

Life Skills: Objective #6

Objective 6: DMV RESOURCES

Use for Beginning Low and Beginning High Students

Task 1: Understand Road Signs and Signals

Task 2: Identify Car Types and Parts

Task 3: List Driver's License Requirements



Use for Intermediate Low, Intermediate High, and Advanced Students

Task 4: Respond to a Traffic Citation

Task 5: Persuade a Person to Follow Safe Driving Laws

RESOURCES

Oxford Picture Dictionary 3rd Edition: pp. 138, 139, 158-163

Side By Side Text

Level 1: pp.124, 125

Level 2: pp. 70b-c

Level 3: pp. 20b

Level 4: pp. 30a

Side By Side Activity Book

Level 1: pp.

Level 2: pp.

Level 3: pp.

Level 4: pp. 158

Online:

<https://www.dmv.ca.gov/portal/driver-handbooks/>

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Access Services at DMV

Lessons for Tasks 1, 2, and 3;
Use for Beginning Low and Beginning High Students

Lesson 1: Task 1

In this lesson you will discuss the importance of understanding road signs and symbols and will introduce signs and symbols to your student. Your student needs to be able to identify and explain 10 signs and symbols.

Use signs found in the California DMV manual, traffic signs sheet, and Oxford Picture Dictionary. Show a picture of a traffic symbol and explain what the colors red, yellow and green mean. Show pictures of signs that you think should be learned: Examples: Stop, Yield, Wrong Way, Do Not Enter, No Left Turn, No U Turn, No Parking, Do Not Pass, Press Button (for pedestrian), Bike Lane, Speed Limit, Railroad Crossing. Discuss why both drivers and pedestrians must understand what these signs mean. Discuss each sign. Give student flash cards to study for the next lesson. Explain that you want your student to be able to explain at least 10 signs.

Lesson 2: Continue Task 1 and Introduce Task 2

In this lesson you will work with your student on learning what the traffic signs and signals mean, and you will introduce learning different types of cars and trucks.

Your student needs to be able to identify four types of vehicles.

Show the traffic signs you want your student to learn. Ask your student to read each sign and tell what it means. Review the information in the Oxford Picture Dictionary, Traffic Signs. Practice with the flash cards. Tell your student you'll quiz her/him on the signs next lesson.

Show the student the Oxford Picture Dictionary: Cars and Trucks. Talk about how you may be asked to identify a car/truck if you're in an accident. Show student the pictures of the following: 4 door car, 2 door car, convertible, SUV, camper, RV, pickup truck, tractor-trailer, school bus.

Discuss what cars and trucks your student's family has. Encourage your student to name the different kinds of vehicles he/she sees during the week.

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Lesson 3: Complete Task 1 and Continue Task 2

In this lesson you will quiz your student on road signs and symbols, will review types of vehicles, and will introduce car parts. Your student needs to be able to explain 10 road signs and symbols and identify four vehicle types and four car parts.

Quiz your student on road signs and symbols. This may be done verbally or by having the student write an explanation of what each sign and symbol means. Your student needs to explain 10 signs/symbols to pass Task 1.

Review types of cars and trucks. In advance, cut out pictures of cars and trucks from advertisements. Show the pictures to your student and ask her/him to identify the type.

Introduce the second part of Task 2, to identify the parts of a car. Use the Oxford Picture dictionary, pages 158-159, Parts of a Car. Discuss the parts shown. Take your student outside to your car (or the student's car) and identify parts by name. Examples: steering wheel, windshield, door, trunk, brake, gas pedal. For homework, give your student a picture of a car and ask her/him to label the parts.

Lesson 4: Complete Task 2 and Introduce Task 3

In this lesson you will ask your student to identify four types of vehicles and four car parts to complete Task 2. You will introduce Task 3, to list three driver's license requirements.

Present your student with pictures of various types of vehicles and ask your student to tell what the vehicle is orally or in writing. Your student needs to identify four types. Show your student a picture of a car. Ask your student to identify four parts orally or in writing. If your student can identify four types of vehicles and four parts of a car, he/she has completed Task 2.

Give your student the list of driver's license requirements for Task 3. Show your student where the information is found in the California Driver Handbook. Explain each requirement to your student and tell why it is important. Show your California driver's license and explain what is found on the license. Examples: picture, signature. Describe the process a person goes through to obtain a driver's license. Open the Oxford Picture Dictionary: Department of Motor Vehicles (DMV) and have your student read and discuss the information.

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Lesson 5: Complete Task 3

Review with your student the requirements for obtaining a driver's license.

Ask your student three requirements that he/she must do to obtain a license. Have your student explain why each requirement is important. If your student can orally or in writing explain three requirements, he/she will complete Task

Task 3: Requirements to Obtain a Driver's License

Compiled from California DMV Driver Handbook

- (a) Submit a completed and signed application form. Signing this form means you agree to submit to a chemical test to determine the alcohol or drug content of your blood when requested by a police officer.
- (b) Present the acceptable documents establishing your identity, residency (if applicable), and birthdate.
- (c) Provide your true full name.
- (d) Provide your Social Security Number, if eligible. If applying under AB60, provide the required documents.
- (e) Pay an application fee that is good for 12 months and allows you to take the test three times.
- (f) Pass a vision test.
- (g) Have your picture taken.
- (h) Give a fingerprint scan.
- (i) Sign your name.
- (j) Pass the written driver test. This test may be taken in English or Spanish.
- (k) Pass the behind-the-wheel driving test.



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Lessons for Tasks 4 and 5;

Use for Intermediate Low, Intermediate High, and Advanced Students

Task 4 Lesson 1

In this lesson you will discuss types of traffic citations that may be given and will examine sample traffic citations.

Ask your student if he/she drives or is studying to get a driver's license. Explain that it is important to know the traffic laws so that you don't violate a traffic law while you are driving. Explain that if you violate a traffic law, you will receive a citation. Give the student the list of Types of Traffic Citations. Discuss each type with your student. Ask if he/she can think of other citations that could be given. Add these to the list and discuss them.

Types of Traffic Citations

Speeding

Reckless

Driving

Driving Under the Influence (DUI) of alcohol or drugs

Failure to obey a traffic light or sign

Driving when you don't have a driver's license

Not using seat belts

No having your child in a child safety seat

Texting while driving



Discuss what happens when you are pulled over and given a traffic citation. You may want to tell about a citation that you or a family member has received. Show your student the sample traffic citation. Discuss the information that goes on the citation. Discuss the information contained on the back: Traffic/NonTraffic Notice to Appear. Use information from the assignment titled A Speeding Ticket to help the student understand how to read and respond to a traffic citation.

For homework, have your student write sentences describing two ways that a person can respond to a citation.

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Task 4 Lesson 2

In this lesson you and your student will fill out a simulated traffic citation, and you will ask her /him to respond orally or in writing to five questions that you ask about the citation.

Make two copies of the blank Traffic Notice to Appear. Role play that your student is the police officer and has stopped you for speeding. Help your student to fill out the blank citation form with information about you. Then ask your student questions about what he/she has written. Reverse the situation: you become the police officer and stop your student for speeding. Ask questions of your student to get the information to fill out the blank form. Then ask your student five questions about the form. Your student has achieved this task when he/she can answer up to five appropriate-level questions about the citation.

Examples: What is the violation?

Why was it given? When was it given? What are two ways a person can respond to the citation? What does signing the citation mean?

Task 5 Lesson 1

In this lesson you and your student will research safety laws and information and will debate why these laws should be followed. This is Content A of Task 5.



Have your student find information in the California Driving Manual about laws regarding seat belts, child safety seats, texting on a cellphone while driving and other laws listed on paper #5: Persuade a Person to Follow Safe Driving Laws. Discuss what the laws are for these topics and why the laws should be obeyed.

Role play with your student how to tell someone it's important to use a seat belt. You play the person who doesn't think it's necessary. Have your student tell you reasons why you should use a seat belt. Role play other scenarios from the list.

Assign as homework: Write three reasons why you should use a seat belt, three reasons why you should put your child in a child safety seat, and three reasons why you should not text while driving.

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Task 5 Lesson 2

In this lesson your student will cite reasons why you should obey the laws related to seat belt, child safety seats and texting while driving. This will complete Content A of Task 5. You will introduce Content B of Task 5 that calls for your student being able to clarify answers you give during the role play.

Role play one of the three situations discussed in lesson 3. You take the role of not wanting to follow the law. Have your student try to persuade you to follow the law by citing three reasons for following the law. Your student will have completed Content A if he/ she can state up to three reasons.

During the role play, tell your student why you don't want to wear a seatbelt or why you don't want to use a child safety seat or why you think it's all right to text while driving. Help your student to develop questions and arguments to convince you that you need to follow the law. Examples: If you don't use a seat belt, what could happen to you? If you're texting, where might your eyes be?

Task 5 Lesson 3

In this lesson your student needs to be able to make statements and ask questions to clarify why you don't want to follow the law. This will complete Content B of Task 5.

Tell your student that you are going to role play a situation in which you don't want to obey the law, and your student must convince you to do so. Your student needs to ask questions to find out why you don't want to obey the law and then give you reasons why you should do so. You may want to role play several situations.

Possible scenarios to act out:

1. Not using a seat belt.
2. Not putting a child in a child safety car seat.
3. Leaving a child unattended in a car.
4. Not following California's Basic Speed Law. That law states that you shouldn't drive faster than is safe for current conditions even if that means you need to go slower than the posted speed limit.
5. Tailgating; following another car too closely.
6. Not signaling when you're making a turn.
7. Honking whenever you want a driver to go faster, get out of your way, or you're angry or upset.
8. While driving, using your hands to text or hold a cellphone.

After each role play ask your student questions to determine that the student understands your reasons, even though the student is arguing against them. If your student can orally answer three questions, he/she has successfully completed Task 5