

PREFACE

Over the past fifty years we have witnessed major progress in highway safety as evidenced by a substantial reduction in the number of traffic crash fatalities. In spite of this improvement driving a motor vehicle remains among the most hazardous tasks most people will ever perform.

Tragically, in the U.S., traffic crashes still cause about 5,000 deaths annually among youth 16 – 20 years of age. In 1997 while drivers under age 19 made up only 3.5% of all licensed drivers in the country, they were involved in 7.1% of the crashes.

A review of Ohio traffic crash and licensed driver data for 1997 reveals that 16 – 20 year olds made up 7% of Ohio's licensed drivers but were involved in 110,671 (16.5%) of the 670,267 crashes reported (the greatest number for any age group). They were adjudged to be the driver in error (at fault) in 70,502 (64%) of the cases. This age group accounted for nearly 16% of all driver and passenger deaths and 18% of all drivers and passengers injured.

The Ohio Graduated Driver Licensing law (GDL) mandates that a young driver receive a minimum of 24 clock hours of classroom instruction and 8 hours of behind-the-wheel instruction in driver training. In addition to this requirement, they must receive at least 50 hours of in-car practice (10 of these at night) with a parent or legal guardian. The Ohio Driver Training Curriculum was developed to help instructors provide a quality, standardized driver training program that meets the "24 and 8" requirement.

The Ohio Driver Training Curriculum was developed under contract between the Ohio Department of Public Safety and the American Driver and Traffic Safety Education Association/Indiana University of Pennsylvania. It was developed under the direction of Dr. Allen Robinson, Chief Executive Officer of ADTSEA. The developmental team included Dr. A. O. Bradshaw, Dr. Richard J. Hornfeck, and Dr. Francis C. Kenel. The production support team members were Ms. Terri A. Kerfonta, Ms. Brendalyn A. Treese and Ms. Beverly K. Norris.

CURRICULUM STRUCTURE

The Ohio Driver Training Curriculum was designed to provide present-day information and techniques on teaching young people the basics of motor vehicle operation. It is developed to specifically reference five textbooks: **Drive Right (9th Ed.)**, published by Prentice Hall; **Handbook Plus (1997 Ed.)**, published by Propulsion, Inc.; **How to Drive (1997 Ed.)**, published by the American Automobile Association; and **License to Drive (2000 Ed.)**, published by Delmar Publishers; **Responsible Driving (9th Ed.)**, published by Glencoe/ McGraw-Hill. The instructor should choose one of these textbooks to use with students in class. **It is recommended that each instructor receive and use a copy of the teacher's edition and teacher's resource kit and each student receive and use a copy of one of the textbooks while in the driver training program.** The choice of text is left up to each individual school. Each will meet the requirements of a quality driver training course.

The "**Table of Contents**" shows that the curriculum is divided into fourteen (14) tabs. It begins with a **Course Overview**, which includes administrative information, course purpose, general learning activities, resources (both printed and video) and information on where to obtain texts and resources.

“Units 1 – 10” provides content-specific classroom information to be taught in the 24 – hour block of classroom instruction. Each unit begins with general “**Objectives**” that the student should attain. Then, both student-directed and teacher-directed “**Learning Activities**” are stated. These activities are general in nature and allow the teacher flexibility in adding or deleting certain things based on their experience and materials availability. In the “**Learning Activities**” section, specific video resources have been identified. Also, in the “**Resources**” section of each unit, additional videos have been identified that will aid in meeting the unit objectives. It is recommended that each teacher use any video listed in the “**Learning Activities**” section of each unit. If this is not possible, then choose and use a video resource that will meet the objectives of the unit.

The “**Content Outline**” provides specific information that should be covered in each unit of classroom instruction. Each “**BOLD**” heading represents important topics that should be explained, either verbally, visually or otherwise, with specific support information following the heading. If there is a transparency master accompanying the heading, it is identified next to the heading (e.g. T 1.1, T 1.2, etc.). “**Transparency Masters**” can be found at the end of each unit. These may be made into transparencies to support the classroom instruction, or copied as handouts to be given to each student.

To the right side of each page of the “**Content Outline**” is a page number reference for any of the five textbooks that should be used in the program. “**DR**” references the text Drive Right; “**HP**” references the text Handbook Plus; “**HD**” references the text How to Drive; “**LD**” references the text License to Drive and “**RD**” references the text Responsible Driving. The instructor may want to add to these references.

“**Procedure Sheets (PS) 1-5**” include specific procedure sheets that may be copied and given to students to support both classroom and behind-the-wheel instruction. Additional procedure sheets may be developed by the instructor to enhance learning.

The “**Laboratory Instruction**” section of the curriculum includes behind-the-wheel lesson outlines for eleven (11) in-car lessons. This section also includes additional laboratory manuals that can benefit the instructor in teaching behind-the-wheel instruction. It is recommended that instructors obtain copies of these for use in the program. Each laboratory lesson includes goals, required entry level, required resources, objectives, learning sets, supporting procedural steps, learning activities, evaluation and recommended length of time to support each lesson.

The final section of the curriculum includes two “**Knowledge Tests**” that may be given to evaluate the classroom portion of the curriculum. One test is for Units 1-5 and the other is for Units 6-10. It is recommended that instructors use the unit tests in chosen textbook as an additional method of evaluating student progress in the knowledge objectives.

RECOMMENDED TIME FRAMES FOR CLASSROOM INSTRUCTION

Course Overview	30 minutes
Unit 1: The System and You	40 minutes
Unit 2: Vehicle Familiarization	60 minutes
Unit 3: Basic Control Tasks	90 minutes
Unit 4: Traffic Control Devices and Laws	110 minutes
Unit 5: Perception and Driving Strategies for Different Environments	330 minutes
Test: Units 1-5	30 minutes
Unit 6: Natural Laws Affecting Vehicle and Operator Performance	60 minutes
Unit 7: Handling Vehicle/Driver Emergencies	90 minutes
Unit 8: Operating in Adverse Conditions	90 minutes
Unit 9: Driver Fitness	300 minutes
Unit 10: Responsibilities of Owning and Maintaining A Car	180 minutes
Test: Units 6-10	<u>30 minutes</u>
TOTAL (24 hours)	1440 minutes

SUMMARY

The Ohio Driver Training Curriculum was developed to provide a quality, standardized driver training program for the state. The curriculum is only as good as the instructors who use it. You are encouraged to use the resources and learning activities included in the curriculum as well as others that you have determined through experience are excellent resources in training a young driver in the basics of safe motor vehicle operation.

Prepare yourself to teach effectively by reviewing the lessons prior to delivery, by providing a proper and safe learning environment for the student and by being ready to teach each day you are called upon to do so.

The Ohio Department of Public Safety has included an evaluation sheet for you to use to give feedback concerning components of the curriculum. After using the curriculum, complete the evaluation and return it to ODPS. Your input will be helpful in revising and improving this curriculum for the future.

POSSIBLE BLOCK SCHEDULE FOR 2-HOUR INSTRUCTIONAL PERIODS

The following is offered for use as a possible model block schedule in classroom instruction that occurs in 2-hour time periods. The schedule may be adjusted to fit different time-frame schedules.

Block One – 2 hours

Welcome	
Introductions/Program Administration	30 minutes
Teach and Conduct Learning Activities for Unit 1 A-D	40 minutes
Show Video Segments	
Teach and Conduct Learning Activities for Unit 2 A-D	50 minutes
Show Video Segments	

Block Two – 2 hours

Teach and Conduct Learning Activities for Unit 2 E	10 minutes
Show Video Segments	
Teach and Conduct Learning Activities for Unit 3 A-P	90 minutes
Show Video Segments	
Teach and Conduct Learning Activities for Unit 4 A	20 minutes

Block Three – 2 hours

Teach and Conduct Learning Activities for Unit 4 B-K	90 minutes
Show Video Segments	
Teach and Conduct Learning Activities for Unit 5 A-D	30 minutes

Block Four – 2 hours

Teach and Conduct Learning Activities for Unit 5 E-G	120 minutes
Show Video Segments	

Block Five – 2 hours

Teach and Conduct Learning Activities for Unit 5 H-I	120 minutes
Show Video Segments	

Block Six – 2 hours

Test One, Units 1 – 5	30 minutes
Teach and Conduct Learning Activities for Unit 5 J	60 minutes
Show Video Segments	
Teach and Conduct Learning Activities for Unit 6 A-B	30 minutes
Show Video Segments	

Block Seven – 2 hours

Teach and Conduct Learning Activities for Unit 6 C-E	30 minutes
Show Video Segments	
Teach and Conduct Learning Activities for Unit 7 A-D	90 minutes
Show Video Segments	

Block Eight – 2 hours

Teach and Conduct Learning Activities for Unit 8 A-F	90 minutes
Show Video Segments	
Teach and Conduct Learning Activities for Unit 9 A	30 minutes

Block Nine – 2 hours

Teach and Conduct Learning Activities for Unit 9 B-E	120 minutes
Show Video Segments	

Block Ten – 2 hours

Teach and Conduct Learning Activities for Unit 9 F (T 9.16 – 9.21)	120 minutes
Show Video Segments	

Block Eleven – 2 hours

Teach and Conduct Learning Activities for Unit 9 F (T 9.21 – 9.27)	30 minutes
Teach and Conduct Learning Activities for Unit 10 A-B	90 minutes
Show Video Segments	

Block Twelve – 2 hours

Teach and Conduct Learning Activities for Unit 10 C-D	90 minutes
Show Video Segments	
Test Two, Units 6 – 10	30 minutes
TOTAL (24 hours)	1440 minutes