

C A R E 2 D R I V E

FREE DOWNLOAD

Thirty questions that make pupils think

Open questions sorted by moment, the four-move funnel, and
two things that make them land.



Thirty questions

The funnel

When to ask



3 pages · PDF · for approved driving instructors

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Thirty questions that make pupils think

The form wants the pupil doing the thinking. That is mostly a question habit, and habits need a list to start from. Pick two of these for your next lesson. Not ten.

Starting a lesson

- "What do you want to get out of today?"
- "Where did last week leave you?"
- "What is the bit you would most like to get out of the way?"
- "How will we know at the end that this worked?"
- "On a scale of one to ten, how confident are you with this right now?"

Before a manoeuvre or a junction

- "What are you looking for here?"
- "What is the most likely thing to change in the next ten seconds?"
- "Talk me through what you are about to do."
- "Who else is involved in this decision?"
- "What would make you change your mind?"

Right after something happened

- "What did you notice?"
- "What did you decide, and when?"
- "What would you do differently if we drove past there again?"
- "How did that compare to the one before?"
- "What told you it was safe?"



Pat says: after you ask, count to three in your head. Most of us fill the gap in under two seconds, and the thinking you want happens in second three onwards.

And twenty more

When they are stuck

- “What part of it is the hard part?”
- “What would you tell a friend to do here?”
- “Which bit would you like me to take, and which bit will you keep?”
- “What have you already ruled out?”
- “Shall we make it smaller: what is one step of it?”

When they got it right

- “How did you do that?”
- “What made this one work when the last one did not?”
- “Could you do that again on purpose?”
- “What would you tell yourself from three weeks ago?”
- “Where else would that same thinking work?”

When something did not go to plan

- “What happened, from your side?”
- “When did you first know?”
- “What could have given you more time?”
- “What is the earliest point where a different decision would have helped?”
- “Is that a knowledge thing, a skill thing, or a confidence thing?”

Ending a lesson

- “What went better than last time?”
- “What are you taking away from today?”
- “What do you want to practise before next week?”
- “Where would you score yourself now, compared to the start?”
- “What should I do differently to help you more?”



The funnel, and two things worth knowing

Four moves, in order.

Open wide. "Talk me through that junction from your seat." Everything is admissible, and you learn their map.

Narrow. "You said you were not sure about the lane choice. What were your options at that point?"

Sharpen. "Which option gives you the most time?" Judgement is being built here, theirs not yours.

Commit. "So what is the rule for next time? Say it as you will use it."

Run one full funnel per lesson and you will cover most of the teaching and learning group with a single conversation.

Ask when you want an answer, tell when you want an action.

"Don't you think you should check your mirror?" is really an instruction. If you want the mirror checked, say so plainly and the pupil can act on it straight away. Keep the questions for the things you would genuinely like them to work out, and both tools do their own job.

Pick the moment.

A question and a busy roundabout both want the same attention, so questions land best at the kerb, before or after. Ask on the approach when it is quiet, or once you have stopped.

One question I will use in my next three lessons

What happened when I did

This is the shallow end of book three.

The Coaching Instructor covers the four levels of listening, clean language, coaching the emotional layer as well as the skill, the hierarchy of feedback, and twelve drills to practise them in the car. care2drive.co.uk

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