

2.1 - Transition Points Activity Directions

Demonstration: Transition Points for Turns

Demonstrate how to simulate the transition point (TP) for a left turn and how to see the transition point in relationship to the target.

1. From a standing position at the front of the classroom, identify a target that is 90 degrees to the left of the learners in the back row of the classroom.
2. Turn your back to the class.
3. Put up your simulated TP for left turns – left arm – and hold it steady it is simulating a ridged piece of the vehicle.
4. Turn your head far left and look at the identified target.
5. Now point at the target with your right hand making the point that you are looking out the driver's side window to the rear of the left corner post.
6. Then slowly turn your rigid body toward the target, with the intention of being fully stopped where the TP lines up with target.
7. Stop moving where the TP lines up with the target.
8. Point to the target once again. (Pointing is an important step. It allows you and your learners to see the actual relationship of TP to target. You should now be pointing across the TP at the target.
9. Make the point that this is position where one may:
 - Release all braking pressure (when making a moving turn)
 - Begin to straighten the wheel
 - Begin to accelerate to the speed limit
10. Have learners do the activity below.

Activity: Transition Points for Turns

Have learners stand facing you, and choose a target to the rear. Have them hold up their left arm at a 30 degree angle, bent at the elbow, as if it is the car's left corner post. Have learners turn their head and body, as if making a left turn, and stop when the left corner post is in alignment with the target. This represents the transition point for making a left turn. Then direct learners to complete the turn until they are on-target.

Have them repeat this exercise; this time have them hold up their right arm at a 30 degree angle, bending their wrist toward them, as if it is the car's rearview mirror. Tell them that you are the target and have learners turn to the right and stop when the "rearview mirror" is in alignment with you (the target). This represents the transition point for making a right turn.

Repeat this exercise a couple of times in each direction.



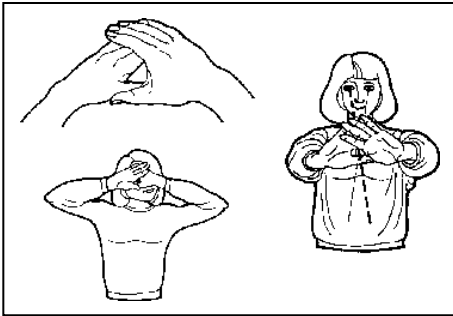
2.1 - Reference Points Activity Directions

Eye Dominance

To find out which of your eyes is the dominant one, do this quick test.

Extend your arms straight out and form a small triangle with your hands. Looking through the triangle with both eyes open, frame something nearby (for example, a doorknob, a clock, etc.) and place it in the center of the triangle. Then close your eyes one at a time without moving the triangle.

Your dominant eye is the one that placed the object in the center.



Now keeping that object in view, slowly move your hands towards your face until they touch your face. The hole formed by your hands should be over your dominant eye and will control how you see reference points.

2.5 - Precision Turns Activity Directions

2.5 Model Roadway Activity - Precision Turns Stopped and Moving

Props needed:

- 2.5 Model Roadway sheets – one for each group of 2 (or 3) students
- Small model cars
- Simulated steering wheels (paper plate, Frisbee, pizza round, etc.)
- A whistle or other signaling device to alert class to role change, if desired

Break students into groups of two or three:

For groups of two, there is a “Teacher” and “Driver.”

For groups of three, have a “Teacher,” a “Driver,” and a “Supervisor.”

Hand out model roadway activity sheets. **DO NOT HAND OUT MODEL CARS AT THIS TIME!** Drivers perform one behavior at a time as listed on the sheet. Explain that this activity is performed three times as each group member participates.

Explain time limits - 3 minutes per “Driver”. Describe how you will signal a role change. Explain the role of the driver, teacher, and supervisor.

“Teacher”

1. Ask “driver” to perform one item at a time and move the car accordingly.
2. Ask “driver” to explain and demonstrate correct physical behaviors when asked.
3. Cue “driver” using supporting information when a behavior is performed incorrectly.

“Driver”

1. Perform one item at a time, and move the car accordingly.
2. Demonstrate correct physical behaviors when asked.

“Supervisor”

1. Observe “driver” and give positive feedback.

HAND OUT MODEL CARS and signal students to begin activity.

While the groups are practicing, walk among them:

- Encourage all students to perform their roles effectively.
- Watch the clock and signal for role change.
- Give clarification as needed.
- When a group states that each member successfully performed and explained all activities, go to that group and randomly ask one member to explain and demonstrate one of the behaviors.
- Give positive feedback if correct. If not, coach for correct actions.

After groups complete the activity:

- Explain what they can expect when the in-car lesson is conducted. They should be able to explain or perform all of the behaviors necessary for a precision turn.