L2P Learner Driver Mentor Program

Workbook
Session 1: Outline

- Introductions
- Overview of the L2P program
- The Victorian Graduated Licensing System (GLS)
- Understanding learner drivers
- Young drivers and safety
- Managing the learning to drive process
- Wrap up
Introductions activity

Name:

Work/study background:

Reason for involvement in L2P:

Victorian Graduated Licensing System

The Learner Phase

What are the requirements for Learner Drivers?
Thinking about Learner drivers

a) How do learners feel at the start of the learning to drive process?

b) What do they learn quite quickly?

c) What takes a long time to learn?

<table>
<thead>
<tr>
<th>a) Feeling at the start</th>
<th>b) Learn quickly</th>
<th>c) Learn over time</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Young drivers and crashes

1. Rear end
2. Hit by a right turning vehicle
3. Single vehicle accidents
4. Turning right at intersections

Reasons for crashes

Match the reason with the type of crash:

<table>
<thead>
<tr>
<th>Reason for crash</th>
<th>Type of crashes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following distance</td>
<td></td>
</tr>
<tr>
<td>Detecting hazards (caution and expecting unsafe actions from others)</td>
<td></td>
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<tr>
<td>Selecting gaps</td>
<td></td>
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<tr>
<td>Speed</td>
<td></td>
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</tbody>
</table>
Session 2: Getting Ready to Supervise

Session 2: Outline

- The Four Stages of Learning to Drive
- Hazards
- The supervising driver’s role
- Voice, language and manner
- Giving feedback
- Wrap up & Close
## Review and Reflect Quiz

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New probationary drivers have a much higher risk of crashing than more experienced ones</td>
<td>True/False</td>
</tr>
<tr>
<td>2. After 12 months of driving, new probationary drivers almost halve their initial crash rate</td>
<td>True/False</td>
</tr>
<tr>
<td>3. Stage 3 of learning to drive is called “Rehearsing to be Solo”</td>
<td>True/False</td>
</tr>
<tr>
<td>4. Professional driving instructors are involved in the L2P program</td>
<td>True/False</td>
</tr>
<tr>
<td>5. Learner drivers are involved in very few casualty crashes</td>
<td>True/False</td>
</tr>
<tr>
<td>6. Learner drivers are required to get 80 hours of supervised driving practice before they can sit the probationary test</td>
<td>True/False</td>
</tr>
</tbody>
</table>
### Stages of Learning to drive

**ACTIVITY – What happens at each Stage?**

<table>
<thead>
<tr>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List 2 goals the learner could focus on at the beginning. List 2 goals they would focus on later in Stage 2.</td>
</tr>
<tr>
<td>2. What traffic and driving conditions/situations will the learner be exposed to during Stage 2?</td>
</tr>
<tr>
<td>3. What is your role in Stage 2?</td>
</tr>
</tbody>
</table>

Refer to the “Guide for Supervising Drivers”, pages 14-15.
Stage 3

1. List 2 goals the learner should focus on at the beginning of Stage 3. List 2 goals they should focus on later in Stage 3.

2. How might you involve the learner in planning driving sessions in Stage 3?

3. How would the learner’s motivation & confidence be in Stage 3?

Refer to the “Guide for Supervising Drivers”, pages 16-17.
### Stage 4

1. List 2 goals the learner should focus on at the beginning of Stage 4. List 2 goals the learner should focus on later in Stage 4.

2. How might you involve the learner in planning driving sessions in Stage 4?

3. How would you know when your learner is finished Stage 4 and should sit for their licence?

Refer to the “Guide for Supervising Drivers”, pages 18-19.
# What hazards can you detect?

## Summary of Supervising Driver’s role during driving sessions

### Directions
- Clear, Simple, Calm and Timely
- Where/What? “At the ......../turn.....”
- Make reference to landmarks
- For driving sessions in Stages 2 and 3

### Errors
- Detecting learner driver errors in relation to speed control, leaving safe distances (space) around the car and adequate gaps to avoid conflict between the learner and other road users
- Potential contributors to risk – position of car in lane, poor signal use, rough braking or acceleration, stopping and giving way

### Detecting Hazards
- Do they scan for and detect potential hazards all around?
- Timeliness of detecting hazards
- Advise the learner about hazards “Be aware of..”
- Hazards include: all other road users, locations where hazards might develop and all around the car

### Giving Feedback
- Observe learner from a safety perspective
- Give feedback from a safety perspective
- Give feedback: when they’re driving, when stopped at the side of the road, midway through the session, at the end of the session
- Make a point of noticing and commenting on the things they do safely
- Five points: ask; positive; area for improvement; positive; plan for next time
- Avoid setting off a defensive response - express your feedback in different ways (ask questions, express feelings and observations), focus on specific examples
How your voice, language and manner influence

Scenario 1

Your learner is in the early part of stage 2 and you have prepared a drive route with directional instructions for the next session. The skill you are focussing on is turning left in quiet streets.

Here is an example of some of your directional instructions:

“... just keep going straight for now and then turn left soon when I tell you. We are getting close, now look at the next street sign, if it's Easy St. that's the one you turn left into. Now look out for the roundabout up ahead and turn left after you drive through it”.

The learner became confused and missed a number of your directions and ended way off the planned route and onto a busy highway.

Questions to consider:

List the concerns with this scenario.

How can the instructions be improved?
How your voice, language and manner influence

Scenario 2

During this driving session your learner just missed the gutter when making a right hand turn at a T intersection.

The learner continued to drive straight along the road they turned into. The learner also failed to stop at a stop sign a short distance ahead.

You were in shock and didn’t say anything at the time, as the session was just about to conclude. This driving was unusual for your learner.

Questions to consider:

Would you intervene and when?

What would you say to the learner?
How your voice, language and manner influence

Scenario 3

Your learner is in Stage 3 and during the last two driving sessions you observed a number of hazards that the learner did not identify.

Last session the car nearly touched a cyclist in the bike lane on the left of the road, as you travelled beside it.

Questions to consider:

How would you deal with this situation with the learner?

What would you say to the learner?
Preparing for the in-car activity

Background

The purpose of the in-car activity is to provide you with an opportunity to practice the role of supervising driver in a training environment before working with your L2P learner.

For this ‘simulation’ you will be in an L2P program car driving on the local roads with one or two other mentors. All mentors will have a turn at taking on the supervising driver role for approximately 10-12 minutes.

An L2P in-car facilitator will drive the car and ‘role play’ a learner driver, while you sit in the front passenger seat and supervise.

For the simulation, the in-car facilitator will be a learner who has had some professional lessons and is in Stage 2. This is their fourth supervised drive.

During the driving session, it is expected that you will:

• Provide directions
• Correct errors
• Identify hazards
• Give feedback.

Your activity

1. What types of manoeuvres or driving should a learner in the early phase of Stage 2 undertake?

2. What will you do if the learner makes errors or mistakes?

3. How will you point out hazards to the learner?
4. How will you give feedback at the end of the session?

5. Utilising the map provided, review the area outlined and identify suitable locations/roads and intersections that you can use to help your learner practice.

6. **Mark** on the map roads or areas that you will avoid taking the learner into.

Hints:
- If you can, drive around the area prior to the training so you are familiar with it.
- If you need to refer to the map while you are supervising, make sure you pull the learner (facilitator) over first. This ensures both you and the learner aren’t distracted from the driving task.
Session Three: Reinforcing and Practising

Session 3: Outline

- Introductions and overview
- In-car activity
- Road rules quiz
- Log book errors
- On the road and on the spot scenarios
Road rule quiz responses

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1</td>
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<td>18</td>
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</tbody>
</table>
Road rule quiz responses

**Question 1**
You are driving vehicle A. What is the most dangerous hazard in this situation?

**Select an answer**

- a. The cyclist
- b. Vehicle B
- c. The pedestrian

**Question 2**
What can you do about blind spots when you drive?

**Select an answer**

- a. Set up your rear view mirrors so there are no blind spots
- b. Know where your blind spots are and do a head check regularly
- c. Have your eyesight checked regularly

**Question 3**
You are driving vehicle A. The driver of vehicle B is trying to overtake. What should you do?

**Select an answer**

- a. Drive close to the middle line of the road so it is hard for the driver to overtake you
- b. Turn on your hazard lights to warn the driver not to overtake you in a dangerous place
- c. Maintain your speed and keep to the left of your lane
Question 4
You are driving vehicle A. You want to turn right. Which lane must you turn into?
Select an answer

a. Lane I
b. Lane II
c. Lane III

Question 5
When is vehicle A permitted to turn right?
Select an answer

a. Before vehicle B turns right
b. After vehicle B has turned right
c. Vehicle A is not permitted to turn right

Question 6
The road ahead is clear for both vehicle A and vehicle B. Is overtaking permitted?
Select an answer

a. Only for vehicle A
b. Only for vehicle B
c. Overtaking is not permitted
Question 7
You are driving vehicle A. You must give way to

Select an answer

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>a.</td>
<td>The cyclist only</td>
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<tr>
<td>b.</td>
<td>The pedestrian only</td>
</tr>
<tr>
<td>c.</td>
<td>Both the cyclist and the pedestrian</td>
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</table>

Question 8
You are driving vehicle A. How can you turn safely?

Select an answer

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<tbody>
<tr>
<td>a.</td>
<td>Signal for 30 metres before you turn</td>
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<tr>
<td>b.</td>
<td>Slow down, drive past vehicle B, then signal and turn</td>
</tr>
<tr>
<td>c.</td>
<td>Stop, give way to vehicle B, then signal and turn</td>
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</tbody>
</table>

Question 9
Which vehicles must give way?

Select an answer

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>a.</td>
<td>Vehicles A and C</td>
</tr>
<tr>
<td>b.</td>
<td>Vehicles A and B</td>
</tr>
<tr>
<td>c.</td>
<td>Vehicles B and C</td>
</tr>
</tbody>
</table>
Road rule quiz responses

**Question 10**
You are driving vehicle A. Must you give way to vehicle B?

Select an answer

a. Yes, because vehicle B is already in the roundabout
b. No, because vehicle B should move to the inside lane of the roundabout
c. No, because your vehicle is in front of vehicle B

**Question 11**
You are driving vehicle A. When can you complete a hook turn?

Select an answer

a. When the road you are leaving is clear of oncoming traffic
b. When the lights in the road you are leaving turn orange
c. When the lights in the road you are entering turn green

**Question 12**
You are driving vehicle A. You want to turn right at the intersection. Which lane must you turn from?

Select an answer

a. You must move to the right lane to turn
b. You must stay in the left lane to turn
c. You may turn from either lane because it is a one-way road
**Question 13**
Which vehicle must give way?

**Select an answer**

- a. Vehicle A
- b. Vehicle B
- c. The vehicle that gets into the intersection last

**Question 14**
You are driving a car. You need to move into a bicycle lane to make a turn. What is the maximum distance that you are permitted to travel in a bicycle lane?

**Select an answer**

- a. 50 metres
- b. 100 metres
- c. 150 metres

**Question 15**
You are driving vehicle A. You must give way to:

**Select an answer**

- a. Both vehicle B and vehicle C
- b. Vehicle B
- c. Neither vehicle B nor vehicle C
Road rule quiz responses

**Question 16**

In which of these diagrams does vehicle A have to give way to vehicle B?

**Select an answer**

a. Diagram I only
b. Diagram II only
c. In both diagrams I and II

![Diagram I and II](image)

**Question 17**

You are driving vehicle A. There are no oncoming vehicles. Which diagram shows a permitted overtaking situation?

**Select an answer**

a. Diagram I
b. Diagram II
c. Diagram III

![Diagram I, II, III](image)

**Question 18**

You are driving vehicle A. What must you do?

**Select an answer**

a. For the next 5 kilometres, travel slowly enough to avoid a collision with any farm animals on the road
b. For the next 5 kilometres, stop until any farm animals have crossed the road
c. Drive at 5 kilometres per hour in case there are farm animals on the road

![Diagram with cow](image)
You are a supervising driver working with a nominated learner driver. During a series of your driving sessions you encounter the scenarios outlined below. Describe how you would handle each of these situations.

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td><strong>Driving session scenarios</strong></td>
<td><strong>What would you do in this situation?</strong></td>
</tr>
<tr>
<td>1. During a driving session with the learner you feel unsafe with the car in their control.</td>
<td></td>
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<tr>
<td>2. The learner driver is in Stage 3. You have planned a driving session for them to gain night time experience. Part of the way through the session it begins to rain heavily and the learner driver does not reduce their speed on your request.</td>
<td></td>
</tr>
<tr>
<td>3. You and the learner driver arrive at the collection point to find that the car has been double booked. You are both disappointed because you cannot access the car. The learner driver suggests using your vehicle. They are in Stage 4 of their driving experience.</td>
<td></td>
</tr>
<tr>
<td>4. The learner driver accidentally drives over the kerb and then immediately drives over the median strip in the middle of the road. Both of you are a little shaken but the car doesn't have any dents or appear to be damaged.</td>
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<tr>
<td>5. After meeting at the car collection point and entering the vehicle with the learner driver, you detect the smell of alcohol coming from the learner driver.</td>
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<tr>
<td>6. You and the learner driver have been working together for four months and have developed rapport and trust. During a driving session the learner commences a discussion regarding religious beliefs or politics of which you have a very different viewpoint</td>
<td>What would you do in this situation?</td>
</tr>
<tr>
<td>7. The learner driver is not taking on board your feedback. During the session they argue while driving and become increasingly aggressive in their language and demeanour.</td>
<td>What would you do in this situation?</td>
</tr>
<tr>
<td>8. During a driving session the learner talks about their home life. You feel concerned about the comments made and believe there is a risk to the learner's safety and well-being.</td>
<td>What would you do in this situation?</td>
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</tbody>
</table>
# Learner log book exercise

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Answer</th>
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</table>
| 1. What types of pen or pencil are permitted for recording entries in the Log Book? | a. Red Pen  
   b. Black or Blue Pen  
   c. Anything as long as it is clear  
   d. Pencils only |
| 2. What action is recommended by VicRoads in the event that the learner loses or damages their Learner Log Book? | a. Submit a photocopy of completed pages  
   b. Submit a signed letter from a driving instructor  
   c. Buy another logbook from VicRoads  
   d. Get a note from your mum |
| 3. If a Learner Log Book is incomplete or incorrect at the time it is checked by VicRoads, how many weeks could the learner driver need to wait before the licence test can be undertaken? | a. 1 week  
   b. 6 weeks  
   c. 12 weeks  
   d. 6 months |
| 4. Are you allowed to use ‘dittos’ in the Log Book? | a. Yes  
   b. No |
| 5. When you first commence working with the learner driver, what section of the Learner Log Book do you need to complete? | a. List of Supervising Drivers  
   b. Declaration of Completion  
   c. Put your name on the front of the log book  
   d. Nothing |
| 6. What should the learner do if a mistake is made when recording in an entry? | a. Draw a line through the entire entry and start on the next line  
   b. Use liquid paper  
   c. Try to correct it  
   d. Buy a new log book |

For relevant information, refer to pages 1-4 in the Learner Log Book.
How many errors can you identify and mark on the below log book?

<table>
<thead>
<tr>
<th>DATE</th>
<th>START TIME</th>
<th>FINISH TIME</th>
<th>DRIVING TIME</th>
<th>TOTAL</th>
<th>FIRST PAGE</th>
<th>SECOND PAGE</th>
<th>TYPE OF ROAD</th>
<th>TRAFFIC COND</th>
<th>WEATHER</th>
<th>LIGHT CONDITIONS</th>
<th>SUPERVISING DRIVER'S LICENCE</th>
<th>SUPERVISING DRIVER'S SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.08.07</td>
<td>06:30</td>
<td>06:45</td>
<td>45m</td>
<td>45m</td>
<td>15m</td>
<td>30m</td>
<td>Local Road</td>
<td>Sunny</td>
<td>Clear</td>
<td>None</td>
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<tr>
<td>02.08.07</td>
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<td>07:15</td>
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<td>15m</td>
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<td>7.5m</td>
<td>Local Road</td>
<td>Sunny</td>
<td>Clear</td>
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<td>Sunny</td>
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<td>Sunny</td>
<td>Clear</td>
<td>None</td>
<td>71565</td>
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</tr>
</tbody>
</table>

**WARNING:** HEAVY PENALTIES APPLY FOR FAKE OR MISZING ENTRY.
In Car Reflection

Errors made by the learner or safety concerns:

Challenges you encountered as the supervising driver:

What did you do well:

Areas to review and practice before supervising your learner:

Key learnings for you from the in-car activity:
## Summary of Supervising Driver’s role during driving sessions

| Directions          | » Clear, Simple, Calm and Timely  
|» Keep It Simple  
|» Where/What? …"At the…./Turn….”  
|» Make reference to landmarks |
| Errors             | » Detecting learner driver errors with relation to speed control, leaving safe distances (space) around the car and adequate gaps to avoid conflict between the learner and other road users  
|» In addition, potential contributors to risk – position of car in lane, poor signal use, rough braking or acceleration |
| Detecting Hazards  | » Do they scan for and detect potential hazards all around?  
|» Timeliness of detecting hazards  
|» Advise learner about hazard …"Be aware of….”  
|» Hazards include: all other road users, locations where hazards might develop and all around the car |
| Feedback           | » Observe learner from a safety perspective; Give feedback from a safety perspective; Suggest new (or same) practice activity  
|» Give feedback: when they’re driving; when stopped at the side of the road; midway through the session; at the end of the session  
|» Clear and unambiguous feedback  
|» Five point feedback sandwich: Ask; positive, area for improvement; positive; plan for next time.  
|» Avoid setting off a defensive response – don’t criticise the learner directly or personally, express your feedback in different ways (ask questions, express feelings and observations), focus on specific examples |
Pre-drive safety information

Before beginning the driving session, the learner should perform a pre-drive safety check of the vehicle that is to be used during the driving session.

1. The learner is required to identify and operate the following vehicle controls:
   - turn indicators
   - brake lights
   - horn
   - headlights (high and low beam)
   - hazard lights
   - windscreen washer and wipers.

2. The learner is required to identify, but not operate, the following controls:
   - handbrake
   - windscreen demister
   - rear window demister (where fitted).

3. The learner is required to start the engine.
Resources

- The Learner Kit
- Lessons from the Road
- VicRoads Road Rules videos
- Road to Solo Driving