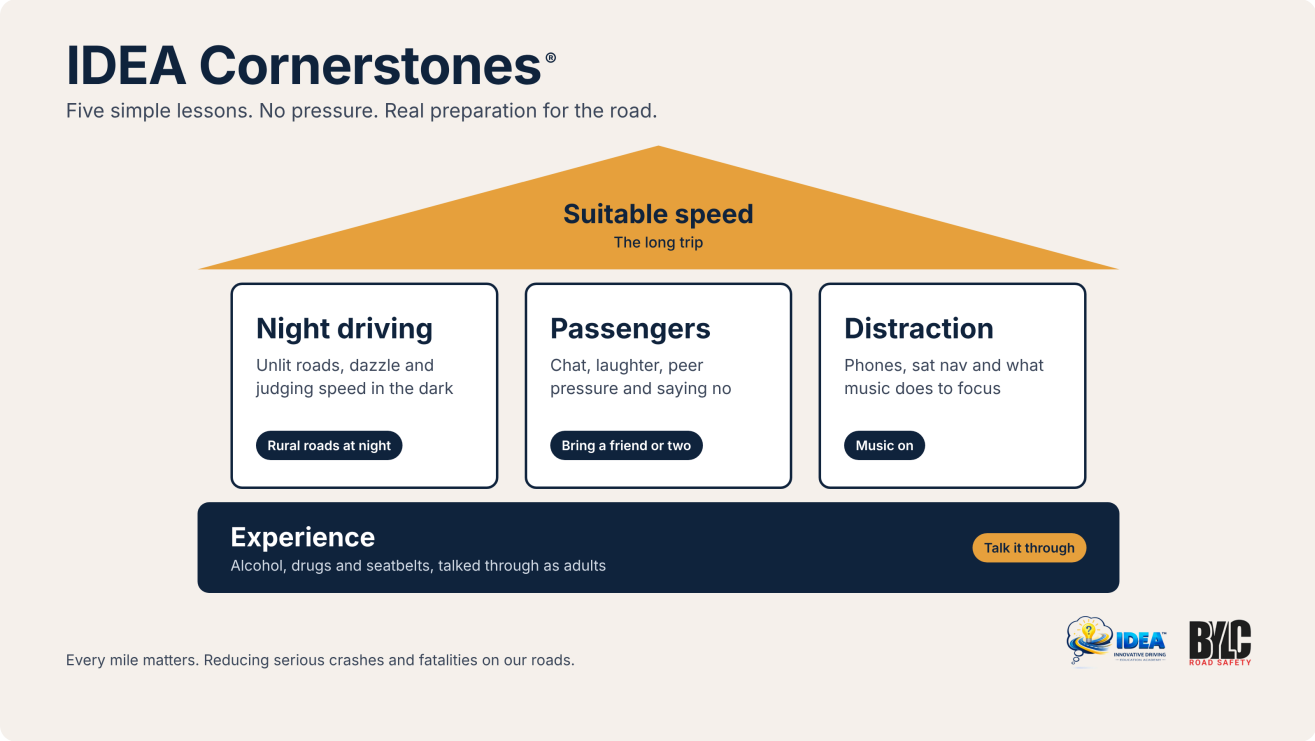
IDEA CORNERSTONES · INSTRUCTOR GUIDE

IDEA Cornerstones

IDEA Cornerstones is an adult conversation with learners about the real risks of their first years on the road, built into normal lessons. Nothing is enforced and nobody is put under pressure; learners are given the confidence, and the permission, to make their own good choices.

The aim is to reduce serious crashes and fatalities on our roads. For instructors and parents, the question is simple: why would you not do it?



Each cornerstone is one simple, practical lesson. No extra paperwork, just a different kind of drive.

It's OK to...

The cornerstones are about the learner, not rules for them. These are permissions, not restrictions. Instructors talk them through as adults, and learners decide for themselves.

- **Display P plates after you pass.** They're optional, and they tell other drivers to give you a bit more space.
- **Say no.** To a lift, a passenger, a dare, or any journey that doesn't feel right.
- **Ask a mate to quieten down** or put their phone away. It's your car and your licence.
- **Drive at the speed that feels right,** even if someone behind wants you to go faster.

- **Pull over** if you're tired, upset or unsure.
- **Ring home for a lift** at any hour, no questions asked.
- **Not feel ready yet** for some journeys. Confidence comes with experience.
- **Ask for the lessons you want:** a night lesson, a passenger lesson, a motorway lesson, or a parent sitting in.

The five lessons

Experience: talk it through

Throughout the course, talk openly about alcohol, drugs and seatbelts, as adults. Vary the routes so learners meet new roads, not just test routes.

> **Ask:** "How would you get home if you'd had a drink?"

Night driving: drive their roads in the dark

If rural roads will be their main driving, make sure they've driven those roads at night before the test: unlit bends, dazzle, and judging speed in the dark.

> **Ask:** "What felt different in the dark?"

Passengers: bring a friend or two

Invite one or two friends along and see what that journey feels like, with chat and laughter in the car. Practise saying no and "not now".

> **Ask:** "What did you stop noticing when the chat got going?"

Distraction: music on

We already use sat nav in lessons. Now add music. Try something calm, then something loud and fast, and talk about what each one did to their focus and their speed.

> **Ask:** "Did the music change how you drove?"

Suitable speed: the long trip

Take the long motorway trip they'll make after passing. Check the car before setting off (tyres, fuel, lights, fluids), plan rest breaks, and choose speed and gaps for the conditions.

> **Ask:** "When would you stop for a break?"

Parents: get involved

Think of it like a school parents' evening: just come along. Sit in the back for a lesson, watch how your child drives, and ask questions. Please don't say no.

- The instructor explains the five cornerstones and the "It's OK to" list.

- Short updates follow as each lesson is done.
- At the pass: one promise from you, a no-questions-asked lift home at any hour.

Why would you not do it?

Five lessons, no restrictions and no pressure: just an adult conversation that prepares learners for the real risks before they drive alone.

Lesson plans: a printable plan for each lesson follows on the next pages.

Every mile matters. Reducing serious crashes and fatalities on our roads.

IDEA CORNERSTONES · LESSON PLAN 1

Talk it through

Foundation · Experience

AIM
An open, adult conversation about alcohol, drugs and seatbelts, and plenty of variety in where they drive.

WHEN
Woven through early lessons, five minutes at the start or end.

How it runs

1. Vary routes every lesson: new roads, not just test routes.
2. Pick one topic per lesson: alcohol, then drugs, then seatbelts.
3. Ask, listen, and share a real example. No lecturing.
4. Go through the "It's OK to" list together.

Ask

How would you get home if you'd had a drink?
What would you say if a mate didn't put their belt on?

MESSAGE TO PARENT
"Today we talked about alcohol, drugs and seatbelts. Ask them what they'd do if they needed a lift home."

IDEA CORNERSTONES · LESSON PLAN 2

Rural roads at night

Pillar · Night driving

AIM
The learner has driven the roads they'll mostly use, in the dark, before their test.

WHEN
Mid-course. Dark by 5pm in winter; book late evening in summer.

How it runs

1. Ask where they'll drive most after passing, and plan the route around it.
2. Unlit rural roads and bends: headlights, dipping, and recovering from dazzle.
3. Pull over safely and switch to dipped beam, so they see how little is lit.
4. Finish in a lit town centre for contrast, and debrief on the drive home.

Ask

What felt different in the dark?
Can you stop in the distance you can see is clear?

MESSAGE TO PARENT
"Tonight we drove the rural roads in the dark. Ask them what surprised them."

IDEA CORNERSTONES · LESSON PLAN 3

Bring a friend or two

Pillar · Passengers

AIM
The learner feels what a journey with mates is like, and practises staying focused and saying no.

WHEN
Mid to late course, once they're confident in traffic. Brief the friends that you're in charge.

How it runs

1. Start on quiet roads with normal chat.
2. Build up gradually: more noise, laughter, a phone passed forward, someone saying "go on, faster".
3. The learner practises "not now" and "wait till we stop". You can end the exercise at any time.
4. Debrief everyone, friends included.

Ask

What did you stop noticing when the chat got going?
How would you ask a mate to calm down without it being awkward?

MESSAGE TO PARENT
"Today they drove with friends in the car. Ask them how it felt."

IDEA CORNERSTONES · LESSON PLAN 4

Music on

Pillar · Distraction

AIM
The learner notices how music changes their focus and their speed.

WHEN
Any lesson once they're settled. Works well alongside sat nav, which we already use.

How it runs

1. Set the sat nav and music before moving, and put the phone away and on silent.
2. Drive a familiar route with calm music, at a comfortable volume.
3. Repeat a stretch with loud, fast music, the learner's own playlist if they like.
4. Pull over and compare: speed, gaps, what they noticed and what they missed.

Ask

Did the music change how you drove?
What will you put on when you're driving on your own?

MESSAGE TO PARENT
"Today we tried driving with different music. Ask them what they noticed."

IDEA CORNERSTONES · LESSON PLAN 5

The long trip

Roof · Suitable speed

AIM
The learner has done the kind of long motorway journey they'll make after passing, including planning it.

WHEN
Late in the course. A double lesson works best.

How it runs

1. The learner plans the trip: route, timing and where to take a break.
2. Check the car together before setting off: tyres, fuel, lights and fluids.
3. On the motorway: joining, lane discipline, gaps, and choosing speed for the conditions.
4. Take a rest break at a services and talk about tiredness, then drive home.

Ask

When would you stop for a break?
What would you check before a long drive on your own?

MESSAGE TO PARENT
"Today we did a long motorway trip, with car checks and a rest break. Ask them how they'd plan their first long drive."

IDEA CORNERSTONES · LESSON PLAN

Parent in the lesson

All five cornerstones

AIM
The parent sees how their child drives, understands the cornerstones, and asks their own questions.

WHEN
Any lesson mid-course, ideally before the night or friends lesson.

How it runs

1. Invite them warmly: "Come along and see how they're getting on." Like a parents' evening, but in the car.
2. The parent sits in the back and watches a normal lesson.
3. Pull over for five minutes: show the cornerstones picture and the "It's OK to" list.
4. Invite their questions, and talk about the support they can give after the pass.

Ask the parent

What worries you most about them driving on their own?
What would you like us to cover before the test?

AGREE TOGETHER
One promise from the parent: a lift home at any hour, no questions asked.