

# AARP Driver Safety Program

## Trainers Guide





# Table of Contents

<b>FOREWORD</b>	<b>ii</b>
<b>Chapter 1: Overview of the AARP Driver Safety Program Instructor Training System</b>	<b>1</b>
<b>Chapter 2: Being An Effective AARP Driver Safety Program Trainer</b>	<b>7</b>
<b>Chapter 3: How to Conduct the AARP Driver Safety Program Instructor Course</b>	<b>9</b>
<b>Chapter 4: How to Evaluate Practice Teaching</b>	<b>11</b>
<b>Chapter 5: AARP Driver Safety Program Instructor Course Outline and Lessons</b>	<b>12</b>
Lesson 1: Introduction and Course Overview	13
Lesson 2: Characteristics of a Good Instructor, Adult Learning and Course Management	15
Lesson 3: Course and Instructor Manual Review	20
Lesson 4: State-Specific Information	40
Lesson 5: Practice Teaching and Feedback	41
Lesson 6: Administrative Information Review	43
Lesson 7: Wrap-Up	44
<b>APPENDICES</b>	
1. Sample Letter to Instructor Candidates about Instructor Course	45
2. Sample Practice Teaching Feedback Form	46
3. Teaching Tips for the 4- and 6-Hour Course	47
4. Evaluation of Instructor Candidate Training	49
5. Sample Chief Trainer/Trainer Order Form	51

# Foreword

You are about to train a most valued group of volunteer Instructor Candidates to deliver the AARP Driver Safety Program. They have gone through an Orientation and now will get the specifics on how to teach the AARP Driver Safety Program course. We want this course to be a memorable reminder of AARP's unity, commitment and dedication to driver safety. It must be a positive experience for all involved, and you are the key.

The individuals you will be training have all experienced the AARP Driver Safety Program course as participants. Now they want to be involved as Instructors. You will be demonstrating and discussing training methods based on adult learning principles, which are key to the program's success. Candidates' understanding of these skills—and of effective presentation—will form the basis of their AARP Driver Safety Program course instruction.

You represent the AARP Driver Safety Program when you conduct this training, and we stand behind you in your efforts. AARP and the AARP Driver Safety Program thank you for your contributions to this valuable service.

The AARP Volunteer Portal is a critical resource for Driver Safety Program volunteers. It is a website that incorporates self service functions and AARP Driver Safety Program information (manuals, forms, position descriptions, etc.) and tools needed to carry out your assigned volunteer position. The website is updated periodically with changes that impact the responsibilities of all AARP Driver Safety Program volunteers. To access this important resource, visit **[www.aarpvolunteers.com](http://www.aarpvolunteers.com)**. This is an important communications resource for you, so we encourage you to visit the site regularly.

## AARP Driver Safety Program National Office Staff

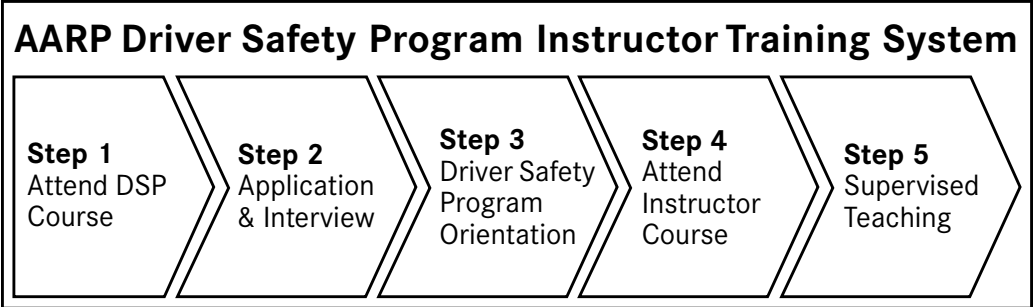


# 1. Overview of the AARP Driver Safety Program Instructor Training System

The AARP Driver Safety Program offers a nationally standardized system of Instructor training and materials. There is flexibility to address different state laws and requirements. Otherwise, materials should not be changed or adapted. The overall purpose of the system is to provide quality training, in order to develop first-rate and high performing Instructors.

This *AARP Driver Safety Program Trainers Guide* is designed for use by Trainers to prepare Instructor Candidates to teach the AARP Driver Safety Program classroom course. It is intended to be used with the *AARP Driver Safety Program Participant Workbook*, the *AARP Driver Safety Program Instructor Manual*, and the *AARP Driver Safety Program Instructor Candidate Training Guide*. A thorough knowledge of the Workbook, Instructor Manual, this guide, and other documents is necessary to provide quality training of Instructor Candidates.

The AARP Driver Safety Program Instructor Training System has five basic steps. Trainers have direct responsibility to conduct the Instructor Course in Step 4 based on this guide. Other volunteers may be involved in different parts of the process. It is important that you as the Trainer understand the entire system. You may be asked to orient others to their roles.



Ideally completed in 60 days

Each step is explained in detail in the following pages.

# Steps In The Instructor Training System

<p><b>STEP 1</b></p>	<p><b>Complete an AARP Driver Safety Program Course.</b></p> <p>The prospective volunteer needs to attend a classroom AARP Driver Safety Program course, or needs to have completed the course within the past 12 months.</p> <p><b>OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• The volunteer obtains first-hand knowledge and experience with the AARP Driver Safety Program course (understand scope of course content, registration/payment process, etc.)</li> </ul> <p><b>ESTIMATED TIME NEEDED: 4, 6 or 8 hours (depending on state)</b></p>
<p><b>STEP 2</b></p>	<p><b>Complete an Instructor Application and participate in an Interview.</b></p> <p>After an AARP Driver Safety Program Instructor Candidate application is completed, a District Coordinator or other appropriate AARP Driver Safety Program leadership volunteer will interview the applicant. If the person is still interested in becoming an AARP Driver Safety Program Instructor, the application is submitted through the appropriate local channels and a training plan is established. The new prospective volunteer will be entered into the Volunteer Management Information System (VMIS) as an Instructor Candidate and an ID number will be issued.</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Provide a brief overview of AARP and the AARP Driver Safety Program.</li> <li>2. Review the roles and responsibilities of the AARP Driver Safety Program Instructors.</li> <li>3. Establish a training plan with specific dates for AARP Driver Safety Program Orientation, Instructor Course and supervised teaching.</li> <li>4. Address questions about AARP, AARP Driver Safety Program, or volunteering</li> </ol> <p><b>ESTIMATED TIME NEEDED: approx. 20 minutes (for interview)</b></p>

<p><b>STEP 3</b></p>	<p><b>Attend an Introduction to the AARP Driver Safety Program Orientation.</b></p> <p>Preferably, a District Coordinator will conduct the orientation; however, a designated Mentor, Trainer, or Chief Trainer may conduct the Orientation. The orientation is conducted in a group setting or one-on-one. The <i>AARP Driver Safety Program Introduction and Policy Guide</i> will be reviewed thoroughly in this step. The outline/checklist for conducting the AARP Driver Safety Program Orientation is contained in <i>AARP Driver Safety Program Leadership Training &amp; Policy Guide</i>.</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Provide general information on AARP structure and history.</li> <li>2. Provide general information on AARP Driver Safety Program structure and history.</li> <li>3. Review the AARP Driver Safety Program Instructor Position Description in detail.</li> <li>4. Review administrative information, procedures, and forms in detail.</li> <li>5. Discuss promotion of the AARP Driver Safety Program course and how to recruit hosts.</li> </ol> <p><b>ESTIMATED TIME NEEDED: 2 - 4 hours</b></p>
<p><b>STEP 4</b></p>	<p><b>Attend the AARP Driver Safety Program Instructor Course.</b></p> <p>If after the orientation the person is still interested in becoming an Instructor, a Chief Trainer will be in contact about preparing for the Instructor Course. The Instructor Course is usually conducted in a group setting with three or more Instructor Candidates; however, a one-on-one course may be held in special cases. A Trainer or Chief Trainer conducts the course.</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Review and discuss characteristics of a good Instructor, adult learning, and course management.</li> <li>2. Review the <i>AARP Driver Safety Instructor Manual</i> in detail.</li> <li>3. Provide state-specific information.</li> <li>4. Provide an opportunity for a practice teaching assignment and feedback.</li> <li>5. Briefly review administrative information, procedures, and forms</li> </ol> <p><b>ESTIMATED TIME NEEDED: 6-8 hours</b></p>

<b>STEP 5</b>	<p><b>Complete supervised teaching assignments.</b></p> <p>After successfully completing the Instructor Course, the Instructor Candidate will teach or co-teach one or two AARP Driver Safety Program courses under the supervision of an assigned Mentor. (The number of supervised courses depends on the candidate's performance.) These supervised teaching sessions will be arranged by the District Coordinator or Mentor and preferably will be conducted within 30 days after completion of the Instructor Course. The Mentor's recommendation that a candidate be promoted is sent to the District Coordinator, who will notify the State Coordinator and VMIS Data Manager that the candidate can be appointed as an Instructor.</p> <p><b>OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Teach (under supervision) or co-teach one or two courses and receive feedback</li> </ul> <p><b>ESTIMATED TIME NEEDED: dependant upon candidate's performance</b></p>
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## Instructor Candidate Recruiting, Interviewing, Screening, Training and Appointment

Following are the suggested procedures for the recruitment, screening, and training of AARP Driver Safety Program Instructor Candidates.

### Recruiting

District Coordinators will continually remind their Instructors of the importance of seeking out potential Instructor Candidates among their course participants. These could be individuals who show a great interest in the course and have the overall characteristics desirable in an Instructor. Other ways to recruit include targeted member (Insight) mailings, word-of-mouth, other personal contacts, and local media. Good prospects who indicate they would like to become an Instructor should be asked to complete the AARP Driver Safety Program Instructor Application immediately, either online or on paper.

The District Coordinator should be mindful that the program's success depends on having QUALITY Instructors, and that new Instructors are always needed. The best candidates are those who will put their heart and soul into the program—and who can work with minimal supervision as they obtain hosts, plan AARP Driver Safety Program courses and conduct them. Remember, recruiting Instructor Candidates is NOT a numbers game; we want QUALITY, not QUANTITY.

### Instructor Candidate Interview

When the District Coordinator receives the Instructor Application, he or she will contact the applicant within two weeks to arrange for an interview. While this interview might be conducted over the phone, it is best done in person. The objectives of the interview are to: provide a brief overview of AARP and the AARP Driver Safety Program; review the roles and responsibilities of AARP Driver Safety Program Instructors; establish a training plan (date/time/place,

if known, of the AARP Driver Safety Program Orientation, Instructor Course, and Supervised teaching); and respond to questions about AARP and the AARP Driver Safety Program. The best person to conduct the interview is the District Coordinator. If he or she is not available, a Mentor, Chief Trainer, Trainer, or other leadership volunteer might be asked to interview the applicant. When appropriate, the AARP Driver Safety Program leadership might conduct a team interview.

The interview serves many purposes. It allows the District Coordinator to become acquainted with the candidate and provides an opportunity to assess the applicant's interests and to determine whether he or she has the traits that characterize quality Instructors needed for the program.

After the interview, the District Coordinator will complete forms for the Instructor Candidate Profile and Interview Questions.

If the applicant is found to be an appropriate Instructor Candidate, several tasks need to be completed:

- The District Coordinator will provide the Instructor Application to the State Coordinator or VMIS Data Manager, preferably by email.
- The State Coordinator or VMIS Data Manager will enter the applicant information into VMIS, obtain a Volunteer Identification Number, and provide the number to the District Coordinator.
- The District Coordinator will place the number on the candidate's profile and forward the application, profile, and interview questions to the State Coordinator/Chief Trainer (to be determined by state).
- Send a letter or email to the Instructor Candidate with dates/times/locations (if known) of the AARP Driver Safety Program Orientation, Instructor Course, and Supervised teaching.

If the District Coordinator determines that the applicant should not be considered as an Instructor Candidate, the applicant should be thanked for coming to the interview and told of the decision at that time, or told to expect a call within a week. No more than a week later, the applicant should be notified of his or her non-selection. The District Coordinator should suggest the possibility of serving in some other volunteer position and provide the phone number of the AARP state office.

## **Instructor Candidate Training**

Once an applicant is deemed an acceptable prospect, the District Coordinator will establish a training plan with the candidate to include the Introduction to the AARP Driver Safety Program Orientation, the AARP Driver Safety Program Instructor Course, and supervised teaching. The goal is to have the candidate complete these components within 60 days.

After the orientation, several tasks need to be completed:

- The State Coordinator/Chief Trainer will be notified that the candidate is ready to participate in the AARP Driver Safety Program Instructor Course.
- The Chief Trainer will assign a Trainer to conduct the course.
- The Trainer will notify the candidate of the date, time, and place for training.

- If the candidate successfully completes the course, the Trainer will recommend that he or she teach or co-teach one or two AARP Driver Safety Program courses under the supervision of an assigned Mentor. (The number of supervised courses will depend on the candidate's performance.)
  - These courses will be arranged (with Course Kits on hand) by the District Coordinator or Mentor and preferably will be conducted within 30 days after completion of the Instructor course.
- The Mentor's recommendation that the candidate be promoted is sent to the District Coordinator, who will notify the State Coordinator and VMIS Data Manager that the candidate can be appointed as an Instructor.

**NOTE:** If a Mentor completes this process, all forms must be forwarded to the appropriate District Coordinator.

## 2. Being An Effective AARP Driver Safety Program Trainer

### Characteristics of an Effective Trainer

Based on years of experience, the AARP Driver Safety Program has found that effective trainers display the following capabilities:

- Comprehensive knowledge of the material
- Extensive experience in teaching the AARP Driver Safety Program course
- Motivation and enthusiasm
- Ability to provide advice while training new volunteers on how to conduct courses
- Ability to assess the potential of Instructor Candidates
- Commitment to the goals and priorities of AARP
- Ability to work well with diverse populations
- Self-assessment/evaluation of their effectiveness as a Trainer

### Your Responsibilities as a Trainer

As an AARP Driver Safety Program Trainer, your major responsibilities include:

- Reviewing Instructor Candidates' backgrounds and knowledge to ensure that they meet the program requirements.
- Providing instruction in the planning, management, and teaching of the course.
- Evaluating candidates to be sure they meet the training objectives.
- Helping candidates become better Instructors by developing their skills in various teaching methods to deliver course content.
- Training candidates to present the course to the best of their abilities, using the lesson plans in the *AARP Driver Safety Program Instructor Manual*.

### Preparing Instructor Candidates to Plan, Teach and Evaluate AARP Driver Safety Program Courses

The Trainer's job is to prepare Instructor Candidates to teach the AARP Driver Safety Program classroom course. Before coming to the AARP Driver Safety Program Instructor course, candidates will have completed the orientation, which acts as the foundation for their instructor training. The purpose of the Instructor Course is to:

- Provide candidates with information on:
  - Characteristics of a good Instructor.
  - Adult learning principles.
  - Effective instructional techniques.
  - Responding to feedback.
  - Types of learning situations.

- Managing difficult behaviors.
- Control of the classroom.
- Complete a comprehensive review of the *AARP Driver Safety Program Instructor Manual*.
- Provide state-specific information.
- Provide candidates an opportunity to conduct a practice teaching assignment and receive feedback.
- Complete a review of administrative information, procedures, and forms.

# 3. How to Conduct the AARP Driver Safety Program Instructor Course

*This AARP Driver Safety Program Trainers Guide is designed for use by AARP Driver Safety Program Chief Trainers or Trainers to prepare candidates to teach the AARP Driver Safety Program classroom course. The Trainer needs to be flexible in planning and conducting the Instructor Course. Because regulations vary by state, candidates may need to be trained to teach the 8-, 6-, and/or 4-hour version of the course. This guide is intended to be used with the AARP Driver Safety Program Participant Workbook Edition 6; the AARP Driver Safety Program Instructor Manual Edition 6, 4-hour and/or 8-hour version; and the AARP Driver Safety Program Instructor Candidate Training Guide. A thorough knowledge of this guide, the Workbook, Instructor Manual, and other documents is necessary to provide quality training of Instructor Candidates.*

While this course material can be taught one-on-one, it is best presented in a group setting. To help Instructor Candidates prepare for the training, a sample letter to candidates is included as **Appendix 1**. However, Chief Trainers and Trainers should not delay training for a long period just to assemble a group. AARP Driver Safety Program leaders know, from the program's years of experience, that the sooner we get interested and qualified volunteers involved, the better the outcome.

## Purpose of the Instructor Course

The purpose of this course is to train Instructor Candidates to teach the AARP Driver Safety Program course. The Instructor Course covers the following areas:

- Characteristics of a good Instructor, adult learning principles, and course management.
- A comprehensive review of the *AARP Driver Safety Program Instructor Manual* and *Workbook*.
- State-specific information.
- Practice teaching and evaluation.
- A review of administrative procedures and form completion.

## Course Length

The AARP Driver Safety Program Instructor Course, described in Chapter 5, is designed to be taught in seven lessons. These lessons may be taught in one day or spread over two or more sessions. To cover the material adequately and effectively, the course may take 6 to 8 hours. The following variables will affect course length:

- Number of Instructor Candidates.
- Types of courses to be taught (4-, 6-, or 8-hour versions, or a combination).
- Experience, background, and abilities of Instructor Candidates.
- Your experience and abilities.
- Lunch and breaks.

When you schedule the course, allow enough time to ensure that candidates can meet the course objectives.

The course outline on page 12 of this guide contains estimated times for each activity.

## 4. How to Evaluate Practice Teaching

Practice teaching is an important element of the Instructor Course. Candidates are assigned material from the AARP Driver Safety Program classroom course to present during the Instructor Course. The objective is to provide the candidates with an opportunity to demonstrate their ability to teach the course material in an interesting, meaningful way.

Material may be assigned in various ways:

- During the Instructor Course, the candidate is given a specific unit or part of a unit to study. Later in the course, he or she will be asked to present the material to the Trainer and any other candidates in attendance.
- The Trainer tells the candidate beforehand to study a specific unit or part of a unit for presentation. In this case, the *AARP Driver Safety Program Instructor Manual* and video are sent to the candidate before the Instructor Course session.

Candidates should be instructed to present their assignments as if they were conducting an actual course. Normally, this would mean standing in front of the Trainer and other participants. Candidates should be advised in advance how much time they should plan for. Generally, a presentation of 10 to 15 minutes will demonstrate the candidate's knowledge and ability to present the lesson.

Evaluation and feedback are very important. A good starting point is to ask the candidate how he or she thinks the presentation was received. Another is to ask for a self-assessment. Typical replies might include nervousness or need for more knowledge of the material. Normally, participants are provided with feedback forms for each candidate, and they are asked in a group setting to provide positive feedback or helpful suggestions. If there are a number of observers, the Trainer may limit responses to just several. In no case should the observers give negative feedback.

The Trainer then reviews these observations. The Practice Teaching Feedback Form can be found as **Appendix 2**. It is recommended that each candidate be presented with a copy of his or her feedback.

# 5. AARP Driver Safety Program Instructor Course Outline and Lessons

## Instructor Course Outline

Approx. time (min.):	Subject:	Relevant Page Numbers
20	Welcome and introductions, housekeeping, schedule for the day	Lesson 1, pages 13-14
60-90	Characteristics of a good Instructor, adult learning, and course management	Lesson 2, pages 15-19
20	Break	
90-120	Comprehensive review of the <i>AARP Driver Safety Program Instructor Manual</i> AARP Driver Safety Program overview Instructor responsibilities Sponsor responsibilities AARP responsibilities Instructor's timelines Course timing variations Our commitment to diversity AARP compliance with ADA Instructor Manual design and use Teaching tips Course implementation calendar and checklist Units 1-8	Lesson 3, pages 20-39
15-30	Review of state-specific information	Lesson 4, page 40
20	Break	
30-120*	Candidate presentations and feedback	Lesson 5, pages 41-42
45	Administrative items, including Course Tuition & Expense Report Forms (CTEs) and Standard Activity Expense Statements (SAESs)	Lesson 6, page 43
10	Discussion of next steps in training process	Lesson 7, page 44
15	Questions and answers	
<b>325-490</b>	<b>Total approximate time</b>	
<b>5.4-8.1 Hours</b>		
*Time varies, based on approx. 15-30 minutes for each candidate.		

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## Instructor Course

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### Lesson 1: Introduction and Course Overview

**Estimated time:** 20 minutes

**Purpose:**

- > To give Instructor Candidates a chance to meet the Trainer and one another.
- > To review the schedule and plan for the course.

**Materials:**

- > Name tents
- > *AARP Driver Safety Program Instructor Candidate Training Guide*

**Preparation:**

- > Have the room set up for comfortable discussions between candidates and the Trainer.
  - > Distribute name tents and markers.
- 

**Welcome** Candidates to the training session on behalf of AARP and the AARP Driver Safety Program.

**Introduce yourself** and briefly tell the group your history with the AARP Driver Safety Program—when and why you volunteered, etc.

Review any **housekeeping** details, such as the location of restrooms and fire exits. Announce that there is no smoking in the classroom and that cell phones should be turned off.

Review the overall **schedule for the day**, mentioning breaks, lunch, and expected completion time. It is wise to give the latest expected time for departure; if you do not need all the time, you can release the group early.

Ask the **candidates** to **introduce themselves** by name and home town. They also should be asked to say something related to the AARP Driver Safety Program, such as one reason they liked the AARP Driver Safety Program course they took, one thing they learned in the course, or why they want to be an Instructor.

If they have not already done so, ask them to write their names on their **name cards** in large print. Also, distribute the ***AARP Driver Safety Program Instructor Candidate Training Guide***. Tell them that you will refer to specific pages in the Supplement as you go through the day. They do not need to review it now.

Review the **agenda** for the day. Specifically, you should explain that you will cover:

1. **Desirable and undesirable characteristics of Instructors:** This section lists 12 desirable and 9 undesirable traits.
2. **Adult learning principles:** These principles are the basis of the AARP Driver Safety Program. It is important that Instructors understand them, so that the older drivers who take the AARP Driver Safety Program classroom course have an opportunity to learn as

much as possible. Adult learning principles will be referenced throughout the day as they relate to the AARP Driver Safety Program curriculum.

3. **Course management:** This section provides an opportunity for the candidates to discuss basic classroom management techniques.
4. **A review of the *AARP Driver Safety Program Instructor Manual*:**
  - a. Explain that you will review each unit of the AARP Driver Safety Program course so that candidates feel confident they understand all the necessary information.
  - b. Explain that you will discuss techniques for successfully completing each unit, such as using audio-visual equipment.
  - c. Explain that candidates will have an opportunity to present a unit in a practice teaching session. They are not expected to be perfect! This is their chance to get a little experience before they teach a course—perhaps to make mistakes, but also to ask their peers for advice.
  - d. After the practice, they will have a chance to evaluate themselves and to get some positive feedback from other candidates. This way, they will know what they did right, so they can build on that.
  - e. Also after the practice, they will hear **one constructive suggestion for improvement from the Trainer.**

## Lesson 2: Characteristics of a Good Instructor, Adult Learning and Course Management

**Estimated time:** 60-90 minutes

### **Purposes:**

- > To explain the characteristics of a good Instructor.
- > To help candidates understand the basic principles of adult learning and how they apply to the AARP Driver Safety Program.
- > To share some basic techniques for managing the classroom.

### **Materials:**

*AARP Driver Safety Program Instructor Candidate Training Guide*

*AARP Driver Safety Program Instructor Manual*

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### **Characteristics of a Good Instructor**

The Trainer should review these key characteristics of a good Instructor. Refer candidates to Page 2 of the *AARP Driver Safety Program Instructor Candidate Training Guide*.

- Enthusiasm
- Strong command of the English language
- Use of engaging verbal skills
- Clear directions
- Effective time management
- A confident posture
- Use of the open-hand gesture or a person's name to invite response
- A professional appearance
- Constant eye contact
- Effective control of behavior
- Ability to identify key participants
- Willingness to learn from others

### **Undesirable Characteristics**

The Trainer should also review the characteristics that an Instructor should avoid. Refer candidates to Page 3 of the *AARP Driver Safety Program Instructor Candidate Training Guide*.

- Lack of eye contact
- Distracting behaviors
- Inattention to participants' interests and needs
- Providing other than factual AARP Driver Safety Program information
- Expressing personal opinions that contradict the driver safety materials
- Use of repetitive phrases

- Acting rushed or stressed
- Allowing candidates to lead the course
- Eliciting responses from the same participants

### Principles of Adult Learning

Explain that the AARP Driver Safety Program is designed specifically for older drivers.

Candidates should know that, in addition to content, the format of the AARP Driver Safety Program course—the way the information is presented—is very important. It is designed to use principles of **adult learning**. Participants can make notes in their ***AARP Driver Safety Program Instructor Candidate Training Guide*** as you discuss these principles, which are:

- 1) Adults are **self-directed**. This means they take responsibility for their own learning.

**Ask the candidates to suggest** a way this principle is applied in the AARP Driver Safety Program course.

If they do not offer an example, you can give one. For instance, course participants take responsibility for marking their own quizzes. We do not give a grade, because we trust that they want to know the right answer for themselves. Feel free to use your own example.

- 2) Adults have **vast experience**. They want to build on what they already know.

**Ask the candidates to suggest** a way this principle is applied in the AARP Driver Safety Program.

Give an **example** if needed: We regularly seek participants' input rather than just having the Instructor lecture. They might be asked in the small group to share ways to avoid crashes, handle emergencies, or avoid criminals.

- 3) Adults are **motivated by need**. They learn best when it is clear they have a specific and personal need for the information.

**Ask the candidates to suggest** a way this principle is applied in the AARP Driver Safety Program.

Give an **example** if needed: Through the reaction time test, we attempt to personalize the information.

- 4) Adults learn best when they **participate actively**. Studies show that adults retain 20 percent of what they read and 30 percent of what they hear. However, they retain 70 percent of the information if there is interaction between the learner and the material.

**Ask the candidates to suggest** a way this principle is applied in the AARP Driver Safety Program.

Give an example if needed: By sharing their experiences during the course, participants can make the lessons more memorable.

Remind candidates that participation is essential to learning, and that it is up to the Instructor to establish a comfortable and supportive atmosphere. If participants can relax, they will participate more and consequently will learn more.

# Course Management

## Giving instructions:

Ask the candidates to think back to their AARP Driver Safety Program course and how instructions were given to the group. **Ask them to share any ideas** about how to give instructions for best participation and classroom management.

Ideas might include:

- Explaining the instructions in steps, in the proper order. The Instructor can wait until an individual carries out a step before moving on, as in: “Look at Page \_\_\_\_ in your Workbook. Does everyone have that? Now, I want you to answer the questions on that page individually.”
- Always asking if there are any questions after giving the instructions.

**Ask the candidates to suggest concerns** that might arise when giving instructions. With each concern, ask for ideas from the group on **how to manage it**. For example:

- Sometimes a few course participants will start to work before the Instructor finishes giving instructions, then they do not complete the task properly.

Possible solution: Write the instructions on the blackboard as you go, so course participants can refer to them.

- (The Trainer may add another possible concern here if deemed necessary.)

Possible solution:

## Handling questions:

**Ask the candidates** to think again about their AARP Driver Safety Program course. Did fellow participants ask a lot of questions? Were there any who asked too many questions or in some way disrupted the classroom? Sometimes handling questions can be challenging. Ask candidates to **share any techniques** that their AARP Driver Safety Program Instructor or any other facilitator used to handle questions. Also, solicit their own ideas.

Techniques for handling questions might include:

- If a question is not of general interest, suggesting it be discussed after the course.
- Asking the participant to hold the question until later, if the topic is covered in a later unit.
- Being comfortable saying “I don’t know,” when you do not know. You may be able to suggest a source of information or get back to the participant with an answer.

**Ask the candidates to suggest concerns** that might arise when handling questions. With each concern, ask for ideas from the group on **how to manage it**. For example:

- One course participant asks a lot of questions, slowing down the course or monopolizing time during the course.

Possible solution: Consider asking the person to hold his or her questions, because you may get to that topic later. Alternatively, explain that you can deal with these questions during a break or after the course, because there is so much information to cover.

Concern:

Possible solution:

**Ask the candidates** if they have **any other concerns about classroom management**. With each concern, ask for ideas from the group on **how to manage it**. For example:

- A few people have a private conversation during the course.

Possible solution: Get their attention, and politely say: “Bill, we’re ready to move on. Did you have a question, or something the whole group needs to address?”

Concern:

Possible solution:

Refer the candidates to Page 6 in their ***AARP Driver Safety Program Instructor Candidate Training Guide*** for additional reading later.

### **Handling feedback and leading discussions:**

**Ask the candidates** to think back to their AARP Driver Safety Program course or some other session that included group discussion and feedback. (In the AARP Driver Safety Program course, one example is the session on driving frustrations in Unit 4.) Ask them to **share any techniques** that the AARP Driver Safety Program Instructor or other facilitator used to keep the feedback session going smoothly, or any other ideas on handling feedback sessions and leading discussions.

Techniques might include:

- Making sure each individual has a chance to present information.
- Ensuring that the person can be heard by everyone.
- Giving positive reinforcement, such as saying, “Good idea,” or “That’s a good point.”

**Ask the candidates to suggest concerns** that might occur when trying to handle a feedback session, such as the session on driving frustrations in Unit 4. With each concern, ask for ideas from the group on **how to manage it**. For example:

- How to keep everyone’s attention when one individual is giving feedback.

Possible solution: Do a “round-robin”—getting only one comment from each participant each time. Stop whenever you need to. Not all comments have to be reported.

Concern:

Possible solution:

Refer candidates to Page 6 in their ***AARP Driver Safety Program Instructor Candidate Training Guide*** for tips on handling feedback and leading discussions.

### **Room set-up:**

Explain that although adult learning principles are built into the AARP Driver Safety Program format, success also depends on the physical arrangement and comfort of the classroom. **Lead a discussion** on how preparation contributes to **successful classroom management**.

Ask the candidates to think back to their AARP Driver Safety Program course and how the room was organized. **Ask them to share any ideas** about setting up the space for the best participation and classroom management.

Ideas might include:

- Arranging tables and chairs so that all participants can easily see and hear the instructor.
- Choosing a good spot for audio-visual equipment so everyone can see.
- Noting the locations of windows and doors to avoid distraction.

Ask the candidates to **suggest some concerns** about room set-up. With each concern, ask for ideas from the group on **how best to manage it**. For example:

- How to set up in a large auditorium. Possible solution: Use only one corner of the room.

Concern:

Possible solution:

### **Course delivery tips:**

Discuss the course delivery tips on page 7 of the *AARP Driver Safety Program Instructor Candidate Training Guide*.

## Lesson 3: Course and Instructor Manual Review

**Estimated time:** 90-120 minutes

### **Purposes:**

- > To explain the safe driving information in the course.
- > To help candidates understand how to use the AARP Driver Safety Program Instructor Manual and how to present each unit of the course.

### **Materials:**

- > An *AARP Driver Safety Program Instructor Manual* and a *Participant Workbook* for each candidate

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Explain that during this period, you will be **reviewing the AARP Driver Safety Program course** in detail. Working with the candidates, you will look at each unit in the *AARP Driver Safety Program Instructor Manual*. You will **share some tips and information** based on your experience, but this will also be the time for candidates to **ask questions**.

During the training, encourage participants to set their workbooks aside, as you will be referencing only the *AARP Driver Safety Program Instructor Manual*. All workbook pages are included in the manual.

With the exception of “demonstrations,” “discussions,” and “videos,” you should not teach material as if you were presenting a regular AARP Driver Safety Program course. You are training the Instructor Candidates how to use the *AARP Driver Safety Program Instructor Manual*.

Explain to candidates that there will be a chance for questions after each unit.

The main purpose of this lesson is to review the material and describe how best to teach it. It is not to invent new content for the *AARP Driver Safety Program Instructor Manual* or *Participant Workbook*.

To keep everyone “on the same page,” always refer to *AARP Driver Safety Program Instructor Manual* pages (on the left) as you go through your presentation, not the *Participant Workbook* pages (on the right). For example: “Let’s now turn to Page 2-9,” rather than, “Let’s turn to Page 11.”

**Begin by sharing some general tips or suggestions** about the course based on your experience as an Instructor. Here are some examples, but feel free to add your own:

- Instructors should **use their own words, rather than reading** directly from the *AARP Driver Safety Program Instructor Manual*. Do not read to the AARP Driver Safety Program course participants or ask them to read from the *Participant Workbook*. For adult learners, this is not a good technique; it is neither appropriate nor interesting.
- Instructors should **carefully review** the printed and video material to determine how they can present it most effectively, preferably in their own words. This requires a thorough knowledge of the material.

- Instructors should focus on the course material rather than sharing their **personal opinions or stories**. They can be personable without getting personal.
- The *AARP Driver Safety Program Instructor Manual* includes **time estimates** for the course units. These are only estimates, however, and will vary depending on the interests of course participants and the Instructor's style. Instructors should pay attention to the time as the course progresses and adjust accordingly. It may help to know whether certain units can be completed in less time, if necessary.
- To feel comfortable with the information, a new Instructor should **practice aloud** before the actual course. This can be done in front of a mirror, or with the help of a spouse or friend.
- It is important that **all of the material** in the *AARP Driver Safety Program Instructor Manual* and all of the video segments be presented. Do not skip information or add material not sanctioned by the AARP Driver Safety Program. News items or humor relevant to the course material may be appropriate.

### **Comprehensive Review of the Course and Instructor Manual**

This section provides a comprehensive review of the 8-hour and 4- or 6-hour the AARP Driver Safety Program courses and 4- and 8-hour AARP Driver Safety Program *Instructor Manuals*. It is a guide for the Trainer. If the Instructor Candidates have not seen all the video segments recently, the Trainer may show some of them during this part of the course.

If the Instructor Candidates will be teaching the 4- or 6-hour course, the Trainer should note the special instructions indicated by <4/6> in this section.

If the candidates will be teaching the 4-hour course, the Trainer may want to copy and distribute the Teaching Tips for the 4 and 6-Hour Course found as **Appendix 3**.

Note: Page numbers in the 4- and 8-hour *AARP Driver Safety Program Instructor Manuals* are the same with the exception of Units 5 and 8.

## Introduction and Instructor Guidelines

This section includes important information to help the Instructor conduct the AARP Driver Safety Program courses.

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
iii	Message from the director	AARP values its Instructors and the service they provide to communities nationwide.
iv	Guidelines contents	Review briefly; will be covered in more depth in the pages that follow.
v	Overview	Review key objectives; measures of achievement. Highlight the last bullet on this page to trainees, saying that learning (behavior change) does occur in AARP Driver Safety Program participants.
vi	Instructor overview	Review all paragraphs on this page carefully.
vii	Host responsibilities/AARP responsibilities	Review briefly. Can be reviewed more carefully by candidates later at their convenience.
viii	Instructor's timeline	Review briefly.
ix	Course timing variations	Review briefly. Can be reviewed more carefully by individuals later. Tell trainees that some states require that the course be taught in two 4-hour sessions.
x	Diversity and ADA	Review carefully. Also, refer to the ADA information in the <i>AARP Driver Safety Program Introduction &amp; Policy Guide</i> .
xi-xiii	Instructor Manual design and use	Review carefully. Spend adequate time on the importance of understanding the symbols on Pages xii and xiii used in the Manual. Explain that most of the symbols refer to interactive "activities" such as discussions, exercises, and videos that will help the learner absorb the information being presented.
xiv	Teaching tips	Review each of the eight tips very carefully. They are all important. For tip Number 6, a PowerPoint presentation is available. For tip Number 7, be sure to add that Instructors must avoid political and gender humor, as well as humor offensive to any particular group of people. Many of the complaints about AARP Driver Safety Program Instructors from course participants concern inappropriate jokes.
xv-xix	Course implementation checklist	Review carefully. Pay particular attention to "timeframe" and "activity" columns on these pages. Note any variations in your state's procedures. <b>&lt;4/6&gt; Pages are xv-xviii</b>

## Unit 1 – Getting Started

This unit provides a foundation and overview of the information provided in the rest of the course.

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
1-2	Instructor's overview	Review the features of this page. Mention to trainees that unit objectives are an important feature in the Instructor Manual. Important: Instructor's overview is not to be presented to AARP Driver Safety Program participants. The objectives on this page are for the benefit of the instructor. They are reviewed with AARP Driver Safety Program course participants on Page 1-4.
1-3	Instructor's notes	Review briefly. A chance to personalize the opening of the unit.
1-4	Welcome	Review the Instructor note; explain meaning of the "activity" column symbols on this page. Explain to trainees how the "book" icon at the bottom of the page refers to Page 1-5. <b>&lt;4/6&gt; Video Segment #1 is skipped in the 4/6-hour course.</b>
1-5	Participant work book Page 1	Explain that these introductions to each unit provide the unit objectives, an important feature in the Instructor Manual. The objectives help course participants understand what they will learn and/or be able to do by the end of the unit.
1-6	Participant introductions	Explain Instructor notes on this page. Advise trainees that the challenge will be to keep course participants from going on and on; have them KEEP IT BRIEF. Suggest to trainees that they set the pattern by introducing themselves first. <b>&lt;4/6&gt; Participant introductions are limited to name, home town, and how long they have been driving. There is no time for long personal introductions.</b>
1-8	Activity symbols	Direct attention to the activity symbols on this page and their meaning.
1-9	Course objectives	The course objectives are in the <i>Instructor Manual</i> as well as the <i>Participant Workbook</i> .
1-10	Course overview	Explain to trainees that the points on Page 1-10 help AARP Driver Safety Program participants understand the overall course. Instructors should not read this whole page but rather review the units in their own words. <b>&lt;4/6&gt; Advise trainees to not go through the course overview in detail. Just read unit names and a FEW subtitles you think are most important.</b>

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
1-11	Course overview	Self-explanatory.
1-12	Icebreaker exercise	Explain the Instructor note and demonstrate the icebreaker exercise. <b>&lt;4/6&gt; The Instructor should do this aloud as a group activity and complete it in 5 minutes.</b>
1-13	Take a few moments to consider	Direct trainees' attention to Page 1-13 and have them complete the exercise. Explain that another purpose of this exercise is to get people thinking about all the things to be covered in the course. This can be done as a small-group "brainstorm" activity with each group assigned one of the 3 areas.
1-14	Activity symbols	Explain activity symbols and Instructor note on this page.
1-15	Instructor's notes	Self-explanatory.
1-16 through 1-21	Pre-course quiz	Explain this quiz. Trainees should understand that when giving answers to the quiz, they should first read the entire sentence. It's important for Instructors to deliver points on Page 1-18 to course participants. Note: Some answers may be controversial according to state or local laws. Do not engage in controversy. <b>&lt;4/6&gt; The Instructor should do the pre-course quiz aloud as a group activity. Avoid lengthy discussions by saying, "We'll be covering this further during the course."</b>
1-22	Unit 1 summary	Summaries are an important feature of the curriculum. First we tell participants what we are going to tell them (the objectives for each unit), then we tell them, and finally, with the summary, we "tell them what we told them." Ask trainees if they have any questions on this unit.

## Unit 2 – Knowing Ourselves

This unit provides the information on aging and driving that distinguishes the AARP Driver Safety Program course.

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
2-2 & 2-3	Instructor's overview	Note that four video segments will be presented in this unit. <4/6> <b>Only three segments in the 4-hour version.</b>
2-4 & 2-5	Introduction	Remind trainees of the meaning of the activity symbols.
2-6	Physical and mental changes	Explain the Instructor notes. Play Video Segment #2. <4/6> <b>A reminder is included on this page that video Segment #1 is not shown (video should begin with Segment #2).</b>
2-7	Statistics on older drivers	Explain the chart at the bottom of Page 2-7. Note the source at bottom of chart.
2-8		Self-explanatory.
2-9	Statistics on older drivers	Explain pie chart showing violations for drivers age 55 or over.
2-10	Vision and hearing	Play Video Segment #3. Explain the Instructor note at bottom of page. <4/6> <b>There are no Instructor notes in the 4-hour Manual.</b>
2-11	Vision and driving	Since this material is well covered in the video, it should be reviewed but not in great depth. Do not skip material just because some of it was covered in the video. <4/6> <b>Instructors should tell participants to review Page 12 more closely at home and use as a future reference.</b>
2-12 & 2-13	Judging our vision	Explain the individual activity as covered in the Instructor note. <4/6> <b>Instructors can give participants a few minutes for the “Judging our vision” activity or quickly read out the questions and have participants mark their answers. If they do not finish, they can complete Page 13 at home and use as a future reference.</b>
2-14 & 2-15	Vision tips	Explain that the Instructor notes on this page echo most but not all of the points on Page 2-15. <4/6> <b>Tell trainees to lead a discussion, highlighting important items. Participants can review Page 14 more closely at home and use as a future reference.</b>
2-16	Hearing	Explain the discussion notes on this page. <4/6> <b>No notes in the 4-hour version.</b>

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
2-17	Hearing and driving	This material was thoroughly covered in the video and should only be quickly reviewed here.
2-18 & 2-19	Individual activity	Explain the individual activity on Page 2-19 according to the Instructor note on Page 2-18. <b>&lt;4/6&gt; Instructors can give participants a few minutes for the “Judging our hearing” activity or quickly read out the questions and have participants mark their answers. If they do not finish, they can complete Page 16 at home and use as a future reference.</b>
2-20 & 2-21	Hearing tips	These tips can be reviewed quickly, since the video covered many of the same points. <b>&lt;4/6&gt; Tell trainees to lead a discussion, highlighting important items. Participants can review Page 17 more closely at home and use as a future reference.</b>
2-22 through 2-27	Reaction time	Using the suggested script beginning on Page 2-22, demonstrate the reaction time activities and continue through Page 2-26. Briefly review. <b>&lt;4/6&gt; Tell trainees that the pen/pencil drop test should be done twice at most. Have trainees lead a discussion, highlighting important items. Participants can review Page 19 more closely at home and use as a future reference.</b>
2-28 through 2-35	Physical fitness	Explain the entire section on physical fitness and show video Segment #4 if time allows. <b>&lt;4/6&gt; Tell trainees that participants will have followed along with the flexibility exercises in the video. Participants can review Pages 20-23 more closely at home and use as a future reference.</b>
2-36 & 2-37	Medications and alcohol	Play Video Segment #5. Note the footnote at the bottom of Page 2-37. These footnotes refer to the “Additional Information and Resources” section of the Participant Workbook. <b>&lt;4/6&gt; The topic of medications is covered in the video segment. Cover the Instructor notes on Page 2-36. Participants can review Page 24 more closely at home and use as a reference.</b>
2-38 & 2-39	Individual activity	Note the language for the individual activity on Page 2-38. <b>&lt;4/6&gt; Tell trainees to have participants complete the Medication Action Sheet on Page 25 at home and use as a future reference.</b>

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
2-40 & 2-41	Medication tips	Self-explanatory. <4/6> <b>“Medication tips” were covered in the video. Participants can review Page 26 more closely at home and use as a future reference.</b>
2-42 through 2-44	Alcohol	Explain this section, including the alcohol chart on Page 2-43 and the discussion on Page 2-44. Pages 2-42 and 2-44 represent the first two instances of state-specific information in the course.
2-45	Instructor’s notes	Self-explanatory.
2-46 & 2-47	Unit 2 summary	Note importance of putting the summary in your own words and asking if there are any questions. Ask trainees if they have any questions on anything covered in this unit.

### Unit 3 – Safety Strategies

This unit provides much of the key safety information contained in the course.

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
3-2 & 3-3	Instructor’s unit	Review unit objectives with trainees.
3-4 & 3-5	Unit 3 introduction	Self-explanatory.
3-6 & 3-7	Steps to take before driving	Explain the Instructor’s note, which gives additional answers that people may write into their workbooks.
3-8 through 3-13	Scanning, mirror adjustment, and 3-second rule	Play Video Segment #6 as indicated on Page 3-8. Explain the material on Pages 3-9 through 3-13. This is key material in our course.  <4/6> <b>“3-second following distance” was covered in the video. Advise trainees to use the Instructor notes on Page 3-12 to adequately get across the information. They should emphasize that the 3-second following distance is one of the most vital parts of the course. They should encourage participants to review Page 33 more closely at home and use as a reference.</b>  <4/6> <b>This might be a good time to have participants complete their certificates before the 10-minute break. This will allow the Instructor to use some of the break time to review the certificates.</b>

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
3-14 & 3-15	Space cushion	Review these pages only briefly.
3-16 & 3-17	The intersection	Discuss the material on these pages.
3-18 & 3-19	Be alert at intersections; crash points in the intersection	Discuss the material on these pages. The diagram on Page 3-19 may seem confusing at first, but the captions will make the meaning clear.
3-20 & 3-21	Right of way	Discuss the material on these pages.
3-22 & 3-23	Right of way quiz	Explain how to conduct the quiz. Indicate you will be following instructions in the yellow Instructor note boxes. Bring trainees' attention to the information in red ink on Page 3-23. <b>&lt;4/6&gt; Advise trainees they should do the "right of way" quiz aloud as a group activity led by the Instructor.</b>
3-24 & 3-25	Intersection right of way	Explain illustrations at bottom of Page 3-25.
3-26 & 3-27	Left-turn situations quiz	Review the quiz questions and answers with trainees. <b>&lt;4/6&gt; Advise trainees they should do the "Left turn situations" quiz aloud as a group activity led by the Instructor.</b>
3-28 & 3-29	Left-turn tips	Allow a minute or two for silent review by trainees and for any questions.
3-30 & 3-31	Double-lane left turn; roundabouts	Discuss the material on these pages. This may be new to some.
3-32 & 3-33	Intersection action plan	Review how to lead the individual or group activity on developing an intersection action plan. <b>&lt;4/6&gt; Advise trainees this should be done as a group activity led by the Instructor. The Instructor may want to write down on Instructor Manual Page 3-33 some of the tips from Page 41 of the Workbook (Page 3-29 of Instructor Manual).</b>
3-34 & 3-35	Backing up	Discuss the material on these pages.
3-36 & 3-37	Adverse weather	Discuss the material on these pages.

<b>Instructor Manual Page #</b>	<b>Topics to be Covered</b>	<b>Trainer Notes (add your own as needed)</b>
3-38 & 3-39	Head-on crashes	Explain to trainees that this information represents a safety strategy. There is precious little time in these situations, and any available time must be used in braking and steering.
3-40 & 3-41	Parking lots	Self-explanatory. Allow a minute or two for silent review by trainees and answer any questions they may have.
3-42 & 3-43	Unit 3 summary	Self-explanatory. Ask trainees if there are any questions on this unit.

## Unit 4 – Our Driving Partners

This unit provides important guidance on sharing the road safely with other individuals and other types of vehicles.

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
4-2 & 4-3	Instructor's overview and Instructor's notes	Review unit objectives with trainees. Note that this section includes a video segment. Instructors may use Page 4-3 to personalize their introduction to this unit. Objectives are not read to the AARP Driver Safety Program participants at this point.
4-4 & 4-5	Unit 4 introduction	Self-explanatory. At this point the AARP Driver Safety Program participants hear what they will learn (the objectives) in this unit. Note that the time allowed for the introduction includes the "driving frustrations" exercise.
4-6 & 4-7	Driving frustrations	This exercise gets people thinking about other road users and vehicles. <b>&lt;4/6&gt; Advise trainees that the "My frustrations while driving" exercise should be done aloud as a group activity only, with the Instructor leading the discussion. Tell trainees to have participants write down their answers as the discussion proceeds.</b>
4-8 & 4-9	Trucks	Note the illustration at the top of Page 4-9. <b>&lt;4/6&gt; Advise trainees to write a reminder on Page 4-8 to skip ahead to Page 4-10 to introduce the video on trucks. After the video, return to Page 4-8 and tell participants that the material on Pages 51 and 52 was covered in the video. It can be reviewed more closely at home and used as a reference.</b>
4-10 & 4-11	Driving safely with trucks	Play Video Segment #7. Afterward, note that Page 4-11 summarizes the points in the video, so the instructor can review this page quickly during the AARP Driver Safety Program course.
4-12 & 4-13	School buses	This is the third occurrence of state-specific information that must be provided. Trainers are responsible for researching and providing this information to all the Instructors (existing and new trainees going forward) in each state.
4-14 & 4-15	Emergency vehicles	This is the fourth occurrence of state-specific information.
4-16 & 4-17	Two-wheel vehicles	Briefly review.

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
4-18 & 4-19	Pedestrians	Fifth occurrence of state-specific information.
4-20 & 4-21	Aggressive drivers and road rage	Sixth instance of state-specific information.
4-22 & 4-23	Tips to avoid aggressive drivers	Allow trainees to read silently for a minute or two and then answer any questions.
4-24 & 4-25	Impaired drivers	Review briefly.
4-26 & 4-27	Drowsy drivers	Review briefly. <4/6> Advise trainees to select three or four “Drowsy driving tips” to read rather than stating them all. Tell them to have participants review Page 60 more closely at home and use as a reference.
4-28 through 4-31	Distracted drivers	Review briefly, especially cell phone information. <4/6> Advise trainees to conduct the “Distractions” exercise aloud as a group activity, with participants writing down their individual answers.
4-32 & 4-33	Unit 4 summary	Self-explanatory. Allow trainees a minute or two to silently review. Ask if they have any questions on Unit 4.
4-34 & 4-35	Practice assignments	Explain the two Instructor notes on Page 4-34 and review the four assignments on Page 4-35. Note: If the 8-hour course is taught in one day, these are not assigned. <4/6> Advise trainees that practice assignments are done by participants on their own after the course.

## Unit 5 – Knowing Our Roads and Highways

This unit provides key information on road signs and signals, rural vs. city driving, and interstate highway driving. (Note: In this unit, page numbers in the 4- and 6-hour Instructor Manual and the 8-Hour Instructor Manual are different, starting at Page 5-4. Entries specific to the 4- and 6-hour course are in bold with the designation <4/6> and are in italics.)

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
5-2 & 5-3. Also <4/6>	Instructor's overview and notes	Review unit objectives with trainees. Note the two video segments in this unit.
5-4 through 5-7	Practice assignment review	Discuss the material on these pages.
<4/6> <b>5-4 &amp; 5-5</b>	<b>Unit 5 introduction</b>	<b>Self-explanatory.</b>
<4/6> <b>5-6 &amp; 5-7</b>	<b>Road signs</b>	<b>Advise trainees that the "Traffic sign quiz" should be done aloud as a group activity, led by the Instructor. Note that at the bottom of the quiz there is an opportunity to mention any particular guidance on signs used in your state or local area.</b>
5-8 & 5-9	Unit 5 introduction.	Self-explanatory.
<4/6> <b>5-8 &amp; 5-9</b>	<b>Traffic lights</b>	<b>Allow time for silent review by trainees and answer any questions.</b>
5-10 & 5-11	Road signs	Note that at the bottom of the quiz there is an opportunity to mention any particular guidance on signs used in your state or local area.
<4/6> <b>5-10 &amp; 5-11</b>	<b>Lane use signals</b>	<b>Allow time for silent review by trainees and answer any questions.</b>
5-12 & 5-13	Traffic lights	Allow time for silent review by trainees and answer any questions.
<4/6> <b>5-12 through 5-15</b>	<b>Pavement markings</b>	<b>Allow time for silent review by trainees and answer any questions.</b>
5-14 & 5-15	Lane use signals	Page 5-14 provides more information for the Instructor.

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
5-16 through 5-19	Pavement markings	Allow time for silent review by trainees and answer any questions.
<4/6> 5-16 & 5-19	Roadway design safety features	Allow time for silent review by trainees and answer any questions.
<4/6> 5-18 through 5-21	<i>City and rural driving</i>	<p><b><i>Advise trainees that they should complete Page 5-19 ahead of time with the video answers presented below and review them with participants after the video segment.</i></b></p> <p><b><i>City Driving Challenges: 1) Pedestrians in crosswalk. 2) Traffic congestion. 3) Hidden driveway. 4) School zone. 5) Bicycle riders. 6) Stopped vehicles. 7) Utility workers. 8) Construction zone.</i></b></p> <p><b><i>Rural Driving Challenges: 1) S curves. 2) Emergency vehicles. 3) Changing road surfaces. 4) Railroad crossing. 5) Deer crossing. 6) Unexpected hazards – dog. 7) Yielding to school bus.</i></b></p>
5-20 & 5-21	Roadway design safety features	Allow time for silent review by trainees and answer any questions.
5-22 through 5-25	City and rural driving	Play Video Segment #8 and explain the material on these pages.
<4/6> 5-22 & 5-23	<i>Passing</i>	<b><i>Review this information with trainees. Add state-specific information (seventh occurrence).</i></b>
<4/6> 5-24 & 5-25	<i>Intro to interstate highway driving</i>	<b><i>Review briefly.</i></b>
5-26 & 5-27	<i>Passing</i>	<b><i>Review this information with trainees. Add state-specific information (seventh occurrence).</i></b>
<4/6> 5-26 & 5-27	Entering highway: ideal	Explain information and call attention of trainees to Instructor note on Page 5-26.
5-28 & 5-29	Intro to interstate highway driving	Review the information on Page 5-28 with trainees.

<b>Instructor Manual Page #</b>	<b>Topics to be Covered</b>	<b>Trainer Notes (add your own as needed)</b>
<b>&lt;4/6&gt; 5-28 &amp; 5-29</b>	<b>Entering highway: less than ideal</b>	<b>Call trainees' attention to importance of discussion on Page 5-28.</b>
5-30 & 5-31	Entering highway: ideal	Explain the information and call attention of trainees to Instructor note on Page 5-30.
<b>&lt;4/6&gt; 5-30 &amp; 5-31</b>	<b>Driving the interstate highway</b>	<b>Call attention to Instructor note on Page 5-30. Allow time for trainees to review silently and ask questions.</b>
5-32 & 5-33	Entering highway: less than ideal	Call trainees' attention to importance of discussion on Page 5-32.
<b>&lt;4/6&gt; 5-32 &amp; 5-33</b>	<b>Changing lanes</b>	<b>"Highway lane changing" is covered in the video. Advise trainees to tell participants to review Page 78 more closely at home and use as a future reference.</b>
5-34 & 5-35	Driving the interstate highway	Call attention to Instructor note on Page 5-34. Allow time for trainees to review silently and ask questions.
<b>&lt;4/6&gt; 5-34 &amp; 5-35</b>	<b>Construction and work zone tips</b>	<b>"Tips for driving near construction zones" is covered in the video. Advise trainees to tell participants to review Page 79 more closely at home and use as a future reference.</b>
5-36 & 5-37	Changing lanes	Play Video Segment #9 if time allows and review the L.A.N.E. technique with trainees.
<b>&lt;4/6&gt; 5-36 through 5-39</b>	<b>Exiting the highway: ideal and less than ideal</b>	<b>Quickly review with trainees.</b>
5-38 & 5-39	Construction and work zone tips	Review the information and tips with trainees.
<b>&lt;4/6&gt; 5-40 &amp; 5-41</b>	<b>Unit 5 summary</b>	<b>Advise trainees that there still may be a misprint on Page 5-40. The left-hand margin incorrectly states "10 minute break" when the break is actually scheduled for 5 minutes.</b>
5-40 through 5-43	Exiting the highway: ideal and less than ideal	Quickly review with trainees.

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
5-44 & 5-45	Unit 5 summary	Self-explanatory.

## Unit 6 – Understanding Our Vehicles

This unit provides useful information about our vehicles and their safety features.

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
6-2 & 6-3	Instructor's overview and notes	Review objectives with trainees.
6-4 & 6-5	Unit 6 introduction	This unit moves from understanding our current vehicle and its safety technology to new vehicle technology and our possible "next vehicle."
6-6 & 6-7	Car-driver fit	Review the information on Page 6-7. Note that we use the term "head restraint," not "head rest." Suggest to trainees that they hold an 8x11 sheet of paper lengthwise outward from their chest to show the distance needed between driver and steering wheel.
6-8 & 6-9	Safety belts	Play Video Segment #10. Have trainees note post-video discussion in the yellow Instructor note. Note that we use the words "safety belt," not "seat belt." One occurrence of "seat belt" still exists in the first Instructor note on Page 6-8, but all references have been removed from the Participant Workbook.  <b>&lt;4/6&gt; Note that this was corrected in the 4-hour Instructor Manual. There is no Instructor note in the 4-hour version. The Instructor will also Play Video Segment #11 at this point.</b>
6-10 & 6-11	Safety belt tips	Review briefly.  <b>&lt;4/6&gt; "Safety belt tips" is covered in the video. Advise trainees to tell participants to review Page 86 more closely at home and use as a future reference. Participants can also review at home Page 113, which discusses "Child passenger safety."</b>
6-12 & 6-13	Air bags	Review information and illustrations with trainees. Advise trainees to use their hands to show the 8-4 and 9-3 hand positions.  <b>&lt;4/6&gt; "Airbag tips" is covered in the video. Advise trainees to tell participants to review Page 87 more closely at home and use as a future reference.</b>

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
6-14 through 6-17	Anti-lock brakes	Play Video Segment #11 if time allows and review information with trainees.  <4/6> <b><i>“Anti-lock brake systems” and “Anti-lock brake do’s and don’ts” are covered in the video. Advise trainees to tell participants to review Pages 88 and 89 more closely at home and use as a future reference.</i></b>
6-18 & 6-19	Safety and maintenance checks	This is important for AARP Driver Safety Program participants to keep in mind. Briefly review information.  <4/6> <b><i>Advise trainees to just highlight major maintenance checks (tires, brakes, etc.). Refer to owner’s manual. The Instructor can tell participants to review Page 90 more closely at home and use as a future reference. Participants should also be alerted that the Additional Information and Resources section of their Workbook has a detailed discussion of vehicle maintenance on Pages 116 and 117.</i></b>
6-20 & 6-21	Surviving a vehicle breakdown	Review with trainees. Note that the photo was replaced in 2008. Some course participants may have an old Workbook.
6-22 & 6-23	New vehicle technology	Review with trainees, demonstrating Instructor note on Page 6-22.  <4/6> <b><i>Advise trainees to tell participants to review Page 92 more closely at home and use as a future reference when purchasing a new or used vehicle.</i></b>
6-24 & 6-25	Selecting your next vehicle	Review with trainees. We say “next vehicle” because someone may choose a late-model used car rather than a new car. Either may have the referenced features as standard or optional equipment.  <4/6> Advise trainees to tell participants to complete and review Page 93 at home and use as a future reference.
6-26 & 6-27	Unit 6 summary	Self-explanatory.

## Unit 7 – Judging Our Driving Fitness: Knowing When to Retire from Driving

This unit deals with a sensitive topic, but one we likely will face—either for ourselves or people we care for.

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
7-2 & 7-3	Instructor's overview and notes	Review objectives. Instructor should add any notes that will ease the transition into this sensitive topic.
7-4 & 7-5	Unit 7 introduction	Self-explanatory.
7-6 through 7-9	Assessing our driving skills; judging my driving/self-assessment	Discuss the material on these pages, including how to score it. "Grand score" equals "total score, all columns."  <b>&lt;4/6&gt; Advise trainees to do this aloud as a group activity. The Instructor should read each statement, and then pause briefly. Participants can score this exercise at home and use as a future reference. They can also review the self-assessment on Page 97 more closely at home.</b>
7-10 & 7-11	Assessments by others	Review briefly.
7-12 & 7-13	Benefits of formal assessments	Review briefly.  <b>&lt;4/6&gt; Advise trainees to tell participants to review Page 99 more closely at home and use as a future reference.</b>
7-14 & 7-15	Transportation options	Review and answer any questions.  <b>&lt;4/6&gt; Advise trainees to use the Instructor notes on Page 7-14, then advise participants that they may complete Page 100 at home and use it as a future reference. Instructors should also write down on Page 7-14 or 7-15 a couple of transportation options available locally and mention them to participants.</b>
7-16 & 7-17	Tips for trying other transportation options	Review and answer any questions.  <b>&lt;4/6&gt; Advise trainees to use the Instructor notes on Page 7-16. Instructors should tell participants to review Page 101 more closely at home and use as a future reference.</b>
7-18 & 7-19	Approaching others about driving retirement	Our research indicates that this topic is of concern to many course participants. Review material with trainees and answer any questions.  <b>&lt;4/6&gt; Advise trainees to use the Instructor notes on Page 7-18 and call participants' attention to some of the warning signs. They should tell participants to review Page 102 more closely at home and use as a future reference.</b>

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
7-20 & 7-21	Having a conversation	<p>This page provides advice on broaching this sensitive topic with others. Review and answer any questions.</p> <p><b><i>&lt;4/6&gt; Advise trainees to use the Instructor notes on Page 7-20. Have them tell participants to review Page 103 more closely at home and use as a future reference. Instructors may also refer to the The Hartford's publications "We Need to Talk" and "At the Crossroads." It is helpful to have a few sample copies available. Instructors can refer participants to Page 111 to order their own copies.</i></b></p>
7-22 & 7-23	Unit 7 summary.	Self-explanatory.

## Unit 8 – Wrapping Up

This unit reviews and summarizes what participants have learned in the AARP Driver Safety Program course. **(Note: In this unit, page numbers in the 4- and 6-hour AARP Driver Safety Program Instructor Manual and 8-hour AARP Driver Safety Program Instructor Manual are different, starting on Page 8-6. Entries specific to the 4- and 6-hour course are in bold with the designation <4/6> and are in italics.)**

Instructor Manual Page #	Topics to be Covered	Trainer Notes (add your own as needed)
8-2 & 8-3	Instructor's overview and notes	Review objectives with trainees. Note final video Segment #12.
8-4 & 8-5	Unit 8 introduction	Self-explanatory.
8-6 & 8-7	Lessons learned	Review this discussion with trainees. It is very important to have AARP Driver Safety Program participants review and remember key points presented in the course.
<b>&lt;4/6&gt; 8-6 &amp; 8-7</b>	<b><i>Post-course quiz</i></b>	<b><i>Advise trainees to do the “Post-course quiz” aloud as a group activity, led by the Instructor. Be sure this meets any state requirements.</i></b>
8-8 & 8-9	Post-course quiz	Review questions and answers with trainees and address any concerns. Call attention to information in the Instructor notes on Page 8-8.
<b>&lt;4/6&gt; 8-8 &amp; 8-9</b>	<b><i>Action plan</i></b>	<b><i>Advise trainees to use Instructor notes on Page 8-8. Have them tell participants to complete the rest of Page 107 at home and use as a future reference.</i></b>
8-10 & 8-11	Action plan	Review Instructor note on Page 8-10. If participants are comfortable with the idea, the Instructor may allow them to share some of the insights or future actions they have written on Page 107 of their Workbooks.
<b>&lt;4/6&gt; 8-10 &amp; 8-11</b>	<b><i>Additional information and resources</i></b>	<b><i>Advise trainees to alert participants that there is supplemental information they may review more closely at home and use as a future reference.</i></b>
8-12 & 8-13	Additional information and resources	Review with trainees.
<b>&lt;4/6&gt; 8-12 &amp; 8-13</b>	<b><i>Unit 8 summary</i></b>	<b><i>Advise trainees that video Segment #12 may be skipped; instead, the Instructor may make a personal appeal for volunteers, and hosts.</i></b>
8-14 & 8-15	Unit 8 summary	Review the material on these pages.

## Lesson 4: State-Specific Information

**Estimated time:** 15-30 minutes

**Purpose:**

- > To help candidates understand the state-specific information they will present as part of their courses.

**Materials:**

- > An *AARP Driver Safety Program Instructor Manual* and a *Participant Workbook* for each candidate
- > State-specific guides, handouts, etc.

---

At this point, the Trainer should address any state-specific information not covered previously.

State-specific information may include:

- License renewal.
- Vision testing.
- Specific laws concerning:
  - School buses.
  - Emergency vehicles.
  - Cell phone use.
  - Pedestrians.
  - Aggressive driving and road rage.
- Medical advisory boards or committees.
- Driver handbook.
- Quizzes or tests related to the AARP Driver Safety Program course.

# Lesson 5: Practice Teaching and Feedback

**Estimated time:** 30-120 minutes

## **Purposes:**

- > To give candidates an opportunity to present a small section of the course and to feel comfortable with their role as an Instructor.
- > To provide candidates with feedback on their presentations.

## **Materials:**

- > An *AARP Driver Safety Program Instructor Manual* and a *Participant Workbook* for each candidate

## **Preparation:**

- > Have the audio-visual equipment set up. Presentations may last more than 15 minutes if video is used.

---

Each candidate will get **a chance to practice presenting some of the AARP Driver Safety Program course**. After each practice, the presenter will get **feedback from other candidates and from you, the Trainer**.

## **Practice presenting the course:**

Ask the candidates to turn to the listing of course units on Page **1-11** of their *AARP Driver Safety Program Instructor Manual*. **Assign each candidate** (or ask them to volunteer for) one part of the course to present, starting from the beginning of the course. **Give the candidates about 10 minutes to prepare** for their session. During the practice sessions, the other candidates will act as AARP Driver Safety Program “participants,” to give the presenting candidate a feel for the course. Note: If the candidates received the video and *AARP Driver Safety Program Instructor Manual* before the training session, assignments may already have been made.

## **Giving feedback:**

All “participants” and the Trainer are asked to provide positive feedback to the candidate after he or she presents a unit. They can make notes on the **feedback sheet** on Page 8 of their *AARP Driver Safety Program Instructor Candidate Training Guide*.

The **feedback process** should follow these steps:

### **1. Positive feedback:**

- a. The candidate has the first opportunity to **review his or her own presentation**. Candidates should begin by stating at least one positive (a strength) – something they did well in the practice session.
- b. Then, the Trainer and the other candidates should give positive feedback (strengths). In many cases, one positive comment from each of the other candidates will suffice. It may be helpful for the trainer to begin the process initially, to help the group understand how it works. The Trainer can use the form in **Appendix 2**.

Examples of positive feedback:

- Showed good grasp of the information.
- Made good eye contact with course participants.
- Spoke loudly enough for all to hear.
- Spoke slowly.
- Gave clear instructions.
- Paraphrased well (not reading word-for-word).
- Handled the audio-visual equipment well.

2. Suggestions for improvement:

After the positive feedback, **constructive suggestions for improvement** (areas for development) may come **first from the presenter, then from the Trainer**. It is recommended that this discussion be limited to the presenting candidate and the Trainer.

3. Written comments:

Finally, **other candidates can give the presenter their feedback forms**, if they wish. These forms may have additional information, either positive feedback or areas for development, that will be helpful to the candidate.

# Lesson 6: Administrative Information Review

**Estimated time:** 45 minutes

**Purpose:**

- > To give candidates an opportunity to review administrative information and procedures covered in the *AARP Driver Safety Program Introduction & Policy Guide*.

**Materials:**

- > *AARP Driver Safety Program Introduction & Policy Guide*
- 

The Trainer should review with Instructor Candidates selected administration information, procedures, and forms:

- Ordering course kits and what is included in the kit.
- Ordering administrative supplies using order form.
- Reimbursement policies; what is or is not reimbursable.
- Completion of Standard Activity Expense Statement (see suggestion below).
- Completion of the Course Tuition Expense form (see suggestion below).
- Items to be returned to AARP upon completion of course.
- Guidance for providing accessibility for persons with disabilities.
- Volunteer travel accident insurance.
- Liability insurance.
- Other appropriate administrative items.

**Suggestion** for completion of the Standard Activity Expense Statements (SAES):

Provide an SAES form for each candidate and have him or her complete the report (under supervision) for all expenses incurred during training.

**Suggestion** for completion of the Course Tuition & Expense (CTE) Report form:

Provide a CTE form for each candidate, to be completed (under supervision) for two different scenarios:

- One in which the Instructor's expenses are less than the flat rate reimbursement.
- One in which the Instructor's expenses exceed the flat rate reimbursement (due to mileage, meals, etc.).

Review the guidance for handling of sensitive information.

# Lesson 7: Wrap-Up

**Estimated time:** 25 minutes

## **Purposes:**

- > To give candidates an opportunity to think and talk about steps to prepare further for teaching the AARP Driver Safety Program course.
  - > To tell candidates more about their supervised teaching assignments.
  - > To give candidates an opportunity to evaluate the training.
- 

## **Next steps:**

**Ask the candidates** to take a few minutes *to complete page 9 in their AARP Driver Safety Program Instructor Candidate Training Guide*. Explain that this is their chance to think about what they need to do to be ready to instruct a course. In addition, they can think about who or what can help them take these steps. Depending on what they think they need, help may be available from their designated Mentor, other Instructors in the area, their District Coordinator, or you, their Trainer.

You may ask if anyone would like to share their next steps or has a question about where to get help.

## **Supervised teaching:**

Give the candidates as much information as possible about their supervised teaching assignments. You may need to refer them to their Mentor or the District Coordinator.

## **Thanks:**

**Thank the candidates** for their participation. Give them **encouragement** as they work to become full Instructors.

## **Evaluation:**

Ask the candidates to complete the Evaluation of Instructor Candidate Training Form on Pages 10-11 in their *AARP Driver Safety Program Instructor Candidate Training Guide* and return it to you. A sample of the form can be found in **Appendix 4**. Their feedback is important in efforts to keep improving the training of new Instructors.

Note: Chief Trainers and Trainers must use the Chief Trainer/Trainer Order Form (**Appendix 5**) to obtain materials from AARP's Fulfillment Center. Ordering instructions are on the form.

## Appendix 1: Sample Letter to Instructor Candidates about Instructor Course

### AARP Driver Safety Program

April 18, 2010

Mrs. Ellen Turner  
745 W. Wood St  
Decatur, IL 62522

From: Lawrence Burns, Trainer

Subject: AARP Driver Safety Program Instructor Course, Friday, May 8, 2010

Welcome to our Training Program for Instructor Candidates! Our session will begin at 9 a.m., starting with coffee and introductions. We will have a lunch break around 1 p.m. and anticipate finishing the day's training by 3 p.m. The training session will be held in the upstairs meeting room at Leo's Restaurant in City. Directions follow at the end of this memo.

I am forwarding a kit that includes the *AARP Driver Safety Program Instructor Manual* and video and a supplement guide for Instructor Candidates. Please review the material before the session. It is especially important that you watch the video beforehand so we will not have to take extra time during the course to view the video segments. I would also suggest that you assemble and spend some time reviewing the Instructor Manual before coming to the Instructor Course. Note especially how the video and text relate.

It is also requested that you carefully review the following segment noted in the Instructor Manual, then prepare a short presentation—10 to 15 minutes.

Reaction time—Pages 2-22 through 2-26

Please study these assigned pages in the Participant Workbook and Instructor Manual and be prepared to “teach” those in attendance, as you might in an actual course. You peers will then offer some positive feedback about your strengths and suggest opportunities for further development as you start your instructing activities.

Please feel free to call me at (217) 555-3980 if you have questions. I look forward to meeting and learning with you. If for some reason you will be unable to attend the course, please contact me as soon as possible. In this event, please save the box containing the kit of material so that it can be returned.

Sincerely,

Lawrence Burns  
210 Jones Street  
Macon, IL 62544

# Appendix 2: 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: \_\_\_\_\_



## Appendix 3: Teaching Tips for the 4- and 6-Hour Course

### Differences between the 4-hour and 8-hour course *AARP Driver Safety Program Instructor Manuals*:

- The main distinction is the timeline. In the 4-hour *AARP Driver Safety Program Instructor Manual* (which also covers the 6-hour course), times for certain topics are shortened. In some cases, the difference is only a minute or two; in others, it is more dramatic.
- Another basic difference in the 4-hour Manual is the removal of “?” icons that prompt the Instructor to ask, “Are there any questions?” Do not prompt participants for questions unless the *AARP Driver Safety Program Instructor Manual* specifically tells you to do so. Take questions when they are asked, however.
- A number of bullet points that the Instructor reads aloud (on even-numbered pages of the 8-hour *AARP Driver Safety Program Instructor Manual*) have been removed from the 4-hour Manual to save time or speed up a classroom activity.
- Please be sure that the 4-hour box is checked off on certificates before issuing them to participants. If this box is not present, write “4-hour course” on all certificates.

### General teaching strategies for the 4 and 6-hour course:

Sticking to the times listed in the 4-hour *AARP Driver Safety Program Instructor Manual* is a MUST. Here are some specific strategies to achieve this:

- Some pages in the Participant Workbook will only be touched on. Participants can review them more thoroughly or use them for reference after the course.
- If a particular page is covered quickly, suggest to participants that they note that page (for example, by circling the page number or folding over a corner) so they can easily go back to it in the future.
- Rely on the video! Only one video segment (#1) has been removed. Each video segment covers its topic quite thoroughly; there is no need to duplicate the content in classroom discussion. Pages covering material in the video can be quickly noted by saying: “This information is presented here for your future reference.”
- Eliminate “war stories”! Unless you are ahead of schedule, refrain from telling driving stories and discourage participants from doing the same.
- Limit jokes. The pace of the course may lend itself to short quips and humorous statements to keep participants engaged. Long jokes, by the Instructor or participants, are not appropriate.
- Cover only what AARP has indicated in the 4-hour *AARP Driver Safety Program Instructor Manual*.
- Enforce break times. Do not let them stretch on.
- Group discussions should occur only where indicated in the 4-hour *AARP Driver Safety Program Instructor Manual*.
- Handle questions quickly. Answer briefly and move on. If you do not know the answer and time permits, you may solicit one “quick tip” from the course participants. However, do not let anyone start on a long story.

- All unit summaries can be done in about a minute.

**Before you use your 4-hour AARP Driver Safety Program Instructor Manual the first time:**

- Assemble your Manual. (You may wish to use your white 8-hour binder, as the rings are bigger.)
- Integrate the Edition 6 Mid-Edition Update packet into the Manual by following the special instructions for states in which the 4-hour course is taught.
- Transfer into your 4-hour Manual any notations you made in your 8-hour Manual regarding state-specific laws or regulations. Relevant topics (with page numbers in the 8-hour Manual) may include: BAC (2-42); adverse weather (3-37); school buses (4-12); emergency vehicles (4-14); pedestrian laws (4-18); aggressive driving (4-20); and passing laws (5-27).

**Before you begin teaching the course:**

- **Advise participants that:**
  1. This is a modified version of the 8-hour AARP Driver Safety Program course.
  2. A number of pages in the Workbook will be touched on lightly. These pages are for them to complete or refer to after the course.
  3. If they want to share experiences with other participants, they should please just give the bottom-line “tip” or “lesson learned,” rather than the whole situation. The Instructor may have to suggest that people continue a conversation during the break or after course.
  4. Participants from out of state, or whose vehicle is registered and insured in another state, should check with their insurance company about their eligibility for a discount. (This should also be noted in any publicity for the course and at the time of registration.) Course completion certificates will be marked as “4-hour course.”
- **Completing certificates.** It is suggested that you have participants complete the information directly on their certificates just before the course begins, or sometime before the 10-minute break in Unit 3. You may want to ask people, when they register, to arrive 15 minutes early for course. Tell them to follow your line-by-line instructions carefully before writing anything on their certificates. Also, be sure that they are writing on a hard surface (not their Workbook) and that their writing is going through to the last copy (by having them check after the first entry). Collect certificates and review them during a break so you can give them out at the end of the course.
- Cue video to Segment #2. Video Segment #1 is omitted in the 4-hour course.

# Appendix 4: 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: \_\_\_\_\_



## Evaluation of Instructor Candidate Training (continued)

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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(Revised 5/18/10)



# Appendix 5: Chief Trainer/Trainer Order Form

## Chief Trainer/Trainer Order Form

## AARP Driver Safety Program

Business ID: 33520000

Today's Date: \_\_\_\_\_ Date Needed: \_\_\_\_\_

Please allow up to 21 business days for delivery

(Place label here or print clearly below)

NAME \_\_\_\_\_ VOLUNTEER ID \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY, STATE, ZIP \_\_\_\_\_

TITLE \_\_\_\_\_ PHONE NUMBER WITH AREA CODE \_\_\_\_\_

### Print the total needed on quantity line below:

Stock#	Quantity	Description
D 18438	_____	Instructor Manual (8-hour)
D 19090	_____	Ed. 6 Mid-Edition Revision Pages
D 18399	_____	Instructor Manual (4-hour)
D 19242	_____	Introduction & Policy Guide
D 19296	_____	Leadership Training & Policy Guide
D 19243	_____	Instructor Candidate Training Guide
D 19244	_____	Trainers Guide
D 13600	_____	Standard Activity Expense Statement
D 16746	_____	Course Tuition & Expense Report Form
C 2207	_____	Course Order Form
E 344	_____	Supply Requisition Form
E 343	_____	Chief Trainer/Trainer Order Form

### Ordering Options:

Call Toll Free: 800-569-1658

By Mail: AARP Driver Safety Program  
P.O. Box 93114  
Long Beach, CA 90809-3114

E343 (Revised 5/18/10)











**AARP Driver Safety Program**

601 E Street, NW

Washington, DC 20049

1-888-AARP-NOW (1-888-227-7669)

[www.aarp.org/drive](http://www.aarp.org/drive)

D19244(Revised 5/18/10)