

Welcome to

Motorcycle

Ohio

Rider

Enhancement



4
Groups

Before We Start

- Interview someone at your table you don't know
- Find out:
 - Name & Where from
 - Expectations for & concerns about the course
 - Hobbies or an interesting fact to share
- Be ready to introduce the person to the class in a few minutes



Introductions

- **Students**

- Introduce the person you interviewed
 - **From where**
 - **Expectations for & concerns about the course**
 - **Hobbies or an interesting fact to share**

- **Instructors**

Disclaimer

This course is being presented by my co-instructor and me with materials supplied by the Motorcycle Ohio Rider Enhancement (MORE) program and the Ohio Department of Public Safety as a public service. This does not imply any endorsement by MORE or Public Safety of any sponsors, supporting organizations, equipment, motorcycles, or any other materials involved in the presentation of this course.

...continues....



Disclaimer

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 goal to present responsible viewpoints on safety that will expose MORE students 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.



Waiver

Please make sure that you read and understand the waiver form you signed earlier. By signing the waiver, 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, Instructors, or anyone else associated with this program.



Student-Centered Learning

- Questions and Answers
- Individual & Small Group Activities
- Chunking
 - Decide what's important
 - Record your decisions

Participation is important!



Let's Get Started

The Rider's Guide is yours to keep; mark and highlight it as you see fit.

We'll divide up (chunk) the first unit to
Welcome you to the World of MORE
Motorcycling.

Discuss the assigned material in your group.
Decide and record important information that
the rest of the class needs to know.



World of Motorcycling – Unit 1

Group 1: Introduction & Course Objectives,
page 1

Group 2: Course Requirements, pages 1-2

Group 3: Keeping the Learning Safe and
Fun, pages 2-3

Group 4: Understanding Expectations &
General Considerations, page 3



World of Motorcycling – Unit 1

Group 1

- Introduction & Course Objectives, page 1
- What does the rest of the class need to know?

World of Motorcycling – Unit 1

Group 2

- Course Requirements, pages 1-2

World of Motorcycling – Unit 1

Group 3

- Keeping the Learning Safe and Fun,
pages 2-3

World of Motorcycling – Unit 1

Group 4

- Understanding Expectations & General Considerations, page 3



Sober

Motorcycle-Endorsed

Alert, with the

Right Gear, and

Trained

Ride SMART – Ride MORE Safely



Ride **MORE** Safely

Acknowledge that part of being a responsible rider is knowing and following the 'rules of the road.'

Commit to learning and complying with state laws, rules, regulations, and equipment requirements.

What are the Risks?

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

Risk and Motorcycling – Unit 2

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

Risk and Motorcycling – Unit 2

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

- **Stability**
- **Vulnerability**
- **Visibility**

Risk and Motorcycling – Unit 2

What are the other three sources of risk?

Risk and Motorcycling – Unit 2

What are the other three sources of risk?

- Rider
- Motorcycle
- Environment

Risk and Motorcycling – Unit 2

Once we know and identify the sources of risk, what do we need to do?

Risk and Motorcycling – Unit 2

Once we know and identify the sources of risk, what do we need to do?

- **Accept risk & ride within limits**
- **Manage & minimize the risks**



Ride **MORE** Safely

Acknowledge and accept that riding a motorcycle in a complex traffic and roadway environment is an activity involving risk and danger.

Commit to riding aware and managing and minimizing those risks.

Let's Get Ready to Ride

We need the right gear, the right attitude, and good preparation to Ride SMART and Ride MORE Safely.



Preparing to Ride – Unit 3

Protective Riding Gear



Preparing to Ride – Unit 3

Protective Riding Gear

- Helmets

<https://www.youtube.com/watch?v=AL2jfXZxjYs&feature=youtu.be>

Preparing to Ride – Unit 3

Protective Riding Gear

- Helmets
- Eye Protection
- Hearing Protection
- Other
 - Gloves
 - Boots
 - Jackets / Pants / Riding Suits



Ride **MORE** Safely

Acknowledge that the only thing between you, the elements, and vehicles or other objects in a crash is the gear you wear.

Commit to wearing proper protective riding gear.

Preparing to Ride – Unit 3

Other preparations (page 16)

- **Rider Readiness**

Preparing to Ride – Unit 3

Other preparations (page 16)

- **Rider Readiness**

- ✓ What is Physical Readiness?

Preparing to Ride – Unit 3

Other preparations (page 16)

- **Rider Readiness**

- ✓ **What is Physical Readiness?**

- ✓ **What is Mental Readiness?**

Preparing to Ride – Unit 3

Other preparations (page 16)

- **Rider Readiness**

- ✓ What is Physical Readiness?
- ✓ What is Mental Readiness?
- ✓ **Why is Judgment critical?**

Let's Ride!

We know about the right protective gear, and we're physically and *mentally* prepared to ride.

Let's learn the location and operation of controls to get our Wheels in Motion.



Wheels in Motion – Unit 4

- Complete the Controls Location activity on page 17 with your group
- Turn the page and complete the Controls Operation activity
- Discuss location and operation of controls in your group as needed

Wheels in Motion – Unit 4

- Are clarifications needed for the **location** of controls?

Wheels in Motion – Unit 4

- Are clarifications needed for the location of controls?
- Are clarifications needed for the operation of controls?

Wheels in Motion – Unit 4

- Are clarifications needed for the location of controls?
- Are clarifications needed for the operation of controls?
- **What is the goal of a responsible motorcyclist?**

Wheels in Motion – Unit 4

We'll spend more time with controls and basic riding skills from this Unit out on the range.

Strategies

Besides physical skills, there are many mental skills we can use to Ride **SMART** and Ride **MORE** Safely.

Mental Motorcycling – Unit 5

- **Raise your hand if you use a system (or strategy) to manage your driving environment**

Mental Motorcycling – Unit 5

- Raise your hand if you use a system (or strategy) to manage your driving environment
- Discuss the different systems (or strategies) used by your group and list the components

Mental Motorcycling – Unit 5

- Each group:
 - Report the components of the systems (strategies) discussed

Mental Motorcycling – Unit 5

- Each group:
 - Report the components of the systems (strategies) discussed
- A strategy suggested for use by the MORE program is...

Mental Motorcycling – Unit 5

- **S**can
- **I**dentify
- **P**redict
- **D**ecide
- **E**xecute



Mental Motorcycling – Unit 5

- **S**can
- **I**dentify
- **P**redict
- **D**ecide
- **E**xecute
- Compare your systems' components to SIPDE
- Is anything missing?



Mental Motorcycling – Unit 5

SIPDE

- Good mental strategy

Mental Motorcycling – Unit 5

SIPDE

- Good mental strategy
- Provides information to make sound judgments

Mental Motorcycling – Unit 5

SIPDE

- Good mental strategy
- Provides information to make sound judgments
- **Helps reduce risk**

Mental Motorcycling – Unit 5

SIPDE

Let's take a closer look at the S in
SIPDE – the Scan step

Mental Motorcycling – Unit 5

SIPDE

- What’s “target fixation”?

Mental Motorcycling – Unit 5

SIPDE

- What’s “target fixation”?
 - How can we avoid it?

Mental Motorcycling – Unit 5

SIPDE

- What’s “target fixation”?
 - How can we avoid it?
- Where do we want to Scan?



Mental Motorcycling – Unit 5

SIPDE

- What’s “target fixation”?
 - How can we avoid it?
- Where do we want to Scan?
- What’s “Line-of-Sight”?

Mental Motorcycling – Unit 5

SIPDE

What's important about:

- 20-second course: as far as we can see?

Mental Motorcycling – Unit 5

SIPDE

What's important about:

- **20-second course: as far as we can see?**
- **10-second immediate path?**

Mental Motorcycling – Unit 5

SIPDE

What's important about:

- 20-second course: as far as we can see?
- 10-second immediate path?
- 3-second minimum following distance?

Mental Motorcycling – Unit 5

SIPDE

What's important about:

- 20-second course: as far as we can see?
- 10-second immediate path?
- 3-second minimum following distance?

Let's consider additional strategies

Mental Motorcycling – Unit 5

- **Group 1:** Visibility – Being Seen – Communicating Presence and Intentions, pages 33-34
- **Group 2:** Using the Road to See and Be Seen, pages 34-35
- **Group 3:** Intersection Situations, page 36
- **Group 4:** Non-Intersection Situations, pages 37-39

Mental Motorcycling – Unit 5

Group 1

- **Visibility – Being Seen – Communicating Presence and Intentions, pages 33-34**



Mental Motorcycling – Unit 5

Group 2

- Using the Road to See and Be Seen, pages 34-35

Mental Motorcycling – Unit 5

Group 3

- Intersection Situations, page 36



Mental Motorcycling – Unit 5

Group 4

- **Non-Intersection Situations, pages 37-39**



Ride **MORE** Safely

Acknowledge that an excellent rider is one who uses good judgment and mental strategies to avoid having to use superb physical skills.

Commit to becoming an excellent rider by using mental strategies like SIPDE, scanning for hazards 20 seconds ahead, and choosing to make safety-oriented decisions.

Ready – Set – Go

This is another strategy to help manage and minimize risk while riding through curves.

Cornering with Confidence – Unit 6

Group 1: Skillful Cornering, pages 40-41

Group 2: What's Your Line? & Cornering Lines – the Basics, pages 41-42

Group 3: Decreasing Radius Curves, Linked Curves, & Increasing Your Cornering Skills, pages 42-43

Group 4: Managing Potential Cornering Problems, page 43



Cornering with Confidence – Unit 6

Group 1

- Skillful Cornering, pages 40-41

Cornering with Confidence – Unit 6

Group 2

- **What's Your Line? & Cornering Lines – the Basics, pages 41-42**



Cornering with Confidence – Unit 6

Group 3

- **Decreasing Radius Curves, Linked Curves, & Increasing Your Cornering Skills, pages 42-43**



Cornering with Confidence – Unit 6

Group 4

- **Managing Potential Cornering Problems, page 43**



Ride **MORE** Safely

Acknowledge that running wide in curves is a common fatal crash situation.

Commit to using a READY-SET-GO strategy for cornering, and in particular **SLOWING** before the turn and **PRESSING** on the handgrip to cause the bike to lean/turn.

Cornering with Confidence – Unit 6

Roadway scenarios – Small groups

- Use SIPDE to identify potential hazards in and through the corner and determine a good cornering plan

Cornering with Confidence – Unit 6

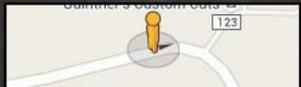
Roadway scenarios – Small groups

- Use SIPDE to identify potential hazards in and through the corner and determine a good cornering plan
- Turn the page over for a birds-eye view of the corner and determine if changes are needed in your original cornering plan





Google











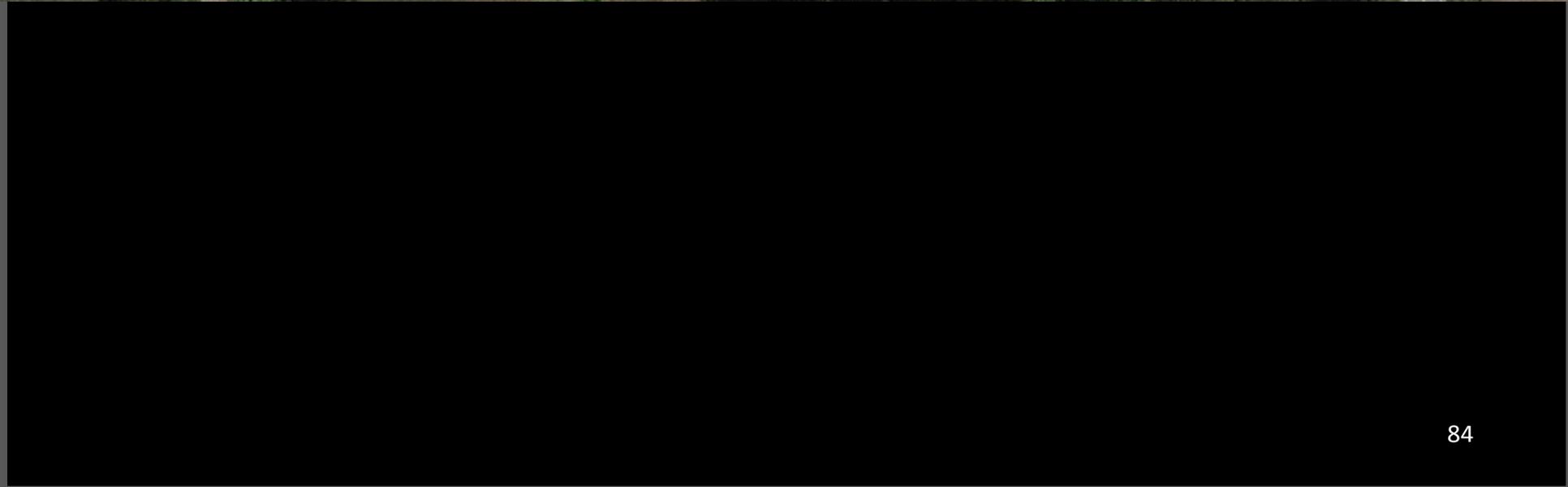


Cornering with Confidence – Unit 6

Roadway scenarios – 2nd set

- Use SIPDE to determine a good approach and potential hazards in and through the corner
- Turn the page over for a birds-eye view of the corner – how does that affect your original cornering plan?

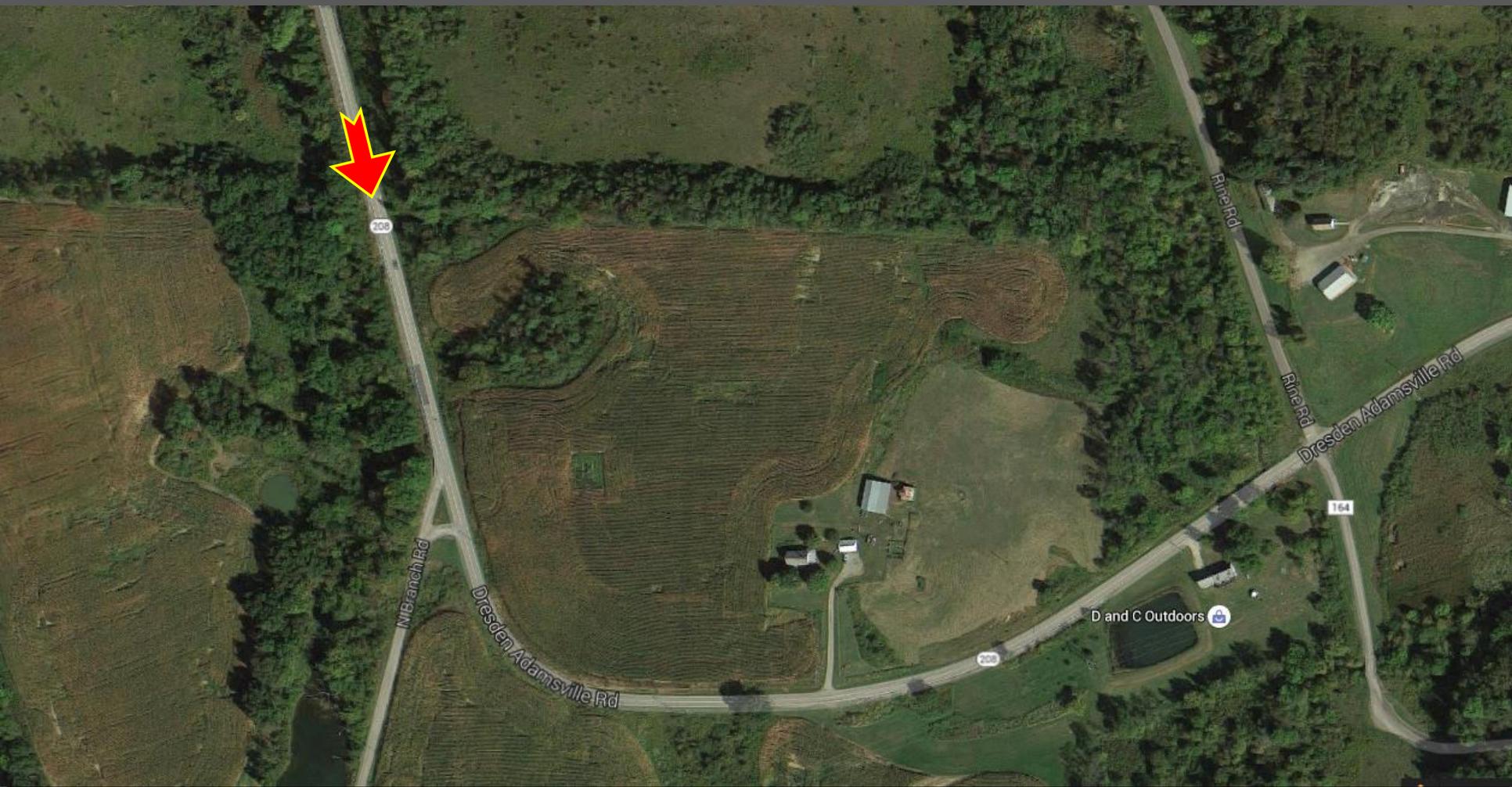
















Braking and Swerving

SIPDE is useful in cornering, and it can also help us decide if we need to brake or swerve or if both actions are needed.

Let's find out more about maximum braking and swerving.

Maximum Braking and Swerving – Unit 7

Group 1: Braking Systems & Maximum Straight-Line Braking, page 44

Group 2: Handling Skids, page 45

Group 3: Stopping Quickly in Curves, page 46

Group 4: Swerving, page 47

Maximum Braking and Swerving – Unit 7

Group 1

- **Braking Systems & Maximum Straight-Line Braking, page 44**

Maximum Braking and Swerving – Unit 7

Group 2

- Handling Skids, page 45

Maximum Braking and Swerving – Unit 7

Group 3

- Stopping Quickly in Curves, page 46



Ride **MORE** Safely

Acknowledge that braking errors are very common in crash situations.

Commit to regularly practicing quick stops, with an emphasis on smooth, increasing pressure on the front brake and a light to lighter application of the rear brake.

Maximum Braking and Swerving – Unit 7

Group 4

- Swerving, page 47

Maximum Braking and Swerving – Unit 7

Roadway scenarios

- In your small groups, use SIPDE to determine what the motorcyclist should do
- Record the results of your discussion









Google

Maximum Braking and Swerving – Unit 7

Roadway scenarios – 2nd set

- In your small groups, use SIPDE to determine what the motorcyclist should do



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Roadway Scenarios

- Create a riding situation with your group
- Draw your situation on the white board or chart paper
- Present your situation to the rest of the class

Road Hazards

SIPDE is useful for cornering, braking, and swerving situations.

It can also help us manage potential hazards that are unique to motorcyclists.

Special Situations – Unit 8

Obstacle Surmounting

– What's the first question?

Special Situations – Unit 8

Obstacle Surmounting

- What's the first question?

Reduced Traction Roadway Conditions

- Best Strategy: **reduce speed, reduce lean angle, and make smooth control inputs**

Special Situations – Unit 8

Obstacle Surmounting

- What's the first question?

Reduced Traction Roadway Conditions

- Best Strategy: reduce speed, reduce lean angle, and make smooth control inputs

Let's look at other roadway conditions.

Special Situations – Unit 8

Group 1: Potholes, Bumps, and Cracks & Railroad and Trolley Tracks, page 51

Group 2: Animals, pages 51-52

Group 3: Wind, page 52

Group 4: Night Riding & Traffic-Actuated Signal Lights, page 53

Special Situations – Unit 8

Group 1

- **Potholes, Bumps, and Cracks & Railroad and Trolley Tracks, page 51**

Special Situations – Unit 8

Group 2

- Animals, pages 51-52

Special Situations – Unit 8

Group 3

- Wind, page 52

Special Situations – Unit 8

Group 4

- Night Riding & Traffic-Actuated Signal Lights, page 53



Ride **MORE** Safely

Acknowledge that motorcycles are affected much more by roadway and environmental conditions.

Commit to being aware of your surroundings and maintaining a safety margin, particularly with traction, in managing special situations.

Impairments to Safety

Roadway conditions can be tricky to manage, but let's take a look at much more significant factors related to motorcycle crashes and deaths.

Impairments to Safety – Unit 9

Riding Straight

- Produced by the Motorcycle Safety Foundation (MSF)
- Part of the MSF's Host-an-Event series of training modules available to the general public: *“Riding Straight – Alcohol Awareness”*
- Available from www.msf-usa.org





Impairments to Safety – Unit 9

- How does alcohol impact riding safely?

Impairments to Safety – Unit 9

- How does alcohol impact riding safely?
- What happens if other drugs (legal or not) are added?



Ride **MORE** Safely

Acknowledge that many fatal motorcycle crashes involve riders who had been drinking.

Commit to separating the use of alcohol (and other drugs) from riding a motorcycle.

Commit to riding sober.

Impairments to Safety – Unit 9

What can be done if someone in your group is impaired?

Impairments to Safety – Unit 9

What can be done if someone in your group is impaired?

- Intervene
- Secure the motorcycle
 - Arrange a safe ride
 - Get others to help
 - Stop serving
 - Hide the keys



Ride **MORE** Safely

Acknowledge that an impaired rider in the group puts you at risk.
Commit to not riding with others who are impaired.

Impairments to Safety – Unit 9

What are some other impairments?

Impairments to Safety – Unit 9

What are some other impairments?

- **Distractions**
 - **Fatigue/drowsiness**
 - **Temperature extremes**
 - **Overriding Abilities**
 - **Aggression / Emotion**
- **Over / Under – Confidence**
- **Aging / Health Problems**



Ride **MORE** Safely

Acknowledge there are a wide variety of factors that can impair your ability to ride safely.

Commit to minimizing factors that can negatively affect your riding ability and performance.

Homework Assignment

- Complete the Workbook Review activity
- Find the sentence & write the missing word

Remember – the Rider’s Guide is yours and has additional information to help you

Ride **SMART** and Ride **MORE** Safely!



Range

- Plan to arrive a few minutes before the scheduled start time
- Bring all riding gear with you
- Loaner helmets are available

Thank You for Your Participation

- Questions?
- Concerns?
- Medical issues?

See the instructors.



End of Classroom Session



See you on the range!