

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of the State Board of Education Agenda Items
Consent Agenda
May 15, 2025

OFFICE OF SAFE AND ORDERLY SCHOOLS

- F. Approval to begin the Administrative Procedures Act Process: To establish Miss. Admin. Code Title 7: Part 267: Mississippi Driver Education and Training Program Curriculum effective 2026-2027

Background Information: Since 2001, the *Mississippi Driver Education Framework* has been used by school districts that choose to offer Driver Education in public secondary schools in the State. Driver Education is not currently required to be offered by school districts.

Senate Bill 2695 of the 2024 Regular Mississippi Legislative Session, later codified into law as Miss. Code Ann. §37-25-5, requires the Commissioner of Public Safety and the State Superintendent of Public Education to jointly prepare and recommend to the State Board of Education rules and regulations governing the establishment, conduct and scope of driver education and training programs in secondary schools in Mississippi prior to July 1, 2025.

Although Driver Education is not currently required to be offered by school districts, Senate Bill 2695 of the 2024 Regular Mississippi Legislative Session, later codified into law as Miss. Code Ann. §37-25-3, requires any school board of any school district maintaining a secondary school, which includes grades 9-12, to offer Driver Education, beginning with the 2026-2027 school year, thus, making the course mandatory to be offered regardless of enrollment requests.

In addition to the proposed curriculum and training program requirements, the *Mississippi Department of Public Safety Driver's Manual* shall be used as the state-adopted instructional materials.

Recommendation: Approval

Back-up material attached



The Mississippi Driver Education Framework

Classroom Instruction

Instruction

**☉ Multi-Car Driving Range
Instruction**

☐ Behind The Wheel Instruction

DRIVER EDUCATION

**Office of Safe and Orderly Schools
Division of Pupil Transportation
2004**

~~MISSISSIPPI BOARD OF EDUCATION POLICY~~

~~RULES AND REGULATIONS OF THE MISSISSIPPI BOARD OF EDUCATION GOVERNING THE ESTABLISHMENT, CONDUCT, AND SCOPE OF DRIVER EDUCATION AND TRAINING PROGRAMS IN SECONDARY SCHOOLS IN MISSISSIPPI AS AUTHORIZED BY SENATE BILL 1691, REGULAR SESSION, 1962, APPROVED JULY 24, 1962. REVISED SEPTEMBER 30, 1965, FEBRUARY 24, 1970, APRIL 25, 1978, AND OCTOBER 16, 1987.~~

~~I. Right to Establish Driver Education and Training Programs~~

- ~~A. Any school or school district maintaining a secondary school which includes any combination of grades nine (9) through twelve (12) desiring to establish and maintain automobile driver training under the provisions of this Act, shall submit an application to the Mississippi Board of Education for approval.~~
- ~~B. To justify procurement and maintenance of an automobile and an instructor, an attendance center should not have less than 10 students enrolled in the driver education program.~~
- ~~C. All schools or school districts must be accredited. Public schools must be accredited by the Commission on School Accreditation. Non public schools must be accredited by the Commission on School Accreditation, the Mississippi Private School Association, or Southern Association of Colleges and Schools.~~

~~II. Pupils Eligible to Participate in the Driver Education Program~~

- ~~A. Each school or school district providing driver education and training shall prescribe regulations determining who can best profit by and who shall receive instruction under this program. It is provided, however, that any student receiving instruction under this Act shall be:~~
 - ~~1. Fourteen years of age and above (preferably 14 years, six months). Age must be verified by proof of birth.~~
 - ~~2. A regularly enrolled student in the ninth, tenth, eleventh, or twelfth grades.~~
 - ~~3. A full time student in the respective secondary school.~~
 - ~~4. Must secure a learner's permit from the Mississippi Highway Safety Patrol or have a valid driver's license.~~
- ~~B. A learner's permit issued to a 14 year old student is valid only while participating in an approved driver education course.~~

- ~~C. The instructor shall return all applications for learner's permits to the students and destroy all permits issued to 14 year olds when the course is terminated.~~

~~III. Instructional Time Requirements and Credit~~

- ~~A. A driver education course receiving approval for reimbursement must consist of a minimum of 30 clock hours of classroom instruction and six hours behind the wheel training or its equivalent which may be achieved in the following ways:~~
- ~~1. Actual six hours behind the wheel instruction, or~~
 - ~~2. Twelve hours instruction in a State approved simulator and three hours behind the wheel training, or~~
 - ~~3. Any combination of multi-car driving range instruction and simulation instruction at the proper ratio and a minimum of two hours on street driving.~~
- ~~B. Instruction in a State approved simulator when not counted as classroom time may be substituted for behind the wheel training at a 4—1 ratio not to exceed three hours substitution.~~
- ~~C. Twelve hours time in any approved simulator may count as classroom time when it is not substituted for part of the six hours actual behind the wheel training.~~
- ~~D. Multi-car driving range training may be counted at a ratio of 2—1 when substituted for on street driving.~~
- ~~E. A minimum of two hours on street driving is required regardless of combination of simulation, range and on street training.~~
- ~~F. Training time received on a multi-car driving range that is substituted for on street driving time must receive prior approval from the Mississippi Department of Education.~~
- ~~G. One half unit credit can be given provided the course meets the minimum hours required and covers a full semester.~~
- ~~H. Items A-G must receive prior approval from the Mississippi Department of Education.~~

~~IV. Summer School Courses~~

- ~~A. Driver and traffic safety education may be offered in a regular summer school program for reimbursement provided:~~

~~2.—An application is submitted and approval is secured from the Supervisor of Driver and Safety Education, Mississippi Department of Education.~~

~~3.—Classes are scheduled to provide students with no more than two hours of classroom instruction and one hour of behind the wheel instruction during any 24 hour period. Where simulation and/or off-street multiple car driving ranges are utilized, not more than one additional hour per student per day should be allowed.~~

~~B.—Schedules may be required to show how these requirements will be achieved.~~

~~C.—All reports and records required during regular session are also required for a summer school session.~~

~~V.—Reimbursement~~

~~A.—Reimbursement will be made to school or school district upon request for courses which meet the requirements stated in III and IV.~~

~~B.—The maximum allowance for cost of driver education and training as set forth in Chapter 25, Section 37-25-13 of the Mississippi Code of 1973, as amended 1982, is as follows:~~

~~“The State Superintendent of Education shall allow to each school or school district an amount per pupil to be determined by the Mississippi Board of Education, but in no case to exceed the actual cost per pupil completing the course in the driver education and training programs in that school or school district during the preceding fiscal year in accordance with the regulations set forth by the Mississippi Board of Education to the school or school districts for instructing pupils in driver education and training. All such funds made available for the purposes of this act shall be appropriated by the Legislature in the same manner as general funds. In the event that the funds herein authorized by the Legislature for the support of driver education shall exceed the funds which actually become available, each participating school or school district have its funds reduced on a pro rata basis.”~~

~~C.—School or school districts using the State-owned driver trainer simulators will receive seventy-five per cent (75%) per pupil reimbursement allocated to districts teaching the conventional driver education course~~

~~D.—Per pupil reimbursement from the State may vary from year to year. The amount of per pupil reimbursement is determined by the Mississippi Board of Education based on receipts that have accumulated in the Driver Penalty Assessment Fund.~~

~~VI.—Teacher Qualifications~~

- ~~A. Driver Education Teachers shall have a professional teachers degree from an approved teacher training institution and meet minimum requirements as established by the appropriate accrediting association.~~
- ~~B. Evidence must be provided by each instructor of having satisfactorily completed the required courses (12 semester hours for New Teachers) in driver education at an approved teacher training institution.~~
- ~~C. Driver Education Teachers shall have a valid driver's license issued by the State of Mississippi.~~
- ~~D. Teachers who instruct in the simulation phase of the program must show evidence of proper training in use of the equipment. Ordinarily this training should be incorporated within a college credit course.~~
- ~~E. In addition to the above requirements, it is imperative that the school administration, when choosing a teacher for this program, be aware of the fact that much of the instruction is done on the public streets and highways under the eye of the most severe critic, as far as automobile operation is concerned, the motoring public. In view of the public relations involved, the prospective teacher should be one who accepts the responsibility of being a competent traffic citizen not only when teaching but also in his personal life as both a driver and a pedestrian.~~

~~VII. Driver Trainer Simulators~~

- ~~A. Simulator practice driving must be a four to one ratio, that is four hours of simulator experience equals one hour of practice driving instruction in an automobile with dual controls.~~
- ~~B. The following are the responsibilities of the Mississippi Department of Education concerning the State-owned mobile simulators.~~
 - ~~1. Cooperate in the maximum utilization of available simulators by scheduling them in schools through local school superintendents.~~
 - ~~2. Conduct in-service training workshops for teachers in the use of simulators.~~
 - ~~3. See that the actual instruction of students in simulators is done by regularly-employed driver education instructors in the school or school district where the instruction is being given.~~

~~C. The following should be considered when installing the State-owned mobile simulator at the school:~~

- ~~1. Sufficient space must be available. Each trailer is 60 feet long, 10 feet wide, and 12 1/2 feet high. Sufficient space should be available for maneuvering since sharp turns are impossible to make. Be certain there is enough lateral, vertical, and longitudinal clearance plus a margin of safety for entrance to the site.~~
- ~~2. The ground should be level and a hard surface is necessary due to the weight of the equipment.~~
- ~~3. Power requirements for proper operation of the driver education simulator equipment may influence the selection of the site. A 230 volts, alternating current, three wires, (115 volts to 230 volts, alternating current, three wires, (115 volts to neutral) single phase is required. This source should be capable of providing 100 amperes per line or approximately 25 KVA. It is important that the voltage be 230 volts and not 208.~~
- ~~4. All of the arrangements concerning the power should be left in the hands of the school electrician or to a competent electrician or to a competent electrical contractor. A qualified person should perform the work since power of this nature is dangerous and expensive. Such a person will know the local and state laws which must be met for reasons of safety and insurability. It is important that the power into the unit should not be turned on without the Mississippi Department of Education Technician present.~~
- ~~5. Arrangements should be made to locate a fuse box near the power input connection of the trailer. From this external fuse (Circuit Breaker Box) 230-volts, 100 amperes, three number four wires can be run to the power disconnect plug on the front of the trailer. For permanent installation, the disconnect plug is removed and the wiring is made direct from the external fuse box to the internal circuit breaker panel.~~
- ~~6. When the trailer arrives and is located at its predetermined site, the Mississippi Department of Education Technicians will position the trailer and level the unit. Also, a complete check of the installation and the assurance of proper operation of the equipment will be made before turning the equipment over to the school.~~

~~VIII. Reports required by the Mississippi Department of Education~~

~~A. DE-1, Application for Approval and for State Aid for Teaching Driver Education, shall be completed as follows:~~

- ~~1. One copy to be sent to the Mississippi Department of Education at the beginning of the regular school session and at the beginning of the summer session.~~

~~2. One copy should be kept on file at the respective school.~~

~~B. DE 2, Application for Use of State-Owned Driver Trainer Simulator, shall be processed as follows:~~

~~1. Should be completed and returned immediately to the Mississippi Department of Education.~~

~~2. Must be on file with the Mississippi Department of Education before a unit may be assigned to a school district.~~

~~C. DE 3 and DE 3A, Requisition for Reimbursement for Teaching Driver Education and Summary of Students Completing Driver Education, shall be completed as follows:~~

~~1. One copy must be submitted to the Mississippi Department of Education at the conclusion of regular school year and at the end of the summer session.~~

~~2. A copy of this report should be retained at the respective school and school district superintendent's office.~~

~~D. DE 4, Driver Education Yearly Cost Report, shall be completed as follows:~~

~~1. One copy must be submitted to the Mississippi Department of Education at the end of the regular school session.~~

~~2. One copy should be kept on file at the respective school.~~

~~IX. Compliance Standards for Driver Education Training~~

~~A. No reimbursement will be made under this section for the instruction of pupils in driver education and training unless the respective school or school district has complied with the rules and regulations governing the establishment, conduct, and scope of driver education and training.~~

~~B. The Mississippi Board of Education, on recommendation of the State Superintendent of Education, reserves the right to revoke, modify, or amend these rules and regulations at such time as a majority of the members thereof deems necessary.~~

~~BASIC DRIVER EDUCATION COURSE~~

~~The task facing driver educators is as complex as it is important. Certainly, they must provide the information and experiences that will enable students to acquire basic vehicle handling skills. But, teachers must go far beyond simple tasks of familiarizing students with the mechanics of driving. They also must generate within students an understanding and appreciation of the process of driving, the practices and procedures necessary to safe driving, the principles of safe driving which reinforce these procedures and the transportation system as a whole. Additionally, if these goals are to be attained, teachers must provide educational experiences that will equip their students to make responsible decisions in a variety of personal and social concepts—in areas such as alcohol and drug use, resource consumption, and citizenship.~~

Classroom Instruction

~~A basic driver education course must consist of a minimum of 30 clock hours of classroom instruction and six hours of behind-the-wheel training or its equivalent, which may be achieved in the following ways:~~

- ~~1. Actual six hours behind-the-wheel instruction (TWO PHASE PROGRAM), or~~
- ~~2. Twelve hours instruction in a State approved driver trainer simulator and three hours behind-the-wheel instruction (THREE PHASE PROGRAM), or~~
- ~~3. Four hours of multi-car driving range instruction, Eight hours of driver simulation instruction and a minimum of two hours behind-the-wheel instruction (FOUR PHASE PROGRAM).~~

~~Classroom lessons are divided into 11 units of instruction as follows:~~

- ~~Unit 1: Highway Transportation System~~
- ~~Unit 2: MS Motor Vehicles Laws and Regulations and Their Application~~
- ~~Unit 3: Vehicle Familiarization~~
- ~~Unit 4: Basic Control Tasks~~
- ~~Unit 5: Perception and Driving Strategies~~
- ~~Unit 6: Natural Laws Affecting Vehicle and Operator Performance~~
- ~~Unit 7: Adverse Conditions~~
- ~~Unit 8: Handling Vehicle Emergencies~~
- ~~Unit 9: Driver Fitness~~
- ~~Unit 10: Alcohol and other Drugs~~
- ~~Unit 11: Vehicle and Driver Responsibility~~

General Considerations

~~Each instructor should possess a state-adopted driver education textbook. The instructor should select the textbook that he/she is most familiar with using based on their experience as a driver education teacher.~~

~~Each school system should make available the following equipment and materials for use in the instructors program classroom units:~~

- ~~1. — Slide projector~~
- ~~2. — Film projector~~
- ~~3. — Filmstrip projector~~
- ~~4. — Overhead projector~~
 - ~~a. — extra bulbs for projector~~
- ~~5. — Screen, carts, extension cords~~
- ~~6. — VCR, monitor, cords and stand~~
- ~~7. — Classroom and desks~~
- ~~8. — Chalkboard, chalk and eraser~~
- ~~9. — Traffic board~~
- ~~10. — Blank transparencies~~
- ~~11. — Copying facilities and paper~~
- ~~12. — Computer~~
- ~~13. — Driver Education book~~
- ~~14. — Mississippi Driver License Manual~~
- ~~15. — Motor Vehicle Laws of Mississippi — “Rules of the Road”~~

~~This section of instruction relies heavily upon teacher input in the form of teacher-made transparencies and teacher-made tests. These are the responsibility of the instructor. Instructors should follow this section of instruction objective by objective so that there is a standardization of instruction occurring regardless of the location of the program. Each objective should be covered in order without skipping over any. It is understood that the method by which each objective is met may differ from one instructor to another, but it must be stressed that all objectives must be accomplished during the program to help ensure program effectiveness and state consistency.~~

BEHIND-THE-WHEEL (BTW) INSTRUCTION

~~Behind the Wheel (BTW) lessons in driver education offer the student the opportunity to apply the knowledge and procedures he/she learned in the classroom to real world driving situations. In the basic driver education course for provisional licensees, Mississippi regulations require the student to receive at least six (6) hours of BTW instruction unless a simulator and/or multi-car range program is also offered with the program.~~

General Considerations for BTW

~~A. Equipment recommended for BTW instruction includes:~~

- ~~1. Driver education car~~
- ~~2. Provisions for gas, oil and maintenance~~
- ~~3. Insurance~~
- ~~4. Identification signs~~
- ~~5. Dual control brake (instructor brake)~~
- ~~6. Eye check mirror~~
- ~~7. Dual mirror (instructor mirror)~~
- ~~8. At least eight (8) large 36" traffic cones~~
- ~~9. At least four (4) clipboards~~
- ~~10. Off street area (parking lot or driving range)~~
- ~~11. Stop watch~~
- ~~12. Wedge seat~~

~~B. Suggested scheduling of the BTW instruction should be integrated into the entire basic driver education program and be concurrent. Ideally, there should be no time lapse between the phases of instruction.~~

~~C. Specific routes should be developed by the instructor for each driving lesson.~~

~~D. The behind the wheel program is divided into eight lessons as follows:~~

- ~~Lesson 1: Basic Procedures and Car Control~~
- ~~Lesson 2: Residential Driving (Light Traffic Area)~~
- ~~Lesson 3: Open Highway and Shopping Centers~~
- ~~Lesson 4: In Town Moderate Traffic~~
- ~~Lesson 5: Expressway Driving~~
- ~~Lesson 6: Rural Driving and On-Road Emergencies~~
- ~~Lesson 7: In Town Business District~~
- ~~Lesson 8: Student Evaluation~~

Lessons 1-8 involve scheduling students to drive a proportionate period of time as per the following table:

Minutes per Period ————— **Minimum Number of Sessions Required for Six (6) Clock Hours of Practice Driving**

	2 Students In Car	3 Students In Car	4 Students In Car
40	18	27	36
45	16	24	32
50	15	22	29
55	13	19	25
60	12	18	24

Each student will be supplied with an appropriate amount of activity sheets to use in the observation. These activity sheets can be found in the Behind The Wheel Instruction Section.

Block Scheduling

~~Modular/block scheduling takes on one of three forms in Mississippi: 4 x 4 scheduling, A & B scheduling, or a modified version. A description of each is provided here:~~

~~4 x 4 Version:~~

~~Classes are taught in longer period, typically 90-95 minutes per day, meeting for only part of the school year. Students are enrolled in fewer classes each day and can participate in more courses throughout the year.~~

~~A & B Version:~~

~~Classes are taught in longer periods of typically 90-95 minutes throughout the school year with certain classes meeting on A block (Monday, Wednesday, Friday), and others meeting on B block (Tuesday and Thursday).~~

~~Modified Version:~~

~~Variations of both schedules are abundant. For example, in some schools certain class periods meet every day, while others meet on A & B block days. Schools may utilize 4 x 4 scheduling for some of the class periods, while other period meet every day.~~

MULTI-CAR (DRIVING RANGE) INSTRUCTIONAL LESSONS

~~Multiple-car facilities are parking lots, or similar areas used to supplement on-street driving instruction. These areas are used primarily for beginning lessons and for initial driving experience away from on-street traffic conditions. The multiple-car method of instruction is defined as: *an off street paved area incorporating a variety of realistic traffic situations which will develop the identification, prediction, decision, and execution abilities of driving.* Physical facilities, however, are not the sole criteria for designating a multi-car facility. It is the manner in which the facility is used that determines whether it can truly be called a multiple-car facility. The multiple-car method of instruction permits several automobiles to be operated simultaneously on a special off-street facility, under the direction of one instructor positioned outside the vehicle. From an educational standpoint, the multiple-car method of instruction emphasizes learning rather than teaching. There are three fundamental types of instruction that can be offered on a multiple-car driving facility: basic skills, traffic mix and advanced driver training. These types of instruction are based upon the IPDE objectives presented in the classroom instruction.~~

General Considerations

~~A. Three facilities sizes:~~

- ~~1. Basic Skills Facility — Typically this type of facility can be designed on less than 200' x 400' and is the most fundamental type. This area is large enough for the instructor to set up traffic cones or stanchions to mark out exercise areas so that basic exercises such as parking, three point turn-around, garage exercises, etc. can be mastered.~~
- ~~2. Traffic Mix Facilities — Typically minimum size for this type of facility is 200' x 400' designed with emphasis on the basic skill exercises including layouts with decisions — producing traffic mix situations for practicing the IPDE principles. State regulations permit two (2) hours of BTW instruction with an 8-hour course of instruction on this type of facility.~~
- ~~3. Advanced Driver Training Facilities — Typically this is a facility that is designed to incorporate the experiences in types 1 and 2, and, in addition, advanced training exercises such as off-road recovery, blowout simulation, evasive maneuvering, skidding, etc.~~

~~B. Equipment — a facility requires three kinds of equipment.~~

- ~~1. Vehicles — Schools generally secure free-loaner driver education cars or lease cars through cooperative programs sponsored by local car dealers and automobile manufacturers.~~

2. ~~Fixed installations~~—The feasibility of fixed equipment may be questionable if maximum flexibility of the facility is to be obtained. However, fixed equipment that may be considered includes: posts or standards for mounting signs, a storage enclosure, and traffic signs.

3. ~~Portable Equipment~~—Portable equipment can increase the maximum flexibility of the multi-car area. The following list is neither inclusive nor absolute, since certain items may serve a limited purpose on some facilities.

- a. ~~Portable traffic signs~~
- b. ~~Traffic cones~~
- c. ~~Lane markings~~
- d. ~~Barricades~~
- e. ~~Instructor aids~~
- f. ~~Maintenance equipment~~
- g. ~~Communications system~~

. ~~Multiple car instruction lessons are ten (10) units divided into eight (8) clock hours.~~

Lesson 1:

- a. ~~Orientation~~
- b. ~~Pre-ignition procedure~~
- c. ~~Starting procedure~~
- d. ~~Stopping procedure~~
- e. ~~Steering procedure~~
- f. ~~Driving forward and backward~~
- g. ~~Driving around area—right and left turn procedures~~
- h. ~~One way traffic~~

Lesson 2:

- a. ~~Serpentine~~
- b. ~~Lane changing~~
- c. ~~Follow the Leader—right and left turn procedures~~
- d. ~~One way traffic~~

Lesson 3:

- a. ~~"T" exercise~~
- b. ~~Two way traffic~~

Lesson 4:

- a. ~~"X" exercise~~
- b. ~~Two way traffic~~

Lesson 5:

- a. ~~Garage exercise~~

Lesson 6:

- a. ~~Figure "8" exercise~~
- b. ~~Maintaining safety~~

Lesson 7:

- a. ~~"Y" turn~~
- b. ~~One way street and railroad~~

Lesson 8:

- a. ~~Parallel and angle parking~~
- b. ~~Review all other exercises~~

Lesson 9:

- a. ~~Review of lane changing—passing, braking~~

Lesson 10:

- a. ~~Evasive maneuver drill~~

DRIVER TRAINER SIMULATOR INSTRUCTIONAL UNIT

- ~~1. — Simulation combined with in-car instruction has become a widely used method of driver education. This guide is to assist the instructor in using simulator methods along with the in-car phase. Simulation instruction safely and efficiently allows the student to practice drive in all types of traffic environments, enables instructors to instruct in emergency techniques, enhances the development of driver attitudes, and develops procedural, visual, and perceptual skills. (A list of simulator programs available on pages 19-22 of this guide.~~
- ~~2. — Simulator practice driving must be in a four to one ratio (4:1), that is four (4) hours of simulator experience equals one (1) hour of practice driving instruction in an automobile with dual controls.~~
- ~~3. — Arrangements for a simulator to be scheduled for your school's program should be done through the Mississippi Department of Education — Office of Safe and Orderly Schools. The following are the responsibilities of the Mississippi Department of Education concerning the State-owned mobile simulators.~~
 - ~~1. Cooperate in the maximum utilization of available simulators by scheduling them in schools through local school superintendents.~~
 - ~~2. Conduct in-service training workshops for teachers in the use of simulators.~~
 - ~~3. See that the actual instruction of students in simulators is done by regularly employed driver education instructors in the school or school district where the instruction is being given.~~

General Considerations:

The following should be considered when installing the State-owned driver trainer simulator instructional unit at the school:

- ⊕ ~~Sufficient space must be available. Each trailer is 60 feet long, 10 feet wide, and 12 ½ feet high.~~
- ⊕ ~~Sufficient space should be available for maneuvering since sharp turns are impossible to make. Be certain there is enough lateral, vertical, and longitudinal clearance plus a margin of safety for entrance to the site.~~
- ⊕ ~~The ground should be level and have a hard surface at least 15 feet wide, and 75 feet long due to the weight of the equipment.~~
- ⊕ ~~Power requirements for proper operation of the driver education simulator equipment may influence the selection of the site.~~

The following power specifications are required for the State-owned driver trainer simulator unit:

- ⊕ ~~A special type of power box is necessary for the operation of the equipment contained in the unit, and safety of persons or person connecting the power source.~~
- ⊕ ~~The power box will be equipped with outside cutoff, 230 volts, 100 amp single phase.~~
- ⊕ ~~The type of power box will be of an ITE-Siemons NR323 (lockable box), Square “D” D223NRB or GE-TG3223R. No other type of circuit breakers will be accepted.~~
- ⊕ ~~The power box must be located not more than 5 feet above ground, when secured to pole or building. Ground rod needed below disconnect.~~
- ⊕ ~~The local power source will use No. 2 wire for outside use or No. 4 Romex in conduit, and enter box from the top.~~
- ⊕ ~~The type of ground bar to be installed in disconnect shall be: GB 21-36-Siemons, PK 3GTA-Square “D” or TGL2-GE.~~
- ⊕ ~~Arrangements should be made to locate a fuse box near the power input connection of the trailer.~~
- ⊕ ~~No outlet is necessary as we will wire directly into the bottom of the disconnect box with a 25 foot extension cable.~~

SEE POWER SPECIFICATIONS FOR DRIVER TRAINING UNIT DIAGRAM, PAGE 18

~~MISSISSIPPI DEPARTMENT OF EDUCATION
POWER SPECIFICATION FOR DRIVER TRAINING UNIT~~

~~The driver training unit is 10 feet wide, 60 feet long. A special type power box is necessary for the operation of the equipment contained in the unit, and the safety of persons or person connecting the power source.~~

~~230 VOLTS/100 AMP—SINGLE PHASE~~

~~When the trailer arrives and is located at its predetermined site, the Mississippi Department of Education Technicians will position the trailer and level the unit. Also, a complete check of the installation and the assurance of proper operation of the equipment will be made before turning the equipment over to the school.~~

~~DRIVER TRAINER SIMULATOR INSTRUCTIONAL PROGRAMS AVAILABLE:~~

~~DORON PRECISION SIMULATOR SYSTEMS, INC. PROGRAMS~~

- ~~**Unit 1: Starting Right.** A first driving lesson: pre-start procedures, starting the engine, merging into traffic flow, smooth acceleration and deceleration, speed control, use of the service and parking brakes, uncomplicated lane changing, steering, leaving the traffic flow, securing the vehicle. *Running time: 26 minutes.*~~
- ~~**Unit 2: Ins and Outs of Turns.** The second driving lesson: appropriate vehicle position and control while driving into, through, and out of intersections. Urban, suburban, rural, and multi-lane roadway combinations are included. *Running time: 22 minutes.*~~
- ~~**Unit 3: Search and Identify.** A variety of traffic environments including two, four, six-lane and divided roadways with a mix of light to heavy traffic densities provide the setting for instruction and practice in basic IPDE strategies. In each of the three drives in this program, students will learn to search their environment to identify hazards, and to anticipate how such hazards might affect the safety of their intended path of travel. *Running and driving time: 23 minutes.*~~
- ~~**Unit 4: Decide and Act.** During the three drives in this program, emphasis is on the decision-making process of the IPDE strategy and practice in making decisions that will enable them to avoid or minimize risks. Experiences in suburban, inner city urban, and interstate highway driving, each with moderate to heavy traffic, are included in this program. *Running and driving time: 23 minutes.*~~
- ~~**Unit 5: Risk Assessment.** Light to heavy traffic densities in a variety of urban and suburban environments provide the setting for instruction and practice in dealing with multiple risks with a major emphasis on management of speed and position to minimize potential for accidents in urban environments. *Running time 24 minutes; driving time: 23 minutes.*~~
- ~~**Unit 6: Turnabouts and Parking Maneuvers.** The driver experiences and masters a variety of intersection maneuvers. The driver practices and techniques for driving on single, multi-lane and one-way intersections. Uphill/downhill parking and turnabouts are also learned. *Running time: 18 minutes.*~~
- ~~**Unit 7: Rural Roadways.** Designed to allow drivers to practice and demonstrate competency in speed and lane adjustments; passing and being passed; observation of highway signs, signals and markings; interaction with other rural roadway users and driving on gravel roads. Drivers will encounter special situations such as: railroad crossings; hills; reduced speed zones; a school bus; off-road recovery;~~

~~crossing, entering and leaving a four-lane divided roadway at grade intersections; plus other rural roadway situations. *Running time: 27 minutes.*~~

~~**Unit 8: Limited Access Highways.** In this program drivers experience entering/exiting limited access roadways, using a car pool lane, and learn techniques to help minimize the risk of collision. *Running time 24 minutes; driving time: 23 minutes.*~~

~~**Unit 9: Handling Weather Conditions.** Combines the driving conditions of poor visibility, whether it be at night or during adverse weather. The driver will be provided with tips on safe practices reinforcing good scanning techniques using IPDE to master more complex driving situations. *Running time: 18 minutes.*~~

~~**Unit 10: Crash Avoidance.** Fourteen crash-threatening incidents in a variety of traffic environments require drivers to take whichever of the following evasive action maneuvers is deemed most appropriate at that moment in time: swerve right, swerve left, brake and hold position, or accelerate sharply. Monitoring of conditions seen in the rear-view mirrors, as well as those directly ahead, is required throughout in order that the best escape routes will be taken. *Running time: 20 minutes.*~~

~~**Unit 11: Destination Driving.** Three point-to-point drives are the basis of this film, which includes trips downtown, interstate highway, residential and rural settings. Intended as a review experience, narration is limited. *Running time: 25 minutes.*~~

~~**Unit 12: Vans: Reducing the Risk.** The major emphasis throughout this laser videodisc program is on the accurate use of mirrors in numerous passing, lane changing and merge situations in a range of driving environments and conditions. The special requirements for safe driving of van-type vehicles can be practiced and discussed. Filmed portions of this program were selected from "Vans: Visibility is Different" and "Vans: Changing Environments". *Running time 24 minutes; driving time: 19 minutes.*~~

~~**Final Exam: Destination Driving.**~~

SIMULATOR SYSTEMS INTERNATIONAL PROGRAMS

- Unit 1:** ~~**Controlling Your Vehicle.**~~ Introduction to driving; teaches fundamentals of vehicle control including pre-drive checks, starting, stopping, steering, and securing your vehicle. *Running time: 19 minutes.*
- Unit 2:** ~~**Turning and Parking Maneuvers.**~~ Begins with variety of lane changes from Controlling Your Vehicle. This program will introduce the student to advanced turns, curbside parking, perpendicular and parallel parking. *Running time: 23 minutes.*
- Unit 3:** ~~**Rules to Live By.**~~ Graphically enhanced primer on traffic signs, signals and roadway markings; stresses safety aspects of roadway rules featuring a variety of driving environments. *Running time: 19 minutes.*
- Unit 4:** ~~**IPDE – The Decisions are Yours.**~~ Introduces IPDE concept and Smith System rules for safe driving; discusses scanning and searching techniques, space cushion concept and escape routes; multiple scenarios in variety of driving environments to practice IPDE skills. *Running time: 26 minutes.*
- Unit 5:** ~~**Understanding Intersections.**~~ Teaches right of way rules and strategies for negotiating simple and complex intersections, including railroad crossings; provides multi-environment scenarios to practice intersection maneuvers. *Running time: 30 minutes.*
- Unit 6:** ~~**City Streets.**~~ Demonstrates application of IPDE principles within crowded urban areas; stresses need to co-exists in congested city traffic where the sheer number of vehicles and pedestrians create more hazards per mile than on most roadways. *Running time: 17 minutes.*
- Unit 7:** ~~**Expressways.**~~ Teaches quick judgement decisions using the IPDE process. Discusses space cushion for high-speed expressway driving; teaches entering and exiting highways, merging into traffic and passing maneuvers. *Running time: 18 minutes.*
- Unit 8:** ~~**Identifying and Avoiding Conflicts.**~~ Teaches drivers how to reduce the chances for a collision by isolating and compromising risks; provides numerous simulated driving scenarios which require drivers to identify and drive through potentially hazardous situations; multiple driving environments. *Running time: 27 minutes.*
- Unit 9:** ~~**Dealing With Emergencies.**~~ Demonstrates variety of roadway emergencies caused by mechanical failure including brake failure, engine malfunction, stuck accelerator, and power steering failure. Allows drivers to practice skills in handling variety of emergencies. *Running time: 15 minutes.*

Unit 10: ~~**Handling Roadway Hazards.**~~ Demonstrates problems arising from roadway hazards and driver error. Teaches appropriate actions to unexpected conditions; tire blow-out, hood fly up and regaining control from a skid. *Running time: 16 minutes.*

Unit 11: ~~**Adverse Driving Conditions.**~~ Provides visual and measurable evidence of driver's ability to respond to various environments, including wet and icy road conditions. In addition, offers a unique approach in dramatizing the dangers associated with driving while impaired. *Running time: 29 minutes.*

Unit 12: ~~**Avoiding Collisions.**~~ Takes students through a variety of near-crash sequences which forces them into making controlled responses to dangerous situations; teaches drivers to identify escape routes to avoid crashes and allows them to practice in multiple environments. *Running time 25 minutes.*

Final Exams: Testing Driver Performance I. Comprehensive driving exam covering principles that have been taught in the previous SSI Safe Driver videos. *Running time: 20 minutes.*

~~**Testing Driver Performance II.**~~ Comprehensive driving exam covering principles that have been taught in the previous SSI Safe Driver videos. *Running time: 19 minutes.*

~~**BASIC DRIVER EDUCATION COURSE**~~

~~CLASSROOM INSTRUCTION~~

~~11 LESSONS~~

~~30 HOURS~~

~~CLASSROOM SECTION:~~

~~UNIT THEME 1: HIGHWAY TRANSPORTATION SYSTEM~~

OBJECTIVES:

- ~~A. The instructor will define and list the three (3) components of the Highway Transportation System.~~
- ~~B. The instructor will state the purpose of the Highway Transportation System.~~
- ~~C. The instructor will list five (5) criteria by which the overall performance of the Highway Transportation System can be assessed.~~
- ~~D. The instructor will state various data related to the Highway Transportation System in the United States.~~
- ~~E. The instructor will define the driving task.~~
- ~~F. The instructor will identify three (3) skills associated with the driving task.~~
- ~~G. The instructor will explain the four (4) steps associated with the Identify, Predict, Decide, Execute process.~~
- ~~H. The instructor will briefly explain driving responsibilities in the Highway Transportation System.~~
- ~~I. The instructor will explain the “multiple causation theory” concerning traffic collisions.~~
- ~~J. The instructor will name the state and other governmental agencies involved in the Highway Transportation System and state their function.~~
- ~~K. The instructor will explain why young drivers have a high accident rate.~~
- ~~L. The instructor will identify the principles of good driving practices.~~

PURPOSE:

~~To introduce the student to the Highway Transportation System and the driving task.~~

OBJECTIVES:

A. OBJECTIVE:

~~The instructor will define and list the three (3) components of the Highway Transportation System.~~

CONTENT OUTLINE:

~~Components of the Highway Transportation System~~

- ~~1. People~~
- ~~2. Vehicle~~
- ~~3. Roadway~~

LEARNING ACTIVITIES:

~~List the components on the chalkboard or use teacher-made transparency.~~

- ~~1. Briefly discuss the roles each play in the Highway Transportation System.~~
- ~~2. Discuss alternatives to driving.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

B. OBJECTIVE:

~~The instructor will state the purpose of the Highway Transportation System.~~

CONTENT OUTLINE:

~~To move people and goods from one place to another in a safe, efficient and economical manner.~~

LEARNING ACTIVITIES:

~~Write the definition on the chalkboard, or use teacher-made transparency.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

C. OBJECTIVE:

~~The instructor will list five (5) criteria by which the overall performance of the Highway Transportation System can be assessed.~~

CONTENT OUTLINE:

~~Criteria~~

- ~~1. The number of people and amount of goods moved~~
- ~~2. The geographical locations by which movement can occur~~

3. ~~_____ The time it takes for movement to occur~~
4. ~~_____ Collisions which interrupt movement~~
5. ~~_____ Cost factor~~

LEARNING ACTIVITIES:

~~Question the class for their ideas and prepare a list on the chalkboard.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

D. _____ OBJECTIVE:

~~The instructor will state various data related to the Highway Transportation System in the United States.~~

CONTENT OUTLINE:

~~Data~~

1. ~~_____ 3,867,4000 miles of streets and highways~~
2. ~~_____ 188,198,000 registered vehicles~~
3. ~~_____ 164,167,000 licensed drivers~~
4. ~~_____ 1,991 billion miles traveled~~

LEARNING ACTIVITIES:

~~List the data facts on the chalkboard~~

RESOURCE MATERIAL:

~~Accident Facts: ordered through the National Safety Council and through the Office of Highway Safety Planning.~~

E. _____ OBJECTIVE:

~~The instructor will define the driving task.~~

CONTENT OUTLINE:

~~Tasks that a driver must perform to move safely and efficiently in the Highway Transportation System.~~

1. ~~_____ Apply visual skills~~
2. ~~_____ Identify situations~~
3. ~~_____ Judge time-space relationship~~

4. ~~Coordinate eye-hand-foot movements~~

5. ~~Obey traffic laws~~

6. ~~Properly time all responses~~

LEARNING ACTIVITIES:

~~Write the driving task definition on a chalkboard or teacher made transparency. Discuss with the class as to what types of skills are necessary to perform safely in the driving task.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

F. OBJECTIVE:

~~The instructor will identify three (3) skills associated with the driving task.~~

CONTENT OUTLINE:

1. ~~———— Social skills~~
2. ~~———— Physical skills~~
3. ~~———— Decision-making skills~~

LEARNING ACTIVITIES:

~~Question the class as to which of these is most important and why. Stress the mental part of driving.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

G. ——— OBJECTIVE:

~~The instructor will explain the four (4) steps associated with the IPDE process.~~

CONTENT OUTLINE:

1. ~~———— Identify~~
2. ~~———— Predict~~
3. ~~———— Decide~~
4. ~~———— Execute~~

LEARNING ACTIVITIES:

~~List the steps on chalkboard or teacher made Transparency. Discuss further what is involved in each step.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

H. ——— OBJECTIVE:

~~The instructor will briefly explain driving responsibilities in the Highway Transportation System.~~

CONTENT OUTLINE:

1. ~~———— Attitude~~
2. ~~———— Financial Responsibility~~
 - a. ~~———— Insurance~~
 - b. ~~———— Vehicle-related costs~~
3. ~~———— Fuel conservation~~

LEARNING ACTIVITIES:

~~Lead a discussion with the class as to what they believe are their responsibilities. List the ways to meet financial responsibility on chalkboard or teacher-made transparency. Discuss parental responsibility.~~

RESOURCE MATERIAL:

~~Motor Vehicle Laws of Mississippi—"Rules of the Road"
Driver Education Textbook and Resource Guide~~

I. OBJECTIVE:

~~The instructor will explain the "multiple causation theory" concerning traffic collisions.~~

CONTENT OUTLINE:

~~Multiple Causation Theory~~

- ~~1. Driver error—approximately 85% of collisions~~
- ~~2. Mechanical breakdown—approximately 4% of collisions~~
- ~~3. Roadway conditions—approximately 11% of collisions~~

LEARNING ACTIVITIES:

~~Question the class as to the causes of collisions. List the causes on chalkboard or teacher-made transparency. Discuss "why" driver error is most often the cause.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
"Accident Facts." National Safety Council and Office of Highway Safety Planning.~~

J. OBJECTIVE:

~~The instructor will name and list the state and other governmental agencies involved in the Highway Transportation System and state their function.~~

CONTENT OUTLINE:

- ~~1. Mississippi Highway Safety Patrol~~
- ~~2. Sheriff and Municipal Police Departments~~
- ~~3. Mississippi Bureau of Narcotics~~
- ~~4. Court system~~
- ~~5. Department of Transportation~~
- ~~6. Department of Public Safety~~
- ~~7. Office of Highway Safety and Planning~~
- ~~8. Mississippi Department of Education~~
- ~~9. Others~~

LEARNING ACTIVITIES:

~~Ask the class to list the agencies on a sheet of paper. Ask some students for one agency and what that agency's role is.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
State government listing of agencies~~

K. OBJECTIVE:

~~The instructor will explain why young drivers have a high accident rate.~~

CONTENT OUTLINE:

- ~~1. Lack of experience~~
- ~~2. Risk taking/attitude~~
- ~~3. Night driving~~
- ~~4. Exposure to alcohol and other drugs~~

5. ~~Peer pressure~~

LEARNING ACTIVITIES:

~~Ask the class for their reasons. List the reasons on the chalkboard or teacher made transparency. Ask the class how "attitude" plays a role in each reason. Discuss with the class the "it can't happen to me attitude" and give recent reports on age group with the highest accident rate.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

L. OBJECTIVE:

~~The instructor will identify the principles of good driving practices.~~

CONTENT OUTLINE:

1. ~~Teaching of a combination of tasks~~
2. ~~Exposure of different driving environments~~
3. ~~Developing proper mental attitudes~~
4. ~~Teaching defensive driving techniques~~
5. ~~Teaching perceptual skills~~

LEARNING ACTIVITIES:

~~Ask the class the following questions: "Why do we have driver education?"; "What is the role of driver education?"; and "What are your expectations from a driver education class?" List their answers and discuss each briefly.~~

~~**RESOURCE MATERIAL:** Driver Education Textbook and Resource Guide~~

CLASSROOM SECTION:

UNIT THEME 2: MISSISSIPPI MOTOR VEHICLE LAWS AND REGULATIONS AND THEIR APPLICATION

OBJECTIVES:

- A. ~~The instructor will discuss the following terms as they pertain to laws, rules and regulations as found in the most current Mississippi Driver's Manual, Rules of the Road and MS Code of 1972, Annotated.~~
- B. ~~The instructor will explain the procedure for a learner's permit.~~
- C. ~~The instructor will explain the license examination procedure.~~
- D. ~~The instructor will describe the correct action to take in response to the standard three phase traffic signal.~~
- E. ~~The instructor will explain the meaning of and driver response to flashing signals.~~

- F. ~~The instructor will explain the meaning of and driver response to other signals.~~
- G. ~~The instructor will explain the meaning of the different shaped and colored signs in the Highway Transportation System.~~
- H. ~~The instructor will explain the shape, color and specially shaped signs.~~
- I. ~~The instructor will explain the meaning of and driver response to various pavement markings.~~
- J. ~~The instructor will state the responsibilities associated with a stopped school bus.~~
- K. ~~The instructor will state the required driver action at a railroad crossing.~~
- L. ~~The instructor will explain the driver's responsibility to pedestrians in crosswalks.~~

M. ~~The instructor will explain the correct procedure for a right turn on red.~~

N. ~~The instructor will explain the driver's response to police officer directions.~~

PURPOSE:

~~To acquaint student with certain laws, rules and regulations dealing with rules of the road and laws.~~

OBJECTIVES:

A. OBJECTIVE:

~~The instructor will discuss the following terms as they pertain to laws, rules and regulations as found in the most current Mississippi Driver's Manual, Rules of the Road and MS Code of 1972, Annotated.~~

CONTENT OUTLINE:

- ~~1. Alcohol~~
- ~~2. Alley~~
- ~~3. Bicycle~~
- ~~4. Blind pedestrian~~
- ~~5. Certificate of title~~
- ~~6. Chemical analysis~~
- ~~7. Child restraint system~~
- ~~8. Crosswalk~~
- ~~9. Defensive Driving Classes (MS State Statute 63-1-55)~~
- ~~10. Emergency Vehicles~~
- ~~11. Financial responsibility~~
- ~~12. Habitual offender~~
- ~~13. Handicapped person (MS State Statute 63-1-9)~~
- ~~14. Helmets~~
- ~~15. Impaired driving~~
- ~~16. Implied Consent No tolerance law effective 7/1/98~~
- ~~17. Inspections~~
- ~~18. Insurance~~
- ~~19. Intersection~~
- ~~20. Jurisdiction~~
- ~~21. Lanes~~
- ~~22. License~~

- 23. — Lights
- 24. — Moped
- 25. — Motorcycle
- 26. — Official license plates
- 27. — Parking
- 28. — Passenger vehicle
- 29. — Passing
- 30. — Pedestrian
- 31. — Points
- 32. — Private lots
- 33. — Private road
- 34. — Public vehicular area
- 35. — Racing
- 36. — Railroad grade crossing
- 37. — Reciprocity
- 38. — Reckless driving
- 39. — Registration
- 40. — Right of way
- 41. — Right side of highway
- 42. — Right turns
- 43. — Rules of the road
- 44. — Safety belts/Air bags
- 45. — Safety zone
- 46. — School buses
- 47. — Sidewalk
- 48. — Speed
- 49. — Stop lights

- ~~50. Tailgating~~
- ~~51. Traffic lights~~
- ~~52. Turning~~
- ~~53. Turn signals~~
- ~~54. Uninsured motorist~~

~~B. OBJECTIVE:~~

~~The instructor will explain the procedure for a learner's permit.~~

CONTENT OUTLINE:

Procedures for learner's permit

1. ~~Have an application signed and notarized by Parent(s) or Legal Guardian~~
2. ~~Present application to examiner along with:~~
 - a. ~~Certified copy of Birth Certificate~~
 - b. ~~Social Security Card~~
 - c. ~~Education Form obtained from school (Must not be over 30 days old)~~
3. ~~Take written exam~~
4. ~~Vision screening~~
5. ~~Pay \$1.00 for Learner's Permit upon completion of all requirements~~

LEARNING ACTIVITIES:

~~Prepare a handout of the steps necessary and give it to the class for future use. Discuss each point.~~

RESOURCE MATERIAL:

~~MS Driver's Manual~~

~~Mississippi Vehicle Laws of Mississippi "Rules of the Road" Section 63-1-10, MS Code of 1972, Annotated~~

C. OBJECTIVE:

~~The instructor will explain the license examination procedure.~~

CONTENT OUTLINE:

Procedures for license examination

1. ~~Take original application to examiner (Must provide updated education form if it is over 90 days old.)~~
2. ~~Take road test~~
3. ~~Receive license once you have met all of the requirements~~

LEARNING ACTIVITIES:

~~Prepare a handout of the tests necessary and distribute to the class.~~

RESOURCE MATERIAL:

Mississippi Driver's Manual

D. ~~OBJECTIVE:~~

~~The instructor will describe the correct action to take in response to the standard three phase traffic signal.~~

CONTENT OUTLINE:

Three phase signal

1. ~~Red stop (top or far left on signal lamp)~~
2. ~~Amber slow, prepare to stop (middle of signal lamp)~~
3. ~~Green proceed, after proper scanning (bottom or far right on signal lamp)~~
4. ~~Pedestrian signals walk/don't walk, requires scanning~~
5. ~~Horizontal traffic signal~~

LEARNING ACTIVITIES:

1. ~~Use transparencies to further discuss the various signs, signals and markings or have students draw the various signs, signals and markings to share with the class.~~
2. Use of charts and visual aids that show various signs, signals, and markings.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual

E. OBJECTIVE:

~~The instructor will explain the meaning of and driver response to flashing signals.~~

CONTENT OUTLINE:

Meaning of Flashing Signals

1. ~~Flashing red—stop~~
2. ~~Flashing amber—slow and proceed with caution~~
3. ~~Flashing pedestrian signal~~

LEARNING ACTIVITIES:

1. ~~Use transparencies to further discuss the various signs, signals and markings or have students draw the various signs, signals and markings to share with the class.~~
2. Use of charts and visual aids that show various signs, signals, and markings.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual

F. OBJECTIVE:

~~The instructor will explain the meaning of and driver response to other signals.~~

CONTENT OUTLINE:

Meaning of other signals

1. ~~Left green arrow~~
3. ~~Right green arrow~~
4. ~~Protected signal (yellow light)~~
5. ~~Red signal~~

6. ~~Green signal (proceed, or yield on left turns)~~

LEARNING ACTIVITIES:

1. ~~Use transparencies to further discuss the various signs, signals and markings or have students draw the various signs, signals and markings to share with the class.~~
2. ~~Use of charts and visual aids that show various signs, signals, and markings.~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual

G. OBJECTIVE:

~~The instructor will explain the meaning of the different shaped and colored signs in the Highway Transportation System.~~

CONTENT OUTLINE:

Different shaped and colored signs

1. ~~Regulatory Signs—regulate the flow of traffic.~~
 - a. ~~shape—typically rectangular~~
 - b. ~~colors—red, white, black~~

2. ~~Warning Signs~~ warn drivers of potentially dangerous situations and areas
 - a. ~~shape~~ typically diamond shaped
 - b. ~~colors~~ yellow, black, orange (construction areas)
3. ~~Guide Signs~~ guide drivers along routes, to service areas or recreational areas
 - a. ~~shape~~ typically rectangular
 - b. ~~colors~~ blue, white, green, brown
4. ~~Route markers~~ indicate roadway numbers
 - a. ~~odd number~~ generally run north-south
 - b. ~~even number~~ generally run east-west
 - c. ~~shape~~ vary from state to state
 - d. ~~color~~ vary from state to state
5. ~~Interstate routes~~ red, white and blue shield

LEARNING ACTIVITIES:

1. ~~Use transparencies to further discuss the various signs, signals and markings or have students draw the various signs, signals and markings to share with the class.~~
2. ~~Use of charts and visual aids that show various signs, signals, and markings.~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual

H. OBJECTIVE:

The instructor will explain the shape, color and specially shaped signs.

CONTENT OUTLINE:

Meaning of other specially shaped signs

1. ~~Stop sign~~
2. ~~Yield sign~~
3. ~~Railroad crossbuck~~
4. ~~No-passing zone pennant~~
5. ~~School zone~~

LEARNING ACTIVITIES:

1. ~~Use transparencies to further discuss the various signs, signals and markings or have students draw the various signs, signals and markings to share with the class.~~
2. ~~Use of charts and visual aids that show various signs, signals, and markings.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Mississippi Driver's Manual~~

~~I. **OBJECTIVE:**~~

~~The instructor will explain the meaning of and driver response to various pavement markings.~~

~~**CONTENT OUTLINE:**~~

~~Meaning of various pavement markings:~~

- ~~1. Colors — white, yellow~~
- ~~2. Broken white line~~
- ~~3. Broken yellow line~~
- ~~4. Solid white line~~
- ~~5. Solid yellow line~~
- ~~6. Double broken or double solid lines~~
- ~~7. Stop lines~~
- ~~8. Crosswalks~~
- ~~9. Lane lines~~
- ~~10. Center lines~~

LEARNING ACTIVITIES:

1. ~~Use transparencies to further discuss the various signs, signals and markings or have students draw the various signs, signals and markings to share with the class.~~
2. Use of charts and visual aids that show various signs, signals, and markings.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual

J. OBJECTIVE:

The instructor will state the responsibilities associated with a stopped school bus.

CONTENT OUTLINE:

Responsibilities

1. ~~Eight light warning system~~
 - a. ~~Flashing yellow~~
 - b. ~~Flashing red~~
 - c. ~~Stop arm~~
2. ~~Law the driver must stop, going in either direction.~~

LEARNING ACTIVITIES:

Discuss the sections of the vehicle code that deal with interacting with school buses.

RESOURCE MATERIAL:

Motor Vehicle Laws of Mississippi—"Rules of the Road"
Driver Education Textbook and Resource Guide

K. OBJECTIVE:

The instructor will state the required driver action at a railroad crossing.

CONTENT OUTLINE:

~~All warning devices—driver must stop and remain stopped until all tracks are clear. Beware of multiple tracks.~~

~~Unmarked Crossing—driver must look, listen and slow down because you may have ——— to stop.~~

LEARNING ACTIVITIES:

~~Use chalkboard or teacher-made transparencies and explain steps for crossing tracks.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

L. ——— OBJECTIVE:

~~The instructor will explain the driver's responsibility to pedestrians in crosswalks.~~

CONTENT OUTLINE:

~~General rule—always yield the right of way to pedestrians, emphasis on slow moving pedestrians.~~

LEARNING ACTIVITIES:

~~Use chalkboard diagram or traffic board to explain this responsibility.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

M. ——— OBJECTIVE:

~~The instructor will explain the correct procedure for a right turn on red.~~

CONTENT OUTLINE:

~~Procedure for right turn on red.~~

LEARNING ACTIVITIES:

~~Use procedure sheet to diagram the steps; or teacher made transparencies or chalkboard. Discuss conflicts during turning.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Motor Vehicle Laws of Mississippi —“Rules of the Road”~~

N. — OBJECTIVE:

~~The instructor will explain the driver's response to police officer directions.~~

CONTENT OUTLINE:

~~Police officers take precedent over any other traffic control device.~~

LEARNING ACTIVITIES:

~~Discuss this with class.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

CLASSROOM SECTION:

UNIT THEME 3: VEHICLE FAMILIARIZATION

OBJECTIVES:

- ~~A. — The instructor will explain the different components of the "protective system".~~
- ~~B. — The instructor will explain the different components of the "comfort system".~~
- ~~C. — The instructor will explain the different components of the "control system".~~
- ~~D. — The instructor will explain the different components of the "information" or "vehicle check" system.~~
- ~~E. — The instructor will explain the different components of the "visibility system".~~
- ~~F. — The instructor will explain the different components of the "communication system".~~
- ~~G. — The instructor will explain the different components of the "anti theft system".~~
- ~~H. — The instructor will explain the various items in a pre entry check.~~
- ~~I. — The instructor will describe the correct pre ignition procedures.~~

- ~~J. The instructor will describe the proper procedures for starting, putting in motion and stopping an automatic shift car.~~
- ~~K. The instructor will describe the proper procedure for starting, putting in motion and stopping a standard shift car.~~
- ~~L. The instructor will describe the correct procedures for securing a vehicle.~~
- ~~M. The instructor will list the steps for leaving a parked car.~~

PURPOSE:

~~To explain to the student the purpose of operation of car instruments, devices and controls. To learn procedures for starting, moving, stopping, and securing cars.~~

OBJECTIVES:

A. ——— OBJECTIVE:

The instructor will explain the different components of the "protective system".

CONTENT OUTLINE:

Protective system

1. ——— Safety belts
2. ——— Passive restraints
3. ——— Head restraints
4. ——— Door locks

LEARNING ACTIVITIES:

Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

B. ——— OBJECTIVE:

The instructor will explain the different components of the "comfort system".

CONTENT OUTLINE:

Comfort system

1. ——— Seat adjustments
2. ——— Cruise control
3. ——— Heater
4. ——— Air conditioner
5. ——— Air vents

LEARNING ACTIVITIES:

Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

C. ——— OBJECTIVE:

The instructor will explain the different components of the "control system".

CONTENT OUTLINE:

Control system

1. Ignition switch
2. Gear selector lever and positions
3. Steering wheel
4. Brake pedal
5. Accelerator pedal
6. Clutch
7. Parking brake

LEARNING ACTIVITIES:

Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

D. OBJECTIVE:

The instructor will explain the different components of the "information" or "vehicle check" system.

CONTENT OUTLINE:

Information or Vehicle System

1. ~~Speedometer/Odometer~~
2. ~~Alternator gauge~~
3. ~~Temperature gauge~~
4. ~~Oil pressure gauge~~
5. ~~Fuel gauge~~
6. ~~Parking brake light~~
7. ~~Directional signal lights~~
8. ~~Head lights~~
9. ~~High beam indicator~~
10. ~~Warning light system~~
11. ~~Windshield~~

LEARNING ACTIVITIES:

~~Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

E. OBJECTIVE:

~~The instructor will explain the different components of the "visibility system".~~

CONTENT OUTLINE:

Visibility system

1. ~~Headlights/parking lights~~
2. ~~Rearview/side view mirrors~~
3. ~~Wiper/washer assembly~~
4. ~~Sun visors~~
5. ~~Defroster~~
6. ~~Interior dome light~~

LEARNING ACTIVITIES:

~~Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3~~

F. OBJECTIVE:

~~The instructor will explain the different components of the "communication system".~~

CONTENT OUTLINE:

~~Communication system~~

- ~~1. Parking lights~~
- ~~2. Horn~~
- ~~3. Turn signals~~
- ~~4. Lane change signals~~
- ~~5. Hazard flashers~~
- ~~6. Taillight assembly~~
- ~~7. Rear license plate light~~
- ~~8. Side markers~~

LEARNING ACTIVITIES:

~~Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3~~

G. OBJECTIVE:

~~The instructor will explain the different components of the "anti-theft system".~~

CONTENT OUTLINE:

Anti-theft System

1. _____ Ignition buzzer
2. _____ Steering column lock
3. _____ Door locks
5. _____ Trunk/Hood locks
6. _____ Wheel locks

LEARNING ACTIVITIES:

~~Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

H. _____ OBJECTIVE:

~~The instructor will explain the various items in a pre-entry check.~~

CONTENT OUTLINE:

Pre-entry check

1. _____ Walk around
2. _____ Check tires
3. _____ Check and clean windshields, headlights, tail lights
4. _____ Windshield wipers

LEARNING ACTIVITIES:

~~Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

I. _____ OBJECTIVE:

~~The instructor will describe correct pre-ignition procedures.~~

CONTENT OUTLINE:

Pre-ignition Procedures

1. _____ Walk around car to make sure all is clear.

- ~~2. Enter car.~~
- ~~3. Put key into ignition.~~
- ~~4. Adjust seat to comfortable position.~~
- ~~5. Adjust mirrors (inside and outside).~~
- ~~6. Adjust head restraint.~~
- ~~7. Lock all doors.~~
- ~~8. Fasten seatbelt and shoulder harness.~~
- ~~9. Gear selector should be in "Park" and parking brake set.~~

LEARNING ACTIVITIES:

~~Hand out procedures sheet to the class and discuss the steps. Practice procedures at the driver education car.~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 3
Driver Education Textbook and Resource Guide~~

J. OBJECTIVE:

~~The instructor will describe the proper procedures for starting, putting in motion and stopping an automatic shift car.~~

CONTENT OUTLINE:

~~The proper procedures for starting, putting in motion, and stopping an automatic shift car.~~

- ~~1. Ignition procedures~~
 - ~~a. Turn key clockwise to "Start" position.~~
 - ~~b. When engine starts, immediately release key~~
 - ~~c. Check all gauges and lights~~
 - ~~d. Place right foot on brake.~~
 - ~~e. Check all gauges and lights.~~
- ~~2. Pulling into Traffic~~
 - ~~a. Right foot on brake.~~
 - ~~b. Gear selector level to "Drive" gear.~~
 - ~~c. Release parking brake.~~
 - ~~d. Check traffic (front, sides and rear).~~
 - ~~e. Signal intended movement.~~
 - ~~f. Check blind spot.~~
 - ~~g. Apply soft gas, proceed cautiously.~~
- ~~3. Stopping Procedures~~
 - ~~a. Check traffic behind with mirrors.~~
 - ~~b. Release gas pedal.~~
 - ~~c. Signal intended movement.~~
 - ~~d. Apply soft brake.~~
 - ~~e. After stopping, set parking brake.~~
 - ~~f. Put gear selector to "Park".~~

LEARNING ACTIVITIES:

~~Hand out procedures sheet to the class and discuss the steps. Practice procedures at the driver education car.~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 3
Driver Education Textbook and Resource Guide~~

K. OBJECTIVE:

~~The instructor will describe the proper procedure for starting, putting in motion and stopping a standard shift car.~~

CONTENT OUTLINE:

~~Proper procedures for putting in motion and stopping a standard transmission vehicle.~~

~~1. Putting in Motion~~

- ~~a. Depress clutch with left foot.~~
- ~~b. Shift to first gear.~~
- ~~c. Depress brake pedal.~~
- ~~d. Release parking brake.~~
- ~~e. Check traffic flow, mirrors.~~
- ~~f. Accelerate and release clutch gently to friction point.~~
- ~~g. Hold friction point.~~
- ~~h. Continue accelerating and release clutch.~~

~~2. Stopping~~

- ~~a. Check traffic in the rear view mirror.~~
- ~~b. Depress clutch pedal with left foot.~~
- ~~c. Depress brake pedal smoothly with right foot.~~
- ~~d. Release brake slightly just before stopping.~~
- ~~e. Once stopped, shift to reverse.~~
- ~~f. Set parking brake.~~

LEARNING ACTIVITIES:

~~Hand out procedures sheet and discuss with class.
If you have a standard shift car, demonstrate these at the car.~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 3-
Driver Education Textbook and Resource Guide~~

L. OBJECTIVE:

~~The instructor will describe the correct procedures for securing a vehicle.~~

CONTENT OUTLINE:

~~Securing~~

- ~~1. Shift to park (automatic) or reverse (standard).~~
- ~~2. Set parking brake.~~
- ~~3. Turn key to "off" position.~~
- ~~4. Turn off lights.~~
- ~~5. Unfasten safety belt.~~
- ~~6. Close windows, lock doors.~~

LEARNING ACTIVITIES:

~~Distribute procedures sheet and discuss or demonstrate at the driver education vehicle.~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 3-
Driver Education Textbook and Resource Guide~~

M. OBJECTIVE:

~~The instructor will list the steps for leaving a parked car.~~

CONTENT OUTLINE:

~~Leaving~~

- ~~1. Check mirrors (if curbside).~~
- ~~2. Take car keys.~~
- ~~3. Check traffic if exiting into traffic lane.~~
- ~~4. Open door (passenger side if possible).~~
- ~~5. Exit vehicle.~~

6. ~~Lock doors.~~

7. ~~Walk facing traffic (if exiting into traffic lane).~~

LEARNING ACTIVITIES:

~~Discuss the procedures in class or demonstrate at the driver education vehicle.~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 3-~~
Driver Education Textbook and Resource Guide

~~PROCEDURES~~

Selected Procedures Sheet

Pre-Ignition Procedures

1. _____ Walk around car to make sure all is clear
2. _____ Enter car
3. _____ Put key into the ignition
4. _____ Adjust seat to comfortable position
5. _____ Adjust mirrors (inside and outside)
6. _____ Adjust head restraint
7. _____ Lock all doors
8. _____ Fasten seatbelt and shoulder harness
9. _____ Gear selector should be in "Park" and parking brake set

Ignition Procedures

1. _____ Turn key clockwise to "Start" position
2. _____ When engine starts, immediately release key
3. _____ Check all gauges and lights
4. _____ Place right foot on brake
5. _____ Check all gauges and lights

Pulling Into Traffic

1. _____ Right foot on brake
2. _____ Move gear selector lever to "Drive"
3. _____ Release parking brake
4. _____ Check traffic (Front, sides and rear)
5. _____ Signal intended movement
6. _____ Check blind spot
7. _____ Apply soft gas, proceed cautiously

Stopping Procedure

1. _____ Check traffic behind with mirrors
2. _____ Release gas pedal
3. _____ Signal intended movement, if lane change is required, check blind spot
4. _____ Apply soft brake
5. _____ After stopping, set parking brake
6. _____ Move gear selector to "Park"
7. _____ Shut off all accessories
8. _____ Turn key counterclockwise to "Lock" position
9. _____ Remove key
10. _____ Leave car
11. _____ Lock door

CLASSROOM SECTION:

UNIT THEME 4: BASIC CONTROL TASKS

OBJECTIVES:

- A. — The instructor will explain the proper procedure for tracking forward.
- B. — The instructor will explain the proper procedures for tracking to the rear.
- C. — The instructor will explain the space and time requirements for signaling turns.
- D. — The instructor will explain the correct procedure for changing lanes.
- E. — The instructor will demonstrate the hand-over-hand steering technique for turning.
- F. — The instructor will identify the sequence of steps for making left and right turns.
- G. — The instructor will demonstrate the procedure for backing left and right.
- H. — The instructor will explain the steps necessary for a U-turn, three-point turn and two-point turnabout.
- I. — The instructor will describe the proper positioning and turning procedures when making turns on a combination of one and two-way streets.
- J. — The instructor will list the steps for entering and leaving an angle parking space.
- K. — The instructor will list the steps for entering and leaving a parallel parking space.
- L. — The instructor will describe the correct procedure for starting on hills in automatic shift cars.
- M. — The instructor will describe the procedures for parking uphill and downhill.

PURPOSE:

To present to the student the requirements necessary for steering, lane changes, turning, parking, turnabouts and parking on hills.

OBJECTIVES:

A. ——— OBJECTIVE:

The instructor will explain the proper procedure for tracking forward.

CONTENT OUTLINE:

Procedure for tracking forward.

1. ——— Proper hand position (9-3)
2. ——— Aim high
3. ——— Over steering
4. ——— Under steering
5. ——— Judgment of car position
6. ——— Accelerator pressure
7. ——— Brake pedal pressure

LEARNING ACTIVITIES:

Discuss the procedures and concepts with the class. Emphasize smooth acceleration and braking.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

B. ——— OBJECTIVE:

The instructor will explain the proper procedures for tracking to the rear.

CONTENT OUTLINE:

Procedures for tracking to rear:

1. ——— Shift to reverse
2. ——— Left hand at 12 o'clock position
3. ——— Right hand over back of passenger seat
4. ——— Turn and look back
5. ——— Release brake pressure
6. ——— Use brake to control speed

7. ~~Make small steering corrections, check occasionally to the front and then look back.~~

LEARNING ACTIVITIES:

~~Discuss procedures and concepts with the class. Emphasize "seeing to the rear" and the use of the brake pedal to control speed.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

C. OBJECTIVE:

~~The instructor will explain the space and time requirements for signaling turns.~~

CONTENT OUTLINE:

~~Requirements~~

1. ~~Less than 45 mph—signal 100 ft. prior to turn. Over 45 mph—signal 200 ft. prior to turn~~
2. ~~General rule—signal early~~
3. ~~Hand signals—three positions~~
 - a. ~~Left~~
 - b. ~~Right~~
 - c. ~~Stop~~

LEARNING ACTIVITIES:

~~Emphasize signaling early. Demonstrate proper hand signals and when they might be used.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

D. OBJECTIVE:

~~The instructor will explain the correct procedure for changing lanes.~~

CONTENT OUTLINE:

~~Make the lane change smoothly~~

1. ~~Check mirrors~~
2. ~~Signal~~
3. ~~Check blind spot~~

4. ~~Steer gently to next lane~~

5. ~~Cancel signal (if necessary)~~

LEARNING ACTIVITIES:

~~Use teacher made transparencies or procedure sheet to explain lane change steps. Emphasize use of the lane change signal on the car.~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 4~~

E. OBJECTIVE:

~~The instructor will demonstrate the hand-over-hand steering technique for turning.~~

CONTENT OUTLINE:

~~Hand-over-hand steering technique~~

1. ~~Begin with balanced hand position (9-3)~~

2. ~~Rotate steering wheel in desired direction~~

3. ~~Release lower hand~~
4. ~~Proceed with crossover to implement hand over hand steering~~

LEARNING ACTIVITIES:

~~Use an old, junk steering wheel or a book to demonstrate hand over hand steering. Dry run drill the class on the technique.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

F. ~~OBJECTIVE:~~

~~The instructor will identify the sequence of steps for making left and right turn.~~

CONTENT OUTLINE:

~~Sequence steps for left and right turn~~

1. ~~Left turn~~
 - a. ~~Check mirrors, signal, check blind spot, move to proper lane for turn if needed.~~
 - b. ~~Check left turn signal, slow.~~
 - c. ~~Check for traffic, left, right, oncoming, and for pedestrians.~~
 - d. ~~Keep front wheels straight if you have to wait for traffic to clear.~~
 - e. ~~When you can safely make the turn, accelerate toward center of intersection, check for traffic and pedestrians again, turn into near lane.~~
 - f. ~~Halfway through turn, straighten wheel and continue to accelerate.~~
 2. ~~Right turn~~
 - a. ~~Check mirrors, signal, check blind spot, move to proper lane for turn if needed.~~
 - b. ~~Check right turn signal, slow.~~
 - c. ~~Check for traffic, left and oncoming, and for pedestrians.~~
 - d. ~~Position car 3-4 feet from right hand curb or edge.~~
 - e. ~~When you can safely make the turn, accelerate, steer gradually halfway into the turn.~~

- f. ~~Continue to gently accelerate, straighten wheel.~~

LEARNING ACTIVITIES:

~~Use procedure sheet to review technique. Emphasize lane choice, signaling and relate to the Identify, Predict, Decide and Execute strategy.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 4~~

G. OBJECTIVE:

~~The instructor will demonstrate the procedure for backing left and right.~~

CONTENT OUTLINE:

~~Procedure for backing left and right~~

- ~~1. Back slowly, use brake for speed control~~
- ~~2. Always look in the direction you are backing~~
- ~~3. Use hand-over-hand steering~~
- ~~4. Be conscious of front-end swing clearance~~

LEARNING ACTIVITIES:

~~Use teacher-made transparencies to review procedures. Dry-run drill the students at their desks. Emphasize the use of the brake for speed control.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

H. OBJECTIVE:

~~The instructor will explain the steps necessary for a U-turn, three-point turn and two-point turnabout.~~

CONTENT OUTLINE:

~~Different steps~~

- ~~1. U-turn~~
 - ~~a. Check traffic ahead and behind using inside and outside mirrors~~
 - ~~b. Signal and pull right. If there is enough room for a car to interfere with pulling to the right, the student needs to be instructed to check~~

~~right outside mirror if one is available, signal, check right blind spot.~~

~~e. Stop, check traffic, again front, left outside mirror, signal, check blind spot.~~

~~d. Turn sharply left~~

~~e. Check traffic again left and right as the turn is made.~~

~~f. Straighten wheels when complete and check for traffic front, rear and left blind spot.~~

~~g. Accelerate gently~~

~~2. Three point turnabout~~

~~a. Check traffic ahead and behind using inside and outside mirrors~~

~~b. Signal and pull right. If there is enough room for a car to interfere with pulling to the right, the student needs to be instructed to check right outside mirror, if one is available, and the right blind spot, then signal.~~

~~e. Stop, check traffic again front, left outside mirror, check left blind spot, signal.~~

~~d. Steer hard left toward the opposite curb, checking traffic left and right during the maneuver, stop at the curb.~~

~~e. Shift to reverse, check traffic left and right and behind~~

~~f. Steer hard right and back slowly, checking traffic left and right, stop at the curb.~~

~~g. Shift to drive, check traffic left and right~~

~~h. Steer left, accelerate slowly~~

~~i. Cancel signal~~

~~3. Two point turnabout (Right)~~

~~a. Check traffic front and rear, signal right~~

~~b. Pull past roadway or driveway, stop~~

~~c. Shift to reverse, check traffic front, rear, blind spot, back slowly to the right into roadway or driveway, check traffic during the procedure.~~

~~d. Stop, shift to drive~~

~~e. Check traffic left, right and left, signal left and execute left turn procedure.~~

~~4. Two point turnabout (Left)~~

~~a. Execute left turn procedures including mirror and blind spot checks~~

~~b. Stop past curb line~~

~~c. Check traffic in all directions~~

~~d. Execute right backing procedure~~

~~e. Shift to drive, check traffic ahead, mirrors, blindspot, accelerate gently~~

LEARNING ACTIVITIES:

Use teacher-made transparencies or procedure sheets to review procedures. Emphasize sight distance as it relates to the Identify, Predict, Decide, and Execute strategy.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 4

I. OBJECTIVE:

The instructor will describe the proper positioning and turning procedures when making turns on a combination of one and two-way streets.

CONTENT OUTLINE:

Proper positioning and turning procedures

1. Two-way to two-way
2. Two-way to one-way
3. One-way to two-way
4. One-way to one-way
5. Multiple-lane streets
6. Streets with center-left-turn lanes

LEARNING ACTIVITIES:

Use a traffic board or teacher-made transparencies of various roadways to diagram turns and explain procedures. Relate all turns to the Identify, Predict, Decide, and Execute strategy.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

J. OBJECTIVE:

The instructor will list the steps for entering and leaving an angle parking space.

CONTENT OUTLINE:

Steps for entering and leaving an angle parking space.

~~1. Entering~~

~~a. Slow, check mirrors, signal~~

~~b. Position car far enough to the left in order to be able to turn right without conflicting with the car to the right of your parking space.~~

~~c. Check traffic to the rear, blind spot, and for any cars that might be backing out of a parking space before reaching your parking spot.~~

~~d. When the front of your car is half way past space, turn wheels sharply right~~

~~e. Slowly enter the space and check right side clearance~~

~~f. Straighten wheel and center the car~~

~~g. Stop before curb~~

~~2. Leaving~~

~~a. Shift to reverse~~

~~b. Tap horn, slowly back and check traffic~~

~~c. When the front bumper is even with the left car's rear bumper, check traffic to turn right rear (right blind spot), turn wheel to the right~~

~~d. Back into the nearest lane~~

~~e. Stop and straighten wheels~~

~~f. Shift to drive, check mirrors and left blind spot, and proceed when clear.~~

LEARNING ACTIVITIES:

Use chalkboard or teacher made transparencies to diagram the parking space, maneuver and procedures.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 4

~~K. **OBJECTIVE:**~~

The instructor will list the steps for entering and leaving a parallel parking space.

CONTENT OUTLINE:

Steps for parallel parking space

1. ~~Entering~~

- a. ~~Check mirrors, signal right and position car 3 feet from side of parked cars~~
- b. ~~Slow, check traffic, pull forward until the rear bumper is even with the rear bumper of the vehicle in front of your space, check over your right shoulder to insure that the bumpers are even.~~
- c. ~~Shift to reverse, check mirrors and left blind spot, back turning sharply to the right~~
- d. ~~When driver's seat is even with rear bumper, steer straight~~
- e. ~~When front bumper of the car is even with rear bumper of the other vehicle, turn sharply left~~
- f. ~~Check front clearance~~
- g. ~~Stop prior to hitting vehicle to the rear.~~
- h. ~~Shift to drive, straighten wheels, pull up slowly.~~
- i. ~~Secure car~~

2. ~~Leaving~~

- a. ~~Shift to reverse, back straight back, stop~~
- b. ~~Shift to drive~~
- c. ~~Check for oncoming traffic to the rear. Use the left outside mirror and perform left blind spot check, then signal~~
- d. ~~Turn sharply left, check front clearance while slowly accelerating, check rear traffic in outside left rear mirror and left blind spot.~~
- e. ~~When door is past bumper, steer back to the right.~~
- f. ~~Straighten wheels and accelerate~~

LEARNING ACTIVITIES:

Use chalkboard or teacher-made transparencies to diagram the parking space, maneuver and procedures.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 4

1. ~~OBJECTIVE:~~

~~The instructor will describe the correct procedure for starting on hills in automatic shift cars.~~

CONTENT OUTLINE:

~~Starting on hills~~

- ~~1. ——— Set the parking brake/left foot on brake~~
- ~~2. ——— Accelerate gently against the brake~~
- ~~3. ——— When the car pulls, release the brake~~

LEARNING ACTIVITIES:

~~Discuss the problems associated with starting out on an upgrade. Dry run drill the class at their desks.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

M. OBJECTIVE:

~~The instructor will describe the procedures for parking uphill and downhill.~~

CONTENT OUTLINE:

~~Uphill and downhill parking~~

- ~~1. Uphill with curb~~
 - ~~a. Park parallel to curb~~
 - ~~b. Turn wheel sharply to the left~~
 - ~~c. Shift to neutral~~
 - ~~d. Roll back until front wheel just contacts curb~~
 - ~~e. Secure the car~~
- ~~2. Uphill with no curb~~
 - ~~a. Pull off as far as possible~~
 - ~~b. Turn wheel sharply left~~
 - ~~c. Secure the car~~
- ~~3. Downhill with curb~~
 - ~~a. Park parallel to curb~~
 - ~~b. Turn wheel sharply right until wheel just contacts curb~~
 - ~~d. Secure the car~~
- ~~4. Downhill with no curb~~
 - ~~a. Pull off as far as possible~~
 - ~~b. Turn wheel sharply right~~
 - ~~c. Secure the car~~

LEARNING ACTIVITIES:

~~Use teacher-made transparencies or chalkboard to list the procedures. Discuss what is different about uphill and downhill parking as it relates to: (1) use of the parking brake; and (2) position of the front wheels.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

~~PROCEDURES~~

Left and Right Turn Procedure

1. ~~Check mirror~~
2. ~~Position car — proper lane position~~
3. ~~Signal early and properly~~
4. ~~Check traffic~~
5. ~~Release accelerator~~
6. ~~Brake before turning (slow down or stop whichever is needed)~~
7. ~~Check traffic again~~
8. ~~Turn, using hand-over-hand technique~~
9. ~~Enter proper lane~~
10. ~~Accelerate about 1/2 way through turn~~
11. ~~Check traffic after turning~~

Lane Changing Procedure

1. ~~Check rear-view mirrors~~
2. ~~Signal using lane change device~~
3. ~~Check blind spot (head check over the shoulder in the direction of move)~~
4. ~~If safe, steer smoothly and maintain speed into the other lane~~
5. ~~Cancel signal~~

PROCEDURES FOR TURNABOUTS AND PARKING

Two Point Turnabout

Back into Driveway on Right Side. Choose this turnabout if there is a clear driveway on the right and there is no close traffic to the rear in your lane. This turnabout has the advantage of letting you re-enter traffic going forward.

1. ——— Check traffic to the rear, and signal a stop. Proceed beyond the driveway.
2. ——— Stop one to three feet from the curb. Check traffic again to the rear and left blind spots, then back slowly to the right into the driveway. Stop with the wheels straight.
3. ——— Signal a left turn. Check traffic left and right, then left again.
4. ——— Drive forward, turn left.

Pull into Driveway on Left Side. You might choose this turnabout if oncoming traffic is light and a driveway on the left is available. A disadvantage of this turnabout is that you must back into the traffic flow before moving forward.

1. ——— Check traffic ahead and to the rear. Signal a left turn and use the left turn procedure to move into the driveway. Stop with the wheels straight.
2. ——— Check traffic again, especially from the right. Back slowly to the right, to the oncoming lane. Look to the right rear and side while backing. Stop with the wheels straight.
3. ——— Shift to drive, accelerate gently, and drive forward.

Pull into Driveway on Right Side. A disadvantage of this turnabout is that you must back across two lanes of traffic before moving forward. Avoid this turnabout, if possible. It is a high risk maneuver.

1. ——— Check traffic ahead and to the rear. Signal a right turn and use the right turn procedure to move into the driveway. Stop with the wheels straight.
2. ——— Check traffic again from both directions. Back slowly across the street, turning left. Look to the left rear and side when backing. Occasionally, glance to the front, then continue looking back while stopping with the wheels straight in the lane.
3. ——— Shift to drive, accelerate gently, and drive forward.

Three Point Turnabout

This procedure is performed between curbsides.

1. ——— Position car far right to the curb.
2. ——— Check mirrors, signal left, check left blind spot.

3. ~~Turn sharply to the left, turning wheel while moving slowly toward the opposite curb (use hand over hand steering).~~
4. ~~Stop with wheels perpendicular to curb before hitting curb.~~
5. ~~Check traffic left and right again and signal right. Put car in reverse.~~
6. ~~Turn wheels sharply right while backing slowly to the opposite lane. Use hand over hand steering while backing and check to the left. Stop before touching curb.~~
7. ~~Check traffic left and right, signal left and put car in drive.~~
8. ~~Move slowly forward while steering left.~~
9. ~~Signal and check traffic right and left, continue when clear down the roadway.~~

45 Degree Angle Parking (Entering)

1. ~~Position your car about five feet from the row of parked cars. Check traffic to the rear., signal a right turn and begin to brake.~~
2. ~~If needed, flash your brake lights to warn drivers behind. Continue to slow. Check your right blind spot.~~
3. ~~When you can see down the right line of the parking stall, turn the wheels sharply to the right. Slowly enter the stall.~~
4. ~~Straighten the wheels when you are centered in the space. Stop before the wheels strike the curb, if one is available. If no curb is available, stop at front line designating the space.~~

45 Degree Angle Parking (Exiting)

1. ~~Place car in reverse and back cautiously, keep wheels straight and foot on brake, if car moves backward without acceleration.~~
2. ~~Look over right shoulder to rear and sides to check for oncoming traffic. (Proper hand position: 9/3).~~
3. ~~When your front bumper is even with left car's rear bumper, begin turning to the right.~~
4. ~~As you back into nearest lane, check for clearance front left and right rear.~~
5. ~~Stop with wheel straight, shift to drive and proceed.~~

90 Degree Angle Parking (Entering)

1. ~~Check inside and outside mirrors~~
2. ~~Signal early~~
3. ~~Position car 8-9 feet to the left as you approach parking space.~~
4. ~~Slow down and check traffic, inside and outside mirrors and right blind spot.~~
5. ~~Turn right sharply when your front bumper passes the left rear taillight of the car to the right of the empty parking space. Check for clearance between your car and the car you are parking next to on the right.~~
6. ~~Center car in space and straighten wheels. Stop before you hit the curb.~~

90 Degree Angle Parking (Exiting)

~~Procedure is the same as 45-degree angle parking. Stress left and right rear clearance.~~

Parallel Parking (Entering)

1. ~~Select parking spot with appropriate space.~~
2. ~~Check inside and outside mirrors, signal right turn and tap brakes.~~
3. ~~Stop 2-3 feet away from the side of the front of the car with rear bumpers even.~~
4. ~~Shift to reverse with foot on brake, check inside and outside mirror.~~
5. ~~Look over right shoulder and back slowly with sharp hand-over-hand steering toward curb.~~
6. ~~Aim car toward back right corner of space and begin straightening wheels when your passenger door lines up with the rear bumper of the front car.~~
7. ~~When front bumper of your car reaches rear bumper of front car, turn wheel sharply left.~~
8. ~~Straighten car wheels and stop with proper 2-3 feet spacing between cars. If necessary, pull forward to center your car in parking space.~~

~~Parallel Parking (Exiting)~~

- ~~1. Back straight until rear bumper is about 6" from bumper of car.~~
- ~~2. Check outside mirror, signal, check blind spot.~~
- ~~3. Move forward slowly turning left, and checking right front fender for clearance.~~
- ~~4. Turn wheels in intended path of travel halfway out of space, check traffic again to the left.~~
- ~~5. Center car in lane and accelerate gently into traffic.~~

~~CLASSROOM SECTION : TEST~~

~~TEST (UNITS 1--4)~~

TIME: _____ 1 Hour

~~CLASSROOM SECTION:~~

~~UNIT THEME 5: PERCEPTION AND DRIVING STRATEGIES FOR~~

DIFFERENT ENVIRONMENTS

OBJECTIVES:

- ~~A. The instructor will identify the first step in the process of perception.~~
- ~~B. The instructor will describe the "Smith System" and explain how it is part of the Identify, Predict, Decide and Execute (IPDE) process.~~
- ~~C. The instructor will identify those senses that play a role in driving.~~
- ~~D. The instructor will examine the five major groups of highway events that a driver must constantly identify.~~
- ~~E. The instructor will explain perception as a mental process and how it can be improved.~~
- ~~F. The instructor will identify and explain four general habits for improving perceptual skills.~~
- ~~G. The instructor will identify three eye habits for car control.~~
- ~~H. The instructor will explain the eye habits for scanning for identification (identify).~~
- ~~I. The instructor will briefly review the types of traffic control devices a driver may encounter.~~
- ~~J. The instructor will review the types of traffic signs a driver may encounter.~~
- ~~K. The instructor will review actions of the driver in response to types of traffic signals.~~
- ~~L. The instructor will review pavement markings a driver may encounter.~~
- ~~M. The instructor will define areas of less space to the sides on roadways and how this space can be affected.~~
- ~~N. The instructor will define less sight distance ahead or less view to the sides and how these conditions are affected.~~
- ~~O. The instructor will define areas of less traction and how traction can be affected.~~
- ~~P. The instructor will identify other users and clues to their actions that may help a driver avoid collisions.~~
- ~~Q. The instructor will explain and demonstrate the two second following distance, four second stopping distance, and twelve second sighting distance rules.~~
- ~~R. The instructor will identify five types of closing situations that can occur with another vehicle.~~
- ~~S. The instructor will explain probable errors of other users in the Highway Transportation System.~~
- ~~T. The instructor will demonstrate the ability to judge hazards for closing probabilities.~~
- ~~U. The instructor will demonstrate the ability to predict where and when closing will happen.~~

- ~~V. — The instructor will identify the factors involved in decision making when driving.~~
- ~~W. — The instructor will explain the five general guidelines that make up a plan of action for decision making in the Highway Transportation System~~
- ~~X. — The instructor will explain how drivers can communicate their actions.~~
- ~~Y. — The instructor will explain in detail minimizing a single hazard, separating two or more hazards, and compromising space.~~
- ~~Z. — The instructor will define and explain procedures at uncontrolled intersections.~~
- ~~AA. — The instructor will define and explain procedures at controlled intersections.~~
- ~~BB. — The instructor will identify various conflicts that can occur at intersections.~~
- ~~CC. — The instructor will explain the importance of "gap selection" at intersections and the type of gaps needed for various maneuvers.~~
- ~~DD. — The instructor will explain the "double stop" procedure and list situations when one's view may be blocked at intersections.~~
- ~~EE. — The instructor will explain the safe procedure for crossing railroad tracks.~~
- ~~FF. — The instructor will describe problems associated with the car-motorcycle mix in the Highway Transportation System.~~
- ~~GG. — The instructor will describe the most common type of car-motorcycle collision.~~
- ~~HH. — The instructor will explain the driver's responsibilities to the motorcyclist.~~
- ~~II. — The instructor will identify certain handling characteristics of motorcycles.~~
- ~~JJ. — The instructor will identify characteristics of bicycle riders.~~
- ~~KK. — The instructor will identify strategies for reducing conflicts with bicyclists.~~
- ~~LL. — The instructor will identify safe practices when following other traffic in the city.~~
- ~~MM. — The instructor will list reasons that oncoming traffic may create hazards in city traffic.~~
- ~~NN. — The instructor will identify safe responses to dealing with tailgaters to your rear.~~
- ~~OO. — The instructor will explain good visual habits when using rearview mirrors.~~
- ~~PP. — The instructor will explain the concept of "covering the brake".~~
- ~~QQ. — The instructor will explain lane choice and lane position on different types of streets in the city.~~
- ~~RR. — The instructor will explain potential conflicts with other users in city driving and discuss solutions.~~
- ~~SS. — The instructor will identify prime search areas in the residential traffic environment.~~

~~TT. —The instructor will explain safe driving practices one might use for successfully traveling in residential areas.~~

~~UU. —The instructor will identify factors that make open highway driving dangerous.~~

~~X. —The instructor will identify critical visual search patterns for highway driving.~~

~~WW. —The instructor will explain speed warning signs associated with curves.~~

~~XX. —The instructor will explain special adjustments needed for certain hazards in highway driving.~~

~~YY. —The instructor will identify important factors associated with driving on multi-lane highways.~~

~~ZZ. —The instructor will identify critical checks to make while preparing to pass another vehicle.~~

~~AAA. —The instructor will list the steps for safely passing another vehicle once you have determined it is safe to do so.~~

~~BBB. —The instructor will identify a driver's responsibilities when being passed.~~

~~CCC. —The instructor will list several no-passing situations.~~

~~DDD. —The instructor will identify factors associated with driving in extreme conditions.~~

~~EEE. —The instructor will describe driving adjustments necessary when interacting with large vehicles.~~

~~FFF. —The instructor will identify the characteristics of an expressway and explain why they have a relatively low collision rate.~~

~~GGG. —The instructor will identify types of interchanges associated with expressways.~~

~~HHH. —The instructor will define "gap selection" when entering an expressway.~~

~~III. —The instructor will identify and explain the roadway areas associated with entering expressways.~~

~~JJJ. —The instructor will list the steps associated with entering an expressway.~~

~~KKK. —The instructor will identify a "weave" lane or interchange and the driver's responsibilities in these areas.~~

~~LLL. —The instructor will identify problems associated with entering an expressway.~~

~~MMM. —The instructor will identify factors associated with safe driving practices on expressways.~~

~~NNN. —The instructor will list the correct procedures for exiting an expressway.~~

~~OOO. —The instructor will list problems associated with exiting the expressway.~~

~~PPP. —The instructor will define "toll road" and identify special concerns associated with tollbooths.~~

~~QQQ. —The instructor will define "highway hypnosis" and describe ways to prevent this problem.~~

~~RRR. —The instructor will define "velocitytization".~~

PURPOSE:

To introduce the student to give him/her practice in perceptual driving techniques in different types of driving environments.

OBJECTIVES:

A. OBJECTIVE:

~~The instructor will identify the first step in the process of perception.~~

CONTENT OUTLINE:

~~Perception—giving meaning to what you see. Awareness of events is the first step. Identify—orderly search pattern.~~

B. OBJECTIVE:

~~The instructor will describe the "Smith System" and explain how it is part of the Identify, Predict, Decide and Execute (IPDE) process.~~

CONTENT OUTLINE:

- ~~1. Aim high~~
- ~~2. Keep your eyes moving.~~
- ~~3. Get the big picture.~~
- ~~4. Make sure others see you.~~
- ~~5. Leave yourself a way out.~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi—"Rules of the Road"
Drivers Education Manual~~

C. OBJECTIVE:

~~The instructor will identify those senses that play a role in driving.~~

CONTENT OUTLINE:

- ~~1. Sight~~
- ~~2. Hearing~~
- ~~3. Smell~~
- ~~4. Touch~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi—"Rules of the Road"
Drivers Education Manual~~

D. OBJECTIVE:

~~The instructor will examine the five major groups of highway events that a driver must constantly identify.~~

CONTENT OUTLINE:

~~Major groups of highway events~~

- ~~1. Traffic controls~~
- ~~2. Roadway conditions~~
- ~~3. Other users~~
- ~~4. Own vehicle~~
- ~~5. Unrelated events~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi—"Rules of the Road"
Drivers Education Manual~~

E. OBJECTIVE:

~~The instructor will explain perception as a mental process and how it can be improved.~~

CONTENT OUTLINE:

- ~~1. Active process~~
- ~~2. Involves senses and brain~~
- ~~3. Takes time—is a selective process~~
- ~~4. Can be improved with practice~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi—"Rules of the Road"
Drivers Education Manual~~

F. OBJECTIVE:

~~The instructor will identify and explain four general habits for improving perceptual skills.~~

CONTENT OUTLINE:

- ~~1. Efficient scanning habits~~

2. ~~Know where and what to look for~~

3. ~~Use a systematic search pattern~~

4. ~~Search for closing movements~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5~~

~~Motor Vehicle Laws of Mississippi "Rules of the Road"~~

~~Drivers Education Manual~~

G. OBJECTIVE:

~~The instructor will identify three eye habits for car control.~~

CONTENT OUTLINE:

1. ~~Picture your intended path of travel~~

2. ~~Look down the middle of the path~~

3. ~~Look far ahead~~

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi—"Rules of the Road"
Drivers Education Manual

H. OBJECTIVE:

The instructor will explain the eye habits for scanning for identification (identify).

CONTENT OUTLINE:

1. Scan ahead and to the sides
2. Scan the road surface
3. Scan the mirrors and dash

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi—"Rules of the Road"
Drivers Education Manual

I. OBJECTIVE:

The instructor will briefly review the types of traffic control devices a driver may encounter.

CONTENT OUTLINE:

1. Signs
2. Signals
3. Markings
4. Police officer

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi—"Rules of the Road"
Drivers Education Manual

J. OBJECTIVE:

The instructor will review the types of traffic signs a driver may encounter.

CONTENT OUTLINE:

1. Regulatory
2. Warning

3. ~~Guide~~

4. ~~Other Special~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5~~

~~Motor Vehicle Laws of Mississippi—"Rules of the Road"~~

~~Drivers Education Manual~~

K. OBJECTIVE:

~~The instructor will review actions of the driver in response to types of traffic signals.~~

CONTENT OUTLINE:

1. ~~Three phase~~

2. ~~Flashing~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5~~

~~Motor Vehicle Laws of Mississippi—"Rules of the Road"~~

~~Drivers Education Manual~~

L. OBJECTIVE:

~~The instructor will review pavement markings a driver may encounter.~~

CONTENT OUTLINE:

- ~~1. Yellow~~
- ~~2. White~~
- ~~3. Broken~~
- ~~4. Solid~~
- ~~5. Stop lines~~
- ~~6. Crosswalks~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5~~
~~Motor Vehicle Laws of Mississippi "Rules of the Road"~~
~~Drivers Education Manual~~

M. OBJECTIVE:

~~The instructor will define areas of less space to the sides on roadways and how this space can be affected.~~

CONTENT OUTLINE:

- ~~1. Definition of less space to the sides~~
- ~~2. Changes due to highway conditions~~
- ~~3. Changes due to traffic conditions~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5~~
~~Motor Vehicle Laws of Mississippi "Rules of the Road"~~
~~Drivers Education Manual~~

N. — OBJECTIVE:

~~The instructor will define less sight distance ahead or less view to the sides and how these conditions are affected.~~

CONTENT OUTLINE:

- ~~1. — Definition of less sight distance ahead~~
- ~~2. — Changes due to highway conditions~~
- ~~3. — Changes due to traffic conditions~~
- ~~4. — Definition of less view to the sides~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi — "Rules of the Road"
Drivers Education Manual~~

O. — OBJECTIVE:

~~The instructor will define areas of less traction and how traction can be affected.~~

CONTENT OUTLINE:

- ~~1. — Definition of less traction~~
- ~~2. — Changes due to conditions~~
- ~~3. — Changes due to surface materials~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi — "Rules of the Road"
Drivers Education Manual~~

P. — OBJECTIVE:

~~The instructor will identify other users and clues to their actions that may help a driver avoid collisions.~~

CONTENT OUTLINE:

- ~~1. — Vehicle condition and performance~~
- ~~2. — Changes in vehicle movement~~
- ~~3. — Driver clues to probable actions~~
- ~~4. — Clues to motorcycleists actions~~
- ~~5. — Clues to bicyclists actions~~

6. ~~Clues to pedestrian actions~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5~~
~~Motor Vehicle Laws of Mississippi—"Rules of the Road"~~
~~Drivers Education Manual~~

Q. OBJECTIVE:

~~The instructor will explain and demonstrate the two-second following distance, four-second stopping distance, and twelve-second sighting distance rules.~~

CONTENT OUTLINE:

1. ~~Two-second following distance~~
2. ~~Four-second following distance~~
3. ~~Twelve-second visual lead~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5~~
~~Motor Vehicle Laws of Mississippi—"Rules of the Road"~~
~~Drivers Education Manual~~

R. OBJECTIVE:

~~The instructor will identify five types of closing situations that can occur with another vehicle.~~

CONTENT OUTLINE:

1. ~~Oncoming vehicle~~
2. ~~Ongoing car ahead~~
3. ~~Following situations~~
4. ~~Entering and merging situations~~
5. ~~Intersecting cars and pedestrians~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5~~
~~Motor Vehicle Laws of Mississippi—"Rules of the Road"~~
~~Drivers Education Manual~~

S. OBJECTIVE:

~~The instructor will explain probable errors of other users in the Highway Transportation System.~~

CONTENT OUTLINE:

1. ~~Failure to obey laws~~
2. ~~Failure to adjust to highway conditions~~
3. ~~Common errors to expect~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5~~
~~Motor Vehicle Laws of Mississippi "Rules of the Road"~~
~~Drivers Education Manual~~

T. ~~OBJECTIVE:~~

~~The instructor will demonstrate the ability to judge hazards for closing probabilities.~~

CONTENT OUTLINE:

1. ~~———— Gather evidence for and against closing~~
2. ~~———— Low closing probability~~
3. ~~———— High closing probability~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5~~
~~Motor Vehicle Laws of Mississippi — "Rules of the Road"~~
~~Drivers Education Manual~~

U. ——— OBJECTIVE:

~~The instructor will demonstrate the ability to predict where and when closing will happen.~~

CONTENT OUTLINE:

1. ~~———— Evaluate the speed of closing~~
2. ~~———— Evaluate the amount of space required~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5~~
~~Motor Vehicle Laws of Mississippi — "Rules of the Road"~~
~~Drivers Education Manual~~

V. ——— OBJECTIVE:

~~The instructor will identify the factors involved in decision making when driving.~~

CONTENT OUTLINE:

1. ~~———— Knowing what to do~~
2. ~~———— Where and when to do it~~
3. ~~———— How much action is required~~

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi—"Rules of the Road"
Drivers Education Manual

W. OBJECTIVE:

The instructor will explain the five general guidelines that make up a plan of action for decision making in the Highway Transportation System.

CONTENT OUTLINE:

1. Maintain adequate space margins
2. Adjust speed to conditions
3. Choose the best path of travel
4. Time driving actions (when)
5. Communicate all changes

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi—"Rules of the Road"
Drivers Education Manual

X. OBJECTIVE:

The instructor will explain how drivers can communicate their actions.

CONTENT OUTLINE:

1. Signals
2. Lights
3. Horn
4. Vehicle position
5. Body movement and gestures, eye contact

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi—"Rules of the Road"
Drivers Education Manual

Y. OBJECTIVE:

~~The instructor will explain in detail minimizing a single hazard, separating two or more hazards, and compromising space.~~

CONTENT OUTLINE:

- ~~1. Minimize adjust space (steering)~~
- ~~2. Separate~~
 - ~~a. Adjust speed~~
 - ~~b. Adjust space (steering)~~
- ~~3. Compromise steering~~

RESOURCE MATERIAL:

~~Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi "Rules of the Road"
Drivers Education Manual~~

Z. OBJECTIVE:

~~The instructor will define and explain procedures at uncontrolled intersections.~~

CONTENT OUTLINE:

- ~~1. Definition no traffic control devices~~
- ~~2. Determining right of way~~
- ~~3. Procedures~~

LEARNING ACTIVITIES:

~~Use traffic board or intersection diagrams to illustrate and explain the procedures. Relate to the Identify, Predict, Decide and Execute strategy. Review right of way rules.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

AA. OBJECTIVE:

~~The instructor will define and explain procedures at controlled intersections.~~

CONTENT OUTLINE:

- ~~1. Definition—traffic control device controls the flow of traffic~~
- ~~2. Traffic signal~~
 - ~~a. Red~~
 - ~~b. Amber~~
 - ~~c. Fresh green~~
 - ~~d. Stale green~~
 - ~~e. Unprotected left turns~~
 - ~~f. Turn arrows (left & right)~~
 - ~~g. Police officer~~

LEARNING ACTIVITIES:

~~Use a traffic board, teacher made transparencies, or intersection diagrams to relate to the Identify, Predict, Decide, and Execute strategy.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

BB. OBJECTIVE:

~~The instructor will identify various conflicts that can occur at intersections.~~

CONTENT OUTLINE:

1. ~~Right turn conflicts~~
 - a. ~~Pedestrians~~
 - b. ~~Conflicts to the rear~~
 - c. ~~Left turning vehicle conflicts~~
 - d. ~~Right turn on red~~
 - e. ~~Left turn on red~~
2. ~~Left turn conflicts~~
 - a. ~~Pedestrians~~
 - b. ~~Conflicts to the rear~~
 - c. ~~Oncoming vehicle conflicts~~
 - d. ~~Left turn yield rule~~
3. ~~Straight through~~
 - a. ~~Pedestrians~~
 - b. ~~Left turn conflicts~~
 - c. ~~Right turn conflicts~~

LEARNING ACTIVITIES:

~~Use a traffic board, teacher made transparencies or intersection diagrams to relate to the Identify, Predict, Decide and Execute. Discuss how and where these conflicts occur and how they relate to the Identify, Predict, Decide and Execute strategy.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

CC. OBJECTIVE:

~~The instructor will explain the importance of "gap selection" at intersections and the type of gaps needed for various maneuvers.~~

CONTENT OUTLINE:

- ~~1. Define "gap"~~
- ~~2. Crossing and joining traffic~~
- ~~3. To cross traffic 4 to 5 seconds~~
- ~~4. To turn right 6 to 7 seconds~~
- ~~5. To turn left 7 to 10 seconds~~
- ~~6. Speed requirement to adjust to flow of traffic~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

DD. OBJECTIVE:

~~The instructor will explain the "double stop" procedure and list situations when one's view may be blocked at intersections.~~

CONTENT OUTLINE:

- ~~1. Define "double stop" stop at the sign first; vision is blocked; pull up where you can see and stop again~~
- ~~2. Discuss the stop line remember, it may not be located at the stop sign~~
- ~~3. List of situations where vision is blocked~~

LEARNING ACTIVITIES:

~~Explain this procedure as it relates to Identify, Predict, Decide and Execute and potential conflict areas.
Use traffic board or diagrams.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

EE. — OBJECTIVE:

~~The instructor will explain the safe procedure for crossing railroad tracks.~~

CONTENT OUTLINE:

- ~~1. — Slow down~~
- ~~2. — Turn off radio, heater/air conditioner~~
- ~~3. — Roll down window/listen for train~~
- ~~4. — Look in both directions~~
- ~~5. — Proceed across~~
- ~~6. — Do not shift gears~~

~~If you must stop to wait for a train, be alert to a second train or multiple tracks at the crossing.~~

LEARNING ACTIVITIES:

~~Discuss the steps and the importance of reducing car/train collisions. Consider a guest speaker from "Operation Lifesaver, Inc."~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource
Resource Listing, pages 221-222~~

FF. OBJECTIVE:

~~The instructor will describe problems associated with the car-motorcycle mix in the Highway Transportation System.~~

CONTENT OUTLINE:

- ~~1. Visibility of the cyclist~~
- ~~2. Stability of the motorcycleist~~
- ~~3. Maneuver ability of the motorcycleist~~
- ~~4. Predictability of the cyclist~~

LEARNING ACTIVITIES:

~~Discuss the conflicts associated with motorcycleists. List these on chalkboard.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Resource Listing, pages 221-222
Mississippi Drivers Manual~~

GG. OBJECTIVE:

~~The instructor will describe the most common type of car-motorcycle collision~~

CONTENT OUTLINE:

~~Car turn left in front of the motorcycleist and crossing the cyclist's path of travel. Reason—~~

- ~~1. Lack of visibility~~
- ~~2. Depth perceptions of small object~~

LEARNING ACTIVITIES:

~~Discuss why this occurs with the class. Alert the class of the visibility problem.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Resource Listing, pages 221-222~~

HH. OBJECTIVE:

~~The instructor will explain the driver's responsibilities to the motorcycleist.~~

CONTENT OUTLINE:

- ~~1. Treat the motorcycle as another vehicle~~
- ~~2. Understand handling traits of the motorcycle~~

3. ~~———— Increase your following distance~~
4. ~~———— Make yourself visible to motorcycleists~~
5. ~~———— Search for motorcycles in traffic~~

LEARNING ACTIVITIES:

~~Discuss these with the class as a follow-up.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Resource Listing, pages 221-222~~

II. ~~———— OBJECTIVE:~~

~~The instructor will identify certain handling characteristics of motorcycles.~~

CONTENT OUTLINE:

1. ~~———— Lane position~~
2. ~~———— Braking and accelerating~~
3. ~~———— Loss of balance~~
4. ~~———— Effects of surface conditions~~
5. ~~———— Following distance~~
6. ~~———— Riding in adverse weather~~
7. ~~———— Crossing railroad tracks~~
8. ~~———— Carrying passengers~~
9. ~~———— Passing — day, night, good and bad weather~~
10. ~~———— Effects of car passing motorcycleist at higher speeds~~

LEARNING ACTIVITIES:

~~Discuss the motorcycleists' characteristics with each of these maneuvers or conditions.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Resource Listing, pages 221-222~~

JJ. ~~———— OBJECTIVE:~~

~~The instructor will identify characteristics of bicycle riders.~~

CONTENT OUTLINE:

1. ~~Any age but mostly younger riders~~
2. ~~May or may not know bicycle laws~~
3. ~~May be inattentive or compulsive~~
4. ~~May change direction suddenly~~

LEARNING ACTIVITIES:

~~Discuss and list these on chalkboard or teacher-made transparencies. Emphasize conflicts with younger bicycle riders. Point out the danger of sounding a car horn too close to a rider.~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Resource Listing, pages 221-222

KK. OBJECTIVE:

~~The instructor will identify strategies for reducing conflicts with bicyclists.~~

CONTENT OUTLINE:

- ~~1. Increase space between car and bicyclist~~
- ~~2. Warn bicyclist of your presence/cautious use of horn~~
- ~~3. Signal your intentions~~
- ~~4. Reduce speed around bicyclists~~
- ~~5. Search for bicyclists in traffic~~
- ~~6. Be aware of surface conditions~~

LEARNING ACTIVITIES:

~~List these on teacher made transparencies or chalkboard and discuss them as they relate to Identify, Predict, Decide and Execute.~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

LL. OBJECTIVE:

~~The instructor will identify safe practices when following other traffic in the city.~~

CONTENT OUTLINE:

- ~~1. Maintain at least 2 second following distance~~
- ~~2. Look several cars ahead by looking through the windows of the car ahead.~~

3. ~~———— Beware of sudden stops~~
4. ~~———— Use quick glances to check space cushion~~

LEARNING ACTIVITIES:

~~Explain and demonstrate the 2-second following distance, 4-second stopping distance and 12-15-second visual lead. Discuss other strategies as they relate to Identify, Predict, Decide and Execute.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

MM. — OBJECTIVE:

~~The instructor will list reasons that oncoming traffic may create hazards in city traffic.~~

CONTENT OUTLINE:

1. ~~———— Crossing the center line~~
2. ~~———— Impaired driving~~
3. ~~———— Poor judgment~~
4. ~~———— Poor visibility~~
5. ~~———— Areas of less space~~
6. ~~———— Sudden moves of other cars, bicyclists, motorecyclists, and pedestrians~~
7. ~~———— Areas of less traction~~

LEARNING ACTIVITIES:

~~Discuss these as they relate to Identify, Predict, Decide and Execute. Use chalkboard or teacher-made transparencies to create a list from the class.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

NN. OBJECTIVE:

~~The instructor will identify safe responses to dealing with tailgaters to your rear.~~

CONTENT OUTLINE:

- ~~1. Increase your following distance by slowing down~~
- ~~2. Move to the right~~
- ~~3. Signal early any of your maneuvers~~
- ~~4. Flash brake lights~~

LEARNING ACTIVITIES:

~~Explain that increasing your following distance reduces the likelihood of sudden stops or swerves which create more problems for the tailgater.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

OO. OBJECTIVE:

~~The instructor will explain good visual habits when using rearview mirrors.~~

CONTENT OUTLINE:

- ~~1. City driving—scan every 5 seconds or so~~
- ~~2. Rural driving—scan every 10 seconds or so~~
- ~~3. Make adjustments based on traffic volume~~
- ~~4. Outside mirror differences—right and left~~

LEARNING ACTIVITIES:

~~Question the class as to when to use mirrors. Explain why it is crucial to use mirrors. Demonstrate the outside mirror differences.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

PP. — OBJECTIVE:

~~The instructor will explain the concept of "covering the brake".~~

CONTENT OUTLINE:

~~"Covering the brake" — placing the right foot just above the brake pedal without depressing the pedal.
Reduces driver's reaction time.~~

LEARNING ACTIVITIES:

~~Demonstrate this technique and introduce total stopping distance. Discuss problems involved with left foot braking.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

QQ. — OBJECTIVE:

~~The instructor will explain lane choice and lane position on different types of streets in the city.~~

CONTENT OUTLINE:

1. — Lane choice
 - a. — Single lane, two-way streets
 - b. — Multiple lane streets
 - (1) — Right lane
 - (2) — Center lane
 - (3) — Left lane
 - c. — One-way streets
2. — Lane position
 - a. — Left
 - b. — Center
 - c. — Right
3. — Choice depends on the maneuver
4. — Lane change procedure

LEARNING ACTIVITIES:

~~Use traffic board or intersection diagrams to explain these. Emphasize turning from the closest lane to the closest lane on multi-lane streets. Discuss possible conflicts with pedestrians, joggers and other traffic.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

RR. OBJECTIVE:

~~The instructor will explain potential conflicts with other users in city driving and discuss solutions.~~

CONTENT OUTLINE:

- ~~1. Pedestrians~~
- ~~2. Bicyclists~~
- ~~3. Emergency vehicles: Discuss with students~~
 - ~~a. What is the law?~~
 - ~~b. Proper response~~

4. ~~Buses~~

5. ~~Parking lots and shopping centers: Discuss with students the following solutions:~~

a. ~~Drive slowly~~

b. ~~Follow pavement markings~~

c. ~~Search for pedestrians~~

d. ~~Park correctly~~

e. ~~Back slowly~~

6. ~~Escort vehicles~~

7. ~~Trains~~

LEARNING ACTIVITIES:

~~Identify other users with the class. Relate these to the Identify, Predict, Decide and Execute strategy.~~

RESOURCE MATERIAL:

~~Driver Education and Resource Guide~~

SS. OBJECTIVE:

~~The instructor will identify prime search areas in the residential traffic environment.~~

CONTENT OUTLINE:

1. ~~Intersections~~

a. ~~Controlled~~

b. ~~Uncontrolled~~

2. ~~Driveways~~

3. ~~Parked cars~~

4. ~~Bicyclists, pedestrians, joggers~~

5. ~~Parks~~

6. ~~Schools~~

LEARNING ACTIVITIES:

~~Ask the class to generate a list of potential conflicts in a residential area. Relate to the Identify, Predict, Decide and Execute strategy.~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Experience

TT. — OBJECTIVE:

The instructor will explain safe driving practices one might use for successfully traveling in residential areas:

CONTENT OUTLINE:

1. — Search systematically
2. — Reduce speed
3. — Cover the brake
4. — Predict actions of others

LEARNING ACTIVITIES:

List on teacher made transparencies or chalkboard these strategies and discuss them with the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

UU. — OBJECTIVE:

The instructor will identify factors that make open highway driving dangerous.

CONTENT OUTLINE:

1. — Increased speed/increased stopping distances
2. — Need for more sight distance
3. — Limited space
4. — Space cushion
5. — Types of traffic controls
6. — Roadside hazards

LEARNING ACTIVITIES:

List these on teacher made transparencies or chalkboard and discuss them with the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

X. OBJECTIVE:

~~The instructor will identify critical visual search patterns for highway driving.~~

CONTENT OUTLINE:

- ~~1. Scan ahead~~
- ~~2. Scan side roads~~
- ~~3. Check shoulder width and depth~~
- ~~4. Surface materials~~
- ~~5. Rearview mirror~~
- ~~6. Speed/Gauges~~
- ~~7. Limited visibility~~

LEARNING ACTIVITIES:

~~Question the class as to the critical search areas and relate their answers to Identify, Predict, Decide and Execute. List these on teacher made transparencies or chalkboard.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

WW. OBJECTIVE:

~~The instructor will explain speed warning signs associated with curves.~~

CONTENT OUTLINE:

~~The speed sign is advisory.~~

LEARNING ACTIVITIES:

~~Discuss this with the class.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

XX. OBJECTIVE:

~~The instructor will explain special adjustments needed for certain hazards in highway driving.~~

CONTENT OUTLINE:

- ~~1. Hills (uphill and downhill)~~
- ~~2. Intersections~~
- ~~3. Following distance~~
- ~~4. Slow moving traffic~~
- ~~5. Animals~~

~~6. Meeting oncoming vehicles~~

~~7. Railroad crossings~~

LEARNING ACTIVITIES:

~~Discuss and list each of these special situations in terms of search and speed control.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

YY. OBJECTIVE:

~~The instructor will identify important factors associated with driving on multi-lane highways.~~

CONTENT OUTLINE:

~~1. Divided highway~~

~~2. Lane choice~~

~~3. Turning left or right~~

~~4. Entering or leaving a multi-lane highway~~

LEARNING ACTIVITIES:

~~Lead the class to a discussion of high-speed, multi-lane highways. Relate to lane choice, maneuvers and Identify, Predict, Decide and Execute.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

ZZ. OBJECTIVE:

~~The instructor will identify critical checks to make while preparing to pass another vehicle.~~

CONTENT OUTLINE:

1. ~~Check if it is legal to pass~~
2. ~~Check highway ahead~~
3. ~~Check surface materials~~
4. ~~Check for space ahead to complete the pass~~
5. ~~Check shoulders ahead~~
6. ~~Check for driveways and intersections~~
7. ~~Check mirrors for others passing you~~
8. ~~Check blind spot~~

LEARNING ACTIVITIES:

~~List the checks on chalkboard or teacher made transparencies. Discuss each as it relates to Identify, Predict, Decide and Execute.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

AAA. OBJECTIVE:

~~The instructor will list the steps for safely passing another vehicle once you have determined it is safe to do so.~~

CONTENT OUTLINE:

1. ~~Check mirrors~~
2. ~~Signal~~
3. ~~Check blind spot~~
4. ~~Change lanes smoothly~~
5. ~~Accelerate rapidly (speed limit)~~
6. ~~Maintain speed during pass~~
7. ~~Check inside mirror for view of the front of the vehicle you are attempting to pass.~~
8. ~~Signal~~
9. ~~Check blind spot~~
10. ~~Change lanes when safe to do so.~~

~~11. Maintain speed while passing~~

~~12. Adjust speed~~

LEARNING ACTIVITIES:

~~List the steps on teacher made transparencies or chalkboard. Question the class as to the proper procedure.~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 5

BBB. OBJECTIVE:

~~The instructor will identify a driver's responsibilities when being passed.~~

CONTENT OUTLINE:

~~1. Keep to the right~~

~~2. Maintain speed or slow down~~

~~3. Adjust your speed to vehicle that did the passing~~

LEARNING ACTIVITIES:

~~List these responsibilities on chalkboard or teacher made transparencies and discuss them with the class.
Review last clear chance law.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

CCC. OBJECTIVE:

~~The instructor will list several no-passing situations.~~

CONTENT OUTLINE:

- ~~1. Intersections~~
- ~~2. Hills~~
- ~~3. Curves~~
- ~~4. Railroad tracks~~
- ~~5. Bridges/Underpasses~~
- ~~6. No-passing zone~~
- ~~7. Adverse conditions~~

LEARNING ACTIVITIES:

~~Question the class and list their responses on chalkboard. Ask "why?" to each response.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Mississippi Drivers Manual~~

DDD. OBJECTIVE:

~~The instructor will identify factors associated with driving in extreme conditions.~~

CONTENT OUTLINE:

1. ~~Mountains~~
 - a. ~~Up and down gravity~~
 - b. ~~Weather conditions~~
 - c. ~~Altitude effects~~
2. ~~Deserts~~
 - a. ~~Safety factors~~
 - b. ~~Extreme weather conditions~~

LEARNING ACTIVITIES:

~~Discuss the effects on the driver and the vehicle.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

EEE. OBJECTIVE:

~~The instructor will describe driving adjustments necessary when interacting with large vehicles.~~

CONTENT OUTLINE:

1. ~~Tractor trailer~~
 - a. ~~Speed~~
 - b. ~~Wind conditions~~
 - c. ~~Adverse weather~~
2. ~~Wide load vehicles~~
3. ~~Buses~~
4. ~~Military convoys~~
5. ~~Emergency vehicles~~
6. ~~Following distance (many drivers get too close to the back of the trailer and the truck — driver can't see them in their mirrors)~~

LEARNING ACTIVITIES:

~~Discuss these with the class.~~

RESOURCE MATERIAL:

FFF. OBJECTIVE:

~~The instructor will identify the characteristics of an expressway and explain why they have a relatively low collision rate.~~

CONTENT OUTLINE:

- ~~1. Limited access~~
- ~~2. High speed~~
- ~~3. Few traffic control devices~~
- ~~4. Usually divided~~
- ~~5. Only motorized vehicles allowed~~
- ~~6. No intersections~~

LEARNING ACTIVITIES:

~~List these on chalkboard or teacher-made transparencies and discuss the term "Limited access".~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

GGG. OBJECTIVE:

~~The instructor will identify types of interchanges associated with expressways.~~

CONTENT OUTLINE:

- ~~1. Diamond~~
- ~~2. Trumpet~~
- ~~3. Directional~~
- ~~4. Clover Leaf~~

LEARNING ACTIVITIES:

~~Diagram these or use diagrams to explain traffic flow on these interchanges.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Mississippi Drivers Manual~~

HHH. OBJECTIVE:

~~The instructor will define "gap selection" when entering an expressway.~~

CONTENT OUTLINE:

~~Gap selection — selecting a break or space in traffic where you can join the traffic flow safely without disrupting the flow.~~

LEARNING ACTIVITIES:

~~Ask the class for their definition. Explain the correct definition and ask the class for situations when gap selection is critical.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

III. OBJECTIVE:

~~The instructor will identify and explain the roadway areas associated with entering expressways.~~

CONTENT OUTLINE:

1. ~~Entrance ramp~~
 - a. ~~Gap selection~~
 - b. ~~No stopping~~
2. ~~Acceleration lane~~
 - a. ~~Check gap~~
 - b. ~~Speed up~~
 - c. ~~No stopping~~
3. ~~Merge area~~
 - a. ~~Gap selection~~
 - b. ~~Lane change~~
 - c. ~~Speed adjustment~~

LEARNING ACTIVITIES:

~~Draw these on chalkboard, teacher made transparencies or use a traffic board. Explain what occurs in each area.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

III. OBJECTIVE:

~~The instructor will list the steps associated with entering an expressway.~~

CONTENT OUTLINE:

1. ~~On entrance ramp~~
 - a. ~~Check traffic ahead~~
 - b. ~~Signal~~
 - c. ~~Search for gap by looking over your shoulder~~
2. ~~On acceleration lane~~
 - a. ~~Adjust speed to traffic flow~~
 - b. ~~Check for gap by looking over your shoulder~~
3. ~~In merge area~~
 - a. ~~Decide on gap~~
 - b. ~~Change lanes smoothly~~
 - c. ~~Adjust speed~~
 - d. ~~Cancel signal~~

LEARNING ACTIVITIES:

~~List these on chalkboard or teacher-made transparencies and discuss how they relate to Identify, Predict, Decide and Execute.~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 5

KKK. OBJECTIVE:

~~The instructor will identify a "weave" lane or interchange and the driver's responsibilities in these areas.~~

CONTENT OUTLINE:

1. ~~Definition — an area where traffic is both entering and exiting the expressway.~~
2. ~~General responsibility — the driver leaving the expressway should yield to the driver entering.~~
3. ~~Evaluate the situations.~~

LEARNING ACTIVITIES:

~~Diagram a "weave" lane and discuss the conflicts associated with it. Relate strategies for success to Identify, Predict, Decide and Execute.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

III. OBJECTIVE:

~~The instructor will identify problems associated with entering an expressway.~~

CONTENT OUTLINE:

1. ~~On the entrance ramp~~
2. ~~In the acceleration lane~~
3. ~~In the merge area~~

LEARNING ACTIVITIES:

~~Diagram a "weave" lane and discuss the conflicts associated with it. Relate strategies for success to Identify, Predict, Decide and Execute.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 5~~

MMM. OBJECTIVE:

~~The instructor will identify factors associated with safe driving practices on expressways.~~

CONTENT OUTLINE:

- ~~1. Lane choice~~
- ~~2. Traffic control devices~~
- ~~3. Proper exit~~
- ~~4. Speed of traffic and speed limits~~
- ~~5. Following distance~~
- ~~6. Blind spots~~
- ~~7. Merge areas~~
- ~~8. Passing and being passed~~
- ~~9. Entering traffic~~

LEARNING ACTIVITIES:

~~Question the class as to these factors. Discuss each as they are given. Add any additional factors.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 5~~

NNN. OBJECTIVE:

~~The instructor will list the correct procedures for exiting an expressway.~~

CONTENT OUTLINE:

1. ~~On the expressway~~
 - a. ~~Move into lane nearest the exit~~
 - b. ~~Check mirrors~~
 - c. ~~Signal early~~
 - d. ~~Maintain speed as much as possible~~
2. ~~In deceleration lane~~
 - a. ~~Lane change smoothly to deceleration lane~~
 - b. ~~Slow your speed~~
 - c. ~~Check exit ramp speed~~
3. ~~On exit ramp~~
 - a. ~~Adjust your speed~~
 - b. ~~Check end of ramp~~

LEARNING ACTIVITIES:

~~List these on chalkboard or teacher-made transparencies. Discuss each and relate to Identify, Predict, Decide and Execute.~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 5

OOO. OBJECTIVE:

~~The instructor will list problems associated with exiting the expressway.~~

CONTENT OUTLINE:

1. ~~———— "Weave" lane~~
2. ~~———— Ramp overflow~~
3. ~~———— Short deceleration lanes~~
4. ~~———— Natural forces centrifugal forces~~

LEARNING ACTIVITIES:

~~Question the class on these. Discuss their responses. List any others necessary.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 5~~

PPP. — OBJECTIVE:

~~The instructor will define "toll road" and identify special concerns associated with tollbooths.~~

CONTENT OUTLINE:

1. ~~———— Definition — an expressway or roadway in which the driver must pay a fee to drive upon~~
2. ~~———— Tollbooth problems~~
 - a. ~~———— Traffic positioning prior to tollbooth~~
 - b. ~~———— Quick deceleration~~
 - c. ~~———— Traffic back-up~~
 - d. ~~———— Exact change lanes~~
 - e. ~~———— Toll tickets and receipts~~
 - f. ~~———— Non-payment of toll~~

LEARNING ACTIVITIES:

~~Discuss these and special characteristics of toll roads. Emphasize conflicts at toll booths.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

QQQ. OBJECTIVE:

~~The instructor will define "highway hypnosis" and describe ways to prevent this problem.~~

CONTENT OUTLINE:

- ~~1. Definition driver becomes inattentive to the task of driving because of long, monotonous miles of highway; staring produces drowsiness and possibly falling asleep.~~
2. Preventive measures:
 - ~~a. Open windows~~
 - ~~b. Turn on radio~~
 - ~~c. Take breaks~~
 - ~~d. Keep eyes moving~~
 - ~~e. Talk with passengers~~
 - ~~f. Let someone else drive~~

LEARNING ACTIVITIES:

~~Define for the class and discuss ways to combat this phenomena.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

RRR. OBJECTIVE:

~~The instructor will define "velocitization".~~

CONTENT OUTLINE:

~~Definition—long distances at high speeds produces a velocitized driver. When speeds are then lower, the driver may continue driving at highway speed. Be alert when moving into lower speed areas.~~

LEARNING ACTIVITIES:

~~Define for the class and discuss ways to combat this phenomena.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

~~PROCEDURES~~

Entering an Expressway

1. ~~Check traffic of the lane into which you intend to enter.~~
2. ~~Check rear and side view mirrors.~~
3. ~~Signal left.~~
4. ~~Check blind spots.~~
5. ~~Judge the speed of oncoming traffic and adjust the speed of your vehicle so that you may enter traffic without creating a hazard.~~
6. ~~Continue well out into the acceleration lane and then blend with traffic (joining).~~
7. ~~Move smoothly into the correct lane.~~
8. ~~Check to be sure that turn signal is off.~~
9. ~~Immediately survey the traffic scene for any new hazards.~~

Blending with Traffic Flow Smoothly

1. ~~Continually search and scan the traffic scene for vehicles entering and exiting the traffic scene.~~
2. ~~Be alert for traffic signs which will alert you as to position of acceleration and deceleration lanes.~~
3. ~~Slow and allow an entering vehicle to merge ahead of your car; or~~
4. ~~Speed up and allow the vehicle to enter behind you; or~~
5. ~~Change lanes and allow the driver to enter beside you.~~
6. ~~Be alert for drivers that fail to signal.~~
7. ~~Be alert for drivers who may pull directly into your path.~~
8. ~~Be alert for drivers that may have missed their exit and have stopped or are illegally backing up.~~

Exiting an Expressway

1. ~~Make sure that you are in the correct lane for utilizing the deceleration lane.~~
2. ~~Signal right prior to entering the deceleration lane.~~
3. ~~Check rear and side view mirrors.~~
4. ~~Check blind spots.~~
5. ~~Wait until after you have entered the deceleration lane to slow speed.~~
6. ~~Make turn onto deceleration lane and then slow speed.~~
7. ~~Continue driving and blend with traffic.~~
 - a. ~~Slow so as not to alter traffic flow.~~
 - b. ~~Speed up so as not to create a hazard.~~
8. ~~Judge the speed of other vehicles and adjust your speed to match the movement of the general traffic flow.~~

CLASSROOM SECTION : TEST

TEST (UNIT 5)

TIME: ~~_____ 1 hour~~

PURPOSE: ~~_____ To test the student's knowledge of concepts and procedures learned to date.~~

EVALUATION: ~~Teacher made test covering Unit.~~

PURPOSE: ~~_____ To test the student's knowledge of concepts and procedures learned to date.~~

EVALUATION: ~~Teacher made test covering Units 1-4~~

CLASSROOM SECTION

UNIT THEME 6: NATURAL LAWS AFFECTING VEHICLE AND OPERATOR PERFORMANCE

OBJECTIVES:

- A. ~~_____ The instructor will define gravity and how it relates to vehicle performance.~~
- B. ~~_____ The instructor will define kinetic energy and explain how it relates to speed.~~
- C. ~~_____ The instructor will classify three kinds of friction and explain the general conditions that determine the amount of friction and the traction of the surface.~~
- D. ~~_____ The instructor will explain the natural laws and other factors that affect cars in curves.~~
- E. ~~_____ The instructor will list the various ways tires send messages to the driver.~~
- F. ~~_____ The instructor will list and explain the various parts that make up total stopping distance.~~
- G. ~~_____ The instructor will explain and identify factors affecting force of impact in a crash.~~
- H. ~~_____ The instructor will explain the "two-crash concept" that occurs in automobile collisions.~~

PURPOSE: ~~To acquaint the student with laws of nature such as friction, gravity, centrifugal force, energy and others that effect performance capabilities.~~

OBJECTIVES:

A. ——— OBJECTIVE:

The instructor will define gravity and how it relates to vehicle performance.

CONTENT OUTLINE:

Gravity is the force that pulls objects toward the earth.

1. ——— Uphill and downhill effects
2. ——— Center of gravity of a vehicle
 - a. ——— High Center of Gravity
 - b. ——— Low Center of Gravity

LEARNING ACTIVITIES:

Define and discuss the term "center of gravity" of a vehicle. Also, discuss handling characteristics of various types of vehicles.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

B. ——— OBJECTIVE:

The instructor will define kinetic energy and explain how it relates to speed.

CONTENT OUTLINE:

1. ——— Kinetic energy — the energy of motion.
2. ——— Kinetic energy varies with the square of speed increase.

LEARNING ACTIVITIES:

Draw examples of speed increases and relate this to kinetic energy:

Speed		
<u>Speed</u>	<u>Increase</u>	<u>Kinetic Energy</u>
20-40 mph	X 2	$2^2 = \text{X } 4$
20-60 mph	X 3	$3^2 = \text{X } 9$

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

C. OBJECTIVE:

The instructor will classify three kinds of friction and explain the general conditions that determine the amount of friction and the traction of the surface.

CONTENT OUTLINE:

Define friction and traction

Kinds

1. Static
2. Rolling
3. Sliding

Determination

1. Tire tread
2. Tire inflation
3. Road surface conditions

LEARNING ACTIVITIES:

Discuss each type of friction in relation to car control and the factors affecting friction and traction.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

D. OBJECTIVE:

The instructor will explain the natural laws and other factors that affect cars in curves.

CONTENT OUTLINE:

1. Gravity

2. ~~Friction~~
3. ~~Centrifugal force~~
4. ~~Speed~~
5. ~~Sharpness of curve~~
6. ~~Banking of curve~~
7. ~~Center of gravity~~

LEARNING ACTIVITIES:

~~List and discuss each of these in terms of control and relate to the Identify, Predict, Decide and Execute strategy.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

E. ~~OBJECTIVE:~~

~~The instructor will list the various ways tires send messages to the driver.~~

CONTENT OUTLINE:

1. — Senses
 - a. — Feel
 - b. — Hear
 - c. — Smell
2. — Blowout
3. — Out of balance
4. — Out of alignment
4. — Low pressure

LEARNING ACTIVITIES:

~~Discuss using a person's senses to interpret messages from tires. Discuss the car's reactions to tire problems.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

F. — OBJECTIVE:

~~The instructor will list and explain the various parts that make up total stopping distance.~~

CONTENT OUTLINE:

- Total Stopping Distance
1. — Perception distance
 2. — Reaction distance
 3. — Braking distance

Factors that affect Total Stopping Distance

1. ~~Speed~~
2. ~~Car condition~~
3. ~~Roadway surface~~
4. ~~Driver condition~~

LEARNING ACTIVITIES:

~~List these on a teacher-made transparencies or chalkboard. Discuss factors that affect each with the class.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

G. OBJECTIVE:

~~The instructor will explain and identify factors affecting force of impact in a crash.~~

CONTENT OUTLINE:

~~Force of impact—how hard an object collides with another object in a collision.~~

1. ~~Speed~~
2. ~~Weight~~

~~Reducing injury severity~~

1. ~~Safety belts~~
2. ~~Car design front and rear~~
3. ~~Bumpers~~
4. ~~Side door beams~~
5. ~~Energy absorbing steering columns and wheels~~
6. ~~Windshield design~~
7. ~~Padded dash~~
8. ~~Head restraints~~
9. ~~Air bags~~

LEARNING ACTIVITIES:

1. ~~Discuss with the class. Emphasize that force of impact also varies with the square of speed.~~

2. ~~Emphasize the role of safety belts and air bags.~~
3. ~~Discuss Mississippi Seat Belt Law and Child Safety Seat Law.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Mississippi Driver's Manual—annual
Section 63-2-1, MS Code of 1972 Annotated~~

H. OBJECTIVE:

~~Explain the "two-crash concept" that occurs in automobile collisions.~~

CONTENT OUTLINE:

~~First crash—the car with another object.
Second crash—occupants in the car with another object.~~

LEARNING ACTIVITIES:

~~Discuss with the class.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

SEAT BELT LAWS

Mississippi has two laws which require safety belt use in motor vehicles:

1. ~~Section 63-2-1, MS Code of 1972 Annotated (Mandatory Seat Belt Law)~~
2. ~~Section 63-7-301, MS Code of 1972 Annotated (Child Passenger Restraint Law)~~

Mandatory Seat Belt



~~ALL front seat occupants must wear seat belts. All children under the age of 8 must wear seat belts seated in either front or back seats. There are a few exceptions such as:~~

1. ~~Registered farm vehicles.~~
2. ~~Written verification from a licensed physician.~~
3. ~~A rural letter carrier employed by the US Postal Service while performing duties.~~

Child Passenger Restraint Law



~~ALL children up to age 4 travelling in vehicles on roadways, streets, and highways in Mississippi must be secured in an appropriate child safety seat. All children under age 8 must be secured in a restraint system. Driver and front passengers must be secured.~~

CLASSROOM SECTION:

UNIT THEME 7: ADVERSE CONDITIONS

OBJECTIVES:

- ~~A. — The instructor will identify the risks associated with low visibility.~~
- ~~B. — The instructor will identify times when visibility is reduced.~~
- ~~C. — The instructor will describe driving practices designed to compensate for low visibility at night.~~
- ~~D. — The instructor will describe how one might drive in conditions of low visibility caused by weather (rain, sleet, snow, fog).~~
- ~~E. — The instructor will explain why roads are most hazardous during the early part of a rainfall.~~
- ~~F. — The instructor will explain how and when hydroplaning occurs and defensive actions to take to prevent this phenomena.~~
- ~~G. — The instructor will explain the technique of "drying the brakes".~~
- ~~H. — The instructor will explain the steps involved in "rocking" the car if stuck in snow, etc.~~
- ~~I. — The instructor will explain the problems of driving on ice and defensive actions to take.~~
- ~~J. — The instructor will identify other areas of reduced traction.~~
- ~~K. — The instructor will describe three types of skids and their causes.~~
- ~~L. — The instructor will describe recovery techniques for the three types of skids.~~
- ~~M. — The instructor will describe defensive driving techniques in other types of adverse weather conditions.~~

PURPOSE:

~~To explain to the student the important procedures to use when driving in adverse conditions.~~

OBJECTIVES:

A. OBJECTIVE:

~~The instructor will identify the risks associated with low visibility.~~

CONTENT OUTLINE:

- ~~1. Chances of having a collision are greater.~~
- ~~2. Some 90% of driving clues are received by the eyes.~~

LEARNING ACTIVITIES:

~~Discuss these with the class. Relate the reduction of risks to the Identify, Predict, Decide, and Execute strategy.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

B. OBJECTIVE:

~~The instructor will identify times when visibility is reduced.~~

CONTENT OUTLINE:

- ~~1. Rain~~
- ~~2. Fog~~
- ~~3. Dawn and dusk~~
- ~~4. Sleet~~
- ~~5. Snow~~
- ~~6. Sun glare from rising and setting sun~~
- ~~7. Night~~

LEARNING ACTIVITIES:

~~Ask the class for their ideas and list their answers on a chalkboard. Discuss the conditions corresponding to their responses.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

C. OBJECTIVE:

~~The instructor will describe driving practices designed to compensate for low visibility at night.~~

CONTENT OUTLINE:

1. ~~Headlights~~
 - a. ~~Low beam requirements~~
 - b. ~~High beam requirements~~
2. ~~Overdriving your headlights~~
3. ~~Eye movement~~
4. ~~Meeting others at night~~
5. ~~Mileage death rate at night~~
 - a. ~~2.5 times greater in urban areas~~
 - b. ~~3 times greater in rural areas~~

LEARNING ACTIVITIES:

~~Discuss using headlights and refer to Mississippi Code of 1972, annotated. (See Sections 63-7-31, 63-7-33, and 63-7-39). Discuss the term "overdriving the headlights".~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

D. ——— OBJECTIVE:

~~The instructor will describe how one might drive in conditions of low visibility caused by weather (rain, sleet, snow, fog).~~

CONTENT OUTLINE:

- ~~1. ——— Reduce speed, drive slowly~~
- ~~2. ——— Drive to the shoulder of the roadway, if too hazardous (emergency flashers)~~
- ~~3. ——— Low beam headlights on~~
- ~~4. ——— Do not crowd the centerline~~
- ~~5. ——— Drive in tracks of vehicle ahead~~

LEARNING ACTIVITIES:

~~Question the class for the proper responses. List these on a chalkboard and discuss each response.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

E. ——— OBJECTIVE:

~~The instructor will explain why roads are most hazardous during the early part of a rainfall.~~

CONTENT OUTLINE:

~~Build up of oil, grease and other materials mixes with rain.~~

LEARNING ACTIVITIES:

~~Discuss this with the class.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

F. OBJECTIVE:

~~The instructor will explain how and when hydroplaning occurs and defensive actions to take to prevent this phenomena.~~

CONTENT OUTLINE:

- ~~1. Hydroplaning is a combination of standing water, speed and tire condition.~~
~~Contributing factors:~~
 - ~~a. Wet pavement~~
 - ~~b. Tire tread~~
 - ~~c. Tire pressure~~
 - ~~d. Speed~~
- ~~2. Defensive actions~~
 - ~~a. Replace worn tires~~
 - ~~b. Inflate to maximum pressure~~
 - ~~c. Reduce speed~~

LEARNING ACTIVITIES:

~~Relate hydroplaning to the types of friction discussed previously. List the factors that reduce hydroplaning on the chalkboard. Discuss each.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

G. OBJECTIVE:

~~The instructor will explain the technique of "drying the brakes."~~

CONTENT OUTLINE:

~~Avoid deep water, if possible. If brakes get wet:~~

- ~~1. Accelerate gently with right foot~~
- ~~2. Apply light brake pressure with left foot~~
- ~~3. Test the brakes before proceeding~~

LEARNING ACTIVITIES:

~~List these on chalkboard. Explain each step.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

H. OBJECTIVE:

~~The instructor will explain the steps involved in "rocking" the car if stuck in snow, etc.~~

CONTENT OUTLINE:

- ~~1. Front wheels straight~~
- ~~2. Apply gentle acceleration ahead~~
- ~~3. Apply brake when car stops~~
- ~~4. Shift to reverse~~
- ~~5. Apply gentle acceleration backwards~~
- ~~6. Repeat process~~

LEARNING ACTIVITIES:

~~List these on chalkboard and discuss them.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

I. OBJECTIVE:

~~The instructor will explain the problems of driving on ice and defensive actions to take.~~

CONTENT OUTLINE:

- ~~1. Roadways are most slippery at 32° F.~~
- ~~2. Ice — reduced traction~~
- ~~3. Ice on bridges~~
- ~~4. Ice in the shade~~
- ~~5. Ice in tire tracks~~
- ~~6. "Black ice"~~

LEARNING ACTIVITIES:

~~Discuss ways to determine if roadway is icy. Discuss the defensive actions to take.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

J. OBJECTIVE:

~~The instructor will identify other areas of reduced traction.~~

CONTENT OUTLINE:

- ~~1. Gravel roads~~
- ~~2. Leaves on roadway~~
- ~~3. Construction areas~~
- ~~4. Others~~

LEARNING ACTIVITIES:

~~Ask the class to identify these. List their responses on chalkboard and discuss problems associated with these areas.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

K. OBJECTIVE:

~~The instructor will describe three types of skids and their causes.~~

CONTENT OUTLINE:

- ~~1. Braking skid—applied brakes too hard~~
- ~~2. Cornering skid—speed or steering too much for conditions~~
- ~~3. Acceleration skid—accelerated too much~~
- ~~4. Combination of any or all of these~~

LEARNING ACTIVITIES:

~~List these and discuss how drivers get into these types of skids.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

L. OBJECTIVE:

~~The instructor will describe recovery techniques for the three types of skids.~~

CONTENT OUTLINE:

- ~~1. Acceleration skid—release accelerator, restore rolling traction~~
- ~~2. Braking skid—release brake, restore rolling traction~~

3. ~~Cornering skid~~
 - a. ~~Release accelerator, do not brake~~
 - b. ~~Steer rapidly, hand over hand, in the direction you want the front of the car to go, do not oversteer~~
 - c. ~~When car responds countersteer rapidly, hand over hand~~
 - d. ~~Bring the car to straight~~
4. ~~Use controlled braking to stop with or without anti-lock braking system~~

LEARNING ACTIVITIES:

~~Explain the terms "countersteer" and "controlled brake". List these steps on chalkboard and discuss.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

M. OBJECTIVE:

~~The instructor will describe defensive driving techniques in other types of adverse weather conditions.~~

CONTENT OUTLINE:

1. ~~Wind~~
 - a. ~~Gusts~~
 - b. ~~Crosswinds~~
2. ~~Extremely hot weather~~
 - a. ~~Vapor lock~~
 - b. ~~Coolant level~~
 - c. ~~Temperature gauge or light~~
 - d. ~~Tire pressure~~
 - e. ~~Exhaust intake when stopped behind another vehicle~~
3. ~~Extremely cold weather~~
 - a. ~~Keep moving~~
 - b. ~~Exhaust leaks~~
 - c. ~~Raising the engine~~

- d. ~~Use of the parking brake~~
- e. ~~Exhaust intake when stopped behind another vehicle~~

LEARNING ACTIVITIES:

~~Ask the class to identify other adverse conditions. Discuss defensive driving strategies for each condition listed.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

CLASSROOM SECTION:

UNIT THEME 8: HANDLING VEHICLE EMERGENCIES

OBJECTIVES:

- A. ~~The instructor will explain the actions drivers should take for certain emergencies caused by equipment failure.~~
- B. ~~The instructor will explain the correct procedure for handling off road recovery at both low and high speeds.~~
- C. ~~The instructor will explain the controlled braking concept.~~
- D. ~~The instructor will explain evasive steering techniques.~~
- E. ~~The instructor will explain techniques to reduce the threat of various types of collisions.~~
- F. ~~The instructor will describe ways to successfully deal with different types of roadway emergencies.~~
- G. ~~The instructor will explain the vehicle actions and correct procedures for dealing with certain skid situations.~~

PURPOSE:

~~To familiarize the student with the actions necessary to handle emergencies caused by vehicular failure or driver error.~~

A. OBJECTIVE:

~~The instructor will explain the actions drivers should take for certain emergencies caused by equipment failure.~~

CONTENT OUTLINE:

- ~~1. Brake failure~~
- ~~2. Steering failure~~
- ~~3. Loss of forward vision~~
- ~~4. Tire failure~~
- ~~5. Stuck accelerator~~
- ~~6. Car fire~~
- ~~7. Engine stalls~~
- ~~8. Car stalls on railroad tracks~~
- ~~9. Lights~~

LEARNING ACTIVITIES:

~~List on chalkboard or teacher made transparencies the steps a driver takes for each of the equipment failures listed. Discuss each step with the class.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

B. OBJECTIVE:

~~The instructor will explain the correct procedure for handling off road recovery at both low and high speeds.~~

CONTENT OUTLINE:

- ~~1. Grip steering wheel firmly (9-3 position)~~
- ~~2. Let the car slow or use brakes lightly~~
- ~~3. Straddle the lane edge with car~~
- ~~4. Select the proper place to return, by considering the drop off depth~~
- ~~5. Check mirrors, signal left, check left blind spot~~

- ~~6. Steer sharply toward the roadway~~
- ~~7. Countersteer sharply when wheels hit pavement~~
- ~~8. Center car in lane~~

LEARNING ACTIVITIES:

~~Explain what it feels like to have two or four wheels off the roadway. List the steps on teacher made transparencies or chalkboard and discuss each step.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

C. OBJECTIVE:

~~The instructor will explain the controlled braking concept.~~

CONTENT OUTLINE:

~~Apply the maximum pressure on brakes without locking the brakes.~~

LEARNING ACTIVITIES:

~~Review the procedure that was discussed in a previous unit. Stress brake pressure is different with different vehicles. Discuss "Anti-lock Braking System" (ABS).~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide; Owner's manual of car with ABS.~~

D. OBJECTIVE:

~~The instructor will explain evasive steering techniques.~~

CONTENT OUTLINE:

- ~~1. When it is used~~
- ~~2. 9-3 hand position~~
- ~~3. Steer/countersteer~~
- ~~4. No acceleration/no brakes~~

LEARNING ACTIVITIES:

~~Use an old steering wheel or pie pans to demonstrate this procedure. Emphasize countersteering.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

E. OBJECTIVE:

~~The instructor will explain techniques to reduce the threat of various types of collisions.~~

CONTENT OUTLINE:

- ~~1. Head-on collision~~
- ~~2. Side-impact collision~~
- ~~3. Rear-end collision~~

LEARNING ACTIVITIES:

~~Discuss and list potential types of collisions. Ask the class to identify proper responses to avoiding these. Relate to Identify, Predict, Decide, and Execute (IPDE).~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

F. OBJECTIVE:

~~The instructor will describe ways to successfully deal with different types of roadway emergencies.~~

CONTENT OUTLINE:

- ~~1. Potholes in roadway~~
- ~~2. Car in deep water~~
- ~~3. Sharp curve~~

4. ~~Objects on the roadway~~

LEARNING ACTIVITIES:

~~List types of problems caused by the roadway and discuss ways to avoid or minimize these.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

G. OBJECTIVE:

~~The instructor will explain the vehicle actions and correct procedures for dealing with certain skid situations.~~

CONTENT OUTLINE:

1. ~~Rear wheel uncontrolled skid~~
2. ~~Rear wheel skid with countersteer~~
3. ~~Front wheel skid~~
4. ~~Four wheel lock up~~

LEARNING ACTIVITIES:

~~Discuss again with the class the types of skids. List on teacher-made transparencies or chalkboard, the proper procedures for recovering from these skids.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

PROCEDURES

Off Road Recovery

1. ~~The student will accelerate down the cone marked lane at a predetermined speed.~~
2. ~~At the beginning of the curb, the student will drop the right wheels off the edge, while maintaining speed, or straddle the curb as he approaches.~~
3. ~~The student will center the vehicle over the curb so the wheel has room to turn.~~
4. ~~Halfway down the curb the student will turn the wheel approximately 45 degrees left, depending on the vehicle and speed.~~
5. ~~As soon as the student feels or hears the right front wheel hit the curb, the student must immediately steer back to the right to maintain lane position.~~
6. ~~The student should slow up, brake to a stop, and answer any questions.~~
7. ~~The student should turn around and run the exercise the other way, dropping the left wheels off the edge. The procedure is the same except the steering directions are reversed.~~
8. ~~The student should repeat the exercise until his performance is satisfactory.~~
9. ~~Teacher should explain the need for proper mirror checks, signaling, blind spot check.~~

Loss of Brakes

1. ~~Pump the hydraulic brakes with the right foot repeatedly or hold down ABS brakes.~~
2. ~~Pull gear selector into as low a gear as possible.~~
3. ~~Quickly activate right turn signal.~~
- 4a. ~~Grasp emergency brake, release with left hand if on left side of vehicle, and pull out. Other hand (right) place at twelve o'clock on the steering wheel.~~
- 4b. ~~Place left foot on emergency brake and push slowly and gently.~~
- 4c. ~~If emergency brake is in center of car, press button and pull slowly and gently with right hand while placing left hand at twelve o'clock on the steering wheel.~~
5. ~~Look for wide spot on shoulder to pull off or something soft to hit.~~

Stalled Engine

1. ~~Push gear selector lever quickly to neutral (N) with right hand.~~
2. ~~Do not press foot brake.~~
3. ~~Re-start the vehicle quickly with right hand.~~
4. ~~While doing above procedures, the left hand should be at twelve o'clock on the steering wheel.~~
5. ~~When car starts, pull gear selector lever into drive (D), and accelerate.~~

Engine Fire

1. ~~Apply medium brake and position car on right side of the lane.~~
2. ~~Activate right turn signal and pull off the roadway, if possible.~~
3. ~~Quickly set emergency brake and place in park, if automatic transmission.~~
4. ~~Turn ignition off and pull hood latch.~~
4. ~~Activate emergency flashers.~~
6. ~~Get out of vehicle and get the fire extinguisher (take keys if it is in trunk).~~
7. ~~Pull exterior hood latch and raise hood with small opening.~~
8. ~~Spray foam under hood completely.~~
9. ~~Quickly raise hood, get back, and continue spraying.~~

Straight Line Blowout — Right Front

1. ~~The student will proceed down the cone marked course at a speed selected by the instructor, usually 25 mph.~~
2. ~~Midway in the course the instructor will blow the right front tire.~~

3. ~~The student should take his/her foot off the accelerator, without braking, and steer to the left just enough to maintain lane position. Steering left is necessary to overcome the pull to the right caused by the right front tire increasing its rolling resistance.~~
4. ~~After the student has slowed down and has control of the vehicle, the student will brake gently to a stop.~~
5. ~~Move vehicles well off the road.~~

Straight Line Blowout — Right Rear

1. ~~The student will proceed down the cone marked course at a speed selected by the instructor, usually 25 mph.~~
2. ~~Midway in the course the instructor will blow the right rear tire.~~
3. ~~The student should take his/her foot off the accelerator, without braking, and hold the steering wheel straight. In this type of blowout, if the student steers right or left, it will cause the car to start to sway from side to side.~~
4. ~~After the student has slowed down and has control of the vehicle, the student will brake gradually to a stop.~~
5. ~~Move vehicles well off the road.~~

Blowout in a Curve — Right Front

1. ~~The student will proceed down the cone marked course at a speed selected by the instructor, usually 25 mph.~~
2. ~~In the curve, the instructor will blow the right front tire.~~
3. ~~The student should take his/her foot off the accelerator, without braking, and the student will have to increase left steering input in order to maintain the position in the lane. This is necessary because the right front tire has increased its rolling resistance and lost its cornering ability, thereby creating a pull to the right.~~
4. ~~The student should repeat the exercise until he/she has mastered the skill of handling a right front blowout in a curve.~~
5. ~~Move vehicles well off the road.~~

Blowout in a Curve—Right Rear

1. ~~The student will proceed down the cone marked course at a speed selected by the instructor, usually 25 mph.~~
2. ~~In the curve, the instructor will blow the right rear tire.~~
3. ~~The student should take his/her foot off the accelerator, without braking, and will have to take some of his left steering out in order to correct for the skid started by the blown rear tire. As soon as the student has corrected the skid, the student will then add more left steer in order to maintain his lane.~~
4. ~~After the student has slowed down and has the vehicle under control, the student will brake gently to a stop.~~
5. ~~Move vehicles well off the road.~~

CLASSROOM SECTION:

UNIT THEME 8: HANDLING VEHICLE EMERGENCIES

OBJECTIVES:

- ~~H. The instructor will explain the actions drivers should take for certain emergencies caused by equipment failure.~~
- ~~I. The instructor will explain the correct procedure for handling off road recovery at both low and high speeds.~~
- ~~J. The instructor will explain the controlled braking concept.~~
- ~~K. The instructor will explain evasive steering techniques.~~
- ~~L. The instructor will explain techniques to reduce the threat of various types of collisions.~~
- ~~M. The instructor will describe ways to successfully deal with different types of roadway emergencies.~~
- ~~N. The instructor will explain the vehicle actions and correct procedures for dealing with certain skid situations.~~

PURPOSE:

~~To familiarize the student with the actions necessary to handle emergencies caused by vehicular failure or driver error.~~

B. OBJECTIVE:

~~The instructor will explain the actions drivers should take for certain emergencies caused by equipment failure.~~

CONTENT OUTLINE:

- ~~1. Brake failure~~
- ~~2. Steering failure~~
- ~~3. Loss of forward vision~~
- ~~4. Tire failure~~
- ~~5. Stuck accelerator~~
- ~~6. Car fire~~
- ~~7. Engine stalls~~
- ~~9. Car stalls on railroad tracks~~
- ~~9. Lights~~

LEARNING ACTIVITIES:

~~List on chalkboard or teacher made transparencies the steps a driver takes for each of the equipment failures listed. Discuss each step with the class.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

B. OBJECTIVE:

~~The instructor will explain the correct procedure for handling off road recovery at both low and high speeds.~~

CONTENT OUTLINE:

- ~~1. Grip steering wheel firmly (9-3 position)~~
- ~~2. Let the car slow or use brakes lightly~~
- ~~3. Straddle the lane edge with car~~
- ~~4. Select the proper place to return, by considering the drop off depth~~
- ~~5. Check mirrors, signal left, check left blind spot~~

- ~~6. Steer sharply toward the roadway~~
- ~~7. Countersteer sharply when wheels hit pavement~~
- ~~8. Center car in lane~~

LEARNING ACTIVITIES:

~~Explain what it feels like to have two or four wheels off the roadway. List the steps on teacher made transparencies or chalkboard and discuss each step.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

C. OBJECTIVE:

~~The instructor will explain the controlled braking concept.~~

CONTENT OUTLINE:

~~Apply the maximum pressure on brakes without locking the brakes.~~

LEARNING ACTIVITIES:

~~Review the procedure that was discussed in a previous unit. Stress brake pressure is different with different vehicles. Discuss "Anti-lock Braking System" (ABS).~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide; Owner's manual of car with ABS.~~

D. OBJECTIVE:

~~The instructor will explain evasive steering techniques.~~

CONTENT OUTLINE:

- ~~1. When it is used~~
- ~~2. 9-3 hand position~~
- ~~3. Steer/countersteer~~
- ~~5. No acceleration/no brakes~~

LEARNING ACTIVITIES:

~~Use an old steering wheel or pie pans to demonstrate this procedure. Emphasize countersteering.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

E. OBJECTIVE:

~~The instructor will explain techniques to reduce the threat of various types of collisions.~~

CONTENT OUTLINE:

- ~~1. Head-on collision~~
- ~~2. Side-impact collision~~
- ~~3. Rear-end collision~~

LEARNING ACTIVITIES:

~~Discuss and list potential types of collisions. Ask the class to identify proper responses to avoiding these. Relate to Identify, Predict, Decide, and Execute (IPDE).~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

F. OBJECTIVE:

~~The instructor will describe ways to successfully deal with different types of roadway emergencies.~~

CONTENT OUTLINE:

- ~~1. Potholes in roadway~~
- ~~2. Car in deep water~~
- ~~3. Sharp curve~~

4. ~~Objects on the roadway~~

LEARNING ACTIVITIES:

~~List types of problems caused by the roadway and discuss ways to avoid or minimize these.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

G. OBJECTIVE:

~~The instructor will explain the vehicle actions and correct procedures for dealing with certain skid situations.~~

CONTENT OUTLINE:

1. ~~Rear wheel uncontrolled skid~~
2. ~~Rear wheel skid with countersteer~~
3. ~~Front wheel skid~~
4. ~~Four wheel lock up~~

LEARNING ACTIVITIES:

~~Discuss again with the class the types of skids. List on teacher-made transparencies or chalkboard, the proper procedures for recovering from these skids.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

PROCEDURES

Off Road Recovery

1. ~~The student will accelerate down the cone marked lane at a predetermined speed.~~
2. ~~At the beginning of the curb, the student will drop the right wheels off the edge, while maintaining speed, or straddle the curb as he approaches.~~
3. ~~The student will center the vehicle over the curb so the wheel has room to turn.~~
4. ~~Halfway down the curb the student will turn the wheel approximately 45 degrees left, depending on the vehicle and speed.~~
5. ~~As soon as the student feels or hears the right front wheel hit the curb, the student must immediately steer back to the right to maintain lane position.~~
6. ~~The student should slow up, brake to a stop, and answer any questions.~~
7. ~~The student should turn around and run the exercise the other way, dropping the left wheels off the edge. The procedure is the same except the steering directions are reversed.~~
10. ~~The student should repeat the exercise until his performance is satisfactory.~~
11. ~~Teacher should explain the need for proper mirror checks, signaling, blind spot check.~~

Loss of Brakes

1. ~~Pump the hydraulic brakes with the right foot repeatedly or hold down ABS brakes.~~
2. ~~Pull gear selector into as low a gear as possible.~~
5. ~~Quickly activate right turn signal.~~
- 4a. ~~Grasp emergency brake, release with left hand if on left side of vehicle, and pull out. Other hand (right) place at twelve o'clock on the steering wheel.~~
- 4b. ~~Place left foot on emergency brake and push slowly and gently.~~
- 4c. ~~If emergency brake is in center of car, press button and pull slowly and gently with right hand while placing left hand at twelve o'clock on the steering wheel.~~
5. ~~Look for wide spot on shoulder to pull off or something soft to hit.~~

Stalled Engine

1. ~~Push gear selector lever quickly to neutral (N) with right hand.~~
2. ~~Do not press foot brake.~~
3. ~~Re-start the vehicle quickly with right hand.~~
4. ~~While doing above procedures, the left hand should be at twelve o'clock on the steering wheel.~~
5. ~~When car starts, pull gear selector lever into drive (D), and accelerate.~~

Engine Fire

1. ~~Apply medium brake and position car on right side of the lane.~~
2. ~~Activate right turn signal and pull off the roadway, if possible.~~
3. ~~Quickly set emergency brake and place in park, if automatic transmission.~~
4. ~~Turn ignition off and pull hood latch.~~
6. ~~Activate emergency flashers.~~
6. ~~Get out of vehicle and get the fire extinguisher (take keys if it is in trunk).~~
7. ~~Pull exterior hood latch and raise hood with small opening.~~
8. ~~Spray foam under hood completely.~~
9. ~~Quickly raise hood, get back, and continue spraying.~~

Straight Line Blowout — Right Front

1. ~~The student will proceed down the cone marked course at a speed selected by the instructor, usually 25 mph.~~
2. ~~Midway in the course the instructor will blow the right front tire.~~

3. ~~The student should take his/her foot off the accelerator, without braking, and steer to the left just enough to maintain lane position. Steering left is necessary to overcome the pull to the right caused by the right front tire increasing its rolling resistance.~~
4. ~~After the student has slowed down and has control of the vehicle, the student will brake gently to a stop.~~
5. ~~Move vehicles well off the road.~~

Straight Line Blowout — Right Rear

1. ~~The student will proceed down the cone marked course at a speed selected by the instructor, usually 25 mph.~~
2. ~~Midway in the course the instructor will blow the right rear tire.~~
3. ~~The student should take his/her foot off the accelerator, without braking, and hold the steering wheel straight. In this type of blowout, if the student steers right or left, it will cause the car to start to sway from side to side.~~
4. ~~After the student has slowed down and has control of the vehicle, the student will brake gradually to a stop.~~
5. ~~Move vehicles well off the road.~~

Blowout in a Curve — Right Front

1. ~~The student will proceed down the cone marked course at a speed selected by the instructor, usually 25 mph.~~
2. ~~In the curve, the instructor will blow the right front tire.~~
3. ~~The student should take his/her foot off the accelerator, without braking, and the student will have to increase left steering input in order to maintain the position in the lane. This is necessary because the right front tire has increased its rolling resistance and lost its cornering ability, thereby creating a pull to the right.~~
4. ~~The student should repeat the exercise until he/she has mastered the skill of handling a right front blowout in a curve.~~
5. ~~Move vehicles well off the road.~~

Blowout in a Curve—Right Rear

1. ~~The student will proceed down the cone marked course at a speed selected by the instructor, usually 25 mph.~~
2. ~~In the curve, the instructor will blow the right rear tire.~~
3. ~~The student should take his/her foot off the accelerator, without braking, and will have to take some of his left steering out in order to correct for the skid started by the blown rear tire. As soon as the student has corrected the skid, the student will then add more left steer in order to maintain his lane.~~
5. ~~After the student has slowed down and has the vehicle under control, the student will brake gently to a stop.~~
5. ~~Move vehicles well off the road.~~

CLASSROOM SECTION

UNIT THEME 9: DRIVER FITNESS

OBJECTIVES:

- A. ~~The instructor will identify various visual characteristics and how they relate to driving.~~
- B. ~~The instructor will identify driving clues that can be picked up using the other senses of the body.~~
- C. ~~The instructor will discuss various temporary physical disabilities that may affect driving.~~
- D. ~~The instructor will discuss the effects and characteristics of carbon monoxide (CO) on the driver.~~
- E. ~~The instructor will identify various permanent disabilities, both physical and mental, that do not prohibit a driver from driving. (Individualized Education Plan [IEP]).~~
- F. ~~The instructor will provide information about handicapped drivers.~~
- G. ~~The instructor will explain how emotions affect the Identify, Predict, Decide and Execute (IPDE) process when driving.~~
- H. ~~The instructor will identify ways to control emotions and their effects on driving.~~
- I. ~~The instructor will explain risk taking and why it can be hazardous.~~
- J. ~~The instructor will describe ways to control risk in driving.~~

PURPOSE:

~~To present the student information concerning physical and mental qualifications for driving and the effects that alcohol and other drugs have on driver capabilities.~~

OBJECTIVES:

A. ——— OBJECTIVE:

~~The instructor will identify various visual characteristics and how they relate to driving.~~

CONTENT OUTLINE:

1. ——— Visual acuity
2. ——— Color vision
3. ——— Field of vision
4. ——— Depth perception
5. ——— Night vision
6. ——— Glare recovery
7. ——— Car speed and vision
8. ——— Car design and vision

LEARNING ACTIVITIES:

~~Define each term associated with vision and discuss why they are important to driving.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

B. ——— OBJECTIVE:

~~The instructor will identify driving clues that can be picked up using the other senses of the body.~~

CONTENT OUTLINE:

1. ——— Hearing
2. ——— Touch
3. ——— Smell

LEARNING ACTIVITIES:

~~Explain the other senses and question the class as to what clues they can identify with each of the other senses. Discuss the importance of hearing as it relates to Identify, Predict, Decide and Execute (IPDE).~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

C. ——— OBJECTIVE:

~~The instructor will discuss various temporary physical disabilities that may affect driving.~~

CONTENT OUTLINE:

- ~~1. ——— Fatigue~~
- ~~2. ——— Colds or flu~~
- ~~3. ——— Injuries~~
- ~~4. ——— Many medicines~~

LEARNING ACTIVITIES:

~~Ask the class how each of these affects their ability to drive. List their answers and discuss each.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~
~~Warning labels from all medicines~~

D. ——— OBJECTIVE:

~~The instructor will discuss the effects and characteristics of carbon monoxide (CO) on the driver.~~

CONTENT OUTLINE:

1. ~~Carbon monoxide~~
 - a. ~~Colorless, odorless, tasteless gas~~
 - b. ~~Exhaust fumes~~
 - c. ~~Physical signs of CO poisoning~~
 - d. ~~Locations where CO poisoning may occur~~
 - e. ~~How to reduce the likelihood of CO poisoning~~

LEARNING ACTIVITIES:

~~Discuss the dangers of CO poisoning and where these may occur. Stress ventilation.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

E. ~~OBJECTIVE:~~

~~The instructor will identify various permanent disabilities, both physical and mental, that do not prohibit a driver from driving (IEP).~~

CONTENT OUTLINE:

1. ~~Physical disabilities~~
 - a. ~~Paraplegia IEP Doctors & Therapists Decide~~
 - b. ~~Quadriplegia IEP Doctors & Therapists Decide~~
 - c. ~~Loss of sight in one eye~~
 - d. ~~Cerebral Palsy~~
 - e. ~~Dwarfism~~
 - f. ~~Ataxia~~
 - g. ~~Multiple Sclerosis~~
 - h. ~~Spinal Bifida~~
 - i. ~~Head Trauma~~
 - j. ~~Epilepsy~~
2. ~~Mental disabilities~~
 - a. ~~Anxiety~~

b. ~~Depression~~

c. ~~Mental illness~~

3. ~~Chronic illnesses~~

a. ~~High blood pressure~~

b. ~~Stress~~

c. ~~Effects of medication~~

d. ~~Stroke~~

e. ~~Heart problems~~

f. ~~Diabetes~~

LEARNING ACTIVITIES:

~~Discuss these disabilities with the class. Present information about driving and driving schools for the handicapped. Show and discuss the use of handicap controls on vehicles.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

F. OBJECTIVE:

~~The instructor will provide information about handicapped drivers.~~

CONTENT OUTLINE:

~~Content may be assembled from Section 63-1-9 (d), Mississippi Code of 1972, annotated~~

LEARNING ACTIVITIES:

~~Present to the class the information in Mississippi State Statute~~

RESOURCE MATERIAL:

~~Motor Vehicle Laws of Mississippi "Rules of the Road"~~

G. OBJECTIVE:

~~The instructor will explain how emotions affect the Identify, Predict, Decide and Execute (IPDE) process when driving.~~

CONTENT OUTLINE:

- ~~1. Identify various emotions~~
- ~~2. Mental effects of emotions~~
- ~~3. Physical effects of emotions~~
- ~~4. Anger and IPDE~~
- ~~5. Passengers affect emotions~~
- ~~6. Peer pressure effects emotions~~

LEARNING ACTIVITIES:

~~Question the class as to different types of emotions and how they may affect driving. Set up a role play situation if appropriate.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

H. OBJECTIVE:

~~The instructor will identify ways to control emotions and their effects on driving.~~

CONTENT OUTLINE:

- ~~1. Use correct driving procedures~~
- ~~2. Anticipate situations~~

3. ~~Regain self control~~
4. ~~Be in control or do not drive~~
5. ~~Analyze your mistakes~~

LEARNING ACTIVITIES:

~~Discuss these strategies with the class. If appropriate, repeat role play situation using these positive techniques.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

I. OBJECTIVE:

~~The instructor will explain risk taking and why it can be hazardous.~~

CONTENT OUTLINE:

1. ~~Taking unnecessary chances~~
2. ~~Risk taking is different for each person~~
3. ~~Age and experience factors~~
4. ~~Situational factors~~
5. ~~Peer pressure~~

LEARNING ACTIVITIES:

~~Discuss risk taking and assessment with the class. Relate this to Identify, Predict, Decide and Execute (IPDE) and driving.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

J. OBJECTIVE:

~~The instructor will describe ways to control risk in driving.~~

CONTENT OUTLINE:

- ~~1. Assessing risk correctly~~
 - ~~a. Car condition~~
 - ~~b. Own driving ability~~
 - ~~c. Reaction of others~~
 - ~~d. Situational~~
- ~~2. Ways of reducing risk~~
 - ~~a. Following distance~~
 - ~~b. Speed control~~
 - ~~c. Proper scanning~~
 - ~~d. Distractions~~

LEARNING ACTIVITIES:

~~Discuss these with the class.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

~~CLASSROOM SECTION : TEST~~

~~TEST (UNITS 6-9)~~

~~TIME: _____ 1 hour~~

~~PURPOSE: _____ To test the student's knowledge of concepts and procedures learned to date.~~

~~EVALUATION: Teacher made test covering Units 6-9~~

~~CLASSROOM SECTION:~~

~~UNIT THEME 10: ALCOHOL AND OTHER DRUGS~~

~~OBJECTIVES:~~

- ~~A. The instructor will relate to the students the consequences of driving under the influence as it pertains to the responsibility of others.~~
- ~~B. The instructor will explain the effect of alcohol/drugs on driving skills.~~
- ~~C. The instructor will discuss the legal consequences of driving under the influence.~~
- ~~D. The instructor will discuss the awareness of and assess the influence on behavior as it relates to alcohol/drug usage.~~
- ~~E. The instructor will discuss the community resources that are available to individuals for information and for those individuals having a problem with alcohol/drugs.~~

~~PURPOSE:~~ _____ ~~To provide the student with information about alcohol and other drugs and how their use and misuse affect the driver.~~

~~ALCOHOL/DRUG EDUCATION FOR DRIVER EDUCATION~~

~~INTRODUCTION~~

~~As teachers of driver education, you recognize first of all that it is illegal for the school population (under 21 years of age) to use alcohol; nevertheless, you also recognize that some of these same young people do use alcohol and some do drive after drinking. They may enjoy the beverage, or the effect, or being accepted in a particular group, or making this choice on their own. Some may be rebelling against parental restrictions, others may be following their families' custom.~~

~~It is from the realization that some young people do drive after drinking that this unit on Drug Education for Driver Education was developed. The material included is believed to be the most pertinent for the beginning driver. It includes: the assessment of the influence of alcohol and other drugs on behavior and driving skills, consequences (legal and non-legal) of driving under the influence of either alcohol or other drugs, alternatives to driving and to consuming alcohol or using their drugs, and local community resources available for information or assistance with alcohol/drug related problems.~~

"Zero Tolerance For Minors"

MCS §63-11-30 (3) is amended so as to prescribe the new language of Zero Tolerance for Minors which applies only to persons under 21 years who have a blood alcohol concentration (BAC) of .02% or more, but lower than .08%. As noted below, a BAC of .08% or more is governed by subsection (2) of MCA §63-11-30 regarding adult penalties:

First offense penalties:

~~Upon conviction, require license suspension of 90 days, fine of \$250, and attendance of MASEP. The Court may also require attendance at a victim impact panel. A first offense violation is subject to reduction of license suspension to 30 days if the person did not refuse the chemical test and otherwise qualifies under the hardship provision. At the discretion of the court, the first offense violation may be non-adjudicated; thereafter, a private notation will be maintained for court determination of non-adjudication eligibility.~~

Second offense penalties:

~~Upon conviction (within a 5 year period) require license suspension of one (1) year and a fine of no more than \$500. Upon successful completion of a certified alcohol/drug treatment program, the license suspension may be reduced to 6 months.~~

Third offense penalties:

~~And subsequent offenses, upon conviction (within a five year period) require license suspension for 2 years, or until age 21 (whichever is longer) and a fine of no more than \$1,000. In addition, the person shall complete an alcohol/drug program certified by the Department of Mental Health.~~

Note:

~~All other sections of the Implied Consent Law shall apply to a Zero Tolerance violation. A violation which registers .08 or higher will be regarded as an over age 21 offense for which adult conviction penalties will apply.~~

(5) ~~Under Age Conviction:~~

~~Any person under the legal age to obtain a driver's license who is convicted of DUI shall not be able to receive a driver's license until they reach the age of 18.~~

(6) ~~Serious Injury/Death~~

~~If convicted, operating a motor vehicle while under the influence of alcohol or drugs, and negligently causing serious injury or death to another, is a FELONY with the prescribed criminal penalty of up to 25 years in the State Penitentiary.~~

OBJECTIVES:

A. OBJECTIVE

~~The Instructor will relate to the students the consequences of driving under the influence as it pertains to the responsibility of others.~~

CONTENT OUTLINE:

- ~~1. How the drinking driver affects any vehicle or pedestrian that is encountered.~~
- ~~2. Responsibility to others~~

LEARNING ACTIVITIES:

~~Discuss with the class the effects of alcohol. List some responsibilities regarding drinking. Have the students give the characteristics of a problem drinker and discuss each characteristic.~~

RESOURCE MATERIAL:

~~Appendix A
Appendix B
Appendix C
Driver Education Textbook
Resource Listing, pages 221-222~~

B. OBJECTIVE

~~The instructor will explain the effect of alcohol on driving skills.~~

CONTENT OUTLINE

- ~~1. Judgment and reasoning are first to be affected when alcohol is consumed.~~
- ~~2. Alcoholic consumption affects vision in the following ways:~~
 - ~~a. At 0.10% blood alcohol concentration (BAC), gray filtering ability is lost, which is similar to driving at night while wearing sunglasses.~~
 - ~~b. Double vision, blurred vision, and tunnel vision are effects that begin at very low Blood Alcohol Concentration (BAC) levels.~~
 - ~~c. Glare vision and glare recovery during night driving.~~
 - ~~d. Depth perception is distorted.~~
 - ~~e. Eyes become lazy and are more likely to remain fixed on particular objects, thus eliminating the use of normal eye patterns in checking all mirrors, the speedometer, and other gauges.~~
- ~~3. Reaction time is affected by the use of alcohol in that it will take longer to recognize and respond to situations in the driving environment.~~

4. ~~Driving performance is impaired regardless of the amount of alcohol that is consumed.~~

5. ~~Exposure to drivers who have been drinking is greater on weekends and holidays.~~

6. ~~False rationalizations concerning how to prepare oneself to drive after drinking are:~~

a. ~~eat a big meal~~

b. ~~take a fresh or cold shower~~

c. ~~drink coffee~~

d. ~~wait for a short time~~

e. ~~only drink water~~

LEARNING ACTIVITIES:

~~The teacher may require students to bring to class local newspaper accounts of crashes involving a drinking driver. A few of these crashes could be analyzed as to how alcohol affected the driver and the results on driver performance.~~

RESOURCE MATERIAL:

~~Resource Listing, page 221-222~~

C. OBJECTIVE :

~~The instructor will discuss the legal consequences of driving under the influence.~~

CONTENT OUTLINE:

1. ~~The legal consequences of driving under the influence arrest.~~
2. ~~Financial consequences as a result of a Driving Under The Influence (DUI) conviction.~~

LEARNING ACTIVITIES:

~~The instructor could use a role playing situation with the class to include the police, subject (person stopped), chemical breath test operator, judge and attorneys to illustrate the situation. On a transparency, the instructor could list the costs incurred with a DUI arrest.~~

RESOURCE MATERIALS:

~~Appendix D-~~
~~Appendix E~~

D. OBJECTIVE :

~~The instructor will discuss the awareness of and assess the influence on behavior as it relates to drinking/drug usage.~~

CONTENT OUTLINE:

1. ~~ALCOHOL AND PHYSICAL EFFECTS~~

A. ~~ETHYL ALCOHOL~~

- a. ~~No color~~
- b. ~~Pungent odor, sweet odor~~
- c. ~~Evaporates quickly~~
- d. ~~Flammable~~
 - e. ~~Only drinkable kind because it is changed into harmless materials in the body~~

B. ~~PHARMACOLOGICAL CLASSIFICATION~~

- a. ~~Chemical — $\text{CH}_3\text{CH}_2\text{CH}$~~
- b. ~~Toxic — Poisonous~~
- c. ~~Drug — Depressant~~

- d. ~~General Anesthetic~~—reduces the sensitivity of the nervous system
 - 1. ~~Deadens pain~~
 - 2. ~~Body loses heat; body temperature lowered~~

~~2. TYPES OF ALCOHOLIC BEVERAGES~~

- A. ~~Beer~~—made from grains through process of brewing 3-6% alcohol by volume
- B. ~~Wine~~—made from fruits through process of fermentation
 - a. ~~Light wines~~—9-14% alcohol by volume
 - b. ~~Sparkling wines~~—bubbles because of carbon dioxide
 - c. ~~Dry wines~~—no sugar remains
 - d. ~~Fortified wines~~—contains 18-21% alcohol by volume because alcohol is added to make them stronger
 - e. ~~Distilled spirits~~—made by process of distillation, 40-50% alcohol by volume, proof means twice the amount of alcohol

~~3. ALCOHOLIC BEVERAGES~~

- A. ~~Resemble pure fat or starch~~
- B. ~~Cannot take the place of a balanced diet~~
- C. ~~Contain calories~~
 - a. ~~Eight ounces of beer = 105 calories~~
 - b. ~~One and one half ounces of distilled spirits = 105 calories~~
 - c. ~~Two ounces of wine = approximately 76 calories~~
 - d. ~~Cannot be stored like food, circulates throughout the body until oxidized.~~

~~4. PHYSICAL EFFECTS~~

- A. ~~Physiology: What happens when a person drinks?~~
 - a. ~~Burning Sensation~~
 - 1. ~~Irritates body cells and mucous membrane in the mouth~~
 - 2. ~~Stomach secretes digestive juices to dilute alcohol into a less irritating strength~~
 - b. ~~Not digested before reaching blood stream like foods~~
 - c. ~~The rate at which alcohol enters the blood stream through the walls of the stomach and the small intestines depends upon the:~~
 - 1. ~~Rate of ingestion~~
 - 2. ~~Total amount of alcohol involved~~

3. ~~Other components of the drink: straight liquor absorbed fastest of all; diluted with water absorbed most slowly; carbonated mixers — increased effect as does smoking~~
 - d. ~~Alcohol is carried by the blood to all body tissues and distributed in proportion to the water content of the body tissue (weight of person is significant).~~
 - e. ~~Alcohol and the brain — paralyzing, numbing effect begins at higher center (cerebrum) and moves toward lower center (medulla) as concentration in blood increases
First, the forelobes (cerebrum) of the brain are effected, resulting in decreased ability~~
 - f. ~~To reason and make judgments, weakened social inhibitions and changed attitudes toward others.~~
-
1. ~~1-2 drinks — Mild relaxation; slight change in existing mood; slight feelings of muscle relaxation. (.02-.05%)~~
 2. ~~3-4 drinks — Moderate impairment of critical judgment; reaction time, simple muscular coordination. (.05-0.10%) As the concentration increases, more forebrain is affected; in addition, alcohol reaches the cerebellum, which controls sensory motor functions. The result is emotional instability, retarded responses, impaired vision and speech and coordination.~~
 3. ~~5-6 drinks — Major impairment of complex physical and mental skills; some respiratory depression. (0.10-0.15%)~~
 4. ~~7-8 drinks — Obvious intoxication; loss of motor control; mental confusion, significant respiratory depression (0.15-0.20%) At higher levels, unable to stand up or walk and then loses consciousness. Death results when all of the brain, the upper spinal column, the respiratory and heart control center are anesthetized.~~
 5. ~~9-10 drinks — Severe intoxication; minimum conscious control of the body and mind; increase respiratory depression (0.20-0.30%)~~
 6. ~~10-20 drinks — Stupor; unconsciousness; deep coma; death may result from severe respiratory failure at 0.50% and higher (0.30-0.60%)~~

~~g. Stages of Intoxication~~

- ~~1. "Happy"~~
- ~~2. "Excited"~~
- ~~3. "Confused"~~
- ~~4. "Stupor"~~
- ~~5. "Coma"~~

~~h. Elimination*~~

- ~~1. Exhaled through the lungs~~
- ~~2. Through urine~~
- ~~3. Through perspiration~~
- ~~4. Ninety five percent oxidized through the liver at a constant rate~~
- ~~5. Combinations of alcohol and other drugs — body will detoxify the alcohol first, and leave other drugs circulating throughout the system. This, in effect, poisons the system.~~
- ~~6. Human body can burn up about one half ounce of alcohol in one hour (one half ounce of alcohol is contained in about three fourths of a standard serving of beer, wine, or whiskey).~~

~~* Note: When drinking rate exceeds elimination rate, the brain becomes sedated.~~

~~5. OTHER DRUGS AND PHYSICAL EFFECTS~~

~~STIMULANTS DEPRESSANTS HALLUCINOGENS NARCOTICS~~

Nicotine	Tranquilizers	L.S.D.	Opium
Caffeine	Barbiturates	Psilocybin	Heroin
Amphetamine	Valium (T)	Peyote	Morphine
Anti-Depressants	Alcohol	D.M.T.	Demerol
	Librium (T)		Methadone
			Codeine

~~A. Marijuana: Hemp plant (Cannabis Sativa)~~

- ~~1. History: Originally used for making ropes and clothes~~
- ~~2. Slang: Pot, reefer, grass, joint, wee, mary jane~~
- ~~3. Stronger Forms: Hashish, hash oil~~

4. ~~Physical Effects:~~ ~~Moderate increase in heart rate, excessive hunger (due to lowering of sugar levels), lethargy, red eyes (caused by the smoke, not the drug itself). No evidence of physical addiction, although there are signs of depression and nervousness when regular use stops.~~
5. ~~Psychological Effects:~~ ~~Increased sense of well being, enhancement of the senses, distortion of space and time perception, relaxation of inhibitions, some people experience paranoid feelings, no conclusive evidence of marijuana leading to narcotics, aggression or criminal behavior.~~
6. ~~Legal Implication:~~ ~~Less than one ounce is a misdemeanor; laws for possession of larger quantities are much stricter.~~
- B. ~~Barbiturates:~~ ~~Depressants of the central nervous system; effects range from mild sedation to coma; depending on the dosage.~~
1. ~~Popular:~~ ~~Seconals "reds"~~
~~Nebutals "yellows"~~
~~Amytal "blues"~~
~~Tuinals "red & blues", "rainbow"~~
2. ~~Medical Uses:~~ ~~Include sleep, relieve mental stress~~
3. ~~Effects:~~ ~~Moderate dose produces lack of inhibition, euphoria excitement (in some people), laziness, drowsiness, dizziness, nausea. Large doses: convulsions, coma or death.~~
4. ~~Addiction:~~ ~~Addiction can occur both psychologically and physically at even small doses. Withdrawal is very dangerous, more so than even heroin withdrawal.~~
5. ~~Symptoms of withdrawal:~~ ~~Loss of appetite, perspiration, insomnia, vomiting, tremors, severe cramping, etc., leading to hallucinations, delirium, paranoia, convulsions, and epileptic like seizure.~~
6. ~~Overdose:~~ ~~Do not give an amphetamine or make the person drink coffee. The combination of amphetamine and barbiturate can be deadly. Coffee will break the drug up quickly, and send it through the body. Try to make the person throw up, if she/he is conscious.~~
7. ~~Combination with Alcohol:~~ ~~This is a deadly combination. The body will rid the alcohol first, leaving the barbiturate to circulate through the body and poison it.~~
- C. ~~Amphetamines:~~ ~~Synthetic drugs which stimulate the central nervous system. Three categories of amphetamines are on the market:~~
1. ~~Methamphetamine (the most powerful one)~~
2. ~~Amphetamines~~
3. ~~Dextroamphetamines~~

4. ~~Slang: Bennies, black beauties, crossroads, crystal, footballs, meth, oranges, peaches, hearts, speed, thrusters, whites, etc.~~
 5. ~~Overdose is not likely to result in death, but it can require hospitalization. The long term effects of the drug can kill through malnutrition, diseases related to the needle, and possibly stroke, aneurysms, cardiovascular disruptions, etc.~~
 6. ~~Addiction (physically) is possible and psychologically is probable. When withdrawing from the drug, a person will feel ire, lethargic, anxious, and probably become depressed. Abstinence is the key.~~
 7. ~~Combination with Alcohol: In combination with alcohol, there is possible antagonism of the central nervous system (depressant effects of the alcohol), but no improvement in impaired motor coordination. May result in a false sense of security.~~
 8. ~~Effects: Increases heart rate, dilates pupils, intensifies or distorts perceptions (user misinterprets what she/he sees), lesser ability to discriminate between fact and fantasy, not physically addicting drugs.~~
 9. ~~Psychological Effects: Depends on the setting, user's emotional state experience with the drug. Can range from pleasurable to very scary.~~
 10. ~~Flashbacks: "Here we go again" aspect of the drug~~
 11. ~~Bad Trips: Frightening experience which scares individual~~
 12. ~~Legal Implications: Penalties range from \$1,000 to \$5,000 and/or imprisonment up to five years for possession, 10-15 years with fines up to \$20,000 for selling~~
- D. ~~Cocaine: Coke, snow, toot, C derived from the coca leaf, a white, flaky powder which is bitter, odorless, and numbing to the lips and tongue.~~
1. ~~Physical Effects: Cocaine stimulates the central nervous system similar to amphetamines, but without the serious side effects. For some, produces feelings of intense sensuality, psychic energy and self confidence. For others, may increase anxiety, heartbeat, blood pressure, cause nausea, vomiting, and even hallucinations.~~
 2. ~~Legal Implications: Penalties for possession range from six months to life, with fines up to \$25,000. Possession for sale can result in life sentence and fines up to \$50,000. In Missouri, it is the death penalty to sell to minors.~~

LEARNING ACTIVITIES: ~~The teacher may set up the following role playing situations with student participation.~~

1. ~~Cast: 2 or 3 students
Coming home after a party/ballgame
The driver is weaving noticeably. It's midnight on a little (well) traveled road.
Roles: Driver has had too much to drink to drive safely, but is planning to drive home anyway~~

~~Passenger tries to convince the driver to pull over, and let someone else drive.~~

~~2. Cast: 3 students~~

~~Best friend and you are ready to come home from a party. Your friend has had too much to drink and is impaired; your friend has driven to the party.~~

~~How can you and the host convince your friend that she/he should not drive?~~

~~3. Cast: 3 students~~

~~At a party, your friend (date) is being pressured into drinking (taking drugs).~~

~~How can they say "no" and not be victimized by their peers? Also, what would your role be?~~

~~The teacher may display a Blood Alcohol Content Chart and let the students view the chart to show how the blood alcohol content can be calculated.~~

RESOURCE MATERIALS:

~~Blood Alcohol Content and Levels of Intoxication Chart, Appendix C at the end of Unit Theme 10~~

E. OBJECTIVE:

~~The instructor will discuss the community resources that are available to individuals ——— for information and for those individuals having a problem with drugs.~~

CONTENT OUTLINE

~~1. ——— Resources for Information on Drugs:~~

- ~~a. ——— Guidance Counselor~~
- ~~b. ——— Mental Health Center~~
- ~~c. ——— Council on Alcoholism~~
- ~~d. ——— Health Department~~
- ~~e. ——— Drug Centers~~
- ~~f. ——— Teachers~~
- ~~g. ——— Local Hospital~~
- ~~h. ——— Family Physician~~
- ~~i. ——— Family Counseling Centers~~
- ~~j. ——— Alcoholic Anonymous~~
- ~~k. ——— Alateen~~
- ~~l. ——— Minister~~
- ~~m. ——— Parents~~

~~The instructor should provide the students with the local phone numbers and addresses for these resources.~~

~~2. ——— Resources for Assistance with Individuals that have a problem with Drugs:~~

- ~~a. ——— Mental Health Center~~
- ~~b. ——— Council on Alcoholism~~
- ~~c. ——— Health Department~~
- ~~d. ——— Drug Centers~~
- ~~e. ——— Law Enforcement~~
- ~~f. ——— School and Public Libraries~~
- ~~g. ——— Crisis Telephone~~

LEARNING ACTIVITIES:

~~The teacher should invite guest speakers from the community to discuss experiences that they have had with drugs and/or alcohol abuse. The students could list the people that they know who work in agencies that provide information and assistance with drugs share the list with the class.~~

~~The following are examples of community resources, of which should be localized as much as possible. The instructor should provide a handout or post in the room this listing with specific names, addresses, and phone numbers. This would provide easy access for the students.~~

Assistance with Problem ——— Information

Guidance Counselor ——— Mental Health Center

~~Mental Health Center~~ ~~Council on Alcoholism~~
~~Council on Alcoholism~~ ~~Health Department~~
~~Health Department~~ ~~Drug Centers~~
~~Drug Centers~~ ~~Law Enforcement~~
~~Teachers~~ ~~School and Public Libraries~~
~~Local Hospital~~ ~~Crisis Telephone~~
~~Family Physician~~
~~Family Counseling Centers~~
~~Alcoholic Anonymous~~
~~Alateen~~
~~Minister~~
~~Parents~~

~~Assign a different person or agency to students and have them call or visit to determine the kind of help that is provided. When the services are reported to the class, have the students discuss which ones will be most helpful to them concerning alcohol/drug related problems they may encounter.~~

RESOURCE MATERIALS:

~~Mississippi Driver's Manual~~

~~APPENDIXES~~

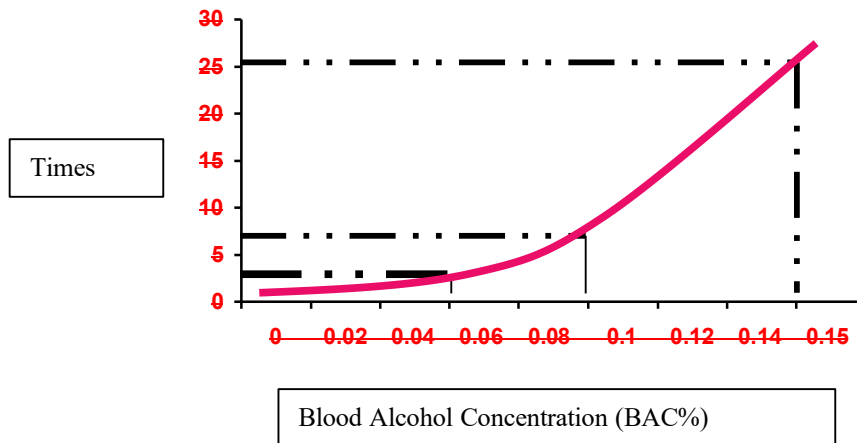
APPENDIX A

- ☛ One car crash—As high as 60 percent of all accidents are single vehicle crashes. These crashes involve running off the road or running into something. Could it be that alcohol affected judgment, seeing or car control?
- ☛ Speeding—About one fourth of all youth alcohol crashes also involve speeding. The drivers are going over the speed limit or driving too fast for conditions. Many of these crashes occur at speeds in excess of 40mph. Could it be that alcohol is influencing emotional control or judgment?
- ☛ Late night—A large number of youth alcohol crashes occur after 10 PM. Could it be that alcohol has influence on night vision—acuity, glare vision, or glare recovery? Could the problem be a combination of alcohol and fatigue?
- ☛ Passengers—Youth alcohol crashed often involve another young person. In over one half of the accidents, a passenger is involved.
- ☛ Weekend crashes—Young people drink more often on weekends and are involved in more weekend crashes. As high as 70 percent of all their alcohol crashes occur on weekends.
- ☛ Injury—The alcohol related accident is more likely to end with injury or death than the nondrinking accident. Is speeding a factor?

ACCIDENT RISK

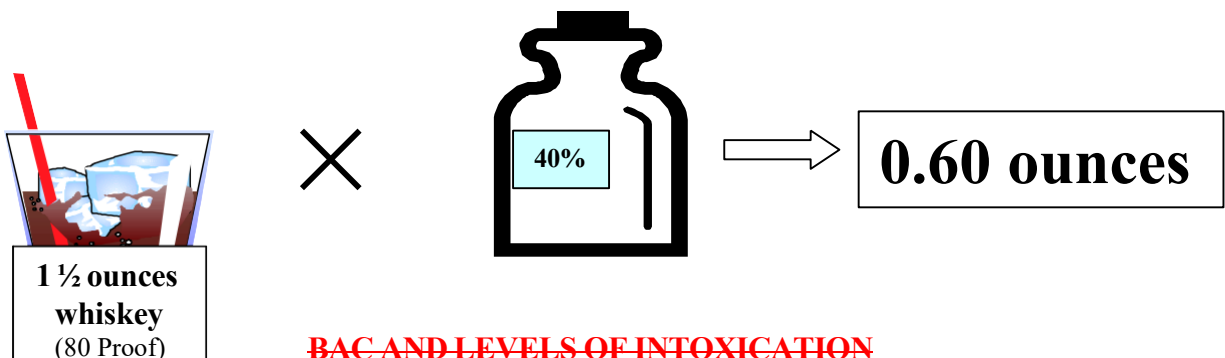
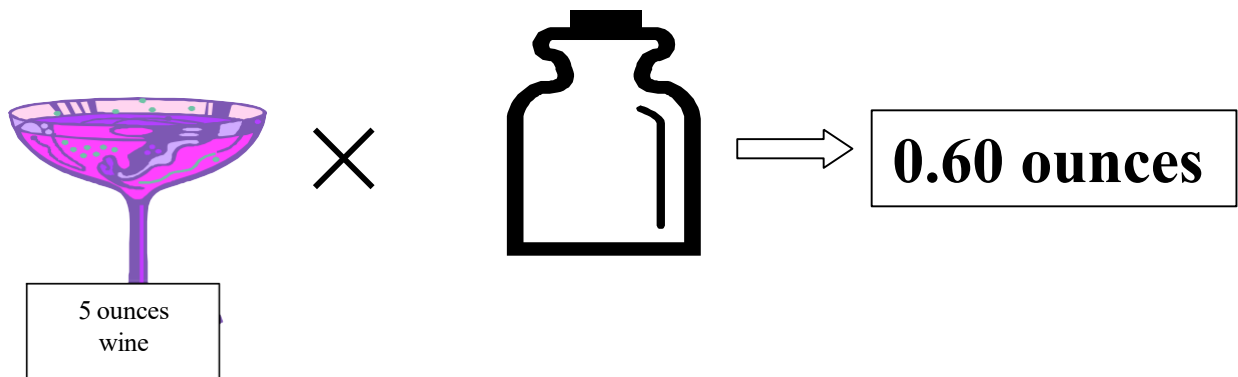
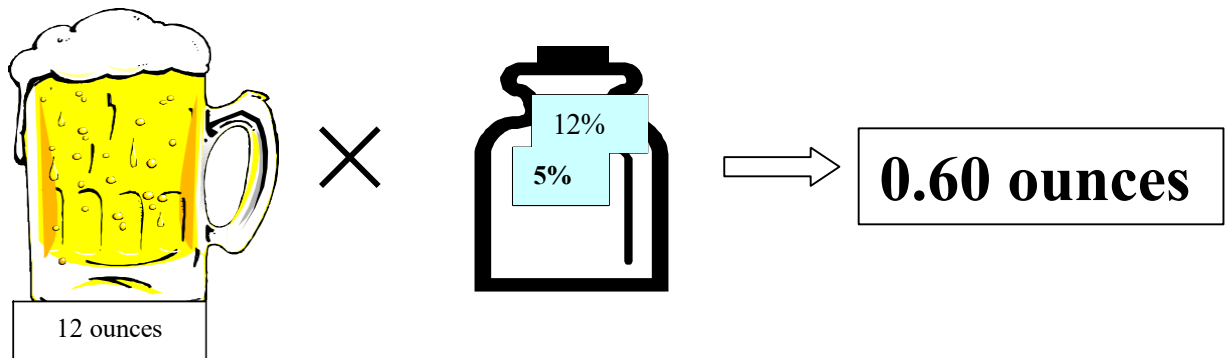
There is a clear relationship between drinking and driving accidents. You can see from the chart below that as BAC goes up the chance of being involved in an accident increases.

BAC and Accidents



APPENDIX B

~~DRINK VOLUME~~ ~~PERCENTAGE OF~~ ~~AMOUNT OF~~
~~ALCOHOL~~ ~~ALCOHOL~~



~~BAC AND LEVELS OF INTOXICATION~~

APPENDIX C

BAC AND LEVELS OF INTOXICATION

Let's begin with a guide that defines BAC levels in terms of the effects of alcohol on behavior. BAC levels in the guide have become a standard. However, behavior at each BAC level may differ somewhat with the individual.

GUIDE	
BAC	BEHAVIOR
0.01 – 0.04 %	Affected – judgment begins to lessen, person is less critical of actions, reaction time is slowed, indications of mental relaxation may appear.
0.05 – 0.09%	Impaired – judgment is not sound, thinking and reasoning powers are not clear, the ability to do complex jobs is lessened.
0.10%	Intoxicated – judgment and reasoning powers are severely hampered, cannot do common simple acts without error.

	1 drink	2 drinks	3 drinks	4 drinks
After hours	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Weight pounds				
80	— — — .02	— — .05 .08	.07 .10 .10 .10	.12 .12 .15 .15
100	— — — .02	— — .04 .08	.05 .07 .08 .09	.09 .10 .12 .13
120	— — — .02	— — .03 .04	.03 .04 .06 .08	.08 .08 .09 .11
140	— — — .01	— — .02 .04	.02 .03 .05 .06	.04 .06 .08 .09
160	— — — .01	— — .02 .03	.01 .02 .04 .05	.03 .04 .06 .08
180	— — — .01	— — .01 .03	— .02 .03 .04	.02 .04 .05 .07
200	— — — —	— — .01 .02	— .01 .03 .04	.01 .03 .04 .06

	5 drinks	6 drinks	7 drinks	8 drinks
After hours	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Weight pounds				
80	.17 .17 .19 .18	.19 .22 .22 .25	.25 .27 .27 .30	.29 .30 .32 .33
100	.13 .14 .16 .17	.16 .18 .19 .21	.20 .22 .23 .25	.24 .25 .27 .28
120	.09 .11 .13 .14	.13 .14 .16 .17	.15 .17 .19 .20	.19 .20 .22 .23
140	.07 .09 .10 .12	.10 .12 .13 .15	.13 .14 .16 .17	.15 .17 .18 .20
160	.08 .07 .09 .10	.08 .09 .11 .13	.10 .12 .13 .15	.13 .14 .16 .17
180	.04 .06 .07 .09	.06 .08 .09 .11	.09 .10 .12 .13	.11 .12 .14 .15
200	.03 .04 .06 .08	.05 .07 .08 .09	.07 .09 .10 .12	.09 .10 .12 .13

Numbers equal the percentage of alcohol on the blood. Dash (—) = trace of alcohol.

WHAT CAN BE DETERMINED BY THE BAC CHART

~~With the BAC Chart, you can determine: (1) how different numbers of drinks affect your BAC, (2) how time affects your BAC after a specific number of drinks, and (3) how to limit drinking during different time periods to keep from being affected, impaired, or intoxicated.~~

~~APPENDIX D~~

~~STORY OF DUI ARREST~~

~~I. Police officer stops the vehicle~~

~~A police officer, during the normal course of duty, stops a car for frequently changing lanes at excess speed. After asking for the driver's license, the police officer notices the odor of alcohol. The subject is then asked to perform field sobriety tests.~~

~~II. Arrest~~

~~Failing the tests, the subject is informed by the officer that she/he is under arrest for traffic offense and suspicion of DUI. The subject is usually cuffed and searched. The subject is then transported to the nearest chemical breath testing station.~~

~~III. Chemical Breath Test Procedure~~

~~Upon arrival at the test site, the subject is interviewed. This procedure usually takes approximately 30 minutes to complete. This is due to the fact that Mississippi law states that the subject must be observed by chemical breath test operator for a period of at least 20 minutes prior to the administering of the chemical breath test.~~

~~IV. Chemical Breath Testing~~

~~The subject is then asked to submit to a chemical breath test. The subject may request a blood test or a urine test in addition, but is responsible for the cost incurred.~~

~~A. The subject refuses to submit. The officers will inform her/him of the various penalties for refusal and upon further refusal the subject will be charged with DUI refusal which results in ninety-day loss of license. Once convicted of DUI in court results in one-year loss of a license.~~

~~B. The subject submits to the chemical breath test. Usually, the arresting officer gives the chemical breath test. The test is administered and the results are recorded in the Intoxilizer Log Book. The subject is also given a copy of the results on his citation and official copy sent to the State, arresting officer, and court.~~

~~V. Judge (city or county)~~

~~The subject, whether she/he submitted to a breath test or not, for the first and second offense DUI, the bond is preset. The third offense, the judge sets bond. If the individual cannot meet that bond, the subject is retained in jail. Some jails detain for 6 to 48 hours before releasing subjects, with or without bond.~~

~~VI. Court~~

~~Prior to the court appearance, the subject will sometimes retain a lawyer. The cost of the lawyer's services can range from \$250-\$2500. Today, inflation and citizen's groups are making plea bargaining less popular.~~

~~The defendant's case is called. She/he is found guilty. The blood alcohol content need not be .10%, but it must be shown that driving was appreciably impaired. Assuming this is a first offense, she/he is fined not less than \$250 but not more than \$1000, imprisoned for not more than 48 hours or both, at the court's discretion. Revocation of driver's license is for, not more than one year unless she/he is ordered to attend the Mississippi Alcohol Safety Action Program (MASAP), and has a successful completion. With the successful completion of the school, license revocation is reduced. Failure to complete MASAP, or pay the \$250 fee for the school is the same as driving while license is revoked. A first offender may be given a limited driving privilege. A limited driving privilege allows a person to attend MASAP, work, attend school (college, university, etc.) or take care of health and basic needs, but restricts the hours and places a person may drive. It is usually issued for a 30 days period of time, and can be revoked if violations occur.~~

~~VII. Revocation of Limited Driving Privileges~~

- ~~A. Any violation of conditions or restrictions as set forth in judgment of court allowing limited driving privileges, other than failure to complete MASAP is the same as the offense of driving while license revoked. Violation restriction means that limited driving privileges are suspended, pending final disposition of the case.~~
- ~~B. Failure to complete MASAP constitutes grounds for revocation for the remainder of the time a limited driving privilege was granted.~~
 - ~~1. Failure to attend classes without valid excuse~~
 - ~~2. Willful failure to pay fee for course~~
 - ~~3. Any other manner in which person fails to complete course~~

~~VIII. Successful Completion~~

- ~~A. Complies with restrictions contained in the limited driving privilege.~~
- ~~B. Successfully completes MASAP.~~
- ~~C. Department of Public Safety receives a certificate of completion from MASAP. The Department must restore a person's driver's license if a person's license or limited driving privilege has not otherwise been revoked or suspended.~~

~~Remember, if a person fails to comply with the conditions and restrictions contained in the limited driving privilege, the period of revocation is twelve months, beginning at the time the limited privilege is revoked. Example: If your limited driving privilege states you can drive from 8:00 a.m. until 6:00 p.m., and you are stopped at 6:05 p.m., you are in violation and this is the same as driving while the license is revoked.~~

~~For second and subsequent offenses, see Section 63-11-30, MS Code of 1972 annotated.~~

LEARNING ACTIVITIES

- ~~1. Assign the students to investigate their families automobile insurance. Require them to bring to class the name of the insurance company, the coverage carried, and the amount of the premium; students should ask the insurance company what the cost will become if they are added onto the policy of their family (or as an individual policyholder), and what the cost of the premium would become if the student received a DUI conviction.~~
- ~~2. Assign the students to discuss with their parents what the parents would do if the student received a DUI conviction. For those students who will agree, have them read to the class the parental actions and sanctions, i.e., loss of use of family car, stop paying the student's insurance, gasoline and maintenance of the car.~~
- ~~3. Give the following acronyms and have the student provide the definitions:~~

~~MADD (Mothers Against Drunk Drivers)-~~
~~MASAP (Mississippi Alcohol Safety Program)~~
~~SADD (Students Against Drunk Drivers)-~~
~~DMV (Department of Motor Vehicles)~~
~~BAC (Blood Alcohol Concentration)~~
~~DUI (Driving Under the Influence)-~~
~~RADD (Report All Drinking Drivers)~~

APPENDIX E

SAMPLE COSTS OF "TYPICAL" DUI SITUATION

Some of the costs of your conviction for DUI or Reckless Driving reduced from DUI are apparent to you already. Other costs are coming your way, and I want to tell you about them today in order that the surprise or shock will not be as great. In totaling the costs of such a conviction, we have not taken the highest fees that might apply, but a very low average. You may not have been jailed, had to post bond, had your car towed, but what we are about to see represents a "typical" DUI situation and how much money this costs.

1. Towing Charge (This varies from \$22-\$65, depending on the location where you were arrested.)	\$ 35.00
2. Making Bond (10% of \$100 usual bond)	15.00
3. Attorney's Fee (Average of fees among lawyers for the first offense DUI)	350.00
4. Expert Witness Fee	300.00
5. Lost Time from Work in Court* (Based on 8 hours in court at \$6.25/hr.)	50.00
6. Court Costs (Usual fine \$100 plus \$32 court costs)	132.00
7. Jail Fees (For wonderful gourmet meals and A-1 accommodations while you sober up if you were jailed.)	5.00
8. Fee for School	100.00
9. License Restoration Fee	25.00
10. Insurance Costs (approximate)	<u>4,989.00</u>

~~TOTAL OF INITIAL EXPENSES: \$6,226.00~~

~~* Optional~~

APPENDIX F

ALTERNATIVES TO DRIVING AND TO CONSUMING ALCOHOL OR USING OTHER DRUGS

To help students develop alternatives to driving and to consuming alcohol or using other drugs, the following learning experiences are suggested. It is, however, important that students determine the alternatives to these situations and the teacher facilitate the discussion. Students should also be reminded and recognize that any drinking is illegal for their population.

Situations:

Individual decision making

~~Tell the class the New Year's Eve story. When the students have heard the story ask them to decide, individually, who was the worst individual in the story, the second worst, the third worst, the fourth worst, and the least worst. When each student has come up with her/his list, have the students get into groups of from 5-8 to discuss the individual lists. After an appropriate time, each group can report its opinions to the rest of the class. Lists can be made by tallying individual votes. There are no right and wrong answers.~~

"The New Year's Eve Story"

~~George and Martha's New Year's Eve party is almost over. Phil is the last guest and as soon as he leaves the host and hostess can have few moments alone. The problem is that Phil is obviously drunk, and Martha is afraid that it would not be safe for him to drive, especially in the snow, so she is about to ask Phil to spend the night. George, however, his desires stimulated by alcohol, wants to be alone with his wife, and he convinces Martha that mentioning Phil's conditions would simply be embarrassing to everyone involved. So, with no mention of concern, George helps Phil to his car and returns to his wife.~~

~~Meanwhile, Fred, a local teenager, has stolen a motorcycle at gunpoint and is speeding through the snowy night with his friend, Roy, who is unaware of the theft, but enjoying his ride.~~

~~At the corner of 10th and Main, Fred is unable to control the motorcycle at the red light, and he and Roy skid into the intersection. Phil is also entering the intersection and, by the time he notices the skidding motorcycle, he is unable to avoid a collision. Fred is apparently injured critically, but Roy, who is thrown clear, becomes so enraged at Phil's obviously drunken state that he attacks him with a knife. When Roy realizes that he has slashed Phil, he panics and flees, leaving Phil and Fred lying bleeding in the snow.~~

Value Clarification

~~"Where I stand". The procedure for this procedure is as follows:~~

- ~~1. Use three large index cards; mark one "Agree", one "Disagree", and one "Not Sure". Post cards on different walls of the classroom.~~
- ~~2. Show students the cards; tell them they will stand by the card which shows their reaction to the statement you read.~~

3. ~~Have students gather in the center of the classroom. Read a statement to the class and have students move to the card of their choice. See below for suggested statements or make up your own.~~
4. ~~When students have taken their stands, solicit several comments from each of the three responses. Briefly paraphrase each comment and point out similarities and differences in the students' decision making. You may want to allow students to switch their "stand" after hearing others' opinions.~~

~~The teacher may lead into the experience with this introduction: "Sometimes you have to make hard decisions." Whatever you chose has advantages and disadvantages. Not everyone will agree with your choice. I'm going to read some statements to you and you will decide what your opinion is, where you stand. Then we'll hear some of your reasons for your choices.~~

Statements:

- ~~* _____ It's hard to believe something when your friends think you are wrong.~~
- ~~* _____ It is worse to drink liquor and drive than to drink beer and drive.~~
- ~~* _____ Americans drink too much alcohol.~~
- ~~* _____ Using drugs and driving is better than consuming alcohol and driving.~~
- ~~* _____ If you have a party where alcohol or drugs are available and one of your friends has an accident on the way home because of using these substances, you are responsible.~~
- ~~* _____ It is better to drink wine and drive than to drink beer and drive.~~
- ~~* _____ Marijuana is worse than alcohol.~~

As a means of pulling this experience together, the following questions can be addressed to the class:

1. ~~On what statement(s) did you have trouble taking a stand?~~
2. ~~On what statement(s) did you have a strong opinion?~~
3. ~~What did you find out that is important to you?~~
4. ~~What strong opinions that someone else had surprised you?~~
5. ~~Thinking about ways we make decisions, how would you complete the sentence, "Today I learned...?"~~

Kinds of Pressure

~~Assign student to either look through magazines for pictures of advertisements of alcoholic beverages, or to watch television commercials for alcoholic beverages. The purpose of this experience is to have students analyze the advertisements to determine how makers of the beverages are trying to influence people on using their products.~~

~~Ask as many students as there is time to do so, to show the magazine picture or describe the TV commercial they studied. Teacher may ask students:~~

1. ~~How are the makers trying to reach you? (Possible responses: showing commercial during program that is likely to be seen by large number of viewers; have an athlete make the commercial or endorse the advertisement; showing people having a lot of fun where alcohol is offered; showing healthy looking people or very attractive people in the commercial or advertisements).~~
2. ~~Why would the makers want to do this?~~
3. ~~How does the advertisement or commercial apply to the "real world"?~~
4. ~~If you use these products, what is it like? Is it the same as is implied from the ads or commercials?~~

~~As a follow up assignment, have students choose a commercial or advertisement and rewrite it with a different view than is shown; have them make a different picture than shown in the ads. For example: The commercial or advertisement may show a healthy, attractive person advertising alcohol and the student might want to show a person that looks different after alcohol use/abuse.~~

~~Analysis is crucial for students to understand that they are being pressured into using alcohol from many different sources and by several different means.~~

APPENDIX G

COMMUNITY RESOURCES AVAILABLE TO INDIVIDUALS FOR INFORMATION AND/OR FOR THOSE HAVING A PROBLEM WITH ALCOHOL AND/OR OTHER DRUGS

Students should be aware of and then use community resources for information and/or help with alcohol or other drug related problems. It is important for students to understand how they have been able to get what they have needed in the past. The following learning experience is designed to remind students that they can get some particular need met, and to open the door in the students' thinking to the idea that they themselves can come up with helpful suggestions. As this activity progresses, students should be able to express themselves more adequately and more completely.

This learning experience may be used in five separate class periods or may be shortened depending upon the progress the students make as determined by the teacher.

Learning Experience

Circle Sessions

Session 1—I Was Able to Get What I Needed

To be able to get your needs met is the same thing as being effective.

The purpose here is to first allow students to remind themselves that they can get some need met. This tends to foster a positive self-concept. Another major purpose is to allow the students to learn from each other about how to get their needs met, because all of them have about the same basic needs.

Be ready to take your turn first, if the students appear to need a demonstration of what is expected of them.

As in all circle sessions, benefit stems from listening to the other students. It is extremely important to check frequently in a number of ways to make sure that all are listening.

Model good listening yourself, and periodically ask the students to reflect in summary fashion about how some students effectively got some particularly universal need met. In this way, the real lesson has emerged from the student rather than from you. By being exposed to constructive solutions to problems, each student should learn some ways to function more effectively.

~~Guide the group discussion in the summary around what has been shared. Concentrate on the good feelings each student reports concerning experiencing herself/himself as effective and finding out how other students became effective.~~

~~Evaluate as a group the manner in which the session proceeded.~~

Session 2—I Couldn't Get What I Needed

~~The basic purpose of this lesson is to open the door in the student's thinking to the idea that they themselves, and other students, can come up with helpful suggestions.~~

~~Expect that many of the suggestions will be silly or inadequate. The students have had only very little experience in being allowed to serve as problem solvers.~~

~~Nevertheless, the students should be encouraged to try and should be thanked for making some suggestion, even though it has no value in your opinion. As each suggestion is made, the student who has presented the problem is asked if the helpful suggestion is one that fits and will be usable. If the answer is "no", then drop it and go to the next suggestion. But if the student hears a suggestion that sounds good, and wants to try it, then start a new round with another student's problem.~~

~~Ask the student to tell how it feels to give and receive helpful ideas. Focus on their feelings.~~

~~Part of being effective is being willing and able to give and to listen to helpful suggestions. Guide the students toward expression of these concepts.~~

Session 3—I Was Able to Get What I Needed

~~See Session 1. The activity is the same. This time, however, the students should be able to express themselves more adequately and more completely because of the practice they had had the past two sessions.~~

~~As usual, review as a group what each student said, focusing on feelings. Summarize the activity, concentrating on the good feelings that come from experiencing yourself as being effective and from finding out how others become effective.~~

Session 4—I Couldn't Get What I needed

~~This a repeat of Session 2. The emphasis is on having the opportunity to give and to listen to helpful suggestions from the other students.~~

~~Thus, the students are allowed to teach each other. How it can pay to listen is also emphasized. To the extent that the helpful suggestions are appropriate and the students can apply them, they will become more effective.~~

~~After a review of what each student has said, summarize together how it is good to have a chance to learn how to give and how to receive helpful suggestions.~~

Session 5—How I Got What I Needed

~~As the students are now fairly well versed in how to talk about getting needs met, they should be encouraged to go into more elaborate descriptions of important needs they wanted met and how they went~~

about accomplishing this. Encourage full cross comments among the students, in terms of whether that is what they would have done, or if they would have had a different way to solve the problem.

Invite the group to review what each student said, focusing on feelings. Then summarize what has been accomplished through the sessions, bringing out the basic ideas that we can all experience ourselves as being effective and as having limitations, too. We can help each other if we are willing to listen and to try to understand. Concentrate on how it is helpful to us to have learned these important things.

APPENDIX H

CHARACTERISTICS OF IMPAIRED DRIVERS

1. ~~DUI DRIVING BEHAVIORS~~

Many people wonder what alerted the police officer to the fact that they were driving under the influence. The following is a list of deviations from normal driving patterns which suggest the possibility of a DUI offender behind the wheel. The list was compiled from various highway patrol cadet training manuals:

1. ~~Driving at an unreasonably slow speed.~~
2. ~~Driving at an unreasonably high speed.~~
3. ~~Driving in spurts—slow, then fast, then slow again.~~
4. ~~Frequently changing lanes at excessive speed.~~
5. ~~Passing other cars improperly with insufficient clearance. Taking too long or swerving too much in overtaking and passing (over control).~~
6. ~~Overshooting or disregarding traffic control signals; stopping at a light and waiting two or three cycles before moving on "green" or maybe "red".~~
7. ~~Approaching signals unreasonably fast or slow and stopping or attempting to stop with uneven motion.~~
8. ~~Driving at night without lights; delaying the turning of lights on when starting from a parked position or with dimmer lights only.~~
9. ~~Failing to dim lights to oncoming traffic.~~
10. ~~Driving in low gear without apparent reason, or repeatedly; clashing gears~~
11. ~~Starting and stopping the car in a jerky manner.~~
12. ~~Driving too close to shoulders or curbs, or appearing to hug the edge of the road, or continually straddling the center line.~~
13. ~~Driving with windows down in extremely cold or rainy weather.~~
14. ~~Driving or riding with head partly or completely out of the window.~~
15. ~~Driving on wrong side of highway.~~
16. ~~Driving with high beams and someone reminds the driver with an on-and-off light signal, but the driver still fails to change lights to low beam.~~
17. ~~Driving over cautiously (example: the driver who stops for a red light about a hundred feet from the intersection).~~

- ~~18.—— Driving in an almost hypnotic state, looking straight ahead with fixed gaze and hands tight on the wheel, and never moving head to either side.~~
- ~~19.—— Driving in the correct lane position, but will not pass a police car even if it slows down.~~
- ~~20.—— Driving through a red light (or boulevard stops) as if it had not been seen.~~
- ~~21.—— Making turns too wide or running over top of a curb.~~
- ~~22.—— Driving with car interior light on.~~
- ~~23.—— Straddling double solid line or the white broken line of a four lane highway.~~
- ~~24.—— Driving as if in a special hurry, tailgating other cars or cutting in front of other cars.~~
- ~~25.—— Driving with a turn signal on, but not turning, or using the wrong turn signal.~~
- ~~26.—— Stopping in traffic lane for no apparent reason.~~
- ~~27.—— Improperly backing up, i.e., backing up to an off ramp or backing up at intersection, backing onto roadway from parked position.~~
- ~~28.—— Driving on a flat tire.~~
- ~~29.—— Driving leaning against window or head rest and falling asleep or falling asleep at stoplight.~~
- ~~30.—— Driver vomiting on clothing while car is in motion or vomiting while standing beside car.~~
- ~~31.—— Driver urinating beside the car when the car is stopped on roadway or legally parked.~~
- ~~32.—— Using profanity or obscene gestures to motorists.~~
- ~~33.—— Littering using alcoholic beverage containers or other litter.~~
- ~~34.—— Signs of exaggerated motions: laughing, crying uncontrollably, talking to self, shaking head violently, repeatedly scratching face or rubbing brow.~~
- ~~35.—— Driving in unusual location at an unusual time.~~

~~In short, law enforcement officers are attracted to any unusual or out of the ordinary driving behavior. Any one combination of these behaviors could result in a police officer suspecting a driver is under the influence of alcohol or drugs.~~

~~CLASSROOM SECTION:~~

~~UNIT THEME 11: VEHICLE AND DRIVER RESPONSIBILITIES~~

~~OBJECTIVES:~~

- ~~A.—— The instructor will list some factors to consider when choosing what type of vehicle to purchase.~~
- ~~B.—— The instructor will list costs associated with owning a car.~~

- ~~C. — The instructor will discuss financing options for car purchases.~~
- ~~D. — The instructor will list factors to consider and information that should be used prior to buying a used car.~~
- ~~E. — The instructor will explain the Mississippi Financial Responsibility Law.~~
- ~~F. — The instructor or guest will explain the purpose of car insurance.~~
- ~~G. — The instructor or guest will identify the types of insurance coverage that are required by law.~~
- ~~H. — The instructor or guest will identify and explain other types of insurance coverage available for automobile drivers.~~
- ~~I. — The instructor or guest will identify ways insurance rates are determined.~~
- ~~J. — The instructor will explain "assigned risk".~~
- ~~K. — The instructor will explain a driver's responsibility when involved in a traffic collision.~~
- ~~L. — The instructor will briefly explain the various operating systems of the automobile and identify key components of those systems.~~
- ~~M. — The instructor will identify the best source regarding vehicle maintenance and car.~~
- ~~N. — The instructor will identify activities associated with a fuel stop.~~
- ~~O. — The instructor will identify state inspection requirement and procedures.~~
- ~~P. — The instructor will explain how proper vehicle maintenance provides better fuel economy.~~
- ~~Q. — The instructor will explain how to start a vehicle with a dead battery.~~
- ~~R. — The instructor will explain various factors that improve fuel economy.~~
- ~~S. — The instructor will identify important considerations for short trips.~~
- ~~T. — The instructor will identify vehicle checks necessary before starting on a long trip.~~
- ~~U. — The instructor will identify other advance preparation considerations before starting a long trip.~~
- ~~V. — The instructor will identify miscellaneous emergency equipment that may be helpful for long trips.~~
- ~~W. — The instructor will explain the proper procedures for loading a car for a trip.~~
- ~~X. — The instructor will explain how a driver can maintain alertness during a trip.~~
- ~~Y. — The instructor will plan a trip from Point A to Point B that would insure safety and efficiency for the total trip.~~

PURPOSE: ~~To acquaint the student with the responsibilities associated with buying, insuring, operating and maintaining a car.~~

OBJECTIVES:

A. ——— OBJECTIVE:

~~The instructor will list some factors to consider when choosing what type of vehicle to purchase.~~

CONTENT OUTLINE:

- ~~1. ——— Determine need~~
- ~~2. ——— Determine use~~
- ~~3. ——— Consider personal finances~~
- ~~4. ——— New or used car~~
- ~~5. ——— Car size~~

LEARNING ACTIVITIES:

~~Ask the class to discuss these factors and list their responses on chalkboard or teacher-made transparencies.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

B. ——— OBJECTIVE:

~~The instructor will list costs associated with owning a car.~~

CONTENT OUTLINE:

- ~~1. ——— Purchase price~~
- ~~2. ——— Depreciation~~
- ~~3. ——— Gas, oil, maintenance, etc.~~
- ~~4. ——— Insurance~~
- ~~5. ——— Resale value~~

LEARNING ACTIVITIES:

~~List and discuss each of these.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

C. OBJECTIVE:

~~The instructor will discuss financing options for car purchases.~~

CONTENT OUTLINE:

- ~~1. Amount borrowed~~
- ~~2. Interest rates~~
- ~~3. Monthly payments~~
- ~~4. Total amount of payback~~
- ~~5. Insurance requirements~~

LEARNING ACTIVITIES:

~~Contact a lending institution for rates and payment amounts. Discuss these with the class creating an example from the figures received.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Information from a lending institution~~

D. OBJECTIVE:

~~The instructor will list factors to consider and information that should be used prior to buying a used car.~~

CONTENT OUTLINE:

- ~~1. Age and appearance~~
- ~~2. Asking price~~
- ~~3. Inside and outside checks~~
 - ~~a. Doors~~
 - ~~b. Paint~~
 - ~~c. Rust~~
 - ~~d. Frame condition~~

- e. — Spare tire and jack
- f. — Collision damage
- g. — Fluid leaks
- h. — Seats
- i. — Pedals
- j. — Steering wheel
- k. — All accessories
- l. — Brakes
- m. — Tires
- n. — Under the hood
- o. — Engine start and idle
- p. — Rattles
- q. — Test drive
- r. — Independent mechanic check — cost

LEARNING ACTIVITIES:

Discuss these with the class. Point out specific problems with each component that may lead to costly repairs. Use your car or someone else's to do this.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Insurance companies

E. OBJECTIVE:

The instructor will explain the Miss. Financial Responsibility Law.

CONTENT OUTLINE:

The driver is responsible for damages and claims made if he/she is determined to be at fault in an auto accident. Driver must prove that he/she can pay for damages inflicted.

1. Deposit cash
2. Post bond
3. Insurance — most common

LEARNING ACTIVITIES:

Discuss the financial responsibility law with the class. Emphasize that insurance is the most common way to meet this responsibility.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Motor Vehicle Laws of Mississippi — "Rules of the Road"
Mississippi Driver's Manual

F. OBJECTIVE:

The instructor or a guest will explain the purpose of car insurance.

CONTENT OUTLINE:

1. To protect the driver from a large financial loss if he/she is found at fault in an auto crash
2. Premiums
3. Deductibles

LEARNING ACTIVITIES:

~~Discuss insurance with the class. (Could be covered by inviting an insurance representative to address the class.)~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

G. OBJECTIVE:

~~The instructor will identify the types of insurance coverage that are required by Mississippi law.~~

CONTENT OUTLINE:

- ~~1. Liability (\$25,000 \$50,000)~~
- ~~2. Property damage (\$10,000)~~

LEARNING ACTIVITIES:

~~Explain the types that are required and the minimum coverage required. Stress that for a few dollars more added coverage can be increased. (Could be covered by inviting an insurance representative to address the class.)~~

RESOURCE MATERIAL:

~~Mississippi Department of Insurance
Mississippi Driver's Manual
Driver Education Textbook and Resource Guide~~

H. OBJECTIVE:

~~The instructor will identify and explain other types of insurance coverage available for automobile drivers.~~

CONTENT OUTLINE:

- ~~1. Uninsured motorist~~
- ~~2. Collision~~
- ~~3. Comprehensive~~
- ~~4. Medical payment~~
- ~~5. Towing~~
- ~~6. Optional life insurance~~
- ~~7. Optional finance payment insurance~~

LEARNING ACTIVITIES:

~~Explain what each type of insurance covers. Discuss deductibles and optional coverage. (Could be covered by inviting an insurance representative to address the class.)~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Department of Insurance

I. OBJECTIVE:

~~The instructor will identify ways insurance rates are determined.~~

CONTENT OUTLINE:

- ~~1. Age of driver~~
- ~~2. Miles driven~~
- ~~3. Sex of driver~~
- ~~4. Marital status~~
- ~~5. Type of car~~
- ~~6. Driving record~~
- ~~7. State & County of Residence~~

LEARNING ACTIVITIES:

~~Discuss variable rates and how to keep rates from increasing. (Could be covered by inviting an insurance representative to address the class.)~~

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Department of Insurance

J. OBJECTIVE:

The instructor will explain "assigned risk".

CONTENT OUTLINE:

A driver who has a bad driving record may have his insurance cancelled. He/she may still be eligible to drive and need insurance. This driver is placed in an "assigned risk" pool. Rates are very high. Insurance companies share the risk.

LEARNING ACTIVITIES:

Discuss this with the class and explain how a driver gets an "assigned risk". (Could be covered by inviting an insurance representative to address the class.)

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Department of Insurance

K. OBJECTIVE:

The instructor will explain a driver's responsibility when involved in a traffic collision.

CONTENT OUTLINE:

1. Stop immediately
2. Aid the injured (call ambulance)
3. Prevent further damage
4. Send for the police
5. Exchange information
 - a. Name
 - b. Address
 - c. Drivers license number
 - d. License plate number
 - e. Insurance information
 - f. Names and addresses of witnesses
6. Additional steps

- a. ~~_____~~ Talk to police
- b. ~~_____~~ See a doctor
- c. ~~_____~~ File reports as necessary

LEARNING ACTIVITIES:

~~Use chalkboard or teacher made transparencies to list the things that are required. Discuss the "Good Samaritan Law".~~

RESOURCE MATERIAL:

~~Driver Education Transportation and Resource Guide
Motor Vehicle Laws of Mississippi "Rules of the Road"~~

L. _____ OBJECTIVE:

~~The instructor will briefly explain the various operating systems of the automobile and identify key components of those systems.~~

CONTENT OUTLINE:

- 1. ~~_____~~ Engine and power train
- 2. ~~_____~~ Ignition and electrical system, including all lights
- 3. ~~_____~~ Lubrication system
- 4. ~~_____~~ Steering and suspension system
- 5. ~~_____~~ Cooling system
- 6. ~~_____~~ Fuel and exhaust systems
- 7. ~~_____~~ Brake system
- 8. ~~_____~~ Tires
- 9. ~~_____~~ All lights

LEARNING ACTIVITIES:

~~Have the class go out to a vehicle. Point out the components of each system and discuss how they operate.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Owner's manual~~

M. _____ OBJECTIVE:

~~The instructor will identify the best source regarding vehicle maintenance and care.~~

CONTENT OUTLINE:

1. ~~Owner's manual~~
2. ~~Mechanic~~
3. ~~Dealer~~

LEARNING ACTIVITIES:

~~Discuss this with the class.~~

RESOURCE MATERIAL:

~~Owner's manual~~

N. OBJECTIVE:

~~The instructor will identify activities associated with a fuel stop.~~

CONTENT OUTLINE:

1. ~~No smoking~~
2. ~~Select proper fuel~~
3. ~~Check tires~~
4. ~~Check all fluid levels~~
5. ~~Clean windshield~~
6. ~~Check battery~~

LEARNING ACTIVITIES:

~~On chalkboard or teacher made transparencies, list the items to be checked at a fuel stop and discuss how to check them. Go to a car and do the check.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

O. OBJECTIVE:

~~The instructor will identify state inspection requirement and procedures.~~

CONTENT OUTLINE:

1. ~~Once a year~~
2. ~~Licensed inspection station~~

~~3. Emissions testing~~

LEARNING ACTIVITIES:

~~List this and discuss with the class.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Mississippi Driver's Manual~~

P. OBJECTIVE:

~~The instructor will explain how proper vehicle maintenance provides better fuel economy.~~

CONTENT OUTLINE:

- ~~1. Change fluids~~
- ~~2. Properly inflated tires~~
- ~~3. Clean car~~
- ~~4. Tune up~~
- ~~5. Speed control~~

LEARNING ACTIVITIES:

~~Discuss preventive maintenance with the class and cover when the maintenance should take place.~~

RESOURCE MATERIAL:

Owner's manual
Driver Education Textbook and Resource Guide

Q. OBJECTIVE:

~~The instructor will explain how to start a vehicle with a dead battery.~~

CONTENT OUTLINE:

- ~~1. Jumper cables~~
- ~~2. Distance between cars~~
- ~~3. Proper cable hook-up~~
- ~~4. Remove battery vent caps to check the water level, but return them before cable is attached—sparks could cause an explosion. (No smoking)~~

LEARNING ACTIVITIES:

Use a diagram with the proper connections and procedure to illustrate to the class this method.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Owner's manual

R. OBJECTIVE:

The instructor will explain various factors that improve fuel economy.

CONTENT OUTLINE:

1. Vehicle design improvements
2. Engine improvements
3. Transmission improvements
4. Driver actions
 - a. Slow acceleration
 - b. Moderate speed
 - c. Timing traffic lights
 - d. No hard braking
 - e. Proper loading
 - f. No unnecessary trips
5. Proper tire inflation

LEARNING ACTIVITIES:

List and discuss with the class how these driving habits improve fuel economy.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

S. OBJECTIVE:

The instructor will identify important considerations for short trips around town.

CONTENT OUTLINE:

1. Is the trip necessary
2. Combine trips

3. ~~Allow enough time~~
4. ~~Listen to traffic reports~~
5. ~~Choose the best time of day for travel~~
6. ~~Know your destination~~

LEARNING ACTIVITIES:

~~List these on chalkboard or teacher made transparencies and discuss them. Relate to fuel conservation.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

T. OBJECTIVE:

~~The instructor will identify vehicle checks necessary before starting on a long trip.~~

CONTENT OUTLINE:

1. ~~Brakes~~
2. ~~Tires~~
3. ~~Exhaust~~
5. ~~Suspension system~~
6. ~~Fluid levels (oil, transmission, brake, power steering, window washer, etc.)~~
7. ~~Windshield wiper blades~~

LEARNING ACTIVITIES:

~~List each of these and discuss what needs to be checked.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Owner's Manual~~

U. OBJECTIVE:

~~The instructor will identify other advance preparation considerations before starting a long trip.~~

CONTENT OUTLINE:

1. ~~Time of day driving~~
2. ~~Rush hour traffic~~

3. ~~Routes~~
4. ~~Miles per day~~
5. ~~Accommodations~~

LEARNING ACTIVITIES:

~~Discuss these with the class. Stress the importance of proper preparation and planning.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Maps~~

V. ~~OBJECTIVE:~~

~~The instructor will identify miscellaneous emergency equipment that may be helpful for long trips.~~

CONTENT OUTLINE:

1. ~~Extra fluids (oil, washer, water, brake, transmission, etc.)~~
2. ~~Fire extinguisher~~
3. ~~Small tool kit~~
4. ~~Flashlight~~
5. ~~Jumper cables~~
6. ~~Spare fuses~~
7. ~~Extra engine belts~~
8. ~~Winter driving~~
 - a. ~~Blankets~~
 - b. ~~Tire chains or snow tires~~
 - c. ~~Extra food and water~~
 - d. ~~Windshield scraper~~
 - e. ~~Snow shovel~~
 - f. ~~Tow chain~~
 - g. ~~Transistor radio and cellular phone~~

LEARNING ACTIVITIES:

~~List these and explain why each is important.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

W. OBJECTIVE:

~~The instructor will explain the proper procedures for loading a car for a trip.~~

CONTENT OUTLINE:

1. ~~Trunk~~
2. ~~Station wagon/Vans/Sports utility vehicle~~
3. ~~Car top carrier~~

LEARNING ACTIVITIES:

~~Stress heavier items on bottom, lighter items on top. Discuss loading strategies and stress not blocking vision with items.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

X. OBJECTIVE:

~~The instructor will explain how a driver can maintain alertness during a trip.~~

CONTENT OUTLINE:

1. ~~Take breaks~~
2. ~~Switch drivers~~
3. ~~Keep your eyes moving~~
4. ~~Re-adjust seat slightly different setting~~
5. ~~Get plenty of fresh air~~

LEARNING ACTIVITIES:

~~Discuss these and relate to Identify, Predict, Decide and Execute.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide~~

Y. OBJECTIVE:

~~The instructor will plan a trip from Point A to Point B that would insure safety and efficiency for the total trip.~~

CONTENT OUTLINE:

- ~~1. Maps~~
- ~~2. Route planning~~
- ~~3. Breaks~~
- ~~4. Meals~~
- ~~5. Overnight accommodations~~
- ~~6. Miles per day~~
- ~~7. Total mileage~~
- ~~8. Fuel stops~~

LEARNING ACTIVITIES:

~~Split the class into small groups. Provide maps. Have the class chart a trip from Point A to Point B listing all the factors to consider, routes they would take, stops they would make, time for the trip and mileage.~~

RESOURCE MATERIAL:

~~Driver Education Textbook and Resource Guide
Maps~~

Automobile Insurance Policy

An automobile insurance policy is made up of various parts or coverages, which provide the insured with financial operation. Two of these coverages, comprehensive and collision, have applicable deductibles (an amount of money you will pay toward a loss). Most of the coverages will pay for losses up to a certain dollar limit. Your insurance agent will be able to help you select the coverages, limits, and deductibles, which you need and which vary by state.

Bodily Injury and Property Damage

Protects:

- ~~You or resident relatives~~
 - driving your car
 - driving other cars with owner's permission

Pays Covered Persons for:

- ~~Certain defense costs~~
- ~~Cost of bail bonds connected with accident~~

Pays Others for:

- ~~Death~~
- ~~Injury~~
- ~~Disease~~
- ~~Sickness~~
- ~~Medical Sickness (hospital, doctors, etc.)~~
- ~~Loss of Services~~
- ~~Loss of Income~~

No-Fault Protection

(varies by state)

Covers:

- ~~You~~
- ~~Your passengers in many states~~

Pays Covered Persons for:

- ~~Medical services~~
- ~~Loss of Income~~
- ~~Loss of Services~~

Covers:

- ~~You~~
- ~~Your passengers~~
- ~~Resident relatives~~

Pays Covered Persons for:

- ~~Injury~~
- ~~Death~~
- ~~Disease~~
- ~~Sickness~~

Covers:

- ~~You~~
 - ~~Your passengers~~
- Pays Covered Persons for:

- ~~Injury~~
- ~~Death~~
- ~~Sickness~~
- ~~Disease~~

Covers:

- ~~You~~
- ~~Your passengers~~

Pays Covered Persons for:

- ~~X-rays~~

- ~~Surgical~~
- ~~Ambulance~~
- ~~Physician~~
- ~~Hospital~~
- ~~Dental~~
- ~~Funeral Expenses~~

~~Covers:~~

~~Pays Covered Persons for:~~

- ~~Repair or replacement of vehicle~~
~~(up to actual cash value)~~

~~Covers:~~

~~Pays Covered Persons for:~~

~~Damage caused by—~~

- ~~Falling objects~~
- ~~Fire~~
- ~~Theft, vandalism~~
- ~~Explosion, earthquake~~
- ~~Many other hazards~~

RESOURCE LISTING

1. ~~AIMS Instructional Media Services, Inc. 636 Justin Avenue, Glendale, CA 91201~~
2. ~~American Driver and Traffic Safety Education Association, c/o Traffic Safety Institute, Eastern Kentucky University, 521 Lancaster Ave., Richmond, KY 40475 5102~~
3. ~~American Automobile Association, Driver Education, 1000 AAA Drive, Heathrow, FL 32746 5063~~
4. ~~Association of Driver Educators for the Disabled, P. O. Box 49, Edgerton, WI 53534~~
5. ~~Charles Cahill Associates, Inc., P.O. Box 3220 Hollywood, CA 90028~~
6. ~~Chevrolet Motor Division, Merchandising Dept., General Motors Building, Detroit, MI 48202~~
7. ~~Doron Precision Systems, Inc., P.O. Box 400 Binghamton, NY 13902 0400 Tel. No. (607) 772 1610 FAX No. (607) 772 6760~~
8. ~~Eye Gate Media, Inc., 146 01 Areher Avenue, Jamaica, NY 11435~~
9. ~~Film Library Index, NC Division of Motor Vehicles, Traffic Safety Education Services, Raleigh, NC 27611~~
10. ~~Film Loops, Inc., P.O. Box 2233, Princeton, NJ 08540~~
11. ~~Ford Motor Company, Traffic Safety & Highway Improvement Department, The American Road, Dearborn, MI 48121~~
12. ~~General Motors Corporation, Public Relations Staff, 3044 West Grand Boulevard, Detroit, MI 48202~~
13. ~~Great Plains National Instructional Television Library, University of Nebraska, P. O. Box 80669, Lincoln, NE 68501~~
14. ~~Insurance Institute for Highway Safety, Watergate 600, 2600 Virginia Avenue, N.W., Washington, D.C. 02117~~
15. ~~Liberty Mutual Insurance Company, Public Relations Department, 175 Berkeley Street, Boston, MA 02117~~
16. ~~Motorecycle Safety Foundation, 6755 Elkridge Landing Road, Linthicum, MD 21090~~
17. ~~National Safety Council, 425 North Michigan Avenue, Chicago, IL 60611~~
18. ~~National Highway Traffic Safety Administration, 400 Seventh Street, S.W., Washington, D.C. 20590~~
19. ~~Paramount/Oxford Films, 1136 N. Laspalmas Avenue, Los Angeles, CA 90038~~
20. ~~Safety Industries, Inc., P. O. Box 1137, McGill, NV 89318 9900~~
21. ~~Shell Oil Company, P. O. Box 1446, Trenton, NJ 08607~~

~~22. Simulator Systems International, Inc. 11130 East 56th Street, Tulsa, OK 74146-6713~~

~~**BASIC DRIVER EDUCATION COURSE**~~

~~**MULTI-CAR DRIVING RANGE INSTRUCTION**~~

~~**10 LESSONS**~~
~~**8 HOURS**~~

~~SOME PRACTICAL CONSIDERATIONS IN PLANNING AND USING A MULTI-CAR DRIVING RANGE~~

~~1. Range~~

- ~~a. Existing hard surface area~~
 - ~~1. Size—can vary, usually 200' x 400'~~
 - ~~2. Other uses for area—parking lot, physical education, etc.~~
- ~~b. Build an area~~
 - ~~1. Construction job—involve a good contractor~~
 - ~~2. Drainage~~
 - ~~3. Surfacing~~
 - ~~4. Proximity to school, garage, other activities~~
- ~~c. Painting~~
 - ~~1. Highway stripping paint~~
 - ~~2. Drive layout before painting~~
 - ~~3. Use pressure painting equipment~~
- ~~d. Maintaining range surface~~
 - ~~1. Repaint lines before they wear off~~
 - ~~2. Keep debris off range—glass, rocks, nails, gravel—have waste barrels~~
 - ~~3. Snow areas—have salt and sand handy; snow removal equipment~~
 - ~~4. Gas and oil solvents~~
- ~~e. Keep other vehicles off range~~
 - ~~1. Cars, motorcycles, bicycles, go-carts, model airplanes~~
 - ~~2. Use gates, chains, saw-horses, signs, cones~~

~~2. Equipment~~

- ~~a. Sources~~
 - ~~1. Safety Industries, Inc. _____ 2. AAA~~
~~P.O. Box 1137 _____ Driver's Education~~
~~McGill, Nevada 89318-9900 _____ 1000 AAA Drive~~
~~Heathrow, Florida 32746-5063~~
- ~~b. Signs~~
 - ~~1. Official size or miniature~~
 - ~~2. Variety~~
 - ~~3. Portable—removable~~
 - ~~4. Keep in good condition~~
- ~~c. Cones~~
 - ~~1. Rubber~~
 - ~~2. 18" with dowels~~

~~d. Other~~

- ~~1. Numbers for vehicles~~
- ~~2. Signals (i.e., traffic lights)~~
- ~~3. Portable curbing~~
- ~~4. Key storage~~

~~3. Communications~~

- ~~a. Your own voice~~
- ~~b. Bull horn~~

~~RULES OF THE MULTI-CAR DRIVING RANGE~~
~~TEACHER RESPONSIBILITY~~

- ~~1. Range supervisors and other staff members should adhere to the same rules for range use as the beginning drivers.~~
2. A teacher should perform the range lesson himself prior to the class period.
- ~~3. A thorough explanation of the range lesson should be given to the group of beginning drivers, either in a classroom or on the range itself.~~
- ~~4. A demonstration shall be made of each range lesson, consisting of having a student drive while the teacher talks him/her through, with the remainder of the class paying strict and close attention.~~
5. Always review previously demonstrated procedures, maneuvers, and exercises.
6. Check car radios for frequency and volume with your particular communication system before class meets.
7. Communication with students:
 - ~~A. Have students turn on radio.~~
 - ~~B. Call each car by number, having each student respond by a short horn.~~
 - ~~C. Always address students by car number and before giving instruction or comments.~~
 - ~~D. Talk briefly and clearly.~~
 - ~~E. Repeat each communication statement.~~
 - ~~F. Be positive in your comments; resist being negative constantly.~~
 - ~~G. Do not use sarcasm or profanity.~~
 - ~~H. Do not berate students over the radio.~~
 - ~~I. If severe correction is necessary, stop student and discuss the problem.~~
- ~~8. Range teacher shall be on the range well in advance of the scheduled class time, with all necessary preparations completed before students begin class.~~
9. Teacher will allow sufficient time to verbally summarize the day's lesson and objectives.

RULES OF THE MULTI-CAR DRIVING RANGE
STUDENT RESPONSIBILITY

1. ~~Do not walk on the range while classes are in session.~~
2. ~~Students shall not enter, start, or move any cars until instructed to do so.~~
3. ~~Students are not allowed to smoke, drink, or have anything to eat in the cars.~~
4. ~~Books and personal possessions are not be left in the car.~~
5. ~~Students are to drive a different car each day, placing their own number on each.~~
6. ~~Range communications systems must be on at all times.~~
7. ~~At least one car window shall be partially open when cars are in use.~~
8. ~~Drivers and all passengers shall use seat belts.~~
9. ~~All driving on the range will be in accordance with the current range layout.~~
10. ~~Students will use only the areas and perform only the maneuvers which have been demonstrated to them previously.~~
11. ~~Braking is to be done with the right foot only.~~
12. ~~The front seat passengers are to verbally assist the driver, if needed.~~
13. ~~Passengers shall not harass the driver in any way.~~
14. ~~Cars shall maintain at least one car length separation at all times.~~
15. ~~Check the instrument lights frequently. Inform the range supervisor if any lights are on while the engine is running.~~
16. ~~Inform the range supervisor of any mechanical difficulties.~~
17. ~~When you need the range supervisor, signal him by 2 short taps of your horn.~~
18. ~~Do not get out of your car unless the gear selector is in park and the park brake is applied.~~
19. ~~Secure your car when finished by closing windows and locking doors.~~
20. ~~Return key to the keyboard. The number on the keyboard should correspond to the car number.~~

~~MULTI-CAR DRIVING RANGE INSTRUCTION~~

~~Lesson I~~

- ~~A. Orientation~~
- ~~B. Pre-ignition Procedure~~
- ~~C. Starting Procedure~~
- ~~D. Stopping Procedure~~
- ~~E. Steering Procedure~~
- ~~F. Driving Forward and Backward~~
- ~~G. Driving Around Area—Left Turn Procedure~~
- ~~H. One Way Traffic~~

~~Lesson II~~

- ~~A. Serpentine~~
- ~~B. Lane Changing~~
- ~~C. Follow The Leader—Right Turn Procedure~~
- ~~D. One Way Traffic~~

~~Lesson III~~

- ~~A. "T" Exercise~~—————NOTE: Review procedures from
- ~~B. Two Way Traffic~~—————Lesson I during first few lessons.

~~Lesson IV~~

- ~~A. "X" Exercise~~
- ~~B. Two Way Traffic~~

~~Lesson V~~

- ~~A. Garage Exercise~~

~~Lesson VI~~

- ~~A. Figure "8" Exercise~~
- ~~B. Maintaining Safety~~

~~Lesson VII~~

- ~~A. "Y" Turn~~
- ~~B. One Way Street and Railroad~~

~~Lesson VIII~~

- ~~A. Parallel and Angle Park~~
- ~~B. Review all Other Exercises~~

~~Lesson XI~~

~~A. Review of Lane Changing—Passing, Braking~~

~~Lesson X~~

~~A. Evasive Drill~~

LESSON I

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Aims and Objectives:

- A. — Explain and demonstrate pre-ignition procedure.
- B. — Explain and demonstrate starting procedure.
- C. — Explain and demonstrate stopping procedure.
- D. — Explain and demonstrate steering procedure.
- E. — Explain and demonstrate driving forward and backward.
- F. — Explain and demonstrate left turn procedure—drive around area.

Procedure:

- A. — Pre-ignition procedure
 - 1. — Check in front and rear of car.
 - 2. — Enter car.
 - 3. — Put key into ignition.
 - 4. — Adjust seat and mirror.
 - 5. — Check doors, open one window.
 - 6. — Fasten seatbelt.
- B. — Starting procedure
 - 1. — Park brake on.
 - 2. — Selector lever in "park".
 - 3. — Key to "start" position.
 - 4. — When engine starts, release the key.
 - 5. — Check all gauges.
 - 6. — Right foot on brake.
 - 7. — Selector lever to "drive".
 - 8. — Release park brake.
 - 9. — Check traffic—front, sides and rear.
 - 10. — Signal
 - 11. — Check over left shoulder (blind spot).
 - 12. — Apply soft gas, proceed cautiously.
- C. — Stopping procedure
 - 1. — Check traffic behind with mirrors.
 - 2. — Signal.
 - 3. — Release gas pedal.
 - 4. — Apply soft brake.
 - 5. — After stopping, put selector lever in "park".
 - 6. — Set park brake.
 - 7. — Key to "off" position.
 - 8. — Remove key.
 - 9. — Leave car by curb side—optional.
- D. — Steering procedures
 - 1. — Forward—hands at 9-3 position.
 - 2. — Backward—right hand on back of seat, left hand on top of wheel, look over right shoulder at distant target.
- E. — Driving forward and backward

- 1.—Purpose of this exercise is to get the feel of the car.
 - 2.—Procedure.
 - a.—Driver forward to first flag line using correct starting and stopping procedures.
 - b.—Back to first flag line.
 - c.—Back to starting point.
 - d.—Continue same procedure; check to see who is having trouble.
 - 3.—Points to emphasize
 - a.—Car control.
 - b.—Smooth, gentle acceleration.
 - c.—Smooth, even braking.
 - d.—Turn in the direction you want to go for both forward and backward.
 - e.—When braking, aim at a distant target.
 - f.—When backing, car should be creeping slowly.
 - g.—Look to the rear as long as car is moving to the rear.
- F.—Driving around area—right/left turn procedure
- 1.—Start first student around area counter clockwise, talking him through the proper procedure by using the loud speaker while others observe.
 - 2.—Procedure for left turns.
 - a.—Check mirror.
 - b.—Signal.
 - c.—Position vehicle.
 - d.—Reduce speed.
 - e.—Brake.
 - f.—Check traffic.
 - g.—Turn—hand over hand technique.
 - h.—Unwind by steering hand over hand.
 - i.—Enter proper lane.
 - j.—Accelerate about ½ way through turn.
 - 3.—Points to emphasize
 - a.—Maintain four car lengths apart.
 - b.—When the car in front of you stops, you stop.
 - c.—Even acceleration and braking.
 - d.—Signal and slow down for all turns.
 - e.—Use hand over hand steering techniques.
 - f.—Maximum speed of 10 mph.
 - 4.—Start whole group keeping them about four car lengths apart.

Materials:

Loud speaker or transmitter
Cars lined up in a parallel line—facing west

Things to Look For:

Pre-ignition procedure
Starting Procedure
Stopping Procedure
Steering procedure
Backing
Following distance
Left turns

Evaluation:

~~Check daily progress card for each student.~~

LESSON II

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Aims and Objectives:

- A. ~~Explain, the demonstrate the serpentine.~~
- B. ~~Explain, the demonstrate lane changing.~~
- C. ~~Follow the leader.~~
- D. ~~Review procedures from Lesson I.~~
- E. ~~Right turn procedure.~~

Procedure:

- A. ~~Serpentine~~
 - 1. ~~Point out the need for hand over hand steering.~~
 - 2. ~~Procedure to be used in performing the serpentine.~~
 - a. ~~Exact starting point.~~
 - b. ~~Wait for command to begin.~~
 - c. ~~Steer very close to cones.~~
 - d. ~~Be sure path is clear.~~
 - e. ~~If problem occurs, stop and signal instructor.~~
- B. ~~Lane changing~~
 - 1. ~~Point out on range the different areas where lane changes are required.~~
 - 2. ~~Procedure to be used in making a lane change.~~
 - a. ~~Mirror—check both.~~
 - b. ~~Signal~~
 - c. ~~Over shoulder blind spot check in direction you are going.~~
 - d. ~~Go if safe, turn into the appropriate lane increasing acceleration slightly.~~
 - 3. ~~Points to emphasize~~
 - a. ~~Be sure it is safe before changing lane—check mirrors.~~
 - b. ~~Let other drivers know you are about to change lanes—signal, check blind spot.~~
 - c. ~~Do not pull out too sharply.~~
 - d. ~~Be sure to increase speed as you change lanes but do not exceed speed limit.~~
 - 4. ~~Demonstrate lane changing by going through all the proper procedures.~~
- C. ~~Two way traffic—right turn procedure~~
 - 1. ~~Move students out alternating them between clockwise and counter clockwise.~~
 - 2. ~~Procedure for right turn.~~
 - a. ~~Position car.~~
 - b. ~~Check mirrors/signal.~~
 - c. ~~Check blind spot.~~
 - d. ~~Control speed.~~
 - e. ~~Steer hand over hand.~~
 - f. ~~Enter proper lane.~~
 - g. ~~Accelerate about ½ way through turn.~~

LESSON III

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Aims and Objectives:

- A. Explain, then demonstrate the "T".
- B. Explain, then demonstrate two-way traffic.

Procedure:

- A. "T" Exercise
 - 1. Purpose of the "T" is to teach distance judgment, backing in a straight line, and handling the car in a tight place.
 - 2. Procedure to "T" exercise
 - a. Make correct signal before entering the "T".
 - b. Turn into proper lane.
 - c. Signal for left turn.
 - d. Drive forward slowly; stop one foot from flag; move forward slowly until bumper is touching the flag.
 - e. Back (using proper procedure as outlined in Lesson I) and stop when back bumper is one foot from flag with car centered on flag; move car slowly until car is touching flag.
 - f. Leave exercise by correct lane, using correct signals.
 - g. Stop before entering street.
 - 3. Demonstrate the "T" exercise properly while students observe.
 - 4. Points to emphasize:
 - a. Car control (coordination of acceleration and braking).
 - b. Car should be moved very slowly both forward and backward.
 - c. When backing, look over right shoulder with right arm on back of front seat.
 - d. Look to rear as long as car is moving to the rear.
 - e. Only one person in the exercise at a time.
- B. Two-Way traffic
 - 1. Points to Emphasize:
 - a. Stay on your own side of center line.
 - b. Maintain four car lengths between you and the car in front of you.
 - c. Signal and slow down for all turns.
 - d. Proper lane position for turns.
 - e. Only one car should be in the corner at a time.
 - f. Use hand-over-hand technique.
 - g. Maximum speed of 15 mph.
 - 2. As students drive around the area, check that they are lane changing when required.
 - 3. At end of period, check stopping procedure as students turn off engines.

Materials:

Loud speaker or transmitter
Cars lined up in starting position
Flags set up

Things to Look For:

Maintaining following distance
Proper signals

~~Stop signs~~
~~Hand-over-hand technique~~
~~Critical corner~~
~~Car control~~
~~Lane changing~~
~~Left and right turns~~

Evaluation:

~~Check daily progress card for each student.~~

LESSON IV

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Procedure:

A. "X" Exercise

1. Purpose of the "X" is to teach skills in turning, backing and distance judgment.
2. Procedure for "X" exercise.
 - a. Signal intention to turn.
 - b. Enter correct lane.
 - c. Signal for turn, then turn.
 - d. Hand over hand technique.
 - e. Stop smoothly, and touch flag.
 - f. Back smoothly into correct lane, and touch and centered on flag.
 - g. Stay off yellow line.
 - h. Signal and stop when leaving.
3. Points to emphasize
 - a. Car control.
 - b. When backing, aim at a distant target.
 - c. When backing, look in the direction you are turning.
 - d. Leaving exercise—left turn only.
 - e. Only one person in the exercise at a time.
4. Demonstrate by talking a student through the proper procedure by using the loud speaker while other observe.

B. Individual work with students that are behind

1. Make sure all students are up to date at this point; check all daily progress charts; give individual help when needed.

Materials:

Loud speaker or transmitter
Cars lined up
Flags set up

Things to Look For:

Watch for students "following the leader".
Have someone in exercise areas at all times.

LESSON V

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Aims and Objectives:

- A. ~~Explain, then demonstrate the garage exercise.~~
- B. ~~Individual work with students that are behind.~~

Procedure:

- A. ~~Garage exercise~~
 - 1. ~~The purpose of the garage exercise is to acquaint students with turning into narrow driveways, getting into an off set garage and backing out into a street in the proper lane.~~
 - 2. ~~Procedure for garage exercise~~
 - a. ~~Check traffic conditions and give proper signal.~~
 - b. ~~Turn into driveway, hand over hand steering.~~
 - c. ~~Enter garage slowly, left side first touch flag.~~
 - d. ~~Back slowly to rear with left hand on top of wheel and right arm on seat back.~~
 - e. ~~Stop before entering street; check traffic; back into correct lane.~~
 - f. ~~Drive into driveway again, this time parking in the right side of garage.~~
 - g. ~~Follow same backing procedure, stop and check traffic before entering street.~~
 - 3. ~~Points to emphasize~~
 - a. ~~Students must decide which lane he plans on backing into before beginning his backing movement.~~
 - b. ~~Stay close to the left side when backing into the far lane.~~
 - c. ~~Stay close to the right side when backing into the near lane.~~
 - d. ~~Always back into the lane in which you expect to travel.~~
 - e. ~~Stop and look in both direction before leaving exercise.~~
 - f. ~~Only one person in the exercise at a time.~~
 - 4. ~~Demonstrate by talking a student through procedure by using the loud speaker while others observe.~~
 - 5. ~~Move students out by alternating them between clockwise and counter clockwise.~~
- B. ~~Individual work with students that are behind~~
 - 1. ~~Make sure all students are up to date at this point, check all daily progress charts; give individual help when needed.~~

Materials:

~~Loud speaker or transmitter~~
~~Cars lined up in a starting position~~
~~Flags set up~~

Things to Look For:

~~Watch for students "following the leader".~~
~~Have someone in exercise areas at all times.~~

~~LESSON VI~~

~~Prepare range, flags, etc.; be sure all radios are correctly tuned.~~

~~Procedure:~~

- ~~A. Figure "8" exercise~~
 - ~~1. Purpose of the figure "8" is to develop hand-over-hand steering, judgment and car control.~~
 - ~~2. Procedure for figure "8" exercise~~
 - ~~a. Signal and always enter from right after entering figure "8".~~
 - ~~b. Maintain steady speed.~~
 - ~~c. Hand-over-hand steering—turning.~~
 - ~~d. Keep car between lines at all times.~~
 - ~~e. Stop and signal before leaving.~~
 - ~~f. If cone goes down, stop and pick it up.~~
 - ~~3. Points to emphasize~~
 - ~~a. Car control.~~
 - ~~b. Aim high in steering.~~
 - ~~c. Hand-over-hand steering.~~
 - ~~d. Stop when leaving exercise.~~
 - ~~e. Only one person in the exercise at a time.~~
 - ~~4. Demonstrate by talking a student through the proper procedure by using the loud speaker while others observe.~~
- ~~B. Maintain safety on the range~~
 - ~~1. Due to more exercise being performed, care of driving on the range should be stressed. By this time, some students may be over confident or careless. Check speed.~~

~~Materials:~~

~~Loud speaker or transmitter
Cars lined up~~

~~Things to Look For:~~

~~Signaling.
Stop signs.
Correct turns.
Correct lane change.~~

~~Evaluation:~~

~~Check daily progress card for each student as they complete an exercise.~~

LESSON VII

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Procedures:

A. ~~"Y" turn~~

1. ~~Purpose of the turn around is to teach car control and handling; being able to turn around in the width of the road in case there is no other means available.~~
2. ~~Procedure for "Y" turn~~
 - a. ~~Signal on entering.~~
 - b. ~~Stop in the right lane.~~
 - c. ~~Check traffic left, right, and left, signal.~~
 - d. ~~Check left blind spot.~~
 - e. ~~Steer full left, hand over hand.~~
 - f. ~~Touch curb lightly.~~
 - g. ~~Shift to reverse.~~
 - h. ~~Move to rear continuing right, turn hand over hand, watching over right shoulder.~~
 - i. ~~Touch curb.~~
 - j. ~~Move car forward turning left, hand over hand, and position car along curb.~~
 - k. ~~Stop, check mirror and blind spots and signal before leaving.~~
3. ~~Points to emphasize~~
 - a. ~~Car control.~~
 - b. ~~Turn wheels only when car is moving.~~
 - c. ~~When backing, look in the direction you are turning.~~
 - d. ~~Look to rear as long as car is moving to the rear.~~
 - e. ~~Touch curb lightly.~~
 - f. ~~Only one person in the exercise at a time.~~
4. ~~Demonstrate by talking a student through the proper procedure by using the loud speaker while other observe.~~

B. ~~One way street~~

1. ~~Purpose is to introduce students to one way traffic.~~
2. ~~Enter one way street from either side.~~
3. ~~One way street goes from north to south.~~
4. ~~Make sure student yields at the end of the one way street.~~

C. ~~Railroad crossing~~

1. ~~Purpose is to introduce students to the hazards and proper techniques of handling a railroad crossing.~~
2. ~~Mississippi law.~~
3. ~~Student should slow down enough to stop if a train were coming.~~
4. ~~Student should look in both directions before crossing.~~
5. ~~Student should not cross railroad tracks until there is enough room on the other side to equal one full car length.~~

D. ~~Remind students to be thinking and be alert with their driving.~~

E. ~~Individual work with students that are behind.~~

1. ~~Make sure all students are up to date at this point; check all daily progress charts; give individual help when needed.~~

Materials:

~~Loud speaker or transmitter~~

~~Cars lined up~~
~~Flags set up~~

Things to Look For:

~~Watch for car control.~~
~~Watch for students turning wheels while car is standing still.~~
~~Give students defensive driving tips.~~
~~Make sure students are using all the streets.~~

Evaluation:

~~Check daily progress charts.~~

LESSON VIII

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Aims and Objectives:

- A. ~~Explain, then demonstrate parallel parking.~~
- B. ~~Explain, then demonstrate angle parking.~~
- C. ~~Individual work with students that are behind.~~

Procedures:

A. ~~Parallel parking~~

- ~~1. The purpose of teaching parallel parking is to acquaint students with the correct procedure of parking~~
- ~~2. Procedure for parallel parking~~
 - ~~a. Approach in correct lane.~~
 - ~~b. Check traffic in mirrors.~~
 - ~~c. Slow speed.~~
 - ~~d. Signal.~~
 - ~~e. Brake slightly.~~
 - ~~f. Stop two feet away and parallel to the other car with your back bumpers even.~~
 - ~~g. Right foot on brake, shift to reverse.~~
 - ~~h. Back slowly and slowly turn wheels all the way to the right.~~
 - ~~i. At approximately a 45 degree angle start turning wheels slowly to the left while continuing to the rear.~~
 - ~~j. When front bumper of your car is even with the rear bumper of the other car on the right, turn sharply to the left and continue backing. Stop before making contact with rear car.~~
 - ~~k. Move forward slowly; straighten wheels; and center car.~~
- ~~3. Leaving the parking area~~
 - ~~a. Back slowly and stop just before hitting rear car.~~
 - ~~b. Check traffic in mirror, signal.~~
 - ~~c. Check blind spot.~~
 - ~~d. Move forward slowly turning hard to the left.~~
 - ~~e. Enter nearest lane.~~
 - ~~f. Straighten wheels and proceed.~~
- ~~4. Points to emphasize~~
 - ~~a. Car control.~~
 - ~~b. Correct stopping position is important. If this is off, the procedure will not work properly.~~
 - ~~c. Creep back slowly and stop at check points 45 degree angle and when front bumper is even with rear bumper of front car.~~
 - ~~d. Driver should continually check right front fender until his car clears the front car.~~
 - ~~e. Turn wheel only when car is in motion.~~
 - ~~f. When parked, car should be six inches from curb, parallel to curb, centered in space.~~
- ~~5. Demonstrate by talking a student through the proper procedure by using the loud speaker while others observe.~~

B. ~~Angle parking~~

- ~~1. The purpose of teaching angle parking is to acquaint students with the correct procedure of parking.~~
- ~~2. Procedure for angle parking.~~
 - ~~a. Check traffic with rear view mirrors.~~

- b. ~~Signal intention to slow down.~~
- c. ~~Slow down and move car as far to the left as you can in your lane of traffic.~~
- d. ~~When front bumper is even with the first line extended, turn at average speed, hand over hand.~~
- e. ~~As car moves into center of space, straighten wheel.~~
- f. ~~Let car roll slowly, until tire touches curb lightly and back off slightly.~~
- g. ~~Follow procedure as outlined in Lesson I for turning off engine.~~
- 3. ~~Leaving angle parking space~~
 - a. ~~Start engine as outlined in Lesson I.~~
 - b. ~~Move car straight back using correct steering method; slow speed.~~
 - c. ~~When car is out far enough for driver to check traffic, stop and check both left and right.~~
 - d. ~~When clear, continue backing, and when left front will clear car on the left, turn wheel sharply to right.~~
 - e. ~~Back into correct lane and straighten wheel before stopping.~~
 - f. ~~Do not cross lane line.~~
- 4. ~~Points to emphasize~~
 - a. ~~Car control.~~
 - b. ~~Approach space at a slow speed.~~
 - c. ~~Watch left front and right rear fenders, students should be instructed to back off if he is getting too close to parked car on right or left.~~
 - d. ~~When parked, car should be centered in space, parallel to lines, with right front wheel about 1 foot from curb.~~
 - e. ~~When backing out creep straight back very slowly and stop when you can see both ways down the street.~~
- 5. ~~Demonstrate by talking a student through the proper procedure by using the loud speaker while other observe.~~
- 6. ~~Move students out by alternating them between clockwise and counter clockwise. Keep someone in the previously demonstrated exercises at all times.~~
- C. ~~Individual work with students that are behind~~
 - 1. ~~Make sure all students are up to date at this point, check all daily progress charts; give individual help when needed.~~

Materials:

Loud speaker
Cars lined up
Flags set up

Things to Look For:

Check for signals.
Car control as student enters and leaves parking stall.
Check that students are stopping and checking traffic as they leave the parking stall.
Check that students back into the correct lane.

Evaluation:

Check daily progress reports/charts.
Watch all students perform all previous exercises that have been demonstrated.

LESSON IX
Review Lane Changing
Passing
Quick Stop
Stopping Park Brake

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Aims and Objectives:

- A. ~~To sharpen skills of lane changing.~~
- B. ~~To teach the principles of passing.~~
- C. ~~Quick stop.~~
- D. ~~To use the park brake for emergency stop.~~

Procedures:

A. ~~Lane changing~~

- 1. ~~Check mirrors inside and out.~~
- 2. ~~Signal in the direction of proposed move.~~
- 3. ~~Check blind spot in the direction of the proposed move.~~
- 4. ~~Go if it is safe.~~

~~Things to Look For:~~

- 1. ~~Make sure students check over proper shoulder.~~
- 2. ~~Make sure students steer properly not steering too much.~~
- 3. ~~Students should maintain speed.~~

B. ~~Passing~~

- 1. ~~The purpose of this lesson is to teach the proper procedure for passing on the open road.~~
- 2. ~~Procedures for passing~~
 - a. ~~Check for passing distance.~~
 - b. ~~Check both mirrors.~~
 - c. ~~Signal left.~~
 - d. ~~Check left blind spot.~~
 - e. ~~Move to left lane if safe.~~
 - f. ~~Accelerate to pass car.~~
 - g. ~~Check inside rearview mirror when you can see car being passed fully in the mirror, signal right, check blind spot and move into right lane.~~
- 3. ~~Points to emphasize~~
 - a. ~~Do not pull out too sharply.~~
 - b. ~~Do not pull back in too quickly or sharply.~~
 - c. ~~Maintain proper speed to pass do not decrease speed until back in right lane.~~
 - d. ~~Do not pull too close to car before passing.~~
 - e. ~~When changing or passing, always signal your intentions.~~
 - f. ~~Use of horn when passing optional.~~
- 4. ~~Things to Look For:~~
 - a. ~~Make sure students are using correct signals.~~
 - b. ~~Watch for students turning out too sharply.~~
 - c. ~~Watch for students leaving left lane.~~

C. ~~Quick stop~~

- ~~1. The purpose of this lesson is for students to experienced a quick stop that may be necessary in traffic.~~
- ~~2. Procedures for quick stop~~
 - ~~a. Student drives normally down two lane street.~~
 - ~~b. Instructor gives command Stop!~~
 - ~~c. Student brakes to stop as fast as possible. Complete stop!~~
 - ~~d. Student may increase speed in this exercise.~~

Things to Look For:

- ~~1. Only one car stopping at the time and only in safe area of range. After stopping, student drives around range and lines up for next turn.~~
- ~~2. Student should maintain speed.~~
- ~~3. Watch for students looking down for brake.~~

Materials:

Transmitter-
Cars lined up

Evaluation:

Check daily progress charts.

LESSON X
Evasive Maneuver

Aims and Objectives:

- ~~A. To teach students to steer around objects in the roadway instead of braking alone to avoid a crash.~~
- ~~B. To teach students to make split second decisions.~~
- ~~C. To teach students to avoid an object and stay in the roadway.~~
- ~~D. To teach students to avoid locking brakes and losing steering control in an emergency.~~

Procedures

- ~~A. During this exercise, an instructor will ride with each student as a precautionary measure.~~
- ~~B. Instructor will determine cone placement.~~
- ~~C. Students will get to the ready position and go through the exercise only when specifically told to do so by the range instructor.~~
- ~~D. Students will use the 9-3 hand position for steering. The exercise only requires a slight right or left steer.~~
- ~~E. Students while performing the exercise will adjust to pre-determined speed and wait for command to avoid barrier.~~
- ~~F. Students will not brake until the barrier has been passed.~~
- ~~G. Students should not anticipate the direction they will be told to go. Be ready to steer in either direction at the trigger cone.~~
- ~~H. Students will stop if they hit a cone or a cone is under the car. The instructor will get out and replace it.~~
- ~~I. The student will return to assembly area.~~

Things to Look For:

Make sure an instructor is in car with student when the exercise is performed.

Students should go through the exercise at the proper and predetermined speed.

Students should wait to be given command to steer.

Students should not brake before passing the barrier.

Materials:

Transmitter
Cones set up
Cars lined up

Evaluation: By observation

BASIC DRIVER EDUCATION COURSE

~~SIMULATION INSTRUCTION~~

~~12 LESSONS~~

~~12 HOURS~~

DRIVING SIMULATION INTRODUCTION

~~Simulation enhances the teaching of the basic procedural and perceptual skills associated with driving, improves a driver's decision-making abilities and exposes that individual to hazardous driving situations in a collision proof environment.~~

PURPOSE OF THE SIMULATOR

- ~~1. Provide the explanations and experiences that will reinforce and expand on those provided in other phases of the education program.~~
- ~~2. Provide the students with a greater variety of learning experiences.~~
- ~~3. Provide necessary sensory input for future judgment and decision making.~~
- ~~4. Provide practice in performing procedures such as starting, stopping, lane changing, passing, steering.~~
- ~~5. Provide more driving experience per hour of supervision.~~
- ~~6. Develop the understanding, judgment, and skill necessary to execute basic driving maneuvers safely and efficiently within typical traffic situations.~~
- ~~7. Develop quick and accurate responses needed when faced with sudden unpredictable hazards.~~
- ~~8. Evaluate student growth and development in the skills, judgment, and attitudes required for safe, efficient driving.~~

PROGRAM/TEACHING GUIDES

~~The following program/teaching guides are provided by the producers of the training programs. Although they are in a suggested sequence from basic to complex procedures, it by no means requires you to follow the sequence if it conflicts with your individual requirements. The programs are teaching tools and are in no way designed to replace the teacher, but are supplied to enhance the individuals overall program.~~

~~DORON PRECISION SYSTEMS,~~

~~INCORPORATED~~

~~DORON PRECISIONS SYSTEMS, Inc. has produced the following training library for use with their simulation systems. The suggested sequence will take the student from the basics of starting, steering, stopping, to the more complex city and interstate driving situations. The remaining programs takes the students through more critical environments and decision making.~~

~~Each program is designed for automatic operation but is capable of accepting teacher interaction with manual checks, still frame usage, and immediate replay for teaching emphasis.~~

P. O. BOX 400
BINGHAMTON, NY 13902-0400
TEL: (607) 772-1610
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~~STARTING RIGHT~~

~~OVERVIEW~~

~~This 26-minute program is intended for beginning drivers. Its basic purpose is to familiarize them with these basic driving procedures:~~

- ~~1) —pre-start~~
- ~~2) —starting the car~~
- ~~3) —moving into traffic from a parked position at the curb~~
- ~~4) —lane changing~~
- ~~5) —returning to a parked position at the curb~~
- ~~6) —securing the car~~

~~Because it is important to maximize driving time in the simulator phase of instruction, it is suggested that pre-start procedures; adjustment of seats, mirrors, and safety belts, door locking, etc. will be more cost effectively taught in a combination of classroom and rote drill experiences prior to beginning the first drive in this program.~~

~~Since starting and securing procedures frequently vary among school districts, instructors, and vehicle types, those presented here are sufficiently generic that instructors using this program will be able to coordinate starting procedures used in the simulator lab with those used in other phases of the program.~~

~~A flash of blue-colored frames will be noticed immediately prior to each of the blind-spot checks. Advise drivers that these frames are there to cue them to use the blind-spot-checking mirrors attached to the back of the simulator seat. It is hoped that drivers' ongoing attention will have kept them aware of the need and of which one should be used.~~

~~PRE-TITLE SCENES~~

~~Running Time:~~ 1.7 minutes

~~Setting:~~ Various, for observation only; no driving.

~~Teaching Emphasis:~~

~~Clarifying objectives:~~

- ~~● —entering traffic from a parked position~~
- ~~● —making basic lane changes~~
- ~~● —returning to the curb~~

Teaching Tips:

~~Establish procedures for use of the simulator; explain the function and proper use of the mirror attached to the back of the seats.~~

~~Review pre-start and start procedures using the same sequence of steps used in the one street phase of your program.~~

~~Be sure everyone understands the following terminology used in this program~~

~~“CHECK” your blind spot (by looking over right or left shoulder into the head check mirrors attached to the simulator seats).~~

~~“LOOK” into the (inside and outside) rearview mirrors (seen on screen).~~

~~“SCAN” left or right for other highway users in the forward view (as at intersections, etc.).~~

INS AND OUTS OF TURNS

OVERVIEW

~~This 22 minute film is intended for beginning drivers. Its basic purpose is to familiarize them with a procedure for making turns at intersections.~~

~~Brief demonstration scenes at the beginning illustrate the basic concept of “from the right to the right” and “from the left to the left”. These rules of thumb are presented as a means of quickly orienting new drivers to a workable procedure for moving through intersections.~~

~~Residential areas with no street markings are the setting for the first practice drive. In the more heavily traveled residential and suburban areas that follow, the introduction of four lanes and left turn bays, sometimes called “storage lanes”, will require drivers to pay careful attention to their blind spot checks.~~

~~Timing turns through gaps in traffic is dealt with, as is the procedure of checking traffic on cross streets before entering intersections. The traffic checking pattern used is the one most frequently observed in on street programs, “left, right, left, go”. Instructors should remember, however, that filmed procedures, of necessity, must be generic and it is up to each instructor to adapt these to the local program.~~

~~A flash of blue colored frames will be noticed immediately prior to each of the blind spot checks. Advise drivers that these frames are there to cue them to use the blind spot checking mirrors. It is hoped that drivers’ ongoing attention will have kept them aware of the need and of which one should be used.~~

PRE-TITLE SCENES

Running Time: 2.5 minutes

Setting: Various; observation only, no driving.

Objectives: Using correct procedures for

- ~~1) Approaching,~~
- ~~2) Moving through,~~
- ~~3) Leaving intersections.~~

Teaching Tips:

~~Review procedures, adapting as necessary to local preference. Assist the students with the appropriate timing of signals, speed selection, steering, and the line of sight while turning into the correct lane. Following are the basic procedures used in this film.~~

- ~~1) Approaching: looking in mirrors; signal; check blind spot; position vehicle; slow; check across, left, right, left.~~
- ~~2) Moving through: right turn — as far to the right as practicable; left turn — just inside the imaginary center.~~
- ~~3) Leaving: enter proper lane; accelerate; confirm signal off; look in rearview mirrors.~~

~~SEARCH IDENTIFY ANTICIPATE~~

~~OVERVIEW~~

~~Search Identify Anticipate contains three, uninterrupted drives. Drivers will travel:~~

- ~~• A rural, residential street over a winding, two-lane roadway to a small mall at an interstate highway entrance~~
- ~~• A village residential area, through the business district to another residential section of town~~
- ~~• One large shopping mall parking lot to another; a dual-lane left turn, multi-lane divided roadway, and typical parking lot hazards are encountered~~

~~The three drives are separated by a short length of black footage that enables you to conveniently use any of the three drives individually. They also provide a suitable point to interrupt the program for discussion purposes.~~

~~Verbal commands for blind spot checks are not always given. When they are not, drivers are expected to know when, and to which side blind spot checks should be made.~~

~~To be consistent with other programs in this series, a few blue frame will precede each blind spot check to alert your drivers that the on-screen image is going to change from a forward view to a blind spot view.~~

~~When the blue frames appear, drivers should quickly look over their shoulder into one of the blind spot checking mirrors attached to the back of the seat. The brief moment (a little more than one second) of blue frames helps to insure that they will not miss any important action while turning their heads.~~

~~General Objectives:~~

~~Following your instruction when using this program, student drivers should be able to:~~

- ~~• Explain and demonstrate:
 - Scanning their driving environment
 - Twelve-second scan distance
 - Two-second following distance~~
- ~~• Identify elements in their driving environment that could become hazards in their intended path of travel~~
- ~~• Predict how, where, why, and when highway conditions and other highway users they have identified might become an accident potential (for them)~~

Suggested Introductory Activities:

- ~~1) Explain IPDE or other search and scanning procedures used before beginning the drive.~~
- ~~2) Discuss procedures for changing lanes and handling potential intersection problems.~~
- ~~3) Review the roles of good scanning habits, speed control, and vehicle position; i.e., space management.~~

~~NOTE: Be sure to alert your student drivers to the fact that they will not always be told exactly when to check blind spots. Stress the importance of being ready to make correct head checks according to “conditions of the moment”.~~

DECIDE AND ACT

OVERVIEW

DECIDE and ACT contains three, uninterrupted drives. Drivers will travel:

- A variety of roadway configurations; a three-way stop, traffic lights, a cyclist, and other highway users' actions require defensive driving decisions and actions
- Inner city streets encountering heavy stop-and-go traffic; decisions at intersections involving pedestrians and other traffic must be made and acted upon
- An interstate highway, entering from a secondary street, exiting to another surface street, then angle parking at a fast-food restaurant

The three drives are separated by a short length of black footage that enables you to conveniently use any of the three drives individually. The also provide a suitable point to interrupt the program for discussion purposes.

Verbal commands for blind-spot checks are not always given. When they are not, drivers are expected to know when, and to which side blind-spot checks should be made.

To be consistent with other programs in this series, a few blue frames will precede each blind-spot check to alert your drivers that the on-screen image is going to change from a forward view to a blind-spot view.

When the blue frames appear, drivers should quickly look over their shoulder into one of the blind-spot checking mirrors attached to the back of the seat. The brief moment (a little more than one second) of blue frames helps to insure that they will not miss any important action while turning their heads.

General Objectives:

When supported by your instruction, this program should enable your student drivers to be able to:

- Decide upon the best action to take in response to perceived roadway markings and conditions and threatening actions or positions of other highway users
- Manage the speed and position of their own vehicle to avoid or minimize accident potential

Suggested Introductory Activities:

- ~~1) Review the decision-making process for searching and scanning.~~
- ~~2) Review procedures for lane changing and intersections.~~
- ~~3) Review space management and urban problems.~~
- ~~4) Review correct procedures for entering and existing limited access highways.~~

~~NOTE: Be sure to alert your student drivers to the fact that they will not always be told exactly when to check blind spots. Stress the importance of being ready to make correct head checks according to “conditions of the moment”.~~

RISK ASSESSMENT

OVERVIEW

~~RISK ASSESSMENT contains three uninterrupted drives. Drivers will travel in a variety of urban settings, encountering a typical mix of pedestrian and vehicular traffic that might be expected in such environments.~~

~~The three drives are separated by a short length of black footage. These “breaks” provide a convenient stopping point for you to interrupt the program for discussion purposes or, should you choose, to use any of the drives individually.~~

~~Verbal commands for blind spot checks may not always be given. When they are not, drivers are expected to know when, and to which side, blind spot checks should be made.~~

Objectives:

~~When supported by your instruction, upon completion of this program student drivers will be able to:~~

- ~~• Identify simultaneous, multiple threats~~
- ~~• Predict the degree of criticality and immediacy of each of them~~
- ~~• Decide upon the best action to take~~
- ~~• Execute appropriate actions to minimize accident potential when driving in urban environments~~

Suggested Introductory Activities:

- ~~1) Review searching, scanning, and the decision-making process (SIPDE).~~
- ~~2) Review procedures for lane changing and intersections.~~
- ~~3) Review space management and urban problems.~~
- ~~4) Prepare student drivers to use commentary driving in selected segments of the program.~~

TURNABOUTS AND PARKING MANEUVERS

OVERVIEW

TURNABOUTS and PARKING MANEUVERS is a film about driving fundamentals. The ability to back, park, and turn around safely is essential to any driver, but these procedures can sometimes intimidate and fluster the beginning driver.

This film is designed to familiarize the beginning driver with the proper techniques for backing, parking, turnarounds, and parking on hills. Knowledge of these techniques will facilitate their practical application on the road.

Each of the fundamental maneuvers is defined in a demonstration sequence with a model driver; then, the maneuver is repeated from the driver point of view for practice.

Opportunity for discussion is provided between each of the maneuvers.

Objectives:

The driver will be able to:

- Back safely in an arc or a straight line
- Incorporate backing into other maneuvers
- Execute a proper U turn
- Execute a proper Y turn
- Enter and leave a parallel parking space
- Park properly on an upgrade
- Park properly on a downgrade

Terminology:

Maneuvers: A term usually used to describe driving procedures which can be accomplished through a step by step process. In this film, the term is used in conjunction with parking and turn around maneuvers.

U Turn : Reversing direction (turning around) in one, continuous arc.

Y-Turn: Reversing direction (turning around) where limited space requires two turning maneuvers separated by one backing maneuver.

Parallel Park: Parking at the curb, or roadside, with the full length of the vehicle parallel to the curb, or roadside.

~~Uphill Park: — Parking on up grades.~~

~~When there is a curb, front wheels turned sharply left with right front wheel touching or very close to the curb.~~

~~When no curb is present, front wheels turned sharply right.~~

~~Downhill~~

~~Park: — Parking on down grades. With or without curbing, front wheels turned sharply to the right.~~

Introductory Activities:

~~1. Drivers often have a tendency to underestimate the importance and frequency of need for basic driving maneuvers.~~

~~Make up some hypothetical situations that demonstrate the need to be able to back, park, and turn around safely. For example: to drive from school, stop for a hamburger, and continue home, a driver could conceivably need to back up to exit a parking space, make a turnabout, parallel park at the restaurant.~~

~~Show how these skills can be even more critical in heavy traffic situations. If a driver has to turn around on a narrow, heavily traveled highway, the ability to make a safe, three point turn is very important.~~

~~2. Use diagrams on the chalkboard to show front wheel position as it relates to the — movement of the car, both when backing and when moving forward in close quarter maneuvering such as parking and turnarounds. Have drivers follow along in the simulators, turning the wheel as they would to make the maneuvers being described.~~

~~This is a good time to practice hand positions on the steering wheel and hand over hand steering techniques.~~

~~3. Because of the number of times in this film drivers are required to look over their shoulders for backing and blind spot checks, it would be a good idea to remind everyone that the short segments of blue frames that appear in this film are cues to turn their heads and view the screen through the mirrors attached to the back of the simulator seats (to simulate looking out the rear windows of the vehicle).~~

RURAL ROADWAYS

OVERVIEW

~~This 27-minute film is intended for drivers who have acquired sufficient skill to manage the speed and position of their vehicle in light to moderate traffic. The three drives are all in a rural environment, including a short stretch of gravel road and a four-lane divided roadway, as well as two-lane county and state roads.~~

~~Events in this film will enable the driver to practice, then demonstrate competency in the following:~~

- ~~• Speed and lane adjustments~~
- ~~• Passing and being passed~~
- ~~• Observation of highway signs, signals, and markings~~
- ~~• Interaction with other (rural) highway users and road surfaces (gravel)~~

~~Railroad crossings, hills, reduced speed zones, a school bus, a tailgater, a cyclist, and a driver who forces us off the pavement are encountered.~~

~~Crossing, entering, and leaving a four-lane, divided roadway with at-grade intersections is also included.~~

~~As in other films in this series, a short flash of blue-colored frames will be noticed immediately prior to each of the blind-spot checks. Advise drivers that these frames are there to cue (and remind) them to turn their heads to look into the blind-spot checking devices attached to the seat backs of their simulator seats.~~

Introductory Scenes:

~~**Running time:** 1 minute~~

~~**Setting:** Two-lane country road~~

~~**Activity Codes:** None~~

~~**Teaching tips:** Use of rhetorical questions, “Did you ...”, “Are you ...”, etc. are intended to be thought provoking and are not necessarily answered by the narrator or on-screen action.~~

~~Be sure that drivers are familiar with the procedure for making blind-spot checks in the simulators and that they understand the following terminology used in this film.~~

~~**“CHECK”** your blind spot (by looking over right or left shoulder into the blind-spot checking devices attached to the simulator seats).~~

~~**“LOOK”** into the (inside and outside) rearview mirrors (seen on screen).~~

~~**“SCAN”** left or right for other highway users in the forward view (as at intersections, etc.).~~

~~Discuss roadway types that will be encountered in this film: blacktop, unmarked; two-lane with moderate traffic; and four-lane divided, with high-speed traffic and intersecting roadways.~~

LIMITED ACCESS HIGHWAYS

OVERVIEW

LIMITED ACCESS HIGHWAYS contains four separate drives on limited access highways. The drives are separated by a short length of black footage which provides a convenient stopping point for you to interrupt the program for discussion purposes or to use any of the drives individually, should you choose to do so.

Although speed control (cruise control), emergency stopping procedures, and “highway hypnosis” are mentioned, you should plan to discuss them in greater detail either before or after the program.

Objectives:

When driving on limited access highways, student drivers, upon completion of this program and supported by your instruction, will be able to safely:

- Enter and exit
- Interact with other traffic
- Maintain proper speed and position
- Correctly use car pool lanes
- Explain the importance of advance planning.

Suggested Introductory Activities:

1. Review the IPDE strategy.
2. Review search and scan techniques.
3. Review different types of entrance and exit ramps and procedures for their use.
4. Review:
 - Maximum/minimum speeds
 - Emergency procedures
 - Highway sign
 - Car pool lanes
 - Following distance
 - Passing procedures

HANDLING WEATHER CONDITIONS

OVERVIEW

This film provides an opportunity to learn many of the techniques used by successful drivers when compensating for limitations imposed by loss of traction and reduced visibility.

The first of the three driving sequences in this film is in the winter, the second drive makes the transition from a winter day to a spring rain, while the third is a night driving sequence.

Objectives:

The driver will be able to:

- Predict how other highway users' behavior will change under adverse weather conditions
- Identify roadway conditions likely to cause loss of traction
- Describe visibility limitations under adverse weather conditions
- Explain compensatory procedures for loss of traction and reduced visibility.

Terminology:

Traction: The grip between the tire tread and the road surface. Good traction is required for a good "grip" to keep the vehicle from sliding.

Locked Wheels: Wheels that have been locked (by a firm, constant pressure on the brake pedal) in a non-turning condition. Newer, anti-lock brake systems have been designed to prevent this condition from occurring.

Engine Compression: Internal action of the engine which serves to slow a vehicle (most effective in lower gears).

Illumination: Artificial light generated by street lights, vehicle headlights, etc., to reveal objects at night.

Depth Perception: Ability to judge distances between one's own position and objects in the distance.

Visual Acuity: Ability to see things in sharp focus.

Glare Recovery: Time taken to recover normal vision after being temporarily blinded by bright lights; such as oncoming headlights.

Introductory Activities:

~~1. Talk with drivers about traction—ask if they have ever experienced being in a vehicle that was “out of control”.~~

~~Under what conditions did it occur? What vehicle was being used?~~

~~Who was driving? How did it feel? What was their reaction? What was the outcome? Were they able to avoid a repetition of the incident? How?~~

~~2. Have drivers relate weather-invoked behavior changes they have observed in themselves and others—both drivers and pedestrians.~~

~~What were the changes? Can specific changes be associated with particular weather conditions?~~

~~3. Discuss equipping a vehicle with special items for winter emergencies: shovel, chains, emergency flashers, sand, blanket, etc.~~

~~4. Darken the classroom and set out several objects that were not present when the room was fully illuminated. Briefly pass the beam from a flashlight across the items. Then, ask persons to describe the various objects; ask for colors. Discuss how colors (and objects) appear different under varying light conditions.~~

CRASH AVOIDANCE II

OVERVIEW

Like the original, ever popular CRASH AVOIDANCE, CRASH AVOIDANCE II places drivers in crash-threatening situations from which they must try to escape by steering right, by steering left, or by holding their lane position and relying upon the brake, alone, to avoid collision.

Unlike the original, however, in CRASH AVOIDANCE II the rearview mirrors are included in the driver-point of view scenes, thus enabling drivers to make their escape decisions based upon traffic conditions behind and alongside, as well as directly ahead. Addition of the mirrors also enables identification of threats from behind that make increased acceleration a fourth escape choice.

At the beginning of this twenty minute film, examples of four evasive action maneuvers are demonstrated: escape right, escape left, accelerated, and brake and hold position. The remaining sixteen minutes are devoted to driving situations in a variety of traffic environments, each situation requiring one of the four escapes to be used. Which one is, of course, a decision the simulator driver must make and execute quickly.

While this film provides an opportunity to test driver ability to quickly identify and execute evasive action moves, narrative **emphasis** is given to the importance of being **constantly aware of conditions on all sides** and of **planning in advance** as the keys to successful CRASH AVOIDANCE driving.

Objectives:

The general objective of this film is to reinforce the importance of planning ahead and of being constantly alert for safe escape routes from crash-threatening situations.

Whether a new or experienced driver, it is intended that participation in these filmed driving experiences will reduce the probability for panic should similar events occur in the real world. Less panic — more successful evasive action maneuvers — fewer accidents, injuries and deaths.

Following participation in a CRASH AVOIDANCE II session, when confronted by an imminent collision, drivers should be able to:

- — Make earlier identifications of potential hazards
- — Instantly locate the escape path of least damaging consequence.
- — Execute the correct driving action to avoid or minimize the effects of collision should one occur.

The incidents in this film can stimulate a great deal of meaningful discussion of defensive driving tactics. Such discussions should make it possible for viewers to be able to recognize the usefulness of these tactics, including the *IPDE decision making strategy, for being able to stay out of situations that have high crash potential.

- — Identify hazards, Predict their affects, Decide what to do about them, Execute an appropriate defensive driving maneuver in time to avoid conflict.

SUGGESTED DISCUSSION TOPICS

Introductory Scenes

Each of the four escape demonstrations at the beginning of this film provide an opportunity to stop the projector on a freeze frame of the most critical action point. Take these opportunities to discuss the options that were available, the events leading up to the critical moment, what might or might not have been predicted, and how advance planning might or might not have been predicted, and how advance planning might have helped. In each case, emphasize the importance of selecting the BEST escape option: the one offering the highest probability of escaping collision and/or minimizing damage should the evasive action not be successful. Reinforce a major objective of this film—that advance planning and constant surveillance of conditions on all sides are essential to successful crash avoidance driving.

Use the freeze frame of the escape right demonstration to trigger discussion of readiness for secondary moves if needed. Here, the right steer has cleared us of the threatened head-on with the yellow car, but not necessarily of running into the red van. In this incident, had our speed been appreciably greater, a secondary evasive move up the dirt road behind the van might have been called for. Include in this discussion the importance of safety belts...not only for minimizing potential for injury and death, but for the assistance they provide in maintaining driver position behind the wheel for continuing vehicle control during both the initial and any secondary evasive action maneuvers that might be required.

Control braking should, of course, be discussed, along with a review of the concepts of avoiding collision traps, long lead scanning, and the several IPDE strategies.

If you have not already done so with a prior film, be sure to explain that use of blue frames as cues to begin and end use of the mirrors on the simulators for making right and left side blind-spot checks.

SUGGESTED DISCUSSION TOPICS

Situation 1 (Parked car door opens; oncoming car: Brake and Hold).

Scanning techniques—especially importance of keeping the eyes moving to avoid focusing attention on a single object or condition for too long a period of time. Did the oncoming traffic or the car entering the street on the left distract attention from the parked cars?

Were there any clues—any way to predict what happened? Partial clues, i.e. shoulder of person behind the wheel; feet and ankles under a car, etc. can sometimes be early warning signs. Other examples of partial clues?

Early recognition of limited response options, in this case restricted steering between oncoming traffic and parked cars, should intensify search pattern efforts. Other examples of limited response options and the development of collision trap situations.

Suppose the car behind had been closer? How do we check for safe distance behind?

Situation 2 (Car cuts in front; car on right: Brake and Hold).

Chain reactions of events, sometimes originating far away, that can affect the safety of our planned path of travel. Here, the driver of the car that cut us off was triggered by the action of the driver of the car ahead slowing abruptly to turn into driveway.

Spacing—position in traffic; maintaining space cushion, staying out of other drivers' blind spots when possible, staying out of "bunches or clusters" of traffic, margins of safety.

The brake light on the car ahead...what affect will it have immediately on other traffic...what if it stays on? From one vehicle's action predicting the behavior of others and the ultimate effect upon ourselves.

Keeping tract of conditions alongside when activity ahead might seem more important at the moment.

DESTINATION DRIVING

OVERVIEW

~~DESTINATION DRIVING contains three, uninterrupted “destination” drives. Drivers will travel to a:~~

- ~~• Downtown parking lot via urban streets~~
- ~~• Shopping mall via the interstate highway~~
- ~~• Motel conference center via rural roads~~

~~Narration in this program is limited to the giving of directions that drivers will follow to complete each route.~~

~~Verbal commands for blind spot checks are not given. Drivers are expected to know when, and to which side, blind spot checks should be made.~~

~~To be consistent with other programs in this series however, a few blue frames will precede each blind spot check as a visual cue. These blue frames alert your drivers that the on-screen image is going to change from a forward view to a blind spot view.~~

~~Additionally, insertion the brief moment (1 second) of the blue frames helps to insure that they will not miss any important action while turning their heads to look into the mirrors.~~

~~Each drives starts and ends in a parked position.~~

~~The three drives are separated by a short length of black footage that enables you to conveniently use any of the three drives individually and to provide a suitable point to interrupt the program for discussion.~~

~~NOTE: When used for evaluation purposes, be sure the “**activ print**” button on the console is in the “**on**” position **before** starting the program.~~

Objectives:

~~A major objective of DESTINATION DRIVING is to help you make observations and evaluations that can be useful to you in the conduct of your program.~~

~~DESTINATION DRIVING provides an opportunity for your drivers to demonstrate their driving knowledge and skills on four types of roadways: urban, residential, rural, and interstate. This program can be used effectively for:~~

- ~~• Midterm review or final evaluation~~
- ~~• Assessment of further training needs~~
- ~~• Competency-based program placement.~~

~~One hundred activity codes have been incorporated into this program to give you an easy number to work with if you are grading driver performance.~~

~~DESTINATION DRIVING can also be used for regular instructional activity.~~

~~Because there is minimal narration in this program, it is especially suited to using the commentary drive technique.~~

~~You should also be prepared to add commentary of your own at appropriate teaching points. If you have a flashlight pointer, keep in mind that it can be used most effectively in this program.~~

~~NOTE: Before screening this program, orient your drivers to its nature; i.e. the absence of instructional narration and the importance of their listening carefully for route directions.~~

~~Alert them to the fact that they will not be told when to check blind spots, that they must be prepared to make the appropriate checks according to “conditions of the moment”.~~

VANS—REDUCING THE RISKS

OVERVIEW

The non-driving scenes in this program demonstrate the need for developing accurate mirror-reading skills to successfully cope with the dangerous blind-spot conditions experienced in the operation of van-type vehicles. Advantages and limitations of the three most common mirror types used on these vehicles are examined, with emphasis given to the importance of understanding and compensating for the distorted perception of distance portrayed by mirrors of the convex variety.

Brief overview of three basic characteristics that make the handling of vans somewhat different from that of typical passenger cars is also shown. The effect of wind, of usually wider turning radius, and of the skid-tendency of unladen, rear-wheel drive vans are introduced.

To start the first drive sequence, which runs approximately five minutes, drivers are required to back-out of an angle parking space in a typical mall parking lot. It is stressed that backing should be avoided as often as possible. However, when unavoidable, as in this case, instruction are to back carefully, slowly and no farther than absolutely necessary. Upon leaving the lot, Drive Segment 1 proceeds on a four-lane suburban street leading to a multi-lane, one-way street where activity on both sides forces almost continuous and simultaneous use of both rear-view mirrors.

The second drive sequence begins in an inner-city environment with a mix of parked cars, bus stops, stalled traffic, pedestrians and busy intersections to challenge maneuvering and decision-making skills. Moving out of the inner city on a short stretch of interstate highway ultimately requires five separate right-side lane changes in high speed traffic to make the correct exit ramp. Once back on surface streets, more lane-changing and a left turn from a four-lane to a two-lane street lead to a drive segment at night on a multi-lane, one-way street. The final section of this drive is on a rainy day, which further illustrates the criticality of identification skills and portrays the often erratic behavior patterns of other highway users under conditions of inclement weather.

The major emphasis throughout this twenty-four minute program is on accurate use of mirrors in numerous passing, lane-changing and merge situations in a range of driving environments and conditions within which the special requirements for safe driving of van-type vehicles can be practiced and discussed.

Objectives:

The most important objective is, of course, to effect a reduction of traffic-related death, injury and property loss in the operation of van-type vehicles.

Among the requirements for safe operation of these vehicles is a working knowledge of how their handling and inherent visibility problems may be affected by changing environments and weather conditions. A general objective of this program is, therefore, to provide a medium through which drivers may become increasingly aware of, and prepared to deal with, these factors.

With side mirrors being the only means of perceiving the threat of collision alongside or from behind, it should not be surprising that the major, general objective of this program is to provide a suitable mix of driving experiences that will clearly demonstrate the importance of timely and accurate use of mirrors; and to stimulate discussions that result in an increased appreciation of the impact that accurate mirror-reading skills might have on reducing the inherent risk of operating van-type vehicles.

More specifically, at the conclusion of this training experience, drivers should be able to change lanes without incident, avoid unnecessary backing and accurately describe at least:

- ~~Two reasons why the right side is more blind than the left~~
- ~~Two ways to improve field of view when backing~~
- ~~Three common mirror types~~
- ~~One advantage and one disadvantage of each mirror type described~~
- ~~Two ways that a van type vehicle create hazardous blind spot conditions for others~~
- ~~Two good “rules of thumb” for safe backing~~
- ~~Three handling characteristic differences; vans vs. cars~~
- ~~Three typical accident producing situations related to weather~~
- ~~Three identification problems associated with night and inclement weather conditions.~~

Introductory Scenes

Running time: ~~5 minutes.~~

Setting: ~~Non-driving scenes on multi-lane road, two-lane streets and parking lots.~~

Activity Codes: ~~None~~

Teaching Tips: ~~Several potential discussion topics related to the operation of van type vehicles are introduced, or alluded to, in these opening scenes. Among them:~~

- ~~Size differential~~
- ~~Handling characteristics~~
- ~~Driver characteristics~~
- ~~Visibility problems~~
- ~~Mirror types~~

Review and Discuss:

With backing being one of the highest risk maneuvers, review ways of reducing the risk:

- ~~Placing a cone behind parked vehicle; driver must pick it up before leaving, thereby becoming aware of conditions behind~~
- ~~Getting someone to assist outside the vehicle (a spotter), especially in tight quarters~~
- ~~Backing as little and as short a distance as possible~~
- ~~Parking so that backing will not be required~~

Talk about various turnabouts:

- ~~Two point, turning into drive on right~~
- ~~Two point, backing into drive on right~~
- ~~Two point, turning into drive on left~~
- ~~Three point, as seen in this program~~
- ~~U turn~~
- ~~Proceeding around the block, and discuss them in terms of their appropriateness under circumstances and levels of risk involved~~
- ~~Use the scene of the van driver adjusting land position as the tractor trailer passes to trigger discussion of the effects of wind, and the rear wheel spinning in the snow to trigger discussions of changing driving techniques for changing weather conditions.~~
- ~~Pre drive procedures might also be discussed and, with the increasing popularity of front wheel drive vans, discussion of their special handling characteristics would certainly be in order.~~

Although most van type vehicles are equipped with some form of convex mirror, a convex mirror is not used in the drive segments of this program. ~~Because limitations imposed by the complexity of filming combined normal (flat) and convex mirror images, we have elected to present only the clearer, flat image as being most useful to a program of this kind.*~~ It is, therefore, important that the various configurations, advantages and disadvantages of convex mirrors be discussed at some point in time before this learning experience is concluded.

~~*(About three minutes into the program, note the changing focus when flat and convex mirror are filmed together. Use these "rack focus" scenes to trigger discussion of the problems encountered when drivers, using a flat and convex mirror together, quickly shift their glance from one to the other.)~~

**~~SIMULATOR SYSTEMS
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SSI SAFE DRIVER TRAINING SERIES
INDIVIDUAL TITLES/DESCRIPTIONS
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~~Introduction to Video Training.~~ Introduction to new principles using the latest in videography; discussion of enhanced teaching techniques will provide further understanding for each student in learning how to respond to the video sequences. *Running time: 15 minutes.*

~~Controlling Your Vehicle.~~ Introduction to driving; teaches fundamentals of vehicle control including pre drive checks, starting, stopping, steering, and securing your vehicle. *Running time: 19 minutes.*

~~Turning and Parking Maneuvers.~~ Begins with variety of lane changes from Controlling Your Vehicle. This program will introduce the student to advanced turns, curbside parking, perpendicular and parallel parking. *Running time: 23 minutes.*

~~Rules to Live By.~~ Graphically enhanced primer on traffic signs, signals and roadway markings; stresses safety aspects of roadway rules featuring a variety of driving environments. *Running time: 19 minutes.*

~~IPDE—The Decisions are Yours.~~ Introduces IPDE concept and Smith System rules for safe driving; discusses scanning and searching techniques, space cushion concept and escape routes; multiple scenarios in variety of driving environments to practice IPDE skills. *Running time: 26 minutes.*

~~Understanding Intersections.~~ Teaches right of way rules and strategies for negotiating simple and complex intersections, including railroad crossings; provides multi-environment scenarios to practice intersection maneuvers. *Running time: 30 minutes.*

~~City Streets.~~ Demonstrates application of IPDE principles within crowded urban areas; stresses need to co-exists in congested city traffic where the sheer number of vehicles and pedestrians create more hazards per mile than on most roadways. *Running time: 17 minutes.*

~~Expressways.~~ Teaches quick judgement decisions using the IPDE process. Discusses space cushion for high speed expressway driving; teaches entering and exiting highways, merging into traffic and passing maneuvers. *Running time: 18 minutes.*

~~Identifying and Avoiding Conflicts.~~ Teaches drivers how to reduce the chances for a collision by isolating and compromising risks; provides numerous simulated driving scenarios which require drivers to identify and drive through potentially hazardous situations; multiple driving environments. *Running time: 27 minutes.*

~~Dealing With Emergencies.~~ Demonstrates variety of roadway emergencies caused by mechanical failure including brake failure, engine malfunction, stuck accelerator, and power steering failure. Allows drivers to practice skills in handling variety of emergencies. *Running time: 15 minutes.*

~~Handling Roadway Hazards.~~ Demonstrates problems arising from roadway hazards and driver error. Teaches appropriate actions to unexpected conditions; tire blow out, hood fly up and regaining control from a skid. *Running time: 16 minutes.*

~~Avoiding Collisions.~~ Takes students through a variety of near crash sequences which forces them into making controlled responses to dangerous situations; teaches drivers to identify escape routes to avoid crashes and allows them to practice in multiple environments. *Running time 25 minutes.*

~~**Testing Driver Performance I.** Comprehensive driving exam covering principles that have been taught in the previous SSI Safe Driver videos. *Running time: 20 minutes.*~~

~~**Testing Driver Performance II.** Comprehensive driving exam covering principles that have been taught in the previous SSI Safe Driver videos. *Running time: 19 minutes.*~~

~~**Adverse Driving Conditions.** Provides visual and measurable evidence of driver's ability to respond to various environments, including wet and icy road conditions. In addition, offers a unique approach in dramatizing the dangers associated with driving while impaired. *Running time: 29 minutes.*~~

~~**BASIC DRIVER EDUCATION COURSE**~~

~~**SIMULATION INSTRUCTION**~~

~~**12 LESSONS**~~

~~**12 HOURS**~~

DRIVING SIMULATION INTRODUCTION

~~Simulation enhances the teaching of the basic procedural and perceptual skills associated with driving, improves a driver's decision-making abilities and exposes that individual to hazardous driving situations in a collision proof environment.~~

PURPOSE OF THE SIMULATOR

- ~~9. Provide the explanations and experiences that will reinforce and expand on those provided in other phases of the education program.~~
- ~~10. Provide the students with a greater variety of learning experiences.~~
- ~~11. Provide necessary sensory input for future judgment and decision making.~~
- ~~12. Provide practice in performing procedures such as starting, stopping, lane changing, passing, steering.~~
- ~~13. Provide more driving experience per hour of supervision.~~
- ~~14. Develop the understanding, judgment, and skill necessary to execute basic driving maneuvers safely and efficiently within typical traffic situations.~~
- ~~15. Develop quick and accurate responses needed when faced with sudden unpredictable hazards.~~
- ~~16. Evaluate student growth and development in the skills, judgment, and attitudes required for safe, efficient driving.~~

PROGRAM/TEACHING GUIDES

~~The following program/teaching guides are provided by the producers of the training programs. Although they are in a suggested sequence from basic to complex procedures, it by no means requires you to follow the sequence if it conflicts with your individual requirements. The programs are teaching tools and are in no way designed to replace the teacher, but are supplied to enhance the individuals overall program.~~

~~DORON PRECISION SYSTEMS,~~

~~INCORPORATED~~

~~DORON PRECISIONS SYSTEMS, Inc. has produced the following training library for use with their simulation systems. The suggested sequence will take the student from the basics of starting, steering, stopping, to the more complex city and interstate driving situations. The remaining programs takes the students through more critical environments and decision making.~~

~~Each program is designed for automatic operation but is capable of accepting teacher interaction with manual checks, still frame usage, and immediate replay for teaching emphasis.~~

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~~STARTING RIGHT~~

~~OVERVIEW~~

~~This 26-minute program is intended for beginning drivers. Its basic purpose is to familiarize them with these basic driving procedures:~~

- ~~7) —pre-start~~
- ~~8) —starting the car~~
- ~~9) —moving into traffic from a parked position at the curb~~
- ~~10) —lane changing~~
- ~~11) —returning to a parked position at the curb~~
- ~~12) —securing the car~~

~~Because it is important to maximize driving time in the simulator phase of instruction, it is suggested that pre-start procedures; adjustment of seats, mirrors, and safety belts, door locking, etc. will be more cost effectively taught in a combination of classroom and rote drill experiences prior to beginning the first drive in this program.~~

~~Since starting and securing procedures frequently vary among school districts, instructors, and vehicle types, those presented here are sufficiently generic that instructors using this program will be able to coordinate starting procedures used in the simulator lab with those used in other phases of the program.~~

~~A flash of blue-colored frames will be noticed immediately prior to each of the blind-spot checks. Advise drivers that these frames are there to cue them to use the blind-spot-checking mirrors attached to the back of the simulator seat. It is hoped that drivers' ongoing attention will have kept them aware of the need and of which one should be used.~~

~~PRE-TITLE SCENES~~

~~Running Time:~~ 1.7 minutes

~~Setting:~~ Various, for observation only; no driving.

~~Teaching Emphasis:~~

~~Clarifying objectives:~~

- ~~● —entering traffic from a parked position~~
- ~~● —making basic lane changes~~
- ~~● —returning to the curb~~

Teaching Tips:

~~Establish procedures for use of the simulator; explain the function and proper use of the mirror attached to the back of the seats.~~

~~Review pre-start and start procedures using the same sequence of steps used in the one-street phase of your program.~~

~~Be sure everyone understands the following terminology used in this program~~

~~“CHECK” your blind spot (by looking over right or left shoulder into the head-check mirrors attached to the simulator seats).~~

~~“LOOK” into the (inside and outside) rearview mirrors (seen on screen).~~

~~“SCAN” left or right for other highway users in the forward view (as at intersections, etc.).~~

~~INS AND OUTS OF TURNS~~

~~OVERVIEW~~

~~This 22 minute film is intended for beginning drivers. Its basic purpose is to familiarize them with a procedure for making turns at intersections.~~

~~Brief demonstration scenes at the beginning illustrate the basic concept of “from the right to the right” and “from the left to the left”. These rules of thumb are presented as a means of quickly orienting new drivers to a workable procedure for moving through intersections.~~

~~Residential areas with no street markings are the setting for the first practice drive. In the more heavily traveled residential and suburban areas that follow, the introduction of four lanes and left turn bays, sometimes called “storage lanes”, will require drivers to pay careful attention to their blind spot checks.~~

~~Timing turns through gaps in traffic is dealt with, as is the procedure of checking traffic on cross streets before entering intersections. The traffic checking pattern used is the one most frequently observed in on street programs, “left, right, left, go”. Instructors should remember, however, that filmed procedures, of necessity, must be generic and it is up to each instructor to adapt these to the local program.~~

~~A flash of blue colored frames will be noticed immediately prior to each of the blind spot checks. Advise drivers that these frames are there to cue them to use the blind spot checking mirrors. It is hoped that drivers’ ongoing attention will have kept them aware of the need and of which one should be used.~~

~~PRE-TITLE SCENES~~

~~**Running Time:** 2.5 minutes~~

~~**Setting:** Various; observation only, no driving.~~

~~**Objectives:** Using correct procedures for~~

- ~~4) Approaching,~~
- ~~5) Moving through,~~
- ~~6) Leaving intersections.~~

Teaching Tips:

~~Review procedures, adapting as necessary to local preference. Assist the students with the appropriate timing of signals, speed selection, steering, and the line of sight while turning into the correct lane. Following are the basic procedures used in this film.~~

- ~~4) Approaching: looking in mirrors; signal; check blind spot; position vehicle; slow; check across, left, right, left.~~
- ~~5) Moving through: right turn — as far to the right as practicable; left turn — just inside the imaginary center.~~
- ~~6) Leaving: enter proper lane; accelerate; confirm signal off; look in rearview mirrors.~~

~~SEARCH IDENTIFY ANTICIPATE~~

~~OVERVIEW~~

~~Search Identify Anticipate contains three, uninterrupted drives. Drivers will travel:~~

- ~~• A rural, residential street over a winding, two-lane roadway to a small mall at an interstate highway entrance~~
- ~~• A village residential area, through the business district to another residential section of town~~
- ~~• One large shopping mall parking lot to another; a dual-lane left turn, multi-lane divided roadway, and typical parking lot hazards are encountered~~

~~The three drives are separated by a short length of black footage that enables you to conveniently use any of the three drives individually. They also provide a suitable point to interrupt the program for discussion purposes.~~

~~Verbal commands for blind spot checks are not always given. When they are not, drivers are expected to know when, and to which side blind spot checks should be made.~~

~~To be consistent with other programs in this series, a few blue frame will precede each blind spot check to alert your drivers that the on-screen image is going to change from a forward view to a blind spot view.~~

~~When the blue frames appear, drivers should quickly look over their shoulder into one of the blind spot checking mirrors attached to the back of the seat. The brief moment (a little more than one second) of blue frames helps to insure that they will not miss any important action while turning their heads.~~

~~General Objectives:~~

~~Following your instruction when using this program, student drivers should be able to:~~

- ~~• Explain and demonstrate:
 - Scanning their driving environment
 - Twelve-second scan distance
 - Two-second following distance~~
- ~~• Identify elements in their driving environment that could become hazards in their intended path of travel~~
- ~~• Predict how, where, why, and when highway conditions and other highway users they have identified might become an accident potential (for them)~~

Suggested Introductory Activities:

- ~~4) Explain IPDE or other search and scanning procedures used before beginning the drive.~~
- ~~5) Discuss procedures for changing lanes and handling potential intersection problems.~~
- ~~6) Review the roles of good scanning habits, speed control, and vehicle position; i.e., space management.~~

~~NOTE: Be sure to alert your student drivers to the fact that they will not always be told exactly when to check blind spots. Stress the importance of being ready to make correct head checks according to “conditions of the moment”.~~

DECIDE AND ACT

OVERVIEW

DECIDE and ACT contains three, uninterrupted drives. Drivers will travel:

- A variety of roadway configurations; a three-way stop, traffic lights, a cyclist, and other highway users' actions require defensive driving decisions and actions
- Inner city streets encountering heavy stop-and-go traffic; decisions at intersections involving pedestrians and other traffic must be made and acted upon
- An interstate highway, entering from a secondary street, exiting to another surface street, then angle parking at a fast-food restaurant

The three drives are separated by a short length of black footage that enables you to conveniently use any of the three drives individually. The also provide a suitable point to interrupt the program for discussion purposes.

Verbal commands for blind-spot checks are not always given. When they are not, drivers are expected to know when, and to which side blind-spot checks should be made.

To be consistent with other programs in this series, a few blue frames will precede each blind-spot check to alert your drivers that the on-screen image is going to change from a forward view to a blind-spot view.

When the blue frames appear, drivers should quickly look over their shoulder into one of the blind-spot checking mirrors attached to the back of the seat. The brief moment (a little more than one second) of blue frames helps to insure that they will not miss any important action while turning their heads.

General Objectives:

When supported by your instruction, this program should enable your student drivers to be able to:

- Decide upon the best action to take in response to perceived roadway markings and conditions and threatening actions or positions of other highway users
- Manage the speed and position of their own vehicle to avoid or minimize accident potential

Suggested Introductory Activities:

- ~~5) Review the decision-making process for searching and scanning.~~
- ~~6) Review procedures for lane changing and intersections.~~
- ~~7) Review space management and urban problems.~~
- ~~8) Review correct procedures for entering and existing limited access highways.~~

~~NOTE: Be sure to alert your student drivers to the fact that they will not always be told exactly when to check blind spots. Stress the importance of being ready to make correct head checks according to “conditions of the moment”.~~

RISK ASSESSMENT

OVERVIEW

~~RISK ASSESSMENT contains three uninterrupted drives. Drivers will travel in a variety of urban settings, encountering a typical mix of pedestrian and vehicular traffic that might be expected in such environments.~~

~~The three drives are separated by a short length of black footage. These “breaks” provide a convenient stopping point for you to interrupt the program for discussion purposes or, should you choose, to use any of the drives individually.~~

~~Verbal commands for blind spot checks may not always be given. When they are not, drivers are expected to know when, and to which side, blind spot checks should be made.~~

Objectives:

~~When supported by your instruction, upon completion of this program student drivers will be able to:~~

- ~~• Identify simultaneous, multiple threats~~
- ~~• Predict the degree of criticality and immediacy of each of them~~
- ~~• Decide upon the best action to take~~
- ~~• Execute appropriate actions to minimize accident potential when driving in urban environments~~

Suggested Introductory Activities:

- ~~5) Review searching, scanning, and the decision-making process (SIPDE).~~
- ~~6) Review procedures for lane changing and intersections.~~
- ~~7) Review space management and urban problems.~~
- ~~8) Prepare student drivers to use commentary driving in selected segments of the program.~~

TURNABOUTS AND PARKING MANEUVERS

OVERVIEW

TURNABOUTS and PARKING MANEUVERS is a film about driving fundamentals. The ability to back, park, and turn around safely is essential to any driver, but these procedures can sometimes intimidate and fluster the beginning driver.

This film is designed to familiarize the beginning driver with the proper techniques for backing, parking, turnarounds, and parking on hills. Knowledge of these techniques will facilitate their practical application on the road.

Each of the fundamental maneuvers is defined in a demonstration sequence with a model driver; then, the maneuver is repeated from the driver point of view for practice.

Opportunity for discussion is provided between each of the maneuvers.

Objectives:

The driver will be able to:

- Back safely in an arc or a straight line
- Incorporate backing into other maneuvers
- Execute a proper U turn
- Execute a proper Y turn
- Enter and leave a parallel parking space
- Park properly on an upgrade
- Park properly on a downgrade

Terminology:

Maneuvers: A term usually used to describe driving procedures which can be accomplished through a step by step process. In this film, the term is used in conjunction with parking and turn around maneuvers.

U Turn : Reversing direction (turning around) in one, continuous arc.

Y-Turn: Reversing direction (turning around) where limited space requires two turning maneuvers separated by one backing maneuver.

Parallel Park: Parking at the curb, or roadside, with the full length of the vehicle parallel to the curb, or roadside.

~~Uphill Park: ——— Parking on up grades.~~

~~When there is a curb, front wheels turned sharply left with right front wheel touching or very close to the curb.~~

~~When no curb is present, front wheels turned sharply right.~~

~~Downhill~~

~~Park: ——— Parking on down grades. With or without curbing, front wheels turned sharply to the right.~~

Introductory Activities:

~~1. Drivers often have a tendency to underestimate the importance and frequency of need for basic driving maneuvers.~~

~~Make up some hypothetical situations that demonstrate the need to be able to back, park, and turn around safely. For example: to drive from school, stop for a hamburger, and continue home, a driver could conceivably need to back up to exit a parking space, make a turnabout, parallel park at the restaurant.~~

~~Show how these skills can be even more critical in heavy traffic situations. If a driver has to turn around on a narrow, heavily traveled highway, the ability to make a safe, three point turn is very important.~~

~~2. Use diagrams on the chalkboard to show front wheel position as it relates to the ——— movement of the car, both when backing and when moving forward in close quarter maneuvering such as parking and turnarounds. Have drivers follow along in the simulators, turning the wheel as they would to make the maneuvers being described.~~

~~This is a good time to practice hand positions on the steering wheel and hand over hand steering techniques.~~

~~3. Because of the number of times in this film drivers are required to look over their shoulders for backing and blind spot checks, it would be a good idea to remind everyone that the short segments of blue frames that appear in this film are cues to turn their heads and view the screen through the mirrors attached to the back of the simulator seats (to simulate looking out the rear windows of the vehicle).~~

RURAL ROADWAYS

OVERVIEW

~~This 27-minute film is intended for drivers who have acquired sufficient skill to manage the speed and position of their vehicle in light to moderate traffic. The three drives are all in a rural environment, including a short stretch of gravel road and a four-lane divided roadway, as well as two-lane county and state roads.~~

~~Events in this film will enable the driver to practice, then demonstrate competency in the following:~~

- ~~• Speed and lane adjustments~~
- ~~• Passing and being passed~~
- ~~• Observation of highway signs, signals, and markings~~
- ~~• Interaction with other (rural) highway users and road surfaces (gravel)~~

~~Railroad crossings, hills, reduced speed zones, a school bus, a tailgater, a cyclist, and a driver who forces us off the pavement are encountered.~~

~~Crossing, entering, and leaving a four-lane, divided roadway with at-grade intersections is also included.~~

~~As in other films in this series, a short flash of blue-colored frames will be noticed immediately prior to each of the blind-spot checks. Advise drivers that these frames are there to cue (and remind) them to turn their heads to look into the blind-spot checking devices attached to the seat backs of their simulator seats.~~

Introductory Scenes:

~~**Running time:** 1 minute~~

~~**Setting:** Two-lane country road~~

~~**Activity Codes:** None~~

~~**Teaching tips:** Use of rhetorical questions, “Did you ...”, “Are you ...”, etc. are intended to be thought provoking and are not necessarily answered by the narrator or on-screen action.~~

~~Be sure that drivers are familiar with the procedure for making blind-spot checks in the simulators and that they understand the following terminology used in this film.~~

~~**“CHECK”** your blind spot (by looking over right or left shoulder into the blind-spot checking devices attached to the simulator seats).~~

~~**“LOOK”** into the (inside and outside) rearview mirrors (seen on screen).~~

~~**“SCAN”** left or right for other highway users in the forward view (as at intersections, etc.).~~

~~Discuss roadway types that will be encountered in this film: blacktop, unmarked; two-lane with moderate traffic; and four-lane divided, with high-speed traffic and intersecting roadways.~~

LIMITED ACCESS HIGHWAYS

OVERVIEW

LIMITED ACCESS HIGHWAYS contains four separate drives on limited access highways. The drives are separated by a short length of black footage which provides a convenient stopping point for you to interrupt the program for discussion purposes or to use any of the drives individually, should you choose to do so.

Although speed control (cruise control), emergency stopping procedures, and “highway hypnosis” are mentioned, you should plan to discuss them in greater detail either before or after the program.

Objectives:

When driving on limited access highways, student drivers, upon completion of this program and supported by your instruction, will be able to safely:

- Enter and exit
- Interact with other traffic
- Maintain proper speed and position
- Correctly use car pool lanes
- Explain the importance of advance planning.

Suggested Introductory Activities:

5. Review the IPDE strategy.
6. Review search and scan techniques.
7. Review different types of entrance and exit ramps and procedures for their use.
8. Review:
 - Maximum/minimum speeds
 - Emergency procedures
 - Highway sign
 - Car pool lanes
 - Following distance
 - Passing procedures

HANDLING WEATHER CONDITIONS

OVERVIEW

This film provides an opportunity to learn many of the techniques used by successful drivers when compensating for limitations imposed by loss of traction and reduced visibility.

The first of the three driving sequences in this film is in the winter, the second drive makes the transition from a winter day to a spring rain, while the third is a night driving sequence.

Objectives:

The driver will be able to:

- Predict how other highway users' behavior will change under adverse weather conditions
- Identify roadway conditions likely to cause loss of traction
- Describe visibility limitations under adverse weather conditions
- Explain compensatory procedures for loss of traction and reduced visibility.

Terminology:

Traction: The grip between the tire tread and the road surface. Good traction is required for a good "grip" to keep the vehicle from sliding.

Locked

Wheels: Wheels that have been locked (by a firm, constant pressure on the brake pedal) in a non-turning condition. Newer, anti-lock brake systems have been designed to prevent this condition from occurring.

Engine

Compression: Internal action of the engine which serves to slow a vehicle (most effective in lower gears).

Illumination: Artificial light generated by street lights, vehicle headlights, etc., to reveal objects at night.

Depth

Perception: Ability to judge distances between one's own position and objects in the distance.

Visual Acuity: Ability to see things in sharp focus.

Glare

Recovery: Time taken to recover normal vision after being temporarily blinded by bright lights; such as oncoming headlights.

Introductory Activities:

~~1. Talk with drivers about traction—ask if they have ever experienced being in a vehicle that was “out of control”.~~

~~Under what conditions did it occur? What vehicle was being used?~~

~~Who was driving? How did it feel? What was their reaction? What was the outcome? Were they able to avoid a repetition of the incident? How?~~

~~2. Have drivers relate weather invoked behavior changes they have observed in themselves and others—both drivers and pedestrians.~~

~~What were the changes? Can specific changes be associated with particular weather conditions?~~

~~3. Discuss equipping a vehicle with special items for winter emergencies: shovel, chains, emergency flashers, sand, blanket, etc.~~

~~4. Darken the classroom and set out several objects that were not present when the room was fully illuminated. Briefly pass the beam from a flashlight across the items. Then, ask persons to describe the various objects; ask for colors. Discuss how colors (and objects) appear different under varying light conditions.~~

CRASH AVOIDANCE II

OVERVIEW

Like the original, ever popular CRASH AVOIDANCE, CRASH AVOIDANCE II places drivers in crash-threatening situations from which they must try to escape by steering right, by steering left, or by holding their lane position and relying upon the brake, alone, to avoid collision.

Unlike the original, however, in CRASH AVOIDANCE II the rearview mirrors are included in the driver-point of view scenes, thus enabling drivers to make their escape decisions based upon traffic conditions behind and alongside, as well as directly ahead. Addition of the mirrors also enables identification of threats from behind that make increased acceleration a fourth escape choice.

At the beginning of this twenty minute film, examples of four evasive action maneuvers are demonstrated: escape right, escape left, accelerated, and brake and hold position. The remaining sixteen minutes are devoted to driving situations in a variety of traffic environments, each situation requiring one of the four escapes to be used. Which one is, of course, a decision the simulator driver must make and execute quickly.

While this film provides an opportunity to test driver ability to quickly identify and execute evasive action moves, narrative **emphasis** is given to the importance of being **constantly aware of conditions on all sides** and of **planning in advance** as the keys to successful CRASH AVOIDANCE driving.

Objectives:

The general objective of this film is to reinforce the importance of planning ahead and of being constantly alert for safe escape routes from crash-threatening situations.

Whether a new or experienced driver, it is intended that participation in these filmed driving experiences will reduce the probability for panic should similar events occur in the real world. Less panic — more successful evasive action maneuvers — fewer accidents, injuries and deaths.

Following participation in a CRASH AVOIDANCE II session, when confronted by an imminent collision, drivers should be able to:

- — Make earlier identifications of potential hazards
- — Instantly locate the escape path of least damaging consequence.
- — Execute the correct driving action to avoid or minimize the effects of collision should one occur.

The incidents in this film can stimulate a great deal of meaningful discussion of defensive driving tactics. Such discussions should make it possible for viewers to be able to recognize the usefulness of these tactics, including the *IPDE decision making strategy, for being able to stay out of situations that have high crash potential.

- — Identify hazards, Predict their affects, Decide what to do about them, Execute an appropriate defensive driving maneuver in time to avoid conflict.

SUGGESTED DISCUSSION TOPICS

Introductory Scenes

Each of the four escape demonstrations at the beginning of this film provide an opportunity to stop the projector on a freeze frame of the most critical action point. Take these opportunities to discuss the options that were available, the events leading up to the critical moment, what might or might not have been predicted, and how advance planning might or might not have been predicted, and how advance planning might have helped. In each case, emphasize the importance of selecting the BEST escape option: the one offering the highest probability of escaping collision and/or minimizing damage should the evasive action not be successful. Reinforce a major objective of this film—that advance planning and constant surveillance of conditions on all sides are essential to successful crash avoidance driving.

Use the freeze frame of the escape right demonstration to trigger discussion of readiness for secondary moves if needed. Here, the right steer has cleared us of the threatened head-on with the yellow car, but not necessarily of running into the red van. In this incident, had our speed been appreciably greater, a secondary evasive move up the dirt road behind the van might have been called for. Include in this discussion the importance of safety belts...not only for minimizing potential for injury and death, but for the assistance they provide in maintaining driver position behind the wheel for continuing vehicle control during both the initial and any secondary evasive action maneuvers that might be required.

Control braking should, of course, be discussed, along with a review of the concepts of avoiding collision traps, long lead scanning, and the several IPDE strategies.

If you have not already done so with a prior film, be sure to explain that use of blue frames as cues to begin and end use of the mirrors on the simulators for making right and left side blind-spot checks.

SUGGESTED DISCUSSION TOPICS

Situation 1 (Parked car door opens; oncoming car: Brake and Hold).

Scanning techniques—especially importance of keeping the eyes moving to avoid focusing attention on a single object or condition for too long a period of time. Did the oncoming traffic or the car entering the street on the left distract attention from the parked cars?

Were there any clues—any way to predict what happened? Partial clues, i.e. shoulder of person behind the wheel; feet and ankles under a car, etc. can sometimes be early warning signs. Other examples of partial clues?

Early recognition of limited response options, in this case restricted steering between oncoming traffic and parked cars, should intensify search pattern efforts. Other examples of limited response options and the development of collision trap situations.

Suppose the car behind had been closer? How do we check for safe distance behind?

Situation 2 (Car cuts in front; car on right: Brake and Hold).

Chain reactions of events, sometimes originating far away, that can affect the safety of our planned path of travel. Here, the driver of the car that cut us off was triggered by the action of the driver of the car ahead slowing abruptly to turn into driveway.

Spacing—position in traffic; maintaining space cushion, staying out of other drivers' blind spots when possible, staying out of "bunches or clusters" of traffic, margins of safety.

The brake light on the car ahead...what affect will it have immediately on other traffic...what if it stays on? From one vehicle's action predicting the behavior of others and the ultimate effect upon ourselves.

Keeping tract of conditions alongside when activity ahead might seem more important at the moment.

DESTINATION DRIVING

OVERVIEW

~~DESTINATION DRIVING contains three, uninterrupted “destination” drives. Drivers will travel to a:~~

- ~~• Downtown parking lot via urban streets~~
- ~~• Shopping mall via the interstate highway~~
- ~~• Motel conference center via rural roads~~

~~Narration in this program is limited to the giving of directions that drivers will follow to complete each route.~~

~~Verbal commands for blind spot checks are not given. Drivers are expected to know when, and to which side, blind spot checks should be made.~~

~~To be consistent with other programs in this series however, a few blue frames will precede each blind spot check as a visual cue. These blue frames alert your drivers that the on-screen image is going to change from a forward view to a blind spot view.~~

~~Additionally, insertion the brief moment (1 second) of the blue frames helps to insure that they will not miss any important action while turning their heads to look into the mirrors.~~

~~Each drives starts and ends in a parked position.~~

~~The three drives are separated by a short length of black footage that enables you to conveniently use any of the three drives individually and to provide a suitable point to interrupt the program for discussion.~~

~~NOTE: When used for evaluation purposes, be sure the “**activ print**” button on the console is in the “**on**” position **before** starting the program.~~

Objectives:

~~A major objective of DESTINATION DRIVING is to help you make observations and evaluations that can be useful to you in the conduct of your program.~~

~~DESTINATION DRIVING provides an opportunity for your drivers to demonstrate their driving knowledge and skills on four types of roadways: urban, residential, rural, and interstate. This program can be used effectively for:~~

- ~~• Midterm review or final evaluation~~
- ~~• Assessment of further training needs~~
- ~~• Competency-based program placement.~~

~~One hundred activity codes have been incorporated into this program to give you an easy number to work with if you are grading driver performance.~~

~~DESTINATION DRIVING can also be used for regular instructional activity.~~

~~Because there is minimal narration in this program, it is especially suited to using the commentary drive technique.~~

~~You should also be prepared to add commentary of your own at appropriate teaching points. If you have a flashlight pointer, keep in mind that it can be used most effectively in this program.~~

~~NOTE: Before screening this program, orient your drivers to its nature; i.e. the absence of instructional narration and the importance of their listening carefully for route directions.~~

~~Alert them to the fact that they will not be told when to check blind spots, that they must be prepared to make the appropriate checks according to “conditions of the moment”.~~

VANS—REDUCING THE RISKS

OVERVIEW

The non-driving scenes in this program demonstrate the need for developing accurate mirror-reading skills to successfully cope with the dangerous blind-spot conditions experienced in the operation of van-type vehicles. Advantages and limitations of the three most common mirror types used on these vehicles are examined, with emphasis given to the importance of understanding and compensating for the distorted perception of distance portrayed by mirrors of the convex variety.

Brief overview of three basic characteristics that make the handling of vans somewhat different from that of typical passenger cars is also shown. The effect of wind, of usually wider turning radius, and of the skid-tendency of unladen, rear-wheel drive vans are introduced.

To start the first drive sequence, which runs approximately five minutes, drivers are required to back-out of an angle parking space in a typical mall parking lot. It is stressed that backing should be avoided as often as possible. However, when unavoidable, as in this case, instruction are to back carefully, slowly and no farther than absolutely necessary. Upon leaving the lot, Drive Segment 1 proceeds on a four-lane suburban street leading to a multi-lane, one-way street where activity on both sides forces almost continuous and simultaneous use of both rear-view mirrors.

The second drive sequence begins in an inner-city environment with a mix of parked cars, bus stops, stalled traffic, pedestrians and busy intersections to challenge maneuvering and decision-making skills. Moving out of the inner city on a short stretch of interstate highway ultimately requires five separate right-side lane changes in high speed traffic to make the correct exit ramp. Once back on surface streets, more lane-changing and a left turn from a four-lane to a two-lane street lead to a drive segment at night on a multi-lane, one-way street. The final section of this drive is on a rainy day, which further illustrates the criticality of identification skills and portrays the often erratic behavior patterns of other highway users under conditions of inclement weather.

The major emphasis throughout this twenty-four minute program is on accurate use of mirrors in numerous passing, lane-changing and merge situations in a range of driving environments and conditions within which the special requirements for safe driving of van-type vehicles can be practiced and discussed.

Objectives:

The most important objective is, of course, to effect a reduction of traffic-related death, injury and property loss in the operation of van-type vehicles.

Among the requirements for safe operation of these vehicles is a working knowledge of how their handling and inherent visibility problems may be affected by changing environments and weather conditions. A general objective of this program is, therefore, to provide a medium through which drivers may become increasingly aware of, and prepared to deal with, these factors.

With side mirrors being the only means of perceiving the threat of collision alongside or from behind, it should not be surprising that the major, general objective of this program is to provide a suitable mix of driving experiences that will clearly demonstrate the importance of timely and accurate use of mirrors; and to stimulate discussions that result in an increased appreciation of the impact that accurate mirror-reading skills might have on reducing the inherent risk of operating van-type vehicles.

More specifically, at the conclusion of this training experience, drivers should be able to change lanes without incident, avoid unnecessary backing and accurately describe at least:

- ~~Two reasons why the right side is more blind than the left~~
- ~~Two ways to improve field of view when backing~~
- ~~Three common mirror types~~
- ~~One advantage and one disadvantage of each mirror type described~~
- ~~Two ways that a van type vehicle create hazardous blind spot conditions for others~~
- ~~Two good “rules of thumb” for safe backing~~
- ~~Three handling characteristic differences; vans vs. cars~~
- ~~Three typical accident producing situations related to weather~~
- ~~Three identification problems associated with night and inclement weather conditions.~~

Introductory Scenes

Running time: ~~5 minutes.~~

Setting: ~~Non-driving scenes on multi-lane road, two-lane streets and parking lots.~~

Activity Codes: ~~None~~

Teaching Tips: ~~Several potential discussion topics related to the operation of van type vehicles are introduced, or alluded to, in these opening scenes. Among them:~~

- ~~Size differential~~
- ~~Handling characteristics~~
- ~~Driver characteristics~~
- ~~Visibility problems~~
- ~~Mirror types~~

Review and Discuss:

With backing being one of the highest risk maneuvers, review ways of reducing the risk:

- ~~Placing a cone behind parked vehicle; driver must pick it up before leaving, thereby becoming aware of conditions behind~~
- ~~Getting someone to assist outside the vehicle (a spotter), especially in tight quarters~~
- ~~Backing as little and as short a distance as possible~~
- ~~Parking so that backing will not be required~~

Talk about various turnabouts:

- ~~Two point, turning into drive on right~~
- ~~Two point, backing into drive on right~~
- ~~Two point, turning into drive on left~~
- ~~Three point, as seen in this program~~
- ~~U turn~~
- ~~Proceeding around the block, and discuss them in terms of their appropriateness under circumstances and levels of risk involved~~
- ~~Use the scene of the van driver adjusting land position as the tractor trailer passes to trigger discussion of the effects of wind, and the rear wheel spinning in the snow to trigger discussions of changing driving techniques for changing weather conditions.~~
- ~~Pre drive procedures might also be discussed and, with the increasing popularity of front wheel drive vans, discussion of their special handling characteristics would certainly be in order.~~

Although most van type vehicles are equipped with some form of convex mirror, a convex mirror is not used in the drive segments of this program. ~~Because limitations imposed by the complexity of filming combined normal (flat) and convex mirror images, we have elected to present only the clearer, flat image as being most useful to a program of this kind.*~~ It is, therefore, important that the various configurations, advantages and disadvantages of convex mirrors be discussed at some point in time before this learning experience is concluded.

~~*(About three minutes into the program, note the changing focus when flat and convex mirror are filmed together. Use these "rack focus" scenes to trigger discussion of the problems encountered when drivers, using a flat and convex mirror together, quickly shift their glance from one to the other.)~~

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SSI SAFE DRIVER TRAINING SERIES
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~~Introduction to Video Training.~~ Introduction to new principles using the latest in videography; discussion of enhanced teaching techniques will provide further understanding for each student in learning how to respond to the video sequences. *Running time: 15 minutes.*

~~Controlling Your Vehicle.~~ Introduction to driving; teaches fundamentals of vehicle control including pre-drive checks, starting, stopping, steering, and securing your vehicle. *Running time: 19 minutes.*

~~Turning and Parking Maneuvers.~~ Begins with variety of lane changes from Controlling Your Vehicle. This program will introduce the student to advanced turns, curbside parking, perpendicular and parallel parking. *Running time: 23 minutes.*

~~Rules to Live By.~~ Graphically enhanced primer on traffic signs, signals and roadway markings; stresses safety aspects of roadway rules featuring a variety of driving environments. *Running time: 19 minutes.*

~~IPDE—The Decisions are Yours.~~ Introduces IPDE concept and Smith System rules for safe driving; discusses scanning and searching techniques, space cushion concept and escape routes; multiple scenarios in variety of driving environments to practice IPDE skills. *Running time: 26 minutes.*

~~Understanding Intersections.~~ Teaches right of way rules and strategies for negotiating simple and complex intersections, including railroad crossings; provides multi-environment scenarios to practice intersection maneuvers. *Running time: 30 minutes.*

~~City Streets.~~ Demonstrates application of IPDE principles within crowded urban areas; stresses need to co-exists in congested city traffic where the sheer number of vehicles and pedestrians create more hazards per mile than on most roadways. *Running time: 17 minutes.*

~~Expressways.~~ Teaches quick judgement decisions using the IPDE process. Discusses space cushion for high-speed expressway driving; teaches entering and exiting highways, merging into traffic and passing maneuvers. *Running time: 18 minutes.*

~~Identifying and Avoiding Conflicts.~~ Teaches drivers how to reduce the chances for a collision by isolating and compromising risks; provides numerous simulated driving scenarios which require drivers to identify and drive through potentially hazardous situations; multiple driving environments. *Running time: 27 minutes.*

~~Dealing With Emergencies.~~ Demonstrates variety of roadway emergencies caused by mechanical failure including brake failure, engine malfunction, stuck accelerator, and power steering failure. Allows drivers to practice skills in handling variety of emergencies. *Running time: 15 minutes.*

~~Handling Roadway Hazards.~~ Demonstrates problems arising from roadway hazards and driver error. Teaches appropriate actions to unexpected conditions; tire blow-out, hood fly up and regaining control from a skid. *Running time: 16 minutes.*

~~Avoiding Collisions.~~ Takes students through a variety of near crash sequences which forces them into making controlled responses to dangerous situations; teaches drivers to identify escape routes to avoid crashes and allows them to practice in multiple environments. *Running time 25 minutes.*

~~**Testing Driver Performance I.** Comprehensive driving exam covering principles that have been taught in the previous SSI Safe Driver videos. *Running time: 20 minutes.*~~

~~**Testing Driver Performance II.** Comprehensive driving exam covering principles that have been taught in the previous SSI Safe Driver videos. *Running time: 19 minutes.*~~

~~**Adverse Driving Conditions.** Provides visual and measurable evidence of driver's ability to respond to various environments, including wet and icy road conditions. In addition, offers a unique approach in dramatizing the dangers associated with driving while impaired. *Running time: 29 minutes.*~~

BASIC DRIVER EDUCATION COURSE

BEHIND THE WHEEL INSTRUCTION

**9 LESSONS
6 HOURS**

BEHIND THE WHEEL

Lesson 1: Basic Procedures and Car Control

~~This lesson is divided into three sessions. The first session deals with pre-entry checks, pre-ignition procedures, starting, tracking forward, tracking backward, lane changes and securing the vehicle. The second sessions deals with left and right turns, two point and three point turnabouts. The third sessions deals with angle, perpendicular and parallel parking.~~

~~Lesson 1 should be taught in an off-street driving area such as a driving range or parking lot. If a parking lot is used, permission from the owner of the lot should be obtained and the practice area should be blocked off from other traffic that may interfere. In addition to normal instructional materials needed for BTW practice, at least eight (8) large 36" traffic cones should be used for this lesson.~~

Session 1

- ~~. Vehicle familiarization~~
- ~~. Tracking backward~~
- ~~. Tracking forward~~
- ~~. Lane changes~~

~~The cones should be placed in a straight line, at least fifty (50) feet apart. Position the car beside the first cone with the front bumper even with the cone. The car will track forward, stopping at each cone and the driver securing the vehicle at each stop. After stopping at the last cone, the car will track backward, stopping with the rear bumper at each cone. This can be repeated several times if necessary.~~

~~Then have the driver practice lane change procedures at every other cone (i.e., change lanes between first and second cone and again between third and fourth cone, stopping smoothly at the fourth cone. Have the driver track backward all the way to the first cone again and repeat the lane change practice if necessary. After the instructor demonstrates the skills, each student practices 20 minutes on Session 1.~~

I. Descriptors

- ~~A. Hand position~~
- ~~B. Low speed~~
- ~~C. Brake usage~~
- ~~D. Basic car control~~

II. Objectives

- ~~A. Pre-entry check~~
- ~~B. Pre-ignition procedures~~
- ~~C. Vehicle familiarization (student operates all controls)~~
- ~~D. Ignition procedures~~
- ~~E. Preparing to move ahead~~
- ~~F. Tracking forward~~
- ~~G. Stopping procedure~~
- ~~H. Tracking backward~~
- ~~I. Right lane change procedure~~
- ~~J. Left lane change procedure~~
- ~~K. Shut-down and securing procedures~~

III. Learning Sets

- ~~A. Operating car controls~~
- ~~B. Procedural practice (pre-ignition, ignition, tracking ahead, tracking backward, securing)~~
- ~~C. Tracking ahead~~
- ~~D. Tracking to the rear~~

- E. _____ Distance judgment front and rear
- F. _____ Smooth acceleration
- G. _____ Smooth backing
- H. _____ Lane change maneuver

IV. _____ Anticipated Problems

- A. _____ Improper procedures for pre-ignition or starting
- B. _____ Unfamiliar with vehicle controls
- C. _____ Wrong gear
- D. _____ Improper hand placement on wheel
- E. _____ Rapid acceleration
- F. _____ Hard braking
- G. _____ Distance judgment to front and rear
- H. _____ Failing to adjust steering for drift
- I. _____ Improper hand position when backing
- J. _____ Failure to look back when backing
- K. _____ Not using the brakes to control speed when backing
- L. _____ Lane change — forgets to signal
- M. _____ Lane change — forgets to check blind spot
- N. _____ Lane change — over steers or under steers
- O. _____ Lane change — fails to recover smoothly

V. _____ Learning Activities for Observer

- A. _____ Checklist for car control

Section 2

- 1. _____ Left turns
- 2. _____ Right turns
- 3. _____ Two point turnabout
- 4. _____ Three point turnabout

Use the streets, roadways and parking lot of the tracking site to practice skills in Session 2. If necessary, use cones to set up an "X" exercise to practice two point turnabouts. After the instructor demonstrates the exercises, each student practices 20 minutes on Session 2.

I. _____ Descriptors

- A. _____ Minimal traffic
- B. _____ Low speed
- C. _____ Traffic controls
- D. _____ One and two way streets
- E. _____ Intersections
- F. _____ Backing techniques

II. _____ Objectives

- A. _____ Entering or leaving traffic flow
- B. _____ Negotiating intersections
- C. _____ Identifying traffic controls
- D. _____ Eye habits
- E. _____ Left and right turns
- F. _____ Interacting with other users
- G. _____ Negotiating turnabouts

III. _____ Learning Sets

- A. _____ Lane change maneuvers (entering and leaving traffic flow)

- B. ~~Negotiating intersections:~~
 - 1. ~~Straight~~
 - a. ~~moving and stopping~~
 - b. ~~single and double stops~~
 - c. ~~two and one way streets~~
 - 2. ~~Left turns and right turns~~
 - a. ~~moving and stopping~~
 - b. ~~single and double stops~~
 - c. ~~two and one way streets~~
- C. ~~Negotiating a two point turnabout on left and right side~~
- D. ~~Negotiating a three point turnabout~~
- E. ~~Identifying one and two way streets~~

IV. Anticipated Problems

- A. ~~Failing to check blind spot~~
- B. ~~Failure to check mirrors at least once each block~~
- C. ~~Improper lane position for intersection maneuvers~~
- D. ~~Failing to stop for pedestrian in crosswalk~~
- E. ~~Not coming to a complete stop when required~~
- F. ~~Waiting to make left turns with wheels turned~~
- G. ~~Failing to use second glance technique~~
- H. ~~Failing to sight through turns~~
- I. ~~Not following radius of curb on right turns~~
- J. ~~Dry steering on turnabouts~~
- K. ~~Failure to Signal~~

V. Learning Activities for Observer

- A. ~~Checklist for car control~~

Section 3

- 1. ~~Angle parking~~
- 2. ~~Perpendicular parking~~
- 3. ~~Parallel parking~~

These types of parking maneuvers can be practiced at the teaching site based on the types of parking spaces available. If the site does not have a certain type of parking available, use the large traffic cones to set up the space. After the instructor demonstrates the skills, each student practices 20 minutes on Session 3.

I. Descriptors

- A. ~~Minimal traffic~~
- B. ~~Scanning ahead and behind~~
- C. ~~Angle parking~~
- D. ~~Perpendicular parking~~
- E. ~~Parallel parking~~
- F. ~~Backing techniques~~

II. Objectives

- A. ~~Entering and leaving traffic~~
- B. ~~Entering a 45 degree angle parking space~~
- C. ~~Leaving a 45 degree angle parking space~~
- D. ~~Entering a 90 degree perpendicular parking space~~
- E. ~~Leaving a 90 degree perpendicular parking space~~
- F. ~~Entering a parallel parking space~~
- G. ~~Leaving a parallel parking space~~

III. Learning Sets

- A. Approaching the parking space
- B. Communicating with traffic
- C. Proper car position
- D. Proper steering techniques
- E. Distance judgment
- F. Centering the car in space
- G. Gap selection
- H. Backing procedures
- I. Head checks for traffic or pedestrians
- J. Merging with traffic

IV. Anticipated Problems

- A. Failing to signal
- B. Improper set up
- C. Turning too early or too late
- D. Speed too fast
- E. Not centering the car in the space
- F. Improper backing procedures
- G. Not looking back
- H. Failing to check for traffic
- I. Not checking front end clearance
- J. Selecting wrong gear

V. Learning Activities for Observer

None

CHECKLIST FOR CAR CONTROL

Driver: _____ Observer: _____

Instructions: The observer (co-pilot) calls out the procedures to the driver (pilot). Driver then carries out steps or inspects systems and says "check" if AOK. After practicing the steps this way twice, the driver should be able to perform without assistance and error. The observer places a (+) in space provided when driver is correct. Place a (X) in space provided when a step is omitted or is out of order.

PRE START INSIDE

START ENGINE AND IDLE

_____ Lock doors	_____ Key to "Start" & release
_____ Key in ignition	_____ Read gauges
_____ Adjust seat	_____ Set for normal idle
_____ Adjust mirrors	
_____ Fasten safety belts	

CREEP CAR FORWARD & STOP

CREEP CAR BACKWARD & STOP

_____ Press foot brake	_____ Press foot brake
_____ Selector to "D"	_____ Selector to "R"
_____ Park brake off	_____ Left hand to top
_____ Foot to gas pedal	_____ Foot to gas pedal
_____ Brake to smooth stop	_____ Brake to smooth stop

SECURING CAR

QUICK STOPS AND STARTS

_____ Complete stop	_____ Creep forward & hard brake
_____ Selector to "P"	_____ Creep backward & hard brake
_____ Accessories Off	_____ Quick speed up & smooth stop
_____ Key to lock	
_____ Set park brake	

STEERING CONTROL DRILL

LANE POSITIONING

_____ Slight L turn & straighten	_____ Center of lane 200 feet
_____ Slight R turn & straighten	_____ Check mirror & centered
_____ Creep backward	_____ Check gauges & centered
_____ Half L turn & straighten	_____ Distance from parked cars
_____ Half R turn & straighten	_____ Distance from oncoming cars
_____ Creep backward	
_____ Full L turn & straighten	
_____ Full R turn & straighten	

SAFETY SWITCHES WHEN MOVING

_____ Horn _____ 4 way flasher _____ Park lights

_____ Bright Dimmers _____ Defroster _____ Wipers

BEHIND THE WHEEL

Lesson 2: Residential Driving

I. Descriptors

- A. ~~Minimal traffic~~
- B. ~~Low speed~~
- C. ~~Traffic controls—signs and markings~~
- D. ~~Two and one way street~~
- E. ~~Open and blind intersections~~

II. Objectives

- A. ~~Entering and leaving flow of traffic~~
- B. ~~Negotiating intersections~~
- C. ~~Identifying traffic controls~~
- D. ~~Eye habits and practices~~
- E. ~~Negotiating turnabouts (two and three point)~~
- F. ~~Interacting with other users~~
- G. ~~Parking uphill and downhill~~

III. Learning Sets

- A. ~~Lane change maneuvers—entering and leaving traffic flow~~
- B. ~~Negotiating intersections~~
 - 1. ~~Straight~~
 - a. ~~moving and stopping~~
 - b. ~~single and double stop~~
 - c. ~~two and one way traffic~~
 - 2. ~~Left and right turns~~
 - a. ~~stopping and moving~~
 - b. ~~single and double stop~~
 - c. ~~two and one way traffic~~
- C. ~~Negotiating two point turnabout on left and right side~~
- D. ~~Negotiating three point turnabout~~
- E. ~~Identifying one and two way streets~~

IV. Anticipated Problems

- A. ~~Failure to check blind spot on lane changes~~
- B. ~~Failure to check mirrors at least once per block~~
- C. ~~Improper lane position for intersection maneuvers from two way and one way street~~
- D. ~~Failure to stop for pedestrian in crosswalk~~
- E. ~~Failure to come to a complete stop when required~~
- F. ~~Waiting to make left turn with wheels turned~~
- G. ~~Failure to use second glance technique~~
- H. ~~Failure to sight through turn~~
- I. ~~Not following radius of curb on right turns~~
- J. ~~Dry steering on turnabouts~~
- K. ~~Failure to signal~~

V. Learning Activities for Observer

- A. ~~Checklist for basic maneuvers~~
- B. ~~Observation check sheet for habits~~

CHECKLIST FOR BASIC MANEUVERS

Driver: _____ Observer: _____

Instructions: An observer uses this checksheet to help the driver remember the procedures. After two practices with help, the driver should perform without help. The observer places a (+) in space provided when driver is correct. Place a (X) in space provided when a step is omitted or is out of order.

ENTERING TRAFFIC

LEAVING TRAFFIC

_____ Check mirrors _____	_____ Check mirrors _____
_____ Signals _____	_____ Signals _____
_____ Check blind spot _____	_____ Check blind spot _____
_____ Gap in traffic _____	_____ Flash brake lights _____
_____ Proper steering _____	_____ Distance to curb _____
_____ Smooth speed up _____	_____ Set wheels uphill _____
_____ Cancel signal _____	_____ Set wheels downhill _____

LEFT TURNS

RIGHT TURNS

_____ Check mirrors _____	_____ Check mirrors _____
_____ Signals 100 feet _____	_____ Signals 100 feet _____
_____ Proper pathway _____	_____ Proper pathway _____
_____ Seans corners _____	_____ Seans corners _____
_____ Proper speed _____	_____ Proper speed _____
_____ Start of steering _____	_____ Start of steering _____
_____ Looks thru turn _____	_____ Looks thru turn _____
_____ Straighten wheels _____	_____ Straighten wheels _____
_____ Proper pathway _____	_____ Proper pathway _____

LANE CHANGE TO LEFT

LANE CHANGE TO RIGHT

_____ Check roadway _____	_____ Check roadway _____
_____ Check traffic _____	_____ Check traffic _____
_____ Check mirrors _____	_____ Check mirrors _____
_____ Signals _____	_____ Signals _____
_____ Gap selection _____	_____ Gap selection _____
_____ Check blind spot _____	_____ Check blind spot _____
_____ Smooth speed up _____	_____ Smooth speed up _____
_____ Proper steering _____	_____ Proper steering _____
_____ Cancel signal _____	_____ Cancel signal _____

OBSERVATION CHECK SHEET FOR EYE HABITS

Driver: _____ Observer: _____

Instructions: Each square represents time or distance traveled. Use one block in an urban area and one minute in other areas. For those eye checks noted, mark "I" for inside mirror checks; "O" for outside mirror checks; and "-" for dash checks. If no eye checks are observed for the given time or distance, cross out the square.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	32	33	34	35
36	37	38	39	40	41	42
43	44	45	46	47	48	49

Totals: "I" _____; "O" _____; " " _____; Grand Total _____

Rates: Checks per city block _____; Checks per minute _____

BEHIND-THE-WHEEL

Lesson 3: Open Highway and Shopping Centers

I. Descriptors

- A. Increased speeds/variable speeds
- B. Moderate traffic
- C. Traffic control devices
 - 1. Unchanging — lane markings, signs
 - 2. Changing — traffic signals
 - a. Planning-ahead
 - b. Stale green light concept
 - c. Yellow light
- D. Multiple lanes
 - 1. Two-lane, two-way
 - 2. One-way, multiple lane
 - 3. Turning lanes (right and left)
 - a. Protected

- ~~b. Unprotected~~
 - ~~E. Shopping Centers~~
 - ~~1. Pedestrian and vehicle traffic~~
 - ~~2. Angle parking~~
 - ~~3. Perpendicular parking~~

~~H. Objectives~~

- ~~A. Vehicle control at greater speeds (speed and steering)~~
- ~~B. Orderly search patterns~~
- ~~C. Protected and unprotected turns~~
- ~~D. Selecting, signaling, maneuvering lane change~~
- ~~E. Intersections~~
 - ~~1. Controlled~~
 - ~~2. Uncontrolled~~
- ~~F. Planning ahead~~
- ~~G. Shopping center traffic~~
- ~~H. Communicating with other users~~
- ~~I. Angle and perpendicular parking~~
- ~~J. Gap selection~~
- ~~K. Following distance~~
- ~~L. Mirror checks~~
- ~~M. Blind spot checks~~

III. Learning Sets

- A. Speed and steering control at variable speeds
- B. Identifying signs, signals and markings
- C. Identifying highway conditions
 - 1. Areas of less space
 - 2. Areas of less sight distance
 - 3. Areas of less traction
- D. Lane change maneuvers
- E. Negotiating protected and unprotected turns
 - 1. Planning ahead
 - 2. Gap selection
 - 3. Path of travel
 - 4. Executing turns
 - 5. Moving turns
- F. Negotiating hills and curves
- G. Negotiating shopping center parking lots
- H. Angle and perpendicular parking
- I. Primary speed reduction
 - 1. Acceleration control
 - 2. Brake control (covering the brake)
- J. Mirror usage

IV. Anticipated Problems

- A. Improper speed
 - 1. Excessive use of brakes
 - 2. Going too slow
- B. Failure to use mirror checks
 - 1. While driving
 - 2. Before reducing speed
 - 2. Lane changing
- C. Failure to signal early
- D. Failure to check blind spot
- E. Failure to plan ahead/reduce speed
 - 1. Intersections
 - 2. Curves
 - 3. Turns
 - 4. Check turning path before turning
 - 5. Down hills
- F. Failure to select correct gap
- G. Failure to sight through turns
- H. Failure to glance to sides at right of way (green light/ intersection)
- I. Failure for second glance into opposite direction before turning
- J. Improper parking procedures
- K. Failure to check front of car while backing out of parking lot
- L. Failure to see hazards in shopping centers
- M. Failure to see traffic controls
 - 1. Speed limits
 - 2. Warning signs
- N. Failure to use safety zone for entry into multiple lane traffic
- O. Failure to yield to on-coming traffic
- P. Failure to select correct gap (yields, intersections, etc.)
- Q. Failure to adjust to speed of traffic
- R. Failure to maintain position within lane

- ~~V. Learning Activities for Observer~~
 - ~~A. Back seat bingo~~
 - ~~B. Eye habit check list~~

OBSERVATION CHECK SHEET FOR EYE HABITS

Driver: _____ Observer: _____

Instructions: Each square represents time or distance traveled. Use one block in an urban area and one minute in other areas. For those eye checks noted, mark "I" for inside mirror checks; "O" for outside mirror checks; and " " for dash checks. If no eye checks are observed for the given time or distance, cross out the square.

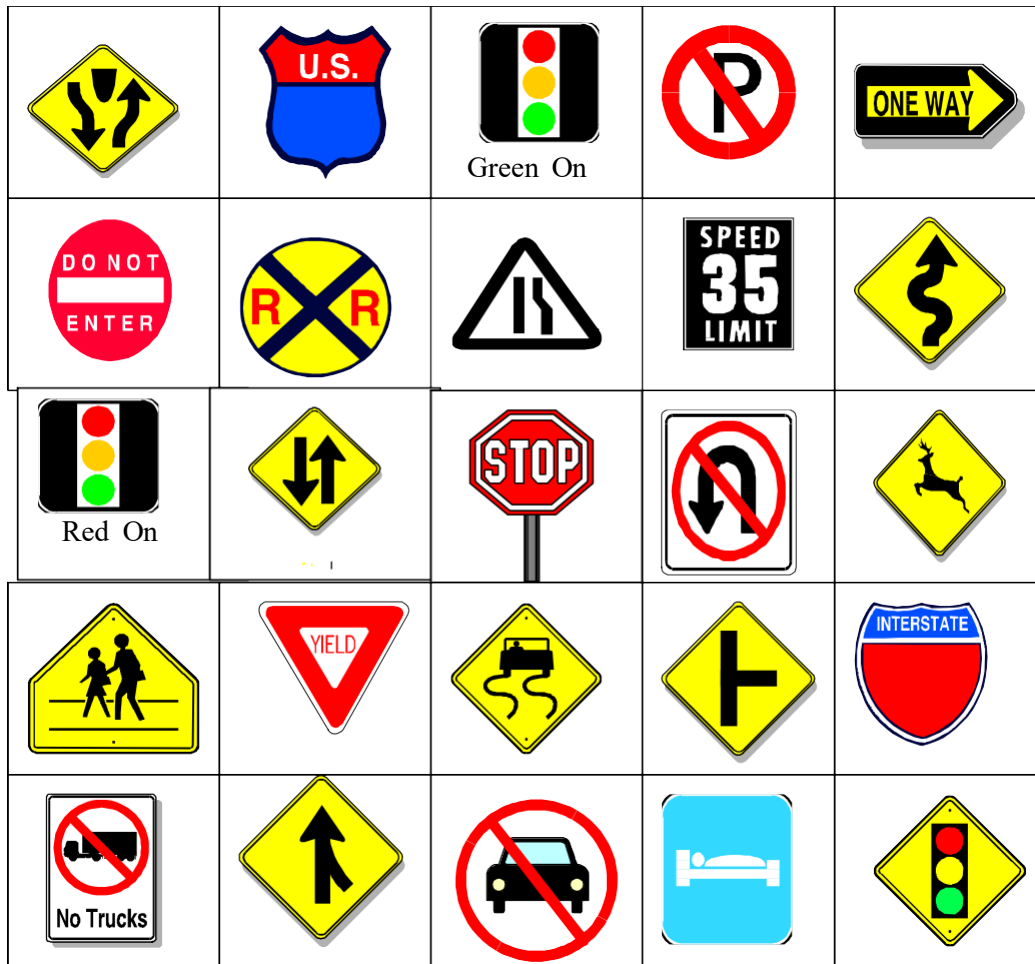
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	32	33	34	35
36	37	38	39	40	41	42
43	44	45	46	47	48	49

Totals: "I" _____; "O" _____; " " _____; Grand Total _____

Rates: Checks per city block _____; Checks per minute _____



~~INSTRUCTIONS—The first backseat observer to identify a traffic control should call it out. Then that control should be crossed out on sheet. Other rules are just like bingo.~~



BEHIND-THE-WHEEL

Lesson 4: In-Town Moderate Traffic

I. Descriptors

- A. Medium traffic
- B. Increased pedestrian traffic
- C. Changing traffic controls/fixed (fewer)
 - 1. Scan ahead
 - 2. State green/yellow
 - 3. Protected turns
- D. One and two-way traffic
- E. Limited sight/view
- F. Lane selection/position
- G. Increased user communication
- H. Speed adjustments
 - 1. Hills
 - 2. Turns
 - a. prior to turn
 - b. half-way through
 - 3. Intersections (open and blind)
 - 4. Parked cars
 - 5. Parking lots
 - 6. Hazards reducing space cushion
- I. One and two stop for sighting distances
- J. Selecting gap
- K. Maximum speed 35 mph
- L. Off-set intersections

II. Objectives

- A. Scanning to identify increased hazards
- B. Planning ahead
 - 1. Intersections/lights
 - 2. Lane selection
 - 3. Speed
 - 4. One and two-way streets
 - 5. Lights—red/yellow/green
 - 6. Yield to pedestrians
- C. One and two stop sighting distance
 - 1. Positioning
 - 2. Braking control at stops
- D. Apply traffic rules to parking lots
 - 1. Lane position
 - 2. Reduced speed
 - 3. Parking procedures
 - 4. Right of way at entrance/exit
- E. Communication
- F. Position for parked cars
- G. Gap selection
- H. Negotiating intersections
 - 1. Regular
 - 2. Off set
- I. Negotiating moderate traffic

- J. Interacting with pedestrians
- K. Speed control

III. Learning Sets

- A. Scanning ahead
 - 1. Traffic controls
 - 2. Turning lane position/selection
 - 3. Speed
 - 4. Stop line/crosswalk
 - 5. Pedestrians
 - 6. Signaling intent (communication)
 - 7. Following distance
 - 8. Stopping distance
 - 9. Gap selection
 - 10. Off set intersection
 - 11. Intersections
 - 12. Path closing
- B. Stopping/view
 - 1. One and two stop controls
 - 2. Complete stop while assessing sighting distance/scanning
- C. Speed
 - 1. Gap selection
 - 2. Following distance
 - 3. Stopping distance
 - 4. Path closure
 - 5. Turns prior/half way through
- D. Parking lots
 - 1. Entrance/exit
 - 2. Maneuvering
 - 3. Speed
 - 4. Parking
- E. Flow of traffic
 - 1. One way
 - 2. Two way
 - 3. Lane markings
- F. Communicating
 - 1. Turn signals
 - 2. Brake lights
 - 3. Wheel positioning
 - 4. Speed
 - 5. Eye contact
- G. Mirror checks
 - 1. Stopping
 - 2. Slowing
 - 3. Changing lane position
- H. Lane choice and position
- I. Negotiating areas of limited space

IV. Anticipated Problems

- A. Blind spots not checked
- B. Signals too soon/too early
- C. Gap selection incorrect one
- D. Speed too fast
- E. Failure to sight through turns

- ~~F. Failure to scan ahead~~
 - ~~G. Drifting through intersections~~
 - ~~H. Improper lane position~~
 - ~~I. Improper lane selection~~
 - ~~J. Failure to identify parked cars entering traffic~~
 - ~~K. Failure to check intended path~~
 - ~~L. Failure to use second glance~~
 - ~~M. Failure to anticipate increased speed downhill~~
 - ~~1. Accelerator up~~
 - ~~2. Brake covered~~
 - ~~N. Speed too slow~~
 - ~~O. Failure to second glance when turning or at intersections~~
 - ~~P. Failure to perform mirror checks~~
 - ~~Q. Failure to sight ahead one block~~
 - ~~R. Failure to use midpoint, wheels straight at left turns~~
 - ~~S. Failure to negotiate off set intersection~~
 - ~~T. Failure to use horn if necessary to communicate with hazardous users~~
- ~~V. Learning Activities for Observers~~
~~Checklist for responses to closing hazards~~

CHECKLIST FOR RESPONSES TO CLOSING HAZARDS

DRIVER INSTRUCTIONS—Use commentary driving method to identify the hazard you plan to minimize for closing probabilities. Then carry out your plan

OBSERVER INSTRUCTIONS—Record the choices taken by the driver. Then in discussions with you classmates and teacher score (C) for correct and (X) for incorrect.

CODES USED:—L 1 or R 1 : to left or right one car width

L 1/2 or R 1/2 : one-half car width to left or right

OO : center of lane or pathway

INC : increase

DEC : decrease

T R I A L	CHOICE OF PATH					SPEED CHANGE			S C O R E	N A M E
	L 1	L 1/2	OO	R 1/2	R 1	INC	SAME	DEC		
1										
2										
3										
4										
5										
1										
2										
3										
4										
5										
1										
2										
3										
4										
5										

BEHIND-THE-WHEEL

Lesson 5: Expressway Driving

I. Descriptors

- A. Increased traffic
- B. Increased speed
- C. Increased sighting distance
- D. Multiple lane/one-way
- E. Interchanges
- F. Gap selection
- G. Speed adjustments
- H. Lane change
- I. Ramps—exit/entrance
- J. Identification of route markers/information signs
- K. Fixed controls—speed limit/lane markings
- L. Limited access/restricted users

II. Objectives

- A. Entering/exiting flow of traffic
- B. Mirror checks
- C. Turn signals
- D. Blind spot checks
- E. Speed adjustments
- F. Gap selections
- G. Lane change
- H. Increased speeds
- I. Increased view
- J. Negotiating curves
- K. Communicating with other users
- L. Identification of route numbers/directional marks
- M. Special interchanges
- N. Measuring distance with time
- O. "Weave" lane
- P. Passing and being passed

III. Learning Sets

- A. Identifying route markers
 - 1. Correct number
 - 2. Correct direction
- B. Lane positioning
 - 1. Lane change
 - 2. Lane selection

- C. Ramp segments
 - 1. Entrance
 - 2. Acceleration
 - 3. Merge
 - 4. Exits
 - 5. Deceleration
- D. Space cushion
- E. Sighting distance (12 secs. minimum)
- F. Mirror checks
- G. Speed
 - 1. Increased
 - 2. Varies on ramps
 - 3. Varies with sight and viewing distance
- H. Blind spot checks
- I. Signals
 - 1. Entrance
 - 2. Exit
 - 3. Lane change
- J. Communication with other users
- K. Following distance (2 secs. minimum)

IV. Anticipated Problems

- A. Failure to check mirrors
- B. Failure to signal ahead
- C. Failure to check blind spot
- D. Failure to scan ahead
- E. Failure to perform proper lane change
- F. Failure to identify correct entrance/exit
- G. Failure to maintain speed on expressway when exiting
- H. Unsafe following distance
- I. Failure to reach 55 mph
- J. Failure to reduce speed on exit ramp
- K. Failure to negotiate curves
 - 1. Entrance
 - 2. Exit
- L. Failure to overtake a slow vehicle
- M. Failure to reduce speeds after traveling expressway
- N. Failure to identify gap at high speed entrance and merging
- O. Failure to time entrance/merge must stop

- ~~P. Failure to maintain position in lane~~
- ~~Q. Slowing in passing lane when overtaking another vehicle~~
- ~~R. Exceed speed limit when overtaking another vehicle~~

~~V. Learning Activities for Observers~~

- ~~A. Check list for 2 4 12 timed distances~~

~~CHECKLIST FOR 2 — 4 — 12 TIMED DISTANCES~~

~~GENERAL INSTRUCTIONS~~ — You will practice at least five trials for each of the timed distances. You will also be asked to be the timer-recorder when you are not practicing. The average time of the five trials will be your score. A stopwatch or wristwatch will be used as the timing device.

~~TWO-SECOND FOLLOWING DISTANCE~~ — ~~The one practicing this timed distance will verbally identify a fixed checkpoint where the counting is to start. One can practice as a driver or observer. The one timing and recording will record the number of seconds for each trial.~~

~~FOUR-SECOND STOPPING ZONE & TWELVE-SECOND VISUAL LEAD~~

The person practicing will:

- a. — Pick a fixed object along the roadside which is thought to be four or twelve seconds ahead of the car.
- b. — When the object is picked, tell the timer, "START".
- c. — When the object is passed, tell the timer, "STOP".

The person recording and timing will:

- a. — Start and stop the watch when your classmate tells you.
- b. — Read the time, write it in the space provided, and tell the time to your classmate.

T R I A L	NAME OF DRIVER			NAME OF DRIVER			NAME OF DRIVER		
	2	4	12	2	4	12	2	4	12
1									
2									
3									
4									
5									
TOTAL									
AVERAGE									

BEHIND-THE-WHEEL

Lesson 6: Rural Driving and On-Road Emergencies

I. Descriptors

- A. Two lane, two way roads
- B. Limited space, visibility and traction
- C. Variable speeds
- D. Curves and hills
- E. Limited traffic controls
- F. Roads with poor shoulders
- G. Minimal traffic

II. Objectives

- A. Identifying and negotiating a rural environment
- B. Identifying side roads, driveways, etc.
- C. Adjusting speed to conditions
- D. Respond correctly to two wheel drop off
- E. Respond correctly to brake failure
- F. Respond correctly to engine stall
- G. Respond correctly to loss of steering

III. Learning Sets

- A. Steering and speed control on rural roads
- B. Negotiating hills and curves
- C. Responding to areas of less sight distance and view to the sides
- D. Responding to areas of less traction
- E. Responding correctly to off road recovery
- F. Responding correctly to brake failure
 - 1. Pumping the brakes
 - 2. Downshift
 - 3. Correct use of emergency brake
 - 4. Identify "soft crash" area
- G. Respond correctly to engine failure
 - 1. Shift to neutral
 - 2. Steer to a safe area
- H. Respond correctly to steering failure
 - 1. Loss of power steering
 - 2. Loss of all steering

IV. Anticipated Problems

- A. Speed too fast for conditions
- B. Drifting in lanes
- C. Loss of power uphill
- D. Poor brake control downhill
- E. Failure to reduce speed prior to curve
- F. Failure to reduce speed in areas of less traction
- G. Failure to reduce speed gradually for off road recovery
- H. Improper steering recovery
- I. Incorrect use of emergency brake
- J. Student panics
- K. Poor responses to emergencies

V. Learning Activities for Observers

- A. Checklist for identification of highway changes
- B. Checklist for identification of reduced areas

CHECKLIST FOR IDENTIFICATION OF HIGHWAY CHANGES

OBSERVER OR DRIVER INSTRUCTIONS — ~~In advance of each block in any urban district or a given segment of roadway in a rural district, you should use commentary driving to identify areas of less space to sides, less visibility, and less traction. When there is time, comment on the type of change and the clues to change. The "view" column stands for the view to the sides. The "sight" column stands for sight distance ahead.~~

RECORDER INSTRUCTIONS — Put a "4" in the proper column as the item selected. Then, after a discussion with you teacher or other students, score (C) for correct and (X) for incorrect.

T R A I L	VISIBILITY				SPACE			TRACTION			S C O R E	N A M E
	SIGHT		VIEW		CHANGES			CHANGES				
	YES	NO	YES	NO	LESS	MORE	SAME	LESS	MORE	SAME		
1												
2												
3												
4												
5												
1												
2												
3												
4												
5												
1												
2												
3												
4												
5												

CHECKLIST FOR IDENTIFICATION OF REDUCED AREAS

OBSERVER OR DRIVER INSTRUCTIONS — ~~In advance of each block in an urban district or a given segment of roadway in a rural district, you should use commentary driving to identify areas of reduced visibility,~~

reduced space to sides, and reduced traction. When there is time, comment on the type of change and the clues to change. The "sight" column stands for sight distance ahead. The "field" column stands for field of view to the sides.

RECORDER INSTRUCTIONS — Put an "4" in the proper column as selected. Then after a discussion with the teacher or other students, score (C) for correct and (X) for incorrect.

T R I A L	VISIBILITY				SPACE			TRACTION			S C O R E	N A M E
	SIGHT		FIELD		CHANGES			CHANGES				
	YES	NO	YES	NO	LESS	MORE	SAME	LESS	MORE	SAME		
1												
2												
3												
4												
5												
1												
2												
3												
4												
5												
1												
2												
3												
4												
5												

BEHIND-THE-WHEEL

Lesson 7: Intown Business District

I. Descriptors

- A. Increased traffic
- B. Increased pedestrians
- C. Intersections

1. Fixed controls
2. Changing controls
3. Multi-lanes
4. One-lane
5. Off set
- D. Turns Left/Right
 1. Lane position/normal intersection (off set)
 2. Lane selection
 - a. Cancel signal
 - b. Speed
- E. Decreased speeds
- F. Scanning minimum every block
- G. Stopping
 1. Fixed, changing controls
 2. Stop lines, crosswalk, sidewalk intersections
- H. Parker cars (double parked vehicles)
- I. Various intersections
 1. Traffic controls
 2. Alleys
- J. One way/two way streets
- K. Right of way Parking lots, parked cars, pedestrians
- L. Lane controls
- M. Parallel parking

II. Objectives

- A. Increased scanning
- B. Identify increased potential hazards
- C. Identify traffic controls early
 1. Green/red/yellow signals
 - a. Accelerator up/brake covered
 - b. Check right of way
 2. Lane markings
 3. One way/two way streets
- D. Identify stopping position
 1. Lines
 2. View
- E. Lane position
 1. Turns
 2. Lane directional signs
- F. Lane selection
 1. Turn lane closest to you
 2. Slides plan ahead, not interfering with traffic flow
 3. One way/two way streets
- G. Speed control
 1. More hazards speed reduced
 2. Timing intersection controls change
- H. Gap selection
 1. Turns clear path
 2. Straight clear path
- I. Scan parked cars
 1. Position to evaluate potential path closing
 2. Position to avoid open doors/enter traffic
- K. Right turn on red
- L. Parallel parking

III. Learning Sets

- A. Scanning
 - 1. Identify potential hazards
 - 2. Predict closing possibility
 - 3. Prepare for stale green/yellow
 - 4. Prepare for right-of-way taken by others
- B. Speed adjustments
 - 1. Slower speeds
 - 2. Accelerator up/brake covered
- C. Mirror checks
 - 1. Minimum — once per block
 - 2. Before slowing down
 - 3. Before lane changes
- D. Turns — Left/Right
 - 1. Signal early — mirror check
 - 2. Adjust speed
 - 3. Lane positioning
 - 4. Lane selection — one-way/two-way
- E. Blind spot checks
 - 1. Prior to lane change
 - 2. One-way/multi-lane highway
- F. Stopping
 - 1. Stop lines
 - 2. Crosswalk
 - 3. Sidewalk intersecting
 - 4. Sight distance
 - a. One stop
 - b. Two stop
 - 5. Pedestrians
- G. Parallel parking

IV. Anticipated Problems

- A. Failure to scan one block ahead
 - 1. Does not see/stop for pedestrians
 - 2. Does not identify parked cars entering traffic
 - 3. Failure identify safe following distance
 - 4. Failure to plan for stale green/yellow
 - 5. Failure to glance at intersection before taking right-of-way
- B. Failure to slow for turns
 - 1. Failure to check path before turning
 - 2. Incorrect gap selection
 - 3. Failure to sight through turn
 - 4. Failure to "second glance" at turns
 - 5. Failure to check mirrors before slowing
 - 6. Failure to position car in correct lane
 - 7. Failure to cancel signal for lane selection and entrance to turning lane
 - 8. Failure to stay in correct lane through turn
- C. Failure to stop
 - 1. Stop line/crosswalk
 - 2. Poor planning — stop in intersection
 - 3. Failure to yield to pedestrians
- D. Failure to identify intersection mid-point
- E. Failure to "right turn red" when appropriate

~~F. Parallel parking problems~~

~~V. Learning Activities for Observers~~

~~A. Checklist for timing situations~~

~~B. Checklist for closing probabilities~~

CHECKLIST FOR TIMING SITUATIONS

DRIVER INSTRUCTIONS — Use the commentary driving method to identify where you would meet an oncoming car at your present speed. Then decide where best to meet and adjust speed.

OBSERVER INSTRUCTIONS — Check the speed change you see the driver make. Then decide whether the driver chose a better place to meet the oncoming car in terms of space, visibility, or traction. Score (C) for correct and (X) for incorrect.

T R I A L	SPEED- CHANGE			BETTER PLACE		S C O R E	N A M E
	INC	SAME	DEC	YES	NO		
1							
2							
3							
4							
5							
1							
2							
3							
4							
5							
1							
2							
3							
4							
5							

CHECKLIST FOR CLOSING PROBABILITIES

OBSERVER OR DRIVER INSTRUCTIONS—In advance of each block or part of the roadway, you will orally indicate whether the path ahead is "CLEAR" or "NOT CLEAR". For each not clear situation, you will tell when and where the hazards with high closing will probably close. You will have a choice of three closing situations that make up part of the intended pathway—(1) between two and four seconds, (2) between four and twelve seconds, and (3) over twelve seconds.

RECORDER INSTRUCTIONS—Mark (4) in the proper column for the closing instructions picked for "NOT CLEAR" situations. After two of these situations, park along the curb to discuss. Then, score (C) for correct and (X) for incorrect.

T R I A L	CLOSING LOCATION			S C O R E	N A M E
	2-4	4-12	OVER 12		
1					
2					
3					
4					
1					
2					
3					
4					
1					
2					
3					
4					

BEHIND THE WHEEL

Lesson 8: Night Driving

This lesson should incorporate as many different types of driving environments (residential, rural, suburban, urban and expressway) as time permits. This gives the student the opportunity to drive in as many situations as possible at night.

I. Descriptors

- A. Limited light
- B. Conditions of reduced visibility
- C. Unmarked streets
- D. Traffic control devices
- E. Intersections (all types)
- F. Expressway ramps
- G. Rural roads
- H. Business district
- I. Left and right turns
- J. Variable speeds

II. Objectives

- A. Driving conditions with less visibility/sighting distance
- B. Able to distinguish the difference in visibility levels for the different areas
- C. Areas of greater and lesser traffic and other users
- D. Sighting distances shortened with the use of headlights
- E. Scanning limited to the headlights
- F. Search pattern is changed—longer fixation to identify
- G. Check lane position by using the right edge of roadway (hood ornament as guide)
- H. Scanning to limits of headlights and beyond headlight limits
- I. Sighting through turns
- J. Driving rural routes, business district, intown, expressway, open highway
- K. Speed adjustments are more frequent than daytime
- L. Following distances
- M. Entering and exiting expressway
- N. Lane changes
- O. Identifying conflicts
- P. Planning ahead
- Q. Left and right turns
- R. Using high and low beams
- S. Driving with different degrees of space/traction

III. Learning Sets

- A. Left and right turns
 - 1. Stop signs
 - 2. Traffic signals
 - 3. Lane markings
- B. One way, two way streets and multiple lane roadways
- C. Lane changes and lane position
- D. Passing and being passed
- E. Entering and exiting expressways, merging
- F. Special interchanges
- G. Driving in areas of less space and traction
- H. Driving on different roadway surfaces (flat, straight compared to curved, crowned)
- I. Anticipating pedestrians and their actions
- J. Identifying conflicts—pedestrians and other users
- K. Driving with headlights—high and low beams

IV. Anticipated Problems

- A. Over driving headlights—speed too fast
- B. Failure to use high and low beams properly (not dimming for approaching vehicles or forgetting—
to use high beam when needed)
- C. Using the brake rather than decelerating
- D. Inability to identify conflicts
- E. Difficulty maintaining position in lane
- F. Difficulty negotiating curved roadways
- G. Driving too slow
- H. Inability to identify objects or other users
- I. Not identifying road markings or stop sights
- J. Difficulty sighting through turns—follow the headlights
- K. Not looking at the side of the road frequently enough to maintain lane position
- L. Improper or infrequent mirror checks—looking straight ahead
- M. Not performing correct lane procedures
- N. Not identifying or negotiating procedures for railroad crossings
- O. Not scanning on expressway for deer
- P. Not signaling properly due to lack of sight distance
- Q. Failure to identify two way and four way stop sign intersections
- R. Failure to maintain a safe following distance
- S. Failure to periodically scan beyond headlights
- T. Erratic steering adjustments
- U. Improper stopping procedures—sideways, crosswalks, intersection of sidewalks
- V. Failure to identify decreased traction

V. Learning Activities for Observers

- A. Commentary driving techniques

~~BEHIND THE WHEEL~~

Lesson 9: Student Evaluation

~~The final lesson is actually an evaluation route used for final scoring purposes of behind the wheel instruction. This route must be developed by the instructor. It can be a completely new route or a combination of routes developed for previous lessons. The evaluation should take as least 30-40 minutes if not longer.~~

~~An evaluation instrument should be used by the instructor to objectively rate the student's performance. An example of a scoring sheet is included with this lesson and can be adapted for almost any route. The instructor may wish to design his/her own. Evaluation should fall into three main categories:~~

- ~~A. Search~~
- ~~B. Speed control~~
- ~~C. Direction control~~

~~These categories relate directly to the IPDE strategy for defensive driving and are directly observable behaviors that can be easily rated. It is also important to rate specific procedures. Procedures can be closely tied to search, speed control and direction control.~~

~~It is recommended that the student achieve a score of at least 80% on the BTW evaluation. If 80% is not achieved, the instructor may choose to continue working with the student on a remedial basis in areas where weaknesses were identified.~~

~~Some of the material compiled in this manual are derived from courses previously disseminated by the states of North Carolina, Texas, and Illinois used for driver education curriculum in these states.~~

BTW DRIVER COMPETENCY RECORD

Student Name _____

In-Car Instructor _____

Total Score _____

Allow student to practice competency, then make checks on the right side of the column for evaluating a number of performances. When the student has had ample time to demonstrate proficiency, award numerical scores on the left side of the column.

~~4~~ Minimum Competency Check ~~+~~ Above Minimum Check ~~0~~ Below Minimum Check

10- START AND STOP HABITS

Outside pre-start	___
Inside pre-start	___
Start & Idle	___
Smooth Accelerate	___
Smooth stops	___
Proper Backing	___
Underhood Checks	___

20- TRAFFIC CONTROLS

Signs -ID	___	Signs Resp
Signal Lights	Identify	
Signal Lights	Response	

15- PASSING &

Prepare to pass	___
Overtaking	___
Return to lane	___
Help others pass	___

ABOUT

10- DRIVEWAY TURN

Enter from right	___
Back to left	___
Enter from left	___
Back to right	___
Back-in to right	___

10- LATERAL CONTROL

Enter traffic	___
Lane keeping	___
Leave traffic	___
Uphill park	___
Downhill park	___
Secure car	___

20- ID HIGHWAY CONDITI

Design features	___
Reduced space to sides	___
Reduced sight distance	___
Reduced field of view	___
Reduced traction	___

11

10- ANGLE PARKING

Enter acute	___
Exit acute	___
Enter perpendicular	___
Exit perpendicular	___

15- LEFT TURNS

Steer	___	Unwind	___
Path: In	___	Out	___
Eye habits	___		

20- ID OTHER USER ACTI C

Vehicle clues	___
Driver clues	___
Bicycle clues	___
Motorcycle clues	___
Pedestrian clues	___
Closures	___

30- MULTI-LANE INTERSECTI C

Crossing: Path	___	Gap	___
Rt turn: Path	___	Gap	Lt
turn: Path	___	Gap	Lt
turn against traffic	___		

10- PARALLEL

Back in on right	___
Pull out on right	___
Back in on left	___

10- RIGHT TURNS

Steer	___	Unwind	___
Path: In	___	Out	___
Eye habits	___		
Signaling	___		
Speed: In	___	Out	___

10- INTERCHANGES

Merge: Gap	___	Speed	___	Ch
Exit: Path	___	Speed	___	

10- VEHICLE FAILURES

Brakes	___	Steering	___
Engine	___	Tires	___

10- CHANGE LANES TO LEFT

Eye habits	___
Communication	___
Gap selection	___
Speed adjust	___

15- MEETING OTHER VEHICLES

Curves: Path	___	Speed	___
Hills: Path	___	Speed	___
R-Space: Path	___	Speed	___
R-Traction: Path	___	Speed	___

20- DRIVER

Off-road: Path	___	Speed	___
Braking Skids	___		
Acceleration Skids	___		
Swerve right	___	left	___
Controlled braking	___		
Rapid Acceleration	___		

10- CHANGE LANES TO RIGHT

Eye habits	___
Communication	___
Gap selection	___
Speed Adjust	___

15- FOLLOWING OTHER VEHI

Follow distances	___		
Best lanes	___	Bunches	___
Position in lane	___		
Blind spotting	___		
Hazards to sides	___		

~~WITH CLUTCH~~

~~20-VISUAL HABITS~~

—	2-sec rule _4-sec rule
—	Mirror checks

~~10-BEING FOLLOWED~~

	Awareness
	Speed adjust

~~15-OPERATE~~

	Start & idle engine
	Ahead & back in low
	Shift to all gears —
	Stops from 2,3, or 4
	Stop & start on n hills
	Downshifting —
	Secure for parking —

~~—TOTAL BASIC CONTROL —TOTAL IDENTIFY & RESPOND —TOTAL SPECIAL
MANEUVERS~~

~~85 —POINTS —130 —100~~

~~—PASSING SCORE —AWARD DRIVER SCORE —TOTAL POSSIBLE POINTS~~

~~(These scores should be adjusted to fit local conditions and experience)~~

Student Name	In-Car Instructor	Total Score
--------------	-------------------	-------------

~~4~~ Minimum Competency Check + Above Minimum Check ~~0~~ Below Minimum Check

~~15 PASSING & BEING PASSED~~

86 POINTS 130 100

 PASSING SCORE AWARD DRIVER SCORE TOTAL POSSIBLE POINTS

(These scores should be adjusted to fit local conditions and experience)



Mississippi Driver Education and Training Program Requirements

Office of Safe and Orderly Schools
Division of Pupil Transportation



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INTRODUCTION

This document outlines the minimum program requirements and procedures necessary for Mississippi public school districts to offer the Mississippi Driver Education and Training Program (MDETP). Combined with school, community, and governmental involvement, MDETP provides the foundation for a systems approach to traffic safety that can start new drivers on a life-long career of safe and responsible driving.

Traffic safety and driver education in Mississippi's high schools is part of the basic education of all students. State-approved driver education must be scheduled so that enough courses are available, allowing every eligible student enrolled in the school district to take driver education pursuant to Mississippi Code Annotated 37-25-3 as amended. One-half unit credit can be given provided the course meets the minimum hours required and covers a full semester.

School districts maintaining a secondary school shall establish and maintain a driver education program for all students enrolled in the secondary schools in that district or include it as part of an extended school day program on Saturdays or as a summer school program. Districts must employ qualified state-approved instructors to teach their state-approved program.

Most districts charge students for driver education; however, excessive registration fees will prevent a percentage of students from enrolling. The Mississippi Department of Education's annual reimbursement provides the support for Mississippi schools to deliver essential driver training and valuable public service to the students and the communities in which they drive.

This document provides answers to questions about operating a school-based driver education program in Mississippi. For additional information and assistance, contact the Office of Safe and Orderly Schools, Division of Pupil Transportation, P.O. Box 771, Jackson, MS 39205 or call (601) 359-1028.

PROGRAM REQUIREMENTS

A. The Driver Education Program

An approved Driver Education Program for teen drivers:

1. Shall be provided by all school districts operating a high school with grades 9-12
2. Must be for students who are 14 years of age or above, a regularly enrolled student in the 9-12 grade, and a full-time student in the respective secondary school
3. Must be taught by driver education teachers with a professional teacher's degree from an approved training institution and meet minimum requirements as established by the appropriate accrediting association
4. Must use a curriculum that meets the content standards and benchmarks and includes programs of study for distracted driving, alcohol and drugs, organ and tissue donation procedures, and litter laws as required by Mississippi Code Annotated 37-25-5 as amended. The Mississippi Driver's Education and Training Program Curriculum (MDETP) is the state-approved curriculum for this course.
5. Must ensure all students meet the required minimum performance objectives identified by the local school district and fulfill the state-required 30 hours of classroom instruction and 6 hours of behind-the-wheel (BTW) instruction
6. Must use lesson plans that maximize student-centered learning, integrated with objective-based route plans for BTW instruction
7. Must determine the successful completion of driver education for each student based on criteria identified by the local school district, the minimum number of hours, and other applicable standards required
8. Must be scheduled so that enough courses are provided to allow every eligible student enrolled within the school to take the course
9. Shall consist of, at a minimum, 30 hours of structured learning experiences for each student, including no fewer than six hours of BTW, in-traffic driving instruction by an approved driver education teacher, which may consist of:
 - a. Up to twelve (12) of the required 30 hours may be satisfied by in-vehicle observation of an approved teacher instructing another teen driver.
 - b. For those schools having driver education simulator equipment approved by the Office of Safe and Orderly Schools, Division of Pupil Transportation, 12 hours of simulation may be substituted for three (3) hours of BTW instruction.
 - c. For those schools having range instruction, six (6) hours of range instruction may be substituted at a 2-1 ratio with a minimum of two (2) hours of BTW instruction.
10. Must provide BTW instruction only to students who are currently participating in classroom instruction
11. Must use only dual-control vehicles that are equipped according to vehicle standards

12. Must have property and liability insurance sufficient to protect the school, teachers, students, the public, the vehicle(s), and its owner
13. Must complete all reports and documents required by the Office of Safe and Orderly Schools, Division of Pupil Transportation and the Mississippi Department of Public Safety, Driver Service Bureau, in the time frames required

Reimbursement requests will be made to school or school districts upon request for courses which meet the requirements stated herein.

B. Cooperative Driver Testing Program (CDTP)

The Mississippi Department of Public Safety may authorize public school districts conducting the Mississippi Driver Education and Training Program (MDETP) to issue learner permits by administering standardized and road tests and certifying the test results through the Mississippi Department of Public Safety, provided that:

1. Each of the school district's teachers who teach all or part of the district's driver education program curriculums are approved under this chapter as a driver education teacher by the Mississippi Department of Education.
2. The school district and its driver education teacher administer the program as outlined in the MDETP curriculum prepared by the Mississippi Department of Education and the Mississippi Department of Public Safety, Driver Service Bureau.

C. Driver Education Teacher

All driver education teachers must be familiar with current driver licensing laws and best practices and be able to provide clear, correct, and appropriate information to driver education students. They must also be approved to teach driver education by the Mississippi Department of Education.

1. Approval is contingent upon the teacher having:
 - a. A qualifying, valid Mississippi education license
 - b. Evidence must be provided by each teacher of having satisfactorily completed the required courses (12 semester hours of New Teachers) in driver education at an approved teacher training institution. The teacher must contact the Office of Educator Licensure for guidance.
 - c. A valid driver's license issued by the State of Mississippi or any other state which the teacher has been licensed to drive, with a verified acceptable driving record.
2. The driving record shall be free from:
 - a. More than one moving traffic violation within any 12-month period of the previous 36 months
 - b. Any conviction for driving under the influence of alcohol or drugs under 63-11-30 within the preceding 36 months, or any conviction for a violation of a

substantially similar nature from any other jurisdiction within the preceding 36 months

- c. Any evidence of a refusal to take a test under an implied consent law in this or any other jurisdiction, or a test result under an implied consent law in any other jurisdiction that shows an alcohol concentration of 0.08 percent or more while operating a noncommercial motor vehicle, or an alcohol concentration of 0.04 percent or more while operating a commercial motor vehicle within the preceding 36 months
- d. A conviction resulting in mandatory revocation or suspension of a driver's license for any of the following offenses in the previous five years:
 - Negligent homicide resulting from the operation of a motor vehicle
 - Fleeing from or eluding a police officer
 - Negligent vehicular assault
 - Any felony in the commission of which a motor vehicle is used
 - Any judgment resulting in the imposition of civil liability for involvement in any fatal traffic accident during the previous five years
 - A declaration of habitual traffic offender status during the previous 10 years
- e. A teacher's failure to maintain the requirements for driver education teacher approval constitutes grounds for the immediate revocation of the approval to teach driver education.

D. Driver Education Vehicles

Vehicles used for the BTW driving phase of driver education may be procured through a loan, lease, or purchase arrangement. Regardless of the method, it is essential that enough vehicles be available for instructional use. Each driver education vehicle must meet all Federal Motor Vehicle Safety Standards (FMVSS) applicable to the vehicle used and be equipped, maintained, repaired, identified, insured, stored, and used according to the following requirements and recommendations.

- 1. Required equipment:
 - a. Dual-control brake capable of bringing the vehicle to a complete emergency stop
 - b. Two exterior mirrors and a teacher's rearview mirror
 - c. First aid kit with contents appropriate for possible minor injuries sustained during instruction
 - d. Flares or reflector warning devices
 - e. Fire extinguisher located in the passenger compartment; periodically inspected and operable
 - f. Accident report forms

- g. Operable safety belts for each occupant
 - h. Headlights always in use, low or high beam, as appropriate
2. Recommended equipment:
- a. Power steering and power brakes
 - b. Split or bucket-type front seat
 - c. Four-door sedan
 - d. Air conditioning
 - e. Tow cable
 - f. Shovel, ax, and bucket
 - g. Flashlight
 - h. Rear window defogger
 - i. Jumper cables
 - j. Ignition cut-off switch
3. Vehicle Maintenance
- The vehicles assigned for use in the MDETP shall be kept in safe operating condition. Maintenance and repair practices should conform to manufacturer's recommendations and with the policy established by the school district and participating dealership. Vehicles shall be given a periodic safety inspection by a knowledgeable person. The periodic inspection shall be conducted at a minimum of once a year and prior to the annual commencement of BTW instruction. The district shall maintain a record of the safety inspections and make them available for review by the Office of Safe and Orderly Schools, Division of Pupil Transportation. A safety inspection record includes:
- a. The date of the inspection
 - b. Items inspected
 - c. Condition of items inspected
 - d. Repairs made
4. Vehicle Identification
- All vehicles used in the MDETP are to be identified with a minimum of two exterior signs, with text clearly visible and readable to pedestrians and other traffic, stating:
- a. Student Driver
 - b. Driver Education
 - c. Driver Education Car
5. Restriction of Loan Vehicles
- Vehicles provided by dealers on a loan basis shall be used for driver education purposes only unless the dealer(s) gives written authorization to use the vehicles for other purposes.
6. Insurance
- Each practice-driving vehicle must be covered by an amount of insurance that meets or exceeds minimum requirements of local and state financial responsibility statutes.

7. Vehicle Use Agreements

If several dealerships express a desire to provide practice-driving vehicles on a loan basis, the school district should either accept an equal number of vehicles from each dealership or should apply an annual rotation plan arranged with the dealer group or the local vehicle dealers' association.

8. Vehicles Rented, Leased or Owned by the School

Vehicles assigned for use in the MDETP must be readily available for use by driver education students participating in the program. Use of vehicles for other purposes must not conflict with the driver education instructional program. If a driver education vehicle is being used for purposes other than driving instruction, all identification as a driver education vehicle must be removed.

E. Student Enrollment and Learner's Permit

The local school board of any school district maintaining a secondary school shall establish and maintain driver education and training programs for students enrolled in the secondary schools in that district, provided that any student enrolled is fourteen years of age or above, a regularly enrolled student in the 9-12 grade, and a full-time student in the respective secondary school. A driver education student shall not be required to possess a learner's permit or driver's license while the student is under the direct supervision of a driver education teacher and is enrolled in an approved course of driver education as directed in Mississippi Code Annotated 37-25-7, as amended.

1. Driver Education Permit

A Driver Education Permit (DEP) is valid from the date of issue until course completion as indicated by the expiration date, provided an approved driver education teacher accompanies the student while driving. These permits are issued by the high school and must be signed by the school principal. These permits shall not be given to the student but are kept by the driver education teacher and carried with the teacher in the motor vehicle when the student is receiving BTW instruction.

2. Mississippi Learner's Permit

A learner's permit is authorized and prescribed in Mississippi Code Ann. 63-1-9. A driver with a learner's permit must be supervised from the front passenger seat by a licensed parent, legal guardian, a qualified driver education teacher, or other licensed adult over the age of 21. A learner's permit may be obtained while the student under age 16 is successfully participating in, or has successfully completed, the MDETP or through the local driver license office of the Driver Service Bureau of the Mississippi Department of Public Safety provided that:

- a. The respective school district personnel requests for instruction of permit issuance signed by the appropriate school district personnel(s) to the local driver license station.

- b. The student has paid the necessary fee and obtained the driver license receipt and application form.
- c. The student presents the completed, notarized application, and receipt for payment of the permit with proof of identity, proof of authorized presence, proof of Mississippi residency, and social security number to the examiner.
- d. The student is at least 14½ years of age.
- e. The student is successfully participating in or has successfully completed the MDETP.
- f. The student successfully completes all parts of the driver license examination other than the driving test; or through a school district participating in the cooperative driver testing program (CDTP), provided that:
 - The student is at least 14 years of age and is enrolled in an approved driver education program participating in the CDTP.
 - The student presents to the CDTP school district the completed, notarized application with proof of identity, certified birth certificate, proof of residency, and social security number.
 - The student successfully completes an eye exam and written knowledge test through the CDTP school district as authorized by the Mississippi Department of Public Safety, Driver Service Bureau. The learner's permit is valid for one year from the date of successful completion of the written exam.
 - The respective CDTP school district personnel places the student's name on the DE-3A Student List form and transmits the student list, along with the DE-3 Certification form signed by the appropriate school district personnel, with the driver license applications to the local driver license station within three days.

PROGRAM PROCEDURES

A. Application for Approval

The DE-1 Application for a driver education program must be completed and submitted annually, every new school year, by the school district to the Office of Safe and Orderly Schools, Division of Pupil Transportation and approved before the school starts their driver education program.

All driver education teachers teaching the program must have approval issued by the Office of Safe and Orderly Schools, Division of Pupil Transportation on or before the beginning of the program. Copies of the DE-1 and all other driver education forms can be obtained from the Office of Safe and Orderly Schools, Division of Pupil Transportation.

B. Reimbursement Requests

1. At the completion of each driver education course, the administrative official of the school district is responsible for submitting DE-3 Request for Reimbursement and DE-3A Summary of Student List forms. These forms serve as a certified list of eligible students who have completed the MDETP and qualify the district for reimbursement. DE-3 and DE-3A are the official request forms for reimbursement and must be submitted to the Division of Pupil Transportation at the completion of each course conducted, or no later than July 10 of each year, for all students who complete the program during the preceding fiscal year (by June 30).
2. Reimbursement per student is based on course completion and minimum age requirements and is paid for each student who has completed the required 30 hours classroom instruction and 6 hours BTW instruction or its equivalent. The district shall not be reimbursed for students completing the course at a younger age or at age 19 years or older.
3. The Office of Accounting, Division of Accounts Payable and School Payments will disburse to school districts operating the MDETP the amount of money to which they are entitled. Reimbursement is based upon the total number of eligible students statewide and funds available for reimbursement in the state Driver Penalty Assessment Fund.
4. The State Superintendent of Education shall allot to each school or school district an amount per pupil to be determined by the Mississippi Board of Education but is in no case to exceed the actual cost per pupil completing the MDETP in that school or school district during the preceding fiscal year. This is in accordance with the regulations set forth by the Mississippi Board of Education regarding instructing pupils in the MDETP. All such funds made available for the purposes of this act shall be appropriated by the Legislature in the same manner as general funds. If the funds herein authorized by the

Legislature for the support of driver education shall exceed the funds which become available, each participating school or school district will have its funds reduced on a pro rata basis.

C. Driver Examination Procedures

Students completing the MDETP should be advised to make an appointment at the driver license station they intend to visit. Students need to bring their required documents for proof of identity, authorized presence, and Mississippi residency. They must also present their social security card and notarized driver license application (or a parent/legal guardian may sign the application in front of one of the driver license officials) to the licensing official at the time they appear for examination.

Upon satisfactory completion of the MDETP, students shall be issued a certificate of completion. A copy of the said certificate shall be delivered by the school to the Driver Service Bureau of the Mississippi Department of Public Safety.

MISSISSIPPI CONTENT STANDARDS AND BENCHMARKS FOR DRIVER EDUCATION

Driving is an activity that impacts the whole community. A successful program, therefore, requires the effective involvement of schools, communities, and government agencies. The purpose of this curriculum is to provide structured learning and guided practice for students to acquire and demonstrate legal and safe driving skills, habits, and responsibilities.

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. Benchmarks define the expectations for students' knowledge, skills, and abilities. Content standards and benchmarks are required for curricula development, program approval, and student training.

STANDARDS	BENCHMARKS
1. LAWS AND HIGHWAY SYSTEM	Upon completion of driver education, students will:
Students must demonstrate knowledge and understanding of the highway transportation system and the laws governing the operation of a motor vehicle.	1.1 - Know the laws outlined in the Mississippi Driver's License Manual. 1.2 - Understand the laws outlined in the Mississippi Driver's License Manual. 1.3 - Consistently demonstrate knowledge and understanding by responsible adherence to highway transportation system, traffic laws, and control devices.
2. RESPONSIBILITY	Upon completion of driver education, students will:
Students must make a commitment to safe behaviors and good decision-making, by consistently demonstrating a positive attitude and respect for other roadway users and obeying roadway laws.	2.1 - Recognize the importance of making safe and responsible decisions for owning and operating a motor vehicle. 2.2 - Demonstrate the ability to make appropriate decisions while operating a motor vehicle. 2.3 - Consistently display respect for other users of the highway transportation system. 2.4 - Develop positive habits and attitudes for responsible driving.
3. VISUAL SKILLS	Upon completion of driver education, students will:
Students must demonstrate and analyze the importance of proper visual skills for the safe operation of a motor vehicle.	3.1 - Know proper visual skills for operating a motor vehicle. 3.2 - Communicate and explain proper visual skills for operating a motor vehicle. 3.3 - Demonstrate the use of proper visual skills for operating a motor vehicle. 3.4 - Develop positive habits and attitudes for consistent proper visual skills.

4. VEHICLE CONTROL	Upon completion of driver education, students will:
Students must demonstrate skill in maneuvering and controlling motor vehicles smoothly, efficiently, and safely.	4.1 - Demonstrate smooth, safe, and efficient operation of a motor vehicle. 4.2 - Develop positive habits and attitudes for safe, efficient, and smooth vehicle operation.
5. COMMUNICATION	Upon completion of driver education, students will:
Students must communicate and interact with the highway transportation system and other roadway users utilizing prescribed, effective, and safe practices.	5.1 - Consistently communicate their driving intentions (i.e., use of lights, vehicle position, and personal signals). 5.2 - Adjust their driver behavior based on observation of the highway transportation system and other roadway users. 5.3 - Adjust communication (i.e., use of lights, vehicle position, and personal signals) based on observation of the highway transportation system and other users. 5.4 - Develop positive habits and attitudes for effective communication.
6. RISK MANAGEMENT	Upon completion of driver education, students will:
Students must demonstrate and safely apply driver risk-management (defensive driving) strategies, behaviors, and habits, including measures to maintain distraction-free driving.	6.1 - Understand driver risk-management principles. 6.2 - Demonstrate driver risk-management strategies. 6.3 - Develop positive habits and attitudes for effective driver risk-management.
7. LIFELONG LEARNING	Upon completion of driver education, students will:
Students must make a lifelong commitment to the skills, habits, and knowledge required for the driving task.	7.1 - Identify and use a range of learning strategies required to acquire or retain knowledge, positive driving habits, and driving skills for lifelong learning. 7.2 - Establish learning goals that are based on an understanding of one's own current and future learning needs. 7.3 - Demonstrate knowledge and ability to make informed decisions required for positive driving habits, effective performance, and adaptation to change.
8. DRIVING EXPERIENCE	Upon completion of driver education, students will:
Students acquire behind-the-wheel driving experience under the direction of a Mississippi-approved driver education teacher.	8.1 - Acquire at least the minimum number of BTW hours over at least the minimum number of days, as required by law, with a Mississippi-approved driver education teacher.

PERFORMANCE PHASES FOR DRIVER EDUCATION

Driver education performance phases describe students' knowledge, skills, and abilities in the driver education content area. These descriptions provide a profile of student achievement at the four performance levels: novice, nearing proficiency, proficient, and competent. These phases are not exhaustive indications of performance but demonstrate a range of skills and knowledge relative to the established standards and benchmarks.

Performance Phases
NOVICE: Shows weak driving skills, must use full concentration, and is easily distracted NEARING PROFICIENCY: Shows inconsistent performance but still uses conscious effort PROFICIENT: Shows more consistent performance but still uses conscious effort COMPETENT: Shows consistent performance and behavior is largely automatic
NOVICE
<p>The novice student is beginning to attain the prerequisite knowledge and driving skills that are fundamental for work at each benchmark and is beginning to acquire the knowledge and skills needed for safe and responsible driving.</p> <p>The student:</p> <ol style="list-style-type: none"> 1. shows weak driving skills, must use full concentration, and is easily distracted 2. struggles with traffic in various driving situations, even with assistance 3. rarely uses the risk-managing driving skills 4. has difficulty interacting with others in a safe, courteous manner 5. demonstrates limited understanding of the highway transportation system 6. rarely demonstrates the visual skills needed to operate a motor vehicle 7. shows little understanding of the local and state laws of Mississippi 8. with assistance, has begun to drive in rural, urban, and residential environments 9. has begun to learn signs, signals, and pavement markings 10. has difficulty in comprehending and applying vehicle laws while driving a motor vehicle within a supervised environment 11. demonstrates a limited proficiency of safe and responsible driving techniques and attitudes 12. performs at a beginning level after obtaining the minimum number of BTW hours with an approved driver education teacher
NEARING PROFICIENCY
<p>The student <i>nearing proficiency</i> exhibits partial mastery of prerequisite knowledge and driving skills fundamental for proficient work at each benchmark and demonstrates a partial mastery of the knowledge and skills fundamental for responsible and safe driving.</p> <p>The student:</p> <ol style="list-style-type: none"> 1. shows inconsistent performance and must use conscious effort 2. understands that the laws of Mississippi, counties, and cities can differ 3. demonstrates a limited ability to use risk-managing driving principles 4. shows limited knowledge of motor vehicle laws while driving

5. most of the time shows proficiency of safe and responsible driving techniques and attitudes
6. performs in a limited manner after obtaining the minimum number of BTW hours with an approved driver education teacher
7. with assistance, can use basic skills needed to interact safely with the highway transportation system
8. with assistance, demonstrates the visual skills needed to operate a motor vehicle

PROFICIENT

The *proficient* student exhibits solid academic and driving skill performance for each benchmark and demonstrates competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to safe driving.

The student:

1. shows more consistent performance, but still uses conscious effort to demonstrate responsible and safe driving behavior
2. demonstrates and consistently applies laws pertaining to driving
3. consistently uses risk-managing driving principles
4. demonstrates mastery of safe and responsible driving habits and attitudes
5. performs satisfactorily in obtaining the minimum number of BTW hours with an approved driver education teacher
6. consistently interacts appropriately with other operators and traffic in various driving situations
7. demonstrates basic skills needed to interact safely with the highway transportation system
8. demonstrates appropriate visual skills needed to safely operate a motor vehicle
9. demonstrates habits and attitudes necessary to communicate and interact with the highway transportation system utilizing effective, safe practices
10. understands the laws that pertain to owning and operating a motor vehicle

COMPETENT

The *competent* student exhibits strong knowledge and driving skills related to safely navigating roadways and interacting with other roadway users; shows consistent performance and driving behavior that is largely automatic; and exhibits driving behaviors safely and correctly in various driving situations.

The student:

1. knows and adheres to the laws governing driving in Mississippi as demonstrated by habitually and consistently following the laws while driving
2. knows and adheres to the highway transportation system as demonstrated by habitually and consistently following the guidelines set by the transportation system
3. always responsibly, properly, and smoothly operates a vehicle
4. consistently researches ideas and opportunities to increase personal knowledge of the vehicle, the highway transportation system, and the driving task
5. habitually and responsibly applies defensive driving principles

6. has acquired BTW driving experience in various environments and road conditions for a period that exceeds the state minimum standards and MDETP requirements
7. resists peer pressure, which may negatively influence good and responsible driving behavior

APPENDIX A: REQUIRED FORMS FOR PUBLIC SCHOOLS DRIVER EDUCATION PROGRAMS

DE-1 Application for Approval as Teacher of Driver Education

1. The DE-1 Application for Approval as Teacher for Driver Education Program for Teen Drivers must be submitted to the Office of Safe and Orderly Schools, Division of Pupil Transportation and approved before the school starts their driver education program. The application includes the assigned driver education instructor(s) and driver education program dates for the fall, spring, and summer. Teachers must be approved to teach driver education.
2. If a teacher has not yet obtained their driver education endorsement, the school will need to contact the Mississippi Department of Education, Office of Educator Licensure for guidance on required college courses and approved colleges or universities.

DE-2 School/Dealership Vehicle Use Agreement

1. This form, or an equivalent, may be used when a loan vehicle is obtained via a motor vehicle dealership.

DE-3 Certification/Reimbursement and DE-3A Student List

Deadline: Submit at the end of the school year, prior to July 15 for the previous fiscal year

1. When a district has received approval of their DE-1 Application for the current school year, the DE-3/DE-3A Student List may be completed and submitted for each driver education class that ends between July 1 and June 30 of the current school year.
2. When the driver education permit (DEP) is issued to students, the *Notice of Participation* on the DE-3 Certification should be signed and copies of both the DE-3/DE-3A forms delivered to the local driver service bureau with students' driver's license applications within three days.
3. When the class concludes, the *Notice of Completion* and *Reimbursement Request* on DE-3 Certification should be signed and submitted with the DE-3A Student List to the local driver service bureau. A driver education student shall be issued a Certificate of Completion. A copy of said certificate shall be delivered by the local school district to the driver service bureau of the Mississippi Department of Public Safety.
4. Both the DE-3 and DE-3A forms must be submitted to the Office of Safe and Orderly Schools, Division of Pupil Transportation upon completion of course(s) or by July 15 to request reimbursement for eligible students.

DE-4 Driver Education Year-End Report

1. The DE-4 report is completed by the district annually and provides program and budget information from the previous fiscal year. It must be submitted to the Office of Safe and Orderly Schools, Division of Pupil Transportation by July 15 to receive driver education reimbursement. Summer courses completed after June 30 will be reimbursed in August of the next fiscal year and need to be reported on that year's DE-4 form.

DRIVER EDUCATION VEHICLE INSPECTION FORM

Name of School/District: _____ Odometer Reading: _____

Vehicle: Make/Model/Year _____ Date of Inspection: _____

Vehicle VIN: _____ Inspected by: _____

Checked for Operation/Condition	Satisfactory	Repair	Comments
Engine Oil			
Transmission Fluid			
Power Steering Fluid			
Brake Fluid			
Engine Coolant			
Window Washer Fluid			
Engine Belts			
Engine Hoses & Clamps			
Dashboard Gauges			
Interior Lights			
Head Lights (high & low beam)			
Parking Lights			
Turn Signals			
Hazard Lights			
Brake Lights			
Back-up Lights			
Foot Brake Operation			
Parking Brake Operation			
Dual Control Brake Operation			
Horn			
Windshield Wipers & Washer			
Windshield			

Checked for Operation/Condition	Satisfactory	Repair	Comments
Mirrors (interior & exterior)			
Seat Operation & Condition			
Doors (operation & locks)			
Windows			
Visors			
Heater/Defroster			
Air Conditioning			
Seat Belts/Air Bags			
Exterior Body Condition			
Trunk Operation			
Hood Operation			
Security Features			
Condition of Tires			
Condition of Rims			
Tire Pressures (including spare)			
Condition of Brakes (disc/drum)			
Condition of Exhaust System			
Condition of Suspension System			
Condition of Engine Running			
Condition of Vehicle Drivability			
Jack Components			
First Aid Kit			
Fire Extinguisher			
Accident Report Form			
Current Registration			
Current Insurance			
Proper License Plates			

APPENDIX B: GENERAL PROCEDURE FOR OBTAINING A MISSISSIPPI DRIVER'S LICENSE

Students should study and review the Mississippi Driver's License Manual. Knowledge and vision tests are required to obtain a learner's permit. The minimum age to receive a driver's license is 16 years old.

All applicants must provide the following information:

- A completed and signed application
- Original Birth Certificate or any acceptable document
- SSN Card or an official government correspondence displaying full 9 digits
- Two proofs of residency (applicants under 21 years of age may use documentation that applies to their parent's or legal guardian's domicile)
- Legal Documents are required if going by new name

Additional Information

- Applicants who are 16 years of age must have held the learner's permit for twelve months or until their 17th birthday (whichever occurs first) before qualifying for a regular driver's license. When the twelve months are complete to obtain a Regular (class R) driver's license you must provide the following:
 - A valid learner's permit
 - An up-to-date school attendance form
 - Waiver of Road-Testing Affidavit
- Applicants who are 17 years old and older are not required to hold the permit for twelve (12) months and may obtain both the learner's permit and driver's license on the same day. They must pass the knowledge and eye exam and present all applicable required documents. The Waiver of Road-Testing Affidavit is not required for applicants 17 years old and older.
- Applicants under 18 years old who have not graduated high school must present a valid school attendance form unless they are married. If married, a marriage license must be presented. If graduated, they must present a high school diploma or a GED certificate. School Attendance form is valid for only 30 days.
- Applicants with a valid out-of-state Learner's Permit will be given credit for the months they held toward the required 12-month period before receiving a driver's license.
- A new Mississippi resident who holds a valid out-of-state license is not required to take a knowledge exam. Any new Mississippi resident with an expired out-of-state license is required to take the knowledge exam.

- If a Mississippi resident's driver's license has been expired for more than 60 months, they must retake the knowledge exam.
- A driver may renew their driver's license any time within six (6) months of expiration.

APPENDIX C: SCHEDULING FOR CLASSROOM INSTRUCTION AND DRIVES

Scheduling can be challenging for driver education programs since most driver education classes are offered during normal school hours. Additionally, many school districts offering driver education are faced with financial limitations and time restrictions. The following principles are offered to assist in scheduling decisions:

1. Classroom instruction and BTW instruction should be offered on an integrated basis. This means scheduling driver education courses to include a blend of the classroom and associated BTW instruction for the duration of the course.
2. Driving in inclement weather, within the abilities of the student driver, is encouraged, as opposed to cutting back or canceling driving until the arrival of fair weather.
3. Schedule two students per vehicle, per hour; three and four persons may reduce instructional effectiveness and waste time during driver changes. Never schedule only one student as it leaves the various parties vulnerable to perceptions and accusations of improprieties. In-vehicle observation can help students learn from others' mistakes and count for up to 12 hours of instruction.
4. School policy should govern which age-eligible students are accepted into the program first, second, and so on. They must be age 14 ½ by the completion of the driver education program and to take the knowledge exam for a learner's permit. During sign-up, consider age (oldest first), need (students who must financially assist family), grades, or first-come, first-served. This policy must meet the criterion of being "equitable." See definitions in Appendix H.
5. Driver education instruction must be provided for in the regular school day and can be offered before and after school, and in the summer, if student enrollment justifies. This will help ensure that all eligible students in the school's geographic jurisdiction have an equal opportunity to enroll.
6. Issuance of a learner's permit to all students must be carefully considered before in-vehicle practice is initiated. Consider issuance of the learner's permit only after a student passes the halfway point in the MDETP.

APPENDIX D: PERCEPTUAL/PHYSICAL SCREENING

Driving decisions and performance depend on a clear, complete, and accurate picture of the immediate surroundings. Ninety percent of a driver's decisions are based on perception. Perceptual/physical testing is a necessary part of a well-rounded driver education program because it gives the student and instructor insight into individual capabilities and how to compensate for any deficiencies. Vision tests are required for driver licensing.

Students should be able to demonstrate an ability to observe and recognize, in an efficient manner, typical highway driving events and conditions for vehicle navigation along selected routes.

Instructors must screen for visual acuity and some or all the following perceptual/physical characteristics before a student begins the BTW phase of the program:

1. Visual acuity
2. Distance judgment
3. Color recognition
4. Night vision
5. Glare vision and glare recovery
6. Central vision
7. Peripheral vision
8. Reaction time

This screening can be accomplished with appropriate equipment. The instructor can divide the students into groups and use classroom activities to stress the effective use of vision related to peripheral vision, distance judgment, reference points, scanning for hazards, and reaction time.

APPENDIX E: ACCOMMODATING STUDENTS WITH DISABILITIES IN DRIVER EDUCATION

The Americans with Disabilities Act (ADA) applies to driver education programs in Mississippi. The guidelines below are distributed by the Mississippi Department of Education.

Guiding Principles

1. All driver candidates, regardless of mental or physical attributes, must prove their ability to safely operate a vehicle in complex highway situations.
2. Many individuals with disabilities can learn to drive safely with appropriate accommodations, but not all.
3. Some individuals with severe and profound physical disabilities may be accommodated to drive safely using high tech solutions in specially equipped vehicles, but not all. An advanced rehabilitation center providing driver services is likely to be necessary.
4. All drivers must pass a vision test and meet a minimum threshold of knowledge for a driving permit and driver license to be issued.
 - a. Reasonable learning accommodations are allowed to master the cognitive material.
 - b. The only accommodation allowed for the knowledge test is for the test to be read aloud by the examiner or approved proctor.
 - c. Medication may be a consideration.
5. All drivers must meet a minimum threshold of ability to be issued a permit and participate in BTW instruction and a minimum level of skill to subsequently be issued a license.
 - a. Reasonable accommodations can be made for individuals to safely operate a vehicle, which may, among other things, include hand controls, spinner knobs, and seat and pedal modifications.
 - b. Higher tech and more sophisticated accommodations may require the expertise and training from a rehabilitation center.
 - c. Medication may be a consideration.

Decision Authority

1. Special education experts facilitate decisions for learning and vehicle accommodations in consultation with driver education teachers and other involved professionals, including but not limited to, physical and occupational therapists and medical experts when appropriate.
2. Driver education teachers determine if the teen can operate a vehicle safely enough to participate in BTW training and successfully complete the MDETP. If the safety of the vehicle occupants is in doubt for BTW learning, prior to BTW, and after making appropriate accommodations, the instructor should make an in-vehicle assessment in a vacant parking lot with no passengers, evaluating the student's ability to:

- a. manipulate controls
 - b. see and collect important information, including ability to stay on task and refrain from distractions
 - c. ability to respond correctly and timely to instructor directions
 - d. other operational issues that can reasonably be determined to put vehicle occupants and roadway users at undue risk
3. Medical professionals make decisions rooted in medical, psychiatric, and medication issues.
 4. Motor Vehicle Division (MVD) examiners ultimately decide whether a teen will be issued a license based upon favorable medical evaluation(s), successful completion of state vision, knowledge, and skill tests, and other state-established mechanisms when appropriate.

APPENDIX F: GUIDELINES FOR BEHIND-THE-WHEEL INSTRUCTION AND PRACTICE

Maintain Clear Communication and Expectations

1. Before the practice sessions, a good system of communication and method of instruction should be established so that each person knows what to expect of the other. To aid in communication, a check-off plan can be used by both instructor and student so that each is aware of what the other is doing.
2. At the beginning of the practice session, the student should buckle their seat belt, start the vehicle, move it forward a short distance, and then stop a few times to adjust to the vehicle.
3. Before driving, the student should become familiar with the operation of all controls and safety devices since these differ from vehicle to vehicle. Also, the vehicle owner's manual should be studied in advance.
4. Easy left and right turns in empty parking lots and on level streets can be practiced first, followed by various kinds of turning situations. Good timing and coordination, especially during the correction phase of the turn, should be emphasized. Lateral judgment can be developed by pulling parallel along a curb to within 6 inches. Practice more complex skills such as changing lanes and merging.

Stress Visual Habits

1. To ensure good perceptive driving, stress visual habits in BTW instruction. If the eyes keep moving throughout the entire 360 degrees of the driving environment, the driver can make the correct responses to clues and hazards which are vital to proper vehicle operation.
2. Steering control, lane position, and speed control can be taught by using lightly traveled rural roads; good visual habits are essential to the development of all three skills. Allow practice time for adjusting speed control to road and traffic conditions, vehicle limitations, and driver proficiency.
3. Gradually, as the student becomes proficient in the manipulative skills and visual habits, instructors can have the student progress into traffic, cross through streets, turn onto and off, and then travel on streets. Be aware of the traffic situations ahead of the student and give cues when necessary.
4. Occasionally, have the student verbalize what is seen ahead. If a hazardous situation should develop which the student is not prepared to handle, then it is best to pull over to the side and wait for the situation to clear up.

Keep Sessions Short

1. A few short practice sessions (30 to 45 minutes) are generally more effective than one or two longer sessions. After considerable practice, a long drive (one to two hours) on the highway may suitably demonstrate the effects of fatigue and tension while at the wheel.
2. Beginning drivers usually need to take more time to see and evaluate what they see. They should not feel embarrassed because of their need for extra caution or because of an experienced driver's lack of patience or understanding. The student driver will learn and perform best under conditions where mutual respect abounds. Research has found that driver education teachers and other licensed adults can reduce teens' crash risk in half by staying involved, setting rules, and being supportive.

APPENDIX G: BEST PRACTICES FOR DRIVER EDUCATION PROGRAMS

Developing Safe Driving Habits for Life

1. Driving a vehicle requires a complex set of skills and judgment. It takes months, even years, for new drivers to develop the skills and safe habits that allow them to interact with vehicles, other drivers, and the highway system at a level most drivers take for granted. Driving is a process that requires knowledge, perception of the senses, and physical action. There is so much occurring simultaneously that appropriate and safe responses need to become habits. Safe habits are formed through repeated practice of correct behaviors.
2. Mississippi's teen driver education and training program provides this foundation for a systems approach to traffic safety. Assisted by professional instruction and guided practice, students start driving with less risk, more skill, and greater potential for thousands of crash-free miles.
3. Students must apply concepts learned in the classroom to the realities of driving behind the wheel. Teachers can help students meet or exceed minimum performance standards through a combination of classroom activities and in-car instruction that includes modeling, knowledge assessment, skill assessment, and guided observation.
4. Satisfactory completion of a driver education and training course qualifies the student to continue the process to obtaining a driver's license.

Local Responsibility

1. The leadership of local school authorities and, particularly the school district superintendent, is of paramount importance in building community support for successful school-based driver education programs. It is recommended that a qualified and interested individual is assigned the responsibility of leading and coordinating the driver education program.
2. Evaluating the overall effectiveness of the driver education program is an indispensable means of improving instruction. School staff should work cooperatively in developing and applying an evaluation plan designed to reveal needs or new directions for improving driver education. Such an evaluation plan should be an integral part of planning for and continuing instruction.
3. School officials should work closely with teachers to prepare and arrange, in sequence, a series of clearly written objectives that describe expected performances; develop instructional modules or units which contain learning activities; and create accurate and realistic measurement procedures for determining whether an individual or group has achieved the objectives.

4. The MDETP curriculum provides objectives and benchmarks for a state-approved driver education program and a comprehensive teen driver curriculum with lessons plans, activities, presentations and quizzes designed to be taught concurrently with BTW instruction.

Planning for Instruction

This section provides guidelines to assist the school district administrator in planning, implementing, and evaluating its driver education program.

1. Course Scheduling

- The classroom and BTW phases of instruction should be integrated and correlated through appropriate assignment of students. Students should not be scheduled for dual-controlled vehicle instruction until they have acquired certain basic knowledge in the classroom phase and have experienced skill development exercises with classroom activities, simulation equipment, a multiple- vehicle driving facility, or an off-street driving area.
- There are several different systems used in scheduling classes for driver education. Each administrator will need to apply sound judgment in selecting a system, which will allow inclusion of driver education in the curriculum of the school.
- During the regular school year, each driver education program should be scheduled for a full semester. Driver education programs should be included in the regular school curriculum whenever possible.
- Classes may be taught after regular school hours, on and weekends as well as on regular school days or as a summer school program.
- Consider the following:
 - the number of students and how they will be accommodated
 - the number of days/weeks needed to complete the course
 - the amount of time to allocate to classroom instruction and BTW instruction
 - the number of qualified teachers available
 - the availability of dual-control vehicles

2. Classroom Instruction

- The MDETP curriculum establishes the minimum requirements needed for teens to acquire the fundamentals of driving and fosters responsible attitudes and good driving habits. Emphasis is placed on relating visual search skills, space management, and balanced vehicle movement to reducing risky driving. Significant attention is given to risk awareness, driver alertness, and responsible actions for occupant protection, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance.

- While curriculum content is an important element for improved driver education and training, a quality delivery system is critical to effective student learning. Quality instruction requires engaging classroom and laboratory-learning experiences delivered to students over an adequate period so students can practice processes and skills and develop habits necessary for safe vehicle operation. To be successful, instruction needs to be delivered in short training sessions extended over a long period of time. This allows students to learn simple skills correctly while adding more complex skills to their experience. It is not adequate for students to merely know the correct response. They must repeat it often enough to generate correct automatic responses that can develop into effective driving habits.
- In the classroom, student instruction focuses on the personal and social factors affecting the safe and efficient movement of traffic. An overview of motor vehicle operation is introduced, including the roles played by all road users—drivers, pedestrians, bicyclists, motorcyclists—anyone who uses the transportation system in their neighborhoods or on the highway. In planning for effective classroom instruction, approaches should be selected that result in desirable attitudes and behavior, and the fundamental knowledge and skills needed to operate a motor vehicle. Classroom experiences in driver education courses may be enhanced through activities that simulate in- vehicle skills.

BTW Instruction

1. The objectives developed for the BTW instruction phase should parallel and supplement classroom instruction. Students may apply and reinforce the knowledge and behavioral tendencies gained in the classroom as well as acquire skills and establish desirable habit patterns. Student experiences can include a combination of the following:
 - BTW practice in a dual-control vehicle, operated in traffic on a typical street with the supervision of a teacher seated in the front seat to the right of the student
 - In-traffic observation of the student's experience in a dual-control vehicle
 - Simulated experience consisting of filmed or realistic computer-generated traffic events which provide students the opportunity to respond to realistic driving events under the close supervision of a teacher
 - BTW experience in a practice driving vehicle which is operated on an off-street multiple vehicles driving facility

Minimum Time

1. Since experience has not demonstrated that time-based instruction offers reasonable or acceptable assurance of student accomplishment, programs are moving toward criterion-referenced or performance-based instruction. This means that for each aspect of the driver education program, careful study must be made to determine the desired performance levels of students and the alternate methods through which the performances may be attained. Until such time as minimum performance-based standards are determined and established as common practice, Mississippi law requires that the minimum schedule for student achievement of course objectives be 30 hours of structured learning experiences for each student and 6 hours of BTW training.
2. In a competency-oriented program, the amount of time needed by a group or an individual student for mastering a unit competency could vary. Students need experience in both classroom and BTW instruction. Emphasis should be placed on student achievement of high-level performance competencies and objectives instead of time-based exposure to specific units of instruction.

Types of Courses

Dual-Control Vehicle Plan

The dual-control vehicle plan consists of classroom instruction plus actual in-traffic driving experience and observation time in a dual-control vehicle. There is a ratio of one teacher to one student behind the wheel, with up to three students as in-vehicle observers. Within each group, students rotate from observation to BTW instruction. Most of the practice driving activity takes place on streets and highways accessible to the school site, using existing traffic conditions as the learning environment.

Experience indicates that the low teacher-pupil ratio in a dual-control vehicle provides students with the amount and type of individual attention that meets their needs. Teachers can vary the method and the length of instruction to bring all students up to a satisfactory performance level. Another positive conclusion is that student observers learn quickly from both the mistakes and the accomplishments of the student behind the wheel. On the negative side, the low teacher-pupil ratio results in a relatively high cost of instruction per student per unit of instructional time. Another weakness is the failure to provide teachers with a means of determining either the student's potential ability or performance level gained through previous experience in advance of scheduling for in-vehicle instruction. Also, this plan offers no safe, practical, and effective method for students to develop habitual responses to avoid collision-producing emergency situations. The practice driving activity is limited to streets and highways accessible to the school site. In rural Mississippi, this may represent minimal exposure to the varieties of traffic conditions and situations teens will be exposed to as they begin their driving career.

Better results are obtained when student experiences in the classroom and BTW are closely correlated. One method of accomplishing this is to have teachers rotate assignments between the two phases, using course content and teaching strategies derived from careful planning by the entire instructional staff.

Simulator Plan

The simulator plan calls for regular classroom instruction, simulated practice driving experiences using approved electronic equipment, and BTW learning in a dual-control vehicle operated in traffic. The simulation equipment is located either in a classroom or in a mobile unit which can be moved from one location to another.

Research has demonstrated that use of simulation equipment as a part of driver education can help students with scanning and anticipating hazards. The simulation medium permits teachers to assess the readiness of students before they are scheduled for on-street practice. Simulation experience can improve the student's ability to identify and predict what other road users may do, make sound decisions, and carry out their decisions effectively. It offers them experience with a wider range of traffic situations than would be possible in many parts of Mississippi. Not only is the scope of instruction expanded but the order of exposure to more complex learning situations may be arranged progressively with the students' acquisition of advanced skills. The simulator plan gives the students practice, without undue risk, in recognizing common emergency situations and selecting the most appropriate response. The opportunity to learn proper responses to avoid collision-producing situations should be an integral part of all driver education courses. Additionally, the simulator plan can prepare students at a lower per-pupil cost when the equipment is used on a full-time basis and student enrollment is adequate.

Weaknesses have been found with the simulator plan. Mastery of important manipulative skills in a simulator is not necessarily comparable to the learning potential a dual-control vehicle provides. In addition, simulation does not lend itself to developing more complex driving skills such as navigating intersections, controlling speed, skid control, and parallel parking.

Multiple-Vehicle Driving Plan

This plan consists of regular classroom instruction, BTW learning in a dual-control vehicle operated in traffic, and time spent at an off-street, multiple-vehicle driving facility. The multiple vehicles driving plan provides greater opportunities for students to practice basic maneuvers. Not only do the students have additional driving time, but they can benefit from the unique design of the facility which requires skillful maneuvering and less time steering the car straight down the road. Such a facility should consist of a hard-surfaced area on which any number of student-operated vehicles are used simultaneously under the direct supervision of one or more teachers. The area should include space for development of fundamental driving skills and decision-making processes, road surfaces

wide enough for two-way and multiple-lane traffic lanes, and an electronic or otherwise effective means of communication between teachers and students.

The driving facility experience requires students to rely on their own learning rather than depending on a “patient” teacher, ready to remind them of all the necessary driving acts or to use the dual controls. Students often come better prepared for the scheduled learning sessions, form sound decision-making habits, and acquire self-reliance, confidence, and performance abilities at a faster rate. The multiple-vehicle plan also permits teachers to evaluate the level of motor skills achieved by students so they can give special attention to individual needs and determine student’s readiness to drive in actual traffic. With appropriate space and design features, this facility can provide students with an opportunity to practice certain emergency maneuvers.

The advantages cited relate to the quality of instruction, but the per-student cost advantage for this type of laboratory instruction must not be overlooked. In dual-control vehicle instruction, the teacher-pupil ratio is one-to-one; for the multiple-vehicle facility, one teacher can work effectively with 12 or more students. The limited actual on-street driving in traffic is a disadvantage.

Multiple-Phase Approach

The multiple-phase approach may be the best possible framework for achieving the central purpose of driver education because it combines the advantages of developing basic skills through the dual-control vehicle plan, the simulator plan, and the multiple-vehicle plan, and adds advanced skills training in an additional phase. Scheduled for up to 90 hours, a multiple-phase course may provide each student with up to 45 hours in the regular classroom, 12 hours of simulator instruction, 6 hours of multiple-vehicle instruction, and 4 hours of dual-control vehicle instruction. This approach enables each student to have observation experience in traffic and time for scheduled project activities. There is also time for the use of other innovative approaches as they become available.

The principal disadvantage of the multiple-phase approach is the sizable investment required for the initial procurement of simulator equipment and facilities. However, when the useful life of the equipment and facilities and the improved teacher-pupil ratio are considered, per-student costs of the multiple-phase approach are at least comparable to those of the dual-control vehicle plan.

Evaluation and Reporting

To provide a basis for program improvement in driver education, school officials responsible for the program should conduct ongoing evaluations to determine the effectiveness of courses provided by its high school(s).

The evaluation plan should include school and district recording of the name, birth date, and course completion date of each student completing the program, and the per-pupil cost for that instruction. A simple cost-effectiveness comparison can be made for a given type of driver education course in one school with that of other schools in the district or county in the state.

High schools should have the following information available for reporting purposes:

1. A description of the driver education course offered, including documentation of established minimum Office of Public Instruction standards required for course approval
2. A roster of driver education teachers and administrators, along with their location of assignment and their qualifications and certification status
3. Accurate description of physical facilities and equipment made available at each school for driver education, including complete information pertaining to practice driving vehicles.
4. A record of students who have successfully completed each type of driver education course should be maintained for five or more years for possible research purposes.

Field Trips

Field trips can present first-hand experiences not possible in the classroom. A field trip must be well planned. Students should be involved in the planning and have some objective to accomplish. Each student or group of students should have an assignment. Notify any person or business well in advance of the visit.

Possible field trip destinations are:

- Car dealership
- Emergency driving procedures workshop
- Driver license station
- Auto repair garage
- Highway department
- Large city
- Traffic court
- Service station

Online Resources

The websites below should be reviewed on a yearly or semester basis. Teachers should consider the advantages of taking their own photos, slides, and videos. This allows for better organization and the instructor can emphasize those things deemed important in rural and urban areas.

1. AAA Foundation for Traffic Safety
2. Insurance Institute for Highway Safety
3. American Association of Motor Vehicle Administrators
4. Mississippi Department of Transportation
5. National Highway Traffic Safety Administration
6. Mississippi Department of Public Safety Driver Service Bureau

Community Relations

Whether a person is a community leader, business owner, educator, student, or family member, help is always needed to ensure students in Mississippi graduate ready for college and careers.

Driver education is an area of the total school program that is constantly in the public eye. For this reason, members of the media and public relations personnel are eager to cover traffic-related stories. Teachers and school administrators should do everything possible to maintain the quality of the driver education course as an essential component of the total school program and an investment in community safety.

After everything administratively possible is done to ensure that the best driver education instruction can take place, students, law enforcement officers, license personnel, representatives from civic clubs, governmental agencies, community leaders, and news media can be brought in to raise the awareness of the program. School-community cooperative endeavors should take place. For example, an off-street, multiple-vehicle driving facility can become a focal point of activity during non-school hours. Methods of continuously promoting the program to the public and its leaders include the following:

1. Examples of good teaching and safe driving practices exhibited on streets and highways as well as in classrooms and on special facilities
2. Providing the news media with regular and special news items
3. In-service work with the entire faculty
4. Open house
5. Proper care and exclusive use of practice driving vehicles for instructional purposes
6. Recognition by each teacher that, because he/she is known throughout the community, a good example for driving behavior must be made
7. Acceptance by teachers and administrators of every opportunity to appear before civic groups to present both accomplishments and to discuss the needs of driver education

Safety Belts, Airbags, and Occupant Protection

Safety or seat belts are preventive medicine. Buckling up is the single most effective act to protect an occupant in a crash. Mississippi law places responsibility on the driver to ensure each occupant is properly buckled or in a child safety restraint on every trip, every time.

Seat belts with airbags and child safety seats provide the following major functions:

1. Seat belts prevent ejection from the vehicle in case of a crash. The risk of death is five times greater if an individual is thrown from the vehicle.
2. Seat belts hold the body in the seat during sudden stops and turns, giving the driver better control over the vehicle.
3. Seat belts along with airbags restrain and decelerate the body with the vehicle, thus minimizing injury.
4. Seat belts along with airbags lessen injury inside the vehicle. Unbuckled bodies can collide at crash force into other people in the same vehicle, seriously injuring or even killing them in a crash.

Nighttime Instruction

Darkness is the most common and perhaps least regarded, visual handicap. Classroom discussion, videos, and other approaches should be used to make the student aware of the problem of night driving. Where possible, school districts are encouraged to provide vehicle instruction during hours of darkness. This provides students with supervised vehicle operating experience under conditions that are less than ideal—a very real part of everyday driving.

Parents/legal guardians are required to provide their teens with a minimum of 50 hours of supervised practice driving with at least 10 hours at night. Parents should continue to set limits and drive with their teens even after the minimum of 50 hours is achieved.

Resource Personnel

When a resource person is used, the timing of their appearance should be well planned. A list of questions could be developed by the students and sent to the guest speaker ahead of time. Where class periods are long (50-60 minutes), do not expect the resource guest to speak the entire time. Use of a film or demonstration can help to increase interest and produce a better discussion.

Some suggested expertise areas for resource personnel are:

- Automobile dealer
- Doctor, nurse and emergency responders
- Highway Patrol
- Local police officer
- Insurance agent

- Judge/lawyer
- Mechanic and auto body repairman
- Traffic engineer
- Construction zone worker
- Motorcycle safety trainer
- Bicycle and pedestrian safety
- 911 dispatcher
- Operation Lifesaver (railroad safety) presenter

APPENDIX H: DEFINITION OF TERMS

Behind-the-wheel (BTW) – Driver training by a MDE approved driver education teacher in a vehicle.

Cooperative Driver Testing Program (CDTP) – A joint program of the Mississippi Department of Public Safety, Driver Service Bureau and the Mississippi Department of Education that authorizes approved driver education teachers teaching in an approved driver education program to administer the written tests for a learner's permit on behalf of the DPS. Training offered by the DPS is required for the CDTP.

Concurrent scheduling – Scheduling the MDETP without an interruption in classroom instruction and BTW instruction.

Equitable – Treating all eligible students fairly and without bias in the notification, enrollment, and class administration procedures associated with driver education.

Integrated scheduling – Scheduling the MDETP to include a blend of classroom instruction and associated BTW instruction during the driver education course.

In-traffic – Operator training on roadways and byways open to and with public traffic including up to 30 minutes of initial vehicle familiarization and training in little used parking lots.

APPENDIX I: DRIVER EDUCATION AND TRAINING STATUTES

§ 37-25-1 Declaration of purpose

The aims and purposes of driver's education and training shall be to develop a knowledge of those provisions of the Mississippi Code of 1972 and other laws of this state relating to the operation of motor vehicles, a proper acceptance of personal responsibility in traffic, a true appreciation of the causes, seriousness and consequences of traffic accidents, and the knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles.

§ 37-25-3 Establishment and maintenance of driver education and training program

Beginning with the 2026-2027 school year, the school board of any school district maintaining a secondary school which includes any of the grades nine (9) through twelve (12) inclusive, shall establish and maintain driver education and training programs for pupils enrolled in the day secondary schools in that district.

§ 37-25-5 Promulgation of rules and regulations; contents of programs; budget; administration of program

On or before July 1, 2025, the State Superintendent of Public Education and the Commissioner of Public Safety shall jointly prepare and recommend to the State Board of Education, and the board shall adopt rules and regulations governing the establishment, conduct and scope of driver education and training programs in secondary schools of this state, subject to the requirements and exceptions set forth in this chapter. Said program shall be established and maintained only in accordance with such rules and regulations. Said program shall include both classroom instruction and BTW instruction. The State Driver Education and Training Program in secondary schools of this state shall include a program of study for distracted driving, alcohol, drug and safety education as it pertains to driver and highway safety and shall also include instruction relating to organ and tissue donation and organ and tissue donation procedures, and shall include instruction on the litter laws of the state and the responsibilities of the driver and all passengers to dispose of litter in the proper container. The state driver education and training program in secondary schools of this state shall also include a program of study, developed by the Department of Public Safety under Section 37-25-29, on how persons should properly respond when stopped by law enforcement officers.

The State Superintendent of Public Education shall prepare an administrative budget from funds made available under this chapter which budget shall be approved by the State Board of Education. It shall be the responsibility of the State Superintendent of Public Education to

administer this program in accordance with rules and regulations established by the State Board of Education and to appoint the necessary supervisors of safety education and the necessary clerical personnel.

On or before July 1, 2025, the State Superintendent of Education and the Commissioner of Public Safety shall jointly prepare an estimated budget and fiscal report of the additional expenses and costs related to the implementation of mandatory driver education programs and present the same to the Legislature.

§ 37-25-7 Student eligibility for instruction; learner's permits

Any student receiving instruction under this chapter shall be:

1. Fourteen (14) years of age or above
2. A regularly enrolled student in the ninth, tenth, eleventh or twelfth grade
3. A full-time student in the respective secondary school

Any driver education student shall not be required to possess a learner's permit or driver's license while the student is under the direct supervision of a driver education instructor and is enrolled in an approved course of driver education.

§ 37-25-8 Certificate of Completion

Upon satisfactory completion of the State Driver Education and Training Program, a driver's education student shall be issued a Certificate of Completion. A copy of said certificate shall be delivered by the school to the Driver Service Bureau of the Department of Public Safety.

§ 37-25-11 Determination of cost of program

A determination of the cost of a driver education and training program in a secondary school shall include, but by no means is limited to, the cost of the replacement of the automobile or machinery used in the instruction of pupils, the cost of the instructor's salary, the upkeep and maintenance of said automobile, and the cost of such other equipment and classroom data as may be required in a driver education and training program operated in compliance with the rules and regulations of the state board of education.

§ 37-25-13 Allowances to districts for program

The state superintendent of public education shall allow to each school district an amount per pupil to be determined by the state board of education, but in no case to exceed the actual cost per pupil completing the course in the driver education and training programs in that school district during the preceding fiscal year in accordance with the regulations set forth by the state board of education to the school districts for instructing pupils in driver education and training. All such funds made available for the purposes of this section shall be appropriated by the legislature in the same manner as general funds. If the funds herein authorized by the legislature

for the support of driver education shall exceed the funds which become available, each participating school district shall have its funds reduced on a pro rata basis.

No allowance shall be made under this section for the instruction of pupils in driver education and training unless the respective school district has complied with the rules and regulations as set forth by the state board of education governing the establishment, conduct and scope of driver education and training.

§ 37-25-14 DPS Reporting Annual Statistics

The Department of Public Safety shall report to the Department of Education annual statistics regarding crash and fatality data for the State of Mississippi and nationally, including, but not limited to, statistics involving teenage drivers.

§ 37-25-17 Driver Training Penalty Assessment Fund

Such assessments as are collected under subsections (1) and (2) of Section 99-19-73 shall be deposited in the Driver Training Penalty Assessment Fund, which fund is hereby created, to be used exclusively as provided in this chapter.

§ 37-25-21 Waiver of driver training penalty assessment

In any case where any person, convicted of any violation punishable by fine and the levy of the penalty assessment specified in this chapter, is imprisoned until the fine is satisfied, the judge may waive all or any part of the penalty assessment where, in his opinion, the payment of said penalty assessment would work a hardship on the person convicted or his immediate family.

§ 37-25-21 Purchase of necessary equipment, aids and devices and materials

In addition to and supplementary of all other powers authorized by law, the State Board of Education is hereby authorized and empowered to promulgate reasonable rules and regulations deemed necessary to carry out the legislative intent of Chapter 341, Laws of the 1962 Regular Session of the Mississippi Legislature, being Sections 37-25-1 et seq., Mississippi Code of 1972. The State Board of Education is authorized to purchase for cash or by lease-purchase agreement all the necessary equipment, visual and training aids and devices, and related materials required to administer this act, upon competitive public bids as required by law for public purchases.

The repeal of Chapter 387, Laws of 1968, authorizing the purchase of liability insurance upon driver training aids and devices and motor vehicles transporting the same, shall not affect any litigation or prosecutions pending on June 30, 1970, or prevent the filing of any litigation or commencement of any action accruing prior to said date.

§ 37-25-27 Payment of funds expended under chapter

Funds expended under authority of this chapter shall be paid by the state treasurer out of the driver training penalty assessment fund or other funds used in administering this chapter, upon warrants issued by the state auditor of public accounts. The said auditor shall issue his warrant upon requisition signed by the proper person, officer or officers in the manner provided by law.

§ 37-25-29 Driver education program to include instruction in how a person should properly respond when stopped by law enforcement officers; curriculum to include drivers' constitutional rights.

1. The Department of Public Safety shall develop a program of study on how persons should properly respond when stopped by law enforcement officers to be taught to students as part of the state driver education and training program and as part of a driver education program taught to students attending nonpublic schools.
2. Any program developed by the Department of Public Safety under this section shall incorporate in that curriculum the constitutional rights that drivers have when encountering a law enforcement officer, including, but not limited to, consent to search and refusal to provide information not pertinent to the traffic stop.

APPENDIX J: MISSISSIPPI DRIVER'S LICENSE STATUTES

§63-1-9 Person prohibited from obtaining license, issuance of learner's permits and driver's license

1. No driver's license or learner's permit shall be issued pursuant to this article:
 - a. To any person under the age of eighteen (18) years except as provided in this article.
 - b. To any person whose license to operate a motor vehicle on the highways of Mississippi has been previously revoked or suspended by this state or any other state or territory of the United States or the District of Columbia, if the revocation or suspension period has not expired.
 - c. To any person who is a habitual drunkard or who is addicted to the use of other narcotic drugs.
 - d. To any person who would not be able by reason of physical or mental disability to operate a motor vehicle on the highways with safety. However, persons who have one (1) arm or leg, or have arms or legs deformed, and are driving a car provided with mechanical devices whereby the person can drive in a safe manner over the highways, if otherwise qualified, shall receive an operator's license the same as other persons. Moreover, deafness shall not be a bar to obtaining a license.
 - e. To any person as an operator who has previously been adjudged to be afflicted with and suffering from any mental disability and who has not at time of application been restored to mental competency.
 - f. To any person under the age of eighteen (18) years who does not at the time of application present a diploma or other certificate of high school graduation or a general educational development certificate issued to the person in this state or any other state; or on whose behalf documentation has not been received by the Department of Public Safety from that person or a school official verifying that the person:
 - i. Is enrolled and making satisfactory progress in a course leading to a general educational development certificate
 - ii. Is enrolled in school in this state or any other state
 - iii. Is enrolled in a "nonpublic school," as such term is defined in Section 37-13-91(2)(i)
 - iv. Is unable to attend any school program due to circumstances deemed acceptable as set out in Section 63-1-10
 - g. To any person under the age of eighteen (18) years who has been convicted under Section 63-11-30.

- h. Beginning on July 1, 2027, to any person who has not previously obtained a driver's license unless that person has successfully completed a Driver Education and Training Program certified by the State Board of Education or the Department of Public Safety; provided, however, a person under the age of eighteen (18) shall be able to receive a learner's permit as otherwise provided in this article.
- 2. All permits and licenses issued to an individual under the age of eighteen (18) shall be issued as follows:
 - a. A learner's permit may be issued to any person who is at least fifteen (15) years of age who otherwise meets the requirements of this article.
 - b. A driver's license may be issued to any person who is at least sixteen (16) years of age who otherwise meets the requirements of this article and who has held a learner's permit for at least one (1) year without any conviction under Section 63-11-30 or of a moving violation. Any conviction under Section 63-11-30 or of a moving violation shall restart the one-year requirement for the holding of a learner's permit before an applicant can qualify for a driver's license.
 - c. An applicant for a driver's license who was unable to make timely application for a learner's permit may have the period in which he or she was eligible but unable to apply due to a hardship credited toward the one-year requirement for the holding of a learner's permit. The Department of Public Safety shall set forth the criteria for which a hardship exception may be granted, at the discretion of the department, to any individual who has completed a Driver Education and Training Program certified by the Board of Education or the Department of Public Safety.
 - d. An applicant for a Mississippi driver's license who, at the time of application, is at least sixteen (16) years of age and who has held a valid motor vehicle driver's license issued by another state for at least six (6) months shall not be required to hold a learner's permit before being issued a driver's license.
 - e. In addition to the restrictions set forth in Section 63-1-21(3), the commissioner may establish rules, regulations and restrictions for the operation of a motor vehicle during the first twelve (12) months that an individual under the age of eighteen (18) possesses a license.
 - f. Beginning July 1, 2026, the Department of Public Safety shall establish a Driver Education and Training Program to be taught throughout the state and made available for home school students and adults who have not otherwise taken a driver's education course. Upon completion of the course, each participant shall be issued a Certificate of Completion, and a record of the certificate shall be delivered to the Mississippi Driver Service Bureau.
- 3. The commissioner shall ensure that the learner's permit and driver's license issued under this article are clear, distinct and easily distinguishable from one another.

§ 63-1-10 Educational requirements for issuance of license to person under eighteen years of age; documentation; appeal of denial of license

1. Upon the written request of a parent or guardian of any applicant for a license under eighteen (18) years of age, the school district in which the applicant is enrolled shall submit documentation to the Department of Public Safety verifying that the applicant follows Section 63-1-9(1)(g). The verification shall be signed by the school principal or his designee, or, in the case of a home study program, the parent, or the adult education supervisor of the General Educational Development Program or his designee. If the student is enrolled in a nonpublic school, the school principal or his designee is encouraged to submit the verification on behalf of the student. Documentation of the applicant's enrollment status shall be submitted on a form designed by the State Department of Education that includes the written signed and notarized parent or guardian's consent authorizing the release of the applicant's attendance records to the Department of Public Safety, as approved by the Department of Public Safety, in a manner that insures the authenticity of the form and the information or signature contained thereon, including via facsimile. The forms required under this section to provide documentation shall be made available to all public high schools, private schools accredited by the State Board of Education, adult education supervisors at school board offices and, upon request, to others through the Department of Public Safety.
2. Whenever an applicant or licensee who is under eighteen (18) years of age is unable to attend any school program due to acceptable circumstances, the school where the student last attended shall transmit documentation to the department to excuse such student from the provisions of Section 63-1-9(1)(g). The school principal or his designee shall determine whether nonattendance or absences are excused pursuant to Section 37-13-91. For purposes of this section, suspension or expulsion from school or incarceration in a correctional institution is not an acceptable circumstance for a person being unable to attend school.
3. Any person denied a license for failure to satisfy the education requirements of Section 63-1-9(1)(g) shall have the right to file a request within thirty (30) days thereafter for a hearing before the Department of Public Safety to determine whether the person is entitled to a license or is subject to the cancellation of his license under the provisions of this section. The hearing shall be held within ten (10) days of the receipt by the department of the request. Appeal from the decision of the department may be taken under Section 63-1-31.

§ 63-1-33 Examination of applicant for license or learner's permit; inspection of applicant's automobile; certification of successful completion of driver education and training program at secondary school in lieu of examination; off-duty members of Mississippi Highway Safety Patrol authorized to teach; certification by parent, teacher or guardian of student's motor vehicle operation proficiency in lieu of department's skills test

1. Except as otherwise provided under subsections (6) and (7) of this section, it shall be the duty of the license examiner, when application is made for an operator's license or learner's permit, to test the applicant's ability to read and understand road signs and to give the required signals as adopted by the National Advisory Committee on Uniform Traffic Control Devices and the American Association of Motor Vehicle Administrators.
2. Except as otherwise provided under subsections (6) and (7) of this section, the commissioner shall have prepared and administer a test composed of at least ten (10) questions relating to the safe operation of a motor vehicle and testing the applicant's knowledge of the proper operation of a motor vehicle. Every examination shall ensure adequate knowledge on the part of the applicant as to school bus safety requirements.
3. Prior to the administration of the test, the license examiner shall inspect the horn, lights, brakes, vehicle registration and proof of liability coverage of the motor vehicle which the applicant expects to operate while being tested, and if he finds that any of the aforementioned items are deficient, no license or endorsement shall be issued to the applicant until same have been repaired.
4. An applicant for a Mississippi driver's license who, at the time of application, holds a valid motor vehicle driver's license issued by another state shall not be required to take a written test.
5. Except as otherwise provided by Section 63-1-6, when application is made for an original motorcycle endorsement, the applicant shall be required to pass a written test which consists of questions relating to the safe operation of a motorcycle and a skill test like the "Motorcycle Operator Skill Test," which is endorsed by the American Association of Motor Vehicle Administrators. The commissioner may exempt any applicant from the skill test if the applicant presents a certificate showing successful completion of a course approved by the commissioner, which includes a similar examination of skills needed in the safe operation of a motorcycle.
6. The Department of Public Safety shall accept the certification of successful completion of an individual's training in the knowledge and skills needed for the proper and safe operation of a motor vehicle from a driver education and training program at a secondary school that meets the standards of the State Board of Education, in lieu of the department administering the examination of the individual for the purpose of obtaining a driver's license. The school may employ teachers duly certified by the Department of Education to teach in such a

program. In addition, off-duty members of the Mississippi Highway Safety Patrol shall be authorized to teach in such a program without having to obtain a teaching certificate from the Department of Education. Instructors will be considered employees of the school, not of the Driver License Examining Bureau. The commissioner and the State Board of Education shall jointly promulgate rules and regulations for the administration of this subsection.

7. The commissioner shall develop an affidavit whereby a parent, teacher or guardian may certify that he or she has witnessed a student operate a motor vehicle for at least fifty (50) hours and attest to the student's proficiency in the proper and safe operation of a motor vehicle and the Department of Public Safety shall accept such in lieu of a skills test conducted by the department.

§ 63-1-61 Causing or permitting child or ward under sixteen years of age to drive without authorization

No person shall cause or knowingly permit his child or ward under the age of sixteen (16) years to drive a motor vehicle upon any highway if such minor is not authorized under the provisions of this article or is in violation of any of the provisions of this article. Any penalty imposed under the provisions of this section shall be in addition to any penalty imposed against the minor for a violation of this article.



Mississippi Driver Education and Training Program Curriculum

Office of Safe and Orderly Schools
Division of Pupil Transportation



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MISSISSIPPI DRIVER EDUCATION AND TRAINING PROGRAM (MDETP)

General Requirements

The Mississippi Driver Education and Training Program (MDETP) curriculum meets the content standards, benchmarks, and performance standards for state-approved teen driver education. Structured learning and guided practice are needed for students to acquire and demonstrate legal and safe driving skills, habits, and responsibilities. Beginning July 1, 2027, drivers must complete a certified Mississippi driver education and training program to obtain a Mississippi driver's license before age 16. The units in this curriculum demonstrate what is needed to meet the standards and benchmarks and assist a teen driver in becoming proficient in their driver performance.

Introduction

Driving safely requires developing a complex set of skills. It takes months, even years, for new drivers to gain the experience and informed decision-making that allows them to interact with vehicles, other drivers, and the highway system at an informed and responsible level. When a new driver receives a driver license and begins driving independently, the first six months are the most critical. New drivers need to think about their driving actions. Appropriate and safe responses need to become habits through repeated practice of correct behaviors. MDETP provides the foundation for students, assisted by teachers, parent/guardians or other supervising drivers, to develop the necessary skills and experience to become safe, competent drivers.

Students must apply concepts learned at a desk to the realities of driving behind the wheel. Emphasis is placed on relating visual search skills, space management, and balanced vehicle movement to risk-reducing driving strategies. Significant attention is given to risk awareness, driver alertness, responsible actions for occupant protection devices, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance. While curriculum content is an important element for improved driver education and training, a quality delivery system is critical to effective student learning.

Quality instruction requires engaging classroom and laboratory-learning experiences delivered to students over an adequate period, allowing students to practice skills and develop the habits necessary for safe vehicle operation. To be successful, instruction needs to be delivered in short training sessions over an extended period. This allows students to learn basic operational skills correctly while adding judgment and more complex skills to their experience. It is not adequate for students to merely know the correct response. They must do it often enough to generate correct automatic responses that can develop into effective habits. Learning to drive is a process that integrates knowledge and extended practice to perceive hazards, make decisions, and control the vehicle.

State-approved driver education teachers help students meet or exceed minimum competency standards through a combination of classroom and in-car instruction that includes modeling, knowledge assessment, skill assessment, hazard recognition, and guided observation. Satisfactory completion of a driver education and training course qualifies the student to continue the Mississippi Driver Education and Training Program (MDETP).

DRAFT

MISSISSIPPI CONTENT STANDARDS AND BENCHMARKS FOR DRIVER EDUCATION

Driving is an activity that impacts the whole community. A successful program, therefore, requires the effective involvement of schools, communities, and government agencies. The purpose of this curriculum is to provide structured learning and guided practice for students to acquire and demonstrate legal and safe driving skills, habits, and responsibilities.

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. Benchmarks define the expectations for students' knowledge, skills, and abilities. Content standards and benchmarks are required for curricula development, program approval, and student training.

STANDARDS	BENCHMARKS
1. LAWS AND HIGHWAY SYSTEM	Upon completion of driver education, students will:
Students must demonstrate knowledge and understanding of the highway transportation system and the laws governing the operation of a motor vehicle.	1.1 - Know the laws outlined in the Mississippi Driver's License Manual. 1.2 - Understand the laws outlined in the Mississippi Driver's License Manual. 1.3 - Consistently demonstrate knowledge and understanding by responsible adherence to highway transportation system, traffic laws, and control devices.
2. RESPONSIBILITY	Upon completion of driver education, students will:
Students must make a commitment to safe behaviors and good decision-making, by consistently demonstrating a positive attitude and respect for other roadway users and obeying roadway laws.	2.1 - Recognize the importance of making safe and responsible decisions for owning and operating a motor vehicle. 2.2 - Demonstrate the ability to make appropriate decisions while operating a motor vehicle. 2.3 - Consistently display respect for other users of the highway transportation system. 2.4 - Develop positive habits and attitudes for responsible driving.
3. VISUAL SKILLS	Upon completion of driver education, students will:
Students must demonstrate and analyze the importance of proper visual skills for the safe operation of a motor vehicle.	3.1 - Know proper visual skills for operating a motor vehicle. 3.2 - Communicate and explain proper visual skills for operating a motor vehicle. 3.3 - Demonstrate the use of proper visual skills for operating a motor vehicle. 3.4 - Develop positive habits and attitudes for consistent proper visual skills.

4. VEHICLE CONTROL	Upon completion of driver education, students will:
Students must demonstrate skill in maneuvering and controlling motor vehicles smoothly, efficiently, and safely.	4.1 - Demonstrate smooth, safe, and efficient operation of a motor vehicle. 4.2 - Develop positive habits and attitudes for safe, efficient, and smooth vehicle operation.
5. COMMUNICATION	Upon completion of driver education, students will:
Students must communicate and interact with the highway transportation system and other roadway users utilizing prescribed, effective, and safe practices.	5.1 - Consistently communicate their driving intentions (i.e., use of lights, vehicle position, and personal signals). 5.2 - Adjust their driver behavior based on observation of the highway transportation system and other roadway users. 5.3 - Adjust communication (i.e., use of lights, vehicle position, and personal signals) based on observation of the highway transportation system and other users. 5.4 - Develop positive habits and attitudes for effective communication.
6. RISK MANAGEMENT	Upon completion of driver education, students will:
Students must demonstrate and safely apply driver risk-management (defensive driving) strategies, behaviors, and habits, including measures to maintain distraction-free driving.	6.1 - Understand driver risk-management principles. 6.2 - Demonstrate driver risk-management strategies. 6.3 - Develop positive habits and attitudes for effective driver risk-management.
7. LIFELONG LEARNING	Upon completion of driver education, students will:
Students must make a lifelong commitment to the skills, habits, and knowledge required for the driving task.	7.1 - Identify and use a range of learning strategies required to acquire or retain knowledge, positive driving habits, and driving skills for lifelong learning. 7.2 - Establish learning goals that are based on an understanding of one's own current and future learning needs. 7.3 - Demonstrate knowledge and ability to make informed decisions required for positive driving habits, effective performance, and adaptation to change.
8. DRIVING EXPERIENCE	Upon completion of driver education, students will:
Students acquire behind-the-wheel driving experience under the direction of a Mississippi-approved driver education teacher.	8.1 - Acquire at least the minimum number of behind-the-wheel hours over at least the minimum number of days, as required by law, with a Mississippi-approved driver education teacher.

UNIT CROSSWALK: STANDARDS, BENCHMARKS, AND DRIVES

The crosswalk below shows the corresponding units (in-class lessons) and drives (in-car lessons) to benchmarks and standards. Mississippi-approved Driver Education and Training Programs must include curriculum content plus six hours of in-car instruction. The combination of content knowledge and practical skills acquired through this instructional process satisfies the MDETP requirements.

UNITS	BENCHMARKS	STANDARDS	DRIVES
1: Driver Education Course Overview	1.1 – 1.3	1. Laws and Highway System	N/A
2: Vehicle Control	2.1-2.4 6.1-6.3 8.1	2. Responsibility 6. Risk Management 8. Driving Experience	1, 2,
3: Vision and Managing Spaces	1.3 3.1-3.4 5.2-5.3 8.1	1. Laws and Highway System 3. Visual Skills 5. Communication 8. Driving Experience	2, 3
4: Rural, Urban, and Highway Driving	3.1-3.4 4.1-4.2 8.1	3. Visual Skills 4. Vehicle Control 8. Driving Experience	3, 4, 5
5: Managing Driving Risks	1.3 2.2 5.2-5.3 6.1-6.3 8.1	1. Laws and Highway System 2. Responsibility 5. Communication 6. Risk Management 8. Driving Experience	1-6
6: Deadly D's – Driver Fitness and Responsibilities	1.1-1.3 2.2 3.3 6.1-6.4 8.1	1. Laws and Highway System 2. Responsibility 3. Visual Skills 6. Risk Management	1-6
7: Driver License and Trip Planning	1.1-1.3 7.1-7.3 8.1	1. Laws and Highway System 7. Lifelong Learning 8. Driver Experience	1-6

PERFORMANCE PHASES FOR DRIVER EDUCATION

Driver education performance phases describe students' knowledge, skills, and abilities in the driver education content area. These descriptions provide a profile of student achievement at the four performance levels: novice, nearing proficiency, proficient, and competent. These phases are not exhaustive indications of performance but demonstrate a range of skills and knowledge relative to the established standards and benchmarks.

Performance Phases
NOVICE: Shows weak driving skills, must use full concentration, and is easily distracted NEARING PROFICIENCY: Shows inconsistent performance but still uses conscious effort PROFICIENT: Shows more consistent performance but still uses conscious effort COMPETENT: Shows consistent performance and behavior is largely automatic
NOVICE
<p>The novice student is beginning to attain the prerequisite knowledge and driving skills that are fundamental for work at each benchmark and is beginning to acquire the knowledge and skills needed for safe and responsible driving.</p> <p>The student:</p> <ol style="list-style-type: none">1. shows weak driving skills, must use full concentration, and is easily distracted2. struggles with traffic in various driving situations, even with assistance3. rarely uses the risk-managing driving skills4. has difficulty interacting with others in a safe, courteous manner5. demonstrates limited understanding of the highway transportation system6. rarely demonstrates the visual skills needed to operate a motor vehicle7. shows little understanding of the local and state laws of Mississippi8. with assistance, has begun to drive in rural, urban, and residential environments9. has begun to learn signs, signals, and pavement markings10. has difficulty in comprehending and applying vehicle laws while driving a motor vehicle within a supervised environment11. demonstrates a limited proficiency of safe and responsible driving techniques and attitudes12. performs at a beginning level after obtaining the minimum number of behind-the-wheel hours with an approved driver education teacher
NEARING PROFICIENCY
<p>The student <i>nearing proficiency</i> exhibits partial mastery of prerequisite knowledge and driving skills fundamental for proficient work at each benchmark and demonstrates a partial mastery of the knowledge and skills fundamental for responsible and safe driving.</p> <p>The student:</p> <ol style="list-style-type: none">1. shows inconsistent performance and must use conscious effort2. understands that the laws of Mississippi, counties, and cities can differ3. demonstrates a limited ability to use risk-managing driving principles4. shows limited knowledge of motor vehicle laws while driving

5. most of the time shows proficiency of safe and responsible driving techniques and attitudes
6. performs in a limited manner after obtaining the minimum number of behind-the-wheel hours with an approved driver education teacher
7. with assistance, can use basic skills needed to interact safely with the highway transportation system
8. with assistance, demonstrates the visual skills needed to operate a motor vehicle

PROFICIENT

The *proficient* student exhibits solid academic and driving skill performance for each benchmark and demonstrates competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to safe driving.

The student:

1. shows more consistent performance, but still uses conscious effort to demonstrate responsible and safe driving behavior
2. demonstrates and consistently applies laws pertaining to driving
3. consistently uses risk-managing driving principles
4. demonstrates mastery of safe and responsible driving habits and attitudes
5. performs satisfactorily in obtaining the minimum number of behind-the-wheel hours with an approved driver education teacher
6. consistently interacts appropriately with other operators and traffic in various driving situations
7. demonstrates basic skills needed to interact safely with the highway transportation system
8. demonstrates appropriate visual skills needed to safely operate a motor vehicle
9. demonstrates habits and attitudes necessary to communicate and interact with the highway transportation system utilizing effective, safe practices
10. understands the laws that pertain to owning and operating a motor vehicle

COMPETENT

The *competent* student exhibits strong knowledge and driving skills related to safely navigating roadways and interacting with other roadway users; shows consistent performance and driving behavior that is largely automatic; and exhibits driving behaviors safely and correctly in various driving situations.

The student:

1. knows and adheres to the laws governing driving in Mississippi as demonstrated by habitually and consistently following the laws while driving
2. knows and adheres to the highway transportation system as demonstrated by habitually and consistently following the guidelines set by the transportation system
3. always responsibly, properly, and smoothly operates a vehicle
4. consistently researches ideas and opportunities to increase personal knowledge of the vehicle, the highway transportation system, and the driving task
5. habitually and responsibly applies defensive driving principles

6. has acquired behind-the-wheel driving experience in various environments and road conditions for a period that exceeds the state minimum standards and MDETP requirements
7. resists peer pressure, which may negatively influence good and responsible driving behavior

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DRIVES: IN-CAR LESSONS

The program requirement for this course is 6 hours behind-the-wheel and 12 hours of observation. Teachers should develop routes that enable students to practice and demonstrate competencies. These hour-long drives can be combined to meet the required minimum of 6 hours behind-the-wheel.

Drive 1: Start, Steer, and Stop	Drive 2: Intersections and Turns
Environment: Parking Lot	Environment: Low-Speed, Low-Risk Traffic
<ul style="list-style-type: none"> • Entering, buckling up, and starting the vehicle • Orientation to controls/adjustments • Managing speed and wheel control • Pressing the accelerator • Practicing controlled and threshold braking • Practicing vision control (on/off targeting) • Turn head before turning wheel • Tracking on a straight path • Securing and exiting the vehicle 	<ul style="list-style-type: none"> • Locating reference points • Selecting lane positions • Responding to sign, signals, and markings • Selecting gaps and searching and entering intersections • Turning left and right from a stop and while moving • Reversing on a straight path and while turning • Eye searching habits and practices: <ul style="list-style-type: none"> ○ Checking mirrors every 6-8 sec ○ Checking over the shoulder ○ Looking left, right, straight ahead and left again ○ Looking through turns • Selecting and performing turnabouts: <ul style="list-style-type: none"> ○ Mid-block U-turn ○ Intersection U-turn ○ Two-point turn, right and left ○ Three-point turn • Parking: <ul style="list-style-type: none"> ○ Angle ○ Forward ○ Perpendicular ○ Parallel
Drive 3: Yield and Search	Drive 4: Space Management
Environment: Low-and Moderate Risk Traffic	Environment: Low to Complex Risk
<ul style="list-style-type: none"> • Responding to traffic signs, signals, and markings • Yielding the right of way • Selecting where to stop, lanes, and positions • Evaluating sight distance • Recognizing and searching intersection types • Identifying LOS/POT restrictions • Controlling space to the front: 	<ul style="list-style-type: none"> • Backing into an alley or driveway • Making legal stops and staggered stops • Using systematic search patterns to identify critical areas • Communicating courteously with other drivers • Recognizing rear zone changes • Keeping 3-4 second space between your vehicle and others • Navigating one-way streets

<ul style="list-style-type: none"> • Judging distance in seconds • Establishing following time • Changing lanes • Reading instruments • Evaluating target path • Applying speed control • Stopping with vehicle in front • Using staggered stops for space management • Delaying moving for two seconds • Identifying open and closed zones • Using share lanes 	<ul style="list-style-type: none"> • Driving at night (when available) • Railway grade crossing • Ten good driving habits review
<u>Drive 5: Curves, Passing, and Lane Changing</u>	<u>Drive 6: Final Drive – Skill Assessment</u>
Environment: Moderate speeds to Complex	
<ul style="list-style-type: none"> • When navigating a curve or hill: <ul style="list-style-type: none"> ○ Adjusting for best speed ○ Adjusting for best lane position ○ Approach ○ Visual search ○ Speed control/trail braking ○ Lane position ○ Managing vehicle balance ○ Driving up and down hills ○ Selecting best lane position ○ Maintaining speed control ○ Stopping and starting on a hill ○ Parking on uphill and downhill grades • When passing or changing lanes: <ul style="list-style-type: none"> ○ Gap selection ○ Passing and being passed on two-lane roads ○ Practicing anti-lock system braking (ABS) when available ○ Using systematic search patterns to identify critical areas ○ Entering, merging, lane changing and exiting limited access highways ○ Handling emergency situations 	<ul style="list-style-type: none"> • If the program is CDTP-certified* the instructor can give the road test. <p><i>* The Cooperative Driver Testing Program (CDTP), in cooperation with the Motor Vehicle Division of the Mississippi Department of Public Safety, allows trained and certified driver education instructors to administer the driver license knowledge exam and issue learner permits to students. CDTP-certified instructors may also give the road test.</i></p>
<u>Best Practices for In-Car Lessons</u>	
<ul style="list-style-type: none"> • Start out slow in low-risk traffic. 	

- Develop route plans for your lessons and community.
- Encourage students and parents/guardians to practice the driving skills they are learning in class.
- Have a cell phone policy for students to learn to manage their mobile device connectedness.
- Use commentary driving to enhance the learning process and good driving habits.
- Consider using an in-car camera.

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UNIT 1: DRIVER EDUCATION COURSE OVERVIEW

Competencies and Suggested Objectives

a. Describe the course structure, policies, and rules.

1. Discuss the teen driver education and training program goals.
2. Discuss Mississippi's graduated driver licensing law for teen drivers.
3. Discuss the responsibilities of the instructor and student during the course.
4. Complete the program registration process if needed (including driver's license applications for the traffic education permit and/or CDTP traffic education learner license).
5. Examine the behaviors resulting in driver errors, and crash statistics statewide and nationally.
6. Recognize the risks associated with poor driving habits and how risk can be minimized.

UNIT 2: VEHICLE CONTROL

Competencies and Suggested Objectives

a. Distinguish between vehicle alerts, warning symbols, and gauges displayed on the dashboard.

1. Locate and describe the function of alert and warning symbols and gauges found in the driver education vehicle and another vehicle.

b. Identify, describe, and demonstrate correct use of the following in the driver education vehicle and in another vehicle.

1. Steering wheel
2. Brake
3. Accelerator
4. Safety
5. Communication and convenience devices

c. Describe and demonstrate the pre-entry and entry tasks, vehicle compartment adjustments needed for driver control, and the securing and exiting tasks.

1. Enter and exit the vehicle properly and safely.
2. Adjust seating, steering wheel, and restraints.
3. Demonstrate traditional mirror adjustments.
4. Explain and demonstrate enhanced side view mirror settings known as the “blind zone glare elimination settings” to reduce mirror blind spots and eliminate glare.
5. Describe and demonstrate the purpose and use of a vehicle owner’s manual.

d. Evaluate the dynamics of a crash and the effects on a restrained and unrestrained human body.

1. Describe the three collisions of a crash and their effects.

e. Investigate the use of occupant protection devices in motor vehicles.

1. Identify and describe locations and purpose of seat belts, airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection for adults.
2. Identify and describe child restraint systems (infants car seat, forward-facing car seat, booster seats, and lap/shoulder devices) and proper installation and positioning within a vehicle to provide crash survival protection for children.

f. Demonstrate proper steering wheel adjustments to accommodate for airbags.

g. Describe and perform basic maneuvers related to vehicle control.

1. Describe and demonstrate the pre-drive and starting tasks.
2. Explain the four steering wheel control techniques and when each is used.
3. Describe and demonstrate procedures for entering and leaving the roadway.
4. Demonstrate acceleration control.
5. Demonstrate controlled, threshold, and trail braking control.
6. Demonstrate procedures for left and right turns from a stopped and moving position.
7. Demonstrate procedures for reversing straight and reversing while turning.

h. Describe and demonstrate the use of vehicle reference points to position the vehicle and adjust for precision lane placement and stopping positions.

1. Position the vehicle while giving attention to blind areas to the front, sides, and rear of the vehicle.
2. Demonstrate steering accuracy by targeting and developing a systematic searching habit.
3. Choose a visual reference point that will place the front bumper at a line or curb.
4. Choose a visual reference point that will place the right-side tires 3-6 inches, 3 feet, and 6 feet from a line or curb.
5. Choose a visual reference point that will place the left-side tires 3-6 inches, 3 feet, and 6 feet from a line or curb.
6. Choose a visual reference point for placing a vehicle in the center of a lane.
7. Describe and demonstrate lane placement and reference points for setup, entry to, and exiting from a turn.

i. Explain the purpose and use of roadway signs, signals, markings, rules of the road, and traffic laws.

1. Describe the needs and purpose for traffic control devices for signs, signals, and markings.
2. List and explain meanings of colors and shapes of roadway signs, signals, traffic lights, and markings.
3. Categorize roadway signs, signals, and markings into meaningful applications.
4. Demonstrate appropriate driver responses to roadway signs, signals, and markings.

UNIT 3: VISION AND MANAGING SPACES

Competencies and Suggested Objectives

a. Analyze fields of vision and their use while operating a motor vehicle.

1. Identify fields of vision.
2. Devise strategies for overcoming physical visual problems.
3. Analyze the effect speed has on vision.
4. Discover techniques to improve vision while driving.

b. Discuss the value of good driving habits and positive habit development.

1. Describe the steps to developing positive habits.
2. Identify the four levels of driver performance (novice, nearing proficiency, proficient, and competent)
3. Discuss the ten good driving habits, as developed by Fred Mottola, National Institute of Driver Behavior.
 - Get driver and vehicle ready to drive
 - See a clear path before moving the vehicle
 - Keep the vehicle in balance
 - Use reference points to know where your vehicle is
 - Search for line of sight and path of travel restrictions
 - Develop strategies for decision-making and action
 - Safely navigate intersections
 - Control the rear zone
 - Control the front zone
 - Drive with courtesy

c. Describe the components of organized time and space management systems.

1. Describe the components of a space management system.
2. Describe the procedures for an orderly visual search pattern.
3. Explain causes for line-of-sight restrictions and path of travel restrictions.
4. Identify the six zone locations.
5. Adjust vehicle position to maximize lane positions.
6. Evaluate a gap for merging with traffic or crossing traffic lines.
7. Evaluate and control vehicle space to the front, rear, and sides
8. Use appropriate communication techniques to inform other roadway users of driver actions.
9. Discuss how knowledge and application of the space management components leads to reduced risk while driving.

d. Evaluate and apply components of time and space management systems using critical thinking, decision-making, and problem-solving skills.

1. Perform an orderly visual search process for a safe response in the 20-30 second, 12-15 second, and 4-6 second response range.
2. Evaluate the projected target area for information that could affect speed, vehicle-direction, or driver communication.
3. Evaluate and respond to restrictions to the line of sight and path of travel.
4. Adjust lane positions and speed to control space around the vehicle.
5. Select a gap in traffic for a safe merge or crossing traffic lanes.
6. Demonstrate appropriate communication techniques to inform other roadway users of driver actions.
7. Describe the dangers of improper signaling.
8. Evaluate and respond to traffic to the sides and rear of the vehicle.
9. Calculate distance traveled with various speeds.
10. Identify and describe the vehicle control sequence of vision control, motion control, and steering control.

e. Determine who should yield the right of way on roadways.

1. Define right of way and demonstrate yielding the right of way at intersections, merging zones, and highway railroad crossings.
2. Assess and describe the consequences for failure to yield the right of way.
3. Describe reasons for yielding the right of way to emergency vehicles, funeral processions, school buses, and pedestrians.

f. Describe and demonstrate the legal requirements for intersection driving.

1. Identify and respond appropriately to different intersection types, traffic signs, signals, and markings.
2. Describe and respond to controlled and uncontrolled intersections.
3. Describe and respond to controlled and uncontrolled railroad crossings.
4. Demonstrate visual searching skills to all sides of the vehicle, selecting the best lane position, best speed, and communication.
5. Describe and respond to legal stop positions.
6. Demonstrate effective vision, motion, and steering control.

g. Describe and demonstrate compliance with the legal requirements for a lane change and passing.

1. Evaluate and demonstrate a safe gap selection for a lane change or passing.
2. Evaluate and demonstrate time and space requirements for pre-pass positioning, passing, and lane return.
3. Describe and demonstrate effective blind area checks and mirror use.

4. Describe and demonstrate appropriate lane positions.
5. Describe and demonstrate effective speed adjustment.
6. Describe and demonstrate effective vision, motion, and steering control.
7. Describe and demonstrate appropriate communication techniques.

h. Describe and demonstrate the legal requirements and driver responsibilities for sharing the road with other vehicles, procedures for turnabouts, and parking maneuvers.

1. Describe and demonstrate procedures for sharing the road with pedestrians, bicyclists, oversized vehicles, farm machinery, and motorcycles.
2. Describe and demonstrate procedures for two-point turnabouts, three-point turnabouts, and U-turns.
3. Describe and demonstrate procedures for parking a vehicle, including:
 - Angle parking
 - Parallel parking
 - Street/curb parking
 - Perpendicular forward parking
 - Perpendicular backing into parking space
 - Parking on an uphill and downhill with and without a curb
 - Parking in restricted parking areas

UNIT 4: RURAL, URBAN, AND HIGHWAY DRIVING

Competencies and Suggested Objectives

a. Define and describe gravity and energy of motion when operating a vehicle.

1. Describe the effect gravity and energy of motion have on friction and traction.
2. Describe the effect of speed on energy of motion.
3. Describe the forces of an impact.
4. Describe the impact of tire condition and air pressure on traction.
5. Describe the forces while in a curve.
6. Discuss the factors that affect braking distance.
7. Discuss the consequences of vehicle modifications on vehicle balance and traction.
8. Describe the forces of energy on vehicles of different weights and sizes.

b. Describe and demonstrate how to maintain vehicle balance.

1. Determine a vehicle's maximum load and the effect of that load on vehicle balance.
2. Describe the cause and effect of vehicle load changes (balance) from side to side, front to rear, and rear to front.
3. Describe and demonstrate proper seating position, positioning of the hands, steering techniques, and foot positions to maintain vehicle balance and control.
4. Explain how aggressive steering, braking, and acceleration affects vehicle balance and control.
5. Describe and demonstrate acceleration and braking techniques to maintain vehicle balance and control.

c. Investigate vehicle braking systems, traction and steering control systems, and stability control systems to maintain vehicle control.

1. Describe traction loss and effect to both the front and rear wheels.
2. List conditions that can create traction loss and vehicle imbalance.
3. Describe how traction and vehicle balance are affected by steering, acceleration, deceleration, and roadway surfaces.
4. Identify the difference between two-wheel and four-wheel drive systems and explain their functions and disadvantages.
5. Identify vehicle braking systems and the proper braking techniques used for those systems.
6. Explain the purpose of variable-assist steering, stability control, and traction control systems.

d. Describe and demonstrate navigating hills and curves using time and space management strategies.

1. Describe and demonstrate proper speed for ascending and descending hills.
2. Describe and demonstrate proper entry speed and lane positions for a hill or curves.
3. Describe and demonstrate proper speed and lane positions in a curves' apex and for exiting curves.
4. Describe conditions that can affect traction and procedures to maintain traction in curves.

e. Demonstrate the time and space management strategies appropriate for driving in an urban environment.

1. List and describe the characteristics of urban driving environments.
2. Describe and respond to signs, signals, and markings specific to an urban environment.
3. Evaluate and respond to hazards associated with urban driving.
4. Describe and respond to diverse types of intersection and roadway configurations.

f. Demonstrate the time and space management strategies appropriate for driving in a rural environment.

1. List and describe the characteristics of rural driving environments.
2. Describe and respond to signs, signals, and markings specific to a rural environment.
3. Evaluate and respond to hazards associated with rural driving.
4. Explain Mississippi's closed-range law as it pertains to operating a vehicle.
5. Describe and demonstrate good habits for passing and being passed on two-lane and multi-lane rural roads.
6. Demonstrate an appropriate response to slow moving vehicles.

g. Evaluate an individual driver's role and impact within the Highway Transportation System (HTS).

1. Discuss the components of the HTS (federal, state, local, and individual) and how all cooperate to provide a safe and lawful driving environment.
2. Assess the impact and consequences of personal driving behaviors on other users in the HTS.

h. Demonstrate the time and space management strategies appropriate for driving on rural and controlled access highways.

1. Describe the characteristics, advantages, and disadvantages of limited access highways.
2. Recognize and respond to signs, signals, and markings specific to rural and controlled access highways.

3. Recognize and respond to the types of expressway interchanges, including but not limited to, the cloverleaf, diamond, trumpet, and directional interchange.
4. Evaluate and demonstrate effective lane choice.
5. Evaluate and respond to problems due to congestion and plan alternate appropriate routes.
6. Describe and demonstrate good habits for entering and exiting limited access highways, lane changes, and passing.
7. Discuss how higher speed can affect vehicle control.
8. Describe and demonstrate strategies for steering control, speed control, and braking control on rural and controlled access highways.

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UNIT 5: MANAGING DRIVING RISKS

Competencies and Suggested Objectives

a. Demonstrate strategies for driving in reduced visibility conditions.

1. Describe sources for glare and procedures to protect from glare.
2. Describe and demonstrate driving strategies during low-light or darkness conditions.
3. Describe and apply laws regarding headlight use.
4. Analyze headlight projection and efficient and proper use of vehicle illumination.
5. Describe fog related reduced visibility conditions and procedures to reduce risk.
6. Describe winter driving conditions that reduce visibility and procedures to reduce risk.
7. Describe limited visibility conditions caused by smoke, dust, and procedures to reduce risk.
8. Describe rain related reduced visibility driving conditions and procedures to reduce risk.
9. Describe extreme weather driving conditions such as flooding, heat, cold, storms, blizzards, and strong wind.
10. Discuss risks associated with driving during extreme weather driving conditions.
11. Explain reduced risk strategies to compensate for extreme weather driving conditions.

b. Examine vehicle emergency response procedures.

1. Describe appropriate responses and prevention measures for sudden tire deflation, accelerator problems, engine, cooling, steering, electrical, lighting, brake failures, and vehicle fire.
2. Describe an emergency response to low traction conditions resulting in skids.
3. Describe an emergency response to conditions requiring emergency evasive steering.
4. Discuss the proper response to startle.
5. Discuss the good habits to safely return a vehicle to the roadway from an off-road condition.

c. Interpret driver responsibilities in the event of a collision or when given directions by emergency personnel.

1. Recite Mississippi's Good Samaritan Law and requirements for reporting a collision.
2. Describe what to do at the scene of a collision.
3. Evaluate and classify the severity of a crash.
4. Describe how to respond to emergency personnel's directions.
5. Identify how to meet insurance reporting requirements.

6. Demonstrate how to complete a collision report.

d. Investigate the crash survival features incorporated into highway and vehicular design.

1. Describe collision types and actions to control the consequences of a crash.
2. Discover how improved highway and vehicle technology helps minimize the consequences of a crash.

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UNIT 6: DEADLY D'S: DRIVER FITNESS AND RESPONSIBILITIES

Competencies and Suggested Objectives

a. Create a personal plan for managing physical, visual, and cognitive distractions while driving.

1. Define and describe the effects of distracted driving.
2. Describe potential distractions that could occur inside and outside the vehicle and their effects on the driving task.
3. Develop a plan to prevent distractions before getting behind the wheel and while driving.
4. Commit to being a safe, distraction-free driver and be able to identify ways to disseminate information regarding the dangers and consequences of distracted driving to other teens, their families, and the community.

b. Describe the effects of alcohol and drugs on the body and the driving task.

1. Explain the differing effects of legal and illegal alcohol and drugs on drivers.
2. Identify the amount of alcohol in various drinks.
3. Determine the relationship between blood alcohol content (BAC) and a person's weight.
4. Connect BAC levels to consuming a certain number of alcoholic drinks in a given period.
5. Explain the synergistic effects of alcohol and/or drugs.
6. Describe the effects of alcohol and drugs on driver perception, vision, reaction time, and risk-taking.
7. Investigate the probability of being involved in a fatal traffic crash after drinking.
8. Develop a plan to intervene when someone is drinking and intends to drive.
9. Develop a plan to say no to peer pressure involving alcohol or other drug usage.

c. Relate the scope of the overall alcohol/traffic safety problem in Mississippi and the United States.

1. Describe why alcohol is the most used drug involved with driving.
2. Investigate facts about teenage drinking and driving in Mississippi and the United States.
3. Discuss excuses why people drink and drive or use drugs and drive.
4. Explore the effect alcohol-related crashes have on families and communities.
5. Explore rules, regulations, and penalties applicable for minors in possession, minors and adults while driving under the influence, and open containers.

6. Explore rules, regulations, and penalties applicable to minors and adults for improper use of a driver license to obtain alcohol.
7. Explore rules, regulations, and penalties applicable to minors and adults for administrative license suspension and implied consent.

d. Examine the effect of fatigue on the physical and mental condition of drivers.

1. Describe the importance of sleep and its effect on driver performance and behavior.
2. Explore methods to prevent driving while fatigued and drowsy.

e. Develop an awareness of how emotions affect the driving task and strategies to manage emotional situations while driving.

1. Describe how the senses for touching, hearing, smelling, and seeing are used while driving.
2. Discover the effects of emotions on driver behavior and ways to control emotions while driving.
3. Identify temporary and permanent disabilities that may affect the driving task.
4. Determine actions drivers can take to compensate for disabilities while driving.

f. Describe aggressive driving behaviors that can lead to road rage and develop strategies to reduce conflict while driving.

1. Examine driver errors that can lead to aggressive driving behaviors.
2. Explain an individual's anxieties that can lead to dangerous driving behaviors.
3. Develop and use anger management techniques to prevent aggressive driving and road rage.

UNIT 7: DRIVER LICENSE AND TRIP PLANNING

Competencies and Suggested Objectives

a. Describe the process of obtaining and maintaining a Mississippi driver license.

1. Identify the types of driver licenses and instruction permits.
2. Describe licensing restrictions, suspensions, and revocations placed on driving privileges.
3. Explain the license renewal processes.
4. Compare what was covered in the course to what still needs to be reinforced and practiced.
5. Explain the requirements and consequences during an MDETP period.
6. Explain the purpose and use of parent resource materials and how they support practice during the learning phase.
7. Formulate ways to obtain guided behind-the-wheel practice.
8. Develop strategies to continue to accept personal responsibility for the lifelong learning process of reduced risk driving.

PROGRAM ENHANCEMENTS

Competencies and Suggested Objectives

a. Summarize Mississippi motor vehicle insurance requirements and demonstrate responsibility for immediate and long-term obligations of owning and driving a vehicle.

1. Describe how to comply with Mississippi's vehicle insurance laws, coverage, and conditions.
2. Identify ways to establish and reduce automobile insurance rates.
3. Discuss reasons individuals have automobile insurance denied or revoked.
4. Describe how to report to insurance agents after a crash.

b. Analyze data and use critical thinking skills to purchase a new or used automobile.

1. Identify personal needs for purchasing or leasing a new or used automobile.
2. Recognize the different types of vehicles and their safety features.
3. List topics for a prepurchase inspection of a used automobile.
4. Calculate the expenses associated with purchasing and owning a new or used automobile to include:
 - Repair and maintenance
 - Insurance
 - Gas mileage and expenses
 - Monthly payments and interest for the purchase or lease of an automobile
 - Other expenses
5. Describe the registration and titling process.

c. Assess vehicle operations to eliminate or prevent malfunctions by securing scheduled and unscheduled maintenance or repairs.

1. Identify dashboard warning symbols and respond to an activated warning symbol.
2. Explain the importance of under-the-hood vehicle maintenance checks.
3. Describe basic maintenance requirements of the steering, suspension, fuel, electrical, lighting, and braking systems.
4. Identify mechanical and tire malfunctions and the importance of securing maintenance and repairs to eliminate potential driving problems.

d. Plan a trip.

1. Select routes for local trips and extended trips using local and state maps.
2. Identify different technology resources that can help the trip planning process.
3. Recognize when and how to plan alternative routes.
4. Predict personal and vehicular needs for an extended trip.
5. Calculate the cost of an extended trip.
6. Describe how to prepare and load a vehicle for an extended trip.

e. Develop strategies to reduce litter Mississippi roadways and conserve fuel.

1. Explain driving practices that conserve fuel.
2. Define littering and analyze the costs linked to littering.
3. Create a list of personal and/or group strategies to reduce litter on Mississippi roadways.
4. Describe emissions and pollutants emitted by motor vehicles.
5. Describe maintenance tasks that keep vehicles from polluting.
6. Recognize the use of different automotive fuels and how they affect vehicle performance.
7. List motor vehicle fluids and parts that must and can be recycled.
8. Explain the personal and global benefits of conserving energy, reducing pollution, and recycling.

STUDENT COMPETENCY PROFILE

This record serves as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course. In the last column of the table, place the date on which the student mastered the competency.

UNITS	COMPETENCIES	
1	Describe the course structure, policies, and rules.	
2	Distinguish between vehicle alerts, warning symbols, and gauges displayed on the dashboard.	
	Identify, describe, and demonstrate correct use of the following in the driver education vehicle and in another vehicle.	
	Describe and demonstrate the pre-entry and entry tasks, vehicle compartment adjustments needed for driver control, and the securing and exiting tasks.	
	Evaluate the dynamics of a crash and the effects on a restrained and unrestrained human body.	
	Investigate the use of occupant protection devices in motor vehicles.	
	Demonstrate proper steering wheel adjustments to accommodate for airbags.	
	Describe and perform basic maneuvers related to vehicle control.	
	Describe and demonstrate the use of vehicle reference points to position the vehicle and adjust for precision lane placement and stopping positions.	
	Explain the purpose and use of roadway signs, signals, markings, rules of the road, and traffic laws.	
3	Analyze fields of vision and their use while operating a motor vehicle.	
	Discuss the value of good driving habits and positive habit development. Describe the components of organized time and space management systems.	
	Evaluate and apply components of time and space management systems using critical thinking, decision-making, and problem-solving skills.	
	Determine who should yield the right of way on roadways.	
	Describe and demonstrate the legal requirements for intersection driving.	
	Describe and demonstrate compliance with the legal requirements for a lane change and passing.	
	Describe and demonstrate the legal requirements and driver responsibilities for sharing the road with other vehicles, procedures for turnabouts, and parking maneuvers.	
4	Define and describe gravity and energy of motion when operating a vehicle.	
	Describe and demonstrate how to maintain vehicle balance.	
	Investigate vehicle braking systems, traction and steering control systems, and stability control systems to maintain vehicle control.	

	Describe and demonstrate navigating hills and curves using time and space management strategies.	
	Demonstrate the time and space management strategies appropriate for driving in an urban environment.	
	Demonstrate the time and space management strategies appropriate for driving in a rural environment.	
	Evaluate an individual driver's role and impact within the Highway Transportation System (HTS).	
	Demonstrate the time and space management strategies appropriate for driving on rural and controlled access highways.	
5	Demonstrate strategies for driving in reduced visibility conditions.	
	Examine vehicle emergency response procedures.	
	Interpret driver responsibilities in the event of a collision or when given directions by emergency personnel.	
	Investigate the crash survival features incorporated into highway and vehicular design.	
6	Create a personal plan for managing physical, visual, and cognitive distractions while driving.	
	Describe the effects of alcohol and drugs on the body and the driving task.	
	Relate the scope of the overall alcohol/traffic safety problem in Mississippi and the United States.	
	Examine the effect of fatigue on the physical and mental condition of drivers.	
	Develop an awareness of how emotions affect the driving task and strategies to manage emotional situations while driving.	
	Describe aggressive driving behaviors that can lead to road rage and develop strategies to reduce conflict while driving.	
7	Describe the process of obtaining and maintaining a Mississippi driver license.	

APPENDIX: LAW ENFORCEMENT INTERACTION COURSE

Law enforcement officers, as selected by the Mississippi Department of Public Safety, will facilitate quality instruction and tasks designed to enhance public safety practices when encountering law enforcement officials at traffic stops. All instructors must be approved by the Mississippi Department of Public Safety leadership.

Instructors are selected based on the following criteria:

- Departmental executive recommendation and background
- Communication skills
- General content knowledge

Instructor Guidelines:

- This course is designed to be dialogue driven, therefore much of the content will be delivered and explored through group discussion.
- Encourage students to ask questions, express their views, and articulate their understanding and perception of law enforcement.
- Refrain from judging their respective experience/encounter and convey the concept of mutual respect.

Student Guidelines:

- Be kind and respectful to others.
- Use full sentences.
- Don't use too much jargon.
- Treat others as you wish to be treated.
- Use language that supports others.

SECTION I: INTRODUCTION TO LAW ENFORCEMENT INTERACTIONS

Objectives

In this section, students will:

- Explore their overall understanding of law enforcement interactions, traffic safety, and safe practices when involved in traffic stops

Discuss (Group)

1. Why do you think law enforcement exists?
2. Describe any interactions you have had with law enforcement officers. What did you think or feel before, during, and after the interaction?
3. Review the following codes:
 - Miss. Code Ann. §63-1-41
 - “Every licensee shall have the required license in his immediate possession at all times when operating a motor vehicle and shall display the same, upon demand of a justice court judge, a peace officer or license examiner or other authorized employee of the commissioner.”
 - Miss. Code Ann. §63-3-201 - Breach as misdemeanor (See §63-3-203)
 - “It is unlawful and, unless otherwise declared in this title with respect to particular offenses, it is a misdemeanor for any person to do any act forbidden by this chapter or to fail to perform any act required in this chapter.”
 - Miss. Code Ann. §63-3-203 - Not complying with police officer's orders
 - “No person shall willfully fail or refuse to comply with any lawful order or direction of any police officer invested by law with authority to direct, control, or regulate traffic.”
4. Review the following terms and definitions:
 - Traffic Regulation – TR is a major job of the police. Police regulate the flow of vehicles, investigate accidents, and enforce traffic laws. Besides helping maintain order, enforcement of traffic laws educates the public by promoting safe driving habits and provides a visible service to the community.
 - Traffic Stop – A stop can occur when an officer observes a traffic violation, including defective safety equipment, or when there is a basis for reasonable suspicion concerning the involvement of the car, its driver, or its passenger(s) in a crime.

- Consent Search – A permissible warrantless search of a person, vehicle, home, or other location based on a person with proper authority or the reasonable appearance of proper authority voluntarily granting permission for the search to take place.
- Citation – A citation, or summons, to appear in court. Commonly referred to as a “ticket,” a citation is often issued to a person accused of committing a traffic offense or other minor violation.
- The Police Role – The primary roles of police are enforcing laws, maintaining public order, and managing public safety. The primary duties of police include the investigation, apprehension, and detention of individuals suspected of criminal offenses.

Reflect (Independent)

1. At the end of this section, Driver Education instructors can choose to assign a reflection for students to summarize:
 - What you understand to be the purpose of traffic safety
 - The roles of law enforcement
 - Safe practices for interactions between citizens and law enforcement officers

SECTION 2: TRAFFIC STOP PROTOCOLS AND OPTIONAL TRAFFIC STOP SIMULATION

Objectives

In this section, students will:

- Discover the ideal actions to take during initial vehicle contact, stop, and information exchange.
- Explore recommended safety guidelines for traffic stops.
- Describe the importance of acknowledging emergency light activation by slowing the vehicle and initiating hazard lights.
- Understand the process for law enforcement equipment activation to initialize a stop.
- Discuss driver actions after slowing the vehicle and initiating hazard lights acknowledging the officer's presence.
- Define a consensual search.
- Discuss finding safe areas and practices for parking your vehicle during a traffic stop, including:
 - Find a safe area to park within a reasonable amount of time
 - Stop at the most convenient and readily accessible site
 - Consider an area that provides adequate space for the driver and law enforcement vehicle (ex: a business location that is well-lit, such as a gas station)
- Identify and discuss contents of a citation. Instructors are encouraged to show a traffic citation from their respective agency as an example.
 - Contact numbers for court communications to contest
 - Agency contact information to file a compliment or complaint regarding their law enforcement interaction
 - Importance of including a guardian to contact the agency to remedy a complaint

Discuss (Group)

1. What should you do if a police vehicle initiates emergency lights behind you?
2. List safe locations and areas to stop your vehicle.
3. Why is it important to always know where your necessary documentation is located (license, registration, proof of insurance)?
4. Where are hazard lights typically located on a vehicle as well as its' symbol indicator?
5. What are the aspects of a consensual search?
6. What should you do after receiving a citation?

7. How should you re-enter traffic following a traffic stop?

Traffic Stop Simulation

Following discussion, students may voluntarily participate in a simulated traffic stop and consensual search with the course-assigned instructor. Instructors may use a desk in the classroom space for simulation. In this simulation, students should perform the following:

1. Stop your vehicle after being signaled to do so by law enforcement.
2. Once you have stopped your vehicle, turn off the ignition.
3. If it is dark outside, turn on the internal light of your vehicle so that the officer can see inside the vehicle and know you are not presenting a threat.
4. Roll down the window where the officer is approaching and place your hands on the steering wheel of the vehicle.
5. Avoid sudden movements and keep your hands where the officer can see them.
6. Before reaching for anything, such as your driver's license, proof of insurance, or registration, advise the officer what you are doing.

Reflect (Independent)

1. At the end of this section, Driver Education instructors can choose to assign a reflection for students to summarize:
 - Driver actions and responsibilities during a traffic stop and consensual search
 - Law enforcement actions and responsibilities during a traffic stop and consensual search
 - Safe practices when participating in a traffic stop and consensual search
 - Overall thoughts, feelings, and reactions to participating in the simulation

ESSENTIAL QUESTIONS AND ANSWERS

Driver education instructors may use the following questions and answers as additional material for discussion or writing assignments.

Q. Why should you slow down below the speed limit and turn on hazard lights as you exit a highway prior to a traffic stop?

A. For your safety. It indicates to the officer that you have seen their flashing lights and are pulling over or looking for a safe place to pull over.

Q. Why should you place your hands on the steering wheel while an officer is approaching your vehicle during a traffic stop?

A. For the officer's safety and your own. It signals to the officer that you are not armed.

Q. When should you retrieve your driver's license, registration, and insurance? Why?

A. After the officer has approached your vehicle. You should notify the officer of the location of your items and advise the officer that you are going to get them. Certain movements before the officer approaches the vehicle, such as reaching and searching for required documents, could be interpreted as a threat to the officer's safety or indicate possible criminal activity.

Q. What should you do once the officer has indicated that the traffic stop is complete?

A. You should give the appropriate signal and re-enter traffic safely. Do not wait for the officer to re-enter traffic first.

Q. What are your rights during a traffic stop initiated by law enforcement?

A. You may exercise your right to remain silent, as guaranteed by the 5th Amendment. The person exercising their right to remain silent should tell the officer, "I am exercising my right to remain silent."

Q. If you are involved in a traffic stop as a passenger, you may leave if you are not detained.

A. **TRUE** or FALSE

Q. An officer will always approach your vehicle from the driver side.

A. TRUE or **FALSE**

Q. You can be arrested for not stopping when the vehicle performing a stop is a marked law enforcement vehicle.

A. **TRUE** or FALSE

Q. Drivers can find a safe location to stop the vehicle after slowing and initiating a turn signal or hazard lights.

A. **TRUE** or FALSE

Q. What are your rights during a traffic stop initiated by law enforcement?

A. You may exercise your right to remain silent, as guaranteed by the 5th Amendment. You may continue to exercise your right to remain silent throughout the traffic stop. The person exercising their right to remain silent should tell the officer, "I am exercising my right to remain silent."

MISSISSIPPI



Driver's License Manual

Revised December 2024

DRIVER SERVICE BUREAU

**STATE OF MISSISSIPPI
DEPARTMENT OF PUBLIC SAFETY**

**Post Office Box 1459
Canton, Mississippi 39046
www.dps.ms.gov**

PRICES AND LAWS ARE SUBJECT TO CHANGE

The Driver Service Bureau reserves the right to overrule any information obtained from this manual; however, all efforts are made to keep information accurate.



TATE REEVES
GOVERNOR OF THE STATE OF MISSISSIPPI

Operating a vehicle is an exciting privilege that should be taken seriously. Learning and following the rules of the road are the best ways to protect yourself and those around you from harm while traveling the roadways of our great state.

Each year, thousands of motorists are injured or lose their lives. Distracted driving is one of the leading causes of accidents. Like I tell my girls as I teach them to drive, your focus should be on the road - do not text and drive. Keep yourself and others safe by learning, understanding, and obeying the traffic laws outlined in this manual.

Make certain that you and your passengers buckle up your seat belts every time you travel in a motor vehicle. Seat belts have proven to save lives. Buckle up; it is the law. Also, take special care in school zones and when sharing the road with bicyclists.

I wish you the best as you prepare to become a licensed, responsible driver. The Mississippi Department of Public Safety and the Mississippi Highway Safety Patrol strive for “Courtesy, Service, and Safety,” and stand ready to assist you in any way.



A handwritten signature in black ink that reads "Tate Reeves".



SEAN TINDELL
MISSISSIPPI DEPARTMENT OF PUBLIC SAFETY COMMISSIONER

Congratulations on taking the first step towards becoming a licensed driver in Mississippi. In this manual, you will find the rules that govern the operation of motor vehicles on our roadways. This manual will also help you prepare for the required examination.

As a licensed driver, you will be able to travel freely and enjoy our great state and nation. However, driving is a privilege and should be taken very seriously. Lives are saved each day when drivers follow the rules of the road and practice safe driving habits. We encourage you to learn and obey the rules outlined in this manual.

The Mississippi Department of Public Safety and the Mississippi Highway Patrol are committed to making your driving experience as safe as possible. We are here to assist if you have trouble on the roadways. If you need additional information, please visit our website at www.dps.ms.gov.



Keep Mississippi Beautiful!
Mississippi is one of the most beautiful states in the nation. Show pride in that beauty. Never toss litter from your vehicle, let trash blow out of your vehicle, or dump garbage on the roadside. Any person found guilty of littering on Mississippi's roads, highways, interstates, or within their rights-of-way shall be fined. This offense is easily preventable: Keep a trash bag in your vehicle and dispose of your trash responsibly.

FEES FOR ORIGINAL & RENEWAL LICENSES

Regular License, Class R	— 4 year —	\$24.00
	— 8 year —	\$47.00
Regular License, Class R (driver under 21 years old)	— 4 year —	\$24.00
Learner's Permit		\$7.00
Commercial License, Class D	— 4 year —	\$29.00
	— 8 year —	\$57.00
Identification Card	— 4 year —	\$17.00
	— 8 year —	\$33.00
Motorcycle Endorsement	— 4 year —	\$5.00
	— 8 year —	\$10.00

OTHER FEES

Duplicate License	\$11.00
Late Fee	\$1.00

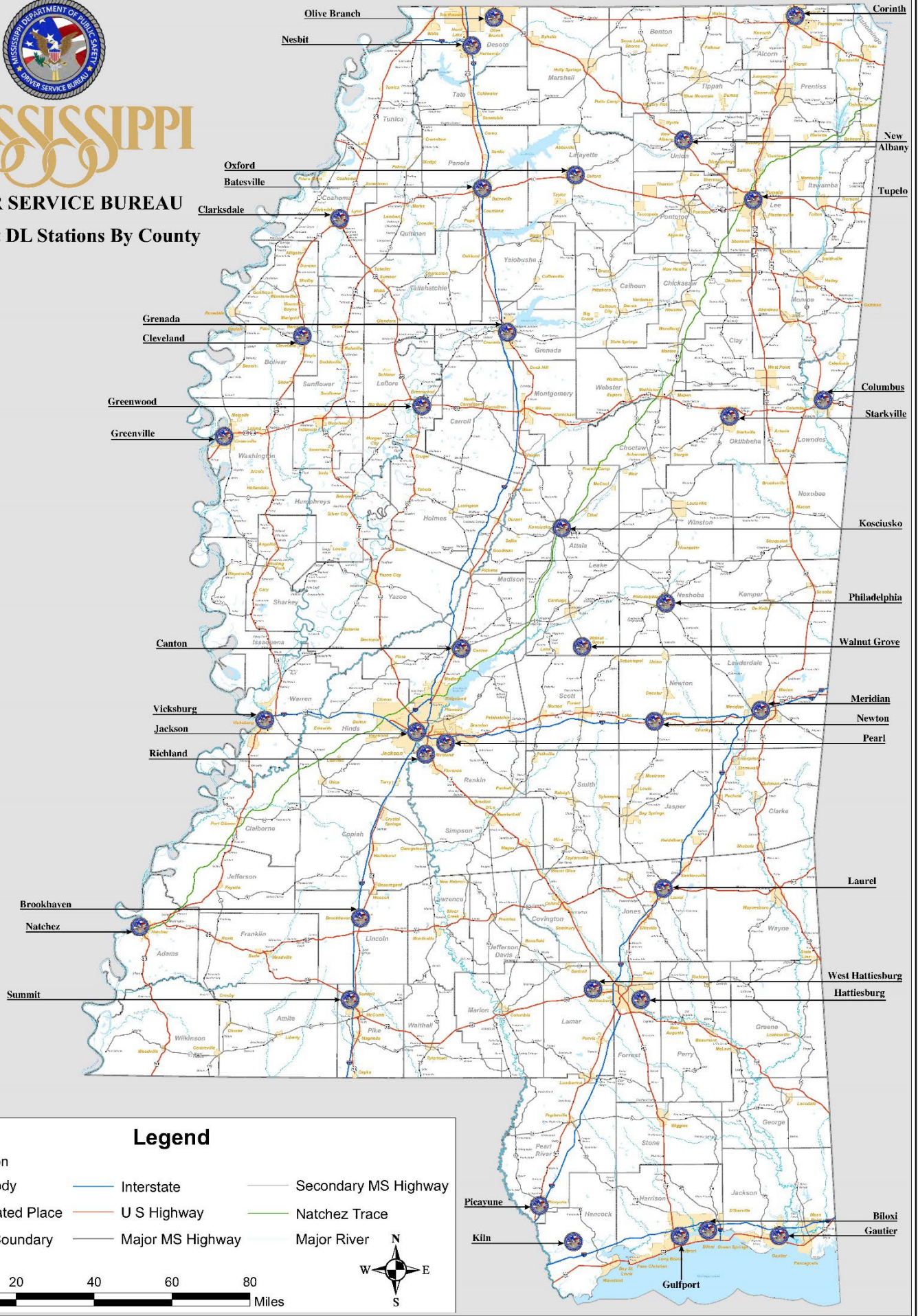
FEE PAYMENT

All offices accept cash, credit cards, and debit cards.
Credit/debit cards must be Visa/MasterCard. NO CHECKS.



MISSISSIPPI

DRIVER SERVICE BUREAU Permanent DL Stations By County



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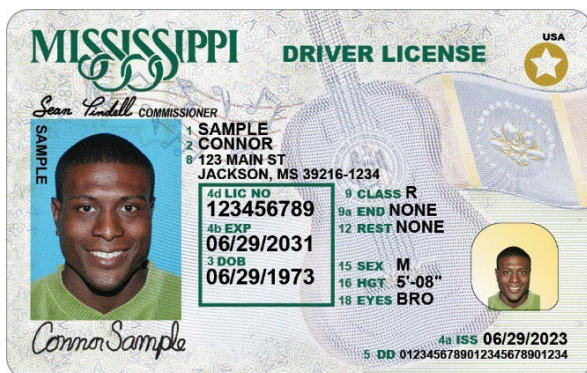
LICENSE REQUIREMENTS

Under the laws of Mississippi, you must have a valid Driver's License or Learner's Permit to operate any motor vehicle (except road and farm equipment) on streets or highways. Driving without a valid Driver's License or Learner's Permit is illegal, even if you are accompanied by a parent or licensed driver.

LICENSE EXEMPTIONS

You are exempt from having a Mississippi driver's license if any of the following is true:

- You are operating any vehicle belonging to a branch of the United States Armed Services.
- You are a non-resident over the age of sixteen and have in your possession a valid driver's license issued to you in your home state or home country.
- You are operating any road machine, farm tractor, or farm equipment on streets or highways.



INELIGIBLE PERSONS

The law prevents you from being issued a license in Mississippi if any of the following is true:

- You have not reached the age of sixteen years, and you have not held a Learner's Permit for one year without certain convictions.
- You are under eighteen years old and do not provide proper documentation of your enrollment in school.
- You have not passed the written driver's examination.
- You have not provided an affidavit whereby a parent, teacher, or guardian has certified that he or she has witnessed you operate a motor vehicle for at least fifty hours.
- Your license has been revoked or suspended.
- You are habitually intoxicated or are addicted to the use of narcotics.
- You have a physical or mental condition incompatible with safe driving.
- You have been adjudged insane.
- You have not completed a certified Driver's Education course (beginning July 1, 2027)

OUT-OF-STATE DRIVERS: MOVING TO MISSISSIPPI

If you move to Mississippi, you must obtain a Mississippi driver's license within sixty days. You must obtain a Mississippi license plate/tag within thirty days.

When you apply for a Mississippi driver's license you must surrender all out-of-state licenses. If your out-of-state license has been lost, you must obtain an Affidavit of Inability to Surrender form from the Driver's License office. Your signature must be notarized on this form.

Your driving record in other states will be checked before a Mississippi license is issued.

If you have a valid driver's license from another state, the Computerized Exam will be waived. You must pass a vision screening.

If your out-of-state license has been expired over thirty days, you must take the Computerized Exam. All out-of-state driver's license and ID card applications require the following:

- Certified state-issued birth certificate
- Original social security card or print-out from the social security office
- Two proofs of residency



MILITARY PERSONNEL AND COLLEGE STUDENTS

Non-resident military personnel and their families are allowed to drive in Mississippi provided they hold a valid driver's license from another state. Similarly, **out-of-state college students** are allowed to drive in Mississippi with their out-of-state license.

The same policy applies to auto license plates.

Military personnel and college students can renew or replace their driver's license or identification card online. Visit the [Department of Public Safety](#) website for more information.



What if my license expires while I am out-of-state due to military service?

If you are out-of-state due to military service at the time your valid license expires, you may renew the license at any time within ninety days of being discharged from military service or upon returning to the state.

You must provide proof of your military service and of your discharge or return to the state by affidavit. A delinquent fee is not required. An examination is not required, unless the Department of Public Safety has reason to believe the licensee is no longer eligible to receive a license.

For any licensed driver who qualifies for a **LICENSE RENEWAL**, the license may be renewed **UP TO SIX MONTHS** prior to the expiration date.

NON-CITIZEN LICENSES AND IDENTIFICATION CARDS

If you are a **non-citizen**, you must meet all requirements for a driver's license or identification card except for providing a social security card. **To obtain a Regular Driver's License, you must have a Permanent Resident/Green Card status with the Immigration/Homeland Security Department OR valid immigration papers indicating your legally permitted length of stay in the United States.**

For ORIGINAL licenses or identification cards you must present:

original Permanent Resident Card
(no photocopies allowed)
OR
valid immigration papers + passport
OR
I-94 + passport
AND
birth certificate (translated by a university)
two proofs of residency

For RENEWALS, you must present:

original Permanent Resident Card
(no photocopies allowed)
OR
valid immigration papers + passport
OR
I-94 + passport
AND
driver's license or identification card

For non-citizens, their regular license or identification card will be valid for four years or until your legal status expiration date [if less than four years away]. The standard license fee applies, regardless of how long the license is valid.

TYPES OF LICENSES & PERMITS

REGULAR LEARNER'S PERMIT

You must be at least fifteen years old to apply for a Regular Learner's Permit. You must hold the Learner's Permit for one year before you can upgrade to a Regular Driver's License. [If you turn seventeen before you have held the Learner's Permit for one year, you are eligible to apply for a Regular License.] The Regular Learner's Permit is valid for two years. It entitles you to drive a motor vehicle when accompanied by a licensed driver aged twenty-one years or older who is physically occupying the seat next to you.

You must pass the same Computerized Exam required for a Regular Driver's License to be eligible for a Regular Learner's Permit.



If I pass the Computerized Exam and receive my Learner's Permit, do I have to retake the Computerized Exam to apply for my Regular Driver's License?

Your Computerized Exam score is valid for two years. If you provide an affidavit whereby a parent, teacher, or guardian has certified that he or she has witnessed you operate a motor vehicle for at least fifty hours and attest to your proficiency in the proper and safe operation of a motor vehicle before two years have passed, you do not have to retake the Computerized Exam. If you wait longer than two years you will have to retake the Computerized Exam. You will also need to submit a School Attendance Affidavit.

LICENSE, CLASS D

A Class D license is required when you are operating a vehicle commercially and the vehicle is under 26,000 pounds gross vehicle weight rating. You do not need a commercial license to drive a pick-up truck, regardless of what the truck is used for, unless you are transporting hazardous materials in an amount that requires a placard.

SCHOOL BUS LICENSE

You must be at least twenty-one years old before you are eligible for a license to drive a school bus per the Mississippi Department of Education.

RESTRICTIONS

If you require some type of aid or special equipment (such as eyeglasses) in order to pass the exam for a license or permit, then your license will be restricted accordingly.

MOTORCYCLE ENDORSEMENT

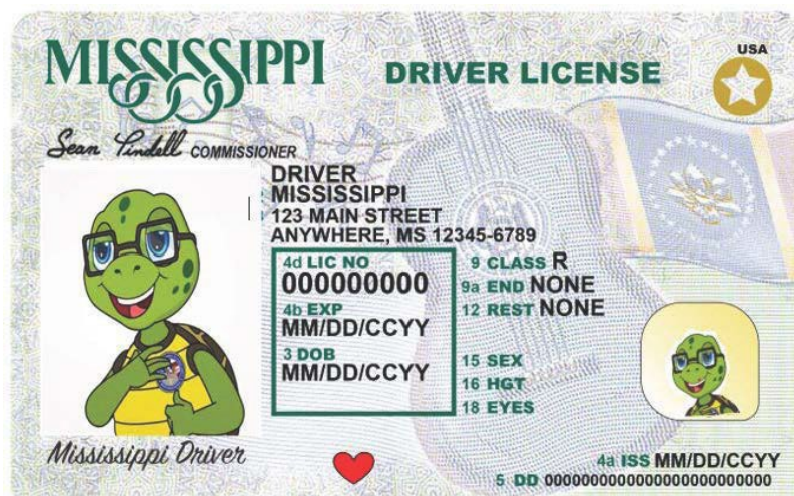
To operate a motor-driven cycle, you must obtain a Motorcycle Endorsement to go along with your Driver's License.

To receive the Motorcycle Endorsement, you must complete a computerized test on the operation of a motorcycle and a skills test. You may obtain a Mississippi Motorcycle Operator's Manual from the nearest driver's license station or [online](#).

When applying for a motorcycle endorsement, advise the examiner so that the proper test will be administered.

If you hold an out-of-state license which is valid for the operation of motorcycles, the computerized and skills tests may be waived.

NOTE: A crash helmet must be worn if operating or riding any motorcycle or motor scooter upon the public roads or highways of this state. The helmet must comply with minimum guidelines established by the National Highway Traffic Administration.



REGULAR DRIVER'S LICENSE (CLASS R)

You are eligible for a Class R Regular Driver's License if you provide all required documentation, and:

- pass the written examination
- pass the vision examination
- provide documentation showing completion of Driver's Education (**beginning July 1, 2027**)
- if you are under 17 you must provide an affidavit for Road Test Waiver whereby a parent, teacher, or guardian has certified that he or she has witnessed you operate a motor vehicle for at least fifty hours and attest to your proficiency in the proper and safe operation of a motor vehicle
- meet the physical requirements, **AND:**
- You have reached the age of sixteen and have held a Learner's Permit for one year.
OR
- You have reached the age of seventeen or older, regardless of previous permits or licenses held.
OR
- You have held an out-of-state driver's license for at least six months.

Additionally, whether or not you have been convicted of certain violations will determine eligibility for a Regular Driver's License.



What if I am fifteen and one-half years old when I receive my Learner's Permit? Do I still have to wait a year before I qualify for a Regular Driver's License?

Yes. If you are issued a Learner's Permit at age fifteen and one-half, you will be eligible for your Regular Driver's License at age sixteen and one-half.



What if I am sixteen years old when I begin the application process?

If you first apply at age sixteen, you will be issued a Learner's Permit.

When you turn seventeen, you will be eligible for a Regular Driver's License.



What if I am seventeen years old (or older) when I begin the application process?

If you first apply at age seventeen or older, you may apply directly for a Regular Driver's License.

You may complete the Computerized Exam on the same day.

You must always have your Driver's License in your possession while operating a motor vehicle.

APPLICATION REQUIREMENTS

To obtain a license of any type, you must complete an application form furnished by the Department of Public Safety, [Driver Service Bureau](#).

The completed application must contain:

- your full name, date of birth, home address, and social security number
- a physical description and a brief history of your physical and mental condition
- information about your driving experience and record

PROOF OF RESIDENCY

If you are eighteen years old or older and are applying for an original license, you must show

- **TWO pieces of documentation to prove you live in this state.** (If you are under twenty-one years old, you may use documentation for your parent's residence.)

Each proof of residency **must contain a physical address**. No post office box numbers will be accepted. Acceptable proofs of residency include, but are not limited to, items such as: electric bill, water bill, or bank statement (no blank checks); lease or rent agreement or mortgage papers; notarized letter from employer stating address of applicant and including employer's telephone number; Mississippi driver's license of parent or guardian (if applicant under twenty-one years of age).

SIGNATURES

You must sign your application after completing it. If you make a false statement on the application, your driving privileges may be suspended.

If you are under seventeen years old, your application for a permit or license must include the signature of **both of your parents** (if both are living and both have legal custody of you). If both parents are not living or do not have legal custody of you, your application must include the signature of your **legal guardian or your employer**.

If you do not have a custodial parent, legal guardian, or employer, your application must be signed by a **responsible adult** who is willing to assume the obligations imposed on them by law.

PROOF OF IDENTIFICATION

Two proofs of identification are required before a license or permit can be issued:

- **SOCIAL SECURITY CARD**
(If you no longer have your social security card, you must obtain a new one.)
- **CERTIFIED BIRTH CERTIFICATE**

(If you currently hold a driver's license from another state, you must also provide the **out-of-state license or a lost license affidavit**.)

CERTIFICATION OF ATTENDANCE

If you are under eighteen years old, you must provide **proof of your enrollment in school**. Request a Certification of Attendance form from your school. **This form must not be over thirty days old**. If you are **home-schooled**, obtain a blank Certification of Attendance from the [Department of Public Safety](#) website. Your parents' signature must be on this form. If you are under eighteen years old and are **married**, you may show a **marriage license** instead of a School Certification of Attendance.

DRIVER'S EDUCATION

Beginning July 1, 2027, you must provide signed documentation showing the completion of a Driver's Education and Training Program certified the State Board of Education or the Department of Public Safety.

Whoever signs your application will be liable for your negligence or willful misconduct and must have their signature **NOTARIZED**. Any person who signs your application may later file a verified written request that your license or permit be cancelled.

THE EXAMINATION

Before you can be issued an original Mississippi driver's license, you must meet three requirements: pass the **Vision Exam**, pass the **Computerized Exam**, and provide the **Affidavit** from a parent, teacher, or guardian certifying that he or she has witnessed you operate a motor vehicle for at least fifty hours and attesting to your proficiency in the proper and safe operation of a motor vehicle.

Beginning July 1, 2027, you will also have to provide documentation showing completion of a certified Driver's Education course.

The exam is designed to answer the following questions:

- Do you know the Mississippi traffic laws and rules of safe driving?
- Can you read, understand, and follow signs and signals?
- Are you a safe and skillful driver?
- Do you understand and have the proper attitude toward the rights of pedestrians and other drivers?
- Do you understand how to keep your vehicle in safe condition?
- Are you physically and mentally capable of driving safely?

COMPUTERIZED EXAM

The Computerized Exam is based on the information in this manual. It especially focuses on Mississippi traffic laws, safe driving rules, and driver's license requirements. To prepare for the exam, study this manual carefully.



What if I am reading impaired?

If you are reading impaired, have someone teach you the contents of this manual. The Computerized Exam includes a headset, and the machine will read the questions and answers aloud for you.

VISION EXAM

Your eyes will be checked to make sure you see well enough to drive safely.



What if I fail the Vision Exam?

If your eye test indicates that you may need glasses, you must have your eyes tested by an eye specialist or optometrist. You will be given a vision form (DE26) to be filled out by your eye specialist or optometrist.

If you are **under the care of a physician** for any reason, a **certificate concerning your physical or mental condition** may be required before you take your examinations.

COMMON TERMS

computerized exam- a multiple-choice question test you must pass as one of the requirements for a Mississippi driver's license

highway- every roadway or place of travel, including the streets of municipalities

intersection- the place where roads come together or cross (crosswalks are counted as part of the intersection)

motor vehicle- an automobile, motorcycle, or other kind of vehicle which is run by an engine or motor in the vehicle itself (except vehicles on rails, electric bicycles, golf carts, and low-speed vehicles)

non-resident- any person who does not live in Mississippi

operator- any person who is driving a motor vehicle on the highway

right of way- the privilege of the immediate use of the highway

school bus- every vehicle owned by a public or governmental agency, or privately owned and operated for compensation, for the transportation of children to and from school

stop- complete cessation of movement

traffic- pedestrians, ridden or herded animals, vehicles, streetcars, and other conveyances, either singularly or together, while using any highway for the purpose of travel

REMEMBER: Safe driving takes common sense, courtesy, and self-control. Always drive defensively. Always treat pedestrians and other drivers with the same respect you want them to show you.

VEHICLE EQUIPMENT

Your vehicle must be equipped as follows:

BRAKES

Your vehicle must have a foot brake AND a parking brake. The foot brake must be strong enough to stop the vehicle within thirty feet at a speed of twenty miles per hour. The parking brake must be strong enough to stop the vehicle within fifty-five feet at twenty miles per hour.

HORN

Your vehicle must have a horn **which can be heard two hundred feet away**. It is against the law to have any siren or exhaust or spark whistle on a vehicle. Noise making devices are illegal.

LIGHTS

Your vehicle must have two headlights [one for a motorcycle] and at least one taillight. The lights must meet the following standards:

- It is recommended that with your headlights you should be able to **see a person five hundred feet ahead** under good weather conditions at night.
- The taillight on your vehicle must be red and must be visible **five hundred feet behind you**.

In addition to two headlights, your vehicle may have no more than one spotlight and no more than three auxiliary lights. It is against the law for any of these lights to be either red or blue. At no time should you have more than four lights (not including headlights) burning at once.

MUFFLER

The muffler on your vehicle must be in good working order and must operate constantly to prevent excessive or unusual noise and annoying smoke. No person shall use a muffler cutout, bypass, or a similar device on their vehicle.

REARVIEW MIRROR

Mississippi law does not require you to have a rearview mirror, but it is recommended for you to have one. (If you drive a truck with a body that blocks your view of the road behind, you are required by law to have a side mirror.)

WINDSHIELD WIPERS

Windshield wipers must work.

TIRES

Your tires must be properly inflated, have good tread, and be free of breaks, cuts, and decay.

SQUATTED VEHICLE LAW

It shall be unlawful for any person to drive a passenger motor vehicle on the streets or highways of Mississippi if, by alteration of the suspension, frame or chassis, the height of the front fender is raised four or more inches greater than the height of the rear fender.

- The height of the fender shall be a vertical measurement from, and perpendicular to, the ground, through the centerline of the wheel, and to the bottom of the fender.
- "Fender" means the pressed and formed part mounted over the road wheels of a motor vehicle to reduce the splashing of mud, water or similar substances.
- "Squatted vehicles" means vehicles whose front fenders have been raised four or more inches greater than the rear fenders. The described modification makes a vehicle appear as if it is "squatting" on its back tires.



SAFETY TIP: Before driving, use a tire pressure gauge to check tire pressure. Your tire pressure should match the recommended pounds per square inch (PSI) located in the vehicle owner's manual or the driver's side door jamb of the vehicle.

Once a month, or before any long road trip, check your tires for wear and damage problems.

To check for appropriate tire tread, use the **penny test**:

1. Take a penny and hold Abraham Lincoln's body between your thumb and forefinger.
2. Select a point on your tire where the tread appears to be lowest and place Lincoln's head into one of the grooves.

If any part of Lincoln's head is covered by the tread, you are driving with a safe amount of tread. If the tread is below that, your car's ability to grip the road in adverse conditions is greatly reduced.



SAFE DRIVING BASICS

Driving is one of the riskiest tasks that you will do during your lifetime.

The safety and well-being of many other people will depend on your calm and responsible behavior as a driver.

Vision

Good vision is important for safe driving. If you cannot see clearly, you will have trouble identifying traffic and roadway conditions, spotting potential trouble, and responding to problems in a timely manner.

If you are required to wear corrective lenses:

- Always wear them when driving.
- Avoid using dark or tinted corrective lenses at night.

Fatigue

Fatigue is physical or mental tiredness that can be caused by physical or mental strain, repetitive tasks, illness, or lack of sleep. Fatigue can affect your vision and increase the time it takes you to make decisions. Avoid driving if you are tired or fatigued.

- Getting adequate sleep—most people need 7 to 9 hours to maintain proper alertness during the day.
- Plan to stop about every 100 miles or 2 hours during long trips.
- Arrange for a travel companion.
- Check the labels of your medications and be aware if they cause drowsiness.
- Do not use alcohol or other drugs when driving.

BEFORE YOU DRIVE

To prepare to drive, you should:

- Make certain you have your driver's license. State law requires drivers to present a driver's license upon request.
- Adjust your seat to a comfortable position so that you can reach the wheel and pedals easily.
- Fasten your seat belt.
- Adjust the rearview mirror so that you can see the roadway behind.
- Adjust your sideview mirrors as well.

While You Drive

Two Hands on the Wheel

Both hands should be placed on the outside of the steering wheel on opposite sides, at the 3 and 9 o'clock positions, to maintain control of the vehicle. Placing your hands at 2 and 10 o'clock positions is no longer recommended because it can be dangerous in a vehicle equipped with airbags. Your grip on the steering wheel should be firm but gentle. Use your fingers instead of the palms of your hands and keep your thumbs up along the face of the steering wheel. Never turn the wheel while gripping it from the inside of the steering wheel.

Pay careful attention to the following:

- Children: They may act without thinking, especially when playing with or chasing a ball. Slow down and proceed with caution around schools, playgrounds, residential areas, and other areas where children may be walking, bicycling, or playing.
- Bicyclists: Do not assume any cyclist has training in bicycle safety.
- Cars parked on the side of the street: The door might open and obstruct your lane.
- Signals that other vehicle(s) may be pulling out into the flow of traffic.
- Sudden turns and stops by other drivers.
- Reckless drivers: Get out of their way if possible.

While Driving Long Distances

- Take a break every one hundred miles.
- Do not follow the same vehicle or group of vehicles for long periods. You may become too relaxed and lose your concentration.
- Keep your eyes moving to avoid going to sleep at the wheel.
- Keep the interior of your car as cool as possible.

AVOIDING DISTRACTIONS

A distraction is anything that takes your attention away from driving. Distracted driving can cause crashes resulting in injury, death, or property damage. Taking your eyes off the road or hands off the steering wheel presents obvious driving risks. Mental activities that take your mind away from driving are just as dangerous.

Do not use cell phones for phone calls or texting while driving.



Cellphone Use

Drivers distracted by cellphones cause thousands of accidents each year. If you must make a phone call while driving, **A hands-free device is recommended.**

Texting on your cellphone while driving is not allowed.

Writing, sending or reading text messages is not allowed.

Reading or posting to a social networking site using a hand-held mobile telephone is not allowed.

- **Hand-held mobile telephone-** a mobile telephone or other portable electronic communication device with which a user engages in a call or writes, sends, or reads a text message using at least one hand. The term "hand-held mobile telephone" shall not include a voice-operated or hands-free device.
- **Motor vehicle-** a vehicle driven or drawn by mechanical power and manufactured primarily for use on public highways.
- **Social networking sites-** any web-based service that allows individuals to construct a profile within a founded system, articulate a list of other users with whom they share a connection, and communicate with other users of the site.
- **Text messages-** include a text-based message, instant message, electronic message, and email, but shall not include an emergency, traffic, or weather alert or a message related to the operation or navigation of the motor vehicle.
- **Voice operated or hands-free device-** a device that allows the user to write, send, or read a text message without the use of either hand except to activate, deactivate, or initiate a feature or function.
- **Writing, sending, and reading-** the manual entry, sending, or retrieval of a text message, respectively, to communicate with any person or device.

Emotional Distractions:

If you are preoccupied with personal problems, you may become too distracted to handle your vehicle safely. Domestic quarrels, financial concerns, or illnesses can cause distractions which make accidents more likely. If you have just had an argument or are worried, ill, angry, frightened, or grief-stricken, let someone else drive.

- Avoid arguments and stressful or emotional conversations with passengers.
- Avoid eating while driving.
- Be sure children are properly and safely buckled up.
- Properly secure pets in a pet carrier or portable kennel.
- Avoid using **Headphones and Loud Music**. Never wear stereo headphones while you drive, and never play your car stereo or radio loudly while driving. You may be unable to hear warning signals such as whistles and sirens.

Visual Obstructions & Other Distractions:

- Your windshield must be free of any signs or unofficial stickers.
- Vehicles may not have signs, posters, stickers, or glass material that cause a mirrored effect on the windows.
- Avoid hanging decorative items from your rearview mirror.
- Keep the front seat clear of objects that can fall during sudden movement.

REMEMBER:

You are responsible for operating your vehicle in a safe manner.

PAVEMENT MARKINGS

The pavement on all main highways is marked to help you drive safely. These markings include center lines, lane lines, and directional arrows. Their placement depends upon the type of highway and the traffic conditions. You must observe and comply with these markings.

LANE LINES, CENTER LINES, & BARRIER LINES

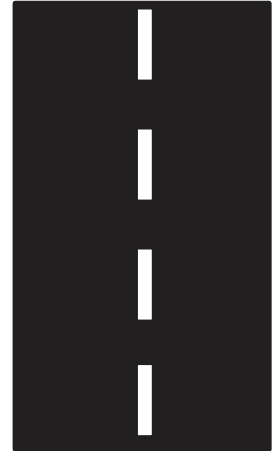


A **broken yellow line** separates traffic lanes that move in the opposite directions.

Crossing into the oncoming lane is permissible **ONLY** for passing and only when it is safe to pass.

A **broken white line** means travel in the same direction is permitted on both sides of the line.

A vehicle may cross the line to change lanes when it is safe to do so.

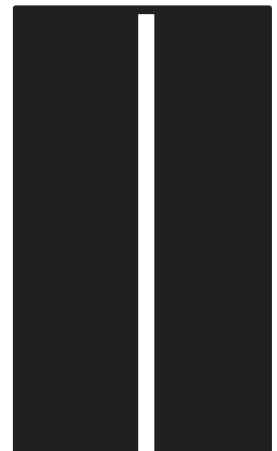


A **broken yellow line** next to a **solid yellow line** separates traffic lanes that move in opposite directions.

If the broken line is closest to your lane, you may pass with caution. If the solid line is closest to your lane, passing is forbidden.

A **single, solid white line** means travel in the same direction is permitted on both sides of the line.

Crossing a single white line is discouraged.



A **double, solid yellow line** separates travel lanes moving in opposite directions.

Passing from either side of a double yellow line is PROHIBITED.

A **double, solid white line** means travel in the same direction is permitted on both sides of the line.

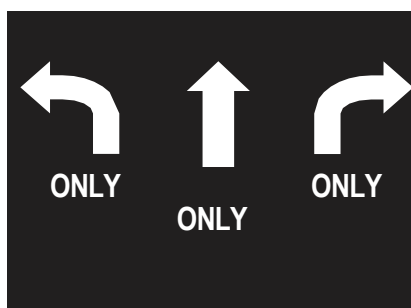
Crossing a double white line is PROHIBITED.



DIRECTIONAL ARROWS

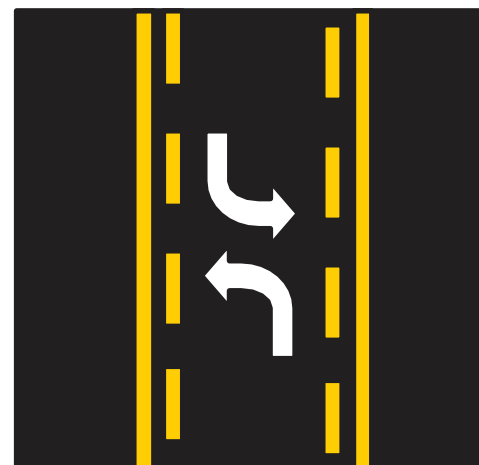
Pavement arrows mark the direction of traffic movement. When you approach intersections marked by directional arrows, look for the arrow that marks the lane you want to follow. If you get in the wrong lane, keep going in that lane until it is safe to turn off and get back on the correct street or highway.

An arrow pointing to the **left** means you **MUST turn left** if you travel in this lane.



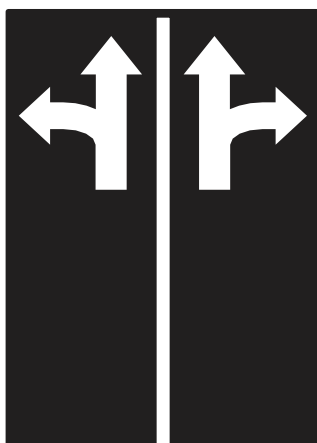
An arrow pointing to the **right** means you **MUST turn right** if you travel in this lane.

A **straight arrow** means you **MUST continue straight** if you travel in this lane.



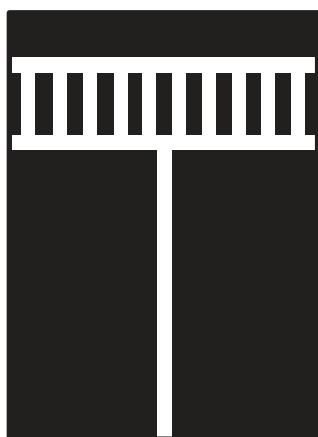
The center lane above is painted to indicate **TURN LANE ONLY**. A vehicle may use this lane **ONLY** in preparation to turn left or right across the opposite lanes. The turn lane is **NEVER** used for passing.

A two-headed arrow that points both straight **AND** to the **left** means that you **may continue straight OR turn to the left** if you travel in this lane.



A two-headed arrow that points both straight **AND** to the **right** means that you **may continue straight OR turn to the right** if you travel in this

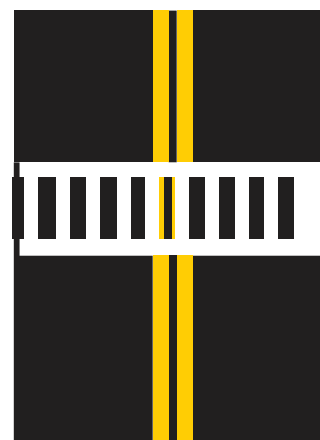
CROSSWALKS



Painted crosswalks are placed at intersections and at other locations where there is regular pedestrian traffic.

Approach crosswalks with care. Never stop your car on any part of a crosswalk.

Pedestrians using crosswalks should check in both directions before crossing the street. However, **drivers must always yield to pedestrians in crosswalks—even if the crosswalk is not marked.**



TRAFFIC SIGNS AND SIGNALS

You must be able to recognize and obey traffic signs and signals. The U.S. is currently converting to an international style, which uses pictures and symbols rather than words. This change will be gradual: New designs will be accompanied by word messages until the public is familiar with them.

STANDARD SHAPES AND COLORS

Signs have eight standard shapes and eight standard colors. Each one has a specific meaning.



RED: Stop. If you see red on a traffic device, STOP.



GREEN: Directional guidance and permitted movement.



YELLOW: General warning.



BLUE: Motorist services guidance.



BLACK: Regulation.



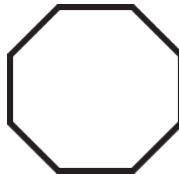
WHITE: Regulation.



ORANGE: Construction or maintenance warning.



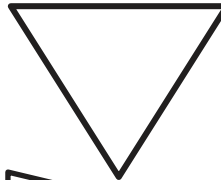
BROWN: Public recreation and scenic guidance.



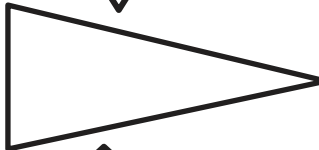
OCTAGON: Exclusively for STOP signs.



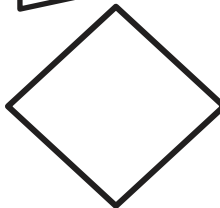
HORIZONTAL RECTANGLE: Usually for guide signs.



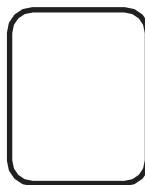
EQUILATERAL TRIANGLE: Exclusively for YIELD signs.



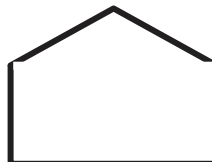
PENNANT: Warning of NO PASSING ZONE ahead.



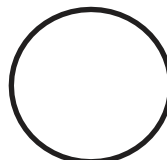
DIAMOND: Exclusively to warn of existing or possible hazard on or adjacent to roadway.



VERTICAL RECTANGLE: Usually used for regulatory signs (such as speed limits).



PENTAGON: School crossing signs and warning of school zones ahead.



ROUND: Warning of railroad crossing ahead.

REGULATORY SIGNS



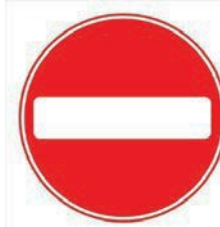
The **STOP** sign is the only sign with eight sides. It requires you to come to a **COMPLETE STOP** before entering an intersection. After stopping, you **MUST** yield to any traffic close enough to be a hazard.



The **YIELD** right-of-way sign is an equilateral triangle. It means you **MUST** let other vehicles on the roadway have the right-of-way.



The **DO NOT ENTER** sign might include the words "do not enter," or it might only include the white bar across the red circle background. Either way, it means you may not enter this lane of travel.



The **WRONG WAY** sign tells you that you are traveling in the opposite direction from the other cars in your lane. You are in danger of causing a head-on collision. You must leave the roadway and turn around as soon as possible.



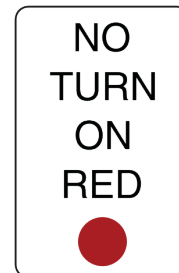
This sign means **no LEFT turns** are allowed at this intersection.



This sign means **no RIGHT turns** are allowed at this intersection.



This sign means **YOU MAY NOT TURN AROUND** in an intersection, in the center of a street, or in a high-way median.



Usually, if a traffic signal is red, you may turn right **AFTER** you stop completely and make sure the way is clear. However, signs like these mean **RIGHT TURNS ARE NEVER ALLOWED while the traffic signal is red**. You must wait for the green light to turn right.



This sign means **NO TRUCKS** are allowed on this street or highway.

REGULATORY SIGNS



This sign means
KEEP LEFT.



This sign means
KEEP RIGHT.



This sign
means you
**MUST TURN
LEFT.**



This sign
means you
**MUST TURN
RIGHT.**



This sign means you may **ONLY
TRAVEL IN THE DIRECTION OF
THE ARROW.**



This sign indicates
the **MAXIMUM SPEED
ALLOWED** under
ideal driving
conditions.



This sign means you may **ONLY
use the center lane TO MAKE
TURNS.** The center lane is not
available for normal travel or
passing.



This sign designates **HANDICAPPED
PARKING ONLY.** Parking is only allowed for
vehicles with an official indicator such as a
handicap license tag or temporary hangtag.
For information on obtaining a handicap tag,
contact your County Tax Collector's Office.



This sign means that **crossing
into another lane to pass a
vehicle is PROHIBITED.**

WARNING SIGNS



TRAFFIC SIGNAL
ahead.



STOP ahead.



YIELD ahead.



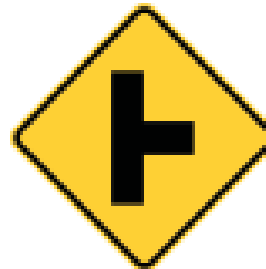
RAILROAD CROSSING
ahead.



**INTERSECTION /
CROSSROADS** ahead.



"T" INTERSECTION
ahead.



SIDE ROAD ahead (on
right).



**SIDE ROAD enters
from angle** ahead.



RIGHT LANE ENDS.
Merge to left.



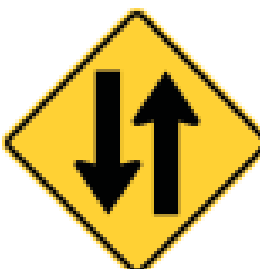
LEFT LANE ENDS.
Merge to right.



**ACCESS LANE/RAMP
MERGES INTO ROAD-
WAY** (from right).



**NEW LANE ENTERS
ROADWAY.** (No merging
necessary.)



TWO-WAY TRAFFIC.



DIVIDED HIGHWAY
ahead.



**DIVIDED HIGHWAY
ENDS; TWO-WAY
TRAFFIC** ahead.



**TRAFFIC CIRCLE /
ROUNDABOUT**
ahead.

WARNING SIGNS



SHARP TURN (left)
ahead.



CURVE (left) ahead.



WINDING ROAD ahead.



The road is
SLIPPERY
WHEN WET.



SCHOOL CROSSING: This sign warns that children must cross the street on their way to and from school. The sign is sometimes located several blocks from the school.



SCHOOL ZONE: Fifteen miles per hour when passing a school during recess or while children are arriving at or leaving school during opening/closing hours.



PEDESTRIAN CROSSING. Remember that pedestrians have the right of way at intersections, whether the crosswalk is marked or not.



If traveling in a lane marked with this sign **you MUST CONTINUE ONTO THE EXIT.**



This sign often accompanies a STOP sign at an intersection. It tells you that although you must stop for your stop sign, this is **NOT a four-way stop**. Other traffic lanes have the right of way and will not stop.

GUIDE SIGNS

ROUTE MARKERS



Interstate Route
(Interstate Highway)



United States Route
(US Highway)



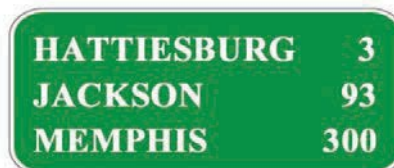
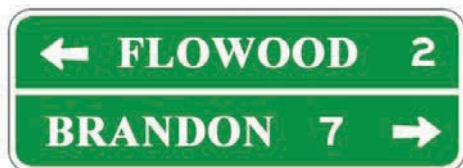
State Route
(State Highway)



Auxiliary Markers

DESTINATION, DIRECTION, and DISTANCE MARKERS

These signs indicate travel distance to towns and cities.



For example, from the sign on the right, Hattiesburg is 3 miles ahead while Jackson is 93 miles ahead.



This sign indicates a place where you may exit an interstate highway.



You would use this lane to access US Highway 59 North, toward Hattiesburg.



You would use one of these lanes to access Interstate 55 North toward Jackson.

WORK ZONE SIGNS

These are generally diamond or rectangular shaped or orange with black letters or symbols. These construction, maintenance, or emergency operation signs alert you to work zones ahead and warn you that people are working on or near the roadway. These warnings include workers ahead, reduced speed, detours, slow-moving construction equipment, and poor or suddenly changing surfaces.



**FLAGGER
AHEAD**



**WORKERS
AHEAD**



**ROAD
CONSTRUCTION
AHEAD**



**ONE LANE
ROAD
AHEAD**



DETOUR

In work zones, traffic may be controlled by a person with a sign or flag to tell you which direction to travel or to slow down to stop. You must follow their instructions.

Barriers, such as drums, cones, and tubes (panels), are used to keep traffic out of hazardous work zones. Along with signs and road markings, barriers guide you safely through the work zone. Barriers may be used to keep drivers from entering closed roads or other areas where it is dangerous to drive. Temporary traffic signals may be used in work zones. You may see a warning sign showing a symbol of a traffic signal. Stop at the white line, if present.



BARREL



CONE



TUBE



BARRIER



ROAD CLOSED

Give construction workers a “brake.” Reduce your speed in work zones and be prepared to stop suddenly. Do not tailgate in work zones.

SLOW-MOVING VEHICLES



This emblem identifies **SLOW-MOVING VEHICLES** (vehicles that travel twenty-five miles per hour or less). Watch carefully for these vehicles both day and night

Be alert for slow moving vehicles, especially in rural areas. A fluorescent or reflective orange and red triangle displayed on the rear of vehicles drawn by animals, farm equipment, or construction equipment means the vehicle is traveling less than 25 mph. Use caution when approaching a slow-moving vehicle and be sure it is safe before you pass.

Farm machinery— Watch for tractors, combines, and other farm equipment moving across the road and traveling on state highways in rural areas. Pass with caution and remember that the operator of the farm machinery may not hear approaching vehicles.



Animal-drawn vehicles and horseback riders— In some rural areas, you may be sharing the road with animal drawn vehicles and horseback riders. They have the same rights to use the road as a motor vehicle and must follow the same rules of the road. They are subject to heavy damage and injury to the occupants if hit by a vehicle. Pass with caution. Do not use your horn or “rev” the engine because this may scare the horse and cause a crash. To avoid other possible crashes, you should anticipate left turns made by animal-drawn vehicles into fields and driveways. Warning signs will be posted in areas where you are likely to find animal-drawn vehicles and horseback riders. Be alert.



RAILROAD CROSSINGS

Always be especially alert at railroad crossings. The approaches to public railroad crossings are usually marked with warning signs and pavement markings. The crossings themselves are marked with one or more of the following.



Pavement markings warn and direct drivers and regulate traffic. In front of railroad crossings, the pavement is marked with a large X and two R's. A solid yellow line is used to prevent passing in advance of the crossing, and a white line is painted on each side of the track.



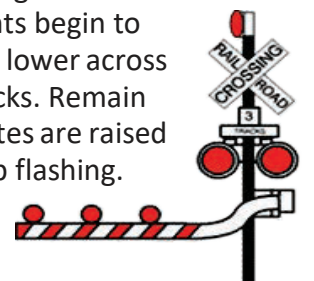
This **round yellow sign**, with a black "cross buck" and two R's, means a railroad crossing is ahead. In rural areas, this sign is normally posted 500 to 900 feet in front of the tracks. It tells you to look, listen, and slow down because you may have to stop.

Flashing light signals are used with the "cross buck" sign at many railroad crossings. **ALWAYS STOP** when the lights begin to flash. The lights mean a train is coming. Remain **STOPPED** until the lights stop flashing. Then you can proceed safely.



This white "**cross buck**" sign is posted at most railroad crossings. If there is more than one track, the number of tracks is shown on a sign below the cross buck.

Gates are used with flashing light signals at some crossings. **ALWAYS STOP** when the lights begin to flash before the gates lower across your side of the tracks. Remain **STOPPED** until the gates are raised and the lights stop flashing.



Regardless of signage and whether lights are flashing, the following **MUST STOP** at **ALL RAILROAD CROSSINGS**: a **SCHOOL BUS** carrying even one child, a **VEHICLE FOR HIRE** carrying passengers, or a **vehicle** carrying **EXPLOSIVES OR FLAMMABLE LIQUIDS**. These vehicles **MUST STOP** within fifty to ten feet of the outer rail of any crossing. After coming to a complete stop, the driver must check both directions for any approaching train before proceeding.

REMEMBER!

ALL drivers must **ALWAYS STOP WITHIN fifty to ten feet** of the outer rail of any railroad crossing when you see ANY of the following:

- a lowered crossing gate, a flashing electric signal, a posted STOP sign,
- a flag person giving you a signal, or
- a rapidly approaching train.

You **MUST** stop even if you do not see a train.

You must remain stopped until all tracks are clear, any gates are raised, and lights no longer flash. **It is against the law to drive around any lowered gates at a crossing.** Use common sense at any railroad crossing. Watch for vehicles that must stop whether or not a train is coming. Do not shift gears as you drive across tracks. Always check carefully for a second train following close behind the first. **STAY ALERT AT ALL TIMES AND NEVER TRY TO "BEAT" A TRAIN.** If a traffic officer directs you to proceed over a railroad crossing, follow the order immediately.

IF A VEHICLE BECOMES STRANDED ON A RAILROAD TRACK, OR IF YOU NOTICE A DANGEROUS SITUATION ON OR NEAR A RAILROAD CROSSING, look for the blue Emergency Notification System (ENS) sign situated at every highway-rail grade crossing. The sign is located on the black and white cross buck or on the metal box near the crossing. The toll-free number is answered by railroad dispatchers who can attempt to stop all train traffic at the crossing during an emergency. The sign also includes an identification number for your exact location. By following the information on the sign, you can report unsafe conditions such as:

1. malfunctions of warning signals, crossing gates, and other safety devices at the crossings
2. disabled cars, trucks, or other vehicles blocking the railroad tracks at the crossings
3. the presence of trespassers on the tracks or along the right of way at the crossing
4. any other information relating to an unsafe condition at the crossing.

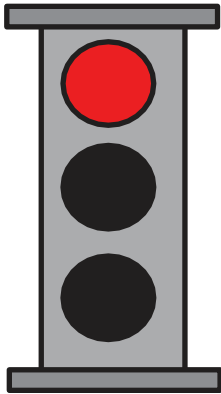


IF YOU ARE STUCK ON THE TRACKS, GET OUT OF YOUR VEHICLE!

If your vehicle is physically on the train tracks at a grade crossing **and the lights begin to flash, you may only have 20 seconds to escape** before the train makes it to your location. Twenty seconds is the minimal amount of time that it takes a train to reach the grade crossing once the warning lights activate. If this happens to you, **remember the word "GO," as in GET OUT of your vehicle!** Once outside, run in a 45-degree angle away from the tracks in the direction that the train is coming, then immediately dial 911.

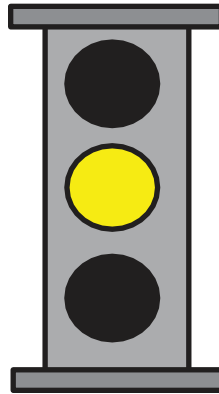
If you are stuck on the tracks, and there are NO WARNING LIGHTS, or the warning lights HAVE NOT ACTIVATED, **GET OUT of your vehicle and immediately dial 911 and the ENS (Emergency Notification System) number located on the blue sign described above.** Provide the location, crossing number (if posted), and the road or highway that intersects the tracks. **Be sure to specify that a vehicle is on the tracks!**

TRAFFIC SIGNAL LIGHTS



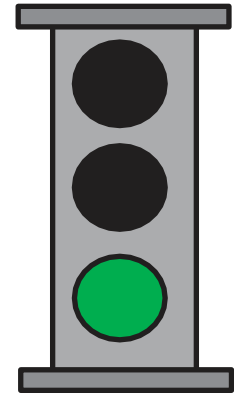
A **SOLID RED LIGHT** means you must make a **complete stop** and **remain stopped until the light turns green**.

EXCEPTION: You **may turn right while the light is red**. But first, you must **STOP COMPLETELY** and yield to other traffic and pedestrians. You may **NOT** turn on red if a sign prohibits you. Before turning right on red you **MUST** first stop completely: Only yielding before turning is not enough and is illegal.



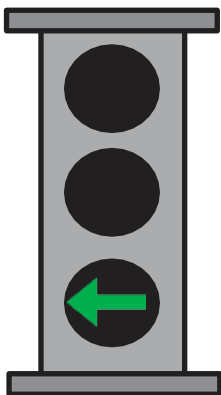
A **SOLID YELLOW LIGHT** means the light will soon turn red. Slow down and prepare to stop.

If a green light turns yellow as you are approaching, slow down and prepare to stop.

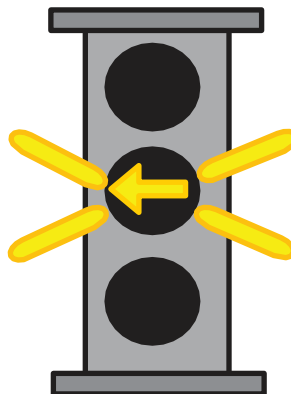


A **SOLID GREEN LIGHT** means you may **go if it is safe to do so**. You must yield to any pedestrians and to any traffic already in the intersection.

EXCEPTION: If you are turning **left**, the solid green light means you must **YIELD TO ONCOMING TRAFFIC**.

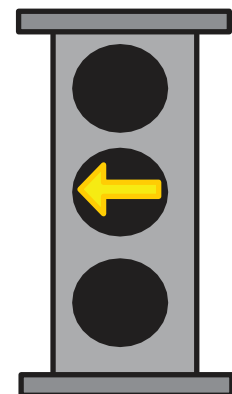


A **GREEN ARROW** means **you may turn** in the direction of the arrow if you are in the proper lane. Oncoming traffic will have a red light when your turn arrow is green, giving you a protected turn.



A **YELLOW FLASHING ARROW** means **you may turn** in the direction of the arrow if you are in the proper lane. **You must YIELD TO ONCOMING TRAFFIC**.

Oncoming traffic will have a green light when your turn arrow is flashing, so you do **NOT** have a protected turn.

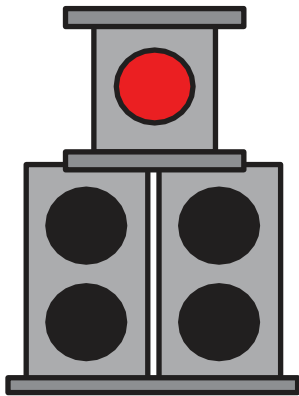


A **YELLOW SOLID ARROW** is the same as a **SOLID YELLOW LIGHT**. It indicates that the light is about to change to red.

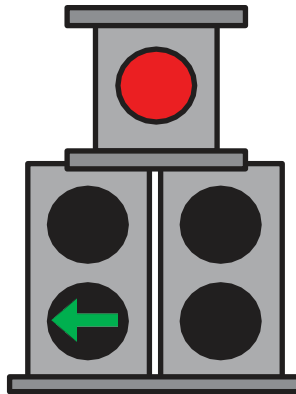
Slow down and prepare to stop.

REMEMBER: ANY TIME you travel through an intersection, you must **YIELD TO PEDESTRIANS**. You must also **YIELD TO ANY TRAFFIC ALREADY IN THE INTERSECTION**.

Some TRAFFIC SIGNALS direct a traffic lane (or two side-by-side lanes) from which you may travel straight OR turn left. **All guidelines for yielding to traffic and pedestrians still apply.**



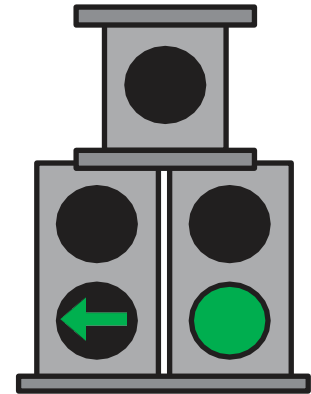
RED LIGHT: You must stop. You may **NOT** turn left, and you may **NOT** continue straight.



GREEN ARROW: You may turn left from turn lane.

+

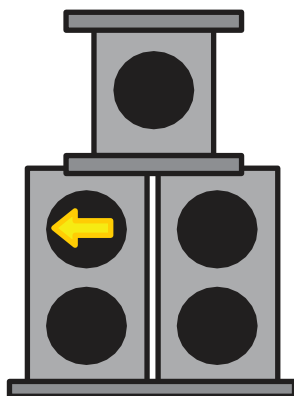
RED LIGHT: You may **NOT** continue straight through the intersection. You must stop and wait.



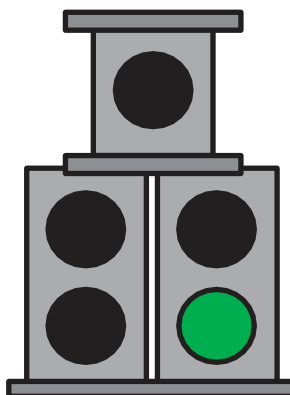
GREEN ARROW: You may turn left from turn lane.

+

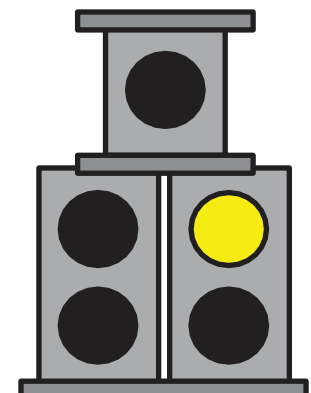
GREEN LIGHT: You may continue straight through the intersection.



YELLOW ARROW: Use caution. The signal is transitioning from a green arrow (protected turn) to an unprotected turn or to a red light.

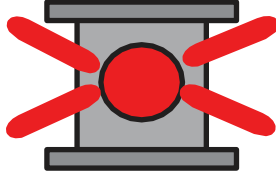
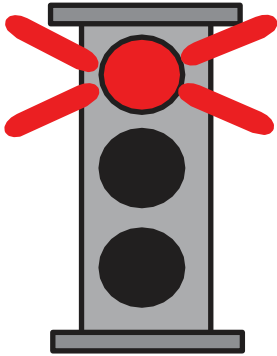


GREEN LIGHT: You may travel straight. You may turn left only if the way is clear. This is an unprotected turn, and you must **YIELD** to oncoming traffic.



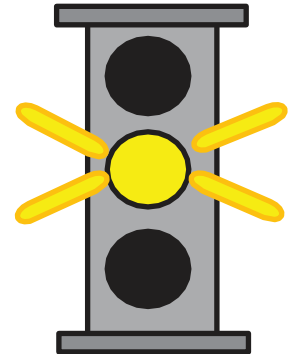
YELLOW LIGHT: Use caution. The signal is transitioning from green to red. Slow down and prepare to stop.

REMEMBER: For left turns, the **yellow flashing arrow** and the **solid green light** mean the same thing: **YIELD TO ONCOMING TRAFFIC.**

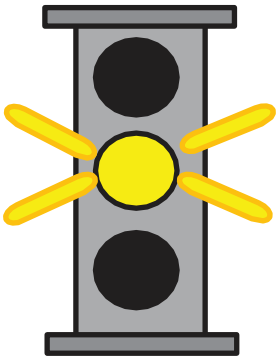


A FLASHING RED LIGHT
means you must **STOP**
completely and proceed with
caution, yielding to the right-of-
way at intersections.

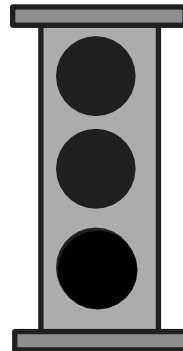
A FLASHING YELLOW LIGHT
means you must **SLOW DOWN**
and exercise caution.



Sometimes you will encounter a traffic light that is malfunctioning.



If you approach a
malfunctioning traffic
light with **FLASHING
YELLOW LIGHTS**, you
should **SLOW DOWN**
and exercise caution
before crossing the
intersection.

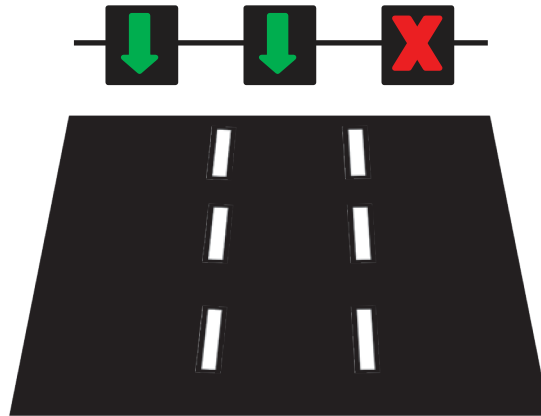


If you approach a
malfunctioning traffic light
with a **NO FUNCTIONING
LIGHTS**, you must **STOP**
completely and proceed with
caution, following rules or
yielding right of way at
intersections.

**REMEMBER: ANY TIME you travel through an intersection, you must
YIELD TO PEDESTRIANS. You must also YIELD TO ANY TRAFFIC ALREADY
IN THE INTERSECTION.**

LANE DIRECTION CONTROL

Some traffic lanes are marked by signals that indicate which lanes are available for use. For example, in the image below, the far-right lane is **CLOSED**. The far left and middle lanes are **OPEN**. When signals like these are in use, you may travel **ONLY** in a lane marked by a green light. **NEVER** travel in a lane marked with a red light.



TRAFFIC OFFICERS

Traffic signs and signals help control the movement of traffic and prevent accidents. You should always follow them **UNLESS** an officer is directing traffic. **If officers are directing traffic, you MUST follow their directions.** An officer will usually signal you to stop by holding up one hand, palm toward you, and then giving a long blast on the whistle. The officer will usually signal you to start or to continue by motioning with one hand and giving a series of short blasts on the whistle. At night an officer may signal with a flashlight.

PEDESTRIAN CROSSING



These signs mean **pedestrians may leave the curb** and cross the street.



These signs mean **pedestrians may NOT leave the curb.**



If the sign is flashing, pedestrians MUST NOT LEAVE THE CURB.
Pedestrians should continue crossing if they began to cross the intersection before the sign changed to flashing.

Pedestrians using crosswalks should check both ways before crossing the street.

RULES OF THE ROAD & SAFE DRIVING

LEGAL SPEEDS

The speed limits below usually apply. However, speed limits may change for a variety of reasons. **Always monitor the posted speed limit signs and glance frequently at your speedometer. You should always know how fast you are traveling.** Use common sense when driving. Adjust your speed based on the situation and conditions. Reduce speed on curves, when approaching intersections, when on a narrow or twisting road, or when traffic is congested. If the weather or visibility is poor, slow down accordingly. **Posted speed limits are intended for ideal conditions.**

SPEED LIMITS FOR PASSENGER AUTOMOBILES (including 1/2-ton trucks, unloaded)		
ROADWAY TYPE	MAXIMUM SPEED	MINIMUM SPEED
Interstates	70 mph	40 mph
Four-lane Highways (State & U.S.)	65 mph	40 mph
Two-lane Highways (State & U.S.)	55 mph	
Natchez Trace Parkway	50 mph	

The maximum speed for any vehicle in a SCHOOL ZONE is 15 mph.

The maximum speed for a SCHOOL BUS while transporting children to and from school on regular routes is 45 mph.

The maximum speed for a SCHOOL BUS while on the interstate is 65 mph.

Speed makes accidents, especially fatal accidents, more likely. If you hit a stone wall at 40 mph, the impact is the same as if you drove off a four-story building.

SIGNAL LIGHTS

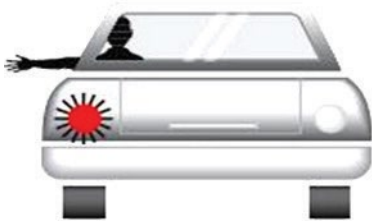
Use your vehicle's signal lights ("blinkers") to alert other drivers each time you intend to turn, change lanes, pass, or enter or exit a parallel parking space. **The best way to notify other drivers that you intend to turn or pass is to use your signal lights well in advance.**

If the vehicle ahead of you signals for a turn, activate your signal **ONLY IF YOU ALSO INTEND TO TURN**. Do not signal to warn others that the vehicle in front of you is turning.

Do not use your left signal to let a vehicle behind you know it is safe to pass. The driver behind you is responsible for determining whether it is safe to pass.

ARM SIGNALS

Arm Signals are used by bicyclists, motorists whose signal lights are malfunctioning, and drivers of some antique vehicles and farm equipment. If you are using arm signals, be sure to extend your arm fully and signal continuously for **at least one hundred feet** before you slow down, turn, stop, or change lanes.



LEFT TURN: Extend your arm and hand straight out. This signal is also used when changing from the right lane to the left lane or when starting from a parallel parking position.

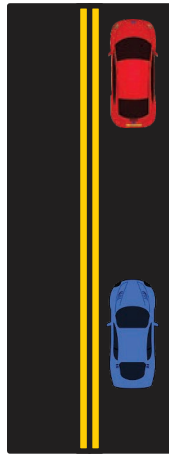


RIGHT TURN: Extend your arm and hand upward, with your arm bent at the elbow. This signal is also used when changing from the left lane to the right lane or when preparing to enter a parallel parking space.



SLOW DOWN OR STOP: Extend your arm and hand downward, with your palm facing the rear.

FOLLOWING



@ 10
MPH
leave at
least ONE
car length



@ 20
MPH
leave at
least
TWO
car
lengths



@ 30
MPH
leave at
least
THREE
car
lengths



@ 40
MPH
leave at
least
FOUR
car
lengths



@ 50
MPH
leave at
least
FIVE
car
lengths

Following too closely to another vehicle is dangerous and the main cause of rear-end collisions.

When you are following another vehicle, allow at least one car length between you for every ten miles per hour of speed. This will help give you room to slow down or stop if the vehicle in front of you changes speeds suddenly.

It is also important to maintain distance so that you can see around the vehicle ahead of you. When you follow a large truck or bus, allow yourself even more room.

If you are taking part in a motorcade, such as a funeral procession, allow enough space between you and the next car so that other vehicles may safely pull into those spaces. Be careful not to follow too closely. Measure your speed against the other vehicles so that everyone is moving along smoothly.

BRAKING

The chart below shows the shortest total stopping distances under ideal conditions. If the weather is bad, the road is slick, or if you are tired or intoxicated, then the distances will be drastically different.

The yellow segments show the **distance required for thinking prior to activation of brakes**.

**Thinking & reaction distance
(perception)**

The red segments show **distance from the application of brakes to stop**.

Application of brakes

The **total distance required for stopping** is indicated across the top of each entry.

Total distance required to stop

The braking distances shown here assume ideal conditions: good tires, good brakes, and dry pavement.

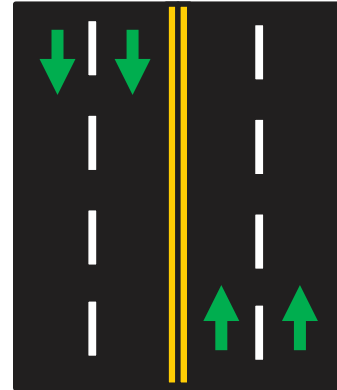


TRAFFIC LANES

You are in a traffic lane whenever you are driving on any street or highway. These lanes may or may not be marked, but they exist just the same. A street or highway's number of lanes corresponds to the number of cars (or lines of cars) that could travel on it side-by-side.

One-lane street or highway = room for one car
Two-lane street or highway = room for two cars
Three-lane street or highway = room for three cars
Four-lane street or highway = room for four cars

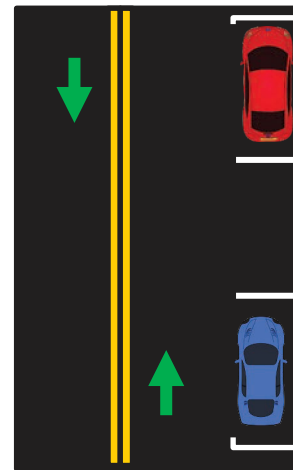
If lanes travel in opposite directions, they will be separated by pavement markings (lines), barricades, or medians. The image on the top right shows a four-lane highway divided by double yellow lines. Green arrows indicate the direction of travel and are not pavement markings.



Some travel lanes have adjacent parking lanes. For example, the image on the right shows a two-lane street with a parking lane on one side.

NEVER CROSS a double yellow line (not even to pass a slow-moving car). You will be driving into oncoming traffic.

Always drive in a single lane. Never change lanes unless the movement can be made safely. On a four-lane highway, drive in the right lane except when passing or preparing to turn left.



Which lane should I drive in?

If you drive on a street or highway with more than one lane for your direction, **drive in the extreme RIGHT lane except to pass or turn left.**

(If there is no designated turn lane, use the lane next to the center for turning left.)

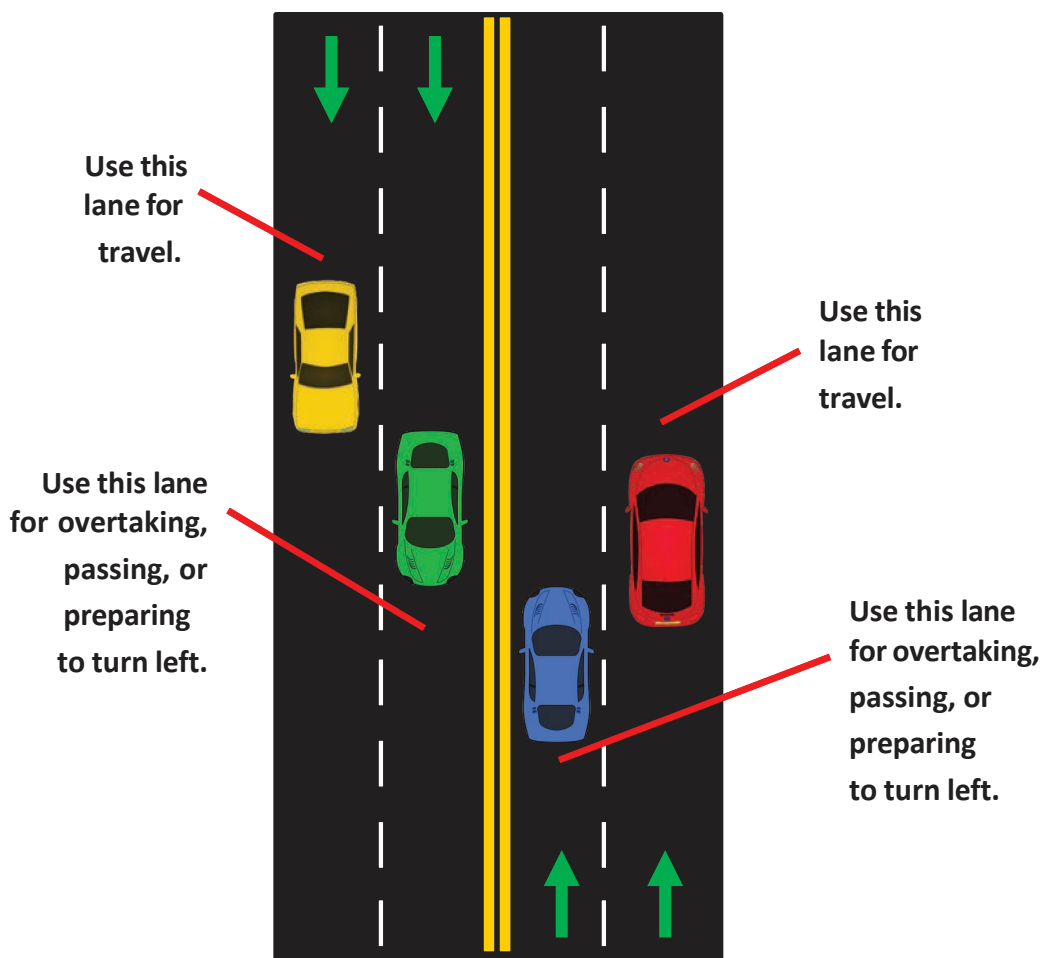


On a two-way highway, which pavement markings mean I can cross the center line to pass another vehicle?

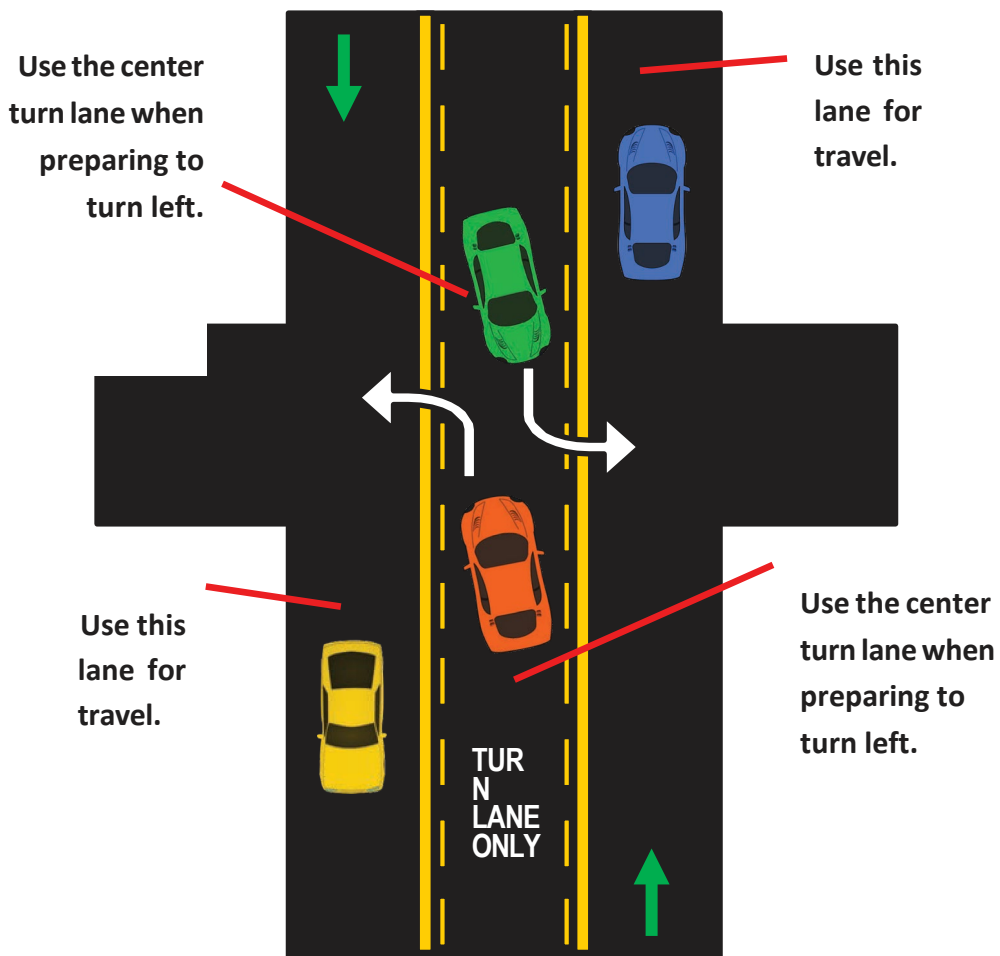
You may **never cross a double yellow line** to pass a vehicle. If there is a **single, broken, yellow line**, you may cross that line for passing (if the oncoming lane is clear and it is safe to pass).

If you are on a highway divided by **BOTH one solid yellow line AND one broken yellow line**, you may cross the lines for passing **ONLY if the broken yellow line is closest to your travel lane** (and if the oncoming lane is clear, and it is safe to pass).

**LANE USE:
FOUR LANES OR
MORE**



**LANE USE:
TWO LANES PLUS
CENTER TURN LANE**



PASSING OTHER VEHICLES

PASSING ON A TWO-LANE HIGHWAY:

Passing is allowed in some areas of two-lane highways. Pay close attention to the center line markings:

SOLID DOUBLE YELLOW LINE

NO PASSING from either direction.

SOLID YELLOW LINE + BROKEN YELLOW LINE

Vehicle traveling alongside the **BROKEN** yellow line **MAY** cross the lines to pass.
Vehicle traveling alongside the **SOLID** yellow line **MAY NOT CROSS** the lines to pass.

See the diagrams on the previous page for examples.

PASSING ON A FOUR-LANE HIGHWAY OR INTERSTATE:

It is never legal to move across the center line of a four-lane highway to pass another vehicle. However, on interstates and four-lane highways, passing is allowed from both the left and right lanes (traveling in the same direction when lanes are divided by a **BROKEN WHITE LINE**).

PASSING ON THE LEFT:

When you decide to pass another vehicle on the left, be sure that the lane ahead is clear before you move. Do not tailgate a vehicle that you intend to pass. Drop back far enough so that you can see around it before you try to change lanes. Watch for safe clearance both ahead and behind. Signal your intentions before you move into the left lane. Check carefully and move cautiously but quickly into the left lane. Do not pull back into the right lane until you are well past the other vehicle. Before moving back into the right lane, make sure that you can see the vehicle you passed in your rearview mirror.

PASSING ON THE RIGHT:

You may overtake and pass another vehicle on the right in the following situations:

- When the vehicle you are passing is making or is about to make a left turn.
- On an interstate with multiple lanes traveling in your direction.
- On a four-lane highway of adequate width where there are no obstructions or parked cars.
- On any one-way highway of adequate width.

If you do pass on the right, do so only when conditions permit you to do so safely.

Under no circumstances are you allowed to drive off the pavement or on the shoulder to pass.

OTHER SAFE PASSING GUIDELINES:

Do not pass on hills, curves, or within one hundred feet of bridges, viaducts, overpasses, railroad crossings, crosswalks, intersections, or any place where your view is obstructed in any way.

When being passed on a two-lane or three-lane highway, keep to the right. Do not increase your speed until the other car has completely passed you.

This car may cross center lines to pass. (The oncoming lane must be clear.)

DOUBLE YELLOW LINE means NO CARS MAY PASS in this area (from either direction).

**PASSING ON THE LEFT:
TWO-LANE
HIGHWAY**

This car MUST NOT PASS (because the car is traveling in the lane closest to the solid line).

This car may cross center lines to pass. (The oncoming lane must be clear.)

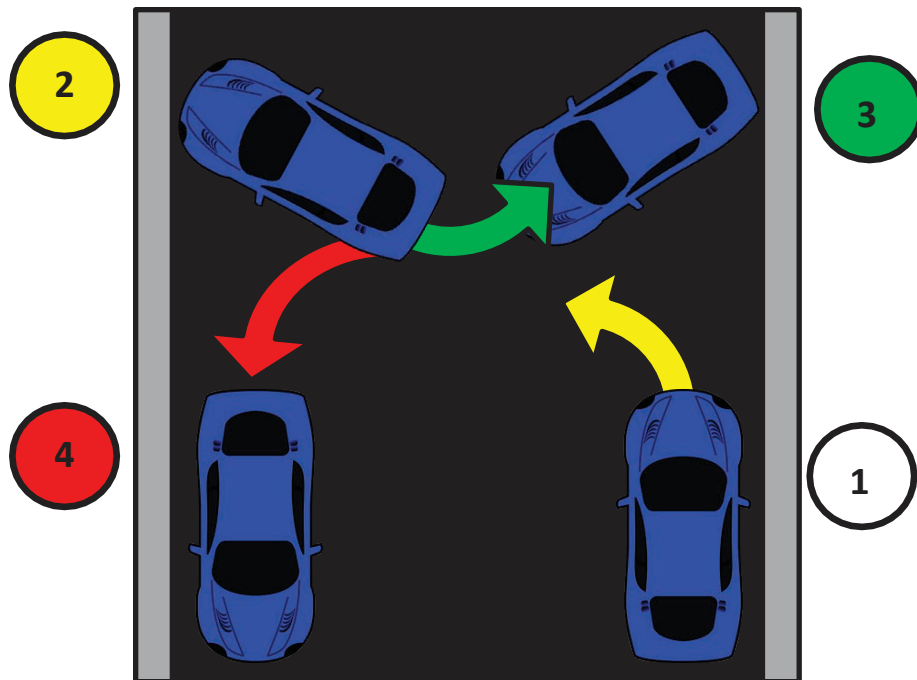
This car MUST NOT PASS (because it is in the travel lane closest to the solid line).

TURNING AROUND

At times you will have to turn your car into a confined space. To do so safely, follow this procedure:

1. Start from the extreme right side of the road, give the correct signal, and turn the steering wheel sharply to the left while inching forward.
2. When you have turned the wheels completely to the left, drive slowly forward to within a few inches of the left curb or edge of the road.
3. Then turn sharply to the right while inching backward. When you have turned the wheels completely to the right, back slowly to within a few inches of the curb.
4. Turn your wheels to the left and pull forward.

Repeat these steps as needed until you have completed the turn.



TURNING AT INTERSECTIONS

More accidents occur at intersections than anywhere else. Often there is a failure of communication among drivers, or someone takes an unnecessary chance when turning.

To make a safe turn, follow these guidelines:

1. **Know where you want to turn.** If you are not sure, drive slowly and read the street signs or road markers. Avoid last minute turns.
2. **Signal what you intend to do.** Give pedestrians and other drivers advance notice of your intentions.
3. Get into the **correct lane** as soon as possible.
4. **Look around you in all directions** before you change lanes or turn. Do not assume that other drivers will see you.
5. **Slow down** well before you reach the crosswalk of the intersection. Keep the wheels of your vehicle straight until the turn has started. Complete the turn at a consistent speed. Do **not** push down on the brake or clutch while you are turning. Do **not** shift gears while entering the intersection.
6. **Stay in your lane** throughout the turn. Finish the turn in the proper lane.

When approaching an intersection and traffic is blocked ahead of you, you should stop before reaching the crosswalk and wait for traffic to move.

The diagrams on the following pages show the correct methods for making safe turns. Study them carefully.

HOW TO MAKE A LEFT TURN

STEP 5: When it is safe, return to the right lane.

DO NOT SWING INTO RIGHT LANE.

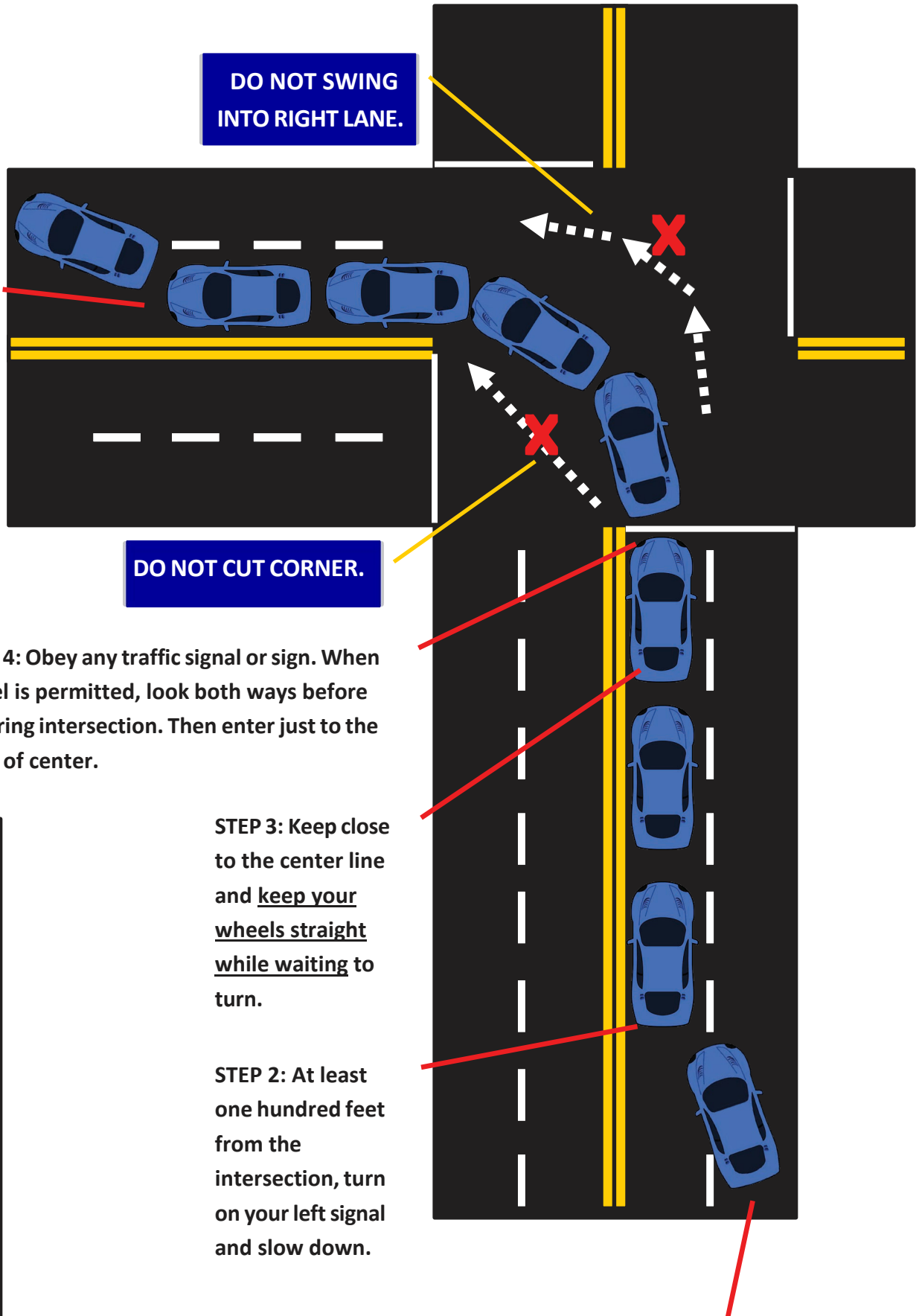
DO NOT CUT CORNER.

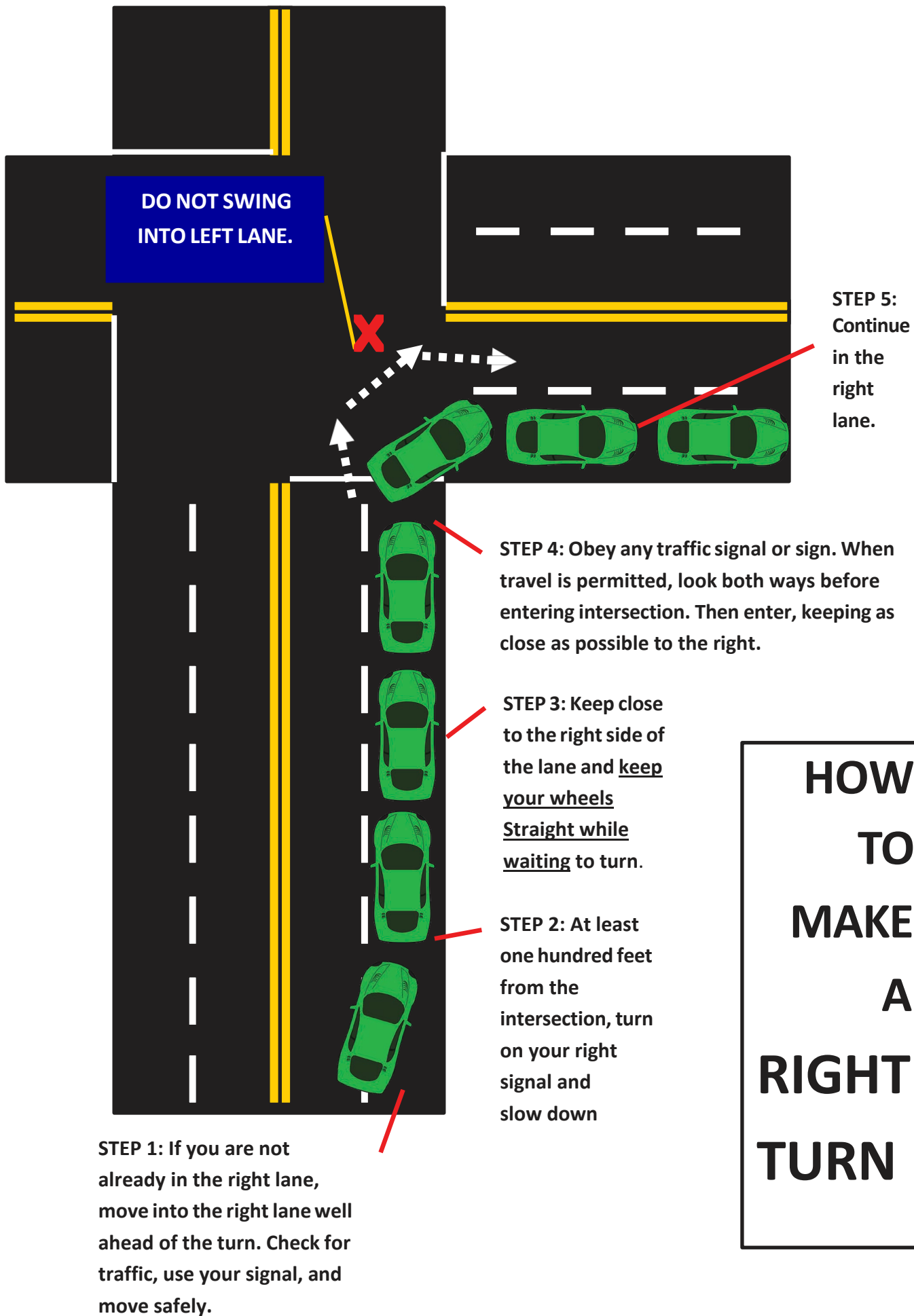
STEP 4: Obey any traffic signal or sign. When travel is permitted, look both ways before entering intersection. Then enter just to the right of center.

STEP 3: Keep close to the center line and keep your wheels straight while waiting to turn.

STEP 2: At least one hundred feet from the intersection, turn on your left signal and slow down.

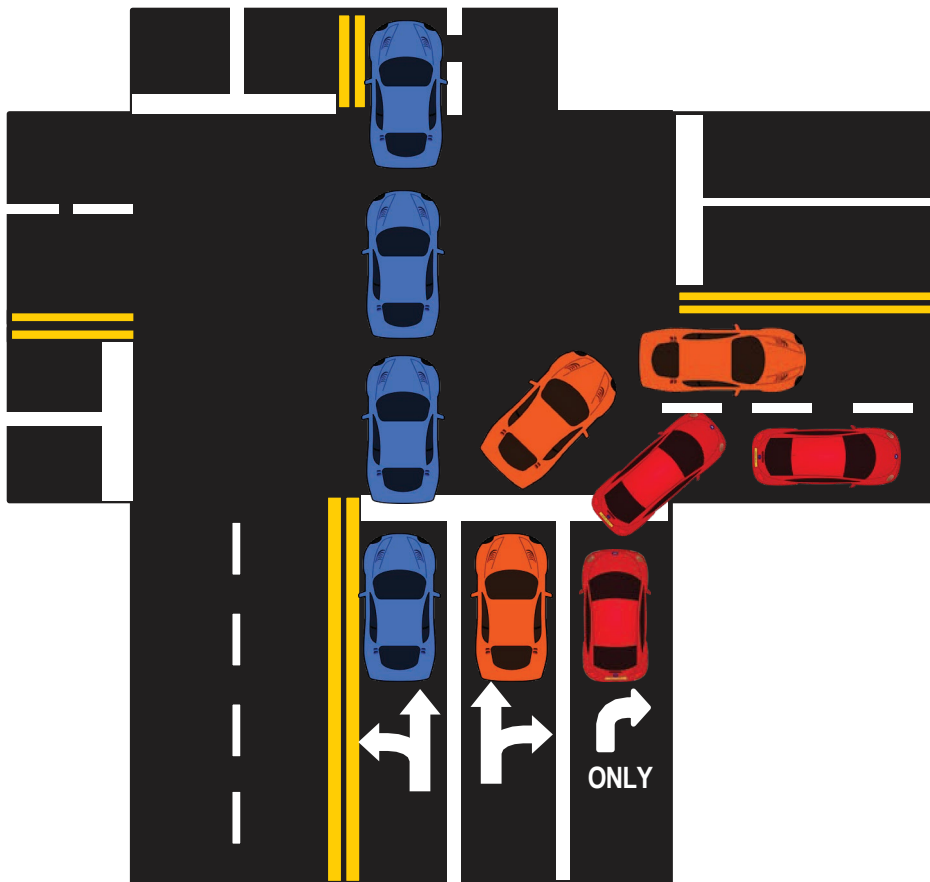
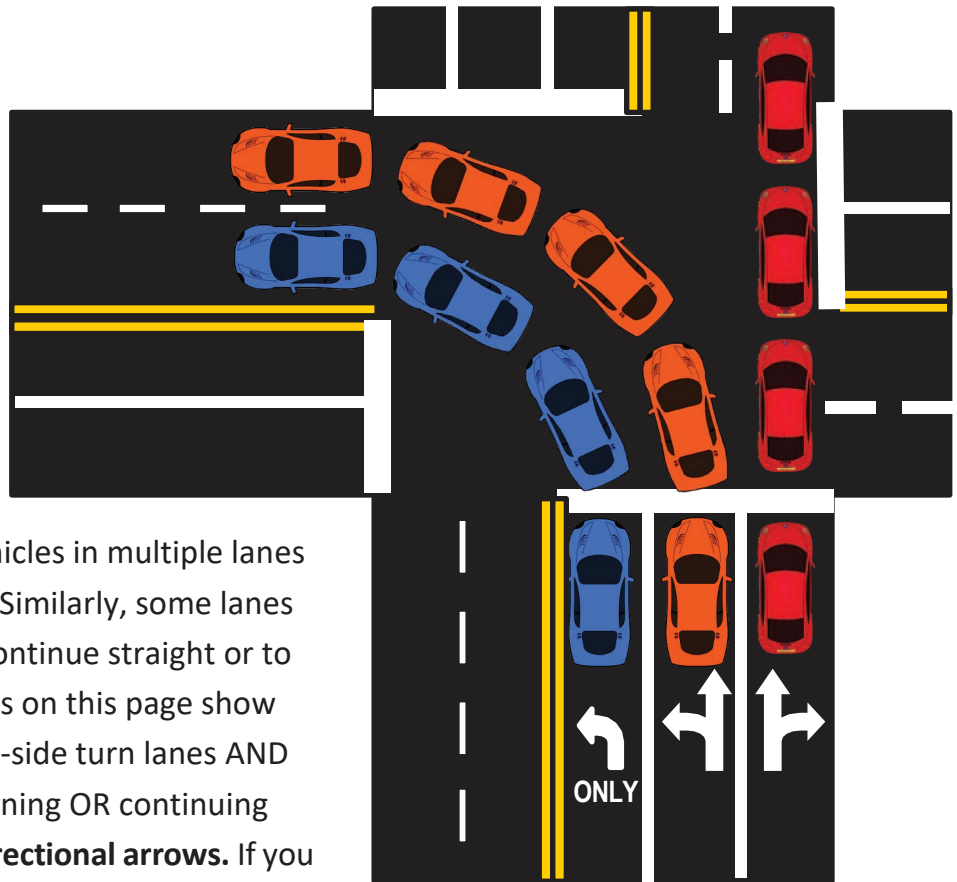
STEP 1: Well ahead of turn, check for traffic and move safely into the left lane. Use your signal to indicate you are changing lanes.

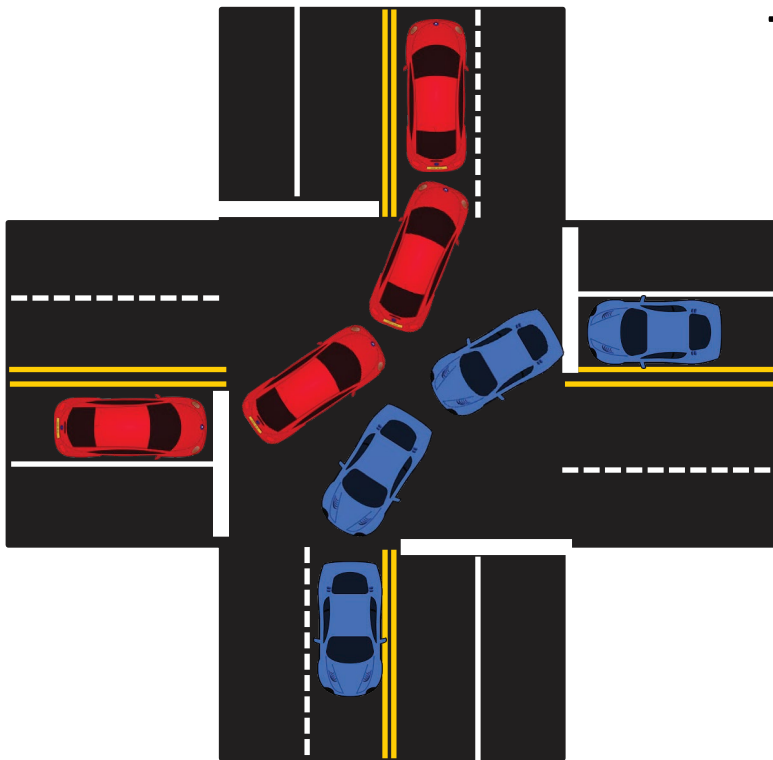




MULTIPLE TURN LANES & LANE OPTIONS

Some roadways allow vehicles in multiple lanes to turn at the same time. Similarly, some lanes permit drivers to either continue straight or to make a turn. The diagrams on this page show intersections with side-by-side turn lanes AND with lanes that permit turning OR continuing straight. **Always follow directional arrows.** If you choose to turn, be certain to stay in your lane.



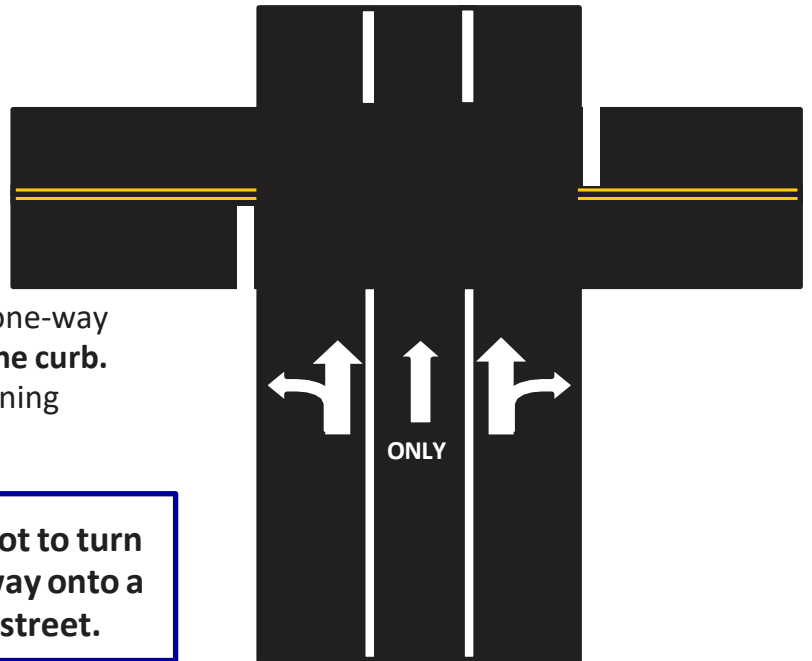


TURNING LEFT OF CENTER

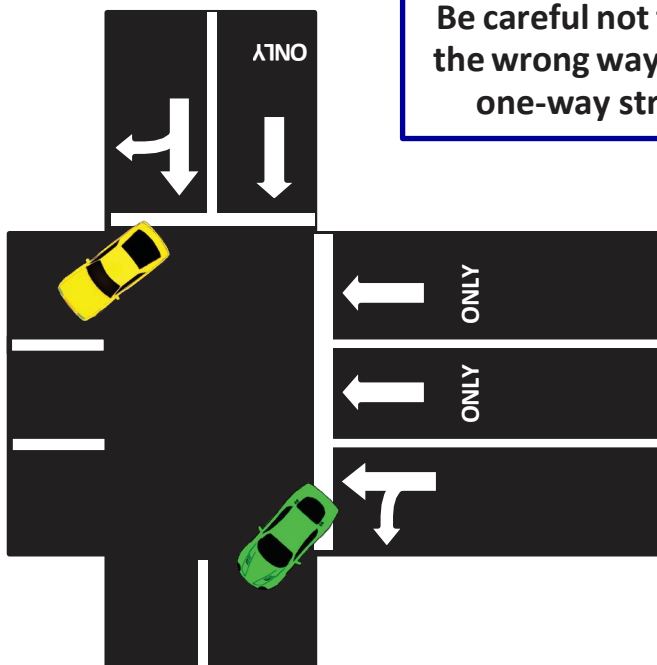
When two drivers approach an intersection and both drivers want to turn left, each driver should turn to the left of the other. Leave from the left lane and enter into the left lane.

ONE-WAY STREETS

A good rule to remember when traveling on a one-way street is to **always turn from the lane nearest the curb**. (Pavement markings or signage may permit turning from additional lanes.)



Be careful not to turn the wrong way onto a one-way street.

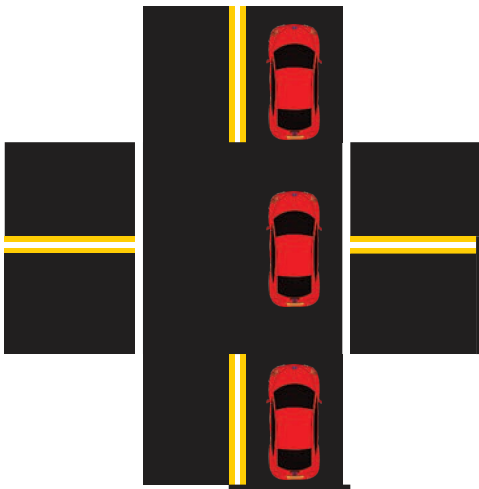


The diagram on the left shows two intersecting one-way streets. At this intersection, turning right is permitted from one street, but not from the other. Conversely, turning left is permitted from one street, but not from the other. These restrictions keep drivers from traveling in the wrong direction on a one-way street.

INTERSECTIONS AND RIGHT-OF-WAY

The most dangerous place on a highway is an intersection. Follow these guidelines as you approach and cross intersections:

- Always approach any cross street or road with extreme caution.
- If you cannot see the entire intersection as you approach, slow down and proceed cautiously. Be sure to look in both directions as you cross.
- If traffic is blocked when you approach an intersection, stop before you reach the crosswalk and wait for traffic to move.
- Slow down as you approach the intersection (and stop if required). Gradually increase your speed as you clear the intersection.
- As you cross, drive defensively. Do not assume that pedestrians or other drivers understand your intentions.



RIGHT OF WAY

"Right of way" is the privilege of immediate use of the highway. The person who has right of way may move ahead (whether in an automobile, on a bicycle, or traveling as a pedestrian). The person who does not have right of way must yield and wait.

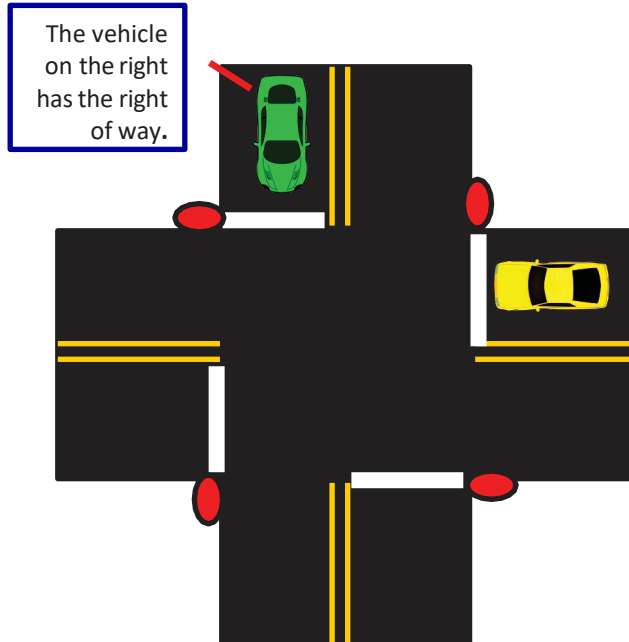
Several important rules determine who has right of way and who shall yield and wait at intersections or other places where two or more drivers, cyclists, or pedestrians meet. The first rule is to always use your common sense. ***Your right of way is important but is not worth an accident.***

In any right of way situation, be patient and use caution. **Determine your right of way before you enter an intersection.** If another driver yields to you, proceed immediately. If not, slow (or stop) your vehicle and let them proceed.

In crosswalks, PEDESTRIANS ALWAYS HAVE RIGHT OF WAY, whether the crosswalk is marked or not. **Vehicles already inside an intersection also have right of way.** You must **yield to BICYCLES** exactly as you would to any other vehicle.

If you approach an intersection with a stop sign or signal, **you MUST bring your vehicle to a COMPLETE STOP** at the crosswalk. **You MUST YIELD THE RIGHT-OF-WAY TO ANY VEHICLE OR PEDESTRIAN IN THE INTERSECTION.** You may carefully proceed if your way is completely clear.

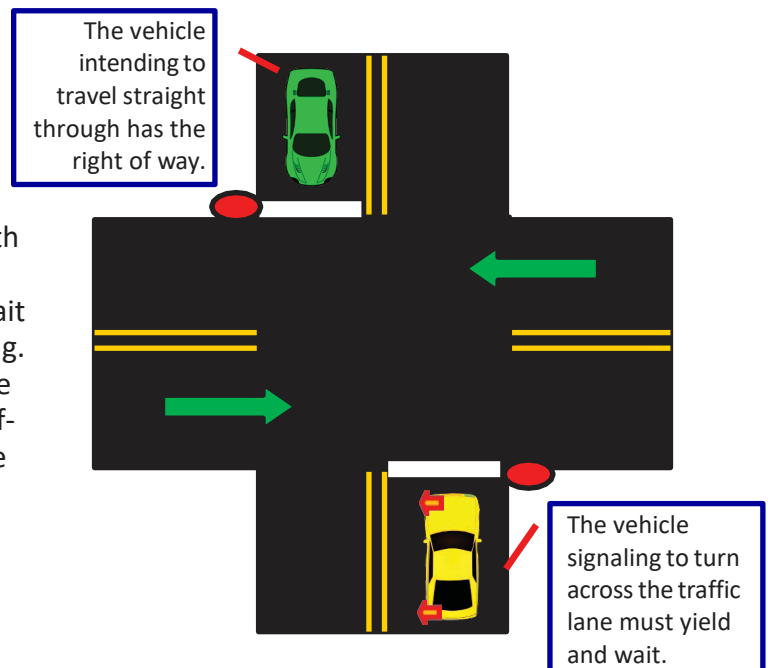
FOUR-WAY STOP



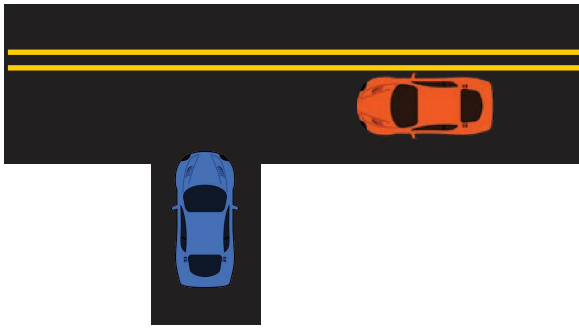
At a four-way stop, right of way is determined by which vehicle arrives first, and by where the vehicle is located relative to the others. The first vehicle to arrive has right-of-way. If multiple vehicles arrive at the same time, the vehicle on the right has right of way. **Do not slam on your brakes to "stop first."** Yield to the driver on right.

TWO-WAY STOP

At a two-way stop, the cross-traffic with no stop signs has the right of way. Vehicles arriving at stop signs must wait until the way is clear before proceeding. When the way is clear, the first vehicle to arrive at a stop sign has the right-of-way. If two vehicles arrive at the same time, the vehicle intending to travel straight across has right of way. The vehicle intending to turn across the traffic lane must yield and wait.



DRIVEWAYS & UNMARKED ENTRANCES



When entering a street or highway from a driveway or other entrance point, you must stop and yield to oncoming traffic, even if no stop sign is present.

UNMARKED INTERSECTION

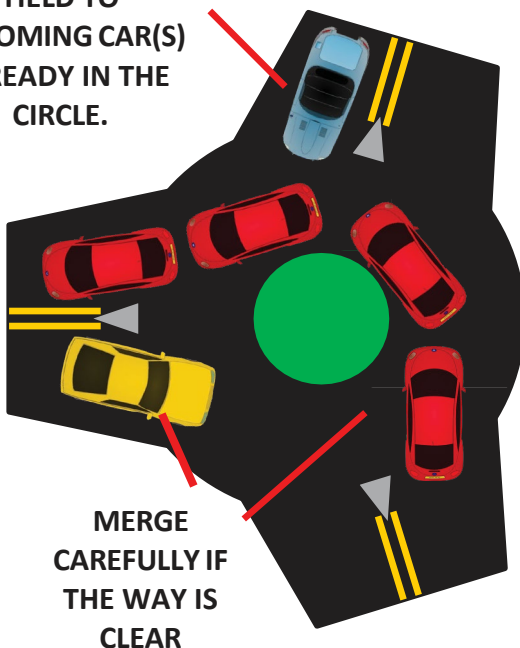
If you encounter a highway intersection with no traffic signs or signals, yield to approaching traffic, then proceed only when it is safe.

ROUNDBABOUTS

A roundabout or traffic circle is a circular intersection with design features that promote safe and efficient traffic flow. Vehicles travel counterclockwise around a raised center island, with entering traffic yielding the right of way to circulating traffic. When using roundabouts or traffic circles:

- Slow down to enter the roundabout or traffic circle.
- Yield to the traffic in the roundabout or circle.
- Enter the roundabout or traffic circle in a counterclockwise direction.
- Proceed to the appropriate exit, signal intent, and exit.

**YIELD TO
ONCOMING CAR(S)
ALREADY IN THE
CIRCLE.**



**MERGE
CAREFULLY IF
THE WAY IS
CLEAR**



This sign warns of a roundabout or traffic circle.

YIELDING RIGHT-OF-WAY TO SCHOOL BUSES

Be especially careful when sharing the road with school buses. Each time you encounter a school bus with its red lights flashing and/or with its stop sign extended, Mississippi law states that **YOU MUST**:

COME TO A COMPLETE STOP at least ten feet away from the bus.

REMAIN STOPPED until the children have crossed the roadway AND the bus has resumed motion, its red lights no longer flash, and its stop sign is retracted.

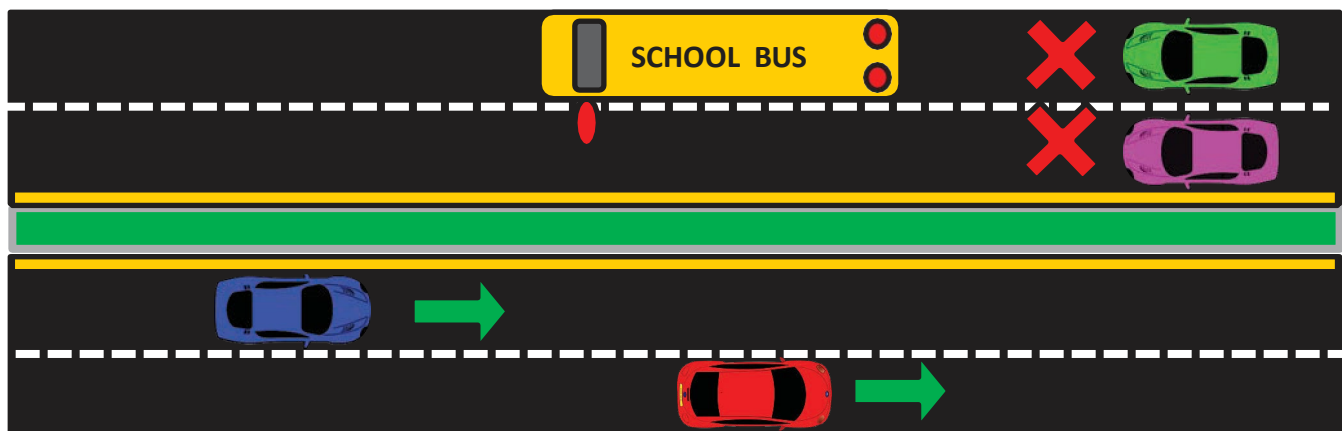
You must stop for the school bus regardless of your direction of travel.



One exception to the procedures above is for drivers traveling on a DIVIDED HIGHWAY. If you are traveling on a highway with FOUR or more lanes, with at least TWO lanes of travel in opposite directions, then:

If you are traveling in the SAME direction as the stopped school bus, you must still follow the procedures above. Come to a complete stop. Proceed only **AFTER** the children have exited the roadway AND the bus has resumed motion, its red lights no longer flash, AND the school bus stop sign is retracted.

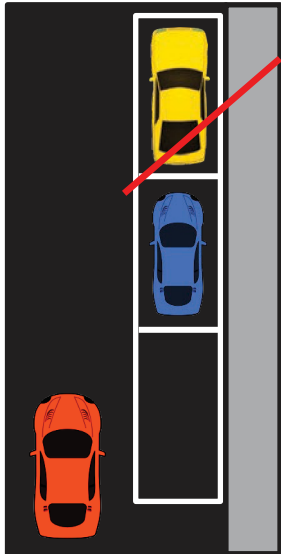
If you are traveling in the OPPOSITE direction as the stopped school bus, you may continue to travel on your side of the divided highway without stopping.



If the school bus stops in a **loading zone** that is part of the highway or adjacent to the highway, and **where pedestrians are not allowed to cross the roadway**, you do not have to stop.

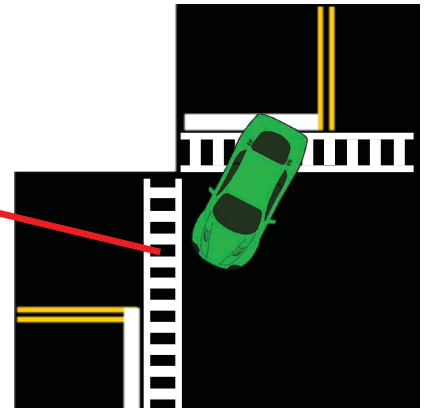
YIELDING RIGHT-OF-WAY TO PEDESTRIANS

A person walking across the street within a crosswalk, whether or not the crosswalk is marked, ALWAYS HAS THE RIGHT OF WAY. As a driver you must be extremely careful around pedestrians. Always keep your vehicle under control and be prepared to yield to those on foot.



Watch for pedestrians exiting parked cars or walking between parked cars.

Watch for pedestrians entering crosswalks as you prepare to turn.



People who are blind or who have visual impairments can be vulnerable pedestrians. Be on the lookout for pedestrians carrying a white cane, which may have a red tip. Take every precaution and extend every courtesy to keep them safe at intersections and crosswalks. Come to a complete stop if necessary.



Although not required by law, common courtesy is to yield the right of way to funeral processions.

PARKING

In general, when you park your vehicle:

- Put the gear in park (automatic transmission) or low (standard transmission)
- Set the parking brake firmly
- Turn off the ignition.

Prohibited Parking

You may not stop and leave your vehicle parked and unattended in any of the following places:

- In front of a public or private driveway
- Within twenty feet of the driveway entrance to any fire station or within seventy-five feet if it is so posted
- Within ten feet of a fire hydrant
- On a sidewalk
- On a crosswalk
- Within twenty feet of a crosswalk at an intersection
- Inside an intersection
- Within thirty feet of the approach to any traffic control device
- Within fifteen feet of the nearest rail of any railroad crossing
- On any bridge or elevated structure
- In any highway underpass
- On the roadway side of any vehicle stopped or parked at the edge of the road or the curb
- Alongside any obstruction when your parking would add to traffic congestion
- At any place where traffic signs prohibit stopping

Parking on a Highway

Outside of business or residential districts, you must park off the roadway. If you must park along a highway, take measures to keep other cars from running into yours. Be sure to:

- Pull all the way off the roadway.
- If possible, leave at least twenty feet for other vehicles to get by.
- Park so you can be seen from at least two hundred feet in both directions.
- Leave your parking lights or emergency flashers on if it is night.

Parking on a blind curve or in any other potentially dangerous place is illegal.

You may be arrested, and your vehicle may be towed.

If your vehicle breaks down, you will not be arrested; but you should move it out of the way as quickly as possible.

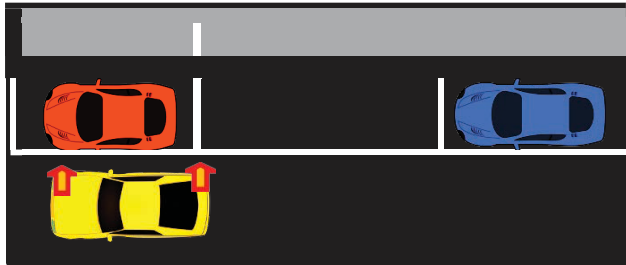
PARALLEL PARKING

The images below (STEPS 1-4) show how to maneuver into a parallel space.

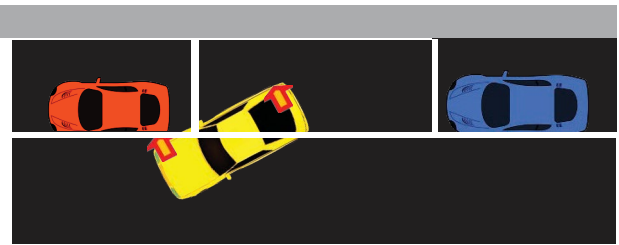
For vehicles parked parallel, tires should be within twelve inches of the curb.

Use extreme care when exiting your vehicle from the street side. Unload your vehicle from the curb side.

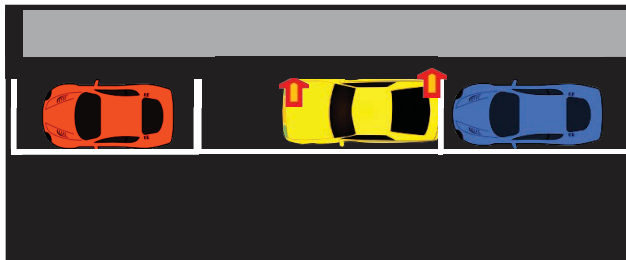
STEP 1: Select a space large enough to accommodate your car. Use your signal to show you intend to enter the space. Stop alongside the car in front of the space.



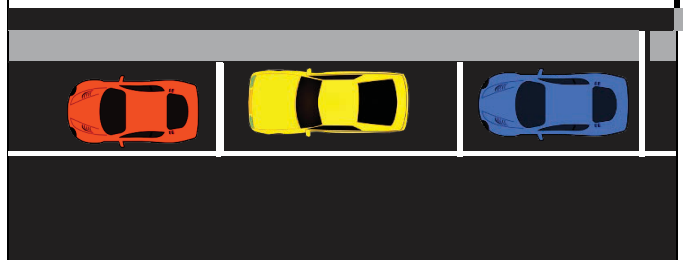
STEP 2: Make sure you will not interfere with oncoming traffic. Cut your wheels sharply to the right and back slowly toward the curb. Stop when your front tire aligns with the back bumper of the car ahead.



STEP 3: Cut your wheels sharply to the left and continue backing. Be careful not to bump into the car behind you.



STEP 4: Pull forward into the center of the space, leaving room in front of and behind your car. Align your car within twelve inches of the curb.



EXITING A PARALLEL PARKING SPACE

The driver leaving a parking space does not have the right of way. Be careful not to cause a traffic accident. Before you drive the vehicle out of the parking space, be certain the way is clear of any traffic or pedestrians. **You must YIELD to any oncoming traffic.**

When leaving a parallel parking position look back over your shoulder to be sure you can safely drive the vehicle out of the parking space and into traffic. Use your signal before entering the travel lane.

When leaving a diagonal or straight-in parking position, wait until the area behind the vehicle is clear and keep a proper lookout by looking back while backing up.

Always look back over your shoulder while backing up. Never rely on your rearview mirror alone.

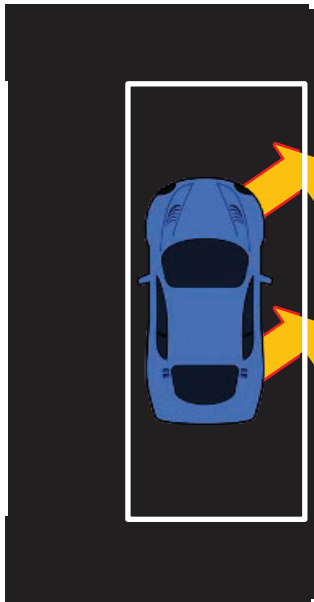
PARKING ON A HILL

To park safely on a hill, follow the diagrams below. In a downhill position, turn your wheels sharply to the right, whether or not there is a curb. In an uphill position with no curb, turn your wheels sharply to the right. In an uphill position with a curb, turn your wheels sharply to the left.

DOWNHILL

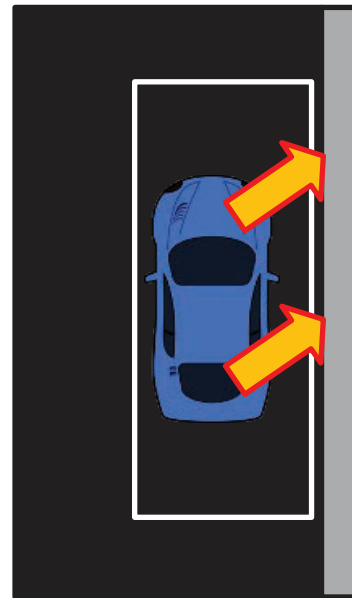
No Curb

Wheels toward right.



With Curb

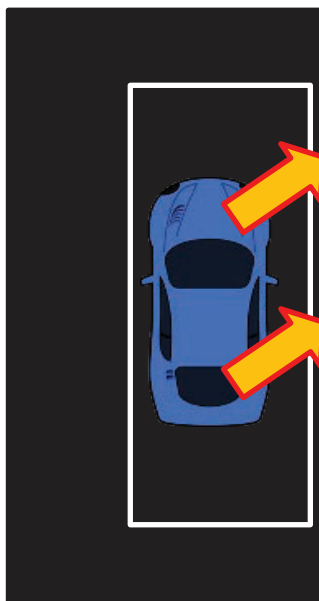
Wheels toward right.



UPHILL

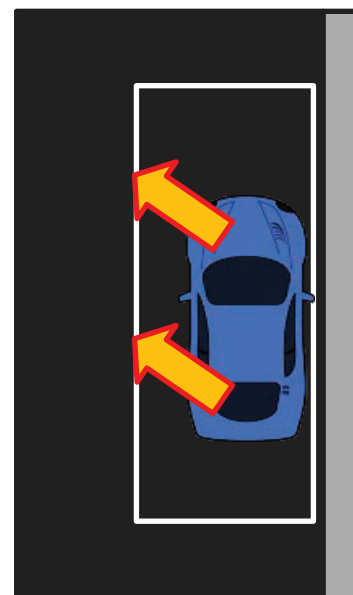
No Curb

Wheels toward right.



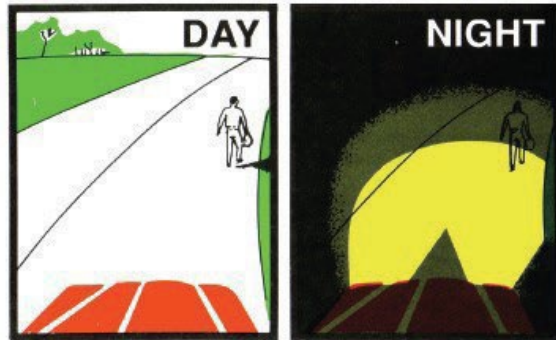
With Curb

Wheels toward left.



DRIVING AT NIGHT

Visibility is greatly reduced at night. This makes it necessary to reduce your speed and to exercise caution. You can only see as far as your headlights reach. Be careful not to “over-drive” your headlights: do not drive so fast that you cannot stop within the distance you can see.



If you meet a vehicle at night with bright or blinding headlights, the safest thing to do is to dim your lights and keep your eyes on the right side of the road. If you meet a vehicle at night with one headlight missing, drive to the far right of your lane.

The glare of oncoming headlights and off-street advertisements may be a serious distraction. Never attempt to compensate for this difficulty by wearing darkened glasses. At night, or on dark days, the use of such glasses will only further reduce your vision.

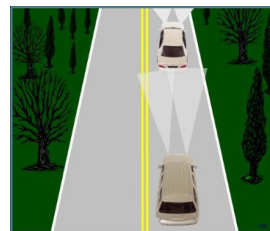
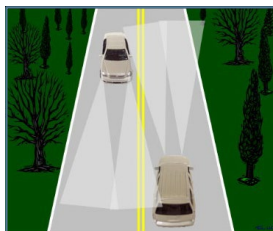
USING YOUR HEADLIGHTS

You are required by law to use your low beams when you approach within five hundred feet of an oncoming vehicle or when you are following within five hundred feet of another vehicle. You should use your lights between sunset and sunrise and at any other time when you cannot see clearly ahead for a distance of five hundred feet. Do not drive with only your parking lights turned on. If you need lights, use your headlights.

Use the high beam only when driving in the open country without other cars nearby. Even with the high beam, speed should be lower than by day.



Always use the lower beam when approaching another car so as not to blind the driver. Always use the lower beam when driving where there are streetlights, when following another car, and when driving in fog during the night or day. **Using high beams while driving in fog reduces visibility.**



SEAT BELTS, CAR SEATS, AND CHILD RESTRAINTS

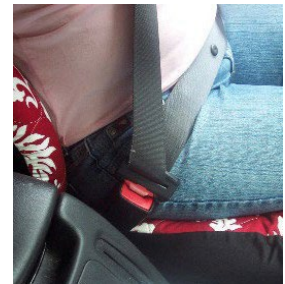
Mississippi law requires the following:

Drivers and all passengers of motor vehicles shall wear a properly fastened seat belt, regardless of whether the passenger is in the front seat or back seat of the vehicle.

When a passenger motor vehicle is operated in a forward motion on a public road, street or highway within this state, **every operator and every passenger shall wear a properly fastened safety seat belt system.**

Children **under the age of four years old** must be properly secured in a **child passenger restraint device (car seat)** that meets applicable safety standards.

Children **at least four years old but under seven years old** who are less than 4 feet 9 inches in height or who weigh less than sixty-five pounds must be properly secured in a **belt-positioning booster seat system** that meets applicable safety standards.



Violators of the safety belt and child restraint law can be fined.

Please follow the following recommendations:

The driver and all passengers in the vehicle must be buckled up.

The American Academy of Pediatrics recommends keeping children in a rear-facing car seat until the child reaches the maximum height or weight for a convertible seat. This is usually three to five years old depending on the seat and the child's growth.

Children weighing **forty to sixty-five pounds** should use a **booster seat** designed for motor vehicle use.

**Children under the age of 13 should
always ride in the backseat.**

**BUCKLE UP.
IT'S THE LAW.**

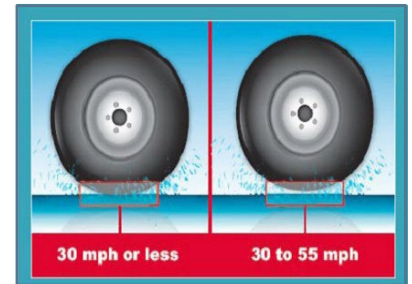
HAZARDOUS CONDITIONS & EMERGENCIES

In the event of hazardous road conditions and emergencies, follow these guidelines:

In rainy conditions be especially careful. Many drivers pull off the road during a heavy downpour, but not everyone realizes that the opening minutes of rain or drizzle are actually the slickest and most dangerous. The first water to hit the road loosens accumulated dirt and grease. This immediately forms a mixture which quickly coats the road with a dangerously slick film. Slow down when rain begins to fall.

When water is on the roadway, reduce your speed. High speeds under such conditions can cause your vehicle to hydroplane out of control. Most automobile skids are caused by driving too fast for the weather and road conditions.

Hydroplaning— Hydroplaning occurs when the steering tires start to ride up on any pooled water, similar to the action of water skis. The best way to avoid traction loss from hydroplaning is to slow down in the rain or when the road is wet with pooled water or water puddles.



Flooded roadways—Do not drive through large bodies of standing water on a road. If you see a flooded roadway, find another route to get to your destination.



If your vehicle starts to skid, turn the wheel in the direction of the skid, but only if you can do so without running off the road or hitting something. Remember that braking suddenly will increase the skid. Never use the clutch when you are trying to stop a skid.

If you have a flat tire or blowout, do not apply your brakes suddenly. Take your foot off the accelerator. Then apply the brakes slowly and cautiously. If you have plenty of stopping distance, allow the vehicle to stop by itself.

If you run off the pavement, use the brakes lightly before returning to the roadway.

If your car becomes disabled, pull over to the extreme right shoulder. If you must walk to seek help, always walk on the left side of the highway, facing oncoming traffic. Be EXTREMELY careful crossing any highway, and NEVER cross any interstate.

IN CASE OF AN ACCIDENT

If you are involved in an accident:

- Stop at once and help anyone who has been injured. **Dial 911 to report injuries if necessary.**
- **Report immediately to the proper law enforcement authorities if the accident involves injury, death, or apparent property damage exceeding \$500.00.**
- Give all other parties involved in the accident your name, address, license plate number, and insurance information. For your own protection, be sure to get the same information from them.

When the officer arrives at the accident scene, you must show Proof of Insurance and Insurance Policy number. Additional information about Mississippi's vehicle insurance requirement is provided later in this manual. **If you do not have proof of insurance, you may be cited for a violation even if you are not at fault for the accident.**

Remember: Whether or not you are at fault in an accident, you must report it unless there are no injuries and the property damage amounts to less than \$500. If you are injured so badly that you cannot make an immediate report, any one of your passengers may do so. These reports are confidential.

To report an emergency traffic situation on an interstate or highway in Mississippi, dial *HP (*47) on a cellular phone to be connected toll free to a Mississippi Highway Patrol dispatcher. Be prepared to state your emergency and provide the location (highway and/or mile marker) where assistance is needed. Only report actual emergencies to *HP.

YIELDING RIGHT OF WAY TO EMERGENCY VEHICLES

Any ambulance, fire engine, or police car flashing red or blue lights or signaling with a bell or siren always has the right of way on any street in any traffic situation. If possible, pull your vehicle over to the extreme right shoulder of the road until the emergency vehicle has passed. If you are at an intersection, proceed through the intersection, and pull over to the extreme right shoulder.

If an emergency vehicle with lights or siren activated is parked along the side of a four-lane highway, merge into the lane away from the emergency vehicle if it is safe to do so. If merging into an adjacent lane is not safe, slow down and prepare to stop if necessary. **You MUST yield right of way.**



WHAT TO DO AND EXPECT WHEN PULLED OVER BY LAW ENFORCEMENT

Law Enforcement officers are responsible for conducting traffic stops when they have reasonable suspicion of a traffic violation or a criminal violation. Being stopped by an officer can be a stressful experience for the driver, any passengers, and for the officer. Knowing what to do during the stop will help ensure your safety and the safety of others. When you see emergency lights behind you, it is important for you and your passengers to stay calm and cooperate.

Remember to:

- Activate your turn signal and pull off or to the side of the roadway as soon as it is safe to do so.
- Turn off the engine and any audio devices.
- Stay in your vehicle unless directed by the officer to exit.
- Turn on your interior lights if you are pulled over at night to assist with visibility. Officers may use a spotlight for additional visibility.
- Keep your hands on the steering wheel or in a visible location so they are easily observable.
- Follow all instructions the officer gives you or your passengers.

The officer may approach either side of the vehicle. When the officer approaches the vehicle, remember to:

- Lower the corresponding window so you and the officer can better communicate.
- Let the officer know if you have a weapon in the vehicle upon first contact.
- Wait for the officer's instructions before reaching for your driver's license or vehicle documents.

When conducting the stop, the officer will typically:

- Explain why you were stopped/ask questions about your trip.
- Ask for your driver's license, proof of insurance, and vehicle registration. If the documents are out of your reach, tell the officer where they are and wait for the officer's acknowledgment before reaching to retrieve the documents.
- Show their law enforcement credentials if they are not in uniform. If they do not show their credentials, you may ask to see them.

In some cases, the officer may:

- Ask you to exit the vehicle. In this case, keep your hands visible, exit the vehicle, and stand in a location as directed by the officer.
- Take any one of many possible actions, including but not limited to, issuing a warning, issuing a traffic ticket, or making an arrest. The officer will typically explain whatever action is being taken. If they do not, you may ask them to do so.

If you have questions, respectfully ask the officer to clarify. If you disagree with the officer's decision or course of action, do not prolong the contact by arguing with the officer. Rather, you may seek to contest the decision in court through established legal channels. *Your acceptance and signature on a traffic ticket is not an admission of guilt.*

If you believe the officer acted inappropriately or have questions regarding their conduct, you may call or contact the officer's agency and request to speak to a supervisor. This is best done as soon as possible after the stop.

Following these procedures can help make a traffic stop a safe experience for all parties involved.

This video from the American Association of Motor Vehicle Administration provides helpful information on [What to Do & Expect When Pulled Over by Law Enforcement](#).

INTERSTATE HIGHWAY DRIVING

ENTERING & EXITING THE INTERSTATE

To enter the interstate, drive along the ramp and obey the posted ramp speed. As you reach the end of the ramp, increase your speed in the acceleration lane until you reach the speed of the interstate highway traffic. It is dangerous to merge at a speed that is slower or faster than the flow of traffic.

To merge into a travel lane, yield to any approaching vehicles and never turn suddenly into the main flow of traffic. First, give the proper signal, and then slowly merge into the traffic. Switch off your turn signal after you merge.

To exit the interstate, be sure you are in the correct lane **at least one-quarter mile from your exit**. Most exits are on the right and require you to exit from the right-hand lane. However, some exits are on the left and require you to exit from the left-hand lane. Watch the signs to be certain of your exit's location.

Before exiting the interstate, check for vehicles beside and behind you, signal your intentions, and move into the deceleration lane. Do not slow down until you have safely moved into the deceleration lane. Then reduce your speed to the posted limit and turn off your signal.

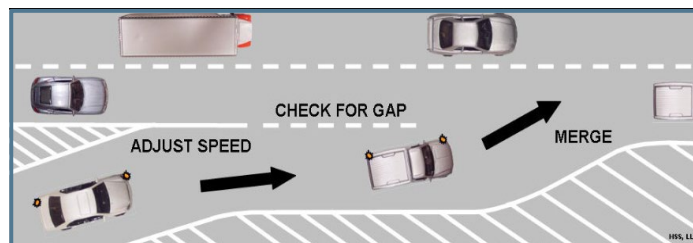
If you take the wrong exit, continue off the exit.

If you miss your exit, do not stop and back up. Continue to the next exit.

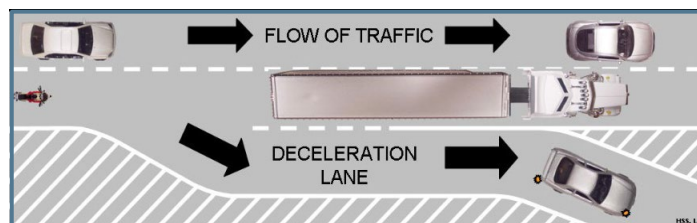
If you take the wrong exit, continue off the ramp.

Never stop, back up, or turn around on an exit ramp.

Entering a Multi-Lane Highway



Exiting a Roadway



LANE USE, PASSING, AND CHANGING LANES

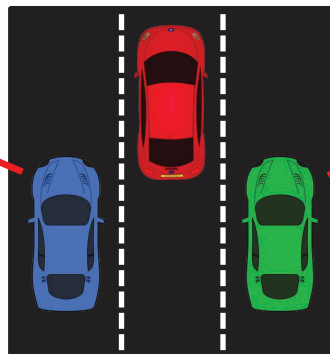
Use the proper lane at all times. The right lane is intended for through travel while the left lane is intended for passing. On the interstate, passing on either the right or left is permissible.

Be sure to stay in the right lane if you are traveling more slowly than the other traffic. When being passed, do not speed up. When passing, do not drive alongside any vehicle longer than it takes you to pass. It is dangerous to drive in another vehicle's "blind spot."

When traveling in an interstate's right lane, watch for vehicles entering the right lane from access ramps and acceleration lanes. In order for vehicles to enter the right lane safely, merge left when safe to do so.

To change lanes, check your rearview and side mirrors and **check your blind spot** for vehicles beside and behind you. Then signal your intentions clearly. When you are sure it is safe, move into the lane you wish to drive in. Follow the same steps when returning to your former lane. Be sure to switch off your turn signal after changing lanes.

This car is in the center car's **blind spot**. The center car's driver side mirror will not reflect a vehicle in this area.



BLIND SPOTS

This car is in the center car's **blind spot**. The center car's passenger side mirror will not reflect a vehicle in this area.

Remember: A blind spot exists immediately behind large tractor-trailer rigs. If you cannot see the side mirrors on a large truck, the driver cannot see you!

SPEED LIMITS & FOLLOWING DISTANCE

The speed limit for interstate driving is seventy miles per hour for both day and night. All speed limits are for ideal road and weather conditions. Adjust your speed according to circumstances. Be mindful of the posted minimum speed limit.

Following too closely is extremely dangerous, especially on the interstate. Tailgating another vehicle is a main reason for collisions on the interstate. If you are driving at seventy mph, stay at least seven car lengths from the vehicle ahead. If you are driving fifty mph, stay at least five car lengths from the vehicle ahead.

ACCIDENTS & BREAKDOWNS

If you are involved in an accident or your car breaks down, move your vehicle off the pavement onto the extreme right shoulder or as far to the right as is practical. At night, leave your lights on and use your emergency flashers.

If your vehicle breaks down, let others know that you need help by turning on your emergency flashers.

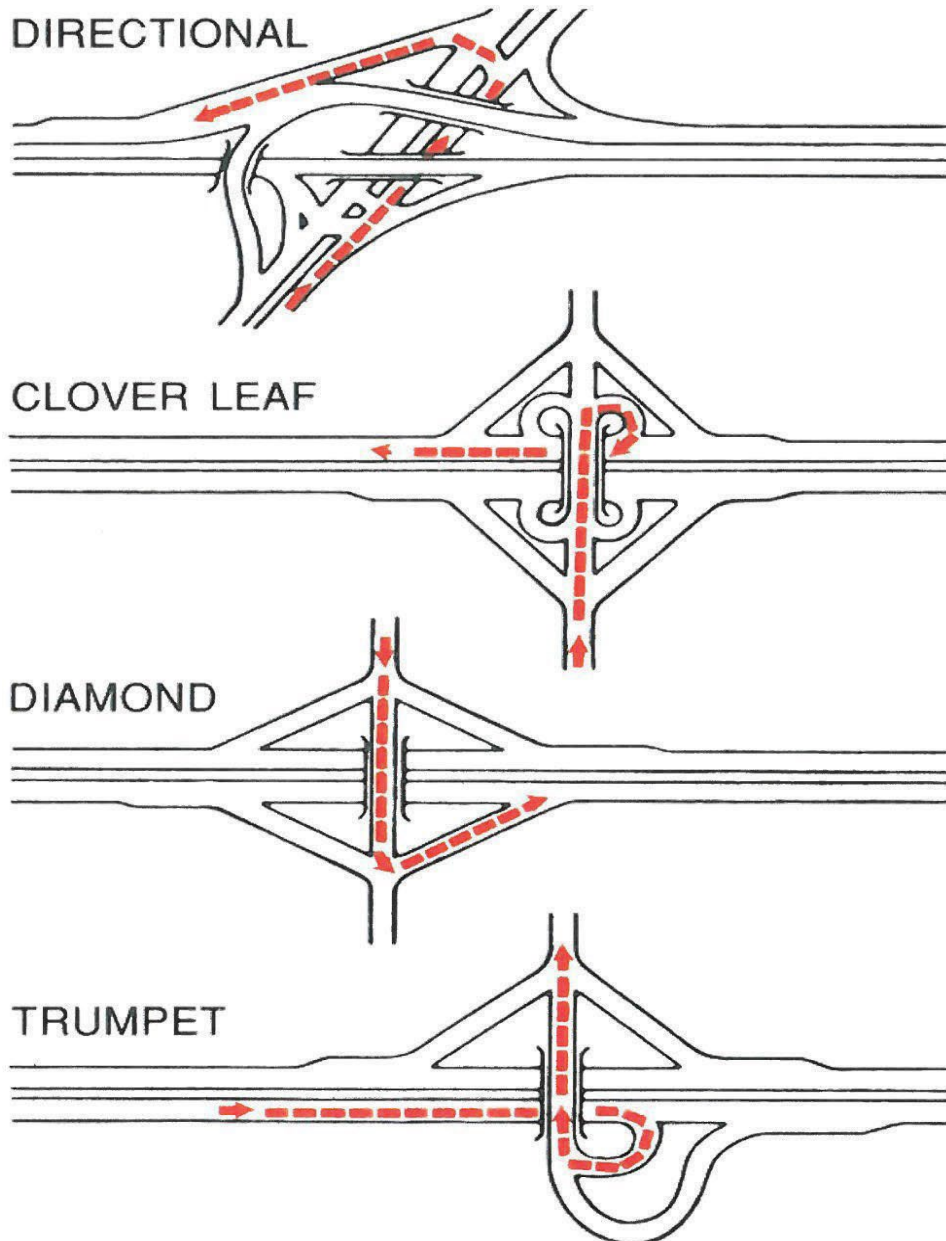
If you are stranded on the interstate, never get out of your vehicle into the main flow of traffic.

Do not stand beside your vehicle. Never walk along or across the interstate. Never attempt to hitchhike. Stay inside your vehicle, lock the doors, and wait for reliable help.

INTERSTATE INTERCHANGES (EXITS & ENTRANCES)

The diagrams below indicate the correct way to use the four principal types of interstate interchanges. All ramps and exits are normally marked clearly. If you are unsure how to enter the interstate, pull off the road, and stop to check for the correct route.

Do not proceed until you are sure how to use the ramp.



ROAD SAFETY WITH LARGE VEHICLES

When traveling on interstates and highways used by large trucks and tractor-trailers, follow these guidelines:

BEWARE OF BLIND SPOTS

Large vehicles have limitations which motorists may be unaware of. The most significant of these are blind spots—areas around the oversized vehicle where the driver's ability to see and react to other vehicles is restricted. To avoid being in the driver's rear blind spot, do not follow the vehicle too closely. Instead, position your vehicle so that the professional driver can see your vehicle in his side mirrors. Remember, if you cannot see the side mirrors on the front of the oversized vehicle you are following, the driver cannot see you.

FOLLOW SAFELY

When following a large vehicle at night, always dim your headlights. Bright lights from the vehicle behind can blind the driver when they reflect off the vehicle's large side mirrors.

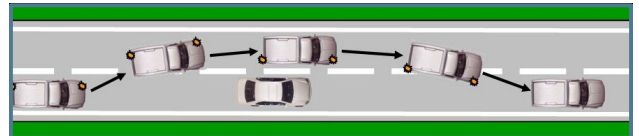
If you are stopped behind a large vehicle on an upgrade, leave additional space in case the vehicle drifts backwards slightly when it starts to move. Remember to keep to the left in your lane so the driver can see that you are stopped behind the vehicle.

Do not follow too closely. An average tractor-trailer weighs approximately 80,000 pounds. Oversized vehicles take longer to stop.

PASS SAFELY

When passing a large vehicle, first check to your front and rear, then move into the passing lane only if it is clear and while in a legal passing zone.

- On a level highway, it takes 3 to 5 seconds longer to pass a large vehicle than to pass a car.
- On an upgrade, it may be easier to pass a large vehicle, as it often loses speed.
- While on a downgrade, the large vehicle's momentum will cause it to go faster, so you may need to increase your speed in order to pass.



Simply waiting to pass when it is safer to do so is always an option.

Before returning to the lane of the vehicle you have passed, be sure to move back only when you can see the front wheels of the truck meeting the pavement in your rearview mirror. Remember to maintain your speed once you have completed the passing maneuver.

When a large vehicle passes you, help the driver by keeping to the far side of your lane. Never speed up when an oversized vehicle is passing you.

When you meet a large vehicle coming from the opposite direction, keep as far to the right as possible to avoid a sideswipe crash and reduce the wind turbulence. Remember that wind turbulence pushes vehicles apart; it does not pull them together.

RIGHT TURNS

Large vehicles require more space to make a turn and need to swing to the left of the lane when preparing to make a right turn. To avoid a crash, do NOT pass a truck on the right if there is a possibility that it might be making a right turn.

SHARING THE ROAD WITH BICYCLES

According to Mississippi law, a bicycle is considered a vehicle when riding on public roads. Any person riding a bicycle has the same rights and responsibilities as a driver of a motor vehicle.



RULES FOR DRIVERS

Drivers must:

- Yield to oncoming bicyclists just as you would yield to oncoming motorists.
- Leave a safe distance of at least three feet between the vehicle and bicycle when passing the bicycle.
- Only pass a bicycle traveling in the same direction in a non-passing zone when it is safe to do so.
- After passing a bicyclist proceeding in the same direction, make a right turn only if the turn can be made with reasonable safety.
- Do not “cut off” a cyclist by turning in front of them.

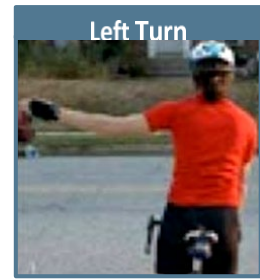
NOTE: When passing a bicyclist, use extra caution in order to pass safely. Do not try to share the lane with a bicyclist when passing. Reduce speed, move into the next lane and pass in the normal manner, just as you would pass a motor vehicle. If there is oncoming traffic, slow down behind the bicyclist and pass when the oncoming traffic has cleared. Leave plenty of room while passing. The wind effects from a moving vehicle can cause a bicyclist to lose control if the vehicle passes too closely.

An experienced bicyclist can ride 20-25 miles per hour and may be closer than you think.

RULES FOR CYCLISTS

Cyclists must:

- Observe all traffic laws, including stopping for stop signs, stop lights, and obeying any other road signs.
- Use arm/hand signals for turning.



- Ride as far to the right in the lane as is safely possible. Generally, this means riding two to four feet from the right edge of the road. A bicyclist may move to the left/farther into the traffic lane when:
 - overtaking and passing another vehicle traveling in same direction as the bicycle
 - unsafe conditions are present on the right side of the lane, such as broken or missing pavement, pedestrians, animals, parked cars, or road hazards (gravel, tree limbs, broken glass, etc.)
 - the cyclist intends to travel straight through an intersection and the right lane is for right turns only or the cyclist intends to turn left.

TIPS FOR SAFER CYCLING

Follow the tips below to improve your safety when traveling by bicycle.

WEAR A HELMET! This is one of the most effective ways to reduce the risk of serious injury. Note that depending on local laws, riding without a helmet may be illegal.

TRAVEL WITH THE DIRECTION OF TRAFFIC. Never ride a bicycle facing oncoming traffic.

RIDE PREDICTABLY. Do not weave in and out of traffic or back and forth on the road.

ENTER ROADWAYS CAREFULLY. Yield to oncoming traffic just as you would if traveling by car. Be certain your path is clear before riding out of alleys or driveways or from behind parked cars.

BE VISIBLE. Wear bright clothing. A bright headlight, taillight, and reflective vest or clothing should be used if riding at night.

USE A LUGGAGE CARRIER, BASKET, OR SADDLE BAGS (PANNIERS) for carrying items.

NEVER RIDE TWO PEOPLE on a bicycle built for one.

NEVER HITCH your bicycle to another vehicle.

USE COMMON SENSE. Even though you have a right to ride on the road, use common courtesy. If traffic conditions make it difficult for motorists to pass you, pull off the road periodically to let the motorists pass safely. Do not let long lines of cars back up behind you for extended periods. State law does permit bicyclists to ride side-by-side, but bicyclists riding two abreast should not impede the normal and reasonable movement of traffic.

When riding on a multi-lane roadway always ride within a single lane.



REQUIRED VEHICLE DOCUMENTATION

Mississippi residents' vehicles must have a Mississippi license plate and certificate of title. Vehicles must have adequate insurance. Each of these requirements is described below.

VALID MISSISSIPPI DRIVER'S LICENSE

You must have your valid driver's license while driving.

LICENSE PLATE

You must purchase your license plate/tag in the county where you live. Contact your local Tax Collector for information about this purchase. For information on tags for heavy trucks, contact the Mississippi Department of Revenue at 601.923.7200.

If you have moved to Mississippi, you must obtain a Mississippi license plate within thirty days.

You are required by law to mount your Mississippi license plate (tag) on the rear of your vehicle. Trailer hitches, tag emblems, or any other decoration must not obscure any part of any letter, numeral, or any combination of letter/numeral on your plate (tag). You must also have a tag light which makes the letter, numeral or any combinations of letter/numerals on your license plate (tag) visible at sixty feet at night.

CERTIFICATE OF TITLE (CERTIFIED TITLE)

Every vehicle must have a Certificate of Title. Title applications are furnished by new and used car dealers for the vehicles they sell. Title applications must be supported by a bill of sale and two years' tag receipts.

If you are bringing a vehicle into Mississippi, you need only present your out-of-state title to apply. You must obtain a Mississippi tag within thirty days.

All licensed motor vehicle dealers and all county tax collectors must be qualified, by law, to accept title applications. Banks, finance companies, and other financial institutions may also qualify as designated agents by the Mississippi State Tax Commission.

WINDOW TINT CERTIFICATE & DECAL

Any vehicle registered in Mississippi that has an after-market window tint film applied, must have the windows inspected by an official Mississippi Window Tint Inspection Station. Windows with aftermarket tinting must have a window tint inspection certificate and decal.

The window tint compliance certificate and decal cost is \$5.00. The window tint decal must be affixed to the lower left corner of the windshield. The compliance certificate must be kept on the dashboard or inside the dash compartment.

The windshield of the vehicle must have affixed to it a label certifying that all the windows of the vehicle have a light transmittance of 28% or more.

PROOF OF INSURANCE & SAFETY RESPONSIBILITY ACT

The Safety Responsibility Act helps guarantee all Mississippi licensed drivers take financial responsibility for accidents they may cause. **According to Mississippi law every motor vehicle operated in this state must have liability insurance.**

MINIMUM INSURANCE AMOUNTS

\$25,000 single person, single vehicle accident
\$50,000 two or more people, single vehicle accident
\$25,000 property damage of others in any single accident

PROOF OF INSURANCE

The insured parties are responsible for making sure a current, valid insurance card is kept inside each vehicle. You can be cited and fined if you have an accident or are involved in a traffic stop and cannot provide proof of insurance. You may provide proof of insurance in electronic format by displaying the electronic image on a cellular phone or any other type of electronic device.



What if I have an accident and cannot provide proof of insurance?

Your driving privilege may be suspended. To avoid suspension you must:

- Show that you had an **adequate insurance policy** in effect at the time of the accident; **or**
- Show that you have either a **certificate of deposit or securities** valuing \$15,000.00; **or**
- Show that you have a **Certificate of Self-Insurance** supplemented by an agreement to pay the same judgments in the same amounts as you would have had to pay under an owner's insurance policy. (A self-insurer must own a fleet of more than 25 vehicles.); **or**
- **Deposit cash, or a negotiable security, or a corporate surety bond** in an amount judged sufficient by the department to pay all damages; **or**
- **Present a release of liability, a final adjudication of non-liability for damages, or show payment of your damages by the other party.**

In addition, if you were the driver at fault in an accident that caused injuries or damage(s) to another person or property, and **you did not have liability insurance at the time of the accident**, then you are **required to purchase liability insurance and to file proof of insurance.**

The proof of insurance must:

- show that you now have the minimum liability coverage required in Mississippi **and**
- be provided by a liability insurance company licensed in Mississippi **and**
- remain in effect for a period of three years from the date of the accident.

DRIVING UNDER THE INFLUENCE & IMPLIED CONSENT

Driving under the influence of alcohol or drugs is illegal in Mississippi. Mississippi's Implied Consent Law provides the legal consequences of driving under the influence of alcohol and other drugs.

ALCOHOL & THE DRIVER

Driving under the influence of alcohol is extremely dangerous. Alcohol can affect your personality, temperament, and judgment. Tests show that even two beers can markedly decrease a person's reflexes and reaction time.

If your reactions slow down only a half-second, and you need to hit the brakes while traveling fifty-five miles per hour, your vehicle will travel an extra forty-four feet before stopping.

That additional distance could be the difference between life and death.

If you drink alcohol, do not drive a vehicle.

Never let another person who has consumed alcohol get behind the wheel of a vehicle.



MARIJUANA & THE DRIVER

Driving under the influence of marijuana or other drugs is not only dangerous, but also illegal.

Marijuana, like alcohol and other drugs including prescription medication, slows down reflexes and impairs judgment.

Smoking medical cannabis in a motor vehicle or operating or being in actual physical control of any motor vehicle while under the influence is a violation of Mississippi's laws and can result in arrest.

Driving under the influence of any drug – including medical cannabis and other prescription drugs – impairs a driver's ability to operate a motor vehicle and can result in arrest.

IMPLIED CONSENT

When you operate a motor vehicle in the state of Mississippi, you **are giving your implied consent to testing for the presence of intoxicating substances in your body**. This means that if a law enforcement officer has good reason to suspect that you are operating your vehicle under the influence of an intoxicating substance, **the officer can request you take a breath or chemical test**. These tests measure your blood alcohol content (BAC).

Mississippi has Zero Tolerance for underage drivers under the influence of alcohol.



What if I refuse to take a breath or chemical test?

You have the right to refuse the officer's request. If you refuse:

You must surrender your driver's license to the officer immediately.

The officer will give you an official receipt for your license, which will serve as your

temporary permit to drive, valid for only forty-five days.

The officer will forward your driver's license, along with the officer's sworn report, to the Commissioner of Public Safety, who will review your case.

Your license will be administratively suspended for ninety days for refusing the breath or chemical test. Suspension times increase for subsequent refusals resulting in a conviction or non-adjudication.



How much is too much? (And what happens if I've had too much?)

Under the Influence intoxicating alcohol if:

21 years old or older BAC registers **.08% or more**

under the age of 21 BAC registers **.02% or more.**

If your blood alcohol content reaches or exceeds your minimum limit, the officer will demand your license. The officer will give you an official receipt for your license, which will serve as your temporary permit to drive, valid for only **30 days**.

DUI Penalties

These penalties apply to drivers **21 years of age and older** with .08% Blood Alcohol Content or higher.

OFFENSE/CONVICTION	FINE	JAIL TERM	LICENSE SUSPENSION
DUI—First Offense (Misdemeanor)	\$250 - \$1,000	Up to 48 hours	120 days
DUI—Second Offense within 5 years (Misdemeanor)	\$600 - \$1,500	Not less than 5 days, nor more than 6 months	1 year
DUI—Third Offense within five years (Felony)	\$2,000 - \$5,000	Not less than 1 year, nor more than 5 years, custody of MDOC	The full period of the person's sentence, and upon release from incarceration, the person will be eligible for only an interlock-restricted license for three years.
DUI- Fourth or subsequent offense regardless of time period	\$3,000 - \$10,000	Not less than 2 years, nor more than 10 years	The full period of the person's sentence, and upon release from incarceration, the person will be eligible for only an interlock-restricted license for ten years.

ZERO TOLERANCE DUI Penalties

These penalties apply to drivers **under 21 years of age**, who have a Blood Alcohol Content of .02% or higher, but LESS than .08%.

If a driver is under twenty-one and has a Blood Alcohol Content of .08% or higher, the offense is classified as a regular DUI—not as a Zero Tolerance DUI.

OFFENSE/CONVICTION	FINE	LICENSE SUSPENSION
Zero Tolerance DUI—First Offense	\$250	120 days
Zero Tolerance DUI—Second Offense within five years	Not more than \$500	1 year
Zero Tolerance DUI—Third Offense within five years	Not more than \$1,000	2 years or until the person reaches the age of 21, whichever is longer.

Additional penalties may apply.

For example, if you are convicted of a First Offense DUI (or First Offense Zero Tolerance DUI) AND you refused the breath or chemical test, a 90-day license suspension is added to the original penalty.

Penalties are also more severe if you receive a DUI conviction while your license is suspended for a previous DUI. An accident resulting in injuries while you are driving under the influence also enhances the penalty.

LICENSE SUSPENSION, REVOCATION, & REINSTATEMENT

Your license represents your privilege to drive in Mississippi. Protect this privilege by driving safely and lawfully. If you disobey the laws of the state, or if you prove yourself unable to drive in accordance with those laws, your license may be taken away by the Commissioner of Public Safety.

SUSPENSION OF LICENSE

The Commissioner of Public Safety is authorized to suspend your license without a preliminary hearing if public records or other sufficient evidence indicate that:

- You are convicted of an offense for which mandatory revocation of license is required.
- You have been involved, as a driver, in any accident resulting in the death or personal injury of another person or in serious property damage.
- You are a habitually reckless or negligent driver.
- You have been frequently convicted of serious traffic violations.
- You are mentally or physically incompetent to drive.
- You have allowed fraudulent use of your license.
- You are convicted of DUI or DWI in another state.
- You have committed an offense in another state that would, in Mississippi, have resulted in the suspension or revocation of your license.
- You obtained a Mississippi driver's license while your license in another state was under suspension.
- You have failed to pay child support.

REVOCATION OF LICENSE

The Commissioner of Public Safety **must** take away your license for a period of one year if you are convicted of any of the following:

- manslaughter or negligent homicide resulting from a driving accident
- any felony in which you used a motor vehicle
- failure to stop and render aid as required under the laws of this state in the event of a motor vehicle accident
- perjury or making any false statement to the Department concerning your ownership or operation of a motor vehicle
- three reckless driving convictions within a twelve-month period

REINSTATEMENT OF DRIVING PRIVILEGES

If your driving privileges were suspended or revoked and are now eligible for reinstatement, the following fees and procedures apply.

REASON FOR SUSPENSION OR REVOCATION	FEE FOR REINSTATEMENT
Conviction under Mississippi Implied Consent Law / DUI or Uniform Controlled Substances Act	\$175
Failure to pay Child Support	\$25
All other suspensions	\$100



What payment methods are accepted?

You must pay by **CASHIER'S check**.
DO NOT SEND CASH, MONEY ORDER
OR A PERSONAL CHECK.

Make the check payable to:

Department of Public Safety

NOTE: If your license was deposited **in lieu of bond** OR you **failed to appear in court**, you must show a corrected court abstract from the judge before being reinstated.



Where do I send my CASHIER'S check?

For suspension due to DUI or unpaid tickets, mail to:

DRIVER SERVICE BUREAU
PO BOX 1459
CANTON, MS 39046

LITTERING

It is unlawful for any person to throw, scatter, spill, or place any solid waste in any of the following manners or amounts:

and

It is unlawful for any person to cause solid waste to be thrown, scattered, spilled, or placed in any of the following manners or amounts:

- In or on any public highway, road, street, alley or thoroughfare, including any portion of the right of way thereof, or any other public lands, except in containers or areas lawfully provided. When solid waste is thrown or discarded from a motor vehicle, the operator or owner of the motor vehicle, or both, shall be deemed in violation.
- In or on any waters of the state.
- In or on any private property, unless prior written consent of the owner has been given and the solid waste will not cause a public nuisance or be in violation of any other state or local law, rule, or regulation.
- Raw human waste from any train, aircraft motor vehicle, or vessel upon the public or private lands or waters of the state.



CLASS D LICENSE

CLASS D—REGULATIONS

Most of the driving rules and regulations covered so far in this manual are meant for the ordinary driver. Company drivers must be familiar with many additional rules and regulations, especially those concerning trucks. If you intend to drive a company vehicle, study this section carefully. As a driver of a company vehicle, your responsibilities are more complex than those of an ordinary driver.

EQUIPMENT

All lights and reflectors must be clean and in working order and be visible five hundred feet from the rear of your truck-trailer.

You must have a mechanical or electrical device for giving turn signals.

All reflectors on the rear and sides near the rear of your truck-trailer must show a red color. All reflectors on the front and sides near the front must show an amber color.

You **MUST** have two red reflectors on the rear, and you must have a red taillight. You must also have a stop light, which may be incorporated with the taillight. When you apply the foot brake, the stop light must show a red or amber color.

Your clearance and side-marker lamps must, when lighted, display an amber color on or near the trailer's front, and must, when lighted, display a red color on or near the rear.

Any vehicle which is designed or loaded so that the driver's rear view is obstructed must have a side mirror located so that the driver can see at least two hundred feet to the rear.

Your truck's muffler must be in good working condition. You may not use a muffler cutout, bypass, or any similar device.

SAFETY & WARNING DEVICES

If you operate a bus or truck at night, you must carry at least three flares, fuses, electric flares, or reflectors. If your vehicle becomes disabled, place one of these warning devices approximately one hundred feet ahead of your location, a second one hundred feet to the rear, and a third at the roadway side of the vehicle.

In daylight hours, you should use red flags in these same positions.

SIZE REGULATIONS

WIDTH

The total outside width of any vehicle, including the load being carried on that vehicle, cannot exceed eight and one-half feet. The total outside width of a farm tractor shall not exceed ten feet.

HEIGHT

Under no conditions may any vehicle, loaded or unloaded, exceed a total height of thirteen and one-half feet. This height is permitted only if no company, corporation, local government, government agency, or the State of Mississippi must raise, alter, reconstruct, or change in any way any underpass, trestle, wire, pole, or any other structure. If your vehicle exceeds twelve and one-half feet in height, either you or the vehicle's owner will be held responsible for any damage caused by the excess height.

LENGTH

Single Vehicle—No single vehicle, loaded or unloaded, may have an overall length in excess of forty feet, including both front and rear bumpers.

Semitrailer OR truck and trailer—No semitrailer operating in a truck tractor-semitrailer combination and no trailer drawn by a motor vehicle shall exceed a length in excess of fifty-three feet.

Semitrailer-trailer OR truck and double trailer—No semitrailer or trailer operating in a truck tractor-semitrailer-trailer combination and no trailer operating in a double trailer combination drawn by a motor vehicle shall exceed a length of thirty feet.

EXTENSION OF LOAD

Rear—Under normal conditions, the load on the rear of a vehicle transporting forest or agricultural products in their natural state can project no more than twenty-eight feet beyond the vehicle's rear axle. However, if these products cannot be shortened without making them useless for their intended purpose (such as utility poles), a special permit may be obtained from the Mississippi Department of Transportation allowing their transportation. Vehicles with such projecting loads may legally operate only during daylight hours, and only with the load safely secured by at least two chains, two wire ropes, or two nylon straps, one positioned behind the front bolster and one in front of the back bolster.

Front—The load on any vehicle operated alone or with the load on the front unit of any combination of vehicles must not extend more than three feet beyond the front wheels of the vehicle or the front bumper.

WEIGHT

For regulations governing gross weights of vehicles and loads, contact the nearest office of The Mississippi Department of Transportation.

COMBINATION TOWING

No semitrailer or trailer combinations in excess of two units, excluding the towing vehicle, will be allowed to operate on Mississippi highways.

No more than two vehicles in any combination may be towed by saddle mounts, and no more than one motor vehicle may be towed by towbar.

EXEMPTIONS TO SIZE REGULATIONS

Farm machinery is exempt from size, weight, and height limitations when operated during daylight hours on any state highway within fifty miles of the point of origin. Farm machinery cannot be moved on interstate highways. Such machinery, or the vehicle towing it, must be equipped with front and rear reflector lights and a blinking light clearly visible from the front and rear.

If you need to move a load that exceeds any size or weight limitation, you may request a permit to do so from the:

**Mississippi Department of Transportation
Maintenance Division Permit Section
P.O. Box 1850
Jackson, MS 39205**

WEIGH STATIONS

You will find weigh stations located on most main highways. You must pull your truck into these stations so that it can be weighed to determine if it is overloaded. **Call 601-359-1148 for additional information.**

AVOIDING SPILLS

You may not put any vehicle on the road unless it is built or loaded so that none of the load can spill, shift, leak, or in any way escape onto the roadway. EXCEPTIONS: Dropping sand onto the roadway to secure traction is permitted. Authorized vehicles spraying water or any other substance to clean the roadway are exempt from this regulation.

If you are driving a truck, truck-trailer, or any other open-topped vehicle on a highway or interstate in Mississippi; or you are carrying sand, dirt, gravel, rocks, or any similar material; or your load reaches within six inches or fewer of the top of the bed, then you must:

- use a tarpaulin, canvas, or other cover to contain the load, AND
- use four, six-inch sideboards, one attached to the front, one to the back, and one to each side of the body. These sideboards must be lowered when you are loading the vehicle, and none of the loads can extend above the body. After loading is completed, you must raise these sideboards and secure them for the trip.

NOTE: If you use a tarpaulin, canvas, or cover of any kind, you must secure it soundly so that no end, string, or binding flaps as the truck moves down the roadway.

SAFE DRIVING

FOLLOWING DISTANCE

If you are driving a truck, truck-trailer, or other similar vehicle on a roadway outside business or residential districts, you must not follow within three hundred feet of other trucks except when you are attempting to pass.

EQUIPMENT CHECKS

Check all your equipment, such as tires, lights, brakes, and load during each stop.

FLAMMABLE LOADS

If your vehicle is carrying explosives or flammable liquids, you must stop at all railroad crossings—even if no signals warn that a train is approaching. Passenger buses and school buses must also stop.

If you drive a truck carrying gasoline, oil, or explosives, be careful to avoid fires and explosions. Turn off the ignition when you put gasoline in the tank or unload the truck. Do not smoke at any time on or near the truck. In case of an accident, keep people, especially smokers, away. When driving a truck with such a load, you should keep out of business districts and heavy traffic as often as possible and park away from buildings and other vehicles when possible.

BACKING UP

When you are preparing to back up a truck or large vehicle, always get out and carefully check clearance limits. Make sure that you have plenty of room to maneuver. If possible, have someone guide you when you back up. Never back into an intersection to turn around.

COASTING

Never disengage the clutch while driving your truck on a downgrade. This "coasting" is illegal and very risky.

PROTECTING YOUR LOAD

Make certain to keep rear doors locked.

COMMERCIAL DRIVER'S LICENSE (CDL) CLASS A, B, C

To get a CDL, you must pass both knowledge and skills tests. You may wish to obtain a copy of the Mississippi Professional Driver's Manual for study. You must have a CDL to operate:

1. A single vehicle with a GVWR of more than 26,000 pounds.
2. A trailer with a GVWR of more than 10,000 pounds if the gross combination weight rating is more than 6,000 pounds.
3. A vehicle designed to transport more than fifteen persons (including the driver).
4. Any size vehicle which requires hazardous materials placards.

APPENDIX A: Organ Donation

Organ transplants save thousands of lives each year. The transplantation of the kidneys, lungs, heart, liver, pancreas and intestines from a donor is often the only therapy for people whose organs have failed. There are over 100,000 people in the United States waiting for one or more of these gifts. One organ donor can save up to eight lives. In addition, the donation of tissues such as corneas, skin, ligaments and bone can enhance the lives of 75 or more individuals with a variety of injuries and impairments.

However, the U.S. faces a serious shortage of organ and tissue donors. According to the U.S. Department of Health and Human Services, an average of 16 die each day waiting on a transplant.

Mississippians age 15+ who are registering for a driver's permit or state identification card may indicate their wishes to be a donor on their license. Consent from legal next of kin is required at the time of donation for anyone still under the age of 18. Whether registered or not, anyone can donate, regardless of age, race or gender. Your medical condition at the time of your death will determine what organs and tissues can be donated.

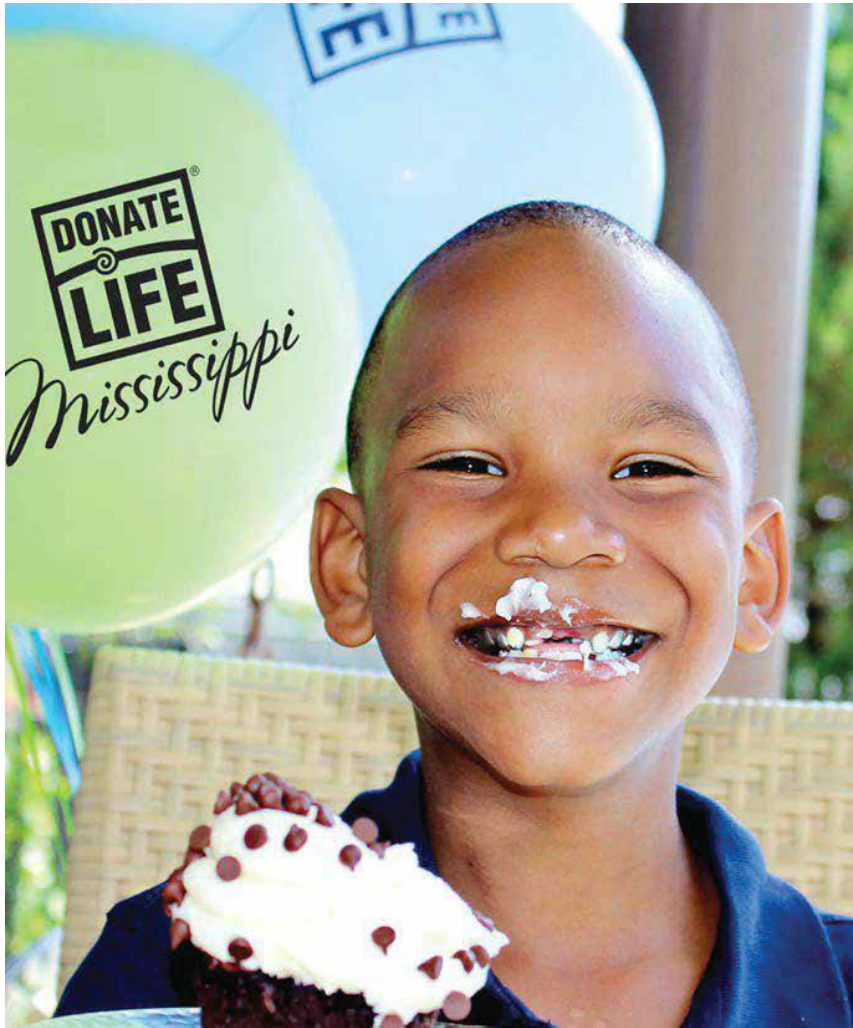
If you are not a registered organ donor at your time of death, your legal next-of-kin must give consent for organ donation. Mississippi's Gift of Life Act (1998) requires that all families be given the option to donate organs and tissue at the time of death. The Mississippi Department of Public Safety provides information about organ donation at each driver license station. Please learn all you can about organ donation and have a conversation with your family about your wishes.

If you are injured or become ill, the quality of treatment and life-saving efforts you receive at the hospital will not be lessened if you choose to donate. Only after all efforts to save your life have been exhausted and the physician in charge of your care has declared death will donation be considered and transplant professionals become involved.

Your family is not responsible for any donation costs. However, you are responsible for hospital expenses up until the time of death, even when consent is given for donation.

Organ and tissue donation will not affect funeral plans. Organ Recovery takes place in a sterile operating room under the direction of skilled surgeons. Families can proceed with any type of funeral or burial arrangements, including an open casket funeral. Funeral expenses are also the responsibility of the family or the estate.

All major religions support donation as a final, charitable act of giving to others. Organ donation and transplant is consistent with the life-preserving traditions of these faiths.



Birthdays are for celebrating!

For KJ, a heart transplant made celebrating another birthday possible.

Organ and tissue transplants offer recipients a new chance at healthy, normal lives and return them to their loved ones and communities, where the chance of celebrating more birthdays becomes more than just a dream. It's a reality.

Register as a donor at RegisterMe.org.



MSORA

Learn more at msora.org



APPENDIX B: The Natchez Trace

The Natchez Trace Parkway is administered by the National Park Service of the United States Department of the Interior. It stretches four hundred fifty miles from Natchez, Mississippi, to a point near Nashville, Tennessee. Mississippi's section is three hundred fifty miles long. The Parkway commemorates the Natchez Trace, a frontier road, prominent in the development of the Old Southwest. (An elongated park including a high-quality roadway, the right of way averages one hundred acres for each mile of roadway.) The Parkway runs from four to seven hundred feet in width, and is widest at historical, scientific, and recreational areas. As a traveler along the Trace, you will find nearby Native American sites and settings relating to the history of the original road. **Commercial vehicles are excluded from the Parkway, and access is limited.** Crossroads separated by grades, long curves, good sight lines, and good slight grades, all combine to protect the motorist driving along the Trace.

The Parkway is protected and patrolled by National Park Rangers who are ready to assist you in having a safe and enjoyable trip. Report all accidents, fires, or other emergencies to the nearest Ranger or call 1-800-300-PARK (7275).

If you cannot locate the number and need assistance, dial "0" for the operator and ask to be connected to the nearest Natchez Trace Park Ranger. Be sure to give your approximate location and to describe circumstances.

Federal regulations govern vehicle traffic and public use of Parkway facilities. State traffic laws also apply. The maximum speed for travel on the Parkway is fifty MPH, except where lower speeds are posted. Radar is used for your protection.

The Superintendent of the Natchez Trace Parkway is in immediate charge of all facilities. For additional information, you may contact this person at:

**P.O. Box 948,
Tupelo, Mississippi 38801
(601) 842-1572**

This is your Parkway. It exists for you and for all generations to come. Heed all posted signs. Do not hunt or use firearms on Parkway lands. Extinguish all lighted cigarettes, cigars, and matches. Never throw them or other debris from moving vehicles.

If you have any doubts about any regulation governing the use of the Parkway, do not hesitate to contact a Park Ranger. Remember that if you violate any laws while on the roadway or while using any of the Parkway's facilities, you will be tried in a federal court.



APPENDIX C: Share the Road



Overview

Share the Road is a highway safety program of the American Trucking Associations (ATA). Million-mile accident-free professional truck drivers deliver specific life-saving safety tips to the public, the media, and our public officials through television, radio, the web, and in print. News conferences are held where cars and trucks are set up in simulated highway lanes that show the common ways in which accidents happen on the road. The program's goal is to reach as many people as possible and change driving behavior so that we can save lives.

Program Goal

Media and community events are held across the country, including state capitols, motorcycle and RV events, auto shows, at truck driving championships, high schools and middle schools, and in congested cities. The Share the Road tractor-trailer serves as the centerpiece for all safety and media events and is certainly an attraction while travelling on the highways. Mack Trucks generously provides a dedicated Mack Anthem to the Share the Road program. The Share the Road program works with various highway safety partners, the state trucking associations, the Federal Motor Carrier Safety Administration, and industry partners.

For more information visit <https://www.trucking.org/share-road>.



Post Office Box 1459
Canton, Mississippi