

# Traffic Safety Instructor Lesson Plan

Driver Training Required Curriculum	Page: 10	Unit 1: Rules of the Road	Lesson: 1.3.C Move Over Slow Down
Standard Five: Sharing the Road	Develop knowledge, skills, & awareness related to effectively interacting with other road-users		

Driver Guide	*Page: 3-1	Chapter 4: Safe Driving Tips	Section 4-25: Sharing Space
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<b>Unit Objective</b> 1.0	To develop knowledge, skills, and awareness related to the jurisdictional rules of the road & how they set a foundation for safe, responsible, and incident-free driving
<b>Lesson Objectives</b> 1.3 & 1.3.C	<ul style="list-style-type: none"> <li>• To safely and responsibly comply with yielding protocol and with who should be given the right-of-way</li> <li>• Understand the yielding protocol right of way laws as they relate to emergency vehicles and the Move Over Law in Washington State</li> </ul>
<b>Learning Goals</b> Knowledge	<ul style="list-style-type: none"> <li>• Move Over Slow Down (MOSD), Give Them Space, and Together We Get There</li> <li>• Driver’s logistical and human connection to other road users</li> <li>• Value of awareness, patience, and compassion behavior behind the wheel</li> <li>• Penalties for breaking the MOSD law ((\$214 ticket that cannot be waved, 2x the fine if speeding by an emergency vehicle in a protected zone: see <a href="#">RCW 46.63.110</a>)</li> </ul>
<b>Success Criteria</b> Skills	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify vehicles potentially involved in roadside emergency/recovery response situations</li> <li>• Connect their actions behind the wheel to the impact they have on others on the road</li> <li>• Apply/Articulate the principles of Move Over, Slow Down as outlined in driver’s guide</li> <li>• Demonstrate/Articulate a personal decision-making process for responding to various roadside situations</li> </ul>
<b>Related Behind the Wheel Standards</b> 4.1 & 5.1	<ul style="list-style-type: none"> <li>• To safely and responsibly make informed decisions, the student must:               <ol style="list-style-type: none"> <li>A. Perform good decision-making skills while driving; and</li> <li>B. Use common, safe driving practices, including consistent use of the safe, systematic approach in order to make informed driving decisions.</li> </ol> </li> <li>• To safely and responsibly cooperate with other road-users, the student must:               <ol style="list-style-type: none"> <li>A. Use cooperative driving including sharing the road, in a safe and considerate manner, respecting other road-users and predicting other road users’ needs;</li> <li>C. Understand the special space management considerations that should be given when sharing the road with busses, commercial vehicles, &amp; vulnerable road users like motorcycles, bicyclists, &amp; pedestrians</li> <li>D. Demonstrate the ability to predict &amp; anticipate the behaviors and risks associated with the behaviors of other road-users (including those not in vehicles, such as bicyclists &amp; pedestrians);</li> <li>E. Demonstrate how to avoid self or other road users from having to abruptly swerve, slow, or stop</li> </ol> </li> </ul>

## PLAN

<b>Suggested Pace</b>	Approx 15 classroom minutes for entire module
<b>Potential Methods</b>	Lecture, Slideshow, Videos, Student-Reflection, Classroom-Based Practical Exercise, *BTW practice
<b>Key Terms</b>	authorized emergency vehicle, highway maintenance vehicle, utility vehicle, emergency work zones, stationary, “yield the right-of-way”
<b>Driver Guide</b>	See Revision 3-1
<b>Materials &amp; Resources</b>	instructor slides & script, <a href="#">WA driver guide</a> , <a href="#">WTSC pictures &amp; videos</a> , <a href="#">WSDOT videos</a> , <a href="#">NHTSA news, data, WSP, firefighter promos, truck examples, responder safety, AAA promos, local news stories/videos, SDMO day, paper, pencils, dry erase marker(s), toy cars, car magnets or cutouts</a>
<b>Related Skills</b>	Use of mirrors, head checks, merging, signaling, highway driving, speed limit awareness
<b>Things to Consider</b>	Responsibility of all drivers to be aware of a roadside situation & make room for vehicles needing to merge

## TEACH

<b>Recommended Instructional Sequence</b>	<p>Launch Slideshow Presentation</p> <ol style="list-style-type: none"><li>1. Hook: Quick Poll/Number Guess/<u>Stat</u> Give students a number and have them guess what it represents as it relates to the lesson. For example: <b>4:2</b> [number of WA truck drivers hit on the side of WA roads in Dec ‘21: how many died]</li><li>2. Present students with (a) scenario(s) that led to the creation of the Move Over Slow Down law and have them discuss solutions in pairs/small groups how they would propose solving the issue. For example: Over the last few years in Washington, 86 patrol cars have been hit while officers were performing their duties along the side of the road (traffic stops). This has resulted in dozens of officer injuries and even deaths. What should the citizens of Washington do to protect the officers to ensure they get home safely at the end of the day? (Instructors can revise this scenario with tow truck driver and emergency/utility workers data) Allow students 3-5 minutes to brainstorm what steps should be taken to protect officers, emergency personnel, roadside workers. Challenge them to be specific with what speed and/or distance feels reasonable to them. Listen to discussions and use student ideas to segue into elements of the law.</li><li>3. Direct students to revision 3-1 in the driver’s guide</li><li>4. Provide students with overview of <a href="#">RCW 46.61.212</a></li><li>5. Offer historical context of the law’s inception; data/stats on crashes and fatalities<ul style="list-style-type: none"><li>• Include what the law is designed to accomplish and why</li><li>• Mention stories, statistics, relevant news articles or videos</li></ul></li><li>6. Highlight that while this <i>is</i> a law, it is also <i>best practices</i> for desired behavior from motorists.</li></ol>
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- Inform students that they may see other drivers (licensed before the law) who do not Move Over Slow Down as they should. Rather than follow what other cars are doing, students should follow protocol as the law outlines. Discuss how weather conditions magnify the need for MOSD alertness and safety.
7. Discuss the situations, people, and various vehicles potentially involved in a roadside situation
    - traffic stop, car crash, investigation, debris or hazard, road repair, citizen emergency, flat tire
    - police officer, firefighters, construction workers, tow truck drivers, utility workers, etc.
    - any vehicle with red, blue, or amber **flashing lights**; any vehicle making audible or visual signs
 → Be sure to provide multiple examples of emergency vehicles: utility, tow trucks, DOT, maintenance, recovery, police, fire, ambulance, utility and maintenance vehicles, recovery, other law enforcement
  8. Emphasize how moving over/slowing down creates space in which roadside workers can safely operate; this allows workers to focus on the hazardous work they are doing without having to worry about traffic
    - Caution students against being distracted by the situation. Focus should be on how and where they need to safely maneuver their vehicle, not on the roadside activity.
    - Demonstrate scenarios with toy cars, YouTube videos, prerecorded videos, student sketches
  9. Tell students that they should always slow down; however, when it's safe to do so, they should move over and/or provide room for other cars near them (esp. semi-trucks) to give space to the roadside workers
    - The law says to move over *within 200 feet* of flashing emergency vehicle lights. Assure students they can begin moving over as soon as they notice lights ahead.
  10. Emphasize worker safety & humanizing the importance of giving them space
  11. Identify what potential roadside signage may look like.
  12. Explain the concepts of Together We Get There & Target Zero. Connect them to Move Over Slow Down.
  13. Conclude with re-motivation for students to think about how *their* driving impacts others instead of how others (roadside workers) impact them.

**Optional Instructional Activities**

- Guide students in developing their own personal decision-making processes for how to respond to a potential roadside situation. Have students share responses to the reflection question: *If you were changing a tire on the side of I-5 or I-90, how would you want highway drivers to respond to your presence?*
- Model what a potential situation may look like using graphics or toy cars. Use dry-erase marker to create road environment on board or desk. Use cut-outs, magnets, or toy cars to create different scenarios that would require a driver to slow down and potentially also move over. Suggestion: show situations on both sides of the road since many leaners are used to seeing emergency vehicles on the right-hand side, but maybe not the left.
- Put students in pairs or teams. Have them fold a paper into 4 squares. For each square narrate a situation where they would need to practice “move over slow down.” Have them draw what that situation would look like and use arrows to show how they would maneuver their car.

## ASSESS

<b>Self-Reflection Question(s)</b>	<ul style="list-style-type: none"> <li>If you were changing a tire on the side of I-5 or I-90, how would you want highway drivers to respond to your presence?</li> <li>If someone you love was working on the side of the highway, how would you hope vehicles behaved as they passed your loved one?</li> </ul>		
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>Ask reflection questions before and after the lesson. Have students share their new learning with each other.</li> <li>Have students draw a map of 2-4 lanes, a (roadside vehicle), and the direction their personal vehicle should take to obey MOSD.</li> <li>Provide students with manipulatives (toy cars, magnets) and have them demonstrate situations to a partner or for the class. Let them articulate their thinking. Question why they are making the decisions they do.</li> </ul>		
<b>Summative Assessments</b>	<ul style="list-style-type: none"> <li>written quiz, exit slip, or activity like Kahoot/Blooket</li> </ul>		
<b>Summative Assessments</b>	<p>When approaching a roadside vehicle with flashing amber lights, you need to:</p> <p>A. Slow down to less than 10 mph  <b>B. Move over if it's safe and reduce speed to 10 mph below posted limit</b>            C. Honk as you pass so they know you're there</p>	<p>If the road you're on has a speed limit of 70 mph, but you approach a situation requiring you to apply <i>move over slow down</i>, your speed should be reduced to:</p> <p>A. 65 mph            B. 60 mph            C. 55 mph  <b>D. 50 mph</b></p>	<p>Of the following, which philosophy is NOT at the root of move over slow down?</p> <p>A. Together We Get There            B. Give Them Space  <b>C. Don't Be Late</b>            D. Everyone gets home safely</p>
<b>Potential Behind the Wheel Formative Assessments</b>	<ul style="list-style-type: none"> <li>Monitor for roadside situations that would require them to move over and/or slow down</li> <li>Create a mock roadside scenario using route landmarks (mailbox, road sign, etc). Ask students to maneuver as if it was a roadside emergency situation. Ask how they would handle the situation if it was real</li> <li>Ask students how they would modify their speed if they were to be passing a MOSD situation (requires student to be knowledgeable of the speed limit and aware they should reduce it by at least 10mph)</li> <li>Identify any route situations where reducing speed/making space for a roadside situation improves safety outcomes for everyone</li> </ul>		
<b>Adapt</b>	<ul style="list-style-type: none"> <li>Instead of written responses, students can use toy cars to explain or show how they would maneuver a roadside situation following MOSD procedures.</li> <li>Sentence frames: When I see flashing lights on the side of the road, first I need to _____. If it is safe, I should also _____ to give the people on the side of the road more room to work.</li> </ul>		

**Rubric Ability**

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<b>Driver</b>	Student thoroughly articulates their relationship with other drivers on the road and offers personal reflection around how they would want to be treated if they were in a roadside situation	Student can explain their relationship with other drivers on the road and their personal reflection shows empathy and compassion for roadside workers	Student struggles to clearly explain their relationship with other drivers on the road. Personal reflection is surface or simplified, it may lack the humanity behind the practice of slowing down/moving over	Student is unable to identify their relationship with other drivers on the road and may express selfish thinking behind the wheel. They are unable to offer personal reflection that shows compassion for roadside workers
<b>Law</b>	Student details a complete understanding of a driver's responsibility under MOSD and can connect the law & penalties to data, stats, stories. This is evidenced by direct explanation and through purposeful use of example situations.	Student explains a reasonable understanding of the MOSD law and familiarity of the penalties. This can be evidenced by direct explanation or through purposeful use of example situations.	Student has a basic understanding of a driver's responsibility under the MOSD law and is aware of general penalties. Explanations lack details and/or examples.	Student lacks understanding of their responsibility under the MOSD law. No specifics or examples are given.
<b>Road</b>	Student outlines a range of scenarios involving various roadside emergencies, lane access challenges, speed limits, & other drivers & can clearly explain how each should be navigated under the MOSD law.	Student discusses a few scenarios involving common roadside emergencies, lane access challenges, speed limits, and other drivers & can generally explain how they should be navigated under the MOSD law.	Student can explain 1-2 situations that involve roadside emergency vehicles and can generally explain how those situations should be navigated under the MOSD law.	Student is unable to explain any situations that involve roadside emergency vehicles and cannot explain how those situations should be navigated under the MOSD law.
<b>Vehicle</b>	Student can safely make or articulate informed BTW decisions while navigating roadside situations involving flashing lights. Student adjusts driving 200 feet before approaching and reduces speed to 10mph below the posted limit (max 50mph). If possible, student safely moves over to create space for roadside workers and vehicles.	Student can make or articulate careful BTW decisions while navigating a roadside situation involving flashing lights. Student adjusts driving before approaching and reduces speed to 10 mph below the posted limit. Student checks to see they are able to move over a lane and safely does so to create space for roadside workers and vehicles.	Student attempts to make or articulate BTW decisions while navigating a roadside situation involving flashing lights. Student is slow to adjust driving as they approach and either fails to reduce speed or abruptly and aggressively applies breaks. Student does not check for a safe opportunity to move over.	Student does not make or articulate BTW decisions while navigating a roadside situation involving flashing lights. Student does not adjust driving as they approach, fails to reduce speed, or abruptly and aggressively applies breaks. Student does not check for a safe opportunity to move over.