



Iowa Parent-Taught Driver's Education

30 Hour Behind-the-Wheel Module

Provided by

SAFE2DRIVE
driver safety made easy

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1.0 Preface

1.1 Welcome

Hello and welcome to Safe2Drive's Behind-the-Wheel Training Guide! We are here to assist you in teaching your teen to drive safely.

Congratulations on making a commitment to be involved in your teen driver's education. We've known for a long time that parents make a difference in their teens' driving behavior. Research has shown that the chances of a teen being involved in a crash are reduced by one-third when parents take an active role in helping their teens learn to drive. Getting and staying involved in your child's driver training is a great approach to ensuring their safety on the roads.

We are not going to scare you with descriptions of horrible tragedies or a lot of mind-numbing statistics. Instead, we present only one fact: Driving is the leading cause of teen deaths in America (Figure 1) by a wide margin. The first year of driving is the most dangerous. Our goal is to give you the tools you need to teach your child the correct driving priorities, and hopefully give them the best possible start in the driving world.



Figure 1 – Traffic Crashes Cause Most Teen Deaths

If you are feeling overwhelmed by this responsibility, we encourage you not to worry! We will help you break this down step-by-step. We will guide you through each day of teaching your teen to drive. This guide provides training exercises for the entire 30 hours of behind-the-wheel training required for your teen to fulfill Iowa's requirements.

1.2 How To Use This Guide

The state of Iowa requires teens to complete a driver education program. It also authorizes parents (or guardians) to provide this education to their teens. The parent-taught program consists of two parts (Figure 2). One part involves coursework that your teen completes online under your supervision. The other part involves behind-the-wheel instruction that you provide your teen. The two parts work together to provide your teen with a driver education that meets the requirements of the state of Iowa. The two parts are done simultaneously. That means you provide behind-the-wheel instruction at the same time your teen completes the coursework online.

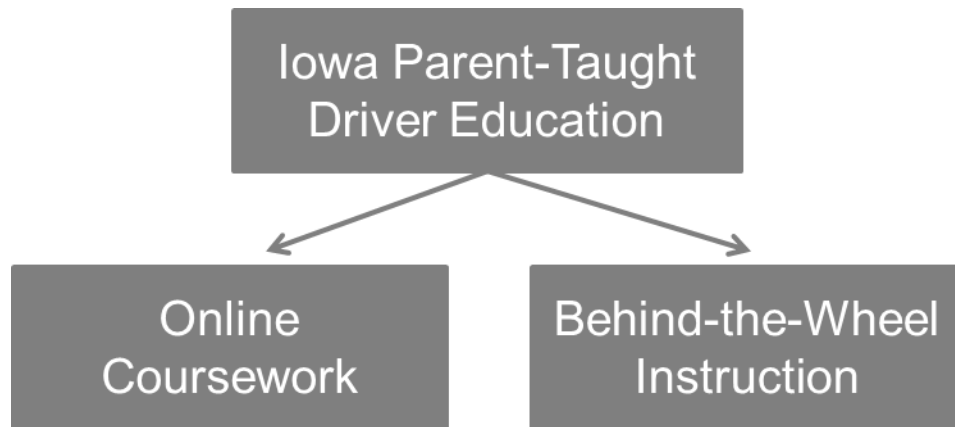


Figure 2 – Two Parts of Parent-Taught Driver Education

The driver education program in Iowa is administered by the Iowa Driver Education and Traffic Safety Program. Our course is approved by them and meets all requirements for Iowa's parent-taught driver education program.

1.3 Behind-the-Wheel Instruction

This guide focuses on behind-the-wheel instruction (Figure 3). It helps you teach your teen how to drive by giving them direct experience at driving.

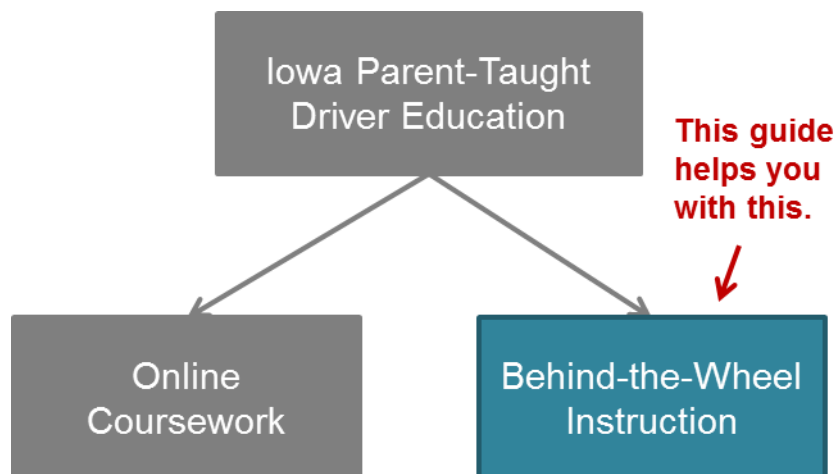


Figure 3 – This Guide Helps You with Behind-the-Wheel Training

The state of Iowa requires students to complete **a minimum of 30 hours of behind-the-wheel training. At least 3 of these hours must be done at night**, after sunset and before sunrise. For your convenience, at the beginning of each module we provide a recommendation of how much time should be spent on that section and how much should be practiced during the daytime or at night.

Requirements for Parents/Guardians

As your teen's driving instructor, it's very important for you to comply with the law at all times. This means you must:

- 1) Be the one who teaches your teen;

- 2) Have a valid driver's license;
- 4) Not have an OWI on your record.

Instruction Permit

It is critical that your teen obtain an instruction permit prior to starting any behind-the-wheel instruction (Figure 4).

Instruction Permit

Your teen must have a
Instruction Permit
before you teach behind-the-wheel.

Figure 4 – Instruction Permit is Imperative

While your teen is earning an instruction permit, we suggest you prepare yourself for the first steps of behind-the-wheel instruction. We suggest brushing up on your driving expertise by reading through the Iowa Drivers Handbook (found at <http://www.iowadot.gov/mvd/ods/dlmanual.htm>). This will get you up-to-speed on current driving laws and practices.

Print Each Lesson

We suggest you print the lessons in this section (1.3 Behind-the-Wheel Instruction) and keep them in the vehicle during the lessons. The lessons are broken down into simple steps.

Everyone learns best by doing. It is an approach based firmly on principles of human psychology. Here is one additional fact: people learn best by doing things repeatedly. In our years observing parents teach, we have noticed a tendency for parents to lecture their teens. We suggest you avoid this. For one thing, it may create tension between you and your teen. People are naturally put on edge by someone else lecturing to them. Do you remember being lectured when you were young?

Instead, briefly and in a straightforward way, tell your teen exactly what you want them to know. Explain the reason for it. Ask once in a while if they understand. Otherwise, keep things moving. Let your teen do the work.

Minimize Distractions

Turn off the radio and minimize other distractions. Turn off your teen's cell-phone and put yours on vibrate. Leave snacks at home. Afterward, "celebrate" the lesson by taking your teen for lunch or a refreshment. Remember this is "driving school". Radios are not played in a classroom, nor are teens permitted to use their cell-phones.

1.4 Your Feedback

We at Safe2Drive hope you find this guide useful. We also hope you send us comments and questions. We always appreciate hearing from people who have used this guide. Let's all keep working to make our highways safer and keep our teens safe on the road.

2.0 Module One: Driver Preparation

In this module, we'll go over the basics for driver preparation, including pre-drive and post-drive tasks, proper steering techniques, and how to accelerate, decelerate, backup and turn.

Practice Environment

Since your teen is new to driving, we recommend you practice the lessons in this module in a low-risk environment, such as an empty parking lot or a quiet residential neighborhood.

Recommended Time

We recommend that 4 hours of practice time be spent on this module. Keep in mind that this is a recommendation and can be adjusted to fit your needs. To avoid driver fatigue and increase the student's retention of information, it may be a good idea to break this practice time up into smaller segments.

2.1 Pre-Drive and Post-Drive Tasks

In this lesson, we'll focus on pre-drive tasks, including what a driver should do before getting in the car and while in the car (i.e. monitoring car equipment), as well as post-drive tasks. This session should be done in a driveway.

2.1.1 Before Getting in the Car

First, your teen should complete the following actions before getting in the car. Driving school instructors typically refer to this as the "walk-around".

- 1) Check that no one and nothing is behind the car
- 2) Check the tires for proper pressure (review the owner's manual)
- 3) Look for dents or damage to the car
- 4) Make sure there are no strangers in the backseat
- 5) Look for evidence of oil, coolant, or other fluid leaks

The first one is arguably the most important. If nothing else ensure your teen does this!

Looking for strangers in the car sounds funny on the face of it. But we have all read tragic stories where a driver is surprised by an intruder who hid in the back seat.

Lesson 1 Checklist**Pre Drive**

Step	Description
1	Possess valid instruction permit.
2	Search around vehicle for obstacles or leaks.
3	Check vehicle for damage.
4	Check tire condition (proper inflation, wear).
5	Check for children or animals around vehicle.
6	Enter driver seat; lock doors.
7	Put key in ignition.
8	Adjust seat and head rest.
9	Adjust steering column if necessary.
10	Adjust mirrors.
11	Buckles safety belt. Ensures others are buckled.
12	Place hands in proper hand position.
13	Place foot on brake.
13	Start engine.
14	Inspect instrument panel to ensure vehicle is in safe condition.

Figure 5 – Pre-Drive Checklist**2.1.2 While in the Car**

Have your teen adjust their seat to create comfort. Typically, the seat should be adjusted so that they are approximately 10 inches away from the steering wheel. Your teen's hands should typically be on the 3:00 and 9:00 positions (Figure 6).

**Figure 6 – Hand Position (Takes Airbags into Account)**

Your teen should adjust the mirrors to ensure they have views to the rear and sides of the car. Explain the blind spot (Figure 7) and how to protect against it.

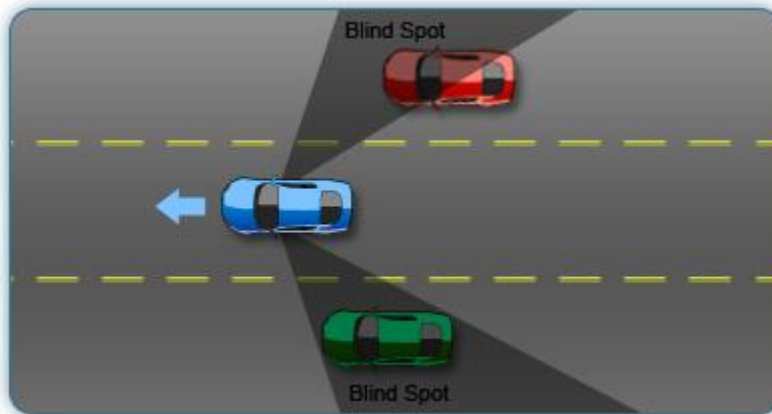


Figure 7 – Blind Spots

Your teen should adjust their feet. Show your teen where you place your feet and how they are used to accelerate and brake. Keep in mind only the right foot is used for the gas and brake, never the left (EVER!). Also, shoes must be worn at all times when driving.

Routine inspection of cars has nearly become a thing of the past given the advances in automotive technology. Today, we usually rely on warning lights to let us know when trouble is brewing with our brakes, tires, or just about any part on our car. In fact, we often ignore warning lights even when they are flashing because cars still manage to work just fine for days or weeks. This has had the unfortunate side-effect of letting us take things for granted.

Your teen should assume some responsibility for routine inspection and preventive maintenance. It is easy to do. Believe it or not, this is a handy time to actually pull out the owner's manual and read it. Teens will get a better sense of how a car actually works.

Finally, buckle up (Figure 8)! Ensure all other occupants are buckled up as well.



Figure 8 – Buckle Up!

Turn the ignition to "on". Show your teen the gauges that you use, what they do, and how you interpret them. Walk through how each knob, dial, and control operates. This includes oil gauges, lights, wipers, hazards, and so on.

Now turn the car on. Instruct your teen how to place the car in gear while the brake is applied.

Before moving the vehicle, have your teen describe the vehicle operating space around the car. What's in front of and behind the car? What are to the sides and corners? Consider not only what's easily seen, but also what might not be visible. What potential hazards should your teen be aware of?

After a quick look on both sides to clear the way, your teen should slide their left hand to the top of the wheel and turn to look over their right shoulder. Look out the back window. Put the car in reverse, and gently ease off the brake pedal if the way is clear. Allow the vehicle to move backward about 20 feet, so it is completely out of the space. Then depress the brake pedal and stop. Shift the gear into drive and have your teen pull back into the driveway, come to a complete stop, and park.

2.1.3 Post-Drive Tasks

Show your teen how to apply the parking brake. Next, have them switch off all lights in the car and turn off the ignition. Have your teen remove their foot from the brake and take the key from the ignition. Next, your teen should unbuckle their seatbelt and get out of the car. They should inspect the car to ensure that it has been parked properly and all passengers have gotten out. Finally, your teen should secure the car by locking it.

Lesson 1 Checklist

Post Drive

Step	Description
1	Come to a complete stop.
2	Place car in park.
3	Apply parking brake.
4	Turn off lights and other accessories.
5	Turn off ignition.
6	Remove foot from brake.
7	Remove key from ignition.
8	Unbuckle and get out of car.
9	Inspect car and ensure it is parked properly.
12	Lock car.

Figure 9 – Post Drive Checklist

2.2 Accelerating and Steering

First, choose a target area across the parking lot. This is where your car should end up. Next, have your teen drive in a straight line across a parking lot. Gradually, they should let up on the foot brake and allow the vehicle to move forward smoothly. As your teen drives, they should manage smooth steering and "lane placement" (this will be a simulation as there probably are not lanes in the parking lot). Have your teen drive in a straight line toward the targeted area. Remember, their hands should be at 3 o'clock and 9 o'clock. They should look ahead and to the sides of the vehicle and accelerate smoothly with their heel on the floor and their toes pushing the accelerator pedal. They should add speed by pushing slightly harder on the accelerator pedal. They should let up slightly on the gas pedal to begin slowing down.

As your teen is driving, instruct them to search ahead along their path of travel. Have them do the following:

- ☐ Identify your line of sight along the center of your path of travel.
- ☐ Look ahead 15 to 25 seconds.
- ☐ Search ahead and to the side of the roadway for obstructions, traffic, pedestrians or other hazards (this will be a simulation since you're in a parking lot)
- ☐ Check the dashboard often for speed and warning lights.
- ☐ Check the rearview and side mirrors again.
- ☐ Check your blind spots.
- ☐ Look ahead to the targeted area.

2.3 Decelerating, Braking and Stopping

Have your teen prepare to stop by placing their foot on the brake pedal in plenty of time. Apply the brake with steady, even pressure. For manual transmissions, press the clutch pedal to the floor. Hold steady pressure on the brake until the vehicle comes to a smooth stop. The vehicle should be stopped fully, so that it is not moving any more. Their foot should remain on the brake.

2.4 Simple Turns

Have your teen practice simple turns, both right and left. Use the signal at all times. Focus on smooth steering and stops. Keep the car under 15 mph. When a turn is approached, change the turning method to use the push-pull-slide approach most experienced drivers use. Let the wheel slip gently through the fingers as the vehicle straightens out. Finally, grasp the wheel gently to proceed. Explain to your teen the importance of maintaining focus on the road and not the hands or steering wheel.

Encourage your teen to verbalize what they are thinking.

Pick out targets and have your teen drive to them.

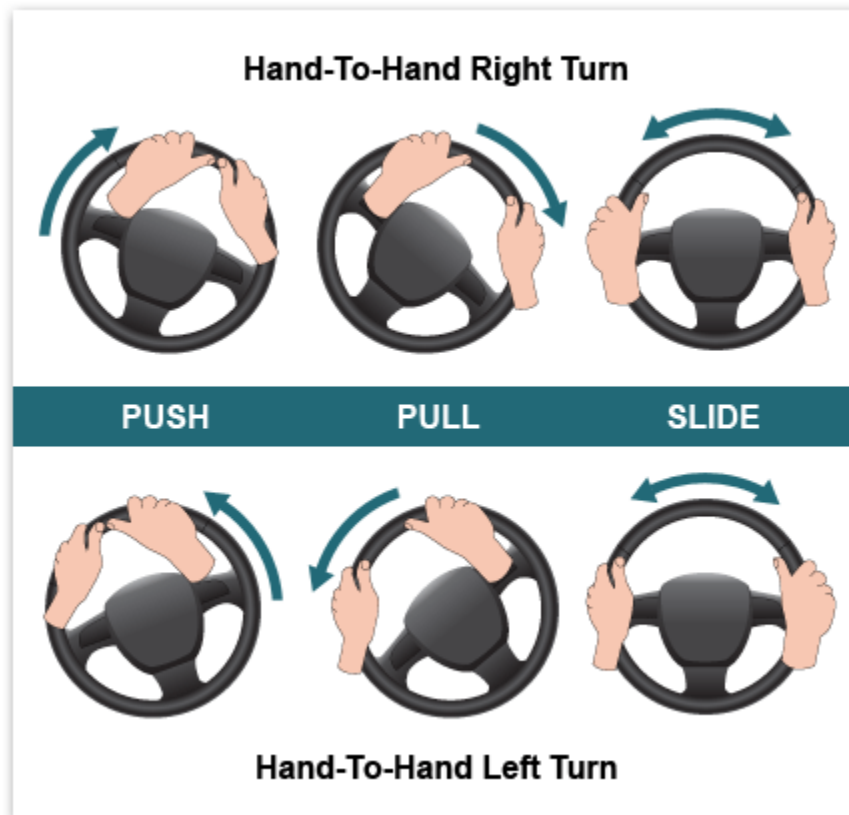


Figure 10 – Push | Pull | Slide Turn Technique

As simple as it may seem, learning to turn is challenging. Experienced drivers do it subconsciously. However, there are actually twelve steps to a successful turn (Figure 11). Review these steps with your teen.

Twelve Steps to a Safe Turn

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Step	Description
1	Check the rear view mirror to ensure cars behind you are a safe distance away.
2	Check both side mirrors and blind spots for any side traffic or obstacles.
3	Engage the turn signal.
4	Ensure that you are in the proper lane and positioned correctly.
5	Begin braking for warning and to begin slowing down.
6	Check the rearview mirror and side mirrors again.
7	Check the traffic entering the intersection from right, left, and oncoming.
8	Gauge the status of turn signals and other stopped cars' positions.
9	Continue braking smoothly, checking all mirrors.
10	Come to a full stop at the sign or intersection.
11	Check oncoming, left, and right traffic patterns once more.
12	Complete the turn.

Figure 11 – Twelve Steps to a Safe Turn

2.5 Backing Up

Take extra care and move slowly when backing up (reversing) your vehicle. Before you begin, check that the way is clear behind you. Be especially careful to look for children and cyclists (Figure 12).



Figure 12 – Watch for Children

Put the gear selector in reverse and turn sideways in your seat to look over your shoulder in the direction you are moving, while holding the steering wheel firmly (Figure 13).

If you are reversing straight back or to the right, turn your body and head to the right and look back over your right shoulder. When reversing to the left, turn your body and head to the left and look over your left shoulder. Always check the opposite shoulder as well. If

you are turning as you reverse, check that the front end of your vehicle does not hit anything.

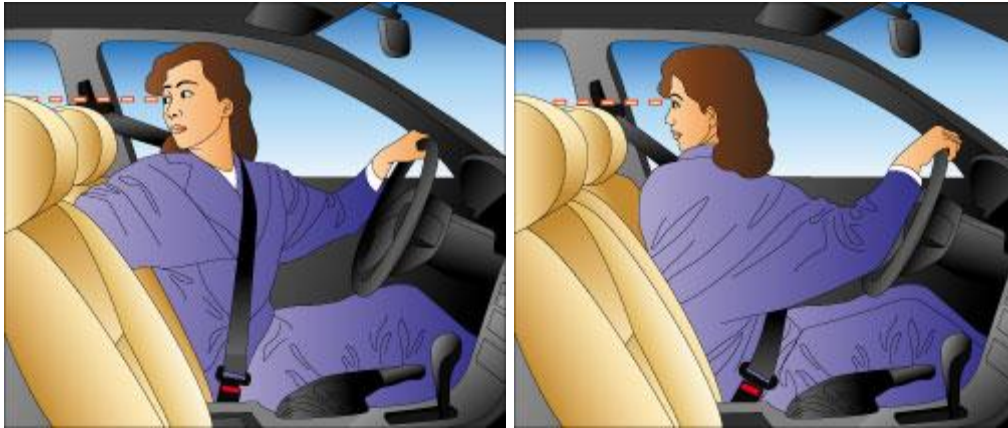


Figure 13 – Backing Procedure

Teach your teen how to “cover the brake” when a potential hazard appears. Covering the brake involves taking the foot off the accelerator and holding it over the brake. The brake is not actually pressed, nor does the foot rest on the brake pedal. Resting the foot on the brake is called “riding the brake”. This causes the brake lights to go on and may confuse drivers around you.

Also teach your teen to respond to your commands to “Stop”. Teach them to come to a smooth but firm stop anytime you give this command. This may come in handy.

Finally, have your teen stop the car, place it in park, and turn off the engine. Practice the post-drive tasks you learned in Lesson One.

2.6 Parking on a Perpendicular Line or Curb

Have your teen follow the steps below to park on a perpendicular line or curb.

- ☐ First, signal your intention to park.
- ☐ Slow down appropriately before parking.
- ☐ Position the vehicle with plenty of space to pull into the parking space without hitting another vehicle.
- ☐ Use reference points as clues for when to turn into the parking spot. For example, watch for the white line closest to the front of the vehicle to become visible, and then begin to turn in.
- ☐ Steer into the space and position the vehicle in the center between both lines.
- ☐ Check the back and sides to avoid hitting another vehicle.
- ☐ Stop when the vehicle is parallel with other parked vehicles.
- ☐ Exit the vehicle carefully, so as not to hit another vehicle with your car door.
- ☐ Lock the vehicle and exit to the rear.

To pull out of a perpendicular parking space, have your teen follow these steps:

- ☐ Check for pedestrians and vehicles behind you.
- ☐ Signal left or right.
- ☐ Put your foot on the brake and shift the car into Reverse.
- ☐ Check both side mirrors, your rearview mirror and look over your right shoulder in the direction you plan to turn. Check for pedestrians or other vehicles once more.
- ☐ Slowly back out of the space and turn your steering wheel to the left or right.
- ☐ Once the front of your vehicle moves beyond the rear of the vehicle next to you, turn your steering wheel quickly all the way to the left or right.
- ☐ Continue backing out and straightening your wheels.
- ☐ Stop, shift to Drive, and straighten your wheels all the way.
- ☐ Adjust to the appropriate speed and turn off your turn signal.

2.7 In-Car Progress Assessment for Module One

Now it's time for the Module One: In-Car Progress Assessment, where you'll test the skills your teen has learned so far. Below you'll find a chart to monitor your teen's progress. On the right side are specific tasks you should ask your teen to perform while you observe. On the left, mark how well your teen performs the task. If they have adequately mastered the task, check "Good." If your teen struggles with a particular skill, mark "Poor." If your teen struggles with any of the skill sets below, be sure to practice it before moving on to the next module. The progress assessment should be performed in the same environments you've used to practice the previous lessons (i.e. in a parking lot and/or a quiet residential street).

Task	Poor	Good
Performs pre-driving tasks.		
Uses seatbelt.		
Performs vehicle operation and control tasks to accelerate, decelerate, steer, and move forward and backward.		
Performs lateral and turnabout maneuvers.		
Checks blind spots and mirrors while performing vehicle operation and control tasks.		
Performs a lateral maneuver and a U-turn turnabout to pull to and from a perpendicular line or curb.		
Performs post-driving tasks including stopping, engine shut-down, post-drive maintenance, exiting the vehicle including a visual check to ensure that all passengers especially children and animals are out of the vehicle, and securing the vehicle		

procedures.		
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Figure 14 – Module One In-Car Assessment

3.0 Module Two: Vehicle Movements

In this module, your teen will become a safer driver by learning a myriad of skills, including how to use visual targeting, how to communicate with other roadway users, how to establish a safe following distance, and how to take and yield the right-of-way.

Practice Environment:

We recommend starting the lessons in this module on a quiet residential street. As your teen gains confidence, slowly transition them onto busier roadways. Hold off on any high-risk driving environments, such as interstates. These will be covered in later modules.

Recommended Time:

We recommend that 6 hours of practice time be spent on this module during daylight hours. Keep in mind that this is a recommendation and can be adjusted to fit your needs. To avoid driver fatigue and increase the student's retention of information, it may be a good idea to break this practice time up into smaller segments.

3.1 Improving Visual Targeting and Scanning Skills

In this lesson, your teen will learn how to become a better defensive driver by using visual targeting and scanning. It is important for your teen to know that eyes determine the path of the vehicle. Drivers should spend the majority of their time looking ahead down the road toward their target. However, they must also scan the road in search of hazards. This may sound tricky at first, but adults do it without thinking. With practice young drivers will do it without thinking as well.

There are three steps to improving scanning skills:

- 1) “Look up” to see down the road, perhaps 20 seconds ahead.
- 2) “Sweep the eyes” by scanning left to right in search of hazards.
- 3) “Do it all over” by repeatedly scanning.

Find a country road or quieter street with relatively long stretches of uninterrupted pavement. Your first task in developing your teen's scanning skills is to increase the distance down the road where their eyes search. Tell your teen to “look up” as far as possible down the road. Have them identify the furthest object in the line of travel.

In addition to increasing the straight-ahead distance, your teen must also learn to sweep their eyes by scanning from left to right. This is sometimes called a peripheral scan. Most young drivers only scan the sides of the roads. Teach your teen to widen the scan to include cars approaching intersections, children playing in a school yard, or pedestrians nearing crosswalks.

Teens must develop scanning skills to identify real and potential hazards (Figure 15). Failure to see hazards, real and potential, is a common reason for crashes among teen drivers.

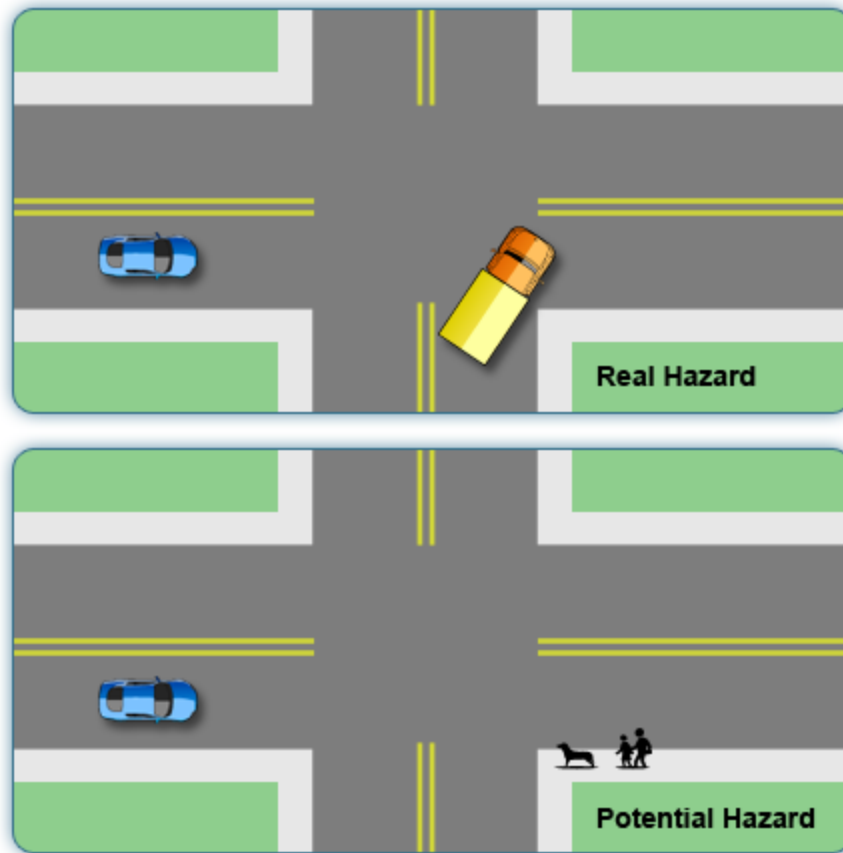


Figure 15 – Real and Potential Hazards

As you drive, have your teen tell you what they see to the front, the rear, and the sides of the car as they drive. Have them point out potential hazards.

3.2 Communication

On the road, it's important to communicate with those around you—including other drivers, pedestrians, and cyclists. Your vehicle provides you with several methods of communication, including turn signals, brake lights, and a horn. In this lesson, your teen will practice all of these.

First, have your teen come to a stop at an intersection. Have your teen activate their turn signal in plenty of time before turning or changing lanes. Tap on the brakes ahead of time before stopping to alert the car behind you that you are slowing down. Do this gently - make no sudden movements. When necessary, use eye contact and hand gestures to relay your intentions to other drivers or pedestrians.

3.3 Managing the Space around the Vehicle

Teens also have a tendency to drive too close to the car in front. Moreover, they do not realize how protective the space around their vehicle can be. In this lesson, you will teach your teen how to effectively maintain their vehicle operating space.

3.3.1 Managing Vehicle Operating Space While Parking

Begin this exercise by showing your teen how to pull into and out of the garage. Make sure your teen keeps equal space on both sides when parking. Have your teen pull within a desired distance of the front of the garage.

3.3.2 Managing Vehicle Operating Space on the Road

Next, take your teen to a quiet street and have them stay in the center of their lane. Explain how much space is between you and cars parked on the side as well as cars approaching in oncoming traffic. Show your teen how mirrors can be used to effectively fine tune the distances between the vehicle and other obstacles on the side. Explain to your teen the concept of gates, and how your teen must always maintain two open gates around the car (Figure 16) to ensure a safe exit strategy.

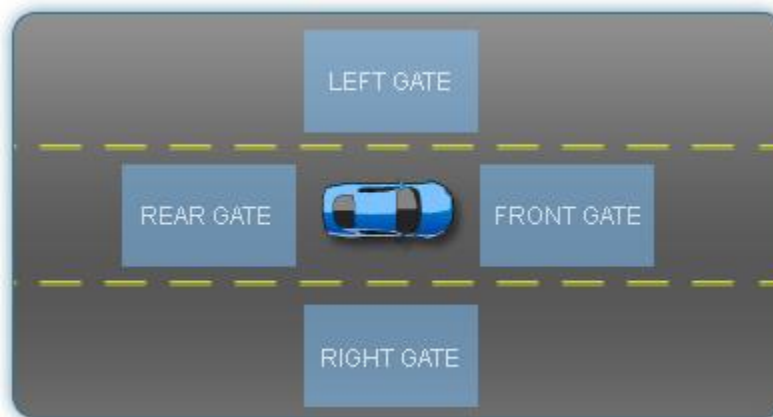


Figure 16 – Space Around the Car in the Form of ‘Gates’

3.4 Establishing a Safe Following Distance

Following distance is a technique to ensure enough space exists between your car and the car in front. In this lesson, your teen will learn how to estimate and maintain a safe following distance using the 2-second rule.

3.4.1 The 2-Second Rule

Following distance is the space you maintain between your front bumper and the car in front of you. There are many schools of thought on how to do this, and there is no one correct way. Your teen will probably develop a feel for it over time. In the beginning, however, it is probably helpful to have a more analytical method. One is called the 2-second rule. Here is how it works.

First you must be able to estimate, while you are driving, how far stationary objects are from you. For example, the sign is nine seconds away.

While your teen is driving, have them estimate the distance ahead in the following way.

- ☐ Pick a stationary object near the road (e.g., a sign).
- ☐ Guess how many seconds the object is away from you.
- ☐ Start counting (i.e., “1 thousand 1”, “1 thousand 2”, etc.).
- ☐ Stop counting when your front bumper is beside the object.

This will give you the number of seconds between you and the object. Repeat the process until your teen has guessed the distance correctly.

The relationship between time and distance varies with speed. Obviously less time is required to reach an object as you increase your vehicle's speed.

3.4.2 Estimating Your Following Distance (Buffer Zone)

Now, have your teen estimate the distance between you and the vehicle in front in the following way.

- ☐ Pick an object near the road that is not moving (e.g., a sign).
- ☐ Start counting when the back bumper of the car in front passes the object.
- ☐ Stop counting when your front bumper passes the object.

The number you get is your following distance. Most professionals consider a 2-second following distance safe under normal driving conditions. Some use a 3-second rule. The exact number is less important than doing it.

You will notice that you will maintain a safe following distance regardless of speed by using the 2-second rule. This is because the distance between you and the vehicle in front of you will automatically lengthen as you go faster. So, you will be twice as far back at 60 mph as you will be at 30 mph.

Practice estimating and maintaining a safe following distance with your teen.

3.5 Left and Right Turns

This lesson focuses on left and right turns. The concept of visual skills is introduced. Visual skills help a driver perform a turn safely. An important part of a safe turn is the ending: your lane position.

3.5.1 Right Turns

First, have your teen practice right turns from a stop. It is important to make sure to clear the way before the turn. This requires a three-step check (Figure 17).

- 1) Look ahead for oncoming traffic that may be making a left turn.
- 2) Look to both sides to make sure no car is approaching from the left and a pedestrian or bicyclist is not stepping off the curb on the right.
- 3) Look behind you to make sure no car is running up on top of you or even pulling around you.

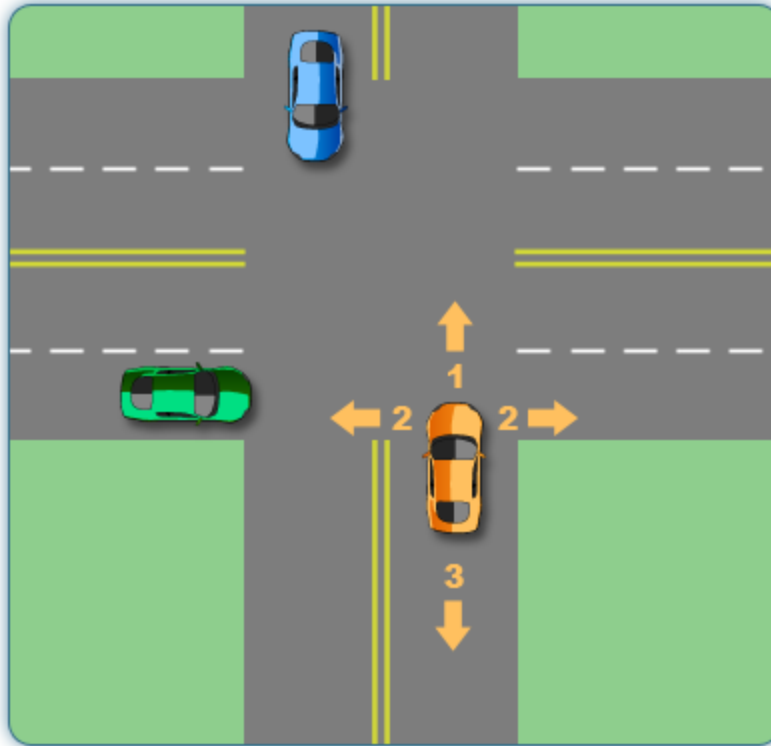


Figure 17 – Clearing the Way for a Right Turn

Have your teen practice this in a parking lot or perform it on a quiet street. Come to a stop at an intersection with the car in the middle of the lane or slightly nearer the center of the lane. Also, make sure you are behind the pedestrian crosswalk if one exists. Pause for a moment. Now, complete the steps to perform a right turn:

- ☐ Clear the way by performing the 3-part scan described above.
- ☐ Pull forward and begin your turn into the closest open lane (Figure 18).
- ☐ As the turn completes allow the steering wheel to slide through the hands (the vehicle straightens).
- ☐ Scan ahead 15-20 seconds and begin traveling down your path of travel.

3.5.2 Left Turn from a Stop

Now move onto a left turn from a stop. In this case your teen should position the car closer to the center line of the lane to facilitate the turn. Stop with the wheels straight and the car behind the crosswalk if one exists. Pause for a moment. Once again it is important to clear the way.

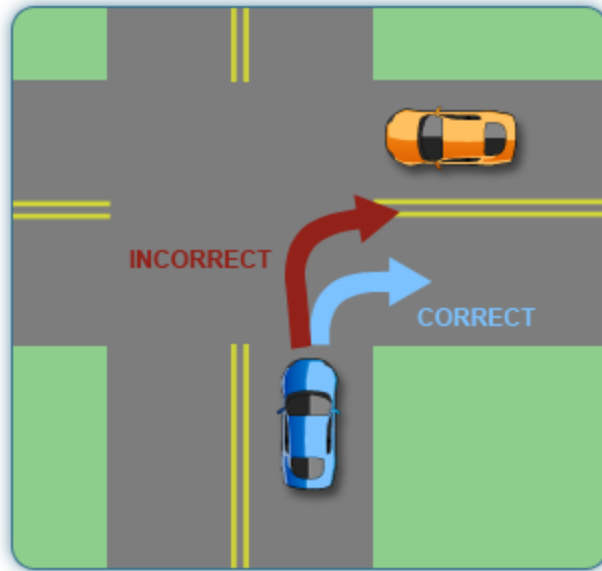


Figure 18 – Lane Position for Right Turn

This time your teen must:

- ☐ Look ahead for cars that may be crossing the intersection.
- ☐ Look right and left for cross-traffic.
- ☐ Look behind you to make sure no one is coming up on top of you or even pulling around you.

Now execute the steps for a left turn.

- ☐ Clear the way by performing the 3-part scan described above.
- ☐ Pull forward and begin your turn into the closest open lane.
- ☐ As the turn is completed, allow the steering wheel to slide through the hands (the vehicle straightens).
- ☐ Scan ahead 15-20 seconds and begin traveling down your path of travel.

3.5.3 Lane Position

Assist your teen with finishing in the proper lane position by showing them how to look ahead to their target area rather than being narrowly focused on the area in front of the car. Young drivers typically struggle to look down the road toward their target area.

3.6 Right-of-Way

As your teen gains experience and begins driving on more complex roadways, defensive driving becomes a vital part of training. This lesson provides your teen with practice observing the rules of right-of-way. Please discuss the rules of right-of-way with your teen before the lesson begins. Take some time before your teen gets behind the wheel to demonstrate yielding the right-of-way to other vehicles. Be thorough and repeat any information the teen does not seem to understand. You may use a variety of environments for this lesson: residential streets, city streets, intersections, railroad

crossings, and multi-lane streets. Your teen should be gaining confidence and skill on all roadways. There is no such thing as too much practice with the rules of right-of-way!

3.6.1 Right-of-Way Rules

Roads

- ☐ On single or two-lane roads, yield the right-of-way to traffic on roads with more lanes.
- ☐ When driving on an unpaved road, yield to vehicles on a paved roadway.
- ☐ On a road with multiple lanes in the same direction, a vehicle entering from the right must yield to a vehicle entering the same lane from a lane to the left.

Highways

- ☐ Yield to vehicles entering the highway.
- ☐ Yield to vehicles exiting the highway.

Uncontrolled Intersections

- ☐ If you arrive at the same time, yield to the vehicle on your right.
- ☐ At a T-intersection, yield to through traffic on the intersecting road.

Controlled Intersections

- ☐ Obey all signs and signals at controlled intersections.

Private Roadways and Driveways

- ☐ When exiting a private road or driveway, stop before the sidewalk.
- ☐ Yield to vehicles on the roadway and pedestrians on the sidewalk.

Turning Left

- ☐ When turning at an intersection, yield to drivers travelling straight through the intersection if they do not have a stop sign or red light.

Railroad Crossings

- ☐ Always yield the right-of-way to an approaching train! You must stop between 15 to 50 feet of the tracks if a train is approaching.

3.6.2 Practicing Right-of-Way

Your teen should practice yielding the right-of way in the following locations. Make sure this is done according to the rules of right-of-way, while taking traffic conditions into account, and without affecting the flow of traffic. Please remind your teen to yield to pedestrians as well as other vehicles! Observe the right-of-way:

- ☐ At a four-way stop
- ☐ A T-intersection
- ☐ Turning left at an intersection
- ☐ Turning right at an intersection
- ☐ From a gravel or dirt road onto a paved roadway
- ☐ At an intersection with traffic control signals
- ☐ A traffic circle (if available)
- ☐ A one-way road
- ☐ At a two-way road with multiple lanes traveling in each direction
- ☐ At railroad tracks
- ☐ While entering or exiting the highway or expressway

3.7 Reference Points

Reference points are visual cues to help your teen position a vehicle exactly where they want it. A forward reference point allows your teen to know when the front bumper of a car is even with the curb. An example of a forward reference point is shown in Figure 19. In this example the passenger-side mirror is used to line up the curb and the driver's line of sight. When the mirror "touches" the curb, the car is parked far enough into the space.

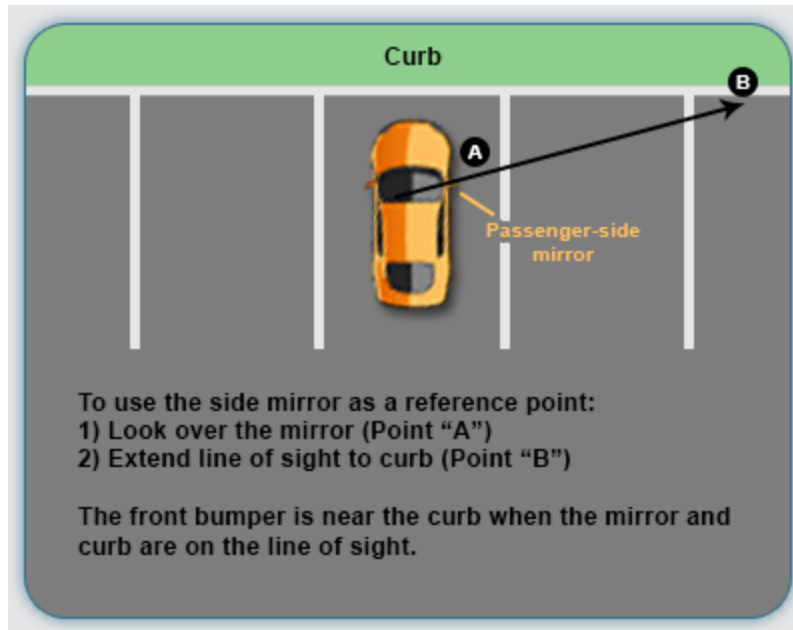


Figure 19 – Forward Reference Point

All cars are designed differently, and the passenger-side mirror may not work for you. You will need to experiment to find a reference point for your vehicle.

The same thing goes for the Rear Reference Point and the two Side Reference Points. This point tells you when the rear bumper is even with the curb.

3.7.1 Using Reference Points to Practice Parking

In an empty parking lot, have your teen practice pulling into parking spaces and parking parallel to spaces. Use the reference points to make sure the car is parked properly. This will take practice.

3.7.2 Parallel Parking

We all struggle with parking parallel and even adults with many years of experience are still unable to park parallel in the prescribed number of steps.

Show your teen how to parallel by following the four steps outlined in Figure 20.

- 1) Flash your brake lights, and signal a right turn. Stop two or three feet away from the front vehicle with the two rear bumpers even. Check traffic. Shift to *Reverse*. Look back over your right shoulder. Back slowly as you turn right. Aim toward the right-rear corner of the space.
- 2) Straighten the wheels when the back of your seat is even with the rear bumper of the front vehicle. Determine your personal reference point for this position. Slowly back straight. Look over your shoulder through the rear window.
- 3) Turn your wheels sharply left when your front bumper is even with the front vehicle's back bumper. Back slowly. Look out the rear window.

- 4) Straighten the wheels and stop when your vehicle is parallel to the curb. Stop before your vehicle touches the car behind. Develop reference points to know your distance from the curb and from the vehicle behind you. Slowly pull forward to center your vehicle in the space.

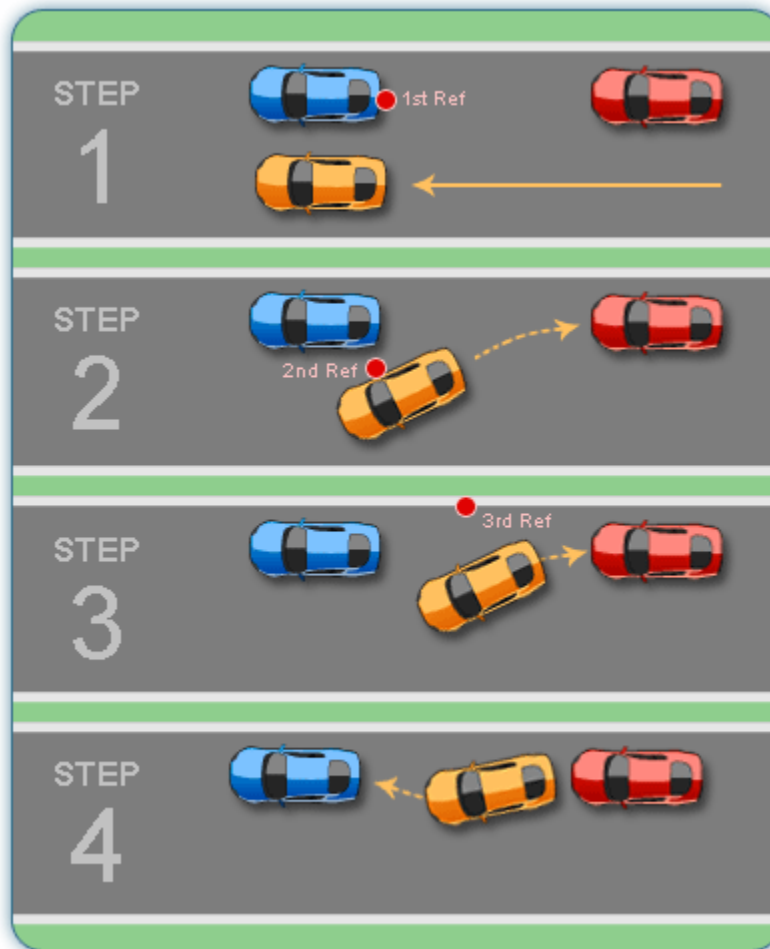


Figure 20 – Steps for Parallel Parking

3.7.3 Using Reference Points on the Road

Next, have your teen practice using reference points while driving on a quiet residential road. Have your teen talk aloud as they drive. What reference points can they use to manage their vehicle operating space? Their lane placement? Their following distance? Their speed?

3.8 Vehicle Balance

3.8.1 Practicing Vehicle Balance and Turning

A very common mistake teens make while driving is going into a turn too fast. In this exercise your teen will learn the principles of vehicle balance. Specifically, your teen will learn how to recover from entering a turn too fast.

Take your teen to a large empty parking lot that allows you to make left and right turns at about 30 mph. Demonstrate to your teen what happens if you turn too sharply. Then apply brakes while turning to show that this actually makes the situation worse (Figure 21). Then demonstrate to your teen the proper way to recover from this hazardous situation by taking your foot off the gas pedal.

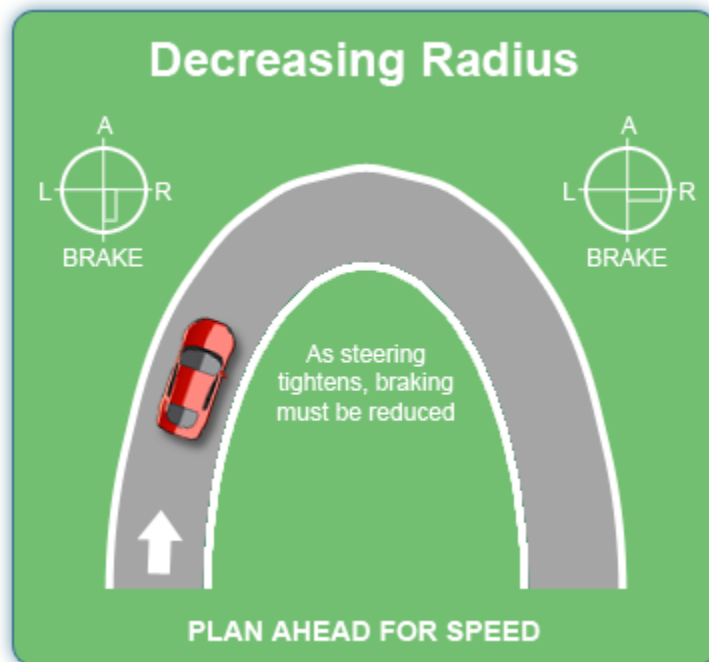


Figure 21 – Reduce Braking on Sharp Turns

3.8.2 Practicing Vehicle Balance and Parking

In a parking lot, have your teen practice maintaining vehicle balance while maneuvering in and out of an angled parking space.

- ☐ First, signal your intention to park in plenty of time.
- ☐ Slow down appropriately before parking.
- ☐ Move forward until the parking space line closest to the vehicle is visible clearly.
- ☐ Turn the wheel smoothly and enter the space (without jerky movements).
- ☐ Park the vehicle in the center of the spot and straighten the wheels.
- ☐ Stop before the curb.
- ☐ Activate the parking brake (emergency brake).

When leaving the parking space, do the following:

- ☐ Give the right-of-way to traffic already on the road.
- ☐ Wait for a large gap in traffic.
- ☐ Search the roadway for pedestrians as well as traffic.
- ☐ With your foot on the brake, release the parking brake and shift the gears into Reverse.
- ☐ Slowly reverse straight back.
- ☐ Watch the reference points on the front of the vehicle for clues on when to turn. For example, when the front of the vehicle passes the rear bumper of the vehicle on the left, you should begin turning the wheel to the right.
- ☐ Keep your eyes to the rear of the vehicle, watching traffic.
- ☐ Back smoothly into the lane.
- ☐ Brake and straighten the wheels.
- ☐ Change the vehicle gear to Drive and accelerate smoothly to the proper speed according to the law and driving conditions.

Repeat this process, this time in a perpendicular parking space.

3.8.3 Practicing Vehicle Balance on the Road

Now, have your teen practice managing vehicle balance on a quiet residential road. Practice appropriate stopping and turning at intersections.

3.9 Changing Lanes

In this lesson, your teen will practice changing lanes safely and effectively without affecting the flow of traffic. We suggest using a variety of multilane roads and intersections.

3.9.1 Lane Position

The width of a lane in most roads is 9 feet or more. Since cars are usually smaller than this, a driver can position a car at various locations in a lane (Figure 22).

- 1) The vehicle is near the lane line. This position is desirable for making left turns.
- 2) The vehicle is in the center of the lane. This is the most common and usually the safest place.
- 3) The vehicle is near the passenger-side lane line. This position is desirable for right turns.

All three of these positions may be used, depending on the situation. For example, there is an increased margin of safety if a driver moves to the left-hand side of the lane if debris exists on the right.

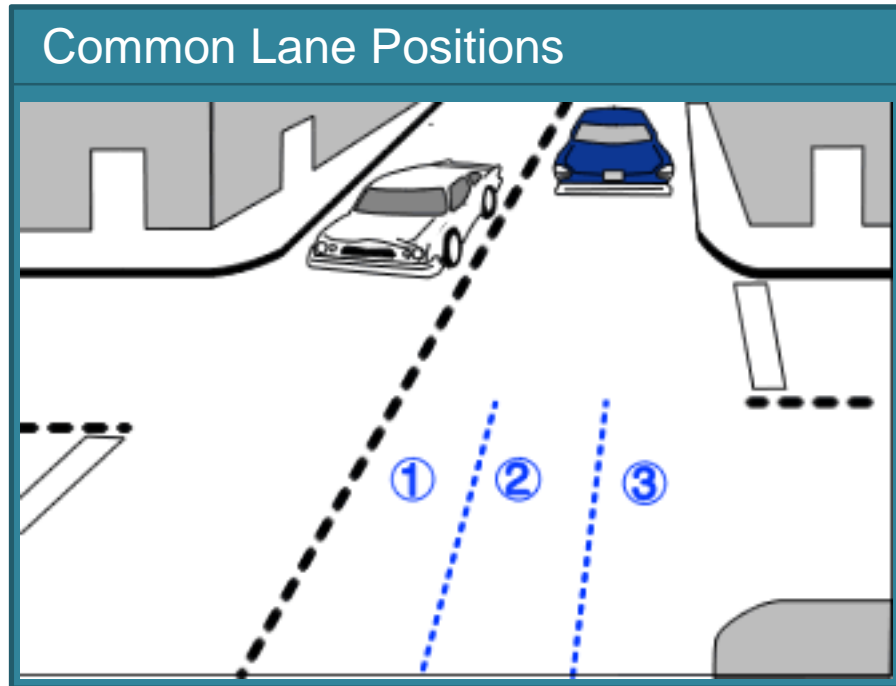


Figure 22 – Lane Positions

Have your teen practice driving in these lane positions.

3.9.2 Lane Changing

Take your teen onto a multiple-lane highway that is relatively quiet. You can do this usually by going out early on a weekend morning or even on a holiday when most people are home enjoying the festivities.

Have your teen use techniques for changing lanes to move lanes on a highway. It can be done with only a slight turn of the wheel. A lane change should not be abrupt, but it shouldn't take too long. It is a smooth slide-over. Most importantly, make sure your teen sees how to check for blind spots. Review with your teen the steps to change lanes. Assume in this instance you are moving to the left lane:

- ☐ Scan in front to ensure sufficient room exists
- ☐ Check your rearview and left-side mirror
- ☐ Look over your left-shoulder to check the blind spot
- ☐ Put on your turn signal when you conclude it is safe to turn
- ☐ Check your blind spot again
- ☐ Change lanes if all is clear

3.10 Entering and Exiting the Roadway

New drivers have difficulty gauging how fast vehicles are approaching and how quickly they will be "on top of you". We at Safe2Drive have noticed that teens fail to account for the safety and annoyance factor. All too often, they force cars in the flow of traffic to slow down. Teens get the message after several glares and honks of horns. In this lesson,

you will teach your teen how to safely enter and exit the roadway from a curb line or the side of the roadway without affecting the flow of traffic.

3.10.1 Entering the Roadway

Take your teen to a busy road and park on the curb. Start by observing the passing cars. Pick a car in the distance and count the seconds it takes to reach you. Select distinct landmarks that can act as trigger points to help determine whether it is safe to enter the flow of traffic. Once your teen has gauged that he has ample time to pull onto the road, have them put their foot on the brake and shift the car into drive. Check the rearview mirror and left-side mirror again, just to be sure it's clear. Put on your turn signal and turn onto the road. Accelerate quickly and smoothly to the appropriate speed. Practice doing this several times.

3.10.2 Exiting the Roadway

Have your teen practice exiting the roadway and pulling onto the side of the road. First, identify a safe, clear space to exit on the side of the road. Next, have your teen lightly tap their brake and begin to slow down. Turn on the right turn signal. Slowly and smoothly turn off the road and come safely to a stop off the roadway.

3.11 Advanced Turns and Lateral Maneuvers

In this lesson, we'll go over lateral and advanced turning maneuvers, including the 2-point turn, the 3-point turn, and the U-turn. Remember, your teen is building on the skills he's already learned. While he's practicing these new techniques, he must also continue to practice the old ones—including paying attention to the operating space around the vehicle and checking blind spots and mirrors.

3.11.1 2-Point Turn

On a quiet residential street, locate a private drive, a parking lot or an empty intersection so your teen can perform a 2-point turn (Figure 23). Have your teen do the following steps:

- ☐ Line the car parallel to the curb on the right with a driveway or street directly behind the car, and put the car in reverse.
- ☐ Look through the back and the right of the car to make sure there are no pedestrians on the sidewalk.
- ☐ Also make sure there are no vehicles approaching from the driveway or road directly behind the car.
- ☐ Carefully turn the steering wheel to the right and back into the driveway.
- ☐ Once on the driveway, turn the steering wheel to the left and put the car in drive.
- ☐ Again, make sure the way is clear.
- ☐ Finally, complete your turning by entering traffic.

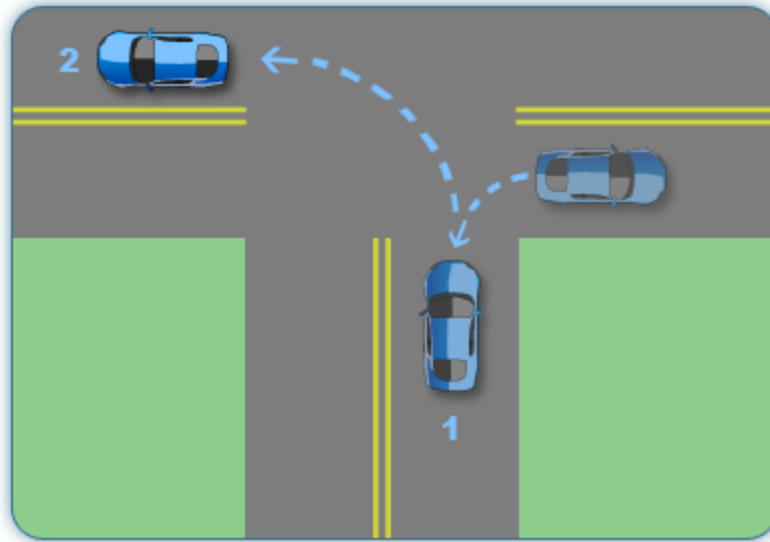


Figure 23 – 2-Point Turn

3.11.2 3-Point Turn

Now, have your teen perform a 3-point turn.

- ☐ Check for traffic and pedestrians.
- ☐ Position the vehicle to the right of the roadway.
- ☐ Check the mirrors and blind spots before turning.
- ☐ Signal and turn the wheel hard to the left.
- ☐ Accelerate gently until the vehicle is facing the left curb.
- ☐ Check the mirrors and blind spots again before reversing.
- ☐ Shift the vehicle into reverse.
- ☐ Turn the wheel hard to the right and back up to the opposite curb.
- ☐ Stop before hitting the curb.
- ☐ Shift the vehicle into drive.
- ☐ Check the mirrors for traffic before pulling forward.
- ☐ Pull forward into the right lane, driving in the opposite of your original direction.

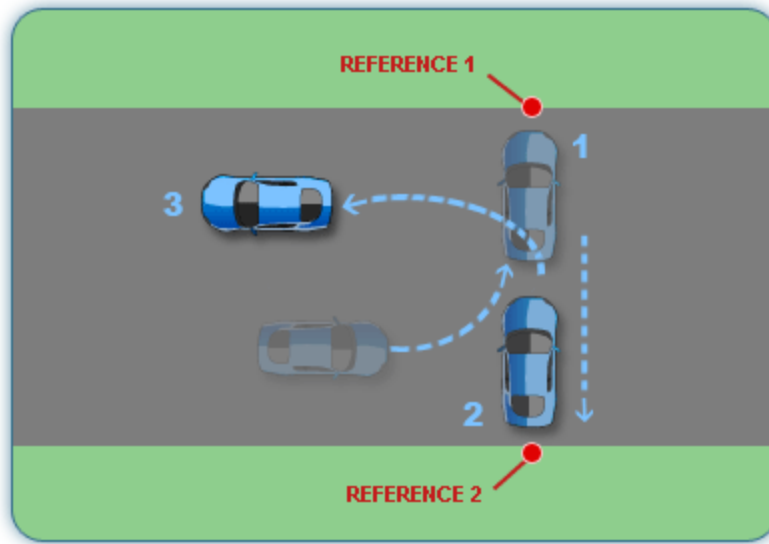


Figure 24 – 3-Point Turn

3.11.3 U-Turn

Finally, have your teen practice U-Turns (Figure 25).

- ☐ Scan the road ahead.
- ☐ Look for signs prohibiting a U-turn.
- ☐ Activate your left-turn signal.
- ☐ Position your vehicle to the right side of the left lane.
- ☐ Wait for a safe gap in traffic.
- ☐ Turn the wheel sharply all the way to the left and accelerate slowly into the turn.
- ☐ Once the vehicle has turned around 180 degrees, straighten the wheels and check the mirrors for traffic to the rear and sides.
- ☐ Position the vehicle in the center of the proper lane and join the flow of traffic.

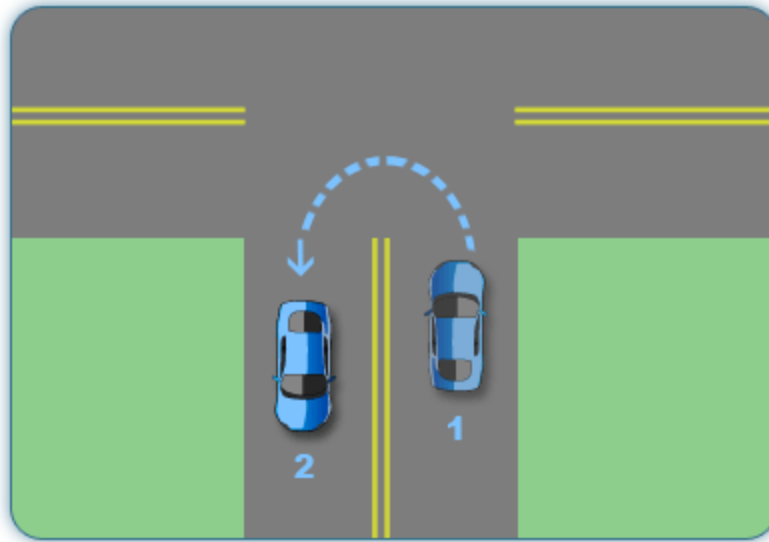


Figure 25 – U-Turn

3.12 In-Car Progress Assessment for Module Two

Now it's time for the Module Two: In-Car Progress Assessment, where you'll test the skills your teen has learned so far. Below you'll find a chart to monitor your teen's progress. On the right side are specific tasks you should ask your teen to perform while you observe. On the left, mark how well your teen performs the task. If they have adequately mastered the task, check "Good." If your teen struggles with a particular skill, mark "Poor." If your teen struggles with any of the skill sets below, be sure to practice it before moving on to the next module. The progress assessment should be performed in the same environments you've used to practice the previous lessons.

Task	Poor	Good
Sustains visual attention while performing targeting to the front, rear, corners and sides of the vehicle.		
Responds appropriately to hidden spaces and limitations including open, closed, and changing vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication on the roadway and intersections.		
Uses communication techniques to alert and communicate to other roadway users including vulnerable roadway users.		
Accepts or yields right-of-way appropriately at traditional and non-traditional roadways including railroad crossings and traffic circles and intersections.		
Performs left and right turns at traditional and non-traditional		

intersections without affecting the flow of traffic.		
Effectively manages reference points.		
Effectively manages vehicle balance on roadways, at intersections, and while maneuvering into and out of perpendicular and angled parking spaces.		
Executes multi-task performances when performing vehicle maneuvers.		
Performs parallel parking maneuvers using lateral maneuver procedures including reference points, steering, backing, and other vehicle movements as necessary.		
Performs 2-point, 3-point, and U-turn turnabout maneuvers.		

Figure 26 – Module Two In-Car Assessment

4.0 Module Three: Driver Readiness and Risk Reduction

Reducing Risk

This module introduces your teen to risk management skills that are important for safe driving in all driving environments. This module will give your teen a chance to practice the skills they already have and will introduce your teen to commentary driving. Your teen will learn to apply risk management skills, such as 'Predict, Analyze, and Minimize' to their driving. This module will also emphasize using a space management system to protect the driver from unnecessary risk on the road. We will provide strategies for managing other risk factors, such as fatigue and aggressive driving, and we will go over how to manage intersections safely.

Practice Environment

This module requires various levels of traffic flow and traffic volume. We suggest going through the checklist first in low traffic volume and flow and then moving on to moderate traffic volume and flow. If possible, use a familiar roadway when introducing your teen to an area with higher traffic flow and volume. Be aware of how the time of day may affect the roads you choose for this lesson.

Recommended Time

We recommend that 6 hours of practice time be spent on this module, with 1 of these hours being at night. Keep in mind that this is a recommendation and can be adjusted to fit your needs. To avoid driver fatigue and increase the student's retention of information, it may be a good idea to break this practice time up into smaller segments. Do not allow your teen to move on to more complex driving environments until he has mastered these skills in a low-traffic environment.

4.1 Reducing Risk Factors

As your teen is driving, have them perform commentary out loud. What potential hazards does he predict on the road? In what ways could he react to them to minimize risk?

As your teen takes or gives the right-of-way, have them discuss their actions with you. Also, have your teen discuss ways he uses a space management system to manage such things as: vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication.

As your teen drives, make sure he does the following:

- ☐ Actively searches the roadway while driving.
- ☐ Takes action to avoid risks on the road before the situation becomes hazardous.
- ☐ Maintains visual and mental attention.
- ☐ Recognizes risky behavior in other drivers, such as speeding or following too closely.
- ☐ Compensates for the risky behavior of other roadway users (e.g., dropping back from a speeding driver, changing lanes and watching the roadway ahead carefully for signs of a collision or other hazard).
- ☐ Drives within the speed limit and with the flow of traffic.

- ☐ Adjusts lane position when necessary to minimize risk.
- ☐ Uses appropriate communication (such as signals) to minimize risk.
- ☐ Follows all the rules of right-of-way.
- ☐ Uses commentary driving throughout the lesson.

4.2 Using Reduced-Risk Techniques for a Safe Following Distance

A key part of reducing risk is knowing when to increase following distance. As your student drives, have them discuss and practice safe following distances for these situations:

- ☐ When traction and visibility are reduced
- ☐ Following large trucks or vehicles
- ☐ Following a motorcycle
- ☐ A driver behind you is trying to pass
- ☐ When stopped on a hill or incline
- ☐ When the driver in front seems distracted or impaired

4.3 Managing Fatigue

Make sure your teen understands the importance of never driving while fatigued or drowsy. Have them discuss and identify the signs of fatigue in other drivers (such as swerving, erratic movement, and slow driving). Have them also discuss and identify signs of fatigue in other roadway users, such as anyone on the road without the protection of a vehicle (swaying while walking, riding a bike erratically, etc.). If your teen were to come across fatigued drivers or other roadway users, what are some safe ways your teen could respond to minimize risk?

As your teen drives, go over the following checklist for managing fatigue safely on the road.

- ☐ Maintain visual attention to combat fatigue.
- ☐ Actively search the roadway to engage mental attention.
- ☐ Do not zone out.
- ☐ Do not focus or stare at only one spot on the road ahead.

4.4 Managing Aggressive Driving

While your teen is driving, have them discuss ways to identify aggressive driving in other drivers (tailgating, changing lanes frequently, honking, hand gestures, etc.). Also, have them identify aggressiveness in vulnerable roadway users (motorcyclists, farm equipment, pedestrians, road and construction workers, and bicyclists). Ask your teen how they would compensate for aggressiveness in other roadway users (ex. by keeping their distance, following all laws and rules of right-of-way, and never responding to aggressive behavior with the same).

As your teen drives, go over the following checklist for managing aggressive driving on the road:

- ☐ Never demonstrate aggression or anger while driving the vehicle.
- ☐ Never use angry hand signals at other drivers.
- ☐ Do not speak angrily from the driver's seat. Keep your emotions under control.
- ☐ Know when to stop driving if angry or upset.
- ☐ Travel a safe distance behind other vehicles.
- ☐ Drive in the appropriate lane.
- ☐ Observe right-of-way rules (do not demand right-of-way, give it willingly).

4.5 Reducing Risk at Intersections

Intersections are full of risks and can be a tricky environment for new drivers to master. Take your teen to an intersection and have them practice the following actions to help reduce risk.

- ☐ First, recognize signs, signals, and road markings well ahead of an intersection.
- ☐ Next, identify the type of intersection. Remember, there are many different kinds of intersections, and they must be approached differently.
- ☐ Once you've identified the intersection, be sure to actively search the intersection while approaching.
- ☐ Adjust your speed according to speed limit changes.
- ☐ Scan all sides of an intersection.
- ☐ Before entering an intersection, look left, right, and left again.
- ☐ Observe others to determine if they intend to follow traffic control signs and signals.
- ☐ Compensate for other roadway users who are not following directions.

4.5.1 Controlled Intersections with Multiple Lanes

After your teen has mastered the techniques for reducing risk at intersections, take them to a controlled intersection with multiple lanes. Have them do the following:

- ☐ Search the intersection for traffic controls, pedestrians, and other users.
- ☐ Next, check your blind spots before changing lanes.
- ☐ Activate your turn signal in plenty of time.
- ☐ Wait for a safe gap in traffic to change lanes.
- ☐ Identify multiple turn lanes and road markings.
- ☐ Actively search ahead, to the sides, and to the rear.
- ☐ Watch the signal and anticipate when it will change.

- ☐ Watch cross traffic before entering the intersection on a green light.

4.5.2 More Practice with Intersections

Now, have your teen apply the risk-reducing techniques he's learned here to the types of intersections listed below. Your teen practiced taking and yielding the right-of-way at many of these types of intersections in Module Two, but it never hurts to practice. It may even be helpful to review the Right-of-Way section in Module Two before continuing on.

- ☐ Controlled intersections
- ☐ Uncontrolled intersections
- ☐ Intersecting roads with lesser or greater number of lanes
- ☐ Intersection roads with different pavement surfaces
- ☐ T-intersections
- ☐ Controlled access roads
- ☐ Railroad grade crossings
- ☐ Left and right turns
- ☐ Entering a public road from a private road

4.6 In-Car Progress Assessment for Module Three

Now it's time for the Module Three: In-Car Progress Assessment, where you'll test the skills your teen has learned so far. Below you'll find a chart to monitor your teen's progress. On the right side are specific tasks you should ask your teen to perform while you observe. On the left, mark how well your teen performs the task. If they have adequately mastered the task, check "Good." If your teen struggles with a particular skill, mark "Poor." If your teen struggles with any of the skill sets below, be sure to practice it before moving on to the next module. The progress assessment should be performed in the same environments you've used to practice the previous lessons.

Task	Poor	Good
Demonstrates legal and responsible reduced-risk driving practices while driving, including managing vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication.		
Appropriately manages fatigue on roadways and at intersections including traffic circles with various traffic flow and traffic volume levels.		
Identifies and compensates for fatigued roadway users including vulnerable roadway users.		
Executes multi-task performances on roadways and at intersections with various traffic flow and traffic volume levels.		

Identifies and compensates for aggressive driving on roadways and at intersections with various traffic flow and traffic volume levels.		
Effectively predicts, analyzes, and minimizes risk factors while driving.		
Appropriately accepts and gives right-of-way at intersections (including controlled intersections, uncontrolled intersections, intersecting roads with lesser or greater number of lanes, intersecting roads with different pavement surfaces, T-intersections, controlled access roads, railroad grade crossings, left and right turns, and entering a public road from a private road).		
Employs a space management system while performing vehicle maneuvers to establish vehicle operating spaces, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed and communication.		

Figure 27 – Module Three In-Car Assessment

5.0 Module Four: Environmental Factors

In this module, your teen will practice identifying, analyzing and minimizing potential and immediate risk in different driving environments.

Practice Environment

The driving environments in this module will vary from a quiet residential street during daylight hours to a multilane road at night. The locations will be specified in each lesson.

Recommended Time

We recommend that 4 hours of practice time be spent on this module, with 1 of these hours being at night. Keep in mind that this is a recommendation and can be adjusted to fit your needs. To avoid driver fatigue and increase the student's retention of information, it may be a good idea to break this practice time up into smaller segments.

5.1 Identifying Potential and Immediate Risks in Different Driving Environments

Risk is involved anytime we get behind the wheel. Potential risk is something that has not yet materialized. It is something that exists in the future that we can act to minimize or reduce in the present. For example, slowing down and practicing constant visual scanning while driving on a quiet residential neighborhood can help a driver minimize the potential risk of having to react to a small child running across the street to fetch a stray ball. Immediate risk is something that is happening right now and must immediately be reacted to. If a driver ignores potential risks, he is more likely to be faced by an immediate risk.

Have your teen practice driving in the environments listed below. As your teen drives, have them describe the potential and immediate risks he identifies in these environments. Have them discuss what he could do to minimize these risks.

- ☐ A quiet residential neighborhood during daylight hours
- ☐ A rural country road at night
- ☐ A highway with heavy traffic during daylight hours
- ☐ A multilane road at night
- ☐ A railroad crossing at night

5.2 Practicing Maneuvers in Different Driving Environments

While your teen is identifying and analyzing the risks in the environments above, have them also practice the following maneuvers. Your teen has learned these maneuvers in previous modules.

- ☐ Left and right turns
- ☐ Turnabouts
- ☐ Parking

5.3 In-Car Progress Assessment for Module Four

Now it's time for the Module Four: In-Car Progress Assessment, where you'll test the skills your teen has learned so far. Below you'll find a chart to monitor your teen's progress. On the right side are specific tasks you should ask your teen to perform while you observe. On the left, mark how well your teen performs the task. If they have adequately mastered the task, check "Good." If your teen struggles with a particular skill, mark "Poor." If your teen struggles with any of the skill sets below, be sure to practice it before moving on to the next module. The progress assessment should be performed in the same environments you've used to practice the previous lessons.

Task	Poor	Good
Describes potential and immediate risk in different driving environments using commentary driving.		
Identifies, analyzes, and minimizes environmental risk in different driving environments by utilizing reduced-risk driving practices.		
Executes multi-task performances in different driving environments.		
Performs maneuvers including left and right turns, lateral maneuvers, turnabouts, and parking in different driving environments while identifying, analyzing and minimizing risk by using reduced-risk driving practices.		

Figure 28 – Module Four In-Car Assessment

6.0 Module Five: Distractions

In this module, your teen will learn how to manage distractions in driving environments with moderate and complex risks.

Practice Environment

We suggest using a variety of multilane roads and intersections with moderate to complex risk. These skills should also be practiced in heavy traffic. The areas we suggest for this are: busy city roads, complex intersections, curves and hills, railroad grade crossings, and a low-traffic area in which to practice passing. Do not allow your teen to progress to this module unless the previous modules have been completed and you are confident your teen is ready for the added risk.

Recommended Time

We recommend that 4 hours of practice time be spent on this module, with 1 of these hours being at night. Keep in mind that this is a recommendation and can be adjusted to fit your needs. To avoid driver fatigue and increase the student's retention of information, it may be a good idea to break this practice time up into smaller segments.

6.1 Managing Distractions in Moderate to Complex Driving Environments

While your teen is driving in a moderate to complex driving environment, have them identify distractions aloud. Discuss and practice the following methods for dealing with or minimizing distractions on the road:

- ☐ Focus on maintaining space management and following distances.
- ☐ Maintain a clear line of sight to keep your mind from wandering.
- ☐ Concentrate on maintaining your lane position.
- ☐ Check your speed often.
- ☐ Communicate your intentions clearly to other roadway users by using the appropriate signals.
- ☐ Adhere to the rules of right-of-way.
- ☐ Identify distracted behavior in other drivers and compensate by falling back or changing lanes.
- ☐ Avoid unnecessary distractions while driving, such as cell phone use, text messaging, eating or drinking, tuning the radio, and adjusting the air.
- ☐ Keep your eyes from focusing too long on distractions along the side of the road, such as billboards or pedestrians.

6.2 Merging into Traffic

Entering an expressway can be a tricky maneuver. Good judgment is required, and your teen's ability will be tested. You want your teen to use the approach ramp and merge lane to accelerate until the vehicle is traveling at or near the same speed as the traffic already on the highway. This is an important concept. Young drivers typically are not aware of the impact their 'slow merges' have on other cars.

This is a difficult maneuver when done in traffic. Find a lightly-traveled road with exits only a few miles apart. Then just keep traveling back and forth between them, entering and exiting, over and over.

The goal at the entrance is first to observe and clear the ramp, accelerate smoothly up to the speed of the highway, and then signal and merge into the lane (Figure 29). A lightly-traveled road allows for errors.

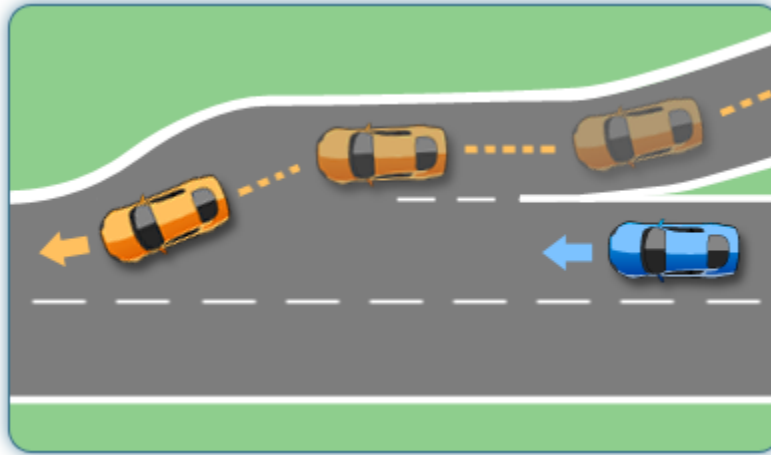


Figure 29 – Merging onto a Highway

You might want to wait on the shoulder until the ramp is empty. Trying to merge in traffic might be intimidating.

As your teen practices merging into traffic, walk them through this process step-by-step:

- ☐ Identify expressway signs well ahead of on-ramp.
- ☐ Search the on-ramp and road ahead for traffic or hazards.
- ☐ Enter the on-ramp acceleration lane while scanning ahead, to the sides, and to the rear.
- ☐ Accelerate to the flow of traffic on the expressway.
- ☐ Search the traffic for a safe gap to merge.
- ☐ Manage your speed and timing to arrive at the gap in traffic.
- ☐ Signal your intentions.
- ☐ Check the gap again, and search your mirrors and blind spots.
- ☐ Maintain your speed.
- ☐ Steer smoothly into the lane to merge.
- ☐ Turn off your signal.
- ☐ Straighten the wheels and center the vehicle in the lane.
- ☐ Check your mirrors again.
- ☐ Adjust your speed to the flow of traffic.

6.3 Approaching Controlled Intersections with Multiple Lanes

Controlled intersections with multiple lanes are a moderate to high-risk environment because there are multiple things going on around the driver that the driver has to be aware of, especially if the driver must merge into a turn lane. For example, are there pedestrians crossing in the intersection? How many lanes are devoted to turning? Is there a safe gap for the driver to merge into the turn lane?

- ☐ Have your teen practice in this environment. First, have your teen go straight through the intersection. Then, have them turn at the intersection. Use the step-by-step guide below:
- ☐ Search the intersection for traffic controls, pedestrians, and other users.
- ☐ Check the blind spots before changing lanes.
- ☐ Signal your intention to turn or change lanes well ahead of time.
- ☐ Wait for a safe gap in traffic to change lanes.
- ☐ Be able to identify multiple turn lanes and road markings.
- ☐ Actively search ahead, to the sides, and to the rear.
- ☐ Watch the traffic control signal and anticipate when it will change.
- ☐ Watch cross traffic before entering an intersection on a green light.

6.4 Exiting Traffic

When exiting an expressway, your turn signal should be on about 100 feet before the exit (Figure 30). This should be done whether or not anybody is on the road. You want this to become a habit.

It is also important for your teen to maintain speed until he has entered the deceleration lane or the ramp itself. Teach them not to slow down until clear of the traffic lane.

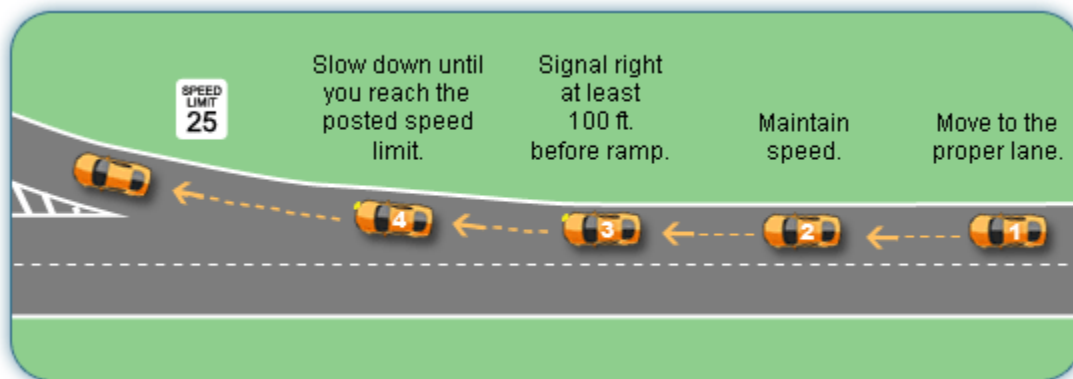


Figure 30 – Exiting a Highway

As your teen practices exiting traffic, walk them through this process step-by-step:

- ☐ Prepare to exit by searching for signs and entering the appropriate lane in advance.
- ☐ Signal your intention to exit half a mile from the off-ramp.

- ☐ Check your mirrors carefully.
- ☐ Exit smoothly, and slow down to the speed posted on the off-ramp.
- ☐ Search the off-ramp ahead for hazards or stopped traffic.
- ☐ Maintain a safe distance from vehicles in front and behind.

6.5 U-turn in Mid-Block or at an Intersection

In Module Two, your teen learned how to make a U-turn. Now, your teen will practice making U-turns in higher-risk environments: at mid-block or at an intersection. The mechanics of making a U-turn remain the same as in Module Two; however, there are additional things the driver needs to be aware of when making a U-turn at mid-block or at an intersection—especially a busy one. When performing a U-turn mid-block, make sure there is very little traffic around and that your field of vision is clear. Give yourself plenty of time to make the turn. When performing a U-turn at an intersection, look for pedestrians who may be crossing the intersection as well as drivers who may run a red light. Remember, U-turns are not permitted everywhere. Look for signs that permit or prohibit U-turns. While your teen is practicing U-turns at intersections, have them follow the steps listed below:

- ☐ Approach the intersection in the left lane, or left-turning lane if one is provided.
- ☐ Activate your turn signal at least 100 feet from the intersection.
- ☐ Identify posted signs that either forbid or permit U-turns. Do not make a U-turn if they are forbidden.
- ☐ GREEN ARROW or U-ARROW: This means the teen is making a protected U-turn. Follow the special instructions for making a protected left turn.
- ☐ GREEN LIGHT (ROUND) ONLY: This means the teen is making an unprotected U-turn. Follow the special instructions for making an unprotected left turn.
- ☐ Watch for drivers who may run a red light.
- ☐ Check for pedestrians who may cross the street.
- ☐ Give the right-of-way to vehicles, pedestrians, and through traffic
- ☐ Use hand-over-hand steering to complete the turn.
- ☐ Maintain a safe, steady speed while turning.
- ☐ Straighten the vehicle to end up centered in the lane.
- ☐ You may finish the U-turn in any lane, provided no other vehicle is cut off or put in danger.
- ☐ Accelerate smoothly to a safe and legal speed.

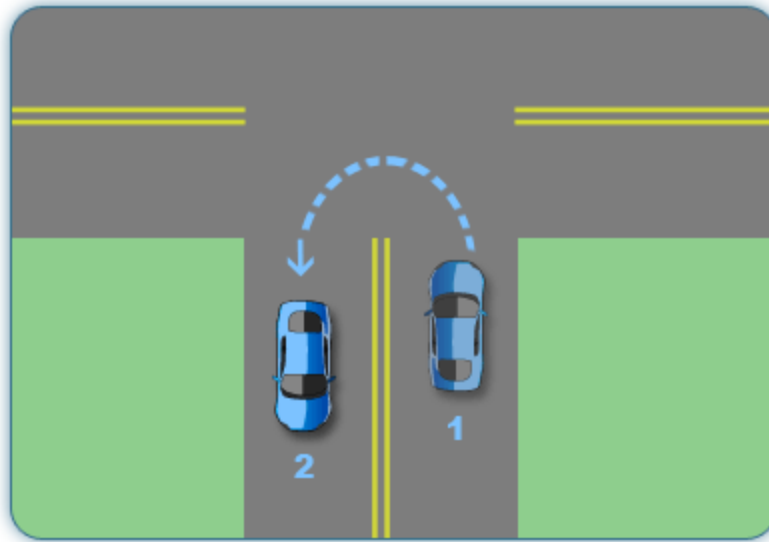


Figure 31 – U-Turns

6.6 Negotiating Hills and Curves

Hills and curves present special challenges to drivers. While going up a hill, you'll need to use extra power to maintain your speed. You might also have to shift into a lower gear if you're driving a stick-shift. When coming down a hill, keep in mind that the force of gravity will increase the time it takes for you to stop. You must brake earlier than you would on a flat surface. On curves, remember to slow down dramatically before entering the curve. This will reduce your chance of skidding and going off the road or outside your lane.

Have your teen practice driving on hills and curves. Remind your teen to never pass another vehicle on a hill or curve if the hill or curve obstructs their field of view.

6.7 Negotiating Multi-Lane Roadways in Heavy Traffic

Driving on a multilane roadway during heavy traffic requires the driver's full attention. The driver must remain aware and alert, constantly scanning the road and looking out for potential hazards. While your teen is practicing driving in this environment, have them follow the steps below:

- ☐ Maintain visual and mental attention.
- ☐ Actively search the roadway 20-30 seconds ahead.
- ☐ Search the immediate path of travel four to 15 seconds ahead.
- ☐ Continuously search your mirrors and be aware of the surrounding traffic.
- ☐ Manage space around the vehicle using the principles of a space management system.
- ☐ Never cross solid yellow or white lines.
- ☐ Drive at a safe speed (according to the posted speed limit/flow of traffic/roadway conditions).

- ☐ Identify drivers who are speeding, weaving, or following too closely.
- ☐ Do not travel in a “pack” of vehicles; leave space around the vehicle.
- ☐ Check your mirrors and blind spots before changing lanes.
- ☐ Steer smoothly to change lanes.
- ☐ Communicate your intention to change lanes.
- ☐ Travel in the appropriate lane.
- ☐ Maintain at least a three to four second following distance.
- ☐ Avoid traveling in another vehicle’s blind spots, or behind large trucks, where your vehicle cannot be seen by the driver.
- ☐ Adjust your speed and position based on traffic flow and volume.
- ☐ Adjust your speed and position for greater visibility (to open up line of sight).
- ☐ Pass with an adequate cushion of space.
- ☐ Maintain a steady speed (no speeding up and then slowing down repeatedly for no reason).
- ☐ Prepare for your exit from the multilane road by changing to the correct lane in plenty of time.
- ☐ Do not cut across traffic; instead, travel one lane at a time.

6.8 Changing Lanes in Moderate and Complex Driving Environments

Have your teen practice the technique of changing lanes in a moderate or complex driving environment such as a highway with heavy traffic. Your teen learned how to change lanes safely in Module Two. Review the following lane-changing procedures:

- ☐ Be aware of the vehicle’s operating space.
- ☐ Be aware of when other vehicles are approaching.
- ☐ Search ahead, to the sides, and to the rear of the vehicle.
- ☐ Wait for a safe gap in the traffic of the lane you want to enter.
- ☐ Check the mirrors and your blind spots (S.M.O.G.).
- ☐ Activate your turn signal in plenty of time.
- ☐ Search again before moving into the other lane.
- ☐ Check your blind spots again.
- ☐ Steer gently into the desired lane, straightening and adjusting your position after the lane change is complete.
- ☐ Adjust to the flow of traffic in the lane.
- ☐ Disengage the turn signal.

Communication while Changing Lanes

Remember when you're changing lanes that you need to be in constant communication with other drivers. Have your teen practice the following communication techniques:

- ☐ Activate your turn signal in plenty of time before turning or changing lanes.
- ☐ Tap on your brakes before stopping.
- ☐ Do not make sudden movements.
- ☐ Brake gently and make controlled stops.
- ☐ Use hand signals when necessary.
- ☐ Utilize eye contact and hand gestures when necessary to relay your intentions to other drivers or pedestrians.

6.9 Passing

Take your teen on a multiple lane highway when it is not busy (early Saturday or Sunday morning is best). Have them practice passing. Remember it is safest to pass on the left. Walk your teen through the following steps:

- ☐ Keep a safe distance between you and the vehicle you intend to pass. Check the passing lane to make sure it is clear. If you are crossing a broken yellow line to pass, you must be able to see clearly at least 1600 feet in front of you. Check your mirror and your blind spot.
- ☐ Signal and gradually move into the passing lane.
- ☐ Maintain your speed until safely past the other vehicle. Then signal right.
- ☐ Make sure there is enough distance between you and the other vehicle before moving back into the right lane. Wait at least until you can see the vehicle's headlights in your mirror.
- ☐ You must return to the right lane before any oncoming vehicle comes within 200 feet of you. Turn off your signal once you have returned to the right lane.



Figure 32 – Five Steps for Passing

Being Passed

When being passed:

- ☐ Adjust your lane position to the right side of your lane.
- ☐ Maintain your speed. Do not speed up.
- ☐ After being passed, slow down to increase the following distance if necessary.

6.10 Managing Other Driving Environments

Have your teen practice driving in the following driving environments. As they practice, go over the reduced-risk techniques outlined below.

6.10.1 Pavement Types

Rain and ice reduce your vehicle's traction on the road, and thus need to be approached with caution. The safest thing to do is slow down. Ice can cause your vehicle to slide off the roadway or into another car, and rain can cause hydroplaning (i.e. your car loses contact with the road and you lose control of the vehicle). If this happens, take your foot off the accelerator until you've regained control of the vehicle, and do not make any sudden steering adjustments. Remember, depending on the amount of water on the road, hydroplaning can occur at speeds as low as 30 mph.

Loose gravel roads, dirt roads, and roads covered by sand are also tricky because they provide less traction than pavement. These types of roadways can easily cause your vehicle to skid. Be sure to slow down, firmly grasp the wheel, and drive in established wheel paths whenever possible.

6.10.2 Bridges

Do not pass on two-lane bridges because they may not have a shoulder to provide an escape area. Instead, wait until you're over the bridge to pass another vehicle.

Be especially careful driving on bridges or overpasses when it's cold out. Ice will form on bridges before it forms on pavement. This is because the ground keeps the pavement warm, but there's only cold air circulating under bridges. Therefore, it's a good idea to slow down before entering a bridge during the winter.

6.10.3 Tunnels

Tunnels reduce your ability to see and be seen, and they often do not have shoulders, which means they do not provide escape areas. For those reasons, drivers should be extra cautious when using tunnels. As you approach a tunnel, read signs for speed and height restrictions. It is a good idea to slow down a bit, especially if the tunnel curves. Once inside the tunnel, switch on low beams and remove your sunglasses if you are wearing any. This increases your visibility. Leave extra space between you and the vehicle in front of you. If traffic comes to a complete stop, stay in your vehicle and turn on your hazard lights to alert the car behind you. In an emergency situation, such as an accident, remember to stay calm, and to look for any emergency exits, phones, or alarms in the tunnel. If the tunnel is long, they usually have these additional safety measures built in. If you must leave your vehicle, use extreme caution. Keep in mind that your lane may be the only lane that has stopped, and keep an eye on oncoming traffic.

6.10.4 Toll Roads

Toll roads are, as their name suggests, roads that require you to pay a small toll, or fee, to drive on them. Before entering a toll road, you will first go through a toll booth. There are several different types of toll booths. Some are automatic. You simply swipe your credit card or insert cash and you're on your way. Others are operated by an attendant who will swipe your credit card for you or issue you change. Some booths operate electronically and require you to place an electronic device in your vehicle that will automatically deduct the toll from your account. In these cases, you do not need to stop as you go through the toll booth. As you enter the toll plaza, look above each booth for signs on which form of payment the booth accepts, as well as green or red lights that indicate whether the booth is open or closed. Remember to always slow down when entering a toll plaza and keep an eye out for pedestrians and other cars.

6.11 In-Car Progress Assessment for Module Five

Now it's time for the Module Five In-Car Progress Assessment, where you'll test the skills your teen has learned so far. Below you'll find a chart to monitor your teen's progress. On the right side are specific tasks you should ask your teen to perform while you observe. On the left, mark how well your teen performs the task. If they have adequately mastered the task, check "Good." If your teen struggles with a particular skill, mark "Poor." If your teen struggles with any of the skill sets below, be sure to practice it before moving on to the next module. The progress assessment should be performed in the same environments you've used to practice the previous lessons (i.e. moderate to high-risk environments).

Task	Poor	Good
Demonstrates legal and responsible reduced-risk driving practices and manages distractions in driving environments with moderate and complex risk on roadways and at all intersections with various traffic flow and traffic volume levels.		
Uses appropriate communication and recognizes distractions in driving environments with moderate and complex risk.		
Performs vehicle operation and control tasks for vehicle movements in driving environments with moderate and complex risk.		
Identifies and compensates for distracted roadway users including vulnerable roadway users.		
Manages distractions including multi-task performances on roadways and at intersections in driving environments with moderate and complex risks.		
Effectively merges with traffic, performs intersection approaches, and exits traffic including railroad grade crossings in driving environments with moderate and complex risk.		

Performs U-turns at major intersections and mid-block in driving environments with moderate and complex risk.		
Negotiates curves and hills in driving environments with moderate and complex risk.		
Negotiates multi-lane roadways in heavy traffic volume in driving environments with moderate and complex risk.		
Performs lane changes using lateral maneuver procedures in driving environments with moderate and complex risk.		
Performs minimal-risk, simulated or real, passing maneuvers using lateral maneuver procedures.		
Manages, simulated or real, driving environments with various pavement types, bridges, tunnels and toll roads.		

Figure 33 – Module Five In-Car Assessment

7.0 Module Six: Adverse Conditions

In this module, your teen will learn how to manage adverse driving conditions. This includes learning reduced-risk driving techniques for dealing with bad weather as well as

learning how to react when something goes wrong with your vehicle (i.e. the engine fails or you run out of gas).

Practice Environment

Everything in this module should be performed in an off-street minimal risk environment, such as an empty parking lot. All of the practice sessions should be simulated, and no damages should be incurred by your vehicle or your practice environment. Do not put yourself or your teen at risk.

Recommended Time

We recommend that 4 hours of practice time be spent on this module during daylight hours. Keep in mind that this is a recommendation and can be adjusted to fit your needs. To avoid driver fatigue and increase the student's retention of information, it may be a good idea to break this practice time up into smaller segments.

7.1 Threshold Braking to Avoid a Skid

When you're driving, you may come across a situation where you have to stop suddenly. Perhaps a child dashes out from behind a car or a small animal crosses into the path of your vehicle. Threshold braking allows you to stop as quickly as possible by applying as much pressure to the brake as possible without the brakes locking up.

Have your teen practice threshold braking in an empty parking lot. Follow the steps below:

- ☐ Position your vehicle with a long stretch of open space ahead.
- ☐ Search the area to make sure it is clear of other vehicles and pedestrians.
- ☐ Accelerate to 10 mph.
- ☐ Pivot your foot from the accelerator to the brake as quickly as possible.
- ☐ Press the brake firmly, as hard as possible, slightly releasing the pressure at the last second.
- ☐ Release the brake (slightly) to prevent skidding and maintain vehicle balance.
- ☐ Check your rearview mirror for (imaginary) traffic in the rear.
- ☐ Stabilize the vehicle and continue driving.

7.2 Compensating for Limited Visibility

Lots of things affect your ability to see clearly on the road, including darkness, the glare from sunlight or headlights, dirty windshields, fog, and inclement weather. With your teen, go over the following reduced-risk driving techniques for compensating for limited visibility. Then, practice these techniques in an empty parking lot while pretending you're driving through these conditions.

- ☐ Slow down. This will give you more time to react to potential hazards and it will give other roadway users more time to see you.
- ☐ Keep your headlights on. This will allow others to see you from twice as far away as they would with your headlights off.

- ☐ Keep your headlights and windshield clean. The buildup of dirt and grime from the road will make your lights less effective and will make it difficult for you to see far away.
- ☐ Constantly scan the roadway for potential hazards.
- ☐ Remain alert and aware.
- ☐ Use low beams during fog. If the fog is severe, use your emergency flashers.
- ☐ Keep sunglasses on during the day to combat sunlight glare and focus on the edges or outlines of objects at night to combat the glare of headlights.

7.3 Recognizing and Avoiding Low Water Crossings and Roadways Blocked by Water

Water on the roadway is dangerous because it can cause hydroplaning. Hydroplaning is when your tires lose contact with the pavement and consequently, you lose control of the vehicle. Be aware that hydroplaning can occur even when you're driving in small amounts of water at a slow speed. The best way to prevent hydroplaning is to make sure your tires are inflated properly and have a good tread so they have good traction. Also, reduce your speed.

If you come across a roadway that is flooded, do not enter it. Flooded roadways are extremely dangerous. Two feet of water is enough to carry away the average car.

If you come across a roadway that is covered in water, try to estimate the water's depth by looking at other objects in the water or by watching other cars drive through it. If the water is below the rims of your tires, drive slowly in low gear and apply a light pressure on your brake pedals to build friction to keep your brakes working. Drive in the high center of the road rather than on a soft shoulder. After exiting the water, press down lightly on your brake-pedal to test if your brakes are working. If the vehicle does not slow down, drive slowly for a bit and lightly apply pressure to the brake-pedal to help dry your brakes.

Go over these safety tips with your teen. Make sure your teen recognizes how to avoid flooded roadways and how to safely drive through water on the road.

7.4 Recognizing Automatic Technology Devices

Review the following technology devices with your teen and make sure your teen understands what they are and how they work:

7.4.1 Antilock brakes

Antilock brakes keep your vehicle's wheels from locking up if you hit the brakes too hard. Keep an eye on your Antilock Braking System Light (ABS) on your dashboard. If this comes on, it means there's a problem with the system. You should get this checked out right away.

7.4.2 Traction control devices:

A traction control system is built into your car to prevent your wheels from spinning while accelerating. These devices reduce engine power to the drive wheels, causing the wheels to slow down enough to get a grip on the road.

Another key component of controlling your vehicle's traction is taking care of your tires. Make sure they are properly inflated, that they have good tread, and that they are rotated regularly. Replace tires once they are worn out.

7.4.3 Suspension control devices:

The suspension system supports your vehicle and allows it to move gently up and down as you drive. Each wheel has a shock absorber that minimizes bouncing. The suspension system is also composed of a series of rods, bars, springs and other things that keep your wheels pointed in the right direction. Make sure you regularly maintain your car to replace your vehicle's shocks, struts, and joints in order to keep your vehicle's suspension system in good working order.

7.4.4 Electronic Stability Program:

The Electronic Stability Program is another modern safety system that helps stabilize the vehicle by applying the necessary yaw movement and controlling the side slip angle of the vehicle. Sometimes, the ESP may even reduce the power of the engine during excessive steering. Overall, the purpose of the ESP is to prevent potential accidents caused by severe driving maneuvers, such as emergency braking while changing lanes.

7.4.5 Crumple zones:

Crumple zones are designed to absorb impact during a collision. Typically, crumple zones are located in the front of a car, but they may be found on other parts of the vehicle as well.

7.4.6 Door latches:

Door latches fasten doors and keep them closed. If a door isn't closed all the way, a warning light will appear on your dashboard to alert you.

7.4.7 Safety glass:

Today, the windshields of most cars are made of safety glass, or special glass that has been engineered to resist breaking. If it does break, it breaks in such a way as to reduce injuries. The purpose of this is to protect people during collisions.

7.5 Controlling Collisions, Traction, Loss and Skids

7.5.1 Avoiding Collisions

Have your teen practice the following steps to avoid a collision. Remember to maintain a three-second following distance in perfect conditions, and increase to four or more seconds in poor conditions. This should be a simulation—you should not put yourself in a position to potentially collide with another vehicle.

- ☐ Watch the vehicles ahead of you for brake lights.
- ☐ Shift your foot to cover the brake pedal as soon as you see brake lights ahead.
- ☐ Watch for a shrinking distance between you and the vehicle ahead of you.

- ☐ Watch for stopped vehicles on the shoulder.
- ☐ Look for problems that might develop on the roadway ahead of you so you have time to react.
- ☐ Preserve the space cushion around your vehicle.

7.5.2 Minimize the Impact of a Collision

With your teen, review the following strategies to minimize the impact of a collision:

- ☐ Sit upright while driving.
- ☐ Use your seat belt properly.
- ☐ Steer to avoid colliding head-on.
- ☐ Face forward, look straight ahead, and sit against the back of the seat.
- ☐ Hold your hands in the 9:00 and 3:00 position, and keep your wrists straight.
- ☐ Always sit at least 10 inches from the airbag.
- ☐ Make sure the headrest sits just above your ears.
- ☐ Brake quickly if a collision is imminent.
- ☐ Avoid side impacts by steering.

7.5.3 Compensating for Traction Loss

With your teen, review the following techniques for compensating for traction loss. Remember, this should be a simulation. You should not purposefully lose traction.

- ☐ Hold the wheel securely to maintain control of the vehicle.
- ☐ Accelerate slowly to avoid spinning out as a result of traction loss to the back wheels.
- ☐ Maneuver the vehicle back to the center of the lane.
- ☐ Accelerate to the appropriate speed.
- ☐ Travel carefully to avoid losing traction again.

7.5.4 Compensating for Skids

With your teen, go over the following techniques for compensating for skids. This should be a simulation. You should not purposefully skid your vehicle.

- ☐ Do not slam on the brakes during a skid.
- ☐ Take your foot off the gas pedal.
- ☐ Turn the steering wheel in the direction of the skid.
- ☐ As you regain control, gently straighten the steering wheel.
- ☐ Accelerate to the appropriate speed.

7.6 Dealing with Engine Failure

While most engine failures are preventable through proper maintenance, there's always a chance that your engine could malfunction no matter how well you take care of your car. If your engine stalls in traffic, pull off to the shoulder of the road as soon as possible. Because your engine eliminates power-booster systems, you may have to move the wheel more forcefully while steering and press down harder on the brake-pedal. If your engine stalls, shift to Neutral while you steer off the road. Once you are safely off the road, make sure you are visible to other roadway users. Set up flares or other warning devices behind your car at 100 and 200-foot increments. Put your hood up, get back in your vehicle, and call for help. You should contact someone to tow your vehicle to a garage and also phone a friend to pick you up. Go over these techniques with your teen. Remember, this should be a simulation.

7.7 Dealing with Brake Failure

If your brakes fail, pump the brake pedal to try and build enough brake pressure to safely steer off the road. If this does not work, try using your parking brake. Do this slowly, and release it if your wheels lock up. You may also want to attempt shifting your vehicle into a lower gear to slow it down. If none of these methods work, you may have to drive into bushes or other obstructions to slow your car down. Alert other roadway users by flashing your lights, turning your hazard lights on, and honking your horn. Go over these techniques with your teen. Remember, this should be a simulation.

7.8 Dealing with Loss of Forward Vision

If something happens to obstruct your view (i.e. your hood flies up while you're driving or your headlights go out), you must act quickly to regain sight of the road.

If your hood flies up, do the following:

- ☐ Duck down in your seat and try to see through the crack between your dashboard and the hood or put down your window and look out that while you drive.
- ☐ Turn your hazard lights on to alert other vehicles on the roadway.
- ☐ Slow down and pull off on the shoulder of the road.
- ☐ Stop your vehicle and secure your hood.

If your headlights fail, do the following:

- ☐ Turn on your right turn signal, your hazard lights, and your parking lights to illuminate your path.
- ☐ Slow and pull safely off to the side of the road.
- ☐ Call for help.

Go over these techniques with your teen. Remember, this should be a simulation.

7.9 Dealing with a Blowout

As a safety measure, you should check the air pressure in your tires frequently. Check the pressure when the tires are cool, because air condenses as the temperature falls. If your tires are warm, the pressure may read higher than when the tires are cool.

With your teen, go over the following procedure for dealing with a blowout:

- ☐ Take your foot off the gas and gently apply the brakes. Do not slam on the brakes.
- ☐ Steer straight ahead to a stop.
- ☐ Try to move your vehicle off the pavement and on to the shoulder or side of the road.
- ☐ If you can't get the car off the pavement, get all your passengers off the road.
- ☐ Portable warning devices should be used to warn oncoming traffic of your broken down car.

Anytime your car is stopped on or to the side of the road, turn on your emergency warning lights (also known as hazard lights). If you don't have warning lights, or if they are not working, use your taillights. At night, turn all inside lights on as well as your taillights. The goal is to make your car as visible as possible to oncoming traffic.

You can also tie a white cloth to your radio antenna, door handle, or some other place where it can be easily seen by other drivers. If you don't have a white cloth, raise your hood.

If you have a spare tire, you can use that to get your car to a garage. If not, call for help.

7.10 Dealing with Steering Failure

Total steering failure can become a very serious immediate emergency. With no way to steer your car, you are powerless to move it out of harm's way or prevent it from striking another vehicle, object or person.

If your steering fails, IMMEDIATELY notify other roadway users by using the horn and emergency flashers. Do not step on the brake (this could cause the vehicle to swerve, making the danger worse) but put on the parking brake. Shift to a lower gear and call for assistance. If you are stuck in the middle of a roadway and cannot move your car, call the police. Otherwise, get your vehicle off the road if at all possible and wait somewhere safe for help.

With power steering failure, your vehicle can still be steered, you just need to use more arm muscle to turn the wheel.

Go over these techniques with your teen. Remember, this should be a simulation.

7.11 Dealing with Vehicle Fire

With your teen, go over the following procedure for dealing with a vehicle fire:

- ☐ Steer safely off the road, turn off the ignition, and get everyone out of the car.
- ☐ Call 911.
- ☐ Use a fire extinguisher or a blanket to smother the flames.

- ☐ If flames are shooting out of the hood, do not raise the hood.
- ☐ If the fire is extreme, move at least 100 feet away to stand clear of a potential explosion.

7.12 Dealing with Running out of Gas

Running out of gas on the road is preventable. Pay attention to the gas gauge on your dashboard, as well as the low fuel warning light, and leave yourself plenty of time to make it to the gas station. If you run out of gas on the road, follow the following steps:

- ☐ Get your car off the road. If possible, steer onto a shoulder when you first notice the warning signs that your car has run out of gas. If this is not possible, put on your hazard lights, shift your car into Neutral, and sit in the car and steer as a friend pushes the back of the car.
- ☐ Call roadside assistance (such as AAA) or a friend to bring you gas, or a tow company to tow your vehicle.

It's a good idea to keep an empty gas can in the trunk for these types of situations. That way, if you don't have a phone or you're out of cell service range, you can walk to the nearest station to get gas and bring it back to the car yourself.

7.13 Dealing with Accelerator Failure

With your teen, go over the following procedures for safely managing accelerator failure.

If your accelerator spring brakes and you can no longer control the speed with the accelerator, shift your car into Neutral. Put your hazard lights on and pull safely off to the side of the road. Call for help.

If your accelerator pedal becomes stuck, kick the side of the accelerator once to try and free it. Next, apply the brakes and look for an escape path, such as the shoulder of a roadway. Once you are off the roadway, turn off the ignition. Look for anything that might be obstructing the pedal, such as a floor mat that may be bunched up under the pedal. Try tapping the accelerator and lifting the accelerator pedal with your hand or toe. If you are able to get the accelerator pedal free, test it again before getting back on the road. If the spring is broken, call for help and do not drive the vehicle again until it has been fixed.

7.14 Practicing Recovery Procedures for Off-Road Position Loss

When you're driving, you may come across a situation where you drift off the road or you have to quickly pull onto the shoulder to avoid hitting another vehicle. This can be a dangerous situation because the shoulders of roads are usually dirt, gravel, or grass, and have less traction than the pavement. Moving quickly onto the shoulder of the road, then, can cause you to lose control of the vehicle and it can throw off vehicle balance. To combat this, do the following:

- ☐ Firmly grip the wheel.
- ☐ Slow down as you go onto the shoulder by easing off the accelerator.
- ☐ If at all possible, do not brake.

- ☐ Once you have slowed down, search the area for other cars and pedestrians and make sure your path is clear.
- ☐ Turn your steering wheel an 1/8 of an inch toward the road and slowly and smoothly steer back onto the road.
- ☐ Once you are on the roadway, straighten your vehicle and accelerate to go the appropriate speed limit.

Go over these techniques with your teen and then have them practice on a slow, deserted country road. Have your teen go very slowly when pulling off onto the shoulder (no more than 5 or 10 mph). They should get a feel for the loss of traction that occurs when they pull off the pavement. Use extreme caution during this exercise.

7.15 In-Car Progress Assessment for Module Six

Now it's time for the Module Six In-Car Progress Assessment, where you'll test the skills your teen has learned so far. Below you'll find a chart to monitor your teen's progress. On the right side are specific tasks you should ask your teen to perform while you observe. On the left, mark how well your teen performs the task. If they have adequately mastered the task, check "Good." If your teen struggles with a particular skill, mark "Poor." If your teen struggles with any of the skill sets below, be sure to practice it before moving on to the next module. The progress assessment should be performed in the same environments you've used to practice the previous lessons (i.e. in off-street, minimal risk areas). Remember, these situations should be simulated and should not cause any damage to your vehicle or the surrounding area.

Task	Poor	Good
Performs threshold braking to stop without a skid.		
Performs compensation techniques for limited visibility conditions such as darkness, glare, dirty windshields, fog, and inclement weather.		
Performs and recognizes no-risk avoidance techniques of low water crossings and roadway areas blocked by water.		
Recognizes the purpose of specific automotive technology such as antilock brakes, traction control devices, suspension control devices, electronic stability program, crumple zones door latches and safety glass.		
Performs reduced-risk driving practices for controlling consequences of collisions, traction loss, and skids.		
Performs appropriate procedures for engine failure, brake failure, loss of forward vision, blowout, steering failure, vehicle fire, running out of gas, and accelerator failure.		

Performs the recovery procedures for an off-road position loss.		
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Figure 34 – Module Six In-Car Assessment

8.0 Module Seven: Consumer Responsibility

Traveling

In this module, your teen will practice planning and implementing a short road trip. Trip planning is a great skill to have. By planning ahead of time, you can save on time, money, and fuel. In addition, knowing how to navigate and read a map is absolutely essential for all drivers.

Practice Environment

The practice environment for this module will vary depending on the destination you choose.

Recommended Time

We recommend that 1 hour of practice time be spent on this module. Going from your initial starting point to your destination should take half an hour and returning from your destination should take half an hour. Keep in mind that this is a recommendation and can be adjusted to fit your needs.

8.1 Planning Your Trip

Start by choosing a destination for your trip. Pick a place that you and your teen can spend some time at and that is within half an hour driving distance of your home (i.e. a park, a restaurant, a museum, etc.). Provide your teen with the name of the destination and have them consult a map to plan out the best route. Will you take local roads or an expressway? What are the potential hazards of each? Have your teen check on weather and traffic reports and calculate the distance and driving time.

8.2 Going on Your Trip

Once the trip has been thoroughly planned out, have your teen drive you to the desired destination. While your teen is driving, make sure he is using all the skills and techniques he has learned so far, including using a space management system, applying reduced-risk driving practices, and accepting and yielding the right-of-way based on the law.

8.3 In-Car Progress Assessment for Module Seven

While your teen is driving on your trip, complete the following progress assessment. On the right side are specific tasks you should ask your teen to perform while you observe. On the left, mark how well your teen performs the task. If they have adequately mastered the task, check "Good." If your teen struggles with a particular skill, mark "Poor." If your teen struggles with any of the skill sets below, be sure to practice it before moving on to the next module.

Task	Poor	Good
Implements a Trip Plan (start and destination for trip given by instructor).		

Uses a space management system, applies reduced-risk driving practices, and accepts and yields the right-of-way based on law, consequences, and conditions in various driving environments.		
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Figure 35 – Module Seven In-Car Assessment

9.0 Module Eight: Personal Responsibility

Congratulations! You're almost done with the behind-the-wheel training. All that's left is one last in-car progress assessment. This progress assessment is cumulative and will test skills from every module. Therefore, it is important that you complete Modules 1-7 before you take this final progress assessment.

Practice Environment

We suggest using a variety of driving environments for this final assessment, including multilane roads and intersections with moderate to complex risk. You should complete the test in areas that have light and heavy traffic.

Recommended Time

We recommend that 1 hour of practice time be spent on this module. Keep in mind that this is a recommendation and can be adjusted to fit your needs. To avoid driver fatigue and increase the student's retention of information, it may be a good idea to break this practice time up into smaller segments.

Task	Poor	Good
Performs pre-drive tasks including pre-start and pre-drive maintenance procedures prior to and after entering vehicle.		
Uses occupant protection and correct posture, seating, steering wheel, and hand positions.		
Locates, identifies, and responds appropriately to vehicle symbols (alert and warning).		
Describes vehicle operating space.		
Uses vehicle control devices (control, information, safety, communication, convenience, and comfort-system).		
Uses vehicle operation and control to accelerate, decelerate, steer (straight, forward, right and left), move forward, backward, turn (left and right), perform lateral and turnabout maneuvers, stop and park.		
Performs blind spot and mirror checks.		
Sustains visual attention and communicates while executing vehicle maneuvers.		
Uses a space management system.		
Identifies and analyzes driving environments.		

Minimizes environmental risk.		
Limits and manages distractions in risk environments.		
Uses reduced-risk driving practices and uses vehicle operation and control tasks to execute vehicle maneuvers in risk environments.		
Performs post-drive tasks including stopping, engine shut-down, post-drive maintenance, exiting including a visual check to ensure all passengers (especially children and animals) are out of the vehicle, and securing procedures.		

Figure 36 – Module Eight In-Car Assessment