

ADI Part 3 Lesson Planning: Helping Pupils Take Responsibility for Their Learning

One of the big questions examiners ask during the ADI Part 3 test is: “Was the pupil encouraged to analyse problems and take responsibility for their learning?”

For many trainees, that phrase feels a bit heavy. What does it really mean? And how do you do it in a driving lesson without overcomplicating things? Let's break it down into simple, bite-sized steps, with plain examples you can use straight away.

1. Spotting the Problem

When something goes wrong – maybe a lack of observations at closed junctions, – your first instinct is to look for yourself if its clear - But its not your driving lesson!! its your pupils - So your whole job is to look at the pupil and see if THEY are looking right, left and right as a minimum, before deciding whether to go As they are driving are they doing Mirrors, signal, position, speed, gears, look? Are they driving the same way you would for your adi part 2? (mirrors before change of speed or direction etc)

2. Helping Them Think It Through

If the pupil makes mistakes and isn't sure of what the fault was and why its a problem, guide them with small, focused questions.

For example:

“Before we move, what's the minimum observations at a junction?”

“Why do we need to do this before deciding whether to go?”

You're not giving them the answer straight away – you're nudging their memory and awareness. This is how they start to analyse their driving.