



Welcome to the “**Home-link**” portion of the

“Say Dez!”

“**Beginners’ Driver Education Curriculum**”.

“**Experiential**” instruction is defined in this manner:

“One of five (5) things that make adult learning different from pedagogy is that adults learn better when they experience what they are learning. Experiential learning refers to the types of education that allows adults to be active, to do whatever they are learning.

They also want to apply their new learnings to life wisdom they have already have from their accumulation of experiences.

Experiential means education that involves or relates to experience.”

This is by Deb Peterson, a language professor.

However the “**Experiential**” is difficult to evaluate. Why? You as the student is just learning to drive therefore their driving experiences may not be sufficient to provide a feedback.

But here is a wonderful quote from John Wesley (1703 - 1791), an Englishman and Evangelist, founder of Methodism. The quote is “If you cannot experience it, it is probably not true.”

The danger of asking you the student to turn in homework projects may border on collecting fiction. To prevent this from happening, there are several opportunities where you may learn by experience. This is the challenge for “**Experiential**” learning.

Expectations:

You the student will become familiar with the habits of road users in busy traffic at intersections.

1.) Lesson one
Road user behaviour observation
Time: 2:00 hours

“Experiential” instruction homework assignment:

Find a major intersection within a reasonable distance from their home. This intersection must allow left turns, with left turn traffic lights. Traffic islands are not significant to the observation. If the geography of the intersection allows, find a comfortable and safe place to sit. (Bring your own folding chair or sit in a car on the corner parking lot).

Observe the following and keep copious notes which will be transferred to a written report that must be handed in. This should be discussed as part of the in-class program when talking about intersections.

The purpose of this exercise is to get you acquainted with the nuances of a very busy intersection. You will gain invaluable observational experience of it and when you are having an in-vehicle training sessions, you will not get caught off guard.

Here are the challenges:

- a.) What are the sequences of traffic light durations?
(I.E.: how long is the amber light before the light turns red)
- b.) What is the duration of the four (4) way red before the green light?
- c.) What is the purpose of this sequencing?
- d.) Similarly what are the sequences of the left turn arrow lights?
- e.) Are there amber left turn arrow lights?
- f.) How many drivers run yellow lights?
- g.) How many drivers run red lights?
- h.) How many drivers make improper right turns on a protected left turn?
- i.) Armed with the knowledge of your observation while executing a left turn how would you deal with this intersection?
- j.) Rethink and rewrite your answer! Have you forgotten the pedestrian traffic?

- k.) What types of pedestrian lights are used at the intersection?
Pictograph walking man or hand in stop position?
Countdown crossing timer?**
- l.) What are the advantages or disadvantages of each type?**
- m.) Do you know what is a scrambled intersection? (This is one where all vehicular traffic stops and pedestrians may crisscross in any direction at the intersection.)**
- n.) Would this intersection be better served by having a scrambled intersection?
Remember to look for pedestrians!**
- o.) How many pedestrians disobey the traffic lights?**
- p.) Armed with the knowledge of your observation how would you deal with errant pedestrians?**

All major intersections have various other signs offering information to road users.

- q.) What are these signs? List them all.**
- r.) Are they easy or difficult to recognize?
Is the intersection “sign busy” making observation distracting?**
- s.) Armed with the knowledge of your observation how would you deal with the information presented to you?**
- t.) Are the buildings and businesses on the four corners distracting?**

Please bring back your answers to class for lesson # 5 (Roads and Parking) session of the in-class instructions at your driving school. You will be tested on these questions by your in-class instructors at this time.

Do remember that this portion of the “Home-link” has to be done before you have your first in-car driving session.

2.) Lesson two

Tires, their purpose and behaviour

Time: 1 hour 15 minutes or 75 minutes

Expectations:

- Awareness of the construction of a tire**
- Awareness of the different types of tires and their purpose**
- Awareness of how proper maintenance is a safety factor**

Information Materials & Resources:

Wikipedia has excellent information on the history of tires.

Please bring back your answers to class for lesson # 7 (Laws of Physics) session of the in-class instructions at your driving school. You will be tested on these questions by your in-class instructors at this time.

Hints:

Each of the four (4) tires on your vehicle is in contact with the road with an approximately area size of a man's size 12 shoe sole. Your life depends on these four (4) patches.

Examine how a driver may abuse the tires on a vehicle.

Examine how the age of a tire may have effect vehicles safety.

What information may you find on the sidewall of a tire?

What effect temperature have on tire behaviour?

3.) Lesson three
Automobile lights, their history, purpose and behaviour
Time: 1 hour 15 minutes or 75 minutes

Expectations:

- Reinforcing one of the six (6) conditions of driving , the ability to see.
- Awareness of functioning lights offer safety to the driver and to those with whom the road is shared.
- Awareness that lights are an effective means of communication with other drivers.

Information Materials & Resources:

Wikipedia has excellent information on the history of automobile lights

The report must be short and concise, limited to Ontario viewpoints as to their colours, location and their use. The topic is broad and overwhelming if outside of “Ontario centric” requirements.

Please bring back your answers to class for lesson # 8 (Adversities & Emergencies) session of the in-class instructions at your driving school. You will be tested on these questions by your in-class instructors at this time.

Hints:

There are exterior and interior light on a vehicle.

Find the location of all lights.

Explain their purposes.

Headlight must conform to specific functions. What are they?

Purpose and locations of brake lights. What and where are they?

Purpose and locations of directional signals. What and where are they?

Purpose and location of marker lights. What and where are they?

Purpose and location of interior lights. What and where are they?

4.) Lesson four
Traffic lights, their history, purpose and behavior
Time: 1 hour 15 minutes or 75 minutes

Expectations:

- Learn why the colours were chosen
- Learn how traffic lights operate
- Understanding the timing sequencing of traffic lights
- Learn how some jurisdictions address colourblindness

Information Materials & Resources:

Wikipedia has excellent information on the history of traffic lights

M.T.O. has an excellent brochure on traffic lights. Depending on the community you are teaching in, it may have specific information on local traffic light behaviour.

Driving is not a “chaotic” or “undisciplined” activity. It must be an orderly behaviour. Road users are expected to abide by conventions pertaining to sharing the road. Again this must be limited to an “Ontario centric” experience/viewpoint.

Hints:

Why are they in a “Christmas Tree” (vertical) configuration?

In some jurisdiction each of the colours have a different shapes. Why?

What prompted the proliferation (look up the meaning of the word) of the left turn lights at intersections?

What are the variations in pedestrian crossing lights?

5.) Lesson five
Vehicle ergonomics
Time: 1 hour 15 minutes or 75 minutes

Expectations:

- Students need to realize that the vehicle must fit the driver and not the driver fit the vehicle.
- Students must modify their way of sitting behind the steering wheel
- How mirrors must be adjusted to the driver's physique.
- Understanding why and where various controls are placed in a vehicle.
- Understanding why and where the instrument cluster is located.

Information Materials & Resources:

Wikipedia has excellent information on the ergonomics of vehicle design. Students should talk to custom body conversion shops for enlightenment. This can be done on the internet or in person. "Does my vehicle fit me?" Comfort within the vehicle is of the utmost importance in operating it safely.

Hints:

Creature comfort while driving a vehicle is of primary importance.

What bearing does comfort have on safety?

Without going to vehicle conversion shops, what are things that a driver may do to make your vehicle comfortable?

What effect do your clothes and shoes have on vehicle ergonomics?

6.) Lesson six
“Auto\$mart - A New Point of View”
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Time: 1:30 hours

Expectations:

Understand that the climate of the planet is being ruined by fossil fuel burning cars. While technology to lower the carbon footprint of our vehicles is a slow progress with the automobile manufacturers, we can still do something about driving in a more fuel efficient manner.

Information Materials, Resources: (Access video, click on line below)

[**http://www.youtube.com/user/DaddyDez1000**](http://www.youtube.com/user/DaddyDez1000)

View the five (5) videos...

Module 1 - What is Fuel Efficiency and Why is it Important?

Module 2 - Fuel-Efficient Driving

Module 3 - The Importance of Proper Maintenance

Module 4 - Choosing the Right Vehicle for Your Every Day Needs

Module 5 - The Benefits of Fuel Efficiency

The video series "**Auto\$mart – A New Point of View**" informs Canadians about the environmental, safety and financial impacts of their driving, maintenance and vehicle-purchasing practices.

The series consists of five episodes, each running five to eight minutes, which can be viewed in any sequence. Viewers don't necessarily have to watch all the episodes to learn about fuel efficiency. Questions for viewers appear at the end of each episode.

"**Auto\$mart – A New Point of View**" follows four main characters from different backgrounds as they go through driver training. Each character comes to see an aspect of driving from a new point of view. The characters may not always agree with one another, but in the end they're all convinced that fuel efficiency is something every driver should think about.

Please bring back your answers to class for Lesson # 4 (Basics & Knowing Your Vehicle) session of the in-class instructions at your driving school. You will be tested on these questions by your in-class instructors at this time.

Do print your answers out, because they must be kept in your student's file for audit purposes.

Questions

“Auto\$mart - A New Point of View”

The answers to the following questions may only be found in the in-class instructors guide book. For the students, they must go on-line for the answers.

Module 1 - What is Fuel Efficiency and Why is it Important?

- 1.) Why is carbon dioxide (CO₂) called a greenhouse gas (GHG)?
- 2.) What are some of the potential consequences of climate change?

Module 2 - Fuel-Efficient Driving

- 1.) What are some easy ways to improve fuel efficiency just by how you drive?
- 2.) What are some environmental benefits of fuel-efficient driving?
- 3.) What are some financial or personal benefits of fuel-efficient driving?

Module 3 - The Importance of Proper Maintenance

- 1.) How often should you have your vehicle serviced?
- 2.) Where do you find the correct information about the proper inflation pressure for your tires?
- 3.) What are some important maintenance items?
- 4.) What steps can you take to prepare your vehicle for winter driving?

Module 4 - Choosing the Right Vehicle for Your Every Day Needs

- 1.) Where can you find out more about a vehicle's fuel efficiency?
- 2.) What are some of the alternative fuels and advanced technology vehicle types available today - or being developed - that reduce emissions?
- 3.) When purchasing a vehicle what questions do you need to ask yourself to determine your everyday needs?

Module 5 - The Benefits of Fuel Efficiency

- 1.) What are five (5) things you can do to be a fuel-efficient driver and reduce your impact on the environment?
- 2.) What are some of the benefits to you and the environment of being a fuel-efficient driver?

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7.) Lesson seven
Operating and Owning a vehicle
Time: 30 minutes

Preamble:

A vehicle is an a demanding aberration in life. If catered to, it will be your friend for a long time. If ignored, it will devour you with a vengeance.

Simply put, an automobile is the most expensive item that you will own in your lifetime, but in the end you will have nothing to show for it. It is a bottomless pit into which money has to be poured to keep it going.

At this point ask yourself: “**Who are my best friends?**”. If you have not answered “**Me, Myself & I**”, you are wrong! Look after yourself! Be honest with yourself and do not cheat yourself by not looking after your vehicle. This means a financial responsibility towards the vehicle when needed, and saving money when needed. This requires a change of personal habits such as perhaps choosing a more economical route to travel, driving on less congested routes, or even not driving if there is no urgent need for it.

There are mandatory statues that go along with the ownership of a vehicle. Governments through public pressure realized that the demand an automobile puts on the environment. Thus to curb this abuse there are mandatory emission tests for vehicles. See the M.T.O. web site for particulars. Further to it, when disposing all or part of the vehicle, very strict codes must be followed. These pertain to the disposal to all parts and contents of a vehicle. To name a few are fluids, batteries, tires, and of course the “corpse” of the vehicle.

For many, home maintenance of a vehicle is discouraged because of inadequate disposal of used fluids, used batteries and used tires. Do pay attention to your local and provincial bi-laws pertaining to these matters.

Because the demands of society, the law is a “living” entity that is constantly changing its standards and regulations to protect you the driver, the public and the environment. It is your duty to know the changes and the new laws as they apply to you and to your vehicle.

Expectations:

Knowing how to drive and owning owning a vehicle has increased benefits for the individual. With increased benefits there are increased responsibilities. For example make a comparison of a pedestrian, a bicyclist and a vehicle owner’s benefits and responsibilities!

Homework Assignment:

“Ok, now I have my G license, why should I bother to learn more?”

As a driver goes from G1 to G2 then to G what are corresponding benefits and responsibilities? Later some may go to higher licenses such as AZ or BZ or the ultimate combination of ABM Z.

“List the benefits of each license“

The licenses are G1, G2, G, F, E, D, C, B, A-R, A.

“What does the Z endorsement on a driver’s license mean?”

“What are the responsibilities attached to each of the licenses?”

Please bring back your answers to class for lesson # 2 (Physical Health) session of the in-class instructions at your driving school. You will be tested on these questions by your in-class instructors at this time.

Do print your answers out, because they must be kept in your student’s file for audit purposes.

To research the answers please go to the MTO webpage at:

<http://www.mto.gov.on.ca/english/safety/>

For answers to “Graduated Licensing” go to this webpage:

<http://www.mto.gov.on.ca/english/dandv/driver/gradu/index.shtml>

Additional information on technological advances

Alternative fuels:

As technology advances, researches are looking to try to improve the motor vehicle. Most of us will be driving cars, but there are other modes of transportation. They include trucks, buses on the roads. There are other modes of transportation, such as rail, boat and air transport. The topics, though aimed at vehicular transport, are important to all of the other modes. In this module, we shall discuss alternate choices.

<https://www.lgm.ca/six-alternative-fuel-sources-for-cars/>

Expectations:

The aims is to have the students pass their classroom experiences onto their respective families. With them they should have a discussion on future choices that the family may make.

Keep in mind that the student's first probable purchase is a used vehicle. Maybe the next one will be a hybrid or an improved electric vehicle.

Strategies:

As economical circumstances change, **have a reality check against wishful thinking.**

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