



# Province of Saskatchewan motorcycle curriculum standards

Driver education training

2024



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# Motorcycle Curriculum Standards

The Motorcycle Curriculum Standards is comprised of two parts.

## **Part A: Curriculum Design Standards**

This section provides requirements for the design and delivery of the curriculum such as approach, structure, educational settings and instructional hours, and the measurement of student competencies.

## **Part B: Curriculum Content Standards**

This section provides requirements for the content of the curriculum such as the intended learning outcomes, required topics, and competency measures for the curriculum (learning outcomes).

### **Instructors**

All instructors must meet all of the certification requirements established by SGI.

### **Course requirements**

- minimum practical training time: 14 hours — 8am–6pm is standard for most course sites
- minimum theory time: 4 hours
- maximum theory class size: 25 students
- maximum practical student to instructor ratio is 5:1
- recommended maximum practical training time per day: 7 hours with no more than 2 hours without a break
- recommended minimum practical training per day: 3 hours

# Part A: Curriculum Design Standards

## Section 1 – Approach

### Purpose

To ensure that students are engaged in and feel ownership over their own learning of safe and responsible riding.

### Objectives

- The curriculum will continually reinforce the following overarching themes:
  - safety and risk
  - benefits of social responsibility
  - benefits of environmental responsibility
  - self-awareness of personal values, attitudes, and beliefs
  - foster personal insight and appreciation for critical self-awareness and continual improvement when evaluating abilities, limitations, and strengths
- The curriculum will adhere to a student-centered approach by:
  - encouraging the active participation of each student
  - supporting and facilitating self-directed learning where applicable
  - allowing for the integration of personal experiences
  - ensuring knowledge and skills are acquired at a pace appropriate to individual students
  - giving students autonomy, when appropriate, by providing them with the opportunity to reach their own conclusions and guiding them towards achieving the intended learning outcomes
  - encouraging students to learn from their mistakes in a safe learning environment
  - emphasizing the importance of lifelong learning
- Foster the understanding and practice of co-operative riding with other vehicles.
- Continually reinforce how rules of the road, common safe practices of road users and informed decision-making contribute to safe and responsible riding.
- Reflect the most recent and contemporary views of traffic safety, education and training, and social change and acknowledge and discuss emerging vehicle technologies.
- Incorporate a variety of riding environments, road conditions and situations.

## Section 2 – Structure

### Purpose

To ensure that structure of the curriculum effectively supports students' learning of safe and responsible riding.

### Objectives

- The curriculum will address all mandatory topics as they are outlined in the curriculum content standards.
- Continually reinforce riding theory, skills practice, and promotion of positive riding attitudes in all educational settings using a variety of instructional strategies and methods, including:
  - direct instruction
  - indirect instruction
  - interactive instruction
  - experiential instruction
  - independent learning (e.g., course materials, supervised hands-on range practice, etc.)
- Present topics and materials in a logical sequence allowing for the development of knowledge and skills throughout the different stages of learning to ensure any prerequisites are achieved.
- Be designed to allow for easy updating, removal, and insertion of content as required.
- Be adaptable to meet individual student learning needs (e.g., age, ability, culture) and regional needs (e.g., rural roundabouts, bus and cycling lanes).

# Section 3 – Educational Settings and Instructional Hours

## Purpose

To define the minimum/maximum mandatory instructional hours and the educational settings where approved curriculum must be delivered.

## Objectives

Adhere to the minimum mandatory instructional hours specified:

| <i><b>Educational setting</b></i>                                                        | <i><b>Minimum requirement</b></i>                                                                                       | <i><b>Maximum requirement</b></i>                                                                      |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Classroom instruction</b><br><i>(theory)</i>                                          | 4-hour minimum                                                                                                          | No maximum                                                                                             |
|                                                                                          | Online learning<br>4-hour minimum                                                                                       |                                                                                                        |
| <b>Riding instruction</b><br><i>(practical)</i>                                          | 14-hour minimum                                                                                                         | Including test time                                                                                    |
|                                                                                          | Recommended minimum practical training of 3 hours per day. Anything outside this requires SGI Driver Education approval | Recommended maximum practical training time per day: 7 hours with no more than 2 hours without a break |
| <b>Optional instructional hours</b><br><i>(classroom, computer-based, and/or riding)</i> | No minimum requirement                                                                                                  |                                                                                                        |
| <b>Total</b>                                                                             | 18 hours                                                                                                                | No maximum                                                                                             |

## Requirements and guidelines

### Classroom instruction requirements:

1. A senior instructor **must** be present during classroom instruction.
2. An apprentice instructor may deliver the content but only under the supervision of a certified senior instructor.
3. Indirect instruction, interactive instruction, and experiential learning methods shall comprise a minimum of 50% of total classroom instruction hours.
4. Direct instruction methods (lecture) shall comprise no more than a maximum of 40% of total classroom instruction time.
5. Independent learning methods shall comprise no more than a maximum of 10% of total classroom riding instruction hours.

### Non-classroom (practical training area/parking lot) instruction requirements:

1. Maximum 2 hours/session instruction at a time, followed by a break.
2. A senior instructor **must** be present and be onsite during on-bike training.
3. An apprentice instructor may deliver the content but only under the supervision of a certified senior instructor.
4. Instructors conducting practical demonstrations must always wear required riding gear.
5. A minimum of one training school employee who is currently certified in standard first aid must always be present.

### Training area guidelines

1. Minimum dimensions: 40 x 125 metres or 50 x 100 metres (5000 sq m).
2. Optimum dimensions: 50 x 150 metres (7500 sq m).
3. The surface must be paved. The surface must be free of dangerous obstacles like power poles, loose gravel or sand potholes, debris, broken glass, etc. If these obstacles are present, they must be blocked off and marked so that students do not encounter them.
4. The site must provide washroom and refreshment facilities within a reasonable walking distance. A place where students can seek immediate shelter in the event of sudden adverse weather conditions such as heavy rain and in particular, thunderstorms.
5. Training areas must be free of public access while training is taking place.

**Note:** Training area must be separate and apart from any adjacent traffic, and must not allow ingress of external traffic, or exit of training vehicles. This can be achieved by a designated training ground, separate from traffic, by fencing the compound, or erection of concrete or like barricades. Consideration of any other method must be approved by Driver Education and Training.

Signage needs to be provided, (minimum 3 ft x 5 ft, minimum every 25 metres), informing the public of the activities being undertaken. Large cones and/or barricades can be used to block access; pedestrian traffic must be guided and encouraged to the outside perimeter of the site.

### Classroom requirements (if applicable)

1. Washroom facilities that meet *The Occupational Health and Safety Regulations, 1996*.
2. There are accessible emergency exits.
3. Electrical outlets are conveniently located and available.
4. Adequate lighting.
5. Heating/cooling systems and proper ventilation.
6. Large enough to comfortably accommodate the number of expected students.
7. Sufficient seating for the class.
8. Writing surface for each student.
9. Audio visual equipment such as a projector and screen, or a TV/monitor appropriate for the classroom size.

### Motorcycle requirements and guidelines

#### Purpose

- To establish standardized training motorcycle categories using horsepower (hp), torque (ft lb), and frame size (inches) instead of engine displacement (cc). This provides a more practical measure of a motorcycle's real-world performance and ergonomics, especially for training purposes.
- Bikes must be mechanically sound, meeting all applicable safety standards required by law.
- Bikes must be provided, at no cost to students, as part of the course registration process

#### Reference point: CSC SG400

Used as a baseline training bike:

**horsepower:** ~36 hp

**torque:** ~26 ft lb

**seat height:** ~30 in

**wheelbase:** ~54 in

### Vehicle category standards

#### A. Entry-level (beginner)

| Specification | Requirement                                              |
|---------------|----------------------------------------------------------|
| Horsepower    | ≤ 27 hp                                                  |
| Torque        | ≤ 13 ft lb                                               |
| Seat height   | ≤ 28 in                                                  |
| Wheelbase     | < 52 in                                                  |
| Purpose       | New riders, smaller physiques, balance and control focus |

#### B. Intermediate (standard adult training)

| Specification | Requirement                                          |
|---------------|------------------------------------------------------|
| Horsepower    | 27–54 hp                                             |
| Torque        | 13–26 ft lb                                          |
| Seat height   | 28–31 in                                             |
| Wheelbase     | 52–55 in                                             |
| Purpose       | General adult training, matching CSC 400-class bikes |

#### C. Advanced (larger riders / advanced training)

| Specification | Requirement                                             |
|---------------|---------------------------------------------------------|
| Horsepower    | 54–80 hp                                                |
| Torque        | 26–37 ft lb                                             |
| Seat height   | > 30 in                                                 |
| Wheelbase     | > 55 in                                                 |
| Purpose       | Taller/heavier students, higher-speed skill development |

### Why horsepower and torque?

**Torque (ft lb)** governs low-speed control, key in training.

**Horsepower** affects acceleration and highway competency.

**Frame size** (seat height + wheelbase) ensures fit for larger riders and ergonomic comfort.

# Implementation guidance

Align with *Model National Administrative Standards* (NHTSA & SMSA):

- Categorize all training fleet motorcycles by HP, torque, and geometry.
- Match student size and experience level with the appropriate category.
- Maintain documentation on each training motorcycle's specs.

## Summary table

| Specification | Requirement                |                         |                                       |
|---------------|----------------------------|-------------------------|---------------------------------------|
| Level         | Entry-level                | Intermediate            | Advanced                              |
| Horsepower    | ≤ 27 hp                    | 27–54 hp                | 54–80 hp                              |
| Torque        | ≤ 13 ft lb                 | 13–26 ft lb             | 26–37 ft lb                           |
| Seat height   | ≤ 28 in                    | 28–31 in                | > 30 in                               |
| Wheelbase     | < 52 in                    | 52–55 in                | > 55 in                               |
| Use case      | New riders, smaller builds | Standard training fleet | Large riders, highway/advanced skills |

## Emergencies

### Equipment

- First aid kit: each training site must have a fully stocked first aid kit accessible to all students and instructors. Kits must meet WCB standards.
- Fire extinguisher: type minimum 10 lb ABC. Instructors must be trained by certified persons in the use of extinguishers.
- Dedicated cellphone: available for emergencies.

## Procedures

Each site must have in place, and posted, a full set of written procedures to follow in the event of a major accident. This should include:

- Who will control the accident site?
- What students not involved in the accident will do?
- What is the procedure to notify professional help?
- Who will accompany the student to the hospital or emergency facility?
- The posted information will be discussed at the beginning of the course, and the students will be familiarized with the location of the posted procedures.
- Refer to [worksafesask.ca](https://worksafesask.ca) for first aid in Saskatchewan workplaces.

## Section 4 – Measuring Student Competency

### Purpose

To ensure the curriculum measures student progress and achievement of intended learning outcomes.

### Objectives

- The curriculum will include feedback that is immediate, relevant, and meaningful to the learner throughout the learning process.
- Include formative assessments or benchmarks to monitor the student's progress toward intended learning outcomes.
- Include final competency measures to determine if the student has achieved the intended learning outcomes.
- Determination of learner's competency will be MOST (Motorcycle Operator's Skills Test) – score of over 13 points.

# Part B: Curriculum Content Standards

## Section 1 – The Rules of the Road

### Purpose

To develop knowledge, appreciation, and skills related to the rules of the road and how they contribute to safe and responsible riding.

### Learning outcomes

Compliance with traffic laws and regulations as a foundation for safe and responsible riding.

| Topics                       | Sub-topics                                                                         |
|------------------------------|------------------------------------------------------------------------------------|
| Traffic laws and regulations | <i>Traffic Safety Act</i> purpose                                                  |
|                              | Province of Saskatchewan regulations                                               |
|                              | International commonalities                                                        |
|                              | Purpose of any newly introduced legislation or regulations to combat safety issues |
| Current road safety issues   | Alcohol and cannabis usage                                                         |
|                              | Street racing                                                                      |
| Speed                        | Obedying the speed limit                                                           |
|                              | Cautionary speed posted on curves                                                  |
| Impaired riding              | Warn range                                                                         |
|                              | Zero blood alcohol or cannabis usage for novice riders                             |
|                              | Drug impairment (prescribed, over-the-counter, or illegal, synergistic effects)    |
| Distracted riding            | Rider fatigue                                                                      |
|                              | Texting/cellphones                                                                 |
|                              | GPS                                                                                |
|                              | Passengers                                                                         |
|                              | Surrounding distractions                                                           |
|                              | Psychological distractions                                                         |
|                              | Music                                                                              |
|                              | Two-way communicators                                                              |
| MGDL requirements            | Learners/graduated licensing restrictions                                          |
|                              | Level 1 and 2 graduated licensing restrictions                                     |

| Topics                                                                                               | Sub-topics                                                         |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Vehicle insurance                                                                                    | Requirements (storage, unlicensed)                                 |
|                                                                                                      | Theft                                                              |
|                                                                                                      | Passenger                                                          |
| Traffic controls                                                                                     | Controlled light systems                                           |
|                                                                                                      | Signs                                                              |
|                                                                                                      | Road markings                                                      |
|                                                                                                      | Construction                                                       |
|                                                                                                      | Police                                                             |
|                                                                                                      | Construction pylons, lane restrictions                             |
| Awareness that traffic laws and regulations may differ in other jurisdictions and for other vehicles | Inter-provincial and U.S. traffic laws with respect to motorcycles |
|                                                                                                      | Noise laws                                                         |
|                                                                                                      | Helmet laws                                                        |
|                                                                                                      | Lane filtering                                                     |
|                                                                                                      | No parking in overnight areas                                      |

### Learning competency measurement

- ☐ Describe a current road safety issue and how traffic laws and regulations address the issue.
- ☐ Consistently demonstrate a proper and safe response to all rules of the road.
- ☐ Describe some of the other jurisdictional regulations that apply.
- ☐ Describe local regulations.
- ☐ Identify common distractions and communicate ways to avoid.
- ☐ Identify where to find relevant information when planning trips to other jurisdictions.



## Section 2 – The Vehicle and its Components

### Purpose

To develop knowledge, appreciation, and skills related to the vehicle and its basic components and how they contribute to safe and responsible riding.

### Learning outcomes

- safe and proper use of basic vehicle components
- safe and proper pre-trip inspections

| Topics                                        | Sub-topics            |
|-----------------------------------------------|-----------------------|
| Basic vehicle components and control devices  | Ignition positions    |
|                                               | Throttle              |
|                                               | Clutch                |
|                                               | Brakes                |
|                                               | Choke                 |
|                                               | Steering              |
| Instruments and warning indicators            | Gauges                |
|                                               | Mechanical indicators |
| Devices that aid visibility (see and be seen) | Sunglasses            |
|                                               | Helmet visor          |
|                                               | Lights                |
|                                               | Side markers          |
|                                               | Reflectors            |
| Anti-theft devices                            | Alarm system          |
| Communication devices                         | Horn                  |
|                                               | Lights                |
| Pre-trip inspections external checks          | Tires/wheels          |
|                                               | Fuel tank             |
|                                               | Lights                |
|                                               | Mirrors               |

| Topics             | Sub-topics          |
|--------------------|---------------------|
| Under frame checks | Chain               |
|                    | Cables              |
|                    | Fluids              |
|                    | Electrical          |
|                    | Brakes              |
|                    | Frame               |
|                    | Exhaust system      |
|                    | Fluid leaks, engine |
|                    | Drivetrain          |

### Learning competency measurement

- ☐ Locate and identify basic vehicle components.
- ☐ Explain the importance of each basic vehicle component and its effect on safe riding.
- ☐ Consistently demonstrates proper and safe use of all basic vehicle components.
- ☐ Consistently demonstrates proper and safe use of all vehicle-specific equipment.
- ☐ Conduct pre-trip inspection properly.

## Section 3 – Vehicle Handling

### Purpose

To develop knowledge, appreciation, and skills related to vehicle handling and how it contributes to safe and responsible riding.

### Learning outcomes

- safe and proper use of basic vehicle components
- safe and responsible handling of the vehicle under various conditions
- safe and responsible riding to avoid collision
- detection and recovery from skidding and sliding

| <i>Topics</i>             | <i>Sub-topics</i>                   |
|---------------------------|-------------------------------------|
| Visual tracking           | Eye lead time                       |
|                           | Curb-to-curb scanning               |
| Steering control          | Push steering                       |
|                           | Grip throttle/clutch and brake      |
| Balance and control       | Maintaining balance while operating |
|                           | Control at slow speeds              |
|                           | Proper gear selection               |
| Starting and accelerating | Controlled smooth start             |
|                           | Changing gears                      |
|                           | Consistent throttle pressure        |
| Speed control             | Acceleration to driving conditions  |
| Deceleration and braking  | Smooth application                  |
|                           | Consistent brake pressure           |
|                           | Gearing down                        |
| Parking                   | Selecting a safe location           |
|                           | Use of side stand                   |
| Changing direction        | U-turns                             |
|                           | Going around the block              |
|                           | Other safe options                  |
| Right-of-way manoeuvres   | Who has the right-of-way            |
|                           | Communication                       |

| <i>Topics</i>                                                      | <i>Sub-topics</i>                     |
|--------------------------------------------------------------------|---------------------------------------|
| Turns                                                              | Proper lane position                  |
|                                                                    | Blocking position                     |
|                                                                    | Mirror checks                         |
|                                                                    | Blind spot checks                     |
|                                                                    | Lane entering position                |
| Highway & freeway riding                                           | On-ramp acceleration                  |
|                                                                    | Signalling                            |
|                                                                    | Observation/merge                     |
|                                                                    | Lane changes                          |
|                                                                    | Lane choices                          |
|                                                                    | Exiting off-ramp deceleration         |
|                                                                    | Signs                                 |
|                                                                    | Road configurations                   |
|                                                                    | Conditions                            |
|                                                                    | Increased vigilance zones for hazards |
| Urban & rural riding                                               | Selecting appropriate urban streets   |
|                                                                    | Various road surfaces                 |
|                                                                    | Road configurations                   |
|                                                                    | Farming equipment (tractors, etc.)    |
|                                                                    | Livestock                             |
| Railway crossing & streetcar tracks: how to cross tracks on a bike | Slowing and observation               |
|                                                                    | School bus procedures                 |
|                                                                    | Stopping requirements                 |
| Roundabouts and other road configurations                          | Entry and exiting roundabouts         |
|                                                                    | Yielding to others                    |
|                                                                    | Pedestrians at roundabouts            |
| Night riding                                                       | Observation                           |
|                                                                    | Night blindness                       |
|                                                                    | Overriding headlights                 |
|                                                                    | Visibility                            |
|                                                                    | Conspicuity                           |
|                                                                    | Animals                               |

| <b>Topics</b>                                    | <b>Sub-topics</b>                                  |
|--------------------------------------------------|----------------------------------------------------|
| Adverse weather                                  | Adjusting to changing weather                      |
|                                                  | Fog                                                |
|                                                  | Black ice (for die-hard riders)                    |
|                                                  | Rain                                               |
| Traction                                         | Allowing a time cushion                            |
| Time management                                  | Calculating required time under conditions         |
|                                                  | Awareness of others                                |
|                                                  | Leaving an exit strategy                           |
| Space management & timing                        | Time required for perception and reaction          |
|                                                  | Distance of space traveled                         |
| Braking distances                                | Application of brakes                              |
| Stopping distances                               | Factors that affect stopping distance              |
| Following distance                               | Three-second rule in ideal conditions; more if wet |
| Friction                                         | Hydroplaning                                       |
|                                                  | Coefficient of friction                            |
| Speed for condition                              | Different road surfaces                            |
| Effect of road surfaces on stopping              | Tendency of black ice                              |
|                                                  | Bridges                                            |
|                                                  | Construction                                       |
| Seasonal changes and road surfaces               | Traffic wear & tear                                |
|                                                  | Elevated curves                                    |
| Tires and conditions                             | Benefits of proper tire inflation                  |
|                                                  | When to replace                                    |
|                                                  | Wear patterns                                      |
|                                                  | Tread life                                         |
| Collision avoidance and basic evasive manoeuvres | Anticipating hazards                               |
|                                                  | Recognizing hazards                                |
|                                                  | Understanding how to react                         |
|                                                  | Acting in time                                     |
| Principles of skid control and avoidance         | Braking application                                |
|                                                  | Steering                                           |

## Learning competency measurement

- ☐ Explain the importance of vehicle control and its effect on safe riding.
- ☐ Consistently demonstrate safe, responsible, and proper riding techniques and vehicle control in a variety of situations that require different applications of skills.
- ☐ Explain reasons for using/avoiding specific riding techniques.
- ☐ Consistently demonstrate safe actions to complete manoeuvres that are vehicle specific.
- ☐ Explain the role of traction in vehicle handling.
- ☐ Consistently locate appropriate point of brake application under various conditions and situations.
- ☐ Explain the role of friction under various conditions.
- ☐ Consistently demonstrate caution in riding behaviour to compensate for different conditions.
- ☐ Describe appropriate and inappropriate situations for applying evasive manoeuvres.
- ☐ List basic evasive manoeuvres and describe how to apply them to avoid collisions.
- ☐ Explain the principles of skid control and slide control.
- ☐ Describe situations under which brake lock-up might occur and how to recover from skidding and sliding.
- ☐ Describe/discuss the emotion of losing control beyond the point of no return.

## Section 4 – Rider Behaviour

### Purpose

To develop knowledge, appreciation, and skills related to rider behaviour and how it contributes to safe and responsible riding.

### Learning outcomes

- accurate assessment of riding environments and road conditions and appropriate adjustment of riding behaviour
- controlled emotional reactions related to riding.
- recognizing internal cues and control responses
- positive riding attitudes and behaviour
- responsible and informed decision-making
- personal safety

| <i>Topics</i>                                              | <i>Sub-topics</i>               |
|------------------------------------------------------------|---------------------------------|
| Adjusting riding behaviour for different riding conditions | Rider mental/emotional pre-trip |
| Potential effects on rider decision-making                 | Results of decisions            |
|                                                            | Identifying self-cues           |
|                                                            | Possible control actions        |
| Personal riding values and beliefs                         | Driving licence is a privilege  |
| Social factors and influence                               | Reactive manoeuvres             |
| Influence of other people's riding habits                  | Impatience                      |
| Peer pressure and riding                                   | Grandstanding                   |
|                                                            | Showing off                     |
|                                                            | Riding beyond abilities         |
| Resisting negative pressures                               | Confidence in abilities         |
|                                                            | Dedication to safety            |
| Personal value of resisting negative pressures             | Personal image                  |
| Positive riding attitudes                                  | Safety                          |
| Riding courteously                                         | Benefits of no collisions       |
| Defensive riding                                           | Reading traffic                 |
|                                                            | Appropriate actions             |
| Impacts of rider behaviour on other road users             | Impact of poor behaviour        |
|                                                            | Impact of proper behaviour      |

| <i>Topics</i>                                                                                                                             | <i>Sub-topics</i>                 |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| How formal rules of the road, common safe practices of road users, and informed decision-making contribute to safe and responsible riding | Collective societal understanding |
|                                                                                                                                           | Safe actions                      |
|                                                                                                                                           | Expected actions                  |
| Approaches to decision-making                                                                                                             | Is it safe? Legal?                |
|                                                                                                                                           | Is it necessary?                  |
| Importance of good decision-making                                                                                                        | No loss of time                   |
|                                                                                                                                           | No loss of income                 |
|                                                                                                                                           | Clean riding record               |
|                                                                                                                                           | Insurance                         |
| Consequences of poor decision making                                                                                                      | Embarrassment                     |
|                                                                                                                                           | Loss of employment                |
|                                                                                                                                           | Stress                            |
|                                                                                                                                           | Financial costs                   |
|                                                                                                                                           | Insurance                         |
|                                                                                                                                           | Injury                            |
|                                                                                                                                           | Death                             |
|                                                                                                                                           | Property damage                   |
|                                                                                                                                           | Personal damage                   |
| Proper clothing and footwear                                                                                                              | Helmets                           |
|                                                                                                                                           | Clothing                          |
|                                                                                                                                           | Footwear                          |
|                                                                                                                                           | Layers                            |
|                                                                                                                                           | Conspicuity                       |
|                                                                                                                                           | Gloves                            |
| Mounting                                                                                                                                  | Proper mounting technique         |
| Environmental conditions                                                                                                                  | Heat exposure                     |
|                                                                                                                                           | Wind effects                      |
|                                                                                                                                           | Rain effects                      |

### Learning competency measurement

- ☐ Consistently and appropriately adjust riding behaviour based on riding environment and road conditions.
- ☐ List types and sources of emotion.
- ☐ Explain how emotions relate to rider decision making.
- ☐ Describe riding strategies for dealing with emotions and relate preferred strategies and styles to personal values.
- ☐ Consistently demonstrate appropriate control over emotions.
- ☐ Explain how positive and negative personal factors influence riding attitudes and behaviour.
- ☐ List personal motivators and describe how each could positively and/or negatively influence personal riding attitudes and behaviour under different circumstances.
- ☐ Explain how positive and negative social factors influence riding attitudes and behaviour.
- ☐ Describe effective strategies for resisting negative pressures.
- ☐ Explain how positive riding attitudes result in safe and responsible riding behaviour.
- ☐ Explain the purpose of abiding by the safety requirements.
- ☐ Describe the actions mandatory to ensure personal safety.
- ☐ Explain why there's a need for healthy choices and describe some of the actions to take.

## Section 5 – Respect and Responsibility

### Purpose

To develop knowledge, appreciation, and skills related to respectful and responsible riding attitudes and how they contribute to safe and responsible riding.

### Learning outcomes

- leadership in promoting safe riding
- lifelong learning approach to riding

| Topics                                               | Sub-topics                                       |
|------------------------------------------------------|--------------------------------------------------|
| Being a safe, respectful, and responsible rider      | Consistent demonstration for safety              |
| Being a leader in safety                             | Peer influence                                   |
| Being fit to ride and promote it in others           | Abstaining from drugs and alcohol or combination |
| Being caring and empathetic towards other road users | Peer influence                                   |
|                                                      | Showing courtesy                                 |
| Conflict avoidance regardless of fault               | Performing safe manoeuvres                       |
| Respecting other road user's safety margins          | Adjusting to make safety margins                 |
| The rider as a lifelong learner.                     | Examples of changes in the past                  |
| Changing technology                                  | Future expectations of change                    |
| The aging riding population                          | Impaired perception                              |
|                                                      | Slower response                                  |
|                                                      | Physical restrictions                            |

### Learning competency measurement

- ☐ Explain how leadership, safe behaviours, and respect for other road users contribute to safe and responsible riding.
- ☐ Consistently demonstrates leadership, safe behaviours, and respect for road users.
- ☐ Explain how different factors contribute to changes in rider skill and why riding is a lifelong learning process.
- ☐ Identify opportunities for lifelong learning related to riding.

## Section 6 – Sharing the Road

### Purpose

To develop knowledge, appreciation and skills related to effectively interacting with other road users and how it contributes to safe and responsible riding.

### Learning outcomes

- co-operative riding
- appropriate communication with other road users

| Topics                                                                                      | Sub-topics                     |
|---------------------------------------------------------------------------------------------|--------------------------------|
| Sharing the road in a safe and considerate manner                                           | Moving over                    |
|                                                                                             | Staying in other's mirrors     |
| Respecting other road users                                                                 | Tailgating                     |
|                                                                                             | Lane splitting                 |
|                                                                                             | Shoulder running               |
| Understanding other road users' needs                                                       | Anticipating needs of others   |
| Passing safely                                                                              | Observation and use of mirrors |
|                                                                                             | Signalling intentions          |
| Space management & cushioning                                                               | Adjusting to others            |
| Communicating effectively with other road users                                             | Importance of communication    |
| Habits and attitudes related to effective communication.                                    | Communication options          |
| Consistently communicate riding intentions                                                  |                                |
| Adjusting communication based on observation of the riding environment and other road users |                                |

### Learning competency measurement

- ☐ Explain the difference between co-operative riding and defensive riding and the benefits of co-operative riding.
- ☐ Consistently demonstrates ability to predict and anticipate the behaviours of road users.
- ☐ Explain why appropriate communication is essential for an orderly and safe road system.
- ☐ Consistently demonstrates appropriate communication with other road users in a variety of riding situations.

## Section 7 – Attention

### Purpose

To develop knowledge, appreciation and skills related to attention and how it contributes to safe and responsible riding.

### Learning outcomes

- safe and responsible actions related to impaired riding
- managed rider distractions
- managed division of attention

### Learning competency measurement

- Describe symptoms and effects of impairment, mythical remedies for rider alertness, consequences of impaired riding and appropriate strategies for addressing impairment.

| Topics                                 | Sub-topics                           |
|----------------------------------------|--------------------------------------|
| Drugs                                  | Illegal                              |
|                                        | Prescription medicine                |
|                                        | Over the counter                     |
|                                        | Recreational                         |
|                                        | Synergistic effect                   |
| Alcohol/cannabis                       | Time required to pass through system |
| Fatigue                                | Equivalency to other impairments     |
| Drowsy riding                          | How to avoid                         |
|                                        | Signs of drowsy riding               |
|                                        | Actions to take                      |
| Illness                                | Recognizing when not to drive        |
| Mental stress                          | Effects of stress                    |
| Distraction                            | Types of distraction                 |
| Combination of multiple impairments    | Increase of probability of collision |
| Impaired judgment                      | How judgment changes                 |
| Lack of attention/alertness            | Tunnel vision                        |
|                                        | Complacency                          |
| Myths and facts related to impairment. | Chasers and remedies                 |
|                                        | Facts to sobriety                    |
| Distractions on the motorcycle         | Passengers                           |
| Managing attention                     | Handheld /mounted devices            |
| Switching attention                    | Choosing priorities                  |
|                                        | Multitasking                         |
|                                        | Blocking distractions                |
|                                        | Purposeful attention                 |

## Section 8 – Perception and Risk Management

### Purpose

To develop knowledge, appreciation and skills related to perception and risk management and how they contribute to safe and responsible riding.

### Learning outcomes

- safe and proper observation skills
- accurate perception of personal limits, abilities, and risk tolerance
- recognition and avoidance of collision situations
- identification of potential hazards and effective response to hazards
- effective decision making to ensure safe riding
- minimized risk through appropriate riding actions
- conclusion

| Topics                                                                    | Sub-topics                       |
|---------------------------------------------------------------------------|----------------------------------|
| What and where to observe and when                                        | Use of mirrors                   |
|                                                                           | Scanning                         |
| Distance scanning                                                         | Eye lead time/timing             |
|                                                                           | Curb to curb eye sweeping        |
| Peripheral vision                                                         | Average ability                  |
|                                                                           | How to increase                  |
| Blind spots                                                               | Awareness of blind spots         |
|                                                                           | Shoulder checks                  |
| Visual obstructions                                                       | Large vehicles                   |
| Limits of observation                                                     | Limiting factors                 |
| Use of mirrors                                                            | Proper adjustments               |
| Active attention                                                          | Highway hypnosis avoidance       |
| Peripheral vision                                                         | Using peripheral vision          |
| Mirrors                                                                   | Scanning use of mirrors          |
| Distinguish real hazards from potential hazards                           | Hazard identification            |
| Scanning patterns under all conditions                                    | Importance of scanning pattern   |
| Detecting potential path deviations                                       | Observation                      |
|                                                                           | Check points                     |
| Different types of riders                                                 | Manoeuvres that become dangerous |
| Role of overconfidence and under-confidence in inaccurate risk perception | How to set personal limits       |

| Topics                                                 | Sub-topics                                                                        |
|--------------------------------------------------------|-----------------------------------------------------------------------------------|
| Accurate risk perception                               | Thought processes                                                                 |
| Quick and effective reaction times                     | Psychological barriers                                                            |
| Proactive vs. reactive riding action                   | Anticipation vs. surprise                                                         |
| Expectations of other road users                       | Expectations of your behaviours                                                   |
|                                                        | Your expectations of other's behaviours                                           |
| Consequences of not doing what other road users expect | Consequences of unpredictability                                                  |
| Safe time margins                                      | Knowing time requirements for passing, entering traffic etc.                      |
| Factors that affect rider risk-perception              |                                                                                   |
| Rider age                                              | Risk taking diminishes with age                                                   |
|                                                        | Increased experience                                                              |
| Rider experience                                       | Physical limitations with age                                                     |
|                                                        | Experience the best teacher                                                       |
|                                                        | Learning from others                                                              |
|                                                        | Inexperience                                                                      |
| Riding environment                                     | Exposure to various environments such as traffic conditions, sunny and rainy days |
| Mental factors                                         | Anxiety and stress factors                                                        |
| Physical factors                                       | Typical ailments of a rider                                                       |
| Common collision factors for new motorcycle riders     | Over-riding vehicle and rider ability                                             |
| Inappropriate speed                                    | Inability to evaluate risk                                                        |
| Risk tolerance                                         | Inability to assess risk                                                          |
| Risk perception                                        | Disregard for safety                                                              |
| Inappropriate risk-taking                              | Lack of skill development                                                         |
| Rider skill                                            | Lack of time experience                                                           |
|                                                        | Lack of situational experience                                                    |
|                                                        | Lack of vehicle configuration experience                                          |
| Peer pressure                                          | Variance of experience of individuals                                             |
|                                                        | Youth vs. age                                                                     |
| Overconfidence                                         | Inability to recognize hazards                                                    |
| Hazardous riding conditions                            | Lack of self-discipline                                                           |



| <b>Topics</b>                                                                                    | <b>Sub-topics</b>                                              |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Poor attention management                                                                        | Lack of discipline                                             |
| Not looking for hazards                                                                          | Lack of experience                                             |
| Inability to recognize hazards                                                                   | Lack of experience to recognize hazards                        |
| Distracted riding                                                                                | Cognitive processing disabilities (age, congenital)            |
|                                                                                                  | Types of distracters                                           |
| Dangerous riding                                                                                 | Applying self-discipline                                       |
|                                                                                                  | Speeding                                                       |
| Impaired riding                                                                                  | Laws related to impaired                                       |
| Common collision situations typical to vehicle                                                   | Rear end                                                       |
|                                                                                                  | T-bone at intersections                                        |
|                                                                                                  | Side swipe                                                     |
|                                                                                                  | Left turns                                                     |
|                                                                                                  | Curves, loss of control due to speed                           |
| Potential hazards of riding and effective responses                                              | Flat tires                                                     |
| Vehicle malfunctions                                                                             | Brakes                                                         |
|                                                                                                  | Engine overheating                                             |
| Weather/ environmental conditions                                                                | Responses to changing conditions                               |
| Road conditions                                                                                  | Responses to different road conditions                         |
| Vehicle conditions                                                                               | Rider familiarity to vehicle                                   |
| Loads                                                                                            | Attitude and actions required with passengers, saddlebags etc. |
|                                                                                                  | Trailers                                                       |
| Distractions on the vehicle                                                                      | Passenger distractions                                         |
| Distraction around the vehicle                                                                   | Other devices                                                  |
|                                                                                                  | Preparing for distractions                                     |
| Other road users                                                                                 | Preparing for others and their actions                         |
| Unpredictable riding behaviour, riding error resulting in danger to self and to other road users | Dangers of unpredictability by self                            |
|                                                                                                  | Dangers of unpredictability by others                          |
| Riding error resulting in danger to self and to other road users                                 | Impacts of riding errors                                       |
|                                                                                                  | Hazard definition                                              |
|                                                                                                  | Understanding what should be done                              |

| <b>Topics</b>                                                                    | <b>Sub-topics</b>                                                                                            |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Hazard perception, decision making and judgment                                  | Responding within time cushion                                                                               |
| Evaluate whether to ride                                                         | Rider mental/emotional pre-trip                                                                              |
|                                                                                  | Thinking through decisions                                                                                   |
| Anticipate what might happen                                                     | Asking "what if?"                                                                                            |
| Predict possible solutions                                                       | Pre-determine priorities                                                                                     |
| Prioritize situations and solutions                                              | Rehearsing choices                                                                                           |
| Make appropriate choices under pressure                                          | Logical consequences                                                                                         |
| Identify consequences                                                            | Logical consequences                                                                                         |
| Make multiple decisions quickly                                                  | Rehearsing decisions                                                                                         |
| Develop a hierarchy of responses to various situations and alternative responses | Making hierarchical choices                                                                                  |
| Effects of impairment on decision-making skills                                  | Potential consequences (discuss)                                                                             |
| Role of personal motives on decision-making skills                               | Accountability                                                                                               |
|                                                                                  | Knowledge                                                                                                    |
| Riding actions to minimize risk                                                  | Skill                                                                                                        |
|                                                                                  | Attitude                                                                                                     |
| Safety first                                                                     | Create safety cushion/time with anticipation, ride sober and mentally sharp, ensure machine is in good shape |

### Learning competency measurement

- ☐ Consistently demonstrates safe, responsible and proper observations skills.
- ☐ Consistently focus on appropriate visual targets while scanning the environment.
- ☐ Consistently demonstrates potential hazard detection by means of visual scanning.
- ☐ Define personal limits, identify individual risk tolerance.
- ☐ List potential riding hazards a rider would encounter.
- ☐ Describe effective responses for each potential hazard.
- ☐ Describe different decision making skills.
- ☐ Consistently demonstrate appropriate decision making to ensure safe riding.
- ☐ Explain appropriate riding actions to minimize risk.
- ☐ Know the rules of the road wherever you are.

