

Chapter 0 - Lesson Plans and Activity Directions

Title: Parent Orientation

Concepts

- 0.1 Provider Standards and Requirements
- 0.2 Expectations Before and After Getting a License
- 0.3 Partners in Learning
- 0.4 Driving Updates and Rationales: What's New?

Prerequisites: Learner must be registered and have a valid North Dakota Instruction Permit by the first class session.

Time: A minimum of 1-hour is needed to complete this lesson. Add time as needed to conduct and collect late registrations, distribute materials, schedule in-car lessons, or facilitate additional activities.

Note to Program Coordinators and Instructors: It is understood that some program providers conduct parent orientation at a time that teen learners are unable to attend. This lesson is specifically designed for parents and teen learners, but can be conducted without teens in attendance and without amending the lesson. Given the time constraints of a 30-hour course, it is suggested that you include program policies, attendance contracts, etc. in registration packets to free up time for other lesson/orientation activities.

Required Equipment, Lesson Resources, and Support Materials:

- NDRPC 2014 DVD Interface, computer, projector, screen, and speakers
- Parent and Learner Sign-in Sheets, Attendance Contract, and any documentation related to course scheduling, and policies or procedures as identified by each provider
- NDRPC 2014 Playbooks (hard copies)
- The North Dakota Parent Guide to Teen Driving booklets (Driving Logs are included)
- North Dakota Noncommercial Drivers License Manual
- Simulated steering wheels
- Ticket to Concept 1.4

Optional Materials:

- Ten Habits Keep the Monster Caged! Using the Dynamics of Zone Control
- Partnership for EXPERT Driving 7th ed. IN-CAR Guides

Teacher Activities	Participant Activities
Prior to the Parent Night Session: <ul style="list-style-type: none">• Set up computer, speakers, projector, and screen. Access and display Parent Orientation Playbook from NDRPC 2014 DVD.• Lay out all resource materials for attendees to pick up as they arrive.• Oversee attendee sign-in and distribution of handouts and resource books prior to start of session.• Direct attendees to review/read Parent Orientation Playbook pages prior to start of session.	Sign-in. Pick up handouts and resource books. Review Chapter 0 Parent Orientation Playbook pages as time allows.
Parent Orientation Time: 60 minutes Objectives: <ul style="list-style-type: none">0.1 The learner and parent will understand the rules for the driver education program and be introduced to what an approved Driver Education course includes.0.2 The learner and parent will be able to describe some of the risks associated with driving under the influence of alcohol, drugs, or various distractions. They will begin to discuss terms of a formal or informal Parent/Teen Vehicle Use Agreement.0.3 The learner and parent will review course materials. Each will gain an understanding of the requirements for guided practice, GDL laws, and their personal roles and responsibilities in the learning process.0.4 The learner and parent will be able demonstrate 9&3 and 8&4 hand positions, and hand-over-hand and push-pull steering techniques; demonstrate seating position needed for making modern mirror adjustments; and be	

able to see the basic relationship between a reference point (1) that aligns with a place on ground (2), shows a vehicle's actual position (3), and is seen from the perspective of driver and passenger seats (4) as illustrated.

<p>Welcome</p> <p>Welcome Parents and Learners</p> <p>Familiarize attendees with provider policies and procedures regarding attendance and requirements for successful completion of the course.</p>	<p>Ask questions for clarification</p>
<p>It's About Life, Not a License</p> <p>Launch Interactive PPT/Videos: Dangers & Expectations</p> <p>Explain the purpose and goal of an approved TSE program is to eliminate driver injuries and fatalities through education. Videos will remind attendees of some of the most common causes of driver impairment.</p> <p>At the end of the presentation, explain that setting boundaries for learners helps beginning drivers develop skills progressively and provides built-in protection for those individuals who may otherwise choose to participate in risky behaviors.</p> <p>Direct attendees to Parent/Teen Vehicle Use Agreement behind Chapter 0. Give families 5 minutes to review and begin to discuss family expectations for vehicle use. Encourage attendees to continue the discussion at home and to establish standards for responsible vehicle use and driver accountability.</p>	<p>Participate in presentation.</p> <p>Develop an understanding of the purpose of a driver education program.</p> <p>Get motivated to learn and stay safe on the roadway.</p> <p>Begin to discuss terms of a formal or informal Parent/Teen Vehicle Use Agreement and expectations for use of the family vehicle.</p>
<p>Partners in Learning</p> <p>Launch PPT Presentation</p> <p>Explain what an approved program is and why it is different than non-approved programs.</p> <p>Reinforce the importance and value of active and committed partnerships.</p> <p>Remind parents of their crucial role and invite their active participation.</p> <p>Introduce the Playbook and its elements:</p> <ul style="list-style-type: none"> • Chapters • Side notes • QR Codes • Hyperlinks • Home assignments • Cards in the back <p>You may want to mention the flow of the Playbook from simple to complex, procedure to process.</p> <p>Discuss the requirements and the need for providing guided practice in the family vehicle.</p> <p>Briefly explain GDL laws and how they will affect driving decisions.</p> <p>Direct participants to "The Parent Guide to Teen Driving" or "Driver Manual" for more information.</p>	<p>Locate Playbook and review as instructor points out the various elements.</p> <p>Ask questions for clarification regarding materials, resources, and learner requirements.</p> <p>Understand that each learner is required to:</p> <ul style="list-style-type: none"> • Bring Playbook to every class session • Complete every pre-assigned reading and other assignments on time • Participate in classroom activities
<p>Driving Styles by Design</p> <p>Launch Interactive PPT Activities</p> <p>Introduce modified mirror setting and steering control techniques. Explain how they affect vehicle control and perception. Facilitate rehearsal activities by guiding participants and learners through the Learn-Practice-Master strategy for new techniques. Clarify illustrated vehicle placement techniques (reference points) and direct attendees to Playbook for additional information.</p> <p>Questions you may want to ask or points you may want to make:</p> <ul style="list-style-type: none"> • What are the current recommended hand positions? <i>Distribute "steering wheels" to practice.</i> 	<p>Practice 9&3 and 8&4 hand positions, and hand-over-hand and push-pull steering techniques.</p> <p>Demonstrate seating position needed for making modern mirror adjustments. Gain an understanding of the advantages and methods for modified mirror settings.</p> <p>Begin to learn the use and value of reference points. Examine reference point</p>

<ul style="list-style-type: none"> • What is push-pull steering and how do you do it? • When is it used? • What is a reference point? • How is a reference point used to put the car where you want it? • Why do we use an enhanced mirror setting? • Are you willing to try something new? • What if you disagree with something your teen learns in a Driver Ed program? What should you do? • Where can you look for more information regarding a skill or procedure your teen has learned? 	<p>Playbook graphics. Be able to see the basic relationship between a reference point (1) that aligns with a place on ground (2), shows a vehicle's actual position (3), and is seen from the perspective of driver and passenger seats (4) as illustrated.</p> <p>Ask questions for clarification.</p> <p>Discuss and practice new concepts on the way home.</p>
<p>Student Homework Assignments</p> <ul style="list-style-type: none"> • Read Playbook Chapter 1 and • Ticket to Concept 1.4 (Provide a due date) <p>Explain that Entrance Tickets are to be completed as a part of every Playbook chapter reading assignment and must be completed before Concept 1.4 begins.</p> <p>Help participants understand that the course does have academic rigor, problem solving, and developing judgment skills. The classroom provides the introduction and development of concepts, skills, and attitudes, and the car provides the opportunity to apply what is learned in the classroom. Poor preparation leads to poor performance.</p> <p>Adjourn</p>	<p>Learners prepare for next class.</p> <p>Parents or guardians make a commitment to partner with the teen and the driver ed teacher to help learner become a safe and respectful driver.</p>
<p>Estimated Time: 60 Minutes</p>	

Assessments: Informal questions and participation

Student Assignments

- Parent/Teen Vehicle Use Agreement
- Read Playbook Chapter 1
- Complete Ticket to Concept 1.4

Parent Assignments

- Parent/Teen Vehicle Use Agreement
- The North Dakota Parent Guide to Teen Driving, pgs. 1-16

Parent Orientation Activity Directions

Hand Position and Steering Control

Props: Simulated Steering Wheels

Direct the class to get correct seating position in their individual "driving compartments", and practice the following:

- Control Position – 8&4 or 9&3, knuckles out and thumbs up, not wrapped around the wheel, shoulders relaxed, arms slightly bent at the elbow (arms off the desk or table)
- Hand-over-Hand Steering Technique – Turning and recovery
- Push-Pull (or Pull-Push) Steering Technique – Turning and recovery

Mirror Settings

- Tilt head to the left
- Tilt head to the right

Explain that they should be able to see just a small portion of the vehicle - basically what they see sitting up straight with the old settings - now we are just extending it out further to the side. A slight tilt of the head while driving will show them the rear zone.

Observe the techniques used by individuals. Give positive feedback when performance is correct. Coach those who are having trouble until they are successful.