

Lesson Planning: Competence No.2

This second competence under Lesson Planning asks the question **'Was the agreed lesson structure appropriate for the pupil's experience and ability?'**

What you do on a lesson with your pupil can either keep them motivated, challenged and happy they are making progress or if the lesson is not structured properly can quite quickly deteriorate into an hour of disorganised chaos that at best can leave your pupil feeling unsure about their progress.

Lesson Structure

So, I'm going to talk a little bit about what is meant by 'Structure of the Lesson?' Well the starting point for putting together what you are going to do in any lesson comes from the conversation you have had with your pupil around the goals that were set for that lesson.

This might be a new goal that you have just set, or something carried over from the last lesson you had together.

Each lesson you deliver to every one of your pupils should be **unique** to them around what they want to achieve. No two lessons are structured the same. The structure is what you agree to do during that hour to help your pupil best achieve their goals.

Progress should be at a manageable rate

So, what you do should allow the pupil to make progress at a manageable rate. By this I mean their manageable rate not yours. It's important as a trainer that your Rapport is sufficiently developed with your pupil so when you ask questions your pupil is happy to tell you exactly how they are coping.

Stretch you pupil but do not overwhelm them.

What you do during the lesson should stretch your pupil to challenge them but do that without overwhelming them.

Think about the last time you felt overwhelmed. How did it feel for you? Remember back when you were learning to drive, how did you feel it then? What was that experience like?

That feeling of being overwhelmed with so many things to remember and things to do all at the right time whilst not crashing can reduce the pupil's capacity to take in information in a controlled way and learn from the experience. It becomes blockage to learning.

When you are structuring a plan for your lesson consider where the pupil is in their learning and what might be too much for them to deal with at that time.

For example, let's say it's your first lesson with your pupil attempting roundabouts and they have concerns and are nervous about making the right decisions to go when entering them.

It would completely overwhelm your pupil if you decided to structure the lesson around decisions to go on fast-flowing multi-lane and multi-exit roundabouts as their first attempt.

Better to do this on smaller less busy and less complicated roundabouts first.

You want to both keep your pupil challenged and recognise when they have met that challenge and are ready to move on. It's at that point you can consider a plan for what you do next.

Move on if they get it

So, if your pupil starts to get it, you shouldn't restrict the structure of the lesson to very quiet junctions. Unless you have identified a potential risk issue that you and your pupil want to make sure you get right first.

Here are 4 areas of competence that you would want to show an examiner that indicates whether the lesson structure was appropriate for the pupil's experience and ability.

1) Ensuring the pupil understands what they plan to do and agrees with that plan

Firstly, at the beginning but also at every stage in the lesson you must ensure the pupil understands what you plan to do and agrees with that plan.

Once you have decided on a structure for the lesson for achieving your pupil goals. Make sure you talk about your plans in detail and that your pupil is aware of what would be required and that they agree with your suggestions. They should feel comfortable to make suggestions of their own which you would also agree together.

2) Ensuring that the lesson reflects the information given by the pupil and the learning goals they want to tackle

The second area of competence that indicates whether the lesson structure was appropriate for the pupil's experience and ability is that 'the lesson must reflect the information given by the pupil and the learning goals they want to tackle.'

So, you need to keep on track with the pupil's goals. Remember learning objectives and Goals can change throughout the lesson as the pupil progresses. So as well as structuring the lesson around the pupil's goals, be prepared to change up what you do as and when necessary.

3) Building in opportunities to check the statements made by the pupil before moving to more challenging situations.

The third area of competence is that you should 'build in opportunities to check the statements made by the pupil before moving to more challenging situations'.

Building in opportunities means that you need to consider time at the side of the road or as you drive (if the pupil is at that level) to discuss progress so far.

Keep focussed on their progress. Find out from them how they feel about how it is going and if they are ready to move on to more challenging situations around the goals they are working on. Make sure the route you choose gives you opportunities to pull over when necessary.

4) Checking theoretical understanding

The fourth area of competence is that you should make sure that you are 'checking the theoretical understanding of the pupil'.

As part of setting up the structure of the lesson the pupil may be encountering new situations. The theory around these situations needs to be discussed to help the pupil fill any knowledge gaps and check their understanding.

So, every lesson you should be looking to help the pupil expand their driving theory knowledge around the topic of the lesson and skills they need to acquire or develop.

Here are two examples of areas that would show an examiner a lack of competence.

1) Delivering a pre-planned, standard lesson that doesn't take into account the pupil's expressed needs or concerns

Firstly, 'delivering a pre-planned, standard lesson that doesn't take into account the pupil's expressed needs or concerns. So this would be the complete opposite of delivering a client-centred driving lesson. This type of 'one size fits all' approach to training is a far less effective teaching method.

The purpose of all driver-training is to assess and develop the learner's skill, knowledge and understanding. Research indicates that this is best achieved by placing the client at the centre of the learning process.

If you are delivering a pre-planned standard lesson that pays no regard to the learning objectives of the pupil. Then you are working on your agenda and what you think the pupil needs rather than the lesson being centred around your pupil's goals and what they would like to achieve.

2) Failing to build in a suitable balance of practice and theory

The second indicator of a lack of competence is 'failing to build into your lesson a suitable balance of practice and theory'

If you are delivering an hour training on driver theory and that was the agreed plan for the lesson. That would be a theory lesson.

When delivering a practical driving lesson where your focus is on helping the pupil develop driving skills around their goals. The balance is ensuring the pupil has enough theoretical knowledge that is relevant and underpins decision making around achieving the goal.

OK that brings us to the end of this second competence in Lesson Planning. In my next video, I am going to talk about Competence No.3 which is 'were practice areas suitable?'