

# ATV SAFETY



Name \_\_\_\_\_

Age (as of January 1 of the current year) \_\_\_\_\_

County \_\_\_\_\_

Club or group name \_\_\_\_\_

Project helper \_\_\_\_\_



**THE OHIO STATE UNIVERSITY**

EXTENSION



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SVIA and ASI accept no liability for any training materials that may use or refer to the SVIA copyrighted materials.

You can find out more information about ASI at [atvsafety.org](http://atvsafety.org). For more information regarding an *ATV RiderCourse*<sup>SM</sup>, contact your local Extension office or call toll-free 1-800-887-2887.

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# INTRODUCTION

Riders must be educated about safe operation of ATVs. Some riders feel they can properly operate large, powerful machines without training or instruction. Taking this risk can lead to death or injury. According to the Consumer Product Safety Commission, more than 9,633 ATV-related deaths have occurred since the early 1980s.

Some riders without training may operate ATVs safely enough to avoid mishaps. However, well-trained riders have more knowledge and skills to offset risk factors. When it comes to ATV use, the norm should be for everyone to be well-trained, to ride at appropriate speeds, and to avoid risks.

Parents and other caregivers must do their part to ensure safe use of ATVs. Adults in the lives of youth need to supervise riders directly, ensure they wear proper gear, and follow safe riding practices. Parents, caregivers, and 4-H advisors should not underestimate the risks of riding improperly or overestimate the skills of young riders.



# NOTE TO THE PROJECT HELPER

Congratulations! A 4-H member or other youth has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another important person. As a project helper, it is up to you to encourage, guide, and assist. How you choose to be involved helps to shape the learner's life skills and knowledge.

## Your Role as Project Helper

Your contribution is critical to delivery of the 4-H program, which is committed to positive youth development (PYD). The 4-H Thriving Model, the theory of change for positive youth development, connects high-quality program settings to the promotion of youth thriving. That's where you come in.

High-quality 4-H program settings provide youth a place to belong, matter, and explore their personal spark. These components, along with strong relationships with caring adults and supportive peers, help ensure that 4-H programs provide a nourishing **developmental context**—a place where youth feel a sense of belonging and can grow.

## LONG-TERM OUTCOMES

- Academic or Vocational Success
- Civic Engagement
- Employability & Economic Stability
- Happiness & Wellbeing

## DEVELOPMENTAL OUTCOMES

(Positive Youth Development)

- Positive Academic Attitude
- Social Competence
- Personal Standards
- Connection with Others
- Personal Responsibility
- Contribution

## YOUTH THRIVING

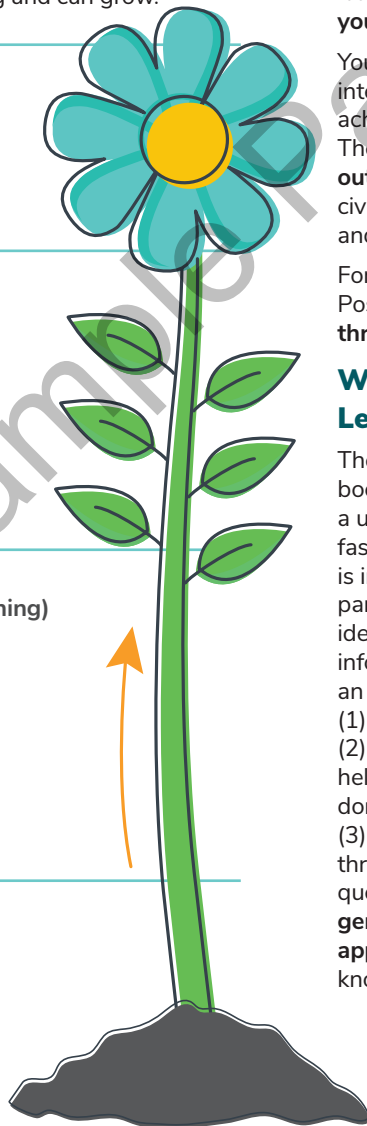
(Social, Emotional & Cognitive Learning)

- Growth Mindset
- Openness to Challenge & Discovery
- Hopeful Purpose
- Prosocial Orientation
- Transcendent Awareness
- Positive Emotions
- Goal Setting & Management

## DEVELOPMENTAL CONTEXT

(4-H Programs)

- Sparks
- Belonging
- Relationships
- Engagement



Although riding ATVs is fun, they are not toys. Your role as project helper is extremely important. The project helper should be someone the member looks to for guidance and support while completing the activities. Each activity in the book has a section called Helper Hints. This section instructs the helper on the objective of the activity and provides hints that help the 4-H member master the necessary skill.

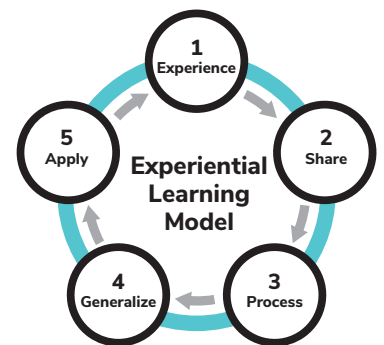
High-quality 4-H programs contribute to PYD through the intentional promotion of social, emotional, and cognitive learning. This process is described by seven indicators of **youth thriving** (see model).

Youth who experience program settings with these intentional social, emotional, and cognitive indicators achieve key positive youth **developmental outcomes**. They are then also more likely to achieve **long-term outcomes** marked by academic or vocational success, civic engagement, employability and economic stability, and happiness and well-being.

For more information on the 4-H Thriving Model of Positive Youth Development, please go to [helping-youth-thrive.extension.org](http://helping-youth-thrive.extension.org).

## What You Should Know About Experiential Learning

The activities in this book are arranged in a unique, experiential fashion. A youth is introduced to a particular practice, idea, or piece of information through an opening **experience** (1). The learner **shares** (2) with the project helper what was done and **processes** (3) the experience through a series of questions that allow for **generalizing** (4) and **applying** (5) the new knowledge and skill.



Source: Pfeiffer, J.W., and J.E. Jones, *Reference Guide to Handbooks and Annuals*. © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

## What You Can Do

On a practical level, your role as a project helper means you will strive to do the following:

- Review the Learning Outcomes for each activity to understand the learning taking place. See the inside back cover for the Summary of Learning Outcomes.
- Become familiar with each activity, including the background information. Stay ahead of the learner by trying out activities beforehand.
- Help the learner establish a plan by reviewing the Project Guide. As a resource person, limit your involvement to providing support.
- As activities are completed, conduct debriefing sessions that allow the learner to share results and answer questions. This important step improves understanding. In the Project Guide, date and initial completed activities.
- Help the learner celebrate what was done well and see what could be done differently. Allow the learner to become better at assessing their own work. Encourage exploration of the topic beyond the scope of this project book.

Another resource available to the project helper is the National 4-H Council's *ATV Safety, Leader's Guide*. The 186-page guide, which contains group activities, is a great resource for ATV club advisors or other adults assisting members with this ATV project. It can be downloaded from [ohio4h.org/booksresources](http://ohio4h.org/booksresources).



# PROJECT GUIDE

Welcome to *ATV Safety*! In this project, you will learn about proper ATV riding techniques and safety practices. By completing the activities in this book, you will be exposed to ways of safely operating an ATV.

This project covers getting familiar with your ATV, protective gear, riding techniques, safe strategies, and safe practices, and respecting the environment in which you ride. It is appropriate for youth of all ages and can easily be completed in one year. Members who want to repeat the project may do so as long as they complete a new project book with different learning experiences, different leadership/citizenship experiences, and a new practice and riding record each year.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

4-H members are encouraged to enroll in the ASI RiderCourse. Course offerings can be found at [atvsafety.org](http://atvsafety.org).

## PROJECT GUIDELINES

It is very important for you to select a knowledgeable adult who is available to be your project helper. Once you have identified that person, record his or her name and contact information here:

My project helper: \_\_\_\_\_

Best way to reach my project helper: \_\_\_\_\_

- Step 1.** Complete the safety pledge, the project activities, the practice pages, and the practice and riding record.
- Step 2.** Take part in **at least two** learning experiences.
- Step 3.** Become involved in **at least two** leadership/citizenship experiences.
- Step 4.** Write a project summary and take part in a project review.



## Step 1: Project Activities

Complete the safety pledge, all nine activities, all the Talking It Over questions, the practice pages, and the practice and riding record. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.

Activity	Date Completed	Project Helper's Initials
Safety Pledge		
<b>PROJECT AREA: DRESSING LIKE A PRO</b>		
Activity 1: Joe vs. Pro		
Activity 2: Covering Your Cranium		
Talking It Over		
<b>PROJECT AREA: IN CONTROL</b>		
Activity 3: Too Big, Too Small, or Just the Right Size?		
Activity 4: Staying in Control		
Talking It Over		
<b>PROJECT AREA: READY TO RIDE</b>		
Activity 5: Revving-Up Your ATV		
Activity 6: Let's Start Riding		
Activity 7: Survey the Land		
Talking It Over		
<b>PRACTICE PAGES</b>		
Practice 1: Stop, Go, Stop, Go		
Practice 2: Turning on a Dime		
Practice 3: Quicker and Sharper Turns		
Practice 4: Didn't See That Coming		
Practice 5: Mastering the Slopes		
<b>PROJECT AREA: THE THREE R'S: RESPONSIBLE, RESPECTFUL RIDER</b>		
Activity 8: Always Be Prepared		
Activity 9: Where to Ride, Where Not to Ride		
Talking It Over		
Practice and Riding Record		





## Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Tour a local ATV dealer.
- Explore the history of ATVs.
- Make a display on ATV safety and contact a local dealer about displaying it in their store.
- Complete a trail ride (with proper adult supervision) using the proper techniques.
- Make a display explaining T-CLOC, BONE-C, SIPDE, or TREAD Lightly!
- Go to [atvsafety.org](http://atvsafety.org) to see if you are eligible for any online courses. If you are, take one.
- Complete the *ASI RiderCourse*.
- Make a display of the types of approved helmets.
- Research information on public trails in your state.
- Learn more about SVIA and ASI.
- Plan your own learning experience.

Once you have a few ideas, record them here. Complete **at least two** learning experiences. Describe what you did in more detail and ask your project helper to date and initial in the appropriate spaces below.

Plan to Do	What I Did	Date Completed	Project Helper's Initials
<i>Demonstration</i>	<i>Showed proper attire needed for safely riding an ATV.</i>	<i>5/5/YR</i>	<i>K.H.</i>



### Step 3: Leadership/Citizenship Activities

Use what you learn to give back to your community! Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table. Record your progress by asking your project helper to initial next to the date each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Give a demonstration on ATV safety.
- Participate in county fair or other ATV judging.
- Exhibit project at county fair or other location.
- Research the different ATV manufacturers.
- Assist an ASI instructor with ATV *RiderCourse* training.
- Encourage a friend to take an ATV project.
- Volunteer to pick up trash along a local ATV trail.
- Plan your own leadership/citizenship activity.

Leadership/Citizenship Activity	Date Completed	Project Helper's Initials
<i>Organized a field trip to a local ATV dealer.</i>	<i>5/19/YR</i>	<i>T.D.</i>



## Step 4: Project Summary and Review

All finished? Congratulations! After you have completed the activities in this book, you are ready for a project review. This process helps assess your personal growth and evaluate what you have learned. Use this space to write a summary of your project experience. Be sure to include a statement about the skills you have learned and how they might be valuable to you in the future.

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Sample Pages

Now, set up a project evaluation. You can do this with your project helper or another knowledgeable adult. If you are a 4-H member, it can be part of a club evaluation or part of your county's project judging.



# SAFETY PLEDGE

The first requirement for completing this project is signing the safety pledge. Riding an ATV can be more demanding than driving a car. You have to be in good physical and mental condition and be well-rested to ride safely. Whenever you ride, your safety and the safety of those around you is of the utmost importance. You also must be mindful of people's property and the environment.

The ATV Safety Institute asks all ATV riders to follow the "golden rules" listed below.

## The ATV Safety Institute's Golden Rules

1. Always wear a DOT-compliant helmet, goggles, long sleeves, long pants, over-the-ankle boots, and gloves.
2. Never ride on paved roads except to cross when done safely and permitted by law—another vehicle could hit you. ATVs are designed to be operated off-highway.
3. Never ride under the influence of alcohol or drugs.
4. Never carry a passenger on a single-rider ATV, and no more than one passenger on an ATV specifically designed for two people.
5. Ride an ATV that's right for your age.
6. Supervise riders younger than 16; ATVs are not toys.
7. Ride only on designated trails and at a safe speed.
8. Take a hands-on *ATV RiderCourse*\* and the free online e-course. Visit [atvsafety.org](http://atvsafety.org) or call 1-800-887-2887.

*\*Taking an ATV RiderCourse is recommended, but it is not required for the successful completion of this project. To see if an ATV RiderCourse sponsored by Ohio State University Extension is being offered near you, contact your local Extension office.*

I agree to follow the ATV Safety Institute's Golden Rules, always operating my ATV in a safe, responsible, and courteous manner that protects my safety, the safety of those around me, the personal property of others, and the environment.

\_\_\_\_\_  
My signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness (parent/guardian, project advisor, or club leader)

\_\_\_\_\_  
Date



# ACTIVITY 1

## JOE VS. PRO

Full enjoyment of your **ATV** requires some of the same kind of precautions associated with other sports and recreational activities. Proper protective gear when operating an ATV is just as important as it is when, for example, playing football. Knowing what to wear and how to wear it can make you more comfortable when you ride and will reduce the chance of injury in case of a spill.



Words in **bold** throughout this book are defined in the glossary.

### LEARNING OUTCOMES

• **Project skill:** Selecting the proper gear needed when riding an ATV • **Educational standard:** SHAPE S2.M13.8. Implements safe protocols in self-selected outdoor activities. • **Life skill:** Preventing personal injury • **Success indicator:** Wear proper protective gear when riding an ATV

# WHAT TO DO

**Step 1.** Make a list of all the protective gear you think is needed for riding an ATV. Some pieces of gear are recommended each time you ride an ATV, while others—such as chest protectors, riding boots, and mouth protection—are optional and provide extra protection.

**Step 2.** Place an X next to each item to show you already have it at home or still need it.

**Step 3.** Visit local ATV supplier locations to purchase the gear you still need.

	Item	Have	Need
Required	Helmet		
	Gloves		
	Goggles		
	Long sleeves		
	Long sturdy pants		
	Over the ankle boots		
	Other:		
Optional	Chest protector		
	Riding boots		
	Mouth protection		



## More Challenges

What kind of “competition apparel” is required when participating in an official ATV race? Find out the specifications and share them with your club or group. Your state’s laws and requirements are a good place to start. Find them at [atvsafety.org/state-rules/](http://atvsafety.org/state-rules/).



## BACKGROUND

The single most important piece of protective gear you can wear while riding an ATV is a **helmet**. A good helmet helps prevent serious head injuries. Studies have shown that wearing a helmet does not reduce essential vision or hearing.

Being able to see clearly helps you ride more safely. Operating without **eye protection**, such as a face shield or goggles, can result in an accident and increases your chance of severe eye injury. Objects such as rocks, branches, and even bugs that hit you in the face can distract you, but if you are hit in the eye, you could be blinded. Regular sunglasses do not provide enough protection when riding an ATV.

Good gloves prevent your hands from getting sore, tired, or cold and offer protection in the event of a spill. Off-road style gloves provide the best combination of protection and comfort.

The most protective footwear is a pair of strong, over-the-ankle boots with low heels to help prevent your feet from slipping off the **footrests**. Off-road style ATV or motorcycle boots offer the best protection for your feet, ankles, and legs.

It is important to protect your skin from scratches. A long-sleeved shirt or jersey and long pants are minimum requirements for rider protection. Off-road riding gear—such as a jersey, shoulder pads, a chest protector, and off-road pants—provide better protection.

### Did You Know?

Instead of wearing a loose scarf, which can get caught in an ATV’s moving parts, dress for cold weather with a turtleneck or neck warmer.



### Helper Hints

Supervision is very important for the next few activities, especially for members under the age of 16. After completing the exercise, the member should be able to shift smoothly and brake smoothly. It is important that the rider release the throttle, shift, then reapply the throttle.

