

LESSON 1 – GETTING STARTED

Time Required: 75 minutes

Course Preparation

- Write the day one agenda and the “Getting to Know You” questions on a flip chart.

Learning Objectives

By the end of the lesson, participants will:

- feel comfortable in a classroom setting, and
- understand the structure, requirements and assessment procedures of the course.

Start Time	Lesson / Topics	Instructor Notes /Student Activities	Materials	Time
8:30	Welcome and Overview	<p>Meet and greet/attendance/registration.</p> <p>Welcome/instructor background.</p> <p>Housekeeping – washrooms, emergency exits, smoking, etc.</p> <p>Ask participants to print their names on the tent cards using dark felt pens so they can be easily read.</p> <p>Give an overview of what will happen today.</p> <p>Introduce the course objectives and your approach to instruction (fun, interactive).</p>	<ul style="list-style-type: none"> • Attendance sheet • Tent cards and felt pens • Flip chart 	15
	Ice Breaker Course expectations	<p>Introduce “Getting to Know You” activity.</p> <ul style="list-style-type: none"> • Ask the participants to get a partner and conduct a three minute interview with each other. After the interview, they will introduce their partner. Refer to flip chart questions. • After the interviews are complete, ask for volunteers to introduce their partner. • Record expectations on a flip chart to review later. • After all participants have been introduced, refer to their recorded expectations and explain how their expectations will be met (or not). 	<p>Flip chart: Getting to Know You</p> <ul style="list-style-type: none"> • Name • Where from • Brief background • Why become a driving instructor? • Expectations for the course? 	30
	Course Outline and Schedule	<p>Hand out and review the course outline and schedule.</p> <p>Lead participants through the handouts and cover the following points:</p> <ul style="list-style-type: none"> • This is a ___ day course. • You must attend each day. • The session runs from ___ to ___ each day. • One-hour lunch will be around noon each day. • There will be a 15 minute break each morning and afternoon. • 50% of the time is spent in the classroom and 50% in the car. • There will be some homework/preparation/studying required in the evenings and on the weekend. 		15
		<p>Provide an overview of what will be covered each day.</p> <p>Answer questions and deal with any issues.</p>		

Start Time	Lesson / Topics	Instructor Notes /Student Activities	Materials	Time
	Course Assessment	<p>Briefly explain how participants will be assessed. Cover the following points:</p> <p>In order to qualify on the instructor training course, participants must qualify on (for Class 5/7):</p> <ul style="list-style-type: none"> • two written tests • two one-hour practical assessments where you will teach a mock student in the vehicle, and • other (school specific). <p>Explain the school policy for reassessments:</p> <ul style="list-style-type: none"> • up to three attempts are allowed on any one assessment • if a participant does not qualify on the third attempt, training is stopped and ICBC is notified (clarify if there is a charge for reassessments) • participation in the course does not guarantee that you will pass • passing the course does not guarantee issuance of an instructor licence. You must meet all ICBC requirements • ICBC reserves the right to reassess any trainee and has access to training records. <p>Answer any questions and address any concerns from the participants.</p> <p>Hand out and briefly review the assessment criteria/forms used for the final practical assessment.</p> <p>Tell participants that the assessment process and criteria will be reviewed again later in the course.</p>	Assessment tools	10
	Course materials Journals	<p>Hand out a binder to each participant.</p> <p>Briefly review course materials.</p> <p>Hand out and introduce journals. A notebook to records, thoughts, feelings, and ideas. Explain the importance of reflection – thinking through what you have learned or experienced and what it means to you.</p> <p>Ask participants to use their journals throughout the course.</p>	Participants' binder	5

LESSON 2 – ESTABLISHING GROUND RULES

Time Required: 30 minutes

Learning Objectives

By the end of the lesson the participants will:

- come to a consensus on ground rules for success
- commit to following the ground rules, and
- commit to being responsible for their own learning.

Start Time	Lesson / Topics	Instructor Notes/Student Activities	Materials	Time
9:45	Introduction	Explain that we will all be working as a team for the duration of the course to help ensure that everyone is successful. In the following activity, they will set some ground rules to help make sure that happens. Provide one example of a ground rule.		5
	Group Work	Break the class into small groups and assign each the task of identifying the course ground rules that they feel would help ensure success for all in this course.		10
	Report Back	Each group then reports back and a consolidated list is created and posted for the duration of the course. Ask for endorsement of these rules. Tell the group that anyone may refer to the rules if they feel they are not being properly observed. Some of the things you might want to include: <ul style="list-style-type: none">• participate fully• listen to each other respectfully• provide honest feedback• encourage and support each other• stick to the topic• start and stop on time• leave cell phones off• take responsibility for your own learning.		10
	Debrief Link Forward	Ask the participants: Why is it important to establish ground rules (take ownership, get buy-in)? Point to stress: Take responsibility for your own learning. Participants are expected to ask for clarification if they do not fully understand a word, concept or procedure. Ask the participants: Are ground rules important for in-car training as well? Why? Tell participants: We will be discussing and practicing establishing rules for practical training later in the course.		5
10:15	Break			15

LESSON 3 – INTRODUCTION TO LEARNING

Time required: 40 minutes

Learning Objectives

By the end of the lesson, participants will:

- have reflected on their own learning experiences
- be able to describe several instructor behaviours and methods that help people learn, and
- produce a list of good teaching techniques and behaviours to post on the wall.

Start Time	Lesson / Topics	Instructor Notes / Student Activities	Materials	Time
10:30	Introduction	<p>Explain that there has been a lot research done about how and why people learn. Throughout this course, participants will be learning about how people learn and how it applies to driver training.</p> <p>Explain that this activity helps participants think about the learning experiences they have had. What makes a good learning experience? What factors create a poor learning experience? This information will help them to understand their own learning and to plan effective learning experiences for their students.</p>		5
	Individual Work	<p>Ask participants to take three minutes to think about a learning experience they have had at any time in their life. What made the learning experience stand out? What did the person do or not do to make the experience good or make it bad? What helped them to learn or not learn?</p>		5
	Group Work	<p>Ask participants to break into groups of two or three and to take a few minutes to describe their learning experience to the other(s). Encourage the other group members to ask questions to bring out all the relevant information about the learning experience being described.</p>		15
	Debrief Link Forward	<p>After the activity, ask each participant to briefly describe their experience and what the teacher did to make it good or bad. Prompt the participant as needed.</p> <p>Record the “good” on the flip chart; for bad experiences, ask the participant what the person could have done to make it a good experience. Record their answer.</p> <p>Examples of the factors participants may cover include:</p> <ul style="list-style-type: none"> • feeling safe and comfortable • feeling motivated, ready to learn • experience is treated as important • seeing how the new information is related to their experience and what they already know • being able to practice new material • teacher being supportive – giving positive reinforcement • interesting and dramatic experiences lead to more learning. <p>Tell participants that we will be referring back to the list throughout the course.</p>	<ul style="list-style-type: none"> • flip chart • markers • tape 	15

LESSON 4 – DRIVER TRAINING RESOURCES

Time required: 35 minutes

Learning Objective

By the end of the lesson, participants will:

- be able to describe the driver training content found in ICBC publications, and
- be able to list the information found on ICBC websites.

Start Time	Lesson / Topics	Instructor Notes /Student Activities	Materials	Time
11:10	Driver Training Resources	<p>Hand out copies of the ICBC publications available for drivers.</p> <p>Review each publication and provide a brief overview of the content found in each.</p> <p>Provide a brief overview of the information found on ICBC’s website – icbc.com.</p> <p>Provide an overview of the information found on ICBC’s driver training website – dtcbc.com.</p> <p>Explain how these resources will be used in the course.</p>	<p>One for each participant:</p> <ul style="list-style-type: none">• Learn to Drive Smart• RoadSense for Riders• Tuning Up for Drivers• Tuning Up for Riders• Driving Commercial Vehicles.	30

REVIEW

Time Required: 15 minutes

Learning Objective

By the end of the lesson, participants will:

- be able to describe four benefits of doing lesson reviews.

Start Time	Lesson / Topics	Instructor Notes /Student Activities	Materials	Time
11:45	Morning Review Debrief Link Forward	<p>Review what was covered in the morning session.</p> <p>Ask a few questions to check for understanding.</p> <p>Address questions or concerns.</p> <p>Ask the participants: Why do reviews?</p> <p>Explain that reviews, such as the one completed:</p> <ul style="list-style-type: none">• reinforce learning• provide opportunity to clear up misunderstandings• help to maintain good communication between student and instructor• can be used as an assessment tool when the instructor wants to check for understanding. <p>Explain that you will do a review after each major section and at the beginning of each day and that they will learn to do reviews with their students in the car.</p>	Refer to flip charts and materials	20
12:00	Lunch			60