

# B-Student Guide



# DECISION MAKING PROCESS

PA ENHANCED DRIVING GUIDE

Student Instructional Model:

★ **B** Practice ST&G- "The Crash"

# STOP - THINK - GO

Student Instructional Model:  
ST&G-How To



"A Matter of Driver & Traffic Safety"



# Introduction

STOP-THINK-GO Decision-Making Model

Today you will learn how to make safe and responsible driving decisions using a traffic signal light model—STOP, THINK, AND GO

This decision-making model will help you to process complex driving situations leaving you with safe driving options to process in response to their driving challenges.

We will be using a case study titled “The Crash” and the “Decision Making Worksheet”



Be Ready, Be Safe, Be Responsible

This workbook follows the practice lesson of “The Crash”. It will help you understand and how to use Stop, Think, & Go decision making process. By discussing the questions directed at “The “Crash”, and responding to the sections of the Decision Making Worksheet , you’ll be able to see and use the decision filter processes in the class activities and when driving.

**STOP***Decision Making Worksheet*

A. State driving goal:

B. State driving problem:

**THINK**

A. Identify potential risk factors and dangers:

B. Identify driving choices (address risk factors and dangers):

a. Choice:

b. Choice:

C. Filter your choices:

a. Right Filter (Consider Risk Factors)

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

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

b. Reality Filter (Measure Risk)

i. How do I know this choice is Right?

ii. What evidence do I have?

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?

**GO**

A. State your selected driving choices:

B. Explain how this action will meet your driving goal.

“The

## “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.

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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 5:30 pm, 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.





# STOP

## Summarize the Situation

A.) State the Driving Goal

B.) State the Driving Problem

<i>STOP</i>	<i>Decision Making Worksheet</i>
A. State driving goal:	
B. State driving problem:	

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notes



**THINK:** A. Identify the risk factors and dangers in this driving situation.

- Risk factors = 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.

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**THINK:** A. Identify the risk factors and dangers in this driving situation.

### **Possible Risk Factors**

- Visibility
- Traction
- Speed
- Fatigue
- Distraction

### **Possible Dangers**

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

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

Be Ready, Be Safe, Be Responsible



THINK

**A. Identify potential risk factors and dangers:**

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

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A large, empty rectangular box with a black border, intended for writing the answer to the question above.



**THINK:** B. Identify driving choices that address the risk factors and dangers



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**THINK**

B. Identify driving choices (address risk factors and dangers):

a. Choice:

b. Choice:

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

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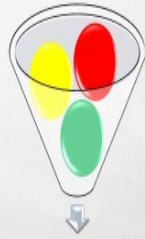


## C. Filter Your Choices

a. The Right Filter

b. The Reality Filter

c. The Responsibility Filter



Be Ready, Be Safe, Be Responsible



- Is this choice right?
- How will it affect-
  - Drivers, Others, and property?



## a. The Right Filter

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

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

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Responsibility  
(Judge Risk)

Am I:

- Risking more than I can afford to lose?
- Risking a lot for a little

- Do I feel comfortable with the choice?
- Will this choice help me get there safely?

3 R's Choices



THINK

C. Filter your choices:

a. Right Filter (Consider Risk Factors)

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

ii. How will this choice affect the drivers, others, and property?

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- How do I know this choice is right?
- What evidence do I have?



## b. The Reality Filter

Measure the Risk:

- How do I know this choice is Right?
- Where is my evidence?

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Am I:

- Risking more than I can afford to lose?
- Risking a lot for a little

- Do I feel comfortable with the choice?
- Will this choice help me get there safely?

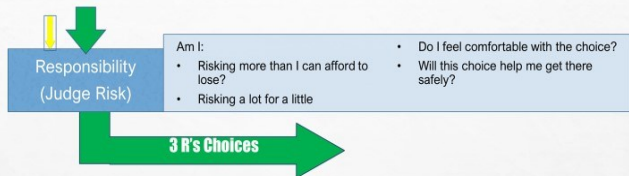


3 R's Choices

THINK

<p>b. Reality Filter (Measure Risk)</p>	
<p>i. How do I know this choice is Right?</p>	
<p>ii. What evidence do I have?</p>	

Be Ready, Be Safe, Be Responsible



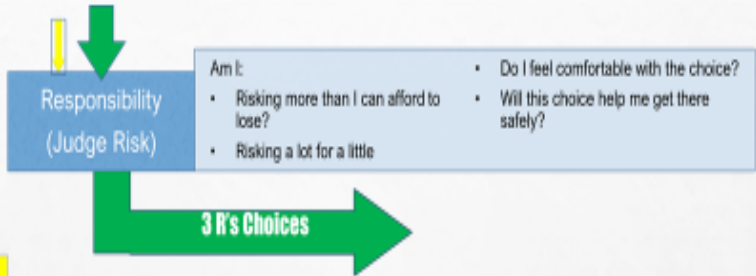
- Am I:
- Risking more than I can afford to lose?
  - Risking a lot for a little
  - Do I feel comfortable with the choice?
  - Will this choice help me get there safely?



### c. The Responsibility Filter

Judge the Risk

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



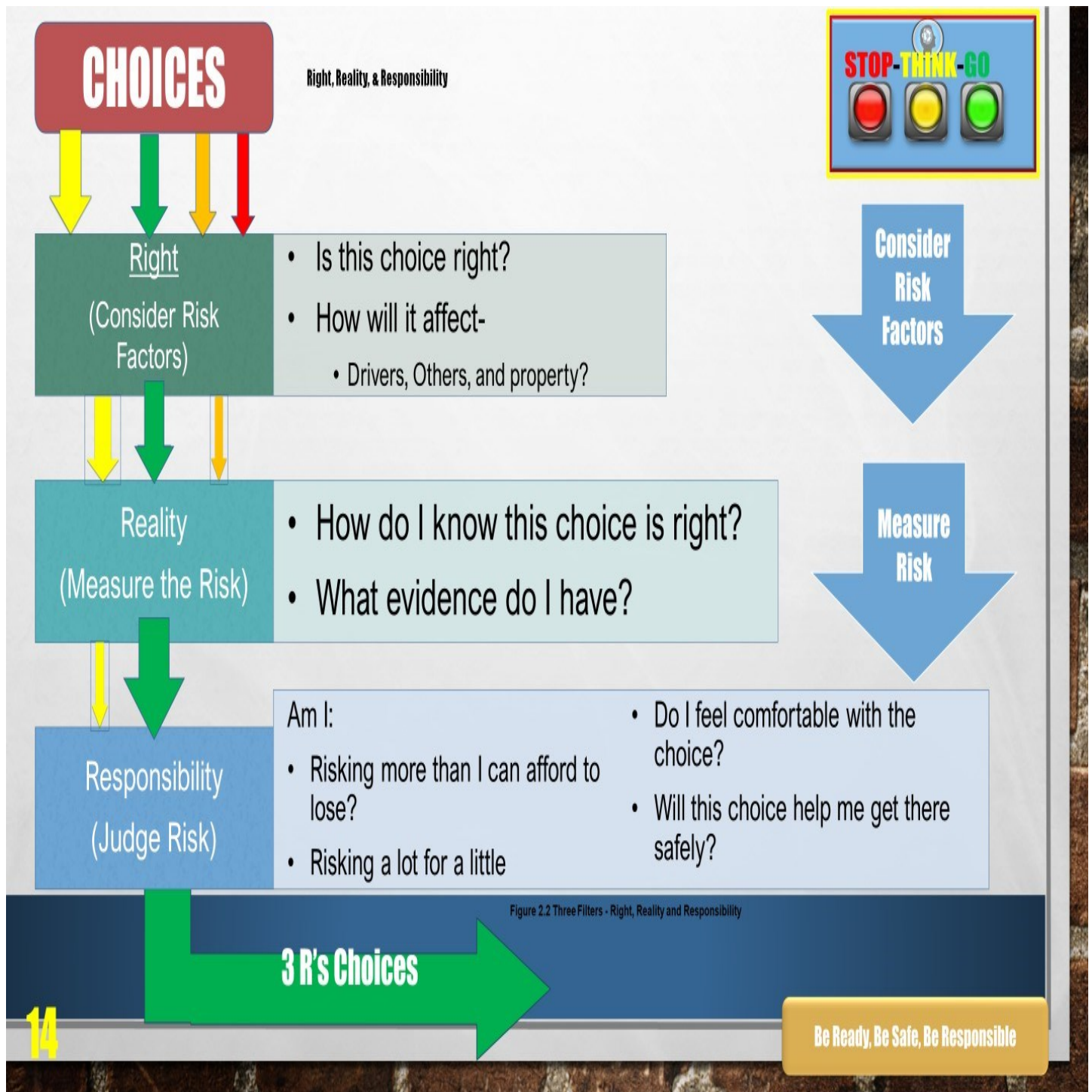
- Am I:
- Risking more than I can afford to lose?
  - Risking a lot for a little
  - Do I feel comfortable with the choice?
  - Will this choice help me get there safely?



THINK

<b>c. Responsibility Filter</b> (Judge Risk)	
<b>i. Am I risking more than I can afford to lose?</b>	
<b>ii. Am I risking a lot for a little?</b>	
<b>iii. Do I feel comfortable with this choice?</b>	
<b>iv. Will this choice help me get there safely?</b>	





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.

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."





## GO

- A. State your selected driving choice(s)
- B. Explain how this choice will meet the driving goal.

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Be Ready, Be Safe, Be Responsible



## GO

A. State your selected driving choices:

B. Explain how this action will meet your driving goal.

Be Ready, Be Safe, Be Responsible



**Next:  
Move on to the student activities.**