

## Driving Instructor Structured Lesson Planner #7

### 7. Reversing *Learner to be able to safely reverse the vehicle*

#### 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>
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<b>Lesson Preparation</b>
<b>Resources required:</b> <i>Learner driver log book (p20 &amp; 23)</i> <i>A guide to the driving test (pp 17 - 19)</i> <i>Your Driving School Training Aids</i>
<b>Planned location/s for session:</b> <i>Low level quiet traffic area free of parked vehicles with well-defined kerbs.</i> <i>Ideal location: Industrial Estate or similar.</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> <i>Q. Why would you need to complete a 3 point turn?</i> <i>Q. What are the extra dangers of reversing a motor vehicle?</i> <i>Q. How far can you legally reverse?</i>	

<b>Introduction</b>	Suggested time: (5 minutes)
<b>Learning goals to be covered during the lesson:</b> <ul style="list-style-type: none"> <li><i>To learn how to safely reverse a vehicle.</i></li> <li><i>To learn how to safely and efficiently do a 3-point turn.</i></li> </ul>	

**Main Body** Suggested time: (45 minutes)

**Reasons for learning:**  
**NOTE: Statistics show that in Australia an average of 1 child per week is run over by a reversing vehicle.**

- *Reversing is a common manoeuvre that requires the awareness of extra dangers.*
- *Situations where 3 point turns are essential can occur.*
- *Smooth control of the clutch, brake, accelerator, steering and observation play a vital role in being able to perform reversing tasks.*

**By the end of the lesson the learner will be able to:**

- *Demonstrate the "Looking for Kids" method of observation before and during a reversing manoeuvre*
- *Safely and efficiently turn your vehicle around to face the opposite direction on a variety of road widths, without interfering with the free flow of traffic.*
- *Safely reverse the vehicle parallel to the kerb for a maximum distance of 10m.*
- *Safely reverse into a simulated driveway (2 traffic cones or wheely bins can act as frangible fence posts).*

**Instructor to discuss and demonstrate, with commentary:**

- *The skills required for safe reversing, that is, observation, speed control, steering control, selecting reverse gear and the use of reversing aids.*
- *A safe and efficient 3 point turn.*

**How student can apply knowledge and skills in a range of appropriate contexts and situations:**  
*(Instructor tip: Maximise student practice time)*

- *The student is to practice these new skills, with feedback, until the required competency level is reached.*
- *Practice in a quiet area utilising the techniques shown to you will greatly assist in becoming competent.*

**Recap Learning Goals** Suggested time: (5 minutes)

**Lesson Summary - In this lesson you have learnt to:**

- *Use the "Looking for Kids" method of observation before and during a reversing manoeuvre.*
- *Safely and efficiently turn your vehicle around to face the opposite direction on a variety of road widths, without interfering with the free flow of traffic.*
- *Safely reverse the vehicle parallel to the kerb for a maximum distance of 10m.*
- *Safely reverse into a simulated driveway*

**Identify Student Strengths:**  
\*

**Identify areas for further development:**  
\*

**Link to the Learner driver log book learning goals for next lesson:**  
\*

**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.**

