

## Driving Instructor Structured Lesson Planner #10

**10. Complex Traffic** *Learner can safely and legally drive in medium high density, complex traffic.*

### Student Details

Name	
Address	
Lic#	Expiry / /
Ph#	DOB / /

### Instructor Details

Driving School	
Name	
Lic#	Instr#
Rego	Auto <input type="checkbox"/> Manual <input type="checkbox"/>
Start Time	Finish Time
Date	

1. Have you done any driving?: Y N	2. With who? Parent <input type="checkbox"/> Friend <input type="checkbox"/> Driving School <input type="checkbox"/>
3. How many hours driving?	4. Vehicle type? Manual <input type="checkbox"/> Auto <input type="checkbox"/> Own <input type="checkbox"/>

<b>Pre Preparation</b>
<b>Learner driver needs:</b> <i>(To be completed by supervising driver and learner driver to determine lesson content. All * areas to be completed)</i>
*

<b>Lesson Preparation</b>
<b>Resources required:</b> <i>Learner driver log book p 22;</i> <i>A guide to the Driving Test - Low Risk Driving.</i> <i>Road Users' Handbook - Sect 5 - General rules &amp; Sharing the road; your driving school aids.</i>
<b>Planned location/s for session:</b> <i>Medium to high density street locations with parked cars, Multi laned roundabouts, Medium to high level areas with intersecting streets controlled by regulatory signs, Multi lane intersections controlled by traffic lights, Multi lane roads and high density areas with pedestrian / school crossings.</i>

<b>Revision</b> <i>(Recap of previous topic, if applicable)</i>	Suggested time: (5 minutes)
<b>Confirm what the learner already knows and ask these questions before the lesson:</b> Q. Describe the system of car control and observation to safely negotiate intersections? Q. What is the first thing you do when traffic lights turn green? Q. Describe 3 types of vision blockouts that can occur at intersections?	

<b>Introduction</b>	Suggested time: (5 minutes)
<b>Learning goals to be covered during the lesson:</b>	
<ul style="list-style-type: none"> <li>Learn how to safely and legally drive in medium to high density (complex) traffic situations.</li> <li>Competent operation of your controls is required so as not to disrupt other road users.</li> <li>Good knowledge of the NSW road users hand book and NSW road rules is essential.</li> <li>Competent to drive in different complex driving situations like busy intersections controlled by signs, road markings only or traffic lights not working properly.</li> <li>A thorough knowledge of the system of car control for correct vehicle positioning whilst approaching or leaving an intersection to maintain your safety buffer zones and reduce risks to yourself and road users.</li> </ul>	

<b>Main Body</b>	Suggested time: (45 minutes)
<p><b>Reasons for learning:</b></p> <p><b>NOTE: 30% of P plate driver fatal crashes are turning right into oncoming traffic. Motorcyclists and bicycles riders are particularly vulnerable.</b></p> <ul style="list-style-type: none"> <li>• You must be able to safely interact with other road users including pedestrians and cyclists in all situations.</li> <li>• A system of observation and scanning is essential for safe interaction with other road users.</li> <li>• Managing your Crash Avoidance Space (CAS) and buffer zones will reduce the risk of collisions.</li> </ul>	
<p><b>By the end of the lesson the learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• demonstrate how to use a system of car control and observation to safely negotiate any intersection including, multi-lane roundabouts and complex intersections controlled by traffic lights.</li> <li>• identify different regulatory signs and road markings and how to use them for safe decision making.</li> <li>• demonstrate a greater understanding of the importance of maintaining your CAS and safety buffer zones.</li> <li>• demonstrate awareness of vulnerable road users, especially pedestrians and cyclists.</li> </ul>	
<p><b>Instructor discussion and demonstration, with commentary:</b></p> <ul style="list-style-type: none"> <li>• Use intersection diagrams with markers to draw and discuss the correct procedures associated with different types of intersections including multi lane roundabouts and traffic lights.</li> <li>• Discuss &amp; demonstrate car controls and observation when approaching and negotiating intersections.</li> <li>• At busy intersections make sure the student tells you when they think it is safe to go <b>before</b> actually going.</li> </ul>	
<p><b>How student can apply knowledge and skills in a range of appropriate contexts and situations:</b> (Instructor tip: Maximise student practice time)</p> <ul style="list-style-type: none"> <li>• demonstrate their understanding of how to safely negotiate complex intersections using diagrams provided.</li> <li>• demonstrate and discuss their new skills at various locations and scenarios.</li> <li>• keep practicing, with feedback, until required competency level is reached.</li> </ul>	

<b>Recap Learning Goals</b>	Suggested time: (5 minutes)
<p><b>Lesson Summary:</b></p> <ul style="list-style-type: none"> <li>• You have driven in varied locations and had instruction on techniques to use with other vehicles on the road.</li> <li>• Your new advanced skills of observation and car control will help you safely negotiate complex traffic situations. You will be able to demonstrate how to use car controls and observation to safely negotiate any intersection including multi-lane roundabouts and complex intersections controlled by traffic lights.</li> <li>• You can identify different regulatory signs and road markings and how to use them for safe decision making.</li> <li>• You will demonstrate understanding the importance of maintaining your CAS and safety buffer zones.</li> <li>• You will demonstrate awareness of vulnerable road users, especially pedestrians and cyclists.</li> </ul>	
<p><b>Identify Student Strengths:</b></p> <p>*</p>	
<p><b>Identify areas for further development:</b></p> <p>*</p>	
<p><b>Link to the Learner driver log book learning goals for next lesson:</b></p> <p>*</p>	

My areas for further development have been explained to me.

<b>Learner Signature</b>
Date     /     /

<b>Instructor Signature</b>
Date     /     /

**Instructors must retain prepared lesson plans for audit purposes by NSW Government.**