

Idaho Public Driver Education Lesson Plan

DAY 1: Introductions / GDL / Risks Involved in Driving / Idaho Stats / Preparing to Drive

NOTE: If you have the Internet open on your computer the web links below should open when you click on the link. (It is suggested that you have these open already before class starts). If you do not have Internet access or the links are blocked, the videos are located in the “Videos” folder for this unit.

1. Attention Grabber: "[Heaven Can Wait](#)" video clip - 44 seconds. (Click or visit the “Videos” folder)

2. Roll Call

- Check permit numbers and spelling for each student.
- Students **MUST** have a permit before they can attend class.
- Pass out necessary materials and manuals
- Fill out a Student List that will be turned in to your DMV within 3 days after the course ends.

3. New Material

- Discussion: What does a responsible driver look like? Act like? Drive like? How about an irresponsible driver? Is attitude involved?
- Discussion: What responsibilities do your parents have in all of this? Your teacher? You as the new driver?
- Discussion: How could a driver's license change your life?
- If this class is also a parent class, go over the [Supervised Driving Practice Guide](#) (the “yellow book”).
- Put students in groups of 4 or 5 and arrange the desks/chairs to resemble a car full of teenagers. Role play the first drive and various driving skills and situations (how to grip the steering wheel, lane changes, etc.) Then continue to ask the drivers to pretend to drive while you add distractions (loud music, food, cell phones, CDs, books, etc. Have props ready for this). Role play exterior distractions as well (other cars, light changes, pedestrians, etc.)

4. Review

- Class requirements, schedule, traffic laws, preparing to drive, GDL laws, etc.

5. Homework

- Complete Homework Packet 1. (Print one packet per student.)
- Read chapter 1 in the [Idaho Driver's Manual](#).
- Quiz tomorrow!
- Extra credit available every day for those who bring in and read an article related to traffic or driving in Idaho.

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DAY 2: Idaho Laws, Signs, Signals, and Roadway Markings

1. Attention Grabber: [Stop Signs](#) video (Click or open the “Videos” folder - 60 seconds)
2. Roll Call
3. Extra Credit?
4. Driver Ed Stories? (Students share experiences in the driver ed. car)
5. Quiz #1 (Click or open the “Quizzes and Tests” folder) Discuss while grading in-class.
6. New Material
 - Discussion/Activity: Do you know what all the signs mean?
 - Activity: “Drivers on Foot”. Use desks or tape on the floor to create an intersection and have students walk through various situations: four-way stop with multiple cars when one car gets there first; when two cars get there at the same time when they are both turning; when two cars get there at the same time when one car is turning and the other is not signaling, etc. Then simulate a two-way stop with cross traffic not stopping and then with pedestrians. Finally, an intersection with a traffic light. This is a great time to discuss looking “left-right-left” before taking off at an intersection to avoid cross traffic running the red light. Have fun with it but this is a powerful and useful activity and gets students up and active while they are learning.
7. Review
8. Homework
 - Complete Homework Packet 2 and answer the questions in complete sentences. (Print one packet per student.)
 - Read chapters 2 and 3 in the [Idaho Driver’s Manual](#).
 - Quiz tomorrow!

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DAY 3: Time and Space Management

1. Attention Grabber: [Defensive Driving](#) video. (Click or open the “Videos” folder - 60 seconds)
2. Roll Call
3. Extra Credit?
4. Driver Ed Stories? (Students share experiences in the driver ed. car)
5. Quiz #2 (Click or open the “Quizzes and Tests” folder.) Discuss while grading in-class.
6. New Material
 - Model roadway activity: (have 1/64 scale die cast cars available and various paper roadways)
 - Students can help create paper roadways or they can be printed from the “Model Roadways” folder.
 - Include a variety of road markings and signs on the paper roadways. Popsicle sticks pushed into a small ball of clay will create great street sign posts.
 - Have students demonstrate good time and space management and vehicle positioning with their model cars. They should express their techniques verbally to check for understanding (lane positioning, IPDE, zone control, etc.)
 - Students may also wish to demonstrate, or have demonstrated to them, lane changes, passing, four-way stops, etc.
9. Review
10. Homework
 - Complete Homework Packet 3. (Print one packet per student.)
 - Read chapter 4 in the [Idaho Driver’s Manual](#).
 - Quiz tomorrow!

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DAY 4: Natural Laws and Vehicle Control

1. Attention Grabber: [“Inertia”](#) video. (Click or open the “Videos” folder - 60 seconds)
2. Roll Call
3. Extra Credit?
4. Driver Ed Stories? (Students share experiences in the driver ed. car)
5. Quiz #3 (Click or open the “Quizzes and Tests” folder.) Discuss while grading in-class.
6. New Material
 - Activities - Choose one or more of the following activities:
 - Car Flip (materials: two small plastic containers, a 1/24th scale vehicle, a ruler, a yardstick, tape, and rubber bands)
 - Tape the ruler to the top of a student desk. Place the car on the desk with the left tires resting against the ruler. Tilt the desk until the car flips over the ruler and falls off the desk and record how far the desk was lifted when it occurred.
 - Attach an empty plastic container to the top of the vehicle and repeat the test.
 - Fill the plastic container with some form of weight. Repeat the test.
 - Discuss the results for each test. What does this mean?
 - Massive vs. Mini (materials: two or three metal toy cars of different sizes, a ramp)
 - Ask students to predict which car will make it to the bottom of the ramp first. Which will roll furthest?
 - Roll the smallest car down the ramp first. Measure time and distance.
 - Repeat with the other vehicles.
 - Tilt the ramp a bit at an angle to represent a curve and repeat the process again.
 - Discuss the predictions and results.
11. Review
12. Homework
 - Complete Homework Packet 4. (Print one packet per student.)
 - Quiz tomorrow!

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DAY 5: Lane Changes, Passing, & Parking

1. Attention Grabber: [“Parallel Parking”](#) video. (Click or open the “Videos” folder – 12 seconds)
2. Roll Call
3. Extra Credit?
4. Driver Ed Stories? (Students share experiences in the driver ed. car)
5. Quiz #4 (Click or open the “Quizzes and Tests” folder.) Discuss while grading in-class.
6. New Material
 - Activity – blind areas around a vehicle. Take the class to the parking lot and a driver education car parked with a lot of room around it. Use chalk to draw around each tire. This will show them how small the “footprint” of each tire really is. Have a student sit in the driver’s seat of the car. Other students circle the car and back up until the student driver can see everyone’s feet. Use chalk and draw a circle around the car right at the feet of all the students surrounding the car. Have the students move so the driver ed. car can park elsewhere while the class analyzes the footprints and size of the blind “area” around this vehicle. Discuss what needs to be done to reduce risk while driving or parking knowing this large blind area exists. How can you make a lane change knowing this blind area exists?
13. Review
14. Homework
 - Complete Homework Packet 5. (Print one packet per student.)
 - Quiz tomorrow!

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DAY 6: Intersections & Turnabouts

1. Attention Grabber: [“Intersection2”](#) video. (Click or open the “Videos” folder – 45 seconds)
2. Roll Call
3. Extra Credit?
4. Driver Ed Stories? (Students share experiences in the driver ed. car)
5. Quiz #5 (Click or open the “Quizzes and Tests” folder.) Discuss while grading in-class.
6. New Material
 15. Activity – Model Roadways. Use toy cars and paper roadways to demonstrate different intersection types and situations. You can use a whiteboard, smartboard, or overhead – or just paper with roads and intersections drawn on them. If you have a classroom set of cars and roads you can put students in groups and have them work together with your lead.
 16. Activity – “Drivers on Foot”. Use desks, tape on the floor, the hallway, or even the gymnasium and floor scooters from the PE department to create “intersections” for students to navigate themselves; their bodies are the vehicles. Walk through 4-way stops, two-way stops, cars turning or going straight, pedestrians, etc.
7. Review
8. Homework
 - Complete Homework Packet 6. (Print one packet per student.)
 - Quiz tomorrow!

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DAY 7: Sharing the Road with Others

1. Attention Grabber: "[Motorcycle PSA](#)" video. (Click or open the "Videos" folder – 30 seconds)
2. Roll Call
3. Extra Credit?
4. Driver Ed Stories? (Students share experiences in the driver ed. car)
5. Quiz #6 (Click or open the "Quizzes and Tests" folder.) Discuss while grading in-class.
6. New Material

Activities:

- a. Helmet Law Debate. Divide the class into those for and those against the law.

- i. 2010 Idaho Motorcycle Facts:

1. In Idaho adults do not have to wear a helmet.
2. When riders crash often the rest of us have to pay for the damages.
3. 85% of riders who crash are injured.
4. 48% of fatal rider crashes involve impaired riders.
5. 56% of fatal rider crashes involve only one motorcycle and no other vehicle.
6. 65% of fatal rider crashes involve a rider 40 years old or older.
7. 68% of riders involved in a crash were wearing a helmet.
8. 528 motorcycle crashes.
9. 28 fatal motorcycle crashes.
10. Motorcycle crashes cost Idaho \$249 million dollars (10% of the total)
11. Many adult Idaho riders enjoy and fight for their right to wear or not wear a helmet.
12. 2 states have no helmet laws.
13. 19 states require all riders to wear a helmet.
14. 25 states have helmet laws for younger riders only.

- b. Model Roadway: Use something about the size of a small LEGO piece to represent a motorcycle and role play safe and unsafe driving behaviors using model roadways and 1/64th scale diecast vehicles.

7. Review

8. Homework

- Complete Homework Packet 7. (Print one packet per student.)
- Read chapter 5 in the [Idaho Driver's Manual](#).
- Quiz tomorrow!

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DAY 8: Urban & Freeway Driving

1. Attention Grabber: [“Safe Stopping”](#) video. (Click or open the “Videos” folder – 60 seconds)
2. Roll Call
3. Extra Credit?
4. Driver Ed Stories? (Students share experiences in the driver ed. car)
5. Quiz #7 (Click or open the “Quizzes and Tests” folder.) Discuss while grading in-class.
6. New Material
 17. Activities:
 - a. Safe stopping distance. In the parking lot guide one student to stop the driver education vehicle behind another car with the rear tires visibly touching the ground from his/her point of view. Have the class measure that distance using a tape measure (or estimate).
9. Review
10. Homework
 - Complete Homework Packet 8. (Print one packet per student.)
 - Read chapter 7 in the [Idaho Driver’s Manual](#).
 - Quiz tomorrow!

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DAY 9: Rural Driving

1. Attention Grabber: [“Gravel Roads”](#) video. (Click or open the “Videos” folder – 60 seconds)
2. Roll Call
3. Extra Credit?
4. Driver Ed Stories? (Students share experiences in the driver ed. car)
5. Quiz #8 (Click or open the “Quizzes and Tests” folder.) Discuss while grading in-class.
6. New Material
 - Activity: Some drivers might think that rural roads are safe everywhere because there is less traffic and wide open spaces. What could possibly go wrong in the country? But did you know that most traffic fatalities happen on rural roads? Brainstorm a list of hazards and characteristics of rural roads.
11. Review
12. Homework
 - Complete Homework Packet No. 9 (Print one packet per student.)
 - Quiz tomorrow!

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DAY 10: Handling Dangerous Conditions & Emergencies

1. Attention Grabber: [“Tire Change Rap”](#) video. (Click or open the “Videos” folder – 2 minutes 11 seconds)
2. Roll Call
3. Extra Credit?
4. Driver Ed Stories? (Students share experiences in the driver ed. car)
5. Quiz #9 (Click or open the “Quizzes and Tests” folder.) Discuss while grading in-class.
6. New Material
 18. Activity: Assign a different problem to groups of 4 or 5 students. Give them time to discuss and come up with a solution or action before presenting to the class. Problems might include:
 - a. You are driving with a group of friends. It has recently snowed and the roads have been plowed and sanded. You are out of windshield washer fluid and are having a difficult time seeing out your dirty windshield. There are no stores nearby. What should you do?
 - b. On a road trip you and your friends are staying in a hotel near the Canadian border. Your plan is to make it into Canada today but have wakened to find it has snowed nearly 8” overnight. How will you prepare to drive the remaining 200 miles today?
 - c. While driving from Idaho into Jackpot, Nevada for a golf tournament, only 50 miles from your destination your vehicle suddenly begins steaming from beneath the hood and your temperature gauge is in the RED zone. What should you do?
 - d. After pulling a trailer for a family friend for nearly three hours you feel the trailer “get loose” a little bit and see pieces of rubber flipping upward in your side mirror. What do you do?
 - e. Your friend is driving on a winter day and you and another friend are also in the car. The temperature is below freezing but the roads appear clear of snow or ice. You know the shaded corners will likely be ice-covered. What do you say or do?
 - f. While driving on a long trip you continue to have vehicles flash their lights at you as they go by. What do you do?
13. Review
14. Homework
 - Complete Homework Packet No.10_(Print one packet per student.)
 - Read chapter 6 in the [Idaho Driver’s Manual](#).
 - Quiz tomorrow!

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DAY 11: DRIVING SANE, SAFE, AND SOBER

1. Attention Grabber: [“Don’t Drink and Drive”](#) video. (Click or open the “Videos” folder – 30 seconds)
2. Roll Call
3. Extra Credit?
4. Driver Ed Stories? (Students share experiences in the driver ed. car)
5. Quiz #10 (Click or open the “Quizzes and Tests” folder.) Discuss while grading in-class.
6. New Material
 - Jacqui’s Story: More information about the girl in the *Attention Grabber* video.
 - 19. Activity: Drunk Goggles. If your school or district has Drunk Goggles use them to demonstrate visual impairments and coordination. Emphasize the fact that the goggles cannot simulate impaired *judgment* like drugs and alcohol do and it’s the judgment that is so dangerous not the hand-eye coordination. Drunk Goggle activities might include:
 - a. Juggling
 - b. Riding a tricycle around cones
 - c. Obstacle course on foot
 - d. Writing or drawing objects on the whiteboard.
 - 20. Activity: Class discussion or debate on drinking and driving.
15. Review
16. Homework
 - Complete Homework Packet No.11_(Print one packet per student.)
 - Read chapter 8 in the [Idaho Driver’s Manual](#).
 - Quiz tomorrow!

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DAY 12: Buying/Maintaining a Vehicle and Taking Road Trips

1. Attention Grabber: [“Robot Car”](#) video. (Click or open the “Videos” folder –30 seconds)
2. Roll Call
3. Extra Credit?
4. Driver Ed Stories? (Students share experiences in the driver ed. car)
5. Quiz #11 (Click or open the “Quizzes and Tests” folder.) Discuss while grading in-class.
6. New Material
 - Activity: Discussion – what kind of car do YOU want? What kind of car can you afford?
 - Activity: True cost of owning a car.
 - If you have Internet access and a projector, visit <http://www.edmunds.com/tco.html> as a class and look up the true costs of owning several vehicles. Students will be amazed at what the TRUE cost of owning a vehicle for a period of just five years really is.
 - If you do not have Internet access, put students in groups and have them discuss the pros and cons about buying a used or new car – and advice on what type of vehicle is best. Have each group present their findings to the rest of the class.
17. Review
18. Homework
 - Complete Homework Packet No.12_(Print one packet per student.)
 - Read chapters 9-10 in the [Idaho Driver’s Manual](#).
 - Quiz tomorrow!

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DAY 13: REVIEW

1. Attention Grabber: ["Bird"](#) video. (Click or open the "Videos" folder. 30 seconds)
2. Roll Call
3. Extra Credit?
4. Driver Ed. Stories? (Students share experiences in the driver ed. car)
5. Quiz #12 (Click or open the "Quizzes and Tests" folder.) Discuss while grading in class.
6. Review
 - a. Jeopardy review game (Click or open the "Presentation" folder)
 - b. Q&A over material from class, homework, and the Idaho Driver's Manual.
7. Homework
 - a. Study for the FINAL EXAM

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DAY 14: FINAL EXAM

8. Roll Call
9. FINAL EXAM
10. If you are able to grade the final exam AND compute final grades today – skip day 15 and pass out permits today.
 - a. Students must earn an 80% or higher to pass the class. If they do not pass, mark their permit FAILED and send it back to the DMV.
 - b. The student list must be turned in within 3 days after the end day of this course.

DAY 15: PASS OUT PERMITS

1. This day can either be a parent class or simply designed to give permits to students.
 - a. If this is a parent class, pass out and go over the “Yellow Book” and Idaho’s GDL laws.
2. Remind students of the Idaho GDL and permit laws.
3. Students with an 80% final grade or greater receive a passing grade and their permit
 - a. Students with a grade lower than 80% do not pass, their permit is marked FAILED and is returned to the DMV.
 - b. It is best to call all students that did not pass before they attend class to save them the embarrassment.
4. The student list for this class MUST arrive at the DMV within 3 days after the course end date.
 - a. Students’ supervised driving period begins on the day you mark as the end class date.
 - b. If the student list is not turned in within three days the students will be driving illegally.