

Lou & Blaine's Live Chat – First Lessons

Your Toolbox ideas!

Pre-First Lesson

- Licence; age; eyesight; previous experience; practise area; check code

Driving to the practise area

Get to know them and build rapport!

Write down your top 3 'getting to know your student questions' here, so you can keep them handy:

*

*

*

- *When you went to bed last night and you knew you were going to have your first ever driving lesson this morning, what did you visualise that you would be doing?*
- *What was the first emotion you felt when you had booked your driving lesson?*
- *Have you got any mates who've started to learn to drive?*
- *If so, when they explained their first lesson, what did they say they'd done?*
- *What is your favourite subject at school? What do you enjoy?*
- *Why do you enjoy that subject particularly?*

- Check with your student that the practise area is suitable for them
- Discover whether student has the ability to follow instructions, and your ability to give instructions
- Don't focus too much on one learning style – use a mix of learning and teaching styles
- Think about what controls we need to use **now**
- Be led by the student - there's no need to tell them anything, until there is proof that they need telling!

Seat

- Don't put your seatbelt on until they've put theirs on!

I just want you to set your seat up so that you can see and reach everything that you think you need to see and reach.

Pedals

We have 3 pedals, what do they do? Which one is which?

- Remember, we use the word 'gas' because it's quicker and easier to say

How does each pedal feel?

How are they different to each other?

Moving off

What do you think you need to make the car move?

- Experiment different options, see what does & doesn't work
- Consider talking through the first move off – see their ability to follow instructions
- Think about your key 'control' words

Clutch down, into first gear, keep your clutch DOWN, gentle hum on the gas, slowly bring the clutch up till the car hums, keep your foot STILL...

- Think about the expressions, language, tone, pitch, etc that you use - '*Sloooowwwwwlllllyyyyyyy*'
- Feel the dog pulling on the lead... **Feel** and **hear** that the car is ready
- Show with your hand how slowly the clutch needs to come up

Steering

- Glue hands! Unglue your hands!
- 2 circles to the right! 2 circles to the left!

Can you describe how the steering feels?

What are you finding natural?

What have you discovered about the steering?

Point the car towards that lamppost/sign!

Imagine that arrow is a junction, can you stop the car on that junction? (transferrable skills)

Stopping & stalling

- Encourage student to recognise that the car has stalled

What noises, lights, feelings from the car etc did we/do we have?

How did the car react?

Shall I instruct you for the next 'stop' so that we can see what a 'stop' should look like?

- Clutch down earlier than you think! Clutch down first, then gently braking...

Harsh braking = backwards braking!

- Breathing & braking
- Grape/egg/rabbit under the brake pedal
- 'Thickness of a £1 coin'

Mirrors

What are our dangers?

Where are those dangers coming from?

- Get used to what is going on inside the car. In time, they will start to recognise the outside world

Remember: your part 3 is not a normal lesson!

- Consider the timing of your lessons; the location; the examiner; and the content of your lessons.
- Also consider the training that you are getting whilst on your pink badge – ensure you are being observed regularly, are recording lessons if possible, and self-reflecting after your lessons.