

**AARP Driver  
Safety Program**

# **Instructor Candidate Training Guide**



**AARP<sup>®</sup>**

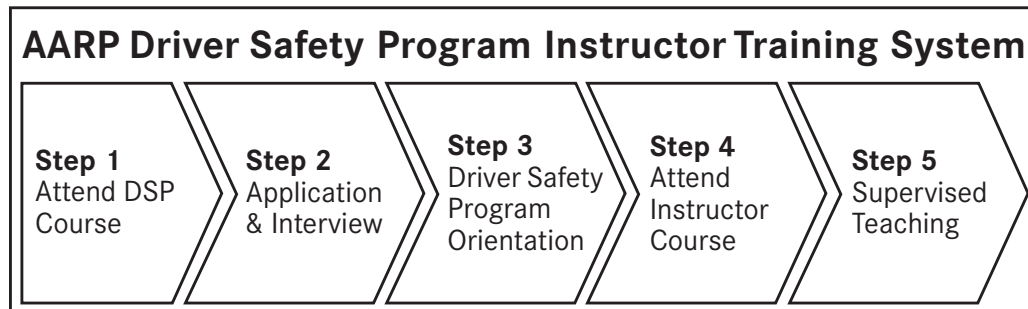
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# Welcome and Introductions

Dear Instructor Candidate:

The AARP Driver Safety Program Instructor Training System includes 5 Steps.



You have completed the Introduction to the AARP Driver Safety Program Orientation (Step 3), which serves as the foundation of your Instructor training. This *AARP Driver Safety Program Instructor Candidate Training Guide* is designed to support Step 4: the Instructor Course. This material, along with the *AARP Driver Safety Program Instructor Manual*, will prepare you to effectively and confidently deliver the AARP Driver Safety Program classroom course in your community.

The purpose of the AARP Driver Safety Program Instructor Course is to provide you with:

- Information on characteristics of a good Instructor, adult learning principles and suggestions for an effective learning environment
- A comprehensive review of the *AARP Driver Safety Program Instructor Manual*
- State-specific information
- An opportunity to conduct a practice teaching assignment and receive feedback
- A review of administrative information, procedures and forms.

Also contained in the Appendix of this guide are tools and forms for your use during the Instructor Course.

- Practice Teaching Feedback Form (**Appendix 1**)
- Next Steps (**Appendix 2**)
- Evaluation of Instructor Candidate Training (**Appendix 3**)

The AARP Volunteer Portal, a critical communications resource, contains AARP Driver Safety Program related manuals and forms. It includes up-to-date policy information and other helpful program information and tools. To access this resource, visit [www.aarpvolunteers.com](http://www.aarpvolunteers.com).

We look forward to sharing this information with you.

*AARP Driver Safety Program Trainer*

# Key Characteristics of a Good Instructor

## Notes

- **Displays enthusiasm**—You transfer energy with words. The more passion that passes through with the message, the greater the chance of it being remembered and applied.
- **Demonstrates a strong command of the English language**—Avoid slang terms and use proper grammar whenever speaking.
- **Uses engaging verbal skills**—Vary the tone and pitch of your voice to meet the needs of the content.
- **Gives clear directions**—Make sure all participants understand what they are being asked to do. Speak loud enough so everyone can hear. If necessary, repeat the directions and then ask if there are questions.
- **Manages time effectively**—Always start and end on time. Follow the timeline from your *AARP Driver Safety Program Instructor Manual* (Page viii). Participants want the course to “move along.” Always be aware of your schedule and how to make up time if necessary. Plan break times and take care of your needs before participants begin to ask questions. Think of strategies to use if you are running out of time, making sure you still cover key points.
- **Projects confidence**—Move around the classroom when possible. Always face the audience. If possible, stand when teaching so you are more visible. Some participants need to lip-read to “aid” their hearing. Avoid a “hands in pocket” stance.
- **Uses open-hand gesture or a participant’s name to invite response**—Do not point your finger at a participant.
- **Maintains a professional appearance**—You as the Instructor should look the part of the leader. Casual business attire should be your guide. Greet your participants openly and always smile.
- **Maintains eye contact**—Look at participants, not over them and not constantly at your *Manual*.
- **Controls behavior effectively**—You are responsible for maintaining order and making sure the course stays on track. Set ground rules at the start regarding cell phones, talking between participants, etc., and enforce them if necessary. Be respectful, but firm.

Key Characteristics of a Good Instructor (continued)	Notes
<ul style="list-style-type: none"> <li>• <b>Is able to identify key participants</b>—Talk with them individually and encourage them to become Instructors.</li> <li>• <b>Is willing to learn from others</b>—You should always invite constructive criticism from other Instructors, Trainers, and participants through the evaluation process.</li> </ul>	

Undesirable Characteristics an Instructor Should Avoid	Notes
<ul style="list-style-type: none"> <li>• <b>Lacks eye contact with participants.</b></li> <li>• <b>Displays distracting behavior</b>—This may include chewing gum, tapping pens/pencils, scratching, or rocking in place. Avoid “hands in pockets.”</li> <li>• <b>Ignores the interests and needs of participants</b>—Make sure participants are comfortable and keeping up with you.</li> <li>• <b>Provides information other than the factual driver safety information provided for the course</b>—Stick to the course material. Do not add other topics that you may deem important.</li> <li>• <b>Expresses personal opinions that contradict the driver safety materials provided by AARP</b>—You are representing AARP and therefore must abide by its content.</li> <li>• <b>Uses repetitive phrases</b>—Avoid phrases that are considered nervous reactions to the public speaking environment, such as “Okay,” “Understand,” “Got that,” “Per se,” or “and a.”</li> <li>• <b>Acts rushed or stressed in order to cover material</b>—You should follow the suggested timeline for the course units to maintain a comfortable pace for yourself and your participants.</li> <li>• <b>Allows participants to lead the classroom</b>—You must employ specific strategies to keep the focus on you. See “Difficult Behaviors” in the Course Management section of this guide on page 7 for some suggestions.</li> <li>• <b>Elicits responses from the same participants</b>—Make sure all participants have the opportunity to contribute during the course, but allow them to “pass” if they choose not to answer or read aloud.</li> </ul>	

<b>Principles of Adult Learning</b>	<b>Notes</b>
<p><b>Adult learners are self-directed</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for their learning</li> <li>• Volunteered to take the driver safety course</li> <li>• Will evaluate themselves</li> <li>• Have a positive attitude</li> </ul> <p><b>Adult learners have vast experience</b></p> <ul style="list-style-type: none"> <li>• Group exercises tap that experience</li> <li>• Build on what they already know</li> <li>• Many have been driving for over 60 years</li> <li>• Will share their experiences with the group</li> </ul> <p><b>Adults are motivated by need</b></p> <ul style="list-style-type: none"> <li>• It's time to renew that driver's license</li> <li>• Aware of the need to drive safely</li> <li>• Had recent crash or close call</li> <li>• Need insurance discount to save money</li> </ul> <p><b>Adults learn best when actively participating</b></p> <ul style="list-style-type: none"> <li>• Responding to Instructor questions</li> <li>• Discussing ideas</li> <li>• Sharing driving experiences/knowledge</li> <li>• Completing tests and discussing answers</li> </ul>	

<b>Educational Concepts</b>	<b>Notes</b>
<p><b>Retention of information</b></p> <ul style="list-style-type: none"> <li>• 20 percent of what we read</li> <li>• 30 percent of what we hear</li> <li>• 70 percent if learner interacts with the material and others in the course</li> </ul>	

Classroom Preparation	Notes
<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>• Readily accessible—be prepared for people with disabilities</li> <li>• Comfortable, supportive, and relaxed atmosphere <ul style="list-style-type: none"> <li>• Set tables and chairs in best arrangement for visibility</li> <li>• Comfortable temperature</li> <li>• Quiet</li> </ul> </li> <li>• Electrical outlets, light switches</li> <li>• Ability to darken to show videos</li> <li>• Convenient restrooms</li> </ul> <p><b>Participant materials</b></p> <ul style="list-style-type: none"> <li>• <i>AARP Driver Safety Program Participant Workbooks</i></li> <li>• Name cards—offer help if needed</li> <li>• Pencils or pens and notebook paper</li> <li>• Course certificates</li> <li>• Brochures and other AARP promotional materials</li> </ul> <p><b>Instructor materials</b></p> <ul style="list-style-type: none"> <li>• Registration materials</li> <li>• <i>AARP Driver Safety Program Instructor Manual</i></li> <li>• State Driver Handbook</li> <li>• AARP Driver Safety Program Course video/ DVD</li> <li>• Handouts</li> <li>• Evaluation forms</li> </ul> <p><b>Handouts</b></p> <ul style="list-style-type: none"> <li>• State Driver Handbook—(as applicable) have some available (only give out as requested)</li> <li>• Others—that clarify or enforce concepts you teach</li> <li>• AARP membership brochures and other AARP promotional materials</li> </ul>	

Classroom Preparation	Notes
<p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• VHS tape player or DVD player</li> <li>• Chalkboard or newsprint</li> <li>• Chalk or magic markers and erasers</li> <li>• Extension cords and electrical adapters</li> <li>• Wide masking tape (and blue tape) to secure cords and materials</li> </ul> <p><b>Parking</b></p> <ul style="list-style-type: none"> <li>• Convenient</li> <li>• Adequate</li> <li>• Free</li> </ul>	

Course Management	Notes
<p><b>Difficult behaviors</b></p> <ul style="list-style-type: none"> <li>• Monopolization of discussion <ul style="list-style-type: none"> <li>• “Okay, now let’s hear from someone else.”</li> <li>• Suggest privately to the participant that you need to allow all to take part, recognizing that he or she has many ideas.</li> </ul> </li> <li>• Digression <ul style="list-style-type: none"> <li>• “That’s interesting, but let’s get back on track.”</li> <li>• “We need to stay on schedule since our time is so limited.”</li> </ul> </li> <li>• Disagreement or arguing <ul style="list-style-type: none"> <li>• “Please refer to the Acknowledgements on Page vi of the <i>AARP Driver Safety Program Participant Workbook</i>.”</li> <li>• “Your opinion is very valuable, but I am obligated to abide by AARP’s perspective on this issue.”</li> </ul> </li> <li>• Interruptions or talking during the course</li> <li>• “Your comments are important; can you share them with the whole group?”</li> <li>• Obtain and maintain eye contact with that person(s).</li> <li>• Wander around the room and stand by the disruptor(s).</li> </ul>	

Course Management (continued)	Notes
<p><b>Dealing with feedback</b></p> <ul style="list-style-type: none"> <li>• You may receive both positive and negative feedback about the course, its materials, traffic laws, and AARP in general.</li> <li>• When you receive positive feedback, a simple “Thank You” or “I appreciate your comments” will suffice.</li> <li>• Negative feedback may take several forms: <ul style="list-style-type: none"> <li>• Someone is very upset about AARP’s position on social or economic issues. Refer him or her to the AARP state office. Phone: _____</li> <li>• Someone is upset with some aspect of the course. Point out that the course material was reviewed by many organizations and widely tested before it was published. Note that your obligation is to teach the course as presented. Advise participants that they can put their comments on the evaluation sheet at the end of the course.</li> <li>• One of your participants is most unhappy with some law, or lack thereof. Laws are made by the state legislature or other governmental authority. Direct the person to their legislator.</li> <li>• Never argue with participants.</li> </ul> </li> </ul>	

Course Delivery Tips	Notes
<p><b>Video</b></p> <ul style="list-style-type: none"> <li>• Always reserve the video equipment ahead of time.</li> <li>• Use all the video segments at appropriate points in the curriculum.</li> </ul> <p><b>Tests</b></p> <ul style="list-style-type: none"> <li>• With each quiz, explain its purpose.</li> <li>• After each quiz, read the entire question and give the answer. Review incorrect responses to reinforce the correct answer.</li> </ul>	

Course Delivery Tips (continued)	Notes
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• When a participant asks a question, repeat the question so all are aware, and ask if other course participants have a response. You are responsible for having the entire group know the correct answer.</li> <li>• If you cannot answer, do not be afraid to say, “I don’t know, but I will try to find out and get back to you.”</li> <li>• Facilitate participation and sharing as time allows.</li> </ul> <p><b>Humor</b></p> <ul style="list-style-type: none"> <li>• Effective use of humor can be helpful. Draw on your personal experience, newspapers, or other publications for appropriate quotes, cartoons, etc. Remember, any humorous comment must be gender-neutral, race-neutral, faith-neutral, and politically neutral.</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>• Be prepared mentally for any unexpected change in the facility.</li> <li>• Be personable and establish a connection with the participants.</li> <li>• Start on time and stick to the timeline.</li> <li>• Become familiar enough with the materials so that you are able to teach the information in your own words. Do not read aloud word-for-word from the <i>AARP Driver Safety Program Instructor Manual</i>.</li> <li>• Smile and have a great time!</li> </ul>	

# Appendix 1: Practice Teaching Feedback Form

## Practice Teaching Feedback Form

## AARP Driver Safety Program

Name: \_\_\_\_\_

	Strength	Area for Improvement		Strength	Area for Improvement
<b>Appearance</b>			<b>Control of Class</b>		
Grooming			Holds attention of participants		
Appropriate dress			Keeps participants on topic		
			Encourages questions		
<b>Physical Delivery</b>			Handles questions well		
Eye contact			Adheres to timelines		
Posture					
Use of manual			<b>Course Participation</b>		
Appropriate gestures			Involves participants		
Lacks distracting habits			Encourages participation		
			Sensitive to participants		
<b>Enthusiasm and Voice</b>			Calls participants by name		
Pitch variety					
Rate of speaking			<b>Covering Material</b>		
Volume			Points clearly explained		
Pronunciation			Sufficient info to support points		
Appropriate pauses			Summarize key topics		
Enthusiastic			Comes across as credible		
Confidence			Smooth transition to next point		
			Important topics covered		
<b>Humor</b>			Knowledgeable		
Appropriate			Easy to follow		
Helps explain a point					

**Suggestions for Improvement**—items listed above that need to be addressed?

**Other Comments:**

Comments by: \_\_\_\_\_

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## Appendix 2: Next Steps

### Next Steps

### AARP Driver Safety Program

Note some steps that you would like to take to be more effective or more comfortable as an AARP Driver Safety Program Instructor. Also note the resources available to help you with these steps: other volunteers, written materials, etc.

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3)

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(Revised 5/18/10)



# Appendix 3: Evaluation of Instructor Candidate Training

## Evaluation of Instructor Candidate Training

## AARP Driver Safety Program

DATE OF TRAINING \_\_\_\_\_

PLACE OF TRAINING \_\_\_\_\_

TRAINER \_\_\_\_\_

Thank you for volunteering to be an Instructor in AARP's Driver Safety Program. Please give us your opinions of the training you have received. Your feedback is important in our efforts to improve the training of future candidates. Check either Yes or No as appropriate and add comments as you wish.

1. I have a strong understanding of the information about AARP and the AARP Driver Safety Program, which was explained as part of the Orientation, held previously.

Yes  No      Comments: \_\_\_\_\_

2. I fully understand the administrative requirements (such as expense reports, ordering materials, reimbursement, etc.).

Yes  No      Comments: \_\_\_\_\_

3. There was sufficient basic training in successful classroom management.

Yes  No      Comments: \_\_\_\_\_

4. There was enough basic training in course content for me to teach a course.

Yes  No      Comments: \_\_\_\_\_

5. The Trainer communicated clearly.

Yes  No      Comments: \_\_\_\_\_

6. The room and facilities were comfortable.

Yes  No      Comments: \_\_\_\_\_

7. Use of the Instructor Manual was explained clearly.

Yes  No      Comments: \_\_\_\_\_

8. I feel ready to teach my first course under supervision.

Yes  No      Comments: \_\_\_\_\_

9. Was the length of the training adequate?

Yes  No      Comments: \_\_\_\_\_



10. Did the Trainer keep to the schedule outlined at the start of the course?

Yes  No      Comments: \_\_\_\_\_

11. I enjoyed the training.

Yes  No      Comments: \_\_\_\_\_

12. What was the most helpful part of the training?

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13. What was the least helpful part of the training?

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14. What would you like additional information or training on?

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15. Please give us any other suggestions you have for improving the training.

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