



DO THIS ACTIVITY A WEEK AFTER TEENS HAVE PERFORMED SET 1 ACTIVITIES

Print these Sheets for your use

1. Prepare teens with paper and pencil
2. Show the beginning of the movie "H0313 10-Second Skid Monster Challenge"
3. **Stop the movie** at the point where written responses are required.
4. **Ask teens** to write their response.
5. Form teens into groups of 4-5 to have them share their responses.
6. After an adequate time, continue with the movie to show the correct actions.
7. Ask teens to place a check mark for each correct action they have listed.
8. **Ask groups** to cite the highest number of correct responses for their group.
9. Tell teens that if they practice preparation for the in-car session they will be able to perform all of the actions correctly. And, if they were in the Skid Monster they would be successful.

Tell teens: "Twenty trainers of police officers from five different states were not able to perform the 10-Second Skid Monster test. However, teenagers who were trained by Professor Mottola's Driving Mind eCoach were able to drive it successfully. In this program, every one of you can develop the habits needed for success. You will perform these actions flawlessly after your first twenty minutes of in-car practice."

Ask the teens who have been driving how many of those actions do they already have. (You can set the tone that teens will be expected to perform on a higher standard than what is required to earn a driver's license. Teens who have been driving before they come into your course who believe they just need to go through the motions to fill their legal requirements will be in for an awakening.

Class 1 Activity 1 - Part B

Print the handout for Part B.

1. This Part B should take place immediately after finishing with the above discussions.
2. Show the second movie: "H0705-NY Driver Ed Crash."
3. With teens in groups of 4-5 provide them with the handout you printed.
4. Read these comments from the truck driver:

The truck driver said as he approached the intersection he saw the car begin to enter the intersection, then it stopped. He thought the car would remain stopped. When the car came out he was totally surprised.

Directions: After teens record their answers, read the actions that should have taken place. There are several outcomes to be achieved by doing this Activity. 1. You will set the standard that teens need to do the activities and perform the practice sessions. 2. You provide them with opportunity to “use the language” in a non-threatening environment. 3. By having them share their responses, it is modeling the concept of being cooperative to “share the road.” 4. They are learning from the very beginning the “language” that is necessary to form pictures in the mind. 5. They are learning about “critical seconds” and the devastation of not controlling them.

2. Discuss within your group the answer to the questions and then have one member of the group record the answer your group agreed on.

Question One:

Why do you think the Driver Ed car started to enter the intersection, stopped, and then entered? **She and/or the instructor were fooled by the optical illusion where the front of the car appeared to be too far out. They may have thought that they were committed to entering.**

Question Two:

What is the “Safety Stop Position Reference Point” and how do you tell where it is? **Safety stop is when the front of the vehicle is even with the curb line. The reference point is seeing the passenger side mirror appear to be aligned with the curb.**

Question Three:

Which Window of SAM did the truck driver have a “critical second” that needed to be controlled?

The C window/zone. B A C

Question Four:

What actions could the truck driver have taken if he saw there was a “critical second?”

Covered the brake

Question Five:

covered the brake
If the truck driver _____, how would it have affected stopping distance?

It could have cut the stopping distance in half.

Question Six:

Once the student driver began the turn, what two actions were needed to avoid the crash? Look to the target area and use the transition peg to accelerate. This would have allowed her to complete the turn 2-seconds sooner. Therefore, no crash.

Response Sheet

Names _____

Class Activity 1 - Part B

1. Enter all names on the sheet.

2. Discuss within your group the answer to the questions and then have one member of the group record the answer your group agreed on.

Question One:

Why do you think the Driver Ed car started to enter the intersection, stopped, and then entered?

Question Two:

What is the "Safety Stop Position Reference Point" and how do you tell where it is?

Question Three:

Which Window of SAM did the truck driver have a "critical second" that needed to be controlled?

Question Four:

What actions could the truck driver have taken if he saw there was a "critical second?"

Question Five:

If the truck driver _____, _____, _____, how would it have affected stopping distance?

Question Six:

Once the student driver began the turn, what two actions were needed to avoid the crash?