

# ROAD TRAFFIC DEPARTMENT



## A DRIVER INSTRUCTORS MANUAL FOR THE BAHAMAS

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## **1. Introduction**

There is some concern that in the Bahamas the training available to learner drivers is not of a similar standard to that required and provided in many other countries. As a result many novice drivers do not have the skills, knowledge, or attitudes that they need to drive safely in the traffic conditions they face on the roads in The Bahamas; and many do not meet internationally recognized standards required for driving in other countries.

In part this helps to explain the countries poor, and worsening, road safety record. In order to improve the driving behaviour on our roads a new set of standards for driving schools and instructors are to be introduced and monitored. As well as improving driver training, proposals are in place to make the driving test itself a more consistent and effective test of both a driver's skill and safety; since it is recognized that the driving standard required to pass the 'test' to a large part determines the amount and quality of training undertaken by learners and provided by instructors. It is hoped that such improvements will mean the general public will view driving instructors and examiners – and the process of learning to drive – with much greater confidence and trust than was the case.

This 'Driver instructor's manual' provides a structured and detailed learner driver curriculum (or syllabus) that should be taught by driving schools. It represents a series of competencies that all learner drivers need to acquire, together with a structured training programme designed to deliver the knowledge and skills that an instructor should pass on to their clients. Importantly the manual also aims to develop suitable attitudes for behaving responsibly in traffic. However, it is also recognized that learning to drive does not stop after passing the test and that the accident record of novice drivers is usually much higher than that of more experienced drivers.

While the manual focuses on learner car drivers, it could also be adapted to support the initial training of motorcycle riders. Some of the elements, such as defensive driving, will also be important for those learning to drive larger vehicles (such as buses and trucks) although it is likely that most of these drivers will already have some experience of driving a car.

## **2. Structure of the manual**

The manual has a number of sections.

Section 3 contains the outline learner driver curriculum, which sets out the skills required to drive safely in traffic – and to pass the test. This part also introduces the general objectives and goals of the driving training proposed in the curriculum. These include: what driver attitudes and safety related behaviours to teach, the knowledge, skills, rules and regulations that they need to know, as well as what safe and defensive driving standards the learner driver should achieve. The methods to be used (e.g. in classroom, on-road or 'at home') are also covered.

Section 4 provides detailed guidance on what and how the driving instructor should teach the learner by providing a structured approach of 8 separate 'modules'. Note that modules are NOT the same as driving lessons. The objectives and goals of the training activities covered in each module are defined. The various training activities and exercises are covered in a target 'Lesson Plan' which suggests how many lessons may be required to cover each module. This part of the manual thereby presents a detailed syllabus and training programme to deliver the learner driver curriculum. In addition this part describes the teaching methodologies to be used in the training.

Section 5 provides a series of 'Teacher Aids' and 'Student Texts' that the instructor can use to support and supplement his contact time. The 'aids' typically contain information that are more easily presented in a visual format and the 'texts' provided the student with information that they should undertake to study in their own time to supplement and reinforce what is taught during lessons.

### **3. The curriculum and training methods**

#### **3.1 Objectives**

The objectives of the curriculum are to:

- Improve driving standards in The Bahamas
- Prepare the learner driver for driving in the traffic of The Bahamas
- Provide him / her with the knowledge and understanding of the risks and dangers of traffic
- Teach them how to avoid accidents when driving, including the use of defensive driving techniques
- Provide the learner driver with knowledge of the rules, signs and regulations and responsibilities of the driver
- Provide the learner driver with knowledge of the dynamics and safe function of the vehicle
- Give the learner driver the competence to pass the driving test by the end of the training.

#### **3.2 Detailed topics of the driver curriculum**

In order to be a competent and safe driver a learner needs to acquire, either by being taught or reading about, the following list of competencies. For convenience, this curriculum, or syllabus, is grouped under 7 main headings, although it is important to treat learning to drive as a holistic experience - rather than a simple series of separate 'hurdles' to be overcome.

In addition to basic knowledge and the physical skills needed to control the vehicle, good (and safe) driving is also about having the right attitude towards safety and other road users; and it is important for the novice driver to realise that 'learning to drive' does not stop after having passed the test but will take years to master.

The learner driver must know about - or be able to perform - each of the following elements of learning to drive.

## **1) Legal requirements**

The learner should be aware that they must:

- Be physically fit (e.g. good eyesight, not drunk or drugged)
- Have a valid licence
- Have insurance and be driving a registered vehicle
- Take responsibility for making sure the vehicle they drive is safe.

## **2) The vehicle**

The learner must:

- Understand the instrument panel and the controls
- Know what is a good driving position and how to achieve it
- Know the blind spots
- Know the importance of seat belts and how to wear them
- Understand the basic components and functions of the vehicle
- Be able to carry out routine safety checks.

## **3) Driver behaviour**

The driver must:

- Understand the responsibility that a driver has for the safety of others
- Know which road users are most at risk and how to reduce that risk
- Be aware of the importance of showing courtesy and consideration, and the need to control impatience, anger, thrill-seeking, and showing off
- Know the importance of defensive driving and be able to give examples
- Know the effect of drink, drugs, illness and tiredness on driving performance and what the rules are
- Know the common causes of road crashes
- Know what to do if involved in a road crash.

## **4) Vehicle characteristics**

The driver must:

- Know the stopping distances and how these vary in the wet or on different road surfaces
- Know the special problems associated with other types of vehicles such as bicycles, motorcycles, minibuses and trucks, and how to deal with them.

## **5) Weather and light conditions**

The driver must:

- Know the dangers of night-time driving and driving in bad weather, and how to deal with them
- Recognize how bad weather can influence other road users' behaviour.

## **6) Traffic signs, rules and regulations**

The driver needs to:

- Have a good knowledge of the meaning of traffic signs, including traffic signals and road markings
- Know the main traffic rules and regulations.

## **7) Car control and road procedure**

The driver must have the knowledge and skill to be able to carry out the following tasks safely and competently:

- Handling of the controls – steering, gears, clutch, brake, accelerator
- Safety checks before starting the engine
- Moving off from the side of the road
- Selecting the correct position on the road
- Good judgement of speed, distance and timing
- Observance of traffic signs
- Scanning the road ahead, anticipating the actions of other road users and taking appropriate action
- Overtaking, meeting and crossing the path of other vehicles
- Turning left-hand and right-hand corners correctly
- Stopping the vehicle in an emergency safely and in full control
- Reversing into limited openings to the left and right
- Reverse parking behind a parked vehicle
- Turning the car to face in the opposite direction using forward and reverse gears.

### **3.3 Training methods**

The learner driver training in driving schools will make use of three basic training methods.

#### **3.3.1 Theory training (in classroom)**

This will be mixed in with off-road and on-road driving and cover exercises on rules, signs, and technical aspects of the vehicle, accident causes and the legal and safety responsibilities of the driver. Classroom teaching will be provided to prepare the driver for the practical elements of the learning programme.

#### **3.3.2 Practical driving on an off-road training ground**

Initially learning should take place off the public highway on a training ground and cover how to manoeuvre and control a vehicle free from other traffic. Learner drivers will be guided through a fixed series of manoeuvres covering progressive levels of steering, braking, turning, reversing, etc, at low speeds.

#### **3.3.3 Practical driving in traffic**

This will involve a series of progressive driving exercises done at medium and higher speeds in built-up and rural areas in the presence of traffic and other road users.

## **4. Training Modules**

### **4.1 Introduction**

Although the training should be structured loosely around the individual ‘modules’, it is important that safety and ‘proper’ behaviour be emphasized throughout the training programme.

Table 1 below provides an overview of the entire training programme (8 modules) and provides guidance on the type of training to be used. Note that a more detailed list of objectives for each training block is provided later in the section.

This section is written to tell the driving instructor what to teach and how to teach it – rather than as guidance for the learner. Each element and exercise of the training programme is described.

The programme starts using classroom teaching of basics before practical (skill) exercises on a training ground or suitable area away from road traffic are undertaken. Only when these have been mastered to the satisfaction of the instructor should the learner driver be ‘exposed’ to actual traffic on the road.

The complete training programme provides both theoretical teaching and practical skill training in the vehicle. The trainer must be confident of the driver’s ability at each stage before moving on to more complex (and potentially dangerous) situations.

Quotes and references from other sources such as the “Highway Code”, the “Guide to studying for a driver’s licence’ and “The Statute Law of the Bahamas – Chapter 220 Road Traffic” are included in relevant part of the training blocks. All instructors should make themselves familiar with these documents.

Training Module		Method
1. Introduction to the vehicle <ul style="list-style-type: none"> <li>• Instruments</li> <li>• Controls, pedals</li> <li>• Legal requirements</li> <li>• Simple routine checks</li> </ul>		Classroom
2. Exercises on a training ground <ul style="list-style-type: none"> <li>• Finding a safe driving position</li> <li>• Start and stop</li> <li>• Driving straight and turning</li> <li>• Parking and reversing</li> </ul>		Practical
3. Traffic rules and regulations <ul style="list-style-type: none"> <li>• Road signs and road markings</li> <li>• Traffic codes and rules</li> <li>• Motor vehicle insurance</li> </ul>		Classroom
4. Vehicles in Traffic <ul style="list-style-type: none"> <li>• Slow vehicles</li> <li>• Unstable vehicles</li> <li>• Risky vehicles</li> </ul>		Classroom
5. Road users in Traffic <ul style="list-style-type: none"> <li>• Vulnerable road users</li> <li>• Drinking and driving</li> <li>• Problems of speeds and braking</li> <li>• Common errors</li> </ul>		Classroom
6. Roads <ul style="list-style-type: none"> <li>• Types and classes of roads</li> <li>• Road conditions.</li> </ul>		Classroom
7. Exercises in traffic <ul style="list-style-type: none"> <li>• Driving safely</li> <li>• Anticipating risk</li> <li>• Manoeuvring</li> </ul>		Practical
8. Driving Test	a) Written test	Classroom
	b) Practical test	Practical

**Table 1: Training blocks and method of teaching**

Table 2 provides a possible ‘target’ lesson plan detailing the number of lessons that may need to be taken up by each module. This should only serve as a guide since learners will develop their skills at different speeds. The instructor must be prepared to be flexible and vary the number of lessons required depending on the learner – and



to keep the learner so informed. Instructors should focus on the target ‘*outcomes*’ for each module block and not be governed by prescriptive time constraints and target numbers of lessons. All learners should be allowed to progress at their own speed and instructors should be sensitive and flexible towards the learner’s progress at all times. Some learners will learn very quickly, whilst others may be significantly slower in acquiring the necessary skills.

Note that each lesson should start by quickly reviewing what was taught in previous lessons. Also, learners will need to study the Highway Code in their own time.

This target programme anticipates that around 18 lessons will be required. It is the task of the instructor to decide if the programme can be accelerated or whether it needs to be extended.

**Table 2: Possible number of lessons for each training module**

<b>Training Block</b>	<b>Topics</b>	<b>Possible Number of Lessons</b>
1. Introduction to a motor vehicle	Learning about the instruments that control the vehicle and their use	1
	Learning about the legal requirements and responsibility of the driver	
	Learning about simple routine checks and fault-finding techniques	
2. Exercises on a training ground	Adjusting the seat and mirrors	5
	Starting a vehicle	
	Stopping a vehicle	
	Driving in a straight line	
	Driving in a straight line and judging the stopping distance	
	Turning manoeuvre around the training ground	
	Turning manoeuvre in a circular procedure	
	Turning manoeuvre in an 8 shaped procedure	
	Parking manoeuvre at slow speeds	
	Reversing manoeuvre at slow speeds	
	Turning manoeuvre in a three point turn	
	Gear shifting smoothly up	
	Gear shifting smoothly down	

3. Traffic rules and regulations	Learning about the Highway Code, road signs, road markings and regulations concerning traffic	2
	Learning about driver responsibility	
	Learning about accidents in general	
4. Vehicles in Traffic	Learning about dealing with slow vehicles	1
	Learning about dealing with unstable vehicles on the road	
5. Road users in Traffic	Learning about difficult driving conditions and vulnerable road users and how to deal with them	1
	Learning about the problem of accidents with focus on accident-producing conditions including drinking and driving	
	Learning about the problem of speed and braking	
6. Roads	Learning about types and classes of roads and how to drive safely on different road conditions	1
	Learning about the road conditions that affect safe driving	
7. Exercises in traffic	Entering into traffic	6
	How to position a vehicle on the road	
	Adjusting the speed to moving traffic	
	Lane changing	
	Turning left and right	
	How to pass other traffic and meeting other traffic	
	How to drive safely behind other traffic	
	Driving in the dark (night driving)	
	Overtaking and being overtaken.	
	Different parking manoeuvres on the road	
8. Driving Test	Learning how to prepare for the written test	1
	Learning how to pass a practical test	

## 4.2 Module 1: Introduction to vehicle and regulations

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### 4.2.1 Introduction

Before learning to drive it is necessary for the driver be aware of the basics of car control and be aware of the rules and regulations that apply to a driver.

### 4.2.2 Training objectives

Module 1 should enable the learner to:

- a) *Read and understand the vehicle's instruments (e.g. speedometer, petrol gauge) and their importance*
- b) *Know the use and function of the controls of the vehicle (e.g. steering wheel, brakes and gears), the engine, ignition and other technical part*
- c) *Know about the legislation concerning licensed vehicles and the responsibilities of the driver*
- d) *Be aware of the risks due to the failure of different vehicle parts and how to locate faults*
- e) *Gain the skill and knowledge to make simple adjustments and repairs to their vehicle.*

### 4.2.3 Vehicle controls

The learner must be provided, very early on in the training programme, with an understanding of the functions of the various parts and controls of the vehicle necessary to steer and control its speed on the road safely - and with due regard to other users. This involves being taught (see Student Text number 1) about each of the following:

- a) Dash board displays and warning lights

These can vary from vehicle to vehicle but typically include the following:

*Speedometer* - indicates the speed at which the vehicle is moving

*Odometer* - shows the total distance the car has traveled

*Fuel gauge* - indicates approximately the amount of fuel in the fuel tank

*Water temperature indicator* - shows the temperature in the engine cooling system

*Oil pressure gauge/warning light* - a red light comes on to indicate that the oil pressure has dropped and needs topping up, or checking by the garage

*Ammeter* - indicates whether the battery is charging. A red warning light will show if there is a discharge and this indicates that there is a problem

*Ignition warning light* - a small light that comes on when the ignition switch is turned on

*Turning indicator light* - indicates by a flashing light (and clicking noise) that the indicator signal is operating

*Side lights* - a small light indicates that the side-lights are switched on

*Full/dipped headlight* - a small light that indicates whether the headlights are on main (full) beam or are on dipped beam; these are sometimes colour coded with green and blue lights

*Switches* - the control switches vary from car to car and it is important to teach the driver where they are located and how to operate them. They should be taught how to switch on the lights and windscreen wipers, demist windows, how to indicate when turning right or left (and cancel), sound horn, etc.

#### b) Main vehicle controls

Again this information will have to be provided as part of the initial 'pre-driving' training. The learner will need to know about the following controls:

##### *Steering wheel*

It is used to turn the vehicle in the direction that the driver wishes to travel but must be held and used correctly. For example, drivers should always use both hands, and use the "push-pull technique" to turn the wheel (see Teaching Aid Number 2).

##### *Gear lever*

Used to engage and change forward or reverse gears (see Teaching aid Number 3).

##### *Clutch pedal*

The pedal is located on the left-hand side of the three pedals in a car with a manual gearbox. It serves to disconnect the engine from the gearbox and is used when engaging or changing gears and when slowing/stopping the vehicle to avoid 'stalling' the engine (see Teaching Aid Number 3 for all pedals).

##### *Accelerator*

The pedal on the right is used to control the speed of the engine and vehicle. The learner should be taught that it controls the amount of fuel used by the engine, with the speed of the vehicle increasing when the accelerator is depressed (if the clutch is engaged) and that releasing the accelerator (which is spring loaded) will cause the vehicle to slow down ('engine braking').

##### *Foot brake*

This is the middle pedal in a manual vehicle. In automatic transmission vehicles it is the left pedal. It is used to slow and stop the vehicle - and is connected with a switch that illuminates the red 'stop' lights at the rear of the vehicle.

##### *Hand brake*

This is used to keep a stationary vehicle in one place. It is usually positioned on the left hand side. It should only be engaged when the vehicle is stopped.

##### *Driving mirror(s)*

It is important to teach the driver about the importance of the 'rear view' provided by the driving mirrors. The mirrors enable the driver to see the position and speed of vehicles behind them. It is essential for safe driving that the mirror (or mirrors) are checked regularly during normal driving and especially before carrying out any manoeuvre that may affect a vehicle behind them (see Teaching Aid Number 1; on 'blind spots').

#### c) Vehicle parts and operating systems

The learner should know about the various components and systems of the vehicle, their function, how they operate and, eventually, how they can go wrong. It is not

essential that they know all this before they first start driving. It is best to teach the learner about the vehicle throughout the programme; not as a single ‘lecture’ early on in the training when many of the terms will be unfamiliar.

In order to be able to drive safely - and importantly, not damage the mechanics of the vehicle - the learner must be taught about the main operating systems, including (eventually) how to recognize faults (see Section 4.2.5). These include:

#### *Steering*

This enables the driver to direct the vehicle. It includes the steering wheel, which is connected to the front wheels.

#### *Braking*

This system helps to bring the vehicle to a stop. In addition to the brake on each wheel there is a hand brake, which is used to keep a stationary car from rolling down slopes.

#### *Transmission*

The power generated in the engine is transferred to the wheels via a transmission system. The clutch disconnects the engine from the gearbox, which governs the way the engine power is used depending on the speed of the vehicle.

#### *Fuel*

This system provides the fuel for the engine. Fuel is pumped from the fuel tank into the engine, the amount being controlled by the accelerator pedal and the carburetor.

#### *Electrical system*

This provides the power (a ‘spark’) for igniting the fuel in a petrol car (in a diesel engine it ignites when pressurised), for lighting and for things such as windscreen wipers. The power is stored in the battery, which is also used to ‘turn’ the engine over when it is started.

#### *Lubrication*

The moving parts of a car (e.g. engine, wheels) need lubricating (oiling) to reduce friction. The engine has a built-in (continuous) system, while other parts of the car (e.g. cables, wheel bearing) will only need periodic attention.

#### *Cooling*

Because the engine produces large amounts of heat it needs to be cooled, either by water (using a radiator) or by passing cool air across cooling fins.

#### *Suspension*

This improves comfort when travelling over rough ground by ‘smoothing out’ the irregularities of the road surface for the driver and passengers.

### **4.2.4 Legal requirements for driving**

The driver must be made aware of the legal requirements concerning driving. This will include information on having a proper licence and insurance. They must also be taught about the importance (and advantages) of obeying traffic laws and regulations – and what these rules are. They must also know that the driver, as well as the vehicle, has to be ‘fit’ to drive. This will involve providing the learner with information on:

#### a) Licence and Insurance requirements

All car drivers must be at least 17 years of age and have a proper driving licence. A learner must have a ‘provisional’ (learner driver’s) permit. They must also be told that

it is illegal to drive a vehicle that does not have an up-to-date road licence and without third party insurance (to act as a cover for any person that may be injured).

b) The 'The Highway Code' and 'Guide to studying for a drivers licence' contain all the information required by drivers about traffic laws and regulations presented in simple language. It also contains illustrations of traffic signs and signals and is intended for use by all road users (e.g. pedestrians and cyclists) not only drivers. The learner driver must be told that it is their responsibility to study and learn the contents of the Highway Code - and to follow its rules and advice. Make it clear to the driver that they are unlikely to pass their driving test unless they have obtained a copy and studied it, in conjunction with the training provided by the driving school.

c) Good health

A driver must know that he should be in good health mentally and physically. They must have good eyesight (they should consult an optician if in doubt) and must not be suffering any illness or taking any medicines that may adversely affect their driving ability. They should avoid driving when emotionally upset, or tired, and should never drive after drinking alcohol.

#### **4.2.5 Vehicle conditions**

Subsidiary Legislation of the Road Traffic Act (Chapter 220) requires that a motor vehicle should have all its parts and equipment, including tyres and lights, in good repair and efficient working order. The learner should know that it is their responsibility, as the driver, to maintain the vehicle in such a condition that it is no danger to the persons traveling in it, or to other road users. This means that the learner driver needs to have some basic information about what faults may happen and how to detect, and overcome them, when they occur. This is in addition to knowing how to conduct regular safety (and mechanical) checks to make sure the vehicle is roadworthy. They should know about:

a) Checking the vehicle

The vehicle's mechanical condition should be regularly checked. This will help to ensure that the vehicle is safe as well as avoiding (costly) mechanical repairs.

A short 'pre-trip' inspection can be carried out to identify parts that are not working (e.g. lights), need to be replaced or inflated (e.g. tyres) - or safety factors such as the need to clean the windscreen. The pre-trip inspection (see Student Text Number 2) should cover:

- Lights
- Windscreen and wipers
- Seat belts
- Fluid levels and leakages
- Brakes (including brake lights)
- Horn
- Mirrors
- Tyres (tread depth and pressure).

b) Detection and location of faults

Even if the vehicle is properly maintained and regularly checked it may develop a problem and the learner driver needs to know how to recognize likely faults – especially those that compromise safety or may require expensive repairs if not acted upon quickly.

Table 3 lists some commonly occurring vehicle faults and provides symptoms, the instruments to be checked, probable causes and remedies that may be useful for learners to know about.

<b>Symptom</b>	<b>Probable cause</b>	<b>Remedy</b>
<b>Tyres/Steering</b> Steering heavy	Puncture Power assisted steering fault	Change the wheel Seek qualified assistance
Vibrations in steering at specific speeds	Bulge in tyre or front wheel out of balance	Change the tyre or seek qualified assistance
<b>Brakes</b> Vehicle pulls to one side when braking	Incorrect adjustment	Seek qualified assistance
Warning light shows	Undue wear in pads System fault Low brake fluid Possible component failure	Seek qualified assistance Check level Seek qualified assistance
<b>Lights</b> Lamp does not light	Bulb failure Fuse failure	Check and replace Check and replace
Indicator flashing irregularly	Possible bulb failure	Check and replace
Main/dip not lit	Part failure of unit	Check and replace
<b>Engine</b> Misfiring or won't run	Fuel or electrical fault Defective spark plugs	Examine connections Seek assistance
Fails to start	Out of fuel Damp in electrical system	Refuel Examine and replace if necessary Check gauge
Starter does not operate	Battery flat	Change battery Jump start Push start
Starter or solenoid clicks but does not operate	Starter motor jammed	Rock vehicle backwards and forwards in gear.
Squealing noise from engine area	Fan belt loose	Adjust and replace
Overheating	Fuse blown on electric cooling fan Loss of coolant Fan belt snapped	Replace fuse Tape hose for temporary repair Replace belt

**Table 3: Some common vehicle faults**



In addition to a driver being able to locate simple faults in the car, they should be encouraged to learn about simple maintenance (e.g. checking and inflating tyres, topping up engine oil), making simple repairs (e.g. changing faulty bulbs) and changing worn parts (e.g. windscreen wipers). They need to know that ignoring minor faults can lead to an accident or costly repairs.

They should also know how to deal with any faults such as how to give hand signals in case the indicators fail (see Teaching Aid Number 9).

As well as 'safety' the driver need to know about environmental issues related to driving. Table 4 provides information about environmentally friendly driving.

## **HOW TO RUN A CLEAN AND EFFICIENT VEHICLE**

It is in everyone's interests if we keep our vehicles running cleanly and efficiently. Petrol and diesel is expensive and it makes sense to try and get more kilometres per litre. Air pollution is bad in towns and we all suffer it - vehicle exhaust is the main cause.

**You can save money and cause less pollution by following this advice:**

**Keep your vehicle in good working condition** - a badly maintained vehicle can use as much as 15% more fuel. Take it regularly to a skilled mechanic who can service it properly, tune it correctly, and check that it is safe. Carburetor, air filters brakes and tyres need special attention.

**Drive smoothly and sensibly** - rapid acceleration and sudden braking wastes a lot of fuel. Use the gears fully, as this enables you to use the brakes less and gives a smoother, more comfortable, and more economic ride.

**Don't drive too fast** - it may save you a few minutes, but it will cost you much more and increases the risk of crashes. You will use much more fuel.

**Load the vehicle carefully** - poor loading increases the consumption of fuel. Remove the roof rack if you are not using it, as it increases wind resistance causing the engine to have to work harder. If luggage has to be carried on the roof rack, load it so that wind resistance is less.

**Use air conditioners sparingly** - they can use up to 20% extra fuel.

**Plan your trips and routes carefully** - don't use your car for lots of short trips - it is a waste of money. Combine the trips that you, your family and your friends make. Sharing the car reduces car use, keeps costs low, and reduces traffic congestion and pollution. Avoid travelling during the rush hour - fuel consumption in congested areas can be almost double what it is normal.

**Table 4: How to drive in an environmentally 'friendly' way**

## 4.3 Module 2: Driving exercises for training ground or off-road

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### 4.3.1 Introduction

Before driving on a public road, a learner driver needs to practice and master the basic skills necessary to manoeuvre the vehicle. This is best practiced 'off-road' in a safe environment. They should be able to move off and stop, change gears and steer safely, and deal with any 'hill starts' they may encounter.

### 4.3.2 Training objectives

Module 2 aims to provide learner with the:

- a) *Ability to correctly adjust his or her seat position and mirrors*
- b) *Basic skills required to drive at slow speed*
- c) *Ability to perform the basic manoeuvres of normal driving*
- d) *Skill to control the vehicle without difficulty.*

### 4.3.3 Different exercises

- a) Adjusting the seat and mirrors

The learner has to know how to be safe and comfortable in the car. They need to know how to adjust the seat and how to achieve a good driving position. They need to be instructed in how they should be positioned with respect to the steering wheel (and how to hold it correctly) and foot pedals, and the need to adjust the mirrors in order to have good 'all round' visibility. In addition the learner should be taught where the blind spots are (see Teaching Aid Number 1) and how to deal with them. The need to always wear a seat belt (and how to adjust it properly) should also be (strongly) emphasized.

- b) Driving at slow speed

#### *Starting the car*

The learner should be told how to start the vehicle properly and allowed to practice this. They need to be instructed about checking the handbrake is on, depressing the clutch (with their left foot), checking the gear lever is in neutral and how to turn the ignition switch. They should be allowed to get a 'feel' for using the accelerator pedal and the location of the brake pedal before moving off.

#### *Moving off*

The learner should be taught about the need to always check it is safe to move (by looking for other vehicles and pedestrians, etc) and then how to (gently) increase the engine speed (by pressing the accelerator), depressing the clutch (as far as it will move), engaging first gear, releasing the hand brake and at the same time increase the pressure on the accelerator slightly whilst letting the clutch up smoothly (see Teaching aid Number 3). They must be allowed to practice this until they can move away consistently and smoothly without 'stalling' the engine and without over-revving.

#### *Stopping the car*

The learner also needs to practice braking (it must be smooth) and bringing the vehicle to a stop. They need to practice: smoothly depressing the brake pedal (using their right foot and how they can ease up on pressure slightly before the stop is

completed to avoid a sudden stop) and to depress the clutch pedal (right down) just before coming to a stop. They also need to be instructed about keeping their foot on the footbrake until they have applied the hand brake and then selecting the neutral gear before switching off the engine.

#### *Driving in a straight line and judging the stopping distance*

The moving off and stopping can be practiced (it may take some time) while the driver is steering straight ahead. When the learner gets more skilled they should be required to bring the vehicle to a stop at a particular point so that they become more familiar with judging how hard to brake and stopping distances. At a suitable time the driver can be taught about changing gear – see below.

#### c) Exercising basic turning manoeuvres

When the driver can move away and stop with confidence they should be given progressively harder slow-speed manoeuvring exercises. These can involve: steering in a straight line (following a line or steering towards a target), driving around the perimeter of the training ground (involving driving straight and turning, preferably following a marked out 'road'), driving in a controlled circle and then, for example, in a figure of eight. It is important from the start that proper steering (see Teaching Aid Number 2) is encouraged.

#### d) Developing full control of the vehicle

As the learner becomes more skilled, more complex manoeuvres can be practiced and higher speeds used. It is important that the basic skills are carried out (and taught correctly) before moving on to more advanced driving in traffic. The learner will need to be taught about each of the following:

#### *Changing gear (up)*

The learner should understand why it is necessary to change gear (e.g. to increase road speed without over-revving the engine) - when to do it (by listening to the engine) as well as how to do it. They should be taught about:

- Pushing the clutch pedal right down whilst releasing the accelerator - they should be instructed that the clutch should be depressed a fraction of a second before releasing the accelerator (the first 'secret' for a good gear change)
- Move the gear lever into the new gear (early on in the training this will mainly involve moving from first gear to second – via neutral). They should be instructed not to force the gear lever but to smoothly guide it with a minimum of effort
- Let the clutch pedal up smoothly, and at the same time (or very fractionally later) gradually press down the accelerator pedal (the second secret of good gear changing).
- If the car has a manual gearbox the instructor will need to teach the appropriate driving technique (use right foot only).

#### *Changing gear (down)*

The learner needs to be taught to:

- Release the accelerator and brake until the car is traveling at the required speed
- Push the clutch right down
- Move the gear lever to the required lower gear
- Release the clutch smoothly and increase pressure on the accelerator.

*Turning in the road, parking and reversing*

Eventually the learner will be able to practice more complicated manoeuvres such as turning around in the road by using both forward and reverse gears (often called the 'three-point turn') and parking skills. They should be taught that there are a number of parking methods; for example they should know about – and practice - angle parking, parallel parking and reverse parking (see Teaching Aid Number 12).

## 4.4 Module 3: Traffic Rules and Regulations

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### 4.4.1 Introduction

Over time the driver should become more confident and skilled at handling the car. When you think they are 'ready for the road' (but check with them first!) they need to be taught about some basic traffic rules before being allowed to drive on the public road amongst other road users.

### 4.4.2 Objectives

Module 3 aims to teach the learner:

- a) *The basic traffic laws and regulations and why they exist*
- b) *About their responsibilities as a driver*
- c) *The significance of standard traffic signs, markings and signals*
- d) *About the procedures when passing the scene of an accident or being directly involved in a road accident.*

### 4.4.3 Traffic laws and regulations

The learner must know about each of the following:

#### a) Speed limits

The must know about speed limits; and how to know what the limit is. For example within the Nassau city limits and Family Island Settlements, the speed limit is 25 mph. Outside the Nassau city limits; the speed limit is 30 mph and where there is no speed signs posted. The speed limit outside of Family Island Settlements is normally 45 mph, or it is signed.

#### b) Penalties from the Road Traffic Act

The learner must be made aware that the Road Traffic Act says they must not:

- drive dangerously or recklessly
- drive carelessly or without reasonable consideration for others.

They should also be aware about the many other offences that exist in the law and that if found guilty of serious dangerous driving offences, they can be fined, be disqualified from driving for a fixed period of time, and may even have to serve a prison sentence. It is for the police to decide if prosecutions are to be brought against drivers and the courts to decide what penalty to impose within the range provided by the law if a guilty verdict is brought.

However, many offences have a fixed penalty attached to them. Table 5 gives some example of fixed penalties offences (there are many more) and the associated penalties that are currently in force – but can change

Offence	Fine (\$)
Failing to register or licence vehicle	200
Driving vehicle in defective condition	80
No valid certificate of inspection	100
Passing or attempting to pass on a solid line	80
Unnecessary use of horn	80
Causing death of other person	5,000 – 10,000 - or 4 years imprisonment
Driving recklessly	5,000 - and/or 1 years imprisonment
Driving without due care and attention	200
Driving under the influence of alcohol	200 - and/or 2 months imprisonment
Parking in a 'No Parking' area	100

**Table 5: Some common offences and penalties**

They must also be aware that when a minor offence has been committed a police officer or traffic warden may issue a Fixed Penalty Notice that allows the offender to avoid prosecution by paying the penalty within a specified number of days.

c) Road Signs, Traffic Signals, Road Markings, etc

Learners will need to know the meaning of road signs and why they exist (to help the driver). They should be aware of the different types (e.g. Warning, Regulatory, Guidance, etc - see Teaching Aid Number 4) and what each one means.

Similarly the learner must be aware of the meaning and operation of traffic light signals (e.g. the meaning of red, amber and green) when used to control traffic at major junctions or pedestrian crossings. It is also important that they appreciate the meaning of different road markings (e.g. single broken and continuous lines, double dividing lines).

It should be stressed to the learner at an early stage that they must study all the information contained in the Highway Code – in their own time. Suggest they ask you questions about anything they do not fully understand.

d) Hand signals used by the police

The learner should be told about hand signals used by the police to control traffic (see Teaching Aid Number 10).

## 4.5 Module 4: Vehicles in traffic

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### 4.5.1 Introduction

The learner should be made aware of all the different types of traffic they will encounter and be warned about what problems it may present them as drivers.

### 4.5.2 Objective

*Module 4 aims to instruct the learner about the performance of other vehicles in traffic (e.g. lorries, slow-moving vehicles, motorcycles, bicycles).*

### 4.5.3 Types of traffic

The learner should be aware of the following types of traffic and why they are important to them as a driver:

#### a) Motorcycles

In recent years there has been a growth of motorcycles in the Bahamas. These motorcyclists have put a strain on the traffic system and a driver has to be aware of how to deal with them safely whilst moving in traffic. The learner needs to be warned that the riders may behave erratically (perhaps to avoid pot holes), not follow the traffic rules (often to avoid jams) and some do not seem to care for their own safety and may exceed speed limits (often by a large amount).

#### b) Bicycles

Bicycle use in The Bahamas is not as common as in many other countries. However, many cycles lack basic safety equipment like lights or reflectors. Therefore learners should be warned to take particular care whilst driving to avoid accidents with cyclist and be particularly careful at night and places where cyclists are likely to be (eg schools and shops/markets).

#### c) Slow moving vehicles

Slow moving vehicles are a major hazard, especially on the open road; and especially at night. The learner should be warned about the particular hazard presented by such vehicles and be advised about minimizing the risks.

For example, they should be warned about being impatient and trying to overtake when it is not safe, since many head on-collisions result from this type of situation. They need to be on the look out for slow-moving vehicles and judge their speed so that they can slow down well in advance and only overtake if they are sure it is safe and there is no oncoming traffic.

Examples of slow moving vehicles that they should watch out for are:

- Heavy goods vehicles,
- Tractors,
- Engineering plants and
- Animal or human drawn carts.

#### d) Unstable vehicles

The dangers presented by unstable and overloaded vehicles (both motorized and non-motorised) should also be explained to learners along with the advice to give them



extra room and keep a safe distance from them. The dangers of overtaking such vehicles also need to be stressed.

e) Animals

Learners also need to be warned about the hazards presented by animals. Both domestic and farm animals can appear in the most unexpected places, so it is necessary to stay alert at all times – to ‘expect the unexpected’. Warning signs showing animals crossing should also be noted.

## 4.6 Module 5: Road Users in Traffic

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### 4.6.1 Introduction

Learners need to be made fully aware of a number of safety issues when they are driving.

### 4.6.2 Objectives

The aims of Module 5 are to inform the learners about:

- a) *Their behavioural limitations and common errors made by drivers and other road users*
- b) *The defensive driving technique*
- c) *Reaction times*
- d) *Making the correct (or safe) judgments of speed and distance*
- e) *The influence of alcohol and drugs on driving performance*
- f) *Vulnerable road users.*

### 4.6.3 Important safety issues for the learner driver

The learner should be instructed about each of the following:

- a) Common driver errors and causes of accidents

Learners should know that the majority of accidents are caused by drivers themselves. Therefore most accidents are avoidable – and aren't really 'accidents'. Learners also need to be warned that the accident rate of 'new' drivers is significantly higher than that of more experienced drivers and therefore they need to be extra careful and beware of becoming overconfident of their skills.

While some accidents are the result of ignorance the majority result from drivers making 'errors'. Learner should be taught to recognize the importance of avoiding common errors such as:

- Making the wrong assumption about other road users intentions
- Driving too fast for the conditions
- Following the vehicle in front too closely
- Not concentrating or being distracted
- Poor observation or recognition of hazards
- Misjudging the speed and distance of other vehicles.

Table 6 provides a series of common causes of accidents and advice that can be passed on to learners about how they can be avoided, what they should do if they are involved in one. The learner should also know some simple First Aid and what to do in the event of a breakdown.

**Excessive speed, especially at bends** – ‘read’ the road ahead and adjust your speed accordingly.

**Overtaking dangerously** - overtake only when you can see far enough ahead to be sure that the way is clear. If you are stuck behind a slow-moving vehicle stay calm. It is better to take a few minutes longer on your journey than to be dead.

**Following-too-close behind the vehicle ahead (‘tail-gating’)** - leave enough space to be sure that you can stop in time if the vehicle ahead suddenly slows down. In town traffic you have to watch the vehicle ahead very carefully.

**Driving too fast at night to be able to stop in time when an obstruction appears** - drive only as fast as your headlight range allows. Remember that when you dip your lights for an oncoming vehicle you can see only a very short distance ahead - there could be something there in the dark, so slow down. Many crashes at night happen when speeding vehicles run into the back of unlit and badly-parked vehicles, in which case the driver of the parked vehicle is also to blame for the crash.

**Not giving way at junctions** – follow the give way rules at junctions, especially when joining main roads from side roads. Always obey the traffic signs. If it is not clear who has the right to go first, be extra careful.

**Driving carelessly where there are pedestrians** – wherever there are pedestrians you should slow down, take extra care, and expect them to cross the road. Overtaking at speed is particularly dangerous because a pedestrian who is crossing the road may never see you until it is too late.

**Turning sharply to avoid animals running in the road** - as you drive along keep looking for problems ahead such as animals, and be ready to take action. Don’t turn sharply unless it is the only way to avoid causing serious injury to pedestrians or others.

**Not concentrating** - to use the road safely you must concentrate all the time. Don’t allow your passengers to talk to you in a way that stops you being fully alert to what is happening on the road ahead. Be ready for unexpected things happening such as an animal or child running into the road. Driving when tired or after drinking is very dangerous, because you cannot concentrate and your judgement will be poor.

**Pedestrians not taking sufficient care** – when you are walking always walk on the right-hand side of the road, not in the middle, and make sure you follow the Crossing Code. Wear something bright at night. Don’t take so much alcohol or drugs that you are unable to walk and cross the road safely.

## **Table 6: Some common causes of accidents and how to avoid them**

b) Defensive driving technique

Learners should be taught about the 'defensive driving' technique as this will make them safer drivers. Essentially defensive driving involves a number of separate issues. These are firstly listed below and then considered in turn in slightly more detail. These 'habits' should be encouraged from the start, both during classroom (theory) sessions and also while driving on the road. The issues include:

- Tolerance
- Isolation
- Self control
- Observation
- Awareness
- Route planning
- Anticipation
- Signaling
- Contrasting
- Spacing

#### *Tolerance*

Show tolerance to other road users even if they make a mistake and you are in the right. Be courteous towards other road users and avoid accident-causing situations.

#### *Isolation*

Maintain a safe distance from others. Get out of the way if someone comes too close to you. Similarly, make good use of the mirrors regularly and always act sensibly.

#### *Self control*

Avoid hostile situations whilst on the road. This includes abusive language, threats, and physical violence. In addition avoid giving offence to other road users and creating dangerous situations. Stay in control and know your own limits of performance.

#### *Observation*

You must be observant whilst driving on the road by continuously scanning ahead of you (to left, right and centre) so that you are always aware of what is ahead of you (Teaching Aid Number 5), and use your mirrors to know what is going on behind you.

#### *Awareness*

A good defensive driver has to put safety first before anything else. The driver has to show courtesy to other road users.

#### *Route planning*

Route planning involves getting prepared for the journey and using the most convenient route to the destination. Plenty of time should be allowed to make the journey, so that there is no need to speed or take risks.

#### *Anticipation*

Try and predict hazards and dangers so that you can avoid them. Anticipate what is likely to happen ahead (and around). Always drive at a reasonable speed so that you can take preventive action if a hazard develops. Be especially careful around parked vehicles, junctions, schools, changes in road conditions and pedestrian crossings.

### *Signalling*

Show your intentions in good time to other road users. Make sure that your indicators and lights are in good working condition and use the signals early enough to give other road users time to react. Learn the hand signals that can be made by the driver.

### *Contrasting*

Select the optimum position for you to see and be seen by others. Use of reflectors on your car can enhance this contrast from other vehicles, especially at night.

### *Spacing*

Leave room for other road users. Create a space 'cushion' as a precaution against anyone else losing control. Be especially careful of heavy trucks that are ahead of you or behind you when traveling up or down hills.

### c) Reaction times

Reaction time is the time taken between first seeing a hazard and starting to apply the brakes or turn the steering wheel. It is normally around three-quarters of a second, but is much longer when the driver is elderly, tired or has been drinking alcohol or taking drugs. If the car is travelling at 100km/h it will cover a distance of 18 metres during the normal reaction time, that is to the start of braking - and it will more distance to actually stop.

### d) Speed and accidents

Driving too fast for the conditions is the single largest cause of accidents in Uganda. As speed increases:

- The car becomes more difficult to control
- There is less time in which to act to avoid a collision.

It should be stressed to the learner that they should always drive at a speed, which enables them to avoid a crash. They need to take account of things such as road alignment (e.g. bends), weather, visibility, amount of traffic and the presence of pedestrians. At locations where there is a risk of unexpected things happening, such as in towns, near shops and at junctions it is necessary to drive slowly. A safe speed can often be lower than the speed limit.

Learners must also be taught about the effect of speed on stopping distances. This is the distance covered from the moment the driver realises that they need to stop until when the vehicle actually stops, and is made up of both a 'thinking' (reaction time) and 'braking' distance. It should be pointed out to the learner that if you double your speed your stopping distance increases by three times and that stopping distances can be significantly greater if the driver does not react quickly or if the road is wet.

### e) Driving and alcohol

It is very important to stress to the learner that drivers who are under the influence of alcohol are a hazard to other road users – and to themselves and their passengers. Also, that it is illegal to drive whilst under the influence of alcohol (or drugs).

Alcohol affects the brain so that vision is reduced, reactions become slower and coordination is poor. Also, it tends to make drivers overestimate their abilities and they become reckless (see Teaching Aid Number 6).

f) Vulnerable road users

Learners should be made aware that they have to be especially careful with respect to vulnerable road users. These include:

*Pedestrians*

Pedestrians hit by vehicles are often seriously injured or killed, whereas the driver is typically unharmed. Drivers therefore have to be extra careful - and slow down - when there are pedestrians about. Drivers should always be considerate towards pedestrians, as they have an equal right to be using the road. Learners should also be warned about 'drunken' pedestrians and the dangers they represent.

*Children*

Accident statistics show that children are particularly vulnerable in traffic. They are less developed both mentally and physically and can do unsafe and unexpected things. Also, due to their small size, they can be harder to see, especially in built up areas or where there is heavy traffic. Learner drivers should be warned that younger children can not accurately judge the time it will take an approaching vehicle to reach them, or how long it will take the vehicle to stop. They should also be told that some children may not have been taught correctly how to behave near traffic and in any case may do things suddenly (rush into the road) without thinking. This means that extra care should be taken when near children, or where children might be.

*The elderly*

The elderly are also a vulnerable road user group. They are usually slow whilst on the road and require time to be able to safely cross or use the road. In addition some of the elderly have both vision and hearing problems, which puts them at a higher risk of being involved in accidents.

*The disabled*

Like the children and the elderly, the disabled are also a vulnerable group.

*The cyclists and motorcyclists*

Learners should be warned about both pedal cyclists and motorcyclists, as these are both particularly vulnerable road users. As a driver they should provide enough space for them as well as being courteous towards them. Drivers need to be particularly careful of cyclists who have overloaded their cycles, as they can make unpredictable manoeuvres. Riders of two-wheelers are also more likely to swerve to avoid potholes than drivers and thus make sudden and erratic changes in direction.

g) Driving limitations

The learner should be informed that all drivers, including themselves, cannot always be driving to their maximum ability. Drivers can be tired, distracted and even drunk, so that sometimes they behave in an unpredictable way. It is important to always stay alert and concentrate on what is going on – and not make too many assumptions about how other road users will behave. They may not know the rules, be driving defensively or even be able to see properly.

## 4.7 Module 6: Roads and Road Conditions

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### 4.7.1 Introduction

It is important that the learner is given early advice (and warnings) about the different road conditions that they will encounter in The Bahamas.

### 4.7.2 Objectives

Module 6 aims to instruct the learner:

- a) *About the different types and classes of road.*
- b) *About different road conditions and safety.*

### 4.7.3 Types of roads in The Bahamas

The learner should be aware of the different types of road they will be required to drive on – see Table 7 – that gives a road classification system developed and used by traffic management practitioners around the world.

Road category	Description	Function
Category A	Primary roads	Connection between the national road system and those of neighbouring countries Roads that link between the provincial capitals, main centres of population and production centres
Category B	Secondary roads	Roads that link between districts, local centres of population and development areas
Category C	Tertiary roads	Roads that link between locally important traffic generators and their rural hinterland
Category D	Feeder roads	Provision of access to land adjacent to the collector system

**Table 7 Types of Roads in the Bahamas**

### 4.7.4 Factors influencing safe driving in The Bahamas

The driver needs to be alerted to a variety of different factors that can be hazardous and influence safety. These include:

- a) Driving on busy roads

Drivers need to be made aware of all the hazardous situations posed by driving in traffic and the need to control their speed so that they can avoid any problems that develop.

- b) Driving on wet roads

They should know that when roads are wet braking distances are longer because tyre grip is reduced so they should reduce speeds and give themselves more room. They should allow at least double the braking distance when the road is wet. It is also

important for them to know that if their tyres do not have sufficient tread (grip) it will be even more difficult to stop and steer on a wet road.

#### c) Driving on roads that are poorly maintained

Learners should be warned about the dangers of roads that are not adequately maintained. In areas where there are potholes and eroded shoulders they should adjust their speed to be able to pass such conditions without losing control and damaging their vehicles. Potholes are also dangerous because they can cause other drivers and riders to suddenly swerve. They should be warned that when it is raining potholes can fill with water and become 'invisible' and they are also difficult to see in the dark.

#### d) Obstructions

They should be advised about the need to look ahead and be able to deal with any obstructions they meet. They should make a decision on the obstruction by considering the type and the width of the road, where the obstruction is located on the road and whether there is an approaching traffic. The way to deal with an obstruction is by checking the mirrors, signalling if necessary, adjusting their speed and assessing the situation to decide whether to wait or to proceed. They should be told it is important not to assume that other drivers will give way.

#### e) Driving on open roads.

Learner drivers need to be told about how driving conditions on the open road differ greatly from those in the city. The main difference is that on the open road there is they are travelling at much higher speeds. This means that it is especially important to look out for hazards some way ahead of the vehicle and that they must anticipate what is likely to happen and "think ahead".

#### f) Sharp bends

Learners need to be warned that sharp bends are very dangerous locations because they reduce forward visibility. This means they must enter them at the right speed and look as far ahead as possible. They should pay particular attention to road signs and any change in the speed limit. They must never attempt to overtake another vehicle whilst negotiating a bend and always be prepared to adjust their position if an oncoming driver should cross the centre line and move onto their side of the road.

The speed selected to negotiate a bend will depend on:

- The type and condition of the road
- The sharpness of the bend
- Prevailing visibility
- Traffic conditions.

In order to negotiate the bend safely they should drive as though they expect to meet:

- Oncoming vehicles
- Obstruction in the road, such as broken down vehicles or farm animals
- Pedestrians walking on the side of the road closest to the vehicle.



To be safe they should be travelling at a safe speed, be in the correct gear, steer smoothly around the bend (using both hands) staying on their own side of the road; while expecting to encounter a hazard.

#### g) Hills

Learners should know that hills, especially the 'crest', cause a lot of accidents. They should always keep well to the left hand side of the road and reduce their speed as they approach the top. If the hill is sufficiently steep that a lower gear is necessary to climb it they should change down well in advance. It is vital to descend hills at a safe speed and selecting a lower gear ('engine braking') should be used rather than (only) using the foot brake. Extra care is needed when overtaking on a hill.

#### h) Gravel/dirt roads

Drivers should drive more slowly and cautiously on unsurfaced roads because their tyres have much less grip than on tarmac roads. This increases both the risk of skidding and the braking distance. They should not drive at a speed that causes dust to fly up and make it difficult for other drivers to see properly. They should also be warned that driving a 4WD vehicle does not mean that they can drive with less care; these vehicles are more unstable than saloon cars, and overturn very easily.

#### i) Driving in difficult weather conditions

Learners need to be advised about driving in difficult weather. Weather conditions such as mist (and smoke caused by burning) and heavy rains require them to reduce speeds and take extra care. Fading daylight (dusk) and bright sunlight can also reduce visibility. The learner needs to be made aware of the hazards presented by:

##### *Rain*

Rain reduces visibility through the windscreen and can cause the inside of the windows to mist up. The windows should be kept as clean as possible and windscreen wipers replaced when necessary. In heavy rain they should be advised to use their headlights so that other drivers can see them.

##### *Mist*

In misty conditions they should slow down so that they can stop in the distance they can see ahead of them. In very bad conditions it may be safer to stop (but off the road) and wait for conditions to improve. They should use dipped headlights, since this will reduce the amount of light reflected back at them.

##### *Wind*

Learners should be warned that in windy conditions their steering could be badly affected. They should also be careful when overtaking, or being overtaken by large lorries, as this can have the same effect.

### *Driving in sunshine and hot weather*

The learners should be told that they should:

- Be careful to avoid being dazzled when driving into the sun
- In hot weather make the inside of the vehicle as comfortable as possible to keep them alert
- Adjust the sun shields so as not to be dazzled by the sun
- Make sure they have the correct tyre pressure
- Check that the level of the coolant in their vehicle is enough
- Make sure their windscreen is clean from dead insects and flies.

## 4.8 Module 7: Driving in Traffic

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### 4.8.1 Introduction

Initially learner drivers will devote much of their efforts (or mental capacity) into controlling the vehicle (e.g. steering and changing gear). However, when this becomes easier for them they will have more free attention to learn to cope with other traffic. If they are given a good grounding in the skills required and traffic rules this should not present too great an ordeal – but typically, early on, it can be a frightening experience. They should know what to do before they need to do it.

### 4.8.2 Objectives

Module 7 aims to make sure that the:

- a) *Learner knows the rules and has the skills to adapt their driving to the changing demands of traffic*
- b) *Learner knows how to anticipate and choose appropriate speeds*
- c) *Learner knows how to position and manoeuvre, taking other traffic into account (e.g. moving off and parking, adapting speed correctly when driving along, changing lanes, passing other road user, meeting other traffic, following other traffic, approaching and passing through junctions, driving around a roundabout, driving in the dark, etc).*

### 4.8.3 Different manoeuvres/actions

- a) Moving off from the kerb into traffic

Here the learner should know that they must:

- Check that the road is clear
- Look out for pedestrians who are using the road
- Check both directions and make sure it is clear
- Move out slowly but carefully into the road.

- b) Positioning themselves correctly on the road

They must know how to position themselves and select the correct lane while driving. This involves:

- Taking account of lane markings (that make it easy to separate the sides of the road)
- Sharing the space available on narrow roads
- Noting the presence of obstructions
- Keeping clear of parked vehicles (and leaving room for doors opening)
- Watching out for vehicles moving off and children running out
- Not driving too near the pavement, particularly in areas crowded with pedestrians
- Keeping to the left if they are going straight ahead or turning left
- Positioning themselves as close to the centre of the road as is safe when turning right
- Being in the correct position for the route they are going to take.

They should appreciate that positioning is not only important for safety but also helps to keep traffic flowing freely.

c) Driving at an appropriate speed.

It must be stressed to the learner that driving at an appropriate and safe speed (at all times) is a vital element of being a 'good' driver. They should be told if they are driving too fast or too slow for the conditions (road type, speed limit, presence of pedestrians, weather, etc).

They need to be taught that they:

- Must not compete with other traffic
- Be aware of the presence of other road users (and animals)
- Do not have to drive fast on an open road
- Should watch out for signs showing schools (as children might be playing or may suddenly enter the road)
- Must look out for pedestrians and shoppers, especially in built up areas, as they might not have seen the vehicle
- Should expect other drivers to join the road at locations such as car parks and petrol stations
- Should take extra care when near a learner driver by leaving enough room for them to do something unexpected.

d) Lane changing

The learner should know that there are certain sections on the road where they are forbidden to change lane (for instance when the road is narrowing) and that there are also times when it is necessary to change lanes. This should never be done without checking, and never suddenly. They should know to:

- Use their rear view mirror to check for following traffic and also to take a quick look over their shoulder if necessary;
- Signal their intention to change lanes in good time;
- Recheck behind again and, if it is safe, move smoothly over to the new lane; they must make sure that driver behind them knows what they are going to do;
- Adjust their position in relation to the car in front of them;
- Cancel the signal.

e) Making U-turns

They should know that U-turns are usually forbidden on many types of road, as they can lead to accidents.

f) Passing other traffic

The learner should be taught to appreciate and deal with the risks involved in passing other traffic and to anticipate what may happen. They should be warned about:

- Vehicles pulling out
- Parked doors opening
- Passengers leaving vehicles (e.g. buses, taxis) and crossing the road without looking
- Pedestrians crossing near (and away from) zebra crossings.

g) Meeting other traffic

In order to be safe the learner should be aware of the following basic precautions:

- To keep alert and give their whole attention to driving
- To always drive at a reasonable speed based on prevailing conditions; they should try to match their speed to that of other traffic but always stay within the legal limit
- To try and avoid unnecessary lane changing; they should get into the correct lane and stay there.

They should be especially alert for:

- Pedestrians
- Signals and the actions of other drivers
- Exhaust from parked cars as well as brake and reversing lights
- Occupants in parked cars
- Vehicles that are wandering across the road (the driver might be drunk or just not concentrating)

In addition they need to:

- Be skilled at judging the speed at which an oncoming vehicle is travelling
- Be able to deal with other vehicles making unusual manoeuvres (e.g. swerving to avoid a pothole)
- Be able to overtake safely and smoothly. In the Bahamas most roads have a single carriageway. This means that an oncoming driver has to come onto your side of the road whilst overtaking. A driver needs to practice dealing with such things.

h) Driving behind other traffic.

The learner should be aware that they should allow at least one car's length for every 10 mph of speed between themselves and the vehicle they are following. This 'translates' into the easily remembered 'two second rule' (Only a fool breaks the ...).

They should be aware of the need to take special care when:

- Following jitneys, buses and trucks (jitneys are especially likely to stop (anywhere) suddenly and move off without worrying about other road users.
- Following cyclists.

i) Overtaking

The driver needs to know that overtaking is a major cause of accidents and injuries on our roads. This is not surprising because this manoeuvre involves entering into the path of on-coming traffic.

They must know to never overtake when there is oncoming traffic, since 'head-on' crashes are particularly dangerous. Also they should never overtake at bends and junctions (since other traffic could turn into the right side of the road). Before overtaking it is always advisable to 'double check' that is safe to do so.

They should be aware of the following steps for overtaking:

- Ask themselves "is it necessary?" or "will it disturb the flow of traffic?"
- Keep a safe distance from the vehicle ahead of them

- Check ahead
- Check behind
- Use their indicator (or hand signal) to show their intention
- Move to the right lane
- Accelerate past the other vehicle, leaving it plenty of room
- Signal left
- Use the mirror to check that they are well past the other vehicle
- Move to the left
- Cancel the signal
- Resume the appropriate speed.

#### j) Being overtaken

When being overtaken they should know to make it as easy as possible for the driver overtaking – by keeping steady speed, or slowing down slightly. They should be alert to the overtaking driver suddenly cutting in ahead of them. They should be aware of the need to help other drivers avoid accidents.

The rule (again) is that they should always be travelling at the right speed, in the right gear and in the correct position on the road.

#### k) Pedestrian crossing

There are some sections of the roads where the pedestrian is given priority over vehicles (e.g. at a zebra crossing). The learner needs to be on the lookout for road signs showing such crossings and to give way to pedestrians using them.

#### l) Turning at junctions

The learner must know about turning at junctions:

##### *When approaching a junction*

They should look well ahead for any signs and markings and make preparations well in advance of their intentions. If they intend to turn left they must stay in the left-hand lane. If they intend to go straight ahead they can remain in the left lane. If they intend to turn right they should indicate (check in mirror first) and move to the right side of their lane (or the right hand turn lane if available) in good time.

##### *When turning left*

They should know to leave room for cyclists and motorcyclists coming up on their left hand side. They should check their mirrors and signal their intention to turn left, reduce their speed, select the correct gear and be alert for pedestrians and other vehicles - if necessary they must be ready to stop.

##### *When turning right*

They should make their decision to turn well ahead of the junction and signal their intention to turn in good time. This is important, because right hand turns are more difficult and dangerous than turning left - they may have to stop in the road and may have to turn across the path of oncoming traffic. They must know about checking their mirror and moving into the right hand side of their lane – or turning lane if available - using the same procedure as for lane changing. After they have entered the

correct lane they should check their mirrors (again), reduce speed gently, select a lower gear. They should continue to keep a look out for pedestrians and other vehicles, especially oncoming traffic which represents the greatest problem. They should be prepared to stop if necessary. After having checked that it is safe they must carry out the turn; being careful not to 'cut the corner'. They should then straighten up and accelerate gently away (see Teaching Aid Number 8).

#### m) Turning at roundabouts

The learner must know about turning at roundabouts – particularly which lane to take and how to signal (see Teaching aid Number 11).

#### n) Driving in the dark

A learner should be warned that driving at night is more challenging than during day. Many accidents occur at night because of reduced visibility – both seeing and being seen. At night it is very difficult to see pedestrians, and cyclists without lights. Learner drivers should also be told that their ability to judge speed and distances is reduced at night and therefore they should reduce speed and be extra watchful.

They need to know to:

- Switch on their lights when it begins to get dark – they need to be seen as well as seeing for themselves;
- Not to 'overdrive' the headlights, that is driving at a speed that makes it impossible to stop within the distance illuminated by the headlights;
- Always dip their headlights in town areas that are lit by street lights, and thus avoid blinding other road users;
- Always dip their headlights when approaching another vehicle; if they are dazzled by the lights from another vehicle, they should be told to slow down and keep to the left;
- Avoid looking directly into oncoming lights;
- Keep their windscreen clean;
- Check that their lights (including indicators) are in good working order;
- Drive so that they can stop within the distance made visible by their headlights.

#### o) Parking

Parking is an important skill, and the learner should know, and practice, how to park correctly. The three most important ways are: angle, parallel and reverse parking (see Teaching Aid Number 12). The learner should know about the steps involved in (and be able to perform) each of the methods:

##### *Angle parking*

Here the driver must:

- Observe the traffic conditions to make sure it is safe
- Give the necessary signals to tell other traffic of their intentions
- Give parked vehicles adequate space
- Reduce speed to provide plenty of time to turn

- Position themselves ‘centrally’ so that they can open their doors
- Straighten the wheels before stopping.

With angle parking getting ‘out’ is slightly more difficult and dangerous than getting ‘in’. It is necessary to check to the rear of the car for obstructions and for other traffic and pedestrians. While backing out it is necessary to continue checking for approaching traffic. The reversing should be done in a straight line until the car’s front bumper clears the car on right when the steering wheel should be turned sharply to the left. It is necessary to keep checking that it is safe to keep reversing. The wheels should be straightened just before coming to a stop, so that the vehicle can move off in a straight line (as soon as it is safe to do so).

### *Parallel parking*

Here the learner must know to:

- Check their mirrors and signal
- Position their car exactly parallel to the front car about half a metre away.
- Have the rear bumper in line and the front wheels straight
- Check for traffic and pedestrians
- Reverse slowly and, as they move backwards, turn the steering wheel so that the rear of the car starts to enter the space
- When the left-hand side of the front bumper has lined up with the right hand side of the front car’s rear bumper they should turn the steering wheel quickly to the right (away from the kerb)
- The car should then ‘straighten up’ into the parking place.
- They should aim at getting the left side wheels about 25 cm from the kerb.

Getting out of parallel parking is easier than getting in, but it is relatively dangerous as a stream of traffic may be being entered. Before moving out it is necessary to check the mirrors, signal and look behind to check the blind spot.

### *Parking on hills*

When parking on hills the learner must be aware of the importance of making the vehicle secure. This is done by applying the handbrake more firmly than would be necessary on the flat. As an extra precaution when parking uphill before stopping the steering wheel can be turned to the right so that if the car should start rolling downhill it will be stopped by the kerb. If there is no kerb the steering wheel can be turned to the left so that if the car rolls backwards it will run away from the road and not across it.

When parking downhill the steering wheel should be turned to the left before stopping. Also the car should be left in reverse gear and the hand brake applied firmly.



## 4.9 Module 8: Preparation for the Driving Test

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### 4.9.1 Introduction

In addition to teaching learners to be safe and considerate drivers a vitally important part of the training is to prepare them for their driving test. In fact this is likely to be the primary aim of the learner. The driving test comprises a written (theory) component in addition to an on-road practical test.

However, even when the learner passes the test, the instructor should warn them that compared to more experienced drivers they will have a very high accident risk - and therefore it is important they take extra care and not become over confident.

### 4.9.2 Objectives

The aims of Module 8 are to:

- a) *Let the learner practice doing dummy versions of the written test*
- b) *Allow the learner to practice the skills that will be checked in the driving test.*

### 4.9.3 Pre-test ‘check out’

Before taking the actual test the learner should be capable of passing a ‘check out’ test to demonstrate to the instructor that they are able to undergo the official test and have a good chance of passing.

The instructor has to:

- Check the learner has learned the information necessary to pass the written test
- Confirm the learner’s driving ability.

If the learner has not yet reached the necessary driving standard the instructor must:

- Determine in what areas additional training is needed, and
- Identify and point out errors, which need correction.

If the learner has successfully mastered the knowledge and skills covered in training Modules 1 – 7 then they should be ready to pass both the Written (Theory) Test and the Practical Test.

#### a) The Written Test

Note that the introduction of a Written Test replaced the old oral test conducted as part of the practical text. The general familiarity and ability of learner drivers to deal with this kind of a test and the way to study and find the right answers to the test must be taught in advance as part of the normal training process.

The test will be a ‘simple’ multiple-choice type where the candidate has to choose the right answer among three or four alternatives for 20-30 questions. The question may be presented by means of a photo, a drawing or simply a written question.

It is likely that several candidates will be tested (while under observation) at the same time by requiring them to complete a printed form. The number of questions, time allowed to complete the test and the required pass rate can vary. The candidate should be informed that they must study the Highway Code (or equivalent) to pass the test and that candidates will not be allowed to take any 'aids' (e.g. The Highway Code) into the test.

Special procedures may be provided for candidates who cannot read and write. They will individually be called to a separate room where the observer will read the test to the applicant and his choices will be recorded.

The result will normally be given soon or even immediately after the test. The learner will be required to pass the Written Test before doing the Practical Test.

#### b) The Practical Test

This will involve the candidate driving around a 'test route' accompanied by an examiner. The candidate will be required to demonstrate their ability to carry out low speed manoeuvres (e.g. parking and turning in the road) as well as normal driving and carrying out a variety of ordinary turning manoeuvres at junctions. Candidates may also be required to demonstrate their ability to make an emergency stop or a hill start.

The examiner will assess the drive (which is likely to take about 30 – 45 minutes) by, for example, monitoring slight, serious and major faults, and at the conclusion of the drive inform the candidate whether they have passed or failed. Candidates who fail will be informed what elements of their driving were judged to be inadequate.

## **Section 5: Teaching Aids and Student Texts**

This section contains a number of key teaching materials for use in driver training courses. Part 5.1 contains a series of 12 ‘Teacher Aids’ that will assist the driving instructor to explain various parts of the curriculum. They can be used in one-to-one teaching, or with a group of learners in the classroom. Part 5.2 is a series of 12 ‘Student Texts’ that will also support the learning experience. These can be provided for the learner driver to read and study away from the lesson to introduce, support and reinforce the face-to-face teaching provided.

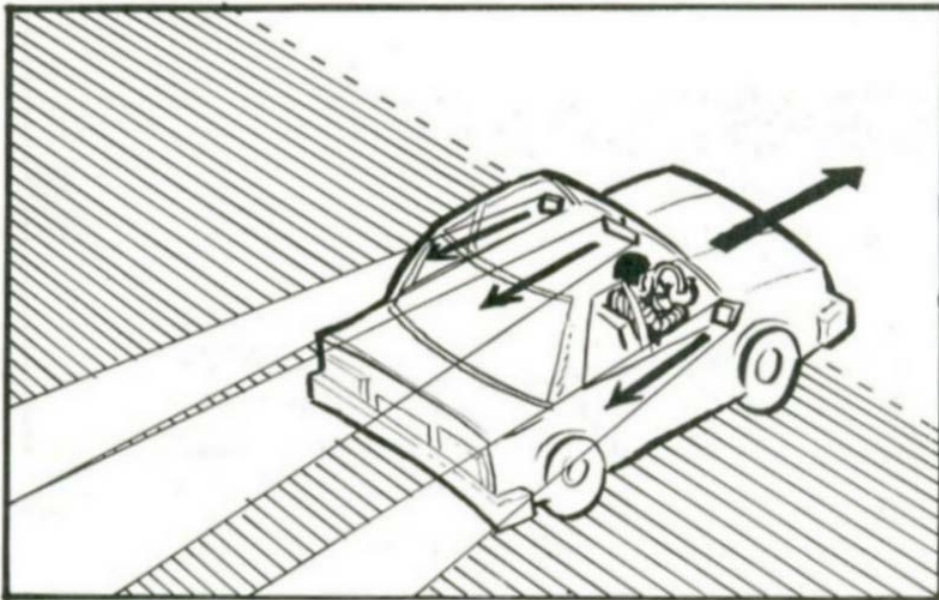
## 5.1 Teaching Aids

*DRIVER TRAINING TEACHING AID - 1*

### **BLIND SPOTS**

**A blind spot is the area which you cannot see either when looking forward, or in your mirrors.**

**A car, motorcycle, cycle or pedestrian could be hidden in the blind spot.**



**After looking in the mirrors ALWAYS look over your shoulder to check the blind spot before you move off.**

**Take a quick look to the side:**

- before changing lanes
- before turning left into a side road
- when merging with other traffic

## HOW TO STEER

Place your hands in the “ten to two” or “quarter to three” position, whichever is more comfortable.



You need both hands to steer properly and safely.

To turn, use the push-pull technique:

*To turn left:*

Slide left hand up



Hold the wheel tightly with the left hand and **PULL** down - while letting the right hand slide down



Hold the wheel tightly with the right hand and **PUSH** up - while letting the left hand slide up

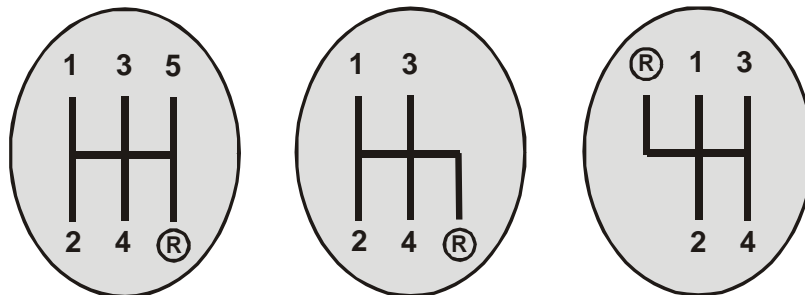


Repeat if necessary

## CHANGING GEAR

Know the position of the gears in the car you are driving.

Some common layouts:



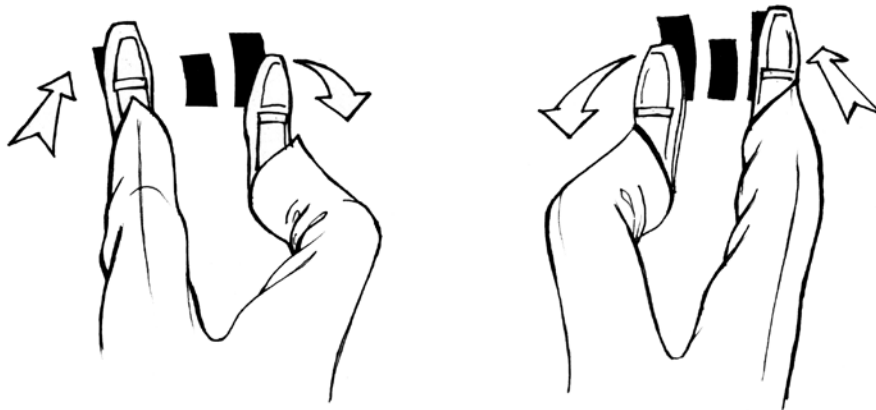
Ⓜ means reverse gear

To change gear:

Press the clutch down and let the accelerator up

Select the new gear with the gear lever

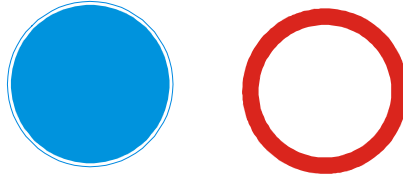
Let the clutch up smoothly and then press down on the accelerator



## TRAFFIC SIGNS

**Know your traffic signs:**

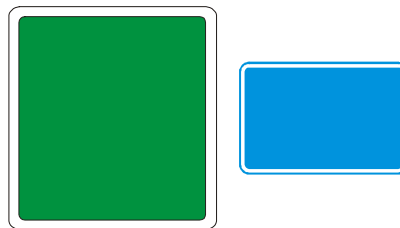
Circular signs  
give orders



Triangular  
signs warn



Rectangular  
signs inform and  
give directions



Road markings  
can order, warn  
or inform



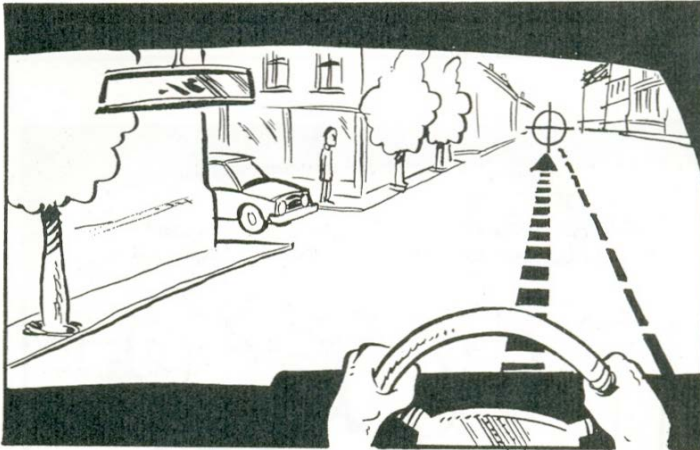
Traffic signals



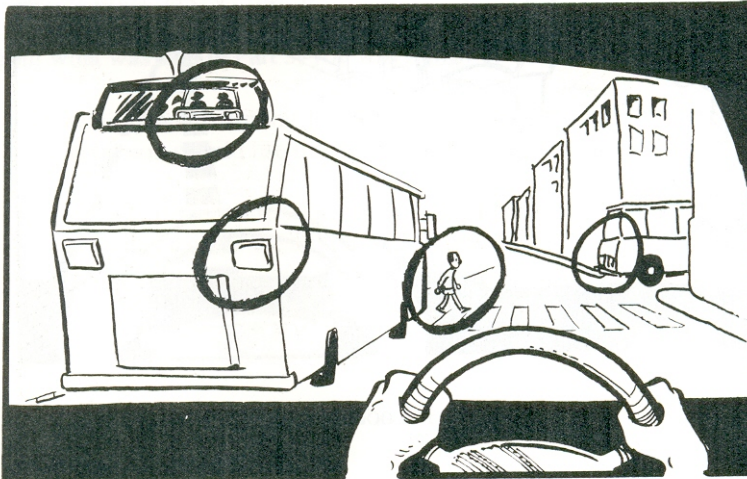
## READING THE ROAD

Read the road ahead so that you are ready for whatever may happen.

Look far ahead:



But, keep your eyes moving to see what is happening at the side:

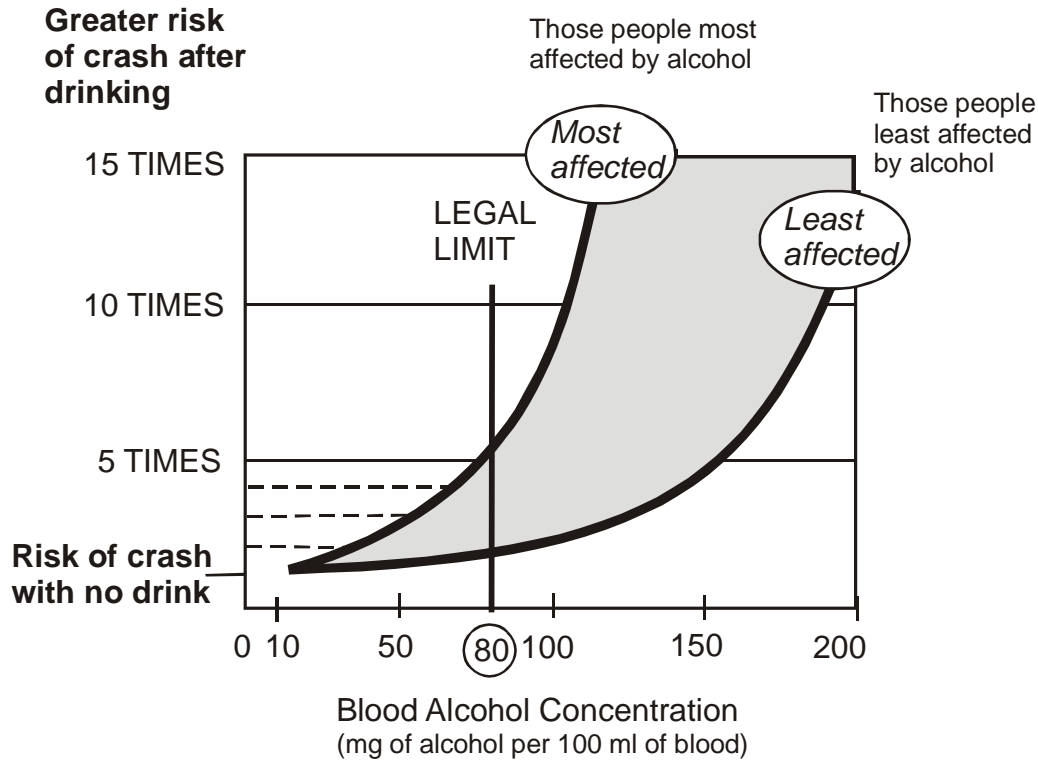


Check your mirrors every 10 seconds.



## DRINK, DRUGS AND TIREDNESS

**Driving after drinking alcohol is extremely dangerous:**



Some people may reach the legal limit of alcohol in the blood after only one bottle of beer – **IF YOU DRIVE, DON'T DRINK**

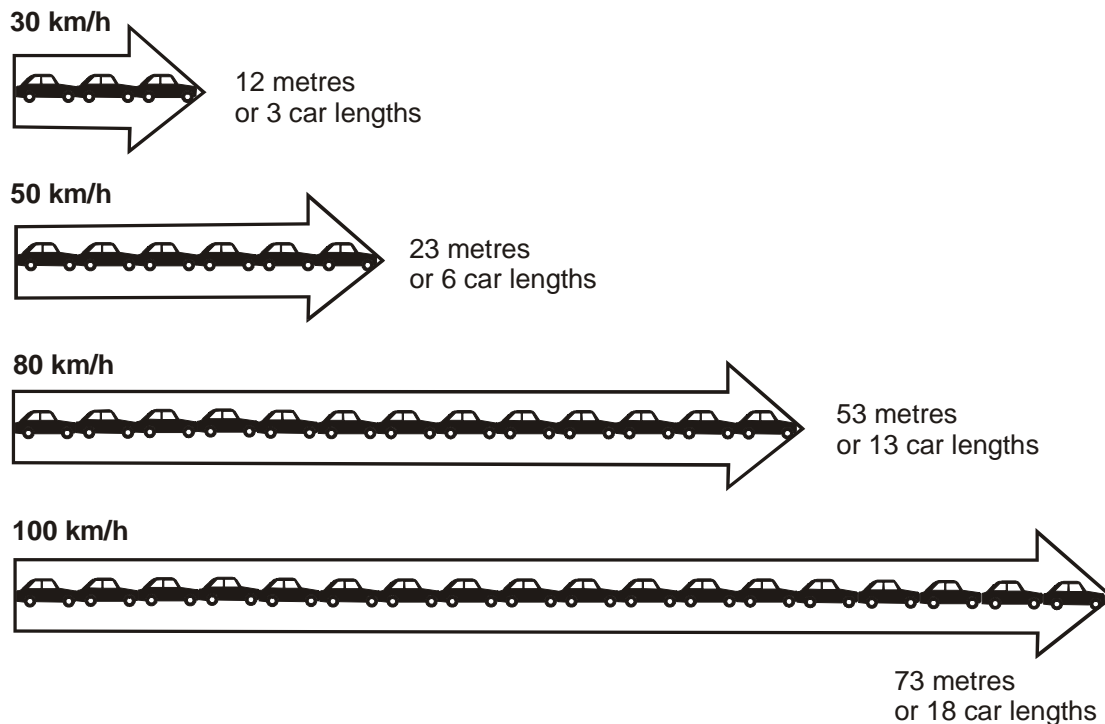
**Check whether any medicines you may be taking could affect your driving. Many medicines make you sleepy, and this could be very dangerous if you are driving.**

**Do not drive too long without stopping for a rest. When you stop, get out of the car and walk about. You will feel fresher and more alert. If you are really tired, you must stop the car in a safe place and sleep.**

## No. 7 - EMERGENCY STOPPING DISTANCES

Never drive so fast that you cannot stop easily within the distance you can see to be clear.

These are the shortest stopping distances:

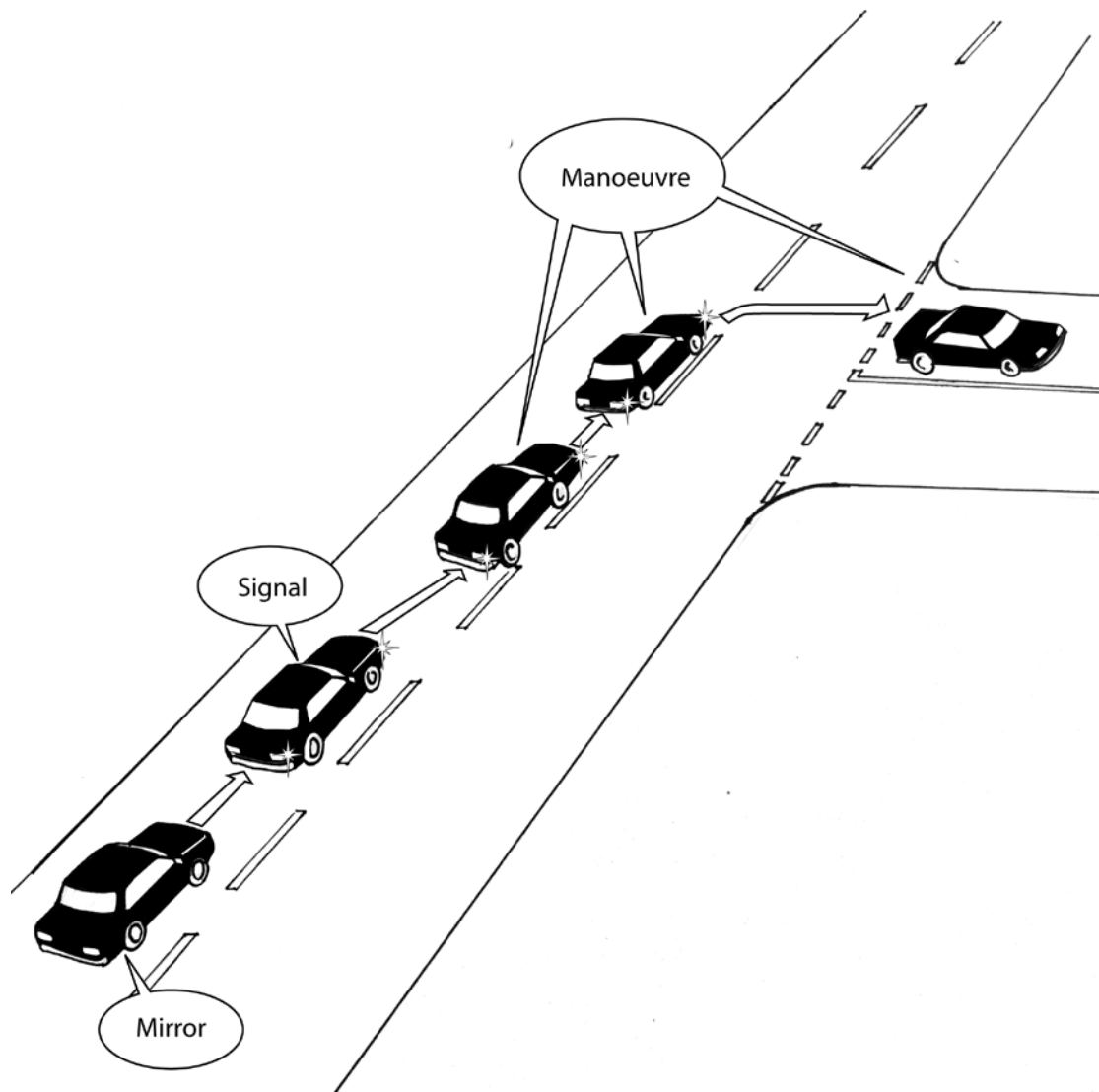


**Remember** – if you **double** your speed your stopping distance increases **three** times

**Remember** – on wet roads or murrum roads these distances double

**REMEMBER “ M – S – M ”**

The **MIRRORS – SIGNAL – MANOEUVRE** routine **MUST** be used every time you turn, change lanes or slow down. Make it a habit.

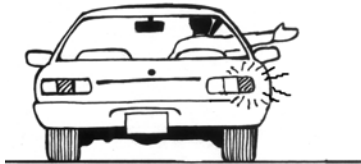


## ARM SIGNALS

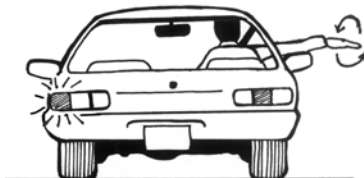
Arm signals may sometimes be needed, for example:

- ➔ when your direction indicators have stopped working
- ➔ when you want to make it clear to drivers of vehicles coming up fast behind you that you are slowing down or turning

Turning right



Turning left



Slowing down



## SIGNALS BY POLICE OFFICERS

Police officers, traffic wardens and other authorised persons have the power to control traffic. These are the basic signals they will use:



**STOP**  
Traffic from front



**STOP**  
Traffic from behind



**STOP**  
Traffic from front & behind



**STOP**  
Traffic from the side



**COME ON**

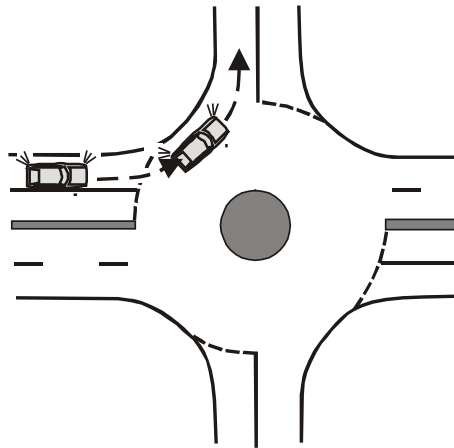


**COME ON**

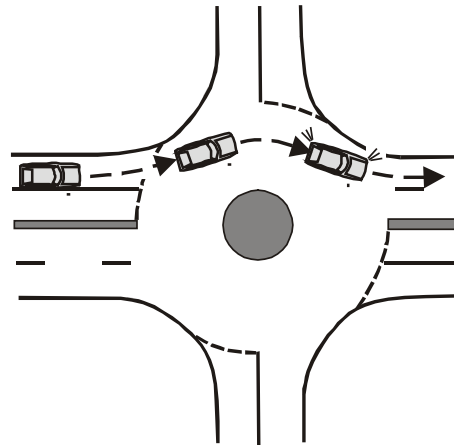
## ROUNDBABOUTS

When using roundabouts it is important to take up the correct position on the road and signal correctly:

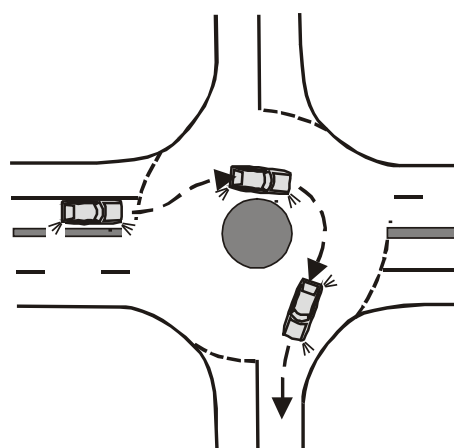
Turning left



Going straight ahead



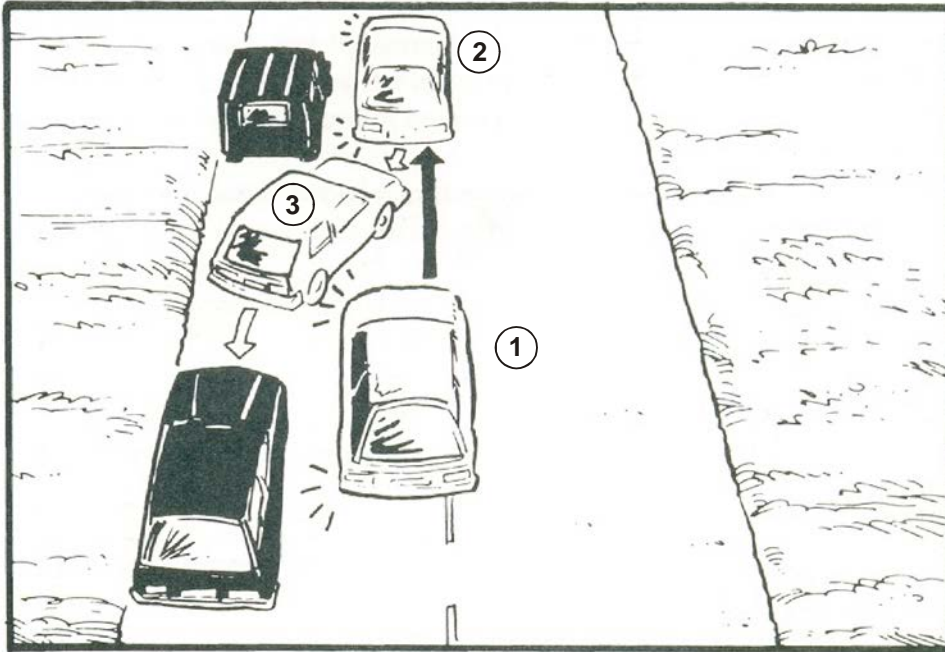
Turning right



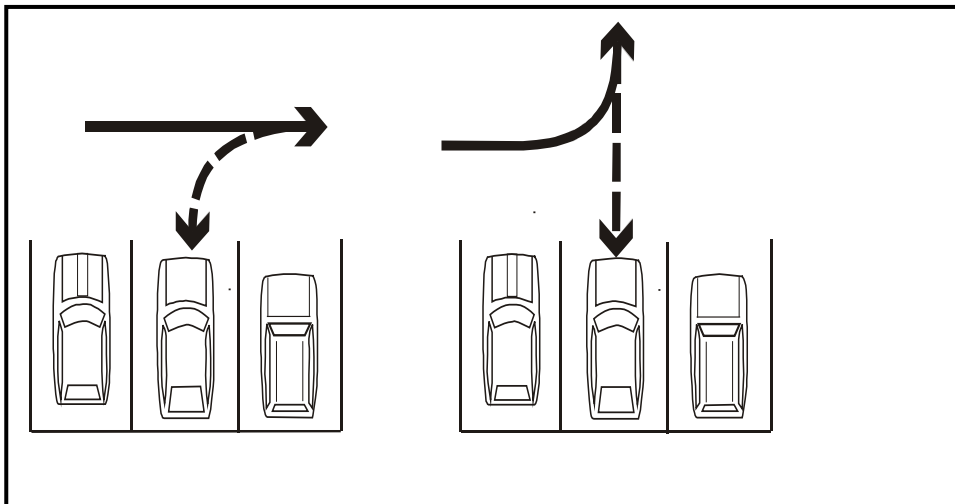
## PARKING

It is nearly always best to park by reversing into the space:

On the street:



In a car park:



If you reverse in, you will have a better view when you drive away. Move **SLOWLY** so that the steering has maximum effect. Watch out for other vehicles and pedestrians. Try not to turn the steering when the car is not moving – it puts too much wear on the tyres and the steering.

## 5.2 Student texts

### STUDENT TEXTS FOR LEARNER DRIVERS

#### NUMBER 1: CAR CONTROLS

Before driving a car for the first time you must know about the controls. These include:

##### Foot pedals

- Clutch *(on left)*
- Brake *(in centre)*
- Accelerator *(on right)*

##### Gear change

##### Handbrake

##### Horn

##### Steering wheel

##### Rear view mirrors

##### Instruments

- speedometer
- fuel gauge
- warning lights

##### Direction indicators

Headlights (full beam, or dipped), sidelights, brake lights

Windscreen wipers

How to achieve a sitting position that gives you a good view and is comfortable (elbows slightly bent).



STUDENT TEXTS FOR LEARNER DRIVERS  
NUMBER 2: CHECKING THE CAR IS ROADWORTHY

Before driving you must make sure the car is safe to drive.  
You should check:

**P-O-W-E-R**

P - Petrol is enough for your trip

O - Oil is adequate

W - Water is adequate

E - Electrics, especially the lights and indicators, are working

R - Rubber, in the form of tyres. Tyres must have sufficient tread depth and be inflated properly. Make sure you are carrying a spare tyre that is in good condition, and have the tools to be able to change the wheel at the roadside.

REGULAR MAINTENANCE BY A QUALIFIED MOTOR MECHANIC WILL KEEP YOUR VEHICLE SAFE AND RELIABLE. IT WILL ALSO SAVE YOU MONEY, BECAUSE YOU WILL USE LESS OIL AND PETROL.

## STUDENT TEXTS FOR LEARNER DRIVERS NUMBER 3: DRIVING SAFELY

A good driver is a safe driver.

You should always:

- Wear your seat belt
- Get ALL your passengers to wear theirs
- Do not drive too fast for the conditions (over speeding is a major cause of accidents)
- Do not drink and drive (also a major cause of accidents; even a small amount of alcohol impairs your driving)
- Always concentrate and do not get distracted
- Try and anticipate what other road users will do ('read the road')
- Give special attention to the young and old. Children are unpredictable and older people take longer to cross the road
- Be considerate, patient and courteous
- Obey all traffic signs

TREAT OTHER ROAD USERS AS YOU WOULD LIKE THEM  
TO TREAT YOU

### **Collisions with Pedestrians**

At 30 Km/h most injuries are slight, and 3 out of 10 suffer no injuries at all

At 50 Km/h about half the pedestrians will be killed

At 65 Km/h nearly all the pedestrians will be killed

## STUDENT TEXTS FOR LEARNER DRIVERS

### NUMBER 4: DRIVING DEFENSIVELY

- Do not be an aggressive and impatient driver - don't take risks
- Be courteous and considerate to other road users (especially to more vulnerable people such as pedestrians and cyclists)
- Try to 'think ahead' and plan any manoeuvres in good time
- Allow for others to do the unexpected (you may not have seen the pothole or the child pedestrian)
- Scan the road ahead and the areas to the side for possible problems

IF YOU DRIVE 'DEFENSIVELY' YOU MAY ARRIVE AT YOUR DESTINATION A LITTLE BIT LATER, BUT YOU WILL CERTAINLY ARRIVE MORE RELAXED AND IN A BETTER FRAME OF MIND; YOU MAY ALSO HAVE AVOIDED AN ACCIDENT; THE ROADS ARE NOT FOR RACING.

STUDENT TEXTS FOR LEARNER DRIVERS  
NUMBER 5: DRIVING AT NIGHT AND IN BAD WEATHER

It is especially dangerous driving at night and in bad weather.

At night:

Make sure all your lights are working and your windscreen is clean

Allow for other vehicles not having lights (especially bicycles) and pedestrians being hard to see because they're wearing dark clothes

Never look directly at the headlights of an oncoming car

If it is (or may become) wet:

Make sure your windscreen wipers are working properly

Remember it takes much longer to slow and stop when the road is wet

Roads are especially slippery when it first rains after a long period of dry weather

REDUCE YOUR SPEED AND GIVE OTHER ROAD USERS MORE ROOM

## STUDENT TEXTS FOR LEARNER DRIVERS NUMBER 6: ACCIDENTS

If you are involved in an accident:

- Try and warn other drivers (use hazard lights, (double flashers) a warning triangle, or by waving at drivers to slow down)
- If possible, try not to obstruct other vehicles for longer than necessary
- Call the police on 919
- Be prepared to give first aid (see Student Text Number 9)
- Consider getting anyone injured to a clinic or a hospital
- If you are involved in an accident in which someone was injured you must give your name and address to any other persons involved and must report the accident to a police station.

BUT BETTER TO BE SAFE AND NOT INVOLVED

## STUDENT TEXTS FOR LEARNER DRIVERS

### NUMBER 7: BREAKDOWNS

If your vehicle breaks down:

- Try not to obstruct other traffic (get your vehicle off the road if possible) - otherwise get it as close to the side of the road as possible.
- Try to avoid stopping on bends or near hill crests
- Warn other drivers (in good time) if your vehicle is a danger to them by using your hazard lights (double flashers), warning triangle or asking someone to signal to approaching drivers
- If you put stones or tree branches in the road to warn other drivers (or to stop your vehicle moving), remove them before you drive away.

THINK ABOUT OTHERS NOT JUST YOURSELF

## STUDENT TEXTS FOR LEARNER DRIVERS NUMBER 8: DRIVING AND THE LAW

Before driving you must:

- Have a valid driving licence
- Have registered your vehicle (if you own one)
- Have proper insurance, and
- Be using a roadworthy vehicle
- Wear glasses if you need them to see properly
- Be fit to drive

Remember traffic laws are there to promote the safe and efficient use of the roads. Obey them.

Get a copy of the Highway Code - and study it

IT WOULD BE EASIER AND SAFER FOR EVERYONE IF  
ROAD USERS KNEW AND FOLLOWED THE TRAFFIC LAWS.

## STUDENT TEXTS FOR LEARNER DRIVERS

### NUMBER 9: SIMPLE FIRST AID

However good or careful a driver you are, there may come a time in the future when you may need to know some basic first aid.

Find out how to carry out simple First Aid, as you may need to use it.

For example you should know about:

- Firstly making the accidents scene safe (e.g. for yourself)
- Not moving accident victims unnecessarily
- **Dr ABC** (Danger, Response, Airway, Breathing, Circulation)
- The basic recovery position
- Getting appropriate help.

Contact the St John Ambulance or the Red Cross to find out about first-aid training.

REMEMBER, EVEN SIMPLE FIRST AID CONDUCTED PROMPTLY CAN SAVE A LIFE; PERHAPS EVEN A MEMBER OF YOUR FAMILY.



## STUDENT TEXTS FOR LEARNER DRIVERS NUMBER 10: ARE YOU FIT TO DRIVE?

Never drive:

- After drinking alcohol (even small amounts can seriously affect your driving ability)
- After taking drugs or medicines that can affect your driving (ask your doctor or pharmacist for advice)
- If you are feeling ill
- If you are feeling sleepy
- When feeling angry or annoyed
- When your thoughts are elsewhere.

Alcohol makes you:

- React more slowly
- Have narrower vision - you cannot see things at the side
- Less co-ordinated
- Confused
- Believe your driving is very good, when actually it isn't.

Alcohol takes time to leave your body. You can be unfit to drive in the morning after drinking the previous evening.

**MAKE SURE YOU ARE FIT TO DRIVE. A VEHICLE DRIVEN BY A DRUNK, DRUGGED OR SLEEPY DRIVER CAN EASILY KILL.**



## STUDENT TEXTS FOR LEARNER DRIVERS

### NUMBER 12: THE PRACTICAL DRIVING TEST

The Practical Driving Test involves the learner taking a short drive with a driving test examiner. The examiner will check whether the learner has the skill to control the vehicle properly and has safe driving skills. During the test the examiner will score the driving performance according to set standards. At the end the scores will be added up to see whether or not the learner has reached the required overall standard.

Some of the things you may be asked to do during the test include:

- Moving off into traffic
- Making right and left turns
- Reversing the direction of travel using forward and reverse gears
- Driving in a line of traffic
- Overtaking another vehicle
- Entering a main road from a side road
- Parking in a parking box

The examiner will be checking to see that:

- you are in proper control of the vehicle
- you are driving with consideration for others
- you are using your mirrors
- you are signalling correctly and at the right time
- you are obeying traffic signs

IN ORDER TO PASS THE TEST YOU MUST HAVE BEEN WELL-TAUGHT, HAD LOTS OF DRIVING PRACTICE IN VARIED TRAFFIC SITUATIONS, AND HAVE A GOOD KNOWLEDGE OF THE HIGHWAY CODE.