

In-Car Instruction: Lesson 1

Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. Remember to take a break after every 30 minutes of driving.

Student Goals

- Pre-Driving Tasks
 - Check area around exterior of vehicle
 - Check under the hood
 - Security checks
 - Seating position and restraints
 - Mirror settings (BGE)
- Starting Procedure
- Identify Symbols and Warning Lights
- Identify and Practice Using Operating Control Devices
- Basic Driving Tasks
 - Selecting proper gears
 - Pulling to and from the curb line
 - Driving forward at slow speeds (10 mph)
 - Braking and stopping smoothly
 - Making right and left turns
 - Using proper signals
 - Taking curves at appropriate speeds
 - Driving in reverse at slow speeds (straight, right, left)
 - Proper braking before curves
 - Checking mirrors while driving
 - Hand-to-hand steering
 - Hand-over-hand steering
- Reference Points
 - Lane Position #1
 - Lane Position #2
 - Lane Position #3
 - Lane Position #4
 - Lane Position #5
- Targeting
- Stopping and Securing the Vehicle

See page 2 for the Final Evaluation.

Final Evaluation

After the car has been secured, provide your student with a verbal evaluation of the lesson. Identify areas in which your student should practice more before moving on to the next lesson.

Notes:

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- **Reference Points**
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 - Lane position #5
- **Targeting**
- **Stopping and Securing the Vehicle**

Parental Knowledge Database

Below you will find procedures, definitions, and tips for helping your student during their in-car session. Make sure that you have a good understanding of all of the procedures listed. While it is OK to take this information with you during the in-car lesson, you should not be reading the information while trying to observe and advise your student.

For the safety of you and your student, perform all driving tasks in this lesson in a traffic and obstacle-free environment, such as an empty parking lot. Allowing an inexperienced driver to practice these tasks on a roadway is extremely dangerous and is not recommended.

Pre-Driving Tasks

Check area around exterior of the vehicle for:

- Broken glass (windows, lights).
- Body damage.
- Condition of tires, including pressure of all four tires.
- Fluid leaks.
- Direction front tires are turned.
- Any debris that could interfere with movement.
- Small children or pets.

Check under the hood and identify:

- Battery.
- Oil dipstick.
- Radiator.
- Windshield washer fluid refill cap.
- Oil level.
- Radiator level.

Security Checks

Have your student enter the driver's side of the car and make the following security checks:

- Entry - Are all passengers safely inside the car?
- Lock - Lock all doors once every passenger is inside.

Seating Position and Restraints

- Adjust seating position so that your feet can easily reach the pedals, your arms and hands are in a proper and comfortable position, and you have maximum visibility when using your mirrors.
- Make sure that the lap and shoulder belts are being worn properly.

- Position the headrest in the proper place and adjust side rests, if applicable.

Mirror Settings

To achieve the Blind Spot and Glare Elimination, or BGE, setting:

- Place your head against the driver's side window and adjust the driver's side mirror so you can barely see the driver's side of your car.
- Move your head as close to the center of the car as possible and adjust the passenger's side mirror so you can barely see the passenger's side of your car.
- To check your BGE settings, watch as a car passes you in an adjacent lane. It should enter your outside mirror before it leaves the rearview (inside) mirror. Also, the car should appear in your peripheral vision before it leaves the outside mirror.
- Remember, your inside rearview mirror is your primary mirror and it will take time to get accustomed to no longer seeing the sides of your car in the side mirrors.

Starting Tasks

- Check the parking brake.
- Place your foot on the brake.
- Place the key in the ignition.
- Make sure that the car is in 'park'.
- Turn key to the on position.
- Check dashboard or control panel for alert lights and check gauges.
- Turn key to start engine.
- Adjust heating and air conditioning, if necessary.
- Check for warning lights and look at all gauges.
- Set accessories. Use of headlights or daylight running lights is recommended.

Symbols and Warning Lights

While in your vehicle, review symbols and warning lights with your student. Consult your owner's manual for information specific to your car. Your student must be aware of what each symbol means. Some of the most common symbols and warning lights include the:

- Battery warning light.
- Brake warning light.
- Low oil pressure warning light.
- Temperature indicator.
- Seat belt reminder.

- Fuel indicator.
- Emergency flashers.
- Headlights.
- Hood release.
- Trunk release.
- Turn signal indicators.
- Front and rear windshield defrosters.

Operating Control Devices

Have your student identify and discuss the control devices listed below. Allow your student to practice using these control devices if it is safe to do so.

- **Steering wheel.** The steering wheel should always be turned toward the direction you want the vehicle to move, whether moving forward or backward. Determining how far to turn the wheel will depend on the speed at which you're traveling.
- **Gearshift.** The gearshift is located either on the steering column or in the console between the driver's seat and passenger's seat.
- **Parking brake.** Sometimes mistakenly referred to as the emergency brake, the parking brake is used to hold a car in place when it is parked and to protect the transaxle, constant velocity joints, and transmission. You should set the parking brake before putting the car in park. Students should identify whether their parking brake is controlled by a foot pedal or a hand-operated lever. They should also practice setting the parking brake.
- **Cruise/speed control.** This device allows you to maintain your specified speed of travel without having to use the accelerator or brake. Controls usually include: on/off, set/accelerate, and coast and resume. Cruise control can be cancelled at any time by pressing on the brake or pressing the off switch.
- **Ignition switch.** It is located on the right side of the steering column, near the dashboard or in the dashboard. This switch locks the steering wheel and shifting lever, and allows you to start the engine, turn off the engine, or use the accessories.
- **Turn signal lever.** Move it upward to turn on the right signal. Move it downward to turn on the left signal. The signals should turn off on their own. However, with slight turns, you may have to turn them off manually.
- **Vehicle lights.** Students should practice turning lights on and off, switching between high and low beams, and adjusting interior lights.
- **Hazard flashers.** Students should locate them and practice turning them on and off. Note the warning light that appears on the dash when they come on.
- **Trunk and hood releases.** Students should locate and execute each of these releases.

Basic Driving Tasks

These tasks should be performed at slow speeds (10 mph) in a traffic and obstacle-free environment, such as an empty parking lot. It's important that your student becomes comfortable with these basic driving tasks before they enter the roadway in future lessons. The tasks you should discuss and practice include:

- Selecting proper gears.
- Pulling to and from the curb line.
- Driving forward at speeds not exceeding 10 miles per hour.
- Braking and stopping smoothly.
- Making right and left turns.
- Using proper signals. Your student should know how to properly activate right and left turn signals, as well as emergency flashers.
- Taking curves at appropriate speeds. Be sure that your student understands appropriate braking in order to slow down before taking curves.
- Driving in reverse at slow speeds. Using their mirrors, your student should be able to back up in a straight line, to the left, and to the right.
- Checking mirrors while driving.
- Hand-to-hand steering. This type of steering permits the driver to make steering changes ranging from very minor, one to two degrees, to gross adjustments requiring up to a half turn of the wheel.
- Hand-over-hand steering. To execute this method, one hand grasps the wheel and pushes the wheel up, over, and down. At the same time, the other hand releases the wheel and passes across the forearm to grip the wheel on the far side. This hand then pulls the side of the wheel up, over and down.

TIP: Inform your student that hand-over-hand steering raises the risk of driving off the road and exposes them to additional risk of injury in the event of airbag inflation. Hand-to-hand steering is the recommended method.

Reference Points

Students should practice positioning their car in each of the following positions:

- **Lane Position 1 (LP1).** Your car is in the center of the lane and is three feet away from the left and right lines. This position will be used for the majority of driving situations.
- **Lane Position 2 (LP2).** Your car is in the left side of your lane, approximately zero to six inches away from the left line. Use LP2 when

there is something blocking your path of travel in the right side of your lane.

- **Lane Position 3 (LP3).** Your car is in the right side of your lane, approximately zero to six inches from the edge or edge line on the right. Use LP3 when there is an object blocking your path of travel in the left side of your lane.
- **Lane Position 4 (LP4).** Your car is straddling the left lane line. You will be in LP4 when changing lanes to the left.
- **Lane Position 5 (LP5).** Your car is straddling the right lane line. You will use LP5 when changing lanes to the right.

Targeting

Have your student discuss targets, target areas and target area searching. A target is a fixed object that appears 20-30 seconds ahead in your path of travel. The target area is the driving environment to the left and right of the target. Your student should:

- Select a target in a traffic and obstacle-free environment. This can be any fixed object that appears at the end, and in the center of, the path of their intended travel.
- Ask your student to identify the target area. This will be the driving environment to the left and right of where the target is located.
- Ask your student to identify other targets based on their intended path of travel. Remember, the target should continuously change as they drive and should always remain 20-30 seconds ahead in their path of travel.

Proper Stopping and Securing Procedure

- Stop within a legal, secure parking space.
- Make sure that you are parked a safe distance from fire hydrants, intersections, railroad crossings, etc.
- Keep your foot on the brake.
- Set the parking brake. This is recommended because it protects your car's transaxle and constant velocity joints.
- Set gearshift to 'park'.
- Turn off any accessories.
- Turn ignition switch to 'off'.
- Lock ignition switch and remove key.
- Remove seat belts.
- Check traffic for oncoming cars before opening the door and exiting the vehicle.
- Exit vehicle and secure doors and windows.

More Tips for Parents

- Remember that students will be nervous getting behind the wheel for the first time. It's important to keep them calm and relaxed. Do not raise your voice; you'll only make them more nervous.
- Take breaks! If you or your student needs to take more breaks than recommended, that's fine. It's OK if it takes you longer than specified.
- You can change the order in which you complete the 'Drive Packet' to any order that makes the most sense for you and your student. Just be sure that your student completes all tasks. Repeat each task as necessary. Your student needs to be able to complete these basic tasks safely and comfortably before moving on.

In-Car Instruction: Lesson 2

Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. Remember to take a break after every 30 minutes of driving.

Student Goals

- Pre-Driving Tasks**
 - Check area around exterior of vehicle
 - Security checks
 - Seating position and restraints
 - Mirror settings
- Define Vision Areas**
 - Focus vision
 - Central vision
 - Peripheral vision
- Backing Procedure**
- Determine Following Distances**
- Entering Roadway**
- Approaching Intersections (4)**
- Making Left Turns (3)**
- Making Right Turns (3)**
- Lane Position Adjustments**
- Speed Adjustments**
- Moving to Curb/Side of Roadway**
- Stopping and Securing the Vehicle**

Review any areas that need improvement from the previous in-car lesson. List those tasks on the lines directly below.

- _____
- _____

See page 2 for the Final Evaluation.

Final Evaluation

After the car has been secured, provide your student with a verbal evaluation of the lesson. Identify areas in which your student should practice more before moving on to the next lesson.

Notes:

In-Car Instruction: Lesson 2

Pre-Drive Packet

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- **Define Vision Areas**
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- **Backing Procedure**
- **Determine Following Distances**
- **Entering Roadway**
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Pre-Driving Tasks

Check area around exterior of the vehicle for:

- Broken glass (windows, lights).
- Body damage.
- Condition of tires, including pressure of all four tires.
- Fluid leaks.
- Direction front tires are turned.
- Any debris that could interfere with movement.
- Small children or pets.

Check under the hood and identify:

- Battery.
- Oil dipstick.
- Radiator.
- Windshield washer fluid refill cap.
- Oil level.
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Security Checks

Have your student enter the driver's side of the car and make the following security checks:

- Entry - Are all passengers safely inside the car?
- Lock - Lock all doors once every passenger is inside.

Seating Position and Restraints

- Adjust seating position so that your feet can easily reach the pedals, your arms and hands are in a proper and comfortable position, and you have maximum visibility when using your mirrors.
- Make sure that the lap and shoulder belts are being worn properly.
- Position the headrest in the proper place and adjust side rests, if applicable.

Mirror Settings

To achieve the Blind Spot and Glare Elimination, or BGE, setting:

- Place your head against the driver's side window and adjust the driver's side mirror so you can barely see the driver's side of your car.
- Move your head as close to the center of the car as possible and adjust the passenger's side mirror so you can barely see the passenger's side of your car.
- To check your BGE settings, watch as a car passes you in an adjacent lane. It should enter your outside mirror before it leaves the rearview (inside) mirror. Also, the car should appear in your peripheral vision before it leaves the outside mirror.

- Remember, your inside rearview mirror is your primary mirror and it will take time to get accustomed to no longer seeing the sides of your car in the side mirrors.

Vision Areas

- Focus Vision (also known as focal or foveal vision):
 - Covers about three percent of one's visual field and is used to read and identify distinct objects.
 - Usually measured by determining visual acuity through an eye chart. Visual acuity refers to the clarity or clearness of one's vision. In other words, it measures how well a person sees.
 - Used for establishing targets and searching tasks.
 - Useful for reading signs and interpreting signals.
- Central Vision (inner fringe):
 - The 30-36 degree fringe area around the focal vision area that is used to judge depth and position.
 - Helps determine standard visual references while driving, and relative position and movement.
 - Useful for viewing the path of travel and the line of sight to a target.
- Peripheral (outer fringe) Vision:
 - 175-185 degrees of useful information.
 - Conical in shape around the other vision fields. Peripheral vision lets us notice changes in color and object movement.
 - It is strongly affected by fatigue, drugs, and speed at which you are driving.
 - Peripheral vision often gives the driver initial warnings of a changing environment around the car.

Backing Procedure

Your student should practice backing in a traffic and obstacle-free environment, such as an empty parking lot.

- Adjust restraints, if necessary. Your head restraint may need to be lowered or readjusted. Your seat belt may need to be loosened to allow movement.
- Check around the rear of your vehicle for pedestrians and cars.
- Press your floor brake. Once you take your foot off the brake, your car is going to start moving backwards.
- Put your car in 'Reverse'. Your white reverse lights will come on automatically and warn others that you're about to back up.
- Release the parking brake.

- Readjust seat position, if necessary. After turning to release the parking brake, you might have to readjust your seat position to reestablish your target. Remember to recheck for pedestrians and other vehicles.
- While backing, you should look to the visual target area, which is about three car lengths to the rear of your vehicle.
- Control rear movements. Your car will begin to move as soon as you take your foot off the brake. Many drivers move their foot to the accelerator too quickly and accelerate too fast. You should try to move backwards as slowly as possible to get a feel for using the brake to control the backward movement of the vehicle.
- Steer using reference areas. You can use targeting and sight lines to establish any lane position when backing. When stopped, the right side mirror should give you a good view of your vehicle's distance from the curb.

Following Distance

Students should display an understanding of how to calculate appropriate following distances. This exercise has the best results when the parent drives. This allows the student to focus on determining the correct following distance. This will serve as preparation for your student before they begin driving on roadways for the remainder of this lesson.

The following are recommended minimum following distances for various speeds:

- **2 seconds.** Gives you enough time and space to steer out of a problem area at all posted speeds and brake out of problems at speeds under 35 mph.
- **3 seconds.** Gives you enough time and space to steer out of problem areas at all posted speeds and brake out of problems at speeds up to 45 mph.
- **4 seconds.** Gives you enough time and space to steer out of problem areas at all posted speeds and brake out of problems at speeds up to 70 mph.

Note: Many passenger car tires may not be designed to steer out of problem areas at speeds above 75 mph.

What you, the parent, should do:

- Ask your student to explain the importance of following distance.
- Ask your student to identify a fixed object in the path of travel, then:
 - Drive at 35 mph and have the student start counting when they think they are two seconds away.

- Repeat this process at 45 mph, but have the student start counting when they think they are three seconds away from the fixed object.
- Repeat this process at 70 mph, but have the student start counting when they think they are four seconds away from the fixed object.
- Repeat these steps until the student has a firm grasp on how much space is needed for a following distance of two, three, and four seconds. This exercise can also be done with the parent driving in traffic and the student determining the following distance between their car and the car in front of them.

TIP: Remind your student that they must increase following distance as road conditions worsen and when driving at night.

Entering Roadway

Your student will be very nervous entering and driving on a road for the first time. It's important that you remain calm and keep your student relaxed throughout this experience. After they've become comfortable entering the roadway driving forward, have them practice entering the roadway while backing out of driveways.

- **Depress service brake.** Maintain pressure on the service brake until you are ready to move. Service brakes act on all four wheels, although the front brakes usually do 60-70 percent of the work.
- **Select the proper gear.**
- **Check for traffic.** In addition to the area immediately surrounding your car, check the area outside of your direct visual field by using your mirrors.
- **Signal properly.** Use signals to alert other drivers that you are moving into the flow of traffic. This is also necessary when moving away from a curb.
- **Release parking brake.** Make sure that your foot is on the service brake before you release the parking brake.
- **Check for traffic, again.** Be sure to check all areas surrounding the vehicle, including your blind spots.
- **Determine lane position.** Visually target the lane position that you want to occupy before you begin to move into it.
- **Release service brake.** Take your foot off the brake and move it to the accelerator. Remember, the car will begin to move as soon as you remove your foot from the brake.
- **Accelerate.** Gradually apply pressure to the accelerator to move forward. Steer the vehicle into the driving lane and use lane position one whenever possible.

Intersections

Students should approach at least four intersections of any kind (stop signs, flashing red/yellow lights, stoplight). The following steps should be used when approaching an intersection. Discuss these items with your student as they are driving.

- **Step 1 - Search**
 - Identify the intersection.
 - Identify controls (i.e. stop signs, traffic lights).
 - Check area to rear of your vehicle.
 - Search for any problems within the intersection.
 - Adjust speed and lane position as necessary.
- **Step 2 - Evaluate**
 - Scan open side areas.
 - Scan closed side areas.
 - Look for closed or changing frontal areas.
- **Step 3 - Execute**
 - Adjust speed.
 - Maintain lane position.
 - Stop behind crosswalk or stop line.
 - Or proceed through open space area.

Look for the following things at each intersection your student encounters:

- *Did the student use proper vision skills?*
- *Did the student use proper steering skills?*
- *Did the student stop at the appropriate spot?*
- *Did the student obey all traffic laws regarding intersections?*

Making Turns

Students must make at least three right turns and three left turns. Parents, look for the following things during each turn your student makes:

- *Did the student use proper acceleration? Be sure that they accelerate at a smooth and steady rate to the proper speed.*
- *Did the student use proper steering skills? In most situations, hand-to-hand is the recommended technique.*
- *Did the student use proper vision skills? Be sure they check for oncoming traffic.*
- *Did the student signal appropriately?*

Lane Position and Speed Adjustments

Students must practice lane position adjustments and speed adjustments. Use the following exercises as a guideline:

- Have your student move from lane position #1 (LP1) to lane position #2 (LP2). LP2 allows for six feet of space to the right of the vehicle and is used when preparing for a left turn, to avoid problems on the right side of the lane, when there are cars parked on the right side of the street, and when you are passing through an intersection and another vehicle enters the same intersection too quickly.
- Have your student move from lane position #2 to lane position #3 (LP3). LP3 allows for six feet of space to the left of the vehicle and is used when there is an obstruction in the left side of the lane and when preparing for a right turn.
- Have your student decrease their speed when it's safe to do so. If you're driving on a multi-lane road, have your student decrease their speed to move out of another driver's blind spot.
- Have your student increase their speed to return to the speed limit. If driving on a multi-lane road, have your student increase their speed to move out of another driver's blind spot.

TIP: Remind your student that increasing their visual lead gives them more time to gather information. This increases their peripheral vision field, allowing them more time to execute responses to the actions of other drivers.

Moving to Curb/Side of Roadway

To move to the side or curb of a road, follow the steps below:

- Check for traffic around your vehicle.
- Signal to let other drivers know that you plan to move off the roadway.
- Target your visual reference point. You want to stop between zero and six inches from the curb. This is called right side limitation.
- Use controlled brake pressure to eliminate jerky stops and to inform other drivers that you are planning to stop.
- Stabilize the steering wheel. You are moving a small distance, so you shouldn't have to change your hand position to align with the curb.
- Recheck the traffic.
- Turn off your turn signal if it hasn't already turned off itself.

Proper Stopping and Securing Procedure

- Stop within a legal, secure parking space.
- Make sure that you are parked a safe distance from fire hydrants, intersections, railroad crossings, etc.
- Keep your foot on the brake.
- Set the parking brake. This is recommended because it protects your car's transaxle and constant velocity joints.
- Set gearshift to 'park'.
- Turn off any accessories.
- Turn ignition switch to 'off'.
- Lock ignition switch and remove key.
- Remove seat belts.
- Check traffic for oncoming cars before opening the door and exiting the vehicle.
- Exit vehicle and secure doors and windows.

More Tips for Parents

- Remember that students will be nervous entering the roadway for the first time. It's important to keep them calm and relaxed. Do not raise your voice; you'll only make them more nervous.
- Take breaks! If you or your student needs to take more breaks than recommended, that's fine. It's OK if it takes you longer than specified.
- You can change the order in which you complete the 'Drive Packet' to any order that makes the most sense for you and your student. Just be sure that your student completes all tasks. Repeat each task as necessary. Your student needs to be able to complete these basic tasks safely and comfortably before moving on.

In-Car Instruction: Lesson 3

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(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

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Student Goals

- Pre-Driving Tasks
- Entering Roadway
- Identify Space Management Zones
- Identify Open, Closed, and Changing Zones
- Approaching Intersections (2)
- Making a Left Turn
- Making a Right Turn
- Perform Lane Changes (3)
- Perform U-Turn
- Perform 2-Point Turn
- Perform 3-Point Turn
- Curb Parking
- Angle Parking
- Perpendicular Parking
- Parallel Parking
- Stopping and Securing the Vehicle

Review any areas that need improvement from previous in-car lessons.
List those tasks on the lines directly below.

See page 2 for the Final Evaluation.

Final Evaluation

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- **Pre-Driving Tasks**
- **Entering Roadway**
- **Identify Space Management Zones**
- **Identify Open, Closed, and Changing Zones**
- **Approaching Intersections (2)**
- **Making a Left Turn**
- **Making a Right Turn**
- **Perform Lane Changes (3)**
- **Perform U-Turn**
- **Perform 2-Point Turn**
- **Perform 3-Point Turn**
- **Curb Parking**
- **Angle Parking**
- **Perpendicular Parking**
- **Parallel Parking**
- **Stopping and Securing the Vehicle**

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Check area around exterior of the vehicle for:

- Broken glass (windows, lights).
- Body damage.
- Condition of tires, including pressure of all four tires.
- Fluid leaks.
- Direction front tires are turned.
- Any debris that could interfere with movement.
- Small children or pets.

Check under the hood and identify:

- Battery.
- Oil dipstick.
- Radiator.
- Windshield washer fluid refill cap.
- Oil level.
- Radiator level.

Security Checks

Have your student enter the driver's side of the car and make the following security checks:

- Entry - Are all passengers safely inside the car?
- Lock - Lock all doors once every passenger is inside.

Seating Position and Restraints

- Adjust seating position so that your feet can easily reach the pedals, your arms and hands are in a proper and comfortable position, and you have maximum visibility when using your mirrors.
- Make sure that the lap and shoulder belts are being worn properly.
- Position the headrest in the proper place and adjust side rests, if applicable.

Mirror Settings

To achieve the Blind Spot and Glare Elimination, or BGE, setting:

- Place your head against the driver's side window and adjust the driver's side mirror so you can barely see the driver's side of your car.
- Move your head as close to the center of the car as possible and adjust the passenger's side mirror so you can barely see the passenger's side of your car.
- To check your BGE settings, watch as a car passes you in an adjacent lane. It should enter your outside mirror before it leaves the rearview (inside) mirror. Also, the car should appear in your peripheral vision before it leaves the outside mirror.

- Remember, your inside rearview mirror is your primary mirror and it will take time to get accustomed to no longer seeing the sides of your car in the side mirrors.

Entering Roadway

- **Depress service brake.** Maintain pressure on the service brake until you are ready to move. Service brakes act on all four wheels, although the front brakes usually do 60-70 percent of the work.
- **Select the proper gear.**
- **Check for traffic.** In addition to the area immediately surrounding your car, check the area outside of your direct visual field by using your mirrors.
- **Signal properly.** Use signals to alert other drivers that you are moving into the flow of traffic. This is also necessary when moving away from a curb.
- **Release parking brake.** Make sure that your foot is on the service brake before you release the parking brake.
- **Check for traffic, again.** Be sure to check all areas surrounding the vehicle, including your blind spots.
- **Determine lane position.** Visually target the lane position that you want to occupy before you begin to move into it.
- **Release service brake.** Take your foot off the brake and move it to the accelerator. Remember, the car will begin to move as soon as you remove your foot from the brake.
- **Accelerate.** Gradually apply pressure to the accelerator to move forward. Steer the vehicle into the driving lane and use lane position one whenever possible.

Vehicle Operating Space

Drivers must be aware of the area surrounding their car. By dividing the space into different zones, drivers can easily search the areas. Your student must be able to identify each of the six zones listed below. They must also be able to identify two open, two closed, and two changing zones while driving.

Each of the following six zones is the width of a lane and extends as far as the driver can see:

- *Front* - The area directly in front of the car.
- *Left front* - The area to the left front side of the car.
- *Right front* - The area to the right front side of the car.
- *Rear* - The area directly behind the car.
- *Left rear* - The area to the left rear of the car.
- *Right rear* - The area to the right rear of the car.

These zones may be open, closed or changing:

- **Open:** The zone has no restrictions to the line of sight or path of travel.
- **Closed:** The path of travel cannot be completed due to some condition (red light, construction, etc), or there is a restriction to the driver's line of sight. Drivers need to find an alternative path of travel.
- **Changing:** This is usually an open zone that is changing into a closed zone. An example of this would be a yellow light at an intersection.

Intersections

Students should approach at least two intersections of any kind (stop signs, flashing red/yellow lights, stoplight). The following steps should be used when approaching an intersection. Discuss these items with your student as they are driving.

- **Step 1 - Search**
 - Identify the intersection.
 - Identify controls (i.e. stop signs, traffic lights).
 - Check area to rear of your vehicle.
 - Search for any problems within the intersection.
 - Adjust speed and lane position as necessary.
- **Step 2 - Evaluate**
 - Scan open side areas.
 - Scan closed side areas.
 - Look for closed or changing frontal areas.
- **Step 3 - Execute**
 - Adjust speed.
 - Maintain lane position.
 - Stop behind crosswalk or stop line.
 - Or proceed through open space area.

Look for the following things at each intersection your student encounters:

- *Did the student use proper vision skills?*
- *Did the student use proper steering skills?*
- *Did the student stop at the appropriate spot?*
- *Did the student obey all traffic laws regarding intersections?*

Making Turns

Students must make at least one right turn and one left turn. Parents, look for the following things during each turn your student makes:

- *Did the student use proper acceleration? Be sure that they accelerate at a smooth and steady rate to the proper speed.*
- *Did the student use proper steering skills? In most situations, hand-to-hand is the recommended technique.*
- *Did the student use proper vision skills? Be sure they check for oncoming traffic.*
- *Did the student signal appropriately?*

Lane Changing Procedure

Your student must perform at least three lane changes. When preparing for and executing a lane change, your student should follow the nine-step procedure outlined below:

1. Determine if a lane change is necessary.
2. Visibility - make sure that it's safe to change lanes.
3. Turn on your signal.
4. Recheck the rear side zone by using the side mirror.
5. Determine the gap (parents should assist students for the first few gap selections).
6. Smoothly move into the new lane.
7. Turn off your signal.
8. Adjust your speed to match the speed of traffic in your new lane.
9. Check your rear zones to ensure that the conditions are acceptable.

U-Turns

Your student should perform a U-Turn on a lightly populated street. Students should complete the U-Turn using the following steps:

- Activate turn signal in the direction of the U-turn (left).
- Check for oncoming traffic.
- Press the gas lightly while turning the steering wheel in the direction you want to go.
- Lift your foot off the gas and coast through the turn. Apply pressure to the gas pedal as needed.
- Enter the new lane and accelerate to the appropriate speed.

Two-Point Turns

Your student should perform a two-point turn on a lightly populated street following the steps outlined below:

- Activate the appropriate turn signal.

- Drive or back into a driveway/alley on either the same side or opposite side of the street.
- Check for oncoming traffic.
- Activate turn signal.
- Pull out or back out of the driveway/alley and continue in the new direction.

Three-Point Turns

Your student should complete a three-point turn on a lightly populated street following the procedure below:

- Activate right turn signal to indicate that you intend to pull over and stop.
- Signal left.
- Check rearview mirror, left side mirror, and glance over left shoulder for traffic.
- If it is safe to proceed, gently take your foot off the brake and move to cover the accelerator. Apply pressure to the accelerator if needed.
- Turn the wheel to the left until your car is perpendicular with the street. As you approach the opposite curb, brake gently and stop.
- While keeping the brake pedal firmly pressed, put the car in 'reverse'.
- Look out the right and left windows for traffic.
- As you begin to back up, turn the steering wheel to the right the right with your left hand. The goal is to position your car at a 45-degree angle to the curb.
- As you approach the curb, brake.
- Put the car in 'drive' and check traffic.
- Using hand-over-hand steering, turn the wheel in the direction you want to drive and lightly apply pressure to the gas.
- Straighten out the wheel as you finish the turn. Accelerate to the proper speed limit.

Curb Parking

Your student should perform curb parking at least once. Have them practice this using the steps below.

- Simply move into the side lane and slow to a stop parallel to the curb. Remember to stay within a distance of 18 inches from the curb.
- Be sure to leave plenty of room between the front of your car and the car in front of you.
- For ease of exit, try to park on a corner or behind a driveway to ensure that no one parks in front of you. This enables you to easily pull forward to exit the parking space.

Angle Parking

Your student should perform angle parking at least once following the procedure below.

- Leave 5-6 feet between your car and other parked cars as you look for a space. This will make it easier to park once you've found a space.
- Watch for any cars backing out.
- When you find a parking space, activate your turn signal.
- Proceed forward slowly until you can see the center of the parking space.
- Turn the wheel sharply. A half turn should suffice.
- Stop once you are in the center of the lane and straighten your wheels.

Perpendicular Parking

Perpendicular parking is the most common type found in parking lots. Your student should perform perpendicular parking until they can do so effectively by following the steps below.

- Position your car eight feet or more from the row of parked cars.
- Activate your turn signal.
- Position your car so that your front bumper is barely past the taillights of the car just before your target space.
- Turn the wheel sharply to enter the space.
- Pull forward far enough to get your rear bumper inside the space.
- When you stop, your wheels should be straight and your car should be centered in the middle of the space.

Parallel Parking

Students should practice parallel parking in a traffic and obstacle-free environment, such as an empty parking lot. Cones or other parking aids should be set up to simulate a parking space. Have your student practice parallel parking until they can perform the task effectively. Students should follow the steps outlined below.

- Look for a space that is at least five feet longer than your car to ensure that you can easily and safely fit into the space.
- Once you have found a space, activate your right turn signal.
- Stop briefly next to the car behind your target space. This will alert drivers behind you of your intention to parallel park and prevent them from blocking your entry into the space.
- Then, pull up next to the car in front of the space, positioning your car two to three feet away from it.

- Line up the back of your front seat with the back of the other car's front seat.
- While keeping your foot on the brake, shift to 'reverse'.
- Check the traffic behind you and in the lane next to you.
- If it is clear, begin backing up and turn the wheel all the way to the right as soon as the car starts to move.
- Continue backing until the back of your front door is lined up with the rear bumper of the car beside you. When you reach this point, turn the wheel away from the curb and continue backing into the space.
- Straighten the wheel as needed.
- Pull forward or backward to center your car between the other cars. Ideally, your car should be 6-8 inches from the curb.

Proper Stopping and Securing Procedure

- Stop within a legal, secure parking space.
- Make sure that you are parked a safe distance from fire hydrants, intersections, railroad crossings, etc.
- Keep your foot on the brake.
- Set the parking brake. This is recommended because it protects your car's transaxle and constant velocity joints.
- Set gearshift to 'park'.
- Turn off any accessories.
- Turn ignition switch to 'off'.
- Lock ignition switch and remove key.
- Remove seat belts.
- Check traffic for oncoming cars before opening the door and exiting the vehicle.
- Exit vehicle and secure doors and windows.

More Tips for Parents

- Remember that students will be nervous driving on the roadway. It's important to keep them calm and relaxed. Do not raise your voice; you'll only make them more nervous.
- Take breaks! If you or your student needs to take more breaks than recommended, that's fine. It's OK if it takes you longer than specified.
- You can change the order in which you complete the 'Drive Packet' to any order that makes the most sense for you and your student. Just be sure that your student completes all tasks. Repeat each task as necessary. Your student needs to be able to complete these basic tasks safely and comfortably before moving on.

In-Car Instruction: Lesson 4

Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. Remember to take a break after every 30 minutes of driving.

Student Goals

- Pre-Driving Tasks
- Entering Roadway
- Identify Space Management Zones
- Approaching Intersections (3)
- Approaching Curves (3)
- Approaching Hills (3)
- Perform Lane Changes in Traffic Flow (3)
- Perform Lane Changes While Merging with Traffic Flow (3)
- Perform Lane Changes While Exiting Traffic Flow (3)
- Perform Speed and Position Changes in Traffic Flow of up to 55 MPH
- Perform Speed and Position Changes in Response to Railroad Crossings
- Perform Speed and Position Changes in Response to Bridges or Tunnels
- Verbally Respond to Open, Closed, and Changing Zones
- Verbally Respond to Speed Changes
- Stopping and Securing the Vehicle

Review any areas that need improvement from previous in-car lessons. List those tasks on the lines directly below.

See page 2 for the Final Evaluation.

Final Evaluation

After the car has been secured, provide your student with a verbal evaluation of the lesson. Identify areas in which your student should practice more before moving on to the next lesson.

Notes:

In-Car Instruction: Lesson 4

Pre-Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. Remember to take a break after every 30 minutes of driving.

Student Goals

- **Pre-Driving Tasks**
- **Entering Roadway**
- **Identify Space Management Zones**
- **Approaching Intersections (3)**
- **Approaching Curves (3)**
- **Approaching Hills (3)**
- **Perform Lane Changes in Traffic Flow (3)**
- **Perform Lane Changes While Merging with Traffic Flow (3)**
- **Perform Lane Changes While Exiting Traffic Flow (3)**
- **Perform Speed and Position Changes in Traffic Flow of up to 55 MPH**
- **Perform Speed and Position Changes in Response to Railroad Crossings**
- **Perform Speed and Position Changes in Response to Bridges or Tunnels**
- **Verbally Respond to Open, Closed, and Changing Zones**
- **Verbally Respond to Speed Changes**
- **Stopping and Securing the Vehicle**

Parental Knowledge Database

Below you will find procedures, definitions, and tips for helping your student during their in-car session. Make sure that you have a good understanding of all of the procedures listed. While it is OK to take this information with you during the in-car lesson, you should not be reading the information while trying to observe and advise your student.

Pre-Driving Tasks

Check area around exterior of the vehicle for:

- Broken glass (windows, lights).
- Body damage.
- Condition of tires, including pressure of all four tires.
- Fluid leaks.
- Direction front tires are turned.
- Any debris that could interfere with movement.
- Small children or pets.

Check under the hood and identify:

- Battery.
- Oil dipstick.
- Radiator.
- Windshield washer fluid refill cap.
- Oil level.
- Radiator level.

Security Checks

Have your student enter the driver's side of the car and make the following security checks:

- Entry - Are all passengers safely inside the car?
- Lock - Lock all doors once every passenger is inside.

Seating Position and Restraints

- Adjust seating position so that your feet can easily reach the pedals, your arms and hands are in a proper and comfortable position, and you have maximum visibility when using your mirrors.
- Make sure that the lap and shoulder belts are being worn properly.
- Position the headrest in the proper place and adjust side rests, if applicable.

Mirror Settings

To achieve the Blind Spot and Glare Elimination, or BGE, setting:

- Place your head against the driver's side window and adjust the driver's side mirror so you can barely see the driver's side of your car.
- Move your head as close to the center of the car as possible and adjust the passenger's side mirror so you can barely see the passenger's side of your car.
- To check your BGE settings, watch as a car passes you in an adjacent lane. It should enter your outside mirror before it leaves the rearview (inside) mirror. Also, the car should appear in your peripheral vision before it leaves the outside mirror.

- Remember, your inside rearview mirror is your primary mirror and it will take time to get accustomed to no longer seeing the sides of your car in the side mirrors.

Entering Roadway

- **Depress service brake.** Maintain pressure on the service brake until you are ready to move. Service brakes act on all four wheels, although the front brakes usually do 60-70 percent of the work.
- **Select the proper gear.**
- **Check for traffic.** In addition to the area immediately surrounding your car, check the area outside of your direct visual field by using your mirrors.
- **Signal properly.** Use signals to alert other drivers that you are moving into the flow of traffic. This is also necessary when moving away from a curb.
- **Release parking brake.** Make sure that your foot is on the service brake before you release the parking brake.
- **Check for traffic, again.** Be sure to check all areas surrounding the vehicle, including your blind spots.
- **Determine lane position.** Visually target the lane position that you want to occupy before you begin to move into it.
- **Release service brake.** Take your foot off the brake and move it to the accelerator. Remember, the car will begin to move as soon as you remove your foot from the brake.
- **Accelerate.** Gradually apply pressure to the accelerator to move forward. Steer the vehicle into the driving lane and use lane position one whenever possible.

Vehicle Operating Space

Drivers must be aware of the area surrounding their car. By dividing the space into different zones, drivers can easily search the areas. Your student must be able to identify each of the six zones listed below. They must also be able to identify open, closed, and changing zones while driving.

Each of the following six zones is the width of a lane and extends as far as the driver can see:

- *Front* - The area directly in front of the car.
- *Left front* - The area to the left front side of the car.
- *Right front* - The area to the right front side of the car.
- *Rear* - The area directly behind the car.
- *Left rear* - The area to the left rear of the car.
- *Right rear* - The area to the right rear of the car.

These zones may be open, closed or changing:

- **Open:** The zone has no restrictions to the line of sight or path of travel.
- **Closed:** The path of travel cannot be completed due to some condition (red light, construction, etc), or there is a restriction to the driver's line of sight. Drivers need to find an alternative path of travel.
- **Changing:** This is usually an open zone that is changing into a closed zone. An example of this would be a yellow light at an intersection.

Intersections

Students should approach at least three intersections of any kind (stop signs, flashing red/yellow lights, stoplight). The following steps should be used when approaching an intersection. Discuss these items with your student as they are driving.

- **Step 1 - Search**
 - Identify the intersection.
 - Identify controls (i.e. stop signs, traffic lights).
 - Check area to rear of your vehicle.
 - Search for any problems within the intersection.
 - Adjust speed and lane position as necessary.
- **Step 2 - Evaluate**
 - Scan open side areas.
 - Scan closed side areas.
 - Look for closed or changing frontal areas.
- **Step 3 - Execute**
 - Adjust speed.
 - Maintain lane position.
 - Stop behind crosswalk or stop line.
 - Or proceed through open space area.

Look for the following things at each intersection your student encounters:

- *Did the student use proper vision skills?*
- *Did the student use proper steering skills?*
- *Did the student stop at the appropriate spot?*
- *Did the student obey all traffic laws regarding intersections?*

Approaching Curves

Your student must practice driving through curves. Be sure that they encounter a combination of at least three right and left curves. Watch for the following things when evaluating your student:

- Did they approach the curve in lane position three? This allows for the most space between your vehicle and oncoming traffic.
- Did they slow down appropriately upon entering the curve? Your foot should squeeze the brake on entry and trail off through the central part of the curve until the apex or exit point is determined.
- Did they accelerate once they reached the apex of the curve? Light acceleration should be used to pull the vehicle through the curve. Braking is completely unnecessary at this stage, unless an obstacle appears ahead in their path of travel.

Approaching Hills

Your student must practice driving up and down hills. The tips below offer some things for you to look for as you evaluate your student.

- When approaching hills with oncoming traffic and limited sight lines, your student should position themselves in lane position three. This allows for the most space between your vehicle and oncoming traffic.
- Make sure your student checks traffic to the rear and reduces speed prior to reaching the apex of the hill. This gives them time to respond to objects that may be blocking their path of travel farther down the hill.
- Have your student think of hills as vertical curves that involve all the same entry, apex, and exit rules.
- When driving down steep grades, make sure your student controls the vehicle's speed and checks traffic to the rear about every five seconds.

Lane Changing Procedure

Your student must perform a total of nine lane changes: three in traffic, three while merging, and three while exiting traffic. When preparing for and executing a lane change, your student should follow the steps below:

1. Determine if a lane change is necessary.
2. Visibility - make sure that it's safe to change lanes.
3. Activate your signal.
4. Recheck the rear side zone by using the side mirror.
5. Determine the gap (parents should assist students for the first few gap selections).
6. Smoothly move into the new lane.
7. Turn off your signal.
8. Adjust your speed to match the speed of traffic in your new lane.
9. Check your rear zones to ensure that the conditions are acceptable.

Lane Positions and Speed

Students must practice lane position adjustments and speed adjustments in three different situations: traffic flow of up to 55 mph, approaching railroad crossings, and approaching bridges or tunnels. When evaluating your student, you should watch for proper usage of lane positions and for appropriate speeds for each situation. Below is a review of lane positions.

- **Lane Position 1 (LP1).** Your car is in the center of the lane and is three feet away from the left and right lines. This position will be used for the majority of driving situations.
- **Lane Position 2 (LP2).** Your car is in the left side of your lane, approximately zero to six inches away from the left line. Use LP2 when there is something blocking your path of travel in the right side of your lane.
- **Lane Position 3 (LP3).** Your car is in the right side of your lane, approximately zero to six inches from the edge or edge line on the right. Use LP3 when there is an object blocking your path of travel in the left side of your lane.
- **Lane Position 4 (LP4).** Your car is straddling the left lane line. You will be in LP4 when changing lanes to the left.
- **Lane Position 5 (LP5).** Your car is straddling the right lane line. You will use LP5 when changing lanes to the right.

Proper Stopping and Securing Procedure

- Stop within a legal, secure parking space.
- Make sure that you are parked a safe distance from fire hydrants, intersections, railroad crossings, etc.
- Keep your foot on the brake.
- Set the parking brake. This is recommended because it protects your car's transaxle and constant velocity joints.
- Set gearshift to 'park'.
- Turn off any accessories.
- Turn ignition switch to 'off'.
- Lock ignition switch and remove key.
- Remove seat belts.
- Check traffic for oncoming cars before opening the door and exiting the vehicle.
- Exit vehicle and secure doors and windows.

More Tips for Parents

- Remember that students will be nervous driving on the roadway. It's important to keep them calm and relaxed. Do not raise your voice; you'll only make them more nervous.
- Take breaks! If you or your student needs to take more breaks than recommended, that's fine. It's OK if it takes you longer than specified.
- You can change the order in which you complete the 'Drive Packet' to any order that makes the most sense for you and your student. Just be sure that your student completes all tasks. Repeat each task as necessary. Your student needs to be able to complete these basic tasks safely and comfortably before moving on.

In-Car Instruction: Lesson 5

Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. Remember to take a break after every 30 minutes of driving.

Student Goals

- Pre-Driving Tasks
- Entering Roadway
- Commentary Driving
- Entering an Expressway (3)
- Driving on an Expressway (minimum of 5 miles)
- Using Weave Lanes
- Changing Lanes in Traffic Flow on an Expressway (3)
- Exiting an Expressway (3)
- Using Interchanges:
 - Cloverleaf
 - Diamond
 - Trumpet
- Metered Ramps
- Frontage Roads
- Stopping and Securing the Vehicle

Review any areas that need improvement from previous in-car lessons.
List those tasks on the lines directly below.

- _____
- _____

See page 2 for sample commentary driving questions and the Final Evaluation.

Sample Commentary Driving Questions for the In-Car Lesson

(These are not required, but will help your student.)

1. **What should you do if you are unable to merge with traffic?** Pull ahead onto the shoulder.
2. **After exiting an expressway, ask your student what their exit ramp speed was.**
3. **After completing a lane change, ask your student to identify the color of the car behind them.**
4. **What do you notice about the condition of the road?**
5. **What should you do if someone tailgates you?** Flash your brake lights. If they do not stop tailgating, move to another lane and allow them to pass.
6. **What do you notice in your 30-second search zone?**

Final Evaluation

After the car has been secured, provide your student with a verbal evaluation of the lesson. Identify areas in which your student should practice more before moving on to the next lesson.

Notes:

In-Car Instruction: Lesson 5

Pre-Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. Remember to take a break after every 30 minutes of driving.

Student Goals

- **Pre-Driving Tasks**
- **Entering Roadway**
- **Commentary Driving**
- **Entering an Expressway (3)**
- **Driving on an Expressway (minimum of 5 miles)**
- **Using Weave Lanes**
- **Changing Lanes in Traffic Flow on an Expressway (3)**
- **Exiting an Expressway (3)**
- **Using Interchanges:**
 - **Cloverleaf**
 - **Diamond**
 - **Trumpet**
- **Metered Ramps**
- **Frontage Roads**
- **Stopping and Securing the Vehicle**

Parental Knowledge Database

Below you will find procedures, definitions, and tips for helping your student during their in-car session. Make sure that you have a good understanding of all of the procedures listed. While it is OK to take this information with you during the in-car lesson, you should not be reading the information while trying to observe and advise your student.

Entering Roadway

- **Depress service brake.** Maintain pressure on the service brake until you are ready to move. Service brakes act on all four wheels, although the front brakes usually do 60-70 percent of the work.
- **Select the proper gear.**
- **Check for traffic.** In addition to the area immediately surrounding your car, check the area outside of your direct visual field by using your mirrors.
- **Signal properly.** Use signals to alert other drivers that you are moving into the flow of traffic. This is also necessary when moving away from a curb.
- **Release parking brake.** Make sure that your foot is on the service brake before you release the parking brake.
- **Check for traffic, again.** Be sure to check all areas surrounding the vehicle, including your blind spots.
- **Determine lane position.** Visually target the lane position that you want to occupy before you begin to move into it.
- **Release service brake.** Take your foot off the brake and move it to the accelerator. Remember, the car will begin to move as soon as you remove your foot from the brake.
- **Accelerate.** Gradually apply pressure to the accelerator to move forward. Steer the vehicle into the driving lane and use lane position one whenever possible.

Open, Closed and Changing Zones

Your student should be very comfortable using these terms by now.

- **Open:** The zone has no restrictions to the line of sight or path of travel.
- **Closed:** The path of travel cannot be completed due to some condition (red light, construction, etc), or there is a restriction to the driver's line of sight. Drivers need to find an alternative path of travel.
- **Changing:** This is usually an open zone that is changing into a closed zone. An example of this would be a yellow light at an intersection.

TIP: Encourage your student to participate in commentary driving by having them identify open, closed and changing zones in their path of travel.

Entering an Expressway

Have your student enter the expressway at least three separate times by following the procedure below:

1. Enter the entrance ramp.
2. Search for gaps in traffic on the expressway.
3. Enter the acceleration lane and signal to indicate that you plan to enter the expressway.
4. Adjust speed to match the flow of traffic and continue to search for a gap.
5. Enter the merge lane by maintaining your speed or accelerating lightly.
6. Check your rear and left rear zones.
7. Choose a gap, making sure to check your mirrors for traffic around you, and merge onto the expressway.
8. Turn off turn signal.
9. Maintain appropriate speed by obeying all speed limits signs.

TIP: The first expressway that your student enters should have a long acceleration lane and merge area. They'll probably be nervous about entering the expressway for the first time, so talk them through their first few merges, making sure that you use clear and concise directions.

Lane Changing Procedure

Your student must perform a total of three lane changes on the expressway. When preparing for and executing a lane change, your student should follow the steps below:

1. Determine if a lane change is necessary.
2. Visibility - make sure that it's safe to change lanes.
3. Activate your turn signal.
4. Recheck the rear side zone by using the side mirror.
5. Determine the gap (parents should assist students for the first few gap selections).
6. Smoothly move into the new lane.
7. Turn off your signal.
8. Adjust your speed to match the speed of traffic in your new lane.
9. Check your rear zones to ensure that the conditions are acceptable.

TIP: Remind students that very small adjustments to steering are needed when driving at high speeds on an expressway.

Weave Lanes

A weave lane is a lane of traffic on an expressway where cars are both entering and exiting the expressway.

Your student should become familiar with weave lanes fairly early in their expressway driving experience. However, it's recommended that your student's first few expressway merges occur at merge areas without weave lanes. Once they are comfortable merging onto the expressway at regular merge areas, introduce them to weave lanes.

TIP: When approaching a weave lane, remind your student that cars exiting the expressway always have the right-of-way over cars entering the expressway.

Frontage Roads

Frontage roads run parallel to expressways. These roads may be one-way or two-way; urban areas typically have traffic traveling one way, while rural areas usually have two-way traffic. One advantage of frontage roads is that they allow for dense city traffic to mix efficiently with high speed traffic on an expressway. Yield rules on frontage roads vary, so drivers should be aware of all signs and signals.

If frontage roads can be found in your area, be sure to have your student practice driving on them in order to become familiar with their purpose. If possible, have your student merge onto expressways using frontage roads.

Interchanges

Your student should be able to identify the different types of interchanges. As part of your in-car lessons, be sure that your student becomes familiar with each of the following:

- **Cloverleaf.** Used for the interchange between two expressways. Cloverleaf interchange cause minimal disruption to speed or movement.

TIP: Inform your student that the curves of cloverleaf interchanges can be quite sharp. Warn them that they need to pay close attention to exit and entrance ramp speed limit signs.

- **Diamond.** Used for the interchange between a major roadway (expressway) and a secondary roadway. Diamond interchanges may include traffic controls on the secondary roadway. These control devices

may be used to allow drivers to turn from the exit ramp onto the secondary road or from the secondary road onto the interchange. These interchanges also allow drivers to re-enter the entrance ramp by moving across the intersection of the secondary roadway.

- **Trumpet.** Used for the interchange between a secondary two-way street and a multiple lane roadway with minimal traffic mix. The major function of a trumpet intersection is to replace the T-intersection at the junction of two roadways.

Exiting an Expressway

Have your student exit the expressway at least three separate times by following the procedure below:

- Identify the exit as early as possible. Guide signs can usually be found 1-2 miles prior to the exit.
- Check to the rear and right rear. When you are about a half mile from the exit, signal and move into the lane closest to the upcoming exit.
- When you reach the deceleration lane, check your mirrors and smoothly move into that lane.
- Turn off your signal.
- Check the exit ramp speed and adjust your speed to the posted limit or slightly below, depending on the current conditions.
- Be aware of any traffic that may be stopped ahead and check your mirrors for traffic to the rear.
- Maintain a space cushion ahead of and behind your vehicle, if possible.

Ramp Metering

Metered ramps control the flow of traffic that enters a limited access expressway. This system uses a red and green light to signal to drivers whether they should stop or go. You will not find yellow lights at metered ramps.

With this system, sensors are used to gauge traffic flow. Ramp metering allows for only one car at time to enter the flow of traffic. This helps limit the capacity of traffic entering an expressway at any one time and ultimately prevents bottlenecks.

You may or may not have metered ramps in your area. If you don't, your student should still know what to expect if they encounter one.

Planning Your Route

With the tasks listed in the “Student Goals” box in mind, determine a route for your student to take during their in-car lesson. Use a map to find nearby expressways that feature different types of interchanges. Try to plan your route so that your student’s first entrance onto an expressway is easy – avoid weave lanes if possible. Plan your route so that your student has several minutes to simply drive on the expressway upon first entrance. This will allow them time to relax and get a little more comfortable with driving at higher speeds.

When you’ve determined the initial route, ask your student to join you. Indicate the route that you will be taking during the in-car session and ask the student if they see an alternate route that might be better. Encourage your student to become familiar with using a map. Make sure you bring your route with you to the in-car session.

More Tips for Parents

- Remember, students are usually extremely nervous when driving on expressways for the first time. Keep them calm, relaxed, and prepared for other bad drivers or emergency situations. Unless there is an emergency situation, do not raise your voice at your student; you’ll only make them more nervous.
- Talk to your student about what to do if there is no gap for them to merge onto the expressway. Discuss how to safely pull onto the shoulder and how to re-enter the expressway from the shoulder.
- Take breaks! If you or your student needs to take more breaks than recommended, that’s fine. It’s OK if it takes you longer than specified.
- You can change the order in which you complete the ‘drive packet’ to fit your route. Just make sure that your student completes all the tasks.

Sample Commentary Driving Questions for the In-Car Lesson

(These are not required, but will help your student.)

1. **What should you do if you are unable to merge with traffic?** Pull ahead onto the shoulder.
2. **After exiting an expressway, ask your student what their exit ramp speed was.**
3. **After completing a lane change, ask your student to identify the color of the car behind them.**
4. **What do you notice about the condition of the road?**
5. **What should you do if someone tailgates you?** Flash your brake lights. If they do not stop tailgating, move to another lane and allow them to pass.
6. **What do you notice in your 30-second search zone?**

****Note**** These questions are also included in the Drive Packet.

In-Car Lesson 5 Route

Parents, use the space below to plan your route. An example is given on the next page.

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In-Car Lesson 5 Route: Example

1. Turn right out of driveway onto Smith Rd.
2. At the third stop sign, turn left onto 12th Avenue.
3. Enter Highway 65 South. (lane change)
4. Exit via Exit 32B onto 18th Avenue. (diamond interchange)
5. Turn left at stoplight onto 18th Avenue.
6. Continue on 18th Avenue until Hwy 24.
7. Enter Hwy 24 East. (lane change)
8. Exit via Exit 22 onto Washington Ave. (trumpet interchange)
9. Turn right onto Washington Ave.
10. Continue on Washington Ave.
11. TAKE A BREAK.
12. Continue on Washington Ave until you reach Clarksville Hwy.
13. Turn left onto Clarksville Hwy. (frontage road)
14. Continue on Clarksville Hwy until you reach 21st Ave.
15. Cross 21st Ave and enter expressway 55 North. (cloverleaf/weave lane)
16. Continue on 55 North for 7 miles.
17. Exit via Exit 16 onto 12th Avenue.
18. Turn left onto 12th Avenue.
19. Turn right onto Smith Road.
20. Turn left into driveway.

In-Car Instruction: Lesson 6

Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. Remember to take a break after every 30 minutes of driving.

Student Goals

- Pre-Driving Tasks
- Entering Roadway
- Vocally Respond to Open and Closed Zones
- Vocally Respond to Speed and Position Changes
- Commentary Driving
- Merge onto Expressway with Traffic Flow at 65-70 mph (6)
- Using Weave Lanes
- Lane Change in Traffic Flow on Expressway at 65-70 mph (6)
- Exit an Expressway with Traffic Flow at 65-70 mph (6)
- Proper Speed and Position Changes in Traffic Flow at 65-70 mph
- Stopping and Securing the Vehicle

Review any areas that need improvement from previous in-car lessons.
List those tasks on the lines directly below.

- _____
- _____

See page 2 for sample commentary driving questions and the Final Evaluation.

Sample Commentary Driving Questions for the Driving Session

(These are not required, but will help your student.)

1. **What should you do if you are unable to merge with traffic?** Pull ahead onto the shoulder.
2. **After exiting an expressway, ask your student what their exit ramp speed was.**
3. **Identify and define a changing zone.** This is usually an open zone that is changing into a closed zone. An example of this would be a yellow light at an intersection.
4. **Which lane position is used during the majority of driving situations?**
Lane Position #1.
5. **What do you notice in your 30-second search zone?**

Final Evaluation

After the car has been secured, provide your student with a verbal evaluation of the lesson. Identify areas in which your student should practice more before moving on to the next lesson.

Notes:

In-Car Instruction: Lesson 6

Pre-Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. Remember to take a break after every 30 minutes of driving.

Student Goals

- **Pre-Driving Tasks**
- **Entering Roadway**
- **Vocally Respond to Open and Closed Zones**
- **Vocally Respond to Speed and Position Changes**
- **Commentary Driving**
- **Merge onto an Expressway with Traffic Flow at 65-70 mph (6)**
- **Using Weave Lanes**
- **Lane Change in Traffic Flow on Expressway at 65-70 mph (6)**
- **Exit an Expressway with Traffic Flow at 65-70 mph (6)**
- **Proper Speed and Position Changes in Traffic Flow at 65-70 mph**
- **Stopping and Securing the Vehicle**

Parental Knowledge Database

Below you will find procedures, definitions, and tips for helping your student during their in-car session. Make sure that you have a good understanding of all of the procedures listed. While it is OK to take this information with you during the in-car lesson, you should not be reading the information while trying to observe and advise your student. Most “Student Goals” are reviews from previous lessons, therefore, many of the tasks are not described in-depth below. If you are uncertain of a task not described below, refer to previous pre-drive packets.

Entering an Expressway

Have your student merge onto an expressway with traffic flow at 65-70 mph at least six separate times by following the procedure below:

1. Enter the entrance ramp.
2. Search for gaps in traffic on the expressway.
3. Enter the acceleration lane and signal to indicate that you plan to enter the expressway.
4. Adjust speed to match the flow of traffic and continue to search for a gap.
5. Enter the merge lane by maintaining your speed or accelerating lightly.
6. Check your rear and left rear zones.
7. Choose a gap, making sure to check your mirrors for traffic around you, and merge onto the expressway.
8. Turn off turn signal.
9. Maintain appropriate speed by obeying all speed limits signs.

Lane Changing Procedure

Your student must perform a total of six lane changes on an expressway with traffic flow at 65-70 mph. When preparing for and executing a lane change, your student should follow the steps below:

1. Determine if a lane change is necessary.
2. Visibility - make sure that it's safe to change lanes.
3. Activate your turn signal.
4. Recheck the rear side zone by using the side mirror.
5. Determine the gap (parents should assist students for the first few gap selections).
6. Smoothly move into the new lane.
7. Turn off your signal.
8. Adjust your speed to match the speed of traffic in your new lane.
9. Check your rear zones to ensure that the conditions are acceptable.

Exiting an Expressway

Have your student exit the expressway at least six separate times by following the procedure below:

- Identify the exit as early as possible. Guide signs can usually be found 1-2 miles prior to the exit.
- Check to the rear and right rear. When you are about a half mile from the exit, signal and move into the lane closest to the upcoming exit.

- When you reach the deceleration lane, check your mirrors and smoothly move into that lane.
- Turn off your signal.
- Check the exit ramp speed and adjust your speed to the posted limit or slightly below, depending on the current conditions.
- Be aware of any traffic that may be stopped ahead and check your mirrors for traffic to the rear.
- Maintain a space cushion ahead of and behind your vehicle, if possible.

Weave Lanes

A weave lane is a lane of traffic on an expressway where cars are both entering and exiting the expressway.

Your student should now be familiar with weave lanes. At this point in your instruction, you should be incorporating weave lanes into their in-car lessons. Because weave lanes are so common on expressways, your student should not move onto a new lesson until they are comfortable entering and exiting expressways via these lanes.

Planning Your Route

With the tasks listed in the “Student Goals” box in mind, determine a route for your student to take during their in-car lesson. Plan your route so that your student has several minutes to simply drive on the expressway upon first entrance. This will allow them time to relax and get a little more comfortable before practicing more difficult maneuvers.

When you’ve determined the initial route, ask your student to join you. Indicate the route that you will be taking during the in-car session and ask the student if they see an alternate route that might be better. Encourage your student to become familiar with using a map. Make sure you bring your route with you to the in-car session.

More Tips for Parents

- Remember, students will be nervous driving on the expressway for the first few times. Keep them calm, relaxed, and prepared for other bad drivers or emergency situations. Unless there is an emergency situation, do not raise your voice at your student; you’ll only make them more nervous.
- Take breaks! If you or your student needs to take more breaks than recommended, that’s fine. It’s OK if it takes you longer than specified.

Sample Commentary Driving Questions for the Driving Session

(These are not required, but will help your student.)

1. ***What should you do if you are unable to merge with traffic?*** Pull ahead onto the shoulder.
2. ***After exiting an expressway, ask your student what their exit ramp speed was.***
3. ***Identify and define a changing zone.*** This is usually an open zone that is changing into a closed zone. An example of this would be a yellow light at an intersection.
4. ***Which lane position is used during the majority of driving situations?***
Lane Position #1.
5. ***What do you notice in your 30-second search zone?***

****Note**** These questions are also included in the Drive Packet.

In-Car Lesson 6 Route

Parents, use the space below to plan your route.

1. _____
2. _____
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In-Car Instruction: Lesson 7

Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. Remember to take a break after every 30 minutes of driving.

Student Goals

- Pre-Driving Tasks
- Entering Roadway
- Vocally Respond to Open/Closed Zones
- Vocally Respond to Speed/Position Change
- Commentary Driving
- Steering Control
- Lane Positions
- Lane Changes
- Lane Selection
- Intersections
- Following Vehicles
- Being Followed
- Traffic Flow Adjustment
- Oncoming Traffic
- Merging
- Parking
- Exiting Parking Spaces
- Speed and Position Changes While Passing
- Stopping and Securing the Vehicle

Review any areas that need improvement from previous in-car lessons. List those tasks on the lines directly below.

See page 2 for sample commentary driving questions and the Final Evaluation.

In-Car Instruction: Lesson 7

Pre-Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. Remember to take a break after every 30 minutes of driving.

Student Goals

- **Pre-Driving Tasks**
- **Entering Roadway**
- **Vocally Respond to Open and Closed Zones**
- **Vocally Respond to Speed and Position Changes**
- **Commentary Driving**
- **Steering Control** (hand position, balance, stability)
- **Lane Positions** (LP1, LP2, LP3)
- **Lane Changes**
- **Lane Selection** (timing, response to zone, accuracy)
- **Intersections** (approach, communication, speed)
- **Following Vehicles** (space, speed, adjustments)
- **Being Followed** (space control, mirrors, speed)
- **Traffic Flow Adjustment**
- **Oncoming Traffic** (lane position, space management, communication)
- **Merging**
- **Parking**
- **Exiting Parking Spaces**
- **Speed and Position Changes While Passing**
- **Stopping and Securing the Vehicle**

Parental Knowledge Database

Below you will find procedures, definitions, and tips for helping your student during their in-car session. Make sure that you have a good understanding of all of the procedures listed. While it is OK to take this information with you during the in-car lesson, you should not be reading the information while trying to observe and advise your student. Many “Student Goals” are reviews from previous lessons. If you haven’t already incorporated night driving into your lessons, you should do so now. Most driving accidents occur at night, so your student must be prepared to drive after dark.

Steering Control

- **Hand Position.** Hands should be placed at shoulder height with the left hand between 9 and 10 o'clock and the right hand between 2 and 3 o'clock.
- **Balance.** Adjust seat height so that the top of the steering wheel is in line with the top of the shoulders. The top of the steering wheel should never be more than one inch higher than the top of the shoulders. Adjust seat for proper arm distance to the steering wheel. Extend one arm straight forward and adjust the seat until the top of the steering wheel is in line with the wrist joint. If your body is balanced, you are better prepared to comfortably control steering maneuvers and maintain vehicle balance.

TIP: If your student is driving a vehicle equipped with airbags, their hands should be positioned at 9 and 3 or lower to avoid burns from airbag blowholes in the event of an accident.

Lane Changing Procedure

1. Determine if a lane change is necessary.
2. Visibility - make sure that it's safe to change lanes.
3. Activate your turn signal.
4. Recheck the rear side zone by using the side mirror.
5. Determine the gap (parents should assist students for the first few gap selections).
6. Smoothly move into the new lane.
7. Turn off your signal.
8. Adjust your speed to match the speed of traffic in your new lane.
9. Check your rear zones to ensure that the conditions are acceptable.

Rules for Lane Flow

- **Move with the flow of traffic.** By going just five miles per hour slower or faster than the average vehicle, you can disrupt the flow of traffic.
- **Anticipate lane blockages.** Maintaining a visual lead of 20-30 seconds enables you to identify approaching conflicts with enough time to change lanes if necessary.
- **If there's no gap to change lanes, don't force it.** Always signal before trying to change lanes and don't bully your way in. Your impatient driving could lead to a multi-car accident.
- **Predict where traffic is going to stop at an intersection.** Don't allow yourself get stuck in the middle of an intersection. By looking 20-30 seconds ahead, you should be able to judge whether or not the signal will

turn red while you are in the middle of the intersection. This is why it's important to determine a point of no return.

- **Identify streets as one-way or two-way.** You never want to make the mistake of entering a one-way street driving in the wrong direction.
- **Plan ahead for anticipated turns.** During heavy traffic, it is difficult to change lanes. Plan ahead and change lanes with plenty of time to spare.
- **Using a shared left turn lane.** These lanes are only to be used by drivers making a left turn or entering the street from a left turn. They are usually found between intersections with traffic traveling at moderate to high speeds.
- **Yield to oncoming traffic and pedestrians when turning left.** Sometimes this can be difficult on streets with heavy traffic, but be patient and keep the streets safe for pedestrians.
- **Use multiple turn lanes appropriately.** No matter how many turn lanes there are, drivers must stay in their respective turn lanes throughout the turn. Be aware of drivers shifting lanes while turning.

TIP: Remind your student that it's best to keep up with the flow of traffic *unless* all traffic is traveling at excessive speeds.

Intersections

- **Step 1 - Search**
 - Identify the intersection.
 - Identify controls (i.e. stop signs, traffic lights).
 - Check area to rear of your vehicle.
 - Search for any problems within the intersection.
 - Adjust speed and lane position as necessary.
- **Step 2 - Evaluate**
 - Scan open side areas.
 - Scan closed side areas.
 - Look for closed or changing frontal areas.
- **Step 3 - Execute**
 - Adjust speed.
 - Maintain lane position.
 - Stop behind crosswalk or stop line.
 - Or proceed through open space area.

Look for the following things at each intersection your student encounters:

- *Did the student use proper vision skills?*
- *Did the student use proper steering skills?*

- *Did the student stop at the appropriate spot?*
- *Did the student obey all traffic laws regarding intersections?*

Where to Stop at Intersections

- **Stop line.** This is the heavy white line, at least six inches wide, extending from the curb to the center of the street. Cars must come to a stop with the front bumper behind the stop line. If there is a stop line and a crosswalk, the stop line should be obeyed first.
- **Crosswalk.** Vehicles must be stopped with the front bumper behind the nearest crosswalk line. On streets that have sidewalks, but do not have painted crosswalks, drivers should still respond as if there were a painted crosswalk present.
- **Curb line.** If there are no identifying pavement markings and there is a stop sign or stop light, drivers should stop their car with the front bumper behind an imaginary line called the curb line.

Following Distance

The following are recommended minimum following distances for various speeds:

- **2 seconds.** Gives you enough time and space to steer out of a problem area at all posted speeds and brake out of problems at speeds under 35 mph.
- **3 seconds.** Gives you enough time and space to steer out of problem areas at all posted speeds and brake out of problems at speeds up to 45 mph.
- **4 seconds.** Gives you enough time and space to steer out of problem areas at all posted speeds and brake out of problems at speeds up to 70 mph.

Increased Following Interval

Drivers should increase their following distance under the following conditions:

- When following large vehicles that may block your vision.
- When following a motorcycle.
- When driving in bad weather conditions.
- When driving at night.
- When being tailgated.
- When pulling a trailer or driving a heavy load.
- When entering or exiting an expressway.

TIP: Be sure that your student understands that heavy vehicles, such as trucks and SUV's, take longer to stop than small sedans.

Curb Parking

- Simply move into the side lane and slow to a stop parallel to the curb. Remember to stay within a distance of 18 inches from the curb.
- Be sure to leave plenty of room between the front of your car and the car in front of you.
- For ease of exit, try to park on a corner or behind a driveway to ensure that no one parks in front of you. This enables you to easily pull forward to exit the parking space.

Angle Parking

- Leave 5-6 feet between your car and other parked cars as you look for a space. This will make it easier to park once you've found a space.
- Watch for any cars backing out.
- When you find a parking space, activate your turn signal.
- Proceed forward slowly until you can see the center of the parking space.
- Turn the wheel sharply. A half turn should suffice.
- Stop once you are in the center of the lane and straighten your wheels.

Perpendicular Parking

- Position your car eight feet or more from the row of parked cars.
- Activate your turn signal.
- Position your car so that your front bumper is barely past the taillights of the car just before your target space.
- Turn the wheel sharply to enter the space.
- Pull forward far enough to get your rear bumper inside the space.
- When you stop, your wheels should be straight and your car should be centered in the middle of the space.

Parallel Parking

Students should practice parallel parking in a traffic and obstacle-free environment, such as an empty parking lot, until they are comfortable enough to parallel park on a street.

- Look for a space that is at least five feet longer than your car to ensure that you can easily and safely fit into the space.

- Once you have found a space, activate your right turn signal.
- Stop briefly next to the car behind your target space. This will alert drivers behind you of your intention to parallel park and prevent them from blocking your entry into the space.
- Then, pull up next to the car in front of the space, positioning your car two to three feet away from it.
- Line up the back of your front seat with the back of the other car's front seat.
- While keeping your foot on the brake, shift to 'reverse'.
- Check the traffic behind you and in the lane next to you.
- If it is clear, begin backing up and turn the wheel all the way to the right as soon as the car starts to move.
- Continue backing until the back of your front door is lined up with the rear bumper of the car beside you. When you reach this point, turn the wheel away from the curb and continue backing into the space.
- Straighten the wheel as needed.
- Pull forward or backward to center your car between the other cars. Ideally, your car should be 6-8 inches from the curb.

Driveway or Garage Parking

This is similar to perpendicular parking and requires good space judgment. When parking in a garage, remember to check both sides of the car and the front and rear bumpers for clearance.

Parking Downhill

- With a curb - turn your wheels towards the curb.
- Without a curb - park as close to the shoulder as possible and turn your wheels sharply toward the shoulder.

Parking Uphill

- With a curb - turn your wheels away from the curb.
- Without a curb - turn your wheels toward the shoulder.

TIP: Remind your student that they should always set their parking brake when parking on a hill.

Passing Procedure (2-Way Traffic)

- **Assess:**
 - Is it safe and legal to pass?
- **Prepare:**
 - Place the vehicle 2-3 seconds behind the vehicle you wish to pass.
 - Check your mirrors for oncoming traffic.
 - Check ahead for a safe passing distance.
 - Signal.
- **Overtake:**
 - Accelerate into the passing lane. If you have moved into the passing lane and notice an obstacle in the 20-30 second zone ahead, you can still change your mind and move back into the original lane behind the vehicle you were passing.
 - Accelerate quickly to an appropriate speed. Make sure you continue to obey the posted speed limit.
 - Concentrate on the path ahead.
 - Check your rearview mirror for trailing vehicles.
- **Return to original lane:**
 - Once you are ahead of the vehicle you are passing, check your rearview mirror; you should be able to see both headlights of the car you are passing.
 - Signal.
 - Change lanes and maintain speed.
 - Turn off your signal.

Passing Procedure (Expressway)

- Check traffic ahead, to the side, and to the rear.
- Signal.
- Take a quick glance to side and rear.
- Change lanes smoothly.
- Turn off your signal.
- Accelerate smoothly.
- Check space to the side.
- Check mirrors.
- Signal to return to your initial lane.
- When you can see both sets of headlights of the vehicle being passed in your rearview mirror, you can move to the lane you originally left.
- Turn off your signal.
- Adjust your speed to maintain proper space around your vehicle.

When is Passing Illegal?

- When your line of sight is restricted.
- When the road is narrow and your front zones are closed.
- When cross-traffic is present.
- When within 700 to 1,000 feet before the top of a hill. At this point your line of sight is restricted.
- When within 100 feet of an intersection or railroad crossing.
- When your line of sight is limited by weather conditions such as rain, snow or fog.
- When the vehicle ahead of you is going the legal speed limit.
- When you will be stopping or turning right after you pass.
- On a two-lane bridge or overpass.
- When traffic is too close.
- When you can't complete the pass before a "no passing" zone.

TIP: At various points, ask your student whether the current conditions would allow for legal passing. This will help them recognize illegal passing zones.

Planning Your Route

With the tasks listed in the "Student Goals" box in mind, determine a route for your student to take during their in-car lesson. When you've determined the initial route, ask your student to join you. Indicate the route that you will be taking during the in-car session and ask the student if they see an alternate route that might be better. Encourage your student to become familiar with using a map. Make sure you bring your route with you to the in-car session.

More Tips for Parents

- Keep your student calm, relaxed, and prepared for other bad drivers or emergency situations. Unless there is an emergency situation, do not raise your voice at your student; you'll only make them more nervous.
- Take breaks! If you or your student needs to take more breaks than recommended, that's fine. It's OK if it takes you longer than specified.

Sample Commentary Driving Questions for the Driving Session

(These are not required, but will help your student.)

1. **Identify and define a changing zone.** This is usually an open zone that is changing into a closed zone. An example of this would be a yellow light at an intersection.
2. **When is it necessary to use lane position #2?** When there is something blocking your path of travel in the right side of your lane.
3. **Name two common forms of communication when approaching an intersection?** Turn signal and lane position.
4. **What do you notice in your 30-second search zone?**
5. **When should you increase your following distance?** When following large vehicles or motorcycles, during bad weather, when driving at night, if being tailgated, when hauling heavy loads, and when entering/exiting expressways.

****Note**** These questions are also included in the Drive Packet.

In-Car Lesson 7 Route

Parents, use the space below to plan your route.

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20. _____

In-Car Instruction: Lesson 8

Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. Remember to take a break after every 30 minutes of driving.

Student Goals

- Pre-Driving Tasks
- Perform a Brake Failure Simulation
- Perform an Engine Failure Simulation
- Perform an Accelerator Failure Simulation
- Perform a Threshold Brake Simulation
- Perform an Evasive Action
- Discuss Front Traction Loss
- Discuss Rear Traction Loss
- Stopping and Securing the Vehicle

Review any areas that need improvement from previous in-car lessons. List those tasks on the lines directly below.

- _____
- _____

See page 2 for sample commentary driving questions and the Final Evaluation.

Sample Commentary Driving Questions for the Driving Session

(These are not required, but will help your student.)

1. **What should you do if your brake system warning light comes on while driving?** Stop your vehicle off the road and get your vehicle repaired before driving it again.
2. **Name three vehicle failures you may encounter while driving.**
Tire blowouts, accelerator failure, brake failure, engine failure, and steering failure.
3. **Name three conditions that affect traction.**
Road surface, weather, tires, braking techniques and speed.
4. **What happens to your vehicle and the passengers when brakes are applied too hard?** The hood drops, the rear of the vehicle rises, and the weight shifts to the front, while passengers move forward.
5. **What is the first indication of traction loss?** Slight vehicle movement in a direction other than your intended path of travel.

Final Evaluation

After all simulations have been performed and discussed, provide your student with a verbal evaluation of the lesson. Identify areas in which your student should practice more before moving on to the next lesson.

Notes:

Turn the page to begin simulations and discussions.

For the safety of you and your student, always perform these simulations in a traffic and obstacle-free environment, such as an empty parking lot. Performing these simulations on a roadway is extremely dangerous and not recommended.

Brake Failure Simulation

After you have determined a location for the brake failure simulation, **practice the simulation yourself**, using the steps listed on the following pages. Then, demonstrate the simulation with your student in the vehicle. Once you feel that your student will be able to complete the simulation safely, allow them to get behind the wheel. Be sure to designate an area as “the road”, but do not perform the simulation on an actual road.

The following steps have been broken down into three levels. The first level consists of initial actions that should be taken in the case of total brake failure. The second level consists of procedures to follow in the event that the first set of actions do not work. The third level consists of the most extreme actions to take if the prior procedures have not stopped your vehicle.

The first and third level of procedures should be discussed thoroughly, but not attempted during the simulation. The second level of procedures should be discussed and can be performed.

Be sure to calmly guide your student through each procedure and check each box upon completion.

Turn the page for Level 1 and Level 2 brake failure simulations.

Level 1

Your brakes have failed and you discover that you can't stop! Stay calm and **discuss** the initial procedure to follow in the event of a brake failure. By pumping your brake pedal quickly you could build enough brake pressure to bring your car safely to a stop. **Do not perform.**

Discuss

- Pump brake pedal quickly to build pressure.
- Safely stop your vehicle on the side of the road.

STOP! Read the next section before continuing the simulation.

Level 2

The first level procedure didn't stop your vehicle. Remain calm! There are more procedures that could lead you to safety. Downshifting is referred to as engine braking. This process uses the engine to create resistance to rolling, which slows you down. Once you have downshifted, let other drivers know that you're having trouble by activating your hazard lights. Next, apply your parking brake. The parking brake mechanically controls the rear brakes and is separate from the hydraulic brake system. This allows for the parking brake to bring the vehicle to a stop even in the case of total brake failure. **Discuss and then practice performing these three procedures in a traffic and obstacle-free environment at slow speeds.**

Discuss Perform

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Downshift to lower gear. |
| <input type="checkbox"/> | <input type="checkbox"/> | Activate hazard lights to warn other drivers. |
| <input type="checkbox"/> | <input type="checkbox"/> | Apply parking brake gradually to come to a stop. |

STOP! Read the next section before continuing the simulation.

Turn the page for Level 3 brake failure simulation.

Level 3

If you still can't stop your vehicle after following the previous procedures, don't panic; you still have other options. By coasting uphill, your car will decelerate and you may be able to bring your vehicle to a safe stop. However, if an uphill slope is nowhere to be found, you must find alternatives to slow your vehicle. Rubbing your wheels against a curb, or scraping your vehicle against guardrails, will slow your vehicle.

If all else fails, and a collision is unavoidable, you should know that some collisions are better options than others. Hitting a fixed object is better than hitting another moving vehicle head-on. Head-on collisions with other vehicles are the most dangerous because the vehicles collide at the sum of their speeds. Colliding head-on with a vehicle produces the greatest impact and increases your chance of serious injury or death. If a collision with another vehicle is unavoidable, steer for a sideswipe rather than a head-on collision.

If it's possible to hit a fixed object, attempt to hit something soft, like bushes, rather than something hard, like a brick wall. When hitting a stationary object, always attempt to hit something that will absorb some of the force. For example, it would be better to hit a parked car, rather than a building.

These steps are only to be used in the event that previous steps have failed to bring your vehicle to a stop. **These are to be discussed only. Do not attempt.**

Discuss

- Search for an uphill slope to slow the vehicle.
- Rub your wheels against a curb.
- Scrape your vehicle against guardrails.
- Steer for a soft, fixed object.
- Steer for a sideswipe, rather than colliding head-on with another vehicle or object.

For the safety of you and your student, always perform these simulations in a traffic and obstacle-free environment, such as an empty parking lot. Performing these simulations on a roadway is extremely dangerous and not recommended.

Engine Failure Simulation

After you have determined a location for the engine failure simulation, **practice the simulation yourself**, following the steps listed below. Then demonstrate the simulation with your student in the vehicle. Once you feel that your student will be able to complete the simulation safely, allow them to get behind the wheel. Be sure to designate an area as “the road”, but do not perform the simulation on an actual road.

The engine failure procedure should be discussed and can be performed.

Be sure to calmly guide your student through each step and check each box upon completion.

Your engine has suddenly shut off! Remain calm. The engine may have failed completely, or it may have become flooded or overheated. The procedure below will lead you to safety. Shifting your vehicle to neutral allows it to keep moving while you look for a place to pull over. Once you have found a place to pull over, do so by braking gently. Your power brake is designed to work at least once after your engine shuts off. Be aware that braking and steering will be more difficult than usual when your engine fails. Once you come to a stop, try to restart the engine. If the engine won't restart, activate your hazard lights, raise your hood to warn other drivers of your engine trouble, and call for help. Then, get back in your vehicle and wait for the help to arrive. **Discuss and then practice performing this procedure in a traffic and obstacle-free environment at slow speeds.**

Discuss Perform

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Shift to neutral. |
| <input type="checkbox"/> | <input type="checkbox"/> | Search for an escape path. |
| <input type="checkbox"/> | <input type="checkbox"/> | Pull off the road, braking gently. |
| <input type="checkbox"/> | <input type="checkbox"/> | Stop and try to restart the engine. |
| <input type="checkbox"/> | <input type="checkbox"/> | If vehicle fails to restart, activate hazard lights, raise the hood, and call for help. |

For the safety of you and your student, always perform these simulations in a traffic and obstacle-free environment, such as an empty parking lot. Performing these simulations on a roadway is extremely dangerous and not recommended.

Accelerator Failure Simulation

After you have determined a location for the accelerator failure simulation, **practice the simulation yourself**, following the steps listed below. Then, demonstrate the simulation with your student in the vehicle. Once you feel that your student will be able to complete the simulation safely, allow them to get behind the wheel. Be sure to designate an area as “the road”, but do not perform the simulation on an actual road.

The accelerator failure procedure should be discussed and can be performed.

Be sure to calmly guide your student through each step and check each box upon completion.

You are experiencing accelerator failure! Your accelerator pedal is stuck in the down position. Stay calm and follow the procedure below to get yourself stopped safely off the road. Shifting your vehicle to neutral will disconnect your engine from the wheels. Search for a place to pull your vehicle over. Pull your vehicle off the road by steering smoothly and braking gently. Once you come to a stop, shut off your vehicle. Do not restart the vehicle. Activate your hazard lights to warn other drivers of your trouble and call for help. Do not drive your vehicle again until your brake pedal has been repaired.

Discuss and then practice performing the first five steps below in a traffic and obstacle-free environment at slow speeds. For the purpose of the simulation, imagine that the accelerator pedal is stuck in the down position. Do not actually attempt to get the pedal stuck.

Discuss Perform

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Shift to neutral. |
| <input type="checkbox"/> | <input type="checkbox"/> | Search for an escape path. |
| <input type="checkbox"/> | <input type="checkbox"/> | Steer smoothly and brake gently. |
| <input type="checkbox"/> | <input type="checkbox"/> | Pull off the road and turn off your vehicle. |
| <input type="checkbox"/> | <input type="checkbox"/> | Activate hazard lights and call for help. |
| <input type="checkbox"/> | <input type="checkbox"/> | Have the pedal repaired before driving again. |

For the safety of you and your student, always perform these simulations in a traffic and obstacle-free environment, such as an empty parking lot. Performing these simulations on a roadway is extremely dangerous and not recommended.

Threshold Braking Simulation

The threshold braking procedure should be discussed. This simulation is dangerous and should only be performed under the direct supervision of a licensed driving instructor.

You are driving on an expressway and a vehicle passes you. With the vehicle now in your lane, they stop abruptly. You need to bring your vehicle to a quick stop. If your vehicle is equipped with ABS, squeeze the brake pedal hard in the event of an emergency stopping situation. ABS is designed to prevent your brakes from locking up. The pedal will begin pulsating and you may hear noises from your brakes. Do not make the mistake of easing off the brakes. This will reduce the stopping capabilities of your ABS.

If your vehicle is ***not*** equipped with ABS, do not respond by slamming on your brakes! Slamming on your brakes will cause them to lock-up. When your brakes lock-up you will begin to skid, which leads to increased stopping distance. You will also lose control of your steering. Instead, you must squeeze the brake pedal firmly to the point just before the brakes lock-up. This is called threshold braking. It is the fastest and safest way to stop a vehicle not equipped with ABS. If your brakes lock-up, ease up a little on the brake pedal and squeeze the brakes firmly once again. Threshold braking gives you the best chance to stop quickly enough in order to avoid a collision.

Knowing how to threshold brake properly is important in the event that you must make an emergency stop and do not drive a vehicle with anti-lock brakes. However, it is too dangerous to practice this on roadways. Thoroughly discuss what to do, and what not to do, in order to properly execute threshold braking in response to an emergency stopping situation. Do not attempt to simulate this procedure unless you are under the supervision of a licensed driving instructor and have access to a traffic and obstacle-free environment, such as an empty parking lot.

Turn the page for threshold braking checklist.

With ABS

What to do:

Discuss **Perform** (only if under supervision of a licensed driving instructor)

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Recognize stopped vehicle or object ahead. |
| <input type="checkbox"/> | <input type="checkbox"/> | Squeeze brakes hard to stop before collision. |

What not to do:

Discuss

- Don't pump your brakes.
- Don't ease off brake pedal.

Without ABS

What to do:

Discuss **Perform** (only if under supervision of a licensed driving instructor)

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Recognize stopped vehicle or object ahead. |
| <input type="checkbox"/> | <input type="checkbox"/> | Squeeze brakes firmly, stop before locking point. |
| <input type="checkbox"/> | <input type="checkbox"/> | Ease off brake pedal slightly if brakes lock-up. |
| <input type="checkbox"/> | <input type="checkbox"/> | Squeeze brakes firmly again to avoid collision, if necessary. |

What not to do:

Discuss

- Don't slam on your brakes.
- Don't lock your brakes.
- Don't pump your brakes.

For the safety of you and your student, always perform these simulations in a traffic and obstacle-free environment, such as an empty parking lot. Performing these simulations on a roadway is extremely dangerous and not recommended.

Evasive Action Simulation

The evasive action procedure should be discussed. This simulation is dangerous and should only be performed under the direct supervision of a licensed driving instructor.

You are driving on an expressway and you notice an unidentifiable object in your path of travel. You realize that you won't be able to bring your vehicle to a stop before reaching the object. Instead, you determine that you must perform an evasive action in order to avoid the object. An evasive action can only be performed if there is space to do so on either side of the object. Quickly search the space around the object and the space to the sides and rear of your vehicle. If all areas are clear, you can begin to maneuver around the object. Maneuvering must be quick and smooth in order to maintain vehicle balance.

After the initial steering input, it is critical to move the wheel back into a neutral position to stabilize the vehicle within the current lane. At higher speeds, you may use a controlled brake prior to initiating steering action. This transfers weight to the front wheels. However, you must release the brakes before steering for avoidance. If your vehicle is equipped with ABS, stay with the brake while steering. **Remember, the faster you are driving, the less steering input is needed to maneuver your vehicle.**

Knowing how to properly steer for avoidance is important in the event that you encounter an object in your path of travel. However, it is too dangerous to practice this on roadways. Thoroughly discuss what to do in order to properly execute an evasive action in response to an object in your path of travel. Do not attempt to simulate this procedure unless you are under the supervision of a licensed driving instructor and have access to a traffic and obstacle-free environment, such as an empty parking lot.

Turn the page for the evasive action checklist.

Discuss **Perform** (only if under supervision of a licensed driving instructor)

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Always pay attention to path ahead of your vehicle. |
| <input type="checkbox"/> | <input type="checkbox"/> | Search the space around object in your path. |
| <input type="checkbox"/> | <input type="checkbox"/> | Search the space to the sides and rear of your vehicle. |
| <input type="checkbox"/> | <input type="checkbox"/> | If path is clear, begin maneuvering around object quickly and smoothly. |
| <input type="checkbox"/> | <input type="checkbox"/> | Stabilize vehicle by returning steering wheel to neutral position. |
| <input type="checkbox"/> | <input type="checkbox"/> | Return to your prior lane when safe to do so. |

Do not attempt the following procedure!

Front Traction Loss

The front traction loss procedure should be discussed. This procedure should never be performed. It is too dangerous to simulate front traction loss, even in a traffic and obstacle-free environment.

Traction loss to front tires occurs when your front tires move from rolling traction to sliding traction and begin to skid. It is often referred to as under-steering. The front of your vehicle moves outward away from the intended path of travel. This usually happens while driving on slippery surfaces through a curve or turn. It may also be the result of driving too fast through a curve or a turn, braking too hard, or sudden steering maneuvers.

You are driving through a right-hand curve on a secondary roadway when you start to feel the front of your vehicle move slightly to the left of your intended path of travel. You may even be able to feel your body shifting. You are more likely to notice traction loss through movement if you are properly seated and wearing your safety belt snugly, have your left foot on the dead pedal, and if you're steering with both hands in a balanced position.

In addition to feeling your vehicle begin to shift, you can now actually see the front of your vehicle moving to the left. Once you become visually aware of this, it becomes more difficult to regain control of your vehicle, but it can be done. You must direct your vision to the intended path of travel before turning the steering wheel in the direction you want your vehicle to go. Do not steer more than would be necessary to return to your intended path of travel. You must release the pedal that you are pushing, brake or accelerator, so that the vehicle's weight redistributes. This will reestablish rolling traction.

Ease off the steering and tap the brake if your vehicle doesn't return to the path of travel. This will shift some weight to the front of the vehicle. Once rolling traction has been regained, the steering will become responsive again. Be prepared to make necessary adjustments to return to intended path of travel.

Knowing how to properly respond to front traction loss can prevent serious accidents and serious injury or death. Thoroughly discuss detection of, and how to respond to, front traction loss. Do not attempt to simulate this procedure under any circumstance. Check each box upon discussion with your student.

Turn the page for the front traction loss checklist.

Discuss

- Direct vision to intended path of travel.
- Turn steering wheel in desired direction.
- Release any pedal you are pushing.
- Ease off steering and tap brake quickly if vehicle has yet to respond to path of travel.

Do not attempt the following procedure!

Rear Traction Loss

The rear traction loss procedure should be discussed. This procedure should never be performed. It is too dangerous to simulate rear traction loss, even in a traffic and obstacle-free environment.

Traction loss to rear tires occurs when your rear tires move from rolling traction to sliding traction and begin to skid. It is often referred to as over-steering. Like front traction loss, this usually happens while driving on slippery surfaces through a curve or turn. It may also be the result of driving too fast through a curve or a turn, braking too hard, or sudden steering maneuvers.

You are driving through a right-hand curve on a secondary roadway when you start to feel the rear of your vehicle move slightly toward the left. You may even be able to feel your body shifting. You are more likely to notice traction loss through movement if you are properly seated and wearing your safety belt snugly, have your left foot on the dead pedal, and if you're steering with both hands in a balanced position.

You then actually see the rear of your vehicle moving outward to the left of your intended path of travel. Once you become visually aware of this, it becomes more difficult to regain control of your vehicle, but it can be done. When responding to rear traction loss, you must direct your vision to the intended path of travel and attempt to steer back into your lane. Be sure not to steer more than necessary to keep your vehicle going toward your intended path of travel. Ease off the brake or accelerator to help reestablish rolling traction. Once you are safely back into your intended path of travel, accelerate slowly (about 2 mph) in order to transfer weight to the rear of your vehicle.

Knowing how to properly respond to rear traction loss can prevent serious accidents and serious injury or death. Thoroughly discuss detection of, and how to respond to, rear traction loss. Do not attempt to simulate this procedure under any circumstance. Check each box upon discussion with your student.

Turn the page for the rear traction loss checklist.

Discuss

- Direct vision to intended path of travel.
- Attempt to steer back into your lane.
- Ease off brake or accelerator to reestablish rolling traction.
- Accelerate slowly (2 mph) once back to intended path of travel.

In-Car Instruction: Lesson 8

Pre-Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. Remember to take a break after every 30 minutes of driving.

Student Goals

- **Pre-Driving Tasks**
- **Perform a Brake Failure Simulation**
- **Perform an Engine Failure Simulation**
- **Perform an Accelerator Failure Simulation**
- **Perform a Threshold Brake Simulation**
- **Perform an Evasive Action**
- **Discuss Front Traction Loss**
- **Discuss Rear Traction Loss**
- **Stopping and Securing the Vehicle**

Parental Knowledge Database

Below you will find procedures on how to handle many dangerous vehicle malfunctions. It is vital for you to thoroughly review this material before discussing it with your student. Unlike previous lessons where procedures were covered in-depth in the pre-drive packet, but not in the drive packet, this lesson includes a drive packet with step-by-step procedures on how to perform each simulation. Be sure to carefully read all of the instructions found in the drive packet before allowing your student to begin this lesson.

Brake Failure

In the case of total brake failure, pump the brake pedal quickly. After a few pumps you may build enough pressure to be able to safely stop your vehicle on the side of the road. If this doesn't work, you should:

- Downshift to a lower gear.
- Activate hazard lights to warn other drivers.
- Apply the parking brake gradually.

If you still can't stop your vehicle:

- Search for an uphill slope to attempt to slow the vehicle.
- Rub your wheels against a curb.
- Scrape your vehicle against guardrails.
- Steer for a sideswipe rather than colliding head-on with another vehicle or object if a collision is unavoidable.

TIP: Remind your student to be aware of their dashboard warning symbols and alert lights. The brake system warning light can inform you that your brakes are not working properly. Noticing this warning and getting proper repairs may help prevent total brake failure.

Accelerator Failure

This malfunction can be caused by a broken spring or by the pedal getting stuck in the down position. If this happens, you should:

- Shift to neutral.
- Search for an escape path.
- Steer smoothly and brake gently.
- Pull off the road.
- Turn off your vehicle.
- Have the pedal repaired before driving again.

Engine Failure

Engine failure may result from flooding or overheating. If the engine shuts down while you're driving, you should:

- Shift to neutral.
- Search for an escape path.
- Pull off the road, braking gently.
- Stop and try to restart the engine.
- If your vehicle won't restart, raise the hood, turn on the emergency flashers, and call for help.

TIP: Remind your student to remain calm in the event of any vehicle malfunction. Panicking will worsen the situation and may cause them to forget procedures that could lead to the safe stopping of their vehicle.

Traction Loss to Front Tires

Traction loss to your front tires occurs when your front tires move from rolling traction to sliding traction and begin to skid. The front of the vehicle will typically move outward away from the path of travel. This is often referred to as understeering and it usually happens on slippery surfaces or when driving too fast through a curve or turn. It can also be the result of braking too hard or using sudden steering maneuvers. If the wheels are turned too sharply or too quickly, the sidewalls of a tire may roll under and make contact with the road in place of the tread.

Responding to Traction Loss to Front Tires

- Direct your vision to the intended path of travel, rather than the direction in which you are skidding.
- Turn the steering wheel in the direction you want the vehicle to go. However, you shouldn't steer more than would be necessary to return to your intended path of travel.
- Release the pedal you are pushing, brake or accelerator, so that the weight of the vehicle allows the tires to reform from the sidewall to the tread. This will reestablish rolling traction.
- Ease off the steering. If the vehicle doesn't respond to the path of travel, tap the brake quickly to shift some weight to the front of the vehicle.
- Once rolling traction is regained, the steering will respond quickly toward your intended path of travel.

Traction Loss to Rear Tires

Traction loss to your rear tires occurs when your rear tires move from rolling traction to sliding traction and begin to skid. When this happens, the rear tires try to move toward the front. The front of the vehicle will then move left or right of the intended path of travel, even if you aren't steering in either of those directions. This usually results in the vehicle rotating 180 degrees and facing backwards. This is referred to as oversteering and it occurs most often when driving on slippery surfaces and when driving too fast through a curve or turn. Just as with front traction loss, it can also be the result of braking too hard or using sudden steering maneuvers.

Responding to Traction Loss to Rear Tires

- Direct your vision to the intended path of travel and attempt to steer back into your lane.
- Ease off the brake or accelerator to help reestablish rolling traction.
- Be sure not to steer more than necessary to keep your vehicle going toward your intended path of travel.
- Once you are safely back in your intended path of travel, try to accelerate slowly (about 2 mph) in order to transfer weight to the rear of your vehicle.

Sample Commentary Driving Questions for the Driving Session

(These are not required, but will help your student.)

1. **What should you do if your brake system warning light comes on while driving?** Stop your vehicle off the road and get your vehicle repaired before driving it again.
2. **Name three vehicle failures you may encounter while driving.**
Tire blowouts, accelerator failure, brake failure, engine failure, and steering failure.
3. **Name three conditions that affect traction.**
Road surface, weather, tires, braking techniques and speed.
4. **What happens to your vehicle and the passengers when brakes are applied too hard?** The hood drops, the rear of the vehicle rises, and the weight shifts to the front, while passengers move forward.
5. **What is the first indication of traction loss?** Slight vehicle movement in a direction other than your intended path of travel.

In-Car Instruction: Lesson 9

Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. This lesson will function as their final evaluation.

Student Goals

- Pre-Driving Tasks
- Entering Roadway
- Controlled Braking
- Parallel Parking
- Parking on Hills
- Specialized Turns (Two-point, Three-point and U-turns)
- Approaching Uncontrolled Intersections
- Lane Changes
- Turns at Signalized Intersections
- Approaching Curves
- Speed Changes
- Position Changes
- Space Management
- Verbally Responding to Space, Area, Speed and Lane Positions
- Stopping and Securing the Vehicle

Review any areas that need improvement from previous in-car lessons.
List those tasks on the lines directly below.

See page 2 for the Final Evaluation.

In-Car Instruction: Lesson 9

Pre-Drive Packet

(60 minutes of behind-the-wheel instruction, 60 minutes of supervised practice)

Parents, you must read through the entire pre-drive packet and drive packet before beginning this lesson with your student. This lesson will function as their final evaluation.

Student Goals

- **Pre-Driving Tasks**
- **Entering Roadway**
- **Controlled Braking**
- **Parallel Parking**
- **Specialized Turns (Two-point, Three-point and U-turns)**
- **Parking on Hills**
- **Approaching Uncontrolled Intersections**
- **Lane Changes**
- **Turns at Signalized Intersections**
- **Approaching Curves**
- **Speed and Position Changes**
- **Space Management**
- **Verbally Respond to Space, Area, Speed, and Lane Positions**
- **Stopping and Securing the Vehicle**

Parental Knowledge Database

Below you will find procedures, definitions, and tips for helping your student during their in-car session. Make sure that you have a good understanding of all of the procedures listed. While it is OK to take this information with you during the in-car lesson, you should not be reading the information while trying to observe and advise your student. All topics are reviews from previous lessons.

Because this is the final driving lesson, limit your instruction to location and activities to be evaluated. Allow your student to drive the predetermined route with as little help as necessary. Stop the lesson only in the case of an emergency or if the student is incapable of completing the tasks.

Entering Roadway

- **Depress service brake.** Maintain pressure on the service brake until you are ready to move. Service brakes act on all four wheels, although the front brakes usually do 60-70 percent of the work.
- **Select the proper gear.**
- **Check for traffic.** In addition to the area immediately surrounding your car, check the area outside of your direct visual field by using your mirrors.
- **Signal properly.** Use signals to alert other drivers that you are moving into the flow of traffic. This is also necessary when moving away from a curb.
- **Release parking brake.** Make sure that your foot is on the service brake before you release the parking brake.
- **Check for traffic, again.** Be sure to check all areas surrounding the vehicle, including your blind spots.
- **Determine lane position.** Visually target the lane position that you want to occupy before you begin to move into it.
- **Release service brake.** Take your foot off the brake and move it to the accelerator. Remember, the car will begin to move as soon as you remove your foot from the brake.
- **Accelerate.** Gradually apply pressure to the accelerator to move forward. Steer the vehicle into the driving lane and use lane position one whenever possible.

Lane Changing Procedure

1. Determine if a lane change is necessary.
2. Visibility - make sure that it's safe to change lanes.
3. Activate your turn signal.
4. Recheck the rear side zone by using the side mirror.
5. Determine the gap (parents should assist students for the first few gap selections).
6. Smoothly move into the new lane.
7. Turn off your signal.
8. Adjust your speed to match the speed of traffic in your new lane.
9. Check your rear zones to ensure that the conditions are acceptable.

Lane Positions

- **Lane Position 1 (LP1).** Your car is in the center of the lane and is three feet away from the left and right lines. This position will be used for the majority of driving situations.
- **Lane Position 2 (LP2).** Your car is in the left side of your lane, approximately zero to six inches away from the left line. Use LP2 when

there is something blocking your path of travel in the right side of your lane.

- **Lane Position 3 (LP3).** Your car is in the right side of your lane, approximately zero to six inches from the edge or edge line on the right. Use LP3 when there is an object blocking your path of travel in the left side of your lane.
- **Lane Position 4 (LP4).** Your car is straddling the left lane line. You will be in LP4 when changing lanes to the left.
- **Lane Position 5 (LP5).** Your car is straddling the right lane line. You will use LP5 when changing lanes to the right.

Rules for Lane Flow

- **Move with the flow of traffic.** By going just five miles per hour slower or faster than the average vehicle, you can disrupt the flow of traffic.
- **Anticipate lane blockages.** Maintaining a visual lead of 20-30 seconds enables you to identify approaching conflicts with enough time to change lanes if necessary.
- **If there's no gap to change lanes, don't force it.** Always signal before trying to change lanes and don't bully your way in. Your impatient driving could lead to a multi-car accident.
- **Predict where traffic is going to stop at an intersection.** Don't allow yourself get stuck in the middle of an intersection. By looking 20-30 seconds ahead, you should be able to judge whether or not the signal will turn red while you are in the middle of the intersection. This is why it's important to determine a point of no return.
- **Identify streets as one-way or two-way.** You never want to make the mistake of entering a one-way street driving in the wrong direction.
- **Plan ahead for anticipated turns.** During heavy traffic, it is difficult to change lanes. Plan ahead and change lanes with plenty of time to spare.
- **Using a shared left turn lane.** These lanes are only to be used by drivers making a left turn or entering the street from a left turn. They are usually found between intersections with traffic traveling at moderate to high speeds.
- **Yield to oncoming traffic and pedestrians when turning left.** Sometimes this can be difficult on streets with heavy traffic, but be patient and keep the streets safe for pedestrians.
- **Use multiple turn lanes appropriately.** No matter how many turn lanes there are, drivers must stay in their respective turn lanes throughout the turn. Be aware of drivers shifting lanes while turning.

Intersections

- **Step 1 - Search**
 - Identify the intersection.
 - Identify controls (i.e. stop signs, traffic lights).
 - Check area to rear of your vehicle.
 - Search for any problems within the intersection.
 - Adjust speed and lane position as necessary.
- **Step 2 - Evaluate**
 - Scan open side areas.
 - Scan closed side areas.
 - Look for closed or changing frontal areas.
- **Step 3 - Execute**
 - Adjust speed.
 - Maintain lane position.
 - Stop behind crosswalk or stop line.
 - Or proceed through open space area.

Look for the following things at each intersection your student encounters:

- *Did the student use proper vision skills?*
- *Did the student use proper steering skills?*
- *Did the student stop at the appropriate spot?*
- *Did the student obey all traffic laws regarding intersections?*

Where to Stop at Intersections

- **Stop line.** This is the heavy white line, at least six inches wide, extending from the curb to the center of the street. Cars must come to a stop with the front bumper behind the stop line. If there is a stop line and a crosswalk, the stop line should be obeyed first.
- **Crosswalk.** Vehicles must be stopped with the front bumper behind the nearest crosswalk line. On streets that have sidewalks, but do not have painted crosswalks, drivers should still respond as if there were a painted crosswalk present.
- **Curb line.** If there are no identifying pavement markings and there is a stop sign or stop light, drivers should stop their car with the front bumper behind an imaginary line called the curb line.

Turning at Intersections

- **Protected Turns**
 - Protected turns are available at intersections with a green arrow light. Be aware that you should still be cautious of oncoming traffic.

- **Unprotected Turns**
 - Traffic lights that do not provide a green turn arrow.
 - In these situations, oncoming traffic has the right of way; you must wait until it is safe to make your turn.

- **Points to Remember**
 - When making a turn at an intersection, you should:
 - Check for signals or signs that will influence your turn.
 - Move into the correct lane, if necessary.
 - Initiate the proper communication (turn signal) about 3-4 seconds before making your turn.
 - Determine your target area, path of travel, and line of sight.
 - Adjust your speed and lane position.
 - Determine the turning point:
 - For a right turn - Begin turning when your tires reach the point where the curb begins to curve.
 - For a left turn - Begin turning when you are one lane width away from the center of the intersection.

Following Distance

The following are recommended minimum following distances for various speeds:

- **2 seconds.** Gives you enough time and space to steer out of a problem area at all posted speeds and brake out of problems at speeds under 35 mph.
- **3 seconds.** Gives you enough time and space to steer out of problem areas at all posted speeds and brake out of problems at speeds up to 45 mph.
- **4 seconds.** Gives you enough time and space to steer out of problem areas at all posted speeds and brake out of problems at speeds up to 70 mph.

Increased Following Interval

Drivers should increase their following distance under the following conditions:

- When following large vehicles that may block your vision.
- When following a motorcycle.
- When driving in bad weather conditions.
- When driving at night.
- When being tailgated.
- When pulling a trailer or driving a heavy load.
- When entering or exiting an expressway.

Curb Parking

- Simply move into the side lane and slow to a stop parallel to the curb. Remember to stay within a distance of 18 inches from the curb.
- Be sure to leave plenty of room between the front of your car and the car in front of you.
- For ease of exit, try to park on a corner or behind a driveway to ensure that no one parks in front of you. This enables you to easily pull forward to exit the parking space.

Angle Parking

- Leave 5-6 feet between your car and other parked cars as you look for a space. This will make it easier to park once you've found a space.
- Watch for any cars backing out.
- When you find a parking space, activate your turn signal.
- Proceed forward slowly until you can see the center of the parking space.
- Turn the wheel sharply. A half turn should suffice.
- Stop once you are in the center of the lane and straighten your wheels.

Perpendicular Parking

- Position your car eight feet or more from the row of parked cars.
- Activate your turn signal.
- Position your car so that your front bumper is barely past the taillights of the car just before your target space.
- Turn the wheel sharply to enter the space.
- Pull forward far enough to get your rear bumper inside the space.
- When you stop, your wheels should be straight and your car should be centered in the middle of the space.

Parallel Parking

- Look for a space that is at least five feet longer than your car to ensure that you can easily and safely fit into the space.
- Once you have found a space, activate your right turn signal.
- Stop briefly next to the car behind your target space. This will alert drivers behind you of your intention to parallel park and prevent them from blocking your entry into the space.
- Then, pull up next to the car in front of the space, positioning your car two to three feet away from it.
- Line up the back of your front seat with the back of the other car's front seat.
- While keeping your foot on the brake, shift to 'reverse'.
- Check the traffic behind you and in the lane next to you.
- If it is clear, begin backing up and turn the wheel all the way to the right as soon as the car starts to move.
- Continue backing until the back of your front door is lined up with the rear bumper of the car beside you. When you reach this point, turn the wheel away from the curb and continue backing into the space.
- Straighten the wheel as needed.
- Pull forward or backward to center your car between the other cars. Ideally, your car should be 6-8 inches from the curb.

Driveway or Garage Parking

This is similar to perpendicular parking and requires good space judgment. When parking in a garage, remember to check both sides of the car and the front and rear bumpers for clearance.

Parking Downhill

- With a curb - turn your wheels towards the curb.
- Without a curb - park as close to the shoulder as possible and turn your wheels sharply toward the shoulder.

Parking Uphill

- With a curb - turn your wheels away from the curb.
- Without a curb - turn your wheels toward the shoulder.

U-Turns

- Activate turn signal in the direction of the U-turn (left).
- Check for oncoming traffic.

- Press the gas lightly while turning the steering wheel in the direction you want to go.
- Lift your foot off the gas and coast through the turn. Apply pressure to the gas pedal as needed.
- Enter the new lane and accelerate to the appropriate speed.

Two-Point Turns

Your student should perform a two-point turn on a lightly populated street following the steps outlined below:

- Activate the appropriate turn signal.
- Drive or back into a driveway/alley on either the same side or opposite side of the street.
- Check for oncoming traffic.
- Activate turn signal.
- Pull out or back out of the driveway/alley and continue in the new direction.

Three-Point Turns

Your student should complete a three-point turn on a lightly populated street following the procedure below:

- Activate right turn signal to indicate that you intend to pull over and stop.
- Signal left.
- Check rearview mirror, left side mirror, and glance over left shoulder for traffic.
- If it is safe to proceed, gently take your foot off the brake and move to cover the accelerator. Apply pressure to the accelerator if needed.
- Turn the wheel to the left until your car is perpendicular with the street. As you approach the opposite curb, brake gently and stop.
- While keeping the brake pedal firmly pressed, put the car in 'reverse'.
- Look out the right and left windows for traffic.
- As you begin to back up, turn the steering wheel to the right the right with your left hand. The goal is to position your car at a 45-degree angle to the curb.
- As you approach the curb, brake.
- Put the car in 'drive' and check traffic.
- Using hand-over-hand steering, turn the wheel in the direction you want to drive and lightly apply pressure to the gas.
- Straighten out the wheel as you finish the turn. Accelerate to the proper speed limit.

Vehicle Operating Space

Drivers must be aware of the area surrounding their car. By dividing the space into different zones, drivers can easily search the areas. Your student must be able to identify each of the six zones listed below. They must also be able to identify open, closed, and changing zones while driving.

Each of the following six zones is the width of a lane and extends as far as the driver can see:

- *Front* - The area directly in front of the car.
- *Left front* - The area to the left front side of the car.
- *Right front* - The area to the right front side of the car.
- *Rear* - The area directly behind the car.
- *Left rear* - The area to the left rear of the car.
- *Right rear* - The area to the right rear of the car.

These zones may be open, closed or changing:

- **Open:** The zone has no restrictions to the line of sight or path of travel.
- **Closed:** The path of travel cannot be completed due to some condition (red light, construction, etc), or there is a restriction to the driver's line of sight. Drivers need to find an alternative path of travel.
- **Changing:** This is usually an open zone that is changing into a closed zone. An example of this would be a yellow light at an intersection.

Guidelines for Managing Space on Expressways

- Adjust position and speed according to road and weather conditions.
- When merging onto the roadway, changing lanes, or exiting the expressway, maintain a minimum following distance of four seconds.
- Remember that minimal steering input is needed when changing lanes, passing, entering or exiting the expressway. Excessive steering can lead to a loss of control of your vehicle.
- Move over one lane at a time.
- Make room for vehicles entering the expressway by moving over a lane, if it is safe to do so.
- If you are being tailgated, it is a good idea to change lanes and allow the tailgater to pass.
- Reduce speed when the road narrows due to larger vehicles or when driving through tunnels and construction zones.
- Be alert for crossing winds when driving over bridges or through open mountain passes.

Planning Your Route

With the tasks listed in the “Student Goals” box in mind, determine a route for your student to take during their in-car lesson. When you’ve determined the initial route, ask your student to join you. Indicate the route that you will be taking during the in-car session and ask the student if they see an alternate route that might be better. Encourage your student to become familiar with using a map.

Make sure you bring your route with you to the in-car session. Instruction should be limited to location and activities to be completed during this lesson.

More Tips for Parents

- Do not allow your student to apply for their driver’s license if this final evaluation is shaky. You must be confident that your student is ready to assume the responsibility of driving on their own.
- If there are still areas that you would like to work on, jot them down in your notes and continue to practice them until your teen proves that they’ve mastered all the necessary tasks to be a safe, skillful driver.
- If you and your teen have not practiced driving in poor conditions or at night, you must do so before allowing them to apply for a driver’s license. They must have experience handling adverse conditions before driving anywhere on their own.

In-Car Lesson 9 Route

Parents, use the space below to plan your route.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____