**TOE-CLIP**

 **O O**

 **O O**

 **O O**

 **O O**

20 FEET

 **O O**

 **O O**

 **O O**

 **O O**

3 FEET

**PERFORMANCE OBJECTIVE:**

Students will be able to demonstrate with proficiency, the ability get into their toe clips without looking at their feet.

**INSTRUCTIONS:**

* Begin in a stopped position with both feet out of the toe clips.
* Ride from the beginning keeping between the cones and placing each foot into the toe clip by the end of the exercise.
* Keep head and eyes up.
* Don’t go so slow you cannot keep balance. Nice and steady speed.
* Continue until otherwise instructed.

**FIELD APPLICATION:**

To allow complete attention to traffic concerns, approaching a suspect or situation.

**SET-UP INSTRUCTIONS:**

* Place two rows of cones 3 feet apart for 20 feet.
* Can add extra lanes for larger classes.

**INSTRUCTOR NOTES:**

* Let students look down the first few times.
* Then start doing without looking.
* Look for the helmet tilting down, a sign they are looking down.
* Watch their eyes to make sure they are not looking down.
* Might need to have a student remove their sunglasses if it appears they are looking down without any head tilt, this should only be done if it can be done safely.
* If a student cannot get this, you can observe them during the rest of the class. Must complete before end of class.

**SHOULDER CHECK**

**PERFORANCE OBJECTIVE:**

Students will be able to demonstrate with proficiency, the ability to ride in a straight line while looking over either shoulder.

**INSTRUCTIONS:**

* Ride straight down this lane at a medium speed.
* While riding, pass the instructor.
* After passing, look back at the instructor keeping a straight path.
* Look for how many fingers the instructor is holding up and verbally state that number.
* Continue until otherwise instructed.

**FIELD APPLICATION:**

* You must be able to ride in a straight line while looking over your shoulder, checking on traffic conditions and to confirm it is clear to proceed in that direction.

**SET-UP INSTRUCTIONS:**

* Use a painted line in a parking lot; students have a reference point to see how much they wobble.
* Use a coned lane at least 5 feet wide and long enough to get several looks over both shoulders, again to see how much they wobble.

**INSTRUCTOR NOTES:**

* Position yourself and other assistants on each side of the student path.
* After they have passed and are about 10 – 15 feet away from you, hold up fingers for the student to call out (keep it clean).
* Can use other objects to look back at.
* Use whatever is available to achieve the goal of looking back over the shoulder and keep a straight line.

**X = INSTRUCTOR**

****

**X**

 ****

 **X**

**TRACK STAND**

**O O**

7 FEET

 **O O**

**5 FEET**

**PERFORMANCE OBJECTIVE:**

Students will be able to demonstrate increased proficiency at balancing in one spot or in a small area.

**INSTRUCTIONS:**

* With both feet in the toe clips.
* Ride slowly into the box.
* When the back tire crosses the imaginary line, time starts.
* Time ends when a tire crosses an imaginary line or any other part of the bike or body touches the ground.
* Head and eyes up looking forward and focus on something not moving.
* Utilize brake control.
* Keep pressure on the pedals and against the brakes. 3 & 9 pedal positions or close to it.
* If you can find a good balance spot, turn the front wheel to help with balance.
* Use your body to assist with the balance.
* Can do this sitting or standing.

**FIELD APPLICATION:**

* A skill needed to maneuver through pedestrians and traffic.
* Also increases confidence.

**SET-UP INSTRUCTION:**

* 4 cones, creating a 5ft. X 7 ft. box.
* As flat of ground as possible.

**INSTRUCTOR NOTES:**

* A skill builder.
* Use a stopwatch for time.
* Call out the time to each student.
* Going too fast.
* Too hard of a gear.
* To easy of a gear.
* Not using brakes.
* No power to the pedals.
* Looking straight down.
* Un-officially a goal of 10 seconds.

**FIGURE EIGHT**

**PERFORMANCE OBJECTIVE:**

Students will be able to demonstrate the ability to maintain their balance while turning at slow and moderate speed.

**INSTRUCTIONS:**

* With both feet in the toe clips.
* Ride into the figure 8 on the small circle side.
* Keep the rear tire close to the cones.
* Look where you want to go and continue the turn until you have made almost a 360-degree turn.
* Now look into the larger turn.
* Enter and keep the front tire close the cones.
* Look where you want to go, continue the turn until you have almost made another 360-degree turn.
* Continue and try to make tighter turns on each end.
* Slight application of the rear brake will let the front tire roll, keeps the rear tire in line and assist with balance.
* Continue until an instructor tells you to exit.

**FIELD APPLICATION:**

* A skill needed to maneuver in tight areas.
* Also increases confidence.

**SET-UP INSTRUCTION:**

* Cones in small circle creating an 8-foot circle.
* Cones in large circle creating a 16-foot circle.
* As flat of ground as possible.

**INSTRUCTOR NOTES:**

* A skill builder.
* Going too fast.
* Too hard of a gear.
* To easy of a gear.
* Not using brakes.
* No power to the pedals.
* Looking straight down.

  **8-foot circle**

 **O**

 **O O**

 **O O**

 **O O**

 **O**

 **O O**

 **O O**

 **O O**

 **O O**

 **O O**

 **O**

 **16-foot circle**

**STOP AND TURN**

 ***FINISH***

 **O O**

 **O O**

 **O O**

 **O** **O**

 **O** **O**

 ***START***

**PERFORMANCE OBJECTIVE:**

Students will be able to demonstrate with increased ability to stop and start smoothly.

**INSTRUCTIONS:**

* Proper pedal position is key.
* With both feet in the toe clips.
* Ride through the entrance gate cones and toward the first cone directly in front of you.
* Stop with both brakes at the cone; remain balanced with your feet on the pedals and in the toe clips.
* When stopped your pedals should be at 3 & 9 or close to it.
* Balance for a split second.
* Look where you want to go and turn 90-dgrees to the right, simultaneously power out of the stopped position.
* Ride to the cone in front of you.
* Stop with both brakes at the cone; remain balanced with your feet on the pedals and in the toe clips.
* Balance for a split second.
* Look where you want to go and turn 90-dgrees to the left, simultaneously power out of the stopped position.
* Continue this process until you exit the course through the exit gate cones.
* Continue until otherwise instructed.

**FIELD APPLICATION:**

* A skill needed to maneuver through pedestrians, traffic and tight areas.
* Also increases confidence.

**SET-UP INSTRUCTION:**

* 2 start gate cones and 2 exit gate cones,
* 6 cones spaced 12feet apart at a 90-degree angle.
* As flat of ground as possible.

**INSTRUCTOR NOTES:**

* A skill builder.
* Not stopping fully
* Too hard of a gear.
* To easy of a gear.
* Not using brakes.
* No power to the pedals.
* Not looking where they want to go.

**WATER BOTTLE COORDINATION**

**PERFORMANCE OBJECTIVE:**

Students will be able to demonstrate with increased ability to ride one handed while multitasking

**INSTRUCTIONS:**

* Divide into two or four groups.
* One group rides the inner circle in a counter clockwise direction until a tight circle is established.
* The other group then rides the outer circle in the opposite direction close to the first group.
* On signal get close enough to hand off or toss the water bottle to the riders going in the opposite direction.
* On signal, start handing / tossing one water bottle back and forth between the groups.
* On signal, add more bottles and continue the passing of the bottle to a rider who does not have a bottle.
* On signal, outside group exits the circle.
* On signal, inner group exits the circle.
* Switch groups.
* Switch directions and groups again.

**FIELD APPLICATION:**

* A skill needed to ride one handed, as if talking on the radio.
* Improves hand eye coordination on the bike.
* Also increases confidence.

**SET-UP INSTRUCTION:**

* Cones in small circle creating an 8-10 foot circle.
* As flat of ground as possible.

**INSTRUCTOR NOTES:**

* A skill builder.
* Be careful and start slowly, only one bottle at first.
* Add bottles after a few bottle passes.
* Students may get dizzy if inner circle is too small.
* Students may get dizzy if in the drill too long.
* Other groups help pick up dropped bottles and pass back into the drill.

 **O**

 **O** **O**

 **O** **O**

 **O** **O**

 **O**

**“M” DRILL**

**4**

**4 FEET WIDE**

**3**

**3 FEET WIDE**

 **O O O O O O O**

**3**

 **O O O O**

 **O O O O O**

**15**

**FEET**

**4**

**4**

**4**

**4**

 **O O O O O**

 **O O O O O**

**3**

**3**

 **O O O**

 **O O O O O O O O O**

**DIRECTION OF TRAVEL**

 **START FINISH**

 **O O O O O O O**

 **O O O O**

 **O O O O O**

 **O O O O O**

 **O O O O O**

 **O O O**

 **O O O O O O O O O**

**PERFORMANCE OBJECTIVE:**

Students will be able to balance and ride the bike at slow speeds in an area with limited space.

**INSTRUCTIONS:**

* The “M” drill contains three 180-degree turns.
* Ride from the start to the finish without touching a cone or putting a foot down.
* Ride into the drill with both feet in the toe clips.
* At the turn area, ride closer to the outside of the turn, gives you more turning area.
* Ride deep into 1st corner before turning.
* Look where you want to go.
* Turn sharply and continue riding through the turn.
* Do not stop turning until you have turned more than 180-degrees, angling into the 2nd corner.
* Ride deep into the 2nd corner before turning.
* Look where you want to go.
* Turn sharply and continue riding through the turn.
* Do not stop turning until you have turned more than 180-degrees, angling into the 3rd corner.
* Ride deep into the 3rd corner before turning.
* Do not stop turning until you have turned more than 180-degrees, angling into the center of the exit lane.
* Use your rear brake to assist with the turns.
* After the last turn, look up & out.
* Practice at first, will test group after practice.
* Continue until otherwise instructed.

**FIELD APPLICATION:**

* Brings all the skills and techniques into one drill.
* Able to maneuver in tight spaces.
* Also increases confidence.

**SET-UP INSTRUCTION:**

* 4 lanes of cones 4 feet wide, turns 3 feet wide.
* Height is 15 feet.
* ***Actual width of the exercise will vary depending upon the base size of the cones you are using. Recommend approx. 1-foot base.***
* As flat of ground as possible.

**INSTRUCTOR NOTES:**

* A TEST that must be passed.
* Cannot even touch a cone.
* Ride deep into the corner.
* Look where you want to go.
* Head and eyes to the target.
* Not pedaling.
* Easy gear but not too easy.
* Not using rear brake.
* Make the practice “M” drill bigger.
* Then, have them do the TEST “M” drill, which is to the exact dimension.
* Does not have to pass on first try(s),
* Must pass by end of class.

**CROSSOVER**

**PERFORMANCE OBJECTIVE:**

Students will be able to demonstrate with increased proficiency the ability ride with both legs one side of the bike.

**INSTRUCTIONS:**

* Ride into the drill with both feet in the toe clips.
* Go at medium speed.
* Look where you want to go.
* Put your left foot at the 6 0-clock position.
* Stand up off the seat and weight on the left foot.
* Swing your right leg around the back of the bike and over the seat, some counter balance will be needed (push the handle bars slightly to the right side of the bike or lean your upper body).
* Now both feet are on the left side of the bike.
* Tuck your right foot behind the left foot.
* Look where you want to go.
* Ride straight the first time through.
* Maybe a slight weave left and right.
* Second time trough, weaver to the outside of the cones.
* Continue exercise until instructed otherwise.
* Do exercise two riders side by side.
	+ Students switch position (sides).

**FIELD APPLICATION:**

* To simulate obstacle avoidance before a dismount.
* This is how you will dismount while on patrol.
* After crossover but before dismount, you may have to avoid stuff.
* Increases balance.
* Continues communication.

**SET-UP INSTRUCTION:**

* First run through, just a straight area.
* Other runs, 2 start gate and 2 exit gate cones,
* 8 to 10 cones spaced 8 steps apart and offset by a few feet.
* As skill increases, widen the cones farther apart.
* As flat of ground as possible.

**INSTRUCTOR NOTES:**

* Not enough speed.
* Too much speed. Use your brakes.
* Open hips like a huddler jumper to get leg over the seat.
* Skateboard push off the ground with right foot to get more speed without remounting.
* Look where you want to go.
* Tuck the right foot.

 **O** **O**

 **O**

 **O**

 **O**

 **O**

 **O**

 **O** **O**

**ROCK DODGE**

 **O** **O**

 **O** **O**

 X

 **O** **O**

 **O** **O**

**PERFORMANCE OBJECTIVE:**

Students will be able to demonstrate with increased proficiency the ability to avoid a sudden object in the path of travel and recover to the original path of travel.

**INSTRUCTIONS:**

* Ride into the drill with both feet in the toe clips.
* Go at medium speed.
* Do not use the brakes.
* Look where you want to go.
* When you get close to the object that needs to be avoided, momentarily turn right or left.
* Immediately after the turn quickly turn back to the other direction to recover.
* Continue until otherwise instructed.

**FIELD APPLICATION:**

* To avoid a sudden obstacle (glass, rock, pot hole, etc.) in your immediate path of travel.

**SET-UP INSTRUCTION:**

* 8 cones creating 2 boxes 3 x 10 in a straight line.
* Distance between the two boxes is 6 feet.
* Put a small avoidance obstacle in the center of the path and in the middle of the two boxes.
* As flat of ground as possible.

**INSTRUCTOR NOTES:**

* Use something small that can be hit without affecting the rider but know if they hit it.
* Do several passes on the right then several on the left.
* See the object, react and look forward where you want to go.
* Front tire should miss the object, rear tire should also.
* Rear tire hitting something is much easier to recover from.

**Instant Turn**

**PERFORMANCE OBJECTIVE:**

Students will be able to demonstrate with increased proficiency to turn quickly.

**INSTRUCTIONS:**

* Ride into the drill with both feet in the toe clips.
* Go at medium speed.
* Do not use the brakes.
* Look where you want to go.
* When you get close to the vehicle that turns into your path, momentarily turn left.
* Immediately after the initial turn, quickly turn back to the right, continue holding the turn until out of harms way.
* Look where you want to go, not at the vehicle.
* We have placed a cone where to start the instant turn.
* Continue until otherwise instructed.

**FIELD APPLICATION:**

* Avoiding a vehicle turning into your immediate path.

**SET-UP INSTRUCTION:**

* 6 cones creating single lane 3ft X 12 ft.
* 1 cone at position to start the instant turn.
* Cones for the outside of the exit turn (A).
* No cones on inside of turn (D).
* Dotted lines simulate paths of travel.
* Start wide (A).
* Move in tighter as skill increases (B & C).
* As flat of ground as possible.

**INSTRUCTOR NOTES:**

* No vehicle is used, just cones.
* Start with a wide exit are, tighten the corner as proficiency increases.
* Start slow and increase speed as skill learned.
* See the vehicle, react and look where you want to go.
* If you don’t make a sharp enough turn, you will side swipe the car. BETTER THAN A HEAD ON OR UNDER THE VEHICLE.

**A**

**B**

**C**

**D**

 **O**

**O** **O**

**O** **O**

**O** **O**

**Emergency Braking**

 Row “A” **O** **O**

 3 ft.

 Row “B” **O** **O**

 3 ft.

 Row “C” **O** **O**

 3 ft.

Row “D” **O** **O**

**PERFORMANCE OBJECTIVE:**

Students will be able to stop quickly in shorter distances.

**INSTRUCTIONS:**

* This exercise has four parts.
* Part one: Ride into the drill with both feet in the toe clips.
* Go at medium speed.
* Continue to pedal until you hear the whistle.
* Do not anticipate the whistle. Keep pedaling.
* On the whistle command, simultaneously do four things: stop pedaling, get pedals to 3 & 9 position, weight over the rear axel and use the REAR brake only.
* Come to a complete stop and put a foot down.
* Look forward while stopping, not the ground.
* Continue part one until otherwise instructed.
* Part two: Same as part one except use the FRONT brake only
* Continue part two until otherwise instructed.
* Part three: Same as parts one and two except use the FRONT and REAR brakes.
* Continue part three until otherwise instructed.
* Part four: Same as part one, two and three except the instructor can blow the whistle at any time during the exercise.
* Continue part four until otherwise instructed.
* **REMENBER: Simultaneously do four things on whistle command; stop pedaling, pedals at 3 & 9, weight over the rear axel, stop as fast as you safely can** **using both front and rear brakes.**

**FIELD APPLICATION:**

* To simulate a large object suddenly appearing in your immediate path of travel (car door, vehicle, person).

**SET-UP INSTRUCTION:**

* 8 cones creating a 8 ft. X 12 ft. “V”.
* Row “A” cones are 2 ft. apart.
* Row “B” cones are 4 ft. apart, 3 ft. from Row “A”.
* Row “C” cones are 6 ft. apart, 3 ft. from Row “B”.
* Row “D” cones are 8 ft. apart, 3 ft. from Row “C”.
* As flat of ground as possible.

**INSTRUCTOR NOTES:**

* Blow whistle when student is close to the cones.
* Start slow to get position correct, increase speed as skill learned.
* ONLY switch to another part when you’re satisfied with the students position and skill level.
* Pedals not at 3 & 9.
* Still sitting on the seat.
* Not having the correct body position.