IDAHO *STAR*
MOTORCYCLE SAFETY PROGRAM

BASIC I

BASIC RIDER TRAINING

RANGE CARDS

SOLO INSTRUCTOR EDITION

IDAHO STAR
SKILLS TRAINING ADVANTAGE FOR RIDERS

RANGE RULES AND HAND SIGNALS FOR eRider[R]
COURSE ORIENTATION

- Do not practice without the instructor's permission.
- Stay with each exercise as it's being practiced.
- Wear all protective gear when seated on the motorcycle.
- Cover the clutch lever with four fingers at all times—this enables you to immediately disengage power from the rear wheel, if necessary.
- Keep your throttle hand in a flat wrist position with four fingers around the throttle/handgrip.
- Do not "cover" the front brake while moving forward. Keep all four fingers wrapped around the throttle.
- 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.
- Always use the engine cut-off switch to stop the engine, and then turn off the ignition.
- If you have a problem, move out of the way and signal your instructor.
- If you hear a referee-style whistle, stop smoothly and immediately and wait for further directions.
- If you don't understand an exercise, ask the instructor for clarification.
- Notify your instructor if you are too uncomfortable to ride safely.

Continue with hand signals and remaining bullets on opposite page.

Range Day Preparation and Orientation

RANGE PREPARATION

- Cordon off range using large cones and/or banners.
- Clear range of debris and gravel.
- Start and warm up all training bikes.
- Set cones for first set of exercises.
- Place bikes for first exercise(s). Turn OFF engine cut-off switch and ignition. Leave fuel valve in ON position.
- Place first aid kit, fire extinguisher, extra cones, water, and cups near staging, but off range.

STUDENT ORIENTATION, ALL BASIC I COURSES

- Greet students and help them select helmets as needed.
- Inspect and approve riding gear.
- Collect completed waiver forms for eRider(R) courses.
- Introduce Instructors.
- Read to students: "Today we are going to work on basic skills like riding in a straight line, stopping, shifting and turning. Tomorrow, we will build upon those and work on some more advanced skills."
- Read Range Rules, opposite page.
- Review hand signals:
  - Start engine
  - Stop engine
  - Slow down
  - Speed up
  - Stop
  - Staging
  - Referee's whistle—all stop

  eRider(R), also cover:
  - Neutral
  - Cover clutch
  - Uncover brake
- Identify range riding area.
  - Small cones define outside perimeter of range. Remain within 10' of the perimeter at all times. Do not ride off the range.
- Assist students in selecting motorcycles using the following criteria:
  - Students with short legs on low motorcycles.
  - Students with long legs on tall motorcycles.
- Write student name on front number plate.
- Late arriving student policy:
  - Students who arrive after the start of the first exercise of the day may not be allowed to continue. Instruct them to call the ***STAR*** office at 1-888-280-7827.

Exercise 1 — OPERATING THE CONTROLS AND STARTING THE ENGINE

10 MINUTES

RANGE PREP	
■-18 ▲-6	*Set perimeter cones (small; 30' apart) and outside (large) stop cones for Exercise 3. Position bikes on 20' hash marks (▌).*

OBJECTIVE:
You will locate and operate the controls and start and stop the engine.

DIRECTIONS: *(Have students perform each activity as you read the directions)*
Mount your motorcycle
- Both grips, squeeze the front brake
- Right leg over
- Straighten
- Sidestand up

Locate and operate the five primary controls
(Operate each control several times)
- Throttle - roll on/off
- Clutch - squeeze/ease
- Front brake lever - squeeze/release/back to throttle
- Rear brake pedal - press/release
- Shift lever - lift up/press down

Locate and operate the other controls
- Engine cut-off switch
- Start button
- Fuel supply valve
- Choke
- Ignition switch on
  - Turn signal - left/cancel/right/cancel
  - Light - high beam/low beam
  - Horn button - ignition off

Starting and stopping the engine
(Start and stop the engine at least twice)
- Squeeze in the clutch and start the engine
- Raise your left hand to indicate you are in neutral
- Stop the engine using the engine cut-off switch, then turn off the ignition

EVALUATE UNDERSTANDING: NONE

DEBRIEF:
- After using the front brake, what do you do with your right hand?
  (Back to throttle)
- Why do we stop the engine with the cut-off switch?
  (Keep hands on grips)

WHAT TO COACH:
1. Smooth and proper operation of controls.
2. Starting and stopping procedure.

Exercise 1

A 8:00-8:10 AM
B 12:30-12:40 PM

EXERCISE GUIDELINES:

- Allow the students to find the controls and operate them – coach only as needed.
- Give students some time to transfer what they learned in class to the motorcycle. They will remember it much better through self-discovery.
- Evaluate student “fit” to the motorcycle. They should be able to put both feet on the ground and reach the hand controls with arms slightly bent. Switch bikes if needed.

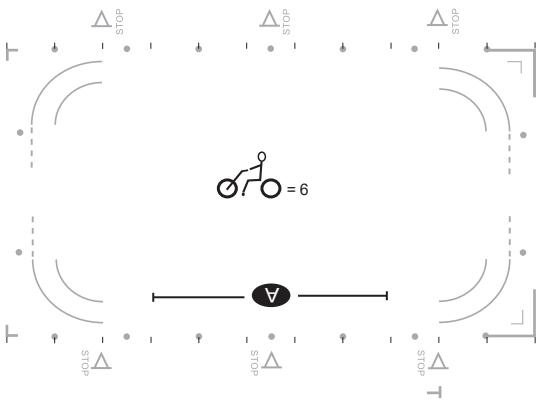
RANGE CONTROL TIPS:

- During the first portion of the drill, feel free to walk among your group of riders to see how they are doing.
- Before they start their engines, position yourself in front of the students so that you can identify any problems and catch anyone who may have put the motorcycle in gear.
- Have students raise left hand to indicate the engine is running and the bike is in neutral.
- If an individual student requires your assistance, you must have all other riders in your group shut off their engines before moving to assist.

TIME/REPETITIONS:

- This is a 10-minute exercise; pace accordingly (using at least 7-8 minutes for this exercise helps set a comfortable pace and safe learning environment for novice students).
- Have the students start and stop the engine at least twice.

RANGE/CONE LAYOUT:



STAGING:

Leave the bikes where they are.

Exercise 2
15 MINUTES | GETTING UNDERWAY

RANGE PREP	*No cone movements.*

OBJECTIVE:
You will use the clutch and throttle to start the motorcycle moving in a straight line, then stop with the front brake.

DIRECTIONS:
PART A: Rocking
- Place both feet down, start the engine, squeeze the clutch and select first gear. Push back until you are resting on your heels.
- Slowly ease the clutch into the friction zone. The motorcycle will move forward. Squeeze the clutch when you are flat-footed and rock back on your heels. Repeat.

PART B: Straddle Walking
- When directed, slowly ease the clutch to the friction zone. Hold it there. Allow the motorcycle to move across the range. Stop with the front brake when you reach the small cones on the other side. Find neutral and raise your left hand.
- Turn around when directed and repeat to the original starting point.
- Stop with the front brake when you reach the other side and wait for further instructions.

STATIC PRACTICE: FRICTION ZONE (PG 62)

EVALUATE UNDERSTANDING:
- How will you release the clutch? *(Smoothly)*
- How will you apply the brake? *(Smoothly)*
- Do you have any questions?

DEBRIEF:
- What happened if you let the clutch out too fast? *(Stall or jerk)*
- What have you learned about using the front brake? *(Smooth, not abrupt, don't cover)*

WHAT TO COACH:
1. Smooth clutch control.
2. Smooth front brake application.

Exercise 2

A 8:10-8:25 AM
B 12:40-12:55 PM

EXERCISE GUIDELINES:

- Evaluate student “fit” to the motorcycle. They should be able to put both feet on the ground and reach the hand controls with arms slightly bent. Switch bikes if needed.
- All students “Rock” and “Straddle Walk” together.
- Allow students to experiment with the friction zone. Coach only as needed.
- This is their first time controlling a motorcycle. Let students gain experience and confidence at their own pace.
- Encourage students to squeeze with both hands when stopping.
- Minimum 1 round trip, maximum 2 round trips.

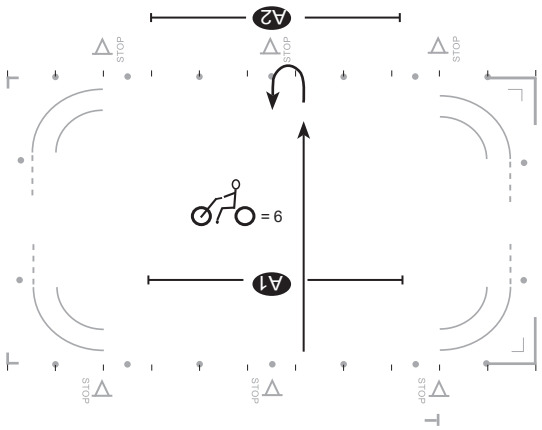
RANGE CONTROL TIPS:

- The purpose of this exercise is to develop clutch control before they ride along the perimeter with other students in front of them.
- Once they have demonstrated basic control of the clutch while rocking, move to straddle walking. Move to position 2 before calling riders.

TIME/REPETITIONS:

- Run the drill for 15 minutes.

RANGE/CONE LAYOUT:



STAGING:

Direct riders to turn off their engines.
Leave the bikes where they are to read instructions for Exercise 3.

Exercise 3
20 MINUTES | STRADDLE WALKING AND RIDING

RANGE PREP	*No cone movements. After reading instructions, have students turn left and stop one per small cone (30'). Send first rider to first cone, second rider to second cone, and so on.*

OBJECTIVE:
You will use the clutch and throttle to start the motorcycle moving in a straight line, then stop with the front brake.

DIRECTIONS:
PART A: Straddle Walk
- Using the friction zone, straddle walk from one small cone to the next, stopping at each small cone.
- Proceed only when the next cone is clear.

PART B: Straddle Walk/Ride
- When directed, line up at the large cone at the beginning of the long side of the range *(point out)*.
- Straddle walk or ride to the next large cone and stop. Continue up the side of the range stopping at each large cone. After stopping at the last cone, move to the other line.
- Ride between the cones as soon as you feel comfortable putting your feet up.

EVALUATE UNDERSTANDING:
- How will you release the clutch? *(Smoothly)*
- How will you apply the brake? *(Smoothly)*
- Do you have any questions?

DEBRIEF:
- What two controls help you smoothly get underway? *(Clutch and throttle)*
- What made it easier to pick your feet up? *(Speed)*

WHAT TO COACH:
1. Smooth clutch control.
2. Smooth brake application.

Exercise 3

A 8:25-8:45 AM
B 12:55-1:15 PM

EXERCISE GUIDELINES:

- Let students gain experience and confidence at their own pace. Encourage feet up but not required.
- Encourage students to squeeze with both hands when stopping.

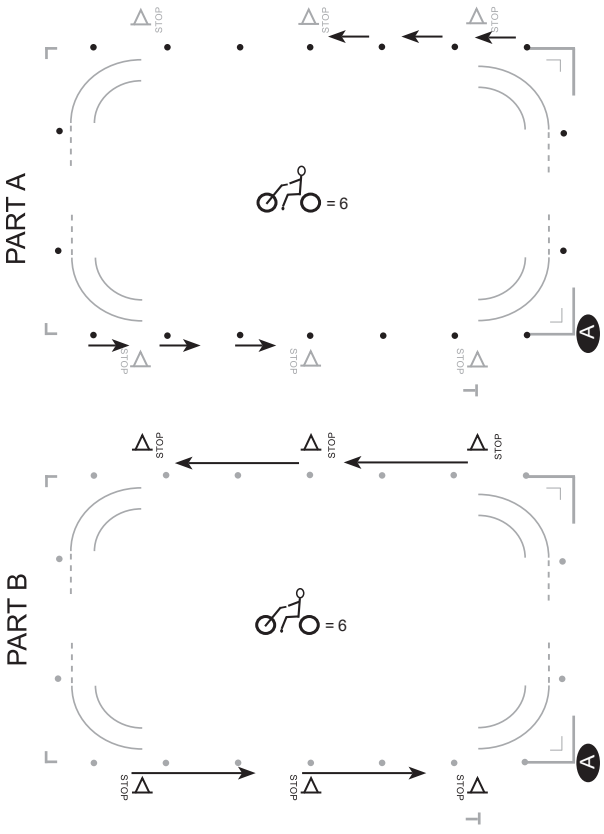
RANGE CONTROL TIPS:

- Part A: Make sure students don't proceed until next cone is clear.
- Part B: After 10 minutes, walk across range and direct students to line up at the first large cone; blade to the range as students line up. Remind them to straddle walk or ride from large cone to large cone.

TIME/REPETITIONS:

- At 10 minutes, move to PART B.

RANGE/CONE LAYOUT:



STAGING:

Stop calling riders. Move forward and strike center stop cones. Leave the students in line to read instructions for Exercise 4.

Exercise 4
20 MINUTES | STOPPING

RANGE PREP

Leave 4 braking start and stop cue cones. Place blank side to face approaching riders.

OBJECTIVE:
You will ride the motorcycle in a straight line and stop with both brakes.

DIRECTIONS:
- One at a time, and on signal, ride the long side of the range in first gear.
- Begin braking when you reach the large cone *(point out).* Apply both brakes and smoothly stop the motorcycle.
- Both hands squeeze; both feet press.
- After stopping and when directed, ride up the center of the range and get back in line.

STATIC PRACTICE: STOPPING (PG 62)

EVALUATE UNDERSTANDING:
- Where will you look while stopping? *(Ahead, eyes up)*
- How will you apply the brakes? *(Smoothly)*
- Do you have any questions?

DEBRIEF:
- What helped you achieve smoother stops? *(Squeeze the front brake, light pressure on the rear)*
- Why do we always use both brakes? *(More effective stopping; builds good habits)*

WHAT TO COACH:
1. Smooth application of both brakes.
2. Head and eyes up.
3. Proper riding posture.

Exercise 4

A 8:45-9:05 AM
B 1:15-1:35 PM

EXERCISE GUIDELINES:

- Coach as needed.
- Students should be riding with their feet on the foot pegs.
- Encourage students to apply both front and rear brakes smoothly.
- Correct students who cover the front brake.
- Encourage students to keep their head and eyes up while riding and while stopping.
- Riding Posture
  - Clutch covered
  - Wrist flat/low
  - Head and eyes up
  - Fingers on throttle
  - Arms bent
  - Knees in
- It is not important where students stop on this exercise; the cone is simply a cue. Focus on their ability to stop smoothly.

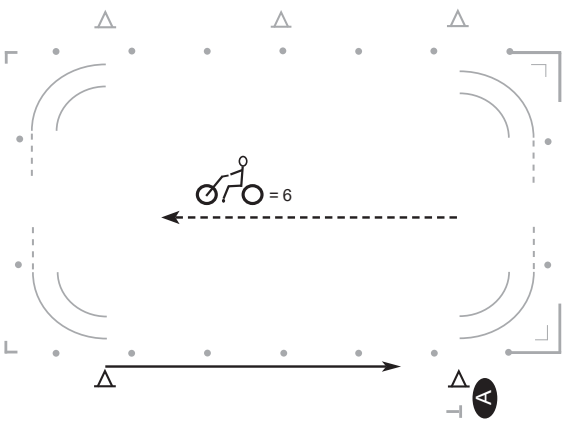
RANGE CONTROL TIPS:

- Stand on the brake side of the motorcycle to observe braking and to observe entire range.

TIME/REPETITIONS:

- Run this drill for 20 minutes.

RANGE/CONE LAYOUT:



STAGING:

Stop calling riders and leave the students in line.

BREAK – 15 MINUTES

Exercise 5
25 MINUTES | RIDING THE PERIMETER

RANGE PREP	
▲-4 ●-4	*Strike small cones. Reset 2 small cones for each gate. Move large cones from Exercise 4 into new cone locations. Rotate "SLOW" to face approaching riders, including reversal.*

OBJECTIVE:
You will ride around the perimeter demonstrating proper riding posture and smooth throttle control.

DIRECTIONS:
- Ride just outside the large cones and through the gates *(point out)* in a large oval.
- Keep your head and eyes up, turn your head to look through the turns.
- If you feel unstable, increase your speed slightly.

EVALUATE UNDERSTANDING:
- What will improve your balance while riding? *(Speed, head and eyes up)*
- Where should you look while turning? *(Through the turn)*
- Do you have any questions?

DEBRIEF:
- What happened when you increased your speed? *(Easier to ride – more stable)*
- What made turning easier? *(Looking through the turn)*

WHAT TO COACH:
1. Speed for stability. Coach only if they are wobbling/unstable.
2. Proper riding posture.

Exercise 5

A 9:20-9:45 AM
B 1:50-2:15 PM

EXERCISE GUIDELINES:

- Coach as needed.
- Allow students to discover on their own how speed improves stability.
- Target speed: 8-10 mph.
- Riding Posture - clutch covered, knees in, arms bent, fingers on throttle, wrist flat/low, head and eyes up.

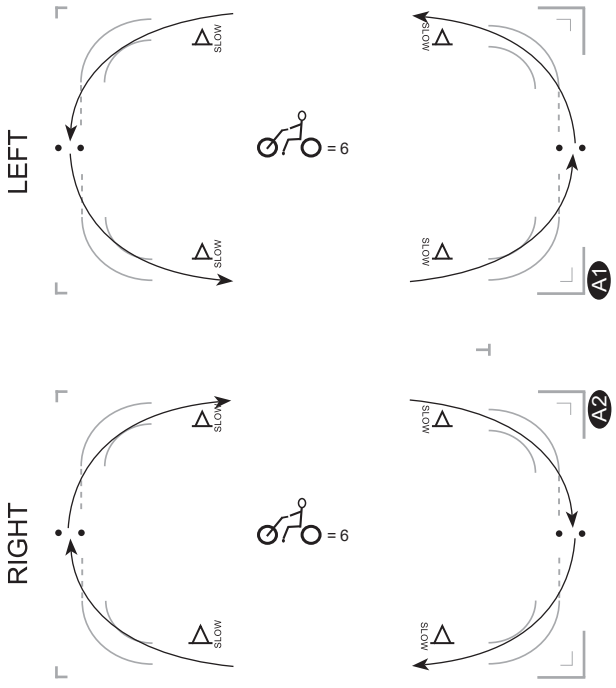
RANGE CONTROL TIPS:

- Position yourself outside the perimeter to observe all riders and adjust their speed as necessary.
- Reverse down the center of the range, (R1 reversal, pg 60).

TIME/REPETITIONS:

- Reverse at 12 minutes.

RANGE/CONE LAYOUT:



STAGING:

Stop riders on perimeter, then reverse up the center of the range and stop riders. Direct riders to shut off their engines while you set Exercise 6 start and stop location cones. Direct students to line up at start cone for braking chute.

NOTE: Line students up left of the cone on the staging side.

Exercise 6
20 MINUTES | SHIFTING AND STOPPING

RANGE PREP	
▲- 4	*Move 2 large cones (staging side only) from Exercise 5 into Exercise 6 start and stop cue locations during Exercise 5 staging. Place blank side to face approaching riders.*

OBJECTIVE:
You will upshift to 2nd gear then stop the motorcycle with both brakes.

DIRECTIONS:
- One at a time and on signal, ride the long side of the range and upshift to 2nd gear.
- Begin braking when you reach the large cone *(point out)*. Apply both brakes and smoothly stop the motorcycle.
- Both hands squeeze; both feet press.
- After stopping and when directed, ride up the center of the range and get back in line.

STATIC PRACTICE: UPSHIFTING (PG 62)

EVALUATE UNDERSTANDING:
- How do you apply the brakes?
  (Smoothly)
- When do you downshift to 1st?
  (While braking)
- Do you have any questions?

DEBRIEF:
- Why do we downshift while braking?
  (Ready to go if needed)
- What helps you to stop in a straight line?
  (Head and eyes up)

WHAT TO COACH:
1. Shifting procedure.
2. Stopping procedure.
3. Head and eyes up.

Exercise 6

A 9:45-10:05 AM
B 2:15-2:35 PM

EXERCISE GUIDELINES:

- Coach as needed.
- This is the students' first exposure to shifting. Don't worry if the upshift procedure takes them most of the length of the range. They will improve with repetition.
- Correct students who grab the front brake.
- It is not important where students stop on this exercise; the cone is simply a cue. Focus on their ability to shift and stop smoothly.
- "Stopping Procedure"
    - Keep head and eyes up
    - Apply both brakes
    - Squeeze the clutch
    - Press the shift lever and rear brake (right foot on the brake to a complete stop)

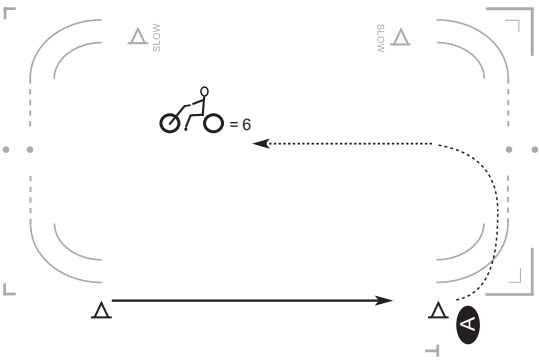
RANGE CONTROL TIPS:

- Slow students who approach at more than 15 mph.

TIME/REPETITIONS:

- Run this drill for 20 minutes.

RANGE/CONE LAYOUT:



STAGING:

Stop calling riders. Direct group to park in staging.

Exercise 7
20 MINUTES | UPSHIFTING AND DOWNSHIFTING

RANGE PREP	*Move large start and stop cones from Exercise 6 into shifting locations. Place side that reads "SLOW" to face approaching riders, including reversal.*
▲ - 4 ● - 4	

OBJECTIVE:
You will upshift and downshift as you ride around the perimeter.

DIRECTIONS:
- Ride just outside the large cones and through the gates *(point out)* in a large oval.
- Upshift to 2nd gear after you leave the staging area.
- When you reach the first large cone on the far side *(point out)*, upshift to 3rd gear.
- When you reach the second large cone on the far side *(point out),* downshift to 2nd gear.
- Ride through the "gates" and repeat the pattern of upshifting at the first cone and downshifting at the second cone on each side.
- Remember to slow before entering the short side of the range.

EVALUATE UNDERSTANDING:
- Where will you upshift?
  (The first large cone on the long side)
- Where will you downshift?
  (The second large cone on the long side)
- What will you do before you enter the short side of the range?
  (Slow)
- Do you have any questions?

DEBRIEF:
- How long do you need to hold the clutch in when shifting?
  (Just enough to shift)
- What happens when you release the clutch too quickly when downshifting?
  (Abrupt/jerky)

WHAT TO COACH:
1. Shifting procedure.
2. Sufficient speed to prevent stalling.

Exercise 7

A 10:05-10:25 AM
B 2:35-2:55 PM

EXERCISE GUIDELINES:

- Coach as needed.
- This exercise allows the students to over-learn the shifting procedure.
- Slow students prior to entering short sides.
- Ensure safety, and let them ride!

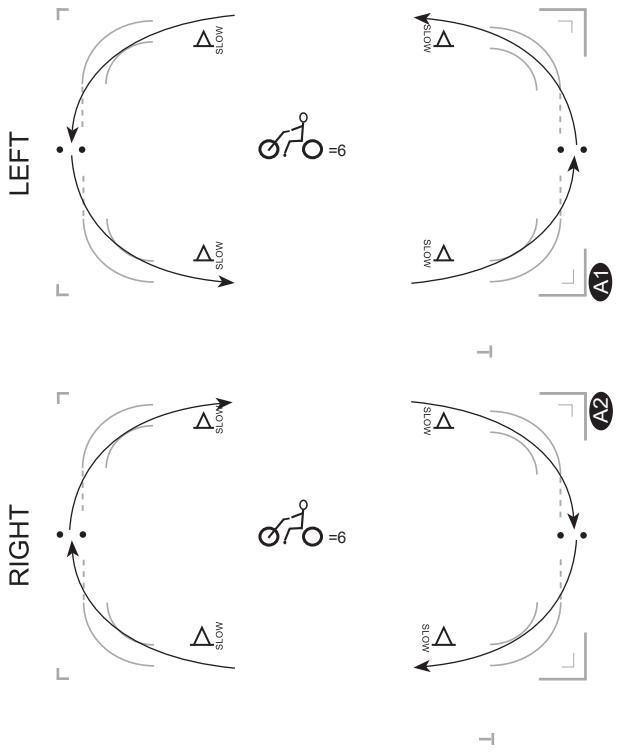
RANGE CONTROL TIPS:

- Position yourself outside the perimeter to observe all riders and adjust speed as necessary.
- Coach riders to attain sufficient speed to prevent stalling.
- R1 reversal procedure (pg 60).

TIME/REPETITIONS:

- Reverse at 10 minutes.

RANGE/CONE LAYOUT:



STAGING:

Stop riders on perimeter. Use R2 reversal to Staging (pg 60).

BREAK – 15 MINUTES

Exercise 8
25 MINUTES | ENTERING TURNS

RANGE PREP	*Strike previous setup. Set oval entrance/ exit cones and 20' weave cones for Exercise 10.*
● - 18	

OBJECTIVE:
You will ride through curves demonstrating proper speed adjustment and head turns.

DIRECTIONS:
- Begin riding the oval *(point out)* to the left in 2nd gear.
- As you approach each turn, apply both brakes to slow, then turn your head and look to the exit of the turn.
- When directed, stop and return to staging.

DEMONSTRATION:
(Demo 2 laps to the left. Approach speed 10-12 mph)
As this exercise is demonstrated, watch for:
- Smooth braking prior to turning.
- Head turned and eyes looking through the turn.

EVALUATE UNDERSTANDING:
- When do you slow?
  (Before the turn)
- Why is it important to look through the turn?
  (Directional control; gathering information)
- Do you have any questions?

DEBRIEF:
- What happened if you were braking in the turn?
  (Jerky/unstable)
- What made it easier to make the turn?
  (Looking all the way through)

WHAT TO COACH:
1. SLOW – Smooth braking (both brakes) before the turn.
2. LOOK – Looking through the turn.

Exercise 8

A 10:40-11:05 AM
B 3:10-3:35 PM

EXERCISE GUIDELINES:

- Ride left/stage/switch groups.
- Ride right/stage/switch groups.
- PART A (Left): Stand 10' left of the entry cone. Using simulated coaching, coach SLOW/LOOK for every rider, every time. Braking should be completed before the entrance to the curve.
- PART B (Right): Stand 20' past exit of curve on the far side so you can keep visual control of staging. Stand inside the path of travel and coach "LOOK AT ME" as needed. Keep all riders in view.
- Demonstrate a proper head turn in staging before sending out. Emphasize the need to brake early (before turn) and look through turn.
- For 4-6 students, run this exercise in two groups. For 1-3 students, run in a single group.

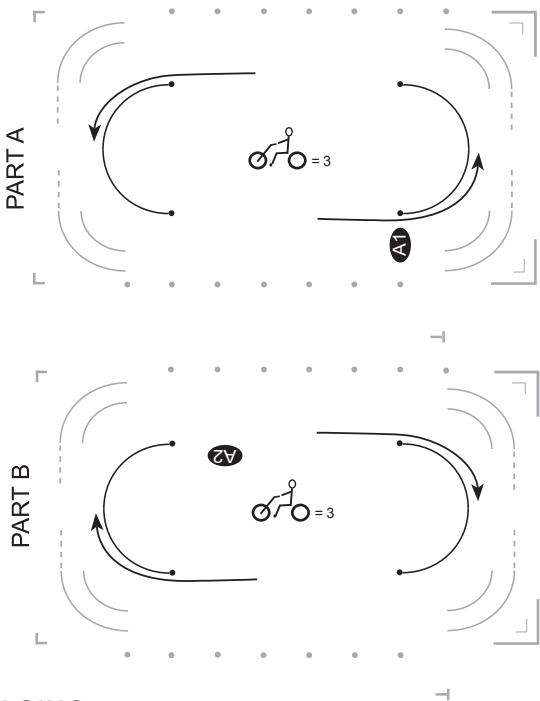
RANGE CONTROL TIPS:

- R4 to staging (Part A); R3 from staging (Part B) (pg 60-61).

TIME/REPETITIONS:

Run each group about 4 minutes in each direction.

RANGE/CONE LAYOUT:



STAGING:

Use R5 reversal (pg 61) to staging (Part B).
After bikes are stopped, give staging directions, then move to staging and call riders to you.

RANGE PREP	*Strike oval cones. Set 6 cones on each curve.*
● - 24	

OBJECTIVE:
You will ride through curves demonstrating proper head turns.

DIRECTIONS:
- Begin riding around the perimeter to the left in 2nd gear and through the marked curves.
- Prior to each curve, slow to a speed that allows you to stay within the marked path.
- Turn your head and look all the way through the curve to the next curve. Repeat at the next curve.

DEMONSTRATION:
(Demo 2 laps to the left. Approach speed, 10-12 mph)
As this exercise is demonstrated, watch for:
- Head turned and eyes looking through the turn.
- The motorcycle stays within the boundaries.

EVALUATE UNDERSTANDING:
- When should you slow for the turn?
  (Before the turn)
- What are two reasons to look all the way through the turn?
  (Directional control; gathering information)
- Do you have any questions?

DEBRIEF:
- What happened to your lean angle if you went faster through the turn?
  (More lean)
- What happened when you turned your head?
  (Smoother path)

WHAT TO COACH:
1. SLOW – Smooth braking (both brakes) before the turn.
2. LOOK – Looking through the turn.

Exercise 9

A 11:05-11:25 AM
B 3:35-3:55 PM

EXERCISE GUIDELINES:

- Coach as needed.
- Do not coach the whole “Slow – Look – Roll – Press” sequence; that comes later.
- Coach early enough for students to complete braking before arriving at the entrance to the curve.

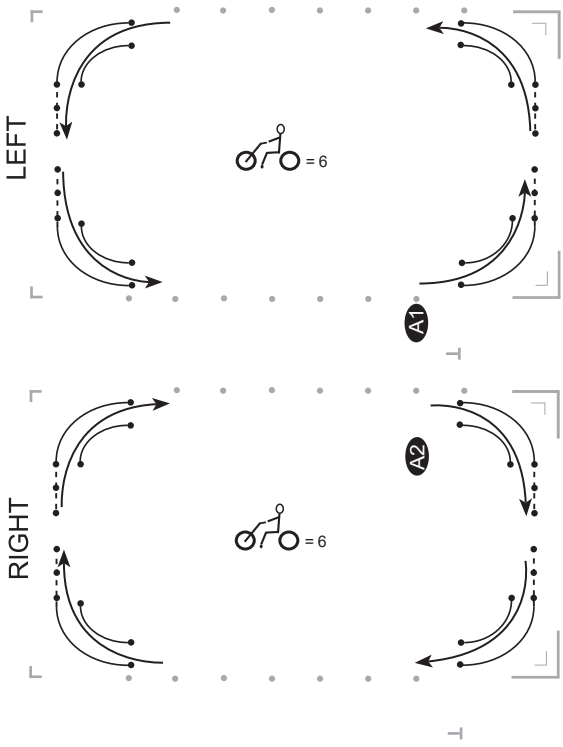
RANGE CONTROL TIPS:

- Coach “SLOW/LOOK” as needed. Position yourself about 20 feet before the entrance to the curve (on the brake side) to coach “SLOW” and “LOOK.”
- Use R1 reversal (pg 60).

TIME/REPETITIONS:

- Reverse at 10 minutes.

RANGE/CONE LAYOUT:



STAGING:

Use R2 reversal (pg 60) to staging.

RANGE PREP	*Strike curve cones. Set 2 small cones for each gate.*
● - 18	

OBJECTIVE:
You will ride around the perimeter and weave between the cones.

DIRECTIONS:
- Begin riding around the perimeter to the left in 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 through the gates *(point out)* on the end of the range.
- Keep your head and eyes up, looking where you want to go, not down at the cones.

EVALUATE UNDERSTANDING:
- What will help you balance the motorcycle in the weave?
  (Speed, head and eyes)
- How do you make the motorcycle lean?
  (Press on the handgrip)
- 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. Speed for stability. Coach only if they are wobbling/unstable.
2. Head and eyes up.

Exercise 10

A 11:25-11:35 AM
B 3:55-4:05 PM

EXERCISE GUIDELINES:

- Coach as needed.
- Allow students to discover countersteering on their own.
- One of the objectives of this exercise is to provide the students with a successful riding experience. Allow them to enjoy their success without adding unnecessary coaching.

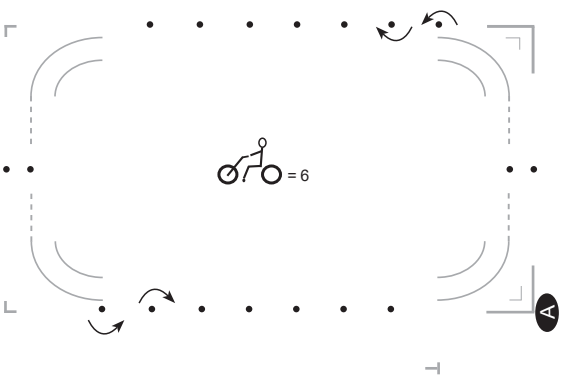
RANGE CONTROL TIPS:

- Keep speeds under 15 mph.

TIME/REPETITIONS:

- Run this drill for 10 minutes.

RANGE/CONE LAYOUT:



STAGING:

Walk across range and direct students to line up at the first cone. Give slow signal as they approach. If the lead rider is going too fast to stop safely, choose another rider, give the slow signal early then stop. Send riders around the perimeter to staging.

RANGE PREP	*Strike previous setup. Set start gates (2) and turning gate for Part A. Set exit gate for Part B.*
★ - 10	

OBJECTIVE:
You will cause the motorcycle to lean by pressing forward on the handgrip in the direction of the turn.

DIRECTIONS:
PART A: Riding a Large Arc
- Ride around the perimeter. Line up at the start gate on the near side *(point out)*.
- Approach the cones in 2nd gear at about 15 mph.
- As you pass between the cones *(point out)*, press left to initiate a left turn.
- Make a large U-turn and get back in line.
- Do not decelerate or use your brakes before or in the turn.
- Pause at the start point just until the rider ahead reaches the turning cones.

PART B: Riding Through the Gate
- When directed, repeat to the right, riding through the exit gate *(point out)*.

STATIC PRACTICE: LOOK AND PRESS (PG 63)

EVALUATE UNDERSTANDING:
- How do you initiate a lean?
  (Pressing forward on the handgrip)
- What helps your directional control?
  (Looking through the turn)
- When will you proceed?
  (As soon as the rider ahead clears the first cones)
- 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.

Exercise 11

A 11:35-11:55 AM
B 4:05-4:25 PM

EXERCISE GUIDELINES:

- Keep students moving. Students learn best with lots of practice.
- Part A: Coach each student PRESS for several passes then move to the A2 position.
- Part B: Students ride through the exit pathway (60'). Coach LOOK/PRESS as needed.
- Coach riders to attain sufficient speed to experience countersteering. Target speed - 15 mph.

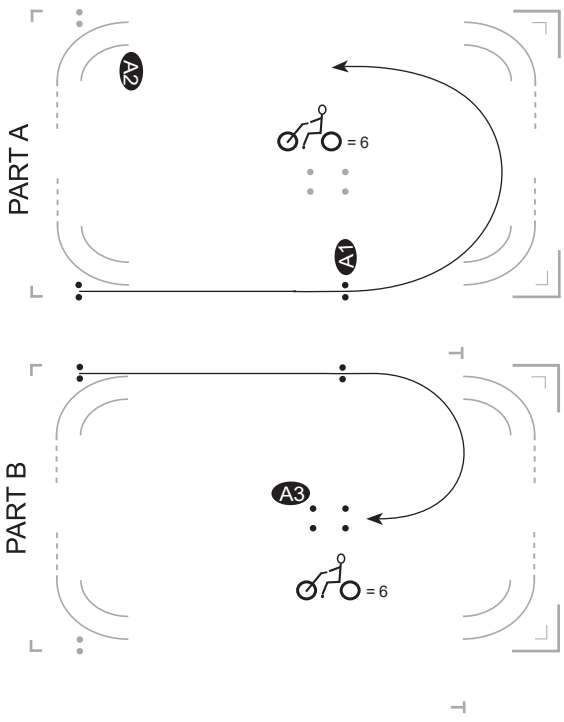
RANGE CONTROL TIPS:

- Maintain rider spacing to ensure safety and facilitate coaching.
- When changing from Part A to Part B, set second turning gate cones. Move all students together in an S-turn to the next start point and remind them to ride through the exit gate.

TIME/REPETITIONS:

- At 15 minutes move to Part B.

RANGE/CONE LAYOUT:



STAGING:

Direct lead rider to make a wide S-turn and return to staging. Debrief Exercise 11 then have students walk the motorcycles to the storage area (or leave bikes in staging if another range group is to follow).

CONDUCT DAY 1 RANGE REVIEW (NEXT PAGE)

"LET'S TAKE A FEW MINUTES AND REVIEW WHAT WE HAVE DONE AND LEARNED ON THE RANGE TODAY."

STABILITY:

- What are some of the things that helped you to be more stable and balanced while riding?
  (Speed - riding faster is more stable)
  (Proper posture - head and eyes up; knees on the tank; arms slightly bent)
  (Smooth clutch release)
  (Smooth operation of controls)

- What are some of the things that gave you confidence while riding?
  (Speed)
  (Head and eyes up)

- Since going faster was easier, what helped you control the motorcycle at very low speed?
  (Using the clutch/friction zone to control how much power goes to the rear wheel; also called "riding the clutch")
  (Keeping head and eyes up)

STOPPING:

- What are some of the things that helped you to stop smoothly and in control?
  (Keeping hand on the throttle until using the brake - not covering the brake)
  (Smooth brake application)
  (Keeping the handlebars straight when stopping)
  (Head and eyes up)
  (Knees on the tank)

- Since we want to keep applying both brakes all the way to a stop, which foot should we put down for balance?
  (The left foot - so the right foot can stay on the brake pedal)

SHIFTING:

- What gave you smoother speed/throttle control - higher gears or lower gears?
  (Higher gears give smoother speed control - less jerky)

- If higher gears give you more smoothness, what would give you more acceleration - higher gears or lower gears?
  (Lower gears provide more power for acceleration)

TURNING:

- What do we do before we get into a turn?
  (Slow with the brakes)
  (Look through the turn)

- What felt more stable while turning - steady throttle or on and off the throttle?
  (Steady throttle - helps to stabilize the motorcycle and prevents weight shifting back and forth)

- How do you make the motorcycle lean?
  (Press on the handgrip)

- If you take the same turn at a higher speed, what happens to your lean?
  (You lean more)

- How do you make the motorcycle lean more?
  (Press more)

"WHAT QUESTIONS OR OBSERVATIONS DO YOU HAVE?"

CONDUCT INDIVIDUAL DEBRIEFS OF SKILLS *(ABOUT 45-60 SECONDS PER STUDENT)*

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

END OF DAY 1 RANGE

Exercise 12
10 MINUTES | WEAVING (20')

RANGE PREP

● - 18

Set 20' weave cones and 2 cones for each gate. Place motorcycles in staging.

OBJECTIVE:
You will ride around the perimeter and weave between the cones.

DIRECTIONS:
- Begin riding around the perimeter to the left in 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 through the gates *(point out)* on the end of the range.
- Keep your head and eyes up, looking where you want to go, not down at the cones.

EVALUATE UNDERSTANDING:
- What will help you balance the motorcycle in the weave?
  (Speed, head and eyes)
- How do you make the motorcycle lean?
  (Press on the handgrip)
- 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. Speed for stability. Coach only if they are wobbling/unstable.
2. Head and eyes up.

Exercise 12

A 8:00-8:10 AM
B 1:15-1:25 PM

EXERCISE GUIDELINES:

- Coach as needed.
- Allow students to discover countersteering on their own.
- One of the objectives of this exercise is to provide the students with an opportunity to warm up for the day with a familiar, fun exercise. Let them ride!

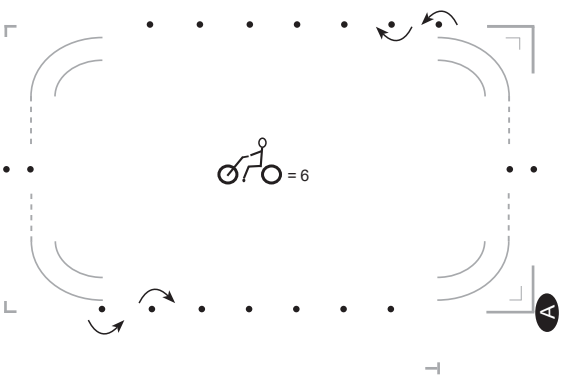
RANGE CONTROL TIPS:

- Keep speeds under 15 mph.

TIME/REPETITIONS:

- Run this drill for 10 minutes.

RANGE/CONE LAYOUT:



STAGING:

Walk across range and direct students to line up at the first cone. Give slow signal as they approach. If the lead rider is going too fast to stop safely, choose another rider, give the slow signal early then stop. Send riders around the perimeter to staging.

RANGE PREP	*Strike previous setup. Set 6 cones each to mark two curves.*
● - 12	

OBJECTIVE:
You will ride through the curves demonstrating proper cornering technique.

DIRECTIONS:
- Begin riding around the perimeter to the left in 2nd gear toward the marked curves *(point out).*
- Speed up to 14-18 mph on the long sides of the range.
- As you approach the curve, use both brakes to slow to a suitable entry speed, then turn your head and look through the turn.
- Apply throttle slightly before you lean, then press on the left handgrip to initiate your turn.
- Complete the curve and repeat the technique at the opposite corner.
- After both groups have ridden to the left, you will repeat the exercise to the right. Continue to practice proper cornering technique and entering from the outside of the turn.

DEMONSTRATION:
(Demo two laps to the left. Approach speed, 14-18 mph)
As this exercise is demonstrated, watch for:
- When the SLOW is completed.
- When the LOOK and ROLL begin.

EVALUATE UNDERSTANDING:
- When should you begin rolling on the throttle? *(Before the turn)*
- What should you do if you are running wide in the turn?
  (Press more to lean more – maintain throttle)
- Do you have any questions?

DEBRIEF:
- Was it smoother starting the roll-on before the turn or in the turn?
  (Before)
- What is the best position for entering a curve?
  (Outside)

WHAT TO COACH:
1. SLOW (both brakes) and ROLL before the turn (steady throttle is OK).
2. LOOK through the turn.

Exercise 13

A 8:10-8:40 AM
B 1:25-1:55 PM

EXERCISE GUIDELINES:

- Coach as needed.
- To the left, coach “SLOW/ROLL.” Observe entire range, but allow students to ride opposite corner and find their own line without coaching.
- After both groups have ridden left, move curve cones then remind riders to enter the curve from the outside.
- To the right, coach “LOOK TO YOUR NEXT TURN” or “ROLL” as needed.
- For classes with 4-6 students, run this exercise in two groups. For 1-3 students, run as a single group.

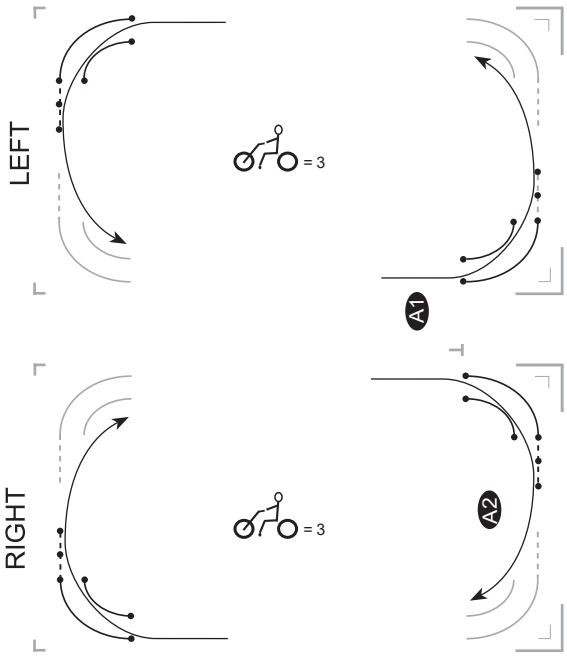
RANGE CONTROL TIPS:

- Give “SLOW” signal early enough for students to complete transitions before the curve.
- Give stage signal in motion (left only) then move to staging to catch riders.
- Use R3 reversal (pg 60) from staging (right).

TIME/REPETITIONS:

- Run each group 6 minutes in each direction.

RANGE/CONE LAYOUT:



STAGING:

Stop riders on perimeter. Direct lead rider to make a wide S-turn and return to staging.

Exercise 14
25 MINUTES | STOPPING QUICKLY

RANGE PREP	*Strike small cones. Set 2 large cones in start and stop cue locations. Place blank side to face approaching riders.*
▲ - 2	

OBJECTIVE:
You will stop the motorcycle quickly.

DIRECTIONS:
- Ride towards the large cone *(point out)* and upshift into 2nd gear to 15 mph.
- Maintain a steady speed.
- When your front tire reaches the large cone, stop quickly, downshifting to 1st gear. Do not start braking until reaching the cone.
- After stopping, ride up the center of the range and get back in line.
- Remember to brake smoothly as you work on quicker stops.
- When signaled *(show signal)*, you may speed up to 20 mph and continue to practice.

EVALUATE UNDERSTANDING:
- How do you use the front brake for a quick stop? *(Smoothly with increasing pressure)*
- What will help you stop in a straight line? *(Head and eyes up)*
- When will you begin braking? *(When the front tire reaches the cone)*
- Do you have any questions?

DEBRIEF:
- What happened if you grabbed the front brake? *(Abrupt, jerky, skid)*
- What is the key to a quick stop? *(Smooth increasing pressure on the front brake)*

WHAT TO COACH:
1. Smooth, increasing squeeze on the front brake.
2. Light pressure on rear.
3. Head and eyes up during stop.

Exercise 14

A 8:40-9:05 AM
B 1:55-2:20 PM

EXERCISE GUIDELINES:

- Coach as needed.
- Gradually coach the students to use more front brake pressure. The **minimum** standards are:

  15 mph – 13 feet; 20 mph – 23 feet
- The goal is to coach them to maximum braking. Watch for increasing fork compression and shorter stopping distances to indicate improved braking performance. The front wheel may 'howl' or 'chirp' indicating impending skid.
- Let them know when they have achieved maximum braking (we do not want them to exceed).

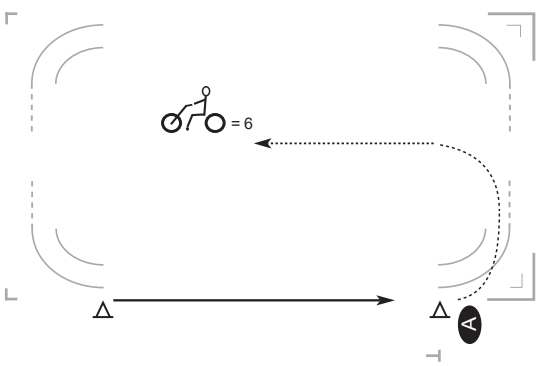
RANGE CONTROL TIPS:

- Send riders up the center to line up to the left of the staging side start cone.
- Stand on the brake side of the braking chute to evaluate brake application.

TIME/REPETITIONS:

- After about 15 minutes, give the 20 mph signal. Students have the choice of 15 or 20 mph.
- Watch for fatigue and brake fade with a small group - you may need to stop the exercise up to 5 minutes earlier.

RANGE/CONE LAYOUT:



*****IF THE STUDENT SKIDS EITHER TIRE:**

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

STAGING:

Stop calling riders. Direct group to return to staging.

BREAK 15 MINUTES

Exercise 15
15 MINUTES | STRAIGHTEN THEN BRAKE

RANGE PREP	*Strike previous setup. Set start cones and curve entrance/exit cones.*
▲ - 4 ● - 4	

OBJECTIVE:
You will ride a curved path. On signal, you will straighten the motorcycle then stop quickly.

DIRECTIONS:
- Begin riding around the large arc *(point out)* to the left in 2nd gear.
- When signaled *(show signal)*, straighten the motorcycle, and then come to a rapid stop in a straight line.
- After stopping, ride around the perimeter and get back in line.

DEMONSTRATION: *(Demo two pass to the left. Approach speed, 12-14 mph. Ride about 2/3 of the way through the arc then straighten and brake.)*
As this exercise is demonstrated, watch for:
- 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)
- When you straighten the motorcycle, where should you look?
  (Straight ahead - not through the turn)

WHAT TO COACH:
1. Separating turning and braking.
2. Stopping quickly.
3. Head and eyes on new path.

EXERCISE GUIDELINES:

- Coach as needed.
- Coach the students to straighten the motorcycle before braking.
- To the left, concentrate on separating turning and braking.
- To the right, continue to coach separating, but emphasize stopping quickly.

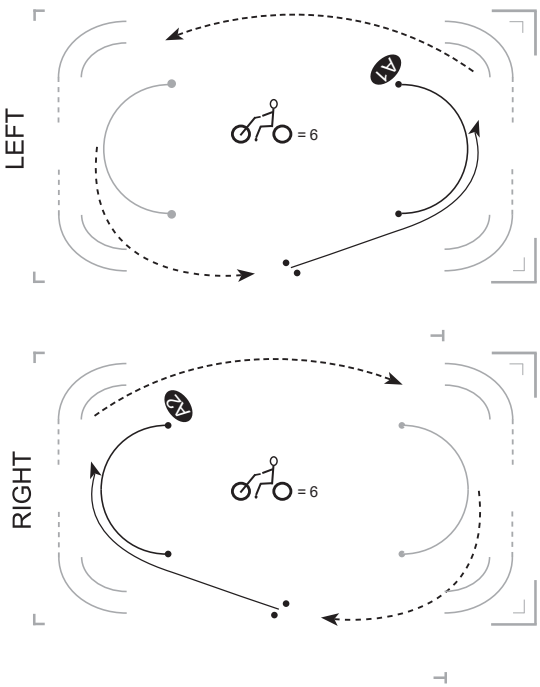
RANGE CONTROL TIPS:

- Send riders all the way around the range to line up at staging side cones.
- Position yourself at the end of the painted arc so they are looking at you for the signal.
- Use R6 reversal (pg 61) to change direction to the right.

TIME/REPETITIONS:

- Run this drill for 5-6 minutes each direction (ensure riders ride direction at least twice).

RANGE/CONE LAYOUT:



STAGING:

Direct the group to make a wide U-turn and return to staging.

RANGE PREP	*Strike previous setup. Set 6 cones on each curve.*
● - 12	

OBJECTIVE:
You will ride through faster curves demonstrating proper throttle application and cornering technique.

DIRECTIONS:
- Begin riding around the perimeter to the left in 2nd gear toward the marked curves.
- Speed up to 15-20 mph on the long sides of the range.
- As you approach the curve, use both brakes to slow to a suitable entry speed and look through the turn.
- Apply steady or slightly increasing throttle before you reach the curve entrance. Maintain throttle application through the curve.
- Complete the curve and repeat the technique at the opposite corner.
- Remember to complete all braking and apply the throttle before the curve entrance.
- Maintain a safe following distance.

EVALUATE UNDERSTANDING:
- When will you apply the throttle for the curve? *(Before reaching the curve)*
- How much throttle should be applied in a curve? *(Steady or slightly increasing)*
- Do you have any questions?

DEBRIEF:
- What happened if you were late turning your head or looked at a cone? *(Curve path was wide/drawn towards cone)*
- What helped make your turns smooth? *(Braking completed and throttle applied early; early head turn)*

WHAT TO COACH:
1. Complete braking and throttle application before curve.
2. Head and eyes for directional control.
3. Smooth and steady throttle application through entire curve.

Exercise 16

A 9:35-9:50 AM
B 2:50-3:05 PM

EXERCISE GUIDELINES:

- Coach as needed.
- Coach students to achieve a steady throttle or slightly increasing roll-on. Discourage excessive throttle use.
- Roll-on should begin before the curve entrance and be applied throughout the entire curve.
- For classes with 4-6 students, run this exercise in two groups. For 1-3 students, run as a single group.

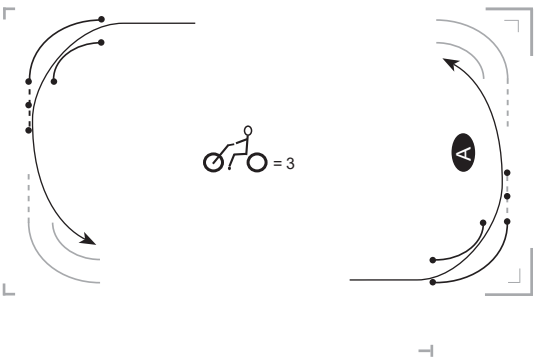
RANGE CONTROL TIPS:

- Coaches “ROLL” and “LOOK TO YOUR NEXT TURN” as necessary.

TIME/REPETITIONS:

- Run each group 6 minutes to the left only.

RANGE/CONE LAYOUT:



STAGING:

Give staging signal to riders in motion then move to staging to catch riders.

Exercise 17
30 MINUTES | LOW SPEED TURNING AND CHANGING LANES

RANGE PREP	
◒ - 9 ▲ - 2 ● - 5	*Strike previous setup. Set offset weave (7), sharp turns (5), 'gates' (2) on both sides, large lane change cones (2).*

OBJECTIVE:
You will balance and control the motorcycle in slow speed maneuvers and make safe lane changes.

DIRECTIONS:
- Begin by riding up the center of the range. At the end, turn left through the gate (*point out*) and down the perimeter.
- Ride to the right of the first cone and weave between the cones.
- After completing the weave, ride through the sharp turn *(point out)*.
- After exiting the sharp turn, enter the lane closest to you. When you reach the large cones *(point out)*, make a safe lane change using signals, mirrors, and head checks.
- At the end of your lane, turn left through the gate *(point out)*.
- Repeat the cone weave and the sharp turn.
- Continue the circuit.
- You may select 1st or 2nd gear.

DEMONSTRATION: *(Demo one complete lap. Speed, fast enough to show balance and control)*
As this exercise is demonstrated, watch for:
- Adequate speed for balance.
- Using the friction zone to control speed.
- Head and eyes for directional control.

EVALUATE UNDERSTANDING:
- What helps you balance the motorcycle? *(Speed, head and eyes)*
- What guides you through a sharp turn? *(Looking through the turn)*
- How do you control speed when riding slowly? *(Friction zone)*
- Do you have any questions?

DEBRIEF:
- Was it easier going faster or slower? (*Faster)*
- What helped you get through the sharp turn? *(Turn head)*

WHAT TO COACH:
1. Head and eyes for directional control.
2. Friction zone to control speed.
3. Safe lane changes.

Exercise 17

A 9:50-10:20 AM
B 3:05-3:35 PM

EXERCISE GUIDELINES:

- All coaching in this exerise is as needed.
- The objective is to teach the students how to manuever the motorcycle at slow speeds in the "real world" by using head and eye placement and the friction zone. It is not about teaching them how to ride *this* cone weave.

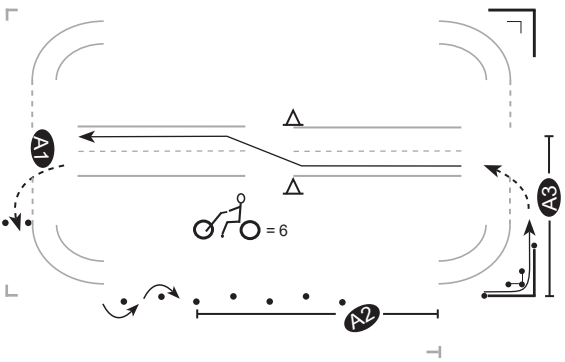
RANGE CONTROL TIPS:

- Help the students get started by sending riders up the center.
- There are three coaching positions that all have unique coaching objectives:
  Coach lane changes (A1), the offset weave (A2), and the sharp turn, using "SLOW/LOOK" or "LOOK AT ME" (A3).

TIME/REPETITIONS:

- Run this exercise for 25 minutes.
- For first 3 minutes after riders are in motion, coach lane changes from the A1 position.
- After 3 minutes, move to the A2 position.
- After about 8 minutes, move to the A3 position.

RANGE/CONE LAYOUT:



STAGING:

Stop the students in the center of the range in one line then send them to staging.

BREAK - 15 MINUTES

RANGE PREP	
● - 12	*Strike previous setup. Set 6 cones on each curve.*

OBJECTIVE:
You will ride through faster curves demonstrating proper throttle application and cornering technique.

DIRECTIONS:
- Begin riding around the perimeter to the right in 2nd gear toward the marked curves.
- Speed up to 15-20 mph on the long sides of the range.
- As you approach the curve, use both brakes to slow to a suitable entry speed and look through the turn.
- Apply steady or slightly increasing throttle before you reach the curve entrance. Maintain throttle application through the curve.
- Complete the curve and repeat the technique at the opposite corner.
- Remember to complete all braking and apply the throttle before the curve entrance.
- Maintain a safe following distance.

EVALUATE UNDERSTANDING:
- When will you apply the throttle for the curve? *(Before reaching the curve)*
- How much throttle should be applied in a curve? *(Steady or slightly increasing)*
- Do you have any questions?

DEBRIEF:
- What happened if you were late turning your head or looked at a cone? *(Curve path was wide/drawn towards cone)*
- What helped make your turns smooth? *(Braking completed and throttle applied early; early head turn)*

WHAT TO COACH:
1. Complete braking and throttle application before curve.
2. Head and eyes for directional control.
3. Smooth and steady throttle application through entire curve.

Exercise 18

A 10:35-10:50 AM
B 3:50-4:05 PM

EXERCISE GUIDELINES:

- Coach as needed.
- Coach students to achieve a steady throttle or slightly increasing roll-on. Discourage excessive throttle use.
- Roll-on should begin before the curve entrance and be applied throughout the entire curve.
- For classes with 4-6 students, run this exercise in two groups. For 1-3 students, run as a single group.

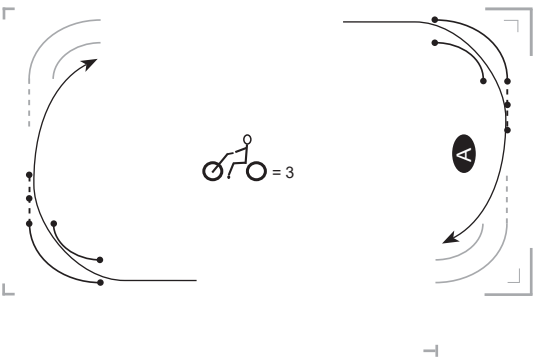
RANGE CONTROL TIPS:

- Coach “ROLL” and “LOOK TO YOUR NEXT TURN” as necessary.
- Use R3 reversal (pg 60) from staging.

TIME/REPETITIONS:

- Run each group 6 minutes to the right only.

RANGE/CONE LAYOUT:



STAGING:

Stop riders on perimeter. Direct lead rider to make a wide S-turn and return to staging.

Exercise 19
25 MINUTES | SWERVING

RANGE PREP

★ - 15
▲ - 1

Strike previous setup. Set the left swerve obstacle line and gates (57' & 25') and large pivot cone such that "SLOW" can be read by approaching riders.

OBJECTIVE:
You will swerve to avoid an obstacle in your path.

DIRECTIONS:
- Line up at the start gate *(point out)*.
- Ride toward the gates and obstacle *(point out)* at 12-14 mph.
- After passing through the 2nd set of cones press forward on the appropriate handgrip to swerve into the lane.
- Press on the opposite handgrip to straighten the motorcycle in the lane.
- After straightening, slow before rounding the pivot cone. Be prepared to stop if directed.
- Ride up the center of the range and get back in line. Proceed when the rider ahead passes the first set of cones.

DEMONSTRATION:
(Demo one lap, 12-14 mph)
As this exercise is demonstrated, watch for:
- How the motorcycle moves and rider remains upright.
- How the rider separates swerving and braking.

STATIC PRACTICE: PRESS-PRESS (PG 63)

EVALUATE UNDERSTANDING:
- How will you initiate a swerve?
  (Press forward on the handgrip)
- What do you need to do after completing the swerve?
  (Slow)
- How long do you pause at the start gate?
  (Just until the rider ahead clears the first cones)
- Do you have any questions?

DEBRIEF:
- How long did you need to hold the first press?
  (Long enough to clear the obstacle)
- Why do we always separate braking and swerving? *(Maintain traction reserve)*

WHAT TO COACH:
1. Press to lean/press to straighten.
2. Does not brake while swerving.
3. Posture for swerving.

Exercise 19

A 10:50-11:15 AM
B 4:05-4:30 PM

EXERCISE GUIDELINES:

- Coach as needed.
- Part B1: Move forward and stop riders. Move obstacle line from left to right. Resume exercise.
- Part B2: Swerving from 13'. Move forward and stop riders. Move swerve gates from 25' to 13'.
- Students found braking while swerving MUST be corrected.

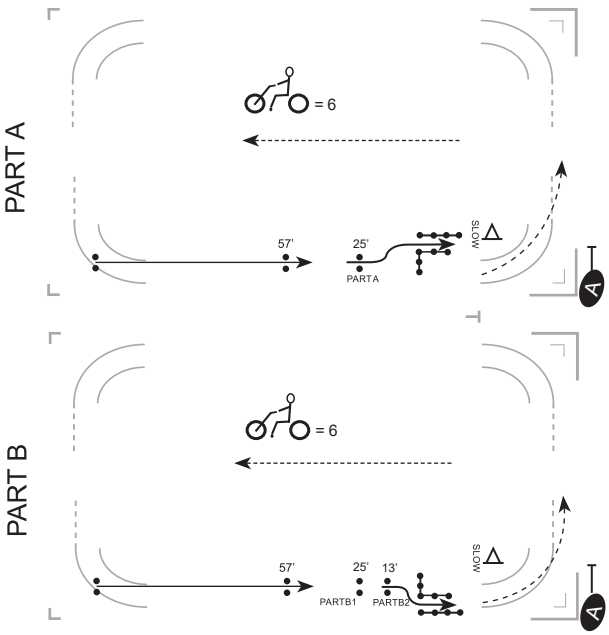
RANGE CONTROL TIPS:

- Send riders to line up at start gate.
- Position yourself well behind the swerve box (you should be back far enough so that you are standing on the short side of the perimeter). This allows you to stop students if they need coaching.
- If individual riders must be pulled out for coaching, move them outside the path of travel.
- Stop riders then send to staging.

TIME/REPETITIONS:

- At 13 minutes move to Part B.

RANGE/CONE LAYOUT:



STAGING:

Stop riders. Direct group to return to staging.

CONDUCT DAY 2 RANGE REVIEW (NEXT PAGE)

"LET'S TAKE A FEW MINUTES AND REVIEW WHAT WE HAVE DONE AND LEARNED ON THE RANGE TODAY."

STABILITY:

- What are some of the things that helped you to be more stable and balanced while riding?
  (Speed - riding faster is more stable)
  (Proper posture - head and eyes up; knees on the tank; arms slightly bent)
  (Smooth clutch release)
  (Smooth operation of controls)

- What are some of the things that gave you confidence while riding?
  (Speed)
  (Head and eyes up)

- Since going faster was easier, what helped you control the motorcycle at very low speed?
  (Using the clutch/friction zone to control how much power goes to the rear wheel; also called "riding the clutch")
  (Keeping head and eyes up)

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)

TURNING:

- What do we do before we enter a turn?
  (Slow with the brakes)
  (Look through the turn)
  (Start to roll on the throttle to stabilize the motorcycle)

- When should you start to apply the throttle (the "roll") when cornering?
  (Before you start to lean - the steady roll on of the throttle stabilizes the suspension of the motorcycle)

- 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)
  (Do not apply the brakes)
  (Keep your eyes looking all the way to the exit of the turn)

- What are the primary causes of motorcyclists running wide in turns?
  (Failure to look far enough through the turn - also called "overriding your sight distance")
  (Ineffective pressing/countersteering)
  (Excessive speed)

"WHAT QUESTIONS OR OBSERVATIONS DO YOU HAVE?"

BREAK - 15 MINUTES

SWERVE

RANGE PREP	*Set start cone in the center of the lane lines. Set cone weave (7), sharp turn (5) and 'gate' (2) on far side. Stopwatch, clipboard and score sheet required.*
● - 5 ◒ - 9 ▲ - 1	*Assemble class in staging area to assign testing order and read instructions for Evaluation 1.*

READ TO CLASS:

We will begin a Skills Evaluation that consists of five exercises that evaluate your ability to perform basic vehicle control, riding judgment, and hazard-response skills that have been taught and practiced in this course. The test may be terminated due to falling or dropping the motorcycle or committing an unsafe act. You may stop the test for any reason, but you must complete the entire test to pass it. Do you have any questions?

OBJECTIVE:

You will execute a proper swerve maneuver.

DIRECTIONS:

1. Line up next to the large cone in the center of the range *(point out)*.
2. One at a time and on signal, proceed to the start gate *(point out)* and ride toward the swerve gates and obstacle *(point out)* at 15 mph.
4. Ride between the last set of cones *(point out)*, then swerve to the right. Stay within the boundaries. Do not brake while swerving.
5. Slow and turn left around the pivot cone and get back in line.
6. Wait for further instructions.
7. You will lose points for braking during the swerve, touching or crossing any line or cone, or not obtaining proper speed.
8. Do you have any questions?

Direct students to ride up the center of the range and line up next to the large cone.

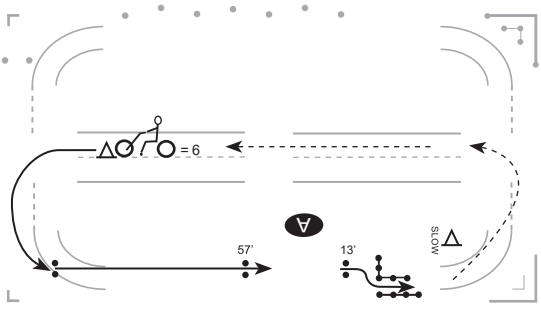
NOTE: Some students may stop at the start gate before proceeding to the swerve; others may not. Either is OK.

SCORING	POINTS Once	More
1. Swerve		
a. Brakes during swerve maneuver		-5
b. Touches any line or cone	-3	-5
c. Tire(s) crosses obstacle or boundary line	-5	-10
d. Does not attain proper speed, 2nd attempt		-10
e. Swerves prior to gate cones, 2nd attempt		-10
Maximum Penalty Points Allowed		-10

NOTE:

1. Score if any part of the motorcycle touches a cone, line or boundary.
2. Only one student at a time is allowed on the course.
3. A second attempt is authorized in the swerve maneuver only under the following conditions:
   a. speed too fast – under 1.66 seconds with points violation
   b. speed too slow – over 2.51 seconds
   c. swerves prior to gate cones
4. Brakes during swerve – watch for brake light from the time the front tire reaches 13' swerve gate until rear tire reaches barrier line.
5. Drop bike (21 pts) - front tire enters the timing zone to rear tire clears pivot cone.

A – Position for timing and to score swerve



RANGE PREP	*No cone movements.*

OBJECTIVE:
You will ride through a cone weave and execute a proper sharp turn.

DIRECTIONS:

1. One at a time and on signal, begin riding toward the end of the range. At the end, turn right, ride through the gate *(point out)* and down the perimeter.
2. Ride to the right of the first cone, left of the second, and continue weaving past all the cones without hitting or skipping a cone or putting your foot down.
3. After completing the weave, ride toward the sharp turn (point out).
4. Turn your head and execute a tight turn without hitting a boundary or cone or putting your foot down.
5. After completing the maneuver, ride up the center of the range and get back in line.
6. Wait for further instructions.
7. You will lose points in the cone weave for hitting a cone, skipping a cone, or putting your foot down.
8. You will lose points in the sharp turn for not turning your head and looking through the turn, touching or crossing any line or cone, or putting a foot down.
9. Do you have any questions?

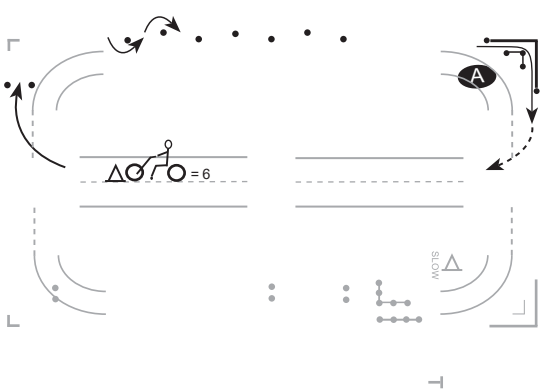
NOTE: Some students may stop at the gate cones before proceeding to the cone weave; others may not. Either is OK.

SCORING	POINTS Once	More
1. Offset Cone Weave		
a. Hits cone	-3	-5
b. Skips cone	-3	-5
c. Puts foot down	-1	-3
Maximum Penalty Points Allowed		-10
2. Sharp turn		
a. Does not turn head and look through turn		-5
b. Touches boundary line or cone	-3	-5
c. Puts foot down	-1	-3
d. Tire crosses boundary line or cone		-10
Maximum Penalty Points Allowed		-10

NOTE:

1. Score if any part of the motorcycle touches a cone, line or boundary.
2. A proper head turn includes head turned and looking all the way through the turn. Looking halfway through the turn, looking down, turning head but not looking, or looking but not turning head are all scorable violations.
3. Drop bike (21 pts) - front tire passes the gate to rear tire clears all sharp turn boundary lines.

A – Position to score



RANGE PREP	*Strike previous setup. Set 2 curves and one pivot cone.*
● - 12 ▲ - 1	

OBJECTIVE:
You will demonstrate cornering proficiency.

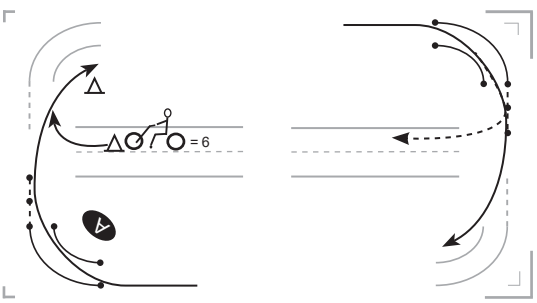
DIRECTIONS:
1. One at a time and on signal, begin riding toward the end of the range. Turn right, round the pivot cone *(point out)* and ride toward the first marked turn, upshifting to 2nd gear.
2. Continue riding around the range to the 2nd marked turn *(point out)*.
3. Stabilize your speed between15-20 mph.
4. Use both brakes to slow to a suitable entry speed.
5. Turn your head and apply steady or slightly increasing throttle through the curve. Ride through the curve as rapidly as you safely can, staying within the boundaries.
6. Continue riding around the perimeter of the range and get back in line.
7. Wait for further instructions.
8. You will lose points for not using both brakes to slow prior to the turn, not turning your head and looking through the turn, decelerating in the curve, touching or crossing any line or cone, or not obtaining proper speed.
9. Do you have any questions?

SCORING		POINTS
1. Does not use both brakes to slow		-5
2. Does not turn head to look through turn		-5
3. Decelerates in curve		-3
4. Touches boundary line or cone	-3	-5
5. Tire crosses boundary line	-5	-10
6. Turns 1.80 – 1.90		-3
7. Turns 1.91 or over		-5
Maximum Penalty Points Allowed		-10

NOTE:

1. Score if any part of the motorcycle touches a cone, line, or boundary.
2. Riders not meeting the speed requirements are not given a second chance.
3. Timing is from when the front tire enters the curve (painted line) to when the front tire exits the curve (end of solid painted line).
4. The boundary includes the 20 feet past the end of the painted curve.
5. Deceleration includes any loss of speed while in the painted curve (late roll-on, clutch in, or rolling off the throttle). Watch for fork compression and extension.
6. A proper head turn includes head turned and looking all the way through the turn. Looking halfway through the turn, looking down, turning head but not looking, or looking but not turning head are all scorable violations.
7. Drop bike (21 pts) - front tire at 20’ before curve entrance to rear tire past third outside curve cone.

A – Position to evaluate and time



RANGE PREP	*Strike previous setup. Set 2 large cones for start/stop cue locations (same as Exercise 14) and rotate to blank side. Set the braking timing zone (2).*
▲ - 2 ● - 2	

OBJECTIVE:
You will stop the motorcycle as quickly and safely as possible.

DIRECTIONS:

1. One at a time and on signal, ride toward the start cone *(point out)* and stopping area at about 15 mph in 2nd gear.
3. Maintain your speed.
4. When your front tire reaches the large cone *(point out)*, stop in the shortest distance possible, downshifting to 1st gear.
5. Remain stopped until your distance is measured, then return up the center of the range and get back in line.
6. Wait for further instructions.
7. You will lose points for not using both brakes, not downshifting to first gear, or stopping beyond the standard for your speed.
8. Do you have any questions?

NOTE: Some students may stop at the start gate before proceeding to the stopping area; others may not. Either is OK.

TIMING CHART: 44-FOOT TIMING ZONE

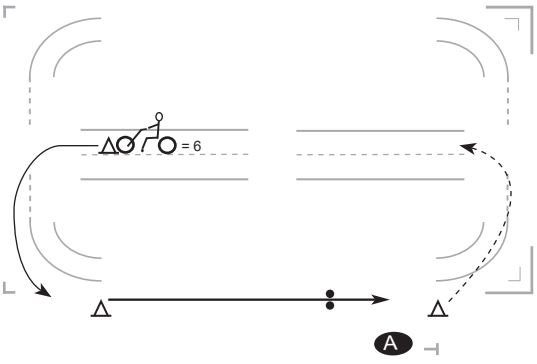
SECONDS	STANDARD (FEET)
1.20 - 1.24	34
1.25 - 1.29	32
1.30 - 1.35	30
1.36 - 1.42	27
1.43 - 1.49	25
1.50 - 1.57	23
1.58 - 1.66	20
1.67 - 1.76	18
1.77 - 1.87	16
1.88 - 1.99	14
2.00 - 2.14	13
2.15 - 2.30	11
2.31 - 2.50	10
2.51	9

SCORING	POINTS
1. Does not use both brakes	-5
2. Does not downshift to 1st gear	-1
3. Stops beyond standard (per foot)	-1
4. Does not attain proper speed, 2nd attempt	-10
5. Begins braking in timing zone, 2nd attempt	-10
Maximum Penalty Points Allowed	-10

NOTE:

1. A second attempt is authorized in the quick stop maneuver only under the following conditions:
   a. Speed too fast – under 1.20 seconds and stops beyond 34' standard
   b. Speed too slow – over 2.51 seconds
   c. Braking in the timing zone (brake light or obvious and significant fork compression more than 2 feet before reaching the end of the timing zone - a slight roll-off is not considered braking)
2. Riders who ride too fast (under 1.20 seconds) and stop within the standard (34' or less) do not get a second attempt.
3. Score stopping distance at the leading edge of the front tire (if in between marks, score the next highest number).
4. Drop bike (21 pts) - front tire passes timing cones until motorcycle comes to full stop or rider loses control at full stop in the braking chute.

A – Position to score and time



STAGING:

Direct riders to return to staging. Let the students know the Skills Evaluation is over.

RANGE PREP
● - 8
▲ - 12

Strike previous setup. Set large lane cones (8) and perimeter "STOP" cones (4) and small center line cones (8). Intersection is 4-way stop; stop before entering perimeter.

OBJECTIVE:
You will apply the mental motorcycling strategies of scanning, space cushioning, and communicating to safely interact with other traffic.

DIRECTIONS:
- Begin riding around the perimeter to the left.
- Turn in toward the center of the range at one of the four intersections *(point out)*.
- The center intersection is a 4-way stop *(point out)* with two-way traffic in either direction.
- The perimeter is one way — left only.
- Obey the rules of the road. Maintain a safe space cushion and following distance.
- Use head checks and turn signals.
- Stop before re-entering the perimeter. Yield to those already on the perimeter.

STATIC PRACTICE: TURNS FROM A STOP (PG 63)

EVALUATE UNDERSTANDING:
- How will you determine where the 'safe gaps' are?
  (Look well ahead – scanning)
- Which rider has the right-of-way?
  (The one on the right)
- What will help you turn from a stop?
  (Turn the bars, lean the bike, ease out the clutch)
- Do you have any questions?

DEBRIEF:
- What happened to the traffic flow if you were timid?
  (Flow blocked/clogged)
- What helped you make a turn from a stop?
  (Lean motorcycle, turn bars, turn head, ease out clutch smoothly)

WHAT TO COACH:
1. Interacts safely with traffic.
2. Selects a safe gap.
3. Turns from a stop.

EXERCISE GUIDELINES:

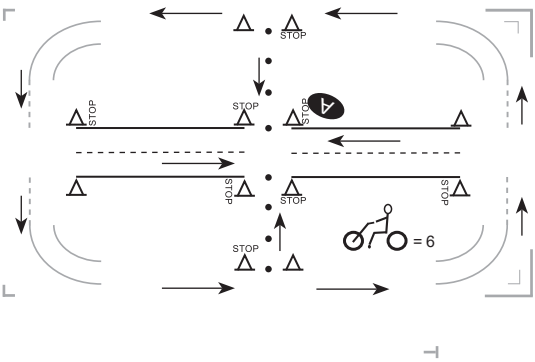
- Coach as needed.
- In this exercise, the students should be demonstrating what they have learned in both the classroom (Mental Motorcycling) and on the range.
- Traffic Interaction – Be ready to step in to maintain safety, but direct traffic only as needed. Let them ride!
- "Turns from a stop" includes both feet down, head turns, turning the bars, leaning the bike, and easing out the clutch as needed.

RANGE CONTROL TIPS:

TIME/REPETITIONS:

- Run this drill for 15 minutes.

RANGE/CONE LAYOUT:



STAGING:

Walk to the end of the range (what would typically be the "B" position) and stop the riders in a single line then direct them to return to staging.
Debrief Exercise 20 then have students walk the motorcycles to the storage area (or leave bikes in staging if another range group is to follow).

CONDUCT INDIVIDUAL DEBRIEFS

Range Completion Debrief

IF THEY STILL HAVE TO FINISH CLASSROOM
(ABOUT 45-60 SECONDS PER STUDENT)

- Passed or did not pass.
- Identify strengths in their riding skills.
- Identify areas in which they need more practice.
- If the student wants more specifics, ask them to wait until class is dismissed.
- If the student did not pass, encourage them to complete the classroom and knowledge test. They are eligible for a re-test only if they complete the entire class.
- Identify appropriate 'next step' in their training.
- Dismiss for lunch.

IF THEY ARE GRADUATING ON THE RANGE
(ABOUT 45-60 SECONDS PER STUDENT)

- Passed or did not pass.
- Identify strengths in their riding skills.
- Identify areas in which they need more practice.
- If students want more specifics, ask them to wait until class is dismissed.
- If the student did not pass (and qualifies for a retest), present retest form and briefly review retest scheduling procedures.
- Identify appropriate 'next step' in their training.

ON-RANGE GRADUATION (PM CLASSES)

Instructor Note: Identify possible candidates, provide handout with web resource. ID potential candidates on course roster.

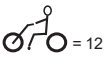
- Thank students for participating
- Dismiss

Range Guide Legend

• - Small cones (2”)

△ - Large cones (18”)

- 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

● - Ex. 5-20 Small cone locations

■ - Ex. 1-3 Small cone locations

▲ - Ex. 15 Small cone locations

★ - Ex. 11, 19 Small cone locations

- Ex. 17 Small cone locations

- Large cone locations

▌- Ex. 1, 2 Hash marks

Range Principles

RANGE CARDS

- Read the ***Exercise Title, Objectives,*** and ***Directions*** for each exercise. Don't make additions.
- Directions and Debrief questions are read with students off the bikes and gathered together.
- Limit verbal directions for reversals to what is in quotation marks in Reversal Procedures. If no verbal istruction is printed, none is required.

DEMOS

- Show accurate technique and timing.
- Students observe demos from the staging area.
- POT (path of travel) matches what the students will ride. Reversals are not demonstrated.
- Have gear on and be ready to ride quickly once directions are given.

STATIC PRACTICE

- Guide, evaluate, and coach static practice.
- Guide these enough times to see each student succeed at least once. Coach as needed.

STAGING

- Always cut engine power once safely stopped, then turn ignition to OFF.
- Enter – Hold "stop" signal until all riders are stopped; direct riders to cut off engines. It is not necessary to move forward to "catch" riders. 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. Instructor stands at the tail of the line of parked motorcycles to park 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.

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, unless otherwise specified.
- Exercise time includes:
  - Striking and setting cones as appropriate
  - Objective and Directions
  - Static Practice (when appropriate)
  - Demo (when appropriate)
  - Evaluation of Understanding
  - Exercise activity
  - Staging
  - Debrief
- Allow for 2 to 2½ minutes to stage and debrief.

RANGE CONTROL

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

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.
- If you need to move from your position to assist a student to meet a specific objective, return to your coaching position as soon as possible.

INSTRUCTOR PROFICIENCY

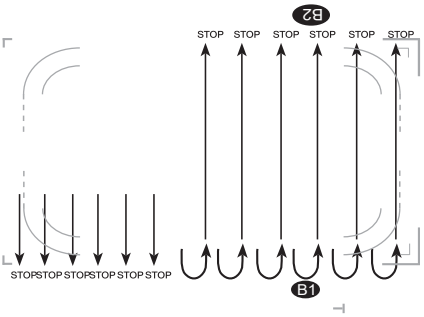
- Instructors should routinely and independently ride exercises to reinforce timing, technique and performance.

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.

N/A

Split

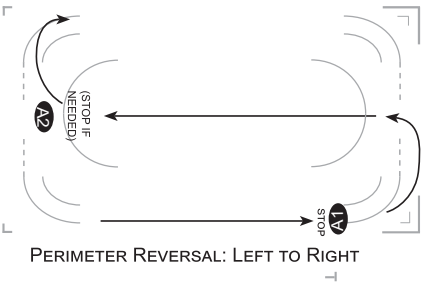


REVERSALS

R1, R2 perimeter reversals:

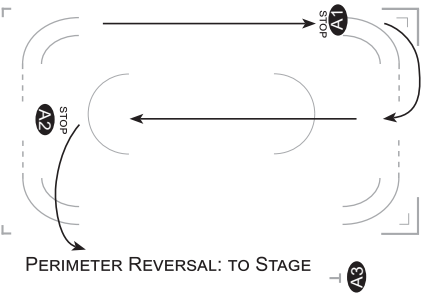
- Stop riders on perimeter.
- Move to A2 position and call riders to you.
- Reversals run from A1 to A2.
- Stop students as necessary to ensure safety.

R1



Perimeter Reversal: Left to Right

R2

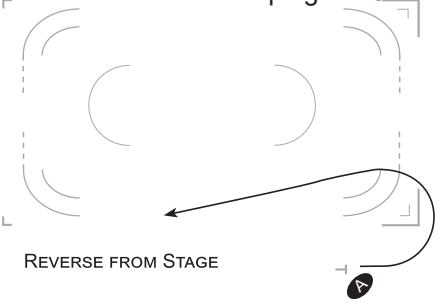


Perimeter Reversal: to Stage

R3 reverse from staging:

- Direct lead rider to “ride toward end of the perimeter and make a sweeping left U-turn.”

R3

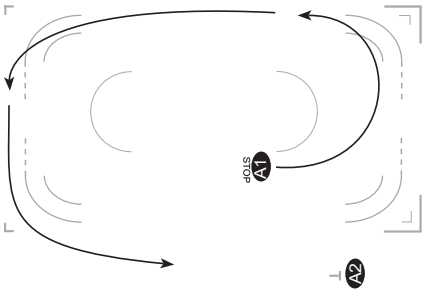


Reverse from Stage

R4 counter-clockwise interior reversal to stage:

- Stop students in a straight line.
- Direct lead rider to “ride to the left, around the perimeter to staging.”

R4

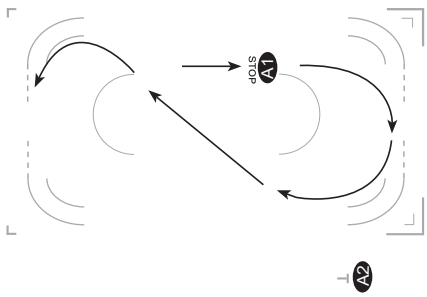


Counter Clockwise Interior Stage

R5 clockwise interior reversal to stage:

- Stop students in a straight line.
- Reverse by directing lead rider to “make a wide S-turn and return to staging.”

R5

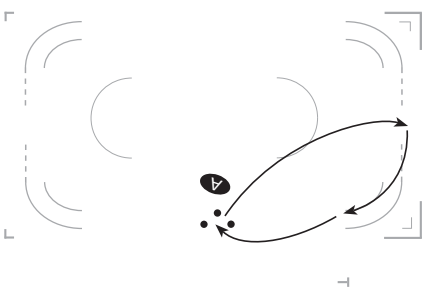


Clockwise Interior Reversal: to Stage

R6 (Exercise 15 reversal):

- Move start cone.
- Direct lead rider to “make a sweeping right turn and line up at the same start point.”

R6



STATIC PRACTICE

- Students are mounted, side stands up, engines off.
- Guide, evaluate, and coach static practice.
- Guide these enough times to see each student succeed at least once. Coach as needed.
- Increase pace to 'real time' through repetitions, as appropriate (e.g., Ex. 6, Ex. 19).

EX. 2: FRICTION ZONE

1. Both feet down; squeeze the clutch; ease out the clutch
2. Squeeze – ease
3. Students repeat Step 2 several times on instructor direction

WHAT TO COACH

- Smooth clutch release

EX. 4: STOPPING

1. Both feet down (toes up)
2. Left hand on clutch; right hand on throttle
3. Both hands squeeze; both feet press
4. Return to the idle position
5. Students repeat Steps 3 and 4 several times on instructor direction

WHAT TO COACH

- Smooth front brake application
- Simultaneous squeeze and press

EX. 6: UPSHIFTING

1. Right foot down, left foot on the foot peg
2. Left hand on clutch; right hand on throttle
3. Roll off throttle – squeeze in clutch – lift up gear shift lever – ease out clutch – roll on throttle
4. Roll off – squeeze in – lift up – ease out – roll on
5. Roll – squeeze – lift – ease – roll
6. Students repeat Step 5 several times with increasing pace on instructor direction

WHAT TO COACH

- Shifting procedure
- Coach to 'real time'

EX. 11: LOOK AND PRESS

1. Both feet down
2. Turn head and look, either direction
3. Press forward on handgrip
4. Students repeat Steps 2 and 3 several times on instructor direction

WHAT TO COACH

- Looking and pressing in the same direction
- Enough forward press to make the bike lean

EX. 19: PRESS – PRESS

1. Both feet down
2. Press right and hold; press left to straighten
3. Press left and hold; press right to straighten
4. Students repeat Steps 2 and 3 several times on instructor direction

WHAT TO COACH

- Just enough forward press to create front wheel deflection

EX. 20: TURNS FROM A STOP

1. Both feet down; clutch in
2. Turn head and look to new path
3. Turn handlebars full lock in that direction
4. Lean the bike - support weight with inside leg
5. Ease out the clutch smoothly
6. Students repeat Steps 1-5 one or two times on instructor direction

WHAT TO COACH

- Bars turned full lock
- Lean bike
- Smooth clutch release

Retest Practice Session Schedule

ORIENTATION **15min**

- Collect paperwork
  - All participants must sign waivers
  - RPS walk-ins must have a green form or a completion card for a previous course to prove eligibility
- Conduct “Student Orientation” as written (pg 3).

WARM UP - EX. 12: WEAVING **10min**

- Run Exercise 12 as written (pgs 28-29).

EX. 13: RIDING THROUGH CURVES **30 min**

- Run Exercise 13 with 1 change (pgs 30-31).
  - Change approach speed (in directions and demo) to 15-20 mph.

EX. 14: STOPPING QUICKLY **20 min**

- Run Exercise 14 with 2 changes (pgs 32-33).
  - At 10 minutes, give the 20 mph signal.
  - Run exercise for 20 minutes total.

BREAK **15min**

EX. 19: SWERVING **20 min**

- Run Exercise 19 with 2 changes (pgs 42-43).
  - Move to 13’ gates at 10 minutes.
  - Run exercise for 20 minutes total.

EX. 17: LOW SPEED TURNING... **25 min**

- Run Exercise 17 as written (pgs 38-39).

BREAK **15 min**

- Collect paperwork
  - All new arrivals must sign waivers
  - Green forms required for SRT walk-ins only
- Assign testing order and prepare eval score sheet.

WARM UP - EX. 12: WEAVING **10 min**

- Run Exercise 12 as written (pgs 28-29).
- You MUST run this exercise again if there are new arrivals for the retest only.

CONDUCT SKILLS EVALUATION **45 min**

CONDUCT DEBRIEFS AND DISMISS **15 min**

STRIKE RANGE

The *STAR* Mission:

We share knowledge and skills to make motorcycling safer.

Our Values:

Integrity

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Motorcycle Safety Program
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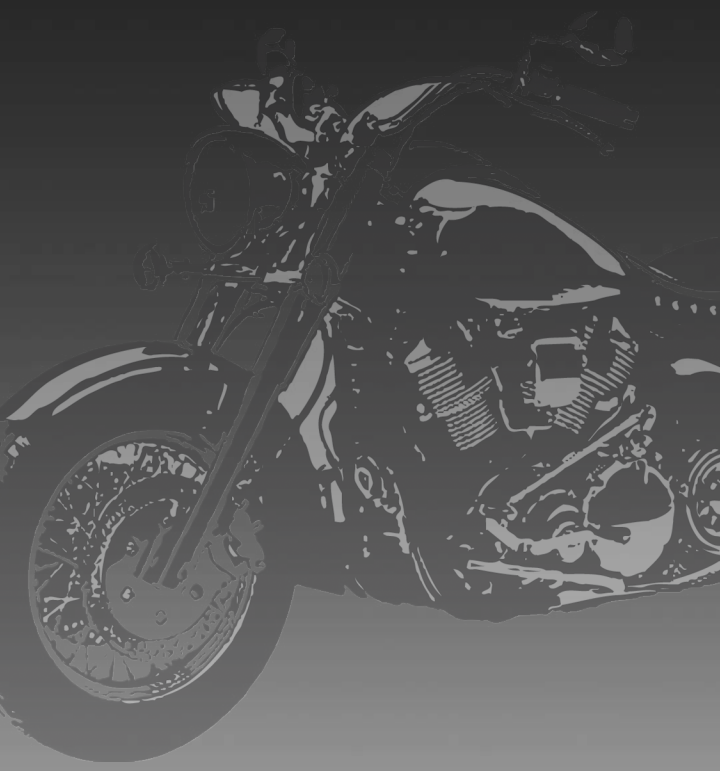

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SKILLS TRAINING ADVANTAGE FOR RIDERS