

EU Coaching Project **HERMES**

HERMES coaching scenarios (english)



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1. Introduction

Coaching is a form of communication independent from the different contents. The EU HERMES project takes a close look at coaching and outlines specifically how coaching can be employed in initial and further driver training with the clear target of increasing traffic safety. For this reason the HERMES project also comprises the different traffic safety contents in the form of scenarios which can be used with coaching in driver training.

Compared to standard contents of driver training these scenarios might seem unusual. Mainly because they also cover learning areas which are strongly linked to novice drivers' crashes such as self-overestimation, group pressure, distraction, fatigue, emotional driving motives etc.

The scenarios are adapted to match the requirements of accident causation research which are reflected in the GDE-Matrix (Goals for Driver Education – see next page for details). Each scenario indicates to which level they primarily refer.

IMPORTANT NOTE: In order to apply most of the scenarios efficiently a solid coaching training and a sufficient amount of experience is necessary.

The scenarios presented were selected by Members of the HERMES team and tested in practice. The scenarios are split into different chapters according to the location where they are carried out:

- Scenarios on-road
- Scenarios in classroom
- Scenarios on track
- Scenarios on simulator

GDE Matrix: Goals for Driver Education

Hatakka, Keskinen, Glad, Gregersen, Hernetkoski, 2002

	Essential elements of driver training		
	Knowledge and skills	Risk-increasing factors	Self-evaluation
IV. Personal characteristics, ambitions and competencies (General level)	<p>Knowledge and control of general ambitions in life, values and norms and personal tendencies which effect driving behaviour</p> <ul style="list-style-type: none"> • lifestyle • peer group norms • motives in life • self-control and other characteristics • personal values and norms • etc. 	<p>Risky tendencies</p> <ul style="list-style-type: none"> • acceptance of risk • self-value through driving • sensation-seeking • adapting to social pressure • use of alcohol and drugs • attitude towards society • etc. 	<p>Self-awareness regarding.:</p> <ul style="list-style-type: none"> • impulse control • risky tendencies • personal unsafe motives • personal risky characteristics • etc.
III. Trip-related context and considerations (Strategic level)	<p>Knowledge and skills regarding:</p> <ul style="list-style-type: none"> • choice of route • estimated driving time • effects of social pressure from passengers • estimating urgency of the trip • etc. 	<p>Risks relating to:</p> <ul style="list-style-type: none"> • physiological condition of driver • road environment (urban/rural) • social context and company in vehicle • other motives (e.g. competition in traffic) • etc. 	<p>Self-awareness regarding.:</p> <ul style="list-style-type: none"> • personal skills with regard to planning • typically risky motives when driving • etc.
II. Mastery of traffic situations (Tactical level)	<p>Knowledge and skills regarding:</p> <ul style="list-style-type: none"> • traffic rules • observation and use of signals • anticipation • speed adaptation • communication • safety margins • etc. 	<p>Risks caused by:</p> <ul style="list-style-type: none"> • poor decision-making • risky driving style (e.g. aggressive) • excessive speed • vulnerable road users • breaking traffic rules / unpredictable behaviour • information overload • difficult (road) conditions (e.g. darkness, bad weather) • insufficient automatisisation of basic skills • etc. 	<p>Self-awareness regarding:</p> <ul style="list-style-type: none"> • strengths and weaknesses regarding driving skills in traffic • personal driving style • personal safety margins • strengths and weaknesses in dangerous situations • realistic assessment of own skill • etc.
I. Basic vehicle control (Operational level)	<p>Knowledge and skills regarding:</p> <ul style="list-style-type: none"> • control of direction and position of car • surface grip, tyre pressure • dimensions of the vehicle • technical aspects of vehicle 	<p>Risks related to:</p> <ul style="list-style-type: none"> • insufficient automatisisation of basic skills • difficult (road) conditions (e.g. darkness, bad weather) • improper use of seatbelt, headrest, sitting position • etc. 	<p>Self-awareness concerning</p> <ul style="list-style-type: none"> • strengths and weaknesses of basic vehicle control • strengths and weaknesses manoeuvring in dangerous situations • realistic assessment of own skill • etc.

2. Scenarios

2.1. Scenarios on-road

2.1.1. Using Speed to communicate in Driving

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

The learning objective of the scenario is to help the coachee understand how vehicle speeds are used to communicate a driver's intention.

Secondary aims of scenario

To develop a greater awareness of other methods of communication between road users.

Location of scenario

In-car on the road side

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Level 2

Short summary of exercise

This scenario aims to help a coachee to develop their understanding of how drivers communicate and cooperate on the road. The scenario particularly focuses on the use of speed in this process, although other methods of communication should also be discussed including:

- Road positioning
- Signals
- Horn
- Use of headlights

Detailed description of exercise and application of coaching techniques

The coach asks the coachee to stop near a junction where it is possible to watch the traffic flow. The coach asks the coachee to predict the movement of traffic coming through the junction and to predict the likely actions of the vehicles and other road users. As the driver develops this ability the coach asks the coachee to comment on what enables them to predict the actions of the other road users. Initial replies are likely to be limited to signals e.g the driver was signalling right so I knew they intended to turn right. Initially the coach should accept these comments but should then ask questions that will develop the coachee's awareness of other types of communication.

A typical exchange at this point is outlined in Table1:

Questions (Coach)	Typical replies (Coachee)
Which way do you think the blue car intends to go at the junction?	They're turning right.
What things make you think that?	They're indicating.
Could they be pulling up just past the junction on the right?	They could be.
So what else told you they were turning?	They were slowing down.
Anything else?	They were over to their right.
Did you notice anything about the driver?	They were sort of looking at the junction.

Table 1

Whilst this exchange is simplistic it does clearly demonstrate the approach. The coach is encouraging the driver to develop a greater awareness of how speed, signals, road position and eye contact are used to communicate a road user's intention.

Once the coachee is able to identify the roles that speed and road position play in driving the coach should seek to develop the conversation to discuss when drivers may have used speed inappropriately on the approach to a junction. A typical exchange would follow as in the outline in table 2:

Questions (Coach)	Typical replies (Coachee)
Have you ever been in a car and seen a car approach a junction to your right or left very quickly and then have to stop suddenly?	Yes
What did you feel in that situation?	I was concerned the driver in the other vehicle would not stop.
Do you think the driver in the other car intended to stop?	Yes – I think so.
So what do you feel was the problem?	They were too fast and I didn't know they intended to stop.
So do you feel they were using their speed well?	No- I didn't know they were going to stop.
If you were the driver of the vehicle you were in what might you do approaching that situation?	Slow down
Is that what you think the driver in the other car wanted you to do?	No – they wanted you to get out of the way.
So, do you feel they have achieved their aim?	No. I would be in their way longer if I slowed down.

Table 2

The coach should summarise by asking the coachee how important they felt speed was in communicating a driver's intention.

Application in driver training

This scenario should take no more than 10 minutes. The scenario can be revisited when suitable opportunities present themselves. It is simple to deliver and requires no specialist aids.

2.1.2. Journey Context

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

The learning objective of the scenario is for the coachee to understand how context and journey goals impact on driving performance.

Secondary aims of scenario

To assist the development of coping strategies to deal with, or avoid, dangerous journey goals or contexts.

Location of scenario

In-car

Main level / cell of GDE matrix (Hatakka et al 1999) reached

All four levels of the GDE

Short summary of exercise

The Goals for Driver Education (GDE) identify the need to develop a driver's knowledge and understanding relating to the context and goals for the journey. Against that background it is interesting to consider the goals of a learner driver when under tuition. Edwards and Curle (2008) indicated that the types of faults seen by driving instructors would be limited by the context in which the driving lessons take place – an educational context. This context is unlikely to include the types of distractions or pressures the driver would normally encounter when completing a 'real life' journey. The driver's goals whilst under tuition are likely to be significantly different to those a driver may normally have when completing a 'real' journey. The goal whilst under tuition is likely to be associated with driving well, and in line with the model being advocated by the instructor. In a 'real life' journey, a driver is more likely to be concerned about getting from A to B on time for a meeting, impressing their peers, listening to music, etc. It therefore follows that one of the key goals for a coach is to encourage the coachee to consider their driving not only in the current training context but in the wider 'real world' context.

Detailed description of exercise and application of coaching techniques

This scenario can be used in a number of ways. The basic approach is to allow a driver to drive independently (with minimum assistance or direction) for a period of approximately 10 to 15 minutes. The coach then stops the drive and asks the coachee to give an overall score of their driving performance, using a 1 to 10 scoring system with 1 being poor and 10 being excellent.

The coach should then discuss with the coachee a number of alternative scenarios and ask the coachee to consider how each scenario could impact on driving performance. Each scenario should be scored and the score should be reviewed against the score given for the initial drive. Depending on what the coach seeks to achieve, these scenarios should focus on the context or goals for the journey.

Where possible the scenarios should be based on the coachee's own expectations of journeys they may be likely to undertake in the future, as this increases the reality of the discussion. The coach can instigate this through the use of questions relating to:

- When is the coachee likely to use these types of roads?
- Who is the coachee likely to be travelling with?
- At what time of day is the coachee likely to undertake this journey?
- What would be the purpose of the journey?

If the coachee has difficulties relating to their own types of journey the coach may wish to give some examples, these could include:

Imagine you have just applied for a new job and have been asked to attend an interview

You are going out for the evening with a number of friends, and plan to return late, how do you think this trip would impact on your driving?

The main learning objective is for the coachee to understand that the context and goals for a journey will impact on driving performance. This learning objective is achieved through the comparison of the different scores for each of the scenarios.

If appropriate the coach can develop the session to include coping strategies for the contexts and goals discussed.

Application in driver training

This coaching scenario, whilst simple, is very effective as it encourages the coachee to consider their own future driving performance. The scenario's strength comes from its simplicity which allows it to be adopted to fit a number of situations.

The approach is probably best used when the coachee reaches a consistent standard of safe driving.

Reference

Edwards, I. & Curle, C. (2008), Analysis of the National Driver Improvement Scheme by Referral Type, in Dorn, L (ed), *Driver Behaviour and Training Volume 2*: Ashgate: UK pp. 31-36

Hatakka M, Keskinen E, Gregersen NP, *et al.* Theories and Aims of Education and Training Measures. In: *Driver Training, Testing and Licensing—towards theory-based management of young drivers' injury risk in road traffic*. Results of EU-Project GADGET, Work Package 3. In: Siegrist S, ed. Bfu –Report 40 1999

2.1.3. Journey planning and risk assessment

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

The learning objective of the scenario is to help the coachee develop their ability to risk assess a trip.

Secondary aims of scenario

The scenario can be developed further to include in-depth discussions relating to fatigue, alcohol, drugs, time and peer pressure. These discussions are not included in this example.

Location of scenario

In-car

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Level 3 and self evaluation

Short summary of exercise

This scenario extends the coverage of driver education to a 'real world' context. The scenario aims to encourage the coachee to consider all the risks associated with a journey whilst developing their own ability to risk assess their own journeys.

Detailed description of exercise and application of coaching techniques

The scenario starts after the coachee has driven a short period, the coach should ask the coachee to stop in a service area to review the current drive. Here the coach should ask the coachee to identify how the drive had gone and what areas the coachee felt could be further developed. Once this is complete the coach should then ask the coachee to identify the types of trips they are likely to undertake that would require the use of similar roads. Once a journey has been identified the coach should encourage the coachee to identify all the issues that may increase the risks associated with that journey. The coach should provide the coachee with a means of jotting down the risks as they discuss the issues. Appendix A provides a template that could be used for this purpose. There now follows a brief outline of the type of discussion that may take place between the coach and coachee:

Questions (Coach)	Typical replies (Coachee)
What destinations are you likely to visit that would require using these types of roads?	Oh em well, I am about to go to University in (destination) so I will probably drive there.
Ok - If it's OK with you I would like us to carry out a short assessment of that journey to identify what the issues may be?	Yeah - fine
What we could do is write down the issues we identify – if that is OK with you?	OK
How long do you think it may take you to get to University?	Em – when I went with my parents it took about 2 hours
2 hours – as a new driver have you ever driven constantly for 2 hours?	Well we have 2 hour lessons.
What do you feel like after a 2 hour lesson?	Well- tired

So how would that affect your driving?	I could become fatigued
What actions could you take to help?	I could have a break
Should we write that on the list, do you think?	Yes – fatigue and take a break
What time of day do you think you would set off on this journey?	Well I am only coming home for weekends so when I go I will leave midday.
OK- would you be fatigued then?	No
What day would you travel to University usually do you think?	Probably Sunday
What would you have done the evening before?	I might have gone out with friends
How fresh would you be on the Sunday?	Not very
So what could you do about that, do you think?	I could not go out or go home earlier
Is that worth writing down?	Yes
OK – on the night out would you drink?	A little
What is the potential issue there do you think?	I would have to be sober the next morning <i>(The coach may wish to discuss this further but due to constraints of this document it is deemed that the coachee is aware of this issue)</i>
Do you think that is worth writing those issues down?	Yes
Anything else?	No, I think they are the main issues.
We have mainly discussed going but what about when you come back? What day would you travel on?	Oh – em probably a Friday.
Do you think there are any issues there?	Well it is really busy on Fridays
How could that affect the travel time?	Well it would increase
So, what would be the issue there do you think?	Fatigue again
OK and what time do you think you could be setting off?	Well – after my last lecture which could finish at about 4 pm
Do you think that is an issue?	Yes- it rush hour
Anything else? How long are your lectures?	About 2 hours?
How do you feel after that?	Quite drained at times
So how could that be addressed?	More breaks on the way home
Will anyone be travelling with you?	On the way back... well I was hoping I would find someone to share the petrol costs.
What are the issues there?	Well, I could be distracted by chatting to the person with me.
Anything else?	Well I may have to wait for them or they may be in a rush to get home.
If you do come home alone how might that impact on you?	Well, I suppose I may be more prone to falling asleep.
That's possible – what about if you get bored, what could that tempt you to do?	Well, I could be tempted to ring someone?
Etc.	

This question pattern and discussion is continued until the coachee has identified all the issues associated with the trip. The coach should then complete the session by asking the

coachee if they would normally have actively considered all the identified issues. The coachee is likely to say No to this. The coach should then encourage a discussion around the need to consciously consider the risk of the journey and not limit this planning to issues relating to road conditions, etc. but the wider context of the journey.

The coach should allow the coachee to keep the developed risk assessment as an outline of the types of issues that should be considered and as a reminder of the process they have just been through.

Application in driver training

This is a simple scenario and should take no more than 10 minutes.

Appendix A

Trip: Travelling to and from University

Identified risks	Mitigating actions
Fatigue	Planned breaks
Alcohol	Restrict alcohol consumption the evening before
Fatigue through being out late the night prior to the journey	Don't stay out late
Etc	

2.1.4. Fatigue

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

To develop the coachees understanding of the impact of fatigue on driving performance and a possible coping strategy.

Secondary aims of scenario

None

Location of scenario

Individual in-car session

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Level 3 and 4

Short summary of exercise

Collisions involving young drivers frequently occur at night and it is likely that a mix of fatigue, inexperience and the goals of the trip will all play a part in this increased crash risk. This scenario aims to increase the driver's awareness of how fatigue impairs judgement. It also aims to develop the driver's awareness of why fatigue is not just an older drivers issue but is particularly relevant to younger inexperienced drivers.

Detailed description of exercise and application of coaching techniques

After the coachee has completed a successful manoeuvre the coach should ask the coachee to stop in a safe place. The coach should then ask the coachee to assess the manoeuvre and identify external issues that could impact on their ability to complete the manoeuvre successfully in the future. The coach may wish to give an example to prompt the coachee's thinking, such as taking prescribed medication. It is likely that the coachee will go on to mention alcohol, other drugs, illness. If fatigue is not mentioned then the coach should introduce the issue. Once the issue has been raised the following questioning pattern should be developed:

Questions (Coach)	Typical replies (Coachee)
Can you think of a time when you have been really tired? Not when you were driving but just generally.	Yes, I can.
What did you feel when you were tired?	I had a bad head and I just wanted to sleep
What about your temperament - how would others describe you, do you think?	Grumpy, irritable, miserable
How do you think your judgement would be impacted upon?	I suppose you might make more mistakes! Misread things?
When you were like that how do you think that would have impacted on your driving? For example, that manoeuvre you have just completed, what could have happened there?	I might take chances, I might misjudge traffic, my reactions may be slower.

Do you often get tired like that?	Sometimes, but not often
To be really fresh how much sleep do think you would need?	Oh – I don't know, I have never really thought about it - 8 hours?
OK- how often do you get that amount of sleep?	Not very often, you can't always fit it in.
What prevents you from getting that amount of sleep?	Lots of things... going out, the mobile phone, I like to play on the X-box... lots of things
What things could you do to make sure you did get enough sleep before driving?	Well not do the things I said, go to bed earlier.
Is that likely?	No
So what things would you need to watch for in your driving that would tell you that you were tired?	Oh – being drowsy, bad decisions, getting irritable.
And what things would you do to help in those situations?	Wind the window down, turn the radio on, drink coffee.
When we first started this discussion I asked you to think of a time when you were really tired... what did you do then to recover?	Went to bed and slept.
OK – so if you become tired in driving what is the only real cure?	Sleep
So what action do you think you should take if you become tired whilst driving?	Stop and rest and ideally have a short sleep.

The outline above is an ideal and, as with all coaching, the coach will have to follow the line of answers given by the coachee. The coach should be careful not to give the impression they are commenting on the coachees' life style, the aim is to raise awareness of how fatigue impairs driving performance and the only real strategy that works is rest.

Application in driver training

This scenario is simple and can be integrated easily into a driving lesson, possibly during a break in lesson. As already identified the biggest danger is that the coachee will feel the coach is commenting on the coachee's life style and the coach must be very wary of this. For this reason this scenario should be delivered in a relaxed manner and in a short time span of no more than 5 minutes. The ideal would be for this scenario to be delivered and then revisited a number of times over a course of lessons, with the scenario being developed further to cover times of day, micro sleeps, etc.

2.1.5. Being pressured from behind

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

To develop the coachee's understanding of the dangers of being pressured from behind and the development of appropriate coping strategies.

Secondary aims of scenario

None

Location of scenario

Individual in-car session. A similar approach could also be used in a classroom setting

Main level / cell of GDE matrix (Hatakka et al 1999) reached

All levels

Short summary of exercise

The scenario aims to help the coachee consider the motivation of the driver behind for close following, the dangers of this practice, coping strategies and strategies to recognise when they may be likely to undertake the practice themselves.

Detailed description of exercise and application of coaching techniques

This scenario should be applied when a vehicle behind has been following too closely and the coach is able to identify a safe place to stop to discuss the coachee's feeling and views relating to the incident.

Questions (Coach)	Typical replies (Coachee)
Did you notice how close the vehicle behind you was just now?	Yes – he was very close
Why did you think they got so close to us?	I think they were looking to overtake.
Do you think there could be any danger to us with the vehicle following so closely?	Yes - I was concerned that they could have crashed, run into the back of us.
When do you think this is likely to have happened?	If I stopped
Would this happen if you stopped over a long period or sharply?	If I stopped sharply
When do you feel you are most likely to have to stop sharply ?	Well – I suppose if I had to react quickly to something?
How could you avoid this reacting quickly?	By taking my time.
What do you think the driver behind was hoping you would do if they couldn't overtake?	Oh – speed up.
So based on what you have said about braking sharply do you feel this would be the right thing to do?	No – not really.
Why do you think the driver behind wanted	They seemed to be in a rush.

to overtake?	
Are you ever in a rush?	Sometimes – we are all in a rush sometimes
Where would you be going in a rush? What types of journeys would you be making?	Travelling to work or to an appointment
In those cases, do you feel that you may be tempted to follow the car too close yourself?	I don't know – possibly if I was late
Do you think you would really be saving time by doing that?	No – you can only go as fast as the vehicle in front
So why would you or another driver do it?	Well – if you're rushed it would sort of make you feel better
But you feel that you wouldn't really save any time?	No – not really.

The aims of the conversation should be to encourage the coachee to identify the risks involved and that these risks outweigh any perceived benefit of pushing another car along. There are potentially a number of pitfalls with this approach, most notably that not all coachees have the same views of close following and therefore the coach may have to deviate from the question guide based on the replies received from the coachee.

Application in driver training

This is a simple scenario that can easily be used in-car.

2.1.6. Emotions

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

This scenario aims to increase the coachee's awareness of the impact their own emotions can have on their driving.

Secondary aims of scenario

None

Location of scenario

In-car at road side

Main level / cell of GDE matrix (Hatakka et al 1999) reached

All levels but mainly 3 and 4

Short summary of exercise

It has been well documented in the academic literature that emotions impact on our decisions. This scenario aims to increase the coachee's awareness of how their own emotional state can impact on their driving performance. This is achieved through asking the coachee to reflect on times of high emotion and then asking them to consider how these emotions could have impacted on their driving.

Detailed description of exercise and application of coaching techniques

The scenario is conducted at the side of the road using a simple self-reflective question pattern as outlined in the table below.

Questions (Coach)	Typical replies (Coachee)
Do you think that how you feel impacts on your driving at all?	Yes, if you feel tired – something like that
Ok, I would like you to think back to a time when something had happened that really made you feel fantastic, what words would you use to describe those feelings?	Well fantastic, joy, happy, ecstatic.
Ok- if you were driving and felt like that, let's say you had just won a gold medal, how do you think that might impact on your driving?	Well, it could be hard to concentrate.
Anything else?	No not really.
How do you think those emotions could affect your driving decisions?	Well, I suppose you may think everything is OK and not really be too focused?
What could happen to your speed do you think?	Could be erratic. If you're really happy you might feel all is well and drive a bit faster?
What about the other side of those emotions?	You mean sad emotions?
Yes	Well probably the same.
Those are quite extreme examples, on a	Yes, possibly.

more day to day level do you think our emotions affect our decisions?	
Can you think of anything in the car that can impact on how you feel?	No – well music possibly, and conversations with passengers
So what do you feel you could do to reduce the impact of your emotions on your driving?	Don't drive when I am upset or ecstatic and after that not much other than be aware of it. And to try and control them whilst driving.

Application in driver training

This scenario could easily be carried out in-car on a one to one basis or as part of a group exercise. The main learning outcome is that the coachee identifies that we can all be swayed by our emotions and not just at times of high emotion. The coach needs to be tactful in the delivery of this scenario as asking people about their emotions can be difficult. The better the coach knows and understands the coachee the more likely they will be able to encourage the coachee to consider the impact of their personal emotion. For example if the coachee plays football the opening question could be how would you feel if your team won the league? How would you feel driving home? ...

For this reason the question outline above should only be seen as indicative of the type of discussion that should be followed.

2.1.7. Overtaking

Coaching scenario designed by Ian Edwards and Neil Beeson

Main aim of scenario (learning objective)

To develop the coachee's understanding of the dangers of overtaking.

Secondary aims of scenario

None

Location of scenario

Individual in-car session

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Level 3 and 4

Short summary of exercise

Collisions involving young drivers frequently occur at night, on rural roads, with passengers and single vehicle involvement. It is likely that a mix of fatigue, inexperience, the goals of the trip and personality will all play a part in this increased crash risk. Overtaking tends to be largely self-taught due to the fact that when learning to drive the learner is generally the one being overtaken and rarely gets the chance to overtake. This scenario aims to increase the driver's awareness of what factors affect the decision making process when considering an overtaking manoeuvre. It also aims to develop the driver's awareness of circumstances when they may not carry out the correct decision making process.

Detailed description of exercise and application of coaching techniques

After the coachee has completed a successful manoeuvre (this may be overtaking a moving vehicle or a stationary vehicle) the coach should ask the coachee to stop in a safe place. The coach should then ask the coachee to assess the manoeuvre and identify external issues that could impact on their ability to complete the manoeuvre successfully in the future. The coach may wish to give an example to prompt the coachee's thinking, such as having friends in the car. It is likely that the coachee will go on to mention speed, being late for an appointment. Once the issues have been raised the following questioning pattern should be developed.

Questions (Coach)	Typical replies (Coachee)
Can you think of a time when you have had to rush to get somewhere? Not when you were driving but just generally.	Yes, I can.
How did that make you feel?	I felt under pressure
What about your temperament - how would others describe you, do you think?	If I'm in a rush I would be irritable, not very patient.
How do you think your judgement would be impacted upon?	I suppose I might make more mistakes! Misread things?
When you are like that how do you think this may impact on your driving? For example, that manoeuvre you have just completed, what could have happened there?	I might take chances, I might misjudge the speed of oncoming traffic. I might drive faster to make sure I completed the manoeuvre.
Do you often feel pressure like that?	Sometimes, but not often

What effect would friends in the car have on your driving?	None really.
What about the extra weight?	Oh...yes, I suppose it would make the car slower.
How would this affect your decision to overtake?	I'd probably need more time and space
Can you think of any circumstances where you wouldn't wait for more time and space?	Not really...well maybe if I had to be somewhere
How do you think having friends in the car could affect your decision making?	Well...they might try to encourage me to overtake
Would you feel pressured to act as they would like you to?	Possibly, to avoid being branded uncool.
Do you think that overtaking is always necessary?	Probably not, unless it is a really slow moving vehicle
Do you feel you would always benefit from overtaking?	Not really
So do you think then that quite often overtaking is more about how good it makes you feel?	Probably

The outline above is an ideal and, as with all coaching, the coach will have to follow the line of answers given by the coachee. The coach should be careful not to give the impression they are commenting on the coachees' life style, the aim is to raise awareness of the dangers of overtaking.

Application in driver training

This scenario is simple and can be integrated easily into a driving lesson, possibly during a break in lesson. As already identified the biggest danger is that the coachee will feel the coach is commenting on the coachee's life style and the coach must be very wary of this. For this reason this scenario should be delivered in a relaxed manner and in a short time span of no more than 5 minutes. The ideal would be for this scenario to be delivered and then revisited a number of times over a course of lessons, with the scenario being developed further to cover other issues such as Peer pressure, thrill seeking, etc.

2.1.8. Mobile Phone Use

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

To develop the coachee's understanding of how mobile phone use can impact on driving ability.

Secondary aims of scenario

Could be linked more generally with distraction

Location of scenario

Individual in-car session

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Level 3 and 4

Short summary of exercise

Many drivers see little difference between holding a conversation on a hands free mobile phone and holding a conversation with a passenger. This scenario aims to encourage the coachee to identify the role that nonverbal communication has in making direct communication simpler and quicker than communication via phone.

The approach is to encourage the coachee to identify that young children are very distracting in a vehicle because they have not developed the ability to use nonverbal clues that indicate to an adult passenger the driver needs to switch attention from the conversation to the driving task.

Detailed description of exercise and application of coaching techniques

The learning aim for this scenario is for the coach to encourage the coachee to identify why mobile phone use is dangerous and to develop a simple strategy for avoiding using the phone whilst driving.

Questions (Coach)	Typical replies (Coachee)
Once you have passed your test which groups of people do you think may be distracting?	Oh, friends in the car.
Any others?	No, not that I can think of.
May I suggest one please?	Yeah
What about young children?	Yes, I suppose so.
Why do you think they may be a distraction?	Well, they may not be quiet and just keep talking.
When do you feel this is most likely to be distracting?	Well – when I am trying to think or concentrate on the road.
Do you get this with adult passengers?	Sometimes, but not as much.
Why do you think that is?	Well, they are often drivers and know when you need to concentrate more
If you were on the phone and driving do you feel that the person on the other end of the	No not really – they can't see.

conversation would know when you need to concentrate?	
If you need to concentrate on a traffic situation would you stop talking to the person on the other end of the phone?	Yes – I would.
How do you feel the other person would react if you went quiet?	They would probably ask if I was still there.
Why would they do that, do you think?	Well to try and see if you were there.
Do you think this would be dangerous?	Yes – it could be
Do you feel this distraction is the same with both hands free and handheld phones?	Yes but you have even less control with a handheld mobile
Very true, but as you said the distraction is exactly the same with both	Yes.
Do you think you could be tempted to use your phone while driving?	Possibly.
How could you reduce this temptation do you think?	I could turn it off before I start driving and then I would not be tempted to answer it.
That would stop the temptation to answer incoming calls. Would you ever be tempted to make outgoing calls?	Possibly if I was lost, or running late.
What would be the best way to make this type of call?	I suppose by pulling up at the side of the road and making the call there.

Application in driver training

This scenario is simple and can be integrated easily into a driving lesson, possibly during a break.

2.1.9. Developing observation skills

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

This scenario aims to develop a driver's observational skills through the development of a self-awareness exercise.

Secondary aims of scenario

None

Location of scenario

In-car

Main level / cell of GDE matrix

Levels 1 and 2

Short summary of exercise

The scenario aims to use a commentary driving exercise to help a driver identify how much, or little, they are able to see whilst driving and the need to actively search the road environment.

Detailed description of exercise and application of coaching techniques

The scenario starts with the coachee being encouraged to consider what is the most important sense relating to driving.

Coach	Coachee
Out of the 5 senses which sense do you feel is most important in driving?	Oh – sight
Do we always see everything ?	No - I suppose we all miss some things
Do you think there is a link between speed and what we see?	Yes, the faster you go the less we can take in
As we increase speed do you feel our vision becomes blurred?	At the edges it does, but in front of you that's ok
So, if I understand you correctly you are saying that as we go faster it is harder to see things towards the side of our vision	Yes, that's it
Where do you feel our side vision is most important, what types of road environments?	In towns and cities I suppose
Why do you feel that?	Well – there is a lot happening to the sides
Could you give some examples?	You could have pedestrians or junctions to the sides.
So in that type of situation what do you feel you should do with your speed?	Go slower.
Would you mind if we completed a simple exercise related to observation?	No, not at all

At this point the coach asks the driver to drive for a short period of no more than 5 minutes. Over this period the coachee should highlight what they are looking at. The route should not be too challenging but should have sufficient hazards to ensure that an active descriptive commentary has to be used. At the end of the 5 minutes the vehicle should be stopped and the discussion should continue.

How did you feel about that?	It was hard, I felt a bit self conscious
Did you find it easy to say all the things you were looking at?	No – it was hard
Why do think it was hard?	Well I had to see them and then say it and by that time I was almost passed it
What could you do to give yourself more time?	I could have gone slower
What else could you do to improve your observation?	I am not sure?
OK – sitting here what is the furthest thing you can see?	Oh - those traffic lights right down the road
Ok- let's call that the far ground	OK
So what is about half way between the far ground and where we are now?	That set of crossroads
OK , let's call that the mid ground and what is the nearest hazard to us?	Probably the parked vehicles
When you did your commentary drive where were you looking would you say? In the far, middle or near ground?	Probably in the near ground.
Where do you think you need to be looking?	Oh- probably in the far ground
OK, is there anywhere else you should be observing?	Behind?
Do you think we could repeat the exercise but this time would you like to try to monitor what you are seeing, in the Far, Middle or Near ground? I don't want you to try and change it, just mentally take note.	OK

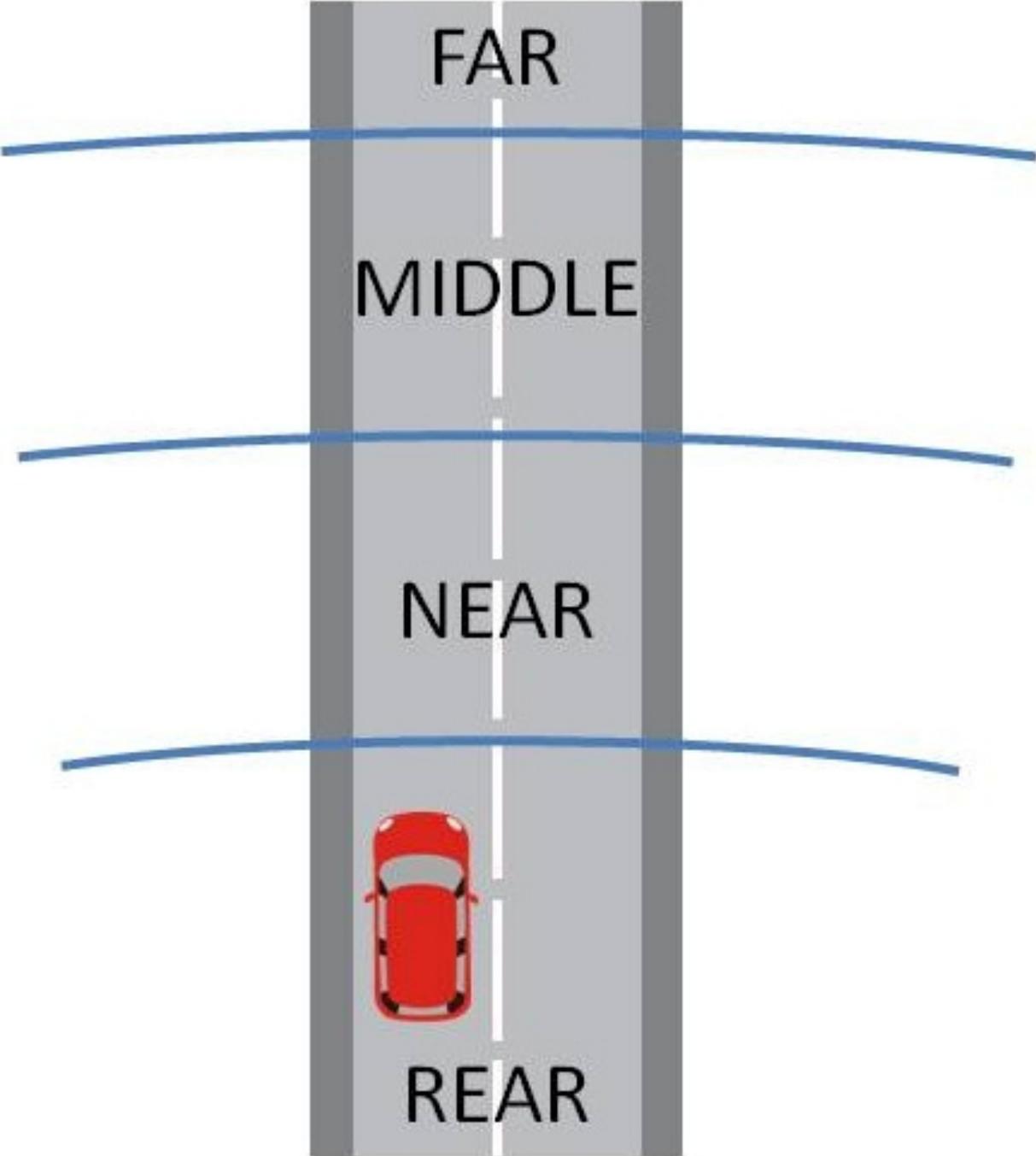
The commentary exercise should be repeated again at the end of which the coach and coachee should discuss the outcomes. The aim should be for the coachee to recognise where they are looking and through self monitoring start to increase their own natural observational abilities. The coach should also suggest to the coachee that they need to be constantly revisiting things they have seen to ensure that the situation has not changed and therefore should be constantly scanning the road environment by rotating their vision through the Near, Middle, Far and Rear areas around the vehicle (See diagram).

Appendix A could be used to help the delivery of this scenario.

Application in driver training

This scenario is simple and easy to use and therefore could easily be implemented in any driver training situation.

Appendix A



2.1.10. Self-assessment

Coaching scenario designed by Esko Keskinen and Ian Edwards

Main aim of scenario (learning objective)

This scenario aims to increase the driver's awareness of the need to engage in a self-assessment process and the critical role it has in post-test development.

Secondary aims of scenario

None

Location of scenario

In-car at road side

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Third column

Short summary of exercise

The third column of the Goals for Driver Education advocates that a driver should be aware of their own personal tendencies and their own strengths and weaknesses. Or, as Engström et al puts it:

The third column ("self-evaluation") refers to a process whereby an individual tries to get feedback on his or her personal actions from within the self. In the context of driving it is a matter of becoming, or wanting to become aware of personal preconditions and tendencies as well as skills and abilities regarding manoeuvring, coping in traffic, planning of driving, and life in general. In short, being able to perceive realistically one's own role for the success of a driving situation.

*Not only is self-evaluation seen as an important tool in driver training but also in the development of driving skills after training
(Engström et al, 2003, p.56)*

This short statement makes at least two very interesting points. The first is the role of feedback from within the self. The first prerequisite of this is related to being self-aware and raising awareness is one of the key aims of coaching.

The second point is the role that self-evaluation has in continued development and improvement. A driver who is able to self-evaluate is able to self-learn from their own experience. Frequently we think that learning from experience is a totally natural process but frequently the wrong things are learnt. Boud (2003), writing about education in general makes a similar point regarding learning from experience: "Experience does not necessarily lead to learning: there needs to be an active engagement with it "(p.30). Coaching seeks to do exactly this as it aims to encourage the learner to evaluate their own performance through increased awareness and, in so doing, actively engage with their experience.

This scenario aims to increase the driver's awareness of the need to engage in this self-assessment process and the critical role it has in post-test development.

Detailed description of exercise and application of coaching techniques

Ideally this scenario should take place as the coachee approaches readiness to gain a full licence or soon after licence acquisition. The scenario starts with the coach setting a simple scenario. The scenario should encourage the coachee to reflect on the future, the role of experience and how they intend to further develop as a safe driver.

Questions (Coach)	Typical replies (Coachee)
Soon you will be taking your test and driving solo. How do you feel about that?	Oh ok, a bit nervous and a little excited
Do you think when you take your test that you will know and understand everything you need to know?	Pretty much – I think.
Do you think you will have seen every junction layout and experienced all types of driving conditions by then?	No – but I will have done enough to pass my test.
Yes – but how will you continue to improve?	Em... well I suppose I will gain experience and develop naturally.
Do we always learn what we need to learn from experience?	No – but you get better with practice.
Can you see any issues with learning from experience?	Well I suppose you could develop bad habits.
How could you not develop bad habits, do you think?	Well, I don't know to be honest... that's a difficult question
Are there any things that you could think of that would indicate to you that a driving situation has not gone well?	Em... I am not sure what you mean
Well what about if someone pulled out in front of you?	That would be their fault.
But could you learn something from it do you think?	Well, I suppose I would have to consider my speed in that situation
So, in that case what could you learn?	Slow down a bit and try to spot things more.
Are there any other things that could happen that should really make you think about your driving? I will write them down as you think of them	Well, I suppose...

As this point in the interchange the coach should write down the list provided to them by the coachee under the heading of learning trigger. Possible triggers could include:

- If a driver became angry
- If they were surprised by the presence of another road user
- If they are pulled over by the police or are prosecuted
- If a driver thanks them for their courtesy
- If they have a near miss collision
- If they fail to anticipate a situation
- When they have dealt with a new experience

Once the list is completed the coach should encourage the coachee to reflect on the need to actively engage with their experience using the list above (which should be given to the coachee at the end of the session as their personal trigger list). The coach should also

encourage the coachee not just to consider what went wrong or right at the time of the incident but to consider the role the journey context and their own personality may have played.

Questions (Coach)	Typical replies (Coachee)
Thank you for the list, it is for you to keep. Can we just look at the near miss one a little deeper please?	Yeah – Ok
So, if you had a near miss what things would you consider?	Well I would think about, if I was too fast, or failed to see something.
Do you think you should consider other things before the actual incident?	Well, was I paying enough attention.
What would prevent you from paying attention?	Oh I don't know, music, people in the car, etc.
Do you feel outside factors could impact on your concentration?	Possibly examinations or if you are late something like that.
So, can we just check my understanding of what I think you have said here please? I feel you have said to me that: We don't always learn the right things from experience, we need some triggers that can really start the learning process off to help ensure we learn the right things from our experience and we need to not just think about things that happened in the car but other outside influences. Do you feel that is a fair summary of what you have said?	Yes – I do.

Application in driver training

This scenario could easily be carried out in-car on a one to one basis or as part of a group exercise.

References

Boud, A., (1995). (Ed by Boud, D.) Enhancing learning through self-assessment., Routledge Falmer., West Sussex: UK., (p.30)

Engstrom, I., Gregersen, N. P., Hernetkoski, K., Keskinen, E., & Nyberg, A., (2003). Young and Novice Drivers, Driver Education and Training – Literature Review, Swedish National Road and Transport Research Institute: Sweden. (pp. 54-59)

Hatakka, M., Keskinen, E., Gregersen, N. P., Glad, A., Hernetkoski, K. (2002) From control of the vehicle to personal self-control; broadening the perspectives to driver education. Transportation Research Part F, 5 (3),

2.1.11. Concentration

Coaching scenario designed by Ian Edwards and Neil Beeson

Main aim of scenario (learning objective)

To develop the coachee's understanding of the importance of concentration

Secondary aims of scenario

None

Location of scenario

Individual in-car session

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Level 3 and 4

Short summary of exercise

Collisions involving young drivers frequently occur at night, on rural roads, with passengers and single vehicle involvement. It is likely that a mix of fatigue, inexperience, the goals of the trip and personality will all play a part in this increased crash risk. Concentration is a major issue amongst drivers as a whole, but young novice drivers in particular. One factor associated with this is automation of task. Novice drivers are not as automated as an experienced driver so they have to concentrate more and therefore can ill afford to lose concentration. This scenario aims to increase the driver's awareness of what factors can affect concentration and the associated dangers. It also aims to develop the driver's awareness of circumstances when their concentration may be affected.

Detailed description of exercise and application of coaching techniques

Nearing the end of a lesson, as the pupil becomes a little fatigued, the coach should ask the pupil to stop and ask the pupil how they felt the drive had gone. The coach should then use a similar approach as outlined in the question table below.

Questions (Coach)	Typical replies (Coachee)
How did you feel about that drive?	I felt good
Why did you feel good about it?	Well...I think I did quite well
On a scale of 1 to 10 do you feel driving is a simple or complex task? 1 would be simple and 10 would be very complex.	I would probably give it a 7.
So quite complex then	Yes
Would you mind if we tried a test please?	No - not at all
Thank you – I would like you to count backwards from a 100 and I will ask you some questions as you do so?	OK 100, 99 98...
What is your full name?	Ian Samuel Smith
Where do you live?	London 97 , 96,
Add 7 to 12?	19. er, I have lost count!
OK, not a problem, why could you not complete the task of counting backwards?	Because you were distracting me.
Did that distraction make it difficult for you	Yes, it was hard to keep focused on the task

to concentrate, do you think?	
If I had asked you to count forwards would it have been easier?	Yes – much, as I am more familiar with the sequence.
So, are you saying that counting backwards is a little strange and not as simple, as it is a bit different?	Yes
So what about driving then, compared to the task you have just completed, do you feel driving is more or less complex?	More complex
What do you see as the possible dangers of losing concentration whilst driving?	Well you could crash
What things do you feel may distract you from concentrating on driving fully?	People in the car, radio, phones that sort of thing
Are there any times of the day when you feel you may be most likely to lose concentration?	At night when you are tired.

The scenario can then be further developed to look at individual distracters and to develop individual coping strategies, and this may be best done on a later session. The key learning point for this session is that the coachee recognises that driving is a complex task and any loss of concentration is dangerous.

Application in driver training

This is a simple scenario that can easily be used. The simple exercise included in the scenario is fun to do and requires no props. The scenario is probably best delivered once a coachee has reached a reasonable level of driving competence as this will help them to better understand the mental workload needed to drive safely.

2.1.12. Preparing for independent driving

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

For the coachee to consider how they will continue to improve and develop as an independent driver.

Secondary aims of scenario

This scenario should be strongly linked to self-assessment

Location of scenario

In-car at road side

Main level / cell of GDE matrix (Hatakka et al 1999) reached

All levels equally

Short summary of exercise

The scenario aims to help the coachee to consider the impact that independent driving may have on them. In particular the scenario should focus on:

- Building confidence without building overconfidence
- The need to practise and develop skills over time
- The identification of newly qualified drivers as an 'at risk group'
- How they can further develop and learn from their own experience using a variant of the GROW model (Whitmore 2006)

Detailed description of exercise and application of coaching techniques

Questions (Coach)	Typical replies (Coachee)
In a few weeks you have your driving test and you will start to drive on your own. Bearing that in mind could you name some of the most vulnerable road users groups?	Yes – the elderly, children and people with impaired sight, horse riders.
Thank you, could I ask you to consider another group please?	Yes.
What about inexperienced drivers?	Yes – I suppose so
Why do you think they would be classed as vulnerable road user?	Because they don't have a great deal of experience
When you pass your driving test will you fall into this grouping?	Yes
In what areas do you feel you are likely to be inexperienced?	Well... I suppose I am still learning even after I pass my test
So you still feel you will be learning, what would be your goal say for the first six months of driving?	Probably to drive and not be involved in a collision.
You have said that the goal is to be collision free. What areas of your driving, or outside influence are a risk to this goal, do you	Well there are lots really. My friends in the car, not knowing the way to places...loads really.

think?	
Which risk do you feel is the biggest to you?	Well I am really quite worried about driving to places I don't know.
What do you feel would be the best options for you to reduce this risk?	Well, practise the routes at times of the day when traffic is lighter, so I know which lane to be in and I suppose build upon my existing knowledge.
If I am hearing you correctly you want to practise the routes and build up gradually?	Yes, that's right.
When we looked at these issues did you notice I asked you a few questions, can you remember what they were?	Yes, you asked me what my goal was for the first 6 months, you then asked what the risks were, then some ideas about what I could do.
Did you find it useful to think like that?	Yes I did – it sort of made me think through the problem and look for solutions.
That process is called GROW and you can use it whenever you feel you need to, as it will help you to consider how best to improve. (Use hand out – Appendix A)	OK
Could we try another simple example please?	Yes
Would you mind if I gave you one to consider?	No, not at all.
What about overconfidence? Do you feel that could be a danger?	Possibly
What would your goal be regarding overconfidence?	Well not to be become overconfident?
What do you feel are the dangers of overconfidence?	Oh- you start to go faster, and I suppose you stop seeing the dangers.
Do you feel you are likely to become overconfident?	Possibly but I am not sure
When you started to drive did 30 mph (50 kph) feel very fast to you?	Yes... really fast
And now?	Slow
Do you think that is because your confidence has grown?	Yes
So do you feel overconfidence could be a danger as you gain experience?	Yes – looking at it like that.
What are your options to reduce these dangers?	I suppose to watch myself for signs of overconfidence.
What would these signs be?	Increased speeds, doing things I would not have done – like using a mobile phone.
And what do you feel you could do if you find yourself starting to become overconfident?	I am not sure... try to stop myself, remind myself that I have not be driving very long.
Anything else, related to vulnerable road users?	Remind myself that I am a vulnerable road user?

Application in driver training

This scenario aims to provide the coachee with a module that will help them to self-coach after passing the driving test by using a variant of the GROW model. The GROW model could be introduced at any point in the coachee's development, but in this example it is presumed that this has not been done and the model is new to the coachee. One of the key learning outcomes for this scenario is that the coachee recognises that they are an 'at risk' road user when passing their driving test and need to actively consider the risks they face.

The scenario could be delivered as part of a wider group-based exercise but the maximum benefit will be achieved if delivered as an individual session as this allows the session to be tailored to the individual coachee.

Appendix A

GROW – Model (Based on Whitmore 2006)

Goals – What would you like to achieve over the next few months?

Risk – What are the possible risks to this?

Options – What are the possible ways of achieving this target?

What – What are you going to do?

2.1.13. Feedback Drive

Coaching scenario designed by Sakari Hopia

Main aim of scenario (learning objective)

To increase self awareness and risk awareness and to give tools to improve driving in the future allowing the coachee to find out about his/her real level of driving with the help of the coach.

Location of scenario

On road

Main level /cell of GDE matrix (Hatakka et al 1999) reached

All levels of the GDE because the goal is set by the coachee.

Short summary of exercise

This scenario can be used at any time during in-car driver training. At first, before moving off the coach can ask the coachee's goal for this driving session. It may be anything between the sky and earth. For example in the last driving session before the driving test, it could be that the coachee's goal is to drive in order to pass the test. It is normally the most common goal. When the coachee is ready to start he/she may drive about five to ten minutes to warm up and then the coach can ask him/her how he/she thinks he/she is doing. After the coachee has given the answer the coach may ask if he/she still has the same goal. The goal for this feedback drive is set by the coachee and the evaluation is done with the help of the coach who is using open questions to find out about the coachee's knowledge and if possible sometimes, even the attitude of the coachee. Finally together they will check if they have reached the goal. From the environmental point of view it is also possible to measure the fuel consumption and to discuss about that topic.

Detailed description of exercise and application of coaching techniques

First of all the student should think about the goal for this driving period. After having set the goal the student then evaluates his/her driving style before the lesson and fills in the "Evaluation form" using a scale from one to five. One is something which needs to be improved a lot and five is a topic which is in a very good condition. After having done this self evaluation the driving can start with the coach informing the student that he/she can use his/her own driving style. At the beginning the coach can start measuring the fuel consumption. The route used should include many different kinds of traffic situations.

When they have driven about 20-25 minutes the car is stopped and the student evaluates his/her driving style used during the route. The scale and the form is the same. After the evaluation the coach can compare his/her opinion to the student's evaluation. If there is a topic they "disagree" on some remarks can be used to remind on it when driving the second route. The fuel consumption can be marked on the form.

After this short discussion the coach can ask a few questions to find out how much the student knows about an economical way of driving.

Questions can for example include:

- How do you think you are able to save fuel?

- In your opinion, which are your strengths when driving in an economical way?

After this coache and coachee can start driving the second time. The route is the same or similar, so that it can be compared to the first route. The fuel consumption is measured and those possible mistakes can be checked and improved. Finally at the end coach and coachee can discuss about the results they have achieved. For example have they saved fuel and most important of all have they reached the goal the student defined earlier?

This process is used in the Manual for the second phase driving audit and "the driving school examination" as explained below. The form used can be found below.

Step 1:

To save time and to motivate, it is sometimes better to carry out the first evaluation and the goal setting at home.

To calm the driving situation:

- In the beginning of the driving, take the EVALUATION FORM.
- Ask for the own goal or goals of the student and ask him/her to write them on the paper
- Ask him/her to estimate his/her own driving and mark it on the scale on the form in the right position

If the form is already filled in at home, the coach must at least discuss the GOAL and talk about the other evaluation topics with the coachee.

Step 2:

- Drive the first round and afterwards fill in the EVALUATION form:
- The student puts his/her own marks on the same lines again, at the place where he/she thinks it is correct
- Discuss about strengths and weaknesses
- Note in the space "Test 1" the fuel consumption, driving time etc.

Step 3:

If necessary carry out the "demonstration drive", where you:

- discuss something you want to comment about
- show the right examples to develop the driving behavior

Step 4:

Drive round 2 and afterwards:

- The student evaluates his/her own success verbally
- The coach comments the evaluation, when necessary, by asking questions
- Note in the space "Test 2" the fuel consumption and driving time and count the changes
- Check if you have reached the goal which was written on the paper earlier

During the whole education, it is only the student who is evaluating his/her driving behaviour and the coach is only checking by asking questions, in case the coach would like to know more about something, etc (Asking open questions who, when, where...)

Application in driver training

This scenario can be used very easily. But after having tried this approach, it was found that the most difficult element in this case is to convince old style teachers to use this kind of scenario. Those using it are very satisfied and also the coachees seem to like this kind of evaluation quite a lot, because it is very interactive. This is a very cheap scenario and it can easily be done everywhere where the teachers are ready to adopt it.

2.1.14. Independent parking

Coaching scenario designed by Sakari Hopia

Main aim of scenario (learning objective)

To raise awareness and increase the knowledge on the risks associated with parking helping the learner driver to understand the importance of indication, observation and vehicle manoeuvring, including needless idling of the engine.

Secondary aims of scenario

Together with a coach, the learner driver will realise that there are many stopping and parking rules to take into account when looking for an appropriate parking place.

Location of scenario

In-car and classroom

Main level /cell of GDE matrix (Hatakka et al 1999) reached

Level 3 of the GDE matrix, depending on the students and discussion with the coach.

Short summary of exercise

When driving it is important to understand that for choosing an appropriate parking place there are certain rules restricting parking. Whenever you park your vehicle it must be parked in a way that does not cause any harm or danger and in order to do so the coachee needs to have independent experience during his/her driver training.

Detailed description of exercise and application of coaching techniques

This scenario can be used during the driving lesson when the learner driver is beginning to drive in traffic or any time after that during the coaching period. It depends on the learner driver's ability to make independent decisions.

First of all the coach and the coachee need to discuss parking rules so that the reasons for the rules are clearly understood. It is also important to address some basic risks, so that the coachee does not brake too rapidly without indication, etc. The discussion should be carried out when the car is stationary and before the practical exercise begins. Alternatively, it can be addressed in more detail in a theory lesson and only a short update is necessary if the theory lesson has already taken place.

Leaving traffic can be coached by asking where the coachee thinks he/she can leave his/her vehicle for a little while when going shopping. A possible introduction could be: as we are driving, could you park this car somewhere nearby, making sure you take into account the traffic rules for parking?

The area must be chosen so that there are traffic signs prohibiting parking or stopping. There should be possibilities to park alongside the curb or in a parking bay. If possible, it would be good to find an area with paid parking and a requirement to use a parking timer/clock.

When the coachee finds a parking place and parks the car there, he/she needs to explain what were the reasons for choosing that particular place and if there were any other appropriate parking places nearby.

Examples for questions:

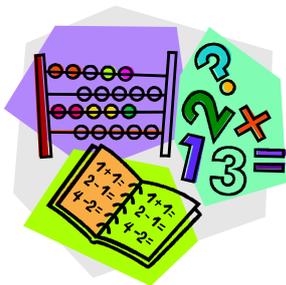
- What made you choose exactly this parking place?
- Can you tell me if near here there are any other possible places to park?

Further the coach may ask how the coachee thought the situation was handled and if there was anything he/she would like to do in different way.

For example:

- What is the appropriate speed for approaching a parking place?
- How can you be sure, that you used the indicator early enough?
- Can you tell me or did you look around enough to ensure that the maneuver itself did not impede other road users too much?
- When opening the car door, what should you take into account?
- How can you ensure that your car won't move off?
- Which way is better for driving into a parking bay and what are the reasons for that?
- What is your opinion about letting the engine idle and are there any limitations?
- What are your feelings about doing this alone?

Short description:



Set the goal and discuss about the rules.



Ask why a certain place was chosen.



Did you reach the goal?

Application in driver training

This scenario is easy to use and it is working well. Bear in mind that coachees sometimes choose the most difficult parking place because they think that the coach wants them to do so. It also does not cause any extra costs, because it can be integrated into a normal driving lesson and the teachers do not need any special skills to apply it. (Quite often driving instructors like to tell the coachee where to park so the coachee is unable to make independent decisions).

2.1.15. Road positioning and lane selection

Coaching scenario designed by Sakari Hopia

Main aim of scenario (learning objective)

To raise awareness and develop knowledge of the risks associated with driving in and around junctions as well as selecting the appropriate lane and positioning on the road.

Secondary aims of scenario

Together with a coach, the learners should realise that there are certain traffic rules to be obeyed when driving through junctions so that traffic remains both fluid and safe.

Location of scenario

In car

Main level /cell of GDE matrix (Hatakka et al 1999) reached

Level 3 of the GDE matrix, depending on the students and the discussion with the coach.

Short summary of exercise

When driving it is important for the driver to understand that he/she can only drive safe if he/she is fully aware of his/her environment and knows the rules for choosing the right positioning on the road and on the lane. Awareness about what to expect from other road users is equally important. In small villages and even in cities well known places exist where driving can be a little bit more complicated. In this case it is easy to get a student interested in such a traffic challenge and his/her enthusiasm can be used to give them a little homework.

Detailed description of exercise and application of coaching techniques

This scenario can be used during a driving lesson at the beginning of the coaching period when the learner driver is beginning to drive in traffic or any time after that, depending on the level of the coachee.

At some stage, when returning from a driving lesson or in a theory lesson, the coach will ask the coachee if he/she is ready to carry out an exercise focusing on a junction or roundabout more difficult than he/she has driven before. The learner should observe how to choose the right driving lane according to regulations and how other drivers are actually doing this in practice. There could be bus lanes, cycle paths or tram lines which are making the situation more challenging.

If the coachee agrees to the proposal, the coach and the coachee choose a place in the neighbourhood which they will cover in the next driving lesson. The coachee receives the "homework" to think about how he/she will tackle the situation until the next lesson. In order to create a more complicated exercise the coach could also ask the coachee to think about priority rules as well.

During the next driving lesson coachee and coach drive to the agreed place and discuss what needs to be observed, what are the basic rules and how to choose the driving lane and appropriate position on the road.

This can be done with questions such as for example:

- When you were observing this junction, were there any questions you would have liked to ask?
- What is your opinion about this situation here and do you think you can handle it?
- Were the drivers driving according to the rules or not? (How do you choose your lane when turning left? What are the reasons for that? What if there is a cycle lane when you are turning right? etc.

The coach then asks if the coachee is ready to drive through the junction. After having passed the junction the coach checks how the coachee thinks he /she performed.

This can be done by asking for example:

- On a scale from one to ten how nervous were you with one being very nervous and ten not nervous at all?
- What was good in your driving?
- Did you remember your own suggestions?
- Are you ready to try this from a different direction? Were the other drivers behaving unexpected? etc.

This exercise can be repeated from different directions. Following the exercise the coach asks the coachee if he/she now knows how to handle this type of situations and if he/she feels ready to look for more challenging driving locations.

Application in driver training

This scenario is easy to use, but it needs to be "sold" well to the students in order to motivate them to do some "homework" in their own time. Teachers do not need any special skills if they want to adopt this scenario.

2.1.16. Scanning your environment

Coaching scenario designed by Sakari Hopia

Main aim of scenario (learning objective)

This scenario aims at raising awareness and developing knowledge about the risks associated with driving speed. It should provide the learner driver with tools to understand the importance of observation and vehicle manoeuvring.

Secondary aims of scenario

Together with a coach, the learners will find out that appropriate driving speed depends on visibility, road surface, the road environment, circumstances, the condition of the car and usage of the vehicle.

Location of scenario

In car

Main level /cell of GDE matrix (Hatakka et al 1999) reached

Level 3 of the GDE matrix, depending on the students and the discussion with the coach.

Short summary of exercise

When driving it is important for the driver to understand that he/she can only drive safely if he/she is fully aware of the environment, the driving situation and other elements affecting his/her driving behaviour. This scenario can help the learner driver to improve his / her scanning and increase looking to the side, to the rear and further ahead.

Detailed description of exercise and application of coaching techniques

This scenario can be used during a driving lesson at the beginning of the coaching period, when the learner driver is beginning to drive in traffic, or any time after that, depending on the level of the coachee.

To start with coach and coachee discuss about what needs to be observed when driving in traffic. They should end with the conclusion that there is a large number of elements the driver needs to watch out for. These elements may include pedestrian crossings, cycle paths, bus stops, limited view due to bushes or buildings, "sleeping policemen", different kinds of warning signs and so on. It is also crucial to take into consideration what is happening behind your own vehicle.

After this initial discussion the coach asks the coachee to drive around a block (a trip of 5-10 minutes) on a route which may involve some of these risk elements.

Then the coachee is invited to drive once more the same route, this time explaining (while driving) what he/she had observed during the first round. During the first trip the coachee observes and makes some mental notes thereby raising awareness and motivation. During the second trip the coachee explains what he/she could observe in order to allow the coachee and especially the coach to assess if all important potential hazards were observed. A third trip can be undertaken if the coach feels that important hazards were not taken into account.

Following the exercise the coach and the coachee discuss if there is anything particular they should go into more detail with such as for example a railway or tram crossing.

The coach can finish by asking:

- What did you learn above all from your experiences today?
- What will you take with you from this lesson?
- How can you describe your feelings?
- When do you think you will need this knowledge the next time?

Short description:



First discuss about the topic and the goal.



Drive the first round to raise awareness.



Drive the second round commenting what you see.



Check if you have reached the goal.

Application in driver training

This scenario is easy to use and works well. It does not cause extra costs as it can be integrated into a standard driving lesson and the teachers do not need any special skills to employ it.

2.1.17. Safety margins

Coaching scenario designed by Sakari Hopia

Main aim of the scenario (learning objective)

This scenario aims at increasing risk awareness and providing the learner driver with tools to understand the importance of safety margins, how collisions can be prevented and fuel can be saved.

Secondary aims of scenario

The learner driver should find together with a coach ways to use the vehicle in a relaxed manner, at the same time save fuel and bear in mind that there should always be sufficient safety margins/cushions all around the vehicle.

Location of scenario

On road

Main level /cell of GDE matrix (Hatakka et al 1999) reached

All levels of the GDE matrix can be addressed. However, this is depending on the student and the discussion with the coach as the goal is defined by the student.

Short summary of exercise

The essence of this scenario is that the learner driver learns how to save fuel and at the same time drive safe and in a relaxed manner. To achieve this goal the learner driver and the coach focus on maintaining large safety margins around the vehicle enabling to maintain a continuous driving speed and to provide enough space and time for sudden manoeuvres if necessary. The part of the scenario on motivation can partly be done in the classroom in order to save driving time. (Note: Finland has theory lessons only about eco-driving)

Detailed description of exercise and application of coaching techniques

This scenario can be used throughout the whole in-car driver training programme and can be repeated if necessary. To identify the goal for this scenario it is important to ask the learner driver's opinion on keeping safety margins. A short drive is completed and afterwards the car is stopped. The coach asks a number of questions to explore the coachee's feelings about the environmental impact of driving.

The following questions can be used for example:

- How do you feel about vehicle use, is it a good or bad thing?
- What are the positive aspects of vehicle use?
- Do you feel there are any negative aspects of vehicle use (Coach leads discussion towards pollution, etc.)?
- Would you like to draw up a list of what there is? (such as noise, air, water, land pollution, etc.)
- What do you think you could do in order to take advantage of the positive aspects of vehicle use whilst reducing the negative aspects?
- How could you implement this in your driving?

- What effect do you think following distances (safety margins) have on your vehicle emissions?
- Would you like to practice this?
- Before we start, on a scale from 1 to 10, how good was your last drive from an eco-driving perspective?
- What could you focus on to improve this?
- Do you feel good focusing on those aspects of your driving?

After this motivational part the coachee should drive in the way he/she proposed. During the drive the coach can ask questions focusing on more detailed aspects of safe driving. These questions may include:

- What do you think are the most common reasons for rear- end collisions?
- How could you avoid such a situation?
- How can you save fuel when driving in traffic jam?
- Do you know anyone who has been involved in a rear-end collision and why did it happen?

Once the goal is clear, the learner driver should put his/her examples in practice and by doing so show the coach that he/she has understood the importance of safety margins.

If the learner driver is driving too close to the vehicle in front

In this case the coach may ask for example:

- How much time do we save by driving this way?
- When will we arrive at our destination?
- What do you think your chances of being able to stop in time if the car in front of you suddenly needs to stop?
- Is there someone driving behind us?
- How would you stop the car if we drive in this way and something happens to the car in front of you?
- Do you know if the car in front of you has better tires or brakes?
- What are the reasons for our fuel consumption being higher now, compared to when keeping longer safety margins?
- Where would you put the money you could save by maintaining a steady driving speed?

If there is a car driving too closely behind the learner driver

In this case the coach may ask for example:

- How would you describe the driver behind us - is he/she alert?
- What would he/she or you do if you have to stop your car abruptly?
- How can you maintain a steady driving speed and avoid abrupt changes of speed?
- What are the reasons for people driving so close to the car in front?

If there is a car just beside us

In this case the coach may ask for example:

- If you need to change lane when do you think we can move to the left/right?

- Do you think the driver beside you will give you the space if you need it now?
- What are the colours of the cars next to you? Etc.

During this session the coach is only observing and checking by asking questions while the student evaluates his/her possibilities. The coach ensures that the student has understood the goal and found a relaxed and energy efficient way to drive. The discussion above is followed by a short drive and a review.

Application in driver training

This scenario is easy to use and it can be used when driving in a built-up area or in the countryside. It is important to repeat this scenario several times during the driving course to make clear that there is no reason to hurry in traffic and point out bad habits of other drivers (tailgating). No special tools or routes are needed.

2.1.18. Speed adaptation

Coaching scenario designed by Sakari Hopia

Main aim of scenario (learning objective)

This scenario aims at raising awareness and developing knowledge about the risks associated with driving speed. Further it should give the learner driver tools to understand the importance of appropriate speed in any given situation and the function of speed limits.

Secondary aims of scenario

Together with a coach, the learner should find out that appropriate driving speed depends on visibility, road surface, environment, circumstances, condition of the car and speed limits, etc. and that it is sometimes safer to use uniform driving speeds where possible.

Location of scenario

On road

Main level /cell of GDE matrix (Hatakka et al 1999) reached

Level 2 of the GDE matrix. However, this is depending on the student and the discussion with the coach as the goal is defined by the student.

Short summary of exercise

It is crucial for the learner driver to understand the importance of appropriate speed. Therefore this has to be demonstrated and discussed during driving lessons / practice. The driving speed may vary from 0 to over 100 km/h and the manoeuvring skills of learner drivers tend to be rather poor. The main risk is that learner drivers try to drive too fast for the circumstances and the environment. It is important to discuss speed limits and to stress that slowing down is the most efficient method for solving and reducing the risks in difficult situations.

Detailed description of exercise and application of coaching techniques

This scenario can be used throughout the whole in-car driver training programme and can be repeated if necessary. The role of the coach in this scenario is to ensure by asking questions that the learner driver focuses on the theme of speed. This focus can either be agreed upon as goal in the beginning of the lesson or can be introduced during it. To start with and before moving off from the parking area, the coach can ask:

- What could be reasons for not being able to drive at 50 km/h in this area?

The coach needs to find an area where the speed limits vary from 30 to 60 km/h. While driving in this area, the coach can ask the following questions. When approaching an area with a speed limit of 30 km/h the coach may ask (after the student has noticed it):

- Why do you think there is a 30km/h speed limit?
- Can you give me some reasons why this speed limit is 30 km/h?
- Can you see any of these reasons near here?

When the limit is higher, for example at 40 or 50 km/h, the coach can keep asking the learner driver to explain the differences in speed limits and where such limits can be found.

For example:

- In your opinion what are the most common accidents that could happen in this area?
- What are the reasons for these traffic signs?
- Can you describe the most vulnerable road users in traffic?
- How do you feel when using this speed in this area? etc.

During this session the coach is only observing and checking by asking questions. Only the student is evaluating his/her possibilities and attitudes.

Short description:



Set the goal together:
focusing on speed.



Find an area where you are
able to measure the attitude.



See if you have reached
the goal.

Application in driver training

This scenario is easy to use. Ideally it is carried out in areas where the coach can demonstrate the significance of speed limits in reality such as for example near schools, kindergartens or similar. Sometimes a slippery surface can only be demonstrated on a slippery track and other circumstances are also depending on the weather. Therefore this scenario cannot always be used to its full extent.

2.1.19. Yielding to vulnerable road users

Coaching scenario designed by Sakari Hopia

Main aim of scenario (learning objective)

This scenario aims at raising awareness and developing knowledge of the risks associated with vulnerable road users such as pedestrians, cyclists and moped riders. Further it should prepare the learner driver to deal with such situations by him/herself.

Secondary aims of scenario

Together with a coach the learner driver is learning to understand the traffic rules concerning vulnerable road users.

Location of scenario

In car and classroom.

Main level /cell of GDE matrix (Hatakka et al 1999) reached

Level 2, 3 and 4, depending on the students and the discussion with the coach.

Short summary of exercise

When driving it is important to understand that vulnerable road users are that vulnerable because they are unprotected. The learner driver should experience in real traffic how easy it is to forget that vulnerable road users are also present. The coachee needs to obtain independent experience during his/her driver training of situations involving vulnerable road users such as turning left or right and thereby crossing cycle paths and pedestrian crossings. Children, the elderly and disabled persons each move in a specific way in traffic and sometimes they (especially children) can be unpredictable.

Detailed description of exercise and application of coaching techniques

This scenario can be used at the beginning of the coaching period when the learner driver is starting to drive in traffic or any time after that. This is depending on the learner driver's ability to make independent decisions.

First of all the coach and the coachee discuss the theme of vulnerable road users as well as the coachee's experiences as a pedestrian or a cyclist before starting driver training. This discussion can be carried out in more detail in a theory lesson. Because all learner drivers have their own experiences as a pedestrian and nearly all have experiences as a cyclist it is easy to put the learner driver into the role of a pedestrian or a cyclist in this scenario.

When driving in an area with plenty of pedestrian crossings and cycle paths the coach asks the learner driver to tell the coach whenever he/she sees a pedestrian or cyclist. The learner driver should then think how this person perceives the traffic situation. In other words, the learner driver needs to put himself/herself in the shoes of the vulnerable road user. It is important that the learner driver tries to remember his/her own behaviour as a child and thus to understand that it is the driver's responsibility to take into account these unprotected road users.

The coach could use the following questions:

- Now, when you see that cyclist/pedestrian, what do you think are his/her major concerns in this situation?

- What do you expect the pedestrian/cyclist to do next?
- Now, when overtaking the cyclist/moped rider, what do you think he/she needs to know about us?
- In your opinion, why is that old man/lady still waiting to get over this street?
- How can you be sure that he/she has seen you?
- Now, when we are approaching the cyclist/moped rider, how can we be sure that he/she is not going to turn in front of us?
- How can you see that the cycling child knows the traffic rules?
- How do you recognize a visually impaired person? Etc.

After driving for a while the coach can ask the learner driver how well he/she thinks he/she has understood the message of taking into account such vulnerable road users and to what extent it is easy or difficult to consider these participants on a daily basis. It is also possible to ask the learner driver to evaluate himself/herself by assessing their ability on a scale from one to ten with regard to this particular exercise. In addition, the coach can also ask how the learner driver thinks he/she will manage later on when driving alone.

Application in driver training

This scenario is easy to use and requires no special knowledge or skills.

2.1.20. Seating position and adjusting mirrors

Coaching scenario designed by Sakari Hopia

Main aim of scenario (learning objective)

The scenario aims at increasing the risk awareness of the learner driver and providing him/her with tools to understand the importance of preparation before starting to drive.

Secondary aims of scenario

Together with a coach the learner driver should find the proper seating, driving wheel and mirror positions and get to know how to use the seatbelt and headrest.

Location of scenario

In car

Main level /cell of GDE matrix (Hatakka et al 1999) reached

All levels of the GDE matrix can be addressed. However, this is depending on the student and the discussion with the coach as the goal is defined by the student.

Short summary of exercise

In the very first phase of driving it is important to know why and how the seat, headrest, steering wheel and mirrors need to be adjusted. This allows finding a way to drive without constantly changing driving position and avoiding, where possible, blind spots. The driver should also be able to brake and steer effectively in an emergency situation. These goals can be reached by asking questions.

Detailed description of exercise and application of coaching techniques

This scenario can be used during the whole in-car driver training programme and be carried out repeatedly if necessary. First, before moving off, the instructor-coach asks the student to define his/her goal for this driving lesson. (It should be noted that, according to the Finnish driver training curriculum, this topic has already been addressed in classroom training before going out on the road).

The goal could be: To adjust the seat and mirrors so that the car can be driven in an easy, efficient and safe manner. The coach can start by asking some questions. If the student is experienced the coach can leave the student to adjust the seat and mirrors by himself/herself. However, the coach has to ask a few questions to ensure the student understands the link between these adjustments and their importance in real traffic.

Some examples:

- Have you ever driven a car before? What should you do before moving off?

Seat:

- How do you think the driving position should feel?
- What could you do to reach all the controls you need, such as pedals, switches and the steering wheel?
- Could you do that for me and then explain how well you think the position suits you?
- Could you now show me how you would brake and steer and do you feel that you would be able to react properly?
- How should you use the brake in an emergency situation? Can you show me that?

Mirrors:

- What can you see behind you? How much of your own car do you need to see? What else can you see?
- Can you tell me exactly where and what you are not able to see from the mirrors?
- What are the main risks of not seeing everything behind or beside you?
- When are these risks most common in traffic?
- What could you do to avoid such a risk?

Safety belt and headrest:

- Have you ever been in a car accident?
- What are the reasons for fastening your seatbelt?
- When do we need it?
- In what kind of situations you think it is most useful?
- What are the most important things you should focus on, when adjusting your seatbelt and headrest?
- If we were to have an accident, what kind of accident could it be?

Comfort:

- Is there anything about your driving position that you would like to change?

During this session only the student is evaluating his/her possibilities and feelings. The coach is only observing and checking - by asking questions - that the student has understood everything and has established the connection between these rules (e.g. obligation to wear a seatbelt) and the importance of them in real traffic.

Application in driver training

This scenario is easy to use. However, experience has shown that "old style driving teachers" find it difficult to get used to the coaching approach. Further it would be useful to find a place where the "blind spot" can be demonstrated in reality. Trainers having used this approach were very satisfied and the students were willing to play along as it is usually employed in their first driving lesson and they do not have any preconceived notion of what is going to happen in the car.

2.1.21. Highway code: STOP and GIVE WAY signs – Practical Application

Coaching scenario designed by Gérard Acourt - Catherine Trotin (ECF)

Main aim of scenario (learning objective)

To encourage the learner driver to either resist or give in to social pressure, especially from someone who the learner sees as being an authority.

Location of scenario

Practical application (on-road)

Main level /cell of GDE matrix (Hatakka et al 1999) reached

3 and 4

Short summary of exercise

This scenario is based on a « confrontation».

The coach asks the learner driver to put into practice what he/she has learned about STOP and GIVE WAY signs, and to give a commentary. On approaching a STOP sign, the coach tries to encourage the learner (having already established an atmosphere of trust and safety between them) to cross the STOP sign without stopping.

Depending on the person, some learners will follow the 'instructions' of the coach (and cross the STOP sign without stopping). In this case, the coach must perform an emergency stop. Others will refuse and will stop as expected by the law.

The car should then be pulled over to allow for a debriefing. The debriefing should be used to see how the learner driver felt when he accepted or refused the coach's instructions and how this situation can apply in other areas of life too.

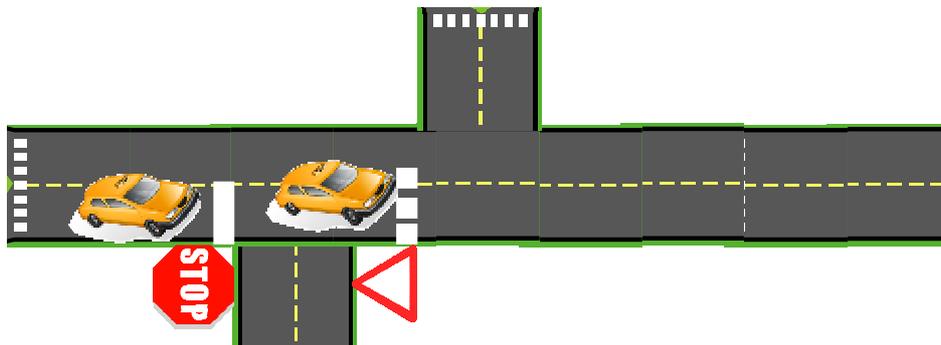
Detailed description of exercise and application of coaching techniques

1. The coach repeats the objective of the exercise (practise approaching STOP and GIVE WAY signs). He states he is not interested in any other aspect of the learner's driving.
2. The coach only gives instructions on where to go, but gives no instructions whatsoever on what to do and how to drive, especially when approaching STOP and GIVE WAY signs
3. After 2 or 3 STOP and GIVE WAY signs, the coach asks the learner to pull over and switch off the engine.
4. Thereafter follows a discussion about what the learner has just experienced:
 - What did we pass on the road?
 - How do you think it went?
 - What were the differences between them?
 - What were the individual characteristics of each one (did anything specific spring to mind)?
 - Could you have done anything better?
 - What was important for you during this process?
5. The learner then drives back towards the driving school, passing by other STOP and GIVE WAY signs.
6. "THE TRICK": On the way back, the coach cleverly introduces level 3 and 4 of the GDE matrix

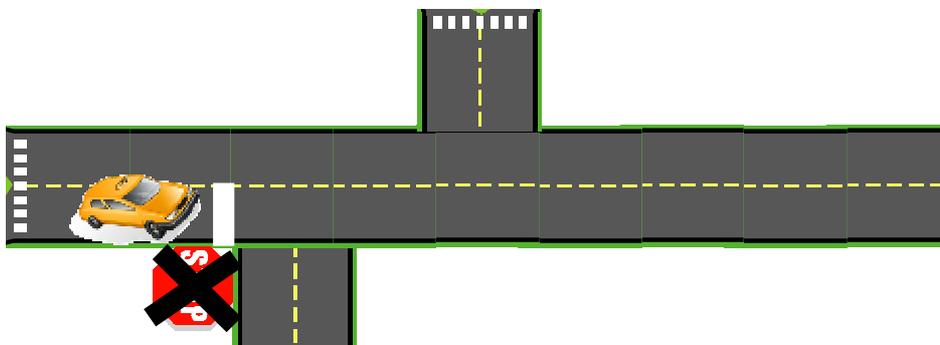
7. On approaching a STOP sign, he tells the learner to ignore it and drive straight through it.
8. Generally speaking, in their experience so far, most learners obey the coach.
9. Within a metre or two of passing the STOP sign, or whenever it is considered unsafe, the coach intervenes by emergency braking.
10. The coach asks the learner to pull over and switch off the engine
11. The coach asks:
 - What happened?
 - What are you supposed to do at STOP signs?
 - Why did you follow my instructions?
12. The coach then enlarges the subject to address other situations in driving where the driver could submit to pressure from other road users (passengers, persons driving too close behind, etc)
13. The door is open for getting the learner to think about how readily he/she will submit to outside pressure in 'critical situations', to make links with the past (learner's experience with this in other facets of life already) and with the future (how independently will I act in the future)

Scheme:

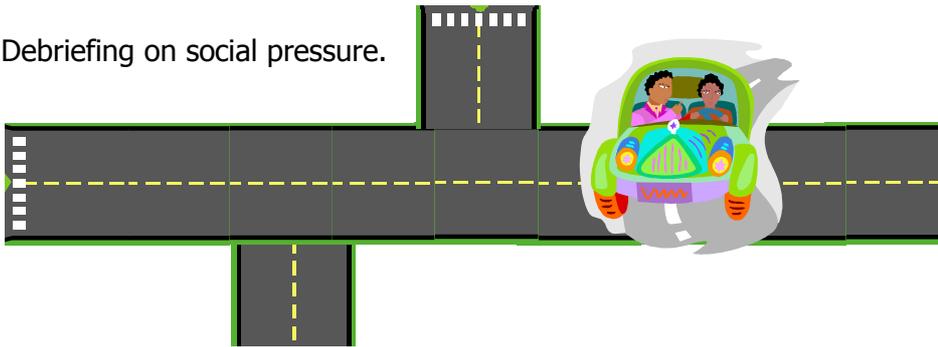
Step 1: the learner driver practises STOP and GIVE WAY signs, as he/she has learned in theory.



Step 2: the coach suggests that the learner does not stop at the STOP sign.



Step 3: Debriefing on social pressure.



Application in driver training

This 'confrontation' exercise is a very effective way of addressing social or peer pressure, regardless of the decision taken by the learner (to accept or refuse to cross the STOP sign). The debriefing after the event is very important. Here, the coach must do the following:

- If the person followed the coach's instructions and was prepared to cross the STOP sign (and therefore to commit an offence): the coach must work with the learner to understand why, what pushed him/her to give in, how could this happen in other areas of life...and what he/she could do to act differently next time.
- If the person refused to follow the coach's instructions and therefore did not give in to social pressure: the coach needs to encourage this attitude and check if the learner would always act like this (even in the case of peer pressure for instance)....

The awkward aspect of this exercise is the borderline safety component: the instructor-coach has to be able to stop the car before it crosses the STOP sign. The trainer also really needs to know how to coach in the debriefing session, especially if the learner was intending to cross the STOP sign.

2.1.22. Getting set up in the driver's seat

Coaching scenario designed by Gérard Acourt - Catherine Trotin (ECF)

Content of this objective (of the French learner driver manual):

Knowledge:

- Adjust the position and incline of the seat
- Adjust the headrest
- Adjust the mirrors
- Check visibility through windows and clean them
- Get passengers settled in and know about the influence they can have on the driver
- Fasten seat belt and get passengers to fasten their seatbelts
- Loading of bags.

Understand the importance of using a seatbelt.

Main aim of scenario (learning objective)

To check that the learner driver has understood the importance of following a certain number of checks (based on the checklist created in the classroom session – see scenario Nr. 2.2.19. in chapter 2.2.) thereby taking into account the results of the checks. He / she shall not be satisfied with simply carrying out the checklist but decide not to leave until the checks have been positive.

Location of scenario

In-car

Main level /cell of GDE matrix (Hatakka et al 1999) reached

3 and 4

Short summary of exercise

Before the learner gets into the car, the instructor-coach has pushed back the driver's seat completely to position it at the largest distance from the steering wheel (therefore very uncomfortable). When the learner gets into the driver's seat, the instructor-coach asks him / her to set everything up based on the checklist prepared in the class. At the same time, the instructor-coach tells the driver that the driver's seat is broken and cannot be adjusted. The coach asks the learner to set off: he / she then has to work with the reaction of the learner driver.

Detailed description of exercise and application of coaching techniques

1. The coach asks the learner to get set up in the driver's seat.
2. When the learner gets in the car, he / she realises that the seat is pushed back to the maximum.
3. The instructor-coach informs the learner that the seat is broken and cannot be adjusted. He / she then moves on quickly to another subject (not giving the learner time to discuss the issue). The instructor-coach asks the learner to go through the checklist before setting off.

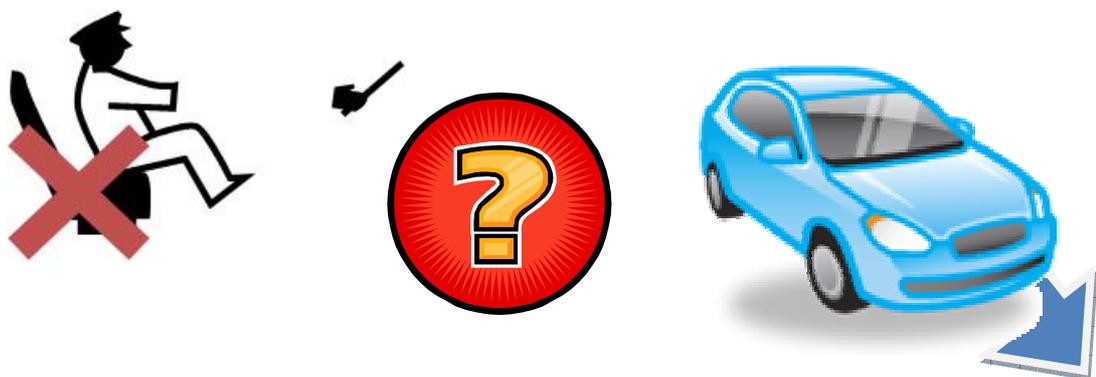
4. If the learner brings up the subject of the seat, the coach should insist that he / she can do nothing about it and encourage the learner to continue the checks.
5. Once the checklist is completed, the instructor coach asks the learner to set off.
6. Then, in a totally non-judgemental way, the coach should listen to the reaction of the learner: he /she is okay to leave even though he / she is uncomfortable, he / she cannot leave because his / her feet do not reach the pedals, he / she refuses to leave, etc.
7. Then the instructor coach should encourage a discussion about: the risks of driving in this position, possible solutions (if any), are these solutions practicable? What are the problems with the other solutions, etc.
8. Following this exchange of views, when the instructor coach has observed that the learner driver has really understood the importance of being properly set up in the driver's seat, the risks involved, the importance of following and enforcing a checklist (looking at possible solutions if there is a problem), the coach then apologises for the game he / she has played on the learner, explains the purpose of the game and allows him / her to adjust the seat properly before driving off.

Scheme:

Step 1: the learner driver gets into the car and the seat is pushed back to the maximum (leaving the learner very uncomfortable). The instructor coach explains that the seat is broken and encourages the learner to continue with this checklist.



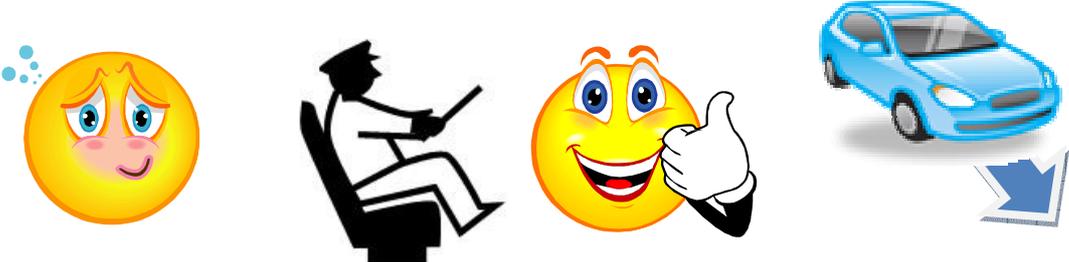
Step 2: The instructor coach invites the learner driver to set off on the practical lesson. He / she waits for the decision of the learner. Will he / she accept to leave despite being uncomfortable, not being able to touch the pedals, will he refuse to leave, etc?



Step 3: The instructor coach discusses the learner’s decision/reaction with the learner driver and gets him to think about the consequences, possible alternative solutions....



Step 4: The instructor coach explains to the learner that this was an exercise designed to get the learner to think about these things in a practical way. The coach informs that the learner can adjust his / her seat before setting off.



Application in driver training

This scenario is particularly easy to implement because it is simple to put the seat back to the maximum. The aim is to work with the learner driver on the risks of not following the checklist / protocol for getting properly and safely set up behind the steering wheel, and of possible solutions to problems.

2.1.23. Warning other road users

Coaching scenario designed by Gérard Acourt - Catherine Trotin (ECF)

Training objective from French learner driver curriculum

- Know how to immediately use:
 - Indicators
 - Horn
 - Emergency blinkers
 - Intermittent brake lights
 - Warning lights
- Know:
 - When to warn others
 - How to warn others (sound and light)
 - When using the horn is forbidden and why

Main aim of scenario (learning objective)

In the previous class-based scenario (see scenario Nr.2.2.20. in chapter 2.2), the learner driver has understood the importance of a common language and has discovered this language (warning other road users). This scenario will enable the learner to have a deeper, more active understanding of these factors through observation, discussion and reflection on past events.

Location of scenario

In-car

Main level /cell of GDE matrix (Hatakka et al 1999) reached

3 and 4

Short summary of exercise

While driving in a specially chosen area which requires regular changes of direction, the instructor coach asks the learner observe how he / she and other road users communicate with each other. The instructor coach then asks the learner to stop and, following each situation, to imagine what would have happened if the rules had not been respected or understood. If the discussion is about a situation caused by another road user, the learner should explain what that road user could or should have done. The instructor coach uses the prior experiences of the learner (in other non-driving environments) to allow the message to sink in.

Detailed description of exercise and application of coaching techniques

1. Explanation from coach about the context of today's lesson
2. Explanation of exact objective of today's lesson, also from coach
3. The instructor coach should choose a driving area which will oblige the learner driver to use the indicators and braking lights to the maximum.
4. On getting into the car, the coach asks the learner driver to list all warning signals and when and where to use them.
5. Ensure that the learner has accepted the importance of a common language in road traffic. If this is not clear, get him / her to think about a situation he / she (or

someone the learner knows) has experienced in the past when a misunderstanding (or not being understood) has had unpleasant results. Re-work the subject matter based on this feedback.

6. Invite the learner to experience certain situations where he / she will have to communicate/warn other road users about his / her intentions (change of direction, slowing down...). Tell the learner that after the most significant situations they will stop the car and discuss them.
Also invite the learner to observe other road users during the drive and to see if they communicate their intentions properly or if they manage to do things without having informed other traffic.
7. The instructor coach reassures the learner by stating that he / she will help the learner observe his / her signals and the signals of other road users.
8. After each significant situation, the instructor coach asks the learner to stop the car (in a parking space, car park...). The instructor coach invites the learner, using a notebook and coloured crayons, to draw up the situation which has just occurred and then reflect together with the coach what might have happened had he / she not signalled his / her intentions. If the situation relates to the actions of another road user, they should reflect on what should have happened instead (not indicating, hooting where forbidden...)
9. Discuss with the learner driver how he / she can retain these signals, their timing, when to use them or not and the importance of this. Get the learner driver to think back to situations in his /her life where he / she had to learn common rules or codes which were useful (for a sport, community life, in class, for a leisure activity...).
10. Get the learner thinking about the process, how he / she retained the codes and rules in his / her past life and invite him / her to use this same technique for driving. Set off again and repeat. Repeat as much as possible during the next lesson.
11. Draw conclusions on what has been learned. Ask the learner about his / her plans with regards to what has been learned.

Scheme:

Step 1: Having checked the theoretical knowledge of the learner, set off on a precise circuit (allowing the learner to brake and change directions frequently) – invite the learner to observe his / her own driving and others persons' driving.



Step 2: Stop after each significant situation and invite the learner to sketch out what just happened and what could have happened if he / she had not communicated / warned other road users appropriately.



Step 3: If a situation was observed where another road user did not warn others appropriately (not indicating for example) invite the learner to think about what the other road user could have done and what could have happened as a result of the other road user's inappropriate action.

Step 4: Get the learner to think about a past experience (sport, leisure, community life...) where he / she had to learn rules or a code. Invite the learner to use this experience to help him / her retain the Highway Code and especially how to warn / communicate with other road users.



Application in driver training

This scenario occurs like a driving lesson, albeit with a few more stops and the use of a sketch pad. The important element is to use the learner driver's prior experience to help him / her learn and retain the driving 'code'.

2.1.24. Observation and scanning

Coaching scenario designed by Gérard Acourt - Catherine Trotin (ECF)

Content of French initial driver training curriculum

- *Detecting clues and evidence allowing for anticipation:*
 - To the front
 - To the side
 - To the rear (rear view mirrors)
- *Be able to detect clues coming from:*
 - The road and its environment
 - From the car (from the dashboard, noise)
 - From other road users

Main aim of scenario (learning objective)

The aim of the scenario is to give the learner some experience with detecting clues and evidence from around him / her. It is also important to make him / her realise that he / she should not look out for things in traffic 'on automatic pilot' as he becomes more experienced and more confident. He needs to keep alert and open to all situations.

Location of scenario

In-car

Main level / cell of GDE matrix (Hatakka et al 1999) reached

2

Short summary of exercise

The instructor coach invites the learner to give a driving commentary based on what he / she sees around him / her during the drive. Then, once stationary, they try to categorise and rank the different types of clues and hazards. The instructor coach then activates a pre-recorded sound and observes the reaction of the learner. They summarise what happened: something happened, the source was identified, categorised, ranked, a decision was taken and then action was taken.

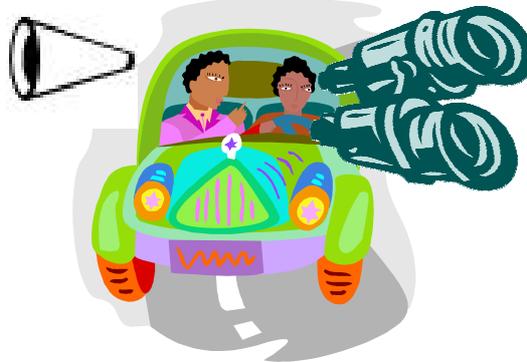
Detailed description of exercise and application of coaching techniques

1. Explanation from coach about the context of today's lesson
2. Explanation of exact objective of today's lesson, also from coach
3. The instructor coach invites the learner to give a commentary of all the different clues he can identify based on what he has learned in the previous theory lesson. The coach suggests noting down everything that the learner says.
4. Once stationary, the instructor coach invites the learner to categorise the clues that have been identified (as previously done in the classroom scenario – see scenario 2.2.21. in chapter 2.2. for further information), then rank them in order of importance and weight.
5. The instructor coach asks the learner driver to drive off again and repeat the same exercise.
6. Then, the coach activates a pre-recorded suspicious noise (perhaps a sound which would come from the engine)

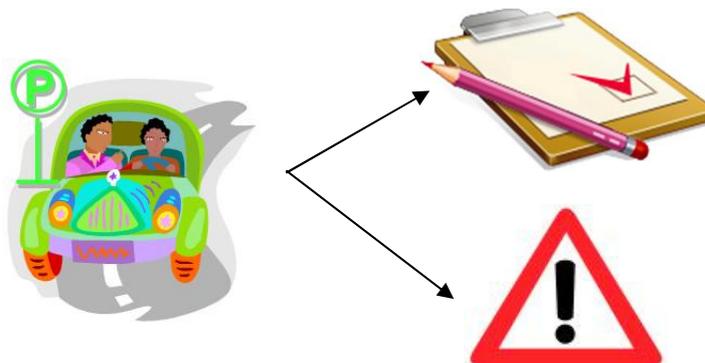
7. If the learner driver does not hear the sound or does not take it into account, the instructor coach should point it out.
8. Depending on the reaction of the learner, discuss this clue (the sound) and what should be done about it.
9. The pair then summarise the situation and what has happened: something occurred, it was identified, categorised, ranked in importance, a decision was made about what to do about it and action was then taken.
10. The instructor coach invites the learner driver to do the exercise again (commentary drive based on clues in the environment), bearing in mind what has just been experienced.
11. Draw conclusions on what has been learned,
12. Ask the learner what he intends to do with what he has learned.

Scheme:

Step 1: The learner driver gives a commentary drive based on what he sees around him.



Step 2: When stationary, they categorise and rank the clues or hazards that have been identified.



Step 3: The instructor coach activates a pre-recorded sound in the car and observes the reaction of the learner driver.



Step 4: They summarise the different steps in the process

Looking for clues
Action



Categorisation



Ranking (importance)



Application in driver training

This scenario simply requires a strange pre-recorded sound (such as the noise of an engine) using a recorder. The idea is to make a possible hazard appear in the car. It could be something other than a sound....it is up to the instructor to decide.

2.1.25. Adjusting your speed to the situation

Coaching scenario designed by Gérard Acourt - Catherine Trotin (ECF)

Content of French initial driver training curriculum

- *To know how to choose and change your speed according to:*
 - Own ability
 - Signposting and rules
 - Presence of other road users
 - Location (highway, urban area)
 - Geography (flat, hilly..)
 - Visibility
 - Weather
 - Possibilities offered by the car

Main aim of scenario (learning objective)

The aim of the scenario is to get the learner to understand the importance of fixing realistic driving objectives in terms of route and time and taking into account different personal and external factors, even if his / her motivations and desires would decide otherwise.

Location of scenario

In-car

Main level /cell of GDE matrix (Hatakka et al 1999) reached

3

Short summary of exercise

The instructor coach invites the learner to drive to a specific destination, a few kilometres from their current location (i.e. the possible routes are decided in advance and will involve the learner regularly changing his / her speed) and within a timeframe that is too short (although the learner does not yet realise this). The learner is given a map to choose his / her route. They set out the route and gradually realise that it will not be possible to reach the destination in time. Once stopped, a discussion takes place about what the learner did when trying to respect the timeframe given and the difference between what we want to do and what we should do.

Detailed description of exercise and application of coaching techniques

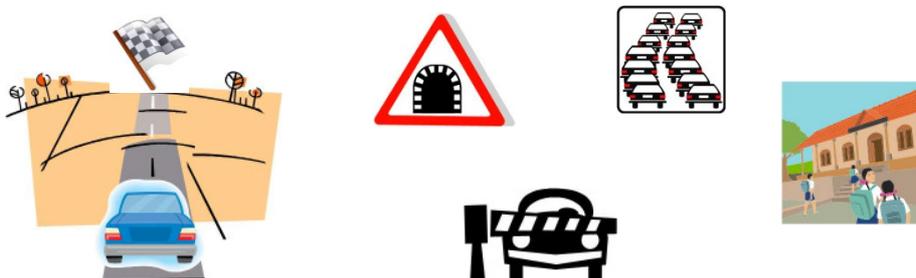
1. Explanation from coach about the context of today's lesson
2. Explanation of the exact objective of today's lesson, also from coach
3. The instructor coach invites the learner to prepare a route heading towards a destination about 15 to 20 kilometres away, using a map. He / she tells him / her that for organisational reasons the drive must be completed within 20 minutes (which is not enough time to complete the journey). The route should include various complex situations such as driving through an urban area with lots of traffic, a small

country road where you have to drive slowly, a railway crossing, a tunnel, school exit, etc. This all prevents the learner from driving as quickly as he/she would like.

4. The instructor coach observes, listens and accompanies the learner during the preparation of the trip. Does the learner driver realise that the trip cannot be completed within the specified timeframe unless some things are simply not respected? The instructor coach takes in the position of the learner driver, whether the learner clearly realises that there is not enough time or if he / she has not taken this into account at all, if he / she leaves without preparing the trip properly...
5. The instructor coach agrees with the learner's decision and allows him to set off on the route he / she has chosen.
6. During the trip, the instructor coach regularly announces that time is ticking away (every 2 or 3 minutes he / she points out how much time is left and that it will be difficult to get there on time). The instructor coach informs the learner driver that they will not be able to get there on time. He / she observes the reaction of the learner and gets him / her to stop if panic or irritation gets the better of the learner. He / she literally has to intervene by slowing down the vehicle if the learner tries to drive too quickly or if he / she doesn't act prudently (visibility, speed, slopes, traffic...)
7. Once the time has run out (15 to 20 minutes), the instructor coach invites the learner to stop and they will see how close they got to the destination. A discussion takes place on the reasons why they have not yet arrived at the destination. The instructor coach asks the learner what he / she could have done or would have wanted to do to get the destination on time. The instructor coach has to get the learner to realise that the real source of the problem is that the time allocated to the journey at the beginning was simply insufficient. Also, that the risk is that rules would be broken and safety would be compromised simply in an effort to get to the destination on time.
8. The instructor coach gets the learner to explain how he / she felt when realising they would not be able to get there on time. He / she should also question him / her about his / her readiness to drive more quickly or to take risks in an attempt to get somewhere on time. The instructor coach and the learner driver should agree on the importance of taking into account various factors (mention: the ability and state of the driver, traffic signs and rules, presence of traffic, location, etc.) when setting objectives and timeframes for a trip. He / she should also focus on generating a discussion about personal factors affecting the trip such as fatigue, nerves, irritation, anger, joy, intense emotions, etc.).
9. Draw conclusions from what has been learned, ask the learner what he / she intends to do with what he /she has learned.

Scheme:

Step 1: The instructor coach invites the learner to head towards a specific destination in a given time which is simply too short. He gives the learner a map to choose the route. The route must include obstacles and difficulties which will force the learner to change his speed.



Step 2: After agreeing on the route, the instructor coach frequently reminds the learner that they are running late. The coach observes the learner's reaction.



Step 3: Time is up and they stop before reaching the destination. Once stationary, they work out what the learner was trying to do, how he / she felt when being reminded of the time and that he / she did not reach the destination in time.



Step 4 : They reach the conclusion that the original problem was right at the beginning of the trip when the timeframe given was simply not realistic. They discuss what drove the learner to try to reach the destination in time anyway.



Application in driver training

The only 'difficulty' of this scenario is to find a route which will oblige the learner to constantly change speed and which will ultimately prevent him / her from reaching the destination on time. The map can be replaced by a GPS which will announce a route without necessarily taking into account bad weather or heavy traffic. Caution: you must ensure that the route cannot be completed in the time given!

2.1.26. Before the training really begins – first contact in driver training

Coaching scenario designed by Kay Schulte

Background

Driving a car is not a rational movement from A to B. It is a complex activity in a social context. In this way, car trips and their associated risks are strongly determined by the driver's motives and reasons for driving and by their attitudes in life and attitudes towards road traffic. Very few drivers are aware of this. The earlier drivers address these factors and really get to grips with them, the greater their ability will be to assess driving situations in a self-critical way, to reduce risk and/or avoid specific situations altogether.

Some countries only have practical driver training so there are no theory lessons or group sessions. In these cases, the instructor can only use the time in the car to address these themes.

Main aim of scenario (learning objective)

Learner drivers should become more aware of their reasons for wanting to drive, and of their attitudes towards driving. They should identify the risks linked to these factors and what they can do firstly to recognise risky situations and secondly how to reduce the associated risk or avoid the situations altogether.

Secondary aims of scenario

- The learner driver should list important reasons for wanting to obtain a driving licence.
- The learner driver should reflect on – and identify - whether or not his reasons (either a motive for driving or an attitude) could lead to increased risk when driving.
- The learner driver should reflect – and identify – if there are risk-increasing factors linked to the individual reasons which would make driving riskier.
- The learner driver should become aware how to recognise when he/she is in a risky situation.
- The learner driver should think about what he/she can do to minimise the risk or to avoid the risky situation altogether.

Location of scenario

In-car

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Levels 3 and 4

Method

Partner work / Dialogue

Detailed description of exercise and application of coaching techniques

Coachee and coach address the subject in a dialogue. The coach leads with questions and tries to focus in on important aspects with further questioning. At the end of the conversation, the coachee should be given some homework, namely to observe friends and parents (for example) in between driving lessons, with regard to what has been discussed.

The following questions could be used to start up the conversation:

- Could you briefly describe to me why you want to get a driving licence?
- Why do you actually want a driving licence?
- What expectations do you have regarding a driving licence?
- What hopes and wishes are linked to the driving licence?
- When you think about a driving licence, what thoughts spring to mind?
- How do you imagine yourself, when you have your driving licence?

To continue the conversation further, the following questions could help you focus in on risk-increasing factors:

- What expectations do you have of me in this process?
- In your opinion, what could lead to this car trips becoming risky?
- Are there driving situations where you would assume there will be more risk than usual?
- Is there perhaps something which could happen during these trips which could lead you to drive in a riskier way?
- Can you think of any similar trips with your friends where you have felt uncomfortable, and why?
- Have you ever been a passenger in a car where you have felt uncomfortable? Why did you feel that way?

To focus on in the self-evaluation aspect, the following questions could be useful:

- Can you imagine how you would recognise that this trip is riskier than others?
- Have you already been on car trips where you already felt in advance that you wouldn't feel right? Why was that?
- What options do you have in advance of the trip to make the trip less risky?
- In your opinion, what could you bear in mind to avoid getting into such a risky situation?

Following the conversation, a self-observation and self-reflection sheet could be written up.

I will watch out for the following things, to avoid risky situations when I am driving or when I am in the car with friends.

2.1.27. Distance-keeping in the car

Coaching scenario designed by Kay Schulte

Background

Young novice drivers often get into situations where their safety margins are insufficient and thus they need to brake very sharply.

These drivers have learned about the correct safety margin in driving school but they are often do not apply it in practice. The reason for this is related to personal experience (based on feelings rather than rational factors) and to observing the safety margins of other road users. Distance-keeping is one of those areas where decisions are made based on a feeling rather than a rational analysis.

In addition, there are a lot of factors which encourage driving too closely to other traffic. These factors include stress, time pressure, irritation, desire, fun, a carefree attitude and many others. These are factors that relate more to the higher levels of the GDE matrix. This scenario provides opportunities and support to develop and apply decision-making and monitoring of safety margins.

Main aim of scenario (learning objective)

- The learner should think about the necessary safety margin
- The learner should reflect on and name what could support him to maintain the right safety margin
- The learner should see if such support really helps him/her in practical traffic situations.
- The learner should try to keep sufficient safety margins in a variety of situations.

Location of scenario

In-car

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Levels 2 (3 and 4)

Method

Discussion / dialogue / Training / Evaluation

Detailed description of exercise and application of coaching techniques

First try to engage in a relaxed conversation with the learner about choosing the right safety margins when driving. The following questions may be useful:

- The law states that drivers should respect a certain distance between you and the car in front. Why should we, as drivers, maintain a certain distance in front?
- What springs to mind when talking about the concept of safety margins?
- What would you say if I was to ask you how you choose the right safety margin?
- What do you think about when considering the safety margin between your car and the car in front?

Then continue asking questions in order to provide support to the learner driver. The following questions could be used:

- How could you know when the safety margin is sufficient?
- What could help you to determine a sufficient safety margin?
- What could help you to find a safe distance?
- How could you test to see if you have really chosen a safe margin?

Then ask the learner to drive and to choose a safety margin which he/she feels comfortable with. Using the following question, get the learner to justify his / her choice of safety margin:

- Why do you feel comfortable?

After this question you need to decide in which direction you will be asking further questions because it could turn out that the learner is comfortable with an insufficient safety margin to the car in front. The following questions could help you here:

- At what point would you begin to feel uncomfortable?
- How can you test to see if your safety margin is safe?
- How can you regularly check your safety margins?
- How can you check that you always maintain a distance you feel comfortable with?

Get your learner to choose his / her safety margins in a variety of situations. Then ask more frequently how the learner feels on a scale of 1 to 10 and get him / her to train as long as he / she is motivated.

2.2. Scenarios classroom

2.2.1. Crash Impact Scenario

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

The learning objective of the scenario is for the coachee to explore their own thoughts and feelings regarding the impact a crash may have on a driver.

Secondary aims of scenario

None

Location of scenario

Group session in a classroom

Main level / cell of GDE matrix (Hatakka et al 1999) reached

All levels and cells

Short summary of exercise

Whilst people learn to drive for many individual reasons the majority of these reasons could be categorised as a need, or wish, to increase mobility and freedom. However, inappropriate behaviour can lead to the exact reverse. Being banned from driving, incarceration or serious injury to a driver will all reduce freedom and mobility. The aim of this scenario is to raise the awareness of the coachee of how inappropriate driving could have a significant impact on their life choices and important relationships.

Detailed description of exercise and application of coaching techniques

The scenario starts with the coachee being asked by the coach to complete a simple set of questions:

- How many brothers and sisters do you have?
- What is your favourite spare time activity?
- Why do you wish to learn to drive?
- What do you hope to be doing in 5 years time?
- What is the first name of your best friend?
- Who do you live with?

The coach should then ask the coachee to consider what happens to a car if it is in collision with an immovable object, such as a tree. The coaches should be very practical in their approach and the questions should focus on simply getting the facts rather than an emotional response. The coach should also make it very clear this is not intended to frighten the coachee, but to help them understand the possible consequences of a crash.

The questioning pattern could follow the outline below:

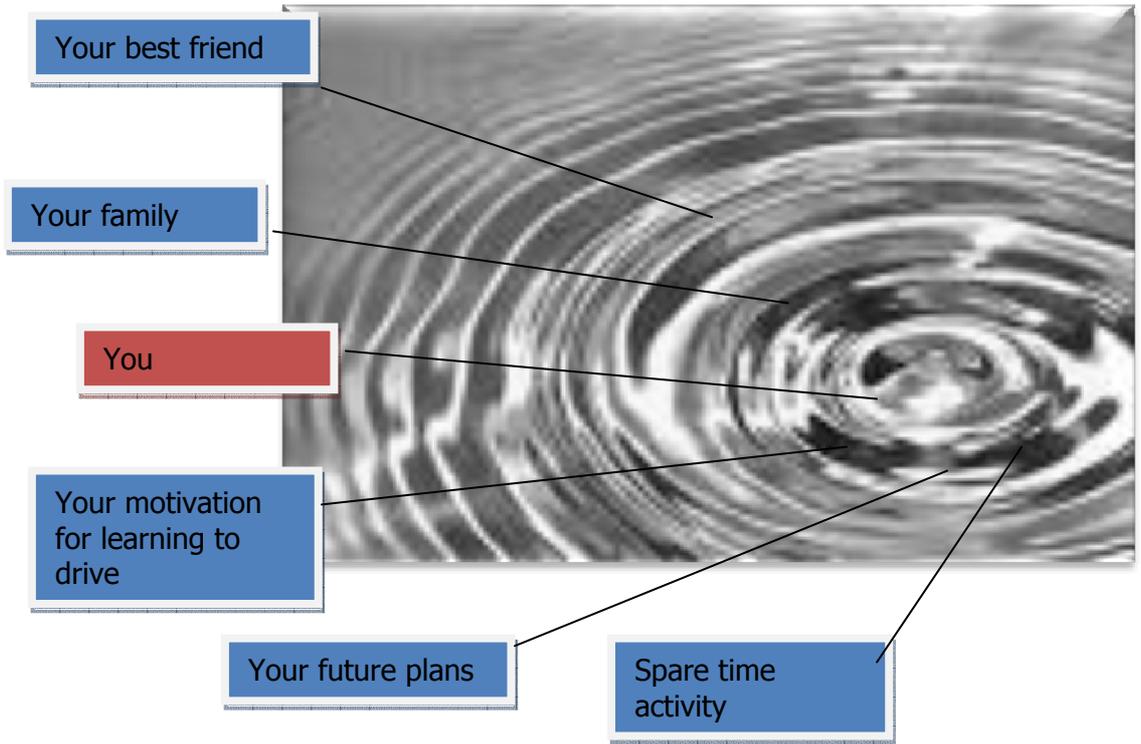
Questions (Coach)	Typical replies (Coachee)
So, if a car hit something like a tree what do think would happen to the car?	Well, it would do some damage to the car depending on the speed.
OK, then think of an incident at about 30mph.	Well, the car would crumple and the airbags would deploy.
What part of the vehicle would crumple?	Well, the front.
What is in the front of the car?	The engine
So where would that go?	Backwards
What is behind the engine?	I suppose me really?
Which way would you be facing in this collision?	Forwards.
So, what injuries do you think you would sustain in this situation?	Legs, broken legs?
Anything else?	Possible back and head.
So, what length of time do you think these injuries could last?	Well... I suppose a lifetime.
OK, let's look at how a serious injury could impact not just on you but also on those around you.	

As this point the coach could use a laminated graphic like the one shown at the end of this scenario. If the graphic was laminated it would allow the coach to take the information from the opening questionnaire and write it onto the graphic. This would have the effect of personalising the imagery.

The coach should then explore the graphic asking the coachee to describe the impact that a severe injury would have on each of the headings contained in the graphic (see the graphic at the end of this scenario). The coach should particularly explore how the coachee would feel about these impacts and how they believed the individuals involved may also feel. The aim of the coach should be to raise the coachee's awareness of the long term impact vehicle collisions have both on them as an individual and those that are close to them.

Application in driver training

This scenario should only be attempted by a highly experienced coach as there are a number of inherent dangers in this approach. For example, with an anxious driver the impact may increase their anxiety to unsafe levels. However, this scenario could be useful for a driver who appears to be reckless or who has been identified as being so from a psychometric assessment. These types of assessments are now widespread in the UK. The coach must always bear in mind the aim is not to scare the individual, it is simply to encourage them to consider the implications of a rash action in the cold light of reality.



2.2.2. Name of scenario: Driving Goals

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

The learning objective of the scenario is to help the coachee to identify the goals of safe driving and the attributes they need to develop to achieve these goals.

Secondary aims of scenario

This coaching scenario will encourage the coachee(s) to identify a number of issues that may impact on the primary goal of driving. Dependent on time constraints, the coach could develop a number of the themes that will come out of the group exercises.

Location of scenario

Whilst this scenario could be completed on a one to one basis, it is likely to be most effective in a group setting and therefore in some type of classroom setting.

Main level / cell of GDE matrix (Hatakka et al 1999) reached

All levels

Short summary of exercise

This scenario aims to help a coachee to understand how complex driving is and the myriad of issues that impact on driving performance. Learner drivers frequently see driver training as a route to developing the psychomotor skills required to control a vehicle and fail to appreciate the need to understand the wider context in which vehicle use takes place. This often presents difficulties for the coach in helping the coachee to set their own goals in future sessions, as the coachee's awareness of the wider issues has not been developed. In other words, the coachee has yet to identify all the learning goals they need to achieve to operate the vehicle safely.

The scenario aims to encourage the coachee to identify that the main goal of driving is to arrive safely but that there may be many other sub-goals, and other human factors, that can impact on the driver's ability to achieve this goal. The scenario is not meant to deal with all these issues. The aim is to start the awareness raising process and to act as an introduction to the concepts and issues so that the coach can then help the coachee build upon in future sessions.

Detailed description of exercise and application of coaching techniques

The scenario starts with the group being asked the question:

What do you think is the most important aim in driving?

The group is given a short period (approximately 3 minutes) to discuss this and write down a number of words/ short statements that they feel answers this question. At the end of this time the coachees are asked to present their answers and these are then placed on a whiteboard by the coach. The group is asked to explain exactly what they meant by each answer. Once this process is complete and the coach and coachees are happy that the list accurately reflects the group's view, the coach should offer a prepared statement for comparison.

The driver's main aim is to ensure that the destination is reached safely without causing unnecessary danger to themselves, their passengers or other road users.

This statement should then be discussed in relation to the list the group had developed. Ideally, the coach should be able to change the statement (this could be achieved most easily if the coach displayed the statement via a computer and a projector). The process of changing the statement is very important as it gives ownership to the final statement and for this reason the statement supplied by the coach should not be perfect.

Once the statement is agreed and all members of the group are happy with the statement the coach should then remind the group that they have set their own driving goal.

The coach should then ask the group to consider what they need to learn in order to meet their goal. The coach should start them off with an example of one type of thing she/he thinks they may need to learn. Of course the coach must not be prescriptive and must make it clear this is only a suggestion and the group is free to remove it from the final list if they wish. A good example for the coach to give would be an understanding of what is meant by driver attitude. The group should then be encouraged to draw up a list of their own.

The coachees should then be asked to identify which areas they expect to be fully covered in their driving education. These should be ticked off as the group identifies them. The coach should then ask what strategies would help them to find out more about the areas not covered. These strategies could include asking your instructor, the internet, books, publications, etc.

It is important that the coach encourages the coachees to recognise that they are responsible for their own learning and part of this is accessing information that will help them. It would be useful to give all the coachees a copy of their driver aims statement and a copy of the 'What they need to learn' diagram to act as a reminder of what they developed and said.

Application in driver training

This scenario should take no more than 15 minutes. It is aimed primarily at raising awareness of issues rather than developing solutions. This is an integral part of coaching. The coachee must be given the opportunity to first identify and then reflect upon the issue. If this is not done then it is unlikely that the coachee will feel fully responsible for their own learning.

If time permits the scenario can easily be expanded to cover one or more of the issues raised.

2.2.3. Environmental impact of vehicle use

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

The learning objectives of the scenario are to develop a wider understanding of the impact of vehicle use on the environment

Secondary aims of scenario

That an increased understanding of the environmental impacts of vehicle use will lead to the selection of safer forms of transport (e.g. train/bus) by the coachee and so reduce exposure to driving risk

Location of scenario

Classroom

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Levels 1, 2 and 3.

Short summary of exercise

This scenario aims to develop a driver's awareness of the environmental impact associated with vehicle use. These impacts are frequently wider and more immediate than many new drivers recognise and include:

- Air pollution
- Water Pollution
- Severance
- Fear
- Noise
- Vibration
- Waste products
- Land use

Detailed description of exercise and application of coaching techniques

The class is split into 3 groups with each group given a specific topic area/ theme to discuss using the following questions:

- What is the impact of vehicle use on air, land and water quality?
- Does the group feel that certain activities have decreased due to the invention of the car? If so, what activities and why?
- How are vehicles and vehicle parts disposed of?

This element should last no longer than 5 minutes as the groups will generally only generate superficial answers to the problems. The coach should ask each group for their answers in turn and place them on a flip chart. Once all the answers are on the charts the coach should instigate a discussion relating to each topic with the whole class.

Theme One

For group 1 the answers given are likely to be linked to global warming and air pollution. The coach should then increase the group's awareness of other environmental impacts through a question exchange which is similar to the following:

Coach question	Coachee response
What happens to your tyres when driving?	They wear out
Where does the rubber and chemical deposits go as they wear out?	On to the roads.
How do you think the roads are cleaned?	By the rain.
So, there is a connection between roads and the water system?	Yes, I suppose there is.
How do you think the land is impacted upon?	The road debris also runs off the road on to the land.

The conclusion the coach is developing with the coachee is that the road system and associated pollutants impacts not only on the air but also on the water course and land.

Theme Two

With group 2 the aim for the coach is to ensure that the group have considered all aspects of vehicle use, both good and bad, and the impact on the community. The coach should instigate a group discussion relating to:

- Cycling?
- Walking?
- Have roads separated some parts of the community?
- Are buses more or less widely available?
- What are people's view of traffic and congestion?
- Have some activities, such as cycling and walking decreased for fear of traffic?
- What adds to this fear? (Traffic Noise/Vibration)
- How much land is allocated to the car in our towns and cities?

Theme Three

In this topic the coach is looking to establish in the coachee's mind the difficulties relating to the disposal of vehicles and vehicle parts. It is likely that the group will have identified that vehicles go to special disposal sites for destruction. However, they may not have considered the difficulties involved. The coach can help to develop the class's awareness of these issues by asking more specific questions about the disposal process.

- What is inside a car battery?
- How is this disposed of?
- How do we dispose of the vehicles tyres?
- What happens to the engine oil?
- When considering the carbon footprint of a vehicle what do we mean? (The coach should encourage the class to identify that this is not simply the fuel burnt during the life of the vehicle but also covers the power needed to build and then dispose of the vehicle).

Environmental Impacts of Vehicle Use



The final element of the session should be the identification of how the identified impacts can be reduced. The class should again be split into 3 groups, this time each group should be asked to identify a list of possible ways in which the environmental impact of vehicle use could be reduced. This element of group work should last approximately 5 minutes.

The groups should then be asked for their suggested strategies and these should be written on a flip chart. Each person should then be asked to pick one that they could adopt and write this on a promise card. The card should read:

I promise to reduce the impact of vehicle use by: _____ (insert chosen method)

Application in driver training

This scenario can be used in any group setting. It requires not only a good level of coaching but the coach must also have a reasonable level of subject knowledge in order to facilitate the session. A similar scenario formed part of Kirklees Metropolitan Councils Environmental Driver Training Course. The evaluation of this course (Edwards 2006 unpublished) showed a significant ($p < .05$) improvement in the participants attitude to environmental issues associated with vehicle use immediately post course, using a specially devised environmental questionnaire.

2.2.4. Journey Planning

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

The learning objectives of the scenario are to develop a driver's awareness and understanding of:

- The factors which can increase the likelihood of crash involvement;
- How the context of the journey can increase or decrease a driver's risk;
- The role that a driver's own predispositions to certain constructs can have in increasing or decreasing risk;
- How the higher levels of the Goals for Driver Education (GDE) (Hatakka et al., 2002) influence the lower levels.

Secondary aims of scenario

The scenario can be extended by the coach to cover a broader discussion on the individual risk increasing factors. The discussion should encourage the group to identify a number of possible coping strategies for each factor.

Location of scenario

Classroom or in-car

Main level / cell of GDE matrix (Hatakka et al 1999) reached

All levels of the GDE

Short summary of exercise

In the UK the concept of journey planning has tended to focus on what would be seen within the Goals for Driver Education (GDE) (Hatakka et al., 2002) as the lower order skills of Vehicle Manoeuvring and Mastery of Traffic Situations. However, this narrow approach fails to take into account a number of associated issues that should be considered when risk assessing a journey. These issues would be more associated with the two higher levels of the GDE; Goals for Life and skills for Living and Goals and Context of Driving (specific trip). The scenario discussed in this paper was first developed for use with the Kirklees Metropolitan Council's Enhanced Pass Plus Scheme. The following link:

<http://www.dft.gov.uk/pgr/roadsafety/research/behavioural/fifteenthseminar/fifteenthseminarpdf> contains an evaluation on the Enhanced Pass Plus Scheme (Edwards, I. (2005) Behavioural Research Seminar in Road Safety., pp.184-201).

Detailed description of exercise and application of coaching techniques

Whilst the exercise could be used in-car or in a classroom setting this paper has been written presuming the exercise is being delivered in a class setting with 20 participants. It is presumed that the group is made up of drivers who are near to, or at test standard. The exercise gives the group a simple scenario to discuss by asking them to consider the associated risks with a journey in a social context.

The group should be split into 3 or 4 sub-groups, depending on numbers; ideally no sub-group should be larger than 5 participants. The sub-groups should be encouraged to discuss the likely risks associated with the following trip:

You and three of your friends have been invited to go to a party in a town about one and a half hours away from your home on a November evening. You are the driver and you all intend to return after the party. You will need to drive on a variety of roads. You have agreed to meet more friends first, in a bar, before following them to the party.

The sub-groups should be asked to identify and list all the risks associated with the journey using 4 broad headings:

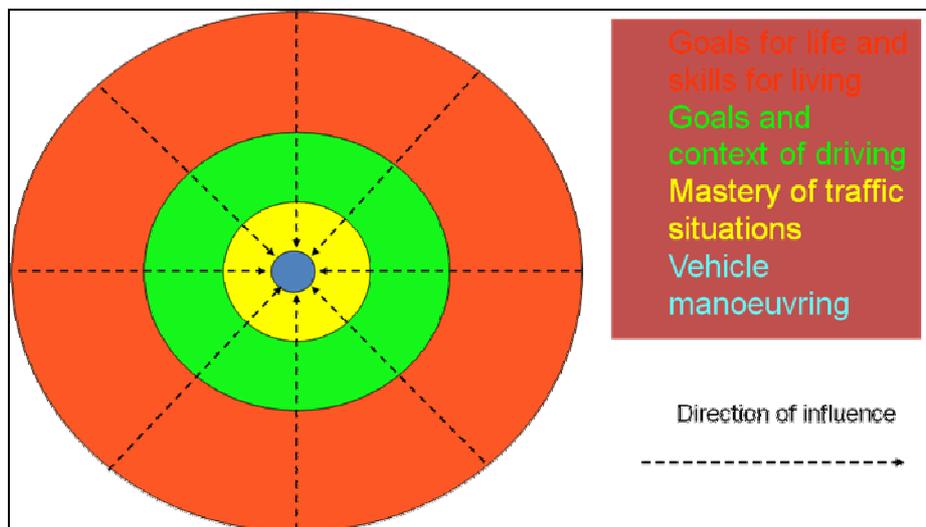
- Personality
- Journey issues
- Road Literacy
- Vehicle skills

These headings are used as they are more easily understood by a lay person than the formal headings used in the GDE matrix. Once the sub-groups have completed and discussed their answers each sub-group should be asked by the coach for two answers in turn, the coach should place the sub-group's answers onto a main chart under the heading suggested by the sub-group. The other sub-groups should then be encouraged to discuss both the identified issue and the heading it has been placed under. Appendix A shows the type and general spread of the answers. Please note, several of the topics are repeated as previous groups who have completed this exercise have placed them under a number of headings.

Once all the groups' topics have been placed on the white board the coach should ask:

- What has the exercise demonstrated?
- Where have the majority of the answers been placed?
- How would the issues identified under the higher headings influence the issues identified under the lower headings?

A copy of the following diagram may be useful in encouraging this discussion (although permission would have to be gained from a2om).



(Edwards I., Curle T., Dorn L., Mankazana N. and Green A. 2006: Based on the GDE (2002) Hatakka et al.)

The coach will then need to encourage the group to summarise the key learning point below: That the factors which increase the likelihood of crash involvement are not just associated with car skills or road literacy (ability to integrate with the road environment). They are

associated with the context of the journey and the driver’s own predispositions to certain issues.

This scenario can be extended by the coach to cover a broader discussion on the individual risk increasing factors identified by the group. The discussion should encourage the group to identify a number of possible coping strategies.

Application in driver training

This scenario is simple to deliver as it requires few resources. It is very flexible, as it can be delivered in-car to an individual or in a classroom to a group. It does, however, require the coach to have a high level of understanding of the GDE matrix and to be a highly proficient coach.

Appendix A – Possible topics identified by sub-group

<p>Personality:</p> <ul style="list-style-type: none"> • Risk taking • Drugs • Speeding • Fatigue • Alcohol • Peer pressure • Navigation • Speeding • Stress
<p>Journey related issues:</p> <ul style="list-style-type: none"> • Fatigue • Alcohol • Peer pressure • Navigation • Speeding • Mobile phones • Following the car in front • Feeling forced to keep up • Navigation
<p>Road Literacy:</p> <ul style="list-style-type: none"> • Road conditions • Running red lights • Driving on roads
<p>Vehicle Skills:</p> <ul style="list-style-type: none"> • Skidding/loosing control • Vehicle maintenance

2.2.5. Learning from experience

Coaching scenario designed by Ian Edwards (based on a model used in the UK's National Driver Improvement Scheme)

Main aim of scenario (learning objective)

The learning objectives of the scenario are to develop a driver's awareness and understanding of:

- how learning from experience can be developed;
- self-assessment triggers;
- a simple self-assessment process.

Secondary aims of scenario

The self-assessment approach can be extended by the coach to include the self assessment of the student's own predispositions toward certain behaviours. It is also possible to develop the coachees understanding of how collisions occur. Collisions are rarely single events, but are more likely the outcome of a number of interlinking events that lead up to the point of impact.

Location of scenario

Classroom or in-car

Main level / cell of GDE matrix (Hatakka et al 1999) reached

The exercise aims to develop self-assessment skills and this is a column that covers all 4 levels of the GDE (Goals for Driver Education) matrix. The main areas covered in this example relate to levels 1 and 2 of the GDE matrix but the approach can be widened to cover all levels of the GDE.

Short summary of exercise

The approach outlined in this document can be used in a number of ways to promote the student's understanding of the need to develop self-assessment skills. This is achieved through the coachee reviewing a near collision. The scenario involves a number of drivers. The coachee is asked to score each driver for responsibility and avoidability using a 1 to 5 scale. Responsibility refers to how responsible the driver is for the event and avoidability refers to how much more the driver could have done to avoid the incident.

The aim of the scenario is for the coachee to understand that each driver could have done something to avoid the incident, and that it is not a question of transferring the blame for the incident to the other drivers involved. What is important is that all the drivers involved had some element of responsibility and avoidability and that through accepting this all drivers could learn from the experience.

The approach has been widely used in the UK's National Driver Improvement Scheme (NDIS). Participants attend the NDIS instead of possible prosecution due to being involved in a traffic collision. An evaluation of the NDIS carried out by Edwards (Dorn (Ed) 2005) on behalf of Kirklees Metropolitan Council found that a similar approach significantly ($p < .005$) improved the participants' view regarding their own levels of responsibility and avoidability for the collision that led to Scheme referral (immediately post-course).

Detailed description of exercise and application of coaching techniques

The film clip at the following link <http://www.youtube.com/watch?v=A743g1AAjEk> shows a simple driving event - a left turn. The car containing the camera turns left into the junction and is taken by surprise when facing another car on the wrong side of the road overtaking a parked vehicle.

The student should be asked to assess all 3 vehicles involved using the following template:

Item	Camera Car	Silver car emerging at the end of the junction	Green car parked at the mouth of the junction
What score would you give this car for responsibility for the incident?			
What score would you give this vehicle for avoidability for the incident			

The driving coach should ask the coachee to consider the role of each vehicle in turn. How responsible did they feel the driver was? Could the driver of any of the vehicles have done more to avoid the situation? If so, what could they have done?

If the exercise is being completed in a group setting, the group should be encouraged to discuss each vehicle and come to a collective decision.

The coachee/group should then be asked to give a score for each vehicle and to explain how they arrived at the scores. The coach should not try to influence the decision except by carefully raising issues that the group/coachee may have failed to consider.

Once all the drivers have been given a score, the coach should ask the group/coachee what the exercise has shown?

The coach should extract the following learning points:

- if any driver had acted differently the incident would not have happened;
- that all the drivers involved could have done something differently
- that all the drivers involved had some responsibility for the incident
- that through analysing the incident it was possible to identify a number of learning opportunities

The coach should then ask the coachee/group when they feel they could use this technique to assess their own driving. The coach should encourage the coachee/group to identify a number of key trigger events including:

- when a near miss has occurred;
- if they are taken by surprise by the presence of another road user;
- if they have to brake or steer suddenly.

Application in driver training

The exercise can be completed in a number of ways, in groups, with a single driver, with scenarios or, if the opportunity arises, in a driving lesson.

It is possible to develop the Avoidability and Responsibility questions further. For example, if one of the drivers involved was felt to be travelling too quickly then further discussion could be developed around:

Why would a driver travel too quickly?

When would you be tempted to travel too quickly?

What could you do to avoid situations where you may be tempted to travel too quickly?

This approach to self assessment resonates well with coaching. Two of the major constructs used within coaching are related to self-responsibility and increased awareness. This approach seeks to develop both these constructs.

Reference

Edwards, I. (2005), Analysis of the National Driver Improvement Scheme by Referral Type, in Dorn, L (ed), *Driver Behaviour and Training Volume 2*. Ashgate: UK pp.19-33

Hatakka M, Keskinen E, Gregersen NP, *et al*. Theories and Aims of Education and Training Measures. In: *Driver Training, Testing and Licensing—towards theory-based management of young drivers' injury risk in road traffic*. Results of EU-Project GADGET, Work Package 3. In: Siegrist S, ed. Bfu –Report 40 1999

2.2.6. The impact alcohol has on driving performance

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

For the coachee to understand how alcohol impacts on driving performance.

Secondary aims of scenario

The general approach could be expanded to include the use of other drugs

Location of scenario

Class based in this example but could easily be adapted for an in-car session

Main level / cell of GDE matrix (Hatakka et al 1999) reached

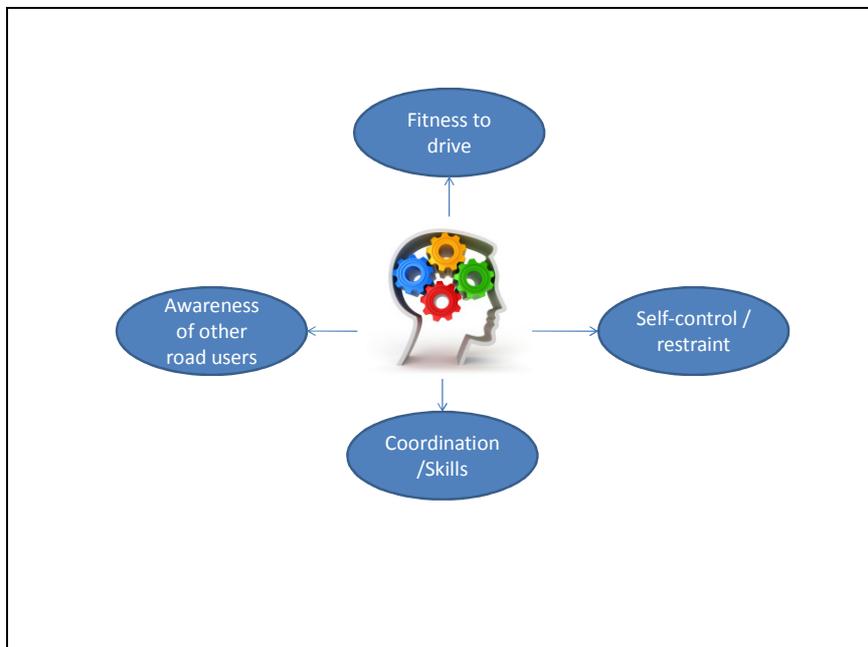
All levels as per the GDE

Short summary of exercise

The aim of this scenario is to encourage the coachee to reflect upon the key skills needed to be a safe driver and how these are impacted upon by alcohol.

Detailed description of exercise and application of coaching techniques

The group is first asked to consider and then list the key skills and abilities that a safe driver needs. The answers should then be recorded under the 4 main headings as outlined in the picture below:



The group is then asked to list all the effects of alcohol and to place these under the same headings alongside the skills that the coachees have identified as being important to drive safely. In this way the group is encouraged to identify how alcohol directly impacts on the key skills required to drive safely.

The coach should seek to bring up a number of related topics including:

- The effect alcohol has on self-confidence? The video at <http://www.youtube.com/watch?v=cgwwmNZZ74> could be used to initiate a discussion.
- What is a safe amount to drink? The answer, of course, is nothing, but the coach will need to develop this conversation carefully to ensure the group arrives at this conclusion themselves.
- How soon are you safe to drive after drinking? This is possibly even more problematic and the coach will need to develop a line of questions that will encourage the group to identify that it is very difficult to accurately predict this.

Application in driver training

This scenario could easily be carried out in-car on a one to one basis or as part of a group exercise. It is probably most effective at a stage in a driver's development when the driver understands the key skills needed to drive safely and therefore better able to contemplate the impact that impairment of these skills would have on driving performance.

2.2.7. The importance of vehicle maintenance

Coaching scenario designed by Ian Edwards and Dave Parkin

Main aim of scenario (learning objective)

This scenario aims to:

- Develop a driver's understanding of the importance of vehicle maintenance
- Identify reasons why they may fail to have their vehicle maintained properly
- Develop coping strategies that will encourage appropriate vehicle maintenance

Secondary aims of scenario

None

Location of scenario

Classroom

Main level / cell of GDE matrix (Hatakka et al 1999) reached

All levels as per the GDE

Short summary of exercise

This scenario aims to develop a driver's awareness of the importance of correct vehicle maintenance. Many new drivers may only relate vehicle maintenance to car performance. There are other issues that they need to be aware of, including:

- Safety
- Pollution
- Increased running costs
- Increased reliability

Detailed description of exercise and application of coaching techniques

The group is split into 3 and each group is asked to visit one of 3 flip charts set out in the corners of the room. On each flip chart is a question:

Chart 1: Make a list of words that you think are related to a vehicle's performance

Chart 2: Name two of the main safety systems a car has and why you think these are important?

Chart 3: What prevents us from maintaining our vehicles properly?

Each group visits each flip chart in turn adding to the list that the previous group(s) has placed on the board.

The class is then asked to discuss each of the entries and expand on the issues identified on each of the charts. Leave Chart 3 until last.

The following questions could be asked by the coach to promote discussion:

- Who do you feel is responsible for the maintenance of a vehicle?
- What are the dangers of poor reliability?

- In what way do you think pollution is increased through poor vehicle maintenance?
- If your vehicle is not maintained properly how do you feel this will impact on costs?
- How do you feel that your and other road user's safety could be compromised by lack of maintenance?

The coach should deal with Board Three last. The most frequent barriers to good maintenance identified by the coachees are likely to be associated with time and costs. As this part of the discussion unfolds the coach is to ask questions that will help the group to develop coping strategies related to the perceived barriers. These strategies are to be placed on a flip chart and as the session nears the end each member of the group should then be asked to come forward and mark the biggest barrier they feel they may have and to select a coping strategy that they feel may work for them.

Application in driver training

The scenario is simple and fits well into a class session. The scenario should not take longer than 20 minutes to complete. It also requires very little vehicle knowledge and therefore could easily be completed as part of a pre-driver training course.

2.2.8. Driving at night

Coaching scenario designed by Ian Edwards and Dave Parkin

Main aim of scenario (learning objective)

This scenario aims to:

- Develop a driver's understanding of the issues relating to driving at night.
- Development of coping strategies that will encourage safe practices when driving at night.

Secondary aims of scenario

To understand the context in which night driving may take place.

Location of scenario

Classroom based but could easily be adapted to an in-car setting

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Level 1 to 3 of the GDE

Short summary of exercise

This scenario aims to develop a driver's awareness of the dangers related to driving at night. The issues that they need to be aware of include:

- Types of journey likely to be made at night
- Issues that may distract them from the driving task during these journeys
- Fatigue
- Limitation of vision linked to speed choices

The scenario will take approximately 30 minutes to complete.

Detailed description of exercise and application of coaching techniques

The session starts with the coach asking the group to consider a journey of approximately 1 hour to a nearby town or city. This journey scenario should take place in the earlier hours of the morning when it is still dark. The coach will ask the coachees to list all the precautions they would take before setting off on the journey and which issues these precautions are looking to address. The lists are to be compiled and then placed on a flip chart. The list is likely to include:

Risk	Precaution / Coping strategies
Fatigue	Drink coffee
Darkness	Clean windows
Darkness	Clean and check lights
Road holding (could be wet/icy on the roads at that time of day)	Check tyres
Reduced vision	Drive slower
Fatigue	Turn the radio on
Fatigue	Open a window
Peer pressure	Others in the vehicle

Alcohol	Don't drink
Other drivers	Awareness

Each risk should be discussed by the group with the coach encouraging a detailed consideration of both the risk and the merits of the proposed precaution. The coach should encourage the group to identify common misconceptions for example:

- Using the radio will reduce the impact of fatigue
- Opening the window will reduce fatigue

Where necessary the coach should encourage the group to consider alternative strategies. In the example relating to fatigue, rest should be promoted as an alternative strategy and, if safe to do so, perhaps a short sleep.

Once the group have exhausted their discussion the coach should invite the group to summarise what they feel they have discovered. The list is likely to mirror the one below:

- Your speed is limited by how far you can safely see
- Other drivers may also be fatigued and may also be impaired by use of drugs and alcohol
- The road conditions can change quickly at night and these can be hard to see (e.g. damp road surface, drops in temperature, etc.)
- The vehicle must be well maintained (e.g. clean lights, mirrors and windscreens)
- Fatigue is a big danger and can only be reduced through rest, although coffee can sometimes help
- Don't impair your own driving
- Be aware of peer pressure and try to reduce its impact by reducing the number of people in the car or imagining you had someone in the car which you feel is a safe influence on you.

Once this list is complete each coachee should select two issues and coping strategies that they feel they are at risk of not doing well and to tell the group how they are going to implement them in the future. This implementation may simply be what has already been identified or may be a personal variation.

Application in driver training

This scenario could be developed to cover a wider number of issues associated with new drivers driving at night. It could be used as part of a second phase training or for a driver who is approaching test and will soon be on the road solo.

2.2.9. Me and the others – how we interpret our own actions and those of others

Coaching scenario designed by Antero Lammi

Background

We have a tendency to explain human behaviour more through internal causes than external ones. External causes include, for instance, a certain situation or a coincidence; internal causes feature motives, deliberateness and emotional condition. This is known as the fundamental attribution error. The frequency of the error is affected by situational factors, e.g. how much information is available at a certain time. If there is very little information, internal attribution is more likely.

In traffic attributions are visible, when people, for example, explain their own faulty actions by external reasons (e.g. the situation was difficult, visibility was poor, conditions were slippery...) and blame internal reasons for the erroneous actions of the others (the other person was careless, he/she behaved the wrong way...). In traffic, too, it is significant that we are always aware of the background of our own actions and the situational factors which influence it. However, we may receive information about other people's actions and the influencing situational factors only through observation. For this reason, attribution errors are often present.

Main aim of scenario (learning objective)

Raise Awareness:

- The participants become more aware of their own interpreting processes with regards to their own actions as well as those of others
- The participants notice that their own actions and the actions of others are interpreted in different ways in traffic. If one makes a mistake him/herself, the things resulting in the mistake are 1) known better 2) explained more often with factors which relate to the situation. If another person makes a mistake, the causes leading to the mistake can 1) often only be deduced and they are 2) often explained with factors which relate to the person him/herself (uncaring attitude, deliberateness).

Secondary aims of scenario

Raise Awareness:

- Participants learn to see that their deduction process is not objective, but instead it can be slanted
- Participants notice that everyone in traffic can make mistakes and the causes for those mistakes are often quite human and similar by nature.
- Participants notice that bad will is not a main element behind other people's actions, but some other reason.

Location of scenario

Classroom

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Level 2 and 4

Short summary of exercise

Classroom exercise which helps in getting acquainted with those interpretations that are made on one's own action / actions of others. First, participants ponder the matter as individuals and there is a group discussion afterwards. The goal is that the participants notice that their own action and that of others is interpreted in different ways and come to acknowledge that interpretations may affect traffic behaviour. In the future, participants can have a more objective view of their own interpretations concerning other people's actions.

Detailed description of exercise and application of coaching techniques

As a background exercise, the participants are asked which issues can have an effect on people's traffic behaviour. There is only a brief discussion on the topic. Many influencing issues can surface during the background discussion, including age, gender, purpose of driving, level of alertness, motives, attitudes, own experiences and interpretations of those experiences as well as emotional condition and many other things.

An example scenario is taken under review. The participants are told that the scenario is an urban "close-call" situation where one manages to avoid an accident but if the accident has indeed occurred one or more people would have injured themselves badly. The participants are instructed to consider the matter individually first and then in groups.

The participants are asked to read the introduction text about the situation from paper and write down their own thoughts on the matter afterwards. Every participant is given a paper with a short introduction and an exercise to think about.

1. Paper:

"You are driving in the city during a Saturday evening with your two friends. You are on your way to the movies and looking for a place to park. In the middle of a traffic light intersection, a car full of young people flashes by the front of your car and you almost hit the side of that car. Afterwards you feel upset because the situation could have resulted very badly. It appears that you ran a red light."

>> Write about the issues which brought about this dangerous situation.

2. Paper:

"You are driving in the city during a Saturday evening with your two friends. You are on your way to the movies and looking for a place to park. In the middle of a traffic light intersection, a car full of young people flashes by the front of your car, almost hitting you in the process. Afterwards you feel upset because the situation could have resulted very badly. It appears that the driver of the vehicle ran a red light."

>> Write about the issues which brought about this dangerous situation.

Half of the group writes down their views according to a story where they ran a red light and the other half analyses the situation under the assumption that it is the other driver who runs a red light. Both participating vehicles are "youth cars" with a lot of people riding in the vehicle.

From here on, analysing the case occurs jointly:

Both introductory tales are shown to the participants and they receive a clarification about the variations in the story. One gathers the points the group has produced on a blackboard, PowerPoint or elsewhere. If the group is a small one, everyone goes over to the board to

write down the things he/she has written on his/her own paper. If the group is a bigger one, the teacher collects the points and writes a summary on the board. As a result, one gets a set-up where on the left, you have the assessed causes which led to one's own running of the red light, and on the right, you have the assessed causes which resulted in the running of the red light by the other driver. It is important that the joint effort of the group is brought to everyone's view. This helps to spot the differences and to generate discussion.

Assignment 1) You ran the red light	Assignment 2) Other car ran the red light
In a hurry to get to the movies Buddies distracting Lots of traffic...	Youth car with Saturday night fever... Driver tries to go on "old" green Driver didn't observe the lights properly...

After this the coach starts asking questions:

- What does this look like to you?
- What types of things are thought to be the reasons for one's own running of the red light?
- What types of things are thought to be the reasons for the other driver's running of the red light?
- How do these things differ from each other?
- Why do these things differ from each other the way they do?
- What kind of a deduction process is behind these differences?

On the basis of this exercise, what should one come to realise regarding interpreting one's own actions and those of others?

In what type of situations can you apply this information in the future?

It should be clear from the exercise that one's own actions are interpreted and explained to people different from the actions of others; or at least there are differences in the interpretations and explanations.

This finding should increase awareness regarding the fact that people do not analyse other people's actions objectively, but instead the thought process may be biased. This results in a situation where other drivers are considered to be more uncaring and to have a bad attitude, even though they are similar to the person making the observations in many ways.

Application in driver training

The exercise can easily be applied to a classroom setting. It can be realised for groups of different sizes and ages very easily. The stories used in the introduction can be modified and applied to other traffic environments and similar settings.

Possible additional element in the exercise

One's own/others' likelihood of being involved in an accident in traffic lights

One can add an element into the introduction exercise where the participant evaluates, according to the assignment parameters, either one's own likelihood of crashing in traffic lights or that of other young drivers (using a scale of 1 to 10). The evaluations can be collected from everyone and they can be used to determine separate averages on evaluations on one's own crash probability and other drivers' crash probability.

In this manner, we are able to tackle also that sort of unrealistic optimism which focuses on oneself. If a group evaluating its own action estimates its crash probability in traffic lights to be a lot smaller than the group evaluating the crash probability of others, one can see that we are – most likely – dealing with some sort of a deduction distortion. After this, one can discuss also why one's own successful performance is felt to be (even unrealistically) probable.

2.2.10. What do (female) passengers expect from the driver?

Coaching scenario designed by Antero Lammi

Background

Young drivers in traffic are often susceptible to negative manifestations of showing off and social pressure. This does not always involve direct pressure as such, but the driver feels that he/she experiences a form of pressure when passengers are present. He/she may feel the need to show his/her ability as the driver and the master of the vehicle. Other factors include various tensions that often exist between young men and young women and the male need for self-emphasis. This exercise compares the driver's evaluations on the passengers' expectations and the actual expectations of the passengers.

Main aim of scenario (learning objective)

Raise Awareness:

- Young men become more conscious of what female passengers expect from them.
- Young women become more conscious that young male drivers may have unrealistic views regarding their wishes.

Secondary aims of scenario

Raise Awareness:

- Men will notice that women wish that they would drive in a safe and responsible manner and this will impact their traffic behaviour in the future as well.
- Women remember to make it clear to the driver that they want him to drive safely (forming social pressure to boost safety).

Location of scenario

Classroom

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Level 3

Short summary of exercise

A classroom exercise where one considers the expectations placed on the driver by the passengers. The goal is to highlight the fact that passengers often hope that the driver would drive safely. Participants are divided into groups of young men and young women. Both groups reflect on the things that young women – as passengers – hope from the driver.

Detailed description of exercise and application of coaching techniques

1. The background of the exercise is set by explaining that traffic behaviour can change in accordance to who's riding in the car. You drive differently when the passenger is a teacher, mother or best friend. The participants are told that the issues are talked over first in gender groups and then it is time for joint discussion.
2. You take an example where a young man is driving his girlfriend and her friends to a party. It is a Friday night and there are three girls in the backseat.

- a. The boys' group is assigned with the question:» How do the girls on the backseat want you to drive?"
 - b. The girls' group is assigned with the question:» How do you want the driver to drive?"
3. After the exercise both groups will be informed on the topic of the other team. The thoughts produced by the group are gathered jointly onto a blackboard, PowerPoint or elsewhere. As a result, one gets a set-up where on the left, there are things that the boys believe the girls want from them as drivers, and on the right, there are things that the girls actually want. It is important that the joint effort of the group is brought to everyone's view. This helps to spot the differences and to generate discussion.

What do boys assume that the girls want from them as drivers	What girls say that they want as passengers

4. Afterwards, the coach starts asking questions:
- a. What does this look like to you?
 - b. What differences/similarities do you perceive in the boys' expectations and the girls' wishes?
 - c. Why do these differences (if any) exist?
 - d. What can boys get out of this and learn?
 - e. What can girls get out of this and learn?
 - f. In what kind of situations can you apply this information in the future?

The exercise will expose the differences in the boys' preconceptions and girls' actual hopes and wishes, if there, indeed, are any differences.

It is important to note that the qualities of the group and the thoughts of the individuals within the group impact a great deal in the findings of the exercise. It is also possible that both the girls and boys want driving that is fast and flashy. The coach must be prepared to address also this issue. In such a case, the questions are geared towards finding out what kind of behaviour results from these wishes and what the ultimate consequences could be.

The coach should not presume that the group is activated easily. An effective way is to designate a group leader (an active, socially apt person) to lead the group effort and to make sure that everyone participates in the work. The coach makes sure that the groups start working in due time.

Application in driver training

The exercise can be applied very easily to a classroom situation. It can be carried out always when there are both girls and boys in the group. It is a good fit for both basic education and advanced studies.

2.2.11. Impulse control (being overtaken)

Coaching scenario designed by Robert Kotál

Main aim of scenario (learning objective)

To develop the ability of the learner/novice driver to control and manage his/her impulses (which could otherwise result in a dangerous situation)

Secondary aims of scenario

To develop the driver's understanding of the correct principles for overtaking (especially in the case of being overtaken) from a defensive driving perspective

Location of scenario

Classroom

Main level / cell of GDE matrix (Hatakka et al 1999) reached

4th level / 3rd column

Short summary of exercise

The learner drivers watch a video involving a car driver who overtakes where it is not allowed. Then the learners are asked by the coach to imagine how they would react to the incorrect/dangerous actions of the driver who was overtaking, if they were the ones being overtaken. Then, the group analyses together the impact of various reactions (to the illegal overtaking manoeuvre) related to the progress and safety of the traffic situation.

Detailed description of exercise and application of coaching techniques

The coach only asks the learners what they would do, and explains to them what would probably happen as a result of this action.

Defining the issue

What would you (learners) do if you were being overtaken by a reckless driver, to ensure that the situation remains safe? Even if you may feel the impulse to react badly towards - or to challenge - the overtaking driver...?

Prior knowledge

The rules of overtaking. Importance of issue: Breaking the rules for overtaking, and the incorrect actions of drivers who are overtaken, leads to a large number of traffic accidents.

Experience

The learners watch the following video: It is summertime, Friday afternoon, high temperature, and heavy traffic. Everybody wants to leave the town and go to the countryside. The fleet of vehicles on the road is making slow progress. Drivers are getting more and more irritated. There are signs "Overtaking is prohibited" and a constant double line in the centre of the road. Suddenly one driver spots in his rear view mirror a car which is overtaking all other cars, at high speed, across the double line. This 'roadster' is driven by a cocky man and a pretty young girl is sitting beside him. A right hand curve is coming up. Suddenly a truck appears from around the corner in the opposite direction. The overtaker is now just aside (parallel to) "our" driver. His only chance to avoid a head-on collision with the truck is for our driver to slow down and to let the overtaker go in front of him. But what will our driver actually choose to do? Will he follow his common sense and slow down, or he will

say "this is your fault!" and speed up? Will he be able to manage his impulses to block the overtaking driver? Who wins?

Debriefing / further experience

Everyone tries to imagine how he will act in such a situation. The coach tells the learners what probably happens as a result of their actions.

Future strategy

Each person must make a decision in advance, preferably at that moment (in the training) and not during the situation itself, how to act when there is a danger of their emotional impulses determining their actions.

Address any worries / concerns arising from lesson

This scenario can be easily applied in driver training. The only tool the instructor-coach needs is a DVD with a short movie.

2.2.12. Safety Tool Box

Coaching scenario designed by Marc Pannacci

Main aim of scenario (learning objective)

The coachee should realize that he / she is the most important safety tool (feature) in his / her vehicle. This scenario can be used for first phase and second phase training purposes.

Secondary aims of scenario

Reviewing and summarizing everything the coachee learned throughout his / her driver training.

Location of scenario

Classroom. In terms of material a box with a cover and a mirror inside are needed.

Main level/ cell of GDE Matrix (Hatakka et al 1999) reached

Level 3 and 4

Short summary of exercise

At the end of the driving education the coach asks the coachee, to decide on one single and most important safety tool (feature) which he / she can always carry with him / her in a box in his / her vehicle. After the discussion of all possible answers the coachee can open the box and will see his / her face in the mirror in the box.

Detailed description of exercise and application of coaching techniques

See picture below



Example of possible conversation during the scenario:

Questions:

Coach	Coachee
If you had the choice of putting one single safety tool or thing in a box to always carry it with you in your car or on your motorcycle, what would that be?	Airbag, seat belts, fire-extinguisher, first aid kit, helmet, safety closing, good tires, ABS, ESP, mobile phone, myself, etc.

Possible Answers:

Great, but which one is the most important out of the ones you just listed?	
We have such a box. If you want you can check what some of your predecessors have chosen. (coach encourages coachee to open the box as illustrated on the picture above)	

Application in driver training

This scenario is very easy to realize and finishes the driver training education with a funny but deep message.

2.2.13. Reaction time

Coaching scenario designed by Sakari Hopia

Main aim of scenario (learning objective)

To raise awareness and knowledge about the risks associated with driving speed, giving the learner driver tools to understand the importance of appropriate speed and safety margins in any given situation and helping them to understand the function of reaction time, when driving in an inappropriate condition.

Secondary aims of scenario

Together with a coach, the learners should find out that appropriate driving speed depends on visibility, environment, circumstances and of course the condition of the driver and his/her reaction time.

Location of scenario

In the classroom (can also be done in a car)

Main level /cell of GDE matrix (Hatakka et al 1999) reached

Level 3 and 4 of the GDE matrix, depending on the students and discussion with the coach.

Short summary of exercise

The most important when driving is to understand the importance of appropriate speed and safety margins and therefore this can be demonstrated and discussed during theory lessons. It is important to discuss speed and to transmit the message that slowing down is the most efficient method for solving and reducing the risks in difficult situations. This also helps if the driving condition of the learner / a learner in the class is not very good, because of staying up late or illness. This scenario also helps to start the discussion about drink driving. The learner should realise that it is very risky to drive a vehicle when in poor condition or not focused / distracted, because their reaction times will increase.

Detailed description of exercise and application of coaching techniques

This scenario can be used during a theory lesson in a typical driver training program for example under the topic "driver's personal abilities". During the lesson the coach could highlight, for example, the importance of appropriate safety margins or driving speed in difficult driving circumstances like driving at night, etc. When collecting some examples the coach then slowly throws a rubber or the top of a white board marker or something else to one of the students. Because it is an unusual situation in the middle of a lesson the student cannot catch the object. Normally they are not prepared or expect such a situation. This is of course the same when you are driving in a rural area where traffic intensity is low or when you are tired or talking on the phone, etc. Following this example it is very fruitful to start the discussion of the reasons why the young student did not catch that obstacle. He / she was not old, he / she was awake, he / she was not drunk and so on...

The questions could be:

- What are the reasons why he / she did not catch the rubber?
- In real traffic how can you prepare better for sudden situations?
- What do you need to avoid when you are tired or ill?
- How many different factors can we think of that increase our reaction time?

After the discussion it is easy to repeat the example and just show the student and the rest of the group that when we make it clear that we are planning to throw the object it is very easy to catch it because the catcher is prepared.

In real traffic different kinds of situations are sometimes changing rapidly and it is important to be ready to react immediately. To find some solutions for the future the coach may then ask for example:

- What are you personally ready to do to avoid slow reaction times?
- Can you make a list?
- What do you think is the most common driving situation where you would tend to forget about the effects of reaction time?
- When your friend is driving too near to a car in front of you, do you think you can ask him or her if he/she would be able to stop the car safely if something suddenly happens?

These answers can be repeated later on when driving with the coach and it is good if the coach can have a short discussion with the coachee on this topic if he/she notices that the student is tired or ill when coming to a lesson.

Application in driver training

This scenario is easy and cheap to use. Coaches do not need special skills to use it and it works well in reality.

2.2.14. Route planning and Distraction

Coaching scenario designed by Sakari Hopia

Main aim of scenario (learning objective)

To raise awareness of the risks of driving with passengers (mainly focusing on the problem of passengers trying to influence the driver) as well as increase the understanding of the need to develop coping strategies for these types of situations.

Secondary aims of scenario

To learn how to plan a route and what needs to be taken into account when doing so, focusing on the condition of the car, on the driver and the circumstances for driving, bearing in mind time schedules, traffic type and density etc...

Location of scenario

In the classroom and on-road.

Main level /cell of GDE matrix (Hatakka et al 1999) reached

Levels 3 and 4, depending on the student and the discussion with the coach.

Short summary of exercise

During the theory lesson the learner drivers should split into pairs and, by using a map, plan a route which they would like to drive together. If GPS navigation systems are used the coordinates can already be stored in the navigator's memory. The route should be rather easy to follow and therefore the theory coach checks all the routes that the learners have planned.

In the classroom important topics for route-planning should be discussed such as the skills of the driver, traffic density, possible weather conditions, condition and load of the car, etc. The answers should come from the learners, based on questions from the coach. The coach may employ some development questions in order to stimulate answers.

When taking off one learner driver takes over the role of the driver, the coach is in the passenger seat and another learner driver is sitting in the back of the car. Instead of a second learner driver going along a GPS navigation system can be used.

Detailed description of exercise and application of coaching techniques

This scenario has to be carried out in a calm area so that the outcome of the exercise does not endanger the participants or other road users. **If there is any kind of risk, even a small one, the coach must stop this exercise.**

The driver follows the route they have planned. The coach should find an appropriate opportunity to hand a message to the learner driver on the backseat. The message reads "On approaching the next junction, tell the driver loudly to continue to drive straight on". The coach ensures that the message has been understood by the learner driver in the back of the car. However, the planned route would actually require the driver to turn at the approaching junction.

When approaching the junction, the learner driver in the backseat tells the driver to continue straight on instead of turning. The coach tells the driver to turn into the opposite direction of what was planned.

If there is no learner in the backseat, their function can be taken over by a GPS system. In this case, the driver first drives the route from his/her memory or by using a map. After a while the coach switches on the navigation system for further driving instructions. The programmed route is the same the learner drivers have planned and he/she will recognise the directions. During the trip, the coach and the driver decide to not follow the route as planned but to continue straight on instead of turning at a certain point.

The GPS system will try to guide the driver back into the direction of the programmed destination and may for example suggest turning left instead of continuing straight. However, the driver thinks based on his/her agreement with the coach that they need to continue straight on. The coach suddenly changes his/her mind and says they should turn right. So all in all, the GPS system indicates to turn left, the coach asks to turn right and the driver actually wanted to continue straight on.

After the 'incident' the car should be stopped in a quiet place allowing the coach to ask how the driver felt in the situation and why he/she had reacted as he/she did.

The following coaching questions can be used to encourage the coachees to reflect on:

- How did they feel in this situation?
- Did they feel confused?
- How could they avoid distraction in future?
- Did they feel the situation was realistic?

It is further important that the coach highlights by questioning similar situations which are likely to occur in the future when the learner driver is driving with friends. Further the coach can try to find out if the learner driver has already experienced similar situations, what has happened in this case and how they felt back then.

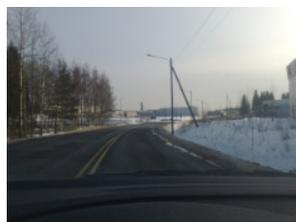
The role of the coach during this session is to observe and check by asking questions that the learner(s) have understood and established the connection between the demonstration and a real situation. It should allow the learner drivers to come up with solutions for avoiding such situations, to express their feelings and experiences, etc.

This scenario does not need to be repeated with the second learner driver (who was sitting in the back of the car) as the main aim is to develop a discussion on the demonstration.

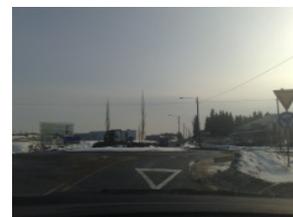
Short description:



When approaching give instructions to the learner on the backseat.



Prepare yourself for the situation.



Tell the student to drive into another direction than

Application in driver training

This scenario is easy to use and fits in with most training curricula. The classroom session is not mandatory as the preparation can also be done at home or just before driving off together with the coach.

2.2.15. Reasons for Inappropriate Speed

Coaching scenario designed by Sakari Hopia

Main aim of scenario (learning objective)

This scenario aims at raising awareness and developing knowledge about the risks associated with driving speed. Further it should give the learner driver tools to understand the importance of appropriate speed in any given situation and the function of speed limits.

Secondary aims of scenario

Together with a coach, the learner should find out that appropriate driving speed depends on visibility, road surface, environment, circumstances, condition of the car and speed limits, etc.

Location of scenario

In the classroom

Main level /cell of GDE matrix (Hatakka et al 1999) reached

Level 3 of the GDE matrix, depending on the students and the discussion with the coach.

Short summary of exercise

It is crucial for the learner driver to understand the importance of appropriate speed. Therefore this has to be demonstrated and discussed during theory lessons. It is important to discuss speed and to stress that slowing down is the most efficient method for solving and reducing the risks in difficult situations.

The learner drivers should find out themselves that drivers are almost always at fault when accidents occur.

Detailed description of exercise and application of coaching techniques

This scenario can be used in a learner driver theory lesson which addresses the topic of driving speed. First, students are invited to read newspaper articles describing a traffic accident. The goal is to define three main reasons for the accidents described. Each student receives his/her own article and they should be chosen in a way that allows easy identification of the accident reason (e.g. speed)

The coach then notes all reasons (accident causation factors) identified by the students on a whiteboard or flip chart. This may include inappropriate speed, slippery surface, poor observation, inadequate manoeuvring skills or something else. Next, each student is invited to tell the group what he/she thinks is the main reason for the driver's actions from their accident example. The idea is to find out what were the reasons behind the immediate accident causation factor. These reasons may include: the driver is still emotional after having had an argument with a girlfriend or boyfriend, wife or a husband, the driver was in a hurry, he/she was showing off to friends travelling as passengers in the car, etc.

The answers should again be written up on the whiteboard or somewhere else clearly visible. Students are given time to reflect upon if any of these reasons could affect their own driving behaviour. These individual conclusions do not need to be written up. If the reasons provided by the students do not include speed the coach should encourage the students to think in more general terms.

Application in driver training

This scenario is easy to use and does not cause extra costs. Newspaper articles are easy to find and some local accident data can make this scenario even more effective. Newspaper cuttings could/should depict accidents in a range of locations (junction, motorway, rural roads...). Coaches do not need special skills to apply it.

2.2.16. Adapting your speed to the situation »

Coaching scenario designed by Gérard Acourt - Catherine Troitin (ECF)

Stage E2.e French driver training curriculum -

- To know how to choose and change your speed according to:

- Own ability
- Signposting and rules
- Presence of other road users
- Location (highway, urban area)
- Geography (flat, hilly...)
- Visibility
- Weather
- Possibilities offered by the car

...

from curriculum

Main aim of scenario (learning objective)

The aim of the scenario is to:

- Stress the importance of adapting your driving speed according to a range of personal and environmental factors (i.e. inside and outside of the driver) which can change at any moment;
- Help the learner find ways to observe, identify and evaluate these factors;
- Feel / experience the possible consequences of not adapting your speed to different situations;
- Allow for everyone's personal experiences (in life in general, not just driving) to be used to see how people have adapted, in different personal and professional situations, to these environmental and personal factors – and to transfer this learning between driving and life in general.

Location of scenario

Theory (Class) with a group. Also possible with a single person / multiple persons in an on-road context.

Main level / cell of GDE matrix (Hatakka et al 1999) reached

3 and 4

Short summary of exercise

This scenario has two stages:

1. Development of factors (with a group of learners, or a single learner and instructor) to be taken into account for adapting and changing driving speed, possible ways to identify changes in these factors and consequences of non-respect. Personal experiences (preferably from life in general) should be used to develop these factors.
2. Application in practice (on-road) in order to acquire experience and spot changes.

Detailed description of exercise and application of coaching techniques

1. The group of learners (or single learner) watch a range of videos (funny, to be found on the internet, no more than 5 minutes total length): www.faut-

rire.com/delirant/une-montee-difficile.html, www.faut-rire.com/chutes/le-frimeur-et-le-plongeur.html... These videos should aim to present situations where bad judgement or poor anticipation occurs, and to make a connection with the prior personal experience of the learners present.

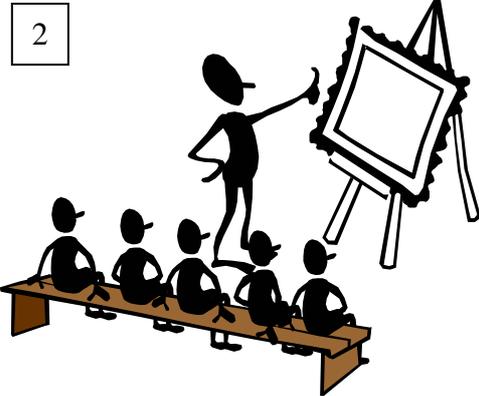
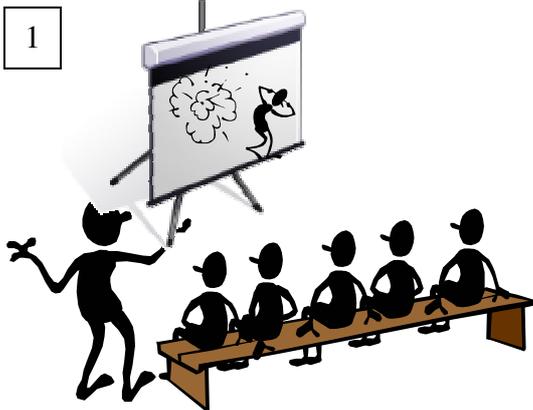
2. The instructor asks the group (or individual) what they think of the videos. What happened in each one? Why did these results happen? What could the person have done to avoid this? What should have been expected? The discussion should allow for a list to be drawn up of 'verbs of action' relevant to driving, such as: anticipate, observe, think before acting...
3. Ask each person to talk to the group about a similar situation they have experienced (or someone they know has experienced (either related to driving or not)). Ask each person to list for themselves what they could have done to avoid the situation and what he /she felt at the moment the situation was experienced. They can mime or tell their story by moving around the room. Movement and exchange should be encouraged.
4. Suggest to the group that they imagine driving situations where a failure to observe and anticipate led to a risky situation (perhaps a situation which they have experienced themselves – maybe as a child or as a learner driver). Get them to express the aim of the lesson: to observe and identify factors to take into account for selecting, changing and adapting driving speed.
5. The instructor must also tell a driving story (for honesty's sake) where he took risks by not observing and taking into account various factors. He should then say what he should have done to prevent the situation from occurring.
6. Then ask each person to pick a card from a selection of 10-12 cards. Each one of the cards has a personal or environmental factor written on it which needs to be taken into account when driving. Then get each person to talk about their card, to explain why this factor is important and what you need to do as a driver to take it into account and to take as few risks as possible.
7. Now the learners should apply on the road what they have learned in the class. At least 2 learners per car (one driving and the other in the back) + an instructor would be ideal. The aim is to identify the personal and environmental factors related to driving speed which were discussed in the class. The instructor can start by asking the learner how he / she feels: tired, annoyed, happy, relaxed, etc, thereby determining his / her general state of well-being. Then the instructor can choose a driving route where a number of different environmental factors can be experienced (other road users, signposts, etc). The route should not be so complex that the learner is unable to give a commentary on what he / she is about to do (adapting speed).
8. The learner should follow the route thereby commenting on the environmental factors he / she observes and identifies and which decisions he/she is making. The learner in the back can help the driver in these tasks and give him advice. The instructor ensures that there is a calm atmosphere in the car. Ideally, each learner would experience both the role of the driver and the observer.
9. Having returned to the driving school, the instructor should encourage the learner to express how he / she feels about having taken decisions based on reflection, and having adapted his / her speed according to the factors observed. It is important to try to get him / her to realise how good it feels to have mastered or perfected this driving technique...and how he / she can impress his / her friends with speed adaptation skills!
10. The instructor asks his learner driver(s) to reproduce the same systematic approach (observing, identifying and adapting speed) during subsequent lessons, combined with a commentary, so that these skills become automatic.

Comment: points 7-10 above can be developed into an on-road scenario of its own.

Scheme:

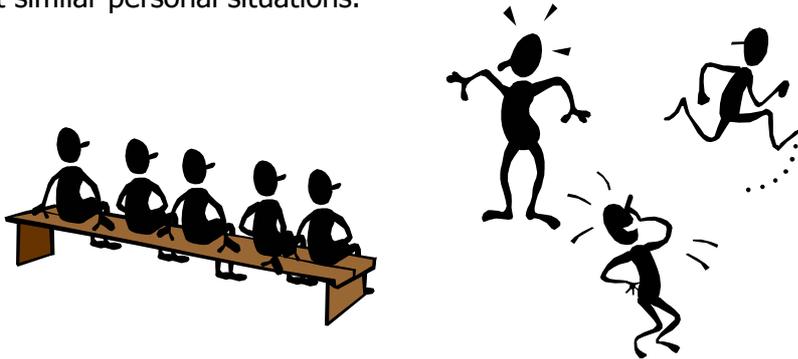
1st stage – classroom – points 1 to 2 above

The instructor shows the video clips and gets the participants to create a list of verbs of action based on the videos: observing, anticipating, acting,



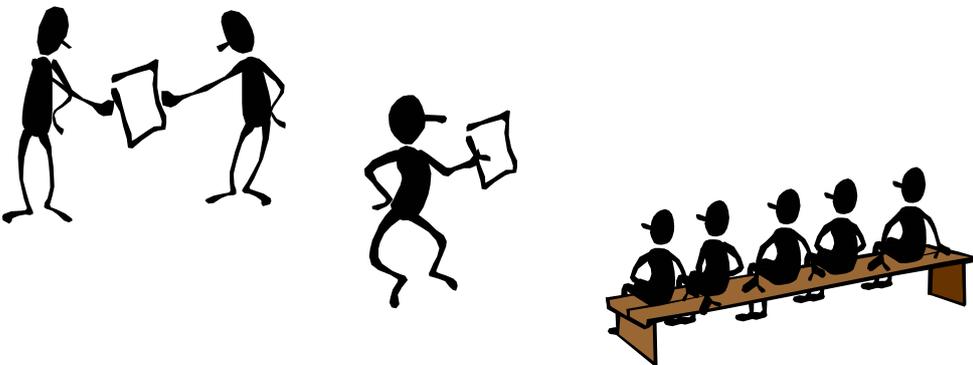
2nd stage – classroom – point 3 above

The instructor-coach asks the participants to tell the class (miming, moving around in the room) about similar personal situations.



3rd stage – classroom - points 4 to 6 above

The instructor-coach gets the class to focus on driving situations and, with a view to triggering a discussion, distributes cards, each featuring one personal or environmental factor to look out for and identify.

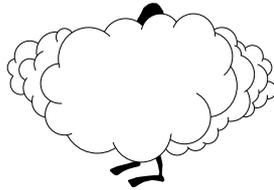


Cards (examples)

Fatigue



Distracted



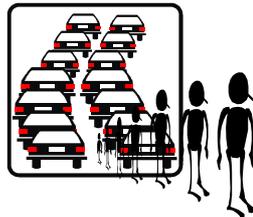
Annoyed



Rain



High density traffic

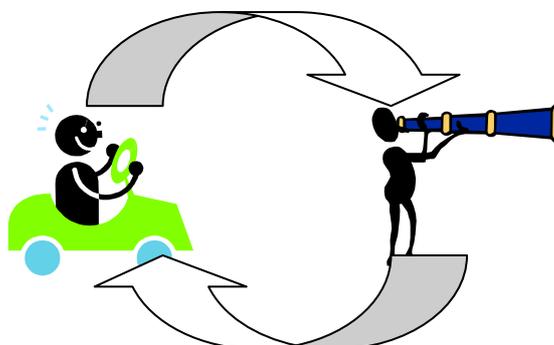


Not much petrol left



4th stage – in car – points 7 to 10 above

The instructor-coach gets everyone to apply what they have learned in class out on the road. Each learner takes turn to be the driver and observer.



Application in driver training

This scenario requires a certain amount of preparation in finding the videos and developing the deck of cards (which could simply be a few words written on a piece of paper!). The important thing is to show that each learner has relevant experience from their daily lives on how to adapt speed or behaviour as a result of personal and environmental factors. Use

humour to address this subject and get their attention because young learner drivers may otherwise consider this subject to be rather trivial. It can be carried out with 1 person or several (the more people involved, the better the exchange).

The most important thing is to exchange experiences, encouraging understanding and analysis, before application in reality.

2.2.17. Fatigue – Theory (Class only)

Coaching scenario designed by Gérard Acourt - Catherine Troitin (ECF)

Main aim of scenario (learning objective)

The aim is to get the learners to think about the importance of decision-making (good and bad decisions) and to promise the coach that they will think back to this scenario when they have to make such decisions in reality in the future.

Location of scenario

Class only

Main level /cell of GDE matrix (Hatakka et al 1999) reached

Level 4

Short summary of exercise

This scenario is based on a role play.

The instructor-coach gets 4 learner drivers to play the role of his / her friends (all driving licence holders) who have eaten together at his house after a day of sport. The meal is finished and it is 2 o'clock in the morning. The instructor-coach gives each person a description (on a piece of paper) of the character they are playing (in the role-play) and suggests that they all spend the night at his place because it is late and they are tired. The subsequent exchange of views provides theoretical insight into the notion of fatigue and confronts the learners with a situation which may well happen in real life after they obtained their license.

Detailed description of exercise and application of coaching techniques

1. Coach explains that they will 'try something different' today: a role play
2. The scenario is the following:
 - The participants (max. 4 per group) are good friends
 - They have spent a day together hiking in the hills
 - They come back to the house of the coach, who is also a friend who has been out hiking with them
 - They have a large dinner, but no alcohol or drugs
 - By the time they have finished, it is 2 o'clock in the morning
3. Each participant is given an individual scenario (on paper), for example:
 - Participant A lives a 90 minutes drive away and has invited people for lunch the next day
 - Participant B also lives a 90 minutes away and has to go mushroom-picking the next day
 - Participant C lives a 45 minutes drive away and has to repaint her window frames.
 - Etc.
 - One person per table is an observer who takes notes.
4. The coach, or the 'host of the evening dinner offers his / her friends the opportunity to spend the night at his / her place and go home the next morning, rather than driving through the night.
5. Thereafter, each participant has to decide whether he/she agrees to stay or whether she/he decides to return home immediately.
6. Each individual takes his / her decision

7. The individual decisions are written up on the board and the reasons (advantages and disadvantages) of each decision are discussed and written up too.
8. Through coaching, the participants identify the objective of the class session to be 'about fatigue'.
9. The coach asks the participants to consider how, for each individual, they would recognise the symptoms of fatigue in themselves.
10. The role play scenario is changed slightly to see if any of the participants would change their decision at all (it's not so late, they live closer, etc).
11. The participants are asked to consider what other factors would play a role in such a decision (should I stay or should I go) in real-life situations in the future. For example, obstacles to clear decision-making.
12. The participants are asked to make a clear commitment to 'making the right decision' in the future in such circumstances.

Scheme:

Step 1: The instructor-coach invites the 4 learners to take a seat at the table and distributes their role cards.



Examples of «role – cards»:

It will take you 90 minutes to get home.
You are having your parents over for lunch tomorrow (Sunday).

It will take you 90 minutes to get home.
You have to go mushroom-picking very early tomorrow morning (it's that time of year!)

It will take you 45 minutes to get home.
You have to re-paint your window shutters tomorrow.

It will take you 55 minutes to get home.
You don't have any plans tomorrow but you don't like sleeping somewhere without a toothbrush!

Step 2: the coach suggests that his / her « friends » spend the night with him. He / she tells each person where they can sleep and assures them they will be comfortable.



Step 3: Each person must decide, according to his / her role and his / her own view, what he / she will do. Drive home or sleep at the friend's house. What are the risks of driving home now? What are the advantages and disadvantages of staying? What is more important?



Application in driver training

This role play allows learners to «virtually» and safely experience an event from daily life which may involve an element of road safety risk. The discussion must be long enough to ensure that the experience is engraved in their memory so that they can recall it when a similar situation happens in reality (decision taken, risks, others' opinions...). This role play is very easy to put in place and requires little material. The personality of the coach will have a great influence on the richness of the debate: he / she should ensure that the game is enjoyable and real enough for the learner drivers involved.

2.2.18. Highway code: STOP and GIVE WAY signs

Coaching scenario designed by Gérard Acourt - Catherine Trotin (ECF)

Main aim of scenario (learning objective)

The ultimate aim of the experience is to realise that traffic rules exist for a reason, especially STOP and GIVE WAY signs, because otherwise everyone would act differently, it would be dangerous and anarchic.

Location of scenario

Theory (Class)

Main level /cell of GDE matrix (Hatakka et al 1999) reached

3 and 4

Short summary of exercise

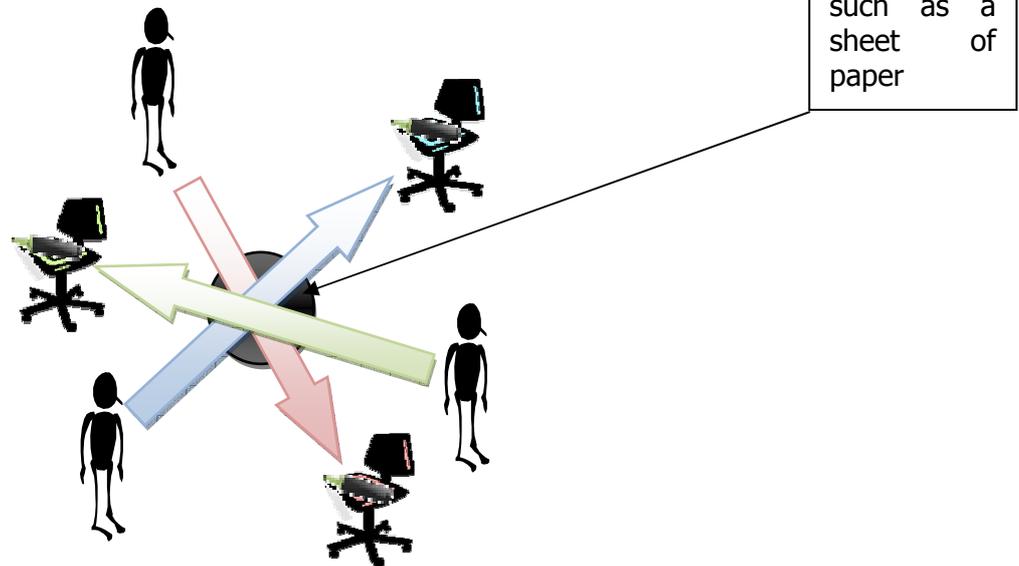
This scenario involves the physical participation of a group of learner drivers. Several people are asked to stand in a circle and walk in a particular direction. No other instructions are given. Different outcomes will occur: nobody moves, everybody moves and collides with each other; some people move, others stay; some people decide on the rules for everybody else,... Then the coach gets the group to analyse what has happened and to draw the conclusion that rules are necessary for people to move and pass by each other properly. Finally, the coach can get the class to think about which rules would best regulate this particular situation.

Detailed description of exercise and application of coaching techniques

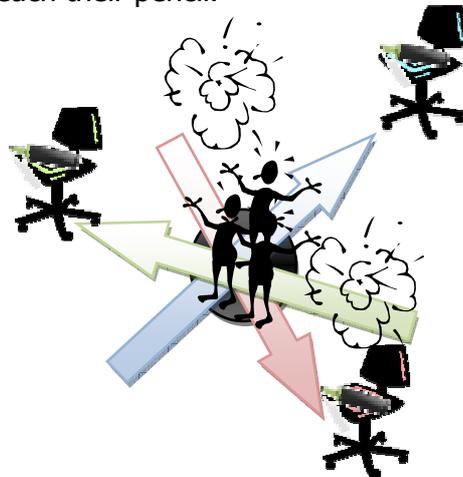
1. Explanation from coach about the context of today's lesson
2. Explanation of exact objective of today's lesson, also from coach
3. Coach explains that they will 'try something different' today: a game
4. Learners are asked to split up into groups of 3, standing in a circle, surrounding a central point marked by an item such as a sheet of paper
5. One participant is the designated observer of the exercise who will be questioned afterwards
6. Chairs are placed opposite each person, on the other side of the central point, with a pen on the chair
7. The objective of the game for each person is to retrieve the pen from the chair opposite of them, by passing directly over the central point in the middle.
8. The participants are asked to retrieve their pens as quickly as possible once the coach gives a sign
9. When the coach gives a sign, the participants move
10. Different outcomes will occur: nobody moves, everybody moves and collides with each other; some people move, others stay; some people decide on the rules for everybody else, ...
11. A discussion arises on: what happened, what did you do, what did the others do, what are the reason for this happening, etc. including the remarks from the participant who has been observing the situation
12. The principle of the STOP and GIVE WAY signs are jointly elaborated
13. Without going into any more detail about individual signposts, etc, the participants are invited to apply this knowledge and experience in the car on the road.

Scheme:

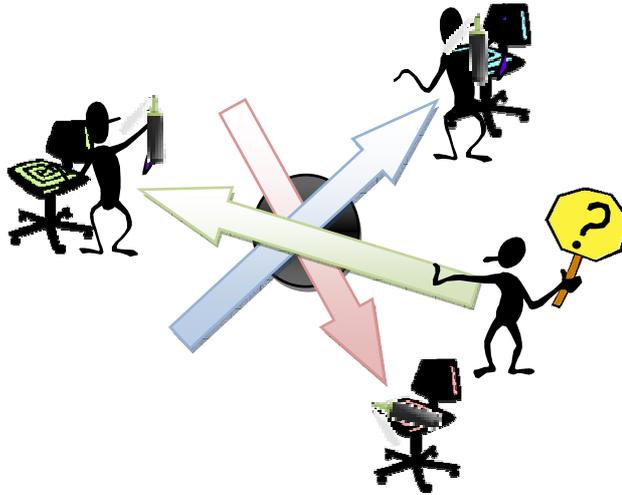
Step 1 – set up



Step 2 – 1 option as an example: Everyone meets in the middle and collides with each other. Nobody manages to reach their pencil.



Step 2 – Another option as an example: 1 person decides on the order that each person should be moving in but in the end he can't get his own pencil. He is unhappy about having « regulated the traffic » because he feels he has lost.



Application in driver training

This scenario can be applied very easily and requires very little material. You need at least 3 people and 1 observer for the scenario to work. The observer is not absolutely necessary but he/she can make a significant contribution to the subsequent exchange of views. This exercise is very meaningful for the participants: they can easily understand the need for signals and signposts while at the same time feeling totally safe. They are able to appreciate the 'why' as much as the 'what', to understand the reasons behind certain factors (rules, situations) in traffic.

2.2.19. Getting set up in the driver's seat

Coaching scenario designed by Gérard Acourt - Catherine Trotin (ECF)

Content of this objective (from the French learner driver manual):

Knowledge:

- Adjust the position and incline of the seat
- Adjust the headrest
- Adjust the mirrors
- Check visibility through windows and clean them
- Get passengers settled in and know about the influence they can have on the driver
- Fasten seat belt and get passengers to fasten their seatbelts
- Loading of bags

Understand the importance of using a seatbelt.

Main aim of scenario (learning objective)

Get the learner to understand the importance of correct seating in the car and the need for the driver to be organised and methodical in order to be effective.

Location of scenario

Classroom

Main level /cell of GDE matrix (Hatakka et al 1999) reached

3 and 4

Short summary of exercise

The instructor-coach invites the participants to put together a small lego car, in a short period of time (a few minutes). He / she gives no instructions on how to do it (whether or not to use the instruction sheet, to sort out the pieces, etc). After a short time, the instructor-coach checks on what has been achieved and asks each person to explain how they worked. The group should realise that the best result is achieved when using the instructions sheet. Then get them to transfer this conclusion to driving a car and the importance of being correctly installed behind the steering wheel and of setting off all prepared. Get the group to develop a checklist of things to do when getting into a car and before driving off (a little like an instruction sheet).

Detailed description of exercise and application of coaching techniques

12. Explanation from coach about the context of today's lesson
13. Explanation of exact objective of today's lesson (also from coach)
14. Coach explains that they will 'try something different' today: a game
15. The coach gives each person a box of Lego.
16. He / she invites each person to construct their lego car within a few minutes
17. He /she gives the go-ahead and observes the participants thereby identifying which ones are using the instruction manual. When these persons are close to finishing their car, he / she stops the game.
18. He /she asks the group to see how each person did (some have finished the car, others are still working on it and maybe others haven't even started yet).

19. The coach asks each person to explain the process they went through to construct the Lego car: reading the instruction manual, sorting out the pieces before starting, starting randomly without following the instructions...
20. He / she gets the group to realise that those who have finished –or almost finished – are those who took the time to read the instructions and to follow them.
21. He / she gets the group to discuss the importance of having a method and sticking to it.
22. He /she reminds the class of the objective of today’s lesson: getting set up in the driver’s seat, and then gets the group to transfer their experience with the lego cars (importance of having a method and of respecting a checklist) to this objective.
23. He invites the group to develop, together, a similar checklist for a driver getting set up behind the steering wheel and preparing to drive off.
24. He distributes blank sheets of paper and gets everyone to note this checklist, each in their own way, in order to use it afterwards in the car.
25. He then invites the participants to go and use this checklist in a real car (next part of the lesson).

Scheme:

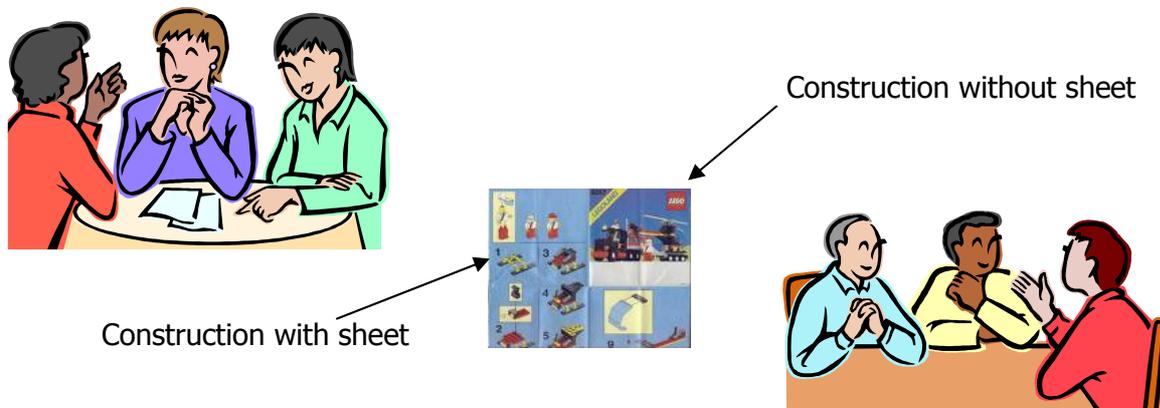
Step 1: Distribution of game (lego, maximum 30 pieces) with an instruction sheet.



Step 2: Ask each person to construct their vehicle, watch them doing it and identify the ones using the instruction manual. Stop as soon as the latter have practically finished constructing their car.



Step 3: Get the group to observe the progress of each participant and discuss the methods used to construct the cars. Conclude that those who used the instruction sheet were more effective and had a better outcome.



Step 4: Transfer these conclusions to the objective of the lesson: getting set up behind the steering wheel, and following a checklist.



Step 5: distribute paper for each person to note their checklist and then use it in the next part of the lesson (in the car).



Application in driver training

This scenario only requires a box of lego and a blank sheet of paper per person. It is fun and, through a simple game which everyone knows, you can get the participants to understand the importance of procedures and methods. You can also get people to realise that following a checklist is effective and helps to achieve your objective, even if it appears a 'little stupid or boring'.

2.2.20. Warning other road users

Coaching scenario designed by Gérard Acourt - Catherine Trotin (ECF)

Training objective in French learner driver curriculum

- *Know how to immediately use:*
 - Indicators
 - Horn
 - Emergency blinkers
 - Intermittent brake lights
 - Warning lights

- *Know:*
 - When to warn others
 - How to warn others (sound and light)
 - When using the horn is forbidden and why

Main aim of scenario (learning objective)

To get the learner to understand the need to adopt a common language with others in traffic to achieve our objectives and to avoid risks and unpleasantness.

Location of scenario

Classroom

Main level /cell of GDE matrix (Hatakka et al 1999) reached

3 and 4

Short summary of exercise

The instructor coach lays out some dominos on a table. The first 3 or 4 dominos build the basis of a tower. He / she distributes a set of instructions to each pair of participants and asks them to decipher the instructions. He / she explains that the losers will be the ones who make the tower collapse or who add the final domino to the tower. Having asked the group if they speak any particular languages (other than those used on the instructions), the instructor coach makes the group understand the importance of a common language, the benefits one gains from this and the disadvantages of everyone using their own language. The aim is to get them to understand that the Highway Code and signals to warn other road users are all part of a necessary common language.

Detailed description of exercise and application of coaching techniques

1. Explanation from coach about the context of today's lesson
2. Explanation of exact objective of today's lesson, also from coach
3. Coach explains that they will 'try something different' today: a game with dominos
4. Place the dominos on the table with the basis of a tower made up of 3 or 4 dominos. Distribute the instructions which are written in a different language each (anagrams, upside down, Latin, English...) and invite the group to split up into pairs, decipher the message and follow the instructions. Point out that the

loser is the one who makes the tower collapse or who adds the final domino to the tower.

5. Each pair has to decipher the different texts on the instruction sheets for example:
 - "you can take 3 dominos and continue building the tower",
 - "you can remove 4 dominos",
 - "you can choose 2 dominos to add to the tower",
 - "you have to remove 2 dominos",
 - "take 3 dominos and add them to the tower",
 - ...

Observe how each pair acts.

6. Leave the pairs to decipher the texts. Some of them will succeed, others will not, some will continue building the tower and others may make it collapse.
Watch how each pair acts.
Stop the exercise after a few minutes.
7. The instructor-coach can support some pairs if they have real difficulty, by reassuring them that the aim is to make it difficult and the reason is that the instructions are written in an unknown language and so it is difficult to decipher!
8. Ask each pair if they recognised the 'language' used in their instructions, how they tried to decipher it, what they had understood.... Ask them how the exercise could have been made simple, less time-consuming and less complicated. Ask them if they can see a link between the game and the objectives of the lesson.
9. Get the group to realise that a common language is easier and quicker to understand, get on with each other, communicate, avoid making mistakes, etc. Ask the group to think of other types of language they know, such as sms, sign language, Braille, the highway code and signals which can warn other people. If nobody mentions the highway code, you can ask them what they think of the highway code in terms of a necessary common language to enable people to understand each other. List the various kinds of signals you can give to other road users and the possible misunderstandings that could occur when driving with the group.
10. Draw some conclusions on what has been learned and invite the participants to go and apply what they have learned in the driving school car.

Scheme:

Step 1: The learner drivers enter the room



Step 2: Distribution of instructions written in anagram form, back to front and in other languages...the learners try to decipher the instructions in pairs.



Step 3: Once they have deciphered their instructions, the learner drivers follow the instructions with the dominos.



Step 4: Having observed what has been happening, the instructor coach ends the game and leads a discussion which aims to lead the participants to the conclusion that a common language is a lot easier for understanding each other, listening to each other and getting on with each other.



Step 5: The instructor coach invites the group to think of other forms of language....including the highway code and the signals which can be used to warn other road users. Make a list of them. Agree when and where they should be used.



Application in driver training

The text (instructions) must be prepared on several sheets in a range of languages and forms. A box of dominos is also required. The debate and leading the group gradually towards focusing on the highway code and warning signals that can be used with respect to other road users is important.

2.2.21. Observation and scanning

Coaching scenario designed by Gérard Acourt - Catherine Troitin (ECF)

Content of French initial driver training curriculum

- *Detecting clues and evidence allowing for anticipation:*
 - To the front
 - To the side
 - To the rear (rear view mirrors)
- *Be able to detect clues coming from:*
 - The road and its environment
 - From the car (from the dashboard, noise)
 - From other road users

Main aim of scenario (learning objective)

The aim of the scenario is to:

- Stress the importance of adapting your driving speed according to a range of personal and environmental factors (i.e. inside and outside of the driver) which can change at any moment.
- Help the learner finding ways to observe, identify and evaluate these factors,
- Feel / experience the possible consequences of not adapting your speed to different situations
- Allow for everyone's personal experiences (in life in general, not just driving) to be used to see how people have adapted, in different personal and professional situations, to these environmental and personal factors – and to transfer this learning between driving and life in general.

Location of scenario

Classroom (group)

Main level /cell of GDE matrix (Hatakka et al 1999) reached

3 and 4

Short summary of exercise

Development of factors to be taken into account (with a group of learners, or a single learner and instructor) for adapting and changing driving speed, possible ways to identify changes in these factors and consequences of non-respect. Personal experiences (preferably from life in general) should be used to develop these factors.

Detailed description of exercise and application of coaching techniques

1. The group of learners (or single learner) watch a range of videos (funny, to be found on the internet, no more than 5 minutes total length): www.faut-rire.com/delirant/une-montee-difficile.html, www.faut-rire.com/chutes/le-frimeur-et-le-plongeoir.html... These videos should aim to present situations where bad

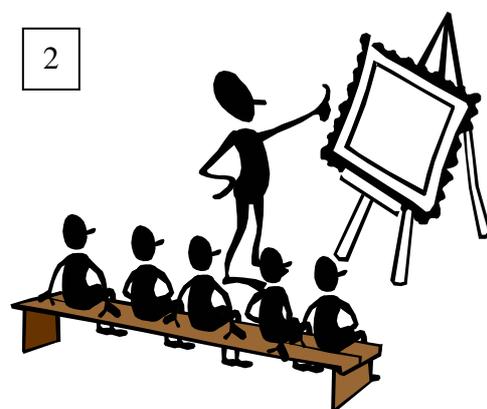
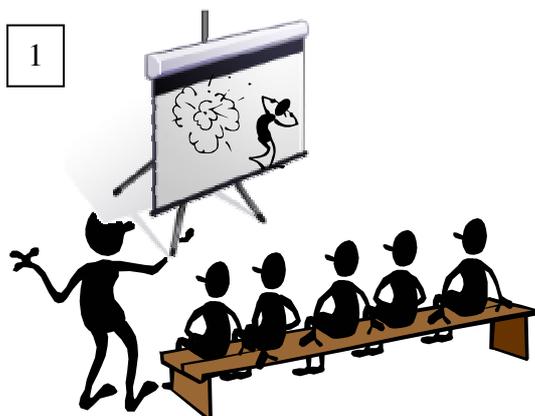
judgement or poor anticipation occurs, and to make a connection with the prior personal experience of the learners present.

2. The instructor asks the group (or individual) what they think of the videos. What happened in each one of them? Why did these results happen? What could he have done to avoid this? What should have been expected? The discussion should allow for a list of 'verbs of action' relevant for driving to be drawn up, such as: anticipate, observe, think before acting...
3. Ask each person to talk to the group about a similar situation they have experienced (or someone they know has experienced (either related to driving or not)). Ask each person to list for themselves what they could have done to avoid the situation and what they felt at this very moment in the situation. They can mime or tell their story by moving around the room. Movement and exchange should be encouraged.
4. Suggest to the group that they imagine driving situations where a failure to observe and anticipate led to a risky situation (perhaps a situation which they have experienced themselves – maybe as a child or as a learner driver). Get them to express the aim of the lesson: to observe and identify factors to take into account for selecting, changing and adapting driving speed.
5. The instructor coach must also tell a driving story (for honesty's sake) where he / she took risks by not observing and taking into account various factors. He / she should then state what he / she should have done to avoid this situation.
6. Then ask each person to pick a card from a selection of 10-12 cards. Each one of the cards has a personal or environmental factor written on it which needs to be taken into account when driving.
7. Then get each person to talk about their card, to explain why this factor is important and what you need to do as a driver to take it into account and to take as few risks as possible.
8. Now the learners should apply on the road what they have learned in the class.

Scheme :

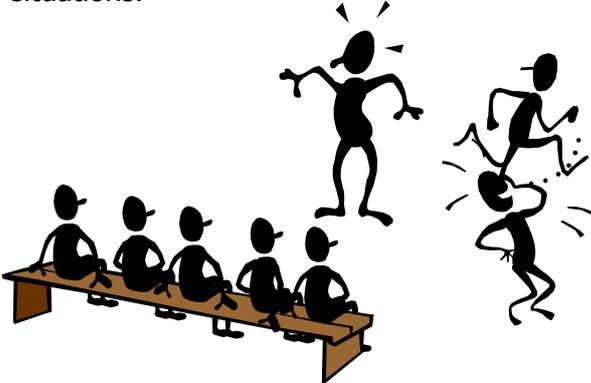
Step 1:

The instructor shows the video clips and gets the participants to create a list of verbs of action based on the videos: observing, anticipating, acting, ...



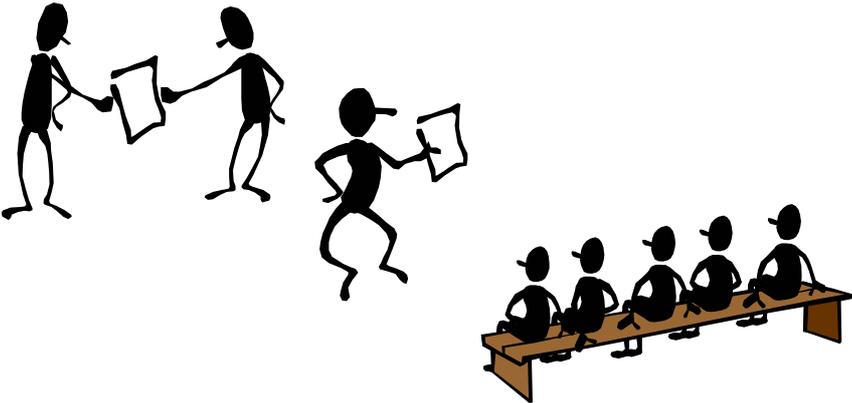
Step 2:

The instructor-coach asks the participants to tell the class (miming, moving around in the room) about similar personal situations.



Step 3:

The instructor-coach gets the class to focus on driving situations and, with a view to triggering a discussion, distributes cards, each featuring one personal or environmental factor to look out for and identify.



Cards (examples)

Fatigue



Distracted



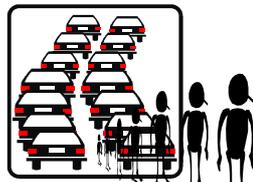
Annoyed



Rain



High density traffic



Not much petrol left



Application in driver training

This scenario requires a certain amount of preparation for finding the videos and developing the deck of cards (which could simply be a few words written on a piece of paper!).

The important thing is to show that each learner has relevant experience from their daily lives on how to adapt speed or behaviour according to personal and environmental factors.

Use humour to address this subject and get their attention because young learner drivers may otherwise consider this subject to be rather trivial. It can be carried out with one person or several (the more people involved, the better the exchange). The most important thing is to exchange experiences, encouraging understanding and analysis, before application in reality.

2.2.22. Before the training really starts – first contact in driver training

Coaching scenario designed by Kay Schulte

Background

Driving a car is not a rational movement from A to B. It is a complex activity in a social context. In this way, car trips and their associated risks are strongly determined by the driver's motives and reasons for driving and by their attitudes in life and attitudes towards road traffic. Very few drivers are aware of this. The earlier drivers address these factors and really get to grips with them, the greater their ability will be to assess driving situations in a self-critical way, to reduce risk and/or avoid specific situations altogether.

Main aim of scenario (learning objective)

Learner drivers should become more aware of their reasons for wanting to drive, and of their attitudes towards driving. They should identify the risks linked to these factors and what they can do firstly to recognise risky situations and secondly how to reduce the associated risk or avoid the situations altogether.

Secondary aims of scenario

- The learner drivers should list 3 important reasons for wanting to obtain a driving licence.
- The learner drivers should reflect on – and identify - whether or not the reason (either a motive for driving or an attitude) could lead to increased risk when driving.
- The learner drivers should reflect – and identify – if there are risk-increasing factors linked to the individual reasons which would make driving riskier.
- The learner drivers should become aware how to recognise when they are in a risky situation.
- The learner drivers should think about what they can do to minimise the risk or to avoid the risky situation altogether.

Location of scenario

Classroom

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Levels 3 and 4

Method

Individual work (visualisation of individual contributions on the board) / guided group discussion / work in small groups

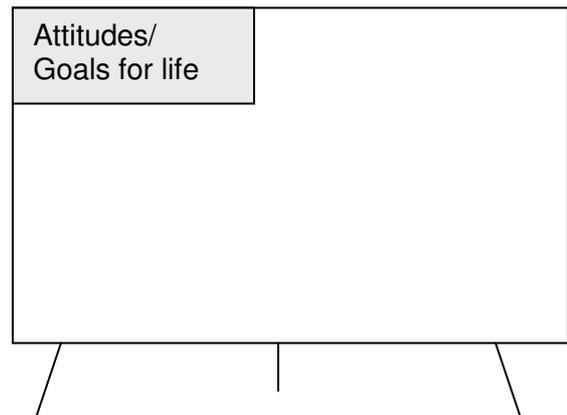
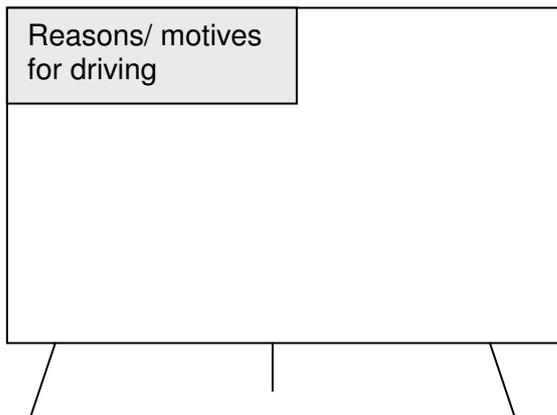
Detailed description of exercise and application of coaching techniques

Ask the learner drivers to think about the following aspect. The following question may be useful to get things started:

- What are the 3 most important reasons for you wanting to get a driving licence?

Give the learner drivers 5 minutes to prepare their answers. Then give each learner 3 pinboard cards and ask them to write each reason on a separate card.

In the meantime, the seminar leader prepares two pinboards with the following titles on them: Reasons / motives for driving und Attitudes/goals for life



After 5 minutes is up, ask each learner driver to present each of their cards and to allocate them to one of the two board (categorisation). They should also clarify what is written on the cards if it is not easily understood.

The following question could help in this process:

- Can you imagine what is meant by this?

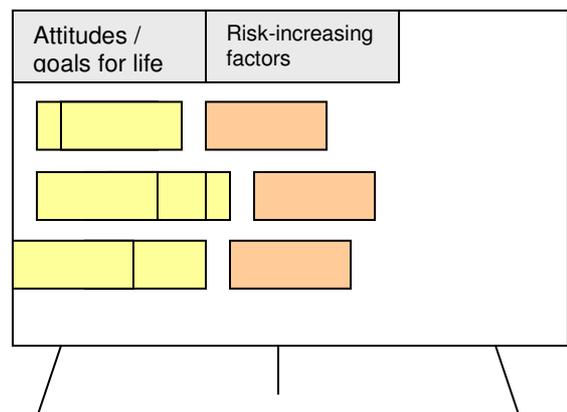
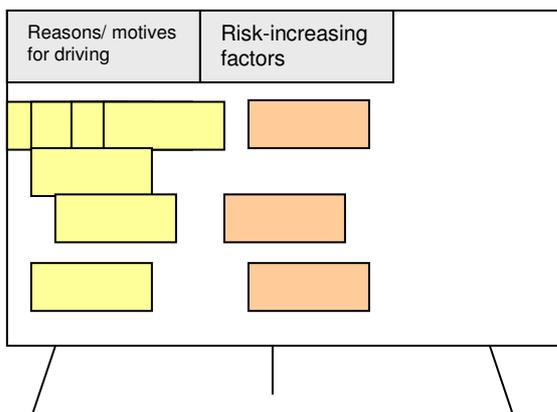
When all the cards have been posted on the boards, the seminar leader asks the whole group if they agree with the categorisation or if there are questions. Then place obvious duplications (cards with the same reasons on it) on top of each other or in a way that it is obvious that there are several cards stating the same thing.

Then ask the learner drivers to consider if there are any risks associated with the reasons on the board, or if there are any risk-increasing factors which could lead to unsafe driving.

The following questions may help:

- Amongst this range of reasons for wanting a licence, are there any here which could make driving riskier?
- Could you imagine that any of the reasons could lead to risky driving?
- Are there any situations linked to these reasons which could involve risk-increasing factors?

Write down, again on pinboard cards, any risk-increasing factors which arise from the discussion and sort them under a new heading on the pinboard "risk-increasing factors".



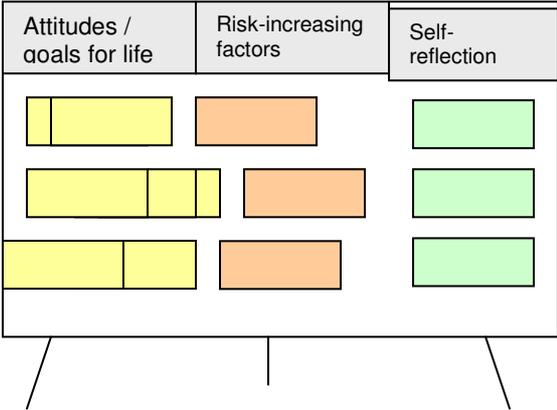
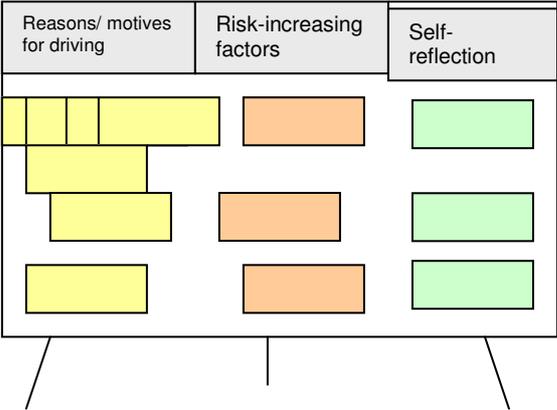
Now work on the third step "Options/Strategies" which aims to work out ways to recognise risky situations and to reduce the risks or to avoid the risky situation altogether (Self-reflection).

Split the participants up into 2 to 4 groups and give two or three reasons for wanting a licence to each group, with the associated risks. Give each group 10 minutes to think about how to recognise the risky situations and ways to minimise or remove the risk.

The following questions may help in this process:

- How do you think you could recognise if you are in a driving situation where there is increased risk? What could you do to tackle this risk?
- Why do you think a car trip can become risky and what could you do in such situations?
- What makes you think that such a reason can lead to risky car driving and what would you do in such circumstances?

Ask the learner drivers to write their results on green pinboard cards. Inform the participants that they will have to present their results later to the whole group and will have to allocate their results to the pinboard in the following way:



2.2.23. Passenger in a car

Coaching scenario designed by Kay Schulte

Background

Young novice drivers often take along several passengers of the same age group to spend their free time together. These driving situations generate a lot of typical risks for this age group – group pressure, group dynamics, distraction, experiencing free time, showing off, prodding somebody, noise level and so on.

These situations can hardly be experienced during driver training. The learner drivers can only refer to their experiences as passengers in a car at this point of time. Experiences as drivers in such situations are rare. Presentations or discussions on this topic are often experienced as 'lecturing' and telling young people how risky their behaviour is.

It is necessary to change perspective altogether, in order to enable peer-to-peer learning. This is only possible when the person him/herself has recently had similar experiences. Young people have plenty of good and bad experiences as passengers in a car. They should use these experiences as car passengers to draw conclusions with regard to their role as driver.

Main aim of scenario (learning objective)

- The learner drivers should answer certain questions referring to their experiences as passengers.
- The learner drivers should state, based on their experiences, how the driver is acting when they feel especially comfortable.
- The learner driver should state, based on their experiences, how the driver is acting when they feel uncomfortable.
- The learner drivers should, based on their experiences, describe the types of behaviour of passengers which could lead to riskier driving situations.
- The learner drivers should, based on their experiences, describe potential measures to prevent passengers having a negative influence on the driver.
- The learner drivers should discuss the difficulties involved in implementing these strategies and any further support which could facilitate their use and application.

Location of scenario

Classroom

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Level 3 and 4

Method

4-corner-method

Detailed description of exercise and application of coaching techniques

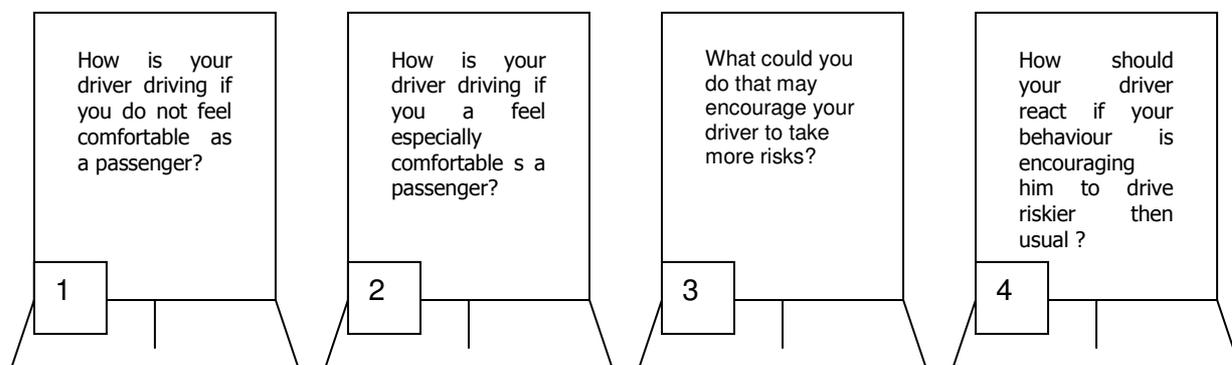
The participants are split into 4 small groups. 4 flipcharts are placed around the room, one in each corner. Each flipchart has its own question on it.

Question 1: How is your driver driving if you do not feel comfortable as a passenger?

Questions 2: How is your driver driving if you feel especially comfortable as a passenger?

Question 3: What could you do that may encourage your driver to take more risks?

Question 4: How should your driver react if your behaviour is encouraging him to drive riskier than usual?



Each group is assigned to a corner and should note down answers to the question on the flipchart. Each group is given 7 minutes.

Next, each group proceeds clockwise to the next flipchart and the next question. They should only amend the work of the previous group on the flipchart and are therefore given 5 minutes to carry out this task.

When these 5 minutes are up, the four groups proceed once again to the next flipchart and the next question. They are given 3 minutes for further amendments before changing the last time in a clockwise direction for a further 3 minutes of amendments to the last question.

After all 4 groups have answered all four questions the participants are thanked for their contributions.

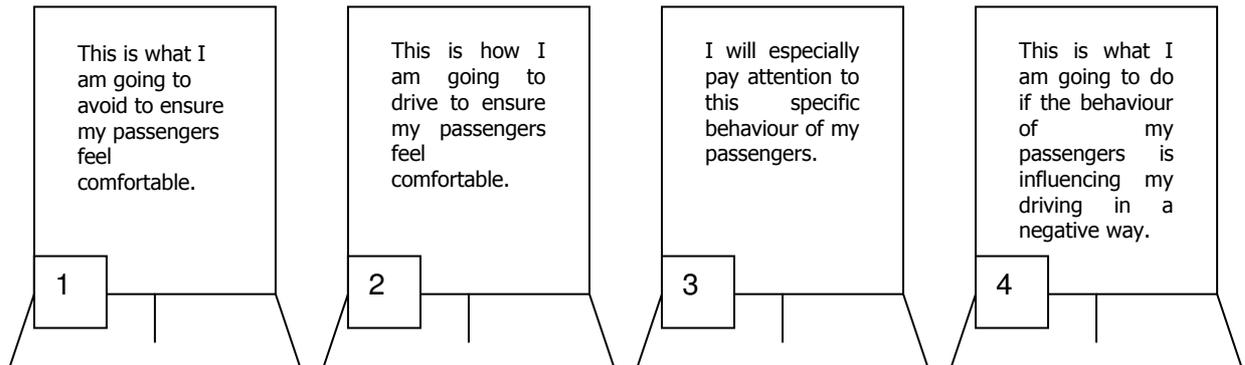
Following this part the different questions are replaced by the headings below:

Heading 1: This is what I am going to avoid to ensure my passengers always feel comfortable.

Heading 2: This is how I am going to drive to ensure my passengers feel comfortable.

Heading 3: I will especially pay attention to this specific behaviour of my passengers.

Heading 4: This is what I am going to do if the behaviour of my passengers is influencing my driving in a negative way.



Evaluation

The results of this exercise are strategies developed by the young novice drivers based on their experiences. However, a group discussion led by a coach is necessary to treat the topic in even more detail and to allow the young novice drivers to work intensively with the strategies they have developed and their implementation. The following questions could facilitate the process:

- What could happen to cause you to drive in a riskier way and for your passengers to feel uncomfortable? How could this be avoided?
- What could make it difficult to detect risky behaviour from passengers? What could help you to do so?
- Considering your experiences, do you think that passengers will be easy to handle with the strategies which have been developed together? Could difficult situations occur and if so what else could you do in this case?

2.2.24. Passenger in the car - synopsis

Coaching scenario designed by Kay Schulte

Location of scenario

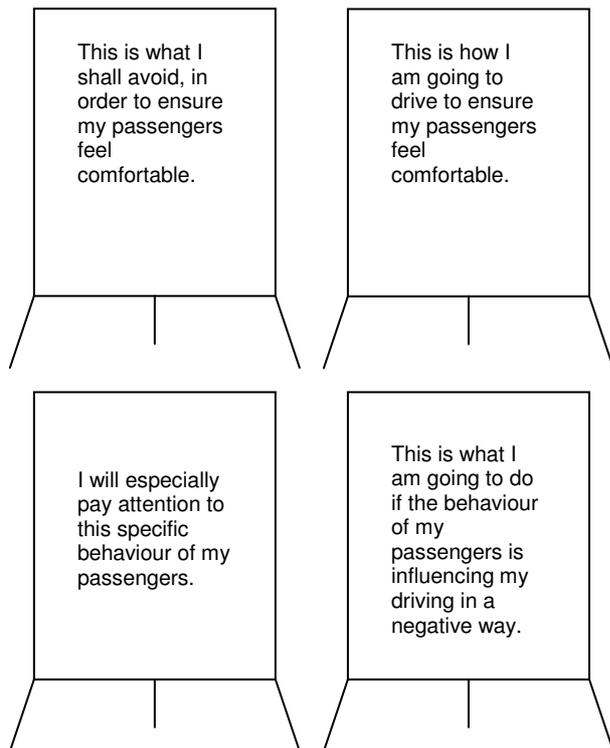
Classroom

Detailed description of exercise and application of coaching techniques

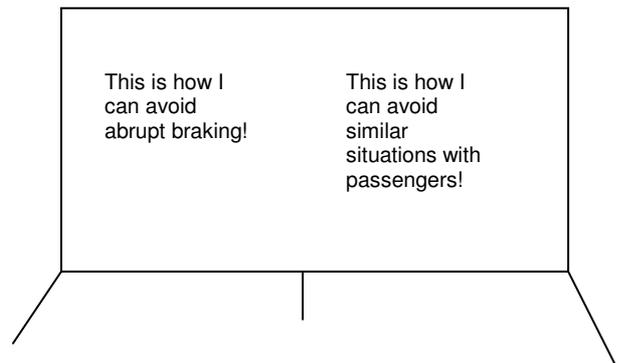
To use this scenario it is necessary that scenario 2.3.5. "Danger in the car – distraction through the group" and 2.2.23. "Passenger in a car" have already been carried out. Both scenarios deal with the passenger problem. In scenario 2.2.23. this topic is treated in the classroom based on the existing experiences of the participants. In scenario 2.3.5. the main focus is on the exercise and the resulting practical experiences and impressions.

The German 2nd – phase – model "further education for novice drivers" uses similar methods. In this case, the results of both scenarios are combined in a final session with the aim of developing useful strategies for the future.

Scenario 2.2.23



Scenario 2.3.5.



During the discussion the participants should talk about what can easily be applied in practice and where they see difficulties. The reasons for these statements are especially important, in order to further develop future strategies.

2.2.25. Emotions in the car

Coaching scenario designed by Kay Schulte

Background

Driving is not a rational form of transport between A and B. Driving takes place within a social system accompanied by feelings and emotion. Joy, sorrow, irritation, fear and anger regularly manifest themselves. Actions lead to reactions, and such reactions are not always positive. Another's behaviour can be seen as a personal attack and leads to a reaction. Sometimes, the actions of others are interpreted to be aggressive without really knowing if it was meant to be so.

There are no drives without feelings and emotions; they are present and are taken along into the car (irritation from school, argument with a friend or joyful anticipation of a date).

Emotions and feelings can determine how you drive; some trips are even dictated by feelings and emotions. However, traditional driver training programmes do not include any experiences with emotions and feelings as a driver. This scenario allows for the theme to be addressed in a theory lesson (classroom).

The trainer's task is to identify a similar social system in which the learner drivers have emotions and feelings. This could be a school lesson or party with friends. Based on these discussions, conclusions can be drawn with regard to handling such emotions and feelings in traffic.

Remark: For a lot of people it is not so easy to talk about emotions. But young people are open for this. However, this scenario should only be used, if the coach has experience with some other scenarios. This scenario is especially right to work with it in 2nd-phase-modells.

Main aim of scenario (learning objective)

It should be made clear to the learner drivers that emotions can influence the way people behave and can lead to undesirable reactions. The traffic network and driving are thus part of a wider social system.

Secondary aims of scenario

The learner driver shall name / list all the emotions they know. Emotions and feelings should be identified in general rather than a division of good and bad feelings.

The learner drivers may describe the effects of such emotions and feelings when they are sitting in a school classroom or at a friend's party.

The learner driver should identify concrete situations in which emotions and feelings have led to irrational reactions in his/her circle of friends.

The learner drivers should describe what they could do to prevent such irrational reactions.

The learner drivers should recognise that these examples of social situations could also play out in traffic.

Location of scenario

Classroom

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Levels 3 and 4

Method

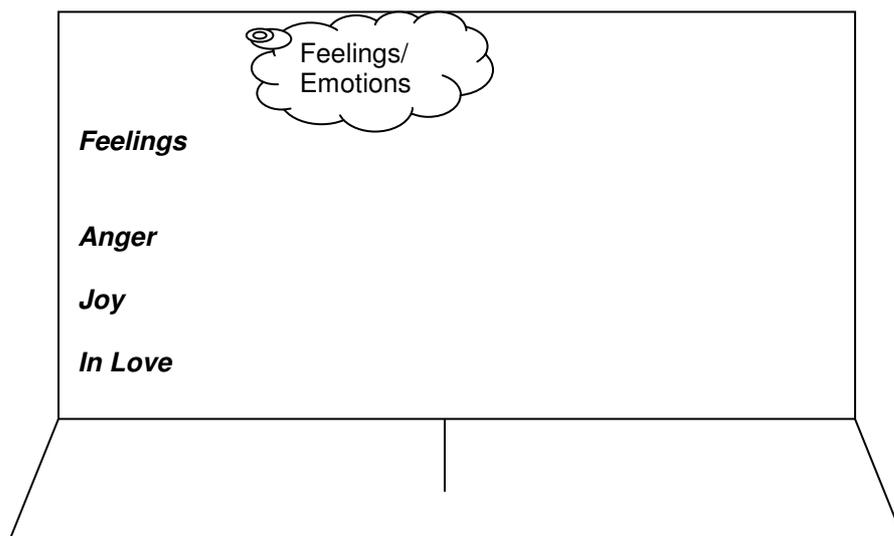
Guided group discussion

Detailed description of exercise and application of coaching techniques

Use the following questions to get the learner drivers to name the feelings and emotions that they know about:

- What feelings or emotions can you name?
- What feelings and emotions have you experienced yourself?

Note these emotions and feelings on the flipchart.



Ask the learner drivers to think back to the last parties they have been at and to discuss what effects feelings and emotions had. Use keywords to note these on the board. You may use the following questions:

- Can you remember having a particular feeling at in a school-Situation or at a party?
- Have you experienced irrational behaviour from your friends or did something unusual happen?

The image shows a flipchart with a cloud-shaped title 'Feelings/ Emotions' at the top. Below the title, there is a table with three columns: 'Feelings', 'Effects', and 'What to do?'. The table contains the following information:

<u>Feelings</u>	<u>Effects</u>	<u>What to do?</u>
Anger	They were irritating me	„Breathe deeply, they don't know any better“
Joy	I went too far	Become aware of the boiling point
In Love	I behaved like a kid	Have to control myself, then

The flipchart is supported by two legs.

Note: The keywords on the flipchart should be both concrete, thereby reflecting the experiences, and at the same time open.

Lead the discussion to "What to do (about it)" in order to get more comments. These questions may be useful:

- How can you become aware that you are reaching your boiling point?
- How can you tell if you have over-reacted, for instance when driving a car?
- What effects could this have when you behave like a kid?
- What effects could 'behaving like a kid' have when you are driving a car?
- How could you manage to control yourself? How could you do it in this situation? How would you do so when driving?
- How were you being irritated? What did you do as a result?
- What consequences could this have if you drive when being angry? What exactly does "breathe deeply" mean for you?

2.2.26. Driving around bends with orientation points

Coaching scenario designed by Kay Schulte

Background

Young novice drivers learn how to drive around bends during initial training but they often do not develop a clear procedure to do this (speed, scanning). Driving instructors tend to correct here, rather than support the learner. This sometimes leads to youngsters driving too quickly on their first solo trips, without orientation points. Orientation support given by the instructor may not work because each of us perceives different things and we may not see things the same way as the instructor.

Main aim of scenario (learning objective)

- The learner driver should work out for himself which orientation points could help him / her to safely navigate bends.
- The learner driver should actively practise driving around bends, using the orientation points he / she has previously chosen, and then assess the overall experience.
- The learner driver may then improve his / her choice of orientation points.
- The learner driver should work out and explain why his / her chosen orientation points help him / her drive around bends.
- The learner driver should make a point of driving around several bends, using his / her orientation points, and give a driving commentary in at least one of them.

Location of scenario

In-car

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Level 2

Detailed description of exercise and application of coaching techniques

At the beginning of the session, inform the learner that the goal of this lesson is get him / her to independently and safely drive around bends using orientation points.

Consider leading the discussion by using the following questions:

Imagine you want to drive around a bend on a rural road.

- On what external elements (curb, tree row, guide post, road marking etc.) could you orientate yourself, in order to stay in your lane?
- What do you need to know about the bend, to be able to drive around it safely?
- What else do you need to know about the curve, to be able to drive around it safely?
- What is important to observe when driving around a bend?

Then let the learner drive around 2 or 3 bends, using the navigational points he / she has previously mentioned. Then jointly assess the experience by asking questions such as:

- How did you feel when driving around these bends?
- Did everything go as planned, or was anything different?
- Did you use the orientation points that you thought up before, or did you use others?
- Based on this experience, what do you think is important for driving safely around bends?

- What is really important, do you think, before driving around a bend?
- Did you have to change anything else to feel more comfortable when driving around the bends?

Then ask the learner to explain why his / her chosen orientation points allow him / her to drive safely around bends. Then allow the learner to drive around a couple more bends and ask him / her to give a driving commentary during one of them (What is he / she looking at? What can he / she see?).

When the learner has had enough practical experience driving around bends, you can evaluate the whole exercise by using questions such as:

- How did you feel this time when driving around these bends?
- What differences were there compared to the previous ones?
- Is it easy or difficult for you to orientate yourself around bends?
- Did your chosen orientation points make you feel safe or did you choose other points?
- Do you think you have reached the goal of today's session?

2.2.27. Fatigue in the vehicle

Coaching scenario designed by Kay Schulte

Background

Driving in their free time is especially important for young novice drivers. They often meet in the evening, not only on the weekends, and continue partying until late in the evening or early morning. Most of the time young people take the car, partly because the venues are difficult to reach but also in order to be flexible at night and to be able to change the venue quickly.

The specific risk for young people in this case is driving after having been awake for a long time and fatigue accompanying their trips. The driver rarely questions his/her fitness to drive.

But also for other trips fatigue can be a problem for example during long trips when going on holiday or trips after long working days or days spent studying.

Fatigue behind the steering wheel poses a high risk to lose control of the vehicle or have an accident in road traffic. Another dangerous factor is drivers thinking they are able to cope with fatigue due to some "miracle" solutions.

Main aim of scenario (learning objective)

The learner drivers shall be enabled to recognise their specific signs / signals for fatigue and to develop suitable strategies for avoiding trips when tired.

Secondary aims of scenario

- The learner drivers should name situations from their experiences where there is a risk that they would drive even if they are really tired.
- The learner drivers should name strategies, which should help them to avoid driving when tired.
- The learner drivers should compare strategies with each other.
- Each learner driver should chose the strategy which suits him/her best and will be most likely employed out of all the strategies developed.

Location of scenario

Classroom

Main level/cell of GDE matrix (Hatakka et al 1999) reached

Level 3 and 4

Method

Group discussion with moderator, working in pairs, ranking.

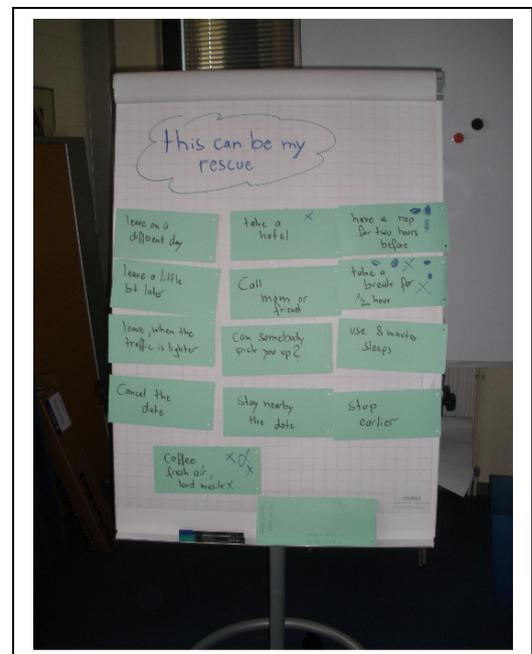
Detailed description of exercise and application of coaching techniques

You can start the discussion by briefly explaining to the learner drivers that fatigue means a high accident risk and that it might be difficult to detect one's personal signals for fatigue.

Following this ask the learner drivers to name situations when they would still drive even if they are too tired. The following questions can be useful:

- „Please think about situations when you noticed that you are really tired? How did you notice that you were very tired at this moment? Were there situations when you were suddenly overcome by fatigue? Which situations were these?
- „Can you imagine that you would be driving your car even if you know that you are tired or even overly tired? Which situations could these be?

Split the group in pairs of two and encourage the learner drivers to discuss these situations with his/her neighbour and take notes on the worksheet. Further the pairs should discuss how they notice themselves if they are tired or not. These signals should also be noted on the worksheet. Encourage the learner drivers to think about possible solutions for these specific situations in order to avoid driving when overly tired. Ask your students to note down these strategies (“little helps”) on moderation cards. When all pairs have finished, ask the learner drivers to put up their cards (“little helps”) below the heading “Tired – this can be my rescue” on the flip chart and eventually explain.



Once all pairs have put up their cards on the flip chart ask the learner drivers to take a good look at the strategies and think if they include strategies which do not have the desired effect but give the driver the illusion of security, such as for example drinking coffee and listening to loud music.

If such strategies are listed on the flip chart you can inform the learner drivers that those are dangerous. Eventually you can invite the learner drivers to name those strategies by asking questions.

Subsequently ask each learner driver to pick one strategy from the list which fits the best and would be successful for him/her. Ask the learner driver to note it as his/her personal result on the worksheet.

To finish off ask if somebody would like to present his/her decision and explain why he/she has chosen it. This needs to be on a voluntary basis as it is a personal result.

Note:

This module can of course also be carried out with experienced drivers for example during 2nd phase training for young people. In this case drivers can refer to situations they actually experienced. Please ensure that you adapt the questions accordingly.

My results for fatigue when driving a car

Worksheet

„Can you imagine that you would be driving a car even if you know you are very tired or overly tired? Which situations could these be?“

or

„Please think about situations when you noticed that you are really tired? How did you notice that you were very tired at this moment? Were there situations when you were suddenly overcome by fatigue? Which situations were these?“

My „temptation“!

This was such a situation or this could be one: _____

My „reminder“!

This is how I know I am really tired: _____

My „rescue“!

This strategy or help will have the most success for me or is most likely to be accepted: _____

2.2.28. Self-evaluation of personal risk

Coaching scenario designed by Kay Schulte

Background

Level 4 of the GDE-Matrix especially emphasises the goals for life and shows the importance of basic values for participating in road traffic. Competences on this level contribute to a safer participation in road traffic. This scenario is used to increase the awareness of young people about social competencies and give them the possibility to carry out a critical self-evaluation. At the same time this scenario should help young people to define their first steps for changing their strategy for their life.

Main aim of scenario (learning objective)

After completion of this module learner drivers should have carried out a self-critical estimation of factors of social competences and define first steps for changing their strategy in future.

Secondary aims of scenario

- Learner drivers get to know three examples of driver types.
- Learner drivers assess the risk of these three driver types.
- Learner drivers should carry out a capability estimation of factors for social competences.
- Learner drivers should carry out a self-evaluation of their own potential.

Location of scenario

Classroom

Main level / cell of GDE Matrix (Hatakka et al 1999) reached

Level 4

Method

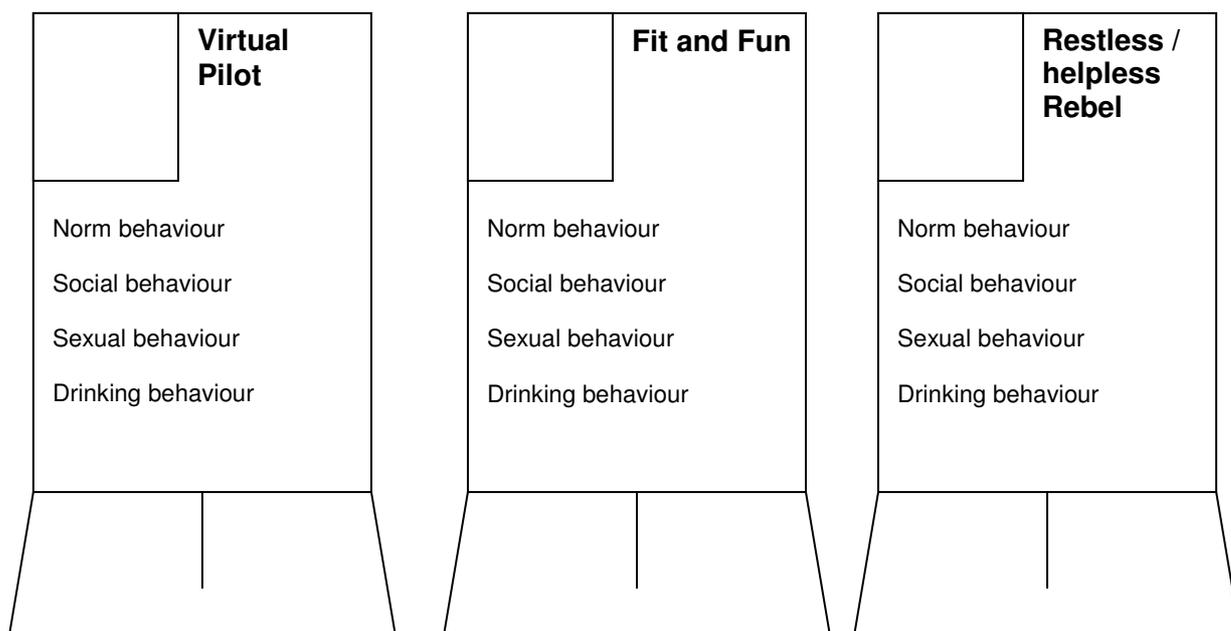
Working in small groups and alone

Detailed description of exercise and application of coaching techniques

Participants shall describe attitudes and characteristics for behaviour following three descriptions of driver types taken from the study „learning goal: perfection“.

1. Step – about 20 Minutes

The participants are split in three small groups. Each group receives its own work assignment (assignment 1a, 1b and 1 c – please see detailed description later on). Each participant should receive the work assignment for his/her group in written. For each group a flip chart has been prepared, featuring the title of their group work, space for a picture and the four criteria.



2. Step – around 10 minutes

Subsequently each working group presents their results. These should be amended by the other groups if needed.

Step 3 – around 10 minutes

Following the presentations each of the working groups (with the same members as before) shall carry out a risk assessment of the described attitudes and characteristics according to work assignment 2 (see detailed description later on). A risk assessment on a scale from 1 to 6 with the following signification is used:

- 1 = very low risk
- 2 = low risk
- 3 = risk
- 4 = higher risk
- 5 = high risk
- 6 = very high risk

The participants of one working group should agree on one mark each and note it down on the work assignment 2 sheet. The working groups present their different results to the plenary which are added up and shown as a sum on a design as illustrated below:

	Virtual Pilot	Fit and Fun	Restless / helpless Rebel
Norm behaviour			
Social behaviour			
Sexual behaviour			

Drinking behaviour			
Σ			

To conclude ask the following question and note down the answers of the young people:

- What strikes you when looking at this design?

Step 4 – around 10 minutes

The participants shall now carry out an estimation of the potential (very high or very low) of the three factors of social competence (self-confidence, self assurance, emotional basic attitude) on their own.

The participants are invited to think about the potential of each of the three descriptions of driver types with regards to the three different factors of social competence. The participants receive a description of the three factors of social competence.

It is important that the participants all carry out the estimation of the potential according to the grading system (see signification below) on their own first and only at the end add up the marks and divide them by the number of group participants. The working groups should thereby focus only on the type already assessed at the beginning of the exercise (either Virtual Pilot, Fit and Fun or restless / helpless type).

- 1= very high potential
- 2 = high potential
- 3 = higher potential
- 4 = potential
- 5 = low potential
- 6 = very low potential

In the concluding presentation round of the working group results the list on the flip chart will be amended as follows:

	Virtual Pilot	Fit and Fun	Restless / helpless Rebel
Norm behaviour			
Social behaviour			
Sexual behaviour			
Drinking behaviour			
Σ			
Self-confidence			
Self assurance			
Emotional basic attitude			

Step 5 – around 10 minutes

Based on the attitudes and information collected by the participants they shall now carry out a self-evaluation of their attitudes and potentials.

Following this step they shall attribute themselves to a specific driver type, state what they would like to change and into which direction they would like to go.

For this purpose work sheet 4 is handed out to the participants and they are asked to check through it in their own pace and answer for them personally to the questions.

Work assignment 1a

Please read through the following work assignment until the end.

In different studies different driver types have been identified and described. You will find the description of one driver type below. Please discuss in your group which typical attitudes or characteristics would fit to this description. Please differentiate the following areas:

	Typical attitudes / characteristics
Norm behaviour	
Social behaviour	
Sexual behaviour	
Drinking behaviour	

Please also note the results of your discussion on the flip chart prepared for you and try to draw a sketch of the described person in the left corner of your flip chart.

Virtual pilot

The virtual pilot has split his life into a real and virtual area. He feels most comfortable in his own surroundings of the family. He enjoys spending hours in front of the home PC and gliding into a virtual parallel world. He acts out mobility virtually and separated from the real daily routine by simulating car races, flying with a Cessna or obtaining the pilot's license on the computer. He acts out his urge to move by simulating his driving abilities virtually. But also tinkering around on the car can become a virtual hobby because the car will rarely be driven. Speeding and risky driving is only tested in the virtual world, in real road traffic virtual pilots act cool.

„I can experience the same on my PC in my room as in the real world. I prefer being in a different place in the world every day.“

„I sometimes sit on it, turn the valves, push the accelerator, change gear and listen to the roaring of the engine.“

Source: Lernziel Perfektion, DVR Schriftenreihe Verkehrssicherheit Band 9, 2001

Working time for this step: around 20 minutes. Please present your results to the other two groups.

Work assignment 1b

Please read through the following work assignment until the end.

In different studies different driver types have been identified and described. You will find the description of one driver type below. Please discuss in your group which typical attitudes or characteristics would fit to this description. Please differentiate the following areas:

	Typical attitudes / characteristics
Norm behaviour	
Social behaviour	
Sexual behaviour	
Drinking behaviour	

Please also note the results of your discussion on the flip chart prepared for you and try to draft a sketch of the described person in the left corner of your flip chart.

Fit and Fun

„Fit and Fun“ is a representative of the ambitious fun generation and strikes with a stylish and upbeat, often flashy outfit. He is conscious about brands and fashion and likes piercings, tattoos or dreadlocks. In his free time he cultivates trendy and unusual leisure activities like for example extreme sports, he is cosmopolitan and fun oriented.

During the day he is working as an ambitious trainee and at night he is actively participating in the night life being the star of the party. Career and family have to fit together according to his need for action. Mobility and

„The car is my refuge if I want to be alone. I once drove secretly to Berlin, 300 km, that's crazy isn't it? (...)“

activity are extremely important for him. One can summarise his mobility concept with "I am mobile and therefore I am who I am" His operating range is extremely large and he uses different means of transport thereby changing from the car to the motorbike or uses a high quality bike. He appreciates staying calm in traffic because it demonstrates style and proficiency.

„I am not settled, I want to be able to do what I want to do, this is the luxury I want to afford. (...) I would like to live happily and satisfied together with a woman and have a building savings agreement.“

Quelle: Lernziel Perfektion, DVR Schriftenreihe Verkehrssicherheit Band 9, 2001

Working time for this step: around 20 minutes. Please present your results to the other two groups.

Work assignment 1c

Please read through the following work assignment until the End.

In different studies different driver types have been identified and described. You will find the description of one driver type below. Please discuss in your group which typical attitudes or characteristics would fit to this description. Please differentiate the following areas:

	Typical attitudes / characteristics
Norm behaviour	
Social behaviour	
Sexual behaviour	
Drinking behaviour	

Please also note the results of your discussion on the flip chart prepared for you and try to draft a sketch of the described person in the left corner of your flip chart.

Restless / helpless Rebel

The daily routine of the restless/helpless Rebel is most of the time unspectacular and is often burdened with family conflicts. The attitude to life is often affected by a latent lack of ambition and helplessness. One does not know what to do with oneself but pretends to be cool and tough. His mobility concept can be described with "playing up and scandalising". Especially in traffic they need to show off and want to prove themselves. On the one hand driving is a way to get rid of their frustration. On the other hand this type of person wants to test the limits in road traffic and wants to learn how to behave himself when being caught committing a traffic offence. Following his motto "the strongest will survive" he likes to initiate car chases and dangerous overtaking manoeuvres.

„On TV a race driver explained how to brake on a wet surface. If I would have seen that earlier I could have avoided the accident.“

„A dangerous part of the route where no mistakes are allowed...Stress increases the readiness to assume a risk, if it is getting dangerous it is followed by the feeling to have succeeded.“

Quelle: Lernziel Perfektion, DVR Schriftenreihe Verkehrssicherheit Band 9, 2001

Working time for this step: around 20 minutes. Please present your results to the other two groups.

Work assignment 2

Please carry out a risk evaluation of the three different driver types and the corresponding behaviour components according to the grading system with the significations explained below. Agree on one mark in each group for each of the four behaviour areas for each driver type.

- 1 = very low risk
- 2 = low risk
- 3 = risk
- 4 = higher risk
- 5 = high risk
- 6 = very high risk

Result of your working group

	Virtual Pilot	Fit and Fun	Restless / helpless Rebel
Norm behaviour			
Social behaviour			
Sexual behaviour			
Drinking behaviour			

Present your results afterwards to the plenary. You will then have the possibility to record your results and the results of the other groups in the following table:

Results of all working groups

	Virtual Pilot	Fit and Fun	Restless / helpless Rebel
Norm behaviour			
Social behaviour			
Sexual behaviour			
Drinking behaviour			
Σ			

Work assignment 3a – „Fit and Fun“

What is actually considered “social competence”? This term comes up regularly and if you ask 20 people you will receive 20 different answers. Most of the time they are aiming into the right direction because “social competence” describes the ability to be able to get along well with others - one or several persons (groups). This includes solving of conflicts, working well in a team, being able to push something, exchanging with others, being emphatic etc. This means that an engineer will not be successful in daily business if he is only able to carry out the calculations for his construction perfectly. It is equally important that he gets along well with his colleagues.

Let’s now take a look at the social competence of the driver type “Virtual Pilot” and try to carry out an estimation of the potential of this driver type with regards to the following three factors. Please read through the description of each of the factors.

Self confidence

In principle safe interacting in road traffic is only possible if the person has a certain minimum of self confidence. It enables a person to assess a situation and also check the progress made through the increasing amount of driving experience. On the contrary, excessive self confidence can lead to the underestimation of a traffic situation and taking of careless and hasty decisions (sometimes with fatal consequences because the illusion of the own invincibility takes the place of healthy self confidence and the accident risk increases dramatically). Too little self confidence on the other hand can also be a problem because it requires more time to reflect on how to react in a specific situation. This leads to insecurity and exaggerated self criticism. The right middle way is therefore crucial.

Self assurance

Many people think that nervousness in certain situations equals a lack of self assurance. This is of course not correct because even persons with a high degree of self assurance can get nervous in certain situations. Self assurance therefore must not be mixed up with nervousness. A person able to deal with a challenge and coping with it has self assurance. This is not god given but a person who is able to learn from previous mistakes is also able to deal with new and unknown situations. The rule therefore is – the more self assurance a person has the more the person is able to deal with burdens. This also applies for road traffic. If somebody has a lack of self assurance he will easily get insecure and make more mistakes. A certain minimum of self assurance is therefore required for active participation for example by creating safety for others through clear driving.

Emotional basic attitude

This factor expresses if somebody has a positive or a negative basic attitude towards life. People with a negative basic attitude at first see everything quite critical and are more difficult to motivate for seeing positive aspects in the circumstances of life. This attitude results in capitulating earlier or not believing in a positive development of the other person: If for example somebody cuts-in in front of you when changing lanes (on purpose or accidentally) or is blocked in some way (on purpose or accidentally) this immediately leads to the majority of car drivers being judged as bad.

Now please carry out on your own personal estimation of the potential of the driver type “Virtual Pilot” according to the marks below:

1= very high potential

2 = high potential

- 3 = higher potential
- 4 = potential
- 5 = some potential
- 6 = very little potential

Please enter your evaluation in the following table as "your personal estimation".

	Virtual Pilot
Self confidence	
Self assurance	
Emotional basic attitude	

In the following table you can now note the evaluation of all others for you:

	Virtual Pilot	Fit and Fun	Restless / helpless Rebel
Self Confidence			
Self assurance			
Emotional basic attitude			

Work assignment 3b – „Fit and Fun“

What is actually considered "social competence"? This term comes up regularly and if you ask 20 people you will receive 20 different answers. Most of the time they are aiming into the right direction because "social competence" describes the ability to be able to get along well with others - one or several persons (groups). This includes solving of conflicts, working well in a team, being able to push something, exchanging with others, being emphatic etc. This means that an engineer will not be successful in daily business if he is only able to carry out the calculations for his construction perfectly. It is equally important that he gets along well with his colleagues.

Let's now take a look at the social competence of the driver type "Fit and Fun" and try to carry out an estimation of the potential of this driver type with regards to the following three factors. Please read through the description of each of the factors.

Self confidence

In principle safe interacting in road traffic is only possible if the person has a certain minimum of self confidence. It enables a person to assess a situation and also check the progress made through the increasing driving experience. On the contrary, excessive self confidence can lead to the underestimation of a traffic situation and taking of careless and hasty decisions (sometimes with fatal consequences because the illusion of the own invincibility takes the place of healthy self confidence and the accident risk increases dramatically). Too little self confidence on the other hand can also be a problem because it requires more time to reflect on how to react in a specific situation. This leads to insecurity and exaggerated self criticism. The right middle way is therefore crucial.

Self assurance

Many people think that nervousness in certain situations equals a lack of self assurance. This is of course not correct because even persons with a high degree of self assurance can get nervous in certain situations. Self assurance therefore must not be mixed up with nervousness. A person able to deal with a challenge and coping with it has self assurance. This is not god given but a person who is able to learn from previous mistakes is also able to deal with new and not known situations. The rule therefore is – the more self assurance a person has the more the person is able to deal with burdens. This also applies for road traffic. If somebody has a lack of self assurance he will easily get insecure and make more mistakes. A certain minimum of self assurance is therefore required for active participation for example by creating safety for others through clear driving.

Emotional basic attitude

This factor expresses if somebody has a positive or a negative basic attitude towards life. People with a negative basic attitude at first see everything quite critical and are more difficult to motivate for seeing positive aspects in the circumstances of life. This attitude results in capitulating earlier or not believing in a positive development of the other person: If for example somebody cuts-in in front of you when changing lanes (on purpose or accidentally) or is blocked in some way (on purpose or accidentally) this immediately leads to the majority of car drivers being judged as bad.

Now please carry out on your own personal estimation of the potential of the driver type "Fit and Fun" according to the marks below:

1= very high potential

2 = high potential

- 3 = higher potential
- 4 = potential
- 5 = some potential
- 6 = very little potential

Please enter your evaluation in the following table as "your personal estimation".

	Fit and Fun
Self confidence	
Self assurance	
Emotional basic attitude	

In the following table you can now note the evaluation of all others for you:

	Virtual Pilot	Fit and Fun	Restless / helpless Rebel
Self Confidence			
Self assurance			
Emotional basic attitude			

Work assignment 3c – „Restless / helpless Rebel“

What is actually considered "social competence"? This term comes up regularly and if you ask 20 people you will receive 20 different answers. Most of the time they are aiming into the right direction because "social competence" describes the ability to be able to get along well with others - one or several persons (groups). This includes solving of conflicts, working well in a team, being able to push something, exchanging with others, being emphatic etc. This means that an engineer will not be successful in daily business if he is only able to carry out the calculations for his construction perfectly. It is equally important that he gets along well with his colleagues.

Let's now take a look at the social competence of the driver type "Restless / helpless Rebel" and try to carry out an estimation of the potential of this driver type with regards to the following three factors. Please read through the description of each of the factors.

Self confidence

In principle safe interacting in road traffic is only possible if the person has a certain minimum of self confidence. It enables a person to assess a situation and also check the progress made through the increasing driving experience. On the contrary, excessive self confidence can lead to the underestimation of a traffic situation and taking of careless and hasty decisions (sometimes with fatal consequences because the illusion of the own invincibility takes the place of healthy self confidence and the accident risk increases dramatically). Too little self confidence on the other hand can also be a problem because it requires more time to reflect on how to react in a specific situation. This leads to insecurity and exaggerated self criticism. The right middle way is therefore crucial.

Self assurance

Many people think that nervousness in certain situations equals a lack of self assurance. This is of course not correct because even persons with a high degree of self assurance can get nervous in certain situations. Self assurance therefore must not be mixed up with nervousness. A person able to deal with a challenge and coping with it has self assurance. This is not god given but a person who is able to learn from previous mistakes is also able to deal with new and not known situations. The rule therefore is – the more self assurance a person has the more the person is able to deal with burdens. This also applies for road traffic. If somebody has a lack of self assurance he will easily get insecure and make more mistakes. A certain minimum of self assurance is therefore required for active participation for example by creating safety for others through clear driving.

Emotional basic attitude

This factor expresses if somebody has a positive or a negative basic attitude towards life. People with a negative basic attitude at first see everything quite critical and are more difficult to motivate for seeing positive aspects in the circumstances of life. This attitude results in capitulating earlier or not believing in a positive development of the other person: If for example somebody cuts-in in front of you when changing lanes (on purpose or accidentally) or is blocked in some way (on purpose or accidentally) this immediately leads to the majority of car drivers being judged as bad.

Now please carry out on your own personal estimation of the potential of the driver type "Restless / helpless Rebel" according to the marks below:

- 1= very high potential
- 2 = high potential

- 3 = higher potential
- 4 = potential
- 5 = some potential
- 6 = very little potential

Please enter your evaluation in the following table as "your personal estimation".

	Restless / helpless Rebel
Self confidence	
Self assurance	
Emotional basic attitude	

In the following table you can now note the evaluation of all others for you:

	Virtual Pilot	Fit and Fun	Restless / helpless Rebel
Self Confidence			
Self assurance			
Emotional basic attitude			

Work assignment 4

At the beginning of this session you have allocated different characteristics and behaviour to different types of drivers. Which one of those different characteristics and behaviour elements noted on the three flip-charts describe you:

Which one of these driver types would you, if you would have to, assign yourself to and why?

„Virtual Pilot”
 “Fit and Fun”
 Restless / helpless Rebel

And why?

How do you estimate your potential for the following three factors? Please use the marking system with the significations explained below:

- 1= very high potential
- 2 = high potential
- 3 = higher potential
- 4 = potential
- 5 = lower potential
- 6 = very low potential

	Mark	I am satisfied with:	I would like to change the following / direction
Self confidence			
Self assurance			
Emotional basic attitude			

2.3. Scenarios on track

2.3.1. Braking Exercise

Coaching scenario designed by Ian Edwards

Main aim of scenario (learning objective)

The learning objectives of the scenario are to develop a driver's awareness and understanding of:

- A driver's limitations to predict how a vehicle will react
- The need to allow safe following distances

Secondary aims of scenario

None

Location of scenario

This is a track based scenario that requires a firm braking exercise to be completed initially on a surface that gives similar handling characteristics to a normal road and then repeated on a low friction surface. The exercises should be carried out in a vehicle with ABS.

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Levels 1 and 2, self-evaluation column

Short summary of exercise

Evaluations of short duration track based training courses have indicated that they can lead to increased levels of confidence without any long lasting improvement in skills (Gregersen, N. P. (1996). Gregersen, N. P., & Nyberg, A. (2003). If this is correct then track training could, if not delivered correctly, be counterproductive.

This coaching scenario aims to reduce the coachee's belief that a vehicle will always react in the way they imagine. This is achieved through raising the coachee's awareness of their expectations from the vehicle and then placing them in a situation in which the vehicle fails to react in the way in which they have predicted. In this way, it is hoped, that the coachee will recognise that they may have a misplaced belief that a vehicle will always react in the way they predict. This approach to track training would mean that the coachee completes the scenario with a recalibrated understanding of their ability to predict the outcomes of vehicle handling, thus avoiding the inherent danger of track training – over confidence.

Detailed description of exercise and application of coaching techniques

The exercise starts with the coachee being asked a number of questions relating to their own expectation to being able to stop the vehicle. The questioning interaction would be similar to:

Questions (Coach)	Typical replies (Coachee)
What do you believe happens when you press the brake?	The car stops/slows
How confident are you that this happens?	Well it would depend on the road conditions.
OK, based on normal conditions, how	Oh, I would say I am about 7 or 8?

confident are you that the car will stop when you press the brake? Use a 1 to 10 scale with 10 being very confident and 1 not confident	
Ok, if you're comfortable with this, what we could do is test that by driving down here and I will ask you to stop the car as quickly and as safely as you can.	Ok

The driver is now asked to carry out an emergency braking exercise on an element of the track that provides similar handling characteristics to normal road conditions. At the end of the exercise the coachee is then asked to reflect on what happened:

Questions (Coach)	Typical replies (Coachee)
How did that go?	Yes - OK
Earlier I asked you how confident you were that the car would stop when you braked and you scored it a 7 or 8 – did the car stop OK?	Yes - pretty much
So your score was correct?	Yes – I would say so
When did you know that the car was going to stop as you had predicted?	Oh – I'm not sure... when it started to slow.
When did you start to feel it slow?	As I braked.
So, you knew the car was reacting as you wanted it to when you started to brake?	Yes.
Great, are you OK to do that again but this time can you really focus on the point when you know the car is going to react as you expect?	OK

The exercise is now carried out again with the coachee focusing on the point at which they know the car was going to react as they expected.

Questions (Coach)	Typical replies (Coachee)
How did that go this time?	No problems
So when did you know that the car was going to stop safely?	As I applied the brake the car started to slow and then a little later stopped.
Are you happy to try this exercise one more time but this time on a low grip surface ?	Yes – no problems
Good – again this time I would like you to focus on the point at which you know the car is going to react.	OK

The exercise is now repeated on a low friction surface.

Questions (By coach)	Typical replies (Coachee)
How did that go?	OK- took a long time to stop
Longer than you thought?	Yes – but I knew it was a slippery bit
When did you know how the car was going to react?	As before, after I pressed the brake - nothing happened for a long time.

So, once you pressed your brake you realised that the car was not going to stop as you thought?	Yes, it just kept going.
So when do you feel you really know how good or bad the road surface was, before or after you pressed the brake?	After I pressed the brake.
And when do you feel you really know how the car was going to react, before or after you pressed the brake?	Again after I pressed the brake.
At the beginning of the exercise you scored 7 to 8 for your level of confidence that a car would slow or stop when you pressed the brake, based on your experience how confident are you now that you can predict this before braking?	I am not so sure I can now – not before braking.
If I was to ask you to give that score again what would you give?	Well I am not sure you can give a score... but certainly lower, a 5? (Should the coachee mention that this was due to the low friction surface the coach should encourage the coachee to focus and reflect upon when they knew if the surface was good or bad, and if so how bad?)
How could you allow for this uncertainty in your driving?	Slow down – a bit
Why would you slow down?	Gives you more time to react.
Is there anything else you could do?	Leave more space
What do you feel about your following distances based on what we have just been doing?	Er - they're OK
How would you describe them: unsafe, just safe, very safe, extremely safe	Probably nearer the minimum – just safe
So based on your new score of 5 for certainty that the car will do what you want, how could you make yourself safer?	Probably leave a bit more room

These last questions can then be followed up with a set of developmental questions to ensure the driver understands the 'Two Second Rule' and is able to apply it in the 'real world'.

Summary

This exercise focuses the coachee's attention on how we always expect a car to behave in a certain way and at what point this prediction is confirmed or rejected. Based on this new information the coachee should realise the need to ensure a safety margin that allows the driver time to react if something unpredicted happens. It is hoped that the 'self-discovery' of this through these staged exercises will allow a driver to recalibrate their own safety margins in the desired direction.

The questions given in this scenario are only guidelines, it will be up to the coach to ensure that the key learning outcomes are covered and this will require the coach to listen carefully to the coachee and construct appropriate questions to carefully develop the coachee's self-awareness of the issues.

Application in driver training

The scenario requires the coach to have a good level of coaching ability and a clear understanding of the possible dangers associated with track training. Its strength lies in the self-discover aspects of the approach related to increasing the coachee's awareness of the limitations of vehicle use and vehicle feedback. However, if badly facilitated by the coach the outcomes could be counterproductive. For this reason this scenario should only be used after the coach has practised it with colleagues and is confident of the outcome.

References

Gregersen, N. P. (1996). Young drivers' overestimation of their skill: An experiment on the relation between training strategy and skill. *Accident Analysis & Prevention, 28*, 243–250.

Gregersen, N. P., & Nyberg, A. (2003). Phase 2 in the Norwegian driver education: Effect on the accident risk.

2.3.2. Goal-guided track training

Coaching scenario designed by Gregor Bartl

Main aim of scenario (learning objective)

To elaborate the connection between real accident causation factors and the track training exercises.

Secondary aims of scenario

To initiate a more active learning and coaching-relationship.

Location of scenario

Mostly classroom but also on track

Main level / cell of GDE matrix (Hatakka et al 1999) reached

4th level (self-control)

Short summary of exercise

First, participants of the track training are invited to list accident causation factors on a flip chart – one after each other. During the track training the instructor refers as often as applicable to the listed factors. Finally in the classroom, the instructor gets back to the flipchart and lets the group elaborate in which exercises they have experienced knowledge and beliefs to avoid these accident causation factors.

Detailed description of exercise and application of coaching techniques

Making coaching role explicit

The instructor starts by asking the participants, "Which are in your opinion the main at fault accident causation factors for novice drivers?" He / she tries to deepen the answers: e.g. if a student mentions speeding, the instructor asks for the causes of speeding. Causes, not circumstances shall be the focus of this scenario: e.g. ice is a circumstance, whereas underestimation of the icy surface, inexperience, sensation seeking, over-self-confidence etc. are causes of crashes on an icy road. Clear answers shall be written on a flipchart either by the instructor or the participants. The following examples of answers are expected (based on experience so far): fatigue, inattention, showing off, stress, wrong view, slippery road, alcohol, drugs, over-motivation, inexperience, sensation seeking, group-pressure, immaturity, aggression, etc. The instructor can also invite the participants to rank these accident causation factors.

Defining the issue

The instructor asks for the students' opinion how they think they can now work on these accident causation factors during the next hours on the track. The instructor explains that when they come back to the classroom he / she will ask the participants about their experiences during the training with regards to the connection between the exercises carried out on the track and the accident causation factors.

Experience

During the training the instructor repeatedly refers to the accident causation factors either by reminding the participants, giving hints or discussing them between the exercises. E.g.: The braking exercise should demonstrate that small differences in speed have a big effect on the

braking distance. In this case the instructor could ask: "When do we drive faster?" Possible answers are: stress, showing off, high spirits etc.

Debriefing / further experience

Back in the classroom the instructor comes back to the accident causation factors. He / she asks the group for each of the factors in which exercise they could experience something linked to the accident causation factor. Potential questions are: "Now, let's go through the accident causation factors on our list. In which of our exercises on the track have you experienced or learned something to avoid the first accident causation factor on our list, which is in this case stress?" Then go through the other factors one by one, if possible through all of them. How much the discussion on each factor is deepened is depending on the time, the instructor's competence and the motivation of the group.

If a participant for example answers to the question above "In the braking exercise", the instructor shall at least ask "Ok, and what exactly have you learned – what exactly can you take with you for your personal future?" Further possible questions are: "What will you specifically take care of in the future?" "How will you achieve your goal later in real life?" "What typical temptations do you have to consider?"

If students reply something provocative or nonsense, it is important that the instructor stays emotionally neutral and takes the answer seriously and perhaps asks: "What else could be a strategy to avoid this specific accident risk?"

If students for example state, that they have not learned anything for their safety or that they will continue to drive risky the instructor needs to reply, because being silent usually will be misunderstood as acceptance. In this case the instructor has to make use of the group dynamics and build up a confrontation. He / she can ask the other participants for their conclusions and provide the problematic participant with the opportunity to react on it. The instructor can also build up a confrontation between himself / herself and the participant by asking for example "How would it be for you if you meet me on the road, when I drive home drunk or tired etc.?" "What would you say to me, if I crash into your car, because I was driving too fast because I was stressed...?"

It always needs to be made clear that all pros and cons for safe behaviour are being discussed during the scenario but it is not the instructor who makes the choice – it is always the customer's responsibility.

Ideally every accident causation factor is being discussed and every participant has the possibility to state his / her conclusions. A structure for and the right speed of the discussion are essential. The instructor shall resist the temptation to focus on nonsense.

Future strategy

Finally, the instructor can ask the participants, how they will transfer these experiences into their life in future and which strategy could be especially useful for a particular situation. E.g. When I drive to work in a hurry every morning I will especially take care of my safety margin, because during the track training I have experienced.....

Address any worries / concerns arising from lesson

Instructors have to be especially educated to be able to coach and be aware of the accident causation factors on the 3rd and 4th GDE level. This scenario takes about half an hour.

For moderating this scenario good coaching abilities are necessary!

2.3.3 Blind spot and overlooking other road users

Coaching scenario designed by Marc Pannacci

Main aim of scenario (learning objective)

The coachee should learn about the causes for overlooking other road users (pedestrians, bicycles, mopeds, motorcycles, cars) due to the blind spot and get to know strategies to avoid this overlooking. This scenario can be used for first phase and second phase training purposes.

Secondary aims of scenario

Statistics show that cities with high numbers of people using bicycles, mopeds and motorcycles also have a high number of accidents involving these means of transport. The coachee should therefore learn about the behaviour of pedestrians, cyclists or motorcyclists and understand that they can see the car, but that there is high risk that the car driver does not see them. It is therefore necessary to drive with prevision, reduce speed in unclear situations and be prepared to stop at any moment. It is also a great exercise to develop the culture of all road user being responsible for their own safety.

Location of scenario

On-road and track. This scenario can be easily set up on a parking lot or on a track. It requires a car, a cone, a bicycle, (a motorcycle) and a pedestrian.

Main level/ cell of GDE Matrix (Hatakka et al 1999) reached

2, 3 and 4

Short summary of exercise

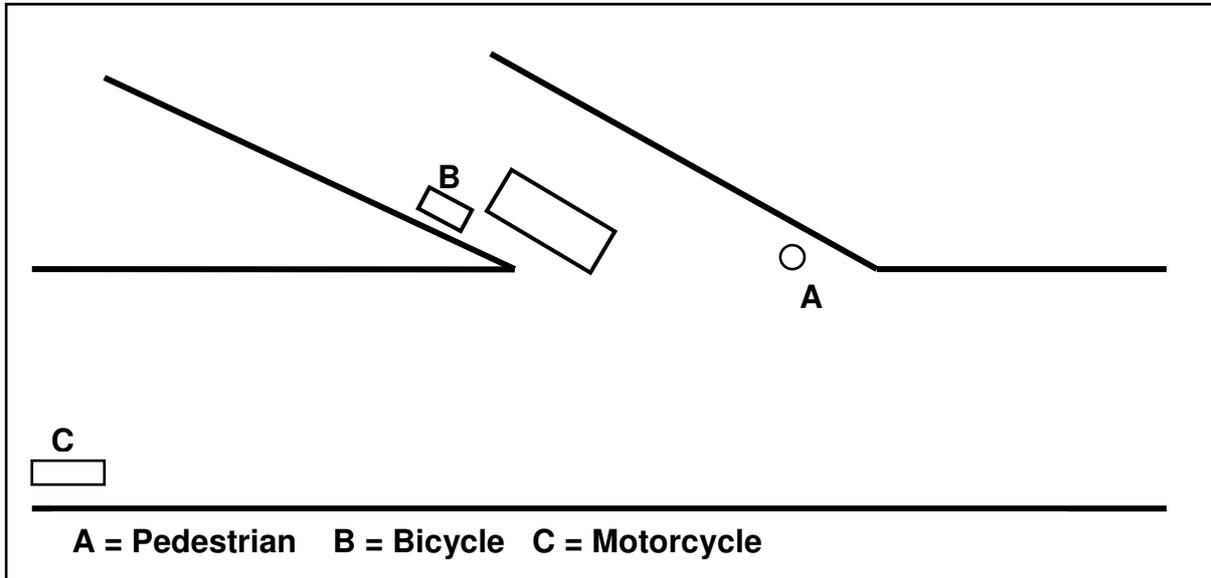
A car, a bicycle, a motorcycle and a pedestrian are set up so that the driver of the car cannot see any of these road users, not even when looking into his/her three mirrors and by turning his/her head. Each coachee has to experience the situation, realise through discussion what are the problems and risks of overlooking another traffic participant, elaborate the reason for this behaviour and develop a strategy to avoid it.

Detailed description of exercise and application of coaching techniques

1. The set-up as illustrated in the graphic below can be carried out on a track or on a parking lot.
2. Each coachee has to take place behind the steering wheel, take the correct seating position, adjust the mirrors in the usual position and try to see the pedestrian, the bicycle and the motorcycle by using his / her three mirrors and turning his / her head.
3. Once every coachee has done the exercise the discussion of what they saw or did not see starts. Questions asked include "Why did you not see the other road users" and "What could be the consequences when moving with the firm belief that there is nobody around the car?"
4. The participants are asked to imagine the pedestrian, the bicycle-rider and the motorcycle rider are moving and the car-driver may turn left or right. Questions about what can be done, in order to avoid an accident are eminent.
5. After having elaborated the best possible driving and looking technique the coach asks questions about circumstances that could prevent the coachee to apply these

techniques. Possible answers include: inattention, distraction, carelessness, stress, time pressure, peer pressure, fatigue, alcohol, drugs, etc.

- These risk increasing factors on the third and fourth level can be discussed during many exercises but the coach should only consider and react to the ones brought up by the coachees. Nevertheless the coach should be attentive that during a complete driver education all factors have been addressed once.



Example of possible conversation following the exercise:

Questions: Coach	Possible Answers: Coachee
How did you feel, when sitting behind the steering wheel, adjusting your mirrors, trying to scan the close road environment and not seeing the three other road users?	Really bad. This cone could have been a child. I am a cyclist, too. Just thinking that a car or a bus driver does not see me frightens me.
What do these road users have in common?	They are all more vulnerable because they have nothing to protect them in case of a crash.
Did this already happen to somebody of you in real life?	Lately a motorcycle rider had to perform an emergency braking because I had not seen him. But I think he was too fast too.
What was the result at that time?	Nothing but it could have ended with somebody getting killed.
Who would have been responsible?	Me
Who else had a similar experience?	I had overseen a little boy on a bicycle when I wanted to turn right at a crossing with traffic lights
What was the result this time?	Nothing but the boy and myself we got really frightened and he was not very happy.
Can you imagine the reasons, why this happened?	Yes, I was taught in driving school to turn my head and check twice. I must be honest I never check twice, I always rely on my mirror and from time to time forget to turn my head

	especially to the right side of my car.
Do you have a reason for this and how are the others in the group behaving?	<ul style="list-style-type: none"> - We do the same because it takes too much time to check twice and the other drivers get nervous if we do not move. -I am too lazy to turn my head. -These so-called "vulnerable road users" know about the blind spot. They should stay out of it. They know that they will lose if some thing happens.
Do you agree with these last statements?	Not at all! When I was a kid nobody had told me about the blind spot. And who would be responsible if something happens anyhow.
So now we have to develop a strategy or strategies to make sure that we don't miss somebody in the blind spot. Who has an idea?	Now I understand where the rule to check twice comes from. In the future I will always check twice, even if I am under time pressure.
	I don't rely on my side mirrors. I will always turn my head before moving.
	In the future I will take more time to enter a road at a crossing. The longer I wait the more chance I have to see the others.
	During the time I wait, they move so the chance to see them is higher



2.3.4. Emergency braking

Coaching scenario designed by Kay Schulte

Background

Especially at the beginning of their driving career young novice drivers often experience suddenly developing situations (e.g. suddenly a car is in front of them, a car crosses, pedestrians, a car pulls out of its parking spot) which force them to carry out unusual braking manoeuvres (braking and avoiding, emergency braking). Often these emergency braking manoeuvres are not carried out strongly enough, resulting in unnecessarily long braking distances. Young novice drivers assume that these situations are quite common, especially in dense city traffic.

These situations reveal two deficits which originate at different levels:

- a) Lack of experience in recognising driving situations which require immediate action
- b) Emergency braking is not carried out correctly

The focus of this exercise is to develop in a group the necessary "tools" (understanding and handling) for emergency braking to ensure a fast and efficient reaction.

Main aim of scenario (learning objective)

- The learner driver should list different situations from his / her experience where emergency braking can be necessary.
- The learner driver should describe what has to be done in order to carry out emergency braking in the most effective way.
- The learner driver should carry out emergency braking and should describe his / her experiences.
- The learner driver repeats the emergency braking until an optimum result is reached.
- The learner driver should realise how important the right seating position is.

Location of scenario

On track

Main level/cell of GDE matrix (Hatakka et al 1999) reached

Level 1

Detailed description of exercise and application of coaching techniques

At the beginning the learner driver is asked if he has already experienced situations where an emergency braking manoeuvre was necessary.

The following questions could be used to start up the conversation and further introduce the topic:

- What do you need to do to carry out an emergency braking in the most effective way?
- What could you observe when the driver carried out a particularly effective emergency braking?

- What do you think is most important for carrying out effective emergency braking?

Then, emergency braking is carried out. For evaluation of the emergency braking manoeuvres, the following questions could be useful:

- How did you feel when carrying out the emergency braking?
- What was comfortable, what was not so comfortable and why?
- What could you do to avoid the uncomfortable feeling in future?
- What could you do in order to shorten the braking distance even further?

This training and feedback should be repeated until a reasonable short braking distance is achieved.

2.3.5. Passengers in the car – Distraction through the group

Coaching scenario designed by Kay Schulte

Background

Young novice drivers often transport several passengers of the same age group to spend their free time together. These driving situations can generate a lot of typical risks for this age group – group pressure, group dynamics, distraction, experiencing free time, showing off, prodding somebody, noise level and so on.

These situations can hardly be experienced during driver training. The learner drivers can only refer to their experiences as passengers in a car at this point of time. Experiences as drivers in such situations are rare. Presentations or discussions on this topic are often experienced as 'lecturing' and simply telling young people how risky their behaviour is.

Therefore it is important to create a situation where young learner drivers are distracted by their passengers and experience the consequences of this distraction in a safe environment, followed by a discussion and evaluation of their experiences.

Main aim of scenario (learning objective)

- The learner drivers should experience how passengers can influence their driving by provoking an emergency braking;
- The learner drivers should realise how difficult but also how important it is for the driver not to get distracted by passengers;
- The learner drivers should experience an (almost) surprise emergency braking situation;
- The learner drivers should reflect on what it means to take along passengers and the responsibility involved;
- The learner drivers should realise how important it is to avoid situations where emergency braking could become necessary if they are taking passengers along with them in their car.

Location of scenario

On track

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Level 3 and 4

Method

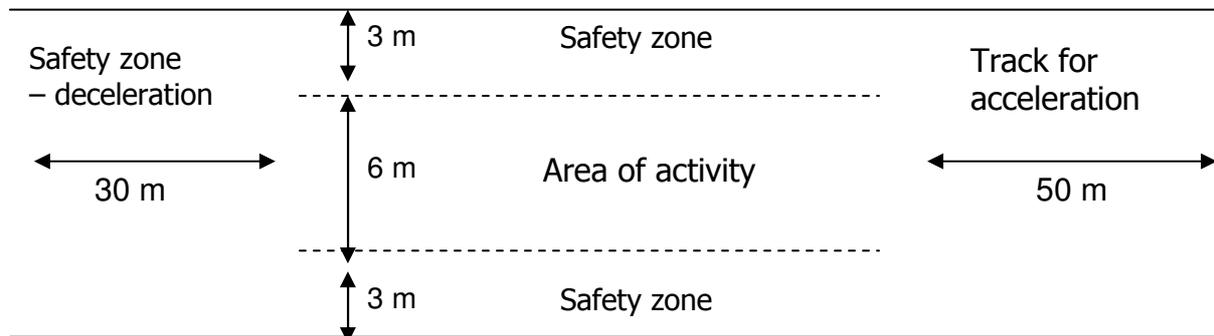
Practical exercise on a closed area in small groups

Detailed description of exercise and application of coaching techniques

The exercises are only carried out towards the end of the driver training, or even after completion, once a certain level of experience in terms of vehicle manoeuvring has been achieved. Own (solo) driving experience is desirable.

When carrying out the exercise it is important to stress that each participant receives his / her own written assignment which is only intended for them and which is secret. Exchanging the different assignments before the exercise is carried out undermines the desired effect.

Attention needs to be paid to the correct wearing of the seatbelt of all persons in the car (driver and passengers). The driver in each group has to reach a constant speed of 40 km/h before any action is taken. The track has to be minimum of 105 m long and 10 m wide.



No more than 12 participants (3 groups) should be coached on the training area at the same time by the coach / driving instructor. It is important that only one car is on the activity area at any time and has left the safety zone before the next car starts. Each group only drives once which means that not every participant will play the role of driver. The number of drivers is therefore limited to 3.

Group of 4 people in one car *"What happened?"*

One driver and three passengers each receive a written, top secret assignment. All four are asked to get into the car and drive to the starting point.

<p style="text-align: center;">Attention, top secret!!! Assignment driver</p> <p>“Please drive at a constant 40 km/h. As soon as you hear the word “sun shade“ carry out an emergency braking.“</p>	<p style="text-align: center;">Attention, top secret!!! Assignment passenger I</p> <p>“As soon as your driver has reached a constant speed of 40 km/h read out, loud and clear, the following words. Once you reach the last word start from the beginning again:</p> <p>„Sunscreen, Midsummer, sunburn, sun allergy, summer sun, sunbathe, sun shade“.</p>
<p style="text-align: center;">Attention, top secret!!! Assignment passenger II</p> <p>„As soon as your driver has reached a constant speed of 40 km/h read out, loud and clear, the following words. Once you reached the last word start from the beginning again:</p> <p>„Winter sports, winter cold, winter sun, winter months, winter joy, winter service, winter mood, winter tan“.</p>	<p style="text-align: center;">Attention, top secret!!! Assignment passenger III</p> <p>„As soon as your driver has reached a constant speed of 40 km/h read out, loud and clear, the following words. Once you reached the last word start from the beginning again:</p> <p>„Rain worm, rain shower, rain puddles, rain clouds, rain period, rainy mood“</p>

Remark: It is also possible, that you mix the words in the assignments for passengers I to III (rain worm, winter cold, sun shade, bulldog race etc.). It is important, that the words in the assignments for passengers I-III are all different and that in only one assignment you have the word from the assignment of the driver.

Expected Results

- a. The driver does not carry out an emergency braking manoeuvre even though the word "sun shade" is mentioned, as he / she does not realise it because of the distraction due to all passengers talking at the same time. Therefore it is important to inform the driver at the beginning of the exercise that he / she has to stop before leaving the safety zone.
- b. The driver already stops as soon as he / she hears any word containing the word "sun" in it.

Both scenarios are good and important for the evaluation.

Evaluation

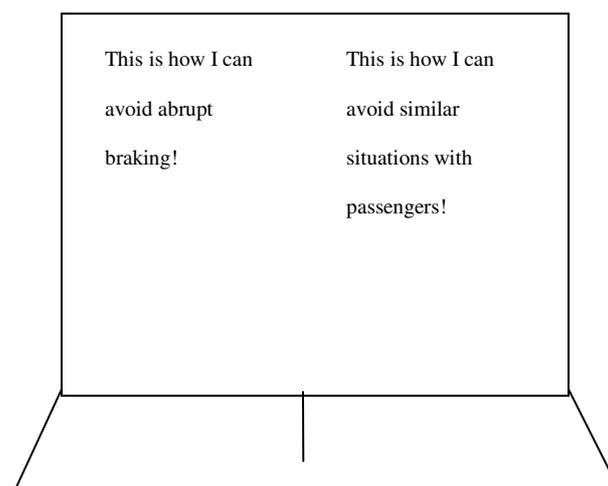
This exercise results in experiences which will be retained a long time by the driver as well as the passengers, so the exercise absolutely must be evaluated. Starting with the reading out of the assignments of the driver as well as the passenger they will talk about their experiences using the following questions. First the drivers should tell their experiences, then the passengers.

- What happened and how did you feel as the driver?
- How did you feel as a passenger? How did you feel during the braking?

First collect all experiences and then further develop the discussion. The following questions may help:

- How does this experience affect your braking in daily traffic situations?
- How does this experience affect carrying passengers in daily traffic situations?
- What could you do in order to avoid abrupt braking?
- What possibilities do you have to avoid such situations?

The results are noted on a flipchart.



2.3.6. Passengers in the car

Coaching scenario designed by Kay Schulte

Background

Young, novice drivers often encounter situations where they drive with peer-age passengers in social, free-time situations. These situations involve a number of specific risk factors for youngsters, such as group pressure, group dynamics, distraction, free-time spirit, showing off, goading, high-volume, etc.

Driver training barely offers the opportunity to address these driving situations, so the learners can only rely on what they have previously experienced as passengers. It is unlikely that they will get experience, before solo driving, of such situations from a driver perspective. Young people often feel they are being treated like children if they are lectured about particular risks ("You are a very high-risk group") so much of the effects of such lectures is lost.

In this regard it is important to create situations in which learners drive with passengers in situations where they are distracted. These situations can take place in a safe (off-road) environment and can then be discussed and evaluated.

Main aim of scenario (learning objective)

- The learner or novice drivers should experience how their driving ability can be disrupted as a result of distraction;
- The learner or novice drivers should recognise how difficult but how important it is not to be distracted by passengers;
- The learner or novice drivers should experience, as passengers, a surprising situation;
- The learner drivers should consider what these experiences mean for normal driving in traffic.

Location of scenario

On track

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Levels 3 and 4

Method

Practical exercise in closed-off area in pairs

Procedure

These exercises should be either carried out at the end of initial driver training or after initial training, once their basic vehicle control skills are well developed. It can be useful if the drivers already have some initial solo driving experience.

To carry out these exercises effectively, it is essential for each individual passenger to receive a written task (without the driver finding out) which the passenger must keep for himself. Any prior exchange on the tasks to be carried out will destroy the expected effect of the exercises.

All drivers and passengers should be wearing seatbelts at all times.

No more than 12 participants (6 pairs) should be on the training area at the same time. Only one vehicle should be on the action surface at any given time. Only when the previous car has left the surface should the next car begin.

Step 1: Driving through a slalom without distraction

Each participant is asked to drive smoothly through a slalom. It may be useful for some participants to drive a second time around, so that they can improve their fluidity.

Step 2: Driving through a slalom with distractions

Following step 1, the participants are asked if they would like to experience the slalom as a passenger. Half of the group is then chosen as passengers. The drivers are asked to go to their cars and the passengers stay behind.

The passengers are then given a task to distract the driver. The drivers should not see the exchange take place.

Note: secret task
Do not tell anyone else

You are just about to experience a slalom as a passenger. Your task is to confuse your driver about half way through the course. The driver should not know in advance what you are going to do.

Once your driver has started to smoothly drive around the slalom, and about half way through, ask the following question in a louder-than-usual voice:

Hey, can I turn on the radio?

Observe his reaction and tell the others about it in the evaluation session afterwards.

Note: secret task

Do not tell anyone else

You are just about to experience a slalom as a passenger. Your task is to confuse your driver about half way through the course. The driver should not know in advance what you are going to do.

Once your driver has started to smoothly drive around the slalom, and about half way through, ask the following question in a louder-than-usual voice:

„What time is it actually?“

Observe his reaction and tell the others about it in the evaluation session afterwards.

Note: secret task

Do not tell anyone else

You are just about to experience a slalom as a passenger. Your task is to confuse your driver about half way through the course. The driver should not know in advance what you are going to do.

Once your driver has started to smoothly drive around the slalom, and about half way through, ask the following question in a louder-than-usual voice:

What is the square root of 129?

Observe his reaction and tell the others about it in the evaluation session afterwards.

Note: secret task

Do not tell anyone else

You are just about to experience a slalom as a passenger. Your task is to confuse your driver about half way through the course. The driver should not know in advance what you are going to do.

Once your driver has started to smoothly drive around the slalom, and about half way through, ask the following question in a louder-than-usual voice:

„Nice shoes – where did you buy them?“

Observe his reaction and tell the others about it in the evaluation session afterwards.

Note: secret task

Do not tell anyone else

You are just about to experience a slalom as a passenger. Your task is to confuse your driver about half way through the course. The driver should not know in advance what you are going to do.

Once your driver has started to smoothly drive around the slalom, and about half way through, ask the following question in a louder-than-usual voice:

Shit, that's what it was!

Observe his reaction and tell the others about it in the evaluation session afterwards.

Note: secret task

Do not tell anyone else

You are just about to experience a slalom as a passenger. Your task is to confuse your driver about half way through the course. The driver should not know in advance what you are going to do.

Once your driver has started to smoothly drive around the slalom, and about half way through, ask the following question in a louder-than-usual voice:

Cool - did you see that?

Observe his reaction and tell the others about it in the evaluation session afterwards.

Evaluation

An evaluation session should take place after the 6 drives have been completed (only half of the group will experience the distraction from the perspective of the driver):

First ask the driver what happened and how he experienced it.

Then ask the passenger what he observed at the moment he tried to distract the driver.

The following questions can be used to follow up on these observations:

- What do your experiences today have to do with your normal daily driving?
- Have you already experienced a similar situation when you or another driver were distracted because of a question or comment from someone else in the car? What exactly happened?
- What could you do to try to avoid such distractions?

2.3.7. Distance-keeping on a practice ground

Coaching scenario designed by Kay Schulte

Background

Young novice drivers often get into situations where their safety margins are insufficient and thus they need to brake very sharply.

These drivers have learned about the correct safety margin in driving school but they are often do not apply it in practice. The reason for this is related to personal experience (based on feelings rather than rational factors) and to observing the safety margins of other road users. Distance-keeping is one of those areas where decisions are made based on a feeling rather than a rational analysis.

In addition, there are a lot of factors which encourage driving too closely to other traffic. These factors include stress, time pressure, irritation, desire, fun, a carefree attitude and many others. These are factors that relate more to the higher levels of the GDE matrix. This scenario provides opportunities and support to develop and apply decision-making and monitoring of safety margins.

Main aim of scenario (learning objective)

- The learners should think about the necessary safety margin
- The learners should reflect on and name what could support him to maintain the right safety margin
- The learners should experience the results of insufficient safety margins
- The learners should think about and name what could help them to maintain safe margins in the future.

Main level / cell of GDE matrix (Hatakka et al 1999) reached

Levels 2 (3 and 4)

Method

Practical exercise with evaluation discussion

Detailed description of exercise and application of coaching techniques

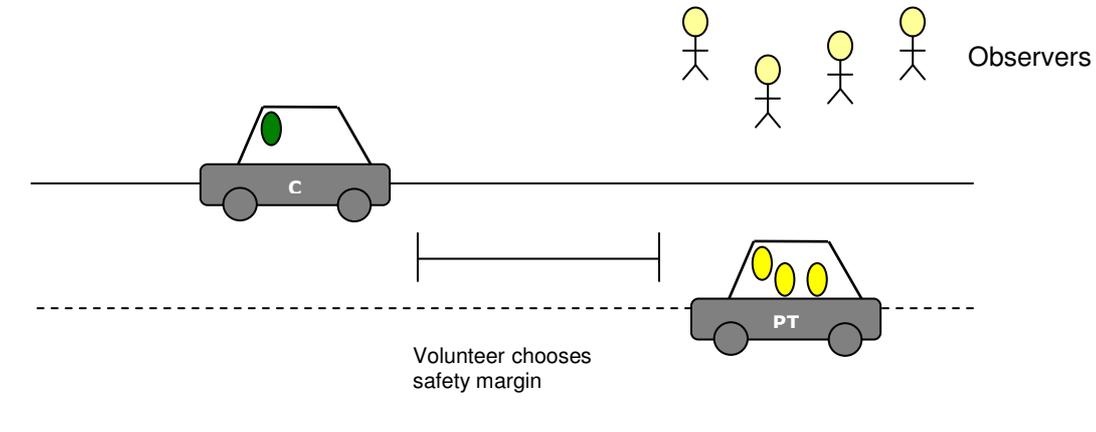
First try to engage in a relaxed conversation with the learners about choosing the right safety margins when driving. The following questions may be useful:

- The law states that drivers should respect a certain distance between you and the car in front. Why should we, as drivers, maintain a certain distance in front?
- What springs to mind when talking about the concept of safety margins?
- What would you say if I was to ask you how you choose the right safety margin?
- What do you think about when considering the safety margin between your car and the car in front?

Then ask for a volunteer in the group to take part in a distance-keeping exercise.

You, as coach, will drive ahead in a car. One participant (with passengers if possible) is asked to follow in his car, maintaining a distance that he / she feels comfortable with. The cars should be staggered so the participant's car is not directly behind the coach's car (see sketch). Ask the participant in the rear car to drive at the same speed (around 50km/h) as

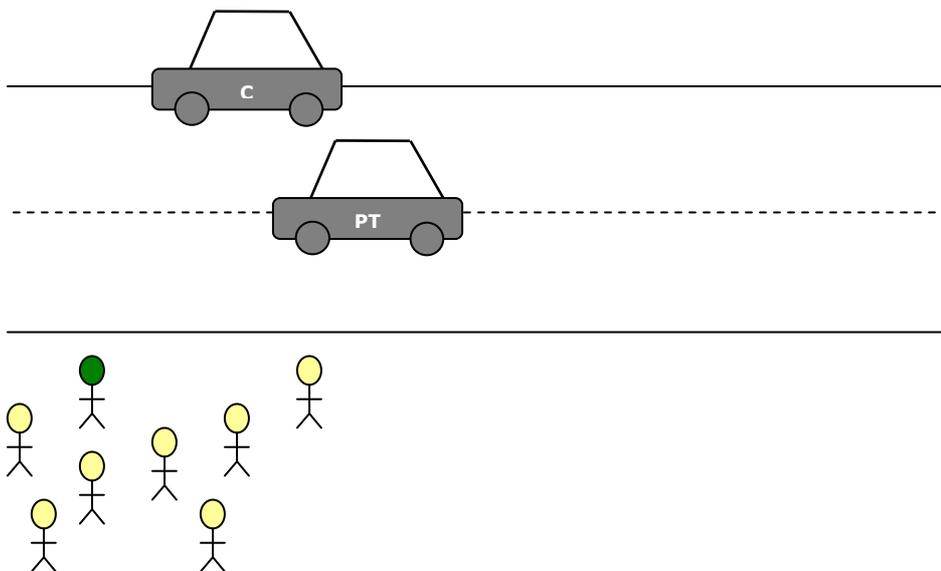
your car. When you brake (only once you have passed the spectators) the volunteer in the rear car should brake too so as to come to a standstill behind you. Leave the vehicles in the exact position they come to a stop.



The other participants make up the observation group. They should stand in a safe area to the side of the track and carry out the following tasks:

- One participant: Please observe precisely how much time elapses between the coach's car braking lights coming on and the volunteer braking.
- One participant: Please observe precisely how sharply the volunteer brakes.

Next, the coach should carry out an evaluation with the group based on the template below.



The following procedure is recommended:

First, ask the driver (volunteer) what happened. The following questions may be useful:

- How are you feeling at the moment?
- What did you think when you saw the brake light of my car coming on?
- What were you thinking when you were braking?
- How did the braking go, in your opinion?
- What do you think when you see where your car finally stopped?

You can then ask the same questions to the passengers, in order to bring out the emotional impact of the experience.

Then ask the observers what they saw based on the tasks they were given.

Then ask questions to try to work out ways to support the drivers with maintaining and checking their safety margins. The following questions could be used:

- How could you know when the safety margin is sufficient?
- What could help you to determine a sufficient safety margin?
- What could help you to find a safe distance?
- How could you test to see if you have really chosen a safe margin?

You could also repeat this exercise with all participants, until they have set themselves sufficient safety margins. In this way, the participants can find out for themselves what safety margin is necessary.

2.3.8. Speeding due to outside and inside pressure in a curve or a circle

Coaching scenario designed by Marc Pannacci

Main aim of scenario (learning objective)

By driving through a curve at different speeds, the coachee should experience and understand that excessive speed, is the result of stress due to different inside (general attitude and/ or lifestyle) and/ or outside influences (peer or time pressure, stress, etc.) He should develop strategies to avoid this behaviour.

Secondary aims of scenario

The coachee should learn not to underestimate turns and curves, to experience in a safe mode what happens and what can go wrong when he enters curves too fast. He should reflect on possible consequences if something goes wrong.

Most of the loss of control accidents happen in curves because of excessive speed. The results of such accidents are very often dramatic because of the oncoming traffic or trees or other obstacles along the road.

Location

On track (Closed track with a turn or a circle with low friction coefficient surface. For safety reasons the radius, surface and surrounding of the turn shouldn't allow speeds higher than 40 km/h).

Main level / cell of GDE Matrix (Hatakka et al 1999) reached

Levels 2, 3 and 4

Short summary of exercise

The coachees are driving through a circle on a low friction coefficient surface (for safety reasons and to be able to drive at lower speeds). The coaches have to do a few laps at their ease, without any indication about speed, to get acquainted with the situation and to experience their own behaviour and to feel what their vehicle is doing. After this first experience and discussion, they are asked to do three laps in a row in the opposite direction. At the same time the coach informs all coachees, that he is going to take the time. Just this last statement leads to the majority of the coachees driving faster, even slide or lose control. Most notice, that they have been taken by the game and drive faster because of the outside time pressure, the desire to be fastest or not to look too slow. Through self-reflection and discussion (if possible in the classroom) they are asked to compare this behaviour to their every day driving behaviour. They should also develop strategies to avoid these outside stress factors to avoid this kind of behaviour. A discussion about the consequences, if something goes wrong in a curve, can be added.

Detailed description of exercise and application of coaching techniques

1. Before entering the turn (curve), the coachees are asked to evaluate a turn and to decide for themselves how and at what speed they are going to drive through it.
2. They are asked to do three to four runs at their ease with their own car. They are asked to concentrate on the road as they are doing in everyday-driving.
3. After a short discussion about what they experienced, what they felt, if this curve and surface relates to reality, etc., they are asked to do three laps in a row in the opposite direction. The coach mentions that he "will take the time".

4. Immediately the majority of the participants will drive faster and exceed the maximum possible speed and do at least slide a little. Some are even coming slightly off the road or spin. All this happens without risk, as speeds are very low.
5. During the final discussion the coachees should find the reasons for their different behaviour, their slight spinning or loss of control. They should reflect on the differences of left and right hand turns and imagine the consequences of having a problem in a turn or a curve.
6. Through self-reflection and being asked the right questions, the coachees should realize that excessive speed is the consequence of higher level motives.
7. Now they are asked to list these higher motives and influencing factors on a flipchart and connect them to their every day driving.
8. They normally come up with time pressure provoked by themselves, their boss or by friends in the car, workload, stress, attitude of always being late, enjoying competition, the desire to show off, the fear to look too slow, etc.
9. They should also reflect on the difference of taking a left- or a right-hand turn and what the consequences could be when coming off the road in one of both directions.
10. At the end everybody should develop his personal strategy for his personal behaviour to avoid his weak points.

Questions: Coach

Possible Answers: different Coachees

Questions: Coach	Possible Answers: different Coachees
<i>Questions after first run:</i>	
Please describe what you did or what you tried to do.	I entered the turn in a normal way and tried to drive at the speed I had estimated.
What did you experience?	(Different answers) <ul style="list-style-type: none"> - I think my car was sliding a little bit. - I didn't notice anything - It was like in the driving school. I didn't know at what speed to take the turn and I think I was slightly too fast. - Compared to the others, I was very slow.
Why do you say, I think. Did you feel something or better, what did you feel?	-I felt very uncomfortable -For me everything felt normal -I was afraid because I hadn't expected this kind of a reaction of my car.
Can you describe what you felt?	I was very tense and didn't know what to do, when my car was sliding.
Is this a comfortable feeling you would like to experience all the time?	No- this was really stress for me and for sure no fun.
Have you ever thought, what could prevent you from having this experience?	Perhaps driving slower.
Did you manage to drive at the speed you had chosen before entering the circle?	<ul style="list-style-type: none"> - No, I was too fast and had to brake - Yes , I had no problem - I think I underestimated the turn and was too fast.

Did you ever experience a similar situation in real life on the road?	Oh, yes. Even during the driving lessons my teacher told me quite often that I entered the turns too fast
Why did your friend have no problem?	He had perhaps chosen a more conservative speed.
Do I understand you correctly that you say it was a matter of speed?	Naturally, when somebody comes of the road it is always a matter of speed
What happened to you when you when you braked?	I was amazed that my car didn't come off the road but stopped on the road.
So, do you think that braking in a turn could be a solution when you underestimate a curve?	-Yes I think it is better than doing nothing. -It is not the ideal situation but it works
What do you think is the right way to perform these runs?	I think you should brake before the turn.
Can you please repeat this for your friends?	Entering the curve at the right speed with some safety margin.
<i>Questions after second run:</i>	
What did you experience this time?	I came off the road at my first lap.
How was that for you?	Frightening because I didn't do anything different from the first time
Are you sure? What did the others experience? Who else had more problems during this run?	- Not really - I came off too. But I think I tried to push harder.
Was there a reason for pushing harder?	Yes, I wanted to be the fastest.
Why did you want to be the fastest?	Because you asked us to go fast.
Did I really ask you do go faster?	- Not really, but if somebody tells me that he takes the time, that means" racing" for me. I am a football-player and I always want to win and be the best. - I didn't want to be the slowest or the last in the group.
How did this last run relate to your daily driving?	-I am always under time pressure because of my job. -Yes, it is the same for me when I go to school.
What do the others say? Do you agree? Did you already have similar experiences in real life?	-My boyfriend always drives faster when we go home late at night

Who had a different experience?	I didn't notice any difference
What did you different from your friends?	-I don't let me push by somebody who tells me that he takes my lap-times -I don't like speeding
Can you explain this?	-Yes, I got all the time in my life - this is my attitude. I don't understand people who are always in a rush. -I always start on time. This morning coming here, I was 30 minutes early

Great. What do you say about leaving always on time?	-That can be a solution for a lot of drivers, but it doesn't work for me. My boss puts pressure on me to see as many customers as possible. My pay-check depends on how much I sell.
What other situations could you make drive faster than normal?	-When I am with my boyfriend, he always asks me to drive faster -Being late going to school or to work. -When I am tired and I want to go to bed. -When I am drunk.
Who has an idea about how much time you gain when you drive faster?	-None, because of traffic. -Driving home at night a little faster makes us gain 2 to 3 minutes.
Have you ever thought of, what you gain if you arrive two to three minutes earlier?	-Not really. But thinking about it now, tells me that it makes no difference at all. - For me it's not gaining time. I just want to go as fast as I can.
What kind of a feeling do you gain from driving fast?	Satisfaction, pride
What are your passengers saying when you drive that way?	Nobody comes along with me anymore, they are afraid of driving with me?
What kind of feeling is that, when you always have to drive alone?	Frustration, loneliness, isolation
How happy are you about that situation?	I am not happy at all?
Have you ever thought of changing this situation and how you could change it?	Not really but I think you opened my eyes.
Coming back to the others and to the stress factors you just listed. Is there anything we can do to reduce the stress? How could your solution to your problem look like?	-We could start earlier instead of always being late. -We should not let ourselves influence, nor by our boss, nor by our friends. -Time is money, but my life is more important.
What about competition and always wanting to be the best.	-If you really have to prove that you are the best, please don't do it on the road. I don't care about your life but I care for my life.
So you found some strategies yourselves. Everybody should choose the one which suites him best.	
Now a completely different question. What was the difference between the left and the right turn?	-I didn't see any difference, but in general I prefer left hand turns.
Why is this?	-I think I can see further and I feel I have more space.
Could well be. Have you ever thought about the consequences when coming off the road, as some of you did now, in a right or a left hand turn.	In right hand turns the risk of going wide is higher and there you can meet oncoming traffic. In left hand turns the trees are very close, especially if you have buses or trucks as oncoming traffic on narrow rural roads
Is that the only reason to get close to the trees?	No, normally it happens when you drive too fast.
What have you learned from this exercise?	We know now, what it means to be too fast in a curve and what consequences this can have. We

	also experienced how easy it is to be influenced by outside or inside pressure.
After having experienced all this, I want everybody to think about his personal motive to drive faster and to commit to his solution to avoid this to happen in the future	

Additional possible questions to be asked by the coach:

- What was different from the first run?
- What did you feel this time?
- How did these feelings influence your reactions during this run?
- When do you behave the same way in your daily life?
- This time, the time pressure was put on you by the coach – when do you have similar time-pressure in your daily life?
- Who puts time pressure on you?
- What happens when you are under time-pressure?
- When do you make mistakes?
- When are you under stress?
- Who can put you under stress?
- What kind of problems can occur when you are under stress?
- What influence do personal problems and daily stress have on your driving?
- What kind of influence can passengers have on the driver?
- When does the atmosphere in the car influence the driver?
- What can result out of always wanting to be the best?
- What makes it so difficult to predict turns or curves?
- Under which circumstances can these criteria change?
- Which roads are more dangerous, the unknown ones or the ones you use every day?
- What influence does routine have on your driving-style?
- What can result out of high-risk taking?
- How can you avoid time-pressure or personal stress?
- How can you avoid stress put on you by passengers or other road users?
- What can you do against high risk seeking?
- What can you do against routine and habit?
- Looking at this vehicle, what do you think has happened?
- What do you feel looking at this vehicle?
- What are your ideas about the reasons of the accident?
- What do you think have been the consequences for the implicated persons?
- What are the differences between left- and right hand turns?
- What are possible consequences for the person responsible of a similar accident?

Remarks: This exercise can also be performed with passengers who state their feelings about a driver driving too fast and give their recommendations and strategies how to convince the driver to reduce his speed.

2.4. Scenarios on simulator

2.4.1. Hazard perception (approaching a junction)

Coaching scenario designed by Robert Kotál

Main aim of scenario (learning objective)

To develop the ability of the learner driver to find and recognise potential hazards in road traffic, specifically when approaching an intersection on a major road. Learners should become aware of the most typical driver errors when approaching crossroads and joining major roads.

Secondary aims of scenario

The learner driver should realise that simply following the highway code does not ensure his/her safety. It is necessary to be prepared for the errors of other road users (= one of the main principles of a defensive driving style).

Location of scenario

Simulator

Main level / cell of GDE matrix (Hatakka et al 1999) reached

2

Short summary of exercise

Overtaking close to a junction is not prohibited if you are on a major road. This manoeuvre involves certain risks which are not immediately obvious to a learner driver. In this scenario the learner overtakes a lorry just before a junction. The driving simulator can repeat the traffic situation several times over and the instructor can change the position and actions of other road users each time. Before each passage, the coach asks the learner to think about what the impending dangers are and where potential hazards could arise.

Detailed description of exercise and application of coaching techniques

A principle of the scenario is that the passage should be repeated (albeit with slightly different features). Before every passage, the coach asks the learner what the impending dangers are and where he/she will find them. For every passage, the coach will change presence and actions of the other road users. Before the training begins, the learner must know the rules for overtaking as well as the basic principles for safe overtaking.

Passage #1:

The learner is approaching the lorry from behind. There is no other vehicle visible in his / her or the opposite direction. The learner takes into account that he / she is approaching a junction. But he / she is driving on a major road and knows that in such cases it is allowed to overtake. He / she decides to overtake and completes the manoeuvre without any problems.

Passage #2:

At the moment the driver starts to overtake the lorry, another car arrives at the intersection ahead from a road to the right and is about to turn left. The driver cannot see this because the lorry is blocking his / her view. The other driver arriving at the intersection ahead judges the distance and speed of the lorry and decides to turn left across the front of the lorry. But this driver is unaware that another vehicle may be hidden behind/beside the lorry. So they end up head to head and a full frontal collision occurs.

Passage #3:

At the moment the driver starts to overtake the lorry, another car arrives at the intersection ahead from a road to the left and is about to turn right. He/she approaches the junction, observes the traffic from the left, sees there is no traffic, then turns right and speeds up. But he/she is unaware of the possibility that a driver from the opposite direction might overtake and thus appear on the left side (his side) of the road. This is actually what happens and a full frontal collision occurs.

Passage #4:

While being overtaken, the lorry starts turning to the left at the intersection. So the car driver is unable to brake in time and hits the turning lorry from behind and to the side.

Passage #5:

While being overtaken, the driver of lorry is about to turn right. Prior to that he swings out to the left (centre of the road) to be able to turn his large lorry. So the learner suddenly runs out of space and a collision will occur.

The analysis of all passages follows. The coach asks the learner to what degree he/she attributed the particular errors to other road users, how surprised they were, what he/she can take from this experience for their future driving career and, above all, if he/she is satisfied that the risk of overtaking close to a junction is so great that it is best not to do it (even if the rules allow it). An overtaking manoeuvre can thus be delayed until a more appropriate time. The proximity of the junction is a good reason for such a delay.

Application in driver training

This scenario can be used in a driving school equipped with a driving simulator. The simulator has to allow the instructor to modify the presence and actions of other road users.

2.4.2. Hazard perception (assessment of place and time)

Coaching scenario designed by Robert Kotál

Main aim of scenario (learning objective)

To develop the ability of the learner driver to find and recognise potential hazards in road traffic, specifically when approaching a curve on a slippery surface. The learner should also be able to recognise the excessive speed of another road user, which can cause a skid. Then the learner should be able to foresee the path of the sliding vehicle and also when an accident should happen. The main goal of the scenario is to avoid a critical place at a critical time.

Secondary aims of scenario

The learner driver should realise that simply following the highway code does not ensure his/her safety. It is necessary to be prepared for the errors of other road users (= one of the main principles of a defensive driving style).

Location of scenario

Simulator

Main level / cell of GDE matrix (Hatakka et al 1999) reached

2

Short summary of exercise

The main principle of defensive driving is to avoid traffic accidents by taking into account the errors of other drivers. The traffic situation described in this scenario is located in an environment where the roads are slippery due to snowfall. The learner is approaching a curve and assesses the speed of an oncoming vehicle. The learner should be able to recognize that the speed of the other car is inappropriate considering the state of the road and that the car will very probably skid. Then the learner tries to predict the path of the sliding car and a time at which the sliding car will cross the path of the learner's vehicle. The job of the learner is not to be in a critical place at a critical time.

Detailed description of exercise and application of coaching techniques

The situation takes place on a slippery road. It is snowing.

Passage #1:

The learner is approaching a curve. Another vehicle is coming from the opposite direction. Its speed is appropriate for the circumstances. Both cars leave the situation without any problems. The coach asks the learner where he/she sees any potential for risk.

Passage #2:

The learner is approaching a curve. Another vehicle is coming from the opposite direction. Its speed is too fast for the circumstances. The car skids and collides with the learner's car. The coach asks the learner why the accident happened in his / her opinion.

Passage #3:

The coach asks the learner to estimate (before he/she reaches the curve) if the speed of the opposite car is appropriate or not. The learner is approaching a curve. Another vehicle is coming from the opposite direction. The coach stops the simulation immediately once the learner gives his/her opinion on the speed of the oncoming car.

The passage is repeated several times, each with the oncoming car travelling at different speeds. Then the coach asks the learner if his/her assessment of the oncoming car's speed was right. The coach asks the learner how he/she can avoid a collision with this car.

Passage #4:

The learner is approaching a curve. Another vehicle is coming from the opposite direction. Its speed is too fast for the circumstances. The learner tries to predict the place where a collision could happen and tries not to be there at that time. The passage is repeated several times, each with the oncoming car travelling at different speeds.

The analysis of all passages follows. The coach gets the learner to give feedback himself / herself and to assess all his/her passages in respect to the actions of the driver of the oncoming vehicle. The coach asks the learner what he/she can take with him/her from this experience for his/her future driving career

Application in driver training

This scenario can be used in a driving school equipped with a driving simulator. The simulator has to allow the instructor to modify the presence and actions of other road users.

2.4.3. Hazard perception (driving in traffic lanes)

Coaching scenario designed by Robert Kotál

Main aim of scenario (learning objective)

To develop the ability of the learner driver to find and recognise potential hazards in road traffic, specifically when driving in traffic lanes. The learner should learn what the typical errors of drivers are when driving in traffic lanes. He/she should find an appropriate solution in the event of an error committed by another driver. Both recognising potential risk and finding the right solution are skills which the driver must learn to master.

Secondary aims of scenario

The learner driver should realise that simply following the highway code does not ensure his/her safety. It is necessary to be prepared for the errors of other road users (= one of the main principles of a defensive driving style).

Location of scenario

Simulator

Main level / cell of GDE matrix (Hatakka et al 1999) reached

2

Short summary of exercise

The learner is driving on an urban road with three lanes. All around are other vehicles. He/she tries to spot potential hazards; specifically in terms of errors which may be committed by other drivers. Then he/she tries to find an appropriate response to a potential error from another driver, before it actually happens. Prior to training this scenario, the learner should be familiar with the diagram relating to the development of a traffic accident (see Picture 1 below). The coach modifies the behaviour of other road users (in the simulation) for each passage. So the learner has an opportunity to recognize how to react correctly in different situations.

Detailed description of exercise and application of coaching techniques

The learner is driving on an urban road with three lanes. He/she is driving in the middle lane. All around are other vehicles. The coach asks the learner to identify potential hazards. The learner identifies them, to the best of his / her ability. The coach asks the learner which of these potential hazards is most likely to constitute a clearly present danger. Using the right questions, the coach leads the learner to the opinion that the biggest risk is coming from the car in the lane to the right and slightly ahead of them. The coach asks the learner what he / she will do if this car suddenly changes lane by entering our middle lane just in front of us. The learner answers (for example) that he/she will apply the brakes.

Now the car going in the right lane actually changes into our middle lane. The learner suddenly brakes. The truck travelling behind the learner's car is too close and bumps into our car from behind. The coach asks the learner what his/her mistake was. Using the right questions he/she leads the learner to the opinion that the mistake was that the learner did not observe traffic to the rear using the mirrors.

The whole situation is repeated. The learner watches the traffic to the rear by using the mirrors. He/she sees the truck to the rear is driving too closely. The coach asks the learner

what he/she will do if this car suddenly changes lane by entering our middle lane just in front of us. The learner will (most probably) answer that applying the brakes is not possible due to the truck to the rear. Using the right questions the coach leads the learner to the opinion that a good option would be to change into the left lane.

Now the car driving in the right lane really changes into our middle lane. The learner abruptly steers into the left lane. There he/she is run into by cars travelling up the left lane. The coach asks the learner where his/her mistake was. Using the right questions he/she leads the learner to the opinion that the mistake was that the learner did not observe the traffic coming up from behind in the left lane, by using the mirrors.

The coach asks the learner what he/she has learned from these two scenarios. Using the right questions he/she leads the learner to the opinion that the right procedure is to recognize potential risk and to immediately look for possible solutions just in case such risks suddenly turn into real danger. It is important to assess what the actual possibilities and conditions are for each solution, and then to choose the appropriate solution from this list. The learner must have thought about a solution (with respect to the actual circumstances) before the risk turns into real danger. (See picture 2)

If the driver finds the right solution only when the risk becomes a real danger (in our case at the moment the car travelling in the right lane suddenly changes into our middle lane), he/she must first observe the situation behind his/her car as well as the situation in the left lane, then assess all the possible solutions and then choose the best one for the circumstances. Even then, the time to react may be insufficient and it may be impossible to prevent a collision. On the other hand, if the driver is able to consider the options well in advance and he/she has already chosen the appropriate solution, there is sufficient time to prevent an accident (see the table below).

After these 3 scenarios, the coach modifies the behaviour of the other road users (in the simulation) and asks the learner where he/she sees the potential risk and what would be an appropriate solution.

Application in driver training

This scenario can be used in a driving school equipped with a driving simulator. The simulator has to allow the instructor to modify the presence and actions of other road users.

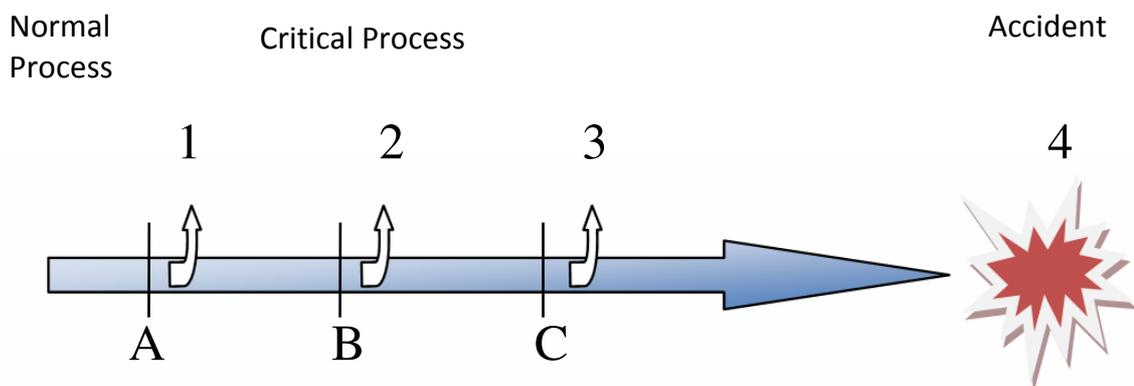
Table

<i>Wrong procedure</i> (the driver only finds the appropriate solution once the risk has turned into real danger). The driver has to:	<i>Correct procedure</i> (the driver identifies potential risk, considers and assesses all possible solutions and then finds the solution before the risk turns to into real danger). The driver has to:
1. Observe the situation behind the car	1. Observe the situation behind the car
2. Observe the situation in the left lane	2. Observe the situation in the left lane
3. Assess all the possibilities and make a decision	3. Assess all the possibilities and make a decision
4. Act (in this case either by applying the brakes or by moving into the left lane)	4. Act (in this case either by applying the brakes or by moving into the left lane)
When the driver travelling in the right lane suddenly changes into the middle lane, a driver following the above procedure will have to take all four steps in quick	When the driver travelling in the right lane suddenly changes into the middle lane, the driver using the above procedure only has to take the fourth step, because the three

succession. So the time between A and B (see picture 1 below) is likely to be insufficient.

previous ones have already been completed before the error is committed by the other driver. So the time between A and B (see picture 1 below) will most likely be enough.

Picture 1 (Jiri Pour)
Sketch of the development of a traffic accident



A - Beginning of „Nearly-accident“ progress

B - Beginning of Crisis

C - End of Possibility to React

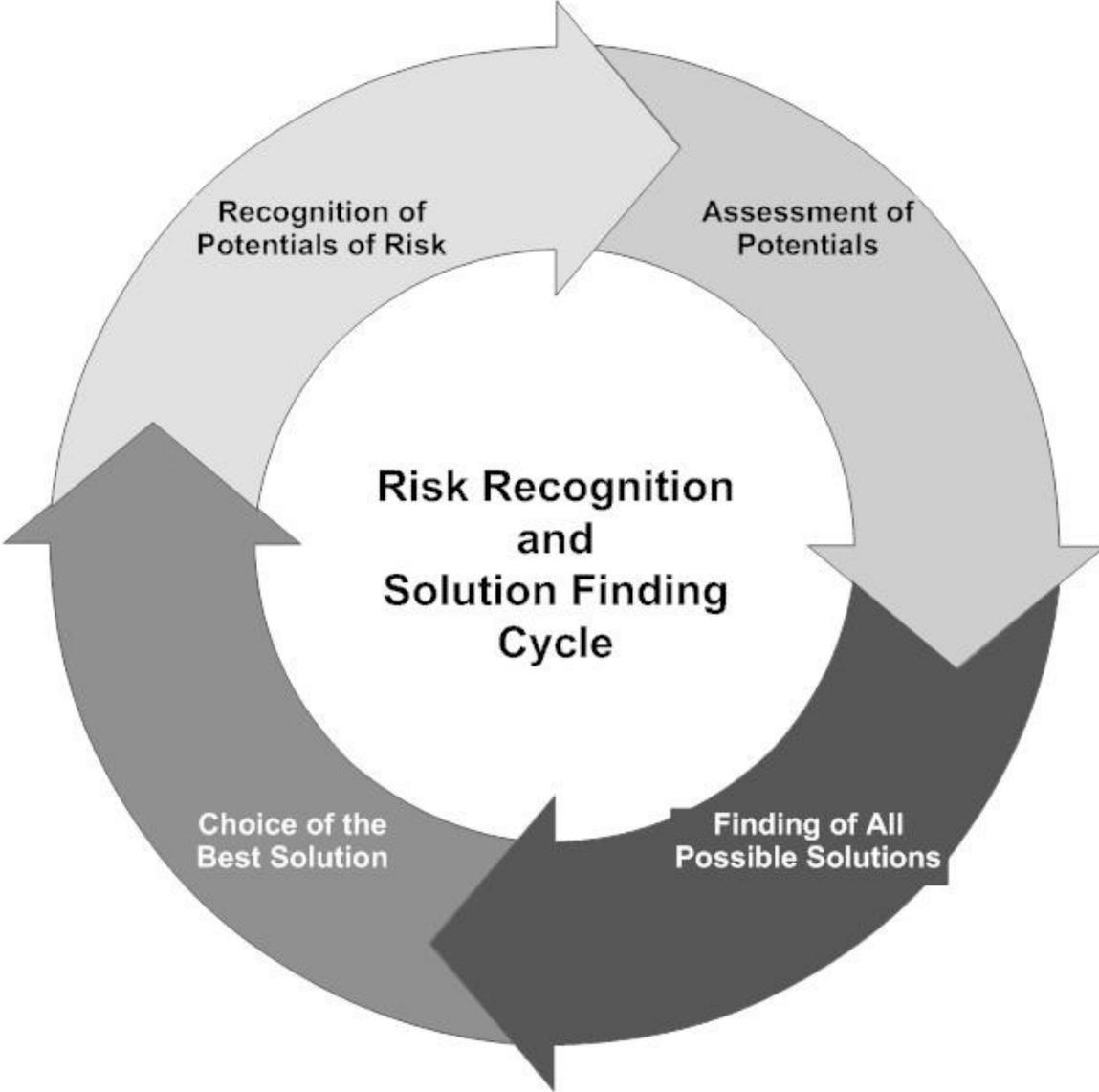
1 - Solving Critical Situation by reacting appropriately

2 - Solving Critical Situation by Emergency Maneuvre

3 - Random Solving of Situation

4 - Accident

Picture 2 - Risk Recognition and Solution Finding Cycle, Robert Kotál



2.4.4. Hazard perception (junction with traffic light)

Coaching scenario designed by Robert Kotál

Main aim of scenario (learning objective)

To develop the ability of the learner driver to find and recognise potentials risks in road traffic, in this case when driving through junctions with traffic light. The learner should recognise what the most common errors of drivers in intersection are. Also he/she should be able to take these errors into account and adjust his/her driving behaviour accordingly.

Secondary aims of scenario

The learner driver should realise that simply following the Highway Code does not ensure his/her safety. It is necessary to be prepared for the errors of other road users (= one of the main principles of a defensive driving style).

Location of scenario

Simulator

Main level / cell of GDE matrix (Hatakka et al 1999) reached

2

Short summary of exercise

The main principle of defensive driving is to avoid traffic accidents, even if someone else could be blamed for it. The traffic situation described in this scenario is located at an intersection with a traffic light. The learner is the first car to drive through the intersection just after the red light changes to green. He/she is hit by a car coming across the intersection on light which has just turned red. In the subsequent passages (on the simulator), the learner experiences different situations which either lead or could lead to an accident. The coach modifies the behaviour of other road users in each passage.

Detailed description of exercise and application of coaching techniques

Passage #1:

The learner is in the first vehicle waiting at an intersection at a red light. When the signals switch to green the learner starts off immediately. He/she is hit by a car coming across the intersection on a light which had just turned red.

The coach asks the learner what he/she did wrong. Following some further questions (depending on the learner's responses) the coach informs the learner that one of the most common accidents at junctions accident is a driver going through a light which had just turned red.

Passage #2:

The learner is in the first vehicle waiting at an intersection at a red light. When the signals switch to green the learner starts off immediately. Considering his/her experience in the previous passage he/she applies the brakes soon after starting off and watches for any traffic coming across him. Then the car behind the learner bumps into him/her because the driver did not expect the learner to brake so soon after moving off.

The coach asks the learner what he/she did wrong. Using the right questions, he/she leads the learner to realise that the best way to go through such an intersection is to move off smoothly without high acceleration and to watch the traffic coming from the sides at the same time. Using the brakes is recommended only in the event of a car driving through a red light.

A few passages follow, in which the learner practises the correct way to go through such intersections.

Passage #n:

The learner is approaching an intersection when the light turns red. He/she prepares to stop. When approximately 50 metres away from the light, the signal changes from red to amber ("prepare to start!"). So the learner stops braking, accelerates and drives through the junction just after the signal turns to green. Another car is coming from the side through a light which has just turned red. The learner sees him/her coming but he/she is not able to stop and to avoid a crash due to his/her high speed.

The coach asks the learner what he/she did wrong. Using the right questions, he/she leads the learner to realise that this last situation is the most dangerous of all.

The learner should then establish a driving strategy for when the light turns green when the learner was expecting to stop at red.

A few passages follow in which the learner tests his/her strategy and he/she practise the right actions.

An analysis of all passages follows. The coach gets the learner to give feedback on his/her own performance and to assess all his/her passages in respect to the actions of the other drivers. The coach asks the learner what he/she takes with him/her from this exercise into his/her future driving career.

Application in driver training

This scenario can be used in a driving school equipped with a driving simulator. The simulator has to allow the instructor to modify the presence and actions of other road users.