Conducting the MORE BRS Range

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This material is intended to provide information to assist MORE instructors help students be successful in MORE range exercises. There are many ways to provide information or instruction to help students as they learn, practice, and improve the motor skills needed to ride a motorcycle.

In addition to the general ideas in motor / motor skills learning already in the rationales of the MORE BRS exercises, other general ideas are also incorporated.

What inhibits or makes learning more difficult:

- too much information beforehand
- distractions like being talked to while trying to practice (or worse, being yelled at)

What can be useful or helpful in learning:

- internal feedback (knowledge of results)
- consolidation (pausing between practice attempts)
- periodic external feedback (schooling / tips)

While there is the adage that "Practice makes perfect," there is also the caveat that "*Perfect* practice makes perfect." Put another way, practicing incorrect movements does not allow the correct skill to be practiced and learned. Instructors must be sure students have the correct information, understand what is supposed to happen, and practice appropriately in each exercise (and during static practices).

Working with students on the range

A general sequence for working with students on the range is the 4 S's of:

See – Study – School – Strengthen

1. **See** – watch what the students are doing
2. **Study** – evaluate the students' actions; determine what is going wrong, incorrect, missing, or can be improved; and prioritize the issues
3. **School** – provide information (or ask appropriate questions) to guide the students to better (or proper) task performance
4. **Strengthen** – provide positive acknowledgement of improvements and success

Instructors must know what the students should be learning and practicing in each exercise (or each part of each exercise) in order to be able to See and Study each student's performance and provide coaching or tips to School the student to improve or Strengthen a student's performance.

In addition to knowing what skills each exercise requires, instructors must be able to determine what skills or components of a skill each student needs or needs to improve and provide appropriate advice (schooling) to assist the student in learning or gaining that needed skill or component. As required, each student must be provided specific instruction based on his or her particular needs.

Instructors must also understand *when* to provide schooling and when to allow the student to practice and self-correct on his or her own. Students typically need a lap (run) or two in order to figure out what they are supposed to be doing and to correct the errors they recognize on their own. Students tend to learn better if they are allowed to make initial attempts *and* are allowed to self-correct instead of immediately being told what to do.

Support (e.g., "pretty good; do it again") may be given as needed to students as they go through this initial period of trial and error, but Schooling (specific instruction) should be limited for the first few laps (runs). (Safety issues must still be addressed.) Students will typically improve with each attempt, and instructors should allow that natural progression. When a student reaches a plateau or is no longer self-correcting, the instructor must be able to provide appropriate schooling to help the student continue to learn and improve. At that point, a generic, "good; do it again" instruction or comment is relatively useless; students who have reached a plateau will benefit more from being given a specific element(s) to focus on during the next practice run.

For example, a good launch and brisk acceleration is critical for student success in the MORE BRS. Some specific phrases that might help your students include:

Ease out more.
Ease out faster.
Start out faster.
Add more throttle.
Roll on more as you start.

<u>How</u> schooling (coaching / instruction / advice) is given should also vary with the preferred learning style of the student; instructors should match their schooling to the student's learning style as much as possible to keep the students engaged in their learning and not just following the instructor's "orders." (Obedience does not mean understanding.)

Some examples:

For perfects / intellectual learners and peacefuls / (typically) visual learners, some useful questions (for those problem-solvers) may include:

What will help you be more stable?
What can you do to wobble less?
What would help your balance?

For populars / auditory learners, consider prefacing your coaching tip with:

You'll have more fun if you…

For powerfuls / kinesthetic (hands-on) learners (who likely just want to run again), consider trying

How about _____ next time, okay?

There are usually many techniques riders use to perform different tasks, and instructors must be certain to allow the students to discover what works best for them (the student) and not try to force students to use the technique/s employed by the instructor. For example, setting up toward the outside of a sharp corner to turn from a stop is not a requirement to successfully negotiating a sharp corner. Allow students to experiment and learn what is best for them instead of requiring adherence to the instructor's preference. (Of course, safety issues must be corrected, such as covering the front brake in tight maneuvers.)

If a student is having difficulty with a turn, it's possible that setting up more to the outside *could* help, but what other underlying causes should be addressed that may help a student in more corners or situations? Are they not sure what is supposed to happen? Are they uncertain of an appropriate path of travel? Are they rolling on too quickly? Rolling on too soon? Not slow enough before the corner? Not pressing hard enough on the grip? Pressing too hard on the grip? Not adjusting pressure on the grip? Are they using an inappropriate technique (e.g., leaning in instead of out during a slow, tight turn or leaning out for a higher speed turn)?

Range Management – Using SIPDE on the Range

SIPDE is not only a street strategy, but it can also be used to monitor activities on the range.

- *Search* for what is going on – can you see all the students, the range, and the other instructor?
- *Identify* potential hazards – is a student not showing control of the motorcycle, out of the path of travel, moving much slower or faster than others, too close to others, not meeting objectives? Are their sleeves pushed up, helmet not fastened, not wearing eye protection? Are you not able to see students as they approach or are waiting in line?
- *Predict* what will happen – will the student dump the clutch and crash into another rider or run off the range? Will they stall and drop the motorcycle? Will they not follow the path of travel and create a possible incident with another student?
- *Decide* what needs to happen to prevent an incident – do you need to change your position? Do you need to provide non-verbal coaching or instruction? Does the student need to be temporarily stopped for coaching, further instruction, or to fix an equipment (protective gear) error?
- *Execute* the decision and prevent the possible incident.

Range Management – See what's going on (visual range management & control)

Instructors must be able to see as much of the range as possible at all times. Student safety is of utmost importance, so instructors must be aware of what is going on all around them with all students and be aware of potential or arising issues.

Each instructor is responsible for at least half the range. It is usually easier to See and Study students as they approach in order to be able to provide effective Schooling and to Strengthen the students' skills. If on diagonally opposite corners of the range, for example, each instructor is responsible for Seeing students on the short side of the range farthest from their position as those students will be turning down the long side of the range toward the instructor.

As students pass and start going away from an instructor, they become the primary responsibility of the other instructor. That does not mean, however, that instructors can ignore students once they have passed by the instructor's position. Both instructors are *still* responsible for the range and class as a whole.

Even if a student has been pulled off and away from the path of travel for schooling or another reason (e.g., fixing protective gear), the instructor must still keep an eye on the rest of the students and not focus solely on that one student.

Instructors must be aware of potential issues, individual student progress, and of how the class is going as a whole.

See and Study sequence

Instructors must be able to See and Study what each student is doing. Use the following sequence each time for each student so you are aware of what the student is (not) doing:

Head – Arms – Hands – Knees – Feet

As you See and Study each student from top to bottom, look for errors that need to be corrected and opportunities for improvement. The order of priority is:

1. Safety
2. Exercise requirements (what "Instructors watch for")
3. Everything else

Ideally, the Head – Arms – Hands – Knees – Feet sequence will show:

Head

Visor down (eyes protected)
Looking well ahead (far down range or through corner)

Eyes level with horizon (during cornering)

Arms

Sleeves down
Relaxed
Elbows bent (at least slightly)
Shoulders relaxed (not hunched up around ears)

Hands

Full fingered gloves
All fingers around throttle (or brake)
Covering clutch
Wrists flat or down

Knees

Against tank

Feet

Over-the-ankle footwear
Close to but not applying brake or resting on gearshift lever

If there are differences between the "expected" view and what you actually see with the students, Schooling will likely be needed if the student does not self-correct.

Types of Schooling

Two primary methods of schooling students are Verbal and Non-Verbal. Verbal instruction may be given prior to an exercise; verbal guidance and correction is generally given during an exercise, but only when the student is stopped (not moving) near you. Verbal commands should not typically be given while students are riding (except maybe an emergency "Clutch" command).

Non-Verbal instruction / schooling may be given while a student is in motion and is also useful for range management. Non-Verbal signals should be "large" and easy to see across the range. For example, to call a student for a run from the other end of the range should be a large, sweeping arm movement as just wiggling one's fingers is extremely difficult to see.

Non-Verbal signals must be clear and easily distinguishable. As an example, non-verbal signals to spread out or bunch up must be easy to distinguish as riders approach – if not clear, they may do the opposite of what you actually intended.

Non-Verbal signals should be coordinated between instructors, and signals that will likely be used in an exercise should be shown and explained to students before they start riding the exercise.

Schooling, whether verbal or non-verbal, should be quick, concise, and limited to the one (or maybe two) issues of highest priority. An instructor should not go down the entire list of what

the student did correctly (or incorrectly) each time the student stops by an instructor. Students typically have an idea of what went well or not and should be given the opportunity to self-correct. When needed, the instructor should simply give a specific instruction or ask a specific question in order to help the student continue to improve.

Counseling students out

Counseling students out should be done for safety reasons and not to "get rid of" a student who isn't learning or mastering a skill as quickly as other students. Each student must be given a fair opportunity to learn as much as possible as long as they are not a danger to themselves or others.

Counseling a student out because he/she is a safety hazard (danger) to himself/herself or others should not come as a surprise to the student. Ideally, the student will self-select out as they become more uncomfortable or begin (or continue) having problems with motorcycle operation and control. Using a "three-strikes" process before counseling a student out helps give the student opportunities to correct and lets them know what is expected.

Observation of potential problem:

You're grabbing the front brake when you're stopping; that makes the front tire skid and can be really dangerous.

Work on applying the front brake more gently to start.

1 – Same problem persists:

The front tire is still skidding because you're grabbing the front brake.

I'd like to see you use less pressure on the front brake.

2 – Same problem *still* happening:

You need to use less pressure on the front brake so the front tire doesn't skid. I need to see you come to a safe stop without skidding the front tire.

3 – Student unable / unwilling to ride safely / creating a dangerous situation for self and/or others:

Must be removed from training.

Both instructors should agree

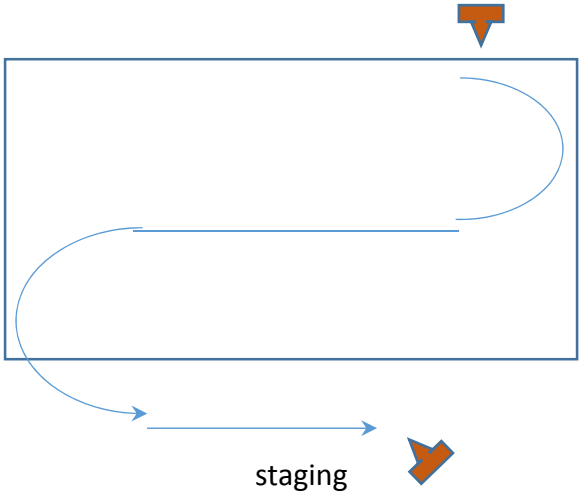
If student is concerned (angry, upset, other), have them contact the Motorcycle Ohio main office (1-800-83-RIDER).

In exercise 2, if students aren't quite getting the "good launch", "brisk acceleration", or "pre-shift speed" consistently, that does NOT mean they should be dismissed from the course. There are additional opportunities through the course for the student to improve in those areas, and as long as they are not a danger to themselves or others, they should be allowed to continue.

Constantly "dumping" the clutch or grabbing the front brake lever / skidding the front tire in x2 without any improvement or attempts to improve would be a concern. (Dumping the clutch should have been fixed at the end of exercise 1 during the rocking portion, or at the very beginning of x2 with the rocking while waiting to get into the path of travel.)

Range management – where are the students?

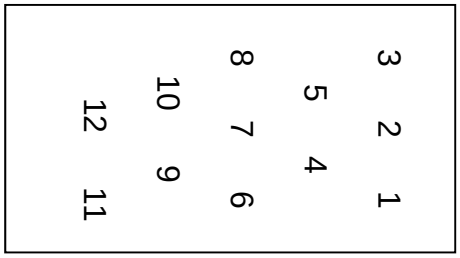
Students should be within an instructor's vision at all times while on the range. Instructors must make adjustments in their range positions as needed to be able to see the students. In general, all running motorcycles should be in front of the instructor. When reversing or staging students, instructors should be on the "outside" side of the students; that is, the students should always be between the instructor and the range.



Students and the Staging Area

Staging is done by rows, so no students are riding (passing) by other riders. When bringing students into the staging area, the first student should be staged on the outside T. Remaining students are staged from the outside in, from front to back of the staging area.

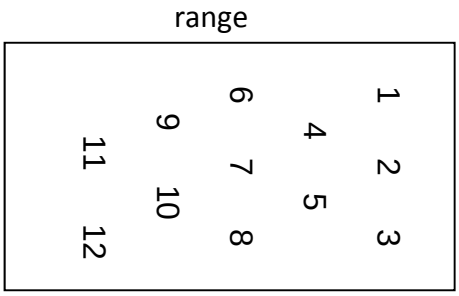
Bringing students **<u>into</u>** staging:



Instructors should direct each incoming rider to the appropriate "T" and have them turn off their motorcycle. For basic courses, the recommendation is to have students stay on the motorcycles until all motorcycles are off. Instructors should not walk past a student whose motorcycle is still running, but must still direct incoming riders. In later exercises, directing each student to a "T" may not be required, but an instructor must still oversee the staging area.

When sending students out of staging, the student in the front row closest to the range should be sent out first.

Sending riders **out** of staging:



If the first rider is not comfortable or does not understand the path-of-travel, then the 2nd or 3rd rider may be sent out first as necessary.

The importance of motorcycle fit and clutch lever positioning

Students should be riding a training motorcycle that fits them appropriately, and at the start of range work, instructors must assess the students' choice of motorcycle and make appropriate reassignments as needed. Both feet should be able to touch the ground as the student sits astride the motorcycle. Students should be able to comfortably hold the motorcycle up at a stop, and should be able to remain seated and have both hands on the appropriate handgrips when the handlebars are turned to full lock in either direction. Students must be able to easily reach and operate the controls.

The position of the clutch lever in relation to the student's arm / wrist / hand angle can make a huge difference in how well the student is able to control the clutch / friction zone. Clutch lever position tends to be more of a factor for those with smaller hands or weaker grip strength. At a minimum, the line from the student's elbow to the fingers covering the clutch should be straight – the student's hand should not angle down at the wrist in order to squeeze the clutch lever. For some students, having a slight upward angle at the wrist when the clutch is fully extended is better; when they squeeze the clutch lever, they are able to use the middle to base of the fingers instead of the (typically weaker) tips.