

**IDaho STAR**  
MOTORCYCLE SAFETY PROGRAM

# INTRODUCTION TO RIDING **CLINIC** **RANGE CARDS**



**SKILLS TRAINING ADVANTAGE FOR RIDERS**

**INTEGRITY ★ SERVICE ★ EXCELLENCE**

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**Idaho STAR  
Motorcycle Safety Program**  
[www.idahostar.org](http://www.idahostar.org)  
**1-888-280-STAR (7827)**

**Instructor On-Call:  
208-639-4554**

**The STAR Mission:**

***We share knowledge and skills to make  
motorcycling safer.***

**Our Values:**

***Integrity***

***Service***

***Excellence***



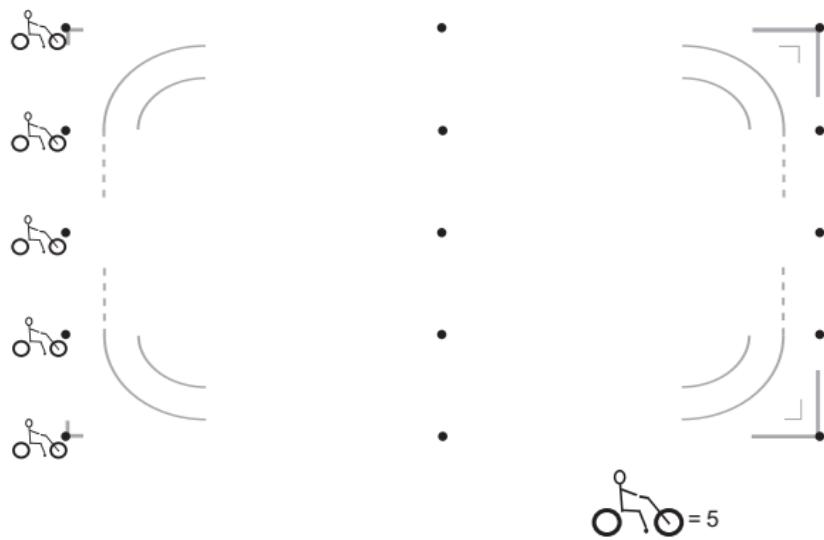
# Range Prep

## RANGE PREPARATION

- Cordon off range using large cones and/or banners.
- Clear range of debris and gravel.
- Stage bikes on short side of range, each bike at a cone.
- Place first aid kit, fire extinguisher, extra cones, water, and cups near staging, but off range.

## RANGE/CONE LAYOUT:

- Set cones on “I” marks, as per the diagram below (diagram is to scale).
- All exercises use this same layout; there is no resetting of cones in this course.



## LATE ARRIVAL POLICY:

- Students who arrive after the start of Risk Discussion are not allowed to join. Instruct them to contact the office at 1-888-280-7827.

# ORIENTATION / INTRODUCTION

20 MINUTES

## STUDENT ORIENTATION:

- Greet students as they arrive.
  - Take care of administrative details (this can be done as they arrive—you do not need to wait to do this as a group).
  - Collect completed and signed waivers.
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- Gather students together to complete orientation.
  - Welcome class.
  - Briefly introduce yourself.
  - Give a brief overview of what students will do in class today.
    - Learn about controls—where they are and how they work
    - Start and stop the engine
    - Get the bike moving
    - Ride in a straight line
  - Inspect and approve riding gear.
  - Read Range Rules:
    - Don't practice without permission
    - Stay with each exercise as it's being practiced
    - Wear all protective gear when on the motorcycle
    - If you have a problem, signal me, and I will come assist you
    - If you hear a referee-style whistle, stop immediately and wait for directions
    - If you don't understand an exercise, please ask me for clarification
    - Notify me if, at any time, you are too uncomfortable to ride safely
  - Introduce and demonstrate hand signals:
    - Start engine
    - Stop engine
    - Speed up
    - Slow down
  - Identify referee's whistle—all stop.
  - Identify riding area.
    - Small cones define outside perimeter of range. Do not ride off the range.

# **Orientation/ Introduction**

## **INTRODUCTION (DISCUSSION-BASED):**

- Identify mission (read):

*The focus of this Introduction to Riding Clinic is to give you the basic skills of moving and stopping the motorcycle in a straight line with smooth control operation and balance. Both safety and fun are quite important in this class, as is the fact that the pace is slow enough to give everyone plenty of time to ask questions and receive clear answers.*

**\*NOTE: Instructor guides the discussion by asking the following questions and ensuring each student has adequate time to answer and be heard. The Instructor's role at this time is to simply keep students on track and ensure all students participate. Instructor should not be the focus of attention—let the students talk.**

1. What motivated you to take this course?  
*(Discuss motivations of each participant)*
2. What do you expect to get out of the class?  
*(Discuss expectations of each participant)*
3. What is something you are already good at that you enjoy and how long did it take you to master it?  
*(Get answers from each participant)*
4. What questions or concerns do you have?

# RISK—DISCUSSION

10 MINUTES

## OBJECTIVE:

Identify and discuss the risks of motorcycling and understand that motorcycling is about making choices.

## DISCUSS RISK:

- What are some of the risks associated with riding a motorcycle?  
*(Get answers from participants)*
- What are some ways of managing those risks?  
*(Get answers from participants)*
- Do you have any questions?

# Risk Discussion

## DISCUSSION GUIDELINES:

- Ask the questions and then let the students talk.
- Engage the students in a discussion about risks. Allow them to express their thoughts and opinions without judgment.
- This is not a structured “guided discussion” like we would have in the classroom. Let the students explore their ideas.
- Keep the discussions generalized and global—there are no “bullets” you’re trying to get here. Avoid “rabbit holes” and war stories or getting too specific about *what* choices to make.
- Clarify and/or dispel any myths about risks they have. This is an opportunity to help prioritize risks and define true risks.
- **The key point in this discussion is that motorcycling is all about choices**—validate each student’s smart choice in taking this class and how that will help them manage the risks.

**OBJECTIVE:**

Identify the primary controls that make the motorcycle go and stop, speed up and slow down.

**PART 1: IDENTIFY CONTROLS** (*Pass out controls handout*):

- Complete the handout on Motorcycle Controls.
- Feel free to walk around the motorcycles and take your time learning where the controls are located.

**PART 2: DISCUSSION—CONTROLS, HOW THEY WORK**

**\*NOTE: The order in which the controls are covered is not important—DO ensure that all controls are covered and stay with each control until all points are covered.**

**THROTTLE**

Emphasize that throttle operation needs to be smooth, both on and off.

**STUDENT PRACTICE—THROTTLE:**

- Invite each student to operate the throttle (“roll on,” “roll off”).
- Explain/demonstrate why keeping a flat wrist position is important for proper control.

**BRAKES**

Discuss the importance of smoothness in braking.

1. Demonstrate bad then good straight line braking (while walking beside and pushing the bike).

**STUDENT PRACTICE—BRAKING:**

- One at a time, have each student try hard braking and smooth braking while walking beside the motorcycle as you are pushing it.\*

**\*NOTE: Hold and move motorcycle from left side while student uses the brake from the right side.**

2. Demonstrate how/why to use the front & rear brakes together (while standing on the brake side of the bike, show with your hand and foot).

**\*NOTE: Students do not practice Step #2.**

3. Demonstrate the effect of how turned handlebars when braking causes the bike to want to fall.

# **Exercise 1**

- *Push the motorcycle forward a few feet, turn the handlebars left—DO NOT attempt this to the right—and quickly apply the front brake. This will demonstrate the tendency of a motorcycle to quickly fall over. Next, show that with the handlebars kept straight, the front brake can be applied and the bike can still be maintained upright.*

**\*NOTE: Students do not practice Step #3.**

- Stress the importance of the fact that motorcycles (due to hand-eye coordination) tend to go where the rider is looking. It is therefore very important that riders keep looking well ahead rather than at the ground immediately in front of the bike.

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## **CLUTCH**

Explain the Friction Zone.

**STUDENT PRACTICE—CLUTCH:**

- Invite each student to operate the clutch (“squeeze and eeeease”).

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## **SHIFTER**

Explain the shift pattern of a motorcycle transmission.

1. *Demonstrate the shift pattern by manually shifting the transmission using your hand.*

**STUDENT PRACTICE—SHIFTING:**

- Invite each student to get a feel for the shifting procedure using their hand to operate the shift lever (1st, neutral, 2nd, back to 1st, etc.).

**\*NOTE: You may need to roll the bike back and forth to help it shift gears more smoothly.**

## **DEBRIEF:**

- What are the five primary controls?
- Why is it important to always use both brakes?
- What is important to remember when operating any of the controls?
- Do you have any questions?

## **BREAK – 10 MINUTES**

## **Exercise 2**

**25-30 MINUTES**

## **STARTING THE ENGINE**

### **OBJECTIVE:**

Mount and dismount the motorcycle and start and stop the engine.

### **DEMONSTRATION:**

1. *Demonstrate proper mounting/dismounting procedure.*
2. *Demonstrate ONE-C and shut down procedure.*

Emphasize that the clutch and engine cut off switch are easy to reach and they provide a safety net for the student in the event of confusion while the bike is moving.

### **STUDENT PRACTICE:**

*(Have students stand next to their motorcycles and wait for you to conduct this part individually)*

#### **Mount your motorcycle**

- Both grips, squeeze the front brake
- Right leg over
- Straighten
- Sidestand up

#### **Start and stop the engine (do this at least twice)**

- Start the engine using the key, engine cut-off and start button.
- Squeeze in the clutch and keep it squeezed in.
- Stop the engine using the engine cut-off switch, then turn off the ignition.

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#### **Use the throttle with engine running**

*(Move back to 20' in front of bikes and have students do the next two parts together as a group)*

- Start the engine and with the transmission in neutral, practice smooth roll-on, roll-off of throttle while holding in the clutch lever.

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#### **Use the throttle and brakes with engine running**

- Practice smooth roll-on, roll-off and squeeeeze the front brake.
- Stop the engine using the engine cut-off switch, then turn off the ignition.

## **Exercise 2**

### **Dismount**

*(Conduct this part individually)*

- Sidestand down
  - Both grips, squeeze the front brake
  - Right leg over
  - Place foot behind sidestand and pull back
  - Turn handlebars
- 

### **DEBRIEF:**

- After using the front brake, what do you do with your right hand?
  - Why do we stop the engine with the cut-off switch?
  - What were some of the things that kept you safe while practicing?
- 

### **RANGE CONTROL TIPS:**

- Bikes should remain in neutral for the entire exercise.
- When conducting the initial start-up and shut-down individually, ensure motorcycles are off before moving to the next student.
- Stand 20' in front of students when students are practicing throttle use with engine running. Use the width of the range as necessary.

### **EXERCISE GUIDELINES:**

- Evaluate student “fit” to the motorcycle. They should be able to put both feet on the ground. Switch bikes if needed.
- Allow the students to find the controls and operate them—coach only as needed.
- Give students some time for self-discovery.
- Coach students as needed to keep fingers wrapped around the throttle when not using the front brake.
- After students have developed basic proficiency in starting the engine and throttle control, coach head and eye placement.

**OBJECTIVE:**

Use the clutch and throttle to control power to the rear wheel.

**DEMONSTRATION:**

1. Demonstrate proper use of the friction zone to get power to the rear wheel (rocking).
2. Demonstrate how quickly releasing the clutch with the engine running will result in the engine stalling.\*
3. Demonstrate the fact that using far too much throttle can still be controlled with smooth clutch use to accomplish smooth power to the wheel.\*

**\*Note: Students will not practice #2 or #3 in Student Practice.**

**STUDENT PRACTICE:**

(Have students perform the activity together as you direct them from 20' in front of them, A1)

- Start the engine.
- Squeeze the clutch and shift to 1st gear.
- Slowly ease the clutch into the friction zone.
- Squeeze the clutch as soon as you start to roll forward (do not allow the bike to move more than 1-2 feet).
- Practice this until directed to stop.

After several minutes of rocking, and as the students demonstrate smooth control of the friction zone, approach each student individually (A2) and have them practice engaging the clutch with the throttle at idle and with increasing throttle (2000-4000 RPM).

After getting them started with this and you are comfortable with their ability to control the bike, move to the next student. Once all students are practicing this, move back to 20' in front and use the width of the range for coaching as needed.

- Shut down and dismount

# **Exercise 3**

## **DEBRIEF:**

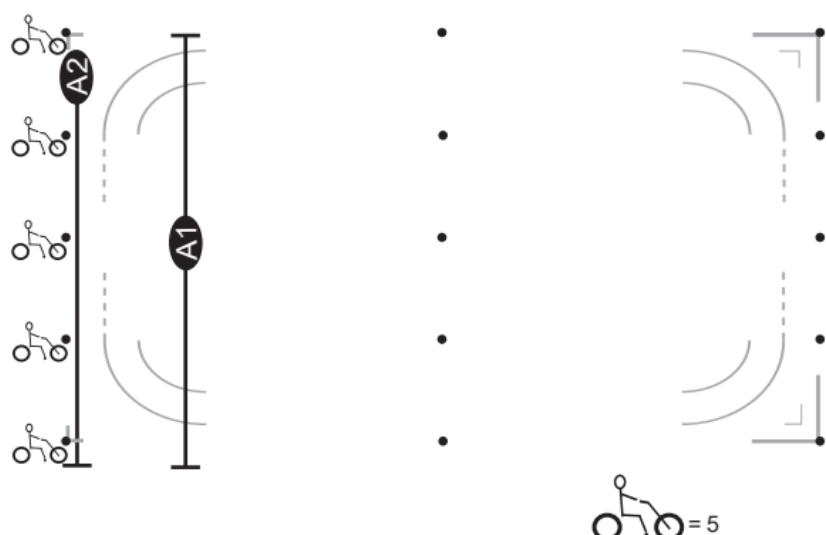
- What happened if you let the clutch out too fast?
- What happened if you over-revved the engine with the clutch in?
- How should you release the clutch?
- What two controls can you use if things are going wrong?

## **EXERCISE GUIDELINES:**

- Coach as needed.
- Continue to emphasize smooth control and head and eyes up.
- If students experience hand fatigue during this exercise, it is permissible for them to rest (keep them on the motorcycle).

## **RANGE CONTROL TIPS:**

- Conduct the rocking portion of this exercise as a group (as we do in the Basic I class, see A1).
- When coaching students individually to practice increasing throttle, stand in front and to the left side (not directly in front of the wheel) to ensure safety (see A2). Maintain visual range control—keep an eye on all students as they continue rocking.



## **BREAK – 10 MINUTES**

## **Exercise 4**

**30 MINUTES**

## **STRADDLE WALKING**

### **OBJECTIVE:**

Use the clutch and throttle to start the motorcycle moving in a straight line, then stop with the front brake.

### **STUDENT PRACTICE:**

- Slowly ease the clutch to the friction zone and allow the motorcycle to move across the range. Apply the front brake smoothly and come to a stop when you reach the cone at mid-range.
- When signaled, continue straddle walking to the cone at the far end, apply the front brake to stop then shut off your engine.
- When directed, turn around and repeat, stopping again at the mid-range cone.
- When you return to the original starting point, stop smoothly, shut off your engine and wait for further instructions.

### **DEMONSTRATION:**

1. *Demonstrate straddle walking, stopping at the mid-range cone. Stop at the far end cone, turn off the engine and turn around. As you approach on the return, remind students about stopping with the bars straight and head and eyes up (remember to keep both hands on the handlebars and keep looking forward when talking). After stopping, turn off the engine and turn around.*

### **DEBRIEF:**

- What happened if you let the clutch out too fast?
- What have you learned about using the front brake?
- What questions and observations do you have?

### **EXERCISE GUIDELINES:**

- Coach smooth clutch control as needed.

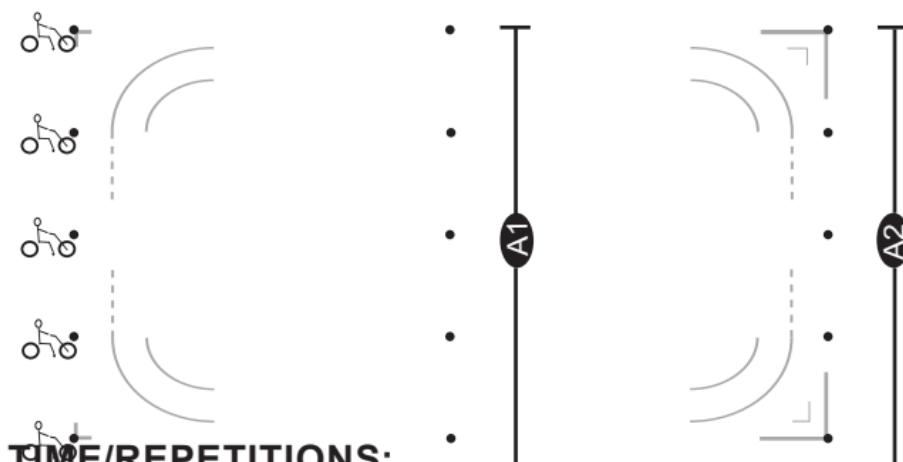
Intro to Riding Clinic

## Exercise 4

- Continue to coach smooth braking and head and eyes up as needed.
- When straddle walking, the engine provides the motive force. The students are walking simply to maintain balance. Ensure they are releasing the clutch enough to allow the motorcycle to do the work.
- As students gain confidence, they may naturally put their feet up in this exercise. That is okay as long as they are either straddle walking or riding with feet on pegs and not hanging or dragging their feet.

### RANGE CONTROL TIPS:

- Be in position before calling riders—20 feet beyond the mid-range cones (A1) for stopping at mid-range and 20 feet beyond the stop cones (A2) at either end of the range.
- After at least three round-trips, it is permissible to call them from the opposite end of the range without going to the middle first (students must still stop mid-range every lap).



### TIME/REPETITIONS:

- This exercise can be run up to 30 minutes and should not be cut too short. The objective is to get them so confident and smooth that they begin to get bored with it and want to put their feet up.

## OBJECTIVE:

Ride the motorcycle in a straight line and stop using both brakes.

## STUDENT PRACTICE:

### Riding

- On signal, ride to the cone at the far end of the range. Slow at the mid-range cone by squeezing the clutch and gently applying the brakes.
- When you reach the cone at the far end, use both brakes to come to a smooth stop then turn off your engine.
- When directed, turn around and repeat to the original starting point.

## DEMONSTRATION:

1. *Ride from start cone to end cone slowing at mid-range with clutch squeeze and brakes (do not shift). Stop at the far end cone, turn off the engine and turn around.*

*As you approach on the return, remind students about stopping with both brakes, keeping the bars straight and keeping head and eyes up (remember to keep both hands on the handlebars and keep looking forward when talking). After stopping, turn off the engine and turn around.*

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## OPTIONAL PART 2: SHIFTING

### DISCUSSION:

*(If the class is ready for this level, you must take this time to get the students off the bikes for a moment before moving on to Shifting)*

Briefly discuss that they are now ready to start shifting to second gear. Remind them that they only need to add in the lift on the shift lever because they have already been squeezing the clutch. Remind them to be smooth with the clutch release.

# **Exercise 5**

## **STUDENT PRACTICE:**

### **Shifting**

- You will ride the same path of travel as before, this time, at the mid-range cone, squeeze the clutch and upshift to second gear.
- When you reach the stop cone, apply both brakes and downshift to first gear.
- Turn off your engine and wait for further instructions.
- Turn around when directed and repeat to the original starting point.

## **DEBRIEF:**

- What gave you more stability when riding in a straight line?
- Which of the primary controls should you use to regain control if you feel things are going wrong?
- How long do you need to hold the clutch in when shifting?
- What questions and observations do you have?

## **EXERCISE GUIDELINES:**

- Coach as needed and coach to each student's specific needs (speed, head and eyes, etc.)
- As students gain proficiency, begin to speed them up to the point of almost needing to upshift just before they reach mid-range. Not all students/classes will reach this level of proficiency. Ensure you are coaching to the students' abilities.

## **TIME/REPETITIONS:**

- The Riding portion should take the majority of time allowed for this exercise.
- Run Shifting no more than four round trips.

## **CONDUCT RANGE REVIEW (NEXT PAGE)**

# RANGE REVIEW

15 MINUTES

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

## **RISK:**

What are some risks associated with riding a motorcycle?

How can you manage those risks?

How can you reduce the severity of a crash?

## **STABILITY:**

What are some of the things that helped you to be more stable and balanced while riding?

What are some of the things that gave you confidence while riding?

What primary control will help you regain control if you feel like things are going wrong?

## **STOPPING:**

What are some of the things that helped you to stop smoothly and in control?

**“WHAT QUESTIONS OR OBSERVATIONS DO YOU HAVE?”**

**INVITE STUDENTS FOR INDIVIDUAL DEBRIEFS  
(ABOUT 45-60 SECONDS PER STUDENT)**

- Identify strengths in their skills.
- Identify areas in which they need more practice.

## **CONDUCT GRADUATION**

- Distribute Grad Packs.
- Distribute and collect student critiques.
- Discuss the next step: Basic I, if motorcycling is a sport they would still like to pursue.
- Thank students for participating.

## **DISMISS**

# Range Principles

## RANGE CARDS

- Read the **Exercise Title, Objectives, and Student Practice** directions for each exercise.
- Directions and Debrief questions are read with students off the bikes and gathered together.

## DEMOS

- Show accurate technique and timing.
- For riding demonstrations, your POT (path of travel) matches what the students will ride.

## VERBAL COACHING

- Prioritize for
  1. Safety
  2. Smooth operation of controls
- Limit to one or two items, presented in a positive manner.
- Brief and concise
- Keep to the level of an Intro class

## SIMULATED COACHING

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

## RANGE CONTROL

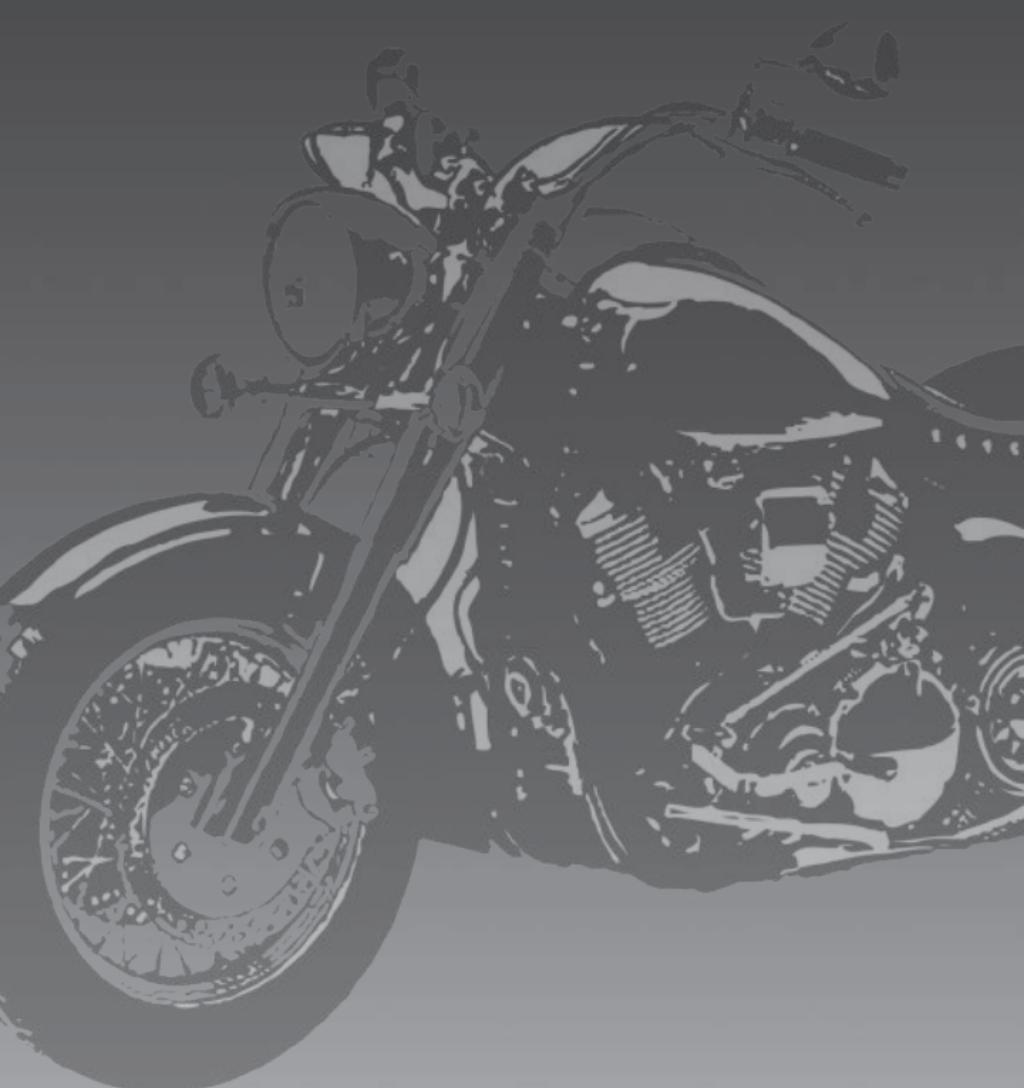
- Students in front of Instructors at all times (unless otherwise specified).
- Students stay within 10 feet of perimeter at all times.
- Be aware of where all students are, all the time.
- No surprises for students.

## INSTRUCTOR PROFICIENCY

- Instructors should routinely and independently ride exercises to reinforce timing, technique and performance of these pre-Basic I demos.

## DISCUSSIONS

- Keep it simple—do not go beyond the level of this class. Acknowledge questions but politely defer to the Basic I, a break, or after class, as appropriate for the topic.



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