

BRC compact range exercises follow the model of range layout similar to the 60'x170' "compact" range and have unique characteristics that require RiderCoach adjustments in order to maintain the same level of safety, observation, and coaching as on a standard range. These ranges are generally used in smaller spaces and often with a 1:6 or 1:8 RiderCoach-to-student ratio*.

Following is a list of considerations for maximizing safety and coaching effectiveness. These should be used in conjunction with the exercise notes and narratives.

In general:

- As a solo coach, the responsibility to maintain a view of the entire riding area falls to one individual. Choose coaching positions that allow for observation, attention and visual awareness of the entire riding area simultaneously with exercise-specific responsibilities.
- During step 8 of pre-exercise 1, make it clear to the students that the riding area is within, not inclusive, of the entire paved area. Similarly, encourage the students to pay attention for specific exercise paths of travel, as they are designed for optimal skill development as well as safety.

RE#3 Starting and Stopping Drill: This path of travel on 60' wide ranges includes a 20' U-turn to transit between interior gates. Students should power walk this path of travel regardless of experience level. Consider having riders switch from interior to exterior or exterior to interior each time. A coaching position beyond the last stop position is generally useful; however, if a student is struggling, consider adjusting position to the outside of one of the long sides of the range for closer access to provide feedback or assistance while maintaining a view of the entire riding area. For part II on shorter ranges, students are likely to need some encouragement to explore the "pre-shifting" speed, as the length of the range does not encourage this. Ensure that riders are displaying consistent braking procedures first, then encourage them to explore speed incrementally.

RE#4 Shifting and Stopping: When reversing directions, the large cones for the start gate should also be reversed. It is not necessary to switch the position of the large cones for the clutch control lane. Their purpose is to initially help the students find their way to the painted lines of the clutch control lane, which the students will become familiar with during the first direction of the exercise.

RE#5 Basic Skill Practice: part II: If the range has only the required run-off and no additional space, align the students waiting in stage in single file, as far from the path of travel as is safe and feasible. Conduct the exercise from the staging area side of the range in order to be able to transition from offering visual signals to practicing riders, to providing verbal coaching to students in the staging area.

RE#6 Pressing to Initiate and Adjust Lean: part I: Similar to #5 part II, if the range has minimal run-off align the waiting riders in single file as far from the path as possible, but not aligned with the trajectory where a rider could run wide in a curve.

*If state rules allow, ranges with a perimeter between 448 and 520 linear feet may be eligible for the 1:8 ratio.

RE#7 Stopping More Quickly and Tight Turns From a Stop: Depending on the riders' abilities, a RiderCoach can choose whether to deal with each side of the range independently, or to utilize brake chutes on both sides simultaneously, with riders on one side of the range practicing independently.

For part I, it is important that riders demonstrate competence at stopping more quickly before being invited to practice independently on the opposite side. For part II, RiderCoaches should ensure that all riders get ample practice with stopping on signal. Independent practice on the opposite side of the range continues the use of stopping with cue cones.

RE#9 Limited Space Maneuvers: The dual U-turn and serpentine layout has a distinct benefit of providing a generous amount of practice to achieve the exercise objectives. The recommended initial coaching position is between the U-turn and serpentine area, close to the perimeter with one's back to the staging area. Maintaining an open stance to the range rather than turning toward one of the U-turn areas allows active scanning to all areas of the range and puts a coach in proximity to provide rider specific coaching as needed. For ranges 60' wide: If an individual student shows a tendency to go significantly wide of the U-turn area, control the timing to prevent a student from being in the second right turn of the serpentine as the challenged student is making the left U-turn. The stop point at the large cones before the serpentine allows a RiderCoach to control the flow rate of the exercise. For the first couple of passes with each student, a RiderCoach should time the riders so that a left U-turn and the second right turn of the serpentine are not being practiced at the same time. Once students have demonstrated basic competence with the path of travel, the students can control the pace of the exercise by entering the U-turn area as another one exits.

RE#10 Stopping in a Curve: A RiderCoach should consider the skill level of the students when choosing how to conduct this exercise. One method is to utilize one curve at a time with students returning to the same line and to conduct a reversal to do the opposite turn for each part of the exercise; e.g., part I to the left, then part I to the right, followed by part II to the right, and then part II to the left, as an example. Another method is to use both turns simultaneously and moving to a position between both curves on the far-side of the range using an open stance and active scanning to maintain a view of the riders. If using this method, a RiderCoach should ensure each rider is performing stops from a curve with competence on one side before inviting them to also practice on the other side of the range. Riders would then be gathered in one line to perform the simulated practice before proceeding to part II.

RE#11 Curve Judgment and Gap Selection: There are two parts to this exercise. The first part involves conducting the curve judgment circuit. For this part of the exercise the observing students remain in the staging area. The RiderCoach initially coaches speed management from the end of the straight away with hand signals, then provides verbal coaching for students waiting at the staging point to highlight cornering procedures and techniques (Search, Setup, Smooth).

The second part utilizes the staging gate in front of the staging area. Students are initially coached and prompted on how to assess and select a safe gap for entering the circuit. As the students gain familiarity and confidence with gap selection they are encouraged to select their own gap to enter the circuit.



Compact Range Exercise Notes and Narratives

RE#12 Lane Changes: This exercise utilizes a continuous path of travel for abundant lane change practice in a relatively short amount of time. Coaching positions should allow a view of the entire riding area as well as a view of key riding procedures, such as using a head turn and canceling the turn signal.

RE#13 Crossing an Obstacle and Swerving: This exercise has two parts and multiple RiderCoach positions to support rider development. For part I, the RiderCoach should remain diligent about keeping students spread out. Using correct throttle procedures while crossing obstacles is likely to cause a momentary increase in speed. Riders should adjust naturally, but if they do not, be prepared to coach them to slow before the corners.

For part II, after conducting the simulated practice, the initial coaching position is at the stop point after the swerve. Verbal reinforcement about the stop points for the corner and weave should be delivered early on. Once students have achieved a basic competence with the swerve, a RiderCoach should adjust to a position near the turn from a stop and weave from a stop, to reinforce correct procedures as these skills are performed on the skill test.

RE#14 Skill Practice: A recommended first coaching position in this exercise is at the controlled stop after the U-turn area. As this skill is performed on the skill test, riders should receive reinforcement to ensure they are able to stop with the front tire fully within the boundaries of the stop box. A RiderCoach should then ensure that quick stops are being performed safely and with correct procedures. Riding technique can be reinforced later from the coaching position near the line for the U-turn area.

Curve Evaluation Timing Zone and Speed Chart - Alt. Ranges			
Curve Evaluation success = One second or less in timing zone			
Range Length ft.	Straight-away length ft.	Timing zone length ft.	Min required speed MPH
250	170	35	24
240	160	33	23
230	150	31	22
200-220 standard	140	29	20
190	130	27	19
180	120	25	18
170	110	23	16
160	100	21	15