

## Document 12

### Appendix 7: Lesson plans for the Dorset Driver Awareness Scheme



Lesson Plan
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Course: Driver Awareness Scheme	Course Code: DAS Module 3
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Lesson Title: Concentration & Observation	Duration: 45 minutes
Trainer: DAS Tutor	Group: 15 – 20 participants referred by Central Ticket Office (CTO) or DAS Enquirer

**Aims:**

To get participants to identify how they can cope with issues while on the road.

**Objectives:**

- To list what breaks our concentration.
- To outline a personal driving plan COAST and address the needs of self-discipline.
- To explain the sequence of traffic lights, what each light means and examine driver behaviour at traffic lights.
- To identify what a hazard is and develop skills in observation; what you can see, can't see and reasonably expect to see.
- To explain speed limits by road and vehicle type.

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4	Mel Vincent	21 <sup>st</sup> November 2012



Time	Content, including teaching methods, audio visual aids used and resources needed.
1040/1440	<p><b>Links to other Lessons:</b></p> <ul style="list-style-type: none"> <li>• Facts</li> <li>• Responsibility &amp; Attitude</li> <li>• Space / Planning</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Clip Boards and pens</li> <li>• Paper</li> <li>• Wipe Board &amp; Markers</li> <li>• Laptop</li> <li>• Plasma or Projection Screen &amp; Projector/speakers with linking cables (sound &amp; vision)</li> <li>• Safer Driver Guide Handouts</li> </ul> <p><b>Method:</b></p> <p><i>In general the drivers either do not see a hazard or they misread a hazardous situation. For this reason we are giving them a basic coping strategy. This is where the trainer must use their facilitation skills &amp; gauge to what level this information can be given. This is important when trying to retain their attention &amp; sell the benefits. Keep it simple &amp; try not to make the routine complex.</i></p> <p><i>Begin with a film clip illustration e.g. the Danish Road Safety Council/New Zealand Gun</i></p> <p>Explain to participants how you will take them through each of the words from the acronym COAST.</p> <p><b>CONCENTRATION</b></p> <p><i>Flipchart exercise</i></p> <p><i>Ask participants to give some ideas what breaks concentration?</i></p> <ul style="list-style-type: none"> <li>• <i>Engaged in a telephone conversation/Not feeling well/Taking Medication/Dehydration/Fatigue/Thinking about work/family etc/Radio/CD Player/MP3/talking to you passenger/children/Smoking/ eating/ Drinking.</i></li> </ul> <p><i>How long can you concentrate in an hour, at a high level? Answer 20 minutes. Only 1 in 4 drivers is concentrating on driving.</i></p> <p><i>Safe driving and riding needs concentration. Avoid distractions when driving or riding such as loud music (this may mask other sounds) /trying to read maps /inserting a cassette or CD or tuning a radio /arguing with your passengers or other road users /eating and drinking /smoking</i></p> <p><i>You <b>MUST NOT</b> smoke in public transport vehicles or in vehicles used for work purposes in certain prescribed circumstances. Separate regulations apply to England, Wales and Scotland.</i></p> <p><b>Highway Code Rule 148</b></p> <p><i>Mobile phones and in-vehicle technology</i></p> <p><i>You <b>MUST</b> exercise proper control of your vehicle at all times. You <b>MUST NOT</b> use a hand-held mobile phone, or similar device, when driving or when supervising a learner</i></p>



Time	Content, including teaching methods, audio visual aids used and resources needed.
1110/1510	<p><i>driver, except to call 999 or 112 in a genuine emergency when it is unsafe or impractical to stop. Never use a hand-held microphone when driving. Using hands-free equipment is also likely to distract your attention from the road. It is far safer not to use any telephone while you are driving or riding - find a safe place to stop first or use the voicemail facility and listen to messages later.</i></p> <p><b>Highway Code Rule 149</b></p> <p><i>There is a danger of driver distraction being caused by in-vehicle systems such as satellite navigation systems, congestion warning systems, PCs, multi-media, etc. You MUST exercise proper control of your vehicle at all times. Do not rely on driver assistance systems such as cruise control or lane departure warnings. They are available to assist but you should not reduce your concentration levels. Do not be distracted by maps or screen-based information (such as navigation or vehicle management systems) while driving or riding. If necessary find a safe place to stop.</i></p>
1120/1520	<p><b>Highway Code Rule 150</b></p> <p><b>OBSERVATION/ANTICIPATION</b></p> <p><i>Observation links are intelligent predictions, linking what you can see with what you can't see and what you can expect next e.g. a ball bouncing into the road.</i></p> <p><i>We miss 7 out of 10 signs.</i></p> <p><i>Signs are there to help us with our driving plan; they are our most obvious observation link.</i></p> <p><i>Because we miss signs, something like a speed limit sign is not registered, possibly because of its position or possibly because we think we know the speed limit, or make up our own speed limits.</i></p> <p><i>So how do we know when it's 30?</i></p> <p>Quick round the room reinforcement exercise to establish understanding of vehicle/road and national speed limits.</p>
	<p><b>Preparation:</b></p> <p>The room layout should preferably be in a 'horse shoe' arrangement.</p>



## Impact on Race & Diversity – Checklist

(To ensure that learning about Race & Diversity is acquired naturally please check that this lesson plan and learning materials are inclusive. Below is a reminder of areas to consider.)

Area to consider	Checked (please tick)
Race	
Gender	
Sexual Orientation	
Transgender/Transsexual	
Age	
Disability	
Religion/Belief	



Lesson Plan

Course: Driver Awareness Scheme	Course Code: DAS Module 4
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Lesson Title: Managing Space/Planning	Duration: 40 minutes
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Trainer: DAS Tutor	Group: 15 – 20 participants referred by Central Ticket Office (CTO) or DAS Enquirer
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Aim: To enhance the development of spatial awareness and planning skills when using a vehicle.

Objectives:

- To list driving tips that will help them better plan driving for safety.
- To explain a number of driver related situations in which they can identify the hazards.

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Time	Content, including teaching methods, audio visual aids used and resources needed.
1120/1520	<p><b>Links to other Lessons:</b></p> <ul style="list-style-type: none"> <li>• Responsibility &amp; Attitude</li> <li>• Concentration / Observation</li> <li>• Space / Planning</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Clip Boards and pens</li> <li>• Paper</li> <li>• Wipe Board &amp; Markers</li> <li>• Laptop</li> <li>• Plasma or Projection Screen &amp; Projector/speakers with linking cables (sound &amp; vision)</li> <li>• Safer Driver Guide Handouts</li> </ul> <p><b>Method:</b>  <i>Interactive presentation with use of group working, wipe board, PowerPoint and Q&amp;A techniques.</i></p> <p><b>ANTICIPATION/PLANNING</b></p> <p>In general the drivers either do not see a hazard or they misread a hazardous situation. For this reason we are giving them a basic coping strategy. This is where the trainer must use their facilitation skills &amp; gauge to what level this information can be given. This is important when trying to retain their attention &amp; sell the benefits. Keep it simple &amp; try not to make the routine complex. Use the hazard perception clips to get the message across.</p> <p>Take the participants through stopping distances at 30 through to 50 mph talking about reaction times. Use TAC Reconstruction film to demonstrate what difference a few miles an hour over the speed limit actually makes.</p> <p>With a high level of concentration, as alert as you possibly can be, the average human reaction time is 0.7 of a second and we can only stop as quick as we react.</p> <p>Recap, Aim – identify how participants can cope with issues while on the road.</p> <p>Objectives – to identify the coping strategy COAST, deal with personal issues, develop a personal driving plan and address the needs of self-discipline.</p> <p>So far we looked at the importance of concentration and how this affects our observation, the ability to pick out and deal with hazards effectively, and why this is important in relation to speed, speed limits and collision avoidance. Now let's look at space!</p>
1140/1540	<p><b>SPACE/TIME</b></p> <p><i>Ask participants how much space they normally leave between themselves and the vehicle in front whilst on the move?</i></p>



Time	Content, including teaching methods, audio visual aids used and resources needed.
1150/1550	<p><i>Show the film.</i></p> <p><i>Reinforce and explain the 2 second rule.</i></p> <p><i>4 seconds in the wet as stopping distances are doubled and 10 times greater in severe weather conditions</i></p> <p><i>Ask participants what they would normally do if someone was following too close.</i></p> <p><i>Talk through how to deal with a tailgater.</i></p> <p><i>Explain the benefits of giving and managing space.</i></p> <p><i>Easy to manage space around you, space behind more difficult but lead by example, road users are like sheep and usually follow. You leave a gap and so do they. Be assertive but not aggressive. Own the road.</i></p> <p><i>Talk through the benefits of the 'safety diamond'.</i></p> <p><i>Recap COAST &amp; initial objectives then do a knowledge check by going round the room and asking individuals what they will take away from the session.</i></p> <p><i>Hand out completion letters and licences.</i></p>
1200/1600	<p><i>Don't forget your personal belongings!</i></p>





Time	Content, including teaching methods, audio visual aids used and resources needed.
	<p><b>Preparation:</b> The room layout should preferably be in a 'horse shoe' arrangement.</p>



### Impact on Race & Diversity – Checklist

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Sexual Orientation	
Transgender/Transsexual	
Age	
Disability	
Religion/Belief	



## Lesson Plan

Course: Driver Awareness Scheme	Course Code: DAS Module 1
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Lesson Title: Facts	Duration: 40 minutes including introductions
Trainer: DAS Tutor	Group: 15 – 20 participants referred by Central Ticket Office (CTO) or DAS Enquirer

**Aim:** To provide background facts about risks and casualties on UK roads, setting the scene for the remainder of the course.

**Objectives:**

1. To identify where you are most at risk as a road user.
2. To explain why you are most at risk as a road user.
3. State how many people are killed and injured on UK roads.
4. List and discuss main cause of collisions.

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Time	Content, including teaching methods, audio visual aids used and resources needed.
0900/1300	<p><b>Links to other Lessons:</b></p> <ul style="list-style-type: none"> <li>• Responsibility &amp; Attitude</li> <li>• Speed/Seat Belts/Traffic Lights</li> <li>• COAST</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Clip Boards and pens</li> <li>• Paper</li> <li>• Wipe Board &amp; Markers</li> <li>• Laptop</li> <li>• Plasma or Projection Screen &amp; Projector/speakers with linking cables (sound &amp; vision)</li> <li>• Safer Driver Guide Handouts</li> </ul> <p><b>Method:</b></p> <p><i>Interactive presentation with use of group working, wipe board, PowerPoint and Q&amp;A techniques.</i></p> <p><b>INTRODUCTION OF COURSE LEADERS (Who, what you do and qualifications) Relax we are not Police Officers!</b></p> <p><i>Welcome to the course, we hope you will enjoy the session and achieve benefits from attending.</i></p> <p><i>We are happy to answer questions as we go on, but bear in mind we do have a lot to discuss.</i></p> <p><i>Tell participants where and how to exit should the fire alarm sound and where to assemble.</i></p> <p><i>Explain that is why we issue coloured labels and why we've written down names of those present.</i></p> <p><i>Tell participants that smoking is not permitted inside as with all public buildings and that if they do smoke; the landlord has requested that this takes place at the back of the building.</i></p> <p><i>Give directions to toilet facilities and explain that a tutor will have to accompany to the secure door to let them back in.</i></p> <p><i>Explain mobile phone policy i.e. do not use inside and may not get a signal.</i></p> <p><i>Clearly no alcohol or drugs permitted unless prescribed drugs to the individual.</i></p> <p><i>Are you aware that in a recent study, only 3% of drivers have taken any further instruction after passing their test ( Traffic Research Library- Cohort Study). To us, refreshing your driving skills is extremely important and we hope today will assist in developing your driving.</i></p> <p><i>To successfully complete the course you must:</i></p> <ul style="list-style-type: none"> <li>• attend all modules</li> </ul>



Time	Content, including teaching methods, audio visual aids used and resources needed.
0910/1310	<ul style="list-style-type: none"> <li>• <i>participate fully in the theory sessions</i></li> <li>• <i>develop a positive attitude towards road safety</i></li> </ul> <p><i>Emphasise the point that:</i></p> <p><i>Anyone not doing so will be referred back to the Central Ticket Office for processing, but I am sure this will not be necessary.</i></p> <p><i>All discussions and comments made will remain within this room. Confidentiality will be maintained at all times unless an offence is disclosed.</i></p> <p><i>Ice-breaker questions to get the audience to introduce themselves and identify any possible issues. (objectives 1,2 &amp; 4.)</i></p> <p><i>Run film that introduces distraction as the cause of 80% of collisions.</i></p>
0915/1315	<p><i>Organise participants into groups of between 3 &amp; 5 max. Give out clip boards and ask them to discuss and write down percentage of annual collisions across the UK for each road type; motorway, rural and urban. (objective 2)</i></p>
0930/1330	<p><i>Talk through where we are most at risk and why.</i></p>
0940/1340	<p><i>Repeat the exercise for Killed &amp; Injured (objective 3)</i></p> <p><i>Ask the participants what factors have influenced KSI's.</i></p> <p><i>Ask the participants how safe they feel in the modern vehicle and run the BBC Volvo clip.</i></p> <p><i>The BBC Volvo DVD demonstrates the 3 stages of a collision and clearly shows that high speed is not the real issue, it also shows why there is no excuse for not wearing a seatbelt. (objective 4)</i></p> <p><i>A good link into the next module is to question beliefs about wearing seatbelts and how attitude towards that compares to drink/drive which has taken over 30 years to change. (objective 2)</i></p>

Dorset Police



Time	Content, including teaching methods, audio visual aids used and resources needed.
	<p><b>Preparation:</b> The room layout should preferably be in a 'horse shoe' arrangement.</p>



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Gender	
Sexual Orientation	
Transgender/Transsexual	
Age	
Disability	
Religion/Belief	



<b>Lesson Plan</b>
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Course: Driver Awareness Scheme	Course Code: DAS Module 2
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Lesson Title: Influences & Attitude	Duration: 45 minutes
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Trainer: DAS Tutor	Group: 15 – 20 participants referred by Central Ticket Office (CTO) or DAS Enquirer
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**Aim:** To recognise what makes a good driver or bad driver and what influences the attitude of drivers.

**Objectives:**

To identify the different influences including the circumstances, environment, vehicle & themselves.

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4	Mel Vincent	6 <sup>th</sup> November 2012



Time	Content, including teaching methods, audio visual aids used and resources needed.
0940/1340	<p><b>Links to other Lessons:</b></p> <ul style="list-style-type: none"> <li>• <b>Facts</b></li> <li>• <b>Concentration / Observation</b></li> <li>• <b>Space / Planning</b></li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Clip Boards and pens</li> <li>• Paper</li> <li>• Wipe Board &amp; Markers</li> <li>• Laptop</li> <li>• Plasma or Projection Screen &amp; Projector/speakers with linking cables (sound &amp; vision)</li> <li>• Safer Driver Guide Handouts</li> </ul> <p><b>Method:</b></p> <p><i>Interactive presentation with use of group working, wipe board, PowerPoint and Q&amp;A techniques.</i></p> <p><i>This module should be group work based. Ensure everyone in each group understands the task.</i></p> <p><i>Provide each group with a topic for discussion and feedback to the whole class.</i></p> <p><i>Topics to cover;</i></p> <p><i>What makes a good driver? List the characteristics of a good driver.</i></p> <p><i>What influences our driving?</i></p> <p><i>Circumstances/Environment/Vehicle/Ourselves. List.</i></p>
1010/1410	<p><i>Why do we think it's ok to take a few chances?</i></p> <p><i>Because most of the time we get away with it, which means that you think it's safe to do it again.</i></p> <p><i>It's not. You've just been lucky.</i></p> <p><i>Every day somebody takes the same risks that you do, and their luck runs out. They die or they are seriously injured or cause this to happen to another.</i></p> <p><i>Driving too close is an example – we don't crash every time we do it so it can become a habit.</i></p> <p><i>Driving too fast along a familiar road – nothing happens so we become</i></p>

Time	Content, including teaching methods, audio visual aids used and resources needed.
<p>1015/1415</p> <p>1020/1420</p>	<p><i>conditioned to it. We become desensitised to the risk.</i></p> <p><i>Explain what you are expecting and work with the participants and co-tutor to achieve the objective.</i></p> <p><i>It is important to bring out of the discussions the benefit of education and safe &amp; fuel efficient driving, in particular the need for a good driving plan that is keeping the vehicle moving using the most appropriate gear for conditions and within the optimum rev range.</i></p> <p><i>Get everyone to list the consequences of 'getting it wrong' on the roads?</i></p> <p><i>An emphasis on consequences of our actions must be made. Use the video material to demonstrate e.g. Dean, if appropriate.</i></p> <p><b>BREAK</b></p>
	<p><b>Preparation:</b></p> <p>The room layout should preferably be in a 'horse shoe' arrangement.</p>

Dorset Police




As education providers SEES are encouraged to provide a product development process by which the Head of SEES, the Education Operations Manager and Supervisors can Quality Assure the products.

Quality Assurance (QA) - aims to help trainers and ADI specialists to ensure their classroom delivery is 'fit for purpose' and 'right first time'. Therefore, the QA process involves defining of lesson objectives, development of training materials, approval of delivery methods and delegate course feedback.

It is a Dorset Police requirement that all Force trainers, once in post, will be assessed annually for Learning and Development skills; subject currency and accuracy and this will be part of the e-PPP process.

It is therefore essential that all DAS Instructors are clear about the DAS course objectives and can demonstrate achievement through the delivery of the modules. To do this it is important that all DAS Instructors follow the approved Lesson Plans as individual performance will be measured against these as the standard.

Evaluation will also be carried out to determine successful transfer of knowledge to participants and whether the course objectives have been met. This will be done with the assistance of Warwick University.

In order to ensure that all DAS Instructors have received and understood the QA requirement, an individual copy of the Lesson Plan with configuration is attached for sign off below.

I acknowledge receipt of the attached lesson plan and accept that I am required to cover its contents in the course. I also understand and accept that I will be assessed in class for currency and accuracy in line with the Quality Assurance process and for use within the e-PPP process.

Instructor Signature and Collar Number

...../.....

Date

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