

Chapter 5 Lesson Plan and Activity Directions

Title: You Control the Intersection

Concepts:

- 5.1 Communication Options
- 5.2 Approaching Intersections
- 5.3 Rear Zone Control
- 5.4 Stopping in Traffic

Prerequisite: Participation in previous sessions, successful completion of previous assignments, and 80% or better on previous chapter exit exams.

Time: 3 hours

Required Equipment, Lesson Resources and Support Materials:

- ♦ NDRPC 2014 DVD Interface, computer, projector, screen, and speakers
- ♦ Chapter 5 Lesson Plans and Activity Directions, and Overview Notes
- ♦ NDRPC 2014 Playbooks (students are required to bring hard copy to class)
- ♦ Playbook Flash Cards (hopefully stored in envelopes in learner's Playbook)
- ♦ Ticket to Concept 5.3 Key
- ♦ Chapter 5 Exit Exams & Key

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	Learner Activities
5.1 Communication Options Time: 30 Minutes Objective <ul style="list-style-type: none"> The learner will demonstrate how to send and receive messages effectively using a variety of techniques with other users of the roadway and in a variety of situations. 	
Send and Receive Clear Messages Communication Options: "The City" video clip Direct learners to "abc" flash cards in the back of the Playbook and tell them to be ready to use them during the video. Pause video if learners need help identifying the way communication options are depicted in the video. Physical Practice Activity: Guide learners through correct use of hand and arm signals.	Have fun. Identify the different communications demonstrated in this video, and use "abc" cards to answer narrator questions. Practice displaying proper hand signals.
Communication Options <ol style="list-style-type: none"> What are the communication options available to a driver? How should they be used? What if I misuse communication options? Is that a recipe for conflict? Using a communication option out of context may lead to conflict. Why do you think that is? 	Respond to questions and provide feedback on the context of communication options.
The Golden Rule Rehearsal PPT Activity: Practice sending and receiving communication. Launch PPT and guide learners through the interactive slides describing different communication situations.	Practice sending and receiving communications.

5.2 Approaching Intersections

Time: 60 Minutes

Objectives

- The learner will be able to use effective searching strategies to FIND intersections and identify conditions as open, closed, or unstable.
- The learner will demonstrate the ability to SOLVE problems early and minimize risks while approaching intersections.
- The learner will begin to demonstrate the ability to CONTROL these 4-second danger zones by re-evaluating problems and solutions, and adjusting for additional line-of-sight and/or path-of-travel problems before reaching the point of no return.

Case Studies x 2: Danger Zones, Vehicle Mismatch, and It's a 3-Way Street

When time allows, launch this PPT from the hyperlink in the FYI section of the page and turn up your speakers before playing. Use the slides to briefly explain vehicle mismatch. "It's a 3-way street" video illustrates where/how conflict can occur in intersections.

Get motivated.

Understand:

What intersection conflicts can look like

The damage that can be sustained or inflicted

Exactly where/ how conflicts can occur

It Only Takes a Few Seconds

Running a Red Light: **Observe and discuss what goes wrong**

Launch and play video.

Ask:

1. Over what length of time does this collision occur?
2. Who had the green light? The red?
3. Were pedestrians aware of the approaching red light runner? Waiting cross traffic?
4. What do you think they were aware of?
5. What actions were needed to prevent the crash?
6. What is the point of no return?
7. What is an unstable zone?
8. At what point could something have been done to prevent the crash?
9. What is the value of knowing you have open space to the front?

Make this point clearly - to prevent problems, searching every intersection before entering is absolutely necessary.

Watch video and timer.

Evaluate the actions of everyone involved in the crash.

Answer questions.

Get motivated to control every intersection.

Find Intersections

Mental Rehearsal Activity: Identify Intersection Clues and Controls. Launch presentation. Review three searching ranges and how those ranges can be used to FIND, SOLVE, and CONTROL intersections.

Brainstorm Activity: Intersection Clues

Have learners brainstorm intersection clues. Then have them practice finding intersections using various clues in the environment with short video clip. Continue the presentation and lead the learners in a discussion of controlled and uncontrolled intersections.

Participate in interaction presentation.

Brainstorm with classmates different intersections clues.

Identify intersection using visible clues in video.

Determine whether or not different intersections are controlled. See what actions are needed to control each.

Solve and Control the 4-Second Danger Zone

Mental Rehearsal Activity: Controlling the 4-second Danger Zone. Launch this interactive PPT activity and share the statistic on title slide - 30% of collisions occur at intersections. Explain the difference between active and passive searches and administer the **Motion Blindness Test**. Guide learners through a review of line-of-sight and path-of-travel problems that might

Compare the effectiveness of passive and active searches with Motion Blindness Test.

Review line-of-sight and path-of-travel problems that might be found at intersections.

be found at intersections and the need to use 45-degree active searches and proper lane position to help solve the closed or unstable conditions they may encounter. Guide learners through the rehearsal activity located on the final slide to reinforce those searching behaviors.	Practice searching techniques used to control intersections.
5.3 Rear Zone Control Time: 30 Minutes Objective <ul style="list-style-type: none"> The learner develops an awareness of front and rear zone conditions and how to effectively use mirrors and check the blind spot when appropriate: before and after braking, turning, changing lanes, while stopped, and before backing. 	
Ticket to Concept 5.3 Lead class through a self or peer evaluation of responses to questions using Ticket to Concept 5.3 Key. Allow students to keep for future reference.	Evaluate responses to E-Ticket 5.3. Save for future use.
Four Common Conflicts Class Discussion: Begin this lesson by asking the following questions: <ol style="list-style-type: none"> What actions are needed to control the rear zone? (The answers are listed in the FYI section.) Eighty percent of rear-end collisions are caused by what four conflicts/situations? Why do they happen so frequently here? What are the three rear zone conditions? Video Examples: Rear-End Collisions Launch video and be ready to use the “pause” button or rewind to facilitate discussion as needed. Questions you may want to ask: <ol style="list-style-type: none"> What actions can you take to prevent a rear-end collisions? How can you communicate to someone behind you that you are slowing or stopping? What is the value of having open space to the front? 	Participate in class discussion Get motivated to control the rear zone. Watch video and evaluate driver actions. Determine what actions could minimize the risk of becoming involved in a rear-end collision.
Rear Zone Conditions Interactive PPT Activity: There are two parts... Launch PPT Presentation and guide learners through two related activities: The Fastest Computer on Earth. The purpose of this activity is to give learners the opportunity to experience how quickly they are able to get information when they look for very specific information. For this practice they are shown the face of a clock which is shown for only 0.3 seconds - that’s how long it takes to check a mirror (speedometer, blind spot, etc.) Three Rear Zone Conditions. Direct learners to their abc cards and explain that they will now practice identifying open, closed, and unstable rear zone conditions in the same 0.3 second intervals. Observe and evaluate student performance. Provide correction and positive feedback.	Discover and practice “Finding” information in 0.3 seconds. Use the “O, C, Un” cards and practice identifying rear zone conditions in 0.3-second intervals.
When to Check Rear Zones Mental Rehearsal Activity: You control the rear zones Launch video. Explain that learners will again use “O, C, Un” card while they practice using The Zone Control system to identify rear zone conditions in several different situations. Be ready to hit the pause button so the learner can make and display their	Participate using “O, C, Un” cards. Practice using Zone Control to accurately identify rear zone conditions. Answer questions.

<p>zone condition choices and answer questions.</p> <p>Observe and evaluate student performance. Provide correction and positive feedback.</p>	
<p>5.4 Stopping In Traffic & Chapter 5 Exit Exam</p> <p>Time: 60 Minutes</p> <p>Objectives</p> <ul style="list-style-type: none"> The learner will develop an awareness of how to control space to the front and rear when stopping in traffic. The learner will complete Chapter 5 Exit Exam with a minimum score of 80%. 	
<p>Close in Gradually</p> <p>Comparison Activity: Charging vs. Gradual Approach</p> <p>Launch video.</p> <p>Have learners respond to the two questions in the video.</p> <ol style="list-style-type: none"> Charging a closed zone - What do you lose? Closing in gradually - What do you gain? <p>Specific answers are written in FYI section.</p> <p>(Open space to the front is the general answer to both of these questions and relates to previous chapter concepts.)</p>	<p>Watch video</p> <p>Participate in class discussion</p>
<p>Stop to See Tires Touch Ground</p> <p>Review the three stop locations and how each is used when driving.</p> <p>Ask learners:</p> <ol style="list-style-type: none"> How much room should you leave between your vehicle and the car in front when you stop in a line of traffic? What are the advantages of stopping behind a vehicle so you can see its rear tires touching the ground? <p>Answers are written in the body of the paragraph.</p> <p>Discuss vehicle roll back, engine stalls, and escape paths.</p>	<p>Participate in class discussion.</p> <p>Identify advantages of being stopped far enough behind another vehicle.</p>
<p>Monitor the Rear</p> <p>Ask learners:</p> <ol style="list-style-type: none"> What is a Sand Barrel? Why should you monitor your rear zone while you are stopped in traffic, at a light, or at a stop sign? What is the advantage of having 2 or 3 cars stopped behind you? <p>Video Example: Sand Barrels</p> <p>Launch demonstration, have students practice monitoring (not staring at the mirror - reinforce 0.3-second mirror checks) the rear zone until at least two vehicles are stopped behind.</p> <p>Observe and evaluate student performance. Provide correction and positive feedback.</p>	<p>Participate in class discussion and answer questions.</p> <p>Practice monitoring the rear for two or more cars stopped behind.</p>
<p>Delay Your Start Just Two Seconds</p> <p>Video Examples: What do you gain when you delay your start?</p> <p>Launch video and connect to previous learning from this chapter.</p> <p>Questions you may want to ask:</p> <ol style="list-style-type: none"> What advantage is there to delaying your start by 2 seconds? What could go wrong if you jump on a green when you are first in line? How long does it take to search an intersection? 	<p>Identify advantages of a 2-second delayed start and possible consequences for not delaying.</p>
<p>Chapter 5 Exit Exam</p> <p>Administer exam, collect and correct.</p>	<p>Learners take Chapter 5 exit exam.</p>
<p>Assign and Wrap Up</p> <ul style="list-style-type: none"> Read Playbook Chapter 6 	

Assessments: Learner will complete Ticket to Concept 5.3 and demonstrate accountability for completing chapter reading assignments. Learner will answer informal questions, and participate in class discussions, demonstrations, and activities. Learner will complete Chapter 5 Exit Exam with a minimum score of 80%.

Student Assignments

- Read Playbook Chapter 6
- Ticket to Concept 6.4

5.3 Rear Zone Control Activity Directions

There are two parts to this interactive PowerPoint activity. Together they are designed to better prepare learners for in-car lessons.

The Fastest Computer on Earth

Novice drivers are notorious for using their rear-view mirrors incorrectly. Some prefer to turn their head to see behind rather than use the rear-view mirror, thinking that what they see is not a true reflection but is turned around - left being right and right being left, as their face is reflected in a mirror. Others have ridden bikes that weren't equipped with mirrors and turn their head to see conditions of the rear out of habit. The majority of new drivers have two things in common:

- They check the mirror for too long of a moment, losing control of their lane position and their awareness of what is occurring in the front zone.
- Most, in the absences of a professional instructor, will check the mirror without a clear understanding of what they are actually looking for other than "is there something behind me?"

The purpose of this activity is to give learners the opportunity to experience how quickly they are able to gather information when they look for very specific facts. The face of a clock is used for this purpose. Be aware that some teens do not know how to tell time with an analog clock.

- Explain what the second hand looks like - it is the longest hand. If you have a clock on the wall of your classroom, it will serve as a functioning model.
- Explain what the minute and hour hands look like - long and short.
- No further explanations are needed - they aren't learning how to tell time, just gathering information quickly by going after very specific facts.

First a question is posed. Ex: Where is the second hand?

Then the image of a clock is shown for only 0.3 seconds - that's how long it takes to check a mirror (speedometer, blind spot, etc.)

Three Rear Zone Conditions

In the second activity, the same questioning and searching techniques are used to give the learner experience gathering information about the condition of the rear zone (specific facts) very quickly. Make this point: To best control the front and rear zone, the driver must know what they are looking for and how to look. First a question is posed. Ex: How's the rear zone? (open, closed or unstable?) Then the image of a rear zone condition shown in the reflection of a rear-view mirror is shown for only 0.3 seconds.

Observe learner performance, coach as needed and give positive feedback.