

Guidelines for Riding BRT / IRT Demonstrations

Purpose of the Demonstrations

The primary objective of demonstrations is to show students proper technique and timing. Do not overly exaggerate the techniques. The goal is to make transitions distinct enough so that the students—mostly beginning riders—can recognize them.

The path of travel for each demonstration should match what the students will ride. Reversals are not demonstrated.

Appropriate speeds for demonstrations are outlined in the range cards. Any speed within the specified range is acceptable. If a specific speed range isn't listed take your cue from the directions.

Selecting a Motorcycle for a Demonstration

Instructors are expected to demonstrate proficiency with all models of TEAM OREGON training motorcycles. This includes scooters. If a scooter is being used by one of the students it would be appropriate to use it for a demonstration.

Note: Do not let the demonstration be the first time you ride a scooter. Take some time before or after a range session to become familiar with the controls and handling of the scooters.

It is not required to take the demonstration bike from the front of staging, or that it is returned to the rear. Circumstances (such as a student complaining of an issue with their motorcycle) may require taking a bike from anywhere in staging. Bikes can be taken from, and returned to, any point in the line. The key is that the bike should be parked at the back of the line, properly shut down, and then walked back to where it came from. **Bikes should never be ridden through staging.**

IRT demonstrations: Since the majority of the IRT students are using our training bikes it is permissible to ride a training bike for the demonstrations. That being said, we would strongly encourage instructors to ride the demonstrations on their personal motorcycle. As instructors we are professional riders. As such, we should challenge ourselves to gain the proficiency levels required to ride our own bike for the demonstrations. Doing so establishes credibility with those students riding their own bikes and increases their confidence in the instructors.

One Lap versus Two Laps

One lap means to complete the circuit one time. For example, in Exercise 16 Low Speed Turning, one lap consists of riding each side of the range once. Two laps consist of leaving staging, passing staging once, then returning to staging the next time around.

Techniques for Individual Demonstrations

BRT Ex. 8 Entering Turns

Speed: Remember that a first-time rider in the class has been on a motorcycle for about two and a half hours when this exercise starts. It can be easy to intimidate the students when they see an instructor ride this demonstration at a fast speed.

That's why the speed range is low for this exercise. Please note that on the cards the **approach** speed is listed at 10-12 mph. You will slow slightly from there. As you're riding the arc of the oval it will feel painfully slow. If you feel slow, you're doing the demonstration correctly! As mentioned above, there's a good reason for it.

Approach the beginning of the turn at 10-12 mph. After completing your braking, head turns, and returning to steady throttle, maintain a low speed until the last third of the painted arc. At that point, smoothly accelerate back up to the approach speed for the next turn.

Technique: It is critical to show a definite transition from approach speed to braking, head turn, and back on the throttle far enough before the turn so that students can recognize the transition timing. By the same token, don't complete the transitions too early (i.e. the middle of the range), or too abruptly. The technique needs to be obvious but not abrupt or overly exaggerated.

BRT Ex. 9 Riding Through Curves

Speed: As in Ex. 8 the cards specify an **approach** speed of 10-12 mph. The guidelines from that exercise apply here, as well.

Technique: It is critical to see a definite transition from approach speed to braking, head turn, and back on the throttle far enough before the turn that students can recognize the transition timing. It is not necessary to show a definite slowing between curves on the short side of the range. While riding on the short side of the range, it is only necessary to hold steady throttle and show a good head turn.

As in all cornering demos, the outside-inside-outside path of travel should be shown. All four steps, **Slow-Look-Roll-Press**, are shown in a demo even though not all of the steps are being coached during the exercise.

BRT Ex. 14 / IRT Ex. 4 Riding Through Curves

Speed: Note that the **approach** speed listed on the cards for this demo is 14-18 mph. This is a little higher than the Day 1 BRT cornering exercises. Adjust accordingly.

Technique: It is critical to see a definite transition from approach speed to braking, head turn, and back on the throttle far enough before the turn so that students can recognize the transition timing. As in all cornering demos, the outside-inside-outside path of travel should be shown. All four steps, **Slow-Look-Roll-Press**, are shown in a demo even though not all the steps are being coached during the exercise.

Note on using personal bikes for the IRT demo: When riding a larger displacement motorcycle it's easy to let momentum carry the bike and coast through the curve. Take extra care to complete the transitions early and to be back on positive throttle before entering the curve.

Path of travel: Ensure that the demo path of travel runs close to the pivot cones. The students should not ride through all four corners. As they exit the curve marked with cones they need to cut close to the pivot cone to reach a sufficient approach speed on the long side of the range for the next curve.

The demonstration needs to show this path of travel. It is shown on the range cards.

BRT Ex. 15 / IRT Ex. 5 Straighten Then Brake

Speed: The cards specify a speed of 12-14 mph. This provides sufficient speed for the instructor to commit to a lean.

Technique: Commit to the lean. Look through the turn. Hold the lean until you reach the last third of the curve. Snap your eyes forward, press on the outside grip, wait a heartbeat or two, and then apply the brakes for a **quick** stop. The separation between straighten and brake needs to be distinct enough for students to recognize but not so long as to look like a casual stop.

Path of travel: The start point of the demo is the one nearest staging. During the directions the instructor riding the demo can maneuver the bike into place by pushing or straddle walking it. Demonstrate the technique at the curve then ride to the next starting point and repeat. **After the second stop (closest to staging), ride to the original starting point to complete the path of travel.**

Turn off the bike and push it back into staging.

Note: It is permissible for the instructor in staging to give the stop signal on the second turn. Doing so, however, should not eat up any additional time. The instructor in staging should be in position before the demo rider is at the start gate on the other side. This will limit delays and maximize student riding time.

BRT Ex. 16 / IRT Ex. 6 Low Speed Turning

Speed: There is no speed specified in the cards. You need adequate speed for balance, but the primary objective is to show technique. Here's an old adage that should serve you in this exercise: "If you're having fun you're riding it too fast!"

When you come out of the cone weave and approach the sharp turn you should have enough speed so that momentum will carry you through the turn.

Technique: During the offset weave you should be looking straight ahead with eyes level to the horizon. The clutch should be in the friction zone; never completely in or completely out. Hold steady throttle. Squeeze the clutch just a little to make the bike lean and let it out just a little to pick the bike up again. Students should be able to hear the friction zone being used but exaggerated throttle is not appropriate.

After exiting the cone weave pick up enough speed to allow you to coast through the sharp turn. Demonstrate proper cornering technique at the sharp turn.

Some instructors find it helpful to squeeze the clutch and leave it in as they approach the sharp turn. Hold the clutch in until the motorcycle's front tire is pointed out of the turn. At that point smoothly ease the clutch out to pick the bike up and carry it out of the turn.

Path of Travel: The cards call for one lap. This means you will ride one side of the range, then the other, and then return to staging. Which side you start on does not matter.

Start the demonstration by traveling down the center of the range, bypassing the sharp turn.

BRT Ex. 17 / IRT Ex. 7 Swerving

Speed: The speed range indicated in the cards is 12-14 mph.

Technique: Instructor demos should show crisp presses. The presses should be sufficient to move the bike to the middle of the lane without being too abrupt. Ensure that braking to adjust speed is shown after the swerve but before the turn to go to the next starting point.

Path of Travel: The cards direct that this is a one lap demonstration. There are two ways to accomplish this. Both are acceptable from the standpoint of time and POT.

One method is to paddle walk to the starting point for the swerve on the staging side. When signaled by the instructor reading the directions, ride the swerve closest to staging, proceed to the opposite side, and stop at that gate. Then, ride the swerve opposite staging, around the end of the range and stop at the gate where you began. Return the bike to staging. In this version you literally ride one lap.

The other method is to ride around the end of the range to the starting gate opposite staging as soon as cones are set and while the other instructor is reading the directions. This should be done as discreetly

as possible to reduce disruption. When the instructor reading the cards is ready for the demo, ride the swerve opposite staging, and then stop at the gate closest to staging. Next, ride the swerve on the staging side and stop at the gate on the far side of the range where you began. To get back to staging (end the demo) ride the swerve opposite staging again, stopping at the gate near staging. This closes the path of travel for the students. Return the bike to staging.

Instructors should always follow the path of travel that the students will use. In harmony with this, never ride the bike up the center of the range to start or end the demonstration.