

# Module Three

## Driving Safely

# Contents

## Module Outline

- Module Overview ..... 2
- Module Objective ..... 2
- Module Contents ..... 2
- Learning Outcomes ..... 3
- Module Symbols ..... 4

## Trainers Guide

- Introduction to Safe Driving ..... 5
- Seatbelts ..... 9
- Stowing Equipment ..... 17
- Speeding ..... 20
- Driver Alertness ..... 26
- Alcohol and Medication ..... 29
- Driver Fatigue ..... 32

## Resource Material

- Introduction ..... 35
- Activity 1: Crash Stats ..... 36
- Activity 2: Causes of Road Trauma ..... 38
- Activity 3: Seatbelt Law ..... 40
- Activity 4: Seatbelt Problems and Solutions ..... 43
- Activity 5: Seatbelts and Duty of Care ..... 44
- Activity 6: Attitudes to Speeding ..... 48
- Activity 7: What is a Safe Speed? ..... 50
- Activity 8: Driver Alertness ..... 52
- Activity 9: Concentration ..... 54
- Activity 10: Distractions ..... 56
- Activity 11: Exercise ..... 58

Appendix  
Handouts

## Learning Checklist

# Module 3. Driving Safely

## Module Outline

### **Module Overview**

This Module provides an overview of the legal requirements for driving in Victoria and road safety issues, specifically related to seatbelts, speeding, alcohol, medication and fatigue.

### **Module Objective**

The objectives of this Module are to:

- provide volunteers with a broad understanding of their legal responsibilities as motorists in Victoria; and,
- raise their awareness of the risks associated with driving.

### **Module Contents**

This Module comprises these segments:

- Introduction to Safe Driving
- Seatbelts
  - Introduction
  - The Law and Seatbelts
  - The Law and Passengers Transported in their Wheelchairs
  - Seatbelts and SRS Air Bags
  - Wearing Seatbelts Correctly
  - Seatbelt Law and Duty Of Care
- Stowing Equipment
- Speeding
  - Introduction to Speeding
  - Low Level Speeding
  - Inappropriate Speeding
  - Driver Alertness
- Alcohol and Medication
  - Alcohol
  - Medication
- Driver Fatigue

**Learning Outcomes**

At the completion of this module, volunteers should be able to:

**Learning Outcome 1**

Explain seatbelt law and their legal responsibility

**Learning Outcome 2**

Correctly fit and adjust a passenger's seatbelt

**Learning Outcome 3**

Identify potential problems they may encounter and demonstrate strategies to overcome these problems

**Learning Outcome 4**

Explain the relationship between seatbelt law and duty of care

**Learning Outcome 5**

Describe the risks associated with speeding

**Learning Outcome 6**

Outline situations in which driving speed should be adjusted to reduce risk and improve the comfort of their passengers

**Learning Outcome 7**

List factors and situations that can affect driver alertness

**Learning Outcome 8**

Demonstrate an understanding of strategies to limit or control distractions whilst driving

**Learning Outcome 9**

Describe appropriate steps to reduce the risk associated with some over-the-counter and prescribed medication and driving

**Learning Outcome 10**

List the signs of fatigue and discuss safety implications

**Learning Outcome 11**

Demonstrate a basic exercise routine for drivers and assistants, and identify when it is useful

**Learning Outcome 12**

Discuss the organisation's policies and procedures on seatbelts, speeding, alcohol and medication

**Module Symbols**

The following symbols in the text are designed to assist you to deliver your training.



Insert organisational specific material



Amend or tailor the material to your organisation



Indicates where you should exercise caution or thoroughly consider any changes.



Estimated time for activity, including overhead transparencies



Pairs activity



Small group activity



Group activity



Feedback



Overhead transparency

# Module 3. Driving Safely

## Trainers Guide

### Introduction to Safe Driving

#### Resource Material

The relevant resource material for this segment is:

- Activity 1: Crash Stats, incorporating
  - OHT 3.1: True or False?
  - OHT 3.2: True or False?
- Activity 2: Causes of Road Trauma, incorporating
  - OHT 3.3: What are the Main Causes of Road Trauma?

#### Background Material

“During 2000, 407 people lost their lives on Victorian roads. Every four days someone is severely brain damaged; every eight days someone becomes a paraplegic or quadriplegic; **every 26 minutes another person is injured**. These deaths and injuries are unacceptable, but more importantly they are avoidable.”

(Source: Foreword, [Arrive Alive, Victoria's Road Safety Strategy](#), VicRoads and the Victorian State Government, in co-operation with the TAC, the Department of Justice and Victoria Police)

Road safety experts believe the risk of being involved in a casualty road crash would be reduced if drivers adopted the Ten Rules of Safe Driving.

“The Ten Rules of Safe Driving are:

1. Drive at a safe speed.
2. Don't drink and drive.
3. Follow the road rules.
4. Concentrate at all times and be prepared.
5. Be patient, and when in doubt, don't proceed.
6. Plan your moves well in advance.
7. Give correct signals.
8. Be alert at intersections.
9. Know your vehicle.
10. Be polite and considerate toward other road users.”

(Source: [Drive Safe Handbook](#) (2002). Department of Planning and Infrastructure, Western Australia)

According to the Traffic Accident Commission, the key causes of road accidents continue to be the attitude and behaviours of road users. Hence, peak road safety bodies are actively campaigning to increase public awareness of road safety issues such as drink driving, speeding, seatbelts and fatigue.



In Activity 1 (Crash Stats), these statistics on road crashes and speeding are presented to invoke thought about the risks associated with driving and the potential benefit of safe driving practice.



OHT  
3.1 & 3.2

In the five years from January 1997–December 2001, there were 87,268 road crashes involving casualties reported to the Victoria Police. On average that is 1,454 casualty road crashes per month.

Significantly, 62% or 54,092 of these road crashes occurred in areas where the posted speed limit was 60 kilometres per hour or less. 29% were in areas with a posted speed limit over 80 kilometres or more, while 8% occurred in areas with other speed limits. The speed limit for the remaining 1% of crashes was unknown.

Approximately one in five or 19% were rear end collisions.

Just under ½ or 49% were at cross or T intersections and 3% were at other types of intersections, while 49% did not occur at an intersection.

For the 12 months to July 2002, 651,589 speed infringements were recorded by speed cameras. On average that is 54,299 per month.



In Activity 2 (Main Causes of Road Trauma), the volunteers use the knowledge gained from Activity 1 and their own experience to identify the main causes of road trauma, which are:



OHT 3.3

- Alcohol and/or drugs
- Speed
- Fatigue
- Failing to wear a seatbelt
- Failing to follow signs or signals
- Failing to pay attention
- Failing to indicate intentions
- Following too closely
- Failing to keep left

In addition to the injuries, trauma and distress caused by road crashes, there are costs to the organisation such as vehicle repair bills, higher insurance premiums and service downtime.

Some of these costs can be avoided if people are more careful and mindful when parking and reversing vehicles. Considerable costs are incurred by community transport providers to repair damage done to vehicles when reversing out of driveways, parking spaces and garages. Damage to front and rear bumpers, side panels and tail lights may only be a minor incident and there may not be any injuries but the costs of dents and scratches can be considerable.

Another cause of damage, particularly to mini-buses, is undercover or underground car parks and takeaway drive-through outlets.



If vehicle damage from reversing, parking and other minor incidents is an issue with your organisation you may wish to alert the volunteers to the problem.

You may wish to discuss with the volunteers strategies to reduce these avoidable accidents such as:

- not using takeaway drive-through outlets;
- knowing the height of the vehicle they are driving;;
- physically getting out of the vehicle and checking the area before reversing; and,
- not parking in a driveway, parking space or other location where the volunteer is uncomfortable or unsure about reversing the vehicle.

## Handouts

There are no handouts provided for this segment.

## References

The statistics for Activity 1 were sourced from VicRoads and the Traffic Accident Commission.

The statements related to casualty crashes are based on data from Crash Stats, the Victorian accident statistics and mapping program of VicRoads. Crash Stats can be accessed via the VicRoads website by clicking on this link:

[VicRoads CrashStats](#)

If this link does not work correctly, go to the VicRoads website ([www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)) and select Road Safety, then Statistics and Research or search for Crash Stats.

If you do not have access to the Internet, contact VicRoads by phone.

The statistic related to speeding infringement was sourced from the Road Safety Summary report for the month of August. The latest monthly report can be downloaded from the Traffic Accident Commission website by clicking on this link:

[Monthly Road Safety Summary](#)

If this link does not work correctly, go to the TAC website ([www.tac.vic.gov.au](http://www.tac.vic.gov.au)) and select Daily Road Toll Update or search for Road Safety Summary

If you do not have access to the Internet, contact the TAC by phone.

The source for Activity 2 is the Drive Safe Handbook, produced by the Department of Planning and Infrastructure, Western Australia. The Handbook is available to download from their website. To download the section on the Main Causes of Road Trauma, which is presented with colourful graphics, click on this link:

[Drive Safe Handbook: The Main Causes of Road Trauma](#)

If this link does not work correctly, go the DPI website ([www.dpi.wa.gov.au](http://www.dpi.wa.gov.au)) and select Licensing Services and then Driving Skills or search for Drive Safe Handbook.

Another valuable source of information on Driving Safely is the Safer Driving Program, a new initiative in arrive alive! Victoria's Road Safety Strategy 2002-2007. It is aimed at improving driver and vehicle safety in public and private businesses in Victoria to minimise the risk of road deaths, injuries and claims in the workplace.

As part of the initiative, VicRoads in conjunction with the [Traffic Accident Commission](#) and [RoadSafe](#) have developed a Safe Driving Kit. The kit can be purchased from the VicRoads bookshop but some of the educational resources can be downloaded by clicking on these links:

#### [Safer Driving Kit Manual](#)

The Manual provides a step-by-step guide to help organisations develop a safer driving policy and implement a program to support their policy.

#### [Safer Driving Initiative Fact Sheets](#)

The Fact Sheets provide a range of information on key road safety issues, important road rules and self-help tips. The sheets include issues not addressed in this module such as pedestrian safety, being fuel smart and tips to buying a safer car.

You may wish to consider using the Fact Sheets as handouts for the relevant segments of your training on Driving Safely.

#### [Safer Driving Initiative Smart Cards](#)

The Smart Cards are a summary of each Fact Sheet and highlight the key points for each road safety issue.

If these links do not work correctly, go to the VicRoads website ([www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)) and select Safer Driving Program.

If you do not have access to the Internet, contact VicRoads by phone.

# Seatbelts

## Assumptions

The segment on the Law and Seatbelts assumes that:

- Motor vehicles being used for transport are fitted with seatbelts to every seat
- Suitable approved child restraints are available to transport children, if required

The information presented about the wearing of seatbelts is paraphrased from the relevant road rules. For example, Rule 266, Road Rules – Victoria (© VicRoads), states that:

- (1) The driver of a motor vehicle (except a bus or motor bike) that is moving, or is stationary but not parked, must ensure that this rule is complied with for each passenger in or on the vehicle who is under 16 years old.
- (2) If the passenger is at least 1 year old but under 16 years old, and not exempt from wearing a seatbelt under rule 267, the passenger must be restrained in a suitable approved child restraint that is properly fastened and adjusted, or occupy a seating position fitted with a suitable seatbelt and wear the seatbelt properly adjusted and fastened, *if a suitable approved child restraint, or a seating position fitted with a suitable seatbelt, is available in the motor vehicle for the passenger.*

Hence, the words in *italics* are not included on the OHTs.

If you would prefer to present the exact wording contained in the relevant road rules, please review the relevant OHTs and alter accordingly. The Road Rules – Victoria can be accessed on the VicRoads website by clicking on this link

[Road Rules - Victoria](#)

With regard to discharging duty of care obligations, based on the advice of road safety experts it is foreseeable that unrestrained or incorrectly restrained occupants may be injured or may injure other occupants. Therefore, it is assumed that organisations would exercise an appropriate standard of care and not provide transport for passengers if seatbelts were not fitted or suitable approved child restraints were not available.

## Policy and Procedures

It is assumed that your organisation has policy and procedures on the wearing of seatbelts, which deal with issues such as exemptions and passengers who refuse to wear a seatbelt.

## Resource Material

The relevant resource material for this segment is:

- OHT 3.4: Why Are Seatbelts Effective?
- Activity 3: Seatbelt Law, incorporating
  - OHT 3.5: What is the Law for the Driver?
  - OHT 3.6: What is the Law on Passengers under 16?
  - OHT 3.7: What is the Law on Passengers under 16?
  - OHT 3.8: What is the Law on Passengers over 16?
  - OHT 3.9: Is Anyone Exempt?
  - OHT 3.10: Is Anyone Exempt?
  - OHT 3.11: Is Anyone Exempt?
- OHT 3.12: What are Our Policy/Procedures?
- OHT 3.13: What About Passengers in Wheelchairs?
- OHT 3.14: What About Passengers in Wheelchairs?
- OHT 3.15: What About Airbags?
- OHT 3.16: Correct Seating Position
- OHT 3.17: What if I Sit Too Close?
- OHT 3.18: What if I Sit Too Close?
- OHT 3.19: Wearing a Seatbelt Correctly
- Activity 4: Seatbelt Problems and Solutions, incorporating
  - OHT 3.20: When Adjusting Seatbelts, Do
- OHT 3.21: What are Our Policy/Procedures
- Activity 5: Seatbelts and Duty of Care, incorporating
  - OHT 3.22: Case Study 1
  - OHT 3.23: Case Study 2
  - OHT 3.24: Case Study 3
  - OHT 3.25: Case Study 4
  - OHT 3.26: Case Study 5
  - OHT 3.27: Case Study 6
  - OHT 3.28: Case Study

## Background Material

### Introduction

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Unrestrained occupants and loose objects continue moving at the speed the vehicle was travelling at prior to a crash.

Anyone not wearing a seatbelt can bounce around like a pinball, hitting the interior of the vehicle and other occupants. Unrestrained occupants can be injured by hitting a part of the vehicle such as the steering wheel, windscreen or dashboard. They can cause injury by hitting other occupants of the vehicle, from the back in a rear end collision and from the side in a side impact collision.

Seatbelts give you around a 50% better chance of surviving an accident without being killed or seriously injured than not wearing one at all.

Simple but important principles underlie the effectiveness of seatbelts.



OHT 3.4

In a crash, seatbelts:

- Spread the force of the impact over a large portion of the body
- Minimise contact with the interior of the vehicle
- Protect occupants from being thrown from the vehicle
- Reduce the risk of internal injuries

## The Law and Seatbelts

---

On 1 December 1999, the Victorian State Government introduced nationally consistent road rules. These road rules are published in the document entitled “Road Rules – Victoria”, and are enforced as law under the Road Safety Act 1986 and incorporated in the [Road Safety \(Road Rules\) Regulations 1999](#).

Please note that the following summary of the road rules relevant to wearing seatbelts assumes motor vehicles being driven by the volunteers are fitted with seatbelts, and that suitable child restraints are available if required.



The relevant road rules are the basis of Activity 3 (Seatbelt Law). In this activity volunteers are asked to recount their knowledge of current seatbelt law in Victoria. The OHTs are used to update their knowledge to the latest changes.



The OHTs should be altered if your organisation operates a private omnibus as the information on the OHTs is only relevant to motor vehicles.



OHT 3.5

The driver of a motor vehicle that is moving, or stationary but not parked, **must** wear a seatbelt.

The driver **must** wear the seatbelt properly adjusted and fastened, unless the driver is:

- reversing the vehicle
- exempt from wearing a seatbelt (under Victorian Road Rules)

Furthermore, the driver is **legally responsible for passengers under 16**, even if a parent or carer accompanies the passenger.



OHT 3.6

The driver of a motor vehicle that is moving, or stationary but not parked, **must** ensure that passengers under 16 comply with the road rules on the wearing of seatbelts by passengers, **unless** the passenger is exempt from wearing a seatbelt (under Victorian Road Rules)



OHT 3.7

Passengers under 1 year of age **must** be restrained in a suitable approved child restraint that is properly fastened and adjusted.

Passengers over 1 year of age but under 16 years of ages, **must**:

- be restrained in a suitable approved child restraint that is properly fastened and adjusted, or
- occupy a seating position fitted with a suitable seatbelt and wear it properly adjusted and fastened

Please note that the driver of a public minibus or taxi does not have to comply with the rules for passengers under 16.

With respect to passengers over 16:



OHT 3.8

A passenger in a motor vehicle that is moving, or stationary but not parked, **must** wear a seatbelt that is properly adjusted and fastened, unless the person is exempt from wearing a seatbelt (under Victorian Road Rules)

It is important to note that the Road Rules do include exemptions to the wearing of seatbelts for people under these circumstances:



OHT 3.9

A person is exempt from wearing a seatbelt if a registered medical practitioner issues a signed certificate certifying that because of:

- medical unfitness; or
  - physical disability
- it is impracticable, undesirable or inexpedient for the person to wear a seatbelt.



OHT 3.10

If a passenger is exempt, the certificate must be carried by the driver of the vehicle. If the driver is exempt, they must carry their own certificate.

The person must be complying with any conditions stated in the certificate and the certificate must show an expiry date for the exemption.

Examples of passengers who may have an exemption include:

- A person who has had cardiac surgery may be exempt from wearing a seatbelt for a specific period of time.
- A person whose physical disability or medical condition causes their bones to be fragile and easily prone to fracturing.



If you do transport passengers with an exemption, you could tailor these examples.



OHT 3.11

Importantly, the person is **not** exempt if the driver **cannot produce the certificate** for inspection if requested to do so by a police officer or authorised person.

Previously the onus was on the passenger to produce the certificate.



OHT 3.12

Please use the blank OHT supplied to present your policy and procedures for transporting clients who have an appropriate exemption.

Alternatively, use a handout on your policy and procedures.

### The Law and Passengers Transported in their Wheelchairs

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If you do not transport passengers in their wheelchairs you may wish to delete the OHTs related to passengers in wheelchairs.

The Road Rules do not specifically refer to passengers in wheelchairs. However,



OHT 3.13

Seatbelt rules apply to passengers who are transported in their wheelchair **unless** they have a suitable medical certificate.



OHT 3.14

Both the wheelchair and passenger must be secured using an Australian Standards approved restraint system. These systems have:

- a wheelchair restraint to secure the wheelchair to the vehicle
- an occupant restraint system, a seatbelt, to restrain the passenger

Postural support belts or harnesses fitted to the wheelchair are not suitable for this purpose, as they usually do not meet Australian Standards.

### Seatbelts and SRS Air Bags

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If your organisation does not have vehicles equipped with air bags you may wish to delete the OHTs on air bags. If your volunteers use their own vehicles there is a handout on air bags.

More and more vehicles on Australian roads are now fitted with driver and/or passenger air bags.



OHT 3.15

Air bags:

- are a supplementary restraint system (SRS)
- are designed to work together with the seatbelt
- do not eliminate the need for a seatbelt

Air bags inflate very quickly and with considerable force. Occupants not wearing a seatbelt, or sitting too close, may be seriously injured when the air bag deploys.



OHT 3.16

For the driver the correct seating position is with:

- 300 mm between the centre of the steering column and the breastbone
- the seatbelt on

Front seat passengers should be properly restrained and should move the seat as far rearward as possible.



OHT  
3.17 & 3.18

Drivers who sit very close to the steering wheel should adjust their seating position to ensure the recommended minimum distance between the steering column and the driver's breastbone. OHT 3.17 and OHT 3.18 show step-by-step instructions to adjust the driver's seating position.

## Wearing Seatbelts Correctly

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Seatbelts must be properly worn to give maximum protection and reduce internal injuries in a crash. So it is important that the volunteers check each person has his or her seatbelt fastened and adjusted correctly.

Seatbelts are designed to distribute the force of a crash to the pelvis and chest and to protect the more delicate parts of the body, such as the head and abdomen.

Head and chest injuries are the most frequent cause of death in collisions and can occur even in minor crashes if the occupants are not wearing seatbelts, or if their seatbelts are not being worn correctly.



OHT 3.19

OHT 3.19 shows a person wearing their seatbelt correctly. This OHT can be used to demonstrate these key points:

When checking seatbelts make sure:

- the sash part goes over the shoulder, across the collarbone and across the chest.
- the lap part is worn below the stomach, sitting across the hips.
- the seatbelt sits flat against the wearer and is not twisted.
- the seatbelt is secure and snugly fitted.



In Activity 4 (Seatbelt Problems and Solutions) the volunteers are asked to identify potential problems they may encounter with the wearing, fitting and adjusting of seatbelts and to discuss possible solutions.

Some of the potential problems the volunteers may encounter include passengers who:

- hold the buckle in their hand and do not fasten it
- pull the seatbelt forward off their chest and hold it in their hand
- place their hand between the sash part of the seatbelt and their chest
- lift the sash part of the seatbelt over their chest and slip it behind their back
- slip the sash belt under their arm
- undo their seatbelt after it has been fastened

Passengers often do not wear their seatbelts correctly because the sash part of the belt rubs their neck or is uncomfortable on the collarbone or chest.

Slipping the sash strap behind the back or under the arm is a dangerous habit, especially in cars with air bags. Slipping the seatbelt under the arm increases the likelihood of the wearer suffering internal injuries. Slipping it behind the back means that the belt will not provide upper body support during a crash.

Potential solutions to these problems include:

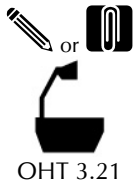
- If the seatbelt rubs the wearer's neck or arm:
  - a sash guide may help make it fit better
  - check if the seatbelt has adjustable fittings

- If the seatbelt is uncomfortable or rubs, a seatbelt cover may give added comfort.
- Trying adjusting the seat by:
  - changing the reclining angle of the seat
  - adjusting the height of seat
  - moving it backwards or forward
- Considering the passengers' mobility issues, try moving the passenger to another seat. Where possible, avoid putting passengers in seats with a lap belt as lap/sash seatbelts offer greater protection.



- Ask permission first if you need to physically assist a passenger.
- Explain what you are doing and why!
- Discuss the situation with your Coordinator if a passenger is having difficulties wearing a seatbelt.

Seatbelts can be adjusted to fix most problems but a referral to an occupational therapist may be necessary.



Please use the blank OHT supplied to present your policy and procedures on wearing seatbelts.

Alternatively, use a handout on your policy and procedures.

## Seatbelt Law and Duty Of Care

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In Activity 5 (Seatbelts and Duty of Care), case studies are used to give the volunteers the opportunity to demonstrate their understanding of the seatbelt law, your organisation's policies and procedures and their duty of care obligations.

For each case study there are key points provided that cover the legal and duty of care requirements.

Space has been provided for you to note key points you wish to make about your policy and procedures for each of the case studies.

If you conduct this training as a stand-alone session you may need to introduce the concept of Duty of Care. Refer to Module 1: Rights and Responsibilities.

## Handouts

The relevant handouts for this segment are:

- Seatbelt Law in Victoria
- Air Bags



You should check that the information on this handout is relevant to your organisation, particularly your policies and procedures.

## References

The primary source for this segment is VicRoads.

The document “Road Rules – Victoria” can be accessed via the VicRoads website by clicking on this link:

[Road Rules - Victoria](#)

Driving in Victoria: Rule and Responsibilities has been written for experienced drivers, providing information on road rules and driver responsibilities

It can be viewed on the Vic Roads website by clicking on this link but it cannot be printed:

[Driving in Victoria Rules and Responsibilities \(PDF Document\)](#)

If this link does not work correctly, go to the VicRoads website ([www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)) and select Road Safety Issues, then Road Users, then Drivers or search for Driving in Victoria Rules and Responsibilities.

Alternatively, copies of the document can be purchased from VicRoads. Refer to Part C under Driver Education for details.

# Stowing Equipment

## Policies & Procedures

It is assumed that your organisation has policy and procedures on the stowage of equipment.

If you do not have such policy and procedures you may wish to consider these examples from other agencies:

### Example:

#### Policy

Community Transport Inc. recognises the dangers to drivers and passengers presented by incorrectly or poorly stowed items. This policy shall be applicable to all equipment and goods transported by and on behalf of Community Transport Inc., with the exception of wheelchairs used by clients for mobility, for which there are separate policies and procedures.

Given the risks outlined in this policy, these safety measures shall apply to the stowage of equipment and goods:

1. Items shall be carried behind cargo barriers or in designated storage areas, whenever practicable
2. Items, which cannot be appropriately secured in a vehicle, shall not be carried.
3. Mobility aids that exceed the safe working load of a wheelchair hoist cannot be safely loaded in a vehicle and shall not be carried.
4. No item shall be carried on a vehicle in a manner that allows it to become a missile within the vehicle in the event of sudden deceleration (e.g. emergency braking, road crash).
5. No item shall be carried on a vehicle in a manner that allows it to block an entrance, aisle, exit or emergency exit.
6. No item shall be carried on a vehicle in a manner that interferes with the comfort of the driver, transport assistant or other clients.

#### Procedures

In the station wagons ALL equipment must be stowed in the rear of the vehicle behind the cargo barrier.

Passengers may keep their handbags or other small personal items with them but they must be kept on the floor and not held on the passenger's lap or placed on the seat beside them.

In the mini bus ALL equipment must be stowed on the floor of the vehicle or secured on a seat using a seat belt.

Walking frames should be restrained using the wheelchair restraint assembly or a vehicle seatbelt

Unoccupied wheelchairs should be restrained using the wheelchair restraint assembly or a vehicle seatbelt.

## Resource Material

The relevant resource material for this segment is:

- OHT 3.29: What About Cargo and Equipment?
- OHT 3.30: What are Our Policy/Procedures?





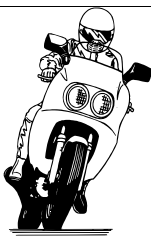
## Background Material

Loose objects in vehicles can cause serious injury in a collision. Cargo and equipment, such as walking frames and unoccupied wheelchairs, must be restrained appropriately. What can happen if you do not restrain these objects?



OHT 3.29

In a head on crash at 50 km/h, an unrestrained object will be projected forward and strike anything in its path with a force 20 – 30 times its mass.

Object	Static Mass	Collision Mass
 House Brick	4 kg	 80 - 100 kg An average man
 Tool Box	15 kg	300-450 kg
 Suitcase	20 kg	 400-600 kg A Harley Davidson motorbike

Imagine the injuries if the driver and/or passengers were struck by a Harley Davidson directly or through the back of their seat.

Imagine the damage that could be caused by a potentially sharp object like an umbrella or even a screwdriver.



You may wish to tailor the OHT to include objects that your organisation would commonly carry in its vehicles, such as a mobile phone, a wheelchair, walking frame, shopping jeep or first aid kit.

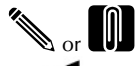
The formula to calculate collision mass is:

$$\text{Static mass (or weight)} \times 20 = \text{collision mass at lower limit}$$

$$\text{Static mass (or weight)} \times 30 = \text{collision mass at upper limit}$$

If your organisation transports unoccupied wheelchairs you should be aware of the recommendations contained in the Australian Standard, AS 2942 – 1994 Wheelchair occupant restraint assemblies for motor vehicles (© Standards Australia International, 1998). This Standard recommends that ancillary equipment, such as unoccupied wheelchairs, should be secured by a mounting system capable of withstanding 20 times the combined mass of equipment and mounting system.

If you need to demonstrate equipment, consider conducting this segment of the training outside.



Please use the blank OHT supplied to present your policy and procedures for stowing equipment.



Alternatively, use a handout on your policy and procedures.

OHT 3.30

## Handouts

There are no handouts provided for this segment.

## References

The information about the collision mass of unrestrained objects was sourced from Milford Industries, the manufacturers of Milford cargo barriers.

Their website can be accessed by clicking on this link:

[www.cargobarrier.com](http://www.cargobarrier.com)

The Australia Standard “AS 2942 – 1994 Wheelchair occupant restraint assemblies for motor vehicles” was kindly loaned by Northern Care and Share Inc.

However, Australian Standards can be purchased from Standards Australia by clicking on this link:

[Standards Australia](http://Standards Australia)

If you already own a copy of an Australian Standard, you can download amendments free of charge by clicking on this link:

[Amendments to Australian Standards](http://Amendments to Australian Standards)

You can be automatically notified of updates to relevant Standards by joining [Standards Watch](http://Standards Watch), a **free** email based notification service that notifies you of updates to nominated Standards.

If these links does not work correctly, go to the Standards Australia website ([www.standards.com.au](http://www.standards.com.au)).

If you do not have access to the Internet, contact Standards Australia by phone.

# Speeding

## Policies and Procedures

It is assumed that your organisation has a policy on speeding, including responsibility for the payment of fines.

If you do not have a policy and/or procedures in place you may wish to consider this example.

### Example:

Community Transport Inc does not condone speeding. Volunteer drivers are responsible for any speeding notices they receive.

This policy also applies to other traffic infringement notices and to parking fines.

## Resource Material

The relevant resource material for this segment is:

- Activity 6: Attitudes to Speeding, incorporating
  - OHT 3.31: How Many of Us Speed?
- OHT 3.32: How Risky is Low Level Speeding?
- OHT 3.33: Why is Low Level Speeding Dangerous?
- Activity 7: What is a Safe Speed, incorporating
  - OHT 3.34: Inappropriate Speeding
  - OHT 3.35: Think of Your Passengers
- OHT 3.36: What are Our Policy/Procedures

## Background Material

### Introduction to Speeding

---

“Speeding can be divided into three main categories:

**Low Level** - where the speed limit is typically exceeded by around 5 km/h, which is done by the majority of drivers.

**Excessive** - where speeding is a deliberate act of choice and the speed limit is exceeded to a considerable degree.

**Inappropriate** - where the speed limit is not necessarily exceeded - but where driving conditions that should lead to lower speeds are ignored, eg. when the road is wet or visibility is low”.

(Source: [Driver's Attitude to Speed](#), Traffic Accident Commission Website)

## Low Level Speeding

---

The results of a recent survey on attitudes to speeding, conducted by Sweeny Research on behalf of the Traffic Accident Commission, revealed that:



OHT 3.31

- Most drivers admitted to driving over the speed limit at least some of the time (56%). Just under ½ do so “half the time” (16%), one in five do so “most” of the time (20%) and almost one in ten do so “all” (8%) of the time.
- In a 60 km/h zone, more than 50% of people do not think that travelling at more than 6 km/h per hour is speeding. Yet exceeding the limit by 5 to 10 km/h is not “safe”.
- In a 50 km/h zone 49% of drivers exceed the limit; in a 60 km/h zone 42% do; and, in a 100 km/h zone more than ½ speed.

(Source: [Driver's Attitude to Speed, Summary of Findings - Attitude and Behaviour](#), Traffic Accident Commission Website)

If you drive at any speed over the posted speed limit it is speeding. Even if you do not speed, many of the other drivers on the road do!



These questions form the basis of Activity 6 (Attitudes to Speeding). In this activity the volunteers are asked the same questions about attitudes to speeding as the drivers in the TAC survey.

They do not have to share their responses but they are given the opportunity to reflect on their own attitudes to speeding and those of other Victorian motorists.

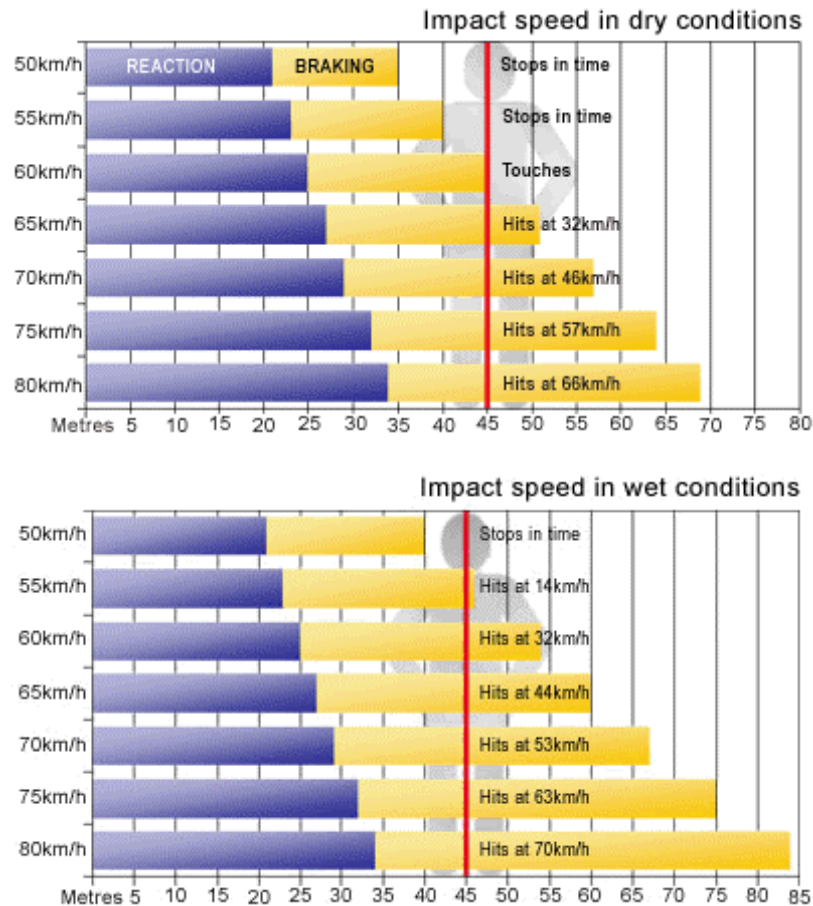
“More than 2400 people are injured or killed on our local streets each year. Many of these crashes are caused by excessive or inappropriate speeds” (VicRoads, 2002). Yet while the majority of drivers believe that speed is a factor in many road crashes, low level speeding is common on our roads. Many people think low level speeding does not greatly increase the level of risk.



OHT 3.32

However, research suggests that travelling at 65 km/h in a 60 km/h zone is as equivalent a risk as driving with a BAC of 0.05, doubling your chance of having a crash that injures someone. At 70 km/h, the risk is the same as having a BAC of 0.10, or about 4 times the risk

These graphs on reaction time and braking distances show clearly the danger inherent in low level speeding:



(Source: [Wipe Off 5 Road Safety Campaign and the Australian Transport Safety Bureau \(ATSB\)](#), Traffic Accident Commission Website)

Imagine you are travelling at 60 km/h and a child steps out onto the road from behind a parked car some 45 metres in front of you (about the distance of an Olympic swimming pool).

Driving at 60 km/h, it takes an alert motorist around 45 metres to perceive, react and brake to a stop on a dry road. On a wet road it is 55 metres.

At 60 km/h on a dry road you manage to stop in time. At 60 km/h on a wet road, you do not.

If you are driving at 65 km/h on a dry road you are still travelling at 32 km/h after 45 metres. It takes another 6 metres for your car to stop. On a wet road you are still travelling at 44 km/h. It takes another 15 metres to stop.

So at 65 km/h on a dry road you will not stop in time. You will hit the child while still travelling at 32 km/h. On a wet road, you will hit the child travelling at 44 km/h.

**These distances increase if you are driving a mini bus.**

Please refer to Safe Driving's web page on [Stopping Distance](#) for a detailed explanation of why it takes longer for a mini-bus to stop. In summary, the braking capability, including vehicle mass, is a factor in determining the total stopping distance for a vehicle.

At 60 km/h, a vehicle travels 17 metres every second or close to the length of a cricket pitch. At 100 km/h this increases to 28 metres every second.

It requires 100 metres to stop in an emergency from 100 km/h, or more than the length of two Olympic size swimming pools. At 120 km/h it requires 130 metres, or just under the length of three Olympic size swimming pools. This difference in speed of 20 km/h can be the difference between no impact and one at a speed of 73 km/h.

### Inappropriate Speeding

---

Driving at any speed, even under the speed limit, has some level of risk. Speed limits are used to indicate the safe **maximum** speed at which you can drive under good road and traffic conditions.



In Activity 7 (What is a Safe Speed?), the volunteers are asked to identify conditions and situations when they should consider driving at less than the posted speed limit.



You should adjust your speed to meet different conditions and a range of risks and dangers such as:

OHT 3.34

- Unexpected actions of other road users
- Weather
- Visibility
- Geography
- Road condition
- Location and type of road
- Traffic flow
- Type of vehicle being driven

Examples of each condition/situation are:

- Unexpected actions of other road users (drivers not indicating, cyclists weaving to avoid an opening car door, emerging pedestrians & children, wandering animals)
- Weather (rain, fog)
- Visibility (at dusk, driving into bright sun light)
- Geography (corners, hills)
- Road condition (gravel, roadworks)
- Location and type of road (approaching intersections, entering towns)

As well as these conditions and situations, you should adjust your speed to ensure passengers have a comfortable ride.



OHT 3.35

Consider your passenger's comfort and adjust your speed to suit.

Slow down for:

- corners
- roundabouts
- speed humps

Especially when transporting passengers in their wheelchairs



Please use the blank OHT master supplied to present your policy and procedures on speeding and other fines.

It is recommended that you give practical information about action the volunteers are to take if they are concerned about pick up and drop off times or travel times.

### Example

- If you are running late DO NOT speed. Contact the Coordinator to let them know you are late. The Coordinator will phone ahead and let your passengers know.
- If you think you need more time on your schedule please discuss it with the Coordinator.

Alternatively, you may wish to present your policy/and or procedures as a Do and Don't OHT.

### Example

#### Do

- Check your schedule before you leave
- Discuss any concerns about times with your supervisor before your leave
- Contact your supervisor if you are running late
- Do slow down when it is wet

#### Don't

- Speed – it is illegal and it is dangerous
- Try to make up time if you are running late
- Speed – you are responsible for any speeding fine

Alternatively, use a handout to discuss your policy and procedures.

## Handouts

There are no handouts provided for this segment.

## References

The primary sources for the material in this segment are:

- Traffic Accident Commission, particularly the Wipe Off 5 road safety campaign
- VicRoads

On their website the TAC have a complete case study of the Wipe Off 5 campaign, including a detailed explanation of the research that informed the campaign. You can download this case study by clicking on this link:

[Wipe Off 5 Case Study](#)

If this link does not work correctly, go to the TAC website ([www.tac.vic.gov.au](http://www.tac.vic.gov.au)), then Educational Resources. If you do not have access to the Internet, contact the TAC by phone for a copy of the case study.

Safe Driving Training (Aust) Pty Ltd presents the same information about stopping distances but in a different way. You can access their Stopping Distance web page by clicking on this link:

[Stopping Distance](#)

If this link does not work correctly, go to the Safe Driving Training website ([www.sdt.com.au](http://www.sdt.com.au)) and Safe Driving Internet Directory. For further information about Safe Driving Training (Aust) Pty Ltd, including their Defensive and Advanced Driver training courses, visit their website.

VicRoads have a section on their website on Road Safety Issues, which includes information on speeding. You can access their web page on speeding by clicking on this link:

[Speeding](#)

If this link does not work correctly, go to the VicRoads website ([www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)) and select Road Safety Issues, then Speeding or search for Speeding. If you do not have access to the Internet, contact VicRoads by phone.

## Driver Alertness

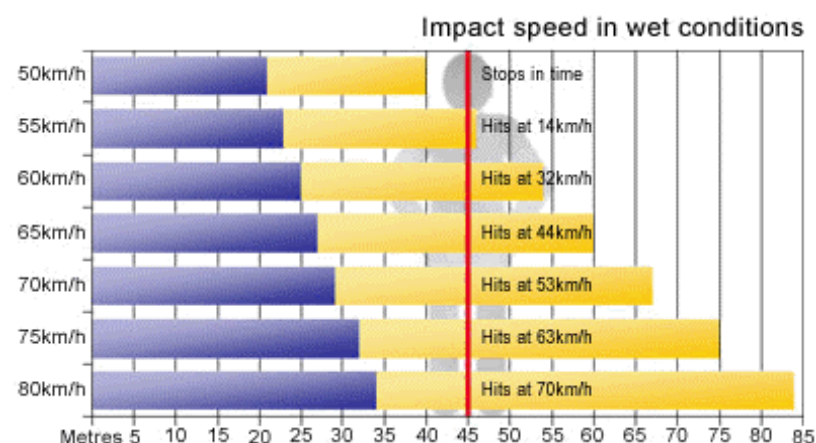
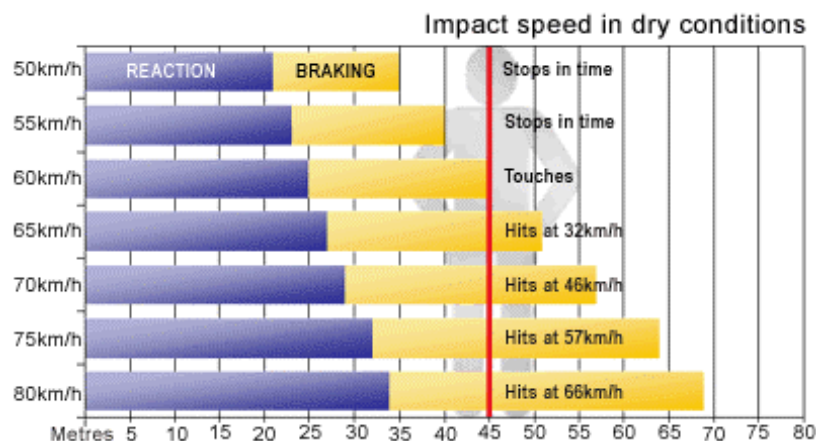
### Resource Material

The resource material for this segment is:

- Activity 8: Driver Alertness, incorporating
  - OHT 3.37: What Can Affect Driver Alertness?
  - OHT 3.38: What Can Distract A Driver?
- Activity 9: Concentration
- Activity 10: Distractions

### Background Material

These reaction times are for an alert driver:



(Source: [Wipe Off 5 Road Safety Campaign and the Australian Transport Safety Bureau \(ATSB\), Traffic Accident Commission Website](#))

What happens if the driver is not alert or is distracted? The distance to perceive, react and brake to a stop increases by about 50%.



For Activity 8 (Driver Alertness) the volunteers work in small groups to identify factors and situations that can :

- affect driver alertness
- distract the driver

Small groups discuss either driver alertness or distractions. The feedback on driver alertness leads into segments on alcohol, medication and fatigue. Whilst the feedback on distractions is used as the basis for Activity 10 where the volunteers produce a Do and Don't list to limit and/or control distractions for the driver.

These are some of the factors that can affect driver alertness:



OHT 3.37

- Being distracted
- Alcohol
- Illicit drugs
- Prescription medication
- Over the counter medication
- Stress
- Being upset
- Being unwell
- Fatigue
- Driving at night
- Driving when you normally sleep

Driver alertness is affected if the driver is distracted, by something or someone inside the vehicle or by activities outside the vehicle.

These are some of the activities or situations that can distract you when driving:



OHT 3.38

- Music
- Conversation
- Worry or stress
- Being late
- Billboards and other advertising
- Roadside activities
- Accidents
- Adjusting the radio
- Looking for controls on the dashboard
- Eating or drinking
- Smoking
- Talking on the mobile phone
- Trying to read the street directory

Even though you may think you are concentrating on driving, distractions can easily and almost unknowingly divert your attention.



Hence, Activity 9 (Concentration) is designed to demonstrate how difficult it is to concentrate on one task while being distracted by other things.



In the activity, the volunteers have to concentrate on a set of verbal directions while being distracted by music and someone offering them a bowl of lollies.



In Activity 10 (Distractions), the volunteers use the feedback from Activity 7 to produce a Do and Don't list to limit and/or control distractions.

### Example Dos and Don'ts:

#### Do

- Stop and settle disruptive passengers before continuing.
- Turn the radio off when you have passengers.

#### Don't

- Read the street directory while you are driving.

The Do and Don't list can be typed up and handed out to the volunteers, either at the training or later. Alternatively, leave the list on the noticeboard. This way people can add other ideas later.

## References

The primary source for this segment is:

- Drive Safe Handbook, Department of Planning and Infrastructure, Western Australia
- NRMA Website ([www.mynrma.com.au](http://www.mynrma.com.au))
- TAC Wipe Off 5 Road Safety Campaign

The Drive Safe Handbook is available to download by clicking on this link:

[Drive Safe Handbook](#)

If this link does not work correctly, go the DPI website ([www.dpi.wa.gov.au](http://www.dpi.wa.gov.au)) and select Licensing Services and then Driving Skills or search for Drive Safe Handbook.

On the NRMA website there is a series of articles related to road safety. From their home page select the links for Drivers and Motor HELP.

You can download a case study on the TAC Wipe Off Campaign by clicking on this link:

[Wipe Off 5 Case Study](#)

If this link does not work correctly, go to the TAC website ([www.tac.vic.gov.au](http://www.tac.vic.gov.au)), then Educational Resources. If you do not have access to the Internet, contact the TAC by phone for a copy of the case study.

# Alcohol and Medication

## Policies and Procedures

It is assumed that your organisation has a policy on alcohol and medication.

If do not have such policy and procedures in place you may wish to consider this example:

### Example:

Community Transport Inc has a duty of care to its volunteers and to its passengers. Based on the advice of road safety experts about the effect of alcohol on driving ability, it is our policy that volunteers and staff driving for Community Transport Inc. have a blood alcohol content of 0.00.

A similar effect is experienced with illicit drugs and some medications. Hence, it is an offence to drive while impaired or under of the influence of drugs or medication.

If you are prescribed a medication that can affect your driving, you should advise your supervisor so you can be temporarily relieved of your driving duties. You can return to driving after you have adjusted to the medication, usually in a few days.

## Resource Material

The relevant resource material for this segment is:

- OHT 3.39: What Are Our Policies/Procedures?
- OHT 3.40: How Can Medicines Affect Driving?
- OHT 3.41: The Law on Medicine and Driving
- OHT 3.42: Tips on Medication and Driving
- OHT 3.43: What Are Our Policies/Procedures?

## Background Material

### Alcohol

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Alcohol affects your driving ability. It reduces your ability to do more than one thing a time, it makes it hard to concentrate, it slows your reaction time, and it makes simple tasks more difficult.



or



OHT 3.39

Please use the blank OHT supplied to present your policy and procedures on alcohol.

Alternatively, use a handout to discuss your policy and procedures.

## Medication

---

Some medicines affect your alertness and make it unsafe for you to drive.



Some medicines can make you:

- drowsy or tired
- dizzy, light headed or faint
- not think clearly
- shaky
- angry and aggressive
- feel sick
- have double or blurred vision



It is an offence to drive while:

- Impaired by a medicine or other drug
- Under the influence of a medicine or other drug to such an extent as to be incapable of having proper control of the motor vehicle.

If your medicine affects your driving, **stop your driving**, not your medicine, and talk to your doctor and pharmacist.

For those volunteers who take either prescription or over-the-counter medicines, these tips on medication and driving may be helpful:



- Read warning labels. Check with your doctor or pharmacist **before** driving if there is a warning on the label
- When starting a new medicine that can impair your driving, **do not** drive until your body has adjusted, usually a few days
- Avoid combining medicine and alcohol
- Keep to the prescribed doses and time instructions
- Always tell your doctor and pharmacist about prescribed and over the counter medicines you take. Ask if it is safe to drive
- Use only your own medicines
- Avoid driving if you miss a dose of medicine that helps your driving ability (such as epilepsy)

Be aware that people may not notice the effect of the medicine until they are in a situation where they have to react quickly and correctly to avoid a crash.



Please use the blank OHT supplied to present your policy and procedures on medication.



If you are able to offer a volunteer a short-term alternative to driving, include it in your presentation.

Alternatively, you may wish to use a handout to discuss your policy and procedures.

## Handouts

The relevant handouts for this segment are:

- Tips on Medicines and Driving



You should check that the information on this handout is relevant to your organisation, particularly your policies and procedures.

## References

The primary source for this segment is a brochure on “Managing Medicines and Driving”. This brochure is a joint initiative of the Australian Drug Foundation and VicRoads and can be accessed by clicking on this link:

[Managing Medicines and Driving](#)

# Driver Fatigue

## Policies and Procedures

In accordance with the *National Standards for Involving Volunteers in Not-For-Profit Organisations* (Volunteering Australia, 2001) and considering occupational health and safety, some agencies have implemented policies on the number of hours volunteers can work per week, the number of hours volunteers can work per day, the number of days volunteers can work per week, starting and finishing times, breaks, etc.

### Example:

In accordance with the National Standards for Involving Volunteers, Community Transport Inc. fully endorses the right of volunteers to have agreed working hours. Therefore, the number of hours per week and the number of days per week a volunteer is asked to commit to Community Transport Inc. shall not exceed 16 hours per week over two days.

## Resource Material

The relevant resource material for this segment is:

- OHT 3.44: What can Cause Driver Fatigue?
- OHT 3.45: What are the Signs of Fatigue?
- Activity 11: Exercises
- OHT 3.46: Are You Looking After Yourself?
- OHT 3.47: What are Our Policy/Procedures?

## Background Material

Fatigue and tiredness can decrease a driver's alertness. These are some of the factors that can contribute to driver fatigue:



OHT 3.44

- Lack of sleep
- Driving when you would normally sleep
- Working long hours
- Driving long hours
- Not taking rest breaks
- Being under the influence of alcohol and/or drugs

The two main causes are lack of quality sleep and driving when you would normally sleep.

These are some of the signs to look out for:



OHT 3.45

- Yawning or feeling drowsy
- Drifting attention
- Difficulty concentrating
- Slowed reactions
- Heavy, sore, tired eyes or blurred vision

Examples of these signs are:

- Yawning or feeling drowsy (nodding off)
- Drifting attention (drifting off at traffic lights or when stationary)
- Difficulty concentrating (missing traffic signs, driving at different speeds, vehicle wandering, not using indicators)
- Slowed reactions (not reacting when traffic lights turn green)
- Heavy, sore, tired eyes or blurred vision (rubbing your eyes)

Cures such as coffee, loud music, air conditioner blasting in your face are **myths**. The only cure for fatigue is sleep.

Driver fatigue is a serious issue and volunteers should not be driving if they are fatigued. However, some tiredness and stiffness is to be expected when they spend several hours behind the wheel.

Being a driver or a passenger in a vehicle can get tiring and uncomfortable after a while. Basic good posture and a few simple exercises can improve your comfort and help avoid the development of problems.



Activity 11 (Exercises), demonstrates a basic exercise routine that drivers and assistants can use to relieve the stiffness that the volunteers may experience from being behind the wheel or in the passenger seat.

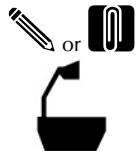
As well as doing these exercises, there are other things the volunteers should do to look after themselves like:



OHT 3.46

- Take breaks during the day
- Get out of the vehicle every 2 hours, stretch and walk around
- Share the driving (if you can)
- Go for a walk, a swim or lie on the floor for a while at the end of the day to relieve your back
- Drink plenty of fluids on hot days

For the comfort of the passengers it is important that the air conditioner is used in hot weather. However, dehydration can be a problem when driving an air-conditioned vehicle so the volunteer should make sure they drink plenty of fluids.



OHT 3.47

If you have a policy on volunteers' hours, length of working day, breaks, etc. please use the blank OHT master supplied to create an OHT. It is recommended that you give the volunteers practical information about action to take if they find they are tired or stressed.

**Example:**

If you find you are tired or stressed at the end of your day please discuss the situation with your supervisor.

Alternatively, you may wish to use a handout to discuss your policy and procedures.

## Handouts

The relevant handouts for this segment are:

- Driver Fatigue
- Exercises for Drivers and Assistants



You should check that the information on this handout is relevant to your organisation, particularly your policies and procedures.

## References

The information about driver fatigue was sourced from VicRoads and Rural Ambulance Victoria

VicRoads have a section on their website on Road Safety Issues that includes information on driver fatigue. You can access a brochure on driver fatigue by clicking on this link:

[Managing Driver Fatigue \(PDF Document\)](#)

If this link does not work correctly, go to the VicRoads website ([www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)) and select Road Safety, then Fatigue or do a search from the Home page.

If you do not have access to the Internet, contact VicRoads by phone.

Rural Ambulance Victoria has a brochure/checklist on driver fatigue. The brochure is a road safety initiative of the RACV, Rural Ambulance Victoria and Metropolitan Ambulance Service.

It can be downloaded by clicking on this link:

[Driver Fatigue Checklist \(PDF Document\)](#)

If this link does not work correctly, go the Rural Ambulance Victoria website ([www.rav.vic.gov.au](http://www.rav.vic.gov.au)) and look for a link to “Too Tired To Drive” card.

The exercise routine was developed by the Victorian Branch of the Australian Physiotherapy Association and is useful for both drivers and passenger assistants.

Thanks to the Eastern Volunteer Resource Centre and Southport Day Links for their permission to use the exercise routine.

# Module 3. Driving Safely

## Resource Material

### Introduction

This section contains the following resource material for Module 3. Driving safely:

- Activities
- Activity Appendices
- Overhead Transparencies
- Handouts

## Activity 1: Crash Stats

### Aim

The aim of this activity is to use statistics on the risks associated with driving as an introduction to the principles of safe driving.

### Timing for the Activity



10 minutes

The estimated time for this activity is 10 minutes.

You can reduce the time for this activity by changing it from a pairs activity to a group activity.

If you choose to do it as a group activity you do not need to use OHT 3.1. Present the information on OHT 3.2 progressively, using a sheet of paper to cover the other statements and answers.

However, if you wish to use this activity as an ice-breaker it would be better to have the volunteers work in pairs.

### Facilitating the Activity



Ask the volunteers to work with the person on their left.



OHT 3.1

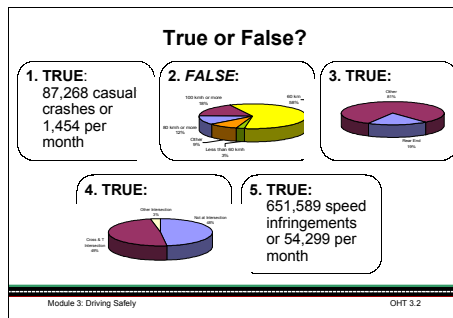
Present each statement on the OHT and ask them to briefly discuss each statement and decide if it is True or False.

True or False?	
1.	Over 87,000 road crashes involving casualties were reported to the Victoria Police between 1997 and 2001
2.	Most of these road crashes were on roads with a speed limit of 80 kilometres per hour or more
3.	One in every five of these road crashes were rear end collisions
4.	About ½ of these road crashes happened at cross or T intersections
5.	More than 650,000 speeding infringements were recorded by speed cameras for the 12 months to July 2002

Module 3. Driving Safely OHT 3.1



Use the OHT to explain the results for each statement and give correct answer.



**De-brief** Pose this question to the volunteers so they can demonstrate their learning from this activity.

**What do these statistics mean for your volunteer role?**

## Tailoring the Activity to Your Organisation

You can tailor this activity by using Crash Stats to produce statistical information about your town/suburb, municipality or region. For example:

- Between 1997 and 2001, there were 286 crashes involving casualties in the municipality of Horsham.
- In the municipality of Wyndham, 39% of casualty crashes occurred in 60 km per hour speed limit areas.
- Outside of the metropolitan area, 46% of casualty crashes occurred in 100 or 110 km per hour speed limits.
- In metropolitan Melbourne, 22% of casualty crashes involved traffic lights (stop go lights).
- In the City of Darebin, 337 casualty crashes involved a vehicle striking a pedestrian.

Should you choose to do this, please give appropriate acknowledgment to VicRoads as the copyright owner of the material.

You may wish to include statements about your own program if you have data about the number of accidents, speeding fines, parking fines, number of minor incidents from reversing or parking, cost of repairs, etc.

## Activity 2: Causes of Road Trauma

### Aim

The aim of this activity is for the volunteers to identify the main causes of road trauma and recognise that the risk of a road crash can be reduced.

### Timing for the Activity



10 minutes

The estimated time for this activity is 10 minutes.

You can reduce the time for this activity by either:

- changing it to a group activity, or
- simply presenting the OHT.

### Facilitating the Activity



Divide the volunteers into small groups of 3 or 4 people.

Ask the groups to list what they think are the main causes of road trauma.



Ask each group in turn to suggest one cause.

List the causes on a whiteboard or butcher's paper.



OHT 3.3

Compare the suggestions from the groups to those on this OHT.

What Are the Main Causes of Road Trauma?	
• Alcohol and/or drugs	
• Speed	
• Fatigue	
• Failing to wear a seat belt	
• Failing to follow signs or signals	
• Failing to pay attention	
• Failing to indicate intentions	
• Following too closely	
• Failing to keep left	
• Failing to give way	

Module 3: Driving Safely OHT 3.3

**De-brief** Pose this question to the volunteers so they can demonstrate their learning from this activity.

***How might you use this information about the major causes of road crashes in your volunteer role?***

## **Tailoring the Activity to Your Organisation**

If you have access to the appropriate computer equipment you may wish to use the page directly from the Drive Safe Handbook as your OHT to add some colour and visual impact to your presentation.

Should you choose to do this, please give appropriate acknowledgment to the Department of Planning and Infrastructure, Western Australia.

For information on downloading the Handbook please refer to the Trainer's Guide.

## Activity 3: Seatbelt Law

### Aim

The aim of this activity is to introduce the volunteers to seatbelt laws and ensure their understanding of their legal responsibility.

The volunteers are asked to recount their knowledge of current seatbelt law in Victoria. The OHTs are used to reinforce volunteers' existing knowledge and to update their knowledge to the changes.

### Timing for the Activity



15 minutes

The estimated time for this activity is 15 minutes.

You can reduce the time for this activity by either:

- changing it to a group activity, or
- simply presenting the OHT.

### Facilitating the Activity



Write this statement on the whiteboard or butcher's paper.

**In Victoria, the current road rules relating to seatbelts are ...**



Ask the volunteers for their input.

Write their responses on the butcher's paper.

Tick off correct responses from the volunteers as you present the relevant OHT.

Explain that the information presented on the OHTs assumes motor vehicles being driven by the volunteers are fitted with seatbelts, and that suitable child restraints are available if required.



OHT 3.5

#### What is the Law for the Driver?

- The driver of a motor vehicle that is moving, or stationary but not parked, **must** wear a seat belt.
- The driver **must** wear the seat belt properly adjusted and fastened, unless the driver is
  - reversing the vehicle
  - exempt from wearing a seat belt (under Victorian Road Rules)

Module 3. Driving Safely

OHT 3.5



### What is the Law on Passengers under 16?

- The driver of a motor vehicle that is moving, or stationary but not parked, **must** ensure that passengers under 16 comply with the road rules on the wearing of seatbelts by passengers, **unless** a passenger is exempt from wearing a seat belt (under Victorian Road Rules)

Module 3: Driving Safely

OHT 3.6



### What is the Law on Passengers under 16?

- Passengers under 1 year of age **must** be restrained in a suitable approved child restraint that is properly fastened and adjusted
- Passengers over 1 year of age but under 16 years of ages, **must**:
  - be restrained in a suitable approved child restraint that is properly fastened and adjusted, or
  - occupy a seating position fitted with a suitable seatbelt and wear it properly adjusted and fastened

Module 3: Driving Safely

OHT 3.7



### What is the Law on Passengers Over 16?

- A passenger in a motor vehicle that is moving, or stationary but not parked, **must** wear a seat belt that is properly adjusted and fastened, unless the person is exempt from wearing a seat belt (under Victorian Road Rules)

Module 3: Driving Safely

OHT 3.8



### Is Anyone Exempt?

A person is exempt from wearing a seatbelt if a registered medical practitioner issues a signed certificate certifying that because of:

- medical unfitness; or
  - physical disability
- it is impracticable, undesirable or inexpedient for the person to wear a seatbelt.

Module 3: Driving Safely

OHT 3.9

Give examples of the types of medical conditions or disabilities for which passengers may have exemptions.



**Is Anyone Exempt?**

- If a passenger is exempt, the certificate must be carried by the driver of the vehicle. If the driver is exempt, they must carry their own certificate.
- The person must be complying with any conditions stated in the certificate and the certificate must show an expiry date for the exemption.

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Module 3: Driving Safely OHT 3.10

Address any responses from the volunteers that you have not ticked off.

Correct any response relating to seatbelt law that is incorrect.

**De-brief** Pose these questions to volunteers for discussion

***How do these seatbelt laws affect your volunteer role?***

**Key Points** As well as wearing a seatbelt themselves, the driver has a legal responsibility for passengers under 16.

If a passenger has an exemption from wearing a seatbelt, the medical certificate must be carried by the driver.

## Activity 4: Seatbelt Problems and Solutions

### Aim

The aim of this activity is for volunteers to identify potential problems and recommend appropriate solutions.

### Timing for the Activity



30 minutes

The estimated time for this activity is 30 minutes.

You can reduce the time for this activity by either:

- changing it to a group activity, or
- simply presenting the OHT.

### Facilitating the Activity



Ask the group to suggest potential problems they may encounter with the wearing, fitting and adjusting of seatbelts.

Volunteers may like to give specific examples of their experiences.



List the suggested problems on butcher's paper.

If practicable, conduct the next segment of the training session outside using organisation vehicles and/or volunteer vehicles. Take the list of suggested problems with you.

Ask the group to suggest possible solutions to each problem. If you are doing this segment as a practical session, demonstrate each problem.

Discuss the solutions suggested by the group to each of the problems identified.

Demonstrate any items of equipment, such as seatbelt covers and buckle cover, your organisation uses.

**De-brief** Pose this question to the volunteers so they can demonstrate their learning from this activity.

***What do you think are the key points of seatbelt safety and why?***

## Activity 5: Seatbelts and Duty of Care

### Aim

The aim of this activity is for the volunteers to demonstrate their understanding of the relationship between seatbelt law, your organisation's policies and procedures and their duty of care obligations.

### Timing for the Activity



30 minutes

The estimated time for this activity is 30 minutes.

### Facilitating the Activity



Divide the volunteers into small groups of 3 or 4.

Give each group a case study from the Activity Appendices for this Module.

Ask them to discuss the action they would take in the situation considering seatbelt law, duty of care and your organisation's policies/procedures.

Advise the groups they will be asked to share their findings.



Discuss the group's findings for each case study.

During the discussion emphasise your organisation's policies and procedures.



OHT 3.22

#### Case Study 1

Mr Jones is a very independent gentleman and does not need any assistance to get into the car. Before you drive away, you check his seat belt. Mr Jones has not put it on so you ask him if he would like any assistance. Mr Jones replies that he was a bus driver for 40 years so he never wears a seat belt. He does not think it is necessary, after all you are only taking him to the shopping centre and it is not very far

Module 3: Driving Safely

OHT 3.22

**Key Points** If he does not wear a seatbelt Mr Jones:

- is committing an offence
- poses a danger to himself, the driver and any other passengers in the vehicle

If Mr Jones does not wear a seatbelt, it is foreseeable that he could be injured, and he could injure others.

*Insert key points about your Policy and Procedures*



OHT 3.23

#### Case Study 2

Mrs Smith has multiple sclerosis and she is transported in her wheelchair. As you are putting her seat belt on Mrs Smith explains that she does not need to wear a seat belt as she always wears a harness when she is in her wheelchair.

Module 3: Driving Safely

OHT 3.23

**Key Points** A harness, or other postural support, fitted to a wheelchair does not replace the need, or the legal requirement, for a seatbelt.

Passengers who are transported in their wheelchairs must comply with the road rules related to seatbelts.

If Mrs Smith does not wear a seatbelt:

- she is committing an offence
- poses a danger to herself and any other passengers in the vehicle

If Mrs Smith is allowed to travel without a seatbelt on, it is foreseeable that she could be injured, and she could injure others.

*Insert key points about your Policy and Procedures*



OHT 3.24

#### Case Study 3

You are transporting a group to lunch. Before leaving you checked that everyone had their seat belt on. After a glance in the rear view mirror you notice that someone is standing in the aisle talking to another passenger.

Module 3: Driving Safely

OHT 3.24

- Key Points** The person standing in the aisle:
- breaking the law
  - poses a danger to themselves and to the other passengers

If you allow the person to remain standing, it is foreseeable that they could be injured, and they could injure others.

Instruct the person to sit back in their seat before you pull off the road to check their seatbelt.

**Insert key points about your Policy and Procedures**



#### Case Study 4

You are having a cup of coffee with John, a new volunteer. During your conversation John comments about the driver's side air bag fitted to the car he is driving. John admits he does not wear a seat belt when he is driving because he thinks he is protected by the air bag.

Module 3: Driving Safely

OHT 3.25

- Key Points** By not wearing a seatbelt John is committing an offence.

Air bags are a Supplementary Restraint System (SRS) and must not be used without seatbelts.

Air bags are not designed to inflate in rear end collisions, roll overs or side impacts. In these types of crashes, seatbelts are the only protection available.

**Insert key points about your Policy and Procedures**



## Activity 6: Attitudes to Speeding

### Aim

The aim of this activity is for the volunteers to reflect upon their attitude to speeding and to recognise if they engage in low level speeding.

### Timing for the Activity



10 minutes

The estimated time for this activity is 10 minutes.

You can reduce the time for this activity by simply presenting the OHT.

### Facilitating the Activity



Explain to the volunteers that you will read out a series of questions.

Ask them to think about their answer but explain they do not have to share their response with the group.

*When driving, how often would you exceed the speed limit, even if only by a few kilometres per hour?*

- (a) All the time
- (b) Most of the time
- (c) About half the time
- (d) Some of the time

*Regardless of what the law states, in a 60 km/h zone how many kilometres per hour over the limit do you think constitutes speeding?*

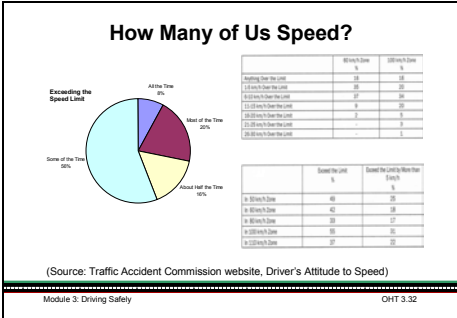
*Regardless of what the law states, in a 100 km/h zone how many kilometres per hour over the limit do you think constitutes speeding?*

*What speed would you normally drive at in a*

- (a) 50 km/h zone
- (b) 60 km/h zone
- (c) 100 km/h zone



Show OHT and explain the results



**De-brief** Pose this question to the volunteers so they can demonstrate their learning from this activity.

**What risk does low level speeding pose for you and your passengers?**

### Tailoring the Activity to Your Organisation

An alternative presentation style would be to de-personalise the activity. For example, ask the volunteers more general questions like “What percentage of people do you think sometimes exceed the speed limit, even if only by a few kilometres per hour?”

## Activity 7: What is a Safe Speed?

### Aim

The aim of this activity is for the volunteers to recognise conditions and situations when they should consider adjusting their speed to less than the posted speed limit.

### Timing for the Activity



10 minutes

The estimated time for this activity is 10 minutes.

You can reduce the time for this activity by simply presenting OHT.

### Facilitating the Activity



Ask the volunteers to suggest conditions/situations when they should consider adjusting their driving speed.

List their suggestions on a whiteboard or butcher's paper.

Compare the suggestions from the groups to those on the OHT.

If necessary, give examples of each condition/situation (refer to the Trainer's Guide).



OHT 3.34

#### Inappropriate Speeding

You should adjust your speed to meet different conditions and a range of risks and dangers such as:

- unexpected actions of other road users
- weather
- visibility
- geography
- road condition
- location and type of road
- traffic flow
- type of vehicle being driven

Module 3: Driving Safely

OHT 3.34

**De-brief** Pose this question to the volunteers so they can demonstrate their learning from this activity.

***What risk does inappropriate speeding pose to your passengers?***



## Activity 8: Driver Alertness

### Aim

The aim of this activity is for the volunteers to identify factors and situations that can affect their alertness or cause them to be distracted.

### Timing for the Activity



20 minutes

The estimated time for this activity is 20 minutes.

It is not recommended that this activity be conducted as a group activity as it would be cumbersome to manage, except perhaps with small number of volunteers.

You could reduce the time given to the groups. If you reduce the time, explain to the groups that you want them to brainstorm ideas without any discussion.

### Facilitating the Activity



Divide the volunteers into small groups of 3 or 4 people.

Ask half the groups to discuss factors or situations they believe can affect driver alertness and the other half to discuss factors or situations they believe can distract a driver.

Give the groups time for discussion.



Ask the groups who discussed driver alertness for their feedback.

Write the feedback on a whiteboard or butcher's paper.



OHT 3.37

Compare the suggestions from the groups to those on this OHT.

#### What Can Affect Driver Alertness?

- Being distracted
- Alcohol
- Illicit drugs
- Prescription medication
- Over the counter medication
- Stress
- Being upset
- Being unwell
- Fatigue
- Driving at night
- Driving when you normally sleep

Module 3: Driving Safely

OHT 3.37



Ask the groups who discussed distractions for their feedback.

Write the feedback on a whiteboard or butcher's paper.



Compare the suggestions from the groups to those on this OHT.

What Can Distract A Driver?	
<ul style="list-style-type: none"><li>• Music</li><li>• Conversations</li><li>• Worry or stress</li><li>• Being late</li><li>• Billboards and other advertising</li><li>• Roadside activities</li><li>• Accidents</li><li>• Adjusting the radio</li></ul>	<ul style="list-style-type: none"><li>• Looking for controls on the dashboard</li><li>• Eating or drinking</li><li>• Smoking</li><li>• Talking on the mobile phone</li><li>• Trying to read the street directory</li></ul>

Module 3: Driving Safely OHT 3.38

**De-brief** Pose this question to the volunteers so they can demonstrate their learning from this activity.

***What impact do these distractions have on your volunteer role?***

## Activity 9: Concentration

### Aim

The aim of this activity is for the volunteers to experience how difficult it is to concentrate on one task while being distracted and ensure they can relate the experience to their volunteer role.

### Preparing for the Activity

For this activity you need to write a set of directions to travel from a local landmark to a specific street address.

Think of a well known local landmark and write down specific directions to drive from that landmark to another address. The set of directions needs to be lengthy. For example, when you leave the Council offices, you turn left onto Robertson Street, down to the roundabout at the pub and turn left. Then head up the hill out of town, etc. Keeping going along that road and under the freeway overpass. You will see a sign to Pike Creek, turn right at that road. Keep on that road and go over the railway bridge. Just past the railway bridge on the right is a gravel service road. Turn right onto the service road. You are looking for a property called View Bank, which is the sixth house of the right. There is a green letter box at the front gate, etc.

The other items you need are a radio and a bowl of lollies, preferably mixed ones with some in wrappers so people have to look in the bowl to make their choice. The volume of the radio should be loud enough to distract the volunteers but not too loud as to drown out your reading directions. Basically, the two competing volumes should be similar to having the car radio playing and someone talking to you in the vehicle or on the mobile phone hands free.

As well, you need another staff member to assist or you could ask one or more of the volunteers to help by turning the radio on and/or starting to pass the lolly bowl around the group.

### Timing for the Activity



20 minutes

The estimated time for this activity is 20 minutes.

It is recommended that you do not adjust the timing for this activity.

### Facilitating the Activity



Explain that you will read out some directions but people are not to write them down. After you have finished reading, the volunteers have to recall your directions and pass them onto someone else. Please ask people not to interrupt – explain they can ask questions at the end.

When you start reading out the directions, signal to your assistants to turn on the radio and start passing around the lolly bowl.



Ask the volunteers to pair up with the person sitting next to them and compare their recollection of the directions. Let the pairs spend a minute or so discussing the directions.



Then as a group discuss the activity.

Use questions like these to generate discussion:

### Questions

***How close were your versions of the directions?***

***How hard was it to remember all of the information you were given?***

***How difficult was it to concentrate with the radio on?***

***What about when you were offered a lolly?***

***De-brief*** Pose this question to the volunteers so they can demonstrate their learning from this activity.

***How will you use the information about distractions and concentration in your volunteer role?***

## Activity 10: Distractions

### Aim

The aim of this activity is for the volunteers to prepare a Do and Don't list to limit and/or driver distractions.

### Timing for the Activity



15 minutes

The estimated time for this activity is 15 minutes.

### Facilitating the Activity



OHT 3.38

Re-present the OHT on driver distractions.

What Can Distract A Driver?	
<ul style="list-style-type: none"><li>• Music</li><li>• Conversations</li><li>• Worry or stress</li><li>• Being late</li><li>• Billboards and other advertising</li><li>• Roadside activities</li><li>• Accidents</li><li>• Adjusting the radio</li></ul>	<ul style="list-style-type: none"><li>• Looking for controls on the dashboard</li><li>• Eating or drinking</li><li>• Smoking</li><li>• Talking on the mobile phone</li><li>• Trying to read the street directory</li></ul>

Module 3: Driving Safely OHT 3.38

Explain to the volunteers that they are going to create a list of Do's and Don'ts for drivers to limit or control distractions when driving.

Write headings of Do and Don't on the whiteboard or butcher's paper.

Use either OHT 3.38: What Can Distract a Driver? or the list prepared in Activity 8 and address each distraction that applies to your driver's.



List the Dos and Don'ts suggested by the volunteers.

### **De-brief**

Pose this question to the volunteers so they can demonstrate their learning from this activity.

***Do you think the information on Dos and Don'ts will affect your driving behaviour?***

## Tailoring the Activity to Your Organisation

If you have suggestions or procedures to limit distractions, write these up on the whiteboard or butcher's paper before you ask for ideas from the volunteers.

For example, smoking is one of the suggested distractions. You may wish to write Don't Smoke While Driving on the list because No Smoking in the vehicles should be an organisational policy.

## Activity 11: Exercise

### Aim

The aim of this activity is to provide volunteers with a practical tool they can use when driving to relieve tiredness and stiffness.

### Timing for the Activity



10-15  
minutes

The estimated time for this activity is 10-15 minutes, depending on the number of times you do the exercise routine, eg. one demonstrating and then one for practice.

As this exercise routine is a practical tool for the volunteers, it is recommended that it not be deleted or changed.

### Facilitating the Activity



Ask the group to do the exercises as you demonstrate.

#### Seating Position

Make sure you are sitting comfortably. For the driver, adjust the seat so that you have good leg room and your elbows are comfortably bent.

For the driver and assistant, recline the back of the seat by 10° – 15°. It is a good idea to vary the angle from time to time but do not adjust your seat while the vehicle is moving.

Make a small arch behind the small of your back to give you lumbar support.

Some cars have a built-in adjustable back support or you can buy one separately. You can also use a tightly rolled towel – anything that is hard and supportive.

**Top to Toe Exercises** Stretch your head towards the roof of the vehicle, as high as you can, allowing your whole body to elongate. At regular intervals gently push the back of your head against the head rest.

Slowly nod your head up and down but beware of quick neck movements.

Check you are not frowning. Relax your eyebrows and the centre of your forehead.

If it is a bright day, wear sunglasses but ensure that colours are easily recognised when viewed through the lens.

For drivers, do not clench your teeth or grip the steering wheel tightly.

Lift the shoulders a little then relax them completely, breathing out slowly as you do so.

Circle your shoulders backwards.

Arch your back away from the seat.

Wriggle your weight from one buttock to the other and check that you are evenly balanced.

Tighten your abdominal muscles, hold for 5 seconds then relax.

Separate your knees then relax them together.

## Activity 5: Seatbelts and Duty of Care

### Case Study 1

Mr Jones is a very independent gentleman and does not need any assistance to get into the car. Before you drive away, you check his seat belt. Mr Jones has not put it on so you ask him if he would like any assistance. Mr Jones replies that he was a bus driver for 40 years so he never wears a seat belt. He does not think it is necessary, after all you are only taking him to the shopping centre and it is not very far



### Case Study 2

Mrs Smith has multiple sclerosis and she is transported in her wheelchair. As you are putting her seat belt on Mrs Smith explains that she does not need to wear a seat belt as she always wears a harness when she is in her wheelchair.

## Case Study 3

You are transporting a group to lunch. Before leaving you checked that everyone had their seat belt on. After a glance in the rear view mirror you notice that someone is standing in the aisle talking to another passenger.



## Case Study 4

You are having a cup of coffee with John, a new volunteer. During your conversation John comments about the driver's side air bag fitted to the car he is driving. John admits he does not wear a seat belt when he is driving because he thinks he is protected by the air bag.

## Case Study 5

Mr Brown is usually transported in a station wagon. You arrive to pick him up in a mini-bus. Everything is fine until Mr Brown goes to put on his seat belt. He is a large man and the seat belt will not do up.



## Case Study 6

You arrive to pick up Mrs Green and her grandchild, Mary, who is four years old.

When you ask Mary to sit on the booster seat she refuses too. Mrs Green says that she is big enough to just sit on the seat. None of the family transport her in a child seat anymore.

You believe Mary is too small to be restrained sitting on a seat using just the lap/sash seat belt.

## Seat Belt Law in Victoria

Unrestrained occupants and loose objects continue moving at the speed the vehicle was travelling at prior to a crash. Seatbelts give you around a 50% better chance of surviving an accident without being killed or seriously injured than not wearing one at all.

In a crash, seatbelts:

- spread the force of the impact over a large portion of the body;
- minimise contact with the interior of the vehicle;
- protect occupants from being thrown from the vehicle; and,
- reduce the risk of internal injuries.

### The Law and Seatbelts

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On 1 December 1999, the Victorian State Government introduced nationally consistent road rules. These notes assume that the vehicles you are driving are fitted with seat belts and that you have access to suitable child restraints.

The driver of a motor vehicle that is moving, or stationary but not parked, **must** wear a seatbelt.

The driver **must** wear the seatbelt properly adjusted and fastened, unless the driver is:

- reversing the vehicle
- exempt from wearing a seatbelt (under Victorian Road Rules)

The driver is also **legally responsible for passengers under 16**, even if a parent or carer accompanies the passenger.

The driver of a motor vehicle that is moving, or stationary but not parked, **must** ensure that passengers under 16 comply with the road rules on the wearing of seatbelts by passengers, **unless** the passenger is exempt from wearing a seatbelt (under Victorian Road Rules)

Passengers under 1 year of age **must** be restrained in a suitable approved child restraint that is properly fastened and adjusted.

Passengers over 1 year of age but under 16 years of ages, **must**:

- be restrained in a suitable approved child restraint that is properly fastened and adjusted, or
- occupy a seating position fitted with a suitable seatbelt and wear it properly adjusted and fastened

Please note that the driver of a public minibus or taxi does not have to comply with the rules for passengers under 16.

For passengers over 16, a passenger in a motor vehicle that is moving, or stationary but not parked, **must** wear a seatbelt that is properly adjusted and fastened, unless the person is exempt from wearing a seatbelt (under Victorian Road Rules)

A person is exempt from wearing a seatbelt if a registered medical practitioner issues a signed certificate certifying that because of:

- medical unfitness; or
- physical disability

it is impracticable, undesirable or inexpedient for the person to wear a seatbelt.

If a passenger is exempt, the driver of the vehicle must carry the certificate. If the driver is exempt, they must carry their own certificate.

The person must be complying with any conditions stated in the certificate and the certificate must show an expiry date for the exemption.

Examples of passengers who may have an exemption include:

- A person who has had cardiac surgery may be exempt from wearing a seatbelt for a specific period of time.
- A person whose physical disability or medical condition causes their bones to be fragile and easily prone to fracturing.

A person is **not** exempt if the driver **cannot produce the certificate** for inspection if requested to do so by a police officer or authorised person.

### **The Law and Passengers Transported in their Wheelchairs**

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Seatbelt rules apply to passengers who are transported in their wheelchair **unless** they have a suitable medical certificate.

Both the wheelchair and passenger must be secured using an Australian Standards approved restraint system. These systems have:

- a wheelchair restraint to secure the wheelchair to the vehicle
- an occupant restraint system, a seatbelt, to restrain the passenger

Postural support belts or harnesses fitted to the wheelchair are not suitable for this purpose, as they usually do not meet Australian Standards.

## Seatbelts and SRS Air Bags

More and more vehicles on Australian roads are now fitted with driver and/or passenger air bags. Air bags:

- are a supplementary restraint system (SRS)
- are designed to work together with the seatbelt
- do not eliminate the need for a seatbelt

Air bags inflate very quickly and with considerable force. Anyone not wearing a seatbelt, or sitting too close, may be seriously injured when the air bag deploys.

For the driver the correct seating position is with:

- 300 mm between the centre of the steering column and the breastbone
- the seatbelt on

Front seat passengers should be properly restrained and should move the seat as far rearward as possible.

Drivers who sit very close to the steering wheel should adjust their seating position to ensure the recommended minimum distance between the steering column and the driver's breastbone. If you currently sit too close when driving, then:

- Move the seat back as far as you can.
- Make sure you can still reach the pedals comfortably.



- Try reclining the back of the seat.
- Make you sure you can still see the road.



- Tilt the steering wheel down towards your chest and away from your head and neck. Your chin should be above the top of the steering wheel. Check that you can still see all the instruments clearly.



## Tips on Medicines and Driving

Some medicines affect your alertness and make it unsafe for you to drive. Some can make you:

- drowsy or tired;
- dizzy, light headed or faint;
- not think clearly;
- shaky;
- angry and aggressive;
- feel sick; and
- have double or blurred vision.

It is an offence to drive while:

- impaired by a medicine or other drug; or
- under the influence of a medicine or other drug to such an extent as to be incapable of having proper control of the motor vehicle.

If your medicine affects your driving, **stop your driving**, not your medicine, and talk to your doctor and pharmacist.

If you take either prescription or over-the-counter medicines, these tips on medication and driving may be helpful:

- Read warning labels. Check with your doctor or pharmacist **before** driving if there is a warning on the label like these:

*“This medicine may cause drowsiness and may increase the effects of alcohol. If affected do not drive a motor vehicle or operate machinery”*

*“This medicine may affect mental alertness and/or coordination. If affected, do not drive a motor vehicle or operate machinery”*

- When starting a new medicine that can impair your driving, **do not** drive until your body has adjusted, usually a few days.
- Avoid combining medicine and alcohol.
- Keep to the prescribed doses and time instructions.
- Always tell your doctor and pharmacist about prescribed and over the counter medicines you take. Ask if it is safe to drive.
- Use only your own medicines.
- Avoid driving if you miss a dose of medicine that helps your driving ability (such as epilepsy).
- Avoid driving if you are:
  - drowsy or tired;
  - dizzy or light headed;
  - unable to think clearly;
  - angry or aggressive; and,
  - nauseous or otherwise unwell.

Be aware that you may not notice the effect of the medicine until you are in a situation where you have to react quickly and correctly to avoid a crash.

(Source: Australian Drug Foundation Website)

## Driver Fatigue

Fatigue and tiredness can decrease a driver's alertness. These are some of the factors that can contribute to driver fatigue:

- Lack of sleep
- Driving when you would normally sleep
- Working long hours
- Driving long hours
- Not taking rest breaks
- Being under the influence of alcohol and/or drugs

The two main causes are lack of quality sleep and driving when you would normally sleep.

These are some of the signs to look out for:

- Yawning or feeling drowsy (nodding off)
- Drifting attention (drifting off at traffic lights or when stationary)
- Difficulty concentrating (missing traffic signs, driving at different speeds, vehicle wandering, not using indicators)
- Slowed reactions (not reacting when traffic lights turn green)
- Heavy, sore, tired eyes or blurred vision (rubbing your eyes)

Cures such as coffee, loud music, air conditioner blasting in your face are **myths**.

**The only cure for fatigue is sleep.**

## Exercises

Driver fatigue is a serious issue and you should not be driving if you are fatigued. Being a driver or a passenger in a vehicle can get tiring and uncomfortable after a while. Basic good posture and a few simple exercises can improve your comfort and help avoid the development of problems.

### Seating Position

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- Make sure you are sitting comfortably. When driving, adjust the seat so that you have good leg room and your elbows are comfortably bent.
- For the driver and assistant, recline the back of the seat by 10° – 15°. It is a good idea to vary the angle from time to time but do not adjust your seat while the vehicle is moving.
- Make a small arch behind the small of your back to give you lumbar support.
- Some cars have a built-in adjustable back support or you can buy one separately. You can also use a tightly rolled towel – anything that is hard and supportive.

### Top to Toe Exercises

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- Stretch your head towards the roof of the vehicle, as high as you can, allowing your whole body to elongate. At regular intervals gently push your head against the head rest.
- Slowly nod your head up and down but beware of quick neck movements.
- Check you are not frowning. Relax your eyebrows and the centre of your forehead.
- If it is a bright day, wear sunglasses but ensure that colours are easily recognised when viewed through the lens.
- For drivers, do not clench your teeth or grip the steering wheel tightly.
- Lift the shoulders a little then relax them completely, breathing out slowly as you do so.
- Circle your shoulders backwards.
- Arch your back away from the seat.
- Wriggle your weight from one buttock to the other and check that you are evenly balanced.
- Tighten your abdominal muscles, hold for 5 seconds then relax.
- Separate your knees then relax them together.

### Looking After Yourself

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- Warm up your muscles before you start driving and before doing any manual task.
- Take breaks during the day. Get out of the vehicle every 2 hours, stretch and walk around.
- Go for a walk, a swim or lie on the floor for a while at the end of the day to relieve your back. Drink plenty of fluids on hot days.

## Module 3. Driving Safely

### Learning Checklist

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
<p><b>Learning Outcome 1</b> Explain seat belt law and their legal responsibility</p>	<ul style="list-style-type: none"> <li>▪ Explains seat belt law for:               <ul style="list-style-type: none"> <li>- driver</li> <li>- passenger under 16</li> <li>- passenger over 16</li> <li>- passengers in wheelchair</li> <li>- exemptions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Simulation or role play</li> <li>▪ Case studies</li> <li>▪ Observation</li> </ul>		
<p><b>Learning Outcome 2</b> Correctly fit and adjust a passenger's seatbelt</p>	<ul style="list-style-type: none"> <li>▪ Explains key points about correctly wearing a seatbelt</li> <li>▪ Correctly fits and adjusts seatbelt</li> <li>▪ Identifies options to adjust seatbelts</li> <li>▪ Asks passenger's permission to assist</li> <li>▪ Explains to passenger what they are doing and why</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Practical demonstration</li> <li>▪ Observation</li> </ul>		
<p><b>Learning Outcome 3</b> Identify potential problems they may encounter and demonstrate strategies to overcome these problems</p>	<ul style="list-style-type: none"> <li>▪ Identifies problems of sash belt rubbing</li> <li>▪ Identifies problem of sash belt cutting across neck</li> <li>▪ Demonstrates adjusting the seat</li> <li>▪ Identifies appropriate equipment such as seat belt cover</li> <li>▪ Outlines solutions such as moving the passenger to another seat</li> <li>▪ Recognises need to report problems to supervisor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Practical demonstration</li> <li>▪ Observation</li> </ul>		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
<p><b>Learning Outcome 4</b> Explain the relationship between seatbelt law and duty of care</p>	<ul style="list-style-type: none"> <li>▪ Explains the concept of duty of care in relation to seatbelts</li> <li>▪ Recognises need to check every passenger</li> <li>▪ Explains organisational policy on wearing of seatbelts</li> <li>▪ Identifies vulnerable passengers:               <ul style="list-style-type: none"> <li>- children</li> <li>- passengers in wheelchairs</li> <li>- passengers with dementia</li> <li>- passengers with physical disabilities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Simulations and role plays</li> <li>▪ Case studies</li> <li>▪ Observation</li> </ul>		
<p><b>Learning Outcome 5</b> Describe the risks associated with speeding</p>	<ul style="list-style-type: none"> <li>▪ Describes risk of speeding</li> <li>▪ Identifies types of speeding               <ul style="list-style-type: none"> <li>- low level</li> <li>- excessive</li> <li>- inappropriate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Simulations and role plays</li> <li>▪ Case studies</li> <li>▪ Observation</li> <li>▪ Job performance</li> <li>▪ Completed transport schedules</li> </ul>		
<p><b>Learning Outcome 6</b> Outline situations in which driving speed should be adjusted to reduce risk and improve the comfort of passengers</p>	<ul style="list-style-type: none"> <li>▪ Identifies hazardous situations</li> <li>▪ Identifies vulnerable passengers, particularly passengers in wheelchairs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Observation</li> <li>▪ Job performance</li> <li>▪ Completed transport schedules</li> </ul>		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
<p><b>Learning Outcome 7</b> List factors and situations that can affect driver alertness</p>	<ul style="list-style-type: none"> <li>▪ Lists main factors and situations               <ul style="list-style-type: none"> <li>- Alcohol</li> <li>- Drugs</li> <li>- Medication</li> <li>- Fatigue</li> <li>- Distractions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> </ul>		
<p><b>Learning Outcome 8</b> Demonstrate an understanding of strategies to limit or control distractions whilst driving</p>	<ul style="list-style-type: none"> <li>▪ Describes strategies to limit or control distractions</li> <li>▪ Uses mobile phone hands free</li> <li>▪ Turns radio down when passengers in vehicle</li> <li>▪ Plans route before departing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Simulations and role plays</li> </ul>		
<p><b>Learning Outcome 9</b> Describe appropriate steps to reduce the risk associated with some over-the-counter and prescribed medication and driving</p>	<ul style="list-style-type: none"> <li>▪ Recognises need to consult with doctor or pharmacist</li> <li>▪ Identifies need to stop driving not stop medicine</li> <li>▪ States law about driving and medicine</li> <li>▪ Identifies steps with new medicines</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Simulations and role plays</li> </ul>		
<p><b>Learning Outcome 10</b> List the signs of fatigue and discuss safety implications</p>	<p>Lists signs of fatigue</p> <ul style="list-style-type: none"> <li>▪ Describes affect of fatigue on driving</li> <li>▪ Explains solutions to fatigue</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> </ul>		
<p><b>Learning Outcome 11</b> Demonstrate a basic exercise routine for drivers and assistants and identify when it is useful</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates seating position and adjustments</li> <li>▪ Demonstrates top to toe exercise</li> <li>▪ Identifies when exercise routine is useful</li> <li>▪ Identifies other strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practical demonstration</li> <li>▪ Observation</li> </ul>		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
<p><b>Learning Outcome 12</b> Discuss the organisations policies and procedures</p>	<ul style="list-style-type: none"> <li>▪ Describes policies and procedures on               <ul style="list-style-type: none"> <li>- wearing seatbelts</li> <li>- exemptions</li> <li>- speeding</li> <li>- fines and infringements</li> <li>- alcohol</li> <li>- medication</li> <li>- other relevant areas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Observation</li> <li>▪ Job performance</li> <li>▪ Completed transport schedules</li> <li>▪ De-briefing</li> </ul>		