



#10445 DRIVER'S EDUCATION: PART 1--BECOMING A SAFE, SKILLFUL DRIVER

DEAF SUCCESS PRODUCTIONS, 2004
GRADE LEVEL: 9-12
26 MINUTES

DESCRIPTION

An ASL narrator outlines the highway transportation system and its components--vehicles, people, and roadways. He presents the skills and responsibilities good drivers should have in order to keep themselves and others safe. Mentions attitude, respect for others, and environmental concerns as qualities of good drivers. Voiced in English.

ACADEMIC STANDARDS

Subject Area: Working with Others

- Standard: Displays effective interpersonal communication skills.
 - Benchmark: Demonstrates appropriate behaviors for relating well with others (e.g., empathy, caring, respect, helping, friendliness, politeness).
 - Benchmark: Knows strategies to effectively communicate in a variety of settings (e.g., selects appropriate strategy for audience and situation).
 - Benchmark: Uses nonverbal communication such as eye contact, body position, and gestures effectively.

Subject Area: Health

- Standard: Knows essential concepts and practices concerning injury prevention and safety.
 - Benchmark: Knows injury prevention strategies for community health (e.g., neighborhood safety, traffic safety, safe driving).

Subject Area: Self-Regulation

- Standard: Considers risks.
 - Benchmark: Knows potential safety hazards, and knows common strategies to avoid hazard or injury.
 - Benchmark: Knows emergency safety procedures before undertaking hazardous procedures.

INSTRUCTIONAL GOALS

1. To discuss the importance of becoming a safe, skillful driver.
2. To demonstrate more awareness of being a defensive driver, along with the IPDE (identify, predict, decide, and execute) process.
3. To comprehend the Highway Transportation System (HTS).
4. To represent yourself as a responsible driver by driving safely and showing respect for other drivers or pedestrians on any roadways.

C a p t i o n e d M e d i a P r o g r a m

BEFORE SHOWING

The purpose of being a defensive driver is to help provide safe, orderly, and predictable movement of traffic. Improper driving practices may reduce safety and efficiency of traffic flow. Once you completely understand the IPDE process, you'll be a safe, skillful driver.

1. How do you become a safe, skillful driver?
2. Indicate a list of how you drive safely and stay alert.
3. What are three important points for being a responsible driver?
4. What is IPDE? (Identify, predict, decide, execute.)
5. What is HTS? (Highway Transportation System.)
6. The HTS is a complex system composed of:
 - a. People.
 - b. Vehicles.
 - c. Roadways.
7. What is road rage?

AFTER SHOWING

Discussion Items and Questions

1. Discuss how to become a safe, skillful driver.
2. Who regulates the HTS?
3. Who are roadway users?
4. Name five kinds of roads:
 - a. Dirt roads.
 - b. City streets.
 - c. Expressways.
 - d. Rural highways.
 - e. Mountain roadways with steep grades and sharp curves.
5. When you become a driver, you incur expenses such as _____, _____, _____, and _____.
Answers: fuel, maintenance, insurance, and registration.
6. How do you avoid road rage?
7. How do you avoid vehicle accidents?

Applications and Activities

1. Write the following questions about safe driving on the whiteboard, and ask students to respond to each. Discuss who has the best answers for each question.
 - a. What do you think is required to drive safely at all times?
 - b. When you are in difficult situations, how do you remain in control?
 - c. When you approach vehicles on the road, why is it important to always anticipate what other drivers might do?
 - d. When is it best not to drive?
 - e. When you spot an accident that has happened, what can you do to avoid it?
2. Write an essay or have a class discussion regarding "My Driving Responsibility" (e.g., attitude, financial responsibility, environmental responsibility, etc.).
3. Draw pictures of a variety of roadways.
 - a. Dirt roads.
 - b. City streets.
 - c. Expressways/highways.
 - d. Rural highways.
 - e. Mountain roadways with steep grades and sharp curves.

C a p t i o n e d M e d i a P r o g r a m

4. Discuss the following 2005 "Drive for Life" poll results:
 - a. Nearly half of those surveyed in the new poll say they find driving more aggravating than just two years ago, with one in four calling it *much* more aggravating. And, while an equal number of drivers cited aggressive and distracted drivers as the greatest safety threats on the road, most drivers admitted to one or more unsafe behaviors themselves.
 - b. Sixty-eight percent of drivers admit to speeding, and three out of four say it's acceptable to drive five miles per hour over the speed limit. One in four drivers even say driving 10 miles per hour over the limit is acceptable. Those numbers climb among young drivers, ages 16-20, with 88 percent sanctioning speeds 5 miles per hour over the limit and more than 50 percent approving speeds of 10 miles per hour over the limit.
 - c. One in three drivers surveyed admit to driving while emotionally upset and 16 percent say they have driven in a hostile or aggressive manner because they were late.
 - d. While one in three drivers say cell phone usage by other drivers is their greatest aggravation on the road, 43 percent say they use a cell phone while driving. And 70 percent of parents of teen drivers say their children have cell phones. Eleven states and the District of Columbia have laws restricting cell phones while driving, while 19 states also track mobile involvement in auto crashes.
 - e. Beyond talking on a cell phone, most drivers admit to engaging in at least one distracting behavior, with 52 percent saying they eat while driving and 17 percent saying they even read while driving. Ten percent of drivers surveyed said a romantic moment has competed with their attention while driving. Eight percent of drivers said they have adjusted a DVD player for passengers while driving, six percent said they consulted a global positioning system, and six percent said they have read or sent a text message while driving.
5. What road or intersection in your town or neighborhood is the most aggravating? What is your reason? How does this aggravation affect safety?
6. Discuss the National Sleep Foundation (<http://www.sleepfoundation.org>) tips for avoiding a fall-asleep crash:
 - a. Get adequate sleep—most adults need seven to nine hours to maintain proper alertness during the day.
 - b. Schedule proper breaks—about every 100 miles or every two hours during long trips.
 - c. Arrange for a travel companion—someone to talk with and share the driving.
 - d. Avoid alcohol and sedating medications—check your labels or ask your doctor.

RELATED RESOURCES

Captioned Media Program

- [Citizens' Guide To Safe Driving #7914](#)
- [Driver's Education: Part 4—A System for Safe Driving Decisions #10453](#)
- [Driver's Education: Part 9—Collision Prevention #10458](#)

To view more titles in the *Driver's Education* series and other related media, please connect to our Web site at <http://www.cfv.org/browsetitles.asp?sn=98>.

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE IPDE PROCESS**

http://www.saskschools.ca/curr_content/drivered/sgi/pdf_files/ipde_from_sgi_drivershandbook_2001-2.pdf

Explains the IPDE process and how it helps to prevent you from having accidents.

- **HELPING YOUR TEEN BECOME A SAFE DRIVER**

<http://www.aacap.org/publications/factsfam/76.htm>

According to the American Automobile Association (AAA), teenage drivers account for only 7 percent of the driving population but are involved in 14 percent of fatal crashes.

- **AMERICAN DRIVER & TRAFFIC SAFETY EDUCATION ASSOCIATION**

<http://adtsea.iup.edu/adtsea/curriculum/default.aspx>

Teaches students/adults how to be safer and healthier drivers.

- **DRIVE FOR LIFE**

<http://www.safedrivingtest.com>

Link to the Mason and Dixon Polling and Research survey results. One thousand one hundred (1,100) licensed drivers were interviewed nationwide by telephone. Questions included types of vehicles people drive, what they value in a vehicle, how they feel behind a wheel, seatbelt use, and more.