

Welcome to *ATV Adventures! Fit To Ride*

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.¹ Today, millions of people ride ATVs for work or recreation.

Since accidents happen to people riding ATVs, 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 5,200 ATV-related deaths have occurred since the early 1980s.²

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 Institute (ATV RiderCourse). It is intended to be used with audiences that have never ridden ATVs or those that are actively riding, whether trained or not, and need reinforcement regarding safe practices.

How Can This Book Help Keep Riders Safe?

In this *Leader's Guide*, we focus on the socially normal behavior of safely riding ATVs. This helps youth understand that it's normal to be well trained, wear safety gear, 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.

What are the Goals of the 4-H Community ATV Safety Program?

- To educate and inform pre-teen, teen, and adult ATV riders about safe riding techniques and practices.
- To help pre-teens and teens increase their critical thinking and life skills as well as enhance their abilities to assess risk and solve problems regarding the use of ATVs by youth under the age of 16 years.
- To educate parents and other caregivers to protect young riders through supervision and monitoring.
- To help communities address issues related to safe use of ATVs.

Other ATV safety resources in this series include:

- *ATV Adventures! Safe Riding Tips*. Use this brochure at fairs, informational booths, and other places to give a quick introduction to ATV safety. You can also use it as a give-away at ATV educational events to reinforce safety concepts.
- *ATV Adventures! Rider Handbook*. Use this handbook in conjunction with a course, such as the one offered by the ATV Safety Institute (ASI), to teach the technical aspects of riding.

¹ It is no longer legal for U.S. companies to manufacture three-wheeled ATVs, since they were deemed more unstable than four-wheeled vehicles. However, many three-wheeled ATVs are re-sold in the United States each year.

² U.S. Consumer Products Safety Commission. 2003. *Annual Report: All-Terrain Vehicle (ATV)-Related Deaths and Injuries*.

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 riders, ensure they are wearing proper safety equipment, and follow other protective measures. Parents and caregivers should not underestimate the risks of riding improperly or overestimate the skills of young riders.

Critical Elements for ATV Safety and Other Youth Programs³

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.
- *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.

Mastery

- *Opportunities for Mastery.* Everyone who participates in your program should feel good about their 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.
- *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.

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

³ Developed by Cathann Kress, Director, Youth Development CSREES/USDA, *Essential Elements of 4-H*

sense of influence over their own lives and exercise their potential to become self-directing adults.

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.

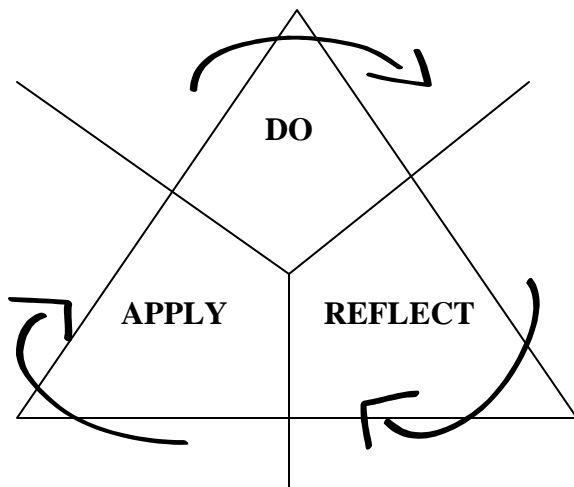
How to Use This Curriculum

The activities in this *Leader's Guide* can be used at 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 x lists a *Sample ATV Adventures! FIT TO RIDE 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 ride ATVs without passengers.) 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. We have included a *Planning Guide* that contains core/optional designations, learning goals, ages/grades, and time needed for each activity.⁴

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 retain more, since they process and apply information. The end result is the learner has more knowledge and better skills.



The ATV Safety Institute, a division of the Specialty Vehicle Institute of America, offers technical ATV rider training, called the ATV RiderCourse. This half-day course is conducted by licensed ASI instructors and offers students an opportunity to increase their safety knowledge and practice basic riding skills in a controlled environment. For more information, go to www.svia.org or www.atvsafety.org, or enroll in a class by calling (800) 887-2887.

Other organizations in your state may offer 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 for more information.

⁴ This curriculum does not require ATVs for activities, except for *Fit Like a Glove*, page x.

Steps of Experiential Learning

<i>Do:</i> 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.
<i>Share:</i> Ask questions about the activity and the experience after they've completed it. Participants describe the results and their reactions.
<i>Process:</i> Ask questions about something that was important about the experience. Children analyze the experience and reflect upon the results.
<i>Generalize:</i> Apply the results back to real world examples. Ask questions to help children connect the subject matter to life skills and the bigger world.
<i>Apply:</i> Help participants apply what they learned to their own lives, 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 Riding

This curriculum focuses on children in grades four to 10. Different age groups are marked by separate developmental characteristics. These traits directly influence a child's ability to ride ATVs in a safe manner. Use the charts below to find out where the children you teach fall developmentally in terms of being able to ride ATVs.

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

Developmental Characteristics of Youth (Grades Four to Eight)⁵	Implications for Safe ATV Riding
<i>Physical:</i> 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.	The need for movement indicates rider immaturity. This age group may not be able to sit still long enough to absorb instructions about safe riding. Instructors/parents should assess attention span and retention before encouraging riders to participate in ATV riding instruction. Note: <i>Fit Guidelines</i> are extremely important.

⁵ Note: The ATV Safety Institute recommends that children under 12 operate machines with engines of less than 70 ccs (cubic centimeters); children 12 to 16 operate machines with engines from 70 to 90 ccs; and 16 and older operate ATVs with engines of 90 ccs and up. However, parents and caregivers should question whether they want children under age 16 operating ATVs. Constant parental supervision should be provided to riders under the age of 18. Under no circumstances should a child, or anyone else, ride as passenger with another operator, even if that person is an adult.

<p><i>Social:</i> 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.</p>	<p>This age group may seek to join ATV rider groups. If properly supervised and focused on education, this may be a good strategy to learn safe techniques. Instructors/parents should ensure riders are joining clubs for their own benefits, and not to "prove" to adults that they are grown up enough to ride.</p>
<p><i>Emotional:</i> 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.</p>	<p>Moody riders can be bad riders. They may feel the slight of other ATV riders more intensely and act in unsafe ways as a result. They may decide to accept ATV rides from peers against their better judgment just to belong. Instructors can help riders feel accepted and worthwhile by emphasizing and recognizing successes and using failures as learning opportunities. Parents and community members can encourage this age group to become part of ATV clubs or community projects, which helps young teens feel they are part of something important.</p>
<p><i>Intellectual:</i> 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.</p>	<p>Before age 11 or 12, riders of this age cannot perceive risk well, since they lack experience and have a hard time envisioning consequences. Also, they may try to ride ATVs without instruction, believing they have the ability to do so without adult help.</p>

<p>Developmental Characteristics of Youth (High School)</p>	<p>Implications for Safe ATV Riding</p>
<p><i>Physical:</i> 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.</p>	<p><i>Fit Guidelines</i> are extremely important. Also, many youth, especially boys, experience dramatic growth spurts at around age 13. They may feel big enough to ride adult-size ATVs, but in fact may lack the emotional maturity, judgment, and experience to safely operate such vehicles.</p>
<p><i>Social:</i> 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.</p>	<p>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 riding.</p>

<p><i>Emotional:</i> 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.</p>	<p>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 riders. Adults can give teens the right to ride ATVs when they've demonstrated responsibility by learning how to ride and follow safety rules.</p>
<p><i>Intellectual:</i> 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.</p>	<p>Instructors/parents can provide real-life problems to solve, including "what if" situations in terms of ATV use. Adults should let riders set (and evaluate) goals for becoming better riders and contribute to the community's efforts to keep riders prepared.</p>

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—those abilities that are developed with the help of caring parents, involved adults, and positive peer relationships—do. Many of the same life skills that help a child grow into adulthood also can protect him or her from risks while riding ATVs.

This curriculum focuses on many of the life skills that other 4-H programs also address. These include: decision making, wise use of resources, communication, leadership, healthy lifestyle choices, community service, self-motivation, self-discipline, personal safety, problem solving, critical thinking, social skills, concern for others, and self-responsibility.⁶

Follow the *National 4-H Recognition Model* in your program:

- Recognize children for participation. This acknowledges their involvement in the first step of working toward a goal and helps build a positive self-image.
- Recognize children for progress toward their personal goals. This helps youth gain experience in setting goals and realistically assessing their abilities.
- Recognize children for achieving standards of excellence. These predetermined targets give youth something to aim for in their learning experiences.
- Recognize children through peer competition. This can be a strong motivation for some children. It is not appropriate for children under age eight.
- Recognize children for cooperating.

⁶ We use the Targeting Life Skills Model approach in this curriculum. For more information, see Hendricks, Patricia. *Targeting Life Skills Model: Incorporating Developmentally Appropriate Learning Opportunities to Assess Impact of Life Skill Development (Rev.ed.)*. Iowa State University, 4H-137A.

Planning Guide

Chapter/Activity	Learning Objectives	Ages	Time Needed
Chapter One Activity A CORE Swat the Rule	Participants identify and discuss ten rules that will help them stay safe while riding ATVs.	4 th to 10 th grade	30 minutes
Chapter One Activity B OPTIONAL Art World	Participants analyze messages in advertisements and describe how they affect their decisions and beliefs, specifically in terms of ATV riding behavior.	4 th to 10 th grade	30 to 45 minutes
Chapter Two Activity A CORE ATV Gear Up	Participants are able to recognize ATV safety equipment and comprehend the need for its use.	4 th to 10 th grade	30 to 45 minutes
Chapter Two Activity B OPTIONAL Gear Scramble	Participants select appropriate ATV gear and discover that wearing safety equipment helps protect them from injury while riding ATVs.	4 th to 10 th grade	30 to 45 minutes
Chapter Three Activity A CORE Fit Like a Glove	Participants demonstrate proper fit of an ATV and describe how riding a wrong-size machine can be dangerous.	4 th to 10 th grade	One to two hours or more; activity lends itself to a safety or county fair format
Chapter Three Activity B CORE Think Before You Ride	Participants identify and apply the decision-making process.	7 th to 10 th grade	45 to 60 minutes (can be done in two sessions)
Chapter Four Activity A CORE Riding Double is Double Trouble	Participants comprehend and demonstrate that riding with a passenger on an ATV is unstable and unsafe.	4 th to 10 th grade	30 minutes
Chapter Four Activity B OPTIONAL Fifty Ways to Say Get Off!	Participants comprehend and articulate that riding with a passenger on an ATV is unsafe.	4 th to 10 th grade	30 minutes
Chapter Five Activity A CORE Pop-up Obstacles	Participants recognize hazards and anticipate outcomes while simulating rides on ATVs.	4 th to 10 th grade	30 to 45 minutes

Chapter/Activity	Learning Objectives	Ages	Time Needed
Chapter Five Activity B OPTIONAL The Control Game	Participants comprehend how a loss of control can result in unintended consequences.	4 th to 10 th grade	One to two hours (can be done in multiple sessions)
Chapter Five Activity C OPTIONAL Stay in Control Role Play	Participants describe and analyze the concept of staying in control while riding.	7 th to 10 th grade	30 to 45 minutes
Chapter Six Activity A OPTIONAL Slow and Unsteady	Participants demonstrate and analyze the limitations associated with using alcohol or drugs.	4 th to 10 th grade	30 to 45 minutes
Chapter Six Activity B CORE Are You a Role Model?	Participants interpret their behavior to analyze whether they are risk models or role models.	7 th to 10 th grade	30 minutes
Chapter Seven Activity A CORE Injuries R Not Us	Participants list and describe different factors (host, environment, agent) and analyze how these come together to create an unsafe situation.	7 th to 10 th grade	30 to 45 minutes
Chapter Seven Activity B OPTIONAL Bird Home on the Range	Participants describe some bird species that are impacted by ATV use and discuss how to avoid harming habitats while riding ATVs.	4 th to 10 th grade	45 to 60 minutes (can be done in two sessions)
Chapter Seven Activity C OPTIONAL ATV Bee	Participants review and comprehend different strategies and rules that are used to safely ride ATVs.	4 th to 10 th grade	30 to 45 minutes