

Motorcycle Mentorship Module 31

Peer Pressure





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.

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2	Facilitation Guide – A brief overview on conducting a facilitated discussion of a topic
3	Module Overview – This section provides the facilitator a synopsis of the topic, learning objectives, and the suggested environment, props, and handouts for conducting the module
4	Module Discussion Introduction – This section provides guidance to the facilitator in opening up the discussion and getting participants talking about the topic and their relevant experiences
5	Discussion Areas – This section provides various discussion topics, sample facilitation questions, and factual information for the facilitator to lead the discussion
12	Wrap-Up – This section provides guidance to the facilitator on wrapping up the topic discussion
13	Feedback Form – A feedback form to be given to all participants for their feedback on the module discussion
14	Resources – Additional resources and definitions to assist the facilitator in preparing for and conducting the topic facilitation
15	Handouts – 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 30-45 minute facilitator-led discussion

Level of Prior Knowledge: Participants should have basic motorcycle riding experiences that include some exposure to the social aspects of motorcycle riding – rider attitudes, sub-cultures, and social influences among the ridership.

Synopsis: Given the naturally competitive attitudes and peer influences within the military, peer pressure can positively or negatively influence riders within military motorcycle groups clubs. This module assumes the facilitator understands that peer pressure invokes decision making that may or may not be the best choice as related to safe motorcycling and the safety of the motorcyclist. The module mentions individual and social pressures, the choices (both good and bad) that are made by individuals and collective groups within a riding community, and ideas on increasing safety attitudes among riders.

The information presented here serves both the Mentor and the Mentee. Subtle differences, in approach, enable the Mentor in facilitating participant understanding on the use of participant self-analysis tools and participant self-analysis of risk. Also the self-analysis and risk-analysis tools are used by the Mentor to evaluate peer and junior riders. The behavioral components are primarily for the mentor or mentor candidate; the assessment tools, hazardous attitude antidotes are for the motorcyclist mentee.

Note: The matter of peer pressure, sociology, and group dynamics is a very complicated and includes many variables that are beyond the scope of this module. This module is not intended to provide the facilitator psychological or social psychology training as a means to analyze, diagnose, or counsel participants in matters of behavior or psychology.

Learning Objectives:

- Introduction to basic concepts of social influences, peer relatedness, and the struggle between personal and peer values or attitudes.
- Understanding high risk personal attitudes.
- Understanding high risk social expectations.
- Identifying and practicing antidotes for hazardous personal and peer attitudes.
- Understanding and using pre-ride risk assessments for the individual and peers
- 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:

Any comfortable environment, such as classroom, conference room, auditorium, or an informal outdoor setting is suitable for this facilitated discussion.

- Handout 1: IMSAFE Checklist
- Handout 2: Risk Assessment Handout
- Handout 3: Pre-ride Risk Assessment Matrix

Additional handouts and presentation ideas are available at Service Branch Safety Centers, National Highway Traffic Safety Administration, and other traffic safety related web sites. Safety center developed Combat Wallets, i.e. Army Combat Readiness/Safety Center Surviving Riding and the Naval Safety Center Surviving Riding, are great materials as handouts or supplemental learning materials.

Section II: Module Discussion

Introduction: Facilitate discussion: What is Peer Pressure?

Definition of Peer Pressure: Social pressure by members of one's peer group to take a certain action, adopt certain values, or conformity for acceptance.

Ask for and encourage participants to share their experiences related to the module topic.

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:

- What does peer pressure mean to you? How can peer pressure influence individual desirable or undesirable behavior? Ask for examples demonstrating powerful or memorable results of peer pressure.
- Is an individual choice, in response to peer pressure, a personal decision or a response to the peer group?
- Reflect and comment on the following: Are you more likely to respond to a personal (individual) request, to group expectation, or social norm?
- Why are individuals comfortable in adopting group attitudes?
- Ask for at least two opinions as to why individuals will consciously reject rules, laws, or discard their individual value system in response to group attitudes?
- Why do individuals protest against the status-quo or reject group behaviors.
- Ask for ideas on how an individual might determine if peer pressure is poor advice or safe advice.

[Here the facilitator wants to draw out values and perceptions that are anti-authority. The facilitator should create understanding (through exploration of participant beliefs and values) that anti-authoritative attitudes and behaviors are many times a result of stronger value systems; i.e. strong individualism, independence, and personal freedom values sometimes result in rejection of helmet or seatbelt laws designed to protect roadway users. Sometimes anti-authority attitudes and rebellious behaviors are ways some riders create a sense of control - willingly and knowingly jeopardizing personal safety as a way of "sticking it to the man". Paradoxically, choosing to behave in a reckless manner - as a means to feel free and independent - is actually demonstrating a lack of self-control.]

Suggested Discussion Areas:

Discussion Area 1: Individual Attitudes and Peer Pressure

Facilitation Questions:

- What are personal attitudes?
- What are some undesirable attitudes that may increase risk or demonstrate risky behaviors?
- What can we do to influence other riders in making safer choices and behaviors?
- How might new riders use peer pressure to influence riders demonstrating risky behaviors or poor choices.
- What types of behaviors and attitudes can we, as individuals, demonstrate that are good examples of an attitude of safety?
- What comments can we make, while using peer pressure that encourages a safety attitude and safe behaviors?
- What non-rider peer pressure might help improve safety attitudes in high-risk riders?
- How influential are family members with encouraging safety attitudes and behaviors?

Facilitator Information:

People develop attitudes and beliefs in many ways. Generally attitudes are learned from parents, schools, social groups, and friends. Most individuals are well established with their attitudes and belief systems but these attitudes are not impossible to change and sometimes we want to spread the “right” attitude and values. In many organizational or social groups, members or prospective members desire to understand the norms, beliefs, and attitudes of the organization, the member generally models his individual behavior to conform to the group. Safe attitudes and optimism are good for developing safety attitudes among the indoctrinating motorcycle riders. The important thing to remember, as a facilitator, is selling the idea of safe behavior as desirable and beneficial to the rider. Avoid selling “another safety briefing”. The facilitator should guide discussions so that the participant understands why we make individual decisions and how we can reduce our risk and improve decision making. Mentors, safety minded peers, and facilitators should use peer pressure to foster a culture of safety and excellence to counter undesirable peer pressure such as bravado, impulsiveness, wonton disregard for rules, and emotionally based decision making.

Regarding rider safety and peer pressure, we are able to associate a value to a behavior. For example, a mentor might cite honor as a value that demands military motorcyclists avoid injury, risky behaviors, and hazardous attitudes. The mentor, peer, and family member can use social pressure to influence military riders to accept safe behaviors and attitudes. Responsibly exploiting the power of persuasion includes public statements of motorcycling with honor, integrity, commitments to others, and endorsement of safe attitudes by leaders of all levels - the most junior person becomes a leader when advocating and demonstrating the correct safety behaviors.

Safety attitudes are comprised of safe behaviors and thinking. Reducing risk, acknowledging hazards, studying and thinking about techniques and strategies in avoiding hazards, and reflecting on our personal habits that increase our risks by poor choice making are some elements of the safety attitude. Choosing to follow rules, laws, and regulations, while riding, are examples of safety behaviors. Explaining to peers and

newer riders why riding above posted speed limits or aggressive riding unnecessarily increases exposure to risk is how all riders can demonstrate a safety attitude. Behavior that demonstrates intentional acts to reduce risk and reduce exposure to hazards is a safety behavior. Safe attitudes are embodied in ones' thinking, behavior, ethos, mantra - it is a single point of focus that guides personal safety and allows the rider to espouse to others the craft and science of safe riding.

Discussion Area 2: Decision Making and Peers

Facilitation Questions:

- What can we do as individuals and peers to influence safety behaviors?
- How are we able to assess our attitudes and evaluate the root causes for our attitudes – both safe and unsafe attitudes?
- What resources and assets do we have – as riders – that may reduce risk or reduce our exposures to hazards?
- What process might we use to analyze riding hazards and risks associated with motorcycling?
- How does personality affect our behavior – with regard to high and low risks.
- Does stress affect our ability to make decisions?
- How would stress management help with the decision-making process?

Facilitator Information:

Rider Decision Making: Rider Decision Making is a systematic thinking process that can be used by motorcyclists to consistently determine the best course of action and rider behavior. Multiple considerations are present in Rider Decision Making and include: attitude, attitude management, rider resource management, hazard, headwork, judgment, personality, poor judgment chain, risk, risk management, risk elements, rider resource management, situational awareness, skills and procedures, stress management. Use facilitation questions and handouts as a prompt to discuss the Rider Decision Making elements listed below. It's important the facilitator guide participants in identifying or discovering some of the components of human behavior and decision making. The goal is to have participants understand and think about their ability to self-assess and eventually assess their riding buddies safety attitude and condition. A recommended way to introduce self-analysis and the self-analysis tools is to describe a likely scenario that your participants might encounter.

- Attitude is the personal motivational predisposition to respond to others, situations, or events and the manner that determines behavior. **Attitude is modifiable with training and education.**
- Attitude management is the ability to self-assess for hazardous or risky thoughts and attitudes while preserving the willingness to adjust behaviors to reduce risk.
- Rider resource management is the use of individual or group resources and material assets available to riders and group rides. Emphasis should be placed on good communications and strong interpersonal relationship skills.
- Hazards are sources of danger such as a condition, event, object, or circumstance that may contribute to a mishap or undesired event.

- Headwork is the rational and conscious thought process used in Rider Decision Making. It includes risk identification, assessment, information processing, and problem solving.
- Judgment is the timely decision to behave safely in consideration of facts, information, knowledge, and rationally developed alternative actions.
- Personality is the embodiment of individual traits and characteristics set at a very early age and extremely resistant to change.
- Poor Judgment chain describes the series of poor choices and mistakes related to a mishap or incident. Fundamentally poor judgment is characterized as one bad decision precedes another bad decision and as the poor judgment chain grows safe alternative options are diminished. By understanding poor judgment chains, Rider Decision Making can break the links before the mishap event.
- Risk is the potential of mishap created by a hazard. Risk may be reduced but is never completely controlled or eliminated.
- Risk management is part of Rider Decision Making processes and comprised of situational awareness (SA), problem recognition, and safety judgments that increase safe riding conditions.
- Rider resource management is described as the rider's ability to manage decisions, skill and ability, and available rider resources to ensure a safe and incident free ride.
- Situational Awareness is the rider's knowledge of the motorcycle's capability, rider ability, surrounding roadway users, traffic rules, and environmental factors that determine overall rider safety.
- The rider's psychomotor, cognitive and perceptual abilities affect their execution of the fine motor skills, problem solving and complex procedural tasks that a rider uses while riding a motorcycle. The rider's abilities improve with training, practice, and continued study. The intent would be to establish faster firing neural pathways (muscle memory) resulting in quicker and more accurate unattended operator skills.
- Stress management is the individual ability and analysis of situation induced stress while riding a motorcycle. Poorly managed stress causes distraction which results in rider errors, poor rider decision making, and panic induced paralysis.

Facilitator Action: Provide participants the IMSAFE checklist (**Handout 1**) and allow them to assess their current condition. Once all participants have completed their self-assessment, ask some participants if they evaluated themselves as "Safe" and ready to ride. After a few respond and explain their assessment, ask others if this was their spouse's, siblings', friends', or child's assessment – what would they advise or demand? Is there a difference between Rider Decision Making applications for the individual and "other" rider?

IMSAFE

The “IMSAFE” card is a personal checklist that ensures the following statement is valid:

I’m physically and mentally safe to ride, not being impaired by:

- Illness:** Even a minor illness suffered in day-to-day living can seriously degrade performance of many riding tasks vital to safe motorcycle riding. The safest rule is not to ride while suffering from any illness. If this rule is considered too stringent for a particular illness, the rider should contact a doctor for advice.
- Medication:** Rider performance can be seriously degraded by both prescribed and over-the-counter medications, as well as by the medical conditions for which they are taken. Most laws and directives prohibit vehicle operators from operating a vehicle, on public roadways, while using any medication that affects the faculties in any way contrary to safety.
- Stress:** Stress from everyday living can impair operator performance, often in very subtle ways. Stress and fatigue (lack of adequate rest) can be an extremely hazardous combination.
- Alcohol:** Extensive research has provided a number of facts about the hazards of alcohol consumption while operating a motorcycle or vehicle. As little as one ounce of liquor, one bottle of beer, or four ounces of wine can impair riding skills.
- Fatigue:** Fatigue and lack of adequate sleep continue to be some of the most treacherous hazards to rider safety, as it may not be apparent to a rider until serious errors are made.
- Emotion:** The emotions of anger, depression, and anxiety may lead to taking risks that border on self-destruction. If any of these feelings are dominating the rider’s thoughts, they riding impaired.

**This checklist was adapted for use for motorcycle riders and is taken from the Federal Aviation Administration’s IMSAFE Checklist.*

Facilitator Action: Provide participants the **Risk Assessment Matrix (Handout 2)** and describe a real or fictional riding scenario for participants to assess using the Risk Assessment Matrix. The facilitator may write the scenario on a display board, verbally describe the riding scenario, or provide printed sheets of the scenario. Clearly state in your scenario these elements:

- Rider’s Attitude
- Rider’s Personality
- Hazard and probability of encountering the hazard
- Risks and severity of impact to rider
- Rider resources
- Rider’s Situational Awareness
- Rider’s Skills

Example Scenario: John Doe is a new rider and wants to ride his brand new motorcycle. John successfully completed an introductory course to motorcycling and has a rider’s permit. It has rained all day in Flagstaff AZ and the temperature has dropped from 40 degrees Fahrenheit to 34 degrees Fahrenheit and it is 5:30 p.m. There is a 20 percent chance of snow by midnight but John is confident he can ride to his parent’s house 150 miles south to Phoenix where the temperatures are much warmer and no rain is forecast. John’s girlfriend suggested they both ride to Phoenix in her car but, John is adamant about getting the bike down to Phoenix before the winter snows in his motorcycle in Flagstaff.

What are John’s risks, hazards, attitudes?

RISK ASSESSMENT MATRIX				
	Severity			
Likelihood	Negligible	Marginal	Critical	Catastrophic
Frequent				
Probable				<i>High</i>
Occasional			<i>Serious</i>	
Remote		<i>Medium</i>		
Improbable	<i>Low</i>			

Discussion Area 3: Hazardous Attitudes

Facilitation Questions:

- What are some examples of hazardous attitudes? What factors determine hazardous attitudes?
- Despite having procedural and safety knowledge, why do some riders consciously choose risk?
- Why do some riders discard caution and the safety mindset?
- Describe attitudes that reject rules, regulations, and instructions.
- What type of behavior demonstrates acting first, thinking later?
- What type of attitude is demonstrated when a rider believes nothing can happen to them?
- What competitive attitude is demonstrated by someone who thinks they can do anything anytime?
- What type of attitude is demonstrated by someone who acts without care or responsibility?
- What can we do to influence other riders into making safe choices?
- What assessment might we use to advise and influence other riders?

Facilitator Information:

Attitudes are often something we develop and learn from others. We make decisions based on our values and attitudes and sometimes our attitude is counter to safe decision making. For example, in combat we may accept more risk – calculated risks to accomplish operational or mission goals. When riding a motorcycle on American public roadways – our combat mentality and attitude could result in unnecessary injury or mishap due to the risky behaviors that protected us in deployed areas. Sometimes the competitive personalities in our riding groups might encourage us to ride in manner that is unlawful or dangerous to other roadway users – group dynamics can create a sense of acceptable behavior when in actuality the behavior is likely to result in injury to our self or those around us.

Recent successful experiences or believing risky behavior is within one's skill and ability is a dangerous attitude because the rider fails to consider all factors involved with riding a motorcycle on public roadway. Neglecting factors such as other inexperienced or impaired roadway users, changing road conditions and weather, and everything beyond the riders immediate control often results in a mishap. Unfortunately many new riders fail to heed the warnings of riders who already made many of these mistakes. Often, certain behaviors and attitudes were clearly demonstrated in the rider before the rider crashed.

The hazardous attitudes are often displayed by individuals who are immature, inexperienced, impatient, focused on matters not related to safety, or apathetic. Some of the more prevalent hazardous attitudes contributing to mishaps, incidents, and crashes are anti-authority, impulsivity, invulnerability, machismo, and resignation. Often these hazardous attitudes contribute to poor choices. Fortunately, riders and Mentors can effectively counteract hazardous attitudes using the Rider Decision Making process. The first step is to identify the hazard. After the hazardous attitude is identified the rider must state the corresponding desired behavior – memorizing the desired behaviors is important in establishing a Rider Decision Making safety attitude.

Hazardous Attitude	Desired Behavior
Anti-authority: Don't tell me!	Follow Rules. They are usually right
Impulsivity: Don't think – Just do	Not so fast. Think First
Invulnerability: It can't happen to me	It could happen to me
Macho: I can do it	Taking chances is foolish
Resignation: What's the use?	I'm not helpless. I can make a difference

Anytime a rider consciously violates a law by exceeding the speed limit, operating outside the parameters of traffic rules, or ignores warning and caution signs, the rider increases the probability of crashing. Simply acknowledging the rules and obeying traffic laws will reduce the probability of crashing by avoiding dangerous behaviors.

Giving into our impulses, without thinking about the consequences, increases the rider's risk. High sensation seeking and risk taking individuals may succumb to dangerous riding behaviors when seeking excitement and adrenaline fixes. Sometimes this behavior is unplanned and for the moment. Slowing down one's impulsive behaviors includes stopping for a moment and thinking about the possible results of giving in to sudden impulses.

Individual accomplishment and success includes self-assurances that "I can do it again" and sometimes the confidence is a false sense. Fortunately risky behavior does not always result in a mishap or injury because there are many variables that contribute to a mishap; unfortunately, this false sense of invulnerability sometimes encourages more risky behavior. The luck eventually runs out and a crash results - no one is invulnerable.

Showing off, bravado, craving attention, and simple stupidity can result in taking many unnecessary risks. Social pressures to stand above peers, desire to impress someone or a group, or hazing encourages Machismo but unfortunately results in broken bodies, bikes, and least of all lost pride.

Wrap-Up:

Brief or discuss the following:

- What changes in safety attitude occurred in participants?
- How can we make better safety decisions and avoid peer pressure?
- How can we influence others to make better safety decisions
- How can we fight our own Hazardous Attitudes

Provide **Handout 3: Pre-ride Risk Assessment** and have participants self-assess and complete the form. Identify those scored yellow or red and ask how they can reduce the risky score.

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 or preconceptions about peer pressure have changed?

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:

Bohner, G., Wanke, M. (2002). *Attitudes and Attitude Change*. East Sussex, UK: Psychology Press

RAND (2010). *Understanding and Reducing Off-Duty Vehicle Crashes Among Military Personnel* (DSOC Contract W74V8H-06-C-0002). Arlington VA: RAND Corp.

Spiegel, B. (2010). *The Upper Half of the Motorcycle*. Stuttgart, Germany: Whitehorse Press

Definitions: *(As defined for purposes of this module.)*

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Attitude management is the ability to self-assess for hazardous or risky thoughts and attitudes while preserving the willingness to adjust behaviors to reduce risk.

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Headwork is the rational and conscious thought process used in RDM. It includes risk identification, assessment, information processing, and problem solving.

Judgment is the timely decision to behave safely in consideration of facts, information, knowledge, and rationally developed alternative actions.

Rider resource management is the use of individual or group resources and material assets available to riders and group rides. Emphasis should be placed on good communications, and strong interpersonal relationship skills.

Personality is the embodiment of individual traits and characteristics set at a very early age and extremely resistant to change.



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Handout 2 – Risk Assessment Matrix

RISK ASSESSMENT MATRIX				
	Severity			
Likelihood	Negligible	Marginal	Critical	Catastrophic
Frequent				
Probable				<i>High</i>
Occasional			<i>Serious</i>	
Remote		<i>Medium</i>		
Improbable	<i>Low</i>			

Handout 3: Pre-ride Risk Assessment

Before each ride, assess each of the following conditions and assign a numerical rating of 1 to 5 in the right-hand (Rating) column.

Add up the entries in the Rating column to obtain an overall risk estimate, and see where it falls in the Green/Yellow/Red Risk Chart.

	1	2	3	4	5	Rating
Route	Low traffic		Medium Traffic		Heavy Traffic	
Motorcyclist	Highly Skilled	Skilled	Experienced	Emerging Skills	Novice	
Day/Night	Day		Night – Full Moon		Night – No Moon	
Rating	Master Instructor	Instructor	Mentor	Mentor Prospect	New Rider	
Rest in last 24 hrs	>7 hrs	6-7 hrs		3-5 hrs	<3 hrs	
Visibility	> 15 miles	10-15 miles	6-9 miles	3-5 miles	<3 miles	
Precipitation	None	Intermittent	Moderate	Active	Active & Heavy	
Weather stability	Stable		Slow deterioration		Rapid deterioration	
Route familiarity	Yes		No			
Hours on motorcycle type	>200	151-199	100-150	50-99	<50	
Hours in last 7 days	>20	15-20	10-14	5-9	<5	
Total Hours	>2,000	501-2,000	251-500	100-250	<100	
Total Risk Score>>>>>						
No unusual hazards. Use normal trip planning and established personal safe riding minimums and operating procedures.						14-30
Somewhat riskier than usual. Conduct trip planning with extra care. Review personal minimums and operating procedures to ensure that all performance standards are being met. Consider alternative routes and times to reduce risk.						31-47 or a 5 in any row
Conditions present much higher than normal risk. Conduct trip planning with extra care and review all elements to identify those that could be modified to reduce risk. If available, consult with more experienced motorcyclist or instructor for guidance before departing. Develop contingency plans before trip to deal with high risk items. Decide beforehand on alternates and brief passenger and other motorcyclists on special precautions to be taken during the trip. Consider delaying departure or trip until conditions improve and risk is reduced.						48-63 or a 5 in any 2 rows



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Some of the principal contributors to this effort include the following:

Mr. Joseph J. Angello, Jr., DSOC Executive Secretary
Major General Margaret Woodward, USAF, PMV TF Chair
Colonel John "Odie" Slocum, USAF, PMV TF Vice-Chair
Major Alejandro Ramos, USAF, PMV TF Executive Secretary
Mr. Jerry Aslinger, DSOC Program Manager

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Mr. Walter Beckman, US Army Ground Driving Task Force
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Mr. John Waltman, HQMC SD
Mr. Dave Kerrick, US Naval Safety Center
Mr. Don Borkowski, US Naval Safety Center
Mr. Bill Parsons, USAF Safety Center
Mr. Mark Erpelding, USAF Safety Center
Mr. William Walkowiak, USAF Safety Center
Mr. Arthur Albert, USAF Safety Center
Mr. Dale Wisnieski, USCG Traffic and Recreational Safety
Ms. Wendy Medley, US Joint Bases Subject Matter Expert
Ms. Debra Ann Ferris, National Safety Council
Dr. Ray Ochs, Motorcycle Safety Foundation
Ms. Karen F. Nelson, Concurrent Technologies Corp.
Mr. Robert A. Gardiner, Concurrent Technologies Corp.
Mr. Steve Kurtiak, Global Support Services
Mr. Zack Sionakides, Cape Fox Professional Services

