



YOUNG DRIVERS®

Co-Driver Survival Guide

How real is the danger is today's traffic?

The following charts show the distribution of personal injury" and property damage crashes in a North American jurisdiction with a population of 9.6 million, 6.2 million registered motor vehicles and 6.7 million licensed drivers. The crash distribution in this jurisdiction is typical for most other parts of North America.

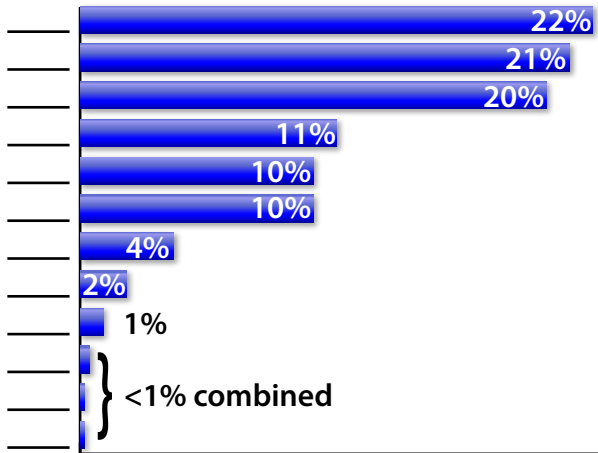
From the list below, please match the types of crash or the crash locations with the percentage bar you think is correct.

For example, if you think that 22% of all Property Damage collisions happen "Intersection, Turning", write "C" next to the 22% bar in the "Property Damage Crashes" chart. The actual statistics will be presented shortly. You'll probably be surprised. Both by the statistics and by the way the YD's Collisionfree! Approach to Driving™ provides a realistic defense against all of these collisions.

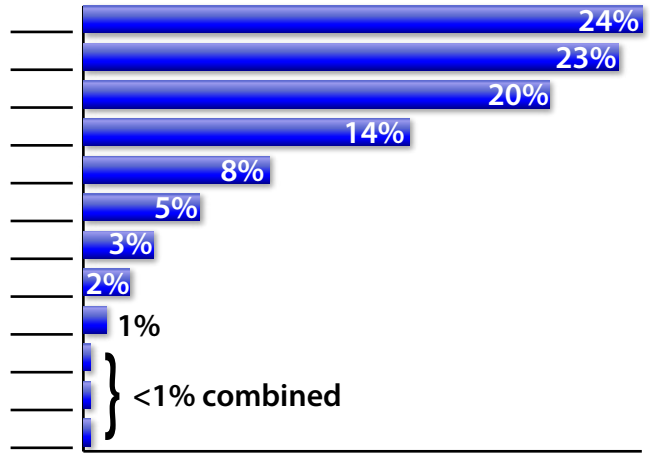
Crash Type / Location

- A. Hit debris
- B. Head-on crash
- C. Intersection, turning
- D. Intersection, straight
- E. Rear crash
- F. Hit train
- G. Sideswipe
- H. Hit parked vehicle
- I. Cyclist
- J. Hit animal
- K. Pedestrian
- L. Lost control

Property Damage Crashes

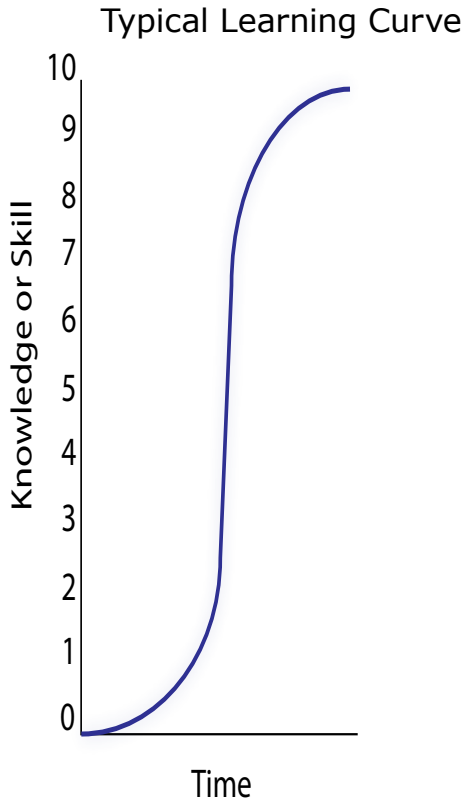


Personal Injury Crashes



Notes

Learning and Feedback



same skill at different speeds) virtually everyone's learning curve looks something like the typical learning curve above.

When we start to learn a new skill it takes a long time before we can see or feel any progress. It's like building a house: the foundation has to be perfect, and that takes time. But once we begin building on that foundation the job goes much faster and the results are much easier to see.

We want to teach your new driver as quickly as they're able to learn but we have to be sure the foundation is sound before we move on. At the end of every in-vehicle session we evaluate and score what your new driver has done. This lets new drivers see how well they're moving up the learning curve for each skill they need to master.

This feedback is important to you, too. As the Co-Driver you need to know exactly what to work on during that precious practice time. The scale below will help.

We don't recommend you practise any skill with your new driver until the Instructor scores that skill a 5.

(We have a dual brake, remember?) Similarly, anything the Instructor has scored 8 or above doesn't need a lot of work. You'll get the best return on your time - and both you and your new driver will enjoy it more - if you concentrate on practising the skills the Instructor scored between 5 and 7.

Not only do we learn at our own pace, but we all have our own preferred learning style - the method of receiving information and training which works best for us. Most of us learn best visually (by being shown). Some of us learn best kinesthetically (by doing something physically) and a few of us learn best aurally (by being told).

To ensure that your new driver's Instructor is teaching the way your new driver prefers to learn, we administer a Learning Styles Inventory at the beginning of the classroom portion of the course.

When the Instructor is teaching the way the student prefers to learn (when they're both speaking the same "learning language"), learning is quicker, easier and much more enjoyable.

Although we all learn at our own pace (even identical twins will learn the

The Young Drivers® 10 Point Evaluation Scale

1. Skill was taught (introduced).
2. Skill was re-taught.
3. Skill was performed with constant verbal and/or physical help.
4. Skill was performed with constant verbal and/or minimal physical help.
5. Skill was performed with moderate verbal but no physical help.
6. Skill was performed with only moderate verbal help and/or with four or less errors in accuracy or smoothness.
7. Skill was performed with minimal verbal help and/or with three or less errors in accuracy or smoothness.
8. Skill was performed without any help but with two errors.
9. Skill was performed without any help but with a single error.
10. Skill was performed flawlessly, without any help.

Driving Techniques

What's the difference?

When you're out practicing with your new driver you're probably going to notice that their approach to some traffic situations is different to the way you were taught. This is more likely to be the case if you learned to drive from somewhere other than Young Drivers. If you understand what we teach and why we teach it, you'll know what to expect from your new driver and what they expect from you.

It's not possible to cover all of our teaching methods and collision avoidance techniques in the Co-Driver session or in this guide. We're just going to deal with the ones we've been asked about the most. But if you don't understand something your new driver is doing, or if their explanation doesn't make sense, please call us. We're happy to explain.

Steering – Turns

We teach all new drivers "hand-over-hand" steering because it allows the novice to make smooth, accurate right and left turns in the shortest time. Because the first turns are made at a low speed, and as prep-

Driving Techniques cont.

ation for more advanced material, we also teach "hand-over-hand" recovery. Once a new driver has mastered the "hand-over-hand" technique we teach and encourage the use of "slide" recovery. Generally, a new driver will begin to experiment with "slide" recovery when they feel really comfortable making turns, and it's usually a mistake to encourage it before then. If you're not sure whether to encourage it or not, ask the Instructor.

Go With the Flow

How fast should your new driver go? That's sometimes a controversial issue, and it's often difficult to separate emotions from facts. We teach that within reason it's safest to drive at the same speed as the flow of traffic. If the traffic all around you is traveling at 45 km/h it makes no sense to drive at 50, even though it's the speed limit. By the same token, it's illogical to drive at 50 if the traffic all around you is traveling at 55 km/h.

If a vehicle is traveling faster than the flow of traffic the driver will be forced to change lanes more often and will find it difficult to maintain a safe space in front and to the sides. If a vehicle is traveling slower than the flow of traffic other drivers will be forced to make lane changes around it. Any one of those drivers could time the maneuver poorly and clip the car being passed.

The key to this technique is the phrase "within reason". No-one should drive at a speed which is beyond their level of competence or beyond their level of comfort.

Lane of Least Resistance

Your new driver will be taught to drive in whichever lane makes the most sense rather than to stick to the right or left lane. We call this the "lane of least resistance" and we define it as "whichever lane offers you the best view ahead, the best flow of traffic and the least risk". When there's more than one lane available, we don't drive behind city buses, we don't pass cyclists in the same lane and we don't drive next to oncoming traffic unless the alternative is a poorer view ahead, a worse flow of traffic or a higher risk.

Stagger - Avoid Blind Spots

There is very strong evidence that most drivers realize they're going to crash just before it happens, but they aren't able to do anything about it. (Think about the sound of a crash: you hear the squeal of tires followed by the crunching of metal and glass. The driver must have seen the danger - otherwise no brakes - but they weren't able to avoid the problem.) One of our solutions is to teach new drivers to "Stagger" their vehicle in traffic. It simply means always striving to keep an open space alongside their car into which they can escape.

We also teach them to stay out of other drivers' blind spots. Too many drivers change lanes or swerve without checking. It's just plain foolish to put your life in another driver's hands.

Avoid Rear Crashes

Over twenty-one percent of total reportable collisions are "rear-enders". Rear crashes are the single biggest cause of injuries resulting from a collision, and virtually all of them are avoidable.

Your new driver will be taught to brake early in any routine stopping situation (i.e. stopped in traffic or at a red light) in order to control the driver behind. (If the vehicle behind is also slowing down and stopping the risk of a rear crash is close to zero.)

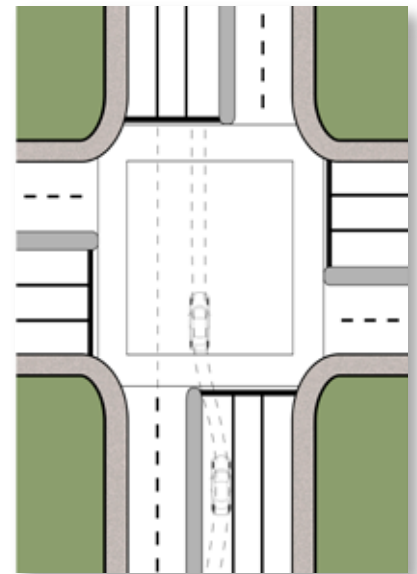


If there is no following traffic your new driver will stop three car lengths back from the vehicle in front or from the crosswalk. This is to give them enough space to escape if the driver approaching from behind is unable to stop. This simple step would have saved the driver's life in the picture above.

As vehicles approach from behind, your new driver will creep forward and when three or more cars are safely stopped you'll be one car length back from the vehicle in front or from the crosswalk.

Left Turn at Lights

Turning left at traffic lights is probably the most dangerous of all routine driving manoeuvres. At small intersections (no island, no offset turning lanes) we teach new drivers to enter the intersection as little as possible and to wait with their wheels straight. At large intersections (below) we teach the "S"-Approach".



This simultaneously gives the best view of oncoming traffic and provides protection from a rear crash. Your new driver will hug the right hand edge of the turning lane. About two car lengths from the end of the island they'll gently drift to the left, just missing the end of the island and straighten the wheels and the car as they enter the intersection about a car length. From here they'll check the lights, the oncoming traffic, the crosswalk to their left and the rear view mirror in a continuous cycle. When there's a gap in traffic a quick glance into the left blind spot for pedestrians is all that's necessary. If the light changes, they will immediately begin to creep straight ahead and complete the turn when they're sure the other traffic is stopping.

