



## A basic 'before you drive' checklist

This checklist may look rather lengthy but it only covers the most basic of information. If you study and use this checklist closely now, soon you will no longer need it.

### Legal matters

- I know I can legally supervise a learner driver: (Check requirements for your state or territory).
- My learner and I each have our driver's licence with us, it's current, and we are complying with our licence conditions.
- Our car is road worthy and registered.
- I know the conditions on my car insurance that apply while my learner is driving.
- We have L plates correctly positioned on the front and back of our car.
- The learner has their Logbook (as required), I have read and understand the instructions and advice.

### Attention matters

- We have both had enough sleep. Ask your learner how much sleep they've had in the last 48 hours if you're not sure.
- We both feel calm and we have enough time.
- The type of possible distractions in and around the car will suit the learning situation. (Few if any when just got L's. Later, gradually introduce distractions and help your driver learn to manage them.)

### Learning matters

- I have a good understanding of my learner's knowledge, ability, and experience.
- I have asked my learner what concerns he or she has about learning.
- I have asked my learner what he or she wants to do or feels they need to do. (If this is different to what you think is best, see if they can work out why rather than say, 'You must do it my way', or 'You do as I say'.)
- We have talked about and agree to what we are going to do and why.
- Any new task my learner tries, I will first check that it has been explained and demonstrated.

### Safety matters

- I have bought a stick-on rear vision mirror that I can use from the passenger's seat.
- I know I must check first that it's safe for my learner to get into and out of the car. I appreciate they may not be thinking clearly.
- I have double checked passengers are seated correctly, have their seat belts fitted properly, and have adjusted their head restraints.
- I have explained to my learner that I'm a co-driver and I will be looking around and behind to double check our safety. They know I'm not being controlling.
- My learner driver knows how to slow and stop the car before they move off. I've demonstrated it.
- We've talked about where we are going and how we're getting there.
- I have checked there is safe space around the car for us to move off, given my learner's skill.
- I judge the situations we are likely to encounter fit with my learner's skill level.
- We've talked about tricky traffic situations we could meet on this drive and how we will manage them.
- We have discussed and practised what I will do if I have to take over some control of the car. (You might guide the steering wheel and talk your learner through a situation).

### Directions matter

- I know I have to be careful about using words like stop or right. (They could be taken literally.)
- I know I have to give directions for going, slowing, or turning well ahead of time.
- I know the At Do method works best, e.g. At the traffic lights near the service station, we'll Do this: take the left lane, turn left and then keep in the left lane.

### Words matter

- I know I have to be mindful that some words I use may have little meaning to my learner. I've asked them to tell me if I use words they do not understand.
- I may hear driving instructors use terms I'm unsure about.
- I will ask them what they mean. For example, blind-spots, block-outs, head-check, friction point, cover the brake, set-up the brake, crash avoidance space, scanning, hazards, safe following distance, and there are many more.