

# **AARP Driver Safety Program**

## **Teaching Adult Learners: A Resource Manual and Study Guide**

## **Acknowledgements**

The AARP Driver Safety Program (DSP) gratefully acknowledges the Edition 6 Curriculum Development Committee, Edition 6 Regional Faculty and others that worked tirelessly to develop the current edition of the program and its support materials.

Teaching Adult Learners: A Resource Manual and Study Guide is a new product created by DSP volunteers. It is because of their time and knowledge that the development of this guide was possible. The guide will be used during the training and mentoring process of new Instructors for the Driver Safety Program.

As a result of our program's dedicated volunteers, we have a WORLD CLASS curriculum and study guide to support the training of our program's volunteers.

**THANK YOU** for your continued support and commitment to the AARP Driver Safety Program.

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## Section One

# INTRODUCTION

***Objective:*** *Through self-study of this manual and guide, you will be oriented to several critical elements of instructor characteristics, principles of instruction, and classroom management.*

By thoroughly studying and using, the information in this manual and guide will make you more effective as an AARP Driver Safety Program (DSP) Course Instructor. By your understanding of the information contained in this document will help you better use the methods of effective presentation of the course content and materials.

Presenting DSP courses across the country in a uniform and high quality manner is an AARP goal. By using the material in this manual, it will assist all DSP Instructors in conducting courses uniformly across the country.

Following each section, you will find an exercise to test your understanding of the materials covered. These exercises will also enable you to identify any subjects that may require additional review.

This manual and guide contains information gathered from not only AARP materials, but also many sources, across various disciplines. The manual reviews basic techniques of course preparation, organization, and presentation. Understanding and using the information in this manual will help you present the DSP course content in a uniform, consistent manner. It also provides tips and suggestions to make the courses you conduct more effective and productive. You will also find that the manual contains measurements that will allow you to judge whether you understand the materials and concepts presented.

You may be familiar with some of the information covered in this manual. However, many of the techniques and items presented may be new or not known. As you begin your work as an AARP Driver Safety Program volunteer instructor, it is vitally important that you use the information in the manual, and the additional information in the DSP Instructor Manual when conducting course.

To evaluate your understanding of the material you read exercises at the end of each section are included for you to complete. It is important that you complete these exercises for two reasons. First, so you can test your knowledge of the subject matter. Second, the exercises will re-enforce what you have read.

You will soon be attending a DSP Instructor Candidate training session. This session will provide additional insight and understanding of the DSP course materials and resources. This will help you be a better AARP Driver Safety Program Instructor.

You should read the complete the manual and complete the Study Guide Exercises prior to your the scheduled training session.

### **Section One Exercise**

***Instructions:*** Draw a line from the words in Column 1 below to the best description of those words in Column 2 below.

#### **Column 1**

Why this Study Guide?  
Who needs this guide?  
When will I use the guide?  
When should I complete this guide?  
Why this exercise?

#### **Column 2**

To test my understanding of content  
Prior to scheduled conference  
Every AARP DSP Instructor  
At scheduled conference  
To help me

**Answers found on page 37**

## Section 2

# INSTRUCTOR QUALITIES

**Objective:** *To orient the new Instructor to the general qualities required of an Instructor and to list the minimum standards of supervision needed.*

### Instructor Qualities are a Concern

To communicate effectively the details of a given subject most educators agree you must have a basic understanding of the subject matter. In other words, “what is to be communicated”? This principle applies to the AARP Driver Safety Program (DSP) Course. Thus, AARP provides each instructor with a carefully developed and tested Instructor Manual (IM).

The IM contains the subject matter materials you will use to reinforce your basic understanding and to communicate to the course participants the subject matter they “need to know.” Note the words “need to know.” You need to understand that a key element of teaching a subject is based on those factors or points that a course participant “needs to know” to understand the task or skill.

Some information around the subject of older driver safety is “nice to know” and not essential to the learning process. Nice to know content can be extra steps, tasks, or other information about the subject.

*For example, when you facilitate a session on crash prevention strategies, how many feet per second a vehicle is moving at 60MPH is not critical to the learning process. This is “nice to know.” What a course participant “needs to know” is how to use a space cushion to prevent a crash.*

“Nice to know” information should not routinely be covered in the AARP DSP course and often time does not allow for it.

There are other factors, often referred to as “Personality Traits,” that you must have to be an effective Instructor. Positive personality traits give you a set of common behavior patterns that will enhance the AARP DSP courses you conduct.

Undesirable characteristics you should recognize and avoid:

1. Lack of eye contact with the course participants;
2. Displaying distracting behavior such as chewing gum, tapping of pens/pencils, and scratching;
3. Inattention to the interests and needs of course participants;

4. Providing other than factual driver safety subject material not included in the course materials;
5. Expressing personal opinions that contradict the driver safety materials provided by AARP; and
6. Repetitive use of terms such as “Okay,” “Understand,” “Got that,” “Per Se,” and other phrases that are considered nervous reactions to the public speaking environment.

### Personal Knowledge and Technical Skills

The Instructor is one of the most important factors in any training program. The quality of the DSP Instructor directly influences the effectiveness of the training program.

It is not necessary that you or other AARP DSP Instructors need to be, or have been, a professional educator or public speaker. With having a complete understanding of the subject matter and a basic understanding of presentation methods, you can be an effective Instructor. You can learn certain qualities that enable you to teach more effectively to provide an important influence on the participants.

An Instructor who lacks a basic understanding of safe driving strategies in rain, ice, or snow is obviously not able to discuss intelligently that subject with course participants. On the other hand, even with a basic grasp of rain, ice and snow safe driving strategies, an Instructor who does not know adult learning principles may not know that DSP course participants learn more effectively by being involved. Much of the intended learning does not occur when adult learners are not involved. Knowing and applying adult learning principles makes for learning that is more effective.

Educational researchers have proven that adults retain 20% of what they read, and about 30% of what they hear. However, when there is an interaction between the course participants, the materials and the Instructor, the retention rate can be as high as 70%. You need to recognize that the listed retention statistics are easy to substantiate when you recall the learning principle that states “Show me, I’ll watch, Tell me, I’ll listen, Involve me and I’ll learn.”

When you, as an Instructor, have solid subject matter knowledge and understand the communication of that knowledge, using adult learning principles, you will have a natural advantage for superior teaching.

### Personal Appearance

Your personal appearance is the first impression an AARP DSP course participant will have of you as an Instructor. When your appearance:

- Is neat and clean,
- Has good posture, and
- Is open and friendly,

the course participant's reaction is more likely to be positive and respect for you, the Instructor. Gaining the respect from your course participants up front will strengthen your ability to be an effective Instructor.

As the Instructor, you are an example for the participants. To the participant, you are AARP! It is important that you present a business-like, professional appearance. Tailor your clothing to the anticipated course attendees.

*For example, imagine you are conducting a course for a group of professionals, in a professional office setting, during business hours. This is obviously not a situation where wearing blue jeans and a t-shirt would be appropriate. Conversely, if you are conducting a course at a beach resort, wearing a sport shirt and shorts might be appropriate.*

Your observation and knowledge of the anticipated "audience" will help you decide on the appropriate manner of dress. You can ask the sponsor how other program participants normally dress when coming to activities at that facility. Your dress standards can set the tone for the course.

Personality Traits

This area of Instructor qualities deals with selected individual characteristics that will improve your ability to facilitate an AARP DSP course. The intent at this point is to identify a small number of those characteristics that can influence the learning environment.

When a person does not have any of the listed characteristics, it does not mean that he/she is unable to perform. It does mean that the teaching performance may be significantly less than is anticipated by the course participants, by AARP and most importantly, by yourself, the Instructor.

<p><b>Cooperation</b>— <i>"You need to know that you raise the level of participant learning."</i></p>	<p>Paramount to good instruction principles is the need to work together with participants and be of mutual assistance. You should use your Instructor position to further the unity and purpose of the class through cooperation. Certainly, there may be times when this will be hard to achieve. However, when you display your personal interest in each of the participant's comments and interests, you will raise the level of the participant's interest in the subject matter and course. When you raise the level of interest you raise the level of participant learning.</p>
<p><b>Enthusiasm</b>— <i>"You need know your controlled enthusiasm is paramount to an effective DSP course"</i></p>	<p>People have a positive response to those who are enthusiastic about what they are doing. However, do not let your enthusiasm become so excessive that it becomes distracting. When you are enthusiastic or excited, which indicates your</p>

<p><b>Enthusiasm Continued</b></p>	<p>confidence in your own abilities and your belief in the subject matter; you will invariably pass this enthusiasm on to course participants. The better informed you are about the subject matter, the more effective you will be. How it applies to you and to the participants in your course, today, in your town or city, the more importance it will have to the participants and the more enthusiasm you will develop among them. You should also note that when you associate yourself with other enthusiastic Instructors, you generally further develop your own enthusiasm and improve your overall class conduct. You need to know your controlled enthusiasm is paramount to an effective DSP course.</p>
<p><b>Friendliness</b>—“<i>You need to strive to display an open and friendly attitude</i>”</p>	<p>Most participants learn faster and learn more in a friendly relaxed atmosphere, than when the atmosphere is that of rigidly structured lecture only, or similar presentation methods. You do not need to be “buddies” with the course participants, but you do need to be polite, courteous and professional. You need to strive to display an open and friendly attitude without favoritism and without losing the “Instructor-participant” formality.</p>
<p><b>Initiative</b>—“<i>You need to exercise initiative to reap the rewards of effective teaching.</i>”</p>	<p>With initiative, you will always be on the alert to develop new and more effective techniques and methods for better teaching. When you approach the teaching in a “hum-drum,” or “I’m just here to get through this,” routine, you will not inspire the class and will ultimately lose the participant’s interest and attention. You need to exercise initiative to reap the rewards of effective teaching.</p>
<p><b>Patience</b>—“<i>Be patient with course participants.</i>”</p>	<p>People who have different levels of driving experience, as well as different levels of current ability are in every course. As the Instructor for this “audience”, you must be able to deal fairly and patiently with those who have more or less experience and more or less ability to grasp the subject matter. One instance of your loss of patience can result in the entire group of participants losing confidence in, and respect for, you, the Instructor. When you lose the respect of the people in your course, you have lessened their willingness to learn.</p>
<p><b>Poise</b>—“<i>Be natural and self-assured.</i>”</p>	<p>The naturalness of manner (being yourself) and self-assurance (confident and competent) are two fundamentals of poise. When you have mastered self-control and have the ability to handle awkward situations very smoothly, without doubt you will achieve the best results.</p>
<p><b>Promptness</b>—“<i>Be prompt and tactful how you deal with course participants arriving late.</i>”</p>	<p>Ever wait in a restaurant for someone to serve you?—transfer that same thought or frustration to your classroom. When you are late, you lead the participants to believe that you have little or no interest in the course—maybe they will view you as having little or no interest in helping them as older drivers to</p>

<p><b>Promptness Continued</b></p>	<p>continue to drive safely. This can also apply if you keep the entire class waiting because other anticipated participants have not arrived at the scheduled course starting time. Your delay leads those who were on time to believe that their presence is immaterial to you. Place yourself in the participant's seat. Would you be happy to hear the instructor tell you that some participants were not there yet, and thus, the course would not start until they arrive? Most likely, you have been there, done that, and were not happy. Always remember that your personal experiences are, in many cases, very similar to those of your course participants. You need to be prompt and tactful how you deal with course participants arriving late.</p>
<p><b>Resourcefulness—</b> <i>"You need to be resourceful to handle unexpected events with little difficulty."</i></p>	<p>In addition to knowing the subject matter, it is best that you be prepared to cope with some issues that you may not have anticipated. Instructors that are more effective are able to work out a smooth and practical solution to unexpected situations, comments, and questions. The reason that they might have a problem dealing with the unexpected is that they have often done little or no preparation on the subject matter and are unable to build a solid base of subject matter understanding. Recall also, that unexpected situations are often a clue that you did not communicate the information to the participant in a manner they fully understood. Unexpected situations from past courses can also provide you insight on how to deal with the unexpected in the future. You need to be resourceful to the extent that you can handle unexpected events with little difficulty.</p>
<p><b>Sincerity—</b><i>"Accept the importance of your role"</i></p>	<p>Instructors need to understand the importance of their role—to provide safe driving strategies to older drivers. Demonstrating sincerity, "I truly believe this is important" is important to good instruction. Course participants will quickly recognize the lack of sincerity or earnest belief in providing information. You must be genuinely interested in the welfare, progress and interests of the course participants.</p>
<p><b>Tact—</b><i>"Have the respect of the participants in your course."</i></p>	<p>Tact is the art of dealing with others without being offensive. By being tactful, you can avoid many of the difficult situations that you might experience in the classroom. You should not construe this to mean that there will not be times when things just do not go right. It does mean that participants who are raising questions or disagreeing with your comments have concerns about that subject. It could also mean that your explanation of that particular subject matter was not as clear to that person as you thought. When confronted with situations like this, try to recall the following - "I know you heard what I said, but did you understand what I meant?"</p>

## Instructor Supervision

Supervision is part of life. Over the years, you have had many supervisors:

- Parents or guardians,
- Teachers, and professors,
- The sergeant,
- The boss/supervisor, and
- Others.

In each stage of your life, the supervisor's primary function was to guide you to perform your best.

Now, fully grown and matured, you are still supervised. Why you ask? The answer is to guide you to your best performance as an Instructor and to maintain and grow the AARP DSP. True, supervision requires some regimentation or organization, some order, a host of defined responsibilities, and a line of communication. That is where your immediate supervisor, in most cases your Assistant State Coordinator or Associate State Coordinator, come into play. Your immediate supervisor, regardless of title, is there to support your conduct of the AARP DSP courses and recruitment of sponsors.

To do this, your supervisor will observe at least one of your DSP courses each year. He/she will make constructive recommendations to improve your presentation and favorably comment on those factors that you do exceptionally well.

You are being evaluated. The evaluation is intended to help you become a better Instructor consequently enhancing future AARP DSP courses you will conduct. An evaluation does not always have to mean that you are doing things incorrectly. It can be for the exact opposite reason, to see how well you are conducting DSP courses.

At least twice a year, your immediate supervisor will also host a local Instructor Workshop. In addition to a meal with your counterparts, the workshop provides you with several benefits. Among them are:

- ◆ Building and reinforcing a team spirit
- ◆ Updating you on new information
- ◆ Solving problems for you and other Instructors
- ◆ Communicating local and national DSP goals
- ◆ Sharing everyone's successes and failures
- ◆ On-going improvement of teaching skills.

Millions of dollars have been devoted to the details of supervision. There are as many philosophies on supervision as there have been hours in your life span. In AARP, supervision of volunteers is part of the overall volunteer experience. It is structured and intended to ensure the continuance of an invaluable community service program, the DSP courses.

## **Section Two Exercise:**

***Instructions:*** Match the word in Column 1 that best portrays the quality described in Column 2 by placing the Column 1 letter in the space provided in Column 2.

### **Column 1**

- A. Resourceful
- B. Punctuality
- C. Poise
- D. Personal Appearance
- E. Instructor Supervisor
  
- F. Resolution without Offense

### **Column 2**

- \_\_\_ Bad breath and uncombed hair
- \_\_\_ One of my support resources
- \_\_\_ Relaxed, professional, confident
- \_\_\_ We will be late starting
- \_\_\_ Research by the National HWY Safety Administration shows...
- \_\_\_ Your question is well founded. May we look at it further?

**Answers found on page 37**

### Section 3

## PRINCIPLES OF ADULT LEARNING

**Objective:** Review Participant learning traits for the DSP Course

### Course Participant Considerations

Adults have specific needs as learners. Most adults have not been in a classroom environment for many years. Therefore, it is necessary to understand some of the barriers, as well as the incentives for effective, adult learning. To be effective it is important that you understand:

- Adults are self-directed and should be actively involved in the learning process.
- Adults have many life experiences and years of driving experience. Your teaching has to be consistent with what they already know in order for them to see the relevance of the information and believe the information is important to know; that is “establish need to know.”
- Adults are practical and goal-oriented. They must see that it is beneficial for them to learn the information.

People attending DSP courses are motivated to refresh their previous learning and to learn new driving strategies to help them drive crash free. Supporting this motivation is the opportunity to develop:

- *Social relationships*; a chance to meet new people
- *Fulfill expectations*; earn a financial benefit, i.e., auto insurance company premium reduction
- *Personal development*; an opportunity to improve one’s knowledge
- *Enjoy a new experience*; an opportunity to do something different

You also need to be aware of barriers that prevent learning:

<b>Lack of time</b>	Both working and retired adults have busy lives and may find it difficult to find time to attend a driver safety course. Sometimes a one-day course is better suited to their busy schedule. Other adults can be uncomfortable sitting in a classroom for more than a few hours. Therefore, the two-day course is better suited for them.
<b>Lack of confidence</b>	Many adults have not been in a group-learning situation for many years and may feel uncomfortable speaking in front of strangers. It is not a good teaching technique to ask adults to read aloud. Some adults may have several reasons they are not comfortable reading to a group.

<b>Physical problems</b>	Some adults have physical problems, such as a hearing or vision loss. Others may have a speech problem, making it difficult to participate.
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These barriers should become apparent to you as you begin teaching a new course.

- It is important that you make each course participant as comfortable as possible.
- If a participant ask you not to call on them during group discussions or indicates embarrassment, then you should bypass that participant. Privately, during a break, encourage them to participate in the small group assignments during the course.
- If a participant is uncomfortable, it is very unlikely they will learn and benefit from the course.

As the Instructor, you need to concentrate on the motivators, identify and remove barriers to provide the best learning environment for the course participants.

### Section Summary

Adults Are Self-Directed and need to be actively involved in order to learn. You need to value their interests and views.

Adults Have Vast Experience and your course participants have significant amounts of driving experience. They need to feel the course is relevant to their needs. As the Instructor, you must acknowledge their current, previously gained knowledge, as well as their driving experiences, and use them as examples.

Adults Are Motivated by Need and most likely are attending the course to earn an insurance reduction. Driving infractions may have mandated others to participate. This varies from state to state and you need to know your state regulations on this matter. Check with your immediate supervisor as to how to handle this mandated situation in your state.

You can motivate course participants to become more involved by asking them to share their driving experiences on a specific driving topic. You can and consider your course a success when a person tells you they enjoyed the course and learned/relearned how to drive crash free.

Adults Learn Best through Participation as their involvement in the learning process helps participants retain more information. If each participant is not personally involved, he/she will quickly be bored by a lecture. You should routinely involve the participants and give your attention to their relevant experiences.

When discussing a particular subject be alert for participants inserting an experience or other topic not relevant or dominating the discussion. You must control this learning barrier.

### **Section Three Exercise:**

***Instructions:*** Match the word in Column 1 with the most applicable description in Column 2 by inserting the Column 1 Letter in the space provided in Column 2.

#### **Column 1**

- A. Self directed
- B. Life experience
- C. Goal oriented
- D. Potential barrier
- E. Active participation

#### **Column 2**

- \_\_\_ Past education, training
- \_\_\_ Continual questioning
- \_\_\_ Feeling the class is relevant
- \_\_\_ Achieving something
- \_\_\_ Has a speaking impairment

**Answers found on page 37**

## Section 4

# PRINCIPLES OF INSTRUCTION

**Objective:** *Identify those changes or factors that promote and enhance the participant's learning experience.*

### What Do Participants Now Know And How Do You Determine?

Each course participant has many years of driving experience behind the wheel. Many have attended previous AARP Driver Safety Program (DSP) courses or other driver training instruction. To continue to be successful in safe driving, participants need to refresh their past safe driving practices. To do this, you must first learn what the participant currently knows or remembers.

The Pre-test included in DSP course is a method whereby each participant can assess his/her current knowledge to make themselves aware of areas that they do not know or have forgotten. The Pre-test test questions are on topics presented in the DSP course. This pre-test allows you to judge quickly, in general, what the participants know or recall about safe driving.

### In View Of What They Know, What New Information Do They Need?

Eight units make up the DSP Course. Throughout each unit there are numerous subject matter teaching points outlined on the Instructor Manual Activity/Content page. Addressing each subject matter point is necessary in every course you teach. You can modify your presentation by coupling your remarks with participant discussions and comments, questions and answers. This allows you to tailor the materials to that information the participants do not know or recall. Your presentation should also disclose any points not addressed in the pre-test. Remember that in the allotted eight hours, your basic objective is to cover all the course material designed to help the participants drive crash free.

### How Do You Present the Material To The Participants?

At the beginning of each Unit, instructional learning objectives are included. Learning objectives are statements of what you must communicate (paraphrased) to participants during that unit. These objectives are what the participants should be able to understand at the completion of that Unit. You can solicit comments on the objectives from the participants and discuss them when appropriate. At the beginning of each Unit, you state aloud what you will present in that Unit and when completed that is what participants should know.

Later in this manual, you will learn there are also various methods of presentation provided for each Unit and its subject matter. The methods of presentation were selected (and tested) based on the most appropriate way to present the subject matter. Even though you might decide that method A is better for you than method B, you are strongly encouraged to follow and use the presentation guidelines in the Instructor Manual.

Elsewhere in this manual additional information on specific methods of instruction and learning situations are covered.

To be successful, each time you address a subject, you should have clearly in your mind how you are going to present that topic. This comes about only with practice!

The **beginning** includes an introduction to the unit topic and continues to provide each participant with an incentive (motivation) for learning.

The **middle** is the main presentation of the subject matter. Covering each topic is necessary. Remember to present the unit's material in the order provided in the manual. By following this order, you will achieve the instructional objective.

The **end** is the completion of the instruction/discussion/coaching session with a measurement (testing) of an instructional objective. It must also provide the course participants an opportunity to resolve any questions. The measurement does not have to be formal or written, rather it may be a simply set of random questions you direct to the participants. Last, you quickly summarize the key points of the subject matter and move (transition) to introduce the next unit.

### *In What Manner Do We Determine How Participants "Grasped" The New Information?*

As you complete a Unit and your summary, be sure you confirm understanding of your instruction before you move on to the next topic or Unit. A simple way to check understanding is to inquire if there are any questions on any of the points covered in that Unit. This will help you determine learning of the unit's subject matter. Be aware that when you ask participants about a subject, you need to be prepared to answer, as this may be a sign that you did not present the materials in a manner that this participant asking the question did not understand.

Confirmation of understanding also affects a participant's sense of accomplishment and serves as an incentive for further learning. Before you move forward to the next subject or unit, always confirm understanding of the just presented subject of the Unit.

You can do this by questioning throughout the unit. It is best to ask both general and specific questions. Look for positive responses from the participants, as this is a sign that they understand what you communicated. The use of a white board or newsprint chart is helpful and allows for easy summarization of topics. These aids also assist you in keeping participants "on the specific task" at hand.

Each unit has a summary to assist you.

Section Summary

- The Pre-test measures current participant knowledge.
- Understand the importance of following the stated learning objectives outline for each topic.
- Plan each topic with a planned beginning, middle and end. This allows you to organize and present the topic in an orderly manner.
- Confirm instruction and receipt of learning through testing. Learning can be confirmed by continual questioning. Use of a whiteboard or a newsprint chart will help keep the class “on course.”

**Section Four Exercise:**

***Instructions:*** Draw a line from the Column 1 comment to the Column 2 comment that best makes the combination, Column 1 and Column 2, a true statement.

**Column 1**

1. The pre-test helps
2. Instructional objectives are
3. Incorrect answers on tests are
4. Presentations require a
5. Check class understanding by

**Column 2**

- a. Topics to be covered in the course
- b. Starting point, a teaching point and a conclusion
- c. Identify current knowledge
- d. Frequent participant questioning
- e. A guide to material to be learned in the course

**Answers found on page 37**

## Section 5

# TYPES OF LEARNING SITUATIONS

**Objective:** *Identify the four basic types of presentation used in the AARP Driver Safety Program (DSP) course and demonstrate how they are used.*

### The Lecture Method

Use the lecture method of presentation to communicate information and facts, introduce a subject, or video, and to identify background or subject matter information to course participants. Lecture means that you, the Instructor, do the majority of the talking while presenting the subject matter.

Preparation is the key to an effective lecture presentation. Thus, you will need to become thoroughly familiar with the subject matter of the course. It is important that you carefully review the AARP Driver Safety Program Participants Workbook, Instructor Manual and Course Video.

You should make your own notes on Instructor Activity pages and on the pages for additional notes provided in the Instructor Manual. This review will require you to go through the Instructor Manual and Course Video several times to familiarize yourself completely with the material before conducting your first course.

Once you are familiar with the course content, you should make every effort to present the information in your own words. A repeated comment from surveys of course graduates is how boring it was to have the Instructor read the material to them. Do not just read the material to the course participants. Presenting the information in your own words allows you, the Instructor, to watch for participant reaction and note if there are any questions. The Instructors Manual has presentation reminders to assist you with instruction. They are in the form of icons or symbols, on the left edge of the Instructor Manual Activity page.

Since driving is a topic common to all DSP course participants, the lecture method is an ideal technique to guide participants through specific materials that you review. Lecture is also an effective method to focus the participant's attention on the current subject matter. While using the lecture method, it is important for you to encourage questions and comments from participants.

Finally, use the lecture method to repeat and summarize main points from the topic, and to make a transition from the subject you just reviewed to the next subject.

### The Demonstration Method

Although the lecture method is the major technique used in the DSP course, your instruction is more effective when combined with a demonstration. Adults learn and retain more information when they can see and hear the information.

Use the demonstration method to further show and/or explain information. It is important for you to realize that demonstration involves showing, (drawing a diagram on a newsprint chart or whiteboard) combined with asking questions to make certain that the information is understood.

In addition to the exercises included in the program, there are many opportunities for you to add a demonstration to a particular topic. Some examples are to:

- Quickly show participants the physical exercises shown in Unit 2;
- Show the Reaction Time exercise/demonstration in Unit 2;
- Use a newsprint chart or whiteboard to help explain the 3 second following distance;
- Use your hands to show the hand positions on the steering wheel at the 8 and 4 o'clock and the 9 and 3 o'clock positions;
- Demonstrate the driver body and arm positions when backing;
- Show correct following distance behind a large commercial vehicle (Unit 3). Here, you might ask the participants to hold their workbook about a foot in front of their face. Then ask them to extend the book out to arm's length and note the increased ability to see ahead. Relate the increased view to their following distance when behind large vehicles; and
- Hold an 8x11 sheet of paper lengthwise outward from your chest to show the 10 to 12 inch distance needed between the driver and the steering wheel for air bag protection.

You are encouraged to use these demonstration examples and those of your own design to enhance the learning environment. You should also identify other situations where you can include demonstrations in your presentations. Again, encourage participants to ask questions or add comments about the topic.

### Group Discussions

A group discussion provides an opportunity for participants to interact with each other and share ideas, comments, and experiences. The DSP course includes several areas for group discussions. To assist you, the manual also provides you with information in developing and controlling the discussion.

You, the Instructor, are the leader of the discussion. As such, it is important that you confine or restrict the discussion to the topic at hand and not allow it to drift off into unrelated topics. Doing this politely, tactfully, but firmly is essential.

A discussion session can consume more time than a lecture. You will need to control the discussions in order to keep the topic limited to the time allotted.

To generate or start group discussions, use direct open-ended questions to the participants. For instance, to start a discussion on vehicle backing you might ask, “In which direction should you turn your steering wheel when you are backing your vehicle to your right?” You can answer the question with one word, but you can build further group discussion from the responses you get.

### Group Exercises

Small group exercises are also included in the DSP course. They allow a small group to “brainstorm” and discuss a specific topic. An example is the group exercise used in Unit 1.

When a group exercise is used, it is important that you clearly explain what the group is to do. Follow the instructions in the Instructor Manual for group exercise and use information in the workbook when you describe the task for the group. Be clear, specific and thorough when communicating directions.

At the conclusion of the group exercise, you should ask a member from each group to share their discussion results. Doing so moves the action from you and a group exercise to a class discussion. You must always lead and interact with group discussions. Again, it is important that you limit the discussion and exercise to the time allotted.

### Methods to Promote Participation

Regardless of the presentation method you use, you are encouraged to develop and use your own techniques to get each participant involved in the learning process. The following table provides several examples:

Use humor where appropriate. Newspapers and other publications can provide antidotes and/or personal experiences that relate to the subject.
Do not focus on one or two persons in the class. Make frequent eye contact with each participant. This creates a feeling that you are including them in the discussion.
Do not hide behind the table, lectern, etc., where you have your Instructor Manual. Try to develop a habit of moving around the classroom while you are speaking. This provides a sense that you are part of the class. This will require you to be fully familiar with the course material.
Use a newsprint chart or whiteboard to list key points and ask the class for additional points.
Make every effort to include each participant in the learning process. Use opened ended questions. For Instance, “has anyone had a road rage incident?” Always direct the question to all course participants rather than one individual.
When a participant asks a question, re-direct that question to the entire group rather than just answering it yourself. Be careful that the response is the most appropriate or best response to the original question.

Do not direct a specific question to a person by name. There is a risk of embarrassing that person if he/she does not know the answer or has briefly drifted off to another matter. You will also have lost the goodwill of that person for any future AARP DSP courses.

Each course has one or more individuals that are always ready to comment on all subjects. Likewise, other persons do not contribute to a discussion at all. Instructors need to control the frequent responders, and seek a general comment from those who do not volunteer.

Make a point that the quizzes and tests in the program are included to allow the participant to identify correct information and improve their ability to drive crash free. Make it known that you will not be collecting the quizzes or tests.

Always introduce each quiz or test by explaining its purpose; to measure whether they have understood (learned) key points of the topic. Discuss those responses incorrectly answered so the participants will fully grasp the most correct answer.

Prior to showing a video segment, review the information, that is to be covered and state the key points they should look for. After showing the video segment, follow up with a discussion of the key points.

### **Section Five Exercise:**

***Instructions:*** Complete the following statements where the dots (...) are by inserting the most appropriate word from the word selection list.

#### **Statement**

1. The lecture is well suited for...
2. Control of discussions is important to...
3. Activities requiring a combined effort are best suited to...
4. Most elements of the DSP class require you to use the ...presentation method.
5. Asking the class to respond to someone's question will most often generate a...
6. Showing how a task is done is called a...

#### **Word Selection**

Demonstration----Introductory Material----Discussion---Time Management---  
Lecture---Group Exercise

**Answers found on page 38**

## Section 6

# PRESENTING THE SUBJECT MATTER

**Objective:** *Demonstrate methods of presentation and their importance to learning.*

### Introducing the Subject Matter

With an introduction, your objective is to communicate a preview of the Unit's topics. Take about two to three minutes to familiarize the participants about what they will learn. The main goal here is to be clear and concise. For example, for Unit 1, you might state:

In this Unit, you will learn:

- How aging affects us physically and mentally
- Changes that occur in vision and hearing
- How we can adjust our behavior to drive crash free
- How medications and alcohol can affect our driving

*Critical Elements in the Introduction.* You need to include yourself and the course participants in the subject matter in the first two to three minutes of each Unit. Therefore, you must begin your presentation with confidence. Preparation and knowledge of the subject matter helps you become more confident and comfortable in making your presentation. Here are some tips to follow:

- Focus on your class;
- Offer a genuine smile—do not fake it;
- Strive to make eye contact with each participant, giving them a “visual handshake” and establishing rapport;
- In your introduction, use words and phrases understood by the participants;
- Delete the words “I” and “YOU” and replace them with “WE”;
- Speak clearly and distinctly; and
- Keep your body relaxed and your hands and feet at ease.

*Explaining what will be covered.* Set the tone as you introduce each Unit to grab the attention of all participants, hold it, and make them believe that what you are about to say is important and worth listening to.

### Covering the Material

Each Unit is organized and structured to focus on identifying driving problems or issues and their solutions. You do not just tell the participants the main, sub-points and examples. You must also increase their understanding of a topic by writing on a newsprint chart or whiteboard and using the course video.

### Following the Instructor Manual

In presenting the course, you are required to use the Instructor's Manual (IM) as the primary source of information. The Instructor's Manual displays the Instructor Information (activity and content) on the left panel and the complete text of the Participants Manual on the right panel. The Instructor's Manual provides you with the following assists:

- Time allocations for each Unit topic and the overall Unit;
- Learning objectives for the Unit;
- Methods to be used in teaching the Unit, lecture, individual and group exercises and discussion;
- Required resources and equipment; and
- On the left edge of the Instructor's page are graphic pointers to help you move from one presentation "activity" to the next presentation activity.

While it is not necessary to memorize the subject matter, the key to making an effective presentation is to prepare for your presentation well in advance of your scheduled course. That means PRACTICE, PRACTICE, and PRACTICE! You should practice:

- The timing of the individual sections and the overall Unit;
- Your voice projection and modulation techniques; and
- Your introduction of the video segment.

### Summarizing the Material

End each Unit with a brief summary of the key points of the Unit to help the participants retain the information you have presented—"what you told them." By summarizing the main points, you provide a linkage between the participant's previous knowledge and "what you have told them." Here is an example of a summary statement:

"As we conclude Unit 2, the key points we discussed were:

- Aging changes in vision, hearing, reaction time and medical conditions can affect our ability to drive, etc.
- We can adjust to these changes and continue to drive safely by changing the way we drive and maintaining our flexibility and health.
- "Are there any questions before we move to the next Unit?"

### The Transition to the Next Subject

Transitions are statements you make to move from one body of information in the presentation to the next. You use these statements to allow the class to switch attention between topics, maintain focus, and reduce confusion. The key is to make the transition explicit by moving from the previous information to the new information. Here is an example of a transition statement:

“In Unit 2 on Knowing Ourselves, we examined the effects of the aging process on our minds and bodies and the subsequent impact on our driving skills and abilities. In the next Unit we will learn how to develop safety strategies for adapting those physical and mental changes as well as other strategies to drive crash-free.”

#### **Section Six Exercise:**

***Instructions:*** For each statement, place a check mark to indicate whether the statement is true or false.

T ___ F ___	Every subject does not require an introduction.
T ___ F ___	A summary is the same as an introduction.
T ___ F ___	You do not really need to present all the information in the Instructor Manual because the participants already know it.
T ___ F ___	The Instructor’s Manual contains a page specifically created to eliminate the need for the Instructor to handle two manuals at once.
T ___ F ___	Transitions are a critical step in participant learning.
T ___ F ___	The introduction helps provide motivation for the participant to pay attention to the subject matter.
T ___ F ___	DSP course subject matter timing is not crucial to completing the course materials.
T ___ F ___	When summarizing, a participant question about subject matter may indicate the materials were not clearly presented to that person.

**Answers found on page 38**

## Section 7

# INSTRUCTOR CONTROL OF THE CLASSROOM

**Objective:** Review proven methods for controlling classroom behavior and identify why control is needed.

### Classroom Management

Classroom control is essential for a successful AARP Driver Safety Program (DSP) course and participant learning. As the Instructor, you are responsible for controlling the learning environment. If there are disruptions, lack of clear directions, etc., the DSP message you are teaching will not be understood or get through to the participants.

The elements of classroom management include:

- Giving instructions
- Handling feedback
- Leading and controlling discussions
- Managing difficult behaviors
- Time management

### Giving Instructions

You guide participants through the course material by the instructions you give. For example, you will give instructions for filling out the tent card, use of facilities, and any rules or procedures in use during the course. Before you give instructions, think about what you are going to say, so the instruction is clear and concise. To give instructions:

- Have the attention of the group
- Speak loud enough for all to hear; give the instruction(s)
- Ask if there are any questions
- Repeat the instructions, if necessary
- Have the course participants carry out the instruction

### Handling Feedback

You may receive both positive and negative feedback about the course materials, about AARP, and about traffic laws. You will need a strategy to handle such comments with tact. In some cases, you may not have or know the answer.

Positive feedback is easy. Words like "thank you" or "I appreciate your comments," or where to find an answer is often sufficient.

For negative feedback, this is more difficult. For example, someone is upset with AARP's position on a policy effecting older persons. Suggest they contact the AARP 800 number, AARP website or AARP State Office. Such topics are beyond the scope of the DSP.

If it is a complaint about why there is not a traffic law about whatever, suggest they contact their state legislator.

Do not get into a discussion on negative feedback concerning the course. Advise the participants that they will have an evaluation sheet at the end of the course for their comments. Note that your obligation is to teach the course as presented.

### Leading Discussions

The DSP has several topics for class discussion. It is important to lead and take part in the discussion. The Instructor's Manual lists talking points or items that should be developed from the discussion.

An easy way for you to start the discussion is to pose a question and let the class respond. It is helpful for you to summarize the points made. If the class does not get all the points, you might ask, "Isn't there something else?", or add the point missed as a question. Listing key points on a flip chart or whiteboard re-enforces the points given.

### Managing Difficult Behavior

Participants attending your DSP courses will rarely be disruptive. Nevertheless, some will say they have paid for the course and want the instruction. They want to hear what you will be teaching them.

However, there will be people in your courses who interrupt, keep talking, monopolize conversations, or need to comment on every topic. You can use several methods to prevent, lessen, or reduce such behavior. The following are some suggestions for handling disruptive behavior:

Tactfully stop the person and proceed with a comment like, "let's see what others think about "x". ALTERNATIVELY, let them know there is a schedule to keep, and you may not always have time to call on everyone.
--

Re-direct the question or comment. When the disruptive person(s) ask a question or makes a comment, refer the question or comment to the entire group for their opinion on that topic.
--

For the participant who knows more than is in the material, make a suggestion privately that you need to allow all to participate, recognizing that this participant has many ideas.
--

For group participants who keep talking quietly, consider taking your Instructor's Manual, move near them, and conduct the course from there for
--

a while. Speak individually to people at the break if they do not get the hint.  
Maintain eye contact with the course participants, move about the room and be aware of potential trouble spots.

### Time Management

There are two areas of Time Management. The first is your calendar of pre-course actions, first session of the course, and second session of the course found in your Instructor's Manual. Note especially the timeframe for ordering your course materials and sending in your Course Tuition and Expense report. Your Course Tuition and Expense report should be sent in immediately after the conclusion of the course.

The Instructor's Manual provides the second part of Time Management at the beginning of each Unit. Displayed here are recommended time limits for each topic within the Unit. It is important to follow these time specifications, as they contribute to an efficient and well-run course.

There are several ways to handle break times. Some Instructors use their own judgment and break as necessary. Others use scheduled breaks from the timeline. When you announce the break, include the resumption time. Remember to use the break for your own needs. If you remain in the room, you run the risk of not getting a break before resumption time arrives.

### **Section Seven Exercise:**

**Instructions:** Match the comment in Column 1 with the most appropriate application shown in Column 2 by placing the Column 1 letter in the space provided in Column 2.

#### **Column 1**

- A. Respond to positive comments
- B. Negative feedback requires
- C. Avoid non DSP discussions by
- D. Lead discussions by
- E. Re-direct comments/questions by
- F. Taking a class break
- G. Clear and concise
- H. Changing subject

#### **Column 2**

- 1 \_\_\_ Controlling discussion
- 2 \_\_\_ Posing questions to class
- 3 \_\_\_ Saying thank you
- 4 \_\_\_ Refer to local chapter
- 5 \_\_\_ Following time limits
- 6 \_\_\_ Exercise beginning
- 7 \_\_\_ Referring to the class for answers
- 8 \_\_\_ Use of tact

**Answers found on pages 38-39**

## Section 8

# CLASSROOM MANAGEMENT

**Objective:** *Identify best-case environments for learning.*

### Room Arrangement

The standard public school classroom is a good example of a classroom that can be used for an AARP DSP course. Standard classroom amenities are: desks or chairs/tables, light, heat, TV/VCR or TV/DVD, black/white board with markers, and access to rest room facilities. The classroom should accommodate 35 or so participants and should not exclude persons with disabilities. It is your responsibility to ensure that the classroom arrangements distract as little as possible from the learning environment.

If this is a new course location, you **MUST** visit the classroom before agreeing to organize and teach the course at the sponsor's facility. Some locations may not be usable as a DSP course site, like a gymnasium or open auditorium that might be shared with other activities. You should not accept a course site that will have loud noise or other activities that will distract you and/or the course participants.

### Equipment Familiarity

You should visit the training facility 5-7 business days prior to the scheduled course to observe and verify the following:

- ▶ Training facility location
- ▶ That the facility management is aware of the upcoming DSP course (start date and time)
- ▶ Parking arrangements
- ▶ Lunch arrangements
- ▶ Classroom location within the facility
- ▶ Rest room location
- ▶ Furniture available and in place
- ▶ Audiovisual equipment available and functioning properly

### Environment

Since its last use, your classroom may have been closed. Thus, you must arrive at the classroom site early enough to get the room temperature under control and comfortable.

This is also a good time to ensure that the seating arrangement will allow each participant to see you and vice versa during the class. See Course Implementation and

Checklist, Section 5, in the Instructor Manual for additional good ideas about preparing for a DSP course.

### Guidance on Providing Accessibility for Persons with Disabilities

The AARP Driver Safety Program has had to utilize occasionally special equipment or services to make our program available to persons with disabilities. The following is guidance to keep in mind, as courses are coordinated and conducted.

Commitment Statement —The AARP Driver Safety Program encourages the full participation of anyone who wants to take our course. Everyone taking our course will receive equal opportunity and treatment and will not be discriminated against based on age, economic status, sex, national or ethnic origin, physical or mental abilities, race, sexual orientation, gender identity or religion.

### Key Considerations for Discussion of Course Locations

Use the Driver Safety Program Course Enrollment Application (D760) for registering potential participants of the course. This form includes space for registrants to request disability-based arrangements. Use of this form is optional.

Have a follow-up process for a submitted Driver Safety Program Course Enrollment Application in place, so you are prepared to take action. Has a need for a special accommodation been identified?

If a potential participant has indicated a need for a special accommodation, you, the Instructor, or the Manager of the course location facility should contact the enrollee to clarify or confirm the type of accommodation needed.

### Key Considerations for Instructors When Securing a Local Sponsor

Is the facility accessible for persons with disabilities? Some specific questions to ask include:

- Is there special reserved parking?
- Can the participants enter the building and reach the “classroom” without climbing steps?
- Are hallways and doorways wide enough for a wheelchair? Are these access routes free of protruding objects?
- If needed, is there an accessible elevator?
- If participants will be sitting at a table, will a wheelchair fit under the table?

- Are restrooms accessible?
- If there are emergency warning systems, do they have both visual and audible alarms?
- Are there amplified telephones? TTY phones?
- Is there an amplification system in the room with an assistive listening system if needed?

**Note:** *the above list gives examples of questions that can be asked and is not intended to be a complete list of questions one might ask the potential sponsor. Questions are listed as a guide for determining accessibility of a venue. If the potential sponsor answers “no” to some of the questions, it does not mean they cannot serve in a sponsor capacity for the course.*

### Registration Instructions for Instructors and Local Sponsors

Sometimes there are situations where persons with a specific disability (such as deaf or hard of hearing individuals or persons with mobility needs) require a special arrangement in order to participate in a course. Whether you register someone via the telephone, email or through the Driver Safety Program Enrollment Application (D760), take the following steps:

- When registering people for the course, the person accepting the registration should ask, “Do you require any special assistance to participate fully in this course, such as an interpreter, special listening system or special seating?”
- If an accommodation is needed, the registrar should find out what type is needed and note this information on the registration form/list.

**Note:** *The AARP Driver Safety Program Course video and DVD are captioned.*

### General Considerations

If necessary, does the facility have access to or provide resources for persons with disabilities, such as interpreters, special equipment or room arrangements?

At least five (5) business days prior to the start of the course, you need to make sure all special accommodation requirements are met, and that any requested materials have been received.

If a situation should arise where local resources are not available for special arrangements, please contact your immediate DSP supervisor or State Coordinator to discuss how the needed resources can be provided at the earliest possible date.

## **Section Eight Exercise:**

**Instructions:** For each of the statements below, mark the letter *T* when the statement is True or the letter *F* when the statement is False.

T ___ F ___	As an Instructor, one of your primary classroom management responsibilities is to be able to see and hear the participants and ensure the participants can see and hear you.
T ___ F ___	Inadequate lighting in a classroom will have minimal effect on the conduct of the AARP Driver Safety Program course.
T ___ F ___	When you encounter a piece of audio-visual equipment, such as an overhead projector that you have never used before you do not need to test its operation before you start your class.
T ___ F ___	Having a person with a hearing impairment move to the front of the room so they can better hear you is a simple measure you can take to attempt to comply with ADA regulations.
T ___ F ___	Given a choice, it is better to reschedule a class when there is indication that a majority of the participants require wheel chair access and the facility doesn't have access ramps.
T ___ F ___	Class participants need to be as comfortable as is possible. Thus, you need to ensure there is adequate climate control, lighting and seating well in advance of the class start date.
T ___ F ___	Every AARP Instructor bears the responsibility for the classroom arrangement and participant comfort.
T ___ F ___	Use of a captioned video tape designed for your class will ensure that you have fully complied with the ADA requirements.
T ___ F ___	An optimal classroom should comfortably accommodate up to 35 participants, audio-visual equipment, a workspace, such as a rostrum, and yourself.
T ___ F ___	When a class has been scheduled, you have no options but to conduct the class regardless of the facility.

**Answers found on page 39**

## Section 9

# THE INSTRUCTOR MANUAL

**Objective:** *Acquaint you with the course materials and their intended usage.*

### Course Design

The AARP Driver Safety Program (DSP) is for a national audience, but it may be necessary for you to augment a subject to the traffic laws in your state. You will need to check with your immediate DSP supervisor to learn, what, if any, additional subject matter you will need.

Actively use the Instructor Manual (IM) as your lesson plan when you conduct a course. This will ensure a uniform coverage of the subject matter in all courses.

The first section of the Instructor Manual contains Instructor Guidelines. It covers:

- AARP Driver Safety Overview
- Instructor Responsibilities
- Sponsor Responsibilities
- AARP Responsibilities
- Course Implementation Calendar and Checklist
- Instructor's Timelines
- Unit and Topic Timing Overview
- Course Timing Variations
- Teaching Tips

Beyond the first section, eight parts, called "Units" make up the Instructor Manual. Each Unit is a separate topic and contains the information you need to cover that topic. The Instructor Manual Unit page numbers indicate the Unit number first followed by the page number. For instance, Unit One, Page 8 reads as 1-8.

The first two pages of each unit are specifically for you. In some instances, a third page provides you with notes on the unit. These pages list:

Approximate Total Unit Time - Reflects total time for the Unit.

Objectives for the Unit - These objectives are repeated at the beginning of each Unit and also shown on the first page of each Unit in the Participant Workbook.

Teaching Methods - Advises you on the presentation methods for that Unit.

Required Resources - Materials and Equipment Needed - Identifies those items you need to present effectively the subject matter.

Instructor's Unit Timeline for Each Topic - Lists, by subject (topic), the time you will need to devote to that subject.

The remainder of the first left hand page in each Unit is also specifically for you. It provides a guide on the content of the topic. You will see that this part of the page has two columns:

<p><u>The Activity Column</u> - The use of symbols and short phrases that tell you at a glance the activity to follow in your presentation.</p>	<p><u>The Content Column</u> – Provides a detailed guide on key subject matter points. This includes instructions for conducting an exercise and special notes or references. Highlighted in yellow in the Instructor Notes is material critical to the subject.</p>
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The right hand side of the Instructor Manual is an exact reproduction of the Participant Workbook. This provides you with both key teaching documents in your Instructor Manual. You will also find that the Participant Workbook page number is shown. Note that in the Participant Workbook the page numbers are listed as single, consecutive digits; i.e., 1, 2, 3, 4, etc.

### Course Length

The AARP Driver Safety Program Course is eight hours in length. This is standard throughout the United States with a few state exceptions. In most states, in order for those who complete the course to receive an insurance discount, they need to take the course every three years. This requirement may be different in your state. Check with your immediate DSP supervisor regarding your state's time period requirements.

You can teach the course in a none eight-hour session or two four-hour sessions, depending, again, upon individual state regulations. Note: time for a lunch break is not to be included in the eight-hour course.

The eight-hours of instruction you present provides for at least four break periods. You need to control the time of your break periods to keep on schedule. Accommodate participants that may need to move around often but do not need a break.

### Use of Materials and Equipment

Required course materials include:

- Participant Workbook, one for each participant

- State Driver Handbook, one for each participant
- Driver Safety Course Video or DVD
- Name Card Tent and Registration Materials

Other materials listed that may also be useful to you include:

- Overhead Transparencies
- Overhead Projector
- White Board, Chalk Board or Newsprint Chart
- Pencils/Pens
- Instructor Applications and Position Descriptions
- AARP Promotional Materials
- Latest changes in state laws that affect drivers

Required Equipment:

- Television
- VCR/DVD player

Optional Equipment:

- LCD projector and screen
- Computer

### Future Manual Changes

Plans are to distribute future changes of course material in a “page change” format. As materials are changed or updated, you will receive the new manual pages along with instructions to replace “old” pages with the “new” pages. For instance, the instruction may be “remove pages 1-6 through 1-8 and discard. Insert revised pages 1-6 through 1-8.”

**AARP does not allow deleting or changing course materials.** Reasonable local material that re-enforces a participant’s “need to know” is acceptable. You may also add modifications to traffic laws unique to your state.

### State Traffic Laws

As you know, some traffic laws can vary from state to state. If this is the case with the subject you are presenting, present first the material provided in the Instructor Manual and then, explain how that subject is in your state’s traffic laws.

You need to be familiar with the traffic laws in your states, as well as any section of your State’s Drivers Handbook or Manual that addresses these laws. Obviously, you need to remain constantly up to date on changes in traffic laws and guidelines that have taken place since the release of your latest State Driver Handbook or Manual.

### Course Overview (Outline)

An outline of the course subject matter is in the Unit 1 of both the Instructor Manual and the Participant Workbook. It covers the topics taught in each of the eight Units. AARP presents this outline at the beginning of the course as a means of participant introduction to the subjects covered in the course. In addition, this outline provides a review at the end of the course. Consider the Course Overview as a brief summary of the course.

The Unit Titles are:

- Unit 1 - Getting Started
- Unit 2 - Knowing Ourselves
- Unit 3 - Safe Driving Strategies
- Unit 4 - Our Driving Partners
- Unit 5 - Knowing Our Roads and Highways
- Unit 6 - Understanding Our Vehicles
- Unit 7 - Judging Our Driving Fitness; Knowing When to Retire From Driving
- Unit 8 – Wrapping Up

The subject matter of each Unit is in the order that it appears in the Course Overview. You may not choose what topics you want to present or the order of presenting them. You must cover ALL the material in the order shown in the Instructor Manual in each course you conduct.

### **Section Nine Exercise:**

**Instructions:** Match the comment in Column 1 with the comment in Column 2 that best make the Column 1 comments a true statement by inserting the Column 2 letter in the space provided in Column 1.

#### **Column 1**

1. Topic outlines must \_\_\_\_\_
2. The time line is important \_\_\_\_\_
3. The activity guide helps \_\_\_\_\_
4. A well organized class has \_\_\_\_\_
5. No topics may be \_\_\_\_\_

#### **Column 2**

- a. To present all materials
- b. Omitted
- c. All required materials
- d. To finishing in 8 hours
- e. Be used and followed

**Answers found on page 39**

## Answers to Study Guide Exercises:

### Section One Exercise

Column 1	Column 2
Why this Study Guide? Who needs this guide? When will I use the guide? When should I complete this guide? Why this exercise?	<b>To test my understanding of content Prior to scheduled conference Every AARP DSP Instructor At scheduled conference To help me</b>

### Section Two Exercise

Column 1	Column 2
A. Resourceful B. Punctuality C. Poise D. Personal Appearance E. Instructor Supervisor  F. Resolution without Offense	<b>__D__</b> Bad breath and uncombed hair <b>__E__</b> One of my support resources <b>__C__</b> Relaxed, professional, confident <b>__B__</b> We will be late starting <b>__A__</b> Research by the National HWY Safety Administration shows... <b>__F__</b> Your question is well founded. May we look at it further?

### Section Three Exercise

Column 1	Column 2
A. Self directed B. Life experience C. Goal oriented D. Potential barrier E. Active participation	<b>__B__</b> Past education, training <b>__E__</b> Continual questioning <b>__A__</b> Feeling the class is relevant <b>__C__</b> Achieving something <b>__D__</b> Has a speaking impairment

### Section Four Exercise

Column 1	Column 2
1. The pre-test helps <b>C</b> 2. Instructional objectives are <b>A</b>  3. Incorrect answers on tests are <b>E</b> 4. Presentations require a <b>B</b> 5. Check class understanding by <b>D</b>	a. Topics to be covered in the course b. Starting point, a teaching point and a conclusion c. Identify current knowledge d. Frequent participant questioning e. A guide to material to be learned in the course

## Section Five Exercise

### Statement

1. The lecture is well suited for...**Introductory Material**
2. Control of discussions is important to...**Time Management**
3. Activities requiring a combined effort are best suited to...**Group Exercise**
4. Most elements of the DSP class require you to use the ...**Lecture** presentation method.
5. Asking the class to respond to someone's question will most often generate a...**Discussion**
6. Showing how a task is done is called a...**Demonstration**

## Section Six Exercise

T___ F__√√__	Every subject does not require an introduction.
T___ F__√√__	A summary is the same as an introduction.
T___ F__√√__	You do not really need to present all the information in the Instructor Manual because the participants already know it.
T_√√___F___	The Instructor's Manual contains a page specifically created to eliminate the need for the Instructor to handle two manuals at once.
T_√√___F___	Transitions are a critical step in participant learning.
T_√√___F___	The introduction helps provide motivation for the participant to pay attention to the subject matter.
T___ F__√√__	DSP course subject matter timing is not crucial to completing the course materials.
T_√√___F___	When summarizing, a participant question about subject matter may indicate the materials were not clearly presented to that person.

## Section Seven Exercise

### Column 1

- A. Respond to positive comments
- B. Negative feedback requires
- C. Avoid non DSP discussions by
- D. Lead discussions by
- E. Re-direct comments/questions by

### Column 2

- 1\_\_**H**\_\_ Controlling discussion
- 2\_\_**D**\_\_ Posing questions to class
- 3\_\_**A**\_\_ Saying thank you
- 4\_\_**C**\_\_ Refer to local chapter
- 5\_\_**F**\_\_ Following time limits

- F. Taking a class break
- G. Clear and concise
- H. Changing subject

- 6 **G** Exercise beginning
- 7 **E** Referring to the class for answers
- 8 **B** Use of tact

**Section Eight Exercise**

T__√√__F__	As an Instructor, one of your primary classroom management responsibilities is to be able to see and hear the participants and ensure the participants can see and hear you.
T__F__√√__	Inadequate lighting in a classroom will have minimal effect on the conduct of the AARP Driver Safety Program course.
T__F__√√__	When you encounter a piece of audio-visual equipment, such as an overhead projector that you have never used before you do not need to test its operation before you start your class.
T__√√__F__	Having a person with a hearing impairment move to the front of the room so they can better hear you is a simple measure you can take to attempt to comply with ADA regulations.
T__√√__F__	Given a choice, it is better to reschedule a class when there is indication that a majority of the participants require wheel chair access and the facility doesn't have access ramps.
T__√√__F__	Class participants need to be as comfortable as is possible. Thus, you need to ensure there is adequate climate control, lighting and seating well in advance of the class start date.
T__√√__F__	Every AARP Instructor bears the responsibility for the classroom arrangement and participant comfort.
T__F__√√__	Use of a captioned video tape designed for your class will ensure that you have fully complied with the ADA requirements.
T__√√__F__	An optimal classroom should comfortably accommodate up to 35 participants, audio-visual equipment, a workspace, such as a rostrum, and yourself.
T__F__√√__	When a class has been scheduled, you have no options but to conduct the class regardless of the facility.

**Section Nine Exercise**

**Column 1**

- 1. Topic outlines must **E**
- 2. The time line is important **D**
- 3. The activity guide helps **A**
- 4. A well organized class has **C**
- 5. No topics may be **B**

**Column 2**

- a. To present all materials
- b. Omitted
- c. All required materials
- d. To finishing in 8 hours
- e. Be used and followed