Chapter 6: Signs, Signals and Markings

Understanding by Design Template 2

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# Stage 1 – Identify Desired Results

## Established Goals

*After completing this unit, students will...*

1. Understand what traffic control devices are and why they are important.
2. Demonstrate the ability to observe, recognize, understand and react to the three types of traffic control devices: signs, signals, and markings.
3. Understand the many factors that influence their ability to observe, recognize, understand and react to traffic control devices.

## Essential Questions

| 1.1. What is a traffic control device? | 2.1. What are the four main types of signs, and what are their functions? | 3.1. What conditions and factors outside of the vehicle can affect your ability to observe, recognize, understand and react to traffic control devices? |
| 1.2. Why are traffic control devices necessary? | 2.2. Why are signs different colors, shapes and sizes? | 3.2. What conditions and factors inside the vehicle can affect your ability to observe, recognize, understand and react to traffic control devices? |
| 1.3. What are the potential consequences of not obeying traffic control devices? | 2.3. Why do signals have different colors, light patterns and orientations? | |
| | 2.4. Why are pavement markings different colors, patterns and widths? | |
| | 2.5. How can you use the Search, Evaluate, Execute (SEE) process to appropriately observe and react to signs, signals and markings? | |

## Desired Understandings

| 1.1. The different types of traffic control devices and how they are used. | 2.1. The differences between regulatory, warning, guide and service signs. | 3.1. The variety of external conditions and factors that can negatively affect how they observe, recognize, understand and react to traffic control devices. |
| 1.2. Traffic control devices are necessary for maintaining safe roadways. | 2.2. The meaning of different colors, shapes, and sizes of signs. | 3.2. The variety of internal conditions and factors that can negatively affect how they observe, recognize, understand and react to traffic control devices. |
| 1.3. There are a variety of consequences that can result from not obeying traffic control devices. | 2.3. The proper action to take upon seeing the color, light pattern and/or orientation of a signal. | |
| | 2.4. The meaning of different colors, patterns and widths of pavement markings. | |
| | 2.5. The SEE process and how it can be used to appropriately observe and react to signs, signals and markings. | |
## Stage 1 – Identify Desired Results, cont.

### Students will know…

<table>
<thead>
<tr>
<th>Key Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. The different types of traffic control devices and how they are used.</td>
</tr>
<tr>
<td>1.2. Why traffic control devices are necessary for maintaining safe roadways.</td>
</tr>
<tr>
<td>1.3. The potential consequences of not obeying traffic control devices.</td>
</tr>
<tr>
<td>2.1. How to distinguish regulatory, warning, guide, and service signs.</td>
</tr>
<tr>
<td>2.2. How to use color, shape and size to identify and understand signs.</td>
</tr>
<tr>
<td>2.3. How to use color, light pattern and orientation to identify and understand signals.</td>
</tr>
<tr>
<td>2.4. How to use color, pattern and width to identify and understand pavement markings.</td>
</tr>
<tr>
<td>2.5. How to use the SEE process to appropriately observe and react to signs, signals and markings.</td>
</tr>
<tr>
<td>3.1. Specific external factors and conditions that can affect their ability to observe, recognize, understand and react to traffic control devices.</td>
</tr>
<tr>
<td>3.2. Specific internal factors and conditions that can affect their ability to observe, recognize, understand and react to traffic control devices.</td>
</tr>
</tbody>
</table>

### Students will be able to…

<table>
<thead>
<tr>
<th>Key Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Explain the different types of traffic control devices and how each are used.</td>
</tr>
<tr>
<td>1.2. Understand how traffic control devices are a necessary tool for maintaining safe roadways.</td>
</tr>
<tr>
<td>1.3. Identify the potential consequences of not obeying traffic control devices.</td>
</tr>
<tr>
<td>2.1. Recognize and understand regulatory, warning, guide and service signs.</td>
</tr>
<tr>
<td>2.2. Use color, shape and size to recognize and understand signs.</td>
</tr>
<tr>
<td>2.3. Use color, light pattern and orientation to recognize and understand signals.</td>
</tr>
<tr>
<td>2.4. Use color, pattern and width to recognize and understand pavement markings.</td>
</tr>
<tr>
<td>2.5. Use the SEE process to observe signs, signals and markings and appropriately respond to them.</td>
</tr>
<tr>
<td>3.1. Recognize and respond to external factors and conditions that impact their ability to observe, recognize, understand and react to traffic control devices.</td>
</tr>
<tr>
<td>3.2. Recognize and respond to external factors and conditions that impact their ability to observe, recognize, understand and react to traffic control devices.</td>
</tr>
</tbody>
</table>

### Audience

This unit is designed for high school driver education students, ages 16-18, who are enrolled in a Driver and Traffic Safety Training Course.
## Stage 2 – Determine Acceptable Evidence

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Tasks</strong></td>
<td><strong>Performance Tasks</strong></td>
<td><strong>Action Plan:</strong> Using the strategies developed in <strong>Group Discussion</strong>, students develop a personal action plan of strategies to use when dealing with the different factors and conditions that may impact their ability to observe and react to signs, signals and markings.</td>
</tr>
<tr>
<td><strong>Traffic Control Device Count:</strong> During the Behind the Wheel (BTW) instruction, have the students park and monitor a busy intersection. Have the students count the number of traffic control devices they see. Make sure to point out any devices that they miss.</td>
<td><strong>Headband Game:</strong> For each round, one student will have a traffic control device pictured on card on their forehead, held in place with a headband. The remaining students then have to describe the card to the student so that they can guess what traffic control device is displayed. Play as many rounds as time allows.</td>
<td></td>
</tr>
<tr>
<td><strong>Intersection Observation:</strong> During the BTW instruction, have the students park and monitor a busy intersection and count the number of drivers who disregard a traffic control device. Have the students discuss the possible consequences of that driver’s actions.</td>
<td><strong>Safe Intersection Design:</strong> Break the students into small groups. Give each group an intersection with no traffic control devices. Have each group design a safe intersection.</td>
<td></td>
</tr>
<tr>
<td><strong>Class Discussion:</strong> Have the students discuss how not following traffic control devices can affect not only them, but also passengers, other drivers and bystanders.</td>
<td><strong>Quiz:</strong> Give the students a quiz of sign, signals and markings, using a mixture of well-known and not well-known.</td>
<td><strong>Group Discussion:</strong> Break the students into small groups. Have the groups discuss strategies that they could use to deal with different factors and conditions that may affect their ability to observe and react to signs, signals and markings.</td>
</tr>
<tr>
<td><strong>Quiz, Take 2:</strong> Have the students retake the quiz given earlier and compare the results.</td>
<td><strong>Class Discussion:</strong> Break the students into three groups and give each group one portion of the SEE process. Have the groups discuss how they can use the SEE process to observe and react to signs, signals and markings. Present their findings to the class.</td>
<td><strong>Class Discussion:</strong> Have the students discuss what happens when you can’t see a traffic control device. How would they respond? What are some potential consequences?</td>
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</tbody>
</table>

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## Stage 2 – Determine Acceptable Evidence, cont.

<table>
<thead>
<tr>
<th>Student Self-Assessment and Reflection</th>
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<tbody>
<tr>
<td><strong>Self-Reflection:</strong> Have the students reflect on a time when they disregarded, or did not completely follow, a traffic control device. Have the students reflect on why they disregarded the traffic control device, and what could have happened.</td>
</tr>
<tr>
<td><strong>Passenger Driving Log:</strong> While driving with their parents, siblings or classmates, have the students record all of the signs, signals and markings that they see. Have the students indicate how they would respond to each.</td>
</tr>
<tr>
<td><strong>Driving Journal:</strong> While driving with their parents, siblings or classmates, have the students keep a record of any intersection where a sign, signal or marking was blocked or otherwise difficult to see and describe how the driver handled the situation and how they would have handled the situation.</td>
</tr>
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</table>

## Stage 3 – Plan Learning Experience

<table>
<thead>
<tr>
<th>Activity</th>
<th>W, H, E1, R, E2</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong></td>
<td></td>
</tr>
<tr>
<td>1. Define</td>
<td>W</td>
</tr>
<tr>
<td>2. <strong>Traffic Control Device Count</strong></td>
<td>H</td>
</tr>
<tr>
<td>3. Brainstorm</td>
<td>W</td>
</tr>
<tr>
<td>4. <strong>Class Discussion</strong></td>
<td>E1</td>
</tr>
<tr>
<td>5. <strong>Intersection Observation</strong></td>
<td>R</td>
</tr>
<tr>
<td>6. <strong>Self-Reflection</strong></td>
<td>E2</td>
</tr>
<tr>
<td><strong>Goal 2</strong></td>
<td></td>
</tr>
<tr>
<td>1. Quiz</td>
<td>E2</td>
</tr>
<tr>
<td>2. Brainstorm</td>
<td>W</td>
</tr>
<tr>
<td>3. Classify/Categorize</td>
<td>E1</td>
</tr>
<tr>
<td>4. Quiz, Take 2</td>
<td>R</td>
</tr>
<tr>
<td>5. <strong>Headband Game</strong></td>
<td>H</td>
</tr>
<tr>
<td>6. <strong>Class Discussion</strong></td>
<td>W</td>
</tr>
<tr>
<td>7. <strong>Passenger Driving Log</strong></td>
<td>E1</td>
</tr>
<tr>
<td>8. <strong>Safe Intersection Design</strong></td>
<td>W</td>
</tr>
<tr>
<td><strong>Goal 3</strong></td>
<td></td>
</tr>
<tr>
<td>1. Brainstorm</td>
<td>W</td>
</tr>
<tr>
<td>2. Classify/Categorize</td>
<td>E1</td>
</tr>
<tr>
<td>3. <strong>Group Discussion</strong></td>
<td>H</td>
</tr>
<tr>
<td>4. <strong>Class Discussion</strong></td>
<td>E2</td>
</tr>
<tr>
<td>5. <strong>Driving Journal</strong></td>
<td>R</td>
</tr>
<tr>
<td>6. Guidelines</td>
<td>E1</td>
</tr>
<tr>
<td>7. <strong>Action Plan</strong></td>
<td>E1</td>
</tr>
</tbody>
</table>

**Technology/Resources**

Screen or SMART Board; Projector; Whiteboard, Blackboard or SMART Board; Lesson-Specific Online Resources; Lesson-Specific Worksheets; Lesson-Specific PowerPoint; Computer with PowerPoint

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1 W,H,E1,R,E2 – an acronym for considering and self-assessing the key elements and logic of a learning plan.

W: Where – ensuring that the student sees the big picture, has answers to the “why?” questions, knows the final performance expectations

H: Hook – immersing the student immediately in the ideas and issues of the unit, engaging the student

E1: Equip and Experience – providing the student with tools, resources, skills and information needed to achieve the desired understandings and accomplish the performance tasks

R: Rethink – enhance understanding by shifting perspective, considering different theories, challenging prior assumptions, introducing new evidence, providing the opportunity to revise/polish prior work

E2: Evaluate – ensuring that students get diagnostic and formative feedback and opportunities to self-assess and self-adjust

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Chapter 6: Signs, Signals and Markings | 5
6.1: Understanding What Traffic Control Devices (TCD) Are and Why They Are Important

Section Goal: After successfully completing this lesson, students will understand what traffic control devices are and why they are important.

Essential Questions:
1. What is a traffic control device?
2. Why are traffic control devices necessary?
3. What are the potential consequences of not obeying traffic control devices?

Desired Understandings:
1. The different types of traffic control devices and how they are used.
2. Traffic control devices are necessary for maintaining safe roadways.
3. There are a variety of consequences that can result from not obeying traffic control devices.

Key Knowledge and Skills:
Students will know…
1. The different types of traffic control devices and how they are used.
2. Why traffic control devices are necessary for maintaining safe roadways.
3. The potential consequences of not obeying traffic control devices.

Students will be able to…
1. Explain the different types of traffic control devices and how each are used.
2. Understand how traffic control devices are a necessary tool for maintaining safe roadways.
3. Identify the potential consequences of not obeying traffic control devices.

Learning Experience Outline (items in bold represent Assessment Activities):
1. Define
2. Traffic Control Device Count
3. Brainstorm
4. Class Discussion
5. Intersection Observation
6. Self-Reflection
Learning Experience Activities:

1. Define

Have the students define “traffic control device.”

Instructions: The objective of defining “traffic control device” is to have students begin thinking about what a “traffic control device” is. Have students call out definitions, or parts of definitions, and write all of the ideas down in a location that all students can see (e.g. whiteboard, blackboard, SMART Board). After students have finished listing ideas, have students work together as a class to agree on one single definition. Make sure that all three classes of traffic control devices (signs, signals, pavement markings) are included.

- Materials/Resources/Technology
  - Whiteboard, blackboard, or SMART Board

2. Traffic Control Device Count

Now that the students have defined what a traffic control device is, have them identify examples of these devices.

Instructions: During the BTW instruction (or at home), have the students park and monitor a busy intersection. Have the students count and record, by picture or description, the number of traffic control devices they see. If done during the BTW, have the instructor point out any that were missed. Have the students share their findings with the class.

- Materials/Resources/Technology
  - Traffic Control Device Count (page 18)

3. Brainstorm

Have the students brainstorm potential consequences that could occur as a result of not following traffic control devices.

Instructions: The objective of the brainstorm is to get students to start thinking about the potential consequences of not following traffic control devices. First, go around the room and ask each student for an idea, giving them the option to pass if they want. Write all of the ideas down in a location that all students can see (e.g. whiteboard, blackboard, SMART Board). After each student has had an opportunity to speak, open the floor for anyone to offer other ideas that they have. After all students are exhausted of ideas, add any other ideas that students did not already mention.

- Materials/Resources/Technology
  - Whiteboard, blackboard, or SMART Board
4. Class Discussion

Lead the students in a discussion about how not following traffic control devices can impact others.

*Instructions: Have the students discuss, as a class, how not following traffic control devices can impact others. How would not following a traffic control device impact the passengers in your vehicle? The driver and passengers of another vehicle? Bystanders? Family members and friends? The community?*

- Materials/Resources/Technology
  - none

5. Intersection Observation

Now that the students have discussed the consequences of not following a traffic control device, have them apply this knowledge to a real-life setting.

*Instructions: During BTW (or at home), have the students park at the same intersection they used during Traffic Control Device Count. Have the students count and record the number of drivers who disregard a traffic control device and what the traffic control device was (i.e. stop sign, traffic light, etc.). Have the students discuss the possible consequences of the driver’s actions.*

- Materials/Resources/Technology
  - Intersection Observation (page 19)

6. Self-Reflection

Have the students reflect on a time when they disregarded or did not completely follow a traffic control device.

*Instructions: Have the students reflect on a time when they disregarded, or did not completely follow a traffic control device. Have the students discuss why they disregarded the traffic control device, and what consequences could have occurred. Have them share with the class.*

- Materials/Resources/Technology
  - Self-Reflection (page 20)
6.2: Observing, Recognizing, Understanding, and Responding to TCD

Section Goal: After successfully completing this lesson, students will demonstrate the ability to observe, recognize, understand and react to the three different types of traffic control devices: Signs, Signals, and Markings.

Essential Questions:
1. What are the four main types of signs, and what are there functions?
2. Why are signs different colors, shapes and sizes?
3. Why do signals have different colors, light patterns and orientations?
4. Why are pavement markings different colors, patterns and widths?
5. How can you use the Search, Evaluate, Execute (SEE) process to appropriately observe and react to signs, signals and markings?

Desired Understandings:
1. The difference between regulation, warning, destination and service signs.
2. The meaning of different colors, shapes and sizes of signs.
3. The proper action to take upon seeing the color, light pattern and/or orientation of a signal.
4. The meaning of different colors, patterns, and widths of pavement markings.
5. The SEE process and how it can be used to appropriately observe and react to signs, signals and markings.

Key Knowledge and Skills:
Students will know…
1. How to distinguish regulation, warning, destination and service signs.
2. How to use color, shape and size to identify and understand signs.
3. How to use color, light pattern and orientation to identify and understand signals.
4. How to use color, pattern and width to identify and understand pavement markings.
5. How to use the SEE process to appropriately observe and react to signs, signals and markings.

Students will be able to…
1. Recognize and understand regulation, warning, destination and service signs.
2. Use color, shape and size to recognize and understand signs.
3. Use color, light pattern and orientation to recognize and understand signals.
4. Use color, pattern and width to recognize and understand pavement markings.
5. Use the SEE process to observe signs, signals and markings and appropriately respond to them.

Learning Experience Outline (items in bold represent Assessment Activities):
1. Quiz
2. Brainstorm
3. Classify/Categorize
4. Quiz, Take 2
5. Headband Game
6. Class Discussion
7. Passenger Driving Log
8. Safe Intersection Design
Learning Experience Activities:

1. Quiz

Give the students a quiz on signs, signals and markings.

Instructions: Give the students a quiz on signs, signals and markings. The quiz can be done as an individual quiz or as a group quiz. Have the students keep track of which ones they got wrong. Make sure to go over any signs, signals or markings that the students are unsure of.

- Materials/Resources/Technology
  - Quiz (page 21)
  - Quiz Key (page 22)
  - Class Quiz PowerPoint (on included CD)
  - Link to list of signs:
    http://en.wikipedia.org/wiki/Road_signs_in_the_United_States

2. Brainstorm

Have the students brainstorm different signs, signals and pavement markings that they have seen.

Instructions: The objective of the brainstorm is to get students to start thinking about the different types of signs, signals and markings. First, go around the room and ask each student for an idea, giving them the option to pass if they want. Write all of the ideas down in a location that all students can see (e.g. whiteboard, blackboard, SMART Board). After each student has had an opportunity to speak, open the floor for anyone to offer other ideas that they have. After all students are exhausted of ideas, make sure to include signs, signals or markings that they are not familiar with, but need to know.

- Materials/Resources/Technology
  - Whiteboard, blackboard, or SMART Board

3. Classify/Categorize

Using the list of signs, signals and markings from the Brainstorm, have the students classify/categorize by type and other defining characteristics.

Instructions: Now that the students have brainstormed different signs, signals and markings, have them start thinking about the different characteristics of each. First, have them categorize by type (sign, signal, marking). Write each category in a location that all students can see (e.g. whiteboard, blackboard, SMART Board). Go through the list of factors and conditions, and have students determine which category each belongs to. After they have been classified, break the class into three groups. Have one group further classify signs, one further classify signals and one further classify markings. Have the groups present to the class.

- Materials/Resources/Technology
  - Whiteboard, blackboard, or SMART Board
  - Classify/Categorize (page 23)
4. Quiz, Take 2

Have the students retake the Quiz.

Instructions: Have the students retake the quiz given earlier and compare their results. Once again, make sure to go over any that students are unsure of.

- Materials/Resources/Technology
  - Quiz (page 21)
  - Quiz Key (page 22)
  - Class Quiz PowerPoint (on included CD)

5. Headband Game

Have the students learn to identify signs based on their characteristics.

Instructions: Break the students up into groups. Give each group game instructions. To begin, have each group a deck of cards. Have the students each pick and card, and without looking hold it up on their forehead. Have the students go around and ask their group yes or no questions about their card to try and identify the sign. Limit each student to 10 questions. Once the student has guessed correctly, move to the next student. Play as many rounds as time allows.

- Materials/Resources/Technology
  - Headband Game Instructions (page 24)
  - Headband Game Cards (page 25)

6. Class Discussion

Have the students discuss how they can use the Search, Evaluate, Execute (SEE) process to observe and react to signs, signals and markings.

Instructions: Break the students into three groups and give each group one portion of the SEE process. Have the groups discuss how they can use the portion of the SEE process to observe and react to signs, signals and markings. Have the groups come back together and have each group present their findings to the class.

- Materials/Resources/Technology
  - Class Discussion (page 27)
7. Passenger Driving Log

Now that students can identify signs, signals and markings, have them record them during a drive.

*Instructions:* While riding with their parents, siblings or classmates, have the students record all of the signs, signals and markings that they see. Have the students indicate how they would respond to each. Have the students present a few to the class.

- **Materials/Resources/Technology**
  - Passenger Driving Log (page 28)

8. Safe Intersection Design

Using the information gained through this unit, have the students design a safe intersection with appropriate signs, signals and markings.

*Instructions:* Break the students into small groups. Give each group a blank intersection with no traffic control devices. Have each group design a safe intersection using signs, signals and markings. Have each group present the design to the class, making sure to explain why they choose the signs, signals and markings that they did.

- **Materials/Resources/Technology**
  - Safe Intersection Design (page 29)
  - Safe Intersection Design Templates (page 30)
6.3: Factors that Influence Your Ability to Observe, Recognize, Understand, and React to TCD

Section Goal: After successfully completing this lesson, students will understand the many factors that influence their ability to observe, recognize, understand and react to traffic control devices.

Essential Questions:
1. What conditions and factors outside of the vehicle can affect your ability to observe, recognize, understand and react to traffic control devices?
2. What conditions and factors inside the vehicle can affect your ability to observe, recognize, understand and react to traffic control devices?

Desired Understandings:
1. The variety of external conditions and factors that can negatively affect how they observe, recognize, understand and react to traffic control devices.
2. The variety of internal conditions and factors that can negatively affect how they observe, recognize, understand and react to traffic control devices.

Key Knowledge and Skills:
Students will know…
1. Specific external factors and conditions that can affect their ability to observe, recognize, understand and react to traffic control devices.
2. Specific internal factors and conditions that can affect their ability to observe, recognize, understand and react to traffic control devices.

Students will be able to…
1. Recognize and respond to external factors and conditions that impact their ability to observe, recognize, understand and react to traffic control devices.
2. Recognize and respond to internal factors and conditions that impact their ability to observe, recognize, understand and react to traffic control devices.

Learning Experience Outline (items in bold represent Assessment Activities):
1. Brainstorm
2. Classify/Categorize
3. Group Discussion
4. Driving Range
5. Class Discussion
6. Driving Journal
7. Guidelines
Learning Experience Activities:

1. Brainstorm

Have the students brainstorm factors and conditions that could impact their ability to observe, recognize, understand and react to signs, signals and markings.

Instructions: The objective of the brainstorm is to get students to start thinking about the different factors and conditions that could impact their ability to observe, recognize, understand and react to signs, signals and markings. First, go around the room and ask each student for an idea, giving them the option to pass if they want. Write all of the ideas down in a location that all students can see (e.g. whiteboard, blackboard, SMART Board). After each student has had an opportunity to speak, open the floor for anyone to offer other ideas that they have. After all students are exhausted of ideas, add any other ideas that students did not already mention.

- Materials/Resources/Technology
  - Whiteboard, blackboard, or SMART Board

2. Classify/Categorize

Using the list of factors and conditions from Brainstorm, have the students classify/categorize into internal or external factors.

Instructions: Now that the students have brainstormed factors and conditions that could impact their ability to observe, recognize, understand and react to signs, signals and markings, have them start thinking about where these factors are occurring. Write each category in a location that all students can see (e.g. whiteboard, blackboard, SMART Board). Go through the list of factors and conditions, and have students determine which category (or categories) each belongs to. After completing the list, make sure that all categories have an example. If there are any categories that are empty, have the students brainstorm factors and conditions that would fit.

- Materials/Resources/Technology
  - List of categories
    - Internal to the vehicle
    - External to the vehicle
    - Internal to the driver
    - External to the driver
  - Whiteboard, blackboard, or SMART Board
3. Group Discussion

Using the list of factors and conditions from Brainstorm, have the students discuss strategies that they could use to deal with them.

*Instructions: Break the students into small groups. Have the groups discuss strategies that they could use to deal with different factors and conditions that may impact their ability to observe and react to signs, signals and markings. Have the groups present their strategies to the class.*

- Materials/Resources/Technology
  - Group Discussion (page 35)

4. Class Discussion

Lead the students in a discussion about what happens when you can’t see a traffic control device.

*Instructions: Lead the students in a class discussion about what happens when you can’t see a traffic control device. How would they respond? How would they adjust their driving? What are some potential consequences?*

- Materials/Resources/Technology
  - none

5. Driving Journal

After discussing the impact of not being able to see a traffic control device, have the students apply this to a real-world driving scenario.

*Instructions: While riding with their parents, siblings or classmates, have the students keep a record of any intersection where a sign, signal or marking was blocked or otherwise difficult to see and describe how the driver handled the situation. Also, have them describe how they would have handled the situation if they were the driver.*

- Materials/Resources/Technology
  - Driving Journal (page 36)
6. Guidelines

Now that the students have reflected upon and discussed strategies that they could use to deal with different factors and conditions that may impact their ability to observe and react to signs, signals and markings, instruct the students to work together and create an in-car list of guidelines to apply these strategies.

**Instructions:** Now that the students have discussed and brainstormed strategies that they could use to deal with different factors and conditions that may impact their ability to observe and react to signs, signals and markings, the students should begin to apply this knowledge in a practical, hands-on approach. Have the students work together, either in small groups or as a class, to develop a list of in-car guidelines for applying these strategies. If working in small groups, have the students re-assemble and develop a master list of guidelines from all of the individual lists. These guidelines should be placed in both the BTW and home vehicles.

- Materials/Resources/Technology
  - Guidelines Instructions (page 37)

7. Action Plan

Now that the students have developed in-car guidelines, assign students to develop a personal Action Plan of strategies to deal with different factors and conditions that may impact their ability to observe and react to signs, signals and markings. The Action Plan should be approximately one page long and should include a description of how the strategies will be used.

**Instructions:** As the Signs, Signals and Markings module draws to a close, the goal is that students walk out the door with the ability to handle factors, conditions and situations that may impact their ability to observe and react to traffic control devices. Encourage students to make use of the class guidelines to serve as examples for their Action Plan.

- Materials/Resources/Technology
  - Action Plan Instructions (page 38)
### Supplemental Materials Appendices

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Lesson 6.1 Traffic Control Device Count

Name: _______________________________ Date: ______________

Instructions: During a practice drive, park and monitor a busy intersection. Count the number of traffic control devices you see, and take a picture or write a description of each. Be prepared to share your findings with the class.

Intersection Location:

Traffic Control Devices Spotted (and description):

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10.
Lesson 6.1 Intersection Observation

Name: ___________________________________  Date: _____________

Instructions: During a practice drive, park at the same intersection you used for the Traffic Control Device Count. Count and record the number of drivers who disregard a traffic control device. Think about the possible consequences that could have occurred. Be prepared to share your findings with the class.

Intersection Location:

Traffic Control Device Ignored (# of drivers):

Possible Consequences:
Lesson 6.1 Self-Reflection

Name: _______________________________ Date: ___________

Instructions: Reflect on a time when you disregarded or did not completely follow a traffic control device. Why did you disregard the traffic control device? What consequences could have occurred?

Describe the incident:

Explain why you disregarded the traffic control device:

Possible Consequences:
Lesson 6.2 Quiz

Name: ________________________________ Date: ____________

Instructions: Identify the signs, signals and markings shown on the PowerPoint and describe what they mean.

1A.
1B.
2.
3.
4.
5.
6A.
6B.
7.
8A.
8B.
8C.
8D.
9.
10A.
10B.
11A.
11B.
12.
13.
14.
15A.
15B.
15C.
16.
17.
18.
Lesson 6.2 Quiz KEY

Name: ___________________________________  Date: ______________

Instructions: Identify the signs, signals and markings shown on the PowerPoint and describe what they mean.

1A. Lane may only turn left.
1B. Lane may go straight or turn left.
2. Chevron – a sharp right turn or curve.
3. Pedestrian crosswalks.
4. Double yellow, one solid one broken. May cross broken line to pass only if broken is closest to you and it is safe to pass.
5. Double solid, may not cross.
6A. Flashing red, same as a stop sign. Come to a complete stop and proceed through when safe.
6B. Flashing yellow, move forward with caution.
7. General service sign for a hospital.
8A. Red arrow, may not turn left. Come to a complete stop.
8B. Yellow arrow, light will soon be red.
8C. Flashing yellow arrow, left turns allowed. Yield to oncoming traffic and pedestrians.
8D. Green arrow, may turn left.
9. U-turn is prohibited.
10A. Don’t walk. Pedestrian may not begin crossing.
10B. Walk. Pedestrian may begin crossing the street if it is safe to do so.
11A. Flashing hand. Pedestrian cannot start crossing. If in the cross walk, pedestrian should finish crossing.
11B. Count-down timer. Indicated number of seconds left until steady hand is displayed.
13. Road workers are in or near the roadway.
14. Slippery when wet.
15A. Steady red, come to a complete stop.
15B. Steady yellow, light will soon be red. Stop if you can do so safely.
15C. Steady green, proceed, but only if intersection is clear.
16. Speed limit, maximum legal speed in ideal conditions.
17. US route sign.
18. Yield, slow down and completely stop if necessary. Yield to right-of-way traffic.
Lesson 6.2 Classify/Categorize

Instructions: Using the list of signs, signals and markings you identified in Brainstorm, categorize them first by type, and then by the categories listed below.

Sign Categories

<table>
<thead>
<tr>
<th>Color</th>
<th>Type</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>Regulation</td>
<td>Octagon</td>
</tr>
<tr>
<td>Blue</td>
<td>Warning</td>
<td>Equilateral Triangle</td>
</tr>
<tr>
<td>Brown</td>
<td>Destination</td>
<td>Circle</td>
</tr>
<tr>
<td>Green</td>
<td>Service</td>
<td>Pennant/Isosceles Triangle</td>
</tr>
<tr>
<td>Red</td>
<td>Temporary Traffic Control</td>
<td>Pentagon</td>
</tr>
<tr>
<td>White</td>
<td>School</td>
<td>Crossbuck (two rectangles in X shape)</td>
</tr>
<tr>
<td>Yellow</td>
<td></td>
<td>Diamond</td>
</tr>
<tr>
<td>Fluorescent yellow-green</td>
<td></td>
<td>Rectangle/Square</td>
</tr>
<tr>
<td>Orange</td>
<td></td>
<td>Trapezoid</td>
</tr>
</tbody>
</table>

Signal Categories

<table>
<thead>
<tr>
<th>Color</th>
<th>Light Pattern</th>
<th>Light Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Steady</td>
<td>Circular</td>
</tr>
<tr>
<td>Yellow</td>
<td>Flashing</td>
<td>Arrow</td>
</tr>
<tr>
<td>Green</td>
<td></td>
<td>Upraised Hand</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>Walking Person</td>
</tr>
</tbody>
</table>

Marking Categories

<table>
<thead>
<tr>
<th>Color</th>
<th>Pattern</th>
<th>Width</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow</td>
<td>Solid</td>
<td>Normal</td>
</tr>
<tr>
<td>White</td>
<td>Broken</td>
<td>Double</td>
</tr>
<tr>
<td>Red</td>
<td>Dotted</td>
<td>Wide</td>
</tr>
<tr>
<td>Blue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purple</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6.2 Headband Game Instructions

Name: ___________________________________ Date: _______________

Instructions: This game will help you identify different types of signs.

Gameplay:

1. Break up into small groups.

2. Pick a card from the deck without looking at it. When it is your turn, hold the card face out in front of your forehead so that the rest of the group can see the card.

3. Asking only yes or no questions, try to determine which sign is on your card. Be smart – you are only allowed 10 questions!

4. Once you have guessed correctly, move on to the next student.

5. Continue gameplay until all students have had a turn, or until time runs out.

6. Make a note of any signs that were difficult to guess.

Notes:
<table>
<thead>
<tr>
<th>Added lane ahead.</th>
<th>General information sign for an airport.</th>
<th>Bicycle ahead or crossing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bicycle route sign</td>
<td>Cattle ahead or crossing.</td>
<td>Center lane, two-way left turn only.</td>
</tr>
<tr>
<td>Children’s playground ahead.</td>
<td>Detour to the left.</td>
<td>Divided highway begins ahead.</td>
</tr>
<tr>
<td>Farm vehicles ahead or crossing.</td>
<td>Flagger stationed ahead to control road users.</td>
<td>General service sign for food.</td>
</tr>
<tr>
<td>General service sign for gas.</td>
<td>Disabled/handicapped parking spot.</td>
<td>Maximum legal speed that you may travel during ideal weather conditions.</td>
</tr>
<tr>
<td>Sign</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td><img src="image1" alt="Merging Traffic" /></td>
<td>Merging traffic entering from the left.</td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="No Parking" /></td>
<td>No parking allowed.</td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="No Passing Zone" /></td>
<td>Beginning of a no passing zone, do not pass.</td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="No Pedestrian Crossing" /></td>
<td>No pedestrian crossing.</td>
<td></td>
</tr>
<tr>
<td><img src="image5" alt="No Right Turn" /></td>
<td>No right turn.</td>
<td></td>
</tr>
<tr>
<td><img src="image6" alt="No Trucks Allowed" /></td>
<td>No trucks allowed.</td>
<td></td>
</tr>
<tr>
<td><img src="image7" alt="One Way" /></td>
<td>Traffic flows only in the direction of the arrow.</td>
<td></td>
</tr>
<tr>
<td><img src="image8" alt="Warning, Railroad Crossing Ahead" /></td>
<td>Warning, railroad crossing ahead.</td>
<td></td>
</tr>
<tr>
<td><img src="image9" alt="Just Ahead, Road Curves Left, Then Right" /></td>
<td>Just ahead, the road curves left, then right.</td>
<td></td>
</tr>
<tr>
<td><img src="image10" alt="Warning, Stop Sign Ahead" /></td>
<td>Warning, stop sign ahead.</td>
<td></td>
</tr>
<tr>
<td><img src="image11" alt="Intersection Ahead, Roadway Ends, Must Turn Left Or Right" /></td>
<td>Intersection ahead, roadway ends, must turn left or right.</td>
<td></td>
</tr>
<tr>
<td><img src="image12" alt="Traffic Signal Lights Ahead" /></td>
<td>Traffic signal lights ahead.</td>
<td></td>
</tr>
<tr>
<td><img src="image13" alt="Right Curve Ahead, Truck Rollover Warning" /></td>
<td>Right curve ahead, truck rollover warning.</td>
<td></td>
</tr>
<tr>
<td><img src="image14" alt="“Y” Intersection Ahead, Option To Go Straight Ends, Must Go Left Or Right" /></td>
<td>“Y” intersection ahead, option to go straight ends, must go left or right.</td>
<td></td>
</tr>
<tr>
<td><img src="image15" alt="Yield Sign Ahead" /></td>
<td>Yield sign ahead.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6.2 Class Discussion

Name: ___________________________________          Date: ______________

Instructions: You will be broken into small groups and assigned one portion of the Search, Evaluate, Execute (SEE) process. In your groups, discuss how you can use your portion of the SEE process to observe and react to signs, signals and markings. Be prepared to present to the rest of the class.

Assigned SEE Portion:

Notes:
Lesson 6.2 Passenger Driving Log

Name: ___________________________________       Date: __________

Instructions: While riding as a passenger while your parent or sibling (or classmate if doing the activity during BTW instruction) drives, record all of the signs, signals and markings that you see. Indicate how you would respond to each. Be prepared to present a few to the class.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16. 
17. 
18. 
19. 
20. 
Lesson 6.2 Safe Intersection Design

Name: ________________________________ Date: ____________

Instructions: Using the information you learned about signs, signals and markings, design a safe intersection. Your teacher will break you up into small groups and give each group a different intersection. Using the intersection you are given, determine which signs, signals and markings need to be used to create a safe intersection. Draw the signs, signals and markings onto the intersection. Be prepared to present your design to the class, making sure to explain why your group chose the signs, signals and markings that they did.

Intersection Assigned:

Notes:
Lesson 6.2 Safe Intersection Design Template – Four Way Intersection
Lesson 6.2 Safe Intersection Design Template – T Intersection
Lesson 6.2 Safe Intersection Design Template – Four Lane Highway/City Street Intersection
Lesson 6.3 Group Discussion

Name: _______________________________ Date: ______________

Instructions: Your teacher will break you into small groups. In your group, discuss strategies that you could use to deal with different factors and conditions that may impact your ability to observe and react to signs, signals and markings. Be prepared to present your strategies to the class.

Strategies:
Lesson 6.3 Driving Journal

Name: _______________________________  Date: ______________

Instructions: While riding with your parents, siblings, or classmates, keep a record of any intersection where a traffic control device was blocked or otherwise difficult to see. Describe how the driver handled the situation. Also, describe how you would have handled the situation.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Lesson 6.3 Guidelines Instructions

Name: ___________________________________  Date: ______________

Instructions: Working as a group, develop a list of in-car guidelines to deal with different factors and conditions that may impact your ability to observe and react to signs, signals and markings. The list will be placed in the BTW vehicles, and should be placed in your personal vehicles as well. Use the space below to take notes.
Lesson 6.3 Action Plan Instructions

Name: ___________________________________          Date: ______________

Instructions: Using the Guidelines you just developed, as well as the information earned in this unit, develop a personal action plan of strategies to deal with different factors and conditions that may impact your ability to observe and react to signs, signals and markings. Your action plan should include a list of common factors and conditions and a description of how each will be dealt with. Your action plan should be approximately one page long. Use the space below to take notes.

Examples: