This “Cookbook” was Provided by the Idaho Department of Education, Driver Education Program

Appreciation goes to Fred Mottola for the great activities he designed for the Drive Right textbook, 10th edition. Many of those activities have been adapted for this book, and other activities were developed by driver education teachers throughout Idaho for the 2001 Regional Workshops.
NOTES

Cookbook of Activities
for BTW

Table of Contents

1. Rural LOS-POT
2. Look at Me!
3. Target Practice
4. Checking my Blind Spots
5. Crossing Counts
6. Hands on the Wheel
7. Position Situation
8. Time to Search for Signs
9. Don’t Have a Panic Attack
10. Follow the Leader
11. Headed for a “Cell”
12. Raging Maniacs
13. Give me a Brake
14. Back Don’t Crack
15. My Lane/ Your Lane/ No Lane
16. Signals Must be Optional Equipment
17. Right Way/ Wrong Way/ Know Way
18. Speed Demon
19. Pass, But Not Away
20. Change-Change-Change
21. Freeway Speedway
22. Crossing the Tracks
23. Give me the Belt
24. Stay
25. Navigator to Driver
26. Truckers with Skirts
27. Red Light Green Light
28. I Need a Co-Pilot
29. What Others think of my Driving
30. I Don’t Want Braces!
31. After School
32. Country Roads
33. Stale Green
34. Condition Alert!
35. Country Roads, Country Intersections
36. Stupid Passing
37. Stop Awhile
38. If Only They Could See
39. Turn, Turn, Turn
40. Two-Point Timing
41. What Kind of Freeway
42. Mirror - Mirror
43. Relax, You’ll Get There
44. Lookie Lou
45. Who’s Who
46. Freeway Information
47. Passing Time
48. Alternate Travel
49. Railroads and Crossroads
50. Getting it Straight
**Title:** Rural LOS-POT  
Objective: Identify line of sight/path of travel restrictions

This activity can also be done in the classroom

<table>
<thead>
<tr>
<th>Location/Road Name</th>
<th>Act</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bushes too close</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crowded roads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gravel roads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guardrails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newly paved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharp curves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objects too close</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potholes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Shoulders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broken pavement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students identify examples of the above.

- Identify the name of the location with line of sight restrictions.
- Name the cause of the restriction.
- Mark whether a change in path of travel, speed or communication should happen.
- Put a star on the same line if the driver responded appropriately.

Drivers use commentary driving to let others know what they are seeing.

---

**Title:** Getting it Straight  
Description: Help students recognize importance of Reference Points when parallel parking

Watch for others that are parallel parking. How many make it the first time?

What are some of the mistakes made when parallel parking?

- Not signalling
  - Into the space
  - Out of the space
- Turning too soon
- Turning too late
- Hitting the curb
- Bumping another car
- Too far from curb
- Crooked
- Tires not turned properly for space
  - Uphill
  - Downhill
  - Flat
Cookbook of Activities for BTW #49

Title: Railroads and Crossroads
Description: Helps students identify railroad crossings and what to do at them

Ingredients

Notebook

Instructions

This activity will take a week to complete.

Have the students record the number of times they cross the following railroad tracks and note the particulars.

1. Number of railroad crossings that were controlled. ____
2. Number of railroad crossings that were uncontrolled ____
3. Number of times train was coming ____
4. Number of times the driver stopped and waited
   Raced the train ____
   Went around arms ____
5. Number of times no train was coming
   Did drivers look
   Yes____ No____
   pause
   Yes____ No____
   ignore
   Yes____ No____

Cookbook of Activities for BTW #2

Title: Look At Me!
Objective: Demonstrate the importance of targeting at least 12-15 seconds ahead

Ingredients

Notebook

Instructions

The observer directly behind the driver looks at the back of the driver’s head for 30-60 seconds.

Part 1
Observer #2 records how many times Observer 1 “cheats” to see what is going on during that 30-60 seconds.

____ ____ ____ ____ ____

Did Observer #1 use peripheral vision to see what was happening?

____ ____ ____ ____ ____

Repeat with Observer #2
Observer #1 records how many times Observer #2 “cheats” to see what is going on during that 30-60 seconds.

____ ____ ____ ____ ____

Did Observer #1 use peripheral vision to see what was happening?

____ ____ ____ ____ ____

Emphasize: Looking at the back of the driver’s head is no different than looking at the bumper of the vehicle in front of you.
Cookbook of Activities for BTW #3

**Title:** Target Practice
**Description:** Practice targeting on first drives

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Driver</strong></td>
</tr>
<tr>
<td>2 distant but stationary objects 180 degrees apart (cones, lamp posts, etc)</td>
</tr>
<tr>
<td><strong>Car</strong></td>
</tr>
<tr>
<td>Parking lot without traffic, parked cars</td>
</tr>
<tr>
<td><strong>Observers</strong></td>
</tr>
<tr>
<td>Notebook</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS**

1. Direct the driver to “aim the car at the target”.
2. After the student has gotten the car on target, tell them to get “off” target, and then back “on” target”.

Example:
Have the student aim for a their selected target. Bring the car off target (drive away from the target) bring the car back on target (aim at the target again), have the student stop the car to the left of the target with the front bumper even with the target and 3 feet to the side of the vehicle.

**Observer Activity:**
1. Did the driver turn his head to look at the target before turning the wheel?
2. Did the driver successfully get the vehicle on target?
3. Did the driver’s reference point successfully enable him to get the vehicle 3 feet beside the target?

---

Cookbook of Activities for BTW #48

**Title:** Alternate Travel
**Description:** Recognize crowded roadways, and number of opportunities for “pooling”

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Notebook</strong></td>
</tr>
</tbody>
</table>

**INSTRUCTIONS**

**Part 1**
Observers look for, and record the number of vehicles that have more than one person riding in it.

<table>
<thead>
<tr>
<th>Transit Vehicles</th>
<th># Seen</th>
<th># Riders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buses</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Van Pools</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Cars</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Pickup Trucks</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

Tally the number of vehicles for 5 minutes that are on the same road, going the same direction. Don’t count them more than once.

Tally the number of vehicles for 5 minutes that are on the same road, traveling in the opposite direction.

**Part 2**
Discuss the advantages and disadvantages of “pooling” in class or at the end of the drive.
Cookbook of Activities for BTW #47

Title: Passing Time
Description: Helps students identify behaviors of passers

Part 1
Have observers record the number of vehicles that pass on the right in 5 minutes
How many appeared to be speeding

Part 2
Have observers record the number of vehicles that pass on the left in 5 minutes
How many appeared to be speeding

Part 3
What other poor behaviors or dangerous behaviors were noticed?
1. 2. 3. 4. 5. 6.

Part 4
Discuss observations in class or at the end of the drive

Cookbook of Activities for BTW #48

Title: Checking My Blind Spots
Description: Practice Blind Spots and Over the Shoulder Visual Checks

Observers
String about 25 ft.

1. Have the driver adjust all mirrors properly.
2. Have one observer (representing a motorcycle) stand next to the rear bumper of the car on the driver’s side (about 10 feet out).
3. Ask the observer/motorcycle to walk slowly toward the car.
4. Have the driver yell “Stop” when the “motorcycle” is visible in the outside mirror.
5. Tie the string on the outside mirror and walk along the outside visible edge.
6. Have the driver demonstrate a proper over-the-shoulder check. (Chin to Shoulder)
7. Repeat with other drivers.
8. Repeat on passenger side of car.
Title: Crossing Counts
Objective: Practice Time & Space Management

DATE __ __

1. Have the observers count the seconds it takes to:
   • Cross an intersection without a stop ____ __
   • Perform a lane change ____ __
   • Cross an intersection from a full stop ____ __
   • Make a right hand turn without a stop ____ __

2. Record the speeds being traveled
   • Make a right hand turn ____ __
   • Make a left hand turn ____ __

Conduct this activity at least 2 times, once in the beginning of the course, once near the end.

Compare the actual times with those on p. 144 in DR and pp. 177 and 179 in RD

Compare the actual times from the beginning to the end.

Title: Freeway Information
Description: Helps students identify information on freeway and when they might see it

Use the list below or create another list of items to look for on the freeway. Note how far the sign is away from the place to take action.

<table>
<thead>
<tr>
<th>Mile Markers</th>
<th>Seen</th>
<th>Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit ahead signs</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Exit numbers</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>City/Cities ahead</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Services (Blue Signs)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>List Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>Recreational areas</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>List Recreation areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>Navigational Marks (North/South)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>(East/West)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Other signs</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>
Cookbook of Activities for BTW #4.5

Title: Who’s Who
Description: Recognize poor drivers

INGREDIENTS

Notebook

INSTRUCTIONS

Watching the other drivers on the road, the observers will list:

Approximate age of “Pinhead”  Teen  20-30  30-50  50+  50+

What did the “Driver” do?  _____  _____  _____  _____  _____

Why do you think they did it?

Do you see the danger in what they did?

What are the chances that you will act the same?

Cookbook of Activities for BTW #6

Title: Hands on the Wheel
Objective: Good steering habits

INGREDIENTS

Notebook for recording information

INSTRUCTIONS

Observers record the hand position of the driver on turning maneuvers:

<table>
<thead>
<tr>
<th>Hand Position</th>
<th># Yes</th>
<th># No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains Push-Pull Position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puts Hands inside the wheel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses Hand- only over-hand turns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not recover wheel effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too little steering input</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Handed Driving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Palming the wheel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Death Grip”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the steering wheel is “slimed” there is no air getting between the driver’s hands and the wheel.

Help students identify why hand position is important and recognize why the vehicle might be jerky vs. smooth, wide turning vs. cutting corners, etc. disallowing for the target (line of sight)
Cookbook of Activities for BTW #7

Title: Position Situation
Objective: Select best Lane Position

INGREDIENTS

| Notebook |

Instructions

Students records various vehicle position within the lane throughout the drive (Position 1, 2, 3, 4, 5)
When was the driver in each position throughout the drive?

Would observer have selected a different position? Why?
Use for discussions in classroom.

Cookbook of Activities for BTW #44

Title: Lookie Lou
Description: Help students understand the problems of the “Lookie Lou”

INGREDIENTS

| Notebook |

INSTRUCTIONS

Observers list where “dead” vehicles are on roadway.

What happens with traffic near the “dead” vehicle?

What happens with traffic near an emergency vehicle?

What are the hazards of being a “Lookie Lou”?

Why do you think people slow down?

Is it a good driving behavior to slow for “dead” vehicles?

Is it a good driving behavior to slow for emergency vehicles that are not on the road?
Title: Relax, You'll Get There
Description: Identify risks of passing on merge lane

Observer students look for drivers that pass before end of on-ramp. (May need to have students ride with parents to see this).

How many were there? ____
What are some of the dangers of doing this? __________

What dangers are presented to the “passed” driver?

What problem does this cause for traffic on the freeway?

---

Title: Time to Search for Signs
Objective: Count time it takes to reach a sign

Part 1
Observer #1 calls out sign seen on roadway to Observer #2
Observer #2 starts stopwatch
Record the number of seconds it takes before the front of the vehicle is even with the sign.

_____ _____ _____ _____ _____
_____ _____ _____ _____ _____
_____ _____ _____ _____ _____

Change roles every 3-5 minutes

Part 2
Have the observers identify the location of the 4-second lead time.

Identify the location of a 12-15 second lead-time.

Identify the location of a 20-30 second lead-time.
Cookbook of Activities for BTW #9

Title: Don’t Have a Panic Attack
Objective: Practice getting the “Big Picture”

INGREDIENTS

Stopwatch
Notebook

INSTRUCTIONS

1. Either Observer indicates quietly to the other observer when they see a potential for needed change in path of travel, speed, or communication to other drivers.
2. Observer starts stop watch to record the time between when situation is noticed, and when the driver initiated the action, or when the location is reached without action.
3. Both students record whether the student driver makes any changes based on what they saw.
4. Use information for classroom discussions on visual searching skills.

Tally Sheet Information

<table>
<thead>
<tr>
<th>Change Speed</th>
<th>Change Direction</th>
<th>Communicate</th>
<th>Time</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cookbook of Activities for BTW #42

Title: Mirror, Mirror
Description: Helps students learn about using mirror when braking

INGREDIENTS

Notebook
Calculator

INSTRUCTIONS

Have the observers watch the rear-view mirror and check to see if the driver checks the mirror when applying the brake.

How many times did the driver brake on the drive?________

How many times did the driver forget to check the mirror while braking? ________

Figure the percentage of time the driver is checking his/her rearview mirror.

\[
\text{\# of times that driver braked} = \% \\
\text{\# of times the driver checked mirror}
\]

Were there few/many cars behind you when the driver forgot?
Cookbook of Activities for BTW #41

Title: What Kind of Freeway
Description: Helps students identify what type of interchanges are in area.

INGREDIENTS

Notebook

INSTRUCTIONS

Students identify the type of freeway interchanges

<table>
<thead>
<tr>
<th># of</th>
<th>Interchange #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cloverleaf</td>
</tr>
<tr>
<td>2.</td>
<td>Diamond</td>
</tr>
<tr>
<td>3.</td>
<td>Trumpet</td>
</tr>
<tr>
<td>4.</td>
<td>All-Directional</td>
</tr>
</tbody>
</table>

Identify the freeway exit number for the above.

If exit is missed, how far is it to the next off-ramp?_____?

What type of interchange is the next exit?____________

Will that cause problems for turning around?__________

Why?________________________________________

Cookbook of Activities for BTW #10

Title: Follow the Leader
Objective: Practice determining the following distance

INGREDIENTS

Stopwatch
Notebook

INSTRUCTIONS

1. Periodically ask an observer to check the following distance between the driver education vehicle and vehicle in front. The driver is told not to change their distance.

2. Guess the following time.

3. Then immediately count manually (1001,1002…)

4. The 2nd observer uses the stopwatch to compare accuracy to the manual count.

5. Switch roles

6. How close was the vehicle?

7. Which count was more accurate?

8. Is the driver responding to the need to change following time?

9. Was the guess close to the actual time?
Cookbook of Activities for BTW #11
Title: Headed for a “Cell”
Objective: BTW-Driver Distraction

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notebook for recording</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In each 20-30 minute drive, have the student observers count the number of drivers using cell phones</td>
</tr>
<tr>
<td>2. How many are pulled over to the side of the road?</td>
</tr>
<tr>
<td>3. How many do not have both hands on the wheel?</td>
</tr>
<tr>
<td>4. How many have no hands on the wheel?</td>
</tr>
<tr>
<td>5. What is the vehicle’s path of travel (straight, weaving, erratic)?</td>
</tr>
<tr>
<td>6. Where are you driving (city, freeway, country road, residential area)?</td>
</tr>
</tbody>
</table>

Cookbook of Activities for BTW #40
Title: Two-Point Timing
Description: How long does it take to complete a two-point turn?

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notebook</td>
</tr>
<tr>
<td>Stopwatch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. While practicing 2-point turnabouts, have the observers time the amount of time it takes the driver to complete the turnabout.</td>
</tr>
<tr>
<td>2. Start the timing as soon as the driver begins to roll backwards out of the space.</td>
</tr>
<tr>
<td>3. Start the timing when the driver pulls to the side of the roadway and backs into a driveway or alley.</td>
</tr>
<tr>
<td>4. Which one takes longer?</td>
</tr>
<tr>
<td>5. Which one is safer to perform?</td>
</tr>
<tr>
<td>6. Why?</td>
</tr>
</tbody>
</table>

7. Repeat with each driver. See if the time required changes.
Title: Turn, Turn, Turn
Description: Identify the best methods for turning around.

INGREDIENTS

| Notebook |
| Stopwatch |

INSTRUCTIONS

Part 1
Identify where “U” turns are **legal** on the route.
1. 
2. 
3. 
4.

Identify where “U” turns are **not legal**.
1. 
2. 
3. 
4.

Part 2
1. Why is a “U” turn allowed?
2. If you are in the oncoming lane, how do you know if the driver is going to make a left turn or “U” turn?
3. Does the driver making the “U” turn need more time than the driver turning left?
4. How much time is needed for “U” turn with traffic?
Title: Give me a Brake
Objective: Identify good braking practices.

<table>
<thead>
<tr>
<th>Ingredients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notebook for recording</td>
</tr>
</tbody>
</table>

Instructions

Observers look for other drivers not stopping properly

- Runs Stop sign or Red light
- Abrupt stops (severe vehicle pitch)
- In the Crosswalk
- Over the Crosswalk
- Too far behind the line (won’t trip the light)
- Poor position in lane
- Not stopping for pedestrians
- Blocking intersections
- Others

Tally the most frequent stopping errors.

Use this information for classroom discussions.

---

Title: If Only They Could See
Description: Recognize the importance of clear windshields

<table>
<thead>
<tr>
<th>Ingredients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notebook</td>
</tr>
</tbody>
</table>

Instructions

Observers will record the number of vehicles seen that do not have clear, unobstructed view out of all windows of the car.

- Broken/Cracked windshields
- Iced over
- Back windshield full of “stuff”
- Frost/Ice on side windows
- Plastic over window
- Mud

Are these drivers you want to be very close to?

Why?
**Stop Awhile**

**Description:** Identify the gap between cars at a four-way stop.

**INGREDIENTS**
- Notebook
- 2 Stop watches

**INSTRUCTIONS**

As the car approaches a four-way stop, have the observers use the stop watch to measure the amount of time (the gap) between cars entering the intersection.

Time starts when the car starts rolling forward, and ends when it is clear of the intersection.

Time it takes to clear
- Gap between cars ___ ___ ___ ___ ___
- Number of cars going without a gap ___ ___ ___ ___ ___

Is it safe for more than one car at a time to move? ___
Why?

---

**Back Don’t Crack**

**Objective:** Practice looking back while backing

**INGREDIENTS**
- Notebook

**INSTRUCTIONS**

**Part 1**

Observers watch student driver on all backing maneuvers. Record how many times the vehicle is still rolling back when the driver is looking forward. ________

Note how far the car rolls back before stopping (Use stationary object to judge distance) __________________

**Part 2**

Observe other drivers performing backing maneuvers.

- Do they look back at all? Yes No ________
- Are they depending only on mirrors? Yes No ________

What is wrong with just using mirrors?
Title: My Lane/ Your Lane/ No Lane  
Objective: Identifying proper turns

Part 1  
Observers record the number of times they see someone or student driver:

- Makes right hand turn into improper lane  
- Makes left hand turn into improper lane  
- Drives in the turning lane  
- Drives off the edge of road to make right turn  
- Passes on the right to avoid slowing/ stopping for vehicle in front turning left

Part 2  
List reasons why these are dangerous maneuvers (This could be for the classroom).

List the areas where these problems occur most often.

Title: Stupid Passing  
Description: Identify where it is legal, but not wise to pass.

Part 1  
Identify where it is legal and illegal to pass.

- Bridges  
- Railroad Crossings  
- Buses  
- Intersections  
- Hills  
- Curves  
- Cars  
- Trucks  
- On Left  
- On Right

Part 2  
Did any passing occur at any of the above?  
Where?  
How were the roads marked at the pass?  
What was dangerous about any pass?
Cookbook of Activities for BTW #35

Title: Country Roads, Country Intersections
Description: Help students identify ways to identify rural intersections

**INGREDIENTS**

- Notebook
- Rural Drive
- Stopwatch

**INSTRUCTIONS**

**Part 1**

Have the students list different ways to identify rural intersections.

- Power lines crossing roadway
- Caution sign
- Checking the odometer for ½ and 1 mile distances
- Others

**Part 2**

Have the students record:

1. How many of the above they see.
2. How far away from the intersection they are when they see it using the stopwatch.
3. Were there any line of sight restrictions?

**Cookbook of Activities for BTW #16**

Title: Signals Must be Optional Equipment
Objective: Identifying the importance of signaling.

**INGREDIENTS**

- Notebook
- Rural Drive
- Stopwatch

**INSTRUCTIONS**

**Part 1**

Observers check for other vehicles signaling intent to:

<table>
<thead>
<tr>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
<tr>
<td>Lane change</td>
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<td>Right Turn</td>
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<tr>
<td>Merge</td>
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<tr>
<td>Slow down</td>
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</tr>
</tbody>
</table>

**Part 2**

1. Number of drivers not signaling at all.
2. Number of drivers not signaling 5 seconds or 500 feet before turn.
3. Number not signaling for lane change.
4. The average number of blinks before lane change is started.
5. The average number of blinks before lane change in completed.
6. Number of drivers not turning signals off after lane change.
7. Number of drivers driving down the road with signal light on for no apparent reason.

**Part 3**

In the classroom discuss these problems. Were any student drivers guilty of the above?
Title: Right Way/ Wrong Way/ Know Way
Objective: Understanding Right of Way

When approaching a 4 way stop:
Have observers list the order of vehicles stopping completely.
1. _______ 2.________ 3.________ 4.__________
List the order vehicles take off.
1.________ 2.________ 3.________ 4.__________
Tally the number of vehicles not stopping completely. _______
Were there any Bullies? _______
Did the student driver “miss” his/her turn? _______
How many times? _______
Why? _______

Use information for classroom discussions on 4 way stops and right of way.

Title: Condition Alert!
Description: Students identify conditions that may change to improve or worsen driving.

Time of Day _____
Light Day/Night Conditions _____
Rush Hour ______ Sun _____
Weather
Rain ______ Snow _____ Fog ______ Sun _____
Road Condition
Smooth ______ Rough ______ Construction ______
Condition of Driver
Drugs/Alcohol ______ Fatigue ______
Cell Phone ______ Eating ______ Distracted ______
Vehicle Condition
New ______ Old ______
Traffic Mixes
Cars ______ Trucks ______ Buses ______
Tally any of the above that apply for the drive in black.
Mark the problem areas with red.

What can you do as a driver to avoid the problem areas?
Title: Stale Green
Description: Help students identify stale green lights.

Notebook

Part 1
Have the observers list different ways to identify a stale green light.

1. ___________________   __
2. ___________________   __
3. ___________________   __
4. ___________________   __
5. ___________________   __

While driving in city traffic, have the observers record how many of the above they see.

Part 2
Are there some stale green lights that can be identified other ways than listed above?

Title: Speed Demon
Objective: Understanding speed control.

Notebook
Route Plan with speed limits

Part 1
Have the students record the speed limit(s) in the areas driven for the day.

__________________________

Record the number of times the driver is over the speed limit.

Why?
Inattention ___ ___ ___ ___
Keeping up with others ___ ___ ___ ___
Aggression ___ ___ ___ ___
Other ___ ___ ___ ___

Part 2
Record the number of times the driver is 5 mph slower than the limit.

Why?
Inattention ___ ___ ___ ___
Traffic conditions ___ ___ ___ ___
Nervous ___ ___ ___ ___
Should have been even slower for safety ___ ___ ___ ___
Other: ___ ___ ___ ___
Title: *Pass, But not Away*
Objective: Understanding the hazards of passing on two-way road.

**INGREDIENTS**
Driver’s Manual
Notebook

**INSTRUCTIONS**
Record the number of vehicles that pass the student driver on a two-way road.
- How many used signals? _____
  - Before _____
  - After _____
- Were signal lights canceled? _____
- How many cut in too soon? _____
- How many tailgated before starting the pass? _____

Record the number of times the student driver passes a vehicle.
- Did student driver signal? _____
  - Before _____
  - After _____
- Were signal lights canceled timely? _____
- Did student driver return to lane too soon? (Cut off driver) _____
- Did student driver tailgate before passing? _____

Did student driver exceed speed limit to complete the pass? _____
- Was the passing dangerous? _____
  - Space too narrow _____
  - Bridge _____
  - Intersection _____
  - (See driver’s manual for illegal passing)

1. On rural drive, have the observer students record potential hazards.
   - Narrow bridges _____
   - No shoulder _____
   - Abrupt shoulder _____
   - Cattle crossings _____
   - Tractor crossings _____
   - Cattle guards _____

2. On same drive have students list the line of sight restrictions seen.
   - Bushes _____
   - Buildings too close to the road _____
   - Fences _____
   - Angle of roadway intersection _____
   - Crops _____
   - Double railroad tracks _____
   - Cattle on roadway _____

3. Does the driver respond to the above hazards and line of sight restrictions with the appropriate lane position and speed changes? (Put a star by those where the driver responded appropriately)

4. Is this a road you will travel often?
Title: After School
Description: Identify good and bad habits teen drivers display

Before or after school, or when changing drive groups, have the observers watch the driving behavior of other teen drivers.

Record the number that:

- speed in the parking lot
- over steer
- have unbuckled passengers
- excessively loud music
- have too many passengers
- occupants in bed of pickup

Rate the drivers on a scale of 1 to 5. 1 is low-risk behavior, 5 is high-risk behavior and negative attitude.

Use for classroom discussion. Why do teens develop poor habits after driver education?

Title: Change Change Change
Objective: Identifying proper lane change procedures.

Part 1
Observers record the number of lane changes made by others.

Record the number of blinks the signal makes before each vehicle moves in his/her lane.

Record the total number of blinks the vehicle makes from start to finish in lane change.

Record the number of vehicles using no turn signals.

Using the stopwatch, record the amount of time the signals were on.

Part 2
At end of drive:
Determine the average number of blinks for a lane change.

Determine the average amount of time for a lane change.

Percentage of vehicles that use signals

\[
\frac{\text{# of vehicles not using signals}}{\text{total # of vehicles}} = \% 
\]
**Cookbook of Activities for BTW #21**

**Title:** Freeway Speedway  
**Objective:** Identifying speeds of the freeway.

**INGREDIENTS**

<table>
<thead>
<tr>
<th>Notebook</th>
</tr>
</thead>
</table>

**INSTRUCTIONS**

Have students record the speed the vehicle is at when **entering** the freeway.

- Was the speed too slow? ______
- Was speed excessive? ______

Record the number of drivers that “look” before they are at the end of the on-ramp. ______

Did student driver check blind spot? ______

Do on-coming (on to the freeway) drivers check blind spot? ______

Record how many times the student driver checks rear zone when on freeway. ______

When does the student driver signal to **exit** the freeway?

- Was exit speed slowed too soon? ______
- Was exit speed excessive? ______

Did student driver have difficulty with lower speeds once off freeway?

- Record the number of times the driver exceeds speed limit once off freeway. ______

---

**Cookbook of Activities for BTW #30**

**Title:** I Don’t Want Braces!  
**Description:** Identify excess speed on curved roadways

**INGREDIENTS**

<table>
<thead>
<tr>
<th>Notebook</th>
</tr>
</thead>
</table>

**INSTRUCTIONS**

While driving on a roadway with curves, the observers will record:

1. How many times did you have to “brace” yourself? ______
2. How many times did you “brace” to the front? ______  
   Driver was braking hard.
3. How many times did you “brace” yourself to the side? ______  
   Excess speed into the curve.
4. Did you have to “brace” for any left hand turns? ______
5. Did you have to “brace” for any right hand turns? ______
6. Did you have to “brace” for anything else? ______

The driver may get a passing grade if the score on this sheet is “0”.

Complete for each driver.
Cookbook of Activities for BTW #29

Title: What Others Think of my Driving
Description: Identify proper techniques for communication and vehicle placement.

INGREDIENTS

| Notebook | Calculator |

INSTRUCTIONS

Observers will use the following to “grade” the driver.

5 = Communicated; appropriate adjustment of speed and position
4 = Communicated and adjusted speed, no position adjustment
3 = Communicated and adjusted position, no speed adjustment
2 = Late; but acceptable adjustment of speed/position; no communication
1 = Slight adjustment; barely adequate
0 = No observable response

Score the driver when the instructor says “Score”.

Trial | Location | Visibility | Space | Communication | Score
--- | --- | --- | --- | --- | ---
1 | /20 | /20 | /20 | /20 |
2 | /20 | /20 | /20 | /20 |
3 | /20 | /20 | /20 | /20 |
4 | /20 | /20 | /20 | /20 |
5 | /20 | /20 | /20 | /20 |
6 | /20 | /20 | /20 | /20 |
7 | /20 | /20 | /20 | /20 |

Put the initials of driver in trail box.

Does the driver pass today? Total Score

Note: If the 7 trials are done for each driver, there is a total of 140 points possible.
Find the score by dividing the possible points by the points earned.

Use this worksheet for various speed and traffic conditions.

Cookbook of Activities for BTW # 22

Title: Crossing the Tracks
Objective: Identify railroad crossings and what to do at them.

INGREDIENTS

| Notebook | Calculator |

INSTRUCTIONS

1. Record the number of stops made for railroad crossings. ___
2. Record the number of times the driver stops at or before the stop line. ___
3. Record the number of times the driver stopped too close to the tracks. ___
4. Record the number of times driver crosses track(s) without stopping completely. ___
5. Is there a mechanical device at the crossing? ___
6. Is there no stop sign or mechanical device at the crossing? ___
7. Where is this crossing? ____________________________
8. Does the driver cover the brake, yield in any way? ___
9. How far away was the driver when they searched the RR intersection? _______________________
10. Did driver search RR intersection? ___
11. Record the percentage of poor RR intersections crossed or stopped at.

# of problem crossings = %
Total # of crossings
**Title:** Give me the Belt  
**Objective:** Identifying seatbelt use.

**INGREDIENTS**

- Notebook
- Calculator

**INSTRUCTIONS**

**Part 1**
Have students count vehicles around them on the road for 10-15 minutes.  
Record the number of vehicles counted _____ _____ _____.  
Record the number of:  
- drivers not wearing seat belts _____ _____ _____.  
- children seen not in child restraints _____ _____ _______________.  
Repeat 1-2 more times during the driving session.

**Part 2**
Determine the % of people not wearing seat belts in your area.  
\[
\frac{\text{# not wearing seat belts}}{\text{Total # of vehicles}} = \% \text{ unbelted}
\]

**Cookbook of Activities for BTW #28**

**Title:** I Need a Co-Pilot  
**Description:** Identify hazards and line of sight restrictions in heavier traffic

**INGREDIENTS**

- Notebook

**INSTRUCTIONS**

Observers look for objects and conditions in or adjacent to the path of travel that could increase risks.  
Where were you driving? ____________________________  
List the objects or conditions that increase risks.  
1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
Can any of these be avoided? (Put a check in front of the ones that can be avoided.)  
Did the driver respond in a safe manner? (Put a star in front of the ones where the driver responded appropriately.)
Title: Red Light, Green Light
Description: Identify hazards of running red lights and “jumping the gun”.

**INGREDIENTS**

- Notebook

**INSTRUCTIONS**

1. Have the observers watch and count the number of vehicles that run red lights. _______
2. Have the observers watch and count those that “jump” the red light. _______
3. List other aggressive behaviors seen by other drivers.
   1.
   2.
   3.
   4.
   5.
   6.
   7.
4. What should you and your driver do about them?

---

Title: Stay
Objective: Recognizing the importance of a three second stop.

**INGREDIENTS**

- Notebook
- Stopwatch

**INSTRUCTIONS**

At each stop sign the student driver comes to, have the observer manually count and record the 3 second stop.

Stop watch the amount of time the driver is actually stopped.

1. ____ ____  6. ____ ____
2. ____ ____  7. ____ ____
3. ____ ____  8. ____ ____
4. ____ ____  9. ____ ____
5. ____ ____ 10. ____ ____

How many stop signs were not 3 second stops? _____
What was the average time spent at a stop sign? _____
Title: Navigator to Driver
Objective: - Recognizing uncontrolled intersections.

Part 1
Observers identify the locations of uncontrolled intersections on the drive.

Record where the intersection(s) is:
1. General area ___________________________
2. Specific Intersection _____________________

List line-of-sight restrictions particular to that intersection
1. ______________________________________
2. ______________________________________
3. ______________________________________

Any change made by the driver due to line-of-sight restriction?
1. ____  2. ____  3. ____

Part 2
Observers use commentary to the driver to help them identify developing problems.

Title: Truckers with Skirts
Objective: Safety features on trucks

Part 2
Observers look for trucks with “hula skirts” over the sides of the tires of the truck.

How many trucks were on the road?   _____
How many trucks have “hula skirts”?   _____
How many do not?     _____
Should splash reducers be required equipment on trucks?  _____

What are the benefits of splash reducers?  _____

*Note: some of these questions should be discussed in the classroom to avoid driver and instructor distraction.