



I've Got A Plan!

This month I am planning to look at the way in which a lesson can be planned. Planning is vital to delivering a well structured lesson but it is, itself, a skill that can be learned by all. When done properly, it forms a structure that can be adapted to teaching any subject at all. The majority of the problems encountered when planning lessons are due to over complicating the issue. Simplicity is always the key to success, so you need to emphasise a straightforward and reliable structure - the more complicated, the greater the chance of confusion. Like planning a building, the foundations need to be simple and strong to ensure that they stand the test of time and that anything built upon the foundations you provide is stable and secure. You want to leave your pupil with the skills needed for driving that will literally keep them as 'safe as houses' on the road, whatever the prevailing conditions.

Start At The Beginning

The very first thing you should do is carry out an introduction. This has two main purposes:

- To introduce yourself - common courtesy
- To introduce the lesson I will not tell you how to introduce yourself, but do keep the lesson introduction simple. For example:

'Today you will be learning how to deal with turning right and left' or 'Today I will teach you how to complete a turn in the road' - Job done!

Now you need to ask your pupils some questions or complete the recap. Plan these by asking yourself some questions:

- What skills will my pupil need for this lesson?
- What skills or knowledge do



- they already have which will help?
- Which parts of this lesson are completely new to them?
- What knowledge will my pupil need?

Think about the topics they have already covered in previous lessons and how they link in with today's lesson. If you are asked on your Part 3 test to teach 'crossroads', then it is reasonable to assume they will have previously covered the following - 'Moving off and stopping', 'Approaching junctions to turn right and left', and 'Emerging from junctions to turn right and left'.

With your own pupils you will be well aware of previous experience, but for the purposes of the Part 3 test, when the examiner tells you the lesson to teach, make sure you check!

For example, if you ask: 'What procedure would you use approaching junctions?' you should be able to get an answer of 'MSPSL'.

Asking questions such as: 'What observations would you make before emerging from a junction to turn left?' or 'How

do you judge the speed of oncoming traffic when turning right?' will give you a good insight into the level of experience and knowledge they possess. However, steer away (pardon the pun) from questions like: 'What did you do on your last lesson?' or 'How many lessons have you had?' as you will gain very little useful information, if any!

Building Up

Having completed the recap, which is simply to establish the starting point for the lesson, you can state the aims and objectives of the current lesson. Again, keep this simple.

The 'aim' is what you want to do, whilst the 'objectives' are what you want your pupil to be able to do.

Aim: 'Today I will teach you how to deal with crossroads' - simple.

Objective: 'At the end of the lesson you will be able to: Recognise the different types of crossroads; Demonstrate effective observations; and Apply the MSPSL routine.'

Planning what the objectives are going to be will help you to

focus on what you are trying to achieve with your pupil.

Now it is time for the 'briefing'. The clue is there in the word itself, BRIEFing. Consider those questions you asked yourself earlier:

- What skills will my pupil need for this lesson?
- What skills or knowledge do they already have which will help?
- Which parts of this lesson are completely new to them?
- What knowledge will my pupil need?

The briefing should only fill in the gaps in your pupil's knowledge. Whenever you are explaining something, there are three routes you can take:

1. Tell them what they need to know to complete the task - basic safety information
2. Tell them what they should know - add to their knowledge as they develop
3. Tell them what they could know - this could go on forever!

Stick to number 1 but, as they develop, begin number 2.

Only brief on the parts of the subject that are new to them. Taking the example of 'crossroads' this would be:

- Recognition of crossroads - signs and road markings
- The priority of the moving and emerging traffic
- The extra observations needed.

The pupil should have covered all the other areas whilst being taught the procedures for junctions, so these parts can be covered by Q&A. Be sure to use a visual aid - remember 'a picture is worth a thousand words'.

So, having got this far, it is now time to get out on the road and practice.

Next Month we will look at how to use the correct level of instruction when you are out on the highway! **adi**