

Lesson Planning: Competence No.1

This whole Lesson Planning section looks at the four competencies around the driving lesson and how it should be well planned.

It covers Goal setting and having a structure for the lesson, so the pupil knows what they are setting out to achieve and that you have chosen a good training route that helps them achieve their goals.

This competence also covers how you should be able to adapt the lesson plan where necessary to ensure that learning takes place and the lesson Goal is achieved.

On this page, I have included a cross-reference table that shows you how each of the different competencies of the assessment link to the Driver and Rider National Standard.

The National standards detail the skills and knowledge you need to deliver a great client-centred lesson around the Driver syllabus. So be sure to use this table to make the connection between each area of competence and the skills and knowledge you need.

Setting Goals

OK, so, the first of the competencies under Lesson Planning is '**Did the trainer identify the pupil's learning Goals or needs?**'

Other videos that follow this one look at the other competencies in this area and how you can best deliver a focussed and well-planned lesson that helps your pupils achieve their Goals.

Now, research shows that learning takes place best when training is centred around the pupil and their needs. This competence looks at how well you can identify what your pupil's needs are and help them create goals for the lesson around those needs.

Usually, identifying Goals around learning to drive and what areas the pupil may need help with, is something that happens at the beginning of a lesson. However, these can easily change throughout the session as goals are either achieved or the pupils needs change.

This is why when on your Part 3 or your Standards Check the examiner does not normally mark this area until the lesson has finished.

Now, there has to be a starting point for the lesson so when working within this competence at the beginning of the lesson you will be having conversations with the pupil to either set a new Goal for the session or talk about an existing Goal that you will be continuing to work on carrying over from the last lesson.

Establish where they are now in their learning

If this is the first time you have met the pupil you will need to have a conversation with them to establish where they are now in their learning.

Here you want to build a picture of the pupil's experience so far. For example, talking to them about:

- what they have they done?
- How many hours have they driven?
- Where have they driven and at what times of the day?
- What reversing manouvers they have carried out?
- What have they done so far and with whom?

Some other good questions to ask would be;

- What parts of their driving is going well for them at the moment?
- What parts do they enjoy the most?
- Do they enjoy driving?
- How do they feel when they drive?
- What areas of learning to drive do they struggle with?
- What problems do they have at the moment?

Ask the pupil to carry out a demonstration

If you have a new pupil who you have not seen before but who has experience. It's perfectly OK for you to ask the pupil to carry out a demonstration of what they can do.

It's necessary for you as the trainer to see evidence of where the pupil is and what their needs are.

So, depending on what they have told you and their experience so far. Their demonstration could range from a simple move off and stop to short assessment drive.

So, having a conversation and seeing what your pupil is capable of, should give you a good idea of the pupil's level of competence and provide a basis for a discussion of the pupil's needs, what they want to work on and you can help them with that.

Demonstrating Competence

To demonstrate competence in this area, both at the beginning and throughout the lesson you should be **encouraging the pupil to feedback** to you say what they want to focus on and what they think they need to do to help them improve.

Make sure you are always listening to what the pupil is saying. That you are taking it all in and understanding what is being said.

If necessary, you should check by asking questions or repeating back what they have just said to make sure you understood it. Not doing this will mean that the pupil may feel they are not being listened to or not working on what they need to work on. They might get frustrated because you might not be focussed on the right things to help them with.

You also need to make sure you are **considering the pupil's body language** and what this might be telling you? Non-verbal communication, our body language represents about 55% of how we communicate a message.

So, listen with your eyes. Does your pupil look nervous, interested, frightened, uninterested or impatient to get on with it?

If your training is consistent in encouraging your pupil to say what they want, that you are prepared to ask questions to check understanding at the beginning and as the lesson progresses, that you listen to what your pupil is saying and also pick up on body language you are likely to get a 3 on your assessment.

If, on the other hand, you do all the listening bits but fail to spot your learner's very nervous body language in particular situations, you would probably get a 2.

This would show the examiner that you have demonstrated your understanding of the need to listen but have not yet developed your ability to spot non-verbal communication.

OK, here are 4 more indications of a lack of competence in Lesson Planning. Firstly,

1) Making assumptions about a pupil's understanding or experience.

As trainers it is important, we are always working on the solid ground of knowing and not assuming. Assuming something could at the very least, take us down a completely wrong training path at worst could increase risk and the potential to put the car in danger.

It's our role to never assume a pupil's understanding or experience. Our role is to establish through questioning, so we know exactly what that understanding is.

The second lack of competence in this area is:

2) Failing to note a negative or concerned comment or a pupil's body language that shows discomfort.

So, as well as making sure you are picking up on a pupil's body language as I mentioned earlier. It's important that you pick up on comments coming from the pupil.

You need to make sure that you are dealing with every question and any blockage to learning indicated by what they say either voluntarily for example as you are having a conversation at the side of the road or involuntarily as they are driving or trying something new.

The third lack of competence example is where:

3) A trainer undermines the pupil's confidence by continually asking questions clearly beyond the pupil's knowledge or understanding.

It's important that you keep your training at a level the pupil can comprehend and understand without making it too hard or overwhelming them.

You are helping them by asking questions within and around their understanding. Anything outside of that understanding, you are teaching them.

The final area where a trainer might show a lack of competence is:

4) Pushing the pupil to address issues that they are not happy to talk about.

One of the key coaching skills you might need to develop is building a good rapport between you and your pupil. Developing a good rapport ensures a good flow of two-way communication where the pupil is more likely to tell what they think or feel about a situation.

You should be able to recognise when the pupil is reluctant to tell you what they think at any point. However, when there is a clear need such as a risk that has been identified or a safety-critical issue you should make sure the issue is addressed and understood by the pupil in a considered way.

OK that brings us to the end of this first competence in Lesson Planning. To help you with Goal setting be sure to look at my video on this page. There are also other training videos on creating a great client centred driving lesson that discuss Rapport building that you may also like to check out.

In my next video, I am going to talk about Competence No.2 Was the agreed lesson structure appropriate for the pupil's experience and ability? Click on that video and I'll see you soon.