

# Module II – Impaired Riding Countermeasures

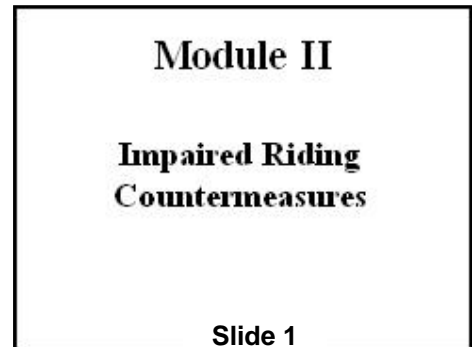
Allotted Time – 60 Minutes

## Materials Needed

Post-It Note pads for each table  
Assorted Impaired Riding Campaign Samples  
Projector/Screen/Computer equipped for PowerPoint presentation  
Module II Impaired Riding Countermeasures PowerPoint Presentation  
Handouts 1 - 5  
Fatal Vision Goggle Set-1 set

## Workshop Setup

- Powerpoint Slide #1 should be displayed on the screen prior to the start of the session as participants enter the room
- Room should be arranged with 5 or 6 round tables for 8 to 10 participants per table to facilitate small group discussions



## Opening Remarks

2 Minutes

Introduce and validate self  
Introduce topic  
Announce length of time for this session

## Activity One: Discuss Module Objectives

2 minutes

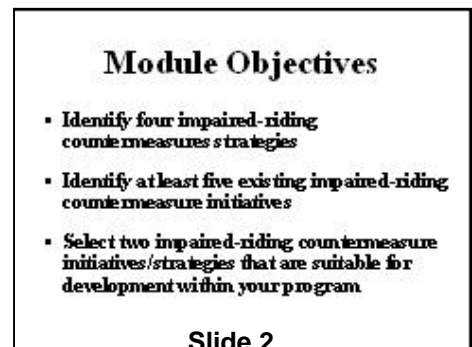
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### **Objectives: Display Powerpoint Slide #2 – Objectives**

Selectively reveal each of the three objectives and have a participant read aloud each objective as they are revealed. As an option, you can read the objectives to the class, but this doesn't foster participant participation.

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- Identify four impaired-riding countermeasure strategies
- Identify at least five existing impaired-riding countermeasure initiatives
- Select two impaired-riding countermeasure initiatives/strategies that are suitable for development within your program



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**Activity Two:** Discuss differences between Impaired Riding and Impaired Driving  
5 minutes

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**Instructor note:** Display Powerpoint **Slide #3**. This slide contains a video of an impaired motorcycle rider. To play the movie, click the remote control one time after the slide appears on the screen. After the movie ends, invite participants to identify some differences between impaired riding and impaired driving.

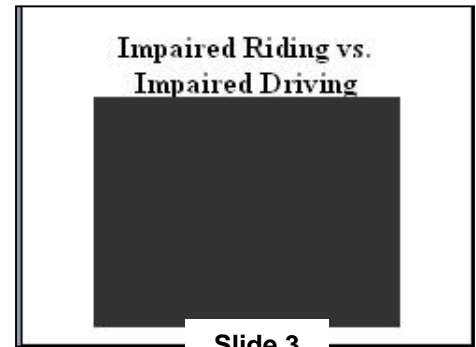
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Answers might include the following:

Motorcycles are inherently more difficult to control and operate than automobiles.

There is less margin for error when riding a motorcycle.

Motorcycle operators and passengers are more exposed to injury than car drivers.



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**Instructor note:** Display Powerpoint **Slide #4**. Ask, “What about enforcement/campaigns?” and allow participants time to offer answers. **Make sure to have the question on the Post-It flipchart.**

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Discussion should conclude that while laws apply equally, many enforcement and publicity activities are directed to four-wheeled vehicle drivers.

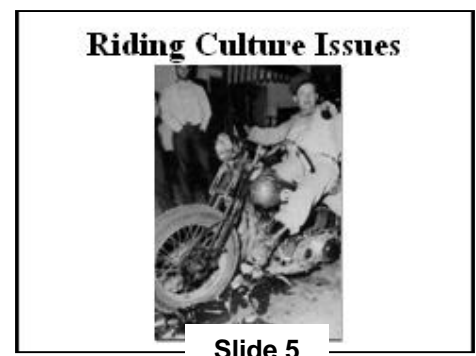


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**Instructor note:** Display Powerpoint **Slide #5**. Ask, “Any observations about riding culture?” and allow participants time to offer answers or observations. **Make sure to have the question on the Post-It flipchart.**

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Some riders and rider groups identify with a culture that combines and encourages alcohol and riding.



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**Instructor note:** Display Powerpoint **Slide #6**. Ask, “Recognizing that there are differences, what does this suggest about existing strategies to reduce impaired riding?” and allow participants time to offer answers or observations. **Make sure to have the question on the Post-It flipchart.**

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- Conventional strategies may not work
- These differences present opportunities for shaping new strategies



## **Activity Three: Identifying Impaired Riding Strategies** 15 Minutes

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**Instructor note:** Display Powerpoint **Slide #7**. Selectively reveal each of the four points on the slide and explain that the class will be working on identifying action steps that correspond to each.

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The differences between impaired riding and impaired driving form the basis of four complementary strategies designed to reduce impaired driving:

- Communications
- Enforcement
- Cooperation
- Rider Groups



**Instructor note:** During this activity, we will divide the class into four groups. Each group will work on identifying several action steps that correspond to one of the four impaired riding strategies – Communication, Enforcement, Cooperation, and Rider Groups – as assigned by the instructor. Each group should select a spokesperson at the beginning of this exercise and each spokesperson will report their group’s results.

The instructor will provide a brief explanation of each of the strategies outlined below and then present the concluding question and direct it to the appropriate group for consideration.

Each group will share with the rest of the class the action steps they identified. A short discussion should follow to add or emphasize the actions steps outlined below. Allow 10 minutes for group work and 5 minutes for the summary discussions.

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**Communications** – Public Information & Education (PI&E) campaigns use messages and delivery methods focused on motorcycle operators to be more efficient and effective than general communications directed to all drivers. **Show Slide 8 and ask, “What are some steps we can take to better communicate impaired riding messages?”** (This question should be directed to the appropriate group) Possible answers and conclusions might include the following:

**Communication Strategies**

**“What are some steps we can take to better communicate impaired-riding messages?”**

**Slide 8**

### Action Steps

1. Stakeholders, such as state motorcycle safety administrators, highway safety offices, insurance commissioners, and rider groups create messages and material that motorcyclists will understand and believe.
2. State highway safety offices and rider group leadership develop strategies and campaigns for alcohol awareness and positive advocacy from within individual rider groups and organizations.
3. Distribute communications through rider groups, rider media, dealers, local news outlets, law enforcement media, and insurance companies.
4. Stakeholders work with motorcycle-friendly businesses that serve alcohol to create awareness of server training issues and encourage safe-ride-home options.

**Enforcement** – Appropriately designed, conducted, and publicized DUI enforcement efforts can reach and affect motorcycle operators. **Show Slide 9 and ask, “What steps can we take to better integrate law enforcement with impaired-riding campaigns?”** (This question should be directed to the appropriate group) Possible answers and conclusions might include the following:

**Enforcement Strategies**

**“What steps can we take to better integrate law enforcement with impaired-riding campaigns?”**

**Slide 9**

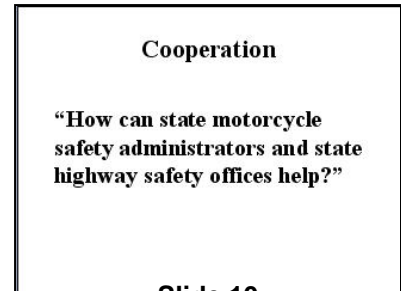
### Action Steps

1. Integrate motorcycles into impaired driving enforcement activities; include motorcycle operators and rider groups in planning and coordinating impaired driving enforcement & publicity activities.
2. Develop and disseminate an appropriate amount of motorcyclist-relevant publicity within overall impaired driving publicity.
3. Educate patrol officers on behavioral cues of alcohol-impaired motorcyclists; include these cues in Standardized Field Sobriety Test (SFST) training for all law enforcement officers
4. Provide information to law enforcement through presentations or boots at national and state conferences and meetings of law enforcement organizations such as the International Association of Chiefs of Police (IACP), National Sheriff’s Association (NSA), and the Commission for accreditation for Law Enforcement Agencies (CALEA).
5. Establish a highly-visible law enforcement presence at rider events.

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6. State Highway Safety Office law enforcement liaisons can meet with law enforcement agencies in motorcycle crash “hot spots” to encourage an emphasis on officer education and motorcycle enforcement planning.

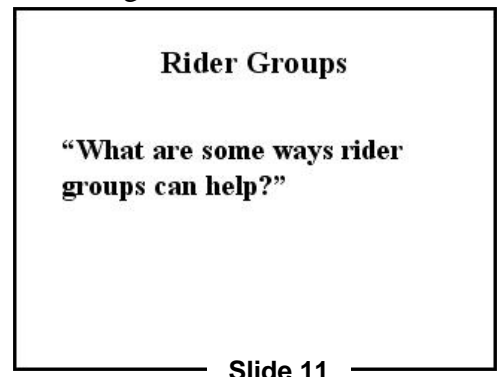
**Cooperation** – Many groups are already engaged in impaired-driving activities. We can work with these groups to increase their focus on motorcyclists. **Show Slide 10 and ask, “How can state motorcycle safety administrators and state highway safety offices help?”** (This question should be directed to the appropriate group) Possible answers and conclusions might include the following:



### Action Steps

1. State motorcycle safety administrators and state highway safety offices can collaborate to bring together rider groups, law enforcement, and impaired-driving groups to seek common ground and investigate cooperative activities.

**Rider Groups** – Some rider groups are establishing positive alcohol-free riding cultures. **Show Slide 11 and ask, “What are some ways rider groups can help?”** (This question should be directed to the appropriate group) Possible answers and conclusions might include the following:



### Action Steps

1. Rider group organizations can support and/or endorse alcohol-free events.
2. Local rider groups adopt and abide by alcohol-free event policies.
3. Rider groups establish relationships with businesses other than bars for organized rides.

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**Instructor note:** Be certain to thank each group for their work on their individual discussions and to particularly thank each group’s reporter for their assistance with the activity.

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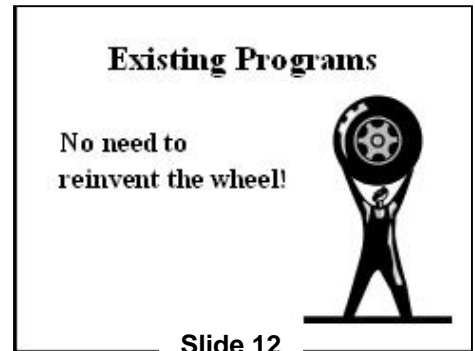
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## **Activity Four: Existing Programs** 15 Minutes

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**Instructor note:** Display Powerpoint Slide #12. **State to participants,** “Okay, we’ve identified the four strategies.” As a quick review and reinforcement, ask the participants to name the four strategies...Communication, Cooperation, Enforcement, and Rider Groups. Point out that they also identified action steps to put these strategies into effect. **State to participants,** “Now, let’s take a look at some existing programs and materials that draw on these strategies.”

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Show examples of existing programs and materials and, for each, lead a brief discussion about which strategies are used – emphasis on complementary/interlocking nature – campaigns draw from multiple strategies.

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### **Instructor note:**

Handouts for the first five initiatives are included in the manuals. Briefly discuss each handout before moving on to the next one. In addition to the five handouts, Fatal Vision goggles should be available for a demonstration.

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1. Green, Yellow, Red – Wisconsin (Handout #1)
2. AMA Ride Straight/Ohio State Patrol Ride Smart/Drive Smart (Handout #2)
3. Open The Throttle, Not The Bottle – Connecticut (Handout #3)
4. Ride Smart, Drive Smart Campaign – Ohio (Handout #4)
5. Dial-A-Ride – Minnesota (Handout #5)
6. Fatal Vision Goggle Demonstration (Instructor demonstrates Fatal Vision Goggles using one or two volunteers from the audience)
7. Other examples anyone in the class wants to bring up

## **Activity Five: Selecting Your Own Strategy/Initiative** 5 Minutes

Ask participants to spend a few minutes identifying two strategies/initiatives they would like to develop. Facilitate an open discussion by inviting participants to share their ideas.

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## Activity Six: Summary 3 Minutes

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**Instructor note:** Display Powerpoint **Slide #13. Need Markers for this activity. Say to participants,** “We know that impaired riders are different from impaired drivers and our strategies to address the issue should reflect these differences.”

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Restate the four strategies and emphasize their complementary nature: Communications, Cooperation, Enforcement, and Rider Groups.

We identified several existing programs that you can draw from and there are more (refer to resources handout).

You have identified strategies that may work for you. In the next sessions, we’ll look at developing networks and partnerships and finding the resources/money to put your strategies into action.

### Key Learnings

In this module, we...

- Identified four impaired-riding countermeasures strategies
- Identified at least five existing impaired-riding countermeasure initiatives
- Selected two impaired-riding countermeasure initiatives/strategies that are suitable for development within your program

Slide 13