

# KEY SIMILARITIES

Intermediate (ERC)	Novice (BRC)
<p><b>RANGE CARDS</b> Same format as BRC cards.</p> <p><i>* be cautious of adlibbing. It confuses riders. * refer to P&amp;P for changes/modifications</i></p>	<p>A detailed lesson plan of each exercise.</p> <p>Coaching positions, times, action steps, range lay-outs, etc. All are listed in similar format.</p>
<p><b>ACTIONS STEPS</b> Same process as BRC exercises.</p> <p><i>* there are subtle differences. READ YOUR CARDS!</i></p>	<p>A numbered and sequential set of steps that (<i>when followed</i>) allow proper exercise flow.</p>
<p><b>DEMONSTRATIONS</b> May be challenging on your own bike. 20' vs 24' U-turn areas. One-handed weave. Ex 9 -Multiple Curves should to be smooth.</p>	<p>A tool to show riders what to do.</p> <ul style="list-style-type: none"> <li>-Technique (separated, well timed, visible)</li> <li>-Path of Travel (as needed to show ex. path)</li> <li>-Speed (slower end of exercise speeds)</li> </ul>
<p><b>SIMULATED PRACTICES</b> Four ERC exercises use simulated practices. Refer to the Simulated Practice Guide as a reference for use.</p> <p><i>* May also be used for remedial instruction.</i></p>	<p>A 'safe' practice environment allowing riders to experience a new muscle movement, skill, or technique.</p> <p><i>* Remember to focus on the 'new'.</i></p>
<p><b>EXERCISE TIMES</b> Exercises may be split –if needed– for rider safety and effectiveness. (<i>i.e. Ex# 9</i>) Some exercises may take longer to attain self-realization of techniques on their larger bikes. (<i>Times are estimated.</i>)</p>	<p>Times indicated are 'typical'. Exercises should not end until objectives have been (minimally) met.</p> <p><b>Safe Effective and Efficient</b> –for students.</p>
<p><b>COACHING POSITIONS</b> Larger bikes and faster speeds may cause you to modify your normal coaching position. <i>Ex# 7 – may be farther back and in. Ex# 9 – may be farther out than indicated.</i></p>	<p>Positions indicated are 'general areas' from which you should observe and communicate.</p> <p>Positions may be adjusted as necessary.</p>
<p><b>DEBRIEF</b> i.e. "How did you improve?" "What did you do differently?" "What changed with a passenger?" "How could you use this on the street?" "As we get older, how will this change?"</p>	<p>A learner-centered question-and-answer session to validate rider understanding of skills and/or techniques.</p> <p><i>* Please do <u>not</u> ask "How did that feel?"</i></p>
<p><b>SKILLS TEST</b> The Skills Test administered at the end of an ERC is the same standard as the BRC.</p> <p><i>Refer to the P&amp;P and BRC Range Cards for specifics and modifications to the ERC test.</i></p>	<p>Refer to your BRC Range Cards for verbiage and specifications to facilitate a Skills Test.</p>

# KEY DIFFERENCES

Intermediate (ERC)	Novice (BRC)
<p><b>TIMING</b> Classroom discussions should be 12-15 (min) to cover topics. Consider in-depth discussions involving ‘Street Strategy Awareness’. <i>(Breaks should be separate.)</i></p>	<p>See Instructor Guide and P&amp;P for estimates.</p>
<p><b>DEMONSTRATIONS</b> Instructors may need to place themselves differently as equivalent BRC exercises. <i>* Ex# 2, 3, 5, 7, etc.</i></p>	<p>Larger bikes and faster speeds may cause you to modify your normal coaching position.</p>
ERC - RANGE EXERCISE NOTES	BRC – RELATED EXERCISE
<p><b>Ex# 1 - Control at Low Speed</b> No reversal. This is a warm-up exercise and a validation of rider skill. All riders must successfully demonstrate smooth control input, posture, and speed selection / safety margin awareness. <i>(min obstacle crossings)</i> <i>* No passengers are allowed in this exercise.</i></p>	<p><b>Ex# 5 - Adjusting Speed &amp; Turning</b> <b>Ex# 15 – Surmounting Obstacles</b></p>
<p><b>Ex# 4 - Limited Space Maneuvers</b> 501cc+ use the 24’ box. 500cc and less use the 20’ box. <i>(28’ box –shown on range cards– is not used.)</i> <i>(70’ box –shown on range cards– is not used.)</i></p>	<p><b>Ex# 10 - Limited Space Maneuvers</b></p>
<p><b>Ex# 5 - Cornering Judgment</b> 3 gates are used to vary rider experience. No single cue cone is used, prior to the gate cones, to signal braking. Emphasize speed selection –prior to turning.</p>	<p><b>Ex# 12 - Cornering Judgment</b></p>
<p><b>Ex# 8 - Hazard Avoidance</b> Signals (L) (R) should be given immediately. After swerve, when straight, riders should <b>stop quickly</b> coming to a stop in 1<sup>st</sup> gear. Cue cones are set to 13” <i>(not 17 as on card)</i> and should be used with a 15mph approach.</p>	<p><b>Ex# 16 - Avoiding Hazards</b> BRC Cards: After swerve, when straight, downshift and stop next to the Instructor.  <i>BRC #16 is not a ‘quick stop’ exercise.</i></p>
<p><b>Ex# 9 - Multiple Curves</b> Coach speed selection (Slow) prior to curves. Use low gears. Increase speed on long side. Use small groups –by rider or bike type. Watch for competitiveness. Coach decelerations in curves.</p>	<p><i>n/a - no similar exercise.</i></p>
<p><b>SKILLS TEST</b> You may split the group: <i>½ take written test while ½ take riding test.</i> 60’ U-Turn area uses only 20 and 24’ boxes. Swerve uses 13’ x 3’ cone set-up. Swerve direction is changed to the right. 135° Curve is run only to the right.</p>	<p>The BRC Skills Test should be administered at the end of an ERC.  Refer to the P&amp;P and BRC Range Cards for specifics and modifications to the ERC test.</p>

# **ERC - GENERAL OVERVIEW and F.A.Q. (by MSF)**

## ***Why are ERC Suite exercise paths of travel similar to those in the BRC?***

The ERC Suite offers an opportunity for riders to practice their mental and physical skills on a range where an Instructor may offer timely, rider-specific coaching in a low-risk positive environment. The exercises and paths of travel were developed based on how people learn motor skills. Novice or Intermediate riding techniques and motor skill development are the same.

The ERC Suite provides some exercise adjustments to accommodate larger motorcycles and the development of more refined riding techniques.

*To equalize DOL/Alt-MOST test standards, adjustments (from MSF) have been made.*

## ***Why isn't there a special certification for Instructors who will conduct the ERC Suite?***

There is a strong similarity in coaching the BRC and ERC Suite. Instructors do not need special training to teach the ERC. Range exercises are adjusted slightly to accommodate riders who already will be riding larger motorcycles. Range management, coaching techniques, motor skill development are very similar to those learned in the Instructor Prep workshop.

## ***What are the prerequisites for riders who wish to enroll in an ERC Suite Instructor?***

The ERC Suite is designed for riders who possess basic operational skills to maneuver a motorcycle. The following are suggested criteria that may be used to determine whether or not a rider is ready to participate in an ERC Suite *RiderCourse*.

1. A rider has successfully completed a Basic *RiderCourse* (BRC); or
2. A rider has sufficient on-road or off-road experience and skill to be able to perform basic maneuvering and handling skills  
*i.e. Balance, smooth clutch-throttle control, brake use, turning abilities, etc.*
3. A rider must successfully achieve the objectives of Ex# 1 - Control at Low Speed and must successfully achieve the objectives of subsequent exercises to continue.

A training site should attempt to pre-screen riders as much as possible during the initial contact or enrollment / registration process.

On the day of the course, Instructors must observe participants as they arrive. It will be important to note whether they rode a motorcycle, trailered a motorcycle, or arrived via some other vehicle. During the on-site student registration process, instructors should ask questions related to a participant's riding experience, confidence, and expectations.

Instructors conducting an ERC are responsible for determining if a rider can successfully demonstrate smooth control input, posture, and speed selection / safety margin awareness. *Ex# 1 - Control at Low Speed is considered the qualifying exercise.* If a rider cannot demonstrate sufficient skill to ride safely, they should not be allowed to continue.

If the Instructor determines that a rider needs additional skill development -before proceeding within an ERC- the rider may then be referred to a BRC, MSF *DirtBike School*, or other program, as appropriate.

## **ERC - GENERAL OVERVIEW and F.A.Q. (by MSF)**

*Continued*

### ***Are passengers accommodated and allowed in the ERC Suite curriculum?***

The ERC Suite is designed to allow progressive skill development for motorcyclists. The course is intended to help motorcyclists build their skills before carrying a passenger and to obtain a motorcycle license. A motorcyclist should demonstrate competency and skill when riding alone before entertaining thoughts of carrying a passenger.

It may be suggested to complete an ERC Suite as a solo rider, then return for a second class with a passenger. There will be dramatically different dynamics when riding exercises with a passenger.

Notes : No passenger should ever be allowed to ride during Ex# 1.

There may be additional insurance costs for passengers to participate.

For suggestions, comments, concerns –please email : [motorcycle@dol.wa.gov](mailto:motorcycle@dol.wa.gov)

▪ **The 4 Preps**

- Size & Fit
  - Student Handbook pg. 3-4
  - Bike? vs. Rider? vs. Style? vs. their ride?*
  - What is the 'best' fit and 'ride' for you?*
- T-CLOCS
  - Student Handbook pg.15
  - How does routine maintenance effect a ride?*
  - What is the impact of a maintenance failure on a rider?*
  - What is the most common maintenance failure? (a flat)*
- Protective Gear
  - Student Handbook pg.10
  - Legally –what is required?*
  - What are the differences/benefits of helmet types?*
  - How is 'riding gear' different than fashion wear?*
  - What are the benefits of riding boots and gloves?*
  - jackets, pants, riding suits?*
  - hearing protection?*
- Mental/Physical Preparation
  - Student Handbook pg.46
  - When is a good time 'not' to ride?*
  - How can you best prepare yourself physically to ride?*

▪ **Ladder of Risk**

- As factors add -risk increases
  - Student Handbook pg.7
  - Is the risk the 'bike' or the 'rider'?*
  - What are some of the risks of motorcycling?*
- Street Strategy Awareness
  - Student Handbook pg.8
  - What are 3 things that we can all do to minimize risk?*
  - What do you watch out for while riding?*

▪ **Total Stopping Distance** -3parts

- Perception
  - Student Handbook pg.23
  - Recognition of hazard.
  - How does it help to 'aggressively search' for hazards?*
- Reaction
  - Do I brake? Do I swerve? What is best?
  - As a rider, what can you do to reduce reaction times?*
- Braking
  - Apply the brakes.
  - How best do you perform a 'quick-stop' on a bike?*
  - As we each get older, what happens to our skills?*
  - What happens to our stopping distance and reactions?*

▪ **S.E.E.**

- Search
  - Student Handbook pg.8-9, 28-29
  - How would it help you to 'aggressively search'?*
  - Where do you look? 2 sec's out? 4 sec's? 12 sec's?*
  - What types of things should you watch for while riding?*
- Evaluate
  - How does 'What If' relate to evaluating risks of riding?*
  - In what way would it help to realize:*
  - your capabilities and limitations*
  - your bikes capabilities and limitations*
  - the roadway and traffic conditions your riding in*
- Execute
  - What are your choices?*
  - adjust speed (speed-up, slow, or stop)*
  - adjust position (swerve, adjust position, change lanes)*
  - communicate (least effective!)*

- RiderRadar

Student Handbook pg.27-28  
*What does 'aggressively search' mean to you?*  
*Is a 2-second minimum following distance enough?*  
*How does our age effect*
- Car/Motorcycle Crashes

Task force data / Student Handbook pg.25, 26, 30-31  
*How would lane positioning help reduce risk?*  
*In what way can you increase your visibility?*  
*What are some common situations you should avoid?*  
*Motorcycle fatalities most often happen...*  
*- curves - single vehicle incident*
- Motorcycle-only Crashes

Task force data  
*Curves, Speed, Alcohol, and poor rider strategy*  
*Incorrect speed selection and/or braking in a curve*  
*Curve Technique : Slow, Look, Press & Roll*  
*What do you really need to be aware of*  
*- Rider -Road -Bike -Environment*  
*- how do these effect your choices?*
- Traction Patches

ERC CARDS  
*What can you do to 'manage' traction?*  
*How does traction vs. conditions change your ride?*
- Alcohol/Drug Effects

Student Handbook pg.43-46  
*Is alcohol the only 'legal' drug that can impair?*  
*What other impairments (non-drug) may you experience?*  
*How does 'riding to your limit' relate to impairment?*
- Fatal Vision Activity

ERC CARDS  
*Ask for a volunteer.*  
*Have them walk heel-to-toe in a straight line 7-9 steps*  
*\* keeping hands and arms down and eyes up.*  
*\* counting each step as they go.*  
*Put on goggles*  
*Turn around and walk back (counting) to beginning area.*  
*\* be sure volunteer keeps eyes open*

*\* caution ERC p.59*

*Lead next discussion while watching for effects of goggles.*  
*\* be sure anyone using goggles has recovered from effects before allowing them to ride their motorcycle.*
- Safety Oval

Student Handbook pg.29  
*How does 'time' and 'space' help manage risk?*  
*When Safety Margin is compromised, what do you do?*  
*- adjust speed (speed-up, slow, or stop)*  
*- adjust position (swerve or turn)*  
*- communicate (least effective!)*  
*Who has the responsibility to manage their own risk?*