

Geared to Go

A Workbook for
Coaching New Drivers

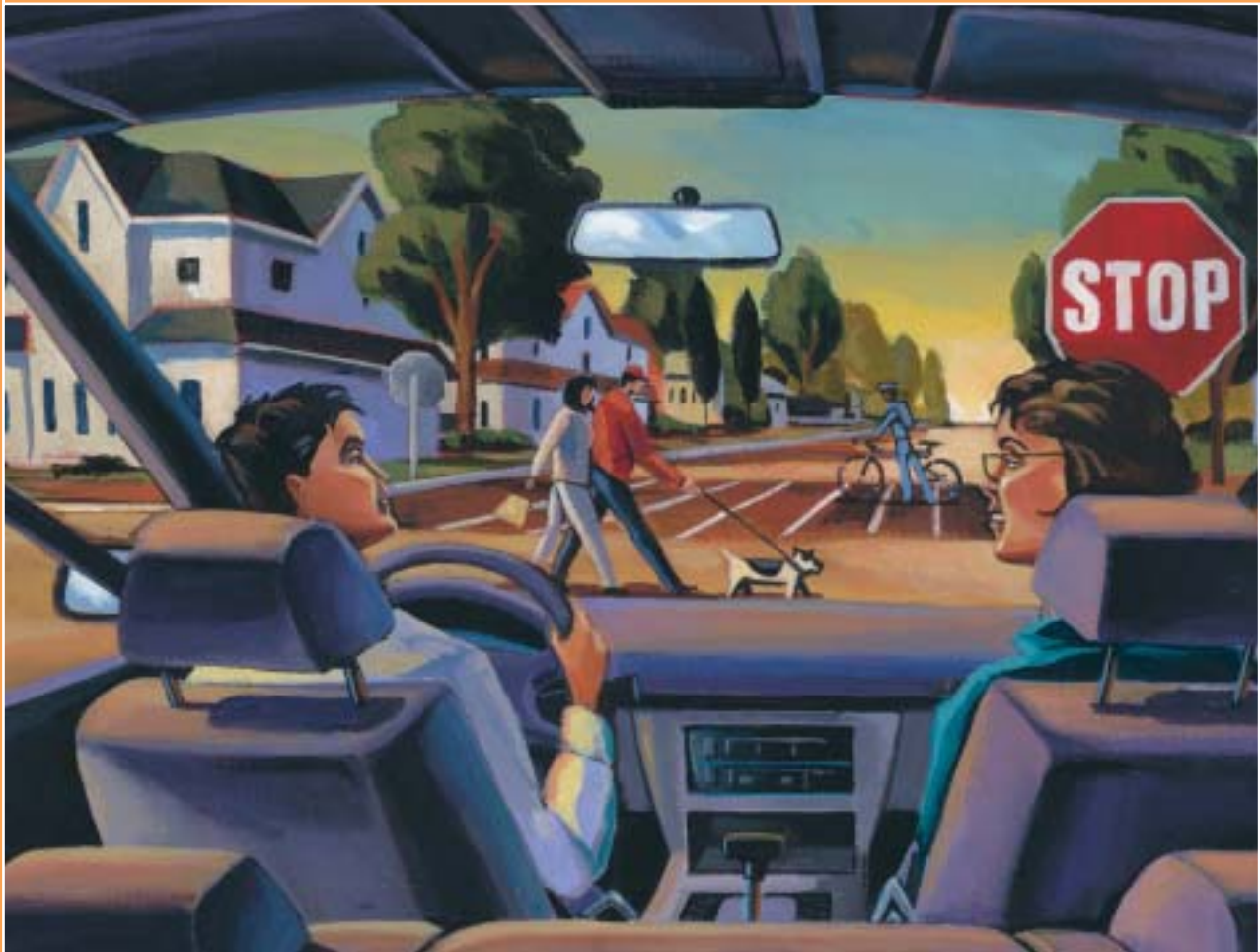




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Introduction

In 2003, Alberta introduced a Graduated Driver Licensing (GDL) program for new drivers. The intent of GDL is to improve road safety by extending the learning stage, regardless of age. New drivers will gain valuable experience in driving and handling a vehicle under low-risk conditions. Then, when they are ready, they will move on to more demanding and complex situations.

As part of GDL, Alberta Transportation has created *Geared To Go: A Workbook for Coaching New Drivers*. This is NOT intended to take the place of professional driver training. It does not cover every detail of the driving process. Alberta Transportation strongly encourages new drivers to take a professional Driver Education and Training Course. Practical, behind-the-wheel instruction is provided by qualified driver instructors. These instructors are licensed by Alberta Transportation under the Driver Training and Driver Examination Regulation.

Professional driver education and training provides new drivers with the knowledge and skills necessary to become capable, proactive and responsible drivers throughout their driving careers.

The GDL program includes a one-year mandatory learning period before taking a standard Alberta road test. During this time, new drivers are encouraged to practise, under the supervision of an experienced, non-probationary, licensed driver. The practice should be during various types of driving conditions. These include driving after dark, ice and snow, very wet, and other challenging situations. Alberta Transportation recommends at least 60 hours of adult supervised, hands-on training and coaching.

NOTE: Additional helpful information, pertaining to areas where new drivers tend to make errors during the learning phase and how to minimize or avoid these errors, is available at www.saferoads.com under 'New Driver'.

Important Notice

*The information in **Geared to Go: A Workbook for Coaching New Drivers** is provided for illustration and instruction only. It does not create a business or professional services relationship with Alberta Transportation. Laws and regulations vary and change from time to time. Relying on the information contained in **Geared to Go: A Workbook for Coaching New Drivers** is solely at the learner's and coach's own risk.*



Message to Parents

Geared To Go: A Workbook for Coaching New Drivers is to be used to coach your new driver to handle the demands of the complex driving environment that exists today. New drivers are most likely to be involved in a collision resulting in injury, or death, in the first few months of unsupervised driving. Driving experience and newly acquired skills are at their lowest stage of development during this time. For this reason, Alberta Transportation strongly supports several months of supervised practice prior to and after the Class 5 licence has been earned, in addition to driver training. This will greatly assist your new driver to gain valuable experience and maturity, and will allow for the newness of being a driver to diminish.

We encourage you to build a practice and experience plan for you and your new driver, and to carefully review the information and messages contained in the Capital Health Region's L.E.A.R.N. campaign that is outlined on the next page. Alberta Transportation strongly urges you, the parents or guardians, to enforce the restrictions outlined in the Graduated Licensing and L.E.A.R.N. programs. These restrictions are identified as key areas necessary for promoting a safer passage into driving as a mature, responsible, and well-informed road user.

For additional information on Graduated Driver Licensing, visit www.saferoads.com and for information related to Capital Health Region's L.E.A.R.N. campaign, visit www.capitalhealth.ca/learn.



An Essential Message for Parents of New Drivers

What can parents do?

The crash rate for teen drivers is low when driving is supervised by an adult. Make sure your teen gets a lot of supervised driving practice in a variety of day and night driving situations. The best supervisor is an adult with good driving skills who is old enough to be the teen driver's parent.

My teen has been to driving school, isn't that enough?

Driving schools offer a great opportunity for your teen to learn the basics of driving but he or she needs a lot more practice to master the complex skills of safe driving.

Did you know?

Vehicle crashes are the number one killer of young people in Alberta.

Age, inexperience, distraction and peer pressure are significant factors in vehicle-related injuries and death during the teen years.

Crash rates for young drivers are highest when there are other teen passengers in the vehicle and at night.

Half of all Alberta teens who were tested following a serious vehicle crash had high levels of blood alcohol.

One in every five new drivers will be involved in a collision during their first two years of driving.

How can we reduce the risk of collisions and injury?

Graduated Driver Licensing (GDL) is a great start to reduce the risks for new drivers but there is even more that you can do. Help your teen LEARN to drive with these additional rules:

L

LIMIT THE NUMBER OF PASSENGERS

Passengers are a huge risk factor for new young drivers. Fatal crashes involving 16-year-old drivers are more likely to occur when there are other teens in the vehicle – and the risk increases with every additional teen passenger. Consider a no-passenger rule for at least the first year of unsupervised driving. New drivers need time to practise without the distraction of other teen passengers.

E

EVERYONE WEARS A SEATBELT - EVERY TIME

Seatbelts provide the best protection in a crash, reducing the chance of injury or death by more than 50%. Yet, over half of Alberta's teen drivers and passengers who were seriously injured in crashes over a five-year period were not wearing seatbelts. Your teen should only drive when everyone in the vehicle is buckled up.

A

AFTER DARK, IT'S TIME TO PARK

Most deadly crashes involving teens happen between 9:00 p.m. and 6:00 a.m. Consider restricting your teen's driving during these hours, especially on Friday and Saturday nights. You can renegotiate this once your teen shows responsibility and gets more driving experience.

R

RURAL ROADS MEAN MORE RISK

In Alberta, over 75% of serious injury crashes involving teens happen in rural areas. There are many reasons for this, including too many passengers in the vehicle, limited use of seatbelts, road conditions and alcohol use. If your teen must drive on rural roads, consider setting some tough rules on where, when and with whom they can drive.

N

NO ALCOHOL OR DRUGS - EVER

The effects of alcohol on driving performance can begin with the first drink. The risk of a crash increases significantly at the .05 blood alcohol level or just over half of the legal limit of .08. Alberta's GDL puts tough restrictions on alcohol use during the learner and probationary periods (zero alcohol level). Consider making your own no alcohol or drug policy after your teen gets a full privilege license.

As a parent, you are involved in your teenager's driving in many ways – from teaching and supervision to paying for insurance and controlling access to the family car. You have the right to set rules for your family and you will not be alone. Most parents do set limits – whether their teens admit it or not!

When you help your teen LEARN to drive, you make the road a safer place for everyone.

For more information, visit www.saferoads.com

This Essential Message for Parents is brought to you by Injury Prevention partners in Alberta who are working to reduce the number of teenagers killed and injured every year in our province.

Getting Ready to Go

Being a coach

Being a coach requires committing to many hours on the road, demonstrating driving skills and coaching the learner through a variety of skills. Before you decide to be a coach, ask yourself the following.

Do I have the time?

The new driver needs a lot of practice to become a safe and capable driver. The recommended practice time is a minimum of 60 hours.

Am I a safe, skilled driver?

Safe drivers don't do things like speed, run amber lights or tailgate. Make sure you're the right person to help a learner become a safe driver.

Do I have a good relationship with the new driver?

Tensions can get high on the road. Be sure your relationship can handle the stress of many hours of driving practice.

Do I communicate well?

A coach needs to be able to listen, speak clearly and give instructions and explanations that are easy to understand.

Do I have the patience for this job?

Accompanying a learner can be challenging at times. Ask yourself if you have the calm nature needed for the task.

Choosing a coach

The new driver also needs to think carefully about whom to choose for a coach. The same questions can apply. Does this person have:

- **time** to commit to the practice I need?
- **safe and confident driving skills** and a current Alberta non-probationary Class 5 driver's licence? Can my coach be relied on to set a good example by not driving while impaired by alcohol or drugs, or taking other risks on the road? Is this person familiar with traffic rules and regulations? Does this person always drive defensively?
- **a good relationship with me** so I can learn without having tensions arise between us?
- **communication skills** that get information and ideas across clearly?
- **patience** and a calm manner required to guide me effectively?

Communication tips

Communicating clearly with a new driver is important. These tips may help.

Keep focused

Learning to drive requires focus and concentration. Save conversation not related to driving for later.

Keep calm

When you are talking to the learner, be clear and calm. This may not always be easy. It helps to choose safe, low-traffic driving routes and to give well-timed instructions. Remember, a new driver will need more time to think and react than an experienced driver.

Be positive

A new driver needs reassurance about making progress. Avoid criticism and use positive comments. Try to end each practice session on a positive note. Helpful sentences like "That turn was good. Next time you could try" or "What did you like about the way you . . .?" help focus the learner's mind on possible improvements.

Give clear feedback

The best-trained driver is one who understands what to do and why. You can encourage this type of understanding by providing detailed feedback right away. For example, "I like the way you looked in all directions before you made that turn. It would have been really easy to cut off that bike coming up beside you," creates a logical reason in the learner's mind for a required behaviour.

Coach's Tip



When you give feedback, always have the learner pull over to the side of the road. At the end of each session, discuss the driving skills that have improved and areas that require work. It's a good idea to draw diagrams to explain important points. Keep a written note of areas needing more practice as a reminder for the start of the next session.

Be careful with the word 'right'

Be careful not to say 'right' when you really mean 'okay' or 'yes.' This can avoid confusion and sudden, unplanned right turns.

Use hand gestures for pointing out directions

Many people find right and left directions confusing, especially when they also have to deal with traffic. It's often helpful to reinforce your instruction with a hand gesture, pointing the way the driver should go.

Know when to talk

When new drivers are practicing a skill, they need to concentrate. Be careful not to give too many instructions at one time.

Ask questions

With a little help, new drivers can often figure out what they did wrong. The answers they come up with will be remembered better than the advice you give. Here are some key questions to ask.

- Where do you think you could improve this activity?
- Where were your eyes looking?
- What was your speed?
- Did you see that car (or bicycle or pedestrian)?

Throughout the practice sessions in this book are *Stay Safe* boxes that highlight safe driving tips. Getting across the concept of responsible driving isn't easy, but it will make the difference of a lifetime. Try to make driving attitudes a frequent conversation topic. You may want to encourage your local school or community service group to put on a program on the topic of driver attitudes and safe driving. This could include videos, speakers and discussions.

Communication tips

Go over the following tips with the learner so you will know what works well and what to adjust. Have the learner think about the following.

- *Is my coach speaking clearly and loudly enough for me to hear?*
- *Do I understand what my coach is saying?*
- *Would I learn better if my coach used another method, such as drawing me a diagram or encouraging me to repeat the things that I find difficult?*

Encourage the learner to let you know about any confusion at the end of an explanation. If there is something that is still not clear, go over the situation again. Make sure what you are saying is understood by having your explanation repeated back to you.

Coaching Instructions

Control the situation

- The first rule when helping someone to develop driving skills is to practise in a safe setting. New drivers may be overconfident, insisting that they are ready to take on peak hour traffic after a couple of lessons. Others may lack confidence, wanting to avoid even the simplest driving activities. The overconfident driver needs firm guidance to prevent risky situations. For the less confident driver, be patient and encouraging. Use diagrams and demonstrate the activities to increase both understanding and confidence.
- In the early sessions, controlling a situation often means getting the vehicle in position for the student to drive. For example, before the learner has learned to back up, it may be necessary for you to back the car out of the driveway and position it to drive straight ahead.
- Early practice sessions should take place during daylight hours in an area of low traffic such as a quiet street or empty parking lot. Move into moderate traffic only when the learner can perform the basic skills smoothly and with control. Moderate traffic would be ordinary street traffic at non-peak hours.
- Practise for a minimum of one hour but not more than two hours at a time. After that, the learner may stop learning effectively. Shorter practice sessions are best at first. If the learner becomes tired or frustrated during practice, take a break.
- Don't move on to the next skill until the learner is performing well and is confident about the present task.
- Always plan driving routes in advance, making sure they aren't too difficult. The best way to make driving practice safe is to be sure the driving situation does not place unrealistic demands on the learner.
- Once the learner is skilled and confident in moderate traffic, it is time to move into higher risk settings such as driving in the dark, on the highway, or in poor weather.

Demonstrate the skills

An effective method for teaching a driving skill is to demonstrate it correctly first.

- Explain each step as you go.
- Describe *what* you are doing and *why* you are doing it.
- Let the learner copy what you have done.
- Help teach safe habits by emphasizing the **see-think-do** habit:
 - See** Help the driver watch for possible hazards.
"What do you see ahead?"
 - Think** Help the driver to think about what might happen and possible solutions.
"See that bicycle? What could happen here? What should you do?"
 - Do** Help the driver to decide what to do.
"Yes, it's a good idea to give him a bit more space."

Draw diagrams

Drawing diagrams is an effective way to teach new skills.

- Use diagrams to show what should happen before the learner tries a complicated skill, such as entering an intersection to make a left turn.
- Ask the learner to pull over to the side of the road and draw the diagram together. Then ask the learner to repeat back what to do.
- When a skill doesn't go well, pull over and use diagrams again to point out what was done, and what should be done.
- Repeat the information once or twice and demonstrate if necessary.

Geared to Go includes some blank pages at the end of the book for drawing diagrams. Keep a notepad in the car for additional diagrams.

Use running commentary

One technique used by many professional driver educators is ongoing description or running commentary. This is a way of 'talking through' driving procedures.

- Describe what you see ahead and how you plan to respond when demonstrating a driving technique.
- Encourage the learner to take over the running commentary.
- Ask for explanations with questions such as "What are you seeing?" and "What are you going to do now?"
Not all new drivers find this easy to do, so don't be discouraged if it takes a while. Some drivers who have difficulty with basic skills will find it easier to talk later on, after feeling more comfortable with the vehicle controls.

Good commentary should reinforce what the driver sees, what should be done and why. "If I'm going to turn left, I need to change lanes. I'll check the mirrors to see if anyone is in that lane. Now I'll shoulder check . . . put the turn signal on . . . shoulder check again. Okay, I'll change lanes. Now I can see the red light coming up, so I'll start to slow down and stop."

Model a good attitude

Because you will be an influence and a model, the learner may adopt your attitude toward driving. Make sure you pass on an attitude that supports good judgment and responsibility. For example, never coach or supervise a new driver while you are impaired by alcohol or drugs, or encourage the learner to take unnecessary risks. If the driver is taking lessons from a driving school, make sure you find out from the instructor what your new driver has learned and what needs to be practised. Feel free to change the order of the practice sessions in this book to follow the order used by the driving school.





Driver progress reports and practice log

The *Driver Progress Report* at the end of each exercise provides the opportunity for coaches to evaluate and record new drivers' progress as they gain driving experience and learn new skills. Photocopy the progress report as often as you need to and use it for every practice session. When the learner receives a good or fair marking on the *Progress Report* three times in a row, concentrated practice for the exercise is no longer needed. At this time you can complete the sign-off box. However, have the learner maintain the skills by practising them every two to four weeks throughout the one-year GDL Class 7 licence stage.

A *Complete Progress Assessment* is included at the back of the workbook. This should be used once all the individual exercises are completed and signed off. It is an overall evaluation of the new driver's progress. The assessment can be photocopied and used as often as needed.

A *Driver Practice Log* is also included at the back of the workbook. Use the practice log to keep track of hours for each practice session and to help track the goal of 60 practice hours on the road. The more new drivers practice, the more their skills and safety will improve.



Exercise 1

Pre-Driving Habits, Instruments and Controls

Recommended practice time: 3 hours minimum



Learning to drive is exciting. It may even be a little nerve-racking for some new drivers. Before starting out on the road, it's critical to take the time to teach and reinforce good habits inside and outside the vehicle.

Coach's Tip



Before the first practice session, check the expiry date and condition codes on the new driver's licence. For each exercise, make sure you and the new driver have your driver's licences with you, as well as the vehicle insurance and registration.

Review and discuss the information in the following sections. Review each section at home or in the legally parked vehicle and then practise the required skills.

Pre-driving habits

Certain activities should become habits by having them practised every time a driver gets into a vehicle.

Entering and exiting a vehicle

Explain how to enter a vehicle parked on a street. The driver should always approach the driver's door from the front of the vehicle. This way the driver can keep an eye on approaching traffic to determine when it is safe to open the vehicle door. When exiting a vehicle parked on a street the driver should always do the following.

- Check the inside and outside rear view mirrors for traffic.
- Make a shoulder check left before opening the door.
- Open the door at a safe time.
- Exit walking to the rear of the vehicle facing traffic.

Procedures before starting

Demonstrate the following basic procedures before putting a vehicle in motion. These can be done before or after explaining the vehicle's instruments and controls.

With the learner in the driver's seat and the vehicle parked, teach about door safety. Explain how to adjust and properly position the seat, head restraint, seat belt and mirrors. Be thorough in your explanations. The following instructions will help the driver follow correct procedures.

Doors

Many people don't think about locking the vehicle doors when they are inside, but this should become a habit. Lock the doors to:

- prevent unplanned openings.
- keep unwanted persons out of the vehicle.
- reduce the chance for doors to open in a collision.

Seat

Adjust the angle of the seat back to an upright position and move the seat to a position that suits the driver. The learner should be able to do the following.

- Push the small of the back into the seat.
- Have a slight bend in the legs, approximately a 45 degree angle to the floor.
- Pivot the right foot to the brake when the ball of the foot is placed on the gas pedal and the heel is on the floor. Try not to lift the foot; just ensure the seat position allows pivoting between the gas and brake pedals.
- Keep the arms slightly bent. The left hand should be at the 9 or 10 o'clock position and the right hand at the 2 or 3 o'clock position of the steering wheel.
- Position the seat within reach of all the controls.

Stay Safe – Air Bags

If your vehicle has a driver side air bag, position the seat so that the controls can be reached and the driver is at least 25 centimetres from the steering wheel. (The distance between the elbow and the wrist is about 25 centimetres.) This allows room for the air bag to inflate and protects against further injury. Consult your owner's manual for safety precautions.

Head restraint

A head restraint is not a place to rest the head — it is an important safety feature.

- Prevent neck injuries by making sure the centre of the restraint is level with the top of the ears. The head restraint must be at the back of the head and not at the base or curve of the neck.



1

Seat belts

It is the law. Everyone in a vehicle must wear a seat belt.

- Ensure that the seat belt is not loose, damaged, or twisted.
- Place the lap belt across the hips as low as possible.
- Wear the shoulder belt over the shoulder and snug across the chest. It should permit free movement and the ability to reach forward to use all of the vehicle's controls. It should never be worn under the arm, behind the back or with the seat dropped back.



Stay Safe – Seat Belts

The impact your body receives in a 48 km/hr crash is about the same as falling from a third floor window to the hard ground below. By wearing your seat belt, you reduce the chance of being injured or killed by 55 percent.

-Transport Canada-

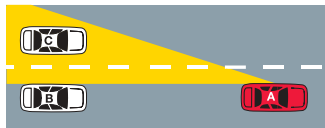
Mirrors

Mirrors are the driver's extra eyes.

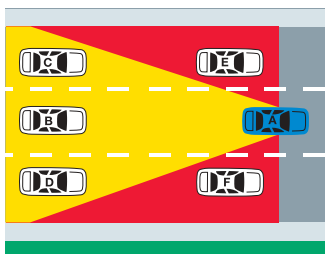
- Show how to use manual and power mirror controls.
- Explain and demonstrate blind spot zones.
- Adjust the mirrors correctly.
 - Adjust the side view mirrors so that each side of the vehicle is just visible in the mirror of that side.
 - Set the rear view mirror so it frames the rear window.
 - Explain the rear view mirror's daytime and nighttime adjustments.



Using the inside rear view mirror –
Vehicle A can see Vehicle B



Using the left outside mirror –
Vehicle C is visible



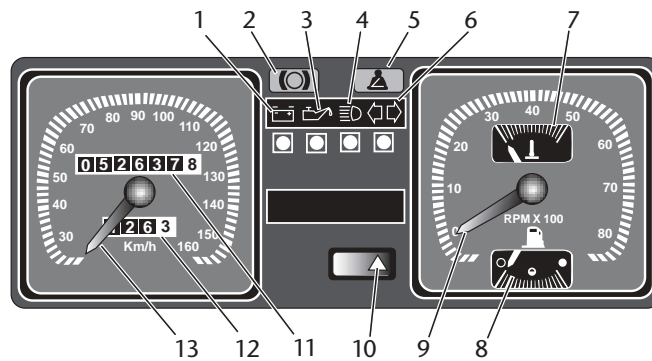
Using both outside mirrors and rear
view mirror – Vehicle A can see Vehicles
B, C and D

Vehicle A can not see Vehicles E and F, either in the mirrors or through peripheral side vision. These vehicles are said to be in Vehicle A's blind spot.

Instrument panel

Do not take for granted that the learner knows how to read and interpret the vehicle instruments.

- Take time to explain the more complex instruments and gauges, especially if the learner does not seem to understand or is asking questions.
- Park the vehicle in a safe and legal place and have the learner sit in the driver's seat.
- Go over the instrument panel and explain:
 - the meaning of each gauge, warning light or instrument.
 - how to interpret them.
 - what to do if a warning light comes on or if a gauge shows an abnormal reading or does not work correctly.



- | | |
|-------------------------------------|-------------------|
| 1. Alternator
(gauge or light) | 7. Temperature |
| 2. Parking Brake Light | 8. Fuel Gauge |
| 3. Oil Pressure
(gauge or light) | 9. Tachometer |
| 4. High Beam | 10. Hazard Switch |
| 5. Seat Belt | 11. Odometer |
| 6. Turn Signals | 12. Trip Odometer |
| | 13. Speedometer |

Coach's Tip



To be sure all the information is covered on the various controls and warning lights, refer to the vehicle owner's manual.

Controls

An experienced driver understands vehicle controls. However, the new driver will have little or no knowledge of what a control is or how it should be used effectively and safely. For example, it is not enough to point out the various gear positions. Each gear position, function, and correct selection needs to be explained.

Using the controls

- Have the learner operate each of the controls while the vehicle is parked and the engine is not running. (In some cases the engine will need to be running to explain the operation and the proper precautions of each control.)
- Demonstrate the proper use of the controls.

Checking under the hood

- Show the learner how to open the hood.
- Demonstrate checking the engine oil and other fluid levels. Always refer to the vehicle owner's manual.
- Stress safety concerns. Explain the caution needed when checking fluid levels when the engine has been running. (For example, the radiator cap should not be opened when the engine is warm. The system is pressurized and there is a danger of being badly scalded or burned.)

Pre-trip checks

For the first few practice sessions, have the learner perform a detailed pre-trip vehicle inspection. This procedure should be repeated for each practice session until the new driver has demonstrated the checks and inspections without difficulty. From this point, the detailed inspection does not need to be done every time. The learner can switch to the daily pre-trip check before driving.

Detailed pre-trip check

Have the learner go through this detailed pre-trip list for the first few sessions and check for the following. (These check lists can be photocopied and used for each practice session.)

Under the hood

- Fluid levels (oil, radiator, power steering, transmission, brake, and windshield washer).
- Leaks on the engine or on the ground.
- Belts for wear, damage and tension.
- Hoses for leaks, damage and tightness.
- Battery terminals and clamps for corrosion and tightness.

Outside the vehicle

- Headlights, tail lights, brake lights, signal lights and warning lights for proper working order.
- Windows and windshield for cleanliness and damage.
- Wiper blades for wear, damage and condition.
- Mirrors for cleanliness.
- Tires for inflation, sufficient tread, damage and bulges.
- Under the vehicle for fluid leaks.
- Check ahead, behind and to both sides for children and pedestrians before entering the vehicle. Check also for obstacles that could interfere with vehicle movement.

Inside the vehicle

- Vehicle registration and insurance.
- Horn, wipers and washers, heater and defroster fans for operation.
- Gauges, instruments and warning lights.
- Adequate brakes (check for excess pedal movement).
- Adequate steering (check for excess movement of the steering wheel).
- Packages or objects that could be a safety hazard in the event of an emergency stop.

Daily pre-trip check

After the first few sessions, have the learner go through this pre-trip check regularly.

- Ahead, behind and to both sides for children, pedestrians or obstacles while walking around the vehicle.
- Windows, mirrors and lights for cleanliness.
- Tires for inflation, cuts, bulges and sufficient tread.
- Oil or fluid patches under the vehicle.
- Seat, seat belt, head restraint and mirrors for proper adjustment.
- Loose packages or objects that could be a safety hazard in the event of an emergency stop.
- Vehicle registration and insurance must be with the vehicle.

1

Driver's Progress Report – Exercise 1

Pre-Driving Habits, Instruments and Controls

Performance Assessment (Circle One)
 1-Good 2-Fair 3-Needs Practice

Pre-Driving Habits

Enter and exit the vehicle	1	2	3
Before starting:			
• Lock doors	1	2	3
• Adjust seat	1	2	3
• Adjust head restraint	1	2	3
• Seat belt use	1	2	3
• Mirror use	1	2	3

Instrument Panel and Controls

• Using the controls	1	2	3
• Checking under the hood	1	2	3

Pre-Trip Checks

• Under the hood	1	2	3
• Outside the vehicle	1	2	3
• Inside the vehicle	1	2	3

Comments:

Coach: _____

New Driver: _____

Date: _____

Exercise 2

Starting and Stopping

Recommended practice time: 3 hours minimum



Note

This exercise provides information and driving procedures for automatic transmissions only. For standard transmission vehicles, please refer to Exercise 12.

The best place for the new driver to practise this exercise is in a large empty parking lot. If there are painted lines in the lot, they can be used to represent roads, curbs, other vehicles and parking spaces. As the learner gains experience and becomes more skilled, practise can begin on quiet roads. The following instructions will help the new driver begin driving safely.

Coach's Tip

The first sessions should be planned so that the new driver will not drive through medium or heavy traffic to get to the practice area. If necessary, you drive the vehicle to the practice area and have the new driver take over once there.

Review and discuss the information in the following sections. Review each section at home or in the legally parked vehicle and then practise the required skills.

Before teaching starting and stopping, help the new driver learn basic techniques.

- Teach the proper methods for:
 - gear selection.
 - moving the vehicle away from a curb.
 - driving in a straight line.
 - returning to the curb.
 - parking the vehicle.

- Have the learner practise and learn to:
 - select and use the gears properly.
 - operate the gear-shift once the engine is running.
 - hold and turn the steering wheel correctly.
 - slow and stop the vehicle by taking the foot off the gas pedal and use the brake correctly.
 - move the vehicle forward smoothly and stop smoothly.
 - make simple turns and partial turns.
 - use correct turning and steering recovery methods.
 - perform smooth increases and decreases of speed.
 - watch other traffic and be aware of the surroundings.

Stay Safe - Signal Lights

If the signal lights do not function any time during driving, use hand signals until they are repaired.

Starting

- Remind the learner of procedures to follow before starting the vehicle. This includes identifying which gauges and warning lights should be checked before and after starting the engine.
- Explain the correct use of the starter.
- Have the learner demonstrate the following sequence for starting the engine.
 - Ensure the park brake is applied and the right foot is firmly on the brake. (The park brake may be a hand brake or a foot brake.)
 - Ensure the vehicle is in the proper gear for starting the engine (Park or Neutral for automatic transmissions, Neutral for standard transmission vehicles with the clutch depressed).
 - Turn the key in the ignition to start the engine. Release the key as soon as the engine starts.
 - Release the park brake and maintain firm pressure on the brake.

Moving forward from a parked position (no vehicle in front)

- Follow procedures for selecting appropriate gear.
- Scan in all directions (360 degrees). Look for the immediate hazards.
- Check the rear and side view mirrors.
- Do a shoulder check.
- Hold the steering wheel with the right hand on the lower right quadrant (4 to 5 o'clock).
- Activate the turn signal.
- Do a shoulder check again. When safe to proceed, accelerate slowly and smoothly, steering away from the curb or edge of the road.
- Straighten the steering wheel while moving into the first available traffic lane.
- Accelerate smoothly and check that the signal light is off.

Moving forward from a parked position (vehicle in front)

- Follow procedures for selecting appropriate gear.
- Scan in all directions. Look for the immediate hazards.
- Ease off the brake, moving ahead very slowly. Steer sharply all the way to the left using the hand-over-hand steering method. Stop. The vehicle should not have moved more than about one metre.
- Check the rear and side view mirrors.
- Do a shoulder check.
- Place the right hand at the 12 o'clock position on the steering wheel and signal left.
- Do a shoulder check again. When safe to proceed, move forward slowly by accelerating slightly. Be careful that the right front corner of the vehicle will clear the vehicle in front. Use hand-over-hand steering to recover while moving smoothly into the first available traffic lane.
- Accelerate smoothly and check that the signal light is off.

2

Driving down the road

It is important the new driver learns effective search and scanning techniques. Provide focal points such as a parked car at the end of the street or the next set of lights. This will reinforce proper visual skills. Not looking far enough down the road is one of the key reasons for poor driving. Looking ahead and scanning should be stressed during every practice session. This can be reinforced by correcting the driver's visual habits when necessary.

- Teach the learner:
 - where to look (well ahead, side and rear view mirrors, along the intended path).
 - when to look (while driving straight or turning, when anticipating slowing or stopping).
 - what to look for (next available lane, obstructions and hazards, other vehicles and pedestrians).
 - what is important to the driving task and what is not (potential hazards, objects that will directly affect my intended path).
- Teach the learner that vision must be high (above the nose) and wide. Vision should be along the intended path and not just over the hood. Looking over the hood will affect the driver's ability to:
 - steer (to hold correct road position).
 - maintain the correct speed (not looking far enough down the road can result in uneven speed).
 - turn (to aim at the correct place).
 - stop (to judge time and distance).
 - function safely on the road.

Stay Safe

Always keep the vehicle in the centre of the lane, whether driving in a straight line or turning.

The following instructions will help the new driver proceed safely down the road.

- Maintain a 'big picture' when driving by using good visual habits. These habits include:
 - establishing enough visual lead time.
 - watching for traffic developments or hazards ahead.
 - checking rear view mirrors often for traffic patterns behind.
 - watching for traffic slowing down, turning or stopping.
 - conducting ground searches for hazards or obstacles that could interfere with the path of travel.
 - watching for traffic control devices and signs.
- Look well down the intended path of travel to stay in the centre of the lane. A driver should look 12 to 15 seconds (about 1 to 1 1/2 blocks) ahead of the vehicle in urban areas and about 25 seconds ahead in rural areas.
- Make slight steering wheel corrections or movements to drive in a straight line.
- Begin to reduce speed at appropriate distances from intersections or when coming to a stop.
- Base the speed according to road, weather and traffic conditions.
- Check left, centre and right for other traffic before proceeding through an intersection or when leaving a stopped position at an intersection.

Coach's Tip



In some instances it may be helpful for you to use different wording to describe a required action, especially when making reference to time or speed. For example, rather than saying "Your visual lead time should be 12 to 15 seconds," a new driver may better understand "You should look at least one block ahead."

Returning to a parked position

- Reduce speed.
- Check the rear and side view mirrors.
- Do a shoulder check.
- Signal intent to move into the curb lane or edge of the road.
- Move safely into the curb lane or to the edge of the road, using the proper steering technique to position the vehicle for the park. (The legal distance is 50 centimetres from the curb. Part of the coach's responsibility is to teach legal parking distances and describe a simple method for the driver to judge the distance when doing a curb park.)
- Use short glances well along the intended path, with glances to the curb or edge of the road, as an effective method for positioning next to the curb.
- Use small steering wheel movements only. (Over-steering is the result of staring at the curb over the hood of the vehicle.)
- Continue to move ahead, but while still some distance from the actual park, begin to bring the vehicle to a smooth, safe stop.
- Keep the right foot firmly on the brake after the stop, select park gear and apply the park brake.
- Turn off the engine.

Coach's Tip



When parking, the park brake may be applied before or after the automatic transmission is placed in the park position, as long as the right foot remains firmly on the brake to secure the vehicle. This procedure is acceptable in all exercises.

Stopping

As in all other activities, visual skills are crucial here. As the vehicle slows down, new drivers might drop their vision toward the front of the vehicle. This is the beginning of poor judgment of speed and distance. The following instructions will help the learner brake correctly.

- Keep vision well ahead of the vehicle. (Watch the learner's head and chin. If the chin goes up, the eyes go down. Keeping the chin down will ensure the vision stays along the intended path.)
- Anticipate the possible need to slow down or stop. Part of this includes checking the rear view mirror. Do not wait until vehicles in front begin braking. Scan well ahead and assess the driving situation. Leave at least a two to three second following distance. Plan ahead and don't just react to a situation.
- Cover the brake to stop or slow down. Apply some pressure on the brake as soon as it is covered. Gradually reduce to half speed. This will help in a couple of areas. If the time and space needed to stop or to avoid an object is misjudged, it is better to brake more in the beginning rather than near the required stopping point. Also, if the vehicle behind is following too closely, braking sooner will slow that vehicle down well in advance of the required stopping point. This reduces the possibility of being hit from the rear.

Coach's Tip



Drivers who look directly over the hood of the vehicle tend to brake hard and late because their vision is not far enough ahead to assess time and space properly. Remember – if the chin is up, the eyes are down.

Driver's Progress Report – Exercise 2

Starting and Stopping

Performance Assessment (Circle one)

1-Good 2-Fair 3-Needs Practice

2

Moving Forward from a Parked Position

Vision:

• Scans in all directions	1	2	3
• Shoulder checks	1	2	3
• Mirror checks	1	2	3

Speed:

• Use of brake	1	2	3
• Use of gas pedal	1	2	3

General Requirements:

• Hand position (no vehicle in front)	1	2	3
• Hand position (vehicle in front)	1	2	3
• Lane change sequence	1	2	3
• Use of hand signals	1	2	3

Steering:

• Direction	1	2	3
• Method (hand-over-hand/other)	1	2	3

Driving Down the Road

Vision:

• Scanning	1	2	3
• 12 to 15 second visual lead (urban)	1	2	3
• 25 seconds visual lead (rural)	1	2	3

Speed:

• Use of brake	1	2	3
• Use of gas pedal	1	2	3
• Adjusts speed for conditions	1	2	3

General Requirements:

• Lane change sequence	1	2	3
• Shoulder checking	1	2	3

Steering:

• Hand position (9 and 3/10 and 2)	1	2	3
• Method (hand-over-hand)	1	2	3

Returning to a Parked Position

Vision:

- | | | | |
|-----------------------------|---|---|---|
| • Scanning | 1 | 2 | 3 |
| • Looks along intended path | 1 | 2 | 3 |

Speed:

- | | | | |
|--------------------|---|---|---|
| • Use of brakes | 1 | 2 | 3 |
| • Use of gas pedal | 1 | 2 | 3 |

General Requirements:

- | | | | |
|------------------------|---|---|---|
| • Shoulder checking | 1 | 2 | 3 |
| • Lane change sequence | 1 | 2 | 3 |

Steering:

- | | | | |
|---------------------------------|---|---|---|
| • Hand position | 1 | 2 | 3 |
| • Method (hand-over-hand/other) | 1 | 2 | 3 |

Stopping

Vision:

- | | | | |
|---------------------------|---|---|---|
| • Well ahead of vehicle | 1 | 2 | 3 |
| • Checks rear view mirror | 1 | 2 | 3 |

Speed:

- | | | | |
|-----------------|---|---|---|
| • Use of brakes | 1 | 2 | 3 |
|-----------------|---|---|---|

General Requirements:

- | | | | |
|---|---|---|---|
| • Anticipates braking situation in advance | 1 | 2 | 3 |
| • Slows vehicle early enough to stop easily | 1 | 2 | 3 |

Steering:

- | | | | |
|---------------------------------|---|---|---|
| • Hand position | 1 | 2 | 3 |
| • Method (hand-over-hand/other) | 1 | 2 | 3 |

Comments:

Coach: _____

New Driver: _____

Date: _____



Exercise 3

Backing

Recommended practice time: 2 hours minimum



3

This exercise should be taught in a large empty parking lot. If there are painted lines, they can represent other vehicles or obstacles that a learner can back toward, around or between.

Backing is a hazardous movement and should be done only when necessary. The obligation is entirely on the driver of the backing vehicle to do so when absolutely safe. Backing should not be taught or practised on a street. This is illegal in many cases and it is dangerous. As much as possible, backing should be limited to parking only, such as parallel, hill and angle parking. The following instructions will help the new driver learn to back safely.

Stay Safe – Backing

Caution must always be used while performing backing exercises. The backward movement should only be done at the equivalent of a slow walking speed.

Review and discuss the information in the following sections. Review each section at home or in the legally parked vehicle and then practise the required skills.

Backing in a straight line

Coach's Tip



A two-handed steering method while backing is the normal way to control the vehicle. However, when backing in a straight line, the preferred method is one hand. Demonstrate as you describe the activity for the new driver.

- Scan in all directions around the vehicle. Look for the hazards.
- Keep the right foot firmly on the brake, select reverse gear and release the park brake.
- Place the left hand at the 12 o'clock position on the steering wheel.
- Shift the body onto the right hip for easy viewing through the rear window.
- Place the right hand in a comfortable position on the console or back of the passenger seat for support while looking through the rear window.
- Ease up on the brake pedal when it is safe for the vehicle to move.
- Maintain constant contact with the brake in case an immediate stop is necessary.
- Do not move the left hand from the 12 o'clock position on steering wheel. This will help keep the vehicle in a straight line.
- Keep eyes up and well along the intended path.
- Maintain a safe and controlled speed, about the same as a slow walk.

Coach's Tip



Backing in a straight line usually involves making slight steering adjustments. If reverse steering is not straight or if there are more than slight adjustments, check the new driver's eyes to see that they are looking where the vehicle should go.

Backing with slight right or left movements

After the learner can perform straight line backing safely and at a controlled speed, the coach should begin teaching backing with slight turning moves to the left and right.

- Place the left hand at the 12 o'clock position on the steering wheel.
- Limit steering adjustments to no more than one-quarter turn of the steering wheel from the 12 o'clock position.
- Turn the steering wheel in the desired direction of travel.
- Keep scanning all around the vehicle while backing. The main emphasis is on the rear path of travel until the vehicle is at a full stop.
- Maintain firm pressure on the brake after the stop, select park gear and apply the park brake. Only then should the pressure be released from the brake.

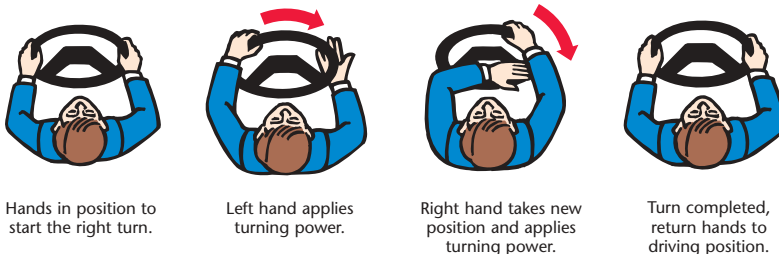
Coach's Tip



When backing to the right, turn the steering wheel to the right. When backing to the left, turn the steering wheel to the left.

Backing sharply to the left or right

- Scan all around the vehicle for hazards.
- Look over the left shoulder to the rear when backing left.
- Look over the right shoulder to the rear when backing right.
- Keep scanning all around the vehicle while backing. The main emphasis is on the rear path of travel until the vehicle is at a full stop.
- Use the hand-over-hand method of steering when turning sharply to the left or right.
- Maintain contact with the brake at all times in case an immediate stop is necessary.
- Maintain a safe and controlled speed, about the same as a slow walk.
- Use hand-over-hand steering to recover from the turn.
- Do not over-recover (turn too far the opposite direction) as this can cause the vehicle to go in the opposite direction.



3

Driver's Progress Report – Exercise 3

Backing

Performance Assessment (Circle One)

1-Good 2-Fair 3-Needs Practice

Straight Line

Vision:

• Scans in all directions	1	2	3
• Shifts body	1	2	3

Speed:

• Use of brake	1	2	3
• Walking speed	1	2	3

General Requirements:

• Left hand position	1	2	3
• Right hand position	1	2	3

Steering

• Hand position	1	2	3
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Left or Right

Vision:

• Scans in all directions	1	2	3
• Shifts body	1	2	3

Speed:

• Use of brake	1	2	3
• Walking speed	1	2	3

General Requirements:

• Hand position	1	2	3
• Shoulder checks	1	2	3

Steering:

• Direction	1	2	3
• Method (1/4 turn or hand-over-hand)	1	2	3

Comments:

Coach: _____

New Driver: _____

Date: _____



Exercise 4

Right and Left Turns

Recommended practice time: 4 hours minimum



4

When the learner has gained the necessary skills from Exercises 1, 2 and 3, begin to practise the correct methods of making right and left turns on streets. A quiet residential area is an appropriate location for this exercise.

Remind the learner of the visual skills needed for safe driving (see Exercise 2, *Driving down the road*). Proper steering depends on vision and movement. This means the learner needs a clear explanation of where to look while keeping the vehicle moving.

Stay Safe – Other Vehicles

Because the new driver is practising on public roads, always be alert for other vehicles driving within the practice area.

Review and discuss the information in the following sections. Review each section at home or in the legally parked vehicle and then practise the required skills.

Coach's Tips



- *Turns in one direction, starting with right turns, should be learned fully before starting turns in the other direction.*
- *The amount of steering during any turn will depend on the sharpness of the turn. A hand-over-hand steering method should be used.*

Right turns

Coach's Tips

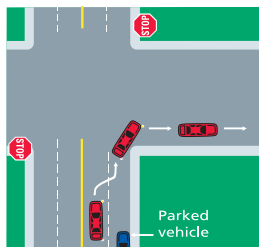


- *Remind the new driver to keep both hands on the wheel and eyes on the road.*
- *Never allow one-handed turns. Correct this immediately, before it becomes a habit.*
- *For more experienced drivers, recovery of the steering wheel occurs by letting it slip through the hands while keeping contact with the wheel. However, the hand-over-hand recovery method is preferable. Do not allow the new driver to let the steering wheel spin back to its natural position.*
- *If the curb lane has no parked vehicles for the recommended one half block, enter the curb lane and change lanes safely.*

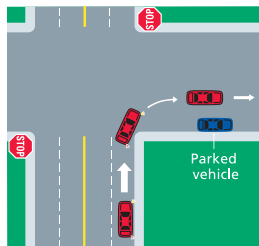
The following instructions will help the new driver learn to make safe right turns.

- Reduce speed well ahead of the turn or intersection (recommended distance is about 50 metres or one-half block).
- Make a lane change, if required, and move into the curb lane well ahead (at least 15 metres) of the intersection. If there are parked vehicles in the curb lane then use the lane immediately next to the parked vehicles.
- Signal an appropriate distance from the turn. The signal should be made about 30 metres or one-third of a block from the intersection in urban areas. In rural areas, signal about 100 metres from the turn.

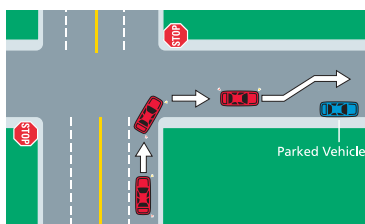
- Scan the intersection for traffic lights or signs.
- Check carefully left, centre and right for hazards, obstacles, pedestrians and other traffic.
- Do a shoulder check to the right for passing cyclists or pedestrians approaching from the blind side.
- Yield to pedestrians in the crosswalk.
- Look into the lane where the turn will occur for obstructions, hazards or parked vehicles. If the lane is clear within one-half block (enough room to turn, accelerate, and make a lane change), enter the curb lane first and then, if necessary, make a safe lane change to the left. If there are obstructions, hazards or parked vehicles within one-half block, enter the first available driving lane next to the parked vehicles or obstruction.
- Follow the curve of the curb, without staring at it, to maintain the correct position during the turn.
- Maintain a safe and controlled speed.
- Accelerate smoothly and move with the traffic flow.
- Make sure the signal light is off.
- Resume scan and look 12 to 15 seconds (one and one-half city blocks) ahead in urban areas and 25 seconds ahead in rural areas.



Unless prohibited by a sign, you can make a right turn on a red light after you come to a full stop. Be sure you yield the right-of-way to pedestrians and traffic on the cross street. Before you begin to turn, check over your right shoulder for cyclists who may have moved up on the right side of your vehicle. Turn into the first available traffic lane on the right.



If a vehicle is parked immediately around the corner, turn into the first available lane to the left of the parked vehicle.



If a parked vehicle or obstruction is far enough away, complete the turn as shown. Make a proper lane change to the left when safe. It is generally recommended for this type of turn that the curb lane be clear of parked vehicles for at least 1/2 a block.

4

Left turns

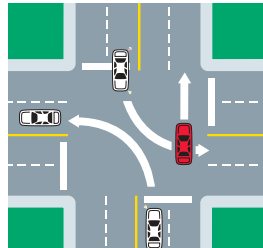
A left turn requires extra attention. The following instructions will help the new driver make a safe left turn.

Coach's Tip



Start with what is most familiar. Have the new driver practise left turns from a two-way street onto a two-way street before progressing to other left turn situations.

- Reduce speed well ahead of the turn or intersection (recommended distance is about 50 metres or one-half block).
- Make a lane change, if required, into the lane going in your direction that is closest to the centre. If there is a left turning lane, use this. Change lanes well ahead (at least 15 metres) of the intersection.
- Signal the intention to turn about 30 metres or one-third of a block from the intersection in urban areas. In rural areas signal about 100 metres from the turn.
- Obey the traffic lights or signs in the intersection.
- Check carefully left, centre and right for hazards, obstacles, pedestrians, other traffic and the first lane to be used after turning.
- Check intended path of travel to establish the centre line or centre of roadway (this could be marked or unmarked).
- Enter the intersection to a point about one vehicle length back from the first available lane. Keep the front wheels facing straight ahead.



Two-way into a two-way:

turn from the lane nearest the centre line into the lane nearest the centre line.

- Yield to approaching traffic and pedestrians in the crosswalk.
- Look in the intended path of travel and keep scanning for pedestrians, cyclists and other motorists.
- Do a shoulder check left to be sure no vehicles or cyclists are about to pass on the left side. This applies to both urban and rural areas.
- Steer hand-over-hand into the intended path of travel, maintaining a safe and controlled speed.
- Accelerate smoothly and move with the traffic flow.
- Make sure the signal light is off.
- Resume scan and look 12 to 15 seconds (one and one-half city blocks) down the road in urban areas and 25 seconds ahead in rural areas.

Driver's Progress Report – Exercise 4



Right and Left Turns

Performance Assessment (Circle One)

1-Good 2-Fair 3-Needs Practice

Right Turns

Vision:

• Scans well ahead and behind	1	2	3
• Checks left, centre, right	1	2	3
• Shoulder checks right before turning	1	2	3
• Identifies lane to use after turn	1	2	3
• Re-establishes visual lead time	1	2	3

Speed:

• Slows on approach	1	2	3
• Accelerates gently after turn	1	2	3

General Requirements:

• Selects proper lane before/after turn	1	2	3
• Turns on/off signal light	1	2	3

Steering:

• Hand position	1	2	3
• Method (hand-over-hand)	1	2	3

Left Turns

Vision:

• Scans well ahead and behind	1	2	3
• Checks left, centre, right	1	2	3
• Shoulder checks left before turning	1	2	3
• Identifies lane to use after turn	1	2	3
• Re-establishes visual lead time	1	2	3

Speed:

• Slows on approach	1	2	3
• Accelerates gently while turning	1	2	3

General Requirements:

• Selects proper lane before/after turn	1	2	3
• Position in intersection	1	2	3
• Wheels straight while waiting in intersection	1	2	3
• Turns on/off signal light	1	2	3

4

Steering:

- Hand position 1 2 3
- Method (hand-over-hand) 1 2 3

Comments:

Coach: _____

New Driver: _____

Date: _____



Exercise 5

Parking

Recommended practice time: 4 hours minimum



5

This exercise consists of three different types of parking: parallel parking, hill parking and angle parking. Vehicles must be safely parked according to the law.

By this time, the learner should be skilled in basic vehicle control and backing skills. The next stage is to practice parking in an empty lot or quiet street. The following instructions will help the new driver learn to park correctly.

Stay Safe – Parking

- *Always use the turn signals to show your intentions. Watch for pedestrians close by and for cars moving into or out of parking spaces.*
- *Be especially cautious around children whose behaviour is unpredictable.*
- *Pay strict attention to traffic signs posted in the parking lot and painted stop lines on the pavement.*

Review and discuss the information in the following sections. Review each section at home or in the legally parked vehicle and then practise the required skills.

Parallel parking

Coach's Tips



- *The first few parallel parks should be done on level ground. For the first attempts, do not park between two vehicles. Practice where there is no vehicle behind the parking spot chosen.*
- *When parallel parks are done on a hill, the front wheels must be turned as described in **Hill Parking**.*

- Check parked vehicles for movement or doors opening when approaching the chosen parallel parking space.
- Make a safe lane change, if necessary.
- Tap the brakes two or three times to warn vehicles coming from behind about the planned stop.
- Assess the size and position of the parked vehicle.
- Move slowly alongside this vehicle leaving an appropriate distance (minimum one metre) between the vehicles. Keep the vehicle parallel with the curb.
- Stop when the rear bumper of your vehicle is in a direct line with the rear bumper of the parked vehicle.
- Select reverse gear and scan in all directions. Check for hazards.
- When safe, back very slowly while keeping foot contact with the brake pedal. Look over the right shoulder to the rear. Roll straight back half a metre, then steer sharply to the right.
- Stop when the vehicle is at an angle of about 45 degrees to the curb.
- Scan again in all directions for hazards.

- Look to the rear. When safe, continue backing very slowly, straightening the front wheels by turning to the left. Do not over-steer. The wheels must be pointed straight ahead.
- Back straight until the right front bumper of the vehicle will safely clear the left rear bumper of the parked vehicle.
- Stop and scan in all directions for hazards.
- When safe, continue backing very slowly and turn the steering wheel to the left.
- Continue looking to the rear with quick glances to the front to check that the vehicle is clearing the vehicle or objects ahead.
- Straighten the front wheels and stop, as the vehicle comes to a parallel position with the curb.
- Pay careful attention not to hit the vehicle behind.
- Select forward gear and move slowly ahead, centering the vehicle in the parking space and within the legal distance of the curb (50 centimetres).
- Place the vehicle in park gear and set the park brake.



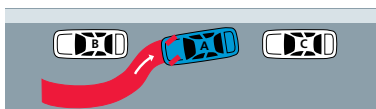
1. When you are approaching your intended parallel parking space, check early to the rear for traffic that is following you. Apply your brakes well in advance and start to slow down. Your brake lights will alert other drivers of your intent to stop and park parallel by the curb. Stop when the rear bumper of your vehicle is in line with the rear bumper of Vehicle B and parallel to the curb. Leave about one metre of space between the vehicles.



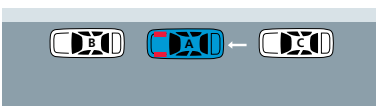
2. Back very slowly, steering sharply to the right until the vehicle is approximately at a 45-degree angle to the curb. Your steering wheel should now be in line with the rear bumper of Vehicle B.



3. Straighten your front wheels. Continue backing until the right end of your front bumper is in line with the back end of Vehicle B. Be careful not to make contact with this vehicle.



4. Turn the wheel rapidly to the left as far as it will go and back until you are parallel with the curb. Be careful not to make contact with the bumper of the vehicle behind.



5. Move forward very slowly while straightening the wheels. Stop when your vehicle is centred between Vehicles B and C. Set the park brake. The law requires that the wheels of the parked vehicle not be more than 50 centimetres from the curb.

Coach's Tips

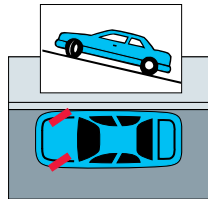


- You may find that when the parallel park is completed, the vehicle position is not correct (rear tire touching curb, vehicle at slight angle, too far from curb). Discuss the reason(s) why this occurred and show how to correct.
- Have the new driver repeat parallel parking until you are satisfied it can be performed smoothly, skillfully and in a controlled manner.

Hill parking

Uphill with a curb

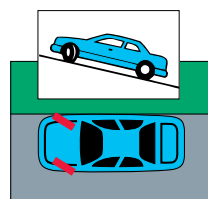
- Make necessary lane changes.
- Bring the vehicle to a complete stop in a position parallel with the curb. To complete the park in a satisfactory position, the vehicle must start quite close to the curb. If necessary, ease forward to adjust position.
- Check left. When safe, move forward slowly a short distance while steering sharply to the left one full turn of the steering wheel.
- Select reverse gear. Check to the rear for hazards, and if safe, allow the vehicle to move backwards slowly until the right front tire lightly touches the curb.
- Select neutral gear, ease off the brake and allow the vehicle to settle against the curb.
- Re-apply the brake, select park gear and set the park brake.



If you park facing uphill on a street with a curb, turn the front wheels toward the left and allow your vehicle to roll back until the right front tire is touching the curb.

Uphill without a curb

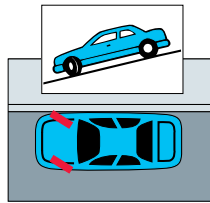
- Make necessary lane changes.
- Bring the vehicle to a full stop in a position parallel and near the edge of the road. If necessary, ease forward to adjust the position.
- Check the area to the right front of the vehicle. If safe, steer sharply right while moving slowly forward a very short distance. Take care not to run off the edge of the road. Stop the vehicle.
- Keep firm pressure on the brake pedal, select park gear and set park brake.



If you park facing uphill on a street without a curb, turn your front wheels to the right.

Downhill with or without a curb

- Make necessary lane changes.
- Bring the vehicle to a stop in a position parallel with the curb or, if there is no curb, the right edge of the road. To complete the park properly, start quite close to the curb or edge of the road. If necessary, ease forward to adjust position.
- Check left and when safe, move slowly forward a short distance steering one-half turn to the left. As the vehicle is moving slowly, steer sharply to a full right turn. Still moving slowly, allow the right front tire to touch the curb. If there is no curb, stop the vehicle before running off the edge of the road.
- If there is a curb, select neutral, ease off the brake and allow the vehicle to settle against the curb.
- Keep firm pressure on the brake pedal, select park gear and apply park brake.



If you park facing downhill, always turn your front wheels to the right.

Leaving hill parking

Leaving an uphill park (with a curb)

- Apply firm pressure on the brake pedal and select forward gear.
- Look carefully in all directions, including to the rear over the left shoulder.
- Keep firm pressure on the brake pedal and signal left.
- Release the park brake, look over the left shoulder again and if safe, leave the curb.
- Accelerate smoothly and enter the proper lane of traffic.
- Check that the signal light is off.

Leaving an uphill park (without a curb)

- Apply firm pressure on the brake pedal and select reverse or neutral gear.
- Look carefully in all directions, including to the rear over the left shoulder. If safe, release the park brake.
- Move the vehicle slowly backwards a short distance. At the same time, steer sharply to the left until the front wheels are facing straight ahead. Stop the vehicle.
- Keep firm pressure on the brake pedal and select forward gear.
- Check over left shoulder and if safe, signal left.
- Accelerate smoothly and enter the proper lane of traffic.
- Check that the signal light is off.

Leaving a downhill park (curb or no curb)

- Apply firm pressure on the brake pedal and select reverse gear.
- Look carefully in all directions, including to the rear over the left shoulder. If safe, release the park brake.
- Back very slowly for a very short distance while looking to the rear and steering sharply to the left to straighten out the front wheels. Stop.
- Keep firm pressure on the brake, select forward gear and check over the left shoulder.
- Signal left if safe.
- Accelerate smoothly and enter the proper lane of traffic.
- Check that the signal light is off.

Coach's Tip



Perpendicular parking (90 degrees) is often required in shopping mall parking lots. For this type of park, the minimum space between you and the parked vehicles, as you approach your parking space, should be about two metres.

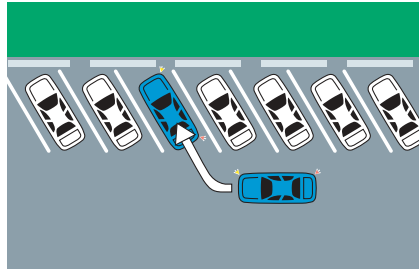
Angle parking

Angle parking - right side

Right side angle parking will only apply to parking lots and designated spaces on the right side of a street. Spaces may angle from 30 to 60 degrees to the traffic lane.

- Watch for vehicles backing out of nearby angle parking spaces.
- Make necessary lane changes safely and signal right when approaching the space.
- Keep a distance of about one and one-half metres away from the rear of the parked vehicle(s) on the right.
- Approach the space slowly and check the blind spot over the right shoulder.
- Begin steering hand-over-hand to the right when the length of the left side of the parked vehicle to the right is visible.
- Move at a safe and controlled speed. Check the left front to be sure there is enough space from the vehicle parked on the left.
- Pay attention to the right side to clear the parked vehicle on the right.
- Continue moving slowly into the parking space, straightening the front wheels so that the vehicle is centred and midway between the painted lines. If there are no painted lines, position the vehicle an equal distance from the other vehicles.
- Remember to use proper visual technique. Keep the chin down and look for a focal point well ahead in the centre of the parking space.

- Stop within 50 centimetres of the curb.
- Keep firm pressure on the brake pedal, select park gear and apply the park brake.



Leaving angle park - right side

- Apply firm pressure on the brake pedal and select reverse gear.
- Look carefully in all directions. If safe, release the park brake.
- Look to the rear over the right shoulder. Begin backing straight, very slowly, until it is possible to see past the parked vehicle on the right and down the lane of planned travel.
- When safe, continue backing slowly until the left front bumper clears the parked vehicle to the left and then steer sharply right.
- Continue backing while looking to the rear until the vehicle is in the first lane of traffic.
- Straighten the wheels and stop.
- Check to the rear for approaching traffic and ahead for other vehicles that may be backing out of their parking spaces.
- Keep firm pressure on the brake pedal, select forward gear and proceed smoothly into the traffic flow.

Angle parking – left side

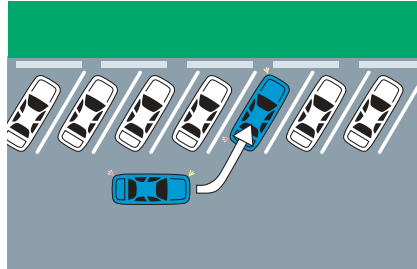
Angle parking to the left will only apply to parking lots and one way streets with designated angle parking spaces. Spaces may angle from 30 to 60 degrees to the traffic lane.

Stay Safe – Sensible Parking

On two-way streets, never cross over to angle park on the left side of the street.

- Watch for vehicles about to back out of nearby angle parking spaces.
- Keep a distance of about one and one-half metres away from the rear of parked vehicles on the left.
- Approach the space slowly and check the blind spot over the left shoulder.
- Begin hand-over-hand steering to the left when the length of the right side of the vehicle parked on the left is visible.
- Check front to ensure there is enough space to clear the parked vehicle to the right.
- Pay attention to the left side to clear the parked vehicle on the left.

- Continue moving slowly into the parking space, straightening the front wheels until the vehicle is centred in the angle parking space and midway between the painted lines. If there are no painted lines, position the vehicle at the proper angle, leaving enough space to open the doors safely.
- Stop within 50 centimetres from the curb.
- Keep firm pressure on the brake pedal, select park gear and apply the park brake.



Leaving angle park - left side

- Apply firm pressure on the brake pedal and select reverse gear.
- Look carefully in all directions. If safe, release the park brake.
- Look to the rear over the left shoulder. Begin backing straight, very slowly, until it is possible to see past the parked vehicle on the left and down the lane of planned travel.
- When safe, continue backing slowly until the right front bumper clears the parked vehicle to the right and then steer sharply left.
- Continue backing while looking to the rear until the vehicle is in the first lane of traffic.
- Straighten the wheels and stop.
- Check to the rear for approaching traffic and ahead for other vehicles that may be backing out of their parking spaces.
- Keep firm pressure on the brake pedal, select forward gear and proceed smoothly into the traffic flow.

Driver's Progress Report – Exercise 5

Parking

Performance Assessment (Circle One)

1-Good 2-Fair 3-Needs Practice

Parallel Parking

Vision:

• Scans in all directions before backing	1	2	3
• Glances to front while looking back	1	2	3

Speed:

• Slows on approach	1	2	3
• Backing done at crawl speed	1	2	3

Steering:

• Hand position	1	2	3
• Method (hand-over-hand while turning)	1	2	3
• Method (left hand at 12 o'clock while backing straight)	1	2	3

General Requirements:

• Approaches about one metre from parked vehicle	1	2	3
• Lines up rear bumpers	1	2	3
• Turns sharply right while backing	1	2	3
• Backs straight at 45 degree angle	1	2	3
• Turns sharply left to be parallel with curb	1	2	3
• Parks within legal distance from curb	1	2	3

Hill Parking

Vision:

• Scans in all directions before moving	1	2	3
• Glances to front while looking back	1	2	3

Speed:

• Slows on approach	1	2	3
• Positioning done at crawl speed	1	2	3

Steering:

• Hand position	1	2	3
• Method (hand-over-hand while turning)	1	2	3

General Requirements:

• Approaches close to curb/edge of road	1	2	3
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Performance Assessment

• Taps curb gently (where applicable)	1	2	3
• Puts vehicle in neutral to settle against curb	1	2	3
• Wheels turned proper direction when finished	1	2	3
• Moves in proper direction to leave parking spot	1	2	3
• Signals before leaving park	1	2	3

Angle Parking

Vision:

• Scans in all directions on approach/before backing	1	2	3
• Checks left or right before turning	1	2	3
• Looks into centre of the stall when parking	1	2	3

Speed:

• Slows on approach	1	2	3
• Turns into stall at crawl speed	1	2	3

Steering:

• Hand position	1	2	3
• Method (hand-over-hand while turning)	1	2	3
• Method (left hand at 12 o'clock while backing out of stall)	1	2	3

General Requirements:

• Approaches at least 1.5 metres from parked vehicles	1	2	3
• Checks blind zone area	1	2	3
• Centres vehicle in stall within 50 cm. from curb	1	2	3
• Backs into proper lane when leaving park	1	2	3

Comments:

Coach: _____

New Driver: _____

Date: _____



Exercise 6

Residential Driving

Recommended practice time: 6 hours minimum



6

Exercises 1 through 5 develop the new driver's skills and abilities in a controlled environment where there is little or no traffic. Exercise 6 requires the learner to begin sharing the road with other motorists.

Sometime during practice sessions, show the learner how to fill the gas tank. Explain about using the proper fuel for the type of vehicle being driven. Next time you need gas, have the learner fill the tank and assist only if needed.

Review and discuss the information in the following sections. Review each section at home or in the legally parked vehicle and then practise the required skills.

Traffic control signs and signals

The new driver must know what the various signs and signals mean and how to respond to them.

Examples of the types of signs that a driver must understand include:

- traffic lights
- stop signs
- yield signs
- speed limit signs
- school zone signs
- playground zone signs
- pedestrian crosswalk signs
- no parking signs
- construction signs
- warning signs

The instruction should focus on:

- the legal requirements of each traffic light or sign.
- how to approach each of them.
- how to drive according to the requirements of each one.

Before the driving for the practice session begins, you should be satisfied that the learner fully understands and is familiar with all control signs and signals, and knows how to manage driving each one.

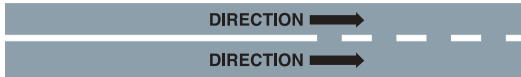
Pavement markings

The learner must know the differences between yellow and white pavement markings. Also, the learner must understand the meaning of different pavement markings, and how they should be handled.

These include:

- single solid line.
- double solid lines.
- single broken line.
- solid line in driver's lane.
- broken line in driver's lane.

Practise driving through every type of pavement marking in a variety of settings. This way the learner gains the experience and confidence to handle these driving tasks.



Colour

Yellow

Yellow lines separate traffic travelling in opposite directions. A yellow line should always be on your left.

White

White lines separate traffic travelling in the same direction. White lines may also designate the shoulder portion of the roadway.

Broken Lines

Broken yellow

Broken yellow lines indicate that there is adequate sight distance available to permit passing. You must be sure that the lane into which you are moving is clear and that the pass can be completed safely.

Broken white

Broken white lines indicate that lane changing is permitted.

Solid Lines

Solid yellow

In rural areas, solid yellow lines whether single or double indicate that passing is not permitted.

Solid and broken yellow

A solid and broken yellow line indicates that passing is permitted in one direction. Passing is not permitted if the solid yellow line is on your side of the roadway.

Solid white

Solid white lines indicate that lane changing is not permitted.

General residential driving tips

Residential driving involves travel in areas where there are many reasons to be cautious. The following instructions will help the new driver become skilled at residential driving.

Stay Safe – See-Think-Do

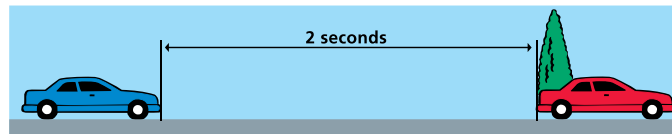
*Remind the new driver about the importance of visual skills. Have the learner do a running description of what is seen. Remember the **See-Think-Do** habit.*

See Help the driver watch for possible hazards.
"What do you see ahead?"

Think Help the driver to think about what might happen and possible solutions.
"See that bicycle? What could happen here? What should you do?"

Do Help the driver to decide what to do.
"Yes, it's a good idea to give him a bit more space."

- Use the two-second rule when following other vehicles. Allow more time and distance during difficult traffic or road conditions and in poor visibility.



- Be alert for small children who may dart in front of the vehicle.
- Glance under parked vehicles often to check for little feet, bicycles and tricycle wheels, toys, and balls. These will provide advance warning that children may run out.
- Watch sidewalks, driveways, yards, playgrounds and other pedestrian traffic areas for children playing nearby who might run out on the road.
- Glance in the rear and side view mirrors often to be aware of traffic and traffic patterns developing behind the vehicle. A driver should check these mirrors at least every 10 to 15 seconds, or about every one and one-half city blocks. Check the mirrors whenever slowing or stopping is anticipated. This gives enough time to deal with situations behind the vehicle.
- Move steadily along the street, keeping a safe cushion of space all around the vehicle.
- Look about 12 to 15 seconds ahead of the vehicle (one and one-half city blocks) in urban areas to allow time to make decisions and control the vehicle. In rural areas look about 25 seconds ahead.

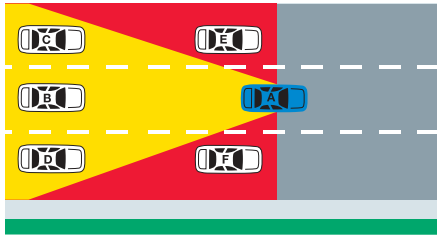
Coach's Tips



- *Practice sessions should include handling each type of traffic light and sign available. The more this is repeated, the more skill will be developed. Talk the new driver through each situation, and demonstrate if necessary. As driving confidence increases, the new driver can begin to make more decisions. Offer corrections only when necessary.*
- *Have the new driver practise left turns from a two-way street onto a two-way street. Then practise turning left from a one-way street onto a one-way street. Do this from the most left lane and enter the most left lane.*

Lane changing

Review and discuss the procedures for changing lanes with the new driver. Emphasize the need to do a shoulder check of blind spots on every lane change. Demonstrate if necessary. Remind the learner that a shoulder check is just that – over the shoulder. The learner should not be turning all the way around to look through the rear window.



Using both outside mirrors and rear view mirror – Vehicle A can see Vehicles B, C and D
 Vehicle A cannot see Vehicles E and F, either in the mirrors or through peripheral side vision.
 These vehicles are said to be in Vehicle A's blind spot.

The proper sequence of events during a safe lane change is:

- Mirror** check rear and side view mirrors.
- Shoulder check** the blind spot in the direction of the lane change.
- Signal** if clear in the direction of the lane change.
- Shoulder check** the blind spot in the direction of the lane change.
- Move** safely into the lane.

Coach's Tip



Ensure the new driver uses glances, rather than staring, when doing shoulder checks. Remind the driver to maintain speed for the entire lane change.

Practice! Practice! Practice! The learner must do shoulder checks on each and every lane change made while driving.

Stay Safe – Shoulder Checks

If you have to make several lane changes, do a shoulder check for each new lane.

6

Intersections

Coach's Tip



New drivers will often drive quickly when approaching intersections. They may go through them without checking left, centre, right and left again to ensure it is safe to proceed. Reinforce the importance of slowing down and scanning the intersection.

Controlled intersections

A controlled intersection is one that has a traffic light or traffic sign to control the traffic going through it, regardless of the direction of travel.

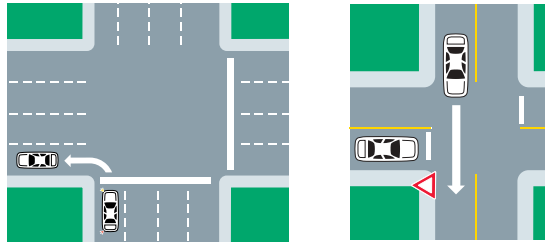
When approaching a controlled intersection do the following.

- Take the foot off the gas pedal to slow the vehicle.
- Poise the foot over the brake pedal to reduce braking reaction time.
- Check carefully for pedestrians, cyclists and other traffic.

If safe to proceed, do the following.

- Return the foot to the gas pedal.
- Proceed through the intersection if there is not a traffic control signal or sign that would require the vehicle to stop or yield.
- Stop, if facing a signal or sign that requires a stop.

Have the new driver practise driving through several controlled intersections to develop the skills in handling these situations.



Stay Safe – Intersections

When stopped at a red traffic light, after it turns green, always look left, centre, right and left before proceeding. This defensive driving technique will prevent a collision if another driver is running the red light.

The point-of-no-return (anticipating the light)

Coach's Tip



The point-of-no-return requires good judgment and experience. Many things must be assessed before making the decision about proceeding through the intersection. These include the speed of the vehicle, road conditions, traffic volume to the front, rear and side, visibility and even the condition of the vehicle, especially the tires.

It is not uncommon for drivers to proceed through an intersection when a traffic light has turned to amber (yellow). In some cases this happens because the driver has not anticipated how much time remains before the light will change.

- Identify whether the light has become stale (the 'Don't Walk' light is activated), or if it is fresh (legally okay to cross the street). This is a very important part of deciding how to handle the traffic light. Note this from as far away as one block (8 to 10 seconds).
- **If the traffic light is fresh**, continue within the speed limit, but be aware that the light may turn stale.
- **If the traffic light is stale**, check the rear view mirror, and cover the brake. The stale light is the first warning that it will soon be changing to amber. By now the vehicle is likely half a block (or two to three light standards) from the intersection.
 - Removing the foot from the gas pedal slows the vehicle down.
 - Reaction time is less because the brake is already covered.
 - The focus is now on planning a possible stop, as opposed to running the light or slamming on the brakes.
- Explain that, when approaching the traffic light, amber should be treated as 'prepare to stop' so covering the brake is a good idea. If the vehicle is already in the intersection (waiting to turn left), amber means 'clear the intersection.'
- Plan to stop. New drivers are anxious about approaching traffic lights that may change. Some drivers go faster and try to get through the light instead of slowing and preparing to stop.
- Scan the area to determine the point-of-no-return. There is no exact point but there is an area or range a short distance before the intersection where the driver must decide if it is possible to stop safely before the crosswalk or intersection. After this point the driver has made a **decision to continue**.
- If continuing through the intersection, pivot between the brake and the gas pedal.

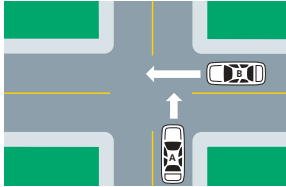
Stay Safe – Scanning

Scanning should be done all the time when driving. When approaching a traffic light, scan well before the intersection. If you do decide to proceed through the light, it is wise to know what is happening on the next roadway and behind you.

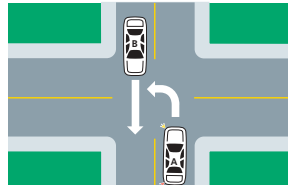
6

Uncontrolled intersections

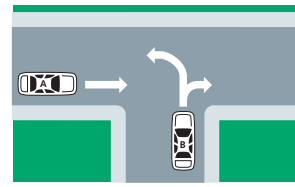
An uncontrolled intersection has no traffic light or traffic sign to control traffic going through it. The law governing uncontrolled intersections states: *When two vehicles approach or enter an intersection from different roadways at approximately the same time, the driver of the vehicle on the left shall yield the right of way to the vehicle on the right.*



A yields to B



A yields to B



A yields to B

Conditions vary at different types of uncontrolled intersections and the learner needs practice at as many types as possible. Most collisions occur at intersections so the more experience the learner has at handling them the better.

- Slow down at every uncontrolled intersection.
- Come to a stop or near stop at blind intersections (where visibility is limited or nothing can be seen to the right and left).
- Prepare to stop safely and quickly if a vehicle appears unexpectedly. The right-of-way is given, not taken.

Stay Safe

'T' intersections that are not controlled are handled in the same way as regular four-way intersections. The rules are the same – the vehicle on the right has the right-of-way over the vehicle on the left.

Driver's Progress Report – Exercise 6

Residential Driving

Performance Assessment (Circle One)

1-Good 2-Fair 3-Needs Practice

Residential – Low Traffic Volume Areas

Vision:

• Scans 1 to 1.5 blocks ahead	1	2	3
• Checks rear view mirror every 1 to 1.5 blocks (10 to 15 seconds)	1	2	3
• Scans for hazards (children, vehicles, pets)	1	2	3
• Scans for traffic signs and signals	1	2	3
• Identifies intersections (controlled/uncontrolled)	1	2	3

Speed:

• Drives for the conditions	1	2	3
• Adjusts speed for school and playground zones	1	2	3
• Adjusts speed for crosswalks	1	2	3
• Adjusts speed for intersections	1	2	3

Steering:

• Hand position (9 and 3 o'clock)	1	2	3
• Method (hand-over-hand while turning)	1	2	3

General Requirements:

• Chooses proper lane for turning	1	2	3
• Performs proper lane change sequence	1	2	3
• Uses signal lights appropriately	1	2	3
• Applies right-of-way at all intersections	1	2	3
• Stops at proper stopping points	1	2	3
• Understands lane markings	1	2	3
• Anticipates traffic lights properly	1	2	3
• Identifies fresh and stale traffic lights	1	2	3

Comments:

Coach: _____

New Driver: _____

Date: _____



Exercise 7

Driving in Moderate to Heavy Traffic

Recommended practice time: 12 hours minimum



7

When practising Exercise 7, the learner needs a greater knowledge of traffic signals, lane markings, speed limits and other traffic control devices. This knowledge will help ensure the driver doesn't block or interfere with other road users. The rules of the road must be known and applied while driving.

Stay Safe – Heavy Traffic

Alertness and concentration are always very important. As well, in moderate to heavy traffic, the new driver will need to be alert for an even greater number of hazards. Excellent observation techniques and good driving skills are required while involved with other traffic.

Coach's Tip



Limit practice time to short periods. These can be increased gradually as the new driver gains confidence. Practice time should be a minimum of one hour and never more than two hours. This will provide the new driver with the opportunity to gain experience and confidence gradually without the risk of becoming frustrated and overwhelmed at too much, too soon.

Review and discuss the information in the following sections. Review each section at home or in the legally parked vehicle and then practise the required skills.

Traffic control signs and signals

Practice should include a review of the signs and signals normally found when driving in areas of moderate to heavy traffic. Examples include:

- right turns on green arrow lights
- right turns on red lights
- advanced green light phase for left turns
- delayed green light phase
- amber lights
- flashing amber lights
- one way streets
- left turns on red lights on one way streets
- parking signs
- no parking signs
- two lanes of traffic turning left or right at an intersection
- pedestrian crosswalk signs
- loading zone signs

Coach's Tip

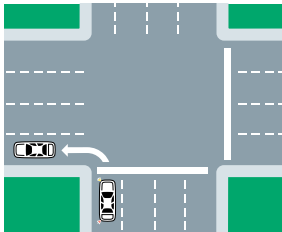


It will be helpful to draw diagrams while legally parked to explain the skills the new driver will be practising.

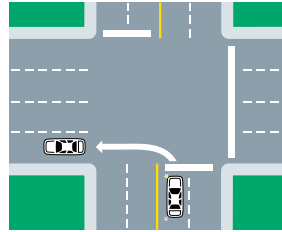
Exposure to a variety of traffic signs and signals will assist the learner to handle each situation effectively in the future. The following instructions will help the new driver make safe decisions about driving in heavier traffic.

Lanes and lane markings

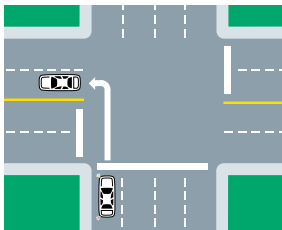
- Explain how to use merge and exit lanes to and from busy streets and thoroughfares.
- Review the meaning of single and double solid lines within city boundaries.
- Emphasize the importance of using the correct lane when approaching, during or exiting left and right turns. Lanes that can cause extra problems are:



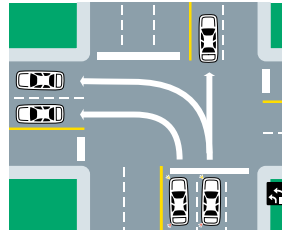
turns from one ways to one ways.



turns from two ways to one ways.



turns from one ways to two ways.



dual turns at intersections.

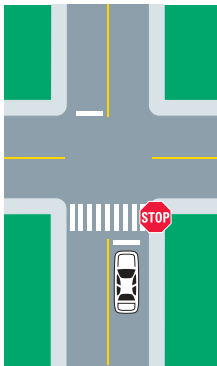
- traffic circles (see page 61).
- Have the learner practise driving as often as possible in all types of situations involving lanes and lane markings.

Stay Safe – Bicycles

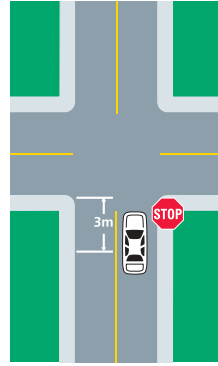
Bicycles are considered vehicles, and are entitled to an equal share of the road. Cyclists must obey the same rules of the road as drivers of motor vehicles.

Marked and unmarked crosswalks

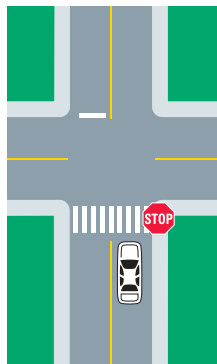
- Discuss pedestrian right-of-way laws and the requirement for drivers to stop when a pedestrian is in a crosswalk.
- Explain where the learner must stop the vehicle at a crosswalk. This is the same whether proceeding straight through, turning left or turning right at an intersection controlled by a traffic light or sign.



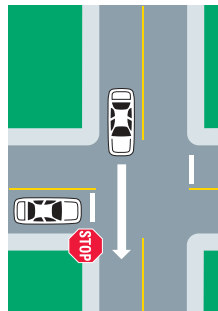
Stop at the stop line before a marked crosswalk.



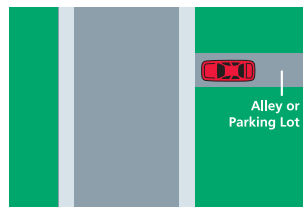
If there is no stop line or marked crosswalk at the intersection, you must stop within three metres of the intersecting roadway. Stop so as not to interfere with pedestrians who are crossing the roadway or are about to cross.



Where there is no stop line, stop before the marked crosswalk.



Where a stop line has been marked, bring your vehicle to a complete stop before crossing the line. Before moving forward, give pedestrians or traffic the right-of-way.



Unless otherwise marked, you must:

- Stop before entering a main street from a road, alley, driveway or parking lot.
- Stop before any sidewalk crossing. Yield to pedestrians.

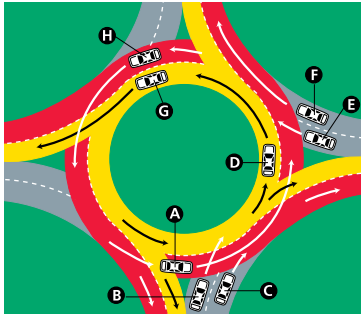
- Discuss the correct place to stop the vehicle at marked stop lines.
- Have the learner practise these procedures.

Stay Safe – Crosswalks

Never pass or attempt to pass another vehicle stopped at a crosswalk.

Traffic circles

Some cities in Alberta have traffic circles. In a traffic circle, the vehicle on the right must yield to the vehicle on the left. The driver on the left must signal the intention to exit right. Caution must be used when leaving the circle as this driver must cut across the outside lane. In other words, the driver on the left must cross through the right lane to exit the circle.



In this diagram:

- Vehicles B and C must yield to Vehicle A.
- Vehicle E must yield to Vehicle D, while Vehicles F and D proceed together.
- Vehicle H must yield to Vehicle G.

Traffic in the lanes shown in red must yield to traffic in the lanes shown in yellow. Traffic entering the circle must yield to traffic already in the circle. When leaving the traffic circle, use the right turn signal. This tells other drivers what is intended.

Remember these safety tips for traffic circles.

- Approach the traffic circle using the right lane when the plan is to leave at the first available exit point.
- Use the left lane if the plan is to leave the circle at the second exit or beyond.
- Watch for pedestrian crosswalks when entering or leaving a traffic circle.

Intersection safety

- Never pass another vehicle that is stopped for a pedestrian crossing a street. This applies to all lanes of traffic regardless of which one the vehicle is in. It is the law.
- Allow more than 2-4 seconds when following larger vehicles such as trucks or buses; because these vehicles are wider and taller, they will block the view and interfere with the ability to see what is happening ahead.
- When approaching intersections, a learner needs to look ahead and answer the following questions.
 - Are there any traffic lights or signs?
 - Where are the intersecting roads?
 - What lane should I be in to go straight ahead? Turn left? Turn right?
 - Are there special turning lanes or bays?
 - Are there any vehicles approaching at the same time as I am?
 - If there are no traffic lights or signs, who is to go first and who must yield?
 - Are there any pedestrians that I must yield to?

Speed control

- Review and discuss speed limits indicated by white signs (required limit) and yellow signs (suggested limit). Explain the importance of driving at safe speeds for various types of road, weather and visibility conditions.
- Emphasize that driving within the speed limit reduces the chances of getting into dangerous situations. Keeping within the speed limit is not just to avoid being stopped by law enforcement officers.
- Advise when to begin slowing down or speeding up for posted speed limits and how to maintain speed control.
- Have the learner practise speed control in various situations. Ensure a safe, consistent speed is maintained and good decisions are made while:
 - accelerating
 - braking
 - allowing the vehicle to coast

Coach's Tip



An excellent place to practice speed control is on hills. New drivers tend to lose speed going up hill or race going downhill.

Stay Safe – Behind Other Vehicles

Never drive in another vehicle's blind spot for any length of time. The other driver may not be able to see you. When following larger vehicles, a good rule of thumb is 'If you can't see the driver in the driver's side and rear view mirrors, that driver can't see you.'

Possible trouble spots in moderate and heavy traffic

There are several hazards in moderate and heavy traffic. Stress to the learner the need to be alert for situations that present an increased risk. These include:

- traffic blocking intersections.
- slow moving or heavy traffic that could mean more braking.
- crowding from trucks, buses and other oversized vehicles.
- pedestrians coming out from between parked cars or in the middle of a block.
- drivers or passengers opening doors of parked vehicles.
- drivers trying to make their way through crowded traffic.
- drivers running red lights.
- uneven pavement and sudden changes in street conditions.
- one-way streets.
- shared centre lanes used for left turns by traffic going in both directions.
- oncoming left turning vehicles that block the view of through traffic when the vehicle is about to turn left.

Driver's Progress Report – Exercise 7

Driving in Moderate to Heavy Traffic

Performance Assessment (Circle One)

1-Good 2-Fair 3-Needs Practice



Moderate to Heavy Traffic Volume Areas

Vision:

• Scans 1 to 1.5 blocks (12 to 15 seconds) ahead	1	2	3
• Checks rear view mirror every 1 to 1.5 blocks (10 to 15 seconds)	1	2	3
• Scans for hazards (construction, pedestrians, situations requiring caution)	1	2	3
• Scans for traffic signs, signals, and controls	1	2	3
• Identifies intersections (controlled/uncontrolled)	1	2	3

Speed:

• Drives for the conditions	1	2	3
• Drives recognizing posted/unposted speed limits	1	2	3
• Adjusts speed for conditions ahead	1	2	3
• Accelerates and brakes properly	1	2	3

Steering:

• Hand position – driving straight or stopping (9 and 3 o'clock)	1	2	3
• Method (hand-over-hand while turning)	1	2	3

General Requirements:

• Chooses proper lane for turning onto one ways and dual turns	1	2	3
• Recognizes various lanes and their use	1	2	3
• Performs proper lane change sequence	1	2	3
• Maintains speed while changing lanes	1	2	3
• Uses signal lights appropriately	1	2	3
• Applies right-of-way at all intersections	1	2	3
• Applies right-of-way at traffic circles	1	2	3
• Anticipates stopping/slowing well in advance	1	2	3
• Adjusts to conditions (braking, steering)	1	2	3
• Stops at proper stopping points for marked and unmarked crosswalks	1	2	3

Comments:

Coach: _____

New Driver: _____

Date: _____



Exercise 8

Highway Driving

Recommended practice time: 10 hours minimum



The first practice sessions with a new driver should be during non-rush hour traffic or a time when highway (refers to urban and rural high speed roadways) traffic is light. This allows the new driver to become familiar with acceleration and deceleration lanes, and entrance and exit ramps without having to deal with the added pressure of heavy traffic. Lighter traffic will be less daunting. The following instructions can help the new driver learn safe driving on highways.

Review and discuss the information in the following sections. Review each section at home or in the legally parked vehicle and then practise the required skills.

Coach's Tip

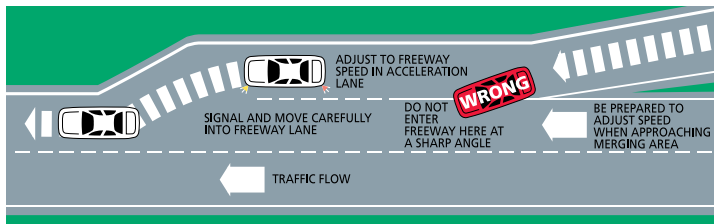


Plan a route that allows for getting on and off the highway several times.

Entering a highway

Instructions for entering a highway must emphasize the proper use of the entrance ramp and acceleration lane in order to merge safely into traffic.

- Check the traffic flow on the highway while still on the entrance ramp and approaching the acceleration lane.
- Use the side view mirror and do a shoulder check to find a gap (the entry point) in traffic.
- Turn on the signal light as the vehicle enters the acceleration lane and adjust speed to match that of the traffic on the highway.
- Do a shoulder check again when the vehicle is about halfway along the acceleration lane to locate the pre-selected gap. Maintain speed and merge with the traffic into the first lane of the highway.
- Check that the signal light is off.



Stay Safe – Solid and Broken Lines

It is against the law to cross over a single solid line that divides the acceleration lane from the traffic lanes on the highway. Merge only where there are broken lines.

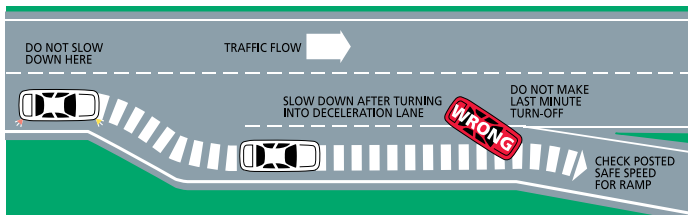
Coach's Tips

- When following another vehicle in the acceleration lane, remind the new driver to keep a safe following distance. Be aware of other drivers who are merging at the same time. While one driver is checking for a safe gap to merge into, the driver ahead may slow down or stop abruptly. Maintain enough space to make an unexpected stop.
- When entering a highway from an entrance ramp, do not pull directly onto the highway. Use most or all of the acceleration lane to adjust speed and merge safely into a gap in the traffic.

Exiting a highway

Instructions to the learner should emphasize the proper method for exiting a highway safely.

- Move into the proper lane for exiting well in advance of the intended exit. Do not wait for the last minute.
- Signal an intention to leave the highway well before reaching the deceleration lane.
- Do not reduce speed until the vehicle has fully entered the deceleration lane.
- After entering the deceleration lane, keep the signal light on until the exiting is complete.
- Slow down to the posted speed limit of the exit ramp.

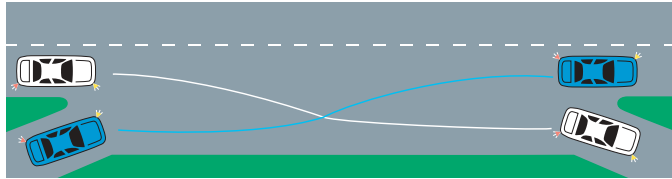


Stay Safe – Highways

- If you miss your exit, do not stop or back onto the highway. Instead, continue on to the next exit or interchange and plan to return to your intended route.
- Do not cross the single solid line that separates the deceleration lane of the exit with the travel lanes of the highway.
- Cross into the next lane only in the areas designated by broken lines, which permit this transfer.

Weave zones

On some highway interchanges, the entrance and exit points are very close together. This can increase the risk of collisions. One group of vehicles is slowing down to exit the highway. At the same time and within the same space, another group of vehicles is speeding up to enter the highway. The area where both groups of vehicles cross is referred to as a weave zone. Drivers must give their full attention and use extreme caution in these zones.



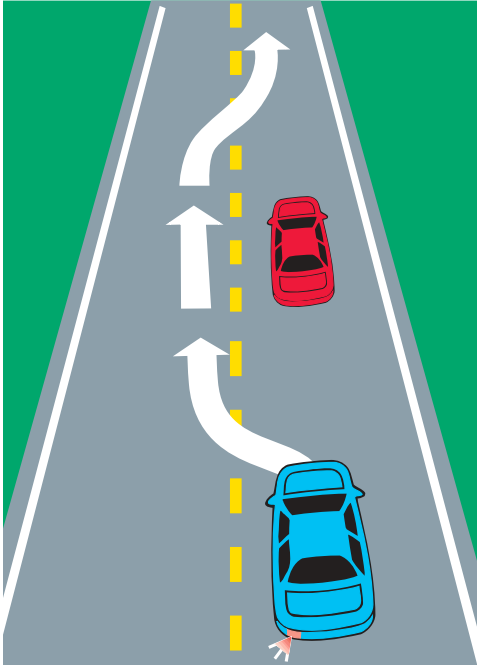
Instruct the learner who is in a weave zone to do the following.

- Control the vehicle's speed.
- Signal well in advance so other drivers know what move is intended.
- Do a shoulder check when timing the sideways move into an acceleration or deceleration lane.
- Use extreme caution when moving within weave zones.

Lane changing and passing on highways

When wanting to pass another vehicle, the learner should perform the following sequence.

- Plan to pass only in an area where passing is permitted.
- Maintain a safe following distance from the vehicle in front.
- Check traffic ahead and behind to ensure it is safe to pass.
- Do a shoulder check of the blind spot in the next lane to ensure there will be no traffic interfering with the pass, such as another vehicle about to pass.
- Signal the intention to move over, and double check that the road ahead is clear for the pass.
- Move into the passing lane to pass the vehicle. Remember, it is not permitted to exceed the speed limit even while passing.
- Once the passed vehicle is clearly visible in the inside rear view mirror, do a shoulder check of the blind spot in the lane about to be entered to be sure the vehicle just passed will not be cut off.
- Signal the intention to return to the original lane of travel.
- Move into the lane while maintaining speed.
- Check that the signal light is off.



1. Maintain a safe following distance.
2. Check for traffic ahead.
3. Mirror check for traffic behind.
4. Shoulder check left for passing vehicles.
5. Signal left and double check for traffic ahead.
6. Move into the passing lane.
7. Make a smooth pass. Do not exceed the speed limit.
8. When the passed vehicle appears in the inside of the rear view mirror, shoulder check right for clearance.
9. Signal right.
10. Move into original lane of travel maintaining passing speed.
11. Resume travel. Check for signal light cancellation.

It is illegal to pass another vehicle when:

- approaching vehicles in the opposing lane of traffic are too close.
- a solid yellow line is in the centre of a highway or when a solid line is on the driver's side of the centre line.
- a sign indicates a no passing zone.
- in a school or playground zone while restricted speed limits are in effect.
- driving uphill on any two-lane highway.
- driving within a curve on any two-lane highway.
- approaching within 30 metres of a railroad crossing on a two-lane highway.
- a school bus is stopped and displaying alternating red flashing lights. This means **stop** whether approaching an oncoming bus or following one. The only time a vehicle is permitted to proceed is when the vehicle and the school bus are on the opposite side of a divided highway.

Stay Safe – Pedestrians

Always be alert for pedestrians on or near a highway. Give them enough space when approaching and passing. Be especially careful after dark when pedestrians are difficult to see.

Highway driving safety

Stay Safe – Other Vehicles

Move over to the right side of your lane and slow down when being passed by larger vehicles.

As the new driver gains confidence and becomes more familiar with highway driving and practice sessions become longer, use the following information and hints for safer driving.

- Maintain the speed of the flow of traffic as much as possible, without exceeding the posted speed limit.
- Avoid getting caught between groups of vehicles driving close together.
- Do not tailgate other vehicles (follow too closely). Maintain, at a minimum, a two-second following distance during normal conditions.
- Stay out of the left lane unless passing. Left lanes are designed for faster traffic and for passing. In Alberta, signs are posted on highways reminding slower traffic to stay right. On a three-lane highway where there are several entrances and exits, stay in the centre lane because it presents the fewest conflicts. However, a new driver who may be driving slower than the speed limit should stay in the right lane.
- Maintain good visual lead-time, looking about 25 to 30 seconds ahead of the vehicle. This helps the driver to take action sooner and make better driving decisions when spotting hazards ahead.
- Keep searching for clues in traffic of possible conflicts. Do not stare at any one object for any length of time. Seeing a conflict sooner will give more time to react to it safely.
- Avoid driving in another driver's blindspot. Speed up or slow down into a position where the vehicle can be seen. This is also important with tractor-trailers and trucks whose drivers can see behind only through their side view mirrors.
- Use the rear view mirror often to keep track of activity behind the vehicle. It is recommended rear view mirror checks be done every 15 to 20 seconds when driving on a highway.
- Be alert for the brake lights of vehicles in front. This could be an early sign of trouble. If spotted early enough, the warning will provide plenty of lead-time for a controlled stop.

Stay Safe – Blind Spots

Always be aware of large vehicle's blind spots. If you cannot see the driver in the driver's side view mirror, the driver cannot see you.

School bus safety

Drivers must slow down and prepare to stop when a school bus is preparing to stop. At this time the alternating amber flashing lights are on.

- Drive with added care and caution when approaching a school bus. Children may run out or appear almost anywhere near the bus or from across the road.
- Stop about 20 metres from the bus whether behind it or coming toward it, when the school bus is stopped and the red alternating lights are flashing. The only time stopping is not required is when approaching the stopped school bus from the front on a highway physically divided by a median.
- Remain stopped until the red lights stop flashing. If the bus is stopped to allow children off, remain stopped until the children have reached a safe place away from traffic.

Driver's Progress Report - Exercise 8

Highway Driving

Performance Assessment (Circle One)

1-Good 2-Fair 3-Needs Practice



Highway and Weave Zone - Entry and Exit

Vision:

• Scans 25 to 30 seconds ahead	1	2	3
• Checks rear view mirror every 15 to 20 seconds	1	2	3
• Scans for merging traffic	1	2	3
• Scans for entry and exit gaps	1	2	3
• Identifies merge and weave zones	1	2	3

Speed:

• Drives for the conditions	1	2	3
• Drives recognizing posted/unposted speed limits	1	2	3
• Adjusts speed for entry or exit properly	1	2	3
• Accelerates and brakes properly for merge and weave zones	1	2	3

Steering:

• Hand position – driving straight, stopping and lane changes	1	2	3
• Method	1	2	3

General Requirements:

• Chooses proper lane for merge and weave zones	1	2	3
• Recognizes various lanes and their use	1	2	3
• Performs proper lane change sequence	1	2	3
• Adjusts speed while changing lanes in weave zones	1	2	3
• Uses signal lights appropriately	1	2	3
• Applies right-of-way when entering or exiting	1	2	3
• Anticipates well in advance	1	2	3
• Adjusts to conditions (braking, steering)	1	2	3
• Stops at proper points for school bus loading and unloading	1	2	3

8

Lane Changing and Passing

General Requirements:

• Passes in permitted areas only	1	2	3
• Does not exceed speed limit when passing	1	2	3
• Waits to see passed vehicle in rear view mirror before changing back into lane	1	2	3
• Performs proper lane change	1	2	3

Comments:

Coach: _____

New Driver: _____

Date: _____

Exercise 9

Driving After Dark

Recommended practice time: 10 hours minimum



This exercise should be done once the new driver has become reasonably skilled in all previous exercises. During the first few after dark practice sessions, have the learner return to the same streets that were practised on during the day. All the skills practised during the day are handled the same way after dark. However, decreased visibility after dark makes driving more difficult and increases the risk of a collision. The following instructions will help the learner drive more safely after dark.

Review and discuss the information in the following sections. Review each section at home or in the legally parked vehicle and then practise the required skills.

Stay Safe – Lights on for Safety

Driving with headlights on makes you more visible during the day and helps you to see hazards at night.

Dangers of driving after dark

- Vision is severely limited after dark, making objects and traffic patterns more difficult to see and plan for ahead of time.
- A driver's reactions depend on vision. When vision is limited after dark, it is more difficult to make safe gap judgments, notice pedestrians and cyclists, and see curbs, medians, pavement markings and roadway edges clearly.
- Glare from oncoming headlights makes seeing things more difficult, and temporarily blinds some drivers. It takes several seconds for the normal eye to re-adjust from this temporary blindness.
- Most people become more tired as the night progresses. This interferes with concentration and judgment, and slows reaction time.

Driving after dark in urban areas

- Never drive with only the vehicle's park lights on. Park lights are for when the vehicle is parked.
- Drive a little more slowly after dark and increase the following distance to take into account the reduced visibility.
- Use extra caution when judging distances after dark. Landmarks and reference points used during the day are more difficult to see after dark.
- Help reduce the effect of headlight glare and associated temporary blindness by focusing to the right side or edge of the roadway while an oncoming vehicle passes.
- Reduce the amount of glare from headlights behind by flipping the inside rear view mirror to the night driving setting.

Coach's Tips

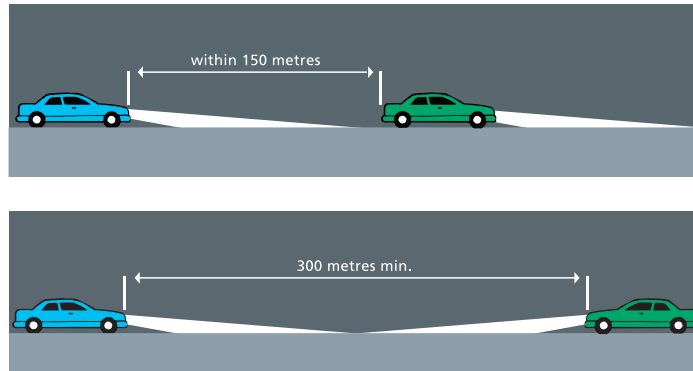


- *Teach the new driver to watch for objects that reflect the light of the headlights. This gives advanced warning of danger or the need to stop or slow down. Examples include road signs, reflective striping or lane markings, a piece of metal or glass on the road and the eyes of an animal.*
- *In urban areas, traffic signals and signs are harder to see at night against a background of neon lights, street lights, other signs and lit store windows.*

Driving after dark in rural areas

A quiet country road, preferably the same one used for daytime practice, should be used for the new driver to gain experience while driving in darkness.

Driving after dark in rural areas requires the use of high and low beam lights. Have the learner become accustomed to using them. Explain about the proper distances for dimming high beam lights whenever approaching an oncoming vehicle (300 metres) or following another vehicle (150 metres).



- Use high beams when it is safe to do so without affecting the vision of other drivers.
- Do not overdrive the headlights. In other words, do not drive so fast that it would be impossible to stop the vehicle in time to avoid what the headlights illuminate.
- Slow down on gravel roads. Loose gravel can cause loss of control of the vehicle. It is difficult to judge the dangers of loose gravel under night driving conditions.
- Be alert for pedestrians or animals on or near the road.

Since many rural roads are gravel and do not have a centre line, help the new driver learn to judge the centre of the road under high and low beam light conditions. The same applies to judging the right edge of the roadway by noticing the difference in contrast between the gravel road and the grass in the ditch.

Stay Safe – Headlights and Warning Signs

Remember that headlights do not follow curves, hills and dips in the road. To compensate, reduce speed and pay special attention to road warning signs such as curve, winding road, bump, narrow bridge, roadway narrows and slippery when wet.

Driving after dark on highways

- Pay attention when entering and exiting highways after dark. It is similar to daytime procedures as most of these areas or interchanges are lit up after dark. However, watch for 'Wrong Way' and 'Do Not Enter' signs near entry and exit ramps that might not be as obvious in the dark.
- Ensure that, on roadways, the yellow line is always to the left of the vehicle.
- Maintain a safe following distance. Increase the following distance after dark to allow for reduced or limited visibility.
- Do not drive faster than the posted speed limit.

- Be courteous in the use of high and low beam headlights. Dim the high beams well before coming close to another vehicle, in order not to affect the vision of drivers ahead, as well as those oncoming.
- Reduce the effects of glare from oncoming headlights by driving in the right lane of a highway with several lanes. Don't look at oncoming lights. Focus instead on the right edge of the roadway ahead while passing oncoming vehicles.

Coach's Tip



Yellow lines separate traffic travelling in opposite directions. The yellow line should always be to the left of the vehicle. If it is on the right, you are driving on the wrong side of the road.

Driver's Progress Report – Exercise 9

Driving after Dark

Performance Assessment (Circle One)

1-Good 2-Fair 3-Needs Practice

Driving after Dark

Vision:

• Scans 12 to 15 seconds ahead	1	2	3
• Checks rear view mirror every 5 to 8 seconds	1	2	3
• Looks to highway shoulder when oncoming vehicle headlights are too bright	1	2	3
• Scans for hazards (construction, pedestrians, situations requiring caution)	1	2	3
• Scans for traffic signs, signals, and controls	1	2	3
• Identifies intersections (controlled/uncontrolled)	1	2	3
• Uses low and high beam headlights properly	1	2	3

Speed:

• Drives for the conditions	1	2	3
• Drives recognizing posted/unposted speed limits	1	2	3
• Adjusts speed for conditions ahead	1	2	3
• Accelerates and brakes properly	1	2	3

Steering:

• Hand position – driving straight or stopping (9 and 3 o'clock)	1	2	3
• Method (hand-over-hand while turning)	1	2	3

General Requirements:

• Chooses proper lane for turning	1	2	3
• Recognizes various lanes and their use	1	2	3
• Performs proper lane change sequence	1	2	3
• Maintains speed while changing lanes	1	2	3
• Uses signal lights appropriately	1	2	3
• Applies right-of-way at all intersections	1	2	3
• Anticipates stopping/slowing well in advance	1	2	3
• Adjusts to conditions (braking, steering)	1	2	3
• Stops at proper stopping points	1	2	3
• Does not overdrive headlights	1	2	3
• Increases following distance	1	2	3
• Dims headlights appropriately	1	2	3

Comments:

Coach: _____

New Driver: _____

Date: _____



Exercise 10

Driving in Poor Conditions

Recommended practice time: 6 hours minimum



10

Once the new driver has become skilled in Exercises 1 through 9, begin driving in poor weather and road conditions. Although Exercise 10 involves driving in various seasons, keep in mind that a new driver must have an Alberta Class 7 Learners licence for one year. This will allow enough time and opportunity for practice during different seasons and under poor weather and road conditions.

Practice sessions may need to be at the spur of the moment, for example during a rainstorm, wind or fog. At the very minimum, thoroughly review and discuss safe and proper driving techniques for unfavourable conditions with the new driver. Practise when the learner is ready and the poor conditions are present.

NOTE: Use good judgment when practicing in poor conditions. If conditions are extreme then it is unsafe for even experienced drivers to travel.

Review and discuss the information in the following sections. Review each section at home or in the legally parked vehicle and then practise the required skills.

During poor weather and road conditions, extra road hazards are created by:

- slippery roads.
- build up of snow or water on road surfaces.
- poor visibility.
- other drivers who do not take into account the poor driving conditions.
- use of cruise control.

The following instructions will help the new driver adjust to driving in changing weather and road conditions.

Stay Safe

Increasing your following distance is the most important thing you can do when driving in poor weather conditions. More time is needed to stop during rain, snow or on icy roads. Keeping a safe distance between your vehicle and the vehicles around you allows more time to plan.

Driving in rain

- Turn on the wipers after the windshield is wet. This allows them to work better. Select a low, high or intermittent speed, depending on the amount of rain and how severe it is.
- Be sure the low beam headlights are on during rainstorms. This will make it easier for the vehicle to be seen by other drivers.
- Choose a slower speed that is appropriate for how severe the storm is and the visibility.
- Avoid sudden stops. During slippery conditions, apply enough pressure, without locking the brakes, to slow or stop the vehicle. By not locking the brakes, the driver is better able to steer if stopping isn't possible.

- If the vehicle is equipped with an anti-lock braking system (ABS), maintain steady pressure on the brake pedal.
- Slow down to reduce the chance of hydroplaning (gliding over mixed water and oil). During hydroplaning the vehicle can lose traction and go out of control.

Stay Safe

Slow down in the first few minutes of a rainstorm. This is when roadways are the most slippery. Water, that is deeper than the tire tread, mixes with oil that has built up on the road surface making it very slippery. This may result in hydroplaning.

- Use caution not to splash pedestrians walking near the roadway.
- Stay back from large vehicles such as trucks or buses during heavy rainstorms. They can throw out a spray of water that can completely block vision even if the wipers are on maximum speed.
- Look well down the road and check the layout of the road before passing. Use caution when passing a large vehicle, remembering that the spray of water may completely block the vision.
- Watch for highway signs showing 'Slippery When Wet' and use extra caution.
- Do not drive if the road appears flooded. The vehicle may be stranded if it stalls inside the flooded area. If floodwaters are deep, the vehicle could be carried away into a more dangerous situation.

Driving on snow or ice

Coach's Tip



Accelerate and decelerate very gently on snow or ice to prevent the tires from spinning. Accelerating or decelerating too quickly may cause the vehicle to skid.

- Make sure all windows are cleared of snow and ice before driving. As well, clear the entire vehicle, as its movement can cause snow to blow or slide onto windows and block the driver's view.



- Accelerate gently without spinning the wheels, keeping the front wheels pointed straight ahead.
- Decrease speed in areas of poor traction caused by snow or ice. In extreme conditions, use a lower gear in both automatic and standard transmission vehicles.
- Begin slowing down well ahead of a turn or an intersection, to maintain full control. This way the vehicle will not slide into or through the intersection.
- Apply the brakes gently and release just before lock up. Repeat this, with short pauses in between to avoid skidding. If the vehicle is equipped with ABS, steady pressure is all that is needed on the brake pedal.
- Watch for danger spots such as shaded areas, and bridge or overpass decks that may be slippery due to frost, while the rest of the road is clear.
- Be extremely careful of patches of black ice (where the pavement is seen through a layer of ice). These are sometimes difficult to spot but can be very dangerous.
- Do not put too much pressure on the gas pedal when going up a slippery hill. The wheels could spin, causing a skid or loss of control.
- Stay well behind the vehicles ahead. This will allow time for slowing down or a safe stop if another vehicle loses control.
- Shift down to a lower gear before going downhill on slippery surfaces to avoid skidding. Shift slowly and smoothly with both automatic and standard transmissions.

Stay Safe

Be careful when stopping. Allow more time and distance to stop. Stopping distances increase about 10 times in snow and ice.

Driving in fog or smoke

- Decrease speed according to the density of the fog or smoke. The vehicle speed should match the driver's ability to see ahead, even if it means slowing to a crawl.

Stay Safe

Do not use high beam headlights in fog or smoke. They reflect off the fog causing glare and reduced visibility. Always use low beam headlights or fog lights (if equipped).

Driver's Progress Report – Exercise 10

Driving in Poor Conditions

Performance Assessment (Circle One)

1-Good 2-Fair 3-Needs Practice

Driving in Poor Conditions

Vision:

• Scans 12 to 15 seconds ahead	1	2	3
• Checks rear view mirror every 10 to 15 seconds	1	2	3
• Scans for hazards (construction, pedestrians, situations requiring caution)	1	2	3
• Scans for traffic signs, signals, and controls	1	2	3
• Scans for road hazards (water, ice, snow)	1	2	3

Speed:

• Drives for the conditions	1	2	3
• Drives recognizing posted/unposted speed limits	1	2	3
• Adjusts speed for conditions ahead	1	2	3
• Accelerates and brakes properly	1	2	3

Steering:

• Hand position – driving straight, stopping, or lane changing (9 and 3 o'clock)	1	2	3
• Method (hand-over-hand while turning)	1	2	3

General Requirements:

• Chooses proper lane for turning	1	2	3
• Recognizes various lanes and their use	1	2	3
• Performs proper lane change sequence	1	2	3
• Maintains speed while changing lanes	1	2	3
• Uses signal lights appropriately	1	2	3
• Applies right-of-way at all intersections	1	2	3
• Anticipates stopping/slowng well in advance	1	2	3
• Adjusts to conditions (braking, steering)	1	2	3
• Stops at proper stopping points	1	2	3
• Increases following distance	1	2	3

Driving in Rain

• Uses windshield wipers	1	2	3
• Aware of hydroplaning	1	2	3
• Scans for large puddles, hazards	1	2	3

Driving on Snow or Ice

• Brushes, scrapes, and clears all windows	1	2	3
• Uses lower gears for increased traction	1	2	3
• Accelerates gradually	1	2	3
• Uses brakes appropriately	1	2	3

10

Driving in Fog or Smoke

- | | | | |
|-------------------------------------|---|---|---|
| • Uses low beam headlights | 1 | 2 | 3 |
| • Pulls off roadway to stop driving | 1 | 2 | 3 |

Comments:

Coach: _____

New Driver: _____

Date: _____



Exercise 11

Handling Common Emergency Situations

Recommended practice time: 4 hours minimum



Exercise 11 deals with some common driving emergencies that can happen at any time. The learner needs to know how to react and handle these problems properly. However, it is not recommended that these situations be created for teaching or demonstration during the coach and the new driver's practice sessions, because of the danger or damage that could result. Each situation should be discussed until the learner knows what to do and how to handle it safely. The following sets of instructions will help the new driver understand how to manage the vehicle in these situations.

Review and discuss the information in the following sections. Review each section at home or in the legally parked vehicle and then practise the required skills.

Brake failure

Most modern vehicles have dual braking systems that protect against total brake failure. A warning light on the vehicle's dashboard should light up to warn of any problem before a brake failure occurs. To determine if the vehicle has this warning system, refer to the operator's manual or ask at the local dealership.

Discuss with the learner how a brake failure situation should be handled.

- Find a safe place to park the vehicle immediately if the brake warning light comes on.
- Do not drive the vehicle until the brakes have been checked or repaired by a qualified mechanic.

When total brake failure occurs, the brake pedal is pressed and nothing happens or it falls to the floor. If this happens do the following.

- Shift down to a lower gear immediately (even with an automatic transmission) so the vehicle begins to slow.
- Apply the park brake.
- Bring the vehicle to a safe stop.
- Do not drive the vehicle until the brakes are repaired.

There is another type of brake failure that can occur and is unique to power braking systems. It occurs when the vehicle's engine stalls and no power is being produced to assist in braking. With this type of brake failure, the brake pedal is pushed down with normal force, but the vehicle does not slow down. If this happens, do the following.

- Do not panic. Push harder on the pedal – the brakes will still work.
- Apply hard, continuous pressure to the brake pedal and the vehicle will begin to slow down. If the vehicle is equipped with ABS, hard steady pressure is all that is needed.
- If the wheels lock because of the hard brake pressure, release the pedal for a second and brake again using a little less pressure on the pedal.

Tire failure

This is another example of an emergency that can occur at any time while driving. It is important to review thoroughly what to do if tire failure occurs.

If the front tire has blown out, there will be a strong and definite pull of the vehicle to the side of the blown tire. A rear tire failure will usually cause the vehicle to weave. If a flat tire happens while driving, the following is recommended.

- Grip the steering wheel firmly with both hands and hold the vehicle on a straight course.
- Do not touch the brakes.
- Ease off the gas pedal, allowing the vehicle to slow.
- Apply the brake with a gentle but steady pressure after the vehicle starts to slow.
- Look for a safe place to stop and park, entirely off the road if possible.
- Turn on the vehicle's four-way hazard warning lights.

Coach's Tip



The discussion of flat tires and blowouts provides an ideal time for the learner to change a tire on the vehicle. This should be done more than once so that the new driver will be able to do it when they are alone.

Changing a tire

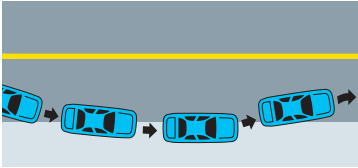
- Point out the location of the spare tire and the necessary tools.
- Demonstrate how to change a tire and have the learner practise changing it.
- Show how to add air to the tires. Check the inside of the driver's door or the owner's manual for the required tire pressure.

Recovering if the vehicle goes off the road

If the wheels of the vehicle move off the edge of the pavement, a driver should do the following.

- Grip the steering wheel firmly with both hands.
- Resist the urge to turn the steering wheel to bring the vehicle back on the pavement.
- Ease off the gas pedal and let the engine slow the vehicle down.
- Look well ahead along the intended path of travel. Dropping the line of sight can cause over steering.
- Avoid braking firmly, but use gradual pressure on the brake pedal to maintain control of the vehicle.
- Do a shoulder check for traffic that may be attempting to pass, before returning to the pavement.

- Return to the pavement gradually once the vehicle has slowed down considerably.
- Be careful not to over steer the vehicle. This increases the possibility of losing control or ending up in the oncoming lane of traffic.
- Straighten the tires and resume speed once the vehicle is safely on the pavement.

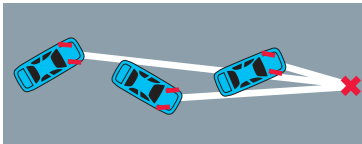


Skids

Most skids occur as a result of driver error, such as:

- turning too sharply.
- turning at unsafe speeds.
- braking too hard.
- accelerating too quickly.
- poor anticipation – not looking and planning ahead.

Skid recovery



In a skid always steer in the direction you want the front of the vehicle to go.

Stay Safe - Wheel Lock Up

The most efficient braking occurs just before the wheels lock up. Do not push so hard on the brakes that wheel lock up occurs. If the wheels should lock, release pressure on the brake pedal and reapply with lighter pressure.

Braking skid

A braking skid occurs when the vehicle's brakes are applied so hard that one or more of the wheels lock. This causes a loss of steering control. If this happens the driver should do the following.

- Release pressure on the brake pedal immediately so that the locked wheel(s) begin turning allowing steering control to return.
- Look well ahead and turn the steering wheel in the direction of the skid.
- If necessary, brake once the vehicle has straightened but use less pressure on the brake pedal.

Power skids

Rear wheel drive

In rear wheel drive vehicles, a power skid is most likely to occur when a driver presses too hard on the gas pedal and the rear wheels start to spin. If not corrected immediately, the vehicle will skid. If this happens do the following.

- Ease up immediately on the gas pedal until the wheels stop spinning.
- Look in the direction the vehicle should go and steer in the direction of the skid. The vehicle should straighten.
- Be careful not to over-steer. The vehicle may skid in the opposite direction.
- Make steering corrections, as necessary, to bring the vehicle under control.
- Resume speed.

Front wheel drive

In front wheel drive vehicles, a power skid can result when there is too much pressure on the gas pedal. This causes the front wheels to spin. If not corrected immediately, the vehicle will skid and steering control will be lost. If this happens do the following.

- Ease up on the gas pedal immediately to stop the front wheels from spinning and regain steering control.
- Look in the direction the vehicle should go and steer in the direction of the skid. The vehicle should straighten.
- Be careful not to over-steer. The vehicle may skid in the opposite direction.
- Make steering corrections, as necessary, once control of the vehicle is regained.
- Resume speed.

Skids while turning corners

Rear wheel drive

In rear wheel drive vehicles, a cornering skid can occur when the driver does not slow the vehicle enough while approaching a turn or bend. The vehicle's back end will slide in the opposite direction of the steering. If this happens do the following.

- Ease up on the gas pedal.
- **Keep vision well ahead** and along the intended path of travel.
- Steer in the direction the vehicle should go. A number of steering corrections may be required to straighten the vehicle.
- Be careful not to over-steer. The vehicle may skid in the opposite direction.
- Resume speed once the vehicle has straightened.

Front wheel drive

In front wheel drive vehicles, the vehicle will tend to travel through the corner or to run off to the outside of the corner or turn. To reduce the chances of this happening, do the following.

- Ease up on the gas pedal.
- **Keep vision well ahead** and along the intended path of travel.
- Steer in the direction the vehicle should go. A number of steering corrections may be required to straighten the vehicle.
- Be careful not to over-steer. The vehicle may skid in the opposite direction.
- Accelerate gently so the front wheels can pull the vehicle out of the skid.
- Resume speed once the vehicle has straightened.

Driver's Progress Report – Exercise 11

Handling Common Emergency Situations

These emergency situations will not be created during the practice sessions. However, the learner must know the following information on handling these situations.

Performance Assessment (Circle One)
1-Good 2-Fair 3-Needs Practice

Common Emergencies

Vision:

• Scan 12 to 15 seconds ahead	1	2	3
• Check rear view mirror every 10 to 15 seconds	1	2	3
• Scan for hazards (snow, ice, large puddles, smoke, fog)	1	2	3
• Scan for traffic signs, signals, and controls	1	2	3
• Maintains vision well along intended path	1	2	3

Speed:

• Drive for the conditions	1	2	3
• Drive recognizing posted/unposted speed limits	1	2	3
• Adjust speed for conditions ahead	1	2	3
• Accelerate and brake properly	1	2	3

Steering:

• Hand position – driving straight or stopped (9 and 3 o'clock)	1	2	3
• Method (9 and 3 o'clock for managing emergencies)	1	2	3

Brake Failure

• Shift to lower gear	1	2	3
• Allow vehicle to slow down	1	2	3
• Use park brake	1	2	3
• Keep firm grip on steering wheel at 9 and 3 o'clock	1	2	3

Engine Stall Brake Failure

• Shift to lower gear	1	2	3
• Allow vehicle to slow down before braking	1	2	3
• Apply steady pressure to brake	1	2	3
• Place vehicle in neutral	1	2	3
• Keep firm grip on steering wheel at 9 and 3 o'clock	1	2	3

Tire Failure

• Keep firm grip on steering wheel at 9 and 3 o'clock	1	2	3
• Stay off brake and gas pedal	1	2	3
• Allow vehicle to slow down gradually before applying brakes	1	2	3

Off-Road Recovery

• Keep firm grip on steering wheel at 9 and 3 o'clock	1	2	3
• Stay off brake and gas pedals	1	2	3
• Allow the vehicle to slow gradually	1	2	3
• Keep vision well along intended path	1	2	3
• Shoulder check before returning gradually to roadway	1	2	3
• Return to roadway with small steering movements	1	2	3

Skid Recovery

• Stay off brake and gas pedal	1	2	3
• Keep vision well along intended path	1	2	3
• Turn steering wheel in direction of skid	1	2	3
• Gain control of vehicle before using brakes or gas pedal	1	2	3

Comments:

Coach: _____**New Driver:** _____**Date:** _____



Exercise 12

Standard Transmission Vehicles

Recommended practice time: 6 hours minimum



If the new driver is learning to drive using a standard transmission vehicle, teach this exercise before Exercise 1, or between Exercise 1 and Exercise 2. This will prepare the learner for the activities in Exercises 2 through 11. This exercise can also be taught after the learner has successfully progressed through all the exercises with an automatic transmission vehicle.

Review and discuss the information in the following sections. Review each section at home or in the legally parked vehicle and then practise the required skills.

Stay Safe

When practicing this exercise, be sure it is done in a large empty parking lot or a remote area away from any traffic. The new driver should be able to start smoothly and shift gears properly before heading into traffic.

In this exercise, the new driver will learn the procedure for starting a standard transmission vehicle, putting it into motion, shifting gears up and down, and moving away from an uphill grade.

Coach's Tip



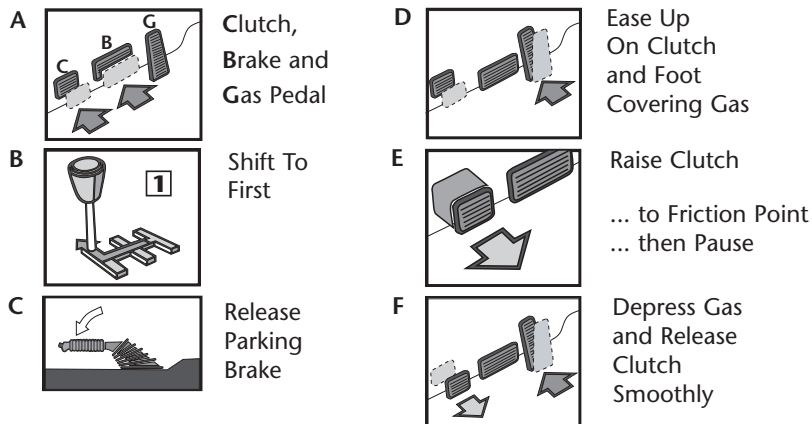
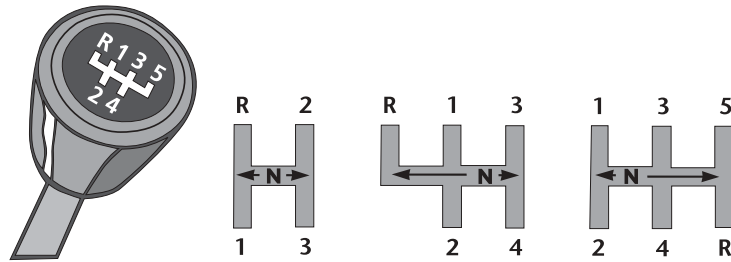
Before letting the learner drive a standard transmission vehicle, explain and demonstrate how the clutch and gears of the standard transmission work with each other.

Starting the vehicle

- Apply the park brake.
- Depress the clutch fully.
- Select neutral gear.
- Turn the key in the ignition to start the engine, keeping the clutch fully depressed.

Selecting the gear

- Start with the park brake on.
- Apply the brake pedal firmly.
- Depress the clutch firmly.
- Select a gear (forward or reverse).
- Release the park brake, keeping pressure on the brake pedal.



Moving the vehicle

NOTE: Use only the clutch's friction point, without applying any gas, for the first hour or so when teaching the learner to move the vehicle in 1st gear. The idle speed is enough to move the vehicle. Not using the gas allows the new driver to get a better feel for the friction point and its' ability to move the vehicle on its own.

- Check the rear and side view mirrors for traffic.
- Do a shoulder check.
- Signal the intention to move.
- Do a shoulder check again.
- Release the clutch slowly until the friction point is reached (where vehicle is just wanting to move).
- Remove the right foot from the brake pedal and press the gas pedal gently.
- Increase pressure on the gas pedal and continue releasing the clutch slowly until the vehicle is in full motion.
- Accelerate slowly.
- Do not 'ride the clutch' (keeping the foot on the clutch pedal) because it causes excess wear.

Shifting gears – upward

NOTE: 3S Rule for Clutch Use. Only depress the clutch when:

1. *Starting the vehicle and starting to move in 1st gear*
2. *Shifting from one gear to another*
3. *Stopping the vehicle*

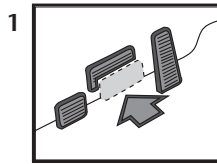
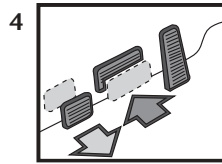
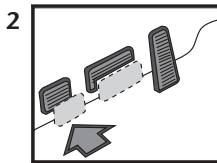
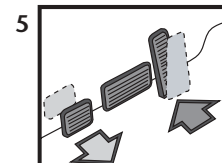
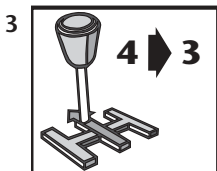
- Accelerate to reach the shifting range for the next higher gear.
- Ease off the gas pedal just before depressing the clutch.
- Release the gas pedal completely and depress the clutch fully.
- Shift into the next higher gear.
- Release the clutch slowly.
- Increase pressure on the gas pedal.
- Accelerate slowly.



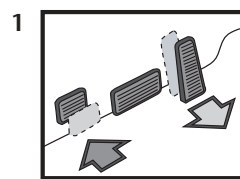
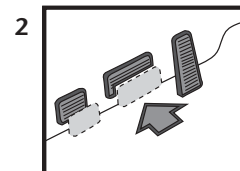
Shifting gears - downward and stopping in traffic or parking

- Reduce speed by easing off the gas pedal and using the brake.
- Depress the clutch fully.
- Shift into the next lower gear.
- Release the clutch smoothly.
- Maintain the reduced speed.
- Depress the clutch fully just before the vehicle stops, to prevent stalling.
- Keep the clutch depressed and apply pressure to the brake pedal until the vehicle comes to a complete stop.
- Continue to keep the clutch fully depressed and keep the right foot firmly on the brake pedal.
- If stopping in traffic, select first or low gear for starting from the stop position. When starting, follow the same procedure as outlined in *Moving the vehicle* and *Shifting gears – upward*.
- If parking, place the right foot on the brake pedal and select neutral gear. Turn off the ignition, apply the park brake and release the clutch.

Shifting to a lower gear

1
Brake4
Raise Clutch
While Braking OR2
Clutch5
Raise Clutch While
Accelerating3
Shift

To stop the vehicle

1
Depress Clutch and
Release Gas2
Brake

Coach's Tips

It is not necessary to shift down through the gears when making a normal stop. If an immediate stop is needed where space ahead is limited do the following.

- *Quickly apply the brake pedal.*
- *Push in the clutch just before the vehicle stops or the engine stalls.*
- *Apply as much pressure on the brake pedal as necessary to bring the vehicle to a stop.*

Starting on an uphill grade

- Keep the right foot firmly on the brake pedal and the left foot fully depressing the clutch. Set the park brake firmly.
- Keep the clutch fully depressed and the right foot firmly on the brake, and select first or low gear.
- Remove right foot from the brake pedal, then apply slight pressure to the gas pedal to bring the engine to higher revolutions (RPMs). This will prevent the vehicle from stalling when it begins to move forward.
- Release the clutch slowly to the friction point and hold it there.
- Release the park brake.
- Apply slightly more pressure to the gas pedal while slowly releasing the clutch fully.
- Advance the vehicle slowly forward.

Driver's Progress Report – Exercise 12

Standard Transmission Vehicles

Performance Assessment (Circle One)

1-Good

2-Fair

3-Needs Practice

Standard (Manual) Transmissions

Use of Clutch:

• Does not ride the clutch	1	2	3
• Depresses clutch only for Starting, Shifting & Stopping	1	2	3
• Releases clutch slowly	1	2	3

Shifting:

• Uses open palm	1	2	3
• Puts transmission in 1st gear at each stop	1	2	3
• Does not grind gears	1	2	3
• Removes foot from gas pedal to shift	1	2	3
• Keeps eyes along intended path when shifting	1	2	3
• Does not rest hand on gear shift while driving	1	2	3
• Does not over-rev the engine when shifting	1	2	3
• Shifts at proper speed for each gear	1	2	3

Hill Starts:

• Does not release park brake until friction point reached	1	2	3
• Does not over-rev the engine	1	2	3

General Requirements:

• Uses no gas to start in 1st gear for first hour of practice	1	2	3
• Keeps vision well along intended path	1	2	3
• Uses correct hand position when not shifting	1	2	3

Comments:

Coach: _____

New Driver: _____

Date: _____

Overview



Driver's Practice Log

Tasks

Number of Practice Hours

Exercise 1 – Pre-driving Habits, Instruments & Controls

- Pre-Driving Habits
 - Entering and exiting a vehicle _____
 - Procedures before starting _____
 - Instrument panel _____
 - Controls
 - Using the controls _____
 - Checking under the hood _____
 - Pre-trip Checks
 - Detailed pre-trip check _____
 - Daily pre-trip check _____
-

Exercise 2 – Starting and Stopping

- Starting
 - Moving forward _____
 - Driving down the road _____
 - Returning to a parked position _____
 - Stopping _____
-

Exercise 3 – Backing

- Backing
 - Backing in a straight line _____
 - Backing with slight left or right movements _____
 - Backing sharply to the left or right _____
-

Exercise 4 – Right and Left Turns

- Right turns _____
- Left turns _____



Exercise 5 – Parking

- Parallel parking _____

- Hill parking
 - Uphill with a curb _____
 - Uphill without a curb _____
 - Downhill with or without a curb _____

- Leaving hill parking
 - Leaving uphill parking with a curb _____
 - Leaving uphill parking without a curb _____
 - Leaving downhill park (curb or no curb) _____

- Perpendicular park _____

- Angle park
 - Right side _____
 - Left side _____

- Leaving angle park
 - Right side _____
 - Left side _____

Exercise 6 – Residential Driving

- Traffic control signs and signals
 - Pavement markings _____

- General residential driving tips _____

- Lane changing _____

- Intersections
 - Controlled _____
 - Point of no return _____
 - Uncontrolled _____



Exercise 7 – Driving in Moderate to Heavy Traffic

- Traffic control signals and signs
 - Lanes and lane markings _____
 - Marked and unmarked crosswalks _____
 - Traffic circles _____
 - Intersection safety _____
 - Speed control _____
 - Potential trouble spots _____

Exercise 8 – Highway Driving

- Entering a highway _____
- Exiting a highway
 - Weave zones _____
 - Lane changing and passing on highways _____
- Highway driving safety _____
- School bus safety _____

Exercise 9 – Driving after Dark

- Dangers of driving after dark _____
- Driving after dark in urban areas _____
- Driving after dark in rural areas _____
- Driving after dark on highways _____

Exercise 10 – Driving in Poor Conditions

- Driving in rain _____
- Driving on snow or ice _____
- Driving in fog or smoke _____

Exercise 11 – Handling Common Emergency Situations

- Brake failure _____
- Tire failure _____
 - Changing a tire _____
- Recovering if vehicle goes off the road _____
- Skids _____
 - Skid recovery _____
 - Braking skids _____
 - Power skids _____
 - Skids while turning corners _____

Exercise 12 – Standard Transmission Vehicles

- Starting the vehicle _____
 - Selecting the gear _____
 - Moving the vehicle _____
 - Shifting gears – upward _____
 - Shifting gears – downward and stopping in traffic or parking _____
 - Starting on an uphill grade _____





Complete Progress Assessment

Instructions

The *Complete Progress Assessment* should be used once all the individual exercises are completed and signed off. It is an overall evaluation of the new driver's progress.

The assessment can be photocopied and used as often as needed. Score each activity and total each section as it is completed. The goal is for the learner to earn a mark of good or fair for every skill.

Limit the assessment time to one to two hours to ensure the learner does not become too tired. Areas not covered in the first assessment can be covered the next time out. It is not necessary to complete the assessment in one session.

Assessing Performance

A *Good* assessment score is achieved when the skills are completed safely, smoothly, and without disrupting other vehicles or pedestrians.

A *Fair* assessment score is made when the skills are not performed as well as they could have been, but are done safely with little or no disruption to traffic or pedestrians.

A *Needs Practice* assessment score is made when the learner's performance is poor and unsafe, and could or does interfere with other vehicles or pedestrians.

A space for comments is provided below each section.

Date: _____

Basic Habits, Instruments and Controls

	Good	Fair	Needs Practice
1. Pre-Trip Check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Entering the Vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Knowledge and Use of Instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Knowledge and Use of Controls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Pre-Driving Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Starting the Engine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Exiting the Vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Starting

	Good	Fair	Needs Practice
1. Visual Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Signal Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use of Pedals and Steering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Stopping

	Good	Fair	Needs Practice
1. Visual Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Signal Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use of Pedals and Steering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Position - Curb, Other Vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



Parallel Parking

	Good	Fair	Needs Practice
1. Visual Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Signal Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Position - Curb, Other Vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speed Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use of Pedals and Steering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Hill Parking

	Good	Fair	Needs Practice
1. Visual Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Signal Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Position - Curb, Other Vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speed Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use of Pedals and Steering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Perpendicular and Angle Parking

	Good	Fair	Needs Practice
1. Visual Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Signal Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Position - Curb, Other Vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speed Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use of Pedals and Steering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Turns

	Left			Right		
	Good	Fair	Needs Practice	Good	Fair	Needs Practice
1. Speed Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Signal Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Proper Lane Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Judging Right of Way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use of Pedals and Steering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments Left Turn:

Comments Right Turn:

Intersections/Railroads

	Uncontrolled Intersection			Controlled Intersection		
	Good	Fair	Needs Practice	Good	Fair	Needs Practice
1. Visual Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Speed Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Position - Intersection, RR Tracks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Judging Right of Way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Complying with Traffic Controls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use of Pedals and Steering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments Uncontrolled Intersection:

Comments Controlled Intersection:



Driving in Traffic

	Good	Fair	Needs Practice
1. Visual Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Speed Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Signal Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Awareness of Other Vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Judging Right of Way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Position – Lane, Other Vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Complying with Traffic Controls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Proactive, Defensive Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Use of Pedals and Steering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

High Speed Traffic and Highway Driving

	Good	Fair	Needs Practice
1. Visual Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Speed Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Signal Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Awareness of Other Vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Judging Right of Way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Position – Lane, Other Vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Complying with Traffic Controls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Proactive, Defensive Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Use of Pedals and Steering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Entering and Exiting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Proper Lane and Weave Zone Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. School Bus Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



Driving After Dark

	Good	Fair	Needs Practice
1. Visual Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Speed Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use of Headlights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Driving for the Conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Driving in Poor Conditions

	Good	Fair	Needs Practice
1. Visual Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Speed Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Steering – Hand Position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Driving for Conditions (Rain, Snow, Ice, Fog, Smoke)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Handling Common Emergency Situations

	Good	Fair	Needs Practice
Awareness of handling of:			
• Brake Failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tire Failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Off-Road Recovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Skids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



Standard Transmission Vehicles

Good

Fair

**Needs
Practice**

- 1. Gear Selection
- 2. Starting
- 3. Shifting
- 4. Hill Starts

Comments:

Learner's

Signature: _____

Coach's

Signature: _____

Date:

Complete Progress Assessment - Sample

Instructions

The *Complete Progress Assessment* should be used once all the individual exercises are completed and signed off.

The following is an example of what the completed *Assessment* may look like.

Pre-driving Habits, Instruments and Controls

	Good	Fair	Needs Practice
1. Pre-Trip Check	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Entering the Vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Knowledge and Use of Instruments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Knowledge and Use of Controls	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Pre-Driving Habits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Starting the Engine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Exiting the Vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

- 2. Enters vehicle from rear which is incorrect*
- 5. Does up seat belt before completing seat adjustment*
- 6. No park brake while starting engine*

Starting

	Good	Fair	Needs Practice
1. Visual Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Signal Use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Use of Pedals and Steering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

- 1. No mirror check*
- 2. Did not signal when leaving curb*
- 3. Hard on gas pedal and brake, poor control*

Stopping

	Good	Fair	Needs Practice
1. Visual Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Signal Use	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use of Pedals and Steering	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Position – Curb, Other Vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

- 3. Hit curb hard*
- 4. Did not leave enough space*

Learner's Signature: _____
Coach's Name Signature: _____
Date: _____

Notes



Notes

Lined area for taking notes, consisting of 20 horizontal lines.

Diagrams and Drawings





Diagrams and Drawings

Feedback and Comments

Alberta Transportation created *Gear'd to Go: A Workbook for Coaching New Drivers* as a supplement for driver education. We are interested in your comments on how this Workbook worked for you as a coach. Please take a few minutes to provide feedback on this Workbook by answering the following questions. The form can also be completed online at www.saferoads.com.

1. Did you find this Workbook helpful when coaching your new driver

Yes No Somewhat

Comments:

2. Were the exercises easy to understand?

Yes No Somewhat

Comments:

3. Were the diagrams easy to follow?

Yes No Somewhat

Comments:

4. Did you find the *Coach's Tips* and *Stay Safe* hints useful?

Yes No Somewhat

Comments:

5. Would you recommend this Workbook to your family or friends who may act as a coach for a new driver?

Yes No Somewhat

Comments:

6. Other comments: (What did you like? What could have been done better?)

Thank you for taking the time to complete this questionnaire. Please forward your comments to: Alberta Transportation, Transportation Safety Services Division, 4999 – 98 Avenue, Edmonton, AB T6B 2X3. You can also fax to: (780) 427-0833 or submit online at the Web site address above.





www.saferoads.com

