

## **Introduction**

The goal of this Motorcycle Ohio Rider Enhancement (MORE) Basic Riding Skills (BRS) companion guide is to help every Motorcycle Ohio (MO) instructor create a dynamic, energetic, and student centered classroom learning experience. This goal is accomplished when instructors use several different student centered learning activities. Some required learning activities used in the MORE BRS include:

- Q&A (Question and Answer)
- Individual and Small Group Activities
- Chunking (Chunk or Divide)

It is OK for instructors to use other student centered teaching methods. Remember, the key to effective student learning is using good student centered activities.

## **Q&A**

Q&A is an instructor-led activity where students share their knowledge with the class. Using Q&A is an art that takes practice to perfect. Some instructors confuse using questions in a lecture format as Q&A. Instructor lecture with questions is not Q&A and is a quick way to impede student centered learning. Instructors successfully using Q&A know how to ask open questions, with follow-up prompts, to allow students to share their knowledge about a topic and to discuss this topic with the class. Open questions are questions that have multiple correct responses that encourage student discussion. Here are some good examples of open questions:

- What does rider responsibility mean?
- Why is visibility important when riding?
- What are some ways to manage risk when riding?

Can you see how several different students could provide a response to correctly answer each of these questions? (Note: the previous question is not an open question, but a closed question, where just one answer is correct and student discussion is not encouraged.) Along with open questions are follow-up prompts. These follow-up prompts or statements are critical to information sharing and allow several students to respond to a single question. Follow-up prompts and statements help students dig deeper into their knowledge base. Some examples of follow-up prompts are:

- Tell me more.
- Why?
- What else?
- Who can add more?
- Do you have something different?

Good instructors learn how to be silent after asking an open question or using a follow-up prompt. This moment of silence may feel a little awkward, but by keeping quiet, responsibility for learning is transferred to the students.

## **Individual and Small Group Activities**

Individual and small group activities allow students to link their current knowledge base with new information, to ask questions in a safe setting, and to gain new information from other students. Student-to-student information sharing is an important part of learning and creating a classroom environment that encourages student-to-student information sharing allows students to reach their full learning potential.

## **Chunking**

Chunking is a way to share larger amounts of information in an efficient and effective manner. The class is split into smaller groups of four to six students per group. The instructor assigns each group a section of the student Rider's Guide. This assignment could be as small as a couple of paragraphs or as large as a couple of pages. The responsibility of each group is to read through the assigned information, discuss

what they read in their small group, decide what information is most important to the class, and record their findings. The recording can be completed on whiteboards, flipchart paper, notebook paper, or some other media. Then, each group takes a turn and reports back its findings to the class. The instructor's responsibility is to ensure all important information from each assignment is discussed. When a topic or point is missed, or not covered in sufficient detail, it is the instructor's responsibility to pose open questions to allow the students to discover and discuss the missing information.

## **Rider's Guide**

Knowing or being very familiar with the material in the Rider's Guide, and what information is in the different Units, will also help you effectively conduct the classroom experience.

As you facilitate the classroom activities and use the BRS PowerPoint presentations, you'll notice not every piece of information in the MORE Rider's Guide is discussed with the students during the classroom session. This includes some small parts of the first nine sections, as well as all of the Additional Knowledge Units. This is by design and is intended to enhance student learning. Some of the information in the Rider's Guide is learned more effectively during the range exercises, and some is covered during the Rider's Guide review activity homework.

Throughout the MORE Rider's Guide are Ride SMART - Ride MORE Safely recommendations. These recommendations are written to convey an important safe riding strategy or practice. The Ride SMART - Ride MORE Safely recommendation is a teaching method used to focus the students' attention on ways to be safer when riding. For each Ride SMART - Ride MORE Safely recommendation slide, the instructor should direct the students' attention to the Rider's Guide page containing the Ride SMART - Ride MORE Safely recommendation and ask for a volunteer to read the statements aloud. Instructors should encourage students to commit to each Ride SMART - Ride MORE Safely recommendation without force or coercion.

## **Using the MORE BRS PowerPoint Presentation**

The BRS PowerPoint presentation is set up so an instructor can generally read or use the information on each slide to facilitate the classroom. Statements to be read or general information to convey are in the presentation as sentences ending with a period. Questions the instructor should ask of the students and wait for the students' response(s) end with question marks in the presentation. For example, in the 3-group presentation, Slide 18 has: "Let's take a few minutes to discuss risk and motorcycling." That is a (transition) statement that can be read by the instructor. Slide 19 has: "Why does riding a motorcycle involve more risk and potential injury than driving other vehicles?" As it ends in a question mark, the instructor should ask that question of the students, wait for them to respond, and ask appropriate follow-up questions as needed to prompt for additional information on the topic before going to the next slide.

The presentation is available for classroom sessions with 3 or 4 groups of students. Be sure to use the PowerPoint for the appropriate number of groups. Breaks (at least 10 minutes) should be taken about every hour or more often if needed.

Information on pages 3-7 is applicable to the 4-group PowerPoint presentation. Information for the 3-group presentation starts on page 8.

## 4-Group PPT Presentation

### Welcome – Slides 1 to 7

- Slide 1 – for instructor information only.
- Slide 2 – should be showing as the students arrive. As students check-in, tell each student their first assignment is on the screen. Instructors may choose to use a different student centered introduction activity.
- Slide 3 – Have students introduce each other to the rest of the class. For the instructor introduction, the ONLY information needed is the instructors' names (and possibly contact information if you choose to provide that). *(No other information should be provided about the instructors – students do NOT need to know how long you've been riding, how many motorcycles you've owned, how many miles you ride each year or anything else about you.)*
- Slides 4, 5, and 6 – MUST be read aloud (verbatim) by the Instructor. Offer students a blank waiver form to read during a break or to take with them. The waiver form is also on the MO webpage.
- Slide 7 – Introduces Student-Centered Learning to the class. Suggestion is to ask volunteering students to read each point. Emphasize student participation is an important part of good student learning.

### Unit #1 – Slides 8 to 15

- Transition into Unit #1 (Let's Get Started)
- Slide 9 – Make the chunking assignments.
  - NOTES:
    - Students must record the information they determined was important on the whiteboard, flipchart paper, or some other media.
    - It is not OK for students to read information from the Rider's Guide when reporting their findings back to the class.
    - It is the instructor's responsibility to use open questions to ensure all important information is discussed by the class.
- Slide 14 – Tell the students the purpose of the Ride SMART - Ride MORE Safely recommendations
- Slide 15 – Identify the Ride SMART - Ride MORE Safely recommendation and ask a volunteer to read the statements to the class
- *Optional narratives for Slides 13-17:*

#### Slide 13

**Group 4 – what did you discuss that is important for the rest of the class to know about your topics?**

*Allow group to report back. When completed,*

**Great. Are any clarifications needed on this Welcome to the World of Motorcycling?**

#### Slide 14

**Motorcycle Ohio follows a national initiative to encourage riders to Ride SMART – Sober, Motorcycle endorsed, Alert, with the Right Gear, and Trained. As we go through this Rider's Guide, you'll see Ride SMART – Ride MORE Safely recommendations. These are generally a statement about motorcycling and an action or commitment that Motorcycle Ohio recommends a rider follow to Ride SMART and Ride MORE Safely.**

#### Slide 15

**Our first one is on page 4. Would someone read that out loud, please?**

#### Slide 16

**Thanks. Let's take a few minutes to discuss risk and motorcycling.**

#### Slide 17

*Read slide...* **Why does riding a motorcycle involve more risk and potential danger than driving other vehicles?**

## **Unit #2 – Slides 16 to 23**

- Make the transition to Unit #2 (What are the Risks?)
- Slide 17 – Use Q&A to discuss Stability, Vulnerability, and Visibility. Some questions instructors may use are:
  - Why is stability important when riding a motorcycle?
  - How is vulnerability a factor when riding?
  - What about visibility is important when riding?
- Slide 18 – Summary slide of above discussion
- Slide 19 – Use Q&A to discuss the other three sources of risk – Rider, Motorcycle, and Environment
- Slide 20 – Summary slide of above discussion
- Slide 21 – Use Q&A to discuss Risk Acceptance and Risk Management
- Slide 22 – Summary slide of above discussion
- Slide 23 – Identify the Ride SMART - Ride MORE Safely recommendation and ask a volunteer to read the statements to the class

## **Unit #3 – Slides 24 to 32**

- Make the transition to Unit #3 (Let's Get Ready to Ride)
- Slide 25 – Introduction slide for topic of Protective Riding Gear
- Slide 26 – Intro to the helmet video: *Choosing the Right Helmet*
- Slide 27 – Plays video *Choosing the Right Helmet*
- Slide 28 – Riding gear **must** be used with this classroom discussion: Lead a discussion by asking students to describe the features and benefits of each piece of recommended riding gear. It's best if students can use their own riding gear during this discussion, but it's OK for students to use riding gear provided by the instructor.
- Slide 29 – Identify the Ride SMART - Ride MORE Safely recommendation and ask a volunteer to read the statements to the class
- Slides 30-33 – Use Q&A to lead a discussion on Rider Readiness

## **Unit #4 – Slides 34 to 39**

- Make the transition to Unit #4 (Let's Ride!)
- Have students complete the Controls Location and Controls Operation activities within their small groups. (NOTE: If students were on the range prior to this portion of the presentation, this \*may\* be done as an individual instead of small group activity.)
- Slides 36-38 – Use these questions to ensure outstanding issues are addressed with Controls Location and Operation
- Slide 39 – lets students know the material will be covered more fully on the range

## **Unit #5 – Slides 40 to 61**

- Make the transition to Unit #5 (Strategies)
  - (See optional narrative for Slides 41-57 below)
- Slide 41 – After students raise their hands to show if they use a system to manage their driving environment, use Q&A to identify two or three components in their system. This is a very short discussion – just a way to check if the students know some important system components.
- Slide 42 – Have students discuss systems within their small groups and record the results of their discussion on the whiteboard, flipchart paper, or by using some other media
- Slide 43 – Have each group report the highlights of their discussion

- Slide 44 – Intro slide to SIPDE
  - Slide 45 – Briefly highlight the SIPDE strategy. (A quick introduction by the instructor is okay as students just need to know what each step entails so they can compare their systems to the SIPDE strategy. Q&A may be used if desired.)
  - Slide 46 – Within each group, have students compare their driving management system to SIPDE and determine if anything is missing
  - Slides 47-49 – regardless of what system the students choose to use, the system should include these components.
  - Slides 50-57 – Use Q&A to discuss the components of Scan
  - Slides 58-63 – Introduce, assign, and complete the chunking activity
  - Slide 64 – Identify the Ride Smart - Ride More Safely recommendation and ask a volunteer to read the statements to the class
- Optional narrative for Slides 41-57

## Slide 41

*Read slide...*

**Raise your hand if you use a system to manage your driving environment.**

*If students raise their hands, ask them “What do you use?” Listen and summarize the response, then ask “Does anyone use a different system?” Repeat for 3-4 systems, then go to Slide 42.*

*If no one raises their hand, ask “Has anyone heard of the Smith system?” (If yes, ask “What’s in that system?”, if not, ask “Or heard of SEE or SIPDE?”; follow up with “What is that?”)*

*Other potential draw them out questions include:*

**Does anyone play the “What If?” game? Follow up with “How does that work?”**

**Do you use defensive driving strategies? Follow up with “What are some of those things?”**

**As you’re driving down the road, what do you do so you don’t crash?**

*Once students have reported using at least one or two things, go to Slide 42.*

## Slide 42

**In your groups, discuss what systems you use, and then list out the things you do to avoid crashing.**

## Slide 43

*Have each group report on their driving strategy discussion...*

**Group n – what are the highlights of your group’s driving system?**

*Ask a similar question of each group until all have reported back...*

## Slide 44

**A strategy suggested to Ride MORE Safely is...**

## Slide 45

**SIPDE. You want to aggressively SCAN the environment for information to help you IDENTIFY hazards, potential conflicts, and escape paths. Then PREDICT what the hazard will do and how the situation will evolve; DECIDE what actions you need to take to reduce risk, and then EXECUTE your action plan.**

## Slide 46

**So - compare your groups' strategies to SIPDE. Is anything missing?**

*After giving the groups some time to compare their strategies to SIPDE...*

**Whatever system you use should contain each of the SIPDE elements in some form.**

## Slide 47

**It should be a good mental strategy**

## Slide 48

**that provides information to make sound judgments**

## Slide 49

**and helps reduce risk.**

## Slide 50

**Let's take a closer look at the S in SIPDE - the Scan step....**

### **Unit #6 – Slides 65 to 90**

- Make the transition to Unit #6 (Ready – Set – Go)
- Slides 66-70 – Complete the chunking activity
- Slide 71 – Identify the Ride SMART - Ride MORE Safely recommendation and ask a volunteer to read the statements to the class
- *Slides 72-90 – Roadway Scenarios.* These slides are used so students can put SIPDE and other riding strategies in practice.
- Slide 72 – Have small groups use SIPDE to determine a good approach path for their assigned scenario (hand out), identify potential hazards in and through the corner, predict what will happen, and decide what they would do. Groups should record their process and decisions on the whiteboard, flipchart paper, or some other media.
- Slide 73 – Have groups look at the other side of their handout to determine if/how the bird's eye view affects their original cornering plan. Note: The red arrow on the bird's eye view shows the location of the rider in the street view.
- Slides 74-82 – Show the appropriate slide (street and bird's eye view) as each group reports back to the rest of the class.
- Slides 82-90 – repeat process for the 2<sup>nd</sup> set of Roadway Scenarios.

### **Unit #7 – Slides 91 to 108**

- Make the transition to Unit #7 (Braking and Swerving)
- Slides 91-97 – Complete the chunking activity. On Slide 96 – Identify the Ride SMART - Ride MORE Safely recommendation (for maximum braking) and ask a volunteer to read the statements to the class. (Note: this Ride SMART – Ride MORE Safely recommendation is after Group 3 reports back and Group 4 does its report back.)
- Slides 98-108 – *Roadway Scenarios.* These slides are used so students can put SIPDE and other riding strategies in practice.
- Slide 98 – Have small groups use SIPDE to determine what the motorcyclist should do in their assigned scenario (hand out). Groups should record their process and decisions on the whiteboard, flipchart paper, or some other media.
- Slides 99-102 – Show the appropriate image as each group reports back to the class.
- Slides 103-108 – repeat small group assignment, recording, and report back process for the 2<sup>nd</sup> set of Roadway Scenarios.
- Slide 108 – SIPDE in practice – have groups create their own situations, draw it out on the whiteboard or flipchart paper, and then have each group present its situation to the rest of the class

### **Unit #8 – Slides 109 to 118**

- Make the transition to Unit #8 (Road Hazards)
- Slide 110 – Use Q&A for Surmounting Obstacles (What question needs to be answered when approaching an obstacle, and use additional Q&A to have students report the process for surmounting an obstacle.)
- Slides 111-112 – Instructor statements: (Slide 111: **For Reduced Traction Roadway Conditions, the best strategy is to reduce speed, reduce lean angle, and make smooth control inputs.** Slide 112: **Let's look at other roadway conditions.**)
- Slides 113-117 – Complete the chunking activity
- Slide 118 – Identify the Ride SMART - Ride MORE Safely recommendation and ask a volunteer to read the statements to the class

## **Unit #9 – Slides 119 to 130**

- Make the transition to Unit #9 (Impairments to Safety)
- Slides 120-121 – Show the MSF *Riding Straight – Alcohol Awareness* video
- Slides 122-123 – Use Q&A to discuss the impact of alcohol on riding safely and the impact of adding other drugs
- Slide 124 – Identify the Ride SMART - Ride MORE Safely recommendations and ask a volunteer to read the statements to the class
- Slides 125-126 – Use Q&A to discuss intervention
- Slide 127 – Identify the Ride SMART - Ride MORE Safely recommendations and ask a volunteer to read the statements to the class
- Slides 128-129 – Use Q&A to discuss other impairments
- Slide 130 – Identify the Ride SMART - Ride MORE Safely recommendations and ask a volunteer to read the statements to the class

## **Closing – Slides 131 to 134**

- Use the slides to complete the classroom session

## 3-Group PPT Presentation

### Welcome – Slides 1 to 7

- Slide 1 – for instructor information only. The 3-group PPT shows “3 Groups” in the lower right corner of the slide.
- Slide 2 – should be showing as the students arrive. As students check-in, tell each student their first assignment is on the screen. Instructors may choose to use a different student centered introduction activity.
- Slide 3 – Have students introduce each other to the rest of the class. For the instructor introduction, the ONLY information needed is the instructors’ names (and possibly contact information if you choose to provide that). *(No other information should be provided about the instructors – students do NOT need to know how long you’ve been riding, how many motorcycles you’ve owned, how many miles you ride each year or anything else about you.)*
- Slides 4, 5, and 6 – MUST be read aloud (verbatim) by the Instructor. Offer students a blank waiver form to read during a break or to take with them. The waiver form is also on the MO webpage.
- Slide 7 – Introduces Student-Centered Learning to the class. Suggestion is to ask volunteering students to read each point. Emphasize student participation is an important part of good student learning.

### Unit #1 – Slides 8 to 17

- Transition into Unit #1 (Let’s Get Started)
- Slide 9 – Make the chunking assignments.
  - NOTES:
    - Students must record the information they determined was important on the whiteboard, flipchart paper, or some other media.
    - It is not OK for students to read information from the Rider’s Guide when reporting their findings back to the class.
    - It is the instructor’s responsibility to use open questions to ensure all important information is discussed by the class.
- Slide 10 – Have Group 1 report back its discussion highlights to the class. (Students should not be reading directly out of the Rider’s Guide as they report back.)
- Slide 11 – Direct all groups to review the Course Requirements section on page 1, and ask them what the 4 course completion requirements are.
- Slide 12 – Direct all groups to look at the Schedule grid on page 2. Tell the students what the expected schedule is for the course.
- Slide 13 – Direct all groups to review the Required Riding Gear section on page 2, and ask them what gear is required.
- Slides 14-15 – Have Groups 2 and 3 report back their discussion highlights to the class. (Students should not be reading directly out of the Rider’s Guide as they report back.)
- Slide 16 – Tell the students the purpose of the Ride SMART - Ride MORE Safely recommendations
- Slide 17 – Identify the Ride SMART - Ride MORE Safely recommendation and ask a volunteer to read the statements to the class
- *Optional narratives for Slides 15-19:*
  - Slide 15  
**Group 3 – what did you discuss that is important for the rest of the class to know about your topics?**  
*Allow group to report back. When completed,*  
**Great. Are any clarifications needed on this Welcome to the World of Motorcycling?**
  - Slide 16

**Motorcycle Ohio follows a national initiative to encourage riders to Ride SMART – Sober, Motorcycle endorsed, Alert, with the Right Gear, and Trained. As we go through this Rider’s Guide, you’ll see Ride SMART – Ride MORE Safely recommendations. These are generally a statement about motorcycling and an action or commitment that Motorcycle Ohio recommends a rider follow to Ride SMART and Ride MORE Safely.**

Slide 17

**Our first one is on page 4. Would someone read that out loud, please?**

Slide 18

**Thanks. Let’s take a few minutes to discuss risk and motorcycling.**

Slide 19

*Read slide...* **Why does riding a motorcycle involve more risk and potential danger than driving other vehicles?**

## Unit #2 – Slides 18 to 23

- Make the transition to Unit #2 (What are the Risks?)
- Slide 19 – Use Q&A to discuss Stability, Vulnerability, and Visibility. Some questions instructors may use are:
  - Why is stability important when riding a motorcycle?
  - How is vulnerability a factor when riding?
  - What about visibility is important when riding?
- Slide 20 – Summary slide of above discussion
- Slide 21 – Use Q&A to discuss the other three sources of risk – Rider, Motorcycle, and Environment
- Slide 22 – Summary slide of above discussion
- Slide 23 – Use Q&A to discuss Risk Acceptance and Risk Management
- Slide 24 – Summary slide of above discussion
- Slide 25 – Identify the Ride SMART - Ride MORE Safely recommendation and ask a volunteer to read the statements to the class

## Unit #3 – Slides 26 to 35

- Make the transition to Unit #3 (Let’s Get Ready to Ride)
- Slide 27 – Introduction slide for topic of Protective Riding Gear
- Slide 28 – Intro to the helmet video: *Choosing the Right Helmet*
- Slide 29 – Plays video *Choosing the Right Helmet*
- Slide 30 – Riding gear **must** be used with this classroom discussion: Lead a discussion by asking students to describe the features and benefits of each piece of recommended riding gear. It’s best if students can use their own riding gear during this discussion, but it’s OK for students to use riding gear provided by the instructor.
- Slide 31 – Identify the Ride SMART - Ride MORE Safely recommendation and ask a volunteer to read the statements to the class
- Slides 32-35 – Use Q&A to lead a discussion on Rider Readiness

## Unit #4 – Slides 36 to 41

- Make the transition to Unit #4 (Let’s Ride!)
- Slid 37 – Have students complete the Controls Location and Controls Operation activities within their small groups. (NOTE: If students were on the range prior to this portion of the presentation, this \*may\* be done as an individual instead of small group activity.)
- Slides 38-40 – Use these questions to ensure outstanding issues are addressed with Controls Location and Operation
- Slide 41 – lets students know the material will be covered more fully on the range

## Unit #5 – Slides 42 to 61

- Make the transition to Unit #5 (Strategies)
    - (See optional narrative for Slides 43-52 below)
  - Slide 43 – After students raise their hands to show if they use a system to manage their driving environment, use Q&A to identify two or three components in their system. This is a very short discussion – just a way to check if the students know some important system components.
  - Slide 44 – Have students discuss systems within their small groups and record the results of their discussion on the whiteboard, flipchart paper, or by using some other media
  - Slide 45 – Have each group report the highlights of their discussion
  - Slide 46 – Intro slide to SIPDE
  - Slide 47 – Briefly highlight the SIPDE strategy. (A quick introduction by the instructor is okay as students just need to know what each step entails so they can compare their systems to the SIPDE strategy. Q&A may be used if desired.)
  - Slide 48 – Within each group, have students compare their driving management system to SIPDE and determine if anything is missing
  - Slides 49-51 – regardless of what system the students choose to use, the system should include these components.
  - Slides 52-59 – Use Q&A to discuss the components of Scan
  - Slides 60-64 – Introduce, assign, and complete the chunking activity
  - Slide 65 – Identify the Ride Smart - Ride More Safely recommendation and ask a volunteer to read the statements to the class
- Optional narrative for Slides 43-52

### Slide 43

*Read slide...*

**Raise your hand if you use a system to manage your driving environment.**

*If students raise their hands, ask them “What do you use?” Listen and summarize the response, then ask “Does anyone use a different system?” Repeat for 3-4 systems, then go to Slide 44.*

*If no one raises their hand, ask “Has anyone heard of the Smith system?” (If yes, ask “What’s in that system?”, if not, ask “Or heard of SEE or SIPDE?”; follow up with “What is that?”)*

*Other potential draw-them-out questions include:*

**Does anyone play the “What If?” game? Follow up with “How does that work?”**

**Do you use defensive driving strategies? Follow up with “What are some of those things?”**

**As you’re driving down the road, what do you do so you don’t crash?**

*Once students have reported using at least one or two things, go to slide 44.*

### Slide 44

**In your groups, discuss what systems you use, and then list out the things you do to avoid crashing.**

### Slide 45

*Have each group report on their driving strategy discussion...*

**Group n – what are the highlights of your group’s driving system?**

*Ask a similar question of each group until all have reported back...*

### Slide 46

**A strategy suggested to Ride MORE Safely is...**

### Slide 47

**SIPDE. You want to aggressively SCAN the environment for information to help you IDENTIFY hazards, potential conflicts, and escape paths. Then PREDICT what the hazard will do and how the situation will evolve; DECIDE what actions you need to take to reduce risk, and then EXECUTE your action plan.**

## Slide 48

**So - compare your groups' strategies to SIPDE. Is anything missing?**

*After giving the groups some time to compare their strategies to SIPDE...*

**Whatever system you use should contain each of the SIPDE elements in some form.**

## Slide 49

**It should be a good mental strategy**

## Slide 50

**that provides information to make sound judgments**

## Slide 51

**and helps reduce risk.**

## Slide 52

**Let's take a closer look at the S in SIPDE - the Scan step....**

## **Unit #6 – Slides 66 to 86**

- Make the transition to Unit #6 (Ready – Set – Go)
- Slides 67-70 – Complete the chunking activity
- Slide 71 – Identify the Ride SMART - Ride MORE Safely recommendation and ask a volunteer to read the statements to the class
- *Slides 72-85 – Roadway Scenarios.* These slides are used so students can put SIPDE and other riding strategies in practice.
- Slide 72 – Have small groups use SIPDE to determine a good approach path for their assigned scenario (hand out), identify potential hazards in and through the corner, predict what will happen, and decide what they would do. Groups should record their process and decisions on the whiteboard, flipchart paper, or some other media.
- Slide 73 – Have groups look at the other side of their handout to determine if/how the bird's eye view affects their original cornering plan. Note: The red arrow on the bird's eye view shows the location of the rider in the street view.
- Slides 74-79 – Show the appropriate slide (street and bird's eye view) as each group reports back to the rest of the class.
- Slides 80-86 – repeat process for the 2<sup>nd</sup> set of Roadway Scenarios.

## **Unit #7 – Slides 87 to 105**

- Make the transition to Unit #7 (Braking and Swerving)
- Slides 88-91 – Complete the chunking activity.
- Slide 92 – Identify the Ride SMART - Ride MORE Safely recommendation and ask a volunteer to read the statements to the class.
- Slides 93-95 – Direct students to page 47 in the Rider's Guide, and use Q&A to discuss what a swerve is, how a swerve is accomplished, and some cautions when swerving.
- Slides 96-103 – *Roadway Scenarios.* These slides are used so students can put SIPDE and other riding strategies in practice.
- Slide 96 – Have small groups use SIPDE to determine what the motorcyclist should do in their assigned scenario (hand out). Groups should record their process and decisions on the whiteboard, flipchart paper, or some other media.
- Slides 97-99 – Show the appropriate image as each group reports back to the class.
- Slides 100-103 – repeat small group assignment, recording, and report back process for the 2<sup>nd</sup> set of Roadway Scenarios.
- Slide 104 – SIPDE in practice – have groups create their own situations, draw it out on the whiteboard or flipchart paper, and then have each group present its situation to the rest of the class

## **Unit #8 – Slides 105 to 113**

- Make the transition to Unit #8 (Road Hazards)

- Slide 106 – Use Q&A for Surmounting Obstacles (What question needs to be answered when approaching an obstacle, and use additional Q&A to have students report the process for surmounting an obstacle.)
- Slides 107-108 – Instructor statements: (Slide 107: **For Reduced Traction Roadway Conditions, the best strategy is to reduce speed, reduce lean angle, and make smooth control inputs.** Slide 108: **Let's look at other roadway conditions.**)
- Slides 109-112 – Complete the chunking activity
- Slide 113 – Identify the Ride SMART - Ride MORE Safely recommendation and ask a volunteer to read the statements to the class

## **Unit #9 – Slides 114 to 125**

- Make the transition to Unit #9 (Impairments to Safety)
- Slides 115-116 – Show the MSF *Riding Straight – Alcohol Awareness* video
- Slides 117-118 – Use Q&A to discuss the impact of alcohol on riding safely and the impact of adding other drugs
- Slide 119 – Identify the Ride SMART - Ride MORE Safely recommendations and ask a volunteer to read the statements to the class
- Slides 120-121 – Use Q&A to discuss intervention
- Slide 122 – Identify the Ride SMART - Ride MORE Safely recommendations and ask a volunteer to read the statements to the class
- Slides 123-124 – Use Q&A to discuss other impairments
- Slide 125 – Identify the Ride SMART - Ride MORE Safely recommendations and ask a volunteer to read the statements to the class

## **Closing – Slides 126 to 129**

- Use the slides to complete the classroom session