

Your Inventory of “CHIP Cars”



Directions: Download and print this page.

1. Locate two expired credit cards, or similar material.
2. Cut out the two complete sets of vehicles.
3. Place contact cement, or other suitable glue, on the back side of the credit card, and on the back of your printed vehicles.
4. Place the sheet of vehicles onto the back of the credit card.
5. With your fingers, squeeze out the air bubbles.
6. Allow to dry.
7. Cut out individual vehicles as they are needed for an activity.
8. Cut out the LOS-POTs as they will be needed for some activities.
9. Store your cut-outs and the cards in an envelope for future usage.

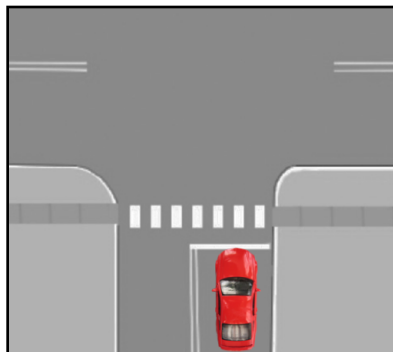
Chip Cars for Model Roadway Simulations

For Teens:

Make your set of “Chip Cars.” If you have not already done so, cut out a few of the individual vehicles and LOS=POTs to be used for Model Roadway Simulation activities. Information about use of the Model Roadway activities are included here. You will be able to use the Chip Cars along with Model Roadways to increase the effectiveness of your in-car sessions. Model Roadway Simulation (MRS) uses non-driving time to prepare you with a mind-set for key behavioral patterns to be performed in the vehicle. This will eliminate wasted time in the car and provide more mental preparation. You are then expected to be prepared to demonstrate all Key Behaviors for that lesson before attending the in-car session.



Cut out the vehicles.



You can use the Chip Cars with Model Roadways or with Google Earth Roadways to gain driving experience from any place in the world.



For Parents: Use of Chip Cars for Model Roadway Simulations

In this Course you will be acting as the “teacher,” and your teen will be performing as the “driver.” The teen should repeat the activity at least three times. It would be great for the teen if on the fourth performance, you become the “driver” and the teen becomes the “teacher.” You will be able to use time spent on these MRS activities as a great way to share the Zone Control experiences with your teen and learn the language of actions to be performed in the vehicle.

There are many ways that the “mind” can get “experiences” from use of the chip cars. In Lesson One you and your teen can use one of the chip vehicles in the MRS parking lot. Select targets on the perimeter to practice moving the vehicle on and off target. Give yourself some of the “skid” situations and mentally know how you would be off the pedals and where vision would be directed back to the target. You and your teen can perform these actions dozens of times mentally — before in-vehicle practice takes place.

The more time you and the teen spend with the MRS Chip Cars the stronger the response time becomes for the actual performance. It is possible to have more practice knowing how to prevent, detect, and correct a skid by use of these activities than the average driver experiences over a lifetime of driving.

Directions for all Lessons

Introduction to Self-Study using Chip Cars

Model Roadway Mental Simulations (MRS)

Applying the Language of Zone Control

Assignment:

- Print all pages
- Do one activity at a time.
- Use copy of the Activities In-Car Guides to best understand and mentally apply the behaviors listed on the Activity Sheet.
- When more information is needed consult the Partnership Support page or review your e-Coach Activities.

Notes:


You should experience the mental development that can be achieved by performing one action at a time.

You should experience the value of learning the “language” of Ten Habits for space management. Use the sheet of paper to cover the right side of the Guide sheets as explained below.

When Model Roadway activities are used in **the Driver Ed classroom, students work in teams of three in the** roles of “Driver” “Teacher” and “Supervisor.” For your use with the e-Coach, **ask a parent or a sibling, to play the role of “Teacher.”** And, then you switch roles. Or, you can play the part of student and teacher.

Activity Sheet: Guide 4 On-Target, Off-Target

Group Activities



• Use Roadway #5 or straighten 4 bags with the car on target

Task: The car will be driven on and off target.
Directions: Place LOG-POD Blockage cone on the outside of the lead and rear ends of the parking lot. The center of the cards will be your target.

Teacher: Ask Driver to: “perform one step at a time. Move the car accordingly and take physical actions as in an actual car.”

Supervisor: Observe driver and give feedback.

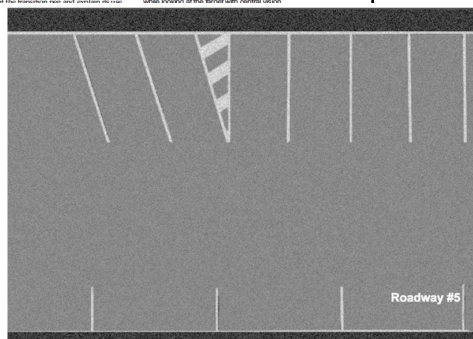
- 1a. Position the car in the center of the parking lot, on target for the East target.
- 1b. What is the definition of a “target?”
2. What is “central vision?”
- 3a. What is “fringe vision?”
- 3b. Which vision do we see the target with?
- 3c. Which vision do we see the alignment of the steering wheel to the target with?
- 3d. Demonstrate with the model car how the driver would be seeing the target in relation to the car.
4. Move the car off target into a NE heading.
 - Where will the driver’s body and eyes be pointing toward?
 - Where does the driver need to look to get the car back on target?
 - Move the car back onto the East target
5. Make a left turn to the West target
 - a. Demonstrate the movement of your head.
 - b. Demonstrate the use of the steering wheel.
 - c. Stop at the transition peg and position the car.
 - d. Drive
6. Repeat steps 4 the East to Vis
7. Make right to

Estimated Time performed these poses in all three

Supporting Information

Note: Use this section if you need clarification, or if the group cannot agree on a correct response.

1. Target
 - 1a. The target should be a stationary object (something that cannot move) in the center of your intended roadway path.
2. Use of Central Vision
 - Central vision is a narrow 3-5 degree cone of clear visibility which allows us to make identifications. See the target to the roadway with your central vision.
3. Use of Fringe Vision
 - 3a. Fringe vision surrounds the central vision. While looking straight ahead we are able to see with our upper, lower and side fringe vision. However, we cannot make identifications of details with the fringe vision. What we can do is keep track of an object with our fringe vision.
 - 3b. We see the target with central vision.
 - 3c. See the target aligned with the steering wheel with fringe vision.
4. Aiming at Targets
 - The car will go where the eyes are looking. When you look at a target or anything else that you may get distracted looking at the car will tend to go in that direction. The use of targets will help keep the car straight in its travel path. Targets will help to make accurate turns, and will help to get the eyes and mind ahead of the vehicle. In addition, the use of targets is an important skill necessary to avoid and recover from a skid situation.
- 5a. Looking Into Turns
 - Develop the habit of turning your head in the direction you want to go, before turning the steering wheel.
- 5b. Use of Steering Wheel
 - Use the steering technique that was discussed and practiced during your classroom session.
- 5c. Transition Pegs for Steering Recovery
 - The moment to adapt to the line, while making a turn, is when the car is at the transition peg. The transition peg for making a left turn is when the driver’s side windshield post is in alignment with the target. The transition peg for making a right turn is when the rearview mirror is in alignment with the target. The transition pegs are seen with fringe vision while looking at the target with central vision.



Roadway #5

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To Perform Activity:

1. Have printed copy of Guide and Roadway with a Chip Car ready to use.
2. Do all Guides attached to this lesson.
3. Select the *Partnership* book’s Coach’s In-Car Guide sheet.
4. Have a blank sheet of 8.5 x 11 paper folded lengthwise in half.
5. Cover the right-half of the Activity sheet with the blank sheet.
6. Read one question/activity on the left side. Answer to yourself, and when required, move the car accordingly.
7. After each response, move the paper down to only expose the information for that question.
8. This will provide instant feedback of how correct your response was. This is a powerful mental technique for applying actions of Zone Control into situations.
9. Repeat this process at least three times.
10. You should then try to perform the same actions during your in-car practice time.
11. Repeat this process for all Activity Sheets.

The Three Roles for Use of Model Roadways In a Classroom

(Self-Study: use the role of “driver” and “teacher.”)

In groups of three, each member plays a different role:

1. Align three desks in a row butting next to each other to have each member of the group facing in the same direction to view the same perspective of the car’s movement.
2. Decide on who will be the first “driver,” the “teacher,” and the “supervisor.” It doesn’t matter who goes first, as each member of the group will serve in all three roles.
3. Distribute an Activity sheet to each group member (The driver does not use the sheet while “driving”).
4. Set-up the roadway sheet, the car and the LOS-POT Blockage coins (when used).

The “driver” moves the car to demonstrate the correct positioning to the roadway and the behavioral patterns that are listed in the Group Activities column of the Activity Sheet.

The “driver” is required to:

1. Move the car as it would appear from an outside view.
2. Explain what actions the driver would be taking. This includes physically acting out a behavior when appropriate (physical equivalent practice).
3. Whenever possible, state what reference points are seen from the driver's seat. Use a pencil to point to where on the car a lane line or other objects would appear. For example: when the car is stopped with the front bumper even with the curblines of a crossing street, the “driver” should point to the passenger side mirror where the curb line would appear.

The “teacher” holds the Activity Sheet in hand to read one behavioral pattern at a time for the “driver” to demonstrate and explain. We do not want the “driver” to memorize the behavioral patterns. We do want the “driver” to learn and demonstrate the application for a behavioral pattern and the reasons why something is being performed.

The “supervisor” observes what the driver is doing and listens to what the driver and teacher are saying. Then after each question the supervisor reads the correct information from the “Supporting Information” column. All three members decide whether the actions and statements made by the driver were correct. When any wrong actions or statements occur, the action is repeated. When there is uncertainty about what is correct, ask your traffic safety instructor.

Rotate Roles

After the “driver” successfully goes through all the behavioral patterns listed on the Activity Sheet, switch roles. Keep the same rotation to avoid duplicate roles by one member.

- The **driver** becomes the **supervisor**.
- The **supervisor** becomes the **teacher**.
- The **teacher** becomes the **driver**.