

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.



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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.

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>Scenario: 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>Consequence: <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>Scenario: 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>Consequence: <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>Scenario: 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>Consequence: <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>Scenario: 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>Consequence: <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>Scenario: 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>Consequence: <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>Scenario: 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>Consequence: <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.

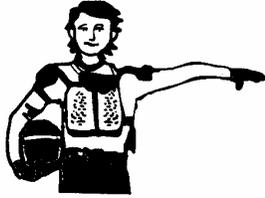
Activity Overview

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.

- 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:

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

Activity 4.2
Sizing Up! Chart

Area of Focus	Guideline Description	Reasoning
Clearance between ATV seat and inseam while standing on footrests	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.
Upper Legs	Upper portion of leg, from about the top of the knee to the hip, should be about horizontal.	Better control.
Foot Length	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.
Grip Reach	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.
Throttle Reach	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.
Brake Reach	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.