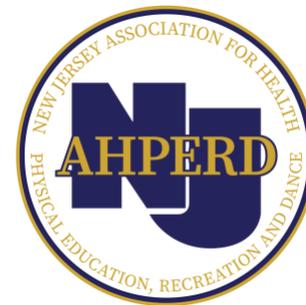


# New Jersey Driver Education Grade 10 Unit Plan-2024



**The New Jersey Driver Education Unit Plan 2024 has been updated, collaborating with Kean University, New Jersey Driver Education Teachers, and the New Jersey Department of Education.**

**The updated features include:**

- **New Jersey Student Learning Standards**
- **Accommodations for ML, IEP, 504, Gift and Talented, and Diversity and Inclusion.**
- **Formative/Summative Assessment suggestions for each chapter**
- **Comprehensive Health and Physical Education Practices (CHPEP) specific to each chapter**
- **Updated pages aligned with NJMVC 2024 NJ Driver Manual**
- **Updated video links**
- **Updated teacher-hyperlinked resources**

**NJ Statewide Team Drive- to access the wealth of worksheets, lesson ideas, and Chapter slide presentations shared by other NJ Driver Education Teachers, contact Diane Douglas at [ddouglas@roxbury.org](mailto:ddouglas@roxbury.org). You must provide Diane with a Gmail.**

# **DRIVER EDUCATION**

## **GRADE 10 UNIT PLAN**

- 1. Chapter 1-The New Jersey Driver License System**
- 2. Chapter 2- New Jersey Driver Testing**
- 3. Chapter 3-Driver Responsibility**
- 4. Chapter 4-Safe Driving Rules and Regulations**
- 5. Chapter 5-Defensive Driving**
- 6. Chapter 6-Drinking, Drugs, and Health**
- 7. Chapter 7-Driving Privileges and Penalties**
- 8. Chapter 8- Sharing the Road with Others**
- 9. Chapter 9- Vehicle Information**
- 10. Chapter 11-Driver Safety Appendix**
- 11. Driving Test Practice**
- 12. Supplemental Lesson Plans**
  - ✓ Project: Car Purchase**
  - ✓ Alcohol Use and Motor Vehicle Crashes**
  - ✓ Marijuana Use and Motor Vehicle Crashes**
  - ✓ Driving Distraction and Motor Vehicle Crashes**
- 13. Teacher Resources**

Units are based on a block schedule (80-minute lessons). Content can be divided up as appropriate for 40-minute lessons (between 20-25 lessons)

**Note:** \* Check active links before use.

# TRAFFIC SAFETY UNIT PLAN

**Standard Learning Performance Expectations:** Comprehensive Health and Physical Education

**Standards-based Learning, Performance Expectations:**

**New Jersey Student Learning Standards**

**Performance Expectations**

**2.3.12.PS.1:** Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

**2.3.12.PS.3:** Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).

**2.3.12.PS.4:** Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.

**Performance Expectations**

**2.1.12.EH.3:** Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

**Performance Expectations**

**2.3.12.ATD.1:** Examine the influences of drug use and misuse on an individual's social, emotional, and mental wellness.

**2.3.12.ATD.2:** Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, and other drugs).

**2.3.12.ATD.3:** Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

### **Performance Expectations**

**2.1.12.CHSS.2:** Develop an advocacy plan for a health issue and share this information with others who can benefit.

**2.1.12.CHSS.7:** Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

**2.1.12.CHSS.8:** Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

### **New Jersey Student Learning Standards Cont.**

#### **Performance Expectations**

**2.3.12.DSDT.1:** Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

**2.3.12.DSDT.2:** Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.

**2.3.12.DSDT.3:** Examine the drug laws, and regulations of the State of New Jersey, other states and the effects, healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

**2.3.12.DSDT.4:** Utilize peer support and societal norms to formulate a health-enhancing message to remain drug-free.

### **Comprehensive Health and Physical Education Practices**

Acting as a responsible and contributing member of society

Attending to personal health, emotional, social, and physical well-being

Making decisions

Managing-self

### **New Jersey Legislative Statutes in Health**

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)

Organ Donation (N.J.S.A. 18A:7F-4.3)

### **Accommodations and Modifications**

#### **ELL/ML Accommodations**

- Coordinate with special services to ascertain a student's level of understanding of English.
- Identify classmates who can be used to help bridge the language barrier.

- Create and/or convert content into the native language; when applicable, use images.
- Use demonstrative non-verbal communication (gestures) to help guide students through the lesson and to check for understanding.
- Make connections to their native culture and prior experience.

### **IEP / 504 / At-risk Accommodations**

- All modifications will be met as per 504 or IEP plan
- Students are monitored and processed through a special services plan and all teacher supervision and interaction.
- Spot-check behavior/progress in the student plan daily to ensure interactions/participation during class are on target and developmentally in sync with documented accommodations.
- Students will be assessed in accordance with the required accommodations/plan.
- Assist in creating equal and equitable pairings.
- Assist in instructional tasks.

### **Gifted and Talented**

#### **Providing Extension and/or Enrichment:**

- Complexity - detail, and sophistication of skills and understanding in the health-related fields
- Permitting students to demonstrate mastery of material they already know and to progress at their own pace through new material
- Providing different avenues to acquiring content, processing or making sense of ideas, and developing products
- Allowing students to choose, with the teacher's guidance, ways to learn and how to demonstrate what they have learned
- Students create models, media, and sample lessons.
- Independent/Collaborative research, including presentation of findings.
- Use of Higher-Level Questioning Techniques

### **Health and Physical Education - Diversity and Inclusion**

HPE teachers are committed to ensuring that PE classes are safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical abilities, and religious beliefs.

**Chapter 1: The New Jersey Driver License System**

**Category: Driver Education**

**Suggested Grade Taught: 10<sup>th</sup>**

**Lesson Objectives**

**Cognitive:**

1. Identify laws related to the NJ driver licensing system.
2. Differentiate between different types of driver's licenses and identify license restrictions.
3. Describe the point system for obtaining a NJ driver's license.
4. Explain the Graduated Driver License (GDL).
5. Explain the Early Bird Road and Young Adult Road GDL procedures.
6. Explain driver restrictions.
7. Identify other types of driver's licenses.

**Affective:**

1. Identify, locate, and list local resources for driver licensing information.
2. Explain why altering a driver's license is illegal and identify the consequences.

**Psychomotor:**

1. Work with a partner to prepare for quizzes/reviews.
2. Investigate obtaining/obtaining a probationary license.

**Formative/Summative Assessments:**

Formative Assessments

- Talk and Turn
- Think, Pair, Share
- Four-Corners
- Poll Everywhere
- Kahoot
- Etc.

**Summative Assessments**

Teacher created Quiz/Test Chapter/Unit  
Project/Essay/Presentation/Report with grade rubric.

**CHPEP Practices**

- Acting as a responsible and contributing member of society
- Attending to personal health, emotional, social, and physical well-being
- Making decisions
- Managing-self

**Learning Activities:**

1. Interactive Lecture and Note-Taking: Students take notes and participate in a Q&A session on NJ driver licensing laws.
2. Group Sorting Game: Students sort cards representing different types of licenses and restrictions in groups.
3. Case Study Analysis: Students analyze driving scenarios to understand the point system.
4. Flowchart Creation: Students create and present flowcharts outlining the GDL program steps, develop and present flowchart steps for early Bird Road and Young Adult Road procedures, and research and report on the steps to obtain a provisional license.
5. Restriction Scenarios: Students read and discuss scenarios to identify driver restrictions.
6. Research and Presentation: Students research and present on different types of driver's licenses.
7. Resource Hunt and Legal Debate: Students locate local MVC resources and debate the implications of altering a license.
8. Partner Study and Review Games: Students prepare for quizzes by studying with partners and playing review games.

**References:**

New Jersey Motor Vehicle Commission (2024), *The New Jersey Driver Manual, Chapters 1 & 2*.

**Resources \***

Chapter 1 & 2 Worksheets

NJ Driver Manual PowerPoint/Google Slides

New Jersey Motor Vehicle Commission (2024), *The New Jersey Driver Manual, Chapters 1 & 2*.

<https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>

**Prep:** Worksheets, PowerPoints/Google Slides eye chart(s) and line(s) to stand on.

## **Lesson 1: Driver Licensing System (*The New Jersey Driver Manual, Chapter 1, 2*)**

### **Warm-up/Do Now: Obtaining a driver's license.**

Ask students to list the steps necessary to obtain a NJ driver's license. Discuss answers briefly.

1. What are the initial requirements to apply for a New Jersey driver's license? -Discuss the age requirements, necessary documentation, and any prerequisites such as vision tests.
2. What are the different stages of the Graduated Driver License (GDL) program in New Jersey? -Talk about the steps involved in the Early Bird Road and Young Adult Road, including permit and probationary license stages.
3. What tests must be passed to obtain a driver's license in New Jersey? - Explore the knowledge test, vision test, and road test, and discuss the importance of each in ensuring driver readiness.

### **Driver licensing laws; types of driver license:**

Using lecture/PowerPoint/Google Slides, identify NJ driver's license laws and explain the types of driver's licenses (basic, probationary, commercial, and motorcycle). Describe other types of license (agricultural, boat) and why they may be important.

### **Obtaining a license:**

Using lecture/PowerPoint/Google Slides, describe the components of requirements necessary for obtaining a license

- At Least One Primary Document
- At Least One Secondary Document (Applicants must provide 6 points of ID Verification)
- Proof of New Jersey residential address
- Social Security Number

Identify the primary and secondary components of the 6-point NJ verification system.

### **Peer review:**

Have students turn to the person next to them and test each other to see if one can name all the components of requirements necessary for obtaining a NJ driver's license

### **Driving permits:**

Using lecture/PowerPoint/Google Slides, explain the Early Bird Road, Young Adult Road, and Adult Road GDL options. Identify the five steps for obtaining a learning permit and an examination permit. Describe the limitations for special, and examination, permits. Explain GDL exemptions, special learner permits, and examination permits for NJ residents.

**Peer review:**

Divide the students into groups of four. Give them a few minutes to prepare for a team quiz by reviewing the steps for obtaining a learning permit and an examination permit. See which group volunteers the most effective answers.

**NJ Driver testing:**

Describe the requirements for the NJ driver test (6-point verification, vision test, knowledge test). Discuss when interpreters can be used. Describe screening tests (eyesight, written test, health screening). Describe the road test (see chart on p. 36-37 of *The New Jersey Driver Manual*). Discuss why an application for a driver's license may be rejected (test performance, expired inspection sticker, condition of car, etc.)

**Optional activity:**

Have the students take an "Eye Test," standing at an appropriate distance from an eye test chart. Discuss why this is important. Discuss where the "Eye Test" takes place and by who.

**Lesson Closure:**

Based on peer reviews, review any items students need help understanding and answer any questions they may have about the procedures for obtaining a permit/license in NJ.

**Alternative Review:**

Chapter 1 & 2 Worksheets, concepts (can be done with a partner or in a small group). Review answers.

## **Lesson 2: Driver Information (New Jersey Driver Manual, Chapter 1)**

**Warm-up/Do Now: Organ Donation.** Have students respond to the question:

1. Would you be an organ donor?
2. Why/why not?
3. Do you know someone registered to be a donor, donated, or a recipient?
4. Discuss answers.

View [Organ Donation and Transplantation: How Does it Work?](#) 4:57

### **License & Permit renewal:**

Using lecture/PowerPoint/Google Slides, explain that a driver must always carry a valid license. Describe what other items drivers must have (for example, in the event of being stopped by the police, vehicle inspection). Describe how to renew licenses, permits, and non-license IDs (for non-drivers). Describe how to make changes (e.g., name changes, change of address) and how to correct/update permits/licenses. See also Unit 1, Lesson 1 (*NJ Licensing System; The NJ Driver Manual, Chapters 1 & 2*).

### **Safety Pledge to Nikhil, Voter Registration, and Organ Donation:**

Discuss the Special Learning Permits and how they affect licensing. Describe the Take the Pledge, voter registration process, licensing, and Organ Donation (see *The New Jersey Driver Manual*, pp. 19-33).

### **Discussion:**

Explain the organ donation registration process. Revisit the discussion from the Do Now activity; do students have any other thoughts regarding organ donation? Why is it tied into the licensing process?

**Lesson Closure:** Ask students if they have any questions regarding driver information.

**Alternative review:** Chapters 1 & 2 Worksheets concepts (can be done with a partner or in a small group). Review answers.

**Lesson Objectives****Cognitive:**

1. Explain New Jersey's seat belt and car seat laws.
2. Discuss the use of airbags for driver safety.
3. List the important points of car conditions for safe driving
4. Identify carbon monoxide poisoning and determine ways to prevent it.
5. Explain how to safely start a parked car
6. Identify safe steering, speed control, and braking practices
7. Identify the proper use of driver signals
8. Identify proper parking, turning, and reversing practices.

**Affective:**

1. Explain how steering and speed control contribute to driver safety
2. Explain how proper use of braking and stopping distances contribute to safe driving
3. Explain how the use of signals contributes to driver safety
4. Explain how proper parking, turning, and reversing practices contribute to driver safety

**Psychomotor:** (e.g., Safety & First Aid)

1. Work with a partner to review material
2. Demonstrate safe/unsafe stopping distances and practices
3. Develop an informational media item

**CHPEP Practices**

- Acting as a responsible and contributing member of society
- Communicating clearly and effectively
- Making decisions
- Using (vehicle)technology tools responsibly

**Formative/ Summative Assessments:****Formative Assessments:**

- Talk and Turn
- Think, Pair, Share
- Kahoot
  - Chapter Review: *The New Jersey Driver Manual, Chapter 3*

**Summative Assessments:**

- Teacher created Quiz/Test
- Chapter/Unit Project
- Presentation
- Written reflection/response
- Edpuzzle
- Infographic
  - Example: Create a Driver Safety Poster based on safe cars/safe driving (e.g., seat belts/car seats/car condition; speed control/braking/reversing/parking, etc.) See also *Safe Driving Rules & Regulations* Unit.

### **Learning Activities**

1. Lecture/discussion: Driver/passenger safety, car safety, rules of the road
2. Discussion/Q & A: Safe driving distances, stopping distances
3. Activity – Red Light/Green Light
4. Technology: what technologies are available that improve driver safety? (For example, compare and contrast car safety technology and features that are available in modern vehicles.)

### **References**

New Jersey Motor Vehicle Commission (2024), *The New Jersey Driver Manual, Chapter 3*

### **Resources \***

- Chapter 3 Worksheet
- NJ Driver Manual Powerpoint
- NJ Statewide Team Drive
- New Jersey Motor Vehicle Commission (2024), *The New Jersey Driver Manual, Chapter 3*  
<https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>
- Parking on hills: <https://www.youtube.com/watch?v=IPImSRL9CY>
- Airbags <https://www.nhtsa.gov/vehicle-safety/air-bags>

**Prep:** Worksheet, PowerPoint/Google Slides, poster paper, and markers; red and green spot markers

## **Lesson 1: Driver Responsibility (New Jersey Driver Manual, Chapter 3)**

### **Warm-up/Do Now: Car Condition Safety:**

Have students list what they think are the 10 areas of car condition safety (see *The New Jersey Driver Manual* pp. 45-47. Discuss answers and see how well they did\* Have students participate in a think pair share activity to answer the question, “What are safety features in vehicles?” Review safety technologies (seat belts, airbags, ABS brakes), how they help, and the importance of good driver decision-making over too much reliance on these types of technology.

### **Activity 1: Car safety factors (seatbelts, car seats, airbags):**

Using lecture/PowerPoint/Google Slides, describe NJ seat belt law and tips for safe seat belt use. Discuss the importance of car seat use (traffic accidents are a **leading cause** of child death). Describe child restraint law (under 8 and 57 inches tall). Explain that airbags are supplements and not replacements for seatbelts. Discuss types of airbags, exceptions to use, and how they are used safely (e.g., children).

### **Activity 2: Car condition:**

Review the ten things to check before driving. Ask, “How many of these do people really do?”

### **Carbon Monoxide:**

Show the “Carbon Monoxide the Silent Killer” video and discuss the signs and symptoms of carbon monoxide poisoning and how the steps to take to prevent this from happening. <https://drivesaferidesafe.com/carbon-monoxide-silent-killer/>

### **Starting:**

Explain starting a parked car safely, as well as good driving posture and steering (hand position and hand over hand steering and positioning at 9 and 3 o’clock). Explain the driving “blind spots” and what to do to accommodate them.

### **Peer review:**

Have students turn to the person next to them and test each other to see if they can name all the parts of starting a parked car checklist (*The New Jersey Driver Manual*, pp. 48-50). Then, have them review/practice posture, hand position, and steering.

### **Lesson Closure:**

Review with students anything they need clarification or help understanding.

## **Lesson 2: Rules of the Road** (*New Jersey Driver Manual, Chapter 3:*)

### **Warm-up/Do Now:**

**Starting:** Have students “think pair share” to the question “What are the steps to starting a parked car?” Review as a class the NJ driving manual ways to start a parked car. Also, review the idling three-minute law here.

### **Activity 1: Speed control:**

Using lecture/PowerPoint/Google Slides, describe how to control speed and safely accelerate and decelerate. Show students the stopping distances for various speeds. Emphasize that the total distance includes both the reaction distance and braking distance. Describe proper braking for regular and ABS brakes. **Stopping Distances.** Have students estimate stopping distances for 30 mph, 50 mph, and 70 mph (see *New Jersey Driver Manual*). Have them compare answers briefly.

### **Participate: Red Light/Green light.**

Place a variety of spot markers on the floor, primarily green, with a few red dispersed. Have students walk around the course, stopping for 3 seconds on the red spot markers—the first time through on their own. The second time through, have them walk in pairs with hands on the shoulders of the person in front and eyes focused on their back. Progress to a group with up to 4-5 people. As they go from one to two to more than two, students will bump into each other. After the activity, discuss the safe braking distances again and relate it to safe driving distances from the driver in front, as well as what to pay attention to when driving (driver behavior, traffic lights, potential accident points such as children running out into street [for example, the red dots could be a child running into the street], etc.)

### **Activity 2: Steering, Signals, Turnings, Parking:**

Demonstrate and explain the hand signals; refer to the Driver Manual on page 54. Have students repeat the signals. Explain reversing, limited rear vision, and how to reverse/see safely. Explain how reversing is important for 3-point turns (K turns) and parallel parking. Explain how to execute a 3-point turn (K Turn) and how to parallel park. Ask students what sort of problems may occur in executing K turns and parallel parking and how they can be avoided. Describe angle parking and show the video about parking on a hill.

<https://www.youtube.com/watch?v=IPImlSRL9CY>

### **Peer review/poster:**

Have students create a poster based on one of the areas of safe driving/rules of the road (for example, blind spots) as a public service

poster for the school. Post the posters in the room or hallway.

**Lesson Closure:**

Review with students anything they need clarification or help understanding.

**Alternative Lesson Closure:**

Chapter 3 Worksheet concepts (can be done with a partner or in a small group). Review answers. The worksheet could also be divided into two lesson segments and one used at the end of each lesson.

Each lesson provides a suggested guideline for the unit's content. If more time is needed for one lesson or a computer lab can be provided, lesson components can be extended or reduced to maximize learning of important content.

**Lesson Objectives:****Cognitive:**

1. Describe safe driving and passing practices
2. Describe right of way, yielding, and safe entry and exit in highway driving
3. List special highway conditions
4. Explain how to maneuver turns and interchanges safely
5. Identify turning, stopping, and parking regulations
6. Describe the proper use of headlights
7. Identify NJ cell phone use laws
8. Identify littering laws and consequences.
9. Identify when to pull over and stop for emergency vehicles
10. Explain what to do when pulled over:  
[https://www.youtube.com/results?search\\_query=safe+stop+nj](https://www.youtube.com/results?search_query=safe+stop+nj)
11. Explain the Move Over Law and its importance.

**Affective:**

1. Explain how speed control and proper driving practices for various situations (curves, intersections, entering/exiting highways) contribute to driver safety.
2. Explain how adherence to turning, stopping, and parking regulations contributes to safe driving.
3. Explain how proper use of headlights contributes to driver safety
4. Explain how appropriate use/nonuse of cell phones contributes to driver safety

**Psychomotor:**

1. Work with a partner to review material
2. Develop an informational media item

**Formative/ Summative Assessments:****Formative Assessments:**

- Talk and Turn
- Think, Pair, Share
  - *What to do if pulled over by the police*  
<https://nj.gov/oag/safestopnj/>\*
- Kahoot
- Exit tickets
  - Identify key practices in various driving situations that pose potential safety threats and offer solutions.
  - Describe why driving rules and regulations are important.

**Summative Assessments:**

- Teacher created Quiz/Test
- Chapter/Unit Project
- Presentation
- Written reflection/response
- Edpuzzle
- Infographic
- Create a Driver Safety Poster based on safe cars and safe driving (e.g., using a cell phone while driving, entering, and exiting highways). See also the *Driver Safety Unit*.

### 3. Create a highway transportation intersection scenarios

#### **CHPEP Practices**

- Acting as a responsible and contributing member of society
- Communicating clearly and effectively
- Resolving conflict
- Making decisions
- Managing-Self
- Using (vehicle)technology tools responsibly

#### **Learning Activities:**

1. Lecture/discussion: Curves, interchanges, highway exit/entry ramps, special conditions, parking
2. Discussion/Q & A: Safe driving distances and other practices
3. Activity – peer review of material
4. Technology: Headlights and other lights on cars – safety and other considerations.
5. Estimation line up of stopping and parking regulations
6. Create intersection scenarios and develop “what to do” questions for each intersection

#### **References:**

New Jersey Motor Vehicle Commission (2024), *The New Jersey Driver Manual, Chapter 4*

#### **Resources \***

- Chapter 4 Worksheet
- NJ Driver Manual Powerpoint/Google Slides
- NJ Statewide Team Drive
- New Jersey Motor Vehicle Commission (2024). *New Jersey Driver Manual*  
<https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>
- New Jersey Motor Vehicle Commission (2024), *The New Jersey Driver Manual, Chapter 4*
- *Move over Law:* <https://www.nhtsa.gov/move-over-its-law>
- *Entering and Exiting Highways* <https://www.youtube.com/watch?v=mdstrgH2ETU>
- Explain what to do when pulled over: [https://www.youtube.com/results?search\\_query=safe+stop+nj](https://www.youtube.com/results?search_query=safe+stop+nj)
- Distracted Driving with cell phone activity <https://docs.google.com/document/d/17-zl2Gz7ZYW01TyMkER9d3iDikS9lAKul-eYqcVqFm4/edit>

**Prep:** Worksheet, PowerPoint/Google Slides (*The New Jersey Driver Manual*), exit tickets, Kahoot, assessments, Quiz/tests, Infographic instructions

## **Lesson 1: Safe Driving Rules and Regulation** (*The New Jersey Driver Manual, Chapter 4*)

### **Warm-up/Do Now:**

“What would you do” scenarios at different intersections. The teacher has 3-4 intersections on the board or around the classroom, and students must decide what to do if they were the driver at the intersection. Ex: #1 You are backing out of your driveway; who gets the right of way? #2 You have a left green arrow that just turned off; what should you do?

### **Lesson 1**

#### **Driving, passing, yielding:**

Using lecture/PowerPoint/Google Slides, explain the various speed limits on NJ roads. Explain how driving conditions (weather, etc.) should mediate those speed limits and the consequences of driving too fast/too slow. Describe the Safe Corridors Program (e.g., increased fines for speeding/aggressive driving – see MVC Review centerline passing (see above).

Using question and answer, discuss safe passing, keeping to the right, and yielding the right of way (e.g., emergency vehicles, buses, vehicles already at intersections, etc.).

Discuss the Move Over Law and display the pdf linked <https://www.nhtsa.gov/move-over-its-law> page 78

Discuss what to do when being pulled over by a Police Officer while driving a vehicle. Page 81

Describe yielding to pedestrians in a crosswalk and identify what motorists must do (see *The New Jersey Driver Manual* page 66)

#### **Peer review:**

Have students review what they must do to yield to pedestrians in a crosswalk.

#### **Intersections, pages 67-68:**

Using lecture, PowerPoint, or Google Slides, describe the types of intersections (controlled, uncontrolled, blind, and circle) and how to negotiate them appropriately.

Identify highway, parkway, and turnpike intersections. Explain safely entering and exiting highways, turnpikes, interstates, and parkways. <https://www.youtube.com/watch?v=mdstrgH2ETU> Discuss unusual situations such as left exits.

#### **Activity:**

Have students draw or computer generate their own intersection; label the streets, add the correct street signs, and define the type of intersection. For each intersection, they should create two (2) scenario questions. Ex. If a blue car arrives at the 4-way controlled intersection first, then a red car arrives, who gets to go first? (this activity can be adjusted to fit instructional time)

**Peer review:**

Have students review intersections, entries, and exits and how to negotiate them (Chapter 4 Worksheet).

**Lesson Closure:**

Ask students if they have any questions regarding passing, yielding, intersections, and entering and exiting highways. Review the intersection scenarios activity (listed above).

**Lesson 2: Special Conditions, Turning, Stopping, and Parking (New Jersey Driver Manual, Chapter 4)**

**Warm-up/Do Now:**

Estimation lineup activity. Have a paper with number percentage ranges (0, 10%, 20%, etc) hanging on one side of the classroom walls. Have students stand in the area or within the range of what they think the answer is to a teacher's reading statement. Tell students they will line up next to the number/range they believe matches the parking/stopping distance. For example, how far should you park from a fire hydrant? Answer: 10 ft. How far should you park from a railroad crossing?

Answer: 50 feet

**Alternative Warm-up/Do Now:**

**Do Not Park!** Have students list where they cannot park. See *The New Jersey Driver Manual* pp. 83-84. Discuss answers briefly or refer to that section of the lesson below.

**Lesson 2:**

**Highway Driving & Special Conditions:**

Using lecture/PowerPoint/Google Slides, identify special conditions on the highway, turnpike, and parkways (weave lanes, increased

volume [e.g., through cities], construction, toll booths, curves, interchanges, cars on the shoulder and disabled/other [slower] vehicles). Discuss appropriate driving modifications for these situations. Pg. 68-72

**Turning:**

Using lecture/PowerPoint/Google Slides, describe turning regulations (right turns/right turn on red; left turns under various conditions, staying in lane, not cutting corners, one-way, two-way intersections, etc. Use illustrations from *The New Jersey Driver Manual* (pp. 72-74) and Chapter 4 PowerPoints/Google Slides.

**Peer review:**

Have students turn to the person next to them and review proper left-turn and right-turn practices. Discuss how they did.

**Stopping regulations:**

Describe stopping regulations (see *The New Jersey Driver Manual*, pp. 74-78). Describe other stopping regulations (railroad crossing, school buses, emergency vehicles [pulling over and stopping], frozen desert trucks (ice cream trucks).)

**Lights:**

Describe the proper use of headlights and other types of lights (parking, tail, brake, fog, spot/warning/hazard, overhead, and dashboard) and proper use/settings for them where appropriate. pg 82-83

**Do Not Park:**

Identify areas where vehicles cannot be parked (or review Warm up No. 2) if it was used. See *The New Jersey Driver Manual*, pg. 83.

**Cell phone use:**

Explain the rules on cell phone use. Page 84-85

Littering: \$1000 fine or lose their license if a motorist is found throwing “dangerous objects” from a vehicle onto a roadway.

**Activity:**

Distracted Driving with cell phone activity <https://docs.google.com/document/d/17-zl2Gz7ZYW01TyMkER9d3iDikS9lAKul-eYqcVqFm4/edit>

**Lesson Closure:**

Ask students if they have any questions regarding Chapter 4 concepts. See *The New Jersey Driver Manual*, pp. 84-85.

**Alternative lesson closure:**

Worksheet on Chapter 4 concepts (can be done with a partner or in a small group). Review answers. Chapter 4 Worksheet could also be divided into two lesson segments, and one can be used at the end of each lesson.

Each lesson provides a suggested guideline for the unit's content. If more time is needed for one lesson or if a computer lab can be provided, lesson components can be extended or reduced to maximize learning of important content.

## Chapter 5- Defensive Driving Category: Driver Education Suggested Grade Taught: 10th

### Learning Objectives

#### Cognitive:

1. Describe how to prevent a crash
2. Discuss how Road Rage and aggressive driving occur
3. Describe driver hazards (distractions, tiredness, highway hypnosis) and communication
4. Discuss Maggie's Law and its implications.
5. Describe safe following lane changing and passing procedures
6. Identify road and environmental conditions that impact drivers
7. Describe driving conditions that impact drivers
8. Explain how to react to driver problems and emergencies
9. Describe avoiding crashes and reacting to crash situations

#### Affective:

1. Explain how to manage driver behavior to prevent Road Rage
2. Explain how preventing/avoiding aggressive driving contributes to safe driving
3. Explain good driving behaviors likely to lead to lower crash rates
4. Explain what it is proper to do in the case of a crash and reporting an accident

#### Psychomotor: (e.g., Safety & First Aid)

1. Work with a partner to review material
2. Demonstrate aggressive driving and dealing with aggressive driving
3. Demonstrate what to do in the case of an accident

#### CHPEP Practices

- Acting as a responsible and contributing member of society
- Communicating clearly and effectively
- Resolving conflict

### Formative/Summative Assessments:

#### Formative Assessments

- Talk and Turn
- Think, Pair, Share
- Four-Corners
- Poll Everywhere
- Kahoot
- Etc.

#### Summative Assessments:

Teacher created Quiz/Test

Chapter/Unit Project, essay, presentation, report with grade rubric.

- Making decisions
- Using (vehicle)technology tools responsibly

### **Learning Activities**

1. Lecture/discussion: Prevent a crash, road conditions, how to handle a crash, driving situations
2. Discussion/Q & A: Safe driving distances and other practices; use of cell phones and driving
3. Activity – Cell Phones & Driving
4. Technology: Do hands-free cell phone technologies improve driver safety?

### **References**

New Jersey Motor Vehicle Commission (2024). [\*New Jersey Driver Manual\*](#), Chapter 5.

### **Resources \***

Chapter 5 Worksheet

NJ Driver Manual PowerPoint/Google Slides

New Jersey Motor Vehicle Commission (2024). [\*New Jersey Driver Manual\*](#)

<https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>

### **Prep:**

PowerPoint/Google Slides; Worksheet, Index cards with different types of drivers described on them, computer/projector

## **Lesson 1: Defensive Driving (*The New Jersey Driver Manual, Chapter 5; See also Appendix A*)**

### **Warm-up/Do Now:**

#### **Teen Driving:**

Have students write down the three most common reasons teen drivers have crashes. Discuss answers briefly.

#### **Prevent a Crash:**

Using lecture/PowerPoint/Google Slide, explain how to prevent crashes (Be Alert, Be Prepared, Act in Time). Ask students to identify driving distractions. Compare them to the list on p. 92 of *The New Jersey Driver Manual*. Describe tired driver conditions (*The New Jersey Driver Manual*, p. 93). Discuss who is most at risk for being a Drowsy Driver. Discuss how driver communication can improve driving safety (pg.93)

Review safe stopping distances and discuss tailgating. Identify the 3-second-plus rule and safe following distances (see chart in *The New Jersey Driver Manual*, pg. 96). Review safe lane change and passing. Describe what to do when being passed to maximize safety. (pgs 96-97)

#### **Activity:**

Aggressive Driving. Make cards with types of drivers. Obeys the law, Yells at others, rushes. Drives in the wrong lane. Tired. Dances in the driver's seat. Aggressive. Slow. Follows too closely. Mostly, they obey the driving laws. Have students walk around the perimeter of the classroom. The students must walk in the manner on their cards. Start with two or three and then add more students in. Finally, they get irritated with each other or say something school-appropriate rude. Stop the students and process how one aggressive driver changed the dynamics of the walk (drive), how a really slow driver changed the dynamics, etc. (*from Dr. Shari Willis, Rowan University*). The teacher can have the students do this in the gym, on a scooter, or outside.

#### **Road conditions:**

Using lecture/PowerPoint/Google Slides, describe types of road conditions (wet, snow/ice), possible consequences (hydroplaning, skidding), and how to negotiate them appropriately. Discuss how aggressive driving exacerbates the effect of these conditions.

Video source option-Andy Pilgrim's-Traffic Safety Education Foundation <https://www.tsef.org/adtt-video>

**Video:**

Show videos from YouTube Videos: *Safe Driving*. For example, *Ads that shock* (these show accidents mostly from aggressive, distracted, or too-close driving. **Caution:** Ads are designed “to shock”). Discuss the ads and their implications. \*

<https://www.bing.com/videos/search?q=youtube+ads+that+shock&qvvt=youtube+ads+that+shock&FORM=VDRE>

Another video option, National Road Safety Foundation-[Distractions](#)

**Lesson Closure:**

Ask students what questions they have or ask questions related to the lesson objectives regarding preventing collisions, safe driving distance, passing, aggressive driving, and road conditions.

## **Lesson 2: Driving Situations, Problems, Accidents, and Actions (*The New Jersey Driver Manual, Chapter 5*)**

### **Warm-up/Do Now: What to Do in a Crash.**

Have students write down the steps to take if involved in a crash. See *The New Jersey Driver Manual*, pp. 110-111. Discuss answers briefly.

### **Driving situations:**

Using lecture/PowerPoint/Google Slides, identify environmental conditions that reduce visibility (frost/ice, fog, sun glare, and night driving). Discuss appropriate driving modifications for these situations. Show the stopping distance table for driving and stopping at night on pp. 100-101 of *The New Jersey Driver Manual*. Discuss driving situations that require adjustments to prevent potential safety problems (city driving, highway driving, hills, bridges, road hazards, construction work zones.)

### **Reacting to driving problems:**

Using lecture/PowerPoint/Google Slides, describe driving problems (ignition system, skids, emergency stops, running off the road, car fires, entering the water, stalling on railroad tracks) and how to deal with them effectively. Describe vehicle failure problems (brake failure, tire blowout, power steering failure, headlight/brake light failure, gas pedal sticking, hood latch failure, windshield wiper failure) and how to deal with them effectively.

### **Peer review:**

Have students turn to the person next to them and alternately answer questions about dealing with various driving situations and problems.

### **Crashes:**

Using lecture/PowerPoint/Google Slides, describe when it is appropriate to stop, turn, or speed up to avoid collisions. Discuss “what to hit” if a crash cannot be avoided. Discuss the best actions to take based on rear, side, front, or parked vehicle collisions.

### **Activity:**

Action/Reaction. Have partners test each other’s “crash reactions.” Start by having them review the appropriate actions. Then, have them take turns calling out a collision situation. Their partner must react verbally as quickly as possible without panicking. Have them see how

many answers they got right and how quickly and calmly they reacted.

**Actions to take in the event of a crash:**

Describe what to do if involved in an accident. Explain the law regarding reporting accidents. See *The New Jersey Driver Manual* pp. 110-111.

**Activity:**

Have students role-play what to do in an accident (non-life-threatening). Have them take turns in different positions of fault. Start each role play with a loud noise to remind students of the seriousness of collisions/crashes.

**Lesson Closure:**

Ask students if they have any questions regarding reacting to driving problems and collisions and what to do after a crash.

**Alternative review:**

Chapter 5 Worksheet concepts (can be done with a partner or in a small group). Review answers. The worksheet could also be divided into two lesson segments and one used at the end of each lesson.

Each lesson provides a suggested guideline for the unit's content. If more time is needed for one lesson or if a computer lab can be provided, lesson components can be extended or reduced to maximize learning of important content. Additional resources include local EMS, police, fire, and ambulance service representatives.

APPENDIX A: source <https://www.cdc.gov/teen-drivers/risk-factors/index.html>

# Teen Drivers: Get the Facts

Motor vehicle crashes are the leading cause of death for U.S. teens.<sup>1</sup> Teen motor vehicle crashes are preventable, and proven strategies can improve the safety of young drivers on the road.

## The Problem

### How big is the problem?

About 2,800 teens in the United States ages 13–19 were killed<sup>1,2</sup>, and about 227,000 were injured in motor vehicle crashes in 2020.<sup>1</sup> That means that every day, about eight teens, died due to motor vehicle crashes, and hundreds more were injured.

Motor vehicle crash deaths among teens 13–19 years of age resulted in about \$40.7 billion <sup>Δ</sup> in medical costs and cost estimates for lives lost in 2020.<sup>1</sup>

In 2017, 2,364 teens in the United States aged 16-19 were killed, and about 300,000 were treated in emergency departments for injuries suffered in motor vehicle crashes.<sup>1</sup> That means six teens aged 16-19 died every day due to motor vehicle crashes, and hundreds more were injured.

In 2017, young people aged 15-19 represented 6.5% of the U.S. population. However, motor vehicle injuries, both fatal and nonfatal, among young people in this age group represented about \$13.1 billion, or almost 8%, of the total costs of motor vehicle injuries.<sup>1,3</sup>

## Risk Groups

### Who is most at risk?

The risk of motor vehicle crashes is higher among teens ages 16–19 than among any other age group. Teen drivers in this age group have a fatal crash rate [almost three times as high](#) as drivers ages 20 and older per mile driven.<sup>2</sup> Teens who are at especially high risk for motor vehicle crashes include:

**Males:** The motor vehicle crash death rate for male drivers ages 16–19 years was three times as high as the death rate for female drivers in the same age group in 2020.<sup>2</sup>

**Teens driving with teen or young adult passengers:** The presence of teen or young adult passengers increases the crash risk of unsupervised teen drivers. This risk increases with each additional teen or young adult passenger.<sup>34</sup>

**Newly licensed teens:** Crash risk is particularly high during the first months of licensure.<sup>567</sup> For example, data indicate that the crash rate per mile driven is [about 1.5 times as high](#) for 16-year-old drivers as it is for 18–19-year-old drivers.<sup>2</sup>

## Risk Factors

### What factors put teen drivers at risk?

**Inexperience:** Teens are more likely than older drivers to underestimate or not be able to recognize dangerous situations.<sup>89</sup> Teens are also more likely than adults to make critical errors that can lead to serious crashes.<sup>1011</sup>

**Speeding:** Teens are more likely than older drivers to speed and to allow shorter distances from the front of one vehicle to the front of the next.<sup>141516</sup> These risky driving behaviors appear to be worse when a male teenage passenger is present.<sup>16</sup> 35% of male drivers and 18% of female drivers (ages 15–20 years) who were involved in fatal crashes were speeding at the time of the crash in 2020.<sup>17</sup>

### Not using seat belts:

Teens and young adults often do not consistently wear a seat belt. Among teen drivers and passengers 16–19 years of age who were killed in car crashes in 2020, 56%<sup>B</sup> were not wearing a seat belt at the time of the crash.<sup>2</sup> 43.1% of U.S. high school students did not always wear a seat belt when riding in a car driven by someone else in 2019.<sup>12</sup> Data from annual studies where researchers observe people's seat belt use in cars indicate that seat belt use in the front seat among teens and young adults (16–24 years of age) is consistently lower than seat belt use among adults (25 years of age and older).<sup>13</sup>

### Drinking alcohol:

Drinking any amount of alcohol before driving increases crash risk among teen drivers.<sup>218</sup> Teen drivers have a much higher risk of being involved in a crash than older drivers at the same blood alcohol concentration (BAC), even at BAC levels below the legal limit for adults.<sup>18</sup>

- Results from the 2019 National Youth Risk Behavior Survey revealed the following:<sup>12</sup>
  - Among U.S. high school students who drove, 5.4% drove when they had been drinking alcohol at least once

- during the 30 days before the survey.
- Driving after drinking alcohol was higher among students who were older, male, Hispanic, or had lower grades.
- 16.7% of U.S. high school students rode with a driver who had been drinking alcohol at least once during the 30 days before the survey.
- Riding with a drinking driver was higher among Hispanic students or students with lower grades.
- Students who engaged in any of the other transportation risk behaviors measured by the survey were approximately 3–13 times as likely to have also engaged in driving after drinking alcohol at least once during the 30 days before the survey.
- Even though it's illegal to drink alcohol or drive after drinking any alcohol for people who are under 21 years old, 2020 data revealed that:<sup>17</sup>
  - 29% of drivers ages 15–20 who were killed in motor vehicle crashes had been drinking.
  - 17% of drivers ages 15–20 who were involved in fatal motor vehicle crashes had a BAC of 0.08% or higher—a level that is illegal for adults in all U.S. states (Note: Utah has a BAC limit of 0.05%).
  - 62%<sup>18</sup> of drivers ages 15–20 who were killed in motor vehicle crashes after drinking and driving were not wearing a seat belt.
  - 24% of male drivers ages 15–20 years and 17% of female drivers ages 15–20 years who were involved in fatal crashes had been drinking prior to the crash.

### **Nighttime and weekend driving:**

Nighttime driving is riskier than daytime driving for drivers of all ages but is particularly dangerous for teen drivers. The fatal crash rate at night among teen drivers (ages 16–19 years) is about 3 times as high as that of adult drivers (ages 30–59 years) per mile driven.<sup>2</sup> 44% of motor vehicle crash deaths among teens ages 13–19 occurred between 9 pm and 6 am, and 50% occurred on Friday, Saturday, or Sunday in 2020.<sup>2</sup>

### **Distracted driving:**

Distraction negatively affects driving performance for all drivers but can be especially dangerous for young, inexperienced drivers. In 2019, among U.S. high school students who drove, 39% texted or e-mailed while driving at least once during the prior 30 days.<sup>12</sup>

### **Using drugs/substances:**

Driving while impaired by any substance is dangerous and illegal. This includes driving while impaired by alcohol, marijuana, other illicit drugs, prescription medications, and/or over-the-counter medications.<sup>19 20</sup> Many types of drugs/substances have the potential to impair a teen's ability to drive safely.<sup>19</sup> After alcohol, marijuana is the most common drug associated with impaired driving.<sup>19 21</sup> Marijuana has negative effects on judgment, motor coordination, decision-making, and reaction time—all of which are important skills for safe driving.<sup>19 22 23 24 25</sup> Marijuana use before driving has been associated with an increased risk for motor vehicle crashes.<sup>23 24 26</sup> Among U.S. high school students who drove, about 13% drove when they had been using marijuana during the 30 days before the survey according to results from the 2017 National Youth Risk Behavior Survey.<sup>27 28</sup> Declines inability to drive safely and risk for motor vehicle crashes may be greater when driving after using both marijuana and alcohol as compared with driving after using marijuana by itself or alcohol by itself.<sup>29 30 31 32 33 34</sup>

## Prevention

**Eight Danger Zones** - The leading causes of teen crashes: <https://www.cdc.gov/teen-drivers/prevention/index.html>

1. Driver inexperience
2. Driving with teen or young adult passengers
3. Nighttime driving
4. Not using seat belts
5. Distracted driving
6. Drowsy driving
7. Reckless driving
8. Impaired driving

There are proven methods to help teens become safer drivers. Learn what research has shown parents can do to keep teen drivers safe from each of these risks.

### Seat Belts Save Lives

At least half of teen drivers and passengers ages 16–19 years who were killed in passenger vehicle crashes in 2020 were not wearing a seat belt at the time of the crash.<sup>1</sup> Research indicates that seat belts reduce serious crash-related injuries and deaths [by about half](#)<sup>2</sup>

At least 46% of teen drivers and passengers who died in passenger vehicle crashes in 2017 were not wearing a seat belt at the time of the crash.<sup>2</sup> Research shows that seat belts reduce serious crash-related injuries and deaths by about half.<sup>18</sup>

### **Primary Enforcement of Seat Belt Laws**

States vary in their enforcement of seat belt laws. A primary enforcement seat belt law allows police officers to ticket drivers or passengers for not wearing a seat belt, even if this is the only violation that has occurred. A secondary enforcement seat belt law allows police officers to ticket drivers or passengers for not wearing a seat belt only if they have pulled over the driver for another reason. Some states have secondary enforcement seat belt laws for adults but have primary enforcement seat belt laws for young drivers.

Seat belt use among all age groups is consistently higher in states with primary enforcement seat belt laws than in states with secondary enforcement seat belt laws.<sup>345</sup> Visit the [seat belt and child seat laws by state](#) page on the Insurance Institute for Highway Safety's website for up-to-date information on seat belt laws by state, including the type of enforcement, who is covered, and which seating positions are covered.<sup>6</sup> You can also use CDC's [Motor Vehicle Prioritizing Interventions and Cost Calculator for States \(MV PICCS\)](#) to learn about how many lives could be saved, injuries prevented, and costs averted if your state were to implement a primary enforcement seat belt law.<sup>7</sup>

### **Not Drinking & Driving Prevents Crashes**

Maintaining and enforcing minimum legal drinking age (MLDA) laws and zero tolerance laws for drivers under age 21 is recommended to help prevent drinking and driving among young drivers.<sup>8910</sup>

### **Graduated Driver Licensing Systems Reduce Fatal Crashes**

Driving is a complex skill and must be practiced to do it well. Teenagers have a higher risk for crashes because they lack driving experience and because they often engage in risk-taking behaviors. The need for skill-building and driving supervision for new drivers is the basis for graduated driver licensing (GDL) systems.

GDL systems enable new drivers to progressively gain driving experience and driving skills under lower-risk conditions. The three stages of GDL include the following:

- Stage 1: Learner's permit
- Stage 2: Intermediate/provisional license
- Stage 3: Full licensure

GDL systems exist in all U.S. states and the District of Columbia (D.C.), but the strength of GDL laws varies by state. GDL systems provide longer practice periods, limit driving under high-risk conditions for newly licensed drivers, and require

greater participation from parents as their teens learn to drive. Research has consistently demonstrated that GDL systems are effective for reducing teen crashes and deaths.<sup>3 11 12</sup> For example, a [meta-analysis](#)

including 14 different studies about GDL systems, found that GDL systems are associated with reductions of about 19% for injury crashes and about 21% for fatal crashes for 16-year-olds.<sup>11</sup>

Best practice GDL systems include the following components:<sup>13 14 15 16</sup>

#### Stage 1: Learner's permit

- Minimum age of 16 to obtain a learner's permit
- A requirement to have a learner's permit for at least 12 months
- At least 70 supervised practice hours

#### Stage 2: Intermediate/provisional license

- No teen or young adult passengers
- Restrictions on nighttime driving (from 9 or 10 pm until 5 am or longer)

#### Stage 3: Full licensure

- Minimum age of 18 to obtain a full license

Current GDL research has explored how many teens delay getting a license, characteristics of teens who are more likely to wait, and whether teens who delay getting a license might be missing out on important benefits of GDL because they are aging out of the GDL systems in their states.<sup>12 16 17 18 19 20 21</sup>

Driving is a complex skill, one that must be practiced to be learned well. Teenagers' lack of driving experience, together with risk-taking behavior, heightens their risk for crashes. The need for skill-building and driving supervision for new drivers is the basis for graduated driver licensing (GDL) systems. Although varied, GDL systems exist in all U.S. states and Washington, D.C. GDL systems provide longer practice periods, limit driving under high-risk conditions for newly licensed drivers, and require greater participation from parents as their teens learn to drive. Research suggests that more comprehensive GDL systems are

associated with 26%<sup>24</sup> to 41%<sup>25</sup> reductions in fatal crashes and 16%<sup>26</sup> to 22%<sup>27</sup> reductions in overall crashes among 16-year-old drivers. Parents can help their teen be safer by knowing and following their state’s GDL laws. Check out the Insurance Institute for Highway Safety’s website to learn more about your state’s GDL laws.<sup>2</sup>

### Cell phones and texting

Some states also don't allow any type of cell phone use (including hands-free cell phone use) by teen drivers. Some of these requirements are built into GDL systems while others are based on age. As of November 2022, 36 states and D.C. have young driver cell phone use bans in effect.

<b>Chapter 6- Drinking, Drugs and Health &amp; Chapter 7 Driver Privilege and Penalties Driving</b> <b>Category: Driver Education</b> <b>Suggested Grade Taught: 10th</b>	
<p><b>Lesson Objectives:</b></p> <p><b>Cognitive:</b></p> <ol style="list-style-type: none"> <li>1. Identify the effect of alcohol on blood alcohol level</li> <li>2. Describe the effects of alcohol on the body and how they affect driving performance</li> <li>3. Describe blood alcohol concentration and identify concentration levels</li> <li>4. Describe the effects of other drugs on the body and how they affect driving performance</li> <li>5. Define driving under the influence (DUI)</li> <li>6. Describe intoxication testing</li> <li>7. identify legal consequences of DUI and mandatory penalties</li> <li>8. Describe motor vehicle violations</li> <li>9. Describe the point system and identify point violations</li> </ol>	<p><b>Formative/Summative Assessments:</b></p> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● <b>Talk and Turn</b></li> <li>● <b>Think, Pair, Share</b></li> <li>● <b>Four-Corners</b></li> <li>● <b>Poll Everywhere</b></li> <li>● <b>Kahoot</b></li> <li>● <b>Etc.</b></li> </ul> <p><b>Summative Assessments</b></p> <p><b>Teacher created Quiz/Test</b>  <b>Chapter/Unit Project, essay, presentation, report with grade rubric.</b></p>

**Affective:**

1. Describe how to prevent another from drinking/taking drugs and driving
2. Explain how being a designated driver can increase safety on the roads
3. Explains John's Law and the Hero Campaign-  
<https://www.herocampaign.org/>
4. Describe how driver programs and the Intoxicated Driver Resource Center help increase road safety

**Psychomotor:** (e.g., Safety & First Aid)

1. Work with a partner to prepare for the worksheet activity
2. Perform driving simulations while under simulated intoxication
3. Perform driving simulations while simulating cell phone use

**CHPEP Practices**

- Acting as a responsible and contributing member of society
- Communicating clearly and effectively
- Resolving conflict
- Making decisions
- Using (vehicle)technology tools responsibly

### **Learning Activities**

1. Lecture/discussion: drugs, alcohol, and driving; distracted driving habits.
2. Discussion/Q & A: effects of substance abuse on road safety; cell phone use (e.g., hands-free)
3. Activity – peer review, intoxication, and cell phone use simulations
4. Technology: Effects of technology on safety (testing) and unsafe practices (cell phones).
5. Guest speaker(s): effects of substance abuse on road safety; cell phone use

### **References**

New Jersey Motor Vehicle Commission (2024). [The New Jersey Driver Manual](#), Chapter 6.

### **Resources \***

CDC: *Risk Factors for Teen Drivers* <https://www.cdc.gov/teen-drivers/risk-factors/index.html>

Fatal Vision <https://fatalvision.com/>

Hero Campaign (<http://www.herocampaign.org>)

New Jersey Judiciary: *NJ Courts* [njcourts.gov](http://njcourts.gov)

New Jersey Motor Vehicle Commission <https://www.nj.gov/mvc/>

Chapters 6 & 7 Worksheets

NJ Driver Manual Power Points/Google Slides, Chapters 6 & 7

New Jersey Motor Vehicle Commission (2024). [New Jersey Driver Manual](#)

### **Prep:**

PowerPoint/Google Slides, Worksheet, *videos*, cell phone or substitute; intoxication goggles, soft throwable objects; floor tape

## **Lesson 1: Drinking and Driving (*New Jersey Driver Manual, Chapter 6*)**

### **Warm-up/Do Now:**

**Blood Alcohol Content:** Have students write down a definition of BAC, how it is measured, and what level is considered to affect driving. Discuss answers briefly.

### **Effects of alcohol on driving:**

Using lecture/PowerPoint/Google Slides, explain the impact of alcohol on driving reactions and abilities. Define blood alcohol level and how it is measured. Describe the legal limits (.08% for adults 21 or older, .01% for people under 21). Define what “one drink” equals. Identify the signs of a drunk driver (speeding, weaving, slow driving, jerky motion, sudden stops) and discuss keeping away from a suspected drunk driver and reporting them.

### **Activity:**

Fatal vision. Put a tape line on the floor. Have students try to walk on the tape line wearing intoxication goggles. Have partners in groups of three toss a soft object around. Have one of them put on the goggles and repeat. Discuss what happened and how the goggles simulate the effects of alcohol. If students joke about it, discuss the weight of the tossed object vs. the weight of a car. If students are “successful” with the goggles, sometimes comments are made that they can “take” their alcohol. Relate this to addiction/abuse – when people get used to the effects of alcohol, they tend to drink more to get the same effect, leading to greater effects on driving behavior.

Using question and answer, discuss what happens at parties where alcohol may be found and what students can do to make sure they are not going to drive under the influence of alcohol (keep it age-appropriate and make sure everyone knows appropriate disclosure rules). Discuss the phrase “Friends don’t let friends drive drunk.” (find a proper YouTube Video or some other source that works for your school district and student population)

### **Alternative:**

Have a community police officer visit the classroom to conduct the Fatal Vision Activities or something that works for your school’s population.

Discuss the concept of a Designated Driver (<http://www.herocampaign.org>).

Show the YouTube video *M.A.D.D. PSA’s* \*<https://www.youtube.com/user/MADDOnline> or a similar PSA. Ask students if they think these sorts of PSAs are effective and why or why not. Tell them they will be creating a multimedia PSA of their own to address this problem

and to use this discussion to think about how to make it effective for teen drivers.

**Peer review:**

Have students review chapter concepts.

**Lesson Closure:**

Ask students if they have any questions regarding alcohol and driving. Emphasize the potential seriousness of the problem.

**Lesson 2: Drugs and Driving (*The New Jersey Driver Manual, Chapter 6; Also, see Basic Health/Health 1, Alcohol, Tobacco & Other Drugs, Supplemental Lessons 1-3*)**

**Warm-up/Do Now:**

Have students see if they can recall the classes of drugs and their effects on the body. Discuss answers briefly.

**Effects of drugs on driving:**

Using lecture/PowerPoint/Google Slides, explain that alcohol is not the only drug that impairs driving ability. Review classes of drugs (depressants, stimulants, hallucinogens, and club drugs/inhalants/steroids). Describe the effects of the different types of drugs on the brain and body. Consider Drug Free World Lessons or Stanford Medicine/REACH Lab for individual lessons on the drug topics.

Ask the students how they think these effects will impinge on driving. Compare their comments to the list in The New Jersey Driver Manual (loss of tracking ability, lack of distance judgment, inattentiveness, divided attention)

**Group work:**

Provide time and resources (media center) for students to work on their PSA. Tell them that they can include drugs other than alcohol in their PSA (cannabis/marijuana is the most commonly found drug in DUI cases after alcohol).

**Healthy driving:**

Discuss healthy driving and the importance of health-related fitness, sufficient sleep, good vision and hearing, and the need to have checkups for general health, vision, and hearing, especially over the age of 40.

## **Lesson 4: Driver Privilege and Penalties** (*The New Jersey Driver Manual, Chapter 7*)

### **Warm-up/Do Now:**

Have students write down what they know about the point system.

### **Driving Privilege:**

Explain that driving is a privilege and that violations may lead to removing that privilege (i.e., suspension of driver's license). Identify some reasons for losing driving privileges (see list on p. 122 of *The New Jersey Driver Manual*).

### **DUI:**

Review DUI laws and describe the penalties (see *New Jersey Driver Manual*, pp. 123-126).

Describe the NJ implied consent law, as well as sobriety tests and breath tests. Describe what happens if a driver refuses a test.

Discuss DUI and ignition interlocking devices.

### **Other violations:**

Describe the various motor vehicle violations listed on pp. 128-133 of *The New Jersey Driver Manual*.

### **Driver programs:**

Describe the driver improvement program as a response to receiving 12-14 points in 24 months. Describe the probationary driver program, defensive driving courses, and mature driver program.

### **Point system:**

Describe motor vehicle surcharges, point violations, and interstate compacts. Show students an example of a [NJ Motor Vehicle](#)

Abstract An updated list of point violations <https://www.njcourts.gov/>

**Peer review:**

Have students review chapter concepts.

**Lesson Closure:**

Ask students if they have any questions regarding suspensions, motor vehicle surcharges, and point violations.

Each lesson provides a suggested guideline for the unit's content. If more time is needed for one lesson or if a computer lab can be provided, lesson components can be extended or reduced to maximize the learning of important content. Additional resources include local EMS, police, fire, and ambulance service representatives.

Chapter 8- Sharing the Road With Others	Category: Driver Education	Suggested Grade Taught: 10th
<p><b>Lesson Objectives</b></p> <p><b>Cognitive:</b></p> <ol style="list-style-type: none"> <li>1. Describe types of traffic that share roadways</li> <li>2. Identify special situations in sharing the road with others</li> <li>3. Describe the No Zone principle</li> <li>4. Describe the Safe Passing Law</li> <li>5. Identify low-speed vehicles</li> </ol> <p><b>Affective:</b></p> <ol style="list-style-type: none"> <li>1. Explain how adjusting driving to pedestrian traffic contributes to driver safety.</li> <li>2. Explain how adjusting driving to different kinds of traffic contributes to driver safety.</li> <li>3. Explain how adherence to the No Zone principle increases safety on the roads.</li> <li>4. Explain how adherence to the Safe Passing Law increases safety on the roads.</li> </ol> <p><b>Psychomotor:</b></p> <p>Work with a partner to review material</p> <p><b>CHPEP</b></p>	<p><b>Formative/Summative Assessments:</b></p> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Talk and Turn</li> <li>● Think, Pair, Share</li> <li>● Four-Corners</li> <li>● Poll Everywhere</li> <li>● Kahoot</li> <li>● Etc.</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher created Quiz/Test</li> <li>● Chapter/Unit Project, essay, presentation, report with grade rubric.</li> </ul>	

- Acting as a responsible and contributing member of society.
- Communicating clearly and effectively
- Resolving conflict
- Making decisions
- Using (vehicle) technology tools responsibly

### **Learning Activities**

1. Lecture/discussion: Pedestrians and other types of road traffic
2. Discussion/Q & A: How to recognize special traffic
3. Activity – peer review of material
4. Technology: how do mirrors work, and what are their limitations?

### **References**

New Jersey Motor Vehicle Commission (2024). *New Jersey Driver Manual. Chapter 8.*

### **Resources \***

Chapter 8 Worksheet

NJ Driver Manual PowerPoint/Google Slides

New Jersey Motor Vehicle Commission (2024). *New Jersey Driver Manual*

<https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>

Share the Road Safely <https://www.nhtsa.gov/share-road-its-everyones-responsibility>

**Prep:**

PowerPoint/Google Slides, Worksheet, & (PowerPoint/Google Slides turning illustrations - *New Jersey Driver Manual*. pp. 148-149)

## **Lesson 1: Sharing the Road (*The New Jersey Driver Manual, Chapter 8*)**

### **Warm-up/Do Now: Share the Road With Others.**

Have students list as many different entities that share the road as they can. Discuss answers briefly. Did they include pedestrians or animals?

### **Driving, passing, yielding:**

Using lecture/PowerPoint/Google Slides, explain how prevalent pedestrian accidents and deaths are. Explain fatality rates of pedestrian deaths in vehicle/pedestrian accidents (5% for 20 mph to 85% for 40 mph.) Describe pedestrian characteristics and right of way (especially in schools and playgrounds), caution in pedestrian areas, and awareness of pedestrians at night. Explain the rules for giving way to individuals with visual impairments (*The New Jersey Driver Manual*, p. 146). Discuss safe pedestrian practices (facing oncoming traffic, etc.) Discuss the Safe Passing Law that went into effect March 1, 2022, and review guidelines drivers need to take regarding the law. (P. 145).

Explain that 25% of NJ residents are 55 or older, and there are many mature drivers. Describe safe practices for sharing the road with mobility-related disability/impairment see (p.152) of *The New Jersey Driver Manual*. Review yielding to pedestrians in a crosswalk (see *The New Jersey Driver Manual*, pp. 144-146).

### **Other types of vehicles:**

Using lecture/PowerPoint/Google Slides, describe safe practices in sharing the road with motorcycles. Discuss sharing the road with trucks, tractor-trailers, and buses. Describe the No Zone principle. Illustrate the No Zone areas (see *The New Jersey Driver Manual*, pp. 148-150), including rear, front, side, and head-on. Share The Road Safety program \* <https://www.nhtsa.gov/share-road-its-everyones-responsibility> has information on various vehicles and sharing the road, including No Zone animations. Show animations to the class and discuss No Zone principles.

Describe how to yield to school and commercial buses. Discuss how to safely share the road with mopeds, motorized scooters, bicycles, skateboarders, and inline skaters.

Describe the laws related to people with mobility-related disabilities and using motorized scooters. Describe the laws pertaining to legal low-speed vehicles.

Describe the important tips for motorists to know when dealing with trains, railroad crossings, and other motorists.

Discuss sharing the road safely with snowmobiles, all-terrain vehicles(ATVs), and dirt bikes.

Discuss safely sharing the road with animals, horseback riders, and horse-drawn vehicles.

**Peer review:**

Have partners review the Do Now activity. How many “entities” did they list? What did they not identify?

**Lesson Closure:**

Ask students if they have any questions regarding sharing the road with various other travelers and vehicles.

**Alternative review:**

Chapter 8 Worksheet concepts (can be done with a partner or in a small group). Review answers.

Resources/Videos to consider showing for this lesson: <https://www.cvsa.org/programs/operation-safe-driver/teens-and-trucks-resources/>

<https://www.trucking.org/share-road>

<https://www.njoag.gov/division-of-highway-traffic-safety-motorcycle-safety/>

<https://njbikeped.org/new-jerseys-safe-passing-law/>

<https://www.nj.gov/transportation/commuter/pedsafety/responsibility.shtm>

Each lesson provides a suggested guideline for the unit's content. If more time is needed for one lesson or if a computer lab can be provided, lesson components can be extended or reduced to maximize the learning of important content. Additional resources include local EMS, police, fire, and ambulance service representatives.

**Lesson Objectives****Cognitive:**

1. Identify laws regarding vehicle title and registration
2. Differentiate between regular license plates, persons with a disability, and personalized or specialty plates.
3. Describe the vehicle inspection process
4. Describe the insurance process, including liability.

**Affective:**

1. Explain how title and registration laws increase driver safety and responsibility
2. Explain how vehicle inspection and insurance contribute to driver safety

**Psychomotor:**

1. Work with a partner to review material
2. Create a license plate/License Plate About Me

**CHPEP**

Acting as a responsible and contributing member of society  
 Communicating clearly and effectively  
 Making decisions

**Formative/Summative Assessments:****Formative Assessments**

- Talk and Turn
- Think, Pair, Share
- Four-Corners
- Poll Everywhere
- Kahoot
- Etc.

**Summative Assessments**

- Teacher created Quiz/Test
- Chapter/Unit Project, essay, presentation, report with grade rubric.

**Learning Activities**

1. Lecture/discussion: Vehicle licensing, inspection, and insurance processes; updating permits/licenses
2. Activity – peer review of material

**References**

New Jersey Motor Vehicle Commission (2024). *The New Jersey Driver Manual*, Chapter 9.

**Resources \***

Chapter 9 Worksheet

NJ Driver Manual PowerPoint/Google Slides

New Jersey Motor Vehicle Commission (<http://www.state.nj.us/mvc/>)

New Jersey Motor Vehicle Commission (2024). *The New Jersey Driver Manual*  
<https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>

**Prep:**

PowerPoint/Google Slides, Worksheet with license plate template, colored markers.

<https://www.nj.gov/mvc/vehicles/disability.htm>

## **Lesson 1: Vehicle Information** (*The New Jersey Driver Manual, Chapter 9*)

### **Warm-up/Do Now: License Plate Facts**

Have students list what they think are the requirements for NJ license plates. Discuss answers briefly.

### **Title & Registration:**

Using lecture/PowerPoint/Google Slides, explain the purpose of vehicle title and registration, the NJ laws governing them, and how to title a new and used vehicle. Explain how to complete an initial registration and how to renew a registration (*The New Jersey Driver Manual, (p. 158)*). Discuss safe pedestrian practices (facing oncoming traffic, etc.)

Describe license plate facts and requirements. Review the Do Now assignment and see how well the class did.

### **Activity:**

Have students design their own NJ or personalized NJ plate (appropriate personalized plates only). The plate must have the required features but should also promote an issue important to the student (poverty, the environment, favorite sport, etc.).

### **Vehicle inspection:**

Using lecture/PowerPoint, explain why vehicle inspections are important, the vehicle inspection process, inspection rules/laws, and exemptions. Discuss insurance fraud (see *New Jersey Driver Manual, p. 160*).

### **Discussion:**

Ask students why title and registration are essential; Ask students why vehicle inspections are important.

### **Auto Insurance:**

Ask students about the importance of auto insurance and what type is necessary in New Jersey (liability).

### **Lesson Closure:**

Ask students if they have any questions regarding vehicle information.

**Alternative review:**

Chapter 9 Worksheet concepts (can be done with a partner or in a small group). Review answers.

Each lesson provides a suggested guideline for the unit's content. If more time is needed for one lesson or if a computer lab can be provided, lesson components can be extended or reduced to maximize the learning of important content. Additional resources include local EMS, police, fire, and ambulance service representatives.

**Chapter 11- Driver Safety Appendix**

**Category: Driver Education**

**Suggested Grade Taught: 10<sup>th</sup>**

**Lesson Objectives****Cognitive:**

1. Identify categories of road signs
2. Identify Traffic Signals and road markings
3. Identify Traffic Signs

**Affective:**

1. Explain how traffic signals and road markings contribute to driver safety
2. Explain how traffic signs contribute to driver safety

**Psychomotor:**

1. Work with various partners to review traffic signals and road markings/signs

**CHPEP**

- Communicating clearly and effectively
- Making decisions
- 

**Formative/Summative Assessments:****Formative Assessments**

- Talk and Turn
- Think, Pair, Share
- Four-Corners
- Poll Everywhere
- Kahoot
- Etc.

**Summative Assessments**

- Teacher created Quiz/Test
- Chapter/Unit Project, essay, presentation, report with grade rubric.

### **Learning Activities**

1. Lecture/discussion: Types of signals, road markings and signs
2. Discussion/Q & A: Obeying signals, road markings, and signs
3. Activity – peer review of material
4. Technology: how has technology affected traffic signals, road signs, and/or markings?

### **References**

New Jersey Motor Vehicle Commission (2024). *The New Jersey Driver Manual, Appendix.*

### **Resources \***

Driver Safety Appendix Worksheets

NJ Driver Manual PowerPoint/Google Slides

New Jersey Motor Vehicle Commission (<http://www.state.nj.us/mvc/>)

New Jersey Motor Vehicle Commission (2024). *The New Jersey Driver Manual* <https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>

### **Prep:**

PowerPoint /Google Slides if using index cards with traffic signals, road markings, and road signs on one side and explanations on the other; Pictures of signals, road markings, and signs to use for PPT and/or index cards.

## **Lesson 1: Traffic Signals and Road Markings (*New Jersey Driver Manual, Driver Safety Appendix*)**

### **Warm-up/Do Now:**

Traffic Signals Give students a list of the 10 traffic signal items listed in *The New Jersey Driver Manual*, pp. 220-223. Discuss answers briefly.

### **Traffic Signals:**

Using lecture/PowerPoint/Google Slides, explain the purpose and meaning of traffic signals. Review the Do Now activity.

### **Road markings:**

Using lecture/PowerPoint, explain the purpose of road markings and explain or show each.

### **Activity:**

Quiz-Quiz Trade I. Pass out index cards that are folded in half. Inside, there is a picture of a traffic signal or road marking. On the outside is the definition/instruction for the signal/marking. Play music while the students walk around. When the music stops, they find a partner. Each asks the other to describe the signal or marking. If they are unsure there is the picture inside. When they finish, they trade cards and stand back to back (so the teacher knows they are done). When all students finish, start the music and repeat the process.

### **Alternative Activity :**

Another option to start the unit is to show the [AAA-Signs, Signals, Markings](#) video from YouTube.

Give students a card or cards of the different types of Signs, Signals, roadway markings, Shapes, and Colors (e.g., Diamond, Red, etc.). Laminating is suggested for use year after year. Ask them to focus on their specific card(s) and be prepared to report any aspect they learned to the class. This can be done using various small group options. The cards can then be used as Do Now or review for a quiz.

### **Discussion:**

Ask students why obeying traffic lights and road markings is essential. Why do people not obey signals and road markings?

**Lesson Closure:** Ask students if they have any questions regarding traffic signals and road markings.

## **Lesson 2: Road Signs** (*The New Jersey Driver Manual, Driver Safety Appendix*)

### **Warm-up/Do Now:**

**Traffic Signals:** Ask students to list the three categories of road signs.

### **Road signs:**

Using lecture, PowerPoint, or Google Slides, identify the three categories of road signs. Review the Do Now activity. How did the students do?

Identify how the message of a road sign is generally categorized by color and shape/number of sides (see *The New Jersey Driver Manual*, p. 214). Explain or show each road sign or have students review them (see *New Jersey Driver Manual*, pp. 220-222).

### **Activity:**

Quiz-Quiz Trade II. Pass out index cards that are folded in half. Inside, there is a picture of a road sign. On the outside is the definition/instruction for the sign. Play music while the students walk around. When the music stops, they find a partner. Each asks the other to describe the sign. If they are unsure, have them look at the picture inside. When they finish, they trade cards and stand back to back (so the teacher knows they are done). When all students finish, start the music again and repeat the process.

**Review:** Ask students if they have any questions regarding traffic signals, road markings, and traffic signs.

### **Alternative review:**

Use the Appendix Worksheet on traffic signals, road markings, and traffic signs (it can be done with a partner or in a small group). Review the answers. Then, take students outside the school building (get approval first) to review the signs they will encounter as drivers to school soon.

Each lesson provides a suggested guideline for the unit's content. If more time is needed for one lesson or if a computer lab can be provided, lesson components can be extended or reduced to maximize the learning of important content. Additional resources include local EMS, police, fire, and ambulance service representatives.

**This unit aims to prepare and/or take the NJ Driver Written Test with a passing grade.**

**References**

New Jersey Motor Vehicle Commission (2024). *The New Jersey Driver Manual*, Appendix.

**Resources \***

Appendix Worksheet

[Jeopardy Powerpoint](#) (free):

New Jersey Motor Vehicle Commission (2024). [New Jersey Driver Manual](#)

**Prep:**

PowerPoint & Index cards (See Driver Safety: Signs & Symbols unit).

**Lesson 1: Review (*The New Jersey Driver Manual*)**

**Review options:** Review options can include:

- Chapters (1 through Driver Safety Appendix) review Worksheets created by the instructor (see previous units)
- Practice NJ Driver Tests
- Quiz Trade (See Driver Safety: Signs = & Symbols unit)
- PowerPoint, Worksheets, Teacher Q&A

**Lesson 2: Test (*New Jersey Driver Test*)**

Make sure students are prepared for the test.

If time allows, ask if they have any questions or want to review anything before taking the test. This can be done with a partner. Have students take the test. Make sure they are all doing only their own test—no cheating!

Good luck!

# PROJECT: CAR PURCHASE

CAR: INTEREST RATE and PRICE RESEARCH

- Visit a car website\* (i.e., [www.toyota.com](http://www.toyota.com)) and do the following:
  - Click on “FINANCIAL SERVICES” or “EXPLORE FINANCIAL TOOLS.”
  - [You might have to “Build and Price Your Own Toyota”]
  - Click on “PAYMENT ESTIMATOR” or “ESTIMATE YOUR PAYMENT.”
  - Select model/class of car
  - Estimated APR (Annual Percentage Rate): 3.5% (No trade-in value)
- Record Interest Rate for **Excellent Credit**:
  - What is the price of the car?
  - What is the monthly LEASE payment?
  - Are there additional fees when due at lease signing?
- If yes, what are they for, AND how much do they cost?
  - What is the monthly finance/purchase payment?
  - Are there additional fees when due at signing?
- Record Interest Rate for **Poor/No Credit**:
  - What is the price of the car?
  - What is the monthly LEASE payment?
  - Are there additional fees when leasing?
- If yes, what are they for?
  - What is the monthly finance/purchase payment?
  - Are there additional fees when due at signing?

DO: Compare the two costs for a person with *Excellent Credit* versus *Poor or No Credit*. What are the monthly differences?

DO: Compare the two costs of leasing versus buying. What are the advantages and disadvantages of leasing versus buying?

# SUPPLEMENTAL TRAFFIC SAFETY UNIT PLAN

**Suggested Grades:** 9-12

**Unit Content Objectives: Assessments:**

**Cognitive:**

1. Describe at least one physical, emotional, or social consequence. Classroom discussion comments about drunk driving
2. Relate at least one physical, emotional, or social consequence of driving under the influence of drugs other than alcohol
3. Identify at least one physical, emotional, or social consequence of driving while texting or being otherwise distracted

**Affective:**

1. Relate one personal belief they have about their ability  
Classroom discussion comments on drunk driving
2. Identify one personal belief they have about their ability to drive under the influence of drugs other than alcohol
3. Describe one distraction they might consider eliminating while driving and why they might choose to do so

**Psychomotor:**

1. Demonstrate one way they might react if asked to drive  
Homework: Rubric  
Assign Role: (1) Drunk driver or (2) Passenger
2. Explain how they might react if asked to drive under the influence of drugs other than alcohol or as a passenger with someone else who had been drinking
3. Devise a strategy they could use to avoid texting or being otherwise distracted while driving

**Lesson One Goal:**

To analyze the relationship between alcohol use and motor vehicle crashes

**Behavioral Objectives: After this session, students will:**

- Describe at least one physical, emotional, or social consequence of drunk driving (C);
- Relate at least one personal belief they have about their ability to drive while drinking (A);
- Demonstrate one way they might react if asked to drive drunk or as a passenger with someone who had been drinking (P).

### **Learning Activities:**

1. Begin by saying that for the following three classes, students will be thinking critically about the consequences of driving under the influence of alcohol, other drugs, and voluntary activities like texting, their beliefs about their ability to do so, and how they might prevent themselves from being in this position.
2. Ask students why this might be discussed in a high school health class. On a scale of 1- 10, 10 being the most serious, how serious a problem do they feel that driving while drinking is?
3. Put up three statistics on the board: # of alcohol-related motor vehicular crashes in 2023, and ask for reactions. Possible resource [National Institute on Alcohol Abuse and Alcoholism](#) for information on a state level by county. Check out [The New Jersey Safety and Health Outcomes for Integrated Data](#)
4. Show a 5-minute PSA video depicting a car crash with a teen driver and passengers and ask students their reactions. Listen carefully to student comments that indicate why this couldn't happen to them. Ask them to write down one belief they hold about their ability to drive while drinking, and then ask for volunteers to share theirs and for others to react to these.
5. Ask for two volunteers who have expressed confidence in their ability to drive well while drinking to come up front and put on goggles that can be set at three distortion levels:
  - a) mildly intoxicated,
  - b) at the level of legal intoxication (.08 level),
  - c) at a level exceeding .08. Have them attempt to play catch for 30 seconds at each level, and the class observes their performance and comments on it.
6. Allow as many students as possible to take turns wearing the goggles and trying this activity.

### **Lesson Closure Questions**

1. What was your overall reaction to today's session, considering the number of car crashes annually caused by drinking? Seeing such a crash re-enacted? Simulating drunkenness?
2. What is one thing you learned about driving while drinking today? What impact did it have on you?
3. Did using the goggles affect your perceptions about your ability to drive while drinking? If so, how?
4. How confident do you feel that had you been drinking, you could drive safely? What behaviors would signal that you might be too impaired to drive? That another driver might be too impaired to do so?

### **Homework/Assessment**

Ask students to devise two personal strategies that would enable them to avoid a) either driving while impaired or b) driving with someone else who is. They will need to explain why they have chosen this approach and what makes it possible to use in real life. Under what circumstances would they be willing to do so?

### **Materials Needed**

- Computer with internet capability, LCD projector
- Intoxication Simulation Goggles

**Scoring Rubric**

<b>Behavior</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Avoids driving drunk</b>	<b>Unable or unwilling to devise a realistic strategy</b>	<b>Devises a strategy but can't explain why or what makes it feasible</b>	<b>Devises a strategy for which they can explain either why they like it or what makes it feasible but not both</b>	<b>Devises a strategy and can explain why they have chosen it and why it feels genuinely feasible to use</b>
<b>Avoids driving with an impaired driver</b>	<b>Unable or unwilling to devise a realistic strategy</b>	<b>Devises a strategy but can't explain why or what makes it feasible</b>	<b>Devises a strategy for which they can explain either why they like it or what makes it feasible but not both</b>	<b>Devises a strategy and can explain why they have chosen it and why it feels genuinely feasible to use</b>

## **Lesson Two Goal: To analyze the relationship between marijuana use and motor vehicle crashes**

### **Objectives:**

#### **After this session, students will:**

- Relate at least one physical, emotional, or social consequence of driving under the influence of cannabis/marijuana (C);
- Describe at least one personal belief they have about their ability to drive under the influence of cannabis/marijuana (A);
- Demonstrate one way they might react if asked to drive under the influence of cannabis/marijuana or with someone else who had been using it (P).

### **Learning Activities**

1. Review the previous session in which students addressed the potential consequences of driving under the influence of alcohol.
2. Ask the class what they think might be more dangerous: driving while drinking or driving while smoking cannabis/marijuana and why students feel this way. As students voice their opinions, ask other students how accurate they feel the points of view being expressed are.
3. Hand out a fact sheet on cannabis/marijuana or share a link for students to access, such as [-Cannabis \(Marijuana\) DrugFacts: Cannabis and Teens](#), [DrugFreeWorld.org](#), or [Cannabis and Driving](#) or [Drug-Impaired Driving](#). Its [potency today vs. 30 years ago](#); its effects on neurotransmitters and, hence, feelings and behaviors; its capacity to impair specific sensory capabilities; how it tends to be used by adolescents today, etc., asking students for their reactions to these facts
4. Introduce a guest speaker who is a counselor at a drug rehabilitation center who will talk to them about cannabis/marijuana's physical, emotional, and social effects, how it is now considered an addictive drug, and share real-life stories of how cannabis/marijuana factored into accidents they had had. Encourage students to ask questions.

### **Homework/Assessment**

Instruct students to create a 1-2 page entry in the log they keep for this class in which they describe how they would react if asked either to drive under the influence of cannabis/marijuana or with someone else who had been using it based on either to the facts presented about cannabis/marijuana by the instructor or in the speaker's presentation.

### **Lesson Closure Questions**

1. What reaction did you have to the points students initially made about whether it was safer to drive under the influence of alcohol or cannabis/marijuana? To the facts about cannabis/marijuana presented in the handout?
2. What did you learn from the drug counselor's presentation that surprised you the most? Why was this surprising?
3. How would you react if pressured to drive after you had smoked marijuana or to drive with someone who had?

**Materials Needed:** None

**Lesson Three Goal:**

To analyze the relationship between driving distractions and motor vehicle crashes

**Objectives:**

**After this session, students will:**

- Identify at least one physical, emotional, or social consequence of texting or being otherwise distracted while driving (C);
- Describe at least one distraction they might consider eliminating while driving and why they might choose to do so (A);
- Devise a strategy they could use to avoid texting or being otherwise distracted while driving (P).

**Learning Tasks**

1. Remind students that the class has now considered the objective possible consequences of driving while under the influence of alcohol and cannabis/marijuana, students' perceptions about the same, and their consideration of how they would avoid doing so if pressured to do so.
2. Explain that today, they will consider what has emerged to be an even greater highway safety threat: texting. Ask how many students text while they drive. Why? How many drive with others who text? How confident do they feel in these drivers' abilities to multitask this way? How many have parents or other family members who text? What is their reaction to this?
3. Share the most current statistics on texting as a cause of motor vehicle accidents and ask for reactions.
4. Besides texting, ask for other possible distractions that could affect a person's ability to drive safely and note these on the board, but in doing so, act in a distracted manner. Ask the class to comment on the distractibility. [NHTSA-Distracted driving](#)
5. Ask the students to collectively rank and order these from #1 – most potentially distracting to #\_ individually- and to share their choices with the large group. (It doesn't matter if the class comes to a consensus on this.)
6. Show the order in which these behaviors contribute to motor vehicle accidents according to [National Highway Safety statistics](#).
7. To further make this point, a YouTube video depicting a crash caused by texting or other visuals on the web can be shown. (Some of these are extremely graphic and need to be used judiciously.) Follow your school district's policy and best get approval from your supervisor if you are using new content; some teachers give a heads-up to students if they are aware of a student having been impacted by a crash of a family member or friend.
8. Finally, ask the students what makes texting or engaging in other distracting activities so powerful and hard to resist in

the moment.

### **Homework/Assessment**

Have students create another journal entry of 2-3 pages due in two days; then, they discuss the distraction they believe they are most vulnerable, why this is so powerful to them, and what it would take for them not to engage in it. They are to then practice abstinence from it for one day and describe what doing so felt like to them. Is there a way they could imagine permanently changing at least one such behavior, and if so, what would that be and why?

### **Lesson Closure Questions**

1. What surprised you about the statistics on distraction-caused accidents? Why was this a surprise?
2. What do you feel is the single biggest obstacle to drivers your age NOT engaging in distracting behaviors? How do you imagine yourself addressing this?
3. What do you imagine the impact to be on you were you ever to cause a crash that hurt/killed another because you consciously allowed yourself to be distracted?

### **Materials Needed**

This class can be done using no materials. If the instructor chooses to show power points and/or videos, they will require a computer and LCD projector.

## **Teacher Resources- Websites for teaching driver education.**

[AAA Signs, Signals, Markings Full Movie](#)

[AAA Teen Driver Safety](#)

[American Driver & Traffic Safety Education Association](#)

[Brain Injury Alliance of New Jersey](#)

[Children's Safety Network](#)

[Crash Science in the Classroom](#)

[Cycling Savvy](#)

[End Distracted Driving](#)

[Fatal Vision](#)

[Governor's Highway Safety Association](#)

[Hero Campaign](#)

[Insurance Institute for Highway Safety](#)

[Jersey Drives](#)

[National Household Travel Survey](#)

[Mothers Against Drunk Driving](#)

[Move Over Law](#)

[My Car Does What](#)

[National Highway Traffic Safety Administration](#)

[National Road Safety Foundation](#)

[New Jersey Walk and Bike Coalition](#)

[New Jersey Judiciary: \*NJ Courts\*](#)

[New Jersey Motor Vehicle Commission](#)

[New Jersey Safe Routes](#)

[New Jersey Sharing Network-Organ Donation](#)

[Nikhil Badlani Foundation](#)

[NJM-Share the Keys](#)

[State Farm Resources](#)

[Street Smart](#)

[Traffic Safety Education Foundation](#)

[Vehicle Aid Technology Today](#)

[Youth Risk Behavior Survey](#)