

Category B motor vehicle driver preparation curriculum

The goal of driver training is to create opportunities to provide the student with the knowledge, skills, and attitudes to behave in traffic in accordance with the qualification requirements established for drivers of category B motor vehicles.

The goal of driver training is to create the prerequisites for:

- 1) developing responsible driver behavior;
- 2) developing safe, independent driver behavior that considers other road users and protects the environment;
- 3) the ability to see dangers and choose the right speed even when driving on slippery and dark roads.

Organizational foundations of teaching

The curriculum consists of theory and driving lessons and practical classes. The total duration of the curriculum is 105 hours, of which at least 52 hours are independent work, at least 29 hours are classroom work, at least 30 hours are driving lessons and 1 hour is practical classes. Attendance at all classroom, driving and practical classes is mandatory.

Activities and methods for achieving learning outcomes

When completing the curriculum, the student is required to do a lot of independent work. It is necessary to read the teaching materials prepared by the teacher, the car user manual, the Traffic Act, the Motor Vehicle Insurance Act and other traffic-related legal acts. It is necessary to search for information on websites. Prepare individual plans and schedules. In classroom and driving lessons, teachers use various teaching methods: visualization, activating lectures, group work, creating and directing discussions, sharing their experience, solving problem tasks and development training.

Evaluation methods and criteria

The curriculum is divided into three modules. The prerequisite for passing each subsequent module is **ET EN RU** passing the previous module and achieving the learning outcomes specified therein. The achievement of learning outcomes in theory training is checked by the teacher individually after each module, based on a questionnaire given to the student. The threshold for achieving learning outcomes is that twenty-seven questions have been answered correctly. Answering the questions takes place in the driving school classroom, without using any auxiliary material. The achievement of learning outcomes in driving training is checked by the driving instructor at the end of each module, based on the results of the driving task given to the student. The teacher and the student analyze the effectiveness of completing the task and together they reach a joint decision on the achievement of learning outcomes. Upon passing the curriculum, the student takes a traffic theory exam and a driving test. The traffic theory exam consists of sixty multiple-choice questions, of which fifty-five must be answered correctly. The driving test is passed with a positive result if the student has acquired the skills and behavior prescribed in the curriculum, and is able to drive a vehicle independently, safely, and in an environmentally friendly manner, and is able to drive a vehicle safely in the dark and on slippery roads. A non-differentiated assessment is used, where the result is marked as passed or failed.

Timetable for completing subjects

The total nominal time to complete the curriculum is seven weeks. The nominal time to complete the first module is two weeks. The nominal time to complete the second module is two weeks. The nominal time to complete the third module is two weeks.

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| Beginner | | | | |
| Theory training | | Driving lessons | | |
| Module 1 | Lessons | Module 1 | Driving hours | |

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| <p>ET EN RU</p> <p>Overview of the organization and goals of the study.</p> | | <p>Driver's working position and safety equipment.</p> | <p>20</p> | |
| <p>Guidance for independent learning.</p> | | | | |
| <p>Traffic as a system.</p> | | | | |
| <p>Principles of safe traffic.</p> | <p>10</p> | | | |
| <p>Consideration for other road users.</p> | | <p>Vehicle handling.</p> | | |
| <p>Vehicle security.</p> | | | | |
| <p>A person as a driver.</p> | | | | |
| <p>Module 2</p> | <p>10</p> | <p>Module 2</p> | | |
| <p>Starting a journey and vehicle location while driving.</p> | | <p>Driving a vehicle on roads with little traffic.</p> | | |

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Driving order when driving.

Driving a vehicle in different traffic situations.

Driving characteristics, on country roads, motorways and in tunnels.

Stopping the vehicle and ending the journey.

Behavior in the event of a traffic accident.

Theory exam

Module 3

8

Module 3

8

Overtaking, passing and turning.

Overtaking, passing and turning.

Planning a trip to avoid risk.

Driving a vehicle on a planned route.

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| ET EN RU Environmentally friendly car use. | | Environmentally friendly driving. | |
| Driving a vehicle in difficult road and weather conditions. Factors affecting stopping distance and risk prevention. | | Beginner skating exercises performance. | |
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| Primary school dark time training | | | |
| Driving a vehicle in the dark | 1 | Driving a vehicle in the dark | 1 |
| Total primary education | 29 | Total primary education | 30 |
| Traffic theory and driving test at the Road Administration | | | |
| Getting a first driver's license | | | |
| Graduate training | | | |

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| An environmentally friendly, safe and considerate way of thinking. Behavior in slippery road conditions | 3 | Enhancing environmentally friendly, risk-avoidant and considerate driving styles for other road users | 1 |
| Slippery driving risk prevention workshop | 1 | Performing slippery driving risk avoidance exercises | 1 |
| Total in final level training | 4 | Total in final level training | 2 |

1. CURRICULUM VERSIONS FOR PRIMARY TRAINING

1. Theory training

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| Tue 1.1. | Overview of the organization and objectives of the study |
| Place in the curriculum | The subject belongs to the 1st module of the primary education theory course of the curriculum. |
| Volumetric distribution of matter | At least two mandatory classes, one of which is classroom. |

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| Prerequisites for passing the subject | None |
| Brief description of the substance | An overview is provided of the conditions and procedure for obtaining a driver's license, the objectives of driver training and the driving school curriculum, the organization of studies and the documents regulating studies. Common goals are set for the training. |
| General objectives of the subject | Create the prerequisites for obtaining an overview of the conditions and procedure for obtaining a driver's license, the organization, content and scope of the study. Create the prerequisites for a situation where the objectives of driver training set by the national curriculum for driver preparation and the objectives related to obtaining a student's driver's license and driver training would coincide as much as possible. |
| Learning outcomes | <p>After the training, the student will:</p> <ul style="list-style-type: none"> • knows the conditions and procedure for obtaining a driving license; • knows the organization of teaching; • knows the legal acts and documents regulating studies; • has adopted the driver training goals set by the national driver preparation curriculum. |
| Content of independent work | Work with mandatory literature |
| Required reading | OÜ Rool study organization regulations; OÜ Rool category B motor vehicle driver preparation curriculum. |
| Specified learning outcomes | <p>After the training, the student will know:</p> <ol style="list-style-type: none"> 1. the desired goals and content of the driver training; 2. the structure of the curriculum, the structure of training and the need for gradualism in both traffic theory and driving lessons; 3. the duration and volume of studies; |

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| ET EN RU | <p>4. the basics of assessing student knowledge and skills;</p> <p>5. requirements for applicants for a driving licence (including a first driving licence).</p> |
| Teaching methods and monitoring of achievement of learning outcomes | <p>The topic is discussed by setting goals and introducing learning outcomes, followed by a lecture using visualization. During the discussion, common goals are set for the training. The lecturer individually checks the achievement of learning outcomes based on a questionnaire given to the student at the end of the module.</p> |

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| Tue 1.2. | Guidance for independent learning |
| Place in the curriculum | The subject belongs to the 1st module of the primary education theory course of the curriculum. |
| Volumetric distribution of matter | At least two mandatory classes, one of which is an auditorium class. |
| Prerequisites for passing the subject | An "Overview of the organization and objectives of the study" will be completed after class. |
| Brief description of the substance | <p>In addition to the mandatory theory lessons and driving lessons, the course includes a lot of independent work. The content and volume of independent work are specified within the subject. The student is helped to draw up an individual study plan - time distribution of study work, independent work, studying with a tutor, etc. The student's active role in the study and the need to take responsibility for their own learning are</p> |

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| ET EN RU | emphasized. |
| General objectives of the subject | Create the prerequisites for taking responsibility for their own learning and help the student create an individual study plan. |
| Learning outcomes | <p>After the training, the student will:</p> <ul style="list-style-type: none"> • is willing to take responsibility for their own learning; • has prepared an individual study plan; • knows how the driving school supports independent learning and who to get help from if necessary. |
| Content of independent work | The student prepares an individual study plan. |
| Required reading | Teaching material prepared by the teacher. |
| Specified learning outcomes | <p>After the training, the student will know:</p> <ol style="list-style-type: none"> 1. Learning can be acquired intentionally and with a purpose or unintentionally and without a purpose. 2. What is being learned can be acquired either independently or as a result of joint work between teacher and student. 3. The more diverse the teaching and the more involved the subject is, the more thoroughly the subject is acquired. 4. Timely repetition of what has been learned, objective and timely feedback are important in the learning process. 5. The learning material is presented in a transition from simpler to more complex, where new knowledge connects with previously learned knowledge and helps to consolidate it, thus creating the understanding that this knowledge forms a whole; 6. learning, repetition and knowledge control (including self-control) serve a common goal 7. Independent work and especially group work play an important role in studies |

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| ET EN RU | 8. The learning material is presented in stages according to the curriculum, emphasizing important |
| Teaching methods and monitoring of achievement of learning outcomes | The topic is discussed starting with setting goals and introducing learning outcomes, followed by a lecture using visualization. The lecturer individually checks the achievement of learning outcomes based on a questionnaire given to the student at the end of the module. |

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| Tue 1.3. | Traffic as a system |
| Place in the curriculum | The subject belongs to the 1st module of the primary education theory course of the curriculum. |
| Volumetric distribution of matter | At least eight hours, two of which are classroom hours. |
| Prerequisites for passing the subject | Completed theoretical study module 1 subjects "Overview of the organization and objectives of teaching" and "Instruction for independent learning" |
| Brief description of the substance | Traffic consists of several parts – road, road user, vehicle, legislation – forming a system. Different parts of the system interact – changes in one cause changes in others. An overview of the most important parts of the system – terminology, traffic legislation, vehicle, traffic management equipment, etc. is provided. |

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| <p>General objectives of the subject</p> | <p>Create the prerequisites for understanding traffic as a system.</p> |
| <p>Learning outcomes</p> | <p>After the training, the student will:</p> <ul style="list-style-type: none"> • knows the terminology related to different parts of the traffic system; • knows the principles related to traffic management; • understands traffic as a system and their own role as part of this system; • knows the positive and negative impact of traffic on human life and health. |
| <p>Content of independent work</p> | <p>Work with teaching materials prepared by the teacher and the Traffic Act</p> |
| <p>Required reading</p> | <p>Educational material prepared by the teacher. Sections of the Traffic Act: 1; 2; 3; 4; 5; 6; 7; 8;10;13; 14. Traffic signs, vertical markings and road markings.</p> |
| <p>Specified learning outcomes</p> | <p>After the training, the student will know:</p> <ol style="list-style-type: none"> 1. road traffic factors and the risks associated with them (driver, vehicle, traffic environment and other road users, traffic management) 2. Safe driving requires taking into account all road traffic factors. 3. the driver's options and the right actions, if the driver is able to obtain traffic information in a timely manner or if traffic information is received late, a traffic accident is no longer avoidable 4. general traffic principles 5. the need to be guided by legislation concerning the driver, the vehicle and the environment 6. The basic rules of the Traffic Act and the importance of traffic control devices |

7. General provisions of the Traffic Act and the definitions contained therein
8. liability in case of non-compliance with the requirements of the Traffic Act
9. Classification of motor vehicles from the point of view of driving rights
10. grouping of traffic signs by purpose (warning signs, right-of-way signs, prohibition and area of influence signs, etc.)
11. how traffic sign groups are distinguished by the shape and color of the sign
12. the meanings of all road signs and additional information boards
13. the area of influence and validity period of traffic signs
14. the meaning of different types of traffic lights and signals
15. the meaning of the regulator's notifications
16. road marking content
17. area of influence of road markings

Teaching methods and monitoring of achievement of learning outcomes

The topic is discussed starting with setting goals and introducing learning outcomes, followed by an activating lecture using visualization. The lecture is supported by videos. The lecturer individually checks the achievement of learning outcomes based on a questionnaire given to the student at the end of the module.

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| Tue 1.4. | Principles of safe driving |
| Place in the curriculum | The subject belongs to the 1st module of the primary education theory course of the curriculum. |
| Volumetric distribution of matter | At least six hours, two of which are classroom hours. |

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| <p>Prerequisites for passing the subject</p> | <p>Passed subjects: "Overview of the organization and goals of teaching" and "Instruction for independent learning".</p> |
| <p>Brief description of the substance</p> | <p>There are many possible traffic situations that can occur and it is not possible to learn them one by one. The subject analyzes the most typical traffic situations and discusses the driver's options for ensuring safety in these situations. The principles of safe traffic are jointly formulated.</p> <p>Rules related to longitudinal and lateral spacing, speed selection, and the use of signals are acquired.</p> |
| <p>General objectives of the subject</p> | <p>Create the prerequisites for developing personal safe traffic principles.</p> |
| <p>Learning outcomes</p> | <p>After the training, the student will:</p> <ul style="list-style-type: none"> • understands that the main principles of safe driving are making correct observations, choosing a speed appropriate to the circumstances, giving timely and sufficient warnings, maintaining a safe longitudinal and lateral distance, adhering to traffic rules and taking other road users into account; • knows the rules related to longitudinal and lateral clearance and the choice of driving speed; • knows the signals and the rules related to their use; • has developed personal principles of safe driving. |
| <p>Content of independent work</p> | <p>Work with teaching materials prepared by the teacher and Traffic Management. Development of personal safe driving principles.</p> |
| <p>Required reading</p> | <p>Teaching material prepared by the teacher, Sections of the Traffic Act: 18; 33; 39; 46; 47; 48; 49; 50.</p> |

Specified learning
outcomes

After the training, the student will know:

1. a person has voluntary and involuntary attention
2. the driver's attention must work selectively
3. The manager must be able to deal with several matters requiring attention at the same time.
4. The brain is a creative organ, but it gets tired quickly.
5. one must be able to use one's attention rationally
6. must be able to maintain balance in every situation
7. A leader's abilities and attitudes can be shaped
8. changes in behavior depend on the driver's gender, age and driving experience
9. how a person makes observations
10. What does a person's field of vision depend on?
11. specifics of perception
12. the effect of speed on making observations
13. principles of determining correct and safe driving speed
14. principles of setting speed limits and recommended speeds
15. The necessity of following the general speed limits set by the Traffic Act and those established by road signs
16. Flexible and safe traffic is based on good understanding between road users, the ability to give timely driver warnings, and cooperation between road users.
17. A road user must see others and be visible to other road users.
18. Traffic Act provisions regarding notifications
19. opportunities to make your actions understandable to other road users and to understand the intentions of other road users
20. When driving, the position of the vehicle is very important from a safety perspective.
21. The driver must be aware of his or her location while driving and be convinced that it is correct and practical for himself or herself and other road users.
22. In traffic, it is always necessary to know your own driving order and that of your fellow road users.
23. the dependence of space requirements on driving speed, road conditions, driving experience, reaction speed, etc.
24. Following traffic control devices and behaving in accordance with

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| <p>ET EN RU</p> | <p>traffic rules allows you to prevent dangers. 25. Failure to follow traffic rules causes risky situations.</p> |
| <p>Teaching methods and monitoring of achievement of learning outcomes</p> | <p>The topic is discussed by setting goals and introducing learning outcomes, followed by an activating lecture using visualization. The lecture is supported by videos. During the lecture, the lecturer gives examples from traffic based on his own experience. The lecturer individually checks the achievement of learning outcomes based on a questionnaire given to the student at the end of the module.</p> |

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| <p>Tue 1.5.</p> | <p>Consideration for other road users</p> |
| <p>Place in the curriculum</p> | <p>The subject belongs to the 1st module of the primary education theory course of the curriculum.</p> |
| <p>Volumetric distribution of matter</p> | <p>At least four hours, one of which is classroom time.</p> |
| <p>Prerequisites for passing the subject</p> | <p>Passed subjects: "Overview of the organization and goals of teaching" and "Instruction for independent learning".</p> |
| <p>Brief description of the substance</p> | <p>There are differences in the behavior of road users due to age, experience, vehicle used, etc. By knowing these differences, the driver can better take other road users into account. A mistake made by one road user does not inevitably lead to an accident if the other party knows what to do to prevent the accident. It is discussed which groups of road users there are, what are the specific features of their behavior and how each road user can ensure safety by knowing these specific features.</p> |

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| <p>General objectives of the subject</p> | <p>Create the prerequisites for the development of respectful behavior towards other road users.</p> |
| <p>Learning outcomes</p> | <p>After the training, the student will:</p> <ul style="list-style-type: none"> • knows that different groups of road users participate in traffic; • knows the specifics of the behavior of different groups of road users; • knows the risk-increasing factors associated with different groups of road users and vehicle types (e.g. less protected road users, large vehicles, special service vehicles, etc.); • is prepared to take into account the specificities related to different groups of road users and types of vehicles in order to ensure traffic safety; • understands the importance of considering other road users and passengers; • are motivated to consider other road users and passengers, especially less protected road users, and to ensure their safety through their behavior. |
| <p>Content of independent work</p> | <p>Work with the teaching material prepared by the teacher and the Traffic Act.</p> |
| <p>Required reading</p> | <p>Teaching material prepared by the teacher and sections of the Traffic Act: 16; 17; 33; 35; 36; 37; 49; 68.</p> |
| <p>Specified learning outcomes</p> | <p>After the training, the student will know:</p> <ol style="list-style-type: none"> 1. why communication between road users is important and how it happens 2. dangers arising from aggressive traffic behavior 3. take into account the behavior of different groups of road users and act accordingly |

4. that as a leader:

- it must be visible to other road users
- his/her actions must be predictable to fellow road users
- he must be able to match his driving speed to the traffic flow
- the speed must be changed smoothly
- You must be able to see traffic situations and navigate according to traffic control devices.
- you must be able to predict the actions of other road users
- the abilities and tendencies of different groups of road users must be taken into account
- You must be especially attentive to vulnerable road users and avoid endangering or causing harm to them.
- he must understand the difficulties arising from the different space requirements of large and small vehicles
- he must be prepared to give emergency vehicles the right of way and understand the difficulties of novice drivers

1. How does the traffic environment affect children's safety?

2. What are the problems of children in traffic related to?

3. pay attention to the traffic environment and be able to explain where children most often appear unexpectedly on the roadway

4. typical activity patterns of children

5. driver precautions and actions when passing oncoming or oncoming pedestrians, cyclists and moped drivers

6. The driver's obligations towards pedestrians and cyclists as vulnerable road users:

- on the sidewalk
- on the bike path
- on the road
- in the yard
- on the way out of the yard
- on the roadside
- when entering and exiting their trams and buses
- at regulated and unregulated pedestrian crossings and at bicycle crossings

1. What is the appropriate driving style when crossing pedestrian crossings and cycle paths in various traffic densities and visibility conditions, and in different road and weather conditions?
 2. situations where the driver is obliged to give way to cyclists and moped drivers
 3. problems that arise in traffic:
 - for the elderly
 - in people with hearing impairments
 - people with mental disabilities
 - people with mobility disabilities.
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1. take into account the special rights of drivers with reduced mobility and explain the correct behavior of other drivers towards drivers with reduced mobility;
 2. How the technical condition of the vehicle and driving style affect the well-being and health of nearby residents and other road users.
 3. risks associated with large vehicles and slow-moving vehicles and be able to prevent them
 4. their duties and activities in connection with special service vehicles.

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| <p>Teaching methods and monitoring of achievement of learning outcomes</p> | <p>The topic is discussed by setting goals and introducing learning outcomes, followed by an activating lecture using visualization. The lecture is supported by videos. During the lecture, the lecturer gives examples from traffic based on his own experience. The lecturer individually checks the achievement of learning outcomes based on a questionnaire given to the student at the end of the module.</p> |
| <p>Tue 1.6.</p> | <p>Vehicle security</p> |
| <p>Place in the curriculum</p> | <p>The subject belongs to the 1st module of the primary education theory course of the curriculum.</p> |

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| Volumetric distribution of matter | At least four hours, one of which is classroom time. |
| Prerequisites for passing the subject | Passed subjects: "Overview of the organization and goals of teaching" and "Instruction for independent learning". A visit to the security hall can take place during the primary school education. |
| Brief description of the substance | The automotive industry is developing very quickly. Vehicle manufacturers are placing increasing emphasis on vehicle safety. Drivers and passengers can use technological advances to increase their own safety by knowing how the safety equipment in the vehicle works and how to use it correctly. |
| General objectives of the subject | To create the prerequisites for developing the knowledge and skills necessary for the correct use of safety equipment and increasing motivation to use safety equipment. |

After the training, the student will:

- understands the importance of reading the car user manual
- knows the main active and passive safety elements used in modern vehicles and their operating principle (fastening the seat belt and adjusting the seating position, fastening the passenger's safety equipment, correct placement and fastening of luggage)
- knows the dangers associated with incorrect use or non-use of safety equipment and is more motivated to use safety equipment
- knows the requirements for transporting passengers and cargo and the use of safety equipment
- knows the necessary precautions when exiting and entering the vehicle
- knows the requirements for the technical condition of the motor vehicle being used
- knows the environmental requirements when using a vehicle
- knows the impact of the additional and comfort equipment of the vehicle being used on road safety and vehicle controllability.

Learning outcomes

Content of independent work

Work with the teaching material prepared by the teacher, the Traffic Act and the car's user manual.

Required reading

Teaching material prepared by the teacher and sections of the Traffic Code: 30; 33; 34; 73.

Specified learning outcomes

After the training, the student will know:

1. how to perform a pre-trip inspection of the vehicle and prepare for the trip;
2. What is included in the car's equipment and how is it used?
3. safety devices included in the car kit and additional ones and requirements for their use
4. the purpose of car lights, rear-view mirrors, ventilation, glass and seat heaters
5. seat adjustment related

6. using the car's controls
7. requirements for tires and shock absorbers
8. requirements for brakes and steering system
9. the construction, condition and adjustment of the lights:
10. Regarding the placement and securing of cargo on the vehicle, the proper placement, securing, covering of the cargo
11. seasonal car maintenance requirements and needs
12. the requirement and need for regular maintenance, the necessity of regular maintenance according to the maintenance book
13. related to the technical inspection of the vehicle

14) technical malfunctions in the vehicle that require the trip to be interrupted

After the training, the student must be able to check:

1. tire pressure and condition
2. the condition and operation of the lights
3. oil and liquid level
4. mirror position
5. display of indicators and warning lights
6. the condition and operation of the brakes and steering system
7. the general condition of the vehicle

Teaching methods and monitoring of achievement of learning outcomes

The topic is discussed by setting goals and introducing learning outcomes, followed by an activating lecture using visualization. The lecture is supported by videos. During the lecture, the lecturer gives examples from traffic based on his own experience. The lecturer individually checks the achievement of learning outcomes based on a questionnaire given to the student at the end of the module.

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| <p>Tue 1-7 ET EN RU</p> | <p>Human as a driver</p> |
| <p>Place in the curriculum</p> | <p>The subject belongs to the 1st module of the primary education theory course of the curriculum.</p> |
| <p>Module 1 volume</p> | <p>At least six hours, two of which are classroom hours.</p> |
| <p>Prerequisites for passing the subject</p> | <p>Passed subjects: "Overview of the organization and goals of teaching" and "Instruction for independent learning".</p> |
| <p>Brief description of the substance</p> | <p>As humans, we are different. Differences can be due to innate factors (gender, personality traits, impulsivity, cognitive functions), factors that develop over the course of life (age, experiences, attitudes, values, motives, character, etc.), and rapidly changing circumstances (fatigue, health, emotions, intoxication, etc.). It is discussed how the negative impact of these factors on driver behavior can be avoided.</p> |
| <p>General objectives of the subject</p> | <p>Create the prerequisites for understanding the reasons for different traffic behavior, becoming aware of the strengths and weaknesses that affect one's own traffic behavior. Create the prerequisites for developing strategies to reduce these harmful effects.</p> |
| <p>Learning outcomes</p> | <p>After the training, the student will:</p> <ul style="list-style-type: none"> • knows the reasons for people's different traffic behavior; • knows how driving motives, route and time planning, social pressure, driver status and awareness of one's own driving ability (including overconfidence, desire to prove one's ability) affect driver behavior; • knows the possible risks to traffic behavior arising from one's personality traits, attitudes and lifestyle; • has developed strategies for himself to avoid the harmful effects of circumstances affecting traffic behavior related to personality and health status; |

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| ET EN RU | <ul style="list-style-type: none"> • are more motivated to value safety and environmental sustainability in their overall life goals and behavior. |
| Content of independent work | Working with learning material prepared by the teacher. The student develops a strategy for himself to avoid the harmful effects of circumstances affecting traffic behavior related to personality and health status. |
| Required reading | Teaching material prepared by the teacher. |
| Specified learning outcomes | <p>After the training, the student will know:</p> <ol style="list-style-type: none"> 1. psychophysiological factors on which the safe operation of the driver depends 2. How to assess your abilities as a driver 3. that the driver is responsible for the mental and physical state in which he begins or continues driving 4. What is the nature of intuition and how does it develop as a facilitator of leadership? 5. How does a driver develop a sense of car handling, vision and road feel? 6. What factors (personal characteristics) influence a driver's ability to cope in traffic: <ul style="list-style-type: none"> • permanent characteristics of a leader (mental abilities or innate qualities) • changing characteristics of the driver (e.g. driving experience, training, age) • variable factors (e.g. fatigue, mood, illness) <ol style="list-style-type: none"> 1. why a person must achieve a certain intellectual and emotional maturity to meet the requirements of good traffic behavior 2. What role do the following factors play in traffic behavior and how do they affect the traffic environment and traffic safety: <ul style="list-style-type: none"> • identity and ideal |

- perception of reality
- knowing your abilities
- self-control
- sense of responsibility

1. three factors (complete egoism – following traffic rules – foresight) in personal development and how they manifest themselves in traffic

2. differences between self-rated and actual driving skills of young male and female drivers

3. why can they cause negative effects in traffic:

- impulsiveness;
- aggressiveness;
- emphasizing one's self;
- emphasizing professional or personal position;
- state of tension;
- negative attitude;
- lamentation.

1. the nature of the stress state and describe:

- what is a state of stress;
- the fundamental connection between stress and work ability;
- types of stress states.

1. which creates peer pressure among young people;

2. how peer pressure can lead to a traffic accident;

3. important personal characteristics of people who easily succumb to group pressure

4. What positive impact does a good example have on other people's behavior?

5. What signs indicate to a driver that he is tired?

6. When is a driver prohibited from continuing to drive?

7. How can a driver overcome fatigue while driving?

8. How alcohol affects driving and behavior

- errors in predicting traffic situations

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| <p>ET EN RU</p> | <ul style="list-style-type: none"> • increased reaction time • decreased coordination ability • getting tired quickly • decreased visual acuity and narrowing of the field of vision <ol style="list-style-type: none"> 1. the dependence of driving ability on blood alcohol content 2. consequences of alcohol consumption in traffic 3. What is the effect of medication on the driver? 4. What effect do narcotics have on a driver? 5. How does the medical condition affect driving ability? |
| <p>Teaching methods and monitoring of achievement of learning outcomes</p> | <p>The topic is discussed by setting goals and introducing learning outcomes, followed by an activating lecture using visualization. The lecture is supported by videos. During the lecture, the lecturer gives examples from traffic based on his own experience. The lecturer individually checks the achievement of learning outcomes based on a questionnaire given to the student at the end of the module.</p> |
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| <p>T 2.1.</p> | <p>Starting a journey and vehicle location while driving</p> |
| <p>Place in the curriculum</p> | <p>The subject belongs to the 2nd module of the theoretical study of the primary education curriculum.</p> |

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| <p>Volumetric distribution of matter</p> | <p>At least six hours, two of which are classroom hours.</p> |
| <p>Prerequisites for passing the subject</p> | <p>Completed module 1 of theoretical training.</p> |
| <p>Brief description of the substance</p> | <p>One of the prerequisites for safe driving is to choose the right position on the road when driving straight and when performing a maneuver. The rules related to starting a drive and choosing the vehicle's position are acquired. How to ensure safety when starting a drive are discussed, what preparations need to be made for driving, what the different parts of the road are and their purposes; how to recognize a separate lane for public transport, light motorists, etc.; if there are several lanes, which lane to choose; how the driver can avoid risks by positioning himself correctly on the road. The causes of traffic accidents related to the vehicle's position while driving are analyzed and how they could have been prevented.</p> |
| <p>General objectives of the subject</p> | <p>To create the prerequisites for developing the necessary knowledge to choose the right location when driving and to increase motivation to avoid risks and save the environment by planning your trip.</p> |
| <p>Learning outcomes</p> | <p>After the training, the student will:</p> <ul style="list-style-type: none"> • knows how to start driving safely; • knows the different parts of the road and their purpose; • knows the rules related to vehicle location selection; • knows how to choose a location on the road to avoid risk and save the environment; • are more motivated to plan their journeys to avoid risk and save the environment. |

Content of
EF EN RU

independent
work

Work with the teaching material prepared by the teacher and the Traffic Act.

Required
reading

Teaching material prepared by the teacher and sections of the Traffic Act: 17;
39; 45; 48; 49; 64; 88; 90.

Preparing for the trip.

After the training, the student will be able to:

1. to prepare for the trip as a driver
2. check the vehicle's compliance with safety requirements before starting to drive and while driving
3. take traffic, road and weather conditions into account
4. Plan your route before you drive and take into account its specifics

Driver notifications.

After the training, the student will know:

1. when and how the driver can give a warning with an audible signal
2. when and how a driver can signal by flashing their lights
3. how to give a direction signal when starting from the edge of the roadway, when turning, changing lanes and during other maneuvers
4. when to use hazard lights and a warning triangle
5. how to make the stop sign more noticeable when braking
6. why, in addition to the driver's warning, the driver must also ensure the safety of his subsequent actions

Starting the ride.

After the training, the student will be able to:

1. to observe those approaching from behind and predict their actions
2. Before starting the journey, prepare an action plan based on the information obtained, show direction signs and be understandable to other road users in your actions
3. to join smoothly

Specified
learning
outcomes

Contact

OÜ ROOL

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ET EN RU

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Legislation

Traffic Act

Traffic signs

Motor Vehicle Insurance Act

Requirements for the technical condition and equipment of a motor vehicle and trailer

