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| SCHOOL NAME | CONTACT NAME | PHONE NUMBER | EMAIL ADDRESS |

| **Classroom session one** Time: Three hours plus breaks | | | This first classroom session is offered for free to anyone interested in learning about the course or learning to ride a motorcycle. This session would occur before any practical instruction. | | |
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| **Lesson number** | **Title** | **Description** | | **Learning outcome number** | **Est. time**  **(minutes)** |
| 1. | Course introduction: requirements and expectations of the course | * Housekeeping (washrooms, smoking area, cell phones). * Overview of the course (schedule, breaks, general outline, philosophy of the school, and so on). * Expectations:   + Coaching and support that students can expect from instructors with a shared responsibility for learning.   + Requirements for gear (covered in detail later), check for LDL or DL, and readiness to ride.   + In small groups, students will introduce themselves and discuss why they want to ride (2.1), what they expect to get out of the course and how they can support each other. | | 2.1 | 30 |
| 2. | Introduction to the hazards of riding and risk taking  (Includes 10 minute break) | * Interactive lecture with PowerPoint slides:   + Current motorcycle collision statistics and known causes of crashes (1.4, 1.5). This includes an overview of the general categories of hazards (1.1).   + An overview of how the concepts and strategies of safe riding will help keep them safe (5.1) and how the course will address risk. * Small discussion groups on risk taking:   + What does risk taking behaviour look like? What makes people take risks? (1.2)   + What things can affect your ability to perceive risk? (1.3)   + Facts and open discussion about alcohol and riding (1.4) using real stories. | | 1.1 – 1.4  1.5  5.1 | 85 |
| 3. | Choosing the right bike | * Short lecture on choosing an appropriate motorcycle (6.4.2). * Small discussion groups:   + Students discuss what motorcycle they have or are planning to buy and then using brochures and ads to explore types of motorcycles, their purpose, features, capabilities, and limitations (6.4).   + Students discuss how to choose a bike based on their needs and experience and will consider vehicle technology (6.2) and environmental benefits (3.3.1) in the discussion. | | 3.3  6.2, 6.4 | 30 |
| 4. | Safety equipment and the demands of riding | * Interactive lecture with photos and gear samples:   + Physical demands of riding (1.1), including impairment issues from illness, fatigue, mental stress, heat and cold (1.4).   + Rider vulnerability to injury and types of injuries.   + The types, benefits and uses of riding gear and other safety equipment (5.4). | | 1.1, 1.4  5.4 | 45 |
| 5. | Homework assignments | * Obtain appropriate riding gear before 1st practical session (5.4). * Review Learn to Ride Smart and obtain learner’s licence before 1st practical lesson. | |  |  |

| **Classroom session two** Time: Three hours plus breaks | | |  | | |
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| **Lesson number** | **Title** | **Description** | | **Learning outcome number** | **Est. time**  **(minutes)** |
| 6. | Introduction and review | * Overview of the session. * Review of first classroom and practical session. * Students are given an opportunity to talk about their first riding session — allowing the instructor to address questions about vehicle control (segues into the motorcycle control lesson). | |  | 15 |
| 7. | Motorcycle control | Interactive lecture with short video clips:   * Overview of laws of physics related to riding (6.1). * Motorcycle control and technology (6.2). * Factors that affect traction (6.3) — segue into hazards of riding. | | 6.1 – 6.3 | 30 |
| 8. | Hazards of riding and common crash situations  (Includes 10 minute break) | Interactive lecture with video clips:   * Hazards of riding (1.1) and specific strategies (5.1 – 5.3) to deal with the hazards.   Small discussion groups:   * Students will apply what they have learned about strategies through the analysis of crash scenarios (1.5). * Students will help determine critical crash factors for new riders and appreciate the costs of taking risks while riding. | | 1.1, 1.4, 1.5  5.1 – 5.3 | 85 |
| 9. | Motorcycle culture and risk taking | Small discussion groups:   * Students discuss what type of riding they want to do and what assumptions they’ve made about motorcycles or riders (2.1). * Students discuss who can influence their choice of motorcycle or riding style and whether these assumptions and influences increase or decrease their risk (2.2) and what they can do to stay safe. | | 1.2, 1.3  2.1 – 2.2 | 30 |
| 10. | Motorcycle safety checks | Handout and demonstration on a motorcycle (7.3):   * Discussion of daily vs. periodic vs. yearly checks. * Importance of owner’s manual information. * How vehicle condition can be a hazard (1.1.6). * Environmental impacts of motorcycles (3.3). | | 1.1, 3.3  7.3 | 30 |
| 11. | Homework assignments | * Handouts – Students will be asked to review the handouts and come prepared to discuss at the next classroom session:   + *Did You* Know? *Traffic Laws* (4.1 – 4.3)   + Group Ridin*g Procedures* (3.2). * Students will be asked to be mindful of their driving habits and any risk taking tendencies (2.3) between now and the next classroom session. Students should practice the strategies/ actions learned, as appropriate, when driving other vehicles and come prepared to discuss at the next classroom session (5.1 – 5.3). | | 2.3  3.2  4.1 – 4.3  5.1 – 5.3 |  |

| **Classroom session three** Time: Three hours plus breaks | | |  | | |
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| **Lesson number** | **Title** | **Description** | | **Learning outcome number** | **Est. time**  **(minutes)** |
| 12. | Introduction and review | * Review of classroom session two and final practical session. * Overview of session three. | | n/a | 15 |
| 13. | Revisit safe riding strategies and habits | * Homework review: How’s your driving? Students volunteer comments on their own driving habits and their tolerance for taking risks(2.3). * Students share experiences and any changes they made to their driving based on the concepts of safe driving and strategies learned in the previous classroom session (5.1 – 5.3). | | 2.3  5.1 – 5.3 | 30 |
| 14. | Traffic regulations | Homework review: *Did You Know? Traffic Laws:*   * Small discussion groups or pairs – Students discuss the handout and what commonly misunderstood or newer laws stood out for them (4.1 – 4.3). * In large group, students share, and together with the instructor clarify reasons for the regulations (4.2) and the need to keep on top of changes (3.1.4). * Information is provided about fines and other consequences related to regulations. * Students and instructor answer any related questions. | | 3.1  4.1 – 4.3 | 45 |
|  | **Break** |  | |  | **10** |
| 15. | Sharing the road | Small discussion groups:   * Characteristics of other road users (3.2) — how and why they could be a hazard to motorcyclists (1.1), and the laws that govern our interaction with them (4.3). * Students will gain an understanding of the reason for the law (4.2), and determine riding actions to avoid conflict (5.3). * A few short video clips will be used to illustrate some conflicts between motorcycles and other road users. | | 1.1  3.2  4.2 – 4.3  5.3 | 30 |
| 16. | Riding with others | * How to ride in a group of other riders (3.3), including options for road positioning and space management (5.3). Short video clips and discussion. * Discussion will focus on thinking for oneself — how to take responsibility for your own safety while looking out for the safety of others in the group (5.1). * Overview of on-road training. | | 3.2  5.1, 5.3 | 30 |
| 17. | Closing Activities | Course review — lifelong learning:   * Students review the development of their skill and knowledge over the course of their training (7.1). * Students discuss factors that may contribute to a reduction in riding skill or knowledge over time and brainstorm ways to continue to improve (3.1). * Refresher and advanced rider training information is provided.   Wrap-up:   * Students are given an opportunity to express their thoughts or feelings about the course, their fellow students, and the instructors. * Students are provided with their ICBC Driver Certification form and the school’s course completion certificate or card. * Students are asked to complete a course evaluation form. | | 3.1  7.1 | 30 |

| **Practical session one** Time: Three hours plus breaks | | |  | | |
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| **Lesson number** | **Title** | **Description** | | **Learning outcome number** | **Est. time**  **(minutes)** |
| 1. | Introduction | * Welcome, brief overview of the day, personal check, riding gear and license check, and briefing about washrooms and relevant training area information. * Note: Motorcycles will be ready to go. | | 1.3 | 15 |
| 2. | Motorcycle familiarization | Students will become familiar with the controls of their assigned motorcycle and learn how to handle it with the engine off including:   * switches and controls (introduced when needed) * getting on and off the motorcycle * determining correct riding position * mirror adjustment * Finding neutral * balancing and moving the motorcycle with the engine off * using the side stand / parking guidelines, and * starting and stopping the engine | | 7.4 – 7.7 | 40 |
| 3. | First movements | * Students will learn to engage the clutch and recognize when the motorcycle is about to move forward, and ensure it’s safe to move. * Focus will be on eyes up, smooth starts (friction point awareness), balance/posture, and smooth throttle and brake control. * Instructors will demonstrate engaging the clutch. * Students will practice straight-line 1st gear starting and stopping to varying distances, up to 15 km/h. * Students will be asked to scan for others before moving off from now on, including mirror checks. | | 7.2  7.6  7.8 | 30 |
|  | **Break** |  | |  | **15** |
| 4. | Introduction to vision, steering and speed control | * Students will ride continuously around the circuit (rectangle) in 1st gear, accelerate in straight sections and slow down for turns. Turns are wide rolling corners. Counter clockwise then clockwise. Focus will be on vision ahead, smooth throttle and brake control, turning the head before turning the motorcycle, and good posture. * A six metre slalom will be added to one side and students will slow and weave through on their way around the circuit. * Using two large circles (used 1st as a large oval and 2nd as a large figure 8) students will learn where to look, how to lean, body positioning in turns, controlling speed with the throttle, and controlling speed with the brakes — at speeds up to 15 km/h. | | 7.2  7.6 – 7.9 | 50 |
| 5. | Introduction to gear shifting | Students will be introduced to gear shifting and higher speed control:   * up shift to 2nd and down to 1st * braking to a stop from various speeds * adjusting speed with the throttle * the circuit will provide two long shifting lanes with 8 km/h moving turns at one end, and a stop at the other. | | 7.2  7.8 | 30 |
| 6. | Student evaluation checkpoint | * Students will be asked how they are doing and what they feel they need to practice. * Instructors will complete the student evaluation checklist for session one. * Students will park/secure the motorcycles for the day. | | 7.1  7.4 | 15 |

| **Practical session two** Time: Three hours plus breaks | | |  | | |
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| **Lesson number** | **Title** | **Description** | | **Learning outcome number** | **Est. time**  **(minutes)** |
| 7. | Session introduction and safety checks | * Personal, gear, and licence checks. * Students complete a pre-ride motorcycle safety check. * Review/reminders from last session. | | 7.3 | 30 |
| 8. | Gear shifting and braking | * In the circuit, students will continue to practice gear shifting and speed control, including:   + up shift to 3rd and down to 2nd and 1st   + brake control, and   + stopping from various speeds. * The circuit will provide two long shifting lanes with stops at both ends and five metre slaloms on the short ends. * Students will be asked to use turn signals for all stopped turns from this point forward. | | 7.2  7.5 – 7.9 | 15 |
| 9. | Introduction to counter-steering | * Students will practice countersteering in an open area at 20-25 km/h, then in a large slalom; they will focus on precise steering and eye-lead time. * In the slalom, students will begin at a steady speed and will then be directed to vary their speed (on an individual basis). * Focus will be on vision, smooth speed control and precise steering with continued practice and coaching on shifting. | | 7.2  7.9 | 30 |
| 10. | Counter-steering  (Includes 15 min. break) | * Students will practice countersteering in higher speed turns. The speed at one end of the circuit will be increased gradually to 25-30 km/h creating a large U-turn. * Students will ride at a steady speed, accelerate, decelerate, and stop in the turn/curve (left and right). * Focus will be on eye-lead time, speed judgement/control, body position, and smoothness. | | 7.12 | 45 |
| 11. | Introduction to low speed control | * Students will be introduced to precise low speed control requiring the coordination of clutch and throttle, counterbalancing, and brake use in a variety of manoeuvres — at a speed up to 3 km/h. * All manoeuvres are set up with plenty of room to allow all students to be successful. * Instructors will demonstrate techniques and manoeuvres. | | 7.2  7.5 – 7.9 | 30 |
| 12. | Introduction to evasive manoeuvres | * Students will learn about different evasive manoeuvres (steer, brake, accelerate, combinations). * Students will continue to enhance their braking and steering skills in exercises with increased speeds and higher performance requirements including:   + emergency braking from at least 30 km/h, and   + quick steady-speed swerve left and right. | | 7.11 | 30 |
| 13. | Student-driven practice | * Based on their self-assessment and consulting with their instructor, students will practice refining their skills. * Instructors will complete the student evaluation checklist for session two. | |  | 15 |

| **Practical session three** Time: Three hours plus breaks | | |  | | |
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| **Lesson number** | **Title** | **Description** | | **Learning outcome number** | **Est. time**  **(minutes)** |
| 14. | Session introduction and review | * Personal, gear and licence checks. * Students complete a pre-ride motorcycle safety check. * Review/reminders from last session. | | 7.3  7.12 | 30 |
| 15. | Low Speed Control Clinic | * Students refine low speed skills using a variety of manoeuvres. * Manoeuvre difficulty is increased as student ability increases. | | 7.5 – 7.9 | 30 |
| 16. | Evasive Manoeuvres | * Students continue to enhance their higher performance skills, including:   + emergency braking from at least 40 km/h   + review of quick swerve   + swerve–straighten — then stop   + slow-steady speed — then swerve-stop — followed by quick acceleration — and then downshift and accelerate (space permitting). * Students continue to refine their low speed skills while waiting for their turn in the higher speed circuit. | | 7.11 | 45 |
|  | **Break** |  | |  | **15** |
| 17. | Special Skills | * Students will learn to manoeuvre over an obstacle, start on a hill, and/or ride over gravel/dirt (dependent on type of surface available). | | 8.1 – 8.3 | 30 |
| 18. | Student-driven practice  Student evaluation form completion | * Based on their self-assessment, students will practice skills and manoeuvres either in the riding circuit or separate from it. Riding circuit will include a combination of low, medium, and higher speed manoeuvres, including manoeuvres from the MSA. * Instructors will coach as needed and complete the student evaluation checklist to confirm the student is ready for the MSA. | | 7.5 – 7.12 | 45 |
| 19. | MSA | * MSA testing begins after the break. Once a student has demonstrated readiness for the assessment, they will cycle into the MSA and then back to the practice area. * Students will choose any appropriate motorcycle for the assessment. | | n/a | 15 per student |