ACT Government

ACT SAFER DRIVER COURSE

For Learner Drivers

Participant Workbook

Name:

SAFE PLATES FOR OUR NEW DRIVERS

VISION ZERO

Zero road deaths

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WORKSHOP

OVERVIEW

Topic	Description
Arrival	Complete the safety awareness questionnaire and the awareness scale.
Introduction	Find out about the purpose, outcomes and agenda of this workshop.
Session 1: Challenges	Explore how your mind manages the decision-making process.
Session 2: Balancing act	Explore how internal and external factors can affect your ability to drive safely.
Break	
Session 3: Holding your space	Explore the risks associated with peer influence and lifestyle and how to build your capacity to deal with them effectively.
Session 4: Low risk driving	Begin to look at the concepts and skills that can help to keep you safe on the road.
Your commitments	Develop and commit to your own safe driving behaviours and low risk driving strategies.

ARRIVAL

Activity 1: Safety awareness questionnaire

These questions are here to help you start thinking about factors that affect how safe your driving is. Answer by putting a tick in each row under the word that best describes you when you drive. You won't be asked to share your responses with anyone else, this is a chance for you to reflect on your own driving.

	Safe Driving Behaviours	Never	Rarely	Sometimes	Often	Always
1	I cope with lots going on when driving					
2	I notice how my mood affects my driving					
3	I keep focused when driving					
4	I make safe driving choices					
5	I manage the influence of my friends when driving					

	Low risk driving	Never	Rarely	Sometimes	Often	Always
6	I keep a safe following distance when driving behind other vehicles					
7	I choose safe gaps when driving in traffic					
8	I slow down for hazards when driving					
9	I drive at or below the posted speed limit					
10	I slow down for curves when driving					

INTRODUCTION

Why is there a Safer Driver Course?

> Research has shown that young drivers are at greatest risk of crashing in the first six months of independent driving. Younger drivers in the ACT (aged 15-29 years) remain disproportionately represented in casualties, being 35% of all vehicle controller casualties, but only 24% of licence holders.

> This course builds your awareness of safe driving behaviours and attitudes that lead to better resilience and low risk driving choices. This will help you become a safer driver as you progress to a provisional licence and independent driving.

> The sessions are designed to be interactive and engaging. You need to participate in all the activities and discussions to get the most out of this course.

> Successful completion of this course counts as 20 of your required driving hours.

Purpose

> This workshop will help you to develop a better understanding of safe driving, which in turn helps you develop safer driving behaviours.

> While it's critical that you build technical driving skills, your attitude when driving is also very important.

> This workshop will explore your risks as a young driver and help you develop strategies to become a safer driver.

Outcomes

By the end of this workshop, you will:

> understand that you're at the highest risk of crashing when you first transition from supervised to independent driving

> understand that you can reduce your risk of crashing by adopting safe driving behaviours, minimising risk taking, and making low risk on-road decisions

> understand your vulnerabilities and the relationship between typical poor novice driving behaviours (such as following behaviour, gap selection, hazard perception, speed selection and distraction) and increased crash risk

> understand and build resilience to the effect that peer influence and passenger behaviour can have on crash risks

> develop strategies to address risks such as driving at night, drugs and alcohol, and general lifestyle pressures that can lead to speeding, driver distraction and fatigue.

Activity 2: Concentration and focus

This activity involves playing catch with an increasing number of tennis balls. It has three rounds with some questions after Round 3.

Key message: Staying calm, concentrating and maintaining focus are important for safe driving.

Round 3 observations

You'll be asked to think about the following questions:

> How easy was it to concentrate with only one ball in play?

> What happened to your concentration as more balls were added?

> As the number of balls increased, did you have enough time to think and react?

> Did you notice a difference in the third round? Why?

SESSION 1: CHALLENGES

This chart shows the risk for drivers of crashes that result in a casualty.

Key message: The learner driver period is the safest period for driving. Provisional drivers are at highest risk of crashing in the first six months.

Activity 3: Animated film – Challenges

This animated film presents some of the different challenges facing learner drivers as they make the jump to being provisional drivers. A small group discussion will be held after the film to explore some of the issues raised.

Key message: The driving reality for learner drivers is very different to that of provisional drivers. The learner driver period is the safest because you are supported by a supervisor. This is your opportunity to gain as much on-road driving experience as possible in a variety of locations, times, conditions and road environments with the support of an experienced driver. There are important choices and decisions you'll face as you begin to drive independently.

For discussion

Take a moment to think about the following questions:

> In the film, how is being a provisional driver different from being a learner driver?

> What have you learnt about being a learner driver?

> What risks, behaviours and issues contribute to provisional driver crashes?

> What are the consequences if you take risks when you are driving?

> What safe behaviours could reduce the risk of provisional driver crashes?

> What else could you do to prepare to be a provisional driver?

SESSION 2: BALANCING ACT

Activity 4: Film – Balancing act

This film presents some of the challenges facing young provisional drivers as they begin driving independently. As you watch the film, keep in mind the 'internal' and 'external' influences introduced. There will be some questions after the film to reflect on the driving behaviours and issues raised.

Key message: One of the biggest challenges for young drivers is to balance the excitement and freedom of solo driving against the need to maintain and develop safer driving behaviours.

Reflection:

Take a moment to think about the following questions:

- What do you think Josh (the driver) was feeling? (In other words, what were his internal influences?)
- What external influences did Josh have to manage?
- How did Josh's internal and external influences affect his driving?
- Josh demonstrated risky driving behaviour by speeding. What could he have done to manage his speed?
- What could Josh have said to his friends instead of agreeing to pick them up?
- What positive choices could Josh have made to better manage his safety and the safety of his passengers?

Activity 5: Personal Reflection

What would you do differently?

Take a moment to reflect on the film and what's been discussed so far, then answer the following question.

What would you have done differently from Josh to ensure that you were driving safely?

Try to answer in terms of how you would manage the different 'internal' and 'external' influences.

Internal influences	External influences

SESSION 3: HOLDING YOUR SPACE

Activity 6: Circle of control

The circle of control is a simple tool you can use to identify the influences that exist inside and outside your control as a driver. The area inside the circle represents the influences inside your control, while the area outside represents the influences outside your control.

Key message: By recognising all the influences around you, you can start to think about how to bring more of those influences inside your control to become a safer driver.

Activity 7: Film – Holding your space

This is the final film. It presents the different challenges facing young provisional drivers as they begin driving independently. The storyline continues with the young characters you met earlier. A group discussion will be held after the film to reflect on the driving behaviours and issues raised.

Key message: Young drivers need to manage the environment inside their car in order to drive safely – particularly when driving with friends.

Reflection:

Take a moment to think about the following questions:

> In the film, what things were inside Josh's circle of control?

> What things were outside Josh's circle of control?

> What could Josh have done to expand his circle of control and better manage the peer influence?

Activity 8: Speaking up

Your task is to figure out how you would respond to the scenarios listed below. Think about how you would deliver feedback to a friend or passenger in order to expand your circle of control. Work with your small group to come up with some ideas.

Key message: Delivering feedback, especially to friends, can feel awkward or difficult. Being able to manage peer influence (even before you get into a car) is critical to your safety as a driver and the safety of your passengers.

Scenario 1: Alcohol

You've just finished sports training and your friends really want you to join them for an alcoholic drink before going home. While you'd like to, you're aware of the zero-blood alcohol limit for provisional drivers.

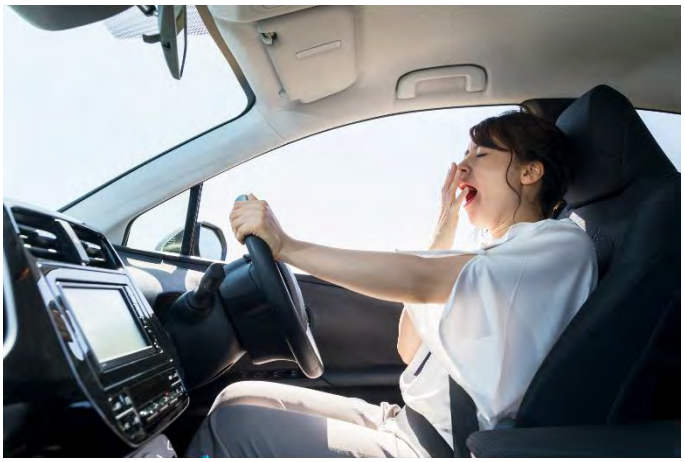
> What are the risks in the scenario?

> What actions could you take to reduce the risks?

> What is your *think* response? (A very direct response that you'd think but would not say out loud.)

> What is your *say* response?

Scenario 2: Fatigue



You've been out with your friends and they're all really pushing you for a lift home. They all live in different directions. It will take a long time to get them home and you're already feeling really tired.

> What are the risks in the scenario?

> What actions could you take to reduce the risks?

> What is your *think* response? (A very direct response that you'd think but would not say out loud.)

> What is your *say* response?

Scenario 3: Speed

You're driving a friend to the movies. It's going to be hard to find a park and you're a little worried that you might be late for the start. Your friend is really pushing you to hurry, but you're already driving at the posted speed limit.

> What are the risks in the scenario?

> What actions could you take to reduce the risks?

> What is your *think* response? (A very direct response that you'd think but would not say out loud.)

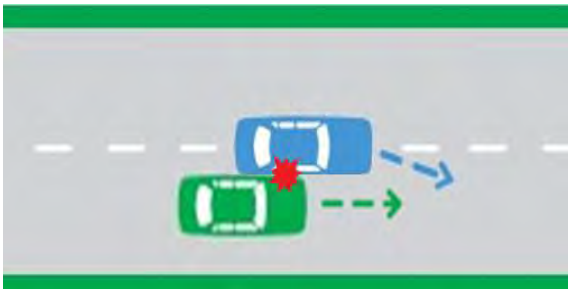
> What is your *say* response?

Activity 9: Five most common crash types

These are the most common crash type for all ACT drivers. Over half of crashes happen at intersections.

Crash 1: 44% – A rear-end collision

Crash 2: 13% – Right angle crash



Crash 3: – 10% Side swipe

Crash 4: 10% – Other collisions with vehicles

Crash 5: 6% – Strike an object

SESSION 4: LOW RISK DRIVING

Low risk driving strategies

These low risk driving strategies support safer driving and can help to prevent the types of crashes discussed on the previous page. At all times you should remember to obey traffic signals and comply with road transport laws.

Safe following distance

Keep a 3-second gap.

Crash avoidance space

Maintain enough space to respond and stop.

Speed management

Slow down to allow time to stop.

Hazard perception

Slow down when something could enter my crash avoidance space.

Gap selection

Choose gaps so I don't affect other people's crash avoidance space.

Decision-making

Look and gather information to make good decisions.

Vulnerable Road Users

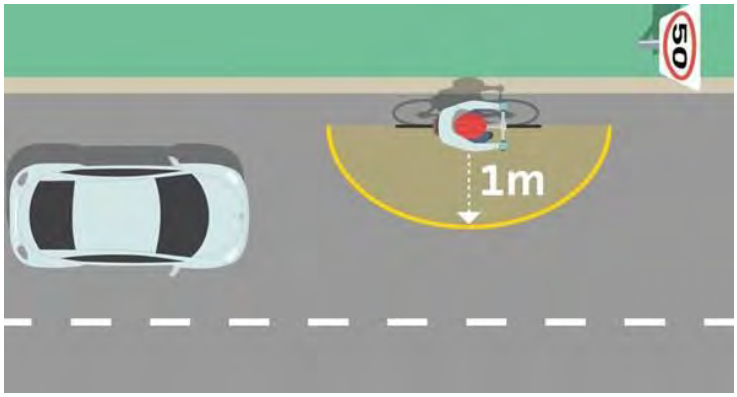
In the road environment, some of our most vulnerable road users are cyclists, motorcyclists and pedestrians. These road users are vulnerable because they do not have the level of crash protection which is provided by other vehicles and therefore have a higher risk of being injured or killed in a crash. When identifying hazards involving vulnerable road users, the hazard is often the risk the driver represents to the vulnerable road user.

Cyclists, motorcyclists and pedestrians are legitimate road users and have the same rights and responsibilities for using the road environment as motorists. Users of personal mobility devices are considered pedestrians and are permitted on shared paths in the ACT. This includes devices such as e-scooters, e-skateboards and segway-like devices.

Motorcycle lane filtering

Motorcycle lane filtering is when a motorcyclist moves past stationary or slow-moving vehicles in the same lane. Look out for motorcyclists in slow moving traffic as they can manoeuvre quickly and could be lane filtering.

Minimum overtaking distance to cyclists



A car must provide a minimum lateral distance of 1 metre when overtaking a cyclist in speed zones at or below 60km/h and 1.5 metres in speed zones above 60km/h.

To enable drivers to provide the minimum overtaking distances on narrow roads or roads with narrow lanes, drivers can cross centre lines, straddle lane-lines and drive on painted islands, provided that it is safe to do so. If it is not safe to pass, drivers must wait behind the cyclist until road conditions change.

YOUR COMMITMENTS

It's time to reflect on your current driving behaviours and decide how you could change or improve them to become a safer driver. Write down at least two new safe driving behaviours that you're prepared to commit to.

Safe driving behaviour: Commitment 1

Safe driving behaviour: Commitment 2

Learner driver review

	Never	Rarely	Sometimes	Often	Always
After month 1					
After month 2					
After month 3					

Learner driver review

	Never	Rarely	Sometimes	Often	Always
After month 1					
After month 2					
After month 3					

Note for supervising drivers: Participants have been requested to practise the safe driving strategies above in a variety of road conditions.

Please note: You may be asked to fill out an evaluation form at the conclusion of the workshop. You also may be contacted in the future by the ACT Government or an organisation undertaking an evaluation of the Course on behalf of the ACT Government.

PRACTICAL DRIVING SESSION

OVERVIEW

Topic	Description
Introduction	Get an overview of what the session will involve.
Learner Driver 1:	Practise low risk driving and hazard recognition with coaching and feedback.
Learner Driver 2:	Practise low risk driving and hazard recognition with coaching and feedback.
Coach Drive Commentary drive	Observe the coach driving and demonstrating ‘commentary driving’.
Your action plan	Develop an action plan to guide future on-road practice.

INTRODUCTION

Purpose

> This session will give you the opportunity to learn the practice of safe driving behaviours and using low risk driving strategies.

Outcomes

By the conclusion of this session, you will:

> Have begun using the safe driving behaviours that you learnt in the workshop

> have a first-hand view of low risk driving techniques and how they affect your safety

> have feedback to take with you and apply in your driving

> better understand how hazards appear in the real world and your role in managing the risks they bring

> have increased skills in identifying hazards and potential hazards.

THE FIRST SECTION OF YOUR DRIVE

Low risk driving

This in-vehicle driving activity is for you to practice the low risk driving behaviours needed for safe driving.

This section of the drive will focus on *low risk* driving, including:

> Maintaining crash avoidance space

> The 3-second rule

> 'Slow down' if vision ahead is less than 5 seconds

> Awareness of minimum passing distance if overtaking a cyclist.

During your drive, you may be asked a number of questions, such as:

> How does your safe driving space (during this practice) compare to the space that you've used before when driving?

> Do you find keeping a safe following distance hard or easy?

> Do you feel that keeping your safe following space is stressful?

> How far ahead are you currently looking?

Something to think about: Speed management

During your discussion, you may be asked a number of questions, such as:

> Many provisional driver crashes involve a single vehicle that drives off the road in a curved or straight section of the road. Why do you think this may happen?

> How much vision ahead do you need?

> When you approach a curve, do you have 5 seconds of vision?

> Can you think of other situations where you can't see 5 seconds ahead?

> What should you do if you can't see 5 seconds ahead?

Key message: Slow down to maintain at least 5 seconds of clear vision at all times and look ahead regularly 12 seconds ahead to give time to prepare for issues.

THE SECOND SECTION OF YOUR DRIVE

Recognising and responding to hazards

This in-vehicle driving activity is for you to develop your enhanced hazard perception and hazard response behaviours and practice all the safe driving behaviours you've learnt.

This section of the drive will focus on:

> practising identifying, buffering and slowing down for hazards

> developing 'enhanced' hazard perception skills and driving behaviours

> consolidating your skills and behaviours from the previous two driving activities.

During your drive, you may be asked a number of questions, such as:

> Do you think that [object] can enter your crash avoidance space? What about that [object]?

> How do know if that [object] will stay where it is, or if it will move into your crash avoidance space?

Towards the end of your drive, you will receive some feedback from the driving instructor:

> The driving instructor will provide targeted coaching and feedback based on what they observed as you completed your practice driving.

Note: These questions will be asked while you are driving and the details will depend on the driving environment. Your coach will need to wait until traffic conditions present opportunities to ask the right question.

Hazard perception 1

During your discussion, you may be asked a number of questions, such as:

> In a driving context, what is a hazard?

> What are different examples of things that can enter your crash avoidance space?

> What might cause other vehicles, pedestrians and animals to enter your crash avoidance space?

> If something enters your crash avoidance space, what can you do to reduce the risk of crashing?

> If you are stopped at lights, what would you need to be aware of if you notice a motorcyclist lane filtering?

Hazard perception 2

During your discussion, you may be asked a number of questions, such as:

> What do you think causes someone to move into the oncoming lane?

> Can you think of any situations where you could reduce your risk of crashing by your choice of lane or lane position?

DRIVE 3: DRIVER INSTRUCTOR DRIVE

Commentary driving

The purpose of the driving instructor demonstrating ‘commentary driving’ is for them to show you low risk driving in action by verbalising their observations, perceptions and behaviours.

This commentary drive will:

> Introduce you to verbalising actual and potential hazards as they arise.

Activity: Revisit safety awareness questionnaire

This is a chance to see how your understanding of safer driving has changed. Answer all the questions by putting a tick in each row under the word that best describes you when you drive. Compare how you responded now to how you responded at the start of the course (page 7).

If some of your answers show a lower level than at the start of the course, is it because you are more aware of your behaviours?

Safe Driving Behaviours		Never	Rarely	Sometimes	Often	Always
1	I cope with lots going on when driving					
2	I notice how my mood affects my driving					
3	I keep focused when driving					
4	I make safe driving choices					
5	I manage the influence of my friends when driving					

Low risk driving		Never	Rarely	Sometimes	Often	Always
6	I keep a safe following distance when driving behind other vehicles					
7	I choose safe gaps when driving in traffic					
8	I slow down for hazards when driving					
9	I drive at or below the posted speed limit					
10	I slow down for curves when driving					

YOUR ACTION PLAN - PRACTICAL DRIVING SESSION

Write down at least two new low risk driving strategies that you're prepared to commit to.

Low risk driving strategy: Commitment 1

Low risk driving strategy: Commitment 2

Learner driver review

	Never	Rarely	Sometimes	Often	Always
After month 1					
After month 2					
After month 3					

Learner driver review

	Never	Rarely	Sometimes	Often	Always
After month 1					
After month 2					
After month 3					

Note for supervising drivers: Participants have been requested to practise the low risk driving strategies in a variety of road conditions.

Please note: You may be asked to fill out an evaluation form at the conclusion of the workshop. You also may be contacted in the future by the ACT Government or an organisation undertaking an evaluation of the Course on behalf of the ACT Government.

RECORD OF COMPLETION

To record that you have participated sufficiently and have completed this course, your workshop facilitator and your driving instructor will fill out the relevant sections below:

Workshop

This is to certify that _____ has successfully completed the workshop component of the Safer Driver Course.

Signed: _____ Date: _____

Name: _____ Organisation: _____

Practical Driving Session

This is to certify that _____ has successfully completed the practical driving session component of the Safer Driver Course.

Signed: _____ Date: _____

Name: _____ Organisation: _____

ADI number: _____

The driving coach can also stamp, date and sign the Safer Driver Course section in your Logbook.

Note: the coach does not also record any hours in the 'Record of Practice Driving Hours' section of your logbook.

To receive the 20 required driving hours for successfully completing the Safer Driver Course, you need to complete both the workshop and the practical driving session within 30 days.

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