



teacher's guide

# getting into gear



keys to starting your driving experience



Alberta



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## introduction

In Alberta, approximately 48,000 new drivers become licensed each year.

Motor vehicle collisions are the single leading cause of death and a leading cause of injury to the youth of Alberta. Every year in this province, approximately 400 people are killed and more than 25,000 are injured as a result of traffic collisions.\* As a society we suffer incredible economic and social burden when a teen becomes injured or loses his/her life.

These deaths and injuries are not accidents. They are predictable and preventable.

- 1 in every 5 new drivers, 16 years of age, is involved in a collision during their first year of driving.
- Crash rates for young drivers are highest when there are teen passengers in the vehicle or when driving at night.

In an effort to reduce crash rates among new drivers, the Alberta government implemented the Graduated Driver Licensing (GDL) program in May 2003. GDL provides the opportunity for new drivers, regardless of age, to get the support, skills, and experience needed to handle the complex task of driving.

The 'Getting Into Gear: Keys To Starting Your Driving Experience' resource kit is designed to provide information on:

- general risk management strategies,
- GDL in Alberta,
- components of L.E.A.R.N, and
- parent/teen contracts.

This resource has been developed with a focus on grade 9 students, however it can be adapted for use by any level of junior high studies.

Each module contained in this resource kit is best suited for a 40 minute class. To achieve maximum effectiveness, it is recommended that the resource be delivered in sequence and in its entirety.

# curriculum links



# section 1

## Linking 'Getting Into Gear: Keys To Starting Your Driving Experience' to the Alberta Junior High Curriculum

The aim of the Health and Life Skills Program of Studies is to enable students to make well informed, healthy choices and to develop behaviours that contribute to the well-being of self and others.

The 'Getting Into Gear: Keys To Starting Your Driving Experience' resource kit is developed to complement Alberta Education's Program of Studies for Health and Life Skills, grades 7 to 9. Following is a list of general and specific outcomes the resource kit was designed to support.

### Wellness Choices - General Outcome

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

#### Personal Health:

- W-7.1 compare personal health choices to standards for health
- W-7.6 analyze social factors that may influence avoidance and/or use of particular substances
- W-8.1 examine the relationship between choices and resulting consequences
- W-8.6 analyze possible negative consequences of substance use and abuse; e.g., drinking and driving
- W-9.1 use knowledge of a healthy, active lifestyle to promote and encourage family/peer/ community involvement

#### Safety and Responsibility:

- W-7.8 analyze and appreciate differing personal perspectives on safety
- W-7.11 identify characteristics of resiliency; e.g., problem solving skills
- W-8.8 identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk
- W-8.11 identify and develop personal resiliency skills; e.g., planning skills
- W-9.8 develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks
- W-9.9 analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving
- W-9.11 use personal resiliency skills; e.g., have clear standards for personal behaviour

## Relationship Choices - General Outcome

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

### Understanding and Expressing Feelings:

- R-7.4 analyze and practise constructive feedback
- R-7.7 evaluate and personalize the effectiveness of various styles of conflict resolution
- R-8.3 evaluate the relationship between risk management and stress management (e.g., managing risks effectively)
- R-8.4 analyze the effects of self-concept on personal communication
- R-8.7 develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts
- R-9.3 analyze, evaluate and refine personal strategies for managing stress/crises
- R-9.4 analyze, evaluate and refine personal communication patterns

### Interactions:

- R-9.7 refine personal conflict management skills; e.g., negotiation

## Life Learning Choices - General Outcome

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

### Learning Strategies:

- L-7.3 differentiate between choice and coercion in decision making for self and others
- L-8.3 evaluate the relationship between risk management and stress management; e.g., managing risks effectively
- L-9.3 use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices

Curriculum links also exist in the following Programs of Studies:

- Art
- Drama
- Information and Communication Technology
- Language Arts

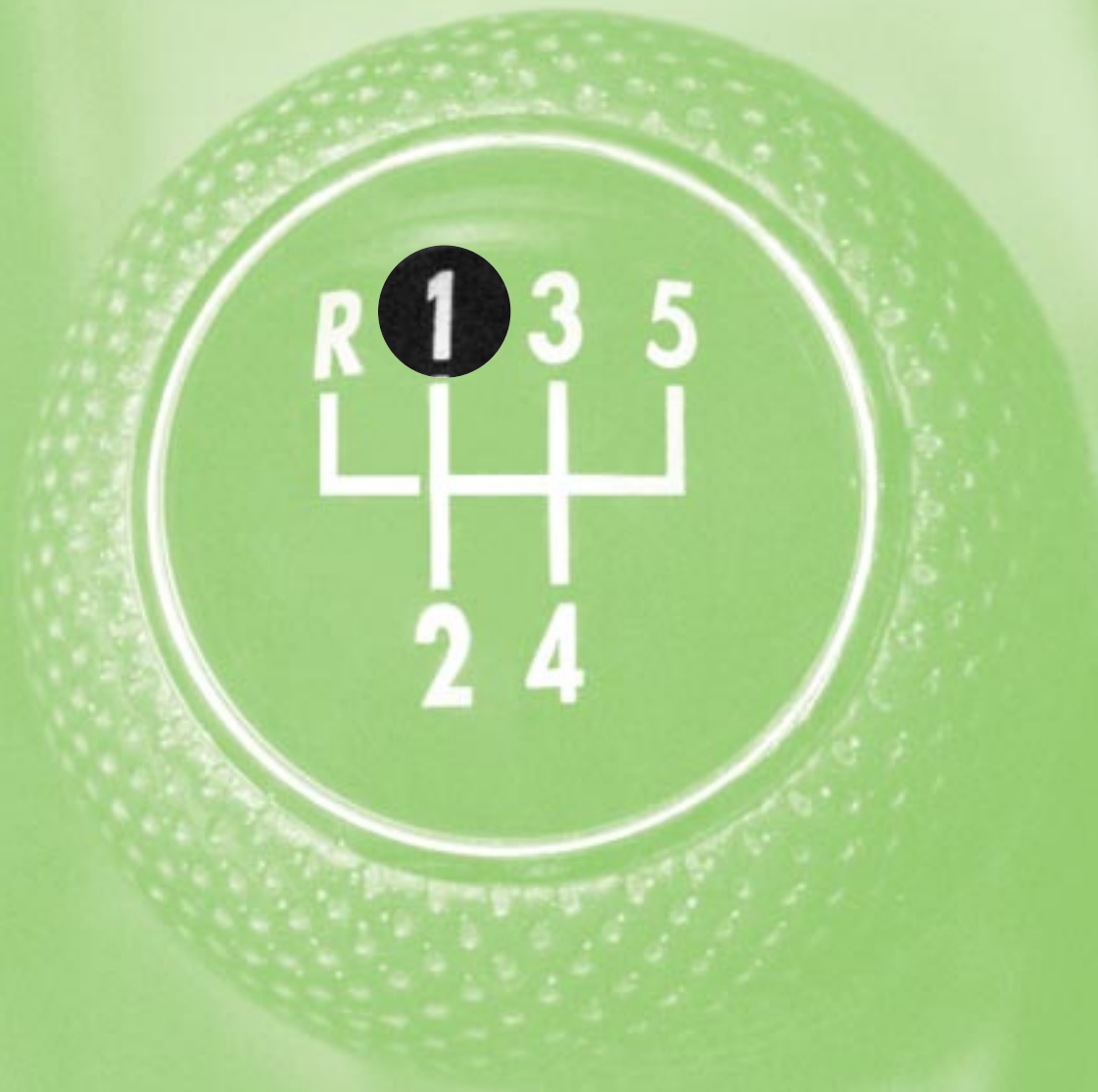
getting into  
gear

# teacher's guide



# section 2





module 1:  
**risk management**



*Where will you draw yours?*

module 1: **risk management****objectives:**

Upon completion of the 'Risk Management' module, the student will:

- assess risk-taking behaviours
- identify strategies to manage these behaviours

**Get Ready**

- Discuss risk-taking behaviours.
- Investigate the concept of smart risk.
- Discuss the Stupid Line.

**Applicable resources:**

- Smart Risk Messages – may be used for transparency (page 25)
- 'Smart Choices' bookmark

**Explore and Apply**

- Work through questions in Module 1 of student activity booklet (pages 6-7).
- Work through the activities in Module 1 of the student activity booklet (pages 7-8).

**Topic for discussion:**

Students are to complete the risk-taking checklist in their booklets (page 6). The greater the number of items chosen, usually indicates a higher degree of risk-taking behaviour the student is willing to engage in. This may indicate a tendency for the students to place themselves in unsafe and potentially dangerous situations.

**Teacher Background****Discuss risk-taking behaviours.**

- The Merriam-Webster dictionary defines risk as 'being exposed to a hazard or danger'.
- People choose to take risks every day. Life is about managing risks. Some risks are taken for pleasure. Learning to manage risks is part of growing.
- We each have a line of choice that separates smart risk from stupid risk.

**What is smart risk?**

- Smart risk is not about restricting your activities, but encouraging you to make choices that limit your risk.
- You can choose to prevent an injury by using the power of choice.
- Smart risk is determining what your risks are, and making the choice to decrease or eliminate these risks.

# Look First Wear the Gear Buckle Up Drive Sober Get Trained

Smart risk strategies include ...

## Look First

- Before beginning an activity, make a plan to understand and manage your risks ... look first!

## Wear the Gear

- Protective gear, such as approved helmets and seat belts, can reduce the risk of suffering an injury. Whatever your activity ... wear the gear!

## Get Trained

- Skills help you assess and manage your risks – however skills take time to develop. Be prepared ... get trained!

## Buckle Up

- Whether riding in a car, wearing a helmet, or putting on a lifejacket ... buckle up!

## Drive Sober

- Impairment can involve more than alcohol (e.g., cell phones, friends, medications, drugs). Distractions will affect your driving ... drive sober!

## What is the Stupid Line?

- The Stupid Line is the line of choice that separates smart risk from stupid risk.
- It is a personal decision whether to cross the Stupid Line or not.
- We can choose to behave in ways that limit the risk of being injured by not going past our Stupid Line.
- Taking unnecessary risks have consequences.
- It is not fate that determines the outcome of an activity. It is where our individual lines are drawn. In at least 90% of injury incidences, there is a factor leading up to the event that if changed or altered, could have prevented the injury from occurring. Injuries are not accidents ... they are predictable and preventable.

## If not 'accidents', then what?

When referring to an unfortunate event, use these words instead ...

**Transport:** crash, collision, wreck, smash, lost control of.

**Recreation:** lost control of, fell from, wipe-out, face-plant.

**Workplace:** fell from, struck by, explosion, fire.

**Home:** fell, burned, drowned, strangled, choked, poisoned.

## Additional Resources:

KIDSAFE Connection  
[www.capitalhealth.ca/kidsafe](http://www.capitalhealth.ca/kidsafe)

SMARTRISK  
[www.smartrisk.ca](http://www.smartrisk.ca)

Injuries  
are not accidents ... they are  
predictable and  
preventable!



module 2:

# graduated driver licensing

(GDL)

# graduated driver licensing (GDL)

## objectives:

Upon completion of the 'Graduated Driver Licensing (GDL)' module, the student will:

- identify the three stages of GDL
- understand the differences between the three stages of GDL
- understand why GDL was developed and made law

### Get Ready

- Discuss the relationship between motor vehicle crashes and new drivers.
- Discuss the who, what, where, when, why, and how of GDL.
- Brainstorm the components of GDL.

### Applicable resources:

- Stages of GDL – may be used for transparency (page 26)
- 'New Rules For New Drivers' brochure

### Explore and Apply

- Work through questions in Module 2 of student activity book (pages 10-11).
- Work through the activity in Module 2 of the student activity booklet (page 12).

### Topic for discussion:

**Parent(s)/Guardian(s) can revoke their teens (under 18 years of age) licence at any time.**

In Alberta, a parent/guardian of a driver under 18 years of age must give written consent to allow their teen to get licensed. Parent(s)/Guardian(s) can revoke that consent at anytime, and their teen's driver's licence will be suspended.

Parent(s)/Guardian(s) have the right to revoke their teen's licence until they reach the age of 18 years.

Parental withdrawal must be initiated by the same person who signed the original consent form.

### Teacher Background

Module 1 introduced general risk-taking behaviours and how to manage these risks. One of the most challenging experiences for young Albertans is learning to drive. Module 2 focuses on this challenge through a regulatory government program – Graduated Driver Licensing.

### Motor vehicle crashes and new drivers:

- In Alberta, approximately 48,000 new drivers become licensed each year.
- 1 in every 5 new drivers, 16 years of age, is involved in a collision during their first year of driving.
- Motor vehicle collisions are the **single leading cause of death and a leading cause of injury** to the youth of this province.
- Every year in Alberta, approximately 400 people are killed and approximately 25,000 suffer injuries as a result of traffic collisions.\*

\* For the most current Alberta motor vehicle collision statistics, visit [www.infra.gov.ab.ca](http://www.infra.gov.ab.ca).

Who Where Why  
What When How

**Graduated Driver Licensing (GDL):**

**Who?**

new drivers (regardless of age)

**What?**

rules for new drivers

**Where?**

in Alberta

**When?**

since May 20, 2003

**Why?**

provides the opportunity for new drivers (regardless of age) to get the support, skills, and experience they need to handle the complex task of driving

**How?**

limits exposure to the highest risk activities for new drivers allowing them to gain experience gradually

**Learner Stage -**

- Must be a minimum of 14 years of age.
- Must pass a vision test and a knowledge test.
- Required to have parent/guardian consent if 17 years of age or younger.

**Conditions under GDL (penalties for violations\*):**

- Drive with a fully licensed driver (non-GDL) who is 18 years of age or older sitting in the front passenger seat. (\$200 fine and two demerit points)
- No driving between midnight and 5 a.m. (\$100 fine and two demerit points)
- Every passenger must wear a seat belt. (\$100 fine and two demerit points)
- Limit of seven demerit points before suspension.
- Cannot serve as an accompanying driver to a learner.
- Any suspension time will be added to the one year minimum term.
- Upgrading to a commercial driver's licence is not possible.
- Zero alcohol level. (licence suspended for 30 days)

\* fines do not include victim surcharges and penalties may change at any time

## Probationary Stage -

- Must have Learner's Licence for a minimum of one year.
- Must be a minimum of 16 years of age.
- Must pass a road test.

### Conditions under GDL (penalties for violations\*):

- Have a seat belt for every passenger. (\$100 fine and two demerit points)
- Limit of seven demerit points before suspension.
- Cannot serve as an accompanying driver to a learner.
- Any suspension time will have to be made up before being eligible to move to the next stage. (must be suspension free during the 12 months prior to exiting this stage)
- Upgrading to a commercial driver's licence is not possible.
- Zero alcohol level. (licence suspended for 30 days)

### Shared Conditions of Learner Stage and Probationary Stage

- Have a seat belt for every passenger. (\$100 fine and two demerit points)
- Limit of seven demerit points before suspension.
- Cannot serve as an accompanying driver to a learner.
- Any suspension time will have to be made up before being eligible to move to the next stage. (must be suspension free during the 12 months prior to exiting this stage)
- Upgrading to a commercial driver's licence is not possible.
- Zero alcohol level. (licence suspended for 30 days)

## Fully Licensed (non-GDL) -

- Must have spent a minimum of two years in the probationary stage.
- Must be suspension free during the 12 months prior to exiting probationary stage.
- Must pass an advanced road test.

It will take a minimum of three years to move from the learner phase (Stage 1) to becoming fully licensed (non-GDL). It is not mandatory to move out of the probationary phase (Stage 2) to full licensing, however, it is recommended. Becoming fully licensed (Stage 3) removes the restrictions placed on a probationary driver. In addition, working towards passing the Advanced Road Test (one of the requirements of becoming fully licensed) helps to ensure that new drivers continue to gain the experience and skills necessary to drive in a safe and competent manner.

### Additional Resources:

Alberta Infrastructure and Transportation:  
[www.saferoads.com](http://www.saferoads.com)

- Basic Licence Driver's Handbook
- Geared To Go: Workbook For Coaching New Drivers
- How To Choose A Driving School and What To Expect

Alberta Infrastructure and Transportation  
**780-427-8901** or outside Edmonton, dial toll free **310-0000**

\* fines do not include victim surcharges and penalties may change at any time





module 3:

**L.E.A.R.N.**

module 3: **L.E.A.R.N.****objective:**

Upon completion of the 'L.E.A.R.N.' module, the student will:

- identify and understand the components of L.E.A.R.N.

**Get Ready**

- Discuss why L.E.A.R.N. was developed.
- Discuss what each letter of the acronym L.E.A.R.N. stands for.

**Applicable resources:**

- Components of L.E.A.R.N. – may be used for transparency (page 27)
- 'Help Your Teen L.E.A.R.N. To Drive' brochure (encourage students to share with parents)

**Explore and Apply**

- Work through questions in Module 3 of student activity book (page 14).
- Work through the activity in Module 3 of the student activity booklet (page 15).

**Teacher Background**

In Module 2, Graduated Driver Licensing (GDL) and its components were discussed. Through literature reviews, it has been determined that GDL is a great start to reduce risks for new drivers. L.E.A.R.N. was developed to enhance GDL in Alberta. Here are strategies that are proven to work that provide additional safety measures for new drivers.

**L.E.A.R.N.**

- L.** – limit the number of passengers
- E.** – everyone wears a seat belt - every time
- A.** – after dark, it's time to park
- R.** – restrict driving in rural areas
- N.** – no alcohol or drugs - ever

## L.E.A.R.N.

**LIMIT THE NUMBER OF PASSENGERS**

**Passengers increase the crash risk 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 practice without the distraction of other teen passengers.

**EVERYONE WEARS A SEAT BELT – EVERY TIME**

**Seat belts maximize your protection in a crash, reducing**

**the chance of injury or death by more than 50%.** Over half of Alberta's teen drivers and passengers who were seriously injured in crashes over a five-year period were not wearing seat belts. Your teen should only drive when everyone in the vehicle is buckled up. Help your teen understand that it's not about avoiding a ticket – it's about saving lives and preventing injuries!

**AFTER DARK, IT'S TIME TO PARK**

**Teen drivers and passengers are at a higher risk of serious crashes 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. Studies show that the number of nighttime crashes involving 16-year-old drivers can be reduced by 50% if driving restrictions start before midnight. You can renegotiate this rule once your teen shows responsibility and gets more driving experience.

**RESTRICT DRIVING IN RURAL AREAS**

**In Alberta, over 75% of serious injury crashes involving teens**

**happen in rural areas.** While some of the drivers involved in serious collisions come from urban areas, almost 70% live in rural areas. Rural driving exposes drivers to more hazards, such as higher speeds, gravel roads, soft shoulders, narrow lanes, poor visibility, long distances, and changing road conditions. The low level of traffic in rural areas can persuade drivers to take more risks, like not wearing seat belts, speeding, drinking and driving, or running stop signs. If your teen drives on rural roads, consider setting some tough rules on where, when, and with whom they can drive.

**NO ALCOHOL OR DRUGS – EVER**

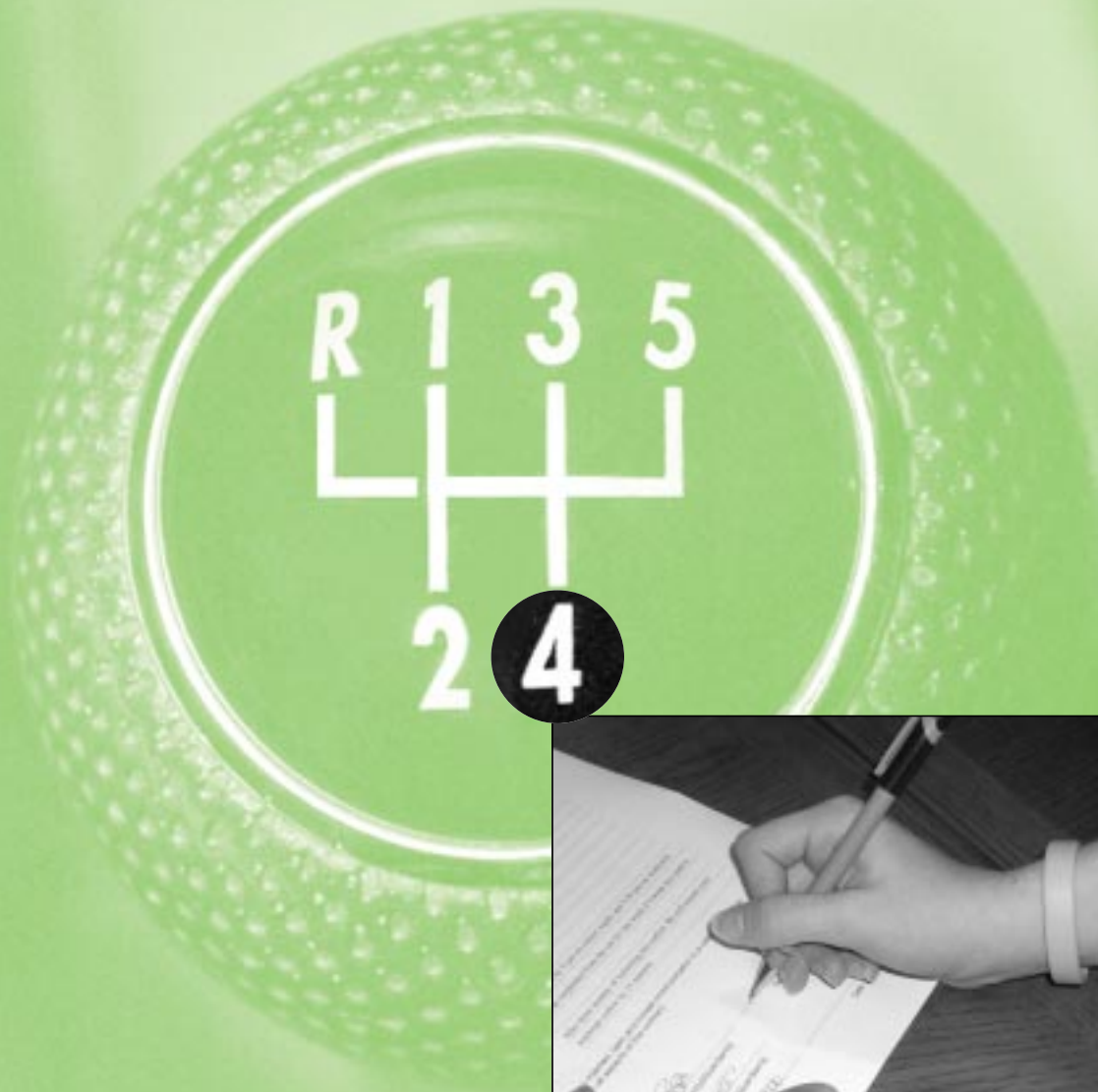
**At least 50% of all teen drivers involved in serious collisions had been drinking.** Late nights and

rural areas can limit a teenager's transportation options and expose them to greater risks. Alberta's GDL puts tough restrictions on alcohol use during the learner and probationary periods with a zero alcohol level. To further protect your family, make your own rule about zero alcohol and drug use – even after your teen has a full privilege licence.

**Please note:**

For the most current data regarding serious collisions involving teen drivers, visit [www.capitalhealth.ca/kidsafe](http://www.capitalhealth.ca/kidsafe) (Alberta Child & Teen Major Trauma Report).





module 4:  
**parent/teen contracts**

## module 4: parent/teen contracts

**objective:**

Upon completion of the 'Parent/Teen Contract' module, the student will:

- understand the value of creating a parent/teen contract

**Get Ready**

- Describe what a parent/teen contract is.
- Discuss the value of creating a parent/teen contract.
- Facilitate the completion of a parent/teen contract.

**Applicable resources:**

- Sample Parent/Teen Contract – may be used for transparency (page 28)
- 'Working Together' magnet (provided to students for posting contract on fridge)

**Explore and Apply**

- Work through questions in module 4 of student workbook (page 18).
- Work through the student activities in module 4 of student workbook (pages 18-21).

**Teacher Background**

In discussing overall risk-taking and risk management in the first three modules, we have determined that strategies can and should be developed to help keep teens safe as they continue to mature and explore. These strategies can either be legally binding (e.g., Graduated Driver Licensing) or volunteer. This module will introduce a volunteer strategy for keeping kids safe by encouraging communication between teens and their parent(s)/guardian(s) through the implementation of a parent/teen contract.

**What is a contract?**

The Merriam-Webster dictionary defines a contract as 'a binding agreement between two or more persons or parties'.

**What is a parent/teen contract?**

A parent/teen contract is a written set of expectations between a parent/guardian and their teens.

**Why create a parent/teen contract?**

The purpose of a parent/teen contract is for teens and their parent(s) or guardian(s) to **work together** to create an agreement of family rules. Unique to a parent/teen contract, is the ability for teens to **actively participate** in the creation of family rules.

## getting into gear review

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What is risk?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Smart risk is...  
a. looking at your choices when faced with risk  
b. determining what your risks are and taking steps to decrease or eliminate these risks  
c. preventing an injury by using the power of choice  
d. all of the above
3. The \_\_\_\_\_ line is the line of choice that separates smart risk from stupid risk.  
\_\_\_\_\_  
\_\_\_\_\_
4. The 5 smart risk messages are:  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_
5. The percentage of injuries that are predictable and preventable is:  
a. 75%  
b. 25%  
c. 50%  
d. 90%
6. \_\_\_ in every \_\_\_ new drivers, 16 years of age, is involved in a collision during their first year of driving.
7. What does GDL stand for?  
\_\_\_\_\_
8. List three of the six shared components of the learner and probationary stages of GDL.  
  
a. \_\_\_\_\_  
  
b. \_\_\_\_\_  
  
c. \_\_\_\_\_
9. The driving restriction during Stage 1 – learner is:  
a. 10:00 p.m. - 6:00 a.m.  
b. 8:00 p.m. - 5:00 a.m.  
c. 11:00 p.m. - 8:00 a.m.  
d. midnight - 5:00 a.m.
10. To become a probationary driver, you must have your Learner's Licence for:  
a. at least one year  
b. at least two years  
c. there is no minimum time  
d. at least six months
11. Why was L.E.A.R.N. developed?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. When are crash rates highest for young drivers?  
a. between 9 a.m. and 6 p.m.  
b. when there are teen passengers in the vehicle or when driving at night  
c. while they are driving on rural roads  
d. when the teen driver has been drinking
13. Studies show that the number of nighttime crashes involving 16-year-old drivers can be reduced by almost 50% if...  
a. everyone is wearing a seat belt  
b. they are not driving on rural roads  
c. driving restrictions start before midnight (between 9 p.m. - 6 a.m.)  
d. all of the above
14. Describe what one of the letters in the acronym L.E.A.R.N. stands for...  
\_\_\_\_\_  
\_\_\_\_\_
15. Vehicle crashes are the number one killer of young people in Alberta.  
 TRUE  
 FALSE



## assessment activity **KEY**

1. What is risk?  
**A risk is being exposed to a hazard or danger.**
2. Smart risk is...  
**d. all of the above**
3. The **stupid** line is the line of choice that separates smart risk from stupid risk.
4. The 5 smart risk messages are:
  1. **look first**
  2. **wear the gear**
  3. **get trained**
  4. **buckle up**
  5. **drive sober**
5. The percentage of injuries that are predictable and preventable is:  
**d. 90%**
6. 1 in every 5 new drivers, 16 years of age, is involved in a collision during their first year of driving.
7. What does GDL stand for?  
**Graduated Driver Licensing**
8. List three of the six shared conditions of learner and probationary stages of GDL.
  - a. **Every passenger must wear a seat belt.**
  - b. **Limit of seven demerit points before suspension.**
  - c. **Cannot serve as an accompanying driver to a learner.**
  - d. **Any suspension time will have to be made up before being eligible to move to the next stage.**
  - e. **Upgrading to a commercial driver's licence is not possible.**
  - f. **Zero alcohol level**
9. The driving restriction during Stage 1 – learner is:  
**d. midnight – 5:00 a.m.**
10. To become a probationary driver, you must have your Learner's Licence for:  
**a. at least one year**
11. Why was L.E.A.R.N. developed?  
**L.E.A.R.N. was developed to enhance GDL in Alberta. These strategies provide additional safety measures for new drivers.**
12. When are crash rates highest for young drivers?  
**b. when there are teen passengers in the vehicle or when driving at night**
13. Studies show that the number of nighttime crashes involving 16-year-old drivers can be reduced by almost 50% if...  
**c. driving restrictions start before midnight (between 9 p.m. - 6 a.m.)**
14. Describe what one of the letters in the acronym L.E.A.R.N. stands for...  
**L - limit the number of passengers**  
**E - everyone wears a seat belt – every time**  
**A - after dark, it's time to park**  
**R - restrict driving in rural areas**  
**N - no alcohol or drugs – ever**
15. Vehicle crashes are the number one killer of young people in Alberta.  
**True**





# smart risk messages

## Look First

- Before beginning an activity, make a plan to understand and manage your risks ... look first!

## Wear the Gear

- Protective gear, such as approved helmets and seat belts, can reduce the risk of suffering an injury. Whatever your activity ... wear the gear!

## Get Trained

- Skills help you assess and manage your risks – however skills take time to develop. Be prepared ... get trained!

## Buckle Up

- Whether riding in a car, wearing a helmet, or putting on a lifejacket ... buckle up!

## Drive Sober

- Impairment can involve more than alcohol (e.g., cell phones, friends, medications, drugs). Distractions will affect your driving ... drive sober!



*Where will you draw yours?*

# stages of GDL

## Learner

- Must be a minimum of 14 years of age.
- Must pass a vision test and a knowledge test.
- Required to have parent/guardian consent if 17 years of age or younger.

## Probationary

- Must have a Learner's Licence for at least one year.
- Must be a minimum of 16 years of age.
- Must pass a road test.

## Fully Licensed (non-GDL)

- Must have spent a minimum of two years in the probationary stage.
- Must be suspension free during the 12 months prior to exiting probationary stage.
- Must pass an advanced road test.



# components of **L.E.A.R.N.**

**L.**

## Limit the number of passengers

- Passengers increase the crash risk for new young drivers.

**E.**

## Everyone wears a seat belt - every time

- Seat belts maximize your protection in a crash, reducing the chance of injury or death by more than 50%.

**A.**

## After dark, it's time to park

- Teen drivers and passengers are at a higher risk of serious crashes between 9:00 p.m. and 6:00 a.m.

**R.**

## Restrict driving in rural areas

- In Alberta, over 75% of serious injury crashes involving teens happen in rural areas.

**N.**

## No alcohol or drugs - ever

- At least 50% of all teen drivers involved in serious collisions had been drinking.





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

## Crash rates

for young drivers are  
**highest** when there  
are **teen passengers**  
in the vehicle or when  
driving at **night**.

**1** in every **5** new  
drivers, 16 years of age,  
is involved in a  
**collision** during  
their **first year** of  
driving.





