TO: All Rider Education Recognition Program (RERP) Sponsors, Administrators and Motorcyclist Safety Training Community Members

FROM: Motorcycle Safety Foundation (MSF)

DATE: May 1, 2020

RE: MSF Interim Recommendations for MSF Basic *RiderCourse* and 3-Wheel Basic *RiderCourse* Training, Level II Classroom

---

This is an update to MSF's previous March 12 & March 17 guidance memos regarding motorcyclist safety training during the COVID-19 emergency.

MSF's ultimate goal is, and will always be, the safety and well-being of motorcyclists. During the COVID-19 emergency, that has meant protecting *RiderCourse* students and RiderCoaches by recommending the suspension of motorcycle rider safety training. **MSF continues to recommend a suspension of motorcyclist safety training activities. We are extending our "no training" recommendation through May 15, 2020.** By staying home a while longer, we are following best available guidance, and supporting the life-saving work of medical responders across the country.

At the same time, we are looking ahead. When the time is right to resume training activities, we recognize that it will not suddenly become "business as usual." Things will be different, and will remain that way for some time. Different parts of the country will be ready at different times.

As of the end of April, MSF is aware of ongoing training activities in a small number of states. **In response to requests from programs that have chosen to proceed with in-person rider training and education, MSF has developed the attached recommendations for interim MSF Basic *RiderCourse* and MSF 3-Wheel Basic *RiderCourse* training.**

For training sites and sponsors that elect to continue or resume training, RERP and curriculum standards are unchanged. We urge everyone to seek and follow the most current guidance from local and public health authorities (including the WHO and CDC) to limit the spread of COVID-19.

We encourage providers to continue a liberal, flexible rescheduling, refund, and/or cancellation policy for all rider education and training classes.

As always, please contact us at (949) 727-3227 or msf@msf-usa.org if we can be of assistance.

MSF National Staff

MSF
MOTORCYCLE SAFETY FOUNDATION®

Spring 2020
Interim Recommendations

MSF BASIC *RIDERCOURSE*
MSF 3-WHEEL BASIC *RIDERCOURSE*

Since 1973, the Motorcycle Safety Foundation has set internationally recognized standards that promote the safety of motorcyclists with rider education courses, operator licensing tests, and public information programs. The MSF works with the federal government, state agencies, the military, and others to offer training for all skill levels so riders can enjoy a lifetime of safe, responsible riding. The MSF is a not-for-profit organization sponsored by BMW, BRP, Harley-Davidson, Honda, Kawasaki, KTM, Indian Motorcycle, Suzuki, Triumph, and Yamaha. For *RiderCourse*℠ locations, call 800.446.9227 or visit msf-usa.org.

MSF COVID-19 CONSIDERATIONS COMPLEMENTARY TO FEDERAL, STATE AND LOCAL PROTOCOLS

The Motorcycle Safety Foundation's ultimate concern is, and will always be, the safety and well-being of motorcyclists. The COVID-19 emergency has meant protecting *RiderCourse* students and RiderCoaches by recommending the suspension of formal motorcycle rider safety training. By staying home for a while, we help to flatten the curve and save lives.

Like you, MSF looks forward to resuming training activities soon. To get ready, we are expanding our focus on safety to reexamine all of our practices in light of risk from infectious diseases.

As rider education and training continues or resumes on a limited basis, MSF is providing guidance on sanitizing personal protective equipment and classroom spaces used for rider safety training.

GENERAL INFORMATION

The U.S. Center for Disease Control and Prevention (CDC) publishes guidance for general cleaning and disinfection routines. For more information, please visit: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html

The U.S. Environmental Protection Agency (EPA) maintains a list of EPA-registered surface disinfectants that claim to be effective against Coronavirus (SARS-CoV-2) and other viruses. To disinfect Coronavirus on surfaces, EPA currently recommends a variety of disinfectants containing the active ingredient quaternary ammonium, or hydrogen peroxide. EPA's list is updated regularly, and does not constitute an endorsement by EPA. Additional disinfectants may meet the criteria for use against Coronavirus. Certain cleaning products, such as bleach and ammonia, should never be mixed together. For more information, please visit: https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2

MSF does not endorse specific brands of cleaning products. Always read all warning and ingredient labels on cleaning products. Frequently remind students to keep their distance from one another. Anyone coughing or sneezing should be dismissed and rescheduled. Students may have their temperatures checked using a digital forehead infrared thermometer, and anyone who displays above normal body temperature should be rescheduled.

CLASSROOM

Keep groups small and maintain at least a six-foot distance. Everyone is to use hand sanitizer when entering classroom. Use an attendance checklist instead of a student sign-in document. RiderCoaches are to disinfect their hands after handling student paperwork. Sanitize desks, markers, rulers, goggles, remote controls, keyboards, etc. prior to class. Instead of shared writing instruments, give each student a pen to use in the class that s/he keep afterwards. Sanitize the Rider Handbooks given to each student. Sanitize copies of student materials. Student materials are personal and not to be shared. Require students to wash hands during breaks. Mask use may be required per local policies and procedures.

RANGE

Gloves should not be shared or exchanged among students. Gloves are a low-cost and highly personalized safety item. Students should be encouraged to bring their own gloves. MSF recommends that training sites purchase a supply of new, individually packaged pairs of gloves to offer for sale to students at cost, or free of charge.

Helmets should not be shared or exchanged among students during a class. Helmets are a moderate-cost and highly

personalized safety item. Students should be encouraged to purchase and supply their own DOT-compliant helmet. MSF recommends that training sites purchase a supply of new in-box DOT-compliant helmets to offer for sale to students at cost.

If training sites choose to supply loaner helmets for use by students, each helmet should be assigned for use by only one student during the training class, and conspicuously labeled with the student's name to prevent inadvertent sharing. Helmets should be fully cleaned at the end of every training class, allowed to fully dry, and then labeled or packaged to indicate to the student that cleaning has occurred. For this purpose, helmets can be placed in boxes or loose-fitting bags (not airtight) to ensure complete drying. When fitting helmets for student use in classes, head measurements should be obtained rather than allowing students to try multiple helmets in various sizes.

Helmets vary in construction methods and materials used. Heed the helmet manufacturer's specific cleaning instructions. Ensure adequate ventilation when using chemical cleaning products.

General instructions for helmet cleaning follow:

1. Wash your hands with soap and hot water.
2. Wear nitrile gloves and a facemask to protect yourself.
3. Depending on construction methods and materials used, helmets can be cleaned using any of the following cleaning products, provided that adequate contact times are observed for each particular product:
    a. Neutral soap (or a mild detergent) and hot water.
    b. EPA-registered household disinfectants.
    c. Diluted household bleach solutions if appropriate for the surface.
    d. Alcohol solutions with at least 70% alcohol content, applied with machine-washable materials such as cotton cloth.
    e. Single-use disposable germicidal wipes.
4. Remove and machine wash all removable helmet liners according to the manufacturer's washing instructions.
5. Remove and clean the face shield. Extra care should be taken to ensure that the cleaning product will not affect the face shield's optical clarity. Neutral soap and hot water are generally recommended.
6. Remove and clean the exterior visor, if present.
7. Clean the exterior shell of the helmet, including all vents and ventilation control sliders/buttons/levers, if present.
8. Clean the interior hard surfaces of the helmet, including the chin guard.
9. Spray all non-removable helmet liners, chinstraps, fabric parts and internal/external vent openings with a fabric-safe disinfectant spray, and allow to dry overnight.
    a. Pay extra attention to pads and vents in the chin guard, chinstrap, and face shield area.
    b. For vents in the chin guard, spray an alcohol solution with at least 70% alcohol content through the outer and any inner opening.
10. Reassemble all helmet components, check face shield movement and other functions, and allow to dry fully overnight before use.

Disinfect motorcycle controls/keys/chokes at start of class (or end of prior class – or both). Gloves are to be worn before touching motorcycles. Consider mid-day or more frequent disinfections. Students are to supply appropriate gloves for the course. Consider making oversize range diagrams to use during exercise demonstrations (larger than the ones on the range cards). Maintain proper distance for riding and non-riding range activities

CONSIDERATIONS FOR INTERIM LEVEL II CLASSROOM COMPLETED ON RANGE OR LARGE CLASSROOM-TYPE AREA APRIL 2020

NOTES

1. These considerations are applicable within federal, state and local social distancing recommendations, and are subject to change.
2. Local policies and procedures may supplement these considerations.
3. These considerations represent an interim process until further notice.
4. Regarding the Student Materials Packet, it is permissible to use actual Activity Sheets from the Rider Handbook instead of those pages from the Student Materials Packet. The six items with an * would need to be printed.
5. As much as possible, RiderCoaches are to use the action steps traditionally used in a regular Level II classroom setting to complete the activity sheets.

BRCu Student Materials Packet

- Cover page*
- A-1: Pre-Ride Quiz
- A-2: Intersection Factors
- A-3: Curve Factors
- 2 pages of Cube Activities*
- Conclusion of Cube Activities*
- Duck/Rabbit Image*
- A-4: Driving Tendencies
- A-5: See Zee Sheet
- Conclusion of See Zee*
- A-6: Vision/Reaction Sheet
- A-7: Serious About Safety?
- A-8: Safe vs. Risky Riding
- A-10: Values, Judgment, Choices
- Summary/Takeaway*

3WBRCu Student Materials Packet

- Cover page*
- A-1: Pre-Ride Quiz
- A-2: Intersection Factors
- A-3: Curve Factors
- 2 pages of Cube Activities*
- Conclusion of Cube Activities*
- Duck/Rabbit Image*
- A-4: Driving Tendencies
- A-5: See Zee Sheet
- Conclusion of See Zee*
- A-6: Vision/Reaction Sheet
- A-7: Serious About Safety?
- A-8: Safe vs. Risky Riding
- A-10: Values, Judgment, Choices
- Summary/Takeaway*

Equipment and Materials

- Individual pens/pencils
- Marker for thumbnail
- Student Materials
- Eye Charts and Tape
- Fatal Vision Goggles
- Storage Container
- Trash Container

GENERAL NEEDS

1. Set of student materials for each participant
    a. Packet available in RETSORG Library
    b. Printing in color recommended, with B&W acceptable. Two-sided printing is recommended, yielding 17 pages in total on 9 sheets of paper.
    c. Not used per traditional Level II classroom:
        i. Self-Assessment Wall Chart
        ii. Sign activities
        iii. Situational awareness activities
        iv. A-9 activity sheet
        v. Playing cards and floor mat
2. Pen or pencil for each participant
3. Markers or pens for peripheral vision activity
4. Storage for materials when not used
5. Rain/Wind effects considered
6. Sanitizer available
7. Congregating avoided (Use 6-foot distancing)
8. Container for items to be discarded

ACTION STEPS

[Placement of activities determined by RiderCoach(es)]

1. Have equipment and materials ready
2. Establish protocol for social distancing and sanitation
3. Complete A-1 group quiz (Page 3)
    - Purpose: Range exercise preparation
    - Riders call out answers, with discussion as needed
4. Complete A-2 activity (Page 4)
    - Establish pairs or triads with proper distancing
    - Have each small group determine their top 3 factors in each column, and briefly explain why
    - Read summary statement at bottom
5. Complete A-3 activity (Page 5)
    - Same as above
6. Have entire group review the first cube page (Page 6)
    - Have participants find the motorcycle in each of the four (4) positions
        - Does not include a position "suspended in the middle"
7. Have entire group review the second cube page (Page 7)
    - Stress the "eyes see but the brain perceives"
    - Tie to strategic perception
8. Read or have a volunteer read the conclusion on the next page (Page 8)
9. Use the duck/rabbit image to reinforce that our eyes don't tell our brain what we see, rather our brain tells our eyes what to look for (Page 9)

10. Complete A-4 activity (Page 10)
    - Have each participant complete per the regular action steps used in the classroom
    - Read or have a volunteer read the summary statement
11. Complete A-5 activity (Page 11)
    - Provide directions and have each rider complete
    - Use 30 seconds for the time
    - Use the next page to read or have a volunteer read the summary statement (Page 12)
        i. Reinforce the use of Search-Evaluate-Execute (SEE)
12. Complete visual acuity activity (Page 13)
    - Explain how a chart works
    - Have participants complete the activity during break times (or other)
    - Encourage participants to check left only, right only, and both eyes, and record their own results on their A-6 sheet (Note: Nothing else is recorded on A-6.)
13. Complete peripheral vision activity
    a. Have each participant put the number 5 on a thumbnail (or the skin below the thumbnail) in a way it can easily be seen
    b. Have them put the other thumbnail directly in front of them at arm's length and focus on it
    c. Put the "5 thumbnail" to the side at arm's length and at same height as the other thumbnail
    d. Have them move "5 thumbnail" slowly toward plain thumbnail
    e. Have them stop when the "5" is clearly visible while looking at the plain thumbnail (no peeking!)
    f. Summarize by stating that central vision is generally a 3-degree cone and why we must keep our eyes moving far-and-near and side-to-side, checking instruments as needed, with quick glances
14. Complete A-7 activity (Page 14)
    a. Ask the group for a consensus on their emotional commitment to safety
    b. Have each person complete A-7
    c. Discuss results
15. Do a demonstration only of the Fatal Vision Simulation Goggles
16. Do a self-check of reaction time
    a. Tell participants to close their eyes, then clap immediately after you clap
    b. Have participants notice if they were all at the same time, or if anyone was faster or slower
    c. Briefly discuss results
17. Complete A-8 activity (Page 15)
    a. Have participants complete individually
    b. Read or have a volunteer read the statement at the bottom of the page
18. Complete A-10 activity (Page 16)
    a. Pick 3 items and have entire group call out why 'some do and some don't'
    b. Rhetorically ask "What's your choice going to be?" after each
    c. As possible, add more items
19. Review five (5) summary/takeaway questions/answers (Page 17)
20. Dismiss and attend to disposal of materials, as necessary

THE MOTORCYCLE SAFETY FOUNDATION

BASIC *RIDERCOURSE*℠

INTERIM LEVEL II CLASSROOM
PARTICIPANT PACKET

Since 1973, the Motorcycle Safety Foundation has set internationally recognized standards that promote the safety of motorcyclists with rider education courses, operator licensing tests, and public information programs. The MSF works with the federal government, state agencies, the military, and others to offer training for all skill levels so riders can enjoy a lifetime of safe, responsible riding. The MSF is a not-for-profit organization sponsored by BMW, BRP, Harley-Davidson, Honda, Kawasaki, KTM, Indian Motorcycle, Suzuki, Triumph, and Yamaha. For *RiderCourse*SM locations, call 800.446.9227 or visit msf-usa.org.

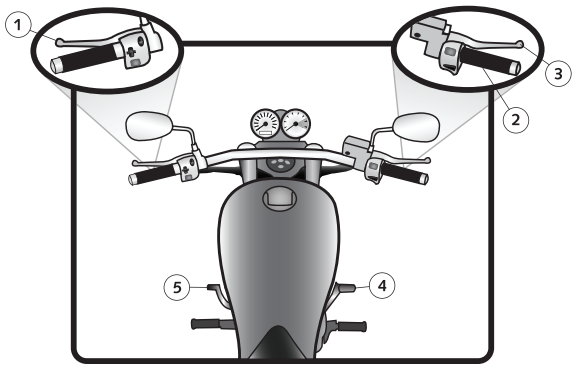
PRE-RIDING QUIZ

A-1

Name _____ Date _____

Directions: Respond to the following questions and statements.

1. I am able to ride a bicycle. Yes ____ No ____
2. T-CLOCS refers to:
   a. A pre-ride inspection routine.
   b. An engine pre-start routine.
   c. Steps to mount and dismount a motorcycle.
   d. Having 360-degrees of visual awareness. Answer ____
3. FINE-C refers to:
   a. A pre-ride inspection routine.
   b. An engine pre-start routine.
   c. Steps to mount and dismount a motorcycle.
   d. Performing maintenance checks before each ride. Answer ____
4. The benefits of proper riding gear include:
   a. Protection, visibility, and style.
   b. Protection, comfort, and visibility.
   c. Fashion and protection.
   d. Color coordinating with a motorcycle. Answer ____
5. Which is true about a motorcycle helmet?
   a. There are no standards for motorcycle helmet construction.
   b. It makes it harder to see and hear important factors in traffic.
   c. It helps prevent injury from the number one cause of crash deaths.
   d. A bicycle helmet is just as good. Answer ____
6. When you squeeze the clutch lever:
   a. Engine power is removed from the rear wheel.
   b. You cause the motorcycle to speed up.
   c. You cause the motorcycle to change gears.
   d. The engine is likely to stall. Answer ____
7. When stopping, squaring the bars keeps the motorcycle upright and easier to hold up. Yes ____ No ____
8. From the image below, place the number of the control in the space provided.



Shift lever ____
Rear brake pedal ____
Throttle ____
Front brake lever ____
Clutch lever ____

SELECT FACTORS – AT AN INTERSECTION

1	2	3
Rider	**Motorcycle**	**Roadway/Environment**
1. Fatigue	1. Bike too large for rider	1. Sun glare
2. Distracted	2. Bike too powerful for rider	2. Pedestrian crosswalks
3. Speed too fast	3. Under-inflated tires	3. Construction
4. Inattention	4. Worn tires	4. Dip in road surface
5. Poor lane positioning	5. Dry-rotted tires	5. Oncoming driver not paying attention
6. Too close to center line	6. Sticky throttle	6. Driver on cell phone
7. Too close to parked cars	7. Missing front brake lever	7. Debris on surface
8. Not looking far enough ahead	8. Worn rear brakes	8. Downhill grade
9. Target fixating	9. Broken brake light	9. Malfunctioning traffic signal
10. No helmet	10. Headlight out	10. Parked car pulls out
11. High BAC	11. Overloaded	11. Night
12. Affected by medication	12. Loose tank bag	12. Manhole covers in path
13. Showing off	13. No turn signal	13. Raining
14. Trying to beat a yellow light	14. Bent handlebars	14. Slick surface
15. Looking at sidewalk activity	15. No mirrors	15. Foggy conditions

Note: Crashes usually consist of an interaction of factors. Eliminating just one factor has the potential to prevent a crash. Sometimes only one factor is enough to produce a crash. There are many more than these 45 factors and potential combinations number in the thousands. A strategy to reduce risk must be ever-present.

SELECT FACTORS – IN A CURVE

1	2	3
Rider	**Motorcycle**	**Roadway/Environment**
1. Speed too fast	1. Bike too large for rider	1. Sun glare
2. Inattention	2. Bike too powerful for rider	2. Dip in road surface
3. Poor lane positioning	3. Dry rotted tires	3. Construction in area
4. Too close to center line	4. Worn tires	4. Bump in road surface
5. Too close to shoulder	5. Under-inflated tires	5. Vehicle pulls out from shoulder
6. Not looking far enough ahead	6. Sticky throttle	6. Other driver on cell phone
7. Target fixating	7. Tire blowout	7. Oncoming driver not paying attention
8. Fatigue	8. Engine out of tune	8. Debris on surface
9. No helmet	9. Bent frame	9. Downhill grade
10. High BAC	10. Too much play in swing arm	10. Off-camber surface
11. Distracted	11. No mirrors	11. Night
12. Looking at the scenery	12. Bent handlebars	12. No painted lines
13. Affected by medication	13. Overloaded	13. Raining
14. Showing off	14. Worn rear brakes	14. Unmarked decreasing-radius curve
15. Trying to keep up with others	15. Brake fade on downhill grade	15. Foggy conditions

Note: Crashes usually consist of an interaction of factors. Eliminating just one factor has the potential to prevent a crash. Sometimes only one factor is enough to produce a crash. There are many more than these 45 factors and potential combinations number in the thousands. A strategy to reduce risk must be ever-present.

CAN YOU PLACE THE MOTORCYCLE IN THESE 4 AREAS?

Front-top-left

Back-bottom-right

Front-bottom-right

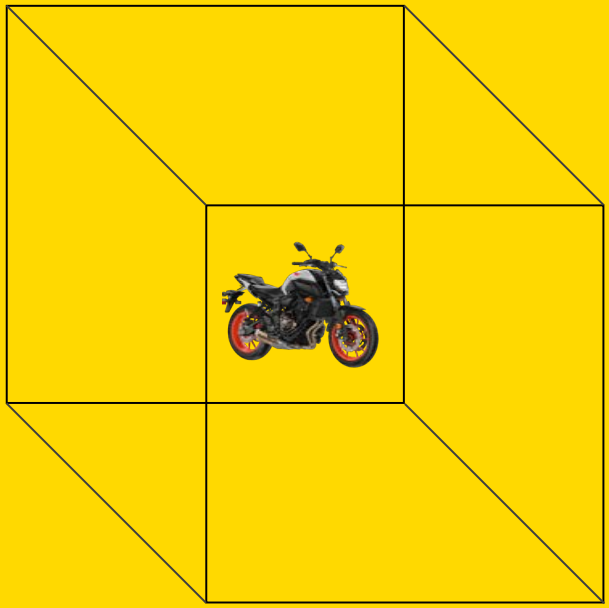
Back-top-left

Here is the cube with no shading. It can be perceived by the brain as either of the two configurations below.

If the cube is perceived like this with its front shaded, the motorcycle is ion the front-top-left or the back-bottom-right.

If the cube is perceived like this with its front shaded, the motorcycle is ion the front-bottom-right or the back-top-left.

CONCLUSION



For an identical traffic situation, one rider may not see a problem, where another rider perceives a collision trap.

WHAT DO YOU SEE?

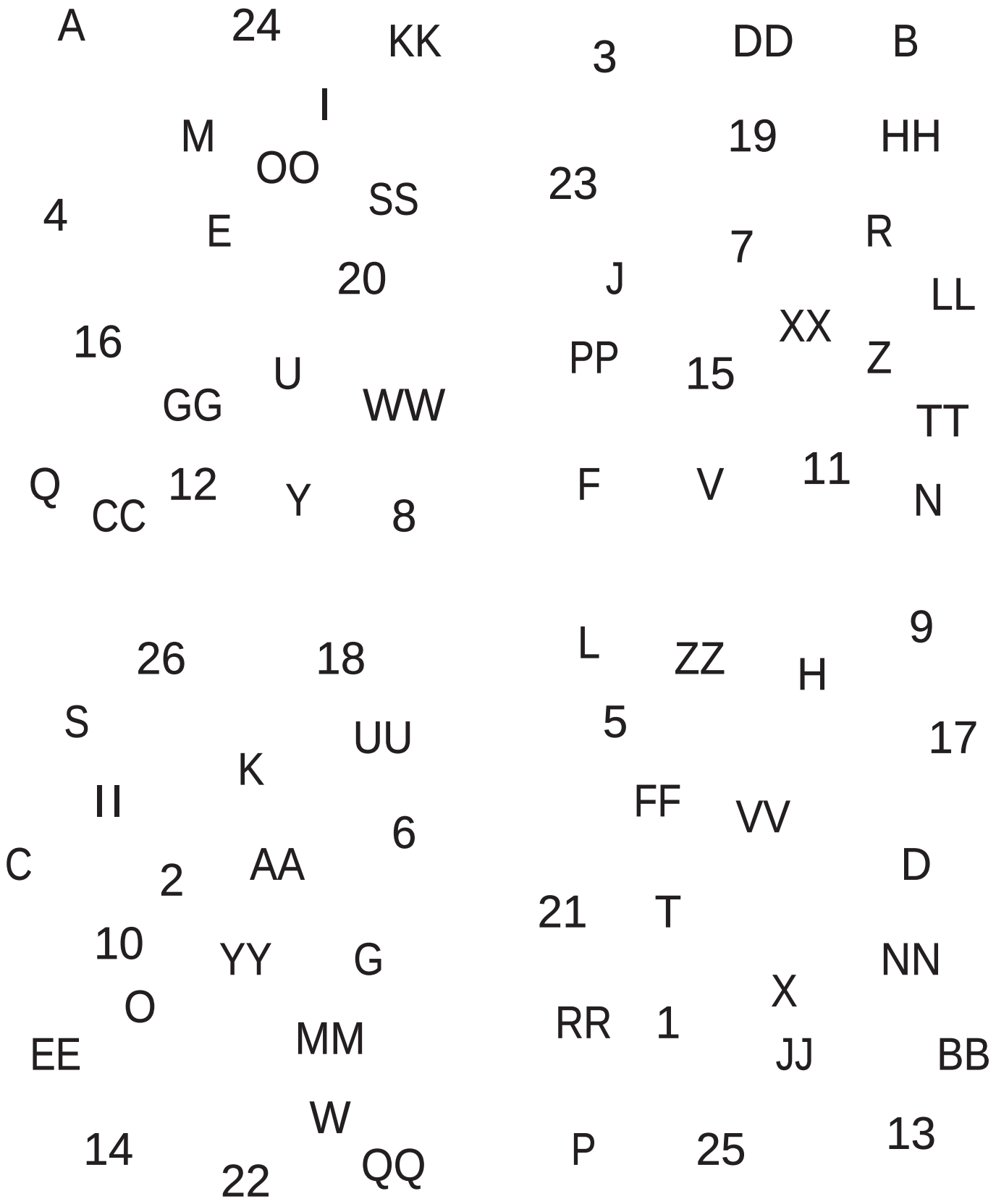
A duck, or rabbit?

DRIVING TENDENCIES

Directions: Place an X along the line in a position that best describes your regular car driving tendencies.
Imagine how someone who knows you well might score you.

Hurried	←------→	Relaxed
Impulsive	←------→	Steady
Overconfident	←------→	Confident
Easily Distracted	←------→	Focused
Rebellious	←------→	Compliant
Non-conformist	←------→	Cooperative
Disrespectful	←------→	Respectful
Reckless	←------→	Forethought
Arrogant	←------→	Humble
Risky Thrill Seeker	←------→	Safe Thrill Seeker
Irresponsible	←------→	Responsible
Stressed	←------→	Calm

People tend to drive as they live, and most drivers rate themselves as above average.
Drivers who are generally safety-minded when driving will likely be safety-minded when riding.
Warning: A temporary or momentary lapse to the left side can have negative results.


A
24
KK
3
DD
B
I
M
19
HH
OO
23
SS
4
E
7
R
20
J
LL
XX
16
PP
Z
U
15
GG
WW
TT
Q
12
F
V
11
CC
Y
8
N
9
26
18
L
ZZ
H
S
5
17
UU
K
II
FF
VV
6
C
2
AA
D
21
T
10
YY
G
NN
X
O
RR
1
MM
EE
JJ
BB
W
14
P
25
13
22
QQ

CONCLUSION

We do better if we:

1. **Have an organized strategy.**
2. **Search agressively.**
3. **Pay attention to what is important.**

VISION AND REACTION TIME SCORE SHEET

(NON-MEDICAL LEARNING ACTIVITY)

A-6

Date & Initials _____

Visual Acuity

Visual acuity refers to clearness of vision. Normal visual acuity is commonly referred to as 20/20, meaning you see at 20 feet what a person with normal vision sees at 20 feet. This number is used for both eyes or for each eye individually. If the second number is higher, like 20/40, this indicates weaker visual acuity (you see at 20 feet what a person with 20/20 visual acuity can see at 40 feet). If the second number is lower, like 20/15, this indicates better-than-average visual acuity (you see at 20 feet what a person with 20/20 visual acuity sees at 15 feet).

Visual acuity: Both eyes: _____ **Left eye:** _____ **Right eye:** _____

Peripheral Vision

Peripheral vision refers to how well you see to the sides while looking straight ahead. While central, clear vision is a three-degree cone (and our eyes move so quickly our surroundings mostly look in focus), peripheral vision can exceed 90 degrees per side.

Peripheral vision (first see the card): **Either side** _____
Useful field of view (see color of card): **Either side** _____
Central vision (see actual card): **Either side** _____

(Less than 140 degrees of total peripheral vision is considered tunnel vision.)

Reaction Time

Simple reaction time refers to how quickly a person responds to a stimulus that is anticipated. Reaction time varies among individuals and is affected by perception time. One way to check a person's general reaction time is to catch a ruler dropped between two fingers. Where the ruler is caught indicates reaction time. Try 10 times to get 10 scores. The average catch is between the 5- and 7-inch marks.

Score for each catch: _____ _____ _____ _____ _____
_____ _____ _____ _____ _____

My average: _____ (Factors: age, fatigue, priority, and distraction)

SERIOUS ABOUT SAFETY?

As a car or truck driver, respond to the following statements.

1.	I signal for turns and lane changes.	___ Yes ___ Sometimes ___ No
2.	I stop completely at stop signs.	___ Yes ___ Sometimes ___ No
3.	I stop completely before turning right on red.	___ Yes ___ Sometimes ___ No
4.	I make decisions based on safety.	___ Yes ___ Sometimes ___ No
5.	Others consider me a courteous driver.	___ Yes ___ Sometimes ___ No
6.	I turn my head to check blind spots for lane changes.	___ Yes ___ Sometimes ___ No
7.	I buckle up.	___ Yes ___ Sometimes ___ No
8.	I honk at bad drivers.	___ Yes ___ Sometimes ___ No
9.	I use my cell phone to talk or text.	___ Yes ___ Sometimes ___ No
10.	I need to brake hard or swerve when driving normally.	___ Yes ___ Sometimes ___ No
11.	I am in a hurry when I drive.	___ Yes ___ Sometimes ___ No
12.	My friends crash and get tickets.	___ Yes ___ Sometimes ___ No

Discussion point:

Anything but a *Yes* on 1-7 and a *No* on 8-12 may indicate a less than ideal emotional commitment to safety. Agree or disagree? Why?

SAFE RIDING VERSUS RISKY RIDING

In some ways, we have a voice that informs us as to what is safe and what is not. For each of the motorcycle riding behaviors below, place in the space provided an **S** for the safety-related voice or an **R** for the risk-related voice.

1. _____ Take a curve at the suggested advisory speed.
2. _____ Keep up with faster-riding friends in curves.
3. _____ Ride at the speed limit on a freeway.
4. _____ Stop beyond the stop line at an urban intersection.
5. _____ Aggressively challenge a decreasing radius curve.
6. _____ Ride at 72 mph on a freeway where speed limit is 65 mph.
7. _____ Honk at a driver who cuts you off in traffic.
8. _____ Use a following distance of less than two seconds.
9. _____ Pass in a no-passing zone.
10. _____ Ride at a speed where traffic builds up behind you.
11. _____ Ride past a blind intersection without slowing.
12. _____ Use turn signals for turns and lane changes.
13. _____ Roll through a stop sign.
14. _____ Use high beams when an oncoming driver doesn't dim theirs.
15. _____ Park in a handicapped parking space.
16. _____ Use the street like a personal race track.
17. _____ Ride while thinking about work issues.

We become what we think about, and what we think about is shown by our behavior. Although there may be no specific answer for the voice that dominates in the above behaviors, a rider likely knows the difference between proper and improper choices.

Directions: For each behavior, note some reasons for a rider's choice. Then complete the statement in the last column.

Rider Behavior	Reasons to do it	Reasons not to do it	My choice is to
1. Wear a quality helmet			
2. Wear full riding gear in addition to a helmet			
3. Be overly aggressive in curves			
4. Ride buzzed			
5. Ride distracted			
6. Be a low-risk rider			
7. Stunt in public			
8. Be affected by peers			
9. Take formal training			

SUMMARY TAKEAWAYS

1. What is the cause of crashes?
    - An interatction of factors
2. What is a good rider?
    - One who reduces contributing factors
3. How does a rider reduce factors?
    - Uses a thinking strategy: Search-Evaluate-Execute
4. How long does it take to reduce risk?
    - As long as it takes to make the choice
5. What is the primary challenge to be safe?
    - Making the choice to have plenty of good risk offset and being mindful of collision traps