

STOP-THINK-GO



"A Matter of Driver & Traffic Safety"

Be Ready, Be Safe, Be Responsible



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ACTIVITIES

Instructor Master

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Activities

What follows is a series of activities that will help your students understand the importance of decision-making as it relates to driving. The activities have been sequenced in the order that they should be experienced.

1. My Life Has Value

a. Objectives:

- i. To help students understand that life has value.
- ii. To help students understand what gives their lives value.
- iii. To help students recognize that what they care for will care for them.

2. The Chair Jump

a. Objectives

- i. To help students recognize that people act without thinking and often lose what they value most.
- ii. To help students understand the importance of thinking before they jump (act).

3. The Rope & Can

a. Objectives

- i. To teach students the value of decision-making.
- ii. To teach students how decision-making reduces human error.
- iii. To help students understand the dangers in being a reactor.

4. Creatures of Habit

a. Objectives

- i. To help students understand the meaning of habit.
- ii. To help students recognize that they are creatures of habit.
- iii. To help students identify helpful and hurtful driving habits.

5. Awareness of Risk

a. Objectives

- i. To help students identify driving risk factors.

6. Responding to Risk

a. Objectives

- i. To help students learn five strategies for managing driving-related risks.
- ii. To help students understand the importance of the human factor in causing vehicular crashes as well as promoting safe driving behaviors.

7. Decision-Making Process

a. Objectives

- i. To teach students how to become effective risk managers using the **STOP- THINK & GO Decision-Making Process.**

Activity: My Life Has Value

Objectives:

- 1.To help students understand that life has value.
- 2.To help students understand what gives their lives value.
- 3.To help students recognize that what they care for will care for them. Group

Size: Any size classroom group

Time Required: 15-30 minutes

Materials: \$100.00 bill (\$20.00 bill can be used)

Message to Facilitator:

Most students understand the value of money, but they are less likely to understand how to equate (measure) value in themselves. The purpose of this activity is to help your students recognize that life has value, to discover value in themselves, and to recognize the importance of caring for what they value. Driving can be a fun and purposeful activity. It can give people their independence, help them to become self-sufficient, and support their recreational interests. Driving also is a dangerous activity, one that is responsible for much human suffering, injury, permanent disability, death, and untold property damage. If we value human life, then we must care for what we value by making caring choices. When drivers care for themselves, their passengers and other roadway users, they enhance safety.

Process:

- 1.Present your students with the following situation. Have them form a circle (standing) and then place a \$100.00 bill in the center of the floor. As they are looking down at the bill, tell them to imagine that it belongs to them. Having noticed the bill, ask them what they would do, leave it there or pick it up.
- 2.Most students will tell you that they would pick it up. Ask them their reason for picking up the money, and where they would put it. Most students will tell you they would retrieve the money because it has value and that they would secure it in a safe place (wallet, pocket, and purse).
- 3.Now ask for a volunteer to stand where the \$100.00 bill was located. Tell your students to imagine that they are now looking at themselves. Then say to them, "You all know that money has value, but how do you equate value in yourselves?" Give them some time to respond and then ask them, "What are you doing to take care of yourself?"
- 4.If they don't know what gives them value, ask them how many would be willing to give up their eyesight for the \$100.00 bill
- 5.Help your students to recognize that people only care for what they value. People who value their eyes will take care of them.

Activity: My Life Has Value

Discussion/Evaluation:

- 1. Imagine sharing the roadway with people who do not recognize value in themselves or other people. What would our highways be like and what would it be like to drive on them?**
- 2. How can you make a difference? What driving choices are you willing to make to care for yourself and other roadway users?**
- 3. Driver Education is a course in caring. What does the statement mean to you and do you agree with it? Explain.**

Homework:

- 1. Have your students observe the driving behaviors of others at intersections, on the open road, at railroad crossings, cross walks, stop signs, traffic lights, snow or water covered roads, etc. How many people are making caring choices and how many people demonstrate a disregard for human life?**
- 2. Have your students read and clip articles from newspapers reporting roadway crashes. Ask them to describe these crashes and the driving choices that caused them to occur.**
- 3. Finally, ask your students to draw some of their own conclusions regarding the state of highway safety in this country. Ask them whether they **plan** to increase the danger on our highways or contribute to highway safety by making caring choices?**

Activity: The Chair Jump

Objectives:

- 1.To help students recognize that people act without thinking and often lose what they value most.
- 2.To help students understand the importance of thinking before they jump (act).

Group Size: Any size classroom group Time Required: 15-30 minutes Materials: A sturdy chair

Message to Facilitator:

Impress upon your students that life does have value. We would not be a society of laws, social institutions, consumer protection agencies, medical research, technological advances, and highway safety programs if life did not have value. We could become a much safer society if people would make caring choices by using all of the safety information, resources, and technology at their disposal. This definitely applies to highway safety.

The Chair Jump exercise effectively illustrates that many drivers do not think before they act and jeopardize the very elements of life and living they value most. Unfortunately, too many people only recognize, after the fact, what they have sacrificed and then it is too late to prevent the preventable. Impress upon your students that all of their choices have the potential for either helping or hurting themselves and others. They need to choose wisely by thinking before they act.

Procedure:

- 1.Select a responsible student for this exercise, one who listens to instructions and follows directions.
- 2.Place a solid four-legged chair on non-skid material (carpet) and hold it from sliding during this exercise.
- 3.Invite a student volunteer to come to the front of the room and sit in the armless chair provided. Tell the class that our volunteer will do as instructed and that today we want this person to stand on the seat of the chair. On the count of three (1-2-3), this person is to jump from the chair to the floor (landing on his/her feet). After the first jump, the volunteer is again instructed to stand on the chair and to jump once again on the count of three, but this time land on his/her face.
- 4.Ask your class why they think the volunteer did not make the second jump. The answer is that this person values his/her face and therefore made a caring choice to protect what he/she values. This person paused long enough to think about how this choice would impact his/her life. The moral of this activity is to think before you leap. Too many people in life are chair jumpers. They fail to see the danger in their actions until it is too late to do anything about it.

Activity: The Chair Jump

Discussion/Evaluation:

1. What do you value about yourself, others, and the environment that you would protect at all cost?
2. What are some driving choices that people have made without thinking? Some "chair jump" choices of drivers are:
 - a. Passing on double lines
 - b. Running red lights
 - c. Failure to stop at stop signs
 - d. Drinking and driving
 - e. Failure to scan intersections before making a turn
 - f. Driving at excessive speed
3. Sometimes drivers lose the very things they value most when they "act without thinking." What are some of those losses? (Loss of life, mobility, freedom, health, friends, license, trust of others regarding their judgment, etc.)
4. What is one thing that you can do before you jump (act)?
 - a. *Ans. THINK! Will this choice help or hurt me, others, and the environment?*

Homework:

1. Have your students identify choices that roadway users have made that have either resulted in caring actions or caused them to lose what was important to them?
 - a. Choice: Driving while angry
 - b. Result: Road rage resulting in violence
 - c. Choice: Drinking and driving
 - d. Result: Loss of a friend's life
 - e. Choice: Driving over the speed limit
 - f. Result: Loss of control—damage to property & vehicle
2. Ask your students how many of them would be willing to sign a pledge which stipulates that they are committed to making caring driving choices? Impress upon them the magnitude of their commitment and oath. Pass out the pledges, have students read and sign them, and post them in class.

Driver Safety Pledge

(Name) pledge to think before I jump. I will make caring driving choices that will enhance my personal safety and the safety and welfare of my passengers and those with whom I share the road. My driving choices are important, because they **will impact my life and the lives of others who are touched by my choices.**

(student)

(Driver Education Instructor)

Activity: The Rope and Can

Objectives:

To teach students the value of decision-making.

1. To teach students how decision-making reduces human error.

2. To help students understand the dangers in being a reactor. Group size: Any size group

Time Required: 15 minutes

Materials: 15 to 20-foot rope, small table (desk), and can

Message to Facilitator:

Explain to your students that people usually address life situations as wishful thinkers, responders, or decision-makers. Wishful thinkers often accept risks without knowing what they are. They act and then hope for the best. A wishful thinker will pass a car on a hilly two-line road, marked with two solid lines. Their action rides on blind faith, hoping that their wish for a successful pass will be granted and that everything will turn out okay. Responders

are people who react to environmental conditions? Their behaviors are triggered by life events. No thinking is required. Responders will execute the first action that "pops into their head." For example; responders will fail to reduce speed on a snow-covered road. They will wait until their car begins to skid before they brake.

In contrast, decision-makers will use environmental data (snow covered road) in generating and examining choices that will help them to solve their problem and reach their goal. They will choose to reduce their speed to maintain traction and avoid loss of control of their vehicle. The Rope and

Can activity demonstrate respondent behavior and illustrates four errors" that responders make when faced with a challenge.

The same activity can also illustrate the STOP - THINK & GO Decision-Making Process and its value in making caring and responsible choices.

Procedure:

1. No prior explanation of this activity is required. Ask for a volunteer to come forward. Explain that the volunteer is to place a rope loop around his/her waist with the knot at his back. The facilitator places a vegetable can or small object on a table/desk out of the volunteer's reach. Taking the end of the rope, the facilitator instructs the volunteer to retrieve the can. The rope should be somewhat slack at the beginning of this activity.

2. Responders will see the rope as an environmental barrier and will pull on it to get to the can. The volunteer will lose sight of the goal (to retrieve the can) and will see only one way to get the can which is to pull on the rope.

3. When you ask the volunteer to explain what is holding him/her back, this person will say the rope.

Activity: The Rope and Can

4. Now introduced the STOP -THINK & GO Decision-Making Process. Ask your volunteer to state his/her goal and problem.
- Goal: To retrieve the can.
 - Problem: How can I retrieve the can?
 - Think: Ask your volunteer to identify options (choices) for retrieving the can.
 - Go: Tell your volunteer to go with a choice that will help him/her achieve the goal
5. What your students will recognize very quickly is that it was not the rope that was holding back the volunteer, but rather it was his/her respondent behavior. The minute your volunteer is instructed to pause between STOP - THINK & GO, this person will identify multiple ways to retrieve the can. No longer is the volunteer stuck with the first response that comes into his/her head. Rather, your volunteer will view the rope as a piece of information to be addressed in achieving the goal and will cease to pull on it. By stepping backwards toward the facilitator, the volunteer can loosen and step out of the rope and retrieve the can. Other choices might have included asking the facilitator to let go of the rope, asking a classmate to get the can, or asking classmates to give you a stick or something to reach the can.

Discussion:

- Animals possess the genetic make-up to be responders/reactors. They are dependent on their genes for survival since they are incapable of thought. However, in contrast to animals, human beings are not fine-tuned responders, but rather have the capability to reason and make decisions.
- When human beings rely on their respondent behaviors, they open themselves up to danger. Many young people have died or been injured when their behaviors were triggered by environmental stimuli.
 - Triggering event: Drowning
 - Automatic response: Jump into water to save them and end up in a double drowning
 - Triggering event: Someone knocks at the door
 - Automatic response: Run to open the door without checking to see who is on the other side and get robbed.

Have your students identify driving related triggering events and how people react. Then have them process the situation using the STOP- THINK & GO Decision-Making Process for the purpose of generating safe conclusions to the driving events.

Triggering event	Automatic response
Green light	Hit the gas when the light turns green and get hit at the intersection by someone racing a yellow light.

i.Goal: To get through the intersection safely

ii.Problem: How to get through the intersection safely?

iii.Think: Brainstorm some choices. One choice might be to pause and look both ways before pulling into the intersection.

iv.Go: Go with a caring and responsible choice for you, your passengers and other roadway users.

3.Decision-makers view environmental stimuli as information to be used when processing a safe decision. A responder will follow a line of traffic around lowered gates at a railroad crossing. A decision-maker will use what he sees happening and evaluate it in the context of the STOP- THINK & GO Decision-Making Process.

a.Goal: To approach the railroad gates with safety in mind for you, your passengers and other roadway users.

b.Problem: How to do this.

c.Think: What are my options in addressing the downed gates? Should I "follow the leader" around the gates or think about potential risks in executing this choice and look at other options?

d.Go with a safe and caring response.

4.Examine the four human errors presented earlier in this unit that responders commit and examine how they apply to the rope and can, the green light, and the railroad crossing scenarios.

5.Ask your students to evaluate the benefits of decision-making in contrast to respondent actions.

6.Ask your students to consider if they are responders or decision-makers.

7.How does decision-making relate to the chair jump activity? In the first jump, the volunteer was acting as a responder responding to directions. In the second jump, the volunteer used the STOP- THINK & GO Decision-Making Process.

a.Goal: To maintain my safety.

b.Problem: How to maintain safety?

c.Think: What are my choices and the consequences of each?

d.Go: Go with a safe and caring choice

In the second jump, the volunteer paused between STOP & GO to think about the consequences of landing on his/her face and rejected this action as too risky.

8.How does decision-making relate to the \$100.00 bill activity? If caring people are to protect and care for what they value, they must be decision-makers and not responders.

Activity: Creatures of Habit

Objectives:

1. To teach students the value of decision-making.
2. To teach students how decision-making reduces human error.
3. To help students understand the dangers in being a reactor. Group size:

Classroom-size group

Time Required: 30 minutes

Materials: Chalkboard and chalk

Message to Facilitator:

Help your students to recognize that habits represent routine, automatic patterns of thought and behavior (action) that are practiced without thinking. Because habits are automatic, practiced routinely, and are devoid of thought, they become very comfortable and difficult to give up.

Helpful habits are based on Right, Reality, & Responsibility and are practiced in predictable and

stable (consistent) environments. For example, when crossing a street, pedestrians can benefit from the habit of looking to the left, then to the right, and the left again to check for traffic before stepping onto the pavement. This is a good habit to practice because the traffic closest to the pedestrian will generally be coming from the left. However, habits become harmful when they expose people to danger. If a person from the United States uses the same street crossing habit in Europe, this person is more likely to be hit by a motor vehicle because cars will be approaching from the right, not the left. Students need to understand the benefits and dangers of habits, how to distinguish good habits from harmful ones, and to recognize that they are creatures of helpful and harmful habits.

Process:

Ask your students to stand facing you. Tell them to stretch their arms to the side and raise them to shoulder height with their palms down. Tell them to drop their dominant arm (left or right) to their side. While in this position, using their one outstretched arm for balance, have them work their lowered arm and hand down the outside of their leg and touch their ankle. Most students will perform this task without bending their knees even though the task is easier to perform with their knees bent. Because of past programming (physical education class), most students have developed the habit of ankle/toe touching with their knees straight. Demonstrate for your students, ankle touching while bending your knees.

Another activity to illustrate habit is arm folding. Ask your students to fold their arms over their chest. Ask them to reverse the fold. Most people have to stop and think about what they are doing. For most students, the first way they folded their arms is more comfortable than the second due to habit.

Discussion:

1. Ask your students to indicate why most of them performed the ankle touching behavior with straight knees when they could have more easily performed the task with their knees bent. The answer is habit. *They programmed themselves* to perform the behavior with their knees straight.
2. Have your students brainstorm a variety of driving related habits (good & bad):
 - a. Adjusting mirrors and driver's seat before starting the car
 - b. Checking tire pressure, oil level, and other fluid levels
 - c. Wearing a seat belt
 - d. Not coming to a complete stop at intersections
 - e. Speeding
 - f. Tailgating
 - g. Eating & driving
 - h. Leaving keys in the car
 - i. Not locking doors
3. Ask your students how they can distinguish helpful habits from harmful habits.
 - a. Ans.: Harmful habits are not based on Right, Reality, and Responsibility. There is no evidence to support the benefits of those habits. The habits have negative consequences and are not practiced by responsible drivers.
 - b. Helpful habits are practiced in routine, unchanging, and predictable environments. They are based on the 3R's. If the driving situation is constantly changing, drivers must use their decision-making skills in determining the best course of action to take.
4. Have your students classify helpful and harmful driving habits using the generated list of driving habits. Ask them to filter each habit through the Right, Reality, & Responsibility filters in making their determination.
5. Ask your students to explain what personal benefits they can derive from habits.
6. Ask your students to identify driving habits they would like to have.
7. Ask your students to name harmful driving habits they wish to avoid.

Activity: Awareness of Risk

Objective:

To help students identify driving risk factors.

Group Size: Small discussion groups (4 to 5 people per group) Time Required: 30 minutes

Materials Needed: None

Message to Facilitator:

The purpose of this activity is to help your students understand that driving is a dangerous activity due to the many risk factors that impact the driving experience. Before students can become effective risk managers, they must first become aware of the risks.

Procedure:

1. Explain to your students the meaning of risk and risk factors.
 - a. Ans: Risk refers to the degree of personal danger to which one is exposed when participating in a hazardous activity. Risk factors relate to those elements that have the potential for causing injury, death or property damage.
2. Explore with your students that driving a motor vehicle is a complex and dangerous activity involving the interaction of four key variables: driver, motor vehicle, roadway conditions, and other roadway users. Each of these variables presents a number of risk factors that have the potential for causing motor vehicle crashes. Ask your students to brainstorm a list of crash causing risk factors for each of the mentioned variables.

Driving Risk Factors:

- Driver-related factors
 - Emotions
 - Medications
 - Drugs & Alcohol
 - Fatigue
- Motor vehicle-related factors
 - Tires
 - Radio
 - Windshield
 - Brakes
- Roadway conditions & environmental distractions
 - Pot Holes
 - Road Curves
 - Hills
 - Ice/Snow/Rain
- Factors from other roadway users
 - Aggressive Driver
 - Failure to Yield
 - Failure to Signal
 - Tailgating

3. For each risk factor mentioned, have your students list some of the dangers they present.

a. Example:

i. Risk factor:

1. Emotions (fear, anger, sadness, etc.)

ii. Danger:

1. Inattention

2. Lack of concentration

4. Because driving involves the interaction of risk factors, have your students create some driving scenarios that demonstrate the presence of danger.

a. Example: Following a heated argument with his girlfriend, Joe jumps into his car burning with anger. Driving on bald tires, in a heavy rain, he races up the street with the radio blaring.

5. Following the creation of these scenarios, have your students exchange them with each other. Ask them to identify the risk factors and potential dangers to driver, passengers, others roadway users, and property.

Discussion/Evaluation:

- A. When you drive a motor vehicle, you are in danger because of the ever-present risk factors that impact this activity. Do you agree or disagree with this statement? Explain.
- B. The degree (amount) of danger (risk) experienced by all drivers is the same. Agree or Disagree? Explain.
- C. Drivers can reduce their risk of injury, disability, and death. Agree or Disagree? Explain.
- D. The cause of most motor vehicle crashes is (a) poor road conditions; (b) vehicle/mechanical problem; (c) human error. Choose a response and explain your selection.
- E. The most effective way to reduce vehicular crashes is to (a) build safer cars; (b) improve road conditions; (c) teach drivers how to manage risk. Explain.

Homework:

Have your students observe drivers and the risk factors that impact the driving situation. Ask them to record driver actions that either increase or decrease the risk of driving related injuries and death.

- Example: Speed is a risk factor. Drivers who exceed the speed limit or drive at speeds that are unsafe for current road conditions are choosing an action that increases their risk of being injured or killed.

Activity: Responding to Risk

Objectives:

1. To help students learn five strategies for managing driving related risks.
2. To help students understand the importance of the human factor in causing vehicular crashes as well as promoting safe driving behaviors.

Group Size: Classroom group or small groups Time Required: 30 minutes

Message to Facilitator:

Help your students to understand that taking risks is a part of life. Risk-taking is unavoidable and adds quality to our lives. In the absence of risk-taking, human growth would cease and excitement and adventure would hold little meaning in a world of boredom and flat line living. However, risk-taking, if it is to be productive, must be managed otherwise it has the potential to result in injury, disability, and death. This activity will introduce five strategies that students can use that will allow them to participate in risk-taking activities, such as driving a motor vehicle, in a climate of relative safety.

Process:

1. During the first half of this activity, you will be teaching your students five different ways they can manage danger in their lives. Each method will be defined and accompanied with an example. Following each example, is a question designed to stimulate further discussion of the risk management method.

Methods:

A. Risk Avoidance. When a situation is judged by a roadway user to be so dangerous that the risk of injury, death, or property damage is high, a wise decision would be to avoid the dangerous situation.

a. Example: John avoids personal risk to himself, his passengers and other roadway users by choosing not to pass the car ahead of him on a road marked with two solid yellow lines

b. Discussion: Ask your students to consider driving behaviors (actions) they would avoid because the potential danger involved would place themselves, others, and property at high risk.

B. Risk Prevention. Many driving related risks can be lowered in advance of their occurrence by taking early corrective action. This is called prevention.

a. Example: Susan checks the air pressure in her tires every month, rotates her tires every 6000 miles, and maintains a tire tread depth above 1/16 of an inch.

Discussion: Ask your students to consider all of the preventive steps they can take to enhance their driving safety before they turn on the ignition.

C. Risk Reduction. Driving related risks that are addressed while driving is known as risk reduction.

a. Example: While driving, Bill continually searches his environment, adjusts his speed according to road conditions, and signals his driving intentions in advance of executing a lane change or turn.

b. Discussion: Brainstorm a list of risk reduction actions that drivers can execute while driving.

D. Risk Protection. Physically taking care of one's body while participating in a risk-taking activity is known as risk protection.

a. Example: Jean wears sunglasses on bright sunny days to protect her eyes from the glare and to increase her field of vision. She also wears her seat belt.

b. Discussion: Ask your students to consider what risk protection practices they could take as pedestrians, bicycle riders, vehicle passengers, and drivers.

E. Risk Acceptance. When people have done what they can do to manage risk, they must then decide if they are willing to accept the remaining known and unknown risks and participate in the activity. While few activities are completely safe, most people are willing to accept calculated risks where the odds for safety are in their favor.

a. Example: John, Susan, Bill, & Jean recognize that driving a motor vehicle can be dangerous. However, they are willing to accept the risks knowing that they have taken steps to manage the known risks through risk prevention, risk reduction, and risk protection measures.

b. Discussion: Ask your students if they believe that many motor vehicle drivers and passengers readily accept the risks of driving without knowing the risks? Ask them to explain their answers and provide examples to substantiate their position.

2. Now that your students understand the five methods of risk management, ask them to brainstorm major causes of vehicular crashes. Then ask them to apply the five methods of risk management in ways that will reduce vehicular crashes.

a. Example:

i. Cause of crashes: Lane changes

ii. Risk management methods:

Risk prevention: Make sure your signal/lights work and can be seen (keep them clean). Position your seat and mirrors to maximize visibility.

Risk reduction: Use your mirrors. Signal your intention. Wait for space to clear and proceed with caution.

3. Provide your students with case scenarios or have them use ones they developed in the previous activity "Awareness of Risk". Ask them to identify the driving risks and how they would manage them using one or a combination of the risk management strategies presented.

Discussion/Evaluation:

1. Ask your students what they believe is the cause of most driving crashes.
 - a. Ans. Too many drivers are unaware of the driving risks, or if aware of them, they do nothing to manage them to increase their driving safety.
2. Ask your students if driving is more of a physical or mental activity. Have them explain their answer.
3. Ask your students to define what they believe constitutes a safe and responsible driver.
4. Ask your students what safe and responsible drivers must do.
5. Ask your students what they are willing to do to become safe and responsible drivers.

Homework:

Many safety experts agree that human error or behavior is the leading -cause of vehicular crashes and that safety is primarily a human issue. Human beings are the primary cause of crashes and only they can reduce death and injury rates from crashes by assessing and changing their high- risk behaviors, habits, and attitudes. Ask your students to do a self- inspection and identify those human elements (risk factors) within themselves that put them at risk and some strategies they can take to lower their risks. To help them get started, discuss some of the following human risk factors in class. Age is a risk factor that affects every teenager. What are the dangerous effects of these risk factors and how can they be safely addressed.

Human Risk Factors

- Age (why is age a risk factor)
- Sex (gender is a risk factor)
- Stress (physical/emotional)
- Emotions (fear sadness, anger, etc.)
- Fatigue
- Illness
- Hearing loss
- Impaired vision
- Physical disability
- Mental disability
- Alcohol/drug use
- Smoking and driving
- Eating while driving
- Cell phone use in vehicle
- Lack of hand/eye coordination
- Lack of driving experience
- Lack of driving knowledge and skills
- Imitation/poor role models
- Unsafe attitudes that effect driving choices (inclination to speed, etc.)
- Unsafe habits (failure to buckle up, etc.)
- Susceptibility to peer pressure
- Easily distracted
- Society's values (Competitive behavior, aggressive style, toughness, thrill seeking, and risk taking are American values taught in some homes and schools.)

Activity: STOP-THINK & GO Decision-Making Process, Teaching the Model**Objective:**

To teach students how to become effective risk managers using the STOP - THINK & GO Decision-Making Process. Group Size: Classroom size group

Time Required: 30 to 45 minutes Materials needed:

The Crash (Case Situation)

STOP-THINK & GO Decision-Making Process Worksheet

Message to Facilitator:

Teaching young people decision-making is an essential component of learning to become a safe and responsible driver. Young people need opportunities to practice processing driving situations in safe and controlled environments where they can receive proper guidance and essential feedback in developing this process. By discussing case studies, slides, and videos depicting a range of driving challenges, you will be helping your students address complex driving situations using a systematic and logical risk management process. Your students will learn that every driving situation is different. The only constant is the decision-making process they will be using. They will likewise learn that information has value to the extent that it can be used in making safe and responsible decisions.

Decision-making is first taught and executed in slow motion. Students need time to learn the process and apply it to simulated and real driving situations. Once learned, the STOP -THINK & GO Decision-Making Process can be applied as quickly as you can say STOP – THINK & GO.

Process:

Explain to your students that you will be teaching them how to make safe and responsible driving decisions using a traffic signal light model (STOP - THINK & GO).

Give your students a copy of *"The Crash"* case study and the *"STOP-THINK & GO Decision-Making Worksheet."*

Tell your students that the decision-making model will help them to process complex driving situations leaving them with safe driving options to process in response to their driving challenges.

Guide your students through the decision-making process using *"The Crash"* case study and *"The Decision-Making Instructional Guide."*

Decision-Making Instructional Guide

The Crash

Wanting to spend more time with her parents and friends during Spring Break, Susan leaves college after her last class at 4:00 p.m. on a Friday afternoon to begin her 300-mile drive home. By 5:30p.m., the sky darkens, and a light rain begins to fall. The two-lane road is now dark, and visibility is poor. By 9:00p.m., Susan is only 10 minutes from home. Consumed with thoughts of excitement and plans for the coming days, Susan is overcome by fear as her car, seeming to have a mind of its own, drifts off the road, strikes a ditch, and flips onto the roof. Although injured, Susan survives.

I. Stop

1. Describe the driving situation.
 - a. Have your students summarize "The Crash" in a few sentences capturing the essence of what happened.
 - b. *Example: Susan drives a distance of approximately 300 miles in 5 hours on a dark, wet, two-lane road, where visibility is poor. Her car leaves the road & flips over.*
2. State the driving goal.
 - a. Explain to your students that the driving goal for safe drivers is stated the same way each time that it is written.
 - b. *Example: To get from where I am to where I want to be safely.*
3. State the driving problem (question).
 - a. Explain to your students that the driving problem is always stated as an open-ended question to be solved.
 - b. *Example: What must I do to get from where I am to where I want to be safely?*

II. Think

1. Identify the risk factors and dangers in this driving situation.

- a. Tell your students that risk factors represent those aspects of this case situation that could cause injury, death, or property damage. For each risk factor, there are potential dangers. Multiple risk factors create multiple dangers.

i. Example:

1. Risk Factors:

- a. *Visibility*
- b. *Traction*
- c. *Speed*
- d. *Fatigue*
- e. *Distraction*

2. Dangers:

- a. *Wet roads and darkness reduce visibility*
- b. *Wet roads decrease traction and increase the possibility of hydroplaning.*
- c. *Speed on wet roads reduces traction and increasing the potential for hydroplaning.*
- d. *Tired drivers lack concentration*
- e. *Susan was distracted by her thoughts (vacation planning)*

3. *These collective risk factors and dangers increase the potential for loss of vehicle control.*

2. Identify driving choices that address the risk factors and dangers.

- a. Explain to your students that they are to identify driving choices (options) that will reduce or eliminate these risk factors and dangers.

b. Example:

- i. *Susan should adjust her speed to road conditions (rain) and visibility (darkness).*
- ii. *Susan should slow down and adjust her speed to road conditions and visibility, take periodic rest stops, and keep her mind focused on the roadway area for potential hazards.*
- iii. *Susan should get a good night's rest and begin her trip Saturday morning.*

3. Filter Your Choices

a. Right Filter (consider the risk factors)

i. Is this choice Right (legal, ethical, moral)?

ii. How will this choice effect the driver, others, and property?

1. Help your students to understand that the purpose of the three filters (Right, Reality, and Responsibility) is to separate safe and responsible driving choices from those that could be potentially harmful to the driver, passengers, other roadway users, and property. In preparing to use the Right Filter, ask your students to review their choices and place a check mark next to the choice that they think will pass through all three filters. A Right choice is legal, meets acceptable driving standards, and is respectful of self and others. A Right choice also must be helpful in solving the driving challenge by addressing the risk factors and dangers in question. Choice number 2 has been selected for processing.
2. Example: Choice number 2 must now be processed through the Right Filter: "Susan should slow down and adjust her speed to road conditions and visibility, take periodic rest stops, and keep her mind focused on the roadway area for potential hazards." The elements of this choice are believed to be legal, meet acceptable driving standards given the identified risk factors and dangers, and will be helpful to Susan in protecting her property (car) and keeping her and other roadway users safe. This choice will pass through the Right Filter.

b. Reality Filter (measuring risk)

i. How do I know this choice is Right?

ii. Where is my evidence?

- 1. Explain to your students that the Reality Filter requires them to provide evidence (facts, statistical data, observational information, etc.) that supports the choice being processed as a Right thing to do. What evidence can your students provide that supports the choice being filtered as one that will address the risk factors and dangers in this case study (The Crash) resulting in a safe driving conclusion to this situation?**
- 2. Example: According to R.A. McInenly, author of Safety Sense on the Road... single vehicle crashes account for 21% of all traffic deaths. "A mixture of darkness, excessive speed, fatigue, and poor concentration can quickly lead to an unexpected crash"(McInenly, 1988, p3). These risk factors are present in "The Crash" case study. McInenly has stated that to reduce single car crashes, the driver should match speed to road conditions, slow down when driving at night and driving in inclement weather, take periodic rest breaks in safe areas, and eliminate distractions. Choice number 2 address the risk factors and dangers in. this case study with actions that are documented in Safety Sense on the Road by R.A. McInenly.**

c. Responsibility Filter (judging risk)

- i. Am I risking more than I can afford to lose?
- ii. Am I risking a lot for a little?
- iii. Do I feel comfortable with this choice?
- iv. Will this choice help me get there safely?

1. Help your students to understand that while measuring risk (Reality Filter) is an objective and scientific process, judging risk is a personal and subjective activity. Knowing the consequences and probability of risk still leaves the driver with having to decide whether to accept or reject the choice being filtered.
2. Example: Susan's choice to speed at night on wet roads, to save time and get home quicker to start her vacation earlier, placed her and other roadway users in harm's way. Had she asked herself the four questions in the Responsibility Filter, she probably would have decided differently. Choice number 2 addresses the risk factors and dangers in this case study and would likely pass through the Responsibility Filter. However, some students might reject choice number 2 as being too risky given that Susan is tired and that single vehicle crash rates increase after dark. Some students might prefer processing the third choice: "Susan should get a good night's rest and begin her trip Saturday morning."

III.Go

1. State your selected driving choice(s)
2. Explain how this choice will meet the driving goal.
 - a. Explain to your students that they are to provide a narrative (verbal or written) explaining how they will execute the selected driving choice(s). They are to consider risk prevention, risk reduction, and risk protection methods they would use in describing how they would handle this driving situation.

Example: Choice 2: Susan should slow down and adjust her speed to road conditions and visibility, take periodic rest stops. and keep her mind focused on the roadway area for potential hazards. A few days before Susan takes her trip, she should make sure her car is mechanically sound that her tires have good tread, and that they have been properly inflated. Susan will begin her trip at 4:00p.m. on Friday and will plan to make rest stops every two hours and more frequently if needed. As night falls and it begins to rain, Susan lowers her speed because of reduced visibility and traction. Wet road surfaces and speed increase skidding and hydroplaning while lowering speed increases traction. Susan also turns on her radio, rolls down her windows and concentrates on the roadway and surrounding area for potential hazards. She erases thoughts of family fun from her mind so as to reduce distractions and increase her odds of arriving safely at her destination

Worksheet: STOP-THINK & GO Decision-Making Process

I. STOP

Describe the driving situation.

State the driving goal.

State the driving problem (question).

II. THINK

1. Identify the risk factor and dangers in this driving situation.

a. Risk Factors:

b. Dangers:

2. Identify driving choices that address the risk factors and dangers.

3. Filter Your Choices. The filters will help you to select safe and responsible choices to your driving problem. If a choice is unsafe or hurtful, it will not pass through all three filters. Select one of your choices to filter and place a check mark next to your selection.

a. **Right Filter** (consider the risk factors)

i. Is this choice right (legal, ethical, and moral)?

ii. How will this choice effect the driver, others, and property?

b. **Reality Filter** (measure risk)

i. How do I know this choice is right?

ii. Where is my evidence?

c. **Responsibility Filter** (judge risk)

i. Am I risking more than I can afford to lose?

ii. Am I risking a lot for a little?

iii. Do I feel comfortable with this choice?

iv. Will this choice help me get there safely?

III. GO

Explain how this choice will help you to solve this driving problem safely. Restate your driving goal, problem, and driving choice(s). Explain how you will implement this choice and why you believe that it will bring a safe conclusion to the driving situation.

Goal:

Problem:

Choice:

Response:

Conclusion

Now that your students understand the importance of decision-making and how to implement this process, be sure to integrate this model into the remaining units of this manual. Perceptual training and nighttime driving are decision-making based activities that will enhance safe driving practices.

The following decision-making template, if followed, will enable you to process written case studies, slides, video segments, and commentary driving using the STOP -THINK & GO Decision-Making Process.

I. STOP

Describe the driving situation by summarizing the key points.

State your driving goal: *"To get from where I am to where I want to be safely."*

State your driving problem as a question: "How can I get from where I am to where I want to be safely?"

II. THINK

List the risk factors and dangers in this driving situation.

List driving choices (options) that address these risk factors and dangers.


Filter your driving choices and identify any that will lead to a safe driving conclusion.

III. GO

Describe what you will do to implement your driving choice (option) and how it will lead to a safe conclusion to your driving challenge.

With practice, the STOP – THINK-GO Decision-Making Process will become a routine that can be easily executed in a matter of seconds. Student's will learn to automatically:

- scan their driving situation;
- search for risk factors and dangers;
- identify safe driving options; and
- execute safe and responsible driving actions.



While changing student behaviors is a difficult process, not to respond to this challenge will place additional young people and other highway users in harm's way. You can make a difference! You can help break the cycle of death and destruction and help your students to become responsible decision-makers and safe drivers. Do it today and save lives tomorrow.

This unit was authored by John C. Worzbyt, Department of Counseling, Indiana University of Pennsylvania, Indiana, PA.