

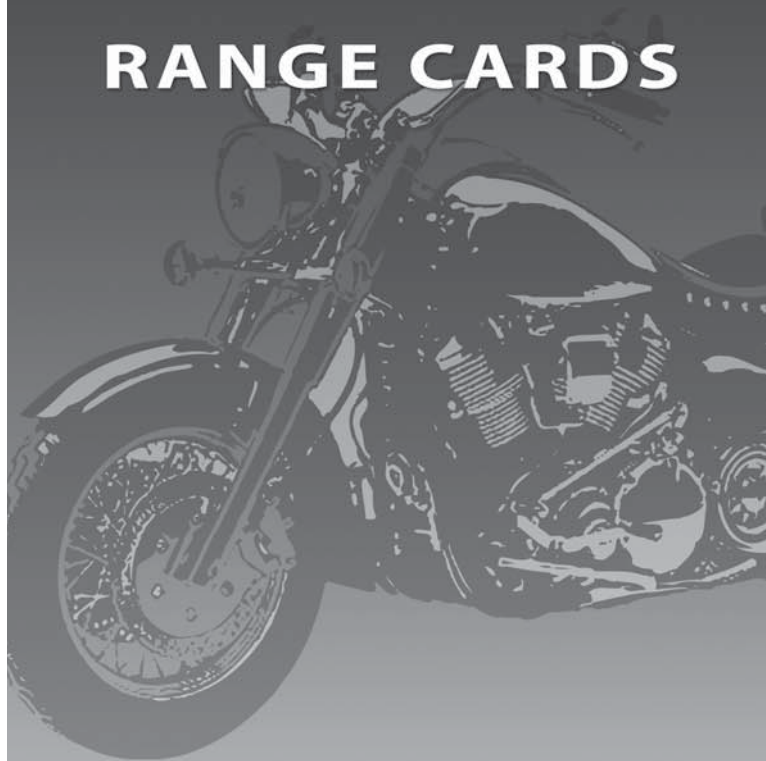
IDAHO STAR
MOTORCYCLE SAFETY PROGRAM

**BRAKING SKILLS
PRACTICE**

ENDORSED RIDER

CLINIC

RANGE CARDS



SKILLS TRAINING ADVANTAGE FOR RIDERS

INTEGRITY ★ SERVICE ★ EXCELLENCE

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RANGE PREPARATION

- Cordon off range using large cones and/or banners.
- Clear range of debris and gravel.
- Set cones for Exercise 1.
- Place first aid kit, fire extinguisher, extra cones, water, and cups near staging, but off range.

RANGE RULES

- Don't practice without permission.
- Stay with each exercise as it's being practiced.
- Wear all protective gear when on the motorcycle.
- Always check around you – front, sides, and behind –before moving.
- Don't crowd other riders – leave plenty of space between you and them.
- Do not pass other riders/motorcycles unless instructed.
- If you have a problem, move out of the way and signal an instructor.
- If you hear a referee-style whistle, stop immediately and wait for directions.
- If you don't understand an exercise, ask the instructor for clarification.
- Notify an instructor if you are too uncomfortable to ride safely.

LATE ARRIVAL POLICY

- Students who arrive after the start of the first exercise are not allowed to join. Instruct them to contact the office at 1-888-280-7827.

Orientation

STUDENT ORIENTATION

- Greet students as they arrive.
- Direct students to park in staging.
- Take care of administrative details (this can be done as they arrive - you do not need to wait to do this as a group).
- Collect completed and signed waivers.
- Inspect student motorcycles for obvious defects that could impair handling or create safety hazard:
 - Fluid leaks
 - Tire wear or underinflation
 - Broken spokes
 - Inoperable or missing controls such as:
 - Front or rear brakes
 - Engine cut-off switch
 - Sticky throttle
- Inspect students' driver licenses ("M" endorsement), motorcycle insurance and registration.
- Gather students together to complete orientation.

-
- Welcome class.
 - Inspect and approve riding gear.
 - Introduce Instructors.
 - Have students introduce themselves:
 - Name
 - Riding experience
 - Expectations
 - Identify purpose (*read*):
 - Braking errors are very common in motorcycle crashes. This clinic is designed to improve those skills - especially front brake application.
 - Identify clinic objectives:
 - Hone overall braking skills
 - Build skills in smooth and precise front and rear brake application
 - Build confidence in emergency braking skills
 - Read Range Rules (opposite page)
 - Introduce and demonstrate hand signals:
 - Start engine
 - Stop engine
 - Speed up
 - Slow down
 - Stop
 - Staging
 - Identify referee's whistle - all stop.
 - Identify riding area and staging area.
 - Small cones define outside perimeter of range. Remain within 10' of the perimeter at all times. Do not ride off the range

**RANGE
PREP**

Set 20' weave cones and 2 cones for each gate. Place motorcycles in staging.

● - 18

OBJECTIVE:

You will ride around the perimeter and weave between the cones.

DIRECTIONS:

- Begin riding around the perimeter to the left in 2nd gear.
- When you reach the far side of the range, begin weaving between the cones.
- Ride to the right of the first cone, left of the second cone, and so on.
- Ride through the gates (*point out*) on the end of the range.
- Keep your head and eyes up, looking where you want to go, not down at the cones.

EVALUATE UNDERSTANDING:

- What will help you balance the motorcycle in the weave?
(*Speed, head and eyes*)
- How do you make the motorcycle lean?
(*Press on the handgrip*)
- Do you have any questions?

DEBRIEF:

- Was it easier going faster or slower?
(*Faster*)
- What happened if you looked down at the cones?
(*Went toward cones/hit cones*)

WHAT TO COACH:

1. Speed for stability. Coach only if they are wobbling/unstable.
2. Head and eyes up.

EXERCISE GUIDELINES:

- Coach as needed.
- Allow students to countersteer on their own (it is not a 'What To Coach' item).
- One of the objectives of this exercise is to evaluate overall control. If the student cannot maintain control of the motorcycle in this exercise, they should be dismissed and encouraged to take a Basic course.

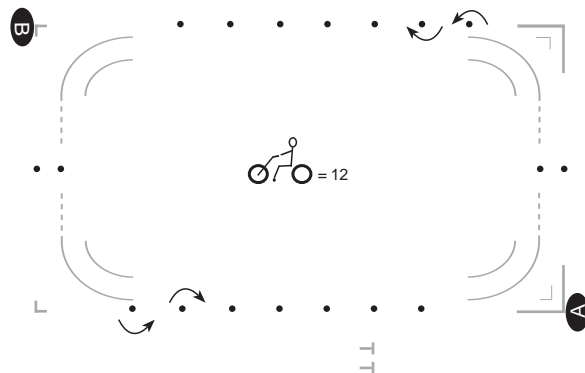
RANGE CONTROL TIPS:

- Keep speeds under 15 mph.
- Counsel any student who is unable to complete this exercise safely to take a Basic Course and dismiss from class. Advise student to contact **STAR** office.

TIME/REPETITIONS:

- Run this drill for 5 minutes.

RANGE/CONE LAYOUT:



STAGING:

Instructor B give staging signal to riders in motion.

RANGE PREP	<i>Strike previous setup. Set pivot cones (2), "SLOW" cone (1) and stop cones (4). Place "STOP" cones so that blank sides are facing approaching riders.</i>
▲ -7	

OBJECTIVE:

You will stop your motorcycle smoothly using both brakes.

DIRECTIONS:

- On signal, ride around the pivot cone and upshift into 2nd gear to 20 mph. Ride to the Instructor who called you.
- Maintain a steady speed.
- When your front tire reaches the cones (*point out*), stop smoothly, downshifting to 1st gear.
- After stopping, wait for coaching, then return to the shorter line.
- Caution - before leaving the braking area, check for crossing traffic.
- When signaled (*show signal*), you may speed up to 25-30 mph and continue to practice.

DEMONSTRATION:

(Demo one smooth stop at 20 MPH)

As this exercise is demonstrated, watch for:

- Smooth application of both brakes for controlled stop.
- Head and eyes up, looking straight ahead.

EVALUATE UNDERSTANDING:

- How do you use the front brake for a smooth stop?
(Smoothly)
- What will help you stop in a straight line?
(Head and eyes up)
- Do you have any questions?

DEBRIEF:

- What happened if you grabbed the front brake?
(Abrupt, jerky, skid)
- What happened if you over-applied the rear brake?
(Skid)
- What is the key to stopping smoothly?
(Smooth application of both brakes all the way to a stop)

WHAT TO COACH:

1. Smooth application of both brakes.
2. Head and eyes up during stop.

EXERCISE GUIDELINES:

- Coach as needed.
- "Stopping Procedure" includes Look (eyes up), Brake (both brakes), Squeeze (clutch), Press (shift lever - downshift to first)

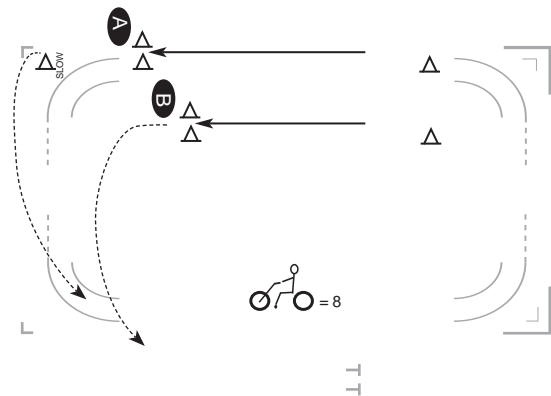
RANGE CONTROL TIPS:

- Call from staging. Direct riders as required to the appropriate braking chute.
- Stand on the brake side of the braking chutes to evaluate brake application.
- Before releasing student, check for crossing traffic.
- Instructor A - direct riders to ride around the pivot cone and back to staging.
- The objective of this exercise is smooth controlled stops - discourage students from stopping abruptly and correct students who lock up either wheel.***

TIME/REPETITIONS:

- After about 12 minutes, give the 25-30 mph signal.

RANGE/CONE LAYOUT:



*****IF THE STUDENT SKIDS EITHER TIRE:**

- Remind them to release the brake immediately, then reapply.

STAGING:

Remain in staging.

**RANGE
PREP**

No cone movement.

OBJECTIVE:

You will stop the motorcycle quickly.

DIRECTIONS:

- On signal, ride around the pivot cone and upshift into 2nd gear to 30 mph. Ride to the Instructor who called you.
- Maintain a steady speed.
- When your front tire reaches the cones (*point out*), stop quickly, downshifting to 1st gear. Do not start braking until reaching the cones.
- After stopping, ride back to staging and get in the shorter line.
- Remember to brake smoothly as you work on quicker stops.
- Caution - before leaving the braking area, check for crossing traffic.

EVALUATE UNDERSTANDING:

- How do you properly apply the brakes for a quick stop?
(Smoothly - increasing pressure on the front and light to lighter on the rear)
- What will help you stop in a straight line?
(Head and eyes up)
- Do you have any questions?

DEBRIEF:

- What happened if you grabbed the front brake?
(Abrupt, jerky, skid)
- Why would the front tire skid?
(There is less traction at the front wheel until more weight transfers to the front)
- Which brake has more stopping power?
(Front brake - at least 70% of stopping power)
- Why do we always use both brakes?
(More effective stopping; builds good habits)

WHAT TO COACH:

1. Smooth, increasing pressure on front.
2. Light pressure on rear.
3. Head and eyes up during stop.

EXERCISE GUIDELINES:

- Coach as needed.
- Gradually coach the students to use more front brake pressure. The **minimum** standards are: 25 mph – 31 feet; 30 mph - 44 feet.
- The goal is to coach them to maximum braking. Watch for increasing fork compression and shorter stopping distances to indicate improved braking performance. The front tire may ‘howl’ or ‘chirp’ indicating impending skid.
- Encourage riders with ABS-equipped bikes to apply brakes smoothly and fully.

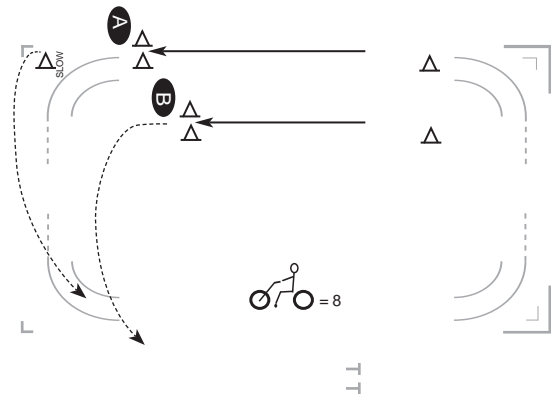
RANGE CONTROL TIPS:

- Call from staging. Direct riders as required to the appropriate braking chute.
- Stand on the brake side of the braking chutes to evaluate brake application.
- Before releasing student, check for crossing traffic.
- Instructor A - direct riders to ride around the pivot cone and back to staging.

TIME/REPETITIONS:

- Run for 15 minutes.

RANGE/CONE LAYOUT:



*****IF THE STUDENT SKIDS EITHER TIRE:**

- Remind them to release the brake immediately, then reapply.

STAGING:

Remain in staging.

BREAK - 15 MINUTES

RANGE PREP

Strike previous setup. Set start cones and curve entrance/exit cones.

- ▲ - 4
- - 4

OBJECTIVE:

You will ride a curved path. On the instructor's signal you will straighten the motorcycle then stop quickly.

DIRECTIONS:

- Begin riding around the large arc (*point out*) to the left in 2nd gear.
- When signaled (*show signal*), straighten the motorcycle, and then come to a rapid stop in a straight line.
- After stopping, move to the next starting point and continue the exercise.

DEMONSTRATION: (*Demo one complete lap to the left. Approach speed, 12-14 mph*)

As this exercise is demonstrated, watch for:

- Separation of turning and braking.
- Head and eyes on new path when motorcycle straightens.

EVALUATE UNDERSTANDING:

- Why is it important to straighten the motorcycle first?
(*Less traction is available for braking when in a lean*)
- How do you straighten the motorcycle?
(*Press on the outside handgrip*)
- When will you straighten then brake?
(*On instructor's signal*)
- Do you have any questions?

DEBRIEF:

- What would happen if you over-applied the brakes while leaned over?
(*Lose balance, skid, fall over*)
- When you straighten the motorcycle, where should you look?
(*Straight ahead - not through the turn*)

WHAT TO COACH:

1. Separating turning and braking.
2. Stopping quickly.
3. Head and eyes.

EXERCISE GUIDELINES:

- Coach as needed.
- Coach the students to straighten the motorcycle before braking.
- To the left – Concentrate on separating turning and braking. To the right – Continue to coach separating, but emphasize stopping quickly.

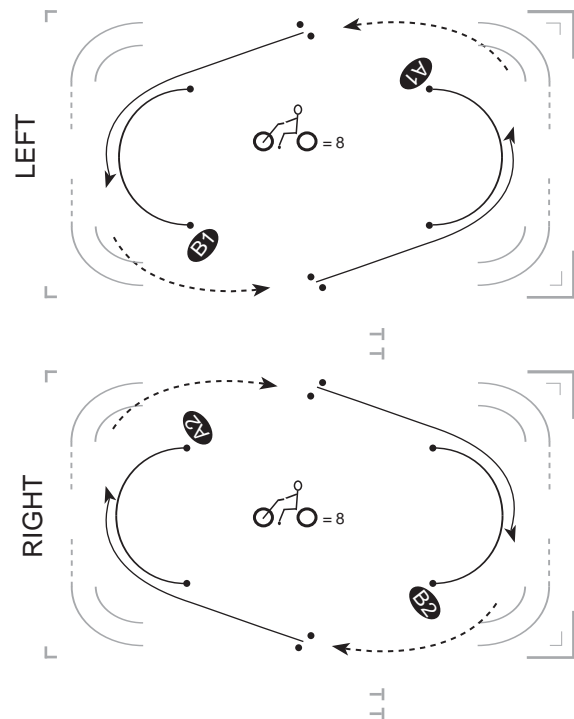
RANGE CONTROL TIPS:

- Send 1st 4 all the way around the range to line up at staging side cones. Send 2nd 4 to line up at far side cones.
- Position yourself at the end of the painted arc so they are looking at you for the signal.
- Use R6 reversal (pg. 23) to change direction to the right.

TIME/REPETITIONS:

- Run this drill for about 6 minutes each direction.

RANGE/CONE LAYOUT:



STAGING:

Return to staging by directing group nearest staging to make a wide U-turn and return to staging, then direct the other group to make a wide S-turn and return to staging.

Exercise 5 | SWERVING
15 MINUTES

Exercise 5

RANGE PREP	Strike previous setup. Set the swerve obstacle lines and gates (57' & 25') and large pivot cones such that "SLOW" can be read by approaching riders.
★ - 30	
▲ - 2	
● - 4	

OBJECTIVE:

You will swerve to avoid an obstacle in your path.

DIRECTIONS:

- Line up at the start gates (*point out*).
- Ride toward the gates and obstacle (*point out*) at 15-18 mph.
- After passing through the 2nd set of cones press on the appropriate handgrip to swerve into the lane. Press left, go left. Press right, go right.
- Press on the opposite handgrip to straighten the motorcycle in the lane.
- After straightening, slow before rounding the pivot cone. Be prepared to stop if directed.
- Repeat the swerve on the other side. Proceed when the rider ahead passes the first set of cones.

DEMONSTRATION:

(Demo one lap, 15-18 mph)

As this exercise is demonstrated, watch for:

- How the motorcycle moves and rider remains upright.
- How the rider separates swerving and braking.

STATIC PRACTICE: "PRESS-PRESS" (PG. 22)

EVALUATE UNDERSTANDING:

- How will you initiate a swerve?
(*Press forward on the handgrip*)
- What is the best posture for swerving?
(*Keep body upright and let the motorcycle move underneath you - avoid body english*)
- When should you proceed?
(*When the rider ahead clears the first set of cones*)
- Do you have any questions?

DEBRIEF:

- How long did you need to hold the first press?
(*Long enough to clear the obstacle*)
- Why do we always separate braking and swerving?
(*Not enough traction for both at the same time*)

WHAT TO COACH:

1. Press to lean/press to straighten.
2. Does not brake while swerving.

EXERCISE GUIDELINES:

- Coach as needed.
- Part B: Swerving from 13'. Move forward and stop riders approaching the swerve area. Move the swerve gates from 25' to 13'. Return to instructor position and resume exercise.
- Students found braking while swerving MUST be corrected.

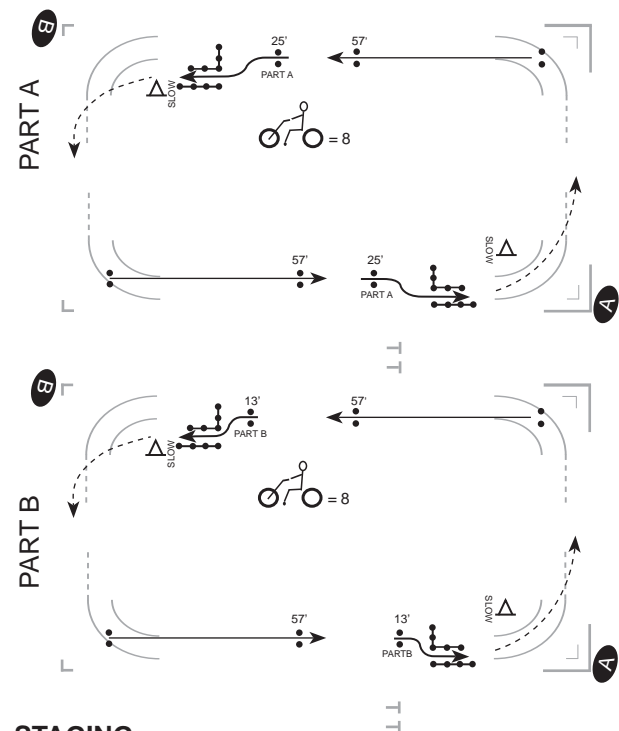
RANGE CONTROL TIPS:

- Send 1st 4 all the way around to line up at staging side cones. Send 2nd 4 to far side cones.
- Position yourself well behind the swerve box (you should be back far enough so that you are standing on the short side of the perimeter). This allows you to stop students if they need coaching.
- If individual riders must be pulled out for coaching, move them outside the path of travel.
- Keep speeds under 20 mph.

TIME/REPETITIONS:

- At 8 minutes move to Part B.

RANGE/CONE LAYOUT:



STAGING:

Stop both lines. Direct group nearest staging to return to staging then direct other group to return to staging.

RANGE PREP	<i>Strike pivot cones. Move 13' gate cones back to 25' gate markers. Set additional obstacle lines. Move start gate cones back 10-20' as range allows.</i>
★ - 42	

OBJECTIVE:

You will swerve then brake on signal.

DIRECTIONS:

- Line up at the start gates.
- One at a time and on signal, ride toward the gates and obstacle at 25 mph.
- As you approach, you will be signaled to either swerve left or right (show signals).
- Respond to the signal given.
- After swerving, stop quickly, then ride forward to the instructor for coaching.
- Repeat on the other side.

DEMONSTRATION:

(Demo one lap, swerve then brake on both sides. Alternate directions of the swerve - no signals given, 25 mph)

As this exercise is demonstrated, watch for:

- How the motorcycle moves and rider remains upright.
- How the rider completes the swerve then does all braking in a straight line.

EVALUATE UNDERSTANDING:

- How fast will you approach?
(25 mph)
- What should you do before applying the brakes?
(Complete the swerve and have the motorcycle in a straight line)
- Do you have any questions?

DEBRIEF:

- How does this exercise relate to street riding?
(Helps prepare you for the situation where you have to make a quick decision to take evasive action)
- Why is it important to always separate braking and swerving?
(Swerving and braking together often results in a crash)

WHAT TO COACH:

1. Press to lean/press to straighten.
2. Does not brake while swerving.

EXERCISE GUIDELINES:

- Signal every rider every time.
- Randomly alternate signals to swerve left or right.
- Initiate all signals at the 57' cone markers.
- Students found braking while swerving MUST be corrected.
- Encourage students to get up to speed and maintain speed until the signal is given.

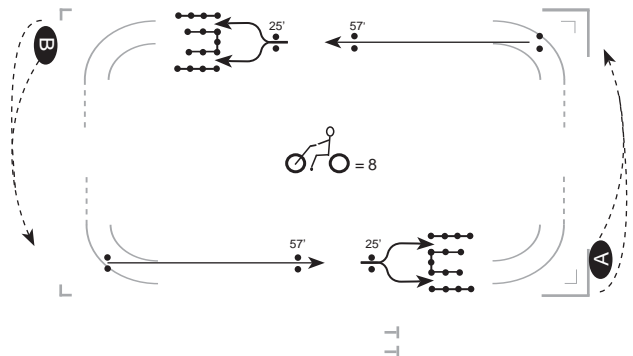
RANGE CONTROL TIPS:

- Send 1st 4 all the way around to line up at staging side cones. Send 2nd 4 to far side cones.
- Position yourself well behind the swerve box (you should be back far enough so that you are standing on the short side of the perimeter).
- Ensure riders behind you are clear of the POT before calling the next rider.

TIME/REPETITIONS:

- Run this drill for 20 minutes.

RANGE/CONE LAYOUT:



STAGING:

Stop calling riders. Instructor A - move to staging and signal riders to stage. Instructor B - signal riders to stage.

BREAK - 15 MINUTES

RANGE PREP	Strike previous setup. Set pivot cones (2), "SLOW" cone (1) and stop cones (4). Place blank sides to face approaching riders.
▲ - 7	

OBJECTIVE:

You will stop the motorcycle quickly.

DIRECTIONS:

- On signal, ride around the pivot cone and upshift into 2nd gear to 30-35 mph. Ride to the Instructor who called you.
- Maintain a steady speed.
- When your front tire reaches the cones (*point out*), stop quickly, downshifting to 1st gear. Do not start braking until reaching the cones.
- After stopping, ride back to staging and get in the shorter line.
- Remember to brake smoothly as you work on quicker stops.
- Caution - before leaving the braking area, check for crossing traffic.

EVALUATE UNDERSTANDING:

- How do you use the front brake for a quick stop? (*Smoothly with increasing pressure*)
- What will help you stop in a straight line? (*Head and eyes up*)
- Do you have any questions?

DEBRIEF:

- What happened if you grabbed the front brake? (*Abrupt, jerky, skid*)
- What happened if you continued to press harder on the rear brake all the way to the stop? (*Skid is likely to occur*)
- Why? (*As weight transfers forward, less traction is available at the rear*)
- What is the key to a quick stop? (*Smooth increasing pressure on the front brake*)

WHAT TO COACH:

1. Smooth increasing pressure on front.
2. Light pressure on rear.
3. Head and eyes up during stop.

EXERCISE GUIDELINES:

- Coach as needed.
- Gradually coach the students to use more front brake pressure. The **minimum** standards are: 35 mph - 60 feet; 40 mph - 79 feet.
- The goal is to coach them to maximum braking. Watch for increasing fork compression and shorter stopping distances to indicate improved braking performance. The front tire may 'howl' or 'chirp' indicating impending skid.
- Encourage riders with ABS-equipped bikes to apply brakes smoothly and fully.

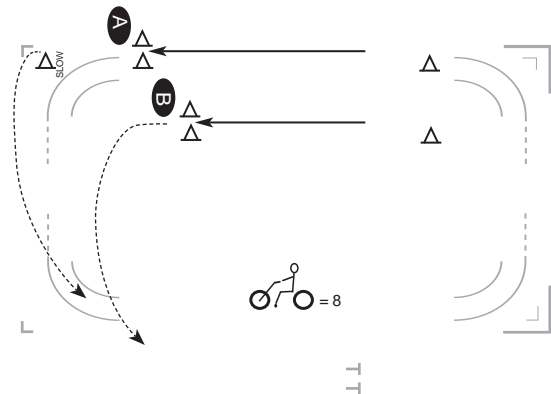
RANGE CONTROL TIPS:

- Call from staging. Direct riders as required to the appropriate braking chute.
- Stand on the brake side of the braking chutes to evaluate brake application.
- Before releasing student, check for crossing traffic.
- Instructor A - direct riders to ride around the pivot cone and back to staging.

TIME/REPETITIONS:

- Run for 15 minutes.

RANGE/CONE LAYOUT:



*****IF THE STUDENT SKIDS EITHER TIRE:**

- Remind them to release the brake immediately, then reapply.

STAGING:

Remain in staging.

**RANGE
PREP**

No cone movement. Place sand in one of the two brake chutes. Take students to coaching position at the brake chute for observation.

OBJECTIVE:

Instructor will demonstrate effectiveness of ABS in straight-line braking.

DEMONSTRATION:

(Demo one maximum braking stop without engaging ABS. Demo one ABS stop on clean pavement in sand-free chute. Demo at least 2-3 ABS stops in the sand.)

As this is demonstrated, watch for:

- How on the first stop, the rider stops smoothly without engaging ABS.
- How on the next few stops the rider engages ABS by using full braking force.
- How the rider stops safely in or just beyond the hazard with ABS.

DEBRIEF:

- What would happen if you grabbed the front brake in the sand without ABS?
(Skid; crash)
- When is it likely that a rider will most likely need ABS?
(In a panic situation; ABS helps eliminate human error in panic braking situations)

DEMONSTRATION GUIDELINES:

- An Instructor-owned ABS-equipped bike is needed for this demonstration. If neither Instructor has an ABS-equipped motorcycle, this demonstration will not be performed.
- Under no circumstances shall any student ride this demonstration on any **STAR** range, regardless of whether or not their motorcycle is equipped with ABS brakes.**

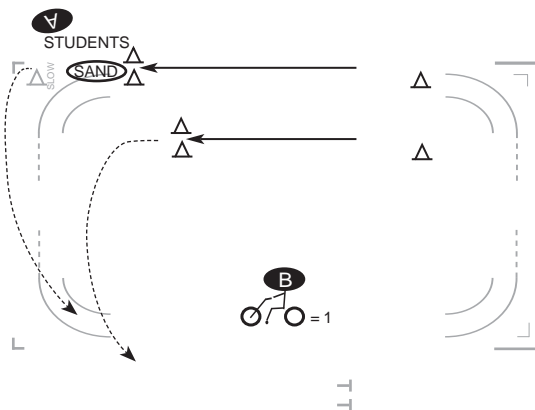
** The only exception is if neither Instructor has an ABS-equipped motorcycle and a **STAR** BSP-certified Instructor is riding the clinic as a student on their own ABS-equipped motorcycle and offers to ride the demonstration.

- Instructors shall not ride any student's motorcycle for this demonstration.
- Instructors should routinely practice this demo.

TIME/REPETITIONS:

- Run for no more than 5 minutes.

RANGE/CONE LAYOUT:



STAGING:

Return to staging area.

CONDUCT RANGE REVIEW (NEXT PAGE)

“LET’S TAKE A FEW MINUTES AND REVIEW WHAT WE HAVE LEARNED AND PRACTICED TODAY.”

MAXIMUM BRAKING:

What is the key to stopping in the shortest distance?

- *(Smooth increasing pressure on the front brake)*
- *(Light to lighter pressure on the rear brake)*
- *(Head and eyes up)*

What do you do if you get a front wheel skid?

- *(Immediately release the front brake and reapply)*

What do you do if you get a rear wheel skid?

- *(Immediately release the rear brake and reapply)*

How do you use the brakes on an ABS-equipped motorcycle?

- *(With full braking force, smoothly)*

When might ABS not be effective and why?

- *(In a lean; ABS responds to rotational speed of the tire and does not respond to sideways slide)*
- *(The technology for this is beginning to emerge)*

Does technique or smoothness matter with ABS?

Why?

- *(Yes, you have more stopping power with proper application)*
- *(If it’s not smooth, the front end does not have time to load before the ABS engages)*

COMMON BRAKING ISSUES

What do you think are some common braking issues that lead to crashes?

- *(Rear wheel skid)*
- *(“Not enough room to stop so had to lay it down”)*
- *(Poor separation of braking and turning or swerving)*
- *(Not enough or no front brake)*

RISK

How can you lower your risk of a crash?

- *(Seek knowledge then practice to build skills so that you can perform in the moment of truth)*
- *(Avoid alcohol and ride unimpaired)*

How does keeping your eyes up, scanning ahead and using a mental strategy to deal with hazards affect your braking performance and lower risk?

- *(Early hazard identification allows you to begin your braking sooner and increases your chances of avoiding the hazard)*

How can you reduce the severity of a crash?

- *(Wear good gear all the time)*
- *(Practice skills and take evasive action - scrub off speed; swerve)*

TOP 5 HABITS OF A SAFE RIDER:

- Uses visual scanning
- Practices good cornering skills
- Practices good braking skills
- Wears riding gear
- Rides sober

Taking this course is a good start - we encourage you to adopt the other four habits, too.

READ:

“Remember that you are not the only victim if you are injured or killed in a crash - your family and loved ones are victims of that crash, too. Don’t allow those circumstances to be the result of poor choices.”

WHAT QUESTIONS OR OBSERVATIONS DO YOU HAVE?”

INDIVIDUAL DEBRIEFS

(ABOUT 45-60 SECONDS PER STUDENT)

- Identify strengths in their braking skills.
- Identify areas in which they need more practice.

Instructor Note: Identify possible candidates

- Encourage participation
- Provide web resource

CONDUCT GRADUATION

- Distribute Completion Packets
- Distribute and collect student critiques
- Discuss other courses
 - Experienced Course
 - PRC (Precision Riding Clinic)
 - CSP (Cornering Skills Practice)
- Thank students for participating

DISMISS

STATIC PRACTICE

EX. 5: PRESS – PRESS

- Both feet down
- Press right and hold; press left to straighten
- Press left and hold; press right to straighten
- Students repeat several times on instructor direction

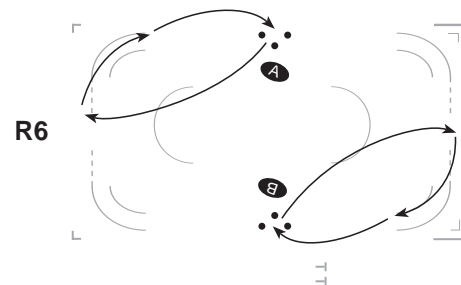
WHAT TO COACH

- Just enough forward press to create front wheel deflection

REVERSALS

R6 (Exercise 4 reversal)

- Both instructors walk to nearest start cones.
- Move start cone.
- Direct lead rider to “make a sweeping right turn and line up at the same start point.”



RANGE CARDS

- Read the **Exercise Title, Objectives,** and **Directions** for each exercise. Don't make additions.
- Directions and Debrief questions are read with students off the bikes and gathered together

DEMOS

- Show accurate technique and timing.
- Students observe demos from the staging area.
- POT (path of travel) matches what the students will ride. Reversals are not demonstrated.
- Limit narration during demos.

STAGING

- Always cut engine power once safely stopped, then turn ignition to OFF.
- Enter – Place first rider in the outside line (left), second rider in the inside line (right), allow the remaining riders to self-park.
- Exit – Direct the inside rider, then allow remaining students to exit on their own.
- Be in position to assist and direct the entry and exit if needed, but responsibility is given to the students.

VERBAL COACHING

- Prioritize for
 1. Safety
 2. Exercise main objective ("What to Coach")
- Limit to one or two items, presented in a positive manner.
- Brief and concise, typically limited to three to five seconds.
- Limit narration in staging during split exercises.
- Early enough that student can respond to signals.

EXERCISE TIME

- Run exercises for full time allotted.
- Exercise time includes:
 - Striking and setting cones as appropriate
 - Objective and Directions
 - Demo (when appropriate)
 - Evaluation of Understanding
 - Exercise activity
 - Staging
 - Debrief
- Allow for 1½ to 2 minutes to stage and debrief.

RANGE CONTROL

- Students in front of Instructors at all times (unless otherwise specified).
- Students stay within 10 feet of perimeter at all times.
- Be aware of where all students are, all the time.
- No surprises for students.
- Coordinate with other Instructor regularly.

INSTRUCTOR POSITION WHEN INSIDE POT

- Place yourself so:
 - You can see/control entire range
 - If students must pass behind your back, it is only for a brief moment

INSTRUCTOR PROFICIENCY

- Instructors should routinely and independently ride exercises to reinforce timing, technique and performance.

SPEED


- Coach speed that is designated in the exercise directions, or if student is wobbly or unstable.
- If no speed is defined in the exercise directions, coach speed only if wobbly or unstable.


Range Guide Legend and Markings

Range Guide Legend

• - Small cones (2")


△ - Large cones (18")

 - Large cone with sign orientation

 = 8 - Max. number of students at one time

————> - Primary Path of Travel

-----> - Secondary/Return Path of Travel

 - Instructor position: Where to stand & direction to face

 - direction to face

Range Markings

● - Small cone locations

★ - Small cone locations, Ex. 6, 7

▲ - Large cone locations, Ex. 2, 3, 5, 7,8

▲ - Small cone locations, Ex. 4