

# **On the Right Trail**

**A guide to  
safety, etiquette, and ethics  
in  
Off-Highway Vehicle Use**

**Social Studies Curriculum**

**Grades 3-7**

# Acknowledgements

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## **Off Highway Vehicle Curriculum for Kids**

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# Table of Contents

<b>Introduction</b> .....	1
<b>Background Information</b> .....	2-4
<b>Core Curriculum Standards Met By Each Chapter</b> .....	5-12
<b>Educational Kit Materials List</b> .....	13
<b>Chapter 1 Introduction to Safety and Ethics</b> .....	14
Chapter Overview	
Activity 1.1 Learning to Tread Lightly!	
<b>Chapter 2 Sound Off: How Much Do You Know About Backcountry OHV Use?</b> .....	17
Chapter Overview	
Activity 2.1 The Thumbs up and Thumbs Down of OHV Use	
<b>Chapter 3 Safety: Every Ride-Every Time</b> .....	22
Chapter Overview	
Activity 3.1 Safety Gear-Seven for Safety	
Activity 3.2 Every Ride-Every Time, Carry the Following Items	
Activity 3.3 How Prepared Are You? ( <i>Planning Worksheet and Preparation Cards</i> )	
<b>Chapter 4 Planning Ahead</b> .....	29
Chapter Overview	
Activity 4.1 Play it Safe!	
Activity 4.2 Sizing Up!	
Activity 4.3 Know Before You Go!	
Activity 4.4 Coming Attraction	
<b>Chapter 5 You On The Trail: Trail Etiquette</b> .....	36
Chapter Overview	
Activity 5.1 Multiple Use Trails-Citizenship in Action	
<b>Chapter 6 Understanding Land Ethics: Protecting The Ground You're On</b> .....	39
Chapter Overview	
Activity 6.1 What is an Ethic?	
Activity 6.2 Myth Busting	
Activity 6.3 Land Ethic Jeopardy	
<b>Chapter 7 Dilemmas and Decisions</b> .....	48
Chapter Overview	
Activity 7.1 Dilemmas and Decisions	
<b>Chapter 8 Pledge of Responsibility</b> .....	51
Chapter Overview	
Activity 8.1 Be Responsible, Stay Safe, Get Involved	
Activity 8.2 Additional Ideas	
<b>Handouts</b> .....	53
Pledge of Responsibility	
On the Trail Checklists	
Evaluation Sheet	
<b>Overlays</b> .....	58-85
<b>Appendixes</b> .....	86-101

# ON THE RIGHT TRAIL

## A guide to safety, etiquette, and ethics in Off-Highway Vehicle Use

### Introduction to the *On the Right Trail* Educational Kit

#### **About the Educational Kit**

The goal of the *On the Right Trail* Educational Kit is to educate students about proper Off-Highway Vehicle (OHV) safety, and to instill a strong ethic for natural resources, to the extent that future recreationists of Utah recognize their influence and responsibility to be safe, courteous, ethical, and considerate of other trail users and the land.

#### ***On the Right Trail* is able to accomplish this goal by:**

- providing an interactive curriculum and trunk about Off-Highway Vehicles for third through seventh grade students in Utah, which meets Core Curriculum standards;
- emphasizing safety, trail etiquette (good citizenship), natural resource protection, and land ethics;
- providing an OHV guide for natural resource professionals, teachers, and youth leaders; i.e. 4-H and scouting organizations.

#### **Implementation**

This curriculum can be used in any indoor setting although a large open area is preferred. A VCR or DVD player, TV, and overhead projector should be available dependant on the lesson plan.

The *On the Right Trail* curriculum is designed to be thorough yet flexible so you are able to meet the needs of your specific audience. You may elect to run the curriculum in its entirety or you may select specific lessons suitable for your group, which coincide with the core curriculum standards being taught in the classroom.

Before your presentation make sure to carefully read each lesson plan. It is advisable to use Activity 8.1 found in Chapter Eight following each lesson plan. To utilize this activity, plan on copying one Pledge of Responsibility (page 53) and one On the Trail Checklist (page 54-55) per student. These will be given as handouts. Also confirm that the facility has a TV, VCR or DVD player, and overhead projector.

#### **Evaluation**

Following your presentation or use of the curriculum and trunk, please complete the evaluation form in the binder or obtain a copy of the evaluation form from the presenter. Your input will help us continue to improve this educational kit.

# Background Information

## **WHAT is an OHV?**

In Utah an off-highway vehicle (OHV) means any motorcycle, all-terrain vehicle type I vehicle, all-terrain type II vehicle or snowmobile.

### **Motorcycle**

Motorcycles have no more than two tires and a saddle where the driver sits. Examples could include: mini bike, trail bike, trials bike, motocross bike or competitive motorcycle.



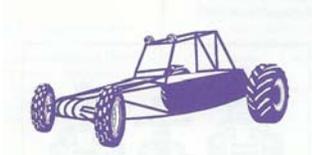
### **All-terrain type I vehicle (ATV)**

A type I ATV is 52 inches wide or less, weighs 800 pounds or less, travels on three or more low-pressure tires, has a seat that the rider straddles, and can travel over unimproved roads.



### **All-terrain type II vehicle**

Type II includes Odysseys, pilots, dune buggies and sand rails.



### **Snowmobiles**

Snowmobiles are designed to travel on snow or ice. They are steered and supported by skis, belts, cleats, runners, or low-pressure tires.



(Utah Off-Highway Vehicle Laws and Rules, Utah code Annotated 41-22-2). (Know Before You Go! Education Program)

Other terms used to indicate an off-highway vehicle are:

OHV – Off-Highway Vehicle

ATV – All-Terrain Vehicle

ORV – Off-Road Vehicle

dirt bike

snowmobile

motorcycle

dune buggies

trail bike

4-wheeler

sand rail

### **Who Uses OHVs?**

In 2002, approximately 160,000 OHVs were registered in Utah—70 percent of owners lived along the Wasatch Front. The average age of owners was 44 years old. 75 percent of Utah’s registered OHV owners recreated on public lands.

In addition to recreational use, OHVs also serve agriculture, business, commercial industry, and nearly 700 government and law enforcement agencies with on-the-job transportation and other uses. (OHV Ridercourse Handbook, by the OHV Safety Institute, 1990). In 2001, there were an estimated 5.6 million ATV users and as of 2003-2.4 million Off-Highway Motorcycle recreationists in the United States. (*ATV info.-U.S. Consumer Product Safety Commission, 2001 All-Terrain Vehicle ATV Exposure Survey, Motorcycle Info.-Motorcycle Industry Council, 2003 Motorcycle Statistical Annual.*)

### **Are OHVs Safe?**

OHVs are only as safe as their riders. Understanding the importance of safety equipment and knowing how to safely handle your machine are the keys to safe and enjoyable riding. ATV-related injuries in the U.S. have doubled in a recent 5-year period along with an increase in ATV injuries requiring an emergency room visit which increased by over 100 percent from an estimated 52,800 in 1997 to 110,100 in 2001. In 2001, about a third of these victims were under 16 years old. In this same period, the estimated number of ATV drivers increased 36 percent, driving hours grew 50 percent, and the number of ATVs increased 40 percent. There were an estimated 634 deaths associated with ATVs in 2001. This was an increase from the 291 deaths in 1997. (*US Consumer Product Safety Commission.*)

### **Why Develop an OHV Curriculum for Utah’s Youth?**

Utah is a beautiful state with many recreational opportunities. One of those popular recreational choices continues to be OHV use. With growing numbers of youth using OHVs for recreation, it is vitally important to teach sound safety skills to young riders. OHVs are not toys! They are powerful machines that demand skill and full attention of the rider. With so many OHVs in Utah, there is a high likelihood that most of our youth will at one time or another have some exposure to OHVs and the opportunities associated with them.

Education makes a difference. In Utah during 2002 out of 30 accidents involving youth, only three individuals had taken an OHV safety course, of those who had taken the course the injuries were minimal. The others who were incurred injuries could have been prevented by understanding safety practices, which are taught in this curriculum and in the Know Before You Go! OHV course. (*Division of Utah Parks and Recreation Accident Reports 2002*)

Today's OHV rider shares the trail with numerous other recreationists--horseback and mountain bike riders, hikers, and hunters. Each user group has a different perspective towards the backcountry and values their own means of getting there. The importance of common courtesy and knowledge of trail ethics cannot be understated. Developing and maintaining riding opportunities includes getting along with private landowners, public land managers, and people on the trail. The sustainability of all recreational activities is dependent upon the ability of recreationists to be considerate and respectful of the land and others.

Each of us has a responsibility as a citizen of this great state of Utah to learn how to be safe, ethical, and responsible with how we recreate. The future of our natural resources and our opportunities to recreate are dependent upon our actions. This curriculum provides information and learning opportunities which encourage safe, ethical, and responsible behaviors while operating OHVs. What better gift to give our youth than that of knowledge and understanding. They are our future, and our future lies in their hands.

### **WHAT do I need to LEGALLY RIDE an OHV in Utah?**

- Anyone under 18 years of age must wear a properly fitted and fastened DOT, SNELL, or ANSI approved helmet while riding on or operating any OHV.
- No one under the age of eight years old is allowed to operate any OHV on public land.
- Operators of OHVs on public land must have in their possession either a valid motor vehicle operator's license or an Education Certificate issued by the Division of Parks and Recreation. Youth between the ages of eight and 16 must possess the Education Certificate. To sign-up for an OHV class call 1-800-OHV-RIDE or go to [www.stateparks.ut.gov](http://www.stateparks.ut.gov).
- Any OHV operated on public lands must be registered for the current year and must have the appropriate decal attached.
- All OHVs must be equipped with adequate brakes, lights when being operated between sunset and sunrise, a muffler and approved spark arrestor, and a safety flag when operated on designated sand dunes.
- All public lands are considered closed to OHV use unless designated open by the state, county, or federal agency having jurisdiction over that land.

*(Utah Off-Highway Vehicle Laws and Rules, Utah code Annotated 41-22-30)*

# **Core Curriculum Standards Met by Each Chapter**

*On the Right Trail* meets Utah's Social Studies Core Curriculum Standards for grades 3-7. Each chapter has specific standard objectives which are met by the activities. Teachers can use these lessons and activities as tools in teaching and emphasizing Core Curriculum Standards.

## **Chapter 1: Introduction to Safety and Ethics**

### **Grade Level 3**

#### **Standard 6030-01**

Students show how environments and communities change over time through the influence of people.

#### **Objective 6030-0101**

Predict how human activity will influence environments and communities

- Identify the influence of people on environments and environments on people.
- Describe changes in environments caused by human inventions; e.g., plow, steel, railroads, telephone, telegraph, and automobile.

#### **Standard 6030-05**

Students participate in activities that promote good citizenship.

#### **Objective 6030-0501**

Demonstrate basic citizenship skills.

- Follow agreed-upon rules and accept responsibility for assigned tasks.
- Listen to and consider the opinions of others
- Work within a group to establish acceptable behaviors and expectations.

#### **Objective 6030-0502**

Identify ways to meet community needs.

- Identify community needs that students can help fill personally. (Students' impacts and choices make a difference in the future sustainability of resources.)

### **Grade Level 4**

#### **Standard 6040-02**

Students trace the emergence and development of culture in Utah.

#### **Objective 6040-0202**

Trace the development of Utah's culture.

- Describe how various groups interact to create community roles and traditions.

### **Grade Level 5**

#### **Standard 6050-05**

Students analyze the role of the Constitution in the building of governance and citizenship in the United States.

#### **Objective 6050-0503**

Analyze democratic processes.

- Participate in activities that promote the public good.

### **Grade Level 6**

#### **Standard 6060-04**

Students explore the cultures of ancient civilizations.

#### **Objective 6060-0404**

Participate in democratic processes.

- Practice the responsibilities of good citizenship; e.g. respect others and be responsible.
- Make a contribution to the school, neighborhood, and community, e.g. through responsible recreation each student can make a contribution to the state and to the community in which he or she resides, by providing for sustainable use in the future.

### **Grade Level 7**

#### **Standard 6100-01**

Students will understand the interaction between Utah's geography and its inhabitants.

#### **Objective 6100-0103**

Assess how natural resources sustain and enhance people's lives.

#### **Indicators**

- Recognize the impact of water, minerals, wildlife, and forests on people.
- Distinguish between renewable and non-renewable resources.
- Analyze how natural resources improve the quality of life.
- Assess the importance of protecting and preserving natural resources.

#### **Objective 6100-0104**

Examine how people affect the geography of Utah.

#### **Indicators**

- Identify Utah's counties and cities.
- Assess how people change the landscape.
- Examine how altered landscapes affect people.

#### **Standard 6100-03**

Students will understand the relationship between government and the people of Utah.

#### **Objective 6100-0303**

Assess the rights and responsibilities of citizenship.

#### **Indicators**

- Explain the rights and responsibilities of good citizens.

## Chapter 2: Sound Off: How Much Do You Know About Backcountry OHV Use?

### Grade Level 3

#### **Standard 6030-01**

Students show how environments and communities change over time through the influence of people.

#### **Objective 6030-0101**

Predict how human activity will influence environments and communities.

- Identify the influence of people on environments and environments on people.
- Describe changes in environments caused by human inventions; e.g., plow, steel, railroads, telephone, telegraph and automobile.

#### **Standard 6030-04**

Students examine how government and economies develop as the indigenous community develops.

#### **Objective 6030-0401**

Explain the purpose of government.

- Identify the role of government—by highlighting the roles of the BLM, Forest Service, State Park managers and other natural resource managers.

#### **Standard 6030-05**

Students participate in activities that promote good citizenship.

#### **Objective 6030-0501**

Demonstrate basic citizenship skills.

- Follow agreed-upon rules and accept responsibility for assigned tasks.
- Listen to and consider the opinions of others.
- Work within a group to establish acceptable behaviors and expectations.

### Grade Level 4

#### **Standard 6040-04**

Students participate in activities that promote cultural understanding and good citizenship.

#### **Objective 6040-0402**

Demonstrate basic citizenship skills.

- Identify ways to help and contribute to the community.
- Demonstrate respect for Utah and the United States; e.g. how we treat the land.

### Grade Level 5

#### **Standard 6050-05**

Students analyze the role of the Constitution in the building of governance and citizenship in the United States.

#### **Objective 6050-0503**

Analyze democratic processes.

- Participate in activities that promote the public good

### Grade Level 6

#### **Standard 6060-04**

Students explore the cultures of ancient civilizations.

#### **Objective 6060-0404**

Participate in democratic processes.

- Practice the responsibilities of good citizenship; e.g. respect others and be responsible.
- Make a contribution to the school, neighborhood, and community, e.g. through responsible

recreation each student can make a contribution to the state and to the community in which he or she resides, by providing for sustainable use in the future.

#### **Standard 6060-07**

Students explore the geographical features of ancient civilizations.

#### **Objective 6060-0701**

Examine the major physical and political features of early civilizations.

- Examine the importance of water in the development of civilization. (*Water continues to be an important aspect of civilizations, On the Right Trail demonstrates how being good citizens to the land protects the resources including water, we have.*)

### Grade Level 7

#### **Standard 6100-01**

Students will understand the interaction between Utah's geography and its inhabitants.

#### **Objective 6100-0101**

Investigate the relationship between physical geography and Utah's settlement, land use, and economy.

#### **Indicators**

- Read and interpret a variety of maps.
- Identify the physical features and regions of Utah.
- Compare and contrast the relationship between physical features and regions to settlement, land use, and the economy.

#### **Objective 6100-0103**

Assess how natural resources sustain and enhance people's lives.

#### **Indicators**

- Recognize the impact of water, minerals, wildlife, and forests on people.
- Distinguish between renewable and non-renewable resources.
- Analyze how natural resources improve the quality of life.
- Assess the importance of protecting and preserving natural resources.

#### **Objective 6100-0104**

Examine how people affect the geography of Utah.

#### **Indicators**

- Identify Utah's counties and cities
- Assess how people change the landscape.
- Examine how altered landscapes affect people.

#### **Standard 6100-03**

Students will understand the relationship between government and the people of Utah.

#### **Objective 6100-0303**

Assess the rights and responsibilities of citizenship.

#### **Indicators**

- Explain the rights and responsibilities of good citizens.

## Chapter 3: Safety: Every Ride – Every Time

### **Grade Level 3**

#### **Standard 6030-05**

Students participate in activities that promote good citizenship.

#### **Objective 6030-0502**

Identify ways to meet community needs.

- Identify community needs that students can help fill personally. (*Students impacts and choices make a difference in the future sustainability of resources.*)

### **Grade Level 4**

#### **Standard 6040-04**

Students participate in activities that promote cultural understanding and good citizenship.

#### **Objective 6040-0402**

Demonstrate basic citizenship skills.

- Identify ways to help and contribute to the community.
- Demonstrate respect for Utah and the United States; e.g. how we treat the land.

### **Grade Level 5**

#### **Standard 6050-05**

Students analyze the role of the Constitution in the building of governance and citizenship in the United States.

#### **Objective 6050-0503**

Analyze democratic processes.

- Participate in activities that promote the public good

### **Grade Level 6**

#### **Standard 6060-04**

Students explore the cultures of ancient civilizations.

#### **Objective 6060-0404**

Participate in democratic processes.

- Practice the responsibilities of good citizenship; e.g. respect others and be responsible.
- Make a contribution to the school, neighborhood, and community, e.g. through responsible recreation each student can make a contribution to the state and to the community in which he or she resides, by providing for sustainable use into the future.

### **Grade Level 7**

#### **Standard 6100-03**

Students will understand the relationship between government and the people of Utah.

#### **Objective 6100-0303**

Assess the rights and responsibilities of citizenship.

#### **Indicators**

- Explain the rights and responsibilities of good citizens.

## Chapter 4: Planning Ahead

### Grade Level 3

#### **Standard 6030-06**

Students use map skill to analyze the influence of physical features on the building of communities in the United States.

#### **Objective 6030-0601**

Examine maps and globes.

- Use grids, scales, and symbols to identify the physical features.
- Compare natural and human-made boundaries.

#### **Standard 6030-04**

Students examine how government and economies develop as the indigenous community develops.

#### **Objective 6030-0401**

Explain the purpose of government.

- Identify the role of government—by highlighting the roles of the BLM, Forest Service, State Park managers, and other natural resource managers.

#### **Objective 6030-0402**

Identify the factors that determine economic development.

- Identify natural resources within environments that provide for community development.

### Grade Level 4

#### **Standard 6040-01**

Students demonstrate the sequence of change in Utah over time.

#### **Objective 6040-0101**

Recognize the sequence of change in Utah over time.

- Identify factors that contributed to the development of the land; e.g., natural resources.
- Identify factors that have historically contributed to the growth of Utah; e.g. recreation.

#### **Standard 6040-02**

Students trace the emergence and development of culture in Utah.

#### **Objective 6040-0201**

Trace the development of Utah's culture.

- Describe how various groups interact to create community roles and traditions.

#### **Standard 6040-06**

Students use geographical tools to analyze political and physical features of Utah and the Western United States.

#### **Objective 6040-0601**

Identify geographic characteristics of Utah and other states in the Western region of the United States.

- Find scenic attractions in Utah and other Western states.

### Grade Level 5

#### **Standard 6050-10**

Students examine the influence of geography on the building of the United States.

#### **Objective 6050-1001**

Analyze how physical features affected the expansion of the United States.

- Analyze how geographic features and natural resources affected the migration of Americans to the West. (This is still a reason why people come west for recreation.)

### Grade Level 7

#### **Standard 6100-01**

Students will understand the interaction between Utah's geography and its inhabitants.

#### **Objective 6100-0101**

Investigate the relationship between physical geography and Utah's settlement, land use, and economy.

#### **Indicators**

- Read and interpret a variety of maps.
- Identify the physical features and regions of Utah.
- Compare and contrast the relationship between physical features and regions to settlement, land use, and the economy.

#### **Objective 6100-0104**

Examine how people affect the geography of Utah.

#### **Indicators**

- Identify Utah's counties and cities.
- Assess how people change the landscape.
- Examine how altered landscapes affect people.

#### **Standard 6100-04**

Students will understand the diverse ways people make a living in Utah.

#### **Objective 6100-0404**

Investigate the current status of Utah's economy.

#### **Indicators**

- Examine the role of recreation and tourism in Utah.
- Outline the role of labor unions.
- Explain the effects of private, state, and federal land ownership on land use; i.e., parks, forests, trust lands, etc.

#### **Standard 6100-05**

Students will understand the diverse nature of Utah's peoples and cultures.

#### **Objective 6100-0501**

Assess the diverse cultural and recreational opportunities available in Utah.

#### **Indicators**

- Investigate recreational opportunities in Utah.

## Chapter 5: You On the Trail: Trail Etiquette

### **Grade Level 3**

#### **Standard 6030-05**

Students participate in activities that promote good citizenship.

#### **Objective 6030-0501**

Demonstrate basic citizenship skills.

- Follow agreed-upon rules and accept responsibility for assigned tasks.
- Listen to and consider the opinions of others.
- Work within a group to establish acceptable behaviors and expectations.

### **Grade Level 4**

#### **Standard 6040-04**

Students participate in activities that promote cultural understanding and good citizenship.

#### **Objective 6040-0402**

Demonstrate basic citizenship skills.

- Identify ways to help and contribute to the community.
- Demonstrate respect for Utah and the United States; e.g. how we treat the land.

### **Grade Level 5**

#### **Standard 6050-05**

Students analyze the role of the Constitution in the building of governance and citizenship in the United States.

#### **Objective 6050-0503**

Analyze democratic processes.

- Participate in activities that promote the public good.

### **Grade Level 6**

#### **Standard 6060-04**

Students explore the cultures of ancient civilizations.

#### **Objective 6060-0404**

Participate in democratic processes.

- Practice the responsibilities of good citizenship; e.g. respect others, and be responsible.
- Make a contribution to the school, neighborhood, and community; e.g. through responsible recreation each student can make a contribution to the state and to the community in which he or she resides, by providing for sustainable use into the future.

### **Grade Level 7**

#### **Standard 6100-03**

Students will understand the relationship between government and the people of Utah.

#### **Objective 6100-0303**

Assess the rights and responsibilities of citizenship.

#### **Indicators**

- Explain the rights and responsibilities of good citizens.

#### **Standard 6100-06**

Students will understand the impact of major contemporary events that concern the land and people of Utah.

#### **Objective 6100-0601**

Identify and investigate major contemporary events that affect individuals, institutions, and society.

#### **Indicators**

- Examine different points of view on important events; e.g., points of view on land, and politics.
- Identify the impact each point of view may have on the state.
- Investigate the avenues available for individual or community involvement.

## Chapter 6: Understanding Land Ethics: Protecting the Ground You're On

### Grade Level 3

#### **Standard 6030-01**

Students show how environments and communities change over time through the influence of people.

#### **Objective 6030-0101**

Predict how human activity will influence environments and communities.

- Identify the influence of people on environments and environments on people.
- Describe changes in environments caused by human inventions; e.g., plow, steel, railroads, telephone, telegraph, and automobile.

#### **Standard 6030-05**

Students participate in activities that promote good citizenship.

#### **Objective 6030-0501**

Demonstrate basic citizenship skills.

- Follow agreed-upon rules and accept responsibility for assigned tasks.
- Listen to and consider the opinions of others.
- Work within a group to establish acceptable behaviors and expectations.

### Grade Level 4

#### **Standard 6040-04**

Students participate in activities that promote cultural understanding and good citizenship.

#### **Objective 6040-0402**

Demonstrate basic citizenship skills.

- Identify ways to help and contribute to the community.
- Demonstrate respect for Utah and the United States; e.g. how we treat the land.

### Grade Level 5

#### **Standard 6050-05**

Students analyze the role of the Constitution in the building of governance and citizenship in the United States.

#### **Objective 6050-0503**

Analyze democratic processes.

- Participate in activities that promote the public good.

### Grade Level 6

#### **Standard 6060-04**

Students explore the cultures of ancient civilizations.

#### **Objective 6060-0404**

Participate in democratic processes.

- Practice the responsibilities of good citizenship; e.g. respect others, and be responsible.
- Make a contribution to the school, neighborhood, and community; e.g. through responsible recreation each student can make a contribution to the state and to the community in which he or she resides, by providing for sustainable use into the future.

#### **Standard 6060-07**

Students explore the geographical features of ancient civilizations.

#### **Objective 6060-0701**

Examine the major physical and political features of early civilizations.

- Examine the importance of water in the development of civilizations (*Water continues to be an important aspect of civilizations, On the Right Trail can demonstrate that being good citizens to the land we can protect the resource including water.*)

### Grade Level 7

#### **Standard 6100-01**

Students will understand the interaction between Utah's geography and its inhabitants.

#### **Objective 6100-0103**

Assess how natural resources sustain and enhance people's lives.

#### **Indicators**

- Recognize the impact of water, minerals, wildlife, and forests on people.
- Distinguish between renewable and non-renewable resources.
- Analyze how natural resources improve the quality of life.
- Assess the importance of protecting and preserving natural resources.

#### **Objective 6100-0104**

Examine how people affect the geography of Utah.

#### **Indicators**

- Identify Utah's counties and cities.
- Assess how people change the landscape.
- Examine how altered landscapes affect people.

## Chapter 7: Dilemmas and Decisions

### Grade Level 3

#### **Standard 6030-01**

Students show how environments and communities change over time through the influence of people.

#### **Objective 6030-0101**

Predict how human activity will influence environments and communities.

- Identify the influence of people on environments and environments on people.
- Describe changes in environments caused by human inventions; e.g., plow, steel, railroads, telephone, telegraph, and automobile.

#### **Standard 6030-05**

Students participate in activities that promote good citizenship.

#### **Objective 6030-0501**

Demonstrate basic citizenship skills.

- Follow agreed-upon rules and accept responsibility for assigned tasks.
- Listen to and consider the opinions of others.
- Work within a group to establish acceptable behaviors and expectations.

#### **Objective 6030-0502**

Identify ways to meet community needs.

- Identify community needs that students can help fill personally. (*Students' impacts and choices make a difference in the future sustainability of resources.*)

### Grade Level 4

#### **Standard 6040-02**

Students trace the emergence and development of culture in Utah.

#### **Objective 6040-0203**

Predict future changes based on the history and development of the state.

- Identify factors that will contribute to future growth and change in Utah; e.g. technology, industry, and population.

#### **Standard 6040-04**

Students participate in activities that promote cultural understanding and good citizenship.

#### **Objective 6040-0402**

Demonstrate basic citizenship skills.

- Identify ways to help and contribute to the community.
- Demonstrate respect for Utah and the United States; e.g. how we treat the land.

### Grade Level 5

#### **Standard 6050-05**

Students analyze the role of the Constitution in the building of governance and citizenship in the United States.

#### **Objective 6050-0503**

Analyze democratic processes.

- Participate in activities that promote the public good.

### Grade Level 6

#### **Standard 6060-04**

Students explore the cultures of ancient civilizations.

#### **Objective 6060-0404**

Participate in democratic processes.

- Practice the responsibilities of good citizenship; e.g. respect others, and be responsible.
- Make a contribution to the school, neighborhood, and community; e.g. through responsible recreation each student can make a contribution to the state and to the community in which he or she resides, by providing for sustainable use into the future.

### Grade Level 7

#### **Standard 6100-03**

Students will understand the relationship between government and the people of Utah.

#### **Objective 6100-0303**

Assess the rights and responsibilities of citizenship.

#### **Indicators**

- Explain the rights and responsibilities of good citizens.

#### **Standard 6100-06**

Students will understand the impact of major contemporary events that concern the land and people of Utah.

#### **Objective 6100-0601**

Identify and investigate major contemporary events that affect individuals, institutions, and society.

#### **Indicators**

- Examine different points of view on important events; e.g., points of view on land, and politics.
- Identify the impact each point of view may have on the state.
- Investigate the avenues available for individual or community involvement.

## Chapter 8: Pledge of Responsibility

### **Grade Level 3**

#### **Standard 6030-05**

Students participate in activities that promote good citizenship

#### **Objective 6030-0501**

Demonstrate basic citizenship skills.

- Follow agreed-upon rules and accept responsibility for assigned tasks.
- Listen to and consider the opinions of others.
- Work within a group to establish acceptable behaviors and expectations.

#### **Objective 6030-0502**

Identify ways to meet community needs.

- Identify community needs that students can help fill personally. (*Students' impacts and choices make a difference in the future sustainability of resources.*)

### **Grade Level 4**

#### **Standard 6040-04**

Students participate in activities that promote cultural understanding and good citizenship.

#### **Objective 6040-0402**

Demonstrate basic citizenship skills.

- Identify ways to help and contribute to the community.
- Demonstrate respect for Utah and the United States; e.g. how we treat the land.

### **Grade Level 5**

#### **Standard 6050-05**

Students analyze the role of the Constitution in the building of governance and citizenship in the United States.

#### **Objective 6050-0503**

Analyze democratic processes.

- Participate in activities that promote the public good.

### **Grade Level 6**

#### **Standard 6060-04**

Students explore the cultures of ancient civilizations.

#### **Objective 6060-0404**

Participate in democratic processes.

- Practice the responsibilities of good citizenship; e.g. respect others, and be responsible.
- Make a contribution to the school, neighborhood, and community, e.g. through responsible recreation each student can make a contribution to the state and to the community to which he or she resides, by providing for sustainable use into the future.

### **Grade Level 7**

#### **Standard 6100-03**

Students will understand the relationship between government and the people of Utah.

#### **Objective 6100-0303**

Assess the rights and responsibilities of citizenship.

#### **Indicators**

- Explain the rights and responsibilities of good citizens.

# Educational Kit Materials

1. One *On the Right Trail* Curriculum Manual
2. 12 Maps - 4 copies each of three different regional travel maps
3. Tape of OHV sounds/interactions
4. Tape recorder
5. Safety Gear:
  - helmet
  - eye protection
  - boots
  - body armor: chest protector and kidney belt
  - pants
  - long-sleeve shirt
  - gloves
6. Personal Equipment (fanny pack)
  - trail food & water
  - rain gear
  - medication
  - identification
  - map
7. Tool Kit (stuff sack)
  - wrenches
  - duct tape
  - headlight bulb
  - 2 spark plugs & wrench
  - locking pliers
  - tie-down strap/two rope
  - master chain link
  - screw drivers
  - tire patch kit & pump
  - wire
  - flashlight
8. Emergency Kit (red stuff sack)
  - parachute cord
  - whistle
  - first aid kit
  - waterproof matches
  - space blanket
  - knife
  - garbage bag
  - fire starter
  - shovel
  - dried high-energy food
9. 18 Overlays (in ring binder)
  - OHV Dilemmas (3)
  - Safety PLAN
  - Ethic
  - Coming Attraction (2) Sizing Up!
  - Land Ethic Jeopardy
  - Pledge of Responsibility
  - Maps (4)
  - Blank Overlays (2)
  - On the Trail Checklist (2)
  - Whose Role Is It?
  - Community Service
10. Cover squares for Land Ethic Jeopardy
12. Blank, large flip-chart paper for Land Ethic Jeopardy score-keeping
13. 1 Erasable Marker for overlays and 1 Permanent Marker for score-keeping
14. Stick horses
15. Bicycle handlebars
16. Backpacks
17. *On the Right Trail* video or DVD (Tread Lightly!, Montana Trail Vehicle Riders Association in cooperation with Montana Fish, Wildlife & Parks.)
18. Myth Busting Cards: one set (10) with answers and one set (10) without answers
19. Adventure Trail Posters
20. Registration forms for youth OHV education classes.

# CHAPTER ONE

## Introduction to Safety and Ethics

### Chapter Overview

**Goals:** Provide students with introductory information about trail safety and ethics.

**Objectives:** Students will develop a basic understanding of proper backcountry trailriding techniques and ethics.

**Materials Needed:** TV, VCR, or DVD player, *On the Right Trail* video or DVD (approximately 10 minutes)

**Duration:** 20-40 minutes

### In Brief

Students will review the *On the Right Trail* video or DVD. Then they will review the Tread Lightly! principles presented in the video or DVD. Students will discuss how application of the principles will help them to be better citizens.

### Activity 1.1 – Learning to Tread Lightly!

**Step 1:** Show the *On the Right Trail* video or DVD to the students

**Step 2:** Ask if there are any questions

**Step 3:** Follow up the video or DVD by discussing key points regarding the principles of Tread Lightly! with the questions and discussion topics listed below.

#### *Activity 1.1*

### Tread Lightly! Principles

#### Discussion Points

### Travel and recreate with minimum impact

Discussion Questions:

- Have students' list ways in which they travel and recreate; write them on the board or flip chart.
- Ask students what they think minimum impact means?
- Have students' list ways they might impact or influence the environments around them.
- After students have listed areas that are impacted by humans have them discuss ways to minimize their impacts.

**Example:**

*Trails can cause impacts to vegetation; by staying on the trail we can minimize our impact to vegetation.*

## Respect the environment and the rights of others

### Discussion Questions:

- What are ways that each of us can respect the environment?

**Example:**

*Pick up litter, recycle, conserve water, and stay on trails when recreating and riding OHV's, etc.*

- What are ways that each of us can respect the rights of others?

**Example:**

*Keep noise down, say hello to others on the trail, and listen to others and their points of view, etc.*

### **For Grade Level 6** – Have an extra discussion about the importance of water resources.

- Why is water so important to us? Have students list their ideas on the board or flipchart.

- How can we protect our water resources while we recreate?

**Example:**

*By crossing only at designated crossing points and by not spinning wheels while crossing. Also, be careful not to leave waste or other garbage by waterways.*

## Educate yourself, plan and prepare before you go

### Discussion Questions:

- Have students list the things they remember from the video about planning and preparation?
- Talk with students about why each step is important.

**Example:**

*By being prepared you will be less likely to damage resources in order to survive. You will be acting as a good citizen by saving the time, money, and effort needed to rescue you from a situation that could have been prevented by proper planning.*

## Allow for future use of the outdoors; leave it better than you found it.

### Discussion Questions:

- Discuss with students the concept of leaving things better than they find them.
- What are some things they can do to help to improve upon an area? List examples on the board or flip chart.

**Example:**

*Pack in what they pack out; leave artifacts, flowers, and natural items as they found them so when others visit they will be able to have a similar experience. Pick up garbage or litter that others may have carelessly left behind.*

- Following your discussion, point out that we are responsible for making sure natural areas stay natural and beautiful. We are guests and should treat Utah's beautiful areas with respect.

## Discover the rewards of responsible recreation

### Discussion Questions:

- Ask the students why they like to recreate?
- Discuss with them that when we are responsible we will leave things better than we found them. Through practice of this principle resources will be available for future use and when we return to an area with our families and friends it will be as beautiful as the last time we visited.

*For more information on the Tread Lightly! program go to [www.treadlightly.org](http://www.treadlightly.org) or call 800-966-9900.*

# CHAPTER TWO

## Sound Off:

### How Much Do You Know About Backcountry OHV Use?

#### Chapter Overview

**Goals:** Assess the students' knowledge and understanding of safe, courteous, and ethical OHV behaviors.

**Objectives:** Students will learn to identify what they should do in given situations so that they are safe, courteous, and ethical when recreating with OHV's.

**Materials Needed:** Tape recorder, and OHV Cassette Tape

**Duration:** 20-30 minutes

#### In Brief

Students will listen to 12 OHV "situations" on the cassette tape, and assess each "situation" presented on the tape to determine what the characters should do and whether the OHV riders handled the situation correctly.

#### Activity 2.1 – The Thumbs Up and Thumbs Down of OHV Use

Review the entire activity before you begin.

**Step 1:** Students will listen to twelve OHV "situations" on the cassette tape.

**Step 2:** After each episode, each student must decide if the OHVers in the tape made the correct decision about safety, trail etiquette, or natural resource protection. If a student believes the situation was handled correctly, he/she should place a thumb up. If it was handled incorrectly, the student will place a thumb down. If unsure, place thumb sideways.

**Step 3:** Stop the tape after every situation to review and discuss the correct answer with the students.

**Step 4:** Please rewind the tape for the next presentation.

#### *Activity 2.1*

#### OHV Situations From Cassette Tape

1. *Motors approaching, slowing, or stopping,*

V1: Would you open the gate?

V2: Yeah, I'll get it

*(Sound of fence squeaking.)*

V1: You should shut the gate.

V2: No, it's OK, we'll be back this way in a few minutes.

*(Sounds of motors driving off.)*

**THUMBS DOWN.** Riders should always close the gates they open immediately after they pass through. Public lands are also used by ranchers to graze cattle. Fences and gates are used to separate pastures. When gates are left open cattle are able to leave the pasture causing ranchers to spend valuable time rounding up the cattle and moving them back to their pasture. Always leave gates as you found them.

2. *(Three motors coming near, then stopping.)*

V1: Look at that hill, it's perfect, lets go do some climbing.

V2: Wait, first of all we have to look on the map to see if it's a hill climbing area. If it's not, forget it.

V1: Of course it is. There's tracks all over it, just look.

V3: Tracks don't mean it's a climbing area. I think those tracks are ugly, I'd rather see wildflowers than huge ruts on the mountain. Let's just stay on the trail.

*(Motors driving off.)*

**THUMBS UP.** Generally speaking there are no designated hill climbing areas on public lands in Utah. Hill climbing areas tear up the soil and plants, which can cause erosion. As soil moves off hillsides it may move into streams, which reduces the water quality and the ability for fish and other aquatic invertebrates to live. The scars left on hillsides can offend other trail users, or encourage others to continue the inappropriate behavior.

3. *(One motor approaching, slowing, and stopping.)*

V1: Hi Jacob, what are you doing?

V2: Just walking down to the pasture to check on the horses.

V1: Hop on; I'll give you a ride.

**THUMBS DOWN.** Never ride with more than one person on a machine. Most OHVs are not designed for more than one rider. Having more than one person on a machine can be a safety hazard.

**THUMBS DOWN.** Never ride an OHV without wearing a helmet.

4. *(Two motors slow down and stop.)*

V1:(whispers) Look there are the elk we've been looking for.

V2: (whispers) Great, let's park here and start hunting.

V1: No way, I'm going after them now!

*(One motor takes off.)*

**THUMBS DOWN.** Never chase elk from your OHV -- this isn't hunting; it is animal harassment. Not only is it illegal, it isn't sporting. Chasing any animal, whether wild or domestic, is harassment and can cause stress and possible injury to the animal.

5. V1: Hey mom, We're going for an OHV ride, we'll be back to the house by 5:00.  
V2: Where are you going and who are you riding with?  
V1: I'm riding with Chris and her older brother Jesse. We're going into the Wilderness Area.

**THUMBS DOWN.** Wilderness Areas are lands which prohibit the use of any mechanical tools or transportation, in order to protect the primitive character. Motorized vehicles of any kind are prohibited in any Wilderness Area, this includes bicycles.

**THUMBS UP.** Before you leave on a ride, always tell an adult where you're going, when you'll return, and whom, you are riding with. Never ride alone.

6. *(Two motors racing then crashing sounds.)*  
V1: Hey Brandon, are you OK?  
V2: Yea, I think so, but my leg is really cut up and it hurts really bad.  
V1: It's OK, lay back and relax. I'll get the first-aid kit and we'll get you out of here safely.

**THUMBS UP.** Always carry a first-aid kit, with you on every ride, every time and know how to use it.

**THUMBS DOWN.** Driving out of control and too fast can cause problems for you and others. You may endanger yourself or other trail users and tear up the land. Always drive safely.

7. *(Two motors approaching, slowing, stopping.)*  
V1: This sign says that this trail is temporarily closed to protect elk calving grounds. I guess we could ride up Slate Creek instead.  
V2: That's stupid; I've never seen an elk up here. Lets just go on up. No one will know and we won't bother the elk.  
*(Motors start up and drive off.)*

**THUMBS DOWN.** Never ride on a closed trail. Trails or areas may be closed seasonally to reduce erosion or to protect important wildlife habitat. If you ignore these closures, trails may be permanently closed to motorized recreation. Responsible use of public lands will help to ensure future recreational use of the area.

Perhaps the reason you don't see wildlife in a given area is due to a large amount of human use in the past. The road closure will encourage wildlife to use available habitats, especially during critical times for wildlife survival, such as elk calving in the spring or use of weather protected slopes with good browse in winter.

8. *(One motor drives up and stops.)*

V1: This is a beautiful spot. I think I'll sit down and have some lunch on this rock. Oh, I should move my motorcycle out of the trail first.

*(Sound of trying to start machine but it is dead.)*

V1: Oh no, what am I going to do? Oh I remember, we put extra spark plugs in the machine repair kit, I'll get those.

*(Sound of machine starting up.)*

**THUMBS UP. Carry a tool kit with you every time, every ride.**

**THUMBS UP. Move OHV off trail when stopped to allow other trail users to pass.**

9. *(Sounds of horse hooves on the trail, then motors approaching from the distant background.)*

V1: Get ready; here comes some OHVs down the trail.

V2: The last ones scared the horses to death, and threw Katy off her horse. I wish they'd slow down and be considerate of other folks on the trail.

*(Machines getting louder and closer, then sounds of engines being turned off. Sound of hooves continue.)*

V3: (calm, soothing voice) Hello there, just want to let you know I'll wait for you to pass before starting my machine back up. Nice horses you have there. Have a good day.

**THUMBS UP. OHV riders always yield, pull over, and shut off motors when meeting horses or other animals on the trail. Slowly take off helmet and talk in a calm voice. Avoid any sudden movement. Be polite. Being courteous and yielding to riders and their stock helps users to get along and makes it safer for everyone.**

10. *(Sounds of tools clanking.)*

V1: Hey Sarah, check it out. I got a new OHV for Christmas.

V2: It's cool, what are you doing?

V1: I'm taking off the muffler so I'll go faster. It'll make more noise too.

V2: That's silly. Noise doesn't equal power; in fact, you can even hurt the engine by removing the muffler. And noise really annoys other people on the trail.

V1: Yeah, I suppose you're right. I'd rather make friends on the trails than enemies, and I sure don't want to hurt my machine.

**THUMBS UP. Noise doesn't equal horsepower and it isn't cool. Loud motors can mean less power and can damage the engine. It also scares off wildlife and can offend other trail users. Keep RPMs and speed low and steady around non-riders. Take part in being a responsible trail user and sensitive to other user values on public lands.**

11. V1: Whoa, check it out, watch this! This is a great stream to ride in!  
V2: Wait a minute, what are you doing? I thought you liked to fish.  
V1: I do like to fish, but what does fishing have to do with riding through a stream?  
V2: If you ride down a stream, you'll cause lots of erosion which can kill the fish, you also tear down the banks causing the channel to widen, so the water gets shallow and warm. Fish like deep, cold water. Come on, let's just ride straight across the channel on the trail and come back and fish here next time.  
V1: OK, sounds good to me.  
(*Sounds of engines riding away.*)

**THUMBS UP. Riding in stream channels disturbs aquatic life (fish and insects) by shifting gravels, which can crush insects or fish eggs during spawning. Disrupting stream bottoms can release fine soil, which can smother eggs.**

**Cross streams perpendicular to the channel with as little damage to the bank and bottom as possible. If there are no constructed bridges or fords, choose a stable gradual embankment where a natural gravel bar might be located. Crossing on steep banks or disrupting bank vegetation (trees, shrubs & grasses) increases the chance for soil erosion and alters water quality.**

12. (*Birds in the forest, wind, natural sounds.*)  
V1: I love being in the forest. It's so quiet and peaceful  
(*Sounds of motorcycles approaching and getting very loud, engines revving, then going away.*)  
V2: They didn't even slow down to say hello, and they revved their engines and scared away the birds. How rude!  
V1: Are OHVs even allowed in this area? Let's turn them in.

**THUMBS DOWN. Noise annoys other trail users. Noise carries for a long distance and often masks the sounds of nature. Be respectful of others who may not share your interest. Noise levels of motorized recreation is one of the biggest complaints by non-motorized users. When passing hikers and other forest users, slow down and drive away quietly. Be polite. Do not rev your engine after passing. Always check a map to make sure you are in an area open to motorized travel.**

**THUMBS UP. Notifying the right authorities or even reminding other recreationists about areas closed to particular activities is a positive thing.**

**END OF TAPE**

# CHAPTER THREE

## Safety:

### Every Ride – Every Time

#### **Chapter Overview**

**Goals:** Help students begin to understand the elements of safety when they go out for an OHV ride on the trail.

**Objectives:** Students will learn about specific safety equipment that OHV riders should wear or carry with them when they ride. They will learn how to develop a safety PLAN before every ride, and identify what size of vehicle is appropriate for them to ride.

#### **Materials Needed:**

Overlay (Safety PLAN), Planning Worksheet (enough copies for 2-3 teams, depending on number of students), Preparation Scenario Cards

**Safety Gear:** (helmet, pants, eye protection, long sleeve shirt, boots, gloves, and body armor: chest protector and kidney belt)

**Personal Equipment (fanny pack):** (trail food & water, medication, map, rain gear, and identification)

**Emergency Kit (red stuff sack):** (whistle, knife, dried, high-energy food, parachute cord, space blanket, fire starter, first-aid kit, garbage bag, shovel, and waterproof matches)

**Tool Kit (stuff sack):** (wrenches, 2 spark plugs, master chain link, wire, duct tape, locking pliers, screw drivers, flashlight, headlight bulb, tie-down strap/tow rope, tire patch kit, and pump)

**Duration:** Approximately 20 minutes for individual activities, 60 - 90 minutes for all activities.

#### **In Brief**

Every time you ride, it is essential that you wear the "SAFE SEVEN" items of protective clothing. You should carry the personal items you will need for the day, a tool kit, and an emergency kit. Before you leave on a ride, make a safety PLAN. By being smart, safe, and prepared students will be exercising good citizenship. Rescues from mountainous or desert environments can be expensive to you and tax payers. By preparing before you go, you not only protect yourself and decrease the likelihood of having an accident, but you also help to decrease the need for costly rescues or the necessity of damaging land to survive. During this lesson, students will participate in three activities, which will begin by demonstrating safety gear: a helmet, eye protection, gloves, boots, long pants, and a long-sleeved shirt. Students will then follow up by viewing the contents of the Personal Equipment Kit, Tool Kit, and Emergency Kit and then creating a safety plan.

#### **Activities 3.1, 3.2, and 3.3**

(Refer to activity descriptions on following pages.)

Students should begin with Activity 3.1 and proceed through the activities.

## **Activity 3.1 - Safety Gear – Seven for Safety**

- Step 1:** Ask for a (small) volunteer to model the safety gear as you explain each item to the group.
- Step 2:** Wear seven items of safety gear for your protection and comfort. Safety gear protects the body from hot engine parts and from branches or brush.

### **Seven Items of Safety**

- 1. A HELMET** is your most important piece of equipment. Select an approved helmet that fits snugly and can be securely fastened. Helmets protect the head in two ways:
- Outer shell resists penetration and abrasion,
  - Inner shell absorbs shock by slowly collapsing under impact.

Full face helmets protect your face as well as your head. Open helmets are lighter and cooler and should be used with mouth protection. Encourage the use of full face helmets.

Helmets must be approved by one of the following:

DOT=Department of Transportation

SNELL = Snell Memorial Foundation (most stringent), or

ANSI = American National Standards Institute.

Bicycle, football, hockey, or skateboard helmets are not acceptable for OHV riding. Think of the speed you travel on a motorcycle or OHV compared to your speed while running in a football game, riding a skateboard, etc.. These helmets cannot withstand the impact that will occur if a person falls off a moving motorcycle or other OHV.

- 2. EYE PROTECTION** should be worn with all helmets to protect eyes from branches, rocks, dust, or bugs. Eye protection includes goggles or a face shield on your helmet. Sunglasses are **not** proper eye protection and may shatter or fall off if impacted. Ski goggles are acceptable OHV eye protection.

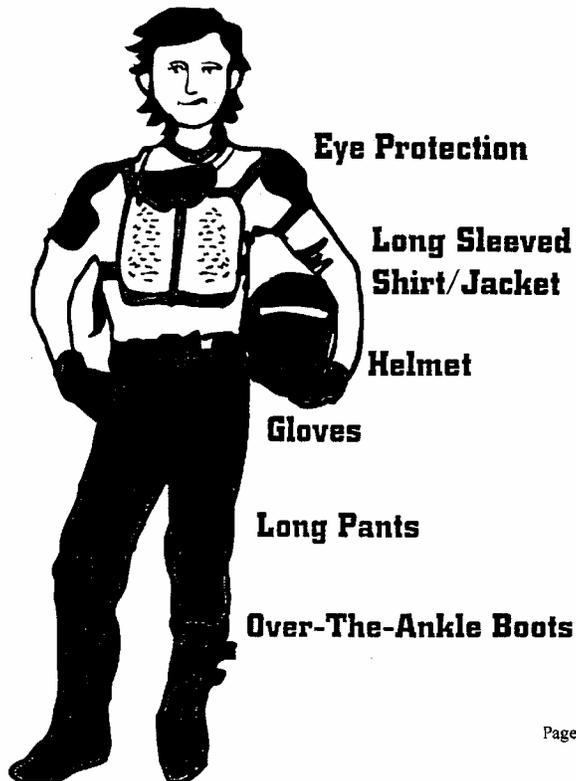
- 3. A LONG-SLEEVE SHIRT** prevents scrapes, burns, and brush rubs.

- 4. PANTS** prevent scrapes, burns, and brush rubs. Although leather, denim, or corduroy pants are fine, synthetic riding pants are the most durable and are available in many riding shops.

- 5. GLOVES** protect hands during a fall and also keep fingers warm. Synthetic riding gloves provide a better grip. Fingerless gloves are **not** suitable for OHV riding. Motorcycle gloves are the best; they are curved for the most comfort and best grip.

- 6. BOOTS** must go over the ankle. Suitable boots may include over-the-ankle hiking boots; however, the best, most comfortable, and safest boots are those that are specifically designed for riding.

**7. BODY ARMOR** (chest protector, kidney belt) is strongly recommended for both beginners and experienced riders. Beginners take heed and remember that experienced riders have learned the hard way to wear this additional safety gear for their own protection.



Page 1:

## **Activity 3.2 - Every Ride-Every Time, Carry the Following Items with You:**

**Step1:** Remove each item from the designated kit as you discuss its importance.

### **1. PERSONAL ITEMS (in a fanny pack)**

- trail food and water (at least 1 quart)
- rain gear
- medication (bee sting, asthma, diabetes, snake bite kit)
- identification
- travel map

### **2. EMERGENCY KIT (red stuff sack)**

*You only need to prepare this kit once. Replace parts as you use them. Keep it in a red stuff sack on your machine at all times.*

- **fire starter and matches** - if you are lost, stay put and build a fire to stay warm.
- **knife**
- **parachute cord**-to make a tent shelter
- **space blanket**-to make a tent shelter
- **first-aid kit**-with instructions
- **dried high-energy food**
- **whistle**-to alert someone if you are lost; saves energy instead of yelling.
- **garbage bag**-to wear as emergency rain gear, wind protection, or to retain heat at night. Cut a place for your head along the side of the bag, NOT on the top of the bag, so bag will fit over your head as a hood.
- **shovel**-to dig a trench to limit fire travel; use helmet as a bucket to carry water when fighting a fire.

### **3. TOOL KIT (small stuff sack)**

*You only need to prepare this kit once. Replace parts as you use them. Keep this kit in a small stuff sack on machine at all times.*

- wrenches
- 2 spark plugs
- master chain link
- wire
- duct tape
- locking pliers
- screw drivers
- flashlight
- headlight bulb
- tie-down strap/tow rope
- tire patch kit & pump

### **4. EDUCATION CERTIFICATE (Carry this with you, it's the law)**

*If you are under 16 years of age you must complete an OHV education course and carry your education certificate with you if you are riding on public land. To register for a course call 1-800-OHV-RIDE or go to [www.stateparks.ut.gov](http://www.stateparks.ut.gov).*

### **Activity 3.3 - How Prepared Are You?**

**Step 1:** Discuss the **Safety Plan** Overlay

**Make a Safety *Plan* Before You Leave**

*(please refer to overlay)*

**P** - Prepare your vehicle for the ride. Make sure you have parental supervision.

**L** - Let someone know where you're going and when you will return.

**A** - Adverse weather or fire conditions? Check first.

**N** - Never ride alone.

**Step 2:** Have students review all the gear displayed from Activity 3.2 and split the students into 2 to 3 teams.

**Step 3:** Remove the items displayed so they are no longer visible to the students. Have each team complete the Planning Worksheet.

**Step 4:** Then have the students or the teacher read the scenario cards. See if the teams are prepared for the situation with what they have listed on the Planning Worksheet. Discuss what would have helped them to have been better prepared. If they are prepared with the appropriate items, compliment them for their forethought. Remind them that each item is important and worth the time to prepare and pack.

*Activity 3.3*  
**Planning Worksheet**

**List as many things as you think you will need for each of the following kits:**

**Personal Items (fanny pack)**

**Emergency Kit (red stuff sack)**

**Tool Kit (small stuff sack)**

**Is there something you should leave with someone before going on your trip? What is it?**

**Is there something you should check prior to going on your trip? What is it?**

**List the number and names of the people who will be riding in your group.**

### Activity 3.3

## Preparation Scenario Cards

<p><b>Scenario:</b> You find out that the area you want to go to is closed because of a fire that occurred earlier in the year?</p> <p><b>Consequence:</b> <i>If you listed this as information you had checked on prior to leaving you were prepared and made plans to go to a different area. If you did not then you have to turn around and come home, or hope that other nearby areas are open, which wastes a lot of time.</i></p>	<p><b>Scenario:</b> Your mother gets a phone call that you can win a million dollars in a contest but in order to claim your prize you have to call back in two hours. You are on an ATV ride.</p> <p><b>Consequence:</b> <i>If you included on your sheet that you left information on where you would be riding and when you were going to return then you were prepared, and since your mother knew where you were. She was able to contact you, and you won a million dollars</i></p>
<p><b>Scenario:</b> You and your friend decide to park your motorcycles and go on a short hike; you twist your ankle and need help to get back to your bike.</p> <p><b>Consequence:</b> <i>Since all of you are riding with many people today from your team you are all prepared. It is important to never ride alone. You will always have help if you have someone else along for the ride.</i></p>	<p><b>Scenario:</b> Your snowmobile breaks down on the trail and you need a tow strap or rope so that your friend can tow you to the trail head.</p> <p><b>Consequence:</b> <i>If you remembered this item, than you are able to get to the trailhead and then home safely. If not, then you probably will have to wait a long time in the cold to figure out what to do.</i></p>
<p><b>Scenario:</b> You and your friend are on an OHV ride in the mountains. It starts to rain. There are not a lot of areas to take cover.</p> <p><b>Consequence:</b> <i>If you listed rain gear on your list then you were prepared and able to stay dry until you could pull over and find shelter. If not, then you are soaking wet and miserable the rest of the day. Another good idea would have been to check weather conditions prior to leaving.</i></p>	<p><b>Scenario:</b> The trail you are on with your friend ends up taking longer to ride than you had expected, it is past lunch time. Are you prepared?</p> <p><b>Consequence:</b> <i>If you listed trail food or high-energy food on your worksheet then you are prepared. It is always good to carry extra food and water with you, just in case something happens that you didn't expect.</i></p>

# CHAPTER FOUR

## Planning Ahead

### Chapter Overview

**Goal:** Students understand the basic trail safety concepts and the roles of government in natural resource management.

**Objectives:** Students will learn basic trail safety concepts for OHVs, including hand signals. Students will interpret Utah Travel maps and distinguish between areas closed and opened to OHV travel. Throughout the activities students will be presented with various roles of government in managing natural resources.

**Materials Needed:** (12) Travel Maps – 4 copies of 3 different maps, (4) Map Overlays, Whose Role Is It? Overlay, (2) Coming Attraction Overlays, an Overhead Projector, and Adventure Trail Pictures

**Duration:** 30 minutes – 1 hour

### In Brief

Through the various activities provided in this chapter students will learn more about planning ahead. They will begin by learning and distinguishing between basic trail safety concepts. If the instructor has time, students can learn about choosing the right ATV to fit their size and ability. Students will then review maps and learn skills to identify areas open to recreational use. Students will finish this chapter by learning about the roles of government agencies in managing and maintaining Utah's natural resources.

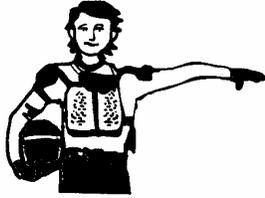
### Activity Overview

*Review the following concepts with the students before starting the activities.*

#### **Trail Safety**

- a. **Do not carry passengers.** OHVs are designed for only one person. Riding with more than one person per OHV is unsafe.
- b. **Ride the right OHV for your size and ability.**  
If your OHV fits you, you will not be safe, but you will also be a better rider. The ride will also be more enjoyable. Especially with ATVs, you should be a good match not only in size but in strength. It will help you to control the machine better. (*National 4-H Council Safety Tips for the ATV Rider brochure*).
- c. **Never ride without adult supervision** (for kids under 16), or without at least one other more experienced rider (kids over 16). The risks of accidents, breakdowns, injuries, or weather changes are too great to ride alone.
- d. **Take an OHV Safety Course. For more information, contact an OHV dealer, or Utah State Parks, OHV Education Office.** In these courses you will learn laws, safety skills, and necessary safe riding habits. You will also learn about the OHV, so you can conduct “pre-ride” safety checks. Remember it is **illegal** to operate an OHV without an Education Certificate. To register for an OHV safety course call 1-800-OHV-RIDE or go to [www.stateparks.ut.gov](http://www.stateparks.ut.gov).

- e. Know where you are going and find out if there are any OHV travel restrictions in the area before you begin your ride.
- f. Hand signals. Always signal with your *LEFT* hand



LEFT TURN - Arm extended horizontally, straight from shoulder.



RIGHT TURN - Arm extended straight from shoulder, and bent upward at the elbow with wrist at head level.



STOP - Arm extended straight from shoulder, and bent downward at the elbow with wrist at waist level.

### Activity 4.1 - Play it Safe!

- Step 1:** Have the Adventure Trail pictures placed around the room. Each student is placed in groupings of 3-4 and assigned to a picture. They are asked to sit in front of the picture and decide which Safety Guideline it is demonstrating. This activity could also be accomplished by placing the Adventure Trail overlay pictures up and having the entire group discuss the picture and which guideline it is demonstrating.
- Step 2:** Each group is asked to tell the entire group what they should or shouldn't do when they are on the trail.
- Step 3:** Discussion about each activity should focus on about what could happen if you break those guidelines. Place emphasis on how being safe helps in having more fun and enjoyment.
- Step 4:** Next, have students sit in a circle. Demonstrate the hand signals for stopping, left turn and right turn. Have the students show you the signals following your demonstration. Then play the following game with the signals.
- Step 5:** Each time you call out a signal Left, Right or Stop each student in the group must display the correct signal with the one you called. If they don't they must leave the circle. Go quickly and mix up the signals, even repeat the same signal occasionally. Have the students who are out of the circle watch to see who gets out next. Continue going until you have one person left. See how long they can go until everyone has been eliminated from the circle.

## **Activity 4.2 - Sizing Up! (Optional activity)**

**Step 1:** The following guidelines can be discussed regarding sizing and ability for riding OHVs. Put the Sizing Up! Overlay up as you review each section.

**Step 2:** If possible, have an ATV on hand to show as you demonstrate. Have a volunteer get on the ATV and show the ways to determine which vehicle is the correct size.

*(All sizing information is taken from the 4-H ATV Adventures! Safe Riding Tips brochure)*

### **The ATV Safety Institute Recommends:**

<b><u>Age</u></b>	<b><u>Engine Size</u></b>
<b>6 and older</b>	<b>to 70 ccs</b>
<b>12 and older</b>	<b>to 90 ccs</b>
<b>16 and older</b>	<b>90 ccs and up</b>

*Activity 4.2*  
**Sizing Up! Chart**

<b>Area of Focus</b>	<b>Guideline Description</b>	<b>Reasoning</b>
<b>Clearance between ATV seat and inseam while standing on footrests</b>	Three to six inches clearance between ATV seat and inseam while standing on footrests.	The rider is better able to stand up and absorb shocks through legs when riding on rough terrain. Keeps the seat from hitting the rider and throwing him/her over the handlebars. Can help to improve visibility.
<b>Upper Legs</b>	Upper portion of leg, from about the top of the knee to the hip, should be about horizontal.	Better control.
<b>Foot Length</b>	With the heel of your right boot locked against the footrest or in the proper position on the running board, the toe of your boot should be able to depress the foot brake with simple downward rotation of the foot.  The same rule applies to the left side, where the gearshift is located.	Helps the rider to operate brakes consistently without hesitation.
<b>Grip Reach</b>	In the normal seated position with your hands on the handlebars, your elbows should have a distinct angle between the upper arm and your forearm. If your elbows are locked straight, you will not be able to turn the handle bars. If your elbows are at less than right angles, you are too large for the ATV.	Steering will be easier and can help to keep the rider in balance.
<b>Throttle Reach</b>	With your right hand in the normal operating position, check to see if your thumb can easily operate the throttle. Turn the handlebars to both the extreme left and right positions; check again for any interference with easy operation.	Increased control of speed and handling.
<b>Brake Reach</b>	With your hand in the normal operating position and your fingers straight out, check to see if the first joint (from the tip) of your middle finger extends beyond the brake lever. If it does not, your hand is too small to effectively grasp the lever in an emergency. Make sure your thumb can reach the engine stop switch.	Proper sizing increases the riders' ability to stop quickly in an emergency situation.

### **Activity 4.3 - Know Before You Go!**

- Step 1:** Begin by separating students into 3-4 groups. Hand out the Utah Public Land Recreational Opportunities maps and have each group open them.
- Step 2:** Have students identify key landmarks in Utah.
- Step 3:** Put up the Whose Role is it Anyway? overlays. Review with the students the roles of each agency.  
*Each management agency listed has various roles as to the land they manage. They have been created for different purposes, and although they all manage natural resources they have different roles for each area they manage.*
- Step 4:** Continue by having the students look for areas on the map that are managed by different agencies.
- Step 5:** As you review the map emphasize the following points.  
**Each map is different so read each map before a trip to know the color designation for each land ownership type. On most maps different colored areas reflect different property ownership and can denote different travel restrictions in specific areas. Generally speaking, Green areas indicate US Forest Service land; different shades of green can indicate different travel restrictions. Blue areas are State-owned land. Bureau of Land Management are yellow. National Park Service areas are purple. These lands are referred to as PUBLIC LANDS because they are not privately owned but managed by these public agencies for all people. White areas typically indicate private land.**
- Step 6:** Next, place Map overlay #1 on the projector and discuss the following points.  
**Trails and roads are coded with colored, solid, or dashed lines to indicate if they are open year round or seasonal travel. The numbers along the trails and roads indicate specific travel restrictions.**
- Step 6a:** Place Map overlay #2 on the projector and discuss the following points.  
**Some trails may be closed in the winter, to protect winter range. Other trails may be closed only during the spring months to protect habitats or to eliminate trail and meadow damage when areas are wet. It is the user's responsibility to know and follow designated travel restrictions.**
- Step 6b:** Place Map overlay #3 on the projector and discuss the following points.  
**Wilderness Areas are special areas where motorized and mechanized (bicycle) travel is prohibited year round. At no time may you take an OHV into such areas.**
- Step 6c:** Place Map overlay #4 on the projector and discuss the following points.  
**Most maps show signs that might be present on trails in the area. Understanding what those signs mean prior to heading out on the trail can be helpful in knowing what you can do and where you can go. Bureau of Land Management, US Forest Service, State Parks, and Travel Maps may be obtained at your local Bureau of Land Management, US Forest Service and Department of Natural Resources Utah State Parks offices or at many sporting good stores and OHV dealerships. It is important for all OHV**

riders to keep a map with them and to learn about the areas that are open and closed to riding.

**Step 7:** With students still in their groups hand out the two other maps and ask students to see if they can locate the following areas on the maps?

- An area that is open year round to OHVs
- An area that prohibits OHVs year round
- An area that is closed to OHVs in the winter
- An area that is closed to OHVs in the spring or during certain months of the year.
- Ask students to identify when and why these areas are closed?

**Step 8:** Take turns having groups share what they found with the rest of the group.

**Step 9:** While the students are still in their small groups ask them to pick one of their maps and see if they can identify the following areas and whose role it is to manage them?

- An area that is managed by the Bureau of Land Management
- An area that is managed by the Forest Service
- An area that is managed by Utah State Parks
- An area managed by the National Park Service
- A privately owned area
- An area that is managed by at least two of the state or federal agencies
- Ask each group to represent one of the agencies listed on the map and have them tell what their role is.
- Have students look on the Utah Public Lands Recreational Map and identify which agencies manage some of the key landmarks in Utah which were identified earlier?

## **Activity 4.4 - Coming Attraction**

- Step 1:** Begin by asking the students some of the places that they enjoy visiting in Utah. List those for the entire class. Have them try to find these locations on the Utah Travel Map.
- Step 2:** Ask students if they think only Utah residents enjoy going to those locations.
- Step 3:** Show students the tourism numbers on the Overlay Coming Attraction. Then talk to students about how recreation brings in money. Show them the second Overlay for Coming Attraction.
- Step 4:** Ask students if they think that recreation and tourism has contributed to growth in Utah?
- Step 4a:** How do they think it has contributed?
- Step 4b:** Have students list areas they believe have benefited from recreation and tourism.
- Example:**  
*Park City and surrounding areas benefited from the Olympics. Richfield Utah has one of the United States most popular ATV trails, the Piate Trail.*
- Step 5:** Give each student a piece of paper. Instruct students to draw a place in Utah they would go for Outdoor Recreation and what they would do if they had \$1,000 dollars to spend. Then have each student tell about his/her activity and why he/she would want to participate in the activity.

# CHAPTER FIVE

## You On the Trail: Trail Etiquette

### Chapter Overview

**Goal:** Develop an appreciation for and understanding of proper trail etiquette, and understand that part of good citizenship is being respectful to others.

**Objectives:** Students will role model interactions of different trail users, participate in small groups, make decisions as to how they should respond on the trail, while being spontaneous, creative, and courteous.

**Materials Needed:** 4 stick horses, 4 bicycle handlebars, 4 backpacks

**Duration:** 45 minutes

### In Brief

Students will review basic information on trail etiquette. Following the review, students will be asked to volunteer to role play different recreationists. They will then be given various real life trail scenarios and asked what they should do. Discussion regarding proper trail etiquette will follow.

### Activity 5.1 - Multiple Use Trails – Citizenship in Action

**Step 1:** Review the following information with the students. Emphasize the importance of getting along and being courteous to other trail users.

**Today's OHV rider shares the trail with numerous other recreationists** -- horseback and mountain bike riders, hikers, and hunters. Each user group has a different perspective about the backcountry, and each group values their own means of transportation. The importance of common courtesy and knowledge of trail etiquette cannot be understated. **Developing and maintaining recreational opportunities includes getting along with private landowners, public land managers, and people you meet on the trail.** Any group who recreates will not be on the trail long if they cannot be considerate of and respectful towards others.

**Noise from OHVs deserves special attention.** Loudness does not equal power. Modifying your exhaust system to create more noise does not increase power. In fact, not enough exhaust back-pressure can mean even less power and can even cause engine damage. More importantly, noise can disrupt the experience for most non-OHV riders. Remember, many people use trails to relax and enjoy the quiet sounds of nature. OHV noise can carry for miles and often masks the sounds of animals in the forests. OHV noise can also scare stock and pack animals on the trail, thus offending and often times endangering, their riders.

To reduce your impact, always keep your machine tuned and running as smoothly and quietly as possible. Travel as quietly as possible along trails. Avoid revving your engine or riding at excessive speeds—you don't know who or what is around the next corner!

**When you meet other recreationists on the trail, they will judge all riders by what you do.**  
Are you making and leaving a good impression?

**Here's how to make friends on the trail:**

**For all trail users:**

- Always be courteous and friendly. Say hello, or offer another appropriate greeting to other users. Don't be offended if "hello" isn't returned. In some cases, another user may not hear your greeting or have time to return it.
- In general, downhill traffic always yields to uphill traffic. This is because uphill traffic may have a difficult time getting started again once it has been stopped.
- Announce intentions before passing.
- Use hand signals to declare driving intentions to others.

**Meeting OHVers from behind:**

- Follow at a safe distance until they reach the next suitable place to pass, which allows time to let the OHVers know you are behind them.
- Pass slowly and safely.

**Meeting OHVers head on:**

- Slow down considerably and find a suitable place to pull over and stop.
- Downhill users must yield to uphill users.

**Meeting Hikers:**

- Approach slowly, pull over, stop, or proceed very slowly. Hikers will usually have heard you coming and will step off the trail.
- If you want to talk to hikers, remove your helmet. Helmets act as masks and intimidate others. It will also be easier for you to hear what they're saying.
- Keep your speed low and steady when you pass hikers, one blip of the throttle can leave a shower of dust and gravel, and an enemy behind you.
- When passing hikers approach slowly until they know you're there and then proceed very slowly.

**Meeting Equestrians (horses, pack animals such as mules, llamas, etc., and their riders)**

- Horses and other animals have the right of way.
- Approach slowly, pull over (on the downhill side if possible), and turn off your engine.
- Slowly remove your helmet and talk in a normal, calm voice. This allows animals to recognize you as a human and calms them.
- Ask the lead horse rider what you should do or how you can assist.
- Avoid sudden movements.
- Wait until horses have long passed, then quietly start your engine and slowly continue your ride.

**Step 2:** Ask for volunteers to role model different trail users.

**Step 3:** Pass out the appropriate props to the trail users: horse rider with the stick horse, the hiker with the backpack, and the OHVer with the handlebars.

**Step 4:** Determine one side of the room as uphill and one side of the room as downhill. Review each of the trail interactions from above and have the students

demonstrate as you explain each interaction. Emphasize being courteous to each user and saying: “hello,” “have a nice day,” waving, or another friendly greeting during each interaction.

**Step 5:** Divide the students into groups of two and have them role play different trail interactions. Always have the students provide a friendly greeting to other trail users.

**Scenarios to practice as time allows:**

- A. OHVer meets hiker from behind.
- B. Horse rider meets OHVer head on.
- C. OHVer meets OHVer
- D. OHVer meets horse rider from behind.
- E. Hiker meets OHVer head on.

**Step 6:** When finished, ask if there are any questions and re-emphasize the need to be courteous to other trail users.

# CHAPTER SIX

## Understanding Land Ethics: Protecting the Ground You're On

### Chapter Overview

**Goal:** Students will understand the concept of land ethics and their responsibility to being good citizens to the land.

**Objectives:** Students will define and discuss the term “land ethic,” discuss specific situations and behaviors that demonstrate ethics answer questions about land ethics and OHV trail use during a Land Ethic Jeopardy game, and work cooperatively with teammates.

**Materials Needed:** Overhead projector and Ethic overlay, Land Ethic Jeopardy overlay, cover squares, large flip-chart for Land Ethic Jeopardy score pad, permanent marker, erasable markers for overlays, Myth Busting Cards (one set has the answers on the back, the other set does not.)

**Duration:** 45 minutes for Ethic discussion and Myth Busting activity  
45 minutes for Land Ethic Jeopardy activity

### In Brief

Learning about ethical behavior is a critical part of protecting the land for future use.

Throughout the activities in Chapter Six, students will learn what an ethic is and the myths and facts of putting ethics into action. Students will then put their knowledge to the test as they compete in teams for Land Ethic Jeopardy.

### Activity 6.1 – What is an Ethic?

**Step 1:** Begin by asking the students what they think an “Ethic” is. Use the “Ethic” overhead to read to the students and discuss.

#### **An ETHIC**

*An ethic is a body of moral principles or values associated with a particular culture or group.*

***Ethical** pertains to what is right or wrong in conduct and ethics are rules of conduct recognized in respect to a particular group or culture. Beyond Fair Chase, by Jim Posewitz, 1994*

Ethics apply to all aspects of our lives, including our environment, even as recreationists using the land for our enjoyment. This is called a **“Land Ethic.”**

**Step 2:** Discuss the following examples with students and the land ethics associated with each example.

#### **Example:**

*On a picnic in a park, a behavior that indicates a land ethic would be picking up all the litter around the area, and properly disposing of it. A behavior that would*

*indicate lack of a land ethic would be throwing plates, cups, and silverware onto the ground before leaving the park.*

For OHV riding, a land ethic also applies. Ethical OHV riders respect the land they ride on, and minimize their impact to wildlife, trails, and fragile areas like meadows and wetlands.

**Example:**

*An OHV rider is on a designated trail and arrives at an open meadow area. An example of a positive land ethic would be to stay on the right trail. To drive through the middle of the meadow and off the trail would be an indication of a lack of land ethics.*

## **Activity 6.2 - Myth Busting**

- Step 1:** Hand out 10 Myth Busting Cards. (Appendix B)
- Step 2:** Ask the students to put the card face down in front of them.
- Step 3:** Ask one student to read their card and tell whether they think the information on the card is a fact or a myth. After the reader has read their card aloud and made their decision, ask the group for discussion. Do they agree? Disagree?
- Step 4:** Encourage discussion.

**Instructor's Note:** *There are two sets of Myth Busting Cards – one set has the answers on the back side of each card. If you are short on time, simply read or have a student read each Myth Busting Card to the class and ask them to respond. During each follow-up discussion, emphasize the concepts and words that are underlined since these concepts are important for the follow-up Land Ethic Jeopardy activity.*

### *Activity 6.2* **Myth Busting** **Questions**

**1. Chasing or harassing wildlife and other animals from your OHV is OK if it is not during hunting season.**

**MYTH**

*Chasing big game from your OHV is illegal at all times. If you use your OHV during hunting season, use it only to reach the area where you want to hunt. Never hunt animals from your OHV. While chasing other animals may not be illegal it is unethical.*

*Big game congregate in area called winter range during the cold winter months. These animals are often highly stressed in the winter due to cold temperatures and low quality of feed. Often times, winter range areas are closed to OHV riders to protect such animals. Respect trail closures on winter range that are intended to protect wildlife and their habitat.*

Calving grounds are areas where big game have their young in the spring. During this time, the animals are stressed and vulnerable to predators. Trails near calving grounds may be closed in the spring to protect the animals. Respect the temporary trail closures to maintain Security Habitat for wildlife and their young.

## **2. OHV use does not bother birds.**

### **MYTH**

Ground nesting birds may be highly affected by OHVs if people ride near their nesting areas. OHVs may directly destroy the nests or stress the parent birds so they abandon the nests.

Special nesting areas are called nesting grounds and they deserve protection. Often times, trails are closed near nesting grounds in the spring when the birds are nesting and raising young. Respect the seasonal trail closures that protect valuable nesting grounds.

## **3. If you are riding and see an elk, keep your engine running quietly. Stay on the trail, and slowly ride away from the animal.**

### **FACT**

Stopping your OHV and getting off your vehicles, stresses animals and usually chases them away from you. If an animal changes behavior when you appear, you are too close and need to move away. Keep your machine running quietly and smoothly. Always ride slowly away from wildlife.

## **4. You can ride OHVs anywhere on public land.**

### **MYTH**

During certain times of the year, trails may be closed to protect the land or special wildlife habitats, such as winter range, calving areas, or nesting grounds. Before leaving on a ride, review a travel map to see if there are any travel restrictions on the trails you intend to use.

Wilderness Areas are special primitive areas where motorized vehicles are not permitted. Respect Wilderness Areas that require foot or horse travel only.

## **5. Riding near the edge of streams and rivers requires special precautions.**

### **FACT**

The green ribbons of vegetation found along the edges of streams, rivers, and lakes are called riparian areas. These areas stabilize the stream banks, filter sediment to protect the water quality, and provide food and shelter for fish and wildlife.

Riparian areas are fragile and can be destroyed easily. Excessive use can result in loss of vegetation and increased erosion, which causes sediment to move into the water and reduces water quality. Protect riparian areas by avoiding them when possible. If you can't bypass the area, go easy. Don't roost (excessively spin) your tires and make sure to cross streams only at designated crossing sites.

**6. Removing the spark arrester from your OHV makes it go faster.**

**MYTH**

*Spark arresters do not affect speed. However, they do prevent sparks from coming off an OHV and can help to reduce the risk of starting a fire from sparks. Never remove a spark arrester- they are legally required on public land.*

**7. Trails are most fragile in the springtime.**

**FACT**

*Trails are wet and boggy in the spring because of snowmelt and rain. Depending on the elevation, trails can remain wet through early summer. When trails are wet they are very susceptible to erosion or soil loss. Trails become gullies and channel water, which then causes more erosion. Riding OHVs in wet meadows causes deep ruts, long-term damage, and scars on the landscape. Also, water bars in the trail are more easily dislodged when trails are wet. Water bars divert water off the trail-always leave them in place. Autumn is another time that trails may be fragile and eroded easily. Do not ride your OHV on wet or muddy trails. Respect temporary spring and autumn trail closures to protect the land. Failing to heed temporary trail closures may lead to permanent trail closures. Check with your local land management agency for trail conditions and closure information.*

**8. You don't have to ask permission to ride on private land.**

**MYTH**

*Always ask permission to ride on private land, even if you know the landowner. Landowners will usually post signs to designate No Trespassing restrictions.*

**9. Leaving gates as you found them is important to public land agencies and landowners.**

**FACT**

*If you come to a closed gate, make sure to close it immediately after you pass through. Never leave a gate open-even for a minute-if it was closed when you arrived. Closing gates is important to public agencies and landowners in order to keep livestock in pastures. To protect your right to ride, always leave gates as you found them.*

**10. Riding up and down a stream bank causes erosion and damages life in the stream.**

**FACT**

*Try to minimize your impact on stream banks. Don't ride parallel to stream banks and in stream channels. If you have to cross a stream, ride straight across the stream at a location with the least amount of grade. Whenever possible, use constructed crossings such as bridges and fords. All wet areas are sensitive to erosion, soil displacement (ruts), and compaction. Avoid riding*

*through marshes, wet meadows, or on stream banks and lakeshores. Be a good neighbor and citizen and take care of the land and water!*

**11. You don't need a license to operate an OHV.**

**MYTH**

*In order to operate an OHV in Utah you must have either a current drivers license or have completed an OHV course and be in possession of an education certificate.*

## **Activity 6.3 – Land Ethic Jeopardy**

*It is important to conduct the Myth Busting activity before you play Land Ethic Jeopardy with the students, so students will have enough information to answer the questions.*

- Step 1:** Divide your students into three teams. Students will take turns being the “contestant.” The contestants are given the answer and must provide the question. Contestants must answer with “Who is...” or “What is....”  
**Example:**  
*The game show host might say, "This part of an OHV is round and black." The contestant would reply, "What is a tire?"*
- Step 2:** Put the Land Ethic Jeopardy overlay on the overhead and have cover squares ready.
- Step 3:** Randomly select a team to go first. The first contestant of team one will choose a category and amount.  
**Example:**  
*"I'd like 'Habitats' for 100 please."*
- Step 4:** The instructor will read the question for the associated category. (Questions included on pages 45 and 46)
- Step 5:** The first contestant to raise his/her hand will be selected to answer. If the first contestant answers incorrectly, the same question will go to the next person whose hand was raised. This process continues until the question is answered correctly. *A bell or buzzer for each team may also be used.*
- Step 6:** The first contestant to answer the question correctly is awarded the points on the flip chart or on the board. If none of the contestants know the answer, review the answer with the group.
- Step 7:** The first “set” of participants moves to the back of the line and new team members come forward to answer a new question. No penalty is given for incorrect answers. Use the cover squares to cover the points already chosen.
- Step 8:** When all of the questions have been asked, move on to the “*Final Round.*”
- Step 9:** For the “*Final Round*” read all the instructions to the students prior to beginning.
- Step 9a.:** Hand out a piece of paper and a pen to each team.
- Step 9b:** The instructor can either choose out of the three provided categories or give each team a separate question. Give the teams the name of the category they will be discussing. Have the teams discuss how many of their points they want to wager on the category. They may not use more points than they accrued. Write the wagered amount next to the team’s number.
- Step 9c:** Ask the question for the category. Give each team one minute to discuss and decide on their answer. If they answer correctly, award them the number of points they wagered. If they answer incorrectly, deduct their wager from their total score. The team with the most points at the end of the “*Final Round*” is the winner.

*Activity 6.3*  
**Land Ethic Jeopardy**  
**Questions and Answers**

**WILDLIFE**

**Questions**

- 100      Respect temporary trail closures to protect this special bird habitat.
- 200      This is the season when many game animals are most stressed and should be left alone.
- 300      Chasing big game from your OHV is illegal and is not considered ethical behavior for this popular sport in Utah.
- 400      When you see wildlife, stay seated and keep your machine moving slowly, in this direction.
- 500      This is the most accurate sign given by an animal that you are TOO close and need to back-off quietly.

**Answers**

- 100      What are nesting grounds?
- 200      What is winter?
- 300      What is hunting?
- 400      What is away from the wildlife?
- 500      What are changes in behavior or it runs away?

**WATER**

**Questions**

- 100      These areas are very sensitive to damage and erosion and you should not ride through them on your OHV.
- 200      Never remove these logs or rubber strips across the trail that diverts water off the trail. These structures prevent the trail from becoming a gully.
- 300      Riding your OHV along the edge of a stream will damage the vegetation and result in erosion of this important part of the stream.
- 400      Respect seasonal trail closures during wet springs to prevent this on the trails.
- 500      This type of off-trail-riding up and down steep slopes-often causes scars on the land and deep gullies with spring rains and is generally not allowed on public land in Utah.

**Answers**

- 100      What are wet areas, riparian areas, marshes, lakeshore, wet meadows, or stream banks?
- 200      What are water bars?
- 300      What are stream banks?
- 400      What is erosion?
- 500      What is hill climbing?

## **TRAILS**

### **Questions**

- 100 Many non-motorized trail users get annoyed with OHVs because of this.
- 200 Seasonal trail closures help to protect important habitat for this during winter and spring months
- 300 When talking to others on the trail, always do this so you are not intimidating to them, so that you can hear them better.
- 400 OHV riders always yield, pull over, and shut motors off when meeting this trail user.
- 500 Motorized vehicles and bicycles are always prohibited in these special areas.

### **Answers**

- 100 What is noise?
- 200 What is wildlife?
- 300 What is to remove your helmet?
- 400 What is a stock animal, horse, llama, or mule?
- 500 What are wilderness areas?

## **SEASONS**

### **Questions**

- 100 During wet seasons, trails are often temporarily closed to prevent this.
- 200 During this season, obeying seasonal trail closures helps to protect elk calving grounds or bird nesting areas.
- 300 Other than spring, this is Utah's "other" wet season when trails may be closed to prevent erosion.
- 400 During dry seasons, forest fires are a big concern. Never remove this on your OHV. It is required on all OHVs to prevent sparks that may cause fires.
- 500 If you don't respect seasonal trail closures, this is what will likely result.

### **Answers**

- 100 What is erosion?
- 200 What is spring?
- 300 What is fall or autumn?
- 400 What are spark arresters?
- 500 What are permanent trail closures?

## **OTHER**

### **Questions**

- 100 One thing you need to do before riding on private land.
- 200 Something that you should never leave behind on the ground.
- 300 This will help you know where you are going and what travel restrictions are in the area.
- 400 It's very important that after you pass through one of these you leave it exactly like you found it.
- 500 The rider traveling this direction on a steep hill should pull over to allow other OHVs to pass.

## **Answers**

100	What is to ask permission?
200	What is litter?
300	What is travel map?
400	What is a gate?
500	What is down-hill?

## **Land Ethic Jeopardy** ***“Final Round”***

### *Instructor's Choice of Category and Question*

**Category:** Land Ethics  
**Question:** Pertains to conduct that is right or wrong with regard to the environment  
**Answer:** What is a land ethic?

**Category:** Habitat  
**Question:** These areas are needed to protect wildlife during winter months for food and shelter, and during the spring when wildlife have their young.  
**Answer:** What is a security habitat?

**Category:** Wetlands  
**Question:** Ethical riders should avoid soggy trails to protect the plants and avoid this loss of soil.  
**Answer:** What is erosion?

# CHAPTER SEVEN

## Dilemmas and Decisions

### Chapter Overview

**Goal:** Students will learn how to make ethical and responsible decisions regarding use of OHVs in various situations.

**Objectives:** Students will evaluate correct decisions for each dilemma and decide what they should do in each situation, then communicate their answers to the entire group.

**Materials Needed:** Overhead projector, "Dilemma" overlays, "*On the Right Trail*" video or DVD, DVD or video player and TV.

**Duration:** 45 minutes

### In Brief

Through this activity students will have the opportunity to learn the basic principles of ethical and responsible OHV use. Following the review of OHV principles, students will have the opportunity to test their understanding when they are presented with real life situations and are able to answer what they should do in any given circumstance. Through this activity students will learn how to be responsible and ethical citizens regarding proper land use in the state of Utah.

### Activity 7.1 – Dilemmas and Decisions

- Step 1:** Review the basic principles of ethical and responsible OHV use by showing the "*On the Right Trail*" video or DVD.
- Step 2:** Briefly discuss the principles with the group. You can also use Chapter One and the associated activities, prior to Chapter Seven activities if you have the time.
- Step 3:** Proceed with Activity 7.1 following the review.
- Step 4:** Place Dilemma overlay on the projector. Cover up all other dilemmas and answers on the page except Dilemma #1 with another piece of paper.
- Step 5:** Read Dilemma #1 aloud to the students. The instructor may ask the students to write down the answers individually, or simply have students raise their hands to answer. If the latter method is selected, make sure that everyone has a chance to answer a question.
- Step 6:** Read the correct answer to the students after each dilemma. Ask if there are any questions or comments after each dilemma.

*Activity 7.1*  
**OHV Dilemmas Sheet**

1. You and your friend Jeremy asked permission to ride OHVs on your neighbor's pasture , which passes through public land. You have ridden there before and are familiar with the land. You come to a closed gate. Jeremy says, "Let's leave it open, we'll be back this way in an hour." You know your neighbor raises cattle but you don't see any nearby. What should you do?

*Always leave gates and fences as you found them. Landowners and publicly used fences and gates to separate animals and pastures. Respect the landowners' property so that you may continue to ride in the future. You may expect to return soon; however, if an unexpected delay (breakdown or different return route) occurs, an open gate could allow the cattle to escape.*

2. While riding along a mountain trail you and your friends spot three elk in a clearing. Jim wants to ride closer for a better look. Cindy wants to stop and take a picture. The elk do not see you. What should you do?

*Stay seated on your machines and observe animals from a distance. Use cameras with zoom lenses or binoculars for a closer look. If the animal moves or changes what it is doing as a result of your presence, then you are too close and should leave the area with as little noise as possible.*

3. You and your friend Brittany are tuning up your motorcycles. Brittany takes the muffler off of her machine and after a ride around the yard, says, "I think I'll keep the muffler off, it feels like it has more power and I like how it sounds." She wants you to take the muffler off your machine. What should you do?

*Noise doesn't equal horsepower. In fact, too little exhaust back pressure can mean less power and can cause engine damage. Mufflers are required by law. Do not take off your muffler. A loud motor often offends other trail users. Mufflers also act as a spark arrester to prevent fires.*

4. You and three other friends are riding a new trail on Bureau of Land Management (BLM) property. You see a meadow you would like to explore, but the trail doesn't go that way. What should your group do?

*Stay on the right trail! Although areas may not be closed to off highway use, going off highway can lead to a new trail being established in a sensitive area such as a wetland or a steep hill with fragile soil. When trails become established in sensitive areas they can cause resource damage, such as erosion, which could lead to areas being closed to future recreational use. Perhaps a walk around the edge of the meadow would stretch your legs and satisfy your curiosity.*

5. You and Chris take your motorcycles to a Forest Service Trailhead. The trailhead sign says that the area is closed to motorized vehicles until July 1. Today is June 29. What should you do?

*Most areas that are closed for a certain time during the year are closed due to wet trails or wildlife concerns. Respect closures and return when the area is open. Riding on closed trails can lead to permanently closed trails for OHV use.*

6. You are out for a ride one day and are looking for elk in a distant meadow. You turn a corner and suddenly find yourself face to face with a group of four horse riders. The horses are scared and backing up quickly, apparently out of control. What should you do?

*Pull over immediately and shut off your engine. If possible, pull over on the downhill side. Slowly take your helmet off and begin talking in a calm, gentle voice. Do not make any sudden moves. Once the horses have calmed, talk to the riders. Apologize and assist them if necessary. Do not start up your engine again until the horses have long passed you.*

7. You and your friend are riding your OHVs up a steep trail and hear other OHVs on their way down the trail. What should you do?

*Slow down and proceed with caution. In this case, you, the uphill driver, have the right-of-way. The downhill riders should pull over and let you pass.*

8. You and your neighbors are going on an OHV trip. Your friend tells you that they do not know how to operate an OHV. What should you do?

*Encourage your friend to take an OHV safety course by calling 1-800-OHV-RIDE. Statistics show that your chances for a serious accident decreases with proper training.*

# CHAPTER EIGHT

## Pledge of Responsibility

### Chapter Overview

**Goal:** Students will realize that they are responsible to make ethical and safe choices, which will lead to being good citizens.

**Objective:** Students will pledge to be safe, ethical, and responsible OHV riders and learn ways in which they can become more involved within their communities by spreading the message of responsible and ethical OHV use.

**Materials Needed:** Pledge of Responsibility (1 per student), On the Trail Checklist 2 pages (1 per student), OHV news articles and Community Service Overlay.

**Duration:** 15 -45 minutes

### In Brief

Students will make a commitment to responsible and ethical OHV use by reviewing the On the Trail Checklist and signing the Pledge of Responsibility. If time allows, students will have the opportunity to review various OHV news stories from Utah and surrounding areas as well as discuss opportunities available to students for becoming involved with spreading the message of responsible and ethical OHV use.

### Activity 8.1 – Be Responsible, Stay Safe, Get Involved

- Step 1:** Provide one Pledge of Responsibility to each student. Together, read aloud each item of the pledge. Ask if there are any questions.
- Step 2:** Ask students which items will be the most difficult to follow. Discuss these "problem spots" in more detail. Ask students if there is anything they would add or change.
- Step 3:** Once all the students have read and understand the pledge, have them sign their name and date the pledge.
- Step 4:** Ask the students to hang their pledge up in a visible spot at home and review it before they head out on the trail.
- Step 5:** Provide a "On the Trail Checklist" that students can take home and review.

### Activity 8.2 – Additional Ideas

- Step 6:** Bring in "role models"-adults or older students-who follow an OHV ethic. Have older students peer teach younger students regarding the pledge and how to apply it in their lives.
- Step 7:** Discuss local examples of following (or not following) OHV ethics. (ie. helmet saves rider from serious injury, trail reconstruction deters erosion.) *See Appendix A or find articles of your own.*
- Step 8:** Following review of pledge, ask students to develop their own ethical code.

**Step 9:** Provide ideas for students who want to get involved with a local OHV project.  
(*See Community Service overlay.*)

## Pledge of Responsibility

1. I will wear a helmet at all times and other protective clothing suitable to the environment when I ride. I will make sure I am riding the right size vehicle for me.
2. I will only ride my OHV on off-highway trails or roads, and I will not ride on public roads or paved surfaces.
3. I will not carry passengers on my OHV nor will I let inexperienced riders ride on my machine without adult supervision.
4. I will not use alcohol or other drugs when I ride or before I ride.
5. I will ride in the company of others and never ride alone.
6. I will respect the laws when I ride and will honor the rules where I ride.
7. I will not litter, chase wildlife, or damage plant life where I ride.
8. I will be courteous and demonstrate my good citizenship to other riders and persons by offering right-of-way and respecting areas that are posted.
9. I will learn all the mechanical controls and safety devices of my OHV and check them each time before I ride. I will not modify the OHV exhaust system or remove the spark arrester from my machine.
10. I will use common sense and never show-off while riding.
11. I will never operate an OHV with out a Driver's License or Education Certificate.

*I have made this pledge because I am a thoughtful, safe, and courteous citizen of Utah. I accept responsibility for protecting the land on which I ride, and preserving the sport and the safety of its enthusiasts.*

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

Modified from the OHV Riding Safety Training Education program of the West Virginia 4-H and from the SVIA "An ATventure in Safety."

*Activity 8.1*

# On the Trail Safety Checklist

- \_\_\_\_\_ Abide by the OHV Pledge
- \_\_\_\_\_ Take an OHV Safety Course from Utah State Parks OHV Education Office  
Call 1-800-OHV-RIDE

**Equipment & Clothing: WEAR SEAVEN FOR SAFETY:**

- \_\_\_\_\_ helmet
- \_\_\_\_\_ eye protection
- \_\_\_\_\_ boots
- \_\_\_\_\_ body armor: chest protector, kidney belt
- \_\_\_\_\_ pants
- \_\_\_\_\_ long-sleeve shirt
- \_\_\_\_\_ gloves

**1. PERSONAL ITEMS (in a fanny pack)**

- \_\_\_\_\_ trail food & water (at least 1 quart)
- \_\_\_\_\_ identification
- \_\_\_\_\_ medication (bee sting, asthma, diabetes, snake bite kit)
- \_\_\_\_\_ rain gear
- \_\_\_\_\_ travel map

**2. EMERGENCY KIT (red stuff sack)**

*You only need to prepare this kit once. Replace parts as you use them. Keep in a red stuff sack on your machine at all times.*

- \_\_\_\_\_ fire starter and matches
- \_\_\_\_\_ knife
- \_\_\_\_\_ parachute cord
- \_\_\_\_\_ space blanket
- \_\_\_\_\_ first-aid kit with instructions
- \_\_\_\_\_ dried, high-energy food
- \_\_\_\_\_ whistle
- \_\_\_\_\_ garbage bag
- \_\_\_\_\_ shovel

**3. TOOL KIT (small stuff sack)**

*You only need to prepare this kit once. Replace parts as you use them. Keep this kit in a small stuff sack on machine at all times.*

- \_\_\_\_\_ wrenches
- \_\_\_\_\_ 2 spark plugs & wrench
- \_\_\_\_\_ master chain link
- \_\_\_\_\_ wire
- \_\_\_\_\_ duct tape
- \_\_\_\_\_ locking pliers
- \_\_\_\_\_ screw drivers
- \_\_\_\_\_ flashlight
- \_\_\_\_\_ headlight bulb
- \_\_\_\_\_ tie-down strap/tow rope
- \_\_\_\_\_ tire patch kit & pump

**4. EDUCATION CERTIFICATE (Carry this with you, it's the law)**

*If you are under 16 years of age you must complete an OHV education course and carry your education certificate with you while riding on public land.*

**Before you leave for a ride, make a SAFETY PLAN**

- P** Prepare your vehicle for the ride. Make sure you have parental supervision.
- L** Let someone know where you are going and when you will return.
- A** Adverse weather or fire conditions? Check first.
- N** Never ride alone.

# On the Trail Ethics Checklist

## Courteous to Others and Wildlife

### Horses

- Pull over, shut off your engine, slowly take off your helmet. Talk to horses in a calm voice. Do not make sudden movements.

### Hikers

- Slow down and pass carefully. Maintain a slow speed after passing.

### OHVers

- Downhill traffic yields to uphill traffic. If you are going down the trail, pull over and let the uphill riders pass.

### Mountain Bikers

- Slow down. Downhill traffic yields to uphill traffic. Pass carefully and maintain slow speeds after passing. Never race mountain bikers.

### Wildlife

- Never chase or harass wildlife. Stay on your machine and ride slowly & quietly away.

## Gentle on the Land

- Hill Climbing is not allowed on public land in Utah and should only be done in an area designated and authorized as a climbing area.
- Obey seasonal trail closures to reduce erosion and protect important wildlife habitat.
- Ride on designated trails only. Do not ride in sensitive or wet areas.
- Don't litter—pack out what you pack in!

## Hand Signals

*Always signal with your LEFT hand*



LEFT TURN - Arm extended horizontally, straight from shoulder.



RIGHT TURN - Arm extended straight from shoulder, and bent upward at the elbow with wrist at head level.



STOP - Arm extended straight from shoulder, and bent downward at the elbow with wrist at waist level.



# On the Right Trail Educational Kit Evaluation

Please complete and return either to your presenter or to the address below:

School (organization): \_\_\_\_\_

Presenter Name & Organization: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Number of days trunk was used: \_\_\_\_\_

Total # of students: \_\_\_\_\_ Average # of students/class: \_\_\_\_\_

(Circle responses below)

1. Please rate the overall quality of the presentation you received:

*(If you presented the information yourself please skip to #2)*

**poor**                      **not very good**                      **OK**                      **good**                      **excellent**

2. Did you feel that the associated core curriculum standards for your grade level were adequately addressed?

**Strongly disagree**                      **disagree**                      **not sure**                      **agree**                      **strongly agree**

3. The materials included in the trunk and binder easy to use and understand?

**Strongly disagree**                      **disagree**                      **not sure**                      **agree**                      **strongly agree**

4. This educational resource enhanced my students' understanding and appreciation of Utah's recreational opportunities, fish, wildlife, cultural or natural resources?

**Strongly disagree**                      **disagree**                      **not sure**                      **agree**                      **strongly agree**

5. Do you plan on using these educational resources in the future?

**yes**                      **no**                      **maybe**

6. Do you feel that this presentation and educational kit will assist your students in making responsible, ethical, and safe choices while recreating?

**yes**                      **no**                      **maybe**

7. What do you feel was the most useful part of the presentation or educational kit?

8. What are suggestions you might have to improve upon the presentation or educational kit?

*Thank you for taking the time to answer these questions. Your input is vital in ensuring that this curriculum provides the best and most useful information. Please send your evaluation to: Robin Fehlau, On the Right Trail, BLM, 324 S. State St., Suite 301, SLC, UT 84111.*

# Overlays

Activity 3.3	
Make a Safety Plan.....	58
Activity 4.1	
Adventure Trail Pictures.....	59-69
Activity 4.2	
Sizing Up Chart.....	70
Activity 4.3	
Whose Role is it Anyway? .....	71
Map #1 .....	72
Map #2.....	73
Map #3.....	74
Map #4.....	75
Activity 4.4	
Coming Attraction.....	76,77
Activity 6.1	
Ethics.....	78
Activity 6.3	
Land Ethic Jeopardy.....	79
Activity 7.1	
OHV Dilemmas.....	80-
83	
Activity 8.1	
On the Trail Safety Checklist.....	84
On the Trail Ethics Checklist.....	85
Ideas for Community Service.....	86

*Activity 3.3*

# Make a Safety PLAN

- P** **P**repare your vehicle for the ride. Make sure you have parental supervision
- L** **L**et someone know where you are going and when you will return
- A** **A**dverse weather or fire conditions? Check before leaving.
- N** **N**ever ride alone.

### Activity 4.1



Enjoy outdoor adventures.

Off-highway vehicle (OHV) recreation is a healthy way for family and friends to have fun, explore trails and discover wonderful things along the way!

*Activity 4.1*



Dress Safely.

Always wear your helmet, goggles, a long-sleeved shirt, gloves, long pants, and boots.  
At the end of the day you'll be glad you did!

*Activity 4.1*



Size is important.  
Uh, Oh! Little rider, BIG machine, HUGE problem!

*Activity 4.1*



One ATV=One Rider.  
Riding double is asking for trouble!

*Activity 4.1*



Share the trail with others.  
Good trail manners keep riding areas open!

### Activity 4.1



When you meet others on the trail pull over, stop your engine and take off your helmet.  
Let hikers, horseback riders and bicyclists pass safely!

*Activity 4.1*



Be kind to BIG and little critters.  
Chasing animals is wrong!

*Activity 4.1*



Always stay on the trail.  
Riding off-trail damages the land and is dangerous!

*Activity 4.1*



Cross rivers and wetlands only where you are supposed to.  
Splashing around hurts wetlands and all of the animals that live there!

Activity 4.1



Shhhh! Keep your OHV quiet.  
People and animals don't like noisy mufflers!

*Activity 4.2*  
**Sizing Up! Chart**

<b>Area of Focus</b>	<b>Guideline Description</b>	<b>Reasoning</b>
<b>Clearance between ATV seat and inseam while standing on footrests</b>	Three to six inches clearance between ATV seat and inseam while standing on foot rests.	The rider is better able to stand up and absorb shocks through legs when riding on rough terrain. Keeps the seat from hitting the rider and throwing him/her over the handlebars. Can help to improve visibility.
<b>Upper Legs</b>	Upper portion of leg, from about the top of the knee to the hip, should be horizontal.	Better control.
<b>Foot Length</b>	With the heel of your right boot locked against the footrests or in the proper position on the running board, the toe of your boot should be able to depress the foot brake with simple downward rotation of the foot. The same rule applies to the left side, where the gearshift is located.	Helps the rider to operate brakes consistently without hesitation.
<b>Grip Reach</b>	In the normal seated position with your hands on the handlebars, your elbows should have a distinct angle between the upper arm and your forearm. If your elbows are locked straight, you will not be able to turn the handle bars. If your elbows are at less than right angles, you are too large for the ATV.	Steering will be easier and can help to keep the rider in balance.
<b>Throttle Reach</b>	With your right hand in the normal operating position, check to see if your thumb can easily operate the throttle. Turn the handlebars to both the extreme left and right positions; check again for any interference with easy operation.	Increased control of your speed and handling.
<b>Brake Reach</b>	With your hand in the normal operating position and your fingers straight out, check to see if the first joint (from the tip) of your middle finger extends beyond the brake lever. If it does not, your hand is too small to effectively grasp the lever in an emergency. Make sure your thumb can also reach the engine stop switch.	Proper sizing increases the riders' ability to stop quickly in an emergency situation.

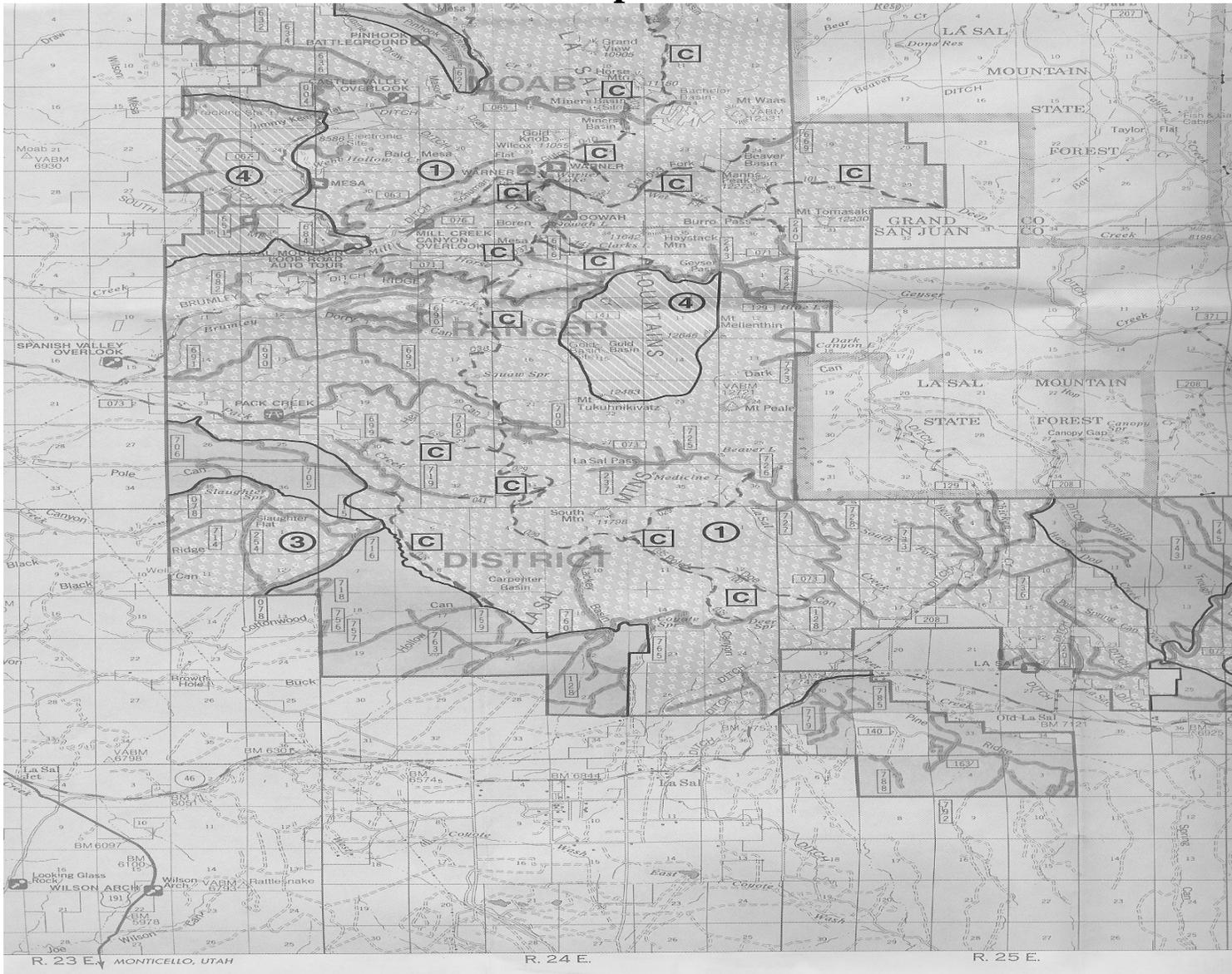
Activity 4.3

# Whose Role is it Anyway?

Agency	Management Role	Amount of Land	Authority
<p>Bureau of Land Management</p> 	<p>Sustain the health, diversity, and productivity of public lands for use and enjoyment of present and future generations.</p>	<p>The Nation’s largest federal land mass—more than 264 million acres located mostly in 12 western states, which include wild and scenic rivers, wilderness areas, and high deserts.</p>	<p>US Department of Interior</p>
<p>Forest Service</p> 	<p>Achieve quality land management under the sustained multiple-use management concept to meet diverse needs of citizens.</p>	<p>191 million acres of national forests and grasslands throughout the lower 48 states and Alaska.</p>	<p>US Department of Agriculture</p>
<p>National Park Service</p> 	<p>Preserves unimpaired the natural and cultural resources and values of the national park system for the enjoyment, education, and inspiration of this and future generations.</p>	<p>Areas include national parks, lakeshores, historical sites, and recreational areas</p>	<p>US Department of Interior</p>
<p>Division of Utah State Parks and Recreation</p> 	<p>Provide a broad spectrum of high quality park and recreation resources; enforce state boating and OHV laws; regulate, protect and interpret natural and historic resources in park system.</p>	<p>41 state parks across Utah</p>	<p>State of Utah</p>

*Information taken from Tread Lightly! Web site [www.treadlightly.org](http://www.treadlightly.org) and Division of Utah State Parks and Recreation.*

# Activity 4.3 Map #1



## Activity 4.3 Map #2

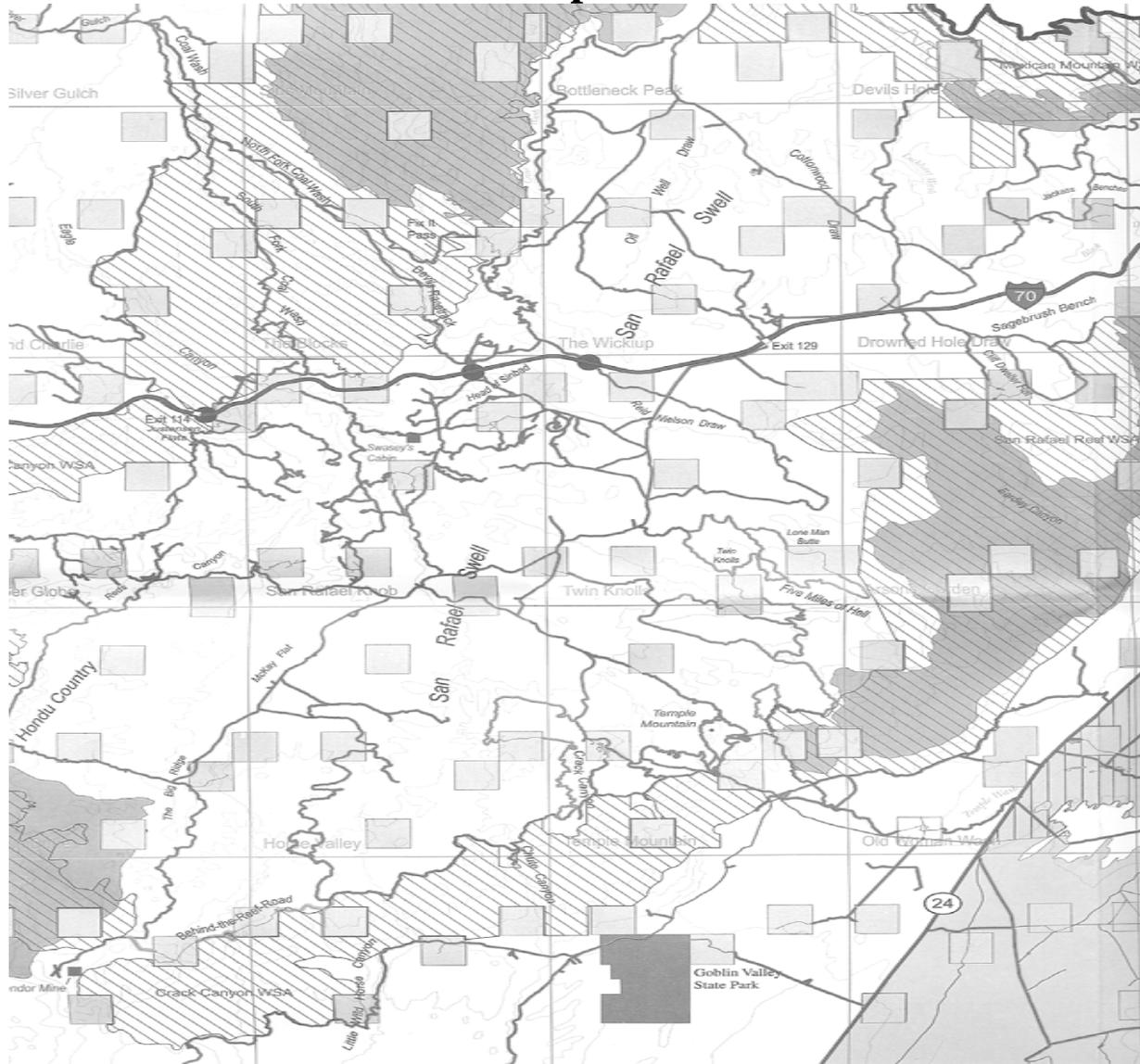
<b>AREA USE RESTRICTIONS</b>	
There may be some trails or roads which are open in areas otherwise closed to motorized/mechanized vehicles. They are specially noted on the map.	
REFERENCE NUMBER	VEHICLES RESTRICTED
①	All motorized vehicles restricted year long to routes as shown on this map, except over-snow machines operating on adequate snow.
②	All motorized vehicles restricted year long to existing roads and trails (not all shown), except over-snow machines operating on adequate snow.
③	Closed to over-snow vehicles. Open to other motorized use.
④	National Forest area closed year long to all motorized use.

Off road and off trail use is permissible within restricted areas when:

- Exercising the provisions of a valid permit or written authorization by a Forest Officer; fuelwood, grazing, etc.
- Utilizing undeveloped camp or picnic areas, or the retrieval of game, within 150 feet of an open Forest Development Road or Trail, unless the area is signed as closed to those uses.

<b>TRAIL OPPORTUNITIES/RESTRICTIONS</b>				
				
REFERENCE SYMBOL	BICYCLES	TWO-WHEEL MOTORIZED VEHICLES	OVERSNOW VEHICLES	ATV'S
<b>A</b>	Prohibited Yearlong	Prohibited Yearlong	Prohibited Yearlong	Prohibited Yearlong
<b>B</b>	Allowed	Allowed	On adequate snow	Prohibited Yearlong
<b>C</b>	Allowed	Prohibited Yearlong	Prohibited Yearlong	Prohibited Yearlong
<b>D</b>	Prohibited October 1 - May 15	Prohibited October 1 - May 15	On adequate snow	Prohibited October 1 - May 15
<b>E</b>	Prohibited October 1 - May 15	Prohibited October 1 - May 15	On adequate snow	Prohibited Yearlong

# Activity 4.3 Map #3



# Activity 4.3

## Map #4

### SIGNS

The boundary of Travel Restricted Areas may be marked as shown below; also refer to "Special Order for Areas, Roads, and Trails"

VEHICLE TRAVEL RESTRICTED  
TO ROADS AND TRAILS  
OBTAIN TRAVEL MAP AT  
NATIONAL FOREST OFFICES

Other signs you may encounter are:

**SYMBOLS**

 <b>TWO-WHEEL MOTOR VEHICLE</b>	 <b>SEDAN</b>
 <b>HIGH CLEARANCE VEHICLE 4x4 AND PICKUP</b>	 <b>ALL-TERRAIN VEHICLE</b>
 <b>SNOWMOBILE</b>	 Symbol with <b>RED SLASH</b> indicates ac- tivity not allowed.  Symbol with <b>YELLOW SLASH</b> in- dicates activity not recommended.
 <b>BICYCLES</b>	<b>NATIONAL FOREST ROUTE MARKERS</b>

**TRAVEL MANAGEMENT  
POSTER**

This Area is Open To:





CLOSED TO ALL OTHER USES

TO RETURN ROAD OR TRAIL  
TO ITS ORIGINAL CONDITION

**READ LIGHTLY!**

**NATIONAL FOREST  
ROUTE MARKERS**

<div style="border: 1px solid black; padding: 2px; display: inline-block;">214</div>	Roads maintained for <b>LOW</b> clearance vehicles, such as sedans, trailers and motorhomes.
<div style="border: 1px solid black; padding: 2px; display: inline-block; width: 10px; height: 20px; margin: 0 auto;">5 3</div>	Roads suitable for <b>HIGH</b> clearance vehicles, such as 4x4 and pickup.

REFER TO MAP FOR SPECIFIC VEHICLE & ROUTE DESIGNATIONS!

*Activity 4.4*

# Coming Attraction

Utah Tourism

In 2003

17.2 million visitors traveled within Utah

5.0 million recreational visits were made to Utah's 5 National Parks.

Another 4.9 million visits occurred at Utah's 8 national monuments and 2 recreation areas.

During 2002

4.6 million visitors enjoyed Utah's 41 state parks.

*Information from 2003 Utah Tourism at a Glance–Utah Tourism Web site*

*Activity 4.4*

# Coming Attraction

Utah Tourism

In 2003

Travelers accounted for \$4.2 billion in traveler spending for Utah's economy.

Traveler spending generated \$341 million in state and local tax revenues.

*Information from 2003 Utah Tourism at a Glance—Utah Tourism Web site*

*Activity 6.1*

# ETHICS

*An ethic is a body of moral principles or values associated with a particular culture or group.*

*Ethical pertains to what is right or wrong in conduct, and ethics are rules of conduct recognized in respect to a particular group or culture.*

*Beyond Fair Chase* by Jim Posewitz, 1994.

A “**Land Ethic**” applies ethics to our environment and our lives as recreationists using the land for our enjoyment.

Activity 6.3

# JEOPARDY

WILDLIFE	WATER	TRAILS	SEASONS	OTHER
<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>
<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>
<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>
<b>500</b>	<b>500</b>	<b>500</b>	<b>500</b>	<b>500</b>

*Activity 7.1*

## **OHV Dilemmas**

1. You and your friend Jeremy asked permission to ride OHVs on your neighbor's pasture, which passes through public land. You have ridden there before and are familiar with the land. You come to a closed gate. Jeremy says, "Let's leave it open, we'll be back this way in an hour." You know your neighbor raises cattle but you don't see any nearby. What should you do?

*Always leave gates and fences as you found them. Landowners and publicly used fences and gates to separate animals and pastures. Respect the landowner's property so that you may continue to ride in the future. You may expect to return soon; however, if an unexpected delay (breakdown or different return route) occurs, an open gate could allow the cattle to escape.*

2. While riding along a mountain trail you and your friends spot three elk in a clearing. Jim wants to ride closer for a better look. Cindy wants to stop and take a picture. The elk do not see you. What should you do?

*Stay seated on your machines and observe animals from a distance. Use cameras with zoom lenses or binoculars for a closer look. If the animal moves or changes what it is doing as a result of your*

*presence, then you are too close and should leave the area with as little noise as possible.*

3. You and your friend Brittany are tuning up your motorcycles. Brittany takes the muffler off of her machine and after a ride around the yard, says, "I think I'll keep the muffler off, it feels like it has more power and I like how it sounds." She wants you to take the muffler off your machine. What should you do?

*Noise doesn't equal horsepower. In fact, too little exhaust back pressure can mean less power and can cause engine damage. Mufflers are required by law in some places. Do not take off your muffler. A loud motor often offends other trail users. Mufflers also act as a spark arrester to prevent fires.*

4. You and three other friends are riding a new trail on Bureau of Land Management (BLM) property. You see a meadow you would like to explore, but the trail doesn't go that way. What should your group do?

*Stay on the right trail! Although areas may not be closed to off highway use, going off highway can lead to a new trail being established in a sensitive area such as a wetland or a steep hill with fragile soil. When trails become established in sensitive areas they can cause resource damage, such as erosion, which could lead to*

*areas being closed to future recreational use. Perhaps a walk around the edge of the meadow would stretch your legs and satisfy your curiosity.*

5. You and Chris take your motorcycles to a Forest Service Trailhead. The trailhead sign says that the area is closed to motorized vehicles until July 1. Today is June 29. What should you do?

*Most areas that are closed for a certain time during the year are closed due to wet trails or wildlife concerns. Respect closures and return when the area is open. Riding on closed trails can lead to permanently closed trails for OHV use.*

6. You are out for a ride one day and are looking for elk in a distant meadow. You turn a corner and suddenly find yourself face to face with a group of four horse riders. The horses are scared and backing up quickly, apparently out of control. What should you do?

*Pull over immediately and shut off your engine. If possible, pull over on the downhill side. Slowly take your helmet off and begin talking in a calm, gentle voice. Do not make any sudden moves. Once the horses have calmed, talk to the rider. Apologize and assist them if necessary. Do not start your up engine again until the horses have long passed you.*

7. You and your friend are riding your OHVs up a steep trail and hear other OHVs on their way down the trail. What should you do?

*Slow down and proceed with caution. In this case, you, the uphill driver, have the right-of-way. The downhill riders should pull over and let you pass.*

8. You and your neighbors are going on an OHV trip. Your friend tells you that they do not know how to operate an OHV. What should you do?

*Encourage your friend to take an OHV safety course by calling 1-800-OHV-RIDE. Statistics show that your chances for a serious accident decreases with proper training.*



Activity 8.1

# On the Trail Ethics Checklist

## Courteous to Others and Wildlife

### Horses

- Pull over, shut off your engine. Slowly take off your helmet. Talk to horses in a calm voice. Do not make sudden movements.

### Hikers

- Slow down and pass carefully. Maintain a slow speed after passing.

### OHVers

- Downhill traffic yields to uphill traffic. If you are going down the trail, pull over and let the uphill riders pass.

### Mountain Bikers

- Slow down. Downhill traffic yields to uphill traffic. Pass carefully and maintain slow speeds after passing. Never race mountain bikers.

### Wildlife

- Never chase or harass wildlife. Stay on your machine and ride slowly & quietly away from wildlife.

## Gentle on the Land

- Hill climbing is not allowed on public land in Utah and should only be done in an area designated and authorized as a climbing area.
- Obey seasonal trail closures to reduce erosion and protect important wildlife habitats.
- Ride on designated trails only. Do not ride in sensitive or wet areas.
- Don't litter—pack out what you pack in!

## Hand Signals—Always signal with your *LEFT* hand



LEFT TURN - Arm extended horizontally, straight from shoulder.



RIGHT TURN - Arm extended straight from shoulder, and bent upward at the elbow with wrist at head level.



STOP - Arm extended straight from shoulder, and bent downward at the elbow with wrist at waist level.

# Ideas for Community Service

Take an OHV rider course.

Encourage a friend to take an OHV rider course.

Repair a section of a trail or adopt a trail as a clean-up project.

Get involved with OHV 4-H Programs.

Contact the Department of Natural Resources and/or your local land management agency to see what you or a group could do to promote safety and conservation.

*Ideas from 4-H ATV Group Project Manual*

# Appendixes

## Appendix A

Activity 8.2

News Articles.....88-91

## Appendix B

Activity 6.2

Myth Busting Cards.....92-101

## **Appendix A**

### *Activity 8.2*

## **News Articles**

### **OHVs seen as threat to forests**

Deseret Morning News, Tuesday, January 20, 2004

By Leigh Dethman

Outdoor enthusiasts love the land — Utah's thick forest, winding trails and rocky mountain terrain. But some might love it a little too much, the chief of the National Forest Service says.

"There is an awful lot of people who love their national forests, and sometimes they just want to love them to death," Dale Bosworth said in a meeting with the Deseret Morning News editorial board.

The culprit? Off-highway vehicles (OHVs) that rip through the mountains, marring National Forest land and putting it at risk for excess erosion.

Bosworth said motorized vehicles should be limited to designated roads and trails. "The general cross-country use just is not appropriate anymore on National Forest land."

Keeping wayward OHV riders on the Uinta National Forest's 305 miles of designated motorized trails causes huge headaches for forest officials, said Loyal Clark, Uinta National Forest spokeswoman.

Some riders won't stay on designated trails and damage the pristine watershed, vegetation and wildlife areas, she said.

"It's our greatest challenge," Clark said. "It requires a significant amount of personnel and money to go in and rehabilitate and restore those areas once damage occurs. It's better for us to just now make those areas unavailable."

Bosworth appointed a special planning team to examine ways to manage OHVs on National Forest land. The team is lead by Jack Troyer, a regional forester for the National Forest's Intermountain Region.

Uinta National Forest officials are trying to find creative ways to keep OHV riders happy. Clark said officials might loop current trails together so riders won't have to travel up a trail and turn around once they reach the end of the road.

But more open trails for motorized vehicles won't get riders off back-country roads, Bosworth said. They want to feel the adrenaline rush of trying something nobody has done before, he said.

"I think there are more thrill seekers today than there were at one time," Bosworth said. "But I generally believe that people care. If people are doing those types of things, I think it is more out of ignorance than it is out of malice."

Forest officials and OHV riders must work together to find a common ground in balancing the needs of preserving the forest and the public's recreational wants, Bosworth said.

"We need to work with people in trying to find ways of implementing that and still allowing for people to have the opportunity to have ATVs or off highway vehicles," Bosworth said. "But we still need to make sure that we're not putting the land in a condition that won't be pleasant for the next generation or the generation after that."

Unmanaged recreation is one of four major threats facing the nation's forests and grasslands, Bosworth said. Other threats include the unnatural buildup of fuels, invasive species and the loss of open space.

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## **ATV impact**

### *Vehicle use skyrockets, eroding Utah hillsides*

Deseret Morning News, Wednesday, October 01, 2003

By Dennis Romboy

MANTUA, Box Elder County — The area known as Dock Flat in the mountains east of this rural town looks like a garbage dump.

Trash of all sorts litters the wooded campground. Much of it is piled in one place, giving the appearance of a budding landfill. Among the crumpled cereal boxes, soiled paper towels and plastic milk cartons is a bullet-ridden tool box and an empty five-quart jug of motor oil, the type that might be poured into an all-terrain vehicle.

Rick Vallejos, Wasatch-Cache National Forest recreation and lands officer, hasn't seen the one-time sheep docking station as messy. He plans to send a crew to clean it up.

But what he and other Forest Service managers can't clean up in a day or two is the spider web of ATV trails that run in all directions from the camping area.

The unauthorized roads and dead-end "high mark" paths on the hillsides wiped out vegetation and left the soil rock hard. Instead of percolating into the ground, rain water runs to a low spot where it eats away the earth. Known as a "head cut," the hole is big enough to drop a bus in. As the erosion continues, it will eventually be big enough for a fleet of buses. "Do you have a magic wand?" said Paul Flood, a Forest Service soils scientist.

Dock Flat and surrounding areas on the backside of Willard Peak represent an OHV "hot spot," the worst of the worst ATV damage, officials say. Similar hot spots dot the Wasatch Mountains. "Everybody has their own trail," Ogden District Ranger Chip Sibbernsen said. "In a nutshell, that's exactly the problem."

Besides leaving ugly scars on the land, degraded trails ruin wildlife habitat and watersheds.

All-terrain vehicle use has skyrocketed in Utah in the past five years. Off-highway licenses issued in the counties adjacent the Wasatch Mountains increased more than 150 percent from 1998 to 2002.

The vast majority of riders aren't as careless as those who frequent Dock Flat. They resist the urge to plow into virgin territory, and they heed signs to stay on authorized trails.

But once someone carves a new road, others follow. The Forest Service tries to keep up with carsonite closure signs but the flexible markers usually last only year or two. Wooden barriers and boulders block some paths but even those aren't immovable.

"We have closed a lot up here but in our eyes, they were never legal roads," Sibbernsen said.

Foresters have begun the process of revising the 15-year-old motorized trails plan in the Willard Peak area. Sibbernsen envisions a well-mapped system featuring designated routes and loops similar to those mountain bikers use. The idea is to show riders where they can go rather than where they can't.

Money, however, is hard to come by. Partnering with local government and organizations, he said, is the only way to mend the fractured forest. And it all takes time.

"We'll probably be doing good if it's done in a decade," Sibbernsen said.

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## **Rangers keep ATV users on the right track**

### *Off-road vehicles causing damage to federal lands*

Deseret Morning News, Monday, September 22, 2003

By Perry Backus

The Montana Standard

ENNIS, Mont. — On almost any given day, Jonathan Klein can find evidence of illegal off-highway vehicle use in the mountains of the Beaverhead-Deerlodge National Forest around Ennis.

High up, near the top of a lonely ridge in the Tobacco Root Mountains, Klein, a recreation specialist for the forest, and ATV ranger David DeSimone spy an ATV left just yards away from a Forest Service sign indicating the area behind it is closed to motorized travel.

There's no one around for miles and it would have been a simple thing to continue up the road to the top of the ridge. On almost any other day, no one would have been the wiser.

But these riders paid attention to the signs and stopped their machine. A closer look revealed the vehicle was both licensed and complete with the accessories needed to make it street legal.

## *News Articles – Appendix A*

"This is what we like to see happen," said Klein as he climbed off his ATV and started walking up toward the ridge.

A few minutes later, the men came across John and Judy Hochmuht of Livingston, preparing to take a photo of themselves in front of the craggy peaks and mountain lakes that fill the background.

"There ought to be a good guy ticket," Klein told the Hochmuhts after introducing himself. "If everyone was like you, there would be no problem at all. It just gladdens my heart."

The Hochmuhts said they've been coming up to this area for the last 25 years. Recently, they traded in their motorcycles for an ATV.

"We're ridge runners," said John Hochmuht. "We just love being able to get up to areas like this."

"We appreciate being able to still get up here," Judy Hochmuht agreed. "Without having an open road, we wouldn't be able to do that."

But not everyone bothered to stop at the sign down below. On a nearby ridge a pair of ATV tracks wind their way up and over the top. Klein shook his head.

"That's just what we're trying to stop," Klein said. "That track probably started with one or two ATVs. Other people probably saw the track and followed it up the hill. In the thin soils that we have here, that track will probably be there forever, just like the old wagon wheel tracks that you can still see in some parts of the country."

Klein and other Forest Service officials are hoping that education might stem a rash of illegal off-highway use on federal lands. To help make that happen, the Forest Service and the Montana Department of Fish, Wildlife and Parks have teamed up to hire a pair of ATV rangers in the Madison ranger district of the Beaverhead-Deerlodge forest.

This summer was the second year of a \$28,000 grant from the FWP to help pay for the rangers who spend their time talking to all the ATV users they find using Forest Service roads and trails about their responsibility to the sport of motorized recreation. They also keep their eyes open for noxious weeds and put up signs to help people stay on the right side of the law.

"The rangers' emphasis is on education," said Klein. "Enforcement has its place, but we all know that we'll never be able to protect the resource through enforcement. It's too large, there's too many of them, and there are too few of us."

"We recognize that the use of ATVs is a legitimate use of the forest," said Klein. "It is troubling when we continue to see people using them illegally. The number of incidents that we are recording doesn't reflect favorably upon the sport of motorized recreation."

Forest Service Chief Dale Bosworth said recently that the agency has identified four major threats to the national forest system. They are fire and fuels; unwanted invasive species; loss of open space; and the impacts of unmanaged recreation, particularly the unmanaged use of off-highway vehicles.

"OHVs are a great way to experience the outdoors, and only a tiny fraction of the users leave lasting traces by going cross-country," Bosworth told members of the Izaak Walton League in Pierre, S.D., in July. "But the number of OHV users has just exploded in recent years. Even a tiny percentage of impact from all those millions of OHV users is still a lot of impact."

Bosworth said the impacts come in the form of hundreds of miles of unauthorized roads and trails due to repeated cross-country use, more soil erosion, water degradation and habitat destruction.

There are also more conflicts occurring between different users of the national forest, he said.

"We've got to get a handle on that," he said.

Ultimately, the Forest Service is going to need some help from people who enjoy ATVs in the backcountry to ensure that the sport can continue at its current levels. In the Madison district, there are about 600-plus miles of roads, most of which are open to motorized recreation, and another 700 miles of trail, of which about 25 percent is open to ATVs or motorcycles.

"The options that we're faced with as land managers is either to encourage education or, if that doesn't work, then limit opportunities," said Klein. "We've had to close places before because of an inability to control illegal cross-country use."

"No one wants to be a fink, but ATV users do need to do a better job of policing their ranks," he said. "They need to let those few who can't follow the rules know they are giving the rest a black eye."

## *News Articles-Appendix A*

### **ATV flips over, kills teenager near Kamas**

Deseret Morning News, Monday, October 06, 2003

KAMAS (AP) — A 15-year-old boy has died in an ATV accident near Kamas. Summit County sheriff's officers said the youth was riding alone on Democrat Alley when he went off the road and flipped over about 6:30 p.m. Saturday. He was not wearing a helmet.

The boy's name has not yet been released.

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### **13-year-old injured in ATV accident**

Deseret Morning News, Thursday, April 29, 2004

PLEASANT VIEW, Weber County — A 13-year-old boy was injured when he was thrown from an all-terrain vehicle Tuesday evening.

The boy was in the foothills of Pleasant View on private property, where he had permission to ride, North View Fire Capt. Nolan Cragun said. The boy was thrown from the ATV about 6:30 p.m.

He was airlifted to Primary Children's Medical Center in Salt Lake City and was conscious and breathing before he left. He was bleeding, had lacerations to his face and head, and was complaining of jaw and facial pain, Cragun said.

The boy was wearing a helmet but it was not strapped on. The helmet came off when the boy hit the ground. The ATV came to rest on top of his body, Cragun said.

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### **ATV accident kills boy on Willard Peak**

Deseret Morning News, Sunday, June 27, 2004

A 12-year-old boy died on Weber County's Willard Peak Saturday in an ATV accident.

The accident happened about noon, as the boy was driving down the Willard Peak road and lost control when taking a curve, according to a press release from the state Department of Natural Resources Division of Parks and Recreation.

The boy and the four-wheeler ended up 20 yards off the road at the bottom of a steep embankment. A female passenger also was tossed from the vehicle but suffered only minor injuries, the release states.

The boy's name and residence were not released. At the time of the accident, the boy was recreating with family members, who were riding two other ATVs.

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# Appendix B

## Activity 6.2 Myth Busting Cards

**When making copies of cards. Copy the Questions on one side and the answers on the other. When making a master copy of the questions use the Myth Busting Card for the reverse side.**

**Myth Busting**

**1.**

**Chasing or harassing wildlife and other animals from your OHV is OK if it is not during hunting season.**

**Myth Busting**

**3.**

**If you are riding and see an elk, keep your engine running quietly. Stay on the trail, and slowly ride away from the animal.**

**Myth Busting**

**2.**

**OHV use does not bother birds.**

**Myth Busting**

**4.**

**You can ride OHVs anywhere on public land.**

**Myth Busting**

**5.**  
**Riding near the edge of streams and rivers requires special precautions.**

**Myth Busting**

**7.**  
**Trails are most fragile in the springtime.**

**Myth Busting**

**6.**  
**Removing the spark arrester from your OHV makes it go faster.**

**Myth Busting**

**8.**  
**You don't have to ask permission to ride on private land.**

**Myth Busting**

**9.**

**Leaving gates as you found them is important to public land agencies and landowners.**

**Myth Busting**

**10.**

**Riding up and down a stream bank causes erosion and damages life in the stream.**

**Myth Busting**

**11.**

**You don't need a license to operate an OHV.**

## 1. Answer - Myth

Chasing big game from your OHV is illegal at all times. If you use your OHV during hunting season, use it only to reach the area where you want to hunt. **Never hunt animals from your OHV.** While chasing other animals may not be illegal it is unethical.

Big game congregate in areas called **winter range** during the cold winter months. These animals are often highly stressed in the winter due to cold temperatures and low quality of feed. Often times, winter range areas are closed to OHV riders to protect these animals. Respect trail closures on winter range that are intended to protect wildlife and their habitat.

**Calving grounds** are areas where big game have their young in the spring. During this time, the animals are stressed and vulnerable to predators. Trails near calving grounds may be closed in the spring to protect the animals. Respect the temporary trail closures to maintain **Security Habitat** for wildlife and their young.

## 2. Answer - Myth

Ground nesting birds may be highly affected by OHVs if people ride near their nesting areas. OHVs may directly destroy the nests or stress the parent birds so they abandon the nests.

Special nesting areas are called **nesting grounds** and they deserve protection. Often times, trails are closed near nesting grounds **in the spring** when the birds are nesting and raising young. Respect the seasonal trail closures that protect valuable nesting grounds.

## 3. Answer – Fact

Stopping your OHV and getting off your vehicles, stresses animals and usually chases them away from you. If an animal **changes behavior** when you appear, you are too close and need to move away. Keep your machine running quietly and smoothly. Always **ride slowly away** from wildlife.

## 4. Answer – Myth

During certain times of the year, trails may be closed to protect the land or special wildlife habitats, such as **winter range, calving areas, or nesting grounds.** Before leaving on a ride, review a travel map to see if there are any travel restrictions on the trails you intend to use.

**Wilderness Areas** are special primitive areas where motorized vehicles are not permitted. Respect Wilderness Areas that require foot or horse travel only.

## 5. Answer – Fact

The green ribbons of vegetation found along the edges of streams, rivers, and lakes are called **riparian areas**. These areas stabilize the **stream banks, filter sediment** to protect the water quality, and provide food and shelter for fish and wildlife.

Riparian areas are fragile and can be destroyed easily. Excessive use can result in loss of vegetation and increased **erosion**, which causes sediment to move into the water and reduces water quality. Protect riparian areas by avoiding them when possible. If you can't bypass the area, go easy. Don't roost (excessively spin) your tires and make sure to cross streams only at designated crossing sites.

## 7. Answer – Fact

Trails are wet and boggy in the spring because of snowmelt and rain. Depending on the elevation, trails can remain wet through early summer. When trails are wet they are very susceptible to **erosion** or soil loss. Trails become gullies and channel water, which then causes more erosion. Riding OHVs in wet meadows causes deep ruts, long-term damage, and scars on the landscape. Also, water bars in the trail are more easily dislodged when trails are wet. **Water bars divert water off the trail-always leave them in place**. **Autumn** is another time that trails may be fragile and eroded easily. Do not ride your OHV on wet or muddy trails. Respect temporary spring and autumn trail closures to protect the land. Failing to heed temporary trail closures may lead to **permanent trail closures**. Check with your local land management agency for trail conditions and closure information.

## 6. Answer – Myth

Spark arresters do not affect speed. However, **they do prevent sparks from coming off an OHV and can help to reduce the risk of starting a fire from sparks**. Never remove a spark arrester-they are legally required on public land.

## 8. Answer – Myth

Always **ask permission** to ride on private land, even if you know the landowner. Landowners will usually post signs to designate No Trespassing restrictions.

## 9. Answer – Fact

*If you come to a closed gate, make sure to close it immediately after you pass through. Never leave a gate open-even for a minute-if it was closed when you arrived. Closing gates is important to public agencies and landowners in order to keep livestock in pastures. To protect your right to ride, always leave gates as you found them.*

## 10. Answer – Fact

*Try to minimize your impact on stream banks. Don't ride parallel to stream banks and in stream channels. If you have to cross a stream, ride straight across the stream at a location with the least amount of grade. Whenever possible use constructed crossings such as bridges and fords. All wet areas are sensitive to erosion, soil displacement (ruts), and compaction. Avoid riding through marshes, wet meadows, or on stream banks and lakeshores. Be a good neighbor and citizen and take care of the land and water!*

## 11. Answer - MYTH

*In order to operate an OHV in Utah you must have either a current drivers license or have completed an OHV course and be in possession of an education certificate.*

Myth Busting

