

ENHANCED DRIVING INSTITUTE—AFTER CLASS TASKS

These two sheets must be completed by the final lesson to obtain your blue card. All tasks must be fully complete! Let us know if you have any questions on the tasks.

NAME: _____ INITIAL BOXES WHEN COMPLETE

Lesson 1 - Controls & Gauges

Sit in the driver's seat of your car and turn the ignition on (typically one click clockwise just before you start the engine). A large number of warning lights will light up – stay on for a few seconds – and then go out. Identify all warning lights. Use the driver's manual or ask parents if unfamiliar.



Now go through all of the controls of the car: Gauges, Turn Signal, Headlights, Wipers, Hazard Lights, Emergency Brake, Door Lock, Window Control, Mirror Adjustment, Horn and Front & Rear Defrost. Push buttons, use levers and apply emergency brake. Adjust seat as needed.



Lesson 2 - How our Car works

- Open the Hood of your car and identify the following fluid/part:

BATTERY - BRAKE FLUID - POWER STEERING FLUID

WINDSHIELD WASHER FLUID - COOLANT/ANTI-FREEZE

OIL CAP - OIL DIPSTICK - AIR FILTER

- Actually check your oil. Mark level
- Besides the use of alternative fuels, what are some other ways we increase our fuel economy. Come up with at least

3:

FULL		EMPTY

Lesson 3 - Signs

Go for a walk and find 14 different street signs. Write them down and label them in one of the 3 categories (*Regulatory, Warning or Informational*).





Lesson 4 - Stopping Distances & Organ Donation

- Decide whether you want to be an organ donor and talk to your parents about your decision. What is your decision? **YES / NO**

- What is the top speed on your car's speedometer? _____

- What are the 4-braking techniques and describe an example where you would use them.

Lesson

Laws of Physics

5 -

- As a passenger in the car...close your eyes for a minute. Feel when the car is accelerating, braking and turning. Does it feel: *(circle one)*

Smooth Obvious Excessive

- Sit in the driver's seat and start the car. Turn the steering wheel all the way to the left and then all the way to the right. What did you notice? _____

- Now shut the car off (leave ignition on) and try again. Why different? _____

Write down the 7 communication tools we have as a driver so other driver's know our intentions





Lesson 6

- As a passenger, observe other traffic for about 10 minutes. Watch how other drivers are communicating with each other (correctly & incorrectly). Pay special attention to how poor communication can confuse you.
- Use the SIPDE technique. While sitting in the passenger seat, pretend you are driving. Find a real situation and go through the SCAN – IDENTIFY – PREDICT – DECIDE – EXECUTE. Anticipate mistakes of other drivers and think about what you would do if it happened. Describe the situation and tell me the options you might have after "predicting a potential conflict".

Lesson 7

Throttle Control

Sit in the drivers seat with a parent or adult in the passenger seat. Start the car. Watch the tachometer go up and then settle around 700-1200-RPM (revolutions per minute). This is your engine idle.



- Apply a small amount of pressure to the gas pedal and watch the needle go up. Try to maintain throttle pressure so the Tachometer needle holds constant at 2000-RPM. Once you can hold it steady for 5 seconds, let off the throttle slightly and bring it to 1500-RPM (don't let the needle drop below 1500-RPM)

Once at 1500-RPM hold for 5 seconds, bring it up to 2500-RPM (without going over 2500-RPM) and hold for 3 seconds. You might find this to be slightly difficult but as you practice it gets easier and easier.

What you just accomplished was throttle control. Very small amounts of pressure are needed to accelerate your car and learning to apply this slight pressure will give you more control and better fuel economy.



Lesson 8 - Physical & Mental Health

Automatic driving. Watch your parent as they drive you to school, the mall or where ever you might be driven routinely. You know this path well, they know this path well. Write down 3 mistakes you see during these routine drives that you believe automatic driving was a factor.

- 1)
- 2)
- 3)

Test your reaction time by going to this website:

www.humanbenchmark.com/tests/reactiontime/

Do the test 5 times and write your average score here:

Lesson 9 - Drinking and Driving

- Tell your Mom or Dad about the video you watched today where a drunk driver hit a vehicle, trapping the passenger and causing her to burn alive. Don't give them the cliff notes, tell the whole story.
- PLEDGE TO THEM (AND ASK THEM TO PLEDGE TO YOU) TO NEVER DRINK AND DRIVE A MOTOR VEHICLE.
- Write down the initial of all your peers that you know who drink alcohol or use illegal drugs.



TURN THIS IN ON THE LAST DAY OF CLASS TO GET YOUR BLUE CARD.

**Don't forget your paper assignment is due by lesson 6!
*THIS MUST BE SIGNED BY YOUR PARENTS***

Driving is a tremendous responsibility that many people do not fully recognize. New drivers are the highest risk drivers. In about 1-page (double spaced, 12 font, 1" margins), explain why you feel you are ready to take on the commitment to learning how to drive. Be detailed and honest. If you are not sure, you might want to think a bit more about why you are taking driver's education at this time.

