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SECTION I

What is a Design Document?

This report is the design document for the *Defensive Driving Skills* program of the *Driving Tactics Series* interactive multimedia program.

The design document serves as the “*blueprint*” for a new project. It specifies the learning objectives, educational standards, content, and suggested approach of the program. It includes the following sections:

- Program Overview
- Instructional Design
- Educational Standards
- Program Approach

As you review this design document, you should gain a thorough understanding of the program’s scope and approach.

SECTION II

Program Overview

Program Description

The **Driving Tactics Series** is a three-part program designed to teach young new drivers essential driving skills and rules of the road, which not only encourage their driving ease, but also ensure their and others' safety. The third program of the series is *Defensive Driving Skills*, which teaches viewers how to handle roadway hazards and other drivers; in essence, how to be prepared for the unexpected, both in terms of driving skills and attitude. For example, students will learn how to avoid a car that pulls out in front of you, what to do when being tailgated, and how to react when sharing the road with a drunken driver.

Need

Teens (young drivers) present the greatest risk and are at the most risk for driving fatalities and accidents, largely due to their novice status as motorists. (And in part to attitudes that may or may not change with driver education.) The National Highway Traffic Safety Administration -- Traffic Safety Facts 2003: Young Drivers -- reported 194.3 million licensed drivers in the United States in 2002. Young drivers, between 15 and 20 years old, accounted for 6.4 percent (12.5 million) of the total, a 7.0 percent increase from the 11.7 million young drivers in 1992.

Young drivers do not have the fine tuned skills that, for instance, make them realize how long it takes to stop or what speed to drive to stay on the road on a sharp corner. They lack space management – estimating the speeds of other cars and understanding other cars' blind spots. (Source: *Motor Trend*. "Teen Driver Education: The Young and The Reckless." http://motortrend.com/features/consumer/112_0308_teens/index3.html) Teens are more likely than older drivers to underestimate the dangers of hazardous situations, and they have less experience coping with such situations. (Source: CDC Fact Sheet, 1-12-2004) Young people's lack of good driving skills and judgment make them among the most vulnerable and dangerous drivers.

According to the American Automobile Association (AAA), driver education offerings – programs that could teach teens basic and advanced driving skills -- are on the decline. Budget cuts and reduced federal aid allow only half of the high schools in the U.S. to offer driver education. (Source: Network of Employers for Traffic Safety)

According to the National Highway Traffic Safety Administration's Traffic Safety Facts 2003: Young Drivers, motor vehicle crashes are the leading cause of death for 15 to 20 year olds. In 2003, 7,884 15- to 20-year-old drivers were involved in fatal crashes — a 5 percent increase from the 7,484 involved in 1993. Driver fatalities for this age group increased by 13 percent between 1993 and 2003.

The Insurance Institute for Highway Safety reports that:

- The crash risk is particularly high during the first years in which teenagers are eligible for driver's licenses.
- Teenagers far exceed all other age groups in terms of per capita deaths as both drivers and passengers, but their passenger fatality rates are much more extreme compared with those of older drivers. Among teenage drivers, 16 year-olds have by far the highest rates of teenage passenger deaths in their vehicle per licensed driver and per mile driven.
- The combination of inexperience behind the wheel and immaturity produces a pattern of fatal crashes among 16 year-olds that includes the highest percentage of crashes involving speeding, the highest percentage of single-vehicle crashes, the highest percentage of crashes with driver error, and the highest vehicle occupancy.

Between June 29 and July 2, 1999, Global Strategy Group conducted a nationally representative telephone survey of 998 adult licensed drivers. Concurrent telephone surveys were conducted with approximately 100 adult licensed drivers in each of five cities—Boston, Chicago, Dallas, Los Angeles, and Washington, D.C. The following is a summary of the surveys' findings. These data represent roadway realities that further support the need for defensive driving skills.

Responses by percentage

<u>Is this act aggressive?</u>	<u>Percentage of Americans who say YES</u>
Tailgating	88%
Making rude gestures	86
Passing on the shoulder	83
Failing to yield to merging traffic	83
Pulling into a parking space someone else is waiting for	80
Flashing high beams at the car in front of you	68
Waiting until the last second to merge with traffic on the highway	60
Driving through a yellow light that is turning red	58
Changing lanes without signaling	58
Honking the horn	52
Double parking	52
Driving 10 mph or more over the speed limit	47
Driving 10 mph or slower under the speed limit	26

Driving defensively means not only taking responsibility for yourself and your actions, but also keeping an eye on other drivers and being aware of extreme situations that could put you and others in danger. In some states, drivers can take defensive driving courses in lieu of a conviction or points for certain violations. (Point reductions can have a dramatic impact on insurance rates.)

Program Scope

Given the data, and the educational standards the program should address, the following components should be embedded in the **Defensive Driving Skills** video. The program should emphasize the value of defensive driving skills in further extending safe motoring experiences. Viewers should understand how to control their actions while driving, what is considered

irresponsible and dangerous driving and how to protect themselves from other drivers who put them at risk of danger on the roadway.

Primary Brand

Meridian Education Corporation is the primary brand under which the program will be marketed.

Seat Time

Estimated time for viewing **Defensive Driving Skills** is 15-20 minutes.

Audience Demographics

The program promotes safe and skilled driving among young people. While there is a cautionary element to its content, the overall message is that driving can be a good experience for the driver, other drivers and pedestrians if skills are effectively learned and practiced, and rules of the road are diligently followed.

The program primarily targets young people ages 15-20 -- high school and some college students. The series might also inform new adult drivers or experienced drivers who may require a refresher course; and could therefore be presented at driver education courses for all ages.

Marketing/Sales Data

Provided by FFH

Resources

Existing FFH/CE/ME Programs

Driving in Bad Weather

You're driving along and suddenly hit a patch of glare ice and start to skid. What do you do? You drive into a severe thunderstorm and water is left standing on the road. Do you adjust your driving in any way? You suddenly encounter thick fog on the highway and can't see beyond your headlights. Should you switch on your high beams? These and many other situations are discussed and demonstrated as we watch a new driver experience some unpleasant surprises. An excellent way of experiencing common weather-related driving problems from the point of view of the driver! (17 min.) A Meridian Production.

Item: EDP25236

Format: VHS

Price: \$89.95

Driving Safely: Reason on the Road

Viewers will follow a new driver as various situations are encountered. We see common driving behaviors like tailgating, not using turn signals, cutting cars off, and other inconsiderate behavior from inside as well as outside the car. Not only do viewers see how dangerous such behavior can be, but experts give insight into how some incidents can escalate into violence. Finally, the SAFE process is explained and demonstrated: Scan, Anticipate, Figure, Execute. This is an

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excellent perspective for all new drivers and a good refresher for experienced ones! (15 min.) A Meridian Production.

Item: EDP25237

Format: VHS

Price: \$89.95

Extreme Driving Quiz

Driving is a daily exam where failure can spell disaster and—all too often—death. Putting viewers' knowledge to the test, this eye-opening program employs professional drivers to demonstrate how to survive extreme automotive hazards and roadway crimes, including brake failure, wrong-way drivers, stalling on railroad tracks, road rage, carjackings, rollovers, submergence, multicar pileups, tailgating by drunk drivers, bump-and-rob attacks, and driving during thunderstorms, hailstorms, and tornadoes. Clips from crash-site videos, interviews with police investigators and survivors, and detailed reenactments are also included. A Discovery Channel Production. (47 minutes, color)

Item: EDP30435

Format: VHS

Price: \$89.95

Practicing Basic Control Tasks Behind the Wheel

When it comes to driving, the basics are not just a "sometimes" thing. They play a part in every trip a driver makes, so learning them right is a top priority. Filmed on actual roadways, this engaging video systematically demonstrates low-risk methods of parking, entering traffic, steering, backing up, and turning around. The program's host, a calm and likeable driving instructor, reinforces the techniques while encouraging students to continually practice them. He also addresses a variety of dangerous road conditions and suggests using the Three Seconds Rule to maintain the proper following distance. In addition, he offers tips like coasting before braking and avoiding jackrabbit starts as ways of squeezing the most miles from a tankful of gas...and of avoiding the kinds of collisions that most commonly happen with an inexperienced driver behind the wheel. (17 min.) A Meridian Production.

Item: EDP29763

Format: VHS

Price: \$89.95

Copyright date: 2002

Competitive products on the market

Schlessinger

Teen Driving

E9070

22 minutes

\$59.95

This program discusses teen driving and the importance of helping teens understand why driving is a privilege and should not be taken advantage of. There are many consequences to actions while driving, and this program is designed to help teens feel comfortable discussing these issues and the positive and negative aspects of driving. Includes a teacher's guide.

Subjects covered include:

- Getting a driver's license
- Drinking and driving
- How can driving be beneficial
- Being a defensive driver
- Driving distractions
- Cell phones
- How can driving be detrimental?
- How to be a responsible driver

Grades 8 to 12

Copyright 2003

Safe Driving For Teens

F9585

25 minutes

\$99.95

This program presents teens with a crucial strategy for safe driving. Demonstrations of clueless driving by "Doofus Clueless" -- the human crash test dummy-- lend a light touch to the program, while testimonials from crash survivors underline the basic fact: Driving is a serious job, not an occasion for goofing off. The importance of seat belt use is underscored with statistics regarding crash survival. The many tragic consequences of DUI incidents are also detailed.

Grades 9 to 12

Copyright 2003

The Rules of the Road

V1207

150 minutes

\$34.95

This driver education program introduces safe, smart, and skillful driving techniques aimed specifically at new drivers. Sections include the basics: city & residential driving, the driving exam, highway driving, safety tips for normal conditions, hazardous conditions, and drug & alcohol awareness. The program also reviews state-by-state requirements, basic vehicle maintenance, what to do in case of an emergency, an index of signs and symbols and more. Features: Basic Maintenance Bonus Video, Chapter Select, Database of Traffic Signs & Signals, Drug and Alcohol Awareness Video from a real highway patrol officer, First Aid Emergency Tips Bonus Video, Interactive Menu, Interactive Quizzes, Multi-Angle Views, Printable Teacher's Guide, Special Video Message from a MADD member about drinking and driving, State-to-State Driving Requirements Index, Virtual Driver Feature

Technical: Single Layer, Single Sided, Full Screen

Language: English

SubTitle: English, Spanish Grades 10 to Adults

Copyright 2001

Educational Video Network

The Rules of the Road

Driving is a privilege that affords a young person a great deal of freedom, but this freedom comes with certain responsibilities. Driving on the roadway with other vehicles can be dangerous if you are unaware of the rules that should be followed. Learn how to be safe when you get behind the wheel of a car. Award Winner: Aurora Awards Gold Award (2000) Awards: Aurora Awards "Gold Award"

Price: \$79.95 Format: 1 VHS

*** (Also available on DVD.) Length: 25 minutes*

Copyright: 2001

Public domain content resources

Websites

AAA Foundation for Traffic Safety
<http://www.aaafoundation.org/home/>

National Safety Council
<http://www.nsc.org/nsm/aggressive.htm>
<http://www.nsc.org/nsm/rightofway.htm>

Defensive Driving
<http://www.geocities.com/thesciencefiles/defensive/driving.html>

National Highway Traffic Safety Administration
<http://www.nhtsa.dot.gov/>

New Teen Drivers' Website
<http://www.teendriving.com/>

Teens Health: Driving Safety
http://kidshealth.org/teen/safety/safebasics/driving_safety_p2.html

American Driver and Traffic Safety Education Association
<http://adtsea.iup.edu/adtsea/default.asp>

Driver's Education Links
http://dmoz.org/Kids_and_Teens/Teen_Life/Driver's_Education/

Drive Home Safe
<http://drivehomesafe.com/>

Glencoe Online: Driver Education
<http://www.glencoe.com/sec/drivedr/>

Road Ready Teens

<http://roadreadyteens.org/>

Drive For Life

<http://www.safedrivingtest.com/aboutus.html>

Insurance Institute for Highway Safety

<http://www.iihs.org>

Articles

Defensive Driving

http://abclocal.go.com/wls/news/allaboutkids/051904_cwk_driving.html

Brochures/pamphlets

Beginning Teen Drivers

NHTSA/Insurance Institute for Highway Safety

Novice Driver Road Map

Network of Employers for Traffic Safety

<http://www.netsnational.org/Novice.asp>

Subject Matter Experts

Individuals

- Allan Williams, chief scientist, Insurance Institute for Highway Safety
- Jeffrey W. Runge, administrator, National Highway Traffic Safety Administration
- Allen Robinson, a professor and director, American Driver and Traffic Safety Education Association
- Susan Ferguson, senior vice president of research, Insurance Institute for Highway Safety
- Wendy J. Hamilton, National President, MADD
- Vice Admiral Richard H. Carmona, M.D., M.P.H., F.A.C.S., Surgeon General
- Dennis Doverspike, PhD, a professor of psychology who studies teen risk-taking attitudes at the University of Akron in Ohio

Organizations

American Automobile Association (“Triple A”)

American Driver and Traffic Safety Education Association

National Highway Traffic Safety Administration

Insurance Institute for Highway Safety

Drive for Life

SECTION III

Instructional Design

Learning Objectives

LEARNING OBJECTIVES

By viewing this program, students will be able to:

- Define defensive driving and describe its importance.
- Recite basic defensive driving tips.
- Identify the array of situations in which a driver should use defensive driving skills.
- Explain the safest procedure for getting out of the way of a “tailgater.”
- Describe safety measures to be taken when sharing the road with a drunk driver.

Content Outline

- I. What is defensive driving?
 - A. Driving defensively means not only taking responsibility for yourself and your actions but also keeping an eye on other drivers and being aware of extreme situations that could put you and others in danger.
- II. Basic defensive driving tips (National Safety Council)
 - A. Main thing to do while driving: Be cautious, aware and responsible.
 - B. Don't start the engine without securing each passenger in the car, including children and pets. Lock all doors.
 - C. Remember that driving too fast or too slow can increase the likelihood of collisions.
 - D. If you plan to drink, designate a driver who won't drink. Alcohol is a factor in almost half of all fatal motor vehicle crashes.
 - E. Be alert! If you notice that a car is straddling the center line, weaving, making wide turns, stopping abruptly or responding slowly to traffic signals, the driver may be impaired.
 - F. Avoid an impaired driver by turning right at the nearest corner or exiting at the nearest exit. If it appears that an oncoming car is crossing into your lane, pull over to the roadside, sound the horn and flash your lights. If possible, notify the police immediately after seeing a motorist who is driving suspiciously.
 - G. Follow the rules of the road. Don't contest the "right of way" or try to race another car during a merge. Be respectful of other motorists.
 - H. Don't follow too closely. *Always use a "three-second following distance" or "three-second plus" following distance so that you can always stop safely:
 1. Watch the car ahead of you as it passes a reference point, such as a shadow on the highway. Then count "one-thousand-one, one-thousand-two, one-thousand-three." If you pass the same spot before you finish counting, you're following too closely. (Some refer to this strategy as the 2-second rule, counting 2 seconds to determine spacing is safe.)

- 2. The 4-second stopping rule is an approximate guide to stopping distance at speeds over 40 mph.
 - I. Get out of the way of a tailgater; don't slow down or speed up; let the tailgater pass. If you're driving on a multilane highway, slow down and allow the other driver to pass on your left.
 - J. In heavy traffic on an expressway, use your brakes as little as possible.
 - K. When stopped at an intersection, watch your mirror.
 - L. Use your horn.
 - M. Use convex mirrors when driving on a multi-lane expressway.
 - N. Be especially cautious in large parking lots.
 - O. Use the 12-second rule: the defensive driver anticipates traffic movements and potential as far away as the point the car will reach in 12 seconds. Within this distance, the driver should scan the scene, including the sidewalks, and make adjustments to speed and position as necessary.
- III. Road Rage (Drivers prone to road rage are usually aggressive individuals who fail to follow courteous driving practices.) Some examples of aggressive behavior that can lead to road rage include:
 - A. Overly beeping the horn.
 - B. Flashing the headlights continuously and excessively
 - C. Forcing another vehicle to pull over
 - D. Bumping into another vehicle
 - E. Threatening another driver
 - F. Damaging a vehicle intentionally
 - G. Assaulting another driver
 - H. Pursuing another vehicle
 - I. Making aggressive gestures
 - J. Verbally abusing another driver
 - K. Tailgating
 - L. Braking or slowing suddenly
 - M. Deliberate obstruction
 - P. "Cutting off" or swerving
 - Q. How to handle these behaviors
 - a. Remain calm and **do not** react with similar behavior.
 - b. Identify the location
 - c. Get a physical description of the driver.
 - d. Get a description of the vehicle
 - e. Report the incident to the nearest local authorities as soon as possible.
 - f. If you have a cellular phone, exit the roadway to a safe area and dial *55 (or 911 if you are in a metropolitan area).

Program Flow Chart

Include a visual "map" of the program's overall flow.

Teacher's Guide

A corresponding Teacher's Guide will accompany the final program and will cover the following topics:

- Learning Objectives
- Program Summary
- Educational Standards
- Fast Facts
- Vocabulary Terms
- Discussion Questions
- Student Activities
- Assessment Questions
- Additional Resources

A printed Teacher's Guide will accompany each Driving Tactics video. In addition, a PDF version of the Teacher's Guide will be available for download on the Meridian Education Corporation website (www.MeridianEducation.com).

SECTION IV

Educational Standards

National Standards

National Health Education Standards: Achieving Health Literacy

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Joint Committee for National School Health Education and the American Cancer Society

- Distinguish between safe and risky or harmful behaviors in relationships.
- Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
- Demonstrate ways to avoid and reduce threatening situations.

National Educational Technology Standards

Technology productivity tools: Students use technology tools to enhance learning, increase productivity, and promote creativity.

State Standards

EdGate

California State

Health Education: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help protect their health.

Florida State

Listening, Viewing, and Speaking: The student uses listening strategies effectively.
Language for Social Interaction: Students will read, write, listen, and speak for social interaction. Students will use oral and written language for effective social communication with a wide variety of people.

Illinois State

Communications and Decision-Making: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Listening and Speaking: Listen and speak effectively in a variety of situations.

New York State

Language for Information and Understanding: Students will read, write, listen, and speak for information and understanding.

Language for Social Interaction: Students will read, write, listen, and speak for social interaction. Students will use oral and written language for effective social communication with a wide variety of people.

Texas State

Health Education: Health behaviors: The student analyzes the relationship between unsafe behaviors and personal health and develop strategies to promote resiliency throughout the life span.

Health Education: Personal/interpersonal skills: The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span.

English I: Viewing/Representing/Interpretation: The student understands and interprets visual representations.

English II: Viewing/Representing/Interpretation: The student understands and interprets visual representations.

English III: Listening/Speaking/Critical Listening: The student listens attentively for a variety of purposes.

English IV: Listening/Speaking/Critical Listening: The student listens attentively for a variety of purposes.

English IV: Viewing/Representing/Interpretation: The student understands and interprets visual representations.

English IV: Viewing/Representing/Analysis: The student analyzes and critiques the significance of visual representations.

Analysis of Visual Media: The student recognizes/interprets visual representations as they apply to visual media.

Analysis of Visual Media: The student analyzes and critiques the significance of visual representations.

Media Literacy-Speech: Influences: The student analyzes the influence of media.

Media Literacy-Speech: Production: The student analyzes, creates, and evaluates visual and auditory messages.

Curriculum Areas

Health, English, Communications

SECTION V

Program Approach

Program Features

The program will educate young people about critical advanced driving skills, noting that since they've been driving long enough to have absorbed basic and advanced driving skills, they are now ready to tackle greater roadway challenges. They should come away feeling confident that they can eventually master these complex aspects of driving; that they can reduce their risk for driving-related accidents and fatalities; and that driving requires a partnership among the driver, other drivers, pedestrians and the road.

Creative Approach

The content should show rather than tell. For example, the NASCAR driver who introduces the series off shows what top shelf driving skills can lead to, but notes that these skills are learned and practiced, and that the driver is knowledgeable, prepared, and careful. It's all very visual.

Because it is a young audience, the presentation should not be didactic, but interactive and modern – sharp and brief images, real discussion, “hip” music – have the look and feel of actually being one-on-one with the talents/actors.

For example, a teen could explain to the viewer how he or she managed to negotiate a tailgater while on the expressway. “I was driving home and this car was on my tail the whole time. I couldn't shake it. I remembered what I had to do... This teen may be the key character throughout the video, who works hand in hand with the NASCAR host).

All segments should demonstrate “real” driving experiences and even situations where an error has been made –recognized by the driver – that is then corrected.

Interspersed may be chats with experts who talk to the audience: “Did you know that... Imagine yourself in this situation...” Or, maybe the expert asks a question and then there are random responses from teens on the street, in quick spots. Then, the expert gives the right answer.

Talent

Real teens (celebrity would be great), perhaps one who works closely with the NASCAR driver, and on-the-avenue teen drivers who respond to basic driving questions and questions regarding teen driving statistics. Where possible, several SMEs who can point to national data regarding teen drivers.

Narrative tone is conversational – almost feels like the audience can respond to and interact with the video.

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