

Lesson Plan 2024/25.

Please **use this lesson plan** to **edit, modify** or put **in your own words!** It is only to be used as a guide and does not guarantee a straight pass in any situation. But is scripted in a way to give you the key points you should be doing on a Part 3 or a SC to improve your chances in passing.

Lesson Themes:

Please complete the below section credentials.

Student Name:

Why do you feel this candidate that your presenting to test is the right person?

- *Completed 25/35 hours
- *I know their specific needs
- *I've trained them from novice
- *They are familiar with my car
- *Have a good rapport
- *They are passionate for learning
- *They are chatty and ask questions

Mock Assessment Date:

What are their development points?

- Start Location:
- Briefing Time:
- Wheels moving Time:
- De-brief Time:
- Total Test Time:

Please state below, why is this lesson appropriate for this learner’?

Example: The named driver is a partly trained driver, he/she has completed around 30 hours of driver training with trainer only from novice. Cockpit drill, moving off and stopping, parking safely, competent at turning left and right, and crossroads, and inclusive of mini roundabouts, where it became evident that named student approached too quickly previously. Experiences are often nursery and primary routes with some more challenging routes within this lesson plan as they make further progress.

This is the driver’s record; we know what **he/she/her/him** has covered previously, (above) Now he/she is ready for some more challenging objectives, **such as refining speed on approach to junctions**. Reason: Lack of forward planning on approach is causing the issue with speed, whilst there is a need for practice at junctions, speed isn’t the issue here, planning is of their **specific development point** in which needs to be addressed, using “**S**” from **SMART**. What is it “**specifically**” that needs to be worked on, could this be linked to other acronyms like LADA to assess a drivers’ understanding and previous knowledge.

List key phases of the lesson.

Example:

- 1-Recap prior knowledge from previous session
 - 2-Agree and set new objectives- “awareness and planning”, as an example.
 - 3-Discuss “how responsibility for risk will be shared”, and how feedback is likely to be provided and when. (Either parked/on the move).
 4. Route features, discuss any obstacles or challenges that the student may face when driving to practice area if any, and how it can be managed between learner and trainer.
- Factor in other road users’ typical behaviors, risk and how it can be managed.
- Route directions

5. Suitable parking places, if needed should things not go according to plan, and feedback is needed in a **safety or critical** situation to help your learner understand **what, why and how** it went wrong, and what they could do differently.

6. What support is needed and agreed/full instructions, seldom prompting, or guided and prompted, demo, or practice run.

7. How much time is needed before transferring responsibility to the learner to give them an opportunity to demonstrate what they have learnt.

8. Scaling present from 1-10, and at the end of the lesson where they feel they are having received support from trainer. (This should be based on **Measurable** in **SMART**. ***Including, what does success look like to you? or if someone else could see your driving... What would you like them to say about your driving?***)

9. At junctions we need to encourage the learner to look **near/middle** and **far** distance, ahead to the sides to anticipate other road users' actions, inclusive of what actions are going on behind by other motorists. This in turn should encourage safer "approach" speeds, to carry out junctions safely and effectively. Whilst Speed was not the goal here, a lack of awareness and planning caused the learner less time to react when approaching junctions and what's going on far up ahead, information signs and markings was the key for development here, and until this was worked on... the learner would react late by approaching junctions too fast at times.

Does this student understand priority, mirrors, signal positioning? This should be a brief Q&A to check their understanding, before committing to work on "awareness and planning" reduce any unnecessary risk on the move. But with the emphasis of the agreed goal for the lesson. The "NEED" is based on what they need to do, in order to control their speed on approach to junctions with greater emphasis on awareness, anticipation and planning on approach). This requires scanning the road further ahead, forward planning, encouraging a talk through, or prompt when to ease off gas and when, lower gear/auto gearbox control, cues from parked vehicles and those turning in, signage, road markings, speedometer etc. with the support of the trainer – encouraging looking ahead earlier, re-in force and anticipate road markings, street furniture and layout to assist your pupil in lower-safer speeds and keep the car in full control.

Intro/Briefing – outside house - prior to test center.

Key learning points for the lesson

Potential learning goals- Approx time in mins- 7 minutes

Recap/Summary

Allow 3- or 4-minutes max to summarize what had been discussed outside the students house.

Earlier that morning: So, what was agreed from our last discussion to work on today?

1-What routines did we use on the way here?

2-What is the “P” in the MSPSL routine?

(This forms a link and pattern to previous learning) which defines learning is a continuous process!

State: List transferable skills that the pupil can relate to from prior learning, and how they can be achieved in this current lesson. For example, if your student worked on meeting traffic, use of mirrors for changing direction, how could you encourage your student to think about those mirrors if you and your student had agreed to work on approach speed. So, you could say something like.... Why was it important to use your mirrors in a meeting last time? Their response will be the same if you were working on mirrors for use of speed! Now do you see the bigger picture?’

3- Our aim would be to approach junctions at a safe, steady speed and to know what mirrors to check and when whilst maintaining good control of our vehicle by the end of the lesson. So how can we best achieve this?

4- Q&A understanding of MSPSL routines and how this can effectively be implemented.

Consider the use of visual aid if needed or show other examples that the pupil can relate to, only if necessary. (Examples used MUST be agreed first).

Ask what level of support is needed to help them achieve their goals, and how much support is needed and if possible up until what point, will they

likely feel ready to take the responsibility for their own learning unaided. During this time, ensure you avoid saying... what support do you need? You then risk the student taking the lead in control, and this is where things go wrong! *You could ask, If I can prompt you to enable you to reach your goals how would this make you feel? Now they see a benefit, and is client centered, not learner centered!*

When discussing how risk will be managed, ask them who is responsible for the safety of the vehicle, and other road users today. whilst you the trainer will agree to facilitate coaching around the agreed goal and help with giving route directions if applicable.

Do you know your pupils' learning style and current abilities?

- What is their learning style?
- How do we know what is going to work for them and when?
- What evidence have we got to know it works?
- If unsure, what are we missing here?

What questions may you ask when discussing Lesson Goals?

- 1-What do you want to achieve by the end of the lesson?
- 5-How do you know when you have reached your goal?
- What does the "term" risk mean to you?

(Remember nothing always goes according to plan)!

Key learning points-training method-relevant route features.

- Risk Management/Responsibilities briefly at the start

Potential driver errors/corrections /route issues/contingency plans.

The contingency plan is if any errors occur during the drive, agree with pupil what, where and how they can be corrected. We need to practice the secondary fault before continuing with original goal/plan. Feedback would be of importance here as it could be a safety or critical issue in some cases which will then require the pupil to think about what they could have done differently given that same situation again. Use Q&A to establish the learners understanding as they progress, we/trainers make an effective judgment of their knowledge, skill and understanding, and look to build upon existing knowledge. This can be done by encouraging reflection, use of questioning techniques, or furthermore, through evaluation and assessment and encouraging the learner to look at what works, doesn't work or what they could do differently.

You MUST be able to demonstrate that once your learner makes progress in an area of their driving, YOU should move the lesson on and making it a little more challenging to suit their needs to avoid boredom and wasted time doing something they already are now competent at. You can make the said goals more challenging, possibly to more advanced routes to develop their core driving skills in different situations. Or you may revert back to the original goal once needs are met. By doing so, will evidence learning has taken place. You could ask the learner what they would like to move on too and agree a plan to make this session more challenging and rewarding to accomplish their needs. This is commonly known as adapting the "lesson plan" to suit.

De-brief at test center location

Expected Key-Points for the lesson Debrief

Approx time in mins

(2 minutes)

What went well?

What steps did we take to get to this position within your driving, and reach your goal?

What was your score earlier in the lesson as of scaling yourself, and where do you think you are now?

What can you do to maintain it?

What can you do to reach that 10, giving yourself a 9, since you were an 8 earlier in the lesson?

Please see **Quiz** below:

Print and write in your own words to the answers which you would have seen in this plan above.

QUIZ:

Emphasis on golden points:

Please complete below questions:

1	What will you do if your student doesn't answer the questions you have asked, or does not understand the question? <i>Answer:</i>
2	What is the M in SMART? <i>Answer:</i>
3	What will you do if something else crops up that went unplanned on the lesson, e.g. a driver fault outside the lesson goals, what will you do, how will you do it? <i>Answer:</i>
4	When giving feedback, why is it important to discuss what went well before giving the negative points in their driver's behaviour? <i>Answer:</i>
5	What if your student is making good progress, what will your next plan of action? <i>Answer:</i>
6	What will you do if your student makes a driving error unexpectedly, and there is nowhere suitable to park to engage with them? <i>Answer:</i>
7	If you're unsure how to make the session more challenging, what else could you do to understand this?



	Answer:

Reviewed and documented date: December 2024/25

V.01 Part 3/SC Lesson Planning Form – Lesson Overview

Print, download and save to desktop in word document so that it can be edited at any time for your personal training records.

Trainee Name		Assessed by	
Lesson Date		Trainee PRN	

Student Type	FL H	Learner	New exp.	Test Centre	Chingford
Test Centre	X		Lesson Theme		
Why is this lesson appropriate for the learner? <i>Example: Use of centre lane instead of right lanes when turning right on previous session.</i>					
	Lesson Phase/Structure and Timings Complete all blank elements on this form.				
Phase	Aim/Purposes				Duration
1	List key phases of this lesson?				
2	What questions may you ask when discussing lesson goals?				
3	What will your recap summary include?				
4	<i>Key learning points-training method-relevant route features?</i>				
5	Training tools/methods and fixes. (not included in this plan) Your trainer will support you with coaching tips/techniques whilst in the car during a role-play session.				
6	Drive back to TC and end of lesson debrief?				
	<i>End of lesson – has learning effectively taken place? Agree further steps as the way forward,</i>				
Total:					45 minutes
	GROW Action Plan:				
	Goals:				
	Reality:				

	Options/obstacles:	
	Way forward/what will I do now:	