Appendix 1

Persons Trained as Instructors in 1987

Persons Trained as Instructors in 1987

Name	Age	Occupation	Years of Motorcycle Riding Experience
Mr. J. Collins*	28	Leading Hand Welder	8
Mr. W. Scholfield	44	Head Teacher, Administration, Armidale High School	12
Ms. J. McCulloch	27	University Student	10
Mr. N. Florance	34	Pump Salesman/Serviceman	17
Mr. P. Saye	31	Secondary School Teacher	12
Mr. S. Low	27	Builder	10

* Mr. J. Collins is currently the co-ordinator of the group of instructors.

Appendix 2

Motorcycle Riders' Basic Skills Programme

New South Wales Traffic Education Centre

Armidale

NEW SOUTH WALES TRAFFIC EDUCATION

CENTRE - ARMIDALE

MOTOR CYCLE RIDER'S BASIC SKILLS PROGRAMME

MOTOR CYCLE RIDER'S
BASIC SKILLS PROGRAMME

Developed by:
Keith Dykes
for NSWTEC

Course Objectives

1. To provide students with the basic practical skills required to safely operate a motorcycle on public roads.

2. To make students aware of the mental skills and attitudes required by a motorcycle rider.

3. To provide students with the skills required to pass the local authorities permit application riding test.

List of Topics

Session	Time	Pages
1. Introduction Safety Protective clothing	60	1-5
2. Centre Stand Mounting and Dismounting Riding Posture Location and Operation of Controls Pre-ride Checks Maintenance	60	6-13
3. Walking the Motorcycle Partner push Starting and Stopping Friction Point	60	14-20
4. Straight Line Riding Slow Riding Rectangle Riding and Gradual Turns	60	21-23
5. Gear Changing Theory Lean Angles Gear Changing Practice Riding Large Circles	60	24-27
6. Braking Theory Braking practice	60	28-31
7. Alcohol and Drugs Attitudes U-turns	60	32-36
8. Safe Road Riding	60	37-48
9. Hill Starts	60	49-52
10. Counter Steer Revision Assessment	60	53-55

General Notes on the Course Implementation

The course is made up of ten mainly self contained one hour units. This has been done to provide flexibility of presentation. The course can be taught in full or in part depending on student requirements and available resources. However, if topics are going to be left out of a programme careful thought has to be given to the affect that the eliminated material would have on later techniques an concepts.

It is felt that because of the tiring nature of the practical aspects of the course it is inadvisable to offer courses which are conducted over one or two days. The fatigue experienced by students in such intensive courses would lead to educationally undesireable outcomes. Therefore, when considering programme times it is suggested that they do not exceed 4 hours in any one day. Careful consideration should also be given to the continuity of allied Topic matter when devising programme times.

In instances where a theory lesson immediately follows a practical lesson it may be appropriate to allow students to have a drink and or other refreshments. this would help to create a more congenial atmosphere for discussion and relieve any fatigue developed during the preceding practical lesson.

The preferred student/teacher ratio for the course is 3:1. This ratio is particularly important when instructing students with little or no previous riding experience. The ratio will allow one teacher to provide more personal guidance for students having problems with a riding concept of technique whilst allowing the other teacher to supervise the practice of other other students.

It is compulsory for instructors of this course to have completed a basic motorcycle riders instructors course through an acceptable training facility e.g. N.S.W. Traffic Education Centre of Armidale.

Students participating in this course will be required to provide their own motorcycle. The motorcycles may be hired through the N.S.W. Traffic Education Centre of Armidale.

Resource Requirements

Area large enough to construct circuits as indicated on attachment No. 1.
Range of protective clothing
Enrolment forms
Indemnity forms
List of safety rules for practice area
Multi plate clutch components
Sectioned model of motorcycles clutch
Stopwatch
Background notes - alcohol and drugs
Students handout on drugs and their affects

Videos

Protective clothing
Right Rider Series - Federal Office of Road Safety
Braking Techniques - Honda
Cornering Techniques - Honda
Drinking Driving Surviving

Overhead Transparencies

Course outline
Motorcycle rider accident statistics
F.I.N.E.C.
Gear change patterns
Lean angles
Brake balance
Stopping distances
Alcohol and drugs statistical comparison by age, day and time
Lane positioning
System application

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Federal Office of Road Safety
Queensland Road Safety Council - Student Driver Education
Stay Upright Sydney

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Introduction At the conclusion of the lesson the student will: a) be acquainted with the course instructor(s) and other students; b) have completed all necessary forms; c) have an understanding of why people ride motorcycles; d) know the purpose of this course; e) know the accident statistics related to learner and inexperienced motorcycle riders; f) Be aware of the role that inexperience and lack of skills play in the high accident rate associated with motorcyclists.	40 min	Getting Acquainted 1. Welcome students. 2. Introduce self and other instructor. 3. Invite students to have tea or coffee. 4. Issue name tages - have students introduce themselves. 5. Complete all necessary forms. Why People Ride 1. Economics 2. Pleasure 3. Energy crisis 4. On road riding 5. Off road riding 6. Riding for sport	Enrolment forms, Indemnity forms. Discuss this issue whilst forms are being completed. Have students explain their own reasons for riding and describe their riding experience.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Introduction cont'		Course outline Main topic areas Course times Reason for course - unskilled riders on road - government regulations	Use OHP	
		Statistics 1. Accident involvement rate of motorcycle permit holders. 2. Accident causes - inexperience - permit holders - new licence holders - lack of skills - permit holders - new licence holders - experienced riders	Use OHP Discuss with students.	
		Basis of Course Overseas programmes Other states - Victoria Own local experience	Briefly explain	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Introduction cont'		Safety Rules 1. Do not practice unless instructed to do so. 2. Always wear protective gear. 3. Know the location of the engine cut out switch and how to use it. 4. Cover the clutch at all times. 5. Wrist down, knuckles up for throttle. 6. Always check to the rear. 7. Maintain a safe margin between motorcycles when practicing. 8. If you have a riding or mechanical problem, move out of the path of others and consult an instructor. 9. If an emergency arises, stop and call for help from an instructor. 10. If you do not understand an exercise ask for further explanation before attempting to perform it.	Give out safety rules sheet to students. Explain purpose of each rule. Emphasise the need for all students to comply with the rules. Stress the danger of six mobile motorcycles.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Protective Clothing At the conclusion of the lesson the student will able to: a) state the purpose of protective clothing; b) identify proper protective clothing; c) know the advantages and disadvantages of various types of protective clothing.	20 min	Purpose of Protective Clothing 1. Protection 2. Visibility Types of Protective Clothing 1. Jackets - leather - waxed cotton - heavy denim - nylon - plastic (for wet protection only) 2. Trousers - leather - waxed cotton - denim jeans (not flared) - nylon - plastic (for wet protection only) 3. Gloves - leather 4. Helmets - legal requirements - A.S.A. 1698	Classroom Show video and discuss main points with students. Discuss advantages and disadvantages of different types. Use samples where possible.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Protective Clothing cont'		Helmets cont' - Types - open face - full face - plastic - light - fibre glass - stronger - not as affected by sun-light or solvents 5. Eye protection - shields - goggles 6. Foot wear It is desirable that ankles are covered for support and protection. - boots - shoes	Stress no thongs or sandals.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Centre Stand At the conclusion of the lesson the student will be able to place the motorcycle on its centre stand and return it to the ground without losing control of the motorcycle.	10 min	Choice of Stand Depends on location and type of surface. Raising the Motorcycle onto 1. Stand on left side of motorcycle. 2. Place hands on grips. 3. Apply hand brake. 4. Raise motorcycle to upright position. 5. Use left foot to raise side stand. 6. Take right hand off grip and place on handle (if provided) at left rear of seat or under frame or seat. 7. Place right foot on centre stand lever and push it down to the ground. 8. With right arm as straight as possible push down with right leg while attempting to straighten right knee. 9. Check motorcycle for stability.	Motorcycles arranged in a semi-circle resting on side stand in neutral. Discuss different situations for different stands. Demonstrate emphasising - smooth raising - handlebars straight - check stability once on centre stand.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Centre Stand cont'		Lower the Motorcycle 1. Stand on left side of motorcycle. 2. Place right foot on centre stand lever. 3. Place left hand on handlebars. 4. Place right hand on handle at left rear of seat. 5. Lift slightly with right hand and move the motorcycle slightly forward guiding with left hand. 6. Keep right foot on centre stand lever and lower the motorcycle gradually to the ground. 7. Raise the right foot slowly and return the stand to its stored position.	Demonstrate. Do not allow stand to return rapidly as damage may occur.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Mounting and Dismounting At the conclusion of the lesson the student will be able to mount and dismount from the motorcycle without losing balance and without the motorcycle rolling.	10 min	Mounting 1. Stand at left of motorcycle. 2. Grasp both handgrips. 3. Apply front brake. 4. Raise motorcycles to upright. 5. Put side stand up. 6. Lean forward and swing right over the saddle. 7. Sit comfortably with both feet on the ground. Dismounting 1. Grasp both grips. 2. Apply front brake. 3. Dismount motorcycle. 4. Put side stand down. 5. Gradually lean motorcycle onto sidestand. 6. Turn front wheel to the left. 7. Release front brake.	Motorcycles arranged in semi-circle resting on side stand. Demonstrate mounting procedure. Highlight main issues. Demonstrate dismounting procedure. Ensure side stand is completely down. Explain why this is done.	Students to mount and dismount motorcycle after instructor has demonstrated both procedures.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Riding Posture At the conclusion of the lesson the student will be able to adopt a riding position that will ensure both comfort and precise operation of all hand and foot controls.	10 min	Riding Posture 1. Mount the motorcycle. 2. Sit correctly on saddle 3. - head up, eyes looking forward - shoulders relaxed, back near straight - arms relaxed, elbows slightly in - hands lightly grasping grips with knuckles up, wrists down. - clutch lever covered. - seated in rider part of saddle - knees resting lightly on fuel tank. - feet placed with arches on footrests. - toes covering or beside foot controls.	Motorcycles arranged in semi-circle and placed on centre stands. Demonstrate correct posture, emphasising important points. Explain purpose of this positioning Explain why knees are held in this position.	Students to mount motorcycle and demonstrate ability to attai correct riding posture.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Locating and Operation Controls At the conclusion of the lesson the student will be able to locate and operate all the motorcycle controls while sitting correctly on the motorcycle.	5 min	Control Location and Operation 1. Throttle 2. Front brake lever 3. Rear brake lever 4. Clutch lever 5. Gear change lever 6. Kick start lever 7. Ignition switch 8. Engine cut-off switch 9. Electric start button 10. Light switches 11. Turn signal indicator switch 12. Horn button 13. Fuel valve 14. Choke	Motorcycles arranged in a semi-circle and placed on centre stands. Point out location of each control. Demonstrate the operating technique of each control. Describe briefly the function of each control.	Students to mount motorcycle, adopt correct posture and operate each control on command, without looking down.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Pre-Ride Checks At the conclusion of the lesson the student will be able to carry out a pre-ride check of essential items and evaluate them for serviceability.	10 min	Pre-Ride Checks 1. Cables - clutch - throttle - brake (where applicable) Check for - fraying - free play (20-30 mm) - lubrication 2. Light and Horn - headlight - tail light - horn Switch on and test all lights and horn. 3. Fuel and Oil Check oil level. Ensure fuel quantity sufficient for journey. 4. Chain Check tension. - 10 to 20mm freeplay Check for adequate lubrication.	Motorcycles arranged in a semi-circle and placed on centre stands. Demonstrate method for checking each item. Explain importance of lighting for communication and visibility. Explain problems associated with poorly adjusted or inadequately lubricated chains.	Students to carry out a pre-ride inspection and verbally report on condition of each item.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Pre-Ride Checks cont'		5. Tyres - pressures Typical - front 163 kpa - rear 177 kpa - tread depth legal minimum - 1.5 mm - condition - uneven wear - cuts - foreign objects 6. Stands Check spring tension of both stands in raised and lowered positions.	Explain importance of correct tyre pressures. Emphasise importance of good tyre condition.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Maintenance At the conclusion of the lesson the student will be able to state the need for regular maintenance.	15 min	1. Need for regular maintenance. 2. Items requiring regular maintenance.	Show F.O.R.S. video "Maintenance".	Discussion on points raised in video.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Walking the Motorcycle At the conclusion of the lesson the student will be able to manoeuvre the motorcycle through the specified course whilst walking alongside the motorcycle.	10 min	Procedure 1. Apply front brake. 2. Bring motorcycle to upright position. 3. Put side stand up. 4. Proceed to push motorcycle through course in the following manner: - start at cone A - push motorcycle in a forward direction to the left of cone B. - reverse the motorcycle in a straight line back to the left of cone C. - push the motorcycle in a forward direction to the left of cone D. - reverse the motorcycle straight back to the left of cone A.	Motorcycles assembled at practice area No 1 resting on sidestand to the left of cone A. Demonstrate procedure emphasising: 1. Keep right leg clear of foot rest. 2. Lean motorcycle slightly towards body. 3. Cover front brake lever. 4. Turn body toward rear when backing. 5. Keep head and eyes up.	Student to demonstrate ability to walk motorcycle while: 1. Maintaining balance. 2. Smoothly operating brakes. 3. Keeping head and eyes up.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Partner Push At the conclusion of the lesson the student will be able to steer a non powered motorcycle through a given course while bringing the motorcycle to a stop using both brakes.	20 min	Fundamentals of Brake Operation 1. Use both brakes. 2. Force required depends on deceleration rate required. 3. Use all fingers to operate brake lever. 4. Put left foot down when almost stopped. Partner Push 1. Select a partner. 2. One member of team is to mount the motorcycle. 3. Lean motorcycle slightly to left so that left foot can rest on the ground whilst the right foot rest on foot-rest. 4. Partner commences to push the motorcycle towards other cone on command. 5. Rider must place both feet on footrest as soon as sufficient speed has been reached.	Motorcycles assembled at practice area No 2 in neutral alongside cone A. Exposition on the necessity to use both brakes and the basic notion of brake balance. N.B. Do not spent too much time on this issue as it will be covered in detail later. Demonstrate procedure emphasising main points: - maintain balance - maintain direction - use both brakes - left foot down - lean motorcycle slightly to the to enable left foot to rest comfortably on the ground.	Students to undertake procedure demonstrating the following: - both feet on footrests - assume correct posture - maintain balance and direction - stop smoothly using both brakes. - put left foot to ground when stopped

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Partner Push cont'		6. Partner to cease pushing at the halfway point. 7. Rider coast and stops smoothly using both brakes and places left foot on the ground. 8. Rider turns the motorcycle around and changes roles with partner for the return trip.		

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Starting and Stopping Engine At the conclusion of the lesson the student will be able to: a) Prepare the engine for starting using F.I.N.E.-C; b) Kick start the engine; c) Operate the throttle and note the variation in engine speed; d) Stop the engine; e) Close down controls by reversing the F.I.N.E.-C procedure.	10 min	Starting the Engine 1. Mount the motorcycle. 2. Prepare engine for starting using F.I.N.E.-C procedure. 3. Start the engine using kick starter. Push it to the bottom of its stroke and control its return. 4. Operate throttle to gain a feel for its affect on engine speed. NB. Do not over rev engine. 5. Deactivate choke as soon as possible. Stopping the Engine Stop the engine and close down controls by reversing the order of F.I.N.E.-C.	Motorcycles arranged in a semi-circle resting on sidestands and in 1st gear. Demonstrate procedure. O.H.P. Explain F.I.N.E.-C and stress the need to double check neutral. Show why motorcycle is best left on stand when being started. Explain why it is important to control kick start lever both down and up. Describe how to recognise choke off time. Demonstrate the close down procedure.	Students to demonstrate ability to carry out starting procedure in accordance with lesson objectives. Students to stop the engine and close down controls by reversing F.I.N.E.-C

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Friction Point Moving Forward At the conclusion of the lesson the student will be able to: a) Identify by feel the friction point; b) Manipulate the clutch and throttle to move the motorcycle forward; c) Stop using both brakes.	20 min	Basic clutch Operation 1. Multi plate clutch - one set of plates fixed to engine - one set of plates fixed to gearbox input shaft 2. Operation - spring pressure holds plates together and allows power to be transferred from engine to gearbox - when clutch lever pulled in the spring pressure is relieved allowing plates to separate and thus preventing the transfer of power from the engine to the gearbox.	Classroom Component parts Sectioned model OHP Explain the term friction points in relation to the transfer of power.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Friction Point and Moving Forward cont'		Feeling the Friction Point 1. Mount the motorcycle. 2. Start the engine. 3. Place hand on clutch lever and disengage clutch. 4. Select 1st gear and place both feet on the ground. 5. Open throttle slightly. 6. Gradually release clutch lever until the motorcycle is felt to move forward. This is the friction point and is identified by feel, not sight. Moving Forward 1. Once moving raise right foot to footrest to cover brake pedal. 2. Open throttle slightly. 3. Engage clutch just beyond 4. Allow motorcycle to move to next marker. 5. Pull in clutch lever and close throttle. 6. Stop using both brakes.	Motorcycles assembled at practice area No. 2. Demonstrate procedure. Emphasise the use of all fingers on levers. Stess the following as they become applicable: Do not overrev engine. Do not fully release clutch lever. Demonstrate procedure. Do not overrev engine. Apply gently.	Student to demonstrate ability to: 1. Identify friction point. 2. Move forward under power without stalling, lugging or over reving. 3. Stops smoothly using both brakes. N.B. 1. The exercise should be repeated at least four times. 2. Some students may require further instruction and practice if they are not completely competent at this task.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Straight Line Riding At the conclusion of the lesson the students will be able to ride the motorcycle forward in a straight line under engine power, in 1st gear and bring the motorcycle to a smooth stop at a marked point.	20 min	Straight Line Riding Procedure Use principles of finding friction point and moving forward with the following additions: 1. When mobile - open throttle a little more - allow clutch to fully engage - keep fingers covering clutch lever - look ahead towards next cone - place both feet on footrests - assume correct posture 2. When stopping - close throttle - disengage clutch - apply both brakes gently - put left foot to ground Select neutral, walk motorcycle around marker cone and repeat exercise in opposite direction.	Motorcycles assembled at practice area No. 2. Undertake a brief demonstration. Highlight the main points and revise main points of friction point. Stop to be complete at marked point i.e. cone.	Students to ride a straight line: 1. Without stalling, lugging, or over-reving the engine. 2. Keep head up. 3. Put both feet on footrests. 4. Adopt correct posture. 5. Stop smoothly using both brakes. 6. Place left foot on ground.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Slow Riding At the conclusion of the lesson the student will be able to maintain balance while riding slowly in 1st gear.	30 min	**Slow Riding Technique** 1. Position motorcycle at starting point. 2. Move forward with clutch at friction point, i.e. slipping the clutch. 3. Keep a steady throttle opening. 4. Slow motorcycle using rear brake. 5. Maintain balance.	Motorcycles assembled at practice area No. 3. A stopwatch will be required for timing. Demonstrate technique. Explain that both feet must be on footrest at all times.	Students to undertake slow riding, one at a time, and must: 1. Keep head and eyes up 2. Not hit any markers 3. Not stall the engine 4. Not put any foot on the ground 5. Take at least 10 sec to complete the cour

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Rectangle Ride Gradual Turns At the conclusion of the lesson the student will be able to ride in a straight line in 1st gear and negotiate gradual turns to the left and right using combination of steering and leaning.	10 min	Rectangle Riding Technique Use principles of friction point task for getting underway. 1. When mobile - adopt correct posture. - cover clutch lever with all fingers - look forward towards turn 2. When approaching turn - close throttle slightly - use brakes if necessary - look halfway around turn - lean motorcycle and turn handlebars slightly 3. When in turn - look toward end of turn and ahead - just before entering straight open throttle slightly - begin to bring body and motorcycle upright - begin to straighten handlebars.	Motorcycle to use perimeter of cycle manoeuvring area. Demonstrate the exercise emphasising: - correct posture - looking ahead - slowing before turn - combination of lean and turn at corners - opening throttle slightly on leaving turn.	Student to undertake exercise observing all the points mentioned in the technique.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Gear Change Patterns At the conclusion of the lesson the student will be able to: a) Describe a typical gear change pattern; b) Describe the procedure for moving the gear selector to achieve ratios; c) Describe the physical co-ordination required to change up and down gear ratios.	10 min	**Gear Patterns** Typical patterns - 1 down and 4 up - 1 down and 5 up - 4 or 5 up **Gear Selection Procedure** - **Move the lever up** or down to **select the required ratio.** - **Allow the lever** to return to **original position** when ratio has been selected. Co-ordination of Controls Three controls used when changing gears: - Throttle - Clutch - Gear Lever	Classroom Use OHP Describe the foot position and action when changing gears. Describe the co-ordination that is required when changing gears. Demonstrate the procedure on a stationary motorcycle.	Student to practice gear changing procedure on stationary motorcycle.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Lean Angles At the conclusion of the lesson the student will be able to: a) Describe the three types of lean angles; b) State the riding situation where each is used.	10 min	Lean Angles 1. Need to lean - to counter centrifugal forces. 2. Types of lean angles - lean with - lean out - lean in Use of Lean Angles 1. Lean with - normal riding 2. Lean out - sharp turns 3. Lean in - Wet or loose surfaces.	Classroom Briefly discuss. Use O.H.P. to show angles. Explain why different angles used in different situations.	Students to discuss lean angle and riding situations.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Gear Changing At the conclusion of the lesson the student will be able to change from 1st to 2nd gear smoothly whilst riding around a rectangle and then change from 2nd to 1st and stop at a given point.	20 min	**Gear Changing Exercise** 1. When riding along one of the **long sides of the rectangle,** change up to 2nd gear using the procedure discussed earlier. 2. When on the opposite side of the circuit to where the change up to 2nd gear was made change down to 1st gear and stop. N.B. Use both brakes and put left foot down. 3. Repeat the exercise in both directions.	Motorcycles to use perimeter of cycle manoeuvring area. **Briefly revise gear changing** procedure. Emphasise the need to judge the speed of the motorcycle before changing gear. **Demonstrate the procedure** emphasising the need for smoothness.	Student to undertake this exercise concentrating on **smooth operation** and **avoiding sk**idding during downshifts.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Riding Large Circles Leaning and Gear Changing At the conclusion of the lesson the student will be able to ride around a large circle, change up to 2nd gear, increase lean angle to compensate for increasing speed, change down to 1st gear and stop at a given point.	20 min	Instructions for this Exercise - Ride once around the circle in 1st gear staying within 1m of the line. - Increase speed and change up to 2nd gear. - As speed increases it will be necessary to lean more - Look ahead around the circle - Slow down during fourth circuit and decrease lean angle - When stopping point comes into view change down to 1st gear and stop, left food down - Repeat procedure in reverse direction	Motorcycles assembled at practice area No. 5. Emphasise the varying lean angle required to compensate for speed. Show how failure will result in deviation from the curve. Demonstrate after explaining the procedure.	Student to perform this task in compliance with instruction and objectives.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Braking Theory At the conclusion of the lesson the student will know eight rules for braking and will be able to demonstrate this knowledge when undertaking the 'Braking Practice' section of the course.	20 min	Accidents Through Poor Braking Technique Many accidents occur because riders lack a 'feel' for their brakes. When an emergency arises riders 'stamp on the anchors', thus braking the delicate hold between tyres and road. Braking Techniques 1. Throttle closed 2. Apply both brakes - smooth and gentle initially - do not lock rear wheel - apply more braking to front 3. Squeeze clutch lever in 4. Select 1st gear 5. Stop with left down Rules for Braking 1. Brake upright - try to brake only when straight and upright - use both brakes - if braking through a bend rely more on the rear brake	Classroom Show video on Braking Techniques (Honda) or F.O.R.S. Video - "Braking". Highlight the different techniques required for different situations. Explain reason for 1st gear. Explain reason for upright and straight braking. Emphasise using both brakes. Emphasise the need for gentle application.	Student to take part in discussions throughout this topic and will demonstrate an understanding of the techniques discussed when undertaking the 'Braking practice' topic.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Braking Theory cont'		2. Choose the best surface - firm braking is easiest on a firm dry road - when braking on a slippery surface, braking effort must be reduced.	Discuss possible causes of slippery road - water - fuel - oil Discuss the variation that occur in different situations approx 70%F 30%R 50%F 50%R maybe up to 30%F 70%R	
		3. Braking pressure - use both brakes - braking effort should be balanced to match situation - normal road condition - with pillion passenger - slippery surfaces	Use OHP brake balance.	
		4. Emergency braking in a corner - lift motorcycle to upright position - apply normal braking technique - an instant assessment of the practicality of this procedure will have to be made - if it is not practical apply more rear brake and less front brake	Both should be applied more gently.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Braking Theory cont'		5. Skids - rear wheel ease off immediately - front wheel release brake immediately	Explain the consequences of locking front and rear wheels.	
		6. Know the braking potential of your motorcycle. - practice emergency braking in a suitable quiet area - if riding an unfamiliar motorcycle, always assess the brakes.	Discuss the factors that result in brake feel, e.g. disc/drums, mechanical/hydraulic Discuss the ways water may enter brakes: - rain - riding through puddles - washing	
		7. Braking in the rain - water reduces brakes efficiency - if brakes get wet apply them lightly to boil the water off the lining material - as braking in the rain is more difficult always apply brakes earlier than normal	Discuss the need to anticipate braking in the rain. Discuss potential hazards: - green light - driver in parked car - child running on foot path - driver in front slowing	
		8. Defensive riding - cover brakes when approaching a potential hazard - this can save vital time in an emergency	Use OHP stopping distances	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Braking Practice At the conclusion of the lesson the student will be able to undertake a quick stop at a given point or on command observing all the correct procedures.	40 min	Stopping at Designated Point 1. Close throttle. 2. Apply both brakes together 3. Squeeze clutch lever 4. Change to 1st gear 5. Stop with front wheel at marker 6. Keep brakes applied until completely stopped 7. Put left foot down Stopping on Command 1. Must be in 2nd gear and at a steady 20 km/h 2. Watch instructor 3. Upon signal - close throttle - apply both brakes - squeeze clutch lever - select 1st gear - stop as quickly as possible - place left foot on ground	Motorcycles assembled at practice area No. 6. Revise brake balance. Revise all fingers on levers. Do not lock rear brake. Do not close throttle before signal. Do no lock rear wheel. Use all fingers on levers. Demonstrate correct quick stop procedures after explanation.	Student to perform this exercise in compliance with instructions and objectives.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Alcohol and Other Drugs At the conclusion of the lesson the student will know how drugs affect a rider's performance and what the legal requirements are towards drugs and riding.	20 min	Definition of a Drug Loosely defined as any chemical compound which is capable of altering the functioning of a living organism. Alcohol As it fits the definition it must a drug. 1. High association of accidents associated with drinking 2. Behavioural effects on driving - loss of inhibitions - increased aggression - slow reaction times - unpredictable responses - reduced perception - reduced perception - inability to make correct decision in an emergency	Classroom Read background notes before conducting this topic. Show video "Drinking, Driving, Surviving" Discuss these points after viewing video.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Alcohol and Other Drugs cont'		3. Legal limits - Full licence 0.05 - Provisional licence 0.02 - Permit holder 0.02 4. Misconceptions These mainly relate to how alcohol content in the blood-stream can be reduced. 5. Livers role in eliminating alcohol - only eliminate approx. one normal drink per hour - can not be speeded up 6. The number of drinks that will result in particular blood alcohol levels. Other Drugs 1. Common drugs and their effects 2. Drugs and Driving - marijuana is an hallucino-genic drug and is dangerous when mixed with driving - pills used to keep a person awake do not compensate for reduced reaction times, impaired judgement and vision whilst apparently overcoming tiredness.	Use OHP's To demonstrate statistics by age, day and time. Use handout to discuss **main drugs and their effects.**	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Alcohol and Other Drugs cont'		- decongestants and some cold and flu medications can impair driving performance. Always check before driving whilst on medication. - generally drugs affect a driver's ability to sense and perceive the driving environment. - they also affect the ability to make sound judgements. - some drugs have similar affects on driving as alcohol. 3. The law and drugs It is an offence to drive while under the influence of drugs. N.B. The drug does not have to be illegal; it may be a prescribed drug. If it affects your driving it is an offence to use it while driving.		

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Attitudes At the conclusion of the lesson the students will know: a) Those attitudes which a motorcycle rider must adopt to minimise the possibility of being involved in a riding accident; b) those attitudes which, if adopted, increase a rider's potential for being involved in a riding accident.	20 min			

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
U-Turns and Sharp Turns At the conclusion of the lesson the student will be able to complete a U or Sharp turn in a narrow (6 metre) area whilst travelling at low speed without losing balance or putting his/her feet on the ground.	20 min	Explanation - **The task** is to learn lowspeed turns. - **Need** - U-turns - **manoeuvring** in parking areas, **etc.** **U & Sharp Tu**rn Technique 1. Whilst looking over shoulder move forward slowly. 2. Slip clutch, increase engine speed above normal and apply some pressure on rear brake. **N.B. Apply enough brake drag to maintain motorcycle at slow speed with increased engine speed.** 3. Using the lean out technique begin to make the turn tight and straighten as required. N.B. Looking over shoulder maintains a view of the direction of travel.	Motorcycles assembled at practice area No. 8. Demonstrate and Discuss. Explain need for looking over shoulder. Explain reason for - **increase engine speed and clutch slip;** - **brake drag.** **This reduces the possibility of running out of room.**	Students are to practice the exercise until they **can complete it within** the parameters of the objectives. **Advanced students may extend this technique to riding 6 metre circles thus improving their low speed control.**

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Safe Road Riding At the conclusion of the lesson the student will be able to state the importance of the following safe road riding techniques and will be able to describe the main features of each technique - Concentration - Observation - Positioning - Cornering - Riding in a system	60 min	Concentration - Safe riding requires the rider to fully concentrate on the road and traffic conditions whilst controlling the motorcycle. - Novice riders are at a disadvantage as they need to concentrate more on motorcycle control than an experienced rider. This means that less time can be allocated to interpreting traffic conditions. - Riders should develop their basic skills in a quiet area at reduced speeds. - As confidence and competence increases the novice can venture into busier areas. - Do not let friends or ego coax you into a situation you cannot handle. A Clear Mind Aggression, fatigue, alcohol, drugs, physical or mental stress all affect concentration.	Classroom Exposition and Discussion	Students to participate in discussions.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Safe Road Riding cont'		- The mind must be just as ready as the motorcycle for safe riding. As Concentration Wanes Lack of concentration causes tunnel vision. That is, the eyes will not see and the brain will not interpret the little clues in the distance, behind or to the sides. Concentration, Observation and Anticipation Concentration allows the rider to be observant and therefore anticipate hazards. The number of 'near misses' or surprises a rider gets can be minimised by concentrating fully whilst riding. Concentration can be heightened by conducting a 'running commentary'. i.e. By describing the things that can be seen as well as those that are obscured, that may have some affect on your progress.	Provide an example of the sorts of things that may be in a running commentary.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Safe Road Riding cont'		Observation - Good observation requires practice, concentration and self discipline. - It is the key to survival. - As some car drivers have poor observation, the motorcyclist must assume that the driver will never see him. - A good rider will use his powers of observation to compensate for other drivers. Head up, eyes scanning - The practical tasks have all encouraged the head up & eyes scanning forward system. - At low speeds this has made observation possible but on the road at higher speeds and with more to be observed, forward observation becomes even more difficult and demanding. Effect of speed on observation - As speed increases searching becomes more difficult.	Exposition and discussion Provide some examples.	Students to participate in discussions.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Safe Road Riding cont'		- The faster a rider travels the further ahead their eyes must scan. - This causes the foreground to become a blur and reduces the rider's knowledge of the road surface directly ahead. - When travelling at speed it is necessary for the rider to scan well off into the distance and back to the foreground to ensure the course is safe. Keep Eyes Moving - Whilst riding, the motorcyclist must keep his eyes continually scanning the scene. They must scan - every visible section of road - through trees - up driveways - behind buildings - under and through vehicles parked and mobile - over and around hills - both sides of the road - in the distance and the foreground - to the rear using mirrors	Give examples from own experiences.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Safe Road Riding cont'		Seeing and Planning - The rider must take in the whole scene not; just the road in front and plan. - Planning involves anticipating possible hazards and devising a strategy for avoiding them. - Treelines - may indicate direction - Change in road colour - may indicate change in road condition. - Driver in parked car - may be about to move; check wheels, indicator, hand movements, exhaust smoke. - Vehicle in front slowing - may turn. - Old man with hat on driving a Volvo - a definite hazard. - Bus passenger standing up - bus may stop.	Discuss briefly specific points of observation and what they could mean.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Safe Road Riding cont'		Positioning See and be seen Positioning means placing the motorcycle in a safe position on the road so the rider has the best possible view of other road users and they have the best possible view of the rider. Change position to suit Circumstances There is no one set position for all conditions. A good position should be adopted to suit every hazard no matter how insignificant the hazard may seem. Demand a View The need to acquire a better view should dictate, to a major extent, the rider's position on the road. - approaching a left hand bend the motorcycle should take up a position near the centre of the road.	Exposition and discussion Give some examples of different positions. - pedestrian crossings - oil slick in middle of lane - drivers blindspot	Student to participate in discussions.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Safe Road Riding cont'		- When sitting behind a bus or truck fall back three seconds to improve visibility. Safety First When selecting your next line of travel near place yourself in a position that will jeopardise your safety even if it provides a better view. 4. Cornering Accidents in Bends Occur mainly because the rider either - fails to assess the bend correctly and enters too fast or - lacks the confidence to lean the motorcycle far enough to negotiate the bend The rider is subsequently forced wide or off the road.	Show video "Cornering Techniques" (Honda) and discuss main points of techniques.	Students to participate in discussions.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Safe Road Riding cont'		Assess the Bend To correctly assess the bend it is necessary to site the entry and the exit point of the curve. Only by finding the exit point can the extent of the bend be accurately judged and a safe speed be assessed. Clues that may aid in determining the exit point. - electricity poles (unreliable) - guide posts - white lines - road cuttings - land form - buildings - other vehicles - clues through trees or other obstacles If there are no clues slow down to a speed that will enable you to negotiate the curve no matter how much it tightens up.	Exposition and Discussion Discuss how these can indicate exit point.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Safe Road Riding cont'		Corrective Action The following steps can be taken if the bend is entered too quickly. - force your eyes to stay up. - Gently but progressively drag the rear brake. - Use the lean in method to give maximum ground clearance. Riding to a System A system of motorcycle control is the basis upon which the whole technique of good riding will be built. Definition A system or drill, each part of which is to be considered in sequence by the rider at the approach to any potential hazard.	Most common cause of cornering faults. Exposition	Students to participate in discussions.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Safe Road Riding cont'		A potential hazard may be any feature that could lead to a dangerous situation. e.g. intersection, bend or hillcrest. How does the system work A rider must consider each part of the system in the correct order as a hazard is approached. The implementation of the different parts requires the rider to have a sound appreciation of the road conditions and be capable of the correct manipulation of the controls to ensure the safe passage of the motorcycle. Parts of the System 1. Course - when approaching the hazard select the course and place the motorcycle in a position to negotiate the hazard.		

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
'.. cont'		2. Mirror and signal - check mirror for following or overtaking traffic. - signal to inform other road users of your intent. 3. Brake and gear - to reduce speed - to select a gear that will provide acceleration if and when required. 4. Mirror and Brake - check for following or overtaking traffic - to reduce speed. 5. Gear - to aid in reducing speed and to provide acceleration if necessary. 6. Evasive action - prepare to avoid any dangerous situation 7. Normal acceleration - rate of acceleration is dependent upon road and traffic conditions - enables the motorcycle to leave the hazard safely.	Most likely when negotiating the hazard, but could happen any time.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
... cont'		<u>Hazard</u> - be aware of where the hazard is most likely to affect the motorcycle's safe progress. N.B. It may not always be necessary to undertake all these parts, however, an assessment has to be made when approaching a hazard to determine which of the parts are applicable to the situation.	Use the OHPs to demonstrate the application of the system and how it is applied in different situations. Complete session with F.O.R.S. video "Roadcraft" as revision.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Hill Starts	20 min	Hill Start Technique 1. Place the motorcycle halfway up the slope with the engine stopped and the gearbox in neutral. 2. Use the front brake to hold the motorcycle stationary. 3. Start the engine. 4. Squeeze the clutch lever and select 1st gear and place the left foot back on the ground. 5. Use the right foot to operate the rear brake. 6. Increase engine speed and slowly release clutch lever until friction point is reached. 7. Increase engine speed a little more but do not allow clutch lever to move much past friction point.	Motorcycles assembled at the bottom of a slope. Explain the procedure and then demonstrate it. Emphasise. - looking before takeoff - smooth operation - kick start without losing control. Stress that this is the time to look around. Explain that the amount of throttle increase will depend on degree of slope.	Students are to repeat the exercise until they can do it without losing control or rolling backwards.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Hill Starts cont'		8. Slowly release rear brake pressure and allow the motorcycle to move forward. 9. Ride the clutch allowing it to slip until the motorcycle is travelling up the slope fast enough for you to put both feet on the footrests.	Stress that the clutch lever should not be fully released.	

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Slalom At the conclusion of the lesson the student will be able to ride smoothly through a slalom at various speeds and maintain good control and posture whilst keeping the head up scanning forward.	20 min	Slalom Technique 1. Check around you and if clear ride towards the slalom and change up to 2nd gear. 2. Lean and steer the motorcycle through the slalom. 3. Apply a short burst of acceleration as the motorcycle gets halfway past each of the obstacles in slalom. 4. Always keep head up and eye scanning forward to the next part of the course. 5. Use the feet to aid in motorcycle control as you apply the weight transfer necessary to steer through the slalom.	Motorcycles assembled at practice area No. 7 Point out that a minimum distance of three motorcycles should exist between students on the slalom course. Explain the reason for this process. Stress the need to return the throttle to its original position once the motorcycle is heading for the next obstacle. Demonstrate the technique and emphasise - looking ahead - throttle control - foot pressure used to change direction - maintain correct posture - look before moving off	Students are to undertake this exercise several times at different speeds.

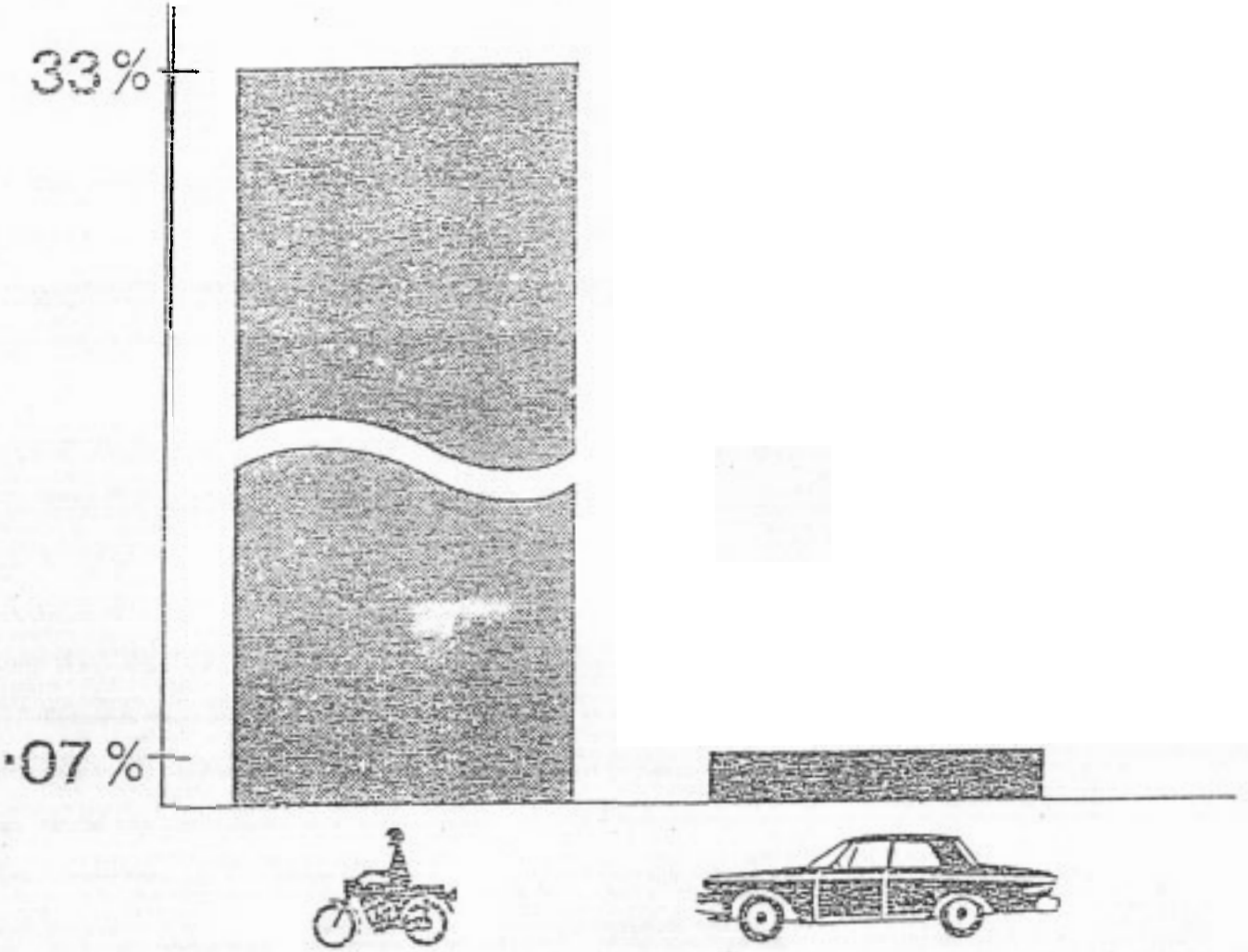
TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Emergency Braking in a Corner At the conclusion of the lesson the student will able to undertake the correct emergency braking procedure whilst negotiating a corner.	20 min	**Explanation** - Defensive riding will keep the need to employ emergency braking to a minimum. - If an emergency does arise, the rider should be able to undertake the correct evasive action. - This method will reduce speed enabling the rider to negotiate an escape route or reduce the severity of the impact. **Emergency Technique** 1. Lift the motorcycle upright. 2. Apply the correct balance of braking effort front to rear. 3. Avoid skidding - reduce pressure if skidding commences. 4. An instantaneous appraisal of the area is required to determine a safe route.	Motorcycles assembled on the Highway Road Circuit. Discuss Demonstrate Explain that with step undertaken the braking balance becomes the same as for straight line situations. Explain the need to search ahead for an escape route.	Students to undertake the exercise until they can do so within the parameters of the objectives.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Counter Steering At the conclusion of the lesson the student will be able to carry out a counter steer manoeuvre in left and right directions and on command.	20 min	Explanation - A measure used in emergencies to enable the motorcycle to alter course more rapidly than that which can be achieved by any other means. Counter Steer Technique 1. Check around you and if clear ride towards the course and change up to 2nd gear. 2. At the designated point push firmly on the end of the handlebars on the side which is the same as the desired direction.	Motorcycles assembled at practice area No. 9. Explain the leaning or turning the handlebars are relatively slower. Discuss the type of emergencies. Explain and Demonstrate. Emphasise the need to adopt the correct posture. Explain that the motorcycle will will instantaneously change direction and then automatically assume its original course.	Students should practice the exericise in both the left and right directions. They should also practice changing direction at the instructor's command.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Revision	20 min	Revise the following major issues of motorcycle riding techniques and issues: - Pre-ride checks - Slow riding - Different lean angles - Braking - Alcohol and drugs - Attitudes - Safe roadriding, particularly defensive riding.	Discuss these points highlighting major issues. It may be necessary for students to practice techniques.	Discuss and clarify points of concern.

TOPIC AND OBJECTIVES	TIME	SCOPE	TEACHING AIDS, SUGGESTIONS AND DEMONSTRATIONS	STUDENT ACTIVITIES
Assessment This session should be based upon the local Department of Motor Transports requirements for motorcycle permit applicants where they are known.				

LEARNER PERMIT HOLDER
ACCIDENT INVOLVEMENT



Range Safety Rules

To ensure safety on the riding range, compliance with the following rules is required of every student:

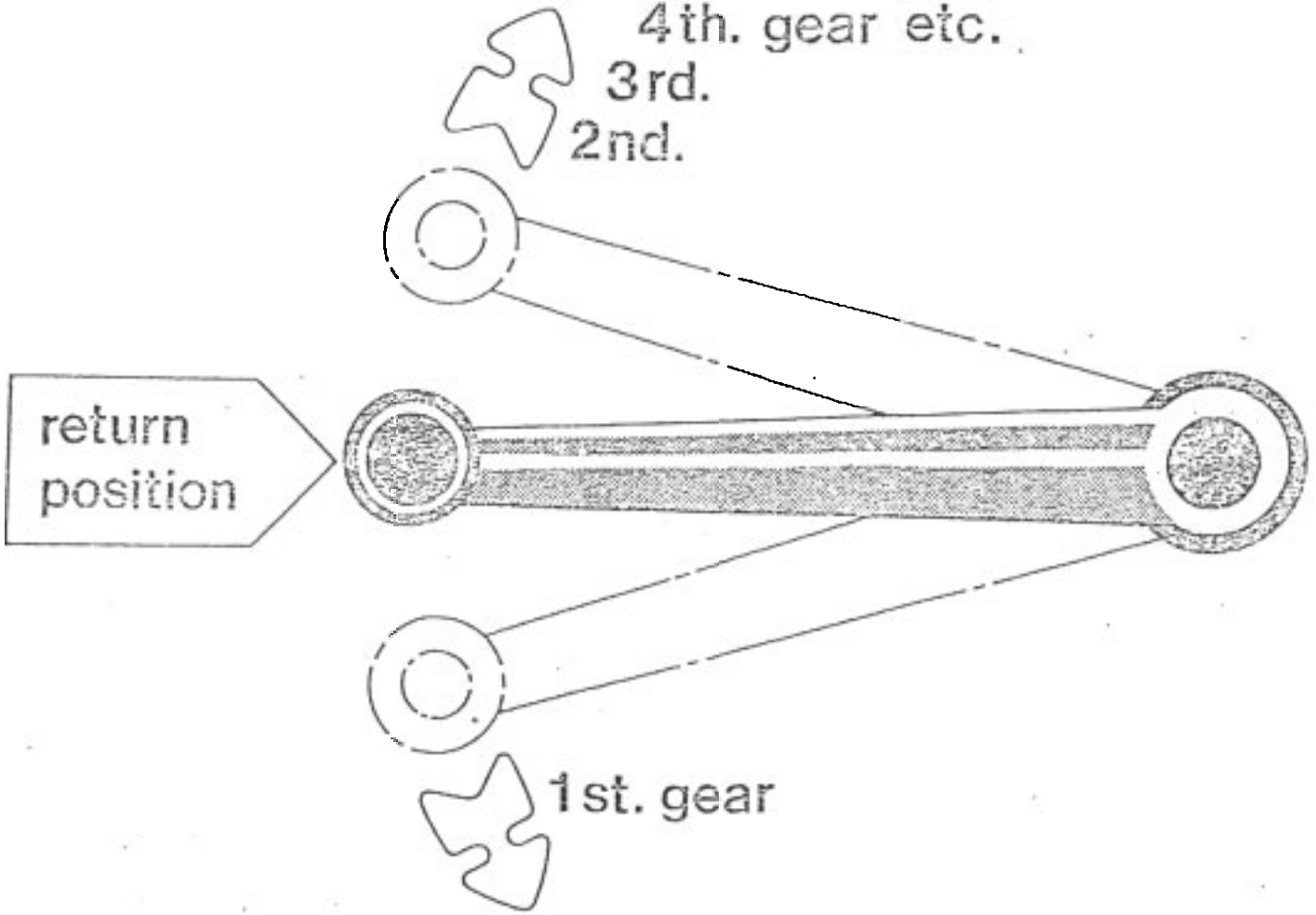
1. Do not practice on a motorcycle without your instructor's permission.
2. Always wear the proper protective gear.
3. Know the location of the engine cut-off switch and how to use the switch.
4. Cover the clutch at all times — keep all four fingers curled over the clutch lever. This will enable you to squeeze the clutch lever immediately in an emergency, thereby cutting off power to the rear wheel.
5. Wrist down knuckles up for throttle.
6. Always check to the rear, to the sides, and in front before moving your motorcycle.
7. Keep a safe margin of space between yourself and other students when practicing in a group. Don't bunch up.
8. If you have a riding or mechanical problem with your motorcycle, move it out of the path of other riders and consult your instructor.
9. If an emergency arises, stop and call for help from the instructor.
10. If you do not understand an exercise, ask for further explanation before attempting to perform it.

" FINE - C "

F fuel
I ignition
N neutral
E engine cut off

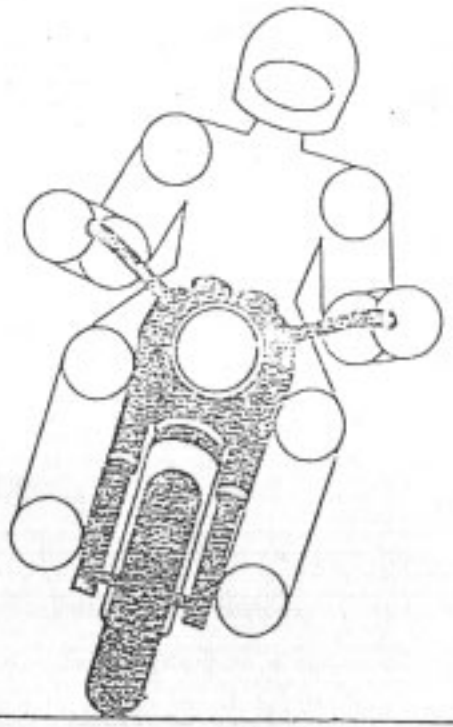
C choke

GEAR CHANGING

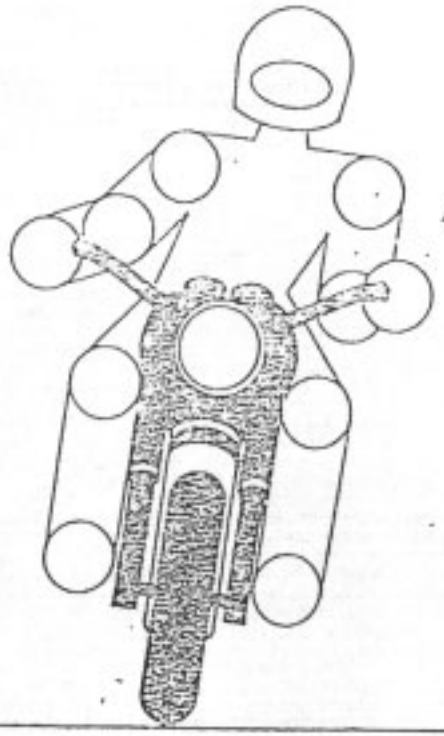


LEANING

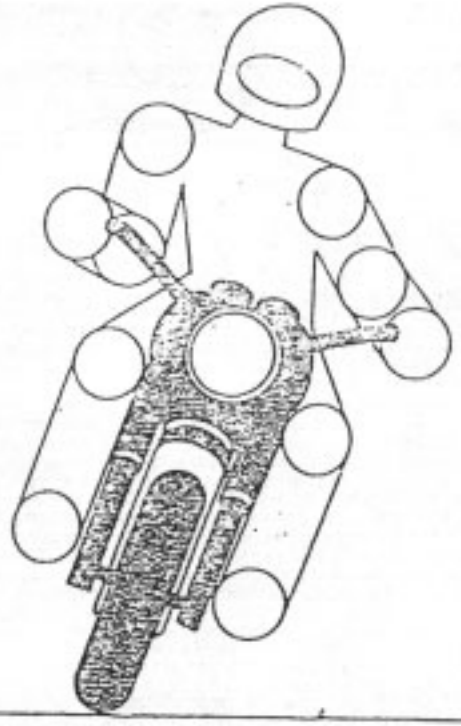
lean with



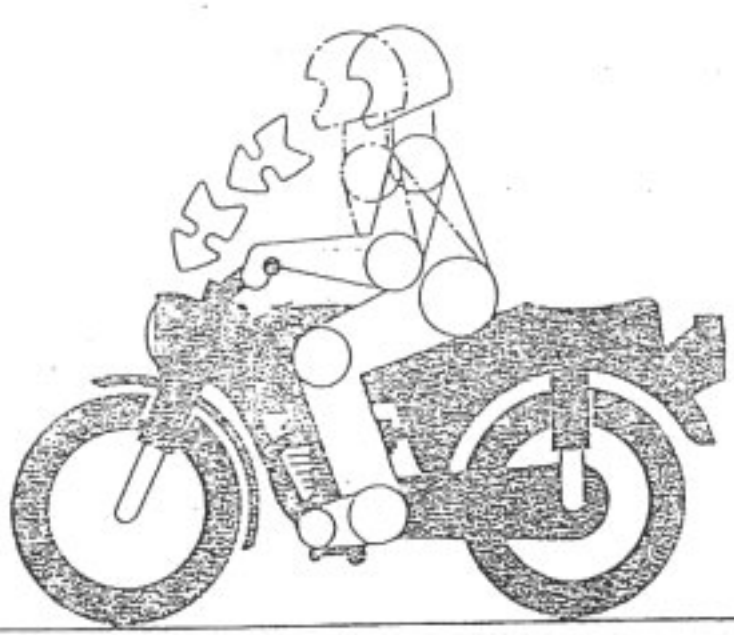
lean in

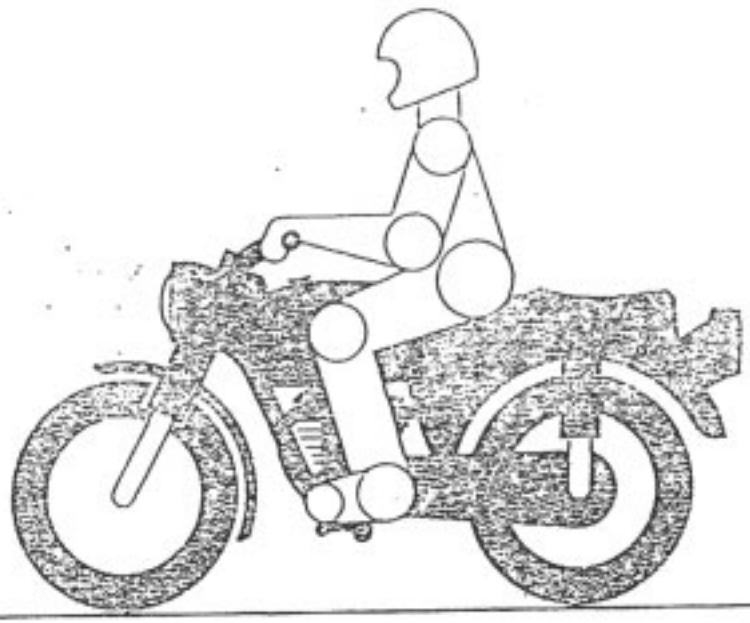


lean out

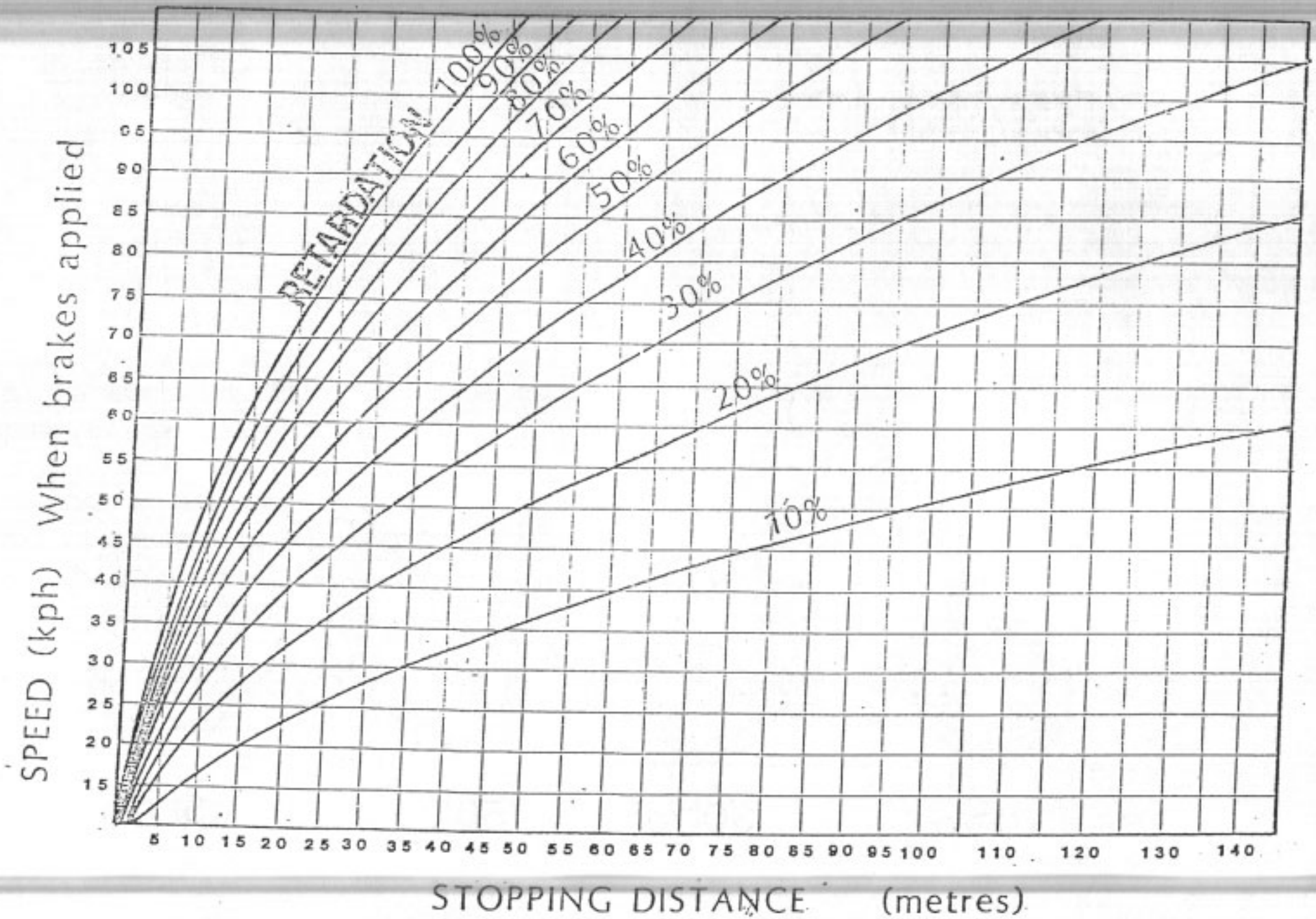


BRAKING





70% 30% 50% 50%


SPEED (kph) When brakes applied
105
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
RETARDATION
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 110 120 130 140
STOPPING DISTANCE (metres)

ROAD TRAFFIC ACCIDENTS: Breathalyser or Blood-alcohol Analysis of Road Users Involved (including Persons Killed) by Age Group, Queensland (in one year).

Breathalyser or blood-alcohol analysis*	Age group of road user (years)							Total
	Under 17	17—20	21—24	25—29	30—39	40—49	50 and over	
Negative	19	60	49	34	36	15	42	255
Positive								
0.01 to 0.04		23	16	6	4	3	9	61
0.05	1	11	9	5	3	1	1	31
0.06	1	20	10	2	2	1	4	40
0.07	1	24	6	10	8	6	7	62
0.08		15	10	4	4	1	5	39
0.09		25	18	6	5	4	6	64
0.10	1	27	17	11	8	2	4	70
0.11		24	16	10	15	5	7	77
0.12		40	19	12	11	5	9	96
0.13	2	29	27	13	10	2	9	92
0.14	2	28	19	23	14	5	11	102
0.15 and above	4	201	190	165	225	123	95	1,003
Total positive	12	467	357	267	309	158	167	1,737
ALL tests	31	527	406	301	345	173	209	1,992
Positive tests per 10,000 persons in each age group	0.2	26.8	21.3	13.8	8.9	6.5	3.0	7.3

*Grams of alcohol per 100 millilitres of blood.

ROAD TRAFFIC ACCIDENTS: Breathalyser or Blood-alcohol Analysis of Road Users Involved (including Persons Killed) by Time of Day, Queensland (in one year).

Breathalyser or blood-alcohol analysis*	Time of Day												Total
	After midnight to 2 a.m.	After 2 a.m. to 4 a.m.	After 4 a.m. to 6 a.m.	After 6 a.m. to 8 a.m.	After 8 a.m. to 10 a.m.	After 10 a.m. to noon	After noon to 2 p.m.	After 2 p.m. to 4 p.m.	After 4 p.m. to 6 p.m.	After 6 p.m. to 8 p.m.	After 8 p.m. to 10 p.m.	After 10 p.m. to midnight	
Negative	20	12	3	13	19	16	21	40	29	40	18	24	255
Positive													
0.01 to 0.04	5	4	2	3	-		5	8	10	7	9	8	61
0.05	3	3	1	1	-		-	3	3	9	5	3	31
0.06	9	3	1	-	-		1	3	4	3	5	11	40
0.07	4	2	1	-	-	1	2	3	12	17	9	11	62
0.08	4	1		1	-	2	2	3	7	8	4	7	39
0.09	5	5	1	1	-	1		7	5	13	11	15	64
0.10	5	6		-	1		1	2	11	15	13	16	70
0.11	9	3	2	-	-		1	11	12	9	10	20	77
0.12	13	5	3	1	-	1	2	4	17	15	15	20	96
0.13	15	5	2	1	-		1	8	11	22	9	18	92
0.14	15	6		-	-		2	6	13	22	15	23	102
0.15 and above	118	33	10	5	4	8	22	56	121	233	177	216	1,003
Total positive	205	76	23	13	5	13	39	114	226	373	282	368	1,737
ALL tests	225	88	26	26	24	29	60	154	255	413	300	392	1,992

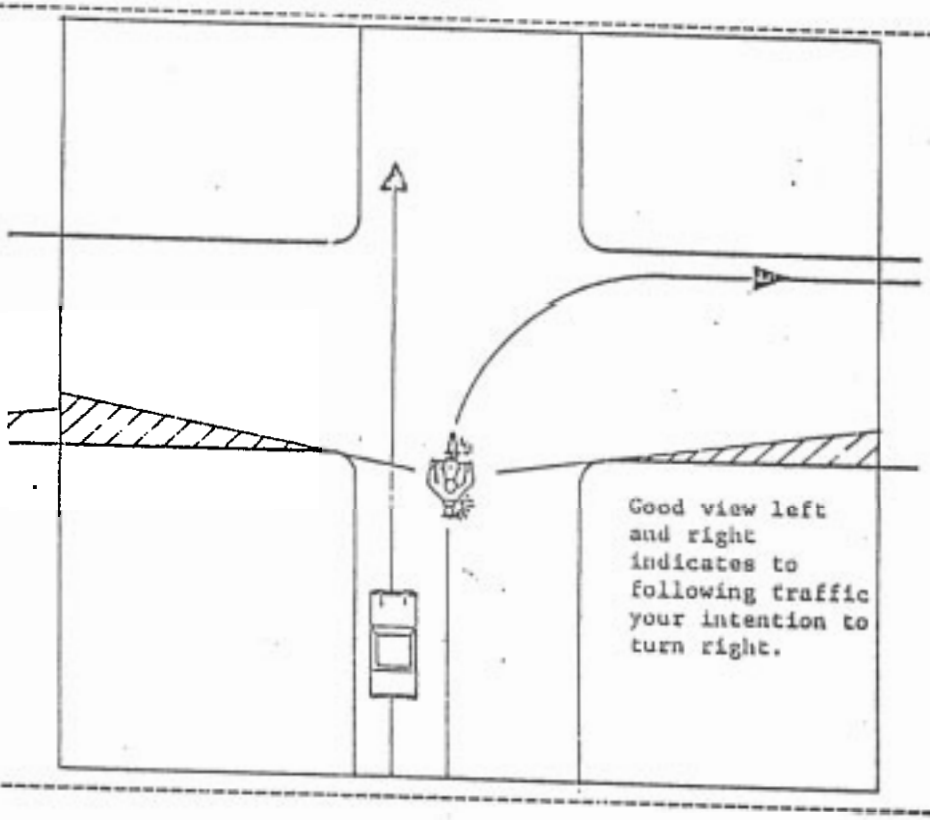
*Grams of alcohol per millilitres of blood.

ROAD TRAFFIC ACCIDENTS: Breathalyser or Blood-alcohol Analysis of Road Users Involved (including Persons Killed) by Day of Week, Queensland (in one year).

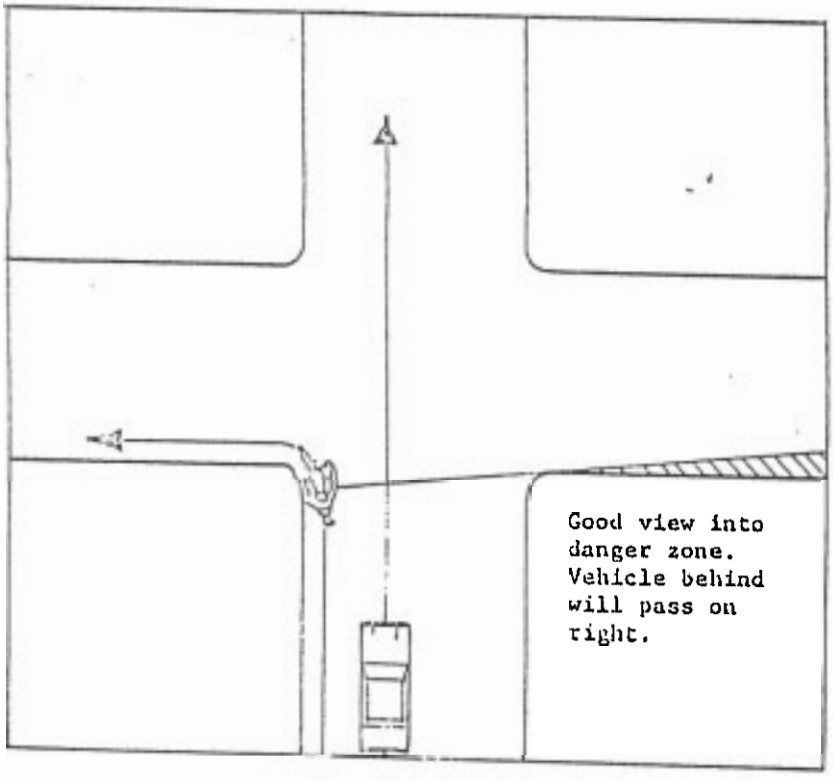
Breathalyser or blood-alcohol analysis*	Day of Week							Total
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
Negative	39	32	19	38	50	31	46	255
Positive								
0.01 to 0.04	5	4	1	6	16	11	18	61
0.05	1	1	5	3	4	10	7	31
0.06	2	4	1	2	12	13	6	40
0.07	4	8	7	8	15	10	10	62
0.08		4	1	8	6	13	7	39
0.09	1	2	8	5	13	23	12	64
0.10	5	6	6	6	19	17	11	70
0.11	4	8	7	5	25	16	12	77
0.12	12	3	8	11	16	21	25	96
0.13	6	4	6	15	18	28	15	92
0.14	6	7	11	8	24	24	22	102
0.15 and above	73	71	107	114	190	271	177	1,003
Total positive	119	122	168	191	358	457	322	1,737
ALL tests	158	154	187	229	408	488	368	1,992
Number of days	52	52	53	52	52	52	52	365

*Grams of alcohol per 1 millilitres o ood.

RIGHT TURN

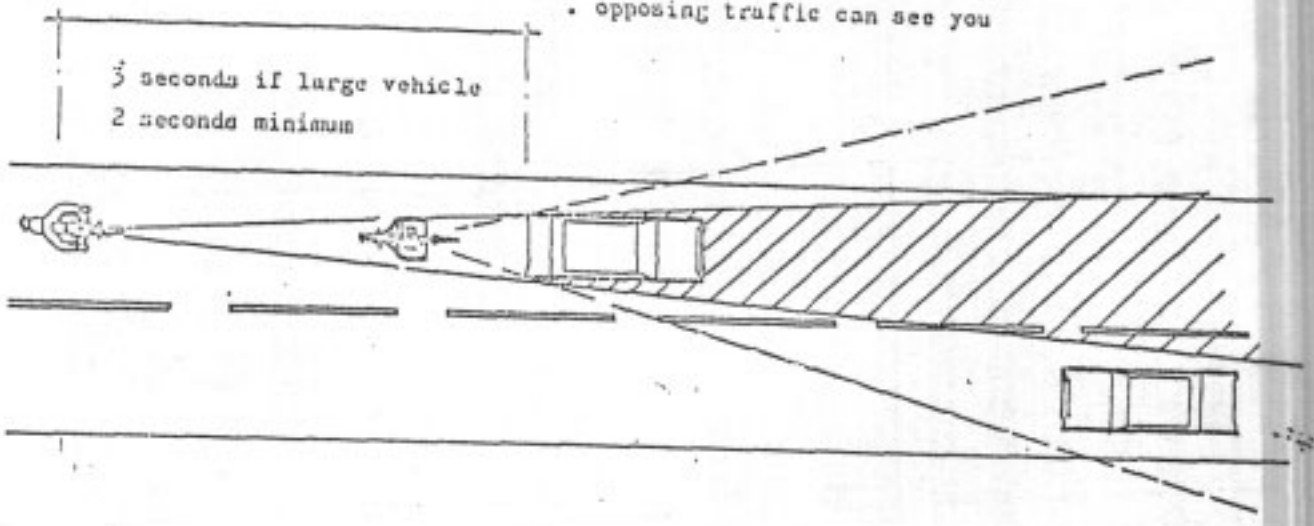


LEFT TURN



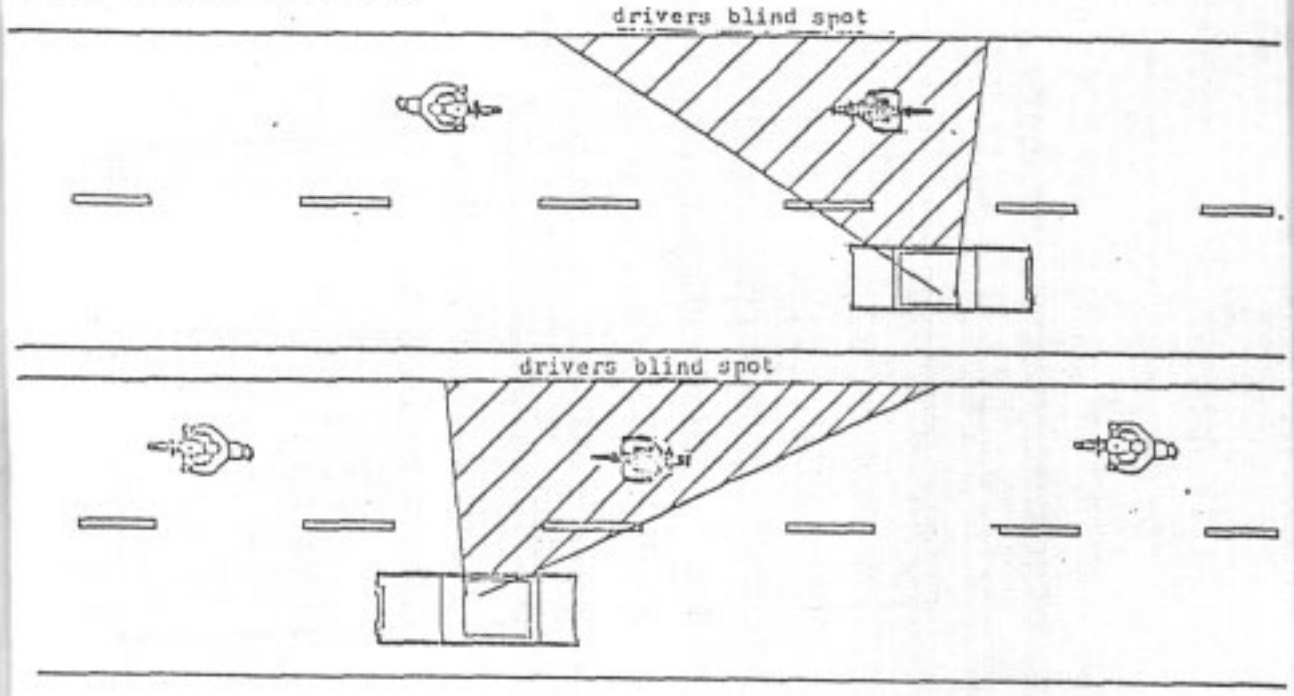
FOLLOWING TRAFFIC

- more view of road surface in front
- better view of opposing traffic
- opposing traffic can see you



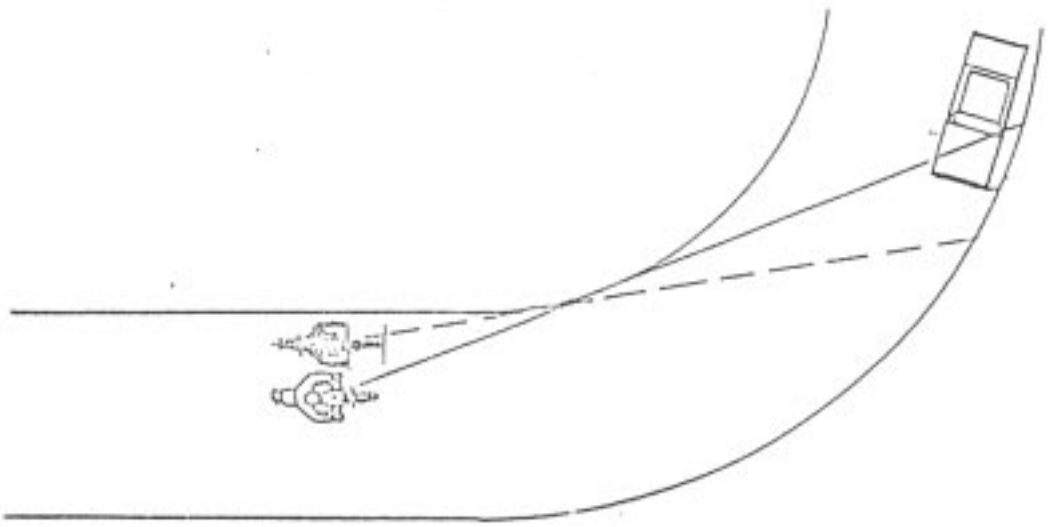
TWO LANES - SAME DIRECTION

NEVER remain in shaded area

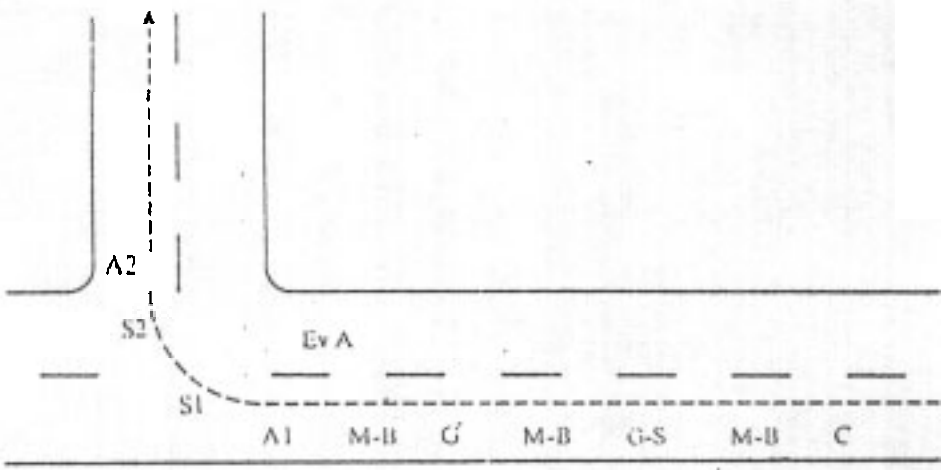


RIGHT BEND

LEFT BEND



Stay Upright



Features of the system used for a right-hand turn.

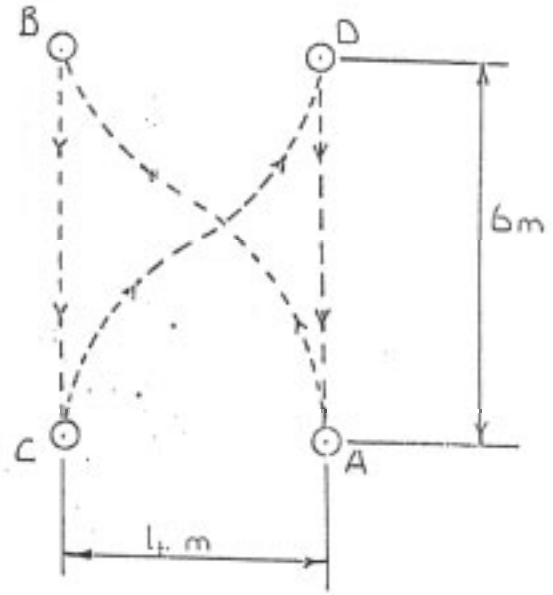
OTHER DRUGS — PART ONE

Name	*Action*	*Dangers*
Marihuana Other names: Indian Hemp, Hemp, Pot, Weed, Reefers, Mary-Ann, Hash.	Temporary feeling of carefree elation, "high". Loss of judgement and restraint. Giggling, fatuous, silly behaviour. Reputation as sexual stimulant — only in those so inclined.	Emotional dependence. Loss of interest in work. Loss of jobs; failure in examinations. Carelessness of appearance, and personal hygiene. Physical and mental deterioration. Introduction to more powerful drugs.
Amphetamine Dexedrine, Methedrine, Benzedrine. Other names: Pep pill, Meths, Dex, Bens, etc.	Sense of excitement elation, feeling "high". Loss of appetite. Can "keep going" without food or fatigue while effect of drug lasts. Extreme fatigue, depression, restlessness when it wears off. Does not actually improve mental achievement.	Over-excitement, loss of moral sense, leads to delinquency and crime. Need for more and more pills to obtain effect. Over-dosing. Physical deterioration from malnutrition. Mental and personality disintegration (psychosis). Many have died from prolonged doses and overdosing. Addiction is hard to cure, relapses freqent. Insidious onset of addiction.
Barbiturates — many forms Other names: Phenobarb, Sleepers, Dope.	Sedative. Hypnotic. Tranquilizing. Depression. Loss of interest and co-ordination.	Addiction and dependence very common and insidious Depression, insomnia without drugs in increasing doses. Overdose commonest form of suicide and alternpted suicide.
Barbiturates with Amphetamine Other names: Purple Hearts	Stimulant. Mild elation, followed by depression.	Dependence on drug followed by addiction, — Insidious and quick. Causes excited, violent, unrestrained behaviour, mass violence.
Cocaine Other names: Snuff, Sniff and many slang names.	Mental and physical stimulant — most potent drug for "kicks," followed by loss of appetite and depression.	Extreme excitement. Violent behaviour. Crimes of violence under influence (e.g. razor slashing). Extreme depression and somnolence as drug wears off and craving for more.
Cocaine with other drugs "Speed"	Heightened action of both drugs "Mainline," — a term for injecting drugs right into a vein	Severe addiction. Often combined with morphia or heroin

OTHER DRUGS — PART TWO

Drug	*Action*	*Dangers*
Morphia and its derivatives. Codeine. Pethedine. "Paragoric" Mixture etc.	Dreamy carefree state at first, followed by depression, acute hunger for more drugs. Pains, weakness, contracted pupils.	Severe addiction difficult to cure. Withdrawal symptoms severe. Great misery, physical and mental deterioration. Hospital or institutional treatment needed for "cure," but relapse frequent. Infection and blood poisoning from injections.
Heroin Other names: Main-Line drug A "Fix," A "Shot"	Elated, dreamy, exalted state at first. Later, no pleasure but only relief from terrible "withdrawal" symptoms. Addict lives only for the next "fix" and will do anything, tell any lie to get more drugs.	Addiction and dependence so insidious and so quick that is is not safe ever to experiment with heroin. Loss of will power and moral sense experienced. Theft, crimes and dope-pushing common to obtain drug. Loss of appetite, malnutrition. Infection of injected areas. Blood infections. The life of young addicts is seldom more than 2 — 3 years after being "hooked." Addiction is seldom permanently cured.
Lysergic Acid Other names: L.S.D. A "Trip" Other Hallucinating Drugs: Mescaline, Psilocybin, Bufotenine.	Hallucinations of sight, sounds and feelings. Surroundings have changed and intense meaning. (Psychedelic means "mind-expanding") Past experiences are re-lived with full emotional reactions.	Danger from actual belief in delusions (e.g. believe they can fly). Recurrence of sensations and emotions long after drug usage ceased. Permanent damage to brain. Mental symptom (insanity) transient or permanent. Damage to reproductive cells. Emotional dependence on L.S.D.
Aspirin Phenacetin Caffeine compounds. Other names: "Headache" pills or powders.	Relieve pain. Give a temporary "lift". May relieve tension. "Let down" and depression when caffeine wears off.	Caffeine itself can cause headaches. Dependence common, amounting to addiction after a time. Phenacetin causes severe incurable damage to kidneys.

№1



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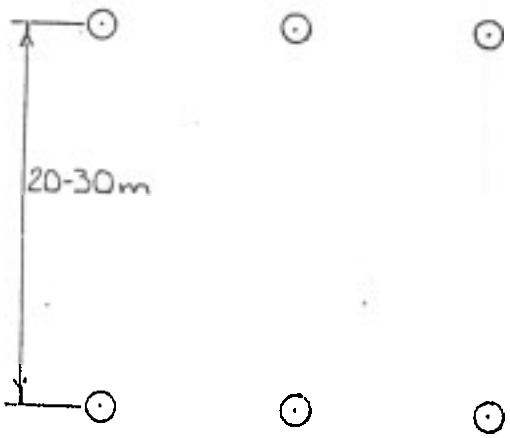

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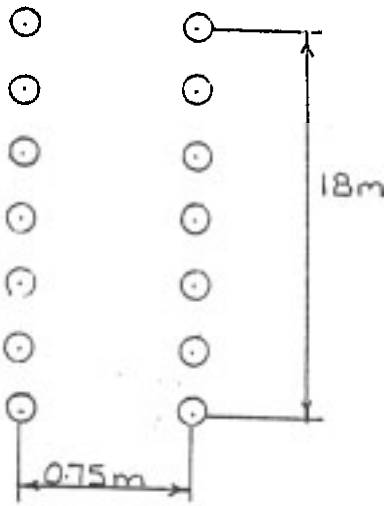

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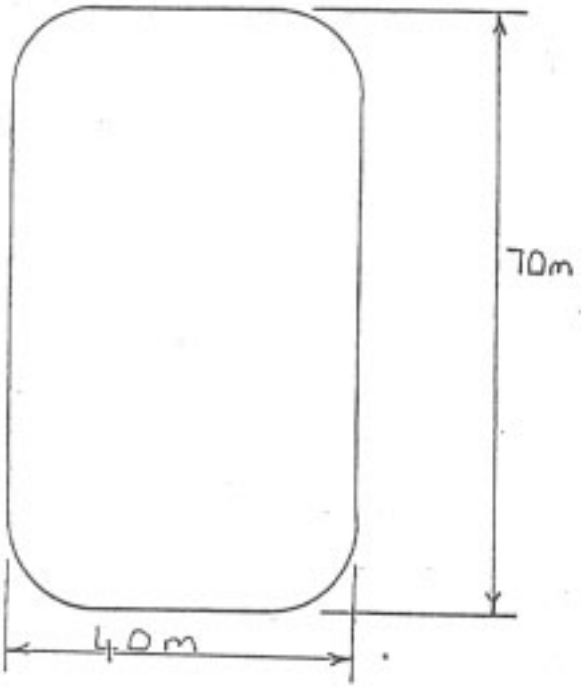

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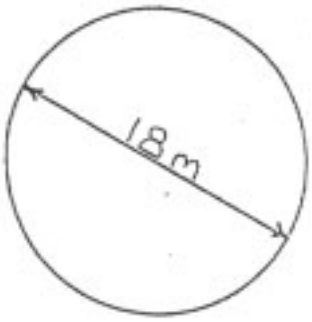

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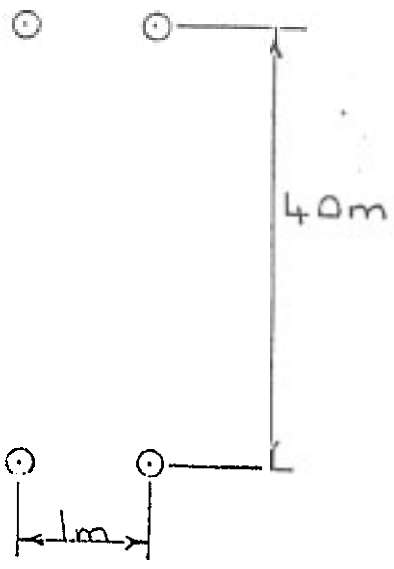

Practice Area Cont!

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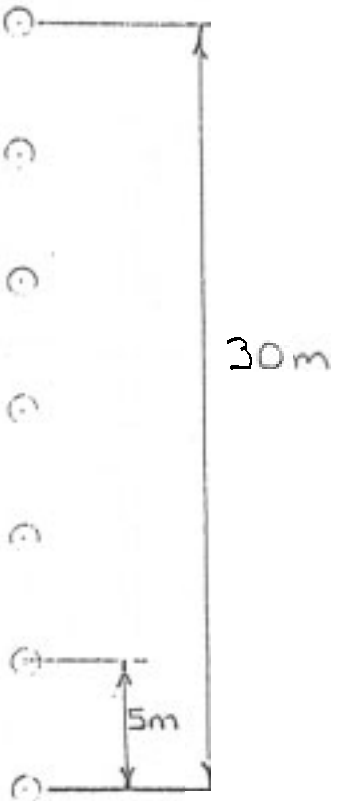

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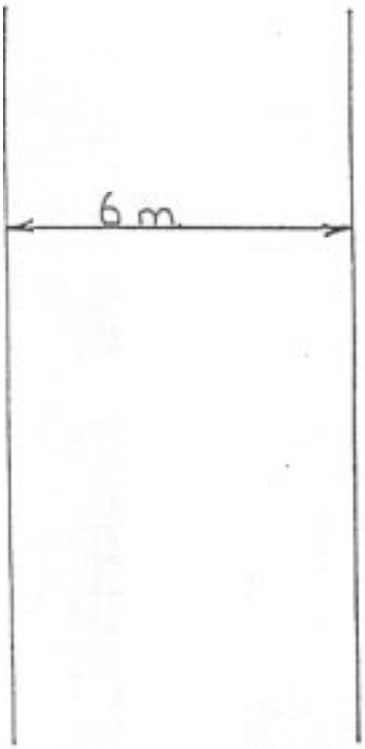

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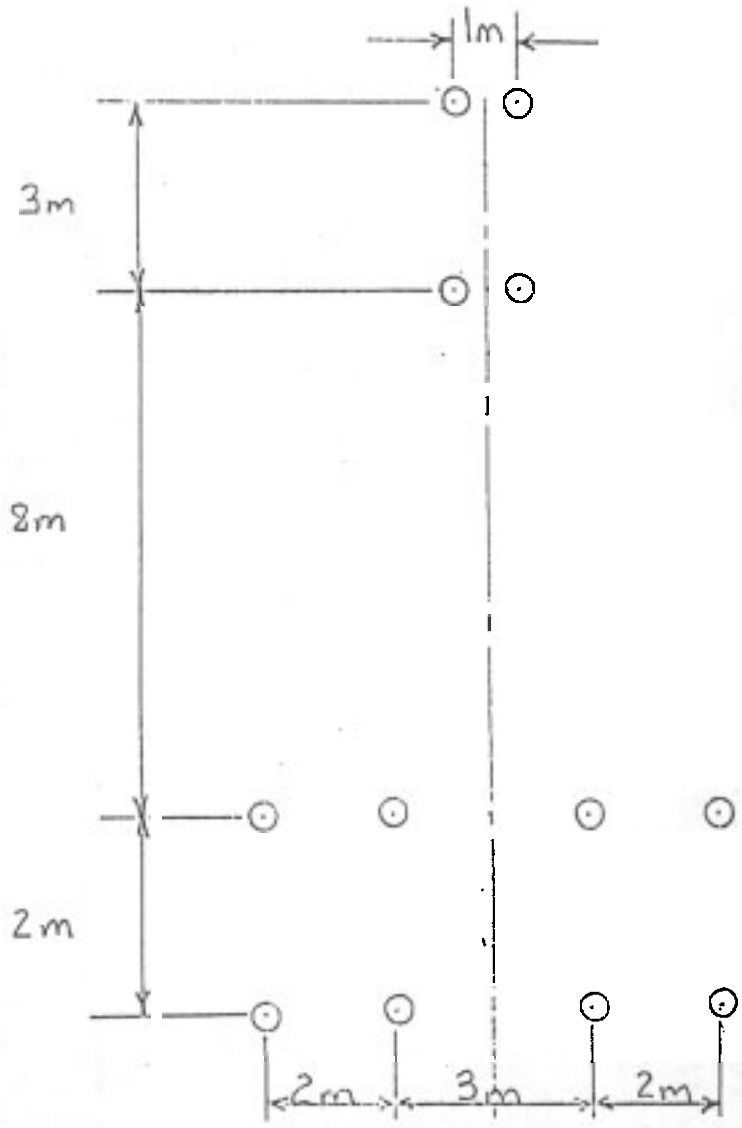

Appendix 3

Sample of a completed evaluation sheet

Program Evaluation for Participants

Name :

Home Address :

Program Dates : 21/11/87 - 22/11/87

Age : 21

Riding Experience : ~10yrs ago - Limited experience on farm bikes

Number of years with riders licence ..nil.....

Number of months with learners permit ..nil....

Place an "x" in the column which provides the answer most closely related to your own

Program Content.

	Very good	Good	Average	Poor	Very Poor
1. Preparing to ride	x				
2. Initial powered operation		x			
3. Gear changing and lean angles		x			
4. Motor cycle control (riding large circles, slow riding.	x				
5. Braking techniques	x				
6. Safe road riding		x			
7. Cornering			x		
8. Exercises on the track		x			

Program Length

	too long	a little too long	long enough	a little short	very short
1. Preparing to ride	x				
2. Initial powered operation		x			
3. Gear changing and lean angles			x		
4. Motor cycle control (riding large circles; slow riding			x		
5. Braking techniques				x	
6. Safe road riding				x	
7. Cornering				x	
8. Exercises on the track.				x	

Appendix 4

Interview Schedules used in the Study

INTERVIEW SCHEDULE

Chairman, New South Wales Traffic Education Centre

		Probes
1.	What are the requirements for running effective motorcycle training programs?	Human resources? Finance? Time? Venue? Curriculum?
2	Comment on the adequacy or inadequacy of the resources available to run the program.	Human resources? Finance? Time? Venue? Curriculum?
3.	How did community groups/individuals contribute to your motorcyle training program?	

Probes

4 In what ways were efforts made to enc rage community groups/individuals to contribute to the program?

5 Was the motorcycle training course successful?

Why?
Why not?

6 Should the program be continued?

Why?
Why not?
Any changes?

7 Other comments

INTERVIEW SCHEDULE

Coordinator, Pre-Licence Motorcycle Training Centre

Probes

1. How did you come to be associated with the program?

2. To what extent did you contribute to the motorcycle rider training program?

3. What are the requirements for running effective motorcycle training programs?

Human resources?

Finance?

Time?

Venue?

Curriculum?

Other?

Probes

4. Comment on the adequacy or inadequacy of the resources available to run the program.

Human resources?
Finance?
Time?
Venue?
Curriculum?
Other?

5. How did community groups/individuals contribute to your motorcycle training program?

6. Comment on the training you received.

Duration?
Content?
Format?
Suitability/effectiveness?
Other?

Probes

7. Comment on the Victorian curriculum which was trialled.

Content?
Format?
Suitability/effectiveness?
Suitability for use in rural areas?
Suitability for experienced/ inexperienced riders?
Other?

8. Comment on the Tasmanian curriculum which was trialled.

Content?
Format?
Suitability/effectiveness?
Suitability for use in rural areas?
Suitability for experienced/ inexperienced riders?
Other?

	Probes
99. In what ways does the curriculum developed in Armidale differ from (a) Victorian curriculum (b) Tasmanian curriculum?	Content? Format? Implementation? Other? Why were changes made?
100. Was the motorcycle training program successful?	Why? Why not? Comment on the success or otherwise of individual sections of the program.
11 Should the program be continued?	Why? Why not? Any changes?
12. Other comments	

INTERVIEW SCHEDULE

Instructors, Pre-Licence Motorcycle Training Course

Probes

1. How did you come to be associated with the program?

2. To what extent did you contribute to the motorcycle rider training program?

3 What are the requirements for running effective motorcycle training programs?

Human resources?
Finance?
Time?
Venue?
Curriculum?
Other?

Probes

4. Comment on the adequacy or inadequacy of the resources available to run the program.

Human resources?
Finance?
Time?
Venue?
Curriculum?
Other?

5. How did community groups/individuals contribute to your motorcycle training program?

6. Comment on the training you received.

Duration?
Content?
Format?
Suitability/effectiveness?
Other?

	Probes
7. Comment on the Victorian curriculum which was trialled.	Content? Format? Suitability/effectiveness? Suitability for use in rural areas? Suitability for experienced/ inexperienced riders? Other?
8. Comment on the Tasmanian curriculum which was trialled.	Content? Format? Suitability/effectiveness? Suitability for use in rural areas? Suitability for experienced/ inexperienced riders? Other?

Probes

9. In what ways does the curriculum developed in Armidale differ from (a) Victorian curriculum (b) Tasmanian curriculum?

Content?
Format?
Implementation?
Other?
Why were changes made?

10. Was the motorcycle training program successful?

Why?
Why not?
Comment on the success or otherwise of individual sections of the program.

11. Should the program be continued?

Why?
Why not?
Any changes?

12. Other comments.

INTERVIEW SCHEDULE

Participants Pre-Licence Motorcyle Training Course

		Probes
1	How did you come to enrol in the motorcycle training program?	Why did you enrol? How did you hear about it?
2	Comment on the adequacy or inadequacy of the resources available to run the program.	Human resources? Finance? Time? Venue? Curriculum? Other?
3	How did community groups/individuals contribute to your motorcycle training program?	

	Probes
4. Was the motorcyle training program successful?	Why? Why not? Comment on the success or otherwise of individual sections of the program.
5. Should the program be continued?	Why? Why not? Any changes?
6. Since you completed the course have you been involved in any motorcycle accidents/ traffic infringements involving a motorcycle?	If yes, give details
7. Other comments.	