How to be aware of - and target the learner driver’s state of mind.

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- A National Training centre
- Two-year educational programme to qualify as a licensed category B Driving teacher
- Advanced training programmes for Driving teachers and Examiners
- State university college; governmental funded
### Driving test

<table>
<thead>
<tr>
<th>Hierarchical level of behaviour (extent of generalisation)</th>
<th>Central content of driver education: knowledge and skills the driver has to master</th>
<th>Risk increasing factors the driver must be aware of</th>
<th>Self-evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals for life and skills for living (global)</td>
<td>Knowledge and skills defined in previous chapters</td>
<td>General driving simulator use and skills</td>
<td>Self-evaluation of necessity</td>
</tr>
<tr>
<td>Goals and context of driving (specific trip)</td>
<td>Knowledge of personal control, braking, steering, overtaking, safety driving</td>
<td>General knowledge and skills related to skills</td>
<td>Self-evaluation of necessity</td>
</tr>
<tr>
<td>Mastery of traffic situations (specific situation)</td>
<td>General knowledge and skills related to skills</td>
<td>Awareness of personal skills, style, hazard perception, reactions to stress</td>
<td>Self-evaluation of necessity</td>
</tr>
<tr>
<td>Vehicle manoeuvring (specific task)</td>
<td>General knowledge and skills related to skills</td>
<td>Developing self-evaluation skills</td>
<td>Self-evaluation of necessity</td>
</tr>
</tbody>
</table>

**Our approach**

How to implement this part of the matrix in the driver learning programme

Curriculum has ambitions that go beyond the driving test
Our approach

The main question is: Why do young novice drivers, especially male drivers, don’t drive the way they are taught: safely and with low risk as a priority?

- Our emotional state is determining our driving behaviour more than we like to admit.
- We can’t “erase” or reset to zero our emotional state, we need to learn to deal with it.
- Our feelings are always present. And you can’t learn not to be angry, you can’t learn not to be happy, but we can learn how the emotions affect our actions.
Our approach

Every action originates from an emotion

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afraid</td>
<td>Run</td>
</tr>
<tr>
<td>Anger</td>
<td>Attack</td>
</tr>
<tr>
<td>Sad</td>
<td>Withdraw</td>
</tr>
<tr>
<td>Shame</td>
<td>Hide</td>
</tr>
</tbody>
</table>

- We want to create a link from the brain's emotional center to the frontal cortex before being brought into the action center.
- It is about establishing neural pathways.
Our approach

Before the driving teacher can enter and help the learner drivers to analyze their driving behaviours, he / she has to help him / her to be aware of their emotional state. Without first making a scratch in the surrounding bubble, attempts at a rational analysis will be fruitless.

The emotional fog/blur
Our approach

• Handling destructive emotions is similar to how the body handles cold. If we have a well prepared immune system, the cold does not affect us so much. It is the same way with emotions. If we have a well prepared immune system, the emotions won’t create so much turbulence and imbalance. The main point will be to create a “emotion immune system”.

  – Dalai Lama
Our approach

Emotional state
- Appear from any thing
- Can generate biological reactions thoughts and action tendencies

Emotional self awareness
- Detecting the emotional state, by using reflecting team
- Reflect on the action tendency

Emotional control
- Be able to do a conscious selection (ex, keep the speed or reduce the speed)
- Develop emotional self awareness
Theoretical framework

- Reflection and reflecting team
- Knowledge, teaching and learning
- Communication, listen carefully and ask questions
- Different learning models
- Care and empathy
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Personal resources for safe driving
on May 8th, 2015 Berlin

Pre guidance before driving/thory lesson, reflecting team and driving teacher

Students writing a reflection note

Driving Teacher «5 minutes» to avoid misunderstandings

Driving lesson
Reflecting team in back seat/classroom

Reflecting team talking «behind the driving teacher’s back» after driving lesson

Reflecting team
Affective questions

- Target emotions and experiences
- Use words as feel and experience
- To change the perspective, in a different point of view..
- Affective questions contributes to set focus on reactions, motivation, attitudes and engagement.
- These kind of questions may trigger reactions/feelings that we can not predict

Be more concerned about how to deal with these reactions if they appear than to trigger them.

Samples:
- How do you experience.....?
- What are your feelings in this situation?
- How was your reaction when.....?
Care and Empathy

- Mutual trust
- Active empathy
- Access to help
- Go-ahead-spirit
- No condemnation
Results and Conclusions

• Learn to talk about emotions
  – Awareness
  – Empathy /listen carefully
  – “I’m a bit worried today”
    “I did not know she was stressed, until she said so!”
Traditionally, the rational part of the human intelligence have been taken as a standard for human talent. But new research brings forward that rational thoughts are less valuable if the emotions are not asked for advice.

Daniel Goleman

"IQ alone is not enough; EQ also matters. (Bressert, 2007)"
Conclusion

We must learn how to be aware of - and target the learner driver’s state of mind.
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