

instructor resource kit

for driver training schools

in British Columbia

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Statement of Limitation

ICBC has prepared the *Instructor Resource Kit for Driver Training Schools in British Columbia* as a guide to help driving instructors prepare driver training courses that meet ICBC approval for the Graduated Licensing Program. Suggestions in the *Instructor Resource Kit* may need to be adapted to specific situations and circumstances. ICBC is not responsible for any consequences that may result from the use of the *Instructor Resource Kit*.

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introduction

in the introduction

- Guide to the *Instructor Resource Kit*
- Four steps to course approval
- Terms used in this kit

The *Instructor Resource Kit* is a package of ideas and resources for members of the B.C. driver training industry. It's designed to help you build and instruct an ICBC-approved Graduated Licensing Program (GLP) driver education course. The *Instructor Resource Kit* has been written to help instructors of new drivers of passenger vehicles. Instructors of new riders of motorcycles will also find the *Instructor Resource Kit* useful, and **Section 7** gives specific guidance in this area.

This resource kit is a companion to the *Mapping a Safe Course* curriculum booklet, which outlines the curriculum that an ICBC-approved course needs to follow. The *Instructor Resource Kit* will guide you through the implementation of this program. A third companion document, the *Graduated Licensing Program Course Approval Guide*, describes the standards and approval criteria an ICBC-approved driver education course must meet.



think about...

Consider the reasons why you would want to use the *Instructor Resource Kit*. Do you need some assistance in putting together a course? If so, this kit can help you to:

- design a new course to meet ICBC-approved course standards
- adapt an existing driver training course to meet ICBC-approved standards.

Guide to the *Instructor Resource Kit*

Section 1: the curriculum

A description of the curriculum and the key elements in this curriculum.

Section 2: planning a learning environment

Hints on how to set up a classroom environment that your students will find comfortable and interesting.

Section 3: working with your students

A discussion of how students may differ and the ways in which you can work with a variety of individuals.

Section 4: building your course

Detailed hints and ideas on how to design an ICBC-approved course.

Section 5: instructional strategies

A broad overview of instructional strategies suitable for use with an ICBC-approved course.

Section 6: assessing, recording and evaluating

An explanation of how to keep student records and assess and evaluate student progress in an ICBC-approved course.

Section 7: motorcycle information

A discussion of how Class 8 (motorcycle) instructors can adapt this material for building an ICBC-approved course.

Helpers

Support materials, lesson ideas, activities and handouts that are included in **Sections 3, 4, 5, 6 and 7**.

Building your resource kit

A list of resources that you can use to enhance your course.



Four steps to course approval

Step 1: Get an overview

1. Skim *Mapping a Safe Course*, the *Instructor Resource Kit* and the *Graduated Licensing Program Course Approval Guide*.
2. Decide if you want to apply for ICBC approval.
3. If YES, request an application package from ICBC's Driver Training Unit. See the *Graduated Licensing Program Course Approval Guide* for details. Continue to read Steps 2 to 4 below.
4. If NO, consider completing Step 2 (below) to improve your existing course.

Step 2: Build your course

1. Read **Sections 1 to 3** of the *Instructor Resource Kit*.
2. Using **Sections 4 and 5** of the *Instructor Resource Kit*, create a course and a set of lesson plans that meet the standards and follow sound educational practices.
3. Choose the assessment strategies you want by using **Section 6** of the *Instructor Resource Kit*.
4. Set up plans for keeping student records using **Section 6** of the *Instructor Resource Kit*.

Step 3: Complete the forms

1. Complete the required forms using **Section 4** of the *Instructor Resource Kit*.
2. Copy your lesson plans to submit with the forms.

Step 4: Check and mail

1. Review the **course approval checklist** in the *Graduated Licensing Program Course Approval Guide* to make sure you have completed all of the required steps.
2. Mail your application to ICBC's Driver Training Unit.

Terms used in this kit

Assessment: The systematic gathering of information about what a student knows, is able to do and is working toward. Assessment methods and tools include observation, quizzes, samples of student work, discussion with the student, self-assessment and listening to the student's running commentary. This information needs to be collected and recorded so that a final evaluation of a student's progress can be made.

Activity plan: A detailed plan for an activity designed to meet specific learning outcomes. Several of these will make up a lesson plan. An activity plan is also known as a mini-lesson plan.

Attitude: The way people feel and think about things in their lives. Attitudes involve values and form the basis of our behaviour. Our attitudes determine how we will apply knowledge and skill.

Competencies: The knowledge, skills and attitudes needed to perform a complex task (such as driving a passenger vehicle safely). The 39 competencies required in an ICBC-approved course are listed in the **competency checklist** in *Mapping a Safe Course*.

Curriculum: A blueprint or plan for developing an educational course of study.

Debrief: The process of helping participants reflect on and summarize what they have learned in a particular activity. Often, the instructor will ask debriefing questions about what the students have learned in the lesson. These questions (or it may be just one question) help students think about what they have learned and summarize it in their own minds. When students answer the debriefing questions, the instructor can tell whether they have understood the learning outcome or topic being taught.

Declaration of Completion: An ICBC form that a driver training school issues to a driver upon successful completion of a Class 7 or 8 ICBC-approved driver education course.

Discussion group: A group in which students are given a question or a learning task, and they learn by discussing among themselves and sharing experiences. The instructor's role in a discussion group is to guide student learning rather than control the conversation.

Driving instructor: A person who has been licensed by the Province of British Columbia to teach others how to drive. This includes anyone licensed to provide on-road (either passenger vehicle or motorcycle) instruction, classroom instruction or both.

Evaluation: Often the words "evaluation" and "assessment" are used interchangeably. In this course, evaluation is used to mean the final rating of how well a student has done in the course.

Facilitator: A person who helps participants to learn by providing activities and guidance so that participants are involved in their own learning.

Graduated Licensing Program (GLP): The program that ICBC introduced to help new drivers gain experience gradually, under conditions that expose them to less risk.

Graduated Licensing Program Course Approval Guide: The reference manual that describes the standards and criteria that an ICBC-approved course must meet.

ICBC-approved course: A driver education course which meets specified requirements that ICBC has set. New drivers who successfully complete an ICBC-approved course are eligible to receive a six-month reduction in the novice stage if the driver remains violation- and at-fault crash-free for the first 18 months of their novice stage (Class 7 only).

Individual learning activities: An individual learning situation is one in which each student is doing something separately from others. Individual learning activities are especially useful to get students to apply the information they've learned from a lecture, discussion or interactive activity to themselves. This, in turn, helps them to think about the question: *What does this have to do with me?*

Integration: Making connections between different areas of learning. In an approved course, two types of integration are encouraged:

- skills, attitudes and knowledge (when you are helping a student practise a skill, it makes sense to teach the attitudes and knowledge that go with that skill)
- class/car/home (the instructor thinks of ways that the learning outcomes can be taught in all of these three locations).

Interactive activity: An interactive activity involves students doing something together, such as creating a role play, playing a game, creating a poster or a song, etc.

Instructional strategies: Instructional strategies are ways that you choose to teach your students. The five instructional strategies that are outlined in the *Instructor Resource Kit* are:

1. discussion groups
2. interactive activities
3. individual activities
4. lectures, guest speakers and videos
5. vehicle practice.

Journal: A written record of feelings, thoughts and ideas. A journal is a good way of helping students reflect on what they've learned and apply it to their own situation.

Learner-centred: Instruction that's based on the needs of the students. In order to make their courses learner-centred, instructors generally try to adapt their instruction to different learning rates and styles, recognize cultural differences and value the experiences and ideas of their students.

Learning: A change in behaviour that results from experience.

Learning outcome: The performance or achievement that students are expected to reach by the end of a course of study.

Lecture: A presentation where the instructor does most of the talking, giving students information. In an approved course, lectures should be made more interesting and learner-centred by including student questions and ideas, and by using visual aids.

Lesson: One or more learning activities selected to achieve specified learning outcomes. A lesson will usually include a number of different activities.

Lesson plan: A plan designed to teach a particular topic or topics, including an introduction, detailed activities and a summary.

Mapping a Safe Course: The curriculum document that outlines the course content, assessment strategies and instructional strategies to be used in an ICBC-approved course.

Mapping a Safe Course: Motorcycles: The curriculum document that outlines the course content, assessment strategies and instructional strategies to be used in an ICBC-approved motorcycle course.

Required topics: The specific subjects to be covered in an ICBC-approved course. Covering these topics helps instructors to ensure that the learning outcomes will be achieved.

Running commentary: A driver's ongoing description of what he or she is seeing, doing and planning to do. This can be done by an instructor or a student.

Sequence: The order in which a series of activities is planned. Such ordering builds more complex skills and ideas on simpler ones.

Supervisor: An experienced, fully-licensed adult non-professional driver who helps a new driver become a safe, skilled driver.

Tuning up: The guide issued to the new driver when he or she gets a learner's licence. It's designed to help the supervisor work effectively with the new driver to promote safe-driving skills and attitudes.

Visual aids: Things that the student can see that will help him or her learn. Visual aids can include pictures or words on flip charts or overheads, posters and pictures, and props (such as car parts).

1

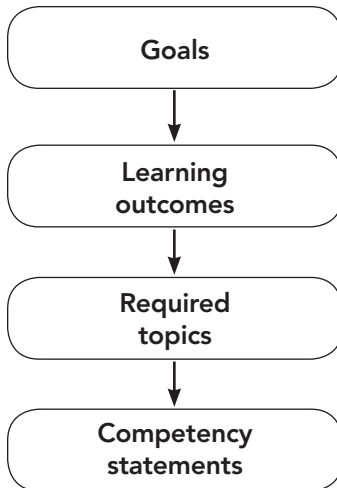
the curriculum

in this section

- The curriculum model
- Key principles of this Curriculum

Mapping a Safe Course is the booklet that outlines the curriculum that an ICBC-approved course must follow. The *Instructor Resource Kit* will help you take the technical ideas of the curriculum and design a course for your students.

What's a curriculum? As it says in *Mapping a Safe Course*, a curriculum is the blueprint for developing a driver education course. And like a blueprint used to build a house, a curriculum is only a plan or a set of guidelines. The *Instructor Resource Kit* will show you how to build your course from the curriculum blueprint.



The curriculum model

The **curriculum chart** in *Mapping a Safe Course* describes seven goals. Under each of these goals are learning outcomes and required topics.

Goals

Curriculum goals are the broad aims of what students are expected to learn. They describe the high-level attitudes, knowledge and skills of safe-driving behaviours.

Look over the seven curriculum goals. Which goals are covered by your present course? Which areas in your course might need some enhancements in order to meet the seven goals?

Learning outcomes

The seven curriculum goals are divided into learning outcomes. Learning outcomes describe the kinds of achievements you expect from students—what they should know and what they should be able to do at the end of your course.

Required topics

Each learning outcome is paired with a number of required topics. You'll build your course around these topics in a sequence that's suitable for you and your students. **Section 4** in this resource kit, **building your course**, provides information on building this curriculum into a sequenced course.

Key principles of this curriculum

The *Mapping a Safe Course* curriculum is:

- **based on learning outcomes and competencies**—focused on what students will be able to do by the end of the course.
- **learner-centred**—designed so that students will always participate actively in their own learning.
- **integrated**—the basic skills, attitudes and knowledge of driving will be linked together through instruction so that students learn these three important aspects together. The linking of concepts and ideas will occur in the classroom, in-car and in practice sessions with the supervisor.
- **focused on attitudes**—students are encouraged to build the attitudes that contribute to safe driving.

Learning outcomes/competencies

The curriculum is based on learning outcomes. This means students must master certain driving behaviours to complete the ICBC-approved course successfully.

The learning outcomes that students will work toward achieving are described in the learning outcome statements of the curriculum. Here's an example of a learning outcome which you will find in the **curriculum chart** in *Mapping a Safe Course*:

4.1 Explain the procedures to be taken when involved in a motor vehicle crash or when arriving at the scene of a crash.

Competency: The level of performance or achievement that students must accomplish before being considered successful in a course of study.

It's important to assess whether students have actually achieved the behaviours described in the learning outcomes. The **competency checklist** in *Mapping a Safe Course* will help you to evaluate your students. The corresponding competency statement for learning outcome 4.1 is:

4.1 Identify key steps to take when involved in a motor vehicle crash or when arriving at the scene of a crash.

Section 6 in this resource kit, **assessing, recording and evaluating**, suggests how to conduct student assessments and explains how to use the **competency checklist**.

Learner-centred approach

The curriculum takes a learner-centred approach, which means that it's based on the needs of the learner, not on the needs of the instructor or on the content alone. Learner-centred courses show respect for the individual, and have the following characteristics:

- **Shared control**—These types of courses encourage students to have some control over their learning. While you must make key decisions about course content, your students will be more motivated and involved if they are given options. One of the easiest ways to achieve this is to plan activities that allow students to make choices. Choose activities and methods that encourage students to question driving behaviours and learn how to solve driving problems.

**think about...**

How will you:

- get maximum participation from your students?
- help students to progress at their own pace?
- encourage students to share and explore their own experiences?

**An example of integration—
Goal 7: Motor skills**

To develop competence in integrating the attitudes, skills and knowledge of safety and driving responsibilities into the correct execution of motor skills in traffic.

**think about...**

Ways that you could integrate instruction between classroom, at home and in-car settings:

- How could you work with supervisors?
- What are some of the ways you could work with community members to promote safe driving?

- **Individualized**—Learner-centred courses allow students to learn at their own pace and in their own way. This requires flexibility in the activities and teaching methods you use.
- **Varied learning situations and teaching strategies**—Learning can happen in any situation. Vary settings to allow students to learn in groups, in quiet individual settings and with you or their supervisor in the car.
- **Capture personal experiences**—All of us learn best through our own personal experiences. Plan activities and strategies that help students learn from their personal driving experiences.

Sections 3, 4 and 5 provide many more ideas on how to make a course learner-centred.

Integration

The curriculum is built around the idea of integration. Integration helps students to make connections between different areas of learning. An ICBC-approved course is integrated because it must be taught in both the car and in the classroom, and connected with home practice. This method enables students to use information, ideas and experiences to arrive at a personal approach to driving.

ICBC-approved courses use this approach because learning is not a series of separate, sequential steps. Each goal requires the integration of knowledge, skill and attitude. For example, Goal 7 requires that a student demonstrate driving skills and all the other components of becoming a thinking, safe and responsible driver.

The challenge of designing an ICBC-approved course is to ensure students integrate what they learn in the classroom with what they practise in the car. **Section 4** in this kit, **building your course**, gives ideas on how to achieve integration, both with curriculum content and in your instructional settings.

Students taking an ICBC-approved course are encouraged to complete 60 hours of road practice. Students will spend some of these hours with their supervisor. Your course should be designed to help students and supervisors coordinate their at-home practice sessions with your lessons.

Community activities can also be integrated into your course. For example, high schools and community organizations run various programs aimed at increasing safety on the roads.

The combined experiences from the three settings (in car, classroom, at home) will help students to develop a better understanding of the complex task of driving.



think about...

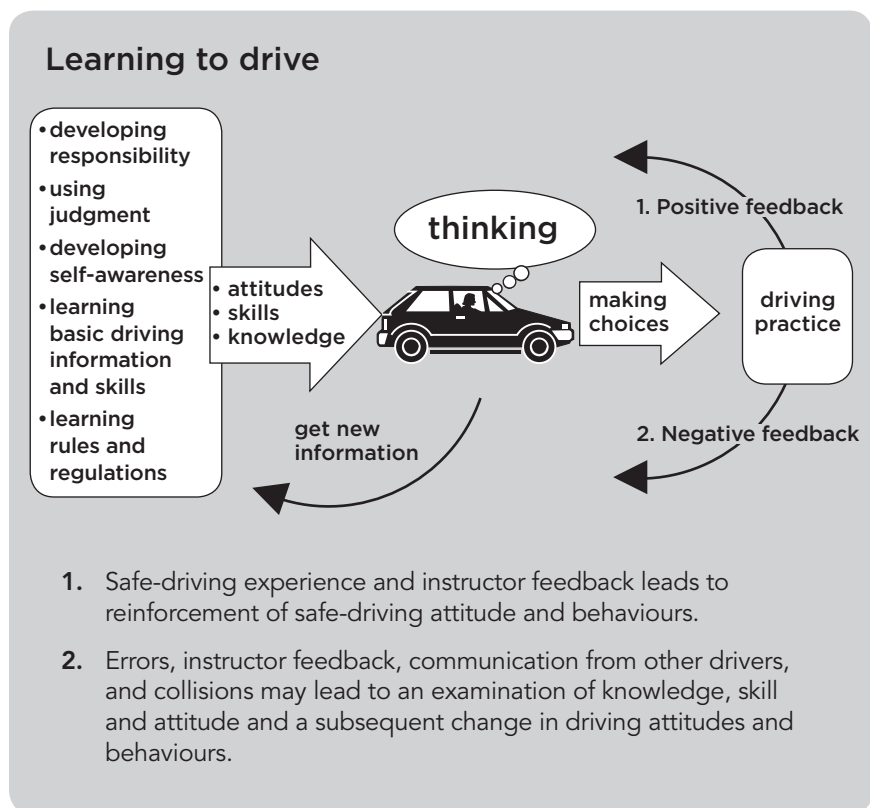
What's a "good" driving attitude? What's a "bad" driving attitude? Do you agree that attitude is the most important characteristic of a safe driver? How can instructors begin to influence student attitudes?

Focus on attitudes

Most driving instructors agree that attitude is the defining characteristic of a safe and responsible driver. The two components of a healthy driving attitude are accurate risk perception/hazard avoidance and a commitment to using respectful and responsible driving behaviours.

The *Mapping a Safe Course* curriculum integrates safe and responsible driving attitudes into every topic and learning environment.

You should expect students to gradually integrate what they learn from the course topics and from exploring their personal feelings and experiences into their driving behaviours. Activities need to be planned to help students explore their attitudes. You will find many suggestions later in this kit in **Section 5: instructional strategies.**



2

planning a learning environment

in this section

- The space
- Instructional aids
- The environment
- Special touches

A learning environment is any place where you instruct. For example, your practice vehicle is a learning environment because you teach driving lessons there. An ICBC-approved course requires that you also have a classroom as a learning environment. This section gives suggestions about how to design and plan a classroom in which students will want to learn.

Some things to consider when you set up your classroom are:

- physical space—the actual room
- instructional aids—flip charts, audio-visual (A-V) equipment, visual aids, slides, DVDs, Proxima, blackboards, etc.
- natural environment—temperature, light, air quality, etc.
- special touches—posters, pictures, etc.

The space

Many spaces available for teaching aren't designed for teaching. These spaces may be rooms in church basements, hotels or community halls. While you may not have the opportunity to custom design a learning space, there are things you can do to make the classroom more suitable for you and your students.

The criteria for an ICBC-approved course states that you must have 1.5 square metres of floor space for each student and four square metres for each instructor. You may find that this amount of space is too small for your needs, especially if you want to arrange a number of small discussion groups or involve your students in role plays.

There are some other things to consider in selecting and setting up your classrooms:

- **Make sure the space you use is large enough.** Think about the optimum size of class that you would be willing to conduct.

The approved course has standards for classroom space requirements and student numbers. The requirements identified in the *Graduated Licensing Program Course Approval Guide* are minimum standards. You may wish to raise some of the standards you adopt for your classroom.

- **Set up the classroom to serve your purpose.** The curriculum encourages you to be a facilitator and to promote discussion and problem-solving. A good way to make this happen is to set up the room with the chairs—including yours—in a circle. This arrangement helps everyone to feel equal and most students will be more comfortable contributing to discussions. You will also need to have some kind of writing surface for each student.



think about...

- How many students will you feel comfortable with?
- What range of abilities will you be instructing? How will this affect class size?
- Will you be teaching students whose first language is not the one you are using for instruction?



- **Make sure there are no obstructions.** All of your students need to be able to see and hear everything that's going on in class.

For more information on course requirements, please refer to the *Graduated Licensing Program Course Approval Guide*.



Tips: Creating a positive classroom atmosphere

Here are some ways you can arrange your classroom furniture:

- Chairs in a circle—excellent for getting everyone involved in discussions and activities.
- U-shaped—offers good opportunity for participation (make sure you sit among the participants and not at the head).
- Classroom style—may include chairs with writing desks or tables; good for teaching large groups when little participation is expected.
- Theatre style—used for very large groups when the instructor, guest speaker or video is the focus.



think about...

- Don't forget about the car—it's an instructional space, too.
- What kind of instructional aids do you use in the car?

Instructional aids

Instructional aids are all the physical things that help you instruct. These might be such things as audio-visual equipment, visual aids, slides, magnetic boards, flip charts, overhead projectors, charts and graphs, a DVD player and screen, or a television. Using visuals makes it easier for all students to learn more effectively.

The main purpose of any instructional aid is to assist you in your presentations, not to replace you. Instructional aids should always reinforce or repeat the points or content you're teaching.

Another purpose of instructional aids is to accommodate the different ways people learn. Some students need to have a good picture of concepts because they learn visually. Others absorb concepts presented verbally, and some students require hands-on experience.

Instructional aids can add variety and help keep your students interested. Use only the highest-quality aids. They don't need to be expensive, they just need to serve your learning objectives and interest your students. Common equipment you need for classroom instruction includes:

- blackboard
- bulletin board
- tack board
- whiteboard
- flip chart and paper
- felt markers
- extra paper and pens
- masking tape
- pins
- DVD player and screen.



Tips: Instructional aids

Use instructional aids effectively:

- Limit your use of A–V material. No more than 10 per cent of your instruction time should be spent showing videos.
- Show videos only in short clips—just enough to illustrate the points you’re covering.
- Use A–V material to summarize or repeat information rather than introduce it.
- Integrate A–V material with discussion, reflection or other classroom activities.
- Avoid using poorly designed aids such as overheads with too much material and tiny print.

The environment

Before you decide on a classroom space, think about the environment. Use the checklist which follows to see whether the space you have selected is adequate.

Classroom environmental checklist

- clean and attractive
- meets local fire and health regulations
- enough light so that students can read without any difficulties and, if there’s natural light, that the glare can be controlled
- adequate heat which can be regulated
- air-conditioning if conditions warrant it
- good air circulation
- walls that are thick enough to block sound and noise (i.e., noise levels can be controlled)
- adequate electrical outlets
- A–V equipment that is in good working condition
- enough privacy so you won’t be interrupted by other people
- easy access to a telephone
- furniture which is suitable for adults, and is in good condition
- clean washroom facilities
- adequate storage space.

Special touches

You can create special learning environments by putting up posters, displaying driving magazines, etc.

in this section

- Adult students
- Meeting individual needs
- Communicating with students
- Behaviour management
- Working with supervisors
- Professional challenges

People enrolled in your driver training classes will differ in age. All of them are undertaking an adult role—that of a responsible driver. Therefore, they should be respected and taught as adults.

Adult students bring many different types of experiences and backgrounds to your class. The following pages describe ways in which adults learn most effectively.

Adult students

These are things that adult learners, including youth, need to do:

- **Start their learning from what they already know**—Your students will bring many different driving experiences with them to the course. You need to find out about these past experiences and plan new learning experiences with these in mind.

Examples of experiences that increase spatial awareness, balance and hand-eye coordination include:

- whether they ride a bicycle
- whether they play games or sports and have learned to judge distance and speed
- how much and what kinds of experience they've had as passengers
- what role models they've had (drivers and passengers).
- **Set their own goals**—Adults will have greater success in a course that's designed to meet their needs and consider their own rates of learning. One way to accomplish this is to involve your students in setting goals and planning activities.

Here are some ideas:

- Ask students what goals and expectations they have.
- Discuss the goals and learning outcomes of your course.
- Identify what your students should focus on in their practice sessions.
- Set practice and learning goals for the next session at the end of the current session.
- **Integrate students' learning into their own experiences**—Adults need to share their experiences in class and integrate the new material they're learning with their own experiences. Ways you might choose to do this include:
 - using group discussion so students can share their driving experiences
 - asking how it fits with their own experience
 - asking students for real-life examples of the topics you're discussing.



think about...

Look over the points on adult students, and think about the way you currently teach your course. How many of these adult learning needs do you meet? Are there areas where you would like to improve?

- **Reflect on their own progress**—Adults need to know how they’re doing so they can think about how they might improve their progress. You can help them by:
 - giving clear, honest and specific feedback
 - discussing their progress with them at regular intervals
 - inviting self-assessment (e.g., *What areas do you think you need to focus on?*)
 - giving them opportunities to tell you how they think they can improve (e.g., *What do you think went wrong there? How do you think we could work on this?*).

Meeting individual needs

The students in your driving classes will come from different backgrounds and may have different abilities, learning styles, communication skills and languages. Your challenge is to reach all of your students.

Here are some tips on individual differences and how to respond effectively to them.



think about...

Think about students you’ve taught who come from different cultures. Were there any communication problems? If so, how did you overcome these problems? Is there anything on this list that’s new to you? Is there anything you could add to the list?

Cultural differences

The expectations of various cultures may differ from yours in a number of ways.

- **Social distance**—Some cultures maintain more distance between people and are more formal when speaking with one another.
- **Motivation and task achievement**—Be sensitive that people from some cultures are not comfortable with public praise.
- **Presentation of self**—Some students may be reluctant to speak out because that’s how they show respect for the teacher. They may also be reluctant to speak out if they’re shy, or if speaking out is not part of their learning style.
- **Non-verbal behaviour and gestures**—Common North American gestures can offend students of other cultures. For example, a beckoning finger is a rude gesture in some cultures. As well, the “OK” sign, formed by making a circle with a thumb and first finger, is very offensive in some cultures. East Asians, Southeast Asians and First Nations people tend to make minimal or no eye contact as a way of showing respect.
- **Seeking assistance**—Some students feel more comfortable asking for help than others because of cultural patterns. Students from some cultures politely agree that they have understood something even when they haven’t.



Tips: Cultural differences

If you have students who come from different cultural backgrounds:

- Be respectful of the shyness and learning style of some students, and use techniques to include them in class discussions. (See **Strategy 1: Discussion in Section 5: instructional strategies.**)
- Be aware of issues such as social distance and respect. (Ask: *What would you like me to call you? How do you pronounce your name?*)
- Avoid jokes and slang which might offend your students and result in misunderstandings.
- Avoid shortening students' names.
- Be sensitive to personal space, body language and gestures that might give unintended messages.

Language differences

Students who don't speak the language of instruction will need diagrams, simply worded explanations and opportunities to practise key terms.



Tips: Language differences

Remember these points if you have students who aren't fluent in your language:

- Pronounce words clearly.
- Speak at a normal pace (i.e., not too slowly).
- Rephrase what you've said if you think you haven't been understood.
- Avoid raising your voice when speaking with students who have an accent.
- Observe your students' facial expressions and body language for signs that you may have been misunderstood.
- Use visual aids such as diagrams to familiarize students with key terms.
- Refer to the illustrations in *Learn to drive smart* and *Tuning up for drivers* as you teach. Encourage students who speak a language other than the language of instruction to write their own instructions on Post-it Notes and to stick them into their handbooks.
- Use worksheets with pictures to illustrate important words, commands and signs. Leave blank lines so students can write explanations in their first language.
- Ask students to explain what you've said to confirm that they've understood you.
- Pair a student who's not fluent in the language of instruction with a student who is. Or, pair two non-fluent students to perform a task and have them discuss their outcomes with students who are fluent.



think about...

Have you taught students who aren't fluent in your language? How did you overcome the language barrier?



think about...

You may want to put students of different ages into pairs or small groups. This may help them to broaden each other's vision of driving.



Age differences

Your class may include people of every age group from youth to seniors, and you need to adapt to all of them. Older students may have different goals and experiences than adolescent drivers. They may also approach new learning with different attitudes. Younger drivers are often overconfident, while older students may lack confidence.

There may be differences in physical abilities as well. Older students may find it difficult to turn when shoulder checking and backing up. Younger students may have quick reaction times but lack the careful judgment of older students.

Tips: Age differences

Keep the age differences of your students in mind when you teach:

- Build a positive group atmosphere.
- Encourage all students to share their experiences with others in small group and large group discussions. (Note: Some individuals are uncomfortable speaking in front of large groups.)
- Be aware of the confidence level of each of your students. Try to find ways to raise the confidence level of less-confident students. See the upcoming section entitled **Helping students relax**.



think about...

Have you taught a student with a learning disability? Were there any problems? If so, how did you overcome them?



Learning disabilities

Learning disabilities are specific learning barriers. They may create challenges for students in how well they can speak, hear or understand. You will need to adapt your teaching strategies for these students.

Tips: Learning disabilities

Here are some instructional tips to help you if any of your students have learning disabilities:

- Some students may have difficulty when several instructions are given at the same time. It's often useful to have students repeat instructions to ensure they have understood you.
- Some students may have trouble reading. By pairing students, one may be able to help another with written material.
- If a student has difficulty speaking, ask questions requiring short answers.

**think about...**

Is your present program set up to assess the pre-driving experiences of your students? Is your program able to adapt to different starting abilities and different rates of learning?

Different driving backgrounds and abilities

Your students have had different driving experiences, including:

- some previous formal driving instruction and some informal learning while watching their parents, guardians, relatives and friends drive
- experience with other vehicles with wheels, such as bicycles
- local knowledge of routes and traffic patterns
- experience in games or sports that involve judging distance, speed and direction.

Find out your students' driving-related experiences (such as cycling, games and sports) and relate this to driving. Adapt the pace of your instruction to take different student experiences into account.

Different learning styles

People learn using all of their senses. Some learn better through one sense than through others. Because people learn in different ways, you should use a variety of activities that combine seeing, hearing and doing.

Communicating with students

You need to communicate effectively with your students and help them communicate with each other. In driving education, with people of different backgrounds and ages, it can be hard to make yourself understood and to understand what your students are telling you.

Helping students relax

Research shows that people learn more when they're relaxed. This applies both to your classroom and on-road sessions. If a student is too nervous to listen to what's going on, he or she isn't likely to learn very much.

One way to help your students relax and feel comfortable sharing experiences is to start with an ice breaker. Ice breakers are activities that let students learn a bit about each other and help them feel comfortable and relaxed together. Two sample ice breakers are included at the end of this section (**helpers 3.1 and 3.2**). You may want to try them and see if they work for you.

Some students are tense and frightened when driving. It's difficult for them to hear you because they're so focused on the road and the vehicle controls. Here are some ways you can help them relax enough to listen and learn:

- **Develop trust**—Before you begin your first in-car session with a student, explain that you will not let him or her get into unsafe situations.
- **Create a positive atmosphere**—Always let your students know that their driving will improve. Point out the small number of hours they have driven. Remind them of a manoeuvre they were having difficulties with that they can now perform with confidence.

**think about...**

What does your course offer to students who learn visually? What is there for those who learn by doing? Are you satisfied that you teach with enough variety to meet different learning styles?

- **Give positive feedback**—Be honest when a manoeuvre has not been done well, but remind students that learning to drive takes time. Reassure them that we all make mistakes and that with a little more practice they will be able to perform the manoeuvre well.
- **Vary manoeuvres**—If a student has just spent 10 minutes attempting a frustrating manoeuvre (e.g., parallel parking), have the student try something he or she can do well, then come back to the difficult manoeuvre.

Listen and watch

Sometimes, communication difficulties occur because an instructor is so busy getting through the course that he or she forgets to pay attention to the individual student. By listening to each student's responses and paying attention to body language, you can often tell whether you're communicating effectively. If a student appears confused, try another communication strategy such as speaking more slowly, using diagrams or repeating a demonstration.

You may also notice that a student is distracted. If a student is doing very poorly in a lesson compared to his or her usual performance, try to find out if something is wrong. Once you have found the reasons, you may be able to focus your student on the task. If not, you may need to end the lesson early.



think about...

Think of your own methods of helping students relax in the classroom and in the car. Can you think of particular examples of students who were nervous in the class or tense in the car? What did you do to help them relax? What worked and what didn't?

Use a variety of communication strategies

Students have different learning styles. Some are able to listen and follow instructions well, while others need to see the manoeuvre before they can understand how to do it. And some need to actually do the manoeuvre before they understand how it works. If you use a number of strategies, you're more likely to find the communication style that's best for each student.

Invite feedback

Adult students learn best when they have some say in setting their learning goals and in defining what kind of instruction they want. Ask your students what they want to learn and how you can best help them.

Some of the questions you might ask include:

- *What would you like to accomplish during this lesson?*
- *Did we cover what you were hoping to in this lesson?*
- *You know yourself. What would help you remember to...?*
- *We're going to parallel park (following up on a previous lesson). Would you like me to talk you through it?*



think about...

Consider your own communication strategies:

- How do you help students relax?
- Can you tell from observing your students how well they're understanding or if something is bothering them?
- How do you invite feedback from your students?
- Do you use a variety of communication strategies?

Behaviour management

Because you're teaching adults who've paid to attend, you probably won't have to deal with behaviour problems. The best way to have a smooth-running, positive classroom is to plan activities that are interesting and respect everyone so that a positive group feeling is created right from the start.



Tips: Creating a positive classroom atmosphere

Here are some ways you can help create a positive classroom environment that your students will enjoy.

- Make sure the classroom is tidy and comfortable.
- Have materials organized and readily available.
- Plan lessons thoroughly. Students may get restless if you have to look for materials or think about what you're going to do next.
- Establish a few ground rules at the beginning. (e.g., when one person is speaking, everyone listens.)
- Help your students get to know each other by using an ice breaker in the first class. Use small group discussion and activities so they can get to know each other.
- Vary your lessons to keep students interested. (See **Section 5: instructional strategies.**) Encourage participation and interaction.
- Give clear, simple directions.
- Make sure your students understand the topic before moving on. Students who are confused may become restless.
- Make sure all students have opportunities to share their ideas and personal experiences. Accept all contributions graciously.
- Encourage students to help each other. You may need to find appropriate partners for shy students.
- Use examples that are useful to all students. If you have older students, remember to include them.
- Keep individuals informed of their progress. And remember this information is confidential. Don't share it with other students.
- Model helpful, courteous and respectful behaviour. Most students will respond in kind.



think about...

Think about your classroom management style. Will the classroom atmosphere and interest level of activities help you prevent behaviour problems? If not, what could you do differently?

Other behaviour management techniques

Even with effective classroom management, you may have the occasional student with a negative attitude who either doesn't want to participate or fools around in class. This can be challenging. Each situation will require a different solution.

Here are some suggestions:

- Establish ground rules during the first class.
- Remind the student about the rules established at the beginning of the class.



think about...

Can you think of a particular example where you had a problem with a difficult student? How did you solve it?

Supervisor: An experienced, fully licensed driver who takes on the task of helping the student become a safe, skilled driver.

- Speak to the student after class about rude or disruptive behaviour. Take a problem-solving approach. Ask how you can make the class more interesting.
- Ask for a meeting involving both the student and a parent, guardian or supervisor. Explain the problem clearly and objectively. Again, take a problem-solving approach. Ask how you can work together to solve this problem.
- If you've tried everything and a particular student just can't fit in, you may have to let the student know that you would like him or her to look elsewhere for driver training.

Working with supervisors

One of the objectives of *Mapping a Safe Course* is that the training done by the driving school should be integrated with the practice that the student's supervisor is doing. By working with your students' supervisors, you can enhance their learning.

Be clear at the start

Prepare a handout for students, supervisors, parents and guardians to introduce the course and present some of the important details:

- start date
- cost
- hours of classroom sessions and on-road instruction
- completion requirements
- philosophy of instruction
- important rules (e.g., no extra passengers).

Outlining these points in writing may prevent problems later on.

Once the student has decided to enrol in the course, consider having an initial meeting to clarify some further points, including:

- required hours of informal driving practice
- responsibilities of student and supervisor
- arrangements to be in contact with the student's supervisor on a regular basis
- assessment of the student's previous driving-related experience.

Use *Tuning up for drivers*

Tuning up was developed to help supervisors and new drivers practise effectively. Since each instructor will teach driving skills in a different order, you'll need to refer supervisors and students to the guide.

**think about...**

How much time do you spend, on average, communicating with supervisors? Have you found the exercises provided in *Tuning up* helpful? Would you like to spend more time on this?

Communicate with supervisors

Make sure you give progress reports from time to time so there are no surprises at the end of the course. The supervisor should know how the student is doing and what areas need extra practice.

Ideally, you will be able to schedule meetings with supervisors at different points throughout the course. If you discover areas in which a student requires extra practice, it's a good idea to phone and arrange a meeting with the student's supervisor as soon as possible.

Refer supervisors to the appropriate sections of *Tuning up* for ways to reinforce accurate manoeuvres and safe-driving practices.

Use the driver experience log

It's important that your students use the driver experience log (from their learner stage toolkit) to record their informal driving practice.

Explain the importance of getting enough practice at the start of the course, obtaining as much practice as possible and using the driver experience log to help them prepare for the mid-point and final competency assessments.

Check at various points throughout the course to ensure students are practising and recording their time.

**think about...**

Think about times when you have had to discuss difficult information with a supervisor. What tips could you give a beginning instructor on this topic?

Communicating difficult information

Occasionally, you may have to communicate information the supervisor doesn't want to hear. This could include:

- the new driver isn't ready for the road test, although he or she has completed the regular hours of instruction
- you weren't able to instruct the new driver during a scheduled on-road session because he or she was impaired, tired, ill, etc.
- the way the supervisor is teaching certain skills is incorrect and unsafe.

Addressing concerns about a student is not always pleasant. Here are a few pointers to help you in these situations:

- If you have a supervisor, let him or her know about this situation in advance.
- Stress your concern for the student's safety.
- Stress the professionalism of your school and the fact that you're bound to ensure the safety and good-driving behaviour of your students. (It's helpful if you've a written policy on these matters that's given out at the time of registration.)



think about...

Think about specific times you've communicated with a student or supervisor who speaks another language. Did the two of you understand each other? What would you do differently if you were in the same situation again? Could you add anything to this list of tips?

Communicating with people from different language backgrounds

Some of the families or supervisors of your students may be from other countries. They may not be fluent in the language of instruction. The tips for working with students of different language groups also apply here. Things to keep in mind when communicating simple instructions (skills to be practised, for instance) include:

- speak slowly and pronounce words clearly
- write down the main topic (manoeuvre to be practised, etc.) and point to the appropriate page of *Tuning up*
- use your drawing skills to illustrate your points
- try to get feedback to ensure you've been understood.

For more complex discussions, you may need the help of an interpreter. When the student enrolls in the course, try to get the name and phone number of a family member or friend who can translate if necessary.

Professional challenges

At times you may have to make some difficult decisions. Here are two common examples and some recommendations for dealing with them.

Scenario 1

A young student is not ready to drive safely on the road, but insists on taking the road test.



think about...

Think about a situation you've dealt with that was similar to scenario 1. How did you handle this situation? Would it have helped to have had a standardized **competency checklist** or **declaration of completion** to use?

It's not unusual for instructors to be pressured by students who don't appreciate the level of skill required to drive safely. In a situation like this, it's important to give your professional opinion and advise the student to not take the road test until he or she's ready.

Here are some things to consider as you decide what to say to this student:

- **Responsibility**—Professionals provide information and opinions to their clients. After that, it's up to the clients to make their own decisions. Even if you don't provide your vehicle for a road test, you have a responsibility to provide your professional recommendation.
- **Business**—The importance of having a good reputation is critical to continued business success. If you earn a reputation for training students with a low success rate, it will reflect badly on your business. Balance your reputation against the possibility of losing a student's business.
- **Ethics**—Even if this student gets lucky and manages to pass the road test, he or she may have a higher risk of being involved in a crash and of hurting other people or damaging property. As a driver-training instructor, you've a responsibility to protect the safety of others as much as possible.

One way to handle the scenario 1 situation is to explain why you don't agree to the test being taken at this time, using the **competency checklist** as a tool. In fact, using the checklist for mid-term assessment will probably help you to prevent this kind of pressure from students or their supervisors later on. Remember you cannot issue a *Declaration of Completion* unless the student has met the minimum required competencies.

The Driver Training Unit provides these forms when your course is approved.

Scenario 2

A man arrives for his lesson with his three-year-old son.



think about...

Think about scenario 2. What would you do in this situation? Have you dealt with this or a similar situation before? Do you have a plan in place if this should happen?

Allowing children or other passengers to ride with you may be distracting for the student, and may even present a liability issue. On the other hand, you may decide this is necessary or helpful to the student.

Even though it's legal to have a child with you as a passenger, it may not be advisable. The curriculum is challenging, and may require more discussion in the vehicle than you have been used to. If you have a child with you, it may be difficult for your student to concentrate.

Establish clear guidelines when you first meet your students so they know the ways in which passengers may be distracting.



Ice breaker 1

New driver scavenger hunt

Class Car

Learning outcomes

This activity helps students get to know each other and relax. It doesn't lead to a specific learning outcome.

Time

10 minutes

Materials/resources

- copies of handout
- pencils

Procedure

Give out the *scavenger hunt* handout on the next page. Allow 10 minutes for students to complete the exercise.



New driver scavenger hunt

Find out about the people in your class. What are their histories, plans and driving experiences? Try to speak to everyone in the room while you're filling out your scavenger sheet.

Write down the name of a person who:

- was born in the same province as you
- was born in the same month as you
- has driven a bit before this class
- has an older brother
- likes the same kind of food as you
- is about the same height as you
- speaks two or more languages
- needs to drive for work purposes
- plays a musical instrument
- is planning to buy a car in the next year.



Ice breaker 2

Introductions

Class Car

Learning outcomes

- 2.1 Evaluate how positive and negative personal factors influence driving attitudes.
- 2.3 Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.

Time

15 minutes for introductions; 10 minutes for discussion afterwards.

Materials

- paper, pens or pencils
- flip chart and marker

Procedure

1. Ask students to turn to a partner and spend up to three minutes finding out about that person, including these points, which you may want to write on the board:
 - name
 - driving-related history (e.g., riding a bicycle, playing sports, learning driving tips from family and friends)
 - what kind of driver he or she would like to be.
2. After three minutes, ask the partners to switch roles so that the person previously interviewed is now doing the interviewing.
3. Go around the circle, asking students to briefly introduce their partners.
4. As students are making their introductions, divide your flip-chart paper into two. Take notes on driving-related history and what kind of driver each person would like to be.
5. Use this information to lead into a class discussion on the question:
What makes a good driver?

4

building your course

in this section

- Planning your overall course
- Building your course for ICBC approval

Mapping a Safe Course is a road map or guideline for developing an ICBC-approved course. You can't take this curriculum and teach directly from it. You'll need to build a course that feels right for you and your students, and meets the standards of the curriculum. You may be taking your existing driver education course and turning it into an ICBC-approved course, or building a new course. In either case, this section will help you.

Course planning requires some general thinking about what your students need to learn and the planning of specific lessons. Developing an overview of your course includes:

- planning where you will instruct
- defining the content
- determining how you will divide the time into lessons
- determining how you will instruct and order the topics within each lesson.

This section contains background information for developing a driver education course. It also contains specific information you'll need if you are submitting your course for ICBC approval. When reading this section, it may be helpful to refer to our *Graduated Licensing Program Course Approval Guide*. It's available by request from ICBC's Driver Training Unit.

Planning your overall course

Step 1: Identify the course goals

The primary aim of your approved course is to produce responsible and safe drivers. This broad aim is captured in each of the seven curriculum goals listed in *Mapping a Safe Course*. If you think of the seven goals at every step of your planning, your students will be more likely to achieve the learning outcomes for each of the goals. This will help students become safe and responsible drivers.

Step 2: Identify the course content

Mapping a Safe Course identifies the content that will meet ICBC-approval criteria. Required topics are shown under the learning outcomes—make sure you include these topics in your course. Look at the content of your current course to see if all of these topics are included or you need to add some.

Remember that the curriculum outlined in *Mapping a Safe Course* doesn't tell you the order in which to teach the topics. You need to decide what's best for your students.

Helper 4.1 explains the learning outcomes in more detail and provides key ideas to help you plan activities for your students.

Step 3: Plan for curriculum requirements

An ICBC-approved course for passenger vehicles requires both in-car and classroom instruction. There's also a set minimum of instructional time required for each one.

Time with the instructor

The course must allow for a minimum of 32 hours of instruction. This is the amount of time it will take an average new driver to understand the concepts and reach the skills set out in the curriculum. While you will need to plan for at least 32 hours of instruction, you may find that some students require more learning time.

Divide the 32 hours of instruction time as follows:

- **12 hours of in-car instruction**—This is the minimum an instructor must spend teaching one-on-one in the car.
- **16 hours of classroom instruction**—This is the minimum an instructor must spend teaching in classroom situations.
- **Four hours of discretionary time**—This is best based on individual student needs and the course approval standards. For example, you may decide that your students will need more time in the classroom, or that they could use extra driving instruction. Part of the time could be used for doing assessments for the midpoint and final competency checks. Some of the time could also be used for interviews with your students and their supervisors.

Time with the supervisor

Plan the course to allow time for the student to get plenty of driving practice with their supervisor in between lessons.

Scheduling guidelines

In an ICBC-approved course, you must also plan to spend a minimum number of minutes on each of the 39 learning outcomes as outlined in the *Graduated Licensing Program Course Approval Guide*.

Decide how you can organize the 32 instructional hours to suit your needs and those of your students within the guidelines. Students, and especially new drivers, need time to understand and practise what they are learning.

Time restrictions

All ICBC-approved courses must meet the following time restrictions. No student should be expected to have more than:

- four hours of in-car instruction during one day
- two hours of continuous in-car instruction without a minimum 15-minute break
- six hours of classroom instruction during one day
- 90 minutes of continuous classroom instruction without a minimum 10-minute break
- eight hours of combined in-car and classroom instruction during one day.

Two other restrictions:

- Time not spent on instruction cannot count toward course length (for example, breaks).
- An approved course must be between 14 and 365 calendar days long.

Please refer to the *Graduated Licensing Program Course Approval Guide* for more information about scheduling requirements.

Classroom and in-car settings

The course must be taught both in the car and in the classroom. When instructing in two settings, it's important for you to bring the teaching content from both settings together for the students. Integration is one of the key ways to help students reach the goal of becoming safe, responsible and competent drivers. Students will reach their goal when they can integrate all of the parts of this curriculum into their driving habits. You need to help them connect their skills and knowledge by setting up your course to cover the same ideas in the car and in the classroom.

The course must also involve supervisors in student learning. This is referred to as, the at-home environment. When you plan your course, take the in-car, classroom and at-home settings into account.

A minimum of 15 learning outcomes must be taught in both the classroom and in-car.



think about...

Write down some ways that you could integrate your classroom and in-car instruction by using the acquire-practise-feedback loop. Also write down ideas of how you can work with supervisors.

Integration

Think of the learning loop of acquire-practise-feedback described below, and plan your course so students are involved in the loop in each of these settings.



The loop works this way. We acquire new information about driving and combine it with the driving information we already possess. We then use all of this information together when we practise new driving techniques. Our instructor or supervisor gives us feedback about our driving. To refine our techniques and decision-making skills, we may have to go back and acquire more information, practise and feedback until we can consistently perform the new driving skill with ease.

Plan your course so that new drivers will be able to acquire-practise-feedback both in the classroom and car. The car is not just a place to practise—it's also a place for getting feedback and introducing new ideas. And the classroom is not just a place for instructing theory concepts—it can be a place to practise new behaviours. Challenge students to try out new attitudes in the classroom through role plays. Give feedback to students as they participate in classroom activities. *Tuning up* contains ideas that follow the acquire-practise-feedback loop.

Alternating sessions of classroom and in-car instruction gives students the opportunity to reflect on and practise the things they learn. What's learned in the car can be discussed in the classroom, and what's learned in the classroom can be demonstrated in the car. Even in a course that students must complete in a short time period, it's best to alternate in-car and classroom sessions. Try to do this while the ideas are still fresh for your students.

If a number of different instructors will be teaching your course, keep records so that other instructors are informed about what's being taught in each lesson. In this way, they can integrate the information into other settings.

See **helper 4.2** for ideas on how to integrate classroom and in-car activities.

Step 4: Sequence topics

So far in this section, we've discussed the goals you want to achieve, the course content that you want to cover, the number of instruction hours you have and the need for working both in the car and in the classroom. The next step is to decide how you can organize or sequence your course so that it makes sense when you deliver it to your students.

There are no rules on how to sequence a course. As you have many variables to work with, you'll take many things into consideration. Each school may sequence a course differently.

When developing your course, order the in-car and classroom lessons in the sequence in which you would ideally like to teach them. However, keep in mind that you'll have to be flexible to accommodate your students' individual schedules. You can make adjustments in these areas as needed, as long as the required time is given in each setting.

The two most important points to consider when sequencing are:

- Organize your course around the learning outcomes that you expect your students to accomplish.
- Allow enough instructional time for each of those learning outcomes.

The learning outcomes are listed in the **curriculum chart** section of *Mapping a Safe Course*, and match the required topics and competencies in the **competency checklist**.

Another point to consider is achieving balance. That is, you have seven goals and 39 learning outcomes to cover in your course. You must balance the instructional hours available for the course evenly over the learning outcomes. Each learning outcome is important. Remember, in approved courses, there's a minimum amount of time you must spend on each of the learning outcomes. However, these times are only minimums. You may be able to spend more time on each learning outcome by designing activities that combine more than one learning outcome. Please check the **Approved Driver Education Course: Learning Outcome Cross Reference** form in the *Graduated Licensing Program Course Approval Guide* for requirements.

You must also sequence your course so that the learning outcomes are balanced between the classroom and in-car settings (a minimum of 15 learning outcomes need to be addressed in both settings). Ideally, teach all learning outcomes in both settings so your students can demonstrate both theoretical and applied knowledge.

Here are some things to consider as you sequence your topics:

- **Simple to complex**—What's the best order to teach the learning outcomes? How do you decide which topics should be taught before other topics? One rule to follow is to start from the simple and move to the more complex.
- **Revisiting topics**—Which topics are basic to all driving activities and need to be revisited a number of times? The topics of goals one and two are complex, and students need plenty of time with these. Driving skills in the car need to be practised many times before students become skilled.
- **Theoretical and practical**—Which topics can be taught in classroom sessions and discussed during in-car debriefings? Which topics belong mainly in one area? Some topics relating to in-car decision-making may be practised in the classroom where students are asked to pretend that they are in a certain situation.
- **Natural partners**—Which topics fit naturally together? Which topics build on more basic ideas?
- **Time frames**—Which instructional strategies will take more time than others? Good discussions allow students enough time to exchange their views on related topics. Which learning outcome topics will take more time than others?
- **School factors**—Consider space and time restrictions related to your own business situation. For example, if you have part-time instructors, you will need to factor this into the course sequence you select. Will you have more than one instructor teaching a course to the same students? If so, sequence your course so that all of the instructors are able to co-ordinate their lessons.
- **Discretionary time**—How can you best use the four hours of discretionary time? Will you have students who need more time to deal with classroom material because of language difficulties? You can change your plans for these hours for individual students, but you should think ahead about the best use of this time.



Tips: Teachable moments

These are situations which are not planned but give excellent opportunities to help integrate concepts for your students. For example, during an in-car lesson, you may see another driver making an obvious error. Ask the student questions like: *What happened in that situation? How do you think that driver was feeling? What would you have done?* Or if you and your student see a driver yelling at another driver, ask questions such as: *What's that driver responding to? How would that driver be influenced by peer pressure? How could that driver learn to cope with road rage?*

Step 5: Find resources

When preparing a course, think about resource material that will help you to teach effectively.

A resource file is a collection of materials that support the information given during instruction. Resources include videos, games, graphs and charts, newspaper clippings, reference texts, teaching texts, worksheets and pamphlets.

Building a resource file is an ongoing process for driving schools and instructors. The **building your resource kit** section of the *Instructor Resource Kit* will give you a start on where to find resources and some examples of resources that are available.



think about...

If you already have a course that you will be changing to meet the requirements of the ICBC-approved curriculum, you will need to consider the following questions:

- Does your existing course include the seven goals and all the objectives of the curriculum?
- Does your existing course fit into the time frames?
- What topics do you need to add? Take out?
- How can you work with supervisors to encourage your students to use their informal practice time effectively?

Building your course for ICBC approval

This section quickly takes you through the steps you need to follow to design a course and get it approved. You'll need the following:

- *Mapping a Safe Course*
- *Graduated Licensing Program Course Approval Guide*
- *Instructor Resource Kit*
- blank paper
- pens in different colours.

Step 6: Outline your classroom lessons

Length of classroom lesson

What length of classroom lesson is best for you and your students? You must have at least 16 hours of classroom instruction in a Class 7 approved course. Decide how you would like to arrange these hours.

Get a piece of paper for each lesson. Label each one with a lesson number—*Classroom Lesson 1, Classroom Lesson 2, etc.*—and spread them out on a table. This allows you to adjust individual lessons while getting an overview of the flow of your course. If you're adapting a non-approved course you already have, setting up individual lessons will be easier because some of this work will already be done.

Order of topics

Think about the order in which you would like to teach your learning outcomes and topics. Which ones should be taught on the first day? Which ones could wait until later? (Remember, you'll want to teach some of them more than once.) Which ones go well together? Write these down on your pieces of paper.

Check through the learning outcomes and required topics in *Mapping a Safe Course*. You should now have the learning outcomes and required topics listed for each classroom lesson. Make sure you haven't left anything out, but remember that you will be teaching some of the learning outcomes, especially the ones in Goal 7, during the in-car lessons rather than in the classroom.

Competency checklist

The **competency checklist** describes the behaviours that students will demonstrate when they've achieved the learning outcomes. You'll see that some competencies are listed in *Mapping a Safe Course* as beginning competencies, while others are listed as exit competencies:

- **Beginning competencies**—These are the core competencies (the most basic skills for new drivers). Although students don't have to acquire the learning outcomes of these competencies before the exit competencies are taught, you should introduce the beginning competencies early in your course.
- **Exit competencies**—These are the skills which are either more complex and must build on earlier skills, or those which take longer to develop. Some learning outcomes related to the **exit competencies** will be introduced early in the course so there's a lot of time for your students to practise them.

Choose activities and assign times

Look at the learning outcomes and topics in your lessons. Think about different ways you could teach them. The methods you use to teach are called instructional strategies. Here are four different strategies you might use for classroom lessons:

- **instructional strategy 1: discussion**—Students are given a question or a task, and they learn through discussion among themselves and by sharing experiences.
- **instructional strategy 2: interactive activities**—Students learn by interacting with each other. An interactive activity is similar to a discussion group, but involves *doing* rather than *talking*.
- **instructional strategy 3: individual activities**—Students work on a specific task without interacting with either the instructor or with peers.
- **instructional strategy 4: lectures, guest speakers and videos**—Students learn by listening to information from the instructor, a guest speaker or a video.

For a more complete description of these instructional strategies, see **Section 5**.

It's important to use a variety of strategies. To meet ICBC course approval requirements, **at least 30 per cent of your classroom activities must be discussions or interactive activities**. Examples of discussions and interactive activities are also provided in **helper 5**.

Now you're ready to go through your lessons and think about activities that you might use to teach the topics you have listed. Write a brief description of the activity next to the topic(s) being covered. Write the instructional strategy number beside each activity. (Remember, you may combine several learning outcomes or topics in one activity.)

Then think about the time each of these activities will require. Write these times down, making sure that they add up to the total time for the lesson. If your lessons are more than 90 minutes long, remember to include breaks. The time for breaks cannot be included in the total lesson time.

Step 7: Outline your in-car lessons

You must have at least 12 hours of in-car instruction for a Class 7 course. Decide how you will arrange these hours. Also think about what length of in-car lesson would work best for you and your students.

Once you have decided on how many in-car lessons you'll have and how long each one will be, spread out a piece of paper for each lesson. Then label the pieces *Practical Lesson 1*, *Practical Lesson 2* and so on.

Think about the required topics you want to teach in your in-car lessons and the order in which you want to teach them. You'll also include some of the things you have taught in the classroom (e.g., sharing the road, observational skills, etc.) that you'll want to reinforce in the car. Write all of these down on your pieces of paper.

Check through the learning outcomes in *Mapping a Safe Course*. Make sure you haven't left anything out. In most cases, you'll be using **Instructional strategy 5** (Vehicle practice) in your in-car lessons, also described in **Section 5**.

In the course, you need to have at least 15 of the 39 outcomes taught in both the classroom and the car. Throughout the in-car lesson and during the debriefing, the concepts covered in the classroom and experienced on the road can be discussed with the student. For example, you may have given a classroom lecture on safe following distance or discussed good attitudes for sharing the road; these concepts can be related to the present driving situation.

Note: You don't need to include estimated times for learning outcome times in your in-car lessons. The reason is that you'll often be doing a number of things at the same time, such as using observation skills, turning right, sharing the road with pedestrians, etc.

Step 8: Check your times

Look at the **Learning Outcome Cross-Reference Form** in your course approval package. This form gives you the minimum amount of time that you must spend for each learning outcome. Go through your lesson plans and make sure you have met the minimum time requirements. Your times will be your best estimate. Remember that the minimum time requirements don't add up to the required number of hours. You'll need to add in extra time to bring the total to 16 hours of classroom time and 12 hours of in-car time.

A GLP course includes four hours of discretionary time. This is time that you can use to work with supervisors, do extra training with your students or do assessment activities. You may decide to use some of this time in your classroom teaching or in your in-car teaching. If so, make sure it's added into your lessons.

Note: Discretionary time is not optional time. You must account for the additional four hours.

Step 9: Combine your classroom and in-car lessons

Think about the best order for your classroom and in-car lessons. Decide what would be the best learning situation for the student, then figure out what makes sense for you and your school. Remember, you can only have a maximum of eight hours of instruction per day, and no more than four

hours of in-car or six hours of classroom instruction. Also remember to plan opportunities for at-home learning.

Put the pieces of paper outlining your lessons in the order in which you would like to teach them.

Step 10: Decide on the midpoint assessment

The midpoint assessment lets students know how they are doing and where they need to improve by the end of the course. Decide on a lesson somewhere in the middle of your course where you will assess your students on the **competency checklist**. (You can find a copy of the **competency checklist** in *Mapping a Safe Course*.) This assessment needs to include a formal observation and recording in the car. Some instructors call this a mini road test. Look through your lessons and decide where it would make the most sense to do this. It's important to realize that, although the competencies are classified as beginning and exit, your student may not have completed all of the beginning competencies, and may have completed some of the exit ones, by the midpoint of the course.

Step 11: Create your lesson plans

Complete a detailed set of lesson plans. See **Helper 4.3** for information on lesson plans.

Step 12: Complete the ICBC forms

It's helpful to fill in both forms at the same time. The numbers below also appear on the forms, in the appropriate spaces. Here are the steps in brief. For a more complete description, check the instructions in your *Graduated Licensing Program Course Approval Guide*. Make sure you sign the forms before sending them in.

Course outline summary

1. Fill in the day, the classroom and/or in-car lesson to be held that day and the time spent. You need to record both classroom and in-car sessions on the same sheet in the best order. The order may need to be varied for each individual client.
2. Copy the learning outcome numbers from each lesson.

Learning outcome cross reference form

3. At the same time as you are completing Step 2, fill in the numbers of the lesson(s) where each learning outcome was addressed. In pencil, put the number of minutes to be spent on the learning outcome beside the minimum time.

Course outline summary

4. Write in the instructional strategy number (1-5).
5. Indicate the midpoint assessment.
6. Check your times. You must have a minimum of 16 hours of in-class and 12 hours of practical instruction.
7. Enter your four hours of discretionary time if you haven't already included these hours. (28 hours + four discretionary hours = 32 hours). Then enter your total hours of course time.

Learning Outcome Cross Reference Form

8. Add up the times you have entered for each learning outcome. Ensure the time spent on each learning outcome meets the minimum time required. If not, you must plan to spend more time on the required topics included in the learning outcome. You must address all of the required topics.

Step 13: Submit your course for approval

Besides the forms described in Step 12, there are other forms in your package that you need to complete when you submit your course for approval. You must also sign and return the *Course Approval Agreement* with your application. Your signature will need a witness. This can be anyone who knows you and watches you sign the agreement. Use the checklist that came with your course approval package to make sure you have included all of the required material.

Note: For those schools designing a course for motorcycles, please refer to *Mapping a Safe Course: Motorcycles* and to the *Graduated Licensing Program Course Approval Guide*, and make substitutions where appropriate.

ICBC Approved Driver Education Course Course Outline

School Name: _____ Class of Licence: _____

Day	Lesson Number	Classroom Time (minutes)	Practical Time (minutes)	Learning Outcome Number(s)	Instructional Strategy Number(s)
1	1	1		2	4
	1		1		
Sub-total hours		6	6		
Discretionary allocation of time*		7	7	*Maximum 4 hours for Class 7 *Maximum 2 hours for Class 8	
Total number of hours in course		7	7		5

Midpoint assessment completed at lesson # _____

Name of Signing Authority _____ D

Signature of Signing Authority _____

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ICBC Approved Driver Education Course Class 8—Learning Outcome Cross Reference

School Name: _____

Goal 1: Risk Avoidance
To develop knowledge, understanding and appreciation of risk avoidance as it relates to safe riding.

LO Ref #	Learning Outcomes <i>The new driver will...</i>	Minimum Time	Time in Minutes	Required Topics <i>The course will cover...</i>	Lesson Number(s)
1.1	Describe the hazards of riding.	60 minutes	8	1.1.1 weather/environmental conditions 1.1.2 road conditions 1.1.3 driver and rider attitudes 1.1.4 vehicle conditions 1.1.5 animals 1.1.6 other road-users 1.1.7 unpredictable driving and riding behaviours 1.1.8 sources of riding error 1.1.9 rider vulnerability	3
1.2	Define the characteristics of risk taking.	15 minutes	8	1.2.1 factors that affect rider risk perception: - rider age - rider experience - riding environment 1.2.2 caution versus risk 1.2.3 judging risk in various situations 1.2.4 role of overconfidence and underconfidence in inaccurate risk perception 1.2.5 motorcyclists as risk-takers	3
1.3	Evaluate how risk perception is affected by personal factors.	15 minutes	8	1.3.1 mental factors: - self-esteem - aggression - frustration - impatience - feelings of power - overconfidence - awareness of consequences 1.3.2 physical factors 1.3.3 role of self-control 1.3.4 need for peer approval 1.3.5 perception of other drivers and riders 1.3.6 rider experience	3
1.4	Explain how impairment affects risk perception and riding behaviour.	15 minutes	8	1.4.1 effects of drug and alcohol impairment on perception 1.4.2 effects of fatigue, illness and mental stress 1.4.3 consequences of impaired riding 1.4.4 ways to avoid riding while impaired	3
1.5	Evaluate the costs of taking risks while riding.	15 minutes	8	1.5.1 personal costs 1.5.2 social costs 1.5.3 financial costs 1.5.4 health costs	3
1.6	Assess personal risk tolerance.	15 Novice minutes	8	1.6.1 thinking for oneself 1.6.2 role of self-control 1.6.3 role of overconfidence/underconfidence 1.6.4 identifying personal limits and abilities	3
1.7	Demonstrate realistic risk perception in riding behaviours.	30 Final minutes	8	1.7.1 accurate risk perception 1.7.2 quick and effective reaction times 1.7.3 proactive versus reactive riding actions 1.7.4 expectations of other road-users 1.7.5 consequences of not doing what other road-users expect 1.7.6 safe time margins to complete riding maneuvers	3

MI2913 (04/2008)

in this helper

- Achieving learning outcomes
- Key terms used in this helper
- Goal 1: Risk avoidance
- Goal 2: Driver psychology
- Goal 3: Social responsibilities
- Goal 4: Legal responsibilities
- Goal 5: Safe driving
- Goal 6: Vehicle performance
- Goal 7: Motor skills



Learning outcomes

Achieving learning outcomes

The 39 learning outcomes in *Mapping a Safe Course* describe what a student is expected to achieve by the end of any ICBC-approved course. You will use the **competency checklist** to confirm each student has met these objectives. This helper provides additional information about each learning outcome and some ideas to help you make the material easier for the students to learn.

All goals in *Mapping a Safe Course* focus on factors that are closely related to responsible driving behaviours. This is done in two ways:

- Goals 1-3 emphasize attitudes and their role in responsible driving behaviours: *Risk avoidance, Driver psychology and Social responsibilities.*
- Goals 4-7 encourage the development of responsible attitudes toward safe driving by having new drivers demonstrate control, safety and responsibility while driving.

The following section lists the seven course goals and their corresponding learning outcomes. Examples are given of appropriate teaching strategies you can use to achieve the learning outcomes.

Here, and on the following pages, you will notice an icon that's divided into three parts: a group, an individual and a car. Each learning outcome has this icon beside it. The icon is used to indicate a good teaching strategy for a given situation.

- The group section of the icon shows the type of situations in which students learn about things that generally apply to all drivers.
- The individual section highlights times when students will be asked to apply this learning to themselves, in particular.
- The car section is used where students will demonstrate the achievement of the learning outcome by their driving behaviours.

This icon (group, individual, car) doesn't refer to specific instructional strategies. And it doesn't mean that the highlighted ways are the only ways to help students achieve the learning outcomes. They're simply some good options.

Also keep in mind that the numbering of the learning outcomes doesn't reflect how a driving course should be organized. For example, you don't need to cover all learning outcomes of Goal 1 before you teach the learning outcomes of Goal 4. In addition, more than one learning outcome can be covered at the same time in some activities. The learning outcomes and list of required topics are basic requirements for ICBC-approved courses. Experienced instructors may include additional areas as appropriate for their students.

Key terms in this helper

The following terms are used in the **curriculum chart** and the **competency checklist** and appear frequently in the *Instructor Resource Kit*.

Analyze: to examine the details of something in order to understand it

Appreciate: to give high value to something

Assess: to gather information about something (e.g., students are assessing when they think about how much risk they're prepared to take)

Compensate: to make up for something

Competent: to be able to do something well without help or guidance

Comply: to follow the rules

Define: to state the meaning of a word, phrase or idea

Demonstrate: to show a behaviour while driving in the car

Describe: to create a picture of something in words

Evaluate: to judge the value of something after gathering information about it. This is usually done after an assessment process.

Execute: to do something

Explain: to give a clear and detailed account of something in order to make it understood

Identify: to recognize or tell what something is, often by listing characteristics

Interpret: to decide what something means

Proficient: to be able to do something well or to the required standard

Goal 1: Risk avoidance

To develop knowledge, understanding and appreciation of risk avoidance as it relates to safe driving.

A good driver understands the risks of driving and takes steps to avoid them.

Definitions

Risk: the possibility of harm

Risk perception: evaluating the danger in the driving environment that may require the driver to take action

Risk taking: acting in a way that could result in loss or harm

Risk tolerance: the amount of risk you're willing to take

Risk avoidance: deciding that something is too risky and therefore taking action to avoid it

Learning outcomes



1.1 The new driver will describe the hazards of driving.

Drivers need to be aware of hazards and to make good decisions when responding to them. This outcome asks students to think about many hazards. Some examples are given in the topic list. Most of the topics are things the driver has no control over, like the weather, road conditions and other road users. The driver's own driving can also be a hazard.

Key idea:

1. What kinds of things cause dangerous situations for drivers?



1.2 The new driver will define the characteristics of risk taking.

Students are asked to identify some things that may affect people's willingness to take risks when driving. (e.g., inexperienced drivers may be more likely to take risks because they don't understand the danger.)

Key ideas:

1. What is risk-taking behaviour?
2. What are some things that cause people to take risks?



1.3 The new driver will evaluate how risk perception is affected by personal factors.

Students learn about factors that change a driver's ability to judge risky situations. For example, if a person is angry or upset and is driving fast, he or she is less likely to notice a child darting into the street.

Key ideas:

1. What factors could interfere with good judgment?
2. What could happen if you feel impatient, frustrated, etc.?
3. Would this feeling increase or decrease your ability to see a risky situation?



1.4 The new driver will explain how impairment affects risk perception and driving behaviours.

This outcome gives students a chance to learn about things that can impair us (alcohol, drugs, fatigue, illness, etc.), and how these things can affect driving behaviours. Topics include:

- facts about the effects of drugs and alcohol
- consequences of impaired driving (e.g., falling asleep at the wheel and driving off the road)
- ways to avoid driving if impaired (e.g., call home, have taxi money available, take a bus).

Key ideas:

1. How can your ability to see risks and drive safely change when you are impaired?
2. What steps can you take to avoid the consequences of driving while impaired?



1.5 The new driver will evaluate the costs of taking risks while driving.

This outcome teaches students to think about the “costs” of crashes. Costs include:

- personal costs (e.g., injury, loss of a job, loss of a friend)
- social costs (e.g., higher medical costs, loss of contributions individuals can make to society)
- financial costs (e.g., paying higher insurance rates)
- health costs (e.g., living in constant pain, buying medication to control pain).

Key ideas:

1. What are some of the costs that could result from crashes?
2. Is taking a risk when driving worth it?



1.6 The new driver will assess personal risk tolerance.

Students are expected to think and talk about how much risk they’re willing to take under different situations. This is important because as licensed, independent drivers, the students will be on their own after completing the learner period. For example, students might think about the point at which bad weather would become an unacceptable risk for them.

Key ideas:

1. What are some of the things that affect the amount of risk you’re willing to take?
2. What makes you take risks? How do you know that you can handle risky situations?
3. How good are you at assessing your limits?
4. How well can you control your personal factors (e.g., need for peer approval, feelings of frustration)?
5. How much risk can you comfortably accept?



1.7 The new driver will demonstrate realistic risk perception in driving behaviours.

This learning outcome asks new drivers to show that they:

- see and evaluate risks when driving
- know how to avoid these risks
- can demonstrate this skill in the car.

Key observations:

1. How does the driver show that he or she can perceive (see) risks?
2. What actions does the driver take to avoid risk?

Goal 2: Driver psychology

To develop knowledge, understanding and appreciation of safe and responsible driving attitudes.

A good driver is someone who thinks that driving is a serious task.

Definitions

Motives: my own reasons for doing something (e.g., *I will do what I can to make sure I get what I need, and if speeding will make me part of the group, I'll speed*)

Values: those principles and personal qualities that are important to me (e.g., the respect of others, acceptance, loyalty, etc.)

Beliefs: what I think is true, especially those things for which I have no proof (e.g., *I believe that speeding impresses my friends*)

Attitudes: my opinions and feelings about someone or something (e.g., *I think speeding is OK*)

Feedback: information gathered from the results of one's actions (e.g., a discussion in which I find out that speeding doesn't impress my friends)

Behaviour: what I do (e.g., *I may not speed after finding out that it doesn't impress my friends*)

Learning outcomes



2.1 The new driver will evaluate how positive and negative personal factors influence driving attitudes.

This learning outcome helps students to recognize the values, beliefs and motives that will influence their driving. Students are also asked to think about and decide how these personal factors influence how they think and feel about driving. It is important to help students look at how all of these factors work together.

Key ideas:

1. What values, beliefs and attitudes do you have that relate to driving?
2. What effect could these have on the way you drive?
3. Is this a positive or negative effect?



2.2 The new driver will explain how positive and negative social factors influence driving attitudes.

This learning outcome helps students understand that there are many outside factors, called social factors, that may influence their values, beliefs, attitudes and motives. These social factors, in turn, help to shape driving behaviour.

You can relate each of the required topics listed to driving attitudes as demonstrated by the following examples:

- **Example 1**—People who believe that a driver who speeds is “cool” may have been influenced by:
 - advertising
 - other drivers
 - friends.
- **Example 2**—People who don’t think you should drink and drive may have been influenced by:
 - TV campaigns
 - knowing about dry graduation programs
 - having friends who don’t drink and drive
 - knowing people who volunteer to be designated drivers
 - people who have been injured by a driver who had been drinking.

Key ideas:

1. What are some of the social factors that influence your attitude towards driving?
2. Which social factors are positive? Negative?
3. How do these affect the way you drive?
4. Do they affect you in a positive or negative way?



2.3 The new driver will demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.

This learning outcome asks students to consistently drive courteously and responsibly. Throughout the entire course, the instructor should keep notes describing the student’s willingness to drive in a safe, courteous and responsible manner. This information can be collected from all three learning environments: classroom, in-car and at-home. You probably won’t be able to completely judge whether a student can demonstrate positive driving attitudes until the end of the course.

Goal 3: Social responsibilities

To develop knowledge, understanding and appreciation of safe driving responsibilities from the perspective of the individual, other road users and the community.

A good driver looks out for others.

Definitions

Lifelong learning: learning that continues throughout a person’s lifetime

Self-assessment: gathering information about oneself

Running commentary by student: students talk about what they’re seeing, planning to do and doing while driving or in a classroom exercise

Feedback: information gathered from the results of one’s actions

Learning outcomes



3.1 The new driver will explain the factors that make driving a lifelong learning process.

This learning outcome helps students to recognize that they need to continue to learn skills, knowledge and positive attitudes throughout their lifetime. The required topics are some of the areas where there's a need for continual learning: changes in driving skill, changing technology and changing driving standards and laws.

Key ideas:

1. How skilled are/were you at the start of these driving lessons? How skilled will you be once you earn your licence? How skilled will you be with two years' practice? Five years'?
2. How can people make up for personal changes that affect their driving?
3. How have cars changed? How might they change in the future?
4. What can happen when laws change if you don't know they have changed?



3.2 The new driver will demonstrate understanding of the complexity of the driving task.

Driving is a complex activity where we're expected to do many different things at the same time. Three ways to help understand this point are: self-assessment, running commentary and feedback. Instructors need to listen to what students say in the class and in the car to evaluate whether students understand and can deal with the complexity of driving.

Key ideas:

1. Why should you be continually assessing your driving behaviours?
2. How can you use these tools (self-assessment, running commentary, feedback) to improve your driving skills?

Key observations:

1. Does what the student says in a running commentary suggest that he or she is aware of many things while driving?
2. How well does the student accept your feedback about his or her driving skill?



3.3 The new driver will explain how to share the road safely.

This learning outcome helps new drivers learn why it's important to be considerate of and responsible toward other road users. See the list of required topics under the learning outcomes in *Mapping a Safe Course*. Although this learning outcome teaches the skills and knowledge of sharing the road, it also helps the new driver to understand that he or she is only one of many road users, and that there's a responsibility to share the road safely with others.

Key ideas:

1. Who do you share the road with?
2. What are the safe ways to share the road with cyclists, pedestrians, etc.?
3. Why is it important to share the road?



3.4 The new driver will demonstrate appropriate communication with other road users.

The new driver must learn the importance of communicating with others and be able to show proper communication techniques while driving.

Key ideas:

1. How do you communicate with other road users?
2. What could happen if you don't communicate properly?

Key observation:

1. Does the student communicate properly with other road users when driving?



3.5 The new driver will explain how to show leadership with family members, peers and other community members in promoting safe driving for drivers and passengers.

Leadership means inspiring people to be like you in some way, showing something by example or persuading others to follow your example.

This learning outcome asks students to give examples of activities that would demonstrate leadership in driving. These could range from individual actions (e.g., making sure that seatbelts are done up before the car moves) to participating in group projects (e.g., making safe-driving posters for the school). Personal leadership in promoting safe driving shows an awareness of one's responsibility to others and helps others to learn through that example.

Key ideas:

1. How can you help others to see the importance of safe driving in your family? with your peers? with others in the community?
2. What organized programs in your community promote safe driving? How could you participate in such programs?



3.6 The new driver will identify environmental concerns in the use of motor vehicles.

The required topics for this learning outcome can lead to a discussion of how to drive efficiently, dispose of car fluids and parts properly and maintain a vehicle. More critical in covering this learning outcome, however, is the identification of what the environmental concerns are and why they are concerns. The required topics identify three of the areas that can affect our environment as demonstrated by the examples below:

- **Example 1**—How could planning an efficient route save gas?
- **Example 2**—How could dumping oil in a storm drain affect fish?
- **Example 3**—How will keeping your vehicle in good running order help the environment?

Key ideas:

1. How do your driving behaviours, as well as vehicle use and maintenance affect the earth, water, air, forests, etc.?
2. How do your driving behaviours, as well as vehicle use and maintenance, affect the quality of your life?

Goal 4: Legal responsibilities

To understand and comply with the rules of the road.

A good driver follows the rules.

Definition

Jurisdiction: an area where certain laws are in effect.

Learning outcomes



4.1 Explain the procedures to be taken when involved in a motor vehicle crash or when arriving at the scene of a crash.

Students learn what to do if they have a crash, or see one when they're driving. They also learn about their legal responsibilities. Both major or minor crashes need to be talked about.

Key ideas:

1. What are the most important things to do if you're in a crash?
2. What are some things that drivers can keep in the vehicle in case they have a crash or see one when driving?
3. What should you do if people are hurt?
4. When would you call the police?
5. What are the most important things to do if you arrive at the scene of a crash?
6. What are you legally required to do if you're involved in a crash?



4.2 Explain the meaning of all traffic control devices (signs, signals and road markings).

Students learn the legal meaning of signs, signals and road markings.

Key ideas:

1. What are the different types of road markings?
2. What is the meaning of different sign shapes and colours?
3. What is the meaning of the different traffic signals?



4.3 Explain the reasons for driving laws and regulations.

Students explore the reasons for having laws and regulations that govern how we drive.

Key ideas:

1. Why are driving rules important?
2. What could happen if we don't follow the rules?
3. What would it be like if we didn't have driving laws?



4.4 Explain rules of the road that relate to sharing the road.

Students learn and understand the laws about sharing the road with other users.

Key ideas:

1. Why is sharing the road a legal responsibility?
2. What are the laws about sharing the road with:
 - traffic control persons?
 - cyclists and pedestrians?
 - emergency vehicles?
 - motorcycles?



4.5 Explain, in general terms, the legal regulations concerned with driving.

Students learn about the laws that govern driving, such as vehicle licensing and responsibilities of owners. They also understand that the laws in places outside of B.C. could be different than our own.

Key ideas:

1. Who's permitted to drive a vehicle in B.C.?
2. What are the restrictions placed on new drivers?
3. What could happen to you if you violate the rules?
4. How does the driver penalty point and fine system work?
5. How could your licence be suspended?
6. What's your responsibility as a car owner?
7. What rules could be different in other areas?

Goal 5: Safe driving

To develop knowledge, skills and appreciation of driving safely.

A good driver uses the skills of safe driving.

Definitions

Defensive driving: driving to avoid crashes in spite of other drivers and poor conditions

Collision avoidance: making correct evasive driving manoeuvres to avoid crashes

Alertness: paying close attention

Decision-making skills: the ability to decide what to do based on the information you have

Anticipating: thinking ahead

Predicting: deciding what will probably happen next

Prioritizing: deciding the order in which you should do things based on their relative importance

Making appropriate choices: choosing the right thing or action

Identifying consequences: thinking about the possible results of actions

Point of no return: the place before an intersection where the vehicle can no longer be safely stopped before entering the intersection

Learning outcomes



5.1 Explain why driving to minimize risk involves the three steps of safe driving: See-Think-Do.

This outcome is very important. Students learn about the process of See-Think-Do, the most important skill in preventing crashes. The two topic areas are defensive driving and collision avoidance. "See" is recognizing the hazard; "Think" is knowing the possible actions and choosing the best one; "Do" is acting in time.

Key ideas:

1. What's the difference between a preventable and a non-preventable crash?
2. What three steps can keep you safe?
3. What could be the result of not using good observation?
4. What does "See" mean?
5. What does "Think" mean?
6. What does "Do" mean?
7. How can collision avoidance skills help prevent crashes?



5.2 Demonstrate proficiency in using observation skills to minimize risk.

Students should be able to show you that they're able to use their eyes and head properly while driving to reduce the risk. This is the "See" step of See-Think-Do. Students learn where and how to look for hazards.

Key observations:

1. Does the student show good observation skills?
2. Does the student show that he or she knows where to look?
3. Does the student show that he or she knows how and when to look?



5.3 Demonstrate mental alertness to analyze driving situations.

This outcome addresses the "Think" part of See-Think-Do. The topics identify the need for alertness and attention, decision-making skills, the effects of impairment on thinking and the role of personal motives on decision-making skills. Students learn about the process of deciding what to do after seeing a hazard.

Students will be able to show you that they're mentally alert while driving. They can demonstrate this alertness by telling you what's going on in traffic, what decisions they're making to respond to other traffic and driving conditions, and why they're making these decisions.

Key observations:

1. Does the student make swift and appropriate decisions about driving situations?
2. Does the student's running commentary show alertness and good thinking?



5.4 Demonstrate appropriate driving actions to minimize risk.

This outcome deals with the last part of See-Think-Do: the "Do" part. Students should be able to show they can now drive in a way that reduces risk.

Key observations:

1. Does the student keep space around the vehicle?
2. Does the student drive at an appropriate speed?
3. Does the student apply the brakes in a timely (and appropriate) manner?
4. Does the student use the horn in an appropriate manner, if and when required?
5. How well does the student react at the point of no return at a stale green light?



5.5 Demonstrate competence in using safety devices.

Students learn the correct use of safety devices.

Key observations:

1. Does the student adjust seatbelts correctly and use them regularly?
2. Does the student adjust the head restraint correctly?
3. Is the student's seating position correct for airbag safety?
4. Does the student use sun visors in an appropriate manner?

Goal 6: Vehicle performance

To develop knowledge and understanding of vehicle performance and how this contributes to safe driving.

A good driver respects the power of vehicles.

Definitions

Physics: the forces that affect a car when it's moving

Traction: the tire's grip on the road

Weight shift/transfer: how the car tilts sideways or forward and back as it changes speed or direction

Vulnerability: how easily something is hurt or damaged

Stopping distances: the total distance that it takes to stop a vehicle, from the time the driver recognizes the hazard until the time the vehicle has stopped

Braking distance: the distance that a vehicle travels before stopping once the brakes have been applied

Friction: the resistance to sliding or skidding between two surfaces

Learning outcomes



6.1 Explain the forces of physics as they apply to driving.

Students learn how the forces of physics affect vehicles and passengers.

Key ideas:

1. Why is traction an important thing for drivers to understand?
2. How can a driver control the weight shift of a vehicle while driving?
3. Why should drivers try to maintain good vehicle balance?
4. How do changes in vehicle balance change traction?
5. How does increased speed affect a vehicle's stopping distance?
6. Why do crashes at higher speeds result in more damage and injury?



6.2 Describe the most common collision situations and characteristics.

Students learn why, when and where new drivers have most of their crashes. If students understand this concept, they'll likely use greater caution at these times and places.

Common crash situations for new drivers involve speeding, failing to yield, tailgating and nighttime driving.

Critical crash factors for new drivers include high-risk tolerance (linked to peer pressure, thrill-seeking and impairment), faulty risk perception (not understanding what hazards are the most risky) and inexperience.

Key ideas:

1. When's it most risky for new drivers to drive?
2. Which locations are the most risky for new drivers?
3. What personal factors could make driving at these times even riskier?
4. What do new drivers do that could result in a crash?
5. What could happen if a new driver does not assess risk correctly?
6. How can you avoid difficult driving situations?



6.3 Analyze the role of traction in driving control.

This outcome is a continuation of the learning done in 6.1. Students learn to apply the basic physics of driving and vehicle control in a variety of situations. The main message is that vehicles take a certain distance to stop at a particular speed. Therefore, drivers need to maintain that distance so they can stop in time.

Two things govern a vehicle's movement: driver control and traction available to the tires. If the driver asks the car to do more than the traction will permit, the car will lose traction and skid.

Key ideas:

1. How can drivers figure out if they're maintaining enough space between their vehicle and others?
2. What could happen if drivers follow too closely?
3. How should following distance be adjusted as conditions change?
4. What happens to braking distance when conditions are slippery?
5. How do abrupt or quick changes of direction affect traction?
6. How can stopping distance be reduced by covering the brake?
7. Why should skidding be avoided at all times?



6.4 Explain how hazardous driving situations relate to friction conditions.

This outcome continues the exploration of friction and traction in hazardous conditions:

- In the first two topics, students are asked to apply their knowledge of physics and traction.
- In the second two topics, students learn about the importance of tire types and tire inflation.
- In the fifth topic, students learn about speed and focus on the need to adjust speed to conditions.

Key ideas:

1. When's the time to think about hazardous driving situations and the possible loss of traction?
2. How could you prepare for driving in poor traction conditions?
3. How can friction conditions change from summer to autumn?
4. Why's correct tire pressure necessary to maintain friction?
5. Why's it important to slow down in hazardous road conditions?



6.5 Demonstrate caution in driving behaviours to compensate for hazardous driving conditions.

Students show that they can compensate for hazardous conditions by adjusting their speed, controlling their steering and judging proper stopping distances. They'll also be able to combine their knowledge of vehicle performance and their ability to perceive risk. Through this process, students will learn to respect a vehicle's limitations.

Key observations:

1. Do students adjust speed when conditions change?
2. Do students show good steering control in difficult driving conditions?
3. Do students begin to brake for stops at the right time?
4. Do students drive safely within the vehicle's performance capabilities?

Goal 7: Motor skills

To develop competence in integrating the attitudes, skills and knowledge of safety and driving responsibilities into the correct execution of motor skills in traffic.

A good driver drives as safely and responsibly as possible.

Definitions

Malfunctioning: not working

Grade of road: the slope of a road (i.e., how flat or steep the road is)

Highway: a higher-speed road

Freeway: a controlled-access highway with no intersections

Learning outcomes



7.1 Demonstrate competence in conducting pre-trip checks.

Students check the safety of the vehicle inside and outside before driving.

Key observations:

1. Does the student check around the vehicle before driving?
2. Does the student check the appropriate things outside the car in the pre-trip check?
3. Does the student adjust seatbelts and mirrors correctly?



7.2 Demonstrate control, safety and responsibility in basic driving.

Students should show safe and responsible control of the car in basic driving situations.

Key observations:

1. Does the student start the car and accelerate smoothly?
2. Does the student decelerate and brake smoothly?
3. Does the student steer smoothly and with proper steering posture?
4. Is the student able to maintain a steady speed?
5. Does the student stay in the lane properly?
6. Is the ride with the student comfortable?



7.3 Demonstrate safe, legal and confident vehicle control while changing directions.

Students show that they can operate the vehicle in more complex traffic situations. Their driving should be safe, legal and confident.

Key observations:

1. Does the student yield to other vehicles when appropriate?
2. Does the student use caution when crossing an intersection?
3. Does the student merge safely?
4. Does the student change lanes appropriately?
5. Is the student able to pass safely, legally and confidently?
6. Does the student move into the correct lane when turning?
7. Is the student able to back up smoothly and accurately?



7.4 Demonstrate safe, legal and responsible execution of right-of-way manoeuvres.

Students apply the rules of right-of-way in a safe, legal and responsible way.

Key observations:

1. Does the student show an understanding of the rules of right-of-way?
2. Does the student yield to other drivers correctly and willingly?
3. Does the student apply the rules correctly in new situations?



7.5 Demonstrate competence, safety, legality and responsibility in making turns.

Students show that they can make turns properly.

Key observations:

1. Does the student approach the turn in the correct position?
2. Is the car under control throughout the turn?
3. Does the student complete a three-point turn safely and correctly?
4. Does the student finish the turn in the correct lane?
5. Does the student use proper steering technique?



7.6 Demonstrate safe, responsible and proper parking techniques.

Students show they can park properly.

Key observations:

1. Does the student park correctly in a parking stall?
2. Does the student park correctly on hills, turning the wheels and setting the brake correctly?
3. Does the student use correct procedures when parallel parking?
4. Does the student choose appropriate parking spaces?



7.7 Demonstrate competence in driving safely, legally and responsibly on highways.

Students apply techniques learned on lower-speed roads to help them drive competently on higher-speed roadways.

Key observations:

1. Does the student enter and exit the highway safely?
2. Does the student use correct speed control and braking on curves?
3. Does the student keep off shoulders?
4. Does the student drive safely on hills?
5. Does the student pass other vehicles and change lanes properly?
6. Does the student make the proper adjustments for night driving?

7. Does the student use proper visual skills for higher speeds?
8. Does the student use proper judgment and timing in higher-speed driving?



7.8 Demonstrate competence in driving safely, legally and responsibly on freeways.

Students drive competently on freeways, if available in their area.

Key observations:

1. Does the student enter and exit the freeway safely?
2. Does the student use correct speed control and braking on curves?
3. Does the student drive safely on hills?
4. Does the student pass other vehicles properly?
5. Does the student change lanes properly?
6. Does the student make the proper adjustments for night driving?
7. Does the student respond to a freeway emergency in an appropriate manner, if encountered?
8. Does the student use proper visual skills for higher speeds?
9. Does the student use proper judgment and timing in higher-speed driving?

in this helper

- Integration
- Connect with supervisors

Making connections

Integration

Integration is a critical aspect of this curriculum. Integration occurs when safe-driving skills, knowledge and attitudes are addressed together and in all three settings: classroom, in-car and at-home. Safe-driving habits are based on understanding the roles of responsibility and courtesy in safe driving. This understanding can develop only if discussion and practice occur both in the classroom and in the car.

Alternating sessions of classroom and in-car instruction is the most effective way of achieving this integration. It allows the instructor to make connections between ideas presented in the classroom and what these actually mean on the road, while the ideas are still fresh in each student's mind.

Where it's not possible to alternate the two parts of the program, it will be even more important for the instructor to refer to information discussed in the classroom and connect it to what is happening in the car. This section gives some suggestions for making these connections.

Connect with supervisors

Your student's supervisor is his or her other instructor. You should take every opportunity to help supervisors build on the skills and understanding that the students are learning in your lessons. There are a number of ways to do this:

- Hold a "supervisors' night" —an introductory session with students and supervisors. This will allow you to make personal contact with individual supervisors and explain the program and course requirements. Emphasize the importance of the supervisor role.
- Tell supervisors about *Tuning up*, which the student received with his or her learner's licence. Point out that there are useful activities in *Tuning up* to support the lessons that you're teaching.
- Send information to the supervisor about activities in *Tuning up* that are of particular use to the student.
- Provide the supervisor with a report card showing the student's progress.
- Meet with the supervisor and the student throughout the course to discuss the student's progress. This is particularly useful at the mid-point assessment. Time spent can be considered part of the discretionary time allowed in the course.

The following are ideas for connecting your classroom and in-car activities. Some of them may also be useful to supervisors.

Goal 1:

Risk avoidance	Classroom activities	In-car activities
Learning outcome 1.1 Describe the hazards of driving.	<ul style="list-style-type: none"> • Use scenarios to discover driving hazards. • Students discuss personal experiences involving driving hazards. 	<ul style="list-style-type: none"> • Instructor and/or student uses running commentary to describe hazards. • Student identifies potential hazards.
Learning outcome 1.2 Define the characteristics of risk-taking.	<ul style="list-style-type: none"> • Students tell stories of risky behaviours they or their friends have engaged in. 	<ul style="list-style-type: none"> • Discuss other road users' risk-taking behaviours. • Discuss the student's risky situations and how they were handled.
Learning outcome 1.3 Evaluate how risk perception is affected by personal factors.	<ul style="list-style-type: none"> • Discuss or brainstorm how personal factors can interfere with judgment. 	<ul style="list-style-type: none"> • Examine personal factors during the pre-trip check.
Learning outcome 1.4 Explain how impairment affects risk perception and driving behaviours.	<ul style="list-style-type: none"> • Present statistics on the role of impairment in collisions. • Simulation: students try to walk a straight line after spinning around to become dizzy. 	<ul style="list-style-type: none"> • Teachable moment: if erratic driving is observed, discuss this in a debriefing.
Learning outcome 1.5 Evaluate the costs of taking risks while driving.	<ul style="list-style-type: none"> • Students research penalties for poor driving. • Students identify personal goals and discuss how careless driving could interfere. 	<ul style="list-style-type: none"> • Plan to drive by a location that can be linked to the cost of taking risks (e.g., auto wrecker, hospital emergency entrance).
Learning outcome 1.6 Assess personal risk tolerance.	<ul style="list-style-type: none"> • Students write their reactions to risky scenarios, then analyze these descriptions to determine their own tolerance to risk. 	<ul style="list-style-type: none"> • Review personal risk tolerance after an in-car session.
Learning outcome 1.7 Demonstrate realistic risk perception in driving behaviours.	<ul style="list-style-type: none"> • Students analyze each other's risk perception using reactions to scenarios. 	<ul style="list-style-type: none"> • Practise student running commentary. • Look for realistic risk perception after an in-car session.

Goal 2:

Driver psychology	Classroom activities	In-car activities
<p>Learning outcome 2.1</p> <p>Evaluate how positive and negative personal factors influence driving attitudes.</p>	<ul style="list-style-type: none"> • Students identify their attitudes using self-assessment quizzes. • Use role play to help students identify values. 	<ul style="list-style-type: none"> • Observe and discuss the behaviours of other drivers and what may influence them.
<p>Learning outcome 2.2</p> <p>Explain how positive and negative social factors influence driving attitudes.</p>	<ul style="list-style-type: none"> • Students identify social pressures (e.g., the influence of advertising and the media using a gallery walk or picture discussion—see <i>Section 5</i>). • Students role play peer pressure from passengers and its effects on a driver and his or her driving behaviours. 	<ul style="list-style-type: none"> • Observe and discuss the behaviours of other drivers and what may influence them. • Focus on positive behaviours shown by the student during a debriefing at the end of an in-car lesson.
<p>Learning outcome 2.3</p> <p>Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.</p>	<ul style="list-style-type: none"> • Identify appropriate responses to a selection of driving scenarios. • Ask students to brainstorm examples of courteous driving behaviours. 	<ul style="list-style-type: none"> • Watch for times when a student demonstrates courteous behaviours. • Highlight positive behaviours shown by the student following an in-car lesson.

Goal 3:

Social responsibility	Classroom activities	In-car activities
<p>Learning outcome 3.1</p> <p>Explain the factors that make driving a lifelong learning process.</p>	<ul style="list-style-type: none"> • Present the factors, listed as required topics, which make driving a lifelong process. • Use simulations which show how distractions can interfere with semi-skilled actions. • Use discussions of other learning situations such as hobbies and sports. 	<ul style="list-style-type: none"> • Discuss the sequence of lessons, emphasizing the need to be skilled at the basics before advancing to more complex manoeuvres. • Review the current skills being practised and relate these to the lower level skills which have been mastered.
<p>Learning outcome 3.2</p> <p>Demonstrate understanding of the complexity of the driving task for a new driver.</p>	<ul style="list-style-type: none"> • Students describe all the factors in a particular driving situation, presented in diagrams or scenarios. 	<ul style="list-style-type: none"> • Listen for understanding when the student does a running commentary and discuss this in the debriefing. • Focus on the complexity of the day's practice in the debriefing.
<p>Learning outcome 3.3</p> <p>Explain how to share the road safely.</p>	<ul style="list-style-type: none"> • Use games to present the rules of the road for all road users. • Present puzzles or problems which force students to take the role of other road users. 	<ul style="list-style-type: none"> • Use good and bad examples of how other road users share the road.
<p>Learning outcome 3.4</p> <p>Demonstrate appropriate communication with other road users.</p>	<ul style="list-style-type: none"> • Students role play road communications. 	<ul style="list-style-type: none"> • Ask questions: <i>Have you made eye contact with the car on your left? Has the driver seen that you have the right-of-way?</i>
<p>Learning outcome 3.5</p> <p>Explain how to show leadership with family members, peers and other community members in promoting safe driving for drivers and passengers.</p>	<ul style="list-style-type: none"> • Students research community programs. • Students discuss the importance of being a role model in one's driving behaviours. • Discuss examples of good-driving behaviours that new drivers have shown in their road sessions. 	<ul style="list-style-type: none"> • Give feedback on good-driving habits as they develop (e.g., making sure seatbelts are done up). • Review examples of courteous and responsible behaviours the new driver has shown.
<p>Learning outcome 3.6</p> <p>Identify environmental concerns in the use of motor vehicles.</p>	<ul style="list-style-type: none"> • Students present a panel on how to reduce the impact of cars on the environment. • Students research ways of disposing of used car fluids and why it's important to do this properly. 	<ul style="list-style-type: none"> • Point out examples of exhaust fumes from badly maintained cars and talk about the effect on the ozone layer. • Identify gas stations or other facilities which will recycle used oil and talk about why it is important to recycle instead of dumping oil down drains.

Goal 4:

Legal responsibilities	Classroom activities	In-car activities
<p>Learning outcome 4.1</p> <p>Explain the procedure to be taken when involved in a motor vehicle crash or arriving at the scene of a crash.</p>	<ul style="list-style-type: none"> • Use a video to show the steps to take when arriving on the scene of a crash. • Students role play the procedure to take in a major crash. 	<ul style="list-style-type: none"> • Teachable moment: discuss the steps of reporting a crash if you encounter one.
<p>Learning outcome 4.2</p> <p>Explain the meaning of all traffic control devices (signs, signals, road markings).</p>	<ul style="list-style-type: none"> • Provide practice time in class using flash cards, signs on overhead projectors, practise activities in pairs, etc. • Use team games to reinforce concepts. 	<ul style="list-style-type: none"> • Have the student include sign information in running commentaries. • Discuss signs in the debriefing.
<p>Learning outcome 4.3</p> <p>Explain the reason for driving laws and regulations.</p>	<ul style="list-style-type: none"> • Present regulations and conduct class discussion on why regulations are needed. • Ask each student to predict possible consequences for ignoring regulations. 	<ul style="list-style-type: none"> • Discuss the regulations that apply to the practice session (e.g., limited left turns, temporary parking bans, speed limits).
<p>Learning outcome 4.4</p> <p>Explain the rules of the road concerning sharing the road.</p>	<ul style="list-style-type: none"> • Conduct a student panel on the legal rights of road users. • Start a lesson with a mini-quiz on the laws about sharing the road with other road users. 	<ul style="list-style-type: none"> • Review “sharing the road” situations that apply to the session. • Student predicts the consequences of not sharing the road.
<p>Learning outcome 4.5</p> <p>Explain, in general terms, the legal regulations concerned with driving.</p>	<ul style="list-style-type: none"> • Students research various legal regulations. 	<ul style="list-style-type: none"> • Student points out locations where drivers are likely to break regulations.

Goal 5:

Safe driving	Classroom activities	In-car activities
Learning outcome 5.1 Explain that driving to minimize risk involves the three steps of safe driving: See-Think-Do.	<ul style="list-style-type: none"> Describe the See-Think-Do technique and give examples. Ask students to role play examples of how it can be used in driving. 	<ul style="list-style-type: none"> Model the See-Think-Do technique during running commentary. Student identifies how he or she used the See-Think-Do technique during the driving session.
Learning outcome 5.2 Demonstrate proficiency in using observation skills to minimize risk.	<ul style="list-style-type: none"> Use games to help students identify their range of vision. Provide pictures with different “mirror pictures” indicating correct and incorrect views—have students identify the correct option. 	<ul style="list-style-type: none"> The student demonstrates correct adjustment of mirrors, shoulder check procedures and 360-degree viewing before making turns and lane changes. Give feedback on how well student is doing these manoeuvres.
Learning outcome 5.3 Demonstrate mental alertness to analyze driving situations.	<ul style="list-style-type: none"> Use scenarios and problem situations to help students practise decision-making skills. 	<ul style="list-style-type: none"> Demonstrate decision-making skills in running commentary. Review the students’ decision-making when driving, at the end of the lesson.
Learning outcome 5.4 Demonstrate appropriate driving actions to minimize risk.	<ul style="list-style-type: none"> Discuss the importance of the running commentary. Give students time to practise in simulated situations: <ul style="list-style-type: none"> student does a running commentary to a video of someone driving; the video sound is kept off student tells you what he or she would do in an “upcoming decision” situation. 	<ul style="list-style-type: none"> Demonstrate running commentary. Demonstrate appropriate turns and lane changes while using running commentary. (e.g., does the student leave appropriate space margins around the vehicle?) Review appropriate and inappropriate actions.
Learning outcome 5.5 Demonstrate competency in using safety devices.	<ul style="list-style-type: none"> Research safety devices. Students make posters of the consequences of not using safety devices. 	<ul style="list-style-type: none"> Demonstrate the proper use of safety devices.

Goal 6:

Vehicle performance	Classroom activities	In-car activities
<p>Learning outcome 6.1</p> <p>Explain the forces of physics as they apply to driving.</p>	<ul style="list-style-type: none"> • Develop activities that allow students to experience the forces, wherever possible. 	<ul style="list-style-type: none"> • Demonstrate rates of stopping at various safe speeds. • Demonstrate a properly adjusted head restraint and explain why it's important.
<p>Learning outcome 6.2</p> <p>Describe the most common collision situations and characteristics.</p>	<ul style="list-style-type: none"> • Students read newspaper articles describing collision situations, determine the causes and come up with ways in which the collisions might have been avoided. 	<ul style="list-style-type: none"> • Teachable moment: viewing of a crash during a road session. • Discussion of potentially dangerous areas on the driving route.
<p>Learning outcome 6.3</p> <p>Analyze the role of traction in driving control.</p>	<ul style="list-style-type: none"> • Develop activities that allow students to experience the forces, wherever possible. 	<ul style="list-style-type: none"> • Include the state of the road and weather conditions in pre-trip discussions. • Demonstrate the differences of car handling in different situations.
<p>Learning outcome 6.4</p> <p>Explain how hazardous driving conditions contribute to friction conditions.</p>	<ul style="list-style-type: none"> • Develop activities that allow students to experience the forces, wherever possible. 	<ul style="list-style-type: none"> • Demonstrate the need for caution on some surfaces (e.g., gentle handling of the brake in early lessons). • Review hazardous road conditions that occur during a session.
<p>Learning outcome 6.5</p> <p>Demonstrate caution in driving behaviours to compensate for hazardous driving conditions.</p>	<ul style="list-style-type: none"> • Present material on the differences in car performance, visibility and power. • Students identify situations in which different vehicles pose different difficulties (e.g., small car behind large truck—leave larger space margins). 	<ul style="list-style-type: none"> • Discuss how accurate risk perception involves the understanding of a vehicle's performance. • Identify situations in which problems may arise during the session.

Goal 7:

Motor skills	Classroom activities	In-car activities
Learning outcome 7.1 Demonstrate competence in conducting pre-trip checks.	<ul style="list-style-type: none"> Students identify the steps involved in pre-trip checks and explain why each step is important. 	<ul style="list-style-type: none"> Remind the student in initial outings, then expect it to happen without coaching.
Learning outcome 7.2 Demonstrate smoothness, safety and responsibility in basic driving.	<ul style="list-style-type: none"> Identify the factors for the students. Use role play. 	<ul style="list-style-type: none"> Coach, correct and encourage during debriefing.
Learning outcome 7.3 Demonstrate safe, legal and confident vehicle control while changing directions.	<ul style="list-style-type: none"> Identify the steps for the students. 	<ul style="list-style-type: none"> Coach, correct and encourage during debriefing.
Learning outcome 7.4 Demonstrate safe, legal and responsible execution of right-of-way manoeuvres.	<ul style="list-style-type: none"> Identify the steps for the students. 	<ul style="list-style-type: none"> Coach, correct and encourage during debriefing.
Learning outcome 7.5 Demonstrate competence, safety, legality and responsibility in making turns.	<ul style="list-style-type: none"> Identify the steps for the students. Emphasize the need to be prepared for unexpected manoeuvres from others. Give practice opportunities for students to do role play or problem solve in given situations. 	<ul style="list-style-type: none"> Coach, correct and encourage during debriefing.
Learning outcome 7.6 Demonstrate safe, responsible and proper parking techniques.	<ul style="list-style-type: none"> Identify the steps using visuals. 	<ul style="list-style-type: none"> Coach, correct and encourage during debriefing.
Learning outcome 7.7 Demonstrate competence in driving safely, legally and responsibly on highways.	<ul style="list-style-type: none"> Identify the factors. Give practice opportunities for students to do role play or problem solve in given situations. 	<ul style="list-style-type: none"> Coach, correct and encourage during debriefing.
Learning outcome 7.8 Demonstrate competence in driving safely, legally and responsibly on freeways.	<ul style="list-style-type: none"> Identify the factors. Give practice opportunities for students to do role play or problem solve in given situations. 	<ul style="list-style-type: none"> Coach, correct and encourage during debriefing.

in this section

- Course outline
- Lesson plan

Course outline, lesson plans and activity plans

Lesson plans are an important part of teaching. Planning ahead helps you to think through your lessons because you'll have worked out the order of topics and the details of activities before you teach your lesson. This helper shows you how to make two different kinds of plans: course outlines and lesson plans that will guide you when you are teaching a class.

Course outline

To receive ICBC approval for your course, you have to submit a course outline. You developed your course outline by following the steps in **Section 4**. When you submit a course for approval, you need to provide the framework for your lessons and enough information to make it clear how you will be teaching the material. You must show that you have covered the required topics defined under the learning outcomes and that you're planning to spend the appropriate time on each learning outcome. Your course outline must include the structure of each of your lessons:

- the learning outcomes that will be addressed in each lesson
- the required topics that will be covered in each lesson
- the instructional strategies being used to teach the required topics
- the activities being used
- the length and organization of each activity
- the order of the activities.

A sample of what part of a course outline might look like is shown on the following page. Please note that this is a sample of one lesson only. You need to create a number of similar pages for your other lessons to make up the entire course outline. Don't forget to also include your in-car sessions as part of your overall course outline.

Activity 1 of the sample outlined will be expanded into more detail in the **lesson plan** section. You need to include more information in your lesson plans because you'll be using these to conduct your classroom sessions.

Sample outline of classroom lesson

Activity 1		
Time	Information	Example
	Required topics: Learning outcomes:	Other road users—bicycles and pedestrians <ul style="list-style-type: none"> • 1.1 Describe the hazards of driving.
3 min	Introduction Main points:	Hazards that people encounter when driving.
11 min	Middle of lesson:	Instructional strategy 1—Discussion: <i>What are some of the hazards that may be presented by cyclists and pedestrians?</i> Whole group discussion—record on flip chart.
4 min	Debriefing questions:	What are three ways that other road users may become risks?
2 min	Summary:	Review hazards associated with cyclists and pedestrians. Refer to flip chart.
	Materials needed:	Flip chart, pens, <i>Mapping a Safe Course</i> .

Activity 2		
Time	Information	Example
	Required topics: Learning outcomes:	Cyclists and pedestrians <ul style="list-style-type: none"> • 3.3 Explain how to share the road safely. • 4.4 Explain rules of the road that relate to sharing the road.
5 min	Introduction Main points:	How can we minimize these risks? Identify rules of the road.
10 min	Method:	Instructional strategy 4—An interactive lecture: Talk about the rules of the road for cyclists and pedestrians, including a question and answer session with the students. Suggest reasons for particular rules and the consequences of not following them. Record on a flip chart.
3 min	Debriefing questions:	Ask for two examples of rules that are not always followed when cars and cyclists meet.
2 min	Summary:	Rules and possible consequences of ignoring them. Refer to flip chart.
	Materials needed:	Flip chart, pens, <i>Mapping a Safe Course</i> .

Sample outline of classroom lesson

Time	Information
10 min	Break

Activity 3		
Time	Information	Example
	Required topics: Learning outcomes:	Other road users <ul style="list-style-type: none"> • 3.3 Explain how to share the road safely. • 3.4 Demonstrate appropriate communication with other road users.
5 min	Introduction	Explain that pairs are to role play the characters on the cards.
12 min	Method:	Instructional strategy 2—interactive activity: role play Hand out cards describing situations. E.g., #1a—Car driver You're driving your car along a road with a bike lane. You want to turn right at the next corner. A cyclist is coming along the bike lane and is just at your right fender. How should you communicate your intentions to the cyclist? What particular care should you take in this situation? Ask how students felt while playing the roles. What worked, what didn't?
2 min	Debriefing questions:	What non-verbal cues were used in your role play?
1 min	Summary:	Review signals and clues.
	Materials needed:	Role play cards.

Lesson plan

The course outline you created is enough to obtain ICBC approval. However, it's not enough for you to teach from because it doesn't contain all of the details of each lesson. You'll need to expand on some of this information to create a useful teaching aid. Each lesson plan should contain the following details:

- the learning outcomes that will be addressed
- the required topics that will be covered
- the instructional strategies being used to teach the required topics
- the activities being used
- the order of the activities
- details on how each of the activities will be conducted
- the times allotted for each part of the activities
- plans for assessment and evaluation.

A sample of what a lesson plan might look like is shown on the following page. This sample is the same as the one you just reviewed as a **course outline**. Here, Learning outcome 1.1 from Activity 1 has been expanded to show the amount of detail that should be included in a lesson plan. It is also an example of an activity plan (mini-lesson plan) that you might be asked to write in a GLP instructor course.

Once you've established your lesson plans, you may discover that some activities work better together than others. You may therefore decide to rearrange some of your lesson plans to include activities from other lessons you have put together.

Sample classroom lesson

Activity 1		
Time	Information	Example
	Required topics: Learning outcomes:	Other road users <ul style="list-style-type: none"> • 1.1 Describe the hazards of driving.
3 min	Introduction	<i>Today we will talk about some of the hazards that people encounter when driving—other road users. I'll be asking you for examples and we will record and discuss your ideas. By the end of this lesson I expect you to be able to describe three hazards caused by others with whom we share the road.</i>
11 min	Middle of lesson Main points: Ask someone to define hazard (from previous lesson) "anything in the driving environment that could cause harm." Discussion group:	<ul style="list-style-type: none"> • Types—e.g., small road users (bicycles, pedestrians), large/slow-moving vehicles (trucks, tractors), regular cars • Hazards caused—e.g., unexpected obstacles, obstruction of vision, vehicles moving too fast. <p>Discussion—whole group. Ask for volunteer to record information on flip chart.</p> <p>Teaching note: Monitor and keep process on track.</p>
4 min	Debriefing questions:	<i>Would someone describe three ways that other road users may become risks?</i>
2 min	Summary:	<i>Today we identified other road users such as... We also talked about a few ways they can be hazardous to drivers. (Refer to flip chart.)</i>
	Materials needed:	Flip chart, pens, <i>Mapping a Safe Course</i> (pages 10, 11 and 12).
	Integration:	Teaching note: Reinforce this topic in the car by having the students do a running commentary that specifically relates to potential hazards that other road users could cause.

in this section

- Choosing instructional strategies
- Key instructional strategies
- Teaching attitudes
- Finding the right strategy for a learning outcome

Choosing instructional strategies

Instructors use strategies to conduct activities that help students learn skills and knowledge and develop useful thinking patterns. When information is presented in different ways, students are likely to learn more easily.

An important part of instructing an ICBC-approved course is using a variety of strategies, particularly those that actively involve the students. Teaching an ICBC-approved course may mean that you expand your usual method of instruction—from being a teacher to being a facilitator, from lecturing to also setting up situations where your students can learn from each other as well as from you.

Good drivers have safe, responsible attitudes. In order for students to become safe, responsible drivers, you may have to help them understand and change some of their attitudes. Such changes come from within—from the opportunity to re-think the reasons why we do things—rather than from being lectured about the “right” attitude to have.

When students are given questions to discuss and opportunities to reflect, they are encouraged to develop responsible attitudes. New drivers should have the chance to examine their own attitudes and become more safety-conscious. In a safe, non-threatening classroom environment, students can share their experiences and examine their attitudes. This will help them to understand what impact these attitudes could have on their lives and on the lives of those around them.

The instructional strategies in this section will help you to structure your classes in a way that offers the best chance for success in changing attitudes. Two key factors are facilitating learning and helping students to remember what they have learned.

**think about...**

Think about the times when you have had a student with an attitude that might result in unsafe driving. Are there times when you felt you were successful in helping this student to modify the attitude? Which methods worked best?

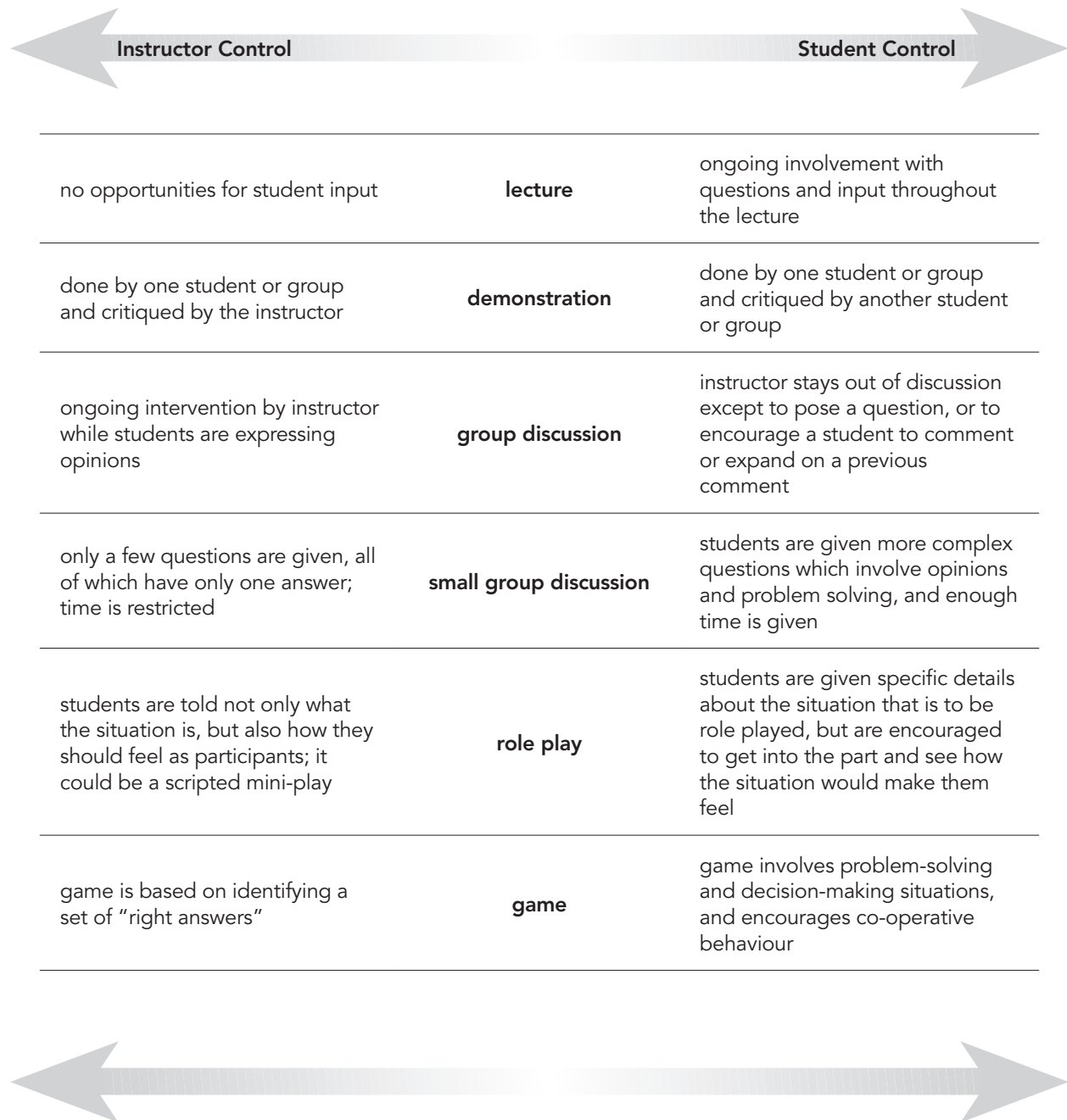
Be a facilitator

As a facilitator, your role is not just to tell the students what they should know, but also to design activities that encourage students to participate in their own learning.

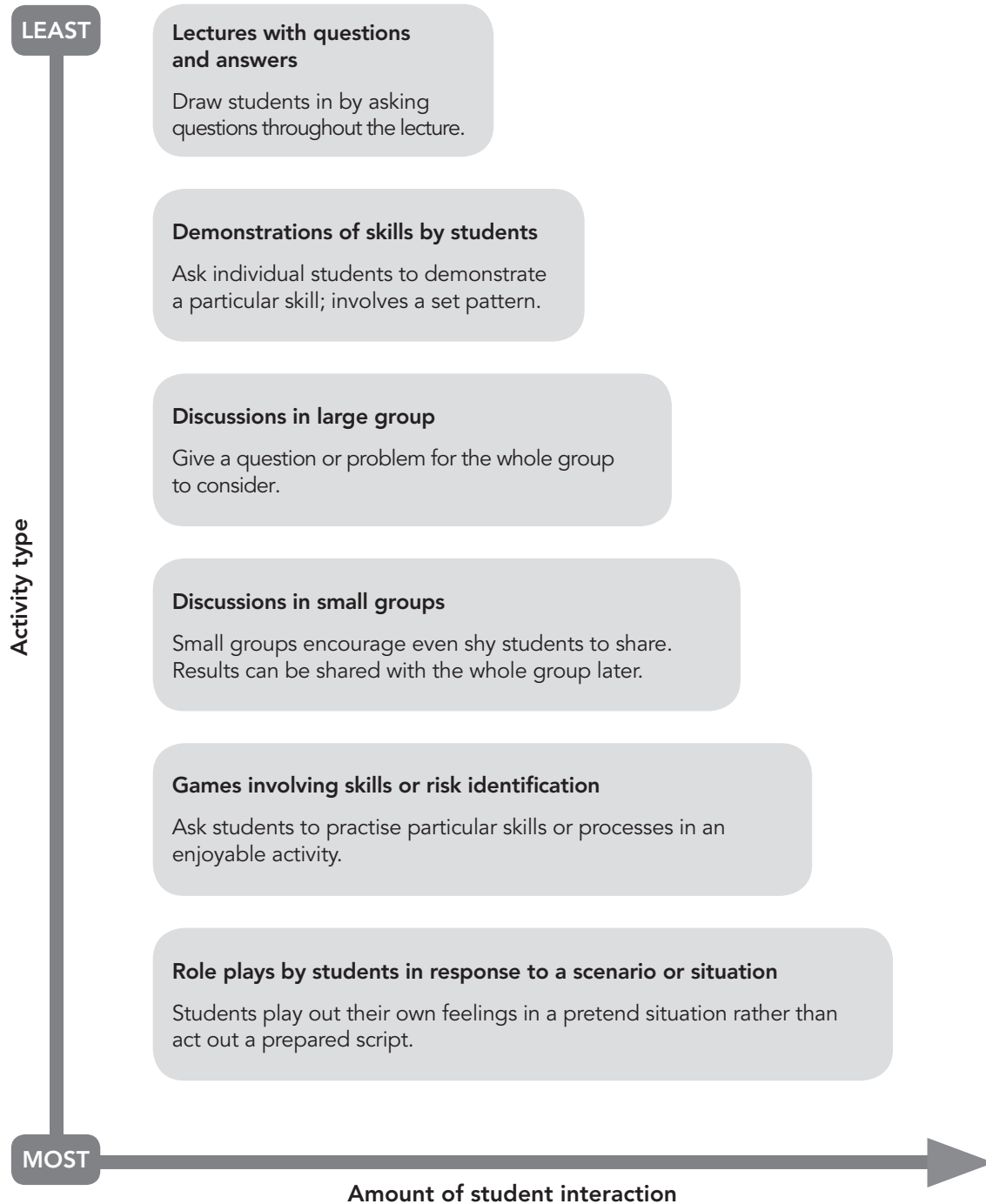
One of the ways to judge whether you’re a lecture-based teacher or a facilitator is to think about how much you talk in the classroom compared to how much your students talk. The more you can structure the learning situation so that students are actively participating, the more real learning is probably taking place. The opportunities for participation will depend on two factors: the structure of the classroom activities and the degree of control that the instructor is prepared to pass over to the students. In the end, the instructor isn’t giving up control of the classroom. He or she is enabling students to learn through their own experiences by not being limited only to an instructor’s experiences. The degree of interaction in any activity is partly decided by the structure of the activity and partly by the degree of control, as shown in the following charts.

When we talk about interaction, we mean that all those involved—instructor and students—are active. All teaching activities have some degree of interaction.

Amount of instructor/student control in activities



Amount of student interaction in activities





think about...

Think about your own teaching methods. Do you tend to be primarily a lecturer or a facilitator? Can you see benefits in encouraging students to be more active in their own learning? Can you see yourself becoming more student-focused in your approach?

Helping students to remember

Here are two major factors to consider in choosing instructional strategies:

- Some strategies are more likely to help students remember what they are learning.
- Some strategies are more likely to help students critically examine and change attitudes that don't encourage safe-driving behaviours.

Here is some information on different types of activities and the amount of information that is remembered from each:

Senses used	Activity	Amount retained
Hearing	Instructor talk engages only one sense.	20%
Seeing	Using still pictures, diagrams and charts engages only one sense.	30%
Hearing and seeing	Computer programs, lectures accompanied by PowerPoint presentations, and video programs engage more than one sense.	50%
Hearing, seeing and talking	Situations such as small group work, where students are actively discussing, listening and working with material, lead to a high percentage of information being remembered.	70%
Hearing, seeing, talking and doing	Role play, simulation games and in-car practice, where the student is engaged in doing and is keeping all the senses engaged, leads to the highest level of retention.	90%

(Source: Arnold, R. et al. (1991). Educating for a Change. Toronto, ON: Between the Lines & Doris Marshall Institute)



think about...

Is brainstorming a technique that you have used? Would it be useful in your classroom teaching?

Examples of topics include:

- reasons for road rage
- reasons why people drive impaired
- reasons why people speed.

Useful techniques to help students remember

Brainstorming and webbing are techniques which are useful in a variety of ways.

Brainstorming

Brainstorming is a way to gather a wide range of ideas quickly or to find out how group members feel about a topic. It helps to encourage creative thinking and is useful in a number of situations:

- as a starting place for a sorting/ranking activity
- as a list of topics for the group or pair discussions
- as a list of topics for students to research
- to draw out issues for students to turn into posters, bumper stickers or advertisements
- at the end of a discussion to collect the important ideas
- to draw out examples which illustrate a set of possible results of driving behaviours.

Brainstorming rules:

- All ideas are accepted; no idea is too crazy.
- No criticism is allowed.
- It's fine to expand on other people's ideas.
- When the ideas start to slow down, it's time to stop.

Once you have generated a list, you may want to use it to encourage more analysis. For example, if the group listed driving distractions, you might ask the students to turn to the person beside them, choose the top three distractions and decide on a strategy to overcome them.

Webbing

This technique can also be used in many ways:

- to show connections between factors in driving
- to start a discussion
- to encourage individual problem solving

Webbing is a good discussion starter. Write the main topic in the centre of the board or on a sheet of chart paper. For example, in order to discuss the pressures on drivers to speed, you may decide to write in the centre of the board, and enclose the word or phrase in a box or a circle:

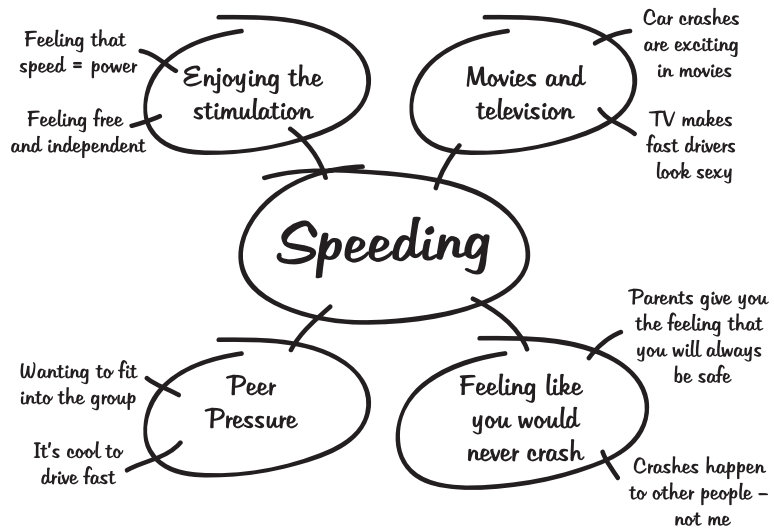


Then you might pose the question: *What are the factors that encourage drivers to go over the speed limit?* and write the responses around the word in the centre. An example of a finished web is shown below.

To get the students to think about the question even further, you might continue with: *What things cause each of these factors?*

When you draw a total picture of the problem, students can see the connections and look carefully at where their own attitudes come from. Finish with a discussion of how their own views may have changed about the topic.

A variation of this technique is to ask the group to develop the first set of circles and then ask individuals to consider these and build a personal web from their own point of view.



Key instructional strategies

This section covers the five instructional strategies used in ICBC-approved courses:

- Instructional strategy 1: Discussion
- Instructional strategy 2: Interactive activity
- Instructional strategy 3: Individual learning
- Instructional strategy 4: Lectures, guest speakers, videos
- Instructional strategy 5: Vehicle practice

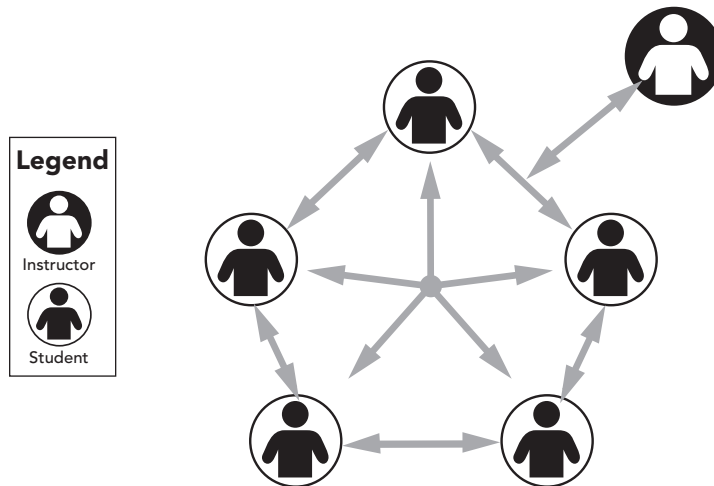
Instructional strategy 1: Discussion (talking)

In a discussion group, students are given a question or a task, and they learn by discussing amongst themselves and sharing experiences. The instructor's role in a discussion group is to guide student learning by asking occasional questions, giving help where needed and making sure everyone is involved. The instructor doesn't control the conversation. At the end of the discussion, the instructor will usually ask debriefing questions and present a summary.

A good discussion topic should interest the participants and be clearly worded so they can easily understand it. Participants should have enough information on the subject to discuss it meaningfully. A good discussion topic should also suggest the possibility of different points of view.

Group discussions provide opportunities for the learner to try out various ways of applying new material, or to question current assumptions and expectations. Group discussions can be effective in changing attitudes or values.

In this diagram of a discussion group, the instructor is helping things along, but the main discussion happens between the students. Students need to share their experiences and ideas and to examine their attitudes among themselves.



think about...

Look over the **curriculum goals** and **learning outcomes** in *Mapping a Safe Course*. Choose a required topic from Goals 1, 2 or 3. Develop a scenario that might be a good discussion-starter for your students.

Starting discussions

However you structure your groups, you'll need to think of a good way to get your students interested in discussing. Here are suggestions:

- a statement that people have different opinions about (e.g., *No one under 21 should be allowed to drive.*)
- a question or questions (e.g., *Why do so many drivers speed?*)
- a task (e.g., *Create a list of strategies to help new drivers resist peer pressure.*)

- a scenario (i.e., *A story you make up outlining a series of events that might happen.*); here are some ideas:
 - You're going to a party. Too many people want to ride in your car. You don't want to offend anyone, but you don't want to do anything illegal either. What would you do?
 - You've started out to visit relatives on a holiday weekend. It starts to snow and you don't have snow tires or chains. You're about halfway there. What would you do?
 - You go to a party with a group that has a designated driver. You see the person who has agreed to be the designated driver taking a drink when she thinks no one is watching her. You have already been drinking. What would you do?



Tips: Starting discussions

To keep the energy level high and the discussion moving, start or break up the discussion with quick individual or pair activities. Here are some of the main activities you may want to consider:

- **Individual reflection**—You may want to introduce a discussion, or break into it, by asking for a brief period of individual reflection (e.g., *Before we start this discussion, I'd like you to take two minutes to jot down a few examples of rude driver behaviours you have seen.*)
- **Quick pair activities**—Encourage maximum participation by allowing brief discussion periods between partners during the main discussion. This will give students a chance to share with one other person before speaking to the whole class. (e.g., *Turn to the person beside you and discuss how you can stop yourselves from becoming involved in road rage. Be prepared to tell the rest of the group your top three ideas.*)

Structuring discussion groups

The whole class can sometimes be involved in a discussion, but often it's more useful to divide the class into smaller groups. Some examples of setting tasks for small discussion groups are:

- **Same task: report-back structure**—Announce a task, such as a question or problem that should be discussed (e.g., write out a list of road hazards on chart paper). Break the class into small groups to do the task. Groups then come back together and post the sheets of chart paper they have written on. Have students read each other's lists and come up with shared understandings.
- **Different task: report-back structure**—Give each group a different task related to the same topic (e.g., resisting peer pressure to drive unsafely). Provide three different scenarios in which a driver faces peer pressure. Assign varied tasks and instruct the students:
 - *Discuss this scenario. Decide upon two strategies to help this driver resist the peer pressure. Come back to the class in 15 minutes prepared to describe the scenario and tell the class your solutions.*
 - *Practise role playing this scenario with two different endings. Come back to the class in 15 minutes prepared to act out your role play.*

- *Create a bumper sticker containing a slogan for resisting this type of peer pressure. Come back to the class in 15 minutes prepared to show your bumper sticker and explain why you chose this slogan.*

You might also decide to use this structure to assign a different area of research to each small group. Groups would then choose a speaker to present their views and discuss what they've learned.

- **Pairs and squares**—Break the class into pairs and give each pair a question or scenario to discuss. Then, rather than having the pairs report back to the whole class, ask them to get together with another pair, making a square. Each pair then reports its ideas to the others.

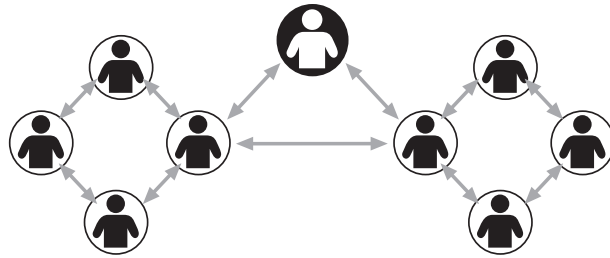


Tips: Conducting good discussions

Here are some key points to help you conduct interesting class discussions:

- **Use good discussion openers**—Initiate the discussion with a specific question that will encourage students to share their own experiences.
- **Facilitate**—Keep the discussion on topic. If students get off topic, bring them back. Also encourage input from people who haven't spoken, without pressuring them. One way to do this is to go around the circle and give each person a chance to express ideas.
- **Clarify**—If someone's contribution is unclear, clarify by asking questions. (e.g., *Are you saying that...?*)
- **Keep the ball rolling**—If the discussion begins to die down, you may make the decision to summarize and close the discussion, or you may decide to pose another related question to extend the discussion. (e.g., *Now that you have also been a car driver, how do you feel about these experiences?*)
- **Record**—In some cases, you may want to record key points. Or you may decide to ask one of your students to be the recorder. It's often helpful to keep notes of the main points on flip chart paper or the blackboard so you can summarize at the end.
- **Summarize**—It's often useful to provide students with a summary of the discussion. (e.g., *It seems to me that people's negative experiences as pedestrians and bicyclists fall into two main categories: lack of visibility on the part of the car driver and rudeness. Am I missing anything?*)

See **helper 5.1** for more information on planning discussions.



Instructional strategy 2: Interactive activities (doing)

The key difference between a discussion group and an interactive activity is that a discussion group mainly involves students talking with one another, whereas an interactive activity is based on students doing something together.

In an interactive activity, the instructor needs to give clear instructions and make sure things go smoothly. The instructor's main role in interactive activities is to debrief the class and summarize. The students' learning occurs through their involvement. Their understanding is encouraged and assessed through effective debriefing.



Tips: Using instructional strategies 1 and 2

The size of your class will make a difference in how you decide to use Instructional strategies 1 and 2. If you have a small class, you may involve all the students in a single discussion group or an interactive task. If you have a large class, you will probably divide the students into several small groups, each working on a discussion topic or an interactive activity.

Remember that the activity should be meaningful and enable students to learn something as a result of being involved in the activity.

Interactive activities include:

- doing a role play
- playing a game or doing a simulation
- demonstrating a skill or procedure
- investigating a problem (discovery learning)
- creating ads
- creating a poster, song or slogan.

1. Role playing

In role playing, students take on the roles of characters in a situation that is clearly identified. They must decide how they would feel and what they would do if they were people in this situation and act it out. This gives students an opportunity to try out various types of behaviours in a non-threatening atmosphere. Here are two ways you can conduct role-play activities:

- Give each group the same role-play situation and ask them to come up with a short skit which they perform for the rest of the class. It's always interesting to see how many different ways one situation can be acted out.
- Give each group a different role-play situation and ask the members to practise their role plays. When they present their skit, they'll need to provide a brief description to give the rest of the class some context.

Follow up the role plays with a discussion. What did each role play show? How were the participants feeling in the roles they were playing? (This is a good time to discuss the role of personal factors such as emotions and responses to peer pressure.) What were the alternative solutions that could have been acted out? Role plays can be the basis for excellent class discussions.

Don't hesitate to move between groups, making suggestions and giving encouragement. Sometimes providing a few simple props or costumes (a hat collection, for instance) will help students to get into their roles.

helper 5.7 is an example of a role-play activity.

Role-play variation—Try giving students the task of acting out a play without an ending. Here the students are asked to act the first part of a problematic situation (e.g., a group leaving a party where they've been drinking and are now deciding who should drive). The action is stopped at the critical point, and the class is invited to discuss possible endings.

2. Games and simulations

Instructors can use games and simulations in the following ways:

- Students can compete in teams for recognition of signs and their meanings.
- Simulated situations, where students have to make decisions, provide an excellent basis for discussing things such as hazard avoidance. (e.g., students act as hazards for each other in pretend driving situations.)

helper 5.15 is an example of a game activity.

3. Demonstrating a skill or procedure

Instructors often demonstrate how they would like something to be done. Students can be asked to repeat the demonstration of a particular skill or behaviour or to demonstrate how they think it ought to be done. This can be done in classroom sessions as well as in the car. Involving students actively can be more fun than always watching the instructor demonstrate.

Demonstrations are different from role plays in that the student is asked to show a particular pattern or behaviour that the instructor has chosen.

helper 5.29 is an example of a demonstration activity.

Discovery learning—Discovery learning is a method where the students experiment with materials or objects and then draw conclusions. The instructor prepares materials, develops questions to direct students and helps students summarize the experience and define the important points.

helper 5.6 is an example of a discovery learning activity.

4. Creating ads

Advertisements have a powerful effect on our lives. Get your students to turn the tables and make ads that give messages promoting good driving behaviours. To start such an activity, have a gallery walk. Put pictures of car ads around your classroom and give students time to find the hidden messages in them. Ask them to use the same techniques to make their own ads.

helper 5.17 is an example of an activity in which students create ads.

5. Creating posters, songs or slogans

You want your students to get good messages about driving behaviours. Give them a chance to make their own posters, songs, poems and slogans (perhaps bumper stickers) to get the messages to others.

Here's an example of a poem:

Here lies Mike O'Day
 He died defending his right-of-way
 His mind was clear, his will was strong
 But he's just as dead as if he'd been wrong.
 - *anonymous*



Tips: Using instructional strategy 2

Here are some suggestions on how to conduct interactive activities:

- Prepare students for the experience. Make sure they understand the task. Cards that describe the task or the character to be played can be very useful.
- Ask students to volunteer for some activities. Very shy students may find it hard, especially at first, to act out a part in public. Role plays and demonstrations may be best done in small groups so that the whole class is not watching.
- Allow students time to interact. Tight time frames can make the students stiff and uncomfortable.

See **helper 5** for more information on planning interactive activities.

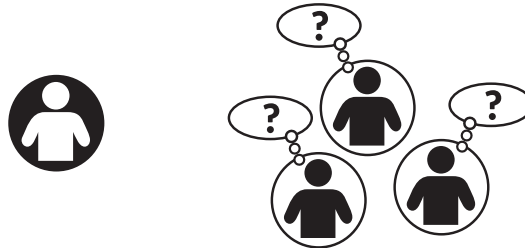


think about...

Where have you chosen to use individual learning situations with your students? What are the benefits? The drawbacks?

**Instructional strategy 3:
Individual learning situation (reflecting)**

An individual learning situation is one in which each student is doing something separately. A diagram of an individual learning activity might look like this:



The role of the instructor is to provide the questions or the activity to get the student thinking individually about his or her own attitudes, plans, etc. It's important to include individual activities that will allow the student to ask questions like: *What do I think about this? What plans can I make to keep myself safe? What kind of a driver am I and how can I improve?* Let students know that their answers do not have to be shared unless they want to share them.

Examples of activities that help students reflect individually on what they've learned are:

- keeping a journal in which students record their thoughts, feelings and the main things they have learned at the end of each lesson
- completing homework assignments that have students write about their own thoughts or attitudes
- taking a few minutes at the end of a lecture or a discussion to write down a personal answer to a question arising from the topic
- completing a self-assessment quiz to help students examine their own driving attitudes and habits (see examples in *Tuning up*)
- webbing personal thoughts on a topic under discussion.



Tips: Using instructional strategy 3

Here are two ways you can use Instructional strategy 3:

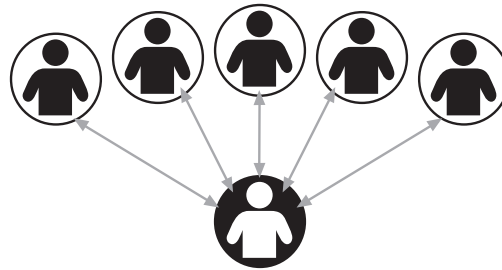
- **Questionnaires**—Use questionnaires to focus students on personal things such as attitudes. Questionnaires may also be useful to help students think about things they may not feel comfortable discussing with the class. It's important to ensure privacy by not reading or collecting these.
- **Homework**—Assign reading or research as homework. This may put less pressure on a student who needs more time than can be given in class to read some material. Students can be asked to bring information to class for discussion.

Instructional strategy 4: Lectures/guest speakers/videos (listening)

The lecture is an activity where the instructor delivers most of the information to the students.

Lectures, guest speakers and videos are particularly appropriate when students don't have enough information or experience to be able to discuss the topic and it's important for the students to have the correct information.

In ICBC-approved courses, instructors are encouraged to make their lectures as interactive as possible, asking questions and drawing experiences from the students. An interactive lecture might look like this:



1. Lectures

In ICBC-approved courses, interactive lectures are preferred because students learn more when they're asked to give ideas and answers. The difference between a traditional lecture (Scene A) and an interactive lecture (Scene B) is illustrated below:

- **Scene A**—A driving instructor presents his lecture on the physics of driving. He's so involved in his topic that his talk runs on to 40 minutes, leaving little time for questions. Many of the students appear to have lost interest in the topic by this time.
- **Scene B**—A driving instructor presents her lecture on the physics of driving. As she begins to speak about kinetic energy, inertia and force of impact, she pulls out two cardboard cut-outs of vehicles. For each point that she makes, she draws the road situation on the blackboard, and invites a student to show what she's just described using the cut-outs. After each major point, she has a short break for questions and discussion. After 40 minutes, the instructor asks the students to summarize the main things they've learned. The energy in the classroom is still high, and the students come up with most of the main points.

What are the major differences between these two lectures?

Scene A	Scene B
<ul style="list-style-type: none"> • no visual aids • no student involvement • questions left to the end • no attempt to summarize 	<ul style="list-style-type: none"> • visual aids • students are actively involved • questions after each section • summary from students at end



Tips: Conducting good lectures

A good lecture:

- is short and divided into segments
- keeps the students actively involved
- uses visual aids
- ends with a summary to make sure the main points have been understood.

See **helper 5** activities for more on planning good lectures.



think about...

Have you used guest speakers in your classes? What are the benefits and drawbacks? Looking at the information here, do you see any ways in which you might make the guest lecture a more interesting experience for your students? Write down a few names of people who might make interesting guest speakers.

2. Guest speakers

Guest speakers can be used effectively to bring expert information into the classroom. They also provide interest because the speaker is a different person. You have less control over the way guest speakers present information, so you need to prepare both the students and the speaker.

Tips: Having guest speakers

Here are some ways you can help students and guest speakers get prepared:

- Tell the class ahead of time that the guest speaker will be coming, and give them some in-class time to prepare questions that they would like the speaker to address. Give these questions to the speaker to help him or her prepare the presentation.
- Ask the speaker to keep the presentation short (no longer than 20 minutes) so there's enough time for questions at the end.
- Let the speaker know that visual aids, if available, are welcome.
- Ask one of the students to thank the speaker, including a brief summary of what he or she learned from the speaker.



think about...

Think of a video you use in your teaching. Can you think of a different way you might use this video? Are there places where you might pause for discussion? Do you have questions you could pose to the students before the video begins?

3. Videos

A video is often a good way to get a lot of information across quickly, or to involve students in types of situations that they couldn't experience in other ways. However, some students may not get involved in the activity because they "tune out." Here are some ways to make video-watching an active learning experience:

- **Choose your video carefully**—Preview the video before showing it to the class, and be clear on what messages you want the students to get.
- **Assign questions ahead**—Assign questions before you show the video so students know some of the things you'd like them to watch for, and focus on one or two general concepts rather than a lot of individual points.
- **Use video clips**—Use clips rather than the entire video. Often there's a short topic or scene which conveys the main points you want to get across. Set up the video ahead so that the clip is ready to go.

- **Stop partway**—If there’s a scenario that involves decision-making, stop the video and ask the students for input (e.g., *What choices do the people have in this situation?*). Then continue the video to show them which choices were made.
- **Discuss the video**—At the end, ask your students what they learned from the video, how it made them feel and how they might drive differently as a result of the video.



Tips: Using instructional strategy 4

Lecture

When conducting a lecture:

- Pause for a quick pair discussion.
- Pause for a quick personal reflection.
- Use model cars to show vehicle manoeuvres with the overhead projector.
- Use car parts to illustrate teaching points.

Guest speaker

To better prepare for guest speakers:

- Give the speaker information about your class ahead of time—what you have already covered in your class, whether there are any students who may have difficulty with language, etc.
- Ask students to look out for particular points for later discussion. (e.g., *I would like you to listen for the most common causes of crashes that Cst. Smith describes for this area.*)

Videos

When showing videos:

- Don’t use more than seven or eight minutes of video at a time. Students are less likely to stay alert during longer videos.

Mixing and matching strategies

There are many ways you can effectively combine the four classroom strategies described so far. Here are some suggestions:

- Use a role play to introduce a lecture. Have some students prepare this role play ahead of time.
- Give a lecture, then follow up by inviting the students to create a demonstration or role play on an aspect of the subject they have just learned about.
- Give a brief lecture, follow up with one or two questions to get students thinking about how the topic applies to them personally (i.e., an individual activity), then ask them to share some of their reflections in a small group discussion.



think about...

In-car sessions are effective when:

- the skills you're teaching are logically sequenced
- they provide a positive learning experience
- they fit the individual skill levels of students
- they provide a thinking experience, where the student thinks about why he or she should follow certain steps
- they're integrated with classroom work
- they're integrated with supervisor practice

Instructional strategy 5: Vehicle practice

The first four strategies are classroom strategies. Vehicle practice is the term used for the one-to-one instruction you do with your students in the car. It includes demonstrating manoeuvres, observing, coaching and giving feedback. It also includes the questions you raise in the car to make your students think about their attitudes or the attitudes of others around them, and the debriefing you do at the end of the session when you help students analyze how they did and where they need to improve.



In the practical or in-car sessions:

- instructors can:
 - reinforce knowledge
 - monitor and discuss students' attitudes
 - use teachable moments effectively.
- students can:
 - practise safe driving.

A challenging feature of vehicle lessons is that they can never be completely planned. Who knows what situation may arise on the road? Who can tell what teachable moments may occur? Safety attitudes can be explored at any time. This section reviews some strategies you might use to structure your in-car lesson, keeping in mind that the situation may change once you're on the road.



think about...

Do you encourage running commentary as a technique to help students talk themselves through the See-Think-Do strategy?

What difficulties have you experienced in getting particular students to use running commentary? What ways have you found effective in encouraging them to use this technique?

Running commentary

Running commentary is talking about what you're doing and why. It's an ongoing description of what the driver sees and what he or she is going to do about it. An instructor can use running commentary to show students what they should be doing and looking for when driving.

A student running commentary is first modelled by the instructor, then used by students for short periods of time. Eventually, students should be able to do a running commentary for the whole lesson.

Running commentary is an important way to instill one of the key components of the curriculum: the See-Think-Do strategy. Through running commentary, students learn to use visual scanning techniques to locate potential hazards, think about possible solutions, identify which of these solutions would be best and then act on that information.

You can encourage student running commentary by:

- modelling running commentary while you're demonstrating a manoeuvre
- asking your students questions about what they're seeing, what possible hazards are ahead and what they plan to do about them.

helper 5.29 suggests how to teach running commentary.

Route planning

Planning practice routes in advance ensures that the driving situation is right for the student's skill level. It also helps you to structure your lesson so you can teach particular manoeuvres.

As the student becomes more advanced, incorporate some route-planning skills into your practice. Tell the student where you want to go, provide a map and work with him or her to plan an appropriate route. This emphasizes the importance of thinking ahead. This activity could begin in the previous classroom session.

helper 5.11 is an example of a route-planning activity.



think about...

In the debriefing you do at the end of an in-car practice session, do you:

- discuss and summarize the manoeuvres learned?
- identify areas for further practice?
- probe attitudes and feelings?

Debriefing the lesson

At the end of a vehicle practice lesson, both the student and the instructor should take time to reflect on driving skills and choices. Use a student record card so you can refer to it as you lead the student back through some of the main learning points of the lesson. This will also help you collect information that you will use when completing the **competency checklist**.

More advanced lessons might include "what if" types of questions, such as:

- *What might you have done if that pedestrian had stepped into the road where there was no crosswalk?*
- *If the blue car had been on your right, who would have had the right-of-way?*
- *What other route might you have taken to avoid the heavy traffic at that stop sign?*

Ask questions that draw out attitudes and feelings to connect the in-car material with classroom sessions:

- *Why was the person behind you honking his horn when you stopped for that pedestrian?*
- *How did you feel when that car cut in front of you? How did you control that feeling?*

What other ways could you deal with those feelings?

- *Was the man on the bicycle respecting the rights of the cars when he did that?*



Tips: Using instructional strategy 5

Remember that each student comes to the lesson with a unique mental, physical and emotional state. The learner-centred approach involves customizing the lesson to ensure it meets each person's needs.

Here are some ways for your course to be learner-centred:

- Teach skills in a logical sequence. Go from known skills to new ones, easy to difficult (e.g., turning right before turning left).
- Have students practise activities before starting the car whenever possible (e.g., practise scanning and using turn signals before making a left turn).
- If a student is having problems with a manoeuvre, boost the student's confidence by moving onto a skill that he or she does well.
- Give students lots of opportunity for practice so they can gain confidence.
- Ask students open-ended questions starting with *How? Why? What? When? or Where?* rather than questions that can be answered with a "yes" or "no."
- Ask students to interpret situations rather than simply state facts about them.
- Help students to feel satisfied with your lessons. Set up lessons for success and compliment students on things they've done well. Comment on what they're doing right before telling them what needs to be changed.
- Prepare the students for what they're going to do in the next lesson.

Teaching attitudes

The goal of the *Mapping a Safe Course* curriculum is to develop safe-driving behaviours. To achieve this, the curriculum focuses on driving attitudes and motivations, social responsibilities, hazard perception and risk avoidance. This is a different approach from some traditional driver training programs that focus solely on driving skills and knowledge.

In ICBC-approved courses, new drivers are asked to think specifically about factors that influence driving attitudes and are critical in developing safe driving behaviours. If Sam is seen weaving in and out of traffic and going through stop signs, we ask why? Is he late for work? Is he showing off for friends? Is this just a habit that he's developed and he drives like this all the time? If Sam is aware of what he's doing and why, he can choose to drive in a certain way—responsible or not. If he's unaware of his actions, he's unlikely to change his behaviour.

Adults bring all of the attitudes that they have learned over their entire lives to a driver education program. It's unrealistic to say to adults that they should simply change an attitude. Changing attitudes involves changing beliefs or values. Adults will only do this for good reasons, and it can take some time for them to do so.

You need to plan classroom activities to help students examine these attitudes and help them to see other people's points of view. Interactive classroom activities like role play and discussion groups can help to get learners thinking about their personal values and beliefs. Role plays are particularly useful because they give students a chance to experience a situation which they may encounter, try out behaviours and then see if these behaviours produce good results. Participants then have the opportunity to think about an issue and to discuss their beliefs or values.

See the activities in **helper 5** and **helper 4.2**.

How do you counter all the family, peer and media influences that tell new drivers it's okay to speed? How do you encourage self-centred drivers to share the road safely with bicyclists and pedestrians? Here are some ways to encourage this process.

Teaching attitudes can occur both during classroom and in-car sessions:

In-class

- True stories
- Small group discussion
- Reflection
- Newspaper articles
- Quizzes
- Videos
- Gallery walk.

In-car

- Teachable moments.

In-class

True stories

"It can't happen to me" is the attitude behind some of the risk-taking behaviours of new, particularly young, drivers. One effective way to address this attitude is to present them with a true story by someone much like them who has experienced a life-changing crash. Use a true story in a small group situation where new drivers will feel free to share their fears and attitudes with one or two others. True stories can be found in many places such as newspapers and magazines (see the section **building your resource kit**). You can use true stories to make up discussion questions that will challenge students to reflect on how they might feel if they were involved in a similar crash.

Another way is to divide the class into small groups and give each of the groups a copy of the article, copies of discussion questions and sheets of chart paper and markers. Ask the small groups to write their answers on the chart paper. At the end of the group time, look at all the sheets together and talk about the most common themes.

Small group discussion

It's hard for many people to share personal thoughts and attitudes in a large group setting. It's better to use small groups in classroom situations that examine attitudes and motivations. For ideas on structure, see **structuring discussion groups** at the beginning of this section. For some small group activities on attitude, turn to **helpers 5.2 to 5.4**.

Reflection

Students need time to reflect and think about the information they've learned in class in order to integrate it into their existing attitudes and assumptions. They need to be encouraged to ask: *What has this got to do with me? Why should I care about this? How can I apply this to my driving behaviours?*

Following an intense group discussion, a guest speaker or other class activity relating to attitudes and safety, it's a good idea to allow the students a few minutes to reflect individually. You can guide them with a question or task such as:

- *Think about the discussion we've just had. Write down the most important thing you've learned. Then write down how you can apply this to your own future driving.*
- *Develop a three-point anti-impaired-driving plan for yourself. It needs to be a plan that will keep you from driving while impaired or being a passenger in a vehicle driven by an impaired driver. Hand it in and I will give it back to you at the end of the course.*

Also, encourage students to keep a driving journal in which they record their experiences, thoughts and feelings as they go through the course.

Newspaper articles

Use newspaper articles relating to crashes, speeding, impaired driving, etc., to help students understand the results of risk taking and hazardous driving conditions. Give copies to students and ask:

- *Why did this crash happen?*
- *How could it have been avoided?*
- *What do you think might have been some of the underlying factors in this crash—motivations and attitudes, peer pressure, tiredness or emotional stress, etc.?*
- *What effects will the crash probably have on the victim(s)? The families and friends?*
- *What can you learn from this crash?*

If you have a bulletin board, post newspaper articles relating to road safety on it.

Quizzes

Quizzes that challenge new drivers to think about their own attitudes and motivations are another way to encourage an examination of attitudes and behaviours. Quizzes can be great discussion starters. It's important to follow up the quiz with a discussion about what different answers might suggest about the people taking the quiz.

Keep the discussion positive. Make sure students aren't critical of one another's opinions and ideas. Focus on where our attitudes come from and why we may want to improve them.

For sample quizzes, turn to **helper 5.9** and **helper 5.10**.

Videos

If appropriate for your group, show hard-hitting videos (YouTube has many examples) to help new drivers examine their own attitudes and driving behaviours.

Videos with graphic or emotional content may upset some students. Be prepared to offer sensitive and respectful responses if this occurs. (Say something like: *The film was meant to have a serious impact and make people think about the possible consequences of their driving behaviours.*)



think about...

How important are attitudes when it comes to helping a student become a safe driver? Would you spend more time on attitudes if you could think of more effective ways to teach them?

See **helpers 5.4 to 5.8**.

Would any of these ideas be effective in your class? Choose one or two that fit with your instructional style.

Gallery walk

Pictures are a good way to get students to analyze and reflect upon messages they receive. In a gallery walk, you gather and post pictures about a particular theme (e.g., car ads). Collect 10 or 12 of these and post them around the classroom. Post a number above each so they are clearly identified. After the students have studied the ads, you could:

- Facilitate a group discussion.
- Ask the students to choose an ad, write a few sentences about its underlying message and describe what impact it had on them personally.
- Ask pairs of students to develop ads that display messages about what really happens when we don't respect the true power of the car (i.e., opposite to the usual ads that portray speed and power as freedom and glamour).

In-car

Teachable moments

What better time to talk about road rage than when you and your new driver witness another driver yelling at a cyclist? Or what better time to teach about choosing a safe speed than in a freeway lesson when someone speeds past, well over the speed limit?

Ask the new driver what he or she thinks of these behaviours. How do these behaviours make them feel? What are the associated risks? Try to draw out the new driver's feelings and then discuss what approaches might be better. A good rule to keep in mind—the more the new driver thinks about solutions, the more he or she will remember them.

**think about...**

Think about your in-car teaching attitude. Do you take advantage of teachable moments to discuss attitudes? Can you see using in-car research strategies to help students look more closely at their attitudes and those of others? Does the student need to have reached a certain level of experience before you would have this kind of conversation?

Research

When students watch other drivers on the road, it helps them focus on the importance of driving attitude. When stopped at intersections, ask your student to watch and comment on how drivers communicate with each other. Your role would be that of note taker. At the end of the lesson, go over your information and see what lessons can be drawn from it.

Some other ideas for in-car research questions are:

- **Crosswalks**—*How many times do you notice cars passing people who are waiting at crosswalks?*
- **Speeding**—*How many cars pass you on the highway when you're travelling at the speed limit? How many cars are going with the flow of traffic when it's faster than the speed limit?*
- **Road manners**—*How many instances of courteous road behaviours do you see? How many instances of selfish or bad road behaviours do you see during your practice?*
- **Road rage**—*Keep track of your own emotions as you drive. Do you become angry when someone passes you, or impatient when you miss a green light?*

Finding the right strategy for a learning outcome

Instruction is a process where students are involved in activities that will help them learn. Some instructional strategies are more effective than others for teaching some topics. This section demonstrates a process you can use to decide which instructional strategies to use to teach a learning outcome. In each case, look to see if other learning outcomes would also be addressed by the activity. Refer to **helper 5** for examples. Note that several learning outcomes can be done in one activity.

To select appropriate strategies for topics in a particular learning outcome, follow these steps:

1. Select a learning outcome and the topics to be addressed.
2. Think about the ways you could teach the topics effectively.
3. Choose an instructional strategy that's right for the topics.
4. Describe the activity and method used.

The following examples, A, B and C, illustrate how to proceed through these four steps. For each sample topic on the left of the following table, we have provided possible strategies and instructions on how to choose the right one.

Example A—Learning outcome 1.3:

Evaluate how risk perception is affected by personal factors.

Step 1	Step 2
Select topics	Consider possible strategies
What are the factors that may encourage a person to take risks?	#1 Discussion —Brainstorm what personal factors may be involved in risk taking. Divide class into groups and assign them topics to discuss in more depth and report back.
Mental factors Need for peer approval	#2 Interactive activity —Provide three scenarios for students to role play <ul style="list-style-type: none"> • road rage • overconfidence • need for peer approval.
Mental factors	#3 Individual learning —Answer a questionnaire about risks that they've seen others take, for instance, in sports, and what the characteristics are of people who choose extreme sports.
Mental factors	#4 Lecture, video or guest speaker —Give a lecture on the topic, asking for student responses using questions such as: <ul style="list-style-type: none"> • <i>Why do you think...?</i> • <i>What might you have done?</i> • <i>Can you think of some ways to avoid...?</i>
Mental factors	#5 Vehicle practice —Perform the operation in the car with attention to personal state of mind. Students can also be asked to assess their own factors as a regular part of the pre-check (tired, sick, anxious, etc.).

Step 3. Choose an instructional strategy

Since you're looking at attitudes in Learning outcome 1.3, using discussion (Strategy #1) or role play (Strategy #2) would be good choices for teaching this topic effectively. Discussion has been chosen here as it covers all topics and would be a good introduction to the learning outcomes.

Strategies #3 and #4 would be less useful for this topic, as they don't give as much opportunity for students to think about and discuss personal ideas and experiences.

Step 4. Describe the activity and the method used:

Time	Learning outcome	Topics	Activity/Method	Strategy
10 min	1.3	Personal factors in risk perception: <ul style="list-style-type: none"> • mental factors • physical factors • role of self-control • need for peer approval • perceptions of other drivers. 	<i>What are some of the personal factors that make people take risks? Let's see how many we can write down on the board. (Brainstorming)</i> List should include: <ul style="list-style-type: none"> • emotions such as frustration and impatience • need for power and peer approval • understanding of consequences, overconfidence, etc. 	
20 min			Divide the class into groups and assign some of the topics to each group to come up with examples that they will record. Students come back together and share their examples with the class. If time is short, groups can post their recorded examples for later discussion.	#1
10 min			Debriefing questions: <ul style="list-style-type: none"> • <i>Which of the personal factors that were discussed had you not thought about before?</i> • <i>Which personal factors do you think most commonly cause car crashes?</i> 	

See **helper 4.3** for lesson plan formats.

Example B—Learning outcome 6.3:

Analyze the role of traction in driving control.

Step 1	Step 2
Select topics	Consider possible strategies
Space management Stopping distances Braking distances	#1 Discussion — Students discuss how long they think it would take to stop in various situations. The instructor gives out sample pictures and scenarios.
Stopping distances Point of no return	#2 Interactive activity — Situations are given for role plays in which students make decisions about space management, stopping and braking distances. They're asked to identify points of no return.
Stopping distances Point of no return	#3 Individual learning — Problems involving calculations of stopping distances are given to students to work on individually.
Overview of all topics	#4 Lectures or a video or guest speaker — A presentation which gives specifics about stopping distances, skid patterns, estimations of skid patterns and the importance of space management. Leave time for Q and As at the end of class.
Braking distances Stopping distances	#5 Demonstration — Take the student to an empty parking lot so that the instructor can demonstrate stopping distance variation. If appropriate, the student should be allowed to test stopping distances as well.

Step 3. Choose an instructional strategy:

(i) *In an introductory session:*

In **Learning outcome 6.3**, a lot of specific information needs to be learned. The instructor is the expert here so it's most appropriate to present the information in a clear organized fashion, and then let students ask questions.

Strategy 4, an interactive lecture, would be best. Strategies #1 and #2 would be less appropriate early in the course as students would need to have enough knowledge to discuss this topic. The forces of physics need to be explained before students can have a planned discussion. Since a demonstration in the car would have some risk attached to it, it might be appropriate for a later lesson, if at all.

(ii) *If a follow-up lesson to a lecture:*

An interactive activity would be an appropriate follow-up lesson, because the students would have enough information to understand clearly what they were doing.

Step 4. Describe the activity (ii)

Time	Learning outcome	Topics	Activity/Method	Strategy
30 min	6.3	Analyze the role of traction in driving control: <ul style="list-style-type: none"> • stopping distances • braking distances • skid patterns. 	Students slide blocks of wood with different surfaces down a board and plot their stopping distances to examine the role of friction in stopping.	#2
15 min			They then discuss their findings with the class	#1
10 min			Debriefing question: <ul style="list-style-type: none"> • <i>What role does traction play in stopping distances?</i> 	

See **helper 4.3** for lesson plan formats.

Example C—Learning outcome 3.4:

Demonstrate appropriate communication with other road users.

Step 1	Step 2
Select topics	Consider possible strategies
All topics	#1 Discussion —Students brainstorm specific situations in which it's important to communicate with other road users to let them know what they as drivers will be doing. Each group or pair could then take one situation, list ways to communicate it and then rate them. Groups would present their findings to the rest of the class.
All topics	#2 Interactive activity —Assign a game where students must communicate with others in unexpected situations. For example, one student would be the car driver; other students become other vehicle drivers, bicyclists, pedestrians, or motorcyclists. They act out unexpected situations and the first driver must respond appropriately.
All topics	#3 Individual learning —Problems involving situations, which are described or drawn, are given to students to work on individually. They must then select or describe the appropriate response.
All topics	#4 Lectures, video or guest speaker —A presentation is given with specific information about communicating with others on the road. Include Q and As.
All topics	#5 Vehicle practice —A practical session in which the student gives a running commentary focusing on communicating with others.

Step 3. Choose an instructional strategy:

(i) *In an introductory session:*

In **Learning outcome 3.4** it's important that this skill become automatic in driving. Most students will probably know how they should communicate with others on the road, but they need practice in doing it automatically. The opportunity to do this in a game (Strategy #2) keeps them safe while making them respond to unexpected circumstances. It'll also help students understand how important it's to communicate with other road users.

Step 4. Describe the activity and the method used (i):

Time	Learning outcome	Topics	Activity/Method	Strategy
20 min	3.4	Demonstrate appropriate communication with other road users: <ul style="list-style-type: none"> • vehicle signals • hand signals • horn • hazard lights • eye-to-eye contact • non-verbal communication. 	Game: Students take roles: One student is the driver and sits in a chair with a pretend steering wheel with horn and turn signals. This can be made of cardboard and attached to the back of another chair. The remaining students take on the roles of other road users. These can be indicated by large badges or by cardboard figures on sticks. These students role play various situations to which the driver must respond.	#2
10 min			Debriefing questions: <ul style="list-style-type: none"> • <i>How did you feel when something happened that you were not quite ready for?</i> • <i>What could have happened in this particular situation? Why?</i> 	

See **helper 4.3** for lesson plan formats.

Step 3. Choose an instructional strategy:

(ii) *If a student is near the end of his or her driver training.*

It may be better to use a practical demonstration (Strategy #5) for this learning outcome. Students need to show the right communication skills on a regular basis as they near the end of their training.

Step 4. Describe the activity and the method used (ii):

Time	Learning outcome	Topics	Activity/Method	Strategy
	3.4	Demonstrate appropriate communication with other road users: <ul style="list-style-type: none"> • vehicle signals • hand signals • horn • hazard lights • eye-to-eye contact • non-verbal communication. 	Plan a practical session in which the student gives a running commentary about communication with others. Ask students to pay special attention to what other road users are doing and describe how they intend to indicate what they will do. This would include the use of the horn and signal lights, but may also include messages given by the way the car is moving. For example, he or she may touch the brakes to indicate that a driver well ahead has stepped on his brakes and may be about to stop, so that the car behind has lots of warning.	#5
			Debriefing questions: <ul style="list-style-type: none"> • <i>During today's driving session, did you see any other road users who didn't communicate clearly? What happened? Why?</i> 	

in this helper

- Classroom activities
- In-car activities
- Ideas in brief

Helper 5

Helper 5 contains a collection of activity plans for classroom lessons. Many were contributed by driving instructors. The instructors who created them have agreed to share them to help other instructors create courses that include interesting and active learning experiences. We thank them for sharing their work.

If you're designing a course, it's important to understand that these activities are not complete lessons. Most of them were developed to fit into a short time period; few of them take more than 30 minutes. Therefore, you'll need to combine several different activities to create a complete two- or three-hour lesson. The length you choose will be based on the size of your class and your particular students.

The activities may be used in different ways. You may use a game or a role play, for instance, as a follow-up to a lecture to help the students use the information they've just learned, or as a starter to get students interested in a topic which they will then discuss further.

The activities in **helper 5** are varied. Because groups of students and instructional styles differ, you'll probably find some of the activities more useful to you than others. Feel free to try them out and adapt them to suit you and your students.

Index of helper 5 activities

Number	Activity title	Learning outcomes
5.1	Planning a discussion group	
5.2	Reflecting on attitude—The driver I am today	2.1, 2.2, 2.3
5.3	Reflecting on attitude—Driving sober	1.4, 1.5
5.4	Reflecting on attitude—A step at a time	1.5, 2.1, 2.2, 3.5
5.5	Planning an interactive activity	
5.6	Discovery learning activity—How slippery is it?	6.3, 6.4
5.7	Role play—What would you do?	2.1, 2.2, 2.3, 3.3
5.8	Planning a reflective activity	
5.9	Sharing the road quiz	2.3, 3.3
5.10	Road aggression—How do you rate?	2.1, 2.2, 2.3
5.11	Planning your route in advance—Thinking ahead?	1.2, 1.3, 1.6, 2.1, 2.3, 7.1
5.12	Planning a short interactive lecture	

Number	In-class helper activities	Learning outcomes
5.13	Minivan role play	1.1, 1.2, 1.3, 2.3, 5.1
5.14	Risk perception role play	1.3, 3.5
5.15	Risks and costs game	1.1, 1.5
5.16	Discovery learning activity—What drives you?	1.3, 2.1
5.17	The great car ad	2.2
5.18	Life of driving game	3.1
5.19	The positive backseat driver role play	3.1, 3.2, 3.3
5.20	Thinking like a car game	3.2, 3.4, 5.2, 7.3
5.21	Tackling bad habits discussion	3.1, 3.2
5.22	Handing over a licence role play	1.3, 3.1
5.23	Safe driving in the school zone discussion	2.1, 2.2, 3.5, 4.2-4.4
5.24	Cars and bicycles role plays	3.3, 5.2, 6.3
5.25	Right-of-way role play	1.3, 2.3, 3.2, 3.3, 3.4, 7.4

Number	In-class helper activities	Learning outcomes
5.26	Ideas in brief—a collection of brief lesson ideas:	
	• Model intersections	3.3, 5.1, 7.4
	• Appropriate communication	3.4
	• Strategizing about roads	5.1, 5.3
	• The road sign game	4.2
	• Your chance to change history	3.5, 4.1, 5.1, 5.3
	• When would I take risks?	1.6
	• My values, beliefs and motives	2.1
	• How is your reaction time?	5.1
	• Pre-trip check: self-check log	1.3, 1.6, 7.1
	• Route planning	1.2, 1.6, 1.7
5.27	Reminders for students	7.2, 7.3, 7.4, 7.5, 7.6
5.28	Pre-trip check	7.1
5.29	Teaching running commentary	1.7, 2.3, 3.4, 5.2
5.30	Ideas in brief—in-car:	
	• Importance of eye lead time	1.7, 5.1, 5.2
	• Driving tips for teaching and monitoring basic observation skills	5.2



Planning a discussion group

Class Car

Directions

A good discussion includes a short introduction at the beginning and a debriefing and summary at the end.

Think about how you will facilitate the discussion. You may decide to split your class up into small groups and have them report back to the whole class, or instead, to keep your students together.



Tips: Conducting discussion groups

Here are some ways to get good discussions happening in your classes:

- Think carefully about your topic. For a good discussion, you need a topic where the students will have some experience and some ideas.
- Think about how to structure your group. Will you have one group, or will you divide the class into smaller groups, give them a task and ask them to report back to the whole class?
- To get a good discussion going, you need to be clear about the task that you want the group to do. Don't just give the students a topic; give them a task or a question that will get them interested. Do you want them to create a list on chart paper? Do you want them to come up with answers to a question or a series of questions? Be very clear about exactly what it is that you want them to do, and how much time they have to do it in. You may want to write your instructions on a flip chart or an overhead.
- Set up the discussion so that the group can proceed without a lot of help from you. Remember, you want to avoid being the person asking questions and giving answers; this is supposed to be a discussion amongst the students.
- Consider assigning different roles to people in the group. One person might be the reporter, another might be the facilitator, etc. This ensures everyone is involved and helps the group to function well.
- If you have more than one group, move around during the discussion in order to make sure that the discussion in each group is going well. You may need to ask questions or offer suggestions to help keep the discussion going.
- Give a clear introduction before the group discussion, and leave time at the end for a good debriefing and summary.
- Make sure you really listen to your students' ideas and use their ideas in your debriefing and summary. If you feel they have missed something important, ask questions to lead the students towards that point. Stay learner-centred.



Group roles

In order to work effectively as a small group, you'll need to organize effectively. Usually, it's best to take on the three roles listed below. To make sure you get practice in various aspects of group work, try these different group roles throughout the course.

Facilitator

Here's what the facilitator needs to do:

- **Keep the group on track**—When the conversation gets overloaded with unimportant details or off-topic, it's the facilitator's job to get the group back on track by reminding them what they are there for and what the timeline is.
- **Keep the group moving**—When the group gets stuck on a particular point in problem solving and unable to move on, the facilitator needs to deal with it. Here are some options:
 - Suggest that the group move on to a different topic and return later to the difficult issue.
 - Ask the instructor for help.
- **Make sure everyone is heard**—Some groups may contain a person who talks all the time, or who won't speak unless encouraged. It's the facilitator's job to make sure that everyone is heard. If this happens, you might wish to try:
 - Have a round where you ask each person in turn what he or she thinks on a particular issue.
 - Encourage a shy person to speak; e.g., *I'm wondering what you think about this, Samantha.*
- **Help people come to agreement**—Individuals in a group may disagree on a basic approach or idea. It's the role of the facilitator to help group members work through it in a constructive way.

Recorder

The recorder is the person who takes group ideas, selects the main points and writes them down, sometimes on chart paper and reported back to the class. If required, the recorder is also the reporter.

Timekeeper

Right at the beginning, the members of your group may want to produce a timeline to help make sure they complete the task within the allotted time. It's the job of the timekeeper to ensure the group sticks to the timelines. Keep an eye on the time and the timeline, and let people know if they seem to be getting too far behind. The facilitator may then decide to use one of the techniques described previously to get the group moving along.



Small group discussion: Activity 1

Reflecting on attitude—The driver I am today

Class Car

Learning outcomes

- 2.1 Evaluate how positive and negative personal factors influence driving attitudes.
- 2.2 Explain how positive and negative social factors influence driving attitudes.
- 2.3 Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.

Time

- Part 1: 30 minutes (including large group discussion)
- Part 2: 15 minutes

Materials/Resources

- a sheet of chart paper
- markers (at least two colours for each small group)

Method

1. Divide the class into small groups. Give each group chart paper, markers and copies of the student handout **The driver I am today**. Ask them to follow the instructions for **Part 1: Mapping influences**.
2. When the groups complete their drawings, call them together, post the charts and discuss the factors shown in each. Was there a common perception about the influences and their positive or negative ratings?
3. Ask them to follow the instructions for **Part 2: Resisting negative influences** in their handouts.
4. Bring the group back after five to 10 minutes for a brief report and discussion.

Instructor note:

This is an example of a small group activity that requires students to reflect on their own experiences and share those experiences with others. It also requires them to record these in an interesting way—drawing a map or web of the experiences which have influenced their driving attitudes.



The driver I am today

Part 1: Mapping influences

In your small group, use the chart paper your instructor gave you to develop a picture of the influences that shape new drivers:

- In the centre of the chart paper, draw a small figure in a car (stick figures are okay). This figure represents the new drivers in your group.
- Around the figure, write or draw in all the factors that have influenced your driving habits and attitudes. These can include people, media, personal experiences, schools—anything that you feel goes into shaping a driver's habits and attitudes.
- When you've finished, go over each factor and give it a positive (+) or a negative (-) rating. If some are mixed, find a way to show that.

Part 2: Resisting negative influences

Focus on the negative factors that influence the driving habits and attitudes of the new driver. In your group, discuss the question: *How can I resist these negative influences?* Try to come up with a plan of action that's realistic for the people in your group. (**Note:** Choose a reporter to report back to the class.)



Small group discussion: Activity 2

Reflecting on attitude—Driving sober

Class Car

Learning outcomes

- 1.4 Explain how impairment affects risk perception and driving behaviours.
- 1.5 Evaluate the costs of taking risks while driving.

Time

- 20 minutes

Materials/Resources

- paper
- pens or pencils

Method

1. On the board, write down this statistic: *For most of the years from 1985 to 1999, alcohol-related collisions killed over 100 people and injured several thousand each year.*
2. Write down these two small group discussion questions on the board or chart paper:
 - What are the reasons that people drive impaired?
 - What strategies can I use to avoid becoming a driving-impaired statistic?
3. Divide the class into small groups. Ask the students to choose a recorder to take notes and then spend 10 minutes discussing the two questions.
4. After 10 minutes, bring the group back for a report-back session. In the strategies discussion, make sure the following are raised:
 - **Think ahead**—Arrange a designated non-drinking driver.
 - **Say no**—Plan ways you can avoid pressure to drink and drive.
 - **Have a help plan in place**—Plan to phone for a ride, carry bus or taxi fare, take a sleeping bag to a party, etc.

Instructor note:

This small group activity encourages students to plan a safe driving strategy for themselves. This can be carried further into personal reflection by asking students to write a personal plan or strategy for themselves.



Small group discussion: Activity 3

Reflecting on attitude—A step at a time

Class Car

Learning outcomes

- 1.5 Evaluate the costs of taking risks while driving.
- 2.1 Evaluate how positive and negative personal factors influence driving attitudes.
- 2.2 Explain how positive and negative social factors influence driving attitudes.
- 3.5 Explain how to show leadership with family members, peers and other community members in promoting safe driving for drivers and passengers.

Note: The learning outcome will partly depend on the question used.

Time

- 20 minutes

Materials/Resources

- Small cards or Post-it Notes

Method

1. Make a statement indicating an attitude or belief: e.g., *I believe that impaired drivers should go to jail for a minimum of two years.*
2. Have your students consider the statement and decide how much or how little they agree with it. On the small cards or Post-it Notes, have them rate their belief as:
 - ++ I strongly believe it
 - + I believe it
 - ? I'm not sure
 - I don't believe it
 - I definitely don't believe it
3. Ask your students to find someone who has a symbol only one level removed (e.g., a + could find either a ++ or a ?).
4. For one or two minutes, have each pair discuss the statement and why they agree or not, and then get each person to move on to someone who is showing two levels of difference. Have them discuss the topic for three or four minutes before moving back to the first person and renewing the discussion.
5. Follow up with a brief group discussion, using the following questions:
 - What new ideas did you pick up that you had not thought of before?
 - Did you change your position at all after talking to others?
 - What factors made you shift your opinion?

Instructor note:

This activity gives students the opportunity to realize that different people have different attitudes, and that we can influence others' attitudes through discussion.

When choosing an initial question, think of one that deals with a controversial issue.



Planning an interactive activity

Class Car

Description

An interactive activity is one that your students do together, following instructions that you give to them.

Examples of interactive activities

Here are some examples of interactive activities you can ask students to do:

- Act out a role play with family members, peers or supervisors (e.g., show a conflict with other drivers, the scene of a crash, road rage).
- Develop opposite ads (i.e., give the group some ads that promote unsafe attitudes and ask them to create an “opposite ad” that promotes a safe attitude).
- Create a poster, a song or a slogan.
- Play a game.



Tips: Using interactive activities

Keep these points in mind when using interactive activities in your lessons:

- Make sure it's clearly related to the learning outcome you are teaching.
- Set it up so the participants can do it by themselves. Your role should be introducing the activity, keeping it on track, debriefing and summarizing.
- Give clear instructions at the beginning. If you're doing a game or a role play, consider printing your instructions on a flip chart, or giving the participants pieces of paper telling them what to do. The activity won't work well unless people clearly understand what they're supposed to do. Let the students know how much time they have.
- Ask for students to volunteer for roles (e.g., recorder, small-group facilitator) if that will help your activity run smoothly.
- Communicate clearly, checking that everyone has understood.
- Involve as many class members as appropriate. If you're only using two or three students in a role play, make sure you ask questions or involve the others in some way.
- If you have more than one group, circulate to make sure each group is on track.
- Make sure you allow enough time to do a good debriefing and summary at the end.



Discovery learning activity

How slippery is it?

Class Car

Learning outcomes

- 6.3 Analyze the role of traction in driving control.
- 6.4 Explain how hazardous driving relates to friction conditions.

Time

- 20 minutes

Materials/Resources

- several wooden cubes with different materials glued to the side of each cube (cut squares of materials—sandpaper, rubber inner tube, silk, plastic, etc.)
- two smooth boards (15 to 20 centimetres wide)
- a metre stick

Method

1. Lean the boards against a low table or stool.
2. Ask: *Which cubes will move fastest and farthest down a ramp?*
3. Have students slide the cubes down the ramps formed by the boards. Encourage them to record how different surfaces react.
4. Engage the students in discussion using the questions below. Depending on the group's size, you may decide to lead a discussion involving the whole class, or you may choose to divide into smaller groups and ask each to report back.
5. Ask the students to complete the **three factors in traction** chart, either individually or in pairs or small groups. As they work on their charts, move among them to offer opinions and advice.

Discussion questions

- On which surfaces did the cube go the farthest?
- On which surfaces did the cube slide the least?
- Why do you think that is?
- How does this relate to driving a car (or riding a bicycle)?
- What other factors may be involved?

Instructor note:

This activity is included as an example of discovery learning. Setting up a discovery learning activity like this takes more effort than just explaining to students the physics of traction, but they will probably remember the message better.

In order to integrate some of the learning outcomes relating to attitudes, you may decide to discuss the discovery learning situation with the group on what the results mean when it comes to safe driving.



Three factors in traction

Consider the three factors outlined in the chart: road surface, tire condition and moisture or oil on the road. Based on your experience with the blocks with different surfaces, which roads do you think would give the best traction in a driving situation? Rank each combination on a scale of 1 to 3.

1 = hard to control 2 = moderate sliding 3 = little sliding

Road surface	Tire condition	Moisture/Oil on road	1, 2, 3
asphalt/cement	tires with tread	dry	
asphalt/cement	worn tires	dry	
asphalt/cement	tires with tread	light rain	
asphalt/cement	worn tires	light rain	
asphalt/cement	tires with tread	sleet or snow	
asphalt/cement	worn tires	sleet or snow, oil	
metal grid	tires with tread	dry	
metal grid	worn tires	dry	
metal grid	tires with tread	light rain	
metal grid	worn tires	light rain	
metal grid	tires with tread	sleet or snow, oil	
metal grid	worn tires	sleet or snow, oil	
wooden (bridge)	tires with tread	dry	
wooden (bridge)	worn tires	dry	
wooden (bridge)	tires with tread	light rain	
wooden (bridge)	worn tires	light rain	
wooden (bridge)	tires with tread	sleet or snow, oil	
wooden (bridge)	worn tires	sleet or snow, oil	



Role-play activity

What would you do?

Class Car

Learning outcomes

- 2.1 Evaluate how positive and negative personal factors influence driving attitudes.
- 2.2 Explain how positive and negative social factors influence driving attitudes.
- 2.3 Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.
- 3.3 Explain how to share the road safely.

Time

- 35 minutes, including acting for the class and debriefing

Materials/Resources

- copies of situation cards

Method

1. Divide the class into small groups.
2. Give each a different situation, and tell them to take on roles and act out what they would do.
3. Have each act out their situation for the rest of the class.
4. Discuss each role play once it's been performed it. What does the role play show about attitudes? What other possible endings are there? Do any of the characters need to improve their attitudes? How did you feel in this situation?

Instructor note:

This activity is included as an example of role playing. Role play that simulate real-life experiences encourage students to look closely at attitudes and driving behaviours.



What would you do?

Situation 1

A new driver is heading to the ballpark on a Sunday afternoon in his father's car. He's driving with two friends who don't have licences. One of the passengers wasn't ready when he first arrived so now they're a bit late for the game. Another car pulls up in the next lane with some students that the driver knows, including a girl that he would like to know better. The driver of the second car challenges the first driver to a race to the park.

- Role 1: the first driver
- Role 2: the passenger in the first car who was not ready and made them late
- Role 3: a passenger in the second car who has challenged the first car to the race

Situation 2

A car is making a right turn at a light-controlled intersection. The light is green and the driver is signalling that he is going to turn. A cyclist comes up on the right side of the car and begins to cross the intersection. The driver doesn't notice and turns into her. Her bike dents his front end and she falls to the ground. She's not hurt.

- Role 1: the car driver
- Role 2: the bicycle rider
- Role 3: a passing pedestrian who sees the incident

Situation 3

Two cars are proceeding along a main road. A dog runs out and the first car brakes to avoid hitting it. The car behind rear-ends the stopped car. A pedestrian is walking along the road and sees the crash.

- Role 1: the driver of the first car
- Role 2: the driver of the second car
- Role 3: the pedestrian



Planning a reflective activity

Class Car

Students need time to reflect and think about the information they've learned to integrate it into their existing attitudes and assumptions.

Following an intense group discussion, a guest speaker or other class activity relating to attitudes and safety, it's a good idea to allow students a few minutes to reflect individually. You can guide them with a question or task. Webbing, or extending information gained in a discussion, encourages fuller understanding.

The value of such activities is that they encourage honest thought. However, keep in mind that students may find it embarrassing to share certain thoughts. They may not respond honestly if they have to share their responses with others.



Tips: Planning reflective activities

To ensure students get the most out of reflective activities:

- Choose topics that relate to personal issues.
- Use self-rating quizzes and questionnaires that encourage students to look at their attitudes honestly. Remember that these ratings should often be private, so let students decide whether they wish to share their results with the rest of the class.



Attitude quiz 1

Sharing the road quiz

Class Car

Learning outcomes

- 2.3 Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.
- 3.3 Explain how to share the road safely.

Time

- 20 minutes, including class debriefing

Materials/Resources

- copies of quiz
- pencils

Method

1. Give the students the **sharing the road quiz** to complete.
2. When they have had a few minutes to complete the quiz, go through their answers together. Discuss the importance of good road-sharing attitudes.

Instructor note:

Be careful with quiz results; they can sometimes give incorrect messages. However, they're useful as a good discussion starter. When the students have completed the quiz, it's a good idea to go over each question and suggest how each of the answers would relate to a real-life situation.



Sharing the road quiz

How do you rate on sharing the road? Pretend you have been driving for a while. Circle one number for each question. Be as honest as possible.

- A.** You're on a busy downtown street and are being held up by a cyclist. There isn't really room to pass, and you wish she would pull over closer to the curb. Would you:
1. Follow her slowly until you get a chance to pass?
 2. Honk lightly to warn her?
 3. Try to squeeze past?
 4. Lean on your horn and yell at her?
- B.** Some teenagers are standing by the crosswalk and talking. It's unclear whether they want to cross the road. Would you:
1. Stop immediately?
 2. Slow down and cover your brake, but be ready to go on?
 3. Continue on, but lean on the horn to warn them?
 4. Speed up and get past before they can step into the street?
- C.** The light turns green, but you can't move ahead because a car's right in front of you. The driver moved into the intersection, but the traffic ahead of her was moving so slowly that it didn't clear the intersection. As a result, she could not pull through. Would you:
1. Think: *I'm glad that isn't me*, and wait patiently for her to move ahead?
 2. Use eye contact to let her know that you think she's a pretty dumb driver?
 3. Honk your horn lightly to show your impatience?
 4. Lean on the horn?
- D.** You're at a four-way stop and there's a cyclist to your right who has arrived at about the same time (or maybe just slightly ahead of you). Would you:
1. Wait to let him go through, even though he's pretty slow?
 2. Use eye contact to try to communicate with him—maybe he'll wave you ahead?
 3. Pull ahead slightly to indicate that you're intending to go ahead, keeping alert to see what he's doing?
 4. Charge ahead?

- E.** You pull in front of another car, and the driver honks lightly at you to indicate that you cut him off. Would you:
1. Decide that you'd better be more careful next time?
 2. Check your mirrors and signals to see if you made a mistake?
 3. Honk lightly back?
 4. Lean on your horn?
- F.** You notice some children playing with a beach ball by the side of the road. Would you:
1. Slow right down and cover your brake in case it bounces into the road?
 2. Keep an eye on the children and slow down slightly?
 3. Drive at a moderate speed, making sure that you'll be able to stop if necessary?
 4. Keep driving at the speed limit and hope that the ball doesn't come your way?
- G.** A man is slowly attempting to parallel park on a busy city street. He's taking up a lot of room on the street as he swings out, and you can see he has angled himself incorrectly and will have to try again. Would you:
1. Wait patiently for him to complete his manoeuvre?
 2. Try to squeeze around him as soon as an opportunity comes up?
 3. Give a little honk to let him know that he's holding up traffic and should move on?
 4. Lean on the horn?

Look over your results

Add up the numbers you have circled and see how you rate:

- 7-14: You're probably a thoughtful road-sharer.
- 15-19: You're a moderate road-sharer. You may want to try to take the perspective of other road users more often.
- 20+: You probably need more work to develop a road-sharing attitude.

Ask yourself: *What do these answers show me about my road-sharing attitude?*



Attitude quiz 2

Road aggression—How do you rate?

Class Car

Learning outcomes

- 2.1 Evaluate how positive and negative personal factors influence driving attitudes.
- 2.2 Explain how positive and negative personal factors influence driving attitudes.
- 2.3 Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.

Time

- 15 minutes, including class debriefing

Materials/Resources

- copies of quiz
- pencils

Method

1. Give the students the **road aggression—how do you rate?** quiz to complete.
2. When they have had a few minutes to complete it, go through the possible answers together.

Discuss the importance of monitoring one's own road aggression and trying to deal with driving situations in non-aggressive ways.



Road aggression—How do you rate?

Imagine that you have passed your road test and you have been driving for a year. What kind of driver will you be? Take this quiz and find out. Check the questions you agree with.

Quiz

- Do you often follow other cars closely?
- Do you use your horn a lot?
- Do you think you “own the road?”
- Are you often tempted to pass on shoulders?
- Do you cut in and out of traffic, especially without signalling?
- Do you go faster than most of the traffic around you?
- Would you ever pass a stopped school bus with its lights flashing?
- Do you sometimes ignore speed limits in school zones?
- Do you sometimes neglect to signal?
- Do you ever yell or shake your fist at others?

Scoring

Count the number boxes you have ticked. Compare yourself to the chart below.

- 0-4: You’re unlikely to be in danger because of road rage.
- 5-7: You might display aggression under certain circumstances.
- 8-10: You’ll likely find yourself displaying quite a bit of aggression when you drive.



Planning your route in advance

Thinking ahead?

Class Car

Learning outcomes

- 1.2 Define the characteristics of risk taking.
- 1.3 Evaluate how risk perception is affected by personal factors.
- 1.6 Assess personal risk tolerance.
- 2.1 Evaluate how positive and negative personal factors influence driving attitudes.
- 2.3 Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.
- 7.1 Demonstrate competence in conducting pre-trip checks.

Time

- 15 minutes at home. In-car time depends on distance.

Materials/Resources

- road map of the area

Method

Using the student handout **planning your route in advance**, assign a route-planning activity ahead of time and then follow up in the next in-car session by:

- asking the student to drive the planned route
- discussing the route with the student
- assigning another nearby destination and helping the student plan a safe route.

Instructor note:

This activity integrates in-car and in-class work. It encourages planning ahead and analysis of possible routes. It also increases motivation by letting students choose in where they drive.



Planning your route in advance

Planning your route in advance is an important skill. If you think ahead and use a map, you can choose to avoid major traffic routes, get from A to B in the safest and most efficient manner and avoid making a decision in the middle of a busy intersection.

At home

Identify a personal destination that's not too far from your home. This should be somewhere that you'll go to quite often. Using the map, mark down your route. Be prepared to explain to your instructor why you've chosen each of the streets on this route. As you plan, take into consideration your driving skills (don't push yourself too far), the amount of traffic you'll likely encounter on different routes and the most efficient way to get from your house to your destination.

In-car

- Following the planned route, drive safely to your destination.
- Your instructor will talk to you about your route (i.e., how well and safely you followed it).
- Your instructor may choose a different destination and ask you to plan the best route to it.



Planning a short interactive lecture

Class Car 

Tips: Planning reflective activities

When planning your lectures:

- Choose a topic or topics from a learning outcome and clearly introduce it/them at the beginning of your lecture.
- Plan your lecture so it has a clear introduction, middle, debriefing question(s) and a summary.
- Organize the content so that it follows a clear, logical order.
- Make notes for yourself in point form (just the main points) so that you can follow them easily. **Don't** read your whole lecture—it's boring.
- Involve all class members through questions and answers, brainstorming, webbing or some other way they'll participate.
- Plan one or two debriefing questions that will help the students summarize what they have learned (see **debriefing questions** below).
- Summarize the main points you wanted the students to learn.

Debriefing questions

The purpose of the debriefing question is to help students summarize the main point they have learned (e.g., *So what's the main thing we have learned about _____?* or *Can anyone tell me the three things to remember about _____?*) A good debriefing question should tell you whether the students have understood the lesson.

You only need one or two debriefing questions. Remember, a debriefing is not a review quiz. The purpose of a debriefing question is to help students sum up the main point of the lesson; therefore, it's better to have one main question rather than a long list of questions.

Hints on using visual aids

Using flip charts

Here are some points to keep in mind:

- Print letters at least 5 cm high in dark colours.
- Test any paper you'll be using on the wall to be sure the ink doesn't bleed through.
- Print notes in pencil to help you remember important points.
- Fold up the bottom if necessary to keep certain parts hidden.
- Cut pieces of tape in advance if you're going to be displaying a lot of pages.
- Remember that two flip charts are useful: one for prepared information; the other for new information.

Using videos

Here are some ideas to consider when using videos:

- Choose a video only if you can clearly relate it to the learning outcome.
- Use short clips (sections) from a video as part of a discussion or to illustrate a lecture point.
- Don't show a video without providing an introduction and having a discussion afterwards.



Interactive activity

Minivan role play

Class Car

Learning outcomes

- 1.1 Describe the hazards of driving.
- 1.2 Define the characteristics of risk taking.
- 1.3 Evaluate how risk perception is affected by personal factors.
- 2.3 Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.
- 5.1 Explain why driving to minimize risk involves the three steps of safe driving: See-Think-Do.

Introduction

Say to the class: *In this activity, you will be role playing the experience of driving a minivan. At any point in time, one of you will be the driver (you'll be given directions about what kind of a driver you are) and the others will be passengers. The purpose of this activity is to help you understand what you need to do to keep safe in a driving situation that is filled with all kinds of personal factors, peer pressure and road hazards.*

Main points

- Drivers must be prepared for all sorts of hazards: weather/environmental conditions, road conditions, animals, other road users and unpredictable driving behaviours.
- Risk perception is affected by many different personal factors.
- Input from the passengers also affects how the driver will react to hazards.
- Self-control and the See-Think-Do process will help keep drivers safe.

Method

1. Use six chairs to set up a "minivan."
2. Assign six students to sit in the minivan, rotating so each one takes a turn at being the driver. All participate, exerting peer pressure, giving advice, etc. Instruct the "passengers" to take turns giving useful and harmful advice. (Note: Depending on the size of your class, you may ask different groups of students to come up and take a turn at being in the minivan.)
3. Each time a new student takes on the driver role, he or she is given a **driver characteristic card**, which is to be kept private until the end.
4. Once the "driving" begins, the instructor will draw a **road hazards card** and read it aloud. This card will give more information about the driving situation.
5. Each role play will continue until the instructor says "stop."

Debriefing questions

After each "driver" finishes his or her turn, take a minute to do a mini-debriefing, asking questions like:

- *What kind of driver were you?*
- *Why did you respond to this particular road hazard in the way that you did? What were the problems? the pressures?*
- *How should a good driver respond to this situation?*

At the end of the whole activity, ask: *What did you learn from the role play about:*

- *peer pressure?*
- *the importance of personal characteristics?*
- *how to respond to weather and road conditions?*
- *how to respond to other road users?*

Summary

When encountering different road hazards, it's important to use:

- common sense
- self-control
- your See-Think-Do skills.



Driver characteristics cards

1. Young, aggressive driver	4. Busy business person with cellphone, in a hurry
2. Very cautious senior driver	5. Young driver, trying to be safe, but also wanting peer approval
3. Experienced, safe driver	6. Driver who's not feeling well, fighting a fever

Road hazards cards

Weather—heavy rain	Weather—snow
Weather—fog, difficult to see ahead	Weather—good weather, clear visibility
Road conditions—winding, narrow road	Road conditions—heavy traffic
Dog runs onto the road suddenly	Bicycle up ahead
Car in front slows down suddenly	Slow-moving commercial vehicle ahead
Garbage truck parked in your lane just ahead	Impaired driver weaving back and forth in front of you



Interactive activity

Risk perception role play

Class Car

Learning outcomes

- 1.3 Evaluate how risk perception is affected by personal factors.
- 3.5 Explain how to show leadership with family members, peers and other community members in promoting safe driving for drivers and passengers.

Materials

- set of two role-play cards
- props (optional): A baseball cap for the driver or other props might add to the fun and drama of the role play.

Introduction

Say to the class: *In the next part of the class, we are going to do some role plays to help us understand what motivates people to put themselves and others in high risk situations. We'll be thinking about how personal factors like self-esteem, impatience, aggression and the need for peer approval affect the way we perceive—or don't perceive—risk. The cards that you receive will tell you what kind of driver you are to become.*

Main points

- Many drivers experience impatience, aggression and the need for heightened self-esteem when sharing the road with someone who slows them down.
- Passengers can show leadership in helping the driver maintain self-control in these situations.
- It's important for all of us to work on keeping negative personal factors under control.

Method

1. Divide the class into small groups (at least two). In each group the driver's characteristics will be the same, but half of the groups will have passengers who are aggressive, and the other half will have passengers who are self-controlled.
2. Give out a role-play card to each group.
3. Distribute props if you are using any (see **materials**).
4. Allow the groups an allotted time period (5+ minutes) to come up with an ending and plan their role play. You may need to check the groups and make sure they are on track.
5. Invite at least one group with aggressive passengers, and one group with self-controlled passengers, to perform their role play.

Debriefing questions

After each role-play presentation, ask:

- *Why did the driver react that way?*
- *What effect did the passenger response have on the driver?*

After all the role-play presentations, ask:

- *What did these role plays show us about the effect of personal factors like impatience, aggression and self-esteem on risk perception?*
- *What did they show about the effect of the passengers in the car?*
- *What lesson have you learned for yourself as a driver? a passenger?*

Summary

These role plays have something to say to all of us. It's easy to take risks when we're feeling frustrated, impatient and wanting to prove ourselves. But is it really worth it?



Role-play cards

Role-play card A

A young driver is driving a “souped-up” 4 x 4 vehicle with a girlfriend/boyfriend in the middle and another friend in the passenger seat. An elderly driver pulls out in front of the pickup and forces it to slow down. The elderly driver continues to drive very slowly down the street.

The driver reacts negatively, with impatience, frustration and a desire to prove himself/herself. The passengers act impatient and aggressive too.

The ending to this story is up to you. You have five minutes to plan and practise this role play, and to decide on an ending. You may use props (check with your instructor) and chairs to represent your 4 x 4.

Role-play card B

A young driver is driving a souped-up 4 x 4 vehicle with a girlfriend/boyfriend in the middle and another friend in the passenger seat. An elderly driver pulls out in front of the pickup forcing it to slow down. The elderly driver continues to drive very slowly.

The driver reacts negatively, with impatience, frustration and a desire to prove himself/herself. The passengers, however, are concerned with safety and tell the driver to calm down and show some self-control.

The ending to this story is up to you. You have five minutes to plan and practise this role play, and decide on an ending. You may use props (check with your instructor) and chairs to represent your 4 x 4.



Interactive activity

Risks and costs game

Class Car

Learning outcomes

- 1.1 Describe the hazards of driving.
- 1.5 Evaluate the cost of taking risks while driving.

Introduction

Say to the class: *All driving risks have costs associated with them. We're going to play a game to help us see the risks involved in different driving situations and the costs (e.g., personal, social, financial, health) associated with those risks.*

Main points

There are a number of different kinds of risks, all of which have associated costs:

- road conditions
- vehicle conditions
- environmental
- personal.

Method

1. Divide the class into two or three teams.
2. Read out one of the **risks and costs scenarios**.
3. Each team takes one minute to answer these two questions:
 - What are the risks this driver is taking?
 - What are the possible costs? (Be prepared to explain.)

Scoring

Team A gets to answer the first scenario after one minute. If Team A answers both correctly and completely, they get one point for naming the risk and one point for each of the costs they can list and adequately explain. If Team A's is wrong, Team B gets a chance to answer and to get the points. If Team A's answer is incomplete, they get points for the part they answered, but Team B can offer further costs/explanations and get points for those.

Team B gets to answer first on the second scenario. Continue this procedure, moving from team to team.

Suggested follow-up

Teams are asked to create a new scenario (complete with the answers) to ask the other teams. These can then be added for the next time you play the game.

Debriefing

Ask students to think of their own driving experiences. Can they remember a situation where they, or someone they were driving with, took a risk that might have been costly? What could the costs have been?

Summary

Review the costs—personal, social, financial and health. Every time a driver takes driving risks, there are potential costs involved.

Ideas for expanding

This team game structure can be used to get discussion and creative thought on a number of different learning outcomes.

Risks and costs scenarios

Scenario 1

Is the speed limit safe in all conditions? You're driving at 50 km/h in a municipality where the speed limit is 50 km/h in these conditions:

- visibility: poor, heavy rain
- traffic: heavy
- road: wet.

Answers:**Risk**

- too fast—might have a crash.

Potential costs

- health: injury
- financial: insurance premiums raised
- personal: depression
- social: depending on the severity of the injury, family break-up, cost to the health system, increased taxes.

Scenario 2

Being a do-it-yourselfer, you decide to change the oil in your car. You dispose of the old oil through the nearest storm drain. This way you keep your driveway clean and don't have to worry about it.

Answers:

Risk

- polluting the environment.

Potential costs

- social: destruction to fish stocks, birds, etc.
- financial: you could be fined if you get caught.

Scenario 3

During the spring, you realize that the tread on your tires is worn down quite a bit, but you decide that you'll use them through the summer to get maximum wear out of them.

Answers:

Risk

- reduction in braking efficiency
- greater wear on suspension.

Potential costs

- financial: damage to other parts of your suspension system (struts, shocks), higher insurance premiums if you cause a crash
- health: injury
- personal: causing injury or death to someone else and subsequent guilt and depression
- social: in the case of injury or death—family break-up, cost to the health system, increased taxes.

Scenario 4

Since you live a very busy lifestyle, you often forget to do the periodic checks around your vehicle.

Answers:

Risk

- malfunctioning lights—brake, signal and/or headlight not working.
- other mechanical problems, such as oil leaks.

Potential costs

- health: may be in a crash because of not giving correct information to others; there could also be injuries
- financial: loss of job, income.

Scenario 5

You want to go to California and decide that it would be cheaper to drive than fly. Since you have only a short time, you drive the entire distance with only short stops.

Answers:

Risk

- fatigue could lead to a crash.

Potential costs

- financial: insurance premiums raised, car totalled, etc.
- health: if you avoid a crash, exhaustion when you get to California.

Scenario 6

To make your dad's old sports car sound mean and tough, you decide to make some changes. You remove the catalytic converter so the car makes a trembling sound when you drive off.

Answers:

Risk

- removal of required equipment could cause damage to your vehicle.

Potential costs

- social: polluting the environment with exhaust fumes
- financial: damage to other vehicle components.

You may have more questions you would like to add to the list above.



Interactive activity

Discovery learning activity—What drives you?

Class Car

Learning outcomes

- 1.3 Evaluate how risk perception is affected by personal factors.
- 2.1 Evaluate how positive and negative personal factors influence driving attitudes.

Materials

- large paper target
- small toy car or other wheeled toy
- coloured felt pens

Introduction

Say to the class: *Today we're going to think about how underlying emotions and motives affect the way you drive.*

Main points

- Mental factors and underlying motives affect your driving behaviours, even though you may not be aware of it.
- Physical factors like illness and fatigue can also have an affect.
- We all need to keep monitoring our motives and our emotional and physical state to make sure we're driving safely.

Method

1. Place a large paper target (bull's eye) on the floor or on a table.
2. Give each student a turn to roll a small toy car towards the bull's eye.
3. Draw a circle around where the car ends up and write the student's name in it.
4. Now that you have established the baseline for each student, introduce one new personal factor at a time. (See list of **personal factors**.) As you introduce each, ask the students to imagine themselves in the situation being described and really feel the emotion that's being introduced.

Personal factors

- Stress/hurry: You're late for work. The boss is going to be mad!
 - Emotional stress: You have just had a huge fight with your girlfriend/boyfriend. You're so mad you can hardly see straight.
 - Physical problems: You have a bad head cold. You're really tired, and can't stop sneezing.
 - Thrill-seeking: You have just climbed into your new red sports car. You're going to see what this baby can do!
5. After each factor is introduced, repeat the process of having each student roll the toy toward the target. Mark their stopping points. Use a different colour for each new factor.
 6. As a general pattern, stress and thrill-seeking will cause students to overshoot; illness or fatigue will cause them to undershoot. The results of this discovery learning activity is often surprising to the participants, who thought they would have the same result each time.

Debriefing questions

- *Look at the "map" of your circles. What does this tell you about the effect of stress? (Point to stress circles.) What effect did sickness and fatigue have on your aim? What about thrill-seeking?*
- *What does this suggest about the effect of these factors on our driving?*
- *What can we do about it?*

Summary

The message from this target sheet is that you need to be aware of your own motives and emotional and physical state. You need to be in control.



Interactive activity

The great car ad

Class Car

Learning outcome

2.2 Explain how positive and negative social factors influence driving attitudes.

Introduction

Say to the class: *Think of some of the car ads you've seen lately. What can you tell me about these ads? What messages help to sell cars?*

Main points

- Attitudes are influenced by social factors such as car ads.
- If we're aware of this influence, we can make more independent decisions.

Method

1. Divide students into small groups (three to five students).
2. Ask them to design a full-sized ad to sell a sports car.
3. At the end of the time allotted, ask groups to post their ads at the front of the room and allow a few minutes for everyone to look.

Debriefing questions

- (Choose an ad) *Imagine you're a driver in a car like this. What do you think your driving behaviours might be like? What things would help to cause these driving behaviours?*
- *How do you rate the safety of these behaviours?*
- (Ask the ad designers) *What kinds of things did you think about when you were designing this ad?*
- *What things can you do to stop yourself from being pressured to drive aggressively?*

Summary

Write the following statement on the board and brainstorm words you could use to fill in the blank:

Advertising has a _____ effect on driving attitudes.

While there are some positive ads (e.g., ICBC safety ads), much of the advertising we see has a negative effect on our attitudes and our safety. We need to be aware of the messages we're receiving and how they affect us.



Interactive activity

Life of driving game

Class Car

Learning outcome

3.1 Explain the factors that make driving a lifelong learning process.

Materials

- two to six sets of **time period sheets**
- two to six sets of **driving development cards** (old business cards make a good backing)
- prizes (optional)

Introduction

Tell the class: *This game will help you see the many changes that have come about since people started driving cars, and to consider what that means for all of us in terms of lifelong learning.*

Main points

- Motor vehicle technology is constantly changing.
- Driving standards and laws are also changing.
- Many factors contribute to changes in driving skill.
- The driver needs to be a lifelong learner to adapt to these changes.

Method

1. Divide the class into teams of two or three.
2. Give each team a set of **time period sheets** and a set of **driving development cards**.
3. Each team has five minutes to allocate the **driving development cards** to the correct time period when they came into being.
4. Read out the answers from the answer sheet.
5. The team that gets the most correct answers gets to choose their prize.

Game bonus: As the teams finish, allow an extra two minutes or so for them to focus on the future. Give five blank cards to each team and ask them to add possible changes to laws or technologies in the future.

Debriefing questions

- *Did the timing of any card surprise you? If so, which ones?*
- *How many developments do you think will occur in the next 25 years?*
- *What did you learn from this game?*
- *How do you now see driver learning?*
- *What does all this mean for you as a driver?*
- *What are the future changes you foresee?*

Summary

In all areas of driving—changing vehicle technology, changing driving standards and laws, changing skills on the part of the driver—the key word is **change**. To be a safe driver, you have to be a lifelong learner.



Time period sheets

(Cut up so that students can sort their cards into the appropriate piles.)

Before 1920

1920-1945

1946-1970

1971-1995

After 1995

Driving development cards

Instructor note:

You may think of additional driving developments. Feel free to add to these cards.

Internal combustion engine	.08 alcohol limit becomes part of the <i>Criminal Code of Canada</i>
First road test in B.C.	GPS in every car
Backup lights become standard equipment	Electric starter
Air conditioning becomes an option	Cellphones
Heads up display	First automatic transmission
Horn	First cloverleaf intersection
First speed law in B.C.	Side mirrors on the driver's side made compulsory in Canada
Graduated Licensing Program in B.C.	First driver's licences in B.C.
First traffic lights in North America	First North American stop signs
Air-filled tires	Power steering
Electric turn signals become standard equipment	Seatbelts become mandatory in B.C.
Bumper requirements introduced	Front wheel drive
Photo radar in B.C.	Daytime running lights
Synthetic tires	Radial tires invented
Recycled pavement	Airbag off-switch
Vehicle impoundment in B.C.	First form of anti-locking brakes introduced
The "two-second rule" is added to the <i>B.C. Safe Driving Guide</i>	Yellow centre lines are introduced



Answer sheet

Before 1920

- First B.C. speed law
- First North American traffic lights
- Internal combustion engine
- Air-filled tires
- Horn
- Electric starter
- First North American stop signs.

1920–1945

- Air conditioning becomes an option
- Front-wheel drive
- First B.C. driver's licences
- Synthetic tires
- First B.C. road test
- First cloverleaf intersection
- First automatic transmission.

1946–1970

- Power steering
- Radial tires invented
- Backup lights become standard equipment
- Electric turn signals become standard equipment
- First form of anti-locking brakes introduced
- .08 alcohol limit becomes part of the *Criminal Code of Canada*.

1971–1995

- Seatbelts mandatory in B.C.
- Cellphones
- Bumper requirements introduced
- Side mirror on the driver's side compulsory in Canada
- Daytime running lights
- Recycled pavement
- The "two-second rule" added to the *B.C. Safe Driving Guide*
- Yellow centre lines introduced.

After 1995

- Airbag off-switch
- GLP in B.C.
- Photo radar in B.C.
- Vehicle impoundment in B.C.
- GPS in every car
- Heads up display.



Interactive activity

The positive backseat driver role play

Class Car

Learning outcomes

- 3.1 Explain the factors that make driving a lifelong learning process.
- 3.2 Demonstrate understanding of the complexity of the driving task for the new driver.
- 3.3 Explain how to show leadership with family, peers and other community members in promoting safe driving for drivers and passengers.

Introduction

Say to the class: *You've all had quite a few hours on the road with an instructor and with your supervisor. And you've all had lots of feedback. You might have noticed that some people have a good way of giving feedback and other people give feedback that you really don't feel like listening to. (Quickly brainstorm the characteristics of good and poor feedback.)*

Throughout your driving career, no matter how long it is, you should be willing to listen to feedback—there's not a driver out there who can't improve. You should also be willing to give feedback, especially when you're with someone who is driving unsafely.

In the role plays we're going to do, you're going to be getting some practice in giving good feedback.

Main points

- Even when you get your licence, it is important to get feedback about your driving from other more experienced drivers. You can always improve.
- You have the responsibility to give good feedback about other people's driving when you see that they are driving unsafely.
- Effective feedback is an important skill to practise and use.

Method

1. Divide the class into small groups or pairs, depending on its size.
2. Give each small group a **feedback scenario** and ask them to prepare a role play based on the scenario.
3. Allow time for each group to present its role play to the rest of the class.

Debriefing questions

After each role play, discuss the quality of the feedback given. How did it feel for the person hearing it? the person giving it? Do the class members have any other suggestions?

At the end of all the role plays, ask:

- *From watching these role plays, what did you learn about the importance of good feedback? What difference can it make to your driving?*
- *How can you present your feedback so it won't upset people, and encourage them to listen to what you have to say?*

Summary

It's important to be able to receive and to give good feedback to continue improving your driving. When giving feedback, you should try to put yourself in the place of the driver and phrase your feedback so that there are positive comments as well as suggestions for improvement.



Feedback scenarios

Scenario 1

Driver: You've had your licence for two years. You're generally a good driver, but get impatient. Right now, you're late for class and the driver in front of you is slow. You don't usually tailgate but are so frustrated that you creep up pretty close to his bumper.

Passenger: You're concerned that your friend is tailgating. You don't want to criticize, so you try to make your comments as positive as possible.

Instructor note:

Feel free to add to your own scenarios.

Scenario 2

Driver: You've been driving for 30 years and are proud that you drive the same way today as you did when you started. One thing that annoys you about driving these days is all these cyclists getting in the way. You make a quick right lane change, and you notice that a cyclist you have cut off is yelling something at you. "That guy shouldn't be on the road!" you say.

Passenger: You're the driver's son/daughter. You've recently passed your first road test after taking an ICBC-approved course. You feel your father needs to share the road responsibly with cyclists. (Remember, you want your dad to listen, not to just get mad at you.)

Scenario 3

Driver: This is the first trip in your new, powerful sports car. You want to see how fast it can go on the highway. You love this car.

Passenger: You're the driver's best friend. Your friend is a great person, but a little wild. Right now, your friend is driving way too fast, swerving from lane to lane, and you're wondering if you'll make it home alive.



Interactive activity

Thinking like a car game

Class Car

Learning outcomes

- 3.2 Demonstrate understanding of the complexity of the driving task for the new driver.
- 3.4 Demonstrate appropriate communication with other road users.
- 5.2 Demonstrate proficiency in using observation skills to minimize risk.
- 7.3 Demonstrate safe, legal and confident vehicle control while changing directions.

Introduction

Say to the class: *You're driving down the highway and you want to change lanes. What do you need to do?* (Pause for answers: observe, signal, shoulder check, make the lane change.) *The game we're going to play helps us think a little more clearly about when and how to use our signals when we're about to change direction, slow down or stop.*

Main points

- Before changing directions, you need to go through a number of steps: mirror-signal-glance-go.
- For any change of direction, you will check two mirrors: your rear-view and then side-view in the direction you're going to move.
- When you put on your turn signal, both front and back flash.
- You signal a slow-down or an intention to stop by touching your brake pedal (which activates your brake lights).
- You always need to be aware of your signals and how to use them to communicate.
- For all of these steps, the driver should be using running commentary.

Method

Choose six volunteers to be the car and driver. (This activity requires at least six people.)

1. Assign them roles and give out the **role-play cards**.
2. Position four people to represent the left front, right front, left back and right back of the car, all facing the same way. Position the driver in the middle, also facing the same way. Have one person be the rear-view mirror, directly in front of the driver but facing backwards.
3. Ask the "car and driver" to perform one of the following manoeuvres: left lane change, right lane change, left turn, right turn, stop.

4. If you have part of the class acting as an audience, ask them to watch carefully to make sure the correct order is being followed. If they see a major error, they may shout "Stop!" The vehicle will then stop and the student will be given a chance to point out the mistake before the action resumes.
5. After one complete action has been performed, ask a new group to get up or ask players to rotate their roles so that they can try out more than one position.

Debriefing questions

What did this activity teach you:

- *about the way a car functions?*
- *about how to communicate and use your signals well?*

Summary

Whenever you change directions or change speed, you need to look and to signal before you make your move.



Role-play cards

Left front acts as:

- left front wheel
- left front turn signal
- left side mirror.

When the driver says:

Check left mirror: check whether it's clear behind. Say *clear* or *not clear*.

Signal left: make flashing signals with your left hand.

Move right/left: begin to move in the correct direction.

Right front acts as:

- right front wheel
- right front turn signal
- right side mirror.

When the driver says:

Check right mirror: check whether it's clear behind. Say *clear* or *not clear*.

Signal right: make flashing signals with your right hand.

Move right/left: begin to move in the correct direction.

Left back acts as:

- left rear wheel
- left rear turn signal
- left brake light.

When the driver says:

Signal left: make flashing signals with your left hand.

Brake: hold your left hand straight out to indicate that the brake light is on.

Move right/left: begin to move in the correct direction.

Right back acts as:

- right rear wheel
- right rear turn signal
- right brake light

When the driver says:

Signal right: make flashing signals with your right hand.

Brake: hold your right hand straight out to indicate that the brake light is on.

Move right/left: begin to move in the correct direction.

Rear-view mirror

When the driver says:

Check rear-view mirror: look to the rear and say clear or not clear.

Driver

Once you are told the manoeuvre your vehicle is supposed to perform, use running commentary and perform the following steps:

- check rear-view mirror
- signal left/right
- check left/right side mirror
- shoulder check left/right
- move left/right



Discussion group

Tackling bad habits

Class Car

Learning outcomes

- 3.1 Explain the factors that make driving a lifelong learning process.
- 3.2 Demonstrate understanding of the complexity of the driving task for the new driver.

Introduction

Say to the class: *Driving is a lifelong learning process that never stops. We need to stop once in awhile and assess our personal driving habits and attitudes to ensure that we are good drivers.*

Main points

- importance of self-assessment
- identification of your own driving habits and attitudes
- ways to change habits and attitudes

Method

1. Divide the class into small groups of three to five people. Direct them to the instructions printed on flip chart paper (see **your task** below). Give about 10 minutes.
2. Ask groups to post their charts. Help the class look over the lists together and identify common bad habits or attitudes. Ask for volunteers to explain their correction plan for a couple of the points. (Note: Don't spend too long on reporting back. The main value of this activity is in the small group discussion.)

Your task

- i. As a group, list on flip chart paper five bad driving habits or attitudes that you have noticed around you in your friends, family members or other drivers.
- ii. Each of you choose one of these habits or attitudes that you already have, or that you think you might pick up if you are not careful. Think about how you could change this habit or attitude.
- iii. Discuss your correction plan with the rest of the group.

Debriefing questions

How could this process be useful to you in the rest of your driving life? How could it keep you safe?

Summary

Driving is a continuing learning process. We have to constantly assess our skills, knowledge and attitudes, whether we have been driving for three months or 30 years. This is the way we can keep on being skilled, safe drivers.



Interactive activity

Handing over a licence role play

Class Car

Learning outcomes

- 1.3 Evaluate how risk perception is affected by personal factors (physical factors).
- 3.1 Explain the factors that make driving a lifelong learning process.

Introduction

Say to the class: *We're going to do a role play about the factors that make driving a lifelong learning process. Some of you will have roles to play. The rest of you will be the audience. Your job will be to pick out as many reasons as possible why drivers need to keep learning and adapting.*

Main points

- As drivers grow older they face a number of challenges:
 - physical changes that may limit their ability to perceive and respond to hazards
 - changing vehicle technology
 - changing traffic conditions
 - changing driving standards and laws.
- There are a number of ways to respond to these challenges:
 - additional training
 - giving up driving.

Method

1. Ask for volunteers to create and perform the role play, or divide the class into small groups and ask each of them to create a role play based on the role-play cards.
2. Invite the students to perform the role play.
3. Be prepared to stop the action when you feel most of the points have been made.

Debriefing questions

- Brainstorm the factors in the role play that made driving unsafe for the father.
- Did the family members come up with good solutions?
- Can you think of any other solutions?
- What does this role play demonstrate about how your driving may change during the next 25 years?

Summary

All of us, whether older or younger, face the challenge of constant changes in motor vehicle technology, changing driving standards and laws, and changes in our own driving skill. It's important we keep on learning.



Role-play cards

Father

You're 85 and worried about losing your independence. You are listening to your son and daughter trying to convince you to hand in your licence. They think that your driving skills have deteriorated and that you're not familiar with current traffic patterns and laws. You think you're still a pretty good driver.

Son

You're very concerned about your father's driving habits. You think that:

- his eyesight is poor
- his mind tends to wander
- he doesn't always notice signs and signals.

A couple of times when you've been in the car with him, you've almost had a crash. You think that he and your mother should start taking taxis.

Daughter

You feel strongly that your father is no longer safe on the road. You believe that:

- the traffic in your town has increased rapidly in the past few years, but your father still drives as if he was in low traffic
- he's never gotten used to newer technology, such as green arrows on traffic signals, and he sometimes makes mistakes
- he sometimes seems to forget the right-of-way rules and pulls out at the wrong time.

On the other hand, you know that giving up his licence will mean that he and your mother will no longer have as much freedom to get around. You're trying to think of good alternatives.

Mother

You've never learned to drive, but you've recently begun to feel a little unsafe when you're out driving with your husband. You listen to your son and daughter talking to their father. You don't want to say too much, but you support them when you can. You don't want you and your husband to be in a crash.



Discussion group

Safe driving in the school zone

Class Car

Learning outcomes

- 2.1 Evaluate how positive and negative personal factors influence driving attitudes.
- 2.2 Explain how positive and negative social factors influence driving attitudes.
- 3.5 Explain how to show leadership with family members, peers and other community members in promoting safe driving for drivers and passengers.
- 4.2 Explain the meaning of all traffic control devices (signs, signals, road markings).
- 4.3 Explain the reasons for driving laws and regulations.
- 4.4 Explain the rules of the road that relate to sharing the road.

Materials/Resources

- flip chart paper
- felt markers
- masking tape

Introduction

Ask: How many of you have ever been in a car, or have ever seen other cars, speeding in a school or playground zone? Why does this happen? Why is it a problem? Brief the group on the importance of safe driving in these areas.

Main points

- It's very important to keep within the 30 km/h limit in school and playground zones.
- Because a lot of people ignore the limit, it's important to show leadership.
- There are a number of reasons why people speed in these zones.
- An effective safety strategy to encourage safe driving would involve understanding the reasons why people speed, and thinking of how to combat those reasons.

Method

1. Break into small groups.
2. Direct them to the flip chart (see below) on which you've outlined the task.

Your task

- i. Choose a recorder.
 - ii. On the flip chart, list the reasons people give for speeding in school and playground zones.
 - iii. Discuss possible ways to promote safe driving in these areas.
 - iv. See if your group can create a slogan for an advertising campaign. (A local community group has requested one.) The slogan could be used on bumper stickers, radio ads, etc.
3. Allow eight to 10 minutes for the groups to perform the task.
 4. Invite the groups to post their lists and present their slogans.
 5. Look over the posted lists together.
 6. Make a list of the slogans.

Debriefing questions

- *Looking at all these lists, what do you think is the main reason for speeding in these zones?*
- *Do you think these slogans would help to promote safe driving in school zones? Why?*

Summary

Suggest to the class that the next time they approach a school or playground zone, they should keep these slogans in mind.



Interactive activity

Cars and bicycles role plays

Class Car

Learning outcomes

- 3.3 Explain how to share the road safely (topic: cyclists).
- 5.2 Demonstrate proficiency in using observation skills to minimize risk.
- 6.3 Analyze the role of traction in driving control.

Introduction

You could effectively use this role play as an introduction to the topic of sharing the road with cyclists. You could then follow it up with a lecture that provides further information on specific types of road-sharing situations and the correct way for the driver to respond. Or you could use it as a follow-up to make sure the students take the information and apply it to real-life driving situations.

If you were using it to introduce the topic, you might begin by asking the students how many of them are cyclists. Quickly brainstorm the problems that the cyclists have had with drivers who didn't share the road very well.

Explain that in this class they will be thinking more deeply about this topic from a driver's point of view. They will do this by creating role plays to demonstrate how and how not to share the road with cyclists.

Main points

- As a driver, it's important to think like other road users (e.g., cyclists).
- Use careful observation.
- Keep safe margins.

Method

1. Divide the class into small groups.
2. Ask them to take the roles of cyclists/drivers, imagining that both the cyclist and the drivers are fairly inexperienced.
3. Ask them to then develop two short role plays: one to demonstrate how not to share the road with cyclists, the other how to share. Suggest that they change roles so that different people will get to act as cyclists and drivers.
4. Invite some of the groups to present role plays.

Debriefing questions

- After each role play, ask questions like:
 - *How did you feel as the cyclist/driver in this situation?*
 - *What does this role play show us about what to do or what not to do?*
- At the end of the activity, ask:
 - *In view of these role plays, what are three important things to remember about sharing with cyclists?*
 - *How might this make you act differently the next time you find yourself sharing with a cyclist?*

Summary

Remember, when you're sharing the road with a cyclist, drive courteously, observe closely and keep a safe distance between you and the cyclist.



Interactive activity

Right-of-way role play

Class Car

Learning outcomes

- 1.3 Evaluate how risk perception is affected by personal factors.
- 2.3 Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.
- 3.2 Demonstrate understanding of the complexity of the driving task for the new driver (use of running commentary).
- 3.3 Explain how to share the road safely.
- 3.4 Demonstrate appropriate communication with other road users.
- 7.4 Demonstrate legal, safe and responsible execution of right-of-way manoeuvres.

Materials/Resources

- prepared flip chart
- **driver personality role-play cards**
- masking tape to mark intersection on floor
- paper stop signs and stop lines (You may want to laminate them if you plan to use them again.)

Introduction

This activity helps us to see that right-of-way behaviours are influenced not only by drivers' knowledge of the rules, but also by their motives, attitudes and values. Drivers need to be aware, not only of their own attitudes toward sharing the road, but also the attitudes of other drivers.

If you were to go to a busy intersection, you would probably see all kinds of driving behaviours. Different people have different attitudes towards driving, different ways of communicating and different ideas about who gets the right-of-way. This activity will help you consider all of these things when you approach an intersection.

Main points

- It's important to use patience and courtesy when driving, especially at intersections.
- Be aware that driving behaviours are influenced by attitudes, so you need to protect yourself against bad driving behaviours.
- Running commentary helps you to look ahead, see what's coming up and decide what to do.

- It's important to use appropriate communication with other road users—signals, horn, eye-to-eye contact and other non-verbal communication.
- A knowledge of correct right-of-way rules is essential to safe driving, but right-of-way is **given**, not **taken**.

Method

1. Ahead of time:
 - Mark a large intersection in the middle of the floor with tape. Make stop signs and stop lines.
 - Prepare an appropriate number of role-play cards for your class. (see Point 2)
 - Prepare a flip chart (see Point 4)
2. Give out the **driver personality role-play cards** to the drivers. In classes over 10 students, about half should be drivers with role-play cards, and the other should be the audience. If your class is smaller, have each student take a card and participate. Explain that they should keep their roles private until the discussion at the end.
3. Ask each audience member to choose one driver to watch. Their task is to decide which driver personality listed on the flip chart (e.g., Frightened Freddie, Honkin' Harry) their driver is portraying. If your class is small and all members have role-play cards, explain that, as well as playing their own role, they should figure out the driver personality names for the other drivers.
4. Indicate on the flip chart where the driver personality names and the general directions for the activity are posted.

Your task

Directions for drivers:

- i. *Keep circulating around the room, coming back to the intersection at different stop signs.*
- ii. *Use running commentary to display your attitudes and driving habits as much as possible, depicting your role.*
- iii. *Most importantly, let loose and have fun with your role.*

Directions for the audience:

- iv. *Try to decide the driver personality name of the driver you've been assigned to watch.*
5. Clear away the desks and begin the role play. Ask the drivers to walk through the intersection normally so they understand the correct flow of movement and direction of travel, then continue the movement, but this time taking on their driver personality roles. Allow the action to continue for about five minutes.
 6. Once movement stops, have each audience member discuss what name they assigned their driver and why. If you have a small class and all the participants were drivers, have them guess what one of the others was.

Debriefing questions

- *Which driver are you most like and why?*
- *How does this affect your driving?*
- *What is the main thought you are going to take away from this activity?*

Summary

When you're at an intersection, you need to look ahead, communicate with other drivers, be clear about the rules of right-of-way and drive defensively. But even more, you need to remember that right-of-way is given, not taken.



Driver personality role-play cards

<p>Gang-Way Charlie</p> <ul style="list-style-type: none"> You have no patience for anybody. You might stop, depending on how you feel. You take the right-of-way instead of giving it. 	<p>Tunnel Vision Tony</p> <ul style="list-style-type: none"> You look only straight ahead, as if you were looking through a tunnel. You stop normally, but you don't look. You go when you think you're ready.
<p>Tag-Along Tim</p> <ul style="list-style-type: none"> You follow the car in front of you through the intersection instead of waiting for your turn. You don't time things correctly. You always follow directly behind the person in front. 	<p>Courteous Cathy</p> <ul style="list-style-type: none"> You try to keep your eyes moving so that you see everything around you and up ahead. You communicate when possible, but are always ready to let the other person go ahead if that seems best.
<p>Arrogant Arnold</p> <ul style="list-style-type: none"> You feel you are always right. You yell at everybody, telling them they don't know how to drive. You don't have the patience to sit at the white line for more than a couple of seconds. 	<p>Frightened Freddie</p> <ul style="list-style-type: none"> You're scared of all the cars around you. Everything startles you and catches you off guard. You won't move unless you've looked at least 1,000 times.
<p>Blind-Side Bob</p> <ul style="list-style-type: none"> You barrel through the intersection looking straight ahead. 	<p>Honkin' Harry</p> <ul style="list-style-type: none"> You honk at everything, particularly when you go through intersections.
<p>Maybe Mable</p> <ul style="list-style-type: none"> You're very uncertain when to move. Each time somebody else moves, you move too—usually at the wrong time. You don't slow down at all, but continue at the same speed the whole time. 	<p>Rulebook Robert</p> <ul style="list-style-type: none"> You're generally a safe, observant driver. You're very knowledgeable about the rules of right-of-way, and you don't want to see anyone else get away with anything.



Ideas in brief

The activities included in this helper are brief ideas that you may want to include in your current lessons.

Class Car

Interactive activity: Model intersections

Learning outcomes

- 3.3 Explain how to share the road safely.
- 5.1 Explain why driving to minimize risk involves the three steps of safe driving: See-Think-Do.
- 7.4 Demonstrate legal, safe and responsible execution of right-of-way manoeuvres.

Use a large diagram of an intersection spread out on the floor, or a table and a collection of small toy cars. Describe a traffic scenario that involves right-of-way decisions. Assign students to drive particular toy cars and ask them to say what they're seeing, thinking and planning to do.

Interactive activity: Appropriate communication

Learning outcome

- 3.4 Demonstrate appropriate communication with other road users.

Break the class into small groups. Ask students to arrange their chairs in circles. Each student takes turns giving a hand signal or a non-verbal communication signal. He or she asks another student in the group to interpret this signal. The student who gives the correct answer then performs another communication and asks a new student to interpret the signal.

Discussion group: Strategizing about roads

Learning outcomes

- 5.1 Explain why driving to minimize risk involves the three steps of safe driving: See-Think-Do.
- 5.3 Demonstrate mental alertness to analyze driving situations.

Students are to form pairs, following a lecture or video presentation in which they received information on looking well ahead, keeping adequate space margins and planning manoeuvres. Students are given a photograph of a certain type of road—city or rural road, highway, freeway, residential street, school or playground zones, etc. The photographs should show potential hazards such as pedestrians, a narrow winding road, etc. Each pair analyzes their photo to see what potential hazards are present, and what emergencies might arise. They then prepare strategies (potential things to watch for and actions to take) that they would use to handle each emergency.

Selected pairs will get an opportunity to present their plan. The facilitator debriefs after each presentation.

Interactive activity: The road sign game

Learning outcomes

- 4.2 Explain the meaning of all traffic control devices (signs, signals, road markings).

A fun, interactive way to teach your class about traffic signs is as follows:

- Divide the class into teams (two or three).
- Give each team a bell.
- Hold up pictures of signs.
- Teams need to identify:
 - the sign (1 point)
 - its probable location (1 point)
 - its purpose (1 point).
- When team members have the answers, they ring the bell and receive points. The team with the highest score wins.

Discussion group: Your chance to change history

Learning outcomes

- 3.5 Explain how to show leadership with family, peers and other community members in promoting safe driving for drivers and passengers.
- 4.1 Explain the procedures to be taken when involved in a crash or when arriving at a crash.
- 5.1 Explain why driving to minimize risk involves the three steps of safe driving: See-Think-Do.
- 5.3 Demonstrate mental alertness to analyze driving situations.

Divide the class into small groups. Give each group a copy of the same newspaper article: a report of a crash with a negative ending. Ask students to select a point in time when they are able to stop the newspaper story and change the ending. They must re-write the article so that it's still newsworthy, but with a positive outcome; e.g., the driver manages to avoid the crash by taking evasive action, other road users move to avoid the crash, someone arriving at the scene of the crash is able to rescue people from the vehicle and get help, etc. There are lots of ways to change a potential tragedy to a more positive ending; it's up to them.

They will also need to rewrite the title of the article. It may now have changed from "Tragic Accident Kills Family of Four" to "Potential Tragedy Creates Hero."

Once the articles have been re-written, either invite the groups to post their articles on the wall or allow time for them to read their article aloud to the class.

Individual activity: When would I take risks?

Learning outcome

- 1.6 Assess personal risk tolerance.

Following a showing of a video, students are asked to make some notes on the following:

- Consider your personal attitudes relating to driving.
- Write down two situations that would make you take a driving risk.
- Write down a way you can think of to avoid each one.

Individual activity: My values, beliefs and motives

Learning outcome

2.1 Evaluate how positive and negative personal factors influence driving attitudes.

Explain to students the meaning of values, beliefs and motives:

- **value:** what you think is important (e.g., Being the fastest and the best is an important value for some people.)
- **belief:** what you think is true (e.g., Some people don't wear seatbelts because they don't believe that seatbelts increase safety.)
- **motive:** the underlying reasons that make you act in a certain way (e.g., Some people speed in order to impress their friends.)

Ask the students to think about their own values, then do the following:

- Choose one personal value, one belief and one motive that you have that relates to driving in some way. Write each one down.
- Write down how each one might affect your driving.
- Examine each value. Does it keep you safe or expose you to risk?

Student presentations: Presenting *Tuning up* topics

Learning Outcomes

All

For homework, assign your students the task of preparing a presentation to the class, each choosing a different topic from *Tuning up*. Make sure you clearly assign a time (e.g., eight minutes for the presentation, four minutes for follow-up discussion). Encourage students to use interesting materials and different instructional strategies; such as games, simulations or role plays.

At the end of the presentations, you may want to ask the class to vote on the best presentation and present an award such as a toy car and a certificate for "Best Student Instructor."

How is your reaction time?

Learning outcome

5.1 Explain why driving to minimize risk involves the three steps of safe driving: See-Think-Do.

Students need to understand that the three steps of See-Think-Do make up the response time to any situation.

The activity shown below is a way of checking how quickly you can respond to a situation. If your physical reaction time (in this case, touching the numbers) is slower than 10 seconds, you will need to give yourself more time and space to complete manoeuvres.

5	7	2	6
9	1	8	11
10	4	3	12

Touch each square in numerical order as quickly as you can. The average reaction time is about six seconds.

The traffic picture is constantly changing. Eyes must move quickly from point to point.

The faster the "message" travels from eyes → brain → hands/feet → action, the less chance there is of collision.

This should not be a competitive activity, but one that gives a student information to help him or her to judge time and space margins more accurately. Remind students that the safe distance between cars is two seconds. This means that the driver must be looking ahead of the car in front, rather than directly at it, in order to see potential hazards.

Pre-trip check: Self-check log

Learning outcomes

- 1.3 Evaluate how risk perception is affected by personal factors.
- 1.6 Assess personal risk tolerance.
- 7.1 Demonstrate competence in conducting pre-trip checks.

Materials/Resources

- Student workbook or *Tuning up for drivers: getting you ready for your road tests*.

As part of the pre-trip check, have the student do a self-checklist as in **session 6** of *Tuning up*. This would be done on all lessons, noting times when the student is tired or is not feeling well. If there are times when the student reported one of these, use the debrief of the practical lesson to discuss what effect this had on risk perception and reaction time.

Route planning

Learning outcomes

- 1.2 Define the characteristics of risk taking.
- 1.6 Assess personal risk tolerance.
- 1.7 Demonstrate realistic risk perception in driving behaviours.

Divide the students into groups and assign each group a different destination, or have the group decide on a destination. In many cases, the students do in-car lessons in the same general area. The factors taken into consideration—traffic level, driving ability, efficiency of the route—could be used as discussion questions.

In the car, the students will probably notice the difficulty of monitoring the driving scene while navigating. This can be debriefed in the car, and the experience could form the basis for another discussion in class. This is a common problem for new drivers (or experienced drivers in a new area).

Have students consider risk perception and factors that increase the difficulty of accurately identifying risks. Ask students to consider personal reasons for choosing a route; for example, the importance of the time factor: *What factors might push you to take a less safe route? What does that tell you about time management for an inexperienced driver?*



15 minute review for road test

Reminders for student

Class Car

Learning Outcomes

- 7.2 Demonstrate control, safety and responsibility in basic driving.
- 7.3 Demonstrate safe, legal and confident vehicle control while changing directions.
- 7.4 Demonstrate safe, legal and responsible execution of right-of-way manoeuvres.
- 7.5 Demonstrate competence, safety, legality and responsibility in making turns.
- 7.6 Demonstrate safe, responsible and proper parking techniques.

Intersections

<input type="checkbox"/>	Be sure that there is room to wait to turn left in the intersection. (i.e., There may only be room for one car.)
<input type="checkbox"/>	When waiting in the intersection for a left turn, remember to stay close to the left and keep your wheels and your car straight.
<input type="checkbox"/>	Don't change lanes in the intersection or when approaching one.
<input type="checkbox"/>	Remember to scan all your intersections—left, centre, right, centre. Also, scan all crosswalks.
<input type="checkbox"/>	Remember to cover your brake when approaching a stale green light until you reach the point of no return.
<input type="checkbox"/>	Remember to come to a complete stop for all red lights and stop signs with no part of your car over the white line, if there is one. Do not stop unnecessarily for green lights.
<input type="checkbox"/>	At a four-way stop, whoever gets to the white line first should go first. If two people arrive at just about the same time, then the car on the right is supposed to go first.

Scanning, spacing and speed

<input type="checkbox"/>	Remember to signal and shoulder check; remember to shoulder check just before every turn, lane change and when pulling over.
<input type="checkbox"/>	Don't tailgate other vehicles, and stop far enough behind other vehicles so you can see a little bit of the ground in between your car and the one in front of you.
<input type="checkbox"/>	Stay close to the speed limit if conditions allow, but don't go over the speed limit. Remember that all 30 km/h zones are in effect on a school day if the sign reads 30 km/h. If the sign does not read 30 km/h, do not automatically drive at 30 km/h, but watch for children who may be present.
<input type="checkbox"/>	Make sure you wait if it's unsafe to go, but go when it's safe and legal.

Steering and parking

<input type="checkbox"/>	Keep your hands at 10 and 2 o'clock (or 9 and 3 o'clock) on the steering wheel, and turn hand-over-hand at the top of the wheel. Don't grab the wheel underhand from the inside of the wheel.
<input type="checkbox"/>	If you're parked facing uphill with a curb, turn wheels left .
<input type="checkbox"/>	If you're parked facing uphill with no curb, wheels turn right .
<input type="checkbox"/>	If you're parked facing downhill with a curb, wheels turn right .
<input type="checkbox"/>	A car is considered parked when it is within 30 cm of the curb.
<input type="checkbox"/>	In a car with a standard transmission, you should be in 1st or low gear if you leave your car facing uphill.
<input type="checkbox"/>	In a car with a standard transmission, you should be in reverse when you leave your car facing downhill.



Pre-trip check

Class Car

Learning outcome

7.1 Demonstrate competence in conducting pre-trip checks.

Introduce the student to the car

1. Start at the bottom and work your way around to the top in a logical and orderly way:
 - the brake pedal
 - the gas pedal
 - the emergency brake
 - the gear selector
 - the ignition
 - the horn
 - the turn signals.
2. Examine the dashboard. Identify the position of all the warning lights and gauges:
 - Lights that come on when starting the vehicle; for example:
 - brake on
 - seatbelt off
 - battery dead.
 - Lights and gauges that come on during driving to indicate trouble:
 - oil light (Many people don't know that the oil light indicates that the oil pressure is critically low and must be attended to immediately. Failure to pull over and park the vehicle right away will mean that your engine will seize and will have to be replaced.)
 - overheating gauge—usually an arrow that moves into a red zone. This may indicate lack of water in the radiator.
 - gas level.

Adjustments for the driver

- Adjust the seat first. Everything else relies on this. The right foot should be able to reach under the brake pedal and touch the floor without having to fully extend the leg. The student cannot use the brake fully in an emergency if he or she can't reach it. Also, the break of the wrist should be able to be placed at the 12 o'clock position of the steering wheel without the student's back coming off the seat back. Make sure the headrest is properly adjusted as well.
- Adjust the mirrors.



Teaching running commentary

Class Car

Learning outcomes

- 1.7 Demonstrate realistic risk perception in driving behaviours.
- 2.3 Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.
- 3.4 Demonstrate appropriate communication with other road users.
- 5.2 Demonstrate proficiency in using observation skills to minimize risk.

Note: Learning Outcomes 7.3 and 7.4 could also be addressed in this way as the learner gains the experience and can handle more complex driving situations.

Suggested time

- 90 minutes

Main points

- Drivers need to think ahead and be prepared for unexpected situations; for example, safe time margins to complete driving manoeuvres.
- Courteous driving is safe driving. It involves respecting other road users.
- Letting others know what you are about to do—using vehicle signals, hand signals, your horn—makes everyone safer. Communication includes eye-to-eye contact and non-verbal communication.
- A driver must know both the body positions that allow good vision and where dangers are likely to appear.
- Understanding the messages that traffic lights and signs provide (e.g., yield and stop signs, controlled and uncontrolled intersections) is critical to safe driving.

Method

1. At the roadside, before the lesson, briefly review previous learning on observation and communicating with other road users. Also review taking steps to minimize risk and allow proper lead time for driving manoeuvres. (A diagram of an intersection with various road users depicted as potential risks may help your student driver in this explanation.)
2. While parked, introduce the idea of “running commentary.” Explain that, by talking through the See-Think-Do decision-making process (saying what he/she sees and is about to do), a driver can begin to recognize potential risks and make safe driving decisions to reduce or avoid those risks. Explain that you will demonstrate the technique for the student by trying it yourself while the student is driving, and that you will pull over and talk about the process so that the student understands what to do when he or she tries it out.

Instructor note:

This technique offers many ways to assess student learning. Once the concept has been introduced and the student begins to attempt it, the instructor should record examples where the student demonstrates behaviours that indicate the targeted learning outcomes are being reached. You should also note when the student can't do this effectively. This ongoing assessment can easily be carried over to future lessons. It will allow you to record useful information in a variety of driving situations and manoeuvres as well as with varied student skill levels.

Instructors should also encourage the use of running commentary in practice sessions with supervisors. The instructor should communicate this directly to the supervisor as well as to the student. This can be done through contact by phone or in person, through a brief note attached to the **driver experience log**, or by indicating that students should check the topic in the *Tuning up* guide.

3. Start the running commentary in light to moderate traffic for two to three minutes. Pull over, explain what you were doing and answer any questions or concerns. Have the student give a running commentary while re-entering traffic. The student may need some encouragement and coaching at first to get the idea of driving and thinking aloud.
4. Repeat this pattern for short periods of time. Gradually move from light to moderate traffic. Give the student more and more opportunity to explain what he or she is seeing, how he or she is assessing the risk level of situations ahead and the reasons behind his or her driving decisions.

Alternate idea

Break down the running commentary so that the student is only asked to concentrate on one part of the scene. This may help the student who is not sure what to say. For example:

Learning outcome

- 4.2 Explain the meaning of all traffic control devices.

As a method of introducing the running commentary that is limited to signs, signals and perhaps, lane markings, the student would be instructed to briefly identify the meaning of control devices for several blocks, which could then be debriefed at the roadside. This would allow the student to learn to describe things in "shorthand" using part of the driving scene that they already know.



Ideas in brief

The importance of eye lead time

Class Car

Learning outcomes

- 1.7 Demonstrate realistic risk perception in driving behaviours.
- 5.1 Explain why driving to minimize risk involves the three steps of safe driving: See-Think-Do.
- 5.2 Demonstrate proficiency in using observation skills to minimize risk.

The farther ahead you look, the more time the brain has to interpret the information pertaining to the things around you. This, in turn, improves the response time of the hands and feet. The brain needs a wide range of information that is gained by experience. Practice is the way this information is collected.

Common problems (See-Think-Do: Eyes)	Poor lane position: too far right or left; steering is jerky.	Right/left turns are too wide; poor steering recovery.
Reason (See-Think-Do: Brain)	Driver is looking in front of the vehicle, using the centre line as a guide or the right guide as a reference point. Also, the grip is too tight.	Student does not target a spot through the turn.
Solutions (See-Think-Do: Hands and Feet)	Soften grip: relax arms and shoulders; driver looks up/ looks ahead (i.e., where he or she wants to go); resting head on headrest or dropping the chin down impairs the ability to get the whole picture.	As the driver enters a turn, the supervisor should target a spot at the end of the block; e.g., <i>Do we have a crosswalk at the next intersection?</i>
Teaching strategy	Supervisor should target a spot in the centre of the lane about one block ahead. Tell the student, <i>See the fire hydrant—look in the centre of the lane beside it.</i> As the driver nears the spot, the supervisor should identify the next largest spot. As the student driver improves lane position, increase the distance to one to two blocks.	As the driver approaches the turn, the supervisor should target a spot through the turn.

Driving tips for teaching and monitoring basic observation skills

Learning outcome

5.2 Demonstrate proficiency in using observation skills to minimize risk.

The checklist below suggests basic observation strategies to help students observe effectively, and ways that the instructor can identify when the student is not using them:

<input type="checkbox"/>	<p>See trouble coming—give yourself time to react.</p> <p>Tips to students:</p> <ul style="list-style-type: none"> • Look at the things nearby: the car ahead of you, curbs and lane lines, etc. • Look farther away, about 12 seconds ahead (up to one kilometre on the highway, two blocks in the city). • Don't continue to press the gas while drivers ahead of you press their brakes. <p>Signs of a driver who doesn't look ahead:</p> <ul style="list-style-type: none"> • gets caught by a red light because he or she entered an intersection when there was no room to leave it • gets trapped behind a disabled vehicle or a truck unloading • swings way too wide when passing objects in his or her lane (e.g., parked cars).
<input type="checkbox"/>	<p>Take in the whole scene—scan front, sides, rear-view mirror.</p> <p>Tips to students:</p> <ul style="list-style-type: none"> • Scan intersections before passing through them, and while you drive through them. • Look from sidewalk to sidewalk two blocks ahead. • Check rear-view mirror to see as far behind as possible (at least every five to eight seconds). <p>Signs of a driver who does not see the whole scene:</p> <ul style="list-style-type: none"> • brakes and turns suddenly • doesn't adjust speed when approaching stale green lights • doesn't slow down before entering an uncontrolled intersection.

**Move your eyes constantly to catch the changing scene. Tips:**

- Don't look at an object for longer than two seconds.
- Always look for what's changing and think about how the change will affect you.
- Focus on driving; stop thinking about unimportant distractions.
- Check important things to your left, right, front and rear.
- Remember the eyes lead the hands, so look where you want to go.
- Check your rear-view mirror every five to eight seconds as well as before turns and lane changes.

Signs of a driver who doesn't see the whole scene:

- heads for the problem instead of away from it—toward the child in the street instead of the space around the child
- fixates on the approaching cars at an intersection instead of looking at the place to end the turn
- doesn't keep eyes moving when stopped at a red light.

**Make sure that you can always move out of a situation. Tips:**

- Always leave yourself an escape route.
- Don't drive side-by-side with another car on a multi-laned roadway.
- Don't stop with your front bumper centimetres away from the vehicle ahead; make sure you can see a little bit of road between you and the car ahead.

Signs of a driver who hasn't left enough room to move:

- cannot get clear when a car swerves unexpectedly from the next lane on the highway
- may be rear-ended by an on-coming car even when he or she can see the danger in the mirror.

6

assessing, recording and evaluating

in this section

- The pattern: Assessment, recording and evaluation
- Assessment
- Assessment tools
- Recording
- Evaluation
- Examples of the assessment, recording and evaluation pattern

It's very important to assess your student's progress and record this information throughout the course because assessment provides information that you can use to instruct and evaluate each student.

The pattern: Assessment, recording and evaluation

Assessment—the collection of information about a student's progress.

Recording—the ongoing **proof** of the information that you have collected. It can include:

- written notes about discussions and behaviours
- individual assignments and tests that you have collected from the students.

Ideally, this information should be kept in individual student folders.

Evaluation—the matching of the information which you've collected to the required standard. In ICBC-approved courses, the required standard is the competency, described in the student's **competency checklist**. During course planning, you will need to establish an appropriate level of behaviour for your students to reach by the end of your course. (See the following **evaluation** section and **helper 6.2**.)

This section describes some ways of assessing, recording and evaluating progress in order to complete the **competency checklist**.

Assessment

Ways to assess

Here are some suggestions on how to make good assessments of a student's progress:

- Listen carefully to what the student says in discussions and debriefings in the classroom.
- Collect written questionnaires or class assignments that the student has produced throughout the course.
- Collect tests, homework assignments and written answers to questions that the student has been asked regarding material presented by videos, guest speakers or lectures.
- Collect information on the student's performance in problem-solving activities in the class.
- Observe and collect information on the student's behaviours and comments when driving and debriefing. Keep a **student record card**.



Tips: Doing assessments

When to assess

In good courses, instructors assess students on an ongoing basis throughout the course.

Plan for assessment

Integrate assessment into your lesson plans.

Assessment requirements in an approved course

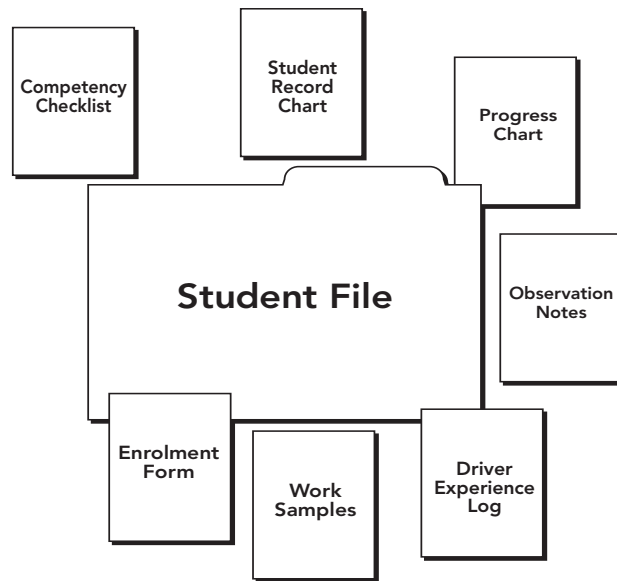
- Mid point—conduct a mini road test to note progress on beginning competencies.
- End of course—assess all of the beginning competencies and at least 80 per cent of the exit competencies. Expect to see the competencies demonstrated in driving behaviours.

Assessment tools

Here are some tools for assessing various kinds of learning:

- **Knowing (knowledge)**—tests, quizzes, written and oral responses, checklists, running commentary, discussions, reports, self-assessment, instructor observation.
- **Thinking and feeling (attitudes)**—questionnaires, attitude surveys, discussions, learning logs, student profiles, self-assessment, instructor observation, running commentary.
- **Doing (skills)**—demonstrations, instructor observation, supervisor assessments, self-assessment.

See **helper 6.1** for a description of these tools.



Recording

It's very important that you have written information about your students' progress. The best way to store this material is in individual student folders. Things that have been written down can be used to:

- review student performance before final evaluation
- remind you of things you may have forgotten
- justify your decisions about a student's training
- support your views about a student's readiness to take tests
- help you identify where extra practice is required
- keep you and the student on track
- provide proof of learning experiences
- assure the driving school operator that appropriate activities are in progress.

Ways to record individual progress

1. Make notes whenever you can.

- **In-class**—Make notes when students are having small group discussions and you're circulating to encourage and direct discussion. Carrying a pencil and Post-it Notes may be a useful way to record this kind of information. Jot down the student's name with a short comment and place it in the student's folder after the class is finished. Also, take a few minutes after each class to write down particular things you noticed about your students.
- **In-car**—When you are debriefing a student at the end of a practical session, make notes about things that he or she needs to practise. At the same time, record this information for your own use. A sheet of carbon paper behind the student record sheet gives you an exact copy for the student's individual folder.

2. **Keep checklists of activities that require the students to identify things in-class; for example:**
 - match pictures of road signs and signals to their meanings
 - explain who has the right-of-way shown in a diagram on the overhead projector
 - select the correct road markings for legal passing procedures
 - identify the causes of crashes shown in pictures or diagrams.
3. **Be sure to keep copies of all the material the student produces in-class.** These should all be kept in the student's individual folder, and could include:
 - assignments
 - questionnaires
 - homework
 - tests.

Group records—Master checklists are also useful. If you have a large class, you may wish to transfer information from the above sources to a master class list.



Tips: Record keeping and learning logs

Record keeping

Prepared forms for record keeping are easy to fill in and prevent the loss of notes on scraps of paper.

Learning logs

Students should be encouraged to keep learning logs to monitor their own progress. You can ask them to share these with you during discussions about their progress.

Evaluation

Evaluation is the final step of the assessment process in which you will match the students progress against the standards in the **competency checklist**. It's here that you will make a professional judgment based on assessment information that you have collected and recorded.

Ways to evaluate

1. **When it's time to decide if your student has reached the required level of performance, carefully read through the material that you have collected.**

2. **Decide which pieces of information are the most reliable for the topic you're considering.** While you will take all information into consideration, you may choose to give more weight to some kinds of evidence than to others. In which of the following situations will the student's true understanding of the material be shown most clearly?
 - In the comments the student has made?
 - In the written assignments and homework that have been completed?
 - In an assessment checklist?
 - In the student's behaviours in the car?
 - In answers on questionnaires and tests?
3. **During your planning you will have established an appropriate level of performance for your students to meet.** This will be your guide to evaluating your student's performance. In order to make this decision, you must have a clear idea of your criteria for passing. You need to have determined:
 - What is required for a pass—what level of performance must be met?
 - What will be regarded as a fail—the areas of weakness that must be improved in order to pass?
4. **Make a judgment about whether the student has reached the required level of performance.** Ask yourself:
 - Does the material you have collected indicate that the student has understood the content and has gained the necessary skills?
 - Is the student able to perform to your satisfaction?
 - Do you believe that the student has a reasonable level of understanding that will make him or her a safe and responsible beginning driver?
 - In your professional judgment, can you say that the student has achieved the competency?
 - Do you have enough evidence in your records to defend your decision if it is challenged?
5. **If the student meets the required level of performance, you will have material to support your decision. If you feel you can't make that decision to pass the student on the basis of the information that you have collected, it's your responsibility to inform the student of this.**
 - On the basis of your records, you'll be able to tell the student what he or she must do to achieve a level of competency that will allow you to award a **Declaration of Completion**.
 - You'll be able to support your decision to a student, a parent or a driving school inspector.

The chart in **helper 6.1** provides examples of ways to help students achieve each learning outcome. It includes some assessment techniques and suggested criteria for judging when competencies have been reached.

Examples of the assessment, recording and evaluation pattern

Example 1: Competency 4.2

Explain the meaning of traffic control devices, signs, signals and markings.

Topics included under Competency 4.2

- signs
- signals
- road markings.

Assessment and recording	
Assessment (the student can:)	Recording
1. Identify common traffic signs, signals and road markings, and explain their purposes.	<ul style="list-style-type: none"> • Record the student's ability to match signs, signals and road markings in classroom activities.
2. Explain uncommon signs and suggest situations in which these would apply.	<ul style="list-style-type: none"> • Collect written quizzes or assignments on signs, signals and road markings that the student has done in the classroom lessons.
3. Identify the shapes and colours of all common signs even at a distance.	<ul style="list-style-type: none"> • Observe and record the student's behaviours when driving.
4. Identify stages of traffic lights and the behaviours required at the yellow light depending on the distance to the intersection.	<ul style="list-style-type: none"> • Observe and record the student's behaviours when driving. Does the student correctly judge the point of no return?

Evaluation

1. **Read through the material that you have collected.**
2. **Decide which pieces of information are the most reliable for the topic you are considering.**
3. **Review your planning notes to see what is required to pass.** Here are some examples of how to determine whether a student has passed, for example, if he or she can:
 - identify 80 per cent of the common signs*, signals and road markings in classroom exercises

- respond correctly to all regulatory signs, and to 95 per cent of other common signs, signals and road markings while driving the car.

* common would include those that may be frequently used locally, although not consistently used throughout the province.

- 4. Make a judgment about whether the student has reached the required level of performance.** Has the student consistently identified the correct response to signs, signals and road markings questions to your satisfaction?

Example 2: Competency 1.7

Demonstrate realistic risk perception in driving behaviours.

Topics included under Competency 1.7

- accurate risk perception
- quick and effective reaction times
- proactive versus reactive driving action
- expectations of other road users
- consequences of giving incorrect information to other road users (e.g., signalling a turn but not making it)
- safe time margins to complete driving manoeuvres.

Assessment and recording	
Assessment (the student can:)	Recording
<p>1. Identify upcoming hazards in running commentary while driving.</p>	<ul style="list-style-type: none"> • Observe and record the students' comments in running commentary about upcoming hazards and the intentions of other drivers. • Observe the student for consistency of driving behaviours and record how he or she deals with the unexpected behaviours of others.
<p>2. Adjust the space cushion around the car according to the situation.</p>	<ul style="list-style-type: none"> • Observe and record how quickly the student reacts to situations that require immediate adjustment of the space and time cushion.
<p>3. Slow down in situations where unexpected hazards may appear on the road.</p>	<ul style="list-style-type: none"> • Observe and record how quickly and regularly the student responds by slowing down when hazards appear on the road.

Assessment and recording	
Assessment (the student can:)	Recording
4. Adjust speed to weather conditions.	<ul style="list-style-type: none"> Observe and record how well the student recognizes bad weather conditions and adjusts speed correctly.
5. Identify risk factors in simulations and problem-solving situations within the classroom.	<ul style="list-style-type: none"> Record the students' ability to identify risk factors in classroom simulations and problem-solving activities.
6. Make appropriate judgments on problems relating to risky situations that are described on assignments and quizzes.	<ul style="list-style-type: none"> Collect written quizzes or assignments on which questions have been posed about the consequences or taking risks. Record comments and answers to questions regarding the possible consequences of taking risks.

Evaluation

To ensure you make a proper evaluation of your students:

- 1. Read through the material you have collected.**
- 2. Decide which pieces of information are the most reliable for the topic you are considering.**
- 3. Review your planning notes to see what is required to pass.** To determine whether a student has passed, you could see if he or she can:
 - correctly identify the risk in a classroom simulation 80 per cent of the time
 - correctly identify risky situations while driving and respond appropriately before the situation becomes dangerous
 - identify what responses are expected of him or her in all practice situations as shown by running commentary
 - drive in a manner consistent with safe driving practices, regularly using defensive driving tactics
 - judge and explain the safe time margins required to complete manoeuvres.
- 4. Make a judgment about whether the student has reached the required level of performance.** Has the student consistently demonstrated an understanding of the risks involved in driving? Has he or she:
 - correctly identified risk when given problem situations in the classroom?

- responded quickly and appropriately to situations on the road?
- been able to anticipate what other drivers will do in vehicle practice?
- shown caution in situations which could become dangerous?
- been able to explain how caution in particular situations can prevent crashes?
- been able to anticipate and describe what may happen when a driver does not do what other drivers are expecting?
- allowed safe time margins to complete driving manoeuvres such as turns and passing through intersections?
- been able to give examples of situations in which this is particularly important?

in this helper

What is a competency?

The assessment strategies chart.

Assessment strategies chart

The **assessment strategies chart** contains:

- the required topics that are to be covered for each learning outcome
- a range of assessment techniques that you would use to assess your student's understanding of each topic
- the level of performance required to meet the standard
- the competency statements.

Like the **competency checklist**, the **assessment strategies chart** is organized by **beginning competencies** and **exit competencies**.

What's a competency?

Competencies re-state the learning outcomes in a measurable way.

The competencies listed as **beginning competencies** are the core competencies, the ones which are considered to be essential to good driving. You should introduce these behaviours at the beginning of the course and check them at the midway point to ensure reasonable progress. They don't have to be completed by the mid-point assessment, but all must be completed before the **Declaration of Completion** is signed.

The **exit competencies** are the behaviours that you may introduce at any time throughout the course. The student must have 20 out of 25 of them completed before the **Declaration of Completion** is signed. You may teach some of these behaviours early in the course and reinforce them throughout the course. Others, such as highway driving, are more properly introduced toward the end of the course. You may check some of these behaviours at the mid point, but you should have all of them evaluated toward the end of the course when you make the pass/fail decision.

Instructor note:

In the **assessment strategies chart** that follows, columns 2 and 3 only give examples; these lists do not cover all topics.

The assessment strategies chart

The following **assessment strategies chart** includes these components:

- **Row 1**—the learning outcome and the topics that you should include to help the student move toward the competency. These topics correspond to those in Mapping a Safe Course.
- **Row 2**—examples of assessment situations for identifying particular knowledge or skills. You can add others that you might use.
- **Row 3**—some examples of criteria for the level of performance. Decide on your criteria (i.e., the level of behaviour that you identify as meeting the competency). What is required to pass? What will be regarded as a fail?

With some competencies, your decision may be based on performance of a skill. For example, think about the following: How many times must a student correctly give right-of-way to achieve a pass? Or, how many times does he or she ignore right-of-way rules before receiving a failing grade?

With other competencies, you may be depending on both classroom questions and observation of behaviours in the car. How many pieces of supportive information do you have from the classroom (quizzes, discussions, role-play activities and problem-solving games)? For example, are they consistent with the student's behaviours in the car? Has he or she worked out appropriate responses to road rage in a classroom exercise, and is this how he or she responds when driving?

- **Row 4**—the competency. This is the knowledge or skill that the student must demonstrate to complete the course. When you believe the student has achieved the criteria for the level of performance, you can check (✓) the competency box.

When you complete the actual **competency checklist** for each student, you can be confident that your judgments are based on objective and sound observations.

Remember that, just as you can cover a number of different competencies in one lesson plan, you can also assess a number of different competencies with one assessment strategy, or by combining assessment strategies.

See **Section 7** for the **assessment chart for motorcyclists**.

Beginning competencies	
1.1 Describe the hazards of driving.	
Learning outcome and required topics	<ul style="list-style-type: none"> • weather/environmental conditions • road conditions • driver attitudes • vehicle conditions • animals • other road users • unpredictable driving behaviours • sources of driving error.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Use running commentary to describe upcoming hazards and explain what they are doing to avoid them. • Take appropriate action to avoid road hazards while driving. • Describe some of the hazards of driving and suggest ways to avoid them. • Watch a video about collisions and identify steps that could have been taken to avoid the collisions.
Examples of the level of performance required	<ul style="list-style-type: none"> • Using running commentary, can consistently and accurately identify potential hazards. • Can describe the dangers of driving too slowly as well as too quickly.
Competency The student can...	<input type="checkbox"/> 1.1 Identify typical driving hazards and explain how each can affect one's driving behaviours.
1.2 Define the characteristics of risk taking.	
Learning outcome and required topics	<ul style="list-style-type: none"> • factors that affect risk perception: <ul style="list-style-type: none"> • driver age • driver experience • driving environment. • caution versus risk • judging risk in various situations • the role of overconfidence and underconfidence in incorrect risk perception.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Identify personal factors that can encourage risk taking—fatigue, anger, excitement, overconfidence, alcohol and drugs—and explain why these may interfere with judgment. • Identify external factors that can encourage risk taking—peer pressure, time pressure, unfamiliar routes—and explain how these can be lessened. • Correctly identify risk situations and explain responses in the driving behaviours of themselves and others. • Correctly interpret pictures demonstrating situations in which outside influences are affecting a driver's behaviours. • Explain how the media presentation of cars may influence a new driver. • Identify the potential driving risks involved when given three different driving scenarios. • Provide personal examples of how overconfidence or underconfidence contributed to incorrect risk perception.

1.2 Define the characteristics of risk taking.	
Examples of the level of performance required	<ul style="list-style-type: none"> • Can explain how age and experience affect a person’s ability to interpret risky driving situations. • Can explain the factors in a given situation that would determine the risk level. • Can explain how both overconfidence and underconfidence influence a person’s risk perception.
Competency The student can...	<input type="checkbox"/> 1.2 Explain factors that influence risk-taking behaviours.
1.6 Assess personal risk tolerance.	
Learning outcome and required topics	<ul style="list-style-type: none"> • thinking for oneself • the role of self-control • the role of overconfidence/underconfidence • identifying personal limits and abilities.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Identify personal factors which may make them subject to risky driving, and suggest techniques for controlling these tendencies. • Give examples of situations that they would find hard to resist, and make plans to resist them. • Give examples of risk situations in other areas of their experience, and explain how they handled those situations. • Identify personal qualities or abilities they can use to help them overcome faulty judgment.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can describe two situations in which he or she might take risks. • Can identify what factors would influence his or her risk-taking tolerance.
Competency The student can...	<input type="checkbox"/> 1.6 Determine one’s risk tolerance through analysis of personal tendencies to take risks.
2.1 Evaluate how positive and negative personal factors influence driving attitudes.	
Learning outcome and required topics	<ul style="list-style-type: none"> • personal driving values and beliefs • motives that influence driving • driving as thrill-seeking • how motives change under different circumstances • how values, beliefs and motives influence attitudes toward driving.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain why they want to drive, and are able to evaluate the effect of those motives on their driving behaviours. • List beliefs that they have had as a result of previous experiences, and explain how these may affect their driving behaviours. • Discuss how their values and beliefs may become factors in the way their driving progresses.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can identify his or her own motives for driving, and give two examples of how these may have a positive or negative effect on driving.
Competency The student can...	<input type="checkbox"/> 2.1 Define his or her personal values, beliefs and motives related to driving and explain how each of these might affect his or her driving behaviours.

2.2 Explain how positive and negative social factors influence driving attitudes.	
Learning outcome and required topics	<ul style="list-style-type: none"> • the influence of advertising • societal attitudes toward cars and driving • the influence of other people’s driving habits • peer pressure and driving.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Give examples of advertisements and other images that suggest unsafe driving practices, and describe how these messages are projected. • Give some examples of peer pressure situations, and indicate what steps might be taken to withstand inappropriate pressures. • Give an example of a movie in which unsafe driving is rewarded, and compare it to the consequences in real life. • Describe the main attitudes that Canadians hold concerning cars and driving. • Identify the people who have been the main driving models for them, and describe the nature of this influence.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can identify the messages about how driving is promoted in the media, giving at least three examples. • Can explain how friends and other drivers can pressure one to drive unsafely.
Competency The student can...	<input type="checkbox"/> 2.2 Explain how one’s driving may be influenced negatively or positively by at least four social factors.
2.3 Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.	
Learning outcome and required topics	<ul style="list-style-type: none"> • overcoming negative motives • driving courteously • resisting negative influences.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Drive with courtesy. • Drive with caution.
Examples of the level of performance required	<ul style="list-style-type: none"> • Does not respond to the negative behaviours of others. • Shows courtesy to others by giving the right-of-way, and by allowing other drivers time and space for manoeuvre.
Competency The student can...	<input type="checkbox"/> 2.3 Consistently exhibit driving behaviours that are safe and courteous.
3.2 Demonstrate understanding of the complexity of the driving task for the new driver.	
Learning outcome and required topics	<ul style="list-style-type: none"> • ongoing assessment of personal driving skills • use of running commentary • how feedback can help drivers improve their skills.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Use running commentary as a focusing tool while driving. • Identify the elements of a driving situation and adjust their behaviours accordingly. • Assess the risk factors in driving situations on a particular day considering weather, experience, route, traffic conditions, and explain why a particular route is taken. • Evaluate a specific situation (either real or invented) for the factors upon which the driver should focus.

3.2 Demonstrate understanding of the complexity of the driving task for the new driver.	
Examples of the level of performance required	<ul style="list-style-type: none"> • Can identify the driving situation accurately in running commentary and make proper decisions for the situation.
Competency The student can...	<input type="checkbox"/> 3.2 Demonstrate an understanding of the complexity of the driving task by using self-correcting activities while driving.
4.2 Explain the meaning of all traffic control devices (signs, signals and road markings).	
Learning outcome and required topics	<ul style="list-style-type: none"> • signs • signals • road markings.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Identify all the common traffic signs, signals and road markings, and explain their purposes. • Explain uncommon signs, and suggest situations in which these would apply. • Identify the shapes and colours of all common signs at a distance. • Identify the stages of traffic lights and the behaviours required at the yellow light, depending on the distance to the intersection.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can describe the proper actions for all traffic control situations.
Competency The student can...	<input type="checkbox"/> 4.2 Explain the meaning of traffic control devices, signs, signals and road markings.
4.3 Explain the reasons for driving laws and regulations	
Learning outcome and required topics	<ul style="list-style-type: none"> • speed • parking • impairment • safety restraints • licensing requirements • vehicle insurance • right-of-way dedicated to emergency vehicles.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain why regulations in general are necessary. • Give specific examples in which regulations make the roads safer; for example, speed zones. • Give examples of parking regulation changes at various times to accommodate traffic conditions.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can state where regulations exist and explain why each is necessary. • Can explain why individual traffic laws and regulations exist.
Competency The student can...	<input type="checkbox"/> 4.3 Explain the rationale for driving regulations using several examples.

5.1 Explain why driving to minimize risk involves the three steps of safe driving: See-Think-Do.	
Learning outcome and required topics	<ul style="list-style-type: none"> • defensive driving • collision avoidance.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain the components of See-Think-Do. • Discuss the relationship between the See-Think-Do strategy and being a safe, collision-free driver. • Give examples of situations (for example, children or blind corners) which are most likely to produce dangerous situations if the driver does not follow the See-Think-Do strategy.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can give two examples of observing a situation, analyzing it and responding to it.
Competency The student can...	<input type="checkbox"/> 5.1 Define the three steps of safe driving and explain the reasons for these steps. (See-Think-Do).
5.2 Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.	
Learning outcome and required topics	<ul style="list-style-type: none"> • knowing where to observe: <ul style="list-style-type: none"> • 360° vision • distance scanning • blind spots • visual obstructions • limits of observation. • knowing how to observe: <ul style="list-style-type: none"> • shoulder checks • peripheral vision • mirrors.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Consistently use shoulder checks. • Consistently use 360° vision. • Consistently check for blind spots. • Show awareness of peripheral vision. • Use mirrors correctly.
Examples of the level of performance required	<ul style="list-style-type: none"> • Always knows when to look, how to look and where to look. • Uses mirrors and shoulder checks correctly.
Competency The student can...	<input type="checkbox"/> 5.2 Consistently demonstrate correct observation skills.
5.5 Demonstrate competence in using safety devices.	
Learning outcome and required topics	<ul style="list-style-type: none"> • restraint systems: <ul style="list-style-type: none"> • seatbelts • head restraints • infant/child restraint systems. • airbags and restrictions • sun visors.

5.5 Demonstrate competence in using safety devices.	
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Consistently use seatbelts and wait for all others in the car to do so before moving. • Explain the appropriate use of restraints for infants and proper seating for children. • Explain the purpose of airbags and their correct use.
Examples of the level of performance required	<ul style="list-style-type: none"> • Always wears seatbelts, and can explain the proper use of all safety equipment. • Can correctly use head restraints and sun visors.
Competency The student can...	<input type="checkbox"/> 5.5 Consistently use safety devices correctly.
7.1 Demonstrate competence in conducting pre-trip checks.	
Learning outcome and required topics	<ul style="list-style-type: none"> • exterior pre-checks • interior pre-checks.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Check each of the following correctly: <ul style="list-style-type: none"> • windows • body condition • tire condition • fluid levels • lights • mirrors • wipers • signals • horn • brakes • heating system.
Examples of the level of performance required	<ul style="list-style-type: none"> • Consistently checks all interior and exterior systems and equipment before starting the car.
Competency The student can...	<input type="checkbox"/> 7.1 Conduct pre-trip checks.
7.2 Demonstrate control, safety and responsibility in basic driving.	
Learning outcome and required topics	<ul style="list-style-type: none"> • starting • smooth acceleration • smooth deceleration • correct braking techniques • smooth steering control • steady speed control • maintaining correct lane position.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Show alertness while driving. • Use correct observation skills. • Use the See-Think-Do strategy. • Use running commentary. • Demonstrate control.

7.2 Demonstrate control, safety and responsibility in basic driving.	
Examples of the level of performance required	<ul style="list-style-type: none"> • Pulls away from a curb smoothly. • Shows smooth movements in steering and speed control.
Competency The student can...	<input type="checkbox"/> 7.2 Consistently demonstrate proper driving technique.

Exit competencies	
1.3 Evaluate how risk perception is affected by personal factors.	
Learning outcome and required topics	<ul style="list-style-type: none"> • mental factors: <ul style="list-style-type: none"> • self-esteem • aggression • frustration • impatience • feelings of power • overconfidence • awareness of consequences. • physical factors • the role of self-control • need for peer approval • perception of other drivers • driver experience.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Give examples of situations (driving and other), in which personal factors appear to have interfered with a person's perception of risk. • Give examples of how powerful feelings, such as anger, frustration, low self-esteem or unhappiness, could contribute to a person's poor risk perception. • Identify physical factors that could make it difficult to accurately perceive risk, such as sight impairment, injuries, illness, and drug and alcohol impairment. • Explain the connection between self-control and risk perception. • Give personal examples describing how the need for peer approval can cause poor risk judgment. • Give personal examples of driving behaviours that were affected by how they felt judged by other drivers. • Accurately estimate how long it will take them to become fully competent drivers who have accurate risk perception.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can accurately describe at least five mental factors that may interfere with perception of risk. • Before driving, conducts an inventory of current personal factors that could influence his or her ability to perceive risk.
Competency The student can...	<input type="checkbox"/> 1.3 Explain the relationship between personal factors and one's ability to perceive risk.

1.4 Explain how impairment affects risk perception and driving behaviours.	
Learning outcome and required topics	<ul style="list-style-type: none"> • the effects of drug and alcohol impairment on driving alertness, field of vision, visual checking, space perception, braking and steering • the effects of fatigue, illness and mental stress on driving alertness • consequences of impaired driving • ways to avoid driving while impaired.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Describe the effects of fatigue on driving behaviours. • Describe the effects of alcohol on driving behaviours, and explain the quantity of alcohol it takes to affect people of various heights and weights, and the length of time it takes for alcohol to be absorbed into the system. • Describe the effects of drugs on driving behaviours, including prescription and over-the-counter medications.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can identify at least three effects of drug and alcohol impairment. • Can list at least three ways to avoid driving while impaired in specific situations. • Can list three effects of fatigue, illness and mental stress.
Competency The student can...	<input type="checkbox"/> 1.4 Identify three sources of impairment and describe how each of these influences driving behaviour.
1.5 Evaluate the costs of taking risks while driving.	
Learning outcome and required topics	<ul style="list-style-type: none"> • personal costs, including loss of goals • social costs.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain how taking risks while driving can result in injury, loss of life and loss of job prospects for the driver and for other people. • Explain how traffic infractions can cost the driver fines, points and suspensions. • Explain how the public pays for unsafe driving through medical costs, insurance premiums, etc.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can identify at least three ways in which a serious accident can affect personal welfare. • Can identify two ways in which society pays for accidents.
Competency The student can...	<input type="checkbox"/> 1.5 Analyze the possible costs to oneself and to society of taking driving risks.
1.7 Demonstrate realistic risk perception in driving behaviours.	
Learning outcome and required topics	<ul style="list-style-type: none"> • accurate risk perception • quick and effective reaction times • proactive versus reactive driving action • expectations of other road users • consequences of not doing what other road users expect • safe time margins to complete driving manoeuvres.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Identify upcoming hazards in running commentary while driving. • Adjust the space cushion around the car according to the situation. • Slow down in situations where unexpected hazards may appear on the road. • Adjust speed to weather conditions.

1.7 Demonstrate realistic risk perception in driving behaviours.	
Examples of the level of performance required	<ul style="list-style-type: none"> • Always checks carefully for approaching traffic when entering intersections and making left turns. • Always maintains proper space cushions. • Always signals intentions properly by using vehicle signals and the horn.
Competency The student can...	<input type="checkbox"/> 1.7 Consistently demonstrate realistic risk perception in driving behaviours.
3.1 Explain the factors that make driving a lifelong learning process.	
Learning outcome and required topics	<ul style="list-style-type: none"> • the driver as a lifelong learner • factors that contribute to changes in driving skill • changing motor vehicle technology • changing driving standards and laws.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain the need to practise manoeuvre until they are almost automatic so that one's mind is free to accurately interpret all aspects of the current situation. • Describe the need to be more cautious than experienced drivers in difficult situations. • Describe the need to keep up with changes in regulations and car technology.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can explain why he or she needs to show more caution than more experienced drivers. • Can explain why he or she must keep up with new laws and regulations, and can give an example.
Competency The student can...	<input type="checkbox"/> 3.1 Describe why drivers need to continue improving their driving behaviours throughout their lives.
3.3 Explain how to share the road safely.	
Learning outcome and required topics	<ul style="list-style-type: none"> • cyclists • pedestrians • large and slow-moving vehicles • animals • emergency vehicles.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain the role and proper behaviours of cyclists in particular situations. • Explain pedestrians' expectations in specific situations. • Explain the particular dangers that people riding motorcycles experience among car traffic.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can describe at least one situation in which each of the following interacts with passenger vehicles: <ul style="list-style-type: none"> • cyclists • pedestrians • emergency vehicles.
Competency The student can...	<input type="checkbox"/> 3.3 Describe ways of sharing the road.

3.4 Demonstrate appropriate communications with other road users.	
Learning outcome and required topics	<ul style="list-style-type: none"> • vehicle signals • hand signals • horn • hazard lights • eye-to-eye contact • non-verbal communication.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Do not enter a crosswalk when a pedestrian is in it or is about to enter it. • Make eye contact with cyclists and pedestrians when they are part of a right-of-way situation. • Signal to indicate stopping or turning. • Use horn appropriately to indicate problems to others.
Examples of the level of performance required	<ul style="list-style-type: none"> • Signals correctly with sufficient notice before turning or changing road position.
Competency The student can...	<input type="checkbox"/> 3.4 Consistently demonstrate appropriate communications with other road users.
3.5 Explain how to show leadership with family members, peers and other community members in promoting safe driving for drivers and passengers.	
Learning outcome and required topics	<ul style="list-style-type: none"> • individual leadership skills • community and school road/driver safety programs.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Model good driving behaviours when with peers. • Encourage others to attend programs to promote safe driving. • Offer good advice to peers about safe driving. • Show awareness of community or school programs.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can describe one community program in his or her area.
Competency The student can...	<input type="checkbox"/> 3.5 Describe ways to show leadership about safe driving practices.
3.6 Identify environmental concerns in the use of motor vehicles.	
Learning outcome and required topics	<ul style="list-style-type: none"> • efficient driving behaviours • disposal of car fluids and parts • the role of vehicle maintenance.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Describe how a poorly maintained car may damage the environment. • Describe appropriate ways to get rid of used car fluids. • Explain environmental concerns about car exhaust, and identify ways to lessen the effect on the atmosphere.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can describe two ways in which automobile use can damage the environment, and give one way for each that individuals can use to help prevent it.
Competency The student can...	<input type="checkbox"/> 3.6 Identify environmental concerns in the use of motor vehicles.

4.1 Explain the procedures to be taken when involved in a motor vehicle crash or when arriving at the scene of a crash.	
Learning outcome and required topics	<ul style="list-style-type: none"> • minor crashes • major crashes.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain how to report a crash. • Explain proper procedures to take when arriving at the scene of a crash.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can give the steps legally required for both minor and major crashes.
Competency The student can...	<input type="checkbox"/> 4.1 Identify key steps to take when involved in a motor vehicle crash or when arriving at the scene of a crash.
4.4 Explain the rules of the road that relate to sharing the road.	
Learning outcome and required topics	<ul style="list-style-type: none"> • traffic control persons • bicycle and pedestrian use of the road • emergency vehicles • motorcycles.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Describe the regulations concerned with each situation. • Give examples of situations, and identify the appropriate behaviours to take. • Give several examples of situations, and describe how the regulations apply.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can accurately describe all situations in which right-of-way rules apply. • Can explain why right-of-way must be given, not taken.
Competency The student can...	<input type="checkbox"/> 4.4 Explain the rules of the road concerned with traffic control persons, pedestrians, cyclists, motorcyclists and emergency vehicles.
4.5 Explain, in general terms, the legal regulations concerned with driving.	
Learning outcome and required topics	<ul style="list-style-type: none"> • B.C. licence classes and restrictions • Graduated Licensing Program • point system/fines • Administrative Driving Prohibition and Vehicle Impoundment • licence suspensions • registered owner restrictions and responsibilities • seatbelt use • regulations in other jurisdictions.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • List the regulations and explain how each applies. • Identify the regulations that apply when given a specific situation. • Give an example of a situation in which each regulation would apply.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can accurately describe all regulations related to classes of licences. • Can describe penalties for: <ul style="list-style-type: none"> • moving violations • driving when prohibited or with a suspended licence. • driving while intoxicated.
Competency The student can...	<input type="checkbox"/> 4.5 Explain key legal regulations concerned with driving.

5.3 Demonstrate mental alertness to analyze driving situations.	
Learning outcome and required topics	<ul style="list-style-type: none"> • maintaining attention/alertness • recognizing potential hazards accurately • using decision-making skills to drive safely: <ul style="list-style-type: none"> • anticipating what might happen • predicting possible solutions • prioritizing situations and solutions • making appropriate choices under pressure • identifying consequences. • the effects of impairment on decision-making skills • the role of personal motives on decision-making skills.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate changes of speed to fit the flow of traffic or driving conditions. • Demonstrate an understanding of upcoming situations by identifying them in running commentary. • Demonstrate safe turning and lane changing behaviours based on the current traffic situation, leaving plenty of time and space for each manoeuvre. • Consistently demonstrate alertness. • Demonstrate appropriate decision-making in traffic situations. • Explain the steps in decision-making.
Examples of the level of performance required	<ul style="list-style-type: none"> • Regularly uses See-Think-Do approach in driving situations. • Is able to judge when he or she may not be in a fit state to drive.
Competency The student can...	<input type="checkbox"/> 5.3 Consistently interpret the driving situation appropriately.
5.4 Demonstrate appropriate driving actions to minimize risk.	
Learning outcome and required topics	<ul style="list-style-type: none"> • choosing safe margins (front, rear, side) • choosing safe driving speeds • braking and stopping safely • emergency braking control (ABS and conventional characteristics) • accelerating safely • covering the brake and horn • yielding if uncertain • point of no return.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate proper scanning techniques when leaving the curb. • Always leave a good space cushion. • Ignore the negative behaviours of other drivers. • Choose safe driving speeds. • Start and stop safely. • Accelerate smoothly. • Cover the brake and horn. • Yield and determine when to proceed in hazardous conditions.
Examples of the level of performance required	<ul style="list-style-type: none"> • Always drives at appropriate speeds and leaves a safe distance between own car and other cars. • Consistently stops at least two metres behind the vehicle ahead. • Always removes emergency brake and pulls away at the proper speed.
Competency The student can...	<input type="checkbox"/> 5.4 Consistently take appropriate driving actions to minimize risk.

6.1 Explain the forces of physics as they apply to driving.	
Learning outcome and required topics	<ul style="list-style-type: none"> • vehicle traction • vehicle weight shift/transfer • vehicle balance • speed versus time and stopping distances • crash severity versus speed • vulnerability of the human body to injury.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Describe the role of friction in maintaining traction on different surfaces. • Explain the role of velocity related to the amount of damage done in a crash. • Describe what is meant by inertia and how this affects the severity of a collision.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can explain why stopping distance is affected by speed and weight. • Can explain how the severity of injuries relates to the speed of a crash.
Competency The student can...	<input type="checkbox"/> 6.1 Explain the forces of physics, such as friction, and how they influence vehicle performance.
6.2 Describe the most common collision situations and characteristics.	
Learning outcome and required topics	<ul style="list-style-type: none"> • common crash situations for new drivers • critical crash factors for new drivers: <ul style="list-style-type: none"> • high risk-tolerance • faulty risk perception • level of driver skills.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain why lack of experience is a major factor in collisions. • Describe how impairment can affect one's ability to focus on a task such as driving. • Explain why cars that collide at a high speed are damaged much more than those which collide at low speeds. • Describe the common causes of crashes for new drivers.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can state three of the most common crash factors for new drivers.
Competency The student can...	<input type="checkbox"/> 6.2 Identify factors that often contribute to collision situations.
6.3 Analyze the role of traction in driving control.	
Learning outcome and required topics	<ul style="list-style-type: none"> • space management (front, rear, side) • stopping distances • braking distances • following too closely • point of no return • skid patterns of front, rear and four-wheel drive vehicles.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Describe what happens when a car has tires with little tread on them. • Explain why different surfaces can make driving more difficult. • Explain how studded tires and tractor tires work. • Explain how weather conditions can affect the amount of traction a car has on the road.

6.3 Analyze the role of traction in driving control.	
Examples of the level of performance required	<ul style="list-style-type: none"> • Can explain the need to maintain a proper distance behind the car ahead. • Can describe how traction is involved in control of wheels and steering.
Competency The student can...	<input type="checkbox"/> 6.3 Describe the role of traction in vehicle control.
6.4 Explain how hazardous driving situations relate to friction conditions.	
Learning outcome and required topics	<ul style="list-style-type: none"> • how road surfaces affect stopping • seasonal changes on road surfaces • tire types and conditions • tire inflation • speed for conditions.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain the actual difference in traction when driving on a rainy day rather than on a sunny one. • Explain why snow and ice make it harder to stay straight on a road. • Explain why snow and ice make it harder to turn on a road.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can explain how different weather conditions affect the control of the car.
Competency The student can...	<input type="checkbox"/> 6.4 Explain the role of friction in hazardous driving conditions.
6.5 Demonstrate caution in driving behaviours to compensate for hazardous driving conditions.	
Learning outcome and required topics	<ul style="list-style-type: none"> • speed control • steering control • speed versus stopping distances • risk perception versus accurate knowledge of vehicle performance.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Adjust speed in hazardous conditions. • Adjust driving to weather conditions. • Brake and accelerate appropriately in hazardous conditions.
Examples of the level of performance required	<ul style="list-style-type: none"> • Adjusts speed for hazardous conditions. • Demonstrates understanding of vehicle limitations in hazardous conditions.
Competency The student can...	<input type="checkbox"/> 6.5 Consistently demonstrate the ability to alter one's driving to accommodate hazardous driving conditions.
7.3 Demonstrate safe, legal and confident vehicle control while changing directions.	
Learning outcome and required topics	<ul style="list-style-type: none"> • yielding • crossing intersections • merging • changing lanes and passing • maintaining correct lane track • backing up.

7.3 Demonstrate safe, legal and confident vehicle control while changing directions.	
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate correct driving procedures. • Use proper vision skills. • Use See-Think-Do techniques. • Drive according to regulations. • Are consistently courteous. • Show care for other road users. • Use correct signalling.
Examples of the level of performance required	<ul style="list-style-type: none"> • Gives way to other vehicles when yielding is required. • Joins the traffic flow at the appropriate speed. • Does not move from lane to lane without a good reason to do so. • Always checks mirrors and blind spots before changing lanes or backing up.
Competency The student can...	<input type="checkbox"/> 7.3 Consistently demonstrate proper vehicle control while changing direction.
7.4 Demonstrate legal, safe and responsible execution of right-of-way manoeuvre.	
Learning outcome and required topics	<ul style="list-style-type: none"> • stop signs • two- and four-way stops • traffic circles • yield signs • controlled and uncontrolled intersections • T-intersections • malfunctioning traffic control devices • emergency vehicles.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate correct driving procedures. • Use proper vision skills. • Use See-Think-Do techniques. • Drive according to regulations. • Are consistently courteous. • Show care for other road users. • Use correct signalling.
Examples of the level of performance required	<ul style="list-style-type: none"> • Stops at the appropriate location at intersections. • Always makes eye contact with others in right-of-way situations. • Gives proper right-of-way.
Competency The student can...	<input type="checkbox"/> 7.4 Consistently demonstrate proper right-of-way manoeuvre.
7.5 Demonstrate competence, safety, legality and responsibility in making turns.	
Learning outcome and required topics	<ul style="list-style-type: none"> • right turns • left turns • two- and three-point turns.

7.5 Demonstrate competence, safety, legality and responsibility in making turns.	
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate correct driving procedures. • Use proper vision skills. • Use See-Think-Do techniques. • Drive according to regulations. • Are consistently courteous. • Show care for other road users. • Use correct signalling.
Examples of the level of performance required	<ul style="list-style-type: none"> • Adjusts speed when making turns so that hard braking is not necessary. • Does not crowd the next lane while turning. • Does not cut across the centre line during left turns. • Uses proper observation skills.
Competency The student can...	<input type="checkbox"/> 7.5 Consistently demonstrate proper turns.
7.6 Demonstrate safe, responsible and proper parking techniques.	
Learning outcome and required topics	<ul style="list-style-type: none"> • stall parking—forward and reverse • hill parking—up and down • angle parking • parallel parking • shoulder parking.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate correct driving procedures. • Use proper vision skills. • Use See-Think-Do techniques. • Drive according to regulations. • Are consistently courteous. • Show care for other road users. • Use correct signalling.
Examples of the level of performance required	<ul style="list-style-type: none"> • Uses proper observation skills—looking in both side- and rear-view mirrors and rear window—when parking. • When parked on hills, positions wheels appropriately. • Sets brakes and gears correctly.
Competency The student can...	<input type="checkbox"/> 7.6 Consistently demonstrate proper parking techniques.
7.7 Demonstrate competence in driving safely, legally and responsibly on highways.	
Learning outcome and required topics	<ul style="list-style-type: none"> • entering and exiting • curves • shoulders • grade of road • passing • manoeuvring highway curves • passing on highways • changing lanes • nighttime driving.

7.7 Demonstrate competence in driving safely, legally and responsibly on highways.	
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate correct driving procedures. • Use proper vision skills. • Use See-Think-Do techniques. • Drive according to regulations. • Are consistently courteous. • Show care for other road users. • Use correct signalling.
Examples of the level of performance required	<ul style="list-style-type: none"> • Checks traffic ahead, mirrors and blind spot when entering, leaving and passing. • Merges smoothly, matching traffic speed.
Competency The student can...	<input type="checkbox"/> 7.7 Demonstrate proper driving technique on highways.
7.8 Demonstrate competence in driving safely, legally and responsibly on freeways	
Learning outcome and required topics	<ul style="list-style-type: none"> • entering and exiting • curves • grade of road • passing • changing lanes • nighttime driving • parking on shoulders • emergency conditions.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate correct driving procedures. • Use proper vision skills. • Use See-Think-Do techniques. • Drive according to regulations. • Are consistently courteous. • Show care for other road users. • Use correct signalling.
Examples of the level of performance required	<ul style="list-style-type: none"> • Checks traffic ahead, mirrors and blind spot when entering, leaving and passing. • Merges smoothly, matching traffic speed.
Competency The student can...	<input type="checkbox"/> 7.8 Demonstrate proper driving technique on freeways.

in this helper

- Quizzes
- Written responses
- Oral responses
- Classroom demonstrations
- Demonstrations in the car
- Student running commentary
- Supervisor assessments
- Reports
- Student reflections
- In-car debriefing and assessments



think about...

Which competencies or topics would you test with these:

- true/false quizzes?
- matching quizzes?
- fill in the blank questions?
- multiple-choice questions?

Useful ways of collecting information

Quizzes:

Short tests that can assess knowledge and attitudes

Use quizzes at the beginning or end of classroom sessions to help focus students on the important parts of the lesson, and to give you feedback on their progress. They are easy to mark.

Written responses:

Short answer questions or essays

Written response questions or essays are good for testing deeper understanding and attitudes. You can:

- present a driving dilemma and ask students to write a paragraph that explains a solution.
- after a discussion on how personal factors affect risk perception, ask students to write a scenario that describes how driver aggression is related to risky driving behaviours.

These are more difficult to grade than quizzes.

Oral responses:

Statements made during class discussions and question and answer sessions

Oral responses can help you to identify specific student attitudes, motivations and understandings.

It's useful to keep a record of student comments. For example, you might listen to your students discussing a list of good and bad driving practices. When one student explains why a particular manoeuvre is dangerous, you could make a quick note on your class list form.

Classroom demonstrations:

Actions that students perform that demonstrate the application of specific knowledge

When doing demonstrations in the classroom, students might:

- draw the appropriate sign or signal described by the instructor on the board or on a flip chart
- draw a traffic situation or complete a drawing that indicates who has the right-of-way, when it is safe to pass, when it is safe to change lanes, etc.
- explain the steps of a driving manoeuvre
- interpret a driving scenario either in writing or orally.

These can be noted on your class list as you watch the students.

Demonstrations in the car:

Students' behaviours in the car

This is one of the most important ways you have of collecting assessment information. Good observation means focusing on selected areas of driving behaviours and recording your observations.

You might record your observation on an **observation note** form or on the **student record card**.



Tips: Guidelines for observing

- Focus on one area of performance.
- Interpret your observation.
- Record your data.

Student running commentary:

The “talking through” of driving manoeuvres

This technique is a powerful tool for teaching. It's also a great way to assess student thinking processes.

You can teach your students running commentary by modelling it in your first on-road sessions. Eventually, the student can take over the commentary from you.

In running commentary, listen for:

- logical thought processes
- awareness of the surrounding driving environment
- decision-making skills
- problem solving
- overconfidence/underconfidence.

See the **observation note** form for recording your interpretation of running commentaries later in this helper.

Supervisor assessments:

Information about the students in practice situations

Invite your students' supervisors to share their assessment information about the students in a less formal situation than that of the lesson. This will give you another view of your students' actual driving behaviours.



think about...

Jot down some of the ways you usually collect information about your students' driving experiences and their attitudes.

Which ways work best for you?

Which ways are not as effective?

Reports:

Students' interpretations of information that they have learned

Ask students to write up or talk about what they have discovered through problem-solving activities.

For example, plan an activity around the physics of motion and ask students to complete the following phrases:

- *What I didn't know was ...*
- *What surprised me was ...*
- *This relates to my driving understanding because ..., etc.*

Students can write reports on topics that they're assigned to research for homework assignments or for group presentations.

Student reflections:

Activities that ask students to think about how the information that they have learned applies to them

One of the ways of ensuring self-assessment is to present reflective activities to students. They can either write their thoughts down or tell them to you. Reflection can be done by individuals or in groups. To promote good reflection you need to ask good questions.

This type of activity is useful because it:

- tells you what students are confused about
- gives you insight into student attitudes and motivations
- helps students set personal learning goals
- encourages students to think more deeply about driving
- gives you feedback on your own teaching effectiveness
- can provide a framework for discussion and practice with the supervisor.

Example of a reflective activity

Ask students to make individual lists of driving behaviours that they have observed. Use these as a basis for making up a class list on a board or flip chart of about ten poor driving behaviours. While pointing to the first poor behaviour, ask students: *What is one reason that might prompt you to engage in this behaviour?* Continue on with the other nine behaviours.

Summarize this activity by asking: *What does it mean to be a responsible driver?*

In-car debriefing and assessments:

Discussions during and after a driving session to review the lesson and to test student understanding

In-car debriefing and assessments allow you to give important feedback to your students. You can also use debriefing discussions to examine student attitudes and the attitudes of others on the road.

Have a **student record card** for both you and your student. Use these as the basis for debriefing at the end of each driving session.

in this helper

- An example of a student record card.

Sample student record card

The following chart is a partial example of how you could convert your present **student record card** to meet the course goals and criteria of *Mapping a Safe Course*. You'll note that the basic driving skills are still present down the left-hand side, but the most important components of a responsible and safe driving attitude are listed across the top in the first three columns. You need to watch for these safety components in every in-car session, and give the student a mark (1 for In Progress or 2 for Good) in each square where it seems appropriate.

In addition, there's room to mark the driving skill level of the student in the column farthest to the right. You may want to divide this skill level column into segments representing the number of car sessions you intend to instruct. You would then mark the specific skill level of the student on a scale of one to 10 as he or she progresses through the in-car sessions.

Consider having duplicate record cards: one for you and one for the student.

Driving record	Courtesy	Caution	Care	Skill level
	mark 1 (in progress) or 2 (good)			mark from 1–10
pre-trip				
safety devices				
stopping/starting				
steering				
lane tracking				
right turns				
left turns				
controlled intersections				
uncontrolled intersections				
four-way stops				
observation skills				
running commentary				
self-correcting				
see-think-do				
regulation knowledge				
risk perception				
anticipating				
communicating				
identifying hazards				
minimizing risk				
backing				
backing: right				
backing: left				
crossing intersections				
lane changes				
intersection safety				
R-turn at large intersection				
L-turn at large intersection				
turning lane at large intersection				
S-manoeuvre				

Driving record	Courtesy	Caution	Care	Skill level
	mark 1 (in progress) or 2 (good)			mark from 1–10
space cushions				
yielding				
merging				
curb parking				
parallel parking				
stall parking: front				
stall parking: back				
angle parking				
emergency vehicle				
traffic control				
pedestrians				
bicyclists				
motorcycles				
animals: large and small				
nighttime				
unfamiliar areas				
highway driving				
highway driving: curves				
highway driving: grade				
highway driving: passing				
highway driving: exiting				
freeway driving: entering				
freeway driving: lane changes				
freeway driving: emergencies				
freeway driving: exiting				
freeway driving: signs				
city driving: pedestrians				
city driving: traffic circles				
city driving: vision skills				
more?				

in this section

- Using this kit to create a motorcycle course.

Using this kit to create a motorcycle course

This section of the *Instructor Resource Kit* was prepared for instructors of Class 8 courses. Motorcycle instructors should also refer to the *Graduated Licensing Program Course Approval Guide*, which includes guidance on meeting requirements for an ICBC-approved motorcycle course.

Sections 1–6 in this *Instructor Resource Kit* can be adapted for use when planning an ICBC-approved motorcycle course.

Section 1: the curriculum

This section explains the curriculum and key areas to consider when using this curriculum.

Section 2: the learning environment

This section gives classroom requirements, hints on how to set up a classroom and tips for using instructional aids.

Section 3: working with your students

This section discusses effective ways to work with adult students, teens and supervisors.

Section 4: building your course

This section will help you develop an ICBC-approved course from goal setting through lesson plan design.

Section 5: instructional strategies

This section gives an overview of various ways to work with individuals and groups in a classroom setting and presents ways to encourage positive attitudes about driving.

Section 6: assessing, recording and evaluating

This section explains how to keep student records and assess student progress in an ICBC-approved course.

in this helper

- Assessing students
- The assessment strategies chart

Assessment strategies chart

Assessing students

Student learning can be assessed in a variety of ways, as discussed in **Section 6: assessing, recording and evaluating**. The following assessment methods work particularly well for motorcycle instruction:

- **Written tests**—quizzes, multiple-choice tests, case studies.
- **Practical tests**—skill testing in off-road situations (e.g., video, instructor observation) and when riding in traffic.

The **assessment strategies chart** contains:

- the required topics that are to be covered for each learning outcome
- a range of assessment techniques that you would use to assess your student's understanding of each topic
- the level of performance required to meet the standard
- the competency statements.

Like the **competency checklist**, the **assessment strategies chart** is organized by **first semester competencies** and **second semester competencies**.

What's a competency?

Competencies re-state the learning outcomes in a measurable way.

The competencies listed as **first semester competencies** are the core competencies, considered to be essential to safe riding. You should introduce these behaviours at the beginning of the course and check them at midway to ensure reasonable progress. They don't have to be completed by the midpoint assessment, but all must be completed before the **Declaration of Completion** is signed.

The **second semester competencies** are the behaviours that you may introduce at any time throughout the course. The student must have 14 out of 15 of them completed before the **Declaration of Completion** is signed. You may teach some of these behaviours early in the course and reinforce them throughout the course. Others, such as highway riding, are more properly introduced toward the end of the course. You may check some of these behaviours at the midpoint, but you should have all of them evaluated toward the end of the course when you make the pass/fail decision.

The assessment strategies chart

The following **assessment strategies chart** includes these components:

- **Row 1**—the learning outcome and the topics that you should include to help the student move toward the competency. These topics correspond to those in *Mapping a Safe Course: Motorcycles*.
- **Row 2**—examples of assessment situations for identifying particular knowledge or skills. You can add others that you might use.

- **Row 3**—some examples of criteria for the level of performance. Decide on your criteria (i.e., the level of behaviour that you identify as meeting the competency). What's required to pass? What will be regarded as a fail?

With some competencies, your decision may be based on performance of a skill. For example, think about the following: How many times must a student correctly give right-of-way to achieve a pass? Or, how many times does he or she ignore right-of-way rules before receiving a failing grade?

With other competencies, you may be depending on both classroom questions and observation of behaviours on the motorcycle. How many pieces of supportive information do you have from the classroom (quizzes, discussions, role-play activities and problem-solving games)? For example, are they consistent with the student's behaviours? Has he or she worked out appropriate responses to road rage in a classroom exercise, and is this how he or she responds when riding?

- **Row 4**—the competency. This is the knowledge or skill that the student must demonstrate to complete the course. When you believe the student has achieved the criteria for the level of performance, you can check (✓) the competency box.

Assessment strategies for the three circuit learning outcomes (7a, 7b, 7c) are not included here because schools will evolve their own procedures and standards, ensuring consistency from instructor to instructor and student to student.

Instructor note:

In the **assessment strategies chart** that follows, Columns 2 and 3 only give examples; these lists do not cover all topics.

Building assessment strategies will give you sound ongoing assessment records. You will then feel confident that when you complete the actual **competency checklist** for each student, your judgments are based on objective and sound observations. And remember, just as you can cover a number of different competencies in one lesson plan, you can also assess a number of different competencies with one assessment strategy or by combining assessment strategies.

Competencies tested at the end of the first semester	
1.1 Describe the hazards of riding.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • weather/environmental conditions • road conditions • driver and rider attitudes • vehicle conditions • animals • other road users • unpredictable driving and riding behaviours • sources of driving error • rider vulnerability.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Describe hazards when reviewing their rides, and explain what they are doing to avoid them. • Take appropriate moves to avoid road hazards while riding. • Describe, in a classroom session, some of the hazards of riding and suggest ways to avoid them. • Watch a video about collisions and identify steps that could be taken to avoid them.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can consistently and accurately identify potential hazards. • Can describe the dangers of riding too slowly as well as too quickly. • Can explain why riders are more vulnerable than drivers to specific hazards.
Competency The student can...	<input type="checkbox"/> 1.1 Identify typical riding hazards and explain how each can affect one's riding behaviours.
1.2 Define the characteristics of risk taking	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • factors that affect rider risk perception: <ul style="list-style-type: none"> • rider age • rider experience • riding environment. • caution versus risk • judging risk in various situations • the role of overconfidence and underconfidence in incorrect risk perception • motorcyclists as risk takers.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Identify personal factors that can encourage risk taking—fatigue, anger, excitement, overconfidence, alcohol and drugs—and explain why these may interfere with judgment. • Identify external factors that can encourage risk taking—peer pressure, time pressure, unfamiliar routes—and explain how these can be lessened. • Correctly identify risk situations and explain responses in the riding behaviours of themselves and others. • Correctly interpret pictures demonstrating situations in which outside influences are affecting a rider's behaviours. • Explain how the media presentation of motorcycles may influence a new rider.

1.2 Define the characteristics of risk taking.	
Examples of the level of performance required	<ul style="list-style-type: none"> • Can explain how age and experience affect a person’s ability to interpret risky riding situations. • Can explain the factors in a given situation that would determine the risk level. • Can explain how both underconfidence and overconfidence can influence a person’s risk perception.
Competency The student can...	<input type="checkbox"/> 1.2 Explain factors that influence risk-taking behaviours.
1.3 Evaluate how risk perception is affected by personal factors.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • mental factors: <ul style="list-style-type: none"> • self-esteem • aggression • frustration • impatience • feelings of power • overconfidence • awareness of consequences. • physical factors • the role of self-control • need for peer approval • perception of other riders and drivers • rider experience.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain that moods, anger, sadness, excitement, as well as fatigue, may make one subject to risky riding, and describe how these will interfere with risk assessment. • Give examples of situations in which personal factors appear to have inhibited a person’s perception of risk. • Give examples of situations, other than riding, in which personal factors have influenced people to take risks that they would normally have avoided.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can accurately describe at least five mental factors that may interfere with perception of risk. • Before riding, conducts an inventory of current personal factors that could influence his or her ability to perceive risk.
Competency The student can...	<input type="checkbox"/> 1.3 Explain the relationship between personal factors and one’s ability to perceive risk.
1.4 Explain how impairment affects risk perception and riding behaviours.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • the effects of drug and alcohol impairment on perception • the effects of fatigue, illness and mental stress • consequences of impaired riding • ways to avoid riding while impaired.

1.4 Explain how impairment affects risk perception and riding behaviours.	
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Describe the effects of fatigue on riding behaviours. • Describe the effects of alcohol on riding behaviours, and explain the quantity of alcohol it takes to affect people of various sizes, and the length of time it takes for alcohol to be absorbed into the system. • Describe the effects of drugs on riding behaviours, including prescription and across-the-counter medications.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can identify at least three effects of drug and alcohol impairment. • Can list at least three ways to avoid riding while impaired in specific situations. • Can list three effects of fatigue, illness and mental stress.
Competency The student can...	<input type="checkbox"/> 1.4 Identify three sources of impairment and describe how each of these influences riding behaviours.
1.5 Evaluate the costs of risk taking.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • personal costs • social costs • financial costs • health costs.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain how taking risks while riding can result in injury, loss of life, and loss of job prospects for the rider and for other people. • Explain how traffic infractions can cost the rider fines, points and suspensions. • Identify that the public pays for unsafe riding through medical costs, insurance premiums, etc.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can identify at least three ways in which a serious accident can affect personal welfare. • Can identify two ways in which society pays for accidents. • Can identify two ways that a rider can be seriously injured in a bike crash.
Competency The student can...	<input type="checkbox"/> 1.5 Analyze the possible costs (to oneself and society) of taking riding risks.
1.6 Assess personal risk tolerance.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • thinking for oneself • the role of self-control • the role of overconfidence/underconfidence • identifying personal limits and abilities.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Identify factors in themselves which may make them subject to risky riding, and suggest techniques for controlling these tendencies. • Give examples of risky situations in which they could see themselves potentially getting into, and work out a plan to help avoid it. • Give examples of risky situations in other areas they have experienced, and explain how these situations were handled.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can describe two situations in which he or she might take risks. • Can identify which factors would influence his or her risk-taking tolerance.
Competency The student can...	<input type="checkbox"/> 1.6 Determine one's risk tolerance through analysis of personal tendencies to take risks.

2.1 Evaluate how positive and negative personal factors influence riding attitudes.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • personal riding values and beliefs • motives that influence riding • riding as thrill-seeking • how motives change under different circumstances • how values, beliefs and motives influence attitudes toward riding.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain why they want to ride, and are able to evaluate the effect of those motives on their riding behaviours. • List beliefs that they have as a result of previous experiences, and explain how these may affect their riding behaviours. • Discuss how their values and beliefs may become factors in the way their riding progresses.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can identify his or her own motives for riding and give two examples of how these may have a positive or negative effect on driving.
Competency The student can...	<input type="checkbox"/> 2.1 Define his or her personal values, beliefs and motives related to riding and explain how each of these might affect his or her riding behaviours.
2.2 Explain how positive and negative social factors influence riding attitudes.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • influence of advertising • societal attitudes toward cars and driving; motorcycles and riding • the influence of other people's riding habits • peer pressure and riding.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain how some of society's views of riding behaviours, as shown in such things as movies, motorcycle advertisements and imagery attached to motorcycles, can put pressure on new riders. • Give examples of advertisements and other images that suggest unsafe riding practices, and describe how these messages are projected. • Give some examples of peer pressure situations and indicate what steps might be taken to withstand inappropriate pressures. • Give examples of movies in which unsafe riding is rewarded and compare this to the consequences in real life.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can identify the messages about motorcycle riding promoted in the media, giving at least three examples. • Can explain how friends and other drivers and riders can pressure one to ride unsafely.
Competency The student can...	<input type="checkbox"/> 2.2 Explain how one's riding may be influenced negatively or positively by at least two social factors.

3.1 Explain the factors that make riding a lifelong learning process.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • the rider as a lifelong learner • factors that contribute to changes in riding skill • changing motorcycle technology • changing riding standards and laws.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain the need to practise manoeuvres over and over until they are almost automatic, so that one’s mind is free to interpret situations accurately. • Describe the need to be more cautious than experienced riders in tricky situations. • Describe the need to keep up with changes in regulations and vehicle technology.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can explain why he or she needs to show more caution than more experienced riders.
Competency The student can...	<input type="checkbox"/> 3.1 Describe why riders need to continue improving their riding behaviours throughout their lives.
3.3 Explain how to share the road safely.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • cyclists • pedestrians • large and slow-moving vehicles • animals • emergency vehicles • passenger vehicles.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain the role and appropriate behaviours of cyclists in particular situations. • Explain pedestrian expectations in specific situations. • Explain the particular dangers that people riding motorcycles experience among car traffic.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can describe at least one situation in which each of the following interacts with motorcycles: <ul style="list-style-type: none"> • cyclists • pedestrians • emergency vehicles • passenger vehicles.
Competency The student can...	<input type="checkbox"/> 3.3 Describe ways of sharing the road.

3.5 Explain how to show leadership with family members, peers and other community members in promoting safe riding for riders and passengers.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • individual leadership skills • community and school rider safety programs.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Model good riding behaviours when with peers. • Encourage others to attend programs to promote safe riding. • Offer good advice to peers about safe riding.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can describe one community program in his or her area.
Competency The student can...	<input type="checkbox"/> 3.5 Describe ways to show leadership regarding safe-riding practices.
3.6 Identify environmental concerns in the use of motorcycles.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • efficient riding behaviours • disposal of vehicle fluids and parts • the role of motorcycle maintenance.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Describe how a poorly maintained motorcycle may damage the environment. • Describe appropriate ways to get rid of used oil. • Explain environmental concerns about exhaust, and identify ways to lessen the effect on the atmosphere.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can describe two ways in which motorcycle use can damage the environment, and give one way for each that the individual can use to help prevent it.
Competency The student can...	<input type="checkbox"/> 3.6 Identify environmental concerns in the use of motorcycles.
4.1 Explain the procedures to be taken when involved in a crash or when arriving at the scene of a crash.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • minor crashes • major crashes.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Describe appropriate actions to take when coming upon a minor crash. • Describe appropriate actions to take when coming upon a major crash.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can give the steps legally required for both minor and major crashes.
Competency The student can...	<input type="checkbox"/> 4.1 Identify key steps to take when involved in a crash or when arriving at the scene of a crash.

4.2 Explain the meaning of all traffic control devices.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • signs • signals • road markings.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Identify all the common traffic signs, signals and road markings, and explain their purposes. • Explain less common signs and suggest situations in which these would apply. • Identify the shapes and colours of all common signs even when they are at a distance. • Identify the stages of traffic lights and the behaviours required at the yellow light, depending on how close one is to the intersection.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can describe the proper actions for all traffic control situations.
Competency The student can...	<input type="checkbox"/> 4.2 Explain the meaning of all traffic control devices, signs, signals and road markings.
4.3 Explain the reasons for riding laws and regulations.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • speed • parking • impairment • licensing requirements • vehicle insurance • emergency vehicles • helmets.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain why regulations in general are necessary. • Give specific examples in which regulations make the roads safer; e.g., speed zones. • Give examples of parking regulation changes at various times to accommodate traffic conditions.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can state where regulations exist and explain why each is necessary. • Can explain why individual traffic laws and regulations exist.
Competency The student can...	<input type="checkbox"/> 4.3 Explain the rationale for riding regulations using several examples.
4.4 Explain the rules of the road that relate to sharing the road.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • traffic control persons • bicycle and pedestrian use of the road • emergency vehicles • motorcycles.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Describe the regulations concerned with each situation. • Identify the appropriate behaviours to take, given examples of situations. • Describe how the regulations apply, given several examples of situations.

4.4 Explain the rules of the road that relate to sharing the road.	
Examples of the level of performance required	<ul style="list-style-type: none"> • Can accurately describe all situations in which right-of-way rules apply. • Can explain all the rules that relate to emergency vehicles.
Competency The student can...	<input type="checkbox"/> 4.4 Explain the rules of the road concerned with traffic control persons, pedestrians, cyclists, and emergency vehicles.
4.5 Explain, in general terms, the legal regulations concerned with riding.	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • B.C. licence classes and restrictions • Graduated Licensing Program • point system/fines • Administrative Driving Prohibition and Vehicle Impoundment • licence suspensions • registered owner restrictions and responsibilities • helmets • regulations in other jurisdictions.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • List the regulations and explain how each one applies. • Identify the regulations that apply when given a specific situation. • Give an example of a situation in which each regulation would apply.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can accurately describe all regulations related to classes of licences. • Can describe penalties for: <ul style="list-style-type: none"> • moving violations • driving when prohibited or with a suspended licence • driving while intoxicated.
Competency The student can...	<input type="checkbox"/> 4.5 Explain key legal regulations concerned with riding.
5.1 Explain why driving to minimize risk involves the three steps of safe driving: See-Think-Do:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • defensive driving • collision avoidance.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain the components of See-Think-Do. • Give examples of dangerous situations, and describe how good scanning skills can prevent collision and injury. • Give examples of situations which are most likely to produce dangerous situations if the rider does not follow the three steps (e.g., children, blind corners that riders don't slow down for).
Examples of the level of performance required	<ul style="list-style-type: none"> • Can give two examples of observing a situation, analyzing it and responding to it.
Competency The student can...	<input type="checkbox"/> 5.1 Define the three steps of safe riding (See-Think-Do) and explain the reasons for these steps.

5.5 Demonstrate competence in using safety devices:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • helmet • eye protection • clothing.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Consistently use helmets, eye protection and appropriate clothing in circuit training and in traffic. • Describe the different types of helmets and tell how they protect the head.
Examples of the level of performance required	<ul style="list-style-type: none"> • Shows correct selection and use of helmets. • Shows correct selection of protective clothes for riding.
Competency The student can...	<input type="checkbox"/> 5.5 Consistently use safety devices correctly.
6.1 Forces of physics as they apply to riding:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • vehicle traction • vehicle weight shift/transfer • vehicle balance • speed versus time and stopping distances • crash severity versus speed • vulnerability of the human body to injury • the impact of serious injury to quality of life • gear (transmission) selection.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain how braking technique affects balance and control at low and at high speeds.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can explain why it takes longer to stop as speed increases. • Can explain how speed affects the amount of damage caused by a crash.
Competency The student can...	<input type="checkbox"/> 6.1 Explain the forces of physics, such as friction, and how they affect motorcycle performance.
6.2 Describe the most common collision situations and characteristics:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • common crash situations for new riders • critical crash factors for new riders: <ul style="list-style-type: none"> • high risk tolerance • faulty risk perception • level of rider skills.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain why lack of experience is a major factor in collisions. • Explain the most common intersection scenarios and what factors contribute to them (for example, a vehicle driver turning left and not seeing a motorcycle).
Examples of the level of performance required	<ul style="list-style-type: none"> • Can state three of the most common crash factors for new riders. • Can describe how riders can ensure they are seen by other road users.
Competency The student can...	<input type="checkbox"/> 6.2 Identify factors that often contribute to collision situations.

6.3 Analyze the role of traction in riding control:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • space management (front, rear, side) • stopping distances • braking distances • following too close • point of no return • lane position.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Describe the relationship between following distance, braking distance and stopping distance. • Describe how the choice of lane position can affect traction in different riding situations.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can explain the need to maintain a proper distance behind the car ahead. • Can describe how traction is involved in the control of wheels and steering. • Can explain why it is important to position a motorcycle to the left or the right of the lane.
Competency The student can...	<input type="checkbox"/> 6.3 Describe the role of traction in vehicle control.
6.4 Explain how hazardous riding situations relate to friction conditions:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • how road surfaces affect stopping • seasonal changes on road surfaces • tire types and conditions • tire inflation • speed for conditions • bicycle steering and gyroscopic steering.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Explain the actual difference in traction when riding on a rainy day compared to a sunny one. • Explain why snow and ice make it harder to stay straight on a road.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can explain how different weather conditions affect the control of the motorcycle.
Competency The student can...	<input type="checkbox"/> 6.4 Explain the role of friction in hazardous riding conditions.
7.1 Demonstrate competence in conducting pre-ride inspections.	
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Consistently check each of the following correctly: <ul style="list-style-type: none"> • body condition • tire condition • fluid levels • lights • mirrors • signals • horn • brakes.

7.1 Demonstrate competence in conducting pre-ride inspections.	
Examples of the level of performance required	<ul style="list-style-type: none"> • Consistently checks all exterior systems and equipment before starting the motorcycle.
Competency The student can...	<input type="checkbox"/> 7.1 Conduct pre-ride inspections.

Competencies tested at the end of the second semester

1.7 Demonstrate realistic risk perception in riding behaviours:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • accurate risk perception • quick and effective reaction times • proactive versus reactive driving actions • expectations of other road users • consequences of not doing what other road users expect • safe time margins to complete driving manoeuvres.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Adjust the space cushion around the motorcycle according to the situation. • Slow down in situations where unexpected hazards may appear on the road. • Adjust speed to weather conditions.
Examples of the level of performance required	<ul style="list-style-type: none"> • Always checks carefully for approaching traffic when entering intersections and making right and left turns. • Always maintains proper space cushions. • Always signals intentions properly by vehicle signals and horn. • Always accurately judges time margins and responds appropriately.
Competency The student can...	<input type="checkbox"/> 1.7 Consistently demonstrate realistic risk perception in riding behaviours.

2.3 Demonstrate riding behaviours that reflect safe, healthy and courteous riding attitudes:

Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • overcoming negative motives • riding courteously • resisting negative influences.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Signal and give space in changing lanes. • Stop for pedestrians, either in crosswalks or starting across a four-way intersection. • Signal at appropriate times to give other road users ample warning when turning.
Examples of the level of performance required	<ul style="list-style-type: none"> • Does not respond to the negative behaviours of others. • Shows courtesy to others by giving the right-of-way, and by allowing other drivers and riders time and space for manoeuvres.
Competency The student can...	<input type="checkbox"/> 2.3 Consistently exhibit riding behaviours that are safe and courteous.

3.2 Demonstrate an understanding of the complexity of the riding task for the new rider	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • ongoing assessment of personal driving skills • how feedback can help riders improve their skills.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Identify the elements of a riding situation and adjust behaviours accordingly. • Assess the risk factors in riding situations on a particular day, considering weather, experience, route and traffic conditions, and explain the route taken. • Describe a specific situation (either real or invented), and examine the points which the rider should focus on.
Examples of the level of performance required	<ul style="list-style-type: none"> • Can identify the riding situation accurately and make proper decisions for the situation.
Competency The student can...	<input type="checkbox"/> 3.2 Demonstrate an understanding of the complexity of the riding task by using self-correcting activities while riding.
3.4 Demonstrate appropriate communication with other road users:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • vehicle signals • hand signals • horn • eye-to-eye contact • non-verbal communication.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Do not enter a crosswalk when a pedestrian is in it or about to enter it. • Use eye contact when appropriate to communicate. • Use horn appropriately to indicate problems to others.
Examples of the level of performance required	<ul style="list-style-type: none"> • Applies and cancels signals at the appropriate time. • Uses hand signals correctly.
Competency The student can...	<input type="checkbox"/> 3.4 Consistently demonstrate appropriate communication with other road users.
5.2 Demonstrate proficiency in using observation skills to minimize risk:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • knowing where to observe: <ul style="list-style-type: none"> • 360° vision • distance scanning • blind spots • visual obstructions • limits of observation. • knowing how to observe: <ul style="list-style-type: none"> • shoulder checks • peripheral vision • mirrors.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Use shoulder checks when changing lanes. • Scan ahead for traffic problems, leaving space cushions at appropriate times. • Check for blind spots. • Show awareness of peripheral vision. • Use mirrors correctly.

5.2 Demonstrate proficiency in using observation skills to minimize risk.	
Examples of the level of performance required	<ul style="list-style-type: none"> • Always knows when, how and where to look. • Uses mirrors and shoulder checks correctly.
Competency The student can...	<input type="checkbox"/> 5.2 Consistently demonstrate correct observation skills.
5.3 Demonstrate mental alertness to analyze driving situations:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • maintaining attention/alertness • recognizing potential hazards accurately • using decision-making skills to ride safely: <ul style="list-style-type: none"> • anticipating what might happen • predicting possible solutions • prioritizing situations and solutions • making appropriate choices under pressure • identifying consequences. • effects of impairment on decision-making skills • role of personal motives on decision-making skills.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate changes of speed to fit the flow of the traffic or the riding conditions. • Demonstrate an understanding of upcoming situations by identifying them in a review of the ride. • Demonstrate safe turning and lane changing behaviours based on the current traffic situation, leaving plenty of time and space for each manoeuvre.
Examples of the level of performance required	<ul style="list-style-type: none"> • Regularly uses See-Think-Do in riding situations. • Is able to judge when he or she may not be in a fit state to ride.
Competency The student can...	<input type="checkbox"/> 5.3 Consistently interpret the riding situation appropriately.
5.4 Demonstrate appropriate riding actions to minimize risk:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • choosing safe margins (front, rear, side) • choosing safe riding speeds • braking and stopping safely • accelerating safely • covering the brake and horn • yielding if uncertain • point of no return.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate proper scanning techniques when leaving the curb. • Always leave a good space cushion. • Ignore the negative behaviours of other riders.

5.4 Demonstrate appropriate riding actions to minimize risk:	
Examples of the level of performance required	<ul style="list-style-type: none"> • Always chooses safe speeds. • Always looks for or creates extra space margins. • Adjusts speed smoothly based on traffic conditions. • Covers the brake and horn when unsure of the movements of other road users.
Competency The student can...	<input type="checkbox"/> 5.4 Consistently take appropriate riding actions to minimize risk.
6.5 Demonstrate caution in riding behaviours to compensate for hazardous riding conditions:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • speed control • steering control • speed versus stopping distances • risk perception versus accurate knowledge of vehicle performance.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Adjust speed for hazardous conditions. • Stop and pull to the side of the road if visibility is impaired by the weather. • Brake and accelerate appropriately when snow or ice is on the road. • Demonstrate understanding of vehicle limitations in hazardous conditions.
Examples of the level of performance required	<ul style="list-style-type: none"> • Adjusts speed for hazardous conditions. • Anticipates problems and adjusts beforehand.
Competency The student can...	<input type="checkbox"/> 6.5 Consistently demonstrate the ability to alter one's riding to accommodate hazardous riding conditions.
7.2 Demonstrate control, safety and responsibility in basic riding:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • starting • accelerating • decelerating • braking • steering • lane tracking • maintaining a consistent track • gear (transmission) selection • bicycle steering and gyroscopic steering.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Show alertness while riding. • Use correct observation skills. • Use See-Think-Do techniques. • Demonstrate control. • Are able to steer precisely.
Examples of the level of performance required	<ul style="list-style-type: none"> • Demonstrates smooth steering and brake control in all riding situations. • Accelerates and decelerates smoothly. • Always chooses appropriate gear. • Demonstrates good low-speed balance and control.
Competency The student can...	<input type="checkbox"/> 7.2 Consistently demonstrate proper riding techniques in traffic.

7.3 Demonstrate safe, legal and confident vehicle control while changing directions:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • yielding • crossing intersections • merging • changing lanes and passing • maintaining correct lane tracking.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate correct riding procedures. • Use proper vision skills. • Use See-Think-Do techniques. • Ride according to regulations. • Are consistently courteous. • Show care for other road users. • Use correct signalling.
Examples of the level of performance required	<ul style="list-style-type: none"> • Yields to others when required. • Maintains smooth and appropriate steering path. • Signals and shoulder checks before changing lanes. • Adjusts speed and space smoothly when merging. • Checks left and right before crossing intersections.
Competency The student can...	<input type="checkbox"/> 7.3 Consistently demonstrate proper vehicle control while changing direction.
7.4 Demonstrate legal, safe and responsible execution of right-of-way manoeuvres:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • stop signs • two- and four-way stops • traffic circles • yield signs • controlled and uncontrolled intersections • T-intersections • malfunctioning traffic control devices • emergency vehicles.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate correct riding procedures. • Use proper vision skills. • Use See-Think-Do techniques. • Ride according to regulations. • Are consistently courteous. • Show care for other road users. • Use correct signalling.
Examples of the level of performance required	<ul style="list-style-type: none"> • Comes to a complete stop at all stop signs and red lights. • Demonstrates understanding of right-of-way at controlled and uncontrolled intersections. • Looks for and yields to approaching emergency vehicles. • Shows care for other road users during all right-of-way manoeuvres.
Competency The student can...	<input type="checkbox"/> 7.4 Consistently demonstrate proper right-of-way manoeuvres.

7.5 Demonstrate competence, safety, legality and responsibility in making turns:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • right turns • left turns • maintaining correct lane tracking • U-turns.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate correct riding procedures. • Use proper vision skills. • Use See-Think-Do techniques. • Ride according to regulations. • Are consistently courteous. • Show care for other road users. • Use correct signalling.
Examples of the level of performance required	<ul style="list-style-type: none"> • Mirror checks, shoulder checks and/or scans before making any turn. • Turns to and from correct lane position. • Signals at the appropriate place and time before turning. • Looks in the direction of travel before and during turns.
Competency The student can...	<input type="checkbox"/> 7.5 Consistently demonstrate proper turns.
7.6 Demonstrate safe, responsible and proper parking techniques:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • stall parking (forward and reverse) • hill parking (up and down) • parallel parking • shoulder parking.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate correct riding procedures. • Use proper vision skills. • Use See-Think-Do techniques. • Park according to regulations. • Are consistently courteous. • Show care for other road users. • Use correct signalling.
Examples of the level of performance required	<ul style="list-style-type: none"> • Does a 360° vision check before backing or pulling out from a parking stall. • Signals and shoulder checks before pull-overs. • Angles motorcycle correctly for the roadway and slope. • Maintains adequate space from other vehicles when pulling over and parking.
Competency The student can...	<input type="checkbox"/> 7.6 Consistently demonstrate proper parking techniques.

7.7 Demonstrate competence in riding safely, legally and responsibly on highways:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • entering and exiting • curves • shoulder • grade of road • passing • changing lanes • parking on shoulders • nighttime riding.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate correct riding procedures. • Use proper vision skills. • Use See-Think-Do techniques. • Ride according to regulations. • Are consistently courteous. • Show care for other road users. • Use correct signalling.
Examples of the level of performance required	<ul style="list-style-type: none"> • Adjusts speed and space when entering or exiting. • Adjusts road position and speed for curves. • Chooses correct gear when riding up or down hills. • Adjusts speed and following distance at night.
Competency The student can...	<input type="checkbox"/> 7.7 Demonstrate proper riding technique on highways.
7.8 Demonstrate competence in riding safely, legally and responsibly on freeways:	
Learning outcome and required topics covered to the midpoint	<ul style="list-style-type: none"> • entering and exiting • curves • grade of road • passing • changing lanes • parking on shoulders • emergency conditions • nighttime riding.
Ways to assess student progress during the course. Students:	<ul style="list-style-type: none"> • Demonstrate correct riding procedures. • Use proper vision skills. • Use See-Think-Do techniques. • Ride according to regulations. • Are consistently courteous. • Show care for other road users. • Use correct signalling.
Examples of the level of performance required	<ul style="list-style-type: none"> • Adjusts speed and space when entering or exiting. • Adjusts road position and speed for curves. • Chooses correct gear when riding up or down hills. • Adjusts speed and following distance at night.
Competency The student can...	<input type="checkbox"/> 7.8 Demonstrate proper riding technique on freeways.

in this section

- ICBC resources
- Resources from other agencies
- Instructional resources

Building your resource kit

Building a resource kit involves collecting materials and ideas that will help you instruct your students. By keeping your kit up-to-date, you can stay current and find new, creative instructional ideas.

This section contains examples of resources that were available at the time of print. Other ways to find more information include checking:

- the Internet
- libraries
- newspapers
- driver education journals and magazines
- conferences and trade shows
- community associations
- TV programs.

Please note that the items on this list have not been reviewed by, and are not necessarily endorsed by ICBC.

ICBC resources

ICBC has a number of materials that provide useful driving, vehicle and road safety information. Please contact your local driver licensing office to obtain these materials or go to icbc.com.

dtcbc.com

dtcbc.com is the website of ICBC's Driver Training Unit. Go to the site for information on:

- Instructor and school licensing
- Course approvals
- Certification programs
- Forms and resources for driver training programs
- Links to other driver training related sites including icbc.com

Stay informed. Go to the site regularly to get the most up-to-date information on policies, standards, initiatives, and the driver training industry in B.C.

icbc.com

icbc.com provides helpful information for B.C. road users. Information on vehicle insurance, driver licensing and road safety is supplemented by coverage of specific topics like vehicle purchasing, safety and anti-theft devices.

Websites

These websites may provide further information on driving and road safety. Since the Internet is constantly evolving, you may want to complete your own search for relevant material.

American Driver and Traffic Safety Education Association

www.adtsea.org

B.C. Automobile Association

www.bcaa.com

Canadian Association of Road Safety Professionals

www.carsp.ca

Canadian Council of Motor Transport Administrators

www.ccmta.ca

Insurance Institute of Highway Safety

www.iihs.org

National Highway Traffic Safety Administrators

www.nhtsa.gov

Natural Resources Canada

www.oeenrcan.gc.ca

Pacific Traffic Education Centre

www.jibc.bc.ca

Traffic Safety Information Village Home Page

www.drivers.com

Transport Canada

www.tc.gc.ca

Instructional resources

Professional development

Ongoing professional development helps instructors create a more meaningful and up-to-date teaching experience. Both instructors and students (during instruction) benefit from professional involvement.

There are many resources for teaching approaches and skills that can be helpful to instructors. If you can't find the books listed below on the shelf of your local bookstore or library, you can usually order them through a bookstore.

Books

Adults as Learners, Cross, Patricia K. (1981), San Francisco: Jossey-Bass Publishers. Good, Thomas L, Brophy, Jere E. (1986).

Educational Psychology, 3rd edition. New York: Longman.

The Modern Practice of Adult Education, Knowles, M. (1988), Chicago: Follett Publishing.

The Instructor's Survival Kit, Renner, Peter F., Vancouver: Training Associates, 1990.

The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator, Renner, Peter F., Vancouver: Training Associates, 1993.

Websites

These websites offer helpful tips on how to give memorable presentations. You may also want to look up other training and instructing information.

www.mindtools.com/goodpres

www.gorin.com/

Education

There are a number of useful education programs in B.C., including driver training courses, and courses in instructional design, management and evaluation. Examples of topics covered in such programs include instructional skills and planning, working with groups and evaluating training programs.

To research certificate, diploma and degree opportunities, check with your local college, the continuing or adult education department of universities, and institutes with related programs of study.

