LEADER’S GUIDE
4-H ATV SAFETY
LEADER’S GUIDE

CREDITS

PROJECT MANAGERS
National 4-H Council
Susan Halbert
Sally Miske
Kashyap Choksi
Sheila Chaconas

PROJECT WRITER
Mary Kroll
Kroll Communications

DESIGN
Pensäré Design

CURRICULUM TECHNICAL REVIEW TEAM
Kirk Astroth, Montana State University 4-H
Timothy Hicks, Tipton County, Tennessee 4-H
Chad Higgins, Louisiana State University 4-H
Keri Kennedy, West Virginia Injury Prevention Program
Kevin Kesler, Utah State University 4-H
Robert Meduna, University of Nebraska 4-H
Paige Montgomery, Allen County, Kentucky 4-H
Robert Montgomery, Allen County, Kentucky 4-H
Marianne Papa, Pershing County, Nevada 4-H
Donna Patton, West Virginia University 4-H
Anita Raddatz, Spokane County, Washington 4-H
Jeannette Rea-Keywood, Cumberland County, New Jersey 4-H
Kirk Swain, Snohomish County, Washington 4-H
Thomas Turpin, University of Illinois 4-H

Special thanks to the following people from Louisiana and West Virginia, for pilot testing the curriculum:

LOUISIANA:
Joe Barrett
James Hendrix
Joe Walters
Donnie Moon
Trent Clark
Hilton Waits
Ken Spoto
Todd Tarifa
Wayne Burgess
Taharga Hart
Renee Castro

WEST VIRGINIA:
Mark Whitt
Jennifer Cochran
Michael Pollard

The 4-H name and emblem are protected by 18 USC 707.
# TABLE OF CONTENTS

## WELCOME
- Critical Elements for ATV Safety and Other Youth Programs v
- How to Use This Curriculum vi
- Planning Guide x
- Teens and Adults Working in Partnership xii
- Sample Training Day Agenda xiii
- Optional Pre- and Post-Evaluation xiv
- Preparing Parents and Other Caregivers xvii

## CHAPTER 1: INTRODUCTION TO OPERATING/RIDING
1

**CORE** Activity 1A: Swat the Rule 3

**CORE** Activity 1A: Swat the Rule Overheads 9-18

**OPTIONAL** Activity 1B: Art World 20

## CHAPTER 2: HELMETS AND OTHER SAFETY GEAR
28

**CORE** Activity 2A: ATV Gear Up 31

**CORE** Activity 2A: ATV Gear Up Cards 35-37

**OPTIONAL** Activity 2B: Gear Scramble 38

## CHAPTER 3: RIDING RIGHT-SIZED MACHINES
44

**CORE** Activity 3A: Fit Like a Glove 48

**CORE** Activity 3B: Think Before You Operate/Ride 53

**CORE** Activity 3B: Role Play Cards 59-61

## CHAPTER 4: FREE RIDING
64

**CORE** Activity 4A: Operating/Riding Double is Double Trouble 67

**OPTIONAL** Activity 4B: Fifty Ways to Say Get Off! 72

**OPTIONAL** Activity 4C: Tandem Operating/Riding on Two-up ATVs 77
CHAPTER 5: HOLD YOUR GROUND 84
CORE Activity 5A: Pop-up Obstacles 87
OPTIONAL Activity 5B: The Control Game 93
OPTIONAL Activity 5C: Stay in Control Role Play 98
OPTIONAL Activity 5C: Stay in Control Role Play Cards 102-104

CHAPTER 6: RIDING WITH A CLEAR HEAD 106
CORE Activity 6A: Slow and Unsteady 109
CORE Activity 6B: Are You a Role Model? 113

CHAPTER 7: PULLING IT ALL TOGETHER 122
CORE Activity 7A: Injuries R Not Us 126
OPTIONAL Activity 7B: Bird Home on the Range 131
OPTIONAL Activity 7B: Bird Home on the Range Cards 136-139
OPTIONAL Activity 7C: ATV Bee 140

APPENDIX A: SOURCES OF ATV INFORMATION AND TRAINING PROGRAMS 149

APPENDIX B: U.S. CONSUMER PRODUCT SAFETY COMMISSION DATA 151

APPENDIX C: PARENT PACKET 155
WELCOME!

This Leader's Guide was developed to help you teach young people about all-terrain vehicle (ATV) safety. ATVs are three- and four-wheeled vehicles with large, low-pressure tires that allow the vehicles to be used on dirt trails. Originally developed in Japan for farm use, both three- and four-wheeled ATVs were first manufactured for sale to U.S. consumers in the 1970s. Today, millions of people operate/ride ATVs for work or recreation.

Since accidents happen to people operating/riding ATVs, operators/riders need to be educated about safe operation of ATVs before they climb on board. Taking risks on a motorized vehicle can lead to death or injury. More than 6,400 ATV-related deaths have occurred since the early 1980s; thousands of people are injured while operating/riding ATVs each year.

This Leader's Guide is not intended to be used in place of a certified riding course, such as the one offered by the ATV Safety Institute (ASI) (ATV RiderCourse®). It is intended to be used with audiences that have never ridden ATVs or those that are actively operating/riding and need education regarding safe practices. When using ATVs for demonstration purposes, do not allow youth to mount an ATV that is not appropriate for their age and size.

HOW CAN THIS CURRICULUM HELP KEEP OPERATORS/RIDERS SAFE?

In this Leader's Guide, we focus on safely operating/riding ATVs, helping youth understand that it’s normal to be well-trained, wear safety gear, operate/ride at appropriate speeds, and avoid risks. Our Leader's Guide emphasizes safety issues while enhancing the abilities of participants to think critically and assess risk more successfully.

The educational messages in this book also are targeted at parents, guardians, and caregivers. Parents care for their children, but may not fully understand the danger inherent in the activities they allow. Adults need to carefully supervise young operators/riders, ensure they are wearing proper safety equipment, and follow other protective measures. Parents and caregivers should not underestimate the risks of operating/riding improperly or overestimate the skills of young operators/riders.

All commercial products, services, and trade names are not endorsed to the exclusion of other suitable products and services.

Appendix C is a Parent Packet that can be reproduced and given to parents and caregivers of participants. Additional information on preparing parents and caregivers can be found on pages xvii-xix. Be sure to address any permission waivers and release forms your program may need. Samples are located on pages 159-160.

Visit our ATV safety website at www.atv-youth.org. This is a site to share with young participants. It's filled with games, quizzes, and interactive activities that support ATV safety!
CRITICAL ELEMENTS FOR ATV SAFETY AND OTHER YOUTH PROGRAMS

You may wish to use this curriculum to plan a comprehensive ATV safety program. Within your program, however, there are some important factors that need to be in place to help youth acquire the skills and abilities they need to develop positively. These include:

BELONGING
- A positive relationship with a caring adult. Within your program, this caring adult can be an instructor, mentor, or other volunteer. Such relationships provide warmth, closeness, caring, support, and good communications.
- An emotionally and physically safe environment. Your program should protect participants from physical or emotional harm. Such environments have clear and consistent rules, structure, continuity, and predictability.

MASTERY
- Opportunities for mastery. Everyone who participates in your program should feel good about his or her abilities and skills. Mastery is the building of social, emotional, physical, and intellectual skills, and then having opportunities to demonstrate this proficiency. Mastery is developed over time with repetition.

INDEPENDENCE
- Opportunities to see oneself as an active participant in the future. Participants should be able to envision a future, and see their role within it. Your program should help youth develop a sense of hope and clear vision about the future.
- Opportunities for self-determination. Youth in your program should become autonomous, empowered, and develop a sense of self-worth. Young people need to develop a personal sense of influence over their own lives and exercise their potential to become self-directing adults.
- Opportunities to experience engagement in learning. Your program can help youth understand the subject area and develop understanding. An engaged learner has a higher degree of self-motivation and a large capacity to create.
- An inclusive environment. Your program should be marked by a sense of belonging for all who attend, encouraging and supporting members with positive and specific feedback. Healthy groups celebrate the success of all members and take pride in the collective effort.

GENEROSITY
- Opportunities to value and practice service to others. Your program should help youth provide service to others, which helps them gain exposure to the larger community. Service to others helps young people develop positive ethics and values.

WHAT ARE THE GOALS OF 4-H ATV SAFETY?
- To educate and inform pre-teen, teen, and adult ATV operators/riders about safe operating/riding techniques and practices.
- To help pre-teens and teens increase their critical thinking and other life skills as well as enhance their abilities to assess risk and solve problems.
- To educate parents and other caregivers to protect young operators/riders through supervision and monitoring.
- To help communities address issues related to safe use of ATVs.
HOW TO USE THIS CURRICULUM

The activities in this Leader's Guide can be used at camps, after-school programs, 4-H meetings, safety day camps, science or physical education classes, or a variety of other places. Optimally, participants would experience six to eight hours of training. Page xiii lists a sample training day agenda.

Each chapter of this book emphasizes an important ATV safety concept. For example, Chapter Four, Free Riding, focuses on teaching participants to operate/ride ATVs without passengers on traditional machines. Within each chapter, you’ll find two or three activities. Core activities, designated as such, are the more critical lessons to teach. Optional activities are important, too, but can be taught as time or interest allows. See page x for a Planning Guide that contains core/optional designations, learning goals, participant ages, and time needed for each activity.

THE EXPERIENTIAL LEARNING CYCLE

All of the activities in this guide use the experiential learning cycle as a basis for instruction. Experiential learning helps participants process and apply information. The end result is the learner has more knowledge and better skills. See Reference Guide to Handbooks and Annuals by J.W. Pfeiffer and J.E. Jones published by John Wiley and Sons, Inc. in 1983.

Most 4-H curricula showcase the model found on this page. Reprinted with permission of John Wiley and Sons, Inc. For an excellent overview that includes teaching and training ideas, see 4-H Afterschool's Teens as Volunteer Trainers, available online at www.4hafterschool.org/resourceguides.aspx.

STEPS OF EXPERIENTIAL LEARNING

Experience: Describe the activity you’ll have participants do. Encourage them to think about what they might see or what might happen. Then, let participants experience the activity, perform, or do it.

Share: Ask questions about the activity and the experience after they’ve completed it. Participants describe the results and their reactions.

Process: Ask questions about something that was important about the experience. Participants analyze the experience and reflect upon the results.

Generalize: Apply the results to real world examples. Ask questions to help participants connect the subject matter to life skills and the bigger world.
**Apply:** Help participants apply what they learned to their own lives, to give them opportunities to practice these new skills or use the new information.

All activities contain prompts to help you use the experiential learning cycle.

**YOUTH CHARACTERISTICS AND IMPLICATIONS FOR SAFE ATV OPERATING/RIDING**

This curriculum focuses on youth ages 10 to 16. Different age groups are marked by separate developmental characteristics. These traits directly influence a young person’s ability to operate/ride ATVs in a safe manner. Use the following charts to find out where the young people you teach fall developmentally in terms of being able to operate/ride ATVs.

All youth develop at different rates, but the charts give you a generalization of their traits.

<table>
<thead>
<tr>
<th>DEVELOPMENTAL CHARACTERISTICS OF YOUTH (Grades Four to Eight)</th>
<th>IMPLICATIONS FOR SAFE ATV OPERATING/RIDING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical:</strong> Moving all the time; can’t sit still for long periods of time. Beginning of adolescence is marked by a growth spurt, with females maturing before males. These changes may embarrass young teens.</td>
<td>The need for movement indicates operator/rider immaturity. This age group may not have the required attention span to pay attention to safe operating/riding instructions. Instructors/parents should assess attention span and retention before encouraging operators/riders to participate in ATV operating/riding instruction. Note: Fit Guidelines are extremely important (see page 52 for an explanation).</td>
</tr>
<tr>
<td><strong>Social:</strong> Joining clubs becomes popular. Don’t always understand the viewpoints of others, but like to try to make others happy. Strive to please adults with successful project completion, rather than gaining satisfaction from completing the project itself.</td>
<td>This age group may seek to join ATV operator/rider groups. If properly supervised and focused on education, this may be a good strategy to learn and reinforce safe techniques.</td>
</tr>
<tr>
<td><strong>Emotional:</strong> Have a weak sense of their individual identity. May become moody. Justice and equality become important issues. Need to feel as if they are part of something very important.</td>
<td>Moody operators/riders can be bad operators/riders. They may feel the slight of other ATV operators/riders more intensely and act in unsafe ways as a result. Parents and community members can encourage this age group to become part of ATV clubs or community projects, which help young people feel they are part of something important.</td>
</tr>
<tr>
<td><strong>Intellectual:</strong> Until about age 11, think concretely (black/white), but begin to understand new ideas if related to previous experiences. Begin to think abstractly. Become immersed in subjects that interest them. Often reject solutions offered by adults in favor of finding their own solutions.</td>
<td>Before age 11 or 12, operators/riders of this age cannot perceive risk well, since they lack experience and have a hard time envisioning consequences. Also, they may try to operate/ride ATVs without instruction, believing they have the ability to do so without adult help.</td>
</tr>
</tbody>
</table>
## DEVELOPMENTAL CHARACTERISTICS OF YOUTH (High School) | IMPLICATIONS FOR SAFE ATV OPERATING/RIDING

**Physical:** Physical changes are usually accepted, but boys may still be growing quickly. Most females reach maximum height by age 14 and most males by age 16.  
Fit Guidelines are extremely important (see page 52). Also, many youth, especially boys, experience dramatic growth spurts at around age 13. They may be big enough to operate/ride adult-size ATVs, but in fact may lack the emotional maturity, judgment, and experience to safely operate such vehicles.

**Social:** Self-centered, but capable of feeling empathy. Are able to maintain relationships with many diverse people. Acceptance by members of the opposite sex is important. Want to belong to clubs yet be recognized as unique within those organizations. As they get older, they spend more time working and going to school; less time in club and group activities.  
Social empathy is a powerful force for helping teens take the lead in planning community ATV safety programs. Instructors/parents can let teens assume responsibility and expect them to follow through. Adults can help youth explore their identity, values, and beliefs as well as develop individual skills. Adults can encourage teens to work with other groups to improve community response to issues such as safe ATV operating/riding.

**Emotional:** Searching for their identity, and usually find it around age 16. Want to be autonomous from parents. May have trouble with compromise, and may have unsettled emotions. Strive to earn responsibility and the respect of others.  
Instructors/parents can help teens understand their emotions by offering a sympathetic ear and providing assurance that it’s normal to have conflicting emotions. Youth who are angry, upset, distracted, or in emotional turmoil make poor ATV operators/riders. Adults can give teens the right to operate/ride ATVs when they’ve demonstrated responsibility by learning how to operate/ride and follow safety rules.

**Intellectual:** Gain cognitive and study skills. Are mastering abstract thinking. Emphasis is on exploring and preparing for future careers and roles. Like to set their own goals based on their own needs, and may reject goals imposed by others.  
Instructors/parents can provide real-life problems to solve, including “what if” scenarios in terms of ATV use. Adults should let operators/riders set (and evaluate) goals for becoming better operators/riders and contributing to the community’s efforts to keep operators/riders prepared.
LIFE SKILLS AND ATV USE

What helps an adolescent or teen navigate through the stormy waters of youth and emerge, intact, as an adult? Life skills do — those abilities developed with the help of caring parents, involved adults, and positive peer relationships. Many of the same life skills that help a young person grow into adulthood also can protect him or her from risks while operating/riding ATVs.

The purpose of the 4-H ATV Safety Program is to change the behavior of young people in four categories which have been determined to increase the risk of ATV-related injuries and fatalities. These risk factors include:
1) Not wearing a helmet and other protective gear
2) Carrying passengers on ATVs not designed for more than one person
3) Operating/riding on pavement
4) Operating/riding on or alongside of the road

In addition, young people and their parents or other adults who allow them to operate/ride an ATV need to understand the importance of only operating/riding an ATV that is an appropriate size and power for each young person, taking into consideration their physical size and maturity in critical thinking and decision-making skills.

The 4-H ATV Safety Program began in 1981 and, with the support and partnership of many public and private agencies and organizations, 4-H has promoted awareness of these risk factors with thousands of young people, their parents and community members. This curriculum includes core activities which help participants understand and experience the significance of each of these risk factors. But knowing the risks and making a personal decision not to take the risks are two different things. The goal of this curriculum is that all ATV operators/riders will make the decision not to take these risks.

This curriculum also focuses on many of the life skills that other 4-H programs address. These include: decision making, critical thinking, communication, healthy lifestyle choices, personal safety, problem solving, teamwork, cooperation, social skills and self-responsibility. So the overall goal is for young people and their parents or others who let them operate/ride an ATV to know the major risk factors and to have the critical thinking and decision making skills to make the right choice, the safe choice, when presented with the opportunity to ride!

Other organizations in your state may offer operator/rider training as well. State departments of natural resources and other agencies regulate off-highway vehicle use on public lands, and many offer local hands-on rider training. Also see Appendix A (page 150) for more information.
PLANNING GUIDE
This curriculum consists of seven chapters, with each chapter emphasizing an important safety concept. Chapters contain two or more activities, dubbed Core or Optional. Do each Core activity with participants, and supplement with Optional activities. Below you’ll find an overview of the learning objectives, age range, and time needed to complete each activity.

<table>
<thead>
<tr>
<th>CHAPTER/ACTIVITY</th>
<th>LEARNING OBJECTIVES</th>
<th>AGES</th>
<th>TIME NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Preparing Parents and Caregivers Orientation</td>
<td>Adults &amp; youth par-</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Chapter 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1A: Swat</td>
<td>Participants identify and discuss 10 rules that will help them stay safe while operating/riding ATVs.</td>
<td>10 to 16</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Chapter 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1B: Art World</td>
<td>Participants analyze messages in advertisements and describe how they affect their decisions and beliefs, specifically in terms of ATV operating/riding.</td>
<td>10 to 16</td>
<td>30 to 45 minutes</td>
</tr>
<tr>
<td>Chapter 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2A: ATV</td>
<td>Participants are able to recognize ATV safety equipment and comprehend the need for its use.</td>
<td>10 to 16</td>
<td>30 to 45 minutes</td>
</tr>
<tr>
<td>Chapter 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2B: Gear</td>
<td>Participants select appropriate ATV gear and discover that wearing safety equipment helps protect</td>
<td>10 to 16</td>
<td>30 to 45 minutes</td>
</tr>
<tr>
<td>Chapter 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3A: Fit</td>
<td>Participants demonstrate proper fit of an ATV and describe how operating/riding a wrong-size</td>
<td>10 to 16</td>
<td>One to two hours or more; activity lends itself to a</td>
</tr>
<tr>
<td>Chapter 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3B: Think Before</td>
<td>Participants identify and apply the decision-making process.</td>
<td>12 to 16</td>
<td>45 to 60 minutes (can be done in</td>
</tr>
<tr>
<td>Chapter 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4A: Operating/Riding Double is Double</td>
<td>Participants comprehend and demonstrate that operating/riding with a passenger on a traditional ATV is unstable and unsafe.</td>
<td>10 to 16</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Chapter 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4B: Fifty Ways to Say Get Off!</td>
<td>Participants comprehend and articulate that operating/riding with a passenger on a traditional ATV is unsafe.</td>
<td>10 to 16</td>
<td>30 minutes</td>
</tr>
<tr>
<td>CHAPTER/ACTIVITY</td>
<td>LEARNING OBJECTIVES</td>
<td>AGES</td>
<td>TIME NEEDED</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Chapter 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4C:</td>
<td>Participants review</td>
<td>12 to 16</td>
<td>60 minutes or more</td>
</tr>
<tr>
<td>Tandem Operating/Riding on Two-up ATVs</td>
<td>the differences between traditional ATVs and two-passenger ATVs. They communicate these differences and safety ideas by creating public service announcements (PSAs).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5A:</td>
<td>Participants recognize hazards and anticipate outcomes while simulating rides on ATVs.</td>
<td>10 to 16</td>
<td>30 to 45 minutes</td>
</tr>
<tr>
<td>Pop-up Obstacles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5B:</td>
<td>Participants comprehend how a loss of control can result in unintended consequences.</td>
<td>10 to 16</td>
<td>One to two hours (can be done in multiple sessions)</td>
</tr>
<tr>
<td>The Control Game</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5C:</td>
<td>Participants describe and analyze the concept of staying in control while operating/riding.</td>
<td>12 to 16</td>
<td>30 to 45 minutes</td>
</tr>
<tr>
<td>Stay in Control Role Play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 6A:</td>
<td>Participants demonstrate and analyze the limitations associated with using alcohol or drugs.</td>
<td>10 to 16</td>
<td>30 to 45 minutes</td>
</tr>
<tr>
<td>Slow and Unsteady</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 6B:</td>
<td>Participants interpret their behavior to analyze whether they are risk models or role models.</td>
<td>12 to 16</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Are You a Role Model?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 7A:</td>
<td>Participants list and describe different factors (host, environment, agent) and analyze how these come together to create an unsafe situation.</td>
<td>12 to 16</td>
<td>30 to 45 minutes</td>
</tr>
<tr>
<td>Injuries R Not Us</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 7B:</td>
<td>Participants describe some bird species that are affected by ATV use and discuss how to avoid harming habitats while operating/riding ATVs.</td>
<td>10 to 16</td>
<td>45 to 60 minutes (can be done in 2 sessions)</td>
</tr>
<tr>
<td>Bird Home on the Range</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 7C:</td>
<td>Participants review and comprehend different strategies and rules that are used to safely operate/ride ATVs.</td>
<td>10 to 16</td>
<td>30 to 45 minutes</td>
</tr>
<tr>
<td>ATV Bee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TEENS AND ADULTS WORKING IN PARTNERSHIP

To plan programs, adults and teens can work together. Each activity lists teaching strategies to suggest whether the activity can be taught by teen teams, adult and teen teams, or adults only. Note: Teen leaders should be at least three years older than participants.

Work to ensure an equal partnership in ATV safety program planning. Youth-adult partnerships are most successful when:

- There are meaningful roles for everyone.
- Power is shared.
- Everyone has roles that match their abilities.
- Boundaries are established that protect people’s privacy.
- Young people are valued and respected as role models.
- The environment is supportive and understanding.
- Feedback flows freely and constructively.

Teen leaders benefit from the experience and passion of a caring adult. Adult leaders allow teen leaders to explore and try out new roles and new skills in a safe environment. Adult leaders identify potential problems but allow teens to problem solve and test solutions. They encourage teens through praise and positive criticism. They allow teens to be the central teachers, planners, and evaluators. Adults view their role as creating an environment where teens will be successful.

Teens also can work within communities to gain the support and interest of adults and youth for ATV safety measures and programs. Communities can adopt regulations regarding safe ATV use, plan for ongoing education, and vocally support safe use of ATVs for all community members.
### Sample Training Day Agenda

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Welcome and Introductions</strong></td>
<td>8:30 to 9:00 a.m.</td>
</tr>
<tr>
<td>Introduction of instructor, background, agenda review, and icebreaker game.</td>
<td></td>
</tr>
<tr>
<td><strong>ATV Icebreaker Game</strong></td>
<td></td>
</tr>
<tr>
<td>Ask everyone to write their name vertically on a piece of construction paper with markers. Using each letter in their name as the beginning of a word, ask them to write an ATV term, or a poem about safe operating/riding.</td>
<td></td>
</tr>
<tr>
<td>Here are two examples:</td>
<td></td>
</tr>
<tr>
<td>Engine</td>
<td>Riding down the trails</td>
</tr>
<tr>
<td>Muffler</td>
<td>I stop</td>
</tr>
<tr>
<td>Ignition</td>
<td>Carefully and quietly on the crest of a</td>
</tr>
<tr>
<td>Let’s go!</td>
<td>Hill to watch ducks on a pond. I</td>
</tr>
<tr>
<td>Yipee!</td>
<td>Am quiet and they</td>
</tr>
<tr>
<td>OR</td>
<td>Really don’t know I’m here. They</td>
</tr>
<tr>
<td></td>
<td>Dabble as I dawdle.</td>
</tr>
<tr>
<td>Ask participants to tape their poems on their backs and walk around, greeting each other.</td>
<td></td>
</tr>
<tr>
<td>Overview, ATV Safety</td>
<td>9:00 to 9:15 a.m.</td>
</tr>
<tr>
<td>Swat the Rule</td>
<td>9:15 to 9:45 a.m.</td>
</tr>
<tr>
<td>Break</td>
<td>9:45 to 10:00 a.m.</td>
</tr>
<tr>
<td>ATV Gear Up</td>
<td>10:00 to 10:30 a.m.</td>
</tr>
<tr>
<td>Fit Like a Glove</td>
<td>10:30 to 12:00 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00 to 12:45 p.m.</td>
</tr>
<tr>
<td>Operating/Riding Double is Double Trouble</td>
<td>12:45 to 1:15 p.m.</td>
</tr>
<tr>
<td>Pop-up Obstacles</td>
<td>1:15 to 2:00 p.m.</td>
</tr>
<tr>
<td>Break</td>
<td>2:00 to 2:15 p.m.</td>
</tr>
<tr>
<td>Are You a Role Model?</td>
<td>2:15 to 3:00 p.m.</td>
</tr>
<tr>
<td>ATV Activity Bee</td>
<td>3:00 to 3:45 p.m.</td>
</tr>
</tbody>
</table>

**NOTE:**
- **Engine**
- **Muffler**
- **Ignition**
- **Let’s go!**
- **Yipee!**
OPTIONAL PRE- AND POST-EVALUATION

This quiz is played in game form in Activity 7C: ATV Bee. You can use it as a pre-test and post-test to evaluate knowledge and awareness gain in participants. Give the test before the training begins, and then after the training is completed to assess change in ATV safety knowledge and awareness among participants. You also may choose to use this test as a pre-test only, to better target specific training needs of the group. Answers are located on page xxi.

1. About which position should the upper portion of your leg be when operating/riding if your ATV fits correctly?
   A) It should point upward at a sharp angle.
   B) It should point downward at a sharp angle.
   C) It should be about horizontal.

2. Which reason(s) explain why you need about three to six inches of clearance between your inseam and the ATV seat?
   A) It permits you to stand up and absorb shocks through the legs while operating/riding on rough terrain.
   B) It minimizes the possibility that your seat will hit you during a ride, throwing you over the handlebars.
   C) It gives you improved visibility and comfort.
   D) All of the above.
   E) None of the above.

3. Which is the top safe speed of an ATV for a youth operator/ rider?
   A) Less than 5 mph.
   B) Depends on conditions and age of operator. Most recommendations allow for young operators/riders to gradually increase their speed limit as they mature, up to about 30 mph by age 16.
   C) Depends on whether the operator/rider has eaten lunch.

4. Which is the safest stunt to perform while operating/riding an ATV – flip, aerial, or wheelie?
   A) None of these stunts are foolproof, even for experienced operators/riders. ATVs tires should be kept in contact with the ground at all times.
   B) Flip, because the operator/ rider stays in contact with the ATV.
   C) Wheelie, because at least two tires stay on the ground.
   D) Aerial, because most people can hold on tight enough to avoid falling off.

5. Where should you never ride an ATV?
   A) Ditch and paved road
   B) Farm field and dirt trail
   C) Private land and dirt trail
6. Which piece of protective gear keeps gnats and other flying things out of your eyes?
   A) Chest protector  
   B) Goggles  
   C) Gloves

7. Which is the single most important piece of protective gear?
   A) Helmet  
   B) Boots  
   C) Chest protector

8. Which piece of protective gear helps you stay on the footrests?
   A) Helmet  
   B) Chest protector  
   C) Boots

9. Which part of the helmet helps keep it on your head?
   A) The velcro hair net  
   B) The head weight  
   C) The chin strap

10. How many people total can an ATV carry?
    A) None.  
    B) One, unless the machine is a specially-built two-up, or tandem machine. In this case, the machine can carry one operator/rider and one passenger.  
    C) Two to three, depending on how small the passengers are.

11. Which is a safer surface for an ATV – paved or dirt?
    A) Dirt  
    B) Paved

12. At which age are you exempt from an ATV operator/rider's course?
    A) 21  
    B) 16  
    C) None. All operators/riders need training before they get on an ATV.

13. What is the safe amount of alcohol for an operator/rider to consume before operating/riding?
    A) Less than 2 ounces of alcohol, but only if you are 21.  
    B) None. People become impaired by alcohol. The amount of food in the stomach, and other factors combine to make alcohol unpredictable.  
    C) Less than 4 ounces of alcohol, but only if it's a cool day with no rain.
14. This little shorebird sometimes falls into ATV tire tracks.  
A) A snowy plover  
B) A bald eagle  
C) A black vulture

15. What’s an environmentally better choice – operating/riding in open country or on trails?  
A) Open country! The wind feels good and there are more bumps!  
B) Trails! By staying on trails, you help keep habitat intact – good for birds, bees, and other flying and hopping things!

16. True or false: You can ride across deserts because they’re just a bunch of sand and dirt.  
A) False. Desert soils contain millions upon millions of tiny living things and are very fragile. Operating/riding off of trails in these places hurts habitat.  
B) True. Most living things shun the hot climate and harsh conditions of the desert.

17. Which one of these bird species might be harmed by operating/riding ATVs off of trails?  
A) Killdeer  
B) Vesper sparrow  
C) Wood duck  
D) All of the above.  
E) None of the above.
PREPARING PARENTS AND OTHER CAREGIVERS

An important role for you as the volunteer leader of the 4-H ATV Safety Program is to orient parents and other adults who are responsible for your participants. This is especially critical if the activities in this curriculum will be supplemented in any way with operating/riding ATV experiences. Requiring parents to participate in an orientation meeting before the program begins provides the best setting for helping them understand the risks of operating/riding an ATV as well as for sharing the key safety tips listed in the Parent Packet, pages 155-160 (Appendix C). Appendix C includes a sample letter to parents that can be the basis of an invitation to a meeting.

Our evaluation research over the many years of this program suggests that many adults are not aware of the risk factors for operating/riding an ATV but — when informed — are more likely to require their kids to wear a helmet and follow other basic safe behaviors. Even more important, by informing parents of the key risks associated with operating/riding an ATV you are giving them the information they need to share with others who may make an ATV available to their kids such as friends and relatives with whom they visit only occasionally.

The agenda for a parent orientation meeting should include the following:

- Welcome and introductions of everyone present
- Overview of this program — its purpose, objectives, and the life skills and behaviors you will be addressing.
- Top Ten Safety Tips and Other Parent/Caregiver Tips — see the Parent Packet, pages 155-160 (Appendix C). Provide copies to each person and then review and discuss them as a group. Make it clear that when using this curriculum you will not be operating/riding ATVs but you are aware that there may be other opportunities for youth to operate/ride. Option: also provide a copy of the ATV Fit Guidelines as a resource for parents and caregivers to use at any time their children are invited to operate/ride an ATV. Reinforce these handouts with the following three messages:
  - Helmets save lives. Protect your brain avoid the pain.
  - Operating/riding the right size saves lives.
  - Operating/riding double, doubles the trouble.
- Waiver/liability release form - Samples are in the Parent Packet, pages 159-160 (Appendix C) for you to adapt in partnership with your risk management staff. Print the final version you decide to use on your state or county Cooperative Extension Service letterhead and share. Give people time to read the document, then review and discuss, answer questions, and give them time to sign and hand it back to you.
- Invite any further questions or discussion before closing the meeting. Emphasize that as parents and caregivers they are ultimately responsible for their child’s safety!
NOTE: Even though this curriculum does not include operating/riding experiences, you may encounter adults who disagree with you about their child’s readiness for operating an ATV. The Youth Characteristics and Implications for Safe ATV Operating/Riding information on pages vii-viii provides key talking points that you can use to weave into your comments or frame questions. This information is based on research in developmental stages for youth grades four through high school and what we know about the capabilities needed to operate/ride an ATV safely.

TIPS ON TALKING WITH PARENTS (AND OTHER RESPONSIBLE ADULTS)

As a leader of this ATV safety project, you may occasionally decide that a young person involved lacks the emotional or physical maturity to operate/ride an ATV safely. This is particularly likely if the child has already been operating/riding the family ATV which is a much larger size than recommended for youth under 16 years of age. These encounters can be turned into opportunities to help parents learn about the risks of operating/riding ATVs! Here are a few tips to help you with some of the situations that may come up.

1. Parent: “Little Johnny rides a machine even bigger than this one at home all the time. I don’t understand why you won’t let him ride this 200 cc ATV in the 4-H program.”

4-H ATV Safety Leader: Your response can emphasize the fit guidelines. Explain that with the help of the U.S. Consumer Product Safety Commission a set of fit guidelines have been developed and offer to review them with the parent while asking the child in question to sit on the too large ATV as your “model.” If the ATV is too big for the child, the risks of operating/riding it will be apparent.

2. Parent: “I know that Susie thinks hard and makes good decisions in her other activities. Why are you telling her she can’t ride?”

4-H ATV Safety Leader: An ATV is a motorized vehicle and it can move fast. Her other activities probably don’t involve operating a motorized vehicle. When she is a little more experienced and mature she will be able to think critically and make decisions more quickly. While operating/riding an ATV there is rarely time to “think hard” before making and executing a decision.

3. Parent: “I don’t see what sometimes being moody has to do with letting my son operate an ATV!”

4-H ATV Safety Leader: Moody operators/riders may react more intensely to another rider’s action and move in unsafe ways as a result. Explain that the
child may act without thinking about the consequences to himself or herself or others and cause an accident. An ATV is a motorized vehicle and there is not much room for recovering from a bad move or decision before endangering yourself or those around you. You might also offer a few examples of “acting out” by a moody child and the consequences of that action which are not related to ATV operating/riding.

4. Parent: “My daughter rides on the farm all of the time and she never wears gloves and heavy long pants. They are just too hot!”

4-H ATV Safety Leader: Explain that all of the protective gear recommended by the 4-H ATV Safety Program constitute the basics and offer examples of real injuries and fatalities that could have been prevented if the different items had been worn by the rider. This is also an opportunity to mention the importance of parents, other adults, and older teens being role models in wearing protective gear so young people understand that it is important for everyone who rides.

5. Parent: “In our family, we all learned to operate an ATV after being a passenger many times with grandparents, aunts and uncles, or neighbors. There is plenty of room for two people on those big seats. My daughter tells me now that she has been told not to carry passengers or ride as one. I don’t get it. What’s the problem?”

4-H ATV Safety Leader: This is your opportunity to explain the concept of “operator/rider active” to the parent. They may have instinctively learned to operate/ride and managed to stay safe, but knowing how carrying passengers limits their ability to keep the ATV in balance in tough turns and other tight situations may help them understand the additional risks of carrying passengers. You might also share that many people learned to ride informally and never had the opportunity to understand basic behaviors that can minimize risk while still allowing the operator/rider to have fun.

6. Parent: “We just can’t afford a helmet right now, especially when at his age he will outgrow it in a few months.”

4-H ATV Safety Leader: Helmets save lives. Even at slow speeds, an accident can easily lead to a head injury that is life-threatening. People wearing helmets have a much better chance of surviving accidents. Again, stress the importance of parents, other adults and older teens as role models in using their own helmets without exception. Most parents and communities require bicycle helmets now – why would they do any less for a motorized vehicle?
NEW CATEGORIES OF ATVS INTENDED FOR OPERATORS UNDER 16 YEARS APPROVED BY THE AMERICAN NATIONAL STANDARDS INSTITUTE IN JULY 2007

In 1988, ATV manufacturers and the U.S. Consumer Product Safety Commission (CPSC) agreed on which ATVs would be recommended for youth of different ages, based on the engine size of the ATV. That information has been promoted widely and is referenced throughout this curriculum. The recommendations indicated that ages 6 to 11 operate/ride ATVs under 70 cc, ages 12 to 15 operate/ride ATVs 70 cc to 90 cc, and ages 16 and older operate/ride ATVs over 90 cc. Refer to Chapter 3, Riding Right-Sized Machines, for more information.

In July 2007, the American National Standards Institute (ANSI) Board of Standards Review approved new technical standards for ATVs, which included categorization and labeling of ATVs for use by youth. These categories state that youth ATVs should be sized and speed-restricted based on the age of the intended operator/rider. As the operator/rider skills develop, parents can raise the allowable speed of the ATV. In the new ANSI standard, ATVs intended for operators/riders under 16 are categorized and labeled as follows:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OPERATOR/RIDER AGE</th>
<th>RESTRICTED AND MAXIMUM SPEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y6+</td>
<td>Age 6 and older</td>
<td>10 mph or less / 15 mph</td>
</tr>
<tr>
<td>Y10+</td>
<td>Age 10 and older</td>
<td>15 mph or less / 30 mph</td>
</tr>
<tr>
<td>Y12+</td>
<td>Age 12 and older</td>
<td>15 mph or less / 30 mph</td>
</tr>
<tr>
<td>T</td>
<td>Age 14 and older</td>
<td>20 mph and 30 mph / 38 mph</td>
</tr>
</tbody>
</table>

Constant parental supervision must be provided to operators/riders under age 16. Operators/riders should never carry another rider or ride as a passenger on a single rider ATV. Some ATVs, called tandem or two-up, are designed to carry one passenger. Passengers must be able to plant feet firmly on the footrests and securely grasp handholds.
Both 4-H and the ATV Safety Institute recommend that parents first determine their child’s readiness to operate an ATV safely before allowing him or her to ride. Considerations include physical size, strength, coordination, visual perception, emotional maturity, and reasoning and decision making. Once the decision is made for a young person to operate/ride an ATV, choosing the right one is important.

For additional information on the new ANSI Standard for ATVs please visit www.atvsafety.org or contact the American National Standards Institute (ANSI).

Since requirements may vary from one state to another, always check your local laws!

**ANSWERS:**

1. C  
2. D  
3. B  
4. A  
5. A  
6. B  
7. A  
8. C  
9. C  
10. B  
11. A  
12. C  
13. B  
14. A  
15. B  
16. A  
17. D

**FOREWORD FOOTNOTES:**

1. Sales of new three-wheeled ATVs in the United States ceased in 1988. However, many three-wheeled ATVs are resold in the United States each year.
4. This curriculum does not require ATVs for activities, except for *Fit Like a Glove*, page 48.
5. Note: The ATV Safety Institute recommends that children ages 6 to 11 operate machines with engines under 70 ccs; children 12 to 15 operate machines with engines from 70 to 90 ccs; and 16 and older operate ATVs with engines over 90 ccs. However, the ASI does not actively advocate ATV use for children under age 16. This is a decision for parents to make for their children. Constant parental supervision should be provided to operators/riders under the age of 18. Youth should not operate/ride as passengers on ATVs. Two-ups, or tandem ATVs, are meant to carry one operator/riding and one passenger; however, any passenger should be at least 12 years old, according to most manufacturers. For additional information regarding age/size guidelines, please visit www.atvsafety.org.
6. We use the “Targeting Life Skills Model” approach in this curriculum. For more information, see Patricia Hendrick’s “Developing Youth Curriculum Using the Targeting Life Skills Model: Incorporating Developmentally Appropriate Learning Opportunities to Assess Impact of Life Skill Development.” Iowa State University Extension.
QUICK PREP FOR INSTRUCTORS

BACKGROUND INFORMATION

All-terrain vehicles (ATVs) are off-highway three- and four-wheeled vehicles with large, low-pressure tires, handlebars for steering control, and a straddle seat. Originally developed in Japan for farm use, both three- and four-wheeled ATVs were first manufactured for sale to U.S. consumers in the 1970s. Millions operate/ride ATVs for recreation or work.

While the vast majority of ATVs are intended for use by only one operator/rider, new tandem machines (two-ups) have come onto the market that allow both an operator/rider and passenger. These are specially manufactured, and should not be confused with traditional ATVs. Each year, hundreds of people in the United States die and thousands are injured while operating/riding ATVs. To safely operate/ride, it’s important for all operators/riders to follow these rules:

- Take an approved ATV safety course from a certified instructor before operating/riding.
- Fit their ATVs! Follow the manufacturer guidelines, and use the Fit Guidelines as an additional tool. Youth under age 16 should not operate/ride adult-size machines.
- Use good judgment when operating/riding an ATV.
- Wear helmets and other safety gear.
- Operate/ride only on appropriate surfaces such as dirt trails.
- Operate/ride singly, never with passengers, unless on a two-up tandem.
- Stay in control of the vehicle.
- Avoid alcohol or drugs at all times, including when operating an ATV.
- Scout new terrain before operating/riding.
- Know and follow the local and state rules that govern ATV use.

Any operator/rider under the age of 16 should be supervised at all times by an adult.

STOP! Have you presented the parent orientation lesson on pages xviii-xix before teaching the lesson?

MAJOR POINTS OF CHAPTER ACTIVITIES

The focus of this curriculum is on positive behavior. Generally, past safety messages have focused on the dire consequences of misbehavior — crashes, deaths, disfigurements, etc. But actually, it’s normal to operate/ride safely, as opposed to operating/riding recklessly.

Activity 1A is an overview of the major points contained in this curriculum that will help operators/riders stay safe. Activity 1B looks at how advertising shapes our perception of ATV recreation, and perhaps leads some of us to believe that risk taking is normal.
OBJECTIVES
Participants identify and discuss 10 rules that will help them stay safe while operating/riding ATVs.

LIFE SKILLS
Critical thinking, personal safety

ATV SAFETY MESSAGE
Operating/riding safe is operating/riding smart!

NUMBER OF PARTICIPANTS
Three to 40

AGES
10 to 16. Rule text might be difficult for 10 to 12 year olds to read. You may wish to read it for them and play the game at a slower speed.

TIME
30 minutes

LOCATION
Indoors

TEACHING STRATEGIES
 Teens and adults can plan and lead together. Teens may find this activity is easy to lead and process and may have creative adaptation ideas.

MATERIALS NEEDED
- Overhead projector (or see alternatives under Before You Begin)
- Make overheads from Swat the Rule Overheads, pages 9–18
- Two flyswatters
- Optional copies of Activity Sheet 1A
- Optional incentive items to reward participation and reinforce learning

ACTIVITY 1A: SWAT THE RULE
ACTIVITY BACKGROUND

This is an introductory activity that allows participants to be exposed to the major safety points of operating/riding an ATV. Other activities within the curriculum delve into the topics in greater depth, but this is a good warm-up.

BEFORE YOU BEGIN

Make overheads as directed and set up projector. You’ll project the overheads while youth stand on either side of the screen/wall to try to swat the correct rule with a flyswatter.

NOTES ABOUT USING AN OVERHEAD:

- If you have the technology, you could make PowerPoint or other computer-generated projection slides instead of overheads.
- If you lack overhead technology, you can adapt the activity as follows. Assume the role of moderator, and read each Swat the Rule Overhead, asking participants to group according to their answers. For example, you’d say, “To be safe, would you 1) take an ATV Rider Safety Course or 2) wing it—you can operate/ride a bicycle, so how hard could it be?” The participants who agree with the first answer would stand in one area, and those who agree with the second answer would stand in another grouping. Use the explanations included in the activity to detail the rationale behind each answer, and then continue under Reflect.

START HERE

Begin by welcoming participants. Define the term ATV (all-terrain vehicle). Ask those who have previously ridden ATVs to raise their hands. Use this as a chance to assess the group’s experience. Discuss generally the idea of ATV safety. Ask participants to list some ideas to stay safe while operating/riding ATVs. Explain that the group will be looking at some proven ways to stay safe on ATVs with the Swat the Rule game.

DO THE ACTIVITY

Ask for two volunteers to play the Swat the Rule game. Explain these rules: Each person will stand on one or the other side of the screen/wall where the
rules will be projected. They will quickly but gently swat the correct rule as it appears on the screen/wall. Give each volunteer a flyswatter, and remind them to use a gentle touch when swatting the rule.

Use the explanations below after each rule is swatted to further explain its importance. You also may wish to change participants after every rule; or, you can have a contest between the initial two volunteers. Keep score if you wish.

<table>
<thead>
<tr>
<th>RULE</th>
<th>EXPLANATION</th>
</tr>
</thead>
</table>
| **To be safe:**  
  ■ Take a certified ATV Rider Safety Course.  
  ■ Wing it. You can operate/ride a bicycle, so how hard could it be? | Take a certified ATV Rider Safety Course, of course! Before you start your engine, you need to get to know your machine and figure out how to operate/ride. Take a certified ATV Rider Safety Course. It's fun! You'll learn how to start and stop (very important!) and handle obstacles. |
| **To be safe:**  
  ■ If you can reach the footrests, you're old enough to operate/ride an ATV.  
  ■ You should be a trained operator/rider with good decision-making skills, operating/riding on an ATV that fits you. | You should be a trained operator/rider with good decision-making skills, operating/riding on an ATV that fits you. Would you want your younger brother driving a semi just because he could reach the pedals? No! An ATV may not be as powerful, but it also needs an experienced, mature operator/rider. Your ATV needs to fit you, and you need to be able to use good judgment and have excellent motor skills. |
| **To be safe:**  
  ■ Wear a helmet and other safety gear when you operate/ride.  
  ■ Just make sure you don't fall off, and you'll be fine. | Wear a helmet and other safety gear when you operate/ride. Your helmet should be specially approved for ATV use—don't just grab your bicycle helmet. People who wear helmets have a much better chance of surviving accidents. Also wear eye protection, boots, gloves, long-sleeve shirts, long pants, and other operating/riding gear. |
| **To be safe:**  
  ■ Operate/ride on unpaved trails.  
  ■ Operate/ride on paved roads so you can go faster. | Operate/ride on unpaved trails. Paved surfaces are for automobiles, bicycles, and skateboards, not for ATVs. |
<table>
<thead>
<tr>
<th>RULE</th>
<th>EXPLANATION</th>
</tr>
</thead>
</table>
| **To be safe:**  
- Operate/ride without passengers.  
- On two-up/tandems, operate/ride with only one passenger, and make sure they grasp the handholds securely and plant their feet firmly on the footrests. | **Operate/ride without passengers.**
When you operate/ride an ATV, you use your weight to balance and control the vehicle. You can’t move as freely when you have a passenger. Also, if you’ve got a passenger, you can’t possibly know how they are going to move, either. Subtle shifts can cause you to lose control. |
| **To be safe:**  
- Keep your speed at or below the speed limit, depending on conditions, and keep your tires on the ground at all times.  
- Speeding is okay if you’re late, but only do stunts and wheelies on soft ground. | **Keep your speed at or below the speed limit, depending on conditions, and keep your tires on the ground at all times.**
Operating/riding ATVs means you have to make adult-like decisions constantly. You have to keep your speed low enough to handle surprises. Your vehicle has maximum control if its tires are in contact with the ground. Jumps, wheelies, and other stunts mean that fate is in control, not you. So, go ahead, be a control freak, at least when it comes to your ATV! |
| **To be safe:**  
- Be straight—don’t drink alcohol or use other substances.  
- Go ahead and drink and operate/ride—life is short. | **Be straight—don’t drink alcohol or use other substances.**
It takes a lot of skill to operate/ride an ATV from point A to point B. If you are operating/riding under the influence of alcohol or other drugs, you may never reach point B. Or, you might be arrested. Life is short—don’t make it shorter. |
| **To be safe:**  
- Scout new terrain only if you haven’t had an ATV safety course.  
- Always know the area where you’ll operate/ride. | **Always know the area where you’ll operate/ride.**
If you operate/ride the same trail over and over again, you probably know its turns and grooves. Chances are, you won’t run into any surprises and you can focus on the fun. If you try a new trail, scout it out first! Look for downed logs, dangerous hills, and other obstacles that might cause you to have an accident. |
RULE | EXPLANATION
---|---
To be safe: | Know and follow the laws that govern ATV use in your area!
- Know and follow the laws that govern ATV use in your area!  
- Only the federal government makes laws about ATVs, so you don’t have to know them.
| To be safe:  
- It doesn’t matter how big or small your machine is. Just make sure you can use the throttle.  
- Follow the fit guidelines to make sure your ATV is the right size for you.

Follow the fit guidelines to make sure your ATV is the right size for you.

Every state has different rules about where to operate/ride, how old you must be to operate/ride, and which type of training you need. Check these laws. Ignorance is no excuse for anything!

REFLECT
After they’ve finished the game, ask:
- What did you like about this activity?
- Did you get most of the rules correct?
- Which one was the hardest? Easiest? Explain.
- Did any rule surprise you? Explain.

APPLY
Further process the rules that were introduced. Ask several participants to pick a rule and tell, in their own words, how it keeps them safe. Next, ask:
- Does anyone have any positive stories about operating/riding an ATV and following the rules? How did following the rules help the person in your story?
- What would happen if you were speeding down a trail, took a turn, and then noticed a fallen log blocking your way? Would you have time to react? (You may also wish to share success stories about ATV operating/riding and trails. The Hatfield and McCoy Trail in West Virginia, for example, has safety policies in place. In Utah, lots of patrolled public trails and required certification for young operators/riders means less injuries and deaths. These policies help prevent accidents.)
Continue to process the rules informally. Explain to participants that they’ll be examining them in further detail in future activities. Ask them to start thinking about how they can help others stay safe while operating/riding. Also explain that rules keep us safe while operating/riding ATVs, but rules can help us avoid danger in other parts of our lives. Ask:

- Can you think of other areas of your life where there are specific rules? Give some examples.
- What happens when you ignore these rules? Can you list some examples?

WHAT DID WE LEARN?
Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to identify basic rules that keep people safe while operating/riding ATVs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to actively discuss and begin to analyze these rules.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to critically analyze safety issues and solutions and contribute to the discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
To Be Safe...

Take a certified ATV Rider Safety Course.

Or

Wing it. You can operate/ride a bicycle, so how hard could it be?
TO BE SAFE...

If you can reach the footrests/rests, you’re old enough to operate/ride an ATV.

OR

You should be a trained operator/rider with good decision-making skills, operating/riding on an ATV that fits you.
TO BE SAFE...

Wear a helmet and other safety gear when you operate/ride.

OR

Just make sure you don’t fall off, and you’ll be fine.
TO BE SAFE...

Operate/ride on unpaved trails.

OR

Operate/ride on paved roads so you can go faster.
TO BE SAFE...

Operate/ride without passengers.

OR

Operate/ride with only one extra passenger at the most. Make sure they grasp the handholds securely.
TO BE SAFE...

Speeding is okay if you are late, but only do stunts and wheelies on soft ground.

OR

Keep your speed at or below the speed limit, depending on conditions, and keep your tires on the ground at all times.
TO BE SAFE...

Be straight — don’t drink alcohol or use other substances.

OR

Go ahead and drink and operate/ride — life is short.
Scout new terrain only if you haven’t had an ATV safety course.

OR

Always know the area where you’ll operate/ride.
TO BE SAFE...

Know and follow the laws that govern ATV use in your area!

OR

Only the federal government makes laws about ATVs, so you don’t have to know them.
TO BE SAFE...

It doesn’t matter how big or small your machine is. Just make sure you can use the throttle.

OR

Follow the fit guidelines to make sure your ATV is the right size for you.
ACTIVITY SHEET 1A

TOP 10 RULES FOR ATV SAFETY
To safely operate/ride, it’s important for all operators/riders to follow these rules:

- Take an approved ATV safety course from a certified instructor before operating/riding, such as the ASI RiderCourse™. See information at www.atvsafety.org or call toll-free (800) 887-2887.

- Fit the ATV according to age/size! Follow the fit guidelines. Youth under age 16 should not operate/ride adult-size machines.

- Use good judgment when operating/riding an ATV.

- Wear helmets and other safety gear.

- Operate/ride only on appropriate surfaces such as dirt trails.

- Operate/ride singly, never with passengers. (If operating/riding a two-up, or tandem ATV, operate/ride with one passenger only. See pages 77-81 for additional guidelines.)

- Stay in control of the vehicle.

- Avoid alcohol or drugs at all times, including when operating an ATV.

- Scout new terrain before operating/riding.

- Know and follow the local and state rules that govern ATV use.

- Any operator/ rider under the age of 16 should be supervised at all times by an adult!
OBJECTIVES
Participants analyze messages in advertisements and describe how they affect their decisions and beliefs, specifically in terms of ATV behavior.

LIFE SKILLS
Critical thinking, communication

ATV SAFETY MESSAGE
Think for yourself! Don’t let ads fool you!

NUMBER OF PARTICIPANTS
Four to 30

AGES
10 to 16. Pair younger participants with older ones to make collages/posters.

TIME
30 to 45 minutes

LOCATION
Indoors or outdoors in a protected area

TEACHING STRATEGIES
Adults or teens can plan and lead this activity.

MATERIALS NEEDED
- ATV operator/rider magazines (several copies)—available at large bookstores or variety stores
- Posterboard
- Scissors
- Glue
- Markers
- Construction paper
- Other optional art supplies such as glitter or colored glue
ACTIVITY BACKGROUND

Some media and publications make activities such as ATV operating/riding seem wild and full of fun. These images also can make unsafe behavior seem normal. Young people who view these ads want to associate themselves with these risk takers, and may seek to copy unsafe behavior.

BEFORE YOU BEGIN

In this activity, participants analyze magazine advertising/reporting/reviews/depictions, and how it skews their perceptions of reality. They make collages or posters reinforcing safe ATV behavior. Optionally, they write ad copy to replace the original ad text.

Prepare several art tables with posterboard, scissors, glue, markers, etc.

START HERE

Hold up the copies of the ATV magazines you’ve brought and ask the group if they’ve ever read these type of magazines. Explain that these magazines help operators/riders gain knowledge and skills, but sometimes also confuse people about how to stay safe while operating/riding. The biggest source of this confusion may be the advertising.

Explain that advertisements exist because a company wants to sell something. The best way to sell an item is to make the person reading the ad believe that:

- Everyone already owns this item (it’s normal to own it or do the things shown in the ad);
- You’ll be better off if you buy this item.

In order to sell an item, companies have to make everyone in the ads look happy and carefree. Sometimes, this means they show unsafe behavior, because they believe it will make the person viewing the ad excited. Viewers may even think they can fly, jump high, or will end up mud-caked if they use the product.
DO THE ACTIVITY, OPTION 1
Divide participants between art tables. Hand out several magazines to each table. Ask participants to make a collage or poster. One side of the collage or poster should demonstrate safe operating/riding behavior. The other side should show advertisements that demonstrate unsafe behavior.

Explain that everyone can use their imagination. They can cut their posterboard into shapes and use the art supplies provided to make interesting collages or posters.

Proceed to Reflect.

THINK ABOUT IT
Advertisements show people unsafely operating/riding ATVs, but that’s not the only way media influences how kids behave on recreational vehicles. Extreme sports shows and video games also give youth the idea that taking risks are normal, and that few bad things ever happen as a result. Discuss with participants how these shows and games influence behavior.

DO THE ACTIVITY, OPTION 2
Divide participants and hand out several magazines to each table as before. Ask participants to search for ads that show unsafe behavior. Ask them to cut out ads and replace the copy, or messages, with some of their own compositions. For example, they may write, “How to become roadkill in one easy step,” “Only fools fly,” etc. Instruct participants to frame the ads with construction paper and glue, using markers to redo the ad copy.

Proceed to Reflect.
IDEAS TO INVOLVE PARENTS AND/OR OTHER COMMUNITY MEMBERS
Help participants and their family members to work with local dealers to distribute brochures about ATV safety. Optionally, encourage participants and others to ask local media to portray all young people positively in their various communications, elevating youth so that they become positive contributors.

REFLECT
Ask who would like to share their creations. Ask them to explain their collages or new ads. Encourage others to ask questions and make observations. Ask:
- What was the most fun part of this activity?
- What did you learn about ads in magazines?
- Do you ever do any of the activities shown in your ad? Why or why not?

APPLY
Help everyone understand what they’ve found and seen. Ask:
- Why would advertisers show unsafe behavior?
- Do you think they sell more products if they do so? Why or why not?
- Do you think advertisers exaggerate things or make them seem normal for other products. Can you give examples?
- Why is knowing how advertisements work important?

Urge participants to action. Ask:
- How can you best counter these type of messages?
- Do you think you understand the effect advertising has on you? Are you going to let advertisements affect how you behave?
WHAT DID WE LEARN?

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to find images of unsafe and safe behavior in magazines, differentiating between the two.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to make collages or posters.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to analyze messages in advertisements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to describe how advertising messages affect their decisions and beliefs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
FOOTNOTES:

7 Sales of new three-wheeled ATVs in the United States ceased in 1988. However, many three-wheeled ATVs are resold each year.

8 The ATV Safety Institute offers a hands-on, half-day ATV RiderCourse conducted by licensed instructors. You also can find out more about certified operating/riding courses from the organizations that regulate off-highway vehicle use in your state, such as your state department of natural resources or highway department.

9 Two-rider ATVs, called two-ups or tandems, can be ridden by two people, an operator/rider and a passenger. See Activity 4C for more information.

10 Be sure to check with your state’s agencies, including your department of natural resources or highway department, for more detailed information about ATV regulations. Other local units of government regulate use of ATVs on public lands, so check local restrictions as well.

11 See Appendix A (page 150) for more information about certified training courses.

12 Appropriate size engine: The ATV Safety Institute previously recommended ATVs have engines of 70 to 90 ccs for operators/riders ages 12 to 15, and less than 70 ccs for operators/riders under age 12. New guidelines recommend following the warning label on the ATV. (See page xx).

13 New two-rider ATVs, called two-ups, can be ridden by two people. See Activity 4C for more information.

CHAPTER 2

CONTENTS:

- Quick Prep for Instructors
- Core Activity: ATV Gear Up
- Optional Activity: Gear Scramble

HELMETS & OTHER SAFETY GEAR
QUICK PREP FOR INSTRUCTORS

BACKGROUND INFORMATION
Helmets are critical ATV safety gear. The majority of serious accidents happen when an ATV overturns or collides with something, and speed is often a major contributing factor. An accident at 30 miles per hour or less could be fatal, and helmets often mean the difference between life and death. If an operator/ rider is thrown from an ATV, a helmet is his or her only defense against serious brain damage or even death.

Helmets made for bicycling, skateboarding, etc. should not be used for operating/riding ATVs since they lack face protection and the maximum ability to absorb impact. Operators/riders should use helmets that are made especially for ATV use and comply with safety standards. Look for helmets with a label from the Department of Transportation or the Snell Memorial Foundation to verify that the helmet has been safety tested. Helmets also must fit the operator/ rider and be fastened correctly to be effective.

Other safety equipment includes goggles, chest protectors, long-sleeve shirts or jackets, riding gloves, riding pants, and boots. This equipment helps protect against road rashes, scrapes, bruises, and eye injuries. It’s important to note that operators/riders don’t have to go out and buy special clothing. Shirts, jackets, and pants made from sturdy material are probably already in a young operator/ rider’s closet, and will provide adequate protection. Not owning the newest ATV fashions is no excuse for not wearing protective clothing!

MAJOR POINTS OF CHAPTER ACTIVITIES
Both activities in this chapter emphasize safety gear use. Activity 2A uses a popular fashion show format, with a safety gear twist. Activity 2B is a gear scramble that helps get concepts across in a race format.

DO TEEN LEADERS UNDERSTAND THE MAJOR CONCEPTS PRESENTED HERE?
Discuss these points/questions:

1) Why do you think it’s important to wear helmets when operating/riding ATVs? Would you wear one?
2) Pick another piece of safety equipment and explain how it protects an operator/ rider.
3) What would you say to someone who was preparing to operate/ ride an ATV who wasn’t wearing safety equipment?
**OBJECTIVES**
Participants are able to recognize ATV safety equipment and comprehend the need for its use.

**LIFE SKILLS**
Critical thinking, personal safety

**ATV SAFETY MESSAGE**
Use your head–Wear your helmet and other protective equipment when operating/riding!

**NUMBER OF PARTICIPANTS**
Four to 30

**AGES**
10 to 16. Younger participants can model outfits; older ones can act as fashion show emcees or help others gear up.

**TIME**
30 to 45 minutes

**LOCATION**
Indoors or outdoors

**TEACHING STRATEGIES**
 Teens or adults can lead or help participants put on ATV gear.

**MATERIALS NEEDED**
- Photocopy ATV Gear Up Cards (pages 35-37)
- Appropriate ATV Gear Up music (pick any you like)
- Music player (CD, tapes, etc.)
- ATV Helmets
- Goggles
- Chest protector
- Long-sleeve shirts
- Riding gloves
- Riding pants or sturdy long pants
- Riding boots or over-the-ankle boots
- Scarves/bandanas

**ACTIVITY 2A: ATV GEAR UP**
ACTIVITY BACKGROUND

This activity combines ATV safety with a popular activity — a fashion show. It helps teach participants the importance of wearing safety gear while operating/riding ATVs.

BEFORE YOU BEGIN

Assemble the needed gear. You may wish to set up an area that can serve as a stage and backstage for the activity.

START HERE

Explain to participants that when ATV operators/riders suit up correctly, they always wear helmets. But other gear helps protect ATV operators/riders too.

DO THE ACTIVITY

Ask for volunteer models. You can use as many or as few as you wish (limit model numbers to amount of protective clothing available, however). Ask volunteer leaders or older youth to help models put on clothing items backstage. (Note: All clothing can be worn over whatever the model is already wearing.) Volunteer leaders/older youth also should coach and help models walk out, one by one, on stage at the appropriate time.

When ready, start the music. As each model emerges, read (or have a participant read) the appropriate ATV Gear Up Card.

REFLECT

Thank all models for their efforts and let them join the rest of the group. Ask participants to name one of the pieces of equipment that they feel is most important and explain why. Be sure to point out that all of the gear is important, since it protects different body parts. Most people don’t want to experience injuries anywhere on their bodies!
APPLY
Explain these scenarios and ask:

- Imagine operating/riding through a hay field that has just been cut. There are about a million grasshoppers jumping and flying around. Which protective clothing will help you weather this grasshopper deluge? (Helmets, goggles, and clothing such as long-sleeve shirts, scarves, and pants. Goggles especially will keep grasshoppers out of eyes).

- You are operating/riding at a safe speed when it starts to rain. You are turning carefully but your ATV goes into a skid. You fall off. Which gear has given you some protection? (Helmet from bumps, clothing and gloves help protect against scrapes, chest protector helps if you hit something.)

- There is a light snow coming down. The trail is getting pretty slick but you are heading home slowly. Which gear is very important right now? (Helmets are always important! Gloves and boots help you keep your grip to control your ATV. Of course, in case of a spill, the helmet, clothing, and chest protector are always vital.)

- Why would people choose not to wear protective gear? (As reasons are listed, ask other participants if they think these issues outweigh overall safety. Let them debate.) Explain that most operators/riders use protective gear, just like hunters use blaze orange or other brightly colored clothing in the field. It keeps them safe!

Ideas to involve parents and/or other community members
Invite parents and other adults to the ATV Gear Up! Remind adults that they should always supervise operators/riders under age 16.
WHAT DID WE LEARN?

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to recognize ATV safety equipment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehended the need to use ATV safety equipment.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
BOOTS
An over-the-calf boot with low heels keeps your feet from slipping off of the footrests, even when it’s raining or wet. Boots also give you some support for your ankles, and help protect you from trail debris such as rocks and stones. Cowboy boots or other sturdy boots will work – you don’t have to buy special riding boots. Don’t they look nice?

CLOTHING
Long-sleeve shirts and riding pants or sturdy long pants keep you from getting scratched. They absorb some impact, so they minimize bruises too. Plus, they protect against nasty sunburns! And a scarf or bandana tied around your mouth keeps dirt out!
HELMET
The must-have accessory at all times — the helmet! The helmet protects your brain and face. The outer shell of this miraculous item keeps things from piercing your face and skull. The inner liner absorbs impact, protecting your brain. But not just any helmet will do! Wear an ATV helmet that is certified for safety. The face shield provides even more protection. Make sure the helmet is the perfect fit for your head! And, be sure to fasten the chin strap!

GOGGLES
My, aren’t these smart! Goggles perform the important task of protecting your eyes. Think how many bugs (and sticks and stones!) would end up in your eyes if it weren’t for goggles! Goggles keep icky things out of your eyes and keep your vision clear so that you can ride safely. After all, you don’t want to be picking a gnat off your eyeball and steering over bumps at the same time—guess what would happen!
GLOVES
You need to get a grip! These gloves help you hold on and use the throttle, brake levers, and other parts of the ATV without slipping. They also give you some protection from scrapes in case of a fall. Use special gloves with padding on the knuckles and good grip.

CHEST PROTECTOR
Many people choose to wear chest protectors. They help protect you in case of spills, absorbing shock and protecting you from being pierced by tree limbs or other objects. Still, they aren’t indestructible, and neither are you — ride safely!
OBJECTIVES
Participants select appropriate ATV gear and discover that wearing safety equipment helps protect them from injury while operating/riding ATVs.

LIFE SKILLS
Personal safety, teamwork

ATV SAFETY MESSAGE
Don’t start the engine unless you’re dressed to operate/ride!

NUMBER OF PARTICIPANTS
Three to 40

AGES
10 to 16. Mix younger and older participants on teams.

TIME
30 to 45 minutes

LOCATION
Indoors or outdoors

ACTIVITY 2B: GEAR SCRAMBLE

TEACHING STRATEGIES
Teens and adults can plan and lead the activity together.

MATERIALS NEEDED
- ATV helmets
- Goggles
- Chest protector
- Long-sleeve shirts
- Riding gloves
- Riding pants or sturdy long pants
- Riding boots or over-the-ankle boots
- Decoy/non-essential clothing such as down jackets, high-heel shoes, ski masks, mittens, belts, shawls, earmuffs, etc.
- Clock or watch to mark five minutes
ACTIVITY BACKGROUND

ATV Gear Up (Activity 2A) is an excellent pre-activity. Or, you can use this activity (2B) to introduce the concept of wearing safety gear when operating/riding ATVs.

BEFORE YOU BEGIN
In this activity, teams of participants work quickly to assemble a safe operating/riding outfit for a fellow member. Before the activity, assemble all the clothing (including decoy clothing) in one area. The decoy clothing can be anything external to safe ATV gear, such as earmuffs, shawls, high heels, etc.

START HERE
Ask participants if they think they know how to dress safely for an ATV ride. Divide participants into teams of two or three each. Read the following:

It's a beautiful sunny day outside. You have just completed an ATV safety course. You ask your dad if it's okay to ride, and he asks you where you are going. You tell him that you want to take an ATV out into the field. He tells you that you can ride ONLY if you suit up correctly, and that he'll go along to supervise IF you get to go.

DO THE ACTIVITY
Explain that the task of the teams is to pick one model and fully dress that person to get ready for an ATV ride. Each team will have just five minutes to assemble their full outfit and dress the model. The model can’t operate/ride if not safely dressed! Other team members explain why each item was picked and how the item contributes to safety. Note that all clothing can be worn over existing clothing for purposes of the game.

Show teams the area with clothing and let them begin! Time teams to make sure they stick to five minutes.

TEACHING TIP
You can make this activity more of a scramble by limiting the dressing time to three minutes or less.
REFLECT

Call “time.” Ask teams, one by one, to describe their outfits. Use these guiding questions:

- Why did you pick that item?
- How will it keep the person safe?
- Is it necessary?
- Did all team members agree on the same clothing? How did you resolve differences?

Ask the rest of the group to be Dad and decide whether the team is dressed safely enough to operate/ride. (Thumbs up, thumbs down?) Repeat with additional teams, but be sure to correct the group if they try to send someone out operating/riding without a helmet, goggles, etc.

Also be sure to make the point that, no matter how warm it is outside, everyone should wear long-sleeve shirts and sturdy long pants to protect against bruises, cuts, and other injuries.

APPLY

Congratulate the participants on their ability to dress to stay safe. Ask:

- How can helmets protect you? Do you think you always need to wear them when operating/riding an ATV? Can you think of anytime you don’t need them? (No!)
- How can goggles protect you?
- Does it make sense to plan ahead? What are the chances you’ll fall off your ATV or have an accident?
- Do you think most people wear safety gear? Why or why not? Of those that do, do you think they have fewer injuries? Why or why not?
- How can you convince someone to wear safety gear?
- Why would some people take unnecessary risks?
- How can taking care of yourself help you and the people you love?
**WHAT DID WE LEARN?**

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to recognize ATV safety equipment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehended the need to use ATV safety equipment.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
CHAPTER 3

CONTENTS:

- Quick Prep for Instructors
- Core Activity: Fit Like A Glove
- Optional Activity: Think Before You Operate/Ride

RIDING RIGHT-SIZED MACHINES
BACKGROUND INFORMATION

One of the biggest issues related to ATV use is young people under age 16 operating/riding adult-size machines. Fitting an ATV to the youth to make sure he or she can operate the vehicle in terms of size and power helps keep operators/riders safe. The ATV Safety Institute (ASI) previously recommended children ages 6 to 11 operate/ride ATVs under 70 cc, ages 12 to 15 operate/ride ATVs 70 cc to 90 cc, and ages 16 and older operate/ride ATVs over 90 cc. Following the warning label on the ATV.

Frame size, however, does impact whether a young person is right for an ATV. Some smaller-framed vehicles that meet engine size guidelines do not fit larger-size young teens. Manufacturers are currently exploring this issue, but one thing is clear: According to the U.S. Consumer Products Safety Commission, injury rates for ATV operators/riders under age 16 who are operating/riding adult ATVs is about twice the expected injury rate of those who are operating/riding age-appropriate ATVs. Young operators/riders need to stay off of adult-size machines.

Even fitting a machine correctly doesn’t guarantee safety. The American Academy of Pediatrics maintains that “off-road vehicles are particularly dangerous for children younger than 16 years who may have immature judgment and motor skills.” Operators/riders need to be mature enough to be able to make good decisions while operating/riding. Adults need to assess whether their children can control their vehicles. Many youth lack the ability to simultaneously operate the throttle, gear shift, and apply brakes while making accurate judgments of speed and terrain that require substantial shifts in body position and weight to keep the vehicle stable.
Why do adults need to intervene? Because young operators/riders may not care if they’ve mastered a skill such as operating/riding an ATV. Supremely confident and energized by the idea of risk taking, young operators/riders may just start their engines and go. This is decision-making at its worst.

To better protect themselves, youth need to develop broad decision-making skills, including evaluating options and weighing consequences. They need to operate/ride properly fitted machines and of course, take a certified ATV course.

Just as importantly, adults must actively supervise operators/riders under age 16.

**MAJOR POINTS OF CHAPTER ACTIVITIES**

Activity 3A focuses on fitting a youth to an ATV, so that he or she can physically operate the machine. However, just because a young person meets the Fit Guidelines does not mean he or she is able to operate the machine. Some youth lack the ability to work all the controls simultaneously. Others may not be able to judge speed or may lack the maturity or experience to make good decisions. Activity 3B focuses on the decision-making model to help participants think through potential hazards before they operate/ride.

---

**DO TEEN LEADERS UNDERSTAND THE MAJOR CONCEPTS PRESENTED HERE?**

Discuss these points/questions:

1) Why do you think it’s important that ATVs are the right size for operators/riders?
2) If an ATV physically fits a person, does that mean he or she can safely operate/ride the machine?
3) What would you say to parents who don’t want to buy youth-size ATVs for their children?
OBJECTIVES
Participants demonstrate proper fit of an ATV and describe how operating/riding a wrong-size machine can be dangerous.

LIFE SKILLS
Problem solving, personal safety

ATV SAFETY MESSAGE
Operating/riding an ATV that is too big (or too small) is dangerous. An ATV should fit the rider.

NUMBER OF PARTICIPANTS
Two to 40

AGES
10 to 16. Mix younger and older participants on teams.

TIME
One to two hours or more; activity lends itself to a safety or county fair format

LOCATION
Outdoors or indoors in a large space

TEACHING STRATEGIES
Led by adults or teens. You’ll need at least seven well-trained volunteers. Teens should be an important part of the planning process for this activity. You can adapt the activity to fit a safety day or county fair.

MATERIALS NEEDED
- ATVs of different sizes, including youth and adult models.
- Photocopies of Fit Guidelines (page 52).
- Signs to be posted outdoors that read: Clearance, Upper Legs, Foot Length, Grip Reach, Throttle Reach, and Brake Reach.
- Optional Safe Riding Tips brochures to distribute to participants.
- Optional Rider Handbook to use for referencing ATV parts.
ACTIVITY BACKGROUND

Young people under age 16 are at particular risk of injury or death when they operate/ride adult-size ATVs.

Young people operating/riding adult-size ATVs have two major risks to contend with.
1) The youth may lack the judgment and skills required to operate an ATV.
2) The ATV may not fit the rider. The rider may be too short or lightweight to maneuver the ATV or use its controls, such as the brake and throttle.

Young people who have completed a certified course of ATV safety training have the basic skills necessary to operate right-size machines, but they will be at risk if they are operating a machine that is too big or too small.

BEFORE YOU BEGIN
Note: This is one of the few activities in the book where ATVs are required.

You'll need to set up six stations for ATV fit guidelines trials. These stations correspond to the fit guidelines:
- Clearance
- Upper Legs
- Foot Length
- Grip Reach
- Throttle Reach
- Brake Reach

Set up the signs to identify each station and assign a volunteer trained in fit guidelines to be in charge at each one. Place at least one ATV at each station. Keep ATVs secured so they cannot be started by curious participants!

START HERE
Explain to participants that all ATV operators/riders and especially youth under age 16 must be a good match for their ATV. They must physically fit the machine. They also must be matched by engine size to the machine. The group will spend some time today trying out different machines to see which ones do and don’t fit.

TEACHING TIP
This activity can be combined with a field trip to an ATV dealership. Or, adapt the activity to present at a safety day or county fair. When using ATVs for demonstration purposes, do not allow youth to mount an ATV that is not appropriate for their age and size.
DO THE ACTIVITY
Divide the group into six teams. Assign a volunteer leader to each team. Give everyone a copy of the Fit Guidelines. Ask leaders to escort their teams to their first assigned station (Clearance, Upper Legs, Foot Length, Grip Reach, Throttle Reach, and Brake Reach.)

At each station, leaders will cover a fit guideline corresponding to that station. For example, each participant should get a chance to check his/her throttle reach on the machine(s) at the Throttle Reach station. Encourage individuals to check whether they meet a guideline so that they can begin to understand this important concept.

Rotate teams between stations. If time permits, allow teams to cross over and try all the fit guidelines on a single machine.

REFLECT
Bring the teams back together after everyone has tried the ATVs against the Fit Guidelines.

ASK:
- Did you find any machines that fit you perfectly? How did they feel?
- Did you find any machines that were too big for you? If so, what would happen if you tried to operate/ride them?
- Did you find any machines that were too small for you? If so, what would happen if you tried to operate/ride them?
- Did you find any machines that you could fit under some of the guidelines, but didn’t fit under others? What would happen if you tried to operate/ride these machines?
- Why is it important to figure out if a machine fits you?
APPLY

Ask:

- If you fit onto a machine, does this mean you can operate/ride it?
  (No. Individuals may lack the ability to make sound decisions and stay safe. That’s one of the reasons why the driving age for an automobile is generally 16. Even though many can reach the pedals, they can’t consistently use good judgment to stay safe.)
- What would you do if you saw someone operating/riding the wrong-size machine?
- What would you do if you figured out the machine you currently own is too large or too small?

Hand out Safe Riding Tips brochures, if you wish. Request that participants take them home to share with adults in their homes.

WHAT DID WE LEARN?

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to demonstrate proper fit on an ATV.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to use and understand the Fit Guidelines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to describe how operating/riding a wrong-size machine can be dangerous.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.

IDEAS TO INVOLVE PARENTS AND/OR OTHER COMMUNITY MEMBERS

Help your community have a fit! Involve parents and other community members in a fit guidelines rally, where the ideas presented in this activity are expanded to a larger audience. You may wish to involve local ATV dealers who can loan ATVs.
FIT GUIDELINES

To be a safe operator/ rider, it’s important that your ATV fits you. In addition to following the age/ size recommendations (bottom right), you should be a good match with your ATV, not only in size, but in strength. This helps you control it better. Use these guidelines to help determine if your ATV is the right size!

<table>
<thead>
<tr>
<th>AREA</th>
<th>REQUIREMENTS &amp; BENEFITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLEARANCE BETWEEN ATV SEAT &amp; INSEAM</td>
<td>Three to six inches should be a minimum clearance between your ATV seat and inseam, while standing up on footrests. This proper clearance lets you stand up and absorb shocks through your legs while operating/ riding on rough terrain. It minimizes the chance that your seat will hit you during a ride, throwing you over the handlebars. Proper clearance also improves your visibility and comfort.</td>
</tr>
<tr>
<td>UPPER LEGS</td>
<td>The upper portion of your leg, roughly from the top of the knee to the hip, should be about horizontal. A little above or below horizontal shouldn’t be a problem, but huge differences (knees jutting below or above the hips) should be checked by an adult. If your knees are quite a bit above your hips, turn the handlebars in both directions and check for contact with knees or legs. This important fit area helps keep you in control of your vehicle.</td>
</tr>
<tr>
<td>FOOT LENGTH</td>
<td>Place the heel of your right shoe against the footrest or in the proper position on the running board. Your toe should be able to depress the footbrake with a simple downward rotation of your foot. Check for have any contact with engine or exhaust protrusions. You should be able to use the brakes consistently without hesitation. (The same rule applies to the ATV’s left side, where the gearshift is located.) This allows you to keep control of your shifting and braking.</td>
</tr>
<tr>
<td>GRIP REACH</td>
<td>Sit normally on your ATV with your hands on the handlebars. Your elbows should have a distinct angle between your upper arm and forearm. If your elbows are straight, you won’t be able to turn the handlebars. Make sure you aren’t leaning forward to compensate for a short reach. If your elbows are at less than right angles, you are too large for the ATV and steering will be difficult. This guideline helps you turn and steer your ATV and keeps you balanced.</td>
</tr>
<tr>
<td>THROTTLE REACH</td>
<td>With your right hand in the normal operating position, check to see if your thumb can easily operate the throttle. Turn the handlebars to the extreme left and right positions. Check again for any interference with easy operation. This keeps you in control of speed and handling.</td>
</tr>
<tr>
<td>BRAKE REACH</td>
<td>Place your hands in the normal operating position with your fingers extended. Check to see if the first joint (from the tip) of your middle finger extends beyond the brake lever. If not, your hand is too small to effectively grasp the lever in an emergency. Make sure your thumb also reaches the engine stop switch. Squeeze the brake lever a few times to be sure you can comfortably operate the controls. Following this guideline keeps you in control of stopping.</td>
</tr>
</tbody>
</table>
OBJECTIVES
Participants identify and apply the decision-making process.

LIFE SKILLS
Problem solving, communication

ATV SAFETY MESSAGE
Operating/riding an ATV requires good decision-making skills!

NUMBER OF PARTICIPANTS
Five to 25

AGES
12 to 16. See sidebar under Start Here to adapt for participants ages 10 and 11.

TIME
45 to 60 minutes. Note: If you’d like to break this into two sessions, stop the first session just before Share, letting teams process and plan their role plays but not actually perform them until the second session.

LOCATION
Indoors or outdoors

TEACHING STRATEGIES
Planned by adults and teens but led by adult leaders with help from volunteers (adults or teens). Role plays can be introduced and processed by teen leaders.

MATERIALS NEEDED
- Photocopies of the Think Before You Operate/Ride Decision-making Sheet and Role Play Cards (pages 59-61)
- Optional props for role playing—ATV helmets, goggles, desks (ATVs), etc.
- Chalkboard and chalk, whiteboard and markers, or flipchart and markers
ACTIVITY BACKGROUND

While many youth are able to use sound decision-making processes, some make decisions out of habit or intuition, or make quick decisions. Some also throw in a good dose of emotion. Yet decision making is a process, involving assessing options, weighing consequences, using facts, coming up with solutions, and communicating decisions.

BEFORE YOU BEGIN

In this activity, you’ll help participants learn and practice decision-making skills. Assemble props for role playing.

Also, write on a flipchart or chalkboard/whiteboard:

**The Decision-making Process: SOCS**

1) Situation: Define the dilemma or problem.
2) Options: Review and assess your options.
3) Consequences: Understand how your actions cause things to happen; assess the probability that a consequence will happen.
4) Solutions: Collect good information (facts) from reliable sources to come up with a final decision.

START HERE

Ask participants to close their eyes and think about what they had for breakfast. Ask: How did you decide what to have? Record responses on a flipchart or chalkboard/whiteboard. Most participants may start out describing what they ate, so you may have to prompt them with questions such as “Why did you eat that?” or “How did you decide to eat that food?”
Your list may look something like this:

* habit (eggs)
* thought about what I was hungry for (cold pizza)
* can’t remember what I had—half asleep
* looked at everything in refrigerator, figured out what I had to do that morning, and then decided (milk)
* didn’t eat (couldn’t even think about eating)

Explain to participants that, believe it or not, you have the beginnings of the decision-making process in this list! Introduce The Decision-making Process from the flipchart or chalkboard:

**The Decision-making Process: SOCS**

1) **S**ituation: Define the dilemma or problem.
2) **O**ptions: Review and assess your options.
3) **C**onsequences: Understand how your actions cause things to happen; assess the probability that a consequence will happen.
4) **S**olutions: Collect good information (facts) from reliable sources to come up with a final decision.

Pick a breakfast decision and walk it through this process with the group. For example, someone may have decided not to eat. That certainly was an option. Ask: What were some other options? How did this decision (not to eat) affect the rest of the person’s day (what were the consequences)? Did he or she use good information to make the decision? Was this a sound decision?
DO THE ACTIVITY

Explain that to be safe while operating/riding ATVs, participants need to first make good decisions. Divide the group into five teams. Explain that they will be doing a role play. Hand out a Think Before You Operate/Ride Decision-Making Sheet (page 58) to each team. Assign each team a role play to perform (A, B, C, etc.). Ask them to follow the directions on the sheet, including processing the decision to be made and writing it down in the spaces provided (a sample is provided).

Encourage teams to use props or invent their own. Give teams about 20 minutes to process decisions and invent their role plays. Circulate among teams and give help as needed.

REFLECT

Let teams complete their role plays in front of the larger group (each team will do two role plays). Encourage questions or constructive comments. After they have finished, ask:

- What did you like best about the role playing?
- Do you feel you worked well as a team? Why or why not?
- Why is it important to follow a process for making decisions?

APPLY

Help everyone think more about how they make decisions. Ask:

- Do you think the people in the role plays ended up safer by following a decision-making process — figuring out options, weighing and assessing consequences, using good information, etc.? Why or why not?
- Before you take a big risk, do you think about it?
- Do you think making decisions involves the brain or the heart? Why do you think so?
- Do people who use their heart (emotional thinking) before their head (logical thinking) make better decisions? Why or why not? You may wish to explain that making decisions involves both thinking and feeling — brains and heart. Most people get into trouble when they ignore the thinking part.
Urge participants to action. Ask:

- How could using steps to make a decision help you stay safe?
- Do you see any areas of your life where decision-making steps might help you? What might some be?

**WHAT DID WE LEARN?**

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to identify and apply the decision-making process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to communicate with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to work well in teams.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.

**IDEAS TO INVOLVE PARENTS AND/OR OTHER COMMUNITY MEMBERS**

Help participants design bumper stickers, posters, or other artwork that congratulate parents for caring about their children. Slogans may include “Life’s full of hard knocks… so my children always wear helmets,” or “I watch my kids with the eyes in the back of my head,” etc. You may wish to explore the feasibility of turning their slogans into ATV bumper stickers at your local print shop.
THINK BEFORE YOU OPERATE/RIDE
DECISION-MAKING SHEET

Did you know decision-making is a process? It’s something you can follow, like a recipe, to get the right results. Here are the steps:

The Decision-making Process: SOCS

1) Situation: Define the dilemma or problem.
2) Options: Review and assess your options.
3) Consequences: Understand how your actions cause things to happen; assess the probability that a consequence will happen.
4) Solutions: Collect good information (facts) from reliable sources to come up with a final decision.

Use all the people on your team to develop and star in two small role plays, as follows: In role play #1, you are using pure emotion to make a decision. In role play #2, you are using a decision-making process. You’ll need to fill in the blanks to complete your role play #2.
ACTIVITY 3B: ROLE PLAY CARDS

ROLE PLAY SAMPLE

Situation: You are on an ATV at the top of a big hill. Role play what might happen if:

#1) You just started down, whee!
#2) You used a decision-making process, including the steps below:

Situation: Operating/riding down a hill could cause problems under certain circumstances.
Options: To operate/ride down the hill or not.
Consequences: You could get down safely or the machine could rollover. Probability of these things happening depends on how steep the hill is, if it is wet, how experienced you are at operating/riding, etc.
Solutions: How steep is the hill? How fast would I go down? How much training and experience do I have? How badly do I need to go down? Okay, my decision is to go down slowly, because I’ve had ATV safety training and the slope is gentle.

ROLE PLAY A

Situation: You want to operate/ride an ATV around a field. Your parents are at work, but you don’t think they’ll find out you took the machine. You’re 13 and small for your age. The ATV is a 500 cc, adult-size machine. Role play what might happen if:

#1) You hopped on the machine and took off!
#2) You used a decision-making process, including the steps below
 (figure them out as a team and write them down):

Situation:
Options:
Consequences:
Solutions:
ROLE PLAY B

Situation: You are operating/riding your ATV at a safe speed along a wide forest trail on a family outing. Your brother wants to race. You know your machine could win. Role play what might happen if:

#1) You raced.
#2) You used a decision-making process, including the steps below
   (figure them out as a team and write them down):

Situation: 
Options: 
Consequences: 
Solutions: 

ROLE PLAY C

Situation: You’re 18 and operating/riding your ATV on a dirt trail. Your friend wants you to go riding in a nearby roadside ditch that has some large bumps. The ditch also might have cable barriers strung across. It’s also against the law to operate/ride in ditches in your area! Role play what might happen if:

#1) You went riding in the ditch with your friend.
#2) You used a decision-making process, including the steps below
   (figure them out as a team and write them down):

Situation: 
Options: 
Consequences: 
Solutions: 
ACTIVITY 3B:
ROLE PLAY CARDS

ROLE PLAY D

Situation: You are on an ATV and you come to a big hill. Your uncle is way behind on the trail. He motioned at you to wait up, but you sped ahead. Now you’re facing the hill you want to climb. You don’t know what’s on the other side.

#1) You just started up the hill as fast as you could.
#2) You used a decision-making process, including the steps below
   (figure them out as a team and write them down):

Situation:
Options:
Consequences:
Solutions:

ROLE PLAY E

Situation: You are 18 and operating/riding an ATV on a trail. Your favorite TV show starts in 20 minutes. You know you could get home on time if you could use the highway as a shortcut, operating/riding on the shoulder. Role play what might happen if:

#1) You drove on the highway shoulder.
#2) You used a decision-making process, including the steps below
   (figure them out as a team and write them down):

Situation
Options:
Consequences:
Solutions:
FOOTNOTES:

CHAPTER 4

CONTENTS:

■ Quick Prep for Instructors

■ Core Activity: Operating/Riding Double is Double Trouble

■ Optional Activity: Fifty Ways to Say Get Off

■ Optional Activity: Tandem Operating/Riding on Two-up ATVs
BACKGROUND INFORMATION

Most ATVs aren’t built to carry passengers. (New two-ups, however, can carry an operator/rider and passenger. Passengers must be able to plant feet firmly on the footrests and securely grasp handholds.) Traditional ATVs are designed to be controlled by an operator/rider who shifts his/her weight around, which is why an ATV is considered “operator/rider active.” Passengers make ATVs harder to handle, reducing the cornering ability, braking, and overall stability. Many accident victims are passengers who are ejected, or operators who cannot control the vehicle with passengers.

Accidents also can occur when adults or youth offer rides to others. Operators think they can control a vehicle and hold a small person at the same time. But it’s difficult to concentrate on two tasks at once. Operators can lose control, with tragic results.

Operating/riding without passengers is a major safety rule. Also remember to remind youth that they should never accept a ride with anyone.

MAJOR POINTS OF CHAPTER ACTIVITIES

Both activities in this chapter emphasize the need to operate/ride without passengers. Activity 4A demonstrates that it’s difficult to control a vehicle with an additional operator/rider. Activity 4B helps participants say no to well-meaning friends who offer rides on ATVs. Activity 4C introduces rules for new two-ups — tandem ATVs meant to be ridden by an operator/rider and passenger.
OBJECTIVES
Participants comprehend and demonstrate that operating/riding with a passenger on a traditional ATV is unstable and unsafe.

LIFE SKILLS
Critical thinking, personal safety

ATV SAFETY MESSAGE
Traditional ATVs are not built for passengers, and become unstable and unsafe when passengers are added.

NUMBER OF PARTICIPANTS
Three to 40

AGES
10 to 16. Participants ages 10 to 12 may not be able to fully apply abstract concepts. Additionally, younger participants may be uncomfortable sitting close to others on a bench/chair — use a large chair or bench. Pairing participants of the same sex may help.

TIME
30 minutes

LOCATION
Indoors or outdoors

TEACHING STRATEGIES
Teens or adults can plan and lead this activity.

MATERIALS NEEDED
- Paper and markers (make signs as directed in Before You Begin)
- Bench or large chair
- ATV helmets and other gear (gear optional)
ACTIVITY BACKGROUND

Operating/riding with passengers is unsafe. This activity helps participants understand how passengers affect the operation and stability of ATVs. Be sure also to see Activity 4C — Tandem Operating/Riding on Two-up ATVs. This activity discusses the differences between traditional ATVs and newer two-rider ATVs.

BEFORE YOU BEGIN
Make large-lettered signs using the posterboard and markers (each sign should be about 8-1/2” by 11”). These signs should say:
- Stop!
- Curve! Lean Right!
- Curve! Lean Left!
- Squirrel! Stop!
- Climb Hill!
- Slow Down!
- Big Bump, Hang On!
- Straight!
- Skidding to the Left!

START HERE
Explain to the group that they’ll be examining the issue of operating/riding ATVs with passengers. Ask for two volunteers, first explaining that they’ll be sitting close to each other. Ask both to put on helmets and other safety gear. (Never miss an opportunity to reinforce the use of helmets and other safety gear!)

Have one volunteer sit on a bench or chair, facing the back of a chair (if applicable). This person is the ATV operator. The other person should sit behind him/her (this person is the passenger). Note, if applicable, that the operator has a chair back to hold onto, while the passenger has nothing to grab for stability except for the operator. Ask participants to comment on the configuration.
Explain to the volunteers that they are operating/riding an ATV. The person in front is the operator. The one in back is the passenger. Point out to the group that passengers often have impaired vision because the operator blocks their view. They may not see hazards on the trail and react in time to avoid an accident.

**DO THE ACTIVITY**

Explain that you (or a volunteer) will be flashing signs to the operator as they operate/ride the “course” ahead. The operator must react quickly. Just as importantly, the passenger must react quickly, too, and do exactly what the operator does. If the passenger doesn’t follow the operator’s actions, the vehicle will flip.

Begin the course. Quickly show and read one of the signs in front of the operator. Tell him/her to react NOW!

Repeat with all the signs (you may wish to mix them up and repeat some).
- Stop!
- Curve! Lean Right!
- Curve! Lean Left!
- Squirrel! Stop!
- Climb Hill!
- Slow Down!
- Big Bump, Hang On!
- Straight!
- Skidding to the Left!

Ask other participants:
- How well is the passenger reacting? Do you think the ATV is stable?

Change volunteers if it’s determined that the pair has had an accident or impaired the vehicle, and begin again.

You also may wish to do the demonstration with just one person on the ATV. Compare how much easier it is to react.

**IDEAS TO INVOLVE PARENTS AND/OR OTHER COMMUNITY MEMBERS**

It’s very important that parents and other adults who supervise youth understand that young people cannot share ATVs. (Only two-up ATVs can accommodate a passenger.) Ask the group to coach adults about sharing rides. If they need some help, role play sharing this information with adults.
REFLECT

Explain why it’s important to have just one operator/rider on an ATV:

- An ATV’s center of gravity is seriously affected by one person. A passenger can’t possibly mimic precisely every action by the operator. The result is the passenger can easily throw the ATV into a skid.
- In a crash, the operator often gets thrown off the vehicle. A passenger can be ejected, too, off the side or back of the ATV. A crash that may be minor for an operator can often turn deadly for a passenger.
- Operating/riding an ATV takes your full concentration. If you have a passenger on board, you can’t fully concentrate on what you’re doing. It’s like talking on a cell phone while driving an auto — the distraction can lead to an accident.

APPLY

- Why do you think there aren’t hand-holds on the back of most ATVs? Racks don’t count — they are there to help you carry items, not people!
- Do you think most ATV operators/riders operate/ride singly? (Yes!) Operating/riding alone on an ATV is normal, not the exception. Why is knowing this important?
- What would you do if you saw someone operating/riding with a passenger on an ATV?
- Are there recreational ATVs that are built for more than one operator/ riders? (Yes! Two-up ATVs — see Activity 4C — and other recreational vehicles accommodate more than one operator/ rider.)
- How would you tell an adult not to operate/ride double?
- If you could write one rule, or your parent or other close adult gave you one to keep you safe, what would it be?
**WHAT DID WE LEARN?**

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to comprehend that operating/riding with a passenger on an ATV is unsafe.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to demonstrate that operating/riding with a passenger on an ATV is unstable and unsafe.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to answer questions and participate with the larger group.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
ACTIVITY 4B: 
FIFTY WAYS TO SAY GET OFF

OBJECTIVES
Participants comprehend and articulate that operating/riding with a passenger on a traditional ATV is unsafe.

LIFE SKILLS
Communication, self-responsibility

ATV SAFETY MESSAGE
Operating/riding without passengers is the only safe way to operate/ride on traditional ATVs.

NUMBER OF PARTICIPANTS
Four to 30

AGES
10 to 16. This activity works best with ages 10 to 12. You may wish to employ alternative technologies for older youth, such as using computer design programs to make signs.

TIME
30 minutes

LOCATION
Indoors or outdoors in a protected area

TEACHING STRATEGIES
Teens or adults can plan and lead this activity.

MATERIALS NEEDED
- Art paper
- Markers
- Miscellaneous art supplies
- Optional computers, photographs, and design software for older youth
- Optional ATV stickers (incentive items)
ACTIVITY BACKGROUND

Operating/riding with a passenger is very dangerous on traditional ATVs. Adding a passenger throws the ATV’s center of balance off further. It becomes harder to control. Additionally, traditional ATVs are not equipped for passengers. They lack grips and other accommodations to keep the passenger safe. In an accident, the passenger (and operator) can be ejected. This activity will help participants understand that operating/riding single is safe. (Be sure to also see Activity 4C about two-up ATVs. Such ATVs are built for an operator and passenger — never more than two people.)

BEFORE YOU BEGIN

Set up a few tables with art supplies including markers, art paper, glue, glitter, etc. Or, for older youth, set up a computer station and design software.

START HERE

Discuss the issue of operating/riding with a passenger on an ATV. Key points include:

- Traditional ATVs demand that an operator/rider be able to adjust his or her body to help balance and steer. When a passenger is added, both can’t respond as one person. The machine’s center of balance is thrown off dramatically. It becomes more unstable.
- Passengers don’t have handrails. They must hang on to the operator. One big bump, and both fall off.
- Even if the passenger doesn’t pull the operator off, he or she may fall off.

Try these scenarios with participants.

- You’re operating/riding your ATV, and your friend Alberto is operating/riding his. Alberto’s machine breaks down. Is it okay to give him a ride back? (NO!)
- You and your sister Wanda want to operate/ride on the same ATV to the pasture to check some new lambs. It’s just a short distance. Is it okay? (NO!)
- Your friend Duane wants a ride home on your ATV. You say “no way.” Is this okay? (YES!)

TEACHING TIP
This activity is an excellent follow up to Operating/Riding Double is Double Trouble, page 67.
DO THE ACTIVITY

Explain to participants that they’ll have to mean what they say about operating/riding ATVs with passengers. Explain that there are many ways to say no. Their job is to design a personal message that tells people “no” means “no.” It can be one or two words or a sentence or two. The basic messages they can choose from to reword are:

- Get off! (I don’t want passengers!)
- I’m not operating/riding with you! (It’s not safe for you to give me a ride!)

Instruct participants to use the supplies at the art tables to make their message. Tell them to write large and use their own words! (Older youth can design messages on computers.)

REFLECT

After participants have finished, ask them to read and explain their messages to the rest of the group. Encourage them to use a convincing voice when reading their message. Hang these messages around the room.
ASK:
- How will learning to say no and mean it help you?
- Why is it important to say no effectively?

APPLY
Congratulations to participants on their artwork and messages. Review:
- Why is it better to operate/ride without passengers? (You’ll stay safe; keep your balance; passengers won’t fall off; etc.)
- Do you think you’ll operate/ride without passengers? Why or why not?
- If someone offers you a ride, would you take it? Why or why not?
- Can you think of something you do more safely than others? Explain.
- Is it always easy to get someone to understand that you mean no? Give some examples.

Hand out incentive ATV stickers, if you wish.
WHAT DID WE LEARN?

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to comprehend that operating/riding with a passenger on an ATV is unsafe.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to communicate their decisions effectively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Took responsibility for their own safety with their messages.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
OBJECTIVES
Participants review the differences between traditional ATVs and two-passenger ATVs. They communicate these differences and safety ideas by creating public service announcements (PSAs).

LIFE SKILLS
Teamwork, personal safety

ATV SAFETY MESSAGE
Operating/riding tandem on specialty ATVs requires skill and care. Two-ups are meant for two people only; never more!

NUMBER OF PARTICIPANTS
Four to 30

AGES
Never carry a passenger too small to firmly plant feet on footrests and securely grasp hand holds. The passenger must always:
- use an approved helmet and protective gear,
- securely grasp hand holds and plant feet firmly on footrests while seated in the passenger seat,
- tell operator to slow down or stop if uncomfortable, and
- get off and walk if conditions require.

TIME
60 minutes or more, depending on method used to create PSAs

LOCATION
Indoors

TEACHING STRATEGIES
Adults can lead, teens can co-lead, and both groups can work together to plan the activity.

MATERIALS NEEDED
- Copies of Activity Sheet 4C
- Art supplies such as posterboard, markers, glitter pens, glitter glue, puff paint, etc. Or, alternative methods of making PSAs, including computers and design software or videocams.
- Optional pictures of two-rider ATVs, or an actual demonstration vehicle (check with local dealers)
ACTIVITY BACKGROUND

Manufacturers are now making specialty ATVs called two-ups that are designed to hold an operator and passenger. These machines usually have a longer wheelbase and other design changes to handle two people. The longer wheelbase places both individuals in front of the rear axle, which gives better stability. The passenger also has raised foot platforms.

What do we know about the stability of two-up ATVs? Probably the most important point for safe operating/riding is to follow manufacturer recommendations, especially in terms of traversing hills and operating up and down slopes. Additionally, a passenger on a two-up must mimic the lean and weight shift of the driver for maximum stability. And a final note — while a two-up can carry a passenger, it is not meant for multiple passengers.

BEFORE YOU BEGIN

Gather photos of two-rider ATVs. Or secure access to an actual vehicle that can be used for demonstration.

Put together a central art table with art supplies, or prepare computer stations or videocams for operation.

START HERE

Begin a discussion of tandem operating/riding. Ask participants what they have learned about operating/riding with more than one person on a traditional ATV. (Indicate that this should never be done!)

Explain that there are newer ATVs being manufactured that are specially designed to handle two operators/riders. In many ways, they look like traditional ATVs. These two-ups, however, are very different. If you have a photo or actual model, share it with the group.

How do two-ups differ from ATVs? Hand out and review Activity Sheet 4C.
DO THE ACTIVITY

Explain the group’s task: They are to write a public service announcement (PSA) that will air during the X Games. This PSA should explain the critical differences between traditional ATVs and two-up ATVs. PSA viewers should understand how many riders each machine carries and how to stay safe on the ATVs. Remind participants of the traits of typical viewers of the X Games — they appreciate risk and adventure. PSAs should appeal to this group while getting safety messages across.

Divide the group into teams of four to five each. Give each team access to the art table, computer stations, or videocams. Refer them to Activity Sheet 4C (page 81) for more information about the content of the PSA. Suggest teams work together to first plan their PSA and then fill in the details. Give each team enough time to complete their tasks.

REFLECT

After they have finished, let each team perform or show their PSAs. As an option, let teams vote for the one they think is most effective. Caution teams that they cannot vote for their own PSA! Tabulate and award the People’s Choice Two-Up PSA Award!

Ask teams:
- How difficult was it to create your PSA?
- What was the hardest thing? The easiest?
- Do you understand the difference between traditional ATVs and two-ups?
  - How hard was it to communicate this difference in your PSAs?
- How would you feel as a passenger on a two-up ATV?
APPLY

Help participants generalize and apply by asking:

- What would happen if people confused traditional ATVs and two-up ATVs?
- Do you think the other rules we learned about operating/riding ATVs apply to two-ups (except for the solo operating/riding rule)? Why or why not? Generally, all the other rules apply. Also note a new rule for two-up ATVs: never carry more than one passenger on a two-up ATV.
- What would you say to someone who tried to operate/ride a traditional ATV with a passenger after participating in this activity?

WHAT DID WE LEARN?

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to understand the difference between traditional ATVs and two-ups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to think critically; make wise decisions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to envision creative ways to let others know the difference in the machines.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
# ACTIVITY SHEET 4C

## TANDEM OPERATING/RIDING ON TWO-UP ATVS

<table>
<thead>
<tr>
<th>ATVS (TYPE I)</th>
<th>TWO-UP ATVS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Built for one operator/rider.</td>
<td>Built for two individuals.</td>
</tr>
<tr>
<td>Designed for one person.</td>
<td>Longer wheelbase, different springs, raised foot platforms, and other design changes for two people.</td>
</tr>
<tr>
<td>One operator/rider for maximum stability.</td>
<td>Operator and passenger should act in unison to keep vehicle stable. Two-ups are meant for one operator and one passenger only.</td>
</tr>
<tr>
<td><strong>ONE RIDER ONLY.</strong></td>
<td>UP TO TWO PEOPLE. Never operate/ride with more than this number on the machine. A passenger must mimic the moves of the driver for best stability. A passenger must be able to reach and securely grasp the handgrips and place feet firmly on the footrests from a seated position in the designated passenger's seat.</td>
</tr>
</tbody>
</table>
FOOTNOTES:

16 The X Games feature extreme tricks in sports such as snowboarding. They can be seen each year on television.
CHAPTER 5

CONTENTS:

■ Quick Prep for Instructors

■ Core Activity: Pop-up Obstacles

■ Optional Activity: The Control Game

■ Optional Activity: Stay in Control Role Play

HOLD YOUR GROUND
QUICK PREP FOR INSTRUCTORS

BACKGROUND INFORMATION
Most ATV injuries and deaths occur when an operator/rider loses control and is thrown off the vehicle, the vehicle rolls over and crushes the operator/rider, or there is a collision with a fixed object or other vehicle. Other factors, such as operator/rider inexperience, use of alcohol, excessive speed, and not using safety equipment also play a role in injuries and death.

Safety experts recognized that there is rarely one cause for an accident or mishap. Usually, a combination of circumstances or events lead up to an accident-producing situation.17

But operators/riders can better manage these risks. SIPDE is a operating/riding strategy to reduce and manage risk and to help increase enjoyment — Scanning the environment, Identifying hazards, Predicting what will happen, Deciding what to do, and Executing the decision.18

ATV operators/riders should understand that staying in control is a powerful thing. And parents, caregivers, and guardians of young people who operate/ride ATVs should also stay in control — supervising closely any operating/riding activities.

MAJOR POINTS OF CHAPTER ACTIVITIES
It’s critical that youth understand that most operators/riders don’t participate in stunts or speed when operating/riding. And the majority of operators/riders never experience an injury. In fact, the majority of operators/riders who don’t have accidents practice safe operating/riding. Activity 5A emphasizes knowing the terrain (looking for debris on trails, drop-offs, large holes or bumps, and other dangers). Activities 5B and 5C focus on teaching participants to stay in control of ATVs at all times.

DO TEEN LEADERS UNDERSTAND THE MAJOR CONCEPTS PRESENTED HERE?
Discuss these points/questions:

1) Why do you think operators/riders take risks while operating/riding ATVs?
2) Do you think most operators/riders make good decisions while operating/riding ATVs? How could their decision-making abilities be improved?
3) Do you think it’s normal to do stunts, or operate/ride in a controlled manner? Explain your answer.
ACTIVITY 5A: POP-UP OBSTACLES

OBJECTIVES
Participants recognize hazards and anticipate outcomes while simulating rides on ATVs.

LIFE SKILLS
Decision making, personal safety

ATV SAFETY MESSAGE
A prepared operator/rider is a safe operator/rider.

NUMBER OF PARTICIPANTS
Four to 30

AGES
10 to 16. The SIPDE poster may be too abstract for participants ages 10 to 11 to apply. All ages will enjoy dodging obstacles on their mock ATVs, though.

TIME
30 to 45 minutes

LOCATION
Indoors or outdoors

TEACHING STRATEGIES
Teens or adults can lead. Be sure to plan the activity together to maximize ideas for creative adaptation.

MATERIALS NEEDED
- Chalkboard and chalk, whiteboard and markers, or flipchart and markers to keep score
- Optional ATV helmets and other gear for all participants to wear during activity
- Optional posterboard and markers to make SIPDE poster
- Optional toy/stuffed squirrel and horse, other props to correspond with pop-up obstacles
- Optional stickers (incentive items)
ACTIVITY BACKGROUND

Operators/riders benefit the most from practicing SIPDE (say sip-dee) — Scanning the environment, Identifying hazards, Predicting what will happen, Deciding what to do, and Executing the decision (see Rider Handbook for more information). Operators/riders should be aware that almost any hazard is manageable if the operator/ride is traveling at a safe speed, is knowledgeable about the trail, and has anticipated potential problem areas.

BEFORE YOU BEGIN

This activity helps operators/riders anticipate their reactions to hazards or unforeseen circumstances on the trail. Participants will pretend their chairs are ATVs. You will pop up obstacles for them as they operate/ride. Participants will then quickly explain their reactions.

Make sure there is a chair for every participant. Appoint an adult or teen leader as a score keeper. Be ready to hand out incentive items to participants.

You also may wish to make a poster using the acronym SIPDE (see Activity Background) as an optional teaching aid.

START HERE

Explain to participants that they are going to operate/ride a simulated ATV obstacle course today. Their vehicles are their chairs. The obstacle course is in their heads!

Ask participants to close their eyes and envision that their chairs are ATVs. They can be red or blue or any color with shiny chrome or leather seats. They can be as beautiful or as worn as they want them to be.
Ask participants to open their eyes and get ready to operate/ride! Ask them to mime (or actually do) the following actions:

- Put on your helmets! (They can use imaginary helmets if you don’t have any to hand out.)
- Check for your other safety gear—are you wearing boots? Shirt with long sleeves? Chest protector and other safety gear? Long Pants? Goggles? (Pass out safety gear and goggles, if they are available.)
- Check to see that your chair… er, ATV… is the correct size and fits you well.

**DO THE ACTIVITY**

Explain that as everyone goes through the course, you will shout out obstacles that pop up in the way. The first person to shout out the correct response about what to do gets a point. Many can tie. Give points to all who respond quickly and correctly. Appoint a score keeper if you wish.

Now ask everyone to start their engines. Hands on handlebars and throttles, feet on brakes. Ask everyone to quickly scan the (imaginary) course for obstacles. Do they see any? Let participants call them out and warn others (these may be imaginary).

Get ready. Now… you're off! (Participants should be prompted to make machine noises.)
## POP-UP OBSTACLES
(Hold up stuffed squirrel and other props as you read from this list.)

<table>
<thead>
<tr>
<th>POP-UP OBSTACLES SAY:</th>
<th>CORRECT ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squirrel on trail!</td>
<td>Let up on throttle and gently apply brake as you steer away from the direction the squirrel is running. (Those who suggest hitting the squirrel lose points.)</td>
</tr>
<tr>
<td>Giant dip in the trail!</td>
<td>Let up on throttle and steer around the dip. If you can’t, you are going too fast. (Those who suggest flying over the dip lose points.)</td>
</tr>
<tr>
<td>Horse and operator/rider coming at you on the trail!</td>
<td>What are you doing on the horse trail? Let up on throttle, apply brake, and turn off your motor. You belong on trails marked for motorized use. If the trail is unmarked, share the trail. (Those who suggest scaring the horse off the trail lose points.)</td>
</tr>
<tr>
<td>It’s starting to pour rain!</td>
<td>Let up on throttle. Slowly and carefully operate/ride back home. (Those who suggest going faster to watch the mud fly lose points.)</td>
</tr>
<tr>
<td>You’re operating/riding up a hill, and start to slide backward!</td>
<td>You need to turn around. Lean forward while accelerating. Gently turn the ATV to the left in an arc. Lean with your body toward the uphill side, so that you move downhill. Decelerate once you are turned around. (Those who suggest “just hold on” lose points and probably their lives.)</td>
</tr>
<tr>
<td>Your friend wants a ride! He’s standing in the middle of the trail waving at you!</td>
<td>Let up on throttle and apply brakes. Turn off the engine. Tell him to get off the trail. Don’t pick him up. It’s dangerous to operate/ride double. (Those who explain how to slow down to pick him up lose points. Note: Those who claim to be operating/riding a two-up may pick up the friend, as long as the friend is 12 or older.)</td>
</tr>
<tr>
<td>You get stuck between rocks!</td>
<td>Careful! You don’t want to roll your machine! Get off and get help. (Those who explain how to try to dislodge the machine lose points.)</td>
</tr>
</tbody>
</table>
Tally points. You may wish to provide incentives, such as stickers, to those who scored well.

REFLECT
Ask participants:
- Did you do the right thing most of the time?
- Which obstacle was the hardest to figure out what to do? The easiest?
- How difficult was it to think of what to do under pressure?

Share the SIPDE poster information with participants. Explain what each step means, and point out that most everyone used these steps to avoid the pop-up obstacles earlier.

APPLY
Help everyone apply the results to the real world. Ask:
- What happens if you make the wrong decision on the trail? For example, what would have happened if you had run over the squirrel? (The squirrel would have died; you might have hit the animal and gone into a skid; you might have lost control of your ATV as a result of the collision.)
- What are some of the other things you could do on the trail to keep obstacles from hurting you? (Scan the environment; identify obstacles ahead of time; predict what might happen; decide what to do if hazards occur have a back-up plan; and execute any decisions.)
- Do you think you react well to making quick decisions?
- Do you think you’ll be able to avoid hazards better in the future because of this activity? Which skills would help you do so?

IDEAS TO INVOLVE PARENTS AND/OR OTHER COMMUNITY MEMBERS
Safe trails are everyone’s responsibility. Help participants and other youth form an ATV Youth Team that works with other groups (state or local parks departments, ATV operator/rider clubs, etc.) to make sure trails in their area are safe and well maintained.
**WHAT DID WE LEARN?**

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to recognize hazards, anticipate outcomes, and react appropriately.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to think critically; make wise decisions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
OBJECTIVES
Participants comprehend how a loss of control can result in unintended consequences.

LIFE SKILLS
Problem solving, teamwork

ATV SAFETY MESSAGE
Stay in control while operating/riding.

NUMBER OF PARTICIPANTS
Three to 30

AGES
10 to 16. Mix older and younger participants on teams.

TIME
One hour or longer. Note: You can do this activity in two or more sessions. Let teams plan and design their packages over one or two 30-minute sessions; then share the results in a final one.

LOCATION
Outdoors or indoors. If you decide to do the activity indoors, you’ll need to build a track (see Materials Needed).

TEACHING STRATEGIES
Adults and teens can plan and lead, and volunteers can work with individual teams.

MATERIALS NEEDED
- Raw eggs in their shells (or hard boil them, if you’d like to minimize the mess)
- Pencils/pens
- Paper
- Miscellaneous packaging and art materials such as bubble wrap, masking tape, duct tape, cardboard, markers, glue, Styrofoam, scissors, etc.
- Optional art supplies such as paint and brushes to decorate eggs.

OPTIONAL:
If indoors, you’ll need the following to build a track:
- 1 wood board (approximately 1” by 6” by 4’)
- Glue
- Forest debris such as sticks and leaves
ACTIVITY BACKGROUND

Speed is a factor in many, if not most, ATV accidents. To help youth operate/ride safely, encourage them to stay in control at all times. The simple message is: being in control is good, being out of control is not.

BEFORE YOU BEGIN

Select your outdoor track. You’ll need to find a grassy or dirt surface that slopes downhill (the more slope, the more exciting the course run). The site should be safe for participants (away from traffic).

If you do not have access to such a site, you can build a track. You’ll need a chair or desk (to serve as the top of the hill), one wooden board (about 1” by 6” by 4’), glue, and grass/dirt/leaves. Glue grass, leaves, and other debris to the board (or let participants do so). You can vary the slope of the board by placing books or other items under the end of the board.

START HERE

Explain that being in control can be a good thing. Ask participants for examples of times when they felt in control. How did it make them feel? Explain that being in control is especially beneficial when operating/riding an ATV.

Introduce the activity. Explain that teams will compete to see who can maintain the maximum control on a course (indoors or outdoors). Give each team an egg, and be sure to caution if the egg is not cooked. This is their ATV operator/rider and ATV, all in one. (You may also let participants paint their eggs to look like ATVs and operators/riders, if you wish.)

Explain that the object is to get the operator/rider (the egg) to the finish line without causing it any damage. Each team will be given an egg and various packaging and art materials. In this case, they’ll be altering the operator/rider with materials to slow it down, help it stay on the ground, and help it stay on course without stopping it.
DO THE ACTIVITY
Divide participants into teams of three to five each. Give each team various packaging materials and pencils and paper. Suggest that they design a prototype on paper first. Explain by telling the group they need to design something that will help the operator/rider (egg) stay in control on the course. They could do this by helping the operator/rider:

- Slow down.
- Stay on the ground when moving.
- Steer straight ahead and stay on the course.

Give teams 30 minutes or more to build their control devices. Teens or other volunteer helpers can circulate and answer questions.

REFLECT
When participants are finished designing and building, ask them to show their packaged operator/rider (egg) to the others and explain its design. Prompt questions include:

- How does this help you slow the operator/rider down? (Explain that excessive speeds can cause an ATV operator/rider to lose control.)
- How does this help you keep the operator/rider on the ground? (Explain that jumps, wheelies, and leaps can be dangerous if you are an inexperienced operator/rider. Even ATV users with lots of experience can be hurt doing stunts.)
- How does this help you keep the operator/rider on the course? (Explain that leaving the trail exposes an ATV operator/rider to many unforeseen holes, bumps, and objects.)

After teams have shared their ideas and operators/riders, lead teams to grassed course (or board course you have constructed indoors) to test their devices.

The object: To make it to the end of the course safe and on track. The fastest operator/rider (egg) does NOT necessarily win. Let all participants examine each egg after finishing the course.

IDEAS TO INVOLVE PARENTS AND/OR OTHER COMMUNITY MEMBERS
You may wish to help participants host a Parent/ Community ATV Safety Day. Let youth plan, lead, host, and teach during the event. They can staff booths or structure the event as a series of presentations that share safety messages.
Ask participants:

- Which operators/riders (eggs) survived intact?
- How did the operators/riders who survived do so? Were they slowed? Did they stay on the ground? Did they stay on course?
- What about the operators/riders (eggs) who didn’t survive? Did they veer off course? Go too fast? What happened?

Explain/ask:

- We all know we can’t surround ourselves in bubble wrap when we operate/ride ATVs. But you should be in 100 percent control when you operate/ride. So, what kinds of things could you do to avoid injuries when operating/riding? (Keep speed appropriate for conditions; stay on trails; stay on the ground — no wheelies, jumps, or leaping over obstacles!)
- How would you convince someone who was showing off — doing stunts — that it’s dangerous to do so? What would you say?
- What would you do if you were operating/riding with someone and they were going much faster than you were comfortable with? What would you say?
- How could you convince a parent who wanted to operate/ride in the ditches that you should stay on trails?
### WHAT DID WE LEARN?

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize skills missed in future activities.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to understand how a loss of control can result in injuries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to work well in teams to accomplish a goal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to process results and apply the information to ATV operating/riding in the field.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
OBJECTIVES
Participants describe and analyze the concept of staying in control while operating/riding.

LIFE SKILLS
Concern for others, decision making

ATV SAFETY MESSAGE
Control is the key to staying safe.

NUMBER OF PARTICIPANTS
Four to 18 (with more than 18, some will be audience members and won’t actually do the role plays)

AGES
12 to 16. Younger participants may be reluctant to do the role plays, but you can try it with them if you wish.

TIME
30 to 45 minutes

LOCATION
Indoors or outdoors

TEACHING STRATEGIES
Adults and teens can plan and implement the activity.

MATERIALS NEEDED
- Photocopies of Stay in Control Role Play Cards (pages 102-104), cut up
- Any necessary props, such as ATV helmets, gear, etc. You may wish to have an actual ATV available to help set up the role plays (or designate a desk, chair, etc. as an ATV).
ACTIVITY BACKGROUND

This activity involves role playing, which helps participants make wise choices when it comes to staying on trails, controlling speed, and staying on the ground while operating/riding ATVs. The Control Game is an excellent pre-activity.

BEFORE YOU BEGIN
Set up any props you may need for the role plays.

START HERE
Explain that staying in control is critical while operating/riding an ATV. Ask participants to name some ways they can stay in control (operate at safe speeds, stay on dirt trails and other appropriate surfaces, know the trails, etc.). Explain that participants will be playing a role to further explore the idea of staying in control.

DO THE ACTIVITY
Divide participants into teams of two each (one role play requires a team of three).

Hand out one Stay in Control Role Play Card to each team. Ask each team member to choose a character to play (there are two on each card). Instruct teams to come up with a role play based on the cards. Their objective is to keep the ATV operator/rider safe, using their powers of persuasion to help the person make the right decision.

Ask team members to try to focus on positive messages when persuading others. For example, they may say, “I know you ride well, but it’s hard for anyone to control a vehicle at that speed,” instead of “Are you nuts? You’ll die!”

Give teams several minutes to plan their role plays. Show the teams where they can find props.
**REFLECT**

Let teams do their role plays in front of the larger group. Ask after each role play:
- Do you think this person originally had a good plan for staying in control of his or her ATV?
- What were the potential dangers?
- What might the outcomes have been if the person didn’t have a caring friend or family member around?

**APPLY**

Ask participants to describe some ways to can stay in control of an ATV. Ask:
- Why is knowing how to stay in control of your ATV important?
- Whose job is it to keep you safe?
- How much responsibility are you willing to assume for this job?
- Can you help keep others on ATVs safe too?
WHAT DID WE LEARN?

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize skills missed in future activities.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to understand how a loss of control can result in injuries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to work in teams to do the role plays.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to process results and apply the information.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.

FOOTNOTES:

18 This acronym is also used in many automobile driver's education courses.
ACTIVITY 5C: Stay in Control Role Play

Characters: Peter, a shy senior in high school who spends most of his day in computer chat rooms; and Cody, his outgoing classmate.

Situation: Peter has never ridden an ATV before. Cody has a machine and Peter wants to see how fast it will go. Cody thinks Peter’s plan is bad. Peter can’t even figure out what the throttle does!

ACTIVITY 5C: Stay in Control Role Play

Characters: Marzi, the adventure seeker; Wilma, her older sister; and Marzi and Wilma’s Aunt Edna.

Situation: Marzi wants to try to jump a hill as fast as she can to see how much air she can get. Wilma thinks she’ll crash and burn. Wilma is also afraid their aunt, who is riding with them, will see the attempt.

ACTIVITY 5C: Stay in Control Role Play

Characters: Oskar, the high-school freshman; and Clarice, his mother.

Situation: Oskar wants to ride to school on his ATV. Clarice thinks it’s a bad idea. She can’t come with him and the road he wants to use is a two-lane highway.
ACTIVITY 5C: Stay in Control Role Play

**Characters:** Dante, the 18-year-old risk-taker; and Simone, his caring friend.

**Situation:** Dante wants to take his ATV over to the nearby railroad tracks and race trains. Simone wants him to stay in his yard.

ACTIVITY 5C: Stay in Control Role Play

**Characters:** Conrad, a guy who’s always looking for fun; and Naomi, his biology lab partner and friend.

**Situation:** It’s just started to storm outside. Conrad wants to ditch the indoor video games and ride his ATV in the rain. His parents aren’t home. Naomi thinks he’s insane. It’s slippery on the ground and the sky is full of lightning. She knows he isn’t supposed to operate/ride without an adult present.

ACTIVITY 5C: Stay in Control Role Play

**Characters:** Jenna, a high school senior; and Maura, her twin.

**Situation:** Jenna wants to go ditch riding on her ATV. She wants Maura to ride her own ATV along. Maura’s worried about the danger from dogs, gates, and other obstacles in the ditches.
ACTIVITY 5C: Stay in Control Role Play

Characters: Alexis, the stunt girl; and Waylon, the caring friend.

Situation: Alexis wants to try to ford a raging river on her ATV, even though the trail goes over a bridge. Waylon wants her to follow the rest of the group over the bridge.

ACTIVITY 5C: Stay in Control Role Play

Characters: Ricardo, a star 18-year-old athlete; and Henry, his older brother.

Situation: Ricardo wants to see how fast he can ride his ATV down a steep hill. Henry wants to stop him.

ACTIVITY 5C: Stay in Control Role Play

Characters: Rianna, a 4-Her in the cat project; and Walter, her uncle.

Situation: Rianna wants to ride her ATV to her friend’s house to do homework. But Walter can’t come with her to keep her safe. Still, she is whining. Walter wonders if she can ride alone. Is the paved road safe? Will she be safe without supervision?
CHAPTER 6

CONTENTS:

■ Quick Prep for Instructors

■ Core Activity: Slow and Unsteady

■ Core Activity: Are You a Role Model

RIDING WITH A CLEAR HEAD
BACKGROUND INFORMATION

The National Center for Chronic Disease Prevention and Health Promotion lists six critical behaviors in youth, including “injury and violence.” These behaviors are the leading cause of death among youth ages 10 to 24.¹

Some of these deaths are the result of unsafe, unskilled, or dangerous operation of ATVs. Young operators/riders may engage in risk-taking behavior on ATVs, such as:

- Jumping over ground depressions;
-Dodging other vehicles;
-Drinking alcohol or using drugs while operating/riding;²⁰
- Speeding or racing other vehicles;
- Carrying passengers;
- Jumping over hills without an awareness of the topography on the other side;
- Operating/riding at night;
- Operating/riding without proper safety gear, including helmets.

Some researchers tag adolescents as sensation seeking.²¹ Others say that youth do risky things to appear more mature, more like adults.²² Still other researchers say it’s a combination of factors that lead youth to look for risks, whether they are operating/riding ATVs recklessly or using drugs. (Don’t forget that plenty of adults also take risks while operating ATVs.)

But just because some youth engage in risky behavior doesn’t mean the majority do. As a leader, you can help youth understand it’s normal to operate/ride safe and free from the affect of alcohol or drugs.²³ Focus on the important point that it’s normal to safely operate/ride with a clear head!

MAJOR POINTS OF CHAPTER ACTIVITIES

Activity 6A focuses on the effects of using alcohol or drugs, which slow reaction times and impair skills. Activity 6B encourages youth to avoid risks by helping them understand it’s normal to avoid them, and letting them explore whether they wish to be role models or risk models.
OBJECTIVES
Participants demonstrate and analyze the limitations associated with using alcohol or drugs.

LIFE SKILLS
Cooperation, healthy lifestyle choices.

ATV SAFETY MESSAGE
Safe operators/riders keep a clear head.

NUMBER OF PARTICIPANTS
Four to 40

AGES
10 to 16. See sidebar under Do the Activity for adaptations in age and ability.

TIME
30 to 45 minutes

LOCATION
Outdoors or indoors

TEACHING STRATEGIES
Led by adults with teen partners, who also help plan and adapt the activity as needed.

MATERIALS NEEDED
- Bandanas, shoelaces, or ropes
- Flipchart and markers for recording participant race times and processing questions
- Stopwatch
- Optional ATV helmets
ACTIVITY BACKGROUND

This activity helps youth understand that operating/riding ATVs while impaired with alcohol or other substances slows reaction times and lessens skills.

Researchers also think that risk-taking behaviors (such as exceeding safe speeds, drinking, and operating/riding without helmets) may help meet an adolescent’s needs for autonomy, independence, and peer approval. Young people with low self-esteem, low self-confidence, feelings of loss of personal control, and high need for social approval tend to take more risks. Impatient and impulsive, these youth leap before they look, sometimes literally, while operating/riding ATVs.

BEFORE YOU BEGIN
Select an indoor or outdoor location where participants can safely run. Lay out a course using cones and flagging. The distance can be any amount that you think your participants can handle. To add challenge to the course, incorporate obstacles such as large puddles or cones. Obstacles should be easily seen by racers!

START HERE
Introduce the activity. Explain that participants will be racing on a course. (Describe any obstacles they may encounter.) One other thing: they are to imagine they are operating/riding on ATVs as they run. Hand out helmets for participants to wear, or ask them to strap on imaginary ones. They also may make ATV noises as they run, if they wish.
DO THE ACTIVITY

Let each person race a set distance while in small groups. Record times on a flipchart using a stopwatch. After the races are finished, ask:

- How does it feel to race freely? Can you describe it?

You may wish to record this information as one-word descriptions such as fast or strong. (You’ll be comparing to others later.)

Next, pair participants (younger with older; same sexes with younger participants who may be self-conscious). Use a bandana, shoelace, or rope to tie the right leg of one person to the left leg of the other. Explain that one person is the alcohol habit (or drug habit or other addiction) and the other person is trying to operate his or her ATV.

The alcohol habit slows the pair down, and makes it difficult to maneuver. Let them race the same distance as before. Record times on a flipchart with a stopwatch. (Individuals can compare their old times with their new team times.)

REFLECT

After they have finished, ask racers to explain how they felt this time. Record as one-word descriptions such as frustrated or slow. Ask:

- How do these responses compare to the ones they gave earlier when they raced unencumbered? (Note: Many teams will list fun as a response to the three-legged race. Use this as an opportunity to explain that while it may be fun at first, they would feel differently if saddled with this addiction for life. For example, they would always have to worry about the addiction and how it affected every thing they did!)

- How do the results of the first race compare with the second? What do these results mean to you?

It’s important to keep this game safe for all participants. Here are some adaptations you may wish to try:

- Pair younger and older participants. Instead of letting them run a three-legged race, blindfold the older one. Let the younger one lead the team to the finish line.

- Pair younger and older participants. Give one team member goggles covered with petroleum jelly. The other teammate leads his/her teammate to the finish line.

- Remove course obstacles if all the participants are young.

- All pairs should maneuver the course individually, not as part of a race against others.
APPLY
Ask:
- How do you think alcohol or drugs affect you when operating/riding an ATV?
- Do you think most people use alcohol or drugs before they operate/ride?
  (No! While operating/riding under the influence occurs, it is not the norm!)
- What are some ways you could resist peer pressure to drink alcohol, use drugs, or do other things you don’t want to do? Can you share some strategies?
- Who, ultimately, is in charge of you?

WHAT DID WE LEARN?

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to demonstrate and analyze the limitations associated with using alcohol or drugs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to analyze the impacts of using alcohol or drugs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
ACTIVITY 6B: ARE YOU A ROLE MODEL?

OBJECTIVES
Participants interpret their behavior to analyze whether they are risk models or role models.

LIFE SKILLS
Critical thinking, healthy lifestyle choices

ATV SAFETY MESSAGE
ATV operators/riders can be role models for others by making good decisions, such as avoiding alcohol and illicit drugs.

NUMBER OF PARTICIPANTS
Three to 40

AGES
12 to 16. Younger participants may not be able to do the self-assessment, but you can try it with them if you wish.

TIME
30 minutes

LOCATION
Indoors or outdoors

TEACHING STRATEGIES
Adults and teens as partners can plan and lead the activity.

MATERIALS NEEDED
- Photocopies of the Are You a Role Model? Quiz (page 118)
- Chalkboard and chalk, whiteboard and markers, or flipchart and markers
ACTIVITY BACKGROUND

The risk of injury associated with ATV use has ridden steadily in recent years. Some think that the increasing use of ATVs for play versus work has led to a disregard of safety and an emphasis on fun and excitement by users. Many small studies do reinforce this idea. The incidence of injury is much greater on weekends and holidays than during the week. Another explanation may be the proliferation of extreme sports, where users push their motorized and non-motorized vehicles to the limit with disregard for personal safety.

You can encourage youth to avoid risks, such as drinking alcohol or using drugs, by emphasizing that most people avoid accidents and harm while operating/riding ATVs. They don’t want to wind up in the hospital! Safe operators/riders are role models, not risk models. This activity helps participants take a look at their behavior to determine which model they represent.
START HERE

Begin by asking participants to define the term role model. They also may wish to name some people they consider role models. Which traits do role models have in common? Record this information on a flipchart or chalkboard/whiteboard.

strong
understanding
determined
competitive

Now ask participants to define the term risk model. Prompt them by asking them to name some traits of a person they consider to be unsafe, a showoff, or someone trying too hard to impress others. Record this information in a separate area on a flipchart or chalkboard/whiteboard.

loud
short temper
needs attention
DO THE ACTIVITY
Quiz on page 118. Ask everyone to take a few minutes to fill it out privately and score the results.

Ask participants to think about this question: Do you think you have any of the following traits of either group? Hand out copies of Are You a Role Model?

REFLECT
Ask:
■ Were they surprised by the results? Do they agree with them?

APPLY
Ask participants:
■ Is it easier to be a risk or role model?
■ Which model, do you think, is more likely to operate/ride an ATV safely and avoid injuries or even death?
■ Which model would you like to be? Why?
■ Which model would you like your siblings to emulate?
■ Which model do you think most people are?

You may wish to further share some ways to be a role model with participants. Character Counts!, a program designed to promote character education, lists the following as the Six Pillars of Character:
■ Trustworthiness: Be honest, reliable, and have the courage to do the right thing.
■ Respect: Treat others with respect, use good manners and respectful language, and deal peacefully with anger.
■ Responsibility: Do what you are supposed to do and always do your best.
■ Fairness: Play by the rules, and don’t take advantage of or blame others.
■ Caring: Be kind, compassionate, and grateful.
■ Citizenship: Help make your community better, obey laws, and protect the environment.

Discuss this list with the group and ask them to assess how many of these traits they possess and demonstrate.
WHAT DID WE LEARN?

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to understand the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>difference between risk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and role models.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had the intention of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>becoming a role model.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
### QUIZ: Check the column that best describes your behavior while operating/riding ATVs. If you haven’t ridden an ATV before, check the column that best applies to your overall personality.

<table>
<thead>
<tr>
<th></th>
<th>A) Leap before you look.</th>
<th>B) Look before you leap, because you think having bolts holding your leg together is uncool.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A) Try to get lots of people to watch you.</td>
<td>B) Don’t care if others watch you — you don’t need piles of praise to feel good.</td>
</tr>
<tr>
<td>2</td>
<td>A) Let others talk you into doing things, such as drinking alcohol, against your better judgment.</td>
<td>B) Make a decision and then make that decision yours.</td>
</tr>
<tr>
<td>3</td>
<td>A) Say “uh-oh” while watching others do stupid things. You feel pity for them, not pride or envy.</td>
<td>B) Utter the phrase “whee” in the middle of a stunt.</td>
</tr>
<tr>
<td>4</td>
<td>A) Take chances because you feel insecure.</td>
<td>B) Figure out what you want and go for it, taking some chances in life that involve your brain more than your body.</td>
</tr>
<tr>
<td>5</td>
<td>A) Care a little about what others think, but mostly care about how you see yourself.</td>
<td>B) Need lots of people to think you are wild to feel good about yourself.</td>
</tr>
<tr>
<td>6</td>
<td>A) Practice good operating/riding skills when operating an ATV.</td>
<td>B) Do stunts to feel the adrenaline rush.</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 6B:
ARE YOU A ROLE MODEL?

SCORING:
Q1. 0 points for A, 3 points for B.
Q2. 0 points for A, 3 points for B.
Q3. 0 points for A, 3 points for B.
Q4. 3 points for A, 0 points for B.
Q5. 0 points for A, 3 points for B.
Q6. 3 points for A, 0 points for B.
Q7. 3 points for A, 0 points for B.

TOTALS:
21 points
You are a role model!

18 points
You are trying to be a role model. Keep working on your decision-making skills.

15 points
You are trying to decide whether to be someone to look up to or someone splatted over the ground. Go for the role model.

Under 15 points
You are a risk model. You stand out, but not in a safe way.
FOOTNOTES:

19 National Center for Chronic Disease Prevention and Health Promotion. *Healthy Youth! Health Topics*. Available at www.cdc.gov/HealthyYouth/healthtopics/index.htm.

20 Anyone under the age of 21 should not be using alcohol under any circumstance, including operating/riding, and no one should ever be under the influence of illicit drugs.


23 You can focus on the risks of using alcohol or drugs under any circumstances, and not just while operating/riding an ATV.


26 Be sure to make the point they shouldn’t be using alcohol under other circumstances, either, if they are under 21.

27 From the Josephson Institute of Ethics, Los Angeles, California.
CHAPTER 7

CONTENTS:

- Quick Prep for Instructors
- Core Activity: Injuries R Not Us
- Optional Activity: Bird Home on the Range
- Optional Activity: ATV Bee

PULLING IT ALL TOGETHER
BACKGROUND INFORMATION
Many different models suggest how best to protect the health of youth. The preventing injuries model suggests that accidents are comprised of three factors (think of a triangle): a susceptible host (poorly trained operator/riders), a predisposing environment (ditch), and the inciting agent (speed). It’s helpful for youth to examine this perspective to aid them in understanding how much control they have in operating/riding safely.

In summary, to best protect themselves, ATV operators/riders should:
- Take an approved ATV safety course from a certified instructor before operating/riding.
- Fit their ATVs! Follow the fit guidelines. Young people under age 16 should not operate/ride adult-size machines.
- Use good judgment when operating/riding an ATV.
- Wear helmets and other safety gear.
- Operate/ride only on appropriate surfaces such as dirt trails.
- Operate/ride singly, never with passengers. (If operating/riding a two-up, or tandem ATV, operate with one passenger only.
- Stay in control of the vehicle.
- Avoid alcohol or drugs at all times, including when operating an ATV.
- Scout new terrain before riding.
- Know and follow the local and state rules that govern ATV use.

Any operator/riders under the age of 16 should be supervised at all times by an adult!

Much of this curriculum has centered on the need for operators/riders to protect themselves while using ATVs. However, they also need to protect the environment while operating/riding. As good citizens of the world, ATV operators/riders can best keep habitat and wildlife undisturbed and intact by staying on trails!
MAJOR POINTS OF CHAPTER ACTIVITIES
Activity 7A investigates how accidents can be avoided by looking at a typical prevention model. Activity 7B introduces and reinforces the idea of protecting habitat and wildlife by staying on trails. Activity 7C further summarizes the information contained in the curriculum by engaging participants in a game that measures their knowledge of safe ATV operating/riding.

DO TEEN LEADERS UNDERSTAND THE MAJOR CONCEPTS PRESENTED HERE?
Discuss these points/questions:

1) Explain the three factors involved in accidents in your own words, or tell a story using these factors.
2) How do you think ATVs impact the environment?
3) What do you think is the single best thing you can do to promote ATV safety?
ACTIVITY 7A: INJURIES R NOT US

OBJECTIVES
Participants list and describe different factors (host, environment, agent) and analyze how these come together to create an unsafe situation.

LIFE SKILLS
Problem solving, decision making

ATV SAFETY MESSAGE
Well-trained operators/riders have the best chance of avoiding accidents!

NUMBER OF PARTICIPANTS
Four to 30

AGES
12 to 16. Younger participants may have difficulty understanding the abstractness of the preventing injuries model.

TIME
30 to 45 minutes

LOCATION
Indoors or outdoors

TEACHING STRATEGIES
Adults can lead, teens can co-lead, and both groups can work together to plan the activity.

MATERIALS NEEDED
- Chalkboard and chalk, whiteboard and markers, or flipchart and markers
- Art paper and markers
- Masking tape (optional)
ACTIVITY BACKGROUND

The preventing injuries model suggests that accidents are comprised of three factors (the triangle): a susceptible host (poorly trained operator/rider), a predisposing environment (ditch), and the inciting agent (speed). This activity explores how these three things come together to cause accidents, and how they can be avoided.

BEFORE YOU BEGIN

Draw a triangle and label as shown on a flipchart or chalkboard/whiteboard:

![Triangle Diagram]

You also may wish to set up tables that contain art paper and markers.

START HERE

Introduce participants to injury prevention by explaining the diagram. Basically, this triangle represents the causes of crashes. The host is the operator/rider. The environment is the place where operating/riding, and the agent is the energy, or the final factor that causes the injury.

Review this concept by asking these questions:

- Which is the host in this sentence: “Sebastian took his ATV for a ride in the hay field during a thunderstorm.”? <Sebastian>

- Which is the environment in this sentence: “Leesha helped move brush from the woods with her ATV, riding over the old logging trail.”? <logging trail or woods>

- Which is the agent in this sentence: “Ricardo tried to cross the stream on his ATV, but misjudged the water depth.”? <stream, water depth, stream-flow-power of stream to cause damage>
DO THE ACTIVITY

Give each person markers and art paper or instruct them to move to art tables. Ask them to think about a time they went riding on an ATV and felt unsafe. Or, if they haven’t ridden ATVs before, ask them to think about another experience they had that was unsafe, such as driving a car or walking home late at night.

Instruct participants to draw a triangle on the paper and label the different things (host, environment, agent) that almost caused (or did cause) an accident. For example, a person may recount a time he or she was operating/riding an ATV on a paved road after a rainstorm, and the ATV almost lost control. The host would be the person, the environment would be a paved road, and the agent would be either wet roads/rain or excessive speed.

Encourage participants to draw other images or write other words on their artwork to convey how they felt about the experience. For example, they may write words like fear, out of control, bad risk, too fast, on the artwork.

Give participants plenty of time to complete their art.
REFLECT
Instruct participants to tape the triangles to their backs. Let participants walk around and ask others to describe their triangles and experiences.

Bring the group back together. Help everyone share what they learned and figure out what it all means. Ask questions such as:
- How difficult was it to make your triangles?
- What was the hardest thing? The easiest?
- Did you see your experience differently now that you understand that three things (host, environment, and agent) were working together to determine the outcome?

APPLY
Help them generalize the results to the real world by asking:
- Think back to the experience you just described. How could you have made it safer? How could the host have been made safer, for example? How could the environment been made safer? What about the agent? (Take the earlier example of Sebastian operating his ATV on a hay field during a thunderstorm. The host, Sebastian, could have been safer if he had been a trained operator/rider, or was wearing safety gear, or had enough sense to stay in during a thunderstorm. The environment, a hay field, should have been somewhat safe, assuming the ground was level and there weren’t any hidden obstacles. The agent—the thunderstorm—posed a great risk, since lightning could have hit Sebastian, or a downpour might have limited his visibility.)
- How will you make changes to each corner of the triangle to make yourself safer?
**WHAT DID WE LEARN?**

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to understand the different factors that come together to create an unsafe situation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to think critically; make wise decisions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to envision ways to reduce risk.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
ACTIVITY 7B: BIRD HOME ON THE RANGE

OBJECTIVES
Participants describe some bird species that are affected by ATV use and discuss how to avoid harming habitats while operating/riding ATVs.

LIFE SKILLS
Communication, service learning

ATV SAFETY MESSAGE
By staying on trails, you protect many animals, including birds.

NUMBER OF PARTICIPANTS
Six to 30

AGES
10 to 16. Mix older and younger participants on teams. Bird Home on the Range Cards may be difficult for younger readers to understand.

TIME
45 to 60 minutes. You can split this activity into two 30-minute sessions. Share and process the activity in the second session.

LOCATION
Indoors or outdoors

TEACHING STRATEGIES
Adults or teens can plan and lead the activity.

MATERIALS NEEDED
- Chalkboard and chalk, whiteboard and markers, or flipchart and markers
- Photocopies of Bird Home on the Range Cards (pages 136-139)
- Posterboard or art paper
- Markers
- Glue
- Construction paper
- Other art supplies
ACTIVITY BACKGROUND

It’s important that young operators/riders realize there are many advantages to staying on trails. Trails protect wildlife and plant species. ATVs can compact soil, tear up plants, and harm nests or young animals. The noise generated by ATVs may also disturb sensitive species. By staying on trails, these impacts to plants, animals, and soils are limited, and habitats stay healthier.

BEFORE YOU BEGIN
You may wish to set up an art table with supplies.

START HERE
Explain that staying safe while operating/riding ATVs is very important. But it’s also critical to keep other living things safe, too. Ask participants to brainstorm a list of ways that ATVs may impact living things and habitats. Write this list on a chalkboard/whiteboard or flipchart.

You can generate an overall list, or break it down into categories such as wildlife, plants, and non-living things. Refer to the sidebar on page 133 for more information about impacts.
DO THE ACTIVITY

Explain that there is one very simple way to protect animals and habitat at the same time. Riding on trails! Help participants understand this by leading them through a guided discussion:

- What would happen if we didn’t have roads for cars? (Autos would drive over lawns, through flower beds, over outdoor furniture, and possibly even into houses and other buildings!)
- How could we protect lawns, furniture, houses, and other things? (By building roads for cars!)
- Explain how trails, then, keep forests and other habitats safe. (Trails keep all traffic, and impacts, in one place. If ATVs stay on trails, they are affecting only a very small slice of land. Many habitats, even fragile ones, can handle concentrated use on this small scale.)

Explain that many ATV operators need reminding that staying on trails protects living things. A good one to do this is with an interpretive sign. This kind of sign educates people and inspires them to do the right thing.

Divide participants into to six teams. Give each team (or let them choose) a Bird Home on the Range Card. Explain that each team will use art materials to design an interpretive sign that will be posted at the head of a trail. This sign should educate operators/riders about the bird species present and also inspire them to stay on the trails.

Give teams time to design and draw their signs.

TEACHING TIPS

Your brainstorm list may include:

- ATVs may tear up plants.
- They may compact soil, making it too hard for plants to grow and increasing water runoff.
- They may cause erosion — the movement of soil from one place to another.
- If ATVs drive through wetlands or rivers, they may hurt fishes and other aquatic species.
- They may hurt nesting birds and other animals.
- They may harass wildlife.
REFLECT
Ask teams to share their designs with the rest of the group. Ask:
■ What did you learn from this activity?
■ What did you like best about what we did?
■ Why is it important to learn how ATVs affect birds and other animals?

APPLY
Ask:
■ What happens when birds and other animals lose habitat?
■ How can trails protect animals such as birds?
■ Do you think we’re responsible for protecting animals and habitat?
■ Why would some people decide not to operate/ride on trails?
■ How can you encourage people to stay on trails?

IDEAS TO INVOLVE PARENTS AND/OR OTHER COMMUNITY MEMBERS
You may wish to involve your local department of natural resources in efforts to actually build and post some of the signs designed by participants. Or, invite a wildlife specialist into your group to talk about local bird species and how they are affected by ATV use.
WHAT DID WE LEARN?

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to describe some bird species that are impacted by ATV use.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to discuss how to avoid harming habitats while operating/riding ATVs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
ACTIVITY 7B: Bird Home on the Range Cards

Bird: Brown Thrasher

Scientific Name: Toxostoma rufum

Range: Lives in eastern/central/southern U.S.

Habitat Needs: Likes dense brush and small trees near the edges of woods and swamps. Sometimes they live in towns near brush. The birds’ nests often are found in these brushy areas.

How Affected by ATVs: If you operate ATVs off the trail, you may accidentally destroy the habitat and nests of this bird. The brown thrasher must then leave to find better habitat.

ACTIVITY 7B: Bird Home on the Range Cards

Bird: Killdeer

Scientific Name: Charadrius vociferus

Range: Lives all over the U.S.

Habitat Needs: Lives near fields, airports, lawns, and shores. Its nests are built on the ground, often near shallow water. It likes to spend time near wet potholes in farm fields.

How Affected by ATVs: A killdeer will try to lead predators away from its nest by pretending to have a broken wing. But it’s hard to avoid the nest because it blends into the ground. Operating/riding your ATV off the trail can destroy nests or young. Operating/riding in shallow wetlands harms killdeer feeding areas.
ACTIVITY 7B: Bird Home on the Range Cards

Bird: Rock Wren

Scientific Name: Salpinctes obsoletus

Range: Lives in the western U.S.

Habitat Needs: This bird spends its time in rocky canyons. It makes its nest in rock crevices. Sometimes it paves the opening with small stones.

How Affected by ATVs: If you ride ATVs off the trail in dry, rocky areas, you may disturb this bird. Noises can cause this bird to fly away in search of a quieter home.

ACTIVITY 7B: Bird Home on the Range Cards

Bird: Vesper Sparrow

Scientific Name: Pooecetes gramineus

Range: Lives all over the U.S.

Habitat Needs: This bird can be found in meadows, fields, prairies, and along roads. It looks for dry dirt in which to “bathe.” It hops among the weeds looking for seeds and bugs.

How Affected by ATVs: If you operate in ditches or off the trail, you can harm nests and young birds. ATVs also can tear up plants and seeds that the sparrow needs for food and cover.
ACTIVITY 7B: Bird Home on the Range Cards

Bird: Snowy Plover

Scientific Name: Charadrius alexandrinus

Range: Lives on the West Coast and in Nevada, Colorado, Texas, and Oklahoma.

Habitat Needs: In California, this bird lives and nests along seashores near bushes.

How Affected by ATVs: When you operate on a wet beach, snowy plover chicks can actually get stuck in the tire ruts and are not able to get out again! They can starve to death. Also, ATVs sometimes run over the birds or hurt nests.

ACTIVITY 7B: Bird Home on the Range Cards

Bird: Sandhill Crane

Scientific Name: Grus canadensis

Range: Lives all over the United States but mostly in the Midwest and West.

Habitat Needs: This really big bird lives and nests near wetlands and rivers. Adult cranes can be four feet tall!

How Affected by ATVs: Since the cranes like to forage in farm fields, they are easily harassed by ATVs. If you operate near nests, you may scare adults off and doom the chicks!
ACTIVITY 7B: Bird Home on the Range Cards

**Bird:** Whip-poor-will

**Scientific Name:** Caprimulgus vociferus

**Range:** Lives in the eastern U.S. and parts of southwestern U.S.

**Habitat Needs:** This bird hides in hilly, leafy forests. It builds its nest on the ground and then covers it with leaves, so it’s almost impossible to see.

**How Affected by ATVs:** The population of the whip-poor-will has been dropping. It may be because we are disturbing the birds. Using ATVs off the trail may hurt nests, food, and cover for this bird.

---

**ACTIVITY 7B: Bird Home on the Range Cards**

**Bird:** Wood Duck

**Scientific Name:** Aix sponsa

**Range:** Lives in the eastern U.S. and parts of western U.S.

**Habitat Needs:** This colorful duck lives in ponds, lakes, rivers, or swamps surrounded by woods. It uses larger trees in these woods to build nests.

**How Affected by ATVs:** If you operate off the trail on an ATV, you might harm the bird or disturb its nest.
ACTIVITY 7C: ATV BEE

OBJECTIVES
Participants review and comprehend different strategies and rules that are used to safely operate/ride ATVs.

LIFE SKILLS
Critical thinking, communication

ATV SAFETY MESSAGE
Safe operating/riding is right operating/riding.

NUMBER OF PARTICIPANTS
Six to 30. You can choose to place participants in teams of five (you might have multiple teams), or you can use two teams and let other participants be spectators. Use the configuration that works best for your group.

AGES
10 to 16. Mix older and younger participants on teams.

TIME
30 to 45 minutes

LOCATION
Indoors or outdoors

TEACHING STRATEGIES
Adults or teens plan and lead the activity. Teens may have creative adaptations they wish to share!

MATERIALS NEEDED
- Photocopies of ATV Bee Questions (pages 144-146)
- Chalkboard and chalk, whiteboard and markers, or flipchart and markers
- Buzzers/bells for each team
ACTIVITY BACKGROUND

This activity gives you a broad, fun way of testing knowledge about safety messages and issues regarding ATV riding. Use it as a summary activity for your group.

BEFORE YOU BEGIN

You may wish to write the different categories of the questions on a chalkboard/whiteboard or flipchart (see ATV Bee Questions, pages 144-146), or actually reproduce the ATV Bee as a gameboard.

START HERE

Explain to participants that they’ll be playing the ATV Bee game. It’s like a spelling bee, except it doesn’t involve spelling or insects. But it does involve teams. Teams compete with each other to see who knows the most about ATV safety.

DO THE ACTIVITY

Divide participants into two or more teams (see notes under Number of Participants, page 140). Explain that the object is simple: To know the most about ATV safety. Teams will get 10 seconds to discuss a correct answer after they buzz/ring in, but they can only offer one answer. If they are right, they get five points. If they are wrong, they lose five points. The team that hits the ATV SUPER BEE question (see marked cards) gets or loses up to 25 points (they choose the value before the question is read). This team must try to answer the question.

Introduce categories of questions (refer to list or gameboard, if applicable). Ask the first team to pick a category. Explain that the first team to answer gets the right to pick the next category, and retains that right as long as they buzz/ring in first with the correct answer.

Appoint a scorekeeper. Give teams buzzers/bells.

Play the game. Act as reader/moderator.
REFLECT
Review any questions that participants were confused about or answered incorrectly. Ask:
- What did you learn from this activity?
- What did you like about this activity?
- Was there anything you would change if you played this game again?

APPLY
Ask:
- Why is ATV safety important?
- Describe five things you learned about ATV safety.
- Where could you go if you needed more information or training?
- How would you share what you learned with others?
- How will your new knowledge and skills protect you?

IDEAS TO INVOLVE PARENTS AND/OR OTHER COMMUNITY MEMBERS
It’s Parents Versus Kids!
Do this activity with two teams — parents and offspring. See which team knows what’s best when it comes to ATV safety!
WHAT DID WE LEARN?

Fill in the matrix, evaluating how members of the group performed. Use the results to re-emphasize in future activities any skills that were missed.

<table>
<thead>
<tr>
<th></th>
<th>PERFORMED WELL</th>
<th>NO OPINION</th>
<th>PERFORMED POORLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to review and com-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prehend different strate-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gies and rules that are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>used to safely operate/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ride ATVs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to work well in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teams.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may identify individuals who are having trouble understanding key points or gaining skills. Use teen or adult leaders to provide special help and encouragement to these individuals.
ATV BEE QUESTIONS

All questions are worth five points each, except for ATV SUPER BEE questions. These are worth up to 25 points each, depending on how much the team who chooses the question bids (that team must answer the question).

FIT YOUR MACHINE!

Q. About which position should the upper portion of your leg be when operating/riding if your ATV fits correctly?
A. It should be about horizontal.

ATV SUPER BEE

Q. Give one specific reason why you need about three to six inches of clearance between your inseam and the ATV seat.
A. There are three:
   ■ It permits you to stand up and absorb shocks through the legs while operating/riding on rough terrain.
   ■ It minimizes the possibility that your seat will hit you during a ride, throwing you over the handlebars.
   ■ It gives you improved visibility and comfort.

ATV TIDBITS

ATV SUPER BEE

Q. What is the top safe speed of an ATV for a youth operator/ rider?
A. Depends on conditions and age and skill of operator. Most recommendations allow for young operators/riders to gradually increase their speed limit as they mature, up to about 30 mph by age 16.

Q. Which is the safest stunt to perform while operating/riding an ATV — flip, aerial, wheelie, or none of the above?
A. None of these stunts are foolproof, even for experienced operators/riders. ATVs tires should be kept in contact with the ground at all times.
Q. I’m going to read a list of places. Two of them are not made for ATVs. Tell me which ones they are. Farm field, dirt trail, ditch, yard, ATV forest trail, paved road.
A. Ditch and paved road. Ditches can have many obstacles, including brush and wires/fences. Sometimes operators/riders come out of ditches onto roads and strike automobiles. Paved roads aren’t the best surface for operating an ATV and they can be dangerous due to traffic.

GEAR UP!
Q. Which piece of protective gear keeps gnats and other flying things out of your eyes?
A. Goggles!

Q. Which is the single most important piece of protective gear?
A. The helmet!

Q. Which piece of protective gear helps you stay on the footrest?
A. Boots.

Q. Which part of the helmet helps keep it on your head?
A. The chin strap.

CALM AND CONTROLLED
Q. How many people total can an ATV carry?
A. One, unless the machine is a specially-built two-up, or tandem machine. In this case, the machine can carry one operator/ride and one passenger.

Q. Which is a safer surface for an ATV — paved or dirt?
A. Dirt.

Q. At which age are you exempt from an ATV operator/ride’s course?
A. None. All operators/riders need training before they get on an ATV.

Q. What is the safe amount of alcohol for an operator/ride to consume before operating/riding?
A. None. People are impaired to some degree by alcohol, based on heat, amount of food in the stomach, and other factors, which combine to make alcohol unpredictable.
BIRD WORDS AND OTHER NATURE FACTS

Q. This little shorebird sometimes falls into ATV tire tracks.
A. A snowy plover!

Q. What’s an environmentally better choice — operating/riding in open country or on trails?
A. Trails! By staying on trails, you help keep habitat intact — good for birds, bees, and other flying and hopping things!

Q. True or false: You can operate/ride across deserts because they’re just a bunch of sand and dirt.
A. False. Desert soils contain millions upon millions of tiny living things and are very fragile. Operating/riding off of trails in these places hurts habitat.

Q. Name two bird species that might be harmed by operating/riding ATVs off of trails.
A. Killdeer, vesper sparrow, wood duck, and many other species. Many other animals can be hurt by ATVs as well.
APPENDICES

CONTENTS:

- Appendix A: Sources of ATV Information and Training Programs
- Appendix B: U.S. Consumer Product Safety Commission (CPSC) Data
- Appendix C: Parent Packet
APPENDIX A: SOURCES OF ATV INFORMATION AND TRAINING PROGRAMS
SOURCES OF ATV INFORMATION AND TRAINING PROGRAMS

- The ATV Safety Institute (ASI), a not-for-profit division of the Specialty Vehicle Institute of America. The SVIA is a not-for-profit trade association. ASI offers the ATV RiderCourse<sup>SM</sup> free of charge to SVIA members’ customers and their eligible family members when they purchase a new ATV. The course also is available for a reasonable fee to all interested people who are not eligible for free training. The course centers on safe operating/riding, protective gear, environmental concerns, and local laws. For more information or to enroll in an ATV RiderCourse near you, visit www.atvsafety.org, or call toll-free (800) 887-2887.

- The U.S. Consumer Product Safety Commission issues recommendations regarding ATV safety. For more information, visit www.atvsafety.gov or www.cpsc.gov.

- Utah and other states offer ATV training by certified instructors through their departments of natural resources. Contact the natural resource agency in your state for more information.

- *Progressive Farmer* magazine hosts Progressive Farmer Farm Safety Day Camps across the country, with topics including how to stay safe around ATVs. These camps reach more than 60,000 children and adults annually.

- Farm Safety 4 Just Kids is an organization started in 1987 by an Iowa mother who lost a child to a farm accident. The organization publishes fact sheets, sponsors annual meetings and conferences, and maintains a website promoting ATV safety. For more information, visit www.FS4JK.org.

- The Children’s Safety Network Rural Injury Prevention Resource Center provides information about ATV-related injuries to youth.

- The National Off-Highway Vehicle Conservation Council, Inc., provides an ongoing forum to share information and develop partnerships and provides safety information and materials. For more information visit www.NOHVCC.org.

- Some 4-H groups offer skill-based ATV operating/riding competitions. Contact the state 4-H office for information on opportunities in each state.
## REPORTED ATV-RELATED DEATHS BY YEAR AND AGE GROUP

ATVs with 3, 4 or Unknown Number of Wheels  
January 1, 1982 to December 31, 2005.  

<table>
<thead>
<tr>
<th>YEAR</th>
<th>YOUNGER THAN 12 YEARS OLD</th>
<th>YOUNGER THAN 12 YEARS OLD PERCENT OF TOTAL</th>
<th>YOUNGER THAN 16 YEARS OLD</th>
<th>YOUNGER THAN 16 YEARS OLD PERCENT OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>917</td>
<td>13</td>
<td>2,178</td>
<td>30</td>
</tr>
<tr>
<td>2005</td>
<td>57</td>
<td>12</td>
<td>120</td>
<td>26</td>
</tr>
<tr>
<td>2004</td>
<td>59</td>
<td>10</td>
<td>155</td>
<td>25</td>
</tr>
<tr>
<td>2003</td>
<td>67</td>
<td>11</td>
<td>152</td>
<td>24</td>
</tr>
<tr>
<td>2002</td>
<td>45</td>
<td>8</td>
<td>133</td>
<td>25</td>
</tr>
<tr>
<td>2001</td>
<td>58</td>
<td>11</td>
<td>132</td>
<td>26</td>
</tr>
<tr>
<td>2000</td>
<td>50</td>
<td>11</td>
<td>124</td>
<td>27</td>
</tr>
<tr>
<td>1999</td>
<td>34</td>
<td>9</td>
<td>90</td>
<td>23</td>
</tr>
<tr>
<td>1998</td>
<td>30</td>
<td>12</td>
<td>82</td>
<td>33</td>
</tr>
<tr>
<td>1997</td>
<td>38</td>
<td>16</td>
<td>79</td>
<td>33</td>
</tr>
<tr>
<td>1996</td>
<td>40</td>
<td>16</td>
<td>87</td>
<td>35</td>
</tr>
<tr>
<td>1995</td>
<td>26</td>
<td>13</td>
<td>64</td>
<td>32</td>
</tr>
<tr>
<td>1994</td>
<td>20</td>
<td>10</td>
<td>54</td>
<td>27</td>
</tr>
<tr>
<td>1993</td>
<td>18</td>
<td>10</td>
<td>59</td>
<td>32</td>
</tr>
<tr>
<td>1992</td>
<td>32</td>
<td>14</td>
<td>71</td>
<td>32</td>
</tr>
<tr>
<td>1991</td>
<td>40</td>
<td>17</td>
<td>68</td>
<td>30</td>
</tr>
<tr>
<td>1990</td>
<td>27</td>
<td>12</td>
<td>81</td>
<td>35</td>
</tr>
<tr>
<td>1982-89</td>
<td>276</td>
<td>18</td>
<td>627</td>
<td>40</td>
</tr>
</tbody>
</table>

*Source of data is U.S. Consumer Product Safety Commission. March 2007. 2005 Annual Report of All-Terrain Vehicle (ATV)-Related Deaths and Injuries. More information is available on the CPSC website at www.cpsc.gov. Note: Reporting is incomplete for 2002-2005. Percentages for years for which reporting is incomplete should be interpreted with caution because the rate at which deaths are reported may not be consistent across all age groups.*
## Annual Estimates of ATV-Related Hospital Emergency Room Treated Injuries

ATVs with 3, 4 or Unknown Number of Wheels

January 1, 1982 through December 31, 2005

<table>
<thead>
<tr>
<th>Year</th>
<th>Estimated Number of Injuries All Ages</th>
<th>Estimated Number of Injuries Ages Less Than 16 Years</th>
<th>Percent of Total Ages Less Than 16 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>136,700</td>
<td>40,400</td>
<td>30</td>
</tr>
<tr>
<td>2004</td>
<td>136,100</td>
<td>44,700</td>
<td>33</td>
</tr>
<tr>
<td>2003</td>
<td>125,500</td>
<td>38,600</td>
<td>31</td>
</tr>
<tr>
<td>2002</td>
<td>113,900</td>
<td>37,100</td>
<td>33</td>
</tr>
<tr>
<td>2001</td>
<td>110,100</td>
<td>34,300</td>
<td>31</td>
</tr>
<tr>
<td>2000</td>
<td>92,200</td>
<td>32,000</td>
<td>35</td>
</tr>
<tr>
<td>1999</td>
<td>82,000</td>
<td>27,700</td>
<td>34</td>
</tr>
<tr>
<td>1998</td>
<td>67,800</td>
<td>25,100</td>
<td>37</td>
</tr>
<tr>
<td>1997</td>
<td>52,800</td>
<td>20,600</td>
<td>39</td>
</tr>
<tr>
<td>1996</td>
<td>53,600</td>
<td>20,200</td>
<td>38</td>
</tr>
<tr>
<td>1995</td>
<td>52,200</td>
<td>19,300</td>
<td>37</td>
</tr>
<tr>
<td>1994</td>
<td>50,800</td>
<td>21,400</td>
<td>42</td>
</tr>
<tr>
<td>1993</td>
<td>49,800</td>
<td>17,900</td>
<td>36</td>
</tr>
<tr>
<td>1992</td>
<td>58,200</td>
<td>22,000</td>
<td>38</td>
</tr>
<tr>
<td>1991</td>
<td>58,100</td>
<td>22,500</td>
<td>39</td>
</tr>
<tr>
<td>1990</td>
<td>59,500</td>
<td>22,400</td>
<td>38</td>
</tr>
<tr>
<td>1989</td>
<td>70,300</td>
<td>25,700</td>
<td>37</td>
</tr>
<tr>
<td>1988</td>
<td>74,600</td>
<td>28,500</td>
<td>38</td>
</tr>
<tr>
<td>1987</td>
<td>93,600</td>
<td>38,600</td>
<td>41</td>
</tr>
<tr>
<td>1986</td>
<td>106,000</td>
<td>47,600</td>
<td>45</td>
</tr>
<tr>
<td>1985</td>
<td>105,700</td>
<td>42,700</td>
<td>40</td>
</tr>
<tr>
<td>1984</td>
<td>77,900</td>
<td>Not Available</td>
<td></td>
</tr>
<tr>
<td>1983</td>
<td>32,100</td>
<td>Not Available</td>
<td></td>
</tr>
<tr>
<td>1982</td>
<td>10,100</td>
<td>Not Available</td>
<td></td>
</tr>
</tbody>
</table>

## DEATHS ASSOCIATED WITH ATVS BY STATE

### ATVs with 3, 4 or Unknown Number of Wheels

*January 1, 1982 through December 31, 2005*

<table>
<thead>
<tr>
<th>STATE</th>
<th>TOTAL REPORTED DEATHS</th>
<th>STATE</th>
<th>TOTAL REPORTED DEATHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>373</td>
<td>Oklahoma</td>
<td>109</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>394</td>
<td>Maine</td>
<td>96</td>
</tr>
<tr>
<td>Texas</td>
<td>308</td>
<td>Iowa</td>
<td>96</td>
</tr>
<tr>
<td>Michigan</td>
<td>280</td>
<td>Kansas</td>
<td>92</td>
</tr>
<tr>
<td>New York</td>
<td>284</td>
<td>Idaho</td>
<td>89</td>
</tr>
<tr>
<td>West Virginia</td>
<td>335</td>
<td>Colorado</td>
<td>93</td>
</tr>
<tr>
<td>Tennessee</td>
<td>283</td>
<td>New Mexico</td>
<td>76</td>
</tr>
<tr>
<td>Florida</td>
<td>295</td>
<td>Washington</td>
<td>78</td>
</tr>
<tr>
<td>Kentucky</td>
<td>326</td>
<td>Nebraska</td>
<td>63</td>
</tr>
<tr>
<td>North Carolina</td>
<td>275</td>
<td>South Carolina</td>
<td>83</td>
</tr>
<tr>
<td>Arkansas</td>
<td>185</td>
<td>Massachusetts</td>
<td>54</td>
</tr>
<tr>
<td>Mississippi</td>
<td>207</td>
<td>New Hampshire</td>
<td>53</td>
</tr>
<tr>
<td>Georgia</td>
<td>229</td>
<td>New Jersey</td>
<td>54</td>
</tr>
<tr>
<td>Ohio</td>
<td>203</td>
<td>Vermont</td>
<td>42</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>198</td>
<td>Nevada</td>
<td>50</td>
</tr>
<tr>
<td>Minnesota</td>
<td>196</td>
<td>Maryland</td>
<td>53</td>
</tr>
<tr>
<td>Missouri</td>
<td>211</td>
<td>South Dakota</td>
<td>42</td>
</tr>
<tr>
<td>Alabama</td>
<td>151</td>
<td>North Dakota</td>
<td>40</td>
</tr>
<tr>
<td>Louisiana</td>
<td>152</td>
<td>Montana</td>
<td>43</td>
</tr>
<tr>
<td>Arizona</td>
<td>147</td>
<td>Connecticut</td>
<td>30</td>
</tr>
<tr>
<td>Illinois</td>
<td>149</td>
<td>Wyoming</td>
<td>31</td>
</tr>
<tr>
<td>Utah</td>
<td>114</td>
<td>Delaware</td>
<td>7</td>
</tr>
<tr>
<td>Virginia</td>
<td>137</td>
<td>District of Columbia</td>
<td>4</td>
</tr>
<tr>
<td>Indiana</td>
<td>138</td>
<td>Hawaii</td>
<td>11</td>
</tr>
<tr>
<td>Alaska</td>
<td>103</td>
<td>Rhode Island</td>
<td>5</td>
</tr>
<tr>
<td>Oregon</td>
<td>119</td>
<td>Puerto Rico</td>
<td>2</td>
</tr>
</tbody>
</table>

---

APPENDIX C: PARENT PACKET
DEAR PARENTS AND OTHER CAREGIVERS,

Your child is participating in the 4-H ATV Safety Program. This program was developed to teach young people about all-terrain vehicle (ATV) safety. The activities taught in the program curriculum do not include the actual use of ATVs. The program does not take the place of a certified and/or hands-on riding course.

In this program, we help participants understand that it’s normal to be well-trained, wear safety gear, operate/ride at appropriate speeds, and avoid risks. Our program emphasizes safety issues while enhancing the abilities of participants to think critically and assess risk more successfully.

As a parent or caregiver, you have a very important job to do! Adults need to carefully supervise young operators/riders, ensure they are wearing proper safety equipment, and follow other protective measures. Parents and caregivers should not underestimate the risks of operating/riding ATVs. As a parent or caregiver you are responsible for ensuring the safety of the child.

This program recommends that anyone under age 16 be supervised while using ATVs. A disproportionate amount of minors are injured and killed each year on ATVs. Supervising operators/riders won’t guarantee a safe experience, but it will increase the odds that operators/riders will be protected from injury.

If you own ATVs, remember that other children, often untrained, may have access to your machines. Ensure that all young people who operate/ride your machines are certified operators/riders. Supervise them as they enjoy the sport of four-wheeling!
TOP TEN SAFETY TIPS

Post this near your ATVs, on your refrigerator, or in any other spot that will gain the attention of your young operator/ rider. Take every opportunity to review these rules with your child:

- Take an approved ATV safety course from a certified instructor before operating/riding, such as the ASI RiderCourse. For information see the ASI's website at www.atvsafety.org.

- Fit your ATV according to age/size! Follow the manufacturer’s recommended guidelines and the ATV Fit Guidelines. Youth under age 16 should not operate/ride adult-size machines.

- Use good judgment when operating/riding an ATV.

- Wear helmets and other safety gear.

- Operate/ride only on appropriate surfaces such as dirt trails.

- Operate/ride singly, never with passengers. If operating/riding a two-up, or tandem ATV, operate/ride with one passenger only. That passenger should be at least 12 years old.

- Stay in control of the vehicle.

- Avoid alcohol or drugs at all times, including when operating an ATV.

- Scout new terrain before operating/riding.

- Know and follow the local and state rules that govern ATV use.

Any operator/ rider under the age of 16 should be supervised at all times by an adult!

### AGE AND ENGINE SIZE GUIDELINES (ASI)

<table>
<thead>
<tr>
<th>AGE</th>
<th>ENGINE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 to 11</td>
<td>Under 70 ccs</td>
</tr>
<tr>
<td>12 to 15</td>
<td>70 to 90 ccs</td>
</tr>
<tr>
<td>16 &amp; older</td>
<td>Over 90 ccs</td>
</tr>
</tbody>
</table>

For additional information regarding age/size guidelines, please visit ASI’s website at [www.atvsafety.org](http://www.atvsafety.org).
OTHER PARENT/CAREGIVER TIPS

All operators/riders should show good judgment and attention to rules and safety.

- Many different manufacturers make ATVs. When buying a machine, make sure the ATV is manufactured to meet U.S. mechanical/performance requirements, has clear labeling, and comes with an owner’s manual that is easy to understand.

- Assess your child’s attention span before encouraging him or her to participate in ATV operating/riding instruction.

- If properly supervised and focused on education, ATV operator/rider clubs may be a good way to learn safe techniques. Join with your child, and assess the club’s emphasis on safety.

- Encourage your child to be part of ATV-related community projects, such as trail building or operator/rider education.

- Even large young people should not be operating/riding adult-size ATVs. They may lack the emotional maturity, judgment, and experience to handle machines with more engine power.

- Give your child the right to operate/ride ATVs when he or she has demonstrated responsibility by learning how to operate/ride and follow safety rules.

- Provide real-life problems for your child to solve, including “what if” situations in terms of ATV use. Also let your child set (and evaluate) goals for becoming a better operator/rider and for contributing to the community’s ATV safety efforts.

- Let your child practice making decisions, motivating himself or herself, taking the lead, serving the community, thinking critically, and practicing self-discipline and responsibility. These life skills are all applicable to ATV safety.

- Go to the 4-H ATV Safety website, www.atv-youth.org, and explore the site with your child. You’ll find interactive games and quizzes that help young people learn about ATV safety.
WAIVERS AND RELEASE OF LIABILITY

Before initiating a 4-H ATV Safety Program, make sure you have given adequate attention to potential risk management issues. In many 4-H programs there is some risk and most 4-H programs have models of parent permission and release of liability forms in common use. Check with your 4-H risk management expert for specific guidance. Two samples are included here for your consideration and reference. These are intended as a resource for you but the “final” word on what format is adequate in your county and state must come from someone in authority with your Cooperative Extension Service!

SAMPLE WAIVER AND RELEASE OF LIABILITY #1

(To be reproduced on County/State Extension Office Letterhead)

Read carefully before signing:

I understand that participating in 4-H activities can involve certain risks to my child. On behalf of my child I accept those risks. I hereby release and discharge ____________ University, The Trustees of ____________ University, the ____________ County Commissioners, the ____________ County Cooperative Extension Service, and each of their trustees, officers, appointees, agents, employees, and volunteers (“Released Parties”) from all claims which my child or I might have for any injury or harm to my child, including death, arising out of my child’s participation in any activity related to the 4-H ATV Safety project, even if such injury or harm is caused by any of the Released Parties.

4-H Member’s Name (please print) 4-H Member Signature (if age 18 or older)

Signature of Parent/Legal Guardian Date

Signature of Parent/Legal Guardian Date
SAMPLE WAIVER AND RELEASE OF LIABILITY #2
(To be reproduced on County/State Extension Office Letterhead)

Read carefully before signing:
I, on behalf of myself, and his or her legal guardian if I am under the age of 19 years, my personal representatives and my heirs, voluntarily agree to release, discharge, and hold harmless ________________ University, The Trustees of ________________ University, the ________________ County Commissioners, the ________________ County Cooperative Extension Service, and each of their trustees, officers, appointees, agents, employees, property owner of operating/riding sites and volunteers (“Released Parties”) from any and all claims, suits, costs, expenses, attorney fees, or causes of action for bodily injury, property damage, wrongful death, loss of services or otherwise that, directly or indirectly, are based upon, arise out of or are connected with my use of ATVs, recreation vehicles, or any other type of motorized vehicle and related activities during my participation in the 4-H ATV Safety Program.

I fully understand and acknowledge that: (a) risks and dangers exist in my use of ATVs or any other motorized vehicle and related equipment while operating/riding or otherwise participating in the 4-H ATV Safety Program; (b) my participation in such activities and/or use of such equipment may result in injury or illness including but not limited to bodily injury, disease, strains, fractures, partial and/or total paralysis, death or other ailments that could cause serious and/or permanent disability or disfigurement; (c) these risks and dangers may be caused by the negligence of the ________________ State/County Cooperative Extension Service, or their trustees, officers, appointees, agents, employees, and volunteers (“Released Parties”); the negligence of the participants, the negligence of others, accidents, breaches of contract, the forces of nature or other causes. These risks and dangers may arise from foreseeable or unforeseeable causes; and (d) by participation in these activities and/or use of equipment. I hereby assume all risk and dangers and all responsibility for any losses, injury and/or damages, whether caused in whole or in part by the negligence or other conduct of the trustees, officers, appointees, agents, employees, or volunteers of the ________________ State/County Cooperative Extension Service or by any other person.

I have read this release, understand it completely, and execute it voluntarily with full knowledge of its consequences.

Date

Participant Name (print) Participant Signature (signed in presence of witnesses)

Participant Address

Witness Name (print) Witness Signature

Witness Name (print) Witness Signature

Signature of Parent/Legal Guardian (signed in presence of witnesses if participant is under 19 years of age)
National 4-H Council works to advance the 4-H youth development movement, building a world in which youth and adults learn, grow, and work together as catalysts for positive change. National 4-H Council partners with the Cooperative Extension System of the Land Grant Universities, the National 4-H Headquarters at USDA, communities, and other organizations to provide technical support and training, develop curricula, create model programs and promote positive youth development to fulfill its mission. National 4-H Council also manages the National 4-H Youth Conference Center, a full-service conference facility, and the National 4-H Supply Service, the authorized agent for items bearing the 4-H name and emblem. National 4-H Council is a nonprofit 501(c)(3) organization. National 4-H Council is committed to a policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, sex, religion, religious creed, ancestry or national origin, age, veteran status, sexual orientation, marital status, disability, physical or mental disability. Mention or display of trademark, proprietary product or firm in text or figures does not constitute an endorsement by National 4-H Council and does not imply approval to the exclusion of suitable products or firms.
For more information contact:

4-H ATV SAFETY
7100 Connecticut Avenue
Chevy Chase, MD 20815
atvsafety@fourhCouncil.edu
www.atv-youth.org

4-HATV1G 11/11 1,000