

## Driving Instructor Structured Lesson Planner #8

**8. Simple Traffic** Learner can safely and legally drive in low to medium density, simple 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>
Learner driver needs: (To be completed by supervising driver and learner driver to determine lesson content. All * areas to be completed)
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<b>Lesson Preparation</b>
<b>Resources required:</b> <i>Learner Driver Log Book p. 22, A guide to the driving test pp. 8-11, 21</i> <i>Road Users' Handbook Section 5, - General rules &amp; sharing the road</i> <i>Your RTO learning materials topic(s) like signs and road markings, Roundabouts &amp; Signalling, Traffic Lights, Following distances, Pedestrian crossings, School Crossings, Railway level Crossings, Long or heavy vehicle awareness.</i> <i>Video on why to look left and right before entering intersections: <a href="https://youtu.be/bXHj8b2Jdpk">https://youtu.be/bXHj8b2Jdpk</a></i>
<b>Planned location/s for session:</b> <i>Suggestions: Quiet streets with parked cars, single lane roundabouts, medium level areas with intersecting streets controlled by signs, intersections controlled by traffic lights, multi lane roads and quiet areas with pedestrian/school crossings outside of school times.</i>

<b>Revision</b> (Recap of previous topic, if applicable)	Suggested time: (5 minutes)
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<b>Confirm what the learner already knows and ask these questions before the lesson:</b> <i>Q. What is the difference between your blind spots and vision block outs?</i> <i>Q. What is "Aiming high"?</i> <i>Q. Why is it important to look both ways at intersections controlled by lights? (show Pinetown Crash video).</i> <i>(Commentary and practical demonstration by student)</i>
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<b>Introduction</b>	Suggested time: (5 minutes)
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<b>Learning goals to be covered during the lesson:</b> <ul style="list-style-type: none"> <li><i>This lesson is to teach you how to safely and legally drive in low to medium density (simple) traffic situations.</i></li> <li><i>You will gain a knowledge of the system of car control for correct vehicle positioning whilst approaching or leaving an intersection.</i></li> <li><i>You will learn to manage your safety buffer zones so that you reduce risks to yourself and other road users.</i></li> </ul>
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<b>Main Body</b>	Suggested time: (45 minutes)
<p><b>Reasons for learning:</b></p> <p><b>Note: Crashes at intersections account for nearly half of all road crashes in NSW. (Show Pinetown Crash video).</b></p> <ul style="list-style-type: none"> <li>• <i>Being able to share the road with others is critical to safe driving.</i></li> <li>• <i>Demonstrating a thorough knowledge of the <b>NSW Road Rules</b> is essential to safe driving.</i></li> <li>• <i>Driving experience in quiet simple traffic areas will help develop your ability and confidence.</i></li> <li>• <i>Be able to interact with other motor vehicles, pedestrians and cyclists to ensure their safety and your own.</i></li> <li>• <i>Observation, scanning and smooth vehicle control are critical for reducing your risk of crashing.</i></li> <li>• <i>Show video - <a href="https://youtu.be/bXHj8b2Jdpk">https://youtu.be/bXHj8b2Jdpk</a></i></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>• <i>Use a system of car control and observation to safely negotiate an intersection including roundabouts and intersections controlled by traffic lights,</i></li> <li>• <i>Identify different regulatory signs and how they apply to the area you are driving in.</i></li> <li>• <i>Have a greater understanding of the importance of maintaining a safety buffer zone.</i></li> <li>• <i>Explain and demonstrate why actively looking for pedestrians and cyclists is paramount whilst driving, particularly in shopping areas, around schools and anywhere children may be playing.</i></li> </ul>	
<p><b>Instructor to discuss and demonstrate:</b></p> <ul style="list-style-type: none"> <li>• <i>The correct procedures for different types of intersections, eg: Intersections controlled by GIVE WAY signs as opposed to intersections controlled by a STOP sign.</i></li> <li>• <i>The system of car control needed to safely negotiate intersections.</i></li> <li>• <i>Buffer zones &amp; following distances.</i></li> </ul>	
<p><b>How student can apply knowledge and skills in a range of appropriate contexts and situations:</b></p> <ul style="list-style-type: none"> <li>• <i>Student to practice new skills and with feedback, demonstrate a competent, safe driving standard.</i></li> </ul>	

<b>Recap Learning Goals</b>	Suggested time: (5 minutes)
<p><b>Lesson Summary:</b></p> <ul style="list-style-type: none"> <li>• <i>In this lesson you have driven in varied locations and have been given instruction on techniques to use when travelling with other vehicles on the road.</i></li> <li>• <i>Your new knowledge and skills should prepare you to safely negotiate intersections and how to drive safely in simple traffic situations.</i></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.**