

SAMPLE SYLLABUS FOR “CHUNKED” CLASSROOM FORMAT

NOTE TO INSTRUCTOR:

When the time comes to assign the first “set” or “chunk” of the workbook, offer the students a marker and large “post-it” sheet(s). Refrain from too much instruction.

*The **green** sections are used as an instructor *aid*.* As students report back to the class on their respective pages the instructor can physically check off important discussion items listed. Any items that are overlooked can be prompted by **student centered** questions. Instructors should refrain from sharing their own experiences and stories and allow discussion to develop among the students.

Information represented here represents only the bold print questions from the student workbook. Additional information and answers for the regular print questions will no doubt arise as the students present to the class. This additional discussion should not be discouraged. There is a possibility of surplus class time that can be utilized for **STUDENT ORIENTED** activities.

The first set will undoubtedly start slow. Use patience and allow the students to gain control of their own learning. This format requires VERY little Instructor input. Adding “tidbits”, “unnecessary advice”, and “stories” of your own can potentially shut the students down. Because the students

progressively become more involved and interactive, the later sets will start taking more time. You may even have to tactfully limit the discussion. Breaks will work better if planned around the time rather than the curriculum. Plan to take short breaks at 7:00, 8:00, and 9:00 PM. Good luck and enjoy watching the class "teach itself".

UNIT I – COURSE INTRODUCTION

3 GROUPS (CLASS OF 12 STUDENTS) (10 MINUTES)

Welcome to the Motorcycle Ohio Basic Rider Course. Let's begin by getting to know one another and the course.

My name is _____ and my co- Instructor is _____

Everyone should have a copy of the course schedule with the course objectives and requirements for completion. There are also copies of the release and waiver.

The schedule for this class is 6.00 pm this evening till 10:00 pm.

Range exercises will be held tomorrow (Saturday) __am to __pm

and Sunday __ am to __pm with some scheduled breaks.

For our first activity I would like for each of you to find someone in the room that you don't know and ask them a few questions. (Write down answers)

1) What is your name? Tell me a little about yourself.

(Hobbies, accomplishments, occupation.)

2) Describe your personality.

3) Why are you here, and what do you expect from this course? Do you have any concerns?

WAIT A FEW MOMENTS AND BEGIN INTRODUCTIONS

This course is being presented by _____ and myself using 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 any sponsors, supporting organizations, equipment, motorcycles, or any other materials involved in the presentation of the 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 are here to assist your learning. We cannot guarantee it or put it to use.

Please make sure you have read the waiver you signed earlier. By signing the form, you are stating 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, or anyone else associated with this program.

The objectives for the class are on a handout.

ASK ONE STUDENT TO READ EACH BULLET

- (1) Develop a safe, responsible, motorcyclist*
- (2) Develop the mental skills for safe motorcycling*
- (3) Develop the physical skills for safe motorcycling*
- (4) Create an understanding of risk awareness and risk taking*
- (5) To develop a strategy to manage risk*

To successfully complete this course you must:

AGAIN STUDENTS READ

- (1) Attend and participate in ALL classroom and range sessions*

(2) Complete and pass the Knowledge Test (it's a take-home test that you will receive later: bring it back Saturday for review. It is due Sunday)

(3) Pass a Skill Test at the end of the range session.

_____ and I are facilitators. We will help with your learning. You are responsible for your own learning. We can't learn for you. In the next segment we want to create an awareness of fundamental safety information. That awareness begins with this video about basis orientation to motorcycling.

BEGIN UNIT II 6:10 pm

UNIT II - WELCOME TO THE RIDE (45 minutes)

RUN VIDEO TRAINING AID #1- "*WELCOME TO THE RIDE*"

Approx 5+ minutes

ASSIGN "SET ONE" TO STUDENT GROUPS

GROUP A	Differences between Cars and Motorcycles	pp. 1-5
GROUP B	Risk Awareness and Risk Management	pp. 6-9
GROUP C	Protective Gear and Pre-Ride Inspection	pp. 10-15

DESCRIBE PROCEDURE TO CLASS AND ALLOW TIME FOR PREPARATION. (EXPECT 15-20 MINUTES FOR STUDENT PREP.) KEEP INSTRUCTOR INVOLVEMENT MINIMAL. ALLOW STUDENTS TO TAKE CONTROL.

USE GREEN SECTIONS AS A CHECKLIST TO DETERMINE IF ALL CRITICAL LEARNING POINTS ARE COVERED DURING THE GROUP'S PRESENTATION. USE "LEARNER CENTERED" QUESTIONS TO EXTRACT THE MISSING INFO IF ANY.

GROUP A REPORT - "SET 1"

(Students' responses should include the following)

4. Name 2 primary differences between cars/trucks and motorcycles – 5

Stability & Vulnerability

→5. What are the problems that these differences cause? - 5

- Stability – must balance; steer differently; more manipulation required
- Vulnerability – less protection from environmental elements or in a crash

GROUP B REPORT - "SET 2"

(Students' responses should include the following)

11. Part of being responsible means to give a lot of thought to what? – 6

Consequences of your riding behavior in traffic; risks of riding in traffic

12. What is the primary cause of motorcycle crashes? – 7

Rarely single cause; usually interaction of factors that accumulate – combination of factors

15. How does the Handbook define a “good motorcyclist”? - 8

Desire & motivation to choose to reduce risk while riding (and has skills to do so)

16. How does a rider reduce factors that lead to crashes? – 8

Applying Strategy

17. What does it mean to have a margin of safety? – 8

Margin of “error” – how much extra time & space you need, given your skill level – create time and space for yourself

→18. What is SEE and what does each letter stand for? – 9

- ◆ Strategy to manage / reduce risk
- S – Search – for factors that might lead to trouble
- E – Evaluate – how the factors might interact to create risk
- E – Execute – an action to maintain a margin of safety

SHOW TRAINING AIDE #2 *“THE RIDE AND THE RISK ”*
(Approximately 3+ minutes)

POSSIBLY BREAK HERE (ABOUT 7:00 PM)

UNIT III - PREPARING TO RIDE (75 MINUTES)

Let's get ready for our initial motorcycling experience. We are going to become familiar with proper protective gear, and a pre-ride inspection

GROUP C REPORT - "SET 1" PROTECTIVE GEAR AND PRE-RIDE

(Students' responses should include the following)

➔19. Name several purposes of protective gear – 10

Provide comfort, increase visibility, offer protection

24. What is the difference between a full-face and three-quarter face helmet? – 11

Three-quarter offers no face & chin protection

25. Why aren't ordinary glasses or sunglasses sufficient eye protection? – 11

Not shatterproof; allows wind and debris to reach eyes

26. What stickers are likely to indicate a well-made helmet? – 11

- ◆ DOT – Department of Transportation (minimum standard)
- ◆ SNELL – Snell Memorial Foundation

27. What type of injury accounts for the majority of motorcycle deaths? – 11

Head injuries

29. What is the value of appropriate footwear? – 12

- ◆ Help protect against foot & ankle injuries;
 - ◆ Protect from road debris & exhaust pipes;
- Provides better grip on pavement and foot pegs

31. What is the value of motorcycle-specific clothing? – 13

- ◆ Fit person in riding position;
- ◆ Longer sleeves/arms;
- ◆ Fuller shoulders;
- ◆ Non-flap design;

Some built-in protection (comfort in all conditions; help avoid being distracted; may help prevent / reduce injury; provides best combination of fit / protection)

33. Define "hypothermia" and provide an example – 13

- ◆ Subnormal body temperature – 65F @ 50 mph = 33F wind chill – loss of concentration, slowed reactions;
- ◆ Loss of smooth precise muscle movement

34. What is the value of dressing in layers? – 14

Can add / remove layers as necessary

38. What is T-CLOCS and what does each letter stand for? – 14-15

- ◆ Acronym for pre-ride check / inspection routine
- T – Tires / Wheels – pressure, tread, rims/spokes, bearings, brakes
- C – Controls – levers, switches, cables, hoses, throttle
- L – Lights / Electrics – working condition
- – Oil / Other Fluids (coolant, hydraulics, fuel) – levels, leaks
- C – Chassis – suspension, drive components
- S – Sidestand (centerstand)

RUN VIDEO TRAINING AID #3 – “READY TO RIDE”
 (approx. 8+ minutes)

RE-DIVIDE GROUPS AND ASSIGN “SET TWO”

GROUP A	Motorcycle Controls	pp. 16-18
GROUP B	Basic Motorcycle Operation	pp. 19-23
GROUP C	Visibility and Rider Radar	pp. 25-28 ½

ALLOW TIME FOR GROUPS TO PREPARE (15-20 MINUTES)

Riding a motorcycle requires the use of both hands and both feet. It is important to know the location and function of each control on your bike. You will need to develop and practice smoothness and coordination when using these controls.

GROUP A REPORT - “SET 2”
MOTORCYCLE CONTROLS

(Students’ responses should include the following)

➔41. What are the primary motorcycle controls? – 16

- ◆ Handlebar;
- ◆ Throttle,
- ◆ Clutch lever;
- ◆ Gearshift lever;
- ◆ Front brake lever;
- ◆ Rear brake pedal

42. What is the most common way to initiate & control motorcycle lean (for turns)? – 16
 Handlebars (press in direction to go)

46. What is meant by “shift pattern”? – 16
 Order / sequence of gears – typically 1(down) N 2, 3, 4 – top (up)

47. Where are the brake controls found? 16

- ◆ Right side – hand and foot control
- ◆ Front brake lever – in front of the right handgrip
- ◆ Rear brake pedal – in front of the right footrest

49. What does the fuel supply valve do? – 18

Controls the flow of gasoline to the engine from the tank

53. What is the function of the tachometer? – 18

Indicates engine speed in revolutions/min; has “red line” that should never be exceeded

54. What are some common indicator lights? – 18

- Neutral;
- High beam;
- Turn signal indicators;
- Oil pressure
- Side stand down
- Battery, gear, shift indicator, fuel

Now individually, take about 2 minutes to fill out page 17 on motorcycle controls and then compare your answers within your group.

SHOW VIDEO #4 “CONTROLS”

(Approx. 8 minutes)

Are there any questions about the controls?

We know how to dress. Our bike is inspected. Everyone knows where the controls are. Let’s learn some basic riding skills.

GROUP B REPORT - “SET 2”

(Students’ responses should include the following)

55. What are the steps in starting the engine? – 19

- ◆ F – fuel on
- ◆ I – ignition on
- ◆ N – ensure in neutral (by rolling w/ clutch & brakes out)
- ◆ E – engine cut-off switch on / run
- ◆ C – Choke & Clutch (if necessary)
 - (starter button)

56. What is the friction zone? – 20

- ◆ Area in the travel of the clutch lever where the clutch begins to transmit power from the engine to the rear wheel (begins where the clutch starts to transmit power to the rear wheel and ends just before the clutch becomes fully engaged – region of partial engagement in which the clutch “slips” to permit one to precisely control engine power to the rear wheel)

57. Describe good riding posture – 20

- ◆ Back straight; head & eyes up; feet on footrests & near controls; knees & elbows comfortably in; arms relaxed and bent; wrist positioned low on throttle (do not cover front brake, cover clutch)

58. List the 4 steps in turning – 21

Slow; Look; Press; Roll

61. When is the counterweight technique used? – 21

- ◆ Slow, tight turns (u-turns)

62. Why do you change gears? – 22

- ◆ To match the engine speed with the road speed

63. What is the 3-part shift process? – 22

- ◆ Roll off throttle while squeezing clutch
- ◆ Lift (press) gear shift lever
- ◆ Ease out clutch while rolling on throttle

64. What is engine braking? – 22

- ◆ Using engine to slow you down, by easing out clutch after every downshift

65. How much of a motorcycle's stopping power is available from the front brake? – 23

- ◆ 70%

66. Why should both brakes be used simultaneously? - 23

Good habit; most efficient & effective method gives shortest stopping distance; good habit so reflexes will respond quickly in emergency situation.

UNIT IV – STREET STRATEGIES (90 MINUTES)

As you may guess, situations change constantly and sometimes rapidly on the street. We need to be in control of our motorcycle and be aware of space and time requirements. Proper preparation is the key to safe, enjoyable riding. Let's take some time to consider some strategies to help us manage risk in traffic. Two key strategies are "visibility" and "lead time".

GROUP C REPORT - "SET 2"

(Students' responses should include the following)

70. What does it mean to have a space cushion? – 25 / 26
- ◆ Space (area) around you (all sides) to maintain a margin of safety
71. How does a motorcyclist utilize lane positions? – 26 (25)
- ◆ 3 general portions
 - Create/maintain space cushion;
 - Avoid windblast;
 - See & avoid roadway hazards;
 - Drivers can see m/c in mirrors;
 - See potential problems ahead;
 - See well down road;
 - Be visible to others
- ➔72. Name some ways to be more visible to others in traffic – 26
- ◆ Lane choice;
 - ◆ Lane positioning;
 - ◆ Clothing;
 - ◆ Headlight;
 - ◆ Signals;
 - ◆ Brake light;
 - ◆ Horn
- ➔73. What are the 3 "lead times" (RiderRadar)? – 27
- ◆ 2-second following distance;
 - ◆ 4-second immediate path;
 - ◆ 12-second anticipated path
74. Why is the 2-second following distance considered minimum? – 27
- More would be better --
Less than ideal conditions require increasing available time & space
77. Name the 3 components of total stopping distance – 27
- ◆ Perception distance – from time it happens until you see it
 - ◆ Reaction distance – from seeing it until applying brakes
 - ◆ Braking distance – from applying brakes until stopped

SHOW VIDEO TRAINING AID #5 -
"VISIBILITY AND RIDER RADAR" (APPROX. 4 MINUTES)

POSSIBLY BREAK HERE (ABOUT 8:00 PM)

ASSIGN "SET THREE"

GROUP A	Search	pp. 28-TOP OF 30
GROUP B	Evaluate	pp. 30-33
GROUP C	Common Situations	pp. 34-36

GROUP A REPORT "SET 3"

(Students' Responses should include the following)

79. What does it mean to Search? – 28

- ◆ To scan aggressively for potential factors and hazards

80. What is the characteristic of a convex mirror? – 28 (35)

Distort depth perception (makes objects appear farther away than they really are)

SHOW TRAINING AID #6 "SEE" (APPROX. 2 MINUTES)

GROUP B REPORT - "SET 3"

(Students' responses should include the following)

85. Where is the greatest potential for conflict? – 30

- ◆ Intersections

86. What 4 steps should you follow when around an intersection? – 30

- ◆ Check for:
 - Traffic behind;
 - Oncoming traffic;
 - Traffic to the left;
 - Traffic to the right

88. What are some hazards between intersections? – 31

- ◆ Traffic in blind spots; parked vehicles pulling away; pedestrians stepping into your path

89. What is the No-Zone? – 31 & Glossary

- ◆ Blind spot areas around tractor-trailers

90. How should you respond to a tailgating driver? – 32

- ◆ Increase your following distance to vehicles ahead & bullet points –
- ◆ Flash brake lights (communicate)
- ◆ 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 tailgater to pass

→91. What are some factors to search for when approaching a curve? – 32

- ◆ Radius & slope;
- ◆ Surface composition & condition;
- ◆ Other traffic involved; (visibility; beyond the curve)

92. How can an outside-inside-outside path of travel help you in curves? – 32 (intrinsic)

- ◆ Allows greatest visibility through turn;
- ◆ Allows greatest radius of turn (makes turn easier)

GROUP C REPORT - "SET 3"

(Students' responses should include the following)

94. Why rise off the seat when crossing an obstacle? – 34

Use legs as shock absorbers – keeps back of motorcycle from pitching you forward

96. Why make a head check before changing lanes? – 35

See what may be in the blind spot area

98. What makes starting out on a hill (upgrade) more difficult? – 36

- ◆ Gravity - must use friction zone / brakes differently to prevent the m/c from rolling backwards

→99. What is "overriding the headlight" and what is the solution? – 36

When total stopping distance exceeds sight distance; keep speed reasonable for conditions (slow down!)

RUN VIDEO TRAINING AID #7 – "COMMON SITUATIONS"

(approx. 4+ minutes)

Now we are going to practice our "SEE" strategy. We will be watching some short video segments and evaluating during the segment. This will simulate real instances that you may see on the street. Make sure you can see the screen real well and pay close attention. After each clip we will discuss how we would "execute" in each situation.

RUN VIDEO TRAINING AID #8 "INTERACTIVE SCENARIOS"

(approx. 3 min; 24 seconds each; 8-10 sec. blank)

6 segments [BE READY ON THE PAUSE BUTTON](#)

(1) MULTI – LANE

- MOTORCYCLE IN RIGHT LANE
- 2 VEHICLES AHEAD
 - ONE IN RIGHT LANE
 - ONE MERGING TO RIGHT (IN FRONT OF MOTORCYCLE)

*Search – Evaluate**How would you execute?*

- *adjust speed*
- *adjust position*
- *communicate*
- *cover controls*

#2 > MOTORCYCLE MERGING ONTO FREEWAY

*Search-Evaluate**How would you execute?*

- *adjust speed*
- *communicate*
- *head check / mirror check*

#3 > BLIND CURVE TO THE RIGHT

*Search-Evaluate**How would you execute?*

- *adjust speed*
 - *slow before turn*
- *adjust position*
 - *outside – inside path of travel*

#4 > MOTORCYCLE APPROACHING INTERSECTION

- CAR ON RIGHT TO PULL OUT
- CAR AHEAD TO TURN LEFT IN FRONT OF MOTORCYCLE

*What can happen here ? Search-Evaluate**How would you execute?*

- *adjust speed*
- *adjust position*
- *communicate*
- *cover controls*

- #5 > MOTORCYCLE IN LEFT LANE (PASSING)
 - 2 CARS IN RIGHT LANE
 - APPROACHING LEFT TURN AHEAD
 - UNKNOWN RIGHT SIDE

Search-Evaluate

How would you execute?

- *adjust speed*
- *adjust position*
- *cover controls*

- #6 > 2 SECOND FOLLOWING DISTANCE / 4 SECOND IMMEDIATE PATH ARE CRITICAL
 - MOTORCYCLE IN LEFT LANE, TRAILING CAR IN RIGHT LANE
 - APPROACHING INTERSECTION WHERE SUV IS WAITING TO PULL IN FROM RIGHT SIDE
 - Remember where most accidents happen?

Search-Evaluate

How would you execute?

- *adjust speed*
- *adjust position*
- *cover controls*

Basically this is how the "SEE" strategy works. We SEARCH – EVALUATE – AND EXECUTE as the situation demands. The process is always going on in your mind. You are always applying the strategy. Any questions?

POSSIBLY BREAK HERE (ABOUT 9:00 PM)

RE-DIVIDE GROUPS AND ASSIGN “SET FOUR”

GROUP A	Braking and Swerving	pp. 37- 39 ½
GROUP B	Surfaces and Cargo	pp. 39 ½ - 43 ½
GROUP C		pp. 43 ½ - 46

ALLOW TIME FOR GROUPS TO PREPARE

GROUP A REPORT - SET 4 BRAKING AND SWERVING

(Students' responses should include the following)

100. Name and explain the 3 variations to standard braking systems – 37

- ◆ Integrated – application of rear also applies some front
- ◆ Linked – application of either will apply some of the other brake
- ◆ Anti-Lock – prevent or minimize skidding in maximum-braking straight-line stop

101. What is the best way to achieve maximum braking? – 37

- ◆ Apply both brakes fully without locking either wheel

102. What complicates braking in a curve? – 37

- ◆ Amount of traction available for braking is reduced (being used for cornering)

103. What is a key to stopping quickly in a curve? – 37

- ◆ Straighten the m/c first – square the handlebars

104. What should you do if the front tire skids because of too much braking pressure? – 38

Immediately release completely and properly reapply

105. What is the danger of a rear-tire skid? – 38

- ◆ Releasing the rear brake when the rear wheel is out of alignment with the front wheel (high-side – also lose steering control)

107. In a swerve, how should you lean? – 39

- ◆ Independently of the motorcycle – upper torso (body) stays upright while m/c leans beneath you

→108. What action should be avoided when swerving? – 39

Braking

PLAY VIDEO AID # 9 – “MAXIMUM BRAKING AND SWERVING”
(approx. 4 minutes)

GROUP B REPORT - SET 4

SURFACES AND CARGO

(student response should include the following)

109. Why is a surface most slippery as it begins to rain? – 39

- ◆ Oil & dirt combine with water (forms slick film)

110. What is hydroplaning? – 39

Water buildup under the tread (loss of traction)

111. How can a crowned road affect riding? – 40

- ◆ Ground clearance is reduced;
- ◆ Lean angle available will be less than on a flat road (left turns)

112. How does carrying a passenger affect operating a motorcycle? – 40

- ◆ Makes starting out more complicated; affects handling -- reduces acceleration capability; requires more time & space for passing; may increase stopping distances; may affect stability in turns & curves

113. What are a few tips for carrying passengers? – 40

- ◆ adjust suspension & tire pressures
- ◆ passenger properly attired
- ◆ both feet on ground & brakes applied; engine started & in neutral when passenger mounts
- ◆ avoid abrupt acceleration / deceleration (braking);
go easy on lean angles (especially new riders)
- ◆ have passenger –
 - hold on to waist or hips
 - keep feet on passenger footrests at all times
 - keep hands / feet away from hot / moving parts
 - look over rider's shoulder in direction of turns / curves
 - avoid leaning or turning around; make no sudden moves
 - stand up when crossing obstacle

114. What 3 points should be considered when carrying loads? – 40

- Weight;
- Location;
- Security

116. How should you respond to a dog that approaches from the side? – 42

Slow & downshift, accelerate past the point of interception – screws up dog's timing

SHOW VIDEO TRAINING AID # 10 – “SURFACES AND CARGO”
(approx. 4 minutes)

GROUP C REPORT - SET 4

ALCOHOL

(Students' responses should include the following)

➔120. What are the 2 primary effects of alcohol? – 43

- ◆ Diminish visual capabilities;
 - ◆ Alter good judgment
- 121. **How fast is alcohol eliminated from the bloodstream? – 44**
- ◆ Male – 1 “drink” per hour;
 - ◆ Female – about 3/4 drink per hour (1 drink = 1h 20m)
- 122. **How much beverage alcohol equals one drink? – 44**
- ◆ 12 oz beer;
 - ◆ 5 oz wine;
 - ◆ 1 shot liquor (1/2 ounce of pure ethyl alcohol)
- 124. **What is the best way to approach intervention? – 45**
- ◆ (Early);
 - ◆ Enlist aid of others
- 125. **What are some ways to intervene when someone has had too much to drink? – 45**
- ◆ Enlist others;
 - ◆ Arrange a ride;
 - ◆ Slow pace of drinking;
 - ◆ Delay departure;
 - ◆ Keep bike parked

One more video!

SHOW VIDEO TRAINING AID # 11 – “RIDING STRAIGHT”
(approx. 11+ minutes)

Whew! Are there any questions about anything we have covered tonight?

Are you ready to go out tomorrow and learn to ride?

WE-----ll, almost!

Turn to page 24 in your handbooks.

Who can tell me why we have range safety rules?

HAVE EACH STUDENT READ A RANGE RULE

1. *Do not practice without RiderCoach permission*
2. *Always wear protective gear when seated on the motorcycle. You will not be permitted to ride without the correct gear.*

- *DOT or SNELL helmet;*
- *Full fingered gloves;*
- *Long sleeves;*
- *Long pants legs;*
- *Over the ankle shoes or boots (avoid shoelaces);*
- *Eye protection.*

No exceptions – If it is questionable don't try to use it. I don't want to be the bad guy here.

3. *Know the location of the engine shut off switch and how to use it.*
4. *Keep the clutch covered during early skill development (generally the first riding day). This allows a quick squeeze of the clutch lever to remove engine power from 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. A RiderCoach will assist you.*
9. *Stop smoothly in position if you see or hear a group stop whistle*
10. *If you do not understand and exercise or become too uncomfortable to ride safely, notify a RiderCoach.*

The group stop is what?

- > There is something we need to take care of. Maybe a dog or deer is crossing the range.*

Why do we use hand signals on the range?

- to maximize safety and learning;*
- sometimes you just can't hear if you are under a helmet, at the other end of the range, amid running engines.*

You may want to bring water and snacks with you.

You may want a rainsuit – we will continue in the rain.

Where do we meet on Saturday? _____

At what time? _____

Remember to bring your tests and handbooks back tomorrow morning.

Thank you for coming and have a good night.