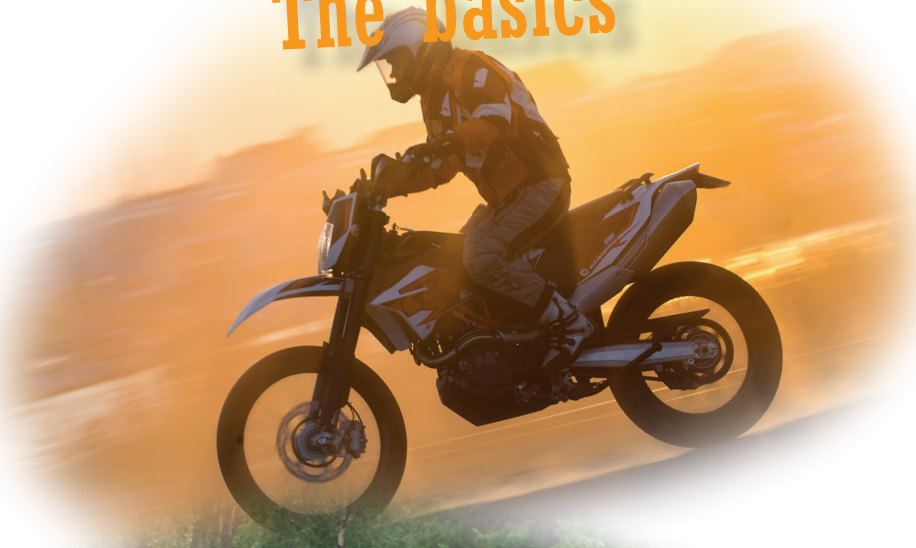
Advice&Guidelines v 3

The basics



EUROPEAN QUALITY LABEL
APPROVED AND CONTROLLED TRAINING
MOTORCYCLE SAFETY

Sveriges MotorCyklister

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Preface

You are currently holding the third edition of “Råd och Riktlinjer” (Advice and Guidelines) - SMC’s Motorcycle Training Manual.. This updated manual has been reviewed and supported by the Swedish Insurance Federation as well as the Sweden Drivingschools Association - STR. We can proudly say that Sweden’s Motorcyclists’, SMC’s, training activities for MC drivers and MC coaches are among the best in the world. Our education activities at SMC School give us great respect both nationally and internationally.

SMC annually produces approximately 15,000 places in a variety of courses for motorcyclists, such as Basic Course, Knix-courses on go cart tracks, Courses on roadracing tracks and Gravel courses. In addition, we provide courses such as Maintenance, First Aid and Early Risk Awarness. To ensure quality in our courses and training, SMC’s instructors undergo internal training in, amongst other subjects, pedagogy and leadership, as well in riding skills, vehicle technology and development.

An important aspect that pervades all of SMC’s education is risk awareness. As a motorcyclist, you are a vulnerable road user. This carries certain risks; yet the majority can be regulated through awareness.

Globally, virtually every fourth passenger who lose their life in traffic accidents ride a two-wheeled vehicle, and with the rapid development within the car industry, it is projected that the share of killed motorcyclists will continue to increase. To challenge this progression, comprehensive measures are discussed globally through training efforts. In Sweden, SMC has been the principal leader of this, and has for many years conducted a variety of training for our members, in the noble art of riding a motorcycle in a safe way. No other country has such a high proportion of motorcyclists who voluntarily undertake education in riding proficiency.

Every other person who dies whilst on a motorcycle in Sweden does so in a single-vehicle accident; out of which, the majority occurs in a curve. SMC has identified entry-speed and throttle control as the predominant causes of such accidents; a view shared internationally and supported by international research. Entry-speed and throttle control are both very prominent aspects in our training. Through increased risk awareness alongside increased riding skills, the risk of this type of accident may be significantly reduced. The SMC’s motorcycle training overarchingly increases participants’ insight and knowledge of the traffic environment we travel in; and combined with improved skills, we create the greatest possible margin to protect against unforeseen events. In addition, the education involves an attitude change, from risk taking to risk aversion.

However, there has been criticism of our education programs from government agencies, research institutes and other industry stakeholders. The essence of that criticism is that we mainly offer skills training and that certain indicators in existing research can be interpreted as the fact that our education programs are more likely to increase the risk for our participants to face accidents. A problem for SMC is to demonstrate objective research confirming that we worked with and are working with more risky drivers and thus reduced risk, but from a significantly higher level. The statistical basis is simply too small for such an analysis. Here we have reached the end of our current concept and will not go on without showing a third party certification that certifies that we do what we say - that increases the participants' risk awareness and, therefore, road safety.

The European Association of Motorcycle Manufacturers (ACEM) in cooperation with the German Road Safety Council (DVR) has initiated a certification process to ensure that road safety training is founded on scientific and systematic processes to increase participants' risk awareness.

The writing you are now in hold of and the SMC Schools koncept is certified through ACEM DVR.

Ultimately. 'Advice and Guidelines' is precisely what it states it is; advice and guidelines that are the common denominators for our entire national education program and is to be viewed as the bare minimum. It is okay to add to it, but not to disregard anything

Advice & Guidelines ensures that the participants' experiences and level of knowledge are similar, regardless of whether the training site is Kiruna or Smygehuk. The content has been reviewed by the certification body and unannounced follow-up will occur annually at locations somewhere in our country.

SMC's vision is that the content further enhances participants' understanding of road safety and risk analysis; whilst retaining our ability to opportunities at least as good as before in regard to delivering fun and inspiring courses to our members.

If this is achieved, we have succeeded. We hope that you who take part of the material will capture it, and make it your own, as this is the most crucial piece of the puzzle for our ambition to be realized.

Ride smartly!

Updates:

Date	By whom	What is changed	version
2018-07-10	Niklas Lundin/Claus Diseth	English version	3.0.4
2018-11-18	Niklas Lundin	DVR certified document	3.0.5

Content

Background

To train in riding a motorcycle is difficult. As a trainer, you must understand the physics behind a two-wheeled vehicle and you must understand how it behaves under different conditions. Also, we endlessly discuss technology, but often forget that the rider is the most important factor in the circumstances.

As a trainer, you must be able to drive the vehicle, master it in all conditions, high and dry. You must be so well-equipped to ride your vehicle that you can show and demonstrate to your participants how the exercises should look and how to undertake them. As a trainer, you must be an educator, a psychologist, a coach, a diplomat, a friend and a superior, and in occurrent cases, even a mother and a father.

Training motorcycle-riding is difficult and it is in order to facilitate this job The Advice & Guidelines have been created.

The Advice & Guidelines are called as such to provide advice and support for instructors, marshalls, organizers and anyone else involved in xSMC School. The documents shall constitute a framework for the guidelines of SMC Schools' activities, a framework of sufficient width to encourage creativity and further development of everything within the SMC's educational concept.

The documents are free to distribute and parts of the documentation can be used in other texts as long as they are referenced correctly. The Advice & Guidelines is a living document-series that will be further developed over time to match new target groups and working methods.

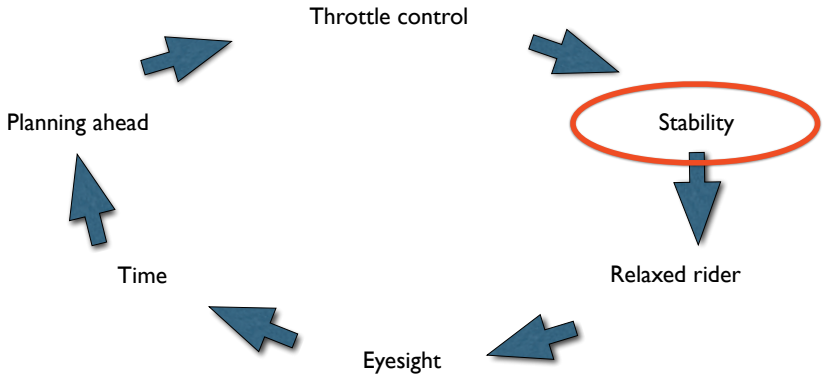
The basic document was originally drafted by the joint efforts of the non-profit workforces of SMC Västmanland, the SMC Training Group, the Swedish BMW MC Club, SMC Skåne, SMC Uppsala and SMC Norrbotten. That piece of work has been the foundation and the inspiration in creation of this new version of The Advice & Guidelines.

SMC's educational concept

The goal of SMC School's courses is to create independent, safe, risk conscious and thinking motorcyclists who constantly assess the environment, anticipate problems and avoid these problems as far as it is possible, before the problems become an accident. We shall simply save lives of motorcyclists.

In order to address this, we have developed an education concept consisting of a number of basic exercises and a number of pedagogical methods. We use these systems throughout our courses. All training happens gradually where the difficulty increases and complexity deepens.

The basics of the concept



We always start our trainings with practicing throttle control as it is the most fundamental component in motorcycle driving. Almost all subsequent steps of the exercises are reliant on proper throttle control.

Throttle control can be paired with stability. With a smooth yet firm throttle control, the entire ride becomes stable and predictable, which automatically gives a relaxed rider.

A relaxed rider will also be calm and when calm, your eyesight will function properly. The eyesight is raised and contributes in a qualitative way.

As a rider, when we start using our eyes, per definition, we are more aware, awake and curious about our environment. That which we gain with our sight is time to think, assess situations, realize presumable dangers and notice small problems before they become major problems. We simply start to **plan our riding**.

As motorcyclists, when we become so well-versed in riding our vehicles that we can start planning our situation, we also take control. We can control the sequence of events instead of just following it, and thereby creating time to use risk awareness in traffic.

With good planning, we also gain good throttle control and the circle is complete.

Throttle control is the prerequisite for how motorcycles behave: how, when and where I will turn and where the motorcycle is in the turn

Throttle control together with eyesight are the most important elements we teach to our participants, if we can get this right we have reached far.

The methods

In order to train other people, you need methods for transferring knowledge and skills. Together with the participant we can as such create competence. We have several number of methods in operation, but the foundation is always pedagogy. The instructor should be able to coach (carry, draw, help) the participant to the correct conclusion by posing riding questions and helping the participant to come up with the correct answer by himself/herself.

Naturally, this cannot work throughout all activities. When there is a variety of exercises and attitudes of the participants, then it is important that the instructor is responsive and adaptable. Flexible instructors are the very foundation for the concept to function.

The Location

The third pillar of the SMC School concept is that everything should be scalable. We shall be able to carry out the same type of course and the same type of exercise regardless of the location. There should be no difference in learning how to: look, sit, turn, accelerate or brake, whether in a big track, a small track or a parking lot. The course and course implementation must be adaptable to the location. Of course, there is always an advantage of having access to a qualitative education site, but we live in a large country and all districts do not have access to dedicated tracks. We simply have to adapt.

The aim is always that all educational activities by SMC can be offered to all motorcyclists, no matter where in the country we live.

It should be fun!

Perhaps the most important thing in what we do is that there must be joy within all seriousness and earnestness. We ride motorcycles because we think it's fun and this must also be reflected in our courses.

Today there are about 270,000 motorcycle owners in Sweden. Of these, about 150,000 people are actively riding motorcycles on the roads. Of these 150,000, we reach about 15,000 people that come to our courses. That is to say, 90 percent of all who are riding a motorcycle on the road have not taken a course and got to learn and practice their riding of a motorcycle.

The question then becomes simple, how do we get more motorcyclists to attend our courses?

Some individuals come to just ride on a track, some come because their mate or co-workers have given them a course as a gift, some come because they are responsible and want to be safer riders ... and so forth.

The vast majority, especially those who return all the time, does so for the simple reason that it's fun, it is in fact incredibly fun. It is even so fun that they go home after a course to tell their family, their friends and everyone else they meet how incredibly fun it was to take a course. We must use this phenomenon in our marketing!

We at SMC with our breadth of courses have a unique role in relation to road safety, as we are the only road-user group which undertake course on a voluntary basis. Participants even pay quite a lot of money to get involved and learn. There are even a lot of our courses where the riders waits in a queue to get a place.

Are there any other road users that can say the same?

We must command this unique opportunity in a serious way. We must always think about how we behave, what we say and how we say it, how we arrange our courses and what message we convey. We also have to choose what kind of education we use at a given time. We simply need to adapt and respect these conditions to get satisfied participants.

The most important message we have comes back to that it is fun. It is fun to ride a motorcycle, it is fun to learn new things and it is fun to be good at something. We are born with these needs and we can fill these need with our course activities.

The equation is very simple; If we do not have fun, there will be no participants, if there are no participants we have no one to train and to influence and teach, how to become a more skilled and safer motorcyclist.

Having fun is a core activity, having fun is the prerequisite for the entire existence of SMC School!

The political Aspect

According to SMC members, political work is the most important thing that SMC does. The work of government bodies, insurance companies, motor organizations, the parliamentary committee on traffic, and many more, both nationally and internationally, has placed SMC on the political stage and today we are an organization to consider in all issues related to motorcycles.

The SMC School is the part of SMC that historically has meant the most in terms of political work and it is thanks to our educational work we have made a name for ourselves politically. Lately, we have also received great respect abroad, especially within the EU through our membership and work in organizations such as FIM and FEMA.

The fact that we exist and have a presence in many different places, however, has consequences. Many eyes watch. Eyes that control and question what we do. All of these eyes make us think of what we say, what we write, how we present ourselves and what we do in official contexts.

Several of the SMC districts have developed media planning, along with policies and target and vision documents, which explicitly state how to behave on, for example, social media. It is, of course, just a matter of common sense, but it is important that we read these documents and reflect on the content.

As a member of the SMC School, we are visible. We participate in courses, we participate in various SMC events, we may work at fairs or at MC-dealers' open houses and we engage in social media. No matter where we are, we are visible; and in all of these contexts we represent SMC in the eyes of the surroundings. Therefore, it is also very important how we behave.

If a volunteer of SMC participates in an event and, for example, expresses strong opinions about politics, gender, or ethnicity, this may be pointed out and questioned, both in the district and at the SMC office. This causes unnecessary work for the person who will have to explain, and it taints SMC's political work, which affects us all negatively.

SMC is a non-governmental organization and we have clear policies and regulations for how to present ourselves. It is important that we respect this.

Similarly, this applies to what we produce in writing or on our clothes as perceived. We are known as a professional organization, and it is imperative that we follow the graphical profile available at the SMC's chancellery. There it is stated clearly how things should look, in print, on the internet, clothes and what colors and fonts to be used. It's easy to use the graphical profile and it looks professional, which in the long run helps the political work we do and creates even more respect for our organization.

The Role of the Instructor

The SMC School offers many different courses and each course has many different exercises. It is the instructor's responsibility that all of this is communicated to the participant in quality manner. The participant has paid a lot of money to be able to attend a course and therefore has high expectations.

Even though the course is well organized and everything runs smoothly per rider reviews, security checks and food, it is ultimately the individual instructor who is responsible to ensure that the participant thinks the course is good. They should think that the course was fun and that they learned something. The instructor must be of particular interest that the participant will come back to attend more courses.

The entire SMC course concept is to train motorcyclists in riding motorcycles, but in particular in raising their risk awareness. The latter is innate to a person's attitude and can be difficult to influence over a course duration as short as a day. Therefore, it is important that the participant attends more courses so that we can gradually process and influence them over a longer period.

What does this instructor look like then?

If you create a list of characteristics that a good instructor should embody, then that list will look like this:

An SMC Instructor's Features ...

- Humble
- Over learned
- Have a holistic view of riding
- Flexible and adaptive
- Good people-person
- Engaged and Inspirational
- Pedagogical
- Communicative
- Good enough at driving MC
- Good companionship

This is the same list we have had since ancient times, but it is not always certain that we know what the above really means, and it is difficult to live up to all of these characteristics.

Instructor's features

Humility:

The definition of humility is having a balanced self-esteem and awareness of one's limitations.

Related concepts are serenity, modesty and respectfulness.

Synonyms for humble are, for example, accommodating, unassuming, reverential, manageable.

As an SMC instructor, I should always ask myself if the above applies to me as a person. If not then I have to work on it because humility is one of the most important features for creating credibility. Humility is also an important part of engaged pedagogy.

Over Learned:

This means that as an instructor you should know much more about the subject than you teach. It sounds simple and tangible but is quite complicated. The theoretical minimum requirements for an instructor who teaches turning-technology is that you know The Advice & Guidelines, Twist of the Wrist Part 2 and Full Control. You should also be well versed on the SMC website and above all, be able to find out about current statistics types of accidents and traffic phenomenon.

You should also keep up on the web, and read books on issues related to MC technology, pedagogy and leadership. In addition, one should learn basic knowledge of tire technology, suspension and chassis technology, factors that affect the way a motorcycle behaves.

If you also want to become an instructor in the Gravel-courses or other courses, additional skills that are specific to these areas will be required.

One should also be well read on subjects such as road safety, psychology, pedagogy and behavioral science. Of course, you have also attended the courses as a participant several times.

All of this requires time and a solid interest, one must be really passionate about becoming a good instructor if you are to utilize it all.

The disadvantage of being over learned is that you can give too much information to the participant. One easily buries the important part of the theory with too much information. A good instructor communicates only what is absolutely necessary, otherwise it will be simple "cramming" for the participant and in the end, they will not actually remember anything. We then get a participant who is disappointed in the course and may never come back again.

Holistic view of riding a motorcycle:

This characteristic is largely linked to being over learned, because it is also relating to an overall interest. You must be able to have a holistic view and see the great picture and have an understanding of other people's specific interests.

If one has a participant whose main interest is motorcycle touring, an instructor who only rides on tracks will have a certain "uphill battle" before reaching the participant. If you also start the course by declaring that one "does surely not at all ride on the street because it is too dangerous" then you will have lost that participant instantly.

In many cases, one must also adapt the exercises to each participant. A good example is if you get a participant who rides a motorcycle-type that you do not. It may be a participant who rides, for example a custom motorcycle while the instructor drives a sports motorcycle.

The instructors should have gained so much experience that they can provide the participant with something important to carry with them, no matter what type of MC they are riding. As an instructor, you should be so interested about all varieties of riding so that you at least have tried to ride a custom on track just so you know what it means. If you have not tried something, it is difficult to reach the participant and, in the worst case, the person thinks that the course is bad and that it bestowed nothing as the instructor was only talking about a certain type of motorcycle.

This of course also applies to street bikes, supermotos or other similar motorcycle models, which with their wide handlebars requires a different type of riding technique and seating position as opposed to, for example, a sports bike. As an instructor, one must simply be aware of the participants in their group. Everyone must receive attention and specific feedback as per that person's type of motorcycle.

An instructor, who drives a certain type of motorcycle creates great credibility when he/she can explain in a clear way to a rider of another type of motorcycle how his motorcycle behaves. This type of instructor usually gets highly scores in the evaluation from the participants and creates a much better course.

It is also good to be aware that some exercises are more difficult with certain types of motorcycles. Sports models and street bikes usually have a big turning radius so they can be difficult for balance exercises. Motorcycles with wide handlebars, supermotos and adventure bikes can be unstable at high speed. A rider on a low custom bike must actively plan his riding and work with the riding position so that the motorcycle do not scratch the asphalt when turning etcetera.

Regardless of the motorcycle, it's important that we help the participants to get to know their own motorcycle's characteristics.

Accommodating/good knowledge about persons:

These qualities are among the most crucial qualities with an instructor in order to run a good course and to get satisfied participants. If you are flexible and can adapt to the participants, you acquire a lot of credibility. Adaptability is parallel with the holistic vision, but also requires over-learning. If you only can run the exercises given in the Advice & Guidelines, word by word, you will not create a good course. You must be able do much more than these exercises and you must also have a solid understanding of why you conduct said exercises. Once you are able to do so, you can become flexible and adapt to the participants. You need to get to know the participants, observe them, listen to them, adjust to them so that the course as a whole becomes as best suited and good as possible.

Engagement/Inspirational:

If, as an instructor, you only reproduce what is written in a book, participants get uninterested quickly. If the instructor is boring, the skills they hold play no role whatsoever and the participants' thoughts flitter away quickly. A good instructor usually has most of the good qualities listed above and as a result of over learning, holistic thinking and humility, one is a person capable of transferring knowledge in a credible way. Engagement comes from interest. Partly in the subject itself but above all by interest in the participant. We must be interested in the person who stands there and as a sponge wants to absorb our knowledge. If we have a fundamental interest in giving of ourselves and our expertise, then the engagement and inspiration follows fluidly. If you are zealous to teach other people how to ride a motorcycle in traffic, safely and securely, then you probably have the dedication required. Naturally, one can get a little nervous and subsequently a bit stiff, but nervousness is often a consequence of your own knowledge level. If you know that you are capable in the subject, as a rule the nervousness will diminish swiftly.

Pedagogy

Theory and practice together form competence. In addition, if you have a profound level of skills and are over learned in all the subjects required to teach other people to ride a motorcycle, you have come a long way. Unfortunately, all this energy spent and knowledge is completely meaningless if you are unable to transfer the knowledge to the participant.

In order to become a good teacher, one has to learn how people's learning works and you must learn a lot about behavioral and situational adaptation. Basically, it is for you to build a wide set of attributes to use as tools in your transfer knowledge. Everybody is a bit different, and as an instructor one has

to master various approaches in order to reach each participant. That's why pedagogy is such an exciting subject, just like riding a motorcycle, you can never be perfected.

Communicative:

This property is linked to pedagogy and engagement. Although, as an instructor, I am good at teaching, and passionate about the subject, as well as overlearned this is all largely unimportant, if I cannot communicate my message.

Communication is about conveying information to people, and it a give and take in both directions. I, who hold expertise to be transferred to a participant must first understand the participant, and grasp what he or she already can, what expectations and attitudes the person has, and additionally, we must fully understand each other.

The latter is the most difficult part of communication. Although two people speak the same language, the perception of what someone says is filtered through personality, attitudes, expectations, personal skills and a host of other factors.

Everyone has played the game "Chinese Whispers" sometime at school, where one whispers a simple thing to someone who does the same to a third person and so on, all the way round a circle of people. The message is never the same when it comes back to the original source.

As an instructor, one has to take this into account and adjust its communication so that as much as possible of the information reaches the recipient in its intended form. In the case of a participant on an SMC course, the best way to do this is to simply say as little as possible. Although we may know very much about a particular thing, we will only say a fraction, and then the information passed will be as credible as possible.

Good enough to ride a motorcycle:

Everything is about being able to fulfil one's role, regardless of which of the above characteristics we are considering. As far as the riding itself is concerned, I as an instructor must be able to show how the exercise is done, especially at the Basic and Gravel courses, where it is necessary for the instructor to be proficient in completing the exercises. Many of them are quite difficult, which means I have to devote time practicing them. Asphalt tracks are about being able to keep up with your participants so that you can observe what and how they do things; if you cannot see it, it is impossible to provide feedback. Now there will always be participants who rides faster than the instructor, usually because they simply have a higher risk tolerance

and/or ride a lot of trackdays. This may, in some instances, feel like a defeat, but then you simply have to apply one's humility that one as an instructor possess. Our job is not to ride away from our participants on the track, but to give them knowledge of that which makes them safer as motorcyclists.

Many exercises can and should be studied from the edge of the track. Throttle control is such a typical exercise that you can observe from the side. Sit and watch and, above all, listen where and when they roll on the throttle. However, it remains most efficient to be able to drive around the track with the participant.

Give them exercises that make them unable to ride as fast, such as "Ride with one hand on the handlebar" or "ride the entire pass without using the brakes". Be creative and come up with new ways to test the participants so that they can be given constructive feedback.

It is also very important to communicate to the participants that we are in a training session to practice the exercises. In order to do that, you have to lower the speed of things enough to be able to analyze and think about what you are actually doing in the moment. If you ride so fast that you cannot complete the exercise, then the whole course is meaningless. Being good enough to ride a motorcycle means specifically that; if I can carry out my role as an educator, then I am riding well enough.

Good companionship

We are all individuals and value things differently. To be able to do a good course with these wide set of values, one must also be a good companion and sometimes put the needs of others before one's own. The basic rule is to be considerate and helpful of each other, in order to collaborate and work towards the same goal.

A Summary of the role of the instructor

The essential thing is that you as an instructor understand how all these qualities complement. One can not only be good at **driving MC** or be **proficient in all the exercises** in the book. Nor can you be **a good educator** if you can not do all the exercises or drive the MC well enough. Nor can you be a good instructor if you can do all the above but can not **communicate** sufficiently well. Nor can you be a good instructor if you are not **humble and flexible**, able to listen to the participant and give the participant what he or she needs to be a safe driver and complete the course satisfied.

In order to become a good instructor, you must acquire all these qualities but also strive to develop yourself all the time; never stop, and never become arrogant, always be humble, even to oneself.

Teachership

All SMC instructors equip knowledge and thus something to teach, whether it's the art of riding a motorcycle, repair a motorcycle, navigating by GPS or one of the other things we teach at our courses.

In order to be able to teach these, the instructor must acquire the know-how of how he or she may teach these competences, but also gain an understanding of how the participants learn things. In addition, the participant, regardless of level, will also have a knowledge of something that the instructor will benefit from in his continued work. This is called exchange of experience and is an important ability that all instructors need to acquire. The best way to get experience is if you as an instructor are responsive and humble enough to realize that you can constantly learn new things from other people.

The definition of "Learning" is, according to the Swedish National Encyclopaedia the following:

"Learning is to acquire knowledge and skills so that a competence is achieved"

"To learn is to change one's way of thinking"

Read the above lines repeatedly to ensure you understand them!

Types of learning:

Direct learning, where the exercise guides learning

(The exercise is to ascend a mountain.)

Indirect learning, where the situation or the location guides learning.

(We leave the participant on a cliff, part-way up on the mountain so that the participant himself has to figure out what to do to continue the climb.)

Reflection, where learning is guided by drawing conclusions as based on experience.

(Once the participant has finished climbing, he or she sits down to think about what has happened and concludes and figures out new ways to climb the mountain based on the newly found experience.)

Facts about the learning process

1. Knowledge cannot be transferred, it is constructed by the individual learning.

This means that the participant must feel a ”desire” (to hold an interest) towards the knowledge required for, for example, a certain exercise. The participant experiences an imbalance between what is required and the knowledge he or she possesses to be able to do the task correctly. When the interest is there, the instructor can concentrate on creating a nurturing environment for learning, the participant then undertakes his or her own learning.

If the interest is not there, I can, as a teacher, create this by using myself as an example. I can for example take my own motorcycle and show how the participant is riding, then the person will realize that there is a need for additional knowledge and interest is produced.

2. Create a learning process where the participant is engaged. A human being WANTS TO influence his learning.

We, as humans, are naturally both active and inquisitive and we like to learn new things. An effective way to use this ability is to teach through active pedagogy. The instructor asks questions that the participant or the group has to think about and the group can engage with each other in order to answer the questions, thereby activating each participants' learning.

3. Experience always become old, due to changes in circumstances or by incorrect recollection. Be critical and always question old truths.

We are not only curious by nature, we are also lazy by nature. When we have learned something, it is very easy to get caught up in the trap of complacency, we cannot be bothered to develop our knowledge further. Our curiosity means that we would rather go on to learn completely new things, and not develop what we think we already know.

The Complacency Trap

Over time, we gain experience, we face obstacles, we end up in conflicts, things break or processes do not work - we acquire ”quiet knowledge”. This is valuable knowledge because it is often interdisciplinary, it does not follow common norms and often develops in the form of 1 + 1 = 3, we learn from the learning.

The other side of the coin to this is that we easily end up in a position where we think everything is fine, we stop questioning what we are dealing with and we say things like ”- We've been doing this for 30 years”, we simply stop thinking critically of our ways.

The environment also has the tendency to avoid to question and criticize this profound knowledge that comes from long experience.

The problem is that this can be virtually dangerous. None of us would place ourselves on the operating table surrounded by doctors from the 19th century, even though they undoubtedly would have had a lot of experience, based on that time's knowledge of medicine.

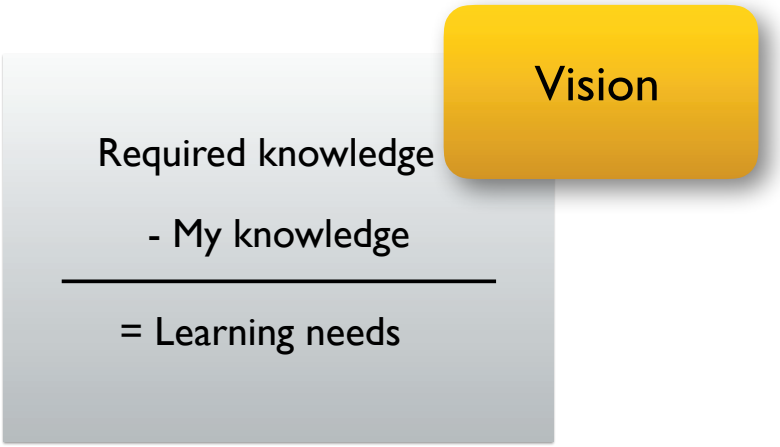
It is also only recently that we learnt that when we brake hard on motorcycle we lock our arms and extend them, which significantly increases the risk of crashing if the front wheel locks.

In the past, we had motorcycles which were unable to lock their front wheel, so this was no problem. Over time, the brakes developed into the monstrous brakes we have today and it is only thanks to ABS technology that we can handle the power of these "anchors". The brakes had already become very powerful before ABS was introduced, but we still had instructors and teachers who taught people that one should brake with straight arms. It had not occurred to anyone that one should re-think whether there was a better way. We got stuck in the complacency trap.

Formulae of Learning

Learning is accomplished by the participant/student feeling motivated to want to learn, and our job as instructors/coaches at SMC School is to create an environment that takes full advantage of this motivation.

In order to be able to do this we must think about the equation that lies behind the learning:



Vison/end goal

First of all, we need to illustrate the end goal, so the participant understands how the exercise should look/be carried out, we can do this by explaining, drawing, showing, singing or in another way illustrate the end goal; whichever is best suited for that particular exercise/learning situation, and best suited to the participant.

Say that we run a braking exercise where participants will brake to come to full stop from 50km/h. As an instructor I can, for example, explain how the exercise will work, which works with participants who have done it before and already have the target image. If I have participants who have done this some time ago but need to refresh their memory, drawing and explaining may be adequate. If I have participants who are not well equipped, I might have to explain, draw and demonstrate how to do it. How I create this exemple matters less, the important thing is that I can create the image of it to the participant.

When we use activating pedagogy, the participant himself creates the exemplar image by us asking questions in such a way that the participant himself construes the answers.

Once the image has been created, the participant himself realize the difference between his existing skills and the ones required to achieve the target image he has envisioned. The more well-defined the exemplar, the more defined their learning becomes; and their motivation will increase. Keep in mind that we want to learn and if we simply given the right instructions the learning becomes of higher quality.

The operation behind learning comes from the ”tension” between what I required in order to be able to solve the task and my current knowledge (motivation).

The instructor’s four tasks in the learning process:

- The first task for the instructor is to create the conditions for stu dents to be able to develop relevant examples of what should be learned.
- Second is to get the students to acknowledge the distance between these images and what they comprehend now. When they realize the distance, they can define their required learning.
- The third task is to establish the conditions for students to practice and pursue the required learning.
- The fourth task is to allow students to apply their skills in new settings

The important in learning situations is **CONTEXT AND MEANING.**

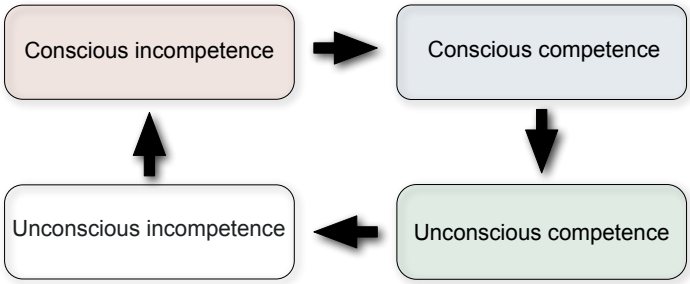
If I can connect what I am going to learn to something that I understand the meaning of, the consolidation of the memory of that knowledge becomes stronger.

Competence

In order to achieve competence, there must be **theoretical knowledge** and **practical skills**. Skills are the ability to perform an action with the help of knowledge, experience and physical capabilities. A motorcycle is ridden by the ability to control it and the competence to use it in traffic. The traffic itself consists of thousands of small decisions and situations that must be processed constantly and the stronger the skills I have in controlling the motorcycle itself, the more time and I can focus on planning my ride in the traffic.

A typical beginner puts a **big part** of a **low level of competence** just on being able to ride the motorcycle. The more skills you acquire, the **less part of a higher competence** you will apply to the command of the motorcycle. When the ability to ride the motorcycle is so advanced that its ingrained in your **muscle memory**, you can focus all you attention processing and planning traffic situations instead. That's why practical skill is so important, but it also requires a lot of practice.

The Spiral of Competence



When defining competence, one usually speaks of four parts that describe different levels or statuses.

Unconscious Incompetence:

A common condition which tends to be referred to as being "blissfully ignorant"; simply believing that we have competence in a particular area. This is a condition we may remain in for a long time, seeing as we are satisfied with the situation.

When we think we are competent, combined with the fact that we often end up in the confidence trap, there will be no motivation for us to develop, this is not a good situation for growth.

Conscious incompetence:

A humble attitude towards the fact that one was not able to do something you believe you could. Once you become aware of it, it can be a shocking experience. This is a common phenomenon, for example, the participant who has been riding motorcycles for many years and consider themselves very experienced. When they then take part in their first course, they quickly realize that they are not able to ride a motorcycle competently at all. That insight can be very difficult to handle for some.

With the help of an experienced and skilled instructor, this stage can be transformed into a motivating factor for the participant to want to learn more, but it depends a lot on the instructor's qualities. Thus, it is crucial that we have experienced instructors who take care of the beginners of a course. The aim is to not have new instructors taking care of beginner participants.

Conscious competence:

This comes from a resolute learning, a grinding process until you truly know what you are talking about and know what you can do. The experience of conscious competence is often a thrill and a strong motivation to get even better. Being aware of one's skills is a difficult art. Most people underestimate or overestimate their own ability direly and especially those who overestimate often get an unpleasant experience when they end up in the previous status; conscious incompetence.

Unconscious competence:

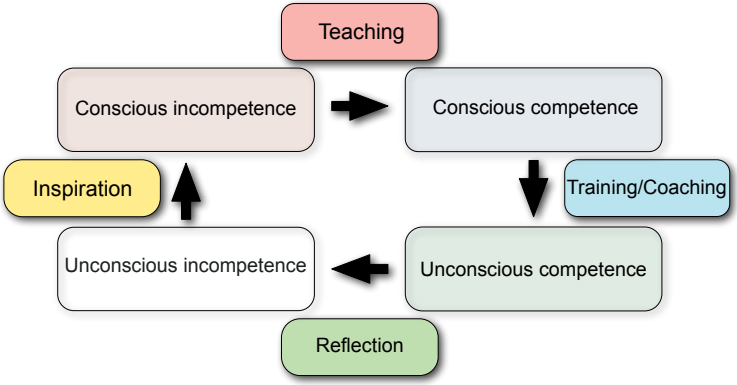
In this situation, you are so competent that you are unaware of it; the knowledge is so deeply rooted is becomes reflexive, without any effort, ingrained into your muscle memory.

A person who is unconsciously competent can often end up in a position where they think they are consciously incompetent, which may motivate further learning. Both conscious and unconscious competence are the two conditions that ultimately illustrate our desire to learn more, and are clear examples of why people who educate themselves frequently want to continue to learn; we learn from the learning.

That is why it is so essential that we go to school as children and that that school is so good that it can drive the individual to experience the feeling of learning new things; the step from conscious incompetence to conscious competence is addictive.

However, there is one thing to reflect over, and that is that knowledge for a person with unconscious competence may become so second nature that you think everyone is on the same level. When you are dealing with people who does not know as much, the competent person can become impatient and even stressed. A typical example is when we have a beginner group on the track and ride away too fast for the group.

Development of competence:



In order to move a person between the different states, different types of actions are required.

Inspiration

The most difficult step, but also the most important, is to go from blissful ignorance (unconscious incompetence) to understanding that you do not actually know that much (conscious incompetence); a lot of inspiration is required at this stage.

Since this can come as a surprise and in many cases also cause a negative feeling, it requires a skilled instructor, with strong interpersonal skills and experience. Especially males, young and old, who enjoys claim and the supremacy of being ”best in the gang”, can react very negatively.

People can react by becoming extremely stressed, resulting in underperformance, which creates even more stress. The reaction can be exaggerated driving, or just tossing the motorcycle to the side, whilst queueing up to go on the track.

Learning

In order to move from conscious incompetence, only one thing is required, and that is learning. You simply have to study to increase your knowledge and learn the topic, to gain an understanding and knowledge of processes and exercises.

Looking at an instructor / coach / teacher, he or she must learn to understand the underlying causes of how this works, and above all, why. This to create over learning. Considering suitable exercises for the participants must be thought of, the instructors must be highly competent, to be more to be flexible and teach the right aspects.

Participants on the courses must have receive the theory and the exercises

they need. Exercises must also be adapted to the participants' unique learning to move them along the competence spiral.

Also, keep in mind that the spiral of competence is unique to each person, for each subject and for each piece of knowledge. Each of us know so many different things so there will be very many varying spirals simultaneously, at any given time, will affect a group of people.

Training/coaching

To go from conscious competence to unconscious competence, practice is required; practice and even more practice. To complement the process with a good coach who can help the participant will make it very effective and the exchange rate will be high. Depending on the topic/subject the amount of time required varies, but often occurs with a lot of motivation.

Reflection

When you finally are in the stage of unconscious competence, you have to reflect to move further. With reflection, you will find more things/subjects/skills where you are unconsciously incompetent but because you have already done one lap through the circle, it will be easier to motivate yourself to become consciously incompetent and understand that you need to practice the subject to become consciously competent. If you take responsibility to advance in the competence circle, it effectively challenges the possibility of ending up in the complacency trap. It is useful to occasionally question old knowledge by reflecting on them, one can always learn new things. Reflection should of course be used at all stages, it is an important component of all learning.

How do we learn things?

You usually distinguish three ways of learning, **auditory, visual and kinetic**. An **auditory** person likes to listen. Languages and words are important for the auditory to learn. He or she must have a dialogue, listen but also talk to you. The way of speaking is very important and the auditory interprets what other people say depending on how they say it. This person learns names but faces is not as easy.

An **auditory person** appreciates when the setting is peaceful and quiet and if there is ruckus and noise, they will easily lose focus. Important to consider when we, for example, choose a rendezvous-point for going over the theory.

The **visual person** learns with his eyes. Looking around, learning surroundings, learning by reading and looking at photos and films. A visual person interprets facial expressions rather than words and the way things are

said. Preferably, things should be neat and tidy around this person, as they are easily disturbed by movements and when things are not in place. The visual does not like to listen for too long, they will easily lose focus.

The **kinetic person** is often clear and practical and uses body language rather than speech to express his feelings. They like gesturing and moving when they want to express something and also have difficulty sitting still for a long time to just listen. The kinetic person recalls others through context and what they have done unlike the auditory ones that remember names and the visual ones that remember faces. The kinetic person learns by experimenting with different things, by touching and feeling, but also through projects and role play. They would like to live the task. To interpret other people, a kinetic person perceives body language and movements rather than language and words.

It is common for humans to use at least two or even all three learning modes depending on the situation and subject. However, we often put too much weight on one or another way of learning. In order to teach a good course as an instructor, it is important to know this and try to design the education so that it addresses as many of these types as possible.

Participation

A great deal of the pedagogy and learning is about motivation and the importance of us actually desire to learn in order to gain knowledge.

An important part of motivation is about feeling involved. A person who does not feel that he or she is involved will spend a lot of energy on this rather than learning things.

There are eight different degrees of participation and it is important that we who work with education know them. It is:

- Individual decisions/control
- Delegation
- Partnership
- Negotiation
- Consulting
- Information
- Therapy
- Manipulation

Individual decisions/control is the highest degree of participation, as the participants themselves can make decisions or take control over an aspect.

Delegation means that participants can take decisions within, or take control, over such (partial) aspect in the course in which they have been delegated such a right.

Partnership means that instructors and participants make joint decisions from levelled positions.

Negotiation; here the instructor and participants meet in a regulated forum.

Consultation means that the instructors find out participants' perceptions before decision-making.

Information; Here, the participation is limited to part-taking in part of the information about different educational settings, implementation plans and decisions. Possibly the information also contains the considerations that have taken place prior to the decision. Almost all of the above levels occur more or less in most programs. The frequency of the different levels varies.

The two lowest levels are negative:

Therapy, i.e. that the management of the course allows the students to develop and agree on suggestions and questions that in practice are of no significance.

Manipulation, that is, participants are put in situations such that the education management does not intend to use. The purpose may be, "keep the students busy so that they do not hassle each other".

Learning Technique

When learning new things to ultimately work as an educator, there are a number of steps that you can use. It is important that you go through all of these to consolidate the knowledge.

The last point is great to use on colleagues, i.e. training one another in the subjects you hold in common. By teaching others, you place the last part of the knowledge into your own memory effectively.

1. Listen to information on the subject.
2. Take note of what you hear.
3. Summarize and clean up your notes.
4. Read additional literature on the subject.
5. Discuss what you learned with others.
6. If possible; practice what you learned.
7. Teach others what you learned.

Stress

The single biggest cause of all mistakes throughout life is stress. You make a mistake in the test at school, you embarrass yourself in front of the girl/guy you are interested in, you make a mistake in the practical riding test, or in the worst-case scenario, you make a mistake in a traffic situation on the road. Unfortunately, the latter error may be fatal.

At our courses, we often encounter stress in a variety of situations, simply attending a course can be stressful. You do not know where to go, you do not know how it works, you are shifted from enrolment and security checks to a rider's meeting, and finally you stand there alongside a whole lot of strangers in front of a person with an orange vest, worn-out kneepads and one race-crafted S1000RR with tire-heaters.

In such a situation, you might almost have a heart attack, and what you are thinking is partly that you cannot make a fool out of yourself, that you should not crash and partly that everyone else looks so swift, and you wonder why you are even there.

A person who is exposed to all these stressors in a short period of time will have a high heartrate, be red in the face, sweat and, sometimes wish that they would have done something else that day.

As an instructor you will naturally have done this about 1000 times, you do not get a racing heart when you start rolling out on the first "feel-the-track-run" and it is almost boring to roll through the curves with a bunch of beginners behind. Just to have fun at least, the instructor makes a quick manoeuvre in a curve, turning the throttle a few millimetres further for something to happen, and maybe even touches the ground with the knee. It is very easy to pick a pace as an instructor that the participants think is extremely fast.

In that situation, it is important to imagine the participant's situation, that participant who has not done this before, the one you just saw in the queue behind you, with the sweaty forehead and the glaring eyes. Imagine how it feels to experience that level of stress just by rolling out on a track.

Imagine how easy it is for that person to miss a gearshift, hit the back brake in the middle of a turn, lock the eyes on a clumsily placed cone at the edge of the track, and in the worst case, ride off the track and crash his nice, newly washed motorcycle. Will the participant have an enjoyable experience to bring home? Will the participant think it was worth the money and the effort to attend this course? Will the participant ever go back to a SMC course?

Stress management

How could we as a volunteer and instructor prevent this incident? How could we turn this participant's worst day, into the best of his or her life?

The easiest way is to de-stress the situation, disarm every single step in the morning routine, which we think is routine, but which for many participants can be very difficult. An SMC Course is a package, every detail, and every person that the participant meets is equally important. Already on arrival, it is imperative to have very clear direction, preferably a living person who stands and receives, welcomes and shows where the participant should go.

At the meeting-point the next crucial person stands, directing exactly where to park and where to go thereafter.

At enrolment and security check it is important that everyone working is casual, happy and courteous, and service oriented to allow the participant, the customer, to feel like the most important person in the world.

If we do this well, we create a nice situation out of something that was originally actually quite negative. All parts of the course are just as important.

The single most difficult moment, in terms of stress, is the first time you roll out on the track. Suddenly you cannot hide in a group anymore, you must perform and show that you are capable. In addition, you have to handle feelings of inferiority, because you think everyone is looking at you, and you assume everyone in the group is much more proficient in riding their motorcycles. **You really do not want embarress yourself**. The question is how I, as an instructor, can handle this and relax it all.

As an instructor, I must also learn something important:

You cannot train away stress, you can only focus on it.

The easiest way to influence stress is for yourself to be calm and destressed. Handle the situation like it's not so serious at all. It is, for example, important to have a good conversation before you begin the day. First, have some "getting-to-know" time, but also clearly set out how the day will look. Do repeat important things from the rider's meeting, as most participants will not remember all that was said. When you are going to have lunch, where the toilet is located, where we set up the motorcycles after each run, meeting-point for theory and so on.

The bonus of getting a dialogue started with everyone, in addition to stress reduction, is that you initiate the setting for learning, for the rest of the course. The more involved a person feels the calmer it becomes and the less stress we get in the group as a whole and the participant becomes more susceptible to knowledge.

Stress Directing

Stress management can be problem-based or emotion-based. Problem-based means managing stress by thinking about a solution. To then give the participants in the group a set task is an effective way for the instructor to destress the situation. Move focus away from what frightens.

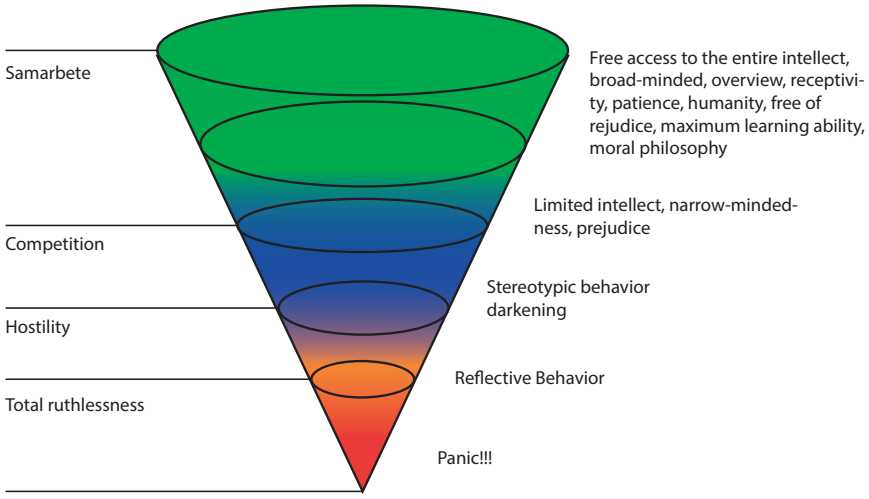
The emotion-based stress management deals with people who are stressed themselves deals with it in various ways. Positive thinking, shifting thoughts to other questions, mental relaxation, or any other method the individual usually relies on. As an instructor, it is important to keep yourself calm, not to be hasty, for example, too quickly getting on the track.

The Stress Cone

There are examples of people who have been so paralyzed by not wanting to embarrass themselves, that they've kept going straight to ride off the road. There are those who just have to be cool and boast to the group and there are those who have to fool around all the time, be angry all the time or question the instructor all the time. There are a lot of different behaviors that often have one thing in common, stress.

Historically, one has always tried to use stress to command soldiers in war. If you can turn nervousness and stress into aggression, you can make people attack the enemy without thinking too much, you redirect the energy of stress applied to a difficult task. Refocus the stress.

There is a lot of research on the subject; and to visualize it, there is a chart describing the process, the so-called stress cone.



It is important to keep the group and individual in the green section, both because there is the least risk of accidents occurring, but also because people are most susceptible to education and learning things when they are calm.

The interesting bits happen when you enter the blue part, and it is only a marginal step in-between, easy to make. Notice the change of attitude from co-operative to competitive and that you go from openminded and considerate to being conspicuous and prejudicial. In addition, the intellect is restricted and you simply become stupid.

Once you get there, you are a small step away from rivalry and total ruthlessness, where you behave stereotypically and act reflexively. From there it is close to pure panic, then the Cerebellum (the "little brain") takes over and you enter fight or flight mode. This aspect can often be seen in bullying. Think of football hooligans in England who go berserk on the street, abuse other people and act ruthlessly.

For our part, on our courses, we will keep in mind that the participant (and the instructor) can in a very short time move from the green, calm part, to pure panic. This can occur, for example, in the midst slowing down in preparation of a turn where you discover too late that you are going too fast; you immediately are at the bottom of the stress cone and pure panic commences. We in a craze lock the wheels, or release the brakes completely and just give up. Put your feet on the ground; lock the rear wheel; or just simply turn the throttle to speed up. There are 100 variations of what may happen, and the common denominator is that, as a rider, I am not even aware of this and can do the craziest things. The whole sequence of events was only due to waiting one second too long before lowering the throttle. The consequence of bit of stress can be devastating.

We need to talk about this with our participants, we have to enlighten them about how important it is to avoid stress. Show the stress cone and discuss how it works. Especially in traffic situations, stress is the most common source of error.

Summary: Stress

It is very stressful to most people to take a course in riding a motorcycle. The job of instructors and volunteers, at all our courses, is to counteract this stress with all the resources available. Everyone who works with our participants must be aware of how people work, and reducing stress on our courses is a priority goal. Specially to minimize accidents but also to get the participants to feel positive and want to take more courses, so we gain additional opportunities to influence their attitude. Reflect on this, read up on stress, talk with the participants about how stress has a negative effect. **Stress is a very important subject!**

Leadership

Being a good leader in our courses is often quite simple. We have highly motivated participants, a strong and easy-to-understand concept, nice and well-defined training venues, and everyone who has been given the opportunity to be there and do it, think is the best thing in the world: to drive a motorcycle and learn new things.

But is it really that simple?

We begin with seven rules for those who want to become a good leader.

1. Make sure you prepare:

There is nothing that causes a leader to lose confidence as quickly as when he or she is underprepared. If we are not prepared, we become uncertain; and if we do not feel confident the basic group mentality will inevitably lead to the group not listening to you and eventually they will appoint their own, informal leader.

2. Engage and motivate your participants:

An instructor who cares, who listens, question and engages with the participants will automatically become a good leader. Man is a pack-animal, we want to aspire to someone, and we want to be led. The leader is created automatically when there is authority in the group and as an instructor we are chosen to be the authority, at least on paper. If we then do not care about the individual person then we lose the function as a leader very quickly.

It is also important that we engage with all participants, not just the one who is the loudest or seems most interested; listen to the quiet in the group, as a rule of thumb, it is then we usually learn the most as instructors.

3. Make sure you know what you are talking about:

As we discussed in the chapter “Role of the Instructor”, it is important to overlearn. I as an instructor must be able to do much more than I teach. This is obviously good when there are questions from participants who are very well-read, but above all it is important for my own self-esteem. If I have knowledge of what I am talking about, I will automatically exude confidence.

The combination of an instructor who is prepared, committed, confident and knowledgeable becomes a stable and natural leader in the group. If you know your stuff, you it will go unnoticed when you make minor errors,

or that you might not actually know where the toilet is located or when it is lunchtime; such small things can otherwise cause some participants to overthink. Knowledge is important for the leader to be credible.

4. Conduct yourself pleasantly and sympathetically:

This is related to engagement and credibility. If you are arrogant, it does not matter how proficient you are, the participants will only care about your behavior. If you are not pleasant and sympathetic, you can also not be engaging and no one will believe you if then pretend that you are listening to the participants.

5. Create understanding by being clear and forthright:

Many people who undertake managerial roles confuse a clear and straightforward leadership style with being authoritarian and assertive, but it's just the opposite. A leader who knows his stuff, is engaged and listening and also clear about what he or she means never need to raise their voice. A forthright leadership style simply means that you do not have to use so many words to make people listen and do as you say.

An assertive and loud leader can scare people into obedience but also scare people away. A forthright leader should be a person who makes people listen out of curiosity and desire to learn.

6. Talk as little as possible:

The group of participants will automatically look up to you when you stand before them for the first time. The instructor is an authority in the context and the expectations are high and everyone assumes that you are very knowledgeable in the subject, that you are at the top of the hierarchy. The difficulty is that all participants have different expectations and it is problematic to get through to all of them, plus, it is difficult to apply each participants' method of learning.

When the instructor then opens his mouth and begins to talk, the instructors standing can only weaken from there, and the more we talk the more the participants realize that, contrary to expectations, the person standing before them cannot do precisely everything.

If we instead work with questions, start a discussion, we will plant seeds of thought and ideas of "but, what if...", that directs the conversation to what we want to reach, the core of the exercise which we are dealing with. In this way, participants' will remain assured and trusting. They will remember the day as one where they learned a lot and the instructor delivered knowledge, but without a lot of words.

7. With respect and humor, one gets far:

As an instructor, one shows respect by being engaged and attentive to the individual, respecting of his or her expectations. The best way to try and find out what they expect is to simply ask and do what you can to fulfil such expectations.

It is also important to remain aware of that the participants have paid large sums of money to attend this course. This money could have been spent on other things, such as travel, their home or their family, but they chose to prioritize and spend them on you, their instructor. We must all live up to this entrustment, and respect it by simply delivering to the participants the best course we can.

Humor is important in the circumstances. We are not to act like clowns and be as fun as possible, but we are to work a bit tongue in cheek. Self-consciousness is very effective in creating trust.

Of course, we need to keep our courses serious; never monkey about resulting in losing out on important aspects, but it is easy to get too serious. If we take ourselves too seriously, the courses will be boring and we will be perceived as a bit ridiculous. Again, another reason we should use as few words as possible.

The important thing to be aware of is that the person in front of us probably thinks that riding a motorcycle is the greatest thing ever. If we present something that is boring then this will mismatch with the fun of the riding and then the participant experiences it as a deviation, both consciously as well as unconsciously.

If we work with self-consciousness and show how, what we do, is the most fun thing ever, then everyone will relax and the nervous atmosphere in the group will decrease significantly. Participants become more relaxed, and will talk amongst themselves more, and conversation is a form of reflection; as mentioned, is something essential to the learning process.

With humor, a bit of tongue in cheek, and at the same time a forthright and clear leadership style, you kill a lot of birds with one stone. The result will be a fun course, with distinct and straightforward tasks and participant not stressed. Subsequently, participants will focus and listen more closely, make fewer mistakes and fewer accidents will occur.

We can be seriously boring or seriously fun, what do you think is the most effective?

Why do we need leadership?

To attain goals.

If we do not have a clear direction and someone who informs us about where we are heading, we will never reach the goal.

To achieve high levels of safety

Safety cannot be attained unless there is someone who determines direction and how we get there, just as above. The more stressful a situation, for example, in the situation of an accident, the more important it is to have clear leadership.

To create trust and participation.

As we have already raised, just the engagement itself is an important part of the role of instructor. Leadership is a prerequisite for being able to create trust and engagement for the individual participants to feel it.

To manage group behavior in humans.

All groups must have a leader; make sure that you become the one who takes the role

Troublesome situations

At the beginning of the chapter, it was mentioned how easy it can be on our courses due to the highly motivated participants getting to do the most fun thing they know of.

Highly motivated participants can, however, sometimes create issues. A person who is really motivated will have very high expectations, in addition, it is likely those expectations do not match up with content of the course; especially for those who are attending for the first time. They do not know how the course works.

It is therefore good to always start the day by conversing with the participants, present yourself, but above all check in with them regarding what expectations they have. This conversation becomes twice as important as it is also used to reduce stress.

For example, a participant can be diligent to learn, like a sponge ready to absorb everything the instructor says but then always make mistakes on the track.

Another participant may have been riding motorcycles for many years and does not listen much; he (often a male) is usually there because his mates thought he should accompany. He does not actually think he needs to learn much, considering he already knows everything.

A third participant is a so-called ”buddy”, who insists on being friends with

the instructor, talking all the time, drowning out anything said, and in constant mode of telling ”funny” anecdotes of completely faulty knowledge.

The list can go on…

To tackle all these personalities, one requires qualitative leadership. For example, we cannot favor the participant who is first to make mistakes all the time, and therefore requires a lot of time; or the other participant that we constantly try to make understand that he cannot really drive at all, (of course pleasantly and diplomatically so). Or the third participant who interferes all the time and makes it difficult to complete the theory parts, as that person is overtalking, ruining the teaching.

Always keep in mind that you are the leader, you are the boss and must fulfil your course. Despite some problematic participants, there are other participants who also paid just as much but who do not bother anyone but just want to learn as much as possible and have fun, they also require your time and attention.

When dealing with ”time wasters” such as the one who talks all the time, you must be kind, but also firm and clear. One should answer relevant questions but should not engage in discussions. You can say in a kind but assertive way that ”We can discuss it afterwards, because right now we have to continue the exercise”.

If a participant consumes all your time then you must resolve the issue or talk with the Course leader CL. The course leader can then transfer the person to another group or, as in the case of the participant who always make mistakes, use your assistant instructor or take an instructor from another group for that participant. In such a case let the CL make the decision, in order for you to quickly return to your other participants and continue the course.

Implementation

To complete an exercise, there are certain things that you should always keep in mind, all of which to make communication straightforward and clear.

Convey the aim of the session.

An aim of the exercise must always exist, in order for a clear direction and a target to reach for when you are done with the exercise.

Correct Information, When, Where, How and Why

Follow-up on the goal to reinforce direction

Meeting-point after exercise

Remove unnecessary parameters that might confuse people. Besides, you save a lot of time knowing where to go afterwards.

Pose control questions

What were we supposed to the first two laps? How did the actual exercise function? Where do we meet afterwards? ... etc.

Also, keep in mind to never give an order that leaves room for interpretation…

”...- **I guess** we’ll go over and gather in the classroom, **maybe** you can leave the stuff here?”

Never use the phrase ”I guess”, it gives off an uncertain impression, also, it gives the participants a choice which they do not have. Clear leadership does not leave room for ambiguity and questions.

”-We are to meet in the classroom at once, leave the equipment here”

Feedback

To be able to provide a complete education, information must be conveyed. How everything works, and how the exercises on the course are to be carried out. However, the course is not complete unless you provide and receive feedback from the participants. We have talked about **reflection** and how important this is for learning and feedback is a powerful type of reflection.

Feedback was originally intended for the instructor to provide additional information, criticism and / or praise to a group or an individual participant. More recent research shows that the traditional type of feedback is not very effective. Positive feedback is often insipid, and negative feedback is rarely accepted without the recipient becoming defensive. In both examples, development is inhibited and then the whole feedback becomes meaningless.

If you feel forced to give negative feedback, then the task set and the leadership is likely to have been unclear. If you can refine your leadership instead, you will not need to give negative feedback.

Within SMC, we only work with so-called **Developmental Feedback**. In short, all feedback should be personal, all feedback should be positive and if you do not have anything to say, then you should simply not say anything. For example, to exclaim something such as ”- Good job” or ”- Looking good” is not adequate, it does not contribute with anything concrete and it does not drive the development forward.

Prior to giving feedback, you ask yourself a few simple questions:

1. What did the person do?
2. What was the result?
3. How has it affected me?
4. Do I want the person to continue with such behavior or should the person behave differently?

Examples of Developing Feedback:

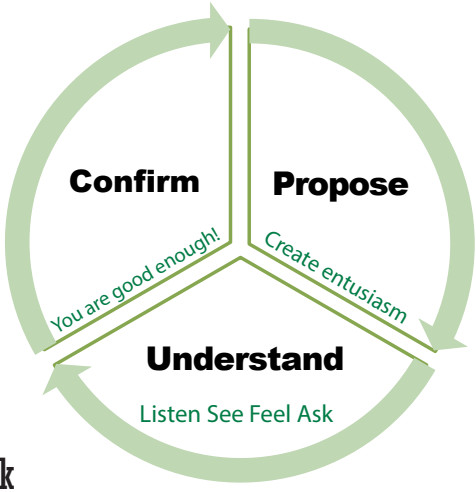
”Suzy, the overtaking you did was great. Almost exaggerating the turn created a precision in your driving. You clearly showed the people you overtook your intentions and where you were going. If you drive the same way in traffic, your clarity will ensure you are seen and it will show where you are heading, and everyone else can then plan their driving accordingly.

Continue exactly like that for the rest of the day and I’ll be very happy. ”

Checklist for Developing Feedback

- Remember that feedback deteriorates. Give your feedback right away or as soon as possible.
- Direct your feedback directly to the person who is in receipt of it. Developing feedback is personal, never to directed to more than one person at a time.
- Only say what you really mean. It is preferred to remain silent over giving incorrect feedback.
- Separate person and action. Give feedback on what someone does, not the person he or she is.
- Customize your feedback according to the person who will receive it. Note that the needs of a person may also change over time.
- The provider of feedback is not responsible for how or if it is received. It is the recipient of the feedback that is responsible for this.
- The provider of feedback can choose to first ask if the other wants feedback.
- Use ”I”, not ”one” or ”we”. Let others speak for themselves, and you speak for yourself.
- Be factual/objective and specific. Describe the behaviors you see / experience and the effect they have on you without judging, assessment or generalizing. If you want to see a change, describe how.

The Good Instructor (The Feedback Model)



Make it work

Start wherever you prefer within the feedback model, then repeat it as many times as there is time or you need to. Usually, it's best to start with 'Understand' and finish with 'Confirmation'; yet, each and every point will be the correct stopping or starting point in some context.

Build a Relationship

If you feel that you and the participant are not on the same page when you begin, you may need to 'understand' and 'confirm' for a while in order to build trust before you start proposing things.

Confirmation

Think about what you confirm! Is it what are observing or what you expect to see? Not all girls are insecure, nor are all older guys very confident. See the individual or individuals you have in front of you.

Propose

Be careful to begin suggestion with a "but". Please present what you want to see so that the recipient himself can come up with is required and what is to be improved on; this way you appease to the idea that you are working together.

Understand

Use all the channels required to understand. Ask! What has reached the recipient? What you meant or just the words you said? Or something completely different? If the recipient has failed at the task given, then you have obviously not conveyed your intended message.

Try to imagine yourself in the recipient's shoes, and discern why the feedback was not received as intended.

Conclusion: Leadership

1. Make sure to prepare:

Unprepared equals an insecure leader

2. Engage with and motivate your participants:

Engage with and listen to your participants, even the quiet ones in the group

3. Make sure you know what you are talking about:

Knowledge of the subject and above all overlearning creates confidence. If you are confident and knowledgeable, you become a steady and natural leader

4. Be pleasant and sympathetic in presenting yourself:

Do not be self-righteous and arrogant, the participants will just stop listening.

5. Create understanding by being clear and forthright:

A leader who knows his stuff, is engaged and listens, and moreover, is clear about what he or she says and means, never needs to raise their voice.

6. Talk as little as possible:

The participant's expectation may be sky-high. By using as few words as possible and allowing the participant to talk, you will receive continued respect and expectations are more likely to be met.

7. With respect and humor, one gets far:

To listen and engage shows respect, and one will in return gain respect. An instructor who works a bit tongue in cheek and is easy-going defuses stress and nervousness. The instructor then has participants who learn more and create fewer incidents.

Group Psychology and Group Dynamics

”There is always a boss” is an old-known saying in military settings; and it originates from the military’s hierarchical system. It is reflecting of how we as humans instinctively create groups as we are pack animals.

Creation of groups happen autonomously and is guided by protective and hunting instincts, present since humans started to walk the earth. We realized very early on just how critical being in a group was for survival and protection, which created the fundaments for modern societies and cities. We like being in a group, and the feeling of union is extremely strong.

When a group is formed, whether it is a bunch of children in a sandbox, or a department of a company, there must always be a leader. For a bunch of children in a sandbox, it is usually the strongest child that becomes the leader, just like in a pack of lions. If it is a department of a company, it may be the one who has worked there the longest or someone external.

Studies show that the leader that is most successful is a person who has been in the group for a long time, who has worked their way up, contributed to the development of the group and established trust amongst the other members. A common system for e.g. choice of trade unions in companies.

Leaders who are the least successful are usually those who come external to the group and are appointed to their position by a senior to the group. They often lack the respect and trust that is required and tend to have to face an up-hill battle in their work. It is also strikingly often to get such a group to perform at their best.

The interesting thing about this, if we consider the example with the children in the sandbox or the pack of lions, is that if the leader disappears, moves on, or otherwise deviates from the group, then a new leader will be created autonomously. There must always be a leader and one will be created automatically, as otherwise there can be no group.

Note that a leader may be appointed and added to the group, but it is not certain that it is the actual leader in the group. An informal leader can form, a person that the rest of the group automatically follow. If there is one in a group, then the appointed boss may want to ally with that person to be able to control the group as he or she wants.

What is also created in a group is a so-called ”punchbag”, whether in the sandbox or at the Volvo factory. The punchbag is an individual who deviates only to allow the others in the group to have something in common to target their energy at, often just because of someone else’s gossip. A punchbag carries an equally important function to the leader, and the group cannot become a group without both roles.

If, for whatever reason, you move either the punchbag or the leader to another group, these individuals can get brand new roles. The puncbag may become leader and the leader the puncbag. This is governed by the group dynamics and who holds the most trust amongst the other members. Whoever is best suited for each role simply.

A group will also not function unless there is something to direct its energy at. If the group is a football team or an army, it is easy as there is always an opposing ”enemy”. If it’s a company, it could be a competitor or a manufacturing goal that takes the role of ”enemy”. The group’s energy is aimed at a common target and this strengthens the sense of affiliation.

How important is affiliation?

The sense of group affiliation has been known for many years as one of the strongest societal forces. Peer-pressure can be infinitely powerful and make the most sensible people completely change their opinions or attitude. There are many great examples of this, historically.

The affiliation will be strengthened further if we have made an effort to get involved. The more effort spent on the group the more vital it becomes, and you achieve more cohesion. Compare with the rituals that traditionally have to be performed in order to be initiated into for example, Rotary Intl., Freemasons, or student societies. All these rituals are performed to strengthen the sense of community.

Why do I need to know this as an instructor in SMC?

As we work exclusively with groups of people, this knowledge becomes important. With this knowledge, we can influence and control our groups.

The most prominent example is when we identify peer-pressure amongst our participants on a course. It may be a bunch of mates, or a club, riling each other up in order to do things beyond the members’ respective level of competence, which can have serious consequences. Peer-pressure and enticement is a contributing factor to many accidents out on the road; but also during our courses, and as such it is an important aspect to account for.

It is also important that we at an early stage of the participants’ education bring up peer-pressure and talk about it; frequently and a lot so that we can get participants, when in the relevant situation, to identify the risks this kind of behavior brings.

Group dynamics are instinctively rooted in our genes and are very difficult to influence, so it is important that you have a strong strategy for assigning the groups on a course.

Risk Behavior

One thing we often come across on our courses is a thrill-seeking behavior in which a person searches for different forms of “rushes” to feel good. There may be various nuances to a risk behavior and / or a high-risk behavior. A “normal” risk behavior is our riding a motorcycle. We know that it can cause accidents, severe injuries and even death, but we choose to ride anyway; we simply take the calculated risk.

High-risk behavior is a completely different matter and is described by many psychologists as a purely destructive behavior amongst people who have a disorder or have a disease profile. This could be for example abuse of drugs or simply attempts to fulfil a death wish. We are not equipped at SMC to do anything about such behavior, as they required medical professionals and psychologists.

The thrill-seeking of ”normal” people is something that is completely natural and innate, it is in our genes and stretches back to the time when we hunted to survive. We enjoy “action”, things need to be ”fast”, there should be things happening, yet, in the safest way possible. We like to be frightened when watch horror movies because we are scared in a controlled manner, we like when get that sinking feeling in our stomach when speed up on the motorcycle, but we also slow down as soon as we are going too fast (SR1[1]).

The most common reason given in many interviews with people who have a thrill-seeking behavior is that they ”feel more alive” when pursuing thrills; whether skiing off-piste, mountain-climbing or parachuting. You do everything you can to make it as safe as possible, but the risk is always there and the risk take form of butterflies in your stomach.

It SHOULD be exhilarating!

There are also many people who do not do any of the above things and who consider that motorcyclists and parachutists are ”absolute idiots” or that say ”- Yes, I would never do anything that dangerous.”

However, the same people often expose themselves to at least equally high risks by driving carelessly, riding a moped without helmet whilst on holiday or by smoking cigarettes, but they don’t consider these things dangerous.

We who ride motorcycles on the other hand, are well aware of the danger, but we do everything we can to make it as safe as possible. Compare this to the cinema and watching the horror movie, we want to be frightened, but in a controlled setting.

[1] *Survival reaction no 1, close the throttle*

Thrill-seeking and the pursuit of “rushes” is something very human and, by definition, is also the only reason we are sitting where we are sitting today. Flying machines, trains, firearms, and a world where man has planted his foot practically everywhere would not exist without thrill-seekers and people willing to take risks.

Risk behavior is also positive in other contexts, aside from exploration and inventing. There are for example studies that show that people who take risks also experience great well-being by simply ”feeling more alive”. Riding a motorcycle is proven to increase happiness and we should be grateful for the opportunity to do what we do.

We should also make sure to guard this opportunity, and it is entirely up to us who ride a motorcycle to ensure we are even able to ride a motorcycle in the future. No one else will help us with this.

For example, generally, we can get a lot better at riding motorcycles in traffic, and it is here SMC and the course operations find its element. We, as an organization, can influence the attitudes of individuals and we must use that power positively in our training.

Traffic is a complex system based on rules and relies on everyone to follow them. In traffic there is no place for ”thrill-seekers” because a mistake or an incorrect call can affect, and at worst, injure or kill others. This is not acceptable by the standards of society. Thus, it is important that we work thoroughly with risk behaviour and risk analysis at our courses and that we educate each other in adhering to the rules. It is just as important that we teach everyone to sit right, look right, throttle right, turn and brake right.

It is not dangerous to ride a motorcycle but it will never be free from risks.

How do we train participants to think about risk analysis?

The difficulty in educating in thinking and behavior is that it is not distinct. Learning how to throttle, observe, or turn a motorcycle is all very easy. It is concrete and you can touch and feel it, and you can identify if a participant is doing it correctly or incorrectly; but how can you observe how a motorcyclist thinks in a traffic situation?

All we can do is talk about it, and preferably very frequently. We need to consider these questions during every exercise, at every discussion and during each theory session. Risk thinking and risk analysis are an integral part of our courses, and this will permeate everything we learn, but it must be done without using pointers or spelling it out for people.

Real Life Examples

If I have a participant who thinks that the most fun thing is to ride on the rear wheel, my job as an instructor is not to make him (usually a male) stop riding on the rear wheel, it is absolutely pointless to even try. If I try to prohibit the stunting, it only ends with the culprit not listening to me. Then I have not attained anything and I will not have achieved any attitude change. He will continue to ride on the rear wheel in traffic, among cars and people, either until he crashes himself or runs into someone.

If I can, on the other hand, ensure that this person waits until after the crossroads to drive on the rear wheel, or even better, until in a place such as an empty parking lot or abandoned factory complex, I have achieved a lot. If I can make him realize that the risk of something going wrong on Mainstreet is significantly greater than if he goes out to an industrial area and rides on the rear wheel. If I can get the person to understand that a split second's eventuality can change the lives of himself and the innocent who happen to be in the way; just getting the person to think this thought, is a great success.

We have another participant whose greatest joy comes from escaping the police and ride fast and furiously amongst other road users. To forbid him to do this will not change anything, he already knows that it is illegal.

Can I, on the other hand, by using positive comments and by boosting his ego say things like: "- You who are so fantastic at driving so fast should get a license and start riding Level 6 instead of wasting your talent on the street." If I were to make him listen and do as I suggest, I should be even more pleased.

Above is the change and influence of attitudes and applies to people who have an extreme behavior on the street, something that does not belong there. These people are luckily very few but they affect a great number of people.

The above examples are real life examples. There are skilled and flexible instructors who managed to use their skills to influence these participants and succeeded, through a lot of grinding, and over a long period of time, in changing their attitude and risk behavior.

We will take another real-life example: a participant on a basic course that did not dare to use the front brake because: "My dad told me it was dangerous because you could flip over forwards…"

A person who has this attitude requires quite a lot of work. People who has learnt from a person of authority, someone they look up to, that something is dangerous must first be convinced that the instructor is

more credible than the person who taught the participant how to brake. It takes time to build such trust and it is usually no easy task because an authority that one fully believes in is difficult to change one's opinion of.

This instructor concluded that the participant would not leave the training centre until that person knew how to use the front brake. After a lot of persuasion and opposition, the goal was achieved. The participant headed home after a number of hours spent with an instructor who managed to change a serious risk behavior. A pending creator of an accident became a much safer motorcyclist and this instructor saved at least one and probably several lives that day.

Attitudes

Part of the problem of a risk behavior is its affixation to behavior. As the examples above show, it is possible to influence such, but this requires time and skilled instructors.

Considering the definition of "attitude", one example is:

Attitude refers to a person's conscious or unconscious, openly displayed or hidden, cognitive or emotional attitude towards something.

Unlike personality, attitudes are generally thought to be a **product of learning** or **building on experience**, which also makes them prone to being **influenced and changed**.

Prejudice are a type of attitude where the person has captivated **complete views** and **opinions about a particular thing, phenomenon, group of people or person**. These views are often negative in tone; but even unmistakable positive prejudice occur.

The concept of a 4-stage education, where each step is a full day's exercising, was added because we wanted to spend a lot of time with the participant. Long and consistent treatment of road safety and risk assessment shall be able to change behavior.

In many cases this is successful, but it requires time and skilled instructors who have knowledge of pedagogy, learning, psychology and leadership. If we are to succeed, all instructors must master such knowledge and fully use their potential. Each instructor must also be passionate enough to want to develop and work on these issues, development does not ever reach a standstill. We must constantly improve ourselves, innovate ourselves, and it applies to all of the topics we work with.

GDE-matrisen, Goals for Driver Education

In 2002, the final report of the EU project Advance was carried out by CIECA. The document is called The EU ADVANCED Project: Description and Analysis of Postlicence Driver and Rider Training. The report describes and analyzes voluntary training of persons with driving licenses, and provides recommendations on how such education can be improved. It emphasizes the importance of avoiding overestimation of the participants' own ability, demonstrating how education can be more efficient and balanced. The factors that affect the run have been compiled in a table called the GDE matrix. GDE is an abbreviation of Goals for Driving Education.

Target/Vision

The main goal of SMC's education is to change the behavior of the participants for the better, to make them drive more safely. At our training courses, we can give participants who want to know their own and motorcycle limitations the opportunity to do this under safe and controlled forms. As we approach the boundary, situations that we have not anticipated often occur, they become triggers, they create awareness of where we have our limitations. These triggers should actually aim to trigger the participants during the course of the day so that they become aware of their own limitations.

To consciously drive over his ability is hardly anyone who can. Doing something that is perceived as life threatening is effectively hindered by our brain, as you can read on in the section on survival reactions. By conscious awareness of the risks and knowledge slots of the participants, we can actually prevent many of them from behaving dangerous in traffic! The chance is then that they return to us to learn more if we take good care of them. Hopefully they will also take their friends next time, whoever sees the risks does not want others to be unconscious about them.

The balance between increasing participants' ability to drive the vehicle both faster and safer, and to increase their ability to see risks and thus avoid them must be considered by each instructor at each course opportunity.

Use the matrix

The GDE matrix gives us an overview of where we can focus our education efforts, what behaviors and skills we want to increase among our participants to make them more aware and thus more secure. We must always look at the entire matrix, considering which box we should prioritize to help just the participant we have in front of us at the moment. Where does he or she have the greatest benefit from making progress?

The matrix is a powerful tool, please use it with the participants.
The entire report can be found here: http://www.cieca.eu/project/26

Hierarchical levels of driver behaviour				
	4. Personal characteristics, ambitions and competencies	Lifestyle Peer group norms Personal values and norms Etc	Sensation seeking Adapting to social pressure	Impulse control Risky tendencies Personal risky characteristics
	3. Trip-related context and considerations	Choice of route Estimated driving time Estimated urgency of the trip	Physiological condition of driver Social context and company in vehicle	Personal skills with regard to planning Typical risky motives when driving
	2. Mastery of traffic situations	Application of traffic rules Observation and use of signals Anticipation of events	Vulnerable road users Breaking traffic rules/ unpredictable behaviour Information overload Difficult (road) conditions	Strengths and weaknesses regarding driving skills in traffic Personal driving style
	1. Basic vehicle control	Control of direction and position of car Technical aspects of the vehicle	Improper use of seatbelt, headrest, sitting position Under-pressure tyres	Strengths and weaknesses of basic vehicle control
(adapted from Hatakka et al., 2002)				

Pedagogy

On page 17 onwards, “Learning” is considered, which is linked to pedagogy. Learning is about acquisition and learning of knowledge, pedagogy is about how to convey the knowledge to other people.

There are a variety of methods for conveying knowledge, “activating pedagogy” being one. SMC has chosen place activating pedagogy as a supporting method for all forms of motorcycle education because the activating (questioning, tentative) teaching is very suitable for precisely this. It is about getting the participant to try things, learn lessons and learn to think for themselves.

The word pedagogy comes from Greek has come to mean “to teach/educate”. The first “Educators” were the slaves, 600 BC, who raised and educated their owners’ children. Pedagogy literally means ”To guide the child”.

Pedagogy is an interdisciplinary subject that spans across such disciplines as psychology, leadership, epistemology, philosophy, etc. and is therefore neither concrete nor particularly simple.

As an instructor in SMC, you are expected to be able to use this discipline, and also apply it to a wide variety of participants with different requirements and levels of competence. Obviously, this is rather difficult, and as such everyone who works as SMC instructors are advised to immerse themselves in these subjects. If you want to become a really good instructor / coach, it is important to get well-read in pedagogy.

A well-executed education with activating pedagogy also carried the advantage of allowing the student to teach himself. This is especially important as it creates participants who truly understand what they have learnt, under conditions as safe as possible. Studies also show that a participant group with activating pedagogy is less risk-prone than a group that you just tell what to do.

Anyone wishing to go learn activating education more in-depth can read further in “Vuxenpedagogik”, Hård Af Segerstad, Helene, Klasson, Alger, Tebelius, Ulla, ISBN: 9144618816.

Background

Activating pedagogy is said to have been invented by Socrates (469-399 BC) and is a methodology where the teacher does not reveal the answers but poses questions in such a way that the student comes up with the answer.

The point of such a method is that if an idea comes from the individual himself, the person in question will defend that idea vigilantly, solidifying the knowledge in their memory.

Socrates was notoriously known to never have a reply, rather he completed whole lectures just by posing questions to the auditorium. He then made a name as a very good teacher as his students became so successful.

Other examples of activating pedagogy are “Mentometer”-remotes, often used for quizzes. P2P (Peer to Peer learning) is another method that allows students to teach each other.

The latter works very well as an educational method for us. The instructor makes sure to initiate a discussion where the participants can teach each other by discussing their own experiences. In that case, the instructor only needs to moderate the conversation and guide them towards what the instructor feels should be learned. When discuss feedback after an exercise, we often ask the question how the exercise felt, when participants then tell the group how they experienced it, it takes the shape of “peer to peer”, a participant can then arrive at their own conclusions and learn by listening to someone else’s experience and reconcile such with their own.

Mediating pedagogy

The traditional method is that the teacher teaches by explaining, as we will recall from elementary school. For example, “5 + 5 = 10”, and ” ‘Always’ is always spelt with one L”.

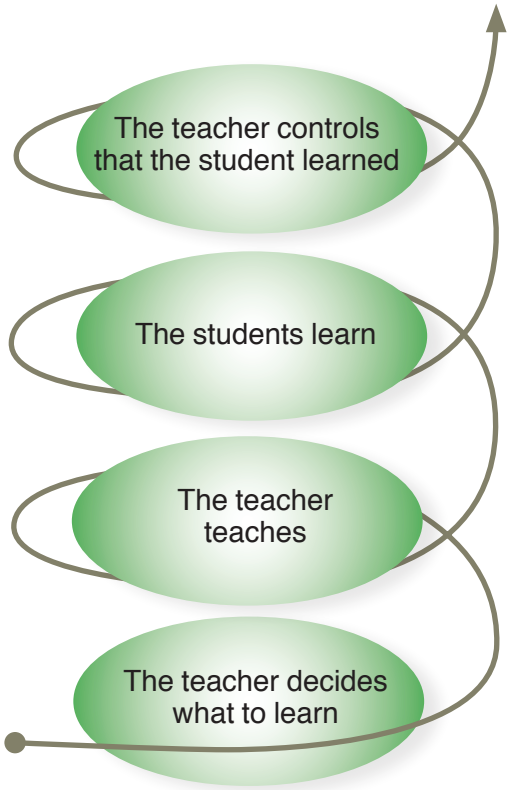
The advantage of such a method is that what is taught is controlled and standardized. If we have a large group of people who want to learn something, we can make sure everyone takes away the same message; there is no risk of misinterpretation, it is what it is, concrete knowledge.

Now, as people we are all different, and the disadvantage of this method is that it does not suit everyone, nor does it work with all knowledge. We learn in a variety of ways because we have many channels for learning. For some, it is enough to have it explained, others want to read it, a third wants to write it out and a fourth must experience it, and there are endless combinations therebetween. Further, if I am interested in a subject this will influence how I will learn from the teaching. If I am truly interested in a topic, I will absorb all the knowledge as told to me. If I am uninterested, it is irrelevant however good the other is at elaborating. In addition, the amount of information that I, as a student, absorb depends on how good the teacher is at conveying his or her message. Consequently, the knowledge transfer simply is of low quality.

It is commonly accepted amongst educators that the worst way to teach something is using a classroom with many students and one teacher who just explains a topic. However, it is cost effective and useful if you want to promulgate something concrete, but will be wholly dependent on teacher, as opposed to the students' ability to learn.

There is a disadvantage of the teacher-defined education, that no new knowledge is created. Mediating pedagogy is based on knowledge inherited as determined by someone else, meaning it is a breeding ground for the complacency trap, that is, one "has done it in a certain way and has done so for 30 years".

Traditional pedagogy works well if you have concrete knowledge like 5 + 5 = 10 but it is weak if you want to develop a process or idea. For development, it is usually necessary to have several people thinking, who together solve problems by questioning old knowledge and developing new solutions.

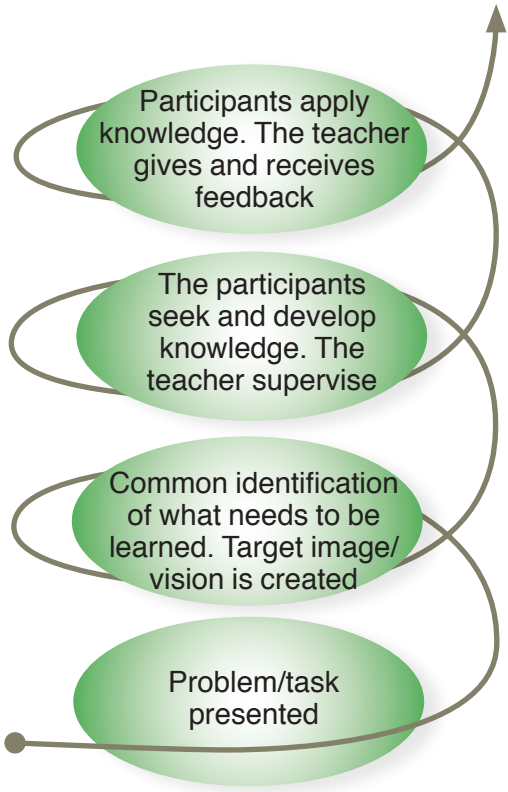


Activating pedagogy

Activating or coaching pedagogy is about posing questions to get the participant/student to try things and come up with the answer. Its disadvantage is that it requires more time than mediating pedagogy; yet the advantage is that the knowledge transfer is one of much higher quality.

There are three ways to transfer knowledge. You can teach (Mediating Pedagogy) you can tutor/instruct (take someone by the hand and lead them, for example an apprentice of craftmanship) and you can coach, where the teacher and the student proceeds together towards the goal.

Moreover, the word ”Coach” comes from the English word for ”wagon”, a wagon that transports people from one place to another, and the connotation first became used in sports.



”Coaching is the art of teaching him to learn rather than to teach him”
J Whitmore

Exercise Tips

How may an exercise look if it is performed using activating pedagogy? Considering the usual ”brake to full-stop”- exercise 50km/h to zero as an example.

We take the whole group and gather at the braking-cone, where the braking will begin. Then you create a target exemplar, and it must be clearly defined, everyone should know how it is done and should look, and have a clear frame of reference.

In scenario, one way might be to have an instructor who makes a phenomenal slowdown and stops at 6-7 meters, well anchored, his eyes held high, and the foot is placed on the ground only when the bike is at a proper standstill. Such will create a very defined goal of the exercise.

The instructor then starts the discussion: Talking about accidents, what happens and why do you crash? Why is it so important to brake? How often do we stop in a panic situation? How often should we brake as firmly as we just saw here? What happens when we get scared? What survival instinct may be triggered when something happens? What then? And so on.

The important thing is to get a dialogue started, get participants talking, share their own experiences and make sure everyone is engaged.

Within the conversation, you then begin to incorporate the technique of eyesight, anchoring, how to control the brake, etc. And even this is done through questioning. Do you need to be fastened? How do you anchor yourself? How do you place your feet? What happens if you have a completely extended, locked arms? Why is that so bad?

When you begin the exercise itself, you do it in two groups, where one group, along with the instructor, observes and analyses, then you swap over the groups.

Exercise Tips

Another option is to divide the group into three. Each subgroup tasked to consider:

Group 1: How do you brake and why?

Group 2: How you anchor yourself and why?

Group 3: How do you use your eyesight and why?

After they have had a think and discussed in each group, they must present to the other groups. The instructor moderates and assists if it is incorrect or if something has been left out.

After that, you proceed with the practical part, even here in two groups, who assess each other.

Imagine doing an exercise in this way rather than like how we used to, where we explained to the participants how to, and what to think of, as opposed to here where they get to tell you themselves. Also consider what kind of pedagogy the participants would find the most enjoyable and fun?

Can you always use activating pedagogy?

Yes, you can always use activating pedagogy, but it requires two things, a ”language” and time.

By language we refer to a platform to communicate across. It is difficult to pose questions regarding, for example, braking a motorcycle to someone who has never been riding a motorcycle. To use activating pedagogy with participants who are total beginners is difficult simply because you do not have a common language/platform.

The second thing to keep in mind is that it usually takes a lot longer to use activating pedagogy. Just explaining and showing how to brake, throttle, sit and use eyesight is much quicker than digging out the knowledge by questioning. However, the quality of that knowledge is significantly lower than if activating pedagogy is used. Mediating pedagogy is also entirely reliant on the teacher, on how long and in what manner that person conveys the knowledge.

For our part, as we are engaged in motorcycle training, we also gain additionally from using activating pedagogy. As we activate discussions and get the participants to talk and share, we also start the process of attitude change. If you can get a whole group to really think it is immature to conduct yourself badly in traffic, then the one or several people that do ride immaturely, will start to reconsider.

If one can get these participants to think it is very pleasant and a lot of fun to take the courses, even though it has made them feel a bit ashamed, and they keep coming back, then we have come a long way. The next time they end up in a group, who also finds it childish and unbecoming to act up in traffic, the person may start to think they maybe the group is right. Peer pressure used in a positive way.

In everything, all subjects and in every which way, it is always about getting people to talk; it is the key itself. Conversation solves all problems.

Activating pedagogy does not suit someone who is exhibitionist and loves to hear the sound of their own voice. As an instructor using activating pedagogy, one should step back and let the group step forward instead. The instructor becomes a moderator in a discussion group, and this does not suit everyone. Those who dare try, however, usually realize that it is a more exciting way of communicating knowledge, and the participant learns more.

Course Organization

In order to complete carry out all of the courses in SMC School, there are a variety of roles and functions that must be performed. At present, we have about 800 working volunteers who perform this job.

Here's a small explanation of the different roles and concepts found in SMC School:

Head of School

Sits at the chancellery in Borlänge and has overarching responsibility for planning, especially in regard to courses on "road racing tracks". These tracks are often associated with huge costs, as per the rent of practice venues but also for any related costs, such as food and possible overnight stays. It is easier for the organization when the districts can focus on the courses themselves and the national office take on any costs and operate the bookings-system.

The head of school is also responsible for the training of instructors, especially examinations but also the education in leadership and pedagogy.

MCT

MCT (Motorcycles in Traffic) is a feature located in each district. MCT is responsible for the SMC School activities in each district and convening and training the district functionaries.

The districts run basic courses, courses on for example go cart tracks and airfields, and, if applicable, also courses on road racing tracks.

Course Leader (CL)

The course leader is responsible for the course itself, regardless of whether it is a basic, advanced or gravel course and also handles the course administration like accounting, injury reports and evaluation.

CL is also responsible for the appointment of volunteers to the respective courses, as well as planning the course, the surrounding organization, scheduling, rider meetings etc.

Depot Manager (DC)

The Head of the depot is the CL's right hand and is responsible for the actual depot work, for example, flagging, entry and exit at training site, the order etc. In this way CL can be free to tend to their main tasks. DM is usually responsible for all support staff.

Head Instructor (HI)

Some districts use the term HI, usually on large courses with many participants and many groups of instructors. HI is the group director for the instructors at, for example, one stage in the education, or at on station at an exercise site.

Instructor

The instructor is responsible for educating the participants at the exercise sites, and handle the security check; but can also, on less comprehensive courses, share the responsibility for flagging, enrolment, and guidance etc. It is the CL who decides what the respective instructor should do at each training site.

Trainee

In order to qualify as an instructor, you must first be a trainee. You shadow one or several more experienced instructors at throughout various courses to learn as much as possible about the instructorship before you are recommended to be examined.

Support Staff

The support staff is responsible for ensuring that the course runs smoothly practically, in terms of, flagging, enrolment, reception, direction, and anything as required at each location. It is the Depot Manager who usually determines who will do what.

Functionaries/volunteers

All of the roles and functions above are collectively known by the concept of functionaries, and all these, ideally, working people are required to operate a course. If we have no one in charge of flagging, security checks, instructing or enrolment, then there will be no course. All roles equally essential.

However, the perquisite training required for the various roles, both internally through the district, and externally through the nationwide division may vary significantly. All roles require different kind of knowledge.

Start course operation/recruitment

SMC School is a non-profit organization with volunteers, meaning that everything is done during leisure time. Consequently, the availability of functionaries varies greatly because many have a family and/or other interests to take into account. We must therefore constantly work with recruiting and training new people to take on roles within the organization.

The most common type of recruitment takes place in the districts or on the courses. Some of the officers see a person who shows potential and features sought after as mentioned earlier, and after some background checks, someone reaches out to ask if they would be interested in working for SMC.

It also happens that participants on courses think that what we do is both fun and interesting and therefore contact us themselves and convey their interest in joining and helping.

A good place to start is precisely within the course activity where you can join in as a functionary. Simply assisting with enrolment and/or flagging is a great and easy start to get the foot in the door, then you can work from there towards the role of instructor, if that is one's goal.

Recruitment to the executive is done through the district election committee. If you meet someone who shows interest in this, you shall only have to refer them to the election committee. The election committee is usually found on the website, and their contact details. Information on how to become an instructor can be found on the SMC website.

Instructor Recruitment

To become an instructor, a certain person profile is required. We will train our instructors but it is strongly preferred that some features are already present.

The profile of an instructor is dealt with in the chapter "the Role of the Instructor " but we briefly brush up on it here:

A qualified SMC-instructor should equip the following characteristics:

- Humble
- Over learned
- Have a holistic view of Riding
- Flexible and adaptive
- Good people-person
- Engaged and Inspirational
- Pedagogical
- Communicative
- Good enough at driving MC

We cannot teach someone to be humble, adaptable, or engaging. We cannot provide any personal characteristics. We can only tell you what qualities one should have in order to work as an instructor. The rest must be present previously. In the recruitment process we will pick out the people who possess at least some of these characteristics.

When we come across promising trainees, we must be very clear in what we are looking for in the recruitment stage. We must maintain a high quality within the instructor corps, both in the present and in the future, and as such we must be able to reject a person who does not possess the personal qualities required, or which we decide will not be able to live up to the adequate standard. Not being explicit regarding this and being unable to say no just wastes time, ours' and the other person's.

A person who is very competent in handling his motorcycle but has a bad attitude or lacks humility is not a strong prospective instructor. It is always much easier to have a person with the right personal qualities and provide them with the skills for the course itself.

For more information on recruitment, please go to, on the website: "How to become an Instructor".

Instructor Trainee

Once you are taken on as a trainee, the job begins, which is about gaining knowledge, getting to know the business, work with the courses, to ultimately be examined.

A great deal of competence is gained by joining and shadowing the existing instructors. Observe how, they work, resolve situations, adapt to participants, run the exercises, in to take part in and share their experience. In order to gain understanding of why exercises should be done a certain way, you have to read the books yourself, get knowledge of the web, attend the courses as a participant and ask a lot of questions. Most districts also have some sort of mentoring system with an experienced instructor who takes the trainees under their wing and guides them. At this stage of the process, it becomes apparent who will be able to do the job, who fulfils the profile goals and can learn enough (over learning) to eventually be able to work as an independent instructor.

Historically, there are many examples of trainees who, at first glance, did not realize they were going to achieve the targets set, but after a while they flourished and grew into the role. It is a textbook-example of how learning works and that development happens by way of many small and big steps. We must all help each other in order to develop our trainees and provide them with the tools required to become a fully-fledged and self-driven in-

structor. However, it is very important that the districts do not try to ”fast-track” a trainee to be examined as soon as possible. This is a disservice to both the trainee and the organization as a whole. Development takes time.

Cross-Boundary Training

All districts do not have the same opportunities to educate their trainees. The big districts run, for example, considerably more courses, which consequently gives more opportunities to practice and in the small districts it is the complete opposite. If we cannot work beyond the boundaries of districts, the districts that are not currently running courses, will never be able to begin to do so. The large districts are growing and the small fade away, because general course activity is an important part of SMC today.

Thus it is very important that we cooperate; that districts with many instructors and a lot of activity help those who do not. However, it is even more important that those who have the resources help those who do not, yet, have an operation running, instead of only focusing on running their own courses.

The MCT and the executive boards of the districts that do not have, or have very little activity should acquire help from the districts that have been more successful, understand their planning that made it happen. We must all help each other in order to grow, it benefits the organization, which in turn benefits the members. The more course activity we create, the more members we get, and the more we grow, the more we can influence and control our own future as motorcyclists. Everything is interlinked, and much is politics at the end of it.

Now, of course, this will never be achieved completely painlessly. There are districts or individuals in district executives who find it difficult to get started. It can be experienced as both very expensive and difficult.

If you do not have any activity at all, it will also be difficult to get started with recruitment. If you succeed in finding trainees, they may find it difficult to get started with the business if there is an MCT and/or a board that is not well-versed in managing education and training activity. If the business is in formation, there will be few exercises and trainees will get bored because they cannot become instructors as quickly as they would like. The list becomes long if all problems that may occur are considered, and unfortunately, it easily spirals negatively.

Start course activities

The solution to this is determination. The district board must decide on a common direction and a common goal. The board must initiate acti-

vity that is publicly visible and the board must create events. What we also need to be aware of is that course activity involves so much more work than ”just running a course”. Course activity also requires work on the website, social media presence, we should make material to inform, maybe print a brochure, and we must get out and be seen and spread the information. In each district there is also a communications officer. Take advantage of that person to disseminate information about the course. The officer has access to a web platform for production of posters, advertisements and other, all in accordance with SMC’s design profile.

Keep in mind that everyone who represents SMC in social media should read **”Guidelines for SMC in Social Media”**. Use the ”SMC Forums” that are already in social media. If nothing relevant exists, it is allowed for districts to start a page/group, etc. in the name of SMC as long as the District Board or the SMC office has signed it off to the administrator, and guidelines are followed. Notify the chancellery if a new forum is started on social media.

What we should also do is to communicate with other districts, to assist each other in organizing the course and to access instructors and functionaries. We may also acquire help from the nationwide division and the SMC office for this, but the best thing is always to work cross boundary with other districts.

An exercise site has to be booked out, but if we are running an elementary course we can also do it in a basic location. A Basic course, perfect on an airfield, or on a large parking lot. If we can rent a go cart track that is even better. However, avoid creating an advanced course on a road racing track as the first thing; this is too expensive and too complicated, plus it cannot take place at a central location in the district. The implementation becomes too large, both for the district and for prospective participants.

To start activity locally, it is important to connect the operation to the district. This does not occur if the participants have to go far for a road racing track, because then the track will be associated with the course. If you have a district that usually does not run courses, it also takes a while to teach the members that activity is growing; we must ”school” them in the fact that things are actually happening.

After that, we will upload the course onto the booking-system, with the support of nearby districts or the SMC Office in Borlänge, in teaching us how it works. After registering the course on the system we disseminate the course details on the webpage and on social media; it is about creating an interest, that something is going on. Then it is crucial to continue to spread the information throughout the duration of the course. Broad-

cast anything that may be of interest to the members, create a flow of eventfulness, show that things are happening all the time.

Also contact STR Driving Schools (with whom SMC works closely with) in the district. Elaborate on SMC and is going on, make them realize that we are not in competition but complement each other. Ask to join in during “Riskettan”, take 10 minutes to inform the future riders about the course activities, simply work on spreading information. Also invite the riding instructors to the course, give them a place free of charge if required.

It is also important to be determined, from the beginning, to run the course, whether there is only one participant enrolled, or the weather is grim. View it as easy promotion material, let members know that courses run no matter how many will attend. Also see it as internal exercise in teaching the district in the organization of a course.

The course activity is fun and it is easy to create these events. Those who participate are in principle always positive and will directly or indirectly advertise the course. If we initially engage the entire board in the course business, board members will also be pleased when things are happening. Fun events make attracts people to come, and when they have fun, it becomes quite easy to start recruiting instructors and functionaries and slowly but surely one has a running operation.

The Basic Exercises

We have for a long time known how a motorcycle functions and have for equally long been able to teach people how to handle a motorcycle. Many of the exercises we use today in SMC School are based on the theories and practices developed by Keith Code in the mid 70's, used to teach motorcyclists how to ride faster on the track. These exercises led to Keith founding the California Superbike School (CSS).

Because Keith Code's exercises are capable of direct translation into teaching all types of motorcyclists how to get good at handling their vehicles, it is an obvious choice for SMC to embrace these theories. Throughout the years, SMC has also developed its own theories and exercises, primarily through the Basic courses that SMC ran in the 80's. However, these exercises were more focused on slow balance-driving and braking technique.

Today's SMC School is based on balancing, braking technique, and riding through turns, all the elements required to become a skilled motorcyclist. The documentation on which exercises which are based on the "Norwegian Full Control" which, together with the "The Advice and Guidelines", can be downloaded from the: http://www.svmc.se/school/Rad__Riktlinjer/

Dexterity and skill are only part of what we must acquire. We also need to learn "early risk apprehension" (TRU) and to actively conduct risk analysis to become proficient motorcyclists. The important thing is that we incorporate risk analysis and traffic-behavior in every exercise conducted on our courses.

The Basic Concept

SMC Schools education consists of Basic courses and Advanced courses. Basic courses usually consist of balance and brake practice, while the Advanced courses handle how we turn with a motorcycle. The Basic and Advanced courses are all based on road-safety with **insurance coverage from all insurance companies in Sweden.**

When you want to leave the traffic and the street behind you in the dust, you can proceed to Step 5 and Step 6 located under SMC Sport. The training there is purely high-speed to set you up for competing.

Steps 5 and 6 have no insurance coverage.

We also have courses in early risk apprehension (TRU) where we learn how to think, plan and manage situations of risk and our survival instincts.

Balance Exercises

In order to be able to control one's motorcycle at high speed, we must also be able to handle it at a low speed. Balance exercises are and have always been the foundation of all motorcycle training and SMC's in particular.

In order for us to ride with the required precision, we need to sit right, view things right, place the motorcycle correctly, and above all learn clutch control. Balance exercises are experienced by many, both participants and instructors as relatively difficult and it takes a lot of time to properly refine each movement.

It can also be difficult to get participants (and instructors) to understand why one must do these exercises. It is difficult to create the association to traffic and reality, to link our exercises of driving around cones with how we drive in traffic situations. Many think it is all for "circus performance" and do not comprehend its purpose.

All types of motorcycle schools, all over the world, run all kinds of balance exercises around various obstacles, before you can ride fast. These exercises also carry the same purpose. It is about learning how the rider balances the motorcycle when he or she are not stabilized by way of the gyro-effect and the built-in balance that the motorcycle itself creates, in speeds excess to cruising speed.

How to the specific exercise itself is shaped is less important. All exercises in the area of speed below cruising speed are carried out with basically the same technique. The motorcycle does not balance itself at low speed but the driver must balance it, and that is the whole aim.

When you get good at handling the motorcycle at cruising speed, and refine your ability to balance to the point it becomes second nature, ingrained in muscle memory, then you can also start using it at higher speeds. There are many examples of world-famous competitors who competed in contests requiring good balance, before becoming skilled racers in for example road racing, Extreme Enduro or Motocross.

In general, it is common for really good off-road drivers to move into road racing where, due to their balance, they can ride the motorcycle almost in defiance of the laws of physics.

In the street, in traffic situations, there are always moments which require a great deal of balance. In queues, at traffic lights, parking or when we are to move about the motorcycle in the garage, it is an essential tool. However, it is in a crisis that we must have the balance required to avoid, other road users, obstructions of the road, skidding on gravel or wet asphalt. Then it becomes vital to have practiced balance exercises and it is often the difference between an incident and a dangerous crash.

Additionally, there is another side to it all. According to insurance companies, about 45% of all insurance claims are the result of the motorcycle tipping over from being stationary or at low speed, which costs millions and ultimately raises our insurance premiums. Therefore, it is important that us that work with the courses also understand how important these exercises are and that they have a purpose greater than just "circus performance". If the instructors do not consider it important, then neither will the participants, and we will not be able to address and influence these issues.

Braking Technique

There is nothing motorcyclists are worse at than braking. We are generally awful at it, and always have been; and partly this may be explained by its nasty difficulty. It requires a lot of knowledge, a lot of dexterity and, consequently, a lot of practice to get a motorcycle to slow down. None of us practiced this enough.

We could replace all our courses with only brake exercises and we would probably see a direct impact on accident statistics. Unfortunately, only a few participants would attend if we only had braking exercises and those who would, are not in the foremost need of practice. Almost all motorcyclists in the world think braking is the hardest and strenuous thing to do on a motorcycle. Many then bury their head in the sand and pretend they do not require it.

Throughout the years, SMC has run its courses with braking technique as a vital part. In Basic Courses where you practice braking to full stop, and on Advanced Courses where you learn to brake entering a turn. The essential is the technique used. Fasten oneself on the MC, lift the eyesight for balance and orientation, and use the brakes to come to a stop efficiently.

What is crucial from an education perspective is that we as instructors must be able to teach braking techniques regardless the type of motorcycle. If we can only show how to brake on, for example a sports bike, riders of custom or street bikes will lose interest, either they won't learn or be taught wrong.

As an instructor, we must be able to demonstrate with, and talk about all types of bikes in our group. Is it a participant with a bike type that we, as the instructors, do not master, we can, for example, get a colleague who is proficient with it.

Of course, the best part is that we learn by trying ourselves, seizing all opportunities we come across. We should make it a habit to, before a course, swing by the motorcycle dealer and try out different models to test how to fasten ourselves in preparation of braking and what driving position that

fits that particular model. We know the theories of how to sit, and to apply that knowledge to other motorcycle models is not difficult.

Riding position to Brake

In order to be able to brake efficiently, we have to secure ourselves on the motorcycle. This will be very different depending on the bike-type we ride but the principle remains the same. If we cannot secure ourselves, we cannot relax and the eyesight suffers. The eyes must be affixed far away so that we can maintain balance and see where we are heading.

The basic position for feet placement is always to have the footrest/peg placed under the middle, the “footpad” of the foot; creating some extra suspension in the ankle plus we can quickly switch to a light saddle-position in case we have to ride over road damage or other obstruction. The toes should point forward, not outwards; as otherwise there is great risk that we hit something when veering past a car. If the foot gets stuck, it will be pressured by the footrest and the entire leg folds outwards, increasing the risk of injury.

In order to reach the gear lever and brake pedals we work lengthwise with our feet. If we are to brake, we move the foot so that the foot-peg is placed in the arch of the foot or towards the heel, depending on how close it is to the pedal. Same thing when shifting gears. Use the brake or gear lever, then move the foot pad back to the footrest, as such we attain control and balance.

The above also applies if you have a motorcycle with foot plates. It is important to place the foot so that you use the entire surface of the plate. Foot plates have the advantage that they are a very stable platform and the foot receives powerful support that helps the body to secure itself on the motorcycle.

In regards to hands, it is important that we explain and show how the braking and clutch levers can be adjusted. When we buy a new motorcycle, the levers are set too high, we have to turn our wrist and fingers upwards to reach both the brake and clutch. As this is neither convenient nor road safe it should be adjusted as quickly as possible so that they lie within the extension of the arm, a couple of centimeters below the horizontal line of the handle.

Braking with the front brake should be a bit like holding someone’s hand, a light but defined grip to find the position and then a progressive increase in force applied. One good tip is to learn to always have two fingers on both clutch and brake lever and to learn to brake with just these two fingers, which works well with modern brakes. It shortens the reac-

tion time and provides constant readiness. If our brakes require more than two fingers then we will of course use as many as required. The key is braking readiness.

The point of braking progressively is to prevent the front fork from compressing too quickly, as this would not allow the hydraulics to keep up. The fork will hit the bottom and start bouncing. Then, if our arms are not relaxed, the risk of a crash is impendent.

Anchoring to the Motorcycle

The best way to anchor ourselves is to clench the MC with our knees around the tank. The engine's tank often has "wings" that protrude laterally on top of the tank. If we have the feet correctly placed (the footpad on the foot-peg), then we only raise the heel and the knees will move upwards and then we can clench against these slotted "wings".

The purpose of clutching the knees around the tank by lifting the heels is to fasten our entire lower body to the motorcycle. We are more able to tense the abdominal and back muscles so that the upper body retains its position during severe braking. That way, we can relax in our arms, which is an important feature for braking effectively and preventing possible topple.

If I instead tighten my arms, a square with stiff sides is created in front of my upper body. The handlebar, the extended arms and the line between the shoulders. When I then brake hard, two things will follow:

1. The entire weight of the upper body will be propagated into the handlebar, through the fork and eventually into the tire. The tire will bounce and lose contact with the ground and the risk of a crash in creases significantly.

2. When the motorcycle flings itself, the upper body will be flung in the same direction and the rider will lose balance. It is much easier to nullify the flinging if we are relaxed in the arms, then it is just a part of the arms that are motioned.

If we have participants with other types of motorcycles, for example custom bikes, there is often no fuel tank to anchor on, then you have to be creative and test the motorcycle and for other good places for anchoring. For example, we can take hold against foot-pegs or footplates. If we have a participant who has a motorcycle with a wideset handlebar, like an adventure or street model, then we will have to adapt to it. The wide handle makes it even more important to relax. A wide handlebar works just like a mechanical lever and if we are not relaxed, we will have trouble with an apprehensive motorcycle.

ABS-Brakes

There is no other development that has done so much for motorcyclists' road safety as the introduction of ABS-brakes. Since we are generally hopeless at braking, ABS technology is the key.

The single biggest reason as to why we are so bad at braking is that we get scared. The actual force that is created is the strongest force when driving a motorcycle, much stronger than accelerating or turning. When we brake hard, the brain will press against the forehead and the eyes are pushed forward, resulting in disorientation and discomfort.

Modern motorcycles with modern brakes have fantastic retardation capacity if the friction is optimal. The small contact surface, the size of a palm, subsequently means a small change will reduce friction. A bit of moisture or change in temperature may suffice. The experience is that the motorcycle feels feeble and a little fluid and the rider will become uncertain.

As soon as the rider becomes uncertain, the survival instincts present. The eyesight drops, the rider loses orientation and the result is that he or she stiffens. If we then add the rider's inability to, measure the braking correctly, adjust the balance between front and rear brake and adjust the braking force to road characteristics, accident is imminent.

In addition, a rigid rider prevents the motorcycle from moving as it should, and a motorcycle obstructed in its motions lessens the friction against the ground, causing poor handling. We are also bad at using our sight, and the result is bad planning and foresight. The consequence of this will of course be that the need to brake hard increases significantly, and we will brake too late.

Poorly planned braking easily become panicked, and then any knowledge/skill vanish and the nervous system takes control, we go from a bad to an awful retardation.

The only thing that can now prevent toppling is ABS technology. It takes control over the braking and hopefully prevents the driver from crashing. However, ABS may never be better than the rest of the braking. Bad planning, poor braking, too short a view, the equipage swerving, with the rider scared creates a long stopping distance. No ABS technology in the world can fix that; so even with ABS, the risk for collision is huge.

There are two common problems when it comes to brake-practice on a motorcycle with ABS. Many participants will, when asked directly, admit they have never braked so hard that the ABS kicked in, they simply have not dared. It is then vital that during braking exercises they get to try braking maximally, so that they get to experience how the motorcycle

behaves and how it affects the brake levers. They then must be able to continue practicing this even after the course.

One of the most common survival instincts is to not break enough, then the ABS will never activate and we have another accident. Therefore, you need to practice with maximum brakeage.

The second problem is participants who are overly reliant on technical means, who believe that a computer can defy the laws of physics.

They throttle so that the anti-spin is activated and they brake so that the ABS kicks in all the time. They believe that you can use both anti-spin and ABS features to ride faster.

The problem with a clumsy hand that clamps down on the brake is that the front fork compresses so quickly that the hydraulics wont function, the fork hits the bottom and the impact causes the front wheel to bounce. This means that when the ABS kick in, the front wheel is not grounded and ABS has to overcompensate both for the locked wheel and bouncing one, the braking becomes extremely inefficient.

Regardless of technological aids, we still need to teach our participants how to anchor themselves on the motorcycle, how to use the brake and how to use their eyesight. Regardless as to whether or ABS is present.

Exercise Tips

To learn to brake, we must do it many times, which rarely takes place because the drivers find it relatively unpleasant.

A good way to practice is if you have a really big exercise site, like an airfield or a large parking lot. We travel around the outside of the entire site, get to 100km/h, brake to get to 70, increase to 100, down to 70 and so on; to get many repetitions in a short period of time. This increases the quality of the muscle memory.

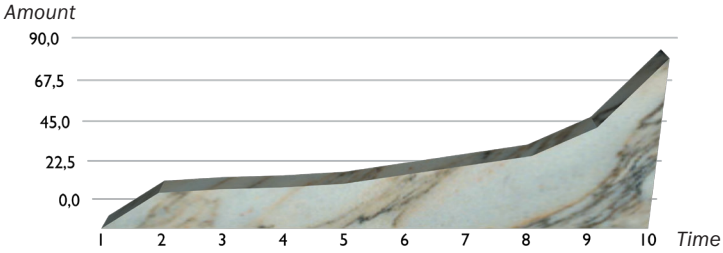
Another way to practice braking and above all anchoring is to brake with just one hand on the handlebar. Let the participant brake from a relatively high speed, and preferably many times. If we are not firmly anchored on the motorcycle, then we are motioned forwards and turned sideways, which is a clear sign of stiff arms and the lower body not being secure. With a hand on the handlebar, we automatically compensate for this by trying to improve.

Gradual Education in turning technique

A large part of the SMC schooling is based on our gradual training in turning technique. The concept has a number of basic exercises that will gradually give the motorcyclist the tools necessary to be a safe road user.

The background to why gradual education came to be is based on how people manage learning and how we handle risk analysis/risk calculation. To visualize this, there are two diagrams. The first is about how we learn.

Learning



We all learn in quite similar ways. Quickly in the beginning, the learning curve is steep, regardless of whether we are learning how the levers work on a motorcycle or how the pieces move on a chessboard.

Once the novelty has started to dissipate, we will start using our newly acquired knowledge and we realize that it takes time to actually get good at what we do; and with time the learning curve plateaus. It turns into a long process, where we slowly but surely get better and gain more knowledge.

The difficult thing about this long process is that it is easy to give up, we experience it as not learning at all or even moving backwards. This can be tedious, especially if we are not very interested in what we do.

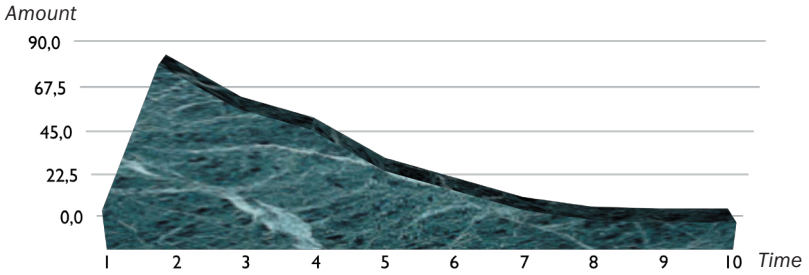
The huge reward in learning does come if we can bear it, grit our teeth, through the boring part. Then the joy awaits, the feeling that all the work actually paid off.

For everyone this is a euphoric feeling and this is addictive. When we reach this stage of our development, something exciting happens; we can suddenly analyze our knowledge and start to draw conclusion therefrom, the learning curve suddenly becomes logarithmic. If we take a complicated knowledge like driving a motorcycle, we also get many such learning curves. A curve for clutch control, one for braking, etc. These are rarely parallel but run at their own speed, depending on what you are practicing.

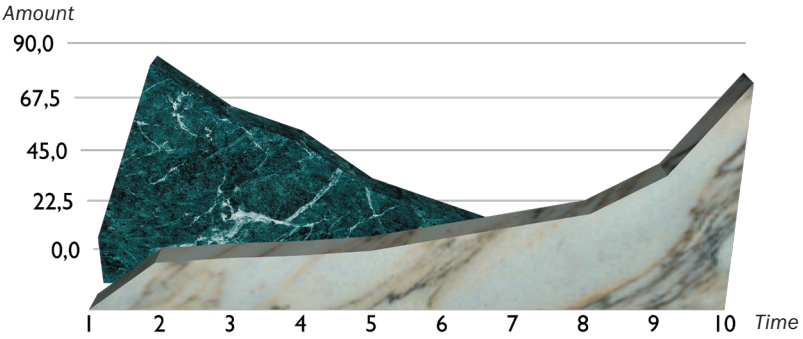
Risk Taking

When we are young we feel immortal, we take immense risks regardless of whether we go skiing, play poker, sky dive or anything else exciting. Old age is so far away it does not even exist.

As we grow older, we start to think, we get better at calculating risks and consequences and we become more contemplative:



When we add these diagrams together, we see that when we are bad at something we also take the biggest risks. This can be dangerous for motorcyclists. This also explains why young people, especially males, are overrepresented in the accident statistics.



Now this is a very simplified picture. Reality is much more complicated with so many factors. Even as we become old and wise, we can easily relapse into risk taking, we do it, for example, every day by getting behind the wheel of the car. Clear examples are on country road, with 2 + 1 lanes, where we ”fight” to get ahead before it is a single lane again; consequently, there are many incidents precisely there.

Even the calmest and most contemplative person can suddenly become an immortal 18-year-old again, especially when under stress.

The Gradual Education

In the SMC Schools Education Concept, we have six steps; one to four is about road safety training.

Step 1, the motorcycle

This step is about how the motorcycle functions and the basic tools needed to handle it.

Step 2, the road

We teach participants where in the road to place the motorcycle, and how this affects where, when and how one enters a turn.

Step 3, the human body

Here are things that affect how we think, how we work with the body's weight, mass and senses and how we are affected by survival instincts when driving a motorcycle.

Step 4 Individual Coaching

This step is about "bundling the bag", testing the tools obtained in previous steps and practicing what we have learned earlier. There is also a discussion about attitude and behavior.

Step 5 and Step 6 proceed away from road safety training and consequently have no normal insurance coverage. These steps are about capturing those who have done step 4 many times and want to progress training to competing in motorcycle racing.

Basic exercises Step 1

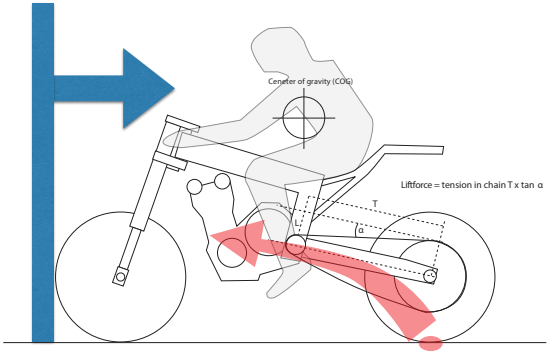
We have several basic exercises which we base all curve training on, and these basically are revisited in all courses, whether we are in a large parking lot, a plot of gravel or on a big track. What is set out here is the fundaments to the exercises. The implementation of the exercises can be found in **Appendix for Curve training**. To immerse yourself in the exercises, read **Twist of the Wrist** and **Full Control**.

1.1 Throttle Control

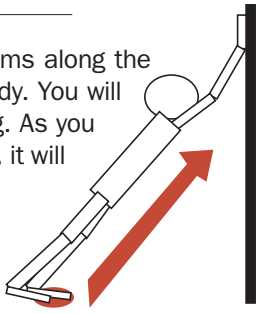
The courses always start with throttle control as it is a critical function. If a rider does not have good throttle control, nothing else can work, throttle control is fundamental to ride a motorcycle.

Throttle control means that we actively use the throttle as a control, not only to increase and decrease speed but to control, stabilize and move centres of mass to make the motorcycle behave as desired.

The motorcycle is propelled by the rear wheel and the force is transmitted at the far bottom where the wheel meets with the road. This means that when you turn the throttle, the motorcycle will be pushed forward, opposing air resistance and the equipage's inertia/mass.



Stand and lean against a wall with your arms and palms along the back's extension and try to push the wall with your body. You will then experience the whole body tensing and stabilizing. As you accelerate a motorcycle, it will behave in the same way, it will become stable, like a compressed accordion.

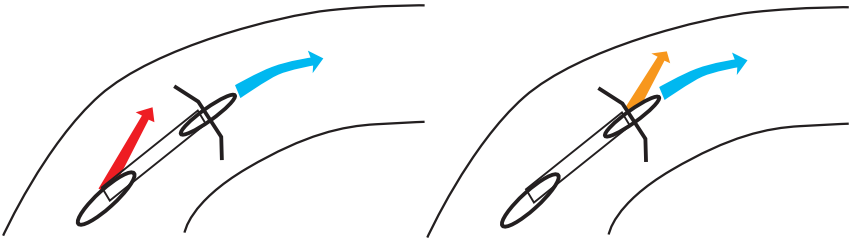


If I lose my grip when I try to push the wall, for example, my shoes slip, there is no opposing force and the whole body becomes flaccid. The same happens

with the motorcycle when I roll of the throttle. The braking power of the engine will affect the vehicle like when I am pulling an accordion, the motorcycle gets fluttery and destabilizes.

Another effect of the force pushing the motorcycle forwards and upwards is that it lifts the rear. Test this by positioning the front wheels of the motorcycle against a wall, carefully release the clutch and the rear of the motorcycle will rise. As I accelerate a motorcycle and use active throttle control, I get a more stable motorcycle and better ground clearance.

If I use active throttle control whit the motorcycle in a curve, the power will push the motorcycle forward and upward (blue arrow) but also in the direction of the tangent (red arrow). The rear wheel will then propel outwards in the turn and the motorcycle will turn a bit around its vertical axis, the entire equipage will then steer slightly towards, in this case, right-hand inner edge.



Acceleration - Trotthle is ON *Decelleration - Trotthle is OFF*

On asphalt this effect is not as noticeable, except you feel that the motorcycle stabilizes throughout the turn. Stability promotes a calm driver and due to this, we can plan our drive. A calm driver is not scared to respond if something unexpected occurs. He or she will therefore be able to use more tools to solve the situation.

If we roll of the throttle in midst of the turn, we instead get the front wheel in the direction of the tangent (orange arrow). If we have a lot of tilt, this can cause the tire to lose its grip and we will topple over. Throttle control is equally important in both instances.

On gravel and other loose substrates, the effect of increasing speed is more apparent. There, the technique is used to help the motorcycle enter the turn, to compensate for the tire's grip being worse than on the asphalt.

In terms of physics, we transfer the centre of mass backwards when we roll on the throttle, the rear is raised, the fork springs out and the motorcycle extends. It tenses the chain, which helps raise the rear, plus it also stiffens up the rear suspension. Just like leaning against the wall, the whole body stiffens and becomes stable, so does the motorcycle.

Throttle Control in Practice

It is agreed that we should accelerate the motorcycle using the throttle, the motorcycle becomes more stable and gets better ground clearance, which is positive, but how much and in what way?

A motorcycle gets uneasy during rapid changes. There is a built-in inertia since the motorcycle's mass must be transferred by way of counter steering, first to one side, then the other. If we compare with a car, where one just turns the steering wheel, the motorcycle must first be tilted before it can start turning, which takes time and space. In addition, the motorcycle is a lightweight vehicle, which means it is sensitive to rapid changes such as fast body movement, jerk movement of the handlebar, or when you have a clumsy throttle control.

The key to driving a motorcycle lies in the harmony between road, vehicle and rider. One wants to achieve the illustrious "smooth flow" in the ride, whizzing forward effortlessly, and the motorcycle runs through the curves painlessly.

To achieve this harmony, throttle control is one of the most important elements. The throttle controls stability, which creates a relaxed rider, who, when calm, dares raise their eyesight and the sight buys time and planning ahead.

If I am reckless with the throttle, twitching and rolling, up and down hastily, the many frequents adjustments in such a short time is disliked by the motorcycle. It presents its dissatisfaction by behaving meekly, it becomes unstable and the rider gets tense, his eyesight drops; i.e. the listed survival instincts present.

Clumsy (bad) throttle control gives poor foresight and planning, increasing the risk of accident.

The secret of riding a motorcycle is to be gentle. As the motorcycle has a built-in inertia from the counter steering, both riders and motorcycles will be most content if the throttle is treated in the same way. We must roll on and off the throttle delicately. Do not accelerate, nor slow down too quickly, follow through in turns with decisive throttle control, in harmony with how the road flows.

We also need not to roll it much, it is enough to roll the throttle gently by a couple of millimeters. If I do it too much, worst case is I lose traction on the rear wheel and crash, which I do not want, I want flow!

A wise friend from the north of Sweden once said:

"Riding a motorcycle is not about technique, it is about emotion and achieving harmony and balance."

When should I Accelerate

We have worked through being gently on the throttle, roll on, roll off, roll back on and we approach the turn. We roll off the throttle well in advance so that the braking can be planned for and become gentle, we have plenty of time to look where we are heading, look for obstacles and plan the inclination of the turn.

The question is then: **When should I start to roll on the throttle?**

Answer: **As early as possible after I've made the turn.**

What does "as early as possible" mean?

The basic rule is that **I roll on the throttle when I can see where to head.** In a quick turn I look at the exit out of it. If the curve is longer, then I may have to take it in stages and then the next part I am looking for. I can also look out for **"the vanishing point"** if the curve is so long that I do not see the exit.

As soon as I know where I am heading, I will gently roll on the throttle, not by much, just a couple of millimeters, just enough for the motorcycle to accelerate a little bit, stabilize and straighten up.

If I do this at the right time, I will not have to redo it, i.e. roll it back and forth again, which may happen if I am a bit greedy in my throttle hand. If I feel like I have to slow down in a turn, then I have accelerated too much and/or too early; I could not see where I was going and maybe the turn become narrow. It is quite common on the courses that the participants ride like that, on and off, on and off, and then lay off in the middle of a curve. This is called a "nut turn" because the equipage does not define a rounded curve. If I lay off the throttle, it is the same as braking, and then the motorcycle stands up.

Can I accelerate too early then?

As the motorcycle becomes stable (long and flat) as one rolls on the throttle, it counteracts the turn-in, acceleration means that the motorcycle does not want to re-direct.

As soon as the entry to the curve and turn is complete and I have affixed my eyesight to the exit, I will roll on the throttle.

The technique of turning a motorcycle is to use the built-in features of the motorcycle. When there is no acceleration, the fork is compressed and the motorcycle becomes easy to turn. When I accelerate, immediately after making entering the turn, the motorcycle becomes hard to turn, and significantly more stable. These are just the functions I require at these two occasions.

The actual goal is to spend as little time as possible off the throttle. As a rider, you want a stable motorcycle, except when entering the turn.

Common accidents

The most common accident both during courses and on the highway is due to incorrect assessment of the speed into a curve. He or she are going too fast, gets scared and brakes or lays off at too high a speed, and the front wheel loses grip. On the highway, the result is that the rider enters the opposing lane or drives into the ditch.

This is almost always linked to excessive speed before turning, bad use of sight (poor foresight/planning) and the throttle is rolled off so quickly that the motorcycle gets flimsy. All factors assist in landing the at the bottom of the stresscone, the survival instincts take over and we have a crash. It is important that we teach participants that they are to roll off the throttle earlier and have a ”ease-off-and-have-a-good-stretch” in a few seconds. Then the adjustment of speed entering the turn vastly improves.

The second most common accident occurs at the exit of the turn. Again, the rider has ridden too fast before the turn-in, misjudged distance and speed and braked too hard. The result this time is going too slow into the turn and as the rider feels that there will be no flow in the ride. He or she wants to make up for lost speed and become greedy with the throttle. The rider takes a handful and tries to accelerate out of the turn, the rear wheel loses traction and we have a crash.

In both cases, it is too much speed before entry that forms the accident. With good planning, we roll off the gas earlier, brakes softly and above all, use eyesight for planning ahead.

If braking is completed on time and the rider has plenty of time to plan, he or she will have the correct speed in the turn. Because the speed is right, the rider does not need to accelerate much to get out of the curve, and the famous flow appears.

Remember the old rule to achieve flow: Enter slowly, exit quickly!

1.2 Counter steering

Crassly, we do not turn a two-wheeled vehicle, we lean the motorcycle and it turns by itself. Turning an MC can be done in two ways, passively or actively. With passive counter steering, you let the motorcycle handle itself, you join, lean a bit to make the motorcycle lean and it turns. Just like you do on a pushbike, you are unaware that you do it, but simultaneously you do not get precision, it just happens.

With active counter steering, I control as rider; I decide where, when and how the MC will turn, and with the right technique I can make it turn with great precision. Active counter steering is the difference between riding and driving a motorcycle.

Active counter steering is the most essential tool I have to quickly redirect; it may be when a car does not see me or when I need to avoid a big pot hole. It is an effective way to ride around problems and danger that can arise along the road, and the harder we push on the handlebar, the quicker we change direction.

Counter steering, concisely, means turning the handlebar in the opposite direction to where I was going turn, leaning the MC lengthwise.

When the motorcycle is tilted, it becomes unstable and then the front wheel automatically compensates by following the intended direction of the motorcycle. The rider does not turn the MC directly, he or she generates an incline and the motorcycle turns itself with the front wheel to achieve balance.

One can test counter steering by balancing a long broom shaft in the palm of your hand. To balance the broom shaft, you must move the hand in the direction that the top of the shaft is moving towards, before it reaches it, so you must counteract (counter steer) the shaft from losing balance and falling.

Exercise Tips

One of the best ways to practice counter steering is to get the participants to ride with one hand on handlebar, partly on a go cart track or road racing track, but also by riding slalom on for example an airfield. The aim is for participants to feel that there is a lot of resistance to the steering and that it will be surprisingly tough and heavy to steer, especially as speed increases.

To turn the handlebar you can drag, push or do both. It is easier to push because you are stronger in that direction, but there are many who prefer the opposite. From an educational point of view, it is good to teach the

participants to push because you can use the memory aid, push in the direction of turning, e.g. push the right hand into the turn, and the motorcycle will turn right.

1.3 Braking before turning

The theory behind the exercise of braking in preparation of a turn is the same as for the braking exercises that we have already dealt with. The only difference is that the exercise does not intend to brake to full stop but is about adjusting the speed ahead of the turn. As this adjusting speed is connected to the throttle control exercises, it is recommended to read that chapter again.

The most common mistake made when slowing down from one speed to another is that we make a bad assessment of our speed.

When we brake to full stop, at for example stop light; we get slower and slower and the closer we get to the reference point (where we will stop) the slower it becomes. The precision of what we see then increases logarithmically and subsequently we stop precisely at the reference point.

The faster we ride, the harder the slow down must be, and the worse the precision becomes in assessing the exact location where we are to stop.

When we change speed from, say 80km/h to 40km/h, we find it more difficult to assess the reference point because it is ”moving”. Thus, we need more time to increase precision, to more accurately arrive at the new speed at the time desired.

Therefore, the best way to do this is create more time, so we simply lay of the throttle earlier. If I do that, I gain more distance and time which I can use to plan. Consequently, I have better odds to achieve the right speed for the upcoming turn.

Keep in mind that an accident occurs indirectly long before the accident itself transpires. It is what I do 200-300 meters before I get to the turn that determines if there will be an accident or not. If I adjust the speed of calmly prior, without disturbing the motorcycle, direct my sight and plan correctly, I will be able to ride the motorcycle through the entire road section with less risk of an accident.

Remember: roll off the throttle in good time, have ease-off-and-have-a-soft stretch in a few seconds, brake gently and let the speed drop off to the right entry speed.

Exercise Tips

If we are riding on a track, especially on bigger ones, it is preferred to do the whole ride without braking. It forces us to use adjustment of the speed to make it round.

If we are on a road or in a residential area, we can practice with speed limits. If we ride at, let us say, 80km/h then we try drop it to 40km/h (or whatever is on the sign) to arrive at the right speed just before the signage. The higher the speed and the harder we brake the more we will miss in terms of adjusting the speed. A typical phenomenon is that we slow down to a speed slower than envisioned, and then we must speed up to reach the exact speed when passing the sign.

If instead we roll off the throttle earlier and brake gentler, it becomes much easier to reach the right speed, we get a softer adjustment that has better precision and is safer. We also get a more harmonious flow, which is exactly what we aim for in our drive.

Basic exercises Step 2

Step two is about the road and environment we travel in and how we adapt to this.

2.1. Eyesight

The most important exercises we do on our courses are no doubt anything that is to do with eyesight; the most useful tool present when in traffic. If we cannot observe things properly, we cannot plan how and where we are riding.

The only reason we have not practiced eyesight much until now in step 2 is because the sight-exercises require a stable fundament. If we do not have the throttle and the anchoring in place, sight simply cannot operate. If we sit on an unstable motorcycle, we get tense and nervous and our eyes will not function properly

We start with why sight drops when we tense up, it is due to fear. When we get scared and anxious, we want to look at what is closest, what we are afraid of. It may be, for instance, a manhole, ice patches, or spilt gravel. It may be something simple, such as a slightly larger bump, which is usually not a problem. But, in combination with a motorcycle that does not feel stable, the bump is a problem.

One of the first survival reactions (SR) that presents when we are afraid is tunnel vision and locked vision. The initial thing with this SR is that sight drops and seeks out what is ”dangerous” closest to us.

The man has evolved to move at up to 15km/h, and our sight is adapted to this. We look to where dangerous things usually would be, approx. 3-5 meters in front. We are not adapted to see dangerous things 100 meters ahead.

Keep in mind that a motorcycle running at 80km/h moves approximately 22 meters per second.

Eyes' function

The eyes work like a camcorder with a shutter, i.e. the eye stops, focuses, takes a still which is sent to the brain and whilst it is processed, the eye moves to a new point, focuses, snaps another image, sends it to the brain and so on. This way of moving your eyes is called saccades, leaping movement of the eye's focus.

We see the world as the brain shows it to our consciousness, not as the eyes see the world. The eyes decide in part what they want to focus on and do not send all information. The brain determines via instincts and attitudes what it wants to show us. We do not see everything, and we miss a lot of vital information, especially when things move quickly.

As we have already established, we are made for low speeds and our physiognomy is set accordingly. When we drive motorcycles or other types of fast vehicles, the eyes will be ”overloaded” with information. They cannot snap pictures fast enough and then start skipping ”unnecessary” information. Still, a large amount is sent to the brain, so it will also skip what it thinks is unnecessary.

Other features of the eye

We also use the eyes for other things, e.g. assessing distance. If we come across an Survival Reaction, SR, such as tapering of the field of vision, then the distance assessment is affected, and we become disoriented and sometimes dizzy.

Dizziness and disorientation is a prevalent trigger for survival instinct, “flight or fight”. The brain perceives dizziness as a fatal hazard and responds. Read more about this in the chapter on Survival Reactions.

Thus, an SR can trigger another SR and then it becomes additionally difficult to guard oneself. The only way is to try and avoid the first position, the first trigger. The way to do this is to ride calmly, be gentle on the throttle, plan the ride and anticipate problems.

Sight's Factors

Additionally, the eye’s perceptiveness is controlled by many factors, where movement remains primary. We see things that move much better than things that stand still. In addition, the brain presents what is biggest and most visible ahead of what appears to be less so. The saccades, i.e. the eye’s affixation to a focus point, is also determined by various inherited factors like instincts and upbringing.

So, movement of the eye is governed by certain things. Is something in motion, is this something bigger and/does it look better against the background; then the brain will present it prior to other objects. Moreover, if an item is identified as dangerous, it must be prioritized as it may affect our survival.

Does this affect us riding a motorcycle then? Yes, significantly so. If we think of someone driving a car, his or her brain will process the environment. The person’s eyes will register the environment according to the above rules. The brain presents these images according to their priority pattern and the driver makes decisions accordingly.

Meeting of two vehicles

How does a driver of a car perceive a motorcycle then? The most common scenario is that the driver meets a motorcycle. If we think of how this motorcycle is perceived according to all the above parameters, it is not great. The

motorcycle is a small object, so there are larger objects around, such as cars and buses, the motorcycle will not be prioritized.

A small vehicle that comes in a straight-forward trajectory, moving little in relation to the background, so it will not be prioritized.

Is the motorcycle dangerous? The driver is safe in his metal box and he or she probably believes that a motorcycle would not cause much harm in a collision; the motorcycle will once again be pushed back in the queue.

If we summarize this, there is only one thing that may make the driver see us and that is if the person is either trained in risk perception or very interested in motorcycles, otherwise we are out of luck.

Intersections

We think of the next scenario, an intersection. The driver stops at the intersection where he or she will look to the left, to the right and then to the left again, as we are taught in preschool. There are studies that show that when you perform a rehearsed pattern to detect things, you may not actually perceive the things you are looking for. The brain can block sight because it prioritizes the invasive movement.

The next problem in an intersection is that the motorcycle is so small that it disappears behind the "A-pillar" in the car, the motorcycle does not exist. If the driver also slowly rolls towards the junction, the marginal movement of the car will cancel out the movement of the motorcycle in relation to the car, so the brain filters the motorcycle as a stationary object.

A road user who comes to an intersection, who stops and looks left and right will look as far as approximately corresponds to the speed as is set for the intersecting road. Is it a 70 km/h stretch, then the driver will look about as far as is required to detect someone driving 70km/h. If then a motorcycle, at speed excess to this, comes, its rider will discover the car from further away, whilst the car's driver won't see the motorcycle, it is too far away in relation to the expected speed.

Statistically, we have seen very many accidents at intersection where motorists drive out in front of a motorcycle. It is the second most common MC accident in Sweden.

The driver then becomes is at fault for causing an accident, but indirectly, the motorcyclist contributed to the accident by riding faster than expected.

Additionally, if we add up all the above limitations to eyes and brain, it is not surprising that accidents happen, and whoever is at fault in the eyes of the law, the motorcyclist remains the one to pay the price, by serious injury and/or death.

Can we influence these factors?

Because the brain runs us through a lot of hoops as per above, we must implement quite a few measures to improve the situation. Visibility, for example, it makes a difference whether we dress in dark, or bright and colorful clothes. It matters whether we have safety vests or other fluorescent colors on. It would be better if we had yellow plastic disc in front of the headlights and warning lights and/or other types of lights.

All these measures affect how we are perceived, but not to the extent believed, and can create a false sense of security. For example, yellow light only becomes more visible in relation to others driving with white light. Should everyone drive with yellow light we would not stick out. If we are dressed in a safety vest or similar, then we will be seen much better but as we are such a small vehicle in relation to the other traffic, plus we still move so slowly in relation to the background the brain thinks we stand still.

We remain perceived as harmless, which means we are being filtered away. Safety vest or colorful clothes can even be counterproductive as it makes the driver think that it is all a bit ridiculous with vest and ”toothpaste garments”, and then we become even less dangerous.

On the other hand, if we dress in a blue leather kit, white helmet, safety vest with a white motorcycle with blue and yellow fluorescent fields, the drivers will see us. Not because of the colors themselves but because we look like a motorcycle police and therefore constitute a ”danger”.

There is really only one thing we can do to survive as motorcyclists, and it is to have foresight and plan for all eventualities. We need to educate ourselves on how people behave, we must anticipate all mistakes that can affect us. We must also understand that we are barely visible and plan our driving accordingly.

Exercise Tips

We have several exercises that we use on our courses to train our eyes. Here are examples of those we use in Step 2:

”The Glove Exercise”

This exercise is to create understanding that we cannot see beyond our focus point. The participants line up shoulder against shoulder to look at a common point quite far away, such as a sign, a car or a building. The instructor places a glove or other object on the ground 3-4 meters in front of the group and the participants are asked to alternately focus on the glove and on the object that is far away. The purpose is to illustrate that when you look at the glove, you do not see the object far away, it disappears from our field of vision. But, if we look at the object far away, we will clearly see the glove too.

It is important that in this exercise you raise the issue of fiddling with your phone / travel computer / GPS whilst driving and how dangerous it is due to above. If you drive 120 km / h and fiddle for 3 s, it corresponds to 100 meters without sight. A lot may happen over that stretch.

Active Sight

Out of our senses, sight is most developed. This comes from us hunting for survival, where the eyes are directly linked to the direction in which we steer the body. This is something we can use to our advantage when we ride, just look we are going and we will go that way automatically, easy!

Now, of course, it is not that easy because we have survival reactions to consider. SR's are naturally important as they help us survive crisis situations, but in the setting of driving vehicles in traffic, they are more likely to harm.

When we get scared, the SR activates and regarding sight, there are two things that happen; we get a limited field of vision and lock our view. We automatically affix sight onto what is dangerous, such as an approaching front of a lorry or an obstacle along the road and it is difficult to avoid this, as it is an instinct. All we can do is train to recognize an SR, and when our neck hair stands up we try to counteract it. Once a SR is in operation, we cannot do much; consciousness is overcome by instincts and innate needs, and we are no controlled by logic. An SR kicks in when we are at the bottom of the stress cone.

2.2. Turning point/Placement

Placement and turning point are two basic factors affecting how one advanced the roads and how to control your placement. This is in direct relation to the sight exercises, where we spoke of what you see, and now we will take control of where we are in relation to what we see.

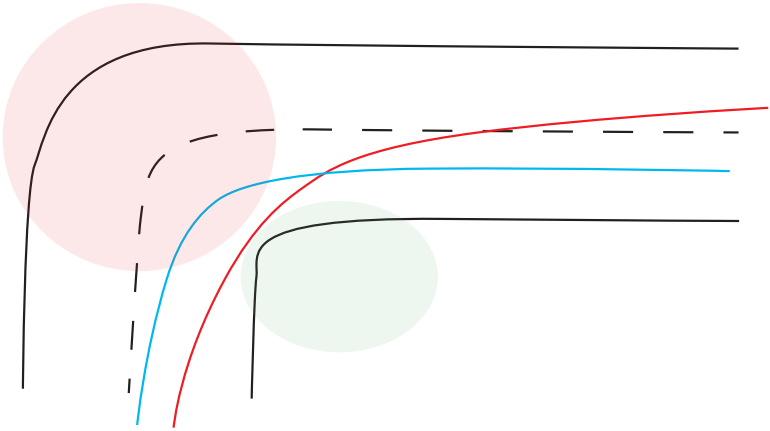
A motorcycle is a slim vehicle and we can use it to advance safely by correct placement. At the traffic school, we are taught to take up some space and to be in the middle of the lane. Partly to show create presence, and partly because it is often scant at the edges of the lane. When we approach an intersection, with placement we show whether we are turning and in what direction. These are basic functions to make ourselves visible, and make clear our intentions, we communicate with other road users.

How should we handle a turn then? We do not need to show where we are heading because we can only ride one way, and as we have learnt in the chapter of eyesight, we are not visible. So, we must consider how to get through the turn in the safest way for our own sake.

We can use one of two options to get through a curve, with an early or a late turning point. Most people choose the early turning point automatically, especially when riding a bit too fast for their level of competence.

We have the tendency to be pulled to the inside of a turn because it simply feels safe. We do not like the center of the curve and even less so the outer edge, as there is no more road out there. If we place ourselves on the inside we have a lot of road outside our turning radius, road that we can use to straighten up and to brake. We believe we can do more before we reach the outer edge and the unknown beyond.

The issue is that it is the complete opposite. The ”safe”, green area often contains rolling gravel created by lorries taking a short cut. If there also is



a bump, a truck may have spilt diesel there making it slipper. Additionally, there is often shrubbery and other things to obscure the view.

The second thing that occurs with the early turning point (red line in the picture) is that it will take a long time before we use our sight and see the exit. It is only when we get through the curve that we will begin to see where we are heading. This means that opposing traffic does not see us either.

The third thing with the early turning point is that we cannot accelerate again until quite late, creating a longer period of having an unstable motorcycle. It easily becomes a “nut turn” when using an early turning point.

The result of rolling on the throttle is that speed increases, and the motorcycle will start to move slightly in the tangent’s direction, and if we continue to roll on the throttle we end up in the opposite lane and in the worst case we will be meeting another vehicle. Then, as we feel ourselves drifting across to the other lane, we shut the throttle, SR1, but it will have the same effect as braking, the bike will straighten up and we’ll get even quicker drift across the center line and collide with another vehicle.

Late turning point

Instead of an early turning point, we should choose to create height in the curve by a late turning point. We simply wait until we can see through the turn, then we turn (green curve in the picture). The advantage of this manoeuvre is that we can brake over a longer stretch, and are able to see where we are heading, which means that we can roll back on the throttle earlier on and we can accelerate all the way through the curve. We get a stable motorcycle over a longer period.

We will also drift in the direction of the tangent because we are turning over a much shorter time period and we have throttle control already in place just as we approach a fully straightened motorcycle.

Note that the turning point automatically controls the placement in a turn. In addition, if we manage throttle control correctly, the turning point is the only thing we need to keep in mind to exit the turn, precisely where want to.

Summary

There are no disadvantages of learning to always create height in a turn. There are both technical and human advantages to driving that way. As we see where we are going, throttle control becomes good, a stable motorcycle creates a relaxed driver, a relaxed rider can plan his riding, especially when he or she sees far ahead of the turn. By maintaining slight acceleration throughout the turn, we also get better ground clearance.

2.3 Riding position in a turn

A motorcycle is a lightweight vehicle, which means the rider represents a substantial proportion of the total weight of the equipage, approximately 25-30 percent depending on the motorcycle. If the rider moves his body, just an inch in any direction, it affects the entire equipage's balance.

Once you've learn how to use throttle control to influence the motorcycle you have a stable platform, allowing the rider to use his sight to see where he or she is heading. By means of counter steering, the rider can turn the motorcycle with great precision and situated precisely in the right place. Now, when we add the effect of using our body, we gain yet another tool for steering and positioning the motorcycle.

We start with braking techniques. Modern motorcycles usually have powerful brakes, but whether with or without ABS, we can reduce the stopping distance in different ways by means of body control. A common example is that when we brake due to poor anchorage, we slide forward, putting even more weight on the front wheel, which sounds good, but we also put less weight towards the back, reducing the effect of the rear brake. If we have a motorcycle without ABS, then the rear wheel is likely to lock up, then we have no rearbrake at all and the risk of crashing increase significantly. If we ride a motorcycle with very short wheelbase, for example a sports bike, the risk of a stoppie increases, and in the worst case, flipping forwards.

So, by firmly anchoring ourselves on the tank, we can reduce the risk of toppling and improving the stopping distance. Braking a motorcycle generally moves us a bit, even if we are properly anchored, so if we try to move our bum even further back when we brake, still with our knees against tank but further back on the saddle, then the traction to the ground increases and the braking becomes more efficient.

Resultingly, this affects the rear brake even more, and on some bikes, especially those with short wheelbase, it can make a big difference, especially when we brake from high speed where the stopping is most greatly affected.

Just by sitting properly on the motorcycle or moving a few inches forward or backwards, we can thus affect the braking distance. Now, are to try to reposition whilst turning.

If we sit up-right on the motorcycle and counter steer, the motorcycle will turn. If we use the weight of our upper body and lean into the turn, the motorcycle will turn even more easily. By using the weight we are already riding around and letting gravity do the rest, we get a "steering servo" to assist, without effort.

The first thing we tried was to just lean the upper body and direction it into the turn and the effect of it was strong. If we want to increase the force further,

we can also move the bum, about half a butt-cheek. Then an even greater portion of the body and its weight is placed to the side of the motorcycle, and we get even more ”servo” that will assist the motorcycle’s entry into the turn. In addition, we get a braking effect by way of air resistance when the front-facing part of the motorcycle becomes larger and when this airbrake is on the inside of the motorcycle, it will provide further assistance with the turn itself. It is important that in this exercise remember to lift the body off the seat using leg and hip muscles, you must not pull yourself up using the handlebar as the risk of a jerk or the MC starting to wobble increases significantly.

Do not forget to keep an eye on foot placement. They should as per the chapter on brake technique be directed forward, not outwards to the sides.

The technique of moving out the bum and upper body outwards has the additional advantage of straightening the motorcycle. You create greater contact area between tire and ground, plus, ground clearance increases; the latter being critical for example for a custom motorcycle.

As an instructor, it is important, as we discussed in the chapter of Braking Technique to present different ways to anchor the body beside clutching the tank, especially in a turn. A sport bike for example, will have a certain design, built to turn with. Especially, the tank is designed to support the stomach and allow the outer arm to rest on top, to subsequently relax your hands more, reducing the risk of pinching down too hard on the handles and negatively affect steering.

If you ride a motorcycle with an upright riding position and a wider handlebar, you won’t reach the tank with your elbows; and then you have to try to relax your arms by using your knees, lower legs, heels and abdominal muscles to anchor.

On a custom motorcycle there is often no way to even squeeze the knees around the tank, then one must anchor to the air filter or pin yourself by moving our feet forward, toward the foot pegs/footplates. As an instructor, you must be able to demonstrate this to participants, regardless of motorcycle model.

Disadvantages of moving the body

When we sit on a motorcycle that is turning, and we have moved the body outwards; found the right anchoring points and can relax, it feels stable and pleasant. Unlike when we are upright, we have more anchoring points on the motorcycle in a turn, plus the gyro force pushes us towards the saddle. It feels like we are bolted on.

Issue arise if we suddenly have to veer to avoid. If we are sitting upright on the motorcycle, like when straightened we could veer just by counter steering and a little twist of the hip, as if we were hula-hooping.

If we are positioned to the side of the motorcycle, well anchored, it immediately becomes difficult to do the same manoeuvre. The turn quickly narrows in the direction we have already started turning, but if we are to turn the other direction, it will take longer than when sitting upright. It may even become dangerous, that is, a decisive turn cannot be accomplished because the body is placed on the wrong side counteracting it. If you are riding in town or on the highway, you should aim to sit upright and just flick the hip so that you have a margin of error in case something happens.

There is another disadvantage that occur when we have a rider of a sport model. When they learn this technique, chances are they start trying to knee drag, which is a technique that only belongs on a track. Of course, we do not suggest this is prohibited, as we undermine our own course activities if we act like knee dragging is bad. Remember how important it is to have fun and to knee drag is something many find fun, we cannot take that away. Rather teach the participant to contemplate, to apply common sense as to when it is appropriate or inappropriate to drag knee. Hundreds of accidents have happened with riders dragging a knee in a roundabout with spilled diesel.

All these tools and techniques are to improve the safe advancement of the motorcycle. The better we become at using the tools, the less time is spent thinking about the motorcycle itself and we can focus on traffic instead. The important thing to know is that the tools are all meant to improve our ability to plan the drive, not to drive fast.

Step 3, the Human Body

In this step, the aim for the participant is to gain an understanding of how they can use their minds more actively in their motorcycle driving. Focus will be on feel (relaxed driving position), vision (sight control and broadened view), and how the brain acts instinctively (survival reactions) after a predetermined pattern when the rider is in a stressed or tricky situation. These subtle reactions can, in many cases, impair our ability to cope with a risky situation.

Practical exercises are complemented by the soft values in the shape of deeper interactive discussions about human survival reactions and what we can do to counter them.

3.1 Relaxed riding position

Tensing up and gripping the handlebar tightly exhausts the rider; the forearms can go numb and the rider quickly loses sensitivity to what the motorcycle itself is doing. By gripping the handlebar tightly, the rider channels the natural movements that the suspension and handlebar experience the front wheel runs bumpiness. This can lead to instability and steering freeze (wobble/weave).

When hanging onto and holding the handlebar tightly, the rider often tends to make unconscious steering movements that create instability. It is very common and is evident in hard braking and in body repositioning. The lighter the motorcycle is, the clearer it becomes.

To increase the sensitivity to what the motorcycle is doing, the rider should have relaxed shoulders, arms and hands, and be anchored in the motorcycle using leg and hip muscles. When repositioning on the motorcycle, the rider should also use leg and hip muscles, and not pull at the handlebar.

An advantage of a relaxed riding position is that the rider can work with the body as a buffer, facilitating the suspension of the motorcycle and other movements, subsequently increasing traction and stability.

Exercise Tips

One good exercise is when you allow the participants to practice holding the handlebar with only the thumb and two fingers while shaking their forearms lightly to ensure they are relaxed in their shoulders, arms and hands.

Another good exercise is the one we use for counter steering and braking exercises. The participants may ride with one hand on handlebar, which forces them to relax in the arm whilst clutching on with knees and calves.

3.2 Target fixing – broad sight

When the rider is in a stressed or tight situation that makes the rider unsure, target fixation, or ”tunnel vision” may occur. What happens is that the field of vision shrinks and unconsciously focuses on a target. For example, it may be a car that the driver wants to avoid colliding with, or a big pot hole in the road. Anything that the brain considers a hazard.

It is not really the field of vision that shrinks. As long as our eyes remain open, our vision is just as good during tunnel vision as it is normally. It is the brain that causes us to focus on what is ”dangerous”, i.e. in this case the car, and it decides to shrink our field of vision until we are fixated. We know from the exercise Active Sight that the motorcycle is ridden towards where we look, which here is a disadvantage as we want to avoid colliding with the car or driving into the pot hole. This due to the fact that our physiognomy is built for speeds up to 12-15km/h, not the speeds at which we drive at in traffic.

The only thing that helps in this situation is to learn to force your eyes towards the end of the turn instead. Then the motorcycle will follow our eyes closely.

Broadened Vision

To avoid target fixation in situations that stresses the rider, a technique called broad-sight is used, achieved by actively using peripheral and focus. The rider focuses on where he wants to go and views the surroundings by peripheral vision. It quicker to only redirect one’s concentration rather than moving the eyes and in the field of peripheral vison where we easiest may identify movement.

If we look at the road, we still see the sky, the ground and the trees in our surroundings, and we can move the concentration between them quickly without getting dizzy or disoriented. If we do the same but instead physically move our eyes between the road, the sky and the trees, we will easily get dizzy, plus it takes longer, the eyes must constantly regain focus.

By broadening our sight, we can detect hazards in time and experience the environment as calmer. When we feel that the field of vision is shrinking towards target fixation, we must concentrate on widening it again. This is a difficult exercise to implement because it is difficult to understand how to do this in practice, it must be realized. This requires a lot of practice.

This exercise is good if we can get the participants to bring it home. For example, we can stop at an intersection. Then, we look straight ahead with our eyes but view the other cars and the traffic lights using the periphery, and by redirecting our concentration. When we do this a few times, we notice quite quickly that we do not always have to look to see.

3.3 Survival reaction Responses

Survival Reactions (SR) are innate we can never get rid of them by training. It is generally impossible for a normal sober person to, for example, fall face first onto the ground without putting up their hands as protection. These instinctive features are governed by the so-called reptile brain. We cannot eliminate SRs, but we can train ourselves to recognize them.

The reptile brain includes the cerebellum (little brain) and the brain stem; and in reptilians the brain is dominated by only these brain centers, hence the name. The reptile brain is the oldest and most primitive part of the brain and is responsible for our balance and the large muscles erecting us. In addition, many vital involuntary functions, such as blood pressure, breathing, temperature and consciousness, are controlled from here.

In the reptile brain, decisions about survival are made. Friend or Foe? Flight or Fight? Decisions are taken instantaneously and are based primarily on instincts, not on logical analysis. The reptile brain also has direct control over a variety of bodily functions via the brain stem. It can instantly prepare the body to run as fast as is physically possible or have it tense muscles in response to an attack from or against another person.

Stress directly impacts this. The more stressed we become, the more brain function is transferred to the cerebellum and the preprogramed response of Flight or Fight kick in. Therefore, we have many elements of relaxation on the courses as we, no matter the cost, want to avoid stress, which triggers the SR. Read more about stress here.

One thing we may not always be aware of is that dizziness is also a strong trigger for the SR. When we get dizzy or disoriented, the brain interprets it as a fatal threat and it react immediately. Dizziness and disorientation is something us motorcyclist often encounter. For example, when we brake hard, it pushes the frontal lobe against the inside of the skull and makes us dizzy briefly. This can cause the SR to be triggered and we stop braking or brake too hard and crash. It is the reptile brain that controls this situation, we are out width control and cannot affect it all.

Because the SI is triggered at the bottom of the stress cone, we realize that the drop from a calm and safe status far up the stress cone can happen very quickly prior to the reptile brain taking over. We also do not know in advance how we will react to various SRs, we are all different and some people are very strongly affected. It is not certain that we recognize our own behavior, and this in itself will stress many people. It is the same as when we do not know how to react when are the first person at an accident. Some people become hysterical and some completely calm, it is the same mechanism that manages the SR.

An SR is a form of trauma and if we are exposed to a SR, some people may find it difficult to process it, also any reaction may be very delayed. Therefore, it is important to monitor oneself, (or those who are exposed to an SR) over time.

If we drive motorcycles a lot and actively so, it sometimes happens that we skid, or that we lose traction when we brake. As instructors we have probably experienced this many times and we are quite used to it and may even think it is normal. The participants are not used to it at all, and for many, this is a big and dramatic event, so it is important to observe the participant and ask them how they feel. Also, check up on person after a while, when the adrenaline has dissipated.

A rider's survival instincts may be triggered by a variety of reasons. Entering a turn too fast, running too wide a track, uncertainty about the traction, fearing that something unforeseen may occur, as well as many, many more reasons. What we are to do on our courses is to inform how we, as humans, may improve; but above all, teach participants to use their sight and plan the riding in such a way that we can avoid triggering survival instinct responses.

As previously mentioned, we cannot eliminate SRs by training, but we can practice so that we can recognize the signs early on, giving us the opportunity to do something before the SR reaches full effect. With practice we increase the "span" to sense the SR before they take over.

Survival reactions in chronological order

The SR that motorcycle riders encounter in stressed and unforeseen situations are listed below in the order of manifestation. Many of them follow so closely or are so joint that we are unable to identify them, but the rider will still experience them;

1. Lays off the throttle
2. Tightly grips the handlebar
3. Shrinking field of vision/Tunnel Vision
4. Target Fixation
5. Steering towards the fixation
6. Does not steer/steering too slowly
7. Braking too much or not enough

Survival Reaction responses as linked to the exercises

If we compile the different SRs as addressed in the different exercises we run, then it will look as follows:

Throttle Control

To prevent the rider from rolling off the throttle (SR 1), we have practiced to roll on the throttle as early as possible, and with this we have worked with active vision control and broadened sight to allow the rider to plan his riding and avoid getting into stressed situations.

Counter steering (Quick steering)

In the exercise counter steering, the participants learned the technique and benefits of being able to turn swiftly, which prevents the driver from non-steering, or not steering enough (SR 6). To prevent the driver from gripping the handlebar too tightly (SR 2) we have practiced a relaxed riding position.

Eyesight

To have the rider avoid target fixation (SR 5), participants have practiced broadened sight, to increase the margins against target fixation. The participants have also been taught to only counter steer once per turn to counteract unnecessary steering impulses (creating nut-turn) that can affect traction and stability.

Braking in preparation of turn

Participants have practiced braking before a turn to learn how to anchor themselves on the motorcycle, apply the brake and use their eyesight to increase their capability to counteract excessive/insufficient braking (SR 7).

The most common mistake made by participants

The rider's own mistakes are what primarily trigger survival reactions, and secondly it is other unforeseen environmental factors. Some typical factors that trigger the SR is that the driver;

- Enter a turn too quickly
- Runs a too wide a track
- Has too steep incline angle of the motorcycle
- Is uncertain about traction, potholes and bumps in the road surface
- End up in an unexpected traffic situation, e.g. a car suddenly appears

- Gets scared or loses concentration for another reason
- Feel as if the space around the vehicle is reduced, for example, by riding in a tunnel, or when the turn is sharper than expected.

Other Reactions

There is one more reaction we can experience and that is, if we face an inevitable trauma, we give up, we become apathetic.

Although we may not be able to label it quite as a SR because it does not actually attempt anything productive, it is still an instinctive response that we cannot rid ourselves of.

According to accident investigators at the Swedish Transport Administration and the police, it has been found in the measurement of the skid/brake marks in fatal motorcycle accidents, that these have ceased before the actual collision point or point where one leaves the road. The distance from the edge of the road to where the skid mark has finished has been measured to an average of 14 meters, which is quite a long distance. Had we been in a normal situation, without stress, we could use that distance and make several manoeuvres rather than nothing at all.

If we look at a typical accident, a 70km/h road, single-vehicle crash, the motorcyclist has entered a curve too fast and all the SRs are triggered. The rider closes the throttle, the body and arms stiffen, and they clasp the handlebar tightly, the field of vision narrows and the eyes fixate at the point at which the rider knows that he or she will drive off the road. Instead of turning the stiff arms effectively prevents this. Instead of braking, once again the stiff arms prevent this, the front brake is applied but not sufficiently so. On the other hand, the rider will lock the rear brake and form a long black skid mark. When the rider then sees the edge of the road approaching and the speed has not decreased significantly, the brakes are released, the rider becomes apathetic and awaits the crash..

We will play around with the idea that the speed was about 90km/h when the turn began. However, the braking, which is unduly carried out, will still have some effect, along with the engine retardation, before the rear brake locks the wheel. Even a locked rear wheel will help brake. It is quite likely that the speed is down to 45-50 km/h when the rider gives up, and it is 14 meters left to the roadside.

With controlled braking, one can brake from 50 to full stop at 6-7 meters; clumsier braking takes about 10 meters. The rider in this case could have come to a stop 3-4 meters before the edge of the road, and the point at which person would have driven off had he/she not given up.

Just because the rider gave up and stopped riding, he rode off the road at 45km/h and possibly collided with a tree or a big rock. If the rider had practiced enough to be able to continue to act, nothing would have happened, or in worst case, the edge of the road have been crossed at very low speed.

In the above example,

... an **unskilled** rider was probably killed.

... a **trained** rider had a "close crash" and might have been injured.

... a **competent** rider had planned his riding and the situation never occurred.

Summary Survival Reaction Responses

Survival reaction responses are some of the most important and difficult things we have to work with. They are based on innate features to our body that we simply can't control. Once a SR has been activated, we are no longer aware of what are doing nor can we control it.

All we can do is practise and practise again. Practice all imaginable scenarios that could trigger the SR. By training and developing our riding but also our imagination for what might happen, we can learn when to expect a SR. The best way to avoid a SR response is simply not to ride beyond our own level competence in a given situation.

Exercise Tips

With our course participants, it is important to discuss these things. Talk about why, and above all, about the importance of never giving up, not to stop driving, not to stop thinking.

The easiest way is incorporate the information on SR into all our exercises so it becomes a natural part of riding a motorcycle.

Step 4, Individual Coaching

In this step, the aim is that the participants themselves identify their weaknesses and develop their own study-plan, in cooperation the instructor. The focus remains on the individual and level-oriented rider development where the instructor acts as a coach to the participant. The purpose of Step 4 is also to encourage high quality and lifelong progressive development as motorcyclists. The participants should be able to repeat step 4 several times and still feel that they are developing as individuals and drivers each time.

In addition to the participant-specific exercises, the instructor will also conduct a discussion adapted to the individual about risk awareness, self-awareness, and attitudes with each participant. If these conversation types were conducted in the previous steps, it will also become easier to, even at step 4, continue the discussion and give the participants the space required to create their own ways of thinking regarding risk awareness. Therefore, it is so important to get these conversations already from Step 1.

The important part is that the participants get an understanding that they themselves are responsible for their development as individuals to become safer and more risk aware. They are responsible for their lives and the decisions taken when riding their motorcycle, they must also face the consequences of their actions.

Individual exercises

Most participants who go through Step 4 want to practice seat placement, turning point and placement. Most instructors who run Step 4 know that the participant needs to practice throttle control and eyesight.

As there is a discrepancy between what the participant wants and what the instructor observes is required, it is crucial that the instructor, in a diplomatic way and with the help of the activating pedagogy, gives the participant an opportunity to realize what is required by themselves. Here, we need statistics on the type of accidents that are most common on our courses. It may also be possible to run a couple of shifts according to the participant's wishes, then to lead the discussion into what is actually required.

In Step 4, the instructor may benefit to work as a "depot-instructor" during some of the practical stints. That is, he or she walks out onto an interesting section of the practice site to get a different perspective on how the participants are riding and to provide more constructive feedback. One of the best ways to control how a participant uses for example throttle control is to go to the practice site and listen, it is easier to hear than to see how the participant using their throttle.

However, the instructor must ensure that there are other instructors who can make up the safety coverage of the site, for example, if an accident were to occur.

Conversation about soft values

In addition to the individual bit to these exercises, it is important that the instructor also leads the conversation onto soft values and create reflection over them. Subjects that need to be touched on are the participant's view of the following:

Risk Awareness

The Driver's Limitations

The Motorcycle's Limitations

Environmental constraints (road, training site, other road users, etc.)

There are those who think that as long as they are able to brake and veer they will be fine. Others argue that the limitations do not apply to the them because they do not ride fast enough, or "never ride when it's raining" ...!

One question to discuss is who is the most dangerous, a mechanically skilled and dexterous driver who rides fast or someone who is not confident, uncertain, afraid and but rides carefully?

How can we influence the limitations?

By practicing something, we become aware of our limitations, while reducing them limitations as our expertise increases. By refining our ability to read the traffic and anticipate risk situations, we can avoid them. Increased skill in handling the vehicle allows us focus on perceiving what goes on around us. The more exercises we do, the greater the chance we react the correct way if and when we end up in crisis.

Increased control over limitations increases risk awareness!

Keeping your vehicle in good and safe condition is a way to reduce the motorcycle's limitations. Understanding the importance of, for example, good tires and well-functioning brakes is one a way to increase risk awareness. Insight into the protective equipment's functions and constraints is another important area.

My limitations

- Sight
- Hearing
- Reaction time

- Health
- Mood
- Skills, am I trained for what I will expose myself and other co-drivers/participants to?
- Sobriety
- Attitude
- Concentration
- Self-control
- Self-awareness
- What I think is possible / impossible
- Proficiency/understanding

Risk awareness is a topic that should be present throughout the entire course. We create discussion through engaging questions that cannot be by a simple yes or no, to create debate.

Suggestions for discussion-questions;

- Is it possible to plan one's riding in the same way in traffic as on the track?
- How do I assess traffic? Do I look straight ahead, or do I look at what's happening around me on the road? How do I do this riding on a track?
- How far ahead in queue of cars do I look? Do I put my eyes on the car in front, or much further ahead to create a bigger safety zone around me in case I need to brake? How do I behave at the practice site?
- How do I situate myself in traffic compared to on the track?
- What risks am I prepared to take in traffic compared to when on the track?
- What does it mean to have opposing traffic by and on the road compared to on the track?
- Do I have any control over what other road users or participants may do on the road or at the training site?
- How dangerous is it to ride on the road compared to a closed off training site?

Attitudes and Self-Awareness

There is a strong tendency towards having a uniform attitude within groups who regularly associate. We adapt to the group and approach each other in a set way, with a certain attitude. Motorcyclists are stereotypical of this. If we experience common interests, we shape common attitudes.

Socially, the pressure is often extremely powerful. For example, we align ourselves way more according to our friends than to others. We are shaped by the signals we are exposed to and ”pick up” the dominant attitude at the stage of early formation. Children for example acquire their parents’ values.

Changes in a trend take place quickly, especially fashion trends. Even though we are sometimes sceptic of the new, we quickly change our minds. Suddenly we think jeans are hopelessly wide or lack the nuance of “fade”. These trend-changes are particularly prominent amongst teens; but all ages are influenced by what is “fashionable”. To be dressed in a certain way, i.e. having the right “look” has become a social norm.

The phenomenon that makes people comply with social standards is called social pressure. Concurrence is naturally important to a society, but it simultaneously requires autonomous people who dare to argue their differing opinions.

Among Swedish motorcyclists, for example, the attitude that it is ”cool” to have good protective equipment has grown strong, which undoubtedly has saved the motorcycle community from many injuries. In southern Europe, the attitude is completely different, and most people do not use any protection, just barely beyond what is legally required. It is important that we nurture this thinking in our conversations with participants.

It is also important to lead by example if we want to convey our message. In other words, we must behave appropriately. We should feel the need to assert ourselves and exaggerate to impress; we should be distinct and positive people. It is the strong exemplar that creates the spirit within the group that implies comfort, quality, knowledge, and a positive setting to learn in. Leading by example thus creates agreement in attitude.

In a group, knowledge spread in a very general way; ”I took five driving lessons, then I did my practical riding test, piss easy.” Or, “I rode between Jabo and Mersjön in 12 minutes, you know, I was so bloody late and I had promised to be there by ten.” Such statements are often unsupported, and/or purely false; yet, they shape many of our attitudes.

Attitudes are what they are, quite independent of actual fact. Therefore, it is not enough to only provide information, but good practice is required

(live as one learns). It is nevertheless meaningful to work on attitude change. Attitudes are in some cases a prejudice in the sense that it is often based on incorrect information.

We will try to plant seeds that can grow into better attitudes. We want to start a process within each individual so that one day they experience an ”Aha!-moment”, that leads to a safer way of riding in traffic.

Attitudes are generally rooted widely and deeply. In other words, we have received our attitudes in a way that makes them difficult to budge.

Attitudes are not the same as opinions. Opinions and perceptions are conscious, we are aware that we have them and we can usually formulate them in words. Attitudes, on the other hand, are usually unconscious. Simplifying it, we can define attitudes as the ”setting” we use for different phenomena. This ”setting” has to do with deep and strong emotions. It being unconscious makes it difficult to reach it, and to only use information is rarely sufficient to create a change.

An advantage of attitude is that we do not take a new stance regarding things subject to the attitude every time we encounter them. Disadvantages can on the other hand include inability to make ”objective assessments”, i.e. considerations based on critical examination and analysis of a situation or thing. Prejudice is a kind of attitude that does not have its foundation in factual reality but in the emotional, i.e. The cognitive (intellectual) component is eliminated (more or less) in favor of the emotive.

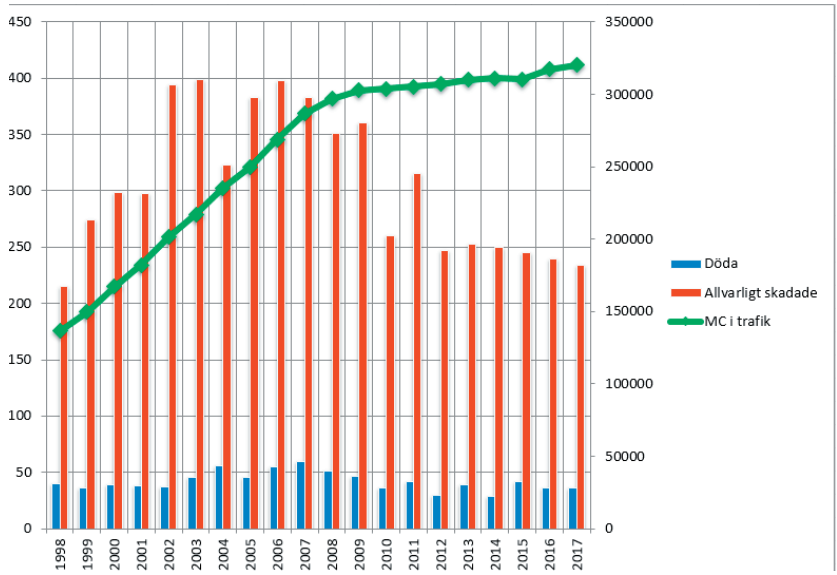
But our attitudes are also useful in organizing and sorting impressions by our environment (and our perception of these), in other words, a kind of cognitive/emotional defence-mechanism that works much like a filter for the information we come across. To some extent, you can also talk about attitudes as a kind of protection against negative and harmful parts of our lives, as we can avoid recognizing unpleasant truths, for example, that it is harmful to smoke, dangerous to drive too fast and so on.

There is more to read about risk management and attitudes on page 44.

Important facts in motorcycle accidents

The statistics on these pages are taken from the Swedish Transport Administration's in-depth studies of fatal accidents on motorcycles with two wheels and from STRADA, the Swedish Traffic Accident Data Acquisition to which Police and all emergency hospitals report traffic accidents.

The number of motorcycles in traffic has almost doubled over the past 20 years. The number of fatalities has been constant or decreased. The number of sever injured has fallen significantly over the past ten years.

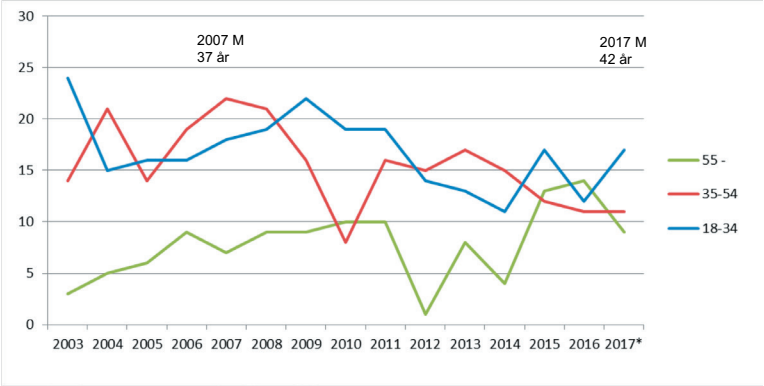


***Source**: Indepth studies of fatal motorcycle accidents, STRADA and the Swedish Road Traffic Registry*

Who is killed when on MC?

Almost 93.5% of the fatalities are male and 6.5% female. The average age of deceased is about 40 years and is increasing, reflecting the increasing average age of Swedish MC owners, 54 years (SMC members are on average 51 years old).

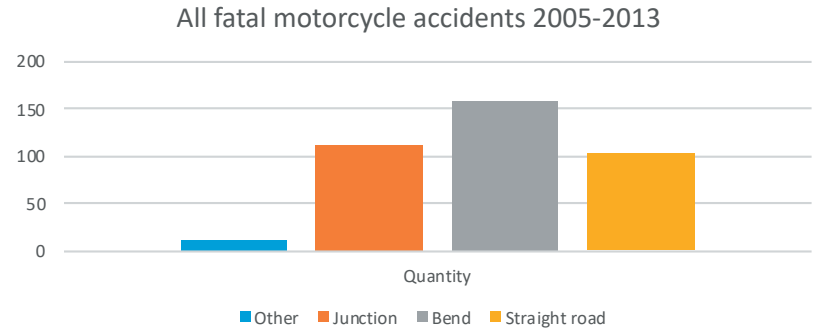
Fatal motorcycle rider (A motorcycle) based on age, 2003-2017



Source: Transportstyrelsen, STRADA

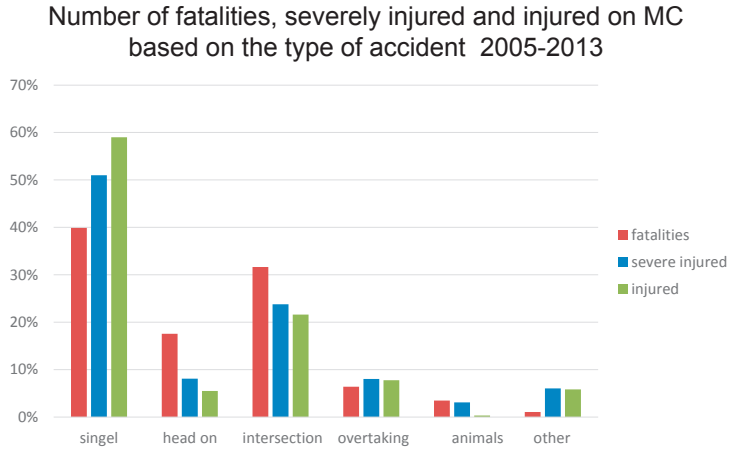
Where do MC-accidents occur?

The most common place where MC-accidents occur are in curves, followed by intersection. Unsurprisingly, single-vehicle accidents are the most common in curves and collisions are in intersections.



***Source**: Indepth studies of fatal motorcycle accidents on motorcycles with two wheels 2005-2013.*

The figure below depicts, deceased, badly injured (reported by policy) and severely injured (reported by hospitals) people. Single-vehicle accidents are the clear majority and are followed by accidents at intersections where collisions with other vehicles occur. During collision with a vehicle coming from behind, it is most common that the motorcycle rider runs into the vehicle in front, usually a passenger car, but sometimes, unfortunately, another motorcyclist

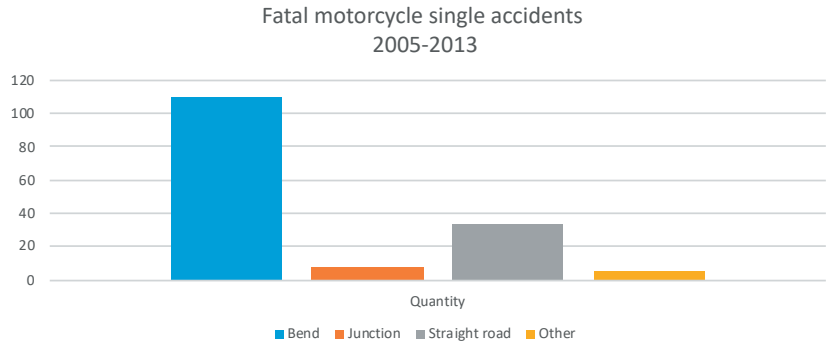


Most people who are killed and injured on a motorcycle do so in single accidents

Source: Police and health reported traffic accidents, STRADA

with whom you are riding.

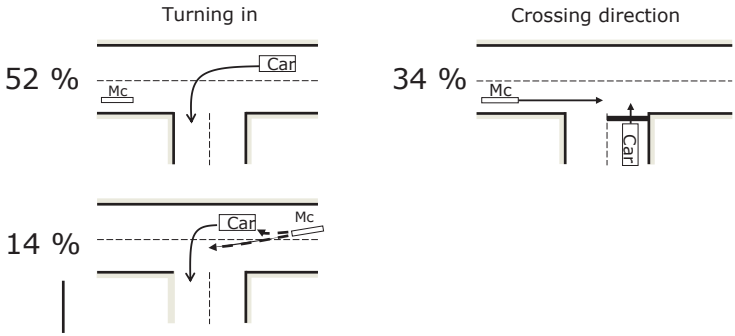
45% of all fatal accidents are single-vehicle accidents. Single-vehicle accidents are dependent on a variety of factors such as high speed, lack of competence and incorrect riding strategy. Seven out of ten single-vehicle casualties occur in a curve.



Source: *Indepth studies of fatal motorcycle accidents on motorcycles with two wheels 2005-2013*

About half of fatal accidents are collisions with another vehicle at an intersection. In one third of the accidents, cars and motorcycles have collided when the vehicles are coming from two different directions. In more than half of the accidents, another road user has driven across the MC driver's carriageway and caused the collision. In 14 percent of the accidents, the MC driver has begun a take-over before the crossing.

Event Progress in Crossing-Related Fatal Accidents with Motorcycles 2005-2013 (108 Accidents)

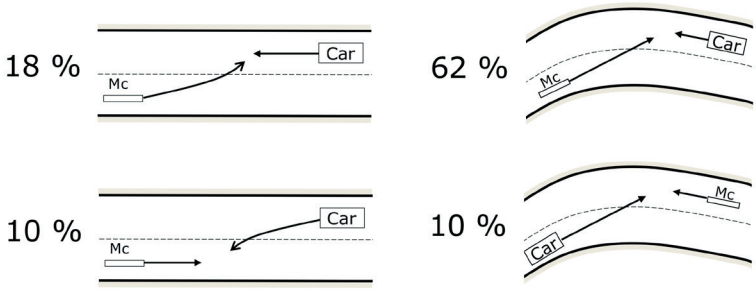


In almost all crossing accidents, the driver of the car has drove out or turned in front of the motorcyclist.
In 7 out of 10 accidents, the MC driver was going more than 10 km/h over the speed limit
In 4 out of 10 accidents, the MC driver was going more than 30 km/h above the speed limit

Source: Swedish Transport Administration's in-depth studies of fatal accidents

Barely ten percent are frontal collisions which are most common in curves when the motorcyclist cross over to the wrong lane, which is likely to be due to the same factors as above; high speed, lack of riding competence and an incorrect riding strategy.

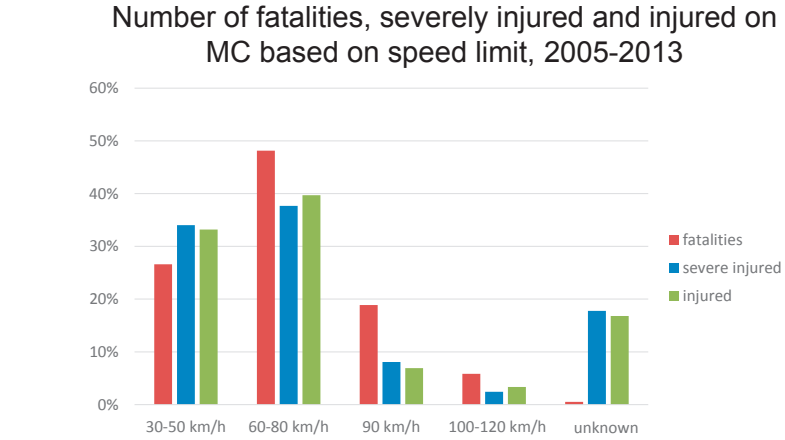
Event Progress in Meeting-Related Fatal Accidents with Motorcycles 2005-2011 (39 Accidents)



In 8 out of 10 collisions the motorcycle crossed into the oncoming lane

Source: Swedish Transport Administration's in-depth studies of fatal accidents

Most motorcycle accidents occur on roads where the speed limit is 60-80 km/h. It therefore concerns the minor curvy roads which has relatively low traffic level and thus is not a priority when it comes to road maintenance. Previous studies show that the average speed in accidents is between 48-55 km/h (Hurt et al 1981, Otte et al 1998). Most barrier-accidents occur on highways and 2+1-roads with a speed limit of 100-120 km/h. The barriers are close to the carriageway, which means that speed often cannot drop before the crash. It is probably due to this that speed when crashing into the barriers is higher. An Australian study shows that the average speed of fatal MC-into-barrier collisions was 100.8 km/h (Grzebieta et al. 2013).



Most motorcyclists died and were severely injured on 60-80 roads

Source: Police Reported Traffic Accidents, STRADA

For several years, SMC has taken note of the large proportion of those who are killed on a motorcycle are not actual motorcyclists, i.e. they do not have a driving license and they don't own a motorcycle.

During the 2011-2016 period, 30 per cent of those who were killed on a motorcycle did not have a driver's license (64 out of 214). In that group 73 percent were intoxicated by alcohol and / or drugs. Around 80 percent of the drivers without a license rode a motorcycle that was revoked/uninsured /unregistered. Not even half of the people without a valid license, owned the motorcycle they rode at the fatal accident.

Unfortunately, these issues are common amongst the severely injured as well. 21.83 percent of the sever injured 2013-2016 had no motorcycle license. One third of them did not own the motorcycle they drove at time of accident and 21 percent of the motorcycles amongst the injured riders without license were not allowed to use on the road.

This does not match up with the studies conducted by SMC amongst our members, where 100% hold a driving license, few people are likely to drive intoxicated and almost no one borrows nor lends their motorcycle (Nordqvist/Gregersen 2010).

Killed 2011-2016 with/without a valid A license

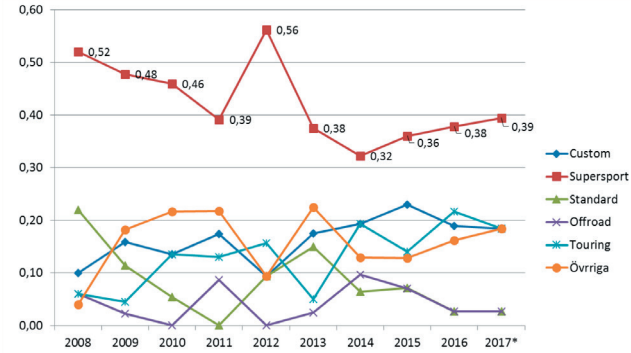
	Without A-license (%)	With A-license (%)
Total	64 (30%)	150 (70%)
Average age	28 (0%)	44 (0%)
Not influenced by alcohol/drugs	17 (26,5%)	128 (85%)
Influenced by alcohol	20 (31%)	14 (9%)
Influenced by drugs	16 (25%)	8 (5%)
Influenced by both drugs and alcohol	11 (16%)	0 (0%)
Average promille alcohol	1,698 (0%)	1,13 (0%)
Total under influence	47 (73%)	21 (15%)
No helmet/helmet not buttoned	18 (28%)	6 (3%)
Owner of the motorcycle	30 (46%)	129 (86%)
Not owner	35 (54%)	21 (14%)
Not in traffic/not insured/banned to use in traffic	35 (55%)	5 (3%)
Unregistered	8 (12,5%)	1 (0,05%)
stolen	8 (13%)	0 (0%)
Total share of illegal vehicles	51 (80%)	6 (4%)
Single vehicle accidents	40 (63%)	59 (39%)
Collisionq	22 (34%)	82 (55%)
Wild animals	2 (3%)	9 (6%)
Women (Rider and passengers)	2 (3%)	9 (6%)
Men (rider and passenger)	62 (97%)	141 (94%)

***Source**: Indepth studies of fatal motorcycle accidents on motorcycles with two wheels 2011-2016 + Extreme behaviour – a matter of illegal riding, SMC 2017*

Motorcycle type in fatalities

Super sports motorcycles represents five percent of the total motorcycle stock in Sweden. Even though the number of fatalities are decreasing their share is still high above their share. Custom motorcycles represents 28 percent of all motorcycles while their share of the fatalities is around 8 percent.

Fatalities on motorcycles based on type of motorcycle 2008-2017



2017	
	antal
Custom	7
Supersport	15
Standard	1
Offroad	1
Lätt mc	1
Cross/enduro	3
Scoter	0
4-hjulig mc	3
Touring	7
Okänd	1
SUMMA	39

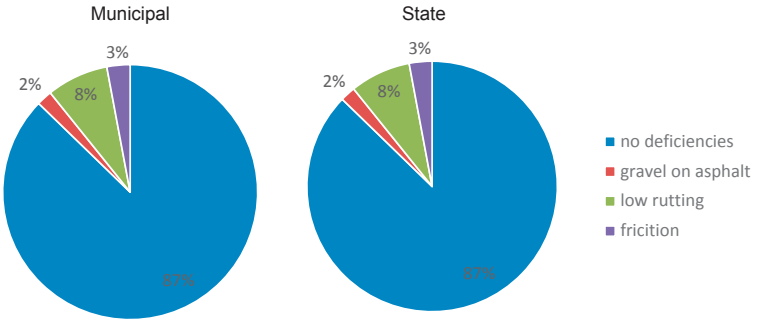
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Supersport (number)	26	21	17	18	17	15	10	16	14	15

Source: Transportstyrelsen, STRADA.* T o m 20 okt

Other circumstances related to fatalities

Almost all fatalities on MC occurs in daylight on dry asphalt. Few fatalities are estimated to be linked to defects on the roadway.

Deficiencies in the roadway in fatal accidents with motorcycles, by state and municipal road carrier, 2005-2013 (376 accidents)



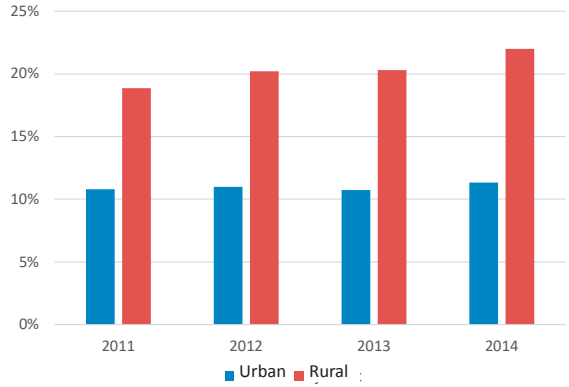
Source: Swedish Road Council deep studies of fatal accidents

In one out of 10 accidents, the roadway has been assessed to have deficiencies of crucial importance. Corresponding distribution on state and municipal roads

In the case of motorcycle accidents in general, gravel on a paved road is the most common shortcoming that leads to accidents. The insurance company Svedea estimates that approximately 600 accidents each year are linked to gravel on paved road. Statistics from STRADA show that almost a quarter of all motorcycle accidents with injured motorcyclists outside urban areas depend on gravel. Most often there are gravel in curves and intersections which are the places where most motorcycle accidents occur.

The most common crash violence in single-accident fatalities are barriers. Every tenth motorcyclist dies in a railing in Sweden. 17 motorcyclists died in barrier collisions during 2016-2017.

Share of accidents with gravel, motorcycle and moped 2011-2014 (total =6876)



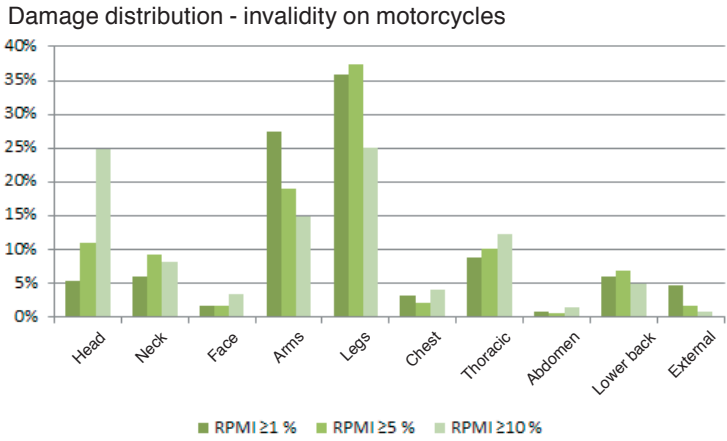
Source: *STRADA, accidents reported to hospitals 2011-2015.*

The most common injuries among seriously injured motorcyclists

In 2012, the Swedish Transport Administration presented a summary of the damages among the severely injured (hospital reported) motorcycle accidents. The most common injuries occur on legs and arms while head and leg injury causes the most serious injuries.

An Australian report based on real motorcycle accidents shows that the use of protective equipment provides a significantly lower risk for hospital care. If the protective equipment also contains approved protection, the risk was further reduced. The injury risk was significantly reduced also for motorcyclists who used ordinary boots without protection, compared to using shoes. The same applies to motorcycle gloves. Also the models that lack protection are better than no gloves at all.

The study also showed that about a quarter of the protective equipment is broken at the crash (Motorcycle protective clothing; protection from injury or just the weather, de Rome 2011). A majority of Swedish motorcyclists always use comprehensive protective equipment and around 60 percent also back protection, in addition to the statutory helmet (Nordqvist & Gregersen 2010).



Head and leg injury constitute the largest share of MC injuries
Arm and leg injury constitute a high proportion of all types of serious injuries

1 070 severed injured based on 6 000 injuries and 1 784 persons reported in STRADA 2007-2011

Important to notice:

In most of the intersection accidents, the car driver bares the responsibility. Many times the motorcyclist is riding so fast that the motorist has not had a reasonable chance to discover the motorcycle.

30 % of all fatalities occur with riders who are not motorcyclists, i.e they do not have a driving license and therefore cannot be affected by laws, regulations or political work.

In **80%** of the frontal collision accidents, **the motorcycle was in the wrong lane.**

Damage Types of Insurance Issues:

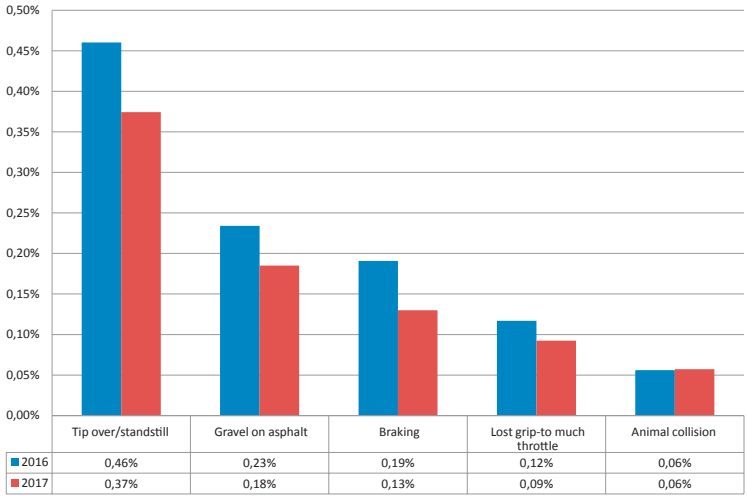
If we only look at ”single casualties” injury type, it can be divided into several categories. This information comes from the insurance company Svedea, but it probably looks similar to the other companies.

The most common insurance damage occurs at stagnant or at very low speed. These accidents occur when stopping without pulling out the sidestand, riding with the disc lock, falling at the traffic light etcetera. The average cost of such damage is approximately € 4500.

Here we clearly identify the importance of training in low-speed, balance and maneuvering at our courses.

Damage rate divided by **injury**/injury type **single accident**

Measurement period January-July and year



	Tip over/standstill	Gravel on asphalt	Braking	Lost grip-to much throttle	Animal collision
2016	0,46%	0,23%	0,19%	0,12%	0,06%
2017	0,37%	0,18%	0,13%	0,09%	0,06%

There are lots of statistics for MC accidents and anything else about MC on SMC’s website:

http://www.svmc.se/smc/SMCs-arbete--fragor/Statistik/

Certification/Quality Seal

One of the sub-goals of this documentation was the quality assurance of SMC School and it has been a continuation since 2015. There have been many and long meetings with representatives of DVR, the insurance industry, ACEM, the traffic agency and not least the group of people in SMC who have worked out the whole concept.

Advice & Guidelines ver 3 started on the sketchbook about 10 years ago and have slowly but surely matured up to the concept here today. We have taken all the knowledge that SMC School has been working on over the years, with skills and exercises that are now widely accepted in motorcycle education. We have turned and turned on these exercises and really hammered out a koncept that we are looking at with modern eyes.

On top of this great piece of knowledge, we have put all our energy into developing the human side. Advice & Guidelines v3 deals extensively with so-called soft values, such as leadership, pedagogy, learning, but also human limitations in the form of knowledge about our body, how we behave, stress and survivalreactions.

The ACEM DVR Quality Label is proof that our thoughts on how to train motorcyclists are correct. We are the first organisation in the world to get a quality stamp on a complete concept of this kind and throughout the organization we should be very proud of what we all together have achieved. This would simply never have been possible if we had not had so many dedicated and knowledgeable functionaries who works weekends after weekends in training places across Sweden and train participants at our courses.

The SMC Schools Course Concept and all documentation associated with this are certified according to the standards determined by the ACEM and The German Road Safety Council DVR – the ACEM-DVR European Training Quality Label.

A certification means that we have adapted the concept to earn a quality stamp that ensures that all training takes place in a road safety manner.

The basic requirements for certification are that you follow the exercises and territories contained in this book and the belonging attachments. It's approved to add things and to develop exercises and territories, it's not allowed to waive anything, then the certification falls.

SMC Advice and Guidelines verson 3 the basic

To
Sveriges MotorCyklister
Gamla Tunavägen 30
784 60 BORLÄNGE
Sweden

awarded: 2018

Sveriges MotorCyklister

Deutscher
Verkehrssicherheitsrat

Christian Kellner
General Manager DVR

Common documents and attachments

In this section we have where we collected different types of small and large documents that are common to all activities. Over time, it will be complemented by additional appendices, gathered from people with different experiences and great drive to develop the common documentation, so we can do even better courses.

At the time of writing it includes:

Appendix 1: Examples of open coaching questions

Appendix 2: Security check on our courses

Appendix 3: Simple sheet for suspension adjustment

Appendix 1:

Examples of open coaching questions

The purpose of this document is not to provide a ”answer key” without inspiration. There is no right or wrong in the questions but there are questions I use both in my work and as an instructor and who are asked as I usually phrase them. Many of the questions are derived from coach books I have read, discussion boards and borrowed/stolen from a lot of other talented SMC instructors. A few are probably ”original questions” that I have created myself.

They are divided into slightly different sections. In principle, I’ve gone through ”one day at the track” and tried to figure out what questions I’m asking. The questions can be done in a lot of variants and more specific depending on the situation. Normally, I always try to use positive and forward looking questions in front of negative phrasing. One example is that ”What can we do better today” is preferred to ”What worked badly yesterday”.

Because we are all different in our coaching style and considering that the participants respond differently depending on how a question is formulated, it may be good to take some time and think about whether you can ask the question in different way to make it more adaptable to the situation. One example is our default question **”How did this run feel”** to **”How did you experience this run”**, this will allow them to think more and you will receive a more thought through response.

Hansi, (SMC instructor in Stockholm.) Who is the one who pointed out the previous one, also came up with a good exercise in one of our Facebook discussions. ”You can simply yourself reflect over the questions you asked are: predominantly visual, kinetic, emotional or resonant and reflect where it worked well.”

Please use the questions, but at your own risk ...;)

/Ove Lindström. Professional coach and SMC instructor

Questions to start with

Establish the session:

1. So, how was that? So, how did you feel that?
2. What could make this day perfect?
3. What worked in the last course?
4. What did not work in the last course?
5. What is the most important thing I can do for you today?
6. So, what were the best from the morning / afternoon / yesterday /?
7. So, what didn't work in the morning / afternoon / yesterday /?
8. I'm curious about how I can help you today.

Establish the targets:

9. What do you need to succeed with that would make you jump up and down with joy?
10. What is the biggest change you are prepared to do today?
11. What would you wish / love / want to have happened when the day is over?
12. What do you want most of the next run / morning / day / ...?
13. What, if you worked on it and succeeded with it just NOW, would make you smile?
14. Imagine a perfect day. Which 3 things would you like to do/practice?
15. What would you like to work with that gives you the most advantages over the next future / bandages / in traffic?
16. What would disappoint you if we did not do today?

At first contact:

17. Tell us about yourself.
18. What specific goals do you have today?
19. What have you already done to achieve these goals?
20. How will we know if we have achieved the goals?
21. How should we measure our achievements today?
22. What kind of coaching style do you want me to use?
23. What do you expect from the session?

24. What do you most need from your coach?
25. What is the thing I absolutely CAN NOT say or do during the day?
26. What do you look forward to in this session?
27. What is the biggest change you want to do today??
28. What is the scariest change you want to do today??
29. What is the single most important thing you want to do right after we're done?

Goal of Coaching:

30. What do you love about driving MC? (list)
31. What do you hate about driving MC? (list)
32. What challenges do you currently have? (list)
33. What do you want to improve? (list)
34. What bothers you the most with your driving right now? (list)
35. What inspires you and makes you excited? (list)
36. What would you like to target if you knew you could not fail?
37: If there were no obstacles to achieving anything with your driving, what's the first thing you would do?
38. What do you long for being able to do?
39. What's missing in your driving skillset right now?
40. Which three things would do the most for your driving skills?
41. What is it you really, really, REALLY want to achieve with your driving??
42. What three things you do today would make a difference in your driving if you ended up doing them?
43. To make your driving perfect, what changes would you have to make?
44. So, if you were 90 years old and looking back on your life as a motorcyclist, what would make you proud?

Long-term goals:

45. So where would you like to be in about 1/2/5 ... years?
46. What do you want to do with your driving?
47. What do you want to do less of?
48. What have you already decided to succeed with?

49. If you did nothing else, but driving motorcycle rest of the year, what 3 things would you like to achieve?
50. What are the 3 top priorities you want to focus on?

When goals are formulated negative (I do not want) instead of positive:

51. So what can we do to create goals that you strive for instead of things you try to avoid?
52. How can you write the goal to a positive statement instead of a negative?

The inner "kid" or "a of lot why without why"

[Explanation: I try to avoid using WHY when I am coaching but it is important that those I coach must be aware of **WHY** they do what they do.

And sometimes you have to use why.

53. How serious are you with these changes?
54. Why do you just want to achieve that? (Typically when they want to knee drag)
55. Why is it important to you? (Beautiful pictures)
56. What will you do to achieve that??
57. Can you imagine what the outcome? Can you describe it to me?
58. What will happen when you achieve that goal?
59. What is most important to you with that goal? Why does it have to happen?
60. Why did you just choose that goal??

More about how much they really want what they say:

61. So, if you could just that, just magic, would you take it or something else?
62. So if you could do that, how would it change you and your driving?
63. Imagine for a moment that you already can, how would it make you feel?
64. How important is that target for you personally on a scale 1-10?
65. How will that change affect other things in your run?
66. Is this goal really just for your sake?? (One of few yes/no questions)

Curious questions:

67. How does this goal/change affect road safety?
68. What is your gut feeling for what we are going to do?
69. Are these important to YOU, or is it something you think others think you should do?
70. When you think about XXX, how does it make you feel?

A great way to get the one who coaches to understand what they are going to do is to match their own values by making them ”experience” the change.

71. Describe how it would feel if you ...
72. Imagine you have ... how would it feel?
73. What opportunities will this create? What can it lead to?
74. What would you say to yourself when you achieved that goal?
75. Describe a situation when it would be good for you to ...
76. Describe how it would be good to do ...
77. Imagine a situation where you use what you want to achieve. What would the effects be?

Effects and ”power search”

78. How does it fit into everything else you want to do?
79. How would your driving improve if you made sure that...?
80. What would be the for risks with ...? Is it worth it?
81. Can you do this yourself or do you need other people to help you? If so, what external help is needed? Or what do you need to manage it yourself?
82. How can it affect others to achieve their goals?
83. Who could be affected by it ...?
84. (follow-up) But if that’s not what they want?
85. What would others like and think about you ...? (good to use in traffic safety discussions)

A goal/change should be SMART

Specific (Specific)

Measurable (Measurable)

Actionable (Breathable / Executable)

Realistic (Realistic)

Time-bound

Sometimes you have to refine and breakdown what they say.

86. Can you try to describe that with ONE sentence?
87. How can you do it measurable?
88. How would you break that problem into smaller pieces?
89. How do you know if you are successful?
90. What is the least you need to change to succeed?

Sometimes they might get stuck and then you need to loosen them up a bit. This should be done with care...

91. How important is ___ for you, really?
92. What do you learn if you do not ___? (like going out into the rain)
93. What would happen if you first lower your own expectations and succeed in a subset instead ___?
94. How does it work for you now?
95. So who's the winner and who's the loser if you succeed or fail?
96. What do you get from making it harder? What would happen if you made it simpler?
97. What are you trying to do?
98. What are you getting out of doing ...? (there must be something else, otherwise they would not have done that)
99. If you magically knew what's holding you back, what do you think it would be?
100. What is it that you do not want to see or acknowledge that you can't do?
101. What question do you NOT want me to ask right now? (It's mean, but effective on the right person)
102. Imagine for a moment that we have solved the problem ... How did we get there?
103. What are you afraid of, what prevents you from moving on?

104. What are you ready to change right now?
105. What are you not ready to change right now?
106. What do you suggest that we do instead to move forward?
107. What can you do well instead of continuing to push the current problem?? (To give them time to understand where they are struggling)
108. What do we need to talk about or what do you need to know to proceed?
109. Who else do you think we can ask to move on?

Decisiveness ... just to get to the next step

110. What would you think about a day / week / month / year from now?
111. What would you do instead of ...?
112. Can you remind yourself about someone who already can do so? Shall we go and ask how he did?
113. So, what options do you like best?
114. So, what options do you think is the worst?
115. So, what would be the easy way forward?
116. So, what would be the most difficult way forward?
117. What choice or decision are you avoiding?
118. Which choice will take you closer to your goal?
119. What would you be able to win if you?
120. What does your gut feeling say you should do?

Sometimes you just have to get started thinking, work with brainstorming.

121. What could you stop doing then? Or do less of?
122. Have you tried something like this before? How did you do then? What was the result?
123. If you had multiple choices, what would you do?
124. If you had no choice, what would you do?
125. What have you tested so far that has not worked?
126. What is the SWITCH you can think of trying to reach your goal?
127. If we imagine a world without fear, survival instincts and anxiety ... What could you do then?

128. If we assume you have all the information you need, what would be the next step?
129. So what information / knowledge do you need in order to take the next step?
130. If we play with the idea that you do not have a bad day, what could you do?
131. If you could not fail, what would you do?
132. So if you were completely alone on the track, what would you do?
133. If you imagine you have not failed this exercise before, its the first time, what could happen then?
134. What would you do to get a friend to do what you want to do?
135. Alright, you feel this is an impossible task. What could be an even more impossible task?

Choose which of the many options available to proceed.

136. So from where we are now, which is the first step you want to take to feel safe?
137. Imagine someone who can do what you want to do. What do you think they would have done in your situation?
138. What do you need to do before doing ANYTHING else?
139. What are you NOT ready to do yet? What do you want to do instead while we wait for you get there?
140. What is the smallest and most trivial change you can make?
141. What step do you feel safe taking?
142. Yes, I know it's raining. But if you imagine that it does not, what would you do?

Identify and eliminate obstacles.

143. Do you really want to learn this? How much? On a scale of 10?
144. What prevents you from doing it?
145. What part is most challenging for you?
146. If you were trying to destroy and disturb yourself, what would you do? How can we get around it?
147. What obstacle is the most important thing you want me to help you with?
148. So, what is your favorite way of destroying yourself?

149. What is the obstacle to you and how can we get around?
150. What do you need to be motivated enough to reach where you want? (when the they fail to do the task)
151. What was it that prevented you from doing the task?
152. What did you choose to do instead of what you decided to do?
153. How did you get closer to the goal?
154. So if you would do the same thing again, would you do the same? What would you change?
155. If the same situation happened again, what would you do differently?
156. What can you learn from failing...?
157. What is behind it when you say ...?
158. When you say... What do you mean by that? Can you give an example?

Sometimes it is about internal and external driving forces

159. How can we change .... to make it feel better?
160. Is there anyone else we could ask for help?
161. Who would you need to follow and watch in order to succeed with ...?
162. What part are you in that problem?
163. What type/resources do you need to get this done?

Increase your commitment

164. So what should happen to make it happen?
165. What would you be willing to give up to succeed? A foot? One arm? Your sister?
166. When did you think that would make that change? This run? Next? A course in September?
167. On a scale between 1 and 10, how likely are you to do the exercise? (if under 8: what is needed for a 9 or 10?)
168. How do you usually sabotage yourself and how should we do it differently this time?
169. How will you reward yourself after you have succeeded?
170. On a scale of 1 to 10, how eager are you to do this? (and if under 8, what is needed for a 9 or 10?

171. What can we do to make it even more fun? (smile, sing)
172. Is this task challenging? If not, how can we make it more interesting?

To create a sense of responsibility.

173. So who should we blame if it does not succeed?
174. How do you know that you have succeeded in the exercise/goal?
175. Would you be willing to sign a contract with me to ...?
176. Who do we need to tell this to make sure we can do it?

3R questions (Refer, Review and Reflect) to regain focus.

177. What has worked well so far?
178. What has worked less well?
179. What have you learned so far?
180. What more do we need to do to achieve the goal?
181. Is the goal we set up still inspiring or do we need to adjust them?
182. What is the next step to take?
183. What are you most proud of?
184. What surprised you so far so far?
185. Which smaller steps have we not talked about?
186. What have you failed today and what have you learned from it?

Identify strengths and weaknesses

187. List the three things you are best at.
188. Tell us about your biggest challenges.
189. Tell me about the first time you drove a motorcycle.
190. What are you most proud of with your motorcycle driving?
191. What do you long for being able to do?
192. What is your unusual talent, inside or outside MC driving, which would surprise others?
193. Turn to your colleague and give the three compliments about his or her driving. What compliments did you get?

Rules

194. If we only had 3 rules that ALL must follow, what would they be?
195. If you imagine is a course you had before, what rules would you change and why? 196. Think back on a situation where you became angry / irritated / upset. What should you do to prevent it from happening again?

”Gremling” and poor self-esteem

It is important to give the participant silence enabling them to think through their answers.

197. Where do you think those thoughts come from?
199. What unrealistic expectations do you have?
200. In which areas are you too hard on yourself?
201. What should you never do?
202. How does it feel when you drive?
203. How should we get that feeling?
204. What do you think that feeling tries to protect you from?
205. What is the obstacle to you?
206. What does your inner Gremlin say to you? What does your inner monster look like? (Surprisingly effective question ...)
207. How do you stand in your way?
208. What are you avoiding? How does it affect you?
209. What is the worst insult that you could give yourself right now? Why?
210. What are you believing is the way for you to succeed?

And in response to the answers

211. Is that you or your monster?
212. Tell who? According to who?
213. Is it really so or do we just THINK that it is so?
214. Do you know that’s so or do you think it’s so?
215. Where does that idea come from?
216. Is it an old truth or something that still applies?
217. How does that affect your opinion...?
218. What do you think, is it because...?
219. What concrete examples or facts do you have to back up that idea?

220. How do you think that thought prevents you from moving on?
221. Has it ever happened that ____ has NOT been true?

Try and understand what the inner monster thinks and challenge it?

222. What has your inner monster cost you so far?
223. What do we need to do to leave the inner monster?
224. How would you act and redo if ____ was not true?
225. According to whom?
226. Compared to what?
227. And if we ignore it and add "but ..."
228. How do you react when you say so to yourself?
229. What would be different if it were not?

To increase self-esteem

230. Think of someone you really respect and look forward to within ___. How would you like that person to describe you?
231. What do you like about your own driving?
232. Nothing? Absolutely NOTNIG??? What is it that makes you drive MC then?
233. Okay ... so if the boyfriend did not drive, what would you drive then?
234. Who is your audience? Who are you trying to make happy?
235. If it was just about you?
236. Imagine you're 90 years old and standing next to us. What advice would you give yourself right now?
237. Imagine you're 16 again and standing next to us. What advice would you give yourself right now?
238. If you could go back to the morning, what three advice would you give yourself now?
239. If you would describe that feeling with a metaphor, how would you do it?

Questions to use a backup when out of ideas

240. What would the best question I could be ask right now be?
241. If we somehow knew exactly what would happen, what would it be?
242. If you coached yourself, what would you ask for now?
243. What question do you think I'm going to ask you now?
244. At the moment, I have no idea where we are going to get here. What would you do?
245. How does it make you feel?
246. What's wrong with that?
247. What's right with that?
248. What's the brightest thing we could do now?
249. What would be even more cluttered?
250. If we had a magic wand and could change three things we have already done today, what would we change?
251. What are you sure? (Ophra question!!)
252. What are the three most important things you would like to start / stop doing?
253. How old do you feel right now? How old would you like to know you? How do we get there?
254. What are the differences between you and me?

To soften things:

255. I'm curious about ...
256. Let's assume that ...
257. I wonder ...
258. Okay, let's play a little with the idea that ...
259. If we just stay up for a short while and ...

For the big talkers

260. I'm going to cancel you there ...
261. So, if you finish that thought with an opinion.
262. And if you summarize what you just said with an opinion.
263. Can you formulate it shorter?
264. If you would try to summarize it with a word or sentence?

Answers on "I do not know"

265. Think about that question for a few seconds
266. What is it you dont know?
267. Sometimes I also feel..
268. When you get on to something, let me know.
269. How does it feel not know?
270. If you knew, what would the answer be? (It is dangerous and can only be used by participants or other instructors you know)

Summary:

271. What have we learned today? Take a minute and tell the group ...
272. How will you use what you learned today?
273. What is the single best thing you have learned today?
274. If you had only learned one thing today, what would it be?
275. What do you bring with you from the day?
276. What did you do best today? What is your greatest success/progress?

Appendix 2

Security check

Prior to each course where we drive a motorcycle, we always start with a security check. This is something we do no matter if it's a gravel course, small or medium sized course with curve technique or simply a basic course.

Over the years, we have had a variety of ways for implementing this security check. In order for the participant to recognize themselves no matter where in the country the course is conducted, we will try to rectify this moment.

Because we work with activating education, it is important that the participant feels involved in the security check. First, to understand that what we are doing is serious and that we take security serious. Secondly, there is a great advantage in using security checks as an extra exercise, it makes the participant relaxed and they start talking. Already here we can reduce stress significantly and make the participant feel welcome. If they on top also learn something new about how a motorcycle works, it's a bonus.

Implementation

There are some important control points we need to watch and secure, it is enough to take the most important once. What is safe for the exercise? There are, for example, no need to check the lights, blinkers and honk.

Security checks are often governed by the time aspect of the course. If we have a small course with few participants, we do a whole exercise of the security check. If we have many participants, we only get to the most important. If we have few participants and/or plenty of time, the participant will be able to control his own MC under the supervision of an instructor. If we have many participants and are short on time, maybe the instructors must check the motorcycles without the participant. How this check should be done may be determined from time to time and it is the course leader (KL) who decides how to do it.

Security control

We control is the following:

Tires:	Tire designs, cracks or other damage, too little air
Brakes:	Brake pads, brake discs, hose damage and leaking connections.
Other leakage:	Engine oil, coolant, fork seal, hydraulic coupling.
Controls:	The throttle rolls back, the clutch and brakes run smoothly without hacking.
Chain:	The chain is not too loose or too tight.
Additional:	The caps are stuck, that straps or other things are stuck.

Advanced security control

If there is plenty of time and/or we want to make the security check for a specific exercise, we can simply add the following checkpoints:

Stem bearing:	Lift the front and turn the steering wheel back and forth to look for damage to the steering stem bearing. An alternative is to sit on the bike, hold your thumb or other finger in such a way that you have contact with the steering holder and the steering head at the same time. If you hold the brake and roll the MC back and forth, you clearly feel a potential gap.
Wheel Bearing:	Lift the front and rear parts and pull the wheels sideways to look for jams and feel the wheels roll easily, listen for possible noice.
Swing bearing:	Raise the rear part of the MC by pulling it on the central support, if any. If there is no central support then try to control the bike on the ground. Grab the back of the swing and pull it sideways. Listen and feel if there are any gaps. Be sure to check the trunk before the swing strokes, otherwise it is difficult to distinguish where the gap is.

Safety control personal equipment

Just like the motorcycle, we make sure that the driver is also properly equipped. In addition to obvious things like drivinglicense, we check that the driver's equipment complies with our requirements:

- Protective clothing - intended for riding a motorcycle
- Back protection - recommended
- Helmet - intended for riding motorcycles, without deep scratches or other damage, integral helmets are recommended
- Boots - intended for riding a motorcycle
- Gloves - intended for riding a motorcycle
- No metal items under the protective clothing are recommended, such as keys or mobile phones etc.

Drivers or motorcycles who fail to meet the above requirements or have other safety deficiencies such as sticking throttle, cracks in brake hose or other failures are not released into the exercise area. For the sake of simplicity, you should note the controlled MC so that it is easy for the marshals to see that all motorcycles who go out on the track are ok.

In recent years, much have happended regarding personal equipment. Today we have clothing, shoes, gloves and protection that are approved as protective clothing for MC but it looks like regular jeans and sneakers.

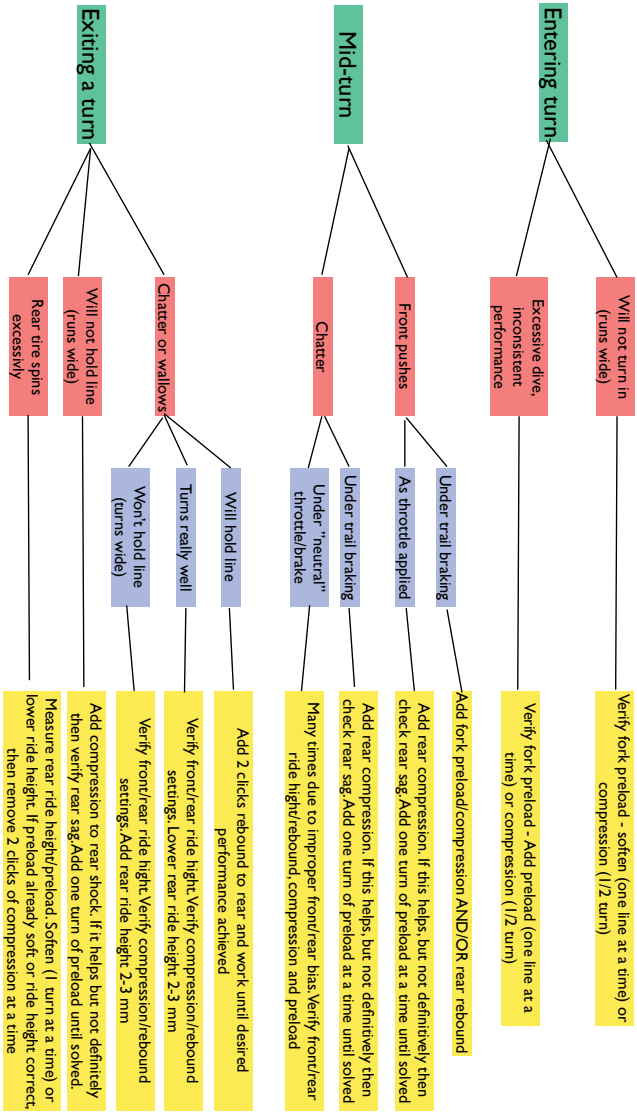
We can not dismiss equipment just because it does not look ”right” in our eyes. Better to raise the question of how protective equipment should look and explain why shoes that look like sneakers are not suitable for driving a motorcycle, despite being approved.

If there is a participant with questionable clothes and other equipment, ask the course leader what to do, just remember not to ”point the finger” att the participant, they probably bought the clothes in good faith and/or by recommendation by a salesrep.

Appendix 3

Suspension guide

A quick reference guide for analyzing different behaviors of a motorcycle and how to adjust these behaviors:



Afterwords

This book is written based on an analytical theoretical level, not a ”do-it-yourself-manual”. R & R is intended to explain and inspire everyone working with SMC School to develop and learn even more about the difficult but incredibly exciting art of driving a motorcycle.

The Advice & Guidelines is not a Bible, it is a document that will help us develop independent and thinking motorcyclists.

Do not fall into the confidence trap, be critical of the work you do, question exercises and theories to challenge them, but also challenge yourself and all of us to make us even better at what we do. This is a living document, a living way of training, meaning it’s easy to supplement and change in the future.

Look ahead and continue learning from what you see…

/Niklas Lundin