

Outline: begin2ride Program

Purpose and Target Audience:

To develop a curriculum for a person interested in learning about motorcycling and who is a “true beginner”. The program will maintain a high level of enjoyment and education for the participant, while reducing the risk to the participant.

This is an industry independent curriculum for the community. This is to ensure that participants gain mental and physical knowledge to make informed choices about motorcycling. It is important that the choice “not to ride” is included. We do not accept financial support from the motorcycle industry.

Participants would be individuals who have no physical knowledge of motorcycles (true beginners). The skill level of the participants should not be stratified. In particular, the target audience is the “pre-learner’s permit” individual. At the end of the program, (even at the end of session 1) they would be in a better position to make an informed choice as how to, whether to, or not to pursue the learner’s permit process. Additionally if they chose to continue with the learner’s permit process, they have a foundation of skills that would help them gain more understanding at a lower risk during their learner’s time.

Particular attention was paid to eliminating the unnecessary mishaps to “true beginners” in rider education programs. The begin2ride program can be easily integrated with any of the current motorcycle licensing courses offered. Begin2ride can be used as a pre-course for true beginners who want to perform better in a licensing course.

Background:

In the end of the 1990s, a carefully constructed matched-pair study was completed. The goal of the study was to detect a difference in the chance of motorcycle mishaps between formally trained and untrained motorcycle riders.* The conclusion, no difference between the rate of mishap of the paired individuals, with the exception of a small difference between true beginner rider pairs. Skills training did not have the expected effect on rate of mishap of the matched pair of riders.

At the time, this result was surprising to rider trainers. Studying why this result was surprising led us to another important tenant of our motorcycle training. This tenant is the need to pay attention to the conflict of interest between the community well-being and the industry well-being.

We internalized these results in our training program and our risk management style. The following principles were used to develop the begin2ride program:

1. Skill training is not safety training. Higher skill levels result in participants engaging in the activity with more intensity.
2. Pay close attention to conflicts of interests between education/community well-being and economic interests, making efforts to reduce and minimize these conflicts of interest.

3. Accept that there are great risks and a certain unavoidable amount of morbidity in street riding and motorcycle training. However, recognize there is much Unnecessary risk and Unnecessary morbidity. We vigilantly look for and eliminate the Unnecessary risk in our program, and stress this in our teachings to the students, encouraging and empowering students to not accept unnecessary risk during their riding activities.

Structure:

“I hear and I forget, I see and I remember, I do and I understand.” Chinese Proverb

The begin2ride program is a 9 hour program that is divided into three segments of three hours each. The theory and physical practice are integrated. First, the theory is introduced by an instructor-lead study of the appropriate section of the student booklet. This is immediately followed by the physical practice of the appropriate theory.

Session 1: “Basic Motorcycling Skills”

Session 2: “Stability and Leaning”

Session 3: “Combination Skills”

Flow of Program:

Session 1: “Basic Motorcycling Skills”

Roll Call, Roster Notes, Check & Count waivers.

Introductions: Name, Live, Heard, Expect Today?

Page 1: Students read one at a time.

Helmet demo. Helmet practice for students.

Perform “gear check”.

Page 2: Show and tell them the signals. Each student reads a rule. Emphasize each rule, appropriately.

Page 3: Primary Controls. Make sure they know where the control is and how to use it. Explain transmission theory.

Page 4: Mounting, Dismounting, Hand Position, Posture: Students read as you perform.

Exercise 1.1 “Getting Introduced to Your Motorcycle”

Exercise 1.2 “Practice looking well ahead, using the front brake, and holding on”

Note exercise 1.1 & 1.2 are conducted with the engines off.

Break 1:

Page 5. Starting controls. Shifting.

Exercise 1.3 “Starting controls and shifting with the engine off”

Exercise 1.4 “Patient throttle control practice, and practice shifting with the engine on while stationary.

Exercise 1.5 “Adding more power: Rocking and power-walking”

Break 2:

Review entire Page 6: Students read a paragraph at a time.

Tell students, “For today, use only the front brake until instructed to use both”.

Exercise 1.6 “Getting underway smoothly”

Encourage clapping. Students read p.8 S1 Wrap-up. Sign up people for S2 and S3 as appropriate. Hand out DMV books. Finish roster notes.

Session 2: “Stability and Leaning”

Read roster notes carefully. Roll call. Name tags.

Introductions: Name, Live, Expect today?

Review page 1. Have the students read the first section. Instructor review preparation section. Student reads bolded paragraph. Gear check.

Page 2: Show them signal and they tell you what it means. Have the students read out-loud the rules.

Briefly review pages 3 through 5. Students read p. 4, “Hand Positions” and p. 5 “Shifting”.

Exercise 2.1 “Practice, Session 1 review” motorcycles remain stationary:

Mounting, dismounting, controls, posture, starting engines, patient throttle control, shifting and finding neutral.

Exercise 2.2 “Practice looking well ahead and holding on” (engine off)

Break 1:

Page 6: Students read per usual.

Exercise 2.3 “Building confidence with clutch control”

Exercise 2.4 “Braking”

Spend extra time on exercise 4. Be sure the students can stabilize with patient throttle control before moving on to exercise 5.

Break 2:

Set up 30’ weave cones.

Page 7, Turning. Students read as you perform.

Exercise 2.5 “Practice looking well ahead” (perimeter ride)

Exercise 2.6 “Intro to weaving”

If time permits, conduct the 20 foot weave and/or offset the 30 foot weave.

Encourage clapping. Students read S2 Wrap-up. Review appropriate “Motorcycle Licensing” paragraphs as needed. Announce S3 schedule and indicate on roster who will attend. Finish roster notes.

Session 3: “Combination Skills”

Read roster notes carefully. Roll call. Name tags.

Intros: Name, Live, Expect today?

Review page 1. Have a student read the first section. Tie in “know your limits” to “eliminate unnecessary risks” together in the first paragraph. Briefly review the rest of page 1 and ask the students if they are prepared today. Gear check.

For page 2, show them signal and they tell you what it means. Have the students read out-loud the rules.

Skim-over pages 3 through 5.

Page 6: Use questions technique for “Getting Underway”. Try different clutch-throttle coordination. Students read “braking” per usual rotation.

Students mount and warm-up engines. Briefly review posture.

Exercise 3.1 “Efficient braking” (brake chutes in 1st gear)

Exercise 3.2 “Practice adjusting speed” (perimeter ride in 1st gear)

Break 1:

Remove brake chutes, set up ovals.

Review Page 7, Turning and Cornering.

Students read as you perform.

Exercise 3.3 “Practice controlling lean”

Exercise 3.4 “Basic cornering”

Break 2:

Set out shift cones. Review Page 7 Shifting.

Have students complete course eval.

Exercise 3.5 “Practice shifting while moving”

Optional Exercise 6 “Weaving, students choose 1st or 2nd gear. Also, adding 20 foot weave can be done, time permitting.

Encourage clapping. Students read S3 Wrap-up and “What’s Next”. Hand out Certificate of Accomplishment. Finish roster notes.

* "Evaluation of the California Motorcyclist Safety Program", John Billheimer

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