

PRE-DRIVER
EDUCATION
PROGRAM

BEHIND THE WHEEL JOURNAL

THE JOURNEY DOESN'T BEGIN WITH
THE TURN OF THE IGNITION KEY **BUT**
WITH THE UNDERSTANDING OF WHAT
IT TAKES TO BE A **SAFE DRIVER.**

KEYS 4 LIFE **ONLINE**

LIFE HAS NO RESET BUTTON. DRIVE SAFE.

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SDERA is the Western Australian State Government's primary drug and road safety education strategy. SDERA works with schools and the wider community to provide best practice road safety, resilience and drug education aimed at keeping young people safer.
www.sdera.wa.edu.au

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.....
Every attempt has been made to present accurate information in the development of this resource. This resource does not constitute legal advice. Laws can change over time. Up-to-date information can be obtained from the Department of Transport <http://www.transport.wa.gov.au/> or Western Australian Police <http://www.police.wa.gov.au/>.

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BEHIND
THE
WHEEL

OVERVIEW

WELCOME TO BEHIND THE WHEEL.
THIS JOURNAL IS A PART OF THE
PRE-DRIVER EDUCATION PROGRAM
CALLED **KEYS 4 LIFE ONLINE**.
THE KEY COMPONENTS OF THIS
RESOURCE INCLUDE:

- + DVD
- + BEHIND THE WHEEL – JOURNAL
- + FACILITATOR GUIDE

In *Behind the wheel* you will need to complete a series of tasks. These tasks support the information and activities included in the DVD. For some of the activities you may like to talk to a friend, family member or your driving supervisor before you complete them.

Thinking about ...

- ... what you need to do to get your licence
- ... the sort of driver you want to be
- ... what skills and attributes you have that will make you a good driver
- ... who could supervise you when you start to learn to drive.

These are all important things for you to start thinking about.

This journal will encourage you to do all this and more!

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WHAT SORT OF DRIVER DO YOU WANT TO BE?

1

How do you feel about learning to drive?

eg scared, excited, pleased

2

What will having a licence mean to you?

eg freedom, independence, excitement, relief

3

What responsibilities will you have as a driver?

eg to drive safely, to pay all registration fees, to not drink and drive

4

What sort of driver do you want to be?

eg safe, tolerant

DRIVER TRIANGLE



You may like to ask a friend, family member or your driving supervisor to help you.

Read through the scenarios below and answer the questions about each.

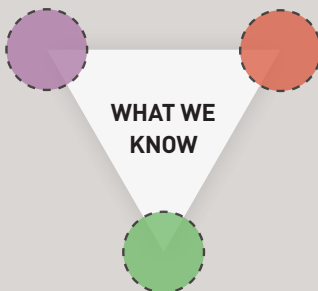
Scenario 1

Sam has always been a risk taker. He loves to drive fast at night on the long, straight road between his farm and the closest town on his motorbike. He has just got off his P plates and has a new bike.

- ① Fill in the triangle below by putting the risks into one of the three causal factors (vehicle, driver and environment) of road crashes. You may want to replay the section (Module 2 Page 3) in the DVD to help you. A few answers have been done for you.
- ② In your opinion which factor (vehicle, driver and environment) would have the greatest impact and the highest risk for Sam? Why?
- ③ What is one thing Sam can do to reduce his risk?

VEHICLE

eg motorbike



DRIVER

eg risk taker

ENVIRONMENT

eg long, straight road

Scenario 2

Sissy is driving for the first time solo when she arrives at a set of traffic lights at a busy intersection. The traffic lights are not working. There is no policeman controlling traffic. It is raining softly, her windscreen wipers are not working properly and her windows are fogging up.

- ① Fill in the triangle below by putting the risks into one of the three causal factors (vehicle, driver and environment) of road crashes. You may want to replay the section (Module 2 Page 3) in the DVD to help you. A few answers have been done for you.
- ② What else could affect the safest decision Sissy could make?
- ③ What is one thing Sissy can do to reduce her risk?

VEHICLE

eg wipers not working

DRIVER

eg first time driving solo

WHAT WE
KNOW

ENVIRONMENT

eg traffic lights not working

Answers
Scenario 1: 1. Driver – risk taker, inexperienced, young male, likes to drive fast; Environment – long, straight road, night driving; Vehicle – motorbike, new motorbike. 2. The greatest risk factors for Sam are his fast driving and inexperience as a driver. 3. Always drive at the posted speed limit and at a speed that is safe for the road, time of day and weather conditions.
Scenario 2: 1. Driver – first time driving solo, inexperienced; Environment – traffic lights not working, rain, busy intersection, lots of traffic; Vehicle – windscreen wipers not working, windscreen fogging up. 2. As a new driver and following them through the intersection without making sure it is safe could be dangerous. Sissy needs to stay calm, assess the risks and make the safest decision possible. 3. As soon as possible turn off the road, stop the car in a safe spot and wait until the rain stops before driving off again.

SPEED

REF:
MODULE 2
PAGE 4

On average 65 people are killed and 410 seriously injured each year due to excessive speed.

There is NO 'safe' level of speeding.

After watching the advertisements (ads) in the resource about speeding and the potential consequences, choose one that had the most impact (effect, impression) on you. Answer the following questions about it.

1

Why did you choose this ad?

2

How did the ad make you feel?

3

What can **you** do when you are driving to make sure you **do not** speed?



Watching ads like this can sometimes make you feel scared, angry or upset. You might like to talk to someone – a friend, family member or your driving supervisor – about what you have seen and your thoughts and feelings about it.

FATIGUE

REF:
MODULE 2
PAGE 4

After watching the ads in the resource about fatigue and driving answer the following questions.

1

How did you feel watching the ads?

2

Which ad had the biggest impact (effect, impression) on you? Why?

3

What can **you** do to make sure **you** are not fatigued when you get behind the wheel?

STOP//REVIVE//SURVIVE

DRIVER DISTRACTION

Driver distraction causes crashes. A distraction is ANYTHING that takes your attention away from the activities critical (key, important) to SAFE driving.

32% of all vehicle deaths or serious injuries in WA between 2005-2007 were caused by driver distraction.

After watching the driver distraction ads answer the following questions.

1

How did you feel watching the ads?

2

Could you see yourself being distracted when you drive? By what?

3

What can **you** do to reduce the risk?

DOES YOUR ATTITUDE MATCH YOUR BEHAVIOUR?

- ① Think about an attitude or belief that you have about driving and road safety and then a situation where this may be challenged. A few examples include:

Attitude – you think speeding is dangerous.

Situation – your mate challenges you to a drag at the lights and you take him up on it.

Attitude – you think taking drugs and then driving is stupid.

Situation – you have a session, then you need to get home for work the next morning so you choose to drive the back streets under the influence of drugs.

Attitude – you know that talking on your mobile phone while driving is risky.

Situation – a guy you met and really like finally calls you and you take the call while you are driving.

- ② Choose a driving attitude that you feel strongly about. It can be one of the 'examples given' or a different one.
- ③ Use the chart over the page to help you work through a situation where your attitude may be challenged. An example has been provided (Donny's story).

DONNY'S STORY

Situation

Family funeral in town

Behaviour

Passengers riding in the 'open load' of the car without seatbelts

Influences

- Emotions and mood in the community
- Family expectations
- Lack of knowledge by others of the law
- His perception of the risk and the consequences
- No time to arrange another vehicle

Intention to behave

- To always wear a seatbelt
- Never let a passenger ride in his car and not wear a seatbelt

Belief

Everyone should wear a seatbelt all of the time

Influences

- Media campaigns – TV ads, signs by the side of the road
- School – road safety education

YOUR STORY

Now that you have reviewed Donny's story have a go with one of your own.



Remember, ask a friend, relative or your driving supervisor to help you out if you need it.

Situation

What is the situation?



Belief

What are **your** beliefs in this situation?



Intention to behave

How do **you** intend to behave?



Behaviour

How will **you** behave in this situation?



Influences

What impacts **your** beliefs and **your** behaviour in this situation?



Influences

What influences how **you** will behave in this situation?

PERSONAL CHARACTERISTICS

WANTED



When you learn to drive do you want someone who listens well, or someone who is cool under pressure?

Someone who gives clear instructions? Or do you want someone who does ALL of these things?

Different learner drivers will need different things from their driving supervisor.

Think – what personal characteristics do you want your driving supervisor to have?

If you are stuck, talk to your friends or family members about what it was like when they learnt to drive and what their supervisor did OR didn't do to help them.

Now, use the picture on this page and fill in the personal characteristics you want your driving supervisor to have.

CHOOSING A SUPERVISOR

Choosing a driving supervisor is not easy.

In the last activity you thought about the personal characteristics you want your supervisor to have. You will need to use this information to complete this activity.

- ① Use the decision making process chart to work out who you think will be your best driving supervisor.
- ② Some of you may have lots of options to choose from but for others, just one or two. This is OK. Just fill in the parts of the chart that you can.



Remember, ask a friend, relative or your driving supervisor to help you out if you need it.

Decision
Choosing the best driving instructor

Options
What are the options?

Option 1

Option 2

Option 3

Pros and Cons
What are the pros and cons for each option?

Option 1

Pros

Cons

Option 2

Pros

Cons

Option 3

Pros

Cons

The decision

NEGOTIATING

Negotiating is a way of finding a solution that everyone agrees on.

- ① Read through each of the scenarios below and try to come up with a win-win outcome for all.



Remember, ask a friend, relative or your driving supervisor to help you out if you need it.

Scenario 1

Your friend has asked you to take her and her sick baby, Eve, to the doctor. The baby car seat is in your friends boyfriend's car and you don't have one. She says it's ok for her to hold the baby in her arms with a seat belt over the two of them. You know this is not safe OR legal. Your friend is pretty upset.

What can you say to her to get the best outcome for all of you?

Suggested response: I know Eve is sick but it is too dangerous to put her in the car without a baby seat. What about I call my friend who lives next door and see if I can borrow one from her.

- ② Remember, when you negotiate you:
- + look at the person you are speaking to
 - + stand or sit up straight
 - + are firm and polite
 - + speak assertively
 - + know what you want
 - + try to see the other point of view
 - + choose the right time to talk.

Scenario 2

Your dad is helping you to learn to drive. He keeps smoking in the car which is distracting you and making you feel sick. He says it calms him down having to put up with your driving.

What can you say to your dad to get the best outcome for you both?

Suggested response: Dad, what about you have a cigarette before we start and then every fifteen minutes I will stop the car and you can have another one.

PLANNING TO STAY SAFE

- ① Read through the scenario below.

Scenario

Hamish was planning a big night out. He had just finished his first rotation on his new mining job. His mates were treating him to a night at the dogs drinking and betting and then they were going to head to a mate's party. After knocking back quite a few beers Hamish was feeling really sick. He told his mates he would head back to the car and lie down for a bit. He took the car keys with him. Hamish couldn't find the car and after vomiting everywhere lay down on the grass behind a car and fell asleep.

A while later the car's owner returned to the car and not seeing Hamish asleep behind the car reversed over him and killed him. Hamish's family and friends were devastated and the driver of the vehicle traumatised. It affected him for the rest of his life.

Think – what could Hamish have done to stay safe when partying with his mates?



- ③ Fill in the boxes below with things Hamish could have done and YOU can do to keep safe when heading out for a night of partying.

Strategies to stay safe when partying with your mates

eg Stay together – don't get separated

Strategies to get home safe from partying with your mates

eg Don't get in a car with someone who has been drinking / doing drugs

HOW TO GET THERE

To complete this activity you will need a street directory. If you don't have one yet see if you can borrow one from a friend, family member or the library. Having your own copy is a good idea when you start driving. They can be purchased online, at a newsagency or in a large discount store.

- ① Using your road map locate the following streets. Remember use the index at the front of the book to help you locate the page number and reference.

Mawson Crescent in Hillarys

Page No. Ref

Syme Road in Alexander Heights

Page No. Ref

Antrim Way in Bertram

Page No. Ref

- ② What is at this location? Use the map page and reference provided to help you. If you get stuck ask for help or you could watch the video on Page 8 of *Module 4 – Reading a road map to help you.*

Map 5 C3

Map 16 L1

Map 132 J1

- ③ Using Page 3 of the road map how would you get from the Southern Coast Transit Bus Depot (B5) to the Gloucester Park Trotting Ground (F11).

These questions and answers are based on Gregory's UBD – 2013 Perth and Surrounds, Edition 55.

Answers: 1. 185 M11; 208 G4; 428 D11. 2. Western Australian Botanical Gardens; Patersons Stadium; RAAF Pearce. 3. Turn right into East Parade which changes into Plain street after Brook Street. Turn left into Wittenoom Street. Left into Trafalgar Road and then a quick right into Nile Street. Follow this around to the parking and entry.

BEHIND
THE
WHEEL

AGREEMENTS

THE FOLLOWING AGREEMENTS ASK YOU TO KEEP **YOURSELF** AND OTHERS SAFE AT ALL TIMES BY MAKING A COMMITMENT TO YOURSELF THAT YOU WILL ACT RESPONSIBLY:

- + WHEN PLANNING A NIGHT OUT
- + BEHIND THE WHEEL

These agreements can be signed, cut out and placed somewhere visual to remind you of the commitment you have made.

Making a commitment to yourself to do everything you can to keep yourself and others safe on the road does not come without its challenges.

You HAVE to make safe decisions and STICK to them – even when your decision may not be popular.

Use assertive communication and the decision-making process to always make the best and safest decision you can.

Remember, life has no reset button. Drive safe.

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SAFE DRIVING AGREEMENT

This agreement asks you to think about your safety and the safety of other road users EVERY time you get behind the wheel OR are a passenger in a vehicle.

This is important. Too many people die on our roads.

Road rules and laws

By ticking the boxes below I agree that **I WILL**:

- ☐ Follow ALL road rules and laws at ALL times.
- ☐ Wear a seatbelt at ALL times.
- ☐ Drive at the posted speed OR slower if the road and weather conditions require it.
- ☐ If involved in an accident stop and provide what assistance I can.
- ☐ Pay all fines.

Drugs and driving

By ticking the boxes below I agree that **I WILL**:

- ☐ Not drink and drive or take drugs and drive.
- ☐ Only be a passenger in a vehicle with a driver who, to the 'best of my knowledge', is NOT under the influence of alcohol or other drugs.

Driver distractions

By ticking the boxes below I agree that **I WILL**:

- ☐ Pull over to the side of the road to use my mobile to talk, text or send/receive messages.
- ☐ NOT eat or drink when driving.
- ☐ NOT have the music at a level in the car where it is a distraction and drowns out outside noise like sirens.
- ☐ NOT change CDs or iPod music, read a road map or reach over to get something from the glove box when driving.

Other

By ticking the boxes below I agree that **I WILL**:

- ☐ Make sure my car is in road worthy condition.
- ☐ Be tolerant and polite to other road users.
- ☐ Stop and rest for 10 minutes after driving for two hours.
- ☐ Not drive if I know that how I am feeling will affect my safety or that of others on the road.

I acknowledge that the right to drive is a privilege and involves responsibilities.

I acknowledge that as a passenger in a vehicle I have responsibilities.

I agree to accept the consequences and adult responsibilities of driving.

Driver signature _____ Date ____ / ____ / ____

Witness signature _____ Date ____ / ____ / ____

COMMITMENT//SAFETY//TRUST



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GETTING HOME SAFELY AGREEMENT

This agreement requires you to work with a parent, guardian or partner to agree to the actions you will take to make sure you get home safely.

New driver

By ticking the boxes below I agree that when planning a night out **I WILL:**

- ☐ Plan how I am going to get home before I leave for the night.
- ☐ Tell my parent(s), guardian or partner of my plans for the evening.
- ☐ Know the emergency numbers to call.
- ☐ Stay with my mates and not get separated from them.
- ☐ Make sure my mobile phone is charged.
- ☐ Ring for assistance, at any hour, if I find myself in a difficult or potentially dangerous situation.
- ☐ NOT drink and drive.
- ☐ NOT get into a car with a driver who has been drinking and/or taking drugs.
- ☐ NOT walk home alone.
- ☐ Other:

Driver signature _____ Date ____ / ____ / ____

Witness signature _____ Date ____ / ____ / ____



COMMITMENT // SAFETY // TRUST

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BEHIND
THE
WHEEL

MY PLAN OF ACTION

WE ALL HAVE THINGS WE ARE **GOOD AT**
(OUR STRENGTHS) AND THINGS WE ARE **NOT**
SO GOOD AT (AREAS FOR IMPROVEMENT)
WHEN LEARNING TO DRIVE.

Understanding what they are can help you to be a safer, more considerate and better informed road user.

In the next five pages you are going to be asked to write down your strengths and some possible areas for improvement based on the information found in each of the modules in the resource **Keys 4 Life Online**.

Ideas and examples have been included to help you.

Filling out the **My Plan of Action** charts can help you to focus on the areas you need to work on a bit more. It will also get you thinking about who can help you to improve your skills and knowledge about driving and the road environment.

Setting timeframes and writing down the resources you need (people, books, websites, vehicles etc) will help make your plan useful, real and achievable.

MY PLAN OF ACTION – MODULE 1

- ① After completing *Module 1 – Becoming a safe driver* think about what was covered in the module that you are already good at. Write this information in the first box in the *My Plan of Action* chart.
- ② Sometimes it is hard to say what we are good at so you may want to talk to your Keys for Life Instructor, a friend, family member or your driving supervisor if you have one. They may be able to help you out.
- ③ Once you have written down your strengths or things you are good at write down any areas that you need to improve on that were covered in Module 1. An example has been provided for you.
- ④ Remember to fill in all of the columns. So think about how you are going to make it happen, by when and what you need to help make this happen.
- ⑤ Working on your areas for improvement can help you to become a safer, more considerate and better informed driver.

In completing *Becoming a safe driver* I found that my strengths (what I'm good at) were:

eg I am keen to learn to drive, I already know what lots of road signs mean

I need to improve on:

What improvement?	How are you going to do it?	By when?	What resources do you need?
<i>eg Learn about what the different road markings mean</i>	<i>eg Redo page 13 of Module 1. Every time I am on the road as a passenger I am going to look at the road markings and think about what they mean</i>	<i>eg I am going to start tomorrow and get my cousin to test me using the Drive Safe book in a week</i>	<i>eg Keys 4 Life Online, Drive Safe book</i>

- ① After completing *Module 2 – Road safety* know how think about what was covered in the module that you are already good at. Write this information in the first box in the *My Plan of Action* chart.
- ② Sometimes it is hard to say what we are good at so you may want to talk to your Keys for Life Instructor, a friend, family member or your driving supervisor if you have one. They may be able to help you out.
- ③ Once you have written down your strengths or things you are good at write down any areas that you need to improve on that were covered in Module 2. An example has been provided for you.
- ④ Remember to fill in all of the columns. So think about how you are going to make it happen, by when and what you need to help make this happen.
- ⑤ Working on your areas for improvement can help you to become a safer, more considerate and better informed driver.

eg I grew up in the country so I am used to driving in different road conditions

eg Drive Safe book,
brother

- ① After completing Module 3 – *Learning through practise* think about what was covered in the module that you are already good at. Write this information in the first box in the *My Plan of Action* chart.
- ② Sometimes it is hard to say what we are good at so you may want to talk to your Keys for Life Instructor, a friend, family member or your driving supervisor if you have one. They may be able to help you out.
- ③ Once you have written down your strengths or things you are good at write down any areas that you need to improve on that were covered in Module 3. An example has been provided for you.
- ④ Remember to fill in all of the columns. So think about how you are going to make it happen, by when and what you need to help make this happen.
- ⑤ Working on your areas for improvement can help you to become a safer, more considerate and better informed driver.

eg I am a good listener

What improvement?	How are you going to do it?	By when?	What resources do you need?
-------------------	-----------------------------	----------	-----------------------------

eg Keys 4 Life Online,
sister

In completing *Practise and more practise* I found that my strengths (what I'm good at) were:

eg I can keep calm in stressful situations, I know where all of the controls are in a car

I need to improve on:

What improvement?	How are you going to do it?	By when?	What resources do you need?
eg Changing gears	eg Practise with my uncle and cousin at least x2 a week until I can change gears without bunny hopping	eg By the end of the month	eg Car, uncle and cousin

MY PLAN OF ACTION – MODULE 5

- ① After completing *Module 5 – Choosing the right vehicle* think about what was covered in the module that you are already good at. Write this information in the first box in the *My Plan of Action* chart.
- ② Sometimes it is hard to say what we are good at so you may want to talk to your Keys for Life Instructor, a friend, family member or your driving supervisor if you have one. They may be able to help you out.
- ③ Once you have written down your strengths or things you are good at write down any areas that you need to improve on that were covered in Module 5. An example has been provided for you.
- ④ Remember to fill in all of the columns. So think about how you are going to make it happen, by when and what you need to help make this happen.
- ⑤ Working on your areas for improvement can help you to become a safer, more considerate and better informed driver.

In completing *Choosing the right vehicle* I found that my strengths (what I'm good at) were:

eg I know what sort of car I want, I can change a tyre

I need to improve on:

What improvement?	How are you going to do it?	By when?	What resources do you need?
<i>eg I need to know how to check the air pressure in my tyres</i>	<i>eg Go to the garage and practise on mum's car</i>	<i>eg This weekend</i>	<i>eg Air pressure pump at the garage</i>

BEHIND
THE
WHEEL

WHERE TO GO FOR HELP

ON THE FOLLOWING PAGES YOU WILL FIND
THE CONTACT DETAILS OF ORGANISATIONS
THAT CAN HELP YOU ANSWER YOUR
QUESTIONS ABOUT LEARNING TO DRIVE.

At the time of publishing the resource *Keys 4 Life Online*, the contact details
for the organisations included in the **Where to go for help** section were correct.

LAWS AND LEGISLATION

The following websites can help you to understand:
+ your legal obligations as a new driver
+ the contracts you may sign when you buy a new car or scooter
+ the insurances you may need to get as a new driver.

Government of WA

Department of Commerce

Information about contracts and insurances when purchasing a vehicle.

www.commerce.wa.gov.au/consumerprotection

Insurance Commission of Western Australia

Information on insurances and your legal responsibilities as a driver.

<http://www.icwa.wa.gov.au>

Office of Road Safety

This website has lots of information for the new driver. Movie clips, pamphlets and sound bites about road safety are available to view and listen to at this site.

<http://ors.wa.gov.au>

Office of Road Safety: Road safety law changes

<http://www.ors.wa.gov.au/law-changes.aspx>

Office of Road Safety: Road rules and penalties

<http://www.ors.wa.gov.au/Demographic-Pages/I-Am-A-Driver/Road-Rules-And-Penalties.aspx>

Office of Road Safety: Unlicensed drivers

<http://www.ors.wa.gov.au/Demographic-Pages/I-Am-A-Driver/Unlicensed-Drivers.aspx>

REVS Check WA

To check the history of a used vehicle.

<http://www.carhistory.com.au/revs-check/revs-check-wa.dot>

Using mobile phones when driving

<http://ors.wa.gov.au/Documents/mobilephones-faq-newlaws.aspx>

WA Police

<http://www.police.wa.gov.au/Traffic/Drinkdriving/tabid/987/Default.aspx>

Penalties for drink driving

<http://www.police.wa.gov.au/TRAFFIC/DrinkDriving/Penalties/tabid/989/Default.aspx>

WA Police: Drink driving penalties

<http://www.police.wa.gov.au/TRAFFIC/DrinkDriving/Penalties/tabid/989/Default.aspx>

WA Police: Reporting a traffic crash

<http://www.police.wa.gov.au/Traffic/Reportatrafficcrash/tabid/1216/Default.aspx>

WA Police: Unlicensed drivers

<http://www.police.wa.gov.au/Traffic/Unlicenseddrivers/tabid/1605/Default.aspx>

DRIVER'S LICENCE

The following websites and web links contain lots of information that you will need to know to get and keep a license.

Demerit points

<http://www.transport.wa.gov.au/licensing/21662.asp>

Driver's licence fees

http://www.transport.wa.gov.au/mediaFiles/LBU_Fees_DriversLicences.pdf

Eyesight test

Information for your Learner's Permit.
<http://www.transport.wa.gov.au/licensing/23325.asp>

Hazard Perception Test

Information and Hazard Perception Simulator.
<http://www.transport.wa.gov.au/licensing/20625.asp>

How to pass your Practical Driving Assessment

http://www.transport.wa.gov.au/mediaFiles/LBU_DL_B_PDA.pdf

Medical conditions

Information for your Learner's Permit.
<http://www.transport.wa.gov.au/licensing/20395.asp>

Online practice quizzes for Learner's Permit Test

<http://www.transport.wa.gov.au/licensing/21388.asp>

Proof of identity documents

Explains the documents you need to show to get your Learner's Permit.
http://www.transport.wa.gov.au/mediaFiles/LBU_FS_POIExamples.pdf

Sitting an oral theory test

If you qualify you may be able to sit an oral theory test for your Learner's Permit.
<http://www.transport.wa.gov.au/licensing/20621.asp#21365>

WA Department of Transport

Contains a great deal of information about learning to drive and the licensing system in WA.
<http://www.transport.wa.gov.au>

LEARNING TO DRIVE

Learning to drive is not easy. The following websites and web links have lots of information to help you become a safer road user.

ANCAP

Australian New Car Assessment Program
Safety ratings for new vehicles
<http://www.ancap.com.au>

Drive Safe

Written for new drivers and contains information about road rules, the WA licensing system, road safety, and what to do in an emergency.
http://www.transport.wa.gov.au/mediaFiles/LBU_DL_B_DriveSafeFull.pdf

Keys2drive

Australian Government Program for new drivers, their parents and driving supervisors.
<http://www.keys2drive.com.au>

Keys2drive: Car guide

<http://www.keys2drive.com.au/guide.aspx>

Office of Road Safety

This website has lots of information for the new driver. Movie clips, pamphlets and sound bites about road safety are available to view and listen to at this site.
<http://www.ors.wa.gov.au>

Office of Road Safety: RoadTrip 120

Information that encourages the new driver to get as much driving practice as they can before they go for their licence.
<http://www.roadtrip120.ors.wa.gov.au>

Office of Road Safety: Sharing the road

Information on how to share the road safely with other road users and how to be a tolerant driver.
<http://www.ors.wa.gov.au/Demographic-Pages/I-Am-A-Driver/Sharing-the-Road.aspx>

Ride Safe

Written for motorcycle, scooter and moped riders and contains information about road rules, the WA licensing system, road safety, and what to do in an emergency
http://www.transport.wa.gov.au/mediaFiles/LBU_DL_B_RideSafeFull.pdf

St John Ambulance Australia

Lots of information about what to do in an emergency or at the site of a road crash.
<http://www.ambulance.net.au>

Used Car Safety Ratings

Safety ratings for used vehicles.
<http://rac.com.au/Advocacy/How-safe-is-your-car/Used-car-safety-ratings.aspx>

GLOSSARY

Use this glossary to help you understand what some words used in *Keys 4 Life Online* mean.

A definition is given followed by a blue sentence. The glossary word is in bold in this sentence and has been used in its correct context. This will help you to understand what the word means and how to use it.

Accumulate: to gather or pile up.
To increase. *If you do not drive safely you will **accumulate** demerit points.*

Adjusted: changed so that it conforms or does the job it is supposed to do correctly.
*He **adjusted** the seat belt to fit the child.*

Assertive communication: is when you tell another person how you feel and what you want but you take into account their feelings and opinions. *You may need to be **assertive** to get your opinion across.*

Authorising exemption: giving permission for. *He carried a medical certificate **authorising exemption** from wearing a seat belt.*

Blind spot: the area a person can't see.
*When you are pulling out of the side of the road or changing lanes you need to look over your shoulder to check your **blind spot**.*

Blood Alcohol Level: the concentration of alcohol in your blood. *As a learner or P plate driver you need to have a **Blood Alcohol Level** of 0. This means you CANNOT drink alcohol and then drive.*

Collision: the act or process of two or more things coming together with force.
*The **collision** between the two cars was caused by speed.*

Consequences: something that flows on from an action. *The **consequence** of losing 12 demerit points is a loss of licence.*

Continuum: a continuous series from one point to another. *The **continuum** of people driving stretches from those aged 16 years and six months to those aged 85 and above.*

Courteous: polite and considerate in manner. *When driving a car you need to be **courteous**. For example, letting people in and thanking people when they have helped you on the road.*

Critical: most important. *Watching the road at all time is **critical** when driving.*

Distraction: the act of being distracted.
*Answering the phone when driving is a **distraction**.*

Encourage: to give support, hope and motivation. *A driving supervisor should **encourage** their learner driver to drive safely at all times.*

Encumbered: restrict. *He found that his new second hand car was **encumbered** and he owed \$6000.*

Environment: your surroundings. *You need to be aware of hazards in the road **environment**.*

Evasive action: action that is taken to stop something happening. *The driver took **evasive action** when the car in front stopped very suddenly.*

Expires: to come to an end. *The licence **expires** in 14 days.*

Fact: something that is true or has happened. *It is a **fact** that speeding can cause crashes.*

Fastened: to attach firmly to something else. *He **fastened** his seat belt.*

Force: strength or power on an object or person. *The cars collided with great **force**.*

Graduated Driver Training and Licensing System: the system in Western Australia where a person can work through six steps to get from being a learner driver to holding a full licence. *The Keys 4 Life Online program explains the **Graduated Driver Training and Licensing System**.*

Harm: physical injury. *Drive safe so you don't **harm** yourself or others.*

Hazard: a danger or risk. *When you are driving in the rain, a wet road becomes a **hazard**.*

Identity: information used to prove a person is who they say they are. *Before you can get your driver's licence you need to prove your **identity**.*

Illegal: not allowed by law. *It is **illegal** to drive without a driver's licence.*

Impact: the force of one thing hitting another. *The **impact** of the car hitting the tree caused two deaths.*

Impounded: seize and take into legal custody. *If you are caught 'hooning' your car can be **impounded**.*

International Driving Permit: is a United Nations sanctioned document that translates a driving classification into nine different languages and is recognised in over 150 countries around the world. *She had to get an **International Driving Permit** to drive overseas.*

Intoxicated: drunk. *He was **intoxicated**.*

Law: the principles and regulations under which a community lives. *If you break the **law** when you drive you can be fined and lose your licence.*

Legislation: the act or process of making laws. ***Legislation** begins with a bill being written.*

Licence: a piece of paper or certificate giving you permission to do something. *A goal of a learner driver is to get their **licence**.*

Manage: to direct or control. *You need to **manage** your behaviour when you are a passenger in a car.*

Mounting: to climb or get up on. Something that secures an object. *The mobile phone was secured in a **mounting** on the dash of the car.*

Negotiate: to talk with another to come to a decision. *You may need to **negotiate** driving practice times with your driving supervisor.*

Opinions: a belief or understanding that is not always a fact. *His **opinions** about drink driving were very strong: Don't do it.*

Posted speed limit: this is the speed you can drive at in a given area. The posted speed limit is written on a sign at the side of the road. If there is no sign post you need to drive at 50km/h. *If you don't drive at the **posted speed limit** you can get a fine and lose some demerit points.*

Practical Driving Assessment (PDA): the practical driving test. *Step 3 in the WA Graduated Driver Training and Licensing System is the **Practical Driving Assessment**.*

Practice: to do or perform something. *When you are learning to drive you need to **practice** different driving skills.*

Predict: To state, tell about, or make known in advance. *When you drive you need to **predict** hazards such as cars stopping quickly or pulling out in front of you, cars skidding on a wet road or wildlife on the side of the road.*

React: respond or behave in a particular way. *When driving you need to **react** to hazards in the road environment.*

Registration: a certificate you are given when you pay your money and give your personal details. *When his car was stolen the police found him through the **registration** details of the car.*

Repossessed: take back. *His car was **repossessed** as he could not afford the loan anymore.*

Research: close, careful study. *The **research** tells us wearing a seat belt can help to keep us safe in an accident.*

Responsibilities: a duty to do or care for something or someone. *With driving a car comes **responsibilities**.*

Restrained: to hold or control. *The children were **restrained** in their car seats.*

Risk: the probability or threat that something will happen that may cause damage, injury or loss. *The P plate driver took a **risk** that he would not be caught by the police when he had a beer and then drove home.*

Secured: free from risk. Kept safe. *She **secured** the baby in the baby seat.*

Statements: something that is said or declared. *Read the **statements** about driving when tired very carefully.*

Stationary: not moving. *The car was **stationary** at the stop sign.*

Sufficient: enough for the purpose. *When turning right across traffic you need to indicate with **sufficient** warning so that the other cars on the road know what you are going to do.*

Supervisor: someone who is in charge.

*The driving **supervisor** reminded the learner driver to use their indicator when turning the corner.*

Tampered: damage or interfere with something. *The odometer had been **tampered** with to show that the car had done less kms than it really had.*

Tolerant: understanding people make mistakes, have different opinions and will behave differently than you. *Not everyone on the road drives the same. You need to be **tolerant** of this.*

Unrestrained: not controlled or restrained. *The man went through the windscreen in the crash because he was **unrestrained**.*

Valid: based on truth. Having legal force. *He had a **valid** licence which meant he could drive legally.*

NOTES

