

Instructor Lesson Worksheet

Road safety activities for your lessons, linked to the Part 3 and Standards Check competencies.

Pupil:	Date started:
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How to use it: choose one section per lesson. Wait for a natural moment on the road, ask rather than tell, and let the pupil write their own answers where there is space.

1. The Fatal Four

Speed

The fact: A speed-related factor was recorded in 52% of fatal collisions in 2025. “Too fast for conditions” appeared in 25%.

Coaching questions:

- What speed would let you stop in the distance you can see to be clear?
- When might the speed limit be too fast for this road?
- What makes you want to go faster when you are with friends?

On the road: At each limit change, ask the pupil what the new limit tells them about the road ahead.

Competency link: *Risk management: feedback on safety-critical situations. Teaching and learning: using examples.*

Drink and drugs

The fact: Alcohol or drugs were recorded in 21% of fatal collisions in 2025. In 2024, 14% of road deaths involved a driver or rider over the limit.

Coaching questions:

- How would you get home if your lift had been drinking?
- How might you feel the morning after a night out?
- Which medicines could affect your driving?

On the road: Passing a pub or late-night venue, ask the pupil to plan their safe way home from it.

Competency link: *Risk management: shared responsibility for risk. Teaching and learning: analysing problems.*

Seatbelts

The fact: Around a quarter of car occupant deaths in 2025, where use was known, were not wearing a seatbelt. Non-wearing was higher at night and among 17 to 39-year-olds.

Coaching questions:

- Who is responsible for passengers wearing a belt in your car?
- When might a friend not bother to wear one?
- What would you say to them?

On the road: During the cockpit drill, ask the pupil how they will check passengers before moving off.

Competency link: *Lesson planning: goals and needs. Risk management: shared responsibility.*

Phones and distraction

The fact: Distraction was recorded in 12% of fatal or serious collisions in 2025. Phone use is widely believed to be under-recorded.

Coaching questions:

- What would tempt you to check your phone while driving?
- What could you do before you set off?
- How would you deal with a passenger showing you their screen?

On the road: Agree a phone habit at the start of the lesson and review it at the end.

Competency link: *Teaching and learning: encouraging reflection and responsibility for learning.*

2. Local risk: crash map exercise

Look up the roads the pupil will use most at crashmap.co.uk. Filter for fatal and serious collisions over the last five years, then plan where to practise.

Road or location	What the map shows	What we will practise

Competency link: *Lesson planning: suitable practice areas; identifying learning goals and needs.*

3. Passenger pressure

Talk through each scenario before the pupil carries friends. Ask: what could you say, and what could you do?

1. A friend in the back is not wearing a seatbelt and says "it's only round the corner".

2. Your passengers want you to go faster on an empty country road at night.

3. Someone turns the music right up as you approach a busy junction.

4. It is 1am, everyone is tired, and you have a 30-minute drive home on unlit roads.

Competency link: *Teaching and learning: encouraging the pupil to analyse problems and take responsibility for their learning.*

4. My small change

Written by the pupil. One habit I will keep after I pass my test:

One thing I will say to a friend who is driving dangerously:

Rules I have agreed at home for my first six months:

Competency link: *Teaching and learning: encouraging the pupil to reflect on their own performance. Risk management: shared responsibility for risk.*

5. Instructor reflection

Area	What I did that the examiner would see	Done
Lesson planning: goals and needs beyond the test		☐
Lesson planning: practice area chosen for purpose		☐
Risk management: responsibility for risk agreed		☐
Risk management: feedback on safety-critical moments		☐
Teaching and learning: pupil analysed and decided		☐
Teaching and learning: pupil reflected at the end		☐

Sources: Department for Transport, Reported road casualties Great Britain 2025 (final results and younger driver factsheet); DVSA ADI standards check guidance; DVSA National Standards. Full references are in the Beyond the Test series at grahamhooper.blog.