

<p align="center"><b>BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</b></p> <p align="center"><b>LESSON PLAN</b></p>	
<p><b>COURSE TITLE:</b> Field Training Officer Program</p>	
<p><b>LESSON TITLE:</b> Driver Safety</p>	
<p><b>New or Revised Course:</b> Revised <span style="float: right;"><input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</span></p>	
<p><b>Prepared By:</b> Officer Bobby Marvel Richard Duvall-BPD <span style="float: right;"><b>Date:</b> April 20, 2021 November 5, 2018</span></p>	
<p><b>Academic Director Approval:</b> Director Gary Cordner <span style="float: right;"><b>Date:</b></span></p>	
<b>PARAMETERS</b>	<p>Lesson hours: 60 minutes <span style="float: right;"><input type="checkbox"/> Entry-level</span></p>
	<p>Class size: 30 <span style="float: right;"><input type="checkbox"/> Continuing Education</span></p>
	<p>Space needs: Classroom <span style="float: right;"><input checked="" type="checkbox"/> Other</span></p>
<p><b>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS:</b> New FTO's</p>	
<p><b>LESSON HISTORY</b> (previous versions, titles if applicable) None</p>	
<p><b>PERFORMANCE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Through facilitated discussion, Mind Mapping, and a Padlet activity, students will list and explain the components of Defensive Driving to the satisfaction of the facilitator.</li> <li>2. Given a Case Study, students will identify driver attitudes or conditions which contribute to the occurrence of traffic accidents to the satisfaction of the facilitator.</li> <li>3. The class will identify and explain how an FTO can evaluate and remediate the trainees' driving skills through a facilitated discussion and group activity to the satisfaction of the instructor.</li> </ol>	<p><b>ASSESSMENT TECHNIQUE</b></p> <ol style="list-style-type: none"> <li>1. Facilitated Discussion Mind Mapping Padlet Brainstorming Activity</li> <li>2. Case Study</li> <li>3. Facilitated Discussion</li> </ol>

<b>COURSE DESCRIPTION</b>
This course will provide students with the skills needed to model and reinforce good defensive driving habits that every officer must possess.
<b>MPCTC OBJECTIVES</b> (if applicable) <i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i>
NONE
<b>INSTRUCTOR MATERIALS</b>
Chart Paper Departmental Phone Markers
<b>TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</b>
Computer/laptop Video projector PowerPoint Speakers Whiteboard / screen Internet connection
<b>STUDENT HANDOUTS</b>
None
<b>METHODS/TECHNIQUES</b>
Facilitated Discussion PowerPoint Group Activity Case Study Padlet Brainstorming Activity
<b>REFERENCES</b>
<ul style="list-style-type: none"> <li>• FTO Plan</li> <li>• FTO Policy</li> <li>• National Safety Council Defensive Driving</li> <li>• Case Study #1 – <a href="https://www.youtube.com/watch?v=Oy33dD1nzgc">https://www.youtube.com/watch?v=Oy33dD1nzgc</a></li> <li>• Case Study #2 - <a href="https://www.youtube.com/watch?v=sN_iDTSIN9E">https://www.youtube.com/watch?v=sN_iDTSIN9E</a></li> <li>• Reaves, Brian. <u>Police Vehicle Pursuits, 2012-2013</u>. May 2017. Law Enforcement Management and Administrative Statistics. <a href="https://bjs.ojp.gov/library/publications/police-vehicle-pursuits-2012-2013">https://bjs.ojp.gov/library/publications/police-vehicle-pursuits-2012-2013</a>. Retrieved August 18, 2021.</li> </ul>
<b>GENERAL COMMENTS</b>
In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

- This lesson plan is intended for use with experienced instructors.
- Before class starts, use the LINK to open up the PADLET brainstorming activity. Have it minimized for the activity on Slide 7  
[https://padlet.com/danalee\\_potter7/u1t5k1g6qy3kp8br](https://padlet.com/danalee_potter7/u1t5k1g6qy3kp8br)

### Lesson Plan Checklist (Part 1)

Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.			X
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.	X		
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

### Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	X		
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?			X
16. Does the lesson reinforce the Critical Decision Making Model?			X
17. Does the lesson reinforce peer intervention (EPIC)?	X		
18. Does the lesson incorporate community policing principles?			X
19. Does the lesson incorporate problem solving practices?			X
20. Does the lesson incorporate procedural justice principles?			X
21. Does the lesson incorporate fair & impartial policing principles?			X
22. Does the lesson reinforce de-escalation?			X
23. Does the lesson reinforce using most effective, least intrusive options?			X
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
<b>Subject Matter Expert:</b> Bobby Marvel EVOC Instructor	<b>Date:</b> 8/18/2021		
<b>Curriculum Specialist:</b> Danalee Potter	<b>Date:</b> 8/18/2021		
<b>Reviewing Supervisor:</b> Sgt. Jeremy Sagner/Sgt. Kara Gladden	<b>Date:</b>		
<b>Reviewing Commander:</b> Lt. Michael Brinn	<b>Date:</b>		

## **COURSE TITLE:** Field Training Officer Program

### **LESSON TITLE:** Driver Safety

<b>PRESENTATION GUIDE</b>	<b>FACILITATOR NOTES</b>
<p><b>I. ANTICIPATORY SET</b></p> <p><b>Slide 1</b> <b>SAY:</b> Hello, my name is....and I have been with the Department for ....years.</p> <p>Defensive driving starts with you. You can only control yourself behind the wheel, but by learning to be a good defensive driver you may be able to prevent or avoid that potential collision.</p> <p><b>Slide 2</b> <b>SAY:</b> The following case study occurred in Chicago. It involves a Chicago police van blowing a red light while responding to an emergency call, setting off a chain reaction crash that killed an 84 year old woman on Memorial Day weekend.</p> <p><b>ASK:</b> Could this crash have been avoided?</p> <p><b>ASK:</b> Can someone give me a few examples of how this crash could have been avoided?</p>	<p><b>Time</b> 5 minutes</p> <p><b>Slide 1</b> <i>Facilitators should introduce themselves (if necessary) and provide a brief description about their time and experience in the Department.</i></p>  <p><b>Slide 2</b> <i>NOTE: The case study is linked to the image on the slide. Click on the image to play the case study.</i></p>  <p><b>Desired Response:</b> Yes</p> <p><b>Possible Responses:</b></p> <ul style="list-style-type: none"><li>• Reduced speed</li><li>• Safely approaching intersection before crossing it</li><li>• Radio communication of location</li></ul>

**ASK:** Does defensive driving only apply to high-speed pursuits or emergency response calls?

**SAY:** That is correct; most accidents (Involving emergency vehicles) occurs during routine patrol (mainly-backing and left turns) Today, you will learn how to be a better driver on the job and off the job. You will also learn how to assess and critique the driving skills of trainees during field training. This will help reinforce the skills they learned at EVOC.

The community you work in expects you to be a superior driver. In order to operate your emergency vehicle safely in the neighborhoods you work in you must apply safe driving habits for their safety as well as yours. This is an aspect of community policing that most officers never think about. Operate your vehicle in the same manner that you would want the police to drive through you community.

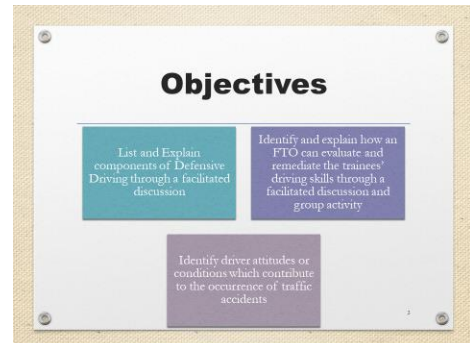
### Slide 3

**SAY:** Let's take moment to review today's learning objectives

1. List and explain components of Defensive Driving
2. Identify driver attitudes or conditions which contribute to the occurrence of traffic accidents.
3. Identify and explain how an FTO can evaluate and remediate the trainees' driving skills

so other officers are aware  
**Desired Response:**  
No

### Slide 3



## II. INSTRUCTIONAL INPUT (CONTENT)

### Slide 4

**SAY:** The definition of Defensive Driving by the National Safety Council states that Defensive Driving is driving to save lives, time, and money in spite of the conditions around you and the action of others

As a profession, we would prefer that you see defensive driving as driving to save lives by avoiding crashes due to adverse conditions and other driver deficiencies.

**Time** 50 minutes

### Slide 4

#### Defensive Driving

National Safety Council definition –

Driving to save lives, time, and money in spite of the conditions around you and the action(s) of others.

Pro-active decisions prevent collisions

### **GROUP ACTIVITY**

**SAY:** I'm going to split you into 4 groups to create a MindMap. Each group should create a MindMap that identifies what observable skills and actions an FTO should be able to evaluate, critique, and remediate related to defensive driving and your trainee. In other words, what kind of driving "mistakes" are you looking out for with your trainee?

I'll give you about 6 minutes. You may begin.

**SAY:** Ok, time is up. Let's see what each group came up with. Please hang your charts on the wall closest to you and select a spokesperson to speak for the group.

**SAY:** Ok, now that we know some of the actions we can observe and remediate, let's talk about Defensive Driving.

### **Slide 5**

**SAY:** From 2006-2019, 809 officers died due to motor vehicle related incidents (struck by and crashes), and more officers are killed from motor vehicle accident than other line of duty deaths. Additionally, according to the Bureau of Justice Statistics (BJS), there are more than 350 people killed in police chases every year, and more than 100 of those killed in vehicle chases (about 1/3) are innocent bystanders who had nothing to do with the active police chase. As an officer, you are likely to spend a lot of time in your patrol car, and when the time comes for an emergency, making sure that you and your trainee knowhow to drive professionally can make all the difference to you and everyone around you on the

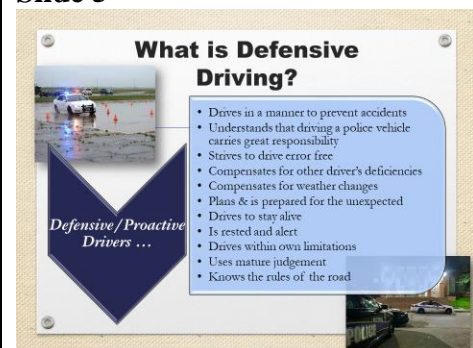
*The facilitator should utilized the Management By Walking Around (MBWA) to ensure groups are on task. Answer any question posed by group members to facilitated thoughtful conversation.*

*The facilitator should call on each group to share 3-4 items from their list.*

### **Possible Responses:**

- Driving too fast for conditions, traffic, or roadway
- Not following rules of the road
- Distracted driving
- Engaging in tunnel vision/not keeping a high visual horizon
- Not using mirrors correctly or checking blind spots
- Lack of vehicle knowledge
- Failure to use seatbelts
- Lack of knowledge of area and roadways

### **Slide 5**



*Call on several volunteers to share out answers*



road.

**ASK:** So, as a defensive driver you should drive in a manner to prevent accidents. What are some additional basics that you should have as a defensive driver?

**SAY:** As an FTO, you must be critiquing your trainee on their driving skills from the beginning because this is when driving habits are formed. You should also be conscious that you are demonstrating to your trainee how to drive defensively during the beginning of the field training experience, when you are driving the patrol vehicle and having your trainee observe your actions. To critique your trainee, you should be constantly observing their techniques as well as their composure. The FTO should be looking for their trainees to remain calm and focused and not developing tunnel vision. FTO should stress the importance of driving safely because patrol officers are expected to drive 8-10 hours per day in ALL weather conditions and

**Desired Responses:**

- Drives in a manner to prevent accidents
- Strives to drive error free
- Compensates for other driver's deficiencies
- Compensates for weather changes
- Plans & prepares for the unexpected
- Drives to stay alive
- Is rested and alert
- Drives within their own limitations
- Maintains good physical condition
- Uses mature judgement
- Knows the rules of the road
- Understands that driving a police vehicle carries great responsibility

***Click the mouse to reveal the desired responses on the slide AFTER students have shared out.***

*The facilitator should reiterate any of the points mentioned on the slide that are not discussed/shared by students to ensure that all bullet points are highlighted in the discussion.*

traffic conditions.

### Slide 6

**SAY:** There are 5 key Defensive/Proactive Driving rules that all officers are expected to follow while on duty.

1. Always wear a seatbelt
2. Always observe the 2 second rule, which is a rule of thumb where a driver should ideally stay at least two seconds behind any vehicle that is directly in front of them to allow for reaction time and accident avoidance.
3. Scan ahead to get a complete picture
4. Limit backing situations
5. Watch traffic conditions in all directions and plan escape route(s)

### Slide 7

**SAY:** Being a good driver means that your driving skills are not only tactical but safe too. Practicing safe driving habits is of the utmost importance to not only you but to everyone else on the road. It's easy to get into bad habits: texting and driving, not checking blind spots or forgetting to buckle up. But if you want to avoid any damage to your car or yourself there are certain things you should be making a good habit of.

### PADLET ACTIVITY

**SAY:** I'd like you to use the camera on your phone to scan the QR code shown. Click on the web browser box that pops up and allow it to take you to the PADLET brainstorming screen shown.

Click on the red circular plus sign in the bottom right side of your screen and type in a responses to the following question:

**ASK:** In addition to being alert and focused, what are some other examples of Good Driving Habits?

### Slide 6

*Content on this slide is hidden.  
Click to mouse to reveal each level  
as they are discussed.*

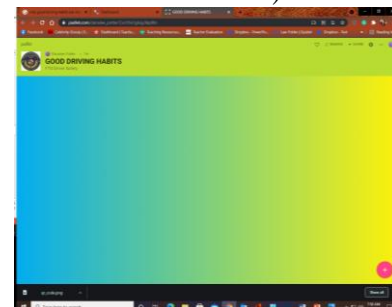


### Slide 7

*The content of the slide (under the QR code) is hidden with an animation. Once students complete the activity, click the mouse to reveal the content*



**NOTE:** Make sure the PADLET webpage is opened up  
[https://padlet.com/danalee\\_potter7/ult5k1g6gy3kp8br](https://padlet.com/danalee_potter7/ult5k1g6gy3kp8br) (image of screen shown below)



**SAY:** Let's compare your responses to the ones we have shown here on the slide. Good Driving Habits include

1. Practice good posture
2. Use proper hand position and shuffle steering
3. Start and stop smoothly
4. Make your intentions known
5. Maintain high visual horizon
6. Prepare for hazards (Space cushion and escape route)
7. Always leave an out
8. Make sure you are seen

### Slide 8

**SAY:** Driving factors such as: attitude, skills, dynamics, and road conditions can impact a driver positively or negatively.

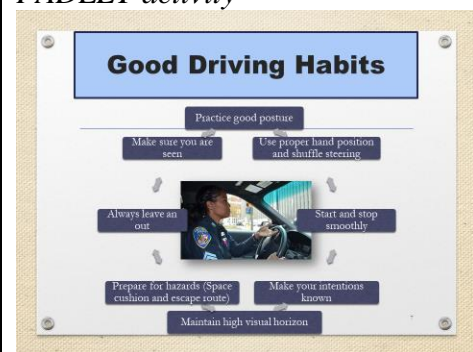
**GROUP ACTIVITY:** Each group is going to be assigned one of these factors. You will have 2 minutes to discuss with your group what specifically can impact each.

*Give students time to put up their responses. Facilitated a brief discussion about them. (You can ask questions such as: "Why is that a good driving habit?" OR "How does that driving habit help keep you and/or the public safe".*

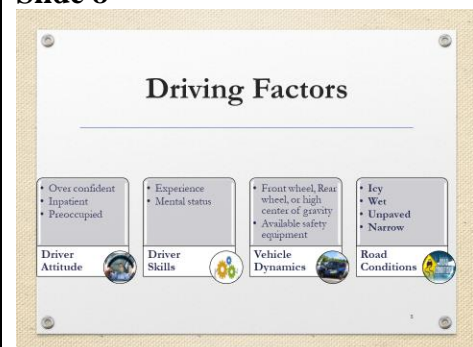
**Minimize the PADLET screen and go back to Slide 7 on the PPT.**

*Click the mouse to remove the QR code and reveal the content on the slide*

*The facilitator should briefly review the content on the slide and discuss any of the habits that were not previously discussed during the PADLET activity*



### Slide 8



*The facilitator should assign 1 factor to each group, duplicating, as necessary. Provide about 2*

**SAY:** Ok, now let's share out. We'll start with "Driver Attitude".

*(Click to reveal answers below on the slide after all groups have shared. The instructor should only share what was not mentioned.)*

**Driving Factors**

- **Driver attitude**
  - Over-confident
  - Impatient
  - Preoccupied
- **Driver skills**
  - Experience
  - Mental status
- **Vehicle dynamics**
  - Front wheel, Rear wheel, or high center of gravity
  - Available safety equipment
- **Road conditions**
  - Icy
  - Wet
  - Exposed
  - Narrow

**Slide 9**

**SAY:** Remember, some trainees may have very limited driving experience, due to age or the area they grew up. Urban driving may also be a challenge to someone from a more rural area.

Let's talk about 3 common errors for driver collisions related to police work are?

**ASK:** What do you think the 3 most common errors for driver collisions are?

**SAY:** The 3 most common errors are:

1. Backing accidents
2. Braking accidents
3. Running code

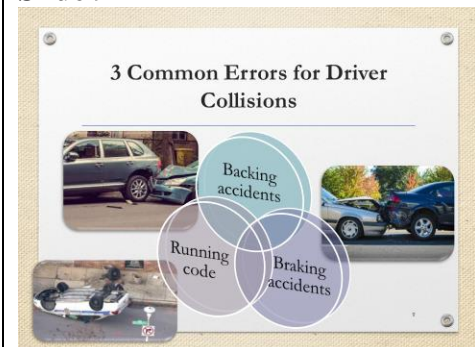
*minutes for groups to discuss. The facilitator should have each group share. Start with "Driver Attitude" and then go to the next factor, etc.*

**Desired Responses:**

- Responses may vary but should be to the satisfaction of the facilitator and related to the responses on the slide.

*Click to reveal responses on slide.*

**Slide 9**



**Possible Responses:**

- Speeding
- Not stopping in time
- Forgetting to check blind spots
- Backing up
- Being Distracted

### Slide 10

**SAY:** Backing collisions are almost always preventable. One of the best ways to eliminate the potential for backing accidents is to not back up. It seems like an oversimplification of the problem, but it's true. One way an FTO can help a trainee avoid backing collisions is to encourage them to avoid backing up in a hurry. Encourage them to slow down or look for spots they can drive through. Continue to remind them that if they do have to back up, to do it slowly.

Another way to prevent a backing collision is to use a spotter to assist you when backing if you are a 2-person unit/traveling with a partner. If you don't have a spotter, use your mirrors and rearview camera (If equipped).

If you notice that your trainee is having difficulty with this skill, consider stepping out of the vehicle and being your trainee's spotter as they practice backing into parking spaces. Most backing accidents tend to involve minor property damage. However, the potential for bodily injury to others is just as great as it is when vehicles travel in a forward direction.

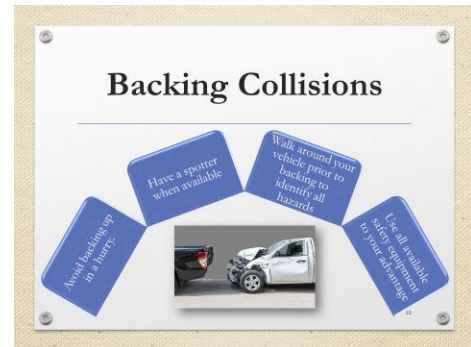
**ASK:** What should you do if you are in a vehicle alone and do not have a spotter?

**SAY:** If you are alone and do not have a spotter, you must get out and check the area before backing. You should have your trainee get out of the vehicle and practice clearing the area around their vehicle.

Finally, if the vehicle is equipped with safety equipment, encourage your trainee to use it. It can be as simple as having them turn on their flashers, or blinker, or setting out a cone or caution sign.

Remember, it's important to make sure that you are constantly observing and providing immediate feedback to your trainee about their driving skills, and take time to debrief any issues that arise as they come up.

### Slide 10



### Desired Response:

Get out and check the area around your vehicle yourself

### Slide 11

**SAY:** Front-impact collisions, also known as Braking Collisions, occur when the front end of a vehicle hits another vehicle or something on the side of the road, like a tree or telephone pole. These types of collisions accounted for 54 percent of serious crashes in 2016.

As the FTO, you should constantly be observing your trainee's driving skills. If you identify issues related to their braking techniques, encourage your trainees to leave plenty of space between their vehicle and those around them. If your trainee is not sure how much braking distance is needed, have them find a fixed point and make sure that at least two seconds (Ideal conditions) or four seconds (Adverse conditions), passes between the vehicles in front of them and when they pass it.

**SAY:** Monitoring your speed is also an effective way to avoid getting into a car accident. The slower a vehicle is travelling, the less braking distance it needs.

Braking distance is how long it takes for your vehicle to stop once you hit the brakes. In other words, braking distance is not the same as stopping distance. In far too many cases, distracted drivers get into rear-end accidents even though they left enough space.

**SAY:** Remember, braking distance varies depending on road, weather and vehicle conditions and begins when the breaks are applied and ends when the car comes to a stop.

Make sure that your trainees remembers to plan ahead and has escape routes. They need to know their post well, including all of the side streets, alleyways, dead end streets, and high-traffic areas.

### Slide 11





### Slide 12

**SAY:** Running Code (responding to police codes) is something that you may do several times a day as a Police Officer. This places a different type of risk to yourself and the citizens because you're using faster speeds, not stopping for red lights, stop signs, and yield signs, and oftentimes, other drivers may not hear your sirens or notice the emergency lights until you're upon them.

I'd like for you to view another case study. This case study involves another civilian death from a responding police vehicle in Westminster, Colorado. As you view the case study, consider the impact this type of collision has on both the community and the officer(s) involved.

**SAY:** Unfortunately, there are times we create more work for ourselves responding to calls for service by taking unnecessary risks.

Remember – If you don't make it to the scene because you were involved in an accident, you are not helping anybody: victims or our co-workers in need of assistance. AND, now we have to divert other resources to handle your accident.

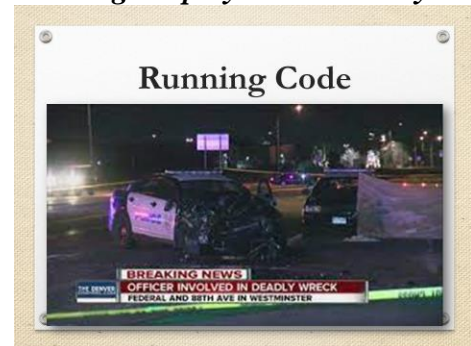
**ASK:** What are ways that this type of collision can be avoided?

**SAY:** As an FTO, you should be prepared to critique your trainees' running code keeping in mind that your critique can highlight both the things done right and what could have been done better.

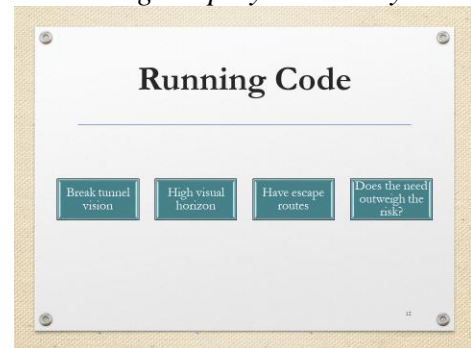
### Slide 12

*The content of the slide (under the case study) is hidden with an animation. Once students view the case study click the mouse to reveal the content*

**NOTE:** *The case study is linked to the image on the slide. Click on the image to play the case study.*



*Click image to play case study*



#### **Desired Responses:**

- Break tunnel vision
- High visual horizon
- Have escape routes
- Analyze the risk versus the need

*Click mouse to reveal content and remove Case Study image*

### III. REVIEW/EVALUATION/CLOSURE

#### Slide 13

**SAY:** As an FTO, it is your responsibility to continuously remind and stress to your Officer Trainee the concept of **Drive to Survive!**

Your trainee will be new to emergency driving and will need the voice of experience and wisdom to guide them during driving an emergency vehicle in all conditions.

**ASK:** What are things that you can do, moving forward, to ensure that your Officer Trainee drives with the Drive to Survive Mindset?

**SAY:** In order for your trainee to receive a “Superior” rating for their driving skills they have to be able to set a good example of lawful, courteous driving, and display dexterity and coordination while driving the patrol vehicle while simultaneously operating radio, checking businesses, and observing surrounding activity. The number one goal is for your Officer Trainee to not be involved in any accidents. They should do this by using defensive driving in emergencies and avoid what would have been an accident.

It is unacceptable at any time to have a trainee who misuses red lights and sirens, drives too fast or too slow for the situation, fails to slow for intersections, loses control of the vehicle, or disregards public safety while driving at times.

**SAY:** If you have an Officer Trainee who displays erratic driving habits, one remedy could be Commentary driving. This technique encourages multi-sensate learning (touch, sight, and hearing). The Officer Trainee is told to maintain a running commentary on what is observed while operating the vehicle. This can be used to improve driving skills or

**Time** 5 minutes

#### Slide 13



#### Desired Response:

- Model appropriate driving behavior
- Remediate when necessary
- Provide immediate feedback throughout the day
- Give the Officer Trainee opportunities to take over driving during patrol
- Review driver safety concepts with them



awareness while patrolling.

**SAY:** Let me quickly demonstrate how commentary driving would look in practice. You should instruct your trainee to verbally explain everything they see and are doing while they're driving. Here's an example of how they should conduct commentary driving. Imagine I'm the trainee and I'm driving down Charles Street:

"Traveling north on Charles Street. My speed is below 25 mph sign. Approaching the North Avenue intersection. Intersection is clear. Pedestrian stepping off curb. Will yield. No car behind. Traffic light block ahead is green. It may be ready to change. Am prepared to stop if necessary--checking mirror. Deliver truck in my lane double parked, Not sure, will tap horn. May need to change lanes. Check mirror. Driver Behind is responding to my slow down. Driver ahead is signaling left turn."

The purpose of commentary driving is to shift the trainee's perception of situations from the civilian perspective to that of a police officer. Commentary driving is also an excellent tool for teaching orientation skills.

#### **Slide 14**

**ASK:** What questions do you have for me?

#### **Slide 14**



*The facilitator should answer any questions asked by the students.*