

ADI Training
Part 3

Part Three Lesson Planning Project Guide Notes



Part Three Lesson Planning Project

All lessons need a clear plan - otherwise they can, and often do, become 'aimless drives'.

An aimless drive can leave the learner with a feeling that they have not really learned anything. This would obviously be a disaster during ADI Part-Three, but perhaps worse than Part-Three problems, a lack of planning can have a heavy negative impact on your business after you qualify. If your customers don't feel that they are learning they will not refer their friends, and are likely to look for another instructor after a few lessons with you. *This is why all lessons must have a clear plan.*

Your lessons need to have:

- Clear learning goals
- A suitable training route (or at the very least, training area, such as defined housing estate).
- A way to measure progress

The three elements above need to be in place for your all lessons, including your exam lesson. In addition to these elements you need to have an idea about the teaching methods that you will be using for any given lesson/learner.

Learning goals:

The planning process requires 'teamwork' – the team being you and the learner.

You will work with your learners to determine learning goals and formulate your lesson plans. This process happens at the end of the previous lesson and start of the current lesson.

Training location:

Because any upcoming lesson will have been discussed at the end of the previous lesson you will normally have a clear idea of what the main lesson topic will be and the route/location that you will be using.

Measuring progress:

It's helpful to measure your learner's confidence and feelings about the subject and their perceived skill level both at the start and end of the lesson – this gives a measure of progress.

Why some lessons fail to deliver

The reason that some instructors fail in business and on Standards Checks is because their lesson planning is poor or non-existent. The best way to get into the habit of planning is to complete some full and formal plans – *the more the better.*

Practising lesson planning will help you to think about the 'anatomy' of a driving lesson and how the component parts go together, thus enabling you to better design lesson plans 'on the fly' after you qualify (although we still advise putting formal plans together until the process becomes 'second nature').

Formal planning for Part-Three

In an ideal world, every single driving lesson would have a full, formally written lesson plan like the one that you will complete before taking your final ADI test, however, the practicalities involved in doing this for day-to-day driving lessons make it an impossibility for most instructors because of time and other constraints.

However even when there is no *formally written plan* your lessons must still be planned.

Your starting point is to download and print a set of lesson plan forms – and then work through them step-by-step in conjunction with the notes below.

Your exam lesson planning process is designed in two stages:

- **Stage 1:**

The main lesson plan. This has information about the content, route, timing and methods.

- **Stage 2:**

Here you will answer questions about how you will fulfil the DVSA testing criteria when delivering your planned lesson.

If you are doing this course with practical training your trainer will assess and advise on the suitability of your plan.

Your starting point is to decide who your learner will be and what the lesson topic is likely to be. When you have this information you can start work on your main lesson plan.

When planning for your test lesson we advise that you should have a 'first choice' driver and a backup driver – the backup driver provides you with a 'safety net' in the event that your 'first choice' cannot make it on the test day. Complete separate plans for each driver.

How long will it take to plan the test lesson?

The time taken to complete the lesson plan project will vary from student to student.

Although a skilled, experienced ADI could perhaps complete this formal process in a little as 20 minutes, we normally expect a student's first plan to take several hours to complete. There are several reasons for this but perhaps the most important is getting

the route and timings right. To do this you will need to research and drive the lesson route at least a couple of times to determine where the key elements of the lesson will start and end.

Important: *Everything that you have been working towards will come together in this plan.*

Take as long as necessary. Whether this is two hours or two days is not important, the important thing is getting the core plan right and then thinking about anything that might knock your plan off course on the day – and how you might deal with such eventualities if they arise.

The following notes take you step-by-step through each of the lesson plan forms.

Lesson Planning Stage 1: The test planning form

The test planning form provides you with six separate pages for planning your test lesson – however, you might need extra pages, this is fully explained below.

The pages allow for a lesson overview and for each separate ‘phase’ of the lesson starting with the lesson briefing/introduction and finishing with the lesson de-brief/recap.

The top of each page has provision for your name and a trainer’s name – if you are doing the course with practical training, each page will be ‘signed off’ and dated by your trainer.

The pages have space for key points and other lesson information; if there is not enough space on a form, use the back of the sheet to continue. Ideally your aim should be to master the ‘art’ of writing short, concise descriptions that fit in the space provided.

The six pages

The six pages are headed:

- Test Planning Form - Lesson Overview
- Test Planning Form - Lesson Phase: 1 (Purpose: Introduction/Briefing)
- Test Planning Form - Lesson Phase: 2 (Purpose: Specified by you)
- Test Planning Form - Lesson Phase: 3 (Purpose: Specified by you)
- Test Planning Form - Lesson Phase: _ [un-numbered] (Purpose: Specified by you)
- Test Planning Form - Lesson Phase: _ [un-numbered] (Purpose: De-brief/Recap)

The purpose and use of each form is fully explained in this guide.

Because lesson planning is a variable process we cannot give you a fixed number of planning pages; this is why some pages are un-numbered.

Some 'lesson elements' are present in every lesson, for example:

- the lesson introduction
- the drive out from the test centre to the main route/location (or warm up drive)
- *the first, second and usually third main lesson 'phases'*
- the drive back to the test centre
- the de-brief/reflection to end the lesson

The variability comes in what we call the 'main lesson phases'. These form the main body of the lesson where the key subjects will be practiced, they are 'sandwiched' between the starting elements of 'introduction and drive out' and 'drive back and de-brief'.

It might help to think of the lesson phases as 'mini-lessons' within the main lesson.

Most lessons will have a *minimum* of two 'main subject phases' sandwiched between the 'drive out' and 'drive back' phases. The number of phases will depend on the learner's needs and the lesson subject.

It's perhaps worth a word of caution here: Between two and four 'main subject phases' will be sufficient for most one-hour lessons. Be careful not to 'overload' your lesson with too much content – this can dilute the learning and/or leave the learner confused or overwhelmed.

A simple model with two main subject phases:

- Phase 1: Lesson introduction
- Phase 2: Drive out
- Phase 3: Main lesson phase
- Phase 4: Main lesson phase
- Phase 5: Drive back
- Phase 6: De-brief

For example a Part-Three lesson covering pedestrian crossings might have three main lesson phases as shown below:

Lesson phase 1: Lesson introduction:

The initial discussion and goal setting (in the test centre car park).

Lesson phase 2: The 'Drive out':

A warm up drive, there would be no crossings in this element.

(Main) Lesson phase 3: Introduction to a specific crossing type:

This might have a demonstration, questions, an explanation, a briefing, or combination of any of these things, followed by practise of three, four or five crossings with an appropriate and agreed level of assistance. (Depending upon the

available route availability some crossings might be repeated.)

(Main) Lesson phase 4: Developing the learner's skill:

Pull up to discuss progress so far followed by either practise on different examples of the same crossing type or perhaps repeating the route with less instructor input.

(Main) Lesson phase 5: Different crossing type:

Pull up to discuss progress so far and questions/briefing/explanation about a different crossing type and how the learned skills can be transferred, followed by practice on the new type of crossing (route might also include earlier crossings) with appropriate and agreed level of assistance.

Lesson phase 6: The drive back:

Pull up, briefly discuss progress of 'Lesson phase 4' before heading back to the test centre. The route might or might not include crossings depending on location – offers an opportunity to discuss aspects of the lesson.

Lesson phase 7 De-brief/reflection:

Questions about what went well, what didn't go so well and what happens next.

The plot so far!

The important thing to recognise from the information above is that a lesson is not just 'one long drive' – it's a set of targeted sessions (phases), each with a specific purpose.

To help simplify what might sound like a complex process we have provided two sample plans based on the full lesson video examples provided in this course. The sample plans will help you to fully understand the lesson planning process.

Things to think about when planning

Your lessons will ideally be about driving practise – not long periods of chat at the side of the road.

With this in mind, two or three minute's chat/explanation/questions/discussion should be sufficient for each lesson phase.

You must be realistic about the amount of content you can fit in – this is why driving around the route during the planning process is so important.

The pedestrian crossing lesson example above would probably be:

- Lesson Introduction 6 minutes.
- Lesson phase 1 - Drive out/Warm up drive: 8 minutes
- Lesson phase 2: 10 minutes
- Lesson phase 3: 8 minutes
- Lesson phase 4: 10 minutes
- Lesson phase 5 - Drive back to the test centre: 5 minutes
- Debrief/reflection: 6 minutes.

You'll notice that the total adds up to 53 minutes, not an hour.

On test the vast majority of examiners would rather be a few minutes early than a few minutes late. However, there is a *real possibility* that you will overrun your planned time and so will need some 'slack' built into the plan.

After you pass it's important to keep your lessons running on time, again, in order to do this you need a little 'slack' built in to allow for 'the unexpected'.

Between five and eight minutes 'slack time' will normally be enough for things that need extra time, for example, unexpected mistakes. If you find that nothing unexpected happens and your target times are on schedule, simply extend the practise time towards the end.

Contingencies:

As part of the planning process we ask you to think about contingencies, that way if things don't go to plan you will be ready and prepared to make changes as required. For example, in the crossings example above you might need to scrap 'lesson phase 5' – alternatively if the first part of the lesson goes brilliantly and runs ahead of schedule you might have time to extend it.

How we allow for the variability when designing your plan:

To allow for the variability in plans for different lessons we have numbered the first three lesson phase pages only, allowing you to add additional sheets to your plan as required entering the phase numbers in the space provided. *See the sample plans for an example of this in action.*

Planning Form Page 1: Lesson Overview

This page is about the driver and the route.

In addition to this page you will also need a map (or maps) showing your lesson route – the easiest way to do this will perhaps be to print out a Google map, alternatively there are A to Z street map books available for many areas also other local map sources both printed and online.

The page starts with self-explanatory information:

- The lesson title: Giving your lesson a name will help to focus your attention.
- Driver Name: The name of your ‘customer’ for the test lesson.
- Test Centre & Test Date (leave blank if not yet booked).

Next there are tick boxes for information about the driver’s skill level:

- Beginner New Subject
- Beginner Developing
- Intermediate New Subject
- Intermediate Developing
- Driving Test Standard
- Full Licence Holder (FLH)

Your driver will fit one of these categories.

Beginner New Subject: Someone in the early stages of learning possibly learning the basics of left and/or right turns, gear changing, steering, meeting other traffic, hill and angle starts on very quiet roads.

Beginner Developing: This would be a learner who has already been introduced to the subject of the lesson and had some practise. The lesson would be aimed at developing their skill further to allow more independence and/or new situations (same subject, different route).

Intermediate New Subject: An intermediate learner is one who has mastered the basics and is moving on to new hazards, possibly traffic lights, roundabouts, pedestrian crossings, faster roads, etc. The lesson would be aimed at developing their ability to deal with a new hazard type.

Intermediate Developing: This would be a learner who has already been introduced to the subject of the lesson and had some practise. As with developing Beginner lesson, the lesson would be aimed at developing their skill further to allow more independence and/or new situations (same subject, different route). Take care with this type of lesson that there is a clear focus – for example ‘dealing with busier traffic’ is very loose... Whereas, ‘working on following distance and mirror use in busier traffic’ is more specific and will help you to focus more clearly.

Driving Test Standard: This is a learner who is ready for test and needs some final advice to fix any weak areas. If you choose a test standard learner you must ensure that there are very clearly defined goals, otherwise the lesson can drift into a 'general drive' which does not give you much opportunity to demonstrate your skills to the examiner.

Full Licence Holder: Full Licence Holders (FLH) are often the 'easiest' for ADI Students, simply because, unless you are on a Trainee Licence or have a family member who is learning to drive you might not know or have access to a learner driver. If you choose a Full Licence Holder it will help to think about your own driving development – what issues and challenges were there for you when training for ADI Part-Two?

The subject and learning goals will be primarily determined by the driver but it's worth noting that some of the most common lessons for full licence holders include:

- Open road defensive driving
- Fast Dual carriageways
- Dealing with roundabouts
- Lane discipline (specific to some busy areas)
- Following distance
- 'Advanced' use of gears
- Motorways
- Safe speed

Lessons might be a combination of one or more of the above – but remember... *You must have a clearly defined plan and goals to prevent the lesson becoming a 'general drive'.*

See 'guidelines for route planning below' in conjunction with the Route Planning course unit for information about planning your lesson route.

The two large boxes

The two large boxes on the first page ask you to think about the driver and 'sketch out' an overview of the lesson.

Why is this lesson appropriate for this driver and what makes this driver suitable for test purposes?

This question is designed to help you focus on the suitability of your chosen 'learner' for the test. Think about things like reliability, genuine need to learn, temperament, how the driver will respond to your input, how the driver will react to having an examiner in the back and so on.

List the key phases of the lesson

How will your lesson build?

Make sure that you have a very clear idea about each lesson phase and what you plan to achieve in each phase. In this space simply keep your notes to a brief list, however make sure that you are thinking about how the lesson will build. You will then go on to expand each phase on a separate page.

The pedestrian crossing example from above gives a simple idea of what is required here:

- Lesson Introduction 6 minutes.
- Lesson phase 1 - Drive out/Warm up drive: 8 minutes
- Lesson phase 2: 10 minutes
- Lesson phase 3: 8 minutes
- Lesson phase 4: 10 minutes
- Lesson phase 5 - Drive back to the test centre: 5 minutes
- Debrief/reflection: 6 minutes.

Guidelines for route planning

Print out a Google Map (or other map choice) to mark up your route.

Good route planning is essential. Unless you are sure that you have a very well-structured lesson we suggest that it might be wise to avoid long routes for your test lesson. A shorter repeated route is often preferable because it gives an opportunity to revisit specific situations (this is the same after you qualify).

If you choose a long, non-repeating route, make sure that each element of the route is planned for a well-defined and specific purpose. For an example of a non-repeating route see our open road example – this lesson has very clearly defined route sections for each phase of the lesson each covering a different aspect of the same subject.

Your route will include the drive out from the test centre to the main practise area, the main body of the lesson and the drive back.

You can use maps to help you to plan - but never rely on maps alone, *always* drive the route at least once - preferably several times to ensure that it is 'fit for purpose' - and that it has sufficient opportunity to teach and repeat the key learning points of the lesson.

Route types

Routes for Beginners: Beginners will almost always need a very quiet housing estate type route and will not yet be able to drive from the test centre to the main training area and back. The routes used will ideally be short and repeated. For example, a route or around five to seven minutes with four or five left turns repeated two or three times, followed by a similar route with different junctions (repeated if time allows). Routes must offer plenty of opportunities to practise the main lesson subject.

Routes for Intermediate Learners: Intermediate learners will usually be able to drive from the test centre to the main lesson route and back. The routes will be determined by the availability of the hazard type that you are dealing with. As with beginners, repeated routes will usually be best, for example a route with three or four pedestrian crossings repeated two or three times, followed by some different crossings.

Route for Test Standard Learners: Test Standard learners should be able to drive anywhere (with the exception of motorways).

Route for Full Licence Holders: A FLH should be able to drive anywhere. As with beginners, intermediate and test standard learners it's often good to have a degree of repetition in the route, for example, two/three motorway junctions in one direction (off and on at each), turn around and come back the other way, repeat.

Test Planning Form – Lesson Phase 1

This sheet is for planning the lesson introduction.

For Part-Three and Standards Check lessons the location for this will always be the driving test centre.

Key learning points for the lesson introduction

What are you aiming to achieve in your lesson introduction?

Examples:

- Mention how having a passenger might affect car handling.
- Reassure that the examiner is simply observing the teaching and is not concerned with the driving
- Ask if the driver has any general questions before starting
- Briefly recap the previous lesson (last lesson/session on the way to the test centre)
- Remind driver of the agreed lesson topic – ask if this is still OK and/or if there are any additions required
- Establish lesson goals
- Explain specifically what will happen next – in the drive out/warm up drive

Note that these examples are not definitive and might or might not be relevant to your lesson.

The box asks for 'potential lesson goals'. At this point you can't be 100% certain about the lesson goals because they will depend on the driver's input, however, as you know what the lesson will be about you can have a 'educated guess' about what will be covered.

For example if you were teaching a learner driver about pedestrian crossings for the first time the goals will almost certainly include:

- Know and recognise the different crossing types
- Understand the rules for each type of crossing
- Be able to approach crossings safely
- Be able to take correct and appropriate action to deal with pedestrians
- To take the proper precautions required to move off safely after giving way to pedestrians
- To practice different crossing types

The degree of detail for each goal will depend on the learner. For example, your learner might already know about Zebra crossings but not Pelican or Puffin crossings and so during your initial chat you might amend the first two goals above to reflect this.

What questions might you ask when discussing lesson goals?

Think about the questions that you will ask during the goal setting process.

Important: you are not making a list of questions to memorise – this would inevitably cause problems on the day. Trying to work from memory will distract you and weaken the rapport between you and your learner.

By all means write out sample questions – but only as a practise exercise.

Things you might ask about include:

- What would you like to achieve by the end of the lesson?
- How will you know when you have achieved it, what will you be able to do and how will you feel?
- How would you rate your knowledge/skill before we start? (You could use scaling here)
- Are there any specific concerns that you would like to address?

Your questions will also include some information that is specific to the lesson content (as in the lesson goals above).

Time in minutes

Each sheet has a box for you to enter the estimated length of that part of the lesson.

It's important to estimate how long each part of the lesson will take – this information will help you to stay on track or change the plan as necessary. While you don't have to be 100% accurate, your estimate should be within plus or minus two or three minutes of the actual time used during the lesson.

Test Planning Form – Lesson Phase 2

This and the following pages have provision for you to mark a ‘route reference’. Mark your map to show the start point for each lesson phase – for Part-Three the start point for this phase will be the test centre.

In the header area of this page you will notice an additional requirement – ‘Purpose’. This is simple the purpose or title for this lesson phase. For this phase the title is likely to be ‘Warm up drive’ or ‘Drive out from the Test Centre’.

During driving lessons it’s a good idea to allow your learner five minutes to ‘settle in’. Many learners will only drive once or twice a week and the settling in or ‘warm up’ time allows them to feel comfortable behind the wheel before they start to learn something new or to further develop existing skills.

During Part Three and Standards Check lessons the warm up drive gives both you and your learner a chance to get used to having the examiner in the back.

With the above in mind we would normally recommend that you choose a main lesson topic that is not present on the first five minutes of your route, then pull up for a brief discussion before ‘getting stuck in’. This does not mean that you ‘ignore’ the main topic for the first five minutes – far from it.

If the lesson is for a beginner you will be driving the car to the main training route/area. While you are behind the wheel talk about/demonstrate some of the key issues that will be taught during the lesson.

If the lesson is for a full licence holder or a developing learner who is able to drive from the test centre use the warm up to recap and remind about previous issues and link the drive to the main subject. For example, if you intend to cover pedestrian crossings for the first time you might comment on the way that the hazard routine will be used: *“Well done on the approach to the junction, we’ll be using the exact same routine when we approach crossings.”* Take any opportunities that arise to refer to the main topic and/or similar risks to those being encountered during the drive.

Key learning points and training method for this phase of the lesson:

List the main points and options for teaching them.

For example:

I will drive to the main location. While driving I will:

- Remind about the POM routine
- Explain use of the MSM routine to turn left
- Talk about signal timing
- Ask questions about potential risks turning left

Alternative with the learner driving:

- Relate any relevant situations to the main topic
- Assist where required
- Discuss potential risks en-route
- Remind/question about (XYZ) from previous lesson

Potential issues that might arise and contingency plans

Having thought about what you will be teaching you now need to think about any issues that might arise and how you might deal with them.

If you are driving it's unlikely that any issues will arise (unless the route is blocked), however if the learner is driving almost anything could happen. Your knowledge of the learner will help you to predict issue that could arise.

See the notes for the next page for more information about planning for potential issues.

Test Planning Form – Lesson Phase 3 (+ 4, 5, etc.)

The requirements for this sheet and the following sheets for the main body of the lesson are fairly self-explanatory. The examples below will give you some ideas...

The 'Purpose' will be whatever you have planned for this phase of the lesson. Taking the pedestrian crossing example this phase might be "Approaching Zebra crossings".

Time: As mentioned previously, make sure that you have an estimate about how long each part of the lesson will take.

Key learning points and training method for this phase of the lesson:

List the main points and options to teaching them.

For example:

- Q&A about zebra crossings
- Discuss Zebra crossings – explain/clarify the rules with diagram
- Job share – ensure the learner knows what will happen next
- Practise – Help with prompting as required
- Route – complete two circuits of two Zebra crossings

Main points to explain:

- MSM routine
- When and where to stop
- Risks to pedestrians
- Speed and Position

By thinking about the specific details you will have a clear idea of what you will be teaching.

Potential issues that might arise and contingency plans

It's important to remember that although you are making a detailed plan it must be based on the needs of your learner and the delivery must be client-centred. This simply means that you need to be flexible where necessary to fit in with the learner's needs.

Potential issues could include unexpected mistakes, the learner not responding the way that you are expecting, a problem on the route such as road works or hold up.

Plans to deal with issues might be how you would deal with specific mistakes or an alternative 'back up' diversion from the planned route.

Additional planning pages

The additional sheets are not numbered simply because as explained earlier, we don't know how many phases your lesson will have. Copy and number the additional

pages in the same way as explained above for each additional lesson phase as required.

Planning Form Final sheet: Lesson de-brief/reflection

The phase number for this page will depend on the number of phases in your lesson.

The de-brief can be difficult to plan for because it is dependent on what happens during the lesson. However, you can start to think in general terms about questions you might ask and methods you will use.

You can make a list of key points based on what your planned lesson is expected to achieve, you can think about questions related to achievements and feelings.

As a guide, the de-brief should cover: (in this order)

- What went well and why?
- What didn't go so well and why?
- How do you feel?
- What do we need to do next?

Think of ways or methods you might use when covering these core questions.

Part Three Planning Process Stage 2

When your lesson plan is complete we want you to think about it from a 'good teaching practice' point-of-view. In order to do this we have provided a form to enable you to consider your proposed lesson, or rather the way that you will deliver it, against the DVSA examiner's marking criteria.

You have learned about the criteria and seen examples in your coursework and so should have enough understanding to answer the questions.

All you have to do is briefly, in one or two sentences, explain how you will meet the examiner's criteria when delivering your proposed lesson.

Complete this exercise with reference to your plan – it's possible that as you answer the questions you might wish to make some changes to your lesson plan.