

Driving Course

Class 5

Learner Drivers
Classroom Activity Workbook



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The Société de l'assurance automobile du Québec (SAAQ) would like to give special thanks to the Insurance Corporation of British Columbia (ICBC) for giving the SAAQ authorization to adapt certain of its learning activities.



Activity

What a Vehicle Says About its Owner

For some drivers, their choice of vehicle is a reflection of who they are and what they believe. In addition, reasons for driving other than wanting to reach a destination (showing off, thrill-seeking, being acknowledged by peers (friends), etc.) can also influence driving behaviour.

TITLE OF THE ACTIVITY

The Vehicle of Your Dreams

TO DO

Individually: (5 minutes)

Complete the questionnaire entitled *The Vehicle of Your Dreams*, indicating:

- The vehicle you dream of owning
- The vehicle's main characteristics
- Why you dream of owning that vehicle

In Teams: (10 minutes)

- Appoint a spokesperson to report back to all participants.
- Share your thoughts on the dream vehicles, their characteristics and the reasons for your choices.

Full Class Session (15 minutes)

- Present the results of your work: the dream vehicles, their characteristics and the reasons for your choices.

Activity Summary

While the choice of vehicle may be an incentive to adopt at-risk behaviours—such as using alcohol or drugs, speeding, failing to wear seat belts and violating the *Highway Safety Code*—it is the driver who is responsible, and the type of vehicle chosen often reflects the driver’s personality. It is important to remember the importance of driving safely, cooperatively and responsibly in order to ensure one’s own safety and that of the other road users.

Individually

What I learned from this activity:

The Vehicle of Your Dreams

- *Identify a vehicle you dream of owning—parents' vehicle, sports car, convertible, etc.*
- *Broadly describe the vehicle's main characteristics—subcompact or compact, engine power, with or without sun roof, etc.*
- *Explain why you dream of owning this vehicle.*

What is the vehicle of your dreams?

What are its main features?

Why is it the vehicle of your dreams?

Activity

A Driver with Safe, Cooperative and Responsible Behaviour

“Tell me who you are, and I’ll tell you how you drive.” Our behaviour behind the wheel is often a reflection of our personality, beliefs, and values, as well as a reflection of positive or negative influences from various sources: parents, peers, media, etc.

TITLE OF THE ACTIVITY

Portrait of a Driver

TO DO

Individually: (5 minutes)

- Using the questionnaire entitled *Portrait of a Driver*, describe a driver you know (parent, friend, etc.) and are used to travelling with.

In Teams (15 minutes)

- Appoint a spokesperson to report back to all participants.
- Share your thoughts about the traits mentioned.
- On the basis of the discussion, describe a typical driver (qualities, faults, good and bad habits, behaviours, etc.).

Portrait of a Driver

- Describe a driver you know (parent, friend, etc.) and are used to travelling with.

What are his or her main qualities?

What are his or her main faults?

Do you like travelling with this driver?

Why?

Full Class Session: (20 minutes)

- Present the results of your work.

Activity Summary

Profile of a Safe, Cooperative and Responsible Driver

Safe	Cooperative	Responsible
<ul style="list-style-type: none">• Anticipates potentially at-risk driving situations: foreseeing rather than just reacting• Respects the rules of the <i>Highway Safety Code</i> and obeys road signs and traffic signals	<ul style="list-style-type: none">• Shares the road• Applies the duty of care principle• Respects other road users, particularly vulnerable users	<ul style="list-style-type: none">• Is aware of his or her strengths, limitations and motivations as a driver• Plans trips or decides not to drive• Refrains from taking the wheel when his or her driving ability is impaired: alcohol, drugs, medication, fatigue, stress

Individually

What I learned from this activity:

Activity

Influences

Television, films, the Internet, video games and music are popular forms of media. This activity encourages understanding and critical thinking regarding these media in order to make enlightened, responsible decisions.

TITLE OF THE ACTIVITY

Influence of the Media

TO DO

In Teams (10 minutes)

- Team 1: How can advertising extolling the virtues of an automobile have a **beneficial effect** on our behaviour on the road?
- Team 2: How can advertising extolling the virtues of an automobile have a **harmful effect** on our behaviour on the road?
- Appoint a team spokesperson.
- Take 10 minutes together to come up with arguments to defend your team's position.

Full Class Session (20 minutes)

- In a debate format, have each spokesperson present the arguments of his or her team.
- Discussion
 1. How can the media (the Internet, films, video games, TV, advertising) influence your driving attitudes as a prospective driver? (examples of good and bad influences)
 2. What rules should advertising agencies have to follow so they don't encourage at-risk road behaviours?

Activity Summary

Advertising should not:

- encourage speeding;
- play up a vehicle's braking power in order to encourage speeding;
- imply that the technological progress contributing to the safety and comfort of a vehicle's occupants—ABS brakes, side airbags, etc.—means that basic rules of caution can be disregarded;
- incite drivers to violate the rules of the *Highway Safety Code*.

Advertising should:

- appeal to a driver's sense of responsibility and emphasize the importance of sharing the road with other users;
- stress that a vehicle's braking capacity varies depending on road conditions, weather conditions and driver experience.

Individually

What I learned from this activity:



Activity

Courtesy

It is important to know what the main sources of irritants while driving are, and to evaluate your own attitude toward other road users.

TITLE OF
THE ACTIVITY

Courtesy Feels Good!

TO DO

Individually (5 minutes)

- Take five minutes to complete the questionnaire entitled *Courtesy on the Road*.

Courtesy on the Road

- *How do you rate when it comes to your attitude toward other road users?*

Pretend you already have some driving experience. Circle only one number per question. Try to answer as honestly as possible.

- 1** You're driving in a very busy street downtown and a cyclist is blocking your way. There isn't really enough room to pass and you want the cyclist to move closer to the curb. What do you do?
 1. You follow the cyclist slowly until you have an opportunity to pass while maintaining the mandatory safety margin.
 2. You tap the horn to warn the cyclist.
 3. You try to squeeze around the cyclist.
 4. You honk loudly and scream at the cyclist.
- 2** Teenagers are talking together near a pedestrian crosswalk. You don't know whether they want to cross the street or just stay there and keep talking. What do you do?
 1. You stop immediately.
 2. You slow down and put your foot over the brake pedal, ready to stop if they walk over to the pedestrian crosswalk.
 3. You continue on your way, but you honk loudly to warn them.
 4. You speed up and pass in front of them before they can step into the street.
- 3** The traffic light turns green, but you can't go forward because of a vehicle in front of you. The driver has moved into the intersection, but the vehicles in front of her are moving so slowly that the intersection is blocked. What do you do?
 1. You tell yourself you wouldn't like to be in her shoes, and you wait patiently until she moves forward.
 2. You make eye contact with her to let her know you think she's a complete moron as a driver.
 3. You tap the horn to express your impatience.
 4. You honk loudly.

4 You're at a four-way stop and there's a cyclist on your right who got to the corner at the same time as you. What do you do?

1. You let the cyclist cross, even if he's going very slowly.
2. You make eye contact to try and communicate with him. Maybe he'll motion you forward.
3. You move forward slightly to indicate your intention to cross the intersection, while keeping an eye on what the cyclist is doing.
4. You go straight through the intersection.

5 You've just passed another vehicle and the driver taps the horn to let you know you cut him off. What do you do?

1. You tell yourself you'd better pay more attention next time.
2. You check your rear-view mirrors and turn signals to see if you made a mistake.
3. You reply by tapping the horn.
4. You honk loudly.

6 You notice children playing with a ball on the side of the street. What do you do?

1. You slow down and put your foot over the brake pedal in case the ball bounces into the street.
2. You keep an eye on the children and slow down slightly.
3. You drive at a moderate speed so you can stop if need be.
4. You keep driving at the maximum speed allowed and hope the ball doesn't come toward you.

7 A man is slowly trying to parallel park in a busy city street. He's taking up a lot of room on the street while he's at it, and you can tell he's got the wrong angle and is going to have to start over again. What do you do?

1. You wait patiently while he completes the manoeuvre.
2. You try to slip around him as soon as possible.
3. You tap the horn so he'll understand that he's hindering traffic and should drive ahead.
4. You honk loudly.

Individually (2 minutes)

How do you rate when it comes to your attitude toward other road users?

Take the numbers you've circled and add them together to get your score:

- **7 to 14:** You're probably thoughtful and considerate toward other road users.
- **15 to 19:** You're moderately courteous on the road. It might be a good idea to try to put yourself in other road users' shoes more often.
- **20 or more:** You probably still have work to do to develop a courteous attitude on the road.

Ask yourself: What do my answers tell me about my attitude toward other road users?

Full Class Session (15 minutes)

- Go through each question again and study your answers.
- Complete the information using the following statements.

Question 1

Use of the Horn

Drivers should use the horn with moderation to signal their presence when afraid of not being seen, or to warn of a danger.

Question 2

Pedestrian Crosswalks

Drivers and cyclists must yield the right of way to pedestrians at a crosswalk. Pedestrians are vulnerable and their reactions can sometimes be hard to predict. Drivers and cyclists must therefore be extra careful.

Question 3

Avoiding Conflict

Although the driver who has entered the intersection is in the wrong (section 366 of the HSC), it is always best to avoid conflicts, regardless of who is responsible.

Question 4

Cyclists

Cyclists have the same rights and responsibilities as drivers. Whether driving or cycling, you must yield the right of way to the driver or cyclist who reached the intersection before you did. When in doubt, the rule of courtesy is to yield to the vulnerable user—in this instance, the cyclist.

Question 5

Mistakes

Being distracted, tense or nervous, making a mistake, or performing an awkward manoeuvre happens to all of us. In such situations, tolerance is the best policy.

Question 6

Child Pedestrians

One has to be especially careful with children. Their behaviour is much more unpredictable than that of other road users. They are more vulnerable because of their spontaneity and lack of concern for danger. In addition, they are often distracted and impulsive.

Question 7

Patience

Patience, tolerance and courtesy are attitudes that help keep things relaxed on the road and reduce sources of tension and irritation as much as possible, thereby helping to avoid conflict.

Talk to the other participants about the importance of having a safe, cooperative and responsible attitude on the road.

Starter Ideas:

- The road is no place for a “me first” attitude.
- Do not make assumptions about the intentions (e.g. the intention to hinder) of other road users.
- Lack of courtesy can breed conflict and aggressive driving.

Activity Summary

Courteous Actions on the Road

Road users must:

- always signal their intentions properly and appreciate it when others do so;
- be attentive to intentions expressed by others in order to react properly to situations that arise and thereby avoid accidents.

Courtesy is a good way to create a relaxed atmosphere and avoid aggressiveness on the road.

Simple and Essential Actions

- Making eye contact with other road users.
- Giving other users enough time and room to perform manoeuvres.
- Waving to signal your intention or show your appreciation.
- Expressing your intentions to other users at all times—by using your turn signal lights, for instance.

Good manners on the road means watching out for others, especially those who are most vulnerable.

Individually

What I learned from this activity:



Activity

Positive and Negative Aspects to Risk-Taking

It is important to recognize the factors that increase risk while driving and their impact on traffic accidents. This activity will raise your awareness of the risks inherent in driving a passenger vehicle.

TITLE OF THE ACTIVITY

Risk-Taking: Positive and Negative Aspects

TO DO:

In Teams (5 minutes)

- Appoint a spokesperson to report back to all participants.
- Take 5 minutes to answer the following question:
 - Is it sometimes good to take risks on the road or elsewhere (in sports, for example)?
 - If so, why?
 - If not, why not?

Full Class Session:

- Present the results of your work.

Activity Summary

While the pleasure of driving cannot be denied, safety must always come first.

Individually

What I learned from this activity:

Activity

Risk Factors

Risk factors can come from various sources (driver, vehicle, environment). This activity will raise your awareness of the many factors that can increase risk in a driving situation.

TITLE OF THE ACTIVITY

Risk Factors

TO DO

In Teams (10 minutes)

- Appoint a spokesperson to report back to all participants.
- On the material provided, illustrate or describe factors that can increase risk on the road. The factors in question may relate to the driver, the vehicle or the environment.

Full Class Session

- Present the results of your work.

Risk-Increasing Factors

Driver	Environment	Vehicle
Age	Road users	Condition of the vehicle
Sex	Weather conditions	Characteristics of the vehicle
Temperament/personality	Road conditions	
Beliefs, values, motivations, attitudes, associations	Day of the week and time of day	
Driving experience	Distractions (outside the vehicle)	
Distractions (internal)	Type of road	
At-risk behaviours (speeding, alcohol, drugs, fatigue, failing to wear a seat belt, etc.)		

Activity Summary

Driving a vehicle is demanding. It requires constant attention, and the ability to see everything that is happening around us and to anticipate certain events. We need to use good judgment and must be able to make decisions fast. We must especially be able to coordinate our every move effectively. All of this requires being in full possession of our faculties.

With time and experience, we come to master the basic knowledge about driving and hone the required skills.

No less than 80% of traffic accidents involve human behaviour and could be prevented. When discussing factors that can increase driving risks, it is therefore essential to emphasize driver limitations, rather than vehicle limitations or road conditions.

To recognize and avoid risks, drivers must consider their capacity to drive, the condition of their vehicle and environmental factors before they get behind the wheel.

The content in this module has given you the chance to take a first look at the issues of risk taking and at-risk behaviour. Other program modules will explore the question of risk in greater depth. Thus, Module 8 of Phase 3 covers speeding—a leading cause of traffic accidents along with alcohol—and failing to wear a seat belt. In Module 10 of Phase 3, you will take a closer look at impaired driving (whether under the influence of alcohol, drugs or medication). Lastly, Module 11 of Phase 4 deals with fatigue and distractions while driving, further important factors that increase the risk of collisions on the road.

Individually

What I learned from this activity:



Activity

The Accompanying Driver

It is important to know the roles and responsibilities of the accompanying driver and the learner driver, as well as the necessary conditions to put in place in order to achieve the targeted objectives of accompanied driving.

TITLE OF THE ACTIVITY

The Accompanying Driver

TO DO

In Teams (10 minutes)

- Appoint a spokesperson to report back to all participants.
- Take about 10 minutes to answer the following questions:
 - As an accompanying driver, can you name the worst attitudes and behaviours of an accompanying driver during practice driving sessions?
 - As a learner driver, can you name the worst attitudes and behaviours of an accompanying driver during practice driving sessions?

Full Class Session: (20 minutes)

- Present the results of your work.

Activity Summary

The accompanied driving period and what you learn during that time will be a determining factor for you and your future as a driver.

The more frequently you practice and the more varied your experiences, the better prepared you will be to use the road network safely once you start driving unaccompanied.

Your role as a learner driver:

- Respect the pace at which you learn.
- Be fit to drive before leaving (sober, well rested, etc.).
- Have confidence in yourself!
- But don't be overconfident.
- Ask your accompanying driver to stop for a break if you feel stressed out.
- Be open to your accompanying driver's comments.

And remember, there is no such thing as a perfect learner driver!

Your responsibilities as a learner driver:

- Make sure you have your learner's licence with you.¹
- Obey traffic and driving rules at all times on the road network.
- Signal your intentions to other road users.
- Obey the speed limits.
- Obey the zero-alcohol rule.
- Don't drive between midnight and 5:00 a.m.
- Wear your seat belt.

To find out more, read the *Accompanying Driver's Guide*.

Individually

What I learned from this activity:

1. Under the *Highway Safety Code* (HSC) (section 97), persons driving a road vehicle must carry their licence, or else be liable to a fine of \$30 to \$60. Also, under section 99, a learner driver who drives without being accompanied by a person who has held a valid licence for at least two years is liable to a fine of \$200 to \$300.



Activity

The OEA Driving Strategy

Throughout the in-car sessions and your life as a driver, it is important to apply the OEA (Observe-Evaluate-Act) exploration sequence in order to:

- anticipate risk situations and react accordingly;
- adopt safe, cooperative and responsible behaviour around all types of road users, particularly vulnerable users.

TITLE OF THE ACTIVITY

Detecting Risks

TO DO

In Teams (10 minutes)

- Appoint a spokesperson for your team.
- Look at the photograph and imagine that you are the driver who sees that road environment.
- Name any elements of the road environment that represent potential risks for you and other road users (potential risks could be other road users, weather conditions, road conditions, etc.).

Full Class Session (15 minutes)

- Present the results of your work.

Activity Summary

What is the OEA driving strategy?

1. **Observe** the road environment: Scan your environment (know where and how to look, and what to look for).
2. **Evaluate** potential at-risk situations: Think of possible solutions and select the safest one.
3. **Act** safely: Adopt the driving manoeuvres that are safest for you and for others.

Risks may arise from various sources. Some concern drivers (alcohol, drugs, fatigue, emotional state, etc.); others relate to the presence of other road users, particularly vulnerable users, emergency vehicles and heavy vehicles. Still others stem from the overall environment (weather conditions, road conditions, type of road, etc.) and the vehicle (mechanical problems, condition of the tires and brakes, etc.).

Individually

What I learned from this activity:



Activity

Speeding

On average, more than 11,000 people become victims of speed-related accidents every year in Québec. This represents more than 30 people every day!

Speeding is a problem that concerns all drivers. Furthermore, it has been observed that failure to obey speed limits and the consequences of speeding are trivialized.

TITLE OF THE ACTIVITY

Speeding

TO DO

In Teams (5 minutes)

- Appoint a spokesperson.
- Discuss the reasons given for exceeding the speed limit. Do you think that the reasons are valid?
- Find solutions to encourage people to obey the speed limit.
- Create a slogan to promote awareness of why people should obey the speed limit.

Full Class Session (10 minutes)

- Present the results of your work.

Activity Summary

The purpose of speed limits is to reduce the number and severity of accidents on the road network.

Is Speeding a Problem?

According to data from the Ministère des Transports and the SAAQ:

- The majority of drivers do not obey speed limits. More specifically:
 - 50% do not obey speed limits in urban settings.
 - 65% do not obey speed limits on secondary roads.
 - 80% do not obey speed limits on highways.
- Yet, 95% of drivers believe that the speed at which they personally drive is safe.

As is often the case with road safety, and particularly with regard to speeding, drivers believe that the ***problem isn't me, it's other drivers!***

Yet, driving speed is largely determined by the driver's intentions. What beliefs do drivers associate with this conduct?

Examples of beliefs:

- Driving fast = pleasure;
- Driving fast = getting to my destination more quickly, therefore saves time;
- Driving fast = involves no danger to myself or others;
- *I can drive fast because I'm a good driver* (tendency to overestimate one's abilities).

Many people are under the strong impression that driving faster saves time. Speed thus acquires a positive value: time saved, a source of reward, satisfaction, freedom, pleasure, thrills and an increased sense of self worth. But when one calculates the time saved, it is often negligible, particularly when the increased risk caused by speeding is taken into consideration.

Individually

What I learned from this activity:

When You're on the Road, Take the Time to Slow Down

- Check off the right answer for each statement.
- Check your answers.
- See how well you scored.

STATEMENT 1

When you brake at 70 km/h, you will travel approximately 50 m (half the length of a football field) before coming to a complete stop.

True False

STATEMENT 2

If all drivers reduced their average speed by 5 km/h, the number of injuries and fatalities on our roads would decrease by 15%, which is the equivalent of 6,300 victims.

True False

STATEMENT 3

In a 90 km/h zone, driving at 20 km/h above the posted speed limit increases your accident risk by six.

True False

STATEMENT 4

Speeding is only a problem for drivers aged 16 to 24.

True False

STATEMENT 5

There are no risks in driving over the speed limit if you have a good vehicle and are in control of it.

True False

STATEMENT 6

Driving at 120 km/h instead of 100 km/h increases fuel consumption by 20%.

True False

STATEMENT 7

An impact at 75 km/h is equivalent to falling from a 4-storey building.

True False

STATEMENT 8

The greatest number of accidents causing injury occur in 50 km/h zones.

True False

STATEMENT 9

The faster you drive, the better your vehicle sticks to the road.

True False

STATEMENT 10

If you drive at 110 km/h in a 90 km/h zone over a distance of 15 km, you save 10 minutes.

True False

ANSWERS

1. True.

Under ideal conditions (dry, straight roadway, etc.) and with an average reaction time of 1.3 seconds before stepping on the brakes, your vehicle will have travelled a distance equal to half the length of a football field before coming to a complete stop. At 70 km/h, reaction time and the vehicle's braking capability each count for 50% of the stopping distance. That means that even before starting to brake, your vehicle travels 25 m.

2. True.

According to some studies, a decrease in average traffic speed of only 5 km/h would be enough.

3. True.

Zones with a speed limit of 90 km/h are also the areas where the highest number of fatal accidents occur.

4. False

According to statistics, drivers of all ages, both men and women, are involved in accidents related to speeding.

5. False.

Even an excellent driver with an excellent vehicle cannot defy the laws of physics. The higher the speed:

- The fewer the number of possible trajectories;
- The smaller the visual field;
- The greater the increase in the distance travelled during reaction time, as well as in the braking distance;
- The greater the centrifugal force;
- The greater the severity of impact.

6. True.

On highways, the faster you drive, the more fuel you burn. Slowing down helps you save money and reduce pollution.

7. False.

An impact at 50 km/h is equivalent to falling from a 4-storey building; at 75 km/h, it's like falling 8 storeys and, at 100 km/h, we can compare it to falling from the 14th floor of a building. Speed greatly increases the severity of injuries in accidents. The risk of being seriously injured or killed on impact is slightly more than doubled between 50 and 75 km/h and quadrupled between 50 and 100 km/h.

8. True.

The largest number of speed-related accidents causing minor or serious injuries happen in town (more than 50%), because there is a greater possibility of having an accident involving another road user (pedestrians, cyclists or other vehicles).

9. False.

Driving too fast prevents your vehicle from sticking to the road and increases the risk of skidding.

10. False.

If you drive at 110 km/h in a 90 km/h zone over a distance of 15 km, you save only 2 minutes. That's not very much! And if there is heavy traffic or construction on the road, you don't save any time at all.

CHECK YOUR SCORE

Between 8 and 10 correct answers

Well done! You are a smart driver. You know that it's dangerous to drive faster than the speed limit and that it pays to slow down.

Between 4 and 7 correct answers

Be careful! Despite your knowledge, you haven't learned some important things about the dangers of speeding and the benefits of slowing down.

Three or fewer correct answers

Watch out! You need to learn about the dangers of speeding and the benefits of slowing down.



Activity

Sharing the Road

The purpose of this activity is to learn about other road users and to apply the Observe-Evaluate-Act (OEA) driving strategy. It will also provide you with an opportunity to explore the main characteristics of vulnerable users, who are sometimes unpredictable and are often involved in traffic accidents.

TITLE OF THE ACTIVITY

Improvisation — Subject: Sharing the Road

TO DO

In Teams (10 minutes)

For the team of improvisers

- Take approximately 10 minutes to:
 - Read the improvisation card that was given to you;
 - Prepare an improvisation exercise (4 minutes maximum) using the improvisation card and the information sheets for sharing the road with other users.
- During the improvisation exercise, consider the following:
 - The characteristics of vulnerable users;
 - The Observe-Evaluate-Act (OEA) elements that drivers of a road vehicle must adopt in their presence.
- Carry out the improvisation exercise.

For the other teams

- Appoint a spokesperson to report back to all participants.
- Take 10 minutes to use your current knowledge to fill out the following table on sharing the road with other users.

During the activity, you can flesh out the table with any new elements you identify.

Road User Category	Main Characteristics	Observe What to Watch For	Evaluate What to Think About	Act What to Do
Vulnerable users	They are less protected and more likely to be injured in a collision.	Pay special attention to them.	Take the users' characteristics into consideration.	Maintain a sufficient safety margin.
Pedestrians				
Child pedestrians				
Seniors and disabled persons				

Road User Category	Main Characteristics	Observe What to Watch For	Evaluate What to Think About	Act What to Do
Cyclists				
Moped and scooter operators				
Motorcyclists				
Persons Using Motorized Mobility Aids (MMAs) (including electric wheelchairs, and three-wheeled and four-wheeled scooters)				

Full Class Session (45 minutes)

- Present the results of your work.

Activity Summary

Vulnerable Users

Drivers of road vehicles must share the road with many other users, including vulnerable users. Since these people have limited protection, they are at greater risk when they use the road network. Special attention must be given to these users, and in particular to children, the elderly and the disabled.

To share the road safely and harmoniously, drivers must:

- Obey speed limits;
- Yield the right of way to pedestrians and cyclists who have entered or are about to enter an intersection;
- Avoid passing a cyclist travelling in the same lane when there is not enough room to do so safely.

Heavy Vehicles

Various Types of Heavy Vehicles

Trucks, tractor trailers, semi-tractor trailers, road trains, motor coaches, city buses, school buses, sand/salt spreaders and snowplows, emergency vehicles (ambulances, fire and police department vehicles)

Main Characteristics of Heavy Vehicles

- They have many blind spots.
- Their size and weight are much greater than those of an automobile.
- Their braking distance is longer.

Individually

What I learned from this activity:



Activity

Alcohol and Drugs

Impaired? Don't Drive!

The purpose of this activity is to raise your awareness about various factors that can impair your mental and physical faculties, and thus compromise your performance behind the wheel. The activity focuses on alcohol, medication and illegal drugs, which are all substances that can alter your ability to drive. Furthermore, the topics of fatigue and drowsiness at the wheel will be covered later in the program as part of Module 11.

This activity also covers the physical, psychological, financial, social, family and legal consequences of driving while impaired by alcohol and drugs.

TITLE OF THE ACTIVITY

Consequences for the Driver and for Others

TO DO

In Teams (10 minutes)

- Appoint a spokesperson to report back to all participants.
- On the basis of your current knowledge, make a detailed list of the consequences of driving while impaired by alcohol or drugs.

Full Class Session (20 minutes)

- Present the results of your work.

Individually

What I learned from this activity:

Test Your Knowledge

- Circle the correct answer(s).

- 1** People have a lower risk of having an impaired ability to drive if they drink:
 - a. Beer.
 - b. Wine.
 - c. Gin.
 - d. A cooler-type drink.
 - e. None of the above.
- 2** A good way to reduce the level of alcohol in the blood is to:
 - a. Drink coffee.
 - b. Eat a good meal.
 - c. Wait for the liver to do its work.
 - d. Take a cold shower.
 - e. Dance, play sports, sweat.
- 3** The ability to drive can be impaired starting with a blood alcohol concentration of:
 - a. .02.
 - b. .05.
 - c. .08.
- 4** Which of the following effects can be attributed to the consumption of cannabis?
 - a. Difficulty concentrating and remaining attentive to the road environment.
 - b. Slower reaction time, slower reflexes and hesitant driving.
 - c. Difficulty keeping a vehicle on a straight path.
 - d. High-risk behaviour, such as speeding.
 - e. Risk of not being able to cope with the unexpected.

5

What is the estimated cost of a first criminal offence for impaired driving?

- a. At least \$700.
- b. At least \$1,700.
- c. At least \$2,700.

6

Under what circumstances can people be found guilty of a criminal offence for impaired driving?

- a. When their blood alcohol concentration is over 80 mg per 100 ml of blood (.08).
- b. When their ability to drive is impaired by alcohol, drugs or medication.
- c. If they refuse to provide a breath sample to a police officer who has ordered them to do so.
- d. All of the above.

7

List two alternative solutions to impaired driving.

A) _____

B) _____

ANSWERS

1. e. None of the above

The 50 ml of alcohol mixed with exotic fruit juice is still 50 ml of alcohol! Wine-based drinks (coolers) and cocktails are not always as light as they seem... Their effects may surprise you!

2. c. Wait for the liver to do its work

There is no “miracle” way to speed up the elimination of alcohol from your system, whether through exercise or any other means. Only time is effective. The liver alone eliminates 90% of the alcohol consumed. The liver works at a regular pace, regardless of the blood alcohol concentration, and eliminates an average of 15 mg of alcohol per hour, which is equivalent to a beer, or a glass of wine or spirits.

3. a. .02

The effects of alcohol are gradual, and they start with the first drink. Behaviour changes with only 20 mg of alcohol per 100 ml of blood (.02). At 50 mg (.05), the effects on driving a vehicle are already significant.

Blood Alcohol Concentration	Effects on Driving
.02	<ul style="list-style-type: none">• Reduced visual functioning (rapid detection of moving objects)• Reduced ability to perform two tasks at the same time (for example, keeping a vehicle on a straight path and remaining attentive to the road environment)
.05	<ul style="list-style-type: none">• Reduced coordination• Reduced ability to detect moving objects• Difficulty with steering• Reduced ability to react to emergency situations (for example, if a pedestrian suddenly appears)
.08	<ul style="list-style-type: none">• Difficulty concentrating• Loss of short-term memory• Problems with speed control• Reduced ability to process information (detecting signals, visual scanning)• Altered perception

4. a., b., c. and e.

Drivers under the influence of cannabis are usually more aware that they are intoxicated than drivers whose ability to drive is impaired by alcohol. They are therefore less prone to adopting at-risk behaviour – speeding, passing, tailgating other vehicles etc. Since they are not as reckless, it is more difficult for them to realize the actual effect of cannabis on their driving. Nevertheless, several studies have shown that consuming cannabis (regardless of the quantity) affects a person’s ability to drive.

Main Effects of Cannabis on Driving a Road Vehicle

- Difficulty concentrating and remaining attentive to the road environment
- Reduced perception of the surroundings
- Loss of coordination
- Difficulty keeping a vehicle on a straight path
- Slower reaction time, slower reflexes and hesitant driving
- Risk of not being able to cope with the unexpected

5. b. At least \$1,700

In addition to the incalculable disadvantages of having a criminal record, offenders are required to pay amounts totalling at least \$1,700. Other costs may also be added – lawyers’ fees, increased private automobile insurance premiums, the cost of leasing an alcohol ignition interlock device to drive with a restricted licence, etc. Costs can add up to more than \$4,500 for a second offence, and to more than \$6,000 for a third or subsequent offence.

6. d. All of the above

7. Suggested answers

- Refrain from consuming alcohol, drugs and medication if you intend to get behind the wheel.
- Use public transit.
- Take a taxi.
- Call on a drive-home service.
- Call on a designated driver.
- Control the amount you drink and pace yourself.
- Give enough time for the alcohol to be eliminated.



Activity

Driver Fatigue

The consequences of driver fatigue significantly hinder driver performance. Drivers do not need to actually fall asleep at the wheel for fatigue to affect their abilities. Knowledge about the effects of driver fatigue and the ability to deal with them can help prevent accidents and save lives.

Driving is a complex task that requires a driver's full attention: vision, hearing and judgment are constantly at work. As a new driver, you could be even more vulnerable to distractions.

TO DO

In Teams (15 minutes)

- Appoint a spokesperson to report back to all participants.
- On the basis of your current knowledge, answer the following questions:
 1. You're travelling to Florida with friends. What is the best strategy to adopt in order to limit fatigue and make the trip as safe as possible?
 2. Can you identify the early signs of driver fatigue?
 3. What are the best ways to stay awake at the wheel?
 4. In your opinion, which category of drivers is most affected by fatigue at the wheel? Explain why.

Full Class Session (40 minutes)

- Each spokesperson presents their answers.

Individually

What I learned from this activity:

Test Your Knowledge

Driver Fatigue

- 1 Among all accidents resulting in injury or death in Québec, driver fatigue is involved in:
 - a. 1 out of every 3 accidents
 - b. 1 out of every 5 accidents
 - c. 1 out of every 10 accidents
- 2 Driver fatigue is a problem that affects:
 - a. Professional drivers
 - b. Young drivers
 - c. All drivers
- 3 True or false: Driver fatigue is as dangerous as alcohol.
 True False
- 4 Young drivers under 20 years of age need:
 - a. Less sleep than older people
 - b. More sleep than older people
 - c. The same amount of sleep as older people
- 5 True or false: Between the ages of 16 and 19, young people need an average of 6 hours of sleep per night.
 True False
- 6 True or false: Drinking very strong coffee is the best way to counter the effects of driver fatigue.
 True False
- 7 When you are tired, how much do you think drinking a glass or two of alcohol affects your driving ability?
 - a. Not at all
 - b. Slightly
 - c. Greatly
- 8 True or false: When you are tired, you can easily evaluate just how tired you are and fight off drowsiness and falling asleep.
 True False

- 9 When you are tired, which of the following factors can aggravate your state of fatigue?
- a. The time of day
 - b. The number of hours of wakefulness
 - c. A sleep disorder
 - d. All of the above
- 10 True or false: After 24 consecutive hours of wakefulness, a person's physical and mental capacities are comparable to those of a person with a blood alcohol concentration of 100 mg of alcohol per 100 ml of blood (0.10).
- True False
- 11 True or false: Fatigue-related accidents only occur between midnight and 6 a.m.
- True False
- 12 Episodes of drowsiness at the wheel occur:
- a. As often during the day as they do at night
 - b. More often during the day
 - c. More often at night
- 13 True or false: There is a higher risk of falling asleep at the wheel on a monotonous road, such as a highway.
- True False
- 14 True or false: Fatigue reduces alertness and slows down reaction time.
- True False
- 15 You are on the road and you feel the first signs of fatigue:
- a. You increase your speed to get to your destination sooner
 - b. You stop as soon as you can to rest
 - c. You drink an energy drink

ANSWERS

1. b. 1 out of every 5 accidents
2. c. All drivers
3. True
4. b. More sleep than older people
5. False. Young people aged 16 to 19 need 9 hours of sleep.
6. False
7. c. Greatly
8. False
9. d. All of the above
10. True
11. False. Accidents also occur early in the morning, after lunch and in the mid-afternoon.
12. c. More often at night
13. True
14. True
15. b. You stop as soon as you can to rest.

**Société de l'assurance
automobile**

Québec 

Avec vous,
au cœur de votre sécurité