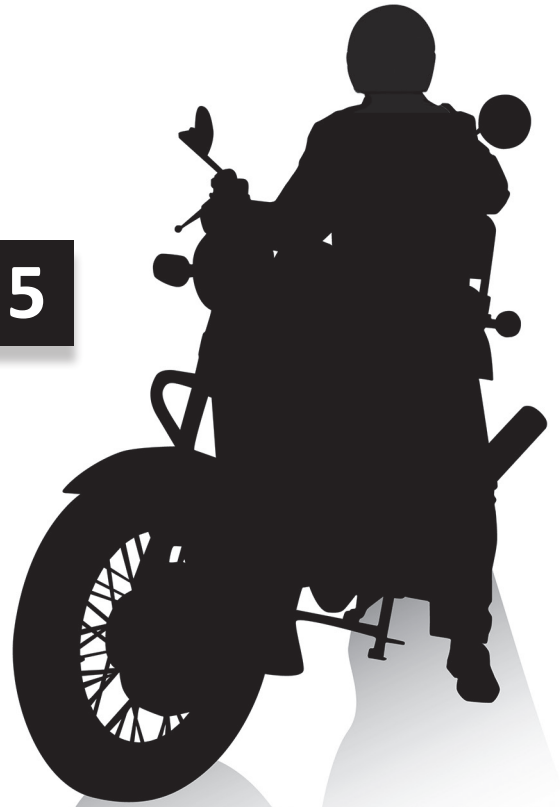


# Motorcycle Mentorship Module 5

## No One Rides Alone





**Warning:** Incorrect or inaccurate information could lead to tragic results on the road. If a question arises that is not covered in the guide and you don't know the answer from your own experience and training, simply state, "That is a great question, I'll get back to you with the answer."

**Your Service Safety Center will help with these types of questions should they arise. Their numbers are as follows:**

US Army Driving Directorate: **334.255.3039**

USMC Safety Division: **703.604.4459**

US Navy Shore Safety: **757.444.3520 x7165**

US Air Force Safety Center: **505.846.0728**

USCG Safety Division: **202.475.5206**



## Preface

**About:** The Defense Safety Oversight Council (DSOC) Motorcycle Mentorship Modules are a set of thirty six (36) facilitation modules designed for the purpose of increasing rider knowledge on various aspects of riding and providing additional capability for self-policing within peer groups. The modules are intended as a mechanism to further decrease motorcycle related mishaps and fatalities within Department of Defense (DoD) by encouraging riders to talk, live, and think about the topic.

**Using the Module:** The module content enclosed is intended as a facilitation guide to assist you with discussing the topic. However, it is still critical to use your skills and talent to engage participants and develop “buy-in” on this subject from your group. To maximize this, motivate and moderate your participants, control the accuracy of participant feedback, and be mindful of their time.

Page	Section
2	<b>Facilitation Guide – A brief overview on conducting a facilitated discussion of a topic</b>
3	<b>Module Overview</b> – This section provides the facilitator a synopsis of the topic, learning objectives, and the suggested environment, props, and handouts for conducting the module
4	<b>Module Discussion Introduction</b> – This section provides guidance to the facilitator in opening up the discussion and getting participants talking about the topic and their relevant experiences
5	<b>Discussion Areas</b> – This section provides various discussion topics, sample facilitation questions, and factual information for the facilitator to lead the discussion
7	<b>Wrap-Up</b> – This section provides guidance to the facilitator on wrapping up the topic discussion
8	<b>Feedback Form</b> – A feedback form to be given to all participants for their feedback on the module discussion
9	<b>Resources</b> – Additional resources and definitions to assist the facilitator in preparing for and conducting the topic facilitation
N/A	<b>Handouts</b> – Figures, pictures, diagrams, etc. to assist the facilitator to better demonstrate a topic idea

## Facilitation Guide for DSOC Mentorship Modules

It is recommended that this Mentorship Module be conducted in a facilitation style. Using the information provided in this Mentorship Module, you, as the facilitator, will lead a discussion on the subject. *You should not be conducting a lecture!* The facilitator's role is to help with how the discussion is proceeding. Participants will have much more "buy in" and connectivity with the information if they have input. One of your roles as the facilitator is to control the accuracy of the input and control the time. From the Mentorship Module, generate questions which will lead to group discussion. The more you let the group participate, the more success you will have.

### Competencies of a Facilitator:

- Prepare prior to the event
- Make sure everyone gets a chance to participate and help members to express themselves
- Ask rather than tell
- Honor the group, display respect for the members, and acknowledge participant contributions
- Ask for others' opinions
- Listen without interrupting
- Demonstrate professionalism and integrity

The key characteristic distinguishing facilitation from other types of leadership, like scripted training, is that the outcomes are never predetermined in a facilitative setting. Although the background information provided with this Module remains the same, the result will depend on the participants, the knowledge and experience they bring, and the information that they feel they need to take away. The group uses the activities provided by the facilitator to unlock expertise, ensure thorough discussion, stay focused and reach decisions that are better than those any individual could come up with alone.

At the beginning of each Mentorship Event, discuss why the participants are there and what they will receive as a result of participating. Adults have limited time and they want to know "What's in it for me?" A facilitator should make training fun. Encourage humor and laughter in your Mentorship Event.

### Principles of Adult Learning:

- Adult Learners want material that is relevant to them. "What's in it for me?" "What will I get out of this that will make a difference to me?"
- Adult Learners come to training events with varying amounts of experience. They like to share their experiences. If you have minimal or no motorcycle experience, you can still draw from your group.
- Even if you have motorcycle experience, you should draw from your group because people tend to remember what "they" said longer than what you said. Information that they "own" is more valuable to them.
- Facilitators are not always subject matter experts; nor do they need to be. Facilitators may draw on the existing knowledge of the participants and the information provided in these Modules.

## Section I: Module Overview

**Time Frame:** One 15-30 minute facilitator-led discussion and participant exercise

**Level of Prior Knowledge:** Novice through advanced motorcycle operator skills—varied experience levels are appropriate.

**Synopsis:** The relationship between the consequences of rider behavior and family or loved ones are discussed and experienced. This module is intended to explore the concept of “no one rides alone”, and accepting responsibility for developing safe personal motorcycling choices. The facilitator’s goal is for participants to understand that their loved ones, significant other, family, friends, and military unit suffer the consequences of the participant’s poor riding choices, undesirable risky behaviors, and undesirable events.

### Learning Objectives:

- Recall relevant elements of motorcycle riding, safe rider choices, and impact on families, friends, military readiness, and individual responsibility.
- Experience the emotional relationship between rider and family or loved ones.
- Participant comprehends presented facts and knowledge—participant may offer alternative perspectives, contribute or supplement accurate statements regarding terms, facts, sequential events, and may share experiential knowledge.

### Suggested Environment/Props/Handouts:

Set up this module in a quiet location, free from distraction and interruptions. A quiet classroom, meeting room, or large theatre—the important consideration is to create a peaceful environment for self-reflection, private thought, and group privacy.

## Section II: Module Discussion

**Introduction:** Facilitate discussion: What does it mean that no one rides alone?

Open discussions with participant-focused activities and introductions. Activities should encourage participant interaction and develop camaraderie and peer-relatedness. Ask for and encourage participant sharing of experiences related to the module topic.

### Sample questions may include:

- Who are the most important people to you?
- What is it like to see someone you love hurt?
- Who here is married or has a significant other?
- Who here has children?

The idea that “no one rides alone” is based on the premise that the overwhelming majority of people have family members, friends, and colleagues whose lives are intertwined with theirs. When an incident occurs on the road causing death or serious injury the effects on others in one’s life can be devastating. This can include items such as loss of family income, long term care and dependency for the person injured, damage to a workplace or business, etc. Being cognizant of the effect one has on others in their life is an important idea that needs to be considered when making risk-based decisions.

## Suggested Discussion Areas:

### Discussion Area 1: Responsibilities and Consequences

#### Facilitation Questions:

- What are our responsibilities to our families and loved ones? What do our loved ones feel if we are injured?
- What are consequences of being killed or seriously injured in an accident?
  - ▶ What are the effects on a spouse and children?
  - ▶ How are other family members affected?
  - ▶ What are the effects on colleagues, co-workers, or business partners?
  - ▶ How often do you consider the consequences of your decisions and the impact on your loved ones?
- What would you do to protect your spouse, children, parents, or siblings?
- What would your spouse, children, parents, or siblings do to protect you?

#### *Facilitator Information:*

When it comes to family, friends, and colleagues a person often has great responsibility. If one is killed, the ramifications for family and loved ones is way beyond just the emotional pain and suffering of that terrible loss. If they are a bread-winner, the financial ramifications are often devastating. This can result in significant hardship on a spouse, especially if they have children, even in cases where life insurance has been obtained. In cases where one is single, significant hardship still can occur for parents or grandparents; particularly if they are elderly (or when they become elderly) and count on support from the individual.

Managers, co-workers or business partners will feel the financial impact also. And, the loss of time and energy put into their training and development can be significant and non-recoverable. In a small organization, each person may be vital to meeting the organization's mission and the loss of a key contributor may lead to organizational set-backs or possible failure. In the case of a small or family business this could even lead to a shut-down of their operation or bankruptcy.

If the rider is seriously injured in an accident to the point of being unable to work or function normally, serious financial and time hardship can be put on significant others, family and parents. The additional pressure to care for a seriously injured rider may overwhelm even the toughest of loved ones as medical treatment and rehabilitation can be very extensive and time consuming. For those with children, not only does one of the adults now require care, but one less person is available to care for the children (For example, in a family of four with two children, the healthy parent now must care for three people. Where there were previously two caregivers for two children, now there is only one, essentially tripling the healthy parent's workload).

In cases where a seriously injured rider has little to no surviving family members to care for them, options may be very challenging and often are limited to what the State or non-profits can provide; generally a group home, the V.A. or similar. This is not a well-publicized part of the dangers of getting hurt with limited family support, but is a reality for many.

*\*Avoid discussions that lead to Line of Duty, Service-member's Groups Life Insurance, Judicial and Non-judicial matters – all of these issues are complicated legal topics and well beyond the scope of this module and module intent.*

## Activity: The costs of poor riding decisions.

### Facilitation Question:

Who is the most important person(s) in the world to you?

**This exercise is designed to evoke strong emotions and for some, may create discomfort – proper decorum and respect is critically important.** The facilitator’s goal is to create a strong sense of empathy (understanding and connection) for family members and loved ones if ever the participant is injured or “lost.”

Ask all participants to think about the most important person(s) in their life. For some, this may be their spouse or significant-other, a parent, child, or close friend. Encourage participants to seriously consider and reflect on the most important person in their life.

Have participants close their eyes and relax. In a soothing tone, ask the participants to imagine they are with their important person and are vacation, the beach, riding a motorcycle, or any activity they enjoy together. Observe the expressions of the participants – most will seem content or happy – allow the participants to fully visualize the activity peacefully.

With a sudden and attention getting motion (i.e. slamming a large book on a table) loudly state that their **“loved one is now gone”** and the participant **“will never see them again.”** The facilitator’s goal is to create a mild shock or surprise as the participant is brought back from their imagined idyllic vacation, eyes suddenly opened by a loud sound – the unexpected loud sound will startle any participant deep in thought. After a short pause (about 5 seconds) and when it appears you have all participant’s attention, explain to the participants that the sudden sense of discomfort or loss is the same emotion felt by their loved one – if anything were to happen to the participant.

Allow the participants to reflect and recompose for approximately 20-30 seconds. Remain aware of any participants who may have recently lost a family member or friend and avoid discussions that may cause extreme discomfort. Otherwise, for those who are able to share loss experiences, ask them to explain what happened and how it impacted them and their family. Relate the feelings of loss to the important people in our lives – how would they feel if we (the participants) were suddenly the ones who were gone from their life. Lacking participants who can share a loss experience, the facilitator might ask about the sense of loss experienced during deployments, Temporary Duty Assignments, or remote tours. The goal of the discussion is for participants to understand how others might feel if they make poor choices in riding that cause injury to themselves.



## Wrap-Up:

### Brief or discuss the following:

- Facilitate discussion on rider decisions and behaviors with consideration for family, friends, and loved ones.
- Ask participants how riders can reduce their risks while riding motorcycles. (Refer to modules: 6, 8, 9, 10, 17, 18, 29, 31 and 33)
- What training and education opportunities are mandated or available? (refer to Module 3)
- What should rider behavior/choices should we avoid to reduce personal rider risk?

**Suggested Wrap-Up Discussion:** Ask participants how they would apply the knowledge they gained from this discussion to their ride home or their next ride with friends. What opinions do they have?

Distribute copies of the DSOC Motorcycle Mentorship Module Evaluation form to all participants and request that they deliver or mail the completed form to the Command or Command Safety Office for processing.

Remind everyone to ride safe, and see you at the next Mentorship Meeting.

# DSOC Motorcycle Mentorship Feedback Form

Presenter Name:

Date:

Topic/Title:

Unit Number:

**Please review each statement below and check the response that closely matches your experience in the Mentorship Module today:**

**1. Please rate the presenter's performance:**

Prepared   
  Not Prepared   
  Engaging   
  Not Engaging   
  Led Discussion   
  LECTURED

Comments:

**2. I was given opportunities to participate in the module's discussion**

Never   
  Only Once   
  2-4 Times   
  Many Times Throughout Discussion

Comments:

**3. With regard to my personal riding experiences, this discussion was:**

Relevant   
  Not Relevant   
  Interesting   
  Not Interesting

Comments:

**4. This discussion topic has provided me with specific learning points that I can use to be a safer, better informed rider**

None   
  One Idea or Fact   
  2-4 Learning Points   
  5 or More

Comments:

**5. I would be interested in participating in other Motorcycle Mentorship Module discussion topics**

Never Again   
  Willing to Try Another Module   
  Would Like to Do Modules Regularly

Comments:

Thank you for your participation. Please make note of any other suggestions or comments below (continue on the back if needed):

Deliver or mail this completed form to the Command or Command Safety Office for processing. Please do not return this form directly to the Module Presenter.

## Resources

### Continued Reading:

**Bless, H.; Fiedler, K.; Strack, F.** (2004). *Social Cognition—How Individuals Construct Social Reality*. East Sussex, UK: Psychology Press

**Glasser, William** (1998). *Choice Theory—A New Psychology of Personal Freedom*. New York: Harper Collins Publishers, Inc.

**Hough, David,** (2002) *More Proficient Motorcycling*, Irvine, CA: Bowtie Press

**Hough, David,** (2009). *Street Strategies: A Survival Guide for Motorcyclists*. Irvine, CA: Bowtie Press





## ACKNOWLEDGMENTS

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