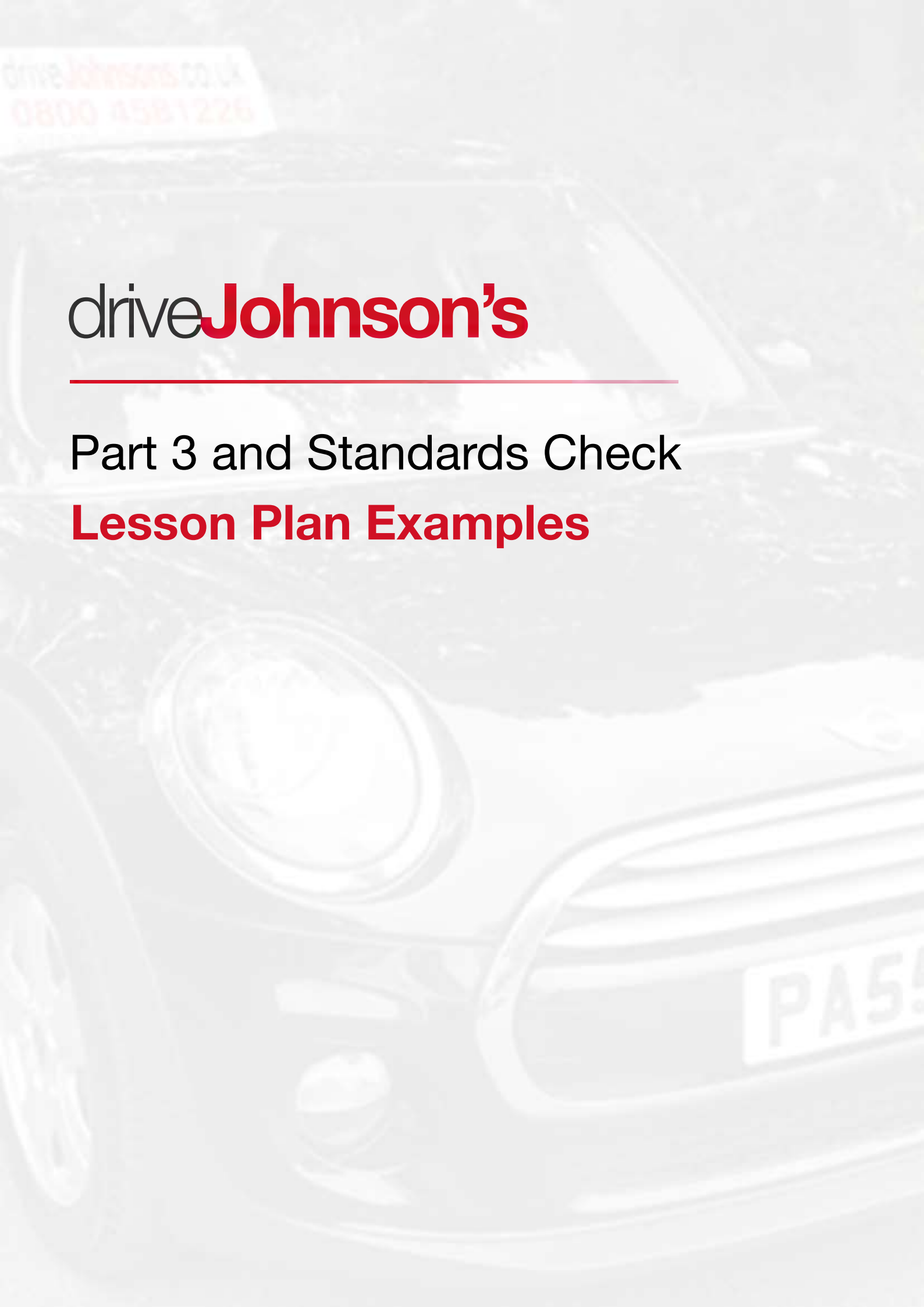


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Part 3 and Standards Check  
**Lesson Plan Examples**



**Instructor Name Here – Standards Check**  
**7<sup>th</sup> August 2017**

**Pupil Name: Lucy Woods**

**Age: 18**

**Previous Experience: Approx. 30 hours of driving lessons.  
Driving Test coming up soon.**

**Previous Lesson Date: 4<sup>th</sup> August 2017**

**Previous Session:**

This is one of Lucy's last lessons before she takes her driving test. As the last lesson was successful, I asked Lucy what worried her about driving on her own and she mentioned her concerns regarding entering/exiting dual carriageways and overtaking.

**Today's lesson:**

Dual carriageways and overtaking

**Objectives of today's lesson:**

*The aim of today is to help develop Lucy's understanding, knowledge and confidence on dual carriageways and overtaking. If anything else arises within the lesson then this will hopefully be addressed too.*

**Lesson Plan** – *For your use only, not the examiner*

**Introduce the pupil** to the examiner and remind pupil the examiner is there to observe you, the instructor, and not them, the pupil – so business as usual.

**Recap on the last lesson (assessment)** – what happened?  
General driving using MSPSL for all junctions and hazards.  
Covering some tricky junctions.  
Successful lesson, no major issues.

General Recap Questions

1. What does MSPSL stand for?
2. Why is it so important to check the mirrors before changing direction

Explain this is the routine, you will use for today's session – joining/exiting dual carriageways/overtaking.

**Agree on today's lesson** - ask Lucy if she's happy, based on the weaknesses from last session, to do dual carriageways, overtaking and general use of mirrors.

**Question and answers before leaving the test centre:**

**Dual Carriageways:**

- What routine should we use for joining, leaving and overtaking on dual carriageways?

The move onto Q+A = using Road Board

- Following distance? Dry/Rain/Ice?
- What to do when lots of vehicles are passing and you can't get out behind a slow vehicle?

## **Overtaking:**

When is it necessary?

- Is the vehicle turning off?
- Is there a junction coming up? Can we overtake approaching a junction? If so, when?

When is it safe?

- Side road/hidden dips? High winds/large vehicles?
- Other road users' position/direction indicators on

Is it legal?

- Signs – overtake order sign/road markings?

## ***Drive to site/Dual Carriageways →***

On the way, try and make a few things happen with questions and answers to do with the subject. In the event your client makes a serious mistake you may need pull up, talk about it and change the lesson plan.

## **Practical on dual carriageways**

### **Q&A:**

- How to overtake on uphill or quickly? Use of gears
- Overtaking approaching a roundabout? Turning right | Dual carriageway continues off roundabout
- What speed do you need to join dual carriageways? Whose priority is it? The dangers of getting it wrong – vehicle behind too close (tailgating), vehicles may have to swerve or change lanes, vehicles may slam brakes on
- Overtaking in high winds with large vehicles
- How to judge when to come back in after an overtake?
- 2 second rule and weather conditions

- Changing lanes in heavy rain – Aquaplaning – what does it mean? What to do... How to notice it?

### **Mini Quick Tips:**

What to do if you see an accident ahead?  
Where to position your car if you have broken down?  
Use of warning triangle/where to stand?  
Motorway marker posts. May find them on long A Roads too.  
Chevron markings for slowing down on dual carriageways  
Chevrons markers on road for 2 second rule

*Before leaving to drive back to test centre, discuss improvements and try to re-enforce weaknesses driving back.*

### **Leave site for around 11:10am**

*Aim to get back to test centre for 11:20am (or whatever the examiner asks for)*

### **Arrive at test centre @ 11:20am**

*Recap on the lesson. Praise and identify improvement.*

### **Agree what the subject of the next lesson should be based on today's performance 11:25am**

*If there are any weaknesses on the subject or something new has popped up then discuss in brief and agree to work on those weaknesses in the next lesson.*

## **Key Points**

- *Address the biggest problems first and the minor problems last.*
- *When overtaking opportunities come up, cut off what you are saying and discuss/question/observe overtake and then go back to what you was talking about afterwards*
- *You should be working 30% at this stage, Pupil should be working 70%. If you are doing 70-80% your probably over instructing*
- *Dig deep to find out what the pupil doesn't know, so you can inject them with new knowledge. If the pupil walks away from lesson more wiser about the chosen subject then you have probably passed*
- *Ask OPEN thought provoking questions where possible*
- *Ask clear open questions and allow pupil to answer? Try to make sure 30% of your questions you ask, your pupil doesn't know but should know – that's your opportunity to shine when they say = I don't know*
- *When you hand over responsibility so pupil has a go on their own, don't interrupt/prompt unless it's serious – some retrospective instruction is good, especially with her test coming up next week.*
- *Don't ignore any faults.*
- *If it's serious, be prepared to pull the pupil up, discuss and change subject.*
- *Don't go for the steering wheel/dual controls unless it's an emergency – if you do, you must explain why and let the pupil know what they need to do next time to avoid you intervening.*
- *If a serious fault occurs on the way back to test centre then you may need to wait until you get to the test centre. Discuss at the end and then cover the serious issue in the next lesson.*

- *READ the highway code regarding overtake/dual carriageways. You should be a guru on this subject!! There's some fun facts in there!*
- *Be happy go lucky - it's very difficult to fail someone who is positive and happy. It's easier to fail someone who is scared and miserable.*
- *Don't forget core competencies:  
FAULT – ANALYSIS – REMEDIAL ACTION*

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SAMPLE