



Instructor Training Facility
Curriculum Comparison Chart (Class 5)

FACILITY NAME	CONTACT NAME	EMAIL
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The information in this chart is used to review curriculum submissions. Comparisons will be made between the information included here and your lesson plans. The objective is to ensure that your course contains all of the required content before being approved for a pilot course.

Instructions:

- List the lesson number(s) where the topics in each section are taught. Only list lessons where there is a specific focus on that topic or learning outcome.
- If the same content is taught more than once throughout the course then describe how, when, or where it is taught. Some topics may be a combination of both.

Examples:

Learning outcomes and topics	Lesson # / Description
1. Evaluate and develop own knowledge and ability in the driver education field.	
a. Explain the role of the driver educator.	Lesson 1, 3
b. Maintain instructor qualifications.	Lesson 1, 3
c. Use a variety of resources to learn and teach.	Lesson 4 Resources used throughout the course.
d. Assess own capabilities and performance.	Lesson 1, 12 Instructor candidates self-assess after practice teaching, at midpoint and the end of the course. Peer feedback is used at various points.
7. Explain driving regulations.	
a. Explain the meaning of all traffic control devices including signs, signals, and road markings.	Lesson 8 In-car practice teaching.
11. Explain vehicle systems and devices related to safety.	
	Lesson 16, 21 Handout 5 Homework assignment #4

Learning outcomes and topics	Lesson # / Description
1. Evaluate and develop own knowledge and ability in the driver education field.	
<p>a. Explain the role of the driver educator:</p> <ul style="list-style-type: none"> • teaching knowledge and skill • developing safe driving attitudes and responsibility • potential earnings and work: <ul style="list-style-type: none"> – hours/locations of work – potential earnings – amount of work to expect. • career options in the driver education field • educational opportunities for instructors. 	
<p>b. Maintain instructor qualifications:</p> <ul style="list-style-type: none"> • instructor licensing and licence renewal requirements • requalification and refresher training: <ul style="list-style-type: none"> – school-based requirements – ICBC authority to require training and examinations from time to time. 	
<p>c. Use a variety of resources to learn and teach:</p> <ul style="list-style-type: none"> • school-based resources • overview of ICBC resources available and what key information is contained in each. • other resources: <ul style="list-style-type: none"> – Motor Vehicle Act Regulations, Division 27 and Division 30 – Motor Vehicle Act – RoadSafetyBC. 	
<p>d. Assess own capabilities and performance:</p> <ul style="list-style-type: none"> • qualities of a good instructor • reflecting on teaching before, during, and after teaching • use of video to self-assess • feedback from peers, students, parents, ICBC • student road test pass rate • student and parent satisfaction. 	
2. Exhibit professional behaviour.	
<p>a. Identify behaviour that can be characterized as personal or sexual harassment:</p> <ul style="list-style-type: none"> • types of harassment • effect of harassment on student self-esteem and learning • legislation and school policies • appropriate vs. inappropriate personal relationships with students • appropriate vs. inappropriate conversations • respecting student's customs and practices, appearance, and opinions • identify own assumptions, beliefs, and prejudices, and determine own suitability to teach certain people or groups • consequences of inappropriate personal behaviour • how to avoid being a victim of personal or sexual harassment in the work place. 	

Learning outcomes and topics	Lesson # / Description
<p>b. Identify standards of professional behaviour and attitude:</p> <ul style="list-style-type: none"> • be on time • dress appropriately: <ul style="list-style-type: none"> – appropriate vs. inappropriate attire – how inappropriate appearance can affect students' learning. • have good grooming and personal hygiene • keep the vehicle clean and in good condition • be honest • provide value for money • deal with complaints efficiently and effectively • follow up with students after the course/road test • be a positive role model in driving behaviour, personal opinions, and emotional control • avoid conflicts of interest: <ul style="list-style-type: none"> – school-based policy – things to consider if working for more than one school. • avoid using cell phones during lessons (unless emergency): <ul style="list-style-type: none"> – to avoid being a distraction – to give student full attention. • maintain good relations with ICBC: <ul style="list-style-type: none"> – ICBC Code of Conduct – ICBC staff taking or observing training. • adhere to advertising regulations: <ul style="list-style-type: none"> – set out in 27.10 of Division 27 – no use of ICBC logo. 	
3. Maintain student records.	
<ul style="list-style-type: none"> • how good records support students' learning • how good records protect the school and instructors • student records requirements • GLP course competency checklist • GLP Declaration of Completion form • protecting student's privacy: <ul style="list-style-type: none"> – driver licence security keyword confidentiality – written records security. 	
4. Describe current traffic safety issues.	
<p>a. Describe the most common crash situations:</p> <ul style="list-style-type: none"> • sources of statistics (police reports, ICBC insurance claims, coroner, studies) • current statistics • critical crash factors for new drivers <ul style="list-style-type: none"> – poor risk perception – high risk tolerance – level of driver skill and experience. 	

Learning outcomes and topics	Lesson # / Description
<p>b. Explain the role of government in traffic safety:</p> <ul style="list-style-type: none"> • federal: <ul style="list-style-type: none"> – vehicle standards (Transport Canada) – federal driving offences (i.e., Criminal Code of Canada). • provincial: <ul style="list-style-type: none"> – RoadSafetyBC (Superintendent of Motor Vehicles) – medical and vision standards – DriveAble – ICBC (licensing authority, public vehicle insurance, and road safety programs) – has legislative authority (i.e., Motor Vehicle Act) – responsible for provincial highways. • municipal: <ul style="list-style-type: none"> – roadways/intersections/signs – traffic bylaws. 	
5. Explain personal and social factors that affect risk tolerance and driving behaviour.	
<ul style="list-style-type: none"> • how factors influence risk perception and decision making: <ul style="list-style-type: none"> – how a combination of risk factors put drivers at greater risk. • how to recognize risk factors in students • how to help students recognize their risk factors and determine strategies to stay safe • social factors (external influences) that may affect drivers: <ul style="list-style-type: none"> – peer pressure and group norms – family culture and influence of parents/spouse – societal attitudes towards cars and driving – influence of the media (print, online, TV, film) – work related pressure. • personal factors that may affect drivers: <ul style="list-style-type: none"> – age (i.e., teens, seniors) – gender – physical and mental health – physical ability/disability – learning style – personality, values and attitudes – lack of vehicle experience (non-car cultures) – reasons and motives for driving – lifestyle choices that may affect risk. • pressures from the driving environment and trip planning decisions: <ul style="list-style-type: none"> – traffic density – parking availability and location – time of day, darkness – weather – time management – alternative transportation. 	

Learning outcomes and topics	Lesson # / Description
6. Explain B.C.'s driver licensing system, rules and procedures.	
<p>a. Explain the Graduated Licensing Program (GLP):</p> <ul style="list-style-type: none"> • why B.C. has adopted GLP • provision to get six months off the novice period and two high school credits. 	
<p>b. Describe driver licence classifications and restrictions:</p> <ul style="list-style-type: none"> • Class 7L, 7N, and Class 5L restrictions • Class 8L, 8N, and 6L restrictions • commercial licence upgrades • Motor Vehicle Act, Division 30 restriction exemptions for students taking training • types of driver licences: <ul style="list-style-type: none"> – learner (paper/photo), novice, full privilege – other restrictions (i.e., vision correction) – enhanced driver's licence (EDL) – B.C. Services card. 	
<p>c. Explain road test procedures and standards:</p> <ul style="list-style-type: none"> • school-based procedures • booking road tests <ul style="list-style-type: none"> – DEAS and WebDEAS – Access to Road Test Booking Service Terms and Conditions. • wait times for road test, how to watch for cancellations • standby (drop-in) appointments • cancellation fees • test day procedures and fees • overview of road test standards: <ul style="list-style-type: none"> – global skills and sub skills – observation – space margins – speed control – steering control – communication – manoeuvres. • how to read the road test form • how to prepare students for a road test: <ul style="list-style-type: none"> – what to expect during the road test and what driving standard is expected by the examiner – student responsibility for the drive – myths about driver examiners and testing criteria (i.e., can't fail just because of parallel parking) – reminders that many people don't pass first time and unexpected or challenging things could happen during the drive. • debriefing test results and discussions with the examiner. 	

Learning outcomes and topics	Lesson # / Description
7. Explain driving regulations.	
a. Explain the meaning of all traffic control devices including signs, signals, and road markings.	
b. Explain driving laws and practices: <ul style="list-style-type: none"> • speed • parking • impairment • safety restraints • road sharing rules: <ul style="list-style-type: none"> – give-way rules (right-of-way) – emergency vehicles – motorcycles – pedestrians – cyclists – construction zone rules – traffic control persons. • transporting animals • abandoning a vehicle. 	
c. Explain reasons for driving laws and regulations: <ul style="list-style-type: none"> • general reasons • specific examples. 	
d. Explain fines and penalties concerned with driving: <ul style="list-style-type: none"> • penalty points and fines • administrative driving prohibition • vehicle impoundment. 	
e. Explain the procedures to be taken when involved in a crash or when arriving at the scene of a crash: <ul style="list-style-type: none"> • legal requirements • school-based procedures • ICBC claims procedures. 	
8. Explain ICBC approved Class 7 course standards and requirements.	
a. Explain, in general terms, the content of the Mapping a Safe Course curriculum.	
b. Explain the rules for offering a Class 7 approved course: <ul style="list-style-type: none"> • minimum course length • use of discretionary time • student completion requirements • standards that apply to in-vehicle training • midpoint and final assessment requirements. 	

Learning outcomes and topics	Lesson # / Description
9. Ensure that the driver training vehicle meets legal requirements.	
<ul style="list-style-type: none"> • vehicles acceptable for use during driving lessons and road tests: <ul style="list-style-type: none"> – vehicles acceptable for road tests – when a driving school vehicle must be used for lessons – when a client’s vehicle may be used for lessons. • Insurance: <ul style="list-style-type: none"> – legal requirement for vehicle licence and insurance – consequences of not having correct insurance – insurance broker advice. • vehicle inspections: <ul style="list-style-type: none"> – driver training vehicle inspection requirements – municipal inspection and plate requirements, if applicable. • required equipment: <ul style="list-style-type: none"> – additional interior rear view mirror for passenger-side use – passenger-side brake • optional equipment: <ul style="list-style-type: none"> – passenger-side accelerator – optional eye check mirror – optional passenger-side steering wheel (advantages and disadvantages) • signage: <ul style="list-style-type: none"> – student driver sign – use of “L” or “N” sign for road test – school signage. • vehicle records requirements. 	
10. Explain the meaning and use of all vehicle instruments, warning lights, and controls.	
<ul style="list-style-type: none"> • vehicle instruments • interior warning lights • vehicle controls. 	

Learning outcomes and topics	Lesson # / Description
11. Explain vehicle systems and devices related to safety.	
<ul style="list-style-type: none"> • need to keep up with changes in vehicle technology • legislation concerning vehicle safety (i.e., daytime running lights) <ul style="list-style-type: none"> – seatbelts, airbags, seat adjustment and head restraints. • mirror adjustment and use • brakes (ABS/non-ABS), parking/emergency brake • cruise control • resources on: <ul style="list-style-type: none"> – traction control systems and stability control – proximity warning devices, rear-view cameras – global positioning systems (GPS) – safety alert systems (i.e., OnStar) – night vision systems – heads-up display (HUD). • tires and suspension: <ul style="list-style-type: none"> – types of tires – tire pressure: <ul style="list-style-type: none"> • where to find correct pressure • how to use a tire gauge. – resources on: <ul style="list-style-type: none"> • tire sizing and speed ratings • tire wear: tread depth, rotation • how to change a tire • tire pressure sensors • wheel alignment and suspension. • drive train: <ul style="list-style-type: none"> – front-wheel, rear-wheel, 4-wheel, all-wheel. • fuel systems/power supply: <ul style="list-style-type: none"> – diesel, gas, hybrid, electric – fuel efficient driving – resources on how engines work (basic information in laypersons terms). 	
12. Demonstrate a complete passenger vehicle pre-trip inspection.	
<ul style="list-style-type: none"> • importance of pre-trip checks. • daily vs. periodic checks. • owner’s manual information. • pre-trip tasks: <ul style="list-style-type: none"> – around/under the vehicle – on the outside of the vehicle – under the hood – inside the passenger compartment – vehicle specific items – school specific items. • basic maintenance — particularly in relation to safety and the environment. • what to teach students vs. what an instructor needs to know/do • what to do if vehicle doesn’t pass pre-trip. 	

Learning outcomes and topics	Lesson # / Description
13. Create an environment that promotes learning.	
<p>a. Explain the principles of effective driver education:</p> <ul style="list-style-type: none"> • learner-centred instruction • outcomes-based/competency-based curriculum • integration of attitude, knowledge, and skill • integration of learning in-class, in-vehicle, and outside of course time • focus on attitude and responsibility. 	
<p>b. Understand how people learn:</p> <ul style="list-style-type: none"> • factors that inhibit learning • factors that enhance learning • teenage brain – developmental differences between teens and adults • learning styles • importance of motivation on learning: <ul style="list-style-type: none"> – internal motivation – external motivation. • ways to motivate students • the importance of empathy <ul style="list-style-type: none"> – value of empathy in supporting and encouraging learning – how to show empathy. 	
<p>c. Describe student characteristics and challenges and determine ways to adapt teaching:</p> <ul style="list-style-type: none"> • new drivers • experienced drivers • drivers who present special challenges • ways to adapt teaching and learning. 	
<p>d. Use effective communication skills:</p> <ul style="list-style-type: none"> • effective and appropriate tone and level of voice • clear terminology • appropriate eye contact and body language • hand gestures and other nonverbal and verbal cues • listening to understand. 	

Learning outcomes and topics	Lesson # / Description
<p>e. Work with parents/supervisors to support students' learning:</p> <ul style="list-style-type: none"> • benefits of parent/supervisor involvement • parent/supervisor challenges: <ul style="list-style-type: none"> – lack of parental involvement (unable or unwilling) – parents providing information or demonstrating driving that is contrary to best practices – parents not being open and honest about learning challenges faced by their teen. – family/friends not understanding learning challenges for new drivers (i.e., expecting more of them than they're capable of) – students driving vehicles that are not appropriate for their experience/ability. • ways to involve parents/supervisors: <ul style="list-style-type: none"> – copilot session – agreeing on roles and responsibilities – driver experience log – assigning what to practice with the student – student progress reports (phone, email, meetings, report cards) – use of Tuning Up and Learn to Drive Smart manuals. 	
14. Use a variety of teaching methods to address different needs and learning styles.	
<p>a. Ask good questions:</p> <ul style="list-style-type: none"> • types of questions • finding out what the student already knows, and what they think • how to use coaching questions: <ul style="list-style-type: none"> – benefits of coaching rather than just correcting – coaching questions to ask – ways of handling questions asked by students. 	
<p>b. Use visual aids:</p> <ul style="list-style-type: none"> • electronic media • diagrams • manuals, handouts, props. 	
<p>c. Demonstrate and explain:</p> <ul style="list-style-type: none"> • types of demonstrations (moving and stationary) • how to demonstrate so students learn. 	
<p>d. Provide direct instruction:</p> <ul style="list-style-type: none"> • explaining theory and facts • giving instructions for detailed tasks. 	
<p>e. Use commentary driving:</p> <ul style="list-style-type: none"> • purpose and types of commentary driving (simple to complex) • when and how to use • instructor demonstration of commentary driving • student commentary driving. 	

Learning outcomes and topics	Lesson # / Description
<p>f. Transfer responsibility to the learner:</p> <ul style="list-style-type: none"> • explaining to student when and how responsibility will be transferred • allowing student to make driving decisions • trial and error – allowing mistakes and discussing: <ul style="list-style-type: none"> – mistakes to allow – mistakes not to allow. • allowing student to decide what and where to practice • using controlled distractions: <ul style="list-style-type: none"> – student readiness to handle distractions – types of “acceptable” distractions (i.e., listening to or adjusting the radio) – how to carry on a conversation while student is driving. • assigning homework/home practice. 	
<p>g. Use learning games, scenarios and stories:</p> <ul style="list-style-type: none"> • learning games and scenarios • value of sharing stories <ul style="list-style-type: none"> – experiences to share/not to share. 	
<p>h. Use group activities (optional):</p> <ul style="list-style-type: none"> • on-road lesson with more than one student • closed-circuit group training • group pre-trip lesson. 	
15. Use a variety of effective assessment and feedback techniques.	
<p>a. Demonstrate assessment methods:</p> <ul style="list-style-type: none"> • pre-assessment of student knowledge and ability • on-going assessment to track progress • student commentary driving • checking for understanding • teach-back • observation of student’s driving and demeanour – detecting errors or confusion • conducting mock road tests • recording assessment results: <ul style="list-style-type: none"> – note taking – checklists and forms. 	
<p>b. Use feedback techniques:</p> <ul style="list-style-type: none"> • positive reinforcement: <ul style="list-style-type: none"> – value of specific, honest praise – how to use praise (i.e., “that was a good left turn”, “nice smooth stop”). • student self-feedback – how to guide feedback with coaching questions • cautioning • direct critiquing • immediate correction/intervention • when to coach and when to correct. 	

Learning outcomes and topics	Lesson # / Description
<p>c. Use formal assessment:</p> <ul style="list-style-type: none"> • mid-point assessment and discussion of progress • final assessment • how to explain assessment standards to students: <ul style="list-style-type: none"> – competency checklist – school-based standards. • student course evaluation. 	
<p>d. Develop student self-assessment skills.</p> <ul style="list-style-type: none"> • How to help learners to: <ul style="list-style-type: none"> – assess their own knowledge and skill – identify their risk tolerance and what factors are influencing them – determine their own strategies to overcome learning obstacles – determine their own strategies to stay safe – take responsibility for their driving behaviour – reflect on their learning experience, and – deal with test failure. 	
16. Plan and deliver learning activities.	
<p>a. Conduct a student learning needs assessment:</p> <ul style="list-style-type: none"> • overall goals and reasons for taking lessons (i.e., increase career options, get over fear, help transport family) • amount of driving experience • ability to practice in between lessons • time frame available for learning • driving assessment for students with experience • when to transfer a student to another instructor (i.e., unable to meet needs) • determining best learning options (i.e., one-on-one, pairs learning, single lessons, packages, full course, different course). 	
<p>b. Develop lesson plans:</p> <ul style="list-style-type: none"> • the importance of lesson planning • written plans vs. planning “on the fly” • lesson planning steps. 	

Learning outcomes and topics	Lesson # / Description
<p>c. Deliver well-structured and logically sequenced driving lessons:</p> <ul style="list-style-type: none"> • main parts of a lesson (beginning, middle, end, assessment) • steps to delivering a lesson • importance of a good beginning and ending • how to do an effective introduction • review previous learning: <ul style="list-style-type: none"> – purpose of reviews – what to review: <ul style="list-style-type: none"> • previous lesson • home practice • other independent learning. – ways to review: <ul style="list-style-type: none"> • ask questions • student demonstration of previous learning • discuss home practice and assignments. – ways to summarize: <ul style="list-style-type: none"> • student summary (i.e., ask student “what were the key things you learned/liked today?”) • instructor summary — link learning to home practice and future lesson • how much repetitive practice is appropriate 	
17. Maintain a safe learning and working environment	
<p>a. Assess student’s physical and emotional fitness to drive:</p> <ul style="list-style-type: none"> • signs of impairment by alcohol, drugs, or fatigue • signs of physical or psychological conditions that make students unfit to be trained. • what to do if you believe a student: <ul style="list-style-type: none"> – is temporarily unfit – has a permanent condition that they have not revealed. • explain to students how responsibility will be shared for their safety, your safety, the safety of other road users. 	
<p>b. Use appropriate routes, situations, and roadside stops for the needs and ability of the student and to avoid conflict with property owners:</p> <ul style="list-style-type: none"> • levels of traffic and road complexity <ul style="list-style-type: none"> – light, medium, heavy traffic – simple to complex roadways. • how to choose training areas: <ul style="list-style-type: none"> – know your training areas – use student’s local knowledge – consider time of day and likely volume of traffic – check construction, traffic, road and weather conditions – assess student ability and comfort level for conditions. • how to avoid conflicts: <ul style="list-style-type: none"> – avoid private property (i.e., townhouse complexes) – avoid practicing in ICBC licensing office parking lots – determine which parking lots are ok to practice in and use different locations for parking practice in neighbourhoods – minimize or avoid use of ICBC road test routes for practice. 	

Learning outcomes and topics	Lesson # / Description
<p>c. Give clear route directions:</p> <ul style="list-style-type: none"> • timing and order of directions (alert, where, what) • amount of information to provide. 	
<p>d. Maintain awareness of the driving and teaching environment:</p> <ul style="list-style-type: none"> • awareness of hazardous teaching situations: <ul style="list-style-type: none"> – taking gaps in traffic: left turns, crossing busy roads, merging – parking and tight manoeuvres – areas with limited visibility – when pace/speed of traffic is over the limit. • awareness of the vehicle including: <ul style="list-style-type: none"> – what gear the vehicle is in – steering wheel position – directional movement during manoeuvres, and – roll back on a hill. • awareness of driving environment: <ul style="list-style-type: none"> – multi-tasking and handling distractions while teaching – staying several steps ahead of the student – scanning and assessing the driving environment while observing the learner and teaching – setting up scenarios in advance and prepare the student for upcoming hazards or challenges – using passenger side mirror, rear view mirror, and eye-check mirror (if used) – monitoring feedback from the driving environment: <ul style="list-style-type: none"> • lack of patience from other road users (i.e., honking horns, tailgaters and aggravated drivers) • cues from pedestrians or bicyclists. • personal challenges for instructors: <ul style="list-style-type: none"> – work/life balance – scheduling lessons – dealing with stress and emotional issues – physical challenges – nutrition, working when sick or over-tired. 	
<p>e. Intervene appropriately to maintain safety:</p> <ul style="list-style-type: none"> • importance of telling students when/how you may intervene • when to intervene: <ul style="list-style-type: none"> – student doesn't appear to be aware of the hazard – student is unable to respond safely to the hazard. • when not to intervene: <ul style="list-style-type: none"> – allowing errors when safe. • how to intervene safely while the student is driving: <ul style="list-style-type: none"> – consistent verbal commands – hand gestures to direct students – taking physical control: steering wheel, brake, accelerator – effect of intervention on other road users – choosing which to use. • how to debrief an intervention – asking/explaining why you took control. 	

Learning outcomes and topics	Lesson # / Description
<p>f. Manage the risk of violence in the learning environment.</p> <ul style="list-style-type: none"> • sources of violence: <ul style="list-style-type: none"> – road rage by other road users – angry or violent residents of neighborhoods used for practicing – angry or violent students. • in-vehicle security guidelines: <ul style="list-style-type: none"> – lock doors – be aware of areas to avoid – carry a cell phone – school-based policies. 	
<p>g. Handle emergencies:</p> <ul style="list-style-type: none"> • critical incidents and emergencies: <ul style="list-style-type: none"> – crash/near miss – deliberate risky student behaviour – student unfit to continue – instructor unfit to continue – road rage by others. • procedures for handling emergencies: <ul style="list-style-type: none"> – obligation/right to interrupt or stop the lesson – remaining calm and professional – when and how to contact help (emergency services, school office, taxi) – recording details of specific incidence (for training purposes and to protect instructor/school). 	
18. Explain how the physics of driving affects vehicle control.	
<ul style="list-style-type: none"> • effect of gravity when driving on hills • how vehicle centre of gravity affects weight-shift and control • managing vehicle weight-shift for control and passenger comfort • poor traction surfaces: <ul style="list-style-type: none"> – snow/ice – sand/gravel – hydroplaning. • how loss of traction affects vehicle direction (inertia) • oversteer/understeer skids • how speed and traction affects braking distance • how speed affects the force of impact in a crash • importance of seat belts in vehicle control and injury reduction • importance of securing loose objects • driving characteristics of different sizes and types of vehicles (i.e., pick-up vs. sports car). 	

Learning outcomes and topics	Lesson # / Description
19. Demonstrate and explain all driving tasks safely, legally and smoothly in a variety of traffic and roadway conditions.	
<ul style="list-style-type: none"> • student level vs. instructor level of driving ability • environmental driving habits • cooperation and communication with others • hazard perception and risk management • steps of safe driving: (i.e., see-think-do, or driving system of your choice): <ul style="list-style-type: none"> – using observation skills to minimize risk – analyzing driving situations – defensive driving actions and habits that minimize risk. • the importance of practice and experience in creating automatic control skills and a driving routine in traffic. 	
<ul style="list-style-type: none"> • pre-drive checks • start up and shut down procedures • entering traffic 	
<ul style="list-style-type: none"> • parking and backing: <ul style="list-style-type: none"> – pull-overs – reverse parallel right (and left, if available) – angle forward (and reverse, if available) – stall forward and reverse – straight-line backing. • turning: <ul style="list-style-type: none"> – left and right turns – low, medium, and heavy traffic – two and three-point turns – U-turns and cul-de-sacs – traffic circles/roundabouts. • lane changes and passing: <ul style="list-style-type: none"> – left and right, multilane changes – passing, using on-coming lane (if available). • yielding and merging • freeway driving • railway crossings • HOV use (if available). 	
<ul style="list-style-type: none"> • collision avoidance manoeuvres: <ul style="list-style-type: none"> – gravel shoulder recovery (if available) – straight-line emergency stop: <ul style="list-style-type: none"> • using threshold braking • using anti-lock braking systems (ABS) (if available) • brake and steer with ABS (if available) • engine stall with neutral restart • stopping with emergency/parking brake • controlling the vehicle from the front right passenger seat, using the principle steering wheel. 	

Learning outcomes and topics	Lesson # / Description
<ul style="list-style-type: none">• traffic and roadway conditions:<ul style="list-style-type: none">– residential roads– hills and curves– rural roads– downtown city driving– one-way and two-way roads– alleyway– parking lots– freeway– night-time driving (seasonal)– poor weather (if available)– loose surfaces (if available).	