

# **On the Right Trail**

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

**Social Studies Curriculum**

**Grades 3-7**

# Acknowledgements

## **Project Partners**

Utah Bureau of Land Management  
National Off-Highway Vehicle Conservation Council  
Division of Utah State Parks and Recreation  
United States Forest Service  
Utah State 4-H Program

## **Project Coordinator and Rewrite**

Emily McAllister  
1591 N. 275 W.  
Layton, UT  
84041

## **Project Copy Editor**

Breanne Grover  
breanne123@yahoo.com

## **Special Thanks to:**

Montana Department of Fish, Wildlife and Parks  
Beaverhead Trail Users Association  
Liz Lodman & Bob Walker of Montana Department of Fish, Wildlife and Parks  
Bob White & Parke Scott of the Beaverhead Trail Users Association  
Tread Lightly! Inc.

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

First Edition, 1995, by: Susan Dejmaj; Western Montana College-UM  
Edited in 1999 by: Sue Dalbey; Dalbey Resources: Helena, MT  
Liz Lodman; MFWP: Helena, MT  
Joceylyn Dodge; USFS: Butte, MT  
Edited in 2004 by: Emily McAllister; NOHVCC: Layton, UT

# Table of Contents

<b>Introduction.....</b>	<b>1</b>
<b>Background Information.....</b>	<b>2-4</b>
<b>Core Curriculum Standards Met By Each Chapter.....</b>	<b>5-12</b>
<b>Educational Kit Materials List .....</b>	<b>13</b>
<b>Chapter 1 Introduction to Safety and Ethics.....</b>	<b>14</b>
Chapter Overview	
Activity 1.1 Learning to Tread Lightly!	
<b>Chapter 2 Sound Off: How Much Do You Know About Backcountry OHV Use?.....</b>	<b>17</b>
Chapter Overview	
Activity 2.1 The Thumbs up and Thumbs Down of OHV Use	
<b>Chapter 3 Safety: Every Ride-Every Time .....</b>	<b>22</b>
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>	<b>29</b>
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>	<b>36</b>
Chapter Overview	
Activity 5.1 Multiple Use Trails-Citizenship in Action	
<b>Chapter 6 Understanding Land Ethics: Protecting The Ground You're On.....</b>	<b>39</b>
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>	<b>48</b>
Chapter Overview	
Activity 7.1 Dilemmas and Decisions	
<b>Chapter 8 Pledge of Responsibility.....</b>	<b>51</b>
Chapter Overview	
Activity 8.1 Be Responsible, Stay Safe, Get Involved	
Activity 8.2 Additional Ideas	
<b>Handouts.....</b>	<b>53</b>
Pledge of Responsibility	
On the Trail Checklists	
Evaluation Sheet	
<b>Overlays.....</b>	<b>58-85</b>
<b>Appendixes.....</b>	<b>86-101</b>

# 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.



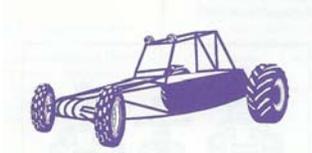
### **All-terrain type I vehicle (ATV)**

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 6040-0202**

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 OHV's 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**