

Cookbook of Activities FOR Driver Education

BTW



This "Cookbook" was Provided by the Idaho Department of Education, Driver Education Program

Appreciation goes to Fred Mottola for the great activities he designed for the *Drive Right* textbook, 10th edition. Many of those activities have been adapted for this book, and other activities were developed by driver education teachers throughout Idaho for the 2001 Regional Workshops.



*A Face Of A Native
American... Or An Eskimo?*



*Two Faces...or
One?*

Cookbook of Activities for BTW

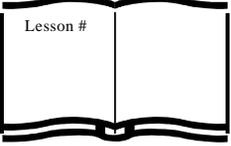
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Cookbook of Activities for BTW #1

Title: *Rural LOS-POT*
 Objective: Identify line of sight/path of travel restrictions



I NGREDI ENTS

Notebook	This activity can also be done in the classroom
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I NSTRUCTI ONS

Location/Road Name	Act	Cause
Bridges	_____	_____
Bushes too close	_____	_____
Crowned roads	_____	_____
Gravel roads	_____	_____
Guardrails	_____	_____
Newly paved	_____	_____
Sharp curves	_____	_____
Objects too close	_____	_____
Potholes	_____	_____
No Shoulders	_____	_____
Broken pavement	_____	_____

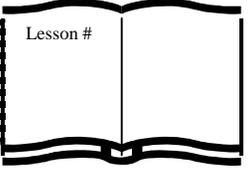
Students identify examples of the above.

- Identify the name of the location with line of sight restrictions.
- Name the cause of the restriction.
- Mark whether a change in path of travel, speed or communication should happen.
- Put a star on the same line if the driver responded appropriately.

Drivers use commentary driving to let others know what they are seeing.

Cookbook of Activities for BTW #50

Title: *Getting it Straight*
 Description: Help students recognize importance of Reference Points when parallel parking



I NGREDI ENTS

Notebook	
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I NSTRUCTI ONS

Watch for others that are parallel parking. How many make it the first time? _____

What are some of the mistakes made when parallel parking?

- Not signalling
 - Into the space _____
 - Out of the space _____
- Turning too soon _____
- Turning too late _____
- Hitting the curb _____
- Bumping another car _____
- Too far from curb _____
- Crooked _____
- Tires not turned properly for space
 - Uphill _____
 - Downhill _____
 - Flat _____

Cookbook of Activities for BTW #49

Title: *Railroads and Crossroads*

Description: Helps students identify railroad crossings and what to do at them

INGREDIENTS

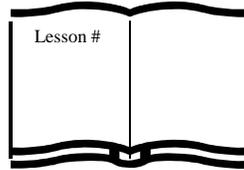
Notebook	
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INSTRUCTIONS

This activity will take a week to complete.

Have the students record the number of times they cross the following railroad tracks and note the particulars.

- Number of railroad crossings that were controlled. _____
- Number of railroad crossings that were uncontrolled _____
- Number of times train was coming _____
- Number of times the driver stopped and waited _____
 - Raced the train _____
 - Went around arms _____
- Number of times no train was coming _____
 - Did drivers look Yes _____ No _____
 - pause Yes _____ No _____
 - ignore Yes _____ No _____



Cookbook of Activities for BTW # 2

Title: *Look At Me!*

Objective: Demonstrate the importance of targeting at least 12-15 seconds ahead

INGREDIENTS

Notebook	
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INSTRUCTIONS

The observer directly behind the driver looks at the back of the driver's head for 30-60 seconds.

Part 1

Observer #2 records how many times Observer 1 "cheats" to see what is going on during that 30-60 seconds.

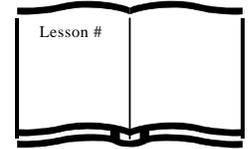
Did Observer #1 use peripheral vision to see what was happening?

Repeat with Observer #2

Observer #1 records how many times Observer #2 "cheats" to see what is going on during that 30-60 seconds.

Did Observer #1 use peripheral vision to see what was happening?

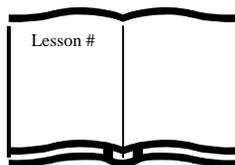
Emphasize: Looking at the back of the driver's head is no different than looking at the bumper of the vehicle in front of you.



Cookbook of Activities for BTW #3

Title: *Target Practice*

Description: Practice targeting on first drives



INGREDIENTS

<u>Driver</u> 2 distant but stationary objects 180 degrees apart (cones, lamp posts, etc) Car Parking lot without traffic, parked cars	<u>Observers</u> Notebook
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INSTRUCTIONS

1. Direct the driver to “aim the car at the target”.
2. After the student has gotten the car on target, tell them to get “off” target, and then back “on” target”.

Example:

Have the student aim for a their selected target. Bring the car off target (drive away from the target) bring the car back on target (aim at the target again), have the student stop the car to the left of the target with the front bumper even with the target and 3 feet to the side of the vehicle.

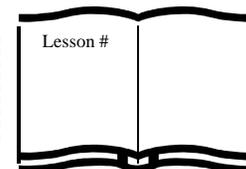
Observer Activity:

1. Did the driver turn his head to look at the target before turning the wheel?
2. Did the driver successfully get the vehicle on target?
3. Did the driver’s reference point successfully enable him to get the vehicle 3 feet beside the target?

Cookbook of Activities for BTW #48

Title: *Alternate Travel*

Description: Recognize crowded roadways, and number of opportunities for “pooling”



INGREDIENTS

Notebook	
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INSTRUCTIONS

Part 1

Observers look for, and record the number of vehicles that have more than one person riding in it.

	# Seen	# Riders
Transit Vehicles	_____	_____
Buses	_____	_____
Van Pools	_____	_____
Cars	_____	_____
Pickup Trucks	_____	_____

Tally the number of vehicles for 5 minutes that are on the same road, going the same direction. Don’t count them more than once.

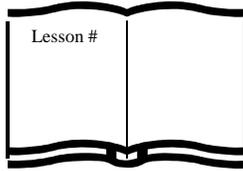
Tally the number of vehicles for 5 minutes that are on the same road, traveling in the opposite direction.

Part 2

Discuss the advantages and disadvantages of “pooling” in class or at the end of the drive.

Cookbook of Activities for BTW #47

Title: *Passing Time*
Description: Helps students identify behaviors of passers



I NGREDI ENTS

Notebook	
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I NSTRUCTI ONS

Part 1

Have observers record the number of vehicles that pass on the right in 5 minutes

How many appeared to be speeding _____

Part 2

Have observers record the number of vehicles that pass on the left in 5 minutes

How many appeared to be speeding _____

Part 3

What other poor behaviors or dangerous behaviors were noticed?

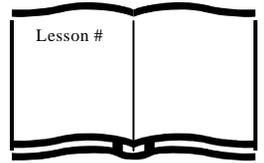
- 1. 2. 3.
- 4. 5. 6.

Part 4

Discuss observations in class or at the end of the drive

Cookbook of Activities for BTW #4

Title: *Checking My Blind Spots*
Description: Practice Blind Spots and Over the Shoulder Visual Checks



I NGREDI ENTS

Observers String about 25 ft.	
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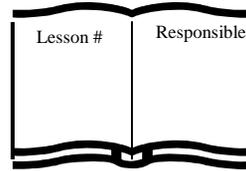
I NSTRUCTI ONS

1. Have the driver adjust all mirrors properly.
2. Have one observer (representing a motorcycle) stand next to the rear bumper of the car on the driver's side (about 10 feet out).
3. Ask the observer/motorcycle to walk slowly toward the car.
4. Have the driver yell "Stop" when the "motorcycle" is visible in the outside mirror.
5. Tie the string on the outside mirror and walk along the outside visible edge.
6. Have the driver demonstrate a proper over-the-shoulder check. (Chin to Shoulder)
7. Repeat with other drivers.
8. Repeat on passenger side of car.

Cookbook of Activities for BTW #7

Title: *Position Situation*

Objective: Select best Lane Position

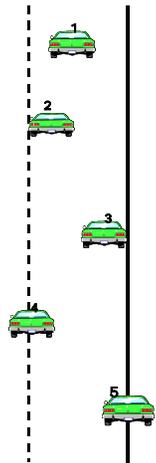


INGREDIENTS

Notebook

Instructions

Students records various vehicle position within the lane throughout the drive (Position 1, 2, 3, 4, 5)
When was the driver in each position throughout the drive?

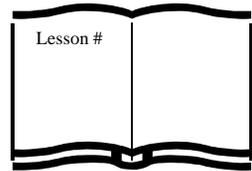


Would observer have selected a different position? Why?
Use for discussions in classroom.

Cookbook of Activities for BTW #44

Title: *Lookie Lou*

Description: Help students understand the problems of the "Lookie Lou"



INGREDIENTS

Notebook

INSTRUCTIONS

Observers list where "dead" vehicles are on roadway.

What happens with traffic near the "dead" vehicle?

What happens with traffic near an emergency vehicle?

What are the hazards of being a "Lookie Lou"?

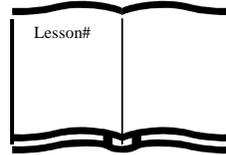
Why do you think people slow down?

Is it a good driving behavior to slow for "dead" vehicles?

Is it a good driving behavior to slow for emergency vehicles that are not on the road?

Cookbook of Activities for BTW #9

Title: *Don't Have a Panic Attack*
Objective: Practice getting the "Big Picture"



INGREDIENTS

Stopwatch	
Notebook	

INSTRUCTIONS

1. Either Observer indicates quietly to the other observer when they see a potential for needed change in path of travel, speed, or communication to other drivers.
2. Observer starts stop watch to record the time between when situation is noticed, and when the driver initiated the action, or when the location is reached without action.
3. Both students record whether the student driver makes any changes based on what they saw.
4. Use information for classroom discussions on visual searching skills.

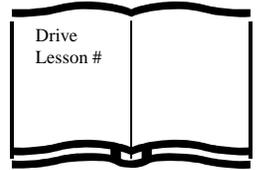
Tally Sheet Information

	Change Speed	Change Direction	Communicate	Time	Yes/No
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Cookbook of Activities for BTW #42

Title: *Mirror, Mirror*

Description: Helps students learn about using mirror when braking



INGREDIENTS

Notebook	
Calculator	

INSTRUCTIONS

Have the observers watch the rear-view mirror and check to see if the driver checks the mirror when applying the brake.

How many times did the driver brake on the drive? _____

How many times did the driver forget to check the mirror while braking? _____

Figure the percentage of time the driver is checking his/her rearview mirror.

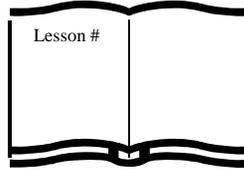
$$\frac{\text{\# of times that driver braked}}{\text{\# of times the driver checked mirror}} = \%$$

Were there few/many cars behind you when the driver forgot?

Cookbook of Activities for BTW #41

Title: *What Kind of Freeway*

Description: Helps students identify what type of interchanges are in area.



INGREDIENTS

Notebook

INSTRUCTIONS

Students identify the type of freeway interchanges

	# of	Interchange #		
1. Cloverleaf	_____	_____	_____	_____
2. Diamond	_____	_____	_____	_____
3. Trumpet	_____	_____	_____	_____
4. All-Directional	_____	_____	_____	_____

Identify the freeway exit number for the above.

If exit is missed, how far is it to the next off-ramp? _____

What type of interchange is the next exit? _____

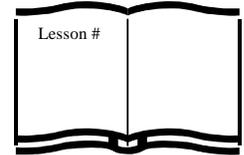
Will that cause problems for turning around? _____

Why? _____

Cookbook of Activities for BTW #10

Title: *Follow the Leader*

Objective: Practice determining the following distance



INGREDIENTS

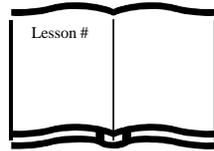
Stopwatch
Notebook

INSTRUCTIONS

1. Periodically ask an observer to check the following distance between the driver education vehicle and vehicle in front. The driver is told not to change their distance.
2. Guess the following time.
3. Then immediately count manually (1001,1002...)
4. The 2nd observer uses the stopwatch to compare accuracy to the manual count.
5. Switch roles
6. How close was the vehicle?
7. Which count was more accurate?
8. Is the driver responding to the need to change following time?
9. Was the guess close to the actual time?

Cookbook of Activities for BTW # 11

Title: *Headed for a "Cell"*
Objective: BTW-Driver Distraction



I N G R E D I E N T S

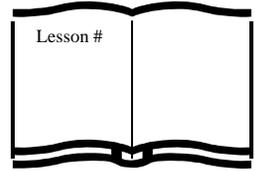
Notebook for recording	
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I N S T R U C T I O N S

1. In each 20-30 minute drive, have the student observers count the number of drivers using cell phones
2. How many are pulled over to the side of the road?
3. How many do not have both hands on the wheel?
4. How many have no hands on the wheel?
5. What is the vehicle's path of travel (straight, weaving, erratic)?
6. Where are you driving (city, freeway, country road, residential area)?

Cookbook of Activities for BTW #40

Title: *Two-Point Timing*
Description: How long does it take to complete a two-point turn?



I N G R E D I E N T S

Notebook Stopwatch	
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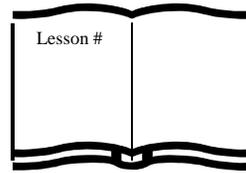
I N S T R U C T I O N S

1. While practicing 2-point turnabouts, have the observers time the amount of time it takes the driver to complete the turnabout. _____
2. Start the timing as soon as the driver begins to roll backwards out of the space. _____
3. Start the timing when the driver pulls to the side of the roadway and backs into a driveway or alley. _____
4. Which one takes longer? _____
5. Which one is safer to perform? _____
6. Why? _____
7. Repeat with each driver. See if the time required changes.

Cookbook of Activities for BTW #39

Title: *Turn, Turn, Turn*

Description: Identify the best methods for turning around.



INGREDIENTS

Notebook	
Stopwatch	

INSTRUCTIONS

Part 1

Identify where “U” turns are **legal** on the route.

- 1.
- 2.
- 3.
- 4.

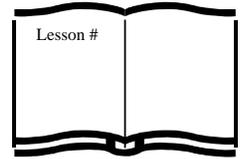
Identify where “U” turns are **not legal**.

- 1.
- 2.
- 3.
- 4.

Part 2

1. Why is a “U” turn allowed?
2. If you are in the oncoming lane, how do you know if the driver is going to make a left turn or “U” turn?
3. Does the driver making the “U” turn need more time than the driver turning left?
4. How much time is needed for “U” turn with traffic?

Cookbook of Activities for BTW #12



INGREDIENTS

Notebook for recording	
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INSTRUCTIONS

Part 1 Observe students looking for aggressive behaviors in other drivers

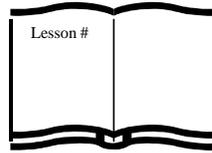
- Multiple lane changes
- Speeding
- Red light violation
- Racing through yellow lights
- Insulting gestures
- Tailgating
- Honking

Do your driver do any of these behaviors?

Part 1 Use the results in a classroom discussion to reduce these behaviors while driving

Cookbook of Activities for BTW #13

Title: *Give me a Brake*
 Objective: Identify good braking practices.



I NGREDI ENTS

Notebook for recording

I NSTRUCTI ONS

Observers look for other drivers not stopping properly

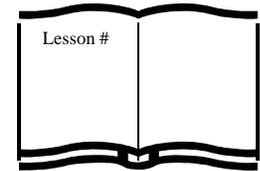
	Order
• Runs Stop sign or Red light	_____
• Abrupt stops (severe vehicle pitch)	_____
• In the Crosswalk	_____
• Over the Crosswalk	_____
• Too far behind the line (won't trip the light)	_____
• Poor position in lane	_____
• Not stopping for pedestrians	_____
• Blocking intersections	_____
• Others	_____

Tally the most frequent stopping errors.

Use this information for classroom discussions.

Cookbook of Activities for BTW #38

Title: *If Only They Could See*
 Description: Recognize the importance of clear windshields



I NGREDI ENTS

Notebook

I NSTRUCTI ONS

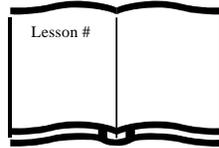
Observers will record the number of vehicles seen that do not have clear, unobstructed view out of all windows of the car.

Broken/Cracked windshields	_____
Iced over	_____
Back windshield full of "stuff"	_____
Frost/Ice on side windows	_____
Plastic over window	_____
Mud	_____

Are these drivers you want to be very close to? _____
 Why?

Cookbook of Activities for BTW #37

Title: *Stop Awhile*
Description: Identify the gap between cars at a four-way stop.



I NGREDI ENTS

Notebook	
2 Stop watches	

I NSTRUCTI ONS

As the car approaches a four-way stop, have the observers use the stop watch to measure the amount of time (the gap) between cars entering the intersection.

Time starts when the car starts rolling forward, and ends when it is clear of the intersection.

Time it takes to clear _____

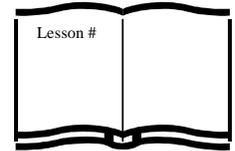
Gap between cars _____

Number of cars going without a gap _____

Is it safe for more than one car at a time to move? _____
Why?

Cookbook of Activities for BTW #14

Title: *Back Don't Crack*
Objective: Practice looking back while backing



I NGREDI ENTS

Notebook	
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I NSTRUCTI ONS

Part 1
Observers watch student driver on all backing maneuvers. Record how many times the vehicle is still rolling back when the driver is looking forward. _____

Note how far the car rolls back before stopping (Use stationary object to judge distance)

Part 2
Observe other drivers performing backing maneuvers.

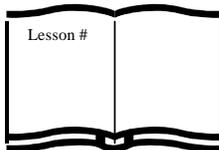
	Yes	No
Do they look back at all?	_____	_____
Are they depending only on mirrors?	_____	_____

What is wrong with just using mirrors?

Cookbook of Activities for BTW #15

Title: *My Lane/Your Lane/No Lane*

Objective: Identifying proper turns



I NGREDI ENTS

Notebook

I NSTRUCTI ONS

Part 1

Observers record the number of times they see someone or student driver:

Makes right hand turn into improper lane _____

Makes left hand turn into improper lane _____

Drives in the turning lane _____

Drives off the edge of road to make right turn _____

Passes on the right to avoid slowing/ stopping
for vehicle in front turning left

Part 2

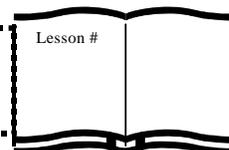
List reasons why these are dangerous maneuvers (This could be for the classroom).

List the areas where these problems occur most often.

Cookbook of Activities for BTW #36

Title: *Stupid Passing*

Description: Identify where it is legal, but not wise to pass.



I NGREDI ENTS

Notebook

Idaho Driver's Manual

I NSTRUCTI ONS

Part 1

Identify where it is legal and illegal to pass.

Bridges____ Railroad Crossings____

Buses____ Intersections____

Hills____ Curves____

Cars____ Trucks____

On Left____ On Right____

Part 2

Did any passing occur at any of the above? _____

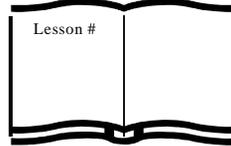
Where? _____

How were the roads marked at the pass?

What was dangerous about any pass?

Cookbook of Activities for BTW #35

Title: *Country Roads, Country Intersections*
 Description: Help students identify ways to identify rural intersections



INGREDIENTS

Notebook Stopwatch	Rural Drive
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INSTRUCTIONS

Part 1

Have the students list different ways to identify rural intersections.

	<u>Seen</u>
Power lines crossing roadway	-----
Caution sign	-----
Checking the odometer for ½ and 1 mile distances	-----
Others _____	-----

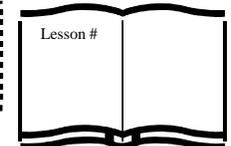
Part 2

Have the students record:

- How many of the above they see.
- How far away from the intersection they are when they see it using the stopwatch. _____
- Were there any line of sight restrictions? _____
List them.
- Were there any vehicles traveling on the crossroad? _____
- What if anything does the driver do when they see the intersection and crossroad traffic?

Cookbook of Activities for BTW #16

Title: *Signals Must be Optional Equipment*
 Objective: Identifying the importance of signaling.



INGREDIENTS

Notebook	
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INSTRUCTIONS

Part 1

Observers check for other vehicles signaling intent to:

Questions	1	2	3	4	5	6	7
Lane change	_____	_____	_____	_____	_____	_____	_____
Right Turn	_____	_____	_____	_____	_____	_____	_____
Left Turn	_____	_____	_____	_____	_____	_____	_____
Merge	_____	_____	_____	_____	_____	_____	_____
Slow down	_____	_____	_____	_____	_____	_____	_____

Totals

Part 2

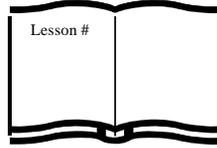
- Number of drivers not signaling at all. _____
- Number of drivers not signaling 5 seconds or 500 feet before turn. _____
- Number not signaling for lane change. _____
- The average number of blinks before lane change is started. _____
- The average number of blinks before lane change is completed. _____
- Number of drivers not turning signals off after lane change. _____
- Number of drivers driving down the road with signal light on for no apparent reason. _____

Part 3

In the classroom discuss these problems.
 Were any student drivers guilty of the above? _____

Cookbook of Activities for BTW #17

Title: *Right Way/ Wrong Way/ Know Way*
 Objective: Understanding Right of Way



I NGREDI ENTS

Driver's Manual	
Notebook	

I NSTRUCTI ONS

When approaching a 4 way stop:
 Have observers list the order of vehicles stopping completely.
 1. _____ 2. _____ 3. _____ 4. _____

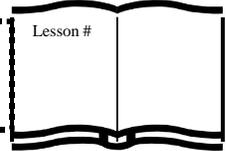
List the order vehicles take off.
 1. _____ 2. _____ 3. _____ 4. _____

Tally the number of vehicles not stopping completely. _____
 Were there any Bullies? _____
 Did the student driver "miss" his/her turn? _____
 How many times? _____
 Why? _____

Use information for classroom discussions on 4 way stops and right of way.

Cookbook of Activities for BTW #34

Title: *Condition Alert!*
 Description: Students identify conditions that may change to improve or worsen driving.



I NGREDI ENTS

Notebook	
Red and black pen/pencils	

I NSTRUCTI ONS

Time of Day _____
 Light Day/Night Conditions _____
 Rush Hour _____ Sun _____
 Weather
 Rain _____ Snow _____ Fog _____ Sun _____
 Road Condition
 Smooth _____ Rough _____ Construction _____
 Condition of Driver
 Drugs/Alcohol _____ Fatigue _____
 Cell Phone _____ Eating _____ Distracted _____
 Vehicle Condition
 New _____ Old _____
 Traffic Mixes
 Cars _____ Trucks _____ Buses _____

Tally any of the above that apply for the drive in black.
 Mark the problem areas with red.

What can you do as a driver to avoid the problem areas?

Cookbook of Activities for BTW #33

Title: *Stale Green*

Description: Help students identify stale green lights.



I NGREDI ENTS

Notebook	
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I NSTRUCTI ONS

Part 1

Have the observers list different ways to identify a stale green light.

	# Seen
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

While driving in city traffic, have the observers record how many of the above they see.

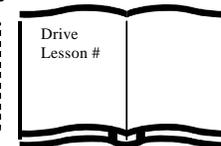
Part 2

Are there some stale green lights that can be identified other ways than listed above?

Cookbook of Activities for BTW # 18

Title: *Speed Demon*

Objective: Understanding speed control.



I NGREDI ENTS

Notebook	
Route Plan with speed limits	

I NSTRUCTI ONS

Part 1

Have the students record the speed limit(s) in the areas driven for the day.

Record the number of times the driver is over the speed limit.

Why?

Inattention	_____	_____	_____	_____
Keeping up with others	_____	_____	_____	_____
Aggression	_____	_____	_____	_____
Other	_____	_____	_____	_____

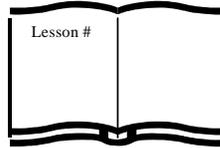
Part 2

Record the number of times the driver is 5 mph slower than the limit.

Why?	_____	_____	_____	_____
Inattention	_____	_____	_____	_____
Traffic conditions	_____	_____	_____	_____
Nervous	_____	_____	_____	_____
Should have been even slower for safety	_____	_____	_____	_____
Other:				

Cookbook of Activities for BTW #19

Title: *Pass, But not Away*
 Objective: Understanding the hazards of passing on two-way road



INGREDIENTS

Driver's Manual	
Notebook	

INSTRUCTIONS

Record the number of vehicles that pass the student driver on a two-way road.

How many used signals? _____
 Before _____
 After _____
 Were signal lights canceled? _____
 How many cut in too soon? _____
 How many tailgated before starting the pass? _____

Record the number of times the student driver passes a vehicle.

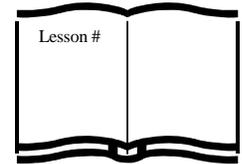
Did student driver signal? _____
 Before _____
 After _____
 Were signal lights canceled timely? _____
 Did student driver return to lane too soon? _____
 (Cut off driver)
 Did student driver tailgate before passing? _____

Did student driver exceed speed limit to complete the pass?

Was the passing dangerous? _____
 Space too narrow _____
 Bridge _____
 Intersection _____
 (See driver's manual for illegal passing)

Cookbook of Activities for BTW #32

Title: *Country Roads*
 Description: Identifying line of sight/ path of travel restrictions in rural driving.



INGREDIENTS

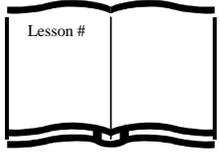
Notebook	
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INSTRUCTIONS

- On rural drive, have the observer students record potential hazards.
 Narrow bridges ___ No shoulder ___
 Abrupt shoulder ___ Cattle crossings ___
 Tractor crossings ___ Cattle guards ___
- On same drive have students list the line of sight restrictions seen
 Bushes ___ Buildings too close to the road ___
 Fences ___ Angle of roadway intersection ___
 Crops ___ Double railroad tracks ___
 Cattle on roadway ___
- Does the driver respond to the above hazards and line of sight restrictions with the appropriate lane position and speed changes? (Put a star by those where the driver responded appropriately)
- Is this a road you will travel often?

Cookbook of Activities for BTW #31

Title: *After School*
 Description: Identify good and bad habits teen drivers display



INGREDIENTS

Notebook	
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INSTRUCTIONS

Before or after school, or when changing drive groups, have the observers watch the driving behavior of other teen drivers.

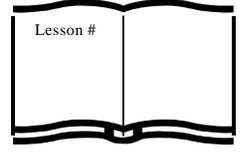
Record the number that:		Rating
speed in the parking lot	_____	_____
over steer	_____	_____
have unbuckled passengers	_____	_____
excessively loud music	_____	_____
have too many passengers	_____	_____
occupants in bed of pickup	_____	_____

Rate the drivers on a scale of 1 to 5. 1 is low-risk behavior, 5 is high-risk behavior and negative attitude.

Use for classroom discussion. Why do teens develop poor habits after driver education?

Cookbook of Activities for BTW #20

Title: *Change Change Change*
 Objective: Identifying proper lane change procedures.



INGREDIENTS

Notebook Calculator Stop Watch	
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INSTRUCTIONS

Part 1
 Observers record the number of lane changes made by others.

Record the number of blinks the signal makes before each vehicle moves in his/her lane.

Record the total number of blinks the vehicle makes from start to finish in lane change.

Record the number of vehicles using no turn signals.

Using the stopwatch, record the amount of time the signals were on.

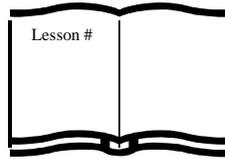
Part 2
 At end of drive:
 Determine the average number of blinks for a lane change.

Determine the average amount of time for a lane change.

Percentage of vehicles that use signals
 $\frac{\text{\# of vehicles not using signals}}{\text{total \# of vehicles}} = \%$

Cookbook of Activities for BTW # 21

Title: *Freeway Speedway*
Objective: Identifying speeds of the freeway.



I NGREDI ENTS

Notebook	
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I NSTRUCTI ONS

Have students record the speed the vehicle is at when **entering** the freeway.

Was the speed too slow? _____

Was speed excessive? _____

Record the number of drivers that “look” before they are at the end of the on-ramp. _____

Did student driver check blind spot? _____

Do on-coming (on to the freeway) drivers check blind spot? _____

Record how many times the student driver checks rear zone when on freeway. _____

When does the student driver signal to **exit** the freeway?

Was exit speed slowed too soon? _____

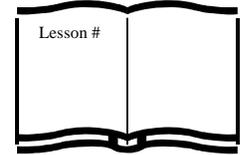
Was exit speed excessive? _____

Did student driver have difficulty with lower speeds once off freeway? _____

Record the number of times the driver exceeds speed limit once off freeway. _____

Cookbook of Activities for BTW #30

Title: *I Don't Want Braces!*
Description: Identify excess speed on curved roadways



I NGREDI ENTS

Notebook	
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I NSTRUCTI ONS

While driving on a roadway with curves, the observers will record:

1. How many times did you have to “brace” yourself? _____

2. How many times did you “brace” to the front? _____
Driver was braking hard.

3. How many times did you “brace” yourself to the side? _____
Excess speed into the curve.

4. Did you have to “brace” for any left hand turns? _____

5. Did you have to “brace” for any right hand turns? _____

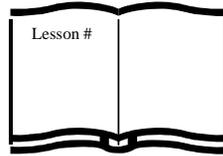
6. Did you have to “brace” for anything else? _____

The driver may get a passing grade if the score on this sheet is “0”.

Complete for each driver.

Cookbook of Activities for BTW #29

Title: *What Others Think of my Driving*
 Description: Identify proper techniques for communication and vehicle placement.



INGREDIENTS

Notebook Calculator

INSTRUCTIONS

Observers will use the following to “grade” the driver.

- 5= Communicated; appropriate adjustment of speed and position
- 4= Communicated and adjusted speed, no position adjustment
- 3= Communicated and adjusted position, no speed adjustment
- 2= Late; but acceptable adjustment of speed/position; no communication
- 1= Slight adjustment; barely adequate
- 0= No observable response

Score the driver when the instructor says “Score”.

Trial	Location	Visibility	Space	Communication	Score
1					/20
2					/20
3					/20
4					/20
5					/20
6					/20
7					/20

Put the initials of driver in trail box.

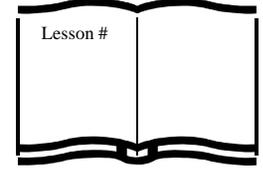
Does the driver pass today? Total Score _____

Note: If the 7 trials are done for each driver, there is a total of 140 points possible.
 Find the score by dividing the possible points by the points earned.

Use this worksheet for various speed and traffic conditions.

Cookbook of Activities for BTW # 22

Title: *Crossing the Tracks*
 Objective: Identify railroad crossings and what to do at them.



INGREDIENTS

Notebook
 Calculator

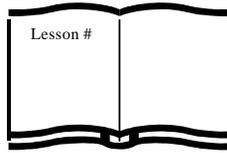
INSTRUCTIONS

1. Record the number of stops made for railroad crossings. _____
2. Record the number of times the driver stops at or before the stop line. _____
3. Record the number of times the driver stopped too close to the tracks. _____
4. Record the number of times driver crosses track(s) without stopping completely. _____
5. Is there a mechanical device at the crossing? _____
6. Is there no stop sign or mechanical device at the crossing? _____
7. Where is this crossing? _____
8. Does the driver cover the brake, yield in any way? _____
9. How far away was the driver when they searched the RR intersection? _____
10. Did driver search RR intersection? _____
11. Record the percentage of poor RR intersections crossed or stopped at.

$$\frac{\text{\# of problem crossings}}{\text{Total \# of crossings}} = \%$$

Cookbook of Activities for BTW # 23

Title: *Give me the Belt*
Objective: Identifying seatbelt use.



I NGREDI ENTS

Notebook	
Calculator	

I NSTRUCTI ONS

Part 1

Have students count vehicles around them on the road for 10-15 minutes.

Record the number of vehicles counted _____

Record the number of:
drivers not wearing seat belts _____

children seen not in child restraints _____

Repeat 1-2 more times during the driving session.

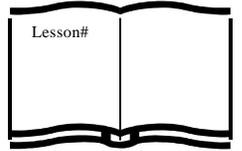
Part 2

Determine the % of people not wearing seat belts in your area.

$$\frac{\text{\# not wearing seat belts}}{\text{Total \# of vehicles}} = \text{\% unbelted}$$

Cookbook of Activities for BTW #28

Title: *I Need a Co-Pilot*
Description: Identify hazards and line of sight restrictions in heavier traffic



I NGREDI ENTS

Notebook	
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I NSTRUCTI ONS

Observers look for objects and conditions in or adjacent to the path of travel that could increase risks.

Where were you driving? _____

List the objects or conditions that increase risks.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Can any of these be avoided? (Put a check in front of the ones that can be avoided.)

Did the driver respond in a safe manner? (Put a star in front of the ones where the driver responded appropriately.)

Cookbook of Activities for BTW #27

Title: *Red Light, Green Light*
Description: Identify hazards of running red lights and "jumping the gun".



I NGREDI ENTS

Notebook	
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I NSTRUCTI ONS

1. Have the observers watch and count the number of vehicles that run red lights. _____
2. Have the observers watch and count those that "jump" the red light. _____
3. List other aggressive behaviors seen by other drivers.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
4. What should you and your driver do about them?

Cookbook of Activities for BTW # 24

Title: *Stay*
Objective: Recognizing the importance of a three second stop.



I NGREDI ENTS

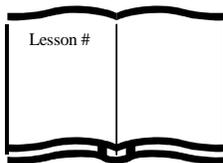
Notebook	
Stopwatch	

I NSTRUCTI ONS

- At each stop sign the student driver comes to, have the observer manually count and record the 3 second stop
Stop watch the amount of time the driver is actually stopped.
- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |
- How many stop signs were not 3 second stops? _____
What was the average time spent at a stop sign? _____

Cookbook of Activities for BTW # 25

Title: *Navigator to Driver*
Objective: - Recognizing uncontrolled intersections.



I NGREDI ENTS

Notebook	
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I NSTRUCTI ONS

Part 1

Observers identify the locations of uncontrolled intersections on the drive.

Record where the intersection(s) is:

- 1. General area _____
- 2. Specific Intersection _____

List line-of-sight restrictions particular to that intersection

- 1. _____
- 2. _____
- 3. _____

Any change made by the driver due to line-of-sight restriction?

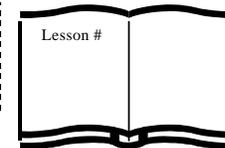
- 1. _____ 2. _____ 3. _____

Part 2

Observers use commentary to the driver to help them identify developing problems.

Cookbook of Activities for BTW # 26

Title: *Truckers with Skirts*
Objective: Safety features on trucks



I NGREDI ENTS

Notebook	
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I NSTRUCTI ONS

Observers look for trucks with “hula skirts” over the sides of the tires of the truck.

- How many trucks were on the road? _____
- How many trucks have “hula skirts”? _____
- How many do not? _____
- Should splash reducers be required equipment on trucks? _____

What are the benefits of splash reducers? _____

*Note: some of these questions should be discussed in the classroom to avoid driver and instructor distraction.