

# Learn the AA Way

## Worksheets

These sheets have been produced to aid your pupils learning. They will be particularly useful for students who are visual learners – to find out which learning style your pupils prefer either fill in the quiz overleaf with them or recommend that they answer the questions online in the Existing pupils section on [www.AAdrivingschool.co.uk](http://www.AAdrivingschool.co.uk).

In the car use the dry-wipe marker to annotate the sheets and either follow the recommendations below or create your own lesson plans.

Pupils can download paper versions of these sheets from the Existing pupils section of [www.AAdrivingschool.co.uk](http://www.AAdrivingschool.co.uk) so you can set them homework in between lessons if you prefer.

## Information sheets

The following sheets are for information:

- Cockpit checks
- Controls and instruments
- Mirrors
- Show me, tell me
- Speed

## Roadmap exercises

Either you or your pupil should draw the different stages involved for driving the car from point A to point B and in some cases point C. Either you or your pupil needs to write down what the driver would need to be aware of and what the driver would need to do when performing the different manoeuvres and actions.

We advise that you ask your pupils to carry out the exercise above in each of the following circumstances:

- Moving off and stopping
- Safe positioning
- Other traffic
- Junctions
- Roundabouts
- Turning the vehicle
- Reversing
- Parking

You may also wish to do the following exercises for pedestrian crossings, emergency stop and safe positioning.

### Pedestrian crossings

Identify each crossing and note down how it differs from the other crossings and what you need to do when approaching each crossing.

### Emergency stop

Write down what the driver of the car would need to be aware of and what they would need to do before, during and after performing an emergency stop.

### Safe positioning

Fill in missing distances on the diagram

# Learning styles

People learn in different ways. Some like to read instructions, others to talk something through, while others learn better through trying things out.

The learning style that an individual prefers has an impact on the way that they absorb information. Knowing what style your pupils prefer can help you when delivering your lessons.

## What styles are there?

It is widely understood that there are three main learning styles:

**Visual** – individuals who prefer to learn through reading instructions or watching a video or demonstration.

**Audio** – pupils who learn better by hearing what they are being asked to do.

**Kinaesthetic** – people who learn through touch and feel, or by trying things out.

To help determine what learning style suits your pupils best get them to try the following quiz. There are no right or wrong answers, simply ask them to write down the letter of the option that closest suits them.

Although this is not a scientifically validated test, the results will provide you with a useful guide to their learning style and will help you to get the most out of your pupils.

## The quiz

### 1. To learn how a new gadget that you have bought works, would you rather:

- a) Read the instruction manual
- b) Ask someone that you know, who you'd consider an 'expert', for advice
- c) Try to figure it out for yourself by using it and then overcoming any problems you have.

### 2. If you are trying to solve a problem, you would:

- a) Write down what you have to do and tick things off as you complete them
- b) Talk to friends, family or workmates
- c) Go through the process in your mind.

### 3. If you are unsure how to spell a word, you prefer to:

- a) Write it down to see if it looks right
- b) Sound it out
- c) See if it feels right when you write it down.

### 4. When preparing for a test or an exam, would you rather:

- a) Read notes and look at diagrams and illustrations
- b) Have someone ask you questions, or repeat facts out loud to yourself
- c) Write things out on index cards.

### 5. When you meet new people, you are most likely to remember:

- a) Faces but not names
- b) People's names but not the faces
- c) Things you said and did while you were there.

### 6. If you go to a museum, you prefer to find your way around by:

- a) Buying a guidebook or getting a map
- b) Finding a museum guide or assistant and asking them about the exhibit
- c) Going to the first thing that you like and then finding directions later.

### 7. A friend or workmate asks for help with a problem, are you most likely to:

- a) Show them what to do
- b) Explain how to solve the problem
- c) Get them to try to solve it themselves, but give them your support.

**8. While at school did/do you prefer teachers who:**

- a) Used diagrams to explain things
- b) Took time to verbally explain things
- c) Gave you exercises to complete.

**9. What type of puzzles do you prefer?**

- a) Word searches or spot the difference
- b) A 'Name That Tune' type quiz
- c) Something physical – like a rubik's cube.

**10. When explaining something to friends, you are more likely to:**

- a) Draw some diagrams or pictures
- b) Sometimes use words that they don't understand
- c) Use your hands a lot while you are talking.

**11. When describing your weekend or a holiday would you talk mostly about:**

- a) What the place looked like
- b) What you heard – the music and the sounds
- c) What activities you took part in.

## Results

**Has your pupil answered more A's, B's or C's?**

Count how many for each and then turn over to find out which learning style they prefer.

Remember, your pupil may not fit clearly into one category. This is because in reality we use a combination of all three, with one or possibly two being stronger than the others.

**Answered mostly A? They have a visual learning style**

People with a visual learning style have a preference for reading things, seeing pictures, looking at handouts, diagrams and other forms of written or visual material.

To help your pupils to learn more effectively try to do the following:

- Draw illustrations showing them how to carry out what you are asking them to do before and afterwards. AA branded road plans have been produced for instructors which can be downloaded from InSite. There are plans to sell laminated versions later this year from the AA Shop
- Get them to write keywords in the same coloured pens for different parts of the curriculum. Colour prompts the brain.
- Encourage them to access the HPT game and animations on the new Existing pupils' website.

**Answered mostly B? They have an auditory learning style**

Auditory learners like to get their information through talking to people or from listening to CDs or other forms of communication.

To help your pupils to learn more effectively try to do the following:

- Talk through what you want them to do beforehand and then talk about it afterwards. When they are more confident get them to perform commentary drives as often as possible.
- Recommend that a friend or family member verbally tests them
- Recommend they purchase the AA driving school CD Rom: Pass your test.

**Answered mostly C? They have a kinaesthetic learning style**

This means they have a preference for learning through doing, feeling and practical hands-on experiences.

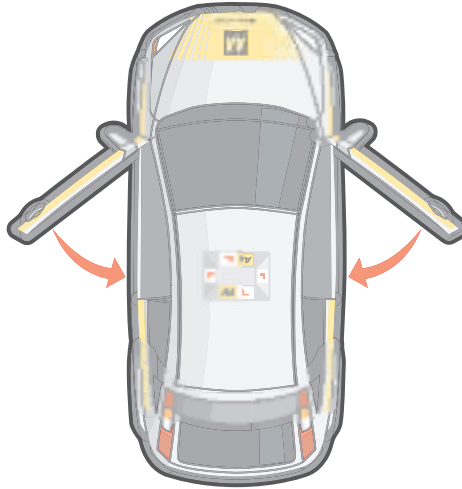
This group will gain the most from the practical nature of driving lessons, however to help your pupils to learn more effectively advise that they do the following between lessons:

- Test themselves using the quizzes on the **Existing pupils'** website
- Walk around while reading their AA Theory Test or Highway Code books or notes about learning to drive.

# Cockpit checks

## Doors

- Make sure that all doors, including the bonnet and boot, are properly closed.



## Seat

- Make sure the seat is properly positioned and you can reach all the controls.



## Steering

- You should be able to reach the steering wheel with your arms slightly bent.
- Make sure that it does not obscure the speedometer.



# Cockpit checks

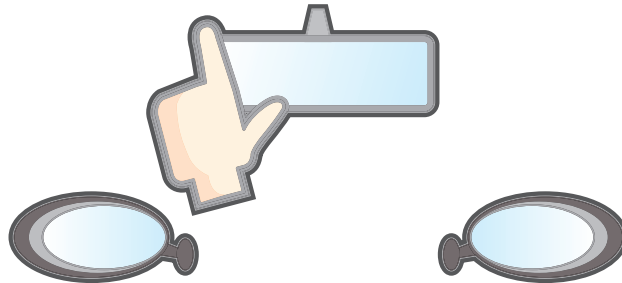
## Seatbelt

- Everyone in the car must be wearing a seatbelt, make sure that it is properly adjusted and is tight across the body.
- Ensure that it is not twisted.



## Mirrors

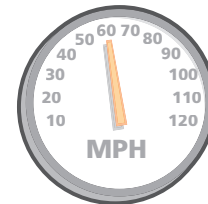
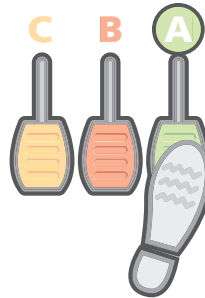
- Make the correct adjustments to ensure that as much as possible of the road behind you is visible in all three mirrors.
- You should be able to see the edge of the head restraint and the corners of the rear window in your internal mirror.



# Controls and instruments

## Accelerator

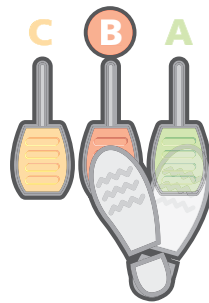
- Known as gas pedal
- Controls engine power
- Operated with right foot
- Light, sensitive pressure
- Gentle use for eco-driving



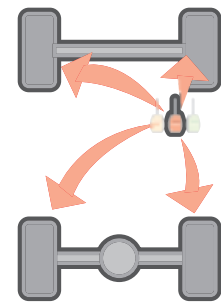
More gas,  
more power

## Footbrake

- Slows and stops the car
- Operates on all four wheels
- Shows the brake light
- Pivot the right foot
- Use progressively
- Use in conjunction with mirrors



Mirrors,  
brake lights



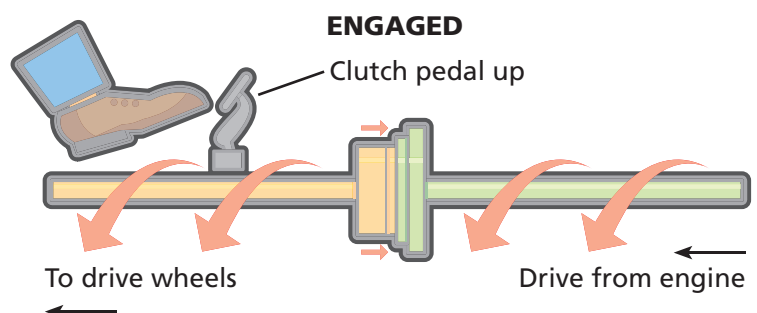
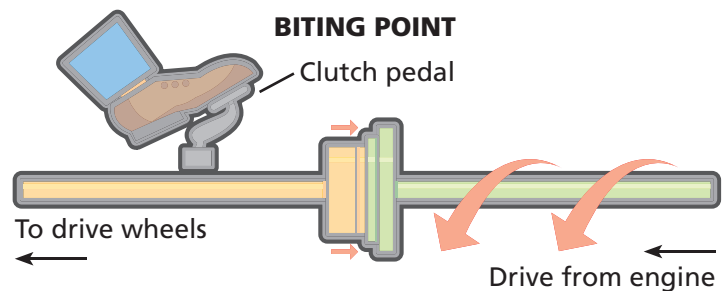
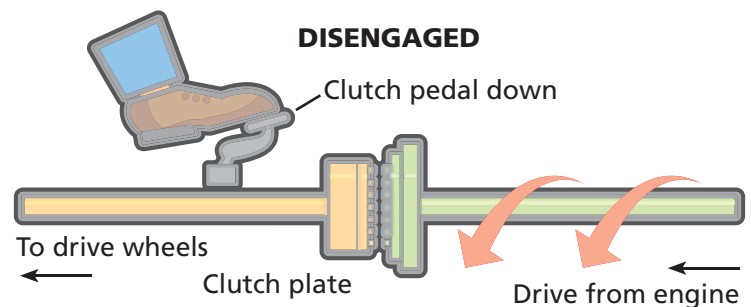
All four wheels

## Clutch

- Breaks the link between the engine and the wheels
- Operate with the left foot
- Use gently and progressively

### Smooth operation of the clutch

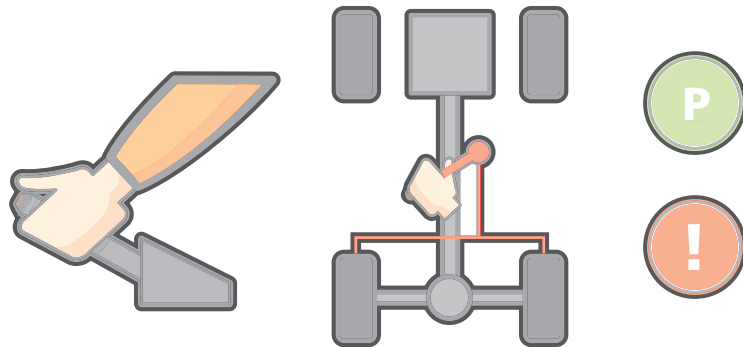
- Listen to the engine
- Balance clutch and gas
- Pause momentarily as clutch engages during gear changes
- Use clutch-control for low speed manoeuvring



# Controls and instruments

## Handbrake

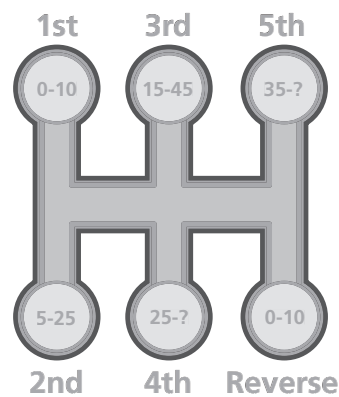
- Use when waiting or parking
- Works on rear wheels only
- Use button when applying
- Secured by ratchet



Rear wheels only

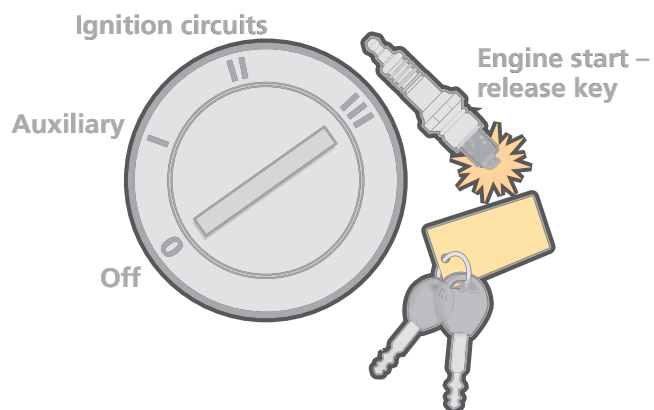
## Gear lever

- Each gear has its own speed range
- Use the gear that fits speed and road conditions, skipping intermediate gears as necessary
- Lower gears deliver more power
- Palming method for accurate gear changes
- Look well ahead when changing gear
- Use neutral when parked



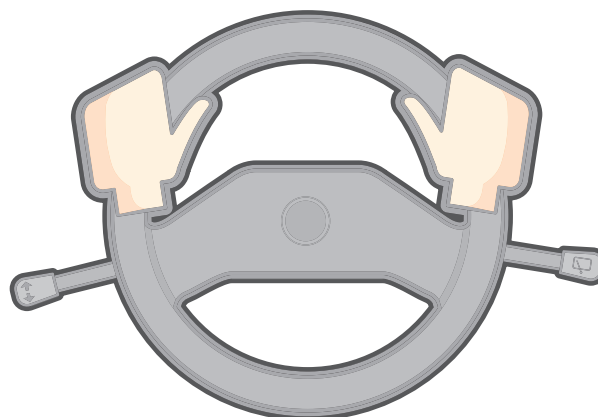
## Engine start

- Handbrake / neutral check
- Ignition switch (3 positions)
- Release key on starting



## Steering wheel

- Hands at ten-to-two
- Light grip, thumbs on rim
- Pull and push
- Look where you want to go, let your hands follow your eyes

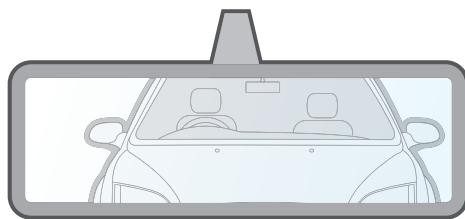
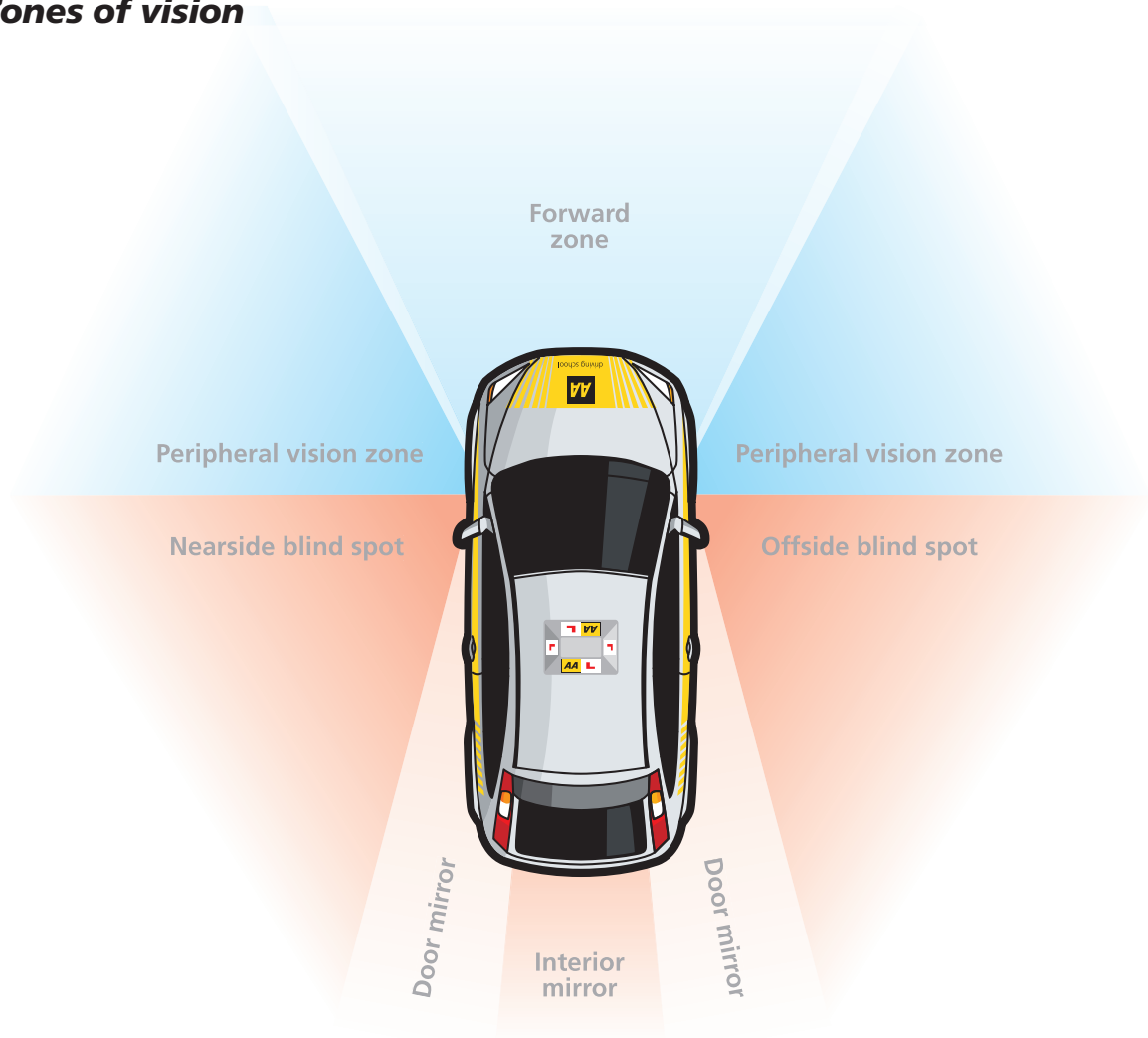


## Indicators

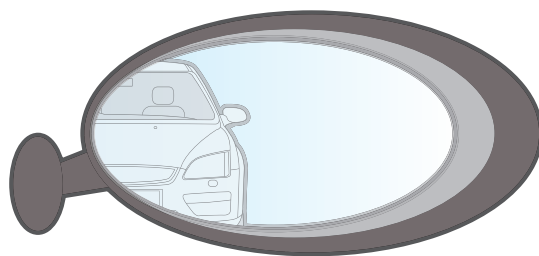
- Fingertip control
- Move the stalk in the same direction you turn the wheel

# Mirrors

## Zones of vision



Interior mirror/view  
Flat glass



Door mirror view  
Convex glass



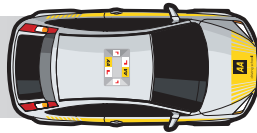
# Speed

The diagram below shows the thinking and stopping distance needed for different speeds.



Thinking distance + Braking distance

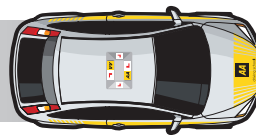
6 metres + 6 metres



= 12 metres (40 feet) or 3 car lengths



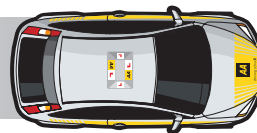
9 metres + 14 metres



= 23 metres (75 feet) or 6 car lengths



12 metres + 24 metres



= 36 metres (120 feet) or 9 car lengths



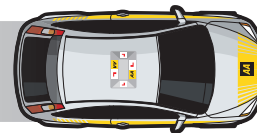
15 metres + 38 metres



= 53 metres (175 feet) or 13 car lengths



18 metres + 55 metres



= 73 metres (240 feet) or 18 car lengths

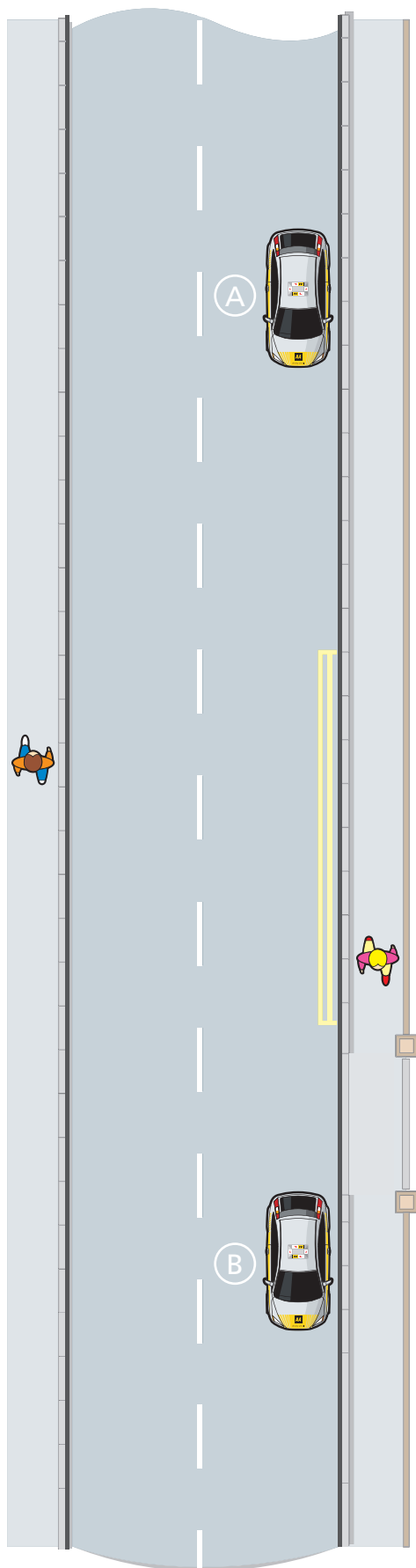


21 metres + 75 metres



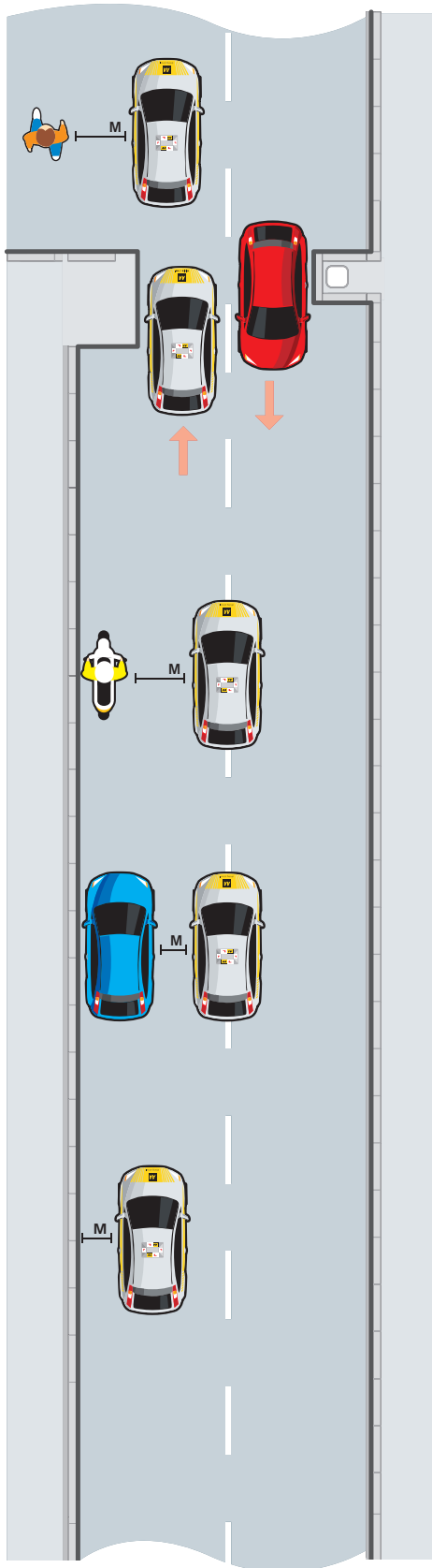
= 96 metres (315 feet) or 24 car lengths

# Moving off and stopping



Notes:

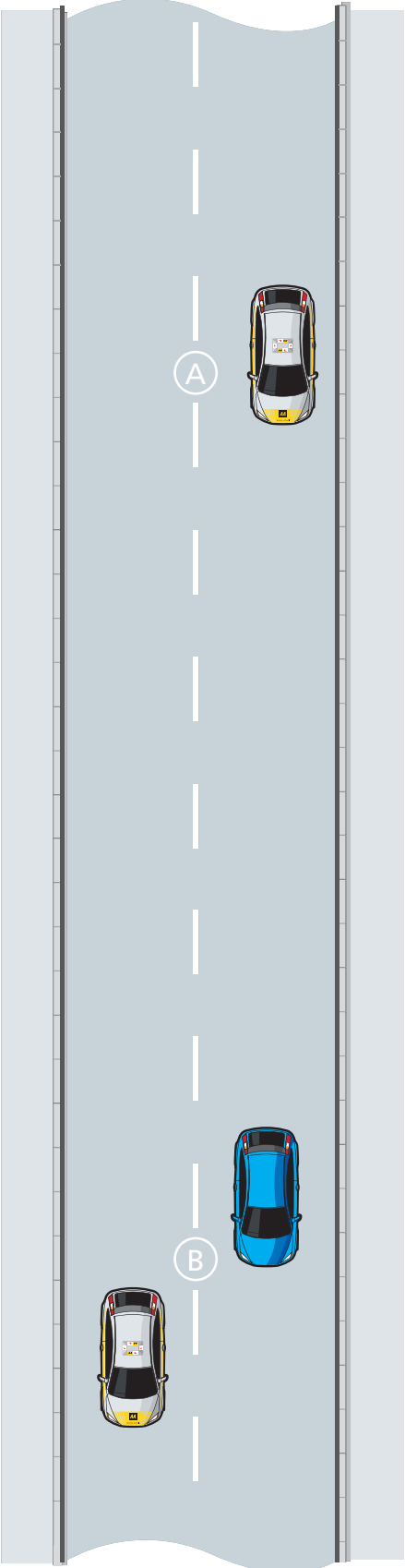
# Safe positioning



Notes:

# Other traffic

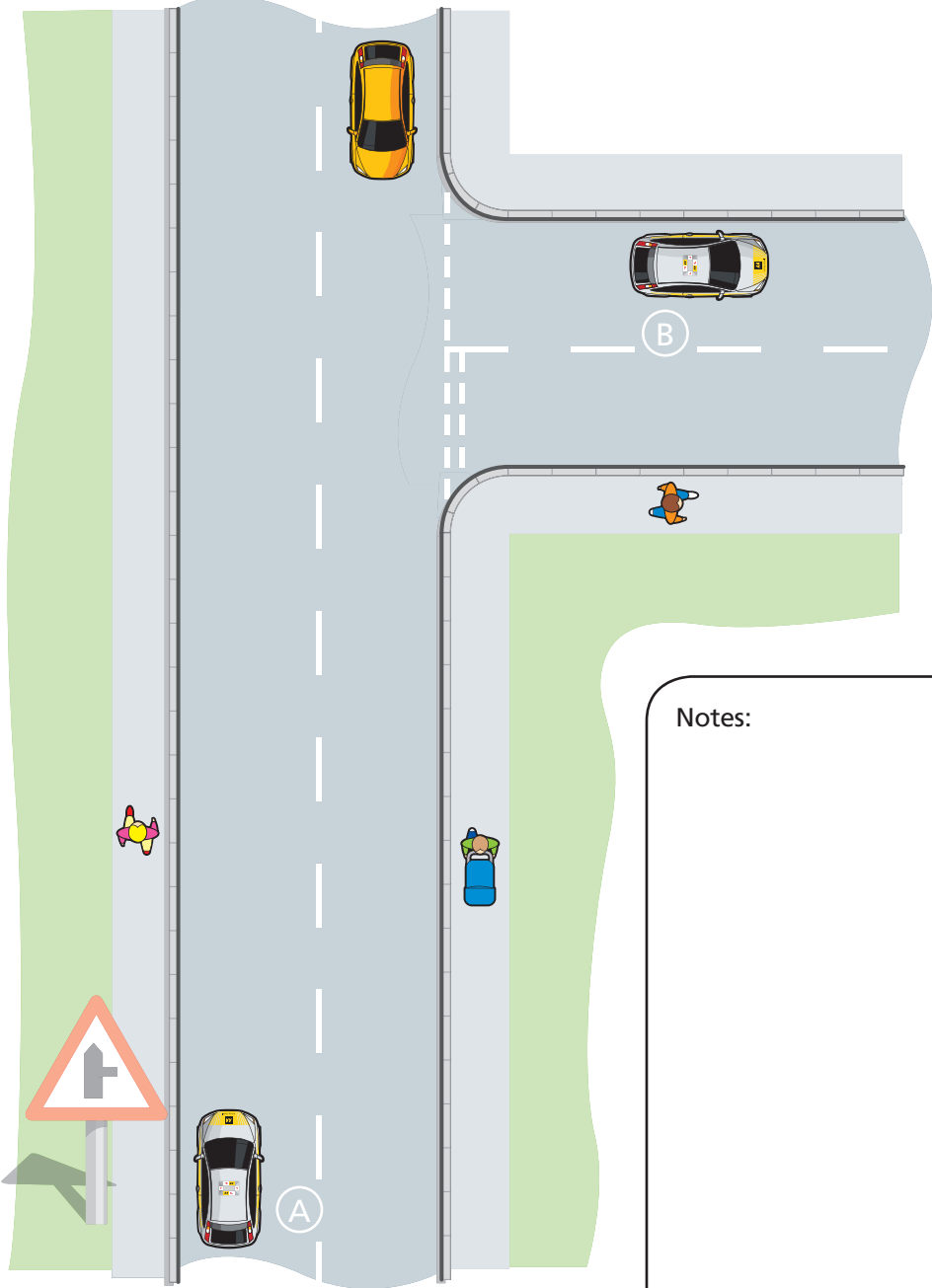
## Overtaking



Notes:

# Other traffic

## Crossing the path of oncoming vehicles

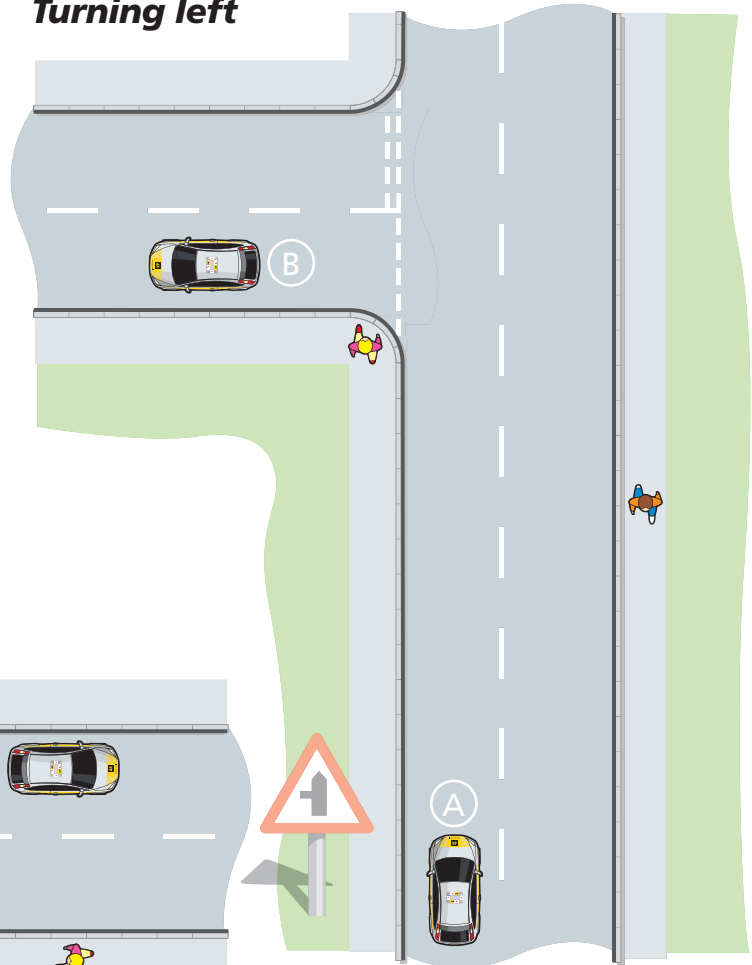


Notes:

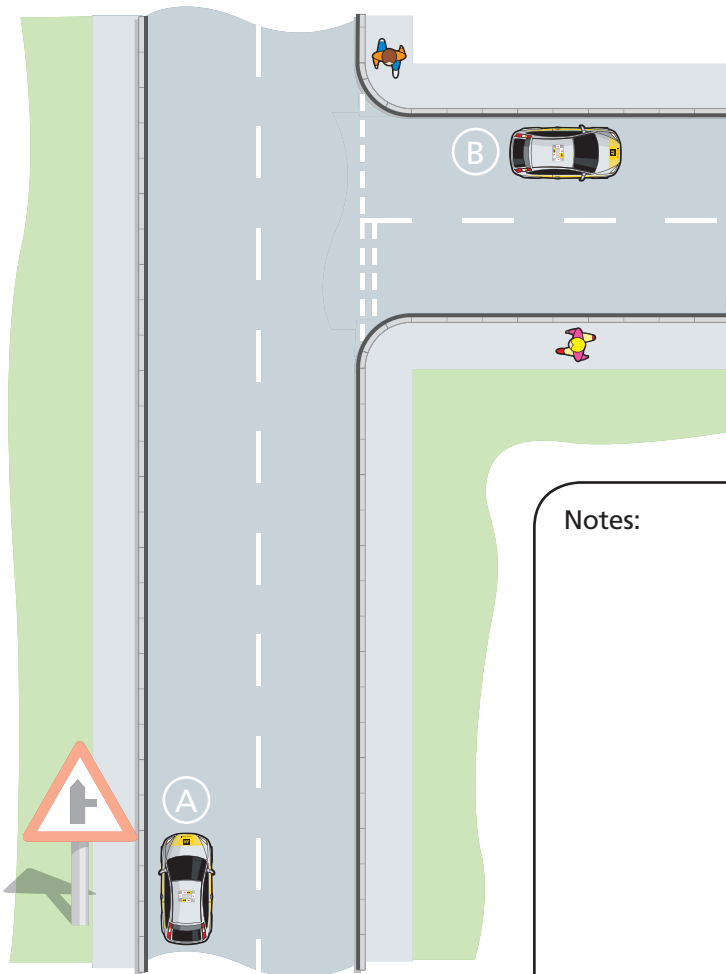
# Junctions

Notes:

## Turning left



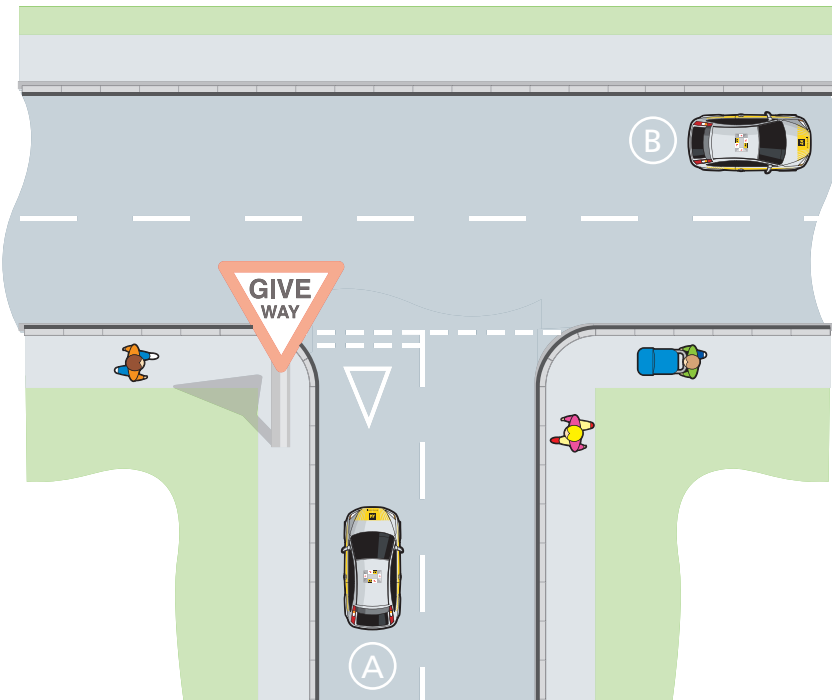
## Turning right



Notes:

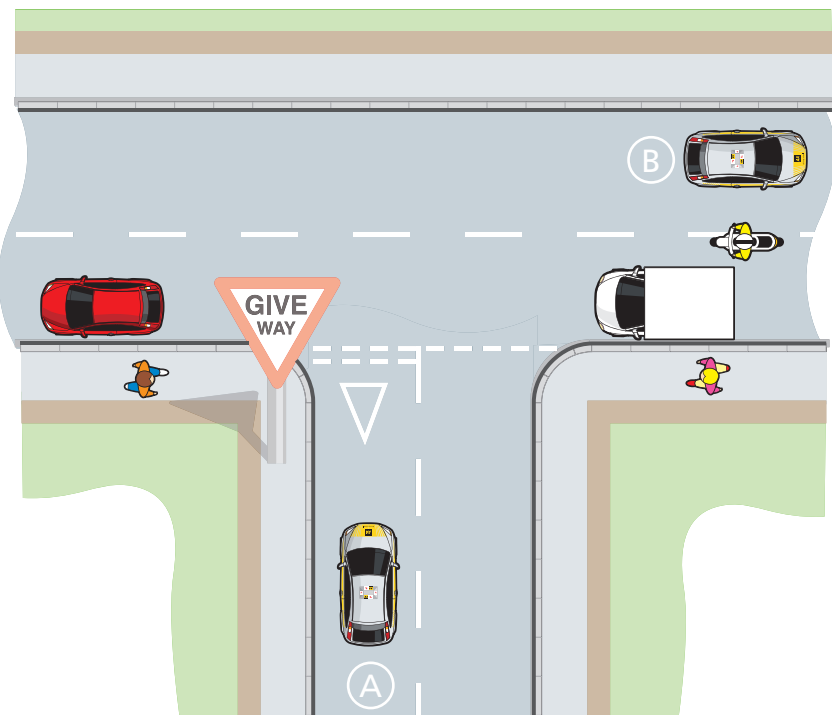
# Junctions

## T-junction Emerging – open



Notes:

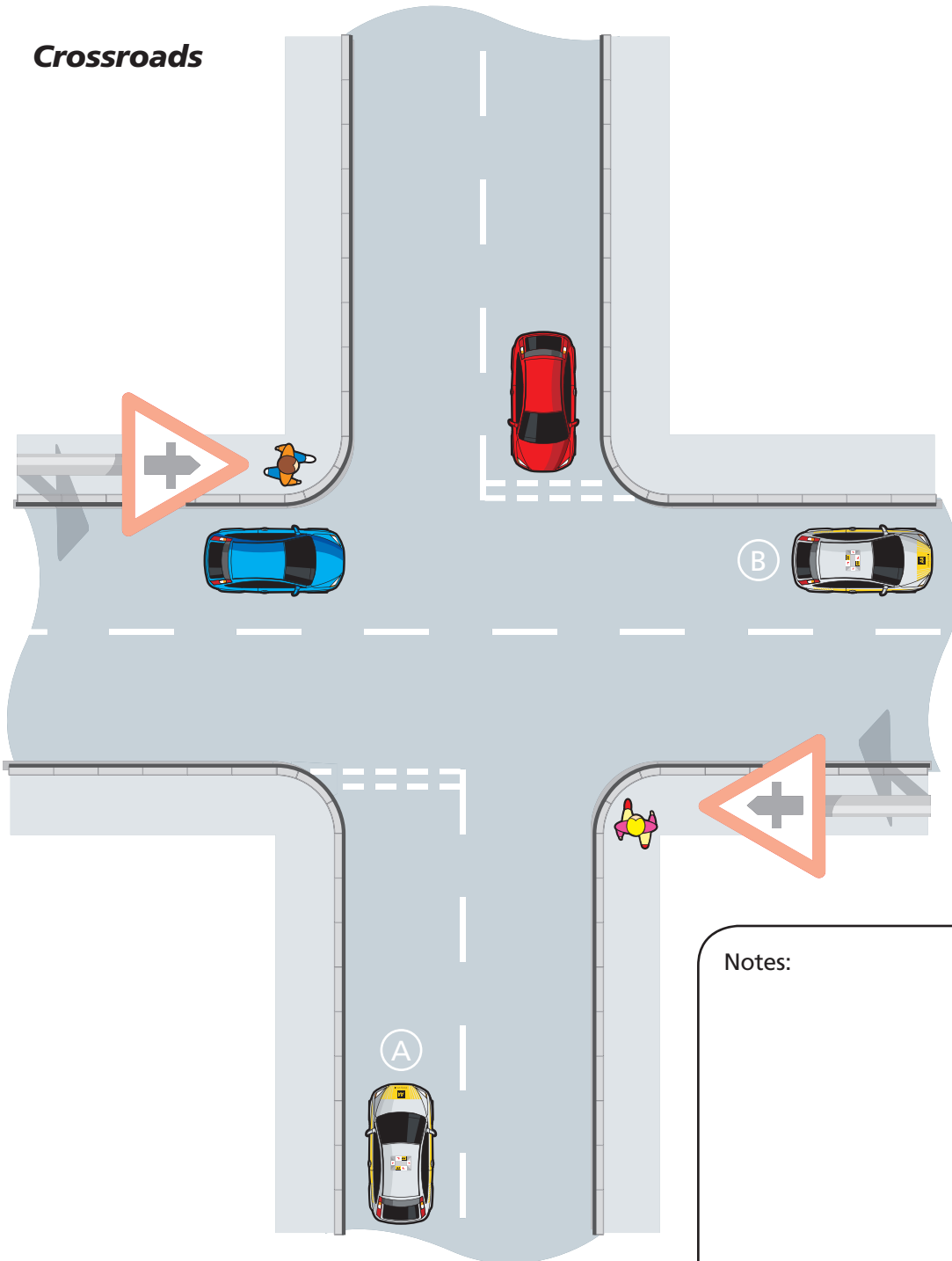
## T-junction Emerging – closed



Notes:

# Junctions

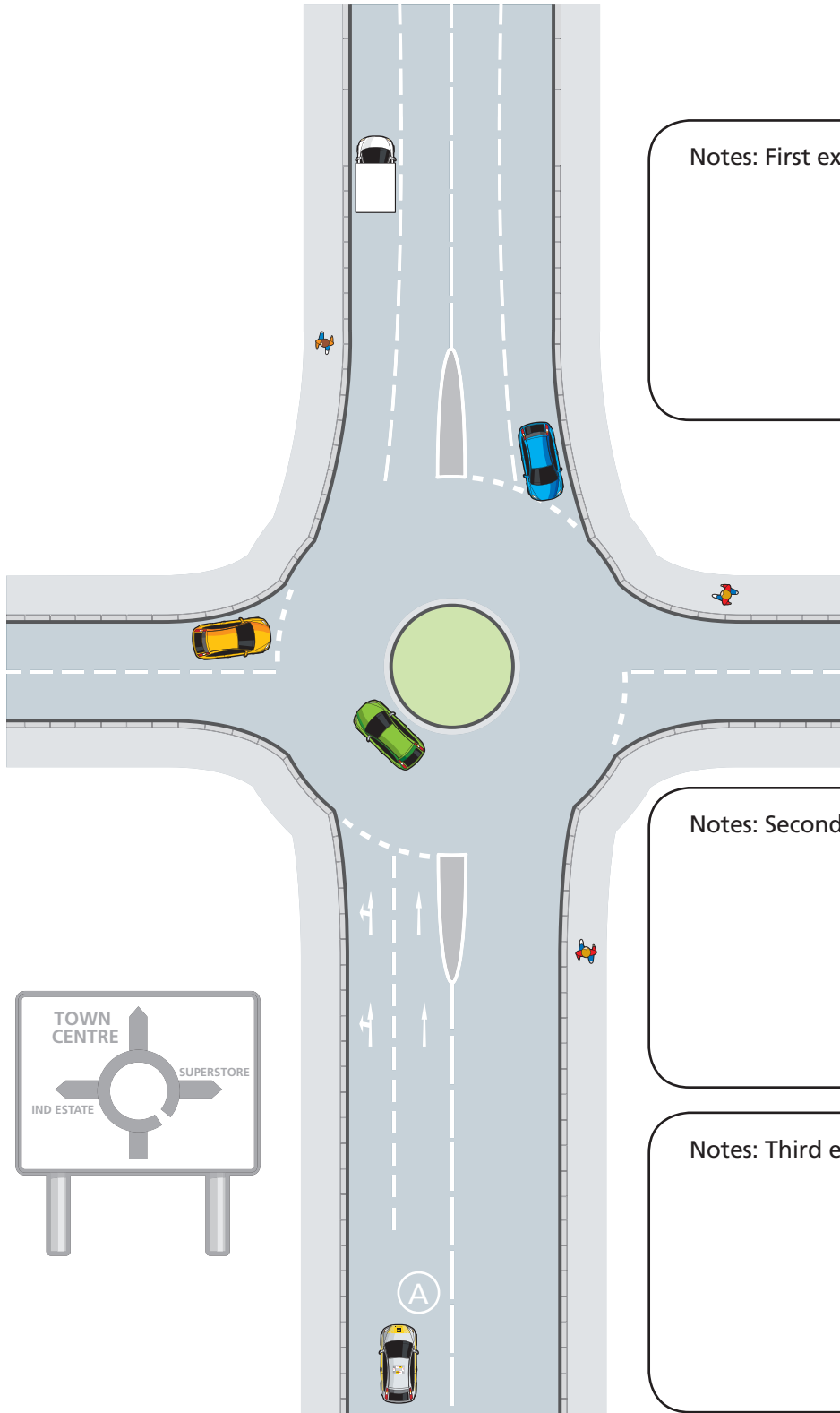
## Crossroads



Notes:



# Roundabouts

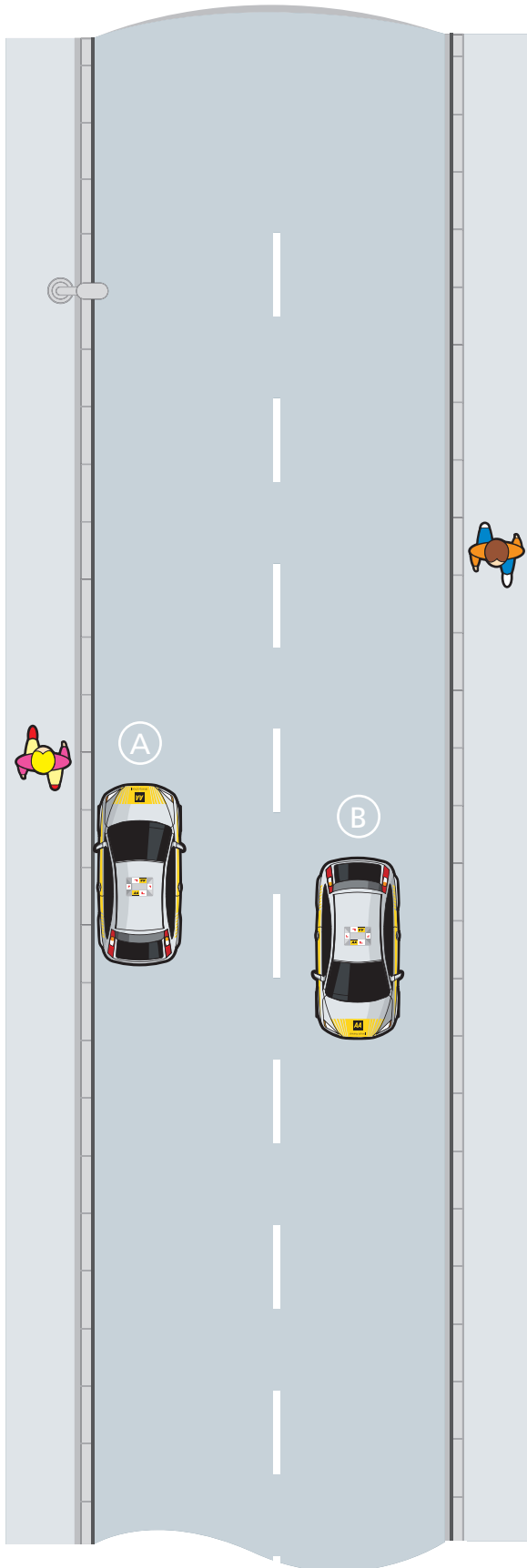


Notes: First exit

Notes: Second exit

Notes: Third exit

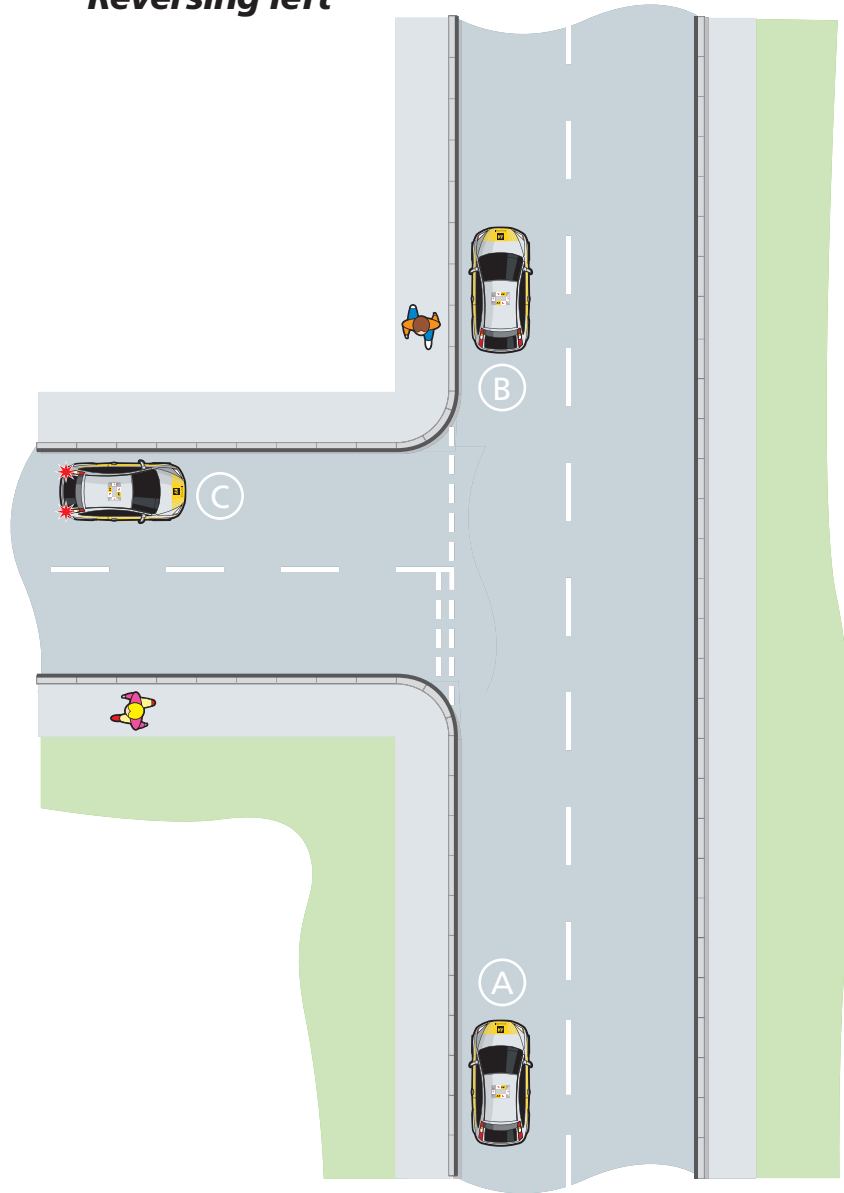
# Turning the vehicle



Notes:

# Reversing

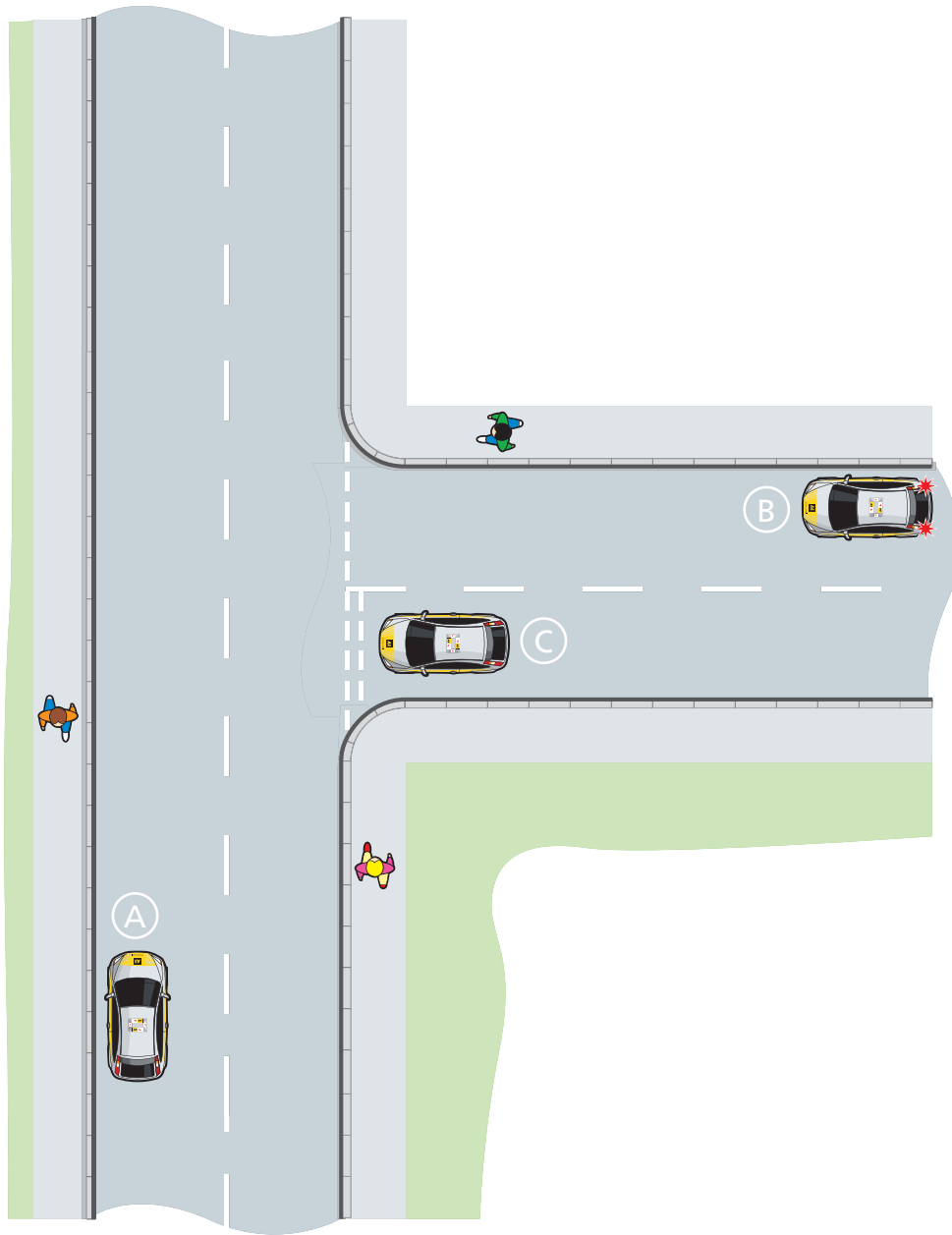
## Reversing left



Notes:

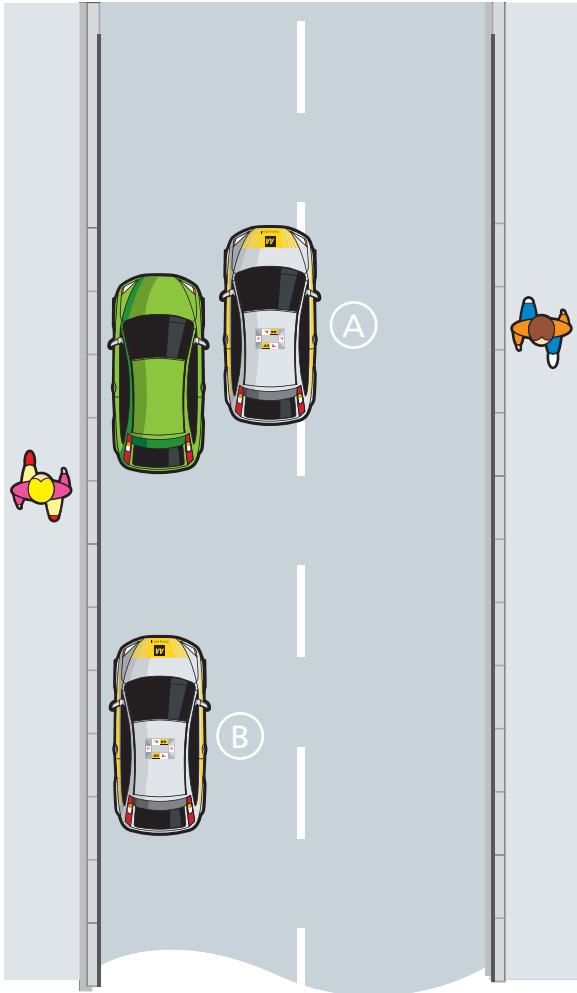
# Reversing

## Reversing right



Notes:

# Parking

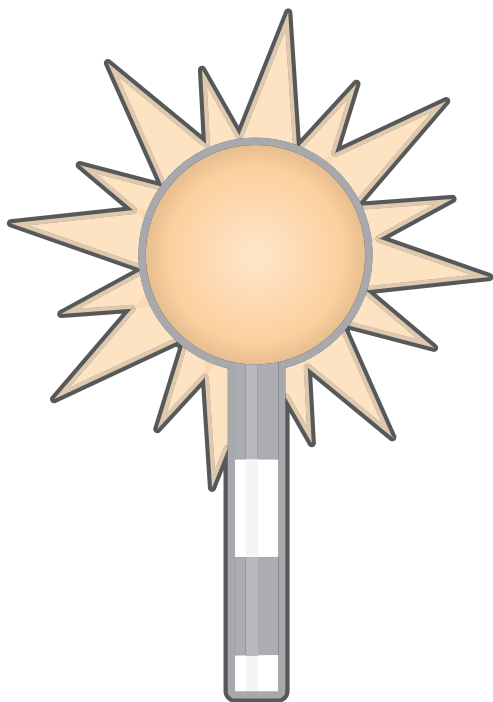


Notes:



Notes:

# ***Pedestrian crossings***

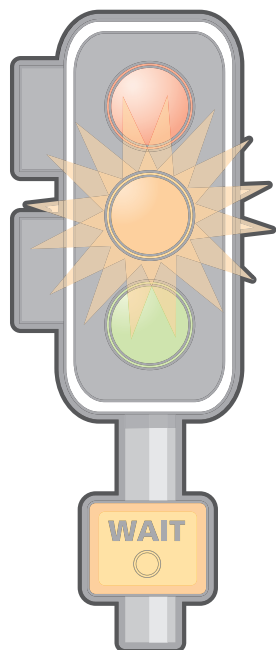


Notes:

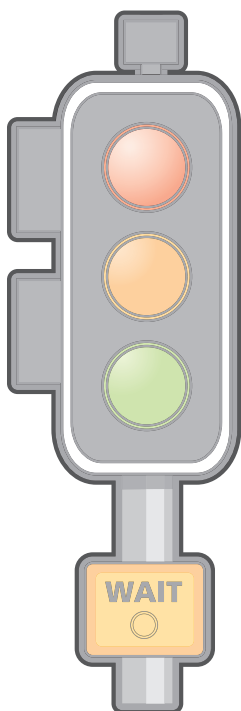


Notes:

# Pedestrian crossings

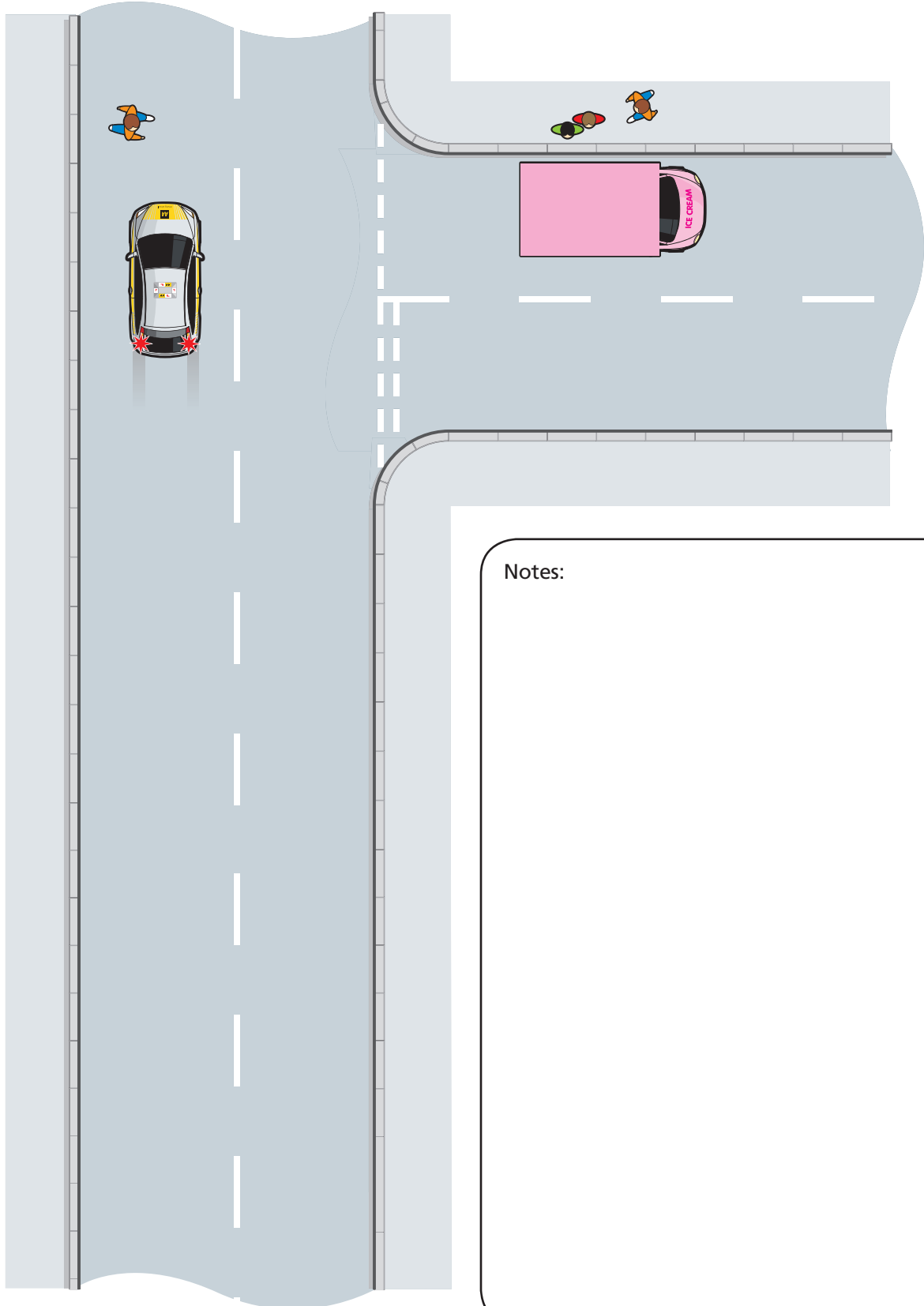


Notes:



Notes:

# Emergency stop



Notes: