

Driving by directional signs can over-challenge the driving student initially, particularly in situations that place a high demand on the driver, such as heavy traffic and/or bad weather (heavy rain, snow, fog, etc.) In these cases, the often-employed teaching method according to the „principle of decreasing assistance“ is recommended. In other words: the driving instructor provides assistance with orientation initially in difficult situations and then gradually – based on the advancing level of mastery demonstrated by the student – reduces and ultimately stops giving the help.

To approach traffic situations that call for reduced speed (intersections, traffic signs) appropriately, the driver must match the vehicle speed to the (remaining) distance. This requires exact estimation of the deceleration caused by the rolling and the air drag as well as the braking power of the engine. The road conditions, particularly a potential incline, must also be calculated.

Even if this driving technique requires a great deal of practice and experience, learning it does not have to be frustrating. On the contrary: especially for an adept and ambitious student, mastering this driving task can become a kind of „test of skill,“ that is fun and results in experiences of success.

Of course, these exercises should not endanger traffic or hinder traffic behind the student unnecessarily.

In close cooperation with reputable education specialists and experienced professionals over the last 10 years, the National German Federation of Driving Instructor Associations (Bundesvereinigung der Fahrlehrerverbände e. V.) and the German Driving Instructor Academy (Deutsche Fahrlehrer-Akademie e. V.) has developed curriculum guidelines for practical driver education. True to the concept of philosopher and author Joseph Joubert „*Teaching is learning twice!*“ the operationalized training plans are designed to help the driving instructor prepare for the training and provide the instruction clearly and understandably, without overlooking or omitting anything. The guidelines should also enable the teacher to make an accurate diagnosis concerning the level of knowledge of the students in each phase of the training. Beginning with the publication **Practical Driver Education for Operators of Passenger Vehicles**, the curricula **Practical Driver Education for Operators of Motorcycles**, **Practical Driver Education for Operators of Passenger Vehicles**, and **Practical Driver Education for Operators of Buses** were completed in three-year intervals. The guidelines are permanently integrated within the German driver education system: for beginning professionals, they serve as reliable didactical path markers, for experienced teachers they offer new and deeper instructional structures, and for the training of driving instructor candidates they are simply indispensable. With increasing frequency, the curricula are also being cited in court opinions as a reference for appropriate and proper driver education.



In addition to a general introduction to the content-based, educational, and psychological requirements of up-to-date practical driver education, the „main publication“ ***Practical Driver Education for Operators of Passenger Vehicles*** captures the educational content as well as the cognitive and affective learning objectives for safe, responsible, and environmentally conscious driving in the learning segments

- Beginner Level
- Intermediate Level
- Advanced Level
- Special Driving Level
- Maturity and Test Level and in the so-called
- Situational Modules

It also includes numerous tips on methodology and teaching strategies without restricting the desirable and necessary discretionary freedom of the driving instructor. The curriculum is supplemented by diagram maps adapted specifically to each individual educational level and its respective learning objectives, which facilitate a quick and clear training diagnosis.

The didactical structure of the curriculum guidelines for the operators of motorcycles, passenger vehicles, and buses, while identical in principle, are fully adapted to the legal, technical, and environmentally relevant particularities of the respective vehicle class. Here as well, the focus is on the transfer of the ability to drive safely and knowledgeably and to conduct oneself in traffic responsibly and in compliance with the law.

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Excerpt from the curriculum guideline „Practical Driver Education for Operators of Passenger Vehicles,“ Chapter 4.2 „Intersections and Merging outside of Developed Areas.“

Learning Content

Driving through intersections and merging outside of developed areas

- Heeding directional signs
- Approaching the intersection
- Crossing through the intersection
- Approaching speed-limiting traffic signs
- Turning into right-of-way streets
- Turning from differently designed intersections, including traffic circles

Learning objectives

The driving student should be able to

- Use directional signs for accurate orientation while driving
- Cross through intersections properly and turn safely at differently designed intersections (during this maneuver the driving student should give special consideration to the often increased speed of opposing traffic)
- Enter and exit traffic circles properly
- Practice environmentally responsible and energy-conserving driving and for this purpose approaches intersections and speed-limiting traffic signs appropriately
- Turn into right-of-way streets properly