

DRIVING INSTRUCTOR TRAINING COURSE
PART 3



SKILLS
WORKBOOK

Contents:

SKILLS:	Page
#1 Agree Goals	3
#2 Route Directions	7
#3 Route Planning	12
#4 Levels of Instruction	16
#5 Agreeing Roles & Responsibilities	20
#6 Fixing Faults	24
#7 Lesson Structure	28
#8 Briefings & Visual Aids	33
#9 Control & Intervention	37
#10 Effective Questions	42
#11 Feedback	46
#12 Self-Reflection & Self Evaluation	50
#13 Mock Tests & Assessments	54
#14 Demonstrations	59

1. Agreeing the lesson Goals

Points to consider when developing this SKILL:

- Based on the NEEDS of the pupil, not their WANTS
- What happened LAST lesson or on the drive to the Test Centre?
- The pupil's REFLECTIVE log
- What is client centred? Why not instructor-led or client-led?
- SMART, GROW, STRECH not STRUGGLE
- What does the pupil want to ACHIEVE by the end of today?
- Gaining AGREEMENT
- SCALING – how confident?
- Value for money
- ADAPT as soon as appropriate to do so
- Don't ASSUME your pupil knows something today
- FLEXIBLE vs RIGID plans
- Goals break learning into bit-sized chunks

Watch the video



https://youtu.be/Nlx_SOgka50

Resources:

Webpages:

SMART goals:

<https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

GROW model:

<https://www.performanceconsultants.com/grow-model#GROW>

The Part 3 Marking Sheet and 17 Competencies:

Search ADI1 for the Examiners Guidance and go to Part 3

National Standards:

Search National Standards for Driver and Rider Training (NSDRT)

Books:

Practical Teaching Skills for Driving Instructors by John Miller

The Driving Instructors Handbook by John Miller

Who's in the Driving Seat? By Ged & Claire Wilmot

Questions?

1. Which document will you find out what the examiner is looking for with this skill?

2. Which competency deals with goal setting on the Part 3 Marking Sheet?

3. When is this competency assessed during the Part 3 test?
 - At the beginning
 - The end
 - Throughout the entire test lesson

4. Why is “what do want to do today?” a BAD question?

5. Think of 3 focussed questions when setting goals with your pupil?

6. Why is it important not to make assumptions about what your pupils knows or can do?

7. What is the danger of going into the test with a pre-set plan?
8. Name 3 ways the pupil may indicate to you that they have a learning need?
9. Why is it important that you gain agreement from your pupil when setting goals?
10. How will you know that you've achieved this skill?

2. *Giving Route Directions*

Points to consider when developing this SKILL:

- ADI method (Alert Direct Identify)
- When to use an Identifier
- Clear, concise and in **good time** – Keep It Simple
- Local knowledge – know your area
- Beware – next ‘available’ road
- Look at the pupil, projecting you voice (bumps in the road)
- What the examiner says at the start of a driving test (DT1)
- Independent drive – follow roads signs and markings
- Using a Sat Nav on lessons
- Dealing with pupils with Dyslexia or Dyspraxia (left and right)
- Going the wrong way (Cassandra example with Daisy)

Watch the video



<https://youtu.be/LghaOJVQbR8>

Resources:

Webpages:

Driving with Dyslexia or Dyspraxia

<https://aa-highway.com.sg/driving-with-dyspraxia/>

The Part 3 Marking Sheet and 17 Competencies:

Search ADI1 for the Examiners Guidance and go to Part 3

Guidance for Examiners conducting Driving Tests

Search DT1

Books:

Practical Teaching Skills for Driving Instructors

The Driving Instructors Handbook

Questions?

1. How would you use the ADI method when directing your pupil to go to Cromer?



2. What would you say to your pupil to direct them to go straight over at this roundabout?



3. Your pupil struggles with left and right, what practical things can you do to help them?
4. Your pupil has dyspraxia and is worried about their test. Should they make the examiner aware?
5. What's wrong with this direction?

Right! Ahead at the roundabout, turn left.

6. What should it be?
7. When would we ask a pupil to take the next *available* road on the right?
8. What skill are we testing by asking this?
9. Your pupil is going the 'wrong way' and it's safe to do so, what should you do?
 - a) Grab the wheel and make them turn
 - b) Reprimand them for 'their' mistake
 - c) Don't make a fuss, it's ok to miss a turn
10. Giving directions and instructions clear and in good time is a competency found on the Part 3 and Standards Check Marking Sheet. Explain why this falls under the RISK section?
11. Did Cassandra give the pupil the direction to turn left at the first roundabout clear and in good time?
12. How do you feel Cassandra dealt with Daisy's 'mistake'?

Follow the road ahead at all times UNLESS signs or road markings direct you otherwise.

If I need you to turn left or right, I'll let you know in plenty of time.

Nothing said,
Straight ahead!

CONFIRMATIONS

Follow the road
ahead

Ok Howard, at the
roundabout, turn
right

Ok Daisy, at the end
of the road, turn left

3. *Route Planning*

Points to consider when developing this SKILL:

- Beginner & Nursery routes – car control and judgement
- Intermediate & Challenging routes – anticipation & planning
- Difficulties separating the two
- Keep off test routes & popular car parks
- Research suitable training areas, be creative
- Dynamic risks
- Demonstration drive to suitable area
- Longer lessons to get to practice all road types & conditions

Watch the video



<https://youtu.be/3UnKKWbuAgo>

Questions?

1. You have a new pupil that lives at NR13 5BT. It's their first lesson and they have never driven before. Find a suitable area within 5 minute's drive to deliver the lesson.
2. You have a pupil that needs picking up from the train station in Norwich City Centre. They've had 30 hours of lesson with an ADI where they live in North Norfolk and want to drive in the city. Plan a 15 to 20 minute assessment drive.
3. You are in Taverham with your new pupil on their 2nd lesson. They are doing well at moving off, stopping and steering and want to have a go at using higher gears and building up more speed. You're thinking of letting them have a go with your help on the A1067 Fakenham Road to do this. There is a busy T junction and a roundabout to negotiate first. What will you do?
 - a) let them drive and you guide them through
 - b) you drive to a place they can take over
 - c) Not let them do it, stick to quiet junctions

4. When planning a nursery route, what dynamic risk factors will you need to consider?
5. Why should we not continually practice on test routes with our pupils?
6. You have a beginner pupil on their first lesson. You need to drive them to a suitable area. What will you demonstrate on the short drive?
7. Name at least 5 things that you'd include on an advanced route?

4. Levels of Instruction & Adaption

Points to consider when developing this SKILL:

- The levels of instruction (LOI) – Proactive and controlled
 - FULL or GUIDED (one thing at a time)
 - PROMPTED (Tell me or Show me)
 - INDEPENDENT
- Adaption
 - Change goals
 - Change practice areas
 - Change LOI
- Teaching or Assessing
- Agree the LOI and knowing when to change
- Under Instruction – reactive and retrospective
- Over Instruction – pupil not required to think for themselves
- Scripted instruction – MSPSL (watching your pupil)
- Striking the right balance

Watch the video



https://youtu.be/vKRH_rcvGSw

Questions?

1. Which competencies on the Part 3 Marking sheet relate to your level of instruction?
2. You have a pupil learning a new topic of T junctions. They are feeling slightly nervous and lack confidence. What level of instruction do you feel would be appropriate in this situation?
3. Your pupil is struggling with correct mirror use. You've agreed to help them. What levels of instruction might you use?
4. Your pupil is near test standard and you have agreed to assess their drive in the city for the next 10 minutes. What level of instruction will you use to begin with?
5. Your pupil is doing well with roundabouts. They have shown competence to do these independently. They have just made a mistake, pulling out into a gap but stalled the engine as they did not set the gas before moving off. They are visibly stressed. What level of instruction does your pupil need to help them recover?
6. How will you recognise if you're over instructing?

7. How will you recognise if you're under instructing?
8. If you're pupil is capable of moving off and stopping, but insist on a full talk through every time, what would you do?
9. Why is it important that if you are changing the level of instruction you make it clear to the pupil?
10. Your pupil is doing well dealing with quiet roundabouts, how will you adapt the lesson plan?

5. *Agree roles & responsibilities*

Points to consider when developing this SKILL:

- The balance of responsibility between instructor and pupil
 - Who's doing what? (level of instruction)
 - What if things go wrong? (intervention)
- How much help the pupil NEEDS varies from:
 - Pupil to pupil
 - Lesson to lesson
 - Situation to situation
- Keeping things SAFE and maximise LEARNING
- Encourage your pupil to self-analyse what went wrong
- Working WITH your pupil to solve problems
- Links very closely with Levels of Instruction and Intervention
- Comfort Zone vs Competence Zone
 - STRETCH vs STRUGGLE
- Managing risk CONTINUOUSLY throughout the lesson
 - NOT just an opening statement

Watch the video



https://youtu.be/U8_61dTm2rE

Questions?

1. Which competency on the Part 3 Marking sheet best relates to this skill? Write it below.
2. Read the ADI 1 guidelines and write down 4 positive indicators of demonstrating the competency?
3. Write down 4 indicators showing a of lack of competency?
4. What are the advantages of agreeing roles and responsibilities with your pupils before attempting to solve the next problem?

5. How will you recognise when to adapt the roles and responsibilities during a lesson?
6. When changing the plan, why is it important to redefine roles and responsibilities?
7. What are the benefits of encouraging your pupil to self-analyse following a problem?
8. You have agreed to give your pupil a full talk through on moving off. After a couple of practices, they are now starting to get ahead of you, what should you do?

6. *Fixing faults*

Points to consider when developing this SKILL:

- What is a fault and why do pupils make them?
 - A learning opportunity
 - A need
 - A golden nugget
- The 3 stages of fixing faults
 - Fault Identification (What?)
 - Fault Analysis (Why?)
 - Fault Remedy (How?)
- Getting to the root cause through effective fault analysis
- Awareness surroundings and pupils actions
 - Watch - Eyes / Hands / Feet / body language
 - Listen
 - Respond
 - Instructor Checks
- Correctly identifying faults using a DL25 and DT1
- PREVENTION - Proactive vs reactive
- MSPSL and LADA

Watch the video



<https://youtu.be/3DI99UCthh0>

FAULT ANALYSIS WORKSHOPS – 15 videos in one PLAYLIST



<https://youtu.be/MOzbXVMq7yg>

Get your FREE FAULT ANALYSIS WORKSHEET

Just follow the link here or under the video

<https://h2d.rocks/fault-analysis-sheet>

Questions?

1. Why do pupils make commit faults?
2. Why is it vital that instructors can correctly identify faults?
3. Give 3 reasons we need to analyse faults?
4. Your pupil keeps repeating the same fault. They keep selecting 4th gear instead of 2nd gear when entering a roundabout. What remedial action could you suggest to your pupil?

5. If you are missing the pupil's faults (needs), which competency on the ADI Part 3 marking sheet, will you be marked down on?
6. Watch this video <https://youtu.be/Wd2mGBdCrBg> and complete the Fault Analysis Worksheet. What is the remedial action for this fault? Why is the benefit of using transferable skills?
7. Which document will help you correctly identify faults on the DL25?
8. Why is it better to prevent a known fault from reoccurring?
9. What is a serious fault?
10. What is a 'not worthy' fault? Is it worth a mention? Why?

7. Lesson Structure

Points to consider when developing this SKILL:

- ROMPS
 - A beginning (Recap, Goals and Briefing)
 - A middle (Practice and redefine goals)
 - An end (Summary and reflection)
- Time management
- Route planning
- Matches pupils Ability & Experience
- The Driving Syllabus
- Teach SKILLS, then transfer to SUBJECTS
 - Car Control
 - Awareness
 - Anticipation
 - Planning
 - Judgement

ROMPS STRUCTURE

Recap

- Faults on way to Test Centre
- Last lesson
- Reflective logs
- Routines

Objectives

- NEEDS vs WANTS
- Agree what pupil will ACHIEVE
- Scaling
- Agree Level of Instruction
- STRETCH vs STRUGGLE

Main points (Explanations / Briefings)

- Is it a new topic?
- Ask questions to check understanding
- Keep it relevant to today's lesson (goals and route)
- Keep it BRIEF

Practice & ADAPT

- Allow plenty of time to practice new skills
- Watch pupil and FIX faults
- Change the plan when required

Summary

- Encourage self-reflection and self-analysis
- Must be relevant – based on what just happened and NOT generic
- What will the pupil TAKEAWAY?
- Revisit Scaling
- Plans for next lesson

Watch the video



<https://youtu.be/IKYivB5HzTw>

Resources:

Webpages:

Learning to drive a car syllabus

<https://www.gov.uk/government/publications/car-and-small-van-driving-syllabus>

Questions?

1. Name 3 benefits of pre-planning a lesson?
2. Name 3 'pitfalls' of sticking to a pre-planned lesson?
3. Which competency on the Part 3 Marking sheet does this skill relate to?
4. If your pupil is struggling during the lesson, name 3 ways you could change the lesson structure?
5. When planning a suitable a lesson, why are the practice areas so important?

6. Why is it important to allow your pupil plenty of time to practice a new skill?

7. Name the 4 units outlined in the driving syllabus?

8. Look at Unit 1 and think what you could include into your Part 3 lesson that your pupil may not have covered before in normal lessons?

9. Why is important to communicate a clear lesson structure with your pupil throughout the lesson?

10. Using the ROMPS structure, plan a 45 minute lesson on the subject of Pedestrian Crossings to a pupil as a new topic.

8. *Briefings & Visual Aids*

Points to consider when developing this SKILL:

- Briefings
 - BRIEF
 - Interactive
 - Relevant to pupils needs
 - Clear, concise and technically correct
 - Define expectations & terminology used
 - Structured (Intro / Overview / Details)

- Visual Aids
 - Use a variety
 - Clean & simple, not cluttered
 - Great to prevent & analyse faults

- Learning Styles (VAK) & Teaching models (EDP)

- Presentation skills & POV

- Reduce risk

- Put away before practice

Watch the video



<https://youtu.be/slcazYsbqZ8>

Resources

VAK Questionnaire

https://www.businessballs.com/freepdfmaterials/vak_learning_styles_questionnaire.pdf

Neil Beaver Apps

<https://www.robosoul.co.uk/apps.html>

Questions?

1. Why is it important to ask your pupil questions during a briefing?
2. Name 3 benefits of delivering a short and relevant briefing to your pupil on a new topic before practice?
3. Name 3 situations when a briefing would NOT be necessary?
4. Name 5 different visual aids you could use during a driving lesson?
5. During a briefing (or discussing a fault) how could you engage the pupil? List 3 ways.

6. Why is it important you put away any visual aids before getting your pupil to move off?
7. Practice delivering a 6 minute briefing that would be suitable for a learner who has never turned left at junction (major to minor) and has not heard of MSPSL.
8. Record your briefing (on a phone) and reflect on your own performance. What went well, what didn't go so well and what would you need to do differently next time to improve?

9. *Control & Intervention*

Points to consider when developing this SKILL:

- Why intervene?
 - Prevent injury or damage
 - Prevent breaking the law
 - Prevent stress
 - Prevent mechanical damage

- Prevention
 - Planning suitable routes
 - Awareness of pupil & surroundings
 - Giving directions & instructions clearly and in good time
 - Overriding pupils 'poor' decisions
 - Verbal or Physical

- Use of dual controls
 - Taking control
 - Make pupil aware
 - Handing back control
 - Pull up or keep moving?
 - As a teaching aid

- Best practice
 - Control first, educate second
 - Balanced Instruction (avoid Over & Under)
 - Instructors seat – set up
 - Examples of when & when NOT to dual control

Watch the video



<https://youtu.be/ZlBme4KKtPg>

CONTROL first
EDUCATE second

“your car”
“my car”

Questions?

Your pupil has just pulled out of a T Junction and you have had to press the brake and clutch to stop the car before going over the give way lines. There was a red car approaching from the right and the unsafe emerge would have caused them to brake heavily to avoid a collision.

1. What should you say to your pupil?
2. What should you physically do after the intervention?
3. Why is it important to state to your pupil that you have 'dual controlled' them?
4. Why is it important you 'hand back' control?
5. After the safety critical event, what action will you take?

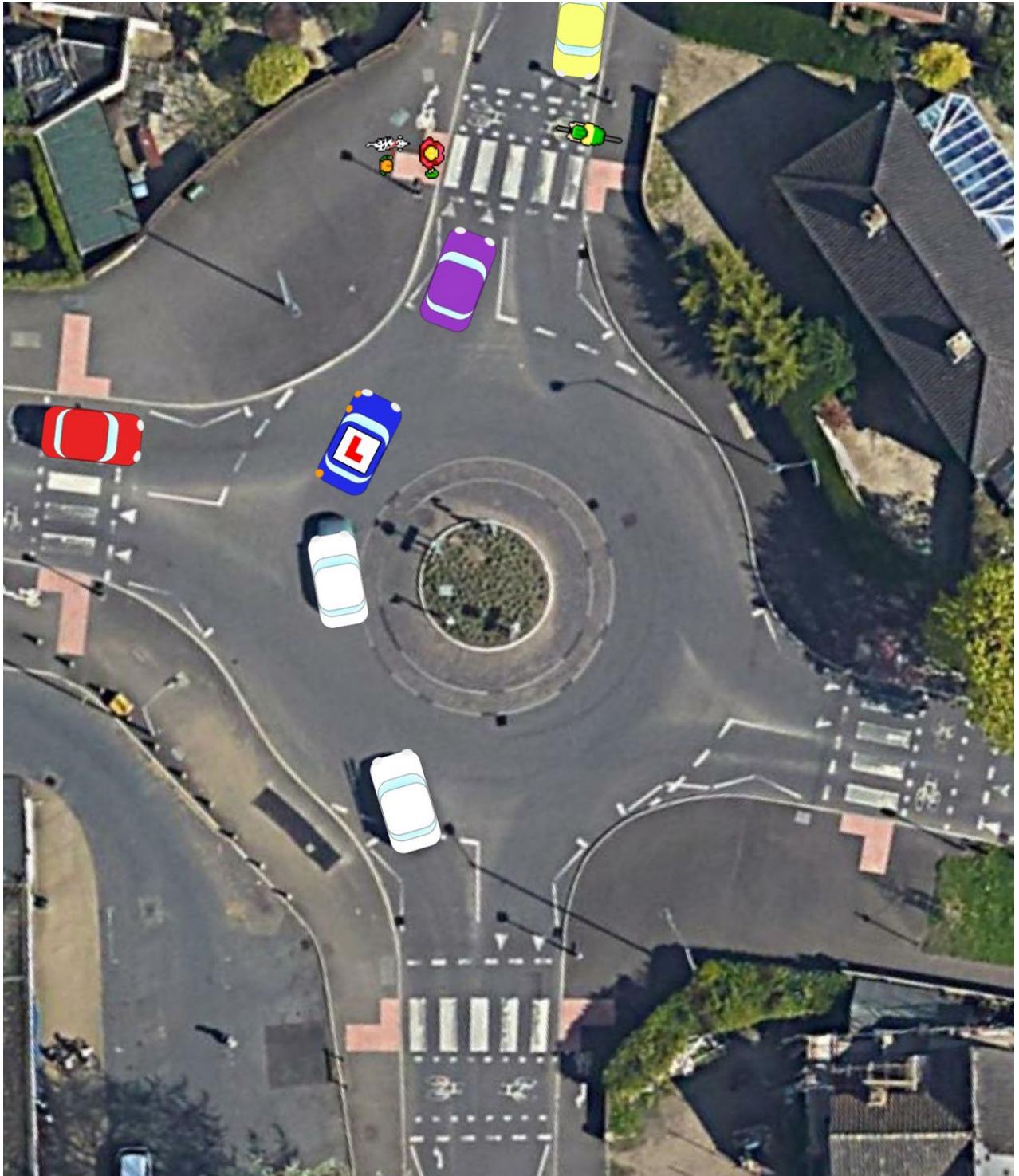
6. Name 4 ways you can 'dual control' a pupil?

7. Which of the 17 competencies best deals with using the dual controls?

8. How can the instructor use the dual controls as a training aid?

9. Study the picture on the next page. Your pupil in the blue car is going ahead at a roundabout and has blocked entry point to the red car to the left. Should the instructor **a)** allow the mistake and discuss as a learning point afterwards OR **b)** prevent the mistake by intervening? Please discuss what you would do and why you feel it's appropriate?

10. If there was a YELLOW BOX JUNCTION on the exit, would this change your view point?



10. *Effective Questions*

Points to consider when developing this SKILL:

- Why ask questions in a driving lesson
 - Involves the pupil in the learning process (client-centred)
 - Find out what the pupil knows & what they DON'T
 - Solving problems or get to the root cause
 - Explore ideas or concerns
 - Reach an agreement
 - Find out what the pupil is thinking
 - Check learning has taken place
 - Find something out
- Questions whilst stationary
 - Coaching
 - Thought provoking (feelings & motivation)
 - Conversational & natural (build rapport)
- Questions on the move
 - Focused questions
 - Closed question – one word answer
 - Show me / Tell me
- Dig deep
- Control first, educate second
- Active listening

Watch the video



<https://youtu.be/28Xepxdyenc>

When you talk, you are only repeating
what you already know.

If you listen, you may learn something

Questions?

1. Name 3 benefits of asking your pupil effective questions?
2. Think of 2 goal finding questions you could ask your pupil at the start of a lesson?
3. Think of 3 prompting questions you could ask your pupil that needs help on their mirror use when a approaching a row of parked cars on your side of the road?
4. Your pupil has just missed several gaps to enter a roundabout. Think of 3 questions you could ask to get to the root cause of the problem?

5. Your pupil is being challenged and they are out of their 'comfort zone' but are within their 'competence zone' and they need to be able to concentrate. Asking questions for them to answer will overload them. What could you say in this situation?
6. What are the benefits of digging deeper into a pupil's knowledge and understanding?
7. Why is it important to allow your pupil some thinking time to develop their thoughts before answering your questions?

11. *Feedback*

Points to consider when developing this SKILL:

- How you communicate with your pupils
 - How are they progressing towards their agreed goals?
 - Encouraged - when doing well
 - Supported - to overcome learning opportunities (mistakes)

- 5 essentials when giving feedback to the learner
 - Timely
 - Positive
 - Honest
 - Specific
 - Relevant

- Praise, Encouragement & Support

- Feedback is two-way (client-centred learning)
 - From instructor
 - From pupil (self-reflection & self-evaluation)

- Active and Passive learners

- How to deliver feedback
 - Say nothing
 - A smile, a nod, a thumbs up or a well done!
 - A conversation (on the move when appropriate)
 - A discussion (at the side of the road)

Watch the video



<https://youtu.be/qY38XVWyRhc>

INCLUDE RELAVANT VIDS Colin and Emily lesson – set more gas

Questions?

1. What might you're pupil say if they want to get some positive reinforcement from you?
2. Why is it important to provide timely feedback to your pupils?
3. Why is it important to give praise when it's due?
4. What are the potential problems when your feedback is not honest?

5. Which two competencies specifically deal with feedback?
6. Why is it important to help learners understand potential safety critical incidents?
7. Name 4 ways you can deliver positive feedback?
8. Why is it important that we seek feedback from the learner on their own performance?

12. Self-Reflection & Self-Evaluation

Points to consider when developing this SKILL:

- **Encouraging** pupils to reflect on their own performance
 - Where were we?
 - Where are we now?
 - Where are we going next?
- What is it?
 - A skill for life – Lifelong learning
 - Self-analysis
 - Taking responsibility for learning
 - Critical thinking
 - Problem solving
 - Client centred
 - Relevant to them
 - From the learner
- Mind mapping & Scaling (optional tools)
- Can be done at the end or during the drive near the test centre
- What will the pupil take away from today?
- Don't rush it, allow 3 to 4 minutes
- Talk less, listen more (client-centred)
- Your reflective log (take to Part 3 test)

Watch the video



<https://youtu.be/TTvu6zg1MbU>

Questions?

1. Why is it important that we encourage our learners to reflect on their own performance?
2. Write down 3 questions you could ask a pupil to reflect on their performance after a lesson on bay parking?
3. Which competency does this relate to on the Part 3 marking sheet?
4. Do you have to wait until the end of the lesson to encourage your pupil to reflect on their performance? Name 2 occasions you would do this during a lesson?

5. Why is it important that we allow our pupil time to respond in their own words?

6. What are the potential problems if we answer for our pupil, make assumptions or finish their sentences?

7. If using scaling to ascertain the learners confidence or ability for the given subject, why is it important we ask the pupil to reassess their score at the end of the training?

8. Describe a time when you have self-reflected after one of your training sessions that has really helped you to understand what you need to do differently in the future?

9. Your pupil has just failed their driving test. They are frustrated and are blaming the cyclist for entering the roundabout and the examiner for stopping them unnecessarily. What advice would you give to your pupil?

13. *Mock Tests & Assessments*

Points to consider when developing this SKILL:

- Assessments vs Mock Tests
- Assessments:
 - For new or existing pupils
 - Skills assessment on what the pupils already knows
 - Assess pupils readiness for a mock test
 - Short 10 to 20 minutes
 - Informal
 - Adaptive routes that match needs
 - Option for fault ID and reason
- Mock Tests:
 - For pupils capable of passing the test
 - Simulates the test and test conditions (formal)
 - All road and traffic conditions plus manoeuvre
 - Full test duration of 38 to 40 minutes
 - Result & debrief at the end
- Mock test tips:
 - Putting on your examiner 'hat' on
 - Watch the pupil
 - Mentally drive it – what would you do?
 - Record faults on DL25 (when safe to do so)
 - Assess the 'whole' situation before recording faults
 - Note 'not worthy' faults
 - Plan your own test routes locally (fit for purpose)
 - Pre-record Sat Nav for independent drive (Tom Tom 52)
 - Buddy up with other instructors

- Sitting in on tests, the benefits:
 - Learn from examiners
 - Understand how to build suitable routes
 - Help your pupils understanding
 - Able to drive back if test terminated
 - Moral support for your learner
- Sitting in on tests, the rules:
 - Turn off phone and hang back
 - Sit behind the pupil for the best view
 - Keep still and be quiet
 - Make mental notes
- Knowledge of DT1 and DL25
- Booking the test and the OBS
- Dealing with pupils that have booked a test but are not ready
- Top 10 reasons people fail the driving test

Watch the video



<https://youtu.be/MbBSXV6jYOs>

Resources:

Webpages:

Top 10 reasons for failing the Driving Test in Great Britain:

<https://www.gov.uk/government/publications/top-10-reasons-for-failing-the-driving-test/top-10-reasons-for-failing-the-driving-test-in-great-britain>

Driving test failure reasons data:

<https://www.gov.uk/government/statistical-data-sets/driving-test-failure-reasons-data>

Carrying out driving tests: examiner guidance (DT1):

<https://www.gov.uk/guidance/guidance-for-driving-examiners-carrying-out-driving-tests-dt1>

DL25 Driving Test Report:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/976763/dl25-driving-test-report-form.pdf

Questions?

1. When might you conduct an assessment with one of your pupils?
2. What is the goal you are looking to achieve by conducting an assessment?
3. Name 3 benefits of conducting a mock test with a test ready pupil?
4. How will you develop your skills of delivering a mock test?
5. Historically, what are the top 3 reasons learners fail the UK driving test?

6. In your opinion who is accountable for the 'top' reason for test fails?
7. As an instructor, what will you do to help your pupils avoid these test pitfalls?
8. Name 5 problems of telling your pupil 3 days before their test that they are not ready?
9. How will you avoid this situation from happening in the future?

14. *Demonstrations*

Points to consider when developing this SKILL:

- EDP Teaching model
 - Explain
 - Demonstrate
 - Practice

- Benefits of demo's
 - See it, feel it
 - Engaging and interactive
 - Allows the pupil to watch, to understand, to ask questions
 - Suits visual learners or those which lack confidence or understanding
 - Switching roles – pupils becomes instructor

- Providing an instructional commentary with a faultless drive

- Keep it simple and focused on goals (don't show off!)

- Demonstrating faults (safely)

- Skills you can demonstrate
 - Clutch control
 - Steering
 - Changing gears
 - Rolling 1st gear
 - Corners & Bends
 - System of Car Control (IPSGA or MSPSL)
 - Approaching & exiting Roundabouts
 - Coasting
 - A manoeuvre
 - The Emergency Stop
 - Sustained gear changes (rev matching)
 - Controlling a rear wheel skid (off road)

Watch the video



https://youtu.be/H_1XjM9-3Bg

Instructor demo on roundabouts

<https://youtu.be/LK3DxTKEiFk>

51:57 to 55:37

Questions?

1. Name 3 benefits to providing a demonstration to your pupil?
2. Will a demonstration meet the needs of all your pupils?
3. Could you provide a demonstration instead of a traditional roadside briefing?
4. During a Part 3 test or Standards Check, could you provide a demonstration if required?

5. When demonstrating, why is it important to keep it simple, based on the learning aims of your pupil?
6. Name 2 ways you can make your demonstrations engaging and interactive?
7. What type of learning style might better 'fit' a demonstration?
8. Provide a demonstration to your trainer. Write down what went well, what didn't go so well and what you would need to do to improve this skill?
9. Name 3 car control skills you could demonstrate on a beginner's first lesson when driving the pupil to a suitable training area?

The end

Notes: