



**New Jersey Driver Education
Classroom and Behind the Wheel Instruction
Assessment**

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I. Introduction

Background

When compared to other states, NHTSA (2009) found that the New Jersey driver education program is proactive in most areas, except for driver education not being a requirement for licensure. Students seeking a permit should take 30 hours of classroom training, 15 hours of simulator training, or 6 hours behind-the-wheel training. A variety of driver education resources have been made available to this population; except an approved curriculum guide does not currently exist in the state. Teacher certification is deemed appropriate and requires ongoing approval from the Motor Vehicle Commission, New Jersey's driver education supervising agency. Credits and recertification of teachers involves 6-8 hours of National Safety Defensive Driving training. The minimum age of students is 16 years for obtaining a valid permit, taking the eye test, and written test, with a holding period of six months. It is recommended that Parent/Guardians supervise six months of practice driving and they are expected to enforce the night time restriction of 11:01 p.m. - 5:00 a.m. and maintain that no more than one passenger (excluding children of driver) is allowed in the vehicle of the novice driver. The minimum intermediate license age is 17 years, while the minimum age of basic licensure is 18 years, oldest in the country.

Driver Education, a classroom-based program for high school students, requires successful completion of the New Jersey Motor Vehicle Commission's knowledge examination. Passage of this examination meets one requirement of eligibility for the driver's permit, but does not imply passage of the program. The course content, based on the New Jersey Drivers Handbook, has been successfully aligned with the New Jersey Student Learning Standards for Health and Physical Education (NJSLS for Health and Physical Education) and the New Jersey Student Learning Standards for Technological Literacy (NJSLS for Technology Literacy).

If the classroom driver education course is not taken in high school, beginning drivers still must be at least 16 years of age, pass the vision and knowledge tests, then hold a permit for six months before completing the road test. The same New Jersey Drivers Handbook is studied to gain a full understanding of road rules and safety precautions. Practice tests and a study guide are also available to help learners prepare for the examination. After all tests are successfully completed, necessary documents are then presented and fees paid to obtain the license. In spring 2019, a companion study will be conducted on the status of *Behind the Wheel* Driver Education in New Jersey.

Legislative Amendments

In 2015, the New Jersey Senate and General Assembly amended R.S. 39: 3-10 on licensing of drivers; classifications to address identified improvements in driver education. Specifically, the legislation on the driver education course requirements authorized that manuals (guides) shall be developed on several topics including alcohol or drug use, as related to highway safety.

Section 8 of P.L. 1998, c.108 (C.27:5 F-41) required the Director of the Division of Highway Traffic Safety, in consultation with the Chief Administrator of the Motor Vehicle Commission, to develop curriculum guidelines for safe operation of motor vehicles. Instruction for the approved course of instruction shall be no less than 30 hours in length and designed to instill knowledge and attitudes necessary for safe operation and driving of motor vehicles. The following subjects: defensive driving, highway courtesy, dangers of driving a vehicle in an aggressive manner, shall also be included in the content. Driving dangers must cover unexpected altering speed of a vehicle, making improper or erratic traffic lane changes, disregarding traffic

control devices, failing to yield to the right of way, following another vehicle too closely, crash avoidance; as well as understanding and respecting the State's motor vehicle laws, insurance fraud, and state requirements and benefits of maintaining vehicle insurance.

The Division Director was also charged with producing an informational brochure for parents and guardians, who supervise minors under the age of 18 years. The brochure shall include, but is not limited to the following information for the beginning driver population: setting examples, accident and fatality statistics, causes of accidents among new drivers, the need for supervised operation of vehicles, coaching methods to reduce accidents, description of the Graduated Driver License (GDL) Program, benefits of classroom and behind-the-wheel education, and the dangers of driving a vehicle in an aggressive manner.

II. Administrative Oversight of Driver Education in New Jersey

Several state agencies were named in the 2015 legislation to support the oversight of Driver Education in New Jersey. The Motor Vehicle Commission (MVC) is designated as the lead agency for driver testing and licensing and has been identified to maintain a strong working relationship with the Department of Education, Department of Health, and Division of Highway Traffic Safety as the state-level administrative support system. A brief overview of the current support provided by each participating agency is described in the following section.

Motor Vehicle Commission

The Motor Vehicle Commission requires residents, under the age of 18, to hold a learner's permit for a minimum of six months, and also complete a state approved driver's education program before applying for a new license. Driver education courses are offered through both public and private school programs. All classroom courses must be approved by the New Jersey Motor Vehicle Commission (MVC), along with private driving schools that cover the same course content. While driver's education courses vary between schools, all licensed programs must include the following components (MVC, 2015):

- Classroom periods shall focus on issues including alcohol safety and drug abuse awareness, defensive driving, motorcycle awareness, and organ/tissue donation.
- In-car instruction session is mostly offered by driving schools and must be divided into a period of actual driving and observation time.



After successful completion of the driver's education course and "behind the wheel" training, the driving school sends a copy of the completion certificate to Motor Vehicle Commission and a permanent driver's license will be issued. Drivers under the age of 18 must have their certificate signed and authorized by a parent or legal guardian. Optional courses are also offered through driving schools that focus on aspects of driver education that relate to auto insurance discounts, defensive driving, point reduction, or suspension remediation.

Department of Education

Driver Education is predominantly a classroom-based program taught to high school students in their sophomore year. The course culminates with students completing the New Jersey Motor Vehicle Commission's knowledge examination. Passage of the examination meets one requirement of eligibility for the driver's permit, but does not imply passage of the course. Classroom-based Novice Driver Education Curriculum is also closely aligned with the *New Jersey Student Learning Standards for Health and Physical Education, C. Design and D. Safety* and the *New Jersey Student Learning Standards for Technological Literacy*. The Comprehensive Standards have been further revised to include Organ Donation (N.J.S.A. 18A:7F-4.3) in Grades 9 through 12.

Department of Health

The Department of Health oversees all aspects of public health services. It is responsible for the oversight of health care institutions, hospital financing, public health, and environmental laboratory services, senior services, health care policy and research, as well as minority and multi-cultural health. The Department supports the *National Centers for Disease Control and Prevention (CDC)*, the nation's premier public health agency — working to ensure healthy people in a healthy world. Considerable research has been conducted on the national public health epidemic of teen driving crashes and fatalities.

Division of Highway Traffic Safety

The Division of Highway Traffic Safety (2015) has actively supported teen driver safety through issuance of the Teen Driver Report, a five-year study on the status of teen driver safety. These findings identified New Jersey as having enacted one of the most comprehensive GDL laws in the country, maintaining one of the highest minimum licensure age requirements, and experiencing one of the lowest fatality rates for young drivers. Crash rates have continued to be monitored to improve the well-being of this population.

Most importantly, teen drivers made up 7% of the driving population but accounted for 11% of all crashes, the highest per driver crash rate of any group. Fortunately, a 25% decrease in the number of crashes involving young drivers occurred over this five-year period. More male than female drivers (52% and 51% respectively) were involved in motor vehicle crashes. The crashes had occurred more frequently during the months of June, January, May, and July. Friday afternoons were when most the crashes occurred during the week. Seventy-one percent of the young drivers involved in crashes had noted crash contributing circumstances and 42% of this group identified driver inattention as the cause of their crashes. Several young drivers (27%) were issued one or more citations with careless driving (58%) being the most identified action. During this five-year period, there were 345 fatalities involving young drivers, an average of 69 fatalities per year. The number of fatalities is generally highest among 20 year olds. Approximately 60% of those involved in young driver crashes were other people than the driver.

The Division and Kean University had also developed *Share the Keys (STK)*, a 90-minute program for parents/guardians and their teen drivers. The session included a series of stated key outcomes (vision), behavioral objectives, and target constructs that were evidenced-based. Local partners from education, driving agencies, safety agencies, and law enforcement representatives served as volunteer instructors and cosponsors of *STK* community events. Typically, law enforcement representatives discussed the GDL

restrictions with their audiences, then parents and their teens worked together on completing the safety exercises.

In 2016, the Division entered into an agreement with New Jersey Manufacturers Insurance (NJM) to administer *STK* on a statewide basis, as both a voluntary and mandated school program. The trainings continued to be linked to parking permit requirements, classroom driver education programs, pre-prom events, and back-to-school nights. While the session was designed for parents and teens entering the permit phase of licensure, other young drivers with probationary licenses also benefited from the orientation. Specifically, the program promoted communication between parents and teens on understanding the GDL restrictions, enforcement responsibilities of parents, increasing practice driving opportunities with teens, monitoring teen drivers on following the GDL restrictions, and learning safe driving skills for life. *STK* research (2018) confirmed that 20% of parents continued to enforce the GDL regulations one year after their teens had earned their licenses, which likely has contributed to the decline of teen driver fatalities in New Jersey.

Other Agencies

While not identified in the legislation as a working partner, the New Jersey Department of Transportation oversees the state's *Strategic Highway Safety Plan* (SHSP), an administrative action tool to promote traffic safety. Motor vehicle crashes continued to be the main cause of fatalities among teens, mainly due to lack of judgment and skills that come with maturity and experience. Again, the New Jersey's Comprehensive Graduated Driver License (GDL) program was viewed to be in compliance with national expectations of allowing novice drivers to gradually gain experience over time, while reducing exposure to conditions that cause the greatest risks (i.e. driving with passengers, driving at night; as well as unbelted and distracted driving). Teens also obtain their permits at 16.5 years, restricted probationary licenses at 17 years, and basic licenses at 18 years, when completing 12 months of the probationary license period.

Proposed plans to support this "at risk" population include improvement of highway hardware designs, adoption of seatbelt usage policies, promotion of peer-to-peer outreach programs, requirement of parent and teen orientations prior to obtaining a learner's permit, expansion of the learner's permit to twelve months, and designating 50 hours of supervised practice driving during the permit phase of licensure.

III. ANSTSE Onsite Technical Review

In June 2016, Director Poedubicky of the New Jersey Division of Highway Traffic Safety contacted ANSTSE to obtain technical support for the Driver Education Program in New Jersey. Earlier in the year, an ADTSEA training had been conducted on their Driver Education curriculum. Technical assistance was arranged to focus on Program Administration, since a new administration was expected to begin in January 2018. The national team, consisting of Troy Costales and Michael Calvin, ANSTSE representatives, conducted a two-day review that produced several recommendations. There was a strong interest in the developing an Action Plan, conducting statewide assessment studies, and implementing national standards.

According to the technical team, there was a high level of interest among the stakeholders to work cooperatively on improving the New Jersey Driver Education Programs and make a difference for teen drivers in the State. It was recommended to build a Driver Education Pyramid Structure involving Administration, Ambassadors, and Advocacy. When the next state-level Administration is sworn into

office, the Management Team needs to include representatives from: Division of Highway Traffic Safety (DHTS), Department of Education (DOE), and the Motor Vehicle Commission (MVC) through a Memorandum of Understanding. The purpose of this team includes identifying cooperative ventures that advance driver education, synchronize the delivery of classroom and behind-the-wheel (BTW) curricula, standardize instructor qualifications and re-certifications; linking driver education to the driver licensure of private and public delivery programs, identifying the need for potential legislative agendas, planning administrative rules to move the program forward, evaluating data and initiating research studies, creating a ten-year action plan with milestones to be met, and building an understanding of the delegated authority of stakeholders. Additional roles of the Administration will include finance, auditing and compliance, third party provider ethics, and linking theory to BTW training tests.

Another recommendation was the establishment of a Driver Education Advisory Committee that consisted of front-line delivery partners to support the Management Team. This team would educate the public through media campaigns and champion efforts of the Management Team. Currently involved professional organizations (i.e. Driving School Association of New Jersey, New Jersey Teen Safe Driving Coalition, and New Jersey Association for Health, Physical Education, Recreation and Dance) will provide assistance and guidance to the overall program. The State of New Jersey was encouraged to assemble a functional data base to support driver education programs, create a resource library of curriculum information programs, assemble county-level statistics, research, and case studies of best practices. NHTSA fact sheets and GDL Guidelines should also be made available to all educators.

IV. Driver Education Course Assessment

A Charter Plan for New Jersey Driver Education Committee (NJ DEC) was developed and approved in April 2017, so the first project of this working group has been to identify the course content used in classroom education, especially since Driver Education teachers did raise concerns about some students not being able to successfully pass the written examination. Discussion with DEC members confirmed that the adoption of a standardized curriculum by the Motor Vehicle Commission (MVC) would not be effective; but national standards serve as “*guidelines*” for school districts to utilize. A comparison was made of course content between the 2017 MVC New Jersey Driver Manual and the Novice Driver Education Training Standards (2018). Results appear below.

Table 1. Relationship of National Novice Driver Standards to NJSLS and NJ Driver Manual

Novice Driver Standards	NJSLS	Sources
<i>Standard 1. Preparing to Operate a Vehicle</i>	D3, D4, D5	Share the Keys Parent Orientation (MVC Resource)
<i>1.1. Become aware of program goals through a student parent orientation</i>		MVC NJ Driver Manual C1-17 through 1-21, C2-30, C2-31
<i>1.2. Recognize and comply with the rules of the road based on state and local requirements</i>	D1, D5	MVC NJ Driver Manual C4 61-65
<i>1.3 Recognize and illustrate vehicle operating space needed for managed-risk operation</i>	D1, D5	MVC NJ Driver Manual C5-80 through 5-99
<i>1.4 Understand and practice processes and procedures for preparing to drive a vehicle. This includes being aware of and knowing how to utilize current vehicle technology</i>	D1, D5	MVC NJ Driver Manual C2-30 Through C2-31
<i>1.5 Recognize the value of occupant protection as a crash prevention and loss prevention tool for managed-risk driver performance</i>	D1, C3	MVC NJ Driver Manual C3 -41 Through C3-43
<i>1.6 Identify and practice a procedure for starting a vehicle</i>	D1, C3	MVC NJ Driver Manual C3 – 49 Through C3-50
<i>1.7 Identify and practice a procedure for securing a vehicle</i>	D1, C3	MVC NJ Driver Manual C4-81 Through C4-82

1.8 Attend the student/parent debriefing at the conclusion of the course and complement the requirements of GDL

D3, D4, D5

MVC NJ Driver Manual C1-17 through 1-21, C2-30, C2-31

Novice Driver Standards	NJSLS	Sources
<i>Standard 2. Understanding Vehicle Controls</i>		
<i>The student will:</i>		
<i>2.1 Explain and apply basic concepts related to vision control needed to operate a vehicle</i>	D1	<i>MVC NJ Driver Manual C5-94</i>
<i>2.2 Explain and apply basic motion control techniques needed to operate a vehicle while maintaining suspension balance</i>	D1	<i>MVC NJ Driver Manual C4-63</i>
<i>2.3 Explain and apply the four basic techniques related to steering control needed to operate a vehicle</i>	D1, D5, C3	<i>MVC NJ Driver Manual C3-51</i>
<i>2-4. Identify and practice use of communication techniques, courtesy and respect in regard to other roadway users</i>	D1, D4, C3	<i>MVC NJ Driver Manual C3-53</i>
<i>2-5. Identify and practice methods for stopping a vehicle</i>	D1, C3	<i>MVC NJ Driver Manual C3-52</i>
<i>2-6. Identify and develop vehicle reference points to know where the vehicle is positioned to the roadway</i>	D1, C3	<i>MVC NJ Driver Manual C3-95 – C3-98</i>

Novice Driver Standards	NJSLS	Sources
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Standard 3. Introducing Traffic Entry Skills

The student will:

3.1. Recognize, understand, determine meaning, and relate roadway conditions, signs, signals, and pavement markings to managed-risk driving decisions

C3

MVC NJ Driver Manual C5-95 Through C5-97

3.2. Understand procedures and processes for basic vehicle maneuvering tasks

D1

MVC NJ Driver Manual C5-86 Through C5-91

Novice Driver Standards	NJSLS	Sources
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Standard 4. Introducing Intersection Skills and Negotiating Curves and Hills

The student will:

4.1. Discover how visual skills and mental perception lead to managed-risk driving decisions

D1, D5

MVC NJ Driver Manual C5-94

4.2. In compliance with rules of the road, select, maintain, and adjust speed to reduce risk of collision

D1, D5

MVC NJ Driver Manual C4-62

Novice Driver Standards	NJSLS	Sources
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Standard 5. Space Management and Vehicle Control Skills in Moderate Risk Environments

The student will: (recognize and respond to)

<i>5.1. Review and apply the principles of a space management system (i.e. SEE) to managed-risk vehicle operation making appropriate</i>	D1, D5	MVC NJ Driver Manual C3-45 Through C3-46
<i>5.2. Demonstrate and practice basic vehicle maneuvers for managed-risk operation and identify and respond to divided attention tasks</i>	D1, D5	MVC NJ Driver Manual C5-83 through C5-85
<i>5.3. Identify procedures and practice techniques for managed-risk lane changes in a variety of lane change situations</i>	D1, D5, C3	MVC NJ Driver Manual C3-48
<i>5.4. Identify procedures and practice techniques for managed-risk perpendicular, angle and parallel parking</i>	D1, C3	MVC NJ Driver Manual, C3-57
<i>5.5. Identify procedures and practice techniques for reduced-risk speed management</i>	D1, C3	MVC NJ Driver Manual, C4-61 Through C4-63

Novice Driver Standards	NJSLS	Sources
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Standard 6. Developing Traffic Flow and Space Management Skills at Speeds Below 55 m.p.h.

The student will: (recognize and respond to)

6.1. Roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.	D1, D5, C3	MVC NJ Driver Manual C4-62 Through 67
6.2. Space management situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.	D1, D5, C3	MVC NJ Driver Manual C4-62 Through 67
6.3. Intersection entry situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.	D1, D5, C3	MVC NJ Driver Manual C4-62 Through 67
6.4. Curve entry/apex/exit situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.	D1, D5, C3	MVC NJ Driver Manual C4-62 Through 67
6.5. Planned passing situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.	D1, D5, C3	MVC NJ Driver Manual C4-62 Through 67

Novice Driver Standards	NJSLS	Resource
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Standard 7. Developing Traffic Flow and Space Management Skills at Maximum Highway Speeds

The student will: (recognize and respond to)

7.1. Roadway and traffic flow situations on limited access roadways and roadways without limited access at maximum highway speeds	D1, D5, C3	MVC NJ Driver Manual C4-68
7.2. Space management situations on limited access roadways and roadways without limited access at maximum highway speeds	D1, D5, C3	MVC NJ Driver Manual C4-68 through C4-71
7.3. Merging, speed control, lane selection, and exiting situations on limited access roadways at maximum highway speeds	D1, D5, C3	MVC NJ Driver Manual C4-68

<i>7.4. Gap selection, communication, speed control, and lane selection during passing situations on limited access roadways at maximum highway speeds</i>	D1, D5, C3	MVC NJ Driver Manual C4-70
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Novice Driver Standards	NJSLS	Sources
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Standard 8. Factors Affecting Driver Performance

The student will:

<i>8.1. Identify the high-risk effects of alcohol and others drugs, including prescription drugs on personality and driver performance</i>	D1, D3, D5	MVC NJ Driver Manual C6-108 Through C6-111
<i>8.2. Recognize legal responsibility to not use alcohol and other drugs that affect ability to operate a vehicle safely and develop strategies for alternative means of safe transportation</i>	D1, D3, D5	MVC NJ Driver Manual C6 -109
<i>8.3. Understand the need for driver fitness to aid managed-risk driver performance and recognize that external and internal vehicle distractions, fatigue, and aggression may result in injury and physical damage crashes</i>	D1, D5	MVC NJ Driver Manual C6-112
<i>8.4. Understand the impact of temporary impairments and long-term disabilities and the strategies to compensate and enhance for managed-risk driver performance</i>	D1, D3, D5	MVC NJ Driver Manual, C6-110
<i>8.5. Identify risk factors affecting other driver's performance and describe low risk responses</i>	D1, D5	MVC NJ Driver Manual, C6-110

Novice Driver Standards	NJSLS	Sources
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Standard 9. Managing Adverse Conditions

The student will:

<i>9.1. Recognize how adverse weather conditions can impact or affect visibility and traction and respond by adjusting speed to meet the ability to steer and stop the vehicle within the limits of the conditions as presented</i>	D1, D5, C3	MVC NJ Driver Manual C5-92 Through C5-93
<i>9.2. Recognize how adverse weather conditions creates visibility and traction problems and the effect on space management skills in regard to speed and position adjustments</i>	D1, D5, C3	MVC NJ Driver Manual C5-94 Through C5-95
<i>9.3. Recognize how night driving creates a visibility problem and how this affects space management in regard to speed and position adjustments</i>	D1, D5, C3	MVC NJ Driver Manual C5-94 Through C5-95

Novice Driver Standards	NJSLS	Source
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Standard 10. Other Roadway Users

The student will:

<i>10.1. Recognize the characteristics and limitations of other motorized vehicles that may have different weight, speed, and visibility problems and respond with appropriate space management principles</i>	D1, D5	MVC NJ Driver Manual C8-138-Through C8-142
<i>10.2. Recognize the characteristics and limitations of non-motorized vehicles and pedestrians that may have different speed and visibility problems and respond with appropriate space management principles</i>	D1, C3	MVC NJ Driver Manual C8-142 Through C8-144

<i>10.3. Recognize the characteristics and limitations of tracked vehicles (trains and trolleys) that may have different weight, speed, and visibility problems and respond with appropriate space management principles</i>	D1, C3	MVC NJ Driver Manual C8-144 Through C8-145
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Novice Driver Standards	NJSLS	Source
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Standard 11. Responding to Emergencies, Vehicle Malfunctions and Crashes and Understanding Vehicle Technology

The student will

<i>11.1. Recognize and respond to vehicle malfunctions in a managed-risk manner, understand vehicle braking and technology systems and utilize proper braking techniques</i>	D1, D5	MVC NJ Driver Manual C5-100 Through C5-101
<i>11.2. Recognize and understand the operation of current and emerging vehicle technologies and address new automated vehicle safety technologies as they become available in the future</i>	D1,C3	MVC NJ Driver Manual C5-100 Through C5-101
<i>11.3. Understand and relate how the roadway system is managed by police and state agencies to help deal with emergencies and vehicle malfunctions</i>	D1, C3	MVC NJ Driver Manual C5-104
<i>11.4. Recognize the responsibilities for attending to a crash scene situation</i>	D1, C3	MVC NJ Driver Manual C5-104

Novice Driver Standards	NJSLS	Source
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Standard 12. Making Informed Consumer Choices

The student will:

12.1. Perform map reading and trip planning exercises using current and emerging technology that lead to an in-car family trip activity	D1, D5	MVC, <i>NJ Driver Manual</i> C5-85 through C5-88
12.2. Recognize problems and make wise consumer choices in purchasing insurance or an automobile	D1, C3	MVC <i>NJ Driver Manual</i> C9-151
12.3. Understand future operator responsibilities in regard to licensing	D1, C3	MVC <i>NJ Driver Manual</i> C9-147 Through C9-151
12.4. Understand operator responsibilities in regard to traffic stops	D1, C3	MVC <i>NJ Driver Manual</i> C5-99
12.5. Understand techniques for safely towing a boat or trailer or driving a special vehicle	D1, C3	MVC <i>NJ Driver Manual</i> C8-139 Through C8-140
12.6. Understand the impact vehicles have on the environment and strategies to reduce the carbon footprint	D1, C3	MVC <i>NJ Driver Manual</i> C3-48

New Jersey Student Learning Standards

As noted in Module Descriptions and Table 1, the proposed guidelines were evaluated for compliance with *New Jersey Student Learning Standards for Health and Physical Education, D. Safety and Technology, Education, Engineering, Design, and Computational Thinking – Program Design, C3. Analyze Product or System for Safety*. They have addressed *D1. Prevention, D5. Motor Vehicle Law, as well as met the 30-hour curriculum requirement*. Over 70% of the modules addressed safety analysis of new vehicle technology (i.e. braking applications, signals, lights, seat belts, and other equipment that protects the drivers and occupants.) However, *Standards D3. Alcohol, Drugs, and Driving and D4. Distracted Driving Outreach* are specific to only a few of the modules and appear in the final examination.

Table 2. Overall NJSLs Compliance with the Novice Driver Curriculum Standards

Novice Driver Standards	D1. Prevention	D3. Alcohol, Drug & Driving	D4. Outreach Distracted Driving	D5. Motor Vehicle Law	C3. Safety Analysis of Product
1. Operations	✓	✓	✓	✓	✓
2. Vehicle Control	✓		✓	✓	✓
3. Traffic Skills	✓	✓		✓	
4. Negotiating Changes	✓			✓	
5. Speed Management	✓			✓	✓
6. Traffic Flow 55 mph	✓				✓
7. Traffic Flow Max	✓			✓	✓
8. Driver Performance	✓	✓		✓	
9. Other Roadway	✓		✓	✓	✓
10. Adverse Conditions	✓			✓	✓
11. Vehicle Malfunction	✓		✓	✓	✓
12. Consumer Control	✓			✓	✓

Supplemental Lesson Plans

Downloadable lesson plans are currently available on the NHTSA website

<https://one.nhtsa.gov/Driving-Safety/Teen-Drivers/Teen-Drivers-Education/Teen-Drivers-%E2%80%93-Driver-Education> for all of Standards except for Share the Keys Parent/Teen Driver Orientation (Standard 1) , Organ Donation, and Insurance (Standard 12). Information and lesson plans for the supplemental content appears in Appendix C. *Share the Keys* is held in over 100 school districts throughout New Jersey and facilitator training is available at no charge, while the Organ Donation lesson plan has previously been piloted in the Jersey City School District.

V. NJ Driver Education Classroom Review

The New Jersey Department of Education website (2018) provided a listing of 511 school districts in the state. Twenty-eight percent of all districts were non-operational, maintained a sending status only, or did not offer Driver Education as part of their curriculum (i.e. vocational schools). Data was collected on Driver Education offerings for 71% of the operating districts. Most of the suburban high schools offered classroom instruction in Grade 10 (86%), while students in urban districts waited until Grade 11 to enroll in the program. Also, three percent did not identify when the course was given at their districts. Most districts offered courses that were over 31 hours in length, while 20% sponsored courses that were less than 30 hours long and 11% did not identify the length of their classroom Driver Education course offerings.

Table 3. shows that most districts (92%) use the NJ Driver Education Manual as their primary or secondary text. The second most popular text is *Drive Right* that is used by 38% of districts, as either a primary or secondary text. A variety of other sources including online, practice tests, quizzes, and guest speakers were reported to be a secondary resource for over half of the districts (53%).

Table 3. NJ Driver Education Classroom Course Materials

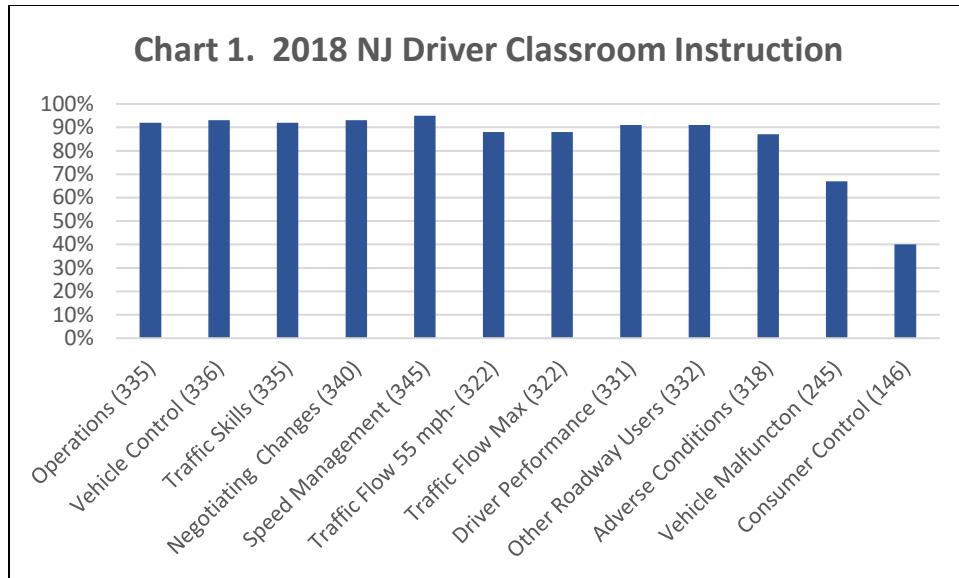
Primary Text (239)

NJ DMV Manual (161)	67%
Drive Right (52)	22%
Responsible Driver (15)	7%
How to Drive - AAA (3)	1%
ADTSEA (3)	1%
None (5)	2%

Secondary Resources (220)

NJ DMV Manual (56)	25%
Drive Right (37)	16%
ADTSEA (4)	2%
How to Drive -AAA (2)	1%
Other Publications -Alive @ 25, etc. (5)	3%
Other Sources -online, tests, quizzes, speakers (116)	53%

When asked to identify topics that are taught in the classroom Driver Education course, all but two topics from the Novice Driver Curriculum Standards were identified by 87% or above districts as being taught in their Driver Education courses. Vehicle Malfunction and Consumer Control were least frequently taught in 67% and 40% of the districts, respectively. This level of inactivity indicates a need to provide additional resources to teachers, who want to begin offering instruction in both areas.



VI. Behind the Wheel Driver Training Assessment

National Standards

A companion Novice Driver Curriculum has been developed by ADTSEA for In-Car Standards in four related domains: *IC1. Preparing to Operate a Vehicle*, *IC2. Introducing Traffic Entry*, *IC3. Developing Visual and Mental perception for Vehicle Control Tasks*, and *IC4. Responding to Emergency Situations*. Many of the twelve *Classroom Standards* are in alignment with the *In-Car Standards*, except for *Standard 8. Factors Affecting Driver Performance* and *Standard 12. Making Informed Consumer Choices*. Therefore, *Table 1. Comparison of National Novice Driver Standards to NJSJC and NJ Driver Manual*, as well as *Table 2. Overall NJSJC Compliance with the Novice Driver Curriculum Standards* was applicable for Table 4.

Table 4. Relationship Between Classroom Standards and Behind the Wheel Training

<i>Novice Driver Classroom Standards</i>	<i>In-Car Standards</i>
<i>Standard C1. Preparing to Operate a Vehicle</i> <i>Standard C2. Understanding Vehicle Controls</i>	<i>Standard IC1. Preparing to Operate a Vehicle</i> <i>1.1 Preparations to Operate a Vehicle</i> <i>1.2 Judgment of Vehicle to Roadway Position</i>

<p><i>Standard C3. Introducing Traffic Entry Skills</i></p> <p><i>Standard C4. Introducing Intersection Skills and Negotiating Curves and Hills</i></p>	<p><i>Standard IC2. Introducing Traffic Entry and Intersection Approach Skills</i></p> <p><i>2.1. Visualization of Intended Travel Path</i></p> <p><i>2.2. Searching Intended Travel Path</i></p>
<p><i>Standard C5. Space Management and Vehicle Control Skills in Moderate Risk Environments</i></p> <p><i>Standard C6. Developing traffic Flow and Space Management Skills of Speeds Below 55 mph</i></p> <p><i>Standard C7. Developing Traffic Flow and Space Management Skills at Maximum Highway Speeds</i></p> <p><i>Standard 10. Other Roadway Users</i></p>	<p><i>Standard IC3. Developing Visual and Mental Perception for Vehicle Control Tasks</i></p> <p><i>3.1. Speed Control</i></p> <p><i>3.2. Lane Position Selection</i></p> <p><i>3.3. Rear Zone Searching and Control</i></p> <p><i>3.4. Communication and Courtesy</i></p> <p><i>3.5 Using Three Steps to Problem –Solving (i.e. SEE)</i></p>
<p><i>Standard C9. Managing Adverse Conditions</i></p> <p><i>Standard C11. Responding to Emergencies, Vehicle Malfunctions and Crashes and Understanding Vehicle Technology</i></p>	<p><i>Standard IC4. Responding to Emergency Situations</i></p> <p><i>4.1. Divide Focal and Mental Attention Between Intended Target, Travel Path, and Other Tasks</i></p> <p><i>4.2. Identify, Assess and Respond to Vehicle Emergencies</i></p> <p><i>4.3. Identify, Assess and Respond to Environmental Conditions</i></p>

A similar approach to the 2018 Classroom Study was used for conducting the 2019 Behind the Wheel Driver Training Study. Lists of 297 approved driving schools were obtained from the Motor Vehicle Commission website and the Driving School Association of new Jersey leadership. Survey data was obtained by 22% of the agencies. Most driving schools served North Jersey (44%), followed by the Central Region (33%), then the South (23%) are of the state. Eight-eight percent of 16 year olds, in the tenth grade, receive 6 hours of *Behind the Wheel* training. Hours of training for the remaining 17 year olds varied between 6 hours, 8-10 hours, other, and as needed.

Some driving schools (13%) reported offering simulator training and holding parent orientation programs (40%) for their clients. Half of the schools reported that they were instructing all national standards for Novice Drivers (i.e. *Preparation, Traffic Entry, Perception and Speed, and Responding to Emergencies*). As noted in Table 5., half of the driving schools were also using the NJ DMV Manual as an instructional resource for their clients. Best Practices and New Offerings had similarly identified instruction with the NJ MVC Manual (49%), along with other resources that promoted safe driving skills. Finally, behavioral-based instruction (i.e. anticipation of other drivers, decision-making, perception) appeared to be the most difficult subject matter to instruction, along with higher-level driving skills (merging, lane changes, turning, and parallel parking).

Table 5. NJ Behind the Wheel Training Resources

Identified Instructional Resources (35)	
NJ MVC Manual (17)	49%
Drive Right (5)	14%
Computer/Equipment (10)	29%
None (1)	3%
Other Publications: Own manual, pamphlets (2)	5%

When asked about improving Driver Education in New Jersey, several respondents (43%) requested that practice hours be increased beyond the 6-hour requirement. Curriculum-related issues were also popular (39%) among the driving school instructors advocated for driving schools to become part of the district and to participate in regular monitoring practices. Three respondents also addressed the need for test improvements, while two other instructors mentioned the need for further involvement of parents in their teen's driving process.

VII. Conclusion

It is important that the National Novice Driver Curriculum and Behind the Wheel Standards be adopted by the driver education community as guidelines for meeting mandates of Section 8 of P.L. 1998, c 108 (C. 27:5 F-41), and to comply with the New Jersey Student Learning Standards for health and Physical Education identified in the report. The current 30-hour curriculum requirement appears to be adequate for promoting national Novice Driver curriculum standards, but the 6-hours behind the Wheel training is insufficient for Novice Drivers, unless there are accompanying practice hours with parents. Therefore, it is recommended that the NJ DEC membership lead a statewide effort on the adoption of Novice Driver Guidelines in New Jersey, advocate for at least 8 hours of Behind the Wheel Instruction and 50 hours of practice driving with parents/guardians, in order to prepare Novice Drivers for navigating the most congested roadways in the country.

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Attachments - A

NJSLS for Health and Physical Education

Standard 2.1 Wellness, D. Safety: All students will acquire health promotion concepts and skills to support a healthy active lifestyle.

Content	Indicator #	Indicator
P. Developing an awareness of potential hazards in the environment impacts personal health and safety	2.1.P.D.1	Use safe practices indoors and out (e.g. understand why car seats and seat belts are used)
	2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g. red light, stop sign, etc.)
	2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment
	2.1.P.D.4	Know how to dial 911 for help
2. Using personal safety strategies reduces the number of injuries to self and others	2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g. accident prevention)
	2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
	2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety
4. Identify unsafe situations and choosing appropriate ways to reduce or eliminate risks contributed to the safety of self and others	2.1.4.D.1	Determine the characteristics of safe and unsafe situations to reduce the risk of injuries at home, school, and in the community (e.g. accident prevention)

	2.1.4.D.2	Summarize the various forms of abuse and ways to get help
	2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian and when using other modes of transportation
6. Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contribute to the safety of self and others	2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies
	2.1.6. D.2.	Explain what to do if abuse is suspected or occurs
	2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to make the system effective
8. Evaluating the potential for injury prior to engaging in unhealthy risky behaviors impacts choices	2.1.8.D.1	Assess the degree of risks in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others
	2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised
	2.1.8.D.3	Analyze the cause and the consequences of noncompliance with the traffic safety system
Applying first-aid procedures can minimize injury and save lives	2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning

12. Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices	2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies
	2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted
	2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes
	2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions
	2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g. organ/tissue donation, seatbelt use, and the use of hand-held devices)
Apply first aid procedures to minimize injury and save lives	2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

While technology has impacted behaviors of novice drivers, there was only one Student Learning Standards Content Standard that addressed product safety and is reported in Table 6. The indicator is broad enough to accommodate driving behavior in the lesson plans.

NJSLS for Technological Literacy *Excepts*

8.2 Technology Education, Engineering, Design, and Computational Thinking –

Programming, C. Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking of the designed world as they relate to the individual, global society, and the environment.

Content	Indicator #	Indicator
9-12. The application of engineering design	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, consideration, quality control, environmental considerations, manufacturability, maintenance and repair, and human factors (ergonomics).

Legend

NJ Student Learning Standards

Health and Physical Education

D1 = causes of injuries, prevention strategies

D3 = relationship between alcohol/drug use and motor vehicle crashes

D4 = peer outreach, driving distractions

D5 = motor vehicle law

Technology Education, Engineering, Design, and Computational Thinking – Programming, C. Design

C3 = analyze product or system for safety

Attachments B - (Supplemental Resources)

Strategy 1. Share the Keys Objectives *(One-day facilitator training is available through NJM)*

1. Introduction to Novice Driver Responsibilities and the Licensing System

Objectives: The student and parent guardian/mentor will gain an understanding of the following:

1. Need for continuous communication between student, parent/guardian/mentor and instructor
2. New Jersey 's GDL Law and procedures for compliance
3. Driving is a complex task that involves risk and decisions about risk-taking

Share the Keys is based on and driven by research. Our goal is to save young lives and parents can help by completing the surveys and contact cards. The anonymous information they provide is used to refine the program and measure its success.

Parent/Guardians will learn the following:

Being a Good Role Model: Discussion of ways parents **lead by example** to teach safe driving skills for life.

Understanding the GDL: The GDL is complicated so it is reviewed, so reference **tools and resources are provided to assist** in understanding the law.

Fitting in Practice Driving: Parents are pulled in so many directions, it can be difficult to find time for practice driving, so ways are shared that even the busiest parent can fit in an hour of deliberate practice driving each week.

Effective Enforcement of the GDL at Home: The goal is to provide tools that will assist parents/guardians in effectively enforcing the GDL from home.

Controlling the Keys and Lowering Your Teen's Crash Risk: Finally, there will be a discussion on ***how to considerably reduce your teen's risk of being involved in a crash by controlling access to the vehicle!***

High School Heroes – www.donatelifenj.org

Goal: To provide high school students with knowledge to make informed decisions about organ donation

Objectives: At the end of the session, the students will be able to:

- ◆ Emphasize the benefits of organ and tissue and donation to the health and well-being of society
- ◆ Reduce the myths and misunderstanding about organ and tissue donation
- ◆ Identify how to become a hero by making the designation to become an organ and tissue donor

Materials:

1. Computers with DVD and Internet Capabilities
2. High School Heroes Supplementary Video
3. Blank Paper
4. Markers
5. Handouts

Instructions:

1. **Introduction:** Ask students how many of them know someone who has been affected by organ and tissue donation. After sharing, explain that the class will learn about organ and tissue donation so that they can make informed decisions about organ donation.
2. Administer the pretest to students. Explain the pre/posttest process to compare what they know about organ donation. Have students complete the pretest the day before the lesson and the posttest the following day.
3. **Show the Video:** The Jason Ray Story (8 minutes). A video about the University of North Carolina's basketball team mascot who died in a traffic crash but was able to save the lives of four people through organ and tissue donation. The Wait (20 minutes). A video about four local students who are waiting to receive an organ transplant.
4. **Do You Know the Facts? Worksheet.**
Have students complete the true/false statements. Go over the correct answers in class.

5. **Handout *How to Become a Hero* to Students.** Highlight the following points:

Ask students to make a decision about organ and tissue donation when they turn 18 and every time they renew their license thereafter. Tell students that they can make it a “license to save lives” by saying “yes” to organ and tissue donation when they apply for or renew their New Jersey driver’s license at the age of 18. The words “Organ Donor” will appear on the front of their license and will be included in their computer record with the Motor Vehicle Commission. Students can also register online at www.donatelifenj.org.

6. Explain that it is important for them to share their decision with their family. If they are not registered as a donor, or if they are under the age of 18, their family will be responsible for making the decision about donation should anything happen to them.

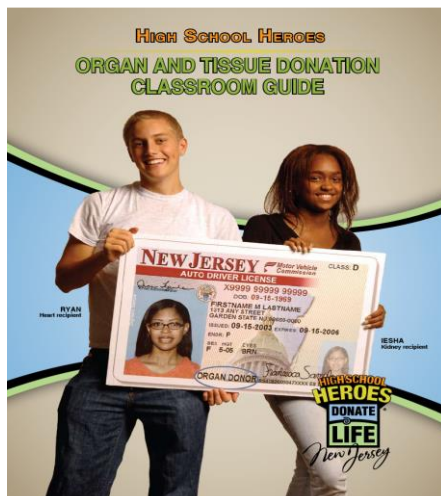
7. **Closing.** Ask students, “What did you learn about organ and tissue donation today? Homework Assignment: Take home the letter and obtain parents’ signatures. Encourage students to talk to their parents about this decision.

Processing Questions:

1. How do you feel about donating organs and tissues upon your death to save the lives of others? Explain
2. Why do the myths and misunderstanding about organ and tissue donation prevent lives being saved?
3. Is it appropriate to be designated as a hero for making the designation to become an organ and tissue donor on your license?

Assessments: Teacher Observation and Evaluation

- ♦ Demonstrate successful completion of classroom activities.



High School Heroes Organ and Tissue Donation Classroom Guide

PRETEST

Name: _____ Date: _____

Directions: Circle the correct answer for each statement below.

1. One organ and tissue donor can provide life-saving or life-enhancing transplants to more than 50 people.
a. True b. False
2. I am signing up to be a living donor when I register as an "Organ Donor" on my license.
a. True b. False
3. A person on a transplant waiting list has a greater chance of receiving a transplant if that person:
a. Is wealthy.
b. Has a university education.
c. Is sicker than most of the others waiting.
d. Has worked in the health care field.
4. If I choose to be a potential organ and tissue donor I should:
a. Let my family know my wishes.
b. Learn the facts about organ and tissue donation.
c. Say "yes" to donation when I apply for or renew my driver license.
d. All of the above.
5. Below there are several statements assessing your feelings about organ and tissue donation. Please circle all of the statements that apply to you.
a. I have heard of organ and tissue donation before, but have never thought about what I want to do.
b. I think that becoming an organ and tissue donor is a positive thing to do.
c. I know someone who has been affected by donation and transplantation.
d. I have had conversations with my peers about organ donation.
e. I have had conversations with my family about donation.
6. Will you register to become an organ and tissue donor?
a. Yes b. No c. Undecided

High School Heroes Organ and Tissue Donation Classroom Guide

POSTTEST – PAGE 1

Name: _____

Date: _____

Directions: Circle the correct answer for each statement below.

1. One organ and tissue donor can provide life-saving or life-enhancing transplants to more than 50 people.
a. True b. False
2. I am signing up to be a living donor when I register as an “Organ Donor” on my license.
a. True b. False
3. A person on a transplant waiting list has a greater chance of receiving a transplant if that person:
a. Is wealthy.
b. Has a university education.
c. Is sicker than most of the others waiting.
d. Has worked in the health care field.
4. If I choose to be a potential organ and tissue donor I should:
a. Let my family know my wishes.
b. Learn the facts about organ and tissue donation.
c. Say “yes” to donation when I apply for or renew my driver license.
d. All of the above.
5. Below there are several statements assessing your feelings about organ and tissue donation. Please circle all of the statements that apply to you.
a. I have heard of organ and tissue donation before, but have never thought about what I want to do.
b. I think that becoming an organ and tissue donor is a positive thing to do.
c. I know someone who has been affected by donation and transplantation.
d. I have had conversations with my peers about organ donation.
e. I have had conversations with my family about donation.
6. Will you register to become an organ and tissue donor?
a. Yes b. No C. Undecided

POSTTEST - PAGE 2

6A. If you answered YES to question number 6 please indicate how important the following factors were in your decision. 1=Not Important, 2=Somewhat Important, 3= Important, 4=Very Important and 5= Extremely Important

	Not Important		Important		Extremely Important
Desire to benefit society	1	2	3	4	5
Chance to save a person's life	1	2	3	4	5
Personal experience with donation or transplantation (self, family member or close friend)	1	2	3	4	5
Media exposure to donation or transplantation	1	2	3	4	5
My family supports organ donation	1	2	3	4	5
My religion supports organ donation	1	2	3	4	5
Other (Please Explain):					

6B. If you answered NO to question number 6 please indicate how important the following factors were in your decision. 1=Not Important, 2=Somewhat Important, 3= Important, 4=Very Important and 5= Extremely Important

	Not Important		Important		Extremely Important
Doctors will not do everything to save my life	1	2	3	4	5
Some of the people on the list are undeserving	1	2	3	4	5
Personal experience with donation or transplantation (self, family member or close friend)	1	2	3	4	5
Media exposure to donation or transplantation	1	2	3	4	5
My family does not support organ donation	1	2	3	4	5
My religion does not support organ donation	1	2	3	4	5
Other (Please Explain):					

6C. If you answered UNDECIDED to question number 6, please state your reasons:

I'm a hero...are you?



Do you know the facts?

STUDENT COPY

Name: _____ Date: _____

Directions: Write True or False in the space next to each statement below.

_____ Only hearts, livers and kidneys can be donated.

_____ Organs for transplant can be “bought” by the wealthy and powerful.

_____ Just one organ and tissue donor can provide life-enhancing transplants to more than 50 people.

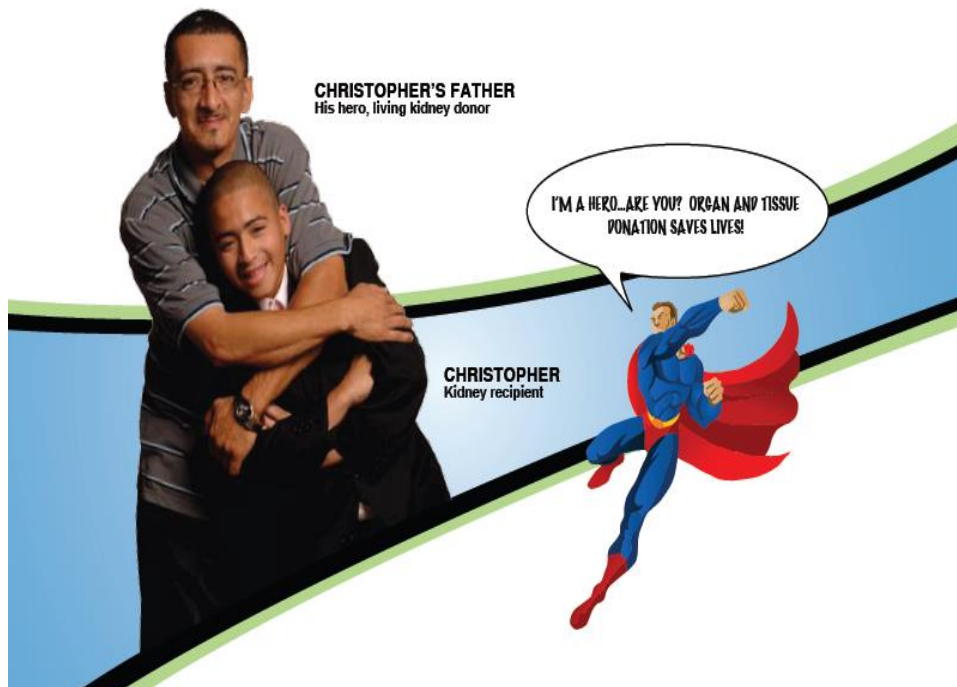
_____ If I am admitted to the hospital and doctors are aware that I have signed up to be an organ and tissue donor, they will not work as hard to save my life.

_____ Less than 1% of the people who die each year become organ donors.

_____ If you have a history of medical illness your organs or tissue are unfit for donation.

_____ There are more people on the transplant waiting list than there are organs available.

_____ A person can recover from brain death.



How to Become a Hero

TO BECOME AN ORGAN AND/OR TISSUE DONOR HERO YOU SHOULD DO TWO THINGS:

Step 1: When you turn 18 and apply for your unrestricted driver license, you will be asked if you would like to register as an organ and tissue donor. By saying yes, the words "Organ Donor" will appear on the front of your license and will be included in your computer record with the Motor Vehicle Commission (MVC). Registering as an "Organ Donor" means that you are consenting to donate your organs and tissue for transplantation purposes once you have passed away. Registering as an organ donor has nothing to do with living donation.

If you are already 18 and have not registered as a donor with the MVC and would like register as an organ and tissue donor, you can either:

- a. Renew your license at Motor Vehicle and say "yes" to becoming an organ and tissue donor.

OR

- b. Register online at www.donatelifenj.org. Your decision will be registered in your MVC computer record until you reapply for your license at the MVC.

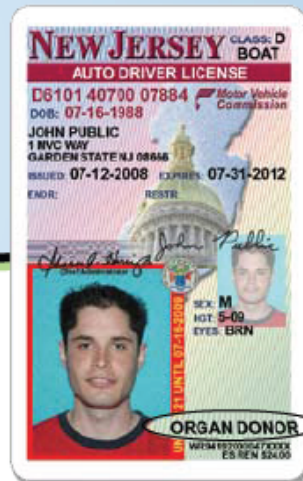
Step 2: Tell your family about your decision so they will carry out your decision. If there is no designation on your driver license or other legal means of donor designation, or if you are under the age of 18, the final decision about organ and tissue donation will be made by your family.



I'm a hero...are you?



MAKE IT A LICENSE TO SAVE LIVES



Dear Parent or Guardian,

Today in health class I learned about organ and tissue donation and transplantation. We talked about the importance of sharing our beliefs about organ and tissue donation with our loved ones. We learned that one person can make a difference in the lives of up to 50 other people through becoming an organ and tissue donor when they die. Donation can dramatically improve and even save the lives of those suffering from organ failure, bone defects, burns, blindness and other injuries.

The number of Americans awaiting life-saving organs is over 108,000 and hundreds of thousands more could benefit from tissue transplants. Tragically, thousands of these people die each year due to the lack of donors.

An important part of this lesson was the need to share my decision with you. In the event of a tragedy, as members of my immediate family, you may be asked for your consent to donate my organs and tissue.

My decision is:

___ YES, I want to be an organ and tissue donor.

___ NO, I do not want to be an organ and tissue donor.

___ I am UNDECIDED.

These are my reasons for my decision:

Signature _____ Date _____

I'm a hero...are you?



Strategy 12. Insurance Lesson Plan (AAA How to Drive, p.p. 348-355)

Objective The student will be able to:

1. Identify and explain the types of automobile insurance
2. List guidelines for selecting and buying insurance
3. Explain the need to evaluate insurance rates when buying a new vehicle

12-1. Insuring a Vehicle

Common Types of Automobile Insurance

1. Liability: Bodily injury, Property damage
2. Medical payment
3. Collision
4. Comprehensive
5. Uninsured motorist: N.J.S.A, 17:33A-5, civil fines up to \$15,000 for each violation, report fraud www.njinsurancefraud.org
6. No-Fault Insurance
7. Deductible

12-2. Selecting Insurance

1. Amount and cost of coverage
2. Know what to buy
3. Deductibles, collision and comprehensive coverage
4. Know how much coverage is needed
5. Legal judgment costs
6. Compare policy conditions and exclusions
7. Special rates: safe driving record, two or more vehicles, student, driver education credit, occupation and habits, safety features

12-3. Evaluating Rates

1. Consider insurance rates when shopping for a car
2. Check insurance company first
3. Shop around
4. Change insurance companies