

ROAD SAFETY EDUCATION
PROGRAM

**OPERATING A
MOTORCYCLE**



English version : 2015-11

ROAD SAFETY EDUCATION
PROGRAM

OPERATING A MOTORCYCLE

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PROGRAM REGULATIONS



**The Road Safety Education Program -
Operating a Motorcycle is composed of:**

- **Two 3-hour in-class theoretical training sessions**
- **Four 4-hour practical training sessions on a closed track**
- **Five 2-hour training sessions on the road**

IN-CLASS THEORETICAL TRAINING

Only one 3-hour session of in-class theoretical training can be given in a single day (the equivalent of 1 block of 3 hours).

The in-class theoretical training *Preparing for practical training on a closed track* must be completed before starting practical training on a closed track.

The in-class theoretical training *Preparing for practical training on a closed track* must be completed before starting practical training on the road.

Each student must have a 6R learner's licence before starting practical training.

Students must have their 6R learner's licence for a minimum of a month before they can pass their practical exam on the closed track.

PRACTICAL TRAINING ON A CLOSED TRACK

The closed track must have an area of 5000 m² and a minimum width of 40 meters.

A maximum of 8 hours of practical training on a closed track can be given within a period of 7 days, starting on Sunday (equivalent of two 4-hour sessions).

A training officer can supervise a maximum of 5 students at a time, each on their own motorcycle.

A maximum of 4 groups can be on the closed track, performing exercises at the same time.

Students must have reached the learning objectives for practical training on a closed track before beginning training on the road.

PRACTICAL TRAINING ON THE ROAD

On-road session I

- This session must always be first.
- It cannot be paired with sessions II, III, IV or V.
- It cannot be on the same day as sessions II, III, IV or V.

ON-ROAD SESSIONS II, III, IV and V

- They can be paired.
- They can be in a different order than the one proposed in the program.

A maximum of 4 hours of practical training on the road can be given in a day (equivalent of two 2-hour sessions).

A maximum of 6 hours of practical training on the road can be given within a period of 7 days, starting on Sunday (equivalent of three 2-hour sessions).

A training officer can supervise a maximum of 4 students at a time, each on their own motorcycle.

Students must have reached the learning objectives for practical training on a closed track and practical training on the road to receive their attestation and be able to take the closed track exam given by the *Société de l'assurance automobile du Québec* (SAAQ).



Despite the fact that you may pair up or change the order of on-road sessions II, III, IV and V, the students and training officers' safety must never be compromised.



**ROAD
SAFETY
TRAINING**



In 2010, the SAAQ reintroduced mandatory driving lessons and created a new Road Safety Training Program for the new generation of drivers. Using the same model, they created road safety training programs for Operating a Moped or Motorized Scooter (2010) and Operating a Three-Wheeled Motorcycle (2012).

Program Approach

Context for Training Program Review

These programs are based on the GDE model (*Goals for Driver Education*¹). This model was used to determine the essential elements involved in becoming a proficient driver. These elements are classified according to the effect they have on road safety. Operating a vehicle and operating it on a road shared with other users are considered level one learning elements. Acting in a safe, cooperative and responsible manner during training, as well as after, helps future riders consider the risks associated with riding a motorcycle. These risks may come from the riders themselves, the vehicle or the road conditions. Since 80% of accidents are caused by the riders' actions, emphasis is placed on the fact that future motorcyclists can make a difference in road safety statistics and limit the number of accidents on the road by simply making good choices and considering their actions.

ROAD SAFETY RECORD

Efforts made by the SAAQ, year after year, to improve motorcycle rider safety, have made an impact on road safety statistics. Nevertheless, despite the progress made, accidents bring pain and suffering to victims and their relatives every year. While motorcycle road safety statistics have improved, the number of motorcycle accidents for every 10,000 vehicles is still higher than that of automobiles.

MOTORCYCLE COMMITTEE

Throughout the years, a number of rules and regulations have been put into place for obtaining a motorcycle licence in order to ensure the safety of motorcycle riders on the road. With this in mind, a group of experts formed the Motorcycle Committee in 2010, offering several recommendations², one of which was to review the motorcycle riding course. The new program, the new version of the *Operating a Motorcycle Guide* and the exams are all a result of their recommendation.

1. Stefan Siegrist, éd., *Formation et évaluation du conducteur, obtention du permis de conduire : vers une gestion théoriquement fondée du risque routier des jeunes conducteurs. Résultats du projet européen GADGET, groupe de travail 3*, Berne, Bureau de prévention des accidents, 1999, 199 pages.

2. *Motorcycle Committee – Road Safety Part*, April 2013.



NEW
PROGRAM

3

PROGRAM PROFICIENCY

Operating a motorcycle in a safe, cooperative and responsible manner

ELEMENTS OF PROFICIENCY

- Operating a motorcycle
- Operating a motorcycle on the road
- Acting in safe, cooperative and responsible manner

BASIC PRINCIPLES

- Skill-based approach
- The GDE model

GENERAL GOALS

ENCOURAGE STUDENTS TO

- Be aware of risky behaviour
- Reflect on their driving habits
- Acquire safe driving techniques
- Develop the ability to anticipate risks
- Be aware of various driving situations

Proficiency

Proficiency involves three elements: theoretical knowledge (**knowledge**), abilities (**know-how**) and attitude (**interpersonal skills**). Proficiency is measured by a person's ability to master these three elements. For example, proficient motorcycle riders have the necessary theoretical knowledge (knowledge), perform the proper techniques and manoeuvres (know-how) and use their judgement when riding a motorcycle (interpersonal skills).

ELEMENTS OF PROFICIENCY

Elements of proficiency can be defined as the main steps necessary to acquire and maintain proficiency. Thus, to become a proficient motorcyclist, you must first learn to operate a motorcycle, then learn to operate it on a road shared with other users. Finally, acting in a safe, cooperative and responsible (SCR) manner allows the motorcyclist to become a proficient rider.



Basic Program Principles

SKILL-BASED APPROACH

The new program was created using certain principles from the skill-based approach. This change in teaching method modifies the scope and perception of teaching and learning.

GDE MODEL

The program was created using the basic principles of the GDE model (*Goals for Driver Education*³). This model outlines the precise training elements necessary for learning how to drive. The training content is divided into four hierarchical levels. The content of the higher levels has more of an influence on driver safety and the safety of other road users.

CONCEPT	NEW PROGRAM (skill-based approach)
TEACHING IS...	<ul style="list-style-type: none">• Tailoring your interactions with students according to their needs to help them acquire the proper skills• Being a collaborator, a guide, a coach• Creating an environment that is suitable for reflection and discussion
LEARNING IS...	<ul style="list-style-type: none">• Being proactive and participating actively in your training• Acquiring knowledge to develop skills• Collaborating and sharing with your peers and training officers

3. Stefan Siegrist, *op. cit.*

ORIGINAL GDE MODEL ⁴		ESSENTIAL ELEMENTS OF DRIVER TRAINING		
GDE MATRIX		KNOWLEDGE AND SKILLS	RISK-INCREASING FACTORS	SELF-EVALUATION
	GOALS FOR LIFE AND SKILLS FOR LIVING (in general)	Knowledge to understand/master how general life projects and values, behaviour types and group norms affect driving abilities.	Knowledge to understand/master the risks associated with life projects and values, behaviour types, social pressures, drug use, etc.	Self-awareness of personal tendencies related to impulse control, motives, life-style, values, etc.
	TRIP-RELATED CONTEXT AND GOALS	Knowledge and skills regarding trip-related elements (the effect of specific goals, choice of route, social pressures, evaluating constraints, etc.)	Knowledge and skills regarding the risks related to trip goals, driving context, social pressures, driving goals, etc.	Self-awareness of personal factors related to trip-planning skills, specific driving goals, motives, etc. Developing self-evaluation skills.
	MASTERY OF TRAFFIC SITUATIONS	General knowledge and skills regarding traffic rules, speed adaptation, safety margins, signaling, etc.	Knowledge and skills regarding inappropriate speeds, weak safety margins, incompliance with rules, difficult traffic conditions, vulnerable road users, etc.	Self-awareness of personal factors related to skills, driving style, risk perception, point of view, strengths and weaknesses.
	VEHICLE HANDLING	Basic knowledge and skills regarding vehicle handling, characteristics and traction.	Knowledge and skills regarding the risks related to vehicle handling, characteristics, traction, etc.	Self-awareness of personal strengths and weaknesses related to basic driving skills and proper vehicle handling in dangerous situations.

4. www.bepecaser.org/Matrice%20Oeuf%20JP%20Assailly.pdf.

GDE MODEL INTEGRATION

GDE MODEL LEVELS	PROGRAM Elements of Proficiency	TRAINING CONTENT
GOALS FOR LIFE AND SKILLS FOR LIVING	Acting in a S afe, C ooperative and R esponsible manner	<p>CHAPTER 3</p> <p>Acting in a safe, cooperative and responsible manner</p> <ul style="list-style-type: none"> • Risks associated with the rider • Risks associated with the road • Risks associated with the vehicle <p>Exercises</p> <ul style="list-style-type: none"> • Exercises • Formative evaluations
TRIP-RELATED CONTEXT AND GOALS		<p>CHAPTER 2</p> <p>Operating a motorcycle on the road</p> <ul style="list-style-type: none"> • Riding techniques to avoid risks • Manoeuvres on the road • Other road users • Traffic traps
MASTERY OF TRAFFIC SITUATIONS	Operating a motorcycle on the road	<p>CHAPTER 1</p> <p>Operating a Motorcycle</p> <ul style="list-style-type: none"> • Context of riding a motorcycle • Laws of physics • Operating a motorcycle • Basic operations • Riding techniques • Manoeuvres • Particular situations
VEHICLE HANDLING	Operating a motorcycle	

General Program Goals

The general goals of the *Road Safety Education Program - Operating a Motorcycle* are closely linked to its founding principles and to the skills that future riders must acquire. They also take into consideration the characteristics of the program's target clientele, the majority of people already holding a passenger vehicle licence and being at least 25 years of age.

GENERAL GOALS

To be able to ride a motorcycle in an SCR manner, students must:

- Be aware of risky behaviours.
- Re-evaluate their driving habits.
- Use safe driving techniques.
- Develop the ability to foresee potential risks.
- Experience various driving situations.

Educational Context

LEARNING PROCESS

PRINCIPLES OF THE LEARNING PROCESS

- The learning process must be directed towards a **goal (objectives)**.
- The learning process must link **new information** with existing knowledge.
- The learning process must be done **in steps**.
- The learning process implies a good sense of **self-awareness** (personality, abilities, etc.)

INFLUENCES ON THE LEARNING PROCESS

- **Clear definition** of objectives to be reached
- Difficulty level of each objective
- **Motivation**
- **Variety** in the training officer's methods
- **Organization** of the training sessions
- Quality of the student-training officer **relationship**
- **Quality and frequency** of feedback

Students

CHARACTERISTICS

- The majority of students already hold a passenger vehicle licence.
- Most are at least 25 years old and up.

RIDER PROFILES

A study has revealed four different types of motorcycle riders.⁵ You probably have students that correspond to these profiles.

1ST PROFILE

TYPE OF MOTORCYCLE: *Prefers smaller motorcycles, dual-sport motorcycles or maxi-scooters.*

MOTORCYCLE USAGE: *Daily, for easy commuting.*

TYPE OF RIDING: *Riding a motorcycle is an easy way to get around. It saves time and allows for easier parking.*

3RD PROFILE

TYPE OF MOTORCYCLE: *Prefers large sport motorcycles.*

MOTORCYCLE USAGE: *High yearly mileage.*

TYPE OF RIDING: *Riding a motorcycle is the art of controlling risks. This type of rider likes the feeling of freedom and power that acceleration can provide while riding.*

2ND PROFILE

TYPE OF MOTORCYCLE: *Dual-sport, standard (roadster, naked bike).*

MOTORCYCLE USAGE: *Medium-length trips for leisure.*

TYPE OF RIDING: *Riding a motorcycle is a leisure activity and provides a sense of freedom. This type of rider likes the sense of community that riding can provide.*

4TH PROFILE

TYPE OF MOTORCYCLE: *Touring, cruiser.*

MOTORCYCLE USAGE: *For travelling, used on weekends and holidays.*

TYPE OF RIDING: *Riding a motorcycle is a source of pleasure and provides a feeling of freedom. This type of rider likes to do long trips on a motorcycle.*

5. European road users' risk perception and mobility: The SARTRE 4 survey.

Training Officers



(In-class instructors for motorcycle riding and Motorcycle riding instructors)

THE STUDENTS' MAIN TASKS

To be able to ride a motorcycle in an SCR manner, the students must or should do the following during their training:

- Acquire knowledge, develop skills and act in an SCR manner.
- Re-evaluate their current driving habits.
- Evaluate the risks before riding.
- Think critically about their ability to ride in an SCR manner.
- Collaborate with their training officers, peers and the other road users.
- Respect the current laws and regulations.

THE TRAINING OFFICER'S MAIN TASKS

To help students acquire the skills to ride a motorcycle in an SCR manner, training officers can or should:

- Encourage students to re-evaluate their driving habits.
- Incite reflection on risky behaviour.
- Encourage students to evaluate their skills realistically.
- Create a suitable environment for reflection and discussion.
- Evaluate the students' level of knowledge and skill through formative evaluations.
- Adapt their teaching to the needs of the students and support them.
- Improve their teaching techniques by collaborating with colleagues.
- Be a dynamic and stimulating role model for road safety.

Educational Material

PROGRAM

The program is a tool to guide practice. It includes the training program content and the theoretical training learning objectives. Various teaching methods are also suggested to help promote skill acquisition.

OPERATING A MOTORCYCLE GUIDE

This reference tool is essential for students who want to prepare for their theoretical exam properly. It is full of information and contains exercises and formative evaluations.

DRIVER'S HANDBOOK

The *Driver's handbook* is a compilation of everything you need to know about road regulations, Quebec road signs, traffic violations and consequences, driver's licences, etc. Reading the handbook is highly recommended for any future motorcyclist, but it is mandatory for those who do not already drive a car.

THE SAAQ WEBSITE

www.saaq.gouv.qc.ca

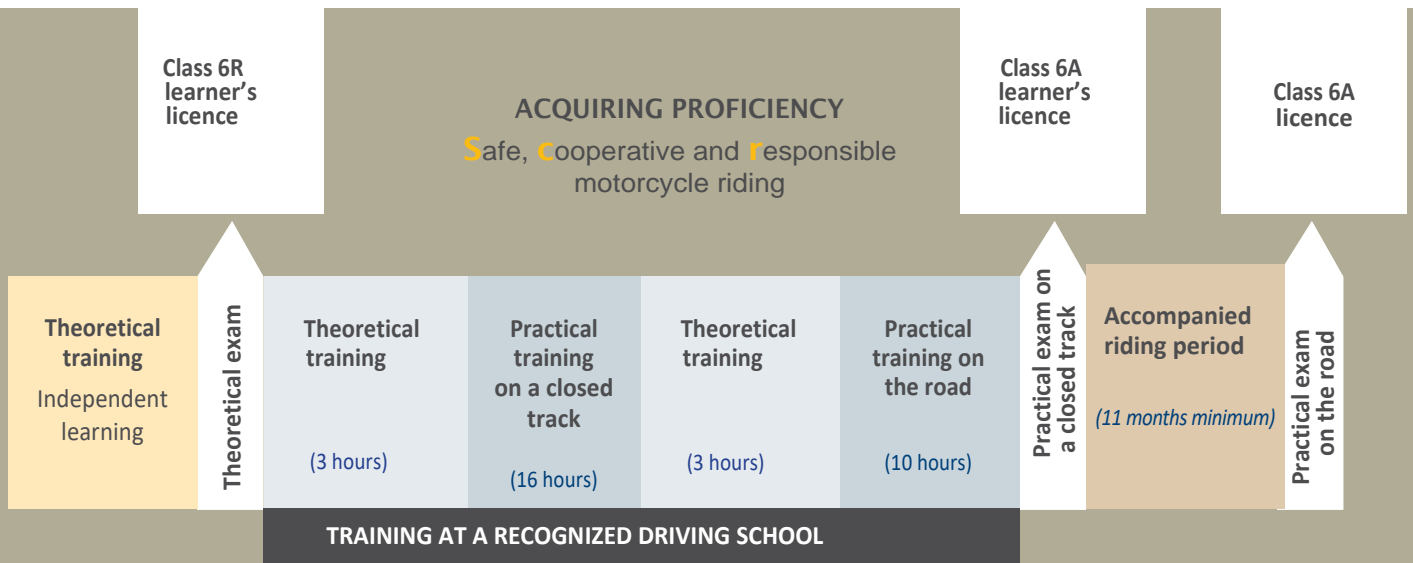
The SAAQ website contains a lot of information that can be useful both to training officers and students. You will find information on protective gear, buying guides and a *Check your Road Safety Knowledge* quiz.



PROCESS FOR
OBTAINING A
MOTORCYCLE
LICENCE

4

PROCESS FOR OBTAINING A MOTORCYCLE LICENCE



Training Types

TRAINING	DESCRIPTION
<p>THEORETICAL TRAINING AS INDEPENDENT LEARNING</p>	<p>Independent learning consists of self-study. While learning to operate a motorcycle, the students must make sure that they know and understand the content of the guides (<i>Driver's Handbook</i> and <i>Operating a Motorcycle</i>) and try the suggested exercises. Their commitment to learning is a determining factor in their success.</p>
<p>IN-CLASS THEORETICAL TRAINING</p> <p>6 HOURS</p>	<p>In-class theoretical training teaches students to create links between the content of the guide, their "background knowledge" (experience, driving habits, risk-taking tendencies, etc.) and their practical training. It also aims to complement their knowledge and properly prepare them for practical training on a closed track and on the road.</p>
<p>PRACTICAL TRAINING ON A CLOSED TRACK</p> <p>16 HOURS</p>	<p>Practical training on a closed track allows students to practise what they learned from the <i>Operating a Motorcycle</i> guide and their in-class theoretical training. They will gradually learn how to ride in a safe, cooperative and responsible manner. It is by practising the techniques and manoeuvres repeatedly that the students will learn to do them automatically.</p>
<p>PRACTICAL TRAINING ON THE ROAD</p> <p>10 HOURS</p>	<p>Practical training on the road allows students to practise the techniques and manoeuvres they learned on the closed track. Training on the road gives students the opportunity to learn how to ride in a safe, cooperative and responsible manner. As is the case with training in class and on a closed track, they will have to re-evaluate their current driving habits, evaluate their own motorcycle riding skills and get into the habit of automatically assessing risks before riding.</p>

Evaluations

SUMMATIVE EVALUATIONS (Theoretical and Practical Exams)

The SAAQ's exams are summative evaluations that aim to test the student's ability to ride a motorcycle in an SCR manner. The theoretical exam aims to evaluate the future motorcycle rider's knowledge. The ability to implement that knowledge will also be evaluated through interactive simulations. The practical exam on a closed track evaluates the student's ability to operate a motorcycle in an SCR manner. The last practical exam is given on the road and evaluates the student's ability to ride a motorcycle in an SCR manner.

In other words, the exams given by the SAAQ are summative evaluations that assess the student's ability to reach the established program goals.

FORMATIVE EVALUATIONS

Formative evaluations are a tool used to support the learning process. They allow both training officers and students to critically evaluate the student's progress in acquiring the necessary skills. It is a little bit like taking a picture of the student's strengths and weaknesses to give him ways to improve. Whether it be to evaluate their ability to operate a motorcycle or ride on the road in an SCR manner, these evaluations give students a chance to find out what they will be like as future riders. Formative evaluation grids are available in the *Operating a Motorcycle* guide and during the practical training portion of the program.

A decorative header consisting of five vertical bars of different colors: dark brown, grey, blue, orange, and light grey. A large green number '5' is positioned on the right side, overlapping the light grey bar.

5

HOW TO USE **THE PROGRAM**

5

Icons

In order to use the program effectively, here are the icons you need to know.

ICON	MEANING
	OBLIGATION: Indicates that an element is mandatory.
	DIFFICULTY LEVEL: Indicates that the circuit may be modified to increase the difficulty level.
	ATTENTION: Important information regarding safety.
	TIPS, ADVICE OR STRATEGIES: Examples of questions, actions or methods to promote SCR motorcycle riding.

General Goals for each Training Type

General goals are set for each training type (in-class theoretical training and practical training on a closed track and on the road). They allow you to quickly see what the main challenges are and emphasize essential training elements. They are closely linked to the skills, elements of proficiency, principles and general goals of the program.

Duration of each Training Type

IN-CLASS THEORETICAL TRAINING	PRACTICAL TRAINING ON A CLOSED TRACK	PRACTICAL TRAINING ON THE ROAD
6 HOURS	16 HOURS	10 HOURS
(Two 3-hour sessions)	(Four 4-hour sessions)	(Five 2-hour sessions)



The abovementioned durations must be respected. However, the required time for each student to reach the training objectives may vary. This variation in learning pace can be attributed to various factors: previous experience riding a two-wheeled vehicle, concentration skills and attention span, psychomotor abilities, stress management, etc. If a student's learning pace is too slow, affecting their ability to reach the objectives, he must be informed that he did not reach the objectives within the allotted timeframe. Formative evaluations can be a useful tool in this case.

FUTURE RIDER SAFETY

It is essential to mention that, despite the flexibility that training officers have, the safety of the students is paramount. Therefore, you should never make your students do an exercise that could put them at risk.

The 6 hours of theoretical in-class training are divided into 2 sessions of 3 hours each (*Preparing for practical training on a closed track, Preparing for practical training on the road*). Breaks must be scheduled according to the students' needs. In general, for a 3-hour training session, breaks should be 20 minutes long (two 10-minute breaks).

The 16 hours of practical training on a closed track are divided in 4 sessions of 4 hours each (Closed track I, Closed track II, Closed track III and Closed track IV). Breaks must be scheduled according to the students' needs. In general, for a 4-hour training session, breaks should be 30 minutes long (two 15-minute breaks).

The 10 hours of practical training on the road are divided in 5 sessions of 2 hours each (On-road session I, On-road session II, On-road session III and On-road session IV). Breaks must be scheduled according to the students' needs. In general, for a 2-hour training session, the break should be 15 minutes long.

Learning Objectives

The learning objectives are the knowledge (KNOWLEDGE), abilities (KNOW-HOW) and attitude (INTERPERSONAL SKILLS) that students must have acquired or developed by the end of their training. By reaching the learning objectives, the students may acquire the proficiency to ride a motorcycle in an SCR manner. The list of learning objectives that students must reach by the end of their training is listed at the beginning of each training type. The objectives are divided by element of proficiency. It is your responsibility to ensure that your teaching methods help students achieve these objectives.



LEARNING OBJECTIVES

UPON COMPLETING TRAINING (theoretical, practical), THE STUDENTS MUST BE ABLE TO...

OPERATE A MOTORCYCLE

OPERATE A MOTORCYCLE ON THE ROAD

ACT IN AN SCR MANNER

Training Content and Learning Objectives

A table with all of the essential training elements for motorcycle riding is located at the beginning of each training type (in-class, on a closed track and on the road).

Indicate the knowledge, abilities or attitude that the students must acquire.

Indicate the knowledge necessary for reaching the learning objectives. These notions are also in the *Operating a Motorcycle* guide.



LEARNING OBJECTIVES



MAIN TRAINING CONTENT

Proposed Methods for Obtaining Objectives

In order to help students reach the learning objectives, different methods are proposed. These methods follow the natural training process and are optional. You can use these different methods with your students. However, the learning objectives and training content are still mandatory. The proposed training method is comprised of three stages, each with different roles and their own importance.

THREE STAGES OF THE TRAINING PROCESS

In general, training can be divided into three stages. Students must be prepared for the learning process (introduction), put their knowledge into practice (practice) and finish their training (conclusion). The proposed methods follow these three stages: introduction, practice (exercises) and conclusion (feedback).

1.

INTRODUCTION

A GOOD INTRODUCTION...

- Promotes learning.
- Clarifies everyone's roles and expectations (students and training officers).
- Helps students situate themselves in the learning process.
- Creates a suitable environment for reflection and discussion.
- Incites motivation, piques curiosity and sparks interest.
- Promotes active student participation.

INTRODUCING TRAINING

PRESENT, REMIND, EXPLAIN...

- The learning objectives, the rules and your expectations.
- Exercise parameters: pre-requisite knowledge, steps to follow (what to do, why, when and how), the requirements of the exercise (it must be a realistic goal that is not too easy or too hard), the purpose of the exercise so students understand why it's done.

ASK THE STUDENTS ABOUT...

- Their perceptions and knowledge regarding motorcycle riding.
(Even though most of them have never ridden a two-wheeled vehicle, they may still have preconceptions. Why do they want to learn to ride a motorcycle?)

- ✓ Difficulties anticipated by the students, during and after their motorcycle training program. (For example, who thinks they will be able to easily complete today's exercises? Why?)
- ✓ Behaviour and habits that they currently have while driving a car.
- ✓ Relevant stories or anecdotes related to learning to ride a motorcycle that promote the learning objectives.

2. PRACTICE

EXERCISES THAT PROMOTE LEARNING...

- ✓ Allow the students to put their knowledge into practice.
- ✓ Promote active student participation.
- ✓ Allow students to reflect on and re-evaluate their riding skills and driving habits.
- ✓ Promote awareness on risky behaviour.
- ✓ Help students develop their ability to anticipate risks.
- ✓ Help students evaluate themselves.
- ✓ Help students so that the manoeuvres become reflexes.



THEORETICAL TRAINING

- ✓ **Do a demonstration:** Use visual aids, give concrete examples, create images.
- ✓ Give real-life situations.
- ✓ Form teams or have students work individually.

PRACTICAL TRAINING

- ✓ **Do a demonstration** (you or a student): Do the exercise and explain the steps as you go.
- Do a guided practice:** Assist the students and provide constructive feedback on their ability to complete the exercise.
- ✓ **Do individual practice:** Have the students do the exercises and observe them in order to assess their ability to operate a motorcycle.

In order to be able to complete an exercise, some students may need to be reminded of previous notions. You should review the subject matter and make sure they understand before resuming the exercise.

3. CONCLUSION

CONCLUDING A TRAINING SESSION...

ALLOWS THE TRAINING OFFICER TO...

- Check what the students learned and review important notions.
- Incite **reflection** and allow students to re-evaluate their **initial perceptions**. (For example, have their perceptions changed? Why?)
- Ask the students about any **difficulties** they may have encountered or anticipated. (Did you end up having any of the **difficulties** you anticipated at the beginning? Why?)
- Ask about behaviour and habits that the students currently have when driving a car.
- Briefly introduce the **learning objectives** for the next training session.
- Provide the students with feedback⁶, evaluate their ability to operate a motorcycle or act in an SCR manner.

ALLOWS THE STUDENTS TO...

- Situate themselves in the learning process.
- Identify their needs.
- Recognize their strengths and weaknesses.
- Evaluate their own ability to operate a motorcycle and act in an SCR manner.

PROVIDING FEEDBACK...

- Provide feedback individually.
- At an appropriate moment (when the students are in the mood for discussion).
- Use the first person "I".
- Use the "sandwich technique."⁷
- Make sure your comments are clear.
- Make sure your comments are more positive than negative.
- Use concrete facts when making a comment (what you observed).
- Avoid giving negative comments without giving tips for improvement.

6. Giving feedback consists of providing comments that help students recognize their strengths and weaknesses. Providing constructive feedback is also a form of formative evaluation that aims to support the students in their learning process.

7. The sandwich is an image used to symbolize the three steps for formulating effective feedback:

- 1) Start with a positive comment (bread [soft])
- 2) Follow up with what should be improved (meat [hard])
- 3) Finish with general constructive feedback (bread [soft]).

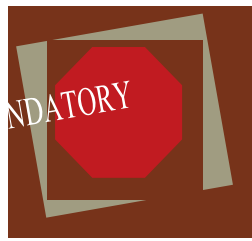


IN-CLASS
**THEORETICAL
TRAINING**

6

General Goals

In-class theoretical training must allow the students to refresh the knowledge they acquired through independent study and also gain the pre-requisite knowledge necessary for practical training on a closed track and on the road. This training must allow the students to put their knowledge into practice, re-evaluate their current driving habits and reflect on the type of motorcycle rider they want to be. In other words, in-class theoretical training is a bridge between the rider's background knowledge (motivation, experience, driving habits, knowledge acquired through independent study) and their practical training on a closed track and on the road.



Learning Objectives

OPERATING A MOTORCYCLE

UPON COMPLETING TRAINING, STUDENTS MUST BE ABLE TO EXPLAIN:

- The elements that are specific to motorcycle riding (visibility, type of motorcycle used, vulnerability, balance).
- The laws of physics that affect motorcycle riding.
- The workings of a motorcycle (controls and components).
- Basic operations.
- The riding techniques that should be used.
- Specific manoeuvres.
- The actions required in specific situations.

OPERATING A MOTORCYCLE ON THE ROAD

UPON COMPLETING TRAINING, THE STUDENTS MUST BE ABLE TO EXPLAIN:

- The riding techniques that should be used.
- Specific manoeuvres.
- The characteristics of certain road users and the actions to be taken in their presence.
- Traffic traps and how to avoid them.

ACTING IN AN SCR MANNER

UPON COMPLETING TRAINING, THE STUDENTS SHOULD BE ABLE TO EXPLAIN:

- The characteristics of a proficient rider.
- The risks associated with the rider and their influence on general road safety.
- The risks associated with the road (environmental and traffic conditions) and actions to be taken to minimize these risks.
- The risks associated with the vehicle and how to minimize them.
- The elements to evaluate when planning your outings.

UPON COMPLETING TRAINING, THE STUDENTS MUST BE AWARE OF:

- The importance of their role and responsibilities during their motorcycle training
- The need to re-evaluate their driving habits in order to become a proficient rider.
- The importance of evaluating the three types of risks before driving a vehicle.
- The power that only they possess to minimize risks on the road through their choices and decisions.
- The importance of actively participating in their training by evaluating their own ability to operate a motorcycle and act in an SCR manner.
- The importance of wearing complete and proper protective gear when starting their practical training.
- The need to perform a mechanical inspection of the vehicle before going out on the road.

Preparing for Practical Training on a Closed Track

MANDATORY

LEARNING OBJECTIVES

UPON COMPLETING TRAINING, THE STUDENTS MUST BE ABLE TO:

- Define what a proficient rider is.
- Clarify their role and responsibilities during their motorcycle training.
- Explain why visibility and the type of motorcycle used might have an influence on road safety.
- Explain how wearing proper protective gear can minimize vulnerability.
- Explain the laws of physics and how they influence motorcycle riding.
- Identify components and controls on a motorcycle and explain their roles.
- Describe the steps of basic motorcycle operation (moving it, starting it up...).
- Identify and explain the riding techniques that should be used.
- Identify and explain the manoeuvres to be used.
- Explain the role your vision has in motorcycle riding and how speed influences vision.
- Identify motives for riding a motorcycle.
- Identify the risks associated to their attitudes and behaviour and explain how to minimize them.
- Explain the main risks associated with the vehicle.

MAIN TRAINING CONTENT

CHAP. 1: OPERATING A MOTORCYCLE

Sections to consult:

- The particular context of riding a motorcycle
- Laws of physics
- Basic workings of a motorcycle
- Basic operations
- Riding techniques to avoid risks
- Manoeuvres

CHAP. 2: OPERATING A MOTORCYCLE ON THE ROAD

Section to consult:

- Riding techniques to avoid risks

CHAP. 3: ACTING IN AN SCR MANNER

Sections to consult:

- Risks associated with the rider
- Risks associated with the vehicle

EXERCISES

Preparing for Practical Training on the Road

6

LEARNING OBJECTIVES

MANDATORY

MAIN TRAINING CONTENT

- ☑ Identify and explain the riding techniques that should be used on the road.
- ☑ Identify and explain the manoeuvres to be used on the road.
- ☑ Explain how speed influences manoeuvres.
- ☑ Explain the characteristics of other road users and the actions to be taken in their presence.
- ☑ Explain traffic traps and how to avoid them.
- ☑ Explain how the rider's mental and physical state influences the level of risk on the road.
- ☑ Identify specific risks and how to minimize them.
- ☑ Explain the risks associated with the road and the actions to be taken to minimize these risks.
- ☑ Explain the importance of evaluating the three types of risks (rider, road, vehicle) for road safety before going out on the road.

CHAP. 1: OPERATING A MOTORCYCLE

Section to consult:

- Particular situations

CHAP. 2: OPERATING A MOTORCYCLE ON THE ROAD

Sections to consult:

- Riding techniques to avoid risks
- Manoeuvres on the road
- Other road users
- Traffic traps

CHAP. 3: ACTING IN AN SCR MANNER

Sections to consult:

- Risks associated with the rider
- Risks associated with the road
- Trip planning
- Evaluating the risks of a premature departure

SUGGESTED METHOD

TYPICAL IN-CLASS TRAINING SESSION

INTRODUCTION

PRESENT...

- Your role, your responsibilities and your expectations as a training officer and ask the students, who are future motorcyclists, to explain their motivations and experiences.
- The learning objectives of in-class theoretical training, the duration and break times.
- The outline of the training program (training types, duration, requirements, regulations...).

ASK THE STUDENTS ABOUT....

- The knowledge or skills they acquired while driving a car or during their practical training on a closed track.
- Their motivations for learning to ride a motorcycle.
- Their conception of a proficient rider.
- Difficulties that they anticipate.
- Their driving habits that might have a negative impact on them learning to ride a motorcycle.



These questions can be asked verbally or in writing, depending on the training officer and the group dynamic.



PRACTICE

EXAMPLES

Objective: Encourage the students to reflect on the three types of risks and the methods used to minimize them.

Exercise: Read the information in the tables carefully, present the questions underneath the tables to the students and discuss the answers as a group.

CASE STUDY TO PREPARE FOR PRACTICAL TRAINING ON A CLOSED TRACK

	MOTORCYCLIST 1	MOTORCYCLIST 2
Weather	Sun	Rain
Trip length	50 km	75 km
Motorcycle used and mechanical condition	Sport, recent mechanical inspection	Cruiser, no recent mechanical inspection
Protective gear	Complete	Helmet only
Riding experience with the motorcycle used	2 seasons	2 outings
Psychological state before the outing	Neutral	Still overwhelmed by his father's death

1- Which motorcyclist has the highest risk factor while riding on the road? Why?

2- What could motorcyclist 1 do to reduce his risk factor? Motorcyclist 2? Why?

3- Do you have any control over the risks you incur while riding?

4- What will you do to minimize risks when riding a motorcycle?

5- What type of motorcyclist do you want to be? Why?

CASE STUDY TO PREPARE FOR PRACTICAL TRAINING ON THE ROAD

	MOTORCYCLIST 1	MOTORCYCLIST 2
Age, gender	22 years old, male	35 years old, female
Perception of motorcycle riding	Riding a motorcycle provides a sense of freedom and an adrenaline rush.	Riding a motorcycle allows you to find parking more easily.
Motivations for riding a motorcycle	Learned to ride a motorcycle because he likes speed.	Learned to ride a motorcycle because she likes travelling.
Personality	Joyful Impulsive Impatient	Honest Patient Thorough

1- With what you know of risk factors related to the rider, which motorcyclist has the highest risk factor while riding on the road?

2- What could motorcyclist 1 do to reduce his risk factor? Motorcyclist 2? Why?

CONCLUSION

ASK THE STUDENTS ABOUT...

- The knowledge they must acquire before completing in-class training.
- Their impressions vs. their initial expectations regarding motorcycle riding.
- The influence their current driving habits have on the motorcycle learning process.

REMIND STUDENTS OF...

- The learning objectives they must achieve before completing training.
- What they can do if they have difficulty reaching these objectives.
- The main learning objectives of the next training segment.



If needed, refer the students to the sections of the *Operating a Motorcycle guide* that cover their questions.



PRACTICAL TRAINING
**ON A CLOSED
TRACK**



General Goals

Practical training on a closed track must allow the students to practise what they learned from independent study and in-class theoretical training. The secure context of the closed track allows them to learn to ride a motorcycle gradually, under your supervision. The difficulty level of the exercises must increase progressively, from the first segment to the fourth. It is by practising repeatedly and gradually that the students will develop the reflexes necessary to operate a motorcycle. In short, on the closed track, the students must acquire the necessary skills to operate a motorcycle, and that is how they will continue to learn to ride in an SCR manner.

Outline



TRAINING DURATION

Practical training on a closed track is a total of 16 hours long. These 16 hours are divided into 4 sessions (Closed track I, Closed track II, Closed track III and Closed Track IV). Breaks should be planned according

to the students' needs. In general, for a 4-hour training session, the allotted break time should equal 30 minutes (two 15-minute breaks).

TRAINING CONTENT BY TRAINING SESSION

SESSION	CONTENT	APPROXIMATE DURATION
<i>CLOSED TRACK I</i> Introduction	<ul style="list-style-type: none"> • Protective gear and mechanical inspection • Controls, riding position and starting up • Moving and handling a motorcycle • Sight and line of vision 	1 hr
	<ul style="list-style-type: none"> • Moving, balance and immobilizing • Changing gears and downshifting • Turning • Parking 	2.5 hrs
<i>CLOSED TRACK II</i>	<ul style="list-style-type: none"> • Skill Development⁸: Making a turn • Taking a curve 	1.5 hrs
	<ul style="list-style-type: none"> • Braking in a straight line • Braking in a curve 	2 hrs
<i>CLOSED TRACK III</i>	<ul style="list-style-type: none"> • Skill Development: Braking in a straight line • Emergency braking in a straight line 	1.5 hrs
	<ul style="list-style-type: none"> • Skill Development: Riding and braking in a curve • Emergency braking in a curve • Avoiding obstacles 	2 hrs
<i>CLOSED TRACK IV</i> Advanced Skill Development	<ul style="list-style-type: none"> • Skill Development: Shifting gears, braking, taking a turn and a curve, avoiding obstacles 	2.5 hrs
	<ul style="list-style-type: none"> • Preparing to ride on the road <p>It is strongly recommended that you evaluate the students' ability to ride a motorcycle in an SCR manner.</p>	1 hr

8. Skill Development: The students have already practised the manoeuvre during previous training sessions, but they have to practise again so that it becomes a reflex.

Learning Objectives



OPERATING A MOTORCYCLE

UPON COMPLETING TRAINING, THE STUDENTS MUST BE ABLE TO...

- Use the controls without looking at them.
- Move the motorcycle without the engine.
- Mount the motorcycle and pick it up.
- Start it up.

- Assume a safe riding position.
- Maintain their balance.
- Control the clutch and the handlebars.
- Counter balance and countersteer.

- Adapt their speed.
- Adjust their sight to the right spot.
- Perform systematic visual checks (sweeping).

- Move the motorcycle.
- Immobilize the motorcycle.
- Park the motorcycle.
- Change gears.
- Brake in a straight line and in a curve.
- Take a curve or turn.
- Avoid an obstacle.
-

ACTING IN AN SCR MANNER

UPON COMPLETING TRAINING, THE STUDENTS MUST BE ABLE TO...

- Check the mechanical condition of the motorcycle.
- Check the condition of their protective gear.
- Evaluate their ability to operate a motorcycle.

UPON COMPLETING TRAINING, THE STUDENTS MUST BE AWARE OF...

- The influence speed has on their manoeuvres.
- The importance of evaluating the three types of risks before going out on the road.
- The power that only they possess to minimize risks on the road through their choices and decisions.

After each closed track training session, you should encourage the students to evaluate themselves as honestly as possible. This will allow them to identify their strengths and weaknesses. If necessary, evaluate the students yourself. Compare the results. Comparing results might give the students a more objective point of view on their ability to operate a motorcycle.

You can use the figure on page 81 or the figures on pages 176 and 177 of the *Operating a Motorcycle Guide*.

Closed-track I

4 hours

CONTENT	APPROXIMATE DURATION
<ul style="list-style-type: none"> • Protective gear and mechanical inspection • Controls, riding position and starting up • Sight and line of vision • Moving and handling a motorcycle 	1 hr
<ul style="list-style-type: none"> • Moving, balancing and immobilizing • Changing gears and downshifting • Making a turn • Parking 	2.5 hrs

PROTECTIVE GEAR AND MECHANICAL INSPECTION

LEARNING OBJECTIVES	MANDATORY	MAIN TRAINING CONTENT
<p><i>UPON COMPLETING TRAINING, THE STUDENTS MUST BE ABLE TO:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Check the condition of protective gear. <input checked="" type="checkbox"/> Check the condition of the main mechanical components of a motorcycle. <input checked="" type="checkbox"/> Understand the importance of protective gear and mechanically inspecting a motorcycle for safety purposes. 		<p>CHAP. 1: OPERATING A MOTORCYCLE</p> <p>Section to consult:</p> <ul style="list-style-type: none"> • The particular context of riding a motorcycle <p>CHAP. 3: ACTING IN AN SCR MANNER</p> <p>Section to consult:</p> <ul style="list-style-type: none"> • Risks associated with the vehicle <p>TOOLBOX</p> <p>Sections to consult:</p> <ul style="list-style-type: none"> • Protective gear • Mechanical inspection

Suggested Method



INTRODUCTION

PRESENT...

- Outline of the exercise (learning objectives, goals ...).

ASK THE STUDENTS ABOUT...

- Their knowledge on the subject.



On a scale of 1 to 10 (10 being "really important"), how important is it to wear proper protective gear?

Why is it important to be able to perform a mechanical inspection?

PRACTICE

PROTECTIVE GEAR

Do a demonstration
(you or a student)

Check your protective gear while emphasizing the role it plays in road safety, its use, size and adjustment, signs of wear and tear.

MECHANICAL INSPECTION

Do a demonstration
(you or a student)

Perform the inspection while explaining the different check points, how to inspect them and why it is important to inspect them.

Do a guided practice

Assist the students while they are carrying out their inspections and provide feedback.

CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.



How important was protective gear to you before? Did it change? Why?

INCITE REFLECTION...

- Vulnerability and protective gear
- Speed and protective gear

CONTROLS, RIDING POSITION AND STARTING UP

LEARNING OBJECTIVES		MAIN TRAINING CONTENT
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Identify and familiarize yourself with the controls.<input checked="" type="checkbox"/> Assume a safe riding position.<input checked="" type="checkbox"/> Mounting and dismounting.<input checked="" type="checkbox"/> Cold-starting and hot-starting the motorcycle and turning it off.		<p>CHAP. 1: OPERATING A MOTORCYCLE</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Basic operations• Riding techniques

Suggested Method


INTRODUCTION

PRESENT...

- Outline of the exercise (learning objectives, goals ...)

ASK THE STUDENTS ABOUT...

- Their knowledge on the subject.
- Their current driving habits.



What consequences does having a bad riding position have on your ability to manoeuvre your motorcycle? What is your riding position when you operate a motorcycle?



PRACTICE

CONTROLS

Do a demonstration

(you or a student)

Present the controls while emphasizing their roles and how to use them.

Do a guided practice

Ask the students to present the controls to you and correct them if necessary.

MOUNTING THE MOTORCYCLE

Do a demonstration

(you or a student)

Perform the exercise (mount the motorcycle) and explain the steps at the same time.

Do a guided practice

Assist the students while they are mounting the motorcycle and provide feedback on their riding position.

STARTING THE ENGINE

If you think it is appropriate, show the students how to push start a motorcycle.

Do a demonstration

(you or a student)

Start the motorcycle up, explaining each step as you go.

Do a guided practice

Assist the students and provide them with feedback on the starting procedure.



In order to demonstrate the influence their riding position has on turning:

- Mount the motorcycle.
- Ask one of your colleagues to push you.
- Open your knees while turning.

CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.

INCITE REFLECTION...

- Manoeuvres and riding position
- Speed and riding position



Did you have any difficulty mounting the motorcycle? Assuming a safe riding position? Why is it important to not go out on the road with the choke on or with a cold engine?

SIGHT AND LINE OF VISION

MANDATORY

7

LEARNING OBJECTIVES

- Adjust sight to the right spot.
- Adjust the rear-view mirrors correctly.
- Perform the required visual checks systematically before moving the motorcycle.

MAIN TRAINING CONTENT

CHAP. 1: OPERATING A MOTORCYCLE

Section to consult:

- The particular context of riding a motorcycle

CHAP. 2: OPERATING A MOTORCYCLE ON THE ROAD

Section to consult:

- Riding techniques to avoid risks

CHAP. 3: ACTING IN AN SCR MANNER

Section to consult:

- Risks associated with the vehicle

Suggested Method

INTRODUCTION

PRESENT...

- Outline of the exercise (learning objectives, duration, ...)

ASK THE STUDENTS ABOUT...

- Their knowledge on the subject.
- Their current driving habits.



Do you usually perform all the necessary visual checks (sweep, blind spot, rear-view mirrors)?



PRACTICE

Do a demonstration (you or a student)

Demonstrate the proper position for the rear-view mirrors, situations that require visual checks while riding, the technique (body position, maintaining speed, etc.) for a proper check. To demonstrate the influence vision has on motorcycle riding, you can, for example, look at the ground while trying to turn.

Do a guided practice

Assist the students and provide them with feedback on their visual checks.

Form groups of two

- Ask one of the two students to mount the motorcycle.
- Ask the other student to move slowly around the sides and the back of the motorcycle so that the student on the motorcycle can identify the blind spots.



Remind the students that they will have to systematically perform the appropriate visual checks during the closed track exercises.

CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.

INCITE REFLECTION ON...

- Vision and speed
- Visual checks and accidents
- Vision and manoeuvres

MOVING AND HANDLING A MOTORCYCLE

7

LEARNING OBJECTIVES

MANDATORY

- Move the motorcycle without the engine.
- Pick up the motorcycle.

MAIN TRAINING CONTENT

CHAP. 1: OPERATING A MOTORCYCLE

Section to consult:

- Basic operation

Suggested Method

INTRODUCTION

PRESENT...

- Outline of the exercise (objectives, duration, ...).

ASK THE STUDENTS ABOUT...

- Their knowledge on the subject.

PRACTICE

EXERCISES

PICKING UP A MOTORCYCLE

Do a demonstration
(you or a student)

With the help of a colleague, place the motorcycle on its side. Explain the steps for picking up a motorcycle while demonstrating it to the students.

Do a guided practice

Ask each student to pick up the motorcycle one by one under your supervision. If necessary, correct their mistakes.

EXERCISES

PRACTICE (CONTINUED)

MOVING THE MOTORCYCLE WITHOUT THE ENGINE

Do a demonstration (you or a student)

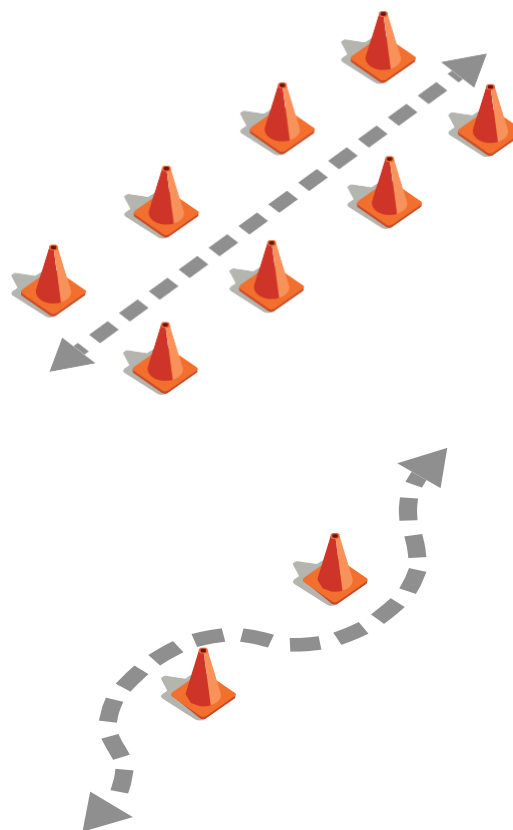
Perform the exercise and explain the steps at the same time.

Do a guided practice

Assist the students and provide them with feedback.

Do an independent practice

Let the students practise and observe them to assess their ability.



CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.




Did you have any difficulty moving the motorcycle?


PROVIDE FEEDBACK ON...

- Ability to move the motorcycle
- Ease

MOVING, BALANCING AND IMMOBILIZING

LEARNING OBJECTIVES	 MANDATORY	MAIN TRAINING CONTENT
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Move a motorcycle.<input checked="" type="checkbox"/> Maintain balance on a motorcycle at very low speeds.<input checked="" type="checkbox"/> Use the front and rear brakes to immobilize the motorcycle at a determined point while at a very low speed.		<p>CHAP. 1: OPERATING A MOTORCYCLE</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Riding techniques• Manoeuvres <p>TOOLBOX</p> <p>Section to consult:</p> <ul style="list-style-type: none">• Types of brakes

Suggested Method

INTRODUCTION
<p><i>PRESENT...</i></p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Outline of the exercise (objectives, duration, ...). <p><i>ASK THE STUDENTS ABOUT...</i></p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Their knowledge on the subject. <div data-bbox="90 1377 263 1570"></div> <p>Why is it more difficult to maintain balance on a motorcycle at very low speeds?</p>

PRACTICE

Do a demonstration (you or a student)

Perform the exercise and explain the steps at the same time.

Form groups of two

- One of the two students mounts the motorcycle.
- The other student pushes the motorcycle on the circuit.
- The student riding the motorcycle must immobilize the motorcycle at a precise point at the end of the circuit.
- The students switch places at the end of each circuit.

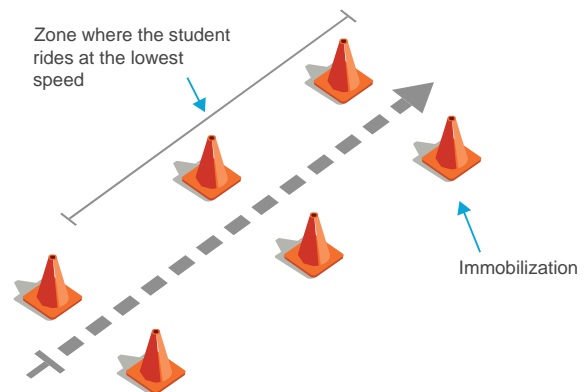
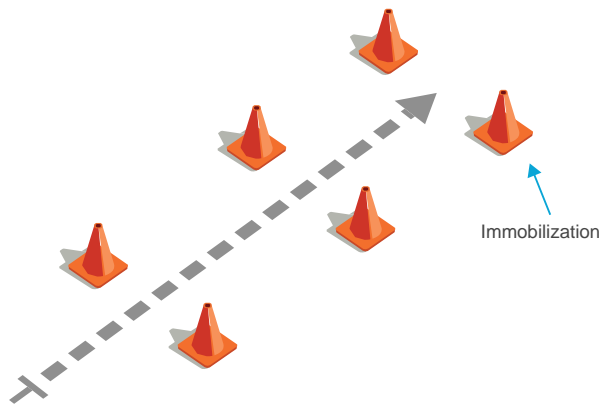
Do a guided practice

Ask the students to ride along the circuit one by one as slowly as possible to perform the most precise stop possible.

Assist the students and provide them with feedback.

Do an independent practice

Let the students practise and observe them to assess their ability.



CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.



Did you have trouble maintaining your balance? Using the brakes?

INCITE REFLECTION ON...

- Anticipated difficulties

PROVIDE FEEDBACK ON...

- Use of the brakes
- Riding position
- Balance

CHANGING GEARS AND DOWNSHIFTING

LEARNING OBJECTIVES

- Maintain balance
- Change gears while accelerating
- Choose the appropriate gear according to speed
- Downshift to the appropriate gear before immobilizing the motorcycle
- Use the front and rear brakes to immobilize the motorcycle at a precise point

MANDATORY

MAIN TRAINING CONTENT

CHAP. 1: OPERATING A MOTORCYCLE

Sections to consult:

- Riding techniques
- Manoeuvres

TOOLBOX

Section to consult:

- Types of brakes

Suggested Method

INTRODUCTION

PRESENT...

- Outline of the exercise (objectives, duration ...)

ASK THE STUDENTS ABOUT...

- Their knowledge on the subject.
- Their perceptions.
- Their previous driving experience.



Have you ever driven a manual car?
Do you anticipate difficulties changing gears on a motorcycle?
Do you usually accelerate abruptly or gradually?

PRACTICE

EXERCISES

Do a demonstration (you or a student)

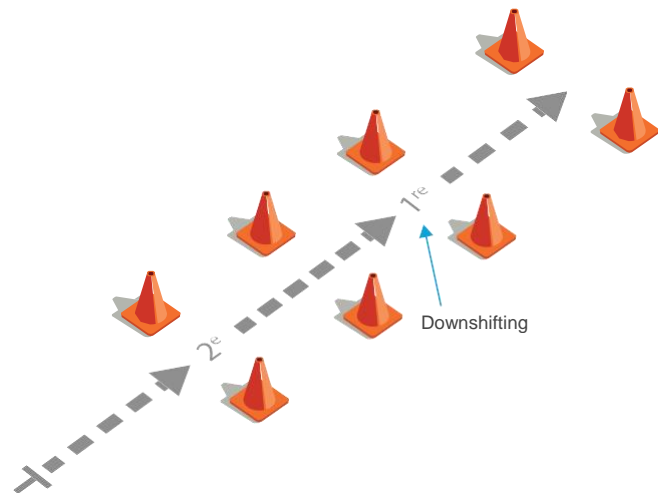
Perform a gear change and explain the steps at the same time.

Do a guided practice

Ask the students to accelerate gradually and change to second gear, then slow down and change back to first gear and stop the motorcycle at a precise point. Assist the students while they are mounting the motorcycle and provide them with feedback on their ability to change gears.

Do an independent practice

Let the students practise and observe them to assess their ability afterwards.



If there is enough room, ask the students to change gears twice in a row and get into 3rd gear.

CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.



Did you have trouble changing gears? Maintaining balance? Synchronizing your movements? What can you do to develop those abilities?

PROVIDE FEEDBACK ON...

- Changing gears
- Vision, visual sweep
- Riding position
- Balance

INCITE REFLECTION ON...

- Anticipated difficulties
- Current riding habits

PARKING

LEARNING OBJECTIVE  **MAIN TRAINING CONTENT**

- Park safely.

CHAP. 2: OPERATING A MOTORCYCLE ON THE ROAD

Section to consult:

- Manoeuvres on the road

Suggested Method

INTRODUCTION

PRESENT...

- Outline of the exercise (objectives, duration ...)

ASK THE STUDENTS ABOUT...

- Their knowledge on the subject.

PRACTICE 

Do a demonstration
(you or a student)

Park the motorcycle safely (diagonally, the rear wheel close to the sidewalk). Then explain the steps you went through while parking.

Do an independent practice

Have the students practise parking their motorcycle.

CONCLUSION

INCITE REFLECTION ON...

- Visibility and parking

PROVIDE FEEDBACK ON...

- Parking

MAKING A TURN

LEARNING OBJECTIVES

- Assume a safe riding position while making a turn
- Adjust their sight to the right spot while turning
- Counterbalance
- Maintain their balance while turning
- Adapt their speed
- Make a tight turn without going into the next lane

MANDATORY

MAIN TRAINING CONTENT

CHAP. 1: OPERATING A MOTORCYCLE

Sections to consult:

- Riding techniques
- Manoeuvres

CHAP. 2: OPERATING A MOTORCYCLE ON THE ROAD

Sections to consult:

- Riding techniques to avoid risks
- Manoeuvres on the road

Suggested Method

INTRODUCTION

PRESENT...

- Outline of the exercise (objectives, duration ...)

ASK THE STUDENTS ABOUT...

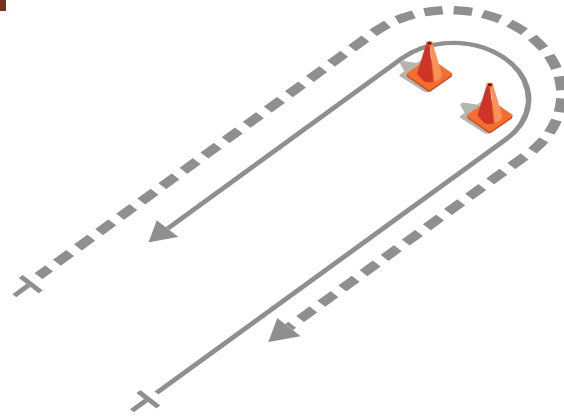
- Their driving habits.
- Their previous driving experience.



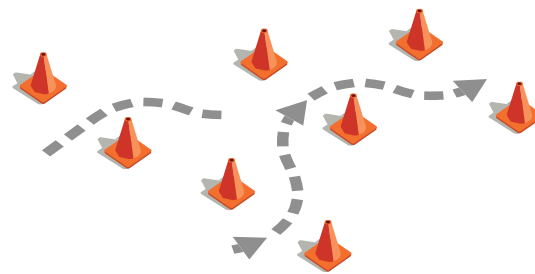
Why is it more difficult to maintain balance on a motorcycle at very low speeds? Do you usually make really tight turns?

PRACTICE**Do a demonstration**
(you or a student)

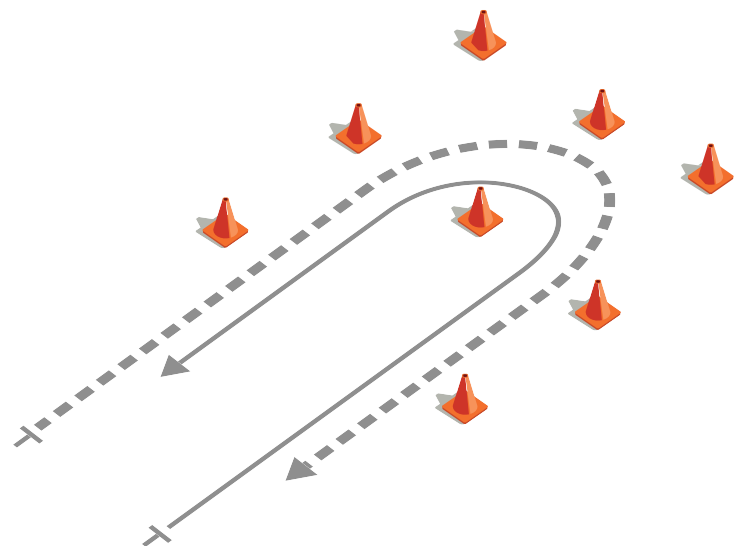
Make a turn and explain the steps at the same time.

**Do a guided practice**

Ask the students to ride one by one on the circuit. After they have done it a few times, or when you see that they can easily get around the circuit, gradually reduce the size of the circle to make the turn as tight as possible. This will force the students to counterbalance to turn the motorcycle. Assist the students on the track and provide feedback.

**Do an independent practice**

Have the students practise and observe them to assess their ability at manoeuvring the motorcycle.

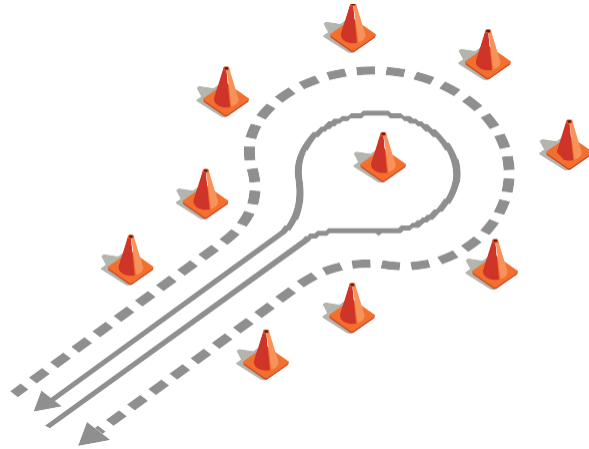


PRACTICE (CONTINUED)

EXERCISES



Add a few pylons outside the turning area. Gradually reduce the space between the pylon they are circling and the outer pylons to make the turn as tight as possible.



CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.

INCITE REFLECTION ON...

- Anticipated difficulties
- Current riding habits

PROVIDE FEEDBACK ON...

- Vision, visual sweep
- Riding position
- Balance
- Making a turn



Did you have trouble maintaining your balance? Counterbalancing? Making turns? Adjusting your sight to the right spot while turning?

Closed track II

4 hours

CONTENT	APPROXIMATE DURATION
<ul style="list-style-type: none"> • Skill development⁹: Making a turn • Taking a curve 	1.5 hrs
<ul style="list-style-type: none"> • Braking in a straight line • Braking in a curve 	2 hrs

TAKING A CURVE

LEARNING OBJECTIVES	MANDATORY	MAIN TRAINING CONTENT
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assume a safe riding position while in a curve. <input checked="" type="checkbox"/> Look as far ahead as possible toward the end of the curve. <input checked="" type="checkbox"/> Control their speed at the beginning of the curve, in the curve and at the end. <input checked="" type="checkbox"/> Countersteering. <input checked="" type="checkbox"/> Maintain their balance in the curve. 		<p>CHAP. 1: OPERATING A MOTORCYCLE</p> <p>Sections to consult:</p> <ul style="list-style-type: none"> • Riding techniques • Manoeuvres <p>CHAP. 3: ACTING IN AN SCR MANNER</p> <p>Section to consult:</p> <ul style="list-style-type: none"> • Risks associated with the vehicle

Suggested Method

INTRODUCTION	
<p>PRESENT...</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Outline of the exercise (objectives, duration ...) 	<p>ASK THE STUDENTS ABOUT...</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Their knowledge on the subject. <input checked="" type="checkbox"/> Their previous driving experience.



How is countersteering affected by speed? Why do so many motorcycle accidents occur in curves? Do you usually take curves too quickly?

9. Skill development: the manoeuvre was already practised in the previous training segment, but the students must practise it further to make sure the movements become reflexes.

PRACTICE

Do a demonstration
(you or a student)

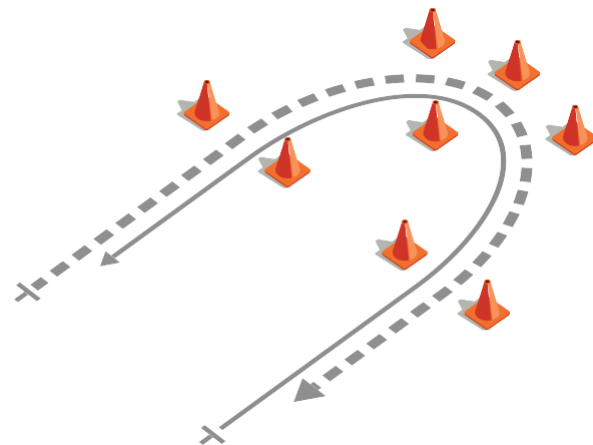
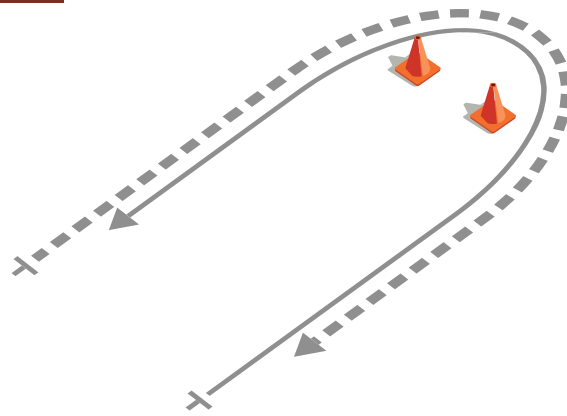
While the motorcycle is stopped, move the handlebars to demonstrate countersteering. Explain the steps at the same time and explain why it is essential that they follow these steps. After starting the motorcycle, ride along the circuit and accelerate up to about 30 km/h. Then explain the steps you took.

Do a guided practice

Ask the students to ride along the circuit between 25 and 30 km/h. Assist the students on the track and provide constructive feedback. When all the students have done countersteering to the right, redo the exercise while countersteering to the left.

Do an independent practice

Have the students practise and observe them to assess their ability to manoeuvre the motorcycle.



Students must pay attention to their **speed** when taking the curve, their **position in the lane** (at the start of the curve, during and after), where they are looking and their **acceleration** in the curve.



After they have done it a few times, or when you see that they can easily get around the circuit, gradually reduce the size of the circle to make the turn as tight as possible.

CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.



Did you have trouble maintaining your balance? Using countersteering? Taking a curve?

PROVIDE FEEDBACK ON...

- Vision, visual sweep
- Riding position
- Balance
- Countersteering
- Taking a curve

INCITE REFLECTION ON...

- Speed and curves
- Speed and countersteering
- Weather and curves
- Anticipated difficulties
- Current driving habits

BRAKING IN A STRAIGHT LINE

LEARNING OBJECTIVES	MANDATORY	MAIN TRAINING CONTENT
---------------------	-----------	-----------------------

- Assume a safe riding position during braking.
- Use the right amount of brakes to avoid wheel locking.
- Downshift the motorcycle transmission to be able to accelerate quickly after braking, if necessary.
- Maintain balance.

CHAP. 1: OPERATING A MOTORCYCLE
Sections to consult:

- Riding techniques
- Manoeuvres

Suggested Method

INTRODUCTION

PRESENT...

- Outline of the exercise (objectives, duration ...)

ASK THE STUDENTS ABOUT...

- Their knowledge on the subject.
- Their driving habits.

PRACTICE

EXERCISES

Do a demonstration (you or a student)

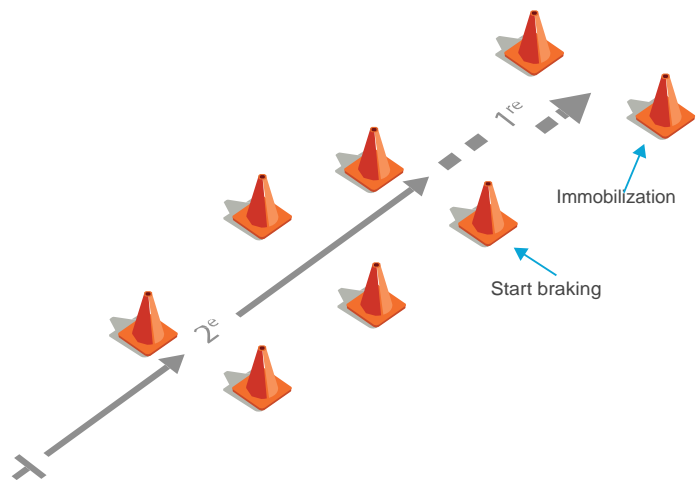
Carry out the exercise at around 30 km/h. Then explain the steps you took while braking.

Do a guided practice

Ask the students to ride along the circuit between 25 and 30 km/h. Assist the students on the track and provide them with feedback on their braking abilities.

Do an independent practice

Let the students practise braking in a straight line and observe them to assess their ability at manoeuvring a motorcycle.



The students should start by braking at a low speed, then gradually increase their speed each time they go around the circuit. Tell the students when they should brake. It is important that they downshift while braking. After braking, the students should be able to start off again without using the gear selector.

CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.

INCITE REFLECTION ON...

- Anticipated difficulties
- Current driving habits

PROVIDE FEEDBACK ON...

- Vision and braking
- Riding position
- Balance and braking



Did you have trouble controlling the motorcycle during braking? Assuming a safe riding position? Maintaining balance? Do you usually brake abruptly?

BRAKING IN A CURVE

LEARNING OBJECTIVES **MANDATORY** **MAIN TRAINING CONTENT**

- Assume a safe riding position while braking
- Use the right amount of brakes to avoid wheel locking
- Downshift the motorcycle transmission to be able to accelerate quickly after braking, if necessary
- Maintain balance while braking

CHAP. 1: OPERATING A MOTORCYCLE

Sections to consult:

- Riding techniques
- Manoeuvres

Suggested Method

INTRODUCTION

PRESENT...

- Outline of the exercise (objectives, duration ...)

ASK THE STUDENTS ABOUT...

- Difficulties they foresee.



Do you think it will be difficult to brake?

EXERCISES

PRACTICE

Do a demonstration (you or a student)

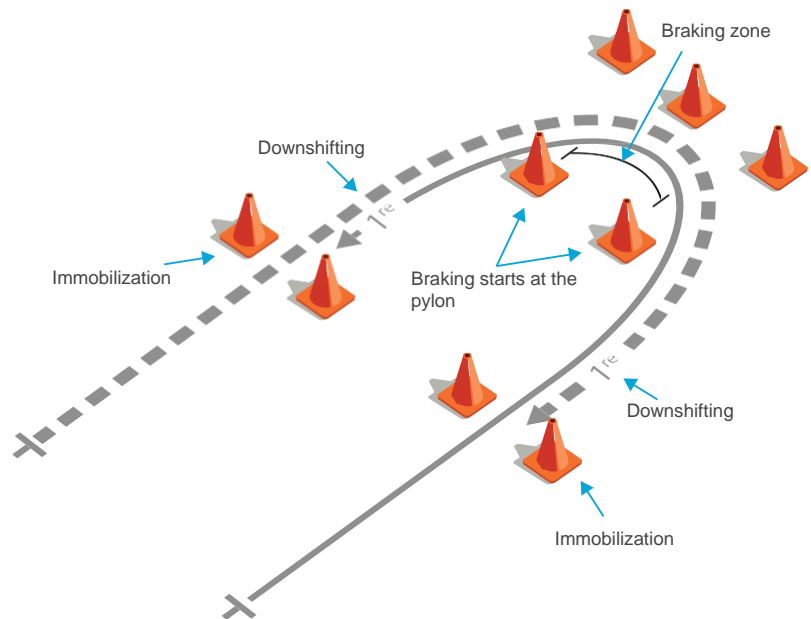
Carry out the exercise at around 30 km/h. Explain the steps you took while braking in a curve.

Do a guided practice

Ask the students to ride along the circuit between 25 and 30 km/h. Assist the students on the track and provide them with constructive feedback on their ability to brake in a curve.

Do an independent practice

Have the students practise braking in a curve and observe them to assess their ability to manoeuvre a motorcycle.



The students should start by braking at a low speed, then gradually increase their speed each time they go around the circuit. Tell the students when they should brake. It is important that they downshift while braking. After braking, the students should be able to start off again without using the gear selector.

CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.



Did you have trouble braking in a curve? Why? What can you do to improve this manoeuvre?

INCITE REFLECTION ON...

- Anticipated difficulties
- Current driving habits

PROVIDE FEEDBACK ON...

- Vision and braking
- Riding position
- Balance and braking



It is important to remind students that:

In certain situations, due to sudden changes in the driving environment, they will not always have time to perform the braking procedure in a gradual manner. In such cases, they will be obligated to perform an "emergency" braking procedure.

Closed track III

4 hours

CONTENT	APPROXIMATE DURATION
<ul style="list-style-type: none"> • Skill development¹⁰: Braking in a straight line • Emergency braking in a straight line 	1.5 hrs
<ul style="list-style-type: none"> • Skill development: Riding and braking in a curve • Emergency braking in a curve • Avoiding obstacles 	2 hrs

10. Skill development: the manoeuvre was already practised in the previous training segment, but the students must practise it further to make sure the movements become reflexes.

EMERGENCY BRAKING IN A STRAIGHT LINE

LEARNING OBJECTIVES	MAIN TRAINING CONTENT
<div data-bbox="617 226 776 382" style="text-align: center; color: white; font-weight: bold; font-size: 1.2em;">MANDATORY</div> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Assume a safe riding position while braking.<input checked="" type="checkbox"/> Use the right amount of brakes to avoid wheel locking.<input checked="" type="checkbox"/> Downshift the motorcycle transmission to be able to accelerate quickly after braking, if necessary.<input checked="" type="checkbox"/> Maintain balance while braking.	<p>CHAP. 1: OPERATING A MOTORCYCLE</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Riding techniques• Manoeuvres

Suggested Method


INTRODUCTION

PRESENT...

- Outline of the exercise (objectives, duration ...)

ASK THE STUDENTS ABOUT...

- Their driving habits.
- Their previous driving experience.



The best emergency braking procedure is the one that doesn't happen. How can you increase your chances of avoiding having to perform an emergency braking procedure?

EXERCISES

PRACTICE

Do a demonstration
(you or a student)

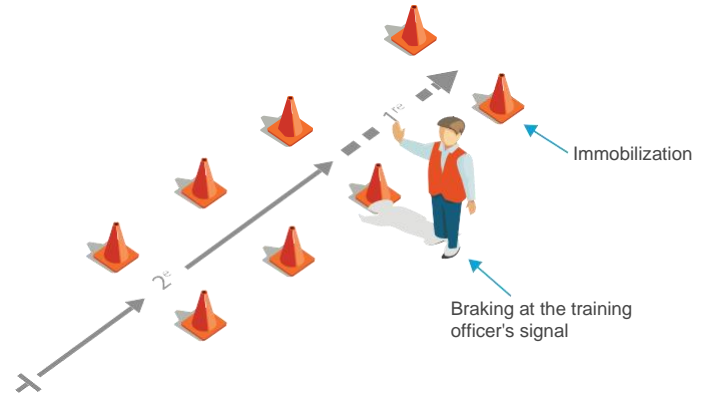
Carry out the exercise at around 30 km/h. Then explain the steps you went through during the emergency braking procedure.

Do a guided practice

Prior to the exercise, notify your students that they will have to brake when you lower your arm¹¹. Stand near the last pylon on the track in order to be able to signal to the students where to brake. Assist the students on the track and give them feedback on their braking abilities.

Do an independent practice

Have the students practise braking and observe them to assess their ability to manoeuvre a motorcycle.



The students should start by braking at a low speed, then gradually increase their speed each time they go around the circuit. Tell the students when they should brake. It is important that they downshift while braking. After braking, the students should be able to start off again without using the gear selector.

11. This method also ensures that the students will look up. By looking at you, they do not look at the ground.

CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.



Did you have trouble using both brakes properly?

INCITE REFLECTION ON...

- Anticipated difficulties
- Vision and braking
- Speed and braking
- Current driving habits

PROVIDE FEEDBACK ON...

- Braking
- Riding position
- Balance

EMERGENCY BRAKING IN A CURVE

LEARNING OBJECTIVES

- Assume a safe riding position while braking.
- Use the right amount of brakes to avoid wheel locking.
- Downshift the motorcycle transmission to be able to accelerate quickly after braking, if necessary.
- Maintain balance.

MANDATORY

MAIN TRAINING CONTENT

CHAP. 1: OPERATING A MOTORCYCLE

Sections to consult:

- Riding techniques
- Manoeuvres



It is important to remind students that:

When they perform an "emergency" braking procedure while turning or in a curve, they will have to take the motorcycle's inclination into account. They have to brake slowly while the motorcycle is inclined and straighten it as fast as possible. Once the motorcycle is straightened, they will be able to brake more vigorously and progressively while still avoiding locking the wheels.

Suggested Method

INTRODUCTION

PRESENT...

- Outline of the exercise (objectives, duration ...)

ASK THE STUDENTS ABOUT...

- Their driving habits.
- Their knowledge on the subject.
- Their previous driving experiences.



What are the risks for a motorcyclist performing an emergency procedure while braking in a curve?

PRACTICE

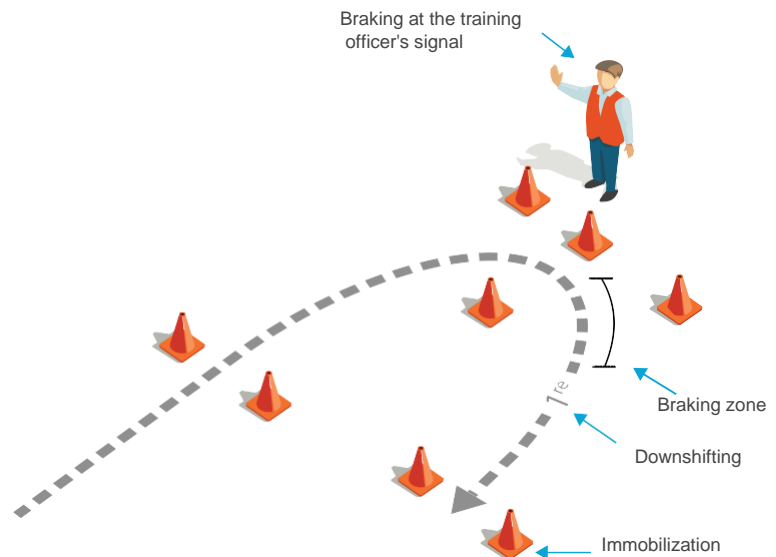
EXERCISES

Do a demonstration (you or a student)

Carry out the exercise at around 30 km/h. Then explain the steps you went through during the braking procedure.

Do a guided practice

Prior to the exercise, notify your students that they will have to brake when you lower your arm¹². Stand near the last pylon on the track in order to be able to signal to the students where to brake. Assist the students on the track and give them feedback on their braking abilities.



12. This method also ensures that the students will look up. By looking at you, they do not look at the ground.

PRACTICE (CONTINUED)

EXERCISES

Do an independent practice

Have the students practise braking in a curve and observe them to assess their ability to manoeuvre a motorcycle.



The students should start by braking at a low speed, then gradually increase their speed each time they go around the circuit. Tell the students when they should brake. It is important that they downshift while braking. After braking, the students should be able to start off again without using the gear selector.

CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.



Did you have trouble maintaining balance while braking?

INCITE REFLECTION ON...

- Anticipated difficulties
- Vision and braking
- Speed and braking
- Accidents and curves
- Current driving habits

PROVIDE FEEDBACK ON...

- Braking
- Riding position
- Balance

AVOIDING OBSTACLES

MANDATORY

7

LEARNING OBJECTIVES

- Assume a safe riding position while avoiding obstacles.
- Control their speed while avoiding obstacles.
- Countersteering.
- Control the direction of the motorcycle during the manoeuvre.
- Use the right amount of brakes to avoid wheel locking.
- Downshift the motorcycle transmission to be able to accelerate quickly after braking, if necessary.

MAIN TRAINING CONTENT

CHAP. 1: OPERATING A MOTORCYCLE

Sections to consult:

- Riding techniques
- Manoeuvres

Suggested Method

INTRODUCTION

PRESENT...

- Outline of the exercise (objectives, duration ...)

ASK THE STUDENTS ABOUT...

- Their knowledge on the subject.
- Anticipated difficulties.
- Their previous driving experience.

EXERCISES

PRACTICE

Do a demonstration (you or a student)

Perform the exercise and explain the steps for avoiding obstacles.

Do a guided practice

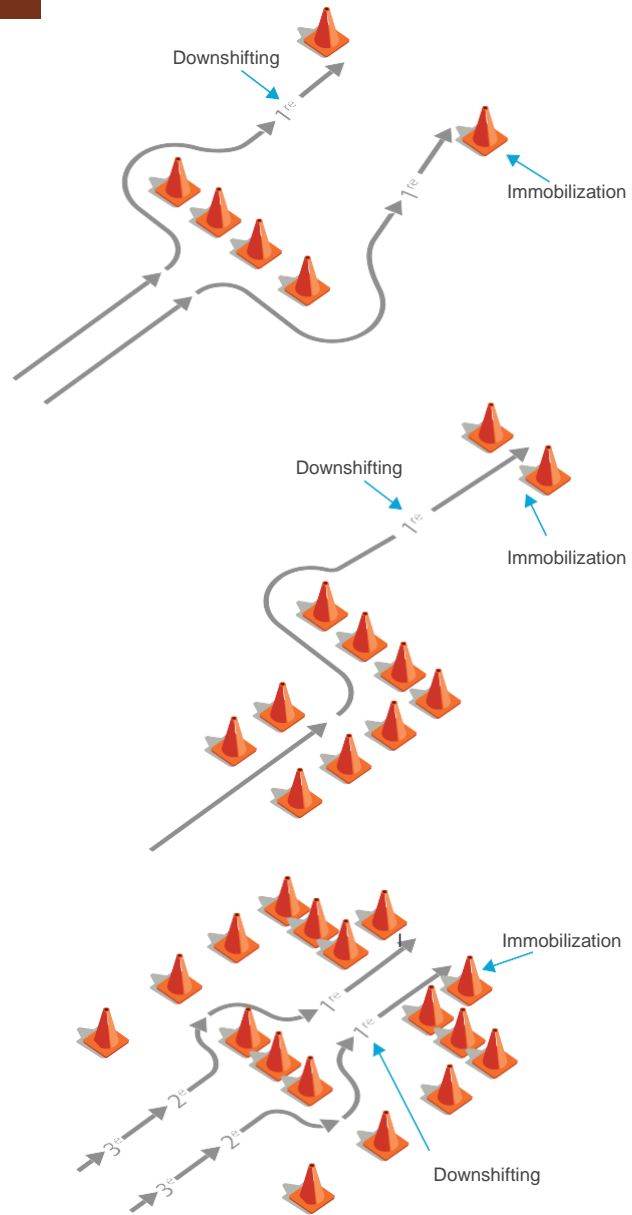
Assist the students on the track and provide feedback on their ability to avoid an obstacle.

Do an independent practice

Have the students practise avoiding obstacles and observe them to assess their ability to manoeuvre a motorcycle.



The students should start by avoiding obstacles at low speeds, gradually increasing speed. It is important that they downshift while braking.



CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.

INCITE REFLECTION ON...

- Anticipated difficulties
- Vision and avoiding obstacles
- Current driving habits

PROVIDE FEEDBACK ON...

- Countersteering
- Riding position
- Balance
- Handlebar control
- Speed Control

Closed track IV

4 hours

CONTENT	APPROX. DURATION
<ul style="list-style-type: none"> • Skill development¹³: Changing gears, braking, taking a curve and turning 	2.5 hrs
<ul style="list-style-type: none"> • Preparing for riding on the road <p>You should formally evaluate the students' capacity to ride in an SCR manner.</p>	1 hr



The students that didn't reach the learning objectives for the closed track practical training should be notified in writing. You can use the formative evaluation grid (page 81). **These students shouldn't start their practical training on the road.**

13. Skill development: the manoeuvre was already practised in the previous training segment, but the students must practise it further to make sure the movements become reflexes.

RIDING IN TRAFFIC

MANDATORY

LEARNING OBJECTIVES

- Assume a safe riding position
 - Perform visual checks systematically
 - Observe traffic using the rear-view mirrors and checking blind spots before starting the motorcycle again after a stop, before making a turn, before changing lanes or before passing
 - Use all of the controls on the motorcycle without having to look for them
 - Choose the appropriate speed to perform different manoeuvres
- Perform the following manoeuvres in a traffic simulation context:**
- Cross an intersection.
 - Change lanes.
 - Pass.

MAIN TRAINING CONTENT

CHAP. 1: OPERATING A MOTORCYCLE

Sections to consult:

- Riding techniques
- Manoeuvres

CHAP. 2: OPERATING A MOTORCYCLE ON THE ROAD

Sections to consult:

- Riding techniques to avoid risks
- Manoeuvres on the road
- Other road users
- Traffic traps

CHAP. 3: ACTING IN AN SCR MANNER

Section to consult:

- Risks associated with the road

Suggested Method

INTRODUCTION

PRESENT...

- Outline of the exercise (objectives, duration ...)

ASK THE STUDENTS ABOUT...

- Their driving habits.
- Their previous driving experience.

EXERCISES

PRACTICE

Do a demonstration (you or a student)

Carry out the exercise and then explain the steps you went through to cross the intersection and/or change lanes.

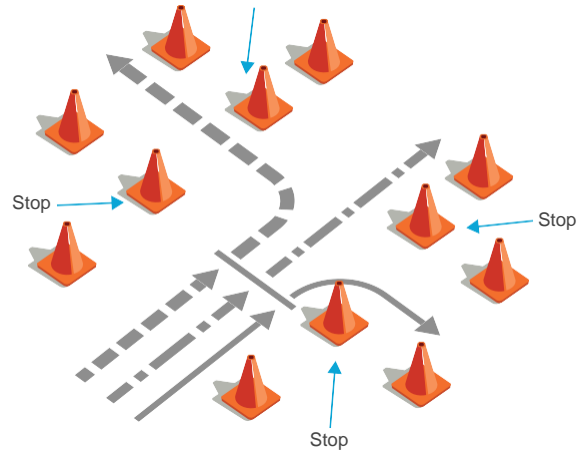
Do a guided practice

Assist the students on the track and provide them feedback on their ability to manoeuvre a motorcycle.

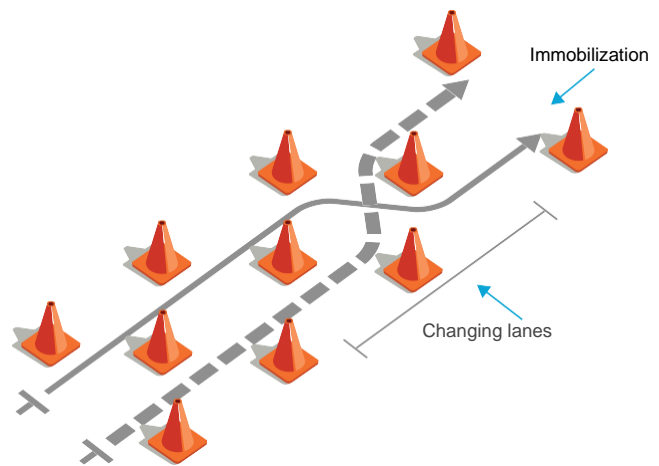
Do an independent practice

Have the students practise crossing at an intersection or changing lanes and observe them to assess their ability to manoeuvre a motorcycle.

These circuits allow students to practise turning left or right at an intersection where there are no mandatory stops, go through an intersection with a four-way stop and change lanes.



When the students seem comfortable, invite them to use the entire track to simulate the traffic that would be present at such an intersection. The presence of numerous students will force them to perform visual checks, abide by regulations (stops, priority) and anticipate risks.



CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.



Do you think that you have acquired the ability to operate a motorcycle in an SCR manner? Do you feel ready to ride a motorcycle on the road?

If necessary, refer the students to the sections of the Operating a motorcycle guide referring to their questions.

INCITE REFLECTION ON...

- Anticipated difficulties
- Downtown and riding a motorcycle
- Intersections and motorcycles
- Current driving habits

PROVIDE FEEDBACK ON...

- Visual checks
- Ease and balance
- Speed control
- Motorcycle control

RIDING WITH PASSENGERS (OPTIONAL)

LEARNING OBJECTIVES

- Provide the passenger with appropriate guidelines.
- Perform different manoeuvres while adapting to having a passenger on the motorcycle.

MAIN TRAINING CONTENT

CHAP. 1: OPERATING A MOTORCYCLE

Sections to consult:

- Riding techniques
- Manoeuvres

CHAP. 2: OPERATING A MOTORCYCLE ON THE ROAD

Sections to consult:

- Riding techniques to avoid risks
- Manoeuvres on the road
- Other road users
- Traffic traps

CHAP. 3: ACTING IN AN SCR MANNER

Sections to consult:

- Risks related to the road
- Risks related to the vehicle

Suggested Method

INTRODUCTION

PRESENT...

- ✓ Outline of the exercise (objectives, duration ...)

ASK THE STUDENTS ABOUT...

- ✓ Their knowledge on the subject.
- ✓ Their previous driving experience.

PRACTICE

EXERCISES

Do a demonstration (you or a student)

Perform the exercise and explain the steps you went through.

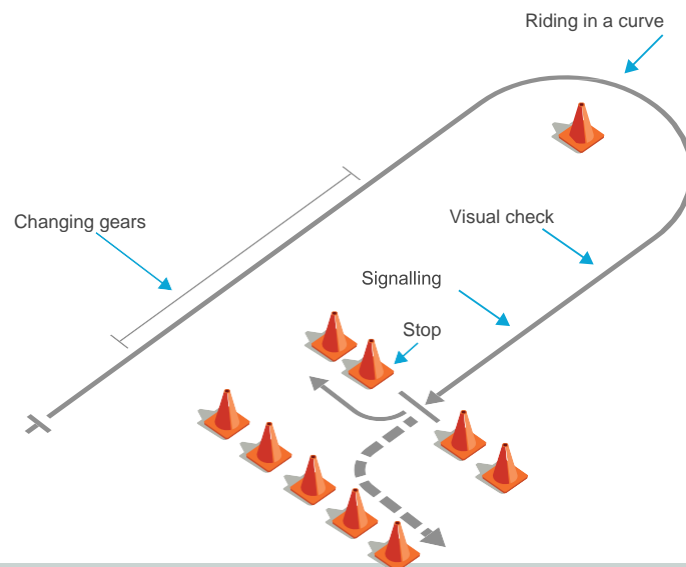
Do a guided practice

Assist the students on the track and provide them with feedback on their ability to manoeuvre a motorcycle.

Do an independent practice

Have the students practise and observe them to assess their ability to manoeuvre a motorcycle.

This circuit allows students to practise changing gears, taking a curve and making a right or left turn at an intersection with a mandatory stop.



The students must learn to adapt their riding while carrying a passenger. For example, the balance of the motorcycle will be affected by the passenger, the engine will have to be revved a little higher to get going because of the weight of the passenger; braking distance will be affected in a similar manner.

CONCLUSION

ASK THE STUDENTS ABOUT...

- What they just learned.

INCITE REFLECTION ON...

- Anticipated difficulties
- Weight and speed
- Weight, speed and braking
- Current driving habits

PROVIDE FEEDBACK ON...

- Motorcycle control
- Adapting speed
- Turning
- Curve

Formative Evaluation: Closed Track



INSTRUCTIONS: Ask the students to evaluate themselves by giving themselves a grade out of 5, according to the following scale, and evaluate them yourself afterwards.

- 4-5: no assistance or intervention
- 3: some assistance or intervention
- 1-2: frequent assistance or intervention
- NE: not evaluated

	STUDENT	TRAINING OFFICER
Riding position		
Starting position and position during manoeuvres		
VISION		
Line of vision, visual sweep		
CONTROL		
Clutch		
Speed: acceleration, constant speed		
Handlebars: fluidity		
BALANCE		
Maintaining balance		
MANOEUVRES		
Starting from a stop		
Braking in a straight line		
Braking in a curve		
Making a turn		
Taking a curve		
Avoiding obstacles		
SCR		
Wearing proper protective gear		
Mechanical inspection		
Safe and responsible driving		

Closed track session: _____ Date: _____

The student has reached the learning objectives and may go on to the next training segment. Y/N: _____

Training officer's comments and signature:

Student's comments and signature:



PRACTICAL TRAINING **ON THE ROAD**

8

General Goals

Training on the road must allow the students to practise the techniques and manoeuvres learned on the closed track. It is on the road, with other road users, in different conditions (traffic, road configuration, weather...), that they will experience a larger range of situations similar to the ones they will face as a motorcyclist. The training must also allow the students to plan their trips¹⁴ and evaluate the three types of risks before going out on the road.

14. In a driving training context, trip planning involves reflecting before going out on the road. It consists of evaluating all possible risks that could affect road safety before picking up your keys. This evaluation could bring you to the conclusion that taking your vehicle may not be the safest option.

Trip Planning

Learning to plan your trips while taking into account risks related to the rider, the vehicle and the road conditions is one of the general goals of this on-road training. The motorcyclist must evaluate all of the risks involved with the road (traffic conditions and environmental conditions), the vehicle (inspection, wear and tear) and particularly the ones involved with the physical and psychological state of the rider must be evaluated before going on the road. This evaluation must be done for long road trips as well as shorter trips like going to the corner store. As a training officer, is it your duty to encourage the students to reflect on "how to minimize risks on the road".

For example, a student shows up for training and openly says that he didn't sleep all night (risk related to the rider). Your role will be to lead the student to realize that he should postpone training to a time when his state will not increase risks on the road for himself or others.

To accustom your students to evaluating risks before riding, you can have them plan their next outing.

Parameters

ON-ROAD GROUP FORMATION

Even though students need to have acquired the necessary skills to operate a motorcycle before starting their on-road training, not all of them will have the same level of ease. Therefore, during the first on-road session, it is preferable to organize the group formation according to the level of ease and skill that each student demonstrated during their closed track training:

1st position: Training officer

2nd position: Student with the lowest level of ease

3rd position: Student with a moderate level of ease

4th position: Student with the highest level of ease




To help you determine which positions to assign you can refer back to the students' formative evaluations. It is strongly recommended to switch positions to allow each student to experience riding in front of the group.

Radio Communication System

During on-road training, a radio communication system can be advantageous.

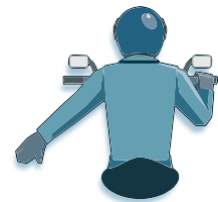
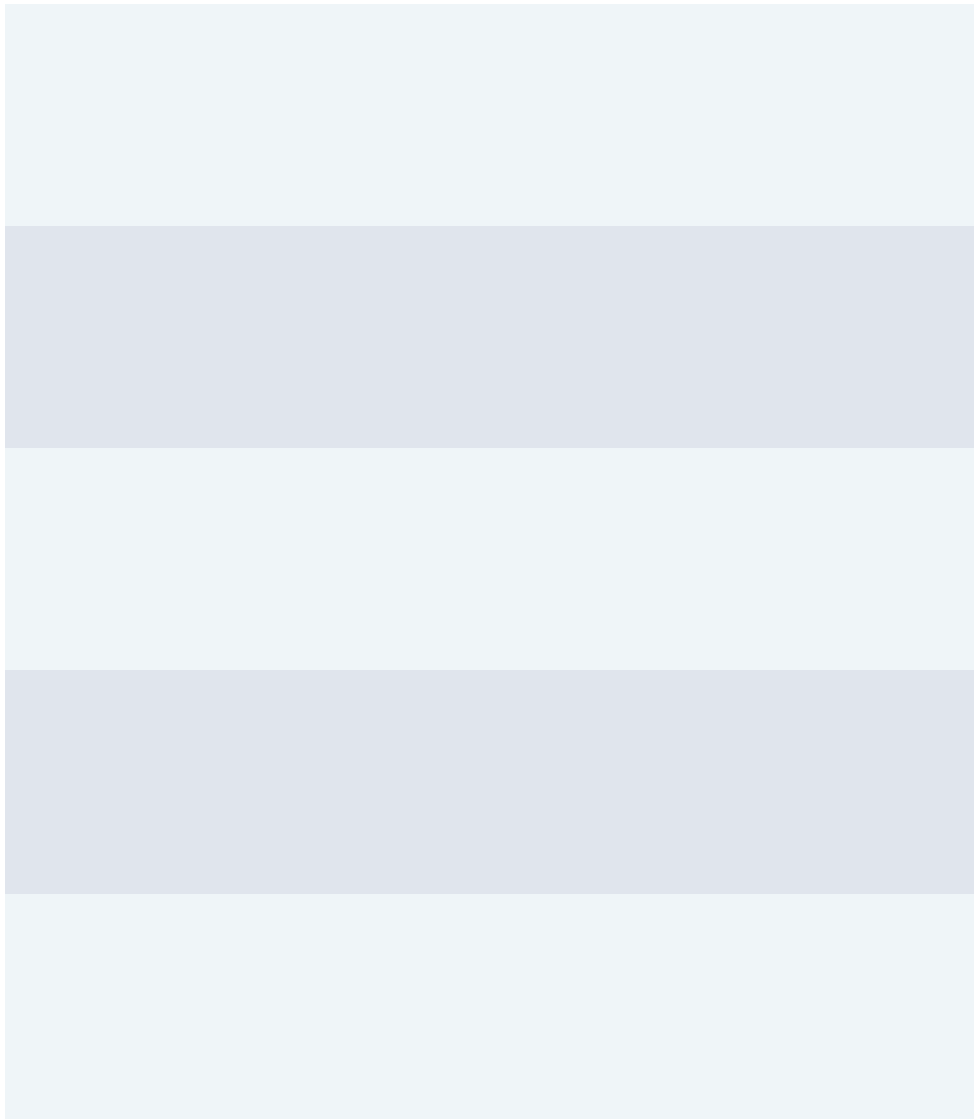
TO BE USED IN A SAFE MANNER

RADIO COMMUNICATION SYSTEM		EACH DEVICE MUST...
<ul style="list-style-type: none">• Must not allow simultaneous communication.• Must be composed of a speaker and a microphone that fit comfortably in the helmet without permanently altering it.• Must not use a common frequency.		<p>Allow the students to carry it in a pocket or to hang it from their belt.</p> <ul style="list-style-type: none">• Be functional within a 1km radius.• Be equipped with:<ul style="list-style-type: none">- Microphones with a switch that allows for noise cancelling.- A function allowing you to adjust the level of sensibility.- A volume control.- A short flexible antenna (maximum of 25 cm).- A device that allows spark noise cancellation, if it's not a frequency modulation unit.- An integrated power source.

Hand Signals

Communication between the training officer and the students greatly increases the effectiveness of on-road training. Present and explain signals used to communicate during on-road sessions.

SIGNALS USED BY THE GROUP LEADER



SIGNALS USED BY RIDERS IN POSITIONS 2 AND 3.

MESSAGE NOT UNDERSTOOD

Arm positioned as if turning right, fingers pointed inwards, making a "talking" gesture.



WANTING TO STOP

Arm raised at a 45° angle, forearm and index finger pointing toward the gas tank.



EFFECTIVE COMMUNICATION



When communication is done using a radio communication system:

- Relay information in advance so the students will be able to prepare for specific manoeuvres.
- Indicate the exact moment the manoeuvre must be performed. For example: "Turn right at the next intersection."
- Give one precise instruction at a time.
- Reiterate when the road presents difficulties or if a student seems to have misunderstood.
- Inform the students that if they have trouble understanding instructions, they should use the hand sign for "message not understood." If they still cannot understand the instructions after you tried to reiterate them, they must pull over to the **side of the road** in a safe spot.
- Inform the students that they should only communicate with you and not amongst themselves to ensure that this means of communication is used as safely as possible.

Gear

As an SCR training officer, make sure to wear:

- An approved helmet with a visor or protective goggles.
- A leather jacket or jacket made of an anti-abrasive material like Kevlar or Cordura.
- Long pants made of leather or anti-abrasive material.
- Gloves that cover the wrist.
- Leather boots designed for motorcycle riding, with a flat heel, anti-slip and that cover the ankles.



Students must wear a vest as outlined in the *Detailed Requirements*.

Learning Objectives



OPERATING A MOTORCYCLE ON THE ROAD

UPON COMPLETING ON-ROAD TRAINING, THE STUDENTS MUST BE ABLE TO...

- Decode road signs and rules
- Do systematic visual checks.
- Effectively communicate their presence and their intentions.
- Adapt their speed to traffic conditions (density and configuration) and to environmental conditions.
- Maintain a secure distance from (in front, in the back and on the sides) other road users.
- Choose the right third of the lane to ride.
- Cross an intersection and take a turn at an intersection.
- Ride in curves and in successive curves.
- Get on and off the highway.
- Pass other vehicles.
- Change lanes.
- Park.

ACTING IN AN SCR MANNER

UPON COMPLETING ON-ROAD TRAINING, THE STUDENTS MUST BE ABLE TO...

- Ride in various situations in an SCR manner.
- Share the road with other road users.
- Evaluate their own ability to manoeuvre a motorcycle on the road.

After each on-road session, you should encourage the students to evaluate themselves as honestly as possible. This will allow them to identify their strengths and weaknesses. If necessary, evaluate the students yourself. Compare the results. Comparing results might give the students a more objective point of view on their ability to operate a motorcycle.

You can use the figure on page 104 or the figures on pages 178 and 179 of the *Operating a Motorcycle guide*.

Training Process





ON-ROAD SESSIONS	TYPE OF ITINERARY	INTRODUCTION (preparation)	PRACTICE (on road)	CONCLUSION (feedback)	TOTAL DURATION
On-road session I (30-50 km/h)	Residential neighbourhoods Traffic: easy	45 mins	1 hr	15 mins	2 hrs
On-road session II (30-70 km/h)	Residential neighbourhoods and main roads Traffic: intermediate	15 min	1.5 hrs	15 mins	2 hrs
On-road session III (70 km/h)	Back roads Traffic: intermediate to difficult	15 mins	1.5 hrs	15 mins	2 hrs
On-road session IV (70-100km/h)	Main roads and highways Traffic: intermediate to difficult	15 mins	1.5 hrs	15 mins	2 hrs
On-road session V (50-100km/h)	Downtown / main roads and highways Traffic: difficult and dense	15 mins	1.5 hrs	15 mins	2 hrs
					10 hrs

On-road session I

RESIDENTIAL NEIGHBOURHOODS (30-50 KM/H)

EASY TRAFFIC

LEARNING OBJECTIVES	MANDATORY	MAIN TRAINING CONTENT
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Perform effective visual checks<input checked="" type="checkbox"/> Effectively communicate their presence and intentions<input checked="" type="checkbox"/> Adapt their speed to the traffic and environmental conditions<input checked="" type="checkbox"/> Maintain a safe distance from other road users<input checked="" type="checkbox"/> Choose the right third of the lane to ride in<input checked="" type="checkbox"/> Adjust their sight to the right spot while turning <input checked="" type="checkbox"/> Make a turn at different types of intersections (with or without mandatory stops)		<p>CHAP. 1: OPERATING A MOTORCYCLE</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Riding techniques• Manoeuvres• Particular situations <p>CHAP. 2: OPERATING A MOTORCYCLE ON THE ROAD</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Riding techniques to avoid risks• Manoeuvres on the road• Traffic traps <p>CHAP. 3: ACTING IN AN SCR MANNER</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Risks associated with the road• Risks associated with the vehicle

HOW TO PLAN THE ROUTE FOR ON-ROAD SESSION I

ROUTE CHARACTERISTICS

Plan a route where the speed limits are between 30 and 50 km/h. Traffic density should be light and fluid:

- Residential neighbourhoods


PREFERRED CONFIGURATIONS

STRETCHES WITH:	INTERSECTIONS:
<ul style="list-style-type: none"> • Left turns with no advanced green. • Left turns off a main road toward a residential street (without traffic lights). • Roads where vehicles coming from the opposite direction turn left with no advanced green. • School zones. 	<ul style="list-style-type: none"> • Without mandatory stops: <ul style="list-style-type: none"> - Where vision is blocked. • With mandatory stops: <ul style="list-style-type: none"> - On a slope. - Where vision is blocked. - Crossing in a straight line. - Right turn off a residential street toward a main road.

On-road session II

RESIDENTIAL NEIGHBOURHOODS AND MAIN ROADS (30-70 KM/H)

INTERMEDIATE TRAFFIC

LEARNING OBJECTIVES	 MANDATORY	MAIN TRAINING CONTENT
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Perform effective visual checks.<input checked="" type="checkbox"/> Communicate their presence and their intentions effectively.<input checked="" type="checkbox"/> Adapt their speed to environmental and traffic conditions.<input checked="" type="checkbox"/> Maintain a secure distance from other road users.<input checked="" type="checkbox"/> Choose the right third of a lane.<input checked="" type="checkbox"/> Look in the right direction while turning.<input checked="" type="checkbox"/> Make a turn at different intersections (with or without mandatory stops, with traffic lights).<input checked="" type="checkbox"/> Change lanes.		<p>CHAP. 1: OPERATING A MOTORCYCLE</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Riding techniques• Manoeuvres• Particular situations <p>CHAP. 2: OPERATING A MOTORCYCLE ON THE ROAD</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Riding techniques to avoid risks• Manoeuvres on the road• Traffic traps <p>CHAP. 3: ACTING IN AN SCR MANNER</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Risks associated with the road• Risks associated with the vehicle

HOW TO PLAN THE ROUTE FOR ON-ROAD SESSION II

ROUTE CHARACTERISTICS

Plan a route where the speed limits are between 30 and 70 km/h. Traffic density should be moderate and fluid:

- Residential neighbourhoods
- Main roads


PREFERRED CONFIGURATIONS

STRETCHES WITH:	INTERSECTIONS:
<ul style="list-style-type: none"> • Left turns with no advanced green. • Left turns off a main road toward a residential street (with no traffic lights). • Roads where vehicles coming from the opposite direction turn left with no advanced green. • School zones. 	<ul style="list-style-type: none"> • Without mandatory stops: <ul style="list-style-type: none"> - Where vision is blocked. • With mandatory stops: <ul style="list-style-type: none"> - On a slope. - Where vision is blocked. - Crossing in a straight line. - Right turn off a residential street toward a main road.

On-road session III

BACK ROADS (70 km/h)

INTERMEDIATE TO DIFFICULT TRAFFIC

LEARNING OBJECTIVES	MAIN TRAINING CONTENT
 <ul style="list-style-type: none"><input checked="" type="checkbox"/> Perform effective visual checks.<input checked="" type="checkbox"/> Effectively communicate their presence and intentions.<input checked="" type="checkbox"/> Adapt their speed to the traffic and environmental conditions. <input checked="" type="checkbox"/> Maintain a safe distance from other road users<input checked="" type="checkbox"/> Choose the right third of the lane to ride in<input checked="" type="checkbox"/> Adjust their sight to the right spot before, during and after performing different manoeuvres<input checked="" type="checkbox"/> Make a turn at different types of intersections <input checked="" type="checkbox"/> Ride in a curve<input checked="" type="checkbox"/> Get on and off the road<input checked="" type="checkbox"/> Change lanes	<p>CHAP. 1: OPERATING A MOTORCYCLE</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Riding techniques• Manoeuvres• Particular situations <p>CHAP. 2: OPERATING A MOTORCYCLE ON THE ROAD</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Riding techniques to avoid risks• Manoeuvres on the road• Other road users• Traffic traps <p>CHAP. 3: ACTING IN AN SCR MANNER</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Risks associated with the rider• Risks associated with the road• Risks associated with the vehicle

HOW TO PLAN THE ROUTE FOR ON-ROAD SESSION III

ROUTE CHARACTERISTICS

Plan a route where the speed limits are at 70 km/h. Traffic density should be moderate and fluid:

- Back roads

PREFERRED CONFIGURATIONS

STRETCHES WITH:	INTERSECTIONS:
<ul style="list-style-type: none">• Intermediate curves.	<ul style="list-style-type: none">• Without mandatory stops.• With mandatory stops:<ul style="list-style-type: none">- Crossing in a straight line.- Turning right.

ON-ROAD SESSION IV

MAIN ROADS AND HIGHWAYS (70-100 KM/H)

INTERMEDIATE TO DIFFICULT TRAFFIC

LEARNING OBJECTIVES

- Perform effective visual checks.
- Effectively communicate their presence and intentions.
- Adapt their speed to the traffic and environmental conditions.
- Maintain a safe distance from other road users.
- Choose the right third of the lane to ride in.
- Make a turn at different types of intersections.
- Ride in a curve.
- Get on and off the road.
- Change lanes.
- Pass other vehicles.
- Ride safely and responsibly.

MANDATOR

MAIN TRAINING CONTENT

CHAP. 1: OPERATING A MOTORCYCLE

Sections to consult:

- Riding techniques
- Manoeuvres
- Particular situations

CHAP. 2: OPERATING A MOTORCYCLE ON THE ROAD

Sections to consult:

- Riding techniques to avoid risks
- Manoeuvres on the road
- Other road users
- Traffic traps

CHAP. 3: ACTING IN AN SCR MANNER

Sections to consult:

- Risks associated with the rider
- Risks associated with the road
- Risks associated with the vehicle

HOW TO PLAN THE ROUTE FOR ON-ROAD SESSION IV



ROUTE CHARACTERISTICS

Plan a route where the speed limits are between 70 and 100 km/h. Traffic density should be intermediate and fluid:

Main roads

Highways

PREFERRED CONFIGURATIONS

STRETCHES WITH:

- Difficult curves.
- Passing zones.
- Access ramps with tight curves.
- Difficult curves.

ON-ROAD SESSION V

DOWNTOWN, MAIN ROADS AND HIGHWAYS (50-100 KM/H)

DIFFICULT AND DENSE TRAFFIC

LEARNING OBJECTIVES	 MANDATORY	MAIN TRAINING CONTENT
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Perform effective visual checks.<input checked="" type="checkbox"/> Effectively communicate their presence and intentions.<input checked="" type="checkbox"/> Adapt their speed to the traffic and environmental conditions. Maintain a safe distance from other road users.<input checked="" type="checkbox"/> Choose the right third of the lane to ride in.<input checked="" type="checkbox"/> Make a turn at different types of intersections.<input checked="" type="checkbox"/> Ride in a curve and in successive curves.<input checked="" type="checkbox"/> Get on and off the road.<input checked="" type="checkbox"/> Change lanes.<input checked="" type="checkbox"/> Pass other vehicles.<input checked="" type="checkbox"/> Park.<input checked="" type="checkbox"/> Ride safely and responsibly.		<p>CHAP. 1: OPERATING A MOTORCYCLE</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Riding techniques• Manoeuvres• Particular situations <p>CHAP. 2: OPERATING A MOTORCYCLE ON THE ROAD</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Riding techniques to avoid risks• Manoeuvres on the road• Other road users• Traffic traps <p>CHAP. 3: ACTING IN AN SCR MANNER</p> <p>Sections to consult:</p> <ul style="list-style-type: none">• Risks associated with the rider• Risks associated with the road• Risks associated with the vehicle

ROUTE CHARACTERISTICS

Plan a route where the speed limits are between 30 and 50 km/h. Traffic density should be dense:

- Busy downtown streets
- Boulevards with multiple lanes
- Main roads and highways

PREFERRED CONFIGURATIONS (DOWNTOWN)

STRETCHES WITH:	INTERSECTIONS:
<ul style="list-style-type: none"> • Dense traffic that will force the students to maintain balance at low speeds. • Roads where vehicles coming from the opposite direction turn left with no advanced green. • Multiple lanes (e.g. boulevards). • Reserved lanes. 	<ul style="list-style-type: none"> • Without mandatory stops: <ul style="list-style-type: none"> - Where vision is blocked. - On a slope. • With mandatory stops: <ul style="list-style-type: none"> - Where vision is blocked. - On a slope. - Crossing in a straight line. - Right turn off a residential street toward a main road. • With traffic lights : <ul style="list-style-type: none"> - Advanced left turns (one or more lanes reserved for left turns).

PREFERRED CONFIGURATIONS (MAIN ROADS AND HIGHWAYS)

STRETCHES WITH:	INTERSECTIONS:
<ul style="list-style-type: none"> • Easy curves. 	<ul style="list-style-type: none"> • Without mandatory stops. • With mandatory stops: <ul style="list-style-type: none"> - Crossing in a straight line. - Right turns.

SUGGESTED METHOD

TYPICAL ON-ROAD SESSION

INTRODUCE THE ROUTE

PRESENT...

- ✓ The objectives of the session, the duration and break times.
- ✓ The route, its particularities and characteristics (density of traffic, configurations, etc.)

REMIND STUDENTS OF...

- ✓ The importance of checking the mechanical condition of the motorcycle.
- ✓ Students should be focused on visual checks, particularly after a mandatory stop.

✓ That it is always safer to wear full protective gear even when the weather is nice.

✓ The students shouldn't pay **constant** attention to the training officer's motorcycle while he/she is in the back position.

✓ The importance of carrying their 6R licences with them.

ASK THE STUDENTS ABOUT...

- ✓ Their knowledge of the route.
- ✓ Anticipated difficulties.
- ✓ Their driving habits that might have a negative influence on the outing.
- ✓ The three types of risks to consider before going out on the road.



On the road, if the students have trouble understanding instructions, they should use the hand sign for "message not understood." If they still cannot understand the instructions after you tried to reiterate them, they must pull over to the side of the road in a safe spot.

ON-ROAD SESSIONS



Breaks can be a good occasion to discuss the students' ability to operate a motorcycle on the road.

BREAKS

- ✓ Talk to the students about their recent experience and possible improvements during breaks. Ask them about the situations they encountered during the outing to incite reflection and re-evaluation.



Assist the students that seem to have the most difficulty performing different manoeuvres on the road.

CONCLUDING THE SESSION

ASK THE STUDENTS ABOUT...

- Their impressions vs. their initial expectations regarding motorcycle riding.
- The main risks involved.
- Factors that could increase those risks.
- What strengths they think they have.
- Their self-evaluation regarding improvements that could be made.
- Questions that may have arisen from the session.

MEET WITH EACH STUDENT INDIVIDUALLY TO INFORM THEM OF:

- Their strengths.
- What they need to improve.

If applicable, refer the students to the sections of the *Operating a motorcycle guide* that cover their questions.



You must pay particular attention to students that make the same mistake repeatedly or seem to have difficulty with specific manoeuvres. Considering the increasing difficulty of each outing (ex: higher speed limits), if the student's safety is compromised, it might be appropriate to suggest going back to the closed track in order to fully master certain manoeuvres before returning to the road.



Specific difficulties must be written down in the student's file. You may use formative evaluation grids to do this.

Formative Evaluation: Practical Training on the Road

INSTRUCTIONS: Ask the students to grade themselves out of 5, according to the following scale, and evaluate them yourself afterwards.

4-5: no assistance or intervention

3: some assistance or intervention

1: frequent assistance or intervention

NE: not evaluated

	STUDENT	TRAINING OFFICER
VISUAL CHECKS		
Visual sweep, blind spots, rear-view mirrors		
SPEED		
Adapting to the environmental and traffic conditions		
BALANCE		
Maintaining balance		
MANOEUVRES		
Intersections		
Riding in a curve		
Getting on the highway		
Getting off the highway		
Passing		
Changing lanes		
Parking		
SCR		
Respecting road signs and rules		
Safe and responsible riding		

On-road session n^o: _____ Date: _____

The student has reached the learning objectives and may go on to the next on-road session. Y/N: _____

Training officer's comments and signature:

Student's comments and signature:

APPENDICES



In-class Theoretical Training



OPERATING A MOTORCYCLE ON THE ROAD

UPON COMPLETING TRAINING, THE STUDENTS MUST BE ABLE TO EXPLAIN:

- The elements that are specific to motorcycle riding (visibility, type of motorcycle used, vulnerability, balance).
- The laws of physics and how they affect motorcycle riding.
- The workings of a motorcycle (controls and components).
- Basic operations.
- The riding techniques that should be used.
- The manoeuvres that should be used.
- The actions required in specific situations.

ACTING IN AN SCR MANNER

ACTING IN AN SCR MANNER

UPON COMPLETING TRAINING, THE STUDENTS MUST BE ABLE TO EXPLAIN:

- The characteristics of a proficient rider.
- The risks related to the rider and their influence on general road safety.
- The risks related to the road (environmental and traffic conditions) and actions to be taken to minimize those risks.
- The risks related to the vehicle and how to minimize them.
- The elements to evaluate while planning your outings.

UPON COMPLETING TRAINING, THE STUDENTS MUST BE AWARE OF:

- The importance of their role and responsibilities during the learning process.
- The necessity of re-evaluating their driving habits in order to become a proficient rider.
- The importance of evaluating the three types of risks before driving a vehicle.
The power that only they possess to minimize risks on the road through their choices and decisions.
- The importance of getting involved in their training by evaluating their ability to operate a motorcycle and act in an SCR manner.
- The advantages of wearing complete and proper protective gear when starting their practical training.
- The need to perform a mechanical inspection of the vehicle before going out on the road.

Practical Training on a Closed Track



LEARNING OBJECTIVES

MANOEUVRING A MOTORCYCLE

UPON COMPLETING TRAINING, THE STUDENTS MUST BE ABLE TO...

- Use the controls without looking at them.
- Move the motorcycle without the engine.
- Get Mount a motorcycle and pick it up.
- Start it up.

- Take on a safe riding position.
- Maintain balance.
- Control the clutch and the handlebars.
- Counterbalance and countersteer.

- Adapt their speed.
- Adjust their sight to the right spot.
- Perform systematic visual checks (sweeping).

- Move the motorcycle.
- Immobilize the motorcycle.
- Change gears.
- Brake in a straight line and in a curve.

- Make a turn or take a curve.
- Park.
- Avoid an obstacle.

ACTING IN AN SCR MANNER

UPON COMPLETING TRAINING, THE STUDENTS MUST BE ABLE TO...

- Check the mechanical condition of a motorcycle.
- Check the condition of protective gear.
- Evaluate their ability to manoeuvre a motorcycle.

UPON COMPLETING TRAINING, THE STUDENTS MUST BE AWARE OF:

- The influence speed has on their manoeuvres.
- The importance of evaluating the three types of risks before driving a vehicle.

- The power that only they possess to minimize risks on the road through their choices and decisions.

Practical Training on the Road



LEARNING OBJECTIVES

OPERATING A MOTORCYCLE ON THE ROAD

UPON COMPLETING ON-ROAD TRAINING, THE STUDENTS MUST BE ABLE TO...

- Interpret hand signals and respect regulations.
- Perform efficient visual checks.
- Communicating their presence and their intentions properly.
- Adapt their speed to traffic conditions (density and configuration) and to environmental conditions.
- Maintain safety margins (in front, in the back and on the sides) with other road users.
- Choose the right third of a lane.
- Cross an intersection and make a turn at an intersection.
- Ride in curves and in successive curves.
- Get on and off the highway.
- Pass other vehicles.
- Change lanes.
- Park.

ACTING IN AN SCR MANNER

UPON COMPLETING ON-ROAD TRAINING, THE STUDENTS MUST BE ABLE TO...

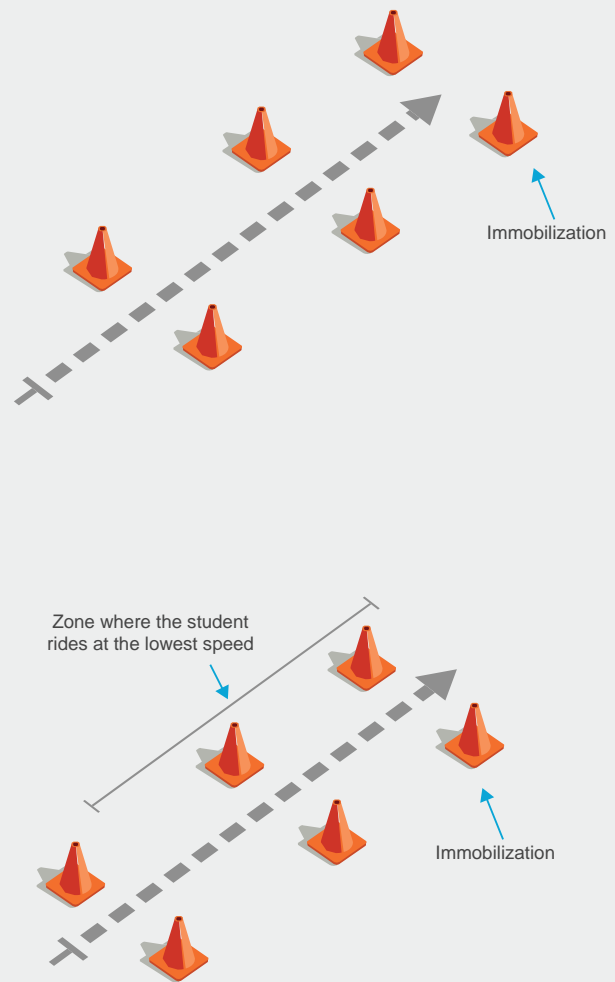
- Ride in different types of situations in an SCR manner.
- Share the road with other road users.
- Evaluate their own ability to manoeuvre a motorcycle on the road.

Closed Track Exercise Diagrams

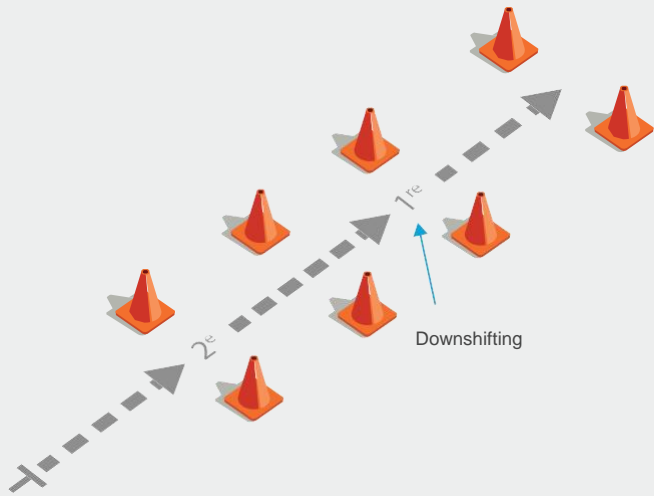
MOVING THE MOTORCYCLE WITHOUT THE ENGINE



MOVING, BALANCE AND IMMOBILIZATION



CHANGING GEARS AND DOWNSHIFTING



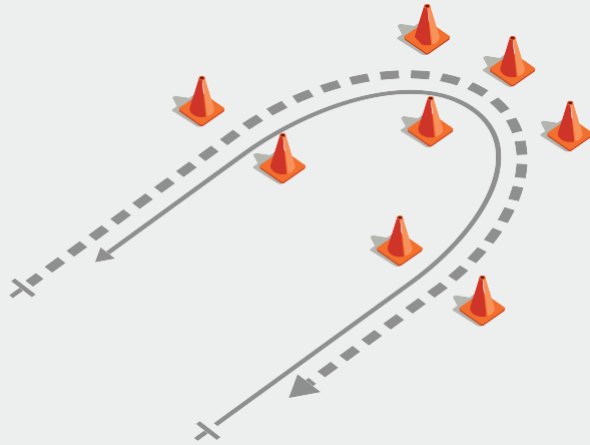
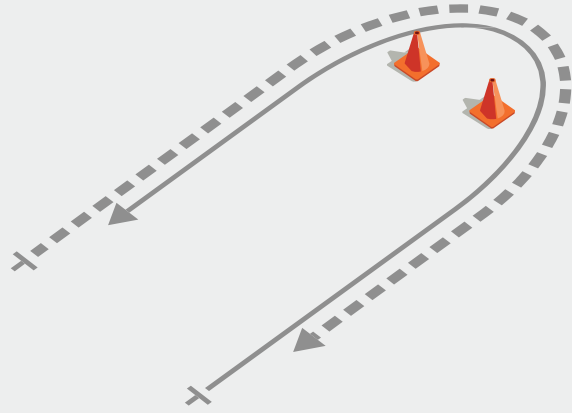
MAKING A TURN



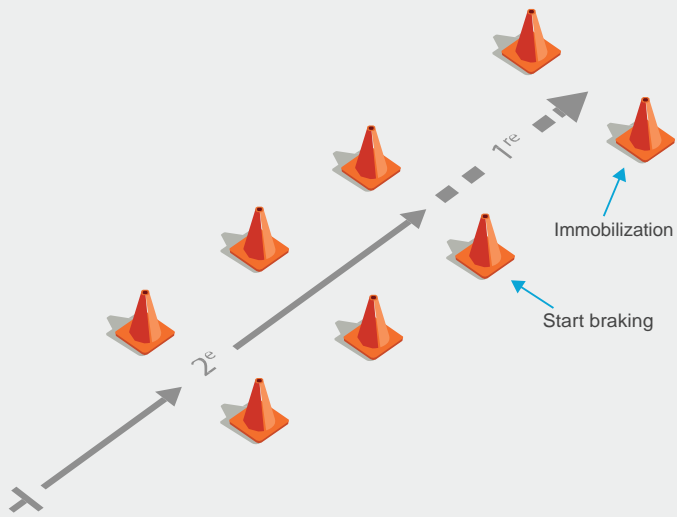
TAKING A CURVE



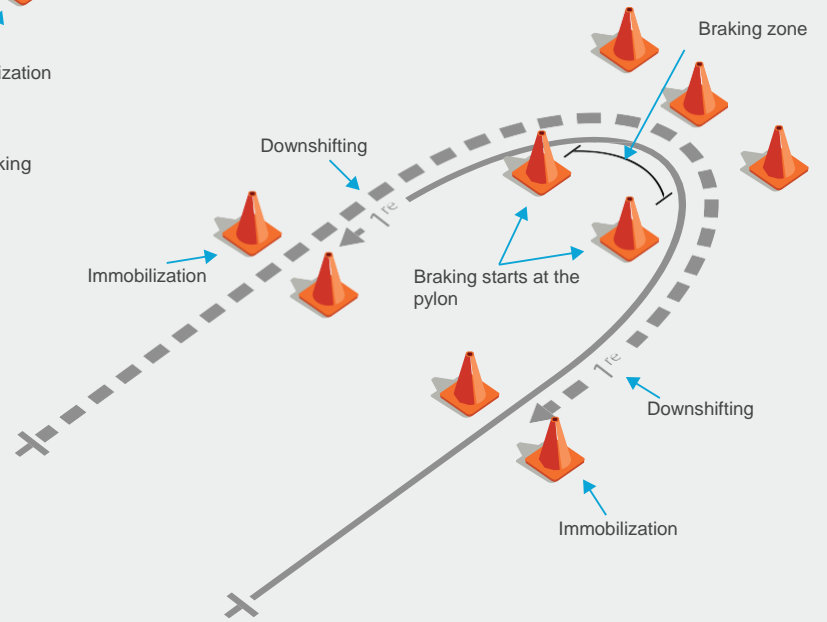
The size of the circle can be reduced to increase difficulty.



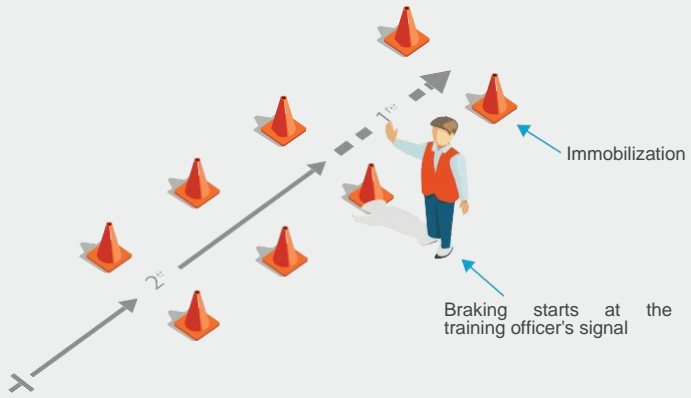
BRAKING IN A STRAIGHT LINE



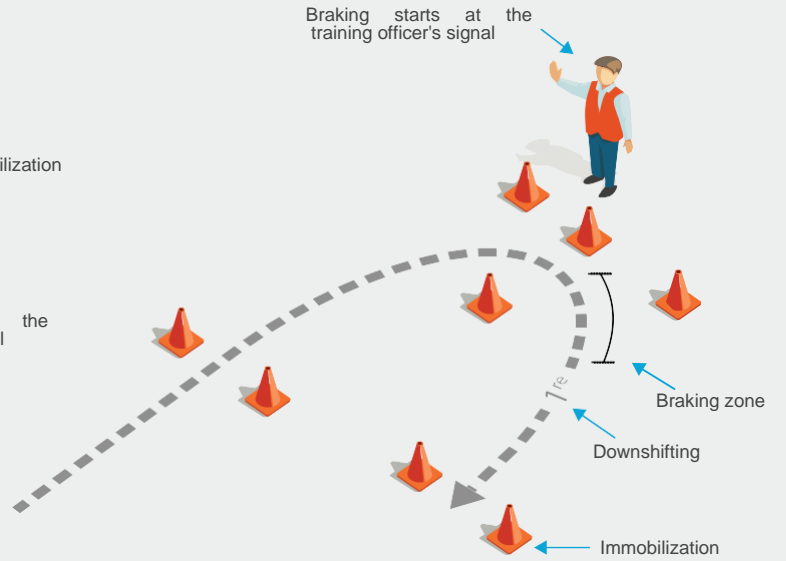
BRAKING IN A CURVE



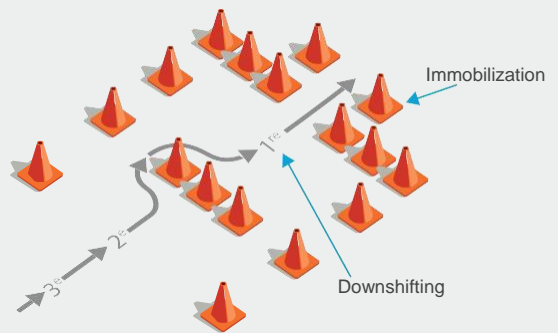
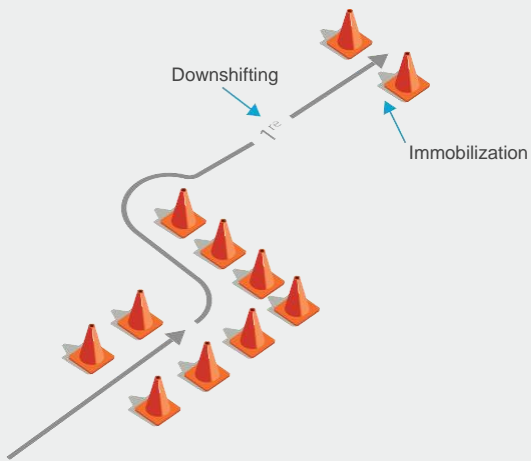
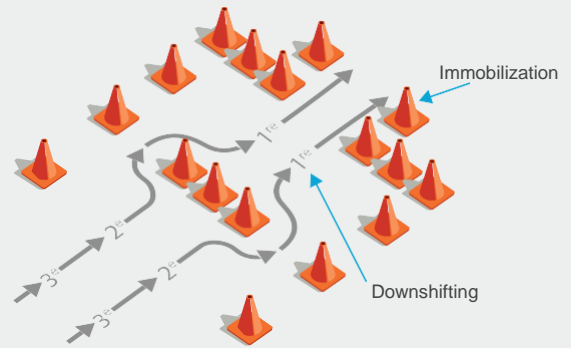
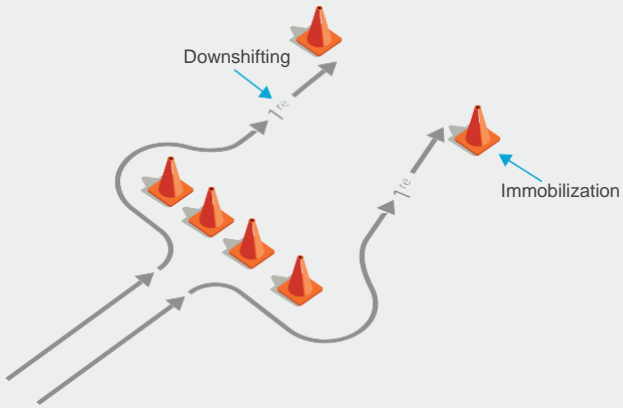
EMERGENCY BRAKING IN A STRAIGHT LINE



EMERGENCY BRAKING IN A CURVE

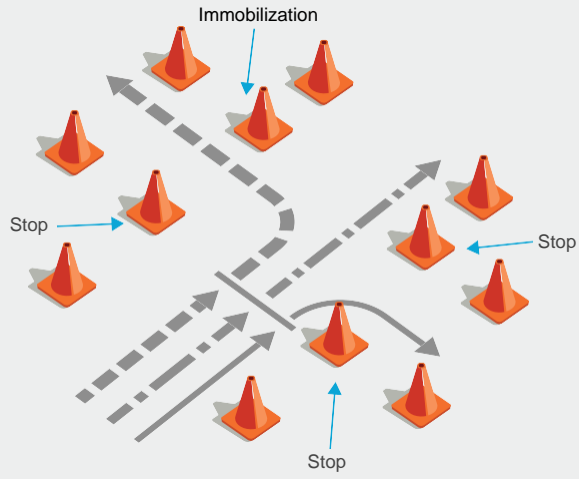


AVOIDING OBSTACLES

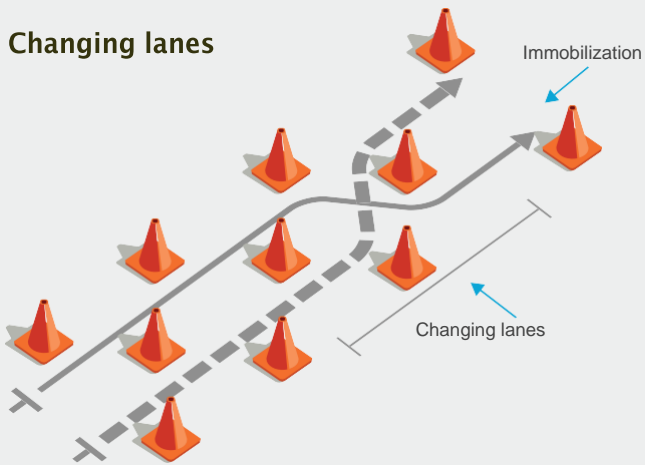


RIDING IN TRAFFIC

Intersection with two stop signs



Changing lanes



RIDING WITH A PASSENGER

