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## Module 5: Driver Training, Part I

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### **Purpose:**

To present critical content for driver and rider training

### **Learning Outcomes:**

Upon completion of the modules the participant will be able to:

- Identify characteristics of a good driver and rider
- Describe the relationship between training and testing
- Identify at least five things anyone who drives should know or be able to do
- Explain the importance of attitudes and thinking skills in training
- Identify at least three key skills a rider should be able to do

### **Contents:**

- A. The “good driver”
- B. Critical Content for Driver Training
  - Rules of the road
  - Vehicle mechanics and handling
  - Vehicle safety devices
  - Concept of “right-of-way”
  - Making risks and consequences real
  - Management of influences on driver decision-making and behaviour
- C. "See-Think- Do"
- D. Key riding skills

### **Format:**

#### **1. Video**

- Show excerpt of *The Fast and the Furious* movie or any other video with high speed/risk scenarios

#### **2. Overhead Presentation**

- General information on the knowledge, skills and attitudes needed by drivers

### 3. Group Discussion

1. Describe a good driver (regardless of whether individual or professional driver)
2. What types of knowledge, skills and attitudes do drivers and riders need to know, do or have in China? How similar or different are these from those in other jurisdictions?
3. Which of these areas have you noticed are sometimes lacking in
  - Drivers in China?
  - Riders in China?

#### The “Good Driver”

Prior to full development of the graduated licensing program in British Columbia, consultations were conducted with members of the driver training industry. These individuals were asked two questions:

1. What is a good driver?
2. What do people need to know to be good drivers?

The ideas and information recorded throughout the working sessions, along with extensive research, contributed to the understanding of the attributes that make up the driving ability of a good driver. The background work also formed the basis of the BC driver training curriculum which was designed to provide people with the knowledge, skills and attributes necessary for them to become good drivers.

One description of a good driver (that is the outcome to be achieved) is presented below in an article by Dawn Howard-Rose, Leader of the BC GLP Driver Training and Testing Team (1999, pp. 4-5)

### The Perfect Driver

*Paradoxically, the perfect driver is someone who knows that there is no such person. Dawn Howard-Rose of ICBC's Graduated Licensing Program describes what a paragon of driving might be like.*

MOST OF US think of ourselves as good drivers - it's the "other guy" we need to worry about when we're out on the road. Although awareness of what other road users are doing is certainly vital, there are many other important characteristics of good driving.



**Dawn Howard-Rose,  
PhD**

The attributes that make up driving ability can be grouped into five broad categories: psychomotor skills, perceptual and cognitive skills, attitude, state of mind and health, and self-regulation. How might "perfect" drivers perform in each of these categories?

## **Practise, practise, practise**

The psychomotor skills involved in effective vehicle handling are the most familiar, and most quickly learned, elements of good driving. Like most other coordinated motor skills (such as riding a bicycle), steering, shifting, controlling the accelerator, and braking become fairly automatic with enough practice.

Perfect drivers are so practised at vehicle handling that they can always place the car exactly where they want it to be on the road. This implies, of course, that they know where the car is on the road at any given moment, and also how it will react to the next manoeuvre (for example, down-shifting and steering to the left) given the vehicle's capabilities, the current speed, road and weather conditions, and so on.

But that takes us into the area of perceptual and cognitive abilities - and indeed, there's no separating these from the psychomotor skills when driving.

## **Think ahead**

The complex perceptual and cognitive skills involved in driving take longest to develop. Only after the psychomotor skills have become somewhat automatic do novice drivers start to become better "thinking" drivers.

Perfect drivers who are highly proficient in cognitive and perceptual skills have what we think of as good judgment. They see and recognize potential hazards well before a physical manoeuvre is required. They monitor those hazards - perhaps with a foot covering the brake, just in case - until the risk has passed.

Unlike novices, perfect drivers are adept at multi-tasking and risk assessment. They watch all aspects of the driving environment, but keep the most attention on those that are most likely to cause a problem.

## **Take responsibility**

When I'm driving down the road with my children in the back seat, I want the drivers all around me to have more than just physical and cognitive capabilities. I want them to have the right attitude, too.

Perfect drivers not only have good driving skills but also *want* to use them at all times. In fact, they are determined to use them, regardless of distractions or irritations.

Their approach to driving is one of concern, not just for their own safety and that of their passengers but for all the other road users in the vicinity. They understand and

respect the limitations of the vehicle, the road and weather conditions, and, of course, their own ability at any point in time. While they do watch out for the "other guy," they take responsibility for their own behaviour behind the wheel as well.

Practice and road experience alone are not enough to guarantee a "perfect" driving attitude. Our feelings about driving are the sum of many previous experiences, through which we developed our own idiosyncratic set of motives, beliefs, values, perceptions of self and others, and emotional responses to new events.

Although attitude is very much a part of overall personality, this does not mean that we can't change or learn new approaches to driving. Young drivers, especially, can benefit from training programs that focus on the attitudinal components of driving.

Younger drivers tend to have more difficulty resisting the influences of peers, media, and their own emotional state in many areas of their lives, including driving. However, they also have the advantage of being more open than older people to new ideas and new ways of interpreting experiences and behaviour.

For example, the ICBC-approved course curriculum for the Graduated Licensing Program, *Mapping a Safe Course*, helps new drivers explore how internal and external factors (social, emotional, and psychological) can influence their approach to driving. Through role playing, facilitated discussion, games, and other activities, novices examine the potential consequences of different driving behaviours.

Students are also challenged to take responsibility for themselves and are taught strategies for staying in charge of their driving behaviour in spite of the influences that bombard them.

## **Be on top of your form**

Physical health, alertness, and emotional state strongly influence how well we drive. The highest level of driving skills and the best possible attitude towards the task of driving can be rendered ineffectual if we're tired, ill, in pain, or excessively stressed or anxious.

Perfect drivers, then, are in top physical and emotional form, relaxed and rested, but also alert. They have no physical or mental ailments, chronic or acute, that cause pain, debilitation, or distraction or require medication. Neither madly in love nor broken-hearted, they are able to concentrate fully on the driving environment, their own driving behaviour, and the performance of the vehicle.

For the same reason, perfect drivers are not angry, highly stressed, or otherwise affected adversely by their emotional state. The ideal state for driving is very much like the alert and energized feeling that we enjoy after exercising.

## Leave ego at home

Perhaps the truest mark of an expert is knowing how to judge one's own performance and how to correct the situation if things are beginning to go off track. Self-regulation is a key attribute of perfect drivers.

From the very beginning of each journey, perfect drivers constantly monitor and adjust their behaviour according to their mental, physical, and emotional state. If they're in a hurry, they use self-talk to avoid speeding: "I may be late, but speeding won't get me there much sooner and it would put me and other people at risk - not worth it."

At the same time, they assess the driving environment both inside and outside the vehicle: Is the radio distracting? Are the kids too loud? Are these things a problem just now because the traffic is particularly heavy? Is the setting sun creating glare? Is there black ice on the bridge? Because they take responsibility for their behaviour whenever they're behind the wheel, they know how to adapt to changing conditions, and they do it.

However, our own driving is probably one of the most difficult things to regulate effectively, partly because we so often take driving for granted. We trivialize its importance and its difficulty while investing far too much ego in our own driving ability.

This self-imposed pressure can make us deny problems such as fatigue or stress. It can also prevent us from taking action (such as slowing down or pulling over for a rest) when internal or external conditions compromise our ability to drive safely.

Perfect drivers, of course, know this about themselves and manage to overcome their delusion. They are sufficiently motivated to drive safely that they purposely leave their ego in the driveway when starting any journey.

Perfect drivers acknowledge that they are *not*, in fact, perfect, and that they had better pay attention and use every skill and strategy they know to make sure that they get to their destination safely.

Like most other complex skills, driving is a dynamic activity. It demands that we process and respond to a quickly evolving array of external and internal information and also be prepared for the unexpected. Obviously, some parts of the driving task must become automatic if we are to manage all of this at once.

For new drivers, a state of cognitive, emotional, and even physical overload can be reached quite easily. But even perfect drivers know that, despite their finely honed skills and good intentions, they, too, can reach overload very quickly under some circumstances.

Thus, they give themselves permission to be cautious even when other drivers are not; to be late for a meeting even if they will pay a price for that; to admit that they're too tired or upset to be driving and pull over to the side of the road for a while.

These are not easy decisions, but such dilemmas are part of being human. As we struggle to improve our driving skills and make the right decisions on the road, it's important to remember that all of us are *too* human to ever achieve perfection. But it's also important to know how high to set our sights.

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## **Critical Content for Driver Training**

Training prepares new drivers to drive at a basic level of competency. Testing ensures that a basic skill set has been acquired. The ultimate outcome of these training and testing activities is that the driver will become a “good driver” – at a basic level initially, and gaining competence over time and with experience driving.

A literature review was conducted to identify the skills and aptitudes new drivers need to develop. Key findings of this review subsequently informed BC driver training and testing programs are that:

- New drivers have difficulty performing several driving or riding skills at the same time. For example, a new driver may not be able to coordinate steering while maintaining a safe speed. Or they may not be able to coordinate the necessary observation skills. This puts new drivers at risk, especially in high-demand situations.
- New drivers have underdeveloped visual processing capacities. They search and scan inadequately and cannot perceive hazards realistically. They will often miss the most dangerous hazard, instead identifying a large stationary object that presents little danger. They also ignore what comes into their peripheral vision or what is in the distance.
- New drivers have poorer ability to assess the risk within situations. They are often overconfident about their skills and misjudge the driving behaviours of other road users. Youth tends to further contribute to faulty risk assessment.
- Novice drivers often cannot make good decisions when faced with events having unknown consequences. Their potential for making faulty decisions is made worse by their slower reaction time. If impairment, aggression, frustration or other factors are added to the circumstances the situation becomes even more dangerous.
- The research identifies a risky lifestyle – a cluster of characteristics such as alienation, living only for the present, impulsiveness, aggression, susceptibility to peer pressure, delinquency and alcohol/drug use. This lifestyle is closely linked to crashes in new drivers.

The research findings underline the need for an educational approach that stressed the development of personal safe driving attitudes and thinking/perceptual skills such as hazard perception.

Although there are local differences in areas such as rules and regulations, and the words used to describe the competencies new drivers need to develop vary, expectations for what new drivers need to learn are similar across jurisdictions.

For example, in Sweden (Mattsson, 1999, pp. 41-42), competencies are ranked in hierarchical order by complexity. It is assumed that students start learning the lower order

of skills (denoted by the number following each skill) and proceed through the competencies, eventually becoming safe drivers. At the same time they are moving from competency to competency, they are continuing to practice and perfect the previous competencies. Although the BC goals are not organized in the same hierarchical order in the curriculum, they contain concepts similar in intent to the competencies presented in the Swedish model.

Table: Comparison of expectations for drivers in Sweden and British Columbia, Canada

Knowledge about the vehicle (1)	Vehicle Performance
Maneuvering the vehicle (2)	Safe Driving
Being able to apply traffic rules while driving (3)	Legal responsibilities
Demonstrating perceptual awareness (4)	Motor Skills
Communication (5)	Social Responsibilities
Adapting to situations by making right choices (6)	Risk Avoidance
Developing realistic views of one's own capabilities (7)	Driver Psychology

The following section addresses topics reported to be of particular note in China

### **Rules of the road**

Each jurisdiction has a set of rules with which drivers must comply. A good driver follows the rules. The following topics are important for new drivers to know in order to be able to comply with and follow the rules of the road:

- Procedures to be taken when involved in a motor vehicle crash or when arriving at the scene of a crash (includes procedures for minor and major crashes)
- Meaning of all traffic control devices (includes signs, signals and markings)
- Reasons for driving laws and regulations (for example, why drivers should not speed or drive while impaired, why drivers should use safety restraints in their car)
- Rules that relate to sharing the road (includes traffic control persons, cyclists, pedestrians, emergency vehicles, motorcycles)
- Legal regulations concerned with driving (for example, licence classes and restrictions, registered owner restrictions and responsibilities)

(Source: ICBC, 1998 *Mapping a Safe Course*, pp. 16-17)

## Vehicle mechanics and handling

Although it is not necessary for passenger vehicle drivers in a number of countries to have an in-depth knowledge of vehicle repair and maintenance because automobile repair centres are common, it is useful for them to have some knowledge and understanding of vehicle performance and how this contributes to safe driving. As it is important for commercial (large, heavy) vehicle drivers to have such knowledge, such training for professional drivers is included in Module 8.

The following topics are important for new drivers to know:

- Forces of physics as they apply to driving (including vehicle traction, speed versus time and stopping distances, crash severity versus speed, vulnerability of the human body to injury)
- Common collision situations and characteristics (for example, common crash situations for new drivers and critical crash factors for new drivers such as lower level of driver skills)
- The role of traction in driving control (includes topics such as space management, stopping distances, braking distances, dangers of following too closely)
- The relationship between hazardous driving situations and friction conditions (for example, how road surfaces affect stopping, tire types and conditions, tire inflation)
- Cautious driving behaviours needed to compensate for hazardous driving conditions (for example, speed control, steering control, risk perception versus accurate knowledge of vehicle performance)

(Source: ICBC, 1998 *Mapping a Safe Course*, pp. 20-21)

## Vehicle safety devices

To drive safely drivers must be able to comfortably reach their vehicle's controls and see clearly around them. Information about vehicle safety devices are excerpted from ICBC *RoadSense for Drivers* (2000, 13-15).

### ➤ Lights

Sharing the road safely means reading and using the tools of communication effectively. Turn signals are the primary communication tools. Drivers should be taught to always use their turn signal to let people know they are planning to turn, change lanes, pull out or pull over.

Vehicles have different types of lights to help the driver see and the vehicle to be seen. New drivers should learn about the lights used most for communication – brake lights, backup lights and hazard lights.

### ➤ Mirrors

Side and rear-view mirrors let drivers know what is happening behind them. New

drivers should be taught how to adjust mirrors to get the best possible view. They should learn to look in each mirror about every five to eight seconds and to pay attention to what they see and to use appropriate strategies when backing up.

Even when mirrors are properly adjusted, there are large areas that drivers can't see in their mirrors. These are called blind spots. The most dangerous blind spots are to the side. Drivers should learn to do a shoulder check to make sure the blind spot on that side is clear whenever they plan a change in direction or road position.

➤ **Safety belts**

Wearing a seat belt significantly reduces the chance of serious injury or death in a crash.

New drivers should be reminded to ensure that all passengers who are under 16 are properly secured with seat belts or child restraint systems. The reason for wearing seat belts is that even at low speeds, a crash forces a pressure of hundreds of kilograms against a driver's body. If drivers wear seat belts, especially one with a lap belt and a shoulder strap, they are much less likely to be injured or knocked unconscious. Even if a vehicle catches fire or ends up in the water, drivers have a better chance of getting out quickly if they stay conscious.

➤ **Head restraints**

New drivers should be taught to always adjust their headrest as well as their seat and mirrors before starting the engine.

➤ **Safety restraints for children**

In North America, hundreds of children die each year because they are not properly buckled into child restraints. Infants and young children need to be correctly secured in a certified child restraint system. In Canada, this certification is awarded by the Canadian Motor Vehicle Safety Standards (CMVSS) association. There are five different types of safety restraint systems available to accommodate children as they grow.

### **Concept of “right of way”**

Right-of-way rules determine who should yield when more than one road user wants to move into the same space. New drivers and riders should learn these rules because they keep traffic moving in an orderly way. They should also learn that they can't always count on the other person to follow the rules. And even if a driver or rider has the right-of-way, it's still his or her responsibility to do all she or he can to avoid a crash.

## Making risks and consequences real

It is very difficult to communicate concepts of risk and consequences real to the new driver, particularly to younger drivers. However, in light of the high proportion of youth involved in accidents and fatalities, it is important to do so. An article by Robert Conn (1997, pp. 14-15) provides guidance in this area.

## Teaching Cool Risks

*Rather than preaching "Don't do that," Canada's Smartrisk Foundation tells youth, "Here are the choices -- you choose," says its founder and director Dr. Robert Conn.*



**Robert Conn, MD**

TALKING ABOUT INJURY and death is not easy, particularly when the audience consists of teenagers. But we must talk about it.

The tragic reality is that injuries kill more people under the age of 20 than all other causes of death combined. Of all demographic groups, young people -- particularly those between the ages of 14 and 25 -- most urgently need to hear messages about injury prevention. Unfortunately, they are also the least receptive.

Communicating with young people about any topic can be frustrating. Like the rest of us, they're bombarded by thousands of images and messages every day. Cutting through the clutter is next to impossible.

Beyond such channels as MuchMusic, few mass media exist that can reach young people. As a generation raised on rock videos and computer games, they want messages presented in a multimedia, visual format. Today's youth are savvy consumers of media; they have an innate sense of what's cool and worth paying attention to.

Communicating with youth about injury prevention is particularly challenging. Research shows that most young people don't worry about their health and don't believe they can get hurt -- the classic "it can't happen to me" syndrome. And since young people are at a stage in their development when they frequently test the limits and rebel against authority, preaching doesn't work.

Traditionally, safety messages have been rule-based and negative. The Smartrisk Foundation's success in communicating with youth stems from the foundation's focus on individual behaviour and choice. Instead of telling them what not to do, we offer young people a model of how they can live an able-bodied life.

Our message is simple: Life is full of risks, and how you manage them can determine whether or not you get injured. By recognizing and assessing the risks in whatever you do, you can make choices that manage risk and reduce the possibility of injury.

We encourage young people to practise "smart risk" by considering the potential outcomes of risk and acting accordingly. This entails a process of:

- Recognizing that risk exists in every situation and that it's part of life.
- Assessing the degree of risk involved.
- Choosing behaviour to manage, avoid, or minimize the potential for injury.

The message gets through because we speak to youth in their own language. Although young people do not all view and face risks in the same way, most respond to a message that says "Here are the choices -- you choose," rather than "Don't do that."

## Guiding heroes

Smarrisk encourages youth to incorporate five simple risk-management strategies into their lifestyle: Buckle Up, Drive Sober, Look First, Wear the Gear, and Get Trained. One of the key features of these strategies is that they apply to all types of risk, including driving behaviour.

To deliver its message, the foundation uses several techniques, including the Heroes program and The Stupid Line public-service-announcement campaign.

Since 1992, over 600,000 Canadian youth have watched *Heroes*, a creative set of presentations designed to combat personal injury. During the hour-long show, the high-school audience is moved by dramatic, rapidly flashing images and provocative music coming from 3,600 kg of lighting and sound equipment. Shots of youth socializing alternate with images depicting the realities of injury and death -- the paramedics, the ambulance, the emergency ward, and finally the prosthetics that become part of life for an injury survivor. Combined, they illustrate the contrast in lifestyles resulting from choices people make about risk-choices that are often made in a split second.

The contrast in chosen lifestyles is even sharper when an injury survivor appears on stage to recount the events that caused his or her injury. There's no need to preach because it's often the first time the young audience has come in contact with a peer whose life has been radically changed by the outcome of risk.

*Heroes* concludes by presenting our five practical risk-management strategies, which the audience can incorporate into their own lifestyle. I must emphasize again the importance of framing messages in terms of action and saying "Here's what you can do," rather than saying "Don't do that."

## Real life

The messages presented through the Heroes program are supplemented in classrooms by *A Teacher's Guide for Heroes*, which the foundation provides to schools. The guide provides lesson plans integrating injury prevention into all areas of the existing -- and usually packed -- curriculum.

For example, a physics teacher can teach speed and motion by focusing on the distance it takes for a car to stop. This can include the fact that a car cannot stop on a dime and that serious injuries often result from tailgating at high speeds. Students can then relate speed and motion not only to physics but, more important, to real life.

To promote smart risk behaviour to a wider audience, including adults, the foundation developed a series of broadcast and print public-service announcements introducing the concept of "the stupid line" -- the line of choice we each have that separates smart risk from stupid risk. Using humour, the campaign illustrates the predictability of injury and reinforces the message that each person can choose behaviour that minimizes the potential for injury.

Ultimately, we cannot force teens to do things they don't want to do, nor can we prevent them from taking risky actions if they are determined to do so. What we can do is help them to stop and think about risk -- and then trust in their intelligence.

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Risks can also be made real by involving individuals in activities that stimulate them to think about risks. For example, students can be asked to:

- act out a role-play with classmates, for example about how crashes happen or what the effects of road rage can be
- create a song or slogan that deals with risk
- play a game, for example Q &A, "What happens if you...."

## **Management of influences on driver decision-making and behaviour**

Being a thinking driver involves being fit to drive, making good decision and taking responsibility. These attributes describe aspects of having a good “attitude” when driving. Chapter 7 in the ICBC *RoadSense for Drivers* (Chapter 8 in *RoadSense for Riders*) addresses situations that are problematic for drivers, and especially new drivers/riders – for example, passengers who distract the driver, being in a rush and under stress, and "drinking and driving." Encouraging new drivers/riders to develop a good “attitude” is increasingly being seen as an important component of driver preparation programs.

The following chapter from the ICBC publication demonstrates key ideas in managing influences on driver decision-making and behaviour.

## **"See-Think- Do"**

The graduated licensing program in British Columbia has encouraged new drivers to be thinking drivers – drivers who make good choices and keep themselves and others safe. A thinking driver puts safety first.

A thinking driver knows it's important to:

- Be fit to drive
- Make good decisions
- Take responsibility

New drivers in are encouraged to use the SEE-THINK-DO model – a strategy for effective use of observation and thinking skills when driving.

SEE	Scan for hazards. Pay attention to the road users and the areas where hazards could occur.
THINK	Decide which hazards are the most dangerous. Think quickly about possible solutions. Decide on the safest solution.
DO	Do maneuvers to keep yourself and others safe.

## **Key riding skills**

As for drivers, a “good rider” can be defined. The following “definition” is stated insider the front cover of the publication *ICBC Tuning Up for Riders* (2000):

A rider with road sense uses [the key riding skills]:

This module concludes with suggested topics for motorcycle training, included in the ICBC publication *Tuning Up for Riders*. A few important tips for riding gear are provided below (2000, 17-20).

Riding gear is designed to protect the rider from the weather, help protect the rider from injury, make riders visible and enhance rider comfort. New riders should learn to dress properly when they will be riding a motorcycle.

➤ **Helmet**

According to the Motorcycle Safety Foundation, one in every five motorcycle crashes results in head or neck injuries for the rider. Wearing a helmet is the single most important factor in preventing or reducing these injuries. In British Columbia, all riders and their passengers are required to wear approved motorcycle safety helmets. An exception to this requirement is made for people of the Sikh religion with unshorn hair who wear full turbans.

➤ **Protect eyes and face**

New riders should be taught to protect their eyes and face while riding. Constant wind can make one's eyes water, which can prevent a rider from being able to see hazards. Flying insects, dust and debris can hurt a riders' eyes and face. Eyeglasses or sunglasses do not provide adequate protection for eyes because they can fly off, move or shatter.

➤ **Clothing**

New riders should be taught that the correct clothing can give them some protection during a collision. It also protects them from the weather and from debris. Being warm and dry will help them stay alert and maintain coordination.

New riders should be taught to use gloves to protect their hands from injury and from the cold and wet. It is best to use gloves that are designed for motorcycle riding. These will give riders good protection while allowing them to make precise hand movements.

New riders should be taught that their boots should protect their feet and ankles and keep them warm and dry.

## Slides

### Slide 1

A good driver is someone who:

- Understands the risks of driving and takes steps to avoid them
- Thinks that driving is a serious task
- Looks out for others
- Understands and complies with the rules of the road
- Uses the skills of safe driving
- Respects the power of vehicles
- Always drives as safely and responsibly as possible

Source: ICBC GLP

### Slide 2

On following page

Source: ICBC Forum, Mattsson, 1999

### Slide 3

Critical Content for Driver Training: Rules of the road

- Procedures if crashes
- Traffic control devices
- Reasons for laws and regulations
- Rules for sharing the road
- Legal regulations

Source: ICBC Mapping a Safe Course

### Slide 4

Critical Content: Vehicle mechanics and handling

- Forces of physics
- Collision situations
- Traction & control
- Hazardous conditions & friction
- Need for caution

Source: ICBC Mapping a Safe Course

### Slide 5

Critical Content: Vehicle safety devices

#### Cars

- Lights
- Mirrors
- Safety belts
- Head restraints
- Safety restraints for children

Motorcycles

- Helmet
- Clothing

Source: ICBC GLP

### Slide 6

Critical Content: Concept of “right-of-way”

Right-of-way determines who should yield

- Traffic law
- Traffic management (e.g., road signs)
- Road infrastructure design
- Driver behaviour

Source: ICBC GLP

Slide 7

Critical Content:

Making risks and consequences real

- Be able to identify risks
- Assess how perception of risk is affected by:
  - Need for peer approval
  - emotions
  - impairment
  - etc.
- Evaluate degree of risk and potential outcomes of risky behaviour
- Evaluate potential costs of taking risks while driving
- Assess own tolerance for risk

Source: ICBC GLP

Slide 8

On Following Page

Source: ICBC Recovery

## Slide 9

### Critical Content:

Management of influences on driver decision-making and behaviour

- Fitness
  - Seeing and hearing
  - Assessing your health
  - Staying awake
  - Keeping focussed
  
- Dangerous Emotions
- Impairment (Alcohol & Drugs)
- Taking Risks
- Peer Pressure
- Unsafe Passengers
- Unsafe Drivers
- Aggression on the Road

Source: ICBC RoadSense Guide

## Slide 10

A thinking driver knows it's important to:

- Be fit to drive
- Make good decisions
- Take responsibility

Source: ICBC GLP

Slide 11

SEE

- Observation
- Hazard Perception

THINK

- Assess the risk
- Choose a solution

DO

- Speed control
- Steering
- Space Margins
- Communication

Source: ICBC GLP

Slide 12

Key Riding Skills

- Observation
- Hazard perception
- Speed control
- Steering
- Space margins
- Communication