

Lesson Planning: Competence No.3

So, at the beginning of the lesson you would have had a conversation with the pupil and developed some goals to achieve by the end of the session. You would also have considered how the lesson would need to be structured, what the pupil might need to practice and how you can help them.

This third competence under lesson planning considers '**Were the practice areas you chose suitable?**

The route or practice area you choose is important in helping the pupil be successful in their learning and make progress. So, you need to consider an area or route that allows the pupil to practice safely and helps them achieve the goals they have set.

Things to consider:

Here are some particular things you must consider when choosing an appropriate practice area or route.

Firstly, **choose a route that gives the pupil a range of opportunities** to help them work on their goals.

For example; If the topic for the lesson is ' T junctions turning left and right' and the lesson goal the pupil is working on is 'to exit T junctions safely and under control.' Then the route you choose should have plenty of junctions in a small enough area that the pupil can circuit around to give them lots of opportunities to practice.

You also, need to be **thinking around the pupil's needs might change during the lesson**. So, be sure to build in contingencies into the route. For example, the pupil may start to struggle with certain aspects of what they are trying to achieve. If the pupil starts to struggle with tasks, make sure there are opportunities within the practice area to break off and deal with those if you need to.

Also, consider what happens if the pupil progresses quickly and quite soon the route may become too easy and unchallenging for them. So, build in a Plan B, and Plan C or even a Plan D when thinking about what might happen and what your training options are to support the pupil's needs around the route you have chosen.

Make sure that your practice area provides some stretch and challenge for the pupil, that it's realistic in terms of the pupil's capabilities and confidence. **You should not be choosing a route that takes the pupil so far out of their competence zone that they feel overwhelmed.**

Keep the choice of route focussed on the pupil and what their needs are. To have a large multi-lane, multi-exit roundabout between those junctions you are working on, would be way beyond anything the pupil could deal with at the competence level they are at and would be to totally wrong thing to do.

The route should help the pupil to make them feel they are always in control of the tasks they are trying to learn and not overwhelmed by them. You don't want your pupil to be spending all their time thinking about 'surviving' around what they are doing because the practice area isn't giving them enough time to think. **The practice area should be large enough to give them time and space between tasks for the pupil to develop around their learning goals.**

You need to **consider what hazards and risks there are along the route that the pupil cannot manage**. I am going to talk more about Risk Management in later training videos when I'll cover this in more detail.

But here is an example of how the route you choose and any hazards along it can impact on risk. It can either reduce that risk for the pupil or dramatically increase it. You should not expose the pupil to risks they cannot manage around those hazards. You have to decide how you and your pupil are going to manage the risk around the route you have chosen.

OK that brings us to the end of this third competence in Lesson Planning. In my next video, I am going to talk about Competence No.4 which is 'was the lesson plan adapted, when appropriate to help the pupil work towards their learning goals?'

Indications that all the elements of competence are in place could include choosing a practice area / route that provides:

- A range of opportunities to address the agreed learning objectives
- Challenges, but is realistic in terms of the pupil's capabilities and confidence

Indications of lack of competence include the ADI taking the pupil into an area that:

- Takes the pupil outside of their competence zone - so that they spend all their time 'surviving' and have no space left to look at learning issues
- Exposing the pupil to risks they cannot manage