

Module 1 - Welcome and Introduction (Suggested time: 30 mins)

Welcome participants to this session of 'Learning to Drive'

Introduce yourself and explain your credibility as a facilitator for this program. This will help to create the right climate for open discussion and give participants more confidence in your role. For example, you could share some information about yourself such as your experience as a facilitator in other settings or your experience as a driver, or your work in the local community as a health worker, community development worker etc.

It is a protocol that Government programs are introduced with an **Acknowledgement to Country**. Begin your workshop by reading your local Acknowledgement to Country.

Housekeeping – explain the location of toilets and amenities, the length of the session and session breaks, and emergency evacuation procedures.

Introduce the Program – explain that the purpose of this program is to assist you to get your Learner Licence. It will give you important information about things you need to do and know before you get in a car and learn to drive for the first time.

Checklist – Ask participants to complete the Checklist. If participants have difficulty in reading and writing, you may read the questions to the participants and record their responses. This may require more than the allotted time.

Are you ready for a Learner Licence?

2

Module 2 – Steps to getting a Learner Licence (Suggested time 2 -3 Hours)

Ask participants the question on the slide “Are you ready for a Learner Licence?”

Affirm the participants’ enthusiasm and ask them “What information do you need to get your Learner Licence and what does it cost?” Listen to and explore their responses. Explain that you will be looking at this during the first part of the program.

Ask “Does anyone know what age you have to be? Listen for responses and provide correct answer.

Ask “What challenges have you experienced trying to get your Learner Licence or what do you think the main challenges will be?”

Ask participants “what do you think you might need to know or do before you can become a Learner Driver? Listen to participants responses and then say “Well let’s find out what we need to know and do”.

Before **YOU** apply for Your Learner Licence

You **MUST**;

- be minimum age
- supply proof of who you are, your age and where you live
- have **NO** unpaid fines or be disqualified
- be medically fit to drive
- understand road law and rules for learner drivers




Before YOU apply for Your Learner License

Explain to participants that there are some basic things they need to do and check before they can apply for a Learner Licence. Explain: "These things are required in every State but sometimes the details are a bit different, depending on what region you live in". "Shortly I will explain each of these points in more detail but before I do, let's look at our region and find out what we need to check".





From slides 4-11, select **ONLY** the corresponding slide that matches your jurisdiction. For example, if you are presenting this session in the jurisdiction of South Australia, show only the slide on South Australian requirements for getting a Learner Licence. Tell participants that you will explain each of these items in detail now for your jurisdiction.

Have available samples of documents that they will need for Evidence of Identity.



Queensland

- Must be 16 years or older
- At least 1 document from category A and one document from category B and a third document from either category
- Proof of your address
- At least one document showing your date of birth and at least one showing your signature



Talk through the dot points for your jurisdiction, checking the understanding of participants as you go. Explain that you will be showing them what category A and category B mean in a moment with examples.

Check with each participant whether they believe they meet the minimum requirements. Talk through any individual issues with them and offer suggestions on what they might need to do or find out.

Invite questions from the group/individuals. Clarify any points that are not clear to participants.



South Australia

- Must be 16 years or older
- At least 1 document from Categories A and B
- Proof of your address
- At least one document must show your date of birth and one must show your signature



Talk through the dot points for your jurisdiction, checking the understanding of participants as you go. Explain that you will be showing them what category A and category B mean in a moment with examples.

Check with each participant whether they believe they meet the minimum requirements. Talk through any individual issues with them and offer suggestions on what they might need to do or find out.

Invite questions from the group/individuals. Clarify any points that are not clear to participants.



Western Australia

- Must be 16 years or older
- At least 1 document from category A
- 2 documents from category B
- Proof of your address
- At least one document must show your date of birth
and one must show your signature




Austroads

Talk through the dot points for your jurisdiction, checking the understanding of participants as you go. Explain that you will be showing them what category A and category B mean in a moment with examples.





Check with each participant whether they believe they meet the minimum requirements. Talk through any individual issues with them and offer suggestions on what they might need to do or find out.

Invite questions from the group/individuals. Clarify any points that are not clear to participants.



Victoria

- Must be 16 years or older
- At least 1 document from categories A and B
- Proof of your address
- At least one document must show your date of birth and one must show your signature



Talk through the dot points for your jurisdiction, checking the understanding of participants as you go. Explain that you will be showing them what category A and category B mean in a moment with examples.

Check with each participant whether they believe they meet the minimum requirements. Talk through any individual issues with them and offer suggestions on what they might need to do or find out.

Invite questions from the group/individuals. Clarify any points that are not clear to participants.



New South Wales

- Must be 16 years or older
- At least 1 document from categories A and B
- Proof of your address
- At least one document must show your date of birth and one must show your signature



Talk through the dot points for your jurisdiction, checking the understanding of participants as you go. Explain that you will be showing them what category A and category B mean in a moment with examples.

Check with each participant whether they believe they meet the minimum requirements. Talk through any individual issues with them and offer suggestions on what they might need to do or find out.

Invite questions from the group/individuals. Clarify any points that are not clear to participants.



Northern Territory

- Must be 16 years or older
- At least 1 document from categories A and B
- Proof of your address
- At least one document must show your date of birth and one must show your signature



Talk through the dot points for your jurisdiction, checking the understanding of participants as you go. Explain that you will be showing them what category A and category B mean in a moment with examples.

Check with each participant whether they believe they meet the minimum requirements. Talk through any individual issues with them and offer suggestions on what they might need to do or find out.

Invite questions from the group/individuals. Clarify any points that are not clear to participants.



- Must be 15 years 9 months or older
- At least 1 document from categories A and B
- Proof of your address
- At least one document must show your date of birth and one must show your signature



Talk through the dot points for your jurisdiction, checking the understanding of participants as you go. Explain that you will be showing them what category A and category B mean in a moment with examples.

Check with each participant whether they believe they meet the minimum requirements. Talk through any individual issues with them and offer suggestions on what they might need to do or find out.

Invite questions from the group/individuals. Clarify any points that are not clear to participants.



Tasmania

- Can be 15 years and 11 months to sit test
- Must be 16 years or older
- At least 1 document from categories A and B
- Proof of your address
- At least one document must show your date of birth and one must show your signature



Talk through the dot points for your jurisdiction, checking the understanding of participants as you go. Explain that you will be showing them what category A and category B mean in a moment with examples.

Check with each participant whether they believe they meet the minimum requirements. Talk through any individual issues with them and offer suggestions on what they might need to do or find out.

Invite questions from the group/individuals. Clarify any points that are not clear to participants.

Steps to getting a Learner Licence...


12

Tell participants “Now that we know what the basics are for getting your Learner Licence, lets look at the steps in more detail.”

It might be worthwhile reinforcing to participants that there are several steps and it’s a good idea to be patient and take one step at time as there is a lot to take in.

- 1 Collect Identification
- 2 Check for unpaid FINES or DISQUALIFICATIONS
- 3 Have MEDICAL and eye test
- 4 Learners' Handbook and Activities
- 5 'Test yourself' answers – Are you ready?
- 6 Learner Knowledge Theory Test

19

Read through the 6 steps on the slide and explain that there will be some effort and patience required to work through each of the steps, including learning and remembering the road rules. There will also be a cost for getting your Learner Licence.

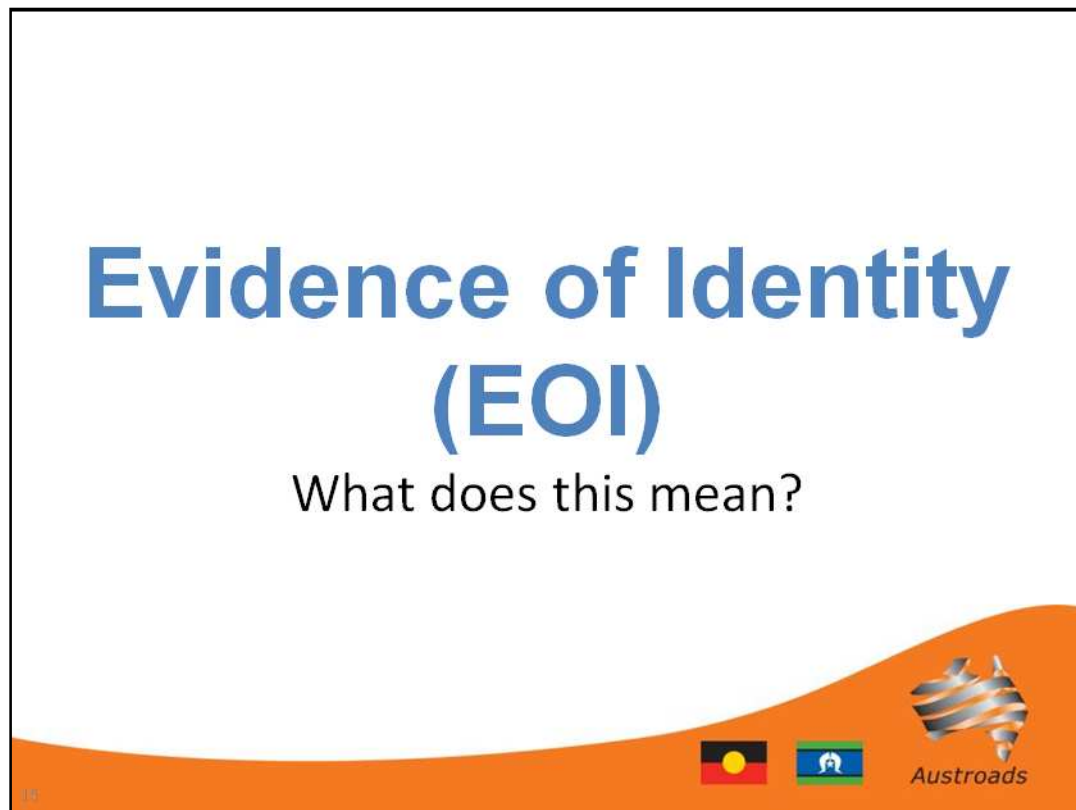
Say “We will look at Step 1 now and what identification documents you will need to collect.”

Collect Identification

14

Say “The first step we need to take is to collect evidence of our identification.”

Show next slide:



Reinforce to participants that before applying for your Learner Licence you must provide evidence of identification (EOI) documents to advise who you are.

Each State and Territory is a little different when it comes to these documents and how old you have to be to get your learners licence. State “on one of the earlier slides it said that you need documents from different categories.” Ask participants “Can you remember what categories of documents you need to have, and how many from each category you need?” Reinforce what the requirements are for your jurisdiction and clarify any misunderstandings.

Documents must come from Categories A (Primary) and B (Secondary). Your signature, date of birth and your address must be on at least one of the documents.

Explain that all documents **MUST** be originals.

Say “Let’s now have a look at what might be a Category A document.” Show next slide.



Category A

or Primary documents include;

- Passport
- Birth certificate



Explain the two examples on the screen and check participants' understanding of these. If appropriate you may ask if they have either of these documents (or others listed below) and know where they are. Remind them that they only need one of these (regardless of the jurisdiction).

Category A

Current passport (or expired within last 2 years)

Birth Certificate (or certified extract)

Current Australia passport

Australian citizenship certificate (or certified copy)

Drivers Licence

Explain that participants will also need one or two documents from Category B on the next screen. (State exactly how many from category B depending on your jurisdiction.) Show next slide.



Category B

or Secondary documents include;

- Student ID
- Medicare card
- Bank debit/credit card






17

Explain the types of identification required from the Category B list and remind participants how many are needed from Category B. Give some more examples from the list below:

Category B


- Public Service employee ID card
- Centrelink card
- Tertiary Education ID card
- Veteran Affairs Gold card
- Mortgage documents
- Land Titles Office records
- Proof of age card
- Proof of name change e.g. deed pool, marriage certificate
- Medicare card, Seniors card
- Bank Statement, Council Rates
- Credit, Bank and Debit cards
- Electoral Enrolment card
- Insurance renewal
- Motor vehicle registration
- Utility accounts, Rent records



Proof of address

Evidence of address documents include;

- Electricity bill
- Gas bill
- Telephone bill



Tell participants “At least one of your forms of identification needs to clearly show your address. If one of your Category A & B documents does not show your address, then you will need to provide another document that does. These can include:” Read out the dot points on the slide as well as the following examples:

- last or current financial year Australian Taxation Office tax assessment (please black out your Tax File Number (TFN))
- certificate or statement of enrolment from an educational institution (up to one year old)
- letter from the principal of a recognised educational institution verifying your address (up to one year old)
- statement or letter from a bank, building society or credit union (up to one year old) which verifies your residential address.

Check with participants about their understanding of what is required as evidence of identity. Ask them to work in pairs, to discuss and report back on the 2 or 3 pieces of identity that are required in your jurisdiction. Check how confident they feel in being able to locate what they need for evidence of identity.

Check for unpaid FINES or DISQUALIFICATIONS

19

Explain that we are now going to look at checking for unpaid fines or disqualifications.
Show next slide...

Fines

Do you have unpaid fines?
If so, this can delay you getting your licence.



Read the question and statement on the slide. Reassure participants that while this may delay getting their Learner Licence, if they are able to organise a payment plan, it will help. Outline some of the following options:

Fines

Suggest that, if they do have unpaid fines:

- 1.Explain that these might be driving fines but could be for other things as well, such as not voting, parking fines, court order (use other relevant examples).
- 2.The government in your state or territory has a Register to keep track of these fines or if you are living in a remote community, the Community Agent may be able to assist.
- 3.If you owe money for fines this may delay you getting a Learner Licence.
- 4.There are people in your community who can help you work through this.
- 5.It is mostly possible to organise a repayment plan so if you think you may have fines check with the people that can help you first before going for your licence. As soon as you enter a payment plan, you can start the process again to get your Learner Licence.

Check with participants that they are aware of where to go for assistance to organise fine payment plans.

Disqualifications

Has a court or Judge ever disqualified you
from holding a licence?
If so, you may not be eligible to get your
Learner Licence.



Disqualifications

Ask participants “Did you know that...?” and read the following statements in your own words:

- If you have been caught driving a vehicle without a licence or under the influence of drugs and alcohol, the courts can give you a penalty called a licence disqualification...
- A licence disqualification means you can't hold or apply for a Learner Licence for a set length of time; this can be for a few months to a few years.
- This means you can not get a Learner Licence or get your licence back until you have served the length of time ordered by the court.
- If a person keeps driving a motor vehicle while disqualified by the court, and is caught driving while disqualified, they can be given additional time on their disqualification period or face imprisonment for breaching a court order.

Check participants understanding of these points. Reassure them that it does not mean that they can never get a Learner's Licence, but they will need to serve the length of time ordered by the court first.

Summarise for participants our progress through the program so far: We have looked at what you need to have as evidence of your identity and also checking if you have any outstanding fines.

Explain: “Another important step in getting your Learner Licence is to make sure you are fit and healthy to drive”. Show next slide...

Have MEDICAL and EYE test

22

Tell participants that they will need to show that they are in good health by having a medical check and an eye test.

Medical Check

- Do you have to see a nurse or doctor regularly?
- Do you have a long term or permanent medical condition that may affect your ability to drive safely?
- Do you take regular medication?



Medical Check

Read the points on the slide. Explain that not every person who applies for a Driver's Licence or learner Licence is required to have a medical check. It is only if they report a medical condition (impairment) when they apply for the licence. Tell participants that if they do suffer long term impairment likely to affect driving, they should report it to the Licensing jurisdiction.

Ask participants "Why do you think it might be a good idea for drivers to have a medical check?" Seek feedback from participants. Affirm their responses.

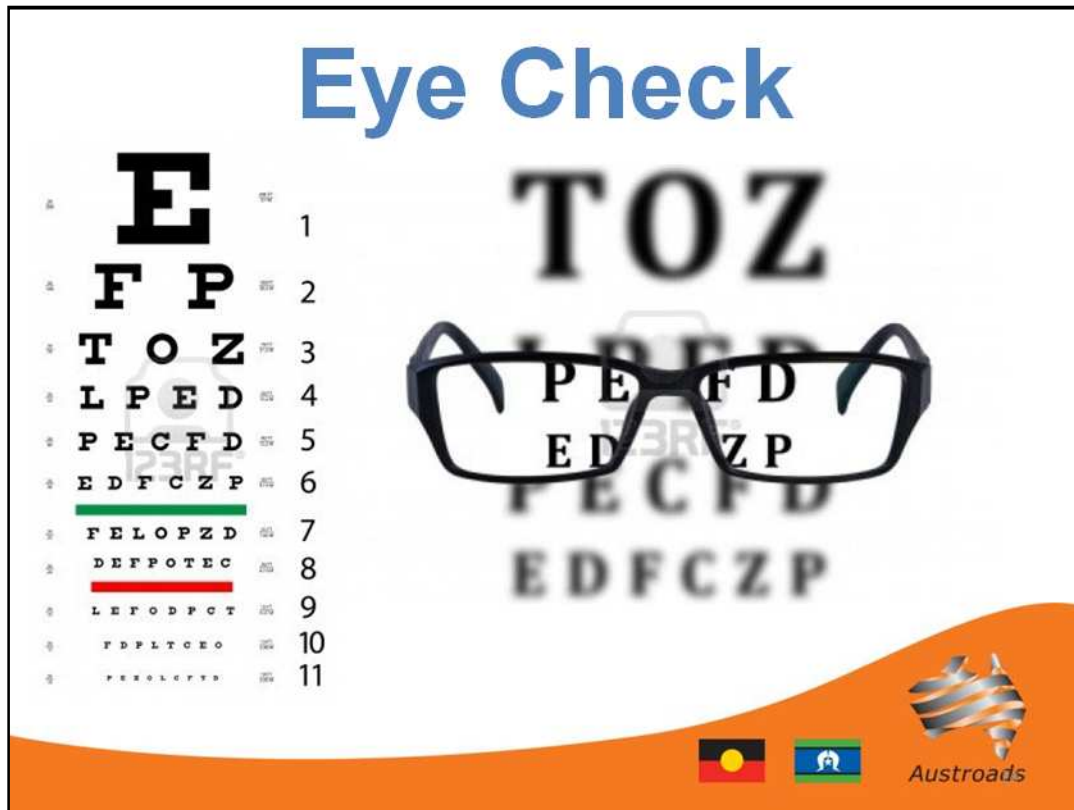
Explain to participants that sometimes a medical condition (e.g. Diabetes), or taking regular medication can affect how you drive.

Ask participants "Where can you get a medical check?" Provide some local options for participants.

Say that "A doctor might need to do a medical check to make sure everything is OK for you to get a licence and fill out a medical form for you." Show them an example of the medical form that needs to be filled out.

Explain to participants that if you're not sure about how to get a medical check done, ask at your community health clinic. They can help you with filling out the form.

Tell participants that an eye check will also be needed. Ask "Why would you need to have your eye's checked? Discuss responses.

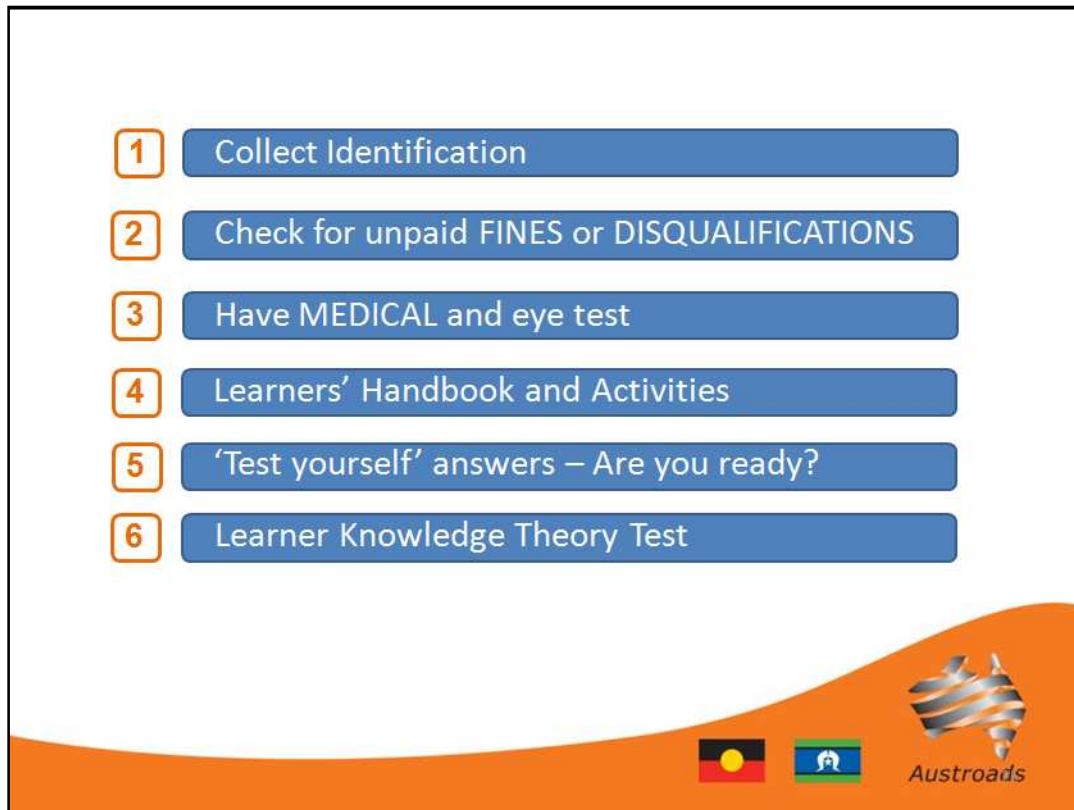


When driving, it is important that you can see the road and anything on or near the road such as signs, animals or hazards.

Explain that when you go for an eye check, you might have to read letters on an eye chart to make sure you can see well enough. Ask "Who has been for an eye check before?"

Say "If you are not required to have a medical check, then the eye testing will be conducted when you apply for your Learner Licence. If you do need to have a medical check, sometimes the eye check can be done at the same time, so it's a good idea to ask when you book your medical check. Check with your local health clinic if you are not sure."

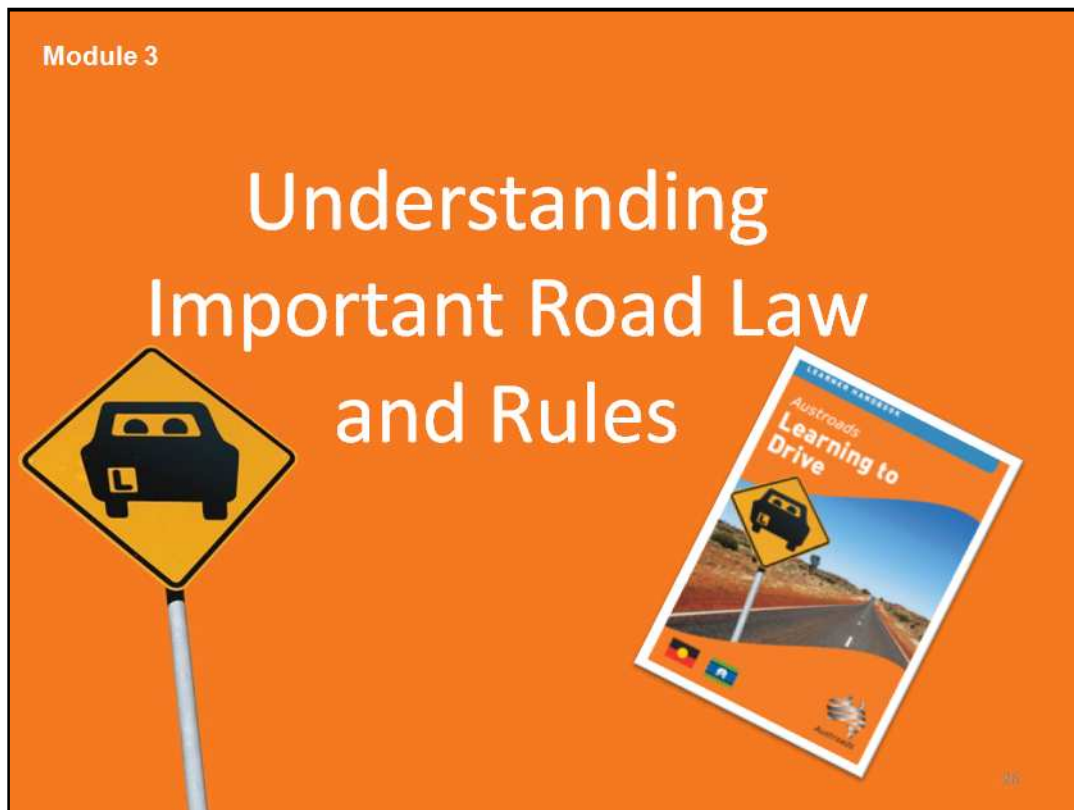
Tell the group that we have now looked at all the things that need to be done even before you start learning about Road Laws and Road Rules.



Tell the group that we have now looked at Steps 1, 2 and 3 on our list. Remind them that these are the things that need to be done even before you start learning about road rules or driving.

Ask participants to work in pairs and try to remember all the main points from Steps 1, 2 and 3 so far. Give them 20 minutes to complete the task. If you have a whiteboard, write Step 1, Step 2 and Step 3 as headings across the top of the board. Then in a round robin fashion, take responses from each pair and record these answers under the relevant headings for each step. Congratulate the pairs on their good work and offer any additional points that they didn't cover. Check again for any areas of confusion and offer any additional explanation or support as required.

Take a break here. Explain to participants that when we come back, we will look at s 4,5 & 6 where we learn about the Road Laws and Road Rules.



Module 3 Road Rules and Licensing Rules (Suggested time 4-12 hours over 2-3 days)

Link this module to the last slide and tell participants that they will now be looking at Steps 4,5 & 6 towards getting their Learner Licence.

Say to participants “Did you know...

- That you can’t get your Learner Licence until you fully understand the road and safety rules and practiced the questions in the Learner Handbook?
- You should buy The Learner Handbook for (name your state/jurisdiction) and get to know it well. You can also download it online for free.”

Say “Let’s see what you already know about some of the road rules.” Ask the following questions and seek feedback from the group (can be done in pairs or small groups with questions written on a piece of Flipchart Paper)

- Can you drive and talk on a mobile phone?
- Do you have to wear a seat belt?
- Can you drive on your own with a Learner Licence?
- Can you have any alcohol or drugs when driving on a Learner Licence?

Tell participants that we are now going to have a look at Road Law and Road Rules. Ask them “Why do we need to understand the Road Law and Road Rules? Seek feedback.

Tell participants that the first thing we are going to look at is road signs. Ask “What types of road signs have you seen? Can you give some examples and can you tell us what they mean?” Allow the participants to share what they know.

Show the group the next slide...



Module 3 - Section 2 Road Signs (Suggested session length: 3 hours)

Explain that there are two important types of road signs: Road law and warning signs.

Ask participants “Looking at the pictures on the screen, what do you think might be the difference between them?”

Confirm that Road Law signs tell us what we **MUST** do on the road. Warning signs warn you of what might be up ahead.

Ask the participants “Can they see a difference in the way these 2 types of signs look?”

Confirm that the Road Law signs are usually red, white or black. Warning signs are usually yellow and black and most are diamond shaped. Both of these types of signs help everyone to use the road safely.

There are other kinds of signs, such as Roadwork and Information signs.



Explain that these are some common examples of Road Law signs

Some of the signs may vary in each state or territory. BUT the law on the signs are still the same – we have to follow these rules.

Explain to the participants that we are now going to have a look at the Learner Handbook and get to know these signs better.

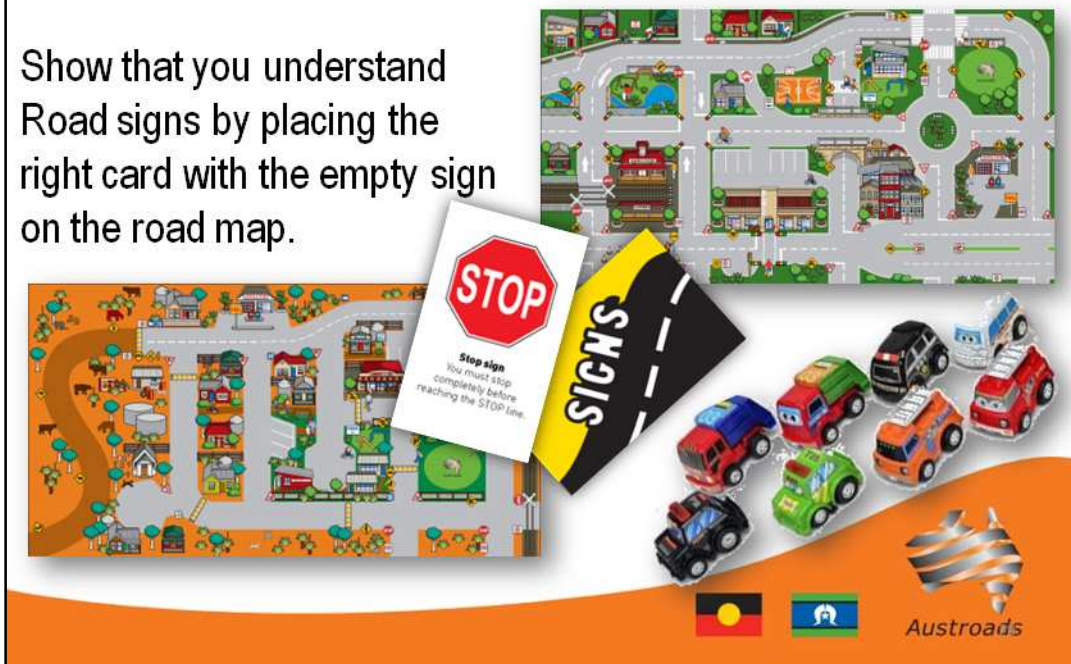
Provide each participant with a copy of the Austroads Learner Handbook. Ask the group to turn to page 5 of the Learner Handbook. Read through pages 5 and 6 on Road Law signs, stopping to explain and check understanding of each sign and what they mean.

Now ask the participants to complete the Self Test on page 6 on their own. Allow 5 – 10 minutes. Tell them NOT to look for the answers. Explain that answers will be reviewed at the end of the program.

Explain to participants “We are going to put into practice our understanding of road signs and lane markings. We are going to start with a map of an urban and a remote town.

ACTIVITY: Interactive Road Maps (Urban & Remote)

Show that you understand Road signs by placing the right card with the empty sign on the road map.



Take participants to the Interactive Maps and explain how it will be used. Demonstrate practical examples of the Road Law signs on the Urban and Remote Interactive Road Maps and simulate various scenarios of how to respond to these Road Law signs using the model vehicles and signs cards.

Tell participants that they will look at Warning signs next. Show next slide...

Warning signs



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Explain that Warning signs tell you there is something ahead you need to know about, such as a hazard.

Warning signs

If the warning sign also shows a speed limit, this is the safest speed for driving past the hazard.

You will often need to go slower than that speed limit if you cannot see clearly ahead



Explain that sometimes a Warning sign also shows a speed limit like the one on the slide. Read the text on the slide (in your own words) to explain what the speed limit means when shown with the warning sign.

Tell the group that they are now going to look at the Warning signs section on pages 7, 8, 9 and 10 of the Learner Handbook. Take the group through each page by reading the introductory text and talking through each sign. If the group is confident enough to do this on their own, let them spend some time getting to know all of the Warning signs. Allow 15 – 20 minutes.

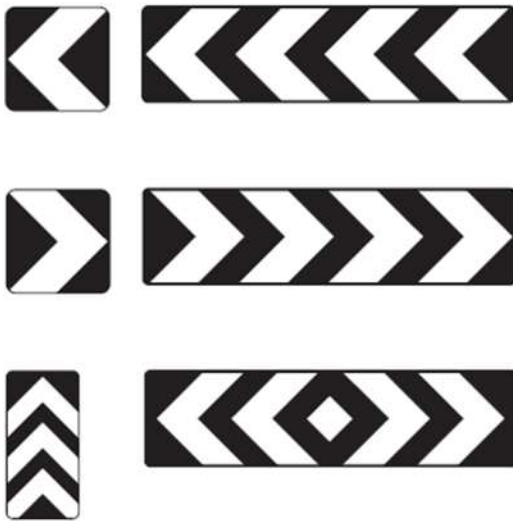
When the group has had enough time to read the pages and get to know the signs, demonstrate some examples on the Interactive Map – both urban and remote - using the model vehicles and sign cards.

When participants understand these signs, ask them to complete the Self-Test questions on page 10.

Explain that results of the Self-Test will be reviewed at the end of the program.

Explain that we will now look at Hazard signs. Show next slide...

Hazard markers



Explain the following:

- Hazard markers are also warning signs, they help traffic to go around hazards.
- Hazard markers are normally black and white or black and yellow.

These are some common examples of Hazard markers

Refer participants to the other Hazard markers on page 11 of the Learner Handbook. Ask if anyone has seen examples of these before. Check understanding and invite any questions. Clarify as appropriate.

Tell participants that Hazard markers are not shown on the interactive map.

Ask “Has anyone seen Road Work signs before? What do they look like and can you give an example?”

Road work signs



****THIS SLIDE SA ONLY****

Tell participants “Here are some examples of Roadwork signs”. “What do you think these signs mean?”

Roadwork signs tell you what you must do near roadworks, they are coloured yellow, orange, black, red or white.

Refer participants to page 12 of the Learner Handbook for more examples. Explain that Roadwork signs are not shown on the Interactive Maps.

Say “Now let’s look at Information signs.” Show next slide...

Road work signs



Tell participants “Here are some examples of Roadwork signs”. “What do you think these signs mean?”

Roadwork signs tell you what you must do near roadworks, they are coloured yellow, orange, black, red or white.

Refer participants to page 12 of the Learner Handbook for more examples. Explain that Roadwork signs are not shown on the Interactive Maps.

Say “Now let’s look at Information signs.” Show next slide...

Information signs



Explain that Information signs give the road user more information about where they are or where they may be going.

Tell participants “Some signs give information to road users, such as:

- How to get to (directions) and how far (distances) to places
- Services
- Roadside rest areas
- Place of interest

These signs can be in different colours and shapes”.

Refer participants to page 13 of the Learner Handbook and ask participants if they have seen signs like these before?

Acknowledge that there are lots of signs on the road and that this is the reason you need to really pay attention. There is a lot of information to take in while you are driving and it can be a little overwhelming. Explain that in remote places you may not see so many signs but when you travel to regional towns and cities, there will be many more signs.

Explain that Information signs are not shown on the Interactive Maps.

Ask participants to close their handbook and in pairs, name (or list) the 5 different types of signs that we have learned: Road Law, Warning, Hazard, Road Works, Information.

Now refer them to page 14 of the Learner Handbook and complete the self test.

Giving way

One of the most important rules to know when you're driving is which driver can go first and who has to wait.

The person who has to wait has to 'GIVE WAY'.



SECTION

3



Austroads

Module 3 – Section 3 Giving Way (Suggested session length: 4 hours)

Tell participants “Now we get an Introduction to GIVE WAY rules.”

Say “Did you know...” and read the text on the screen. Check if participants are familiar with the ‘Give Way’ concept?

Say “Every driver needs to know which driver can go first and who has to wait. The driver that waits ‘gives way’.”

Ask “Why do you think this is one of the most important rules?” Invite responses.

Give way rules

Lots of give way rules are about knowing who is on your left or right. Sometimes it's difficult to remember which is which.



A good tip to help you remember left from right is to hold your hands straight out in front of you with your nails towards you and your thumbs sticking out. The hand that forms the letter L is your left.



Read the text on the screen to participants and get them to practice telling the difference between left and right by holding their left hand out to make the letter 'L'.

Give way hints

When faced with a give way scenario, ask yourself these questions:

- Is there a **Stop Sign, Give Way Sign** or a **Roundabout Sign**?
- Is there a **Terminating Road**?
- Is there an **Opposite Direction Rule**?
- Is it a **Give Way to Your Right**?



Tell participants “No matter what the situation, figuring out when to give way can be helped by asking yourself some important questions. These questions will help us to decide who goes first and who has to wait. On the screen are some examples of the questions we can ask ourselves. You might see that there are some new words on the screen that you may not have seen before.”

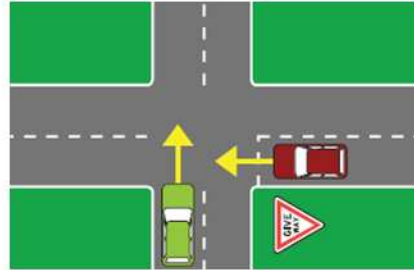
Read through the questions one at a time and allow participants to take in the information slowly. Explain that we will look at these in more detail now and show participants some examples and pictures.

Show next slide...

Signs

Ask yourself :

- Is there a **Stop Sign**?
- Is there a **Give Way Sign**?
- Is there a **Roundabout**?



If there is one of these then the **vehicle** faced with the sign **Gives way**.



Tell participants “The first things we need to ask ourselves are these questions.” Read the questions on the screen. Explain: “If we come across a Stop sign, a Give Way sign or we come to a roundabout, then the driver faced with the sign must Give Way. Repeat the text on the screen for additional emphasis.

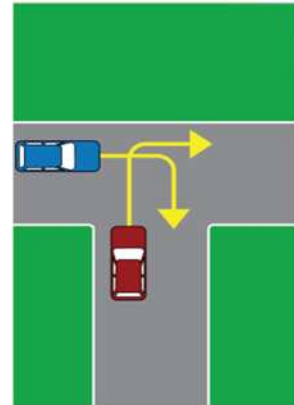
Point to the picture on the screen and ask the group “Which of the cars in the picture needs to give way in this example?” (Correct answer is red). Explain that the red car needs to Give Way to the green car because it is facing a ‘Give Way’ sign.

Demonstrate some examples on the Interactive Maps.

Terminating roads

Next thing you ask yourself:

- Is there a **Terminating** road
T intersection - **Slip Lane** or
Left Turn Slip Lane?
- Is there a **Vehicle** on the road that ends?



If there is, then the vehicle on the road that ends, must **give way**.



Tell participants “The next Give Way Rule applies when there is a terminating road; a road that comes to an end and meets another road. These are called ‘T-Intersections’ or ‘T-Junctions’ because where the roads meet looks like the letter ‘T’.

The rule here is that if there is a vehicle on the road that ends, then the driver of that vehicle must Give Way to vehicles on the other road.

In this picture (refer to the picture on the screen) the red car must give way to the blue car because it is on the road that ends.

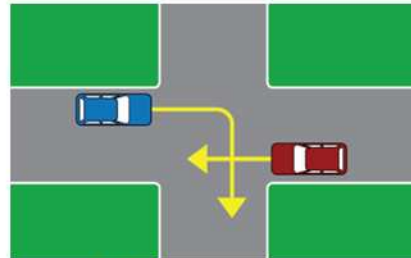
Demonstrate some examples on the Interactive Maps.

Opposite direction

If there is no **Sign** or **Terminating** road then:

Ask yourself

- Is it the **Opposite Direction** rule?
(Two vehicles facing each other)



If so, then the vehicle that has to **Cross** the **Path** of another vehicle or has the furthest distance to travel **Must Give Way**.



Explain to participants that “If there is no sign or terminating road then this is called a crossroad – where two or more roads cross each other. In this situation, the ‘Opposite Direction’ rule applies, which means that two cars are facing each other and travelling in the opposite direction. Where a vehicle has to ‘Cross the Path’ of another vehicle, the vehicle turning **MUST** give way.

In the example on the screen, the Blue vehicle must Give Way to the Red vehicle because it has to ‘cross the path’ of the Red vehicle.”

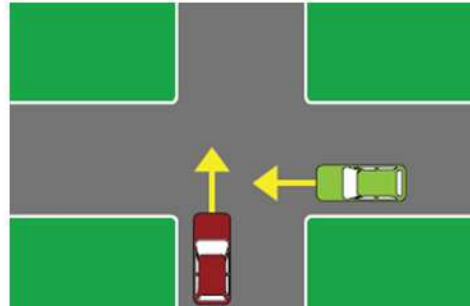
Demonstrate some examples on the Interactive Maps.

Check participants understanding of this rule before moving on to the next slide...

Give way to the right

If there is no sign, terminating road or vehicle travelling in the opposite direction, then simply revert back to the rule

GIVE WAY TO YOUR RIGHT



Explain to participants that sometimes they will come across an intersection where there is no sign, no 'T' junction' and no vehicle travelling in the opposite direction, but there is another vehicle at the intersection.

Say "In this situation, we use the 'Give Way to the Right' rule. This is a very important rule to remember when we don't have any signs to tell us what to do. It means that if there is a vehicle to our right, we must wait and Give Way to them." Point to the picture on the slide and ask participants "Which vehicle in this picture needs to Give way?" Wait for responses. If response is incorrect explain that the Red vehicle must give way to the green vehicle because the green vehicle is on the right of the Red vehicle.

Demonstrate some examples on the Interactive Maps.

To summarise this section, refer the participants to pages 15 - 19 (Section 3) of the Learner Handbook and talk them through page by page or allow them to read it on their own if confident. Resolve any areas of confusion as you go.

Tell participants "Now we will complete the self-test on page 20 of the Handbook to check our learning". Allow time for the participants to complete the test.

Intersection

Intersections are where roads meet or cross over.

There are 2 types of intersections:

- Crossroads; and
- T- intersections

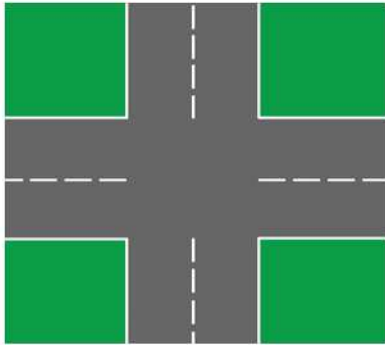


SECTION 4



Explain “We will now look at intersections. You already know that there are two types of intersections – crossroads and T-intersections.”

Crossroad intersections



Crossroad intersections are where two or more roads cross over



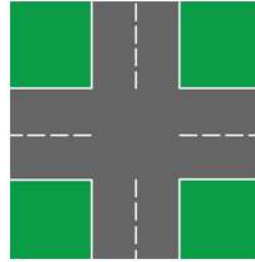
Take the participants through page 21 - 24 clarifying any questions as you go. As you work through the handbook, work through the following corresponding slides (44 – 46).

Ask participants to point out the corresponding signs and lights, and the road markings for stop lines and give way lines on the Urban Interactive Map.

Uncontrolled intersection

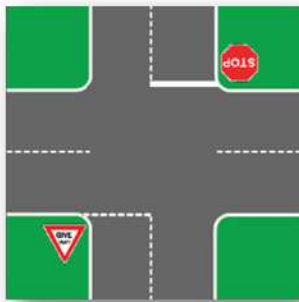
Below are pictures of an uncontrolled crossroad intersection.

An uncontrolled cross road intersection has no traffic signs, traffic lights or road markings to direct or warn traffic.



Read the text on the screen and explain to participants that there is no example of this on the Urban Map, but they may see when in real life in their community.

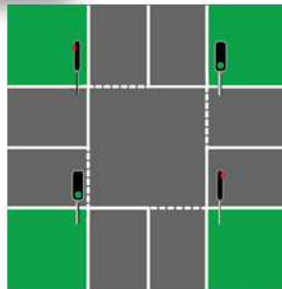
Controlled intersection



A controlled intersection has signs, road markings, roundabouts or traffic lights to let drivers know what to do.



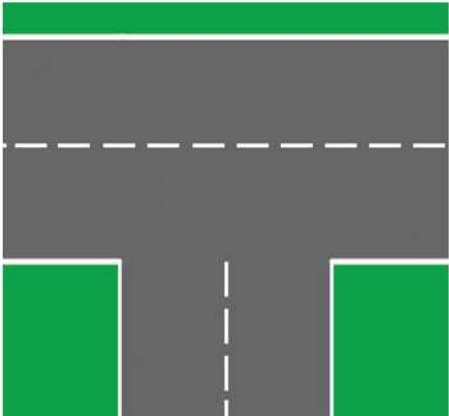
SECTION 4



Read the text on the screen. Show pictures on page 23 of the Learner Handbook to match with the slide.

Ask participants to point out the corresponding signs and lights, and the road markings for stop lines and give way lines on the Urban Interactive Map.


T-Intersections





The diagram shows a T-intersection. A horizontal road at the top is represented by a green bar. A vertical road, shown in grey with a dashed center line, ends at the horizontal road. Two green rectangular areas on either side of the vertical road represent the kerbs of the continuing road.

Intersections where one road ends are called T-intersections. They have their own Give Way rules.

At a T intersection, vehicles on the road that ends must give way to vehicles on the road that continues.


Austroads



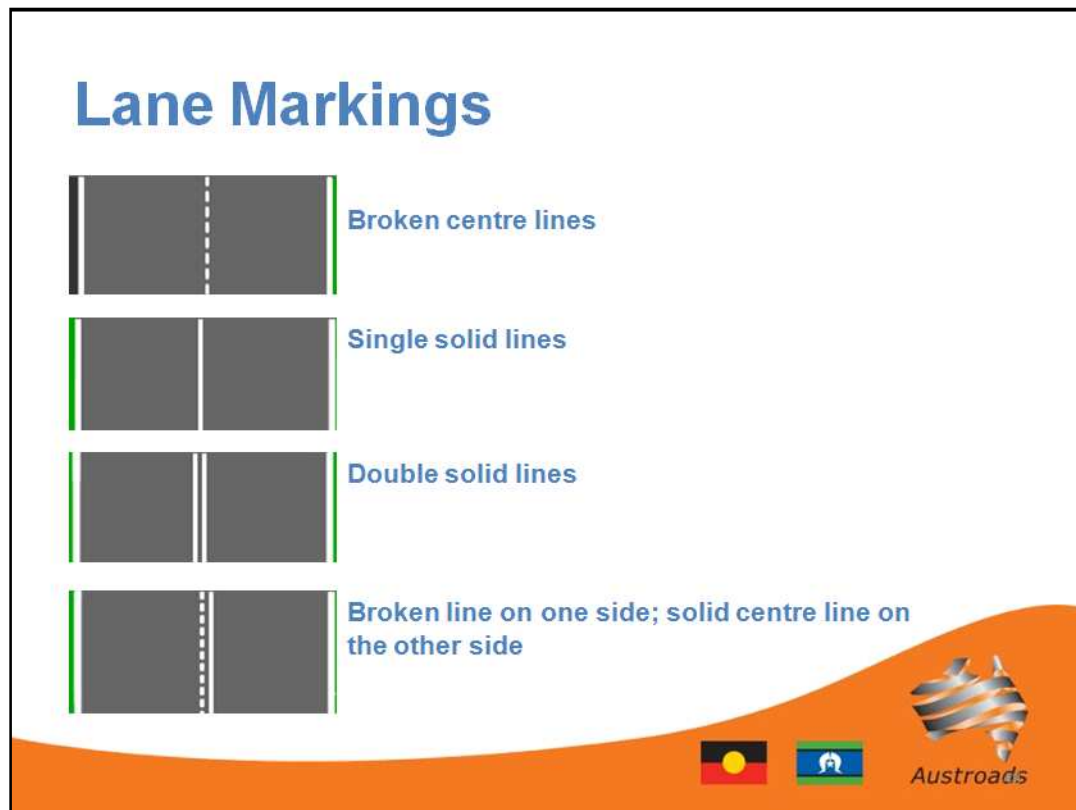
As you talk through this slide on T-Intersections, refer participants to page 19 of the Learner Handbook for more examples.

Finish by asking participants to complete the Self-Test on page 25.

Tell participant “In this next session will look at Section 5 - Traffic Lights – not something that we see a lot of in remote areas so it’s important that we recognise them when driving on the road.”

Ask participants to point out the corresponding signs and lights, and the road markings for stop lines and give way lines on the Urban Interactive Map.

Refer participants to page 26 of the Learner Handbook and show the next slide.



Module 3 - Section 4 Intersections with Signs (Suggested session length: 2 hours)

Facilitator Note: Lane markings are not in the Learner Handbook.

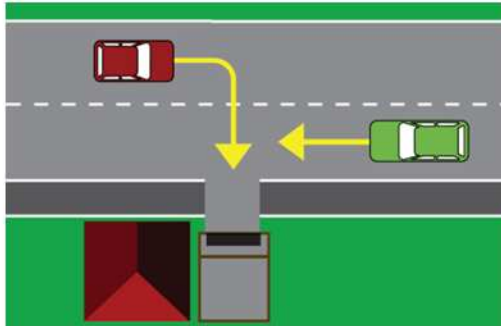
Explain to participants that we are going to have a look at Lane Markings even though they are not in the Learner Handbook. Where lines are painted on the road, they tell drivers where they should be and what they can do.

Say "Some roads have lines painted on them. Some don't. It is quite common in remote areas not to have lane markings on the roads, so it's worth knowing what to do in those situations."

Ask "Does anyone know what to do if there aren't any lane markings on the road?" Affirm any correct answers or explain "If there aren't any lines on the road, then you need to drive as close to the left side of the road as you can."

Say "Now you have knowledge of Road signs your need to know about Lane markings and their rules." Show Next slide...

Broken centre lines



Drivers can cross broken centre lines to overtake, do a U turn, or to enter or leave a road.



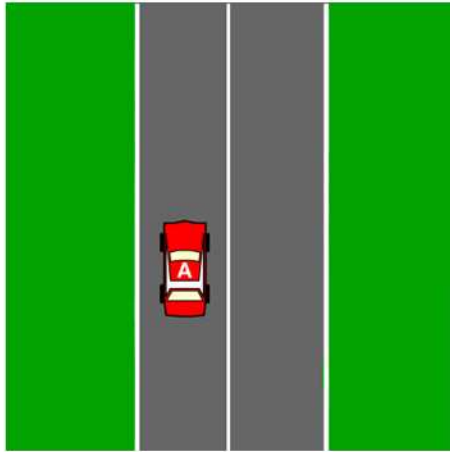
Explain that a broken line down the middle of the road separates the vehicles travelling in opposite directions. Normally you shouldn't cross over the broken lines or you will be travelling into oncoming traffic. However, there are some times when you can cross the broken lines for a short period when the road is clear of oncoming traffic.

You can do this...

- To overtake a vehicle travelling in the same direction
- To do a U turn or
- To enter or leave a road.

Show next slide...

Single solid centre line



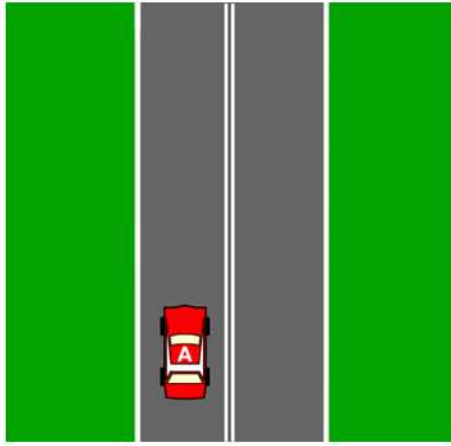
Drivers can only cross a single solid centre line to enter or leave a road. For example, to enter private property.

No U turns.



Tell participants: "When the centre lane marking is a solid line, drivers can only cross the centre line to enter or leave a road. No U turns are allowed across a solid centre line."

Double solid centre lines



Drivers are not allowed to cross a double solid centre line for any reason.

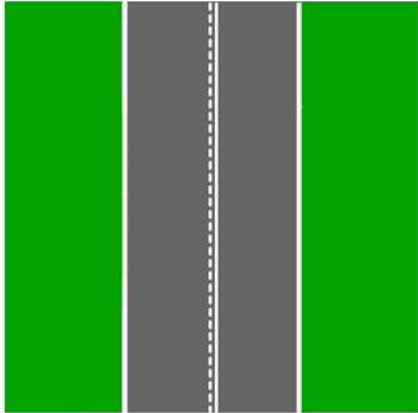


Tell participants “When there is a double solid centre line like the one in the picture, drivers are not allowed to cross the line for any reason.”




Broken line on one side; solid centre line on the other side

Drivers with the broken centre line on their side can cross the broken lane line to overtake, do a U turn, or to enter or leave a road

Drivers with the solid centre line on their side can only cross the line to enter or leave a road. No overtaking or U turns!



The diagram shows a cross-section of a road. It has two green lanes on the outside and a grey central area. The central area is divided by a white dashed line on the left and a white solid line on the right.

Tell participants that there is another situation they may see where there is a broken line on one side and a solid line on the other. Say “This means that the drivers with the broken centre line on their side CAN cross the broken lane line to overtake, do a U turn or to enter or leave the road. But drivers with the solid centre line can only cross the line to enter or leave the road. No overtaking or U turns.”

Explain to participants that we have now finished the short section on lane markings. Blank out the screen by pressing the letter ‘b’ key on the laptop keyboard.

While the screen is blanked out, pair up participants and check their understanding by asking each pair a questions such as:

“What does a broken centre line mean?”

“What does a solid centre line mean?”

“What does a double solid centre line mean?”

“What does a broken line on one side and a solid centre line on the other side mean?”

Congratulate the participants for correct answers and clarify any incorrect answers to confirm understanding.

Demonstrate examples on the Interactive Maps.

Traffic lights



You will mostly find traffic lights in towns and cities.

They tell drivers what to do.



SECTION 5



Module 3 - Section 5 Traffic Lights (Suggested session length: 3 hours)

Instruct participants to turn to Section 5 – page 26 of the Learner Handbook. Read through with participants and then talk through the following slides as they correspond to the relevant points on page 26.

Traffic lights have three colours;



Red – **Stop** behind the stop line and wait until the lights turn green.

Yellow – **Stop** behind the line if you can do so safely (think of yellow as the start of the red).



Green – **Go**, if the intersection is clear



Read through the text on the slide and clarify any questions. Discuss the difference between the 3 colours of traffic lights and what they mean.

Traffic lights with arrows;

Sometimes you also get arrow traffic lights.

If the arrow is **green**, you can go in the direction it points.



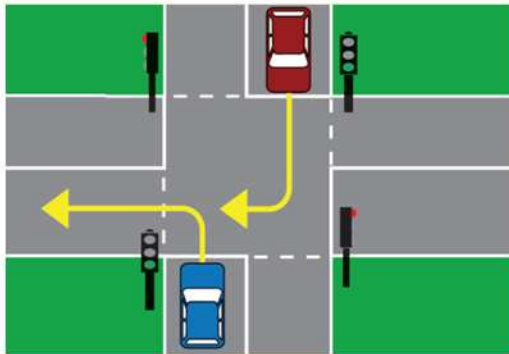
If the arrow is **red** for where you want to go, **stop**.



Read the text on the screen and clarify and questions. Check if participants have ever seen any traffic lights with arrows before?

Point out that there are no examples shown of traffic lights with arrows on the Urban Interactive Map.

Traffic lights – give way;



Both cars are facing green traffic lights...

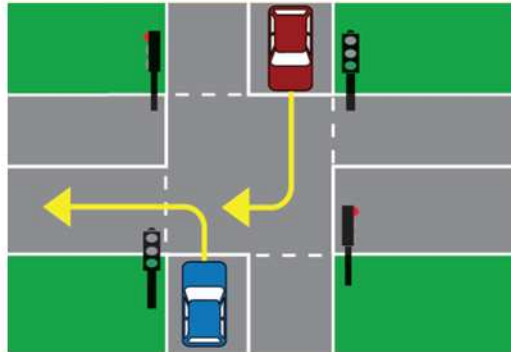
Which car must give way?



Read and discuss the question on the slide with the group prior to next slide. Remind them that they had learnt a rule earlier in the program that might help them with the answer. Ask "Can anyone remember the rule?" (The rule was that any car crossing the path of oncoming traffic, needs to give way to the car coming towards it.)

Does anyone know what the correct answer is? Show next slide...

Traffic lights – give way;



Which car must give way?

Answer:

The red(A) car must give way.

The red car is turning right so must give way to vehicles coming from the opposite direction.



Clarify any confusion.

Simulate this example on the Urban Interactive Road Map. Ask participants to point out the corresponding signs and lights, and the road markings for stop lines and give way lines.

Tell participants that we will now have a look at Roundabouts which is covered on page 27 of the Learner Handbook.

Roundabouts



The rule on roundabouts is to give way to vehicles already on the roundabout.

In the picture, the green car is already on the roundabout.



Explain this slide by reading text on the screen.

Read through page 27 as you work through slides 58-59.

Clarify any points of confusion for participants.

Point out the corresponding signs and lights, and the road markings for stop lines and give way lines on the Urban Interactive Map.

Roundabouts



In what order should the cars go through the roundabout?



Ask participants to simulate the action on the slide to demonstrate the order in which the vehicles should enter the roundabout on the Urban Interactive Map.

If participants make an error, wait until you have explained the next slide and then ask them to simulate the correct order on the Urban Interactive Map.

Roundabouts



Answer: Blue, then Red, then Green.

The red(A) and green(C) cars must give way to the blue(B) car.

When the blue(B) car has passed the red(A) car, the red car will be able to go.

The green(C) car will be able to go once the red(A) and blue(B) cars have gone past.



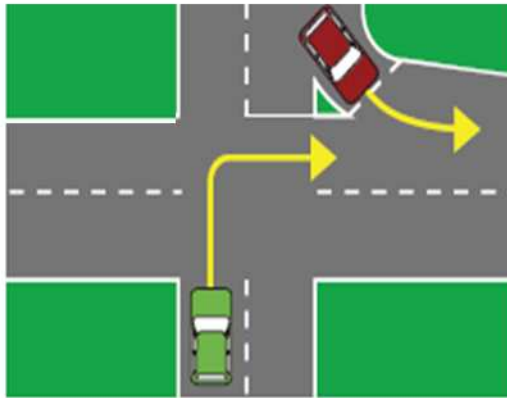
Read through text on slide.

Ask participants to simulate the correct order for entering the roundabout on the Urban Interactive Map.

Check and clarify understanding before moving on.

Say "Let's now look at Slip Lanes. These are on page 28 of the Learner Handbook."

Slip lanes



Slip lanes help vehicles on to another road at an intersection

You must give way to all other road users at the intersection

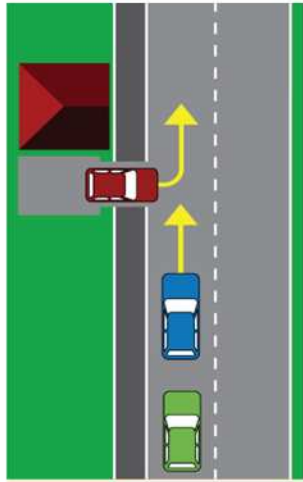


Work through page 28 using this slide.

Clarify any questions.

Ask participants to how to use a slip lane and the give way lines on the Urban Interactive Map.

Entering or leaving a road



When leaving private property to enter a road you must give way to vehicles on the road.

So in the picture, the red car must give way to the blue and green cars.



State: "And now onto page 29 – Entering or Leaving a Road." Read through page 29 and reinforce the safety of ALL road users such as pedestrians and cyclists using footpaths, not just other vehicles.

Ask participants to simulate a scenario like this one on the Urban Interactive Map.

Ask participants to complete the Self-Test on pages 30-31.

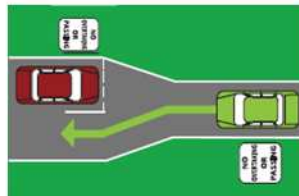
Affirm the group's progress through the program and explain that there are only 2 more sections to work through in Module 3.

Say "The next section we need to work through is Narrow Roads and Bridges. These can be seen in both remote and urban areas. Turn to Section 6 – page 32" Show next slide...

Narrow roads and bridges

Some roads and bridges can only let one vehicle at a time use it.

These are often marked with a 'No overtaking or passing' sign, or a give way sign.



Module 3 - Section 6 Narrow Roads and Bridges (Suggested session length: 30 minutes)

Read through the slide and refer participants to page 32 of the Learner Handbook and check understanding. Reinforce that it is very important to slow down when approaching narrow roads and bridges and follow all Road rules and Warning signs.

Point out that there is NO corresponding narrow bridge on the Urban Interactive Map. Simulate a narrow bridge scenario by blocking one lane of the bridge on the Urban Interactive Map. Ask participants to demonstrate how to drive when approaching and driving on a narrow bridge.

Explain to participants that as a vehicle driver, we need to share the road with lots of other road users. Move on to Section 7 – Other Road Users

Other road users



SECTION 7

Cars can share the road with lots of other road users.

These include:

- Other Vehicles (motorbikes, buses, trucks, emergency vehicles, tractors)
- Pedestrians (people walking, using wheelchairs, skateboards, scooters and skates)
- Bicycles
- Horses and riders



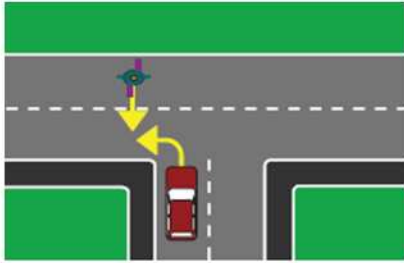
Austroads

Module 3 Section 7 - Other Road Users (Suggested session length: 4 hours)

Read the text on the slide. Explain to participants that we will work through Section 7 pages 33 to 38 to expand on each of these road users in more detail as there are special rules about how we interact with other road users, depending on the type of user.

This section is to make sure learners are aware of other road users and the rules drivers have, to share the road responsibly. Work through the Learner Handbook pages 33 - 38 and use the relevant corresponding slides from slide 64 to 71.

Pedestrians



When turning at an intersection, you must **give way** to pedestrians.

Pedestrians include:

- People walking
- Using wheelchairs
- Non-motorised scooters
- Skateboards
- Skaters



Tell participants that they **MUST** Give Way to pedestrians – read through the various types of pedestrians on the slide.

Pedestrians

Explain that This is Law.

Drivers must give way to pedestrians on the footpath when entering or leaving a driveway or other road related area.

If a driver is turning left or right, the driver must give way to any pedestrian at or near the intersection on the road, or part of the road the driver is entering.

Drivers should slow down where there is a high amount of pedestrian activity and remember that older pedestrians and those with disabilities may need extra time to cross a road.

Discuss with the group and discuss the common interactions they might have with pedestrians in their local community.

Pedestrian Crossings



Pedestrian crossings are safe places on the road marked for pedestrians to cross at.

These could be:

- Children crossings
- Zebra crossing (pedestrian crossing)
- Traffic lights at pedestrian crossings

Drivers must give way to pedestrians that are on the crossing.



Explain the following:

Crossings for Pedestrians

Crossing for pedestrians are indicated by road markings, signs or lights where people may cross the road safely. It is the driver's responsibility to give way at all forms of crossings. It is an offence to overtake another vehicle that is stopping or has stopped at a crossing for the purposes of giving way to pedestrians using the crossing.

Remember that children do not always have good road safety sense and can also be easily distracted - you need to be more cautious when they are near a road than you might be with adults.

Drivers have a responsibility to take extra care at these locations. Children's crossings have been designed for the protection of school children and adults, and operate (i.e. the flags are displayed or the lights are flashing) usually during the times that children are expected to cross the road.

You must stop your vehicle and Give Way.

If a school crossing monitor displays a STOP sign, you must stop your vehicle at the stop line. You may proceed only when the sign is lowered.

Discuss with the group and clarify any areas of confusion. Simulate some pedestrian crossing scenarios with participants on the Urban Interactive Map. (There are two types of crossings – one with traffic lights and another with a zebra crossing (no lights)).

Shared Zones



Shared Zones make it easy for people to walk on the road and tell drivers to go only at a very slow speed.

Vehicles must give way to all people walking in the shared zone.

Vehicles must stick to the shared zone speed limit



Explain Shared Zones on page 34 of the Learner Handbook. Discuss with the group and clarify any questions.

Ask participants if they can think of any other road users that might share the road with vehicle drivers?

Horse and bicycle riders



Horse riders and bicycle riders using the road are also road users.



They must follow the give way rules just like drivers of vehicle.



Talk through the points on the slide and work through the detail on page 35 of the Learner Handbook, checking participants' understanding.

Discuss participants' experience so far with bicycles and horses (as riders or having been a passenger in a vehicle). Explain that they may see more road markings for cyclists in urban areas.

Ask participants to simulate a scenario for giving way to a horse or bicycle rider on the Urban Interactive Map.

Ask participants to complete the Self-Test on page 36.

Buses



Buses and school buses have to stop and go in traffic lots of times to let people on and off.

Buses and school buses have a give way sign on the back.

You must give way to buses and school buses by letting them go first.

School buses have yellow flashing lights when they're letting children get on and off. You must slow down to school speed zones.



Explain to the group that it's important we are aware of other road users too, such as Buses and Emergency Vehicles. Buses and school buses are stopping regularly as so we have to be especially aware of this. Read through page 37 of the Learner Handbook.

Using the Urban Interactive Map, place a bus and other vehicles on the map in various scenarios and ask participants questions to check their awareness of what to consider when driving near buses.

Discuss with the group.

Emergency vehicles



Emergency vehicles include: ambulances, fire trucks and police cars.

Emergency vehicles have flashing red and blue lights and loud sirens to warn other road users that they need to get somewhere quickly.

You must move out of the way of the emergency vehicle as soon as you can safely.

This means moving to the left of the road or even stopping to let it go past.



Austroads

Talk through the detail on the slide and refer participants to page 38 of the Learner Handbook on Emergency Vehicles. Ask them about their experience so far with Emergency vehicles – e.g. who has been on the road when one has been passing?

Check for participants' understanding by creating some scenarios using Emergency vehicles on the Urban Interactive Map before moving onto the next slide.

Level Crossings



Level crossings are where the road crosses over the train tracks.

Level crossings have stop or give ways signs, or road markings.

They can also have lights and bells to warn drivers when a train is coming.

They may also have automatic gates that close the road until the train has passed.

If a level crossing just has a stop sign, you **must** stop at the stop line or stop sign even if you can't see a train coming, look right and left for any trains coming. If there is no train, you can then drive on.

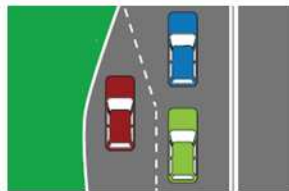


Talk about the care that needs to be taken at Level Crossings. Read through the points on the slide and on page 39 of the Learner Handbook.

Refer to the Urban Interactive Map and create some scenarios specifically around the Level Crossing.

Discuss with the group the variety of crossings including the automatic gates. Check for participant understanding before moving on to the next slide.

Merging



Merging is where two lanes of traffic join to make just one lane. This is often where an overtaking lane ends.

If there is no line where vehicles are merging, the vehicle in front goes first and the vehicle behind gives way to the vehicle in front.

If there is a line between the merging vehicles, the vehicle in the lane that ends has to give way to vehicles in the lane that continues.



Explain to the group that merging is another situation that we need to be aware of other road users. Read the definition of 'Merging' on the screen and refer participants to page 40 of the Learner Handbook. Talk through each of the scenarios on the following two slides.

Refer to the Urban Interactive Map and create some scenarios specifically around merging.

Merging no line marking



Which vehicle goes first?

1. The blue car goes first.
2. The red car goes next.
3. The green car goes last.

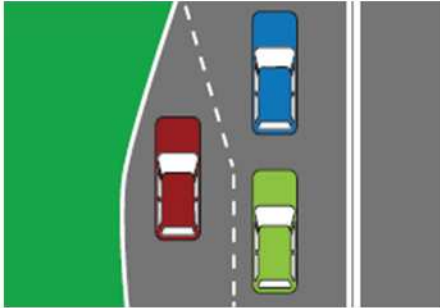
There is no line where the vehicles are merging, so the red car gives way to the blue car in front. The green car gives way to the red car.



Talk through slide with participants, checking their answers for understanding.

Use the Urban Interactive Map and create some scenarios specifically around merging to demonstrate understanding.

Merging with line marking



Which vehicle goes first?

1. The blue and green cars go first.
2. The red car goes last.

There is a dotted line where the vehicles are merging, so the red car in the lane that ends gives way to the blue and green cars.



Talk through slide with participants, checking their answers for understanding.

Demonstrate another example on the Urban Interactive map using vehicles chosen by participants.

Discuss with the group about merging rules.

Say "Let's talk about U-Turns now".

U-Turns



U-turns are where you turn your vehicle around to drive back the way you came from.

You must not do a U-turn at traffic lights unless there is a U-turn permitted sign.

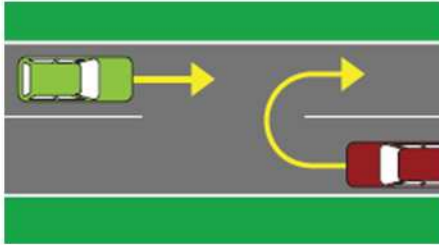
You must not do a u-turn where a sign tells you U-turns are not permitted



Read through the slide and refer participants to page 41 of the Learner Handbook.

Continue to next slide...

U-Turns



The red car is doing a U-turn and must give way to other road users.

You must not do a u-turn if you have to cross a single or double continuous line marking on the left side of a dotted dividing line.

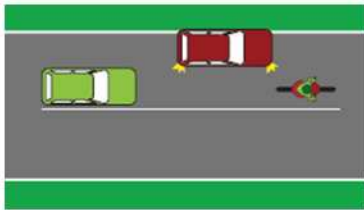


Discuss with the group about U-turns rules and clarify any questions.

Demonstrate an example of where it is allowed and not allowed to do a U-turn on the Urban Interactive Map.

And our final topic is about parked vehicles. Show next slide...

Parked Vehicles



When your vehicle is parked you have to give way before you can drive off.

You must signal with your vehicle's flashing turning lights for at least 5 seconds. You must also give way to all other road users before driving off.



Talk through the slide and details on page 42 of the Learner Handbook. Discuss with the group parking and taking off rules.

Clarify any questions and demonstrate some practical examples of how to negotiate around parked vehicles on the Urban Interactive Map.

Ask participants to complete the Self test on Other Road Users on pages 43 and 44 of the Learner Handbook. Remind participants that you will go through all of their responses at the end of the program.

At this point it would be good to use the Urban and Interactive Maps and work through any topics that caused concern or confusion for participants or to provide individuals with more coaching to strengthen their learning. Discuss and draw out participants' local knowledge and experiences in the discussion, being mindful to clarify and reinforce the relevant road laws and rules.

Learner Driver Rules



Module 4 - Learner Driver Rules (Suggested session length: 1.5 hours)

Affirm and congratulate the group's progress through the program so far and let them know that they are now in the final stages of the program.

Rules on Your L's



SECTION 8



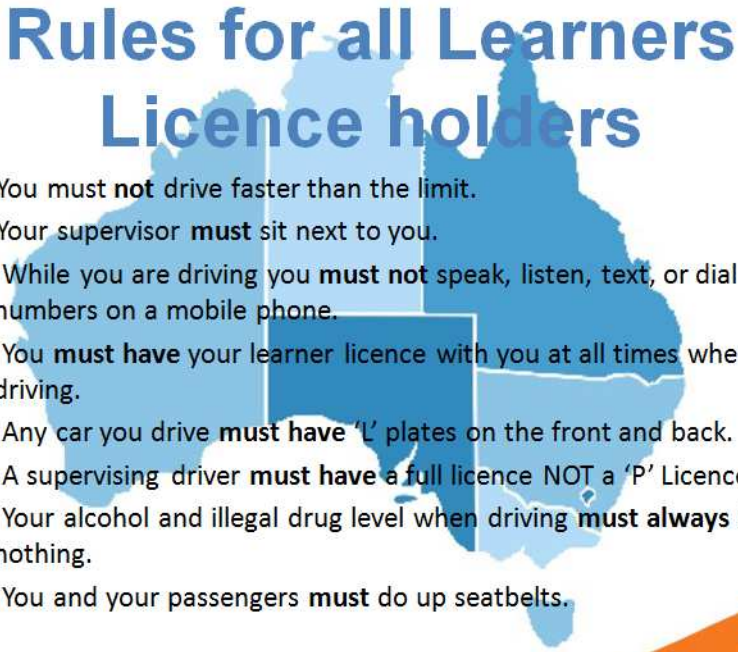
Tell participants that one of the things they will need to know and understand are some important rules that are just for Learner Drivers.

Explain to participants that they will now be exploring some rules that are designed specifically for learner drivers and that it is really important that they know and understand them. Tell them that we will do this in a quiz format and that they will work in pairs. (You could also have participants work alone.)

Hand out a copy of the Quiz Answer Sheet to each participant and check that they have a pen.

Ask participants "Are you ready? Ok, let's start. Show next slide..."

Rules for all Learners Licence holders



RULE 1 You must **not** drive faster than the limit.

RULE 2 Your supervisor **must** sit next to you.

RULE 3 While you are driving you **must not** speak, listen, text, or dial numbers on a mobile phone.


RULE 4 You **must have** your learner licence with you at all times when driving.

RULE 5 Any car you drive **must have** 'L' plates on the front and back.

RULE 6 A supervising driver **must have** a full licence NOT a 'P' Licence.

RULE 7 Your alcohol and illegal drug level when driving **must always** be nothing.

RULE 8 You and your passengers **must** do up seatbelts.



Ask participants to add up the total number of correct responses. Participants can then hand their scored answer sheet back to it's owner. See who got the highest scores and congratulate winners and all participants for their work.

Read through the slide and the details in Section 8 on Page 45. Reinforce the following:

Many of these rules are not just for learner licence holders, it is illegal for all drivers of any vehicle to;

- Use a mobile while driving
- Drive or be a passenger in a vehicle without wearing a seatbelt
- Have alcohol and illegal drugs in your system above legal limits, for Alcohol the legal limit or Blood Alcohol Concentration set for the following classes of licence;
 - Learner and Provisional licence holder = zero BAC.
 - Full licence BAC = LESS than 0.05%.
 - Commercial Drivers may have a lower BAC limit in some jurisdictions.

Also Note: Always record your driving hours in your logbook (if required).

Check for understanding and clarify any questions or confusion. If participants appear unsure, go through the rules a second time.

Learner Driver Rules QUIZ



RULE 5: No mobile phone use while driving.
Typing, texting, or holding a mobile phone while driving is illegal.



This slide contains animated graphics which need you to click through using your mouse to reveal each graphic.

As each graphic appears, ask the participants to record on their answer sheet (or verbally), which Learner Driver Rule the graphic represents.

At the end of the quiz, ask participants to swap answer sheets to check their colleagues answers as you work through the correct answers. Show next slide and click through the answers for participants to check against their own.

Activity: Choices and Consequences



Module 4 – Choices and Consequences (Suggested time 2 hours)

Tell participants “Now we will have some fun with a board game called Choices and Consequences.”

Show the next slide...

ACTIVITY: Choices and Consequences



Play the Choice and Consequence game to test your road law understanding, and learn about how your actions as a driver can have both negative and positive consequences that can impact you.

Say "This game will test your knowledge of Road Law and you'll also learn how your actions as a driver can have both negative and positive consequences that can impact you. Who's ready to play?"

Follow the separate 'Driving Game Instructions' and 'Driving Game Answers' for the Choices and Consequences Game.

- Play the game and discuss and clarify any points of misunderstanding or confusion as you play.
- Reinforce key learning points from the program throughout and in summary.
- Encourage the contribution of guest speakers at relevant points throughout (or at the end) of the game to reinforce learning and knowledge.
- Affirm the progress and success of participants throughout the game.

Activity: Test yourself answers



[Click here](#)

Module 5 – Test Yourself Answers (Suggested time 1 hour)

Tell participants that the very final stage of their learning will be to check their understanding and knowledge of The Road Laws to enable them to get their Learner Licence. Say “We will check your answers to each of the sections of the Learner Handbook to see how you did.”

Instruct participants to swap books with a colleague. If there are odd numbers in the group, just ask participants to pass their Learner Handbook onto the next person in the group, so that everyone has someone else’s Learner Handbook. Using the separate PowerPoint slides ‘**Austroads Learning to Drive Kit TYS Answers**’, work through each section’s self test answers.

Check results at the end. Ask participant’s to pass their colleagues’ Learner Handbook back with the final score.

Provide positive reinforcement and congratulations on results. You may have some small rewards such as mini chocolate bars etc. if appropriate. Note any areas where answers have been incorrect. Watch for patterns and revisit areas where there are difficulties if necessary.

Ask “So what happens next?” Show next slide...

Final Steps and Costs

- Learner Handbook – explains all the road and safety rules in your state or territory
- Learner Test – Sit and pass a test to show that you understand the road and safety rules
- Learner Licence – your Learner Licence which says you are ready to learn to drive with a supervisor (you can't drive without a supervisor on a Learner Licence)



Read through the slide reinforcing the following key points:

Understand the road and safety rules

- Each State and Territory has a "Learner Handbook". This document explains all the road and safety rules. It also provides practice test questions to assist you prior to sitting your learner test.
- You MUST obtain a copy of this handbook relevant to your State or Territory and begin to learn the road and safety rules. Some jurisdictions make this handbook available online.
- Core road rules will be discussed in this handbook.

Learner Test

- You must sit and pass a test to show that you understand the road and safety rules prior to getting your Learner Licence.
- Generally you have to pay to sit your Learner Test.
- You SHOULD NOT sit your Learner Test until you have a full understanding of the road and safety rules and practiced the test questions found in the Learner Handbook.

Learner Licence

- When you sit and pass your learner test you will be provided with a Learner Licence which says you are ready to learn to drive.
- Section 8 of the Learner Handbook provides more detail of what you can do on a Learner Licence.

Ask participants if they have any further questions. Ask participants to complete the 'Are You Ready Checklist' Depending on the group dynamic and if appropriate, you could ask participants to discuss their responses in pairs and share with the whole group as a debrief to reinforce next steps. Seek feedback from individuals and encourage ongoing learning. Thank the group for their participation and wish them well on their journey.

Pack up all elements of the program materials and check against the list to ensure all materials are ready for the next program.

This presentation has been developed
to use in conjunction with the Learners' Handbook
and the other resource in the kit.



It provides the relevant slides
for each section of the
Handbook along with facilitators'
notes to assist in the delivery.