

Idaho **STAR**
Motorcycle Safety Program

Enhanced Street Skills

RANGE CARDS



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Enhanced Street Skills
Range Cards
V5.0 - July 2025

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RANGE PREPARATION

- Cordon off range using large cones.
- Clear range of debris and gravel.
- Set cones for Activity 1.
- Place first aid kit, fire extinguisher, extra cones, water, and cups near staging, but off range.

RANGE RULES

- Don't practice without permission.
- Stay with each exercise as it's being practiced.
- Wear all protective gear when on the motorcycle.
- Always check around you – front, sides, and behind – before moving.
- Don't crowd other riders – leave plenty of space between you and them.
- Do not pass other riders/motorcycles unless instructed.
- If you have a problem, move out of the way and signal an instructor.
- If you hear a referee-style whistle, stop immediately and wait for directions.
- If you don't understand an exercise, ask the instructor for clarification.
- Notify an instructor if you are too uncomfortable to ride safely.

LATE ARRIVAL POLICY

- Students who arrive after the start of the first exercise are not allowed to join. Instruct them to contact the office at 208-639-4540.

Orientation

STUDENT ORIENTATION

- Direct students to park for Activity 1 as they arrive.
- Greet students and provide helmets as needed.
- Take care of administrative details (this can be done as they arrive—you do not need to wait to do this as a group).
- Have students sign master waiver.
- Inspect student motorcycles for obvious defects that could impair handling or create safety hazard:
 - Fluid leaks
 - Tire wear or underinflation
 - Broken spokes
 - Inoperable or missing controls such as:
 - Front or rear brakes
 - Engine cut-off switch
 - Sticky throttle
- Inspect students' driver licenses ("M" endorsement), motorcycle insurance and registration.
- Gather students together to complete orientation.
- Welcome class.
- Inspect and approve riding gear.
- Introduce Instructors.
- Have students introduce themselves:
 - Name
 - Riding experience
 - Expectations
- Identify clinic objectives:
 - Hone overall braking skills
 - Hone overall cornering skills
 - Build skills in smooth and precise front and rear brake application
 - Build confidence in emergency braking skills
 - Build confidence in leaning and cornering
 - Build confidence and skill in low speed maneuvers
- Read Range Rules (opposite page)
- Introduce and demonstrate hand signals:
 - Start engine
 - Stop engine
 - Speed up
 - Slow down
 - Stop
 - Staging
- Identify referee's whistle – all stop.
- Identify riding area and staging area:
 - Do not ride off the range and keep at least 20' of distance from curbs, light poles, or any other fixed objects.
- Discuss running over cones/dragging cones.

Activity 1

10 MINUTES

CLUTCH CONTROL

RANGE PREP

9▲ on ●

7▲ on ◐+

+1=1 cone base/1'

+2=2 cone bases/2'

+3=3 cone bases/3'

Set 20' weave on far side. Set offset weave on staging side: place first cone on 1st offset mark then increase 2nd by one cone base (1'), 3rd by 2', 4th by 3' and so on. Set marker cones on ends of the range. Direct riders to park 3-5' inside the perimeter facing the length of the range approximately 15-17' apart.

OBJECTIVE:

You will demonstrate clutch, throttle, and rear brake control while riding slowly.

DIRECTIONS:

PART A: Rocking

- Place both feet down, start the engine, select first gear. Push back until you are resting on your heels.
- Slowly ease the clutch into the friction zone. When the motorcycle begins to move forward, slowly squeeze the clutch, rock back, and repeat.
- Continue to practice disengaging and re-engaging the clutch using only 1/4" of movement on the clutch lever.

PART B: Speed control and constant RPM

- When directed, bring your RPMs up to 1500-2000 and hold it steady. On my signal, ease into the friction zone and straddle walk toward the center of the range in a straight line. Stop on my signal.
- Speed up and slow down using only the clutch and keep the RPMs steady at 1500-2000.

PART C: Slow Ride

- When directed, ride from the center to the far end of the range as slowly as possible without putting a foot down. Use clutch, throttle, and light pressure on the rear brake for control. Keep your head and eyes up and forward.
- Stop when you reach the marker cone on the far end.

EVALUATE UNDERSTANDING:

- How do you control the bike at very low speeds?
(Clutch and throttle; rear brake)
- How does the rear brake help you in slow speed maneuvering?
(Stabilizes the motorcycle)
- Do you have any questions?

DEBRIEF:

- What happened if you cut the throttle while riding slowly?
- What helped you maintain balance?
- What is the benefit of practicing slow speed riding?

Activity 1

WHAT TO COACH:

1. Minimal clutch movement using the friction zone.
2. Steady throttle.
3. Head and eye placement and proper posture.

EXERCISE GUIDELINES:

- Coach as needed.

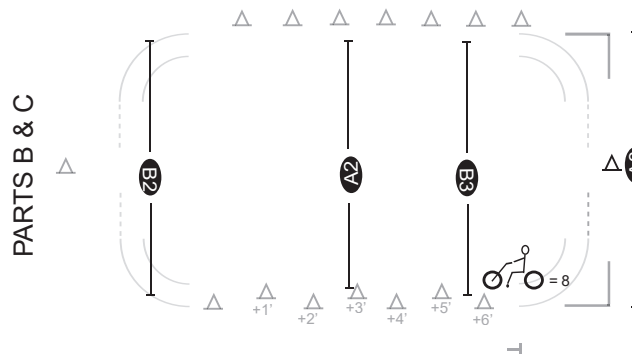
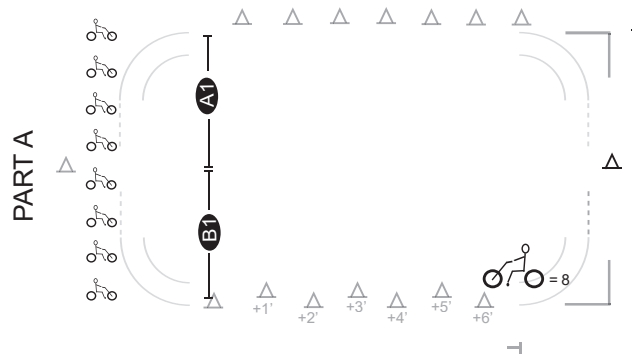
RANGE CONTROL TIPS:

- Part A: Both Instructors coach, splitting the group in half.
- Parts B and C: Instructor A – coach from in front of the group. Instructor B – observe from behind and coach individual riders as needed.

TIME/REPETITIONS:

- Run this activity for 10 minutes.

RANGE/CONE LAYOUT:



STAGING:

Leave bikes in place to begin next exercise.

Activity 2 | WEAVING (20' & Offset)

15 MINUTES

RANGE
PREP

Move end cone markers in.

OBJECTIVE:

You will ride around the perimeter and weave between the cones, alternating between a faster straight weave and a slower speed offset weave.

DIRECTIONS:

- Begin riding around the perimeter to the left in 1st or 2nd gear.
- When you reach the far side of the range, begin weaving between the cones.
- Ride to the right of the first cone, left of the second cone, and so on.
- Ride the straight cone weave with minimal throttle adjustments and smooth presses.
- Ride to the outside of the marker cones on the ends of the range.
- Keep your head and eyes up, looking where you want to go, not down at the cones.

EVALUATE UNDERSTANDING:

- How do you maneuver the motorcycle through the straight weave at higher speeds? (*Countersteer by pressing forward on the handgrip to initiate a lean*)
- How do you work the bike at lower speeds when countersteering is not effective? (*Turn the handlebars in slower speed turns; use the friction zone to control speed*)
- Do you have any questions?

DEBRIEF:

- Was it easier going faster or slower? (*Faster*)
- What happened if you looked down at the cones? (*Went toward cones/hit cones*)

WHAT TO COACH:

1. Proper speed control for balance.
2. Using the friction zone.
3. Head and eyes up.

Activity 2

EXERCISE GUIDELINES:

- Coach as needed.
- This exercise may be challenging for some riders. It is not a “weed out” exercise. They do not need to be successful; they just need to demonstrate control.

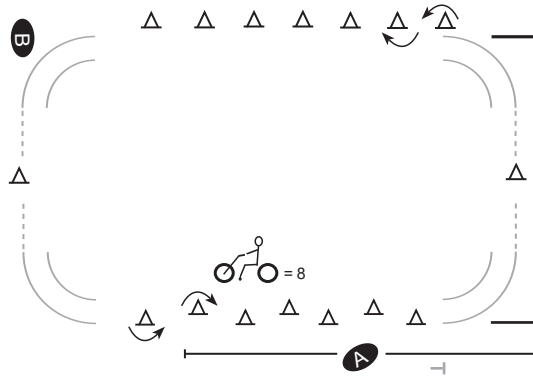
RANGE CONTROL TIPS:

- Instructor A – send from staging.
- Instructor A has a coaching zone for the offset weave.

TIME/REPETITIONS:

- Run this activity for 15 minutes.

RANGE/CONE LAYOUT:



STAGING:

Instructor B give staging signal to riders in motion.

Activity 3**15 MINUTES****INTRO TO TRAIL BRAKING****RANGE
PREP**

2  on 
 2  on 
 6  on other

Strike previous setup. Set start gate (2), pivot cones (2), braking cue cones (4), and "STOP" cones (2) at approximately 40' from the braking cue cones.

OBJECTIVE:

Practice precision braking by stopping your motorcycle smoothly using both brakes with minimal suspension rebound.

DIRECTIONS:

- On signal, ride to the Instructor who called you by riding around the inside or outside pivot cone.
- Upshift into 2nd gear to 15-20 mph and maintain a steady speed.
- When your front tire reaches the first set of cones (*point out*), begin braking smoothly.
- Just before coming to a full stop, gently release pressure on the front brake.
- Stop in 1st gear with minimal suspension movement at the STOP cone.
- After stopping, wait for coaching, then return to the end of the line.
- Caution - before leaving the braking area, check for crossing traffic.
- When instructed, you may speed up to 25 mph and continue to practice.

DEMONSTRATION:

(Demo one smooth stop at 20 MPH at each gate)

As this exercise is demonstrated, watch for:

- Smooth application of both brakes for controlled stop with minimal suspension movement as you trail off the front brake.
- Head and eyes up, looking straight ahead.

EVALUATE UNDERSTANDING:

- How do you use the brakes for a smooth stop?
(Smoothly - no abrupt application, gradually reducing pressure)
- What will help with stability as you come to a stop?
(Head and eyes up; handlebars square)
- Do you have any questions?

DEBRIEF:

- What happened if you were abrupt with either brake?
(Suspension dive; slowed too early; too much weight transfer)
- How did you keep the forks from compressing or rebounding significantly at the stop?
(Slowed early to allow brake modulation to the endpoint)
- How did you know where to stop without looking at the cone?
(Peripheral vision)

WHAT TO COACH:

1. Controlled release of pressure for minimal suspension movement.
2. Head and eyes up.

Activity 3

EXERCISE GUIDELINES:

- Coach as needed.

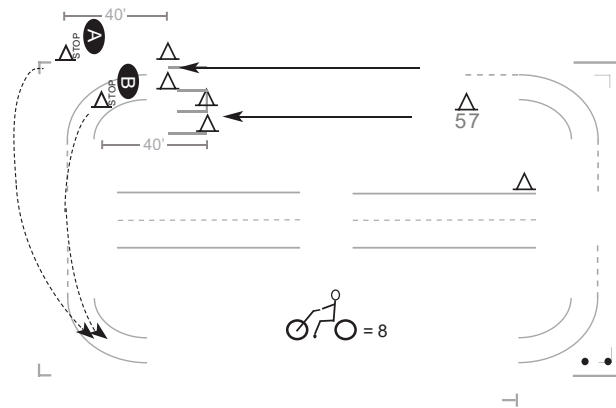
RANGE CONTROL TIPS:

- Call from start gate. Direct riders as needed to the appropriate braking chute.
- Stand on the brake side of the braking chutes to evaluate brake application.
- Before releasing student, check for crossing traffic.

TIME/REPETITIONS:

- After each rider has made at least 2 stops at 15-20, tell them they may increase speed to 25 mph.

RANGE/CONE LAYOUT:



***IF THE STUDENT SKIDS EITHER TIRE:

- Remind them to release the brake immediately, then reapply.

STAGING:

Stop calling riders and leave in line for Activity 4.

Activity 4 | STOPPING IN A CURVE

20 MINUTES

RANGE PREP

4  on 

8  on 

Strike large cones. Set left side start gate (2), two curves (6) and "STOP" cones (2).

OBJECTIVE:

You will stop the motorcycle in a curve using two common techniques: braking in a lean and straighten then brake (*briefly discuss pros/cons of each*).

DIRECTIONS:

PART A: BRAKING IN A LEAN

- Ride through the marked curves, and come to a smooth stop at the designated point (*point out*).
- On signal, move to the next starting point and continue the exercise in the opposite direction. Watch for cross-over traffic.

PART B: STRAIGHTEN THEN BRAKE

- Ride through the marked curves, plan to complete the entire curve.
- When signaled (*show signal*), straighten the motorcycle first, then come to a rapid stop in a straight line.
- After stopping, move to the next starting point and continue the exercise. Watch for cross-over traffic.

DEMONSTRATION: (*Demo each technique once on alternate sides, starting with braking in a lean. Approach speed, 15 mph*)

As this exercise is demonstrated, watch for:

- Gradual, increasing brake pressure as the motorcycle straightens and stops at the designated point.
- Separation of turning and braking.
- Head and eyes on new path when motorcycle straightens.

EVALUATE UNDERSTANDING:

- Why is it important to straighten the motorcycle first? (*Less traction is available for braking when in a lean*)
- How do you straighten the motorcycle? (*Press on the outside handgrip*)
- When will you straighten then brake? (*On instructor's signal*)
- Do you have any questions?

DEBRIEF:

- What would happen if you over-applied the brakes while leaned over? (*Lose balance, skid, fall over*)
- Which method allows you to stop more quickly? (*Straighten then brake*)

WHAT TO COACH:

1. Braking smoothly to stop with handlebars square.
2. Separating turning and braking.
3. Stopping quickly.
4. Head and eyes.

Activity 4

EXERCISE GUIDELINES:

- Part A - Concentrate on smooth, increasing brake pressure as the motorcycle straightens.
- Coach the students to square the bars.
- Part B – Concentrate on separating turning and braking.

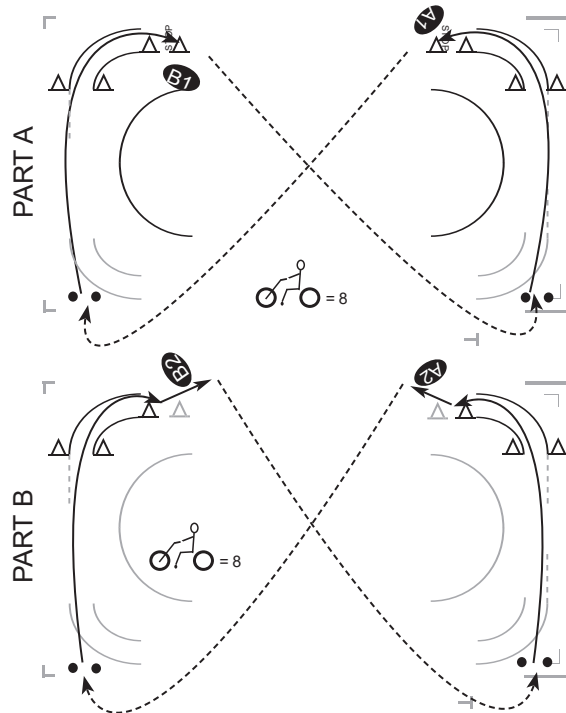
RANGE CONTROL TIPS:

- Send 1st 4 in an S-turn to line up at left start gate.
Send 2nd 4 to line up at right start gate.
- Part A - Position yourself next to the STOP cone.
- Part B - Position yourself at the end of the painted arc so they are looking at you for the signal.
- Remind students when moving to Part B.
- Riders may pass in front or behind you after stopping. Move out of their POT as necessary.

TIME/REPETITIONS:

- Run each part for 5-6 minutes.

RANGE/CONE LAYOUT:



STAGING:

Stop calling riders. Send both lines back to staging.

BREAK - 15 MINUTES

RESET RANGE

Activity 5**25 MINUTES****DECISION MAKER &
MAXIMUM BRAKING****RANGE
PREP**

4 ▲ on ★

2 ▲ on ★

2 ▲ on ▲

17 ▲ on Lines

Strike previous setup. Set far side swerve box with 25' gates and add right side boundary cones. Set staging side braking chute. When moving to 13', gate cones need to be bumped out 1' on each side.

OBJECTIVE:

You swerve to avoid an obstacle in your path, and you will stop the motorcycle quickly as if traffic suddenly stops and you need to maneuver around it to avoid being in a collision.

DIRECTIONS:**PART A: 25' SWERVE & 20 MPH STOPS**

- Line up at the start gate for the swerve. One at a time and on signal, ride toward the gates and obstacle at 25 mph.
- As you approach, you will be signaled to either swerve left or right (show signals).
- Respond to the signal given.
- After swerving, slow and proceed to the first large stop cone on the other side.
- When signaled, ride toward the stopping area at 20 mph in 2nd gear. Maintain your speed.
- When your front tire reaches the large cone, stop in the shortest distance possible, downshifting to 1st gear.
- After coaching, proceed to the swerve gate and continue the exercise.

PART B: 13' SWERVE & 25 MPH STOPS

- When directed, continue the exercise reducing speed to 15-20 mph for a 13' swerve. You will not be signaled which direction to swerve, and you may choose direction.
- Increase speed to 25 mph for the braking chute.

DEMONSTRATION:

(Demo two laps showing each direction in the decision maker. First stop, stabilize speed at 20 mph and stop at 23'. Second stop, stabilize speed at 20 mph and stop quickly. Instructor A stand with toe even with 23' line.)

As this exercise is demonstrated, watch for:

- How the motorcycle moves and rider remains upright.
- How the rider stops smoothly in a straight line within standard for 20 MPH.
- How the rider applies maximum braking to stop short of standard.

EVALUATE UNDERSTANDING:

- How fast will you approach? (25 mph)
- What should you do before applying the brakes?
(Complete the swerve and have the motorcycle in a straight line)

- Do you have any questions? Enhanced Street Skills

Activity 5

DEBRIEF:

- How does this exercise relate to street riding?
(Helps prepare you for the situation where you have to make a quick decision to take evasive action)
- Why is it important to always separate braking and swerving? (Swerving and braking together often results in a crash)

EXERCISE GUIDELINES:

- Signal every rider every time.
- Randomly alternate signals to swerve left or right.
- Initiate all signals at the 57' cone markers.
- Students found braking while swerving MUST be corrected.
- Encourage students to get up to speed and maintain speed until the signal is given.

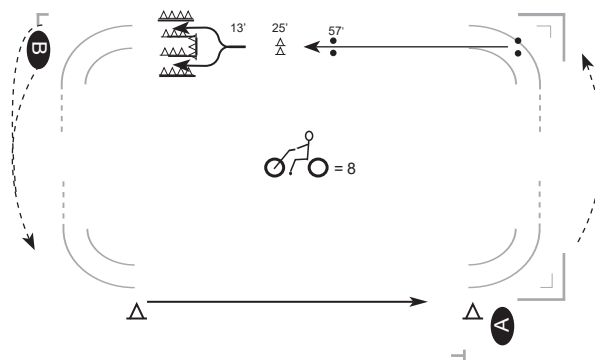
RANGE CONTROL TIPS:

- Send 1st 4 all the way around to line up at brake chute. Send 2nd 4 to swerve start cones.
- Position yourself well behind the swerve box (standing on the short side of the perimeter).
- Ensure riders behind you are clear of the POT before calling the next rider.
- Part A to Part B: Move swerve gate cones and remind students of speed changes for swerve and for braking.

TIME/REPETITIONS:

- Run for 10 minutes at 25' with signals.
- Run for 10 minutes at 13' (widen gate by 2') with no signals.

RANGE/CONE LAYOUT:



STAGING:

Stop calling riders. Instructor A - move to staging and signal riders to stage. Instructor B - signal riders to stage.

WHAT TO COACH:

1. Press to lean/press to straighten.
2. Does not brake while swerving.
3. Smooth, increasing squeeze on the front brake.
4. Head and eyes up.

Activity 6**20 MINUTES****BRAKE & ESCAPE**

RANGE PREP	<i>Strike previous setup. Set start cones (3), braking cones (3), and boundary cones (19).</i>
6▲ on Lines/Other	
7▲ on ▲	
14▲ on Other	

OBJECTIVE:

You will brake hard and then execute an evasive maneuver to avoid a large obstacle in your path.

DIRECTIONS:

- Line up at the start gate (*point out*).
- Ride toward the gates and obstacle (*point out*) at 20 mph.
- Begin braking at the first set of cones.
- Before the end of the lane, release the brakes, change course to avoid the obstacle, and roll on the throttle to escape to the lane furthest from your entry lane.
- Remember to apply plenty of throttle when exiting - this is brake and escape.
- Ride to the end of your lane and turn toward the outside to return to the start gates.
- Be prepared to stop if directed.
- Proceed when the rider ahead of you has cleared the cones and exited.

DEMONSTRATION:

(Demo both directions, approach at 20 mph)

As this exercise is demonstrated, watch for:

- How the motorcycle moves and rider remains upright.
- How the rider separates turning and braking.
- Lane positioning.

EVALUATE UNDERSTANDING:

- How will you maneuver to avoid the obstacle?
(Make two consecutive tight turns)
- How will you maintain control if you are not going to make it through the maneuver? *(Ride out of the cones)*
- Do you have any questions?

DEBRIEF:

- Why do we always separate braking and turning?
(Maintain traction reserve)
- What happened if you did not turn your head toward your new path? *(Rode through the cones)*
- How can you relate this exercise to street-riding?

WHAT TO COACH:

1. Releases brakes before turning.
2. Applies throttle to "escape."
3. Looks to new path when turning.

Activity 6

EXERCISE GUIDELINES:

- Coach as needed.
- Students found braking while turning **MUST** be corrected.

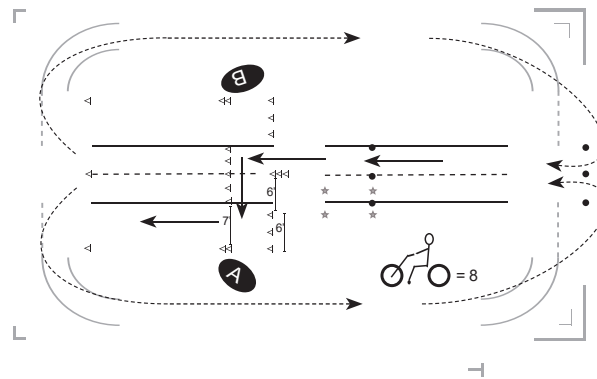
RANGE CONTROL TIPS:

- Send riders to line up at start cones.
- Position yourself well behind the escape lanes (you should be back far enough so that you can safely stop riders for coaching, after they are straightened).
- If individual riders must be stopped for coaching, ensure they are outside the path of travel.

TIME/REPETITIONS:

- Run this drill for 20 minutes.

RANGE/CONE LAYOUT:



STAGING:

Stop lines and leave parked in place.

BREAK - 15 MINUTES

RESET RANGE

Activity 7 | GROUP RIDING FUNDAMENTALS

15 MINUTES

RANGE	Strike previous setup. Set center intersection markers (5), start cone (1), and lane dividers (6). Set outside u-turn cones on high hat markers then move out 1' each (large cone base = 1').
PREP	
6 ▲ _{on} ●	
1 ▲ _{on} Line	
10 ▲ _{on} ▲	
1 ▲ _{on} Line	

OBJECTIVE:

We will discuss group riding and parking and practice group parking skills because riding is often a social event and good communication among the group is essential for everyone's safety.

DISCUSSION/DEMONSTRATION:

(Park Instructor bikes side-by-side at or near the start cone for Activity 8)

- Explain and demonstrate common hand signals for riding formations: single file; double file; staggered.
- Explain that different groups may use other signals and they should learn those before the ride.
- Discuss pros and cons and best practices for each of the formations and how to change formation.
- Explain and demonstrate commonly used hand signals in group riding: hazard in the road; pull out/pull over; slow down; need fuel; cancel signal
- Explain group parking procedure.
- Instructors perform a walking demonstration of group parking procedure.
- Explain technique while one Instructor demonstrates a 90-degree pull-out.
- Explain and demonstrate how to use the bike's suspension for backing up (compression and rebound).

EVALUATE UNDERSTANDING:

- When riding in a group, what is generally the safest formation in normal conditions? Why?
(Staggered formation. Allows more space cushion)
- Why would you ride single file on curvy roads?
(Allows each rider to read the road and select their line)
- What do you do before you start moving in a 90-degree pullout? *(Turn the handlebars full lock)*
- Do you have any questions?

DEBRIEF:

- When would you ride double file? *(Parade, stopping and crossing intersections)*
- Where should the least experienced riders in the group be positioned? *(Near the front, behind the lead rider so the leader can set a pace they are comfortable with)*
- What are the benefits of learning a group parking protocol? *(Eliminates confusion; allows the group to get out of the roadway quicker; conserves space)*

Activity 7

WHAT TO COACH:

1. Handlebars full lock before releasing clutch when doing a 90-degree pull-out.
2. Maintains situational awareness in a group.
3. Keeps head and eyes up.

EXERCISE GUIDELINES

- Lead riders around the range area in single file.
- Use a wide path of travel, such as the center lane and perimeter.
- Have the group park “on line” and do pull-outs at least twice.

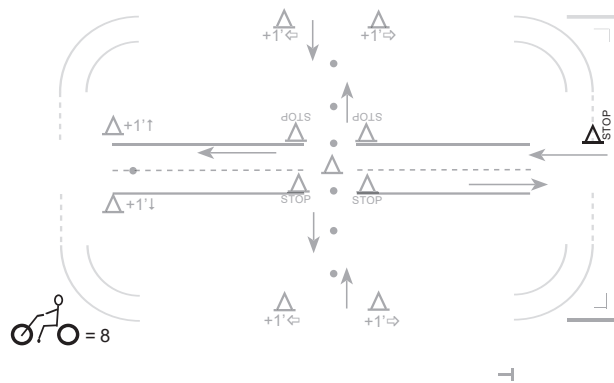
RANGE CONTROL TIPS:

- Ensure a safe POT for all riders.
- Do not force u-turns that require less than 24 feet or that run off pavement.
- Stay within the designated riding area at all times.
- Instructor A leads FTL while Instructor B observes riders and coaches when parked.
- Instructor B can coach the group at the end of the ride based on their observations.

TIME/REPETITIONS:

- Run this drill for 15 minutes, including directions, discussion, demos, riding, and debriefing.

RANGE/CONE LAYOUT:



STAGING:

Stop in single file at the start point for the Intersection activity. Approach from the staging side of the range to park the group. Instructor B - keep riders from blocking the exit of the intersection.

Activity 8 | INTERSECTIONS & U-TURNS

25 MINUTES

RANGE
PREP | None

OBJECTIVE:

You will coordinate clutch, throttle, and head turns to make u-turns.

DIRECTIONS:

- Begin riding up the range in the right lane.
- As you approach the center cone marker (*point out*), slow to a suitable entry speed and execute a tight right turn, staying in the right lane.
- Complete the turn, ride to the end of the lane and make a u-turn around the pivot cone (*point out*).
- Come to a stop at the end of the short lanes and execute a right-hand turn from a stop to re-enter the long center lane and continue the circuit.
- When you reach the starting point, exit the pattern and get back in line.
- You may proceed when the rider ahead completes the first u-turn.
- After several rotations to the right, you will repeat the exercise to the left.

DEMONSTRATION:

(Demo one complete lap to the right, just fast enough to keep the motorcycle stable)

As this exercise is demonstrated, watch for:

- Adequate speed to keep the motorcycle stable and to hold up the lean.
- Smooth coordination of clutch and throttle in u-turns and turns from a stop.
- Head turned and eyes looking where the rider wants to go.

EVALUATE UNDERSTANDING:

- What helps your directional control? (*Looking through the turn*)
- How do you smoothly control your speed? (*Use throttle and clutch together/ride the clutch*)
- What is the proper body posture in a tight turn? (*Rider stays upright while leaning the motorcycle only*)
- Do you have any questions?

DEBRIEF:

- What helped you make the u-turns? (*Clutch and throttle/riding the clutch, maintain speed to hold the lean, big, early head turns*)
- How could counter-weighting help you in slow, tight turns? (*Allows you to lean the bike into the turn, which makes the turn tighter*)
- Discuss consequences of sweeping outside to make a u-turn on the street.

WHAT TO COACH:

1. Head and eyes for directional control.
2. Clutch/throttle control.
3. Transitioning from one turn to the next.
4. Turns from a stop.

Activity 8

EXERCISE GUIDELINES:

- Coach as needed.
- Ride right/switch directions (enter from same position - turn left at first intersection instead of right).
- Instructors coach students to stay within their lanes. Observe entire range.

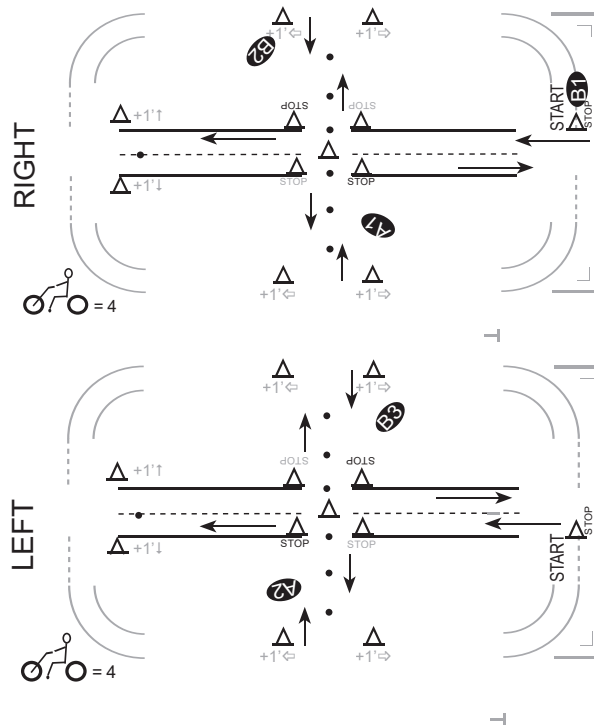
RANGE CONTROL TIPS:

- Instructors assist in directing riders onto the pattern if needed.
- Limit number of riders in the pattern to no more than 4 at a time.
- Instructor A coaches one of the u-turns.
- Instructor B manages range control at the entry point for the first few students and then move to one of the u-turns to coach.

TIME/REPETITIONS:

- Run this activity about 9 minutes in each direction.
- Total run time is 25 minutes.

RANGE/CONE LAYOUT:



STAGING:

Stop the students in line and leave in place.

Activity 9**10 MINUTES****FOLLOW THE LEADER:
U-TURNS AND SHARP
TURNS****RANGE
PREP***Leave Intersection set. Set up one sharp turn
(5).***5 ▲ on Lines****OBJECTIVE:**

You will follow the leader to practice negotiating various types of turns.

DIRECTIONS:

- Follow the leader around the riding range through different radius turns.
- As much as possible, follow the Instructor's path of travel around cones and through painted boundaries.
- Stay in a single-file formation, following as closely as you safely can.
- Keep your head and eyes up to maintain situational awareness as you ride the course.

EVALUATE UNDERSTANDING:

- What will help you navigate turns smoothly?
(Looking through the turn; throttle control)
- What should you do if the rider in front of you goes wide?
(Stay true to the leader's path of travel and do not follow them wide. Give them room to get back in alignment)
- Do you have any questions?

DEBRIEF:

- What is the fundamental difference in the technique for a slow, tight turn vs. a faster, sweeping turn?
(For slow, tight turns turn the handlebars. For faster corners, countersteer by pressing forward on the handgrip in the direction of the turn)
- What helped make the sharper turns easier?
(Big, early head turns and looking through the turn; riding the clutch and coasting until the front tire is pointed in the new direction)

WHAT TO COACH:

1. Follows the leader's path of travel.
2. Negotiates a variety of turns.
3. Maintains situational awareness in a group.

Activity 9

EXERCISE GUIDELINES

- Stress that students should make every attempt to follow Instructor's POT through painted lines, cones, etc. as this is intentional for building and reinforcement of skills.
- Ride around the range area making several different types of turns. Utilize the u-turns, marked sharp turn, and other paint as appropriate.

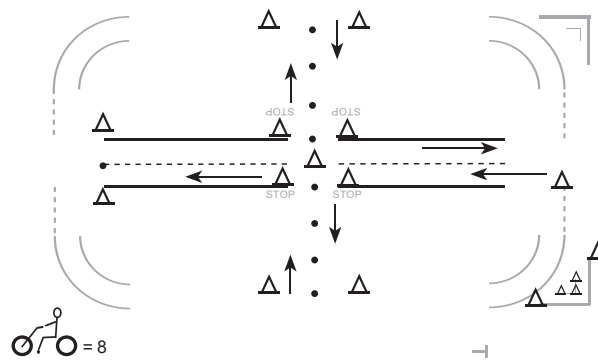
RANGE CONTROL TIPS:

- Ensure a safe POT for all riders and avoid creating cross-over traffic.
- Do not force u-turns that require less than 22' or that run off pavement (22' is the same as the Intersection u-turns).
- Stay within the designated riding area at all times.
- Ride slowly enough to keep the group tight.
- Instructor A leads FTL while Instructor B observes riders.
- Instructor B can coach the group at the end of the ride based on their observations.

TIME/REPETITIONS:

- Run this drill in 2 groups. Each group rides 3-4 minutes.

RANGE/CONE LAYOUT:



STAGING:

Lead group single file into staging. Park in staging.

BREAK - 15 MINUTES

RESET RANGE

Activity 10 | COUNTERSTEERING

15 MINUTES

RANGE PREP

4 ▲ on ★

4 ▲ on ★
+2 paces

Strike previous setup. Set start cones (4) and turning gate cones (4). Set left turn gate two paces forward of marks; set right turn gate two paces behind marks.

OBJECTIVE:

You will cause the motorcycle to lean by pressing forward on the handgrip in the direction you want to go.

DIRECTIONS:

- Ride around the perimeter. Line up at the start gate.
- Approach the cones in 2nd gear at about 15 mph.
- As you pass between the cue cones (*point out*), countersteer by pressing forward on the left or right handgrip to initiate your turn.
- Make a large U-turn and get in the other line.
- Do not decelerate or use your brakes before or in the turn.
- Pause at the start gate until the rider ahead is past the mid-turn point.
- Watch for cross-over traffic, scanning ahead and using sound judgment to avoid conflict.
- Practice using varying degrees of “press” and observe how your motorcycle responds.

DEMONSTRATION:

(Demo one pass each direction at 15 mph)

As this exercise is demonstrated, watch for:

- Rider presses forward on the handgrip in the direction of the turn.
- Head turned and eyes looking where the rider wants to go.

EVALUATE UNDERSTANDING:

- What causes the motorcycle to turn at speed?
(Lean)
- How do you initiate a lean? *(Press forward on the handgrip)*
- What helps make the motorcycle go where you want it to go? *(Looking where you want to go - directional control)*
- When will you proceed? *(As soon as the rider ahead passes the midpoint)*
- Do you have any questions?

DEBRIEF:

- Did you need to press the handlebar down or forward? *(Forward)*
- What happened if you released your press?
(Motorcycle straightened)

WHAT TO COACH:

1. Press on handgrip.
2. Head and eyes.
3. Maintains situational awareness in crossover traffic.

Activity 10

EXERCISE GUIDELINES:

- Keep students moving. Students learn best with lots of practice.
- Instructor A coaches each student PRESS for couple passes then coaches PRESS as needed. Instructor B coaches as needed.

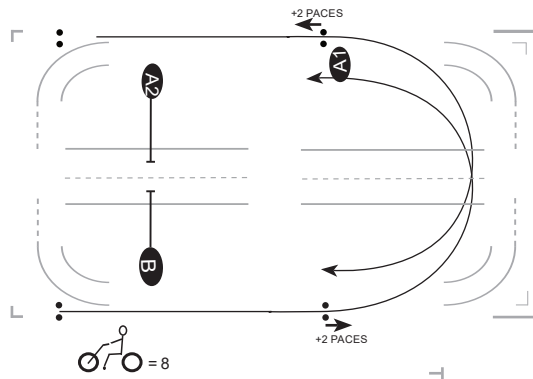
RANGE CONTROL TIPS:

- Maintain rider spacing to ensure safety and facilitate coaching.
- Send 1st group around the perimeter to the staging side start gate.
- Sent 2nd group to line up at far side start gate.

TIME/REPETITIONS:

- Run this activity for 15 minutes.

RANGE/CONE LAYOUT:



STAGING:

Stop both lines and send riders to staging.

Activity 11**SPEED SELECTION****20 MINUTES****RANGE****PREP**2  on ▲2  on ★5  on ●1  on ■9  on Other

Strike previous setup. Set start cones (2), turn path and entry cones (4), and 3 sets of 5'x5' gate cones (12).

OBJECTIVE:

You will cause the motorcycle to lean by countersteering. By using the appropriate amount of press for different radii turns, you will demonstrate your ability to select a proper line and entry speed and ride a smooth, controlled line.

DIRECTIONS:

- On signal, accelerate quickly toward the entrance gate of the turning area, upshifting to 2nd gear, stabilizing your speed at 20-25 mph.
- As you approach the entrance gate, you will be given a non-verbal signal for which exit gate (*point out: 1, 2, 3*) you are to ride through.
- Immediately apply both brakes to slow to an entry speed that will permit you to smoothly negotiate the curve without decelerating.
- Complete all braking prior to turning and remain in 2nd gear, unless exiting gate 1.
- You have the option of downshifting for Gate 1.
- After exiting the turn, stop by the Instructor if directed or return to the end of the line.

DEMONSTRATION:

(*Demo one pass through each gate*)

As this exercise is demonstrated, watch for:

- All braking completed before the turn.
- Head turned and eyes looking where the rider wants to go.

EVALUATE UNDERSTANDING:

- What do you need to do to take a tighter turn at the same speed? (*Press more - lean more*)
- What will help you plan your approach for the turn? (*Early head turn looking for the exit*)
- Do you have any questions?

DEBRIEF:

- How did your braking change for each of the turns? (*More braking may be needed for tighter turns*)
- What happened if you were late turning your head? (*Went wide or had to correct the line to make the turn*)

WHAT TO COACH:

1. Both brakes to slow to a suitable entry speed.
2. Turns head and looks through the curve to exit gate
3. Proper body positioning - leans with the bike.
4. Does not decelerate in the turn.

Activity 11

EXERCISE GUIDELINES:

- Keep students moving. One rider can be on the approach while one is exiting.
- Instructor B gives riders a visual and audible gate signal at the signal point.
- Instructor A stops riders for coaching as needed.

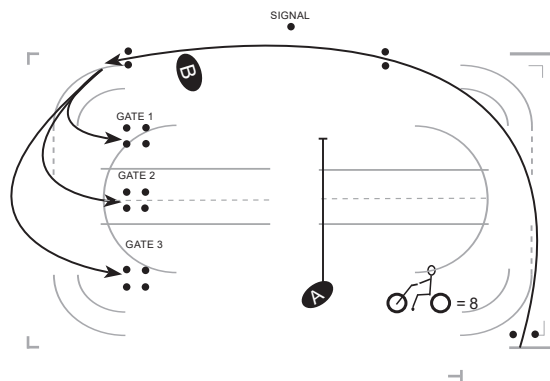
RANGE CONTROL TIPS:

- Maintain rider spacing to ensure safety and facilitate coaching.
- Send all riders through Gate 3 first complete rotation.

TIME/REPETITIONS:

- Run this activity for 15-20 minutes.

RANGE/CONE LAYOUT:



STAGING:

Stop calling riders. Send in one group around the perimeter back to staging.

Activity 12 | LINKING TURNS

30 MINUTES

RANGE PREP

2 ▲_{on}▲
1 ▲_{on}●
1 ▲_{on}■
16 ▲_{on}●

Strike previous setup. Set curve cones (16), pivot cone (1), and perimeter weave cones (4).

OBJECTIVE:

Riders will smoothly link multiple curves.

DIRECTIONS:

- Begin by riding the course to the left at 15-20 mph.
- Ride through both marked corners on the short ends of the range, through the weave on the far side of the range, and around the pivot cone on the near side.
- Look as far ahead as possible to plan your path of travel, and make the exit of each corner line up with the entrance to the next.
- Ride at a steady pace without making significant corrections in speed or cornering lines.
- Once everyone has ridden to the left, the exercise will be reversed.

DEMONSTRATION: *(Demo two complete laps - Speed should be steady at 15-20mph)*

As this exercise is demonstrated, watch for:

- Head turns to see upcoming corners.
- Steady speed or just slight adjustments for a smooth ride.
- How the rider chooses a good line to link turns smoothly.

EVALUATE UNDERSTANDING:

- How do you link corners smoothly?
(Make the exit of the first turn line up with the entry to the next turn)
- How does linking turns make your ride smoother?
(Minimizes the need for mid-turn adjustments in speed and line selection)

DEBRIEF:

- What helped you navigate smoothly through the course?
- What improved as you practiced?

WHAT TO COACH:

- Head and eyes looking ahead to plan cornering lines.
- Smooth brake and throttle adjustments.
- Safe interactions with other riders.

Activity 12

EXERCISE GUIDELINES:

- Coach as needed.

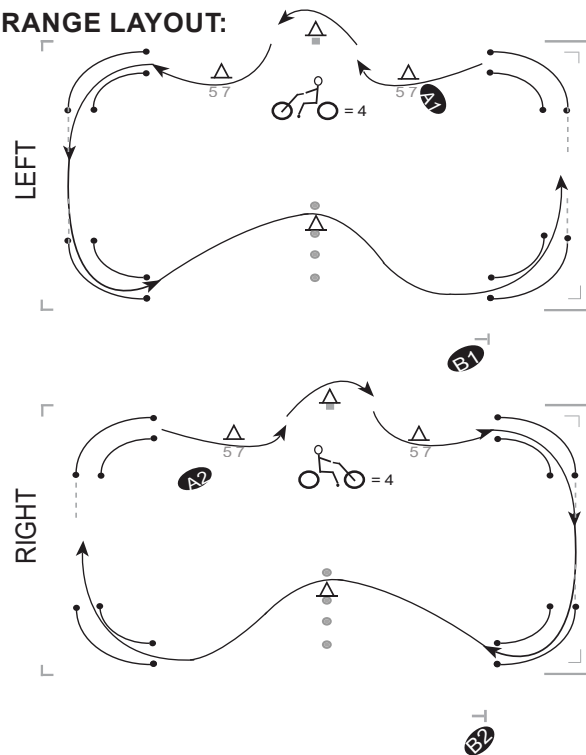
RANGE CONTROL TIPS:

- Instructor A should position themselves as the visual target at the exit of the eyebrow leading toward the weave and adjust their position as needed.
- Instructor B should remain in staging to discuss cornering techniques, line selection, and the importance of looking as far ahead as possible.

TIME/REPETITIONS:

- No more than 4 riders per group.
- Each group should ride 8-10 laps, then return to the staging area.
- Once both groups have ridden to the left, repeat to the right.

RANGE LAYOUT:












STAGING:

To the Left: Move to the midpoint of the long side of the range to give the staging signal in motion. To the Right: Stop riders on the perimeter on the staging side and direct riders to make a u-turn back to staging.

BREAK - 15 MINUTES

RESET RANGE

Activity 13**CIRCUIT RIDE****30 MINUTES**

RANGE PREP	<i>Strike previous setup except staging side curves and pivot cone (5). Set start gate and swerve gate (4), obstacle with additional boundary (17), pivot cone (1), brake chute (2), center intersection and u-turn (11).</i>
2  / 2  on 	
12  / 3 	
8  on 	
3  on Other	
15  on Lines	

OBJECTIVE:

You will practice the skills you have learned in this course by completing a circuit ride that includes multiple street-riding components.

DIRECTIONS:

- Begin by riding up the center of the range in the right-hand lane¹. At the intersection, make a complete circle around the center cone².
- Proceed toward the u-turn in the right lane. Make a tight u-turn to the left around the pivot cone³.
- At the intersection, come to a complete stop before executing a 90-degree turn from a stop into the right-hand lane⁴.
- At the end of the range, turn left and ride through the first marked curve, ride to the inside of the pivot cone and through the second marked curve⁵.
- After exiting the curve, ride to the start gate for the swerve⁶. Pause at the start gate and check for traffic.
- Ride through the swerve at 15-20 mph then slow and turn left at the end of the range around the pivot cone, proceeding to the first stop cone on the long side of the range⁷.
- When the brake chute is clear of traffic, ride toward the second stop cone at 20 mph. When your front tire reaches the cone, stop in the shortest distance possible.
- When directed, ride around the outside of the perimeter of the range⁸ to get back in line.

DEMONSTRATION: *(Demo two complete laps at a moderate speed, not to exceed 25 mph)*

As this exercise is demonstrated, watch for:

- Path of travel and pauses at designated points.

EVALUATE UNDERSTANDING:

- There are two points in the circuit where you need to pause to check for crossing traffic. Where are they? *(Start cones for the swerve; first stop cone for the brake chute)*

DEBRIEF:

- What skills did you experience improvement with?
- What skills do you need additional practice with?

WHAT TO COACH:

1. Coach for safety in following POT.
2. Coach for safety in improper use of controls.
3. Watch for fatigue and diminishing skill.

Activity 13

EXERCISE GUIDELINES:

- Coach as needed for safety. This circuit was designed to allow riders to practice the skills they learned in class without interference from the Instructors.
- Inform students to pull themselves out if they become too fatigued to practice safely.

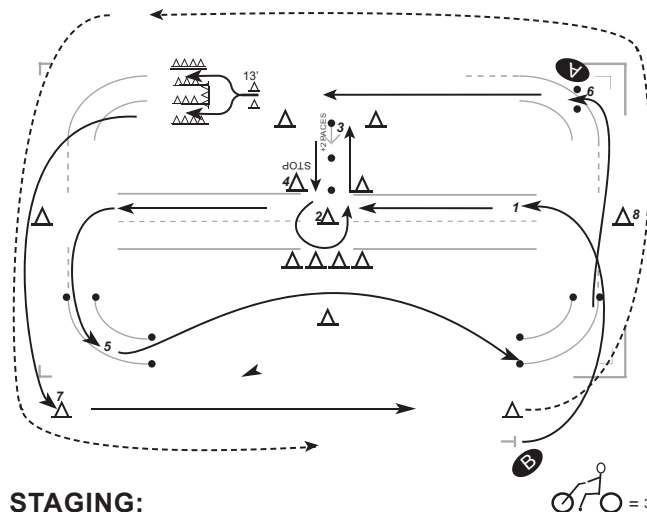
RANGE CONTROL TIPS:

- Instructor B coordinates sending riders out of staging onto the circuit and directing riders to return to staging from the brake chute.
- Send the next rider out when the rider ahead as completed the u-turn.
- **No more than three riders on the circuit at one time.**
- Instructor A manages traffic safety at the swerve start cones, watching for potential conflict between rider entering the swerve and rider making the u-turn.
- Both Instructors should maintain range control at all times.
- **Instructors should watch riders for signs of fatigue and diminishing skill and signal individual riders to call it a day or end the activity for all if necessary.**

TIME/REPETITIONS:

- Run this circuit for 30 minutes or until all riders self-select to take a break, whichever comes first.

RANGE LAYOUT:



STAGING:

Stop sending riders out to the circuit.

CONDUCT RANGE REVIEW

Range Review

“LET’S TAKE A FEW MINUTES AND REVIEW WHAT WE HAVE LEARNED AND PRACTICED TODAY.”

MAXIMUM BRAKING:

What is the key to stopping in the shortest distance?

- *(Smooth increasing pressure on the front brake)*
- *(Light to lighter pressure on the rear brake)*
- *(Head and eyes up)*

What do you do if you get a front wheel skid?

- *(Immediately release the front brake and reapply)*

What do you do if you get a rear wheel skid?

- *(Immediately release the rear brake and reapply)*

How do you do use the brakes on an ABS-equipped motorcycle?

- *(With full braking force, smoothly)*

When might ABS not be effective and why?

- *(In a lean; ABS responds to rotational speed of the tire and does not respond to sideways slide)*
- *(The technology for this, “ABS Pro” is now available on some models. Check your MOM for information about ABS, ABS Pro, Motorcycle Stability Control and other features that your motorcycle may have)*

Does technique or smoothness matter with ABS?

Why?

- *(Yes, you have more stopping power with proper application)*
- *(If it’s not smooth, the front end does not have time to load before the ABS engages)*

Why is smooth braking so important to overall motorcycle control?

- *(Maintain stability and smooth weight transfer)*

COMMON BRAKING ISSUES

What do you think are some common braking issues that lead to crashes?

- *(Rear wheel skid)*
- *(“Not enough room to stop so had to lay it down”)*
- *(Poor separation of braking and turning or swerving)*
- *(Not enough or no front brake)*

Range Review

CORNERING:

What should you do before you enter a turn?

- *(Establish a safe entry speed that will allow you to negotiate the curve with minimal speed adjustments)*
- *(Select your line)*

How far ahead should you be looking?

- *(As far as possible through the turn; locate the exit of the turn as soon as you can)*

What should you do if you start to run wide in a turn?

- *(Press forward MORE on the handgrip)*
- *(Keep the throttle applied - constant speed)*
- *(If braking is necessary, make your inputs very smooth)*
- *(Keep your eyes looking all the way to the exit of the turn)*

COMMON CORNERING ISSUES

The most frequently occurring fatality crash in Idaho is the rider running off the road in a corner. What do you think are some common cornering issues that lead to these kinds of crashes?

- *(Failure to look far enough through the turn - also called "overriding your sight distance")*
- *(Ineffective pressing/countersteering)*
- *(Excessive speed)• (Failure to respond appropriately or at all at the first sign of something wrong - obstacle in the road, turn gets tighter, etc.)*

RISK

How can you lower your risk of a crash?

- *(Seek knowledge then practice to build skills so that you can perform in the moment of truth)*
- *(Avoid alcohol and ride unimpaired)*

How does keeping your eyes up, scanning ahead and using a mental strategy to deal with hazards affect your performance and lower risk?

- *(Early hazard identification affects when you begin taking action to reduce likelihood of a crash)*

How can you reduce the severity of a crash?

- *(Wear good gear all the time)*
- *(Practice skills and take evasive action - scrub off speed; change your cornering line; swerve; etc.)*

Continued on next page

Range Review

TOP 5 HABITS OF A SAFE RIDER:

- Uses visual scanning
- Practices good cornering skills
- Practices good braking skills
- Wears riding gear
- Rides sober

Taking this course is a good start - we encourage you to adopt the other four habits, too.

DELIVER:

“Remember that you are not the only victim if you are injured or killed in a crash - your family and loved ones are victims of that crash, too. Don’t allow those circumstances to be the result of poor choices.”

WHAT QUESTIONS OR OBSERVATIONS DO YOU HAVE?”

DISMISS

- Thank students for participating


Range Markings

Range Guide Legend

• - Small cones (2")

△ - Large cones (18")

^{NOTES} △ _{SLOW} - Large cone with sign orientation

 - Max. number of students at one time

————> - Primary Path of Travel

-----> - Secondary/Return Path of Travel

Ⓐ - Instructor position: Where to stand &
Ⓑ - direction to face

Range Markings

● - Activities 1, 3, 6, 10, 11, & 12

★ - Activities 4, 9, 10, & 12

▲ - Activities 1, 2, 3, 4, 5, 6, 10, 11, & 12

▲ - Activities - None

☪ - Activity 1

■ - Activity 10

Range Principles

SIMULATED COACHING

- Large enough to be seen from across the range.
- Smooth motions.
- Consistent.
- Early enough that student can respond to signals.

EXERCISE TIME

- Run exercises for full time allotted.
- Exercise time includes:
 - Striking and setting cones as appropriate
 - Objective and Directions
 - Demo (when appropriate)
 - Evaluation of Understanding
 - Exercise activity
 - Staging
 - Debrief
- Allow for 2-2½ minutes to stage and debrief.

RANGE CONTROL

- Students in front of Instructors at all times (unless otherwise specified).
- Students stay more than 20' from all obstacles at all times.
- Be aware of where all students are, all the time.
- No surprises for students.
- Coordinate with other Instructor regularly.

INSTRUCTOR POSITION

- Place yourself so:
 - You can see/control entire range and coach for safety at all times.
 - If students must pass behind your back, it is only for a brief moment.
- Positions may need to adjust slightly to assist a student to meet a specific objective.

INSTRUCTOR PROFICIENCY

- Instructors should routinely and independently ride exercises to reinforce timing, technique and performance.

SPEED

- Coach speed that is designated in the exercise directions, or if student is wobbly or unstable.
- If no speed is defined in the exercise directions, coach speed only if wobbly or unstable.
- If specified gear selection is too high for a particular rider's motorcycle, allow them to ride the gear appropriate for their bike.

Range Principles

RANGE CARDS

- Read the **Activity Title**, **Objectives**, and **Directions** for each lesson. Don't make additions.
- Directions and Debrief questions are read with students off the bikes and gathered together.

DEMOS

- Show accurate technique and timing.
- Students observe demos from the staging area.
- POT (path of travel) matches what the students will ride.
- Limit narration during demos.

STAGING

- Always cut engine power once safely stopped, then turn ignition to OFF.
- Enter – Be ready to step up to assist if needed.
- Ensure that there is 2-3' of space between bikes (nose to tail). OK to tell students.
- Exit – Ensure students are ready to go before sending from staging. Direct first rider; allow remaining students to exit on their own.
- Split exercises - Waiting riders move forward. If dismounted to watch, stand right/outside of staging area; maintain a clear escape route for incoming riders.
- Be in position to assist and direct entry and exit.

VERBAL COACHING

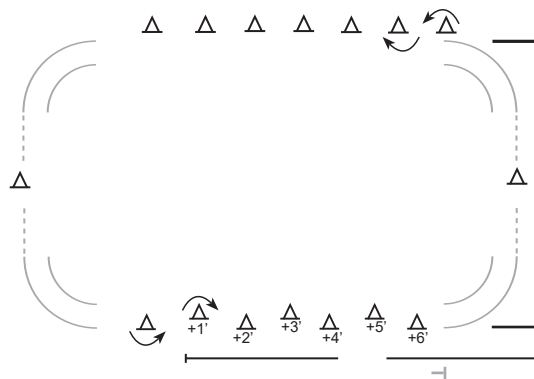
- Prioritize for
 1. Safety
 2. Exercise main objective ("What to Coach")
- Limit to 1-2 items, presented in a positive manner.
- Brief and concise, typically limited to 3-5 seconds.
- Limit narration in staging during split exercises.

Cone Set Guide

Activity 2

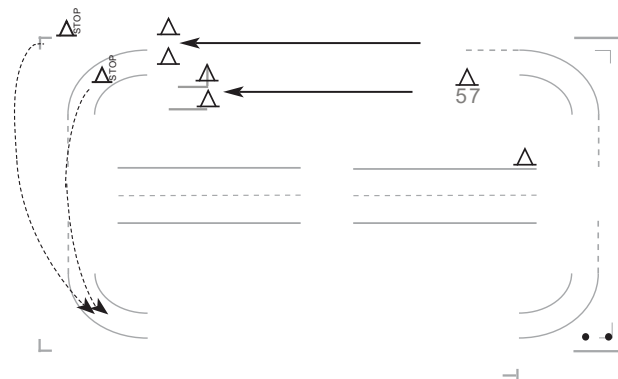
- 9▲-● Using all large cones, set 20' weave on far side small circles and marker cones on end of the range on small circles that align with the dashed line.
- 7▲-☾

For offset weave on staging side, working from left to right, set 1st cone on 1st half moon. Set 2nd cone 1' right from 2nd half moon. For each additional cone, add 1' more foot of space from the half moon mark (3rd=2', 4th=3', 5th=4', 6th=5', 7th=6').



Activity 3

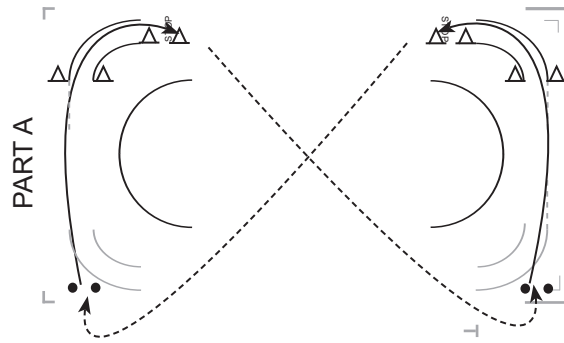
- 2▲-▲ Set start gate (either IRT circles or high hats on the sharp turn line), pivot cones on 5,7 high hat and at the end of the lane line, braking cue cones on IRT high hats, and "STOP" cones - one in alignment with the stars for countersteering start gate and one on the perimeter "L" mark. Both at approximately 40' from the respective braking cue cones.
- 4▲-▲
- 4▲-Other



Cone Set Guide

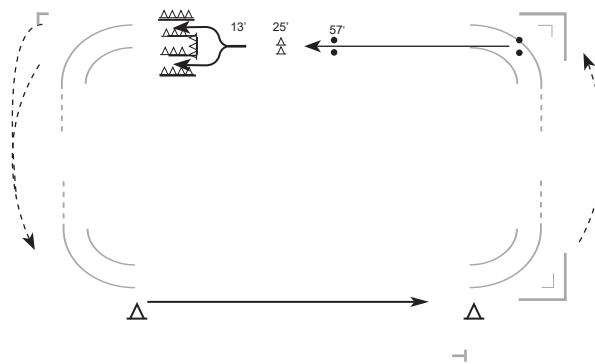
Activity 4

- 4 ▲-▲ Set left side start gate (IRT small circles or high
- 8 ▲-● hats on sharp turn line), two curves on the far side of range and "STOP" cones at the end of the arcs.



Activity 5

- 4 ▲-★ Set far side swerve box with 25' gates and
- 2 ▲-★ add right side boundary cones (may be on a
- 2 ▲-▲ blacked out line/dots or on "B's").
- 17 ▲-Lines Set staging side braking chute as normal.



Cone Set Guide

Activity 6

6▲ - Lines/Other *Right to Left:*
7▲ - ▲ *Set start cones in line with inside of the eyebrow, braking cones in alignment with the stars used for the countersteering exit gate, and lane divider cones at the end of the center dotted line with two in front of that cone.*
14▲ - Other

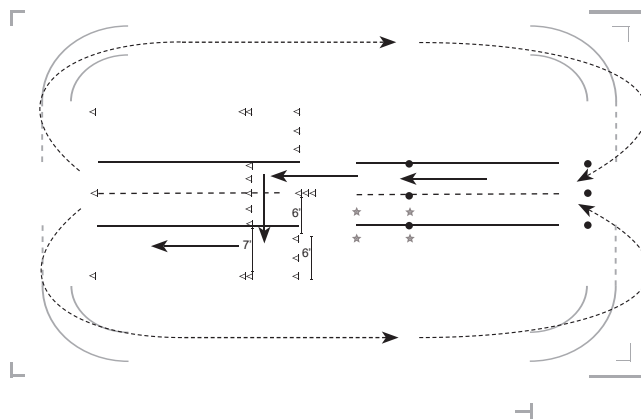
Boundaries:

1) Start at the high hats on at the end of the solid lane lines and place first cone 1' or one cone base outward. The third cone will line up with the exit boundary, which is marked.

2) The obstacle barrier line is 7' in from the end of the lane lines and the two ends are marked with high hats. Set three additional cones in the middle.

3) Exit boundary cones (2 on each side) are 7' from the solid lane line and in line with the obstacle line. Each side is marked with a high hat. Set one cone on the mark and one cone behind it.

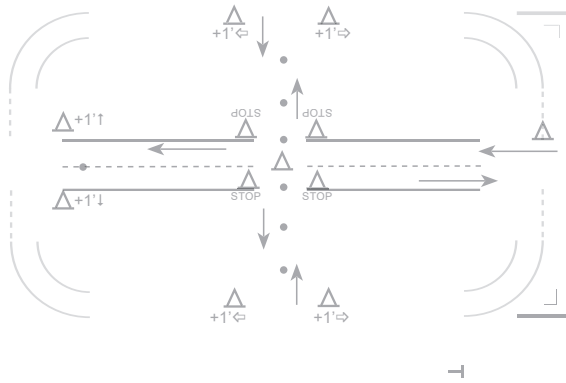
4) Set end-of-lane path cones in line with exit boundary cones at the end of the lane lines.



Cone Set Guide

Activity 7-9

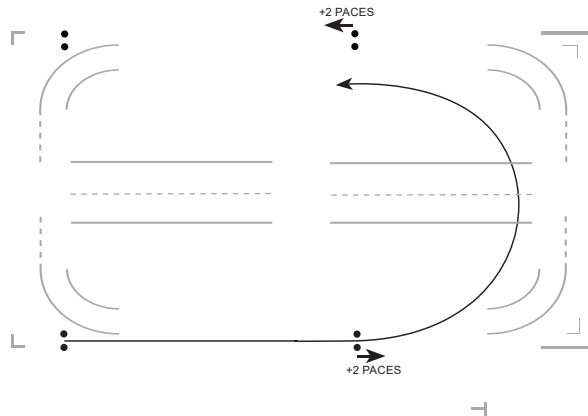
- 8 ▲ - ● 1) Set start cone at the end of the dashed curve line.
 - 1 ▲ - Other
 - 10 ▲ - ▲
 - 1 ▲ - Other
- 1) Set start cone at the end of the dashed curve line.
 - 2) Set 4 center intersection markers on high hats at the ends of the solid lane lines and one cone in the center (no mark).
 - 3) Set small cones on the small circle lane divider marks (8) and one small cone on at the far end of the center dashed line.
 - 4) Set 6 outside u-turn cones on high hats then move out 1' each (large cone base = 1').



Activity 10

- 8 ▲ - ★ Set all small cones on stars for countersteering start and turning gates (8).

Set left turn gate two paces forward of stars; set right turn gate two paces behind stars.



Cone Set Guide

Activity 11

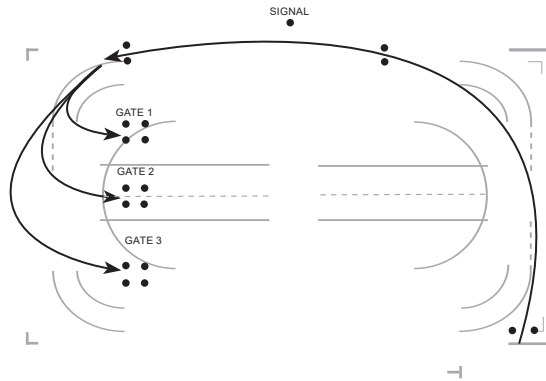
4 ▲ - ▲ Right to Left:
 2 ▲ - ★ 1) Set start cones on IRT high hats or small
 3 ▲ - ● circles on the sharp turn line. Set turn path
 1 ▲ - ■ cones on small stars used for countersteering
 9 ▲ - the signal cone in line with the center of
 the range.

2) Set inside turn entry cone on end of the eyebrow and the outside one 5' out and in line with the turn path cones. The entry cones for all gates will line up with these cones.

3) Set gate #1, starting with the left side in line with turn entry cones 5' apart. Set the right side 5' out from there.

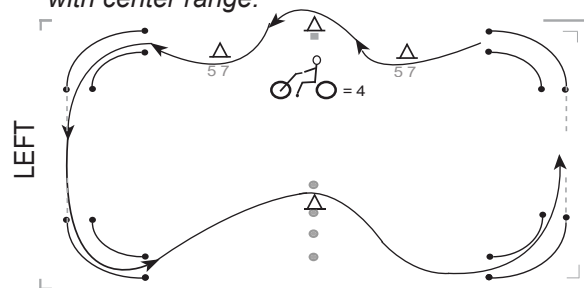
4) Set gate #2 straddling the center dotted line in a 5' x 5' box with the cones in alignment with gate 1 and the turn entry.

5) Set gate #3, also a 5' x 5' box with cones in alignment with gates 1 and 2 and turn entry cones. The top right cone should be on or near the arc line.



Activity 12

2 ▲ - ▲ Set 16 curve cones and a pivot cone on the
 1 ▲ - ● second small lane divider circle from the
 1 ▲ - ■ center. Set perimeter weave cones on two 5,7
 16 ▲ - ● high hats and one on the small square in line
 with center range.



Cone Set Guide

Activity 13

2 ▲ / 2 ▲ - ★ *In Sequence of Circuit:*

12 ▲ / 3 ▲ - ● 1-4) *Set center intersection cones, lane divider cones, and u-turn cones as in*

8 ▲ - ▲ *Activities 6-8.*

2 ▲ - Other

15 ▲ - Lines
5) *Set curve cones on near side and pivot cone as in Activity 11, Linking Turns.*

6) *Set start gate cones for far side swerve on small stars. Set swerve box with both side boundaries and large cones on the 13' gates and bump those out 1' on each side to expand the gate from 3' to 5' as in Activity 4.*

7) *Set standard brake chute cones.*

8) *Set pivot/ boundary cones on the ends of the range on the outside small circle of the normal "gates."*

