

**AARP**

**DRIVER SAFETY PROGRAM**

**Instructor Candidate  
TRAINING PACKET**

**March 7, 2006**

## **Adult Learning Principles**

- 1) Adults are self-directed
- 2) Adults have vast experience
- 3) Adults are motivated by need
- 4) Adults learn best when participating actively

## Classroom Management

For each of the topics below, think of some suggestions for how to manage this aspect of the classroom. Then think of any concerns you might have about your role as Instructor for the topic.

**Room set-up:  
Suggestions**

Concerns

**Giving Instructions:  
Suggestions**

Concerns

**Handling Feedback Sessions and Leading  
Suggestions**

Concerns

**Handling Questions and Difficult Behavior  
Suggestions**

Concerns

## Classroom Readiness Checklist

1. Instructor Material – check before arriving:
  - ❖ Notes
  - ❖ Equipment
  - ❖ Participant material
  - ❖ VCR Tape or DVD and equipment in order
  - ❖ Registration materials
2. Arrive Early – at least 30 minutes prior to presentation
3. Facility:
  - ❖ Well-ventilated
  - ❖ Temperature control
  - ❖ Check lighting, locate switches
  - ❖ Check electric outlet placements
  - ❖ Note location of restrooms
4. Equipment:
  - ❖ Check and test all equipment
  - ❖ Extension cord
  - ❖ Position screen and check visibility from all angles
5. Participant Material:
  - ❖ Workbooks
  - ❖ Name tents

## **Effective Facilitating Techniques and Handling Feedback**

Establish ground rules

Lead by example

Maintain good eye contact

Address participants by name

Maintain flow of the session

Never argue with the participants

Observe non-verbal cues

Control digression

Control monopolization

## Managing Difficult Behaviors

**Difficult Behavior:** Students who talk too much and monopolize the group.

**How to Handle:**

- a) Direct the discussion away from him/her. “All right, we have heard from Jim. Let’s see what the others have to say.”
- b) Interrupt tactfully, “Mary, you suggested \_\_\_\_\_. Before you go on, let’s put some other ideas before this group.”
- c) Explain the distribution of time. “Jack, it looks like you and I have been taking up most of the time. Let’s see what the others think.”
- d) You have made some interesting comments and now I would like you to give some other people an opportunity to speak.”

**Difficult Behavior:** Students who go off on a tangent and get the discussion off the track.

**How to Handle:**

- a) Restate the goal and bring the discussion back to the topic. “We’re a little off our main topic. Let’s go back and…”
- b) If the tangent seems relevant and of interest to the group: “This seems to be an important issue. Let’s take a minute to look at it more closely before we return to our main topic.”
- c) To stop discussion of the tangent: “That topic does not seem to fit with what we are discussing right now, but see me at the break if you wish to explore it further.”

**Difficult Behavior:** Students who disagree or argue with most things that are said.

**How to Handle:**

- a) Don’t support the negative feelings, call attention instead to his or her knowledge and creative thinking. “It sounds like you have some interesting ideas, will you elaborate on that?”
- b) Confront the negativism. “You sound irritated to me. Is something bothering you? If negative feelings are expressed, thank the member for telling you. Don’t begin an argument.”

**Difficult Behavior:** Students who are know-it-alls and expert on everything.

**How to Handle:**

- a) Don't get into discussions that promote a winner or loser. "I appreciate your knowledge on the subject, let's see what others think." Or, "Thank you for your point of view."
- b) "You are a good resource for this group. Who else would to comment on this idea? We need other viewpoints represented also."

**Difficult Behavior:** Students who talk all at once and interrupt each other.

**How to Handle:**

- a) "Stop! I hear so many interesting ideas – let's go one by one so none of these ideas gets lost."

**Difficult Behavior:** Students who withdraw from the group and look lost.

**How to Handle:**

- b) Personally invite the person to contribute: "Mary, we haven't heard from you yet. Do you have any opinion on this topic?"
- c) Check to see if they are confused or need more information: "Pat, do you have a question about what we are going to do next?"

## AARP Driver Safety Program Course Units

### DAY ONE:

<b>Unit</b>	<b>Unit Timing</b>	<b>Topic</b>	<b>Topic Description</b>
1	40 minutes	Getting Started	This unit provides a foundation and overview of the information provided in the rest of the course.
2	75 minutes	Knowing Ourselves	This unit provides the information on aging and driving that distinguishes our driver safety course.
3	75 minutes	Safety Strategies	This unit provides much of the key safety information contained in our course.
4	50 minutes	Our Driving Partners	This unit provides important guidance for participants on sharing the road safely with other individuals and other types of vehicles.

### DAY TWO:

<b>Unit</b>	<b>Unit Timing</b>	<b>Topic</b>	<b>Topic Description</b>
5	80 minutes	Knowing Our Roads and Highways	This unit provides key information on road signs and signals, rural vs. city driving and interstate highway driving.
6	60 minutes	Understanding Our Vehicles	This unit provides useful information about our vehicles and their safety features.
7	55 minutes	Judging Our Driving Fitness: Knowing When to Retire From Driving	This unit deals with a sensitive topic, but one that we must often face either for ourselves or for people we care for.
8	45 minutes	Wrapping Up	This unit reviews and summarizes what the DSP participants have learned in the course.

## Feedback Forms

STRENGTHS

AREAS FOR DEVELOPMENT

Comments from: \_\_\_\_\_

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Comments from: \_\_\_\_\_

## Next Steps

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

1)

2)

3)

## Evaluation of Instructor Candidate Training

Please give us your opinions of the training you just participated in. Your feedback is important, so that we can improve the training for future Candidates.

1) Compared to before taking this training, how ready do you feel to be an AARP Driver Safety Program Instructor? (circle one)

- ❖ I do not feel ready
- ❖ I did not feel ready before, and I feel somewhat ready now
- ❖ I did not feel ready before, and I feel very ready now
- ❖ I felt ready before and am raring to go
- ❖ Other:

2) Was the Trainer knowledgeable and able to share that knowledge regarding the AARP Driver Safety Program course and driving information? (circle one)

- ❖ Not very knowledgeable
- ❖ Somewhat knowledgeable
- ❖ Very knowledgeable
- ❖ Other:

3) Was the Trainer knowledgeable and able to share that knowledge regarding how to successfully manage a class? (circle one)

- ❖ Not very knowledgeable
- ❖ Somewhat knowledgeable
- ❖ Very knowledgeable
- ❖ Other:

4) What was the most helpful part of the training?

5) What was the least helpful part of the training?

6) Do you have any other suggestions for improving the training?