

Curriculum Scope and Sequence Modules for Driver Education in Virginia

Module Four

Basic Maneuvering Tasks: Moderate Risk Driving Environment

- Risk Assessment
- Space Management
- Changing Lanes
- Turnabouts
- Parking

Virginia Department of Education
in cooperation with the
Virginia Department of Motor Vehicles

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Standards of Learning Addressed In This Module

- DE.4 The student will demonstrate the ability to manage visibility, time, and space to avoid conflicts and reduce driving risks. Key concepts/skills include
- synthesizing information visually from the driving environment, using a space-management process;
 - applying following-interval concepts;
 - selecting gap and judging distance;
 - estimating passing-time and space needs.
- DE.5 The student will demonstrate appropriate adjustments when approaching controlled and uncontrolled intersections, curves, railroad crossings, and hills with line-of-sight or path-of-travel limitations. Key concepts/skills include
- roadway signs, signals, and markings;
 - right-of-way rules;
 - slope/grade of terrain;
 - vehicle position.
- DE.6 The student will identify the characteristics of an expressway and apply risk-reducing expressway driving strategies. Key concepts/skills include
- entering, merging, integrating into, and exiting from traffic flow;
 - managing interchanges;
 - selecting vehicle position and changing lanes.
- DE.7 The student will demonstrate the ability to communicate presence and intentions with other highway transportation users. Key concepts/skills include
- vehicle position and driver action;
 - vehicle communication devices.
- DE.12 The student will identify distractions that contribute to driver error. Key concepts include
- passengers and pets;
 - vehicle accessories;
 - cell phones and other portable technology devices.

Module Four Introduction

Module Four—Basic Maneuvering Tasks: Moderate Risk Driving Environment

The student will define risk assessment; apply risk reduction principles; recognize moderate risk driving environments; utilize space management concepts to determine roadway position, establish vehicle speed, and communicate with other roadway users; synthesize information from the driving environment; and demonstrate an ability to select the appropriate parking or turnabout maneuver for a given situation.

Topic 1—Risk Assessment

The student will define risk assessment and apply risk reduction principles to determine roadway position, establish vehicle speed, and communicate with other roadway users.

Topic 2—Space Management System

The student will assess moderate risk driving environments and apply space management concepts (search, evaluate, execute) to determine roadway position, establish vehicle speed, and communicate with other roadway users.

Topic 3—Lane Changes

The student will utilize basic space management concepts when changing the path of travel and turning the vehicle.

Topic 4—Turnabouts

The student will demonstrate an ability to select and safely execute turnabouts.

Topic 5—Parking

The student will demonstrate an ability to select and safely execute parking procedures.

Minimum Time Frames	
Module Four—3 Hours	
Classroom Instruction	Recommended Minutes
Topic 1 — Risk Assessment	25
Topic 2 — Space Management	30
Topic 3 — Lane Changes	40
Topic 4 — Turnabouts	25
Topic 5 — Parking	20
Supplement—Parent Orientation	55
In-Car Instruction (Option 1)	
Behind-the-Wheel Instruction/Break	50
Observation	50
Laboratory Multiphase (Option 2)	
Behind-the-Wheel Instruction/Break	50
Observation	50
Simulation	50
Parental Involvement	60

Module Four
Topic 1—Risk Assessment

25 Minutes Instructional Time
Prerequisites: Successful Completion of Modules 2 and 3

Instructor Activities	Time Frame
<p>Review Module Four, Topic 1 Lesson Plans Prior to Lesson</p> <p>Show Transparencies T-4.1 "Risk Assessment" T-4.2 "Risk Assessment" T-4.3 "Risk Assessment" T-4.4 "Risk Assessment" T-4.5 "Risk Assessment" T-4.6 "Reducing Driving Risk" T-4.7 "Reducing Driving Risk" T-4.8 "Reducing Driving Risk" T-4.9 "Reducing Driving Risk" T-4.10 "Risk Reduction Goals"</p> <p>Review Module Assessments Prior to Lesson MA-4.1 "Module Four Assessment" W-4.1 "Risk Assessment"</p> <p>Additional Resources (Media and/or Text) Video: "Habit Development (5)" (IDS) Video: "Teaching Your Teens to Drive" (AAA) Interactive Driving Systems, Inc (IDS), Orders: (800) 764-7767</p>	<p>20-25 minutes (2-3 minutes) (2-3 minutes) (2-3 minutes) (2-3 minutes) (3-5 minutes) (3-5 minutes) (3-5 minutes) (3-5 minutes) (3-5 minutes) (2-3 minutes)</p>

Risk Assessment

Knowledge and Skills

The student is expected to:

- define a moderate risk driving environment.
- define risk and risk assessment.

Activities & Resources

Use Worksheet T-4.1 “Risk Assessment” to initiate discussion of risk and its components. The instructor may only be able to choose one or two items for discussion.


 Worksheet

Use Transparency T-4.1 “Risk Assessment” to discuss risk assessment principles, along with the definition of risk.

Defining Risk

The word risk comes from the Latin word “risicare” which means to navigate around a cliff or rock. Risk is defined as the “chance of injury, damage, or loss.” This should be explained by expanding on each part of this definition.

“...*chance*” — This is the probability or likelihood of a crash. To properly assess a specific risk you need to have some idea of how likely it is to happen. For example, the likelihood or chance of being in a minor “fender bender” is much greater than the chance of being in a fatal collision.

“...*of injury, damage, or loss.*” — These are the consequences of a crash should it indeed occur. It is an unwanted outcome of an activity that we would want to avoid. “*Injury*” could involve yourself or others, and could even be permanent or life-threatening. “*Damage*” involves personal property. “*Loss*” could be things such as financial loss, loss of opportunity, loss of convenience, loss of time, other losses. Assessing risk involves knowing what the consequences could be. For example, the consequences of a high-speed, head-on collision or any collision with a train are far more serious than a minor fender bender. The consequences of a skydiving accident might be death, while hitting your hand with a hammer would have much less severe results.

Risk Assessment

- Risk is the Chance of Injury, Damage, or Loss
- Chance is the Likelihood of a Crash
- Injury, Damage, or Loss Are the Consequences of a Crash
- Risk Involves Chance of Reward or Consequence



T-4.1

T-4.1
Risk Assessment

Show Transparency T-4.2 “Risk Assessment” to discuss the elements of risk, including assessment, acceptance, and compensation.

Risk Assessment

Elements of Risk are:

- > Risk Assessment
- > Risk Acceptance
- > Risk Compensation

T-4.2

T-4.2 Risk Assessment

Use Transparency T-4.3 “Risk Assessment” to discuss space management concepts, the development of good habits and judgment, and the seven increased risk conditions.

- Speeding
- Failure to yield the right of way
- Driving under the influence
- Disregarding signs
- Following too closely
- Improper turns
- Lack of safety belt use

Risk Assessment

Risk Assessment Involves Knowing:

- > The Number or Frequency of Risks
- > The Chance that an Error Can Occur
- > The Consequences of Errors Committed

T-4.3

T-4.3 Risk Assessment

Use Transparency T-4.4 “Risk Assessment” to discuss the concept of risk acceptance. Each driver accepts a certain level of risk just by getting into a vehicle. How does one determine how much risk is acceptable?

Risk Assessment

Risk Acceptance Involves Knowing:

- The Potential for Errors
- The Result of the Consequences
 - Reward or False Positives
 - Penalty, Damage, or Injury

T-4.4

T-4.4 Risk Assessment

Use Transparency T-4.5 “Risk Assessment” to discuss how drivers learn to compensate for the risks associated with driving. Three principles for reduced-risk:

- Never risk more than you can afford to lose.
- Do not risk a large consequence for a small reward.
- Consider the odds and your situation.

Risk Assessment

Risk Compensation Involves: (3 feet)

- > Recognizing Potential Errors or Limitations
- > Adjusting Speed to Reduce Errors
- > Adjusting Lane Position to Reduce Errors
- > Appropriate Communication to Reduce Errors

T-4.5

T-4.5 Risk Assessment

Moderate Risk Environment

A moderate risk environment is limited to speeds under 50 mph, having controlled intersections in urban, suburban, and rural settings. Traffic flow should be light to moderate, allowing time for the novice driver to identify risks and respond by changing speed or position.

Determining Risk

The driving task involves more than just skill to operate a motor vehicle. One of the other aspects is making reduced-risk decisions. Use Worksheet W-4.1 "Risk Determination" as an introduction to teaching risk concepts. Do not explain ahead of time that the discussion will be about risk-taking. Instead, let the students try to answer the questions honestly in order to get them to think about their own behavior, and how it may be similar to or different from that of other class members. A lack of risk awareness is one possible explanation for why young drivers are over-represented in motor vehicle crashes and fatalities. Even though they are more likely than older drivers to be risk-takers, they do not necessarily have the ability to either properly assess the driving risks or to handle potentially dangerous situations which they may encounter. The following suggested activities provide information for students to help them understand the concept of risk-taking as it relates to the driving task.

The questions are designed to demonstrate how different people think about risk. Each question will reveal a relative level of risk among the students in the class. For example, ask several questions about speed. The students' answers will vary based on their own individual perception of risk. This will lead into the explanation of risk. As the students answer the questions, the instructor should point out that our decisions about engaging in "risky" activities are based on how we assess the risk and how much risk we are willing to accept. It may be helpful to ask students to give reasons for their answers or have them identify the factors that led them to choose these answers (past experience or peer pressure, for example).

Risk and the Driving Task

Driving is a risk-taking activity. The only way to totally avoid the risks involved in driving a car is to never get into a car at all. The instructor should seek to relate the previous information on risk-taking to the driving task. This is done by asking the students to think of examples of driving behavior that increase risk, i.e., the chance of injury, damage, or loss.

After students have given several examples, discuss the seven driving behaviors that most often lead to crashes according to the Virginia Department of Motor Vehicles statistics. Include "failure to wear a safety belt," because this behavior is related to other risk-taking behavior. The students may list some additional behaviors that may also lead to increased risk.

Speeding—This is the number one cause of crashes in Virginia. This includes both driving above the posted speed and driving too fast for conditions. Increased speed leads to more severe collision and longer braking distances, and shortens the time a driver has to react. Studies have shown that young drivers are more likely to drive at higher speeds than older drivers.

Failure to Yield Right of Way—This is the second leading cause of crashes in Virginia. There are approximately 200 fatalities a year attributed to this driving error. Examples would be trying to "beat" another car while entering a freeway, trying to "beat" a train at a crossing, or ignoring a yield sign on an access road. This could be caused by impatience, aggressive driving, or inattention.

Driving While Intoxicated—This is the third leading cause of crashes in Virginia. Young people are often experimenting with alcohol during their early years of driving. This can be a dangerous combination. Studies have shown that driving ability decreases as Blood Alcohol Concentration (BAC) increases. It is also evident that driving is impaired far below the BAC level that is considered legal intoxication. The risk of being in a fatal collision goes up dramatically as BAC increases. This risk is even greater for young people.

Disregarding traffic sign or signal—This is the fourth leading cause of crashes in Virginia. This could be from inattention or from trying to “beat” a light or “roll” through a stop sign. Actions such as this can lead to crashes because other drivers expect you to stop.

Following Too Closely—This is the fifth leading cause of crashes in Virginia. Studies have indicated that young drivers tend to leave shorter following distances than older drivers. This is often cited as an example of risk-taking behavior that could be linked to the higher frequency of crashes among young drivers.

Improper Turns—Examples of improper turns would be turning wide in a right turn or cutting corners on left turns. Sometimes improper turns are caused by a failure to control speed going into a turn.

Unsafe Passing—This could be illegal passing or passing without sufficient clearance. It is possible that lack of driving experience or risk-taking could contribute to this problem.

Failure to Wear a Safety Belt—Even though failure to wear a safety belt is seldom the immediate cause of a crash, it often makes the consequences of the crash worse. Studies have indicated that failure to wear safety belts is often associated with higher risk drivers. For example, in one study, researchers at General Motors Research Laboratories found that drivers who tended to leave shorter following distances were also the ones who most often failed to wear a safety belt.

Distracted Driving—Distractions while driving can be deadly. At 55 mph, taking your eyes off the road for three to four seconds, the car has traveled the length of a football field.

Typical driving distractions include: changing the radio, CD or tape; dialing or talking on the phone; passengers; pets; eating (especially when food falls in your lap) or drinking; smoking; reading a road map, directions, etc.; searching for an item in a purse, glove compartment, back pack etc.; having books slide off the front seat or carrying other unstable items in your car; engaging in intense or emotional conversation; putting on makeup or looking at yourself in the mirror; and driving an unfamiliar vehicle without first adjusting the mirrors and seat, selecting entertainment options, locating the lights, windshield wipers or other vehicle controls.

Guidelines for Risk-Taking

Never risk more than you can afford to lose.—The instructor should ask the class for examples of this. One example is that of a young driver who breaks a specific traffic law or parental rule resulting in the loss of his license. In this situation, the young driver might be risking too much. Another example would be gambling—if you cannot afford to lose a certain amount of money, you should never wager that much.

Do not risk a lot for a little.—An example of this behavior might be ignoring a railroad crossing to save a few seconds or even minutes of time. The risk of a very severe crash or an expensive ticket is not worth that small amount of time saved.

Consider the odds and your situation.—The instructor should emphasize the issue of control. Ask the students to distinguish between elements of driving that are beyond their control (actions of other drivers, weather, pedestrians, etc.) from those they do control (speed, use of alcohol, wearing safety belts, obedience to traffic signals, etc.). In dealing with risk, drivers should try to use those things they can control to help deal with those things they cannot.

Risk Assessment

Knowledge and Skills


The student is expected to understand strategies for reducing driving risk.

Activities & Resources

Use Transparency T-4.6 "Reducing Driving Risk" to discuss the need for guided practice in learning to use a motor vehicle. Stress the importance of doing one's best and being a keen observer when driving.

Reducing Driving Risk

- Decision-making is the most important driver skill
- Procedural tasks vs. Processing tasks
- Learning from good and bad experiences
- Learning by observation




T-4.6

T-4.6 Reducing Driving Risk

Use Transparency T-4.7 "Reducing Driving Risk" to discuss the concept of developing good habits in order to concentrate on decision-making skills at a later time.

Reducing Driving Risk

- Procedures and experience equals habits
- Work for developing best procedures and experience
- Greater the resistance to change often means the greater the need for changing habits



T-4.7

T-4.7 Reducing Driving Risk

Use Transparency T-4.8 "Reducing Driving Risk" to discuss how good practice leads to good habits. Ask why a football team, cheerleading squad, or drill team takes so much time to practice. Is driving less complicated than any of the activities mentioned?

Reducing Driving Risk

- > Practice is key to sound habits and judgments
- > What to practice is important
- > Good habits and judgment deteriorate over time



T-4.8


T-4.8 Reducing Driving Risk

Use Transparency T-4.9 “Reducing Driving Risk” to explain how procedures, processes, and habits lead to good driver performances.

Reducing Driving Risk

- > Majority of drivers rate themselves as good
- > Good versus poor procedures and processing
- > Poor driving experiences develop poor driving behaviors




T-4.9

T-4.9 Reducing Driving Risk


Use optional video “Habit Development” (IDS) for additional information regarding guided practice and habit performance.




Use Transparency T-4.10 “Risk Reduction Goals” to discuss how good practice leads to good habits and how the in-car sessions are critical to good performance later.

Risk Reduction Goals

- Make every driving sequence a good driving sequence
- Use processing techniques to make judgments
- Develop sound procedures for maneuvers




T-4.10

T-4.10 Risk Reduction Goals

Optional exercises for parent involvement or for the extended classroom programs may be used.

- Students prepare a debate on the concepts of graduated licensing as a method to reduce fatalities among youthful drivers.
- Students research the concept of “risk compensation” and write a brief essay on its relationship to driving.

Support Information

Developing Habits and Judgement

We do not always do things in the right manner. How many of the incidents cannot be eliminated? Since there will always be factors working against you, what do you have working for you? A space management system is like an insurance policy. It can give you substantial protection for a small investment—just your involvement and understanding.

- **Decision-Making**—Decision-making is the most important skill used in driving. A driver operating in city traffic flow makes 50-60 decisions per mile. Most driving decisions are based on an internalized sense of procedures that tells us an action/decision is appropriate or not. These procedural decisions then become our habits, based on our experiences. These experiences can be positive and negative experiences.
- **Experiences**—Drivers learn from positive experiences as well as from negative experiences. New drivers often learn by observation of other drivers. Their habits become specific behaviors that are mimicked by new drivers. Habits are difficult to change. Practicing specific behaviors and making judgments can lead to the changing of habits that take place on a procedural level.
- **Resistance**—There is an internal resistance to changing habits. The greater the resistance felt when attempting to use a space management system, the greater the need there may be to change the habits already formed.
- **Video**—“Habit Development (5)” (IDS) may be used to develop a discussion about habit development, importance of developing sequences, and the need to perform tasks at an unconscious level. This may substitute for the transparency recommended in this section.

Guided Practice Concepts

A space management system will provide a background of good processes and judgment only if time is taken to practice.

- **Practice Sessions**—Practice should consist of 15-25 minute sessions. The time must be spent actively getting feedback on what is being done in accordance with the space management system. If drivers are to benefit from the practice sessions, they need a clear concept of what to practice.
- **Habits**—A driver’s current driving habits will, as the years go on, probably lead to sloppier driving which, of course, can get the driver into trouble. The reason for this is that it is easy for drivers to get positive feedback from negative behavior.
- **Good Driving**—Drivers tend to feel that whatever they do is good driving, provided there is no crash. When there is a crash, it is usually caused by the “stupid actions of the other driver.”
- **Complacency**—Drivers easily get complacent by what has appeared to be a good style of driving. For example: Have you ever had to ride with someone who makes you very uncomfortable? The driver felt good and accepted performances because for many years those same actions had led to success rather than failure.
- **Performance**—It is easy for us to do something incorrectly and not know it. We perform poor maneuvers at times and get away with them. Perhaps, after a while, we cease to see them as being poor driving procedures.

Module Four
Topic 2—Space Management

30 Minutes Instructional Time
Prerequisites: Successful Completion of Modules 1, 2, and 3

Instructor Activities	Time Frame
<p>Review Module Four, Topic 2 Lesson Plans Prior to Lesson</p> <p>Show Transparencies T-4.11 "System Components" T-4.12 "System Components" T-4.13 "Space Management Areas" T-4.14 "Managing Space Areas" T-4.15 "Space Management Basics" T-4.16 "Space Management Basics" T-4.17 "Space Management Basics"</p> <p>Distribute and Review Student Worksheets W-4.2 "Basics in Space Management"</p> <p>Review Module Assessments Prior to Lesson W-4.2 "Basics in Space Management" MA-4.1 "Module Four Assessment"</p> <p>Additional Resources (Media and/or Text) Video: "Managing Time and Space in Safe Driving" (AAA Foundation. The other AAA video comes from the traffic safety center.) Video: "Zone Control (4)" (IDS) Video: "Teaching Your Teens to Drive" (AAA)</p>	<p>25-30 minutes (2-3 minutes) (2-3 minutes) (3-5 minutes) (3-5 minutes) (3-5 minutes) (3-5 minutes) (2-3 minutes)</p> <p>5-10 minutes</p>

Space Management

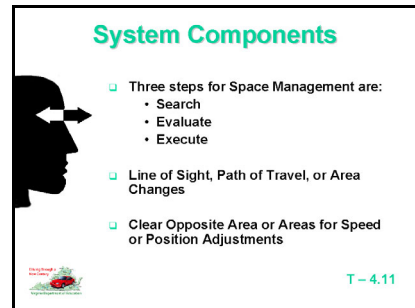
Knowledge and Skills

The student is expected to list the components of a space management system.

Activities & Resources

Use Transparencies T-4.11 “System Components” to discuss basic space management concepts and use of the local space management system based on the following three-step process:

- Search for needed line of sight or path of travel adjustments.
- Evaluate alternative paths and adjust speed if necessary.
- Execute the best speed, lane position, space cushion, and communication method to reduce risk.

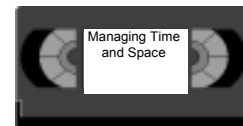


T-4.11 System Components

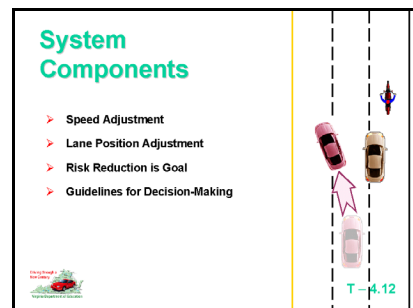
Use Worksheet W-4.2 “Basics of Space Management” as a class study guide or homework assignment to reinforce space management principles.



Use suggested video “Managing Time and Space in Safe Driving” (AAA) to introduce the space management system used by the local school division.



Use Transparency T-4.12 “System Components” to continue discussing the basic space management concepts, and use of the local space management system. (SIPDE, IPDE, and Mottola Zone Control are examples of other space management systems.)



T-4.12 System Components

Developing a System

The more routine driving experience a person has, the more likely one will become a victim of seeing what one expects to see. A good driving expectancy makes a driver think that things are not as threatening as they actually are.

As a result, drivers continue to operate in situations when conditions, on a processing or judgment level, would dictate that an adjustment in time/space management is needed. This means that the driver should do something to the speed or path of travel of the vehicle to bring it into the most controllable space situation. Fortunately, the use of a space management system can combat this level of expectation.

Most drivers drive for periods of time on a low level of awareness or attention. Therefore, it is necessary to establish some guidelines on the processing level that will work when a driver is not thinking carefully about driving. Driving safely is having an awareness of all the available options and the willingness to use them. With a well-defined system for determining what is a good or poor situation, the driver could, on a processing level, receive sufficient feedback to improve the procedural level of his/her performance.

Practicing the Space Management System

Before moving the vehicle, remove foot from the brake pedal and place foot on the gas pedal. *Search* for the ongoing conditions, *Evaluate* the space/areas to determine which are open, closed, or changing to the driver's sightline or travel path, and *Execute* how much acceleration is best, what lane position to take, and whether there is a need for communication.

As the driver proceeds, the speed selected and the lane position should be determined by the changing conditions and the sightline, travel path, and target area changes. Examples of changing conditions are: legal limits, roadway conditions, lane width, environmental conditions, lane selection, visibility, traffic flow, time of day, traffic controls, and weather conditions. Each of these conditions should have an influence on what speed feels comfortable, what lane selection or position is chosen, and how communication techniques are used.

Note: It is critical to make the space management system as simple as possible for the novice driver to understand.

Space Management

Knowledge and Skills

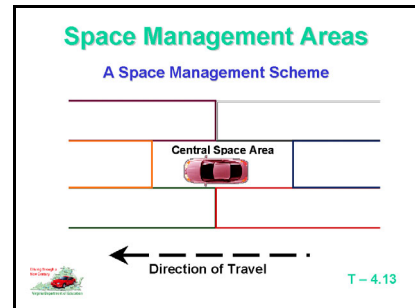
The student is expected to:

- distinguish the seven basic areas of operating space around the vehicle.
- describe the searching, evaluating, executing, and crash prevention performances as they relate to the concepts of the space management system.

Activities & Resources

Use Transparency T-4.13 “Space Management Areas” to discuss the basic space management concept of operating space around the vehicle.

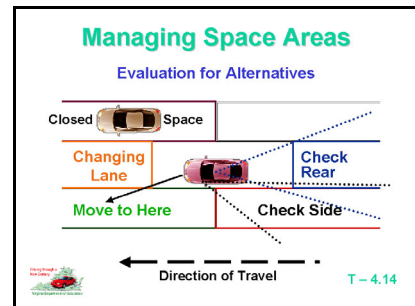
There are six basic space areas that the driver can see around the vehicle. These must be managed to reduce risk of collision.



T-4.13
Space Management Areas

Use Transparency T-4.14 “Managing Space Areas” to discuss the basics of open, changing or closed zones.

- **Open**—The operating zone, space, or area that has no restrictions to the line of sight or path of travel.
- **Closed**—The zone, space, or area is not available for the car’s path of travel or there is a restriction to the driver’s line of sight. An alternative path of travel must be developed.
- **Changing**—A worsening zone, space, or area condition. It is often an open zone, space, or area that is changing to a closed line of sight or path of travel; or a closed zone, space, or area with additional problems or changes.



T-4.14
Managing Space Areas

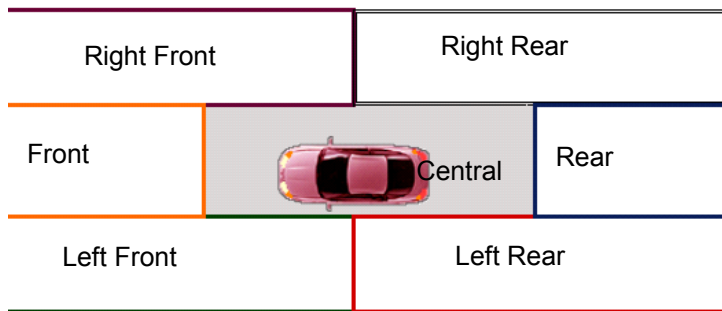
Use the suggested video, “Zone Control 4” (IDS) to introduce the Space Management System used by the local school division.



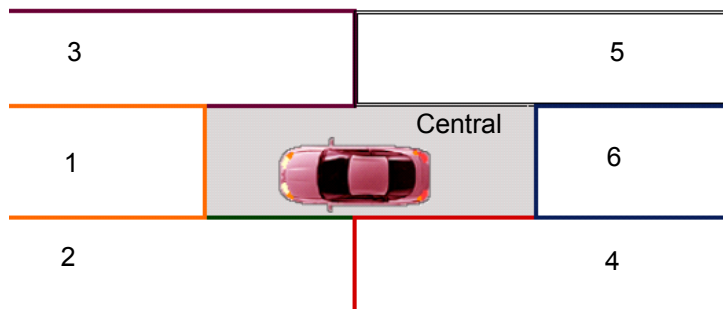
Support Information

Vehicle Operating Space

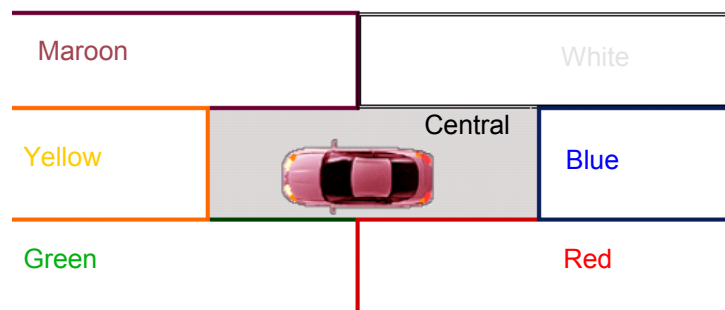
All units will refer to six basic space areas around the vehicle, which must be managed to reduce risk or collision. Much concern is placed on the terminology to name these areas of space management. The instructor should be consistent as long as the six areas are the main focus of discussion. The path of travel



and the line of sight are critical elements for vision control. Risk reduction principles are based on gaining appropriate information. All systems have a specified method for gaining information. The risk must then be evaluated on principles of probability and consequence. All the current systems have an element of decision-making based on probability and consequence. Risk is then reduced by allowing more space to



develop between the risk and the vehicle being driven. This can be accomplished by adjusting speed, changing position, and communicating the intention to adjust. All the current space management systems have an element of action. The SEEiT system is designed to provide a foundation for using a space



management system, especially for those that do not use a system or find the present one difficult to use. The goal is to make the system easy for the instructor and student to use and learn.

Knowledge and Skills

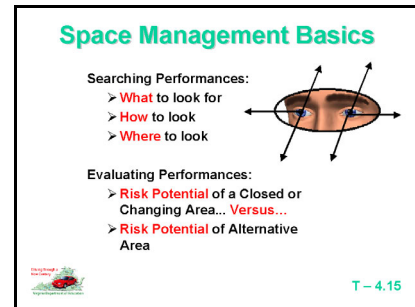
The student is expected to describe how each component of the space management system is utilized to establish roadway position, vehicle speed, and communication with other roadway users.

Activities & Resources

Use Transparency T-4.15 “Space Management Basics” to discuss the basic space management concepts.

Search—To search effectively, drivers need to know what to look for, where to look, and how to evaluate a potential problem situation.

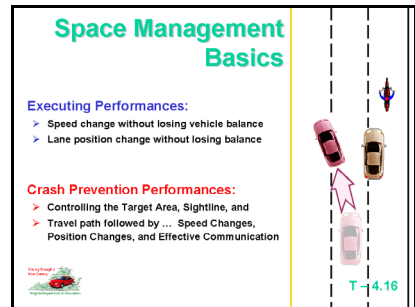
Evaluate—After searching and seeing a changing or closed space area, evaluate the conditions of the opposite space area before making a decision.



T-4.15
Space Management Basics

Use Transparency T-4.16 “Space Management Basics” to discuss additional basic space management concepts.

Execute—After evaluating the related space areas, make a conscious act in selecting the best speed, lane position, and communication tool.

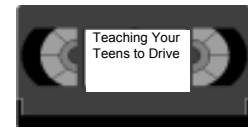


T-4.16
Space Management Basics

Use suggested video “Zone Control 4” (IDS) to further discuss the Space Management System used by the local school division.



Use the section on managing risks in the video “Teaching Your Teens to Drive” (AAA) to further discuss the space management system used by the locality.



Use Transparency T-4.17 “Space Management Basics” to discuss the basic space management concepts of closed and changing zones or space areas.



T-4.17
Space Management Basics

Collect Worksheet W-4.2 as a classroom assessment or a tool for class review.

Worksheet

Support Information

Changes and the Space Management System

To search effectively, drivers need to know what to look for, where to look, and how to evaluate if a potential problem could be a good or poor situation. The structure of the space management system can give a rapid response to a number of variables.

There are many ways a driver can be involved in a crash. Many crashes result from a change in the driver's ability to control the target area, sightline, or travel path before driving into a poor situation.

Conditions - New conditions are always presenting themselves when driving. A driver must constantly question the present conditions based on risk probability and potential consequences.

Processing information - The processing of information should always be based on the individual situation. Speed and lane position selections are usually dependent upon what the legal limitations are, what the destination is, and what is comfortable for the driver.

Decision-making - Whatever the choices for speed and position, the space management system recommends looking for ways that ongoing conditions could cause less control over line of sight, and/or targeting area, and/or path of travel. In other words, the driver should watch for changes to the space areas to the front and rear of the vehicle.

Adjustments - Drivers should watch for slight changes, make minor adjustments for best speed control and lane position, and use effective communication.

Examples of Changes

- A red traffic light is a closed area 1 travel path.
- A hillcrest is a closed area 1 sightline.
- A parked car to the right is a closed area 3 sightline and travel path.
- A bicyclist to the right is a closed area 3 travel path.
- An oncoming car or truck is a closed area 2 travel path.
- A car traveling in the left mirror blind space area is a closed area 4 travel path.
- A motorcycle in the right mirror blind space area is a closed area 5 travel path.
- A truck following closely is a closed area 6 sightline and travel path.

After searching and seeing a changing or closed space area, evaluate the conditions of the opposite space areas before making a decision. After evaluating the related space areas, select the best speed, lane position, and communication tool.

New conditions are always presenting themselves when driving. A driver must constantly question the present conditions. What speed selection feels most comfortable for each situation? What is the legal speed limit? What should the lane or lane position be? What is a good speed selection for this situation? What would be a high risk or poor speed selection, with little to gain? Each situation has different and changing conditions.

These are some of the processing evaluations that a driver would make for any driving situation. Speed and lane position selection is usually based upon what the legal limitations are, what the destination is, and what is comfortable for the driver.

Whatever the choices for speed and position, the space management system recommends looking for how the ongoing conditions could cause less control over **line of sight**, and/or **targeting area**, and/or **path of travel**. In other words, watch for changes in the space areas around your vehicle.

By watching for slight changes, making minor adjustments for best speed control and lane position, and using effective communication—a driver will very seldom be surprised by the actions of others, avoiding a high-stress or evasive response.

Module Four
Topic 3—Lane Changes

40 Minutes Instructional Time
Prerequisites: Successful Completion of Modules 1, 2, and 3

Instructor Activities	Time Frame
<p>Review Module Four, Topic 1 Lesson Plans Prior to Lesson</p> <p>Show Transparencies T-4.19 "Turning at Intersections" T-4.20 "Performances in Turning" T-4.21 "Performances in Lane Change" T-4.22 "Lane Changing, Space to the Rear" T-4.23 "Traditional Mirror Settings" T-4.24 "Contemporary Mirror Settings"</p> <p>Distribute and Review Student Worksheets W-4.3 "Turning at Intersections" W-4.4 "Lane Changing and Decision-Making"</p> <p>Review Module Assessments Prior to Lesson W-4.3 "Turning at Intersections" W-4.4 "Lane Changing and Decision-Making" MA-4.1 "Module Four Assessment"</p> <p>Additional Resources (Media and/or Text) Video: "Searching Intersections (6)" (IDS) Video: "Precision Turns (3)" (IDS) Video: "Teaching Your Teens to Drive" (AAA)</p>	<p>35-40 minutes (6-8 minutes) (6-8 minutes) (6-8 minutes) (6-8 minutes) (6-8 minutes) (6-8 minutes)</p> <p>5-10 minutes</p>

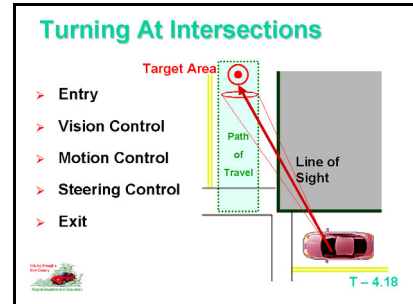
Lane Changes

Knowledge and Skills

The student is expected to appraise risk when changing the path of travel and turning the vehicle.

Activities & Resources

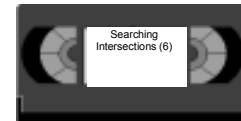
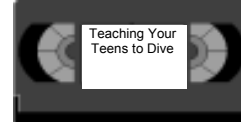
Discuss the basic space management concepts of right and left turns by using Transparency T-4.18 "Turning at Intersections" and Worksheet W-4.3 "Turning at Intersections."



T-4.18 Turning at Intersections

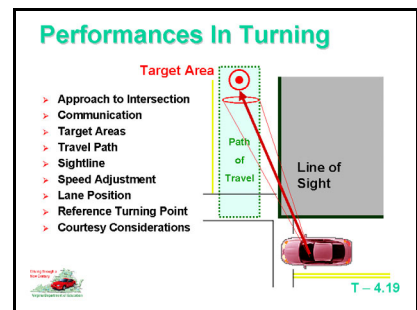


If available, use the suggested videos "Searching Intersections (6)" (1998) and "Precision Turns (3)" (IDS) "Teaching Your Teens to Drive" (AAA) to review intersection risk-reduction concepts.



Have students stand in a safe area and view other drivers completing right and left turns at a controlled intersection with multiple lanes. Students should count, tally, and assess the common violations of the average driver, then calculate the percentages and write a conclusion statement based upon observations. A student video with commentary is another optimal learning activity. Discuss results. This can be a classroom or outside activity based on class time allotments.

Discuss the basic risk reduction principles of right and left turns by using Transparency T-4.19 “Performances in Turning.”



T-4.19 Performances in Turning

Support Information

Rules Concerning Basic Right and Left Turn Maneuvers

Given the opportunity for discussion, the student will list the various situations which call for positive social interactions related to right and left turns at intersections. Positive social interaction relates to the ability to move through an intersection and not disrupt the legal speed and position of other vehicles using the intersection.

Performances for Turning

- Right turns—the steps for executing a right turn are the same whether turning onto a one-way or two-way street.
- Approach rules and performances—prepare the turn 200 to 300 feet in advance. Check for pavement markings or signs at the intersection and move into the travel lane nearest to the curb.
- Communication rules and performances—signal and tap brakes.
- Targeting area—look through the turn along your path of travel as far as you can see in the receiving right lane.
- Speed change rules and performances—reduce speed (release accelerator, brake); accelerate.
- Lane position rules and procedures
- Visual reference turn points—align the right side corner post with the end of the curb.
- Steering techniques—use hand to hand.
- Line of Sight performances—use searching techniques.
- Path of travel—follow curvature of the curb, staying in the right lane of the cross traffic roadway.
- Courtesy—yield.

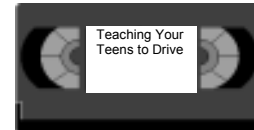
Lane Changes

Knowledge and Skills

The student is expected to understand lane change procedures.

Activities & Resources

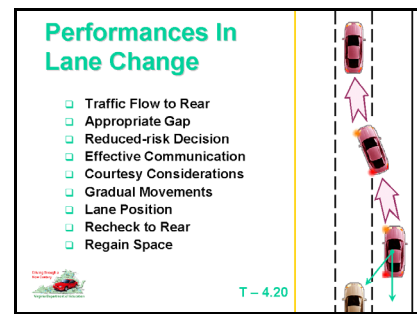
If available, use suggested video “Teaching Your Teens to Drive” (AAA) to review lane change risk-reduction concepts, or have students observe and tally safe space management and lane change practices by standing in a safe area on an overpass to a freeway or highway. Have them calculate percentages and write a conclusion statement based on observations, or have students create a video of this activity.



Discuss the basic concepts of changing lanes by using Transparency T-4.20 “Performances in Lane Change.”

Students should strive for positive driver interaction when executing a lane change by not disrupting the legal speed and position of other vehicles using the roadway.

- Check traffic flow to rear and sides for appropriate gap.
- Make a reduced risk-decision about entry.
- Give an effective communication.
- Make a gradual move into lane position.
- Recheck traffic flow to rear and sides.
- Gain space around vehicle again.

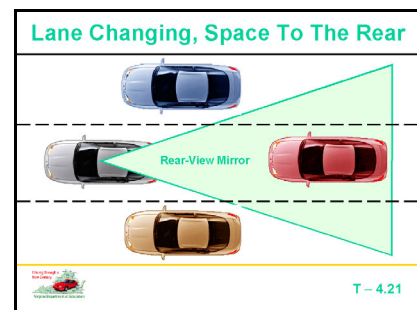


T-4.20 Performances in Lane Change

Use Worksheet, W-4.4 “Lane Changing and Decision-Making” as an activity during this segment.

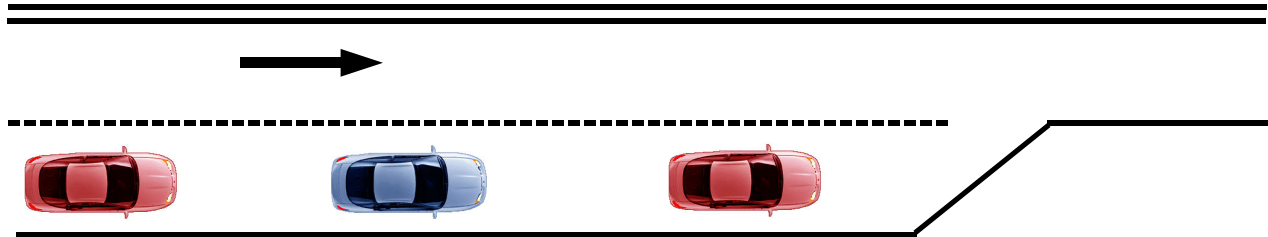


Use Transparency T-4.21 “Lane Changing, Space to the Rear” to discuss the basic risk reduction principles of controlling the space to the rear by using the information available. This transparency illustrates what is visible in the traditional rear and side view mirrors when vehicles are in the space areas to the rear.



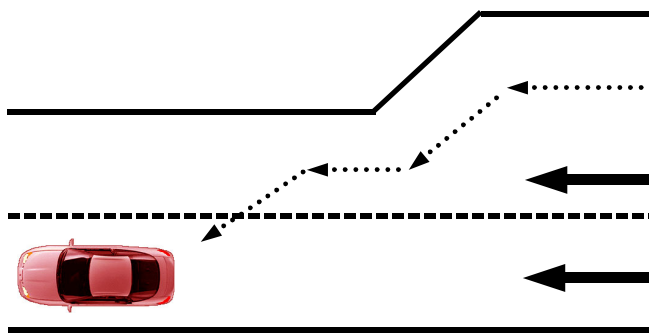
T-4.21 Lane Changing, Space to the Rear

When preparing to change lanes, the first step should be to ask. Do I need to change lanes? Or is there a reason for this lane change? The following illustrations offer some **good reasons** for changing lanes (you are always in the red vehicle) :

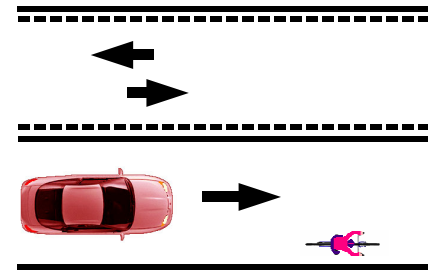


A. Slow-moving vehicle blocking your path.

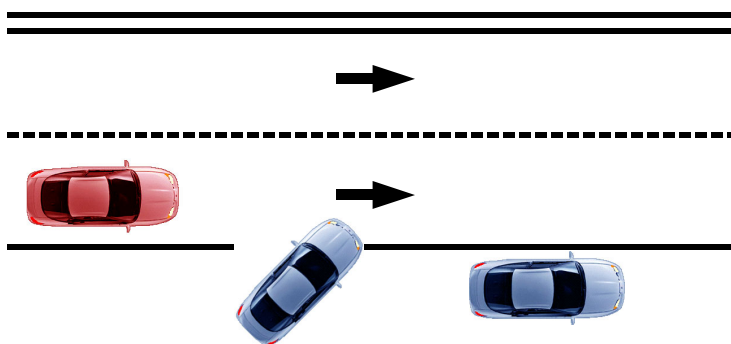
B. Your lane ends



C. Your destination ahead requires a turn from a lane other than the one you are in.



D. Pedestrian, animal, or bicycle in lane



E. Risk reduction from approaching hazards

Once you have determined the lane change is needed, the second step is to make sure it is clear to change lanes:

- Check space areas ahead (areas 1,2,3).
- Check space area to the rear through the rear view mirror (primary) (area 6).
- Check space areas to the side of the car through side view mirror (area 4 or 5*).
- Check space area to the left or right side through your rear mirror (area 4 or 5*).
- A visual check to the left or right may be needed (front of area 4 or 5*).

*Note that if the lane change were to be made to the right, the checks would be to the right areas, and if the lane change were to the left, the checks are made to the left areas.

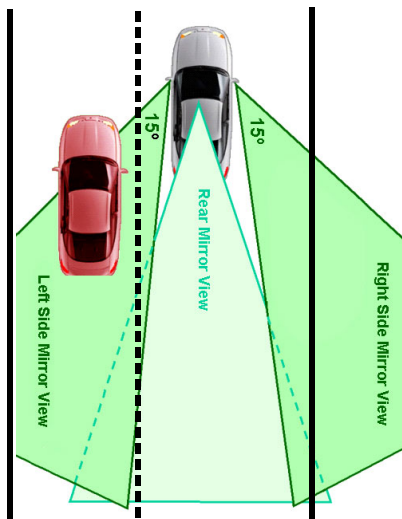
Once you have determined that the next lane is clear using the vision checks noted above, you are ready for the next **seven steps** to complete the lane change:

- Use proper signal. It is more efficient to use lane changer device which is halfway up/down on the turn signal.
- Check area 4 or 5 again with a quick check in the mirror blind space area.
- Move efficiently and smoothly into the appropriate lane.
- Maintain speed or accelerate slightly before and during the lane change.
- Be careful not to slow down and bring the cars to the rear closer to you (unless you have a closed or changing space area that requires a change in speed).
- Cancel the signal (or let go of the lane changer) and move to new lane position.
- Adjust your speed to the traffic conditions in the lane you have entered.

In the following paragraphs, read and study what may cause a delay in lane changing, or require adjustment. The diagrams show some conditions which might be discovered when making the vision checks that would cause a need for postponing the lane change or making adjustments before the lane change is made. The diagrams below on the right are the adjustments for the situations.

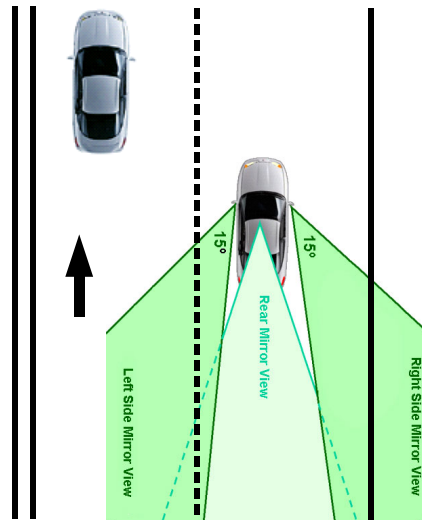
Conditions

A. Is your mirror blindspot clear?



Adjustments

Speed up or slow down until you have a safe following interval for either yourself or the other car and then change lanes. This applies to both A and B. Your position usually determines which alternative you choose.



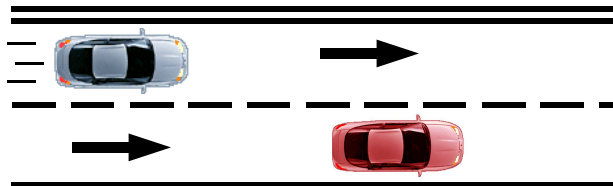
B. There may not be enough space immediately in the next lane.

Conditions

Adjustments

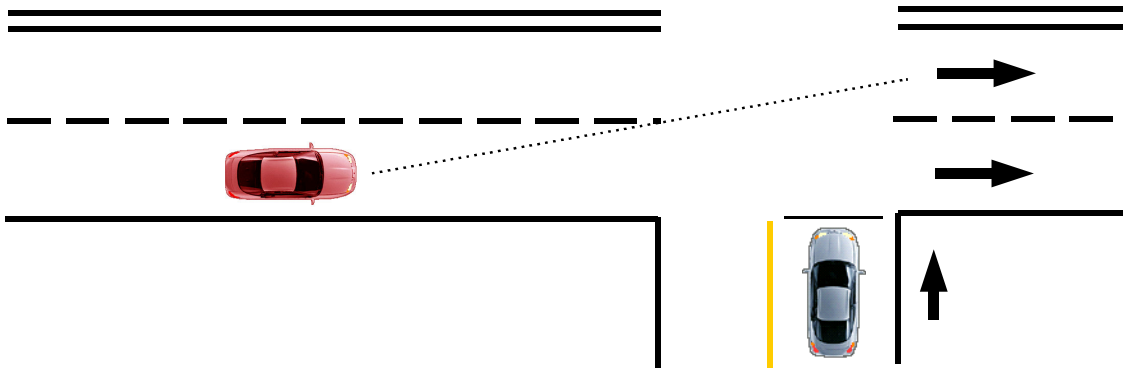
C. A vehicle in the next lane may be approaching at a speed greater than yours.

Wait until the vehicle passes and **then** change lanes.



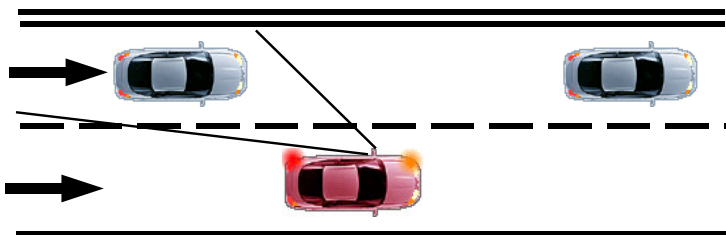
D. You may not be able to complete your lane change before entering an intersection.

Drive through the intersection and **then** change lanes.



E. There may not be a big enough gap to change between vehicles.

If the lane change is necessary and there is not enough space use the lane changer device and get eye contact with the other driver, so that he or she **may open a space for you.**



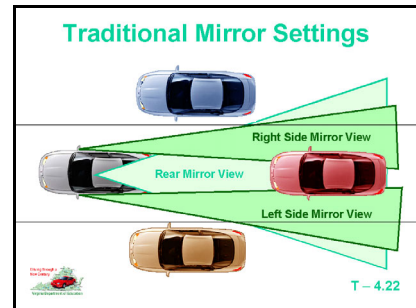
Lane Changes

Knowledge and Skills

The student is expected to understand contemporary and traditional mirror settings, establish the settings in a vehicle, and select one for use in the vehicle.

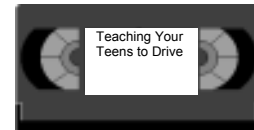
Activities & Resources

Use Transparency T-4.22 "Traditional Mirror Settings" to discuss the overlap between the inside mirror and the two outside mirrors' view of the area of the vehicle.

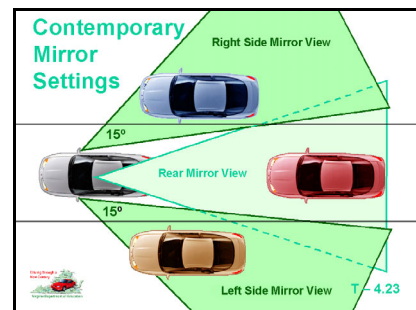


T-4.22 Traditional Mirror Settings

Use video "Teaching Your Teens to Drive" (AAA) to review lane change risk-reduction concepts.



Use Transparency T-4.23 "Contemporary Mirror Settings" to discuss the basic risk reduction principles of monitoring the space to the rear and the sides of the vehicle by using contemporary mirror settings. The contemporary mirror setting eliminates the right and left side blindzones.



T-4.23 Contemporary Mirror Settings

Collect Worksheets W-4.3 and W-4.4 as classroom assessments or tools for class review.



Support Information**Identifying and Controlling Space to the Rear of the Vehicle**

Discuss how the contemporary mirror setting allows for mirror visibility to the front of space areas 4 (Red) and 5 (Blue).

Information available from George Platzer "Simple Way To Prevent Blind Zone Accidents" (SAE Technical Paper 950601) @ <http://www.sae.org>, (412) 776-2103 (fax), or (412) 776-7006.

Advantages of Contemporary Settings

- Turning to look over your shoulder can be uncomfortable and dangerous in multiple lanes.
- A very brief look to your mirror and a quick glance into your peripheral vision area takes less time than turning head to side.
- Glancing in mirror leaves forward visual area in peripheral vision.
- Mirror blind zones can be incorporated in searching process.
- Night glare is eliminated until vehicle moves into mirror blind zone.
- Inside mirror becomes primary mirror for view to the rear.

Setting Outside Mirrors

- Place head against window to the left, set left side mirror to see a small portion of the side of your vehicle.
- Place head to center of vehicle and set right side mirror to see small portion of the side of your vehicle.

Concerns

- Habits are sometimes hard to break, so keep in mind that vehicles appearing in the side mirrors will be alongside your vehicle.
- Side mirrors are used in conjunction with inside primary mirror to view area to the side and rear.
- If in doubt, leaning your head towards the left window or center of vehicle will give the traditional view as well as the contemporary mirror views.
- Traditional settings should be used if the rear window view is blocked.

Illustrate how the vehicles to the side are visible with a simple visual check to the front of area 4 (Red).

Instructors should not ask students to look over their shoulders, as this will cause the students to look to the rear window rather than to the front of area 4 (Red). This visual movement over the shoulder often leads to unnecessary steering movement. Rather, the student should be asked to look into the peripheral vision area at the front of area 4.

Students should travel over three or four broken lane lines when moving from one lane to another.

Novice drivers must rely on mirrors to see what is to the rear of space areas 4 (Red), 5 (White), and 6 (Blue). However, new drivers cannot rely on mirrors to show what is in the front of space areas 4 (Red) and 5 (Blue). This can also be explained using the local school division's space management terminology.

Be careful not to call these areas blind spots ("mirror blind spots" is actual term), since they are visible with a simple visual check to the space area.

The driver and vehicle occupy the central space area, which is NOT visible to the driver. The central space area is the only true blind spot. This area is just an area not visible while looking in the side and rear mirrors, but is no different than the space areas 1, 2, and 3. Space areas 1, 2, 3, front of 4, and front of 5 are also not visible in the side and rear mirrors. It may be called a mirror blind space, but this includes a very large area, since the mirror area is limited by adjustment to the rear, and the size and shape of the mirror.

Module Four
Topic 4—Turnabouts

25 Minutes Instructional Time
Prerequisites: Successful Completion of Modules 1, 2, and 3

Instructor Activities	Time Frame
<p>Review Module Four, Topic 4 Lesson Plans Prior to Lesson</p> <p>Show Transparencies T-4.25 "Turning Around" T-4.26 "Turning Around" T-4.27 "Turning Around"</p> <p>Distribute and Review Student Worksheets W-4.5 "Diagram Turning Around"</p> <p>Review Module Assessments Prior to Lesson W-4.5 "Diagram Turning Around" MA-4.1 "Module Four Assessment"</p> <p>Additional Resources (Media and/or Text) Video: "Searching Intersections (6)" (IDS) Video: "Precision Turns (3)" (IDS) Video: "Teaching Your Teens to Drive" (AAA)</p>	<p>20-25 minutes (6-8 minutes) (6-8 minutes) (6-8 minutes)</p> <p>5-10 minutes</p>

Turnabouts

Knowledge and Skills

The student is expected to recognize the different types of turnabout procedures and be able to select the appropriate type of turnabout for the given situation.

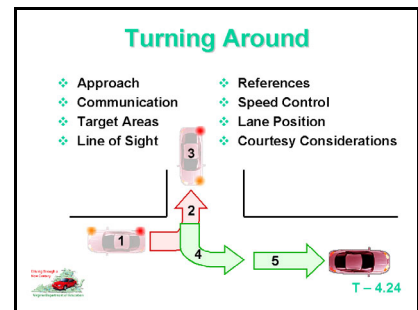
Activities & Resources

Hand out Worksheet W-4.5 “Diagram Turning Around” as a classroom resource or assessment tool for use during this segment.



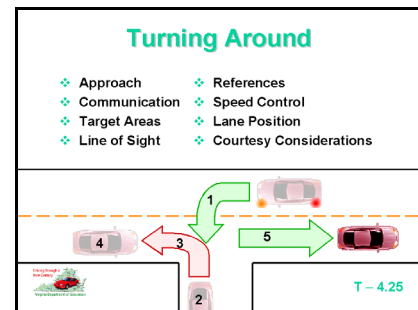
Use Transparency T-4.24 “Turning Around” to discuss the basic concepts involved in performing a 2-point turnabout to the right rear.

Two-point turns require the driver to head into, or back into, a driveway on the same side or on the opposite side of the roadway to reverse direction. It is safest to execute a two-point turnabout by backing into a driveway on the same side of the street.



T-4.24 Turning Around

Use Transparency T-4.25 “Turning Around” to discuss the basic concepts involved in performing a 2-point turnabout to the left front, and then backing into traffic flow.

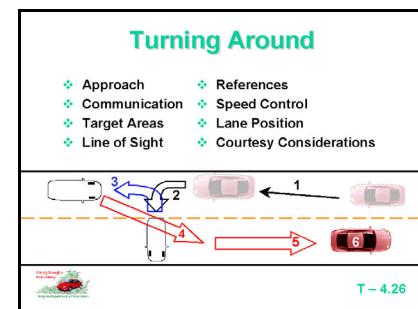


T-4.25 Turning Around

Use Transparency T-4.26 “Turning Around” to discuss the basic concepts involved in performing a 3-point turnabout mid-block or at a dead end.

Three-point turns are an option if no driveway is available, traffic is light, you can not drive around the block, or the available space prevents a U-turn.

The easiest and safest way to change directions is to drive around the block.



T-4.26 Turning Around

Notes

**Module Four
Topic 5—Parking**

20 Minutes Instructional Time
Prerequisites: Minimum Age For Entry Into Program

Instructor Activities	Time Frame
<p>Review Module Four, Topic 5 Lesson Plans Prior to Lesson</p> <p>Show Transparencies T-4.28 "Angle Parking" T-4.29 "Perpendicular Parking" T-4.30 "Parallel Parking" T-4.31 "Hill Parking"</p> <p>Distribute and Review Worksheets W-4.6 "Parking Maneuvers"</p> <p>Review Module Assessments Prior to Lesson W-4.6 "Parking Maneuvers" MA-4.1 "Module Four Assessment"</p> <p>Additional Resources (Media and/or Text) Video: "Teaching Your Teens to Drive" (AAA)</p>	<p>15-20 minutes (3-6 minutes) (3-6 minutes) (3-6 minutes) (3-6 minutes)</p> <p>5-10 minutes</p>

Parking

Knowledge and Skills

The student is expected to recognize the different types of parking positions and apply visual and steering control skills to perform parking procedures.

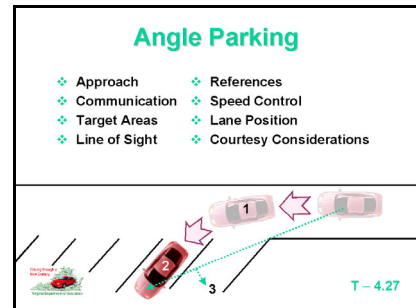
Activities & Resources

Hand out W-4.6 "Parking Maneuvers" to review the basic risk reduction principles of parking and pulling from a curb.



Use Transparency T-4.27 "Angle Parking" to discuss the basic procedures for parking at an angle.

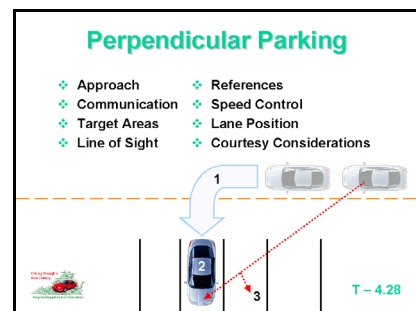
- Align 2-3 feet away from space.
- Visually locate center of space.
- Steer to middle of lane.
- Steer to target in center.



T-4.27 Angle Parking

Use Transparency T-4.28 "Perpendicular Parking" to discuss the basic procedures for perpendicular parking.

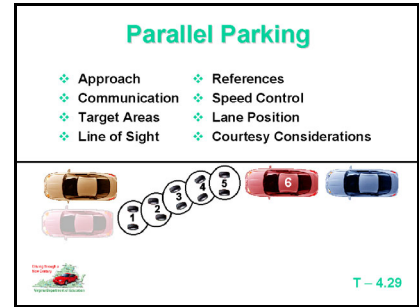
- Leave at least 5 feet between your vehicle and the parked car to your right.
- When the front bumper passes left side of parked vehicle, make a hard right, steering hand over hand.
- Slowly ease into space.
- Use curb or white line aligned with side view mirror as reference point.



T-4.28 Perpendicular Parking

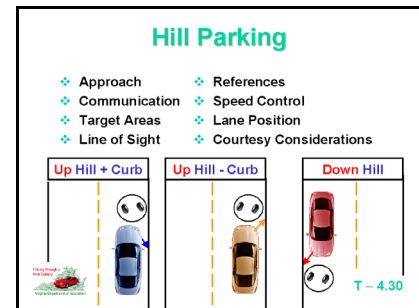
Use Transparency T-4.29 “Parallel Parking” to discuss the basic concepts of parallel parking to the left and right at a curb.

- Make sure space is at least 5 feet longer than your car.
- Signal your intent to park.
- Pull alongside and 3 feet away from the vehicle in front of space.
- Stop when bumper is even.
- Back up, steering sharply to right.
- Align door post with rear bumper of car in front, steering to the left.
- Straighten out—stop when parallel.



T-4.29 Parallel Parking

Use Transparency T-4.30 “Hill Parking” to discuss the basic risk reduction principles for parking on uphill/downhill grade at a curb and without a curb.



T-4.30 Hill Parking

Support Information

Parking Procedures

Use local area procedures for describing parking maneuvers. Virginia law requires that the wheel be turned depending on grade and that the parking brake be set. Given the opportunity for discussion, the student may give various situations which call for positive social interactions related to parking maneuvers.

Discussion Points

- Approach
- Communication
- Target areas
- Speed changes
- Lane position
- Visual reference turn points
- Steering
- Line of sight
- Path of travel
- Courtesy

Exiting an Angle or Perpendicular Parking Space

- Activate your turn signal to communicate intentions.
- Check traffic.
- Shift to reverse and move straight back slowly, looking over both your right and left shoulders.
- When your front fender is even with the back bumper of the car next to you, rapidly turn your wheels in the direction you want to go. Monitor all four corners of your car.
- Stop and shift to drive when you have enough room to maneuver.

Parking on Hills

- Make sure that the vehicle is in First Gear or Reverse for manual transmissions, or Park for automatic transmissions, and that the parking brake is engaged.
- When parking facing downhill, turn your wheels toward the curb or shoulder.
- When parking facing uphill, turn your wheels away from the curb. If there is no curb, turn front wheels in the opposite direction.

Curriculum Scope and Sequence Modules for Driver Education in Virginia

Module Four

Worksheets

- W-4.1 Risk Assessment
- W-4.2 Basics in Space Management
- W-4.3 Turning at Intersections
- W-4.4 Lane Changing and Decision-Making
- W-4.5 Diagram Turn Around
- W-4.6 Parking Maneuvers

Assessment

- MA-4.1 Module Four Assessment

Virginia Department of Education
in cooperation with the
Virginia Department of Motor Vehicles

Name _____

1. What is the highest platform you think you could jump from onto pavement without getting hurt ?
2. What is the most dangerous recreation activity you have ever tried?
3. How fast could you drive safely on an interstate highway in light traffic?
4. What is the highest speed at which you could have a collision while not wearing a safety belt and be unhurt?
5. How fast would you drive in a 40 mph speed zone in order to avoid getting a speeding ticket?
6. How long could you safely drive without stopping to sleep?
7. What is the maximum speed you think you could drive in a typical family car without losing control?
8. How fast would you drive on an interstate highway in dense fog?
9. How much time would it take you, after seeing a potential crash, to steer or brake away from the problem?
10. What percentage of the time you are driving or riding in a car do you wear a safety belt?

Answers... Please answer honestly and to the best of your ability.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Name: _____

The most important skill used in driving is: _____

Define the term "habit": _____

Why do drivers with good procedural skills perform poor maneuvers as they drive longer?

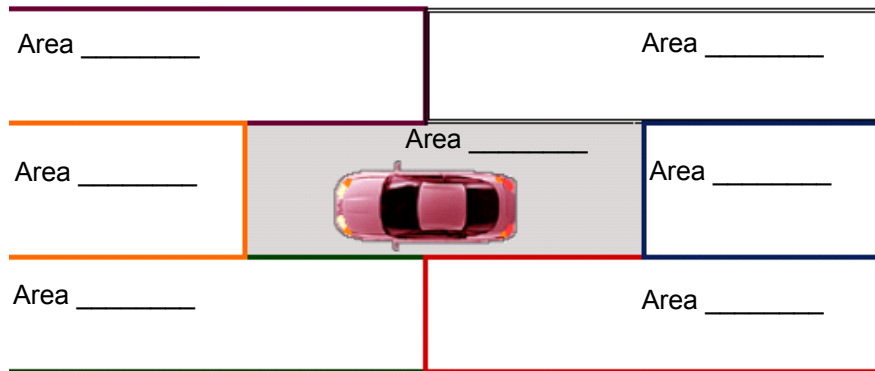
Name and identify the three space management steps.

S _____

E _____

E _____

Fill in the names of the space management areas below:



List the conditions present in these situations:

Open Space Area _____

Closed Space Area _____

Changing Space Area _____

A red traffic signal is a _____

A parked car on the right is a _____

A bicyclist on the right is a _____

An oncoming vehicle is a _____

A car in the left mirror blind space is a _____

A motorcycle in the right mirror blind space is a _____

A truck following close behind is a _____

Name: _____

After discussing turning at intersections, complete the following items:

List activities of the driver as an intersection is approached to determine the position for a turn.

List driver actions to communicate with other drivers in preparation for a turn maneuver.

Explain how speed is determined on entry and exit from the turn maneuver. How does this relate to Targeting Area, Line of Sight, and Path of Travel?

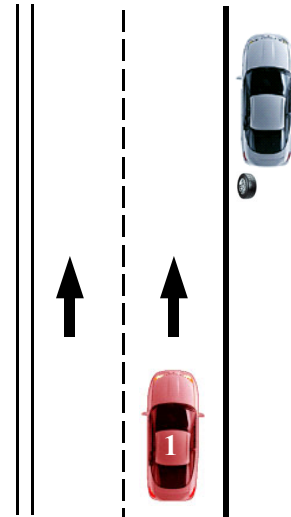
For the following lane change situations. (A) identify the reasons for making a lane change, (B) identify conditions that would make the lane change unsafe without driving adjustments, and (C) list adjustment(s) needed to make a safe lane change. *You are the driver of the red (#1) car.*

Situation #1: Flat tire being changed on the shoulder of a four lane roadway.

A. Reason to change. _____

B. Unsafe without adjustment. _____

C. Adjustments needed. _____

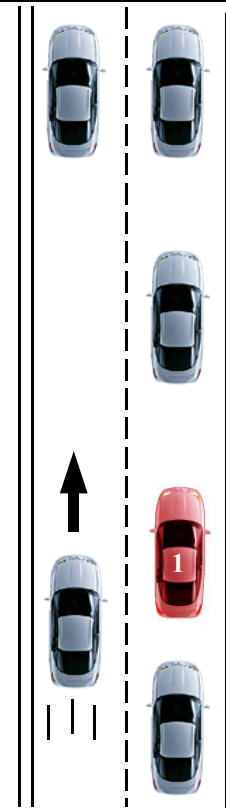


Situation #2: Caught in a pack of cars.

A. Reasons to change. _____

B. Unsafe without adjustment. _____

C. Adjustments needed. _____

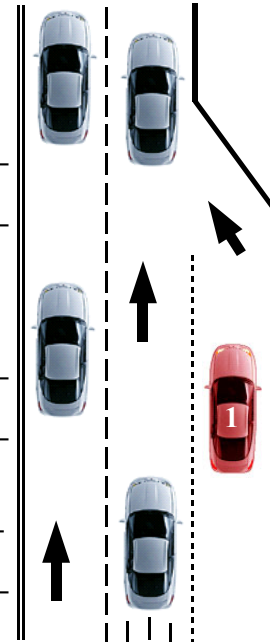


Situation #3: Three lanes narrowing into two lanes.

A. Reasons to change.

B. Unsafe without adjustment.

C. Adjustments needed.

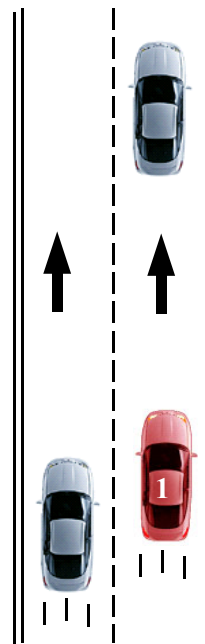


Situation #4: Slower vehicle ahead.

A. Reasons to change.

B. Unsafe without adjustment.

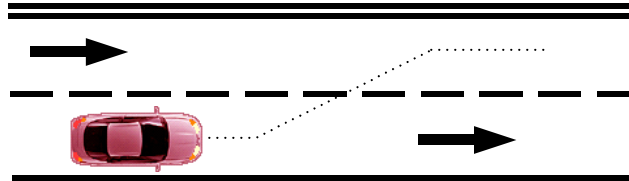
C. Adjustments needed.



Circle the correct answers for the following situations. There may be more than one correct answer. Explain why you did or did not circle each answer possible.

Situation #1 In making a lane change, you should:

- A. Check mirror blind areas to both sides.
- B. Signal what you are going to do.
- C. Drive at the same speed or speed up a little.
- D. Move from one lane to the other abruptly.



Explain your answers:

A.

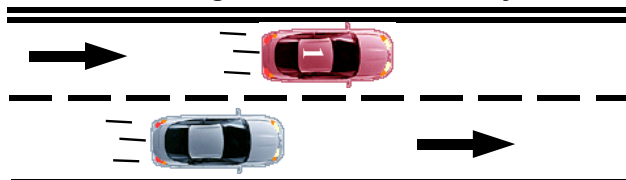
B.

C.

D.

Situation #2 You are in the red (# 1) car. You want to move to the right lane. What should you do?

- A. Move right at once.
- B. When one car length ahead, move right.
- C. Accelerate to when you see the front of dark car in your mirror, and then change.
- D. Slow down until you are behind the dark car, and then change.



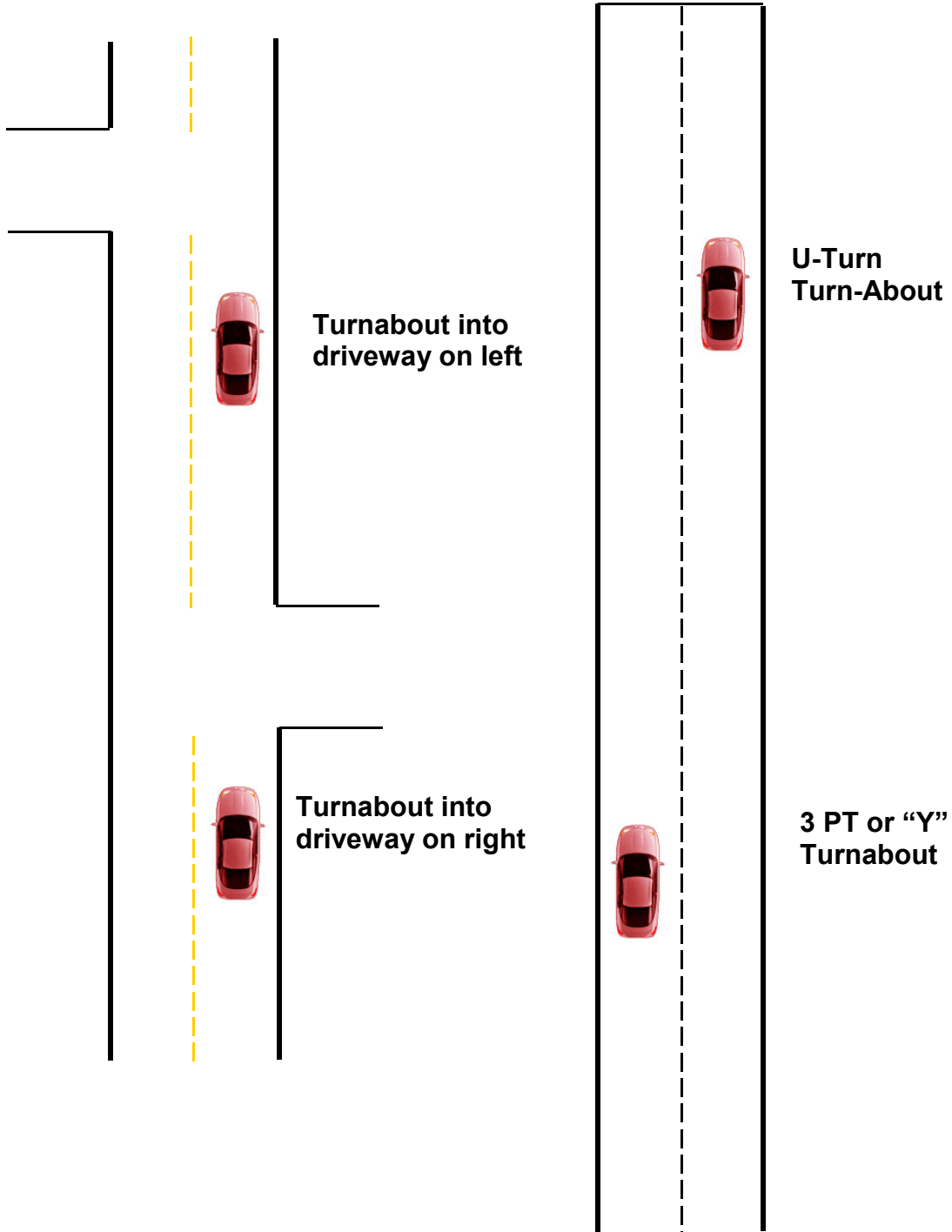
Explain your answers:

A.

B.

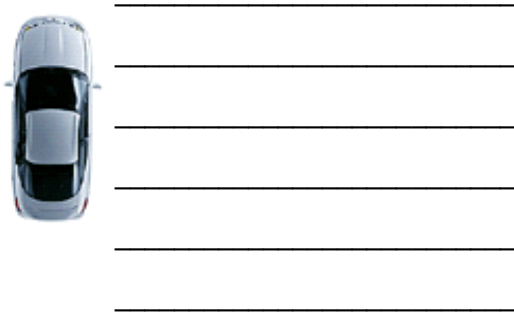
C.

D.

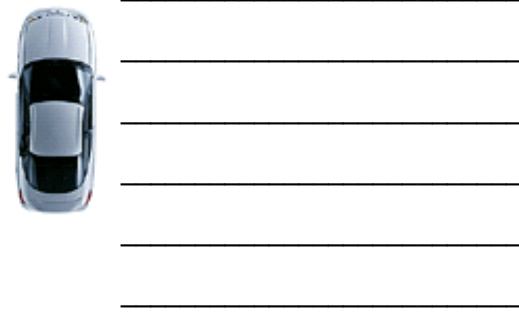


Directions: Indicate the wheel position for each maneuver, then list the procedures for each type of Hill Park.

UP HILL WITH CURB



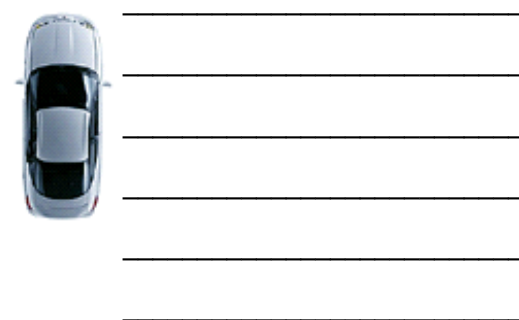
DOWN HILL WITH CURB



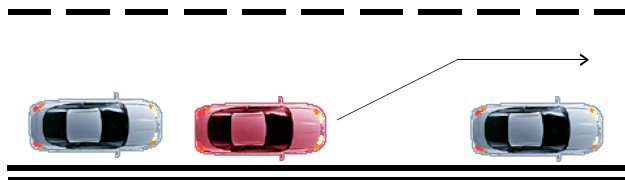
UPHILL WITH NO CURB



DOWN HILL WITH NO CURB



CURB PULL OUT PROCEDURE (Leaving parking space)



Multiple Choice Questions

1. Your evaluations as a driver are _____.
 - A. the basis for your actions
 - B. concerned with seeing the entire traffic scene
 - C. only important in heavy traffic
 - D. the first step in watching

2. The ability to handle dangerous traffic situations depends mostly on _____.
 - A. the type, model, and make of your car
 - B. searching for hazards in advance
 - C. the quality of your driver education course
 - D. the kind of highway you are on

3. If you must turn your car around on a narrow street, and most of the traffic is coming toward you, the best type of turnabout would be _____.
 - A. a 3-point or Y-turn
 - B. by using a driveway on the right side of the road
 - C. an intersectional U-turn
 - D. by using a driveway on the left side of the road

4. In a right turn, where will the rear wheels 'track' in relation to the front wheels?
 - A. Farther from the curb
 - B. Closer to the curb
 - C. It depends on the turn
 - D. In the same track

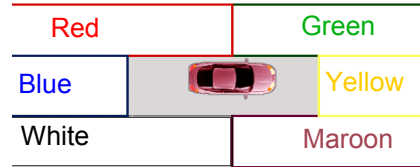
5. What does searching for hazards in traffic depend on most?
 - A. Perfect eyes
 - B. Knowing the street or area
 - C. Moving eyes quickly from place to place
 - D. Seeing out of the corners of your eyes

6. When parking on the right shoulder of a hill where there is no curb you should _____.
 - A. point the front wheels toward the center of the road
 - B. have the rear wheels closer to the shoulder
 - C. turn the front wheels so they point to the side of the road
 - D. place the front wheels parallel to the edge of the pavement

7. When you look far and near and side to side you are _____.
 - A. searching
 - B. centering
 - C. checking
 - D. monitoring

8. A motorcycle in your right mirror blind area is a _____.

- A. closed White sightline to right rear
- B. closed White travel path to right rear
- C. closed Red sightline to left rear
- D. closed Red travel path to left rear



9. A large vehicle following closely behind is a _____.

- A. closed Blue sightline to the rear
- B. closed Blue travel path to the rear
- C. closed Blue sightline and travel path to the rear
- D. closed Yellow sightline and travel path

10. What is the most important step in turning the car around?

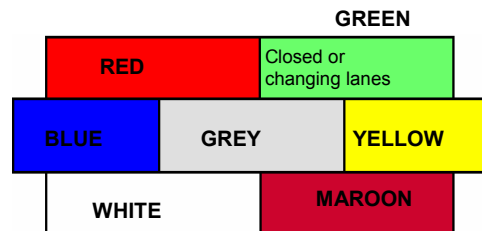
- A. Careful check of traffic in all directions.
- B. Signal.
- C. Shift to the proper gear.
- D. Select the lane of traffic in which to turn.

11. The best way to keep from getting involved in emergency driving situations is to _____.

- A. keep your eyes glued on the target area of the travel path ahead
- B. keep your car in good mechanical condition
- C. use rearview and side mirrors
- D. continually scan for hazards or changing areas

12. If this area is closed or changing, what is the appropriate action to proceed?

- A. Check Yellow, adjust speed, and move to lane position 2.
- B. Check White, adjust speed, and move to lane position 3.
- C. Check Blue, adjust speed, and move to lane position 4.
- D. Check Red, adjust speed, and move to lane position 4.



13. When preparing to make a lane change, what else should you do besides use lane change signal device?

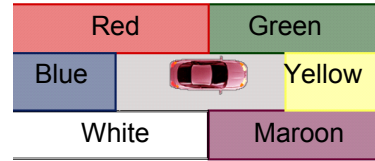
- A. Make a mirror blind area check in Red or White.
- B. Slow down a little and check blue area.
- C. Show a hand signal and wave everyone back.
- D. Change your lane position to 2 or 3.

14. If it is necessary to reduce speed to maintain control during a turning maneuver, when should you slow your vehicle?

- A. Before entering the turn.
- B. After completing the turn.
- C. Prior to signaling for the turn.
- D. During the turn.

15. You are able to check the mirror blind areas by _____.

- A. glancing to space area Green or Maroon
- B. using the sideview mirror to check area Red or Blue
- C. using both the inside and the outside mirrors to check area Red or White
- D. using the inside mirror to check area White



16. Which step of the decision process has a driver just taken when he sees what will probably happen in a driving situation?

- A. Search
- B. Evaluate
- C. Execute
- D. Question

17. If the approach and the beginning of a turn have been executed correctly, you can _____.

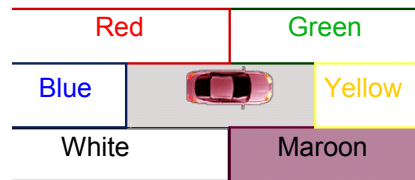
- A. speed up gently coming out of the turn
- B. hold the steering wheel at the right or left side
- C. brake slightly in the middle of the turn
- D. expect the car to track without steering

18. When making a 3-point or Y-turnabout on a narrow street, how far should you back your car?

- A. Only to the center of the street.
- B. Only until wheels are turned full right.
- C. Only as far back as needed to complete the maneuver.
- D. Only until rear wheels touch far curb.

19. A bicyclist on your right front is a _____.

- A. closed Maroon travel path and sightline
- B. closed Maroon travel path
- C. closed Green travel path and sightline
- D. closed Green travel path



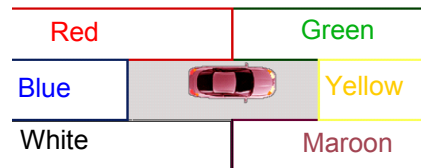
20. After parking on an upgrade with a curb, your front wheels should be _____.

- A. parallel to and touching the curb
- B. turned sharply away from the curb
- C. turned sharply toward the curb
- D. parallel to and 6 to 12 inches from the curb

21. Before changing lanes, the most important thing you should do is _____.

- A. signal to communicate with others
- B. make sure the area and travel path is open
- C. change speed to slow vehicles behind
- D. look in the rearview mirror for vehicles close to you

22. A car traveling in your right mirror blind area is a _____.
- A. closed Red travel path
 - B. closed Red sightline
 - C. closed White travel path
 - D. closed White sightline
23. What is the main value of making a visual check to the left or right before changing lanes?
- A. It is quicker than checking the contemporary mirror settings.
 - B. It is easier than checking the rearview mirror.
 - C. It covers areas not visible in the traditional mirror settings.
 - D. The image is not reversed as with mirrors.
24. When you are parallel parked, how close to the curb should a car be in the state of Virginia?
- A. Within 6 inches
 - B. Within 12 inches
 - C. Within 18 inches
 - D. Within 24 inches
25. Sudden braking and swerving in traffic shows that the driver _____.
- A. is skillful
 - B. is alert
 - C. has a good vehicle
 - D. has not watched far enough ahead
26. Approaching the crest of a hill is a _____.
- A. closed Yellow sightline
 - B. closed Yellow travel path
 - C. closed Red sightline
 - D. closed Blue sightline
27. A parked vehicle on your right is a _____.
- A. closed Yellow sightline and travel path
 - B. closed Yellow travel path
 - C. closed Maroon travel path
 - D. closed Maroon sightline and travel path
28. The key factor in watching is to have a plan that allows you to concentrate on seeing _____.
- A. the important closed or changing areas
 - B. everything in your traffic scene
 - C. all other vehicles and pedestrians
 - D. open areas to the side and rear of your vehicle
29. You should begin a right turn at an intersection _____.
- A. where the curb begins to turn
 - B. when sightline and travel path area is open
 - C. when the rear wheels are even with the curb
 - D. It is not important where you begin the turn



30. The front wheels should be turned toward the street when parked _____.
- A. uphill with a curb
 - B. downhill with a curb
 - C. uphill without a curb
 - D. downhill without a curb
31. You are in the white car. You want to move to the right lane. What should you do?
- A. Move right at once.
 - B. When one car length ahead, move right.
 - C. Accelerate until you see the front of dark car in your mirror, and then change.
 - D. Slow down until you are behind dark car, and then change.
32. What is the definition of risk?
33. Give four examples of risky driving behavior.
34. Give three guidelines for reducing risk.

Notes

- | | | | |
|-----|---|-----|---|
| 1. | A | 18. | C |
| 2. | B | 19. | B |
| 3. | B | 20. | B |
| 4. | A | 21. | B |
| 5. | C | 22. | C |
| 6. | C | 23. | C |
| 7. | A | 24. | B |
| 8. | B | 25. | D |
| 9. | C | 26. | A |
| 10. | A | 27. | D |
| 11. | D | 28. | A |
| 12. | C | 29. | B |
| 13. | A | 30. | A |
| 14. | A | | |
| 15. | A | | |
| 16. | B | | |
| 17. | A | | |