



# #10453 DRIVER'S EDUCATION: PART 4-- A SYSTEM FOR SAFE DRIVING DECISIONS

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

## DESCRIPTION

An ASL narrator presents the IPDE process for safe driving: identify the traffic situation, predict possible outcomes from other drivers, decide on a course of action, and execute safe actions. Uses a driving situation to illustrate the process. Voiced in English.

## ACADEMIC STANDARDS

### 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: 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: Self-Regulation

- Standard: Considers risks.
  - Benchmark: Knows potential safety hazards, and knows common strategies to avoid hazard or injury.
  - Benchmark: Knows emergency and safety procedures before undertaking hazardous procedures.
- Standard: Demonstrates perseverance.
  - Benchmark: Knows strategies to focus attention (e.g., sitting up straight, maintaining eye contact, breathing deeply).
  - Benchmark: Knows strategies to deal with distractions (e.g., stopping during task to identify current thinking, setting aside important thought until task completed).

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

## INSTRUCTIONAL GOALS

1. To discuss the importance of reducing hazards during driving.
2. To develop skills to analyze traffic situations, create wise driving decisions, and execute safe driving actions.

## BEFORE SHOWING

The purpose of a system for safe driving decisions (IPDE) is to help provide safe, orderly, and predictable movement of traffic. Imagine the confusion of drivers if there were no such system.

1. List the hazards that you can avoid which could cause injury or death.
2. What is IPDE? (I = identify) (P = predict) (D = decide) (E = execute).

## AFTER SHOWING

### Discussion Items and Questions

1. Discuss the failure to use the IPDE process.
  - a. Putting your own life and other lives at risk of accident, injury, and even death.
  - b. Using alcohol and other drugs have a negative effect on your ability to drive safely.
2. Review the IPDE and its process.
3. Describe I = identify. Look for:
  - a. Specific clues.
  - b. Other roadway users.
  - c. Roadway features and conditions.
  - d. Traffic controls.
4. Describe P = predict. Then predict:
  - a. Actions of others.
  - b. Control of your vehicle.
  - c. Consequences of your actions.
5. Describe D = decide. Next, make the decision to to:
  - a. Change speed.
  - b. Change directions.
  - c. Communicate.
6. Describe E = execute. Finally, execute safe actions, such as:
  - a. Accelerating.
  - b. Braking.
  - c. Steering.

### Applications and Activities

1. Drivers who have almost or actually been in traffic accidents are more likely to have an accident in the future, regardless of whether or not they were at fault. If you have come close to being in an accident, think about how you might have prevented the situation. Could you have reacted differently? Did you fail to see something? Was the other car honking at you?
2. Debate the following statement by the National Highway Traffic Safety Administration: Young novice drivers are a highway safety problem for many reasons, primarily a combination of immaturity, inexperience, and high-risk driving exposure. This is true for teenagers everywhere, but it is a particular problem in the United States, where more teenagers have cars or have access to a family car than in any other nation. Teenagers are also more likely to drive older and smaller cars, are less likely to wear seat belts, and are more likely to have multiple teenage passengers.
3. Impaired driving facts: The following statistics will help you understand the enormous impact impaired driving has on society. Research these same statistics for your state.

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

- a. In 1995, 17,274 people died in alcohol-related crashes.
  - b. Approximately one million people are injured in alcohol-related traffic crashes annually.
  - c. Alcohol involvement is the single greatest factor in motor vehicle deaths and injuries. Only 4 percent of all crashes involve the use of alcohol, but 41 percent of fatal crashes do.
  - d. Anti-impaired driving efforts work. From 1986 to 1995, alcohol-related fatalities dropped 28 percent. This drop is generally attributed to stronger laws, tougher enforcement, and good consumer education.
4. Discuss the reasons why stepping in and stopping an impaired friend from driving is a true sign of friendship.
- a. If one of your friends has been drinking and shouldn't drive, please don't let them. They could hurt themselves or others, and maybe just a little persuasion from you could mean the difference between life and death.
  - b. Suggest that you or a sober friend drive your alcohol-impaired friend home. His/her car can always be picked up at another time.
  - c. Suggest that your impaired friend stay overnight in your home. This may sound inconvenient, but you could be saving your friend's, or someone else's life.
  - d. Have your friend taken home in a taxi. Pay for the ride yourself. It's hard to object to a free ride.
  - e. Whatever you do, don't give in. Friends don't let friends drink and then drive. In the morning, you'll have a safer and maybe an even closer friend.

### RELATED RESOURCES

#### Captioned Media Program

- [\*Citizens' Guide To Safe Driving #7914\*](#)
- [\*Driver's Education: Part 1—Becoming a Safe, Skillful Driver #10445\*](#)
- [\*Driver's Education: Part 8—Sharing Our Highways and Byways #10457\*](#)
- [\*Life in the Fast Lane: Basic Fundamentals of Freeway Driving #10762\*](#)

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.

#### • EDUCATION & SAFETY TIPS

<http://www.csa.com/global/articleindex/0,1407,1004040000,00.html>

Stay safe and drive smart. Motorists, bicyclists, and pedestrians alike will benefit from this constantly growing library of articles and tips from AAA, the recognized authority on traffic safety.

- **THE IPDE PROCESS**

[http://www.saskschools.ca/curr\\_content/drivered/sgj/pdf\\_files/ipde\\_from\\_sgi\\_drivershandbook\\_2001-2.pdf](http://www.saskschools.ca/curr_content/drivered/sgj/pdf_files/ipde_from_sgi_drivershandbook_2001-2.pdf)

Shows the IPDE (identify, predict, decide, execute) approach to driving to deal with potential and real hazards. IPDE defines the four steps involved.

