IN-CAR COACH GUIDELINES

Version 2.0
Updated 2/08

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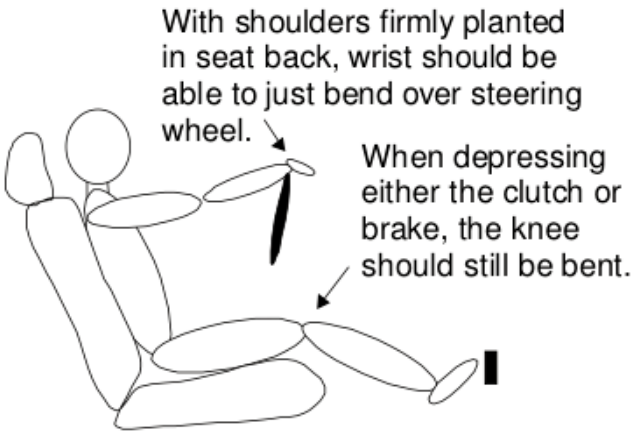
If your chapter is running this program for the first time, or if this is your first time acting as an in-car coach, there are a few things that you need to know:

1. Many of the chapters hosting a Tire Rack Street Survival® event are accustomed to presenting this material in the context of performance driving. It is very important that we establish, from the very beginning and emphasize throughout the program, that the basic skills and concepts being taught at TRSS® are intended to make teen drivers safer on public roads. When expanding on various topics please use "real world" or highway examples and avoid references to racing or performance driving. This is not a speed event. Any similarities with terms relating to speed events should not be used. Words like 'apex', 'turn-in', 'track-out' are not appropriate. Similarly we do not increase tire pressures to over normal street levels. Everything should relate to an everyday drive on the street or highway, and the bad things that can happen while driving that bring us to the edge of control.
2. The student is not a track-junkie looking to get that last second off his lap time. They are probably not even "car people" or kids of "car people". To add to the mix they are 16 years old!. Their attention span is much shorter than what you are used to. They might be very timid and you'll wonder how they even drove to the event. They might be a bit cocky and think since they already have their license that they already know how to drive. The majority of the students do not want to be there. This school wasn't their idea. You need to take into account this attitude and allow them to figure out that this program is not just a day full of talking. They will be doing things in their car that they normally get yelled at for doing. Squealing tires, sliding the car, slamming on the brakes. Let them have the little light come on and then celebrate that with them.
3. This is the instant gratification generation. With video/computer games they know "how they are doing" right away. You need to talk to them and tell them how well they are doing a lot more than what you are used to. Find anything to praise them about. Stay positive with them.
4. If parents are there, engage them. Tell them about their teen's progress during the day. Talk with them at lunch and on the breaks. At the end of the event share with them what positive things you think their teens have learned and what things they can help improve as well as bad things to watch for.
5. It would be very helpful for the coach to practice each driving exercise. This will ensure that their demonstrations are solid, and it will also give them insight when it comes to addressing the problems inevitably experienced by students. Whether the weekend before, the day before or the morning of, try to give your coach some seat time. If doing this first thing in the morning *please* refrain from practicing these elements in front of the students. This is NOT the time to show them how good you are. It's not about you.

6. Please keep in mind that safety is the focus of the program. Many existing advanced skills schools teach *"throttle steering*" or *"power slides*" aka "*drifting*". We will ***not*** teach this to Tire Rack Street Survival® students, and we ask that coaches please refrain from practicing or demonstrating these techniques when students are present.
7. We want students to understand that tire limits determine what is too fast, not the confidence or even the skill of the driver.
8. The purpose and method of teaching *Basic* Driving Skills is outlined in the classroom material. Please emphasize that what we're teaching is *basic*, not advanced skills and unless a student is involved in an emergency situation the public roads are no place to practice driving skills of any sort. You might at this point let them know that at the end of the day they'll get a handout listing clubs that host HPD schools, autocrosses, etc., where the full spectrum of skills may be learned and practiced.
9. Every coach should check their student's seating position, hand placement and driver inputs at the start of the first exercises. There is ample time while staged and by having coaches handle this in-car we can be assured that students will make adjustments properly. The basic rules, which are covered in the classroom are
    a. The wrist should be able to bend on top of the steering wheel,
    b. With the clutch (or brake) depressed fully the knee should still be bent
    c. Contact with the steering and pedals should be through our small muscle groups, allowing for fine adjustments.



THE EXERCISES

The driving exercises will be the most memorable actions of the day for the student, sorry classroom instructors. The way the exercises are set up depends mostly on the size of the venue and the way the Chief Instructor wants to run the program.
There are two basic methods. The *Station* method in which each exercise is it's own 'station' and the student repeats one exercise until the allotted time is expended. Or the *Circuit* method in which the student runs a combined circuit of as many of the exercise elements that can fit in the venue as possible.
Both have their merits and advantages.
The following descriptions will breakdown each element as if it were a station, a description towards the end will show elements that can be used for combining these into a circuit.

SLALOM

ABSTRACT

The slalom course at first blush appears to be a speed event. It is not. This exercise teaches both weight transfer and proper use of eyes/vision. This provides the proper control to change direction of the vehicle. The Slalom allows better understanding of the vehicle's capability during transitional maneuvers

Please remember the basic concepts we're teaching…
1) smoothness in weight transfer
2) vision down the course

SETUP

If using the slalom in both morning and afternoon, have the morning set-up as a simple regulated course. 35-45 paced off cones with one line straight in line. Then alternate a cone on each side of these cones creating an 'easy' and a 'hard' side. In the afternoon have the course look the same at a glance but have the cones not set at a regular spacing tightening at the end and offset out of line. Within reason, the general rule for this exercise is the faster the better. The exercise can be effective at as little as 15-20mph, but 25-30mph works best. Second gear in manual cars.

GATHERING

The talk at the gathering should be limited to procedure. Provide a brief explanation of the physical makeup of the exercise, the staging area and procedure, and give them a conservative initial entry speed. Also, remind them to accelerate out of the staging area aggressively so that they can level their speed before getting to the first cone. You may also have an instructor demonstrate a run while the students are still gathered. Make it quick, but please remember this is not about you don't show off with smoky burn outs or anything you don't want them to be *trying* to do when you know they can't.

STAGING

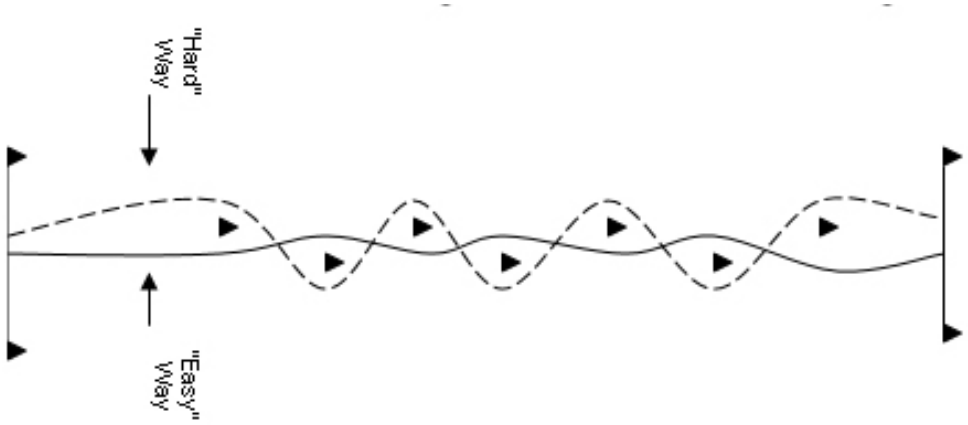
Ideally, there will be an coach riding with each individual student who will guide them in the staging procedure. Regardless, this exercise can be run efficiently and safely with only two coaches, one at the start who will with a light or a wave begin each student to start their run. One coach at the end to discuss the progress of that run with the student and what to do next time. Sometimes a third coach can be used to give a 'download' at the end. If this method is used, however, it's a good idea to have one of the coaches ride with the first student so that the following students will have a clear understanding of the staging procedure. Please remember, however, that repetition is crucial so conversations at the staging area should not interrupt the flow of the exercise. In-car coaches should direct their students out of the exercise path to give them feedback. When run properly, the flow of cars is nearly constant.

BENCHMARK

With the speed established, the coach should then tell the student to smooth out transitions from one side to the other. Often this is a case of the eyes not looking far enough down the course. Try and have them look at least 3 cones ahead, or, if a short course if used, less than 6 cones, find a tree or water tower off in the distance and have them focus on that while driving

TEACHING TIPS

- Have them look further down the course, not just the cone that's in front of them.
- Remind students to use their small muscles to pull down on the steering wheel not push up. Changing side to side should be a series of pull on one side of the wheel and then the other
- Remind them that the accelerator pedal is NOT an on/off switch.



Standard Slalom (Morning session

Alternate Slalom (Afternoon session)

STRAIGHT LINE BRAKING

ABSTRACT

ABS has saved many lives but it has also likely cost a few – especially the early systems – because people felt the vibration in the pedal and heard the noise generated by the valves and got off the brakes thinking something was wrong. We want students to get accustomed to the feel of ABS. Furthermore, we want them to understand that ABS kicks in when too much is being asked of the tire. Crashes that occur at the end of long straight skids made by front wheels turned fully one way or the other are now, thankfully, rare. We don't feel that it is necessary to teach threshold braking if the car has ABS. They should, hear and understand the concept but it is unlikely that if they are driving a car with ABS now that they will revert back to a non ABS car in the future. Trying to get them to outwit the ABS isn't the best use of the limited time we have them. We think it is much more important to emphasize that you can brake 100% and still steer around what you are trying to avoid. In the event they drive a car without ABS, or with a broken ABS system, we'd like them to understand tire limits and develop threshold-braking skills. This can take a lot of time so approach this in basic terms that a sliding tire can not be steered and the goal is maximum braking without the tire locked up.

Please remember the basic concepts we're teaching…
1) Speed and Braking Consistency
2) Familiarity with ABS braking
2) Braking Skill – Modulating Braking Pressure

SETUP

Within reason, the general rule for this exercise is the faster the better as long as there is room to accelerate and stop safely. The faster the student travels the more time they spend actually on the brakes. The exercise can be effective at as little as 30mph, but 40mph to 45mph works best.

GATHERING

The talk at the gathering should be limited to procedure. Provide a brief explanation of the physical makeup of the exercise, the staging area and procedure, and give them a conservative initial entry speed. Also, remind them to accelerate out of the staging area aggressively so that they can level their speed before getting to the pointer cones. Lastly, remind them to glance at their speedometer just prior to hitting the brakes… this will help insure speed consistency.

STAGING

Ideally, there will be an coach riding with each individual student who will be able to guide them in the staging procedure. Regardless, this exercise can be run efficiently and safely with only two coaches, who will signal, with a light or a wave, for each student to begin his or her run. If this is the case, however, it's a good idea to have one of the coaches ride with the first student so that the following students will have a clear understanding of the staging procedure. You may also have an coach demonstrate a run while the students are still gathered. Make it quick, however but please remember this is not about you and don't show off with smoky burn outs or anything you don't want them to be *trying* to do when you know they can't. If a third coach is available, have that coach stay at the staging area. They will be in charge of sending students out and they may also answer questions that arise. Please remember, however, that repetition is crucial so conversations at the staging area should not interrupt the flow of the exercise. In-car coaches should direct their students out of the exercise to give feedback. When run properly, the flow of cars is nearly constant.

FIRST PASSES

On the first pass the student should arrive at the assigned speed, begin braking at the pointer cones, and bring the car to a COMPLETE STOP. They will then exit the exercise and receive feedback off to the side while the next student makes his or her run. The coach giving feedback should ask for the student's speed, raise it incrementally when prudent, and grade the accuracy of their braking point. That coach will then return to the exercise to send the next student, or return to the staging area if remaining in-car. If deemed helpful, an coach may have their student wait at the exercise long enough to watch the next student's pass. After two or three runs a good speed and good level of consistency should be achieved. From outside the car, coaches will be able to see the tire slightly "judder" (Carroll Smith's favored expression for the pulsing or vibrating of a tire or brake) when the ABS is active, and may also hear the pulsing of the ABS valves. If possible, have the student run with windows down and listen for a slight chirping or scuffing sound from the tires.

BENCHMARK PASS

With speed and braking points established, the coach should then tell the student to slam on the brakes and be sure to use ABS for the entire stop. Note the stopping point (5.5 cones from the pointers, for instance). This is the mark for them to match without relying on ABS.

THRESHOLD BRAKING

IF and only IF the student seems to excel at this concept have the student attempt to match or better the benchmark achieved with ABS. We feel, that it is important to have them fully engage the ABS on a panic stop and learn what that feels like than glossing over this and start having them try to out wit the system. They will often need to be reminded of their speed and braking points, they will have to be quizzed regarding their use of ABS, and they will frequently fail to come to a complete stop.

TEACHING TIPS

- Remind students to use their small muscles (curl their toes, not their thighs) to modulate brake pressure.
- Have them put their hand up with palm facing toward you, then press your fist into their hand to demonstrate how subtle the changes in braking pressure can be.
- Remind them that the brake pedal is NOT an on/off switch.
- If a student regularly fails to come to a complete stop, throw a cone in front of their car near the end of their pass.
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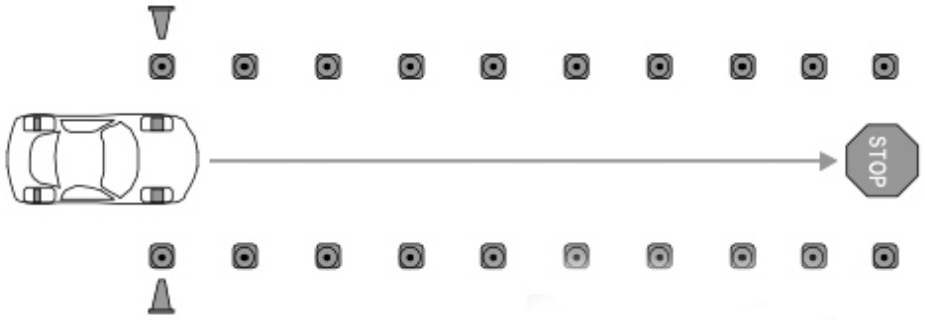


Straight Line Braking Exercise

BRAKING AND TURNING

ABSTRACT

Just as in straight line braking, this exercise is to understand the limits of tires in breaking and turning. Cars with ABS will likely feel the system engage. For those without ABS this *Threshold Braking* is a critical skill to learn.

SETUP

After their last run in Straight Line Braking, have each student park off to the side. When the last car has finished, gather them for instructions while another coach resets the cones.

This exercise, in particular, works better at higher speeds. At lower speeds the car rarely has time to get settled into threshold braking before the driver needs to turn. The pointer cones may need to be adjusted, and a third pointer cone, or other object, can be placed on the last cone on the inside of the corner. This gives the students, especially those sliding to the outside, something to find with their eyes.

GATHERING

Again, brief instructions. Staging will be the same, but again give them a conservative starting speed. Point out the visual aid (third pointer cone or ?) and remind them of the “string analogy”. A string tied from the bottom of the steering wheel to the big toe of the right foot will lift that foot off the brakes when the steering wheel is turned. Furthermore, if the steering wheel is turned the string will prevent the right foot from depressing the accelerator.

STAGING

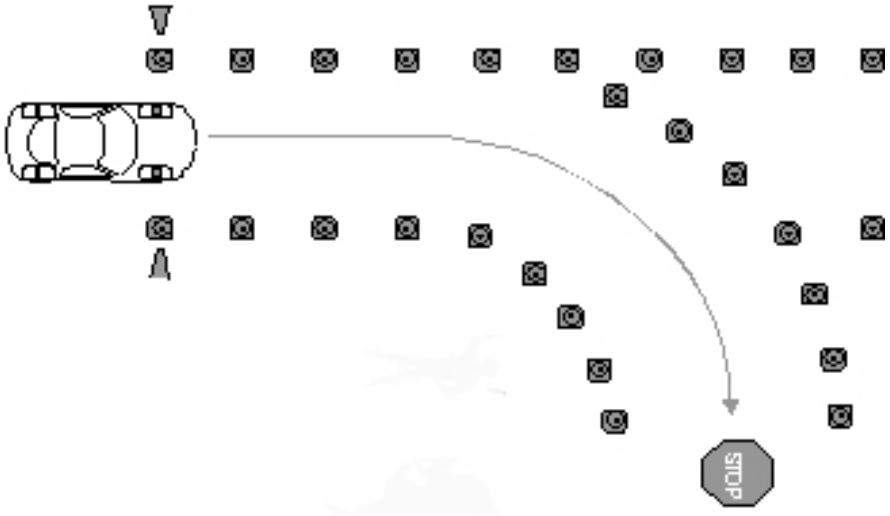
Same as in straight line

FIRST PASSES

As with Straight Line Braking, increase speed incrementally until students are entering the corner cones fast enough to induce some understeer or, rarely, oversteer. Establish an ABS baseline stopping point.

SUBSEQUENT PASSES

While the students are working on matching their baselines, look closely at their response to understeer… be sure that they aren’t adding steering. Also, eyes will tend to move to the outside of the corner, as opposed to the inside (visual aid), and students will have a harder time staying out of the ABS. This portion of the exercise is less about stopping distance and more about balancing steering and braking inputs, dealing with understeer, and training the eyes to stay focused on the escape rather than the collision. We want to see the cars at or briefly above the limit, with drivers that are calm, patient and focused on the way out of the corner.



Braking and Turning Exercise

SKID PAD

ABSTRACT

This exercise can be the biggest educational tool in your driving exercises of the day. It can also be one of the biggest disappointments. If you have pavement that will allow a slippery surface it can be a fun day. If not then you are facing a uphill battle. It is very important in all three skid pad exercises that each is begun on a constant radius with hands held still, throttle held still, and the car at the limit. If the student is moving the steering wheel, or is on and off the throttle, the resulting weight transfer, no matter how subtle, will make the limit very difficult to detect. This portion of the classroom is a good time to remind them that any movement of the car's controls will result in weight transfer. The limit is very subtle and requires a calm driver to detect.
Also, emphasize the importance of keeping the eyes focused ahead and where they want the car to go. This is especially difficult during the oversteer exercise. The coach in the car may need only call out "EYES" and the student will understand what they're doing wrong.

GATHERING

If possible this is an exercise where in car demo works best. Demonstrations can be done with 3 student passengers per car. Get all of the demonstrations done before running students. Again, this is not a time to show off.

COACH DEMONSTRATIONS

Instructor demos need to be short and crisp.
Lap 1 – Establish Constant Radius
Lap 2 – Exceed limit with acceleration, regain limit with deceleration (radius grows, radius shrinks)
Laps 3-4 – Understeer – full lock with lift off gas; sustained; demonstrate restored grip as understeer is eliminated.
Laps 5-6 – Oversteer – HANDS-ONLY (no throttle) correction, remind students about eyes

NON-COACH INSTRUCTIONS

If you are not doing in-car demos, review with the student the intent of each segment of the exercise as outlined below.

STAGING

Set aside an area outside the skid pad where students can park and watch, and another area closer to the skid pad where a couple of cars can wait for a spot to open (Instructor and student belted and ready). Depending on the size of the pad and it's adhesion, note the physical effects on the students, many can not sustain going in circles for long sessions (coaches also!). Let every student have two turns of approximately 3-5 min. each; more turns if class size allows.

CONSTANT RADIUS

As stated in the classroom outline, this exercise is crucial to a student's understanding of the limit. They must absolutely lock their hands and have a constant throttle setting. Reach over and put a finger on the steering wheel to be sure their hands are still. Once they've achieved this on a constant radius, have them very gently increase speed until the radius begins to grow., then have them gently ease off the gas until the radius begins to shrink. This exercise accomplishes three things… it teaches them where the limit is, it teaches them how subtle the limit is, and it teaches them how calm they have to be to detect the limit.

Understeer

Have the students set up again on a constant radius at the limit, then all at once add a little bit of power and a lot of steering. The little bit of power unweights the front wheels just as a lot of steering breaks them loose. Have them keep adding steering until they are at full lock. Many students tend to lift off the gas when the car starts to head toward the outside of the skid pad, which means you may have to try several times while reminding them to stay on the gas. When they reach full lock, let them sustain it for a moment and then tell them to lift off the gas. The car will dart toward the center of the circle. When good coaches demonstrate this they time the lift so that the car goes into the middle of the circle without hitting any cones… really good coaches time it so that students don't either. Go back to a constant radius at the limit and again induce understeer. This time, however, have the student try to sustain it for a lap by holding their hands still and modulating the throttle. Expect modest success. Lastly, have them again achieve sustained understeer, and then gently straighten the wheel until they feel the "tug" that results as the tires regain grip. Point out that steering less made the car turn more.

OVERSTEER

Rear Drive

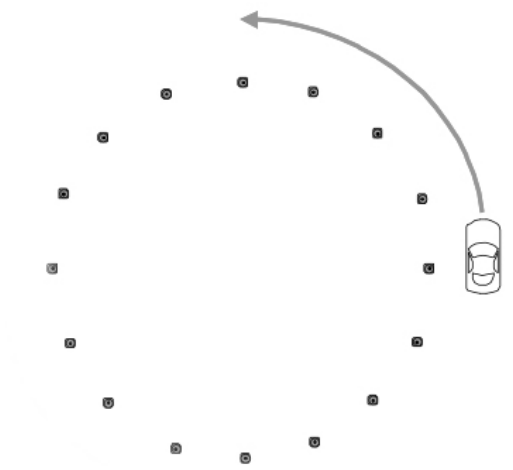
With the student once again at a constant radius and at the limit, have them abruptly lift off the gas and then blip, stab, kick, whatever, the throttle long enough to break the rear wheels loose. They then must get off the gas completely and correct, wait and steer back. Skip Barber calls this CPR (Correct, Pause, Recover). Corrections should be HANDS ONLY… no throttle involved

Front Drive

The same procedures are followed as for RWD, except that when the RWD student would blip the throttle the FWD the instructor will gently pull on the parking brake. No need to yank it, just pull up with gradually increasing force until the rear end breaks loose. Keep the button pushed in so as not to lock it engaged. Again, hands-only correction. You might tell students with FWD cars that going to power with *any* corrective steering input will cause the car to lurch to the outside of the corner.

All Wheel Drive

Try both approaches. Often one or the other will work.



CONSTANT RADIUS SKIDPAD
(used both clockwise and counter-clockwise)

FIGURE 8 SKIDPAD

POWER-INDUCED OVERSTEER & UNDERSTEER

As students drive more aggressively they will begin to encounter understeer through the exit of each corner. Eyes are the key here. Having them find their reference point for the opposite skid pad as they begin exiting the near skid pad will help them to detect understeer sooner. In some cases they will get understeer on entry as well; this is a result of too much steering input. No matter where it occurs, help the student to identify and correct it. Students with RWD may begin to get power-induced oversteer on the exits. Inform them that this practice is a good way to crash a car and that the summons they will get will be for "Misuse of Power." With this understood, allow them to continue power-induced oversteer for the sake of practicing recoveries.

BRAKE-INDUCED OVERSTEER

With smooth hands, gentle brakes and a little patience, most cars can be made to oversteer on corner entry. In racing we call this rotation, on the highway we call it stupid at best and an accident at it's worst. Whether a driver has entered a corner too fast or has encountered an obstruction, accidents occur as result of inadvertent brake-induced or Trailing Throttle oversteer. We try to replicate this on the Figure 8. Encourage the student to do it themselves with the right combination of braking and turning, or you can induce it with the parking brake in all three formats (FWD, RWD & AWD). Again being careful not to allow the brake to lock. When using the e-brake with RWD cars, it's usually best to give it a brief pop instead of the gentle pull we use with FWD. We don't want to abuse any cars, so if modest use of the e-brake doesn't work you'll have to rely on balancing braking and turning.

GATHERING

This exercise can be run with one car from each skid pad group, or the groups can be combined. Once again, remind students that they will be sharing the exercise and if the instructor tells them to stop, they must stop immediately.

STAGING

Same as Skid Pad

INSTRUCTOR DEMONSTRATIONS

Again, coach demos need to be short and crisp.
Lap 1 – Get on line and point out reference points
Laps 2-3 – Get to the limit, remind students of reference points.
Laps 4-5 – Demonstrate power induced oversteer (RWD) or understeer (FWD & RWD) on exit.
Laps 6-7 – Demonstrate brake-induced oversteer on entry (may require e-brake).
If a student manages the right combination of inputs during an emergency avoidance maneuver, they may find themselves in the beginning stages of a spin even before one is caused by secondary reaction weight transfer. We want to replicate this on the Figure 8. Also, be sure to emphasize smooth transitions from gas to braking to steering. Don't mention trail-braking, but demonstrate how your hands and feet work together as though they were attached by a string.

THE LINE

Obviously, we're not referring to a "racing line." Instead, it's a path designed to give us longer, more gradual entry arcs with enough straight after the exit to allow for adequate acceleration. When drivers exit wide, they aren't able to generate both enough speed *and* set up properly for the subsequent corner. The line should be wide on entry (long gradual turn in) and tight on exit.

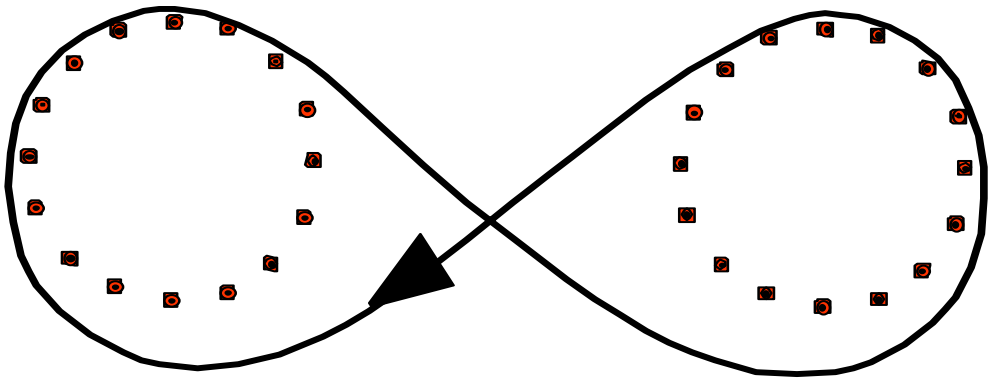


FIGURE 8 SKIDPAD

EMERGENCY AVOIDANCE

ABSTRACT

This exercise is a great “real world” example. Tell the student they are driving down the road following a pickup truck full of construction materials. Something falls off the truck and they have to react, by changing lanes and coming to a controlled stop.

SETUP

The speed at which this exercise is run will be determined by the spacing of the two sets of cones. Again, a faster execution works best, but will require greater distance between the two sets of lanes. The coach demonstration should show extreme secondary weight transfer, preferably enough to induce a slide into the second set of cones, followed by controlled braking to a stop.

GATHERING

Again, brief instructions.

STAGING

Center lane for single lane change, alternating outside lanes for double lane change.

SINGLE LANE CHANGE

Students should make their first single lane changes at a conservative speed and keep a constant throttle setting until they are in the second set of cones, at which time they are to brake to a stop. Speed is increased until they are reaching the limit. When everybody has demonstrated that they have a handle on this (three or four passes), the group will change to double lane change and they will repeat the process.

DOUBLE LANE CHANGE – **NOTE SUV/HCG Vehicle alert.**

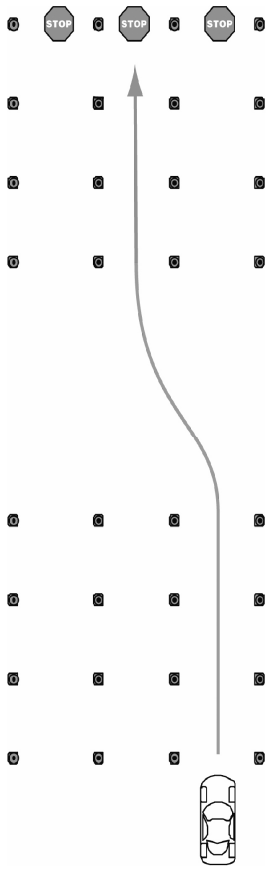
When the students begin reaching the limit at a constant throttle have them instead begin lifting off the gas just as they turn in. They will find that weight transfer helps to turn the car. With this approach, increase speed in small increments until they are again at the limit, and by this time experiencing significant weight transfer. If there are cars that persist in understeering during the initial turn in, students can achieve further weight transfer by very gently brushing the brakes just before their initial turn in. Keep in mind that in a real avoidance maneuver the driver will lift and generally go for the brakes, so the purpose of the exercise is two-fold. We want students to be prepared to make the most dramatic avoidance maneuver possible, and we also want them to be capable of dealing with the car control challenges that may result.

NOTE SUV/HCG Vehicle alert.

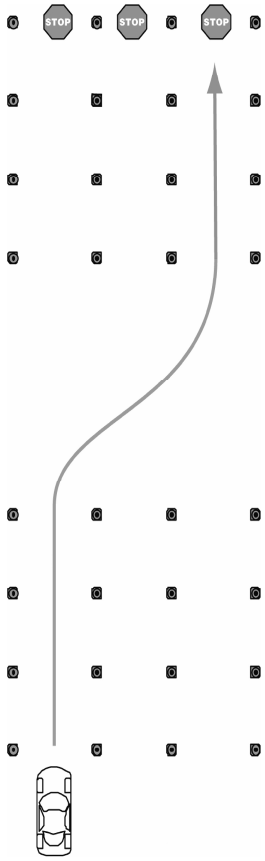
Review “Sport Utility Policy” with any coach facilitating this exercise with a High Center of Gravity vehicle.

TEACHING TIPS

- Students are often timid with their first turn of the steering wheel. Tell them to make BIG initial turns.
- If they are unable to time their lift or braking with their first turn in, have them make a couple of runs straight through the center lane, doing nothing but feeling the weight transfer when they lift. Tell them to remember to stop in the second set of cones.



SINGLE LANE CHANGE

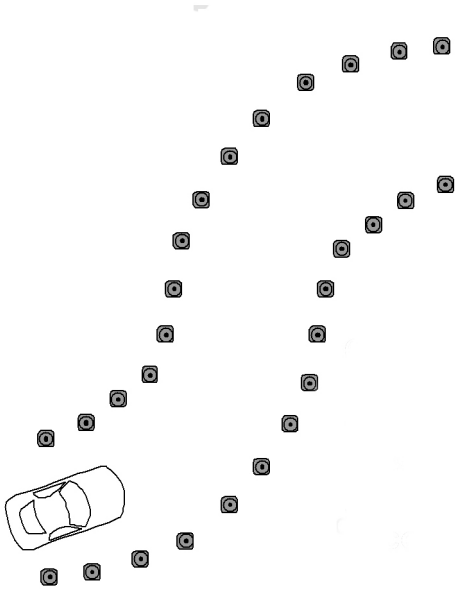


DOUBLE LANE CHANGE
SUV/HCG Alert

Combining Elements

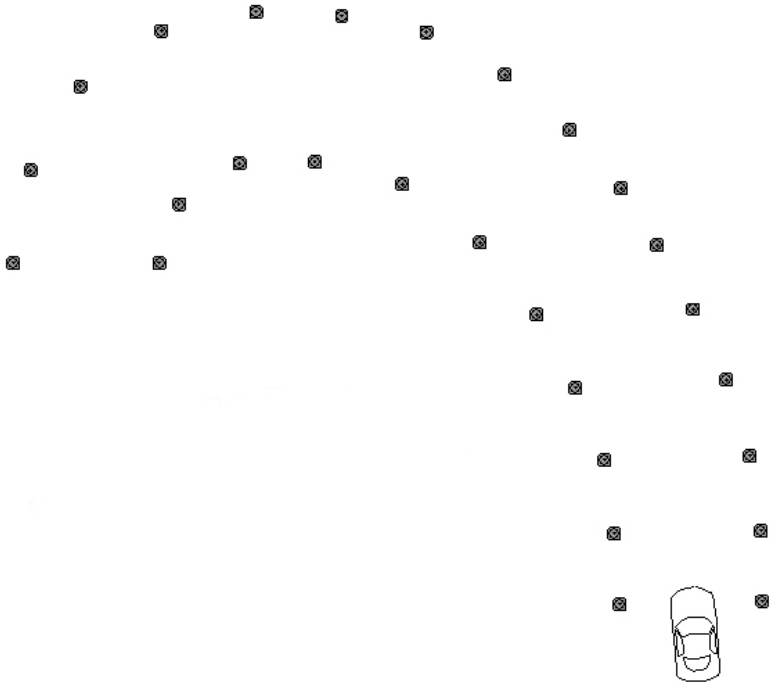
Using the following elements in combination with the ‘station’ elements, to create a course, is an alternate to the ‘Station” concept.

This will also allow you to set up the final exercise runs of the day.



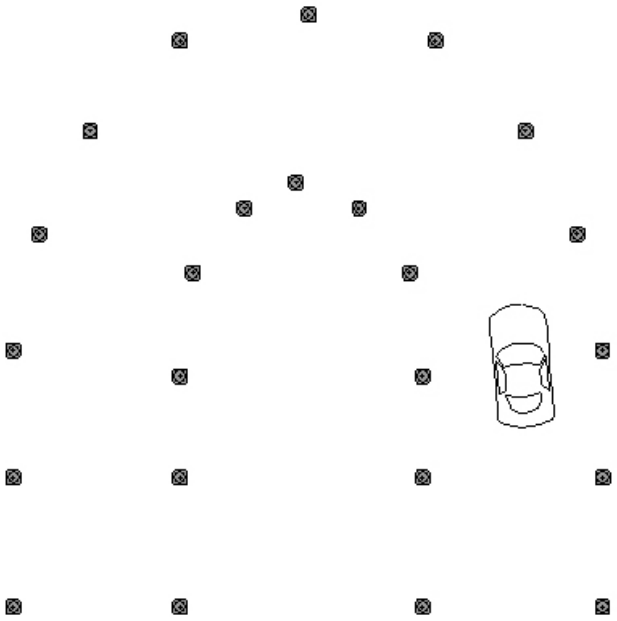
Consecutive Corners

Consecutive corners require good use of vision and proper management of secondary reaction of weight transfer. The angle can vary from mild to extreme depending on the venue and need to control speed. Obstacles can be added for additional avoidance skill training. Staging a course worker at this location and have them eliminate or add the obstacles to the course add complexity and assists in keeping the students attention with constant variables. Another advantage would be to have a course worker toss a cone into the path of the vehicle, without notice of the student, and having them avoid the obstacle.



Decreasing / Increasing Radius Corners

Decreasing radius corners pose the same challenge as coming upon an obstacle in the middle of a corner. Either Oversteer or Understeer may result.
If using a circuit course, the morning exercise can have an increasing radius corner connecting 2 elements. Then in the afternoon, use a decreasing radius corner in the same location so it appears the same at entry. The student will assume it's the same corner and will get a surprise, again, giving them a real world experience.



Hairpin Corners

Hairpins cause the eyes to drop and if taken too fast, the front wheels to slide, understeer. Eyes need to be up and corrections to understeer taken to correct the sliding front end.

Combined Exercise

ABSTRACT

The Combined Exercise is, obviously, an autocross without timing… please, however, refrain from referring to it as an autocross. Aside from the obvious insurance implications, we want to discourage the perception that this exercise is about speed or skill. Instead, emphasize that the course is designed to randomly and repeatedly produce the kinds of driving challenges that students might encounter during emergency situations.

STAGING

The entire group should be told at the end of Classroom II where to stage their cars for the Combined Exercise.

LAYOUT

The examples provided in the lecture material provide a good basis for an exercise designed to replicate the kinds of vehicle dynamics challenges students will face in emergency situations. On a practical note, we want the entry and exits to be fairly far apart, yet we will also likely need to cycle coaches from the finish back to the start. Have them drive back to the start with the coaches so that they may exit the cars and get into the next car in line. This is at the end of ten day and the coaches are tired… remember they aren't the young ones here today.

COACH DEMONSTRATIONS

Two-lap runs seem to work well… any more and the person controlling starts will have a hard time gauging the flow. The average exercise can usually accommodate two-three cars at once. The coaches should drive smoothly and accurately on the first lap of their demonstrations, and execute controlled examples of understeer, oversteer, four wheel skids and extreme secondary weight transfer on the second lap. Please keep in mind that we've told the students that cones = accidents in the exercise, so when coaches go out and hit cones it does nothing but hurt the credibility of the program. Drive cleanly. This still isn't the time to show off.

COMBINED EXERCISE RUNS

Coaches should keep students within their limits, but at the same time push them hard enough to get adequate benefit from each corner. Again, the goal is to produce all of the various vehicle dynamics challenges that might occur in an emergency situation.

COMBINED EXERCISE RUNS w/ PARENTS

Allowing the students to take their parents out for a few runs at the end of the day gives them a chance to show the parents what they have learned.

COMBINED EXERCISE RUNS COACHES

Once everything is done. ***NOW*** is the time for coaches to have some time on the course. Take your student out or their parents fro a ride. Have a little fun. Keep in control though.

Thank you for your time!!