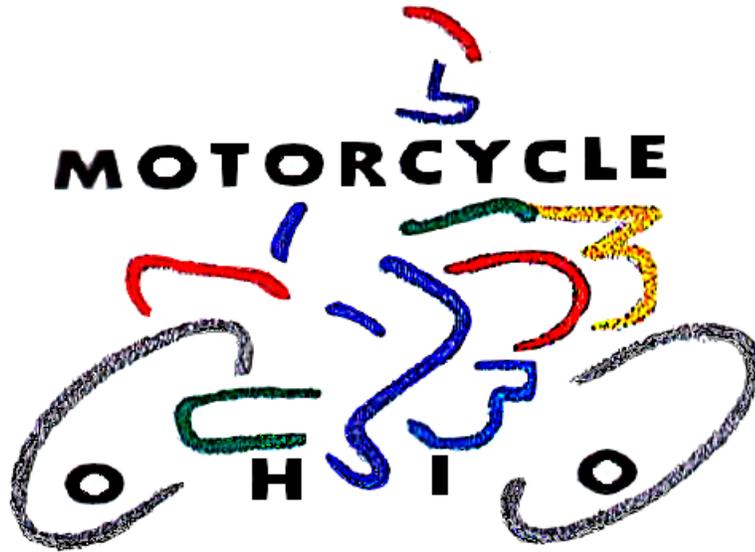


Basic

RiderCourse



Classroom Instructor Aide

Student Workbook 7.0

BRC CLASS ROOM INSTRUCTOR AIDE

Table of Contents

<u>Content</u>	<u>Questions</u>	<u>Page</u>
Background Information		3
Course preparation check list		4
Unit I - Course Introduction		
Welcome to the Ride		5
Unit 2 - Introduction to Motorcycling		
The Ride and the Risk	1 – 18	6 – 10
Unit 3 – Preparing to Ride		
Ready to Ride	19 – 40	11 – 17
Controls	41 – 66	18 - 25
Unit 4 – Street Strategies		
Visibility and RiderRadar	70 – 77	26 – 28
SEE	78 – 84	28 – 30
Common Situations	85 – 99	30 - 34
SEE Interactive Scenarios 1 - 6		35 – 36
Maximum Braking and Swerving	100 – 108	37 - 39
Surfaces and Cargo	109 – 119	37 – 42
Under the Influence	120 – 126	43 - 45
Course Wrap-up		45 – 46

BRC CLASS ROOM INSTRUCTOR AIDE

Background Information on preparation of this Instructor Aide:

The information contained in this “BRC Class Room Instructor Aide” was developed using the following:

- Action Steps (sequence of events) in the classroom was developed from:
 - The BRC Instructor guide including but not limited to:
 - Classroom Principles and Procedures – Page 27
 - Classroom Concepts – Page 28
 - Coaching in the classroom – Page 28
 - Rider Coach Activities – Page 36, 39, 41, 44, and 47.
 - BRC July 2002 Instructor Update
 - Motorcycle Ohio Policy and Procedure Manual – January 1999
 - Motorcycle Ohio news letters, emails and verbal instructions
 - Polaris Preferences
 - Discussions with Chiefs
 - Personal preferences
- Materials to be used: BRC Instructor Guide – Page 35
- Instructional times for units: BRC Instructor Guide - Page 22
(Modified for MO curriculum)
- Personal Gear needed to ride in course: BRC Instructor Guide - Page 7
- Study Question Answers: BRC Instructor Guide – Pages 116 thru 124
- Study Question student answers: BRC Student Workbook
- Location of Study Question student answers – BRC Student Workbook

Please send any errors to Tim Stahlberg at the following E-Mail address:

TStahlberg@SBCGlobal.net

Note this information was developed to assist me in the presentation and coaching of students and if used by others is done so at their own risk. This document is not endorsed by Motorcycle Ohio or the Motorcycle Safety Foundation. Anyone using this material should verify its accuracy and completeness so as to assure the material and approach are consistent with the intent and directives of Motorcycle Ohio, the sponsor(s) and the Motorcycle Safety Foundation.

BRC CLASS ROOM INSTRUCTOR AIDE

Course Preparation Check List:

- Tables arranged for small group discussion
 - Two to six tables
 - Four to six students per table
- Pre-course activities – Cross Word puzzle, Word Search etc....
- Sufficient BRC handbooks available for each participant
- Training aids
 - VCR / DVD with remote
 - Television(s)
 - BRC tape or DVD
- Hi-Liters, pens and pencils
- Name tags
- Class roster
- Standby student lottery tickets
 - Accept standby students from 5:00 – 5:30 PM
 - Stop accepting registered students at 6:00 PM
 - Hold lottery for any available seats at 6:00 PM for standby students
- Forms
 - Student Signature Roster
 - Daily sign in sheet(s) and Instructor time sheets
 - Waivers & completion cards
- White board or flip chart with:
 - Instructor Names
 - Course Schedule
 - Requirements for successful completion
 - 100% attendance
 - Less than 2 incorrect answers on Knowledge Test
 - Less than 20 points deducted on Riding Skill Test
 - No errant behavior.
 - Personal gear required to participate in riding portion of the class
 - Helmet with DOT sticker.
(Limited number of school helmets available)
 - Eye protection (face shield or glasses)
 - Over-the-ankle footwear (not cloth, canvas, etc.)
 - Long –sleeve shirt or jacket
 - Full-fingered gloves, preferably leather
 - Rain gear (optional)
 - Response to questions procedures
 - Read Question – Speak loudly
 - Read page number of answer
 - Read Paragraph number of answer
 - Read answer

BRC CLASS ROOM INSTRUCTOR AIDE

Unit I - Course Introduction - 15 minutes (6 PM to 6:15 PM)

Welcome to the Motorcycle Ohio Basic Rider Course - we'll take the first few minutes getting to know one another and the course. Everyone should have a Hi-Liter, student workbook and you should have your copy of the release & waiver that you signed earlier.

First, Let's get to know to know one another – we would like you to introduce one of your co-students – giving us their name, their expectations from the course and/or what concerns they have. We will take a few minutes for you to get to know the person you are going to introduce.

I'll start - the co-instructor for this weekend is: Co-Instructor's name, their expectations and background.....

Now that we know a bit about each other, it's important to know that:

MUST READ WAIVER

Today's presentation is being made by co-instructor and me with materials supplied by the Motorcycle Safety Foundation and Motorcycle Ohio as a public service. This does not imply any endorsement by MSF or Motorcycle Ohio of the sponsors or any other sponsors, supporting organizations, equipment, motorcycles or other materials involved in the presentation of a Basic Rider Course. Our aim is to expose you to ways to ride more safely. While we cannot and will not assume responsibility for the safe operation of your motorcycle, it is our hope that by presenting responsible viewpoints on safety we will expose riders and the general public to proper and prudent motorcycle operation.

We're here to assist your learning, we cannot guarantee it or put it to use.

Please make sure that you have read the waiver form that you signed earlier. By signing the form, it means that you understand there are risks involved with operating a motorcycle, and that you agree not to bring a lawsuit against the State of Ohio, the Sponsor, the Instructors or anyone else associated with this program.

In your Rider Handbook on page one are the objectives for this class - they are:

- Develop a safe, responsible, motorcyclist
- Develop the mental skills for safe motorcycling
- Develop the physical skills for safe motorcycling
- Create an understanding of risk awareness and risk taking
- And to develop a strategy to manage risk

Criteria for the successful completion of the class are also in your handbook At the top of page two – they are:

- Attend & Participate in all classroom and all range sessions. Please write in the in your books in the space provided - *Refer to schedule on flip chart or white board*
- Complete and pass the Knowledge Test - It's a take home test that you'll receive later; bring it back Saturday morning for review; it is due first thing Sunday Morning for "final" grading.
- Pass the Riding Skill Test at the end of the range sessions.

The co-instructor and I are here to facilitate your learning - that is, you as participants are responsible for your own learning - we can't learn for you. In this next segment, we're here to create an awareness of fundamental safety information, and part of that is a basic orientation to motorcycling, which is in our first video. After that, we'll break up into groups and start learning about motorcycling.

RUN Video Training Aid #1 - Welcome to the Ride

Any questions on the video?

BRC CLASS ROOM INSTRUCTOR AIDE

Unit 2 - Introduction to Motorcycling - 40 minutes (6:15 PM to 6: 55 PM)

Let's break into our first groups for tonight - *count off by the number of groups to be used. Divide the questions 1 –18 up into the number of groups present. Have each table assign a "Table Captain" to assign the questions to each student at the table. The "Table Captain" will be the student with their birthday closest to today's date.*

	Group One	Group Two	Group Three	Group Four	Group Five	Group Six
Two Groups	1-9	10-18				
Three Groups	1-6	7-12	13-18			
Four Groups	1-4	5-8	9-13	14-18		
Five Groups	1-3	4-6	7-10	11-14	15-18	
Six Groups	1-3	4-6	7-9	10-12	13-15	16-18

As you're finding the answers, make sure you note what page and paragraph you found the answers. We're in Unit 2 in your handbooks - pages 3-9. *Give the groups 5 –7 minutes or till they indicate they are complete.*

Ok - group 1 - read the question, tell us the page and location on the page you found the answer, and then give the answer - *Refer to flip chart or white board.* Remember to speak loudly so everyone can hear.

1. List the 3 types of motorcycles and the primary use for each

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location - Page 3</u>
<ul style="list-style-type: none"> • <u>Street</u> – for roadways & highways • <u>Dual Purpose</u> – for street or off-highway • <u>Off-Road</u> – for off-road recreation and competition (Not for Street use) 	<p>There are three basic types of motorcycles: <u>Street</u>, dual purpose, and off-road. <u>Street</u> motorcycles are designed for use on public streets and highways. They have the equipment for safe and enjoyable street operation. <u>Dual Purpose</u> motorcycles are used either on the street or off-highway. <u>Off Road</u> motorcycles are not street-legal and are typically used for recreational or competitive use.</p>	

2. Name the distinguishing characteristics of each of the three types

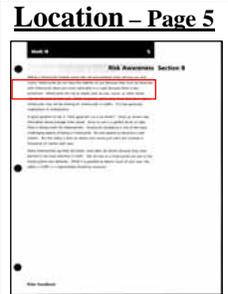
<u>Study Question Answer</u>	<u>Student Workbook Answer</u>	<u>Location – Pages 3 & 4</u>
<ul style="list-style-type: none"> • <u>Street</u> – Street-ready suspension, safety/communication equipment for street use, car-style tires • <u>Dual</u> – similar to street machines but with different suspension and dual-purpose tires. • <u>Off-Road</u> – no street equipment (Signals, mirrors, etc.), different suspension, off-highway tires (knobby) 	<p>Similar to question number one with the addition of pictures for clarity.</p>	

3. What is the MSF DirtBike School and what is its toll-free number? – 4

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 4</u>
<ul style="list-style-type: none"> • <u>DirtBike</u> School is a training. Education program for learning off-road riding skills and techniques; an introduction to off-road riding 877-288-7093 	<p>THE MSF DIRTBIKE SCHOOL</p> <p>Open to riders age six and older, the MSF DirtBike School™ is a hands-on, one-day training course for off-road (enduro) motorcycle riders. The MSF DirtBike School is an excellent introduction to motorcycling and can be used by inexperienced riders as pre-training for the MSF's street motorcycle-oriented Basic RiderCourse. Off-road experience may also enhance street riding skills. Class content includes riding skills, risk management and environmental awareness components. For more information about The MSF DirtBike School, call toll free: 877.288.7093.</p>	

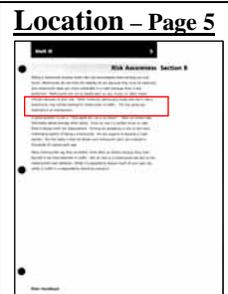
BRC CLASS ROOM INSTRUCTOR AIDE

4. Name 2 primary differences between car / trucks and motorcycles

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 5</u>
Stability and vulnerability	Motorcycles do not have the stability of cars because they must be balanced and motorcycles leave you more vulnerable in a crash because there is less protection.	

Hint: Look for students attempting to write down the answers and suggest they Hi-Lite the text instead.

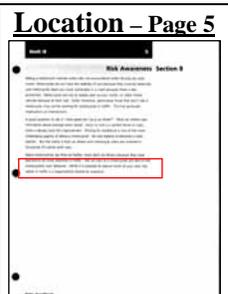
5. What are the problems that these differences cause?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 5</u>
Must be balanced, steered differently than a car, more manipulation required, less protection from environmental elements, less protection in a crash	Motorcycles are not as readily seen as cars, trucks, or other motor vehicles because of their size. Other motorists, particularly those that don't ride a motorcycle, may not be looking for motorcycles in traffic. This places the motorcyclist at risk, particularly at intersections.	

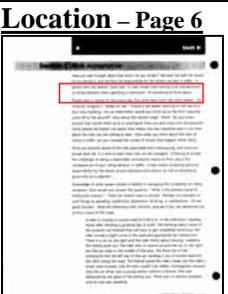
6. Describe one crash from your group's experience (or that you are aware of), and briefly describe the circumstances. What would some preventative measures be?

(See additional materials - IG p 114 - provides 4 scenarios)

7. Who is responsible for safety?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 5</u>
Individuals; we are; you are; I am.	While it is possible to reduce much of your own risk, safety in traffic is a responsibility shared by everyone.	

8. How can someone tell if they would likely be dangerous on a motorcycle?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 6</u>
If they have several “close calls” as a car driver; if they have difficulty in other physical activities.	A person who has several “close calls” or near misses when driving a car may be prone to similar behavior when operating a motorcycle.	

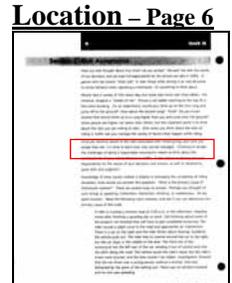
BRC CLASS ROOM INSTRUCTOR AIDE

9. In what ways does the Ladder of Risk illustration relate to safe riding?

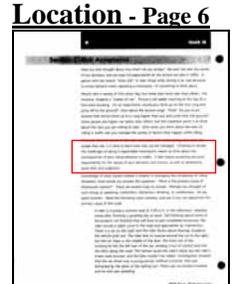
<p><u>Study Question Answer</u></p> <p>More Factors = More Risk</p>	<p><u>Student Workbook Wording</u></p> <p>There is usually an interaction of factors that accumulate, and at some point in time they come together in such a way to produce a crash. Many safety professionals do not like to use the word “accident.” Crashes are predictable and preventable.</p>	<p><u>Location – Page 7</u></p> 
--	--	--

How are we doing? Is everyone able to keep up?

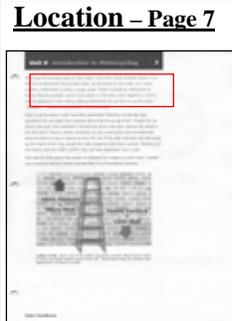
10. What must happen before risks can be managed?

<p><u>Study Question Answer</u></p> <p>Awareness of risk; consideration of consequences</p>	<p><u>Student Workbook Wording</u></p> <p>Once you become aware of the risks associated with motorcycling, and once you accept that risk, it is time to learn how risks can be managed.</p>	<p><u>Location – Page 6</u></p> 
--	--	---

11. Part of being responsible means to give a lot of thought to what?

<p><u>Study Question Answer</u></p> <p>Consequences</p>	<p><u>Student Workbook Wording</u></p> <p>Choosing to accept the challenges of being a responsible motorcyclist means to think about the consequences of your riding behavior in traffic. It also means accepting personal responsibility for the results of your decisions and actions, as well as developing good skills and judgment.</p>	<p><u>Location - Page 6</u></p> 
--	---	--

12. What is the primary cause of motorcycle crashes?

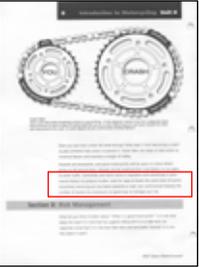
<p><u>Study Question Answer</u></p> <p>A combination of factors</p>	<p><u>Student Workbook Wording</u></p> <p>So the lesson in this crash, as in most crashes, is that there is rarely a single cause. There is usually an interaction of factors that accumulate, and at some point in time they come together in such a way to produce a crash. Many safety professionals do not like to use the “accident.” Crashes are predictable and preventable.</p>	<p><u>Location – Page 7</u></p> 
--	--	--

BRC CLASS ROOM INSTRUCTOR AIDE

13. What leads up to most crashes?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 8</u>
A chain of events	One way to think about the causes of crashes is to imagine a chain of events. Crashes occur because factors accumulate and lead to a hazardous situation.	

14. In what way does the Crash Chain illustration relate to safe riding?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 8</u>
Look for ways to break the chain of events early and keep the number of factors to a minimum.	Look for ways to break the crash chain of events. Sometimes removing just one factor prevents a crash, but continuously keeping the number of factors to a minimum is a good way to manage your risk.	

15. How does the Handbook define a "good motorcyclist"?

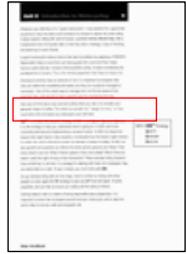
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 9</u>
A desire and motivation to choose to reduce risk (skills too)	Whatever your definition of a “Good Motorcyclist,” a key element for a good rider would be to have the desire and motivation to choose to reduce risk while riding. It takes superior riding skills, and of course a positive mental attitude helps. But a fundamental trait of all good riders is that they have a strategy, a way of thinking and planning to avoid trouble.	

16. How does a rider reduce factors that lead to crashes?

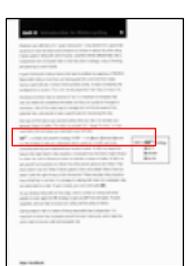
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 9</u>
Applies a strategy	A good motorcyclist reduces factors that lead up to problems by applying a STRATEGY. Responsible riding is more than just having good skill, and more than simply having a good attitude. It means thinking before acting. It means considering the consequences of actions.	

BRC CLASS ROOM INSTRUCTOR AIDE

17. What does it mean to have a margin of safety?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 9</u>
<p>Create time and space for oneself</p>	<p>One way to think about your personal safety when you ride is to consider your personal margin of safety. This means to consider the “Margin of Error,” or how much extra time and space you need given your skill level.</p>	

18. What is SEE, and what does each letter stand for?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 9</u>
<p>A strategy to manage/reduce risk; Search/Evaluate/Execute</p>	<p>A simple and powerful strategy is to SEE – to Search, Evaluate, Execute.</p>	

Any questions on the material we’ve covered so far?

Let's watch a video to wrap up this segment.

RUN Video Training Aid #2 - The Ride and the Risk

Any questions on the video?

Let's take a 10 minute break. (6:55 PM to 7:05 PM)

- Restrooms are located _____
- Break room located _____
- Smoking policy is _____ and the smoking area is located _____

BRC CLASS ROOM INSTRUCTOR AIDE

UNIT 3 - Preparing to Ride - 60 minutes (7:05 PM to 8: 05 PM)

In this session, we'll get ready for our initial motorcycling experience - we'll become familiar with proper protective gear, a pre-ride inspection procedure, and learn about the controls on a motorcycle.

Let's break into different groups again and we will take a couple minutes to answer questions in Unit 3 - pages 10-15. Count off by the number of groups to be used. Have students move to new tables and introduce themselves.

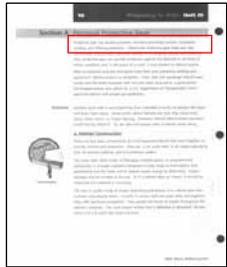
Assign new table captains – by tallest or shortest person at table.

Divide questions 19 – 40 up into the number of groups. Give five or six minutes for this set of questions (depending on the number of questions per table) or until they have all finished the questions.

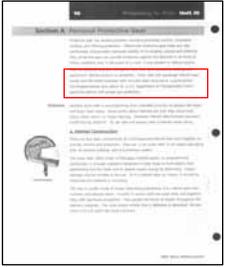
	Group One	Group Two	Group Three	Group Four	Group Five	Group Six
Two Groups	19-29	30-40				
Three Groups	19-25	26-32	33-40			
Four Groups	19-24	25-30	31-35	36-40		
Five Groups	19-23	24-28	29-32	33-36	37-40	
Six Groups	19-22	23-26	27-30	31-33	34-36	37-40

Okay group one: Question 19 - what are the purposes of protective gear?

19. Name several purposes of protective gear?

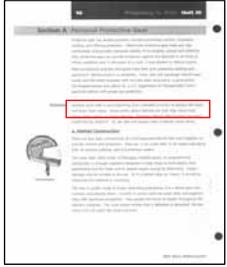
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 10</u>
<ul style="list-style-type: none"> • Provide comfort • Increase visibility • Offer protection. 	<p>Protective Gear has several purposes, including providing comfort, increasing visibility, and offering protection.</p>	

20. List the 6 Items named as proper protective gear?

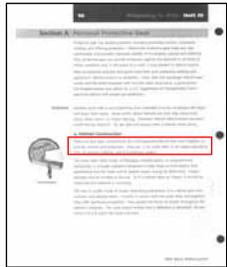
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 10</u>
<ul style="list-style-type: none"> • Helmet • Eye Protection • Full-fingered gloves • Over-the-ankle footwear • Long pants • Long-sleeved jacket 	<p>Every rider and passenger should wear sturdy over-the-ankle footwear with non-slip soles, long pants, a good jacket, full fingered gloves and, above all, a U. S. Department of transportation (DOT) approved helmet with proper eye protection.</p>	

BRC CLASS ROOM INSTRUCTOR AIDE

21. What is the function of a helmet?

<p><u>Study Question Answer</u></p> <p>Protect the head and brain from injury</p>	<p><u>Student Workbook Wording</u></p> <p>Helmets work well in accomplishing their intended function to protect the head and brain from injury.</p>	<p><u>Location – Page 10</u></p> 
--	--	---

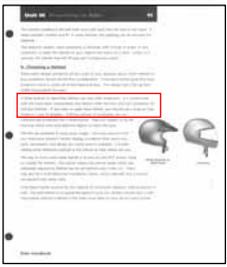
22. List the 4 basic components of a helmet named on page 10?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Outer shell • Impact absorbing liner • Comfort padding • Retention system 	<p><u>Student Workbook Wording</u></p> <p>Helmet Construction</p> <p>There are four basic components of a DOT-approved helmet that work together to provide comfort and protection. They are: 1) an outer shell, 2) an impact-absorbing liner, 3) comfort padding, and 4) a retention system.</p>	<p><u>Location – Page 10</u></p> 
---	---	---

23. What is the purpose of each of these 4 components?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Outer shell - keep sharp objects from penetrating • Liner - cushion & absorb shock. • Comfort padding - comfort & fit. • Retention system - keep the helmet in place on the head. 	<p><u>Student Workbook Wording</u></p> <p><i>As stated in overview at left with a paragraph in the student workbook for each component explaining the purpose.</i></p>	<p><u>Location</u></p> <p style="text-align: center;">Page 10 Page 11</p> 
---	---	---

24. What is the difference between a full-face and three-quarter coverage helmet?

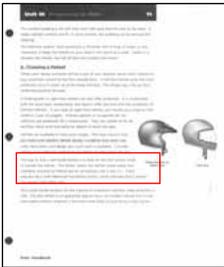
<p><u>Study Question Answer</u></p> <p>Full-face has chin/lower face protection</p>	<p><u>Student Workbook Wording</u></p> <p>A three-quarter or open face helmet can also offer protection. It is constructed with the same basic components, but doesn't offer the face and chin protection of full-face helmets.</p>	<p><u>Location – Page 11</u></p> 
--	--	---

BRC CLASS ROOM INSTRUCTOR AIDE

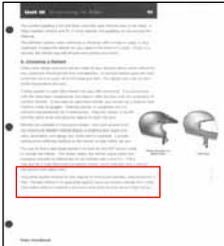
25. Why aren't ordinary glasses or sunglasses sufficient eye protection?

<p><u>Study Question Answer</u></p> <p>Are not shatterproof and don't keep debris out</p>	<p><u>Student Workbook Wording</u></p> <p>Ordinary glasses or sunglasses are not sufficient eye protection for a motorcyclist. They can shatter or fly off, and they allow wind and airborne objects to reach the eyes.</p>	<p><u>Location – Page 11</u></p> 
--	--	---

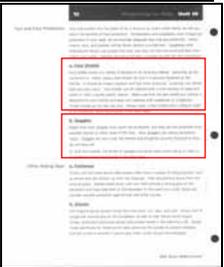
26. What stickers are likely to indicate a well-made helmet?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • DOT - Department of Transportation (minimum standard) • SNELL - Snell Memorial Foundation 	<p><u>Student Workbook Wording</u></p> <p>The way to find a well-made helmet is to look for the DOT sticker inside or outside the helmet. The sticker means the helmet meets safety test standards required by federal law for all helmets sold in the U.S. There may also be a Snell Memorial Foundation sticker, which indicates that a helmet has passed the Snell safety tests.</p>	<p><u>Location – Page 11</u></p> 
---	--	---

27. What type of injury accounts for the majority of motorcycle deaths?

<p><u>Study Question Answer</u></p> <p>Head injuries</p>	<p><u>Student Workbook Wording</u></p> <p>Since head injuries account for the majority of motorcycle fatalities, head protection is vital. The best helmet is no guarantee against injury, but studies indicate that a rider that crashes without a helmet is five times more likely to have serious head injuries.</p>	<p><u>Location – Page 11</u></p> 
---	--	---

28. Name 2 types of motorcyclist eye protection?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Face shield, goggles 	<p><u>Student Workbook Wording</u></p> <p>Eye and Face Protection:</p> <ol style="list-style-type: none"> a. Face Shields b. Goggles 	<p><u>Location – Page 12</u></p> 
---	--	---

BRC CLASS ROOM INSTRUCTOR AIDE

29. What is the value of appropriate footwear?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 12</u>
<ul style="list-style-type: none"> • Protect from road debris & hot exhaust pipes • Helps with traction when feet are down. • Help protect against foot & ankle injuries. 	<p>Other Riding Gear – a. Footwear: Sturdy over-the-ankle boots help protect riders from a variety of riding hazards, such as stones that get thrown up for the roadway. They also prevent burns from hot exhaust pipes. Rubber-soled boots with low heels provide a strong grip on the pavement and help keep feet on the footrests. In the event of a crash, boots can provide valuable protection against foot and ankle injuries.</p>	

30. Name at least 3 considerations in choosing gloves.

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location</u>	<u>Page 12</u>	<u>Page 13</u>
<ul style="list-style-type: none"> • Fit • Comfort • Snug cuffs/arms • Snap/button collar • Durable material • Outside seams • Curved fingers • Full-fingered • Summer or Winter type 	<p>Other Riding Gear – b. Gloves: <i>As stated in overview at left.</i></p>			

31. What is the value of motorcycle-specific clothing?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 13</u>
<ul style="list-style-type: none"> • Made to fit a person in a riding position • Longer sleeves and arms • Fuller shoulders • Non-flap design • Some quilt in protection • Motorcycle grade materials 	<p>Other Riding Gear – c. Jackets, Pants, Riding Suits: Quality motorcycle protective gear will provide comfort in all conditions, and it can help you avoid being distracted by adverse environmental conditions. In case of a crash, good quality protective gear may prevent or reduce injury.</p>	

BRC CLASS ROOM INSTRUCTOR AIDE

32. What are some considerations for choosing proper clothing?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Fit • Comfort • Snug cuffs/arms • Snap/button collar • Durable material • Color – stand out in traffic or wear a vest 	<p><u>Student Workbook Wording</u></p> <p>Protective gear sold specifically for motorcycling will provide the best combination of fit and protection. These garments are designed to fit while sitting in a riding position. They are cut longer in the sleeves and legs and are fuller across the shoulders. Flaps and fasteners seal out the wind while extra padding provides protection. Riding suits are available in both one-piece and two-piece sets.</p> <p>Leather is a good choice because it is durable, wind resistant, and provides protection against injury. Other abrasive-resistant protective gear made of synthetic fabrics are good choices, too. Wide-flared pants, flowing scarves and similar items should be avoided because they could become entangled in the motorcycle.</p> <p>Protective gear should fit comfortably without binding. A jacket with a zippered front will be more wind resistant than a jacket with buttons or snaps. A flap of material over the zipper of a jacket gives additional protection against the wind along with protecting your motorcycle's paint from scratches. Jackets with snug cuffs and waist are recommended to keep wind from blowing in. Caution: a large, loose collar can flap when riding and may irritate skin or be a distraction.</p>	<p><u>Location – Page 13</u></p> 
---	---	---

33. Define "hypothermia" and provide an example.

<p><u>Study Question Answer</u></p> <p>Subnormal body temperature</p>	<p><u>Student Workbook Wording</u></p> <p>Remember that even in warm weather, constant exposure to wind may cause hypothermia. Hypothermia, a condition of subnormal body temperature, can cause loss of concentration, slowed reactions, and loss of smooth, precise muscle movement. In such conditions, proper protective gear like a wind proof jacket and insulated layers of clothing are essential.</p> <p>As an example, on a chilly day (50 degrees Fahrenheit) a motorcyclist riding at a speed of 30 mph experiences a chilling effect equivalent to 42 degrees.</p>	<p><u>Location – Page 13</u></p> 
--	--	---

34. What is the value of dressing in layers?

<p><u>Study Question Answer</u></p> <p>Clothing can be removed/put back on as weather/temperature changes</p>	<p><u>Student Workbook Wording</u></p> <p>Protective gear that is appropriate for cold-weather riding may be too hot when stopped. It is wise to dress in layers so that layers can be removed as desired. Extra pants, shirts, and jackets can be layered underneath your protective gear to help body heat form a warm insulation. Topping the protective gear with a wind proof outer layer can prevent cold air from reaching the skin.</p>	<p><u>Location – Page 14</u></p> 
--	--	---

BRC CLASS ROOM INSTRUCTOR AIDE

35. How can clothing make you more visible to others in traffic?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Add a vest • Add reflective material • Buy clothes that are reflective 	<p><u>Student Workbook Wording</u></p> <p>The protective gear worn while riding can also help a rider be more visible. Wearing bright colors is a wise choice. If a dark jacket is worn, an inexpensive reflective vest can be worn over it. It is a good idea to put extra reflective tape on garments worn regularly while riding.</p>	<p><u>Location – Page 14</u></p> 
---	---	---

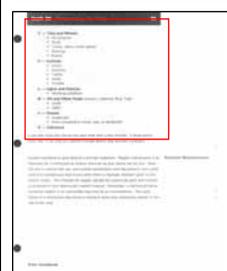
36. What are some considerations in choosing a rain suit?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • One or two piece • High visibility • Elastic waist/legs/sleeves • High collar • Wide flaps • Waterproof gloves • Boot covers 	<p><u>Student Workbook Wording</u></p> <p>One or two-piece styles are available, and those designed specifically for motorcycling are best. High visibility orange or yellow colors are good choices. A feature to look for is elastic in the waist, pant legs, and sleeves. The jacket should have a high collar, and zip up with wide flaps across the opening. When purchasing a rain suit, consider adding waterproof gloves and boot covers.</p>	<p><u>Location – Page 14</u></p> 
---	--	---

37. What is the value of a pre-ride inspection?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Ensure trouble-free ride • Preventative maintenance • Provides confidence • Primary source of inspection information is the owner's manual. 	<p><u>Student Workbook Wording</u></p> <p>Pre-Ride Inspection: Pre-ride inspections help ensure a trouble-free ride and provide confidence that your motorcycle will respond properly. The primary source of information how a motorcycle should be inspected and maintained is its owner's manual.</p>	<p><u>Location – Page 14</u></p> 
---	---	--

38. What is T-CLOCS and what does each letter stand for?

<p><u>Study Question Answer</u></p> <p>Acronym for pre-ride check inspection routine</p> <ul style="list-style-type: none"> • T - Tires / Wheels • C - Controls • L - Lights / Electrics • O - Oil and Other Fluids • C - Chassis • S - Side stand 	<p><u>Student Workbook Wording</u></p> <p>T — Tires and Wheels</p> <ul style="list-style-type: none"> • Air pressure • Tread • Cracks, dents, loose spokes • Bearings • Brakes <p>C — Controls</p> <ul style="list-style-type: none"> • Levers • Switches • Cables • Hoses • Throttle <p>L — Lights and Electrics</p> <ul style="list-style-type: none"> • Working condition <p>O — Oil and Other Fluids (coolant, hydraulic fluid, fuel)</p> <ul style="list-style-type: none"> • Levels • Leaks <p>C — Chassis</p> <ul style="list-style-type: none"> • Suspension • Drive components (chain, belt, or driveshaft) <p>S — Sidestand</p>	<p><u>Location – Page 15</u></p> 
---	---	---

BRC CLASS ROOM INSTRUCTOR AIDE

39. Where can you find information about routine maintenance?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 15</u>
MOM - <u>M</u> otorcycle <u>O</u> wners <u>M</u> anual	The schedule for regular upkeep for motorcycle parts and controls is contained in your motorcycle’s owners manual.	

40. What is the value of routine maintenance?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 15</u>
<ul style="list-style-type: none"> • Ensures trouble-free riding • Helps prevent expensive corrective maintenance 	<p>Routine Maintenance: Routine maintenance goes beyond a pre-ride inspection. Regular maintenance is as important for a motorcycle as routine checkups by your doctor are for you. Wear and tear is normal with use, and routine maintenance will help prevent more costly corrective maintenance that occurs when there is improper attention given to the routine checks.</p>	

Any questions on this material?

Let's review with a video

RUN video Training Aid #3 - Ready to Ride

Questions on the video?

Ok, then lets continue with our study of Unit 3 Preparing to Ride pages 16 – 18.

Divide questions 41–54 up into the number of groups. Assign table captains by person with the least riding experience.

	Group One	Group Two	Group Three	Group Four	Group Five	Group Six
Two Groups	41-47	48-54				
Three Groups	41-44	45-49	50-54			
Four Groups	41-43	44-47	48-50	51-54		
Five Groups	41-43	44-46	47-49	50-51	52-54	
Six Groups	41-42	43-44	45-46	47-48	49-51	52-54

BRC CLASS ROOM INSTRUCTOR AIDE

41. What are the primary motorcycle controls?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Handlebar • Throttle • Clutch lever • Gearshift lever • Front brake lever • Rear brake pedal 	<p><u>Student Workbook Wording</u></p> <p>Primary Controls The handlebars are an important component on any motorcycle because it is the most common way to initiate and control motorcycle lean. Here are other primary controls found on a motorcycle, the ones that make it go and stop.</p> <p>Throttle: It is the right handgrip and it controls engine speed. To increase engine speed, roll the throttle toward you. To decrease engine speed, roll the throttle away from you. The throttle should rotate back to the idle position when released.</p> <p>Clutch Lever: The clutch lever is located in front of the left handgrip. It is operated with the fingers of the left hand. The clutch connects power from the engine to the rear wheel. The lever is "squeezed in" to disengage and "eased out" to engage.</p> <p>Gearshift Lever: It is found on the left side of the motorcycle in front of the left footrest and is operated with the left foot. "Lift" up fully to go to a higher gear; "press" down fully to go to a lower gear. It shifts one gear with each lift or press. When the lever is released, it returns to center where the mechanism resets for the next shift up or down. A typical gear pattern is 1-N-2-3-4-5-6. The N is for neutral, which is selected by either a "half lift" from 1st gear or a "half press" from 2nd gear. Most motorcycles have five gears, but some have four or six gears.</p> <p>Front Brake Lever: It is found in front of the right handgrip and is operated with the right hand. "Squeeze" it in to operate.</p> <p>Rear Brake Pedal: It is found in front of the right footrest and is operated with the right foot. "Press" it down to operate.</p>	<p><u>Location – Page 16</u></p> 
--	---	---

42. What is the most common way to initiate & control motorcycle lean (for turns)?

<p><u>Study Question Answer</u></p> <p>Pressure on the handgrip in the direction of the lean/turn</p>	<p><u>Student Workbook Wording</u></p> <p>The handlebars are an important component on any motorcycle because it is the most common way to initiate and control motorcycle lean.</p>	<p><u>Location – Page 16</u></p> 
--	---	--

43. How does a rider operate the throttle?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Twist from a wrist-down position • Roll on toward you to increase engine speed • Roll off away from you to decrease engine speed 	<p><u>Student Workbook Wording</u></p> <p>It is the right handgrip and it controls speed. To increase speed, roll the throttle towards you. To decrease speed, roll the throttle away from you. The throttle should rotate back to the idle position when released.</p>	<p><u>Location – Page 16</u></p> 
---	--	---

44. What does the clutch lever do?

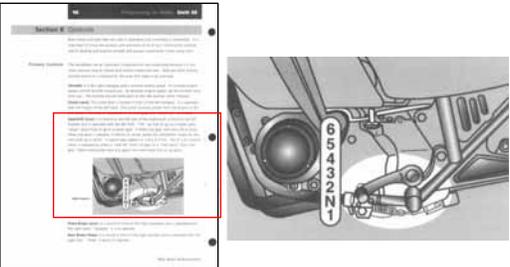
<p><u>Study Question Answer</u></p> <p>Connects power from the engine to the rear wheel</p>	<p><u>Student Workbook Wording</u></p> <p>The clutch lever is located in front of the left handgrip. It is operated with the fingers of the left hand. The clutch connects power from the engine to the rear wheel. The lever is "Squeezed in" to disengage and "eased out" to engage.</p>	<p><u>Location – Page 16</u></p> 
--	---	---

BRC CLASS ROOM INSTRUCTOR AIDE

45. What does lifting or pressing the shift lever accomplish?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 16</u>
Changes gears lower or higher	It is found on the left side of the motorcycle in front of the left footrest and is operated with the left foot. “Lift” up fully to go to a higher gear; “press” down fully to go to a lower gear. It shifts one gear with each lift or press.	

46. What is meant by "shift pattern"?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 16</u>
Order and sequence of gears	A typical gear pattern is 1-N-2-3-4-5-6. The N is for neutral, which is selected by either a “half lift” from 1 st gear or a “half press” from 2 nd gear. Most motorcycles have five gears, but some have four or six gears.	

47. Where are the brake controls found?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 16</u>
<ul style="list-style-type: none"> • Right side - hand and foot controls. • Front brake lever - in front of the right handgrip • Rear brake pedal - in front of the right footrest 	<p><u>Front Brake Lever:</u> It is found in front of the right handgrip and is operated with the right hand. “Squeeze” it in to operate.</p> <p><u>Rear Brake Pedal:</u> It is found in front of the right footrest and is operated with the right foot. “Press” it down to operate.</p>	

48. What is the best source of information about your motorcycle?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 18</u>
Motorcycle Owner’s Manual – (MOM)	The best source of information for our motorcycle is its motorcycle owner’s manual.	

BRC CLASS ROOM INSTRUCTOR AIDE

49. What does the fuel supply valve do?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 18</u>
<p>Controls the flow of gasoline to the engine from the tank</p>	<p>Fuel Supply Valve: If your motorcycle has one, it is usually under the fuel tank and is operated with the left hand. It controls the flow of gasoline to the engine. Most motorcycles have one, but some are fully automatic and not accessible to the rider.</p>	

50. What are the positions of the fuel supply valve?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 18</u>
<p>On / Off / Reserve (may have Prime for "vacuum" systems)</p>	<p>For manually operated valves, the positions are ON, OFF, and RESERVE. The reserve position permits access to a small amount of fuel, which can be used to ride a short distance to a filling station after the main supply has been exhausted.</p>	

51. What does the choke control do?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 18</u>
<ul style="list-style-type: none"> • Provides an enriched fuel mixture to assist in starting a cold engine. • Provides a fast idle to warm the engine more quickly. • Should be turned off as soon as the engine is warmed. 	<p>Choke Control: It is located either on or near the handlebars, or on or near the engine. It provides an enriched fuel mixture to assist in starting a cold engine, and provides a fast idle to permit the engine to warm quickly. It should be turned off as soon as the engine is warmed.</p>	

52. Where is the engine cut-off switch located?

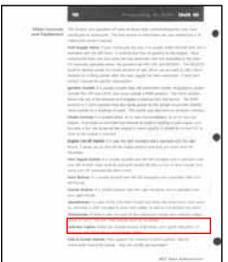
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 18</u>
<ul style="list-style-type: none"> • Near the right handgrip • Operated with the thumb. • Permits shutting off engine without removing hand from the handlebar. 	<p>Engine Cut-off Switch: It is near the right handgrip and is operated with the right thumb. It allows you to shut off the engine without removing your hand from the handlebar.</p>	

BRC CLASS ROOM INSTRUCTOR AIDE

53. What is the function of the tachometer?

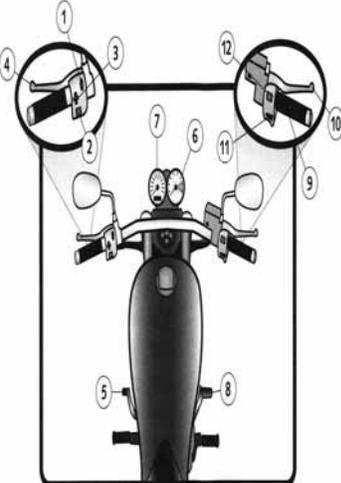
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 18</u>
<ul style="list-style-type: none"> Indicates engine speed in revolutions/minute Has red-line that should not be exceeded. 	<p>Tachometer: If there is one, it is part of the instrument cluster and indicates engine speed. It has a “red-line” that should never be exceeded.</p>	

54. What are some common indicator lights?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 18</u>
<ul style="list-style-type: none"> Neutral High beam Turn signal indicators Oil pressure Side stand down 	<p>Indicator Lights: These can include neutral, high beam, turn signal indicators, oil pressure, side stand down, and possibly others.</p>	

Any questions on the controls?

Now everyone individually, take about 2 minutes to complete the chart on page 17 on motorcycle controls, then compare your answers in your groups.

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 17</u>																								
<i>See at Right</i>	<p>Identify the controls and indicators of a typical motorcycle by placing the number from the illustration beside the control name.</p>	 <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Electric Starter</td> <td style="text-align: center;"><u>11</u></td> <td>Gear Shift Lever</td> <td style="text-align: center;"><u>5</u></td> </tr> <tr> <td>Turn-Signal Switch</td> <td style="text-align: center;"><u>3</u></td> <td>Clutch Lever</td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td>Engine Cut-Off Switch</td> <td style="text-align: center;"><u>12</u></td> <td>Tachometer</td> <td style="text-align: center;"><u>6</u></td> </tr> <tr> <td>Speedometer & Odometer</td> <td style="text-align: center;"><u>7</u></td> <td>Front Brake Lever</td> <td style="text-align: center;"><u>10</u></td> </tr> <tr> <td>Throttle</td> <td style="text-align: center;"><u>9</u></td> <td>High/Low Beam Switch</td> <td style="text-align: center;"><u>1</u></td> </tr> <tr> <td>Horn Button</td> <td style="text-align: center;"><u>2</u></td> <td>Rear Brake Pedal</td> <td style="text-align: center;"><u>8</u></td> </tr> </table>	Electric Starter	<u>11</u>	Gear Shift Lever	<u>5</u>	Turn-Signal Switch	<u>3</u>	Clutch Lever	<u>4</u>	Engine Cut-Off Switch	<u>12</u>	Tachometer	<u>6</u>	Speedometer & Odometer	<u>7</u>	Front Brake Lever	<u>10</u>	Throttle	<u>9</u>	High/Low Beam Switch	<u>1</u>	Horn Button	<u>2</u>	Rear Brake Pedal	<u>8</u>
Electric Starter	<u>11</u>	Gear Shift Lever	<u>5</u>																							
Turn-Signal Switch	<u>3</u>	Clutch Lever	<u>4</u>																							
Engine Cut-Off Switch	<u>12</u>	Tachometer	<u>6</u>																							
Speedometer & Odometer	<u>7</u>	Front Brake Lever	<u>10</u>																							
Throttle	<u>9</u>	High/Low Beam Switch	<u>1</u>																							
Horn Button	<u>2</u>	Rear Brake Pedal	<u>8</u>																							

Everyone at your table agrees? If so, then Let's review with a video.

RUN Video Training Aid #4 – Controls

Any questions on the video?

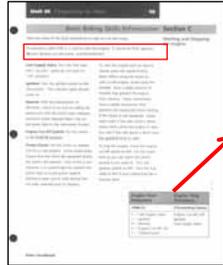
BRC CLASS ROOM INSTRUCTOR AIDE

Ok, now that we're geared up, the bike is inspected, and we know where the controls are, let's check out some basic riding skills.

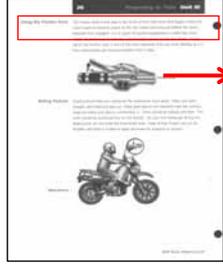
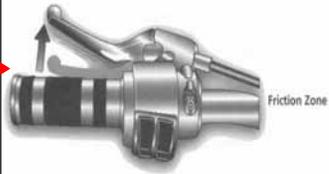
On pages 19-23 in Unit 3, divide questions 55 - 66 up into the number of groups present and assign table captain by the person with the most riding experience.

	Group One	Group Two	Group Three	Group Four	Group Five	Group Six
Two Groups	55-60	61-66				
Three Groups	55-58	59-62	63-66			
Four Groups	55-57	58-60	61-63	64-66		
Five Groups	55-57	58-60	61-62	63-64	65-66	
Six Groups	55-56	57-58	59-60	61-62	63-64	65-66

55. What are the steps in starting the engine?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 19</u>														
<ul style="list-style-type: none"> • F - Fuel valve on • I – Ignition switch on • N - Neutral • E - Engine cut-off Sw. on or run • C - Choke / Clutch 	<p>A procedure called FINE-C is used to start the engine. It stands for Fuel, Ignition, Neutral, Engine cut-off switch, and Choke/Clutch</p>	 <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Engine Start Procedure</th> <th>Engine Stop Procedure</th> </tr> </thead> <tbody> <tr> <td>(FINE-C)</td> <td>(Thumb/Key/Valve)</td> </tr> <tr> <td>F – Fuel Supply Valve</td> <td>Engine Cut-off: Off</td> </tr> <tr> <td>I – Ignition</td> <td>Ignition</td> </tr> <tr> <td>N – Neutral</td> <td>Fuel Supply Valve</td> </tr> <tr> <td>E – Engine Cut-off: On</td> <td></td> </tr> <tr> <td>C – Choke/Clutch</td> <td></td> </tr> </tbody> </table>	Engine Start Procedure	Engine Stop Procedure	(FINE-C)	(Thumb/Key/Valve)	F – Fuel Supply Valve	Engine Cut-off: Off	I – Ignition	Ignition	N – Neutral	Fuel Supply Valve	E – Engine Cut-off: On		C – Choke/Clutch	
Engine Start Procedure	Engine Stop Procedure															
(FINE-C)	(Thumb/Key/Valve)															
F – Fuel Supply Valve	Engine Cut-off: Off															
I – Ignition	Ignition															
N – Neutral	Fuel Supply Valve															
E – Engine Cut-off: On																
C – Choke/Clutch																

56. What is the friction zone?

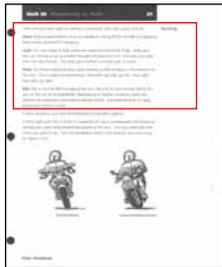
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 20</u>
<p>Area in the travel of the clutch where the clutch begins to transmit power from the engine to the rear wheel.</p>	<p>The friction zone is that area in the travel of the clutch lever that begins where the clutch starts to transmit power to the rear wheel and ends just before the clutch becomes fully engaged. It is the region of partial engagement in which the clutch “slips” to permit you to precisely control engine power to the rear wheel.</p>	 

57. Describe good riding posture.

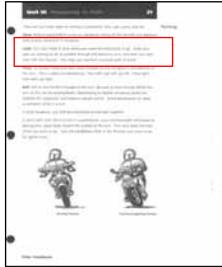
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 20</u>
<ul style="list-style-type: none"> • Back straight • Head & eyes up • Feet on footrests & near controls • Knees & elbows in • Arms relaxed and bent • Right wrist down 	<p>Riding Posture: Good posture helps you maneuver the motorcycle more easily. Keep your back straight, and head and eyes up. Keep both feet on the footrests near the controls. Keep the knees and elbows comfortably in. Arms should be relaxed and bent. The wrist should be positioned low on the throttle. On your first riding day during this <i>RiderCourse</i>, do not cover the front brake lever. Keep all four fingers around the throttle until there is a need to apply the brake for stopping / slowing.</p>	

BRC CLASS ROOM INSTRUCTOR AIDE

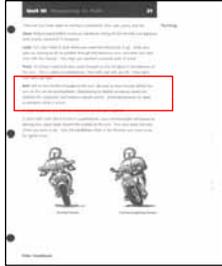
58. List the 4 steps in turning.

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Slow • Look • Press • Roll 	<p><u>Student Workbook Wording</u></p> <p>SLOW: Reduce speed before the turn as needed by rolling off the throttle and applying both brakes; downshift if necessary.</p> <p>LOOK: Turn your head to look where you want the motorcycle to go. Keep your eyes up, looking as far as possible through and beyond the turn, and keep your eyes level with the horizon.</p> <p>PRESS: To initiate motorcycle lean, press forward on the handgrip in the direction of the turn. This is called counter steering. Press left, lean left, go left. Press right, lean right, go right.</p> <p>ROLL: Roll on the throttle throughout the turn. (Be sure to slow enough before the turn so this can be accomplished.) Maintaining or slightly increasing speed will stabilize the suspension and improve overall control.</p>	<p><u>Location – Page 21</u></p> 
--	--	---

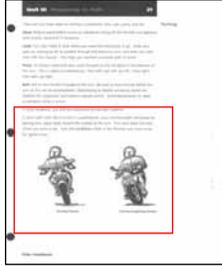
59. What is the value of the "Look" step?

<p><u>Study Question Answer</u></p> <p>Helps maintain a smooth path of travel</p>	<p><u>Student Workbook Wording</u></p> <p>Keep your eyes up, looking as far as possible through and beyond the turn, and keep your eyes level with the horizon. <u>This helps maintain a smooth path of travel.</u></p>	<p><u>Location – Page 21</u></p> 
--	--	--

60. What is the value of the "Roll" step?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Helps stabilize suspension • Improve overall control • Ensures a good entry speed 	<p><u>Student Workbook Wording</u></p> <p>Maintaining or slightly increasing speed will stabilize the suspension and improve overall control.</p>	<p><u>Location – Page 21</u></p> 
--	--	---

61. When is the counterweight technique used?

<p><u>Study Question Answer</u></p> <p>Slow, tight turns (U-turns)</p>	<p><u>Student Workbook Wording</u></p> <p>In slow, tight turns like a U-turn in a parking lot, use a counterweight technique by leaning your upper body toward the outside of the turn. Turn your head and look where you want to go. Turn the handlebars more in the direction you want to go for tighter turns.</p>	<p><u>Location – Page 21</u></p> 
---	--	---

BRC CLASS ROOM INSTRUCTOR AIDE

62. Why do you change gears?

<p><u>Study Question Answer</u></p> <p>To match the engine speed with the road speed.</p>	<p><u>Student Workbook Wording</u></p> <p>Shifting: You must change gears to match engine speed with the road speed. Lower gears are used for lower speeds and higher gears are used for higher speeds just like on a manual transmission car or truck.</p>	<p><u>Location – Page 22</u></p> 
--	---	---

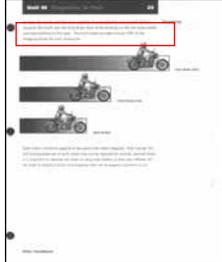
63. What is the 3-part shift process?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Roll off throttle while squeezing clutch • Lift or press gear shift lever • Ease out clutch while adjusting throttle 	<p><u>Student Workbook Wording</u></p> <p>Use a 3 step process: Roll off the throttle as the clutch is squeezed, lift the shift lever firmly as far as it will go, smoothly ease out the clutch and adjust the throttle. Once the shift is completed, release the shift lever to permit it to reset for the next shift.</p>	<p><u>Location – Page 22</u></p> 
---	---	---

64. What is engine braking?

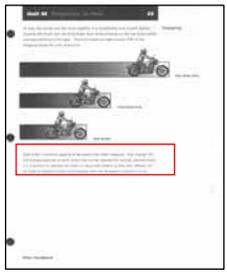
<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Using lower gears to slow • Shifting to a lower gear. • Easing out the clutch. • Then using the engine to slow you down. • NOTE: Brake light does not illuminate! 	<p><u>Student Workbook Wording</u></p> <p>Shifting to a lower gear causes an effect similar to using the brakes. This is known as engine braking. To use engine braking, shift down one gear at a time and ease out the clutch through the friction zone between each downshift. Keep the clutch in the friction zone until the engine speed stabilizes. Then ease out the lever fully until ready for the next downshift.</p>	<p><u>Location – Page 22</u></p> 
--	---	---

65. How much of a motorcycle's stopping power is available from the front brake?

<p><u>Study Question Answer</u></p> <p>Around 70 Percent</p>	<p><u>Student Workbook Wording</u></p> <p>The front brake provides around 70% or more of the stopping power for your motorcycle.</p>	<p><u>Location – Page 23</u></p> 
---	---	---

BRC CLASS ROOM INSTRUCTOR AIDE

66. Why should both brakes be used simultaneously?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 23</u>
<ul style="list-style-type: none">• Good habit• Most efficient & effective method.• Gives shortest stopping distance• Develops habit so reflexes will respond quickly in emergency situation	<p>Both brakes should be applied at the same time when stopping. Even though the full braking potential of each wheel may not be required for normal, planned stops, it is important to develop the habit of using both brakes so that your reflexes will be ready to respond quickly and properly when an emergency situation occurs.</p>	 <p>The screenshot shows a page from a student workbook. At the top, it says 'Skill 66'. Below that, there are several paragraphs of text and a diagram of a motorcycle. A red rectangular box highlights a specific section of text in the lower part of the page.</p>

Are there any questions?

If not then let's take another break - be back in 10 minutes. (8:05 PM – 8:15 PM)

BRC CLASS ROOM INSTRUCTOR AIDE

Unit 4 - Street Strategies - 100 minutes (8:15 PM to 9:50 PM)

Now that we have a basic understanding of what we'll be doing on the range, let's take a little time and think ahead to riding on the street. A couple very key points are Visibility and Lead Times - you have to be able to see potential hazards, and other road users must be able to see you.

Let's break into different groups again and we will take a couple minutes for answers in Unit 4 - pages 25 - 37

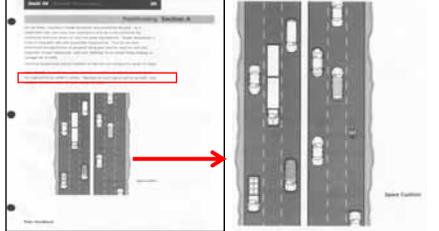
Divide questions 70 - 99 up into the number of groups present and let the tables decide on who the table captain should be.

	Group One	Group Two	Group Three	Group Four	Group Five	Group Six
Two Groups	70-84	85-99				
Three Groups	70-79	80-89	90-99			
Four Groups	70-77	78-85	86-92	93-99		
Five Groups	70-75	76-81	82-87	88-93	94-99	
Six Groups	70-74	75-79	80-84	85-89	90-94	95-99

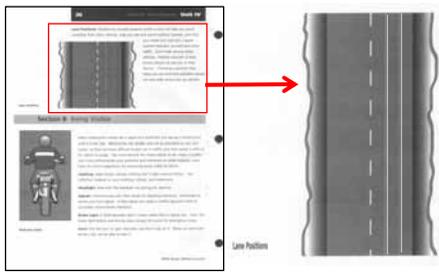
- 67. What is the purpose of Range Safety rules?
- 68. Name three of the more important range safety rules.
- 69. How will the Instructors communicate with you on the range?

} Questions not answered at this time – covered at the end of the classroom during wrap up or before first Range Exercise.

70. What does it mean to have a space cushion?

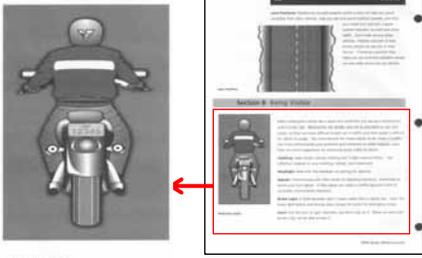
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 25</u>
<ul style="list-style-type: none"> • Have time and space to all sides so other traffic won't affect safety; a margin of safety • See picture on page 25 	<p><u>Lane Choice:</u> Maintain as much space cushion as traffic and roadway conditions allow for your margin of safety.</p>	

71. How does a motorcyclist utilize lane positions?

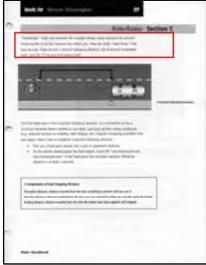
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 26</u>
<ul style="list-style-type: none"> • There are three sub-lanes for a motorcyclist. There is no “BEST” position and choosing depends on: • Create / maintain space cushion • Avoid windblast • Ability to See and be Seen • Avoid roadway hazards • Drivers can see m/c in mirrors • See potential problems ahead; see well down road 	<p><u>Lane Positions:</u> Positioning yourself properly within the lane can help you avoid windblasts from other vehicles, help you see and avoid roadway hazards, and help you create and maintain a space cushion between yourself and other traffic. Don't hide among other vehicles. Position yourself so that drivers ahead can see you in their mirrors. Choosing a position that helps you see potential problems ahead can also help drivers see you sooner.</p>	

BRC CLASS ROOM INSTRUCTOR AIDE

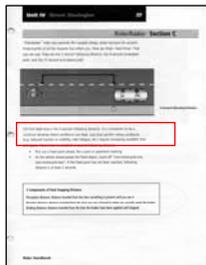
72. Name some ways to be more visible to others in traffic.

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Clothing • Helmet • Headlight - On • Signals – Remember to cancel • Brake Light – Flash during stop • Lane Choice • Lane Position <p style="text-align: right; margin-right: 20px;">} Bright Colored</p>	<p><u>Student Workbook Wording</u></p> <p>Here are some suggestions for becoming more visible to others:</p> <ul style="list-style-type: none"> • Clothing • Headlight • Signals • Brake Light • Horn 	<p><u>Location – Page 26</u></p> 
---	---	---

73. What are the 3 "lead times" (RiderRadar)?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • 2-second following distance • 4-second immediate path • 12-second anticipated path 	<p><u>Student Workbook Wording</u></p> <p>“RiderRadar” helps you perceive the hazards ahead, which account for around three-fourths of all hazards that affect you. Here are three “lead times” that you can use. They are the 2-second following distance, the 4-second immediate path, and the 12 second anticipated path.</p>	<p><u>Location – Page 27</u></p> 
---	---	---

74. Why is the 2-second following distance considered minimum?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Provides space and time to react. • More would be better -- less than ideal conditions require increasing available time & space • Consider 3 or 4 second following distance for greater margin of safety 	<p><u>Student Workbook Wording</u></p> <p>The first lead-time is the 2-second following distance. It is considered to be a minimum distance when conditions are ideal. Less than perfect riding conditions (e.g. reduced traction or visibility, rider fatigue, etc.) require increasing available time and space.</p>	<p><u>Location – Page 27</u></p> 
--	---	---

75. Why is the 4-second lead-time called "immediate"?

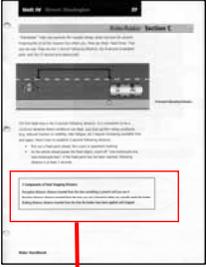
<p><u>Study Question Answer</u></p> <p>A quick response may be required if something should go wrong</p>	<p><u>Student Workbook Wording</u></p> <p>The second lead-time is the 4-second immediate path. Anything that is within 4 seconds of our path is considered immediate because a quick response is required if something should go wrong</p>	<p><u>Location – Page 28</u></p> 
---	---	---

BRC CLASS ROOM INSTRUCTOR AIDE

76. What advantage is gained by using the 12-second anticipated path?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 28</u>
<ul style="list-style-type: none"> • Early identification of factors that could interact • Provides time to prepare for a situation before it becomes immediate 	<p>The third lead-time is the 12-second anticipated path. Proper searching technique requires that you scan 12 seconds ahead. This means to look ahead to an area it would take that long to reach. It provides time to prepare for a situation before it becomes immediate.</p>	

77. Name the 3 components of total stopping distance.

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 27</u>
<ul style="list-style-type: none"> • Perception • Reaction • Braking 	<ul style="list-style-type: none"> • <u>Perception distance</u> – Distance traveled from the time something is present till you see it. • <u>Reaction distance</u> – Distance traveled from the time something is seen to starting to brake. • <u>Braking distance</u> – Distance traveled from the time the brakes have been applied until stopped. 	 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">3 Components of Total Stopping Distance</p> <p>Perception distance: distance traveled from the time something is present until you see it</p> <p>Reaction distance: distance traveled from the time you see a hazard to when you actually apply the brakes</p> <p>Braking distance: distance traveled from the time the brakes have been applied until stopped</p> </div>

Let's review Visibility and RiderRadar with a video...

RUN Video Training Aid #5 - Visibility and RiderRadar

Questions on the video?

Let's keep going with the questions & answers

78. Safe riding is a skill of what kind?

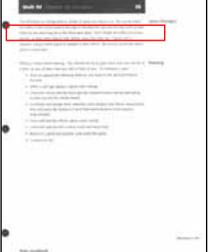
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 28</u>
<ul style="list-style-type: none"> • Skills of the eyes and mind. 	<p>Safe riding is more a skill of the eyes and mind than of the hands and feet.</p>	

BRC CLASS ROOM INSTRUCTOR AIDE

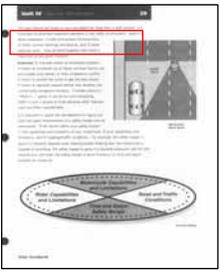
79. What does it mean to Search?

<p><u>Study Question Answer</u></p> <p>Scan the environment aggressively for potential factors and hazards.</p>	<p><u>Student Workbook Wording</u></p> <p>Search: Search means to scan aggressively for potential factors and hazards.</p>	<p><u>Location – Page 28</u></p> 
--	--	---

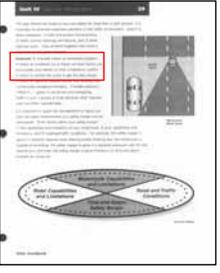
80. What is the characteristic of a convex mirror?

<p><u>Study Question Answer</u></p> <p>Distorts distance: makes objects appear farther than they really are.</p>	<p><u>Student Workbook Wording</u></p> <p><u>Page 28:</u> Remember that many motorcycles have convex mirrors that allow the rider to see farther to the sides but they also distort depth perception (how far away the object is)</p> <p><u>Page 35:</u> Don't forget the effect of convex mirrors, as they make the objects look farther away that they are.</p>	<p><u>Location</u> Page 28</p> 	<p>Page 35</p> 
---	--	---	---

81. What are the 3 general Search categories?

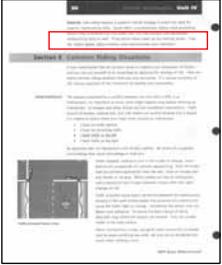
<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Road & surface characteristics • Traffic control markings & devices • Other roadway users 	<p><u>Student Workbook Wording</u></p> <p>Search in three categories:</p> <ol style="list-style-type: none"> 1. Road and surface characteristics 2. Traffic control markings and devices 3. Other highway users. <p>They all blend together into what is important at any given moment.</p>	<p><u>Location – Page 29</u></p> 
--	---	---

82. What does Evaluate mean?

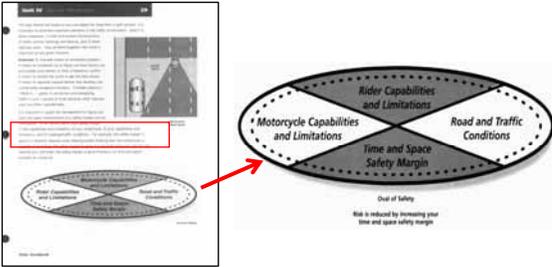
<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Anticipate problems • Constantly try to figure out how factors can accumulate and interact to form risk. • Predict the worst and get the best results • Separate hazards before potentially dangerous situation develops 	<p><u>Student Workbook Wording</u></p> <p><u>Evaluate:</u> To evaluate means to anticipate problems. It means to constantly try to figure out how factors can accumulate and interact to form a hazard or conflict. It means to predict the worst and get the best results. It means to separate hazards before they develop into a potentially dangerous situation.</p>	<p><u>Location – Page 29</u></p> 
--	---	---

BRC CLASS ROOM INSTRUCTOR AIDE

83. What are the 3 action steps of Execute?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 30</u>
<ul style="list-style-type: none"> • Adjust speed • Adjust position • Communicate 	<p>Three action steps make up the execute phase. They are: Adjust Speed, adjust position, and communicate your intentions</p>	

84. What 3 things in the oval of safety affect your margin of safety? – Page 29

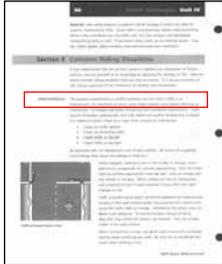
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 29</u>
<ul style="list-style-type: none"> • Rider capabilities and limitations • Motorcycle capabilities and limitations • Road & traffic conditions. 	<p>Three factors affect your safety margin: 1) The capabilities and limitations of your motorcycle, 2) your capabilities and limitations, and 3) roadway/traffic conditions.</p>	

Okay. Let's watch a video to review this SEE strategy

RUN Video Training Aid # 6 – SEE

Questions? If not lets continue with our analysis of the SEE process.....

85. Where is the greatest potential for conflict?

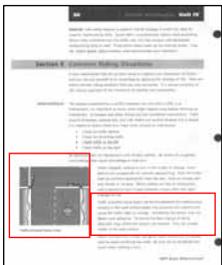
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 30</u>
<ul style="list-style-type: none"> • Intersections 	<p>Intersections The greatest potential for conflict between you and other traffic is at intersections.</p>	

BRC CLASS ROOM INSTRUCTOR AIDE

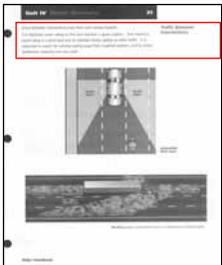
86. What 4 steps should you follow when around an intersection?

<p><u>Study Question Answer</u></p> <p>Check for:</p> <ul style="list-style-type: none"> • Traffic behind • Oncoming traffic • Traffic to the left • Traffic to the right 	<p><u>Student Workbook Wording</u></p> <p>It is helpful to follow these four steps when around an intersection:</p> <ul style="list-style-type: none"> • Check for traffic behind • Check for oncoming traffic • Check for traffic to the left • Check for traffic to the right 	<p><u>Location – Page 30</u></p> 
--	--	---

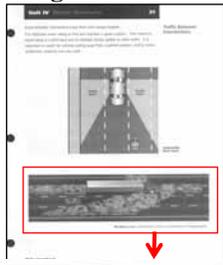
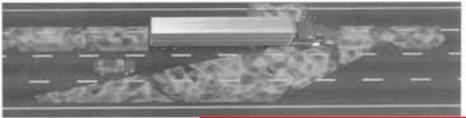
87. What is significant about a traffic-actuated signal?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Needs to detect the presence of traffic to change (the sensor may not detect your presence) 	<p><u>Student Workbook Wording</u></p> <p>Traffic-actuated signal lights can be troublesome for motorcyclists. Sensors in the road surface detect the presence of a vehicle and cause the traffic light to change. Sometimes the sensor may not detect your presence. To ensure the best chance of being detected, stop where the sensors are located. They are usually visible in the road surface.</p>	<p><u>Location – Page 30</u></p> 
--	---	---

88. What are some hazards between intersections?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Traffic in blind spots • Parked vehicles pulling away • Pedestrians stepping into your path 	<p><u>Student Workbook Wording</u></p> <p>Areas between intersections have their own unique hazards. It is important when riding to find and maintain a space cushion. That means to avoid riding in a blind spot and to maintain similar speeds as other traffic. It is important to watch for vehicles pulling away from a parked position, and to notice pedestrians stepping into your path.</p>	<p><u>Location – Page 31</u></p> 
--	---	---

89. What is the No-Zone?

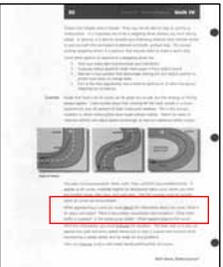
<p><u>Study Question Answer</u></p> <p>Blind spot areas around trucks and cars</p>	<p><u>Student Workbook Wording</u></p> <p><u>Page - 31</u> Pictures in Student Workbook No-Zone graphic compliments of the U.S. Department of Transportation (Smoky areas are “No-Zone”)</p> <p><u>Page - 49</u> Glossary: No-Zone – the area around a truck or other vehicle that is a blind spot for the drivers.</p>	<p><u>Location</u></p> <p><u>Page 31</u></p>  <p><u>Page 49 (Glossary)</u></p>   <p style="font-size: small; text-align: center;">No-Zone graphic compliments of the U.S. Department of Transportation</p>
---	--	--

BRC CLASS ROOM INSTRUCTOR AIDE

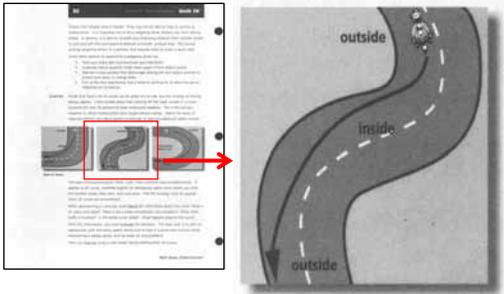
90. How should you respond to a tailgating driver?

<u>Study Question</u>	<u>Student Workbook Wording</u>	<u>Location – Page 32</u>
<p><u>Answer</u></p> <ul style="list-style-type: none"> • Allow more distance ahead • Avoid getting distracted • Flash your brake light • Allow more room to stop (To make a gradual stop) • Encourage passing • Turn off into a side area 	<p>In general, it is best to increase your following distance from vehicles ahead to give yourself time and space to execute a smooth, gradual stop. This avoids putting tailgating drivers in a position that requires them to make a quick stop.</p> <p>Some other options to respond to a tailgating driver are:</p> <ul style="list-style-type: none"> • Flash your brake light (communicate your intentions) • Gradually reduce speed to create more space in front. (adjust speed) • Maintain a lane position that discourages sharing the lane (adjust position to protect your lane), or change lanes • Turn at the next opportunity, into a street or parking lot, to allow the person tailgating you to pass by. 	

91. What are some factors to search for when approaching a curve?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 32</u>
<ul style="list-style-type: none"> • Radius & slope • Surface composition & condition • Other traffic 	<p>When approaching a curve you must search for information about the curve: What is its radius and slope? What is the surface composition and condition? What other traffic is involved? Is the entire curve visible? What happens beyond the curve?</p>	

92. How can an outside-inside-outside path of travel help you in curves?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 32</u>
<ul style="list-style-type: none"> • Allows greatest visibility through turn. • Allows greatest radius of turn (makes turn easier) • Uses less tire traction – more traction in reserve. • Uses less lean angle – more lean angle in reserve. • Be careful not to get too close to the center line & oncoming traffic. 	<p>Obvious in center picture:</p> <ul style="list-style-type: none"> • Allows greatest visibility to see and be seen • Allows a wider turn – greatest radius 	

BRC CLASS ROOM INSTRUCTOR AIDE

93. Name a couple tips for parking your motorcycle.

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 33</u>
<ul style="list-style-type: none"> • Position the motorcycle at an angle • Turn the handlebars to the left if using a side stand • Lock the forks for security • Ensure side stand / center stand won't sink into surface • Park in first gear for stability 	<p>Here are some tips for parking safely:</p> <ul style="list-style-type: none"> • If parking in a parallel parking space next to a curb, position the motorcycle at an angle with the rear wheel to the curb. (Note: Some cities have ordinances that require motorcycles to park parallel to the curb) • If using the side stand, turn the handlebars to the left for added stability; lock the forks for security. • The “feet” on side and center stands can sink into soft surfaces (including hot asphalt) causing the motorcycle to fall. To prevent this, carry a flattened aluminum can or similar rigid object to put under the stand. • Park the motorcycle in first gear for extra stability, particularly in on an incline 	

94. Why rise off the seat when crossing an obstacle?

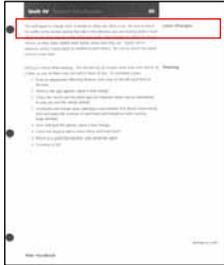
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 34</u>
<ul style="list-style-type: none"> • Use Knees for shock absorbers • Easier for motorcycle to “rock” under you. • Keeps back of motorcycle from pitching you forward. 	<p>If an obstacle cannot be avoided, rise off the seat and use the legs as shock absorbers.</p>	

95. How is the throttle used when crossing an obstacle?

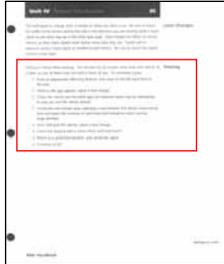
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 34</u>
<ul style="list-style-type: none"> • Roll on just before front wheel makes contact • Upon contact, immediately roll off the throttle 	<p><i>Sixth and Seventh Bullets:</i></p> <ul style="list-style-type: none"> • Shift weight to the rear (Don't pull back on the handlebars) and slightly roll on the throttle just before the front wheel makes contact (this lightens the weight on the front wheel, making it easier to climb over the obstacle). • Upon contact with the object, roll off the throttle immediately so that the rear wheel is not under power when it rolls over the object. 	

BRC CLASS ROOM INSTRUCTOR AIDE

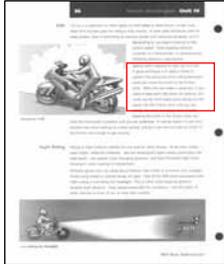
96. Why make a head check before changing lanes?

<p><u>Study Question Answer</u></p> <p>Something might be in the blind spot</p>	<p><u>Student Workbook Wording</u></p> <p>Be sure to check for traffic in the mirrors and the side in the direction you are moving (with a head check to see what may be in the blind spots area.)</p>	<p><u>Location – Page 35</u></p> 
--	---	---

97. Is there a unique procedure when passing another vehicle on your motorcycle?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • No – other than operational aspects. • Although most people in cars don't do it • Make "Head Check" • See what may be in the blind spot area 	<p><u>Student Workbook Wording</u></p> <p>The technique to change lanes is similar to when you drive a car. Be sure to check for traffic in the mirrors and the side in the direction you are moving (with a head check to see what may be in the blind spots area.)</p> <p><i>The actual steps for changing lanes is shown on page 35 - bullets 1 thru 8</i></p>	<p><u>Location – Page 35</u></p> 
--	--	---

98. What makes starting out on a hill (upgrade) more difficult?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Gravity – trying to pull you backwards down the hill. • Must use friction zone / brakes differently to prevent the motorcycle from rolling backwards 	<p><u>Student Workbook Wording</u></p> <p>Special skill is required to start out on a hill. A good technique is to apply a brake to prevent the motorcycle from rolling backward while you move the clutch to the friction zone. Often the rear brake is used; but, if you need to keep both feet down for balance, you could use the front brake while easing out the clutch into the friction zone until you can release the brake and apply some throttle.</p>	<p><u>Location – Page 36</u></p> 
--	--	---

99. What is "overriding the headlight" and what is the solution?

<p><u>Study Question Answer</u></p> <p>When total stopping distance exceeds sight distance: slow down.</p>	<p><u>Student Workbook Wording</u></p> <p>One of the difficulties associated with night riding is overriding the headlight. This is when total stopping distance exceeds sight distance.</p>	<p><u>Location – Page 36</u></p> 
---	---	---

BRC CLASS ROOM INSTRUCTOR AIDE

Any questions on that material? Let's review that with another video.

RUN Video Training Aid # 7 - Common Situations

Were there any surprises in that video?

Okay. Now we're going to practice our SEE strategy. We'll start by watching a short video segment, and you want to Search and Evaluate during the segment, then we'll discuss what you found during your search phase how you evaluated the situation and lastly what you would do in the Execute phase to make the situation less risky. This will almost be in real-time --- Ready?

RUN Video Training Aid #8 - Interactive Scenarios

(Be ready on the pause button)

Video Number One: Multi-lane, M/C in right lane, 2 vehicles ahead - one merging.

- During the "Search" phase of SEE what did you observe?
- How did you "Evaluate" the situation – what were the potential risks?
- What plan would you "Execute" to minimize your risk? What would you do and how?
- Did anyone else see it differently, evaluate it differently or execute differently?



Good - Let's try another situation...

Video Number Two: Motorcycle merging onto a busy freeway

- During the "Search" phase of SEE what did you observe?
- How did you "Evaluate" the situation – what were the potential risks?
- What plan would you "Execute" to minimize your risk? What would you do and how?
- Did anyone else see it differently, evaluate it differently or execute differently?



Video Number Three: Blind curve to the right.

- During the "Search" phase of SEE what did you observe?
- How did you "Evaluate" the situation – what were the potential risks?
- What plan would you "Execute" to minimize your risk? What would you do and how?
- Did anyone else see it differently, evaluate it differently or execute differently?



BRC CLASS ROOM INSTRUCTOR AIDE

Notice there is no right of wrong answers – the important thing is that you are observant, identify potential problems and have a plan to deal with them ahead of time so that the execution of your plan is timely and under control.

Ok, lets try a few more.....

Video Number Four: M/C approaching intersection – car on right might pull out.

- During the “Search” phase of SEE what did you observe?
- How did you “Evaluate” the situation – what were the potential risks?
- What plan would you “Execute” to minimize your risk?
What would you do and how?
- Did anyone else see it differently, evaluate it differently or execute differently?



Video Number Five: M/C in left lane Passing - 2 cars in right lane.

- During the “Search” phase of SEE what did you observe?
- How did you “Evaluate” the situation – what were the potential risks?
- What plan would you “Execute” to minimize your risk?
What would you do and how?
- Did anyone else see it differently, evaluate it differently or execute differently?



Ok, last one.....

Video Number Six: M/C in left lane, trailing car in right lane, approaching intersection.

- During the “Search” phase of SEE what did you observe?
- How did you “Evaluate” the situation – what were the potential risks?
- What plan would you “Execute” to minimize your risk?
What would you do and how?
- Did anyone else see it differently, evaluate it differently or execute differently?



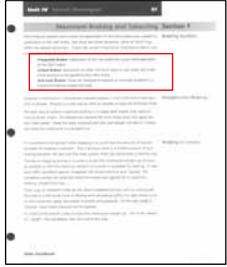
All right! That's basically how the SEE strategy works - we Search, Evaluate, and Execute and sometimes they all overlap, but we keep working through the process and keep applying the strategy. Great! Any questions on that process?

BRC CLASS ROOM INSTRUCTOR AIDE

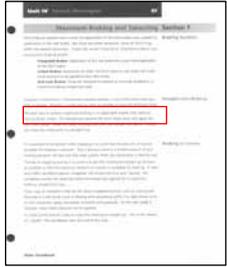
Ok, let's take a look at the next set of questions on Maximum Braking & Swerving and Surfaces & Cargo. On pages 37 – 43. *Divide questions 100 - 119 up into the number of groups present – stay at your present tables.*

	Group One	Group Two	Group Three	Group Four	Group Five	Group Six
Two Groups	100-109	110-119				
Three Groups	100-105	106-112	113-119			
Four Groups	100-104	105-109	110-114	115-119		
Five Groups	100-103	104-107	108-111	112-115	116-119	
Six Groups	100-103	104-106	107-110	111-113	114-116	117-119

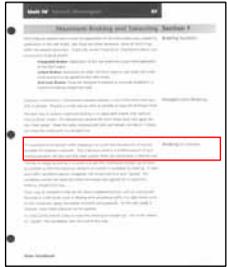
100. Name and explain the 3 variations to standard braking systems.

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 37</u>
<ul style="list-style-type: none"> • Integrated • Linked • Anti-Lock • Definitions also found in glossary 	<p>Integrated Brakes: Application of the rear brake will cause some application of the front brake.</p> <p>Linked Brakes: Application of either the front brake or rear brake will cause some pressure to be applied to the other brake.</p> <p>Anti-Lock Brakes: These are designed to prevent or minimize skidding in a maximum-braking straight line stop</p>	

101. What is the best way to achieve maximum braking?

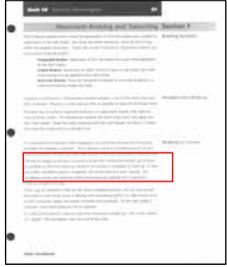
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 37</u>
Apply both brakes fully without locking either wheel	The best way to achieve maximum braking is to apply both brakes fully without locking either wheel.	

102. What complicates braking in a curve?

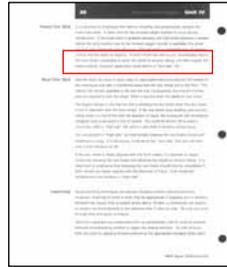
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 37</u>
Amount of traction available for braking is reduced - being used for cornering too.	It is important to remember when stopping in a curve that the amount of traction available for braking is reduced. This is because a portion of the total available traction is being used for turning leaving less traction for braking.	

BRC CLASS ROOM INSTRUCTOR AIDE

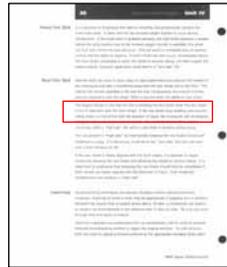
103. What is a key to stopping quickly in a curve?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 37</u>
<p>Straighten the motorcycle first – “square” the handlebars</p>	<p>The Key to stopping quickly in a curve is to get the motorcycle straight up as soon as possible so that the maximum amount to traction is available for braking. If road and traffic conditions permit, straighten the motorcycle first and “square” the handlebar (center the steering) before the brakes are applied for a maximum-braking, straight-line stop.</p>	

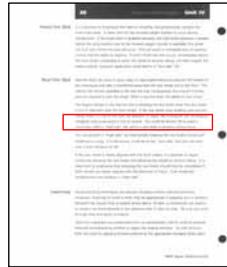
104. What should you do if the front tire skids because of too much braking pressure?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 38</u>
<p>Immediately release, then re-apply with less initial pressure.</p>	<p>If such a front-tire skid occurs, immediately release the front brake completely to allow the wheel to resume rolling, and then reapply the brake properly. Improper application could lead to a “low side” fall.</p>	

105. What is the danger of a rear-tire skid?

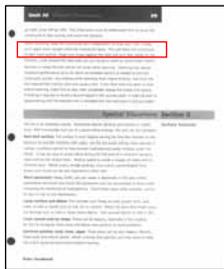
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 38</u>
<p>Releasing the rear brake when the rear wheel is out of alignment with the front wheel possibly causing a “high-side” fall and loss of steering ability.</p>	<p>The biggest danger in any rear-tire skid is releasing the rear brake when the rear wheel is out of alignment with the front wheel. If the rear wheel stops skidding and resumes rolling when it is out of line with the direction of travel, the motorcycle will immediately straighten and could result in loss of control.</p>	

106. What is a "high-side"?

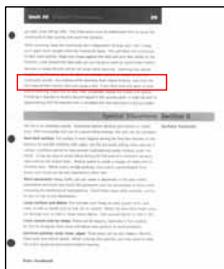
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 38</u>
<p>Being thrown from the motorcycle</p>	<p>You could be thrown off in what is commonly called a “high-side” fall, and it is very likely to produce serious injury.</p>	

BRC CLASS ROOM INSTRUCTOR AIDE

107. In a swerve, how should you lean?

<p><u>Study Question Answer</u></p> <p>Body leans is independent of motorcycle lean; upper body remains upright.</p>	<p><u>Student Workbook Wording</u></p> <p>When swerving, keep the motorcycle lean independent of body lean; that is keep your upper torso upright while the motorcycle leans.</p>	<p><u>Location – Page 39</u></p> 
---	--	---

108. What action should be avoided when swerving?

<p><u>Study Question Answer</u></p> <p>Braking</p>	<p><u>Student Workbook Wording</u></p> <p>Any braking while swerving, even engine braking, may force the tires beyond their traction limit and cause a skid.</p>	<p><u>Location – Page 39</u></p> 
---	---	---

Any Questions?

Let's review this Segment with a video

RUN Video Training Aid # 9 - Maximum Braking & Swerving

Any questions on the video?

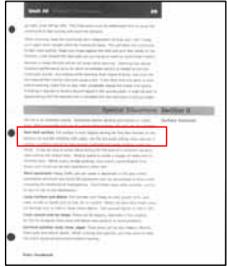
Let's continue if there are no questions.

109. Why is a surface most slippery as it begins to rain?

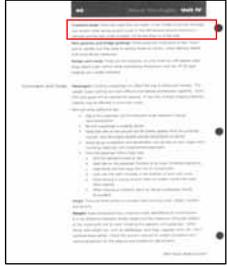
<p><u>Overview</u></p> <p>Water mixes with dirt and oil on the road.</p>	<p><u>Student Workbook Wording</u></p> <p>Rain-slick surface: The surface is most slippery during the first few minutes of rain because oil and dirt combine with water; use the tire tracks left by other vehicles if surface conditions permit to help prevent hydroplaning (water buildup under the tread)</p>	<p><u>Location – Page 39</u></p> 
---	---	---

BRC CLASS ROOM INSTRUCTOR AIDE

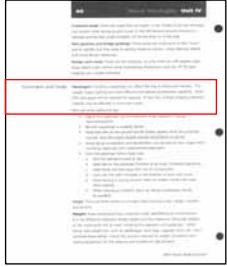
110. What is hydroplaning?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 39</u>
Water buildup under the tire resulting in loss of traction	The surface is most slippery during the first few minutes of rain because oil and dirt combine with water; use the tire tracks left by other vehicles if surface conditions permit to help prevent hydroplaning (<u>water buildup under the tread</u>)	

111. How can a crowned road affect riding?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 40</u>
Rounding a curve to the left has less ground clearance.	Crowned roads: These are roads that are higher in the middle to provide drainage. Use caution when going around curves to the left because ground clearance is reduced and the lean angle available will be less than on a flat road.	

112. How does carrying a passenger affect operating a motorcycle?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 40</u>
<ul style="list-style-type: none"> • Starting out is more complicated • Affects handling • Reduces acceleration capability • Requires more time & space for passing • May increase stopping distances • May affect stability in turns & curves 	Passengers: Carrying passengers can affect the way a motorcycle handles. The weight makes starting out more difficult and reduces acceleration capability. More time and space will be required for passing. It may also increase stopping distance. Stability may be affected in turns and curves.	

BRC CLASS ROOM INSTRUCTOR AIDE

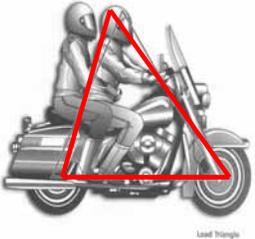
113. What are a few tips for carrying passengers?

<p><u>Study Question Answer</u></p> <p><i>See at right</i></p>	<p><u>Student Workbook Wording</u></p> <p>Here are some additional tips:</p> <ul style="list-style-type: none"> • Adjust the suspension and tire pressures as per the operator’s manual recommendations • Be sure a passenger is properly attired • Keep both feet on the ground and the brakes applied while the passenger mounts. Have the engine started and the transmission in neutral. • Avoid abrupt acceleration and deceleration, and go easy on lean angles when cornering, especially with inexperienced passengers. • Have the passenger follow these rules: <ul style="list-style-type: none"> ○ Hold the operator’s waist or hips ○ Keep feet on passenger footrests at all times, including stop points. ○ Keep hands and feet away from hot or moving parts ○ Look over rider's shoulder in direction of turns and curves ○ Avoid leaning or turning around; make no sudden moves that might affect stability. ○ When crossing an obstacle, stand up (abrupt acceleration should be avoided) 	<p><u>Location – Page 40</u></p> 
---	---	---

114. What 3 points should be considered when carrying loads?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> •Weight •Location •Security <p>Note: Also size (Surf Board?)</p>	<p><u>Student Workbook Wording</u></p> <p>Cargo:</p> <p>There are three points to consider when carrying loads: weight, location and security</p>	<p><u>Location – Page 40</u></p> 
--	---	---

115. What is the "load triangle"?

<p><u>Study Question Answer</u></p> <p>Space formed within the top of your head and the two axles.</p>	<p><u>Student Workbook Wording</u></p> <p>Place heavier items in the “load triangle”, the space formed within the top of your head and the two axles.</p>	<p><u>Location – Page 41</u></p> <div style="display: flex; align-items: center;">   </div>
---	--	---

BRC CLASS ROOM INSTRUCTOR AIDE

116. How should you respond to a dog that approaches from the side?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Slow & downshift • Accelerate past the point of interception - screws up dog's timing • Don't kick – not how to keep control 	<p><u>Student Workbook Wording</u></p> <p>Animals: Dogs sometimes chase motorcycles. The danger is not so much from getting bitten but from the animal getting under the wheels. Once an approaching dog is spotted, a good rider will slow, including a downshift, then accelerate past the point of interception. Don't kick at the dog because it will make controlling the motorcycle difficult.</p>	<p><u>Location – Page 42</u></p> 
---	--	---

117. What is the primary cause of tire failure?

<p><u>Study Question Answer</u></p> <p>Riding with tires under-inflated.</p>	<p><u>Student Workbook Wording</u></p> <p>Tire Failure: With modern tubeless tires, actual blowouts are rare, but they can occur. The most common cause of tire failure is riding with the tire pressure too low. Check tires frequently and keep them inflated to the manufacture's specification.</p>	<p><u>Location – Page 42</u></p> 
---	---	---

118. What is made more difficult by a broken clutch cable?

<p><u>Study Question Answer</u></p> <p>Shifting gears</p>	<p><u>Student Workbook Wording</u></p> <p>Broken Clutch Cable: Some motorcycles have a cable-operated clutch. Should that cable break, the clutch will remain fully engaged. This will be inconvenient, but is not a cause for panic. If the cable breaks while stopped, keep the brakes held firmly to stall the engine. If it happens while riding, it will be more difficult to shift gears, but the motorcycle can still be ridden to a place where assistance is available.</p>	<p><u>Location – Page 43</u></p> 
--	--	---

119. What is the solution for a wobble or weave?

<p><u>Study Question Answer</u></p> <ul style="list-style-type: none"> • Firm hold on grips • Smoothly ease off throttle to slow - do not apply the brakes • Do not accelerate to try to stop the wobble/weave • Shift body weight down & forward over tank • Fix the problem causing the wobble/weave. 	<p><u>Student Workbook Wording</u></p> <p>Wobble/Weave: A weave is a relatively slow oscillation of the rear of the motorcycle, while a wobble is a rapid, possibly strong shaking of the handlebar. These are related but Your solution to both is the same. Keep a firm hold of the handlebars without locking arms or fighting the steering. Smoothly ease off the throttle to slow gradually. Do not apply the brakes, and so not accelerate to try to stop the wobble or weave. In some cases, it helps to shift your body weight forward by leaning over the tank.</p>	<p><u>Location – Page 43</u></p> 
---	--	---

BRC CLASS ROOM INSTRUCTOR AIDE

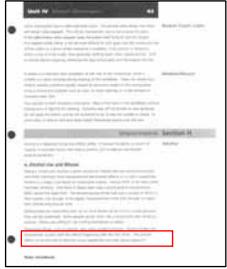
And we'll review with a video

RUN Video Training Aid #10 - Surfaces and Cargo (4:01 Min.)

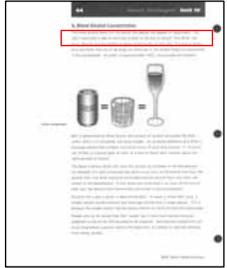
Any questions?

We're almost there - everybody gets to answer Q 120-126, pp 43-46. Take a couple minutes to find those answers.

120. What are the 2 primary effects of alcohol?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 43</u>
<ul style="list-style-type: none"> • Diminish visual capabilities • Loss of good judgment 	<p>The primary effects of alcohol are to diminish visual capabilities and alter good judgment.</p>	

121. How fast is alcohol eliminated from the bloodstream?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 44</u>
<ul style="list-style-type: none"> • Male - 1 "drink"/ hour • Female - 3 / 4 drink / hour. 	<p>Blood Alcohol Concentration: The more alcohol there is in the blood, the greater the degree of impairment. The adult male body is able to eliminate alcohol at the rate of almost “one drink” per hour. Women process alcohol at about three fourths of that rate.</p>	

122. How much beverage alcohol equals one drink?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 44</u>
<p>All contain the same amount of alcohol:</p> <ul style="list-style-type: none"> • 12 oz beer • 5 oz wine • 1.5 ounce of liquor 	<p>A 12 ounce can of beer, a 5-ounce glass of wine, or a shot of liquor each contains about the same amount of alcohol</p> <div style="text-align: center;">  <p style="font-size: small;">Drink Comparison</p> </div>	

BRC CLASS ROOM INSTRUCTOR AIDE

123. What are some other drugs that affect SEE?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 45</u>
<ul style="list-style-type: none"> • Marijuana • Tranquilizer • Barbiturates • Antihistamines • Amphetamines 	<p>Other Drugs: Alcohol is not the only drug that affects the ability to ride safely. Many over-the-counter and prescription drugs, as well as illegal drugs, have effects that increase risk.</p>	

124. What is the best way to approach intervention?

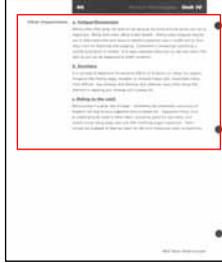
<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 45</u>
<ul style="list-style-type: none"> • Enlist the help of others • Arrange a ride • Slow the pace of drinking • Delay departure • Keep bike parked <ul style="list-style-type: none"> • Hide the keys • Disable the bike • Call the Police • Anything – but don't let them drive impaired. 	<p>Here are some intervention tips:</p> <ul style="list-style-type: none"> • Enlist others: The more people supporting the intervention, the better the chance for success. • Arrange a ride: Provide an alternative way home. • Slow the pace of drinking: Direct attention to other activities. • Delay departure: Find reasons to delay the rider from getting on the motorcycle. Provide non-alcohol drinks and food to help time to pass. • Keep the bike parked: If the rider can't be stopped, consider hiding the keys. 	

125. What are some ways to intervene when someone has had too much to drink?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 45</u>
<ul style="list-style-type: none"> • Enlist others • Arrange a ride • Slow the pace of drinking • Delay departure • Keep bike parked <ul style="list-style-type: none"> • Hide the keys • Disable the bike • Call the Police • Anything – but don't let them drive impaired. 	<p>Here are some intervention tips:</p> <ul style="list-style-type: none"> • Enlist others: The more people supporting the intervention, the better the chance for success. • Arrange a ride: Provide an alternative way home. • Slow the pace of drinking: Direct attention to other activities. • Delay departure: Find reasons to delay the rider from getting on the motorcycle. Provide non-alcohol drinks and food to help time to pass. • Keep the bike parked: If the rider can't be stopped, consider hiding the keys. 	

BRC CLASS ROOM INSTRUCTOR AIDE

126. What besides alcohol and other drugs can produce impairment?

<u>Study Question Answer</u>	<u>Student Workbook Wording</u>	<u>Location – Page 46</u>
<ul style="list-style-type: none"> • Fatigue / drowsiness • Emotions • Riding to the limit 	<p>Other Impairments:</p> <ul style="list-style-type: none"> a. Fatigue/Drowsiness b. Emotions c. Riding to the Limit 	

Any questions on that?

One more video to review...

RUN Video Training Aid # II - Riding Straight

All right. Are there any questions on anything we've covered tonight?

Classroom Wrap-up - 10 minutes (9:50 PM to 10:00 PM)

Are we ready to go out and learn how to ride this weekend?

Yeah? Well, not quite... Turn to page 24 in your handbooks, who can tell me why we have range safety rules?

Let's read through those:

1. Do not practice without Instructor permission.
2. Always wear proper protective gear when seated on the motorcycle.
3. Know the location of the engine cut-off switch and how to use it.
4. Keep the clutch "covered" during early skill development (*generally the first riding day*) this enables a quick squeeze of the clutch to remove engine power to the rear wheel.
5. Keep a wrist-down position on the throttle.
6. Always keep a margin of safety, and check to the rear, sides, and in front before moving out.
7. Do not pass other riders unless directed to do so.
8. If you have a problem, move out of the path of travel. An Instructor will assist you.
9. Stop smoothly in position if you see or hear a group stop signal.

The group stop-signal is a whistle -- there is something that we need to take care of -like a dog or city deer crossing the range...

10. If you do not understand an exercise or become too uncomfortable to ride safely, notify an Instructor.

Why will we use hand signals on the range? Because it often difficult to hear the Instructor. (The signals will be explained as they are needed)

What is required to ride? *Refer to flip chart or white board.* Does everyone understand and have the necessary protective gear?

BRC CLASS ROOM INSTRUCTOR AIDE

Hand out Knowledge Tests and remind the students to turn them in first thing Saturday morning. Have students bring their workbooks in case they need to refer to them to correct any incorrect answers on their knowledge tests..

Collect Hi-Liters and pens / pencils.

Where do we meet on Saturday? At what time?

Any medical conditions we need to know about, please tell us. If embarrassed – see me after class.

Walk-ins - need payment (Check to assure they completed and signed a waiver)

Thank you for coming and have a good night.