

Student name: _____ Parent(s) Name(s): _____
 Location: _____ Date: ____/____/____

Accident Avoidance Workshops

Performance Record for Monitoring Improvement

#1 & 2- Parking Space Navigation / Slalom:

Cones hit: Pre-test: _____ (The average driver hits between 6 and 12 cones on their first pass.)

Cones hit: Post-test: _____

(Suburbans, Expeditions, Most Mini-Vans, Extended Cab Pickups and other long wheelbase vehicles, ask us about the 4 cone hot tip!)

3 & 4 Emergency Braking, Dry and Wet: **Coaches, keep this chart handy during this exercise, pen in hand!**

Note: Anti-lock braking systems (ABS), are made up of many moving components. The internal ABS components may seize up rendering the system inoperable if they remain unused or untested for long periods of time. This is why manufacturers recommend owners activate the ABS systems at least every few months to keep the parts moving freely. Therefore, it is possible to have ABS on your vehicle and yet skid the tires on the first few attempts at this exercise. This may or may not persist depending on how severely the internal components have seized, but even mildly seized components may release before the end of these exercises.

Pass	Condition	Speed	Distance
1*	Dry		
2	Dry		
3	Dry		
4	Dry		
5	New Rain		
6	Drizzle		
7	Rain		
8	Drizzle		

“Dry”: Self-explanatory

“New Rain”: The solution we put down with the water simulates the conditions when it first starts raining. That’s when water flows down in to the pits of the pavement and the oil comes up to float on the water, as we all know oil does. [1]

“Drizzle”: After driving through this solution, some will remain on your tires when you attempt the even-numbered passes, and therefore, it’s not truly “Dry” conditions anymore.

“Rain”: As the tires splash the water away from this spot, the oil will once again recede in to the pits of the pavement and lose some of the effect of “NEW” rain, and therefore just simulates “Rain” conditions.

(Optional): 4.1 Dry _____

4.2 Dry _____

**Do not compare odd-numbered pass data to even-numbered pass data. In many cases, one side varies from the other in texture, slope, or condition. Also, one instructor may have a different reaction time than others in waving the flag.*

[1]- Any residue left on your vehicle from this exercise is most easily removed early with a degreasing soap such as Dawn. If it’s allowed to stay on too long, WD-40 or Bug and Tar remover will work well to remove it.

Notice to students driving GM trucks (Suburbans, Tahoes, GM Pickups): After maximum braking, you may experience the rear-end locking up and one tire scuffing as you turn leaving the exercise. This is normal, and will reset automatically.

Notice to students driving Nissan Maximas and Altimas: After engaging ABS, some models may limit acceleration in subsequent passes. If this happens, simply “reboot” between passes. (Turn car off and then restart.)

#5- Target Practice: **(Coaches: Below are the instructions for your review prior to the exercise):**

You will be given a target speed from your instructor. **Write it here:** _____ **mph.**

1- Accelerate to that speed and maintain a speed within one mph of that target speed all the way down the course.

2- When the **red flag flies**, show maximum braking:

ABS: Show pulsing brakes all the way until you’re stopped ... and stay stopped!

Non-ABS: Show *straining*, but not *skidding* tires until you’re stopped ... and stay stopped!

Helpful hints:

Having just completed an exercise going much faster than your target speed, you will find yourself reaching your target speed more quickly than you anticipate ... just be ready for it.

*If you get going to fast, just back off the accelerator and slow down by coasting ... **DO NOT HIT THE BRAKES TO SLOW DOWN!** It takes more leg power to engage ABS or skid the tires from lower speeds ... so you will have to **HIT THE BRAKES HARDER** than you have up to this point!*

#7- Accident Avoidance Exercise: *(Coaches, read the following prior to the exercise):*

- 1- Accelerate to the speed you were given in the "Target Practice" exercise and maintain that speed.
- 2- When we throw our hands one way or the other, AND NO SOONER, **BRAKE** as HARD as you have been until your vehicle has come to a complete stop, and then STAY STOPPED!
- 3- Your car may take 30-40 feet to stop from that speed. WHILE THIS IS HAPPENING, you will have to do all of your turning. So, WHILE you're braking, **LOOK** which way you want to go, ... **WAIT** until you're clear of the two tall cones, and THEN, **TURN** the wheel as fast as you can, all the way to the lock, whichever way we sent you, remembering to stay stopped once the vehicle stops, so you miss all of the cones!

Score sheet:

Attempt:	#1	#2	#3	Bonus #1	Bonus #2	Notes:
<u>"The Raspberry Awards":</u>						
Improper speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hit cyclists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hit brakes too early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Went wrong direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Let off brake after stop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

(If your student received no "Raspberries", then continue scoring:)

The "Trophy":

Did they achieve max braking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Did they achieve max steering?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>(If BOTH, then they earned the letter (K) which means they (K)now the process.)</i> →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*(If they earn their letter (K) during one of their 3 attempts, then when you return to the queue line, you may place their **AAW CERTIFIED** sticker on the window as shown here:)*

Consolation prizes:

Did they miss the TP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Did they miss the GM?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Did they miss the CC?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>(If they missed all of the above, then they earned the letter (A), which stands for: (A)voidance)</i> →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Did they ALSO miss the GC?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>(If so, they earned the letter (O) which stands for: (O)bjective)</i> →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Disclaimer note to the parents: As I'm sure you suspect, knowing exactly the point in time when we need to give the signal is difficult. Too late, and they'll hit the wall of cones ... too early, and it's too easy. In order to give the students the most challenging attempt at this exercise, we have to give the signal in a window of opportunity about 4 feet long, (which at 22 mph is 1/8 of second), and it has to be determined under the pressure of watching a vehicle driven by a new driver coming right at us. Additionally, the location of that 1/8 second window is different for every car, and worst of all, **it moves** depending on the speed we see out of the corner of our eye on the radar as they approach. If they're going too fast, we have to signal sooner, ... if they're going too slow, we have to delay it.

Please make sure your student understands this is why the "Trophy" (and the sticker) are based entirely on what **THEY** control (max braking and max steering) ... because hitting the cones can be just as much the instructor's fault as theirs, and we don't want your student penalized for any of our mistakes or shortcomings. Thank you!



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