and 6am in 2020. Fifty percent happened of Friday, Saturday or Sunday.

Notice the *Safety Belt Compliance Rates*. How might the use of safety belts be connected to crash severity outcomes? How might a lower safety belt compliance rate effect crash severity? You may have teachable moments within this conversation to discuss seat belt misconceptions, such as you don't need to wear a safety belt if your car has airbags.

Collision Causes and Age Range Statistics

Select Crash Categories gives a breakdown of specific causes of crashes, in addition to the Teen-Related (15-19) and Youth-Related (15-24) statistics. Ask students to define each of the categories that contribute to crashes. Are there any categories they do not understand? What issues are currently causing the majority of crashes in your county? Ask students how this affects them and what decisions they will make when they get behind-the-wheel.

What are the student reactions to the number of Teen and Youth Related collisions in your county over the past 3 years? Why do teen drivers have a higher likelihood of being in a crash? What steps can young drivers take to avoid becoming part of that statistic?

Top 3 Crash Routes

Consider looking at the *Top 3 Crash Routes* on paper or digital maps. Identify problem areas for and with students. They may have personal stories about crashes in some of these locations. Ask how they should approach these problematic spots. For example, what should you do at an intersection where people are known to run the stop sign? Or how do you approach a multi-lane roundabout?

When students are driving on one of *The Top 3 Crash Routes* with an instructor, consider asking the students to use running commentary. With running commentary, they will tell you out loud what they see, identify potential problems and explain what they will do to avoid potential crashes. Knowing what students are noticing and thinking will help you adjust your instruction on potentially dangerous routes and areas.

Driver Training Updates

The second page of the report lists some timely, season related, behind-the-wheel reminders. For the fall, School Bus and School Zone Safety are current topics; topics are updated every 6 months.

Eye Opening Endings

While teens are still gaining experience behind-the-wheel, some mistakenly believe they can engage in risky behaviors without getting caught or being hurt. Stories about real crashes in your area, resulting from driver error and risky driving behaviors, are a powerful way to get the attention of new drivers. These actual accounts, gathered from each Ohio State Highway Patrol Post, act as a reminder that every time a driver gets behind-the-wheel, they are responsible for themselves, their passengers and the lives of the people they meet on the road. These personal, close to home situations provide powerful driving awareness lessons.

VEHICLE FAMILIARIZATION | 2

OBJECTIVES

The driver education student will:

- Describe pre-entry checks to be made around the vehicle.
- Identify the obscured areas/blind spots around the vehicle.
- Demonstrate knowledge of and proper usage of protective devices available to occupants of a motor vehicle.
- Identify car device symbols and the location of control devices correctly.
- Explain the function and operation of control devices accurately.
- Describe the pre-drive procedures used after entering the vehicle. This should include adjusting the distance between the seat and steering wheel, as well as adjusting the mirrors.
- Demonstrate knowledge of standard and personal vehicle reference points to know where the vehicle is positioned in relation to the road.
- Describe the purpose of the vehicle owner's manual.

60 MINUTES

LEARNING RESPONSIBILITIES

The student will:

- Actively participate in class discussions facilitated by the instructor.
- Engage in learning activities that highlight and emphasize the unit objectives.
- Demonstrate comprehension of unit material.

The instructor will:

- Provide a safe learning environment for all students.
- Provide instructional activities and guidance for material in Unit 2.
- Use visual diagrams associated with the topics to supplement the lesson.
- Provide an interactive approach to instruction.
- Monitor the students, instruct, engage, and evaluate student progress toward mastery.

RESOURCES

- Ohio Driver Training Curriculum
- Ohio Digest of Motor Vehicle Laws (HSY 7607)
- Slide Presentations/Textbooks if Used/ Workbooks if Used/Handouts
- Videos:
  - "Rules of the Road"/California Department of Motor Vehicles https://youtu.be/NLWlZdaEoMY
  - Other appropriate videos
- Websites:
  - National Highway Traffic Safety Administration www.nhtsa.gov
  - Insurance Institute for Highway Safety www.iihs.org
  - Visual diagrams and additional information at the end of this unit.

OUTLINE CONTENT

Students will recognize and be able to describe the function of components in each of the following five systems.

A. SAFETY SYSTEMS

- Seat Position — A proper seat position should allow the driver to easily reach the pedals, steering wheel, other system controls, and should be comfortable for the driver. The seat should be adjusted so that wrists rest comfortably on the top of the steering wheel. The body should be at least 10 inches from the steering wheel to maximize airbag protection.
- Head restraints — The top of the restraint should be level with the top of the head.
- Supplemental Restraint System (SRS) — The key word is supplemental. Seat belts and airbags work together to keep people safe in the event of a collision.
  - Seat belts
  - Airbags

B. CONTROL SYSTEMS

- Acceleration Pedal
- Brake
- Clutch
- Parking/Emergency Brake
- Steering Wheel
- Cruise Control
- Gauges and Instruments, like the Speedometer and Odometer
- Ignition System
- Gear Selector and Positions
- Heater/Air Conditioning Vents

ACTIVITY

Memory Game

Run off copies of the symbols sheets found after the Content Outline. You will need one set of copies for every two students. Assign partners and ask each partner to cut out one of the two sheets of symbols into rectangles. Working with their partner, students will turn the cards face down on the table, mix the cards up and then arrange the cards in 4 by 8 grid, 4 rows of 8.

Student will take turns flipping two cards over. If the cards do not match, the student turns the cards back over in the same place. And the other student then takes their turn trying to match 2 cards. If the symbols on the cards do match, that student keeps the cards in their pile and earns 2 points. In the end the student with the most points wins bragging rights.

C. DRIVER VISIBILITY SYSTEMS

- Windshields
- Mirrors
- Sun Visor
- Wiper/Washer System(s)
- Defroster
- Headlights
- Dashboard Lights
- Interior Dome Lights

D. COMMUNICATION SYSTEMS

- Horn
- Turn Signals
- Headlights/Parking Lights
- Taillights/Brake Lights
- Side Marker Lights - Located around wheel wells to increase visibility at night.
- Hazard Warning Lights
- Rear License Plate

ACTIVITY

Write each vehicle system component on an index card. Pass out the cards. Take students outside to an enterprise vehicle. Have students take turns finding all of the car components listed on their cards. If someone gets stumped, ask them to pick another student to help them out.

E. ANTI-THEFT SYSTEM

- Door Locks
- Trunk/Hood Locks
- Steering Column Lock
- Ignition Buzzer
- Alarm System

F. PRE-DRIVE CHECKS

- Approaching the Vehicle
  - Walk through well lit areas so others see you as you approach your car.
  - Key in hand or key fob on person, be ready to open and enter your vehicle.
  - Be alert to others – *Is anyone lingering around your vehicle? Suspicious activity?*
- Outside the Vehicle
  - Obstacles – *Is anything blocking your path?*
  - Tires – Visually check for proper tire inflation. The correct tire pressure can be located on the driver's side door panel sticker/label. Check specific tire pressure at least once a month using a tire gauge.
  - Windshields/Windows/Lights Leaks – *Are there any fluid puddles under your vehicle?*
  - Vehicle Body – *Are there any new dents or scratches on your vehicle or broken glass around your vehicle?*
  - Interior at Entrance – *Is your vehicle the way you left it?* Check the back seat for unwanted passengers.

ACTIVITY

If possible, ask students to bring in the owner's manual for the car they will be driving. Review the contents of the manual and discuss how it might be used to help drivers.

- Inside the Vehicle
  - Lock the doors to prevent unwanted passengers.
  - Make sure all of the windows are clear of obstructions.
  - Check safety belt.
  - Make sure the gear selector is in the PARK position and that the parking brake is set.

G. FITTING THE VEHICLE TO YOU

- Adjust Seat
  - Body should be 10 inches from the steering wheel.
  - Knees should be slightly bent.
  - Feet must be able to reach the foot pedals.
  - Comfortably seated, wrists are able to rest on top of the steering wheel allowing the elbows to bend slightly.
- Adjust Steering Wheel
- Adjust Head Restraint
  - The top of the head restraint should be even with the top of driver's head.
- Adjust the Rear View Mirror
- Adjust Side Mirrors
  - Traditional – Align the outside mirrors in a position that allows a small portion of the side of the vehicle to be seen. This provides a point of reference when attempting to judge distance and the position of other vehicles. It also overlaps the side and rearview mirrors.
  - Blind Spot and Glare Elimination (BGE) Method – With this method, the vehicle is not visible in the side view mirrors. This mirror setting widens the field of vision and reduces the mirror blind spot.
    - Start with the traditional mirror setting, adjust your side mirrors out approximately 15 degrees.
    - Left mirror – lean your head against the driver's side window and adjust the mirror to the left until you can see the outside back door handle in the inside third of the mirror.
    - Right mirror – lean right, resting your arm on the center console and adjust the right mirror until you can see the outside door handle in the inside third of the mirror.

ACTIVITY

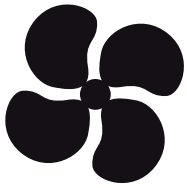
Position an enterprise vehicle in a parking lot free from traffic. Have students take turns sitting in the driver seat. Use traffic cones to mark the driving blind spots by asking students to tell you when they can no longer see the cones from the driver seat in the mirrors. Place cones in the front, on both sides and to the back of the vehicle. Make sure all students have an opportunity to sit in the driver seat and also walk around the car to better understand the size of all the blind spots. Ask students if they think the size of the blind spots change with the size of the car? Do larger cars have smaller or bigger blind spots? How might a student figure this out?

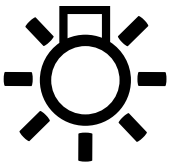
- Fasten Seat Belt
  - Seat belt should always be worn with the lap belt low and snug across the hip bones and the shoulder strap across your chest.
  - Check to make sure that passengers' seat belts are being used and properly placed.
    - Child Restraints
      - Children under 4 years of age and 40 pounds must use a child safety seat.
      - Children under 8 years of age or under 4' 9" inches tall must use a booster seat.
      - Children under 13 years of age should always be seated in the rear seats of the vehicle with safety belts buckled.

NOTES

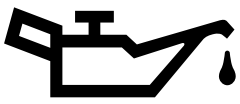
NOTES

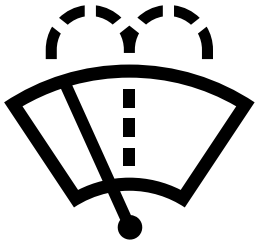

BRAKE

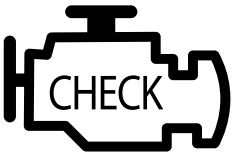





ABS






CHECK

COLD TEMPERATURE WARNING (ICY ROADWAY POSSIBLE)

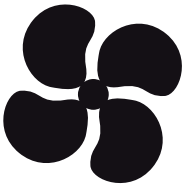
FUEL FILL LOCATION

ENGINE TEMPERATURE

AIRBAG STATUS

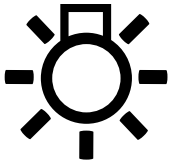
BRAKE STATUS

DEFROST STATUS



VENTILATION STATUS

HAZARD LIGHT STATUS

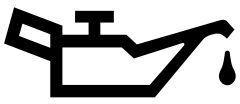


LAMP/LIGHT STATUS

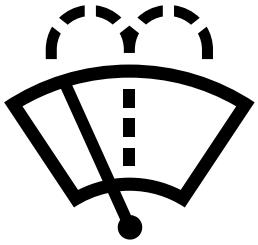
BATTERY / ALTERNATOR STATUS

ANTI-LOCK BRAKE SYSTEM STATUS

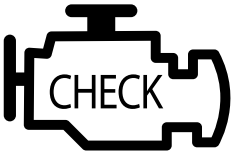
HEADLAMP STATUS



OIL PRESSURE STATUS



WASHER FLUID STATUS



ENGINE/EMISSION SYSTEM STATUS

SEATBELT STATUS

Basic Control Tasks

3

OBJECTIVES

The driver education student will:

- Identify and discuss the proper procedures for basic control tasks in operating a motor vehicle with an automatic transmission.
- Identify and restate techniques for smooth acceleration and braking.
- Recognize and illustrate/act out proper turning procedures.
- Identify and describe proper backing procedures.
- Recognize and describe proper parking procedures.
- Identify and explain proper passing procedures.
- Identify and discuss strategies that reduce risk in basic control maneuvers.

210 MINUTES

LEARNING RESPONSIBILITIES

The student will:

- Actively participate in class discussions facilitated by the instructor.
- Engage in learning activities that highlight and emphasize the unit objectives.
- Demonstrate comprehension of unit material.

The instructor will:

- Provide a safe learning environment for all students.
- Provide instructional activities and guidance for material in Unit 3.
- Use visual diagrams associated with the topics to supplement the lesson.
- Provide an interactive approach to instruction.
- Monitor students, instruct, engage, and evaluate student progress toward mastery.

RESOURCES

- Ohio Driver Training Curriculum
- Ohio Digest of Motor Vehicle Laws (HSY 7607)
- Slide Presentations/Textbooks if Used/ Workbooks if Used/Handouts
- Videos:
  - Zutobi Driver's Ed YouTube Channel **http://www.youtube.com/ @ Zutobi_US**
  - 10 and 2 or 8 and 4? **https://youtu.be/DRYu3V2AfV4?si=EADUeZSRHjK_ffDk**
  - Driving in the Real World **https://youtu.be/3SrAtMA5570?si=KSZl1LPryb5IfE6x** (With a special thanks to Christine Westlake for sharing this!)
- Visual diagrams and additional information at the end of this unit.

OUTLINE CONTENT

A. THE STUDENT WILL DEMONSTRATE THE READY TO DRIVE POSITION

- Sit straight with your back against the seat.
- Leave at least 10 inches of space between the steering wheel and you for airbag safety.
- Left foot on the dead pedal, the non-moving foot rest to the left of the brake.
- Heel of right foot on floor to pivot between accelerator and brake pedal.
- Hands on outside of the steering wheel:
  - Left hand no higher than 9 o'clock position or lower than 7 o'clock position.
  - Right hand no higher than 3 o'clock position nor lower than 5 o'clock position.
  - Preferred hand positioning is 8 and 4 o'clock.
  - Compare benefits and concerns of using both 10 & 2 and 8 & 4 hand positions.

B. STUDENT WILL IDENTIFY AND PRACTICE THE PROCEDURES FOR STARTING THE VEHICLE

- Ensure that the parking brake is set and gear selector is in PARK position.
- Set vehicle accessories: seat position, mirrors, GPS, air, etc.
- Place right foot on brake pedal, with heel on floor, and depress brake pedal.
- Insert key. Turn clockwise to ON position or press START button.
- Check gauges and look for warning alerts on dash.

C. PUTTING THE VEHICLE IN MOTION

- Check that parking brake is in the set position.
- Place right foot on brake pedal. Apply the brake.
- Demonstrate proper use of ignition starting device.
- Check gauges and look for system warning lights.
- Give an example of a warning light.
- Demonstrate ability to select and use appropriate accessories.
- Put headlights on, day and night.
- With right foot still on brake pedal, release the parking brake.
- Put the vehicle gear in DRIVE.
- Check mirrors, visually identify open space.
- Perform head check, visually check blind spots.
- Signal intended movement to communicate with other road users.
- Foot on accelerator and gently accelerate.
- Place the vehicle into motion smoothly.
- Recognize that too much acceleration affects vehicle body pitch toward the rear.
- Steer into correct lane.

D. STEERING

- Aim high in visual search, looking at least a block ahead.
- Visually check mirrors and blind spots.
- Proper hand position: 9 - 3 or 8 - 4.
- Speed Control
  - Accelerator pressure
  - Brake Pressure
- Recognize that too much speed and steering affects vehicle body roll toward the opposite side of the vehicle away from the turn.
- Prior to making a turn, turn your head and visually pick a target in the direction of your intended path of travel.
- Basic Steering Techniques
  - Hand-over-hand steering — one hand crosses over the other hand.
  - May use left or right side of the wheel.
  - Used for:
    - Limited line of sight on entry into traffic.
    - Tight turning efforts such as alleys, parking lots, etc.
    - Perpendicular and parallel parking.
    - Skid with rear wheel traction loss.
  - Push-pull steering — one hand pushes up on the steering wheel and the other hand pulls down.
  - Used for:
    - Precision maneuvers.
    - Steering through curves.
    - Intersection turning.
    - Lane change.
- Steering Corrections
  - Over steering causes rear wheel traction loss, where the rear of the vehicle skids to the left or the right.
  - Under steering causes front wheel traction loss, where the front of the vehicle continues traveling in the same direction instead of turning left or right.

E. SLOWING AND STOPPING THE VEHICLE

- Check traffic ahead to determine braking needs.
- Release accelerator pedal.
- Using mirrors behind the vehicle before, during, and after braking actions.
- Use controlled braking with heel of foot on the floorboard.
- Press brake pedal firmly until stopped smoothly.
- In vehicles with Anti-lock Braking Systems (ABS), do not pump the brakes.

F. CHANGING LANES

- Maintain a safe following distance.
- Check traffic conditions ahead, to the sides and rear.
- Select a safe gap in traffic.
- If clear, signal the intended direction of travel, left or right.
- Check mirror and blind spot in the direction of the lane change.
- If clear, adjust speed and steer into lane.
- Cancel signal if needed.
- Adjust speed to flow of traffic.
- Check mirrors for following traffic.

G. MAKING LEFT AND RIGHT TURNS

- General Considerations
  - Search Ahead
    - Traffic control devices
    - Visibility
    - Oncoming and cross traffic
    - Other vehicles
    - Road conditions
  - Check mirrors for presence and actions of traffic behind/following you.
  - Signal intent to turn 3-4 seconds in advance of turning; that's about 100 feet or the length of a football field before the turn.
  - Make any speed adjustments as necessary.
  - Position the vehicle for appropriate turn.
  - Check the turning path.
  - Steer into proper lane.
  - Tap the brake to alert following drivers.
  - Adjust speed as necessary, stopping if required.
  - Recheck cross and oncoming traffic.
  - Check mirrors.
  - Remember right-of-way laws.

ACTIVITY

Park an enterprise vehicle in a quiet parking lot. Be sure that the vehicle is turned off and in PARK. Have students take turns properly adjusting the seat, mirrors and head rest. Practice proper hand positioning on the wheel. Practice keeping heel of foot on floor and moving between the gas and brake pedals. Discuss how it feels and what they noticed after everyone has had a turn.

- Turn into proper lane using either:
  - Hand-over-hand steering method.
  - Push-pull steering method.
- Adjust speed as appropriate after the turn.
- Check mirrors for traffic behind you.

▶ Making a Right Turn

- Signal right turn in advance.
- Move to the far right lane, 3-5 feet from curb.
- Check for traffic in all directions.
- Yield to pedestrians.
- Look for bicyclists in the bike lane.
- Check for motorcycles.
- Look through the turn.
- Begin turning at curb-line.
- Use hand-over-hand or push-pull steering method.
- Turn to the right lane.
- Complete the turn by reverse steering.
- Cancel signal if needed.
- Accelerate if appropriate.
- Check traffic behind.

▶ Making a Left Turn

- Signal left turn in advance
- Move to the far left lane closest to the center line or center of roadway.
- Reduce speed.
- Check traffic in all directions.
- Yield to pedestrians and oncoming traffic.
- Look through the turn.
- Begin turning before front of vehicle gets to the lane you want to enter.
- Use hand-over-hand or push-pull steering method.
- Turn to the closest lane of travel in your direction.
- Complete the turn by reverse steering.
- Cancel signal if needed.
- Accelerate if appropriate.

ACTIVITY

Use miniature toy vehicles, with the diagram of the roadway, intersection, or driveway that is being discussed. This will provide a good visual picture for the students as the instructor explains the maneuvers, changing lanes, two point turns, etc.

- Check traffic behind you.

- Using a shared turn lane, the center lane that is used by traffic moving in both directions, to make a left turn.
  - Signal left turn in advance
  - Check mirrors and blind spot.
  - Enter center lane.
  - Avoid driving in the center lane; it should be kept clear for turns only.
  - Watch for oncoming traffic.
  - Wait for a gap and complete your turn following left turn procedures.

H. PASSING AND BEING PASSED

- Deciding to Pass
  - Is passing necessary?
  - Is it legal?
  - Can it be done safely?
- Considerations
  - Do signs and road markings show that passing is legal and safe?
  - Or is passing prohibited? A solid yellow line on your side of the road means passing is not permitted.
  - Traffic, weather, and road conditions.
  - Type of roadway: straight, curving, rural, suburban, city.
  - Possible hazards: deer, farm equipment, etc.
  - Type of road surface: paved, unpaved, gravel.
  - The speed limit: the speed of the vehicle you are passing, your speed.
- How to Pass
  - Check traffic and road conditions in all directions.
  - Check oncoming and following vehicles, vehicles slowing ahead, vehicles or other roadway users about to enter the roadway from driveways, intersections, or the shoulder.
  - Check mirrors and blind spots for any vehicles trying to pass.
  - If vehicles approaching appear to be changing travel direction, do not pass.
  - When safe, use turn signal to indicate your intention to pass.
  - Perform an over the shoulder glance to check your blind spot.
  - Initiate the pass at least two seconds behind the vehicle to be passed.
  - Increase speed.
  - Steer smoothly into the passing lane.
  - Give audible signal by blowing the horn.
  - Accelerate firmly.
  - Search the roadway ahead and check mirrors.

- Move past the vehicle quickly.
- Continue in the passing lane until the complete front of the passed vehicle is visible in your rearview mirror.
- Use turn signal to indicate your intention to return to the lane.
- Steer smoothly back to the lane, maintain or adjust speed as appropriate.
- Cancel the turn signal.

▶ Being Passed by Someone Else
- Check mirrors for passing vehicle.
- Stay in your lane and keep to the right side of the lane.
- Maintain your speed. Do not slow or speed up unless the passing driver decides to abort their passing maneuver.
- Be aware of the situation.

I. BACKING

▶ Preparing to Back the Vehicle
- Check for objects around and behind vehicle.
- Right foot on brake.
- Release parking brake.
- Shift to REVERSE.
- Proper seating and search position:
  - Turn body to the right with the right hand over the back of passenger seat.
  - Search through the rear window and then glance forward.
  - Turn and look back.
- Do NOT rely on mirrors, but check position through use of mirrors.

▶ Backing the Vehicle
- Move backward at idle speed.
- Use light accelerator pedal pressure if needed.
- Use brake to control speed.
- Remember that the back of the vehicle turns in the same direction as the top of the steering wheel.
- Make small steering corrections as needed.
- Look to the rear until vehicle is stopped.

▶ Students should be able to back the vehicle following this procedure without the use of a back up camera.

ACTIVITY Have students set classroom chairs up to resemble a car. Ask them to act out any of the procedures you think need additional clarification like backing. Be sure to give both positive and constructive input.

J. REVERSING DIRECTION

- U-turns should never be made on expressways, hills, curves or any roadway where the vehicle is not visible to other drivers for at least 500 feet in either direction.
  - Look for signs that prohibit U-turns.
  - Check traffic ahead and behind.
  - Signal and pull far right in your lane.
  - Stop, check traffic again.
  - Signal left.
  - Turn sharply left, moving ahead slowly.
  - As turn is completed, straighten wheels and accelerate gently to appropriate speed.
- Two-Point Turns
  - Using a street/driveway on the right.
    - Check traffic and signal your stop.
    - Stop just past the cross street or driveway about 3 feet from curb.
    - Right foot on brake. Shift to REVERSE.
    - Back slowly, turning the steering wheel sharply to the right.
    - Check front left clearance.
    - Recover steering and stop clear of original street.
    - Right foot on brake. Shift to DRIVE.
    - Signal left turn.
    - Complete safe left turn procedure.
  - Using a street/driveway on the left
    - Much safer way to turn around.
    - Select street/driveway on left.
    - Complete left turn procedure into that street/driveway but stay clear of the original street.
    - Stop with wheels straight and rear bumper clear of street on your left.
    - Right foot on brake. Shift to REVERSE.
    - Check traffic in all directions.
    - When clear, back slowly turning right.
    - Check left front clearance.
    - Recover steering to straight steer and stop.
    - Right foot on brake. Shift to DRIVE.
    - Accelerate to the speed of traffic.
- Three-Point Turns
  - Can be dangerous maneuvers.

- Should only be used on roadways with an open field of vision, not hills and curves.
- Check traffic ahead and behind.
- Signal and pull far right in your lane.
- Stop, check traffic again, signal left.
- Steer sharply left, move ahead slowly.
- As vehicle approaches curb, steer hard right and stop before hitting curb.
- Right foot on brake. Shift to REVERSE.
- Check traffic in both directions.
- Steer sharply right, back slowly, looking over your right shoulder.
- As vehicle approaches curb, steer straight and stop before hitting curb.
- Right foot on brake. Shift to DRIVE.
- Check traffic.
- Steer left and pull ahead slowly in lane.
- Straighten steering wheel to center car in lane.
- Cancel signal if needed.

K. PARKING

- Angled Parking
  - Entering
    - Check traffic in all directions.
      - In the parking lot aisle both in front of and behind your vehicle.
      - Look for drivers pulling out of other parking spaces both to your left and right.
    - Position vehicle on the side of the aisle opposite your intended parking space.
      - To park on the left, move to the right side of the parking lot aisle.
      - To park on the right, move to the left side of the parking lot aisle.
    - Reduce speed.
    - Signal appropriately.
    - Check traffic behind.
    - Begin turning into space when front bumper is halfway past the entrance to the parking space. You should be able to see all of the painted lines outlining the three sides of the space.
    - Turn sharply into the parking space.
    - Be aware of your front fender space as you enter.
    - Recover steering to straighten wheels and steer straight into the parking space.
    - Move forward until you can see the front parking spot marker, a painted line or concrete stop.
    - Stop prior to your lower spoiler/splash shield or front tires hitting the concrete marker or curb.

- Leaving
  - Check traffic in all directions before you begin to back out of the angled parking space.
  - When leaving an angled parking spot, there is a larger blind spot to the rear of the vehicle. Remember the vehicles parked to either side will block your view.
  - Signal appropriately.
  - Right foot on brake. Shift to REVERSE.
  - Check traffic in all directions.
  - Yield to through traffic.
  - Pull straight back slowly.
  - Use brake to control speed.
  - When your front bumper is even with adjacent vehicle's rear bumper, turn sharply in the direction you wish to back.
  - When you are out of the parking spot and in the aisle, straighten the wheels and stop.
  - Right foot on brake. Shift to DRIVE.
  - Accelerate to the speed of traffic.

- Perpendicular Parking
  - Similar to angled parking but requires a sharper turn.
  - Entering
    - Check traffic in all directions.
    - Signal appropriately.
    - Position your vehicle about 8 feet out.
    - Reduce speed.
    - Begin turning when your front bumper reaches the rear taillight of the vehicle next to your space.
    - Check for side clearance as you turn.
    - Turn slowly.
    - Straighten wheels when you are centered.
    - Stop before striking curb or end of space.
  - Leaving
    - Check traffic in all directions.
    - Signal appropriately.
    - Right foot on brake. Shift to REVERSE.
    - Look over your right shoulder.
    - Yield to through traffic.
    - Pull straight back slowly.

- Use brake to control speed.
- Begin turning when your bumper is even to the bumper on the vehicle beside you.
- Check front clearance.
- Straighten wheels and stop.
- Right foot on brake. Shift to DRIVE.
- Accelerate gently.

- Parallel Parking
  - Entering a parallel parking space
    - Identify a legal parking space.
    - Check traffic behind you.
    - Tap brake and use turn signal to show intention.
    - Pull past open spot, next to the car that will be parked in front of you.
    - Leave 2 to 3 feet between the other vehicle and you.
    - Right foot on brake. Shift to REVERSE.
    - Check traffic in the direction you intend to move.
    - Back slowly turning the steering wheel hard in the direction you want the back of your car to go. If you are parking on the right, turn the steering wheel to the right.
    - Continue backing until the back of the front seat is in line with the rear bumper of the vehicle that is parked.
    - Straighten steering wheel.
    - Continue backing slowly.
    - When your front bumper clears the corner of the back bumper of the vehicle in front, turn the steering wheel sharply away from curb.
    - Continue backing slowly.
    - Wheels should be 6 to 12 inches from the curb.
    - Continue backing until almost touching car behind and stop.
    - Right foot on brake. Shift to DRIVE.
    - Move forward slowly turning wheels sharply toward curb.
    - Stop when centered in parking spot.
    - Right foot on brake. Shift to PARK.
  - Leaving
    - Right foot on brake.
    - Release parking brake.
    - Check side mirror and blind spots.
    - Check parked vehicle behind.

- Use turn signal.
- With right foot on the brake, shift to REVERSE.
- Back slowly turning steering wheel toward curb and aiming front of car toward the street.
- Stop when close to the car in back.
- Turn the steering wheel hard in the direction of the street.
- Check side mirror and blind spots again.
- Make sure to clear the bumper of the vehicle in front.
- Steer to center of lane.
- Accelerate to appropriate speed.
- Cancel turn signal if needed.
- Check traffic behind you.

- Maneuvering in Parking Lots
  - Pay attention to
    - Pavement markings
    - Lights and signs
    - Signals
    - Directional lanes
    - Right-of-way
    - Speed
    - Other parking lot users: children, individuals on scooters, skateboards, bicycles, elderly, people who are disabled, individuals who are distracted
    - Less conscientious drivers
    - Loose shopping carts
- Rules for Parking Lot Etiquette
  - Follow directional arrows that control traffic flow.
    - Do not short cut the traffic pattern(s) by driving over/across lane lines. This increases the risk of a collision.
    - Use turn signals.
    - Obey speed limits, typically 10 mph.
    - Stop, wait, and signal when a parking space is available.
- Parking on a Hill
  - Uphill with a Curb
    - Stop close to the curb.
    - Turn wheels sharply toward the road.
    - Right foot on brake. Shift to NEUTRAL.
    - Gently roll back until the front wheels touch the curb.

- Right foot on brake. Shift to PARK.
- Secure the vehicle and exit safely.

- Uphill without a Curb
  - Pull off pavement as far as possible.
  - Turn wheels sharply toward the road.
  - Right foot on brake. Shift to PARK.
  - Secure the vehicle and exit safely.
- Downhill with or without a Curb
  - Stop close to curb/edge of road.
  - Turn wheels sharply away from the road.
  - Allow front wheel to touch curb.
  - Right foot on brake. Shift to PARK.
  - Secure the vehicle and exit safely.
- Leaving Parking Spaces on Hills
  - Check side mirror and blind spot.
  - Right foot on brake. Shift to REVERSE.
  - Back slowly, straightening wheels.
  - Check traffic again.
  - Move steering wheel toward street.
  - Check front clearance.
  - Pull out when clear.

- Starting on a Steep Uphill Grade
  - Starting out on an uphill grade can be a challenge. Use the following suggestions to keep from rolling backwards.
    - While stopped on a hill, set your parking/emergency brake.
    - Shift to DRIVE.
    - Gently accelerate until you feel the vehicle pull against the parking brake.
    - Release the parking brake and continue to accelerate.

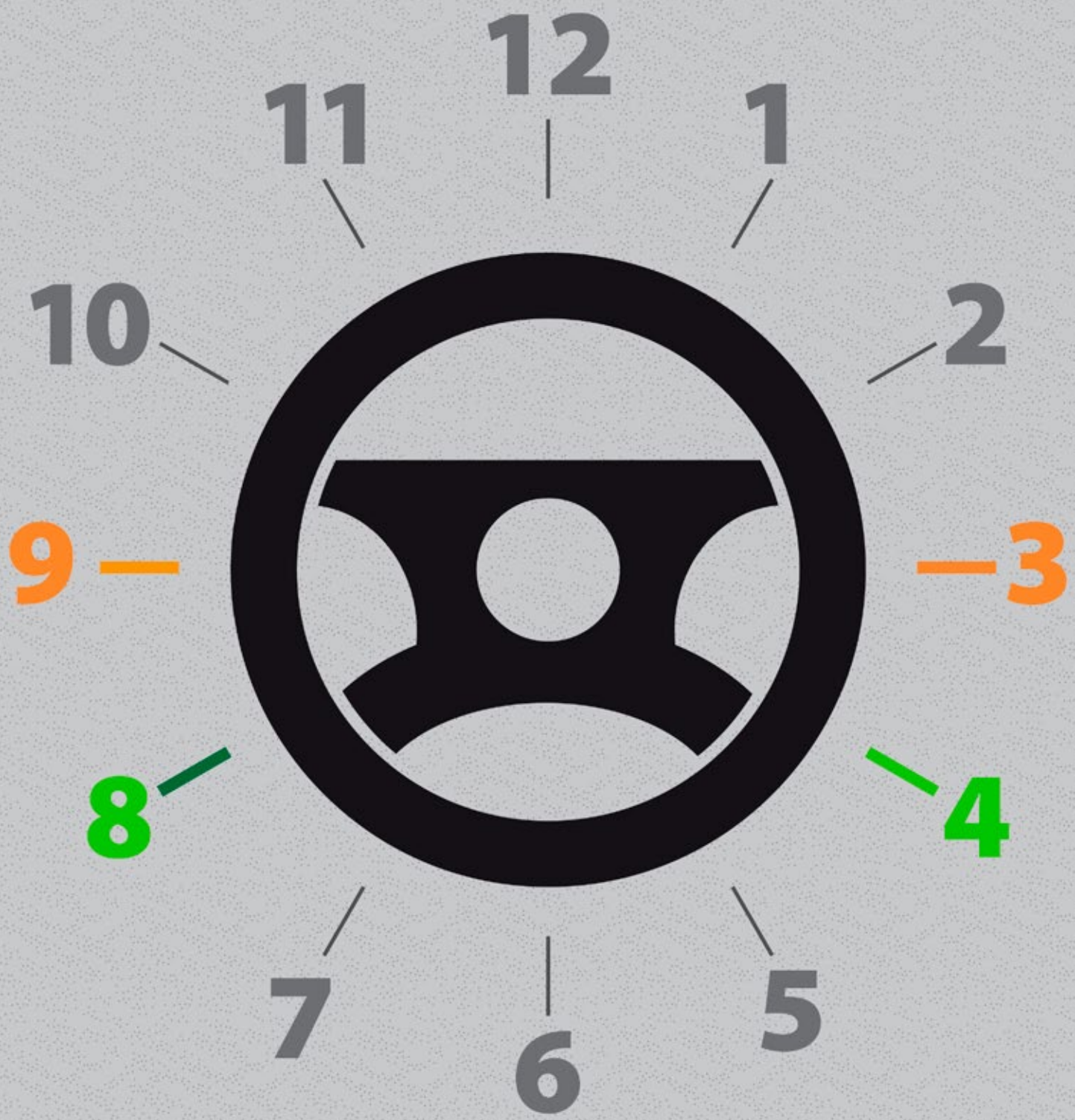
L. SECURING AND LEAVING THE VEHICLE

Stop the vehicle in a safe, legal position.

- Shift to PARK.
- Set Parking Brake
- Now it is safe to remove foot from brake.
- Turn off all lights and accessories.
- Close all windows.
- Key to OFF position by turning counterclockwise or pressing START/STOP button.

- Unfasten safety belt.
- Remove key from ignition if needed.
- Take key with you.
- Visually check traffic flow before opening door and exit vehicle.
- Check mirrors if curbside.
- Lock all doors.
- If curbside, walk facing traffic.

NOTES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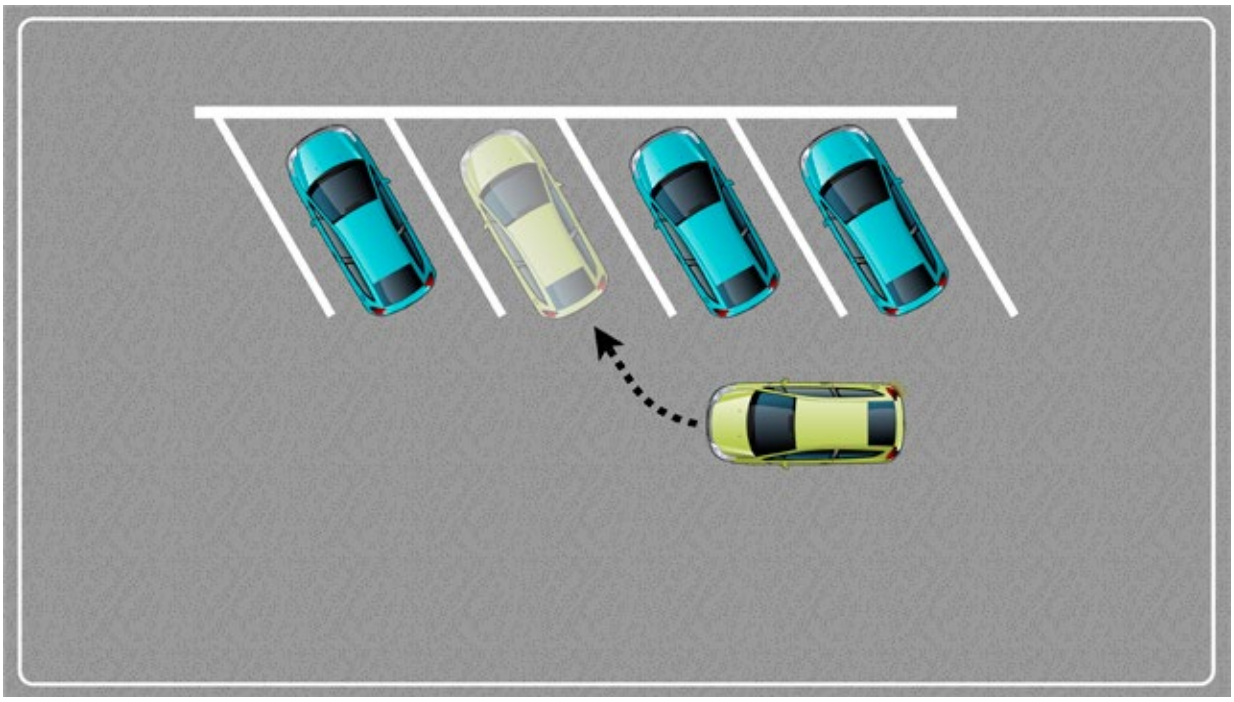
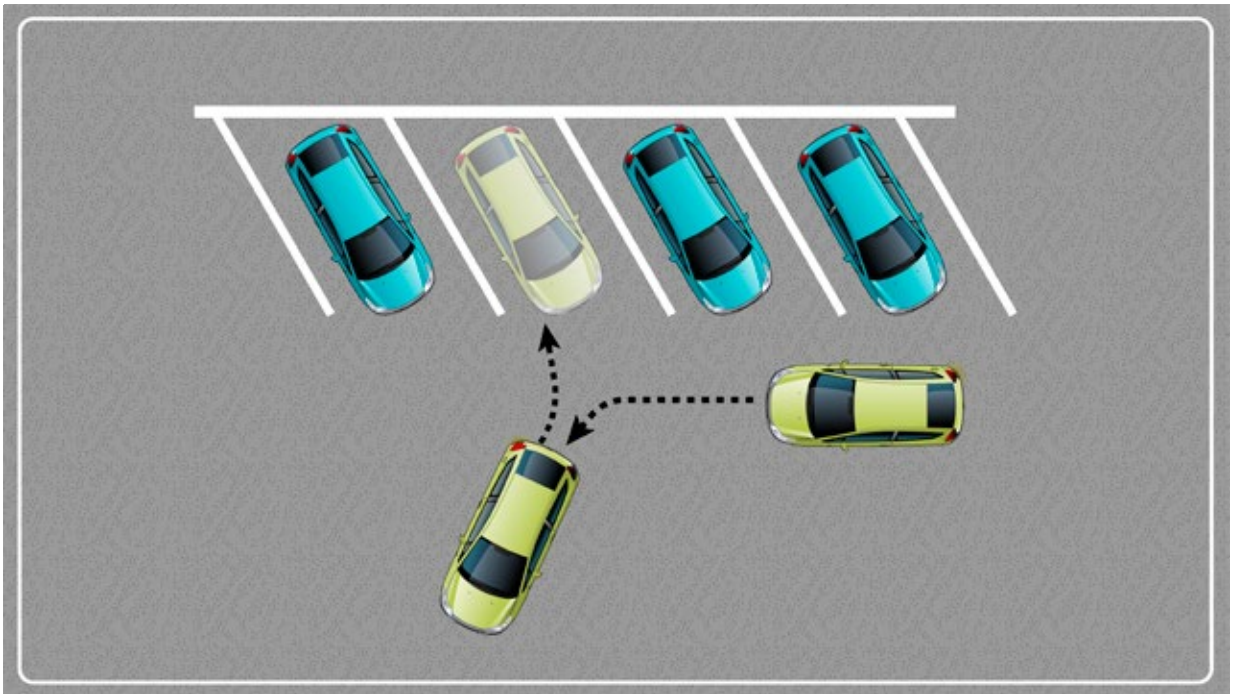
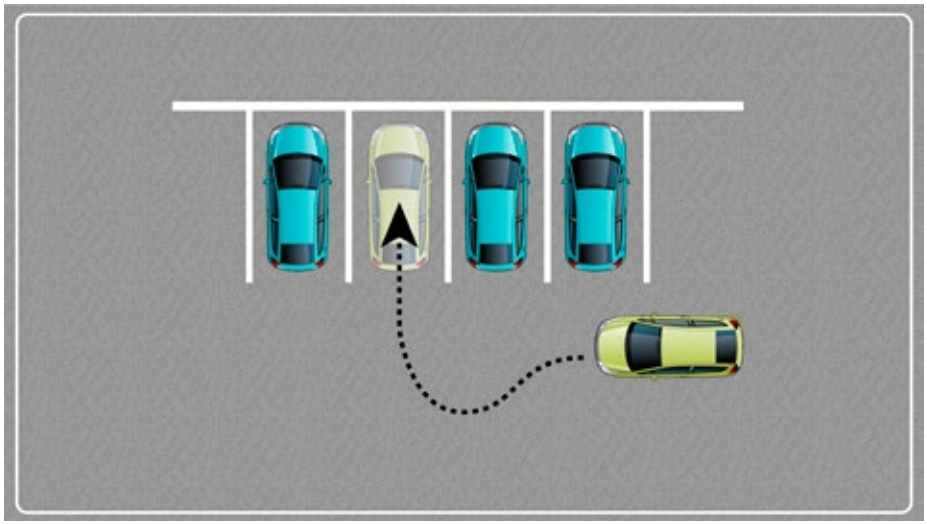


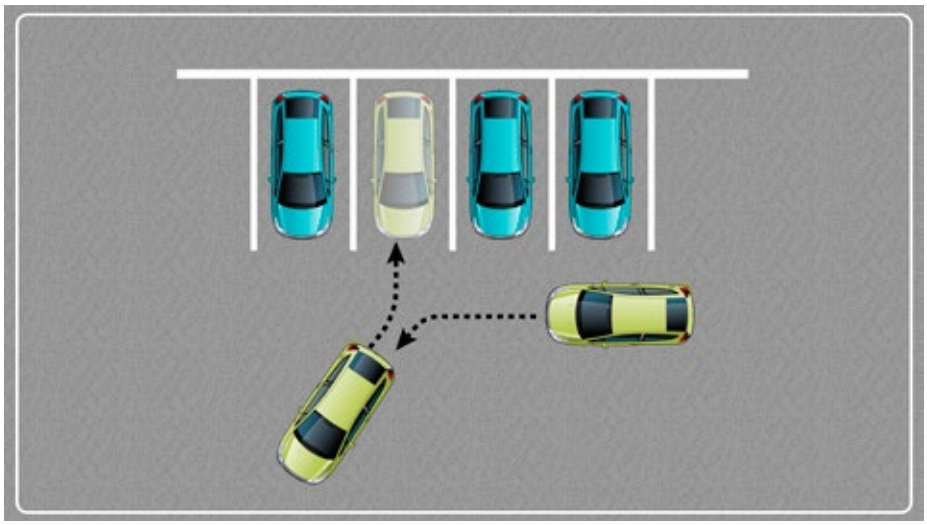
ANGLED PARKING ENTER



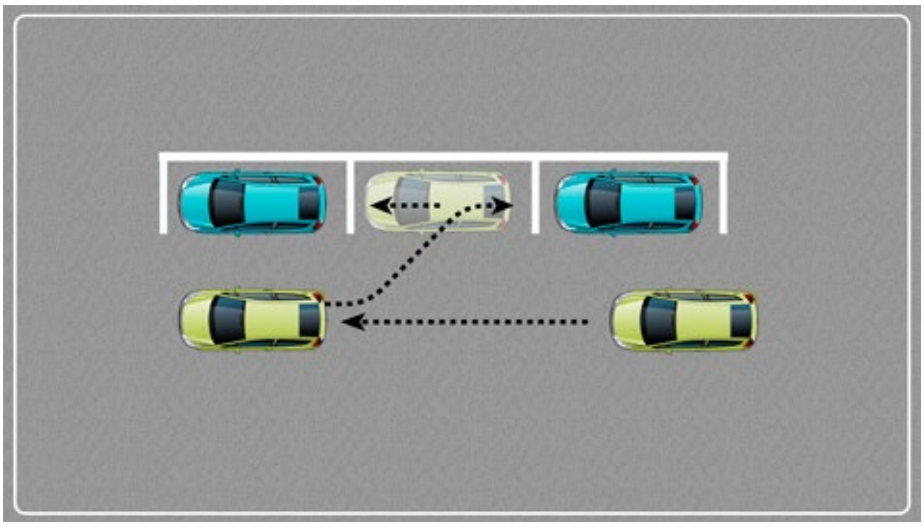
ANGLED PARKING REVERSE ENTER



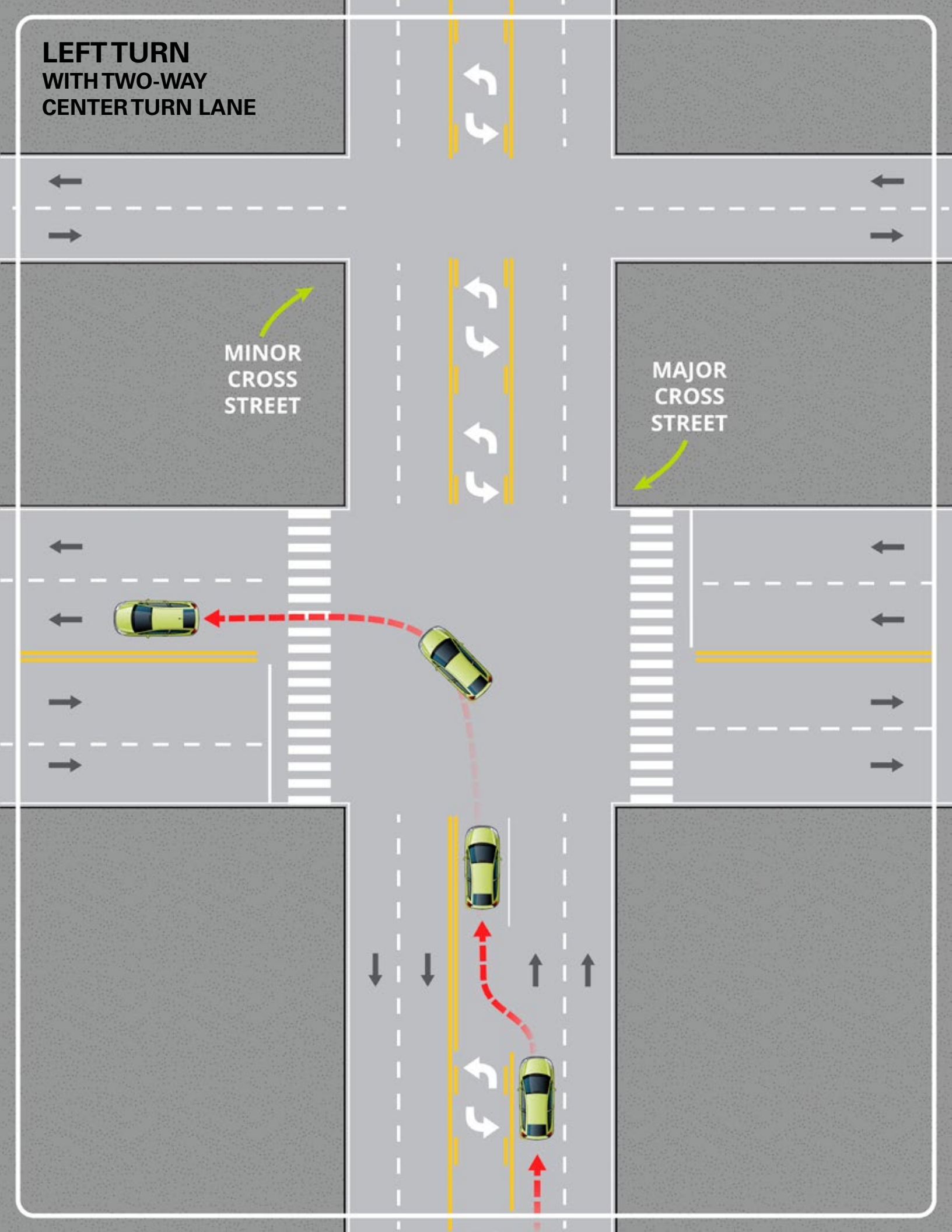
PERPENDICULAR PARKING



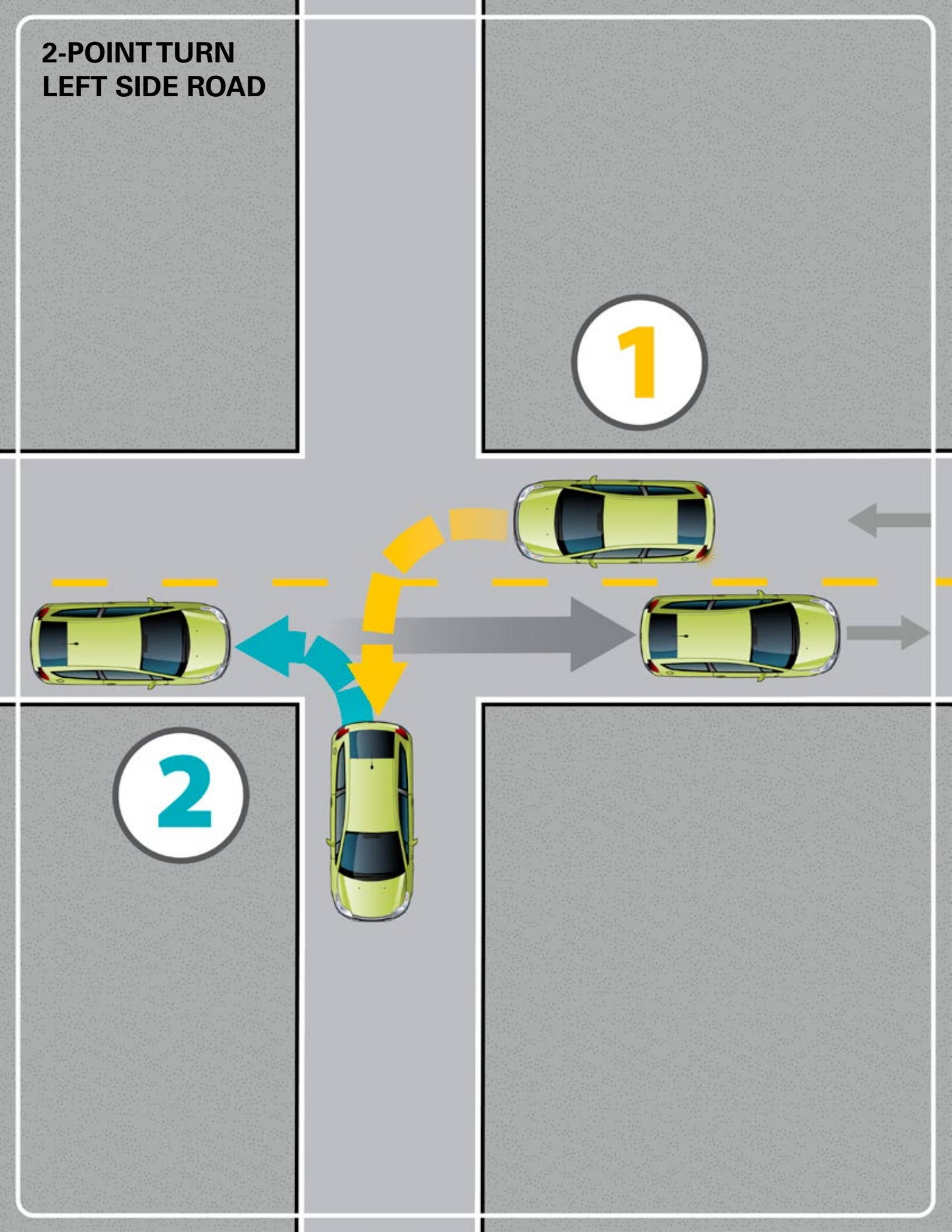
PERPENDICULAR PARKING REVERSE ENTER



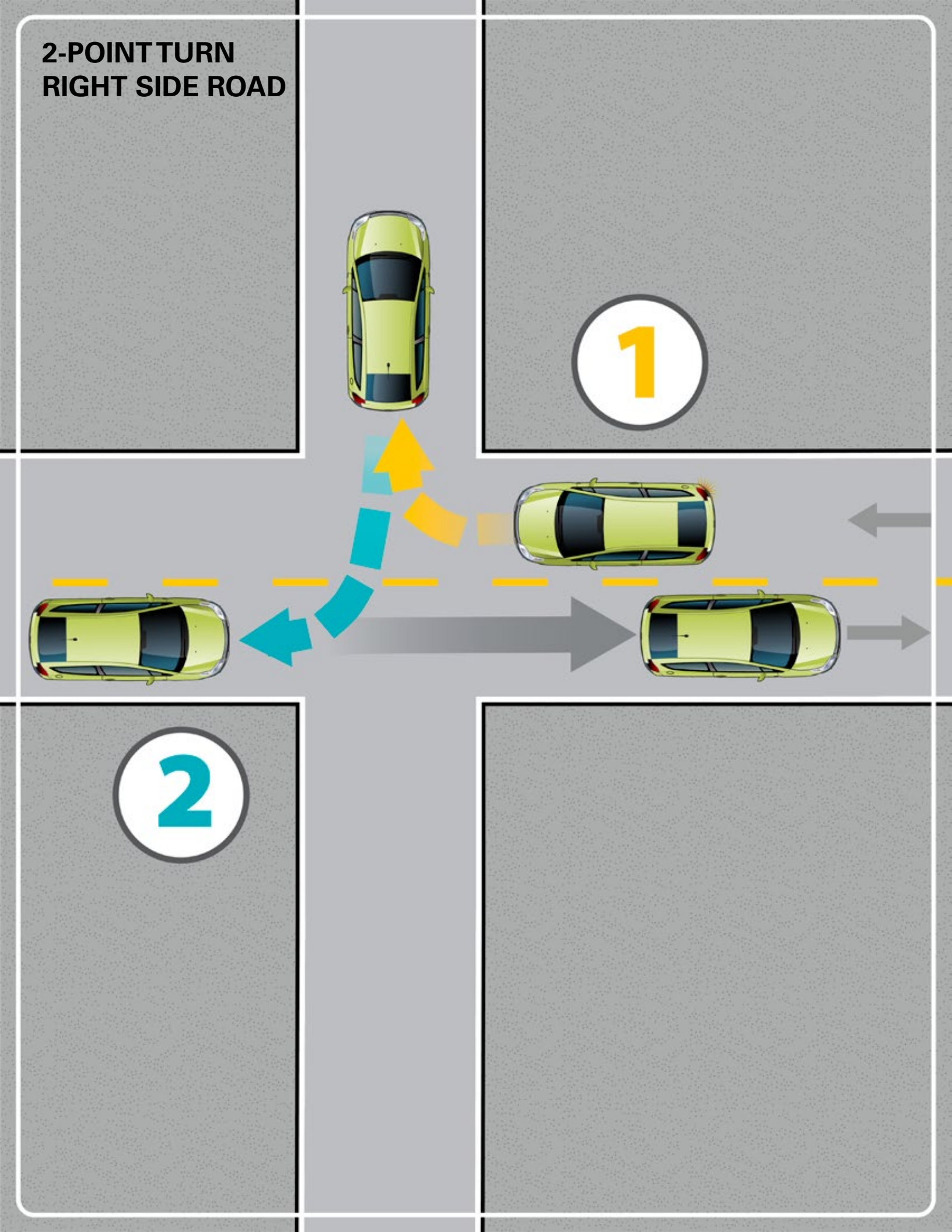
PARALLEL PARKING


LEFT TURN
WITH TWO-WAY
CENTER TURN LANE
MINOR
CROSS
STREET
MAJOR
CROSS
STREET

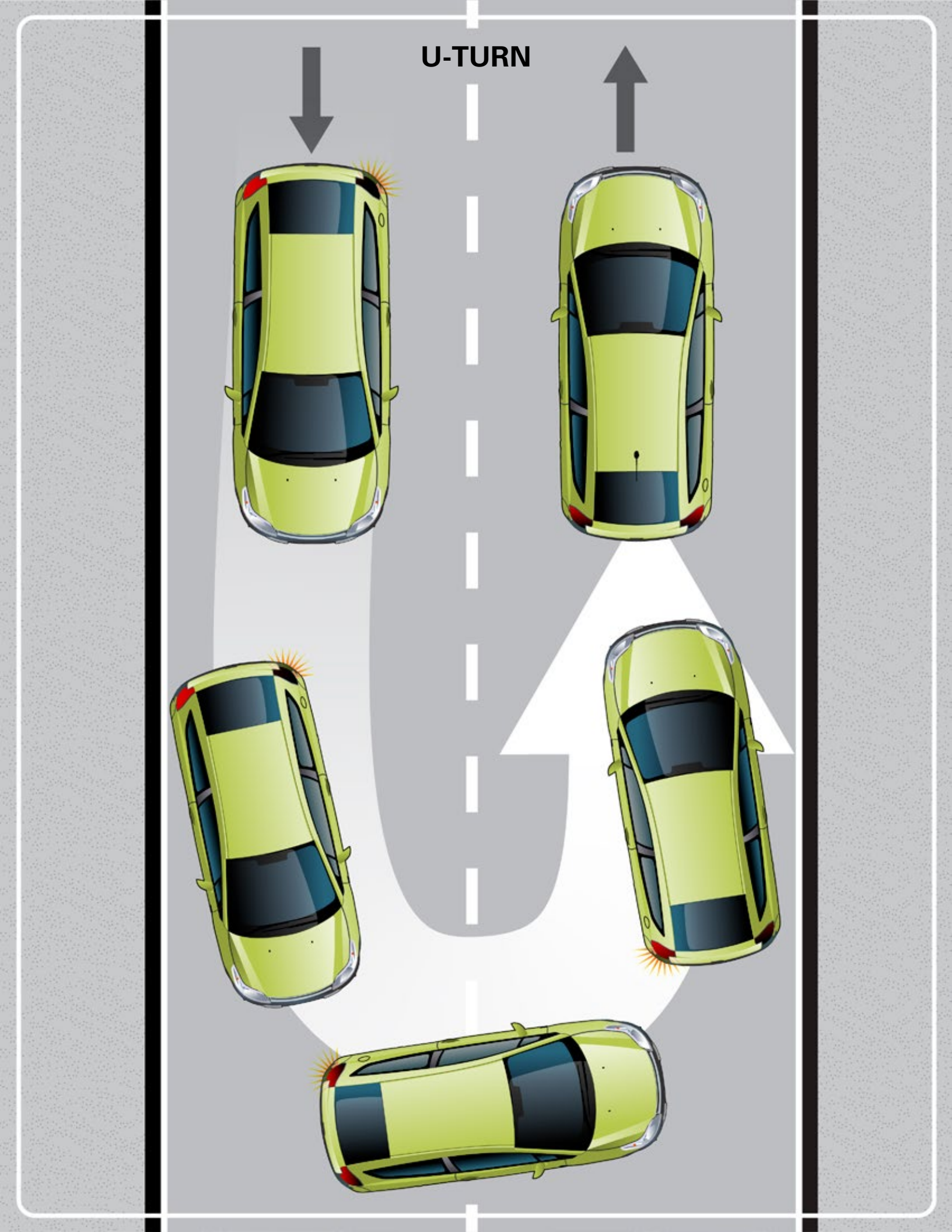
2-POINT TURN
LEFT SIDE ROAD



2-POINT TURN
RIGHT SIDE ROAD



3-POINT TURN


U-TURN

LANE CHANGE /PASSING

Traffic Control Devices AND Laws

4

OBJECTIVES

The driver education student will:

- Identify and explain the meaning of roadway markings, traffic signs and signals.
- Describe the actions taken with various roadway markings, traffic signs and signals.
- Explain strategies that reduce risk in response to traffic controls.
- Recognize and describe rules for legal and safe right and left turns on red.
- Describe methods to safely cross railroad tracks.
- Describe and apply principals of the School Bus Stop Law.
- Discuss speed regulations and laws.
- Identify consequences of traffic violations and the Ohio Point System.

120 MINUTES

LEARNING RESPONSIBILITIES

The student will:

- Actively participate in class discussions facilitated by the instructor.
- Engage in learning activities that highlight and emphasize the unit objectives.
- Demonstrate comprehension of unit material.

The instructor will:

- Provide a safe learning environment for all students.
- Provide instructional activities and guidance for material in Unit 4.
- Use visual diagrams associated with the text to supplement the lesson.
- Incorporate appropriate videos to introduce, reinforce and/or summarize the topic.
- Provide an interactive approach.
- Monitor the students, instruct, engage, and evaluate student progress toward mastery.

RESOURCES

- Ohio Driver Training Curriculum
- Ohio Digest of Motor Vehicle Laws (HSY 7607)
- Slide Presentations/Textbooks if Used/ Workbooks if Used/Handouts
- Websites:
  - Insurance Institute for Highway Safety www.iihs.org
  - Governors Highway Safety Office www.ghsa.org
  - Operation Lifesaver www.oli.org
  - National Highway Traffic Safety Administration www.nhtsa.gov
  - Teens in the Driver Seat www.t-driver.com
- Videos:
  - Pavement Markings https://youtu.be/VgZZCxMVltY?si=kgyrWi5lsTwQhe6j
  - School Bus Safety https://www.youtube.com/watch?v=OkLjBQZuJko
  - Move Over and Slow Down https://youtu.be/4gyTxEKUNW0? si=ichNH6tGYMI6yziu
  - Turning Left at an Intersection https://youtu.be/dvvUt8mAxHk?si=Aj-cd-F4DtTNohsC
  - Principals of Intersection Safety https://youtu.be/6B8gmCpMXMw? si=SbzR9LBnfZKYnxxQ
  - Rules of the Roundabout https://youtu.be/peUf2NRdWxs?si=fTFU4r7wFg8PGLnc
  - Navigating a Multi-Lane Roundabout https://youtu.be/CEhNboz5GPk?si=folFCCqDL_9r7nuP
- Teaching Resources at end of Unit 4
  - Traffic/Road Signs
  - Ohio Department of Transportation (ODOT) Publications
    - Flashing Yellow Arrow Guide
    - Unique Signals and Markings
    - New Signals and Pavement Markings
    - Intersection Safety
    - New Intersections
    - Roundabout - Always Yield
    - Roundabout - Choose Your Lane

OUTLINE CONTENT

A. PAVEMENT OR ROADWAY MARKINGS

- Lane– Part of the roadway clearly marked for one vehicle to travel.
- Yellow lines– Marking on the left edge of the road and indicate traffic going in the opposite directions.
  - Solid yellow line– Do not cross or pass, can turn across.
  - Broken yellow line– Legal passing zone, may pass if safe.
  - Shared left turn lane– Solid and broken yellow lines, usually located between both directions of traffic.
  - Reversible lanes– Smaller broken yellow line.
- White lines– Mark the right edge of the roadway and indicate traffic going in the same direction.
  - Solid white line– Cross with caution.
  - Broken white line– May cross or pass, separate multiple lanes going in the same direction.
- White arrows– Show required direction of travel.
- Stop lines– Show designated stopping point.
- White diamond– High Occupancy Vehicle (HOV) lane/bicycle lane marked by sharrows.
  - The term sharrows combines the words share and arrows to indicate the lane is shared.
  - A sharrows symbol looks like two upside down letter Vs aligned vertically with one on top of the other.
- Shared lanes are where cars and bicycles share the same lane; bicyclists can occupy the full lane if needed.
  - Conventional bike lanes are typically on the right side of the street, between the travel lane and curb.
  - Buffered bike lanes have a lined buffer between the travel and bike lane. Drivers must yield before turning across the lane.
  - See the Resource Section at the end of this unit for diagrams and additional types of bike lanes.

B. TRAFFIC SIGNS

- General Considerations
  - Shapes:
    - Cross buck (RR Crossing)
    - Diamond
    - Octagon
    - Pennant
    - Pentagon
    - Rectangle, Horizontal
    - Rectangle, Vertical
    - Round
    - Triangle
  - Colors:
    - Black
    - Blue
    - Brown
    - Fluorescent Pink
    - Fluorescent Yellow
    - Green
    - Orange
    - Red
    - White
  - See the Resource Section at the end of this unit for traffic signs and signal examples.
  - Driver awareness of traffic control device placement.
- Regulatory Signs
  - Control traffic flow by telling people what they can and cannot do.
  - Shapes are generally rectangular with some exceptions (stop, yield, etc.).
  - Colors are generally red, white, black.
  - For symbols use visual aid located at the end of Unit 4.
- Warning Signs
  - Warn of potential hazards, road conditions ahead, and often require drivers to slow down.
  - Shapes are generally diamond-shaped with some exceptions (school, RR crossing, etc.).
  - Colors are generally yellow, orange (construction zones), fluorescent green (school zones).
  - For symbols use visual aid located at the end of Unit 4.
- Guide Signs
  - Provide drivers with information and directions to various locations depending on type of sign (highways, rest areas, scenic areas, or hospitals.)
  - Shapes are generally rectangular with some exceptions (route markers).
  - Colors are green/white, blue/white, brown/white.
  - For symbols use visual aid located at the end of Unit 4.
- Route Markers
  - Interstate – Red, white and blue shield.
  - U.S. Highway – Black and white shield.

- State – Varies by state.
- County – Varies by county.
- Incident Sign
- Warns of emergency situation.
- Color is fluorescent pink and highly visible.

- Chevron
  - Warning Sign
    - Change in direction.
    - Edge of Road.
    - Dangerous curve(s).
    - Approaches to a narrow bridge.

ACTIVITY Use the Ohio Digest of Motor Vehicle Laws (HSY 7607) or Teaching Resources at the end of Unit 4 to illustrate the different types of road markings, signs, and signals.

C. TRAFFIC SIGNALS

- Standard 3-Phase Signal
  - Orientation
    - Top to Bottom– Red, yellow, green
    - Left to Right– Red, yellow, green
  - Light color
    - Red light– Stop
      - Flashing red light– Stop and proceed when safe. Cross traffic does not stop.
      - Red arrow– Stop until green arrow.
    - Yellow light– Slow and prepare to stop
      - Flashing yellow light– Slow down and proceed.
      - Yellow arrow– Prepare to stop.
      - Flashing yellow arrow– Slow down and proceed when safe.
    - Green light– Go if intersection is clear.
      - Delayed green light– A pause before turning green.
      - Left green arrow– Turn left only, check oncoming traffic first.
      - Right green arrow– Turn right only, yield to pedestrians on cross street.

- Lane use signals appear over reversible lanes
  - Green arrow– Lane open for use.
  - Steady yellow "X"– Safely leave this lane, it closes soon.
  - Flashing yellow "X"– May use lane for left turns only.
  - Red "X"– Do not drive in this lane.
- Red-Light Camera
  - Used as traffic enforcement to ticket the car owner if the driver runs a red light.
- Pedestrian Signals
  - WALK– Pedestrians may proceed across.
  - DON'T WALK
    - Flashing– Pedestrians in the street may proceed, others should not.
    - Steady– Pedestrians should not enter the street.
    - Countdown timers– Show amount of time before the WALK signal changes.

D. ADDITIONAL SIGNAL MESSAGING

- Signals
  - Traffic light outage– Treat as a four way stop intersection applying right-of-way rules.
  - Pedestrian Rapid Fire Flash Beacons (HAWKS)– Slow down and stop to allow pedestrians to cross; proceed with caution when road is clear.
  - Strobe lights at crosswalks– Slow down and stop to allow pedestrians to cross; move forward only when flashing stops.
  - Flashing red– Stop and proceed when safe; cross traffic does not stop.
  - Flashing yellow arrow– Yield to pedestrians and oncoming traffic; turn when safe.

E. RIGHT TURN ON RED

- Ohio allows a driver to turn right at a red light.
  - First, stop completely.
  - Yield to
    - Pedestrians
    - Bicyclists
    - Oncoming vehicles turning left.
  - Must have a clear view of the turn.

ACTIVITY

For a review or ice breaker game, play charades with street signs. Students must describe the sign without naming the sign. For example, I have a red octagon with white letters that means the opposite of go.

A special thanks to Dionne Smith with Inspired Driving Academy for sharing this activity!

F. LEFT TURN ON RED

- Ohio allows a driver to turn left at a red light from a one-way street onto another one-way street.
  - First, stop completely.
  - Yield to
    - Pedestrians
    - Bicyclists
  - Must have clear view of the turn.
  - Turn from far left lane onto the closest, left travel lane on the cross street.

G. RIGHT-OF-WAY

- *What is right-of-way?* Right-of-way tells you who should go and who should yield/wait.
- *Who has right-of-way?* It depends on the situation. Not everyone knows or follows right-of-way rules. Even when you have the right-of-way proceed with caution.
- Yielding
  - Yield Signs
  - Yield Situations
    - Yield to pedestrians in crosswalks, driveways, etc.
    - At stop signs yield to cross traffic and pedestrians.
    - At traffic lights, yield to vehicles and pedestrian already in the intersection.
    - On left turns, yield to both oncoming traffic and pedestrians on the cross street.
    - At railroad crossings, follow the signs that indicate a train is approaching.
    - For emergency vehicles, pull to the right and stop.
    - For funeral processions, pull over to the right and stop until all cars in the procession with purple flags have passed.
  - Yielding at Intersections
    - 4-way stop– If cars arrive at the same time, the car to the right goes first.
    - Roundabouts– Yield to vehicles in the circle.
    - Uncontrolled intersections– Yield to any vehicles in the intersection or if they arrive at the same time, yield to the right.
    - T-Intersections– Yield to vehicles on the through street.
  - Yielding on the Road
    - Lane ends– Yield to vehicles already in the lane where you need to move.
    - Entering from a driveway– As you pull out of a driveway or private road without a stop sign, yield the right-of-way to all vehicles and pedestrians already on the road.
    - Single roads intersecting with multiple-lane roads– Usually there is a sign that alerts to yield or stop. Yield to vehicles on the roadway with more lanes or traffic than your street or to vehicles driving on a divided highway.

- Multiple-lane intersections not controlled by signs and signals– Yield the right-of-way to any vehicle which has entered on your right or is approaching the intersection on your right.
- Freeway merge– Yield to traffic already on the freeway.
- Multiple-lane roadways– If two vehicles on a three or more lane highway both want to change lanes into the same lane, the vehicle in the furthermost right lane must yield the right-of-way to the vehicle in the furthermost left lane.

ACTIVITY

For a review or an ice breaker, play the game Red Light/Green Light. Add other possible traffic signals and signs, like flashing red light, yield sign, yellow light, solid green on a left turn, etc.

A special thanks to Dionne Smith with Inspired Driving Academy for sharing this activity!

H. TRAFFIC OFFICERS

- Traffic officer's instructions/signals take precedence over traffic control devices.
- Obey the officer's directions.

I. RAILROAD CROSSINGS

- Controlled Crossing
  - With lights and/or gates.
  - Stop until lights stop flashing and gates lift.
  - Illegal to drive around gates.
  - Illegal to pass vehicles that must stop.
- Uncontrolled Crossing
  - Slow.
  - Search visually.
  - Listen.
  - Prepare to stop.
- Multiple Tracks
  - Look both ways twice listening for whistles/bells.
  - Watch for vehicles that are required to stop for railroad crossing.
  - Never race a train to cross the tracks.
  - Never stop on the track.
  - If your vehicle stalls on a train track, leave the vehicle.
- The Emergency Notification System (ENS) is a blue sign located on/near the railroad crossing gate. If you get stopped/stuck on the tracks call the emergency phone number on the sign to alert the railroad and then call 911.

- If a train is approaching, leave the vehicle and move toward the oncoming train, away from the track at a 45 degree angle to avoid debris from a possible collision.
- Don't misjudge the speed of a train. Because of the size and weight the train may be traveling much faster than it appears.
- If a train is not approaching, try shifting the vehicle to NEUTRAL and roll/push the vehicle off the tracks.
- Railroad tracks are not a place to play, walk, or fish from a railroad bridge.

J. SCHOOL BUS STOP LAW

- A driver must stop and yield to a stopped school bus when it is loading/unloading passengers. Generally the stop sign and the red flashing light system is activated by the bus driver. Always use caution when there is a stopped school bus.
- Two-lane roadway (non-divided highway) — Vehicles on both sides of the roadway must stop in either direction on a two lane roadway. A driver must stop at least 10 feet from the front or back of the bus based on travel direction.
- Four-lane highways (divided or non-divided highway) — Vehicles traveling the opposite direction of the bus do not have to stop. Those traveling the same direction as the bus must stop. Use caution when there is a stopped bus regardless if you are required to stop or not.

K. SPEED LAWS

- Follow Posted Speed Limits
- Reduce Speed When
  - Traffic is moving slower.
  - Weather conditions affect driver visibility.
  - Hazardous weather affects road surface conditions.
- Minimum Speed
  - You may not impede or block reasonable movement of traffic by driving too slowly.

L. VIOLATIONS AND THE OHIO POINT SYSTEM

- Use the Ohio Digest of Motor Vehicle Laws (HSY 7607) for information.
- For those under age 18, two or more moving violations will result in a 90-day driver's license suspension. If convicted of three violations, the driver is subject to a one-year suspension.
- In Ohio, the laws of the state regarding consequences for not obeying traffic laws are used as a standard for juveniles. However, the juvenile judge or magistrate that hears the traffic case has the authority to set the consequences for the juvenile.

ACTIVITY Contact Operation Lifesaver, Inc. to schedule speakers and for informational materials.

NOTES

STOP

YIELD

IN-STREET

SPEED LIMIT

SPEED ADVISORY

KEEP RIGHT

LANE MUST EXIT

TOLL LANE/RATE

NO LEFT TURN

NO RIGHT TURN

NO TURNS

NO U-TURN

LEFT TURN ONLY

NO BICYCLES

DO NOT ENTER

NO TRUCKS

NO THROUGH TRAFFIC
(LOCAL TRAFFIC ONLY)

STRAIGHT ONLY

OPTIONAL MOVEMENT CONTROL

LEFT LANE MUST TURN LEFT

TWO-WAY LEFT TURN ONLY

ADVANCED INTERSECTION LANE CONTROL

DIVIDED HIGHWAY CROSSING

DIRECTIONAL ARROWS

WRONG WAY

TWO-WAY LEFT TURN ONLY

HIGH OCCUPANCY VEHICLE LANE

BUSES ONLY LANE

BIKE LANE

DO NOT PASS

KEEP LEFT

NO PARKING

PARKING RESTRICTIONS

BRIDGE ICES BEFORE ROAD

HANDICAP RESERVED

NO PARKING

STOP HERE WHEN FLASHING

NO PEDESTRIAN CROSSING

STOP HERE ON RED

DO NOT BLOCK INTERSECTION

NO TURN ON RED

LOCAL TRAFFIC ONLY

WORK ZONE INCREASED PENALTIES

RAILROAD CROSSING

USE SAFETY BELT STATE LAW

SHARP RIGHT AHEAD

RIGHT CURVE AHEAD

SHARP REVERSE CURVES AHEAD

REVERSE CURVES AHEAD

TRUCK ROLLOVER

ONE DIRECTION

CROSS ROAD WARNING

SIDE ROAD WARNING

T-INTERSECTION WARNING

STOP AHEAD

TRAFFIC SIGNAL AHEAD

REDUCED SPEED AHEAD

MERGE

LANE ENDS

ADDED LANE

DIVIDED HIGHWAY BEGINS

DIVIDED HIGHWAY ENDS

TWO-WAY TRAFFIC

STEEP GRADE

REDUCED TRACTION

SHOULDER DROP-OFF

RIGHT LANE ENDS

SHOULDER ENDS

RAILROAD CROSSING

BICYCLE RESERVED

PEDESTRIAN

DEER CROSSING

FARM VEHICLE ON ROADWAY

HANDICAP

EXIT SPEED ADVISORY

NO PASSING ZONE

NO OUTLET

RAMP SPEED ADVISORY

ROUNDABOUT (CIRCULAR INTERSECTION) ADVISORY

SPEED HUMP ADVISORY

PHOTO ENFORCED SPEED CONTROL

FLAGGER AHEAD

INTERSTATE ROUTE SIGN

U.S. ROUTE SIGN

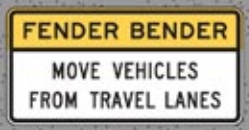
STATE ROUTE SIGN

EXITS AHEAD SIGN

COMBINATION JUNCTION

CROSS TRAFFIC WARNING

DETOUR GUIDANCE



NON-INJURY CRASH GUIDANCE

EXIT AHEAD

INTERCHANGE AHEAD

TRAILER CAMPING FACILITY

HANDICAP ACCESSIBLE FACILITY

FUEL FACILITY

FOOD FACILITY

LODGING FACILITY

HOSPITAL

REST AREA NEXT RIGHT

AIRPORT

EXIT DISTANCE GUIDANCE

END RESTRICTED SPEED LIMIT

HIGH OCCUPANCY VEHICLE LANE AHEAD

SCHOOL ZONE (PEDESTRIANS AHEAD)

SPEED LIMIT AHEAD

RESTRICTED HOURS SPEED LIMIT

CHEVRON

YIELD ON LEFT TURN

LIGHTS ON WHEN USING WIPERS (STATE LAW)

MOVE OVER (STATE LAW)

ROAD MAY FLOOD WARNING

STOP FOR SCHOOL BUS LOADING OR UNLOADING

TRAVEL INFO

YIELD TO PEDESTRIANS ON RIGHT TURN

EVERY MOVE YOU MAKE TOWARD ZERO DEATHS

FLASHING YELLOW ARROW GUIDE

Safer, More Efficient Traffic Signals

ODOT is upgrading traffic signals to enhance safety and traffic flow at intersections with high crash frequencies in Ohio. Some of these intersections may now use a flashing yellow arrow for turning traffic. Studies show the addition of a flashing yellow arrow provides clearer instruction to drivers and results in fewer crashes.

Understanding the Signal for Your Turn Lane

Solid Red Arrow: STOP. No Left Turns Allowed.

Do not enter the intersection to turn. Stop and wait until the signal changes.

NEW!

Flashing Yellow Arrow: Yield, then Turn Left When Safe

Yield to oncoming traffic and pedestrians in the crosswalk; then turn. (See back to learn more.)

Or

Solid Yellow Arrow: Prepare to Stop

Do not enter the intersection to turn. Stop and wait until the signal changes.

Solid Green Arrow: Left Turns Allowed and Protected

Turning traffic has the right of way. Oncoming traffic and pedestrians are stopped.

→ more

OHIO DEPARTMENT OF TRANSPORTATION

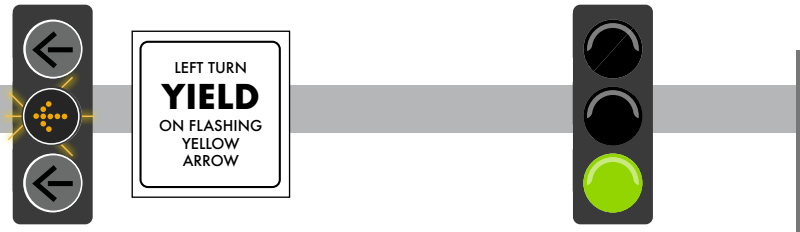
For more information visit,
transportation.ohio.gov/wps/portal/gov/odot/about-us/resources/flashing-yellow-arrow

NEW!
Flashing Yellow Arrow When Turning Left: Yield, Then Turn

When turning left on a Flashing Yellow Arrow, **drivers must yield** to oncoming traffic and pedestrians before turning.

Oncoming traffic has a green signal and the right of way.

Flashing Yellow Arrows replace the traditional green ball when turning left. The Flashing Yellow Arrow gives drivers more opportunities to safely turn left and more options to keep traffic moving efficiently during different times of the day.



OR

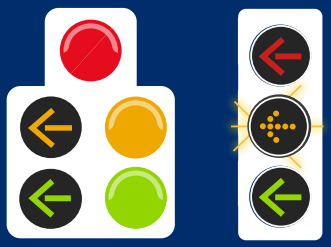
Solid Yellow Arrow: Prepare to Stop

Do not enter the intersection to turn.
Stop and wait until the signal changes.

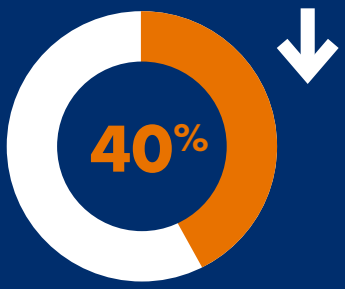
Flashing Yellow Arrow Tips

1. **Pay attention!**
2. **Remember** – The Flashing Yellow Arrow will be used depending on time of day and traffic conditions.
3. Opposing traffic has a green signal and the right of way.
4. Yield to oncoming traffic, pedestrians and bicyclists in the crosswalk to your left.
5. Always watch the signal for your turn lane . . . not the signals or traffic in other lanes.
6. Some intersections do not have turn arrows, based on traffic needs.

Did you know?



Flashing Yellow Arrows replace a traditional green ball on a traffic signal, but it means the same thing: **yield to oncoming traffic**



Reduce left-turning crashes by up to 40%

Minimize travel delays by providing more turning opportunities

Ohio Department of Transportation

See a Flashing Yellow Arrow in action on ODOT's YouTube channel – https://youtu.be/ltc8zpKNvfs

EVERY MOVE YOU MAKE TOWARD ZERO DEATHS

UNIQUE SIGNALS & PAVEMENT MARKINGS

Ohio roads serve drivers, pedestrians, bicyclists and motorcyclists. It is a complex system requiring cooperation and coordination. To help choreograph these complicated movements, the Ohio Department of Transportation (ODOT) and other agencies use signals and pavement markings to guide users in the right direction. Following are descriptions of some signals and markings that may not be as familiar as a traditional stop sign.

RECTANGULAR RAPID FLASH BEACON (RRFB)

LEARN MORE & SEE AN RRFB IN ACTION
youtu.be/SjltMAbVvak

Rectangular Rapid Flash Beacons (RRFB) use an attention-grabbing beacon with an irregular flash to alert drivers that pedestrians are in the roadway. They are used at unsignalized intersections, mid-block crossings or roundabouts.

The beacons are activated by the pedestrian with a push button or through a pedestrian detection system. They are usually placed on pedestrian yellow yield signs. When not in use, the beacon remains dark until activated.

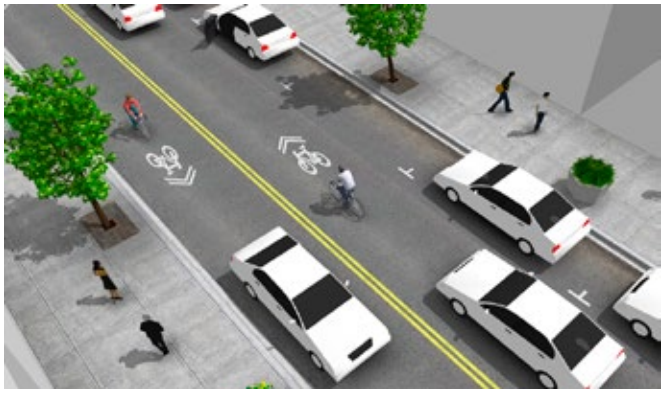
When approaching an intersection with an RRFB, slow down and stop to allow pedestrians to cross the roadway. Proceed with caution only when pedestrians have cleared the roadway.

PEDESTRIAN HYBRID BEACONS

A pedestrian hybrid beacon (PHB) stops traffic so pedestrians can cross safely. The beacon, which is two red signals above a yellow one, is activated by pedestrians when they want to cross the street. First, yellow warning lights flash letting drivers know to slow down. Then there is a solid red light, telling drivers to stop so pedestrians can cross. When the beacon begins flashing red, drivers can proceed if the crosswalk is clear.

LEARN MORE & SEE AN PHB IN ACTION
youtu.be/Nq701brj4gs

SHARED LANE MARKINGS



Shared lane markings are placed in the travel lane to remind drivers to expect bicyclists on the road. They are usually installed in areas where there is not enough room for a designated bike lane.

These markings let drivers know where bicycles are likely to occupy the lane – **however, a bicyclist can occupy the full lane if needed. (See illustration)** Bicyclists often take the full lane to avoid parked cars, car doors, debris and to be more visible to drivers.

BIKE LANES

A bike lane is a portion of the roadway that has been designated by striping, signage and pavement markings for the preferred or exclusive use of bicyclists. Bike lanes enable bicyclists to ride at their preferred speed separate from vehicles.

Drivers should not drive into a bike lane unless preparing to turn, entering or leaving an alley, private road or driveway, or needing to cross the bike lane to park near the curb.

When there is not a dedicated right turn lane, drivers should safely merge into the bike lane to turn right. **Drivers must remember to yield to bicycles in the bike lane before turning across the lane.**

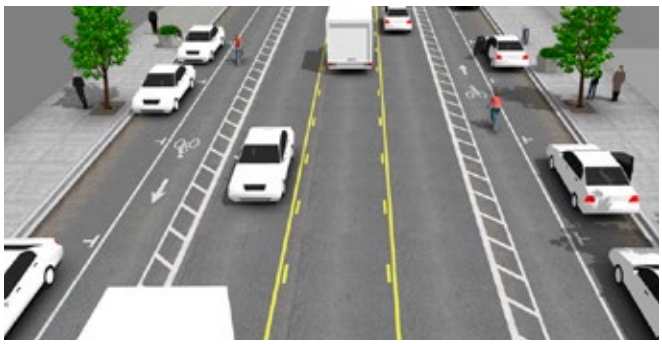
Keep in mind that people on bikes are not required to ride in a bike lane when one is present. Sometimes a bicyclist may leave the bike lane to avoid debris or when turning left.

Here are four types of bike lanes you might encounter on Ohio roads.

CONVENTIONAL BIKE LANES

A conventional bike lane is located next to motor vehicle travel lanes and flows in the same direction as vehicle traffic. Bike lanes are typically on the right side of the street, between the adjacent travel lane and curb, road edge or parking lane.

BUFFERED BIKE LANES



Buffered bike lanes are conventional bicycle lanes paired with a designated buffer space separating the bicycle lane from the adjacent motor vehicle travel lane and/or parking lane. **Drivers must remember to yield to bicycles in the bike lane before turning across the lane.**

CONTRA-FLOW BIKE LANES

Contra-flow bicycle lanes are bicycle lanes designed to allow bicyclists to ride in the opposite direction of motor vehicle traffic. Contra-flow lanes are separated with yellow center lane striping.

Combining bicycle travel in both directions on one side of the street to accommodate contra-flow movement results in a two-way cycle track. At intersections, drivers should expect and look for bicycle traffic from both directions.

BIKE BOX

A bike box is a designated area at the head of a traffic lane at a signalized intersection. It provides bicyclists with a safe and visible way to get ahead of queuing traffic while the light is red. A bike box also helps bicyclists turn left safely and can prevent "right hook" conflicts when vehicles are turning at an intersection.

Groups of bikes may gather together in this area while the light is red so they can clear the intersection quickly when the light turns green.

Drivers should stop behind marked bike boxes when at a red light. **Drivers are not permitted to turn right on red when bike boxes are present.**

ROADWAY 411

By the Ohio Department of Transportation

NEW SIGNALS & PAVEMENT MARKINGS

Ohio roads serve drivers, pedestrians, bicyclists, and motorcyclists. It is a complex system requiring cooperation and coordination. To help choreograph these complicated movements, the Ohio Department of Transportation (ODOT) and other agencies use signals and pavement markings to guide users in the right direction. Following are descriptions of new signals and markings that may not be as familiar as the traditional traffic stop.

SHARROWS OR BICYCLE MARKINGS

What Is It?

Sharrows are a bicycle marking placed in the travel lane that remind motorists and bicyclists to share the lane. They are usually installed in areas where there is not enough room for a designated bicycle lane. Sharrows help:

- Motorists and bicyclists safely use the same space;
- Bicyclists avoid hitting the open door of a parked vehicle;
- Encourage safe passing; and
- Reduce the incidence of wrong-way bicycling.

How to Drive in a Sharrow Lane

When driving in a sharrow lane, drivers should remember bicycles are the same as cars with the same rights and responsibilities as a vehicle. Bicyclists should also follow the same rules of the road and use hand signals to let cars know when they are turning and wear reflective, colorful clothing that can be seen whether it is day or night.

RECTANGULAR RAPID FLASH BEACON (RRFB)

What Is It?

Rectangular Rapid Flash Beacons (RRFB) use an attention grabbing, high-intensity beacon with an irregular flash similar to emergency flashers to alert drivers that pedestrians are in the roadway. They are used at unsignalized intersections, mid-block crossings, or roundabouts where there are no signals or stop signs. The beacons are activated by the pedestrian with a push button or through a pedestrian detection system, and are usually placed on pedestrian yellow yield signs. Research has shown this type of signal is effective in getting drivers to yield to pedestrians in the crosswalk, which may be due to the unique rapid flash which is eye catching even at a distance. When not in use, the beacon remains dark until activated.

How to Cross with an RRFB

When approaching an intersection with an RRFB, slow down and stop to allow pedestrians to cross the roadway. Move forward only when the flashing stops and the lights go dark.

PEDESTRIAN HYBRID BEACONS (HAWKS)

What Is It?

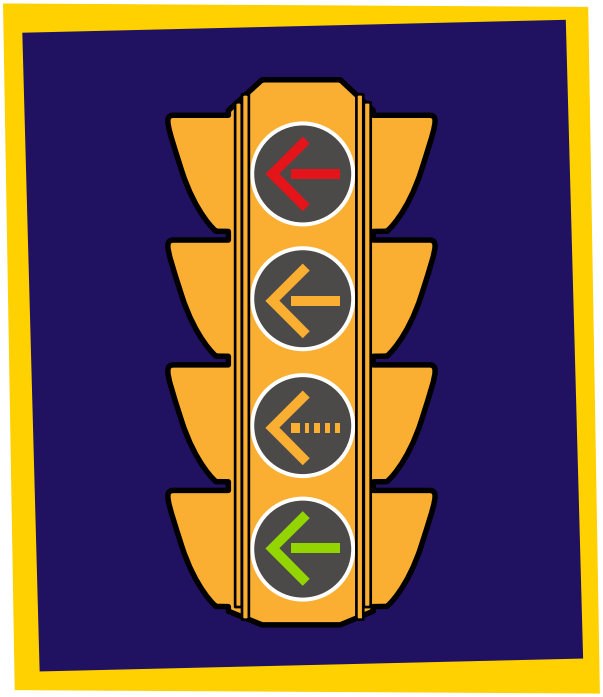
A pedestrian hybrid beacon, also known as a HAWK or high-intensity activated cross walk, stops traffic so pedestrians can cross safely. The beacon, which is two red signals above a yellow one, is activated by the pedestrian when they want to cross the street. Warning lights flash letting traffic know to slow down and stop so the pedestrian can cross, and again to let the pedestrian know when the clearance time is ending.

How to Cross Using a HAWK

The HAWK is dark until the pedestrian pushes a button that activates the device. Once pushed, the yellow light will flash then turn to a steady yellow beacon followed by a steady red beacon alerting drivers to stop. A WALK indication lets the pedestrian know it is safe to cross. Once the pedestrian phase is finished, the WALK flashes notifying the pedestrian the time to cross is over. The red beacons flash to let drivers know the pedestrian crossing time is ending before all beacons go dark and traffic can move forward.

	INSTRUCTIONS FOR			
	DRIVERS		PEDESTRIANS	
1	 Dark until activated	Proceed with caution	 Steady Don't Walk	Push the button to activate the system
2	 Flashing yellow	Slow down A pedestrian has activated the system	 Steady Don't Walk	Wait
3	 Steady yellow	Prepare to stop	 Steady Don't Walk	Continue to wait
4	 Steady red	STOP A pedestrian is in the crosswalk	 Steady Walk	Start crossing when all vehicles have stopped
5	 Alternating flashing red	STOP Proceed with caution if the crosswalk is clear	 Flashing Don't Walk with countdown	Continue crossing, the signal will countdown
6	 Dark again until activated	Proceed if the crosswalk is clear	 Steady Don't Walk	Push the button to activate the system

FLASHING YELLOW ARROW



What Is It?

Drivers are often frustrated when a signal prevents them from making a left turn even though it is safe to do so. A flashing yellow arrow gives drivers the option to turn left after yielding to oncoming traffic which has the green light. Once the yellow flash turns to a steady yellow arrow, drivers know the signal is about to turn red and they either stop before entering the intersection or complete their turn. A steady red arrow indicates no traffic should enter the intersection.

How to Make a Turn with a Traffic Signal

Drivers making a turn at a dedicated turn lane with a traffic signal have the right of way when there is a steady green arrow. Oncoming traffic and pedestrians are stopped. When the yellow arrow is flashing, drivers know left turns are permitted once there is no oncoming traffic. When making the turn, drivers should look for pedestrians in the crosswalk and for bicyclists, both of which have the right of way. Flashing yellow arrows help move traffic more efficiently by giving drivers more opportunities to make a left-hand turn.

PERCEPTION AND DRIVING STRATEGIES

FOR DIFFERENT ENVIRONMENTS

5

OBJECTIVES

The driver education student will:

- Learn and discuss methods to reduce risk when sharing the roadway using space management systems, S.E.E., S.I.P.D.E., and Smith5Keys®.
- Describe and illustrate how to search, evaluate and execute space management principles found in the space management systems in order to safely share the road with others.
- Identify and illustrate how to determine safe following distance and stopping distance.
- Learn and discuss strategies for managing speed, space, time, and visibility in different driving environments (urban/suburban, rural, expressway).
- List and discuss tips for driving safely in work zones.
- Identify safety protocol when stopped by a law enforcement officer.

300 MINUTES

LEARNING RESPONSIBILITIES

The student will

- Actively participate in class discussions facilitated by the instructor.
- Engage in learning activities that highlight and emphasize the unit objectives.
- Demonstrate comprehension of unit material.

The instructor will

- Provide instructional activities and guidance for material in Unit 5.
- Use visual diagrams, videos, and appropriate activities associated with the topics to supplement the lesson.
- Monitor the students, instruct, engage, and evaluate student progress toward mastery.

RESOURCES

- Ohio Driver Training Curriculum
- Ohio Digest of Motor Vehicle Laws (HSY 7607)
- Slide Presentations/Textbooks if Used/Workbooks if Used/Handouts
- Visual diagrams and additional information at the end of this unit
- Videos:
  - "What to Do When You are Pulled Over" https://youtu.be/uKceHWgR508?si=t4ZXYu4NNH2zwCn_
  - "Sharing the Road with Commercial Vehicles" https://youtu.be/GW1pUkRWH6c
  - Pedestrian Hybrid Beacons (PHB) https://youtu.be/mXgJcyCfMmY
  - RCUTS https://youtu.be/t0k5wBxRrxA
  - Rectangular Rapid Flash Beacon https://youtu.be/3S-EAw8S9ks
  - Move Over Law https://youtu.be/PN-YWwd7bHA
- Websites:
  - Federal Motor Carrier Safety Administration www.fmcsa.dot.gov
  - Governor's Highway Safety Association www.ghsa.org
  - Insurance Institute for Highway Safety www.iihs.org
  - Mid-Ohio Regional Planning Commission www.morpc.org
  - Motorcycle Ohio www.motorcycle.ohio.gov
  - Move Over Law www.transportation.ohio.gov/move-over
  - National Highway Traffic Safety Administration www.nhtsa.gov
  - Ohio Bicycle Federation www.ohiobike.org
  - Work Zone Safety www.workzonesafety.org

OUTLINE CONTENT

A. SPACE MANAGEMENT SYSTEMS

The most effective tool to prevent collisions is a proactive space management system. Most space management systems contain at least three basic components: search, evaluate and execute. These steps must be actively practiced behind-the-wheel to develop students' problem-solving abilities when driving in different environments.

There are three commonly used space management systems in driver's education: S.E.E., S.I.P.D.E. and Smith5Keys®. You may choose to teach one or all three of the space management systems to students. After we look at the three individual space management systems, we will look more closely at content specifics you need to include in your space management lessons.

- S.E.E. — Search. Evaluate. Execute.
  - **S**earch the road around and ahead of your vehicle to identify potential dangers and situations which would warrant a change in your driving.
  - **E**valuate what you have seen, prioritize dangers in order of risk and decide on the safest course of action.
  - **E**xecute the action you have decided on. This may include: changes in speed or lane position, making an evasive maneuver or staying on your original course.
- S.I.P.D.E. — Search. Identify. Predict. Decide. Execute.
  - **S**earch on and off the roadway 20-30 seconds ahead for information to help you plan your path of travel.
  - **I**dentify objects or conditions 12 - 15 seconds ahead that could interfere with your path of travel.
  - **P**redict changes on the road that could increase your level of risk and what decisions you will need to make to avoid the risk.
  - **D**ecide what action(s) to take 4 to 5 seconds ahead of time to control/reduce risks. Actions may include increasing speed, breaking or steering clear.
  - **E**xecute your decision. Often this means making a routine maneuver.
- Smith5Keys®
  - Aim High In Steering® (Search) — Stay alert of the dangers and traffic ahead not only to avoid rear end collisions, but also to alert other drivers behind your vehicle that you may need to slow your speed.
  - Get The Big Picture® (Search, Evaluate) — Be aware of your surroundings at all times. Stay Alert. Remember distracted driving puts everyone at risk.
  - Keep Your Eyes Moving® (Search) — Consistent eye movement keeps us from falling into highway hypnosis, and keeps you alert to the driving conditions around your vehicle.
  - Leave Yourself An Out® (Evaluate, Execute) — Ensure that other drivers do not box you in while selecting their lanes. Do not tailgate and always anticipate other drivers' moves.
  - Make Sure They See You® (Evaluate, Execute) — Make sure that other drivers can see and anticipate your moves by using your turn signals, braking early, obeying speed laws, and watching for potential road hazards.

B. SPACE MANAGEMENT CONTENT SPECIFICS

- Search
  - How do you search?
    - Scan 12-15 seconds ahead.
    - Every 8-10 seconds, use your mirrors to check behind and beside you.
      Is someone following too closely? Trying to pass?
    - Check your vehicle position and speed.
      Are you in your lane? Are you maintaining a constant speed?
  - For what are you searching?
    - Visual Search Categories
      - Road Conditions
        - Slippery pavement
        - Potholes
        - Other hazards
      - Traffic controls
      - Vision obstructions like glare
      - Limited/no shoulder or berm
      - Other motorized vehicles including motorcycles and scooters
      - Pedestrians, bicycles, skateboards
    - Common Potential Risks
      - Parked Cars
      - Distracted/Erratic drivers
      - Motorcycles
      - Bicycles
      - Pedestrians
      - Animals
    - Potential High Risk Situations
      - Areas with a large number of children
        - School zones
        - Playgrounds
        - Parks
        - Pools
      - Bad weather
      - Sharp curves and hills
      - Hidden driveways and intersections
      - Obstacles in road

- Heavy traffic
- Two lane highways without a median
- Freeway interchanges
- Road construction

- Evaluating
  - Make a prediction as to what might happen and consider possible options/ responses. Evaluate risk potential of a closed or changing area, and decide on an alternative area.
  - Determine urgency of the situation.
    - Distance — *How close is the hazard?*
    - Speed — *How fast are you traveling? How fast is the hazard moving?*
    - *What is the potential for a collision?*
  - Intersections
    - *Is it a controlled or uncontrolled intersection?*
    - *Who has the right-of-way?*
    - *When will I have the right-of-way?*
    - *Are there any pedestrians or other roadway users?*
    - *What traffic is approaching at the cross street?*
  - Curves
    - *Is the curve sharp or gentle?*
    - *Is there an advisory speed posted?*
    - *Is the view around the curve obstructed?*
    - *Any signs of damage to trees or guardrails?*
    - Slow down before you enter the curve, level out your speed as you reach the apex of the curve, and accelerate as you exit the curve.
  - Decision Making
    - *How can I prevent or control a high risk situation?*
      - Change speed?
        - Increase speed to pass a hazard.
        - Decrease speed to provide more time to address the hazard.
        - Stop entirely until the hazard resolves.
      - Change lane position/direction?
        - Choose a new path of travel.
        - Allow more space between you and the potential hazard.
        - Always leave yourself a way out of a collision.
    - *How can I warn others to reduce risk?*
      - Flash high beam headlights.

- Turn on hazard lights.
- Honk horn.

› *Can I stop safely away from traffic?*

- Stopping distance is the total distance it takes to stop a vehicle from the time the driver recognizes a reason to stop to the time the vehicle comes to a complete stop.

▶ Executing

- Making a decision and acting.
- Possible actions:

› Slow down — apply brakes to reduce speed and clear the hazard.

› Speed up — not a commonly used option, increase your speed to avoid a hazard.

› Change lanes — move to the opposite side of your lane to allow space for you to clear the hazard.

› Change direction — turn left, right or turn completely around to avoid the hazard.

› Alert others — flash your lights, sound your horn to let other roadway users know you are there.

› Stop — apply brakes and come to a complete stop to avoid the hazard.

ACTIVITY

Give students index cards. Ask them to create an enterprise appropriate, funny driving scenario that would require the driver to evaluate a possible risk/ hazard and make a change. An example might be Taylor Swift's tour bus is broken down on the side of the expressway and there's an incredible traffic jam. If students are struggling to come up with scenarios individually, let them work in pairs.

Have each person/pair read their scenario. Ask the class what variables need to be considered for each situation. What are possible options for avoiding an accident? How would the class choose to respond in this situation? The responses may involve multiple action steps.

C. USING TIME

- To Help Manage Space
  - The **visual search area** for **awareness** is **20 - 30 seconds** ahead of your vehicle.
  - The **visual control area**, where you **plan a response** is **12 - 15 seconds** ahead of your vehicle.
  - The **response area**, where you **make a change** in speed and/or direction is **8 - 12 seconds** ahead of your vehicle.
  - The **critical area** in your **immediate path of travel** is **4 - 8 seconds** ahead of your vehicle.
- To Determine Following Distance
  - Follow at least 3 - 4 seconds behind another vehicle on dry roads.
    - Find a fixed object, like a light pole. When the vehicle ahead of you passes the fixed object, count (1001, 1002, 1003, 1004). When the front of your vehicle reaches the fixed object stop counting. If you reached the object before the count of 1003, you are following the other vehicle too closely.
    - Allows more time and distance to brake and steer.
  - Increase the following distance to at least 5 seconds when:
    - Driving at speeds higher than 50 mph.
    - Following large vehicles/trucks.
    - Road conditions change.
      - Wet or icy
      - Under construction
    - Visibility is limited.
      - Weather
      - Night driving
      - Anticipating an in-vehicle distraction

ACTIVITY

Use intersection slides In Teaching Resources to present different driving scenes to the class and ask for volunteers to describe the traffic environment. This is like the running commentary you would use during a behind-the-wheel lesson.

D. SHARING THE ROADWAY

- Pedestrians
  - Questions to answer
    - *Age of pedestrian?*
    - *Location? In or near road?*
    - *Activity? Walking? Playing? Jogging?*
  - Establish eye contact with pedestrian.
  - Yield to pedestrians
    - In crosswalks
    - Exiting parked vehicles
    - In parking lots
    - In school zones
  - Responsibility of pedestrians
    - Cross at intersections.
    - Cross with green light.
    - Search in all directions.
    - Walk facing traffic.
    - Wear reflective clothing at night.
- Animals
  - Search driving areas for animals.
  - Pay attention to animal crossing signs.
  - Animals can be particularly dangerous for drivers from sunset to sunrise due to combination of low light conditions and nocturnal animal activity.
  - Look for reflection of eyes at night.
  - Deer are common on Ohio roads, especially at dusk and dawn.
  - When necessary choose a safe path of travel to avoid animals without leaving your lane.
- Motorcycles
  - Characteristics
    - Difficult to see in blind spots due to smaller size.
    - May change lanes frequently.
    - Decreased stability in general.
    - Driver is less protected.

- Considerations for sharing the road with motorcyclists
  - *Is there more than one person on the motorcycle? This may cause stability issues.*
  - *Is there a group of motorcycles riding together?*
  - *Does the rider have balance issues especially around curves and turns?*
  - *Is the rider making changes in direction to avoid bad surface conditions*
  - *Is the rider increasing acceleration?*
  - *Does the motorcyclist have the headlight on for increased visibility?*
  - *Where is the motorcycle in relationship to your car?*
    - Ahead of you in lane?
    - Turning right or left?
    - Passing other vehicles?
    - Tailgating?
    - Riding in a vehicle blind spot?

- How to Reduce Risk Around Motorcycles
  - Search for and be aware of motorcycles.
  - Communicate with horn, lights, signals, etc.
  - Increase following distance by at least 5 seconds:
    - At railroad crossings.
    - In curves or turns.
    - During adverse weather conditions.
  - Be more aware during low visibility conditions like nighttime.
  - Be cautious when making left hand turns.

ACTIVITY

Create a sentence. Give students one letter in the sentence and tell them to count how many of that letter there are in the sentence. Many students will miss the letter in smaller words because they are used to reading those words. This can relate to motorcycles and how easy it is to miss them due to their size.

- Considerations for Sharing the Road with Bicycles, Mopeds and Motor Scooters
  - Bicyclists, moped drivers, and scooter riders should be riding on the right side of the road or on a bike path.
  - Bicyclists are required to obey all signs, signals and laws.
  - Bikes should be walked across intersections.
  - Bikers should be wearing reflective clothing at night.
  - There are state laws for mopeds and scooters.

- How to Reduce Risk around Bicycles, Mopeds and Motor Scooters
  - Safe passing distance is 3 feet or more to the left of the bike, moped or motor scooter.
  - Signal your actions early.
  - Reduce speed.
  - Adjust your position.
  - Look for cyclists before leaving parked vehicle.

- Large Trucks and Buses
  - Characteristics of Trucks.
    - Slower to accelerate.
    - Trucks lose speed going uphill.
    - Longer to stop.
    - Trucks gains speed going downhill.
    - Trucks need more space to make maneuvers.
      - In order to turn right, large vehicles must swing out to the left to clear the turn.
      - Do not pull up next to a truck on the right side if the truck is turning right.
    - No Zones are like blind spots on cars for large vehicles.
      - The driver cannot see you if you are directly in front of the truck.
        - When moving into a lane in front of a truck or bus, leave more than a car length between you and the large vehicle so the driver can see you.
        - Remember trucks and buses cannot stop heavy loads quickly.
      - The driver cannot see you if you are directly behind the truck.
        - Do not tail gate.
        - Travel 5 - 6 seconds behind so the driver can see you.
      - The driver also cannot see you if you are driving beside the front of the trailer on either side.
      - Avoid driving in No Zone areas.

- Remember that a truck carrying a liquid load poses a special hazard if sloshing or surging occurs.
  - Slosh - When the center of gravity shifts to the outside of the tank, the liquid load rocks from side to side inside the tank. If the liquid shifts or rocks past the balance point, rollover may occur.
  - Surge - If a tanker makes a sudden stop, the liquid in the tank can surge back and forth. When the surge hits the front of the tank it can push the semi forward into another vehicle or an intersection.

- Characteristics of Buses.
  - Make frequent stops and starts.
  - With school buses watch for incoming and outgoing children.
  - Flashing red lights on a school bus signal that all traffic in both directions must stop at least 10 feet from the bus.

- How to Reduce Risk around Trucks and Buses
  - Give large vehicles extra space and time to maneuver.
  - Avoid driving in No Zones.
    - Don't cut off by pulling in front too closely.
    - Do not tail gate.
  - Prepare for possible wind blasts.
    - When being passed.
    - When meeting a truck traveling in the opposite direction.
  - Watch for lights indicating a bus is stopping to load/unload people.

- Emergency Vehicles
  - Move Over Law
    - When passing a vehicle with flashing or rotating lights parked on the roadside, the law requires you to slow down and move over a lane to pass.
      - Watch for people or objects that could enter your travel lane.
      - Be prepared to stop.
    - Move out of the way of moving emergency vehicles.
      - Pull over to the right as far as safely possible and stop.
      - If you can't pull over to the right, pull over to the left, not into oncoming traffic, and stop.
      - Allow the emergency vehicle to pass.
      - Check traffic before starting again.
      - Do not follow the emergency vehicle.

Regardless of the driving environment, driving is dependent on the visual/perceptual process and decision making as evidenced by adjustments of speed and/or position.

E. DRIVING ENVIRONMENTS

Space management skills must practiced in a variety of driving environments to continue to develop students' problem solving abilities. If you are missing one of the driving environments in your area, do your best to simulate the experience for your students.

- Work Zones
  - Slow Down!
    - Workers safety depends on it.
    - Speeding fines are doubled in work zones.
  - Be Alert
    - Watch for work zone signs.
    - Watch for flaggers.
    - Watch for stopped vehicles.
- Urban/City Streets
  - Characteristics:
    - Increased traffic congestion
    - Irregular traffic flow
    - Slower speed limits
    - Vision obstructions
    - Buildings
    - Stopped vehicles
    - Pedestrians
  - Types of streets
    - One-way
    - Two-way
    - Multi-lane
  - Intersections
    - Conventional
      - Stopping with a stop line.
      - Stopping without a stop line.
      - Stopping, driving forward for visibility, and stopping again.
    - Unconventional - See resources at end of Unit 5.
      - Roundabouts
      - Superstreets

- Search Patterns in the City
  - Search 1 - 2 blocks ahead:
    - For brake lights.
    - For turn signals.
    - For pedestrians in street.
    - For parked vehicles indicating they may pull out.
      - *Is the driver's seat occupied?*
      - *Is there car exhaust smoke?*
  - Check mirrors when you slow or prepare to stop.

- Rural/Open Highways
  - Characteristics
    - Less traffic.
    - Regular traffic flow.
    - Higher speed limits.
      - Fewer traffic controls
      - More warning road signs
    - Vision obstructions
      - Curves
      - Hidden driveways
      - Slow moving farm equipment
      - Slow moving horse and buggies
      - Poor lighting at night
  - Search Patterns in Rural Areas
    - Search 20 - 30 seconds ahead.
      - For cars stopping quickly
      - For stop signs
      - For other traffic warning signs
      - For curves and hills
      - For side roads
      - For areas on the road with less space
  - Check mirrors when you slow or prepare to stop.
    - If you are being tailgated:
      - Pull to the right of the lane you are in.
      - Maintain your speed.
      - Let the tailgater pass you.

- Passing
  - Should I Pass Another Vehicle?
    - Is it legal?
      - Is there a No Passing sign?
      - Is the pavement marking closest to you a solid yellow line?
    - Is your vision obstructed?
      - By hills?
      - By curves?
    - Are you on or close to
      - A bridge?
      - Railroad tracks?
      - An intersection?
      - Are you traveling up a hill?
    - How are the road/weather conditions?
      - Rainy?
      - Snowing?
      - Icy?
      - Foggy?
    - Is the vehicle ahead traveling the speed limit?
    - How close is the oncoming traffic?
- Steps to Passing
  - Check mirrors.
  - Signal.
  - Check blind spot.
  - Change lanes.
  - Accelerate.
  - Check mirrors for headlights of vehicle you are passing.
  - Signal return to lane.
  - Change lanes.
  - Cancel signal.
- Unique Rural Environments
  - Mountain Driving
    - Sharp curves
    - Driving uphill

- Slower speeds
- Car may overheat.
  - » Consider using a lower gear.

- Driving downhill
  - Increased speeds
  - Consider using a lower gear.
    - » Helps reduce speed.
    - » Reduces brake wear.

- › Desert Driving
  - For the driver
    - Wear sunglasses.
    - Carry water.
    - Plan your rest stops in advance.
  - For the vehicle
    - Check all fluid levels.
    - Check tires and pressure.
    - Engine may overheat.
  - Watch out for
    - Sandstorms
      - » Visibility becomes limited very quickly.
      - » Do not attempt to drive.
    - Flash floods
      - » Do not drive through standing water.
      - » The car can be swept away.

▶ Driving Techniques for Multi-Lane Roads or Expressways

- Special factors
  - › Multiple lanes, usually divided by barrier of some type
  - › Higher speeds (55, 65, or 70 mph speed limits)
  - › Limited access
  - › Frequent passing
  - › Large trucks and other vehicles
  - › Merge areas
- Specialized interchange types – See Teaching Resources section at end of Unit 5.
  - › Cloverleaf
  - › Diamond
  - › Trumpet

- Roundabouts
- Diverging Diamond Interchange (DDI)
- Continuous Flow Intersection (CFI)
- Superstreet.
- Median U-Turns.
- Restricted Crossing U-Turns (RCUTS).

- Entering expressways
  - Check to be sure you are on correct ramp.
  - Once on the ramp, check vehicles ahead and behind.
  - Search for a gap in the traffic. A four second gap is desirable.
  - Signal.
  - Once in acceleration lane, continue to search for a gap in traffic and accelerate.
  - Decide where to enter.
  - In merge area, adjust your speed to traffic.
  - Merge smoothly.
  - Cancel signal and adjust speed.
- Special considerations on entrances
  - Signals or signs at end of ramp
  - Curves on ramp
  - Vehicles ahead
  - Move to shoulder if there is no gap.
  - No stopping on the ramp unless there is a stop sign or light.

- Driving on Expressways
  - Search 20 - 30 seconds ahead for
    - Vehicles
    - Objects
    - Merge areas
  - Search 12 - 15 seconds ahead for
    - Traffic signs and road markings
    - Road markings
    - Vehicles changing lanes
    - Need to adjust speed
    - Need to adjust following distance
    - Merge areas

- Speed control considerations
  - Speed limit (55, 65, or 70 mph)
  - Speed of traffic flow
- Direction control
  - Lane choice
    - Right lane – entering and exiting.
    - Center lane(s) – passing or cruising.
    - Left lane(s) – passing.
    - Lane of least conflict is best choice.
  - Follow lane change procedures discussed in Unit 3.
    - Be aware of others moving into the lane you want.
    - Check blind spots.
  - Passing and being passed.
    - Follow passing procedures discussed in Unit 3.

- Exiting the Expressway
  - Identify signs early and prepare for exit.
    - Left exit.
    - Right exit.
    - Weave lane.
      - Same lane used for both entering and exiting expressway.
      - Requires special attention to merging traffic.
      - Right-of-way is given to exiting traffic; although certain conditions may require you to yield to entering traffic.
  - Procedure for exiting:
    - Avoid slowing on expressway, if possible.
    - Use lane change procedure to move to deceleration lane.
    - Slow down in deceleration lane.
    - Slow to posted speed on the ramp.

- Special Situations on the Expressway
  - Driver fitness
    - Highway hypnosis is the drowsy state caused by staring.
      - Sit up.
      - Change radio stations.
      - Open windows.
      - Pull over and rest at a rest area.
    - Velocitation is the tendency to gradually accelerate without noticing.

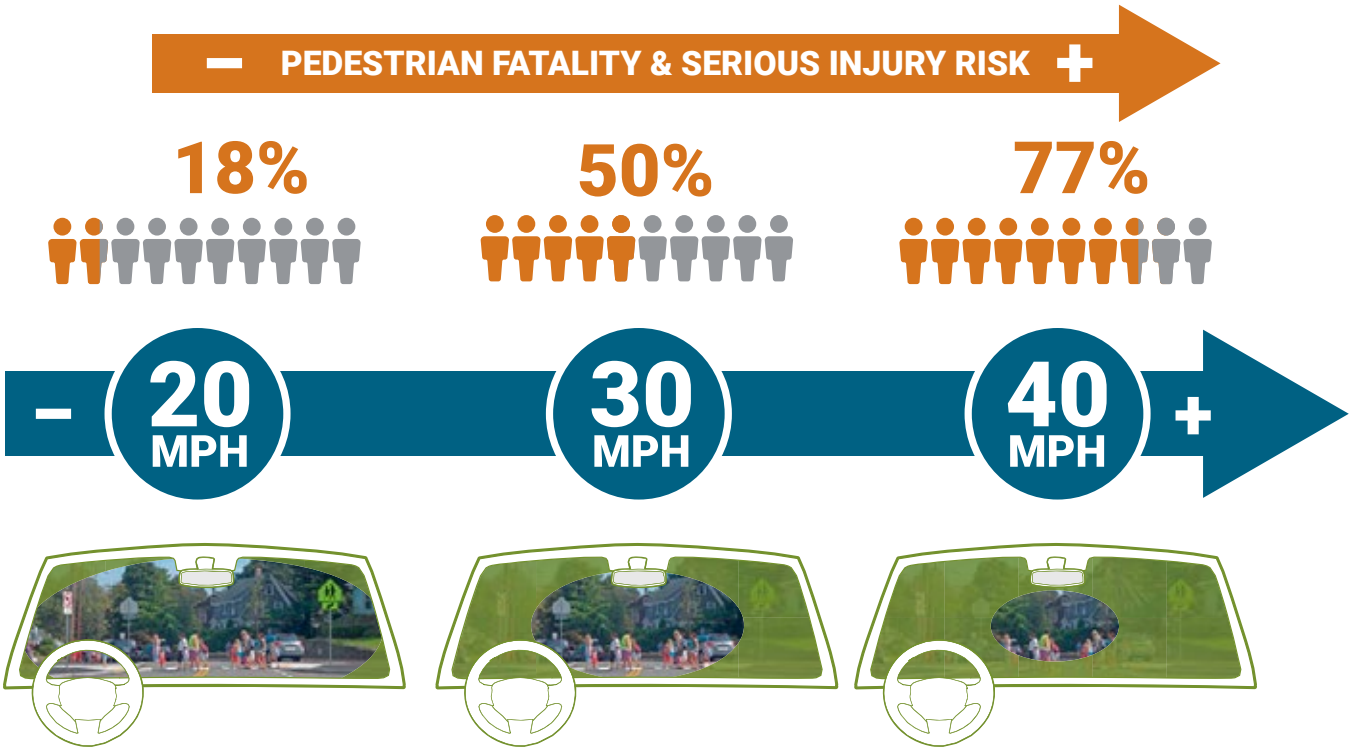
- Disabled vehicles
  - Slow down.
  - When possible move over one lane to the left, away from the disabled vehicle.
- Construction areas
  - Slow speed.
  - Give workers space.
- Toll booths
  - The Ohio Turnpike runs East to West across the northern corridor of the state
  - Along this route there are toll booths/stations.
  - Signs will alert you that you are approaching a toll station.
  - The speed limit at toll stations is 10 mph.
  - When approaching toll stations be aware of
    - Vehicles braking
    - Quick stopping
    - Traffic backups
    - Vehicles changing lanes quickly
  - In order to travel on a turnpike drivers must pay a fee.
    - The toll or fee is based on distance driven. The farther you drive, the more you pay.
    - You get a ticket from either a person in a booth or a machine when you enter the turnpike. Do not lose the ticket or you will be charged for driving the entire length of the turnpike.
    - Fees are collected when you exit at various stations along the route in booths.
    - You can pay with cash or card.
  - E-Z Pass
    - EZ-Pass is an electronic toll payment system that allows you to enter and exit the turnpike without stopping.
    - This is called open road tolling.
    - The distance driven and toll needing to be paid is monitored by a device you place on your front windshield called a transponder.
    - The bill is then paid electronically from a pre-paid account.
    - Do not use an EZ-Pass lane without an EZ-Pass account and transponder.
    - If you use an EZ-Pass lane without an account, license plate cameras are in use and will bill the owner of the car by mail.
  - If you have trouble at a payment station
    - Ask a toll collector for help.
    - Press the help button on machine.

- If you are without payment method, toll collectors can take your information and give you instructions how to pay online, over the phone or by mail. You will be charged an additional fee to pay this way.

F. IF STOPPED BY A LAW ENFORCEMENT OFFICER

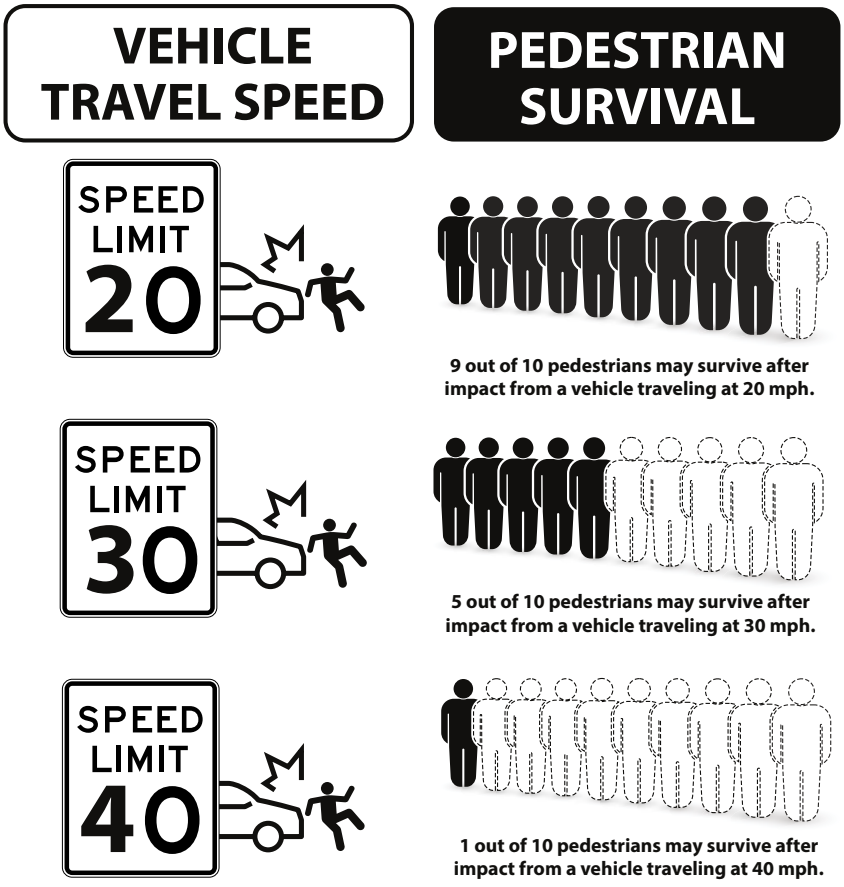
- Pull over
  - Find the nearest safe location.
  - Shift to PARK.
  - Turn ignition OFF/Press Stop Button.
  - If at night, turn on overhead light inside car.
  - Roll down window.
- Interacting with Law Enforcement Officer
  - Keep both hands on the steering wheel in view of officer at all times.
  - Wait until the officer provides direction before locating your license, registration and insurance information.
  - Present your driver's license, registration and insurance information when requested.
    - Tell the officer the location of your license, etc.
      - My license is in my wallet in my back pocket.
      - My registration and proof of insurance are in the glove compartment.
    - Ask for permission before moving.
      - Is it okay to reach in my back pocket to get it?
      - Is it okay to get it out of the glove compartment?
  - Move slowly and keep your hands in sight of the officer at all times.
  - Follow the directions given.
  - Be cooperative.
  - Do not argue.

NOTES



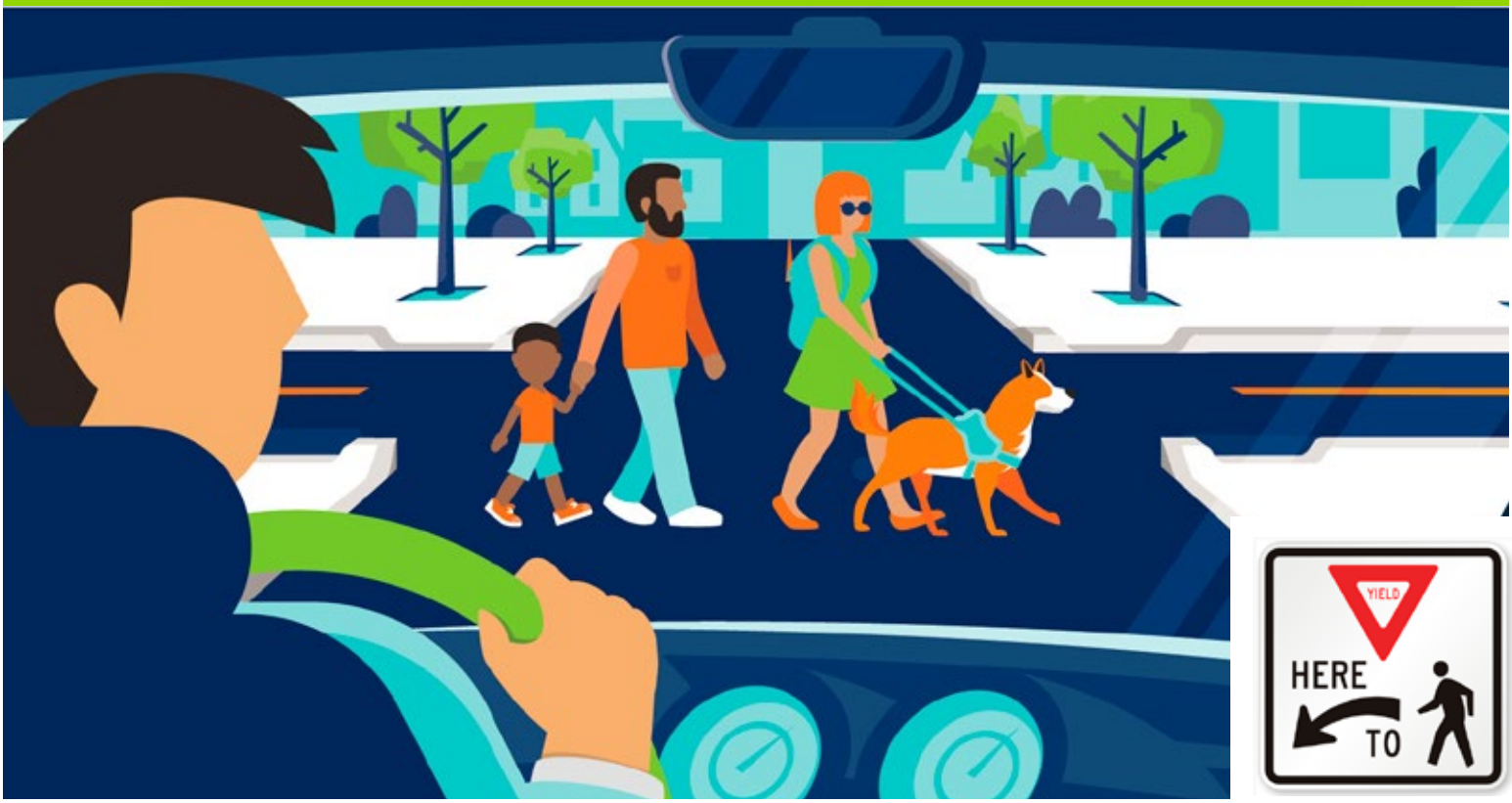
CONE OF VISION

*As motor vehicle speeds increase, the risk of serious injury or fatality for a pedestrian also increases **(AARP Impact Speed and a Pedestrian's Risk of Severe Injury or Death 2011, p. 1)**. Also, motorist visual field and peripheral vision is reduced at higher speeds.*



YIELD TO PEDESTRIANS

As a driver, it is your responsibility to operate your vehicle safely and lawfully. In Ohio, all vehicles must exercise due care to avoid colliding with any pedestrian upon any roadway. When in doubt: yield to pedestrians!



Yield to pedestrians at all intersections and marked crosswalks, including at roundabouts and driveways. Every intersection is a crosswalk, whether painted or not.

Always stop before the stop line at intersections. If there isn't a stop line, stop before the intersection so that the crosswalk is not blocked by your vehicle.

Yield to pedestrians who are blind or have visual impairments (they may use a white cane or a guide dog) anywhere on the roadway.

EVERY MOVE YOU MAKE TOWARD ZERO DEATHS

OHIO DEPARTMENT OF TRANSPORTATION

Prepare to stop for pedestrians at yellow flashing lights.

Drivers making a turn must look for and yield to people that are in the intersection. Remember, even at a green light, turning vehicles must yield to pedestrians within the intersection.

Drivers cannot pass vehicles that are stopped at an intersection or marked crosswalk. The vehicle may be stopped for a person crossing the road.

Expect people walking on or along the road.
Scan the road ahead of you and obey speed limits.

EVERY MOVE YOU MAKE
TOWARD ZERO DEATHS

OHIO DEPARTMENT OF TRANSPORTATION

BIKES ARE VEHICLES

As a driver, it is your responsibility to operate your vehicle safely and lawfully. In Ohio, bikes are vehicles and people on bikes have the same roadway rights and responsibilities as other vehicles. When you learn to drive a car, you learn to drive a bike! When in doubt: treat bikes as vehicles!

Bikes belong on the road. Two bikes may ride side-by-side in a lane.

People on bikes may use the full lane. Common reasons include: to avoid hazards in the roadway or when lanes are too narrow to ride alongside other vehicles.

Change lanes to pass a slower moving vehicle. Under Ohio law, drivers must wait to pass a person on a bike until they can ensure at least 3 feet of space.

Drivers may cross a solid yellow line to pass a "slow-moving" vehicle, like a bike, when it is safe to do so.

EVERY MOVE YOU MAKE
TOWARD ZERO DEATHS

OHIO DEPARTMENT OF TRANSPORTATION

Drivers making a turn must look for and yield to bikes that are continuing straight through the intersection.

If there's a bike lane, yield to bikes and then merge right into it before turning.

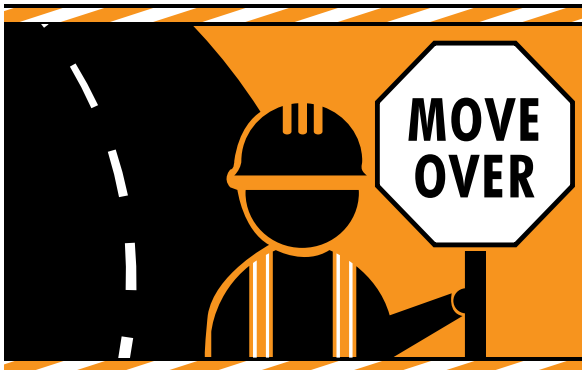
Drivers cannot pass a vehicle within 100 feet of an intersection. Do not pass any vehicle, including a bike, that is in or near an intersection.

Turning left or right? Look for, and yield to, people on bikes!

Expect people biking on or along the road.
Scan the road ahead of you and obey speed limits.

EVERY MOVE YOU MAKE TOWARD ZERO DEATHS

OHIO DEPARTMENT OF TRANSPORTATION



SLOW DOWN MOVE OVER

For ALL Roadside Workers

MoveOver.Ohio.Gov

ABOUT OHIO'S MOVE OVER LAW

Ohio's Move Over Law requires motorists to cautiously shift over one lane – or slow down if it is not possible to change lanes – when driving by any vehicle with flashing lights on the side of a road. Its purpose is to protect everyone who works on our roads and everyone who travels on them.

WHY THE LAW IS IMPORTANT

Across the U.S., roadside accidents kill one tow truck driver every six days, 23 highway workers and one law enforcement officer every month and five firefighters every year. In Ohio, thousands of workers build, maintain, serve and protect on our roadways every day—all in the interest of the public. Therefore, it is also in the public's interest to protect roadside workers by observing the Move Over Law.

FREQUENTLY ASKED QUESTIONS

What is the Move Over Law?

Ohio's Move Over Law is designed to protect the lives of everyone who uses our roadways. The law requires all drivers to move over one lane passing by any vehicle with flashing or rotating lights parked on the roadside.

The original law took effect in 1999 to reduce risk to law-enforcement officers, emergency responders and tow operators. It was expanded in December 2013 to apply to every stationary vehicle with flashing lights, including road construction, maintenance and utility crews.

What if I can't move over?

The law recognizes that sometimes it is not safe or possible to move over because of traffic or weather conditions or because a second lane does not exist. In those situations, slow down and proceed with caution. Watch for people or objects that could enter your travel lane, and be prepared to stop.

How does the Move Over law differ from yielding the right of way to emergency vehicles?

Yielding the right of way to an emergency responder requires you as a driver to pull to the right-hand side of the road and stop when a police or other law-enforcement officer, fire truck, ambulance or other emergency vehicle approaches using a siren, lights or other warning devices. You must wait until the emergency responder(s) has passed by before you can resume driving.

How serious is the problem?

Across the nation, hundreds of people are killed or injured every year when they're struck by a vehicle after pulling over to the side of the road or highway. On average, these "struck-by" crashes kill one tow-truck driver every six days; 23 highway workers and one law-enforcement officer every month; and five firefighters every year. Tragically, stranded motorists are also struck and killed.

Can I be cited for failing to comply with the Move Over law?

Yes, and it's so serious that fines are doubled. Violators are fined 2x$150 for the first violation (a minor misdemeanor), 2x$250 for the same violation within a year of the first, and 2x$500 for more than two violations in a year.

What types of roadways does the law apply to?

Ohio's Move Over law applies to all interstates and state highways. It can be enforced by any law-enforcement officer, including state highway patrol officers, local police, and county sheriff's deputies.

Partners in Safety:

odot
transportation.ohio.gov

Towing & Recovery Association of Ohio
TRAO

OHIO TURNPIKE

Ohio Contractors Association

OCSEA
AFSCME

ATSSA
SAFER ROADS SAVE LIVES

OHIO
DEPARTMENT
OF PUBLIC
SAFETY
SAFETY • SERVICE • PROTECTION

EVERY MOVE YOU MAKE TOWARD ZERO DEATHS

WORK ZONES

To keep our roads and highways in good working condition, the Ohio Department of Transportation and other agencies periodically conduct road repairs.

Work zones are areas where this road work takes place, and may involve lane closures, detours and moving equipment. Driver attention is critical in these areas to keep motorists and workers safe.

When approaching a work zone slow down and watch for cones, barrels, signs, large vehicles or workers in bright colored vests to warn and direct you where to go. Temporary signs in work zones typically have an orange background and black letters or symbols, and tell you what to do, how soon you will encounter the work zone, and the speed limit through the work zone.

TIPS FOR WORK ZONE SAFETY

Drivers traveling too fast and not paying attention are the main causes of work zone crashes. Follow these tips to avoid a crash:

Slow Down and Expect the Unexpected

- **Watch for speed limit reductions**, narrowing lanes, changing traffic patterns, slow construction vehicles and – most importantly – **highway workers**.
- **Watch traffic around you** – By increasing your following distance between vehicles you can respond quickly and safely to unexpected slowdowns.

Stay Alert and Avoid Distractions – especially smart phones.

- **Look for the orange** – Most work zone signs have an orange background with black lettering that makes them easily recognizable.
- **Obey the signs** – They are providing important information.
- **Don't make unnecessary lane changes.**
- **Avoid barriers** – Stay away from drums, cones, tubes or other barriers that are used to separate traffic and road work activities. These barriers are also used to guide traffic through the work zone.
- **Follow the flaggers** – Follow instructions from the flaggers who are in bright vests. Law enforcement may also be directing traffic within a work zone.
- **Use extreme caution at night and during bad weather** – Even if workers are not present. Signs, pavement markings and barriers will be more difficult to see.

COMMON WORK ZONE SYMBOL SIGNS

One-Direction Large Arrow Sign

Used to emphasize a change in alignment and to direct the driver through the transition and into the intended travel lane.

Construction Arrow Sign

Used where it is necessary to guide traffic through construction areas or areas where road work is in progress.

Double Arrow Sign

Used to advise drivers that traffic is permitted to pass on either side of an island, obstruction or gore in the roadway. Traffic separated by this sign may rejoin or change directions.

Flagger Sign

Used before any point where a flagger is stationed to control traffic.

Lane Ends Sign

Used to warn drivers of the reduction in the number of lanes for traffic in the driver's direction of travel on a multi-lane roadway.

OHIO DEPARTMENT OF TRANSPORTATION

SPEED LIMITS IN WORK ZONES

Reduced speed limits are often necessary for the safety of workers, other motorists and you. If there are no reduced speed limit signs, you should obey the normal posted speed limit, but drive with caution.

In 2015, Ohio adopted variable speed limit signs that show the speed limit when no workers are present in the work zone, and a reduced speed limit when they are. Lights above and below the sign will flash when the speed limit has been lowered and workers are present. **Drivers should pay close attention to these signs to know what speed limit is in effect.**

Increased penalties apply to certain traffic violations occurring in work zones on streets or highways that display "fines doubled" signs. For example, you could pay $300 plus court costs for speeding in a work zone. In addition, a driver could receive jail time for causing injury or death.

CHOOSING WHEN TO MERGE

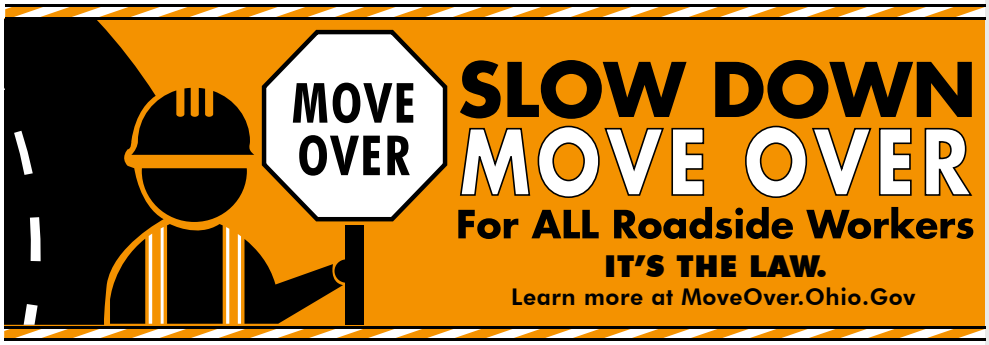
When a lane of traffic is closed ahead, drivers should follow the signs and merge early into the lane that will remain open through the construction zone. This will help maintain a steady flow of traffic through the merge area.

But, when congestion **increases** and traffic starts to slow or stop, it is recommended to use all available lanes until the point of lane closure.

For example as you see the "lane closed ahead" sign and traffic backing up, stay in your current lane up to the point of merge. Then take turns with other drivers to safely and smoothly ease into the adjacent open lane. This helps reduce differences in speeds between the two lanes, as well as helps reduce the overall length of traffic that has slowed or stopped.

TEST YOUR KNOWLEDGE

workzonesafety.org/data-resources/public-awareness/turning-point/for_teens/know_the_signs/



COMMON WORK ZONE SYMBOL SIGNS

Reverse Curve Sign

Used to give drivers advanced notice of a lane shift, to the left or right, as indicated on the sign.

A Reverse Curve is where there are two changes in roadway alignment in opposite directions.

Double Reverse Curve Sign

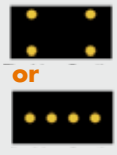
Used to give drivers advanced notice of a pair of lane shifts, as indicated on the sign. Used when the distance between two reverse curves is not long enough to sign for each one individually.

Merging Sign

Used in advance of a point where lanes from two separate roadways come together as a single traffic lane and merging movements are required.

Added Lane Sign

Used in advance of a point where lanes from two separate roadways come together, but remain as separate lanes, and merging movements are not required.



Flashing Caution

Alternating Diamond Caution

Arrow Board in the "Flashing Caution" or "Alternating Diamond Caution" Mode

Used to provide additional warning. Occasionally seen used with shoulder work, roadside work near a shoulder or for temporarily closing one lane on a two-lane, two-way roadway.

OHIO DEPARTMENT OF TRANSPORTATION www.everymove.ohio.gov

Intersection Safety Starts with You

EVERY move YOU MAKE KEEP IT SAFE

Intersections are Dangerous and Complex Places

Half of all crashes in cities and one-third of those in rural areas take place in an intersection. The numbers are high, and the results are deadly.

Engineers call intersections a planned point of conflict with multiple vehicles entering, exiting, turning, or going straight in a relatively small section of roadway. Pedestrians are often in the mix, and the situation can be compounded by speed and distraction. All of this movement creates opportunities for serious personal injury and huge property damage costs.

Intersection Crash Outcomes Between 2006-2010

Outcome	Urban	Rural	TOTAL
Fatalities	725	797	1,522
Injuries	180,597	76,862	257,459
TOTAL CRASHES	**444,634**	**139,501**	**584,135**

Safety is Our #1 Priority. Make it Yours.

ODOT is working on improved intersection design and more sophisticated traffic engineering measures to make our roads safer.

Still, the majority of intersection crashes are caused by driver mistakes. The most common mistakes include following too close to the next vehicle and failing to yield to oncoming traffic. It's up to all of us to stay alert.

Visit **www.everymove.ohio.gov** for tips and safe driving information.

Did You Know?

- Intersection crashes peak between Thanksgiving and Christmas.
- Drivers ages 15-25 comprise 35% of all intersection crashes.

TIPS ON HOW TO SAFEGUARD YOURSELF FROM INTERSECTION CRASHES

Be a Safe MOTORIST

1. Obey all traffic laws and always wear a seat belt.
2. Expect bikes and motorcycles on the road, pedestrians in crosswalks.
3. Wait until it is safe to pass bicyclists.
4. Give bikes at least 3 feet when passing.
5. Yield to bicyclists.
6. Stop for pedestrians.
7. Do not block crosswalks or driveways.
8. Look for bicyclists when opening car doors.
9. Don't honk your horn at bicyclists.
10. Watch for children, especially around schools, playgrounds, buses and in neighborhoods.

Be a Safe MOTORCYCLIST

1. Obey all traffic laws.
2. Always wear a helmet and protective clothing – gloves, boots and a jacket.
3. Ride defensively; assume others do not see you.
4. Inspect your motorcycle before each ride.
5. Never ride too fast for conditions and slow down during bad weather and at night.
6. Be careful of blind spots on trucks or cars, especially when passing.
7. Never ride between lanes.
8. Use your headlight all the time.
9. Allow space and time for emergency braking.
10. Signal before changing lanes. Make lane moves gradually.

Be a Safe BICYCLIST

1. Obey all traffic laws – bicycles are vehicles; "drive" your bike accordingly.
2. Ride with traffic.
3. Wear a properly fitted helmet.
4. Keep your bike in working order, before riding, always check the tires and brakes.
5. Signal turns.
6. Ride respectfully – single file, allowing cars to pass when it is safe.
7. Be predictable – don't pass stopped or moving cars on the right.
8. Use head and tail lights at night – it's the law – and wear something light and bright such as a yellow or orange reflective vest.
9. Respect pedestrians, adults – do not ride on sidewalks.
10. Do not ride in the "door zone" to avoid getting hit by a parked car's opening door.

Be a Safe PEDESTRIAN

1. Obey all traffic laws.
2. Walk on sidewalks or designated paths.
3. Cross in crosswalks and at marked intersections at the light.
4. Check for turning vehicles when crossing, especially those making wide right turns.
5. Walk facing oncoming traffic in the berm when there are no sidewalks.
6. Be aware of blind spots on cars, trucks and buses.
7. Allow space and time for trucks, cars, motorcycles and bicycles to stop.
8. Wear something light and bright such as a yellow or orange reflective vest and carry a flashlight for night walks.
9. Watch for cars when crossing driveways.
10. Make eye contact with drivers.

TIPS

BE SAFE at Intersections

Traffic signals manage intersections so drivers know when they have the right of way. Yet more crashes occur in intersections with a traffic signal than those without one. So look right, then left, then right again before you proceed. Drive defensively.

1. **COMPLETE A FULL STOP AT A STOP SIGN.** Look for oncoming traffic from both directions before entering the intersection.

2. **STAY ON HIGH ALERT ENTERING AND EXITING AN INTERSECTION.** Put down the cell phone, don't worry about the radio and focus on your vehicle and others.

3. **STAY IN YOUR LANE IN AN INTERSECTION. IT'S THE LAW.** Changing lanes increases confusion and adds to the complexity of successfully navigating through an intersection. It is illegal in Ohio to pass a vehicle within 100 ft. of an intersection.

4. **GREEN FOR YOU DOESN'T MEAN OTHER VEHICLES STOPPED.** Red-light running, whether intentional or not, is a common occurrence at signalized intersections. When you have the green light, keep a sharp eye for cross traffic. Be sure to look both left and right before entering the intersection.

5. **USE YOUR BLINKER WHEN TURNING.** To turn safely in an intersection, signal your turn so other drivers are aware of your maneuver.

6. **PAY ATTENTION TO THE VEHICLE AHEAD OF YOU.** When a signal turns green, don't assume the vehicle ahead of you is ready to go. Wait for it to move before you accelerate.

7. **DON'T SPEED UP TO GET THROUGH A YELLOW LIGHT.** Yellow lights mean proceed with caution, not speed up to get through the intersection. Always stop at a yellow light if you can do so safely.

8. **MAINTAIN A SAFE STOPPING DISTANCE BETWEEN YOU AND THE CAR IN FRONT OF YOU.** The safe distance is a minimum of one car length for every 10 mph, or at least two seconds spacing between vehicles.

9. **TREAT A DARK SIGNAL AS AN ALL WAY STOP.** If a traffic signal is out, or damaged, it may be dark. Treat these signals as an All Way Stop – do not enter the intersection until it is safe, and it is your turn.

10. **REMEMBER THE RULE OF THE RIGHT.** When vehicles reach an All Way Stop or uncontrolled intersection at the same time, the car to the right has the right of way.

ROADWAY 411

By the Ohio Department of Transportation

NEW INTERSECTIONS

As congestion grows on Ohio roads, some communities are choosing to build innovative intersections that reduce travel delays and traffic crashes. Many of these intersections improve traffic flow and reduce crashes by eliminating left turns at the intersection. Following are descriptions of these new designs, and how you can safely navigate them. Remember to pay attention to the signs, signals and pavement markings when driving through these unique intersections.

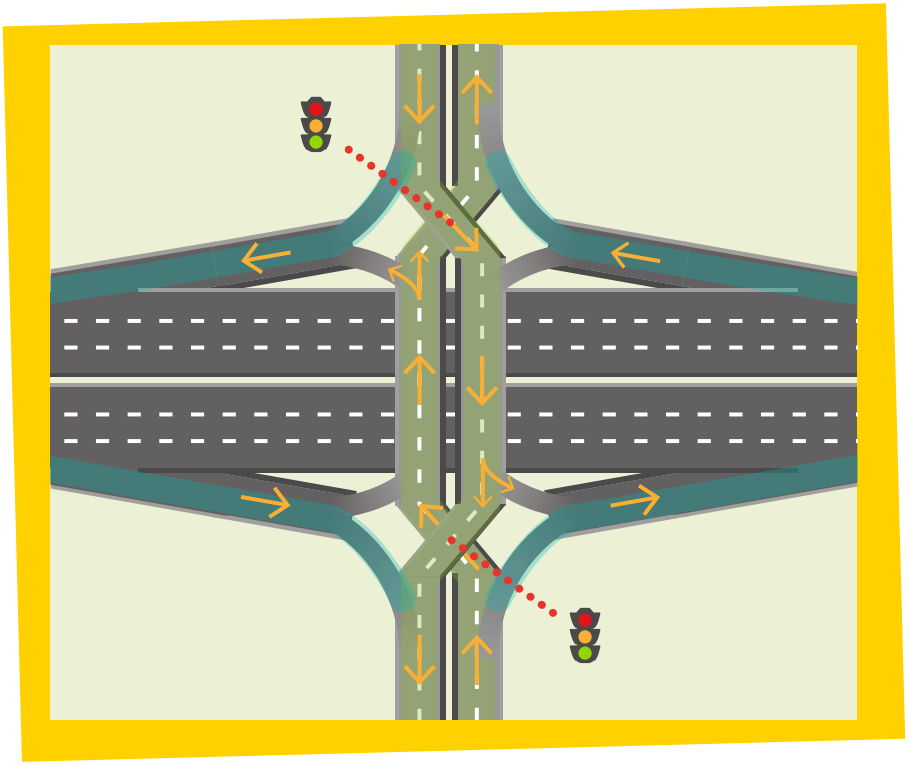
DIVERGING DIAMOND INTERCHANGE (DDI)

What Is It?

At a diverging diamond interchange, traffic briefly crosses over to the left (opposite) side of the roadway—guided by traffic signals at each crossover. This allows vehicles to turn left onto freeway on-ramps without stopping and without crossing in front of through traffic.

How To Drive Through the DDI

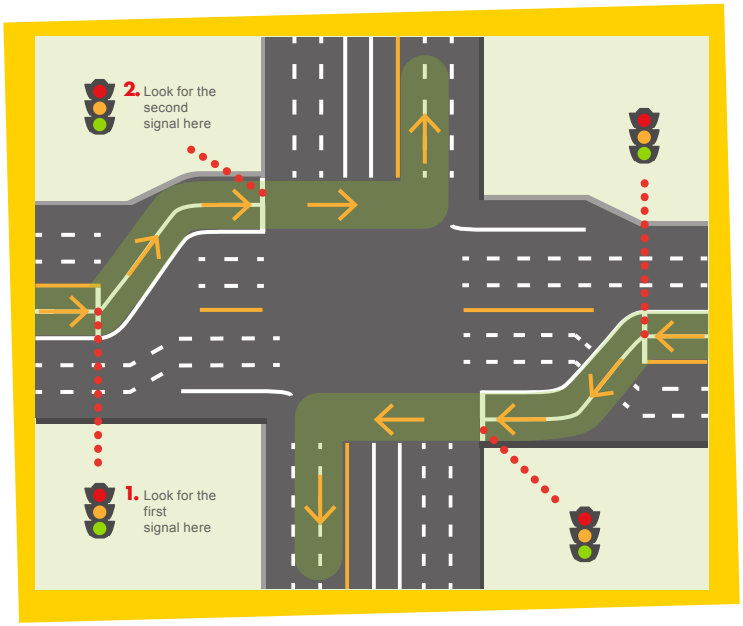
As you approach the intersection, follow the traffic signals that allow you to cross over to the left side of the road. Once on the left side, turn left onto the ramp. There is no stopping to wait for oncoming traffic.



CONTINUOUS FLOW INTERSECTION (CFI)

What Is It?

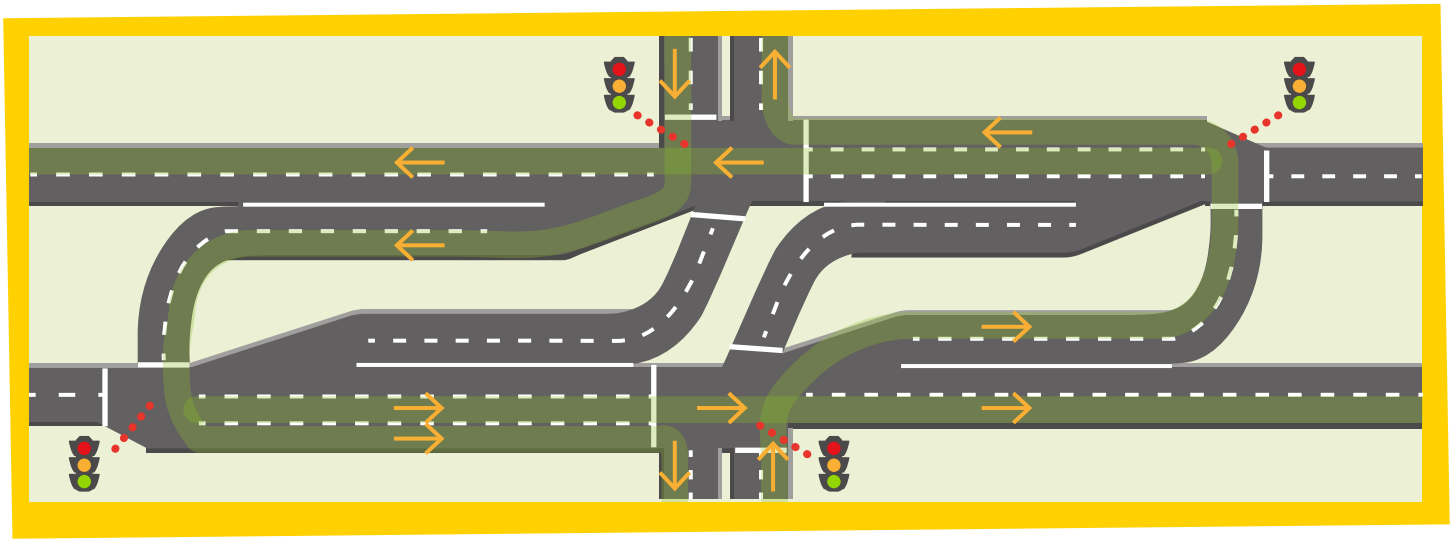
At a regular intersection, cars must stop and wait until the light or turn arrow turns green. At the CFI, cars turning left and those going through can travel at the same time. The unique design allows drivers turning left to enter special turn lanes before they reach the intersection. Signals then guide vehicles into a new set of left lanes on the far left of the roadway while through traffic proceeds forward at the same time.



How To Drive Through the CFI

Cars turning left line up in the left turn lane—just like normal intersections only a little farther back. When the left turn signal turns green, cars drive across the oncoming lanes into a new lane on the far left side of the road. A second left turn signal tells the motorist when they can make the left turn. Right turns are really easy as long as cars yield to bicyclists and pedestrians.

SUPERSTREET



What Is It?

A Superstreet intersection does not permit traffic on a minor road (less traffic) to proceed across the major road or highway. Drivers that want to turn left or go straight must first turn right on the major road then a short distance away, go to a designated U-turn lane in the median before going straight or turning right.

How To Drive Through a Superstreet

Drivers move to the left lane as they approach the intersection and move through the intersection once the light turns green. They will drive a little distance past the intersection to the area designated in the median for a U turn. Traffic then waits for the signal to tell them to proceed onto the roadway after they have made the U turn.

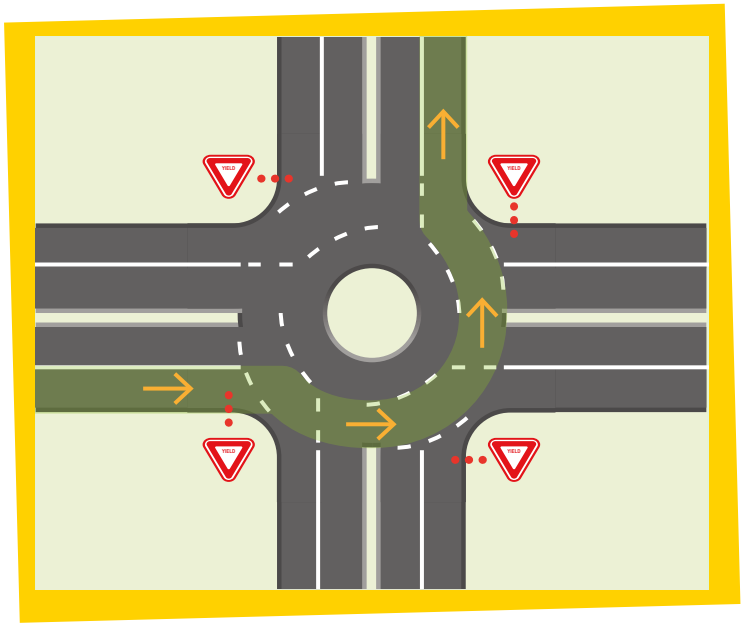
ROUNDABOUT

What Is It?

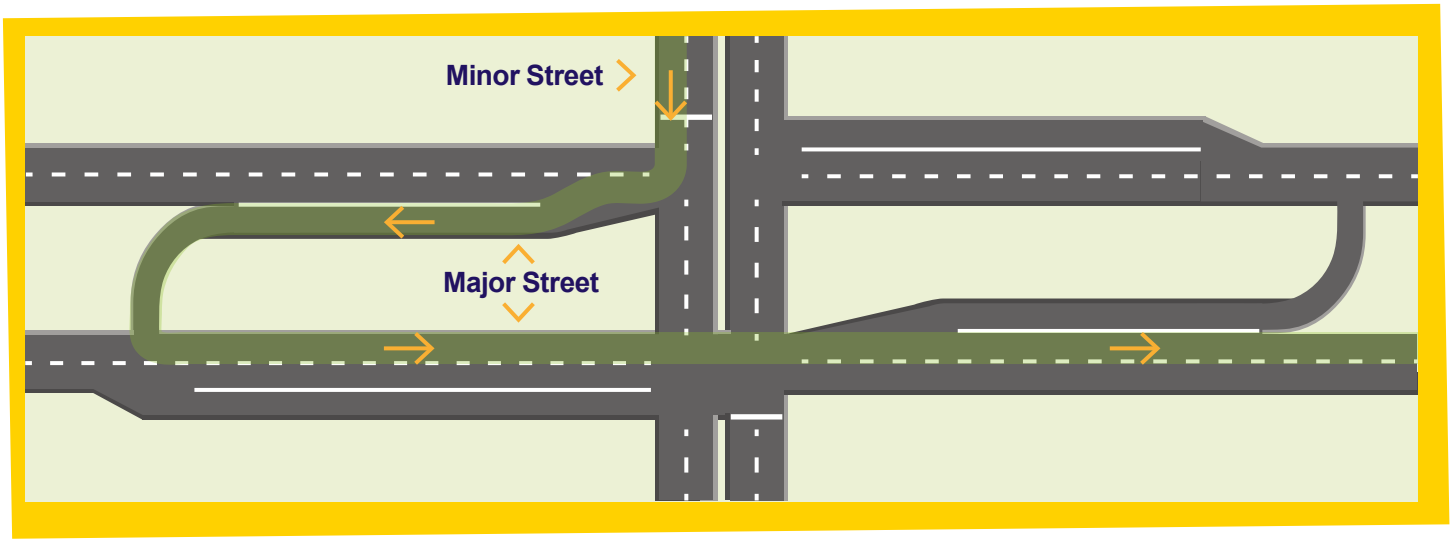
A roundabout is a circular intersection that has no traffic signal. Vehicles flow around a center island.

How To Drive Through a Roundabout

Roundabouts require simple decision-making. Drivers entering the roundabout must yield to traffic already in the circle and are directed in one-way, counterclockwise direction. For multilane roundabouts, drivers should stay in the right lane if intending to exit less than half way around the circle and to the left if intending to exit more than halfway. Pavement markings typically direct you. Pedestrians only need to look one way before crossing.



MEDIAN U-TURNS



What Is It?

The Median U-Turn (MUT) guide all traffic, except right-turning vehicles, through the main intersection. Those cars that want to turn left do so at the U-turn openings in the median beyond the main intersection. This eliminates the left turn at the main intersection, simplifies signal timings and provides more green time and less congestion.

How To Drive Through Median U-Turns

The driver passes through the main intersection and proceeds to a median opening where the driver makes a U-turn followed by a right turn.

EVERY MOVE YOU MAKE TOWARD ZERO DEATHS

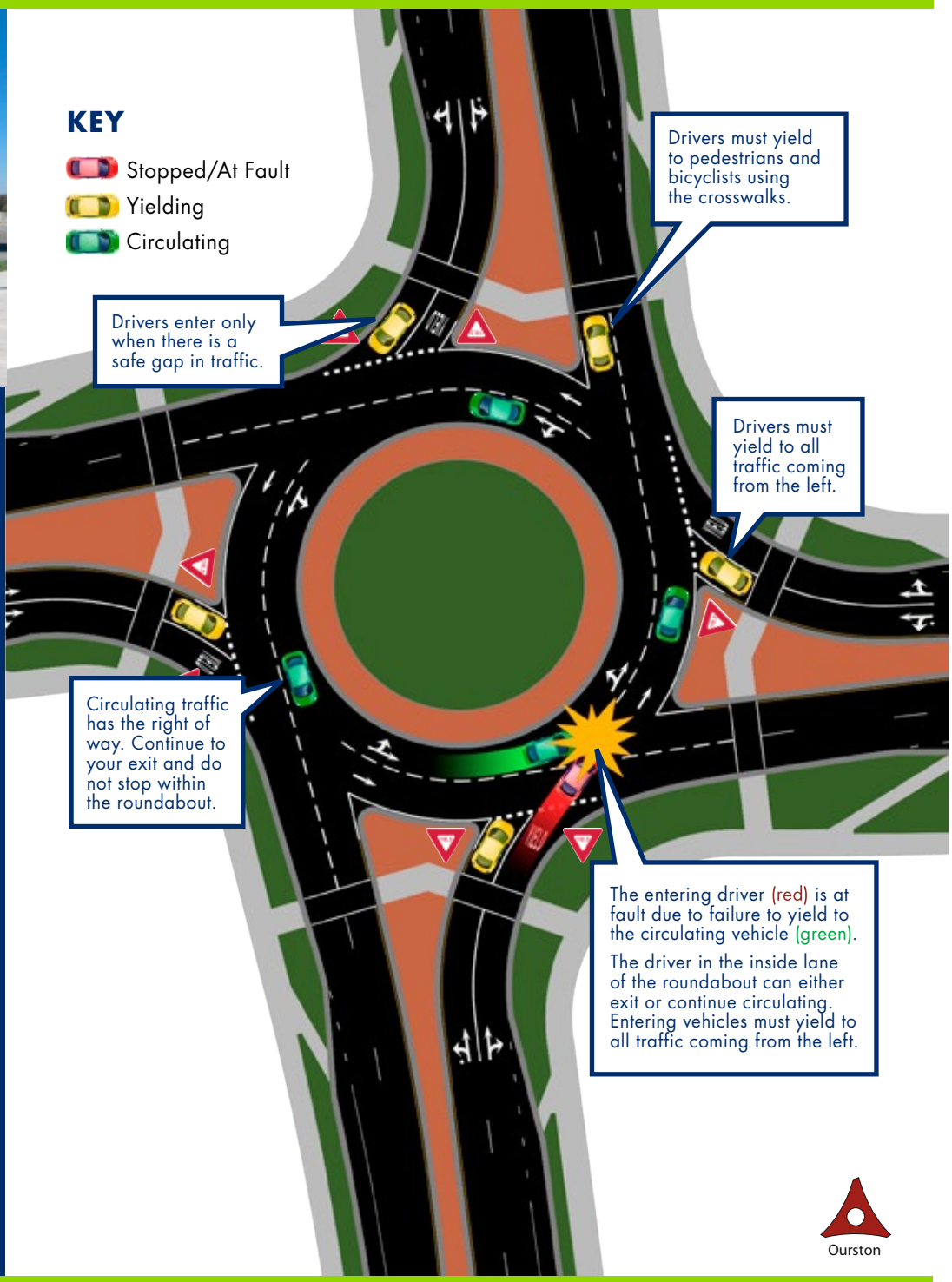
ALWAYS YIELD
TO ALL CIRCULATING TRAFFIC

YIELD

The "Golden Rule" of roundabouts.

Drivers entering a roundabout **must** yield to circulating traffic, pedestrians and bicyclists.

Drivers in the circle have the right of way. A motorist approaching a roundabout should wait for a safe gap in traffic before entering.



Ourston

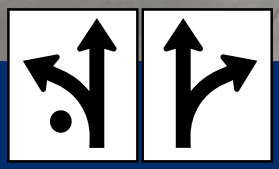
OHIO DEPARTMENT OF TRANSPORTATION

HOW TO DRIVE THROUGH A ROUNDABOUT

CHOOSE YOUR LANE

BEFORE ENTERING A ROUNDABOUT

EVERY MOVE YOU MAKE TOWARD ZERO DEATHS

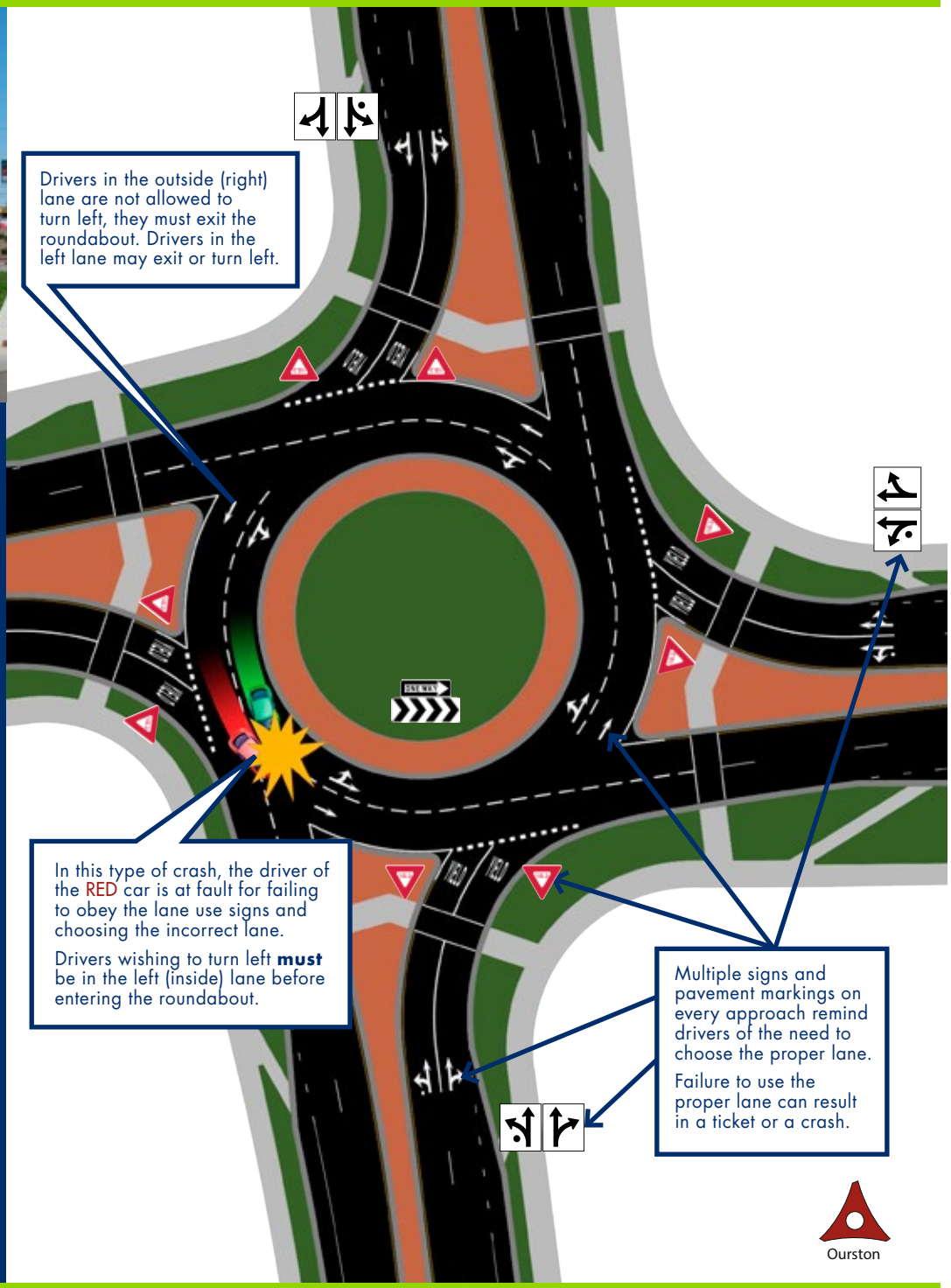


As with any other intersection, the proper lane must be chosen before entering a roundabout.

In advance of the roundabout, signs and pavement markings will always indicate which lanes may be used for the direction you want to go.

Keep left to turn left through the roundabout and keep right to turn right.

Never change lanes within a roundabout.



OHIO DEPARTMENT OF TRANSPORTATION

NATURAL LAWS

6

AFFECTING VEHICLE & OPERATOR PERFORMANCE

OBJECTIVES

The driver education student will

- Identify and examine the natural laws that affect vehicle and driver performance.
- Describe strategies that reduce risk when operating under these laws of nature.
- Discuss the value and evaluate the practice of using the safety restraint systems installed in the vehicle.

60 MINUTES

LEARNING RESPONSIBILITIES

The student will:

- Actively participate in class discussions facilitated by the instructor.
- Engage in learning activities that highlight and emphasize the unit objectives.
- Demonstrate comprehension of unit material.

The instructor will:

- Provide a safe learning environment for all students.
- Provide instructional activities and guidance for material in Unit 6.
- Use visual diagrams, videos, and informational resources associated with the topics to supplement the lesson.
- Monitor the students, instruct, engage, and evaluate student progress toward mastery.

RESOURCES

- Ohio Driver Training Curriculum
- Ohio Digest of Motor Vehicle Laws (HSY 7607)
- Slide Presentations/Textbooks if Used/Workbooks if Used/Handouts
- Videos:
  - Insurance Institute for Highway Safety (IIHS) "Understanding Car Crashes in Biology" https://youtu.be/hi2FEyV2Z2E
  - Bill Nye the Science Guy: "The Back is Where It's At" https://youtu.be/YtzODLWokFo
- Websites:
  - Insurance Institute for Highway Safety www.iihs.org
- Please be sure to take a look at the additional diagrams, handouts and resources following the content in this unit.

OUTLINE CONTENT

A. GRAVITY

- Gravity is an unseen force that pulls objects toward the ground. Gravity keeps you from floating and causes objects to fall.
- Effects of Gravity Driving Uphill
  - Slower speed
  - More power needed
- Effects of Gravity Driving Downhill
  - Increased speed
  - Lower gear may be needed for speed control
  - Longer stopping distance
  - Brake wear
- The center of gravity in an object is the point where the weight is most evenly distributed.
  - If a vehicle has a lower center of gravity, it has more stability.
  - If a vehicle has a higher center of gravity, it is less stable.
    - Less driving control
    - More likely to roll over

B. OTHER ENERGETIC FORCES THAT AFFECT DRIVING

- Kinetic energy is energy in motion. If a person or object is moving, the energy is kinetic.
  - As speed increases, the amount of kinetic energy increases.
  - Momentum is defined as the tendency of an object to remain in motion.
    - Weight and speed determine the momentum.
      - If the weight and/or speed increase, so does the momentum.
      - Increased momentum requires more time and distance to stop.
  - Inertia is the tendency of an object to resist changes in motion.
    - You may feel inertia if someone suddenly hits the brakes in a car and the people in the vehicle keep moving forward after the car has stopped.
    - The force of inertia causes vehicles to resist changing from stopped to moving and from moving to stopped.
      - Semis weigh more than cars and have greater inertia.
      - As a result, it takes more time and energy for a semi to start and stop moving than it does a car.
  - Centrifugal force is the tendency of an object moving in a circle to travel away from the center.

- Have you ever ridden a Tilt O' Whirl at the fair? It spins and centrifugal force pushes riders away from the center and into the back rests.
- It works the same in a vehicle. If you take a turn too fast, inertia tries to keep the car moving straight in the original path and centrifugal force pushes the car away from the center of the curve. Both forces may cause you to lose control of the vehicle and run off the road.

C. FRICTION AND TRACTION

- Friction is the force that resists motion when the surface of one object comes into contact with the surface of another object.
  - States of Friction
    - Static– Not in motion.
    - Rolling– Controlled starts, stops, and turns.
    - Sliding– Loss of control/skidding.
  - Heat is given off with friction.
    - Rub your hands together. Are they getting warm? That is friction.
    - Another example of friction is using the brakes to stop a car. Brakes use friction to stop the wheels of the car from moving.
- Traction is caused by friction between car tires and the road surface.
  - Bad weather conditions, like rain, snow and ice, reduce traction for vehicles. When traction is reduced, the likelihood of an accident increases.
  - Have you ever seen a car in snow where the tires are spinning but the car isn't going anywhere? If the car isn't stuck, the wheels are spinning because they don't have enough traction to grip the road surface.
  - Factors that Affect Traction
    - Tire Condition
      - Tread wear
      - Proper inflation
        - The driver side door panel has a label indicating the correct tire pressure.
        - Under inflated tires have the worst traction.
        - Overinflated tires are at a greater risk for a blowout which can be dangerous.
    - Road Conditions
      - Surface material
        - Concrete
        - Asphalt
        - Tar and chip
        - Gravel
      - Surface Condition
        - Dry
        - Wet
        - Snowy
        - Icy
        - Sandy

- Ways to Counteract Traction Loss
  - Adjust speed
  - Adjust position in lane

D. STOPPING DISTANCE

- Factors Involved in Total Stopping Distance
  - Perception distance is the distance traveled while recognizing a hazard.
  - Reaction distance is the distance traveled while moving your foot to the brake.
  - Braking distance is the distance traveled once the brakes are applied.
  - A 3 - 4 second stopping distance is the minimum distance you should allow between your vehicle and the vehicle ahead of you.
  - Use examples.
- Natural Laws that Affect Stopping Distance
  - Kinetic Energy (Speed)
  - Momentum (Weight & Speed)
  - Traction (Tires & Road Conditions)
- Factors that Affect Braking Distance
  - Speed
  - Condition of Brakes
  - Condition of Vehicle
  - Condition of Road
    - Surface Type
    - Weather Conditions
    - Hills

E. FORCE OF IMPACT

- Force of impact is the force generated when objects collide. The faster you are driving when you crash, the greater the impact, the greater the damage, and the greater the possibility of serious injuries.
- Factors that Affect Force of Impact
  - Weight
  - Speed
  - Distance traveled before hitting the object.
- Unavoidable Collisions
  - Head On Crash
    - Most Dangerous
    - Look for a “soft” crash area to avoid.
  - Side Crash
    - Aim for areas that will absorb energy and reduce injury.

- Secondary Crash
  - Happens after initial crash.
  - Caused by initial crash.

- Vehicle Features that Absorb Energy
  - Collapse areas in the front & rear
  - Side door beams
  - Reinforced windows
  - Padded dashboards
  - Steering mechanism

- Additional Energy Absorbing Safety Features
  - Head restraints
  - Supplemental Restraint System (SRS)
    - Seat Belts
      - Reduce injuries and fatalities.
      - Proper method for using the safety belt.
        - Seat belt should not be twisted.
        - Snap metal end into buckle.
        - Adjust belt to fit snugly across hips or upper thighs.
        - Also adjust belt to fit across shoulder and chest.

    - Child Safety Seats
      - Children 13 and under should ride in the back seat with an age/weight appropriate safety restraint to avoid possible air bag injury.
      - Safety Restraint Requirements.
        - Infants and children under 4 and less than 40 pounds must be buckled in a car seat.
        - Age 4 and 40 pounds or more to age 8 must be buckled in a booster seat.
        - Children 4'9" or taller may use a seat belt.
      - Safety seats must be properly secured in vehicle following manufacturer's specifications.
    - Air Bags

ACTIVITY

Use balloons to demonstrate the concept of inertia. Have students punch the balloons. Observe the direction the balloon travels after having the force applied. Does the balloon change direction once it is punched? The balloon will continue traveling in the same direction unless another force is applied. Eventually gravity takes over and pulls the balloon to the ground. This is an example of inertia.

Demonstrate centrifugal force with a bucket half-full of paper confetti. Swing the bucket around in a circle showing the confetti does not spill.

NOTES

HANDLING VEHICLE & DRIVER EMERGENCIES

7

OBJECTIVES

The driver education student will:

- Identify and discuss how to use proper braking techniques.
- Analyze and discuss responses to emergency situations caused by vehicle malfunction.
- Analyze and discuss responses to emergency situations caused by driver error.
- Identify and describe proper techniques to manage both a breakdown and a collision site.

90 MINUTES

VEHICLE EMERGENCIES

DRIVER EMERGENCIES

LEARNING RESPONSIBILITIES

The student will:

- Actively participate in class discussions facilitated by the instructor.
- Engage in learning activities that highlight and emphasize the unit objectives.
- Demonstrate comprehension of unit material.

The instructor will:

- Provide a safe learning environment for all students.
- Provide instructional activities and guidance for material in Unit 7.
- Use visual diagrams, videos, and informational resources associated with the text to supplement the lesson.
- Monitor students, instruct, engage, and evaluate student progress toward mastery.

RESOURCES

- Ohio Driver Training Curriculum
- Ohio Digest of Motor Vehicle Laws (HSY 7607)
- Slide Presentations/Textbooks if Used/ Workbooks if Used/Handouts
- Videos:
  - Foundation for Roadway Safety "Recognize, React, Recover" https://youtu.be/4YMnZDhLm3Q
  - What to Do if Your Car Breaks Down https://youtu.be/mtJmeJArw9w
- Websites:
  - National Road Safety Foundation www.nrsf.org
  - Safe and Smooth Braking and Stopping https://www.driverseddirect.com/videos/braking-stopping/default.aspx
  - 12 Common Driving Emergencies and How to Survive Them https://zutobi.com/us/driver-guides/driving-road-emergencies
- Please be sure to take a look at the additional diagrams, handouts and resources following the content in this unit.

A. VEHICLE EMERGENCIES

Vehicle malfunctions can cause emergency situations. Watch your dashboard for alerts and warnings. If the light/symbol is:

RED = Immediate response is needed.

YELLOW = A problem needs checked as soon as possible.

- Engine Failure
  - Flooded
    - With car in PARK, press accelerator pedal to floor.
    - Turn ignition switch or press start button for up to 5 seconds.
    - As engine starts, slowly release accelerator.
  - Failure/Stalling
    - Shift to NEUTRAL.
    - Keep rolling.
    - Attempt to start engine.
    - Search for a safe location to pull over.
    - Turn on emergency flashers.
    - Try to restart the engine.
    - If restart fails, leave the vehicle and stand off the roadway.
    - Vehicle stalls on railroad tracks
      - If no train is coming, try to restart the vehicle.
      - If it doesn't start, get out of the car and off of tracks.
      - Call the Emergency Notification System (ENS) phone number located on the railroad crossing pole. This will allow dispatchers to alert any trains in the area. Then call 911.
      - Once ENS and 911 have been called, if no train is approaching, you can try to shift to NEUTRAL and push your car off the tracks.
      - If a train is approaching, move in the direction of the oncoming train at a 45 degree angle away from the tracks. This will protect you from flying debris.
  - Overheating
    - Turn off air conditioner.
    - Turn on the heater, which draws heat off of the engine.
    - Stop in a safe place.
    - Shift to NEUTRAL gear.
    - Accelerate gently.
    - If still hot, call for help.

- Power Steering Failure
  - Grip wheel firmly.
  - Steer with more force.
  - Pull off the roadway in a safe location.
- Stuck Accelerator Pedal
  - Shift to NEUTRAL gear.
  - Select an escape path.
  - Apply the brakes.
  - Use escape path.
  - Stop.
  - Turn off ignition.
  - Remove obstructions under pedal.
  - Tap the pedal.
  - Use toe or finger to lift pedal.
  - Do not drive again until repaired.
- Loss of Forward Vision
  - Water/Mud.
  - Snow/Ice.
  - Debris.
  - Car Hood Flies Up
    - Find small vision area between bottom of windshield and hood.
    - Pull off road in a safe location.
    - Close and secure hood.
    - If unable to secure hood, call for roadside assistance.
  - Headlight Failure at Night
    - Slow Down.
    - Try other lights
      - High beam.
      - Low beam.
      - Parking.
    - Get off the road in a safe location.
    - Call for help.
- Brakes
  - Brake Failure
    - Symptoms
      - Pedal is spongy or goes to the floor.
      - Brake warning light comes on.

- Procedure
  - Rapidly pump the brakes.
  - Shift to a lower gear.
- Use parking brake
  - Your parking brake may be a lever to the right of your seat with a button you push on the end to pull up and push down. Repeat the set and release process until stopped.
  - Your parking brake might be a small pedal on the floor to the left of the brake. Push down on the pedal to set it. There is a lever, generally to left of the steering wheel, that you pull to release the emergency brake. Repeat the set and release process until stopped.
  - Your parking brake might be a lever at the top of the middle console that you pull to set and push down to release. Repeat the set and release process until stopped.
- Steer uphill.
- As a last resort find a "soft" crash area.
  - Avoid trees, poles and other things that do not move.
  - Are there open spaces?
  - Bushes, shrubs?
- Brake Fade
- Symptoms
  - Brake pedal becomes squishy.
  - Brakes get hot.
- Procedure
  - Stop and allow brakes to cool.
- Wet Brakes
  - If you drive through standing water, you may need to dry your brakes.
  - Move vehicle slowly and apply brakes multiple times to dry.
  - Travel slowly for 5 - 10 seconds then test brakes.

- Tire Failure
  - Front tire blowout that creates rapid loss of air pressure.
    - Grip wheel firmly.
    - Ease off accelerator.
    - Do not brake.
    - Check traffic.
    - Ease off road, braking gently.
    - Stop.
    - Turn on emergency flashers.

- Rear tire blowout.
  - Fishtailing may occur.
  - Follow same procedure for front tire failure.
  - Steer in the direction you want the front of the car to go, like you would in a skid.
- Change the Tire
  - Move vehicle off the road to a safe area, away from traffic flow.
  - Change the tire.
    - Follow vehicle owner's manual instructions.
    - Instructions may also be attached inside vehicle trunk.
  - Or call for assistance

▶ Downed Power Lines
- Do NOT drive under or over a downed power line.
- Find an alternate route.
- If power lines fall on your vehicle
  - Stay in the vehicle.
  - Call for help.
  - Do not leave the vehicle until instructed it's safe to exit.
  - If the car is on fire, more immediate action may be necessary.
  - Do NOT touch anything metal in the car.

▶ Vehicle Fires
- Engine Compartment
  - Steer off the road to an open area.
  - Stop.
  - Turn off ignition.
  - Get everyone out of the vehicle.
  - Determine seriousness of fire.
  - Use fire extinguisher if available.
  - Do not use water.
  - Call fire department.
- Passenger Compartment
  - Steer off the road.
  - Stop.
  - Turn off ignition.
  - Get everyone out.
  - Use fire extinguisher if available.

B. DRIVER EMERGENCIES

- Two Wheels Drop Off Road Onto Uneven Shoulder
  - Off-road recovery
    - Grasp the wheel firmly.
    - Foot off the accelerator.
    - Position vehicle to straddle roadway edge.
    - Check traffic for a safe place to return to the roadway and signal.
    - Steer gradually back on the road.
    - Do not jerk the wheel and over correct.
    - Once back on road, be prepared to counter steer in the opposite direction if needed.
    - Center the vehicle in the lane.
    - Accelerate to the speed of traffic.
  - Evasive Maneuver
    - Quickly select an alternative, safer path.
    - Grip the wheel firmly.
    - With hands at 8 & 4, steer using the push-pull method.
    - Or with hands at 9 & 3, use the hand over hand steering method.
    - Steer quickly to alternative, safe path.
- Skidding and Skid Control
  - Changing speed or direction too quickly can cause skidding.
  - Skid Causes
    - Too much braking
      - When front brakes lock, the vehicle will skid in the direction of travel.
      - When rear wheel brakes lock, the rear of the vehicle may fish tail to the front.
    - Acceleration
      - Sudden
      - Hard
    - Tire blow outs

- Skid recovery
  - For too much braking
    - If you understeer by steering too little, the front wheels lose traction and the car will continue moving forward instead of turning.
    - If you oversteer by steering too much, the car will fishtail and the back of the car will swing toward the front.
    - Remove foot from the accelerator.
    - Do not brake immediately.
    - Steer in the direction you want to travel.
    - Be prepared to counter steer in the opposite direction.
    - Straighten wheels.
    - Apply light brake pressure.
  - For too much power
    - Release accelerator pedal.
    - Steer to straighten vehicle.
    - Be prepared to counter steer.

C. BRAKING TECHNIQUES

- Controlled Braking for Non Anti-Lock Breaking Systems (Non ABS)
  - Depress or squeeze the brake pedal hard enough to rapidly slow the vehicle but not hard enough to lock the wheels.
  - Wheels must roll to maintain control.
  - If lock-up occurs, release pedal slightly and press again.
  - Bring vehicle to a controlled stop.
- Anti-lock Brake System (ABS)
  - Computer controlled system.
  - Press pedal fully but wheels will not lock.
  - Pedal will chatter or vibrate rapidly. This is normal.
  - Do not release pedal or system may not work.

D. MANAGING A COLLISION SITE

- If Involved in a Collision
  - Stop immediately.
  - Aid the injured to the degree you are trained.
    - The Ohio Good Samaritan Act for Emergency Care (Ohio Revised Code Title 23, Sections 2305.23) says other people cannot sue you if you try to help responsibly in an emergency situation.
    - Call for an ambulance if needed.
  - Prevent further damage.
    - Warn other drivers
    - Use flares as reflectors.
  - Call the police.
    - Give police factual information.
    - File required reports.
  - Exchange information.
    - Names
    - Addresses
    - Driver license number
    - License plate number
    - Insurance information
    - Names of passengers
  - Get names of witnesses.
  - Call your parents/guardians.
  - Visit your doctor in case of injury.

NOTES

OPERATING IN ADVERSE CONDITIONS

8

OBJECTIVES

The driver education student will

- Identify and discuss the risks of driving in low-light conditions and at night.
- Recognize and examine the increased risk when driving in rain, snow, ice, fog, and smog with reduced visibility and traction.
- Illustrate and examine strategies for reducing the risk when driving with reduced visibility and traction.

90 MINUTES

VISIBILITY REDUCED

TRACTION REDUCED

LEARNING RESPONSIBILITIES

The student will:

- Actively participate in class discussions facilitated by the instructor.
- Engage in learning activities that highlight and emphasize the unit objectives.
- Demonstrate comprehension of unit material.

The instructor will:

- Provide a safe learning environment for all students.
- Provide instructional activities and guidance for material in Unit 8.
- Use an interactive approach toward instruction that creates a safe learning environment for all students.
- Use visual aids associated with the topics to supplement the lesson.
- Monitor the students, instruct, engage, and evaluate student progress toward mastery.

RESOURCES

- Ohio Driver Training Curriculum
- Ohio Digest of Motor Vehicle Laws (HSY 7607)
- Slide Presentations/Textbooks if Used/ Workbooks if Used/Handouts
- Videos:
  - Driving at Night Part 1 https://youtu.be/_qkuautHKlo?si=xtC9uoZa-uTMiuqC
  - Driving at Night Part 2 https://youtu.be/Fm6csDxv1ro
  - Drive Safely in the Rain https://youtu.be/nMqhbZB65so
  - How to Drive in the Snow https://youtu.be/Hr73IdZ3f5Q?si=JV4j50xqhSsPEpKB
- Websites:
  - National Road Safety Foundation www.nrsf.org
  - Safe Winter Driving https://www.osha.gov/sites/default/files/publications/SafeDriving.pdf
- Please be sure to take a look at the additional diagrams, handouts and resources following the content in this unit.

A. LOW LIGHT AND NIGHT CONDITIONS

Most driving cues are seen. When visibility is reduced, drivers are handicapped when making driving decisions.

- Night Driving Statistics
  - Age groups 15-24 and 75 and older are the most at-risk groups driving at night.
  - According to the Ohio Department of Public Safety, chances of having a collision are greater in low light and night driving conditions.
  - Ohio drivers are four times more likely to be involved in a crash with a deer during dusk, dawn, or dark conditions.
  - Night drivers are most likely to be involved in a crash between midnight and 3 a.m.
  - In 2020, 44% of motor vehicle crash deaths among teens ages 13–19 occurred between 9 pm and 6 am, and 50% occurred on Friday, Saturday, or Sunday (Center for Disease Control).
- Prepare to Drive Safely at Night
  - Clean windows.
  - Clean all lights.
  - Check low and high beam headlights.
    - Low beam headlights shine approximately 250 - 350 feet.
    - High beam headlights shine approximately 350 - 500 feet.
      - Use high beams when safe and legal to do so.
  - Check defroster, heater, or air conditioner.
- Considerations
  - Use low beam lights in fog, rain, snow.
    - Daytime running lights are NOT substitutes for low beams. Taillights do not automatically light when running lights are being used.
  - Use high beam headlights when no other vehicles are present.
  - When following traffic
    - Search for taillights.
    - Search for emergency flashers.
    - Search for objects on the road.
    - Search for movement ahead.

ACTIVITY

Turn off the classroom lights and use a flashlight to show how far the light will shine vs. how far the student can actually see.

- Meeting other traffic
  - If oncoming traffic has high beam headlights on
    - Look to the right edge of roadway as a guide.
    - Look ahead with frequent, quick glances.
    - Use your low beam lights.
  - Do not "over drive" your headlights.
    - If you are driving too fast, you are covering more distance than your headlights are illuminating.
    - The distance you need to stop is greater than what you can see.
      - Usually about four seconds ahead.
      - Typically you can travel in the dark up to 40 mph in clear conditions without over driving your head lights.
  - Maintain a greater following distance while driving at night.

B. DAWN AND DUSK

- Clean windshield for improved visibility.
- Turn on headlights, not parking lights, one hour before dusk and one hour after dawn.
- There is increased glare at dusk and dawn because of the angle of the sun.
- Use sunglasses and sun visor.

C. RAIN

- Reduced Visibility
  - Turn on wipers.
  - Turn on headlights.
  - In Ohio, it is a law that if your wipers are on, day or night, your headlights must also be on.
  - Do not follow taillights of vehicles ahead.
  - Pull off the roadway in a safe place if necessary when driving in heavy rain.
  - In heavy rain
    - Turn on your hazard/emergency blinkers.
    - Pull as far off the road as you can safely.

- Reduced Traction
  - Roads are most slippery during the first few minutes of rain because of debris and oil on the surface.
  - Hydroplaning, when a vehicle slides uncontrollably on a wet surface, can be caused by
    - Higher speeds
    - Worn tires
    - Improper tire inflation
  - Reduce the chance of hydroplaning
    - Reduce speed
    - Check tires for adequate tread
    - Properly inflate tires
- Avoid Deep Water
  - Do not drive around high water signs and barricades.
  - Water, when it is only 6 inches deep, reaches the bottom of most passenger cars.
  - The average automobile can be swept off the road in 12 inches of moving water.
  - Check depth in relation to other objects, like parked vehicle tires and poles.
  - If you find yourself in deep water, you must leave the vehicle quickly! Release your safety belt, roll the window down and exit the vehicle immediately.
  - Leave any material possessions in the car.
- Driving Techniques to Minimize Risk in Rain
  - Aim to drive in the tire tracks of the vehicle in front of you for traction.
  - Leave more space around your vehicle.
  - Drive slowly.
  - Increase your following distance.
  - Prepare for changes in speed and direction well in advance.
  - Warn others early of your actions.
- Additional Tips for Driving in Water
  - Drive in center of roadway.
  - Drive with light pressure on brake pedal.
  - Test your brakes after leaving deep water.
    - Drying the brakes procedure
      - Driving slowly.
      - Tap brake.
      - Release brake.
      - Repeat.
      - It may take a few repetitions.
  - Avoid driving in water with downed electric lines.

D. SNOW AND ICE

- Reduced Visibility
  - Before driving
    - Clean windshields and windows.
    - Clean all lights.
    - Check wipers.
    - Check heater/defroster.
  - Do not follow the taillights of the car in front of you.
  - Pull off roadway in a safe place if necessary while driving in heavy snow or ice.
    - Turn on your hazard/emergency blinkers.
    - Pull as far off the road as you can safely.
- Reduced Traction
  - Roadway are most slippery around 32 degrees Fahrenheit.
  - Check tread on and inflation of tires.
    - In mountainous states, some large vehicles over certain weights must use snow chains on tires.
    - In Ohio, we typically do not use snow chains.
  - Areas of less traction
    - Bridges and overpasses
      - First to freeze
      - Last to thaw
    - Shaded areas
    - Black ice
      - A thin, clear film of ice
      - Makes the road look wet and shiny
      - Watch for water spray from rear tires of vehicle in front. If spray is visible, it is a wet road; if there is no spray, frozen water (black ice) is on the road surface.
    - Glazed ice, created by freezing rain or ice fog.
    - Melting ice, when snow melts and refreezes.
    - Frozen slush
      - Also starts melting, softens and then refreezes.
      - Results in an icy, uneven driving surface.
- Minimize Risks
  - Anticipate Icy Conditions
    - Roads are wet and temperature drops sharply.
    - Ground is cold and there is precipitation: rain, sleet, snow.

- Winterize your car
  - Consider winter tires if you live in an area with deep snow.
  - Check tire air pressure and tread depth.
    - A minimum 1/16-inch tread depth is required.
  - Keep your gas tank at least half full.
- Driving Techniques
  - Turn on low beam headlights.
  - Leave additional space around your vehicle.
  - Reduce speed.
  - Make no quick changes in speed or direction.
  - Prepare for changes well in advance.
  - Warn others of your actions early.
  - Give snow plows extra space and distance.
- If You Become Stuck in Snow
  - Use sand, gravel, floor mats, cat litter to provide traction.
  - "Rocking" the vehicle.
    - Start with front wheels straight.
    - Gently accelerate.
    - Do not spin wheels.
    - Let off of the accelerator when vehicle stops moving ahead.
    - Apply brake.
    - Shift to REVERSE.
    - Gently accelerate in REVERSE gear.
    - Let off accelerator when vehicle stops.
    - Apply brake.
    - Repeat this procedure until able to pull out of deep snow.

E. FOG AND SMOG

- Improving Visibility
  - Use windshield wipers and defrosters as necessary.
  - Drive with low beam headlights on.
  - If fog becomes dense, pull off in a safe place.
    - Pull the vehicle off the pavement as far as possible, stop, and put gear in PARK.
    - Set emergency brake.
    - Turn off lights.
    - Remove your foot from the brake pedal.
      - You do not want your taillights illuminated.
      - A following motorist may try to follow your lights and crash.

- Driving Techniques to Minimize Risks
  - Slow down/reduce speed.
  - Remember fog makes the road wet.
  - Turn off your cruise control.
  - Reduce noise in car so you can listen.
  - Do not follow taillights.
  - Do not change lanes or pass unless necessary.
  - Use the right edge of the roadway reflectors as a visual guide.
  - Allow more space around your vehicle.
  - Do not drive past what you can see with your headlights.
  - Be ready for emergency stops by other vehicles.

F. OTHER CONDITIONS AFFECTING VISIBILITY OR TRACTION

- Sand or Dust Storms
  - Pull the vehicle off the pavement as far as possible, stop, and put gear in PARK.
  - Set emergency brake.
  - Turn off lights.
  - Remove your foot from the brake pedal.
    - You do not want your taillights illuminated.
    - A following motorist may try to follow your lights and crash.
- Gravel Roadways
  - Slow down; loose gravel causes loss of traction.
- Leaves on Road Surface
  - Slow down; wet leaves can be as slippery as ice on the roadway.
  - Watch for children playing in leaf piles near the roadway.
- Construction Areas
  - Follow adjusted speed limits.
  - Watch for workers and vehicles entering the roadway.
- High Wind Areas
  - May make steering and car control more difficult.
  - Areas affected
    - Wide open areas
    - Highway overpasses
    - Mountain roads
    - Tunnels

NOTES

DRIVER FITNESS

9

OBJECTIVES

The driver education student will

- Examine and describe how vision and other physical senses affect one's ability to drive.
- Discuss and assess how various emotions affect one's ability to drive.
- Describe and identify how temporary or permanent physical conditions affect one's ability to drive.
- Examine and identify how alcohol and other drugs impair one's ability to drive.
- Identify and discuss what distracted driving is and how to avoid temptations.
- Recognize and discuss passenger distractions.

240 MINUTES

LEARNING RESPONSIBILITIES

The student will:

- Actively participate in class discussions facilitated by the instructor.
- Engage in learning activities that highlight and emphasize the unit objectives.
- Demonstrate comprehension of unit material.

The instructor will:

- Provide a safe learning environment for all students.
- `
- Use visual diagrams associated with the topics to supplement the lesson.
- Provide an interactive approach to instruction that creates a safe learning environment for all students.
- Monitor the students, instruct, engage, and evaluate student progress toward mastery.

RESOURCES

- Ohio Driver Training Curriculum
- Ohio Digest of Motor Vehicle Laws (HSY 7607)
- Slide Presentations/Textbooks if Used/Workbooks if Used/Handouts
- Visual diagrams and additional information at the end of this unit
- Videos:
  - AT&T: "The Last Text" https://youtu.be/AZVc9XSH7pA
  - Human Relations Media: "Asleep at the Wheel" https://youtu.be/CPlOQFgh7F0
  - Teens in the Driver Seat www.t-driver.com
  - "Wheels of Tragedy" – ***Age-restricted video*** https://youtu.be/a3Pzqdj6zKQ
- Websites:
  - Impact Teen Drivers www.impactteendrivers.org
  - Governor's Highway Safety Administration www.ghsa.org
  - Mothers Against Drunk Driving www.madd.org
  - National Road Safety Foundation www.nrsf.org
  - National Safety Council www.nsc.org
  - Students Against Destructive Decisions www.sadd.org

OUTLINE CONTENT

A. YOUR SENSES AND DRIVING

- Vision
  - 90% of driving cues are visual (National Institute of Health).
  - Visual acuity is how clearly a person sees.
    - Normal Vision
      - Typically is 20/20 vision.
      - Having 20/20 vision means that you can see the same amount of detail as an average person from a distance of 20 feet away.
    - Driving Vision
      - In Ohio, you must have 20/40 vision to qualify for a driver license.
      - Having 20/40 vision means that you can see the same amount of detail from 20 feet away as an average person would see from a distance of 40 feet.
      - You may use corrective lenses, glasses or contacts, to see 20/40 and still qualify for a driver license.
      - If you use corrective lenses to meet the visual requirement, your license will be restricted. This means you are required to wear your glasses or contacts when driving.
  - Field of vision, also known as peripheral vision, is the ability to see things out of the corners of your eyes while looking straight ahead. Using peripheral vision you should be able to
    - Detect motion.
    - Detect color.
    - Notice overhead signs.
  - Depth perception is the ability to judge the distance between two or more objects. Using depth perception you should be able to
    - Detect distance to an object.
    - Detect distance between objects.
    - Detect the closing potential, or the availability of the space you want to go on your path of travel.
  - Color vision is the ability to distinguish between colors.
    - Helpful for identifying signs, signals, and emergency vehicles.
    - Color blindness is the inability to see some or all colors.
      - Common types include an inability to see red and green, or blue and yellow.
      - Drivers who are colorblind compensate by focusing on sign shapes and light placement.
      - Drivers who are colorblind may also use special glasses.

- Night vision is the ability to see clearly at night.
- Glare recovery is how quickly eyes recover from glare.
- As speed increases, visual acuity, field of vision and depth perception decrease.

- Hearing
  - Clues to early warning of vehicle problems or emergency vehicles.
  - Important as a communication tool with other drivers.
  - Deafness is not considered a disability in the state of Ohio.
  - Drivers who are hard of hearing or deaf often use other senses to compensate for hearing loss.
- Smell
  - Overheated engine due to coolant leak.
  - Vehicle fire
  - Exhaust leak
- Touch
  - Vibrations
    - Road surface changes
    - Vehicle problems
      - Brakes
      - Tires
      - Suspension

B. EMOTIONS AND DRIVING

- General Effects of Strong Emotions
  - Interfere with your ability to think.
  - Interrupt your ability to process information clearly.
  - Decrease your ability to concentrate and focus.
  - Create mental distractions.
  - Cause inattentiveness.
  - Increase impulsivity.
  - May increase irresponsible risk taking.
- Possible Physical Effects of Strong Emotions and Physical Stress
  - Heartbeat increases
  - Breathing quickens
  - Palms sweat
  - Digestion slows

- Kinds of Emotions that Affect Your Driving
  - Happiness
  - Excitement
  - Sadness
  - Disappointment
  - Fear
  - Anxiety
  - Upset
  - Anger
- Managing Your Emotions
  - Do not drive when you are emotional.
  - If you are driving when you become emotional, pull over in a safe place.
  - Identify how you are feeling.
  - How are your feelings affecting you physically?
  - Try relaxation techniques when parked in a safe location.
    - Put on calming music.
    - Practice deep breathing – Inhale to the count of 3, hold breath for 1, exhale to the count of 4, hold breath for 1 count, repeat.
    - Tighten and then relax your body starting with your toes, moving to your feet, then your ankles, calves, knees and work your way up to the top of your head.
    - How are your feelings affecting you physically?
  - Call a parent or trusted adult to help you process if needed.
- Passengers and Emotions
  - You are responsible for your passengers'
    - Safe travel
    - Seat belt usage
  - Peers in your car may influence the way you think, feel and drive.
  - Peers may pressure you to take irresponsible risks.
- Aggressive Drivers
    - Are typically in a hurry.
    - Take more irresponsible risks.
      - May yell at other drivers.
      - May weave dangerously through traffic.
      - May tailgate.
    - Road rage happens when a driver loses control of their temper.
      - Involves a person with a lack of emotional regulation.
      - Is typically triggered by a driving-related incident.

- The driver may use their vehicle to "attack" another driver if the situation escalates.
- Road rage is dangerous.
- If confronted, stay in your vehicle and lock the doors.
- Avoid eye contact.

C. FATIGUE

- Causes of Fatigue
  - Physical strain caused by hard work.
  - Mental strain caused by stress.
  - Monotonous tasks like long driving trips.
  - Illness
  - Lack of sleep
- Effects of Fatigue
  - Impairs your vision.
  - Impairs your perception.
  - Slows reaction time.
  - Causes you to misjudge speed and distance.
  - Increases risk taking.
  - Causes Highway Hypnosis, drowsy state from staring.
  - May cause you to fall asleep while driving.
- Reducing the Effects of Fatigue
  - Rest before you begin driving.
  - If there is more than one driver, take turns driving.
  - Take rest breaks.
  - Open windows.
  - Keep your eyes moving.
  - Listen to the radio or sing with passengers.
  - Chew gum.

D. SHORT-TERM ILLNESS OR INJURY

- Effects May
  - Dulls senses.
  - Limit physical movement.
  - Cause pain, which can be a distraction.
  - Drain strength.
  - Creates fatigue.
- Coping with Short-Term Problems
  - Choose an easy route.
  - Drive slower.
  - Drive within your capabilities.

- Possible Effects of Over The Counter Medications
  - Drowsiness.
  - Dizziness.
  - Reduced concentration and alertness.
  - Avoid taking medications that affect driving abilities.
  - Read warning labels.
- Prescriptions
  - Check with doctor for side effects.

E. PERMANENT DISABILITIES

- Physical Disabilities
  - Some physical disabilities disqualify people from driving.
  - Check with a licensed disability approved driving school to see if you meet the requirements for obtaining a driver license.
  - If you have a disability, special adaptive controls may need to be installed in your car.
- Chronic Illnesses
  - Some chronic illnesses, like seizure disorders, disqualify people from driving.

F. CARBON MONOXIDE IS AN ODORLESS, COLORLESS, TASTELESS GAS IN EXHAUST FUMES THAT IS DEADLY.

- Effects
  - Drowsiness
  - Headaches
  - Muscle aches
  - Weakness
  - Nausea
- Prevention of carbon monoxide poisoning.
  - Avoid idling for long periods.
  - At home, open garage door before starting vehicle.
  - Check exhaust system regularly.
  - Roll down windows when stopped for long periods.
  - If affected, get immediate medical attention.

G. ALCOHOL AND OTHER DRUGS

- Alcohol
  - It is illegal to drink under age 21 in all 50 states.
  - Ohio has a zero tolerance policy for minors consuming alcohol.
    - If you are age 21, you may still be charged with Operating a Vehicle after Underage Consumption (OVUAC) even if your BAC is lower than 0.02%.

- If you are drinking and driving, you can be charged and convicted with a Blood Alcohol Content (BAC) of
  - 0.02%, juveniles under age 21.
  - 0.08%, adults age 21 and over.
- Alcohol Absorption
  - Alcohol is absorbed directly into the blood stream, not through normal digestion.
  - Impairment can begin about 20 minutes after consumption.
  - Factors affecting alcohol absorption
    - Weight
    - Has the individual eaten recently?
    - How many drinks has the person had?
    - How fast is the person drinking?
    - What type of alcohol are they drinking?
      - One 12 oz. beer has a 5% alcohol content.
      - One 5 oz. glass of wine has a 12% alcohol content.
      - One 1.5 oz. shot of 80 proof hard liquor has a 40% alcohol content.
- Reducing Blood Alcohol Content (BAC)
  - Time is the major factor in processing alcohol out of your body.
  - Weight is also a factor. The less you weigh, the longer it takes.
  - Things that do NOT work
    - Coffee
    - Eating more
    - Cold air
    - Exercising
    - Taking a Shower
- Implied Consent Law
  - When you sign for your license, you give your permission to be tested for Blood Alcohol Content (BAC).
    - Types of BAC tests.
      - Breath test.
      - Urine test.
      - Blood test.
- Watch for other intoxicated drivers
  - Between 10 p.m. and 3 a.m.
  - On weekends.
  - On holidays.
  - After professional sporting events and concerts.

- Effects of Alcohol
  - Physical and mental
    - Judgment and reasoning affected first.
    - Reduced coordination and inhibitions.
    - Reaction time is slowed.
    - Distorted depth perception and vision.
    - Exaggerated emotions and mood swings.
    - Unsteadiness in standing or walking.
    - Possible unconsciousness.
    - Possible death.
  - On the driver
    - Judgment and reasoning are affected.
    - Distorted eye, hand, foot coordination.
    - Reaction time is slowed.
    - Distorted depth perception making it difficult to judge distances.
    - Narrowed perceptual vision.
    - Blurred vision.
    - Slurred speech.
  - On driving
    - Delayed reaction time.
    - Weaving across lanes.
    - Driving left of center.
    - Erratic speed, too fast or too slow.
    - Following too closely.
- Peer Pressure
  - Influences your thinking.
  - Influences your choices.
    - Whether you drink.
    - Whether you drink and drive.
  - Strategies to avoid alcohol consumption.
    - Decide how to handle peer pressure before it happens.
    - True friends will not pressure you to do something that makes you uncomfortable.
    - Avoid situations where there is underage drinking.
    - Say no and mean it.
  - Have an out.

- For example, send a parent an agreed upon text in "code" that tells them you are in an uncomfortable situation. When they receive the text, they will call you and tell you to come home. Or they say there's an emergency at home and need to come get you if you've been drinking.
- Call a friend or relative for help.
- Be informed about "Safe Ride" programs in your community and use them.

- Other Influences
  - Observed behavior of family members and friends.
  - Advertising suggesting you will have more fun if you drink alcohol.
  - Wanting to fit in and be accepted by going along with the crowd.
  - Some people use alcohol in an attempt to cope with stress, pressure, anxiety and frustration. Alcohol is not an effective emotional coping strategy.
- Support Resources
  - Friends Don't Let Friends Drive Drunk.
  - Ride Like a Friend (RLAF).
  - Students Against Destructive Decisions (SADD).
  - Mothers Against Drunk Driving (MADD).
  - National Student Safety Program (NSSP).
  - Drug and Alcohol Resistance Education (DARE).

ACCORDING TO THE CENTER FOR DISEASE CONTROL:

- Driving while impaired is more common among men. In 2020, 22% of male drivers involved in fatal crashes were impaired by alcohol at the time of the crash compared with 16% for female drivers (Center for Disease Control, CDC).
- Among drivers involved in fatal crashes in 2020, the percentage of drivers who were impaired by alcohol was highest among drivers 21-24 years old and 25-34 years old. For both age categories 26% of the drivers in fatal crashes were impaired from drinking alcohol (CDC).
- Among drivers involved in fatal crashes in 2020, 66% of alcohol-related drivers were not wearing a seat belt compared to 44% of drivers with no alcohol in their systems (CDC).

ACTIVITY Have students use "drunk goggles" to demonstrate impairment.

- Seven Drug Categories
  - Depressants are drugs that slow down brain and body activity.
  - Stimulants speed up brain and body activity.
  - Hallucinogen drugs may cause a person to see and hear things that aren't real.
  - Dissociative Anesthetics are drugs that give a feeling of being detached from physical pain.
  - Narcotic Analgesics can effectively relieve severe pain.
  - Inhalants are solvents or other vapor producing materials that are inhaled.
  - Cannabis is a plant that produces hemp fiber used as a relaxing drug.
- Making Decisions about Alcohol, Drugs, and Driving
  - Peers may not have your best interests in mind.
  - You need to decide what is best for you.
  - Consider your responsibility to yourself.
  - Consider your responsibility to others.
  - Consider alternatives to drugged driving.
  - Remove yourself from situations where you will be tempted to make bad decisions.

H. DISTRACTED DRIVING

- Laws
  - House Bill 99
    - ORC Section 4508.02-4511.205
    - Effective 9-31-2012
    - Prohibits people under age 18 from using electronic, wireless, communication devices while driving.
    - Device may be used only if
      - Parked outside of a lane of travel.
      - Making an emergency call requesting a first responder.
      - Using a navigation device that is hands free and voice operated. Manually entering information is prohibited unless parked.
  - House Bill 33
    - ORC Sections 4511.206, 4511.991, 4511.84
    - Effective 4-4-2023
    - Makes distracted driving a primary offense for all ages, meaning you can be pulled over, cited and penalized.

- For people ages 18 and over, communications devices may be used when
  - Parked, sitting stationary, not moving.
  - Making an emergency call requesting a first responder.
  - Using a navigation device that is hands free and voice operated. Manually entering information is prohibited unless parked.
  - Making or taking a phone call started or stopped with one touch or swipe or using the speaker phone function and voice operated feature.
- For people ages 18 and over, communication devices may NOT be used to
  - Stream videos
  - Record videos
  - Browse the Internet
  - FaceTime
  - Play online games
  - Shop online
- Tech devices may not be physically held/supported when driving, with the exception of holding phone to ear.
- Penalties and consequences:
  - 1st offense = 2 points on your license and up to $150 fine.
  - 2nd offense in 2 years = 3 points on your license and up to $250 fine.
  - 3rd, or more, offense = 4 points on your license and up to $550 fine with a possible 90 day suspension of your driver's license.
  - Fines are doubled when offense occurs in a construction zone.

ACTIVITY

Click the link below and project the reaction timer on a screen so all students can see:

https://humanbenchmark.com/tests/reactiontime.

Select one student to be the driver. There is a red box on the screen, when the box turns green, the driver should click the green box on the computer as quickly as possible. This is the baseline reaction time.

Now add three teen passengers to the imaginary car with the same driver. Give them assignments like singing, arguing, and rough housing. Measure the reaction times with each of the different types of distractions occurring. Record and discuss as a class.

Thank you to Bryan Lynch from Capabilities for sharing this activity.

- Distracted Driving
  - Types of distracted driving
    - Visual-taking your eyes off the road.
    - Auditory-hearing something not related to driving.

- Manual, taking your hands off the wheel.
- Cognitive/Thinking, taking your focus away from the task of driving.

- Examples
  - Texting involved 3 of the 4 types of distractions: visual, manual, and cognitive.
  - GPS
  - Car controls
  - Car music
  - Talking to passengers
  - Managing passengers, including animals
  - Zoning out
- Multitasking is the idea that you can do more than one thing at the same time.
  - Research from the US National Safety Council shows that the idea of being able to split attention between multiple tasks is inaccurate.
  - Your brain will sequence and prioritize one task over the other. If you are texting and driving, texting is your brain's priority not driving.
  - Attempting to multitask when driving can have deadly consequences.
- Changes in reaction times when driving distracted:
  - 35% slower than a person using marijuana while driving.
  - 12% slower than a person who has been drinking and driving.
  - Drivers who text take their eyes off the road for 4 – 6 seconds, while driving at 55mph, travel the length of a football field without looking.
- Driver Responsibilities
  - Do not use of any type of electronic device, including cell phones, when driving.
  - Drivers who text take their eyes off the road for 4 – 6 seconds, while driving at 55mph, travel the length of a football field without looking.
  - Pull over in a safe place to use your phone or other electronics.
  - Avoid eating and drinking while driving.
  - Only one non-family member passenger is allowed until you've had your license for one year or you turn 18.
    - After that, limit the number of passengers and distracting activities in your car when possible.
- Passenger Responsibilities
  - Be responsible.
  - Be respectful.
  - Avoid distracting conversations like arguments.
  - Do not pressure your friend, who is driving, to take risks.
  - If you see something that isn't right, say something.

- Statistics
  - Distracted driving claimed 2,841 lives in 2018. Among those killed were 1,730 drivers, 605 passengers, 400 pedestrians and 77 bicyclists (National Highway Traffic Safety Administration).
  - Everyday nine people are killed and 1,000 are injured in crashes involving distracted drivers (National Safety Council).
  - Distracted driving is responsible for over 58% of teen crashes (American Automobile Association, AAA).
  - Just talking on a cell phone reduces the amount of brain activity devoted to driving by 37% (Carnegie Mellon University).
  - Drivers who use hand-held devices are four times more likely to get into a crash serious enough to injure themselves (The Insurance Institute for Highway Safety, IIHS).
  - Using a hand-held device or even a hands-free device, is the equivalent of driving with a BAC level of .08% (University of Utah).
  - 94% of teen drivers acknowledge the dangers of texting and driving, but 35% admitted to doing it anyway. 21% of teen drivers involved in fatal crashes were distracted by their cell phones (AAA).
  - If you text while you are driving, you are 23 times more likely to be involved in a crash (Virginia Tech Transportation Institute).

7 DRUG CATEGORIES

DEPRESSANTS – drugs that slow down the activity of the body and brain

EXAMPLES		EFFECTS ON THE BODY		EFFECTS ON DRIVING	
- Alcohol - Xanax or Alprazolam - Valium or Diazepam - Barbiturates	- Noctec or Chloral Hydrate Syrup - Prozac	- Bloodshot watery eyes - Slurred speech - Fumbling movements with hands	- Depressed reflexes - Droopy eyelids - Slow breathing	- Weaving/lane violations - Slow or fast speed - Making wide or cutting turns - Delayed reaction time	- Following too closely - Left of center - Too slow to react to traffic signals

STIMULANTS – drugs that speed up the activity of the body and brain

EXAMPLES		EFFECTS ON THE BODY		EFFECTS ON DRIVING	
- Cocaine (powdered cocaine, crack cocaine) - Methamphetamine (crystal meth) - Amphetamines (Adderall, Ritalin)	- Caffeine (energy drinks, powdered caffeine, caffeine pills) - Cathine (bath salts)	- Dilated pupils - Irritability - Aggression	- Sweating - Talkative - Exaggerated reflexes	- Aggressive - Jerky movements - Traffic signal violations - Reckless operation	- Inattention - Aggressive lane changes - Over-reaction to objects/ animals on roadway

HALLUCINOGENS – drugs that make the user experience things they know are not real

EXAMPLES		EFFECTS ON THE BODY		EFFECTS ON DRIVING	
- Naturally Occurring Hallucinogens (Peyote, Jimson weed, Salvia, Mushrooms)	- Psychedelic Amphetamines (Ecstasy, Molly) - LSD	- Dilated pupils - Sweating - Goosebumps	- Nausea - Difficulty with speech - Impaired perception of time and distance	- Inattention - Instability - Poor memory	- Altered distance perception - Slow reactions

DISSOCIATIVE ANESTHETICS – drugs that can cause users to feel out of control or disconnected from their body and environment

EXAMPLES		EFFECTS ON THE BODY		EFFECTS ON DRIVING	
- PCP (Angel Dust, Sherms, Embalm) - Ketamin (Special K, K-hole)	- Dextromethorphan/DXM (Robitussin, Triple C, Robo-tripping)	- Impaired vision - Sweating & fever - Rapid breathing - Increased heart rate & blood pressure - Nausea, vomiting	- Diarrhea - Slurred speech - Memory loss - Rapid eye movements - Hallucinations - Coma	- Jerking of the eyes as they are focusing - Drowsiness	- Dizzy - Blank staring

7 DRUG CATEGORIES

NARCOTIC ANALGESICS – drugs which can be effective for the relief of severe pain

EXAMPLES		EFFECTS ON THE BODY		EFFECTS ON DRIVING	
- Morphine (Heroin) - Codeine (Hydrocodone)	- Thebaine (Buprenorphone, Oxycodone) - Synthetics (Fentanyl, Car fentanyl, Demeral)	- Constricted pupils - Slowed reflexes - Sedation	- "On the nod" - Slowed respirations - Track marks or fresh puncture wounds	- Slow driving - Weaving - Poor vehicle control - Poor coordination	- Slow response - Delayed reactions - Difficulty in following instructions - Falling asleep at the wheel

INHALANTS – solvent or other vapor producing material that is inhaled

EXAMPLES	EFFECTS ON THE BODY	EFFECTS ON DRIVING	
- Volatile Solvents (Gasoline, Paint thinner, Fingernail polish remover, Cleaning fluid, Liquid correction fluid, Paint, Glues) - Aerosols (Hair sprays, Deodorants, Vegetable frying pan lubricants, Insecticides, Glass chillers) - Anesthetic Gases (Ether, Amyl nitrite, Isobutyl nitrite, - Nitrous oxide)	- Bloodshot watery eyes - Slurred speech - Fumbling movements with hands - Depressed reflexes - Difficulty with speech - Odor of inhaled substance	- Decreased response time - Inability to concentrate - Loss in vision	

CANNABIS – plant that contains the compound delta-9-tetrahydrocannabinol (THC)

EXAMPLES		EFFECTS ON THE BODY		EFFECTS ON DRIVING
- Sativa - Indica - Wax - Butane Hash Oil	- Butter - Shatter - Hashish	- Dilated pupils - Euphoria - Bloodshot eyes - Body tremors - Increased appetite	- Relaxed inhibitions - Disorientation - Possible paranoia - Eyelid tremors - Sedation	- Increased reaction times - Altered distance perception - Fatigue - Overcompensating

Ohio Revised Code (O.R.C.) 4511.19(A):
OVI (drunk or drugged driving) offense with a BAC over .08, or of OVI caused by impairment from the use of alcohol, drugs, or a combination thereof.

Potential Consequences:

- Possible commitment, for no longer than five days, to either of the following:
  - (i) The temporary custody of a detention facility or district detention facility.
  - (ii) The temporary custody of any school, camp, institution, or other facility for children operated in whole or in part for the care of juvenile traffic offenders.
- Community control sanctions from the court. (probation, which could include community service, etc.)
- 6 month license suspension, but it can be up two years.
- Must complete Juvenile Driver Improvement Program.
- Must retake the license exam.
- Imposition of fines and court costs.
- Reinstatement fee for driver's license.
- Possible suspension of the registration to vehicles in the juvenile's name.
- Possible revocation of community control sanctions.
- 6 points on driver's license.

Ohio Revised Code (O.R.C.) 4511.19(B):
OVUAC (underage consumption law) BAC between .02-.08.

Potential Consequences:

- Community control sanctions from the court. (Probation, which could include community service, etc.)
- 6 month license suspension, but it can be up two years.
- Must complete Juvenile Driver Improvement Program.
- Must retake the license exam.
- Imposition of fines and court costs.
- Reinstatement fee for driver's license.
- Possible suspension of the registration to vehicles in the juvenile's name.
- Possible revocation of community control sanctions.
- 4 points on driver's license.

Ohio Revised Code (O.R.C.) 4511.194:
Physical Control of a Vehicle While Intoxicated.

Potential Consequences:

- Community control sanctions from the court. (probation, which could include community service, etc.)
- Optional license suspension, but it can be up two years.
- Imposition of fines and court costs.
- Possible revocation of community control sanctions.
- 0 points on driver's license.

A juvenile who pleads to or is found guilty of an OVI will not be eligible for expungement and it will be considered a conviction for purposes of enhancing future offenses.

Responsibilities of Owning & Maintaining a VEHICLE

10

OBJECTIVES

The driver education student will

- Identify and examine aspects of buying a vehicle.
- Explain the different types of car insurance available and evaluate which insurance type is best for various scenarios.
- Identify, compare, and analyze factors associated with operating and maintaining a vehicle.
- Examine and compare elements associated with trip planning.
- Identify, discuss, and evaluate various current vehicle technologies.

90 MINUTES

LEARNING RESPONSIBILITIES

The student will:

- Actively participate in class discussions facilitated by the instructor.
- Engage in learning activities that highlight and emphasize the unit objectives.
- Demonstrate comprehension of unit material.

The instructor will:

- Provide instructional insight, guidance and activities to present Unit 10 topics.
- Provide instructional activities and guidance for material in Unit 10.
- Provide a safe interactive classroom setting.
- Monitor students, instruct, engage, and evaluate student progress toward mastery.

RESOURCES

- Ohio Driver Training Curriculum
- Ohio Digest of Motor Vehicle Laws (HSY 7607)
- Slide Presentations/Textbooks if Used/ Workbooks if Used/Handouts
- Videos:
  - www.mycardoeswhat.org/ videos-and-graphics
  - How to Check a Used Car Before Buying https://youtu.be/Rks40ng2C2Y
  - Car Insurance 101 https://youtu.be/q6ztnQLLZkg
  - A Mechanic's Guide to Maintaining Your Car https://youtu.be/25-HG471MIc
- Websites:
  - Insurance Institute for Highway Safety www.iihs.org
  - Current Vehicle Technology www.mycardoeswhat.org
  - OHGO- Ohgo II Real-Time Ohio Traffic https://ohgo.com
    - With the OHGO app, drivers get real-time traffic updates, personalized route notifications, can view live traffic cameras, and get accurate delay times.

OUTLINE CONTENT

A. BUYING A VEHICLE

- Determine what type you need, new or used.
- Determine how you will use the vehicle.
  - Cargo space needs
  - Passenger comfort
  - Ease of child seat installation
- Cost Factors
  - Purchase price including sales tax
  - Operating costs
    - Purchasing a license tag
    - Yearly registration for license tag fee
    - Insurance
    - Gas
      - Fuel economy
      - Miles per gallon
    - Oil changes
    - Tire maintenance & replacement
    - Repairs
    - Parking
    - Tolls
- Safety Data
  - Crash test data
    - How well does the car protect passengers in a crash?
    - What vehicle technology helps avoid crashes?
  - Anti-lock brake system
  - Reliability reviews
    - Breakdowns
    - Repairs
- Will the vehicle fit inside your garage or carport?
- Financing a Vehicle
  - Amount borrowed
  - Interest rate
  - Monthly payment = Amount Borrowed + Interest
  - Insurance requirements

- Factors to Consider when Buying a Used Vehicle

  - Check vehicle history using Car Fax or something similar
  - Age and appearance
  - Asking price
  - Inside and outside checks
    - Seats, pedals, head restraints, safety belt.
    - Steering wheel and all accessories.
    - Lights, both inside and out.
    - Collision damage.
    - Doors, paint, rust.
    - Tires, spare tire and jack assembly.
    - Fluid leaks in the engine and under the vehicle.
    - Engine start and idle.
    - Suspension.
      - Provides balance & stability.
      - Makes the car ride more comfortable.
  - Test drive.
    - Is the steering difficult?
    - Does the steering wheel stay centered while driving straight ahead or pull to one side?
    - Do you feel rubbing or binding when you turn sharply in either direction?
    - Do you notice any rattling or other noises?
    - Does the car shake or vibrate at high speeds?
    - Does the car jolt or jump when you switch gears?
  - Consider taking the car to a mechanic and having it checked out before final purchase.

B. INSURING A VEHICLE

- Types of Insurance Available
  - Liability
    - Pays for damage and injury to another person if you are at fault.
    - State required minimum is $25,000 to $50,000.
  - Property Damage
    - Pays for damage to other's property if you are at fault.
    - State required minimum is $25,000.

- Uninsured motorist

  - Pays for damage to your vehicle if you are hit by someone without car insurance.
  - Pays for damage if you are involved in a hit and run accident.
- Collision insurance
  - Pays for damage to your vehicle if you were at fault.
- Comprehensive insurance
  - Pays for damage to your vehicle in a non-collision claim, like wind damage, fire or theft.
- Medical payments
  - Pays for persons injured or killed regardless of fault to a limit, $1,000 to $5,000.
- Towing insurance
  - Pays for towing service.
  - Pays for on road repairs.

▶ Factors Affecting the Cost of Insurance

- Age
  - Under 25 may pay higher premiums.
- Driving record
  - You pay more if you've had collisions.
  - You pay more if you've had moving violations like speeding.
- Mileage
  - The more you drive, the more you pay.
  - Home location.
    - City?
    - Rural?
- Gender
  - Males pay more.
- Marital status
  - People, who are single, pay more.
- Vehicle value
  - The more expensive your car, the more you pay in insurance.
- Type of vehicle
  - Sports vehicles cost more to insure.

C. OPERATING AND MAINTAINING A VEHICLE

- Preventive maintenance checks are important.
  - Allows you to catch a problem before it becomes serious or you have a breakdown.
  - Can reduce overall costs of repair by catching issues early.
  - Follow vehicle manufacturer's specified maintenance schedule.
- Systems of the Vehicle
  - Ignition and electrical system
  - Engine and power train system
  - Lubrication system
  - Cooling system
  - Fuel and exhaust system
  - Steering and suspension
  - Brake system
- The ignition and electrical systems provide the high voltage spark that ignites the fuel-air mixture in the engine and starts the car.
  - Check alternator belts.
    - Tight?
    - Cracked?
    - Dry rotted?
  - Check Battery.
    - Clean?
    - Secure?
    - Fully Charged?
    - Fluid level?
    - Leaking?
  - Check Lights.
    - Clean?
    - Operating?
    - Cracked or broken?
  - Jump starting a dead battery.
    - It is important for you to follow the steps in the correct order or you risk damaging your car.
    - Attaching the jumper cables.
      - Do not cross the cables.
        - Connect (+) to (+).
        - Connect (-) to (-).

- Do not have vehicles touching.
- Connect one end of the positive(+) cable to the positive (+) post of the dead battery.
- Connect the other end of the positive (+) cable to the positive (+) post of the good battery.
- Connect one end of the negative (-) cable to the negative (-) post of the good battery.
- Connect the other end of the negative (-) cable to a solid, shiny, not painted metal part on the vehicle with the dead battery.

› Disconnecting the jumper cables.

- Disconnect the negative (-) cable from the metal part on the vehicle that was jump started. This breaks the circuit.
- Disconnect the other end of the negative (-) cable from the post of the good battery.
- Disconnect the positive (+) cable from the positive (+) post of the good battery.
- Disconnect the other end of the positive (+) cable from the positive (+) post of the dead battery.

▶ The engine and power train system provide power and push the vehicle forward.

■ Check spark plugs.

› Are they clean?

› Are they connected?

■ Are there leaks around the engine?

■ Check the transmission fluid.

■ Check the drive shaft and differential.

▶ The lubrication system uses oil to reduce friction between moving parts in the engine.

■ Check oil level.

■ If the oil pressure gauge on the dash is lit

› Stop engine immediately.

› Prevent further damage.

▶ The cooling system maintains the engine temperature.

■ Check radiator for coolant level and leaks. Do NOT check while hot.

■ Check fluid level in coolant recovery tank.

■ Check for engine leaks.

■ Check fan belts. Are they broken, worn or cracked?

■ Check gauge on dash.

▶ The fuel system delivers fuel to the engine and the exhaust system uses a catalytic converter to remove harmful gases.

■ Check for leaks.

- Check muffler and tailpipe for cracks or holes.

- The steering and suspension system provide control and stability.
  - Check power steering fluid.
  - Check for leaks in shock absorbers.
  - Check for "shimmy" or vehicle pulling or drifting to one side.
- The braking system allows vehicles to slow and stop.
  - Check fluid level in master cylinder.
  - Check how far the brake pedal has to travel to activate the brakes. Does the pedal feel spongy when you press it?
  - Check for leaks in brake lines.
  - Check for leaks in wheel cylinders.
  - Check parking brake.
  - Check brake warning light on dash.
- Tires
  - Tread types
    - Bias
      - Less expensive
      - Better off road
    - Radial
      - Most common
      - More comfortable ride
      - Better handling
  - Tread depth
    - 1/16th inch is minimum requirement
    - Penny test
  - Tire inflation
    - Label for recommended tire inflation is located on the driver side door panel.
    - Use a tire gauge for proper inflation.
  - Check for punctures or worn valve stem.
  - Rotate tires periodically for even wear.
  - Check tire alignment every 10,000 miles.
  - Grading of tires
    - Temperature and traction grades represent the tires' resistance to the generation of heat at speed.
      - Grade A is best.
      - Grade B is above average.
      - Grade C is average and meets government standards.

- Tires that are rated below Grade C cannot be sold in the US.

- If you have a leak, the color of the fluid will tell you what is leaking.
  - Power steering fluid is purple or red.
  - Transmission fluid is red.
  - Coolant and anti-freeze are green.
  - Motor oil is black.
  - Water is clear.
- At a Fuel Stop
  - Check tires.
  - Check all fluid levels.
  - Clean windshields and lights.
- Fuel Efficient Driving
  - Avoid long idling periods.
  - Avoid quick starts and stops.
  - Control your speed; keep to a steady pace.
  - Keep windows closed above 45 mph.
  - Keep tires properly inflated.
- Check Vehicle Owner's Manual for
  - Maintenance check schedule
  - Fluid specifications
  - Replacement part specifications

D. TRIP PLANNING

- Short, Local Trips of Less Than One Hour
  - Know specific directions and street names.
  - Identify an alternate route.
  - Give yourself plenty of time.
  - Try to avoid rush hour traffic.
  - Check your vehicle.
    - Tires
    - Lights
    - Fuel level sufficient to arrive and return
    - Oil level

- Make sure you have everything you will need at your destination.

- Long Distance Traveling
  - Have your vehicle professionally checked.
  - Plan your route.
    - Using a GPS or map determine the best route considering
      - Types of Roads
      - Construction
      - Mileage
      - Time
        - Plan rest stops every two hours.
        - Plan hotel stay(s) if needed.
          - Reservations
          - Payment Method
  - Plan your packing
    - Water
    - Snacks
    - Emergency equipment
    - Extra water
    - Flashlight
    - Jumper cables
    - First aid kit
    - Fire extinguisher
    - Winter
      - Extra clothing
      - Extra blankets
      - Extra food
      - Snow brush/shovel
      - Traction material like cat litter
  - Loading your vehicle
    - Heavier objects on the bottom
    - Lighter objects on the top
    - Do not obstruct vision

E. UPDATED VEHICLE TECHNOLOGY

- Vehicle Technology
  - Safety features to help drivers
    - Features vary on different vehicles.
    - Check your vehicle owner's manual.
- Collision Prevention
  - Anti-lock Braking System (ABS)
    - Helps you steer in emergencies by restoring traction to your tires.
    - Helps prevent wheels from locking up.
  - Forward Collision Warning
    - Can alert you of an impending collision.
  - Automatic Emergency Braking
    - Uses sensor to track vehicles ahead.
    - Senses slow or stopped traffic.
    - Applies brakes if driver fails to respond.
  - Left Turn Crash Avoidance
    - Monitors approaching traffic when turning left.
    - Automatically brakes if it detects you're turning in front of an approaching vehicle.
  - Obstacle Detection
    - Senses slow moving or stationary objects when driving at slow speeds.
    - Provides warning of impending collision.
    - Some versions automatically brake the vehicle.
    - Specific types of Obstacle Detection Systems
      - Vehicle
      - Bicycle
      - Pedestrian
      - Not always reliable
- Lane Assisting
  - Steers you back into your lane if you begin to drift out of it.
  - Easily canceled by nudging the wheel.
- Blind Spot Warning
  - Alerts you of vehicles in your blind spot.
  - Alerts could include a symbol on your side mirror, a sound, or a vibration.
  - May alert you if there is a vehicle is beside you when using your turn signal.
  - May not detect motorcycles or fast moving vehicles.

- Side-view Camera
  - Shows expanded view of adjacent lane.
  - May activate with turn signal.
  - Feature can be activated manually.
- Backing Assistance
  - Back Up Camera helps you see objects directly behind you while backing.
  - Back Up Warning alerts driver of objects detected behind the vehicle.
- Parking Assistance
  - Automatic Parallel Parking helps guide the vehicle into a viable parallel parking space. You are still responsible for braking and monitoring your environment.
  - Parking Sensors alert you to the positions of objects around your vehicle as you park.
- Wheel and Terrain Information
  - Tire Pressure Monitoring System (TPMS).
    - Warns you when tires are under or over-inflated.
    - Helps increase fuel economy.
    - Potentially prevents tire blow outs.
  - Temperature Warning alerts you when outside temperature is detected to be at, or below freezing, which can impact the roadway conditions.
  - Hill Descent Assist helps keep you at a steady speed when driving down a hill or other descent.
  - Hill Start Assist helps prevent roll-back when starting from a stopped position on an incline. It holds the brake while you switch a foot from the brake pedal to accelerator pedal.
- Traction Control
  - Electronic Stability Control
    - Helps prevent loss of control around curves.
    - Stabilizes your vehicle when it begins to veer off track.
    - Most effective when accelerating from a stopped or slowed position.
    - Works to help accelerate and prevent wheel slippage uphill.
- Speeding
  - Curve Speed Warning
    - Warns you when you're approaching a curve or exit on the road too quickly.
    - Uses GPS to alert driver.
  - High Speed Alert
    - Sounds if you are speeding.
    - A more advanced version, *Intelligent Speed Adaptation*, is capable of slowing the vehicle automatically if the driver passes the speed limit.

- Adaptive Cruise Control
  - Maintains speed.
  - Maintains following distance.
  - Provides limited braking.
- Adaptive Headlights
  - Move as the steering wheel turns.
  - Adjust to better illuminate the road.
- Other Driver Support
  - Push Button Start
    - Simplifies turning your vehicle on and off.
    - Uses a key fob unique to your vehicle.
  - Drowsiness Alert.
    - Alerts driver, and suggests you take a break from driving when it's safe to do so.
- Convenience Technology
  - Self-driving vehicles
  - Lighter vehicles that use military-grade aluminum
  - Automatic stop and start engines to save gas
  - High beams that automatically adjust to avoid blinding everyone else on the road
  - Built-in night vision and radar detection for avoiding objects
  - Windows that clean themselves and deflect liquid automatically
  - Heated wiper blades that melt ice and snow to keep everything clean
  - A sunroof that automatically blocks light
  - Trunks that open automatically
  - A built-in vacuum for spontaneous spills and cleaning
  - Seats that prevent fatigue on long drives based on NASA's research on neutral body posture (NBP) to improve blood flow and reduce fatigue
  - Seats that provide a massage while being heated or cooled
  - Sensors that learn your driving style and can detect when you are too tired to drive
  - An alternator that recycles energy for your vehicle and saves gas
  - GPS that automatically analyzes traffic and finds the best way around it
  - Cameras that see everything around your vehicle
  - Interfaces that recognize and automatically responds to your voice
  - Built-in 5G Wi-Fi hot spots

NOTES

BEHIND-THE-WHEEL

RATIONALE

Driver training students must receive a minimum of 8 hours or 480 minutes of behind-the-wheel (BTW) instruction from a licensed driver training instructor. There are 10 Units that will be covered during the 8 hours of instruction. Lessons should be scheduled to allow supervised practice between sessions. Practice before turning 16 must be with a licensed parent or guardian. Once 16, students may practice with a licensed adult, 21 or older.

Initially a beginning driver will learn in an off-street area and then proceed to an on-street area with little to no traffic. Evaluations of driving progress will be made and shared ongoing throughout the behind-the-wheel process.

Instructors must become familiar with local roadway environments. Areas where students should practice driving during the 8 hours of BTW instruction include: residential, city, country, open highways and controlled access expressways.

Realizing that some geographical areas in the state will not allow for instruction in all identified environments, instructors will need to simulate missing environments. Using photos and video clips may be helpful.

RESOURCES

- Lesson Plans
  - Should be given to you by your training manager.
  - List the content to be taught and methods to be used to teach each of the 10 behind-the-wheel lessons.
- Route Sheets
  - Should be given to you by your training manager.
  - Give a turn by turn listing of the routes to be driven on each drive with students.
  - Become familiar with the driving routes prior to working with students.
- Parking Cones
- Clipboard with Paper and Pen
- Small Magnetic White Board
- Dry Erase Markers
- Small Matchbox™ type cars for demonstration purposes
- Stopwatch

DEFINITION OF TERMS

OFF-STREET LESSONS

In off-street lessons, students learn basic vehicle control skills. This gives beginning drivers an opportunity to learn and practice in a safe environment before driving on the road. Ideal locations are empty parking lots.

LEARNING SEQUENCE

When considering the learning sequence:

- Begin with what a student can do successfully.
- You will be teaching easier skills before more difficult skills.
- Build on their success by adding appropriately, increased levels of difficulty.
- Lessons are progressional, meaning that they build on each other. Lesson 2 will build on skills learned in Lesson 1. As a result, each student must satisfactorily complete the objectives in the current lesson before moving onto the next lesson in the sequence.
  - It is important to maintain an active record of what you have worked on with the student.
    - To communicate to the next instructor what you taught and the student practiced.
    - To specifically identify student strengths, weaknesses and areas upon which to work.
    - For liability reasons for the enterprise as well as for you.

LESSON 1

OFF-STREET LESSON

1. OVERALL GOAL

A. The student will practice and demonstrate entry level procedural tasks needed for future on-street lessons.

2. REQUIRED ENTRY LEVEL

A. The procedural tasks will have been introduced in the classroom setting.

B. No prior driving experience is needed for this lesson.

3. REQUIRED RESOURCES

A. Driver education vehicle with instructor mirrors

B. Parking lot or similar area

C. Traffic cones

D. Clipboard, paper, pen

4. LEARNING ACTIVITIES

A. Explain to the student why the skills they will be learning in the current lesson are important.

B. Give students procedural sheets to review and practice with parents/guardians.

5. OBJECTIVES

A. Before starting the car procedures/Pre-ignition

B. Starting the car procedures/Ignition

C. Vehicle familiarization

D. Ready to drive position

E. Preparing to move

F. Moving forward

G. Moving backward

H. Lane changes

I. Left turns

J. Right turns

K. U-turns

L. Two-point turns

M. Three-point turns

N. Maneuverability test

O. Stopping, securing, shutting down

6. CHARACTERISTICS OF THE PRACTICE ENVIRONMENT

A. A parking lot that is closed or has limited traffic.

7. LEARNING SEQUENCE

A. The driver will demonstrate pre-ignition procedures before every drive.

1. Walk around vehicle to check clearance and condition.
2. Enter vehicle.
3. Emergency brake should be set and gear selector in PARK.
4. Secure and lock doors.
5. Secure objects and packages.
6. Adjust seat.
7. Adjust head restraint.
8. Adjust steering wheel.
9. Adjust mirrors.
10. Fasten seat belt.
11. Make sure all passengers fasten their seat belts.

B. The driver will demonstrate and practice ignition procedures with heel of foot on floor.

1. Right foot on brake.
2. Turn key in ignition to ON position and release after engine starts or press START button.
3. Check all instruments and gauges on dash.
4. Turn headlights on low beam.

C. The driver will locate and/or use selective gauges and instruments.

1. Turn signals
2. Emergency flashers
3. High and low beam headlights
4. Horn
5. Windshield wipers and washers
6. Air conditioner, heater, defroster controls
7. Brake indicator
8. Gear selector indicator
9. Radio controls

D. The driver will demonstrate and practice the ready to drive position.

1. Sit directly behind the steering wheel.
2. Sit straight and high with back pressed against back of seat.
3. Left foot rests on the dead pedal to the far left side of the floor board.
4. Heel of right foot will rest on floor and move back and forth between the brake and accelerator.
5. Hands on outside of steering wheel at 8 and 4 o'clock positions.

E. The driver will demonstrate and practice preparing to move procedures.

1. Foot on brake.
2. Release parking brake.
3. Shift gear selector to DRIVE.
4. Check intended path of travel.
5. Check rear and side mirrors.
6. Signal when applicable.
7. Proceed.

F. The driver will demonstrate and practice moving forward in a straight line.

1. Place left foot on foot rest/dead pedal on the far left side of the floor board.
2. Foot on brake. Shift to DRIVE.
3. Check intended path of travel.
4. Smoothly accelerate while maintaining lane position.
5. Smoothly stop at predetermined locations.

G. The driver will demonstrate and practice moving backward in a straight line with the motor vehicle.

1. Place left foot on foot rest/dead pedal on the far left side of the floor board.
2. Foot on brake. Shift to REVERSE.
3. Turn to the right with right arm over seat and left hand at 12 o'clock position on the steering wheel.
4. Aiming high, search out rear window.
   a. If the car has a back up camera, practice without it.
   b. Then use the camera as an additional supplement.
5. Smoothly accelerate and stop.

H. The driver will demonstrate and practice left and right lane changes from both a stopped and moving position.

1. Check intended path of travel.
2. Check traffic to the rear and sides with mirrors.
3. Signal intention.
4. Recheck to the rear and respective blind spots.
5. When clear, move into the new lane discussing that on the road the student will need to adjust to the flow of traffic.
6. Cancel signal.
7. Check speed and position.

I. Left Turns

1. Check intended path of travel.
2. Check rear view mirror for traffic behind.
3. Signal intentions early.
4. Position vehicle in proper lane and lane position.
5. Aim high as you search through the intended turning path.
6. On left turns, check for oncoming traffic. They have the right of way.
7. On left turns, begin steering slightly before the front of the vehicle gets to the lane you wish to enter.
8. Discuss selectively checking traffic behind once the turn is completed.

J. Right Turns

1. Check intended path of travel.
2. Check rear view mirror for traffic behind.
3. Signal intentions early.
4. Position vehicle in proper lane and lane position.
5. Aim high as you search through the intended turning path.
6. On right turns, allow your front wheels to follow the turning radius of the curb or the lane you wish to enter.
7. Practice both push-pull and hand-over-hand methods of steering.
8. Discuss selectively checking traffic behind once the turn is completed.

K. The driver will demonstrate and practice U-turn.

1. U-turns should never be made on expressways, hills, curves or any roadway where the vehicle is not visible to other drivers for at least 500 feet in either direction.

2. Look for signs that prohibit U-turns.
3. Check traffic ahead and behind.
4. Signal and pull far right in your lane.
5. Stop check traffic again.
6. Signal left.
7. Slow vehicle.
8. Hard steer to the left.
9. As turn is completed, straighten steering wheel.
10. Accelerate to appropriate speed.

L. The driver will demonstrate and practice two-point turns on both the right and left sides.

1. Right Side
   a. Signal intention to stop.
   b. Scan driveway as you pass.
   c. Position vehicle approximately three feet from the curb.
   d. The back of the vehicle should be three to five feet past the driveway.
   e. Prepare to back to the right.
   f. Slow the vehicle
   g. Steer hard to the right.
   h. Stop when there is sufficient space to pull out.
   i. Proceed in opposite direction.
2. Left Side
   a. Signal intention to slow and turn into a driveway on the left.
   b. Enter the driveway and stay to the right side.
   c. When the back end is three to five feet from the street, stop.
   d. Prepare to back to the right.
   e. Check for oncoming traffic.
   f. When clear, back slowly and steer hard right.
   g. Stop when there is sufficient space to pull forward and proceed in the other direction.

M. The driver will demonstrate and practice a three-point turnaround.

1. **Can be dangerous.**
2. Should only be used on roadways with an open field of vision with no hills or curves.
3. Check traffic ahead and behind.
4. Signal left and pull far to the right in your lane.

5. Stop, check traffic again.
6. Steer sharply left and move ahead slowly.
7. When the front wheels are about four feet from the curb, begin steering hard to the right. Continue moving forward slowly.
8. Stop before hitting the curb.
9. Check the traffic again.
10. Signal and steer left, pulling ahead slowly into the lane.
11. Straighten steering wheel to center car in lane.
12. Cancel signal if needed.

N. The driver will practice and demonstrate the maneuverability portion required for the driver exam.

1. The Maneuverability Course
   a. Consists of 5 cones.
   b. The first four cones form a 9' x 20' rectangle.
      i. This means that the first row of two cones are 9 feet apart.
      ii. The second row of cones, also 9 feet apart, are 20 feet beyond the first row.
   c. The fifth cone should be 20 feet beyond the second row of cones and placed in the middle, 4 1/2 feet from both of the 9 foot edges. This cone is the point marker.
2. Step One for Student Drivers
   a. Should be completed in one continuous motion.
   b. Slowly drive forward in between the four cones.
   c. Pro tip - Don't use the gas, just use the brake to control speed.
   d. The instructor/evaluator will direct you to travel to the right or left of the point cone.
   e. Following the instruction, pull to the right or the left of the point marker cone.
   f. Straighten out the car parallel to the course.
   g. Stop when the rear bumper of the car is even with the point marker cone.
3. Step Two for Student Drivers
   a. Should be also completed in one continuous motion.
   b. From the stopped position at the end of Step One, back past the point marker cone turning the wheels to position the car to be able to back through the original four cones.
   c. Continuing to back, straighten the car parallel to the course.
   d. Back through the original four cones.
   e. Stop when your front bumper is even with the first two cones.

4. Points are deducted for the following:
   a. 5 points each time you stop to check progress.
   b. 5 points each time you bump a cone.
   c. 5 points each time you misjudge the stopping distance.
   d. 5 points each time you do not stop parallel to the test course.
5. If you accumulate 25 or more points, you will not pass this portion of the driver examination.
6. Running over or knocking down a cone results in an immediate failure.

O. The driver will demonstrate and practice stopping, securing and shutting down procedures.

1. Locate a safe place to stop and park.
2. Check mirrors for traffic behind.
3. Release accelerator.
4. Right foot on brake.
5. Once stopped, shift to PARK.
6. Apply parking brake.
7. Go from left to right or vice versa and turn off all accessories.
8. Close windows as needed.
9. Shut down engine and remove key if needed.
10. Unfasten seat belt.
11. Check for traffic.
12. Exit vehicle.
13. Lock all doors.

8. ANTICIPATED PROBLEMS

A. Other cars coming into the parking lot or space.

B. Not having enough space for students to complete maneuverability training.

9. EVALUATION

A. The instructor will accurately evaluate the procedural skills of the student driver and give feedback. Feedback will include strengths and areas in need of additional practice with parent/guardian.

B. Evaluations should be individualized for each student to accurately represent the drive. Giving students the same score in all areas for any drive is unprofessional. Remember the highest score means a student is performing the skill consistently not perfectly. Do not shy away from assigning the highest score when a student is being consistently successful with a skill.

C. The student driver must be able to perform and demonstrate mastery of all Lesson One objectives before progressing to Lesson Two.

LESSON 2

ON-STREET LESSON

1. OVERALL GOAL

A. The student will practice and apply the previously learned objectives from Lesson One in an on-street area with minimal traffic, low speeds, and a large number of residential area intersections.

2. REQUIRED ENTRY LEVEL

A. Objectives learned in classroom instruction including: vehicle familiarization, ready to drive skills, moving, stopping, and turning.

B. Satisfactory performance of objectives in BTW Lesson One.

3. REQUIRED RESOURCES

A. Driver education vehicle with instructor mirrors

B. Residential area

C. Clipboard, paper, pen

4. LEARNING ACTIVITIES

A. Quickly review skills the student driver learned in the last lesson.

B. Make connections between the learning from previous lesson and current lesson.

C. Explain why the skills they will be learning in the current lesson are important.

D. Give students procedural sheets to review and practice with parents/guardians.

5. OBJECTIVES

A. Pulling away from curb and entering flow of traffic.

B. Leaving flow of traffic and pulling to the curb.

C. Negotiating intersections.

D. Identifying road markings, traffic signs and signals.

E. Using selective searching techniques.

F. Negotiating traffic circles/roundabouts.

G. Interacting with other drivers.

6. CHARACTERISTICS OF THE PRACTICE ENVIRONMENT

A. Minimal traffic

B. Low speeds, ideally 25 mph maximum

C. Traffic controls that are primarily road markings and traffic signs

D. Two-way streets

E. One-way streets, if available

F. Open intersections that have clear visibility

G. Blind intersections that have limited visibility due to obstructions

7. LEARNING SEQUENCE

A. Lane change maneuvers

1. Entering traffic flow.
2. Leaving traffic flow.

B. Negotiating intersections with pedestrian crosswalks

1. When driving straight.
   a. Single stop.
   b. Double stop at blind intersections.
   c. On two-way streets.
   d. On one-way streets, if available.
2. When making turns, both left and right.
   a. Stopping & moving.
   b. Single stop.
   c. Double stop at blind intersections.
   d. On two-way streets.
   e. On one-way streets, if available.

C. Negotiating a one lane traffic circle/roundabout.

D. Negotiating a two lane traffic circle/roundabout.

8. ANTICIPATED PROBLEMS

A. Failing to check blind spots on lane changes.

B. Failing to check mirror(s) at least once per block.

C. Improper lane position for intersection maneuver from both two-way and one-way streets.

D. Failing to stop for pedestrian crosswalk.

E. Not coming to a complete stop when required.

F. Waiting to make left turn with wheels turned.

G. Failing to search all directions at intersections.

H. Failing to follow the direction of the turn ahead of the car with head and eyes.

I. Not following the radius of curb on right turns.

J. Speed too fast on turns.

K. Over/under steering on traffic circles/roundabouts.

9. EVALUATION

A. The instructor will accurately evaluate the procedural skills of the student driver and give feedback. Feedback will include strengths and areas in need of additional practice with parent/guardian.

B. Evaluations should be individualized for each student to accurately represent the drive. Giving students the same score in all areas for any drive is unprofessional Remember the highest score means a student is performing the skill consistently not perfectly. Do not shy away from assigning the highest score when a student is being consistently successful with a skill.

C. The student driver must be able to perform and demonstrate mastery of all Lesson Two objectives progressing to Lesson Three.

LESSON 3

OFF-STREET LESSON

1. OVERALL GOAL

A. The student will practice and demonstrate selective parking techniques before proceeding to the next on-street lesson.

2. REQUIRED ENTRY LEVEL

A. Objectives learned in classroom instruction including: rules & responsibilities at intersections, visual search procedures, and visual identification of traffic controls.

B. Satisfactory performance of objectives in BTW Lesson Two.

3. REQUIRED RESOURCES

A. Driver education vehicle with instructor mirrors

B. Parking lot or similar area

C. Traffic cones

D. Clipboard, paper, pen

4. LEARNING SEQUENCE

A. Quickly review skills the student driver learned in the last lesson.

B. Make connections between the learning from previous lessons and current lesson.

C. Explain why the skills they will be learning in the current lesson are important.

D. Give students procedural sheets to review and practice with parents/guardians.

5. OBJECTIVES

A. Entering and exiting an angled parking space.

B. Entering and exiting a perpendicular parking space

6. CHARACTERISTICS OF THE PRACTICE ENVIRONMENT

1. A parking lot that is closed or has limited traffic with clearly painted lines for both angled and perpendicular parking spaces.

7. LEARNING SEQUENCE

A. The driver will demonstrate and practice entering an angled parking space.

1. Check traffic in all directions.
2. Check for other vehicles exiting parking spaces.
3. Signal intentions early.
4. Pull to far side of parking lot aisle, opposite from the space being entered.
5. Stop when sight line is even with the nearest parking spot line.

6. Leave space between other parked vehicles and you.
7. Proceed slowly and steer hard.
8. Check front fenders and both sides of the car.
9. Center vehicle and proceed forward slowly.
10. Stop within one foot of any object.

B. The driver will demonstrate and practice exiting an angled parking space.

1. Carefully search around the vehicle and prepare to back.
2. Activate appropriate turn signal.
3. Back slowly, stopping when able to see past the vehicles on either side.
4. Continue backing, steering hard in the direction you want the back of the car to go.
5. Adjust steering to avoid hitting vehicles on either side if needed.
6. Stop when there is sufficient space to pull forward.

C. The driver will demonstrate and practice entering a perpendicular parking space.

1. Check traffic in all directions.
2. Check for other vehicles exiting parking spaces.
3. Signal intentions early.
4. Pull to far side of parking lot aisle away from the space you are entering.
5. Leave space between other parked vehicles and you.
6. Stop when the front end of the car is even with the closest painted parking line.
7. Proceed slowly and steer hard.
8. Check front fenders and sides of car for clearance.
9. Center the vehicle in the spot.
10. Creep forward with a straight wheel
11. Stop within one foot of any object in front.

D. The driver will demonstrate and practice exiting a perpendicular parking space.

1. Check carefully around the vehicle.
2. Prepare to back.
3. Activate appropriate turn signal.
4. Back straight slowly and stop when in line with the bumper of the vehicle on either side.
5. Continue backing, steering in the direction you want the back end of the car to go.

6. Check the front fenders and sides of the car. Adjust steering to avoid hitting vehicles on either side.
7. Stop when there is sufficient space to pull forward.

8. ANTICIPATED PROBLEMS

1. Other cars coming into the parking lot or space.
2. Not having enough space for students to complete maneuverability training

9. EVALUATION

A. The instructor will accurately evaluate the procedural skills of the student driver and give feedback. Feedback will include strengths and areas in need of additional practice with parent/guardian.

B. Evaluations should be individualized for each student to accurately represent the drive. Giving students the same score in all areas for any drive is unprofessional. Remember the highest score means a student is performing the skill consistently not perfectly. Do not shy away from assigning the highest score when a student is being consistently successful with a skill.

C. The student driver must be able to perform and demonstrate mastery of all Lesson Three objectives before progressing to Lesson Four.

LESSON 4

ON-STREET LESSON

1. OVERALL GOAL

A. The student will demonstrate vehicle control at higher speeds, between 25 and 45 mph, increasing sight distance and planning ahead.

2. REQUIRED ENTRY LEVEL

A. Objectives learned in classroom instruction including: visual skills relating to sight distance, projected path of travel, identification of traffic controls, and road conditions.

B. Satisfactory performance controlling the vehicle at lower speeds in residential neighborhoods.

C. Satisfactory performance of objectives in BTW Lesson Three.

3. REQUIRED RESOURCES

A. Driver education vehicle with instructor mirrors

B. Driving environment that has posted speeds of 25, 35, and 45 miles per hour, minimal traffic and parking lots

C. Clipboard, paper, pen

4. LEARNING ACTIVITIES

A. Quickly review skills the student driver learned in the last lesson.

B. Make connections between the learning from previous lessons and current lesson.

C. Explain why the skills they will be learning in the current lesson are important.

D. Give students procedural sheets to review and practice with parents/guardians.

5. OBJECTIVES

A. Maintaining control of vehicle at higher speeds.

B. Increasing sight distance.

C. Using an orderly search pattern.

D. Identifying traffic controls.

E. Identifying road conditions.

F. Planning ahead.

G. Selecting a lane.

H. Positioning vehicle within lane.

I. Negotiating multiple lane intersections.

J. Selecting a safe gap for crossing or entering traffic.

K. Communicating.

L. Moving lane changes.

M. Negotiating parking in shopping centers and malls.

6. CHARACTERISTICS OF THE PRACTICE ENVIRONMENT

A. Moderate traffic
B. Variable speeds between 25 and 45 mph
C. Variable sight distances
D. Various traffic controls: markings, signs, signals
E. Multiple lanes
F. Multiple lane intersections
G. Shopping centers/malls.

7. LEARNING SEQUENCE

A. Controlling vehicle at greater speeds using accelerator
B. Planning ahead
C. Selecting and changing lanes
D. Communicating
E. Selecting gaps
F. Selective searching
G. Additional practice of angled and perpendicular parking

8. ANTICIPATED PROBLEMS

A. Limited sight distance causing erratic speed changes
B. Limited sight distance causing erratic steering
C. Not driving within five miles of the posted speed limits when conditions permit
D. Difficulty in maintaining a selected lane position
E. Failing to identify and select proper lane for travel or maneuver
F. Failing to check blind spot when needed
G. Failing to control speed at intersections
H. Failing to search at intersections
I. Selecting correct lanes or aisles in shopping centers/malls

9. EVALUATION

A. The instructor will accurately evaluate the procedural skills of the student driver and give feedback. Feedback will include strengths and areas in need of additional practice with parent/guardian. Evaluations should be individualized for each student to accurately represent the drive. Giving students the same score in all areas for any drive is unprofessional.
B. Remember the highest score means a student is performing the skill consistently not perfectly. Do not shy away from assigning the highest score when a student is being consistently successful with a skill.
C. The student driver must be able to perform and demonstrate mastery of all Lesson Four objectives before progressing to Lesson Five.

LESSON 5

ON-STREET LESSON

1. OVERALL GOAL

A. After demonstrating satisfactory performance driving at lower speeds with minimal traffic, students will continue to drive at lower speeds in areas with increased amounts of traffic.

2. REQUIRED ENTRY LEVEL

A. Objectives learned in classroom instruction including: visual search skills related to speed, space, and time in increasingly more complex driving environments.

B. Satisfactory performance of objectives in BTW Lesson Four.

3. REQUIRED RESOURCES

A. Driver education vehicle with instructor mirrors

B. Urban driving environment with two-way and one-way streets, multiple traffic controls, moderate number of other users, public parking lots/garages, multiple lane intersections. If there is an extremely busy business area, try to avoid this and save for a later lesson. You want to challenge the driver not overwhelm them.

C. Clipboard, paper, pen

4. LEARNING ACTIVITIES

A. Quickly review skills the student driver learned in the last lesson.

B. Make connections between the learning from previous lessons and current lesson.

C. Explain why the skills they will be learning in the current lesson are important.

D. Give students procedural sheets to review and practice with parents/guardians.

5. OBJECTIVES

A. Search, identification and prediction.

B. Maintaining adequate space margins.

C. Interacting with a larger number of roadway users.

D. Negotiating a variety of intersections.

6. CHARACTERISTICS OF THE PRACTICE ENVIRONMENT

A. Multiple lane intersections and complex intersections.

B. Greater number of traffic controls.

C. Increased traffic.

D. Limited space and visibility.

E. Maximum speed of 35 mph.

F. Parking lots.

7. LEARNING SEQUENCE

A. Negotiating a variety of intersections with a variety of lanes and controls.

B. Interacting with a greater number of roadway users.

C. Identifying and responding to real and/or potential hazards.

D. Adjusting speed, position and communicating when applicable.

E. Safe and efficient use of parking lots.

8. ANTICIPATED PROBLEMS

A. Not identifying areas with less space or visibility.

B. Not adjusting speed or position appropriately.

C. Inadequate searching.

D. Searching without using appropriate sight distance.

E. Failing to observe pedestrian right-of-way.

F. Failing to scan to the left when making a right turn.

G. Failing to search through the right turn before initiating the turn.

H. Not pulling into the intersection when waiting to make an unprotected left turn.

I. Failing to look through the left turn prior to selecting a safe gap for turning.

9. EVALUATION

A. The instructor will accurately evaluate the procedural skills of the student driver and give feedback. Feedback will include strengths and areas in need of additional practice with parent/guardian.

B. Evaluations should be individualized for each student to accurately represent the drive. Giving students the same score in all areas for any drive is unprofessional. Remember the highest score means a student is performing the skill consistently not perfectly. Do not shy away from assigning the highest score when a student is being consistently successful with a skill.

C. The student driver must be able to perform and demonstrate mastery of all Lesson Five objectives before progressing to Lesson Six.

LESSON 6

ON-STREET LESSON

1. OVERALL GOAL

A. After demonstrating satisfactory performance in moderate, in town traffic, the student will now learn to drive on controlled access highway and expressway environments.

2. REQUIRED ENTRY LEVEL

A. Objectives learned in classroom instruction including: driving on controlled access highways, expressways, and measuring distance between vehicles using time.

B. Satisfactory performance of objectives in BTW Lesson Five.

3. REQUIRED RESOURCES

A. Driver education vehicle with respective instructor mirrors

B. Expressway driving environment that affords a variety of interchanges

C. Stopwatch

D. Clipboard, paper, pen

4. LEARNING ACTIVITIES

A. Quickly review skills the student driver learned in the last lesson.

B. Make connections between the learning from previous lessons and current lesson.

C. Explain why the skills they will be learning in the current lesson are important.

D. Give students procedural sheets to review and practice with parents/guardians.

5. OBJECTIVES

A. Maintaining a constant speed when conditions permit.

B. Entering and exiting controlled access highways.

C. Cooperating with other drivers who are entering or exiting.

D. Demonstrate satisfactory communication.

E. Demonstrate satisfactory search to reduce the risk of potential or real hazards.

F. Measuring distances with time.

G. Passing.

H. Using the motor vehicle's cruise control safely and efficiently.

6. CHARACTERISTICS OF THE PRACTICE ENVIRONMENT

A. Variety of interchanges

B. Multiple lanes

C. Controlled access highways

D. Posted speeds of 55mph plus

7. LEARNING SEQUENCE

A. Speed control

B. Entering and exiting controlled access highway

C. Cooperating with other drivers

D. Searching for areas of potential conflict: interchanges, disabled vehicles, etc

E. Measuring distances with time

F. Passing slower moving vehicles

G. Using cruise control: set, accelerate, decelerate, reset, cancel

8. ANTICIPATED PROBLEMS

A. Not controlling speed on ramps.

B. Not matching speed with selected gap on expressway.

C. Not making gap selection on the acceleration lane of the ramp.

D. Not maintaining space cushion in front when entering.

E. Not using full acceleration and merge lane when entering.

F. Not taking the initiative when applicable at a weave lane, the lane used by both traffic entering and exiting the expressway.

G. Not searching mirrors and blind spots.

H. Not using mirrors to check traffic behind and on expressway.

I. Not maintaining constant speed control on expressway.

J. Slowing after initiating a pass of a slower moving vehicle.

K. Not searching an interchange on the approach and pass.

L. Not using time to correctly determine following distances:

1. Not identifying a reference point.
2. Not using the reference point to count the number of seconds you are traveling behind another vehicle.
3. Not slowing speed if closer than 4 to 6 seconds behind.

M. Slowing on the expressway prior to exiting.

9. EVALUATION

A. The instructor will accurately evaluate the procedural skills of the student driver and give feedback. Feedback will include strengths and areas in need of additional practice with parent/guardian.

B. Evaluations should be individualized for each student to accurately represent the drive. Giving students the same score in all areas for any drive is unprofessional. Remember the highest score means a student is performing the skill consistently not perfectly. Do not shy away from assigning the highest score when a student is being consistently successful with a skill.

C. The student driver must be able to perform and demonstrate mastery of all Lesson Six objectives progressing to Lesson Seven.

LESSON 7

OFF-STREET LESSON

1. OVERALL GOAL

A. The student will practice and demonstrate parallel parking and parking on upgrades and downgrades.

2. REQUIRED ENTRY LEVEL

A. Objectives learned in classroom instruction including: parallel parking, parking uphill, and parking downhill.

B. Satisfactory performance of objectives in BTW Lesson Six.

3. REQUIRED RESOURCES

A. Driver education vehicle with instructor mirrors

B. Parking lot or similar area

C. Traffic cones

D. Clipboard, paper, pen

4. LEARNING ACTIVITIES

A. Quickly review skills the student driver learned in the last lesson.

B. Make connections between the learning from previous lessons and current lesson.

C. Explain why the skills they will be learning in the current lesson are important.

D. Give students procedural sheets to review and practice with parents/guardians.

5. OBJECTIVES

A. Entering and exiting a parallel parking space.

B. Parking uphill.

C. Parking downhill.

D. The driver will demonstrate and practice the maneuverability test as identified in the Digest of Ohio Motor Vehicle Laws (HSY 7607).

6. CHARACTERISTICS OF THE PRACTICE ENVIRONMENT

A. A parking lot that is closed or has limited traffic with painted parking spots and room for maneuverability cones.

7. LEARNING SEQUENCE

A. The driver will demonstrate and practice entering a parallel parking space

1. Search traffic in all directions.

2. Signal intentions with turn signal and communicate with brake lights.

3. Proceed to Check Point 1:
   a. Parallel to the vehicle in front of the space, two to three feet away.
   b. Rear bumpers aligned.
4. Prepare to back to the right. Proceed slowly and steer hard to the right.
5. Stop at Check Point 2:
   a. When the back of the front seat is in line with the rear bumper of the vehicle that will be parked in front, straighten the steering wheel.
   b. Looking in the left side mirror, align the left side of the vehicle with the right corner of the vehicle behind.
6. Continue backing slowly while straightening the front wheels.
7. Stop at Check Point 3:
   a. The front bumper is opposite the back bumper of the vehicle in front.
   b. Front wheels are straight.
8. Hard steer away from the curb continuing to back slowly.
9. When vehicle is parallel to curb, straighten front wheels.
10. Stop when one foot from the vehicle behind.
11. Right foot on brake. Shift to PARK.

B. The driver will demonstrate and practice leaving a parallel parking space.

1. Check vehicle behind.
2. Use turn signal.
3. Turn steering wheel toward curb, aiming front of car toward the road.
4. Shift to REVERSE. Back slowly.
5. Stop when close to the car in back.
6. Turn the steering wheel hard in the direction of the road. Shift to DRIVE.
7. Check side mirror and blind spot again.
8. Make sure to clear the back bumper of the vehicle in front.
9. Steer to center of lane.
10. Accelerate to appropriate speed.

C. The driver will demonstrate and practice parking on hills

1. Parking on a downgrade with curb, front wheels turned into curb.
2. Parking on an upgrade with a curb, the front wheels should be turned away from the curb.
3. Parking on a grade without a curb, front wheels are set so that the vehicle will run off or away from road if it rolls.

D. The driver will practice and demonstrate the maneuverability portion required for the driver exam.

1. The Maneuverability Course
   a. Consists of 5 cones.
   b. The first four cones form a 9' x 20' rectangle.
      - This means that the first row of cones are 9 feet apart.
      - The second row of cones, also 9 feet apart, are 20 feet beyond the first row.
      - The fifth cone should be 20 feet beyond the second row of cones and placed in the middle, 4 1/2 feet from both of the 9 foot edges. This cone is the point marker.
2. Step One for Student Drivers
   a. Should be completed in one continuous motion.
   b. Slowly drive forward in between the four cones.
   c. Pro tip- Don't use the gas, just use the brake to control speed.
   d. The instructor/evaluator will direct you to travel to the right or left of the point cone.
   e. Following the instruction, pull to the right or the left of the point marker cone.
   f. Straighten out the car parallel to the course.
   g. Stop when the rear bumper of the car is even with the point marker cone.
3. Step Two for Student Drivers
   a. Should also be completed in one continuous motion.
   b. From the stopped position at the end of Step One, back past the point marker cone turning the wheels to position the car to be able to back through the original four cones.
   c. Continuing to back, straighten the car parallel to the course.
   d. Back through the original four cones.
   e. Stop when your front bumper is even with the first two cones.
4. Points are deducted for the following:
   a. 5 points each time you stop to check progress.
   b. 5 points each time you bump a cone.
   c. 5 points each time you misjudge the stopping distance.
   d. 5 points each time you do not stop parallel to the test course.
5. If you accumulate 25 or more points, you will not pass this portion of the driver examination.
6. Running over or knocking down a cone results in immediate failure.

8. ANTICIPATED PROBLEMS

A. Other cars coming into the parking lot or space.

B. Not having enough space for students to complete maneuverability training.

9. EVALUATION

A. The instructor will accurately evaluate the procedural skills of the student driver and give feedback. Feedback will include strengths and areas in need of additional practice with parent/guardian.

B. Evaluations should be individualized for each student to accurately represent the drive. Giving students the same score in all areas for any drive is unprofessional. Remember the highest score means a student is performing the skill consistently not perfectly. Do not shy away from assigning the highest score when a student is being consistently successful with a skill

C. The student driver must be able to perform and demonstrate mastery of all Lesson Seven objectives before progressing to Lesson Eight.

LESSON 8

ON-STREET LESSON

1. OVERALL GOAL

A. The student will demonstrate both speed control and position selection while driving narrow, unmarked country roads.

2. REQUIRED ENTRY LEVEL

A. Objectives learned in classroom instruction including driving in a rural environment.

B. Satisfactory performance of objectives in BTW Lesson Seven.

3. REQUIRED RESOURCES

A. Driver education vehicle with instructor mirrors

B. Rural country environment

C. Clipboard, paper, pen

4. LEARNING ACTIVITIES

A. Quickly review skills the student driver learned in the last lesson.

B. Make connections between the learning from previous lessons and current lesson.

C. Explain why the skills they will be learning in the current lesson are important.

D. Give students procedural sheets to review and practice with parents/guardians.

5. OBJECTIVES

A. Identifying and responding to road conditions.

B. Identifying clues for driveways, side roads and other problem areas.

6. CHARACTERISTICS OF THE PRACTICE ENVIRONMENT

A. Rural roads that are unmarked, narrow, with little to no shoulder and may be crowned, higher in the center to drain water run off.

B. Limited visibility in front and to the sides.

C. Limited space.

D. Minimal traffic.

E. Higher speeds.

7. LEARNING SEQUENCE

A. Identifying and responding to limiting highway conditions.

B. Identifying locations of hidden driveways and side roads.

8. ANTICIPATED PROBLEMS

A. Not identifying areas of limited space, visibility or traction.

B. Not identifying clues for hidden driveways and side roads.

9. EVALUATION

A. The instructor will accurately evaluate the procedural skills of the student driver and give feedback. Feedback will include strengths and areas in need of additional practice with parent/guardian.

B. Evaluations should be individualized for each student to accurately represent the drive. Giving students the same score in all areas for any drive is unprofessional. Remember the highest score means a student is performing the skill consistently not perfectly. Do not shy away from assigning the highest score when a student is being consistently successful with a skill.

C. The student driver must be able to perform and demonstrate mastery of all Lesson Eight objectives progressing to Lesson Nine.

LESSON 9

ON-STREET LESSON

1. OVERALL GOAL

A. The student will demonstrate the ability to reduce the risk of potential or actual hazards in high volume traffic areas in an urban setting.

2. REQUIRED ENTRY LEVEL

A. Objectives learned in classroom instruction including driving in an urban environment.

B. Satisfactory performance of objectives in BTW Lesson Eight.

3. REQUIRED RESOURCES

A. Driver education vehicle with instructor mirrors

B. Urban driving environment with two-way and one-way streets, multiple traffic controls, multiple lanes of traffic, complex intersections, and maximum amount of traffic

C. Clipboard, paper, pen

4. LEARNING ACTIVITIES

A. Quickly review skills the student driver learned in the last lesson.

B. Make connections between the learning from previous lessons and current lesson.

C. Explain why the skills they will be learning in the current lesson are important.

D. Give students procedural sheets to review and practice with parents/guardians.

5. OBJECTIVES

A. Maintaining adequate space margins

B. Timing driving actions

C. Selecting paths of travel

D. Communicating

E. Visually searching appropriately

F. Negotiating complex intersections

G. Interacting with pedestrians

6. CHARACTERISTICS OF THE PRACTICE ENVIRONMENT

A. Large volume of traffic

B. Multiple lanes

C. Protected and unprotected turns

D. Complex intersections

E. Restricted space

F. Crosswalks in middle of blocks

7. LEARNING SEQUENCE

A. Making lane changes

B. Making left and right turns from multiple lanes onto multiple lane streets

C. Interacting with large numbers of roadway users

D. Entering and exiting alleyways

E. Negotiating a left turn at an off-set intersection

F. When driving straight down a street in the city, drive two blocks, turn off of the street, go around the block and come back to the street from a different location to allow for optimal practice.

G. Parallel parking practice in an urban environment

8. ANTICIPATED PROBLEMS

A. Shortened sight distances

B. Not using mirrors

C. Not checking blind spots

D. Not yielding to pedestrians in a crosswalk

E. Not placing vehicle in proper position for a left turn at an off-set intersection

F. Not scanning through turn whiles waiting for a safe gap

G. Not turning onto multiple lane streets, while oncoming vehicle is turning in the same direction

H. Not entering correct lane after turning

9. EVALUATION

A. The instructor will accurately evaluate the procedural skills of the student driver and give feedback. Feedback will include strengths and areas in need of additional practice with parent/guardian.

B. Evaluations should be individualized for each student to accurately represent the drive. Giving students the same score in all areas for any drive is unprofessional. Remember the highest score means a student is performing the skill consistently not perfectly. Do not shy away from assigning the highest score when a student is being consistently successful with a skill.

C. The student driver must be able to perform and demonstrate mastery of all Lesson Nine objectives before progressing to Lesson Ten.

LESSON 10

ON-STREET LESSON

1. OVERALL GOAL

A. Schedule permitting, the student will demonstrate their ability to reduce the risk of driving at night.

2. REQUIRED ENTRY LEVEL

A. Objectives learned in classroom instruction including how to reduce risk during night driving.

B. Satisfactory performance of objectives in BTW Lesson Nine.

3. REQUIRED RESOURCES

A. Driver education vehicle with instructor mirrors

B. Selected parts of routes used with all of the other lessons

C. Clipboard, paper, pen

4. LEARNING ACTIVITIES

A. Quickly review skills the student driver learned in the last lesson.

B. Make connections between the learning from previous lessons and current lesson.

C. Explain why the skills they will be learning in the current lesson are important.

D. Give students procedural sheets to review and practice with parents/guardians.

5. OBJECTIVES

A. Preparing to drive at night

B. Using visual skills to increase identification

C. Using visual skills to improve vehicle control

D. Using visual skills to reduce glare

E. Speed control and tracking

6. CHARACTERISTICS OF THE PRACTICE ENVIRONMENT

A. Parts of routes driven in other lessons during the day time.

B. With reduced visibility you should work from simple to complex environments.

1. Slow speed environment with a maximum number of street lights.
2. Slow speed environment with a minimal number of street lights.
3. Higher speeds on well marked and sign controlled access expressways.
4. Higher speeds on well marked and signed two-lane highways.
5. High speed on poorly marked and signed two-lane highways.

7. LEARNING SEQUENCE

A. Identifying and responding to night or twilight conditions.

B. Using car controls such as headlights and high beams.

C. Negotiating routes in night or twilight conditions.

D. Cooperating with other drivers during night or twilight conditions.

E. Maintaining search patterns with the addition of animals, especially deer.

8. ANTICIPATED PROBLEMS

A. Failing to search ahead the distance the headlights shine.

B. Not using visual search to help maintain lane position.

C. Looking at oncoming headlights.

D. Not using the low/high beams selectively.

E. Speed adjustment for high-risk areas.

9. EVALUATION

A. The instructor will accurately evaluate the procedural skills of the student driver and give feedback. Feedback will include strengths and areas in need of additional practice with parent/guardian.

B. Evaluations should be individualized for each student to accurately represent the drive. Giving students the same score in all areas for any drive is unprofessional. Remember the highest score means a student is performing the skill consistently not perfectly. Do not shy away from assigning the highest score when a student is being consistently successful with a skill.

C. The student driver must be able to perform and demonstrate mastery of all lesson objectives by Lesson 10. If they cannot, suggest areas in need of extra practice for improvement to parents.

NOTES

INSTRUCTOR RESOURCE GUIDE

CONTENTS

Instructor Purpose: To educate, equip and empower students to make safe and responsible decisions on Ohio's roadways.

TEACHING TECHNIQUES

The Learning Process

Learning occurs when students know, understand, and can apply the material being learned to solve problems. Consider incorporating the following four steps into your instructional process; using the four steps will promote your students' success in driver training.

Using a four step process is an effective method to assist teaching and learning. The process involves:

1. Motivation– Getting the learner interested in learning
2. Presentation– Presenting the information using a variety of methods
3. Application– Allowing the learner to apply the information in as realistic a setting as possible
4. Evaluation– Providing opportunities for the learner to see their learning progress

1. Motivation - Why should I learn this?

Students learn best when they know that the skill is personally applicable to them. This contributes to them wanting to learn that skill and engaging more fully with the material. It's important to tell students why they're learning this information and how they might use the information. Getting the students into a state of readiness to learn includes an introduction of the major topics or objectives, and telling the students how long it will take to cover the information. In addition, the support materials that will be used to cover the information should also be discussed with students.

From the learner's perspective this is "*Why should I learn this?*"

2. Presentation – What am I supposed to do?

In order to instruct the students, instructors must prepare and present the material to be learned. Material should be presented using different strategies and with a variety of support materials. Consider using the following teaching methods when you present:

- Lecture.
- Open-Ended Discussion Questions.
- Audio-Visual Support Materials.
- Classroom Demonstrations.
- Role-Play Activities.
- Group Discussions.
- Hands-On Learning Activities.

From the learner's perspective this is *"What will I be taught, be required to know, and be able to do?"*

3. Application – Let me try it!

The application step is the key step in the learning process. This is where the student actually gets to try or apply the information being presented. Instructors should give students as many opportunities as possible to apply their learning in a safe, real-world setting.

From the learner's perspective this is *"Let me try it!"*

4. Evaluation – How Am I Doing?

An important part of the learning process is evaluation for both the instructor and the student. The instructor should be able to evaluate the delivery of their information in terms of its effectiveness. It's important to consider if students are understanding and retaining the information that is being taught.

Evaluation can be accomplished in several ways. It's important to remember that no matter how evaluation is accomplished, it should always be constructive and based in kindness. Checking for student understanding and giving positive, constructive feedback is an extremely important part of ensuring student success.

Two types of evaluation are ongoing evaluation to monitor progress and summative evaluation at the end of a unit or a course.

From the learner's perspective this is *"How am I doing?"*

DRIVER TRAINING AND TRANSFER OF KNOWLEDGE

Transfer of knowledge is the application of what is learned to a new situation, such as learning how to back up a vehicle in the classroom and then transferring that knowledge into successfully being able to back a car.

It is important to encourage students when they are skill building during behind-the-wheel (BTW) driving time.

The time between the transfer of knowledge and putting that knowledge into practice is critical; too long of a delay can cause disconnection of the concepts taught in the classroom. As a result, it is preferable to provide BTW sessions shortly after completion of the 24 hours of classroom work.

LEARNING TYPES

People learn differently. As a result, it is important to use a variety of teaching techniques and methods in order to support the success of each of your students.

In education, there are four widely accepted learning styles/preferences:

1. Visual
2. Auditory
3. Tactile
4. Read-Write

Using methods to support each of the learning preferences promotes engagement and understanding.

As an instructor, your goal is to facilitate a variety of experiences that will help your students master the knowledge and skills needed to be a safe driver.

Visual Learners:

Visual learners learn best: when they can see and observe:

- Slides, like Powerpoint Presentations or Google Slides
- Pictures
- Diagrams
- Demonstrations
- Videos

To encourage students who might be visual learners, you should first ask them if they have any specific strategies that work for them, and then possibly recommend:

- Highlighting
- Color Coding
- Drawing
- Flash Cards

Read-Write Learners:

Read-Write learners learn best when they can see the information displayed in writing or have the opportunity to rewrite the information. These learners also benefit from:

- Reading Material
- Notetaking
- Writing out Key Words in a List Form

To encourage students who might be read-write learners, you should first ask them if they have any specific strategies that work for them, and then possibly recommend:

- Writing out the key concepts in their own words.
- Organizing and copying visual depictions, like diagrams and flowcharts.
- Writing actions and reactions down.

Auditory Learners:

Auditory learners learn best when they can receive and produce information by listening and speaking.

These learners also benefit from:

- Low Noise Environments
- Lectures
- Sharing Ideas in Order to Process Thinking
- Question and Answer
- Podcasts

To encourage students who might be auditory learners, you should first ask them if they have any specific strategies that work for them, and then possibly recommend:

- Recordings
- Reading Aloud
- Repeating Out Loud
- Summarizing

Tactile Learners:

Tactile learners learn best when they can actively participate. These learners also benefit from:

- Practical Hands-On Experiences
- Hands-On Demonstrations
- Examining and Experimenting with Moving Parts
- Practicing by Doing
- Using Small movements to Help Focus
- Case Studies to be Acted Out and Solved

To encourage students who might be tactile learners, you should first ask them if they have any specific strategies that work for them, and then possibly recommend:

- Standing Up when Reviewing
- Moving
- Highlighting
- Flash Cards

PROFESSIONALISM

As an officially licensed driver training instructor, there is an expectation from both your enterprise and your community that you will act professionally. Choosing to be professional includes maintaining a well kept appearance, communicating effectively and treating others with respect.

Appearance

Your appearance is a direct reflection of your enterprise. As a professional, you should consistently maintain good hygiene with both your personal care and health.

Your enterprise will have a dress code policy. If you are unsure what the policy is, ask your training manager. Follow the dress code and wear clean clothes that fit well.

Good hygiene and proper attire are a must for professional.

Communication

Being professional requires good communication skills. Good communication involves:

- Listening
- Being clear
- Being concise
- Tone of voice
- Body language

Effective instructors must be skilled listeners. When instructors are approachable and listen to students, they create an environment where students feel safe to ask questions and participate. When listening to others, give your full attention to the speaker, show an interest in what is being said and try not to interrupt.

Effective instructors must also be clear when teaching students. Being clear requires being prepared and having an understanding what is being shared. In the classroom and behind-the-wheel, pay close attention to the areas where students seem confused. How can you adjust the clarity of your message to promote better understanding?

In addition to being clear, it is equally as important to be concise. If you are overly verbose, using too many words, your intended audience may disengage/zone out. Once your listeners disengage, your message is likely to be lost.

Tone is another essential component of professional communication. Instructors should never yell or use strong language. Being kind and supportive of all student learners is an expectation. If you are feeling angry, give yourself a break and address the issue at a later time when you can be calm.

Body language is another consideration when communicating professionally. Crossed arms may communicate displeasure. Lack of eye contact can communicate a lack of interest in what someone else is saying. Facial expressions communicate attitudes, feelings and emotions. When communicating with others, notice your body language. Is there something you want to adjust to show your interest in/openness to what is being said?

Respect

In addition to practicing good communication skills, instructors benefit from respecting and building rapport with their students.

Having respect for others, by treating people the way they want to be treated, is a professional expectation for all driver training instructors in Ohio. Creating an environment where all students are respected allows everyone to feel seen, heard and valued. Feeling respected increases students' ability to focus and succeed.

Being condescending, excessively teasing, creating derogatory nicknames, attempting to embarrass students who are not paying attention, or having difficult conversations in front of other students are all practices that lack respect and interfere with the learning process.

In addition to showing respect, take the time to build rapport with your students. When an instructor authentically looks for common ground with students and appropriately shows interest that builds rapport. Talking with students before and after class and doing ice breaker activities are examples of ways to build rapport with your students and create a classroom community.

Diversity in Training

"To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin..."
(bell hooks)

Embracing and Celebrating Diversity

It is important to remember that your students are not only minds to be taught- they are human beings that exist with diverse and colorful emotions, lives, and personhoods. With this in mind, it's essential that instructors consider these diverse personhoods and value what these different experiences might bring to the classroom. By embracing and celebrating these differences in emotions, lives, and personhoods, instructors build a classroom that is founded on respect and openness, not only for their students, but for themselves.

Driver Education is a place to give the gift of freedom; after all, what is the ability to drive at its core? Each student that arrives in your classroom has a right to access the knowledge that you have to share no matter their personhood or experiences in life. By creating a space that is open to all students, you create a space that is conducive to learning and safe: physically, mentally, socially, emotionally, and spiritually. You, as an instructor, are a model for your students; treat all your students as individuals with unique strengths, experiences, and needs. Get to know your students as people first, and apply a variety of teaching styles to respond to their needs to create an open classroom that values and celebrates the experiences and perspectives of each student. By showing respect for differences and creating an environment where each student feels valued and respected, you create a classroom community that is conducive for rich learning and self-value.

Practical Applications in the Classroom

As an instructor, sometimes it's scary to admit when you don't know the solution or when you've done something wrong. However, sometimes the best course of action is to simply say that you don't know, or to apologize and ask how to make things better.

Navigating diversity in the classroom can feel overwhelming for some instructors. There is pressure for you to know what to do and how to handle mistakes. The best course of action is to simply admit when you don't know or don't understand something and then keep striving to do better. If something does go wrong- for example, you call a student by the wrong pronoun or name- simply say "I'm sorry about that," correct yourself and then continue on. Just try your best to honor each student's experience and personhood the best you can in the classroom. We're all human beings, and it's okay to make mistakes; it's important we strive to be better and continue to learn.

Special Needs in Driver Training

Recognizing and addressing the learning needs provides students with the best opportunity to succeed. Every student has the right to equally access the knowledge and information that is being shared. Instructors should begin by identifying the needs of their students; this can sometimes be difficult, but a good place to begin is by asking the training manager if there are any students that might need extra assistance or have a disability or learning difficulty that is documented. This doesn't mean that a disability or difficulty must be documented in order to be real or valid; this just gives an instructor a heads up to begin individualizing their instruction and/or content.

Instructors should be aware that not all disabilities and difficulties are outwardly visible, and that not all disabilities and difficulties present the same way, even within the same diagnosis. Each student is, of course, their own unique person, and should be treated as such. Be sure to evaluate your teaching style and the curriculum often, check in with students as you go, and if someone appears to be struggling, take the time to talk with them and ask if there's anything you can do to help. If students have specific methods that work for them when it comes to learning or retaining information, try and work with them.

Remember that Driver Training should be an equitable and a safe place. By giving all students the gift of learning how to drive, you are equipping them with a skill that will help them navigate through the rest of their lives.

Social Media

Students are connected to friends on social media more now than ever before. As an instructor, social media can be difficult to navigate. Your enterprise will have a social media policy. Ask your training manager for a copy to review. In addition to your enterprise's social media policy, protect yourself and your career:

- Emphasize to students that you are a mentor not a friend.
- NEVER friend a student on any social media platform even after students complete their driver training.
- Any communication to a student should also include a parent/guardian's email address or phone number.

- **Communication should be professional and to the point.**
- **Communication should never be late at night or early in the morning.**
- **Keep your personal social media accounts private.**

Do not post anything that could be considered unprofessional including language and pictures. Even if your account is private, posts may be seen by people outside of your circle of social media friends.

EFFECTIVE USE OF VIDEOS

Videos can be an effective supplement to the content. The right videos will generate engagement, promote questioning and stimulate discussions. There are considerations you, as the instructor, will need to make prior to using a video.

Selecting Videos

Videos should be previewed for appropriateness of content prior to being used in class. Does the video support and enforce the concept being taught?

All of the videos listed in the Ohio Driver Training Curriculum have been approved by the Department of Driver Training. If you would like to use a video not listed, please submit the video to the Driver Training office for approval before showing to students.

Saving Videos to YouTube

In order to save YouTube videos for classroom use:

- **Click on the Subscribe Button in the left hand corner, to the right of the name of YouTube Channel contributor. You do not need to actually subscribe to the channel.**
- **Click on the Sign In button.**
- **Then click Create Account when the Sign In window pops up.**
- **After creating a free account, go back to the video and click on the ellipsis, the 3 dots/ sideways snowman, in the bottom right corner, below the video.**
- **Click Save.**
- **You can decide where you want to save the video. Consider organizing the videos by Classroom Unit Number and Title. An example category might be Unit 3, Basic Control Tasks.**
- **In order to play a saved video, go to YouTube, sign in, and click the three horizontal lines in the upper left corner. Scroll down and click on the category you created and you can choose from your list of videos.**

Timing is Everything

Effective use of videos depends upon timing. There are at least three ways to time the videos:

- **At the beginning to introduce a new concept.**
- **In the middle to reinforce a concept.**

- **At the end to re-emphasize a concept.**

Please consider stopping the video as it progresses to emphasize points and ask questions.

Facilitation

The instructor should be actively watching the video and taking on a facilitator role during the movie or video. The position of the instructor becomes important.

Maximize the learning experience by giving the students a focus driven assignment before the video. In doing so, the videos become more meaningful. The students take an active viewing role and may even evaluate the content when provided this focus.

Be Prepared

To ensure the timing and effective use of any media, be familiar with the functions of all equipment. If only using a clip or segment of a video, make sure the section is set prior to beginning the class. Having to find or stumble through setting up equipment can distract from the purpose or intention of the video.

The use of videos in a classroom can support education when used properly and effectively. Consider whether or not the video is appropriate, where and when to use the video and what interaction you will need to take when showing any video. Videos are only as effective as those who use them properly.

RUNNING COMMENTARY

What is Running Commentary?

The purpose of running commentary is to help the instructor understand what a student is thinking before they practice a maneuver or react to a change in the environment. Running commentary makes the thinking of both the instructor and the student visible. The instructor begins by modeling the skill and then does a gradual release to support the student in naming what they observe and how they plan to proceed.

How to Teach Running Commentary

The instructor should specifically describe what they are noticing in proximity to the vehicle, identify possible hazards and the actions that need to be taken to avoid risks. Running commentary should include road markings, signs and signals.

Benefits

- May be used to review and reinforce prior learning.
- Shows the instructor what a student is noticing and how they are planning to respond to directions and possible risks.
- Emphasizes the number of driving factors to consider.
- Creates awareness of problems.
- Allows for practice of decision making and when to respond.
- Helps the instructor evaluate both student progress and the effectiveness of the instruction.

TEACHING STUDENTS WHO ARE DEAF OR HARD OF HEARING

Instructing Students Who Are Hard of Hearing or Deaf

Hearing loss is not considered a disability in the state of Ohio. As a result, you may encounter students, who have difficulty hearing or cannot hear at all in the classroom and behind-the-wheel. The information in this section will help you instruct and support students with hearing loss in Driver Training.

Before the First Class Information Meeting

Before the first class, schedule a meeting with the student and parent(s). Ask questions to help you prepare for instructing the student. Questions you might ask:

- Does the student speech read? Speech read is the preferred term replacing lip read.
- Does the student use sign language? Will interpreters be present?
- What kinds of accommodations are used at school to help the student?
- Is the student profoundly deaf with no hearing? Or can they hear some things?
- Are there devices they use to assist hearing? You may be asked to wear a microphone that amplifies sound for the student.

The Classroom Environment

The following classroom strategies will support your students who are hard of hearing or deaf.

- Eliminate background noise.
- Seat student(s) where they can easily see you.
- Stay away from windows; back lighting prevents students from seeing faces clearly.
- Do not speak with your back to students.
- Keep your hands away from your face.

Communication Tips

When communicating with students who have hearing impairments:

- Get the student's attention before speaking.
- Maintain eye contact.
- If there is an interpreter, look at the student not the interpreter.
- Speak slower emphasizing syllables and endings.
- Do not speak louder.

Remember that a hearing device does not allow students to understand everything being said. Students who are hard of hearing will experience classroom fatigue quicker.

Lesson Planning

- Provide an outline of major concepts prior to class. In education this is called front loading. You may also do this for other students, who may be struggling.
- Write a brief outline on the board and refer to it as you teach to emphasize the topic being discussed. Be sure to pause between pointing at the outline and talking to give your students time to read the board and then look back at you.
- If possible, avoid discussion groups. Students who are hard of hearing may have difficulty following along and participating.
- Use Closed Captioning when showing videos.

Behind-the-Wheel

- Be prepared. Discuss the drive before you get in the vehicle. Your training manager will share Route Plans, covering where you will go on each drive. Show the plan to the student.
- With the student, decide on hand signals you will use behind-the-wheel. Agree on possible hand signals for: stop, go, speed up, slow down, turn left, turn right, change lanes, and look in the mirror(s).
- Make sure you know how your students wants to communicate to you if they're having a problem.
- When the student is in the car, close the windows, turn off the radio, and try to eliminate any background noise or vibrations that may distract the student.
- Have a pen and note pad ready, so when safely parked, you can communicate clearly.
- If there is an interpreter with the student, the interpreter needs to sit in the back seat and communicate only when parked safely.

Enterprise Considerations

Driving enterprises are required to comply with federal laws prohibiting discrimination.

Check with the Driver Training office and/or your enterprise's legal counsel before denying a student with a hearing impairment service.

DEVELOPING LESSON PLANS

The Ohio Driver Training Curriculum contains the standardized content that all students in driver training must be taught. Driver Training enterprises are required to give instructors lesson plans giving specific directions on how the content will be delivered/taught.

The Developing Lesson Plans section is for training managers and training manager assignees to facilitate writing lesson plans. Lesson plans are submitted by the enterprise to the driver training office for approval during annual reviews.

Lesson plans should be descriptive and list the major components of a lesson: Introduction and Objectives, Presentation with Application and Activities, Equipment and Materials, and Assignments. Lesson plans should be completed in detail for each class session. A substitute instructor should be able to read the lesson plan, know what content is being covered and how the information should be taught.

Introduction and Objectives

The introduction should communicate the specific learning goals and objectives for the lesson. Students need to understand what they should know and be able to do by the end of the class session. Be sure to incorporate why the content is important and what students are gaining from learning this material. An example could be why it is important to know how to park on a hill.

Presentation with Application & Activities

This is the "meat" of your lesson. This is a step-by-step description of what you plan to discuss, demonstrate, practice, read, lecture, or show to the class or behind-the-wheel. Approximate times for each topic should be included to keep the instructor on track. Remember, there are different types of learners, so the more types of learning you incorporate in the classroom and behind-the-wheel, the better. The components of the Learning Pyramid should be used in this section as well.

Equipment and Materials

This section should list all materials that will be needed for the lesson. The last thing you want to do is start a class or behind-the-wheel lesson unprepared. As stated before, there is too much valuable information to relay to students to be unorganized and forgetful. This section will help you to remember what is needed to teach the lesson: activity materials, resource sheets, posters, textbooks, videos, televisions, DVD players, behind-the-wheel reports, etc.

Evaluation

Evaluations allow instructors to monitor how well students are understanding the content. Evaluations do not have to be formal quizzes or tests. They might include but are not limited to asking open ended questions, class discussions, student demonstrations and exit tickets. Exit tickets are index cards or paper upon which students must answer a question and submit to the instructor at the end of class. Examples of exit ticket questions might be:

1. What are the three most important things you learned today?
2. What questions do you have about what you learned today?

This allows you to quickly gauge who is understanding and who is struggling. Try to use a variety of evaluation methods. For additional evaluation ideas, google progress monitoring activities for high schoolers. The evaluation methods you intend to use should be listed in this section.

Assignments

Assignments to be completed at home should be purposeful and considerate of time. High schoolers have busy schedules. Assignments may include practicing a driving skill with a parent, reading an article, researching information about the car the student is driving, etc. Any work given to students to be completed outside of class should be listed in this section of the lesson plan form.

Wrap Up

Driving enterprises are required to give lesson plans to their instructors. Lesson plans should be easy to understand and implement.

If training managers or their appointees have questions when writing lesson plans, please call the Driver Training Office at (614) 466-3524 for assistance.

LESSON PLANNING 101

Know your curriculum.

Any good instructor knows their material before they try to teach it to others. Review your instructional content prior to teaching to avoid those, "I should have said," moments of regret.

Know your learners.

Sixteen-year old students learn differently than forty-six year old learners. Structure your tone, time and techniques according to each group. Remember the different learning types.

Write your objectives or mastery.

Good objectives are student-based, observable and measurable. Objectives should be specific and begin with "The learner will…"

Well Written Objectives:

- The learner will list the steps of the space management system.
- The learner will compare and contrast the different types of intersections.

Poorly Written Objectives:

- To teach students how to drive.
- To teach that texting is bad.

Share the objectives with students so they know what they are expected to learn.

Plan wisely.

Review the lesson plan prior to instructing. Make sure you understand all of the material to be presented and that you prepare any needed materials in advance.

Stick to your schedule.

Remind learners of the objectives so they understand that there is time to discuss but there is a time to move on. Start promptly after breaks to remain on schedule.

Reflect and assess yourself.

Every good instructor will take a simple inventory of "*How did that go?*" or "*What can I do differently next time?*" These are excellent practices for educators at any level to ensure they are doing the very best job they can.

SAMPLE LESSON PLANS

Driver Training Class D Lesson Plan DTO 0198

The following pages illustrate sample classroom and behind-the-wheel lessons using form DTO 0198 to align lessons with the curriculum.

OHIO DEPARTMENT OF PUBLIC SAFETY

DRIVER TRAINING CLASS D LESSON PLAN

ENTERPRISE NAME	LICENSE #
Any School	7777
TRAINING MANAGER NAME	DATE PREPARED
Safe Driver	1/9/2024
NUMBER OF CLASSROOM SESSIONS / TIME	
☐ 6 Four hour lessons ☐ 8 Three hour lessons ☐ 12 Two hour lessons ☐ or 24 One hour lessons	
NUMBER OF BEHIND THE WHEEL SESSIONS / TIME	
☐ 4 Two hour lessons ☐ 8 One hour lessons ☐ 2 Three hour Lessons & 1 Two hour lesson	
TEXTBOOK TITLE	TEXTBOOK EDITION (YEAR)
Ohio Driver Training Curriculum	
OHIO DRIVER TRAINING CURRICULUM UNIT NAME(S)	
Session #1 Unit 1-A, B, C, D; Unit 2- F, G; Unit 4- A, B, C, D, E, F	

Instructions

Lesson Plans should be completed for every class and behind-the-wheel session. All required topics have a unit number and section letter. For example, the topic of Anatomical Gifts is found in Unit 1, Section E. When completing lesson plans, please reference the appropriate unit number and section letter for both classroom and behind-the-wheel topics. Be sure to include the time allotted for each topic in your plan. Please refer to the checklist below for the Ohio Driver Training Curriculum topics. Every required topic has a unit number and letter associated under the unit.

Introduction & Objectives
Introductions should hook student interest and encourage engagement. Once you have your students' attention, let them know what they will be learning in the lesson.

Presentation
This section should be detailed. It is a step-by-step description of what is being covered and how it will be covered.

Equipment & Materials
List any supplemental resources and materials used to enhance the lesson.

Evaluation
This section should explain how the instructor will know if objectives are being met.

Summary
This is a review of the lesson and a prompt for the next lesson.

OHIO DRIVER TRAINING CURRICULUM CLASSROOM TOPICS CHECKLIST

UNIT 1 THE SYSTEM AND YOU

- ☒ A. The Highway Transportation System
- ☒ B. Getting Your Driver's License
- ☒ C. Value of Driver Education
- ☒ D. Anatomical Gifts

UNIT 2 VEHICLE FAMILIARIZATION

- ☐ A. Safety System
- ☐ B. Control Systems
- ☐ C. Driver Visibility Systems
- ☐ D. Communication Systems
- ☐ E. Anti-Theft Systems
- ☒ F. Pre-Drive Checks
- ☒ G. Fitting the Car to You

UNIT 3 BASIC CONTROL TASKS

- ☐ A. Ready to Drive Position
- ☐ B. Starting the Vehicle
- ☐ C. Putting the Vehicle in Motion
- ☐ D. Steering
- ☐ E. Stopping
- ☐ F. Changing Lanes
- ☐ G. Making Left and Right Turns
- ☐ H. Passing and Being Passed
- ☐ I. Backing the Vehicle
- ☐ J. Reversing Direction
- ☐ K. Parking
- ☐ K1. Angled Parking
- ☐ K2. Perpendicular Parking
- ☐ K3. Parallel Parking
- ☐ K4. Negotiating Parking Lots
- ☐ K5. Parking on Hills
- ☐ L. Securing and Leaving the Vehicle

UNIT 4 TRAFFIC CONTROL DEVICES & LAWS

- ☒ A. Pavement/Road Markings
- ☒ B. Traffic Signs
- ☒ C. Traffic Signals
- ☐ D. Additional Signal Messaging
- ☒ E. Right Turn on Red
- ☒ F. Left Turn on Red
- ☐ G. Right-of-Way Rules
- ☐ H. Traffic Officers
- ☐ I. Railroad Crossings
- ☐ J. School Bus Stop Laws
- ☐ K. Speed Laws
- ☐ L. Violations and the Ohio Point System

UNIT 5 PERCEPTION AND DRIVING STRATEGIES FOR DIFFERENT ENVIRONMENTS

- ☐ A. Space Management Systems
- ☐ A1. S.E.E.
- ☐ A2. S.I.P.D.E.
- ☐ A3. SMITH 5 Keys ®

UNIT 5 PERCEPTION AND DRIVING STRATEGIES FOR DIFFERENT ENVIRONMENTS (continued)

- ☐ B. Space Management Specifics
- ☐ C. Using Time to Manage Space
- ☐ D. Sharing the Road
- ☐ E. Driving Environments
- ☐ E1. Work Zones
- ☐ E2. Urban
- ☐ E3. Rural
- ☐ E4. Expressways
- ☐ F. Law Enforcement Officers

UNIT 6 NATURAL LAWS AFFECTING VEHICLE & OPERATOR PERFORMANCE

- ☐ A. Gravity
- ☐ B. Kinetic Energy
- ☐ B1. Momentum
- ☐ B2. Inertia
- ☐ B3. Centrifugal Force
- ☐ C. Friction and Traction
- ☐ D. Stopping Distance
- ☐ E. Force of Impact

UNIT 7 HANDLING VEHICLE/DRIVER EMERGENCIES

- ☐ A. Vehicle Emergencies
- ☐ B. Driver Emergencies
- ☐ C. Braking Techniques
- ☐ D. Managing a Breakdown or Collision Site

UNIT 8 OPERATING IN ADVERSE CONDITIONS

- ☐ A. Low Light and Night Conditions
- ☐ B. Dawn and Dusk
- ☐ C. Rain
- ☐ D. Snow and Ice
- ☐ E. Fog/Smog
- ☐ F. Other Conditions Affecting Visibility or Traction

UNIT 9 DRIVER FITNESS

- ☐ A. Your Senses and Driving
- ☐ B. Emotions and Driving
- ☐ C. Fatigue
- ☐ D. Short-Term Illness or Injury
- ☐ E. Permanent Disabilities
- ☐ F. Carbon Monoxide
- ☐ G. Alcohol and Other Drugs
- ☐ H. Distracted Driving

UNIT 10 RESPONSIBILITIES OF OWNING AND MAINTAINING A CAR

- ☐ A. Buying a Vehicle
- ☐ B. Insuring a Vehicle
- ☐ C. Operating and Maintaining a Vehicle
- ☐ D. Trip Planning
- ☐ E. Updated Vehicle Technology

BEHIND-THE-WHEEL CURRICULUM TOPICS CHECKLIST

LESSON ONE

- ☐ A. Pre-Ignition Procedures
- ☐ B. Ignition Procedures
- ☐ C. Vehicle Familiarization
- ☐ D. Ready to Drive Position
- ☐ E. Preparing to Move
- ☐ F. Moving Forward
- ☐ G. Moving Backward
- ☐ H. Lane Change
- ☐ I. Left Turn
- ☐ J. Right Turn
- ☐ K. U-Turn
- ☐ L. Two-Point Turn
- ☐ M. Three-Point Turn
- ☐ N. Maneuverability Test
- ☐ O. Stopping, Securing, Shutting Down

LESSON TWO

- ☐ A. Entering and Leaving Flow of Traffic (Pulling Away from Curb and Pulling to Curb)
- ☐ B. Negotiating Intersections
- ☐ C. Identifying Traffic Controls (Primarily Signs and Markings)
- ☐ D. Using Selective Searching Techniques
- ☐ E. Negotiating Roundabouts/Traffic Circles
- ☐ F. Interacting with Other Users

LESSON THREE

- ☐ A. Entering an Angled Parking Space
- ☐ B. Exiting an Angled Parking Space
- ☐ C. Entering a Perpendicular Parking Space
- ☐ D. Exiting a Perpendicular Parking Space

LESSON FOUR

- ☐ A. Vehicle Control at Higher Speeds
- ☐ B. Increased Sighting Distance
- ☐ C. Orderly Search Pattern
- ☐ D. Identifying Traffic Controls
- ☐ E. Identifying Highway Conditions
- ☐ F. Planning Ahead
- ☐ G. Lane Selection and Position within the Lane
- ☐ H. Negotiating Multiple Lane Intersections
- ☐ I. Selecting a Safe Gap for Crossing or Entering Traffic
- ☐ J. Communicating
- ☐ K. Moving Lane Changes
- ☐ L. Negotiating Parking in Shopping Centers and Malls

LESSON FIVE

- ☐ A. Search, Identification, and Prediction
- ☐ B. Maintaining Adequate Space Margins
- ☐ C. Interacting with a Larger Number of Highway Users
- ☐ D. Negotiating a Variety of Intersections

LESSON SIX

- ☐ A. Maintaining a Constant Speed when Conditions Permit
- ☐ B. Entering and Exiting Expressways
- ☐ C. Cooperating with Other Drivers who are Entering or Exiting
- ☐ D. Searching to Reduce the Risk of Hazards
- ☐ E. Communicating with Other Drivers
- ☐ F. Measuring Distances with Time
- ☐ G. Passing
- ☐ H. Using Cruise Control

LESSON SEVEN

- ☐ A. Entering and Exiting a Parallel Parking Space
- ☐ B. Parking on an Uphill and Downhill Grade
- ☐ C. Practice the Maneuverability Test as Identified in the Digest of Ohio Motor Vehicle Laws

LESSON EIGHT

- ☐ A. Identifying and Responding to Negative Roadway Conditions
- ☐ B. Identifying Clues for Side Roads, Driveways and Other Problem Areas

LESSON NINE

- ☐ A. Maintaining Adequate Space Margins
- ☐ B. Timing Driving Actions
- ☐ C. Selecting Paths of Travel
- ☐ D. Communicating
- ☐ E. Visually Searching Appropriately
- ☐ F. Negotiating Complex Intersections
- ☐ G. Interacting with Pedestrians

LESSON TEN

- ☐ A. Preparing to Drive at Night
- ☐ B. Using Selected Visual Skills to Increase Identification
- ☐ C. Using Selected Visual Skills to Improve Vehicle Control
- ☐ D. Using Selected Visual Skills to Reduce Glare
- ☐ E. Speed Control and Tracking

	Curriculum Unit & Letter (See Above Checklist)	Time Allotted
INTRODUCTION & OBJECTIVES Unit 1, The System and You is an introduction to the Highway Transportation System, getting your driver's license, the value of driver education and anatomical gifts/organ donation. Unit 2, Vehicle Familiarization includes pre-drive checks and fitting the vehicle to the driver. Unit 4, Traffic Control Devices and Laws includes pavement/road markings, traffic signs and traffic signals. Anatomical Gifts Objectives 1) The driver education student will identify and list the components of the Ohio Highways Transportation System, recognize the magnitude of the system, and discuss consequences of system failure. 2) Examine and describe the advantages of completing a driver education course. 3) Describe Ohio Graduated Driver Licensing process and acknowledge that driving is a privilege to be protected. 4) Examine the choice to be an organ donor. 5) Discuss and analyze pre-drive checks and how to fit the car to you. 6) Recognize and distinguish different types of signs, signals, and roadway markers. The instructor will: 1) Provide instructional activities and guidance for the material in Session 1. 2) Use visual diagrams/videos associated with the topics to supplement the lesson. 3) Provide an interactive approach to instruction that creates a safe learning environment for all students. 4) Monitor students, instruct, engage, and evaluate student progress toward mastery. 5) Assess the understanding of the students regarding the associated course material		

PRESENTATION WITH APPLICATION & ACTIVITIES
The instructor will:
Use a slide presentation to lead the students in an interactive exploration of the material in Session 1. The presentation should include lecture, demonstration, student discussion, partner/group work, audio/visual material, and practice by doing.
• The Highway System (Unit 1-A)
  ○ Components
  ▪ People
  ▪ Vehicles
  ▪ Roadways
  ○ Purpose
  ▪ To move people and goods safely & efficiently from one place to another
• Government Agencies involved in HTS (Unit 1-A)
  ○ Ohio State Highway Patrol
  ○ Sheriff & Municipal Police Departments
  ○ Court System
  ○ Ohio Department of Transportation
  ○ Ohio Department of Education
  ○ Ohio Department of Public Safety
  ○ Ohio Bureau of Motor Vehicles
  ○ Emergency Medical Services
  ○ Governor's Highway Safety Online
	Unit 1-A,B,C,D
	
	Unit 2-F,G
	
	Unit 4-A, B, C, D, E, F	

Did you know? Car crashes are the number one cause of death for teens in the United States. Why do young drivers have higher crash rates?
• Ohio has adopted a system to support teen driver safety, the Graduated Driver License.
• Ohio Graduated Driver Licensing (Unit 1-B)
  o What is Graduated Driver Licensing (GDL)?
  o GDL video
• Temporary Permit
  o If the driver is under the age of 18:
  ▪ Must hold their permit for a minimum of 6 months; however, permits are good for one full year.
  ▪ Must complete driver's education, 24 hours of class and 8 of driving.
  ▪ Drive a minimum of 50 hours with parent/legal guardian, 40 hours during the day and 10 hours at night.
  ▪ Under 16, the permit holder must be accompanied by a licensed parent, guardian, or certified driving instructor who occupies the passenger seat beside the driver.
  ▪ Once 16, the temporary permit holder may drive with a valid licensed driver 21 or older.
  ▪ Drivers must have permit on hand when operating any vehicle.
  ▪ All passengers must wear seat belts.
  ▪ All drivers under 17 will not be permitted to operate a vehicle with more than one person who is not a family member unless accompanied by a parent, guardian, or legal custodian.
  ▪ Permit holders under 18 are prohibited from driving between midnight and 6 am unless accompanied by a parent, guardian, or legal custodian with a valid license.
• Probationary License Holders
  o Once you pass your final driver's exam, you will receive a probationary driver's license.
  o Under 18 during your first 12 months with a license:
  ▪ No driving with more than one non-family member in the car.
  ▪ All passengers must wear a safety belt at all times.
  ▪ No mobile communication while driving.
  ▪ No driving between 12 am and 6 am.
  o Under 18 after having your license for 12 months:
  ▪ The limit of passengers is the number of working safety belts.
  ▪ All passengers must wear a safety belt at all times.
  ▪ No mobile communication while driving.
  ▪ No driving between 1 am and 5 am. Possible exemptions are travel to/from work with a BMV 2825 form, and official functions sponsored by school and/or religious affiliations.
• Licensing
  o In order to obtain your license, you will be required to provide two documents to confirm your identity and address. These may include a passport, birth certificate, social security card, bank statement or utility bill in your name. Please, check the Ohio BMV website for additional information on documentation.
  o As of July 2018, the Ohio Bureau of Motor Vehicles is introducing a single, central point of production for state licenses and identification cards to provide greater protection against counterfeiting and that complies with
	Unit 1-A,B,C,D
	
	Unit 2-F,G
	
	Unit 4-A, B, C, D, E, F	

state and federal security standards. The licenses will no longer be produced at each Deputy Registrar office. o You will be given a temporary printed confirmation of driving privileges until the official license arrives in the mail. • Value of Driver Education o Provides students with a good foundation of safe driving practices. o Exposes drivers to different environments. o Introduces drivers to different weather conditions. o Explains basic car controls and maneuvers. o Explains preventative measures. o Helps prepare students to be good defensive drivers. • Pre-drive Checks (Unit 2-F) o Approaching the car o Key in hand o Alert to others o Make sure others see you • Outside the car o Obstacles o Tires o Windshield/windows/lights • Inside the car o Adjust seat, mirrors, wheel o Seat belts • Fitting the Car to You (Unit 2-G) o Adjust seat, steering wheel, head restraint o Adjust mirrors ▪ Traditional Method ▪ Blind Spot Glare Elimination • Watch video "Young Drivers, High Risk Year" **BREAK FOR 10 MINUTES** • Handouts: Use resource pages ODTC curriculum Unit 4. • Traffic Control Devices & Laws (Unit 4-A, B, C) • Pavement/Road Markings, Traffic Signs, and Traffic Signals • Pavement and Roadway Marking (Unit 4-A) o Yellow Lines- separate traffic going in opposite directions ▪ Solid yellow: Do not cross/pass; can turn across. ▪ Broken yellow: Legal passing zone, it is legal to pass if it can be done safely. ▪ Both solid & broken yellow: Shared left turn lanes; or to indicate it is okay to pass from one direction but not the other. ▪ You will find solid yellow lines when you cannot change lanes: Within 100 feet of an intersection, at railroad crossings, and on hills and curves. o White Markings ▪ Solid white: Cross with caution. ▪ Broken white: May cross/pass. ▪ White arrows: Indicate the required direction of travel. ▪ White diamonds: HOV lane, bicycle lane. ▪ White stop lines: Show designated stopping point. ▪ White crosswalk: Proceed with caution, area cleared for pedestrians. • Traffic Signs (Unit 4-B)	Unit 1-A,B,C,D Unit 2-F,G Unit 4-A, B, C, D, E, F	

○ General considerations ▪ Shape ▪ Colors ▪ Symbols ▪ Awareness and placement ○ Three types ▪ Regulatory • Purpose: Control traffic flow. • Shape: Generally rectangular with some exceptions, stop signs, yield, etc. • Colors: Red/white or black/white. ▪ Warning • Purpose: Warn of potential hazards. • Shape: Generally diamond shaped with some exceptions, school, railroad, etc. • Colors: Yellow, orange, black, fluorescent green. ▪ Guide • Purpose: Provide directions to various locations depending on type of sign. • Shape: Generally rectangular with some exceptions, route markers. • Colors: Green/white, blue/white, brown/white. • Blue guide signs: Blue rectangle or square signs are service signs. We look to these to locate hospitals, rest areas, dining, lodging, gas stations, handicapped-accessible areas, and other services. • Brown guide signs are recreation signs that direct us to areas of public recreation and cultural interests. • Green guide signs direct travelers to the right exit to destinations. • Green and white *mile markers* help drivers gauge how far they have driven and how much farther they have to go to leave the state. ▪ Guide Signs • Route markers can be interstate (red/white/blue shield), U.S. Highway (black/white shield), state (varies by state), or county (varies by county). ○ Construction Warning Signs Review • Traffic Signals (Unit 4-C) ○ Standard 3-phase signal ▪ Red: Stop. ▪ Yellow: Slow and prepare to stop. ▪ Green: Go when safe. ○ Delayed green light: A pause before turning green. ○ Flashing red light: Stop before proceeding when clear. ○ Flashing yellow light: Slow down and proceed. • Pedestrian Signals ○ Walk. ○ Flashing Don't Walk. ○ Steady Don't Walk.	Unit 1-A,B,C,D Unit 2-F,G Unit 4-A, B, C, D, E, F	

- Pedestrian Hybrid Beacon- Show video. - Other Signals - Lane use signals - Green arrow: Lane is open for use. - Steady yellow "X": Safely leave this lane; it closes soon. - Flashing yellow "X": You may use this lane for left turns only. - Red "X": Do not drive in this lane. - Left green arrow: Turn left only; check oncoming traffic first. - Right green arrow: Turn right only; yield to pedestrians who are crossing the street. - Yellow arrow: Prepare to stop. - Red arrow: Do not proceed in that direction. - Malfunctioning Traffic Signals: - Stop at the required point before entering the intersection. - Yield to any vehicles in the intersection or that will constitute a hazard. - Exercise ordinary care when proceeding. - Traffic Officers (Unit 4-H) - Take precedence over traffic control devices. - Obey the officer's direction. - Emergency Vehicles - Take precedence over other traffic control devices. - Pull to the right of the road as soon as possible. - If you are unable to move, stop until they pass. - Right Turn on Red (Unit 4-E) - Must stop first. - May turn if there is no sign prohibiting it after yielding to pedestrians and yielding to oncoming left turn vehicles turning with a green arrow. - Must have a clear view of the turn. - Left Turn on Red (Unit 4-G) - In Ohio, you are allowed to turn left on red only if you are turning from a one-way street to another one-way street. - You must stop first and make sure that the intersection is clear of pedestrians and vehicles. - Organ Donation (Unit 1-E) - Video - Did you know: 20 people nationwide die every day waiting on an organ? 118,000 people nationwide are waiting for a transplant? - One Ohioan dies every 48 hours in need of a transplant? - More than 3,000 Ohioans need a lifesaving transplant? - In the 24 hours you sit through these driver's education classes, 144 more people are added to the transplant list?	Unit 1- A,B,C,D Unit 2-F,G Unit 4-A, B, C, D, E, F	
EQUIPMENT & MATERIALS 1) Power point presentation 2) YouTube video: GDL 3) YouTube video: Pedestrian Hybrid Beacon 4) Organ donation video 5) Optional video: The High Risk Years 6) Handouts: Resource pages in Unit 4, Traffic Signs and Signals Guide and New Signs and Signal Markings		

EVALUATION 1) Instructors use the Learning Pyramid: Lecture, Reading, Audio/Visual, Demonstration, Discussions, Practice by Doing. 2) Student-led segments. 3) Review each topic as we discuss them through the lesson.		
SUMMARY Ask student review questions from Class One, including the following: • Explain the different components of the Transportation System. • Explain Ohio's Graduated Driver Licensing. • Know how to properly fit the car to you. • Be able to distinguish between the different types of signs, signals, and roadway markings.		

OHIO DEPARTMENT OF PUBLIC SAFETY

DRIVER TRAINING CLASS D LESSON PLAN

ENTERPRISE NAME	LICENSE #
Any School	7777
TRAINING MANAGER NAME	DATE PREPARED
Safe Driver	1/9/2024
NUMBER OF CLASSROOM SESSIONS / TIME	
☐ 6 Four hour lessons ☐ 8 Three hour lessons ☐ 12 Two hour lessons ☐ or 24 One hour lessons	
NUMBER OF BEHIND-THE-WHEEL SESSIONS / TIME	
☐ 4 Two hour lessons ☐ 8 One hour lessons ☐ 2 Three hour Lessons & 1 Two hour lesson	
TEXTBOOK TITLE	TEXTBOOK EDITION (YEAR)
Ohio Driver Training Curriculum	
OHIO DRIVER TRAINING CURRICULUM UNIT NAME(S)	
BTW, Lesson 1, A-O	

Instructions

Lesson Plans should be completed for every class and behind-the-wheel session. All required topics have a unit number and section letter. For example, the topic of Anatomical Gifts is found in Unit 1, Section E. When completing lesson plans, please reference the appropriate unit number and section letter for both classroom and behind-the-wheel topics. Be sure to include the time allotted for each topic in your plan. Please refer to the checklist below for the Ohio Driver Training Curriculum topics. Every required topic has a unit number and letter associated under the unit.

Introduction & Objectives
Introductions should hook student interest and encourage engagement. Once you have your students' attention, let them know what they will be learning in the lesson.

Presentation
This section should be detailed. It is a step-by-step description of what is being covered and how it will be covered.

Equipment & Materials
List any supplemental resources and materials used to enhance the lesson.

Evaluation
This section should explain how the instructor will know if objectives are being met.

Summary
This is a review of the lesson and a prompt for the next lesson.

OHIO DRIVER TRAINING CURRICULUM CLASSROOM TOPICS CHECKLIST

UNIT 1 THE SYSTEM AND YOU

- ☐ A. The Highway Transportation System
- ☐ B. Getting Your Driver's License
- ☐ C. Value of Driver Education
- ☐ D. Anatomical Gifts

UNIT 2 VEHICLE FAMILIARIZATION

- ☐ A. Safety System
- ☐ B. Control Systems
- ☐ C. Driver Visibility Systems
- ☐ D. Communication Systems
- ☐ E. Anti-Theft Systems
- ☐ F. Pre-Drive Checks
- ☐ G. Fitting the Car to You

UNIT 3 BASIC CONTROL TASKS

- ☐ A. Ready to Drive Position
- ☐ B. Starting the Vehicle
- ☐ C. Putting the Vehicle in Motion
- ☐ D. Steering
- ☐ E. Stopping
- ☐ F. Changing Lanes
- ☐ G. Making Left and Right Turns
- ☐ H. Passing and Being Passed
- ☐ I. Backing the Vehicle
- ☐ J. Reversing Direction
- ☐ K. Parking
- ☐ K1. Angled Parking
- ☐ K2. Perpendicular Parking
- ☐ K3. Parallel Parking
- ☐ K4. Negotiating Parking Lots
- ☐ K5. Parking on Hills
- ☐ L. Securing and Leaving the Vehicle

UNIT 4 TRAFFIC CONTROL DEVICES & LAWS

- ☐ A. Pavement/Road Markings
- ☐ B. Traffic Signs
- ☐ C. Traffic Signals
- ☐ D. Additional Signal Messaging
- ☐ E. Right Turn on Red
- ☐ F. Left Turn on Red
- ☐ G. Right-of-Way Rules
- ☐ H. Traffic Officers
- ☐ I. Railroad Crossings
- ☐ J. School Bus Stop Laws
- ☐ K. Speed Laws
- ☐ L. Violations and the Ohio Point System

UNIT 5 PERCEPTION AND DRIVING STRATEGIES FOR DIFFERENT ENVIRONMENTS

- ☐ A. Space Management Systems
- ☐ A1. S.E.E.
- ☐ A2. S.I.P.D.E.
- ☐ A3. SMITH 5 Keys ®

UNIT 5 PERCEPTION AND DRIVING STRATEGIES FOR DIFFERENT ENVIRONMENTS (continued)

- ☐ B. Space Management Specifics
- ☐ C. Using Time to Manage Space
- ☐ D. Sharing the Road
- ☐ E. Driving Environments
- ☐ E1. Work Zones
- ☐ E2. Urban
- ☐ E3. Rural
- ☐ E4. Expressways
- ☐ F. Law Enforcement Officers

UNIT 6 NATURAL LAWS AFFECTING VEHICLE & OPERATOR PERFORMANCE

- ☐ A. Gravity
- ☐ B. Kinetic Energy
- ☐ B1. Momentum
- ☐ B2. Inertia
- ☐ B3. Centrifugal Force
- ☐ C. Friction and Traction
- ☐ D. Stopping Distance
- ☐ E. Force of Impact

UNIT 7 HANDLING VEHICLE/DRIVER EMERGENCIES

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- ☐ A. Vehicle Control at Higher Speeds
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- ☐ B. Using Selected Visual Skills to Increase Identification
- ☐ C. Using Selected Visual Skills to Improve Vehicle Control
- ☐ D. Using Selected Visual Skills to Reduce Glare
- ☐ E. Speed Control and Tracking

	Curriculum Unit & Letter (See Above Checklist)	Time Allotted
INTRODUCTION & OBJECTIVES BTW, Lesson 1, Off Street In the classroom the instructor will discuss: the entry level procedural tasks and will give students a reference sheet of the entry level tasks to review and practice with parent or guardian. No prior driving experience is needed for this lesson. The instructor will practice and demonstrate with each student the entry level procedural tasks needed for selective on-street lessons prior to their driving. Topics will include pre-ignition procedures, starting the car procedures, vehicle familiarization, ready to drive position, preparing to move, moving forward, moving backward, lane changes, left turns, right turns, U-turns, two-point turns, three-point turns, and stopping, securing and shutting down the vehicle. If time permits, introduce maneuverability.		
PRESENTATION WITH APPLICATION & ACTIVITIES The instructor shall check permit ID card, recording required information on the behind-the-wheel (BTW) drive sheet. The student driver will be instructed on the following procedural tasks A-O: A. The driver will demonstrate and practice pre-ignition procedures before every drive. 1. Walk around vehicle to check clearance and condition. 2. Enter vehicle. 3. Emergency brake should be set and gear selector in PARK. 4. Secure and lock doors. 5. Secure objects and packages. 6. Adjust seat. 7. Adjust head restraint. 8. Adjust steering wheel. 9. Adjust mirrors. 10. Fasten seat belt. 11. Make sure all passengers fasten their seat belt. B. The driver will demonstrate and practice ignition procedures with the heel of the right foot on the floor. 1. Right foot on brake. 2. Turn key in ignition to ON position and release after engine starts or press START button. 3. Check all instruments and gauges on dash. 4. Turn headlights on low beam. C. The driver will locate and/or use selective gauges and instruments. 1. Turn signals 2. Emergency flashers 3. High and low beam headlights 4. Horn 5. Windshield wipers and washers 6. Air conditioner, heater, defroster controls 7. Brake indicator(s) 8. Gear selector indicator 9. Radio controls D. The driver will demonstrate and practice ready to drive position. 1. Sit directly behind the steering wheel. 2. Sit straight and high with back pressed against the back of seat. 3. Left foot rests on the dead pedal to the far side of the floor board.	1 A-O	

4. Heel of right foot will rest on floor and move back and forth between the brake and accelerator.
5. Hands on outside of steering wheel at 8 and 4 o'clock positions.

E. The driver will demonstrate and practice preparing to move procedures.
1. Release parking brake.
2. Foot on brake.
3. Shift gear selector to respective gear.
4. Check intended path of travel.
5. Check rear and side mirrors.
6. Signal when applicable.
7. Proceed.

F. The driver will demonstrate and practice moving forward in a straight line.
1. Place left foot on foot rest/dead pedal on the far left of the floor board.
2. Foot on brake. Shift to DRIVE.
3. Check intended path of travel.
4. Smoothly accelerate while maintaining lane position.
5. Smoothly stop at predetermined location.

G. The driver will demonstrate and practice moving backward in a straight line.
1. Foot on brake. Shift to REVERSE.
2. Place left foot on foot rest/dead pedal on the far left of the floor board.
3. Turn to the right with right arm over seat and left hand at 12 o'clock position.
4. Aiming high, search out rear window.
    a. If the car has a back up camera, practice without it.
    b. Then use the camera as an additional tool.
5. Smoothly accelerate and stop.

H. The driver will demonstrate and practice left and right lane changes from both a stopped and moving position.
1. Check intended path of travel.
2. Check traffic to the rear and sides with mirrors.
3. Signal intention.
4. Recheck to the rear and respective blind spots.
5. When clear, move into the new lane adjusting to the flow of traffic.
6. Cancel signal.
7. Check speed and position.

I. The driver will demonstrate and practice left and right turns from both a stopped and moving position.
1. Check intended path of travel.
2. Check rear view mirror for traffic behind.
3. Signal intentions early.
4. Position vehicle in proper lane and lane position.
5. Aim high as you search through the intended turning path.
6. On left turns, check for oncoming traffic. They have the right of way.
7. On left turns, begin steering slightly before the front of the vehicle gets to the lane you wish to enter.
8. On right turns, allow your front wheels to follow the turning radius of the curb or the lane you wish to enter.
9. Practice both push-pull and hand-over-hand methods of steering.
10. Selectively check traffic behind once turn is completed.

J. The driver will demonstrate and practice a U-turn.
1. U-turns should never be made on expressways, hills, curves or any roadway where the vehicle is not visible to other drivers for at least 500 feet in either direction.
2. Look for signs that prohibit U-turns.

3. Check traffic ahead and behind.
4. Signal and pull far right in your lane.
5. Stop check traffic again.
6. Signal left.
7. Slow vehicle.
8. Hard steer to the left.
9. As turn is completed, straighten steering wheel.
10. Accelerate to appropriate speed.

K. The driver will demonstrate and practice two-point turns on both the right and left sides of the street.
    1. Right Side
        a. Signal intention to stop.
        b. Scan driveway as you pass.
        c. Position vehicle approximately three feet from the curb.
        d. The back of the vehicle should be three to five feet past the driveway.
        e. Prepare to back to the right.
        f. Slow the vehicle.
        g. Steer hard to the right.
        h. Stop when there is sufficient space to pull out.
        i. Proceed in opposite direction.
    2. Left Side
        a. Signal intention to slow and turn into a driveway on the left.
        b. Enter the driveway and stay to the right side.
        c. When the back end is three to five feet from the street, stop.
        d. Prepare to back to the right.
        e. Check for oncoming traffic.
        f. When clear, back slowly and steer hard right.
        g. Stop when there is sufficient space to pull forward and proceed in the opposite direction.

L. The driver will demonstrate and practice a three-point turnaround.
    1. Can be dangerous.
    2. Should only be used on roadways with an open field of vision with no hills or curves.
    3. Check traffic ahead and behind.
    4. Signal left and pull far to the right in your lane.
    5. Stop, check traffic again.
    6. Steer sharply left and move ahead slowly.
    7. When the front wheels are about four feet from the curb, begin steering hard to the right. Continue moving forward slowly.
    8. Stop before hitting the curb.
    9. Check the traffic again.
    10. Signal and steer left, pulling ahead slowly into the lane.
    11. Straighten steering wheel to center car in lane.
    12. Cancel signal if needed.

M. The driver will practice and demonstrate the maneuverability portion required for the driver exam.
    1. The Maneuverability Course
        a. Consists of 5 cones.
        b. The first four cones form a 9'x20' rectangle.
            i. This means that the first row of two cones are 9 feet apart.
            ii. The second row of cones, also 9 feet apart, are 20 feet beyond the first row.

c. The fifth cone should be 20 feet beyond the second row of cones and placed in the middle, 4 1/2 feet from both of the 9 foot edges. This cone is the point marker.

2. Step One for Student Drivers
   a. Should be completed in one continuous motion.
   b. Slowly drive forward in between the four cones.
   c. Pro tip - Don't use the gas, just use the brake to control speed.
   d. The instructor/evaluator will direct you to travel to the right or left of the point cone.
   e. Following the instruction, pull to the right or the left of the point marker cone.
   f. Straighten out the car parallel to the course.
   g. Stop when the rear bumper of the car is even with the point marker cone.
3. Step Two for Student Drivers
   a. Should be also completed in one continuous motion.
   b. From the stopped position at the end of Step One, back past the point marker cone turning the wheels to position the car to be able to back through the original four cones.
   c. Continuing to back, straighten the car parallel to the course.
   d. Back through the original four cones.
   e. Stop when your front bumper is even with the first two cones.
4. Points are deducted for the following:
   a. 5 points each time you stop to check progress.
   b. 5 points each time you bump a cone.
   c. 5 points each time you misjudge the stopping distance.
   d. 5 points each time you do not stop parallel to the test course.
5. If you accumulate 25 or more points, you will not pass this portion of the driver examination.
6. Running over or knocking down a cone results in an immediate failure.

N. The driver will demonstrate and practice stopping, securing, and shutting down.
1. Check intended path of travel.
2. Check mirrors for traffic behind.
3. Release accelerator.
4. Right foot on brake.
5. Once stopped, shift to PARK.
6. Apply parking brake.
7. Go from left to right or vice versa and turn off all accessories.
8. Close windows as needed.
9. Shut down engine and remove key if needed.
10. Unfasten seat belt.
11. Check for traffic.
12. Exit vehicle.
13. Lock all doors.

EQUIPMENT & MATERIALS

- Driver Education Vehicle
- Parking Lot
- Traffic Cones
- Clipboard
- Maneuverability Handout
- Procedural Task Sheet

EVALUATION • The instructor will accurately evaluate the procedural skills of the student driver and give feedback. Feedback will include strengths and areas in need of additional practice with parent/guardian. • The student driver must demonstrate satisfactory performance of all skills and maneuvers.		
SUMMARY A copy of the procedural task sheet will be given to the student driver for their parents to review and discuss. The student driver must demonstrate satisfactory performance to continue on to Lesson 2.		

TIMEFRAME FOR DRIVER TRAINING

The State of Ohio provides for a six month timeframe that begins from the first date of training for the Driver Education and the Behind the Wheel (BTW) training to be completed if the student elects to do the Driver Training and the BTW training in person. If the student elects to do the classroom portion of Driver Training online, they have six months from the first date of training to complete the online portion and then six additional months from the first date of training to complete the in-person BTW training.

OUT-OF-STATE STUDENT POLICY

The State of Ohio recognizes some driver education and training programs from other states. This policy has been developed to assist in Ohio's driver training schools understanding of the procedures for students coming in from another state.

Programs taken through certified, accredited or licensed driver education programs in other states are recognized and credited towards Ohio's requirements. Most states require a 30-hour classroom and 6-hour behind-the-wheel program. Ohio does recognize this program as comparable to the 24 and 8. The student would only be required to provide official proof of training to the Bureau of Motor Vehicles at the time of their test.

If a student has some training from another state, the Driver Training Program office will review and confirm the training before providing credit. If any credit is provided, an email or fax will be sent directly to the driver training school indicating the hours still required. Schools shall not provide any training until the letter of credit is received. The letter shall be maintained in the school's student file for proof of training along with all other applicable documents.

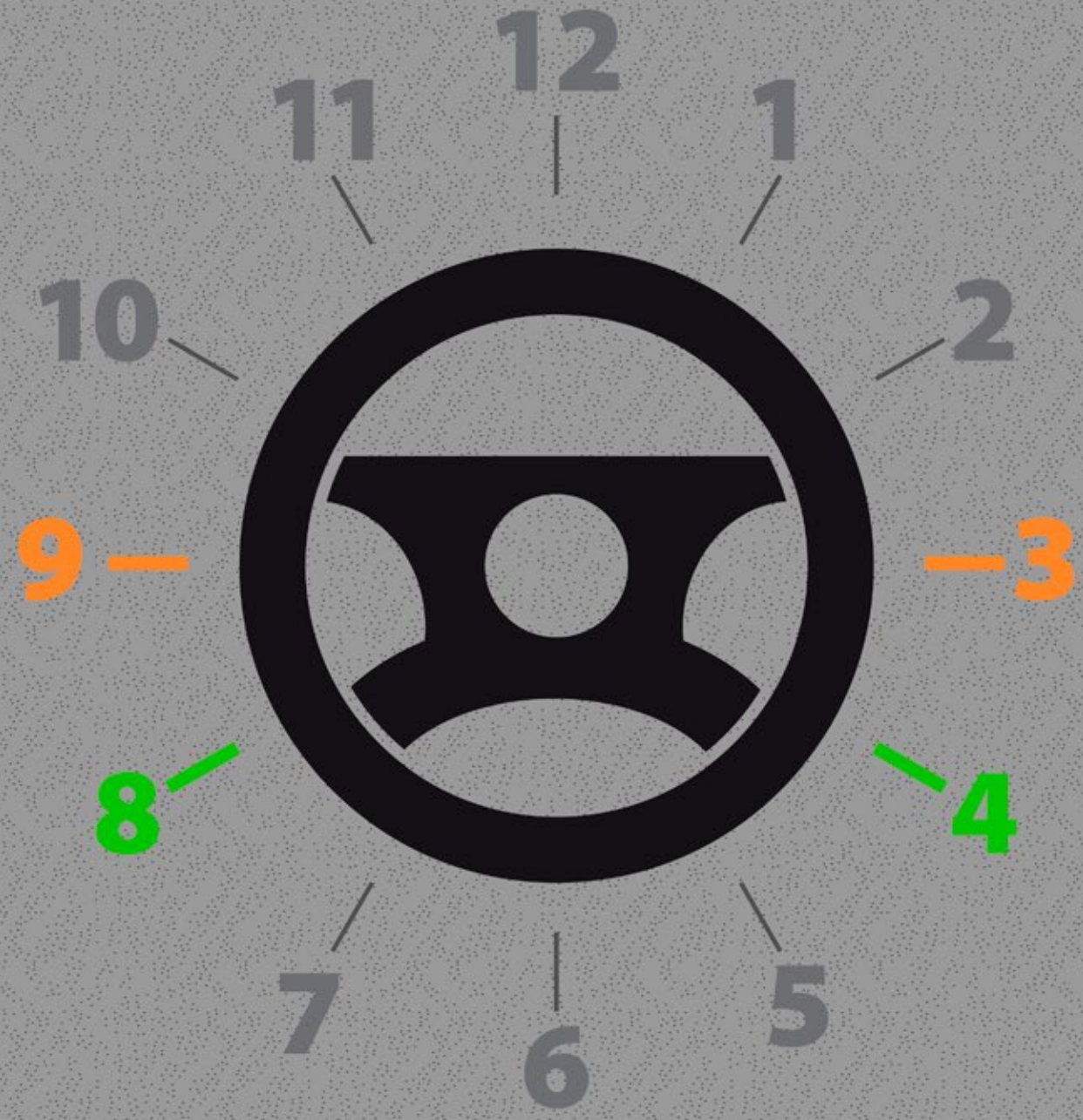
There are some types of trainings provided by other states that Ohio will not recognize and credit. These types include, but are not limited to, range-only, observation, parent-taught, and simulator training.

If there are questions to the validity and training received in another state, please direct your questions to the Driver Training Program Office at (614) 466-3524.

TEACHING RESOURCES

Slide Presentations: 13.33" x 7.5" (1920 x 1080 pixels; 16:9 format)

- Driver Hand Position
- Parking
  - Angled
  - Angled Reverse Enter
  - Perpendicular
  - Perpendicular Reverse Enter
  - Parallel
- Intersection with Marked Pedestrian Crosswalks; Traffic Signal
- Intersection without Marked Pedestrian Crosswalks; 4-way Stop
- Turns
  - Left Turn
  - U Turn
  - 2-point Left Side Road
  - 2-point Right Side Road
  - 3-point
- Passing Vehicles
- Road Signs
- Traffic Signals
- Road Markings
- Move Over
- Work Zones
- Intersection Safety
- New Intersections
- Roundabouts
- Road Markings
- Impaired Driving Offense Consequences - Ohio Revised Code Statutes Reference
- Drug Categories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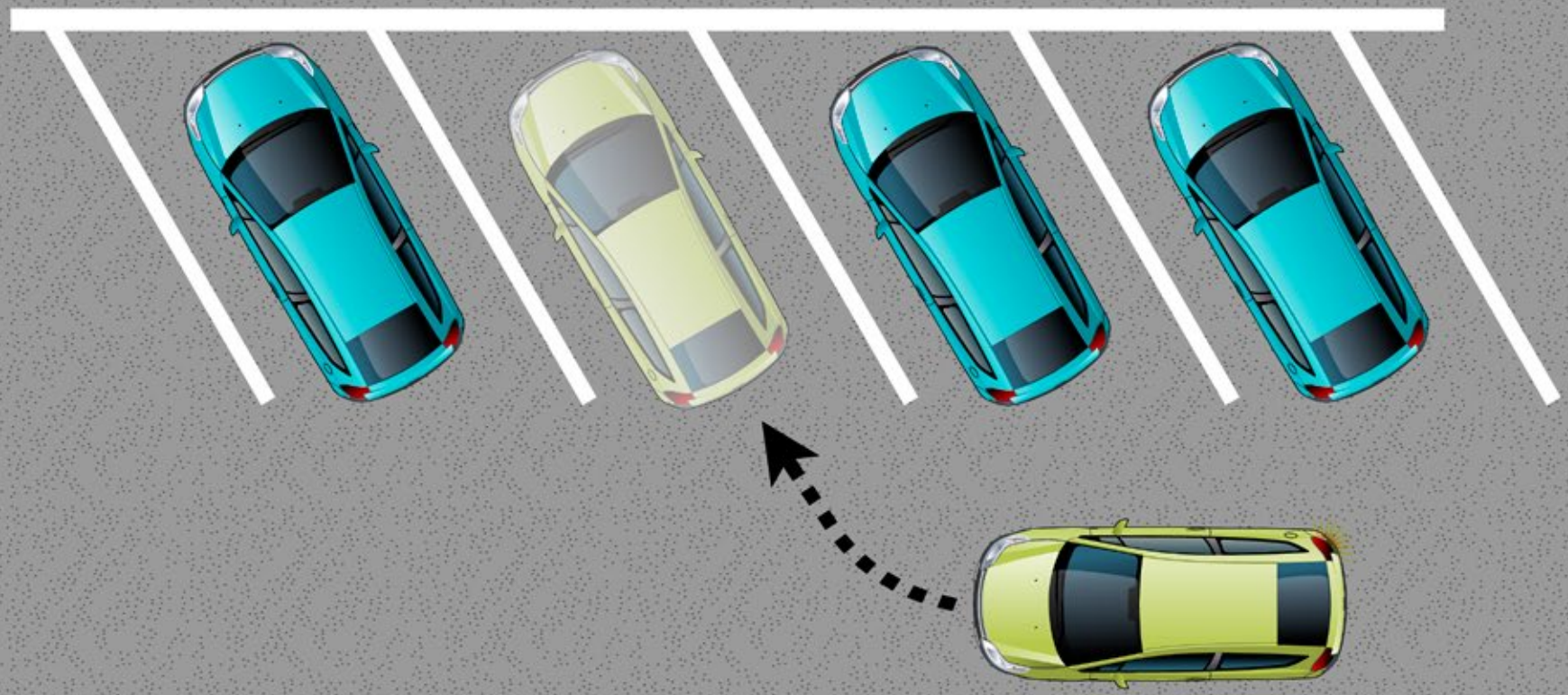
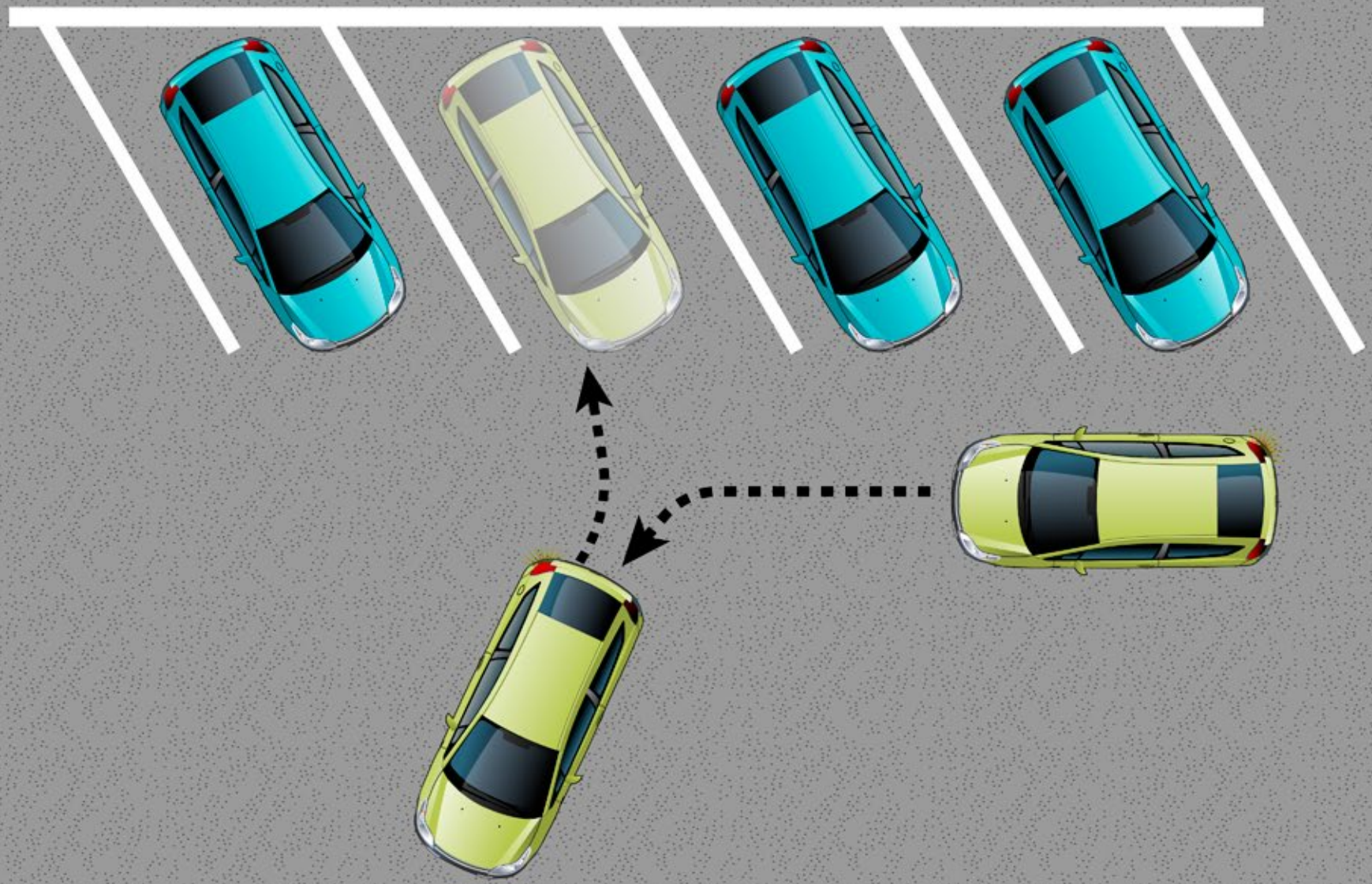
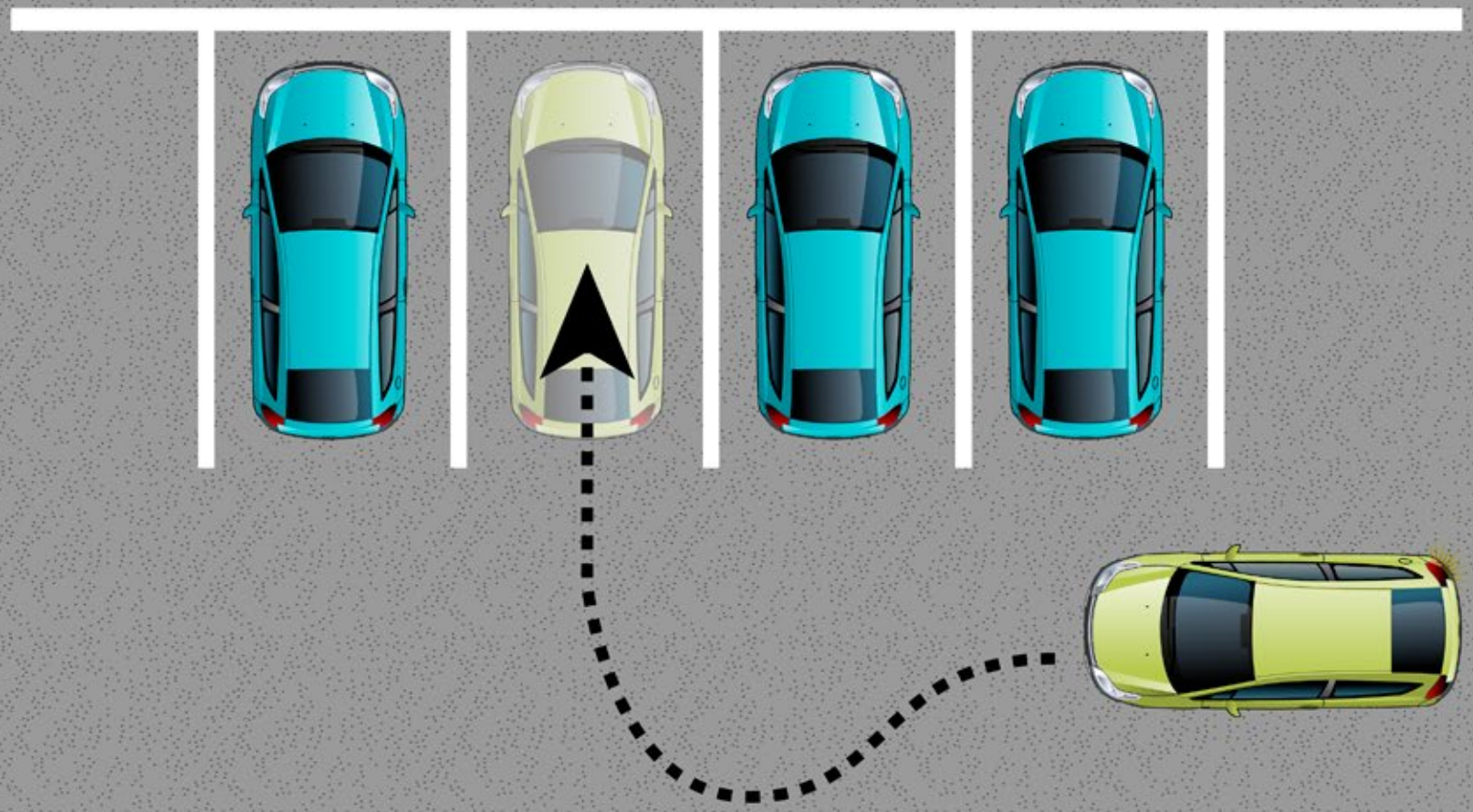
ANGLED PARKING



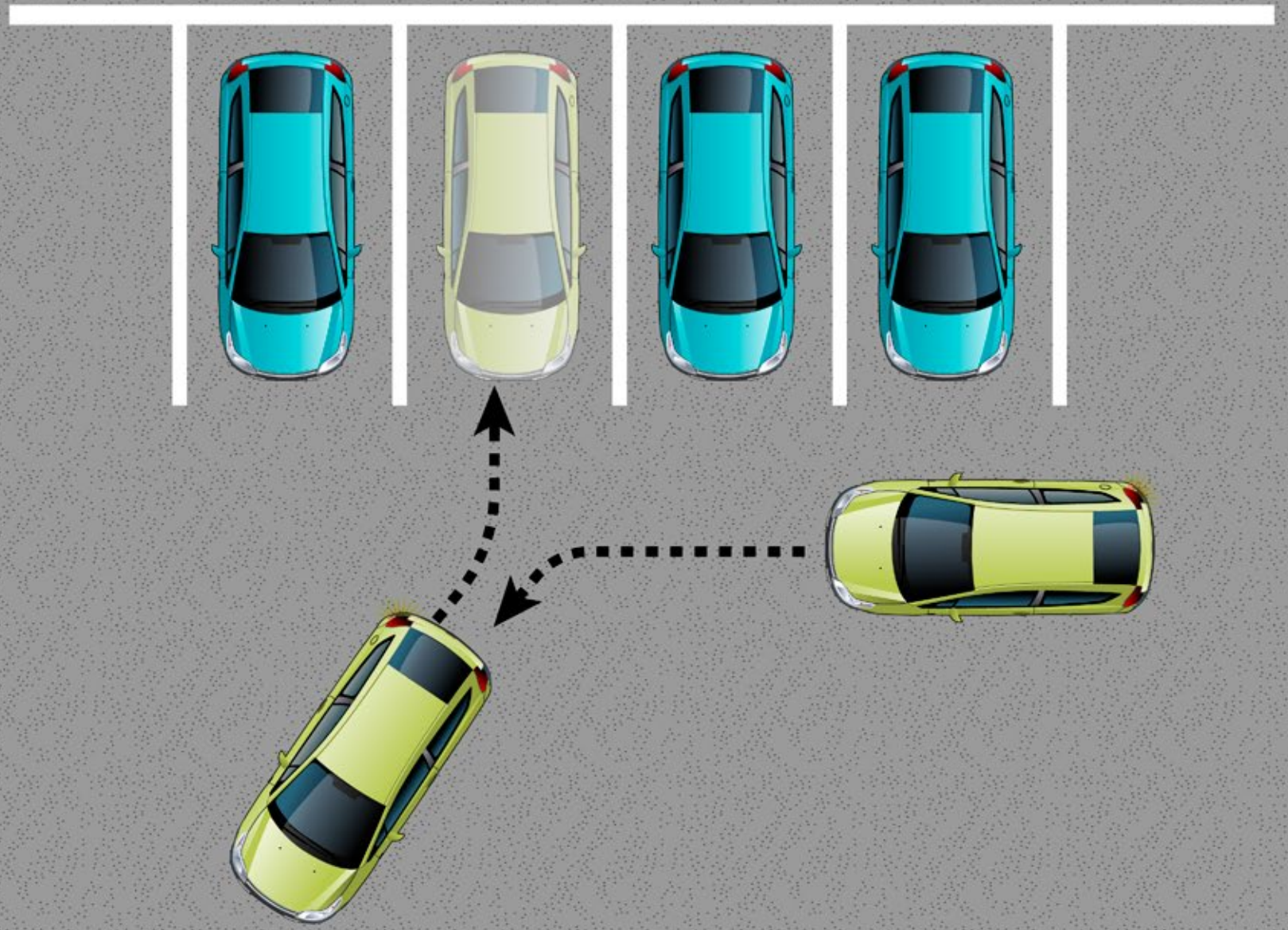
ANGLED REVERSE PARKING



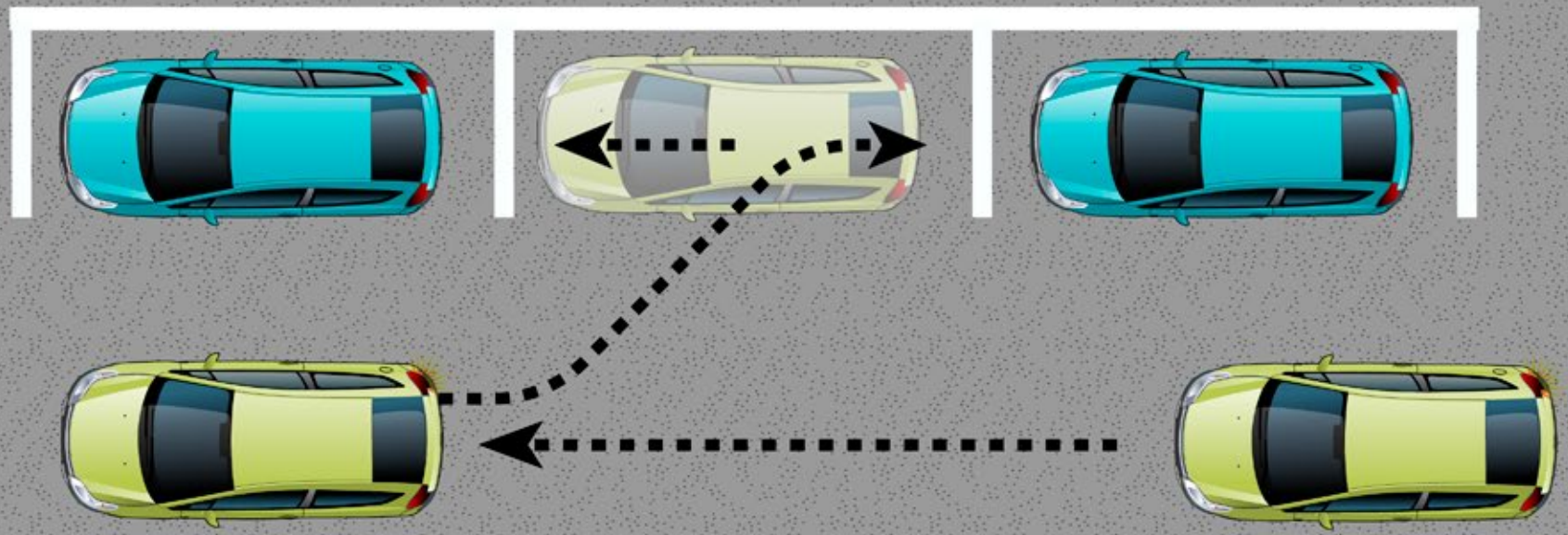
PERPENDICULAR PARKING



PERPENDICULAR REVERSE PARKING

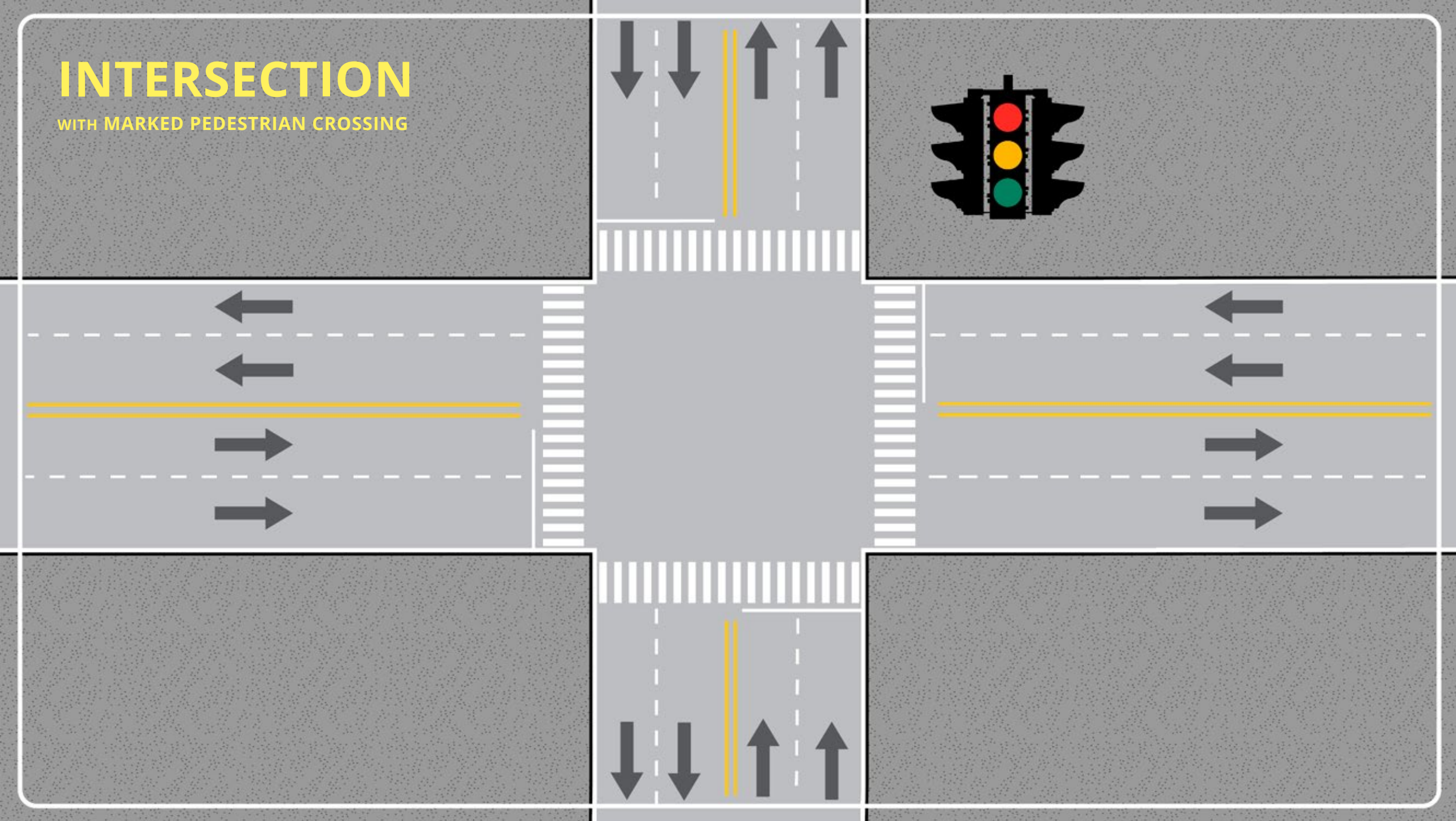


PARALLEL PARKING

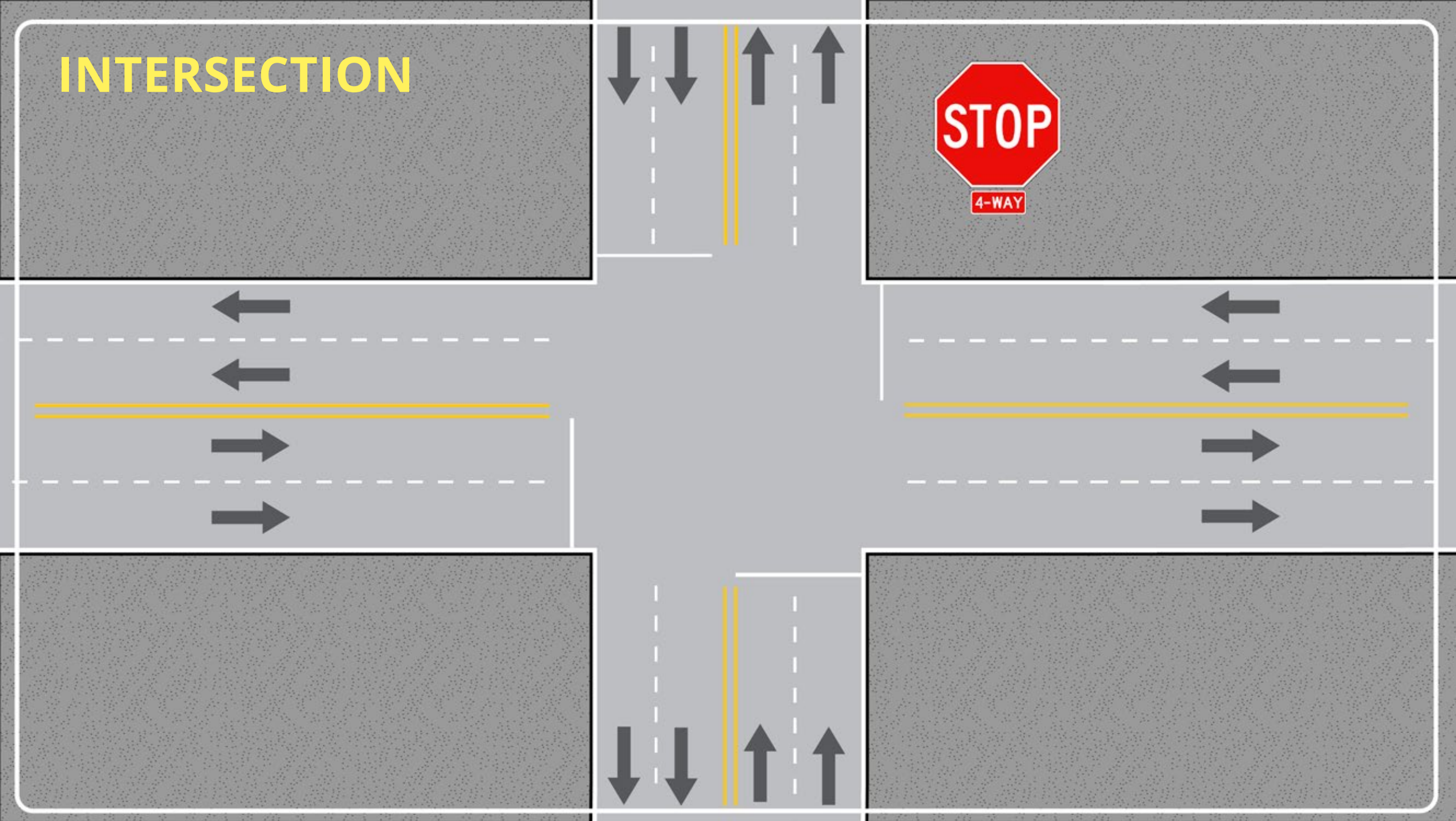


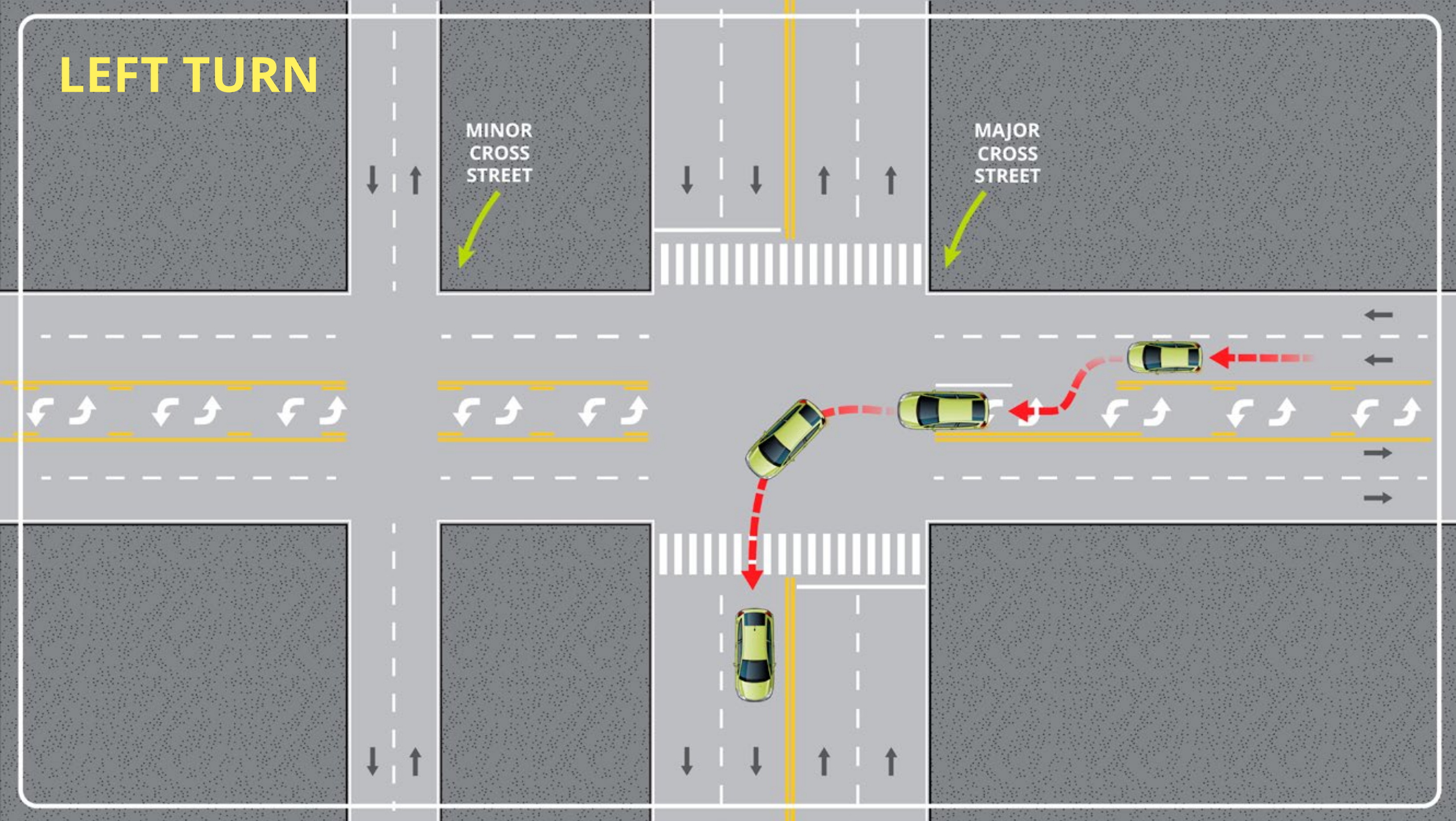
INTERSECTION

WITH MARKED PEDESTRIAN CROSSING

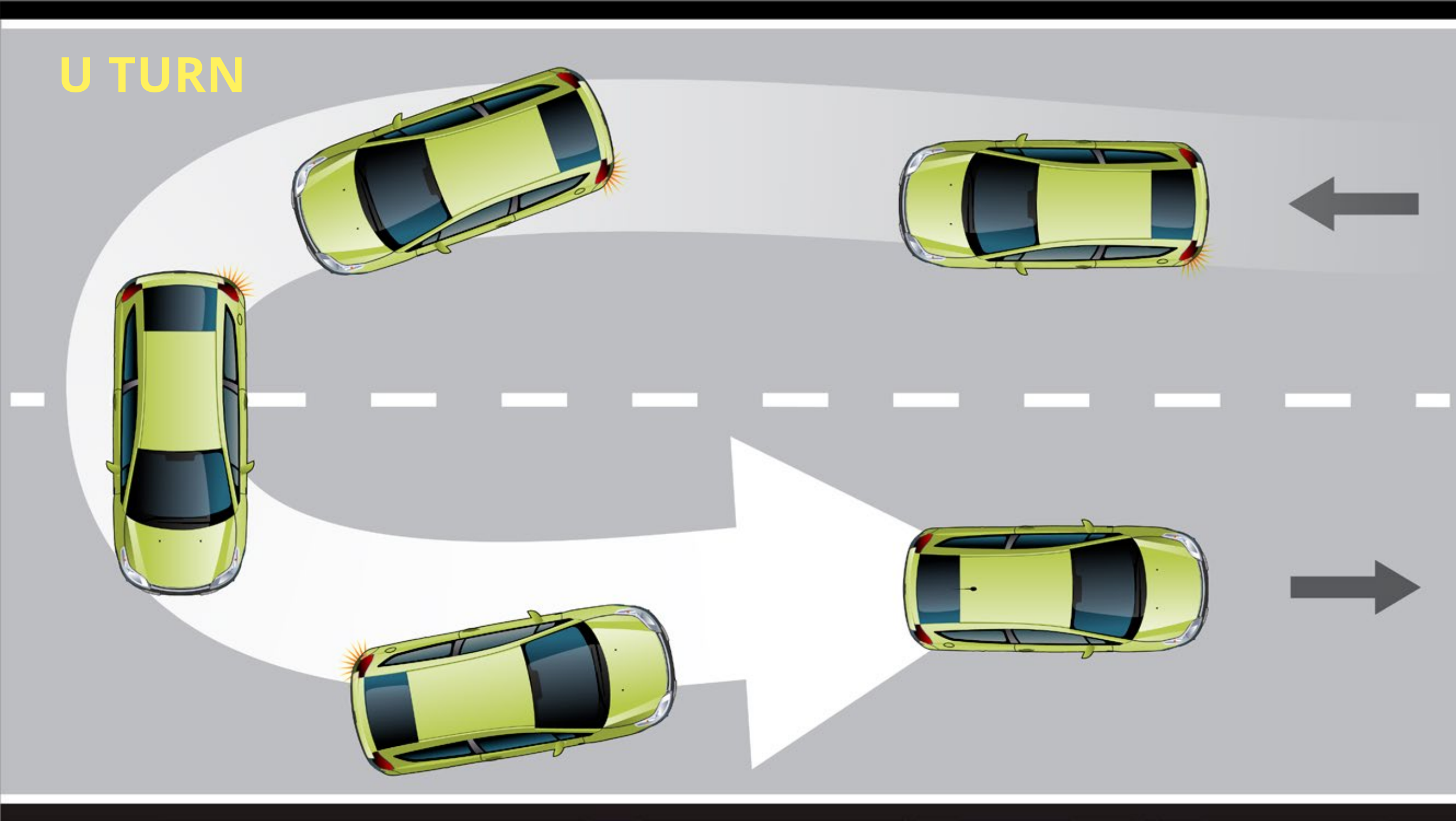


INTERSECTION

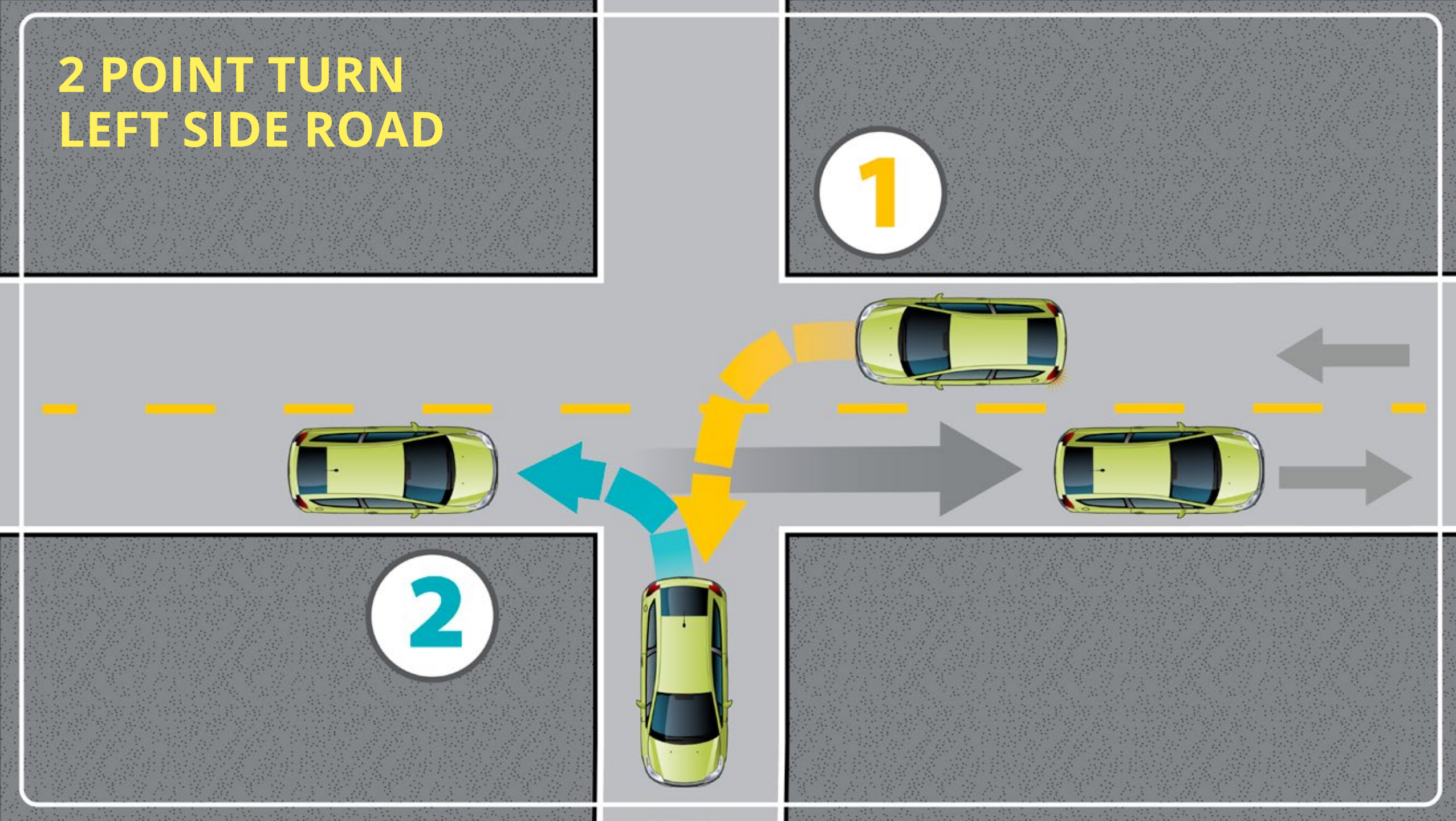



LEFT TURN
MINOR CROSS STREET
MAJOR CROSS STREET

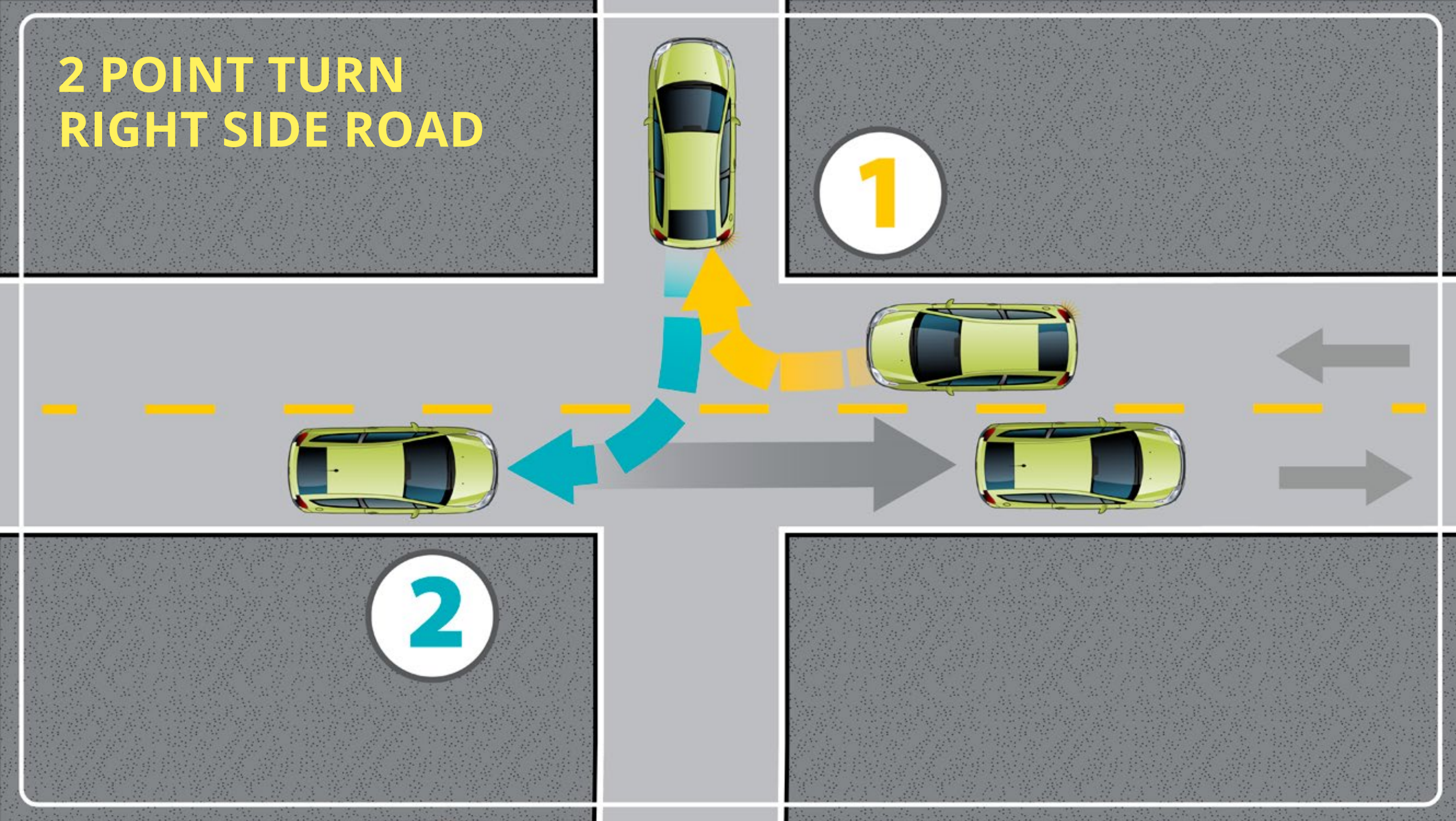
U TURN



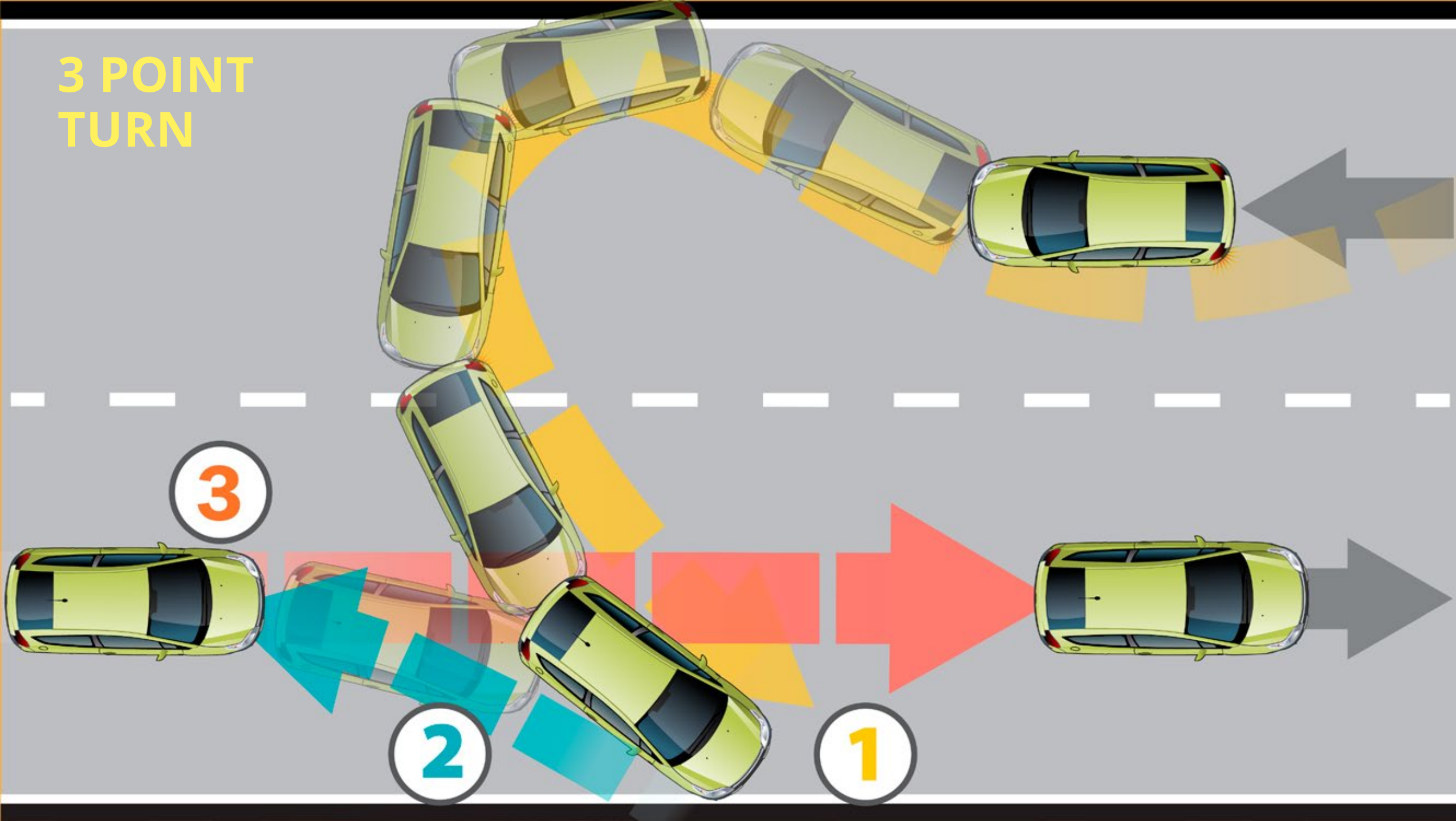
2 POINT TURN
LEFT SIDE ROAD



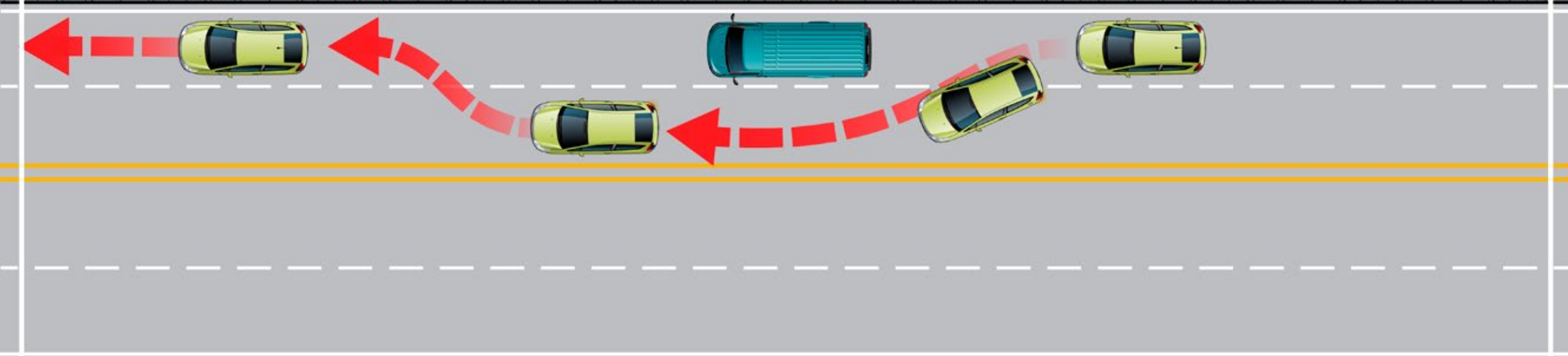
2 POINT TURN
RIGHT SIDE ROAD



3 POINT TURN



LANE CHANGE/PASSING



STOP

YIELD

IN-STREET

SPEED LIMIT

SPEED ADVISORY

KEEP RIGHT

LANE MUST EXIT

TOLL LANE/RATE

NO LEFT TURN

NO RIGHT TURN

NO TURNS

NO U-TURN

LEFT TURN ONLY

NO BICYCLES

DO NOT ENTER

NO TRUCKS

NO THROUGH TRAFFIC (LOCAL TRAFFIC ONLY)

STRAIGHT ONLY

OPTIONAL MOVEMENT CONTROL

LEFT LANE MUST TURN LEFT

TWO-WAY LEFT TURN ONLY

ADVANCED INTERSECTION LANE CONTROL

DIVIDED HIGHWAY CROSSING

DIRECTIONAL ARROWS

WRONG WAY

TWO-WAY LEFT TURN ONLY

HIGH OCCUPANCY VEHICLE LANE

BUSES ONLY LANE

BIKE LANE BEFORE ROAD

DO NOT PASS

KEEP LEFT

NO PARKING

PARKING RESTRICTIONS

BRIDGE ICES BEFORE ROAD

HANDICAP RESERVED

NO PARKING

STOP HERE WHEN FLASHING

NO PEDESTRIAN CROSSING

STOP HERE ON RED

DO NOT BLOCK INTERSECTION

NO TURN ON RED

LOCAL TRAFFIC ONLY

WORK ZONE INCREASED PENALTIES

RAILROAD CROSSING

USE SAFETY BELT STATE LAW

SHARP RIGHT AHEAD

RIGHT CURVE AHEAD

SHARP REVERSE CURVES AHEAD

REVERSE CURVES AHEAD

TRUCK ROLLOVER

ONE DIRECTION

CROSS ROAD WARNING

SIDE ROAD WARNING

T-INTERSECTION WARNING

STOP AHEAD

TRAFFIC SIGNAL AHEAD

REDUCED SPEED AHEAD

MERGE

LANE ENDS

ADDED LANE

DIVIDED HIGHWAY BEGINS

DIVIDED HIGHWAY ENDS

TWO-WAY TRAFFIC

STEEP GRADE

REDUCED TRACTION

SHOULDER DROP-OFF

RIGHT LANE ENDS

SHOULDER ENDS

RAILROAD CROSSING

BICYCLE RESERVED

PEDESTRIAN

DEER CROSSING

FARM VEHICLE ON ROADWAY

HANDICAP

EXIT SPEED ADVISORY

NO PASSING ZONE

NO OUTLET

RAMP SPEED ADVISORY

ROUNDABOUT (CIRCULAR INTERSECTION) ADVISORY

SPEED HUMP ADVISORY

PHOTO ENFORCED SPEED CONTROL

FLAGGER AHEAD

INTERSTATE ROUTE SIGN

U.S. ROUTE SIGN

STATE ROUTE SIGN

EXITS AHEAD SIGN

COMBINATION JUNCTION

CROSS TRAFFIC WARNING

DETOUR GUIDANCE

NON-INJURY CRASH GUIDANCE

EXIT AHEAD

INTERCHANGE AHEAD

TRAILER CAMPING FACILITY

HANDICAP ACCESSIBLE FACILITY

FUEL FACILITY

FOOD FACILITY

LODGING FACILITY

HOSPITAL

REST AREA NEXT RIGHT

AIRPORT

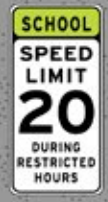
EXIT DISTANCE GUIDANCE

END RESTRICTED SPEED LIMIT

HIGH OCCUPANCY VEHICLE LANE AHEAD

SCHOOL ZONE (EXPECT PEDESTRIANS AHEAD / REDUCED SPEED LIMIT)

REDUCED SPEED LIMIT AHEAD



SPEED LIMIT RESTRICTED HOURS

CHEVRON

YIELD ON LEFT TURN

LIGHTS ON WHEN USING WIPERS (STATE LAW)

MOVE OVER (STATE LAW)

ROAD MAY FLOOD WARNING

STOP FOR SCHOOL BUS LOADING OR UNLOADING

TRAVEL INFO

YIELD TO PEDESTRIANS ON RIGHT TURN

ROADWAY 411

By the Ohio Department of Transportation

NEW SIGNALS & PAVEMENT MARKINGS

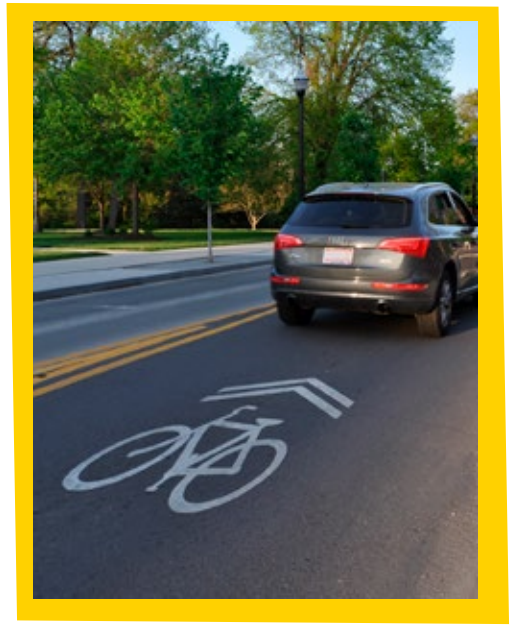
Ohio roads serve drivers, pedestrians, bicyclists, and motorcyclists. It is a complex system requiring cooperation and coordination. To help choreograph these complicated movements, the Ohio Department of Transportation (ODOT) and other agencies use signals and pavement markings to guide users in the right direction. Following are descriptions of new signals and markings that may not be as familiar as the traditional traffic stop.

SHARROWS OR BICYCLE MARKINGS

What Is It?

Sharrows are a bicycle marking placed in the travel lane that remind motorists and bicyclists to share the lane. They are usually installed in areas where there is not enough room for a designated bicycle lane. Sharrows help:

- Motorists and bicyclists safely use the same space;
- Bicyclists avoid hitting the open door of a parked vehicle;
- Encourage safe passing; and
- Reduce the incidence of wrong-way bicycling.



How to Drive in a Sharrow Lane

When driving in a sharrow lane, drivers should remember bicycles are the same as cars with the same rights and responsibilities as a vehicle. Bicyclists should also follow the same rules of the road and use hand signals to let cars know when they are turning and wear reflective, colorful clothing that can be seen whether it is day or night.

RECTANGULAR RAPID FLASH BEACON (RRFB)

What Is It?

Rectangular Rapid Flash Beacons (RRFB) use an attention grabbing, high-intensity beacon with an irregular flash similar to emergency flashers to alert drivers that pedestrians are in the roadway. They are used at unsignalized intersections, mid-block crossings, or roundabouts where there are no signals or stop signs. The beacons are activated by the pedestrian with a push button or through a pedestrian detection system, and are usually placed on pedestrian yellow yield signs. Research has shown this type of signal is effective in getting drivers to yield to pedestrians in the crosswalk, which may be due to the unique rapid flash which is eye catching even at a distance. When not in use, the beacon remains dark until activated.

How to Cross with an RRFB

When approaching an intersection with an RRFB, slow down and stop to allow pedestrians to cross the roadway. Move forward only when the flashing stops and the lights go dark.

PEDESTRIAN HYBRID BEACONS (HAWKS)

What Is It?

A pedestrian hybrid beacon, also known as a HAWK or high-intensity activated cross walk, stops traffic so pedestrians can cross safely. The beacon, which is two red signals above a yellow one, is activated by the pedestrian when they want to cross the street. Warning lights flash letting traffic know to slow down and stop so the pedestrian can cross, and again to let the pedestrian know when the clearance time is ending.

How to Cross Using a HAWK

The HAWK is dark until the pedestrian pushes a button that activates the device. Once pushed, the yellow light will flash then turn to a steady yellow beacon followed by a steady red beacon alerting drivers to stop. A WALK indication lets the pedestrian know it is safe to cross. Once the pedestrian phase is finished, the WALK flashes notifying the pedestrian the time to cross is over. The red beacons flash to let drivers know the pedestrian crossing time is ending before all beacons go dark and traffic can move forward.

	INSTRUCTIONS FOR			
	DRIVERS		PEDESTRIANS	
1	Dark until activated	Proceed with caution	Steady Don't Walk	Push the button to activate the system
2	Flashing yellow	Slow down A pedestrian has activated the system	Steady Don't Walk	Wait
3	Steady yellow	Prepare to stop	Steady Don't Walk	Continue to wait
4	Steady red	STOP A pedestrian is in the crosswalk	Steady Walk	Start crossing when all vehicles have stopped
5	Alternating flashing red	STOP Proceed with caution if the crosswalk is clear	Flashing Don't Walk with countdown	Continue crossing, the signal will countdown
6	Dark again until activated	Proceed if the crosswalk is clear	Steady Don't Walk	Push the button to activate the system

EVERY MOVE YOU MAKE TOWARD ZERO DEATHS

FLASHING YELLOW ARROW GUIDE

Safer, More Efficient Traffic Signals

ODOT is upgrading traffic signals to enhance safety and traffic flow at intersections with high crash frequencies in Ohio. Some of these intersections may now use a flashing yellow arrow for turning traffic. Studies show the addition of a flashing yellow arrow provides clearer instruction to drivers and results in fewer crashes.

Understanding the Signal for Your Turn Lane

Solid Red Arrow: STOP. No Left Turns Allowed.

Do not enter the intersection to turn. Stop and wait until the signal changes.

NEW!

Flashing Yellow Arrow: Yield, then Turn Left When Safe

Yield to oncoming traffic and pedestrians in the crosswalk; then turn. (See back to learn more.)

Or

Solid Yellow Arrow: Prepare to Stop

Do not enter the intersection to turn. Stop and wait until the signal changes.

Solid Green Arrow: Left Turns Allowed and Protected

Turning traffic has the right of way. Oncoming traffic and pedestrians are stopped.

→ more

OHIO DEPARTMENT OF TRANSPORTATION

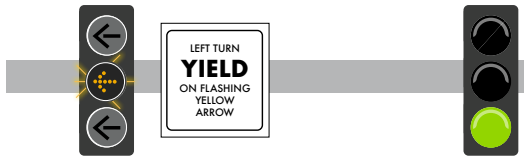
For more information visit, transportation.ohio.gov/wps/portal/gov/odot/about-us/resources/flashing-yellow-arrow

NEW! Flashing Yellow Arrow When Turning Left: Yield, Then Turn

When turning left on a Flashing Yellow Arrow, **drivers must yield** to oncoming traffic and pedestrians before turning.

Oncoming traffic has a green signal and the right of way.

Flashing Yellow Arrows replace the traditional green ball when turning left. The Flashing Yellow Arrow gives drivers more opportunities to safely turn left and more options to keep traffic moving efficiently during different times of the day.



OR

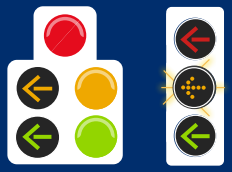
Solid Yellow Arrow: Prepare to Stop

Do not enter the intersection to turn. Stop and wait until the signal changes.

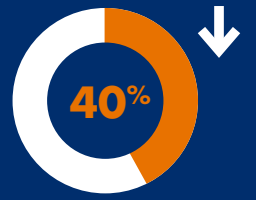
Flashing Yellow Arrow Tips

1. **Pay attention!**
2. **Remember** – The Flashing Yellow Arrow will be used depending on time of day and traffic conditions.
3. Opposing traffic has a green signal and the right of way.
4. Yield to oncoming traffic, pedestrians and bicyclists in the crosswalk to your left.
5. Always watch the signal for your turn lane . . . not the signals or traffic in other lanes.
6. Some intersections do not have turn arrows, based on traffic needs.

Did you know?



Flashing Yellow Arrows replace a traditional green ball on a traffic signal, but it means the same thing: **yield to oncoming traffic**



Reduce left-turning crashes by up to 40%

Minimize travel delays by providing more turning opportunities

OHIO DEPARTMENT OF TRANSPORTATION

See a Flashing Yellow Arrow in action on ODOT's YouTube channel – https://youtu.be/ltc8zpKNvfs

EVERY MOVE YOU MAKE TOWARD ZERO DEATHS

UNIQUE SIGNALS & PAVEMENT MARKINGS

Ohio roads serve drivers, pedestrians, bicyclists and motorcyclists. It is a complex system requiring cooperation and coordination. To help choreograph these complicated movements, the Ohio Department of Transportation (ODOT) and other agencies use signals and pavement markings to guide users in the right direction. Following are descriptions of some signals and markings that may not be as familiar as a traditional stop sign.

RECTANGULAR RAPID FLASH BEACON (RRFB)

LEARN MORE & SEE AN RRFB IN ACTION
youtu.be/SjltMAbVvak

Rectangular Rapid Flash Beacons (RRFB) use an attention-grabbing beacon with an irregular flash to alert drivers that pedestrians are in the roadway. They are used at unsignalized intersections, mid-block crossings or roundabouts.

The beacons are activated by the pedestrian with a push button or through a pedestrian detection system. They are usually placed on pedestrian yellow yield signs. When not in use, the beacon remains dark until activated.

When approaching an intersection with an RRFB, slow down and stop to allow pedestrians to cross the roadway. Proceed with caution only when pedestrians have cleared the roadway.

PEDESTRIAN HYBRID BEACONS

A pedestrian hybrid beacon (PHB) stops traffic so pedestrians can cross safely. The beacon, which is two red signals above a yellow one, is activated by pedestrians when they want to cross the street. First, yellow warning lights flash letting drivers know to slow down. Then there is a solid red light, telling drivers to stop so pedestrians can cross. When the beacon begins flashing red, drivers can proceed if the crosswalk is clear.

LEARN MORE & SEE AN PHB IN ACTION
youtu.be/Nq701brj4gs

SHARED LANE MARKINGS

Shared lane markings are placed in the travel lane to remind drivers to expect bicyclists on the road. They are usually installed in areas where there is not enough room for a designated bike lane.

These markings let drivers know where bicycles are likely to occupy the lane – **however, a bicyclist can occupy the full lane if needed. (See illustration)** Bicyclists often take the full lane to avoid parked cars, car doors, debris and to be more visible to drivers.

BIKE LANES

A bike lane is a portion of the roadway that has been designated by striping, signage and pavement markings for the preferred or exclusive use of bicyclists. Bike lanes enable bicyclists to ride at their preferred speed separate from vehicles.

Drivers should not drive into a bike lane unless preparing to turn, entering or leaving an alley, private road or driveway, or needing to cross the bike lane to park near the curb.

When there is not a dedicated right turn lane, drivers should safely merge into the bike lane to turn right. **Drivers must remember to yield to bicycles in the bike lane before turning across the lane.**

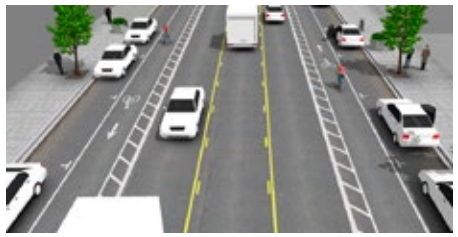
Keep in mind that people on bikes are not required to ride in a bike lane when one is present. Sometimes a bicyclist may leave the bike lane to avoid debris or when turning left.

Here are four types of bike lanes you might encounter on Ohio roads.

CONVENTIONAL BIKE LANES

A conventional bike lane is located next to motor vehicle travel lanes and flows in the same direction as vehicle traffic. Bike lanes are typically on the right side of the street, between the adjacent travel lane and curb, road edge or parking lane.

BUFFERED BIKE LANES



Buffered bike lanes are conventional bicycle lanes paired with a designated buffer space separating the bicycle lane from the adjacent motor vehicle travel lane and/or parking lane. **Drivers must remember to yield to bicycles in the bike lane before turning across the lane.**

CONTRA-FLOW BIKE LANES

Contra-flow bicycle lanes are bicycle lanes designed to allow bicyclists to ride in the opposite direction of motor vehicle traffic. Contra-flow lanes are separated with yellow center lane striping.

Combining bicycle travel in both directions on one side of the street to accommodate contra-flow movement results in a two-way cycle track. At intersections, drivers should expect and look for bicycle traffic from both directions.

BIKE BOX

A bike box is a designated area at the head of a traffic lane at a signalized intersection. It provides bicyclists with a safe and visible way to get ahead of queuing traffic while the light is red. A bike box also helps bicyclists turn left safely and can prevent "right hook" conflicts when vehicles are turning at an intersection.

Groups of bikes may gather together in this area while the light is red so they can clear the intersection quickly when the light turns green.

Drivers should stop behind marked bike boxes when at a red light. **Drivers are not permitted to turn right on red when bike boxes are present.**

MoveOver.Ohio.Gov

ABOUT OHIO'S MOVE OVER LAW

Ohio's Move Over Law requires motorists to cautiously shift over one lane – or slow down if it is not possible to change lanes – when driving by any vehicle with flashing lights on the side of a road. Its purpose is to protect everyone who works on our roads and everyone who travels on them.

WHY THE LAW IS IMPORTANT

Across the U.S., roadside accidents kill one tow truck driver every six days, 23 highway workers and one law enforcement officer every month and five firefighters every year. In Ohio, thousands of workers build, maintain, serve and protect on our roadways every day—all in the interest of the public. Therefore, it is also in the public's interest to protect roadside workers by observing the Move Over Law.

FREQUENTLY ASKED QUESTIONS

What is the Move Over Law?
Ohio's Move Over Law is designed to protect the lives of everyone who uses our roadways. The law requires all drivers to move over one lane passing by any vehicle with flashing or rotating lights parked on the roadside.

The original law took effect in 1999 to reduce risk to law-enforcement officers, emergency responders and tow operators. It was expanded in December 2013 to apply to every stationary vehicle with flashing lights, including road construction, maintenance and utility crews.

What if I can't move over?
The law recognizes that sometimes it is not safe or possible to move over because of traffic or weather conditions or because a second lane does not exist. In those situations, slow down and proceed with caution. Watch for people or objects that could enter your travel lane, and be prepared to stop.

How does the Move Over law differ from yielding the right of way to emergency vehicles?
Yielding the right of way to an emergency responder requires you as a driver to pull to the right-hand side of the road and stop when a police or other law-enforcement officer, fire truck, ambulance or other emergency vehicle approaches using a siren, lights or other warning devices. You must wait until the emergency responder(s) has passed by before you can resume driving.

How serious is the problem?
Across the nation, hundreds of people are killed or injured every year when they're struck by a vehicle after pulling over to the side of the road or highway. On average, these "struck-by" crashes kill one tow-truck driver every six days; 23 highway workers and one law-enforcement officer every month; and five firefighters every year. Tragically, stranded motorists are also struck and killed.

Can I be cited for failing to comply with the Move Over law?
Yes, and it's so serious that fines are doubled. Violators are fined 2x$150 for the first violation (a minor misdemeanor), 2x$250 for the same violation within a year of the first, and 2x$500 for more than two violations in a year.

What types of roadways does the law apply to?
Ohio's Move Over law applies to all interstates and state highways. It can be enforced by any law-enforcement officer, including state highway patrol officers, local police, and county sheriff's deputies.

Partners in Safety:

odot transportation.ohio.gov
Towing & Recovery Association of Ohio TRAO
OHIO TURNPIKE
Ohio Contractors Association
OCSEA AFSCME
ATSSA SAFER ROADS SAVE LIVES
OHIO DEPARTMENT OF PUBLIC SAFETY SAFETY · SERVICE · PROTECTION

EVERY MOVE YOU MAKE TOWARD ZERO DEATHS

WORK ZONES

To keep our roads and highways in good working condition, the Ohio Department of Transportation and other agencies periodically conduct road repairs.

Work zones are areas where this road work takes place, and may involve lane closures, detours and moving equipment. Driver attention is critical in these areas to keep motorists and workers safe.

When approaching a work zone slow down and watch for cones, barrels, signs, large vehicles or workers in bright colored vests to warn and direct you where to go. Temporary signs in work zones typically have an orange background and black letters or symbols, and tell you what to do, how soon you will encounter the work zone, and the speed limit through the work zone.

TIPS FOR WORK ZONE SAFETY

Drivers traveling too fast and not paying attention are the main causes of work zone crashes. Follow these tips to avoid a crash:

Slow Down and Expect the Unexpected

- **Watch for speed limit reductions**, narrowing lanes, changing traffic patterns, slow construction vehicles and – most importantly – **highway workers**.
- **Watch traffic around you** – By increasing your following distance between vehicles you can respond quickly and safely to unexpected slowdowns.

Stay Alert and Avoid Distractions – especially smart phones.

- **Look for the orange** – Most work zone signs have an orange background with black lettering that makes them easily recognizable.
- **Obey the signs** – They are providing important information.
- **Don't make unnecessary lane changes.**
- **Avoid barriers** – Stay away from drums, cones, tubes or other barriers that are used to separate traffic and road work activities. These barriers are also used to guide traffic through the work zone.
- **Follow the flaggers** – Follow instructions from the flaggers who are in bright vests. Law enforcement may also be directing traffic within a work zone.
- **Use extreme caution at night and during bad weather** – Even if workers are not present. Signs, pavement markings and barriers will be more difficult to see.

COMMON WORK ZONE SYMBOL SIGNS

One-Direction Large Arrow Sign

Used to emphasize a change in alignment and to direct the driver through the transition and into the intended travel lane.

Construction Arrow Sign

Used where it is necessary to guide traffic through construction areas or areas where road work is in progress.

Double Arrow Sign

Used to advise drivers that traffic is permitted to pass on either side of an island, obstruction or gore in the roadway. Traffic separated by this sign may rejoin or change directions.

Flagger Sign

Used before any point where a flagger is stationed to control traffic.

Lane Ends Sign

Used to warn drivers of the reduction in the number of lanes for traffic in the driver's direction of travel on a multi-lane roadway.

SPEED LIMITS IN WORK ZONES

Reduced speed limits are often necessary for the safety of workers, other motorists and you. If there are no reduced speed limit signs, you should obey the normal posted speed limit, but drive with caution.

In 2015, Ohio adopted variable speed limit signs that show the speed limit when no workers are present in the work zone, and a reduced speed limit when they are. Lights above and below the sign will flash when the speed limit has been lowered and workers are present. **Drivers should pay close attention to these signs to know what speed limit is in effect.**

Increased penalties apply to certain traffic violations occurring in work zones on streets or highways that display "fines doubled" signs. For example, you could pay $300 plus court costs for speeding in a work zone. In addition, a driver could receive jail time for causing injury or death.

CHOOSING WHEN TO MERGE

When a lane of traffic is closed ahead, drivers should follow the signs and merge early into the lane that will remain open through the construction zone. This will help maintain a steady flow of traffic through the merge area.

But, when congestion **increases** and traffic starts to slow or stop, it is recommended to use all available lanes until the point of lane closure.

For example as you see the "lane closed ahead" sign and traffic backing up, stay in your current lane up to the point of merge. Then take turns with other drivers to safely and smoothly ease into the adjacent open lane. This helps reduce differences in speeds between the two lanes, as well as helps reduce the overall length of traffic that has slowed or stopped.

TEST YOUR KNOWLEDGE

workzonesafety.org/data-resources/public-awareness/turning-point/for_teens/know_the_signs/

COMMON WORK ZONE SYMBOL SIGNS

Reverse Curve Sign

Used to give drivers advanced notice of a lane shift, to the left or right, as indicated on the sign.

A Reverse Curve is where there are two changes in roadway alignment in opposite directions.

Double Reverse Curve Sign

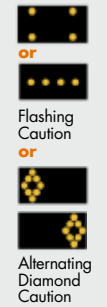
Used to give drivers advanced notice of a pair of lane shifts, as indicated on the sign. Used when the distance between two reverse curves is not long enough to sign for each one individually.

Merging Sign

Used in advance of a point where lanes from two separate roadways come together as a single traffic lane and merging movements are required.

Added Lane Sign

Used in advance of a point where lanes from two separate roadways come together, but remain as separate lanes, and merging movements are not required.



Arrow Board in the "Flashing Caution" or "Alternating Diamond Caution" Mode

Used to provide additional warning. Occasionally seen used with shoulder work, roadside work near a shoulder or for temporarily closing one lane on a two-lane, two-way roadway.

OHIO DEPARTMENT OF TRANSPORTATION

OHIO DEPARTMENT OF TRANSPORTATION www.everymove.ohio.gov

Intersection Safety Starts with You

EVERY move YOU MAKE KEEP IT SAFE

Intersections are Dangerous and Complex Places

Half of all crashes in cities and one-third of those in rural areas take place in an intersection. The numbers are high, and the results are deadly.

Engineers call intersections a planned point of conflict with multiple vehicles entering, exiting, turning, or going straight in a relatively small section of roadway. Pedestrians are often in the mix, and the situation can be compounded by speed and distraction. All of this movement creates opportunities for serious personal injury and huge property damage costs.

Intersection Crash Outcomes Between 2006-2010

Outcome	Urban	Rural	TOTAL
Fatalities	725	797	1,522
Injuries	180,597	76,862	257,459
TOTAL CRASHES	**444,634**	**139,501**	**584,135**

Safety is Our #1 Priority. Make it Yours.

ODOT is working on improved intersection design and more sophisticated traffic engineering measures to make our roads safer.

Still, the majority of intersection crashes are caused by driver mistakes. The most common mistakes include following too close to the next vehicle and failing to yield to oncoming traffic. It's up to all of us to stay alert.

Visit **www.everymove.ohio.gov** for tips and safe driving information.

Did You Know?

- Intersection crashes peak between Thanksgiving and Christmas.
- Drivers ages 15-25 comprise 35% of all intersection crashes.

TIPS ON HOW TO SAFEGUARD YOURSELF FROM INTERSECTION CRASHES

Be a Safe MOTORIST

1. Obey all traffic laws and always wear a seat belt.
2. Expect bikes and motorcycles on the road, pedestrians in crosswalks.
3. Wait until it is safe to pass bicyclists.
4. Give bikes at least 3 feet when passing.
5. Yield to bicyclists.
6. Stop for pedestrians.
7. Do not block crosswalks or driveways.
8. Look for bicyclists when opening car doors.
9. Don't honk your horn at bicyclists.
10. Watch for children, especially around schools, playgrounds, buses and in neighborhoods.

Be a Safe MOTORCYCLIST

1. Obey all traffic laws.
2. Always wear a helmet and protective clothing – gloves, boots and a jacket.
3. Ride defensively; assume others do not see you.
4. Inspect your motorcycle before each ride.
5. Never ride too fast for conditions and slow down during bad weather and at night.
6. Be careful of blind spots on trucks or cars, especially when passing.
7. Never ride between lanes.
8. Use your headlight all the time.
9. Allow space and time for emergency braking.
10. Signal before changing lanes. Make lane moves gradually.

Be a Safe BICYCLIST

1. Obey all traffic laws – bicycles are vehicles; "drive" your bike accordingly.
2. Ride with traffic.
3. Wear a properly fitted helmet.
4. Keep your bike in working order, before riding, always check the tires and brakes.
5. Signal turns.
6. Ride respectfully – single file, allowing cars to pass when it is safe.
7. Be predictable – don't pass stopped or moving cars on the right.
8. Use head and tail lights at night – it's the law – and wear something light and bright such as a yellow or orange reflective vest.
9. Respect pedestrians, adults – do not ride on sidewalks.
10. Do not ride in the "door zone" to avoid getting hit by a parked car's opening door.

Be a Safe PEDESTRIAN

1. Obey all traffic laws.
2. Walk on sidewalks or designated paths.
3. Cross in crosswalks and at marked intersections at the light.
4. Check for turning vehicles when crossing, especially those making wide right turns.
5. Walk facing oncoming traffic in the berm when there are no sidewalks.
6. Be aware of blind spots on cars, trucks and buses.
7. Allow space and time for trucks, cars, motorcycles and bicycles to stop.
8. Wear something light and bright such as a yellow or orange reflective vest and carry a flashlight for night walks.
9. Watch for cars when crossing driveways.
10. Make eye contact with drivers.

ROADWAY 411

By the Ohio Department of Transportation

NEW INTERSECTIONS

As congestion grows on Ohio roads, some communities are choosing to build innovative intersections that reduce travel delays and traffic crashes. Many of these intersections improve traffic flow and reduce crashes by eliminating left turns at the intersection. Following are descriptions of these new designs, and how you can safely navigate them. Remember to pay attention to the signs, signals and pavement markings when driving through these unique intersections.

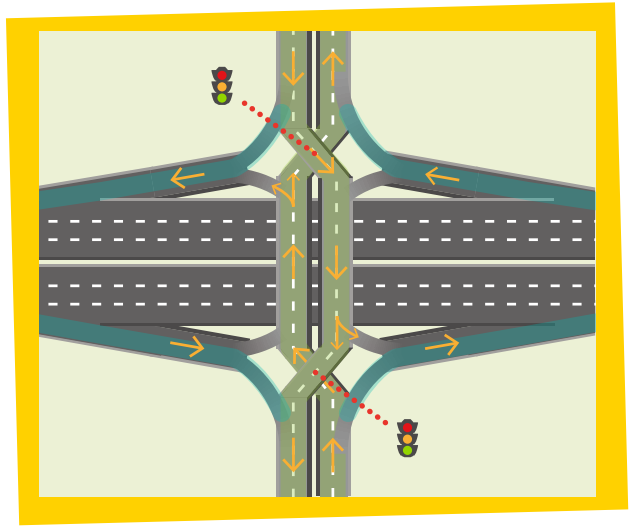
DIVERGING DIAMOND INTERCHANGE (DDI)

What Is It?

At a diverging diamond interchange, traffic briefly crosses over to the left (opposite) side of the roadway—guided by traffic signals at each crossover. This allows vehicles to turn left onto freeway on-ramps without stopping and without crossing in front of through traffic.

How To Drive Through the DDI

As you approach the intersection, follow the traffic signals that allow you to cross over to the left side of the road. Once on the left side, turn left onto the ramp. There is no stopping to wait for oncoming traffic.



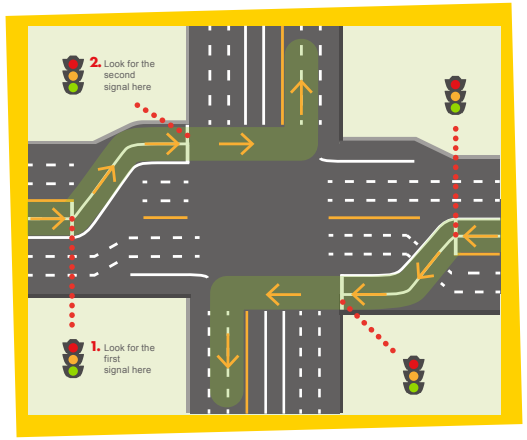
CONTINUOUS FLOW INTERSECTION (CFI)

What Is It?

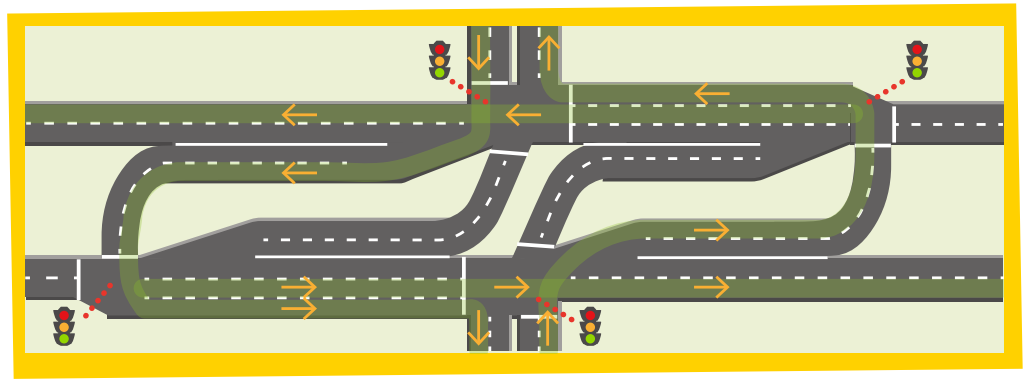
At a regular intersection, cars must stop and wait until the light or turn arrow turns green. At the CFI, cars turning left and those going through can travel at the same time. The unique design allows drivers turning left to enter special turn lanes before they reach the intersection. Signals then guide vehicles into a new set of left lanes on the far left of the roadway while through traffic proceeds forward at the same time.

How To Drive Through the CFI

Cars turning left line up in the left turn lane—just like normal intersections only a little farther back. When the left turn signal turns green, cars drive across the oncoming lanes into a new lane on the far left side of the road. A second left turn signal tells the motorist when they can make the left turn. Right turns are really easy as long as cars yield to bicyclists and pedestrians.



SUPERSTREET



What Is It?

A Superstreet intersection does not permit traffic on a minor road (less traffic) to proceed across the major road or highway. Drivers that want to turn left or go straight must first turn right on the major road then a short distance away, go to a designated U-turn lane in the median before going straight or turning right.

How To Drive Through a Superstreet

Drivers move to the left lane as they approach the intersection and move through the intersection once the light turns green. They will drive a little distance past the intersection to the area designated in the median for a U turn. Traffic then waits for the signal to tell them to proceed onto the roadway after they have made the U turn.

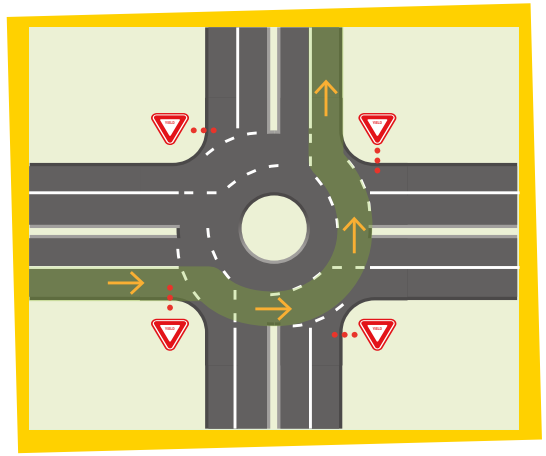
ROUNDABOUT

What Is It?

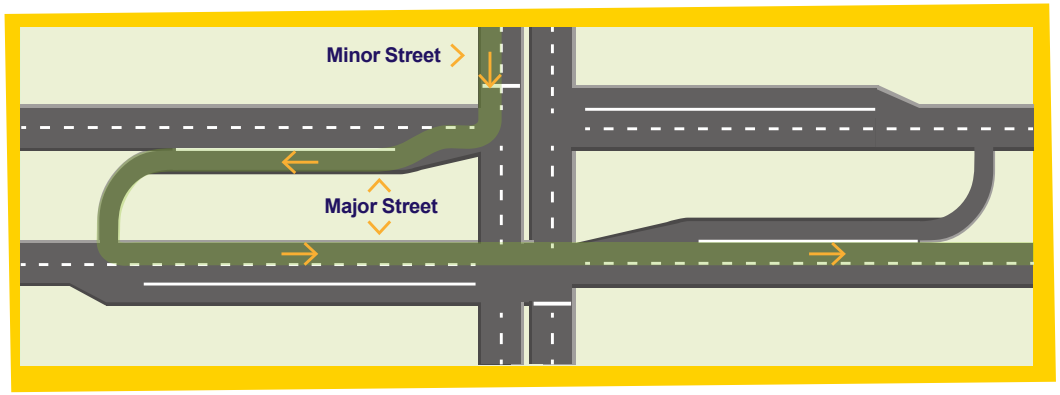
A roundabout is a circular intersection that has no traffic signal. Vehicles flow around a center island.

How To Drive Through a Roundabout

Roundabouts require simple decision-making. Drivers entering the roundabout must yield to traffic already in the circle and are directed in one-way, counterclockwise direction. For multilane roundabouts, drivers should stay in the right lane if intending to exit less than half way around the circle and to the left if intending to exit more than halfway. Pavement markings typically direct you. Pedestrians only need to look one way before crossing.



MEDIAN U-TURNS



What Is It?

The Median U-Turn (MUT) guide all traffic, except right-turning vehicles, through the main intersection. Those cars that want to turn left do so at the U-turn openings in the median beyond the main intersection. This eliminates the left turn at the main intersection, simplifies signal timings and provides more green time and less congestion.

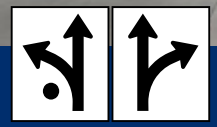
How To Drive Through Median U-Turns

The driver passes through the main intersection and proceeds to a median opening where the driver makes a U-turn followed by a right turn.

EVERY MOVE YOU MAKE TOWARD ZERO DEATHS

CHOOSE YOUR LANE

BEFORE ENTERING A ROUNDABOUT

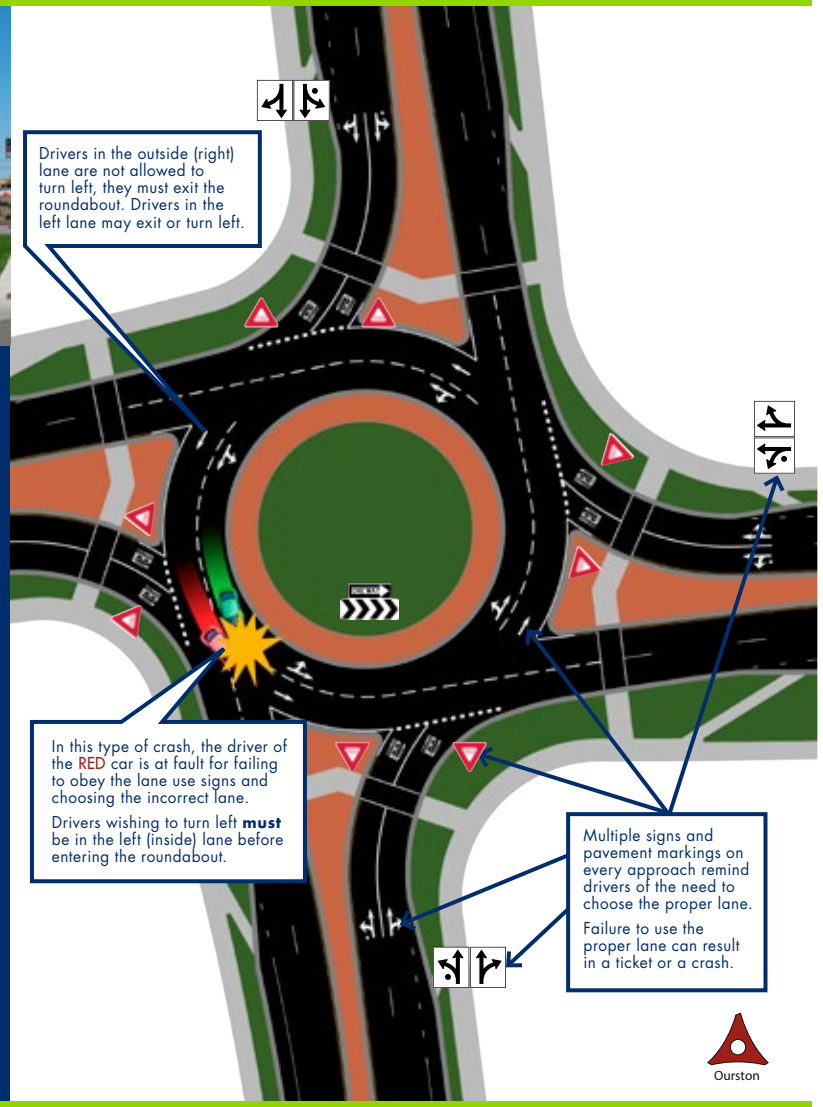


As with any other intersection, the proper lane must be chosen before entering a roundabout.

In advance of the roundabout, signs and pavement markings will always indicate which lanes may be used for the direction you want to go.

Keep left to turn left through the roundabout and keep right to turn right.

Never change lanes within a roundabout.



Ourston

EVERY MOVE YOU MAKE TOWARD ZERO DEATHS

ALWAYS YIELD

TO ALL CIRCULATING TRAFFIC

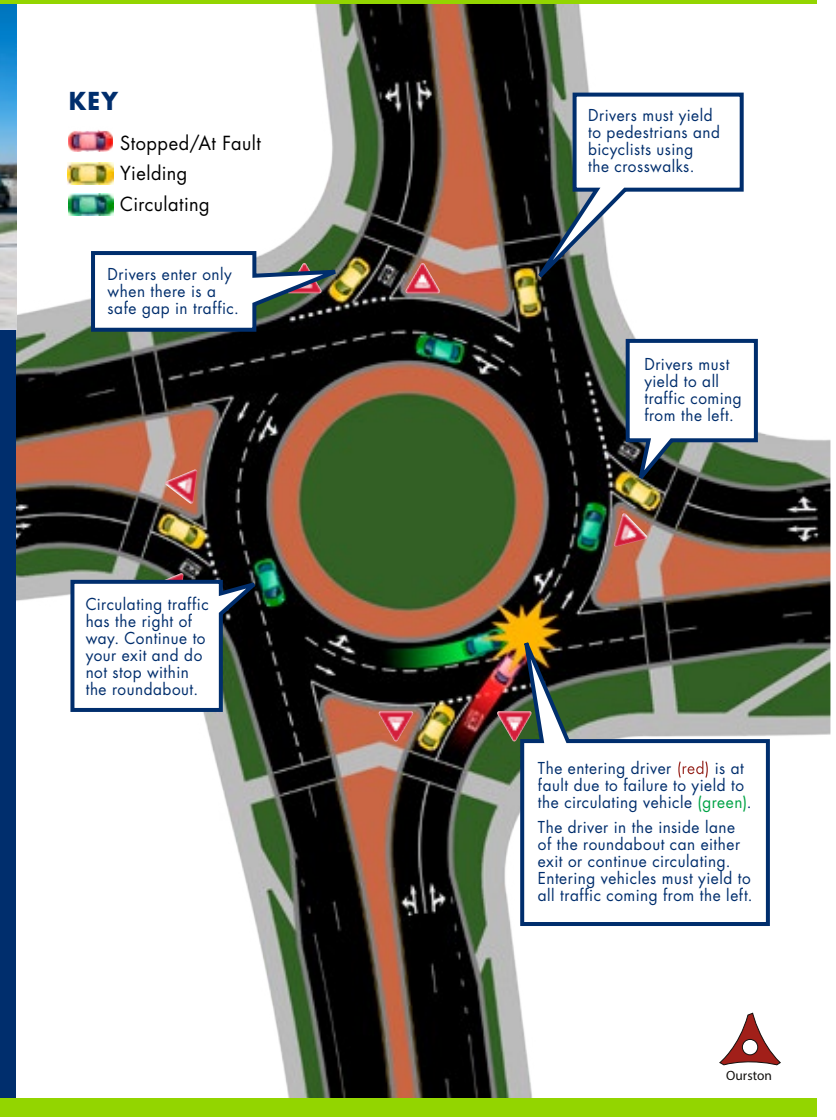
YIELD

YIELD

The "Golden Rule" of roundabouts.

Drivers entering a roundabout **must** yield to circulating traffic, pedestrians and bicyclists.

Drivers in the circle have the right of way. A motorist approaching a roundabout should wait for a safe gap in traffic before entering.



Ourston

Ohio Revised Code (O.R.C.) 4511.19(A):
OVI (drunk or drugged driving) offense with a BAC over .08,
or of OVI caused by impairment from the use of alcohol, drugs, or a combination thereof.

Potential Consequences:

- Possible commitment, for no longer than five days, to either of the following:
  - (i) The temporary custody of a detention facility or district detention facility.
  - (ii) The temporary custody of any school, camp, institution, or other facility for children operated in whole or in part for the care of juvenile traffic offenders.
- Community control sanctions from the court. (probation, which could include community service, etc.)
- 6 month license suspension, but it can be up two years.
- Must complete Juvenile Driver Improvement Program.
- Must retake the license exam.
- Imposition of fines and court costs.
- Reinstatement fee for driver's license.
- Possible suspension of the registration to vehicles in the juvenile's name.
- Possible revocation of community control sanctions.
- 6 points on driver's license.

Ohio Revised Code (O.R.C.) 4511.19(B):
OVUAC (underage consumption law) BAC between .02-.08.

Potential Consequences:

- Community control sanctions from the court. (Probation, which could include community service, etc.)
- 6 month license suspension, but it can be up two years.
- Must complete Juvenile Driver Improvement Program.
- Must retake the license exam.
- Imposition of fines and court costs.
- Reinstatement fee for driver's license.
- Possible suspension of the registration to vehicles in the juvenile's name.
- Possible revocation of community control sanctions.
- 4 points on driver's license.

Ohio Revised Code (O.R.C.) 4511.194:
Physical Control of a Vehicle While Intoxicated.

Potential Consequences:

- Community control sanctions from the court. (probation, which could include community service, etc.)
- Optional license suspension, but it can be up two years.
- Imposition of fines and court costs.
- Possible revocation of community control sanctions.
- 0 points on driver's license.

A juvenile who pleads to or is found guilty of an OVI will not be eligible for expungement and it will be considered a conviction for purposes of enhancing future offenses.

7 DRUG CATEGORIES

DEPRESSANTS – drugs that slow down the activity of the body and brain

EXAMPLES		EFFECTS ON THE BODY		EFFECTS ON DRIVING	
- Alcohol - Xanax or Alprazolam - Valium or Diazepam - Barbiturates	- Noctec or Chloral Hydrate Syrup - Prozac	- Bloodshot watery eyes - Slurred speech - Fumbling movements with hands	- Depressed reflexes - Droopy eyelids - Slow breathing	- Weaving/lane violations - Slow or fast speed - Making wide or cutting turns - Delayed reaction time	- Following too closely - Left of center - Too slow to react to traffic signals

STIMULANTS – drugs that speed up the activity of the body and brain

EXAMPLES		EFFECTS ON THE BODY		EFFECTS ON DRIVING	
- Cocaine (powdered cocaine, crack cocaine) - Methamphetamine (crystal meth) - Amphetamines (Adderall, Ritalin)	- Caffeine (energy drinks, powdered caffeine, caffeine pills) - Cathine (bath salts)	- Dilated pupils - Irritability - Aggression	- Sweating - Talkative - Exaggerated reflexes	- Aggressive - Jerky movements - Traffic signal violations - Reckless operation	- Inattention - Aggressive lane changes - Over-reaction to objects / animals on roadway

HALLUCINOGENS – drugs that make the user experience things they know are not real

EXAMPLES		EFFECTS ON THE BODY		EFFECTS ON DRIVING	
- Naturally Occurring Hallucinogens (Peyote, Jimson weed, Salvia, Mushrooms)	- Psychedelic Amphetamines (Ecstasy, Molly) - LSD	- Dilated pupils - Sweating - Goosebumps	- Nausea - Difficulty with speech - Impaired perception of time and distance	- Inattention - Instability - Poor memory	- Altered distance perception - Slow reactions

DISSOCIATIVE ANESTHETICS – drugs that can cause users to feel out of control or disconnected from their body and environment

EXAMPLES		EFFECTS ON THE BODY		EFFECTS ON DRIVING	
- PCP (Angel Dust, Sherms, Embalm) - Ketamin (Special K, K-hole)	- Dextromethorphan/DXM (Robitussin, Triple C, Robo-tripping)	- Impaired vision - Sweating & fever - Rapid breathing - Increased heart rate & blood pressure - Nausea, vomiting	- Diarrhea - Slurred speech - Memory loss - Rapid eye movements - Hallucinations - Coma	- Jerking of the eyes as they are focusing - Drowsiness	- Dizzy - Blank staring

NARCOTIC ANALGESICS – drugs which can be effective for the relief of severe pain

EXAMPLES		EFFECTS ON THE BODY		EFFECTS ON DRIVING	
- Morphine (Heroin) - Codeine (Hydrocodone)	- Thebaine (Buprenorphone, Oxycodone) - Synthetics (Fentanyl, Car fentanyl, Demeral)	- Constricted pupils - Slowed reflexes - Sedation	- “On the nod” - Slowed respirations - Track marks or fresh puncture wounds	- Slow driving - Weaving - Poor vehicle control - Poor coordination	- Slow response - Delayed reactions - Difficulty in following instructions - Falling asleep at the wheel

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INHALANTS – solvent or other vapor producing material that is inhaled

EXAMPLES	EFFECTS ON THE BODY	EFFECTS ON DRIVING	
- Volatile Solvents (Gasoline, Paint thinner, Fingernail polish remover, Cleaning fluid, Liquid correction fluid, Paint, Glues) - Aerosols (Hair sprays, Deodorants, Vegetable frying pan lubricants, Insecticides, Glass chillers) - Anesthetic Gases (Ether, Amyl nitrite, Isobutyl nitrite, - Nitrous oxide)	- Bloodshot watery eyes - Slurred speech - Fumbling movements with hands - Depressed reflexes - Difficulty with speech - Odor of inhaled substance	- Decreased response time - Inability to concentrate - Loss in vision	

CANNABIS – plant that contains the compound delta-9-tetrahydrocannabinol (THC)

EXAMPLES		EFFECTS ON THE BODY		EFFECTS ON DRIVING
- Sativa - Indica - Wax - Butane Hash Oil	- Butter - Shatter - Hashish	- Dilated pupils - Euphoria - Bloodshot eyes - Body tremors - Increased appetite	- Relaxed inhibitions - Disorientation - Possible paranoia - Eyelid tremors - Sedation	- Increased reaction times - Altered distance perception - Fatigue - Overcompensating

Department of Public Safety

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