

# L2D Program

**The L2D Program was created to serve the communities we live in even further than libraries already do. "The only limits we have are those we place upon ourselves." Alan Bean, Lunar Module Pilot for Apollo 12**

The **L2D Program** is a design by the Swan Hills Municipal Library, should you have any questions about running the program, please contact the Swan Hills Municipal Library at 780-333-3405.

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# L2D Instructor Guide

The L2D Instructor Guide is to assist the instructor in the presentation of the tutorial sessions for individuals working towards obtaining their Alberta Learner's Licence (Class 7), with particular interest to teens and immigrants. It is also suitable as a refresher course for seniors.

The L2D Instructor Guide follows the Alberta Driver's Guide to Operation, Safety and Licensing.

- Each section of the L2D Instructor Guide will indicate the accompanying chapter # and title in the Alberta Driver's Guide.
- The section will include an overview and the objectives to be covered by the instructor.
- The section may include handouts, activities and other sources on the chapter's topic
- The section will indicate if any of the educational tools from the L2D kit are needed.

The L2D Instructor Guide was created to support **two, three-hour tutorial sessions for a recommended group size of no more than 12 participants.**

- These are information packed sessions and are very dependent on group participation and active discussion.
- It is the decision of the instructor as to how they utilize and present the contents of the L2D Instructor Guide, hence why it is called a "guide".
- The structure of the tutorial session should take into consideration the number of participants, the participants' ages, the potential for varied learning and language skills as well as if any participants have previous driving experience.
- The L2D Instructor Guide includes a Resource List to help the instructor enhance the tutorial session to match their participants' needs.

The L2D tutorial sessions should be conducted in a room with sufficient table space to layout the intersection tiles as well as chair space for working individually or in groups.

- The intersections are usually taught one at a time with the participants gathered around the table to watch and discuss the scenarios presented by the facilitator.
- Keep in mind that the noise level can escalate during group discussions with the intersections.

The facilitator should go through the L2D Instructor Guide prior to the tutorial session.

- Some activities require photocopied materials.
- Recommended handouts will need to be obtained from specified sources.
- The facilitator will need to be familiar with the set-up of the intersection scenarios.

It is suggested that community partners be invited to contribute to one or all of the sessions.

- Contact your Regional Traffic Safety Consultant ([www.saferoads.com](http://www.saferoads.com)) as they are a wealth of information and will likely be willing to deliver a component of this program to your participants.
- Contact your local RCMP, Police or Peace Officer. Tell them you are running this program and ask if they would like to stop in and talk about an area of concern in new drivers.
- Contact the local school(s) and alert them to the program dates.

## **L2D Program - Referencing the Alberta Driver's Guide to Operation, Safety and Licensing Cars and Light Trucks**

Each participant in the L2D Program **should** have a copy of the Alberta Driver's Guide.

- The guide can either be printed in color or downloaded on to an electronic device.
- If printed, it must be in color to insure signage and road markings are clear to the participant.
- The Alberta Driver's Guide to Operation, Safety and Licensing (Cars and Light Trucks) can be downloaded for free from [Transportation Alberta](#)

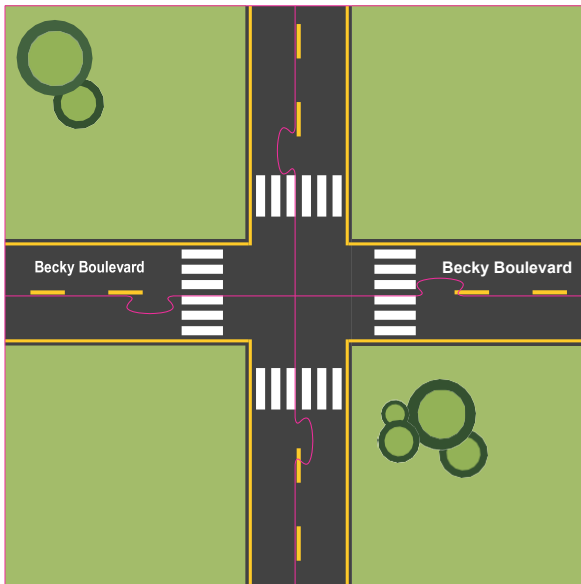
It is strongly recommended that the participant bring the Learner's Licence Prep Kit in app or card format.

- This study tool will complement the L2D tutorial sessions.
- The app is available from [Google Play](#) and [App-Store](#) for \$9.99.
- The card format kit can be purchased from most registries in Alberta for \$20.00 to \$24.00.
- More information at [passingzoneprepkits.ca](#)

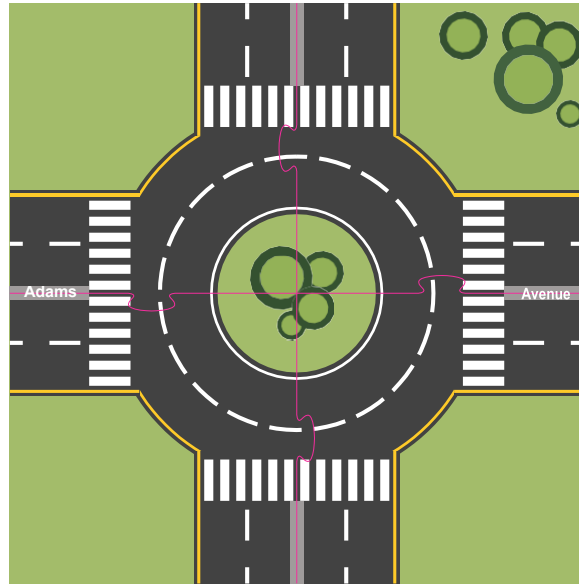
## L2D Contents

- 1 - Instructor Manual (memory stick)
- 1 - 5-meter measuring tape
- 1 - Learner's Licence Prep Kit
- 16 - tile boards which will create 4 intersections
- 15 - vehicles for use on tile boards
- 4 - Stop signs for use on tile boards
- 2 - Yield signs for use on tile boards
- 2 - Traffic signal for use on tile boards
- 2 - Pedestrian markers for use on tile boards
- 12 large sized traffic signs
- 1 large sized traffic signal

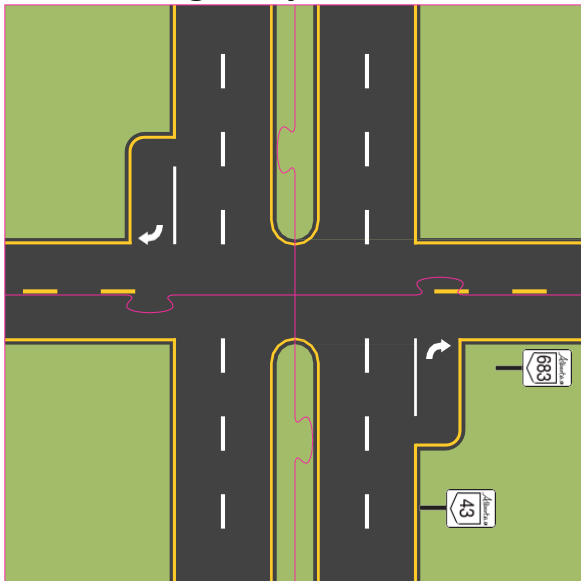
### Basic Intersection



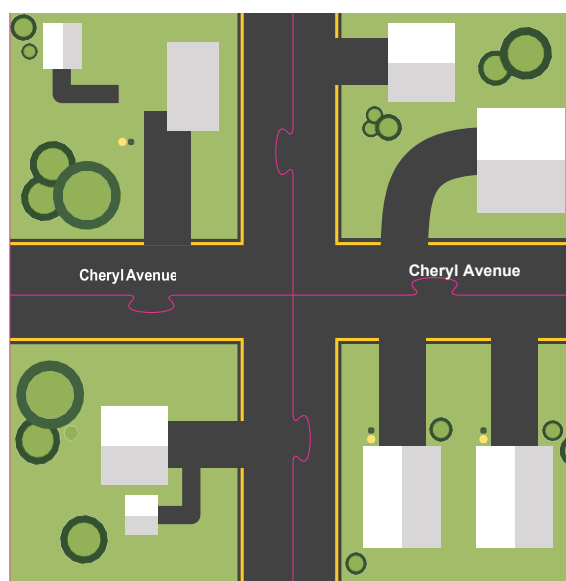
### Roundabout Intersection



### Divided Highway Intersection



### Residential Intersection

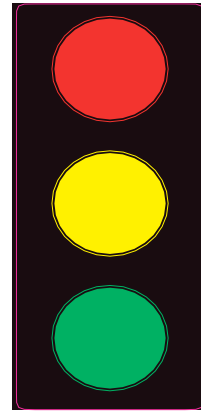


## Small Tile Board Pieces - 15 vehicles

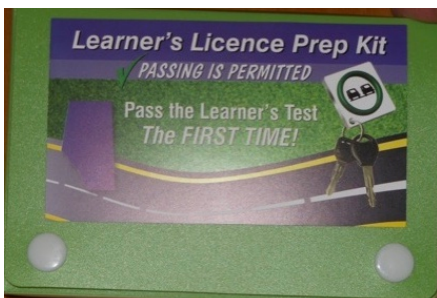


## Small Tile Board Pieces

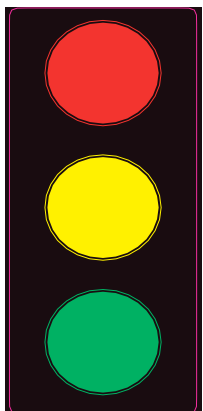
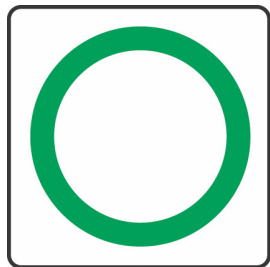
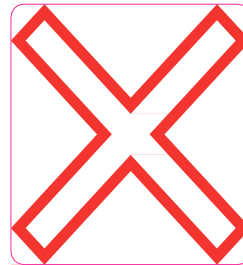
4 Stop signs, 2 Yield signs, 2 Traffic Signals, 2 pedestrian Markers



## Learner's Licence Prep Kit



## 12 Large Signs and 1 Large Traffic Signal





## L2D Resource List

### Alberta Transportation

Alberta Driver's Guide to Operation, Safety and Licensing (Cars and Light Trucks) - [pdf of guide](#)

Taking the test in multiple languages – [pdf info page](#)

Retail outlets for study guides in multiple languages - [pdf info page](#)

List of Translator Agencies - [pdf info page](#)

Practice Class 7 Exam #1 – [on line practice test](#)

Practice Class 7 Exam #2 – [on-line practice test](#)

Preparing for Your Road Test – [pdf manual](#)

### **Learner's Licence Prep Kit**

Single kits can be purchase from most registries throughout Alberta. Go to [passingzoneprepkits.ca](http://passingzoneprepkits.ca)

The Prep Kit App is available at [Google Play](#) and [App-Store](#).

Prep kits can be purchased in bulk (24 kits per box) at wholesale price from the LDAA by contacting 780-497-0497 or [driversprepkit@gmail.com](mailto:driversprepkit@gmail.com)

### Alberta Saferoads

Drivers tab: Multiple resource topics within this tab which are useful.

- Sample Knowledge Tests (referenced in Chapter 1 of L2D Teacher Manual)
- GDL pamphlet (referenced in Chapter 1 of L2D Teacher Manual)
- Rules of the Road (Roundabout video)

Children & Teens tab: Facts on various driving related topics, including printable items, audio, video & poster materials. Great source for 'facts' which can be used for activities (games, tests) on topics.

- Getting into Gear includes GDL pamphlet, bookmark, magnet, manual
- Geared to Go is a workbook for new drivers

Resource tab: Certain items can be ordered for free through Office of Traffic Safety.

### Government of Canada Publications

Single Lane Roundabouts: [pdf of handout](#)

### SADD – Students Against Drinking & Driving

**Resource** tab: Promo, posters and Speaker listing

**Chapter** tab: How to start a chapter and the Liquor Bag Contest

# Learner's Licence Prep Kit

## Overview

The Learner's Licence Prep Kit is a series of study cards that condense the Driver's Handbook into smaller more manageable units of information. The Learner's Licence Prep Kits were developed to provide a straight-forward, hands-on strategy to help students learn the important information necessary for passing the learner's test, putting them on the road to becoming safe drivers. Utilizing principles of the Universal Design for Learning, the Prep Kits make learning accessible to individuals with different learning styles and abilities, including English Language Learners and individuals with learning disabilities.

## Objectives

1. The participants will use the Prep Kit to apply what they have learned in the L2D sessions.
  - a. Participants can study as few or as many concepts at one time depending on their learning needs.
  - b. The participants can distinguish what they know from what they don't know, a key element in active learning strategies.
  - c. The flashcards provide a format for the long-term retention of information. When practice is spread across several sessions, information will be more accessible for recall in the future.

## Activities (The activities listed below can be played in pairs or in teams of varied size).

### 1. Flashcard Fun:

One card at a time, read a question aloud. The participant who answers correctly wins the flashcard. The student with the most flashcards is the winner. Incorrectly answered questions can be asked again, encouraging all participants to be actively involved.

### 2. Matching:

Using two Prep Kits as sets of cards are needed. Lay one set of cards on the table with the question side up and the other set of cards with the answer side up. Have participants match the question to the correct answer card. Students with the most pairs win. You can also set-up the game by using only certain chapters if you are trying to focus on specific topics.

### 3. Basketball

Show/read a flashcard to a participant. If they answer correctly, then they can have a shot at the basket/trash can. Award two points for getting the ball in the basket and one point for hitting the rim. This can also be done in groups.

### 4. Basketball Card Line-Up:

This game is like the Basketball game (above), but provides more practice opportunities. Mark off two-foot intervals between a basket (e.g. trash can) and the starting line. Line up two teams on either side of the markings. Shooting a basket from far away is more difficult, so the players need to answer questions to advance and get closer to the basket. Starting with one team, ask the first person in line a question. If they answer correctly, they advance to the next marking. If they are incorrect, they are forced to make a shot. Two are awarded for each basket made. One point is lost for each missed basket.

**5. Easy-Hard:**

You need at least 20 cards divided into two piles (easy and hard) facing down. Divide the participants into two teams. Give each team 50 points at the beginning. Pick a participant and ask if they would like an easy or a hard question and how many points they would risk on their knowing the answer. Easy questions can be valued at one to five points, whereas hard questions can earn between five and ten points. If the participant is correct, their team gets the points. If they are wrong, the points are subtracted from the total. When all of the cards have been answered, the incorrect cards can be used again to ensure that everyone pays attention and learns as the game proceeds.

**6. Line True or False:**

Put a line of tape on the floor and designate one side "True" and the other side "False". Hold up a flashcard, reading out the question and then providing an answer. If participants think that you have said the correct answer, they jump on the True side, if not, they jump on the False side. Incorrect participants sit out until the next game.

**7. Tic Tac Toe:**

Participants are divided into X's and O's. The instructor places nine flashcards face down (i.e., answer side down) on a large taped grid on the floor or large table. Teams alternate selecting a card and trying to answer it. If they are correct, they claim the space with an X or an O. If incorrect, the other team tries to answer. The first team with a line of X's and O's wins.

**8. Reach for the Top:**

Create two teams of four to five participants. The instructor may be the game host, although a participant can also play this role. The game host asks the question on the flashcard, and the team works together to answer it before the other team. Participants can use raised hands when they have an answer, or the host can alternate turns between the teams. If a team answers incorrectly, the other team can steal the point by answering correctly. The instructor can vary the points awarded based on the difficulty of the question. To prepare for the game, the instructor can assign each team member the responsibility of knowing a certain portion of the cards.

**9. Jeopardy:**

This game is best for participants who are quite familiar with the flashcards. It is similar to "Reach the Top" except for the answers on the cards are read out loud and the teams compete for points by stating the question. Only answers stated in the form of a question are accepted.

**10. Find Your Pair:**

Using two sets of flashcards secure a question onto the backs of half the participants and the answer onto the backs of the other half of the class, ensuring that only one side of the card is visible. Participants are then told to circulate through the class to find their mate. They are allowed to ask a classmate what their own card says, and then must search for their mate by reading the cards on their classmates' backs. When the question and answer think they have found each other, they will have to verify their accuracy with the instructor. If correct, they will be allowed to sit down to wait for the rest of the answers to find their mates. This activity can also be played in teams of two. Each team would be required to work together to find the pairs. The first team to have all of the questions and answers paired up wins. This is a great game to play as an icebreaker when participants do not know each other well.

# L2D Tutorial Session 1

## Overview

Highlight important information from chapters 1, 9, 2 & 3 of the Alberta Driver's Guide.

## Objectives

1. Share information pertaining to the L2D tutorial sessions at the facility/location.
  - a. Introduction of facilitator (name / occupation).
  - b. Verify participants' attendance to the registration list (if appropriate).
  - c. Dates & times of the L2D sessions.
  - d. Highlight the importance of studying the Alberta Driver's Guide to Operation, Safety and Licensing.
  - e. Highlight the importance of using the Learner's Licence Prep Kit or app.
  - f. Bathroom locations
  - g. Break times (if appropriate)
  - h. Guidelines about food/candy/drink during tutorial sessions (if appropriate).
  - i. Guidelines about electronic devices during tutorial sessions (if appropriate).
2. Build an engaging atmosphere with the participants via a game at the beginning of the session.
  - a. Use the Prep Kit cards to play a name game. See the Learner's Licence Prep Kit section of the L2D Teacher Manual for game ideas.
3. Complete the presentation of information for these sections/chapters of the L2D Instruction Guide and the Alberta Driver's Guide **in the sequence as listed**.
  - a. Chapter 1 – Licensing Information
  - b. Chapter 9 – Driving Within the Law
  - c. Chapter 2 – Traffic Control
  - d. Chapter 3 – The Basics of Driving

Refer to the L2D Instruction Guide to know each chapter's overview and objectives.
4. Insure all handouts and activities are obtained and/or copied for the session.
5. Session closure:
  - a. Give the date and the time of the next session.
  - b. Remind them to study the Alberta Drivers Guide and use their Learner's Licence Prep Kit or app.
  - c. Advise them that the next session will use the board tiles and pieces from the L2D kit.

# L2D Tutorial Session 2

## Overview

Using the intersection tile boards, highlight important information from chapters 4, 5, 6, 7, 8, & 10 of the Alberta Driver's Guide.

## Objectives

1. Begin Session 2 with repeat of any facility information as needed.
2. Build an engaging atmosphere with the participants via a name game activity if necessary.
3. **Present all content for this session using the intersection tile boards and board pieces (vehicles, signage & pedestrian).** Board pieces will be strategically placed on the intersection to explain the traffic law(s).
4. The intersections will be presented in this order:
  - a. **Basic Intersection** - Chapters 4, 6, 7 & 8 information
  - b. **Roundabout** – Chapter 4 information
  - c. **Divided Highway Intersection** – Chapters 5, 6, 7 & 8 information
  - d. **Residential Intersection** – Chapter 3 information
5. The information to be presented will come from the sections/chapters of the L2D Instruction Guide and the Alberta Driver's Guide.
  - a. Chapter 4 – Intersections and Turns
  - b. Chapter 5 - Highways and Freeways
  - c. Chapter 6 – Emergency Situations and Challenging Conditions
  - d. Chapter 7 – Responsible Driving
  - d. Chapter 8 – Sharing the Road
  - e. Chapter 10 – Towing a TrailerRefer to the L2D Instruction Guide to know each chapter's overview and objectives

6. Incorporate information from Session 1 as appropriate with each intersection.
  - a. Traffic control signals (Chapter 2)
  - b. Traffic regulation signs (Chapter 2)
  - c. Road markings (Chapter 2)
  - d. Parking (Chapter 3)
7. If time permits, administer the Session 2 Learner's Practice Exam
  - a. The exam is kept by the instructor to review the class' answers and mistakes.
  - b. The instructor will use the results to help plan course structure (i.e. areas of weakness).
  - c. **Learner's Licence Practice Test V1 - Short Test Session 2** is ten questions and is given at the beginning of Session 2.

8. Session closure & remind them to study the Alberta Drivers Guide and use their Learner's Licence Prep Kit or app.

# Chapter 1 - Licensing Information

Time Frame: 30 min

## Overview

Introduction and explanation of the Alberta Graduated Driver Licensing Program. Participants in the L2D are attempting to complete Stage 1 of the GDL program, obtaining their Learner's Licence (Class 7).

## Objectives

1. Participants understand the GDL Program. Hand out the 2015 Drivers Licence Letter ([GDL brochure](#)) to each participant. The brochure is from Alberta Saferoads ( see resource page).
2. Participants know where to get the Alberta Driver's Guide to Operation, Safety and Licensing. Give website: [TransportationAlberta.com](http://TransportationAlberta.com). Encourage them to download it or print it in colour.
3. Participants know the requirements to obtain a Learner's License
  - a. be 14 years of age or older
  - b. pass a vision test
  - c. pass a knowledge test
  - d. have parental consent if under the age of 18
  - e. Have a valid identification
4. Knowledge test tips are shared
  - a. Exam is 30 questions.
  - b. The test is administered electronically.
  - c. You must answer 25 correct to pass.
  - d. On your 6<sup>th</sup> incorrect question, the system will not allow you to proceed as you have failed the knowledge test.
  - e. You can skip any question you do not know.
  - f. The system will continue to feed questions until 25 questions are correctly answered or the 6<sup>th</sup> incorrect answer.
  - g. When the computer reaches 30 questions it will show the skipped questions again.
  - h. There is no time limit to complete the test.
  - i. You may take one test daily until you pass.
  - j. Complete practice tests on the [Saferoads](#) website (also on resource page).
5. Participants understand exams are administered by a registry and most charge for taking the exam.

## Activities

Administer the Learner's Practice Exam

- d. The exam is kept by the instructor to review the class' answers and mistakes.
- e. The instructor will use the results to help plan course structure (i.e. areas of weakness).
- f. **Learner's Licence Practice Test V1 - Short Test Session 1** is ten questions and is given at the beginning of Session 1.

# Chapter 2 - Traffic Control

Time Frame: 60 min

## Overview

Chapter 2 is a priority chapter. The focus will be the definition of traffic control signals and signs, including the identification strategy that signs have a dedicated shape and a dedicated colour.

## Objectives

1. Participants can identify the three colour sequence of a vertical traffic signal and a horizontal traffic signal. The colors being red, yellow and green.
2. Participants can identify and define traffic signals composed of:
  - a. green arrow with green light
  - b. green arrow with red light
  - c. flashing red light
  - d. flashing yellow light
  - e. flashing green light
  - f. right turn at red light
  - g. left turn at red light
3. Participants can identify sign shapes, colours and groupings:
  - a. See next page for list of signs and definitions.
  - b. Participants should be advised to study the full list of signs in the Driver's Guide.
4. Participants can identify and define pavement markings:
  - a. solid line marking
  - b. broken line marking
  - c. yellow line marking
  - d. white line marking
  - e. symbol – arrow
  - f. symbol – diamond
  - g. symbol – shared
  - h. crosswalk

## Activities

Traffic Control Signals Activity








Sign Identification Activity

Sign Exam (v1 & v2)






## Resources

Handout for participants and/or instructor called **Sign List**

Handout for facilitator called **Signs, Shapes and Colors**

<b>SIGN</b>	<b>SHAPE &amp; COLOUR</b>	<b>MESSAGE</b>	<b>Group</b>
	Square Shape sign Red circle with slash on white background	Action or activity within the red circle is NOT permitted	Prohibitive Signs (pg. 29-30)
	Square Shape sign Green circle on white background	Action or activity within the green circle is permitted	Permissive Signs (pg. 29)
	Rectangle Shape Message on white background	Regulatory message such as speed limit	Speed Limit Signs (pg. 27)
	Pentagon Shape Fluorescent yellow green background	Indicates school zone/area or school crosswalk	School Zones and Areas (pg. 30-31)
	Square Shape White message on black background	Indicates lane control	Designated Lane Signs (pg. 28)
	Diamond shape Information or picture on orange background	Provides Construction area information	Construction Signs (pg. 37)
	Diamond Shape Black lettering on yellow background	Indicates caution or warning of hazard display on sign	Warning Signs (pg. 33-35)



	Octagon shape White wording on red background	Come to a complete stop and do not proceed until safe.	Traffic Regulatory Signs (pg. 26)
	Triangle shape Black & Red triangle on white background	Yield the right of way to traffic not facing the sign and to all pedestrians waiting to cross and within the crosswalk or intersection	Traffic Regulatory Signs (pg. 26)
	Rectangle shape Black lettering on white direction arrow on black background	Proceed in direction of arrow only	Traffic Direction Signs (pg. 27)
	Vertical rectangle shape or square shape  Color content varies	A provincial highway is identified by either a single-digit, two-digit or three-digit highway route marker.	Information and Guide Signs (pg. 36)
	X Shaped White X outlined in red	Railway crossing	Traffic Regulatory Signs (pg. 26)

# Chapter 3 - The Basics of Driving

Time Frame: 30 min

## Overview

To understand the basic skills of driving taking into consideration traffic laws and including safe operating procedures.

## Objectives

1. Participants know the pre-drive basics:
  - a. Lock your doors
  - b. Adjust seat and seat-back
  - c. Adjust head restraint
  - d. Adjust inside and outside rear view mirrors
  - e. Fasten seat belt
2. Know there are two types of transmissions, manual and automatic.
3. Know hand placement on a steering wheel for best vehicle control.
4. When to use a signal light:
  - a. Moving away from curb or parking lane
  - b. Turning left or right
  - c. Changing lanes
5. Know the hand signals for left, right and slowing/stopping.
6. Know definition of components to stopping time and distance:
  - a. Perception Time
  - b. Reaction Time
  - c. Braking Time
7. How to calculate Total Stopping Distance:
  - a.  $\text{Perception distance} + \text{Reaction distance} + \text{Braking distance} = \text{Total Stopping Distance}$
8. Name the different types of parking:
  - a. Parallel
  - b. Angle
  - c. Perpendicular
  - d. Hill parking
9. Parking distance:
  - a. 50 cm parking distance from the curb for parallel parked vehicles.
  - b. 5 metres from a stop or yield sign
  - c. 5 metres from a crosswalk
  - d. 5 metres from a fire hydrant

## **Activities**

### **Session #1 - Use Tape Measure to show parking distances.**

A 'normal' pickup truck is approximately 5 meters in length. Use this as a reference for participants to help them 'visualize' distances for parking and stopping.

### **Session #2 – Use the Residential Intersection tile boards with Activity: L2D – Residential Intersection**

## **Resources**

Handout for participants and/or instructor called **Stopping Time and Distance**

Handout for participants and/or instructor called **Do Not Park Here**

# Chapter 4 - Intersections and Turns

Time Frame: 60 min

## Overview

Develop an understanding of what is an intersection and how traffic control signals and road signs dictate the movements within an intersection.

## Objectives

1. Participants understand the definition of the following terms:
  - a. Right turn
  - b. Left turn
  - c. U-turn
  - d. Intersection
  - e. Right of way
  - f. Turning lane
  - g. Four-way stop or courtesy corner
  - h. Uncontrolled intersection
  - i. T-intersection
  - j. Traffic circle
  - k. Roundabout
2. Participants know the "Rule of Thumb" for intersections:
  - a. If the intersection has traffic control signs, then drivers follow the signs.
  - b. If the intersection is uncontrolled or are four-way stops the following apply:
    - i. First vehicle to arrive has the right away
    - ii. If 2 or more vehicles arrive at the same time, then the vehicle to the right goes first
    - iii. If 2 vehicles arrive at the same time and are opposite each other they can precede together unless one is making a left-hand turn across the path of the other vehicle.
  - c. If directions are given by a peace officer or police officer, then the driver must follow these directions over traffic signs or signals.
3. Participants are aware of how to use Roundabouts:
  - a. Traffic flows counter-clockwise
  - b. Drivers entering circular intersection must yield to drivers already in the circle.
  - c. Drivers must activate signal when preparing to exit.
  - d. The inside loop has the right-of-way.

## Activities

Uncontrolled Intersection using tile boards

Roundabout Demonstration using tile boards

## Handouts

[Single Lane Roundabouts](#) by Government of Canada Publications

# Chapter 5 - Highways and Freeways

Time Frame: 10 min

## Overview

To understand the importance of safety while obeying road markings and lane rules when driving on highways and freeways.

## Objectives

1. Participants understand the definition of a blind spot.
2. Know the safe lane change steps
  - a. Lane change is legal
  - b. Traffic check via inside and outside rear view mirrors
  - c. Shoulder check
  - d. Turn on signal
  - e. Complete lane change
  - f. Turn off signal
3. Know where Passing Lanes are on a multi-lane highway
  - a. Furthest right lane is for slower traffic
  - b. Left lane is for passing
4. What is a two lane highway and how to pass on it
5. Examples of illegal passing
  - a. Oncoming vehicle too close
  - b. Solid yellow line on your side of centre line
  - c. A sign indicates a No Passing Zone
  - d. In school or playground zone during school or playground zone time
  - e. Another vehicle is stopped to allow a pedestrian to cross
  - f. A school bus has red flashing lights and the stop arm extended indicating the school bus has stopped.
6. Where is the emergency stopping lane?
7. Definition of Merging
  - a. Tips for entering and exiting a highway.
8. What is a weave zone?
9. Safety tips for curves & hills

## Activities

Divided Highway Intersection using tile boards

# Chapter 6 - Emergency Situations and Challenging Conditions

Time Frame: 10 min

## Overview

Be a responsible driver by knowing what to do in emergency situations and challenging conditions.

## Objectives

1. Challenging conditions (road and/or weather) require slower speeds and more stopping time.
2. Understand how to use high and low beams at night.
3. Give appropriate space to emergency vehicles.
4. Be aware of construction signs and speed limits.

## Activities

Uncontrolled Intersection using tile boards

Divided Highway Intersection using tile boards

# Chapter 7 - Responsible Driving

Time Frame: 10 min

## Overview

Be a responsible driver by being a proactive driver. Anticipate potential hazards and take action to reduce or avoid danger before it can occur.

## Objectives

1. Be aware of the area surrounding your vehicle.
2. Know activities which cause distracted driving and are hazardous and fineable under the Traffic Safety Act.
  - a. Hand-held cell phone
  - b. Texting or emailing
  - c. Using electronic devices such as computer, video games, cameras, video, entertainment display, programming audio players, entering information on GPS unit.
  - d. Reading printed materials
  - e. Writing, sketching or printing
  - f. Personal Grooming
3. Maintain appropriate following distance, define the 2-second rule.
4. Understanding that all passengers under 16 years of age must be secured in the vehicle or the driver will be fined. Anyone over the age of 16 not secured in the vehicle will be fined.

## Activities

Uncontrolled Intersection using tile boards

Divided Highway Intersection using tile boards

# Chapter 8

## Sharing the Road

Time Frame: 15 min

### Overview

Be conscious when driving and share the road.

### Objectives

1. Share the road with vulnerable road users (pedestrians, cyclists and motorcycles) and be conscious that they have less protection than drivers of vehicles.
2. Know pedestrian has right-of-way when:
  - a. Yellow flashing pedestrian-activated traffic light. Slow vehicle to 30Km/h.
  - b. In urban areas that raise arm at right angle and point to opposite curb.
  - c. Visually impaired pedestrians may have white cane or guide dog.
  - d. When pedestrian enters the a marked or unmarked crosswalk.
3. Know to share road with cyclists as a bicycle being ridden is a vehicle.
4. Be aware to give adequate space between you and large (commercial) vehicles.
5. Understand what to do when a school bus has flashing lights, amber or red.
6. Know railway crossing signs, their definitions and road markings (X).
7. Understand funeral procession guidelines.

### Activities

Uncontrolled Intersection using tile boards

Divided Highway Intersection using tile boards



# Chapter 9

## Driving Within the Law

Time Frame: 10 min

### Overview

Driving within the law identifies the necessity of driver fitness, driving responsibly and driving laws.

### Objectives

1. Identify what will impair a driver's judgement and ability to safely operate a vehicle.
  - a. Alcohol
  - b. Drugs
  - c. Some medications
  - d. Stress
  - e. Fatigue (mental, emotional and physical)
  - f. Lack of sleep
2. Understand the consequence of not driving within the law could result in demerit point penalties.
3. Understand that a driving licence driving privileges can be suspended or disqualified.

### Activities

This chapter does not have an activity.

# Chapter 10

## Towing a Trailer

Time Frame: 5 min

### Overview

Know the licence rules for pulling a trailer and how to drive with a trailer.

### Objectives

1. To tow a trailer, you need:
  - a. A valid licence plate on the trailer
  - b. The trailer needs a registration which the driver must have on his/her when driving.
2. When pulling a trailer, a driver must accommodate for:
  - a. taking longer to reach the speed of traffic.
  - b. greater stopping distance.
  - c. give more room when turning left or right

### Activities

Uncontrolled Intersection using tile boards

Divided Highway Intersection using tile boards