

COLORADO'S GRASSROOTS

TRAINING PROGRAM

For Scenic Byway Communities

- Contents
- Matrix
- Interpretation
- Protection
- Ethics
- Internet Directories
- Templates

Scenic Byway





This project would not have been possible without the talented and creative team of Judy Walden, Walden Mills Group; Kelli Hepler, Graphox Design and Advertising; Amy Webb, National Trust for Historic Preservation; and Ronna Lee Sharpe, Colorado Council on the Arts. Additional support came from Jerry Brown for the interpretive research and Merry Yamamoto for technical support and Internet research.

We would like to thank our partners in this project, the Board of Directors of the Southwest Colorado Travel Region for supporting and administering both phases of this project. Special thanks go to Lynn Dyer, Tourism Director at Mesa Verde Country Visitor Information.

Pilot training has been conducted in communities along the San Juan Skyway, throughout the Southwest Colorado Travel Region, and on the Front Range. Special thanks go to Mary Hart and Kim Cobb at the Durango Area Tourism Office, and our SW Colorado trainers - Jill Seyfarth and Nicole Smith. Also thanks go to Stephanie Donoho and the Clear Creek County Tourism Board for helping us work out the bugs in the protection section of the training program.

Development of the grassroots-training program is funded by grants from the National Scenic Byways Program, administered by the Federal Highway Administration and the Colorado State Historical Fund, administered by the Colorado Historical Society. For more information, contact Sally Pearce, Colorado Scenic and Historic Byways Program Coordinator, Colorado Department of Transportation, 4201 East Arkansas, EP 606, Denver, CO 80222. Tel: 303-757-9786; sally.pearce@dot.state.co.us.



COLORADO SCENIC AND HISTORIC BYWAYS PROGRAM

Welcome to the Colorado Grassroots Training Program! The Colorado program targets visitor center volunteers, front-line hotel, restaurant and retail employees and members of the community - anyone who regularly interacts with travelers. The training manual is set up to allow trainers to tailor the activities to the local situation, no matter where the byway is in the state of Colorado or elsewhere in the country. Concepts include the interpretive message, resource protection, and ethics. This program takes a big step beyond standard hospitality training.

This manual contains a series of fast-moving, interactive activities that will make employee training fun. It can help train communities to create both emotional and intellectual connections with travelers, to connect the interests of travelers with meaningful places, and to articulate a deep pride in the area. Decks of cards, puzzles, maps, magnets and a board game make up the training tools. Each activity can stand alone or be grouped with other activities.

Participants will identify specific elements of their byway that are unique and exceptional; will understand what resources have been protected to date; and will learn how to share the ethics of the community with the traveling public. They will practice active listening techniques and hone their skills with existing interpretive tools.

Trainers are locals who are willing to share their knowledge and expertise with their fellow community members. Each chooses those activities they are most comfortable leading, and that fit the needs of their particular community. Byway and community leaders will help with upfront research and preparation; when the trainer is well prepared, the activities seem like pure fun to the participants. Best yet, the manual identifies what materials are needed, how to create them, how to use them and even what to say.

Training can occur any time of the day, any time of the year. The activities are excellent for training new staff, preparing for a new travel season, or re-energizing a management team. Portable games and a stand-up Training Manual mean that the training can happen anywhere, from a kitchen table to the front desk of the local visitors center to the top of a neighborhood pool table.

Training and retraining is a never-ending cycle. Even some old timers who have lived in the Colorado mountains for a lifetime found that they learned new things from these games and the discussions they generated. Do what they did — have fun and enjoy the interactions.

Sincerely yours,

Sally Pearce
Scenic Byways Program Coordinator

WHO IS USING THIS MANUAL?

"The materials address the three areas of Interpretation, Protection and Ethics quite thoroughly. The dialogue included in each section is a definite help for first time or inexperienced trainers."

Ann Marie Valesquez, Los Caminos Antiguos

"We strongly believe that by providing education to those who are directly dealing with travelers, economic development is enhanced. After reading through this manual, I realized that this is just an absolutely fantastic training tool." **Cathy Patti, Top of the Rockies**

"It would be good for long-term people to go through (these activities) to sharpen our minds and ethics."

Joe Tempel, Lariat Loop

"The Scenic Byways Training Program will be a wonderful addition to our core hospitality training program for front line employees. We've trained more than 500 people in our community since the program's inception in 2000, and many of those people are now asking for "Tourism 102". The games and activities created by the scenic byways team will be an incredibly valuable resource as we take the education component beyond the traditional 'smile school' and customer service messages to a whole new level." **Stephanie Donoho, Executive Director, Clear Creek County Tourism Board**

"This is the best customer service idea I've heard about, and a group of economic development people and I have been looking at a number of options. Our customer service academy through the local junior college seems to attract the people who are already doing a credible job. This game idea, taken directly to a business to be used during staff meetings will eliminate the issue of opting not to get trained... and it sounds fun!"

Joanne Steele, Siskiyou County Director of Tourism, Mt. Shasta, CA

"Colorado's Training Kit for the state's Scenic Byways fills a much-needed gap in the Marketing of the state Byways. Involving the locals, who have pride & an economic interest in promoting their Byway, is a practical & cost-effective way to promote tourism at a time when most states have a very limited or non-existent tourism budget." **Kathie Knapp, State Scenic Byway Coordinator, Arizona Department of Transportation**

"I saw a demonstration of the Colorado Scenic Byways training kit, and I think it promises to be such an effective training tool that I have asked Sally Pearce to come to New Mexico and train the New Mexico byways with it too." **Laurie Evans, State Scenic Byways Coordinator, New Mexico Department of Transportation**

"The Colorado Grassroots Training Program is a comprehensive way for byways to reach out into their communities and instill long lasting values that are vital to maintaining their longevity. The activities are easily done and adapted to most any situation or level of expertise. I strongly recommend the program for any byway, young or old."

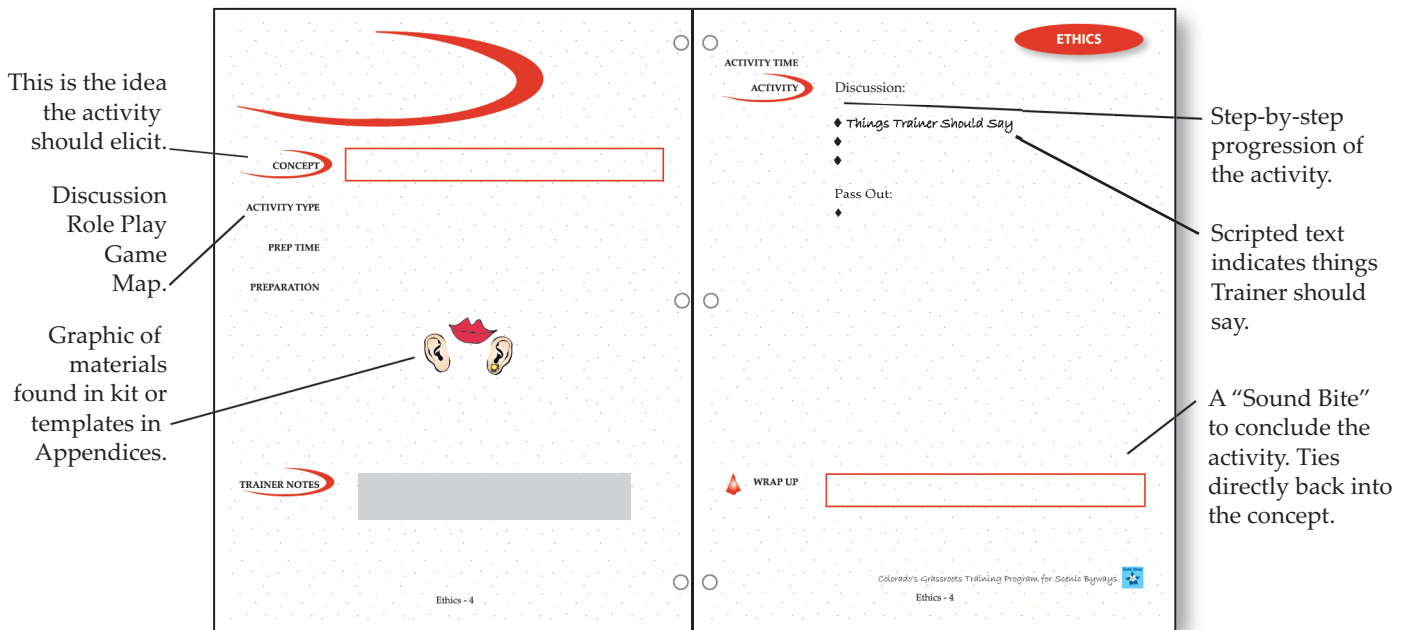
Michelle Ethun, Byway Resource Specialist, America's Byways Resource Center



HOW TO USE THIS MANUAL

Trainer uses the LEFT page to guide preparation ahead of the training time.

Trainer uses the RIGHT page as a prop during the training itself.



Presentation Book with horizontal mid-fold is propped up so the trainer can see it easily as the activity progresses.

CONTENTS

TRAINER REFERENCE

Trainer's Quick-Reference Matrix
Interpretation . . . Protection . . . Ethics

INTERPRETATION

I-1 Piece Together The Byway Puzzle
I-2 Gateways & Attractions
I-3 Utilize Existing Information Tools
I-4 Identifying Byway Assets
I-5 Defining Unique Assets
I-6 Who Can Be A Byway Interpreter?
I-7 Be A Human Bridge
I-8 Ears And Lips - Be An Active Listener
I-9 Pin The Tail On Maslow's Hierarchy
I-10 Fresh Eyes
I-11 Board Game - Byway Road Trip

PROTECTION

P-1 Solving The History Mystery
P-2 Sorting Postcards: Scenic Land & Historic Sites
P-3 Puzzle Of Protected Lands
P-4 History Of Protected Lands
P-5 Ownership : Protecting Lands
P-6 Easements: Protecting Lands
P-7 Regulation: Protecting Lands
P-8 Preservation Lingo Bingo

ETHICS

E-1 Define Ethics
E-2 Travel Dilemmas
E-3 Existing Codes Of Ethics
E-4 Communicating Local Ethics To Travelers
E-5 Marketing The Local Ethics Message

APPENDIX

Internet Directories
Directory To Land & Historic Site Protection On The Internet
Directory To Codes Of Ethics On The Internet
Master Templates
Directions For Making Magnetic Jigsaw Puzzles For Your Byway
Local Interpretive Materials Inventory Sheet
Who Can Be A Byway Interpreter. Templates For Playing Cards
Be An Active Listener For Ears & Lips Dialog
Pin The Tail On Maslow's Hierarchy. Templates For Tails & Dialogs
Board Game Instructions
Board Game Community Cards. Templates For Playing Cards &
Local Questions
Sorting Postcards. Templates For Blank Postcards
Preservation Lingo Bingo Instructions
Preservation Lingo Bingo Definitions, Master List & Bingo Cards
Travel Dilemmas
Pre-Training Evaluation Visit
Suggested Training Sequences

INTERPRETATION

The eleven activities in this section explain:

how to meet the needs of travelers

how to tell the story of your Byway to make it come alive for visitors

TRAINER'S QUICK-REFERENCE MATRIX

	Activity	Concept	Activity Type	Local Trainer Experience Required	Prep Time/ Activity Time	Supplies Required K =kit T=template L = obtain locally
I-1	PIECE TOGETHER THE BYWAY PUZZLE	First define the territory.	Hands - on	None required	5 min. / 2-5 min. * First time prep 1.5 hours	K Byway Puzzle K Lapboard
I-2	GATEWAYS & ATTRACTIONS	The most basic skill for Byway interpreters is the ability to identify major attractions and gateways to the Byway.	Hands - on	Local knowledge of Byway	5-10 min. / 10-15 min.	K Byway Puzzle K Lapboard K Set of Shapes
I-3	UTILIZE EXISTING INFORMATION TOOLS	Brochures, maps and audio/videotapes are communication tools that are designed to address travelers' most frequently asked questions (FAQ's). Some are free; others must be purchased.	Hands - on	Local knowledge of Byway	One hour or more / 5 min.	L Brochures, maps T Local Interp Materials Inventory Sheet
I-4	IDENTIFYING BYWAY ASSETS	It is a great distinction for a region to receive the official designation as a Colorado Scenic and Historic Byway.	Brainstorming	Local knowledge of Byway	30 min. / 10 min.	L Easel/Markers L Treasure Pages
I-5	DEFINING UNIQUE ASSETS	Many travelers seek one-of-a-kind attractions, historic sites, or "natural wonders."	Brainstorming	Local knowledge of Byway	5 min. / 10-15 min.	L Easel/Markers
I-6	WHO CAN BE A BYWAY INTERPRETER?	Every community member who comes into contact with a visitor acts as an interpreter...for better or for worse.	Card Game	None required	5 min. / 5-10 min.	K Community Character Cards
I-7	BE A HUMAN BRIDGE	A Byway Interpreter forms a practical link between the needs/desires of the traveler and the assets of the Byway.	Hands - on	Local knowledge of Byway	5 min. / 15 min.	T Byway Map K Human Bridges K Traveler Question Cards L Local Byway Questions
I-8	BE AN ACTIVE LISTENER	Active listening is the process of picking up on one word or phrase and repeating it to the traveler for the purpose of having the traveler clarify their initial inquiry.	Role-playing	None required	15 min. / 15 min.	K Lips/Ears T Demonstration Dialogs

I-9	PIN THE TAIL ON MASLOW'S HIERARCHY	Only when a traveler's lower-order needs are satisfied (food, shelter, restroom) can their higher-order needs be met (appreciation for beauty, interest in historical places, inspiration).	Role-playing	None required	5 min. / 10-15 min.	K Traveler Needs Poster K Donkey Tails L Pins, tape or thumb-tacks
I-10	FRESH EYES	In the exchange of information, goods, services, and money, travelers bring a gift that is often underrated—a new view of our very familiar place.	Brainstorming	Local knowledge of Byway	5 min. / 5 min.	L Easel/markers or blackboard
I-11	BYWAY ROAD TRIP BOARD GAME	Byway Interpreters can teach each other interpretive skills through this self-guided board game.	Board Game	Local knowledge of Byway	5 min. / 20-45 min. * First time prep 1-2 hours.	K Game L Local Q&A



PROTECTION

TRAINER'S QUICK-REFERENCE MATRIX

The eight activities in this section demonstrate three different ways to preserve and protect resources along your Byway:
ownership
incentives
regulation

The activities address both land and historic site/district protection. Depending on the experience of the local trainer and the needs of the audience, the activities can focus just on land protection, just on historic site/district protection, or on both land and historic site protection.

	Activity	Concept	Activity Type	Local Trainer Experience Required	Prep Time / Activity Time	Supplies Required K =kit T =template L = obtain locally
P-1	SOLVING THE HISTORY MYSTERY	It is important to be aware of significant historic places in your community.	Hands - on	Knowledge of historic places.	30 min. / 15 min.	L Map of area L Post-it® notes
P-2	SORTING POSTCARDS: SCENIC LANDS & HISTORIC SITES	Historically, parcels of land have been preserved in 3 ways: by ownership, through incentives, and by regulation (including easements).	Hands - on	Knowledge of how lands along the Byway have been protected, esp. those on postcards used here.	30 min. / 22 min.	L Local postcards K & L Blank postcards
P-3	PUZZLE OF PROTECTED LANDS	Lands that surround the Byway reflect a patchwork of privately and publicly owned parcels.	Hands - on	Knowledge of public land managers along the Byway.	5 min. / 5-10 min. * 1 hour or more for first-time preparation.	K Byway Puzzle
P-4	HISTORY OF PROTECTED LANDS	History reflects many different ways that lands along this Byway have been cared for and protected.	Discussion	Knowledge of land managers along the Byway. Talk to public lands personnel.	1 hr of research / 10-15 min.	K Byway Puzzle L Acetate L Marking Pens
P-5	OWNERSHIP : PROTECTING LANDS	Private land owners and special-interest groups have managed lands for a wide range of economic and conservation purposes. Some of these groups maintain management of the properties themselves; others deed it to existing public land agencies or nonprofit organizations to manage.	Discussion	Knowledge of land ownership along the Byway. Check with local public land managers to understand full range of protection issues.	5 min. / 10 min.	K Byway map K Directory of Internet Sites
P-6	EASEMENTS: PROTECTING LANDS	Easements are voluntary legal agreements made between a property owner and a qualified organization or agency. Easements can be made on parcels of land.	Discussion	Knowledge about conservation easements for parcels of land.	10 min. / 15 min. 10 min. to 1 hour depending on knowledge of lands.	K Byway Map

P-7	REGULATION: PROTECTING LANDS	The vast majority of formally protected lands are managed by public land agencies. Each agency has its own set of regulations for lands under its jurisdiction.	Discussion	Knowledge of regulations for public lands.	5 min. / 10-15 min.	K Byway Map K Directory of Internet Sites
P-8	PRESERVATION LINGO BINGO	Historic sites/districts can carry several levels of protection — or none at all.	Bingo Game	Knowledge of levels of designations for sites/districts.	30 min. /15 min. * Several hours for first-time preparation.	K Blank Bingo Cards K & L List of Sites K Magnets



TRAINER'S QUICK-REFERENCE MATRIX

ETHICS

The five activities in this section are designed to:
 demonstrate how to convey local values to travelers
 explain how travelers can be encouraged to respect the values of the communities they are visiting

	Activity	Concept	Suggested Sequences	Local Trainer Experience Required	Prep Time / Activity Time	Supplies Required K =kit T =templates L= obtain locally
E-1	DEFINE ETHICS	An ethic is a system of deeply held beliefs. Ethics are often regional, and sometimes community specific.	Discussion	None required	None / 10 min.	None
E-2	TRAVEL DILEMMAS	Dilemmas (and conflicts) can be grouped into three categories: questions of etiquette, legality, or ethics.	Role-playing	None required	None / 15 min.	K Dilemma playing cards
E-3	EXISTING CODES OF ETHICS	Groups with special interests or concerns have formulated written Codes of Ethics to formally communicate their system of values.	Discussion	None required	None / 15 min.	T Directory to Codes of Ethics L Easel/ Markers
E-4	COMMUNICATING LOCAL ETHICS TO TRAVELERS	Yes, travelers can learn the ethics that help weave together the integrity of a given place.	Discussion	None required	None / 15 min.	None
E-5	MARKETING THE LOCAL ETHICS MESSAGE	The deep values of a community are a vital element that helps make a place livable for its residents and memorable for travelers.	Hands - on	None required	1 hour / 15-20 min.	L Brochures, maps, postcards, etc. L Easel/markers





INTERPRETATION

- I-1 Piece Together The Byway Puzzle
- I-2 Gateways & Attractions
- I-3 Utilize Existing Information Tools
- I-4 Identifying Byway Assets
- I-5 Defining Unique Assets
- I-6 Who Can Be A Byway Interpreter ?
- I-7 Be A Human Bridge
- I-8 Ears And Lips - Be An Active Listener
- I-9 Pin The Tail On Maslow's Hierarchy
- I-10 Fresh Eyes
- I-11 Board Game - Byway Road Trip

PIECE TOGETHER THE BYWAY PUZZLE

CONCEPT

First define the Territory.

ACTIVITY TYPE

Hands-on way to focus attention on the geography of the Byway

PREP TIME

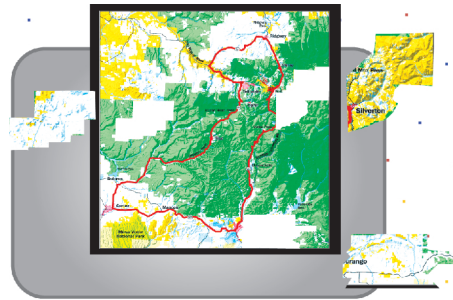
1.5 hours for first-time preparation

PREPARATION

Step One: Gather the materials you will need:

- One Byway puzzle (scrambled) for each participant.
- One lapboard (or steel baking sheet) for each participant.

Step Two: Set up one scrambled Byway puzzle for each participant before participants enter the room.



TRAINER NOTES

- This activity sets the tone for the training and gently eases people into a mode of participation.
- Store with the puzzle assembled on the lapboards or in plastic bags, to ensure all the pieces to each puzzle will be there.

ACTIVITY TIME

2 - 5 minutes for participants to assemble puzzle

ACTIVITY

While we are waiting for the others to arrive, you can each warm up by piecing together your Byway puzzle.

WRAP UP

As you worked, how did the Byway territory come together for you?

GATEWAYS & ATTRACTIONS

CONCEPT

The most basic skill for Byway interpreters is the ability to identify major attractions and gateways to the Byway.

ACTIVITY TYPE

Hands-on, followed by discussion

PREP TIME

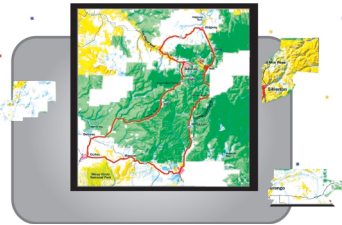
5 - 10 minutes

PREPARATION

Step One: Gather the materials you will need:

- One Byway puzzle (assembled in the previous activity) for each participant.
- A set of magnetic markers for each player including:

➔ Gateway	=	Arrow (5 per set)
🏠 Visitor Center	=	House (5 per set)
★ Public restroom	=	Star (10 per set)
▲ Natural site	=	Triangle (10 per set)
■ Historical site	=	Square (10 per set)
● Recreation	=	Circle (10 per set)
♥ Favorite place	=	Heart (6 per set)



TRAINER NOTES

- Everyone should "see the forest, and also see a few big trees." Guide the discussion to stay with major attractions.
- Think carefully about how many shapes you give each player. This decision will affect both the time required and the level of detail in the discussion that follows.
- A gateway is a place that creates a sense of arrival or departure for travelers.
- Make sure you are dealing with designated historical sites (not just old buildings).

ACTIVITY TIME

10 - 15 minutes

ACTIVITY

1. Placement of the magnets:

- ◆ Identify important gateways with the Black Arrow.
- ◆ Locate the Welcome Center with the White Building.
- ◆ Identify public restrooms with the Black Star.
- ◆ Identify important natural sites with the Green Triangle.
- ◆ Identify important historical sites with the Yellow Square.
- ◆ Identify important recreational sites with the Blue Circle.
- ◆ Identify your favorite place with the Red Heart.

2. Discussion.

- ◆ What is a Gateway? And where did you place it?
- ◆ Where is the official Welcome Center?
- ◆ Where are the public restrooms?
- ◆ Where are the natural sites?
- ◆ Where are the historical sites?
- ◆ Where are the recreational sites?
- ◆ Where did you place your heart?

 WRAP UP

The better you know the territory, the better you can help the visitor make meaningful connections.

UTILIZE EXISTING INFORMATION TOOLS

CONCEPT

Brochures, maps, and audio/videotapes are communication tools that are designed to address travelers' most frequently asked questions (FAQs). Some are free; others must be purchased.

ACTIVITY TYPE

A hands-on sorting activity.

PREP TIME

1 hour or more

PREPARATION

Step One: Gather brochures, tapes, maps, etc., used for promoting and interpreting your area. Place them in an envelope. Create a set for each participant. Between 12 and 24 items per set is recommended. Use as examples of "free existing information tools."

Step Two: Borrow maps, magazines, or audiotapes that are for sale from bookstores, gift shops, or visitor centers. Use them as examples of "for-purchase existing information tools." About 25 % of the materials you gather should be for purchase. Make a note of where they can be purchased.

Step Three: Create a list of available materials. A blank Local Interpretive Materials Inventory Sheet is included (in Appendix: Master Templates) to help you create your list. Make copies for all.

LOCAL INTERPRETIVE MATERIALS INVENTORY SHEET			
INTERPRETIVE MATERIALS	FREE	\$	SUPPLIER/LOCATION
Byway Lure Brochure	X		Welcome Center 555-123-4567

TRAINER NOTES

- This activity helps develop an appreciation for high-quality materials that are free to the public and also identifies retail stores that carry interpretive materials.
- Make sure the full range of interpretive materials are included, not just promotional materials; i.e., have you included materials for history buffs, nature lovers, etc.?
- A nice follow-up activity would be **MARKETING THE LOCAL ETHICS MESSAGE (E-5)**.

ACTIVITY TIME 5 minutes

ACTIVITY

1. Give each player a stack of "tools" for your area.

- ◆ "Look at the stack of information in front of each of you. I want you to sort them into two piles: those that are free to travelers, and those that need to be purchased."
- ◆ "Which ones do you think are for sale?"
- ◆ "Where can we send someone to buy them?"
- ◆ "What about the free ones? Who pays to print them? Can businesses stock these at their own business location?"

2. Pass out a *Local Interpretive Materials Inventory Sheet* so participants have a full list of available interpretive materials and know whom to contact for supplies.

3. Send the free materials and list of local Interpretive Materials home with each participant. Be sure to gather up the borrowed "materials for sale."

WRAP UP

It's amazing what high-quality materials are available for free and what is available at the local retailer.



IDENTIFYING BYWAY ASSETS

CONCEPT

It is a great distinction for a region to receive the official designation as a Colorado Scenic and Historic Byway.

ACTIVITY TYPE

Brainstorming

PREP TIME

30 minutes

PREPARATION

Step One: Write the six asset categories on the flip chart before trainees arrive:

Scenic
Recreational
Natural

Historic
Archaeological
Cultural

Step Two: Prepare six asset pages (8 ½" x 11" sheets, each titled with the name of an asset category) to hand out to each person. Before beginning the activity, create a list of your Byway assets in each category.

TRAINER NOTES

- Not every beautiful stretch of road in Colorado has been designated as a Byway. Knowing exactly WHY this particular Byway was awarded an official designation will help community members communicate deep pride in the area.
- In Colorado, scenery is a given. What other assets does this Byway offer?
- Leave the six asset categories posted for the next activity, DEFINING UNIQUE ASSETS (I-5).

ACTIVITY TIME

10 minutes

ACTIVITY

1. Write all six assets categories on the flip chart.

- ◆ Fifty-four (54) groups in Colorado applied for the official designation as Colorado Scenic and Historic Byway. Only 24 have been chosen, based on their assets.

2. Give each participant one paper with one category title on top: Scenic, Natural, Archaeological, etc.

- ◆ Write down as many areas/assets on the Byway that fall under this category title as possible in 1 minute. Pass your papers to the left one player. Now take 1 minute to read the list and add any NEW areas.

3. Continue this activity for 3-6 rotations.

Then collect the lists and post them under the corresponding category.

- ◆ Is this a fair representation of our Byway's assets?

WRAP UP

Now we know the distinct assets of this road and why it recieved Byway designation.

DEFINING UNIQUE ASSETS

CONCEPT

Many travelers seek one-of-a-kind attractions, historic sites, or “natural wonders.”

ACTIVITY TYPE

Brainstorm

PREP TIME

5 minutes. (a continuation of the activity already set up from Interpretation - 4, Identifying Byway Assets)

PREPARATION

Step One: Refer to the flip chart list of Byway assets you created in the previous activity.

Step Two: Use a new flip chart to write on large pieces of paper and display the two titles Exceptional and Unique.

Step Three: Use the two flip charts to place each Byway asset under the title it most reflects. Do this for each of the asset categories — Scenic, Historic, Recreational, Archaeological, Natural, and Cultural.

TRAINER NOTES

- Help participants view your region from the perspective of a cross-country traveler. The sheer size of America and the “gluttony of beauty” day after day is one of the things that drives travelers to ask, “What have you got that nobody else has?”
- A careful focus on each of the Byway's major assets forces participants to carefully consider its value in broader regional or national terms.
- Few Byways have unique assets. Most have a collection of exceptional assets.
- Themes are phrases that tell the story of this Byway. Single words usually can't convey the richness of the assets.
- Write down the themes generated by your discussion to share with the Byway Steering Committee.

ACTIVITY

1. Define: Ask the group to define two words:
 - ◆ unique: only one of its kind known to exist; no other copy; single; sole; unequaled
 - ◆ exceptional: being out of the ordinary; rare; superior

(Webster's Third New International Dictionary)
2. Label
 - ◆ How many of our assets are truly unique?
 - ◆ One-by-one, list each major asset as unique or exceptional.
 - ◆ Why is this distinction so important to travelers?
3. Brainstorm
 - ◆ How do we most effectively communicate our unique assets to travelers? To our community?
 - ◆ What themes could best sum up our collective assets? Write down the ideas offered. If none are forthcoming, offer the ones written in the Corridor Management Plan.

WRAP UP

People have a tendency to think everything they love is unique; in reality, most things are just exceptional.

WHO CAN BE A BYWAY INTERPRETER?

CONCEPT

Every community member who comes into contact with a visitor acts as an interpreter...for better or for worse:

ACTIVITY TYPE

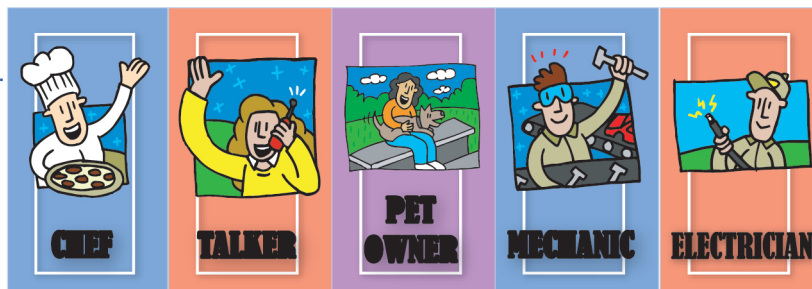
Card game

PREP TIME

5 minutes

PREPARATION

Step One: Gather the materials you will need: One deck of Community Characters for each participant or a minimum of 6 cards per person (in Appendix: Master Templates).



TRAINER NOTES

- Anybody who is willing to give directions, tell a story, or give advice becomes a Byway Interpreter.
- Players may want to relate horror stories of visitor encounters with local characters, or of merchants driving visitors away with their grumpiness. Encourage these colorful tales, as they feed the concept.
- Consider how we can turn community interpreters into Byway Ambassadors.
- The attraction does its part, the scenery does its part, but the worst and best experiences for travelers usually have to do with human interaction.

ACTIVITY TIME

5 - 10 minutes

ACTIVITY

1. Instructions

- ◆ Each of you has a deck of cards called Community Characters. Quickly sort your cards into two piles: those who can be Byway Interpreters for visitors and those who cannot.
- ◆ Whom did you put into each pile? Why?

2. Discussion

- ◆ It seems like everybody a traveler talks to becomes a Byway Interpreter. Have you had personal experiences that demonstrate that this can be either good news...or bad news?
- ◆ In our town, who are visitors most likely to talk to?
- ◆ If a travel writer came to town looking for a "real local" that gave the flavor of what this place is about, whom would you suggest?

WRAP UP

It turns out that any interaction a traveler has with anyone is an interpretive event . . . for better or for worse.

BE A HUMAN BRIDGE

CONCEPT

A Byway Interpreter forms a bridge between the needs/desires of the traveler and the assets of the Byway.

ACTIVITY TYPE

Hands-on

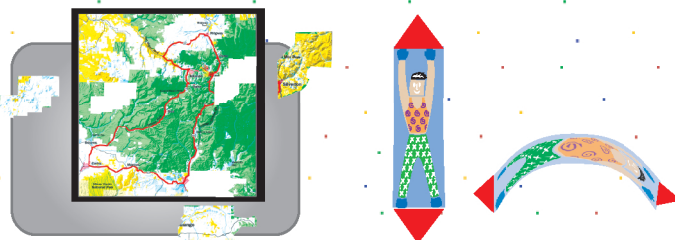
PREP TIME

5 minutes

PREPARATION

Step One: Gather the materials you will need.

- Byway map (printed or puzzle assembled): one for each player or pair of players.
- Set of handheld human bridges.
- List of traveler questions.



TRAINER NOTES

If you have time, prepare a list of questions that are customized for your local Byway. Examples of general questions could include:

- We want to ride our mountain bikes. Do you have single-track trails that are easy?*
- I heard you have hot springs. Are they outside or enclosed?*
- Where is the best place to learn about local Indian history? What about contemporary Indian life in this region?*
- Where can we rent recreational equipment?*
- Where can we find a handicapped-accessible trail?*
- Where can we camp with our RV?*
- Are there ghost towns we can visit on this Byway?*
- Where can I buy books written by or about local people?*

ACTIVITY TIME

15 minutes

ACTIVITY

1. Hold up one of the bridges and ask, *What is this? (A Human Bridge)*

As I read each traveler question, move your bridge and twist your map to connect the visitor with what they need or want.

2. Set a lively pace for discussion.
After each question ask, *Where did you land? Why?*

WRAP UP

Go forth and be a human bridge.

BE AN ACTIVE LISTENER

CONCEPT

Active listening is the process of picking up on one word or phrase and repeating it to the traveler for the purpose of having the traveler clarify their initial inquiry.

ACTIVITY TYPE

Listen and analyze, then vote

PREP TIME

15 minutes

PREPARATION

Step One: Gather the materials you will need:

- One set of lips and two ears (handheld) for each player (in Appendix: Master Templates).
- Written scripts of dialogs (in Appendix: Master Templates).



TRAINER NOTES

- “I’m all ears” may be the perfect description for an effective Byway Interpreter. This technique teaches hosts to not jump quickly to an answer they know, but to “fish” for the core intent or need of the traveler before responding.
- PIN THE TAIL ON MASLOW'S HIERARCHY (I-9) is a great follow-up activity to this activity.

ACTIVITY TIME

15 minutes

ACTIVITY

1. Hold up first a set of lips, then a set of ears.

- ◆ What are these?
- ◆ This activity is going to demonstrate how to coax more information from a visitor so that as a Byway Interpreter we respond with the best information.
- ◆ **ACTIVE LISTENING** is simply picking up on a single word or idea and reflecting it back...like a mirror. Listen to these examples.

Demonstrate two traveler/Interpreter dialogs.

2. Listen to the interaction between the travelers and Byway Interpreter.
3. Ask each player to vote by holding up a combination of ears and lips to reflect the active listening skill of the Byway Interpreter.
 - ◆ using your ears and lips, "vote" for the Active Listening skills of the Byway Interpreter. You might vote with all ears (showing strong listening skill) or all lips (showing too eager to talk before gathering enough information).

WRAP UP

A quote from Epictetus — (Philosopher 50-138 AD)
 "We have two ears and one mouth so we can listen twice as much as we speak."



PIN THE TAIL ON MASLOW'S HIERARCHY

CONCEPT

Only when a traveler's lower-order needs are satisfied (food, directions, restroom) can their higher-order needs be met (appreciation for beauty, interest in historical places, inspiration).

ACTIVITY TYPE

Role-playing

PREP TIME

5 minutes

PREPARATION

Step One: Gather the materials you will need:

- Poster-size triangle of Travelers Needs (adapted from Abraham Maslow 1943, 1954, 1971).
- Donkey tails and pins/tape/thumbtacks (in Appendix: Master Templates).
- Question Cards (in Appendix: Master Templates).



TRAINER NOTES

Help players realize that when travelers express several levels of needs at the same time, Byway Interpreters should address the lower-order needs first, then move to higher-order needs.

Lower	Moderate	Higher
Food	Guided tour	Inspiring view
Restrooms	Rafting	Experiencing wildlife from undetected vantage
Directions	Festival	Connecting with local culture

ACTIVITY TIME 10 - 15 minutes

ACTIVITY

1. Build on the information from Active Listening (previous activity). Two or three players gather around the triangle, and “pin” a donkey tail on the level of need they hear the traveler expressing. After each tail is “pinned,” ask the rest of the group if they agree.
2. Consider these sample questions (add your own to reflect your local area), moving from simple to complex:
 - ◆ Simple
 - “Where is the bathroom?”
 - “Where is the best place to see the Northern Lights?”
 - “Who in town knows the detailed history of this place?”
 - ◆ Complex
 - “How close is there a place we can buy lunch and find out about the history of that ghost town we just passed?”
 - “We’ve finally escaped city traffic; now we need a place of supreme silence.”



WRAP UP

When a traveler's lower-order needs are met, they are free to experience the higher-order benefits of the Byway.



FRESH EYES

CONCEPT

In the exchange of information, goods, services, and money, travelers bring a gift that is often underrated – a new view of our very familiar place.

ACTIVITY TYPE

Brainstorm

PREP TIME

5 minutes

PREPARATION

None

TRAINER NOTES

- You may want to have participants work in pairs to help stir memories and ideas.
- Byways that use an established system to loop visitor input back to the Byways organization regularly capture these gems for use in strategic planning and interpretive tools.

ACTIVITY TIME 5 minutes (for small group)

ACTIVITY

Ask each participant or the group:

- ◆ “Can you recall a time when out-of-town relatives, or a traveler passing through, helped you see your home territory in a fresh way?”
- ◆ “What role do visitors play in how local residents value their Byway?”
- ◆ “How can views from these ‘fresh eyes’ be communicated back to others in the community?”

 WRAP UP

What is old hat to a local may be absolutely inspiring to a traveler.

BYWAY ROAD TRIP BOARD GAME

CONCEPT

Byway Interpreters can teach each other interpretive skills.

ACTIVITY TYPE

Board Game

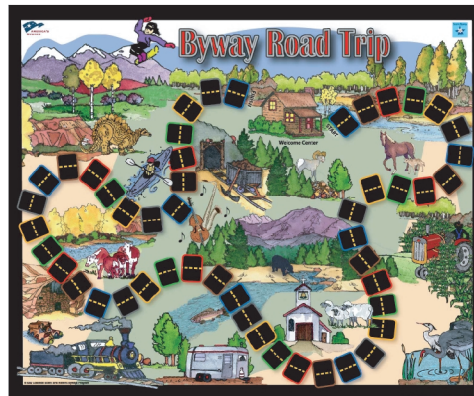
PREP TIME

5 minutes
1 - 2 hours for first time preparation

PREPARATION

Step One: Gather the materials you will need: Gameboard, Answer Booklet, playing pieces, die, and deck of cards.

Step Two: Locate the game rules and answers (in Appendix: Master Templates) and begin play.



- 12 Where is the nearest Forest Service office?
- Are there any specialty museum exhibits on the Byway?
- We came to see wildlife, are there any guidelines?
- In this area if we don't present our old colors if we find one?
- Where is a good place to take pictures of fall-foli?
- Where is the local RV dump area?

TRAINER NOTES

- The Byways Board Game is a perfect way to train a new volunteer to the Visitor Center.
- Use it for retraining or upgrading volunteers on their "slow shifts."
- Use it for one-on-one training with front-desk clerks at hotels.
- The question cards can also be used by themselves as a Byway trivia quiz.

ACTIVITY TIME 20 - 45 minutes

ACTIVITY

1. Set up the room to make it comfortable for groups of 2 – 6 people to play the Byway Road Trip Board Game.
2. Demonstrate how the game is played using one die.
3. Circulate to help answer questions.

WRAP UP

We've learned that even old-timers learn something new with this game.



PROTECTION

- P-1 Solving The History Mystery
- P-2 Sorting Postcards: Scenic Land
© © & Historic Sites
- P-3 Puzzle Of Protected Lands
- P-4 History Of Protected Lands
- P-5 Ownership : Protecting Lands
- P-6 Easements: Protecting Lands
- P-7 Regulation: Protecting Lands
- P-8 Preservation Lingo Bingo

SOLVING THE HISTORY MYSTERY

CONCEPT

It is important to be aware of significant historic places in your community. A basic level of information about these places includes name of the place, where it is located, and at least one important fact to show why it is significant.

ACTIVITY TYPE

Hands-on using map

PREP TIME

30 minutes

PREPARATION

Step One: Find or make a list of the most significant historic places in your community. Include name, location, and one interesting fact about why that place is significant.

Step Two: Gather the materials you will need:

- Post-it® notes.
- Large map showing significant historic places.
- Information about significant historic places (such as a walking tour brochure, guidebook, or fact sheet compiled for this activity).

Step Three: Before the training session begins, write one fact on each Post-it®. Be sure to have at least one fact per participant. Post or draw a large map at the front of the training room that identifies the significant historic sites in this activity.

TRAINER NOTES

- A walking tour brochure or guidebook can be a ready-made resource for this activity. If this is not available, a National Register nomination or publications about local history can provide the information that you need.
- If you have more sites than participants, you can give participants more than one Post-it® note.
- If you don't have a large map that shows the historic sites on your list, you can enlarge an existing map (such as a map from a walking tour brochure) OR draw a rough map that identifies where key historic places are located. You can also use a smaller map with a key that lists significant historic sites on the side with space for each Post-it®.

ACTIVITY TIME

15 minutes

ACTIVITY

1. Give each participant a Post-it® note with a fact about one of the historic places shown on the map. Each participant will need to figure out which historic site on the map matches up with the fact on their Post-it®. Encourage them to ask other participants if they need help to figure out which site matches their fact.
2. Begin the training session by asking each participant to place their Post-it® in the correct location on the map. As participants do so, ask them to share:
 - ◆ the name of the site,
 - ◆ the fact on the Post-it®, and
 - ◆ where the site is located.
3. Once all participants have matched facts to historic places, pass out information about the places (such as a walking tour brochure, guidebook, or fact sheet) for future reference.

WRAP UP

Historic places have interesting stories that can help to bring the heritage of our community to life and make it more appealing for visitors and residents alike.

SORTING POSTCARDS: SCENIC LAND & HISTORIC SITES

CONCEPT

Historically, parcels of land and significant historic landmarks have been preserved in three ways: ownership, incentives (including easements), and regulation.

ACTIVITY TYPE

Hands-on sorting activity

PREP TIME

30 minutes

PREPARATION

Step One: Gather the materials you will need:

- Pre-printed blank postcards (six per participant using master templates in Appendix). As a backup use blank index cards.
- Local postcards (purchase postcards from a local retailer to show important features along the Byway such as scenic vistas, historic sites, or districts or other important resources).



Step Two: Research the current status of the land or historic site depicted on each postcard.

Step Three: (Optional) Find old postcards or photographs to show landscapes or landmarks that have been changed or lost. (See trainer notes.)

TRAINER NOTES

- Discussion may lead to the following protection activities that are more in-depth discussions of the three different ways to protect land and landmarks.
- Depending on the postcards provided to participants, this exercise can focus just on protected *land*, just on protected *historic sites and districts*, or *both*.
- If you include old postcards or photographs, sort lost landmarks and landscapes separately. This additional step takes time to prepare but is especially useful if participants doubt the importance of protection.

ACTIVITY TIME

- 2 minutes to sort picture postcards
- 10 minutes to discuss
- 10 minutes to fill out blank postcards and discuss

ACTIVITY

1. Give each player a full set of postcards (at least 6 – 10 per set) that depict local sites, landscapes, historic sites, and districts.
 - ◆ Please sort these postcards into two piles: lands, historic sites, or districts that are protected and those that are not protected.
2. Discuss why postcards were sorted as they were.
3. Pass out another 6 blank postcards to each player.
 - ◆ Are there other lands or historic sites along this Byway that you'd like to see protected?
 - ◆ Write the name or draw a picture of the place on a postcard (one place per postcard).
4. Gather up "blanks" now with places written or drawn and group them. Follow with a discussion.

 **WRAP UP**

Along this Byway, you have protected (fill in the blank), but you are still concerned about other special places such as (fill in the blank). You've used several different ways to protect special places, including (fill in the blank).

PUZZLE OF PROTECTED LANDS

CONCEPT

Lands that surround the Byway reflect a patchwork of privately and publicly owned parcels.

ACTIVITY TYPE

Hands-on assembly of Byway puzzle and discussion

PREP TIME

1 hour or more for first-time preparation

PREPARATION

Materials needed: one Byway puzzle and lapboard (pieces scrambled) for each pair of players.



TRAINER NOTES

- Set a light tone with this activity, and begin to steer the discussion toward the next activity, which focuses attention on the history of different ways that lands on the Byway have been protected.
- Take a look at the legend of colors used on the jigsaw puzzle or map, and make note of which colors are used for different kinds of land ownership.

ACTIVITY TIME

5 - 10 minutes

ACTIVITY

1. Direct group members to assemble their puzzles.
2. Discuss the meaning of each color on the map. What do each of the colors on the map represent?
3. Briefly summarize what the map tells us about land ownership along the Byway.

 **WRAP UP**

What broad statements could we make to a traveler about the pattern of protected lands on this Byway?

HISTORY OF PROTECTED LANDS

CONCEPT

History reflects many different ways that lands along this Byway have been cared for and protected.

ACTIVITY TYPE

Working in pairs, write down “educated guesses,” followed by discussion

PREP TIME

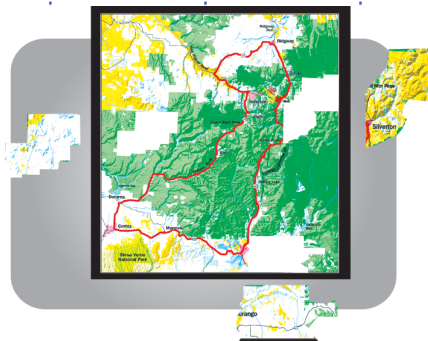
1 hour of research

PREPARATION

Step One: Gather the materials you will need:

- Byway puzzles or maps and lapboards (one assembled puzzle for each pair of participants).
- Acetate sheets (one sheet per map, same size as maps).
- Dry-erase markers (several different colors for each pair of participants).

Step Two: Research the history of parcels of land to determine when current owners acquired the property.



TRAINER NOTES

- Learning the history of protection of local lands can help “depoliticize” the topic. Work to keep the discussion neutral so the members stay open to additional information, regardless of their political beliefs about public/private lands.
- Titillating or colorful stories about acquisition of several parcels will help bring the history of the Byway alive.

ACTIVITY TIME 10 - 15 minutes

ACTIVITY

1. Guess the dates for acquisition of lands.
 - ◆ Place the acetate over the map that you just pieced together. Now, using your marker pen, guess the decade in which each "chunk" of public land was formally protected.
 - ◆ Which parcel did you list as the earliest? Why?
2. Discuss all the major parcels, relating each to its color.
 - ◆ What date did you write for the National Park? For BLM Land? Etc.
3. Do a reality check. Reveal the actual order in which lands were protected. See how this matches what the group thought.

WRAP UP

Were you surprised to see the actual acquisition dates? Our Byway has a lengthy history of protection.

OWNERSHIP: PROTECTING LANDS

CONCEPT

Private land owners and special-interest groups have managed lands for a wide range of economic and conservation purposes. Some of those groups maintain management of the lands themselves; others deed it to existing public lands agencies or nonprofit organizations to manage.

ACTIVITY TYPE

Discussion

PREP TIME

5 minutes (plus additional research time for trainers without knowledge of local conservation and preservation)

PREPARATION

Step One: Gather the materials you will need:

- Byway puzzles or maps and lapboards (one assembled puzzle per pair of participants).
- *Directory to Land Protection and Historic Site Protection on the Internet* (in Appendix: Internet Directories) (Make one copy for each participant.)

Step Two: Research special-interest groups who have purchased land along your Byway either to make them accessible to the public or to manage them for wildlife habitat.



TRAINER NOTES

- The *Directory to Land Protection and Historic Site Protection on the Internet* is a listing of primary sources. It is also an excellent tool to send home with participants who want to do their own searches.

ACTIVITY TIME 10 minutes

ACTIVITY

1. Use a Byway map to point out privately owned parcels and also any parcels owned by special-interest groups.
2. Discuss how those parcels are managed once they are purchased.
 - ◆ How is management of these parcels of land protecting this Byway?

WRAP UP

Property owners along our Byway are managing land in many different ways to help them protect the land, water or habitat, or for other economic purposes.

EASEMENTS: PROTECTING LANDS

CONCEPT

A conservation easement is a voluntary legal agreement between a property owner and a qualified organization or government agency that permanently protects a significant historic or cultural resource.

ACTIVITY TYPE

Discussion

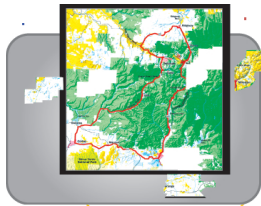
PREP TIME

10 min. - 1 hour depending upon knowledge of trainer and participants

PREPARATION

Step One: Gather the materials you will need:

- Byway puzzles or maps and lapboards (one assembled puzzle for each pair of participants).
- Acetate overlay for each Byway puzzle (if puzzle does not show easements).
- Dry-erase markers.



Step Two: Research land easements that are currently in place along the Byway.

Step Three: (Optional) If you have a less knowledgeable audience (or to save time during the activity); mark easements on acetate overlays in advance.

TRAINER NOTES

- This activity works best along Byways that already have easements in place.
- For more detailed information about easements, refer to the websites listed in the *Directory to Land and Historic Site Protection on the Internet*.

ACTIVITY TIME 15 minutes

ACTIVITY

1. Point out the easements on the Byway puzzle or map. (Use acetate overlay if easements are not marked on the puzzle.)
2. Discuss how easements on parcels of land restrict future use of those parcels of land.

 **WRAP UP**

Easements are one way that a land owner can permanently protect their property while gaining a tax advantage today.

REGULATION: PROTECTING LANDS

CONCEPT

The vast majority of formally protected lands are managed by public land agencies. Each agency has its own set of regulations for lands under its jurisdiction.

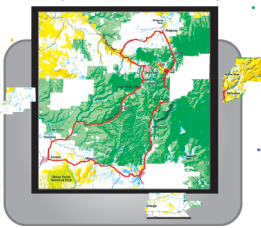
ACTIVITY TYPE

Discussion

PREP TIME

5 minutes to photocopy (plus additional research time for trainers not familiar with outdoor recreation regulations for public lands)

PREPARATION



Step One: Gather the materials you will need:

- Byway puzzles or maps and lapboards (one assembled puzzle per pair of participants).
- *Directory to Land and Historic Site Protection on the Internet* (in appendix: Internet Directories).
(Make a copy for each participant.)

Step Two: Refer to the *Directory to Land and Historic Site Protection on the Internet* or check with local public land managers to find out more about regulations for outdoor recreational activities along the Byway.

TRAINER NOTES

- This activity works well for Byways that have many different kinds of public lands along their Byway. Although Colorado's public land managers are working toward borderless management policies, there are still many discrepancies.
- The *Directory to Land and Historic Site Protection on the Internet* is an excellent tool to send home with participants who want to do their own searches.

ACTIVITY TIME

10 - 15 minutes

ACTIVITY

1. Use the Byway puzzle or map as a reference to ask the group to name government agencies that regulate land use along their Byway. (i.e., BLM, Forest Service, Department of Wildlife, etc.).
 - ◆ Think about the regulations for outdoor activities on public lands that you are familiar with, such as fishing, hunting, cross-country skiing, etc.
 - ◆ What regulations are consistent across all public land managers along the Byway?"
 - ◆ Are there any outdoor recreation regulations that are different on lands managed by different public land managers?

2. Pass out the *Directory to Land and Historic Site Protection on the Internet*, and discuss the regulations that are most important for this Byway.

WRAP UP

Public land agencies use outdoor recreational activity restrictions to help them manage their land. Their goal is to protect the land, and also to ensure that visitors are safe and have a good experience.

PRESERVATION LINGO BINGO

CONCEPT

Historic sites/districts can carry several levels of protection, or none at all.

ACTIVITY TYPE

Hands-on game

PREP TIME

Several hours for first-time preparation

PREPARATION

Step One: Gather the materials you will need:

- Blank bingo cards (in Appendix: Master Templates).
- Lapboard and set of magnets for each participant.
- A list for each participant of 24 historic sites/districts along the Byway:
 - some that are listed on the National Register
 - some that are listed on the Colorado State Register
 - some that are in a locally designated historic district
 - some that carry a preservation easement
 - some that have no protection in place
- 24 pieces of paper (numbered 1 - 24) and a box to put them in

Step Two: Compile the Master List of information about the 24 historic sites/districts to take home when activity is complete. Include for each:

- A few significant historical facts (e.g., date built, original use, etc.)
- Preservation tools (e.g., National Register, local historic districts, or easements) in place for this site. Make copies of master list to give to each participant at the end of the activity.



TRAINER NOTES

- If players are not familiar with historic sites in the area, consider bringing pictures (postcards, slides, or photos) of the 24 sites.
- If other kinds of protection are being used, trainers can vary the game by using additional magnets to represent other preservation tools. Refer to the "Preservation Lingo Bingo" handout (in Appendix: Master Templates) for information on other preservation tools.

ACTIVITY TIME

30 minutes

ACTIVITY

1. Getting Ready to Play

Fill in the appropriate historic site name next to the matching number on your bingo cards (in Appendix: Master Templates).

2. Playing Lingo Bingo

- ◆ Draw a number and call it out. Refer to master list to briefly describe the site. Ask if anyone knows if/how the site is protected.
- ◆ Confirm protection measures in place and have players put appropriate magnet(s) on bingo card. When a new protection tool is mentioned, discuss what it means. (In Appendix: Preservation Lingo.)
- ◆ Repeat until someone gets "bingo"
- ◆ Provide a small prize for the winner.
- ◆ Continue until all numbers have been called.

3. Discussion

What does this game tell us about how this community's important historic sites are protected?

4. Give each player a copy of the Master List to take home.

WRAP UP

There are many different ways that historic sites can be protected. In some cases, a "carrot," or incentive, is involved. In others, a "stick," or regulation or restriction, is used.





ETHICS

- E-1 Define Ethics
- E-2 Travel Dilemmas
- E-3 Existing Codes Of Ethics
- E-4 Communicating Local Ethics
To Travelers
- E-5 Marketing The Local Ethics Message

DEFINE ETHICS

CONCEPT

An ethic is a system of deeply held beliefs. Ethics are often regional, and sometimes community specific.

ACTIVITY TYPE

Discussion

PREP TIME

None

PREPARATION

None

TRAINER NOTES

- Ethics can be influenced by culture, occupation, religion, etc.
- Move on to the next activity after you have written one or two “local ethics.”
- Leave the list posted in a prominent place. The group will add to the list as you engage them in additional activities.
- Example of local ethics:
 - Gates left opened or shut
 - Dogs on/off leash
 - Shoot only what you will eat

ACTIVITY TIME

10 minutes

ACTIVITY

1. Ask two volunteers.

- ◆ Do you know anyone with an excellent work ethic? Describe this person to us.
- ◆ Do you know anyone who does not share your own ethic? Describe them to us.
- ◆ How is a work ethic learned?

2. Ask full group.

- ◆ Do individual communities also have ethics that develop over time?
- ◆ What makes it possible for people with different ethics to exist side-by-side in a community?
- ◆ What are the deeply held ethics along this Byway? Do they vary by community?
- ◆ Do travelers to this Byway sometimes cause discomfort? Who is most likely to violate the ethics of this region?



WRAP UP

Just as families have shared ethics, so do communities.

TRAVEL DILEMMAS

CONCEPT

Dilemmas (and conflicts) can be grouped in three categories: questions of etiquette, legality, or ethics.

ACTIVITY TYPE

Role-playing

PREP TIME

5 minutes

PREPARATION

Step One: Gather the materials you will need

- Travel Dilemmas playing cards (in Appendix: Master Templates),

TRAINER NOTES

- Complete enough rounds so that the group comes to a general definition of the three realms:
(from *Webster's Third New International Dictionary*)

Legal: Actions covered by written enforceable laws.

Etiquette: An item of behavior prescribed by custom; standards of behavior binding members of a given profession or special-interest group (like hunters).

Ethical: Being in accord with approved standards of behavior, involving principles of right and wrong.

- Help the group understand that legalities and matters of etiquette are both behavioral and can be observed; ethics are values that are deeply held, and may not be as easily observed.

ACTIVITY TIME 15 minutes

ACTIVITY

1. Ask the first player to draw a card
 - ◆ Please read your dilemma aloud and put it under one of these three categories.
 - ◆ Do the rest of you agree?
 - ◆ Next player (repeat)
2. Play a minimum of nine cards to make sure the distinction between terms are well understood.
3. What are the easiest to communicate? Etiquette, laws, or ethics? The trickiest?



WRAP UP

Many communities face dilemmas regarding the interface of travelers with their local culture. Behaviors that involve etiquette or the law can be observed; matters of ethics are usually unspoken and unwritten.

EXISTING CODES OF ETHICS

CONCEPT

Groups with special interests or concerns have formulated written Codes of Ethics to formally communicate their system of values, but few communities have done so.

ACTIVITY TYPE

Discussion

PREP TIME

5 minutes

PREPARATION

Step One: Gather the materials you will need:

- Flip chart and markers.

Step Two: Photocopy *Directory to Codes of Ethics on the Internet*, (in Appendix: Internet Directories) one for each participant.

TRAINER NOTES

- Encourage individuals to go to primary sources on the Internet to pursue their own interests.
- On easel paper, record local issues the group feels should be addressed.
- Find universal or inherent examples on the Internet — make copy to further encourage participants to look — make them *want* to look for more.

ACTIVITY TIME

15 minutes

ACTIVITY

1. Introduce Directory

- ◆ I am passing out a directory that lists Codes of Ethics on the Internet. Keep your copy and use it at home if you like.
- ◆ To prepare for today, I logged on to the Internet with our Byway in mind. I was fascinated with...

2. Discussion

- ◆ Do any of these topics surprise you?
- ◆ Would you like to read the full text for any of these?
- ◆ Do these categories cover topics on our Byway?
- ◆ Are there ethical issues that are unique for our Byway or our community?

WRAP UP

To date, few communities have formally communicated their shared ethic to travelers.

COMMUNICATING LOCAL ETHICS TO TRAVELERS

CONCEPT

Yes; travelers can learn the ethics that help weave together the integrity of a given place.

ACTIVITY TYPE

Discussion

PREP TIME

None

PREPARATION

None

TRAINER NOTES

- If the group doesn't come up with their own examples, you might stimulate thought with some of the follow-up examples:
 - Should you clean your bicycle before traveling from one region to another?
 - If you find a pottery shard, can you keep it? Is it all right?
 - You've been asked not to photograph the interior of an ancient sacred place. If no one sees you, is it OK?
- Be sure to cover the three threads of ethical dilemmas: outdoor recreation, historic preservation, and cultural traditions.
- As a manager, how do you decide how much people can see/touch/experience? How do you balance the traveler's desire to be interactive with the sites, and the need for protection?

ACTIVITY TIME

15 minutes

ACTIVITY

- ◆ Have you ever traveled to a place where you sensed that the underlying rules were different from the ones you live by? Were you able to figure out the local ethics?
- ◆ Is sportsmanship, heritage travel, or respectful cultural travel simply an expression of human conscience, or can ethics be learned?
- ◆ Are you more apt to live by the codes set for yourself or follow those imposed by others?
- ◆ Can the ethics of a local community be communicated to travelers?



WRAP UP

If ethics are learned over a lifetime, and ethics also evolve as the world changes, what is vital to communicate to travelers during their brief time here?

MARKETING THE LOCAL ETHICS MESSAGE

CONCEPT

The deep values of a community are a vital element that helps make a place livable for its residents and memorable to travelers.

ACTIVITY TYPE

Hands-on

PREP TIME

1 hour

PREPARATION

Step One: Gather the materials you will need:

- Brochures and guidebooks from the local Chamber, a set for each player (maximum of six pieces).
- Flip chart and marker.

TRAINER NOTES

- Please consider issues in recreation, historic preservation, and cultural heritage.
- On easel paper record the group ideas. If any good ideas come up, be sure to pass them on to the Byway Committee or others who produce marketing materials.

ACTIVITY TIME

15 – 20 minutes

ACTIVITY

1. Pass out a set of local marketing materials to each player

- ◆ Each of you has a set of marketing materials that are currently used to promote our Byway and our communities.
- ◆ Please take 5 minutes to find photos, words, or ideas that convey to a traveler our local ethics for recreation, historic preservation, and cultural heritage.

2. Discussion

- ◆ What did you find?
- ◆ Are there ways we could incorporate any of our local ethics?

 WRAP UP

We've decided we do have a community ethic; we need to make sure that the marketing materials about our community carry that message.



APPENDIX

Internet Directories

Master Templates

Pre-Training Questionnaire

Training Sequences



INTERNET DIRECTORIES

Directory To Land And Historic
Site Protection On The Internet

Directory To Codes Of Ethics On
The Internet

DIRECTORY TO LAND & HISTORIC SITE PROTECTION ON THE INTERNET

A. Regulate

- American Farmland Trust – Farmland Information Center
<http://farmlandinfo.org/fic/tas/tafs-fptool.html>
- The Rocky Mountain Land Use Institute
Conservation Easement Legislative Update
<http://www.law.du.edu/rmlui/HotTopics/Kueter2000ConservationEasementLegislativeUpdate.htm>
- Colorado State Land Board
<http://trustlands.state.co.us/Information/AboutUs.asp>
- The National Park System
<http://www.nps.gov/legacy/mission.html>
- Colorado Department of Natural Resources
<http://dnr.state.co.us/aboutus/index.asp>
- Bureau of Land Management – Colorado
 - Law Enforcement/Resource Protection
<http://www.co.blm.gov/lawenf/colawhome.htm>
 - Program Description
<http://www.co.blm.gov/lawenf/programdisc.htm>
- Natural Resources Conservation Service
Farmland Protection Policy Act
<http://www.info.usda.gov/nrcs/fpcp/fppa.htm>
- Colorado Local Governments with Preservation Ordinances or Zoning
<http://www.coloradohistory-oahp.org/publications/pubs/1568.pdf>
- Preservation Action
www.preservationaction.org
latest news on historic preservation legislation

B. Purchase

- The Nature Conservancy – Conservation Buyer Program
<http://nature.org/wherewework/northamerica/states/colorado/help/art552.html>
- The Colorado Conservation Trust
 - Grantmaking
http://www.coloradoconservationtrust.org/g_howtoapply.html
 - Our Approach to Grant Making
http://www.coloradoconservationtrust.org/g_approach.html
- Advisory Council on Historic Preservation
<http://www.achp.gov/funding-nrcr.html>

DIRECTORY TO LAND & HISTORIC SITE PROTECTION ON THE INTERNET

C. Conservation Easement

- Colorado Cattlemen's Agricultural Land Trust
Understanding Agricultural Conservation Easements
http://cca.beef.org/pages/CCALT_conservation_easements.htm
- Great Outdoors Colorado
Stewardship Policy for Land Conservation Projects
http://goco.org/forms/os_stewardship_policy.pdf
- Land Trust Alliance
Conservation Options for Landowners
<http://lta.org/conserve/options.htm#easement>
- Colorado Open Lands
 - Landowner Information
<http://www.coloradoopenlands.org/landowne.htm>
 - Considering Donating a Conservation Easement
<http://www.coloradoopenlands.org/donating.htm>
 - The Landowner Assistance Program
<http://www.coloradoopenlands.org/lap.htm>
 - The Government Assistance Program
<http://www.coloradoopenlands.org/gap.htm>
- The Virtual Courthouse of Larimer County
Rural Land Use Process
http://www.co.larimer.co.us/rluc/rural_land_use_process.htm
- Colorado Coalition of Land Trusts
What is a Land Trust?
<http://www.cclt.org/faqs.htm>
- Colorado Historical Society
<http://www.coloradohistory-oahp.org/publications/pubs/1315.pdf>
- Easements to Protect Historic Homes (National Trust for Historic Preservation)
<http://www.nationaltrust.org/help/easements.html>
- Historic Preservation Easements (National Park Service)
<http://www2.or.nps.gov/tps/tax/easement.htm>
- Land Trust Alliance
http://www.lta.org/publications:easement_lib.htm

DIRECTORY TO LAND & HISTORIC SITE PROTECTION ON THE INTERNET

D. Incentives

- Colorado Historic Preservation Income Tax Credit
<http://coloradohistory-oahp.org/publications/pubs/1322b.pdf>
- Conservation Assistance Tools
<http://cat.sonoran.org/>
- National Center for Preservation Technology and Training
<http://www.ncptt.nps.gov>
grants for cutting edge preservation technology and training programs
- Save America's Treasures
<http://www.saveamericastreasures.org>

E. Education

- Colorado Barn Again!
<http://www.agriculture.com/ba/stateba!.html> or <http://www.nthp.org>
- Colorado Historical Society, Office of Archaeology and Historic Preservation
<http://www.coloradohistory-oahp.org>
- Colorado Preservation Inc.
<http://www.coloradopreservation.org/preservation.html>
- National Trust for Historic Preservation
<http://www.nthp.org>
- University of Colorado, College of Architecture and Planning
http://thunder1.cudenver.edu/aandp/degree_programs/historic.html

F. Landscape Protection

- Sprawl Watch
<http://www.sprawlwatch.org>
(Best practices in protection)
- The Conservation Fund
<http://www.conservationfund.org>
- The Trust for Public Land
<http://www.tpl.org>
- Scenic America
<http://www.transact.org/sa/scenic.htm>



DIRECTORY TO CODES OF ETHICS ON THE INTERNET

A. Outdoor Recreation: General

1. Fishing (Angling)

- Shabbona Lakeside Online
<http://www.shabbonalake.com/Articles/PDFfiles/fishingcode.pdf>
- USDA Forest Service
http://www.fs.fed.us/outdoors/naturewatch/ethics_fish.htm
- Environmental News Network
http://www.enn.com/news/enn-stories/1999/03/033199/codeofethics_2423.asp
- The Federation of Quebec Outfitter
<http://www.fpq.com/codéan.html>
- Government of British Columbia; Ministry of Water, Land and Air Protection
<http://www.bcfisheries.gov.bc.ca/rec/fresh/ethics/intro-ethics.html>
- Fishing Ethics
<http://www.nnex.net/~art/ethics.html>
- Florida Guides Association
<http://www.florida-guides.com/code.htm>

2. Kayaking, rafting, canoeing

- American Whitewater
<http://www.americanwhitewater.org/archive/article/142/>
- Colorado River Outfitters Association
<http://www.croa.org/ethics.htm>

3. Hunting

- Boone and Crockett Club
[http://www.boone-crockett.org/huntingEthics/ethics_overview.asp?area=hunting Ethics](http://www.boone-crockett.org/huntingEthics/ethics_overview.asp?area=hunting%20Ethics)
- B.C. Wildlife Federation
<http://www.bcwf.bc.ca/core/hunethics.html>
- Tracker Outdoors
<http://www.tracker-outdoors.com/codeof.htm>
- Colorado Division of Wildlife
<http://wildlife.state.co.us/hunt/HunterEducation/CareGameMeat.asp>
- Bureau of Land Management – Colorado
<http://www.co.blm.gov/gra/gra-atvethic.htm>
- KwaZulu-Natal Hunting and Conservation Association
http://www.kznhunters.co.za/code_of_ethics.htm
- Illinois Department of Natural Resources
<http://dnr.state.il.us/lands/education/pheasants/>
- Mississippi Deer Hunting.com
http://www.msdeer.com/larry_castle_05.html
- Colorado Outfitters Association
<http://www.colorado-outfitters.org/eth.html>

DIRECTORY TO CODES OF ETHICS ON THE INTERNET

- USDA Forest Service
<http://www.fs.fed.us/r2/psicc/spl/hunting.shtml>
 - State of Missouri Conservation Department
<http://www.conservation.state.mo.us/conmag/1997/11/3.html>
- 4. Wildlife viewing**
- Texas Parks and Wildlife
<http://www.tpwd.state.tx.us/expltx/eft/conserves/codeofethics.htm>
 - Utah Division of Wildlife Resources
<http://www.wildlife.utah.gov/1watchab.htm>
 - Wildlife Viewing Ethics
<http://web.dandp.com/n45/doc/sstories/html/whtng-18.html>
- 5. Bird-watching**
- American Birding Association
<http://www.americanbirding.org/abaethics.htm>
- 6. Hiking/ backpacking/camping**
- Leave No Trace
<http://www.lnt.org>
 - Appalachian Mountain Club
<http://www.outdoors.org/publications/outdoors/2001/2001-lnt-techniques.shtml>
 - Tread Lightly
<http://www.treadlightly.org/edu.mv?edu=Recreation%20Tips>
- 7. Horseback riding**
- Government of British Columbia; Ministry of Water, Land and Air Protection
http://wlapwww.gov.bc.ca/bcparks/explore/parkpgs/churn_cr/horse_ethics.htm
 - Ouachita National Forest
<http://www.fs.fed.us/oanf/oklahoma/horse/hortip.html>
- 8. Llama trekking**
- Rosebud Llama Utah
<http://users.ubtanet.com/wrw/lntllama.pdf>
- 9. Mountain Climbing**
- Rocky Mountain National Park
<http://www.nps.gov/romo/visit/park/climbing.html>
 - USDA Forest Service
<http://www.fs.fed.us/r2/psicc/leadvile/democrat.shtml>
 - Cirque of the Unclimbables
<http://www.geocities.com/~gibell/cirque/codeofethics.html>

DIRECTORY TO CODES OF ETHICS ON THE INTERNET

- The Mountain Club of South Africa
<http://mcsa.org.za/uiaamountaincode.html>
- British Mountaineering Council
http://www.thebmc.co.uk/safety/advice/advice_5.htm

10. Mountain Biking

- Los Padres National Forest
<http://www.mtbca.com/lospadres.html>
- Gorp Biking
http://gorp.away.com/gorp/activity/biking/skills/sb_etiquette6.htm
- A1 Trails Guide
<http://www.a1trails.com/mtb/mtbtips.html>
- Nature Tourism
<http://naturetourism.allegheny.edu/bicycling.html>
- International Mountain Biking Association
http://www.imba.com/resources/soft_cycling/art.html

11. Cross-country Skiing and Snow Shoeing

- A1 Trails Guide
http://www.a1trails.com/xc_ski/xctips.html
- British Columbia's Trans Canada Trail
<http://www.luco.gov.bc.ca/trancan/principles.htm>

B. Motorized Vehicles

1. Off-Road Vehicles

- 4WD Systems
<http://www.4wdsystems.com.au/html/ethics.htm>
- 4-Wheel Freedom (Tread Lightly)
<http://www.4x4road.com/tipstdlt.html>
- 4-Wheel Freedom (The Blue Ribbon Coalition)
<http://www.4x4road.com/tipsbrc.html>
- ASA4WDC
http://asa4wdc.org/saf/Trail_etiquette.html

2. All-Terrain Vehicles (ATV s)

- Bureau of Land Management – Colorado
<http://www.co.blm.gov/gra/gra-atv-lightly.htm>

DIRECTORY TO CODES OF ETHICS ON THE INTERNET

3. Snowmobiles

- Deschutes and Ochoco National Forests
<http://www.fs.fed.us/r6/centraloregon/recinfo/winterrec/snomoeti.html>
- Minnesota DNR
<http://www.dnr.state.mn.us/snowmobiling/ethics.html>
- Sheep Creek Guest Ranch
http://www.sheepcreekguestranch.com/education_5.htm
- Washington State Parks
<http://www.parks.wa.gov/winter/>

4. Water Sports (boating, jet-skis, etc)

- Northwest Personal Watercraft Safety Project
http://www.usps.org/national/pwc/toolbox/code_safe.html

C. Photography (Wildlife and People)

- North American Nature Photography Association
<http://www.nanpa.org/committees/ethics>
- Western Photographer
<http://users.aol.com/garyc38047/wpethics.html>
- TCC Chesapeake Campus Photography Department
<http://sailfish.exis.net/~spook/ethics.html>
- Virgin Islands Professional Photographers Association
<http://www.vippa.com/Ethics/ethics.html>

D. Archaeology and cultural artifacts

- Colorado Archaeological Society
http://home.att.net/~denver-cas/dc_code.htm
- American Federation of Mineralogical Societies
<http://www.amfed.org/ethics.htm>
- Colorado Historical Society
<http://www.coloradohistory-oahp.org/programareas/paac/ethics.htm>
- Society for American Archaeology
<http://www.saa.org/AboutSAA/Ethics/prethic.html>
- American Anthropological Association
<http://www.aaanet.org/committees/ethics/ethcode.htm>
- Institute of New Zealand Archaeologists
<http://nzarchaeology.org/ethics.html>
- Mt. San Antonio College
http://elearn.mtsac.edu/elawlor/field_trip/ethics.htm

DIRECTORY TO CODES OF ETHICS ON THE INTERNET

- Archaeological Institute of America
<http://www.archaeological.org>
- NPS
http://www.cr.nps.gov/aad/collections/Laws_10.htm

E. Speleology

- Australian Speleological Federation
http://wasg.iinet.net.au/asf_eth.html

F. Indigenous Cultures

- World Archaeological Congress
<http://www.wac.uct.ac.za/archive/content/ethics.html>
- International Society of Ethnobiology
<http://guallart.dac.uga.edu/ISE/SocEth.html>

G. Specific Ecosystems

- Alpine tundra
- Bureau of Land Management
<http://www.co.blm.gov/gra/gra-Int-high.htm>

H. Codes for International Travelers (often put up by tour operators or NGOs)

- Travel and Tourism
<http://www.fia.com/tourisme/travtour/charter.htm>
- Alaska Wilderness Recreation and Tourism Association
<http://www.awrta.org/guidelines.html>
- Bushwalkers NSW
<http://bushwalking.org.au/code.html>

I. Historic Structures

- Heritage Preservation Services, National Park Service
<http://www2.cr.nps.gov/tps/secstan1.htm>
- Canadian Association for the Conservation of Cultural Property
<http://cac-accr.ca/ecode.pdf>

J. Museums

- American Association of Museums (AAM)
<http://www2.cr.nps.gov/tps/secstan1.htm>
- American Association for State and Local History (AASLH)
- American Institute for Conservation of Historic and Artistic Works
<http://www.afc.stanford.edu>
(Code of Ethics and Guidelines for Practice)

DIRECTORY TO CODES OF ETHICS ON THE INTERNET

K. Additional Sources

- American Alpine Club
<http://www.americanalpineclub.org/policy/statements.shtml>
- Colorado Mountain Club
<http://www.cmc.org/cmc/nt/handbook/12leavenotrace.htm>
- Jagged Globe
<http://www.jagged-globe.co.uk/jg/environment.html>
- Izaak Walton League
<http://www.iwla.org/>



MASTER TEMPLATES

Directions For Making Magnetic Byway
Puzzles For Your Byway

Local Interpretive Materials Inventory Sheet

Who Can Be A Byway Interpreter? Templates
For Playing Cards

Be An Active Listener Templates For Ears And
Lips And Dialogs

Pin The Tail On Maslow's Hierarchy Templates
For Tails and Dialogs

Byway Road Trip Board Game Community
Cards Templates For Playing Cards With Local
Questions And Instructions

Sorting Postcards Master Templates

Preservation Lingo Bingo Master List,
Preservation Lingo, Instructions And Bingo
Cards

Travel Dilemmas Cards: Ethical, Etiquette,
And Legal

DIRECTIONS FOR MAKING MAGNETIC JIGSAW PUZZLES FOR YOUR BYWAY


PREPARATION

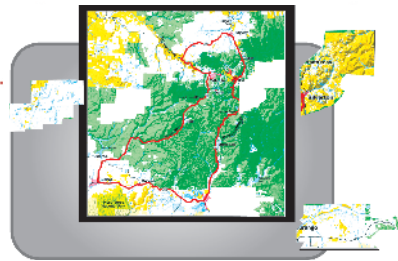
This magnetic puzzle will be used for the following activities:

Interpretation 1
Interpretation 2
Protection 2
Protection 3
Protection 4
Protection 5
Protection 6

DUPLICATING THE MAPS

- 1) Locate an electronic version of your topo map.
- 2) Buy magnetic paper for ink jet printers.
- 3) Print topo on magnetic paper using your ink jet printer.
- 4) Cut each map into jigsaw pieces.

 Cut the map shapes along the lines for land designation.



FINISHING THE MAPS

Be sure to keep each cut map separate using a food storage bag. Since you have custom cut each map, the map pieces will not fit nicely into another map.

SOURCES

Some magnetic sheets were included in this kit for you to use. When you are ready to make more maps, most office supply stores offer magnetic papers for your printer. Ask for assistance if needed.

WHO CAN BE A BYWAY INTERPRETER? TEMPLATES FOR PLAYING CARDS

PREPARATION

DUPLICATING THE TEMPLATES

Option 1 - Photocopy

- 1) Gather the color sheets of character cards that follow in this section.
- 2) Make full color copies onto a card stock paper. Be sure to make 4 copies of each template. You will have 10 cards per participant with 12 participants being present.

Option 2 - Print from CD

- 1) Locate the Colorado's Grassroots Training Program CD, which is contained in this training kit.
- 2) Using Adobe Acrobat®, open the files in the Templates Directory called: Charact1BC, Charact2BC and Charact3BC
- 3) Print out the cards on your full-color printer. Use pre-perforated paper for Business Cards.

FINISHING THE TEMPLATES

Option 1

Cut the cards apart using a paper cutter or scissors.

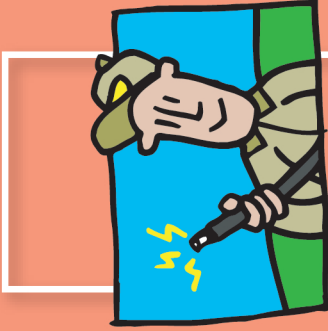
Option 2

Separate the cards following the perforated lines.

SOURCES

Most copy centers and office supply stores offer papers for your printer. Look for the pre-perforated Business Card stock.

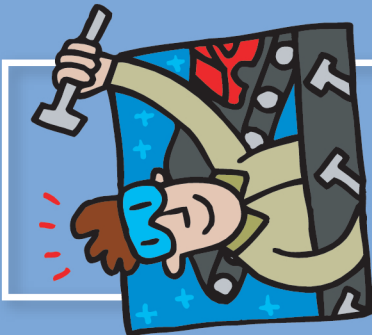




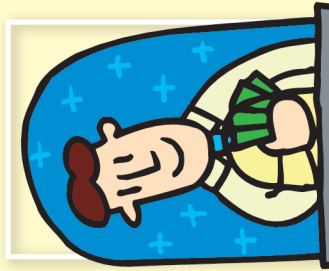
ELECTRICIAN



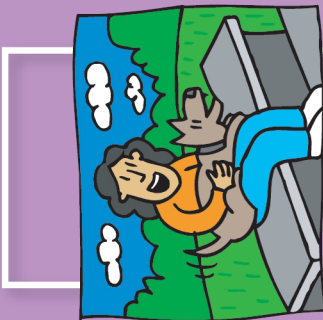
JOGGER



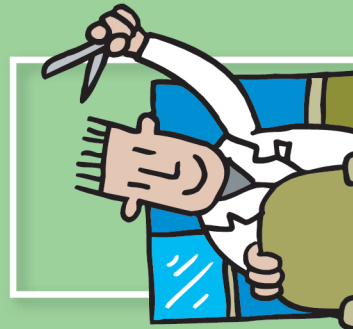
MECHANIC



**BANK
TELLER**



**PET
OWNER**



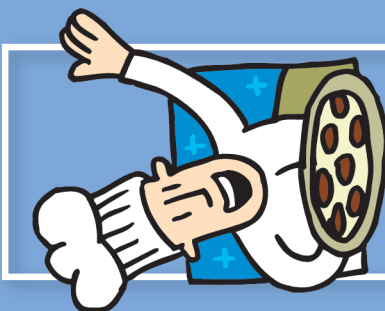
BARBER



TALKER



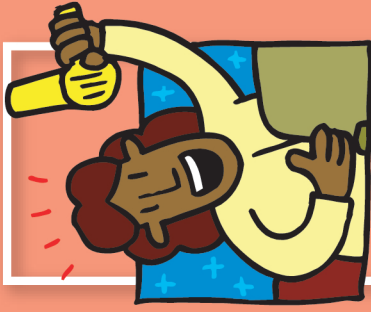
BAKER



CHEF



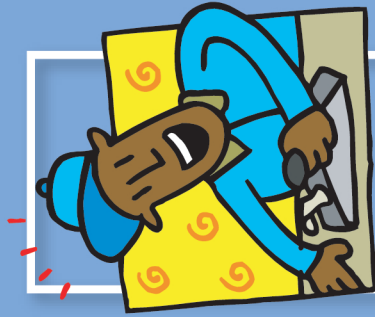
**FOREST
RANGER**



BEAUTICIAN



MINER



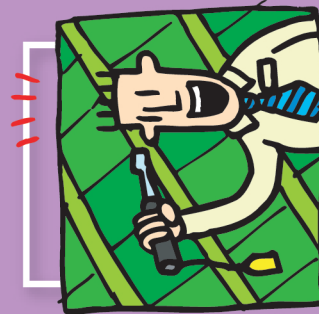
CARPENTER



**WINE
MAKERS**



JANITOR



**HARDWARE
CLERK**



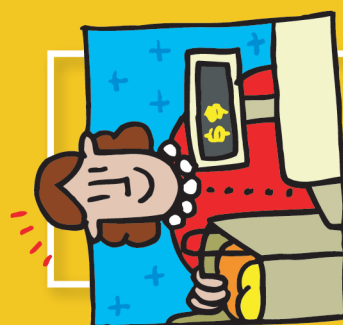
FARMER



**PRODUCE
GROWER**



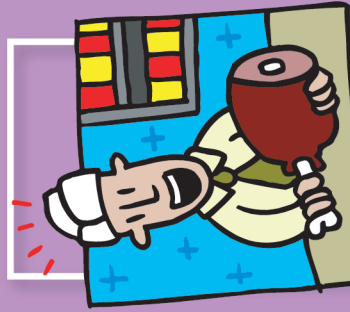
**FIRE
FIGHTER**



**STORE
OWNER**



REPORTER



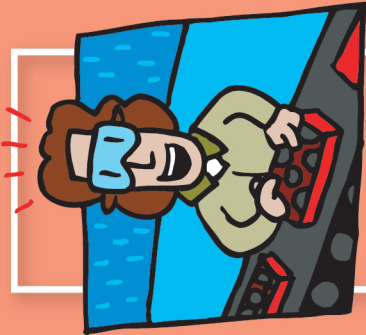
BUTCHER



LONER



SENIOR



**FACTORY
WORKER**



GROUCH



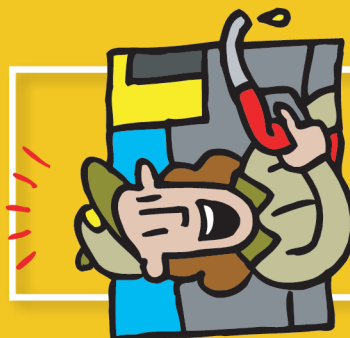
**OFFICE
WORKER**



NEIGHBOR



**DELIVERY
PERSON**



**GAS
ATTENDANT**

BE AN ACTIVE LISTENER TEMPLATES FOR EARS & LIPS & DIALOGS

PREPARATION

DIALOG SHEETS

Within the Master Templates you will find a sheet of dialogs that you can use to play out the scenarios needed. Feel free to create your own as well.

DUPLICATING THE TEMPLATES

Option 1 - Photocopy

- 1) Gather the color sheets of ears and lips that follow in this section.
- 2) Make full-color copies onto a card stock paper. Be sure to make a set for each participant that you anticipate. (1 lip and 2 ears for each)

Option 2 - Print from CD

- 1) Locate the Colorado's Grassroots Training Program CD contained in this training kit.
- 2) Using Adobe Acrobat®, open the files in the Templates Directory called: EarsTemp1I8, EarsTemp2I8, EarsTemp3I8, EarsTemp4I8, EarsTemp5I8 and EarsTemp6I8.
- 3) Print out the ears and lips on your full-color printer. Be sure to make a set for each participant that you anticipate. (1 lip and 2 ears for each)

FINISHING THE TEMPLATES

Option 1

- Cut the ears and lips apart, following a square line.
- Participants hold up the sheet with the image.



Option 2

- Cut the ears and lips apart, following the outline of the image. Glue each image onto a tongue depressor style stick. Participants hold up the image on the end of the stick.



SOURCES

Most copy centers and office supply stores offer full-color copies. The price can be between 50 cents and \$1.00 per copy. The tongue depressors are available at hobby and craft stores.

Active Listening Demonstration Dialogs

NUMBER 1

A car with two mountain bikes on top pulls up.

Q. Hey, are there any good mountain bike trails near here?

A. Yup - there's a trailhead 5 miles down the road on the left marked "Left Hand Canyon."

VOTE

NUMBER 2

Q. Hey, my friends and I want to do some riding this afternoon. Where do you suggest?

A. UUUHHMMMM, don't really know . . . don't bike m'self.

Q. Who might we ask?

A. Don't really know.

VOTE

NUMBER 3

Q. Hey, can you direct us to some mountain bike trails?

A. Mountain bike?

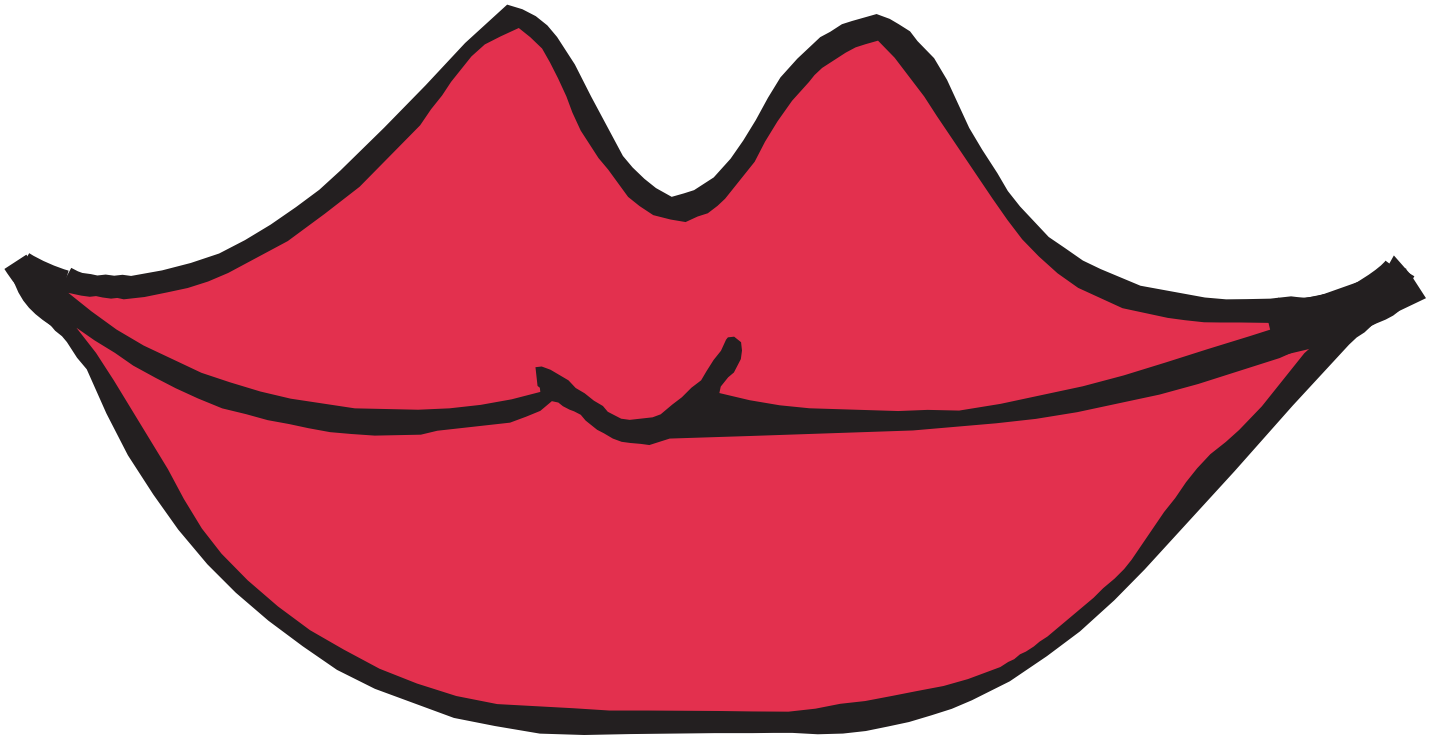
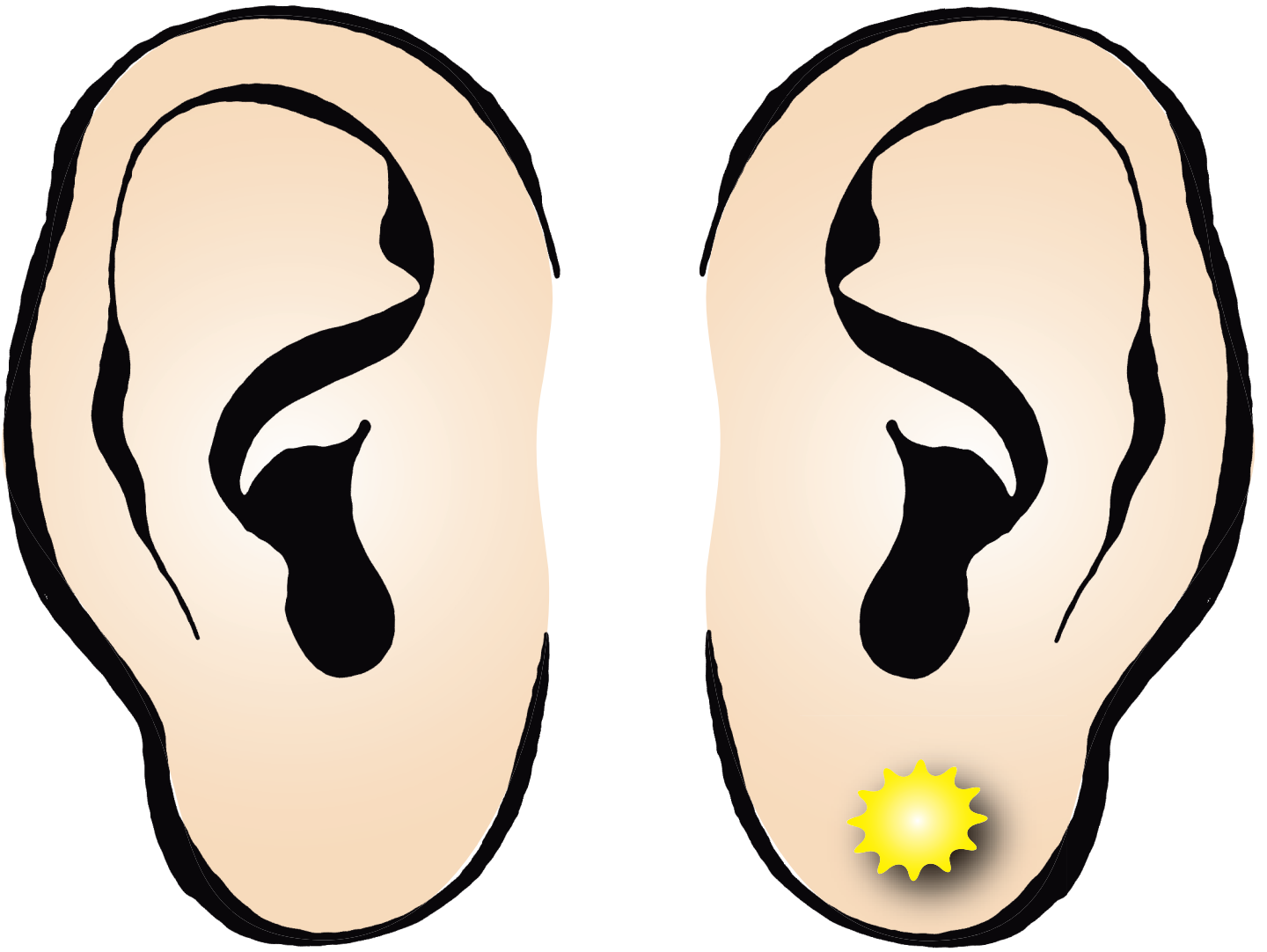
Q. Yea, something challenging.

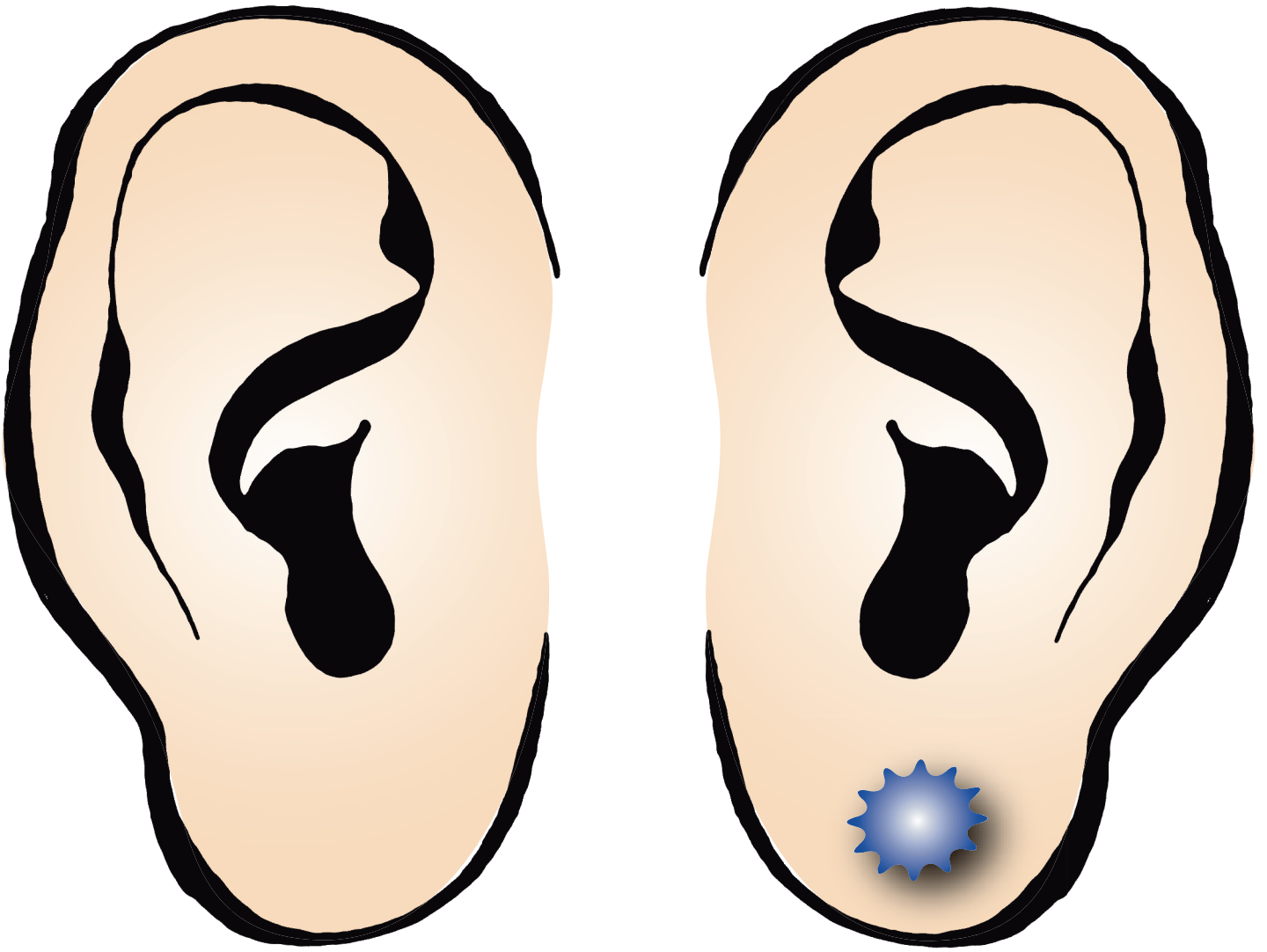
A. How challenging?

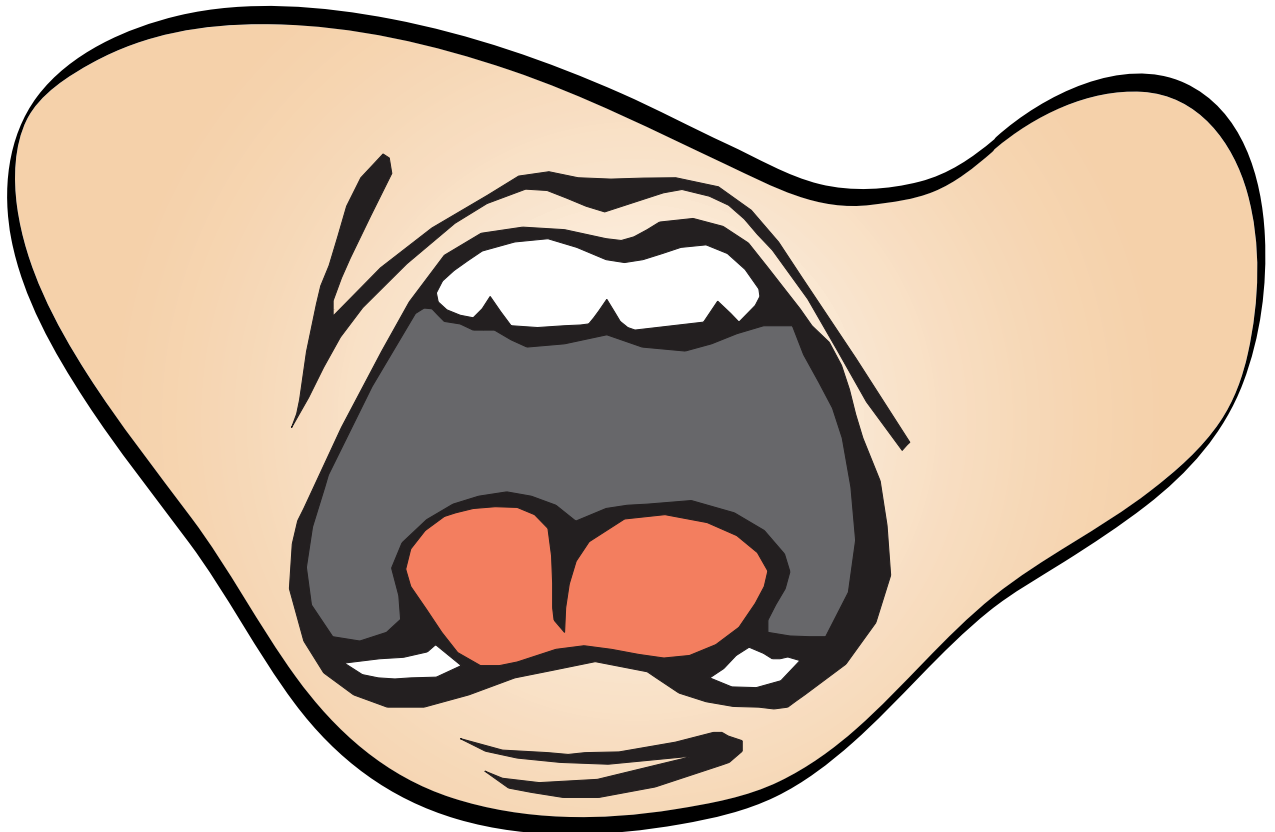
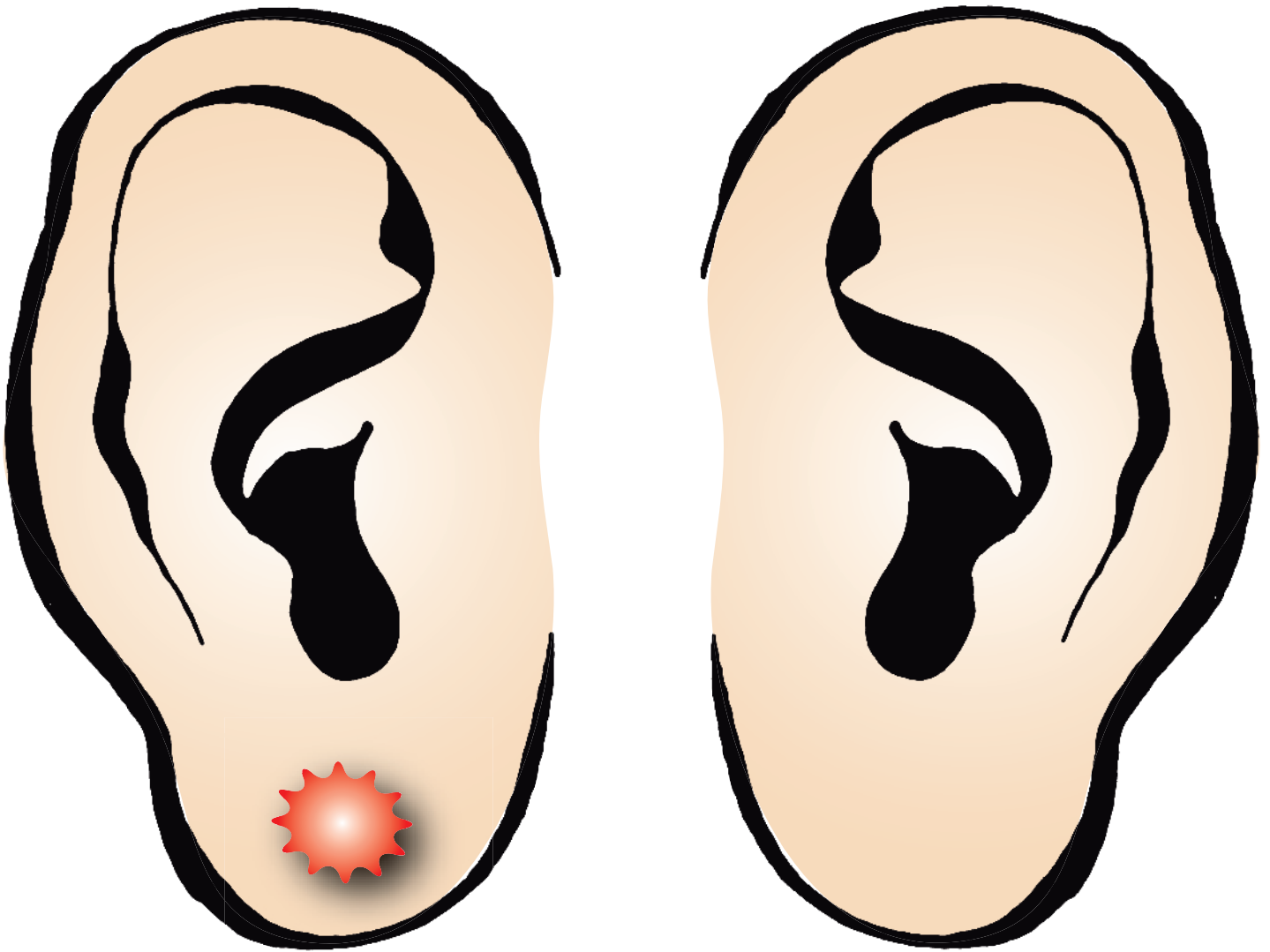
Q. Well, my buddy rode in the world cup last summer.

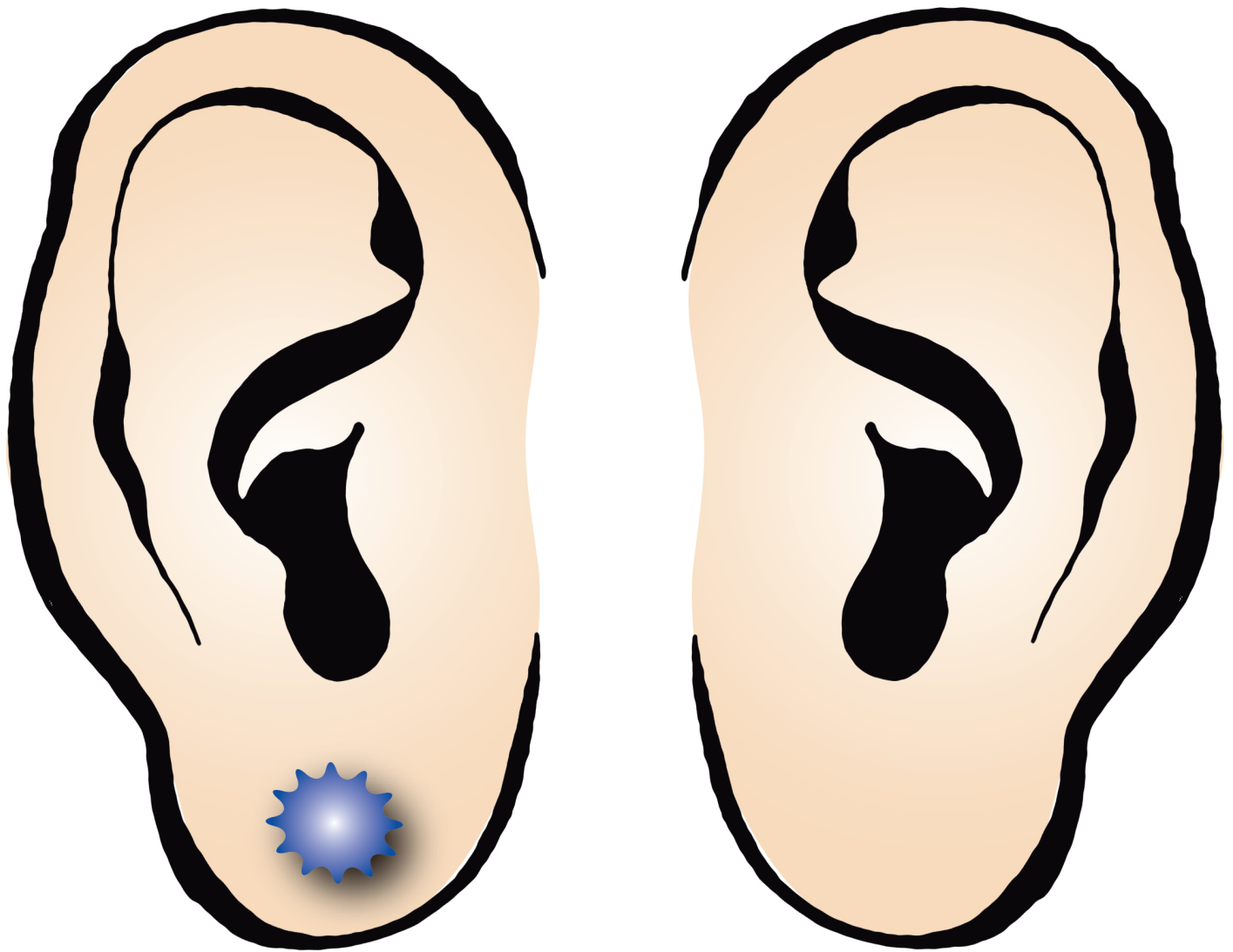
A. World Cup? OK, I'm going to suggest "Devil's Hang Over."

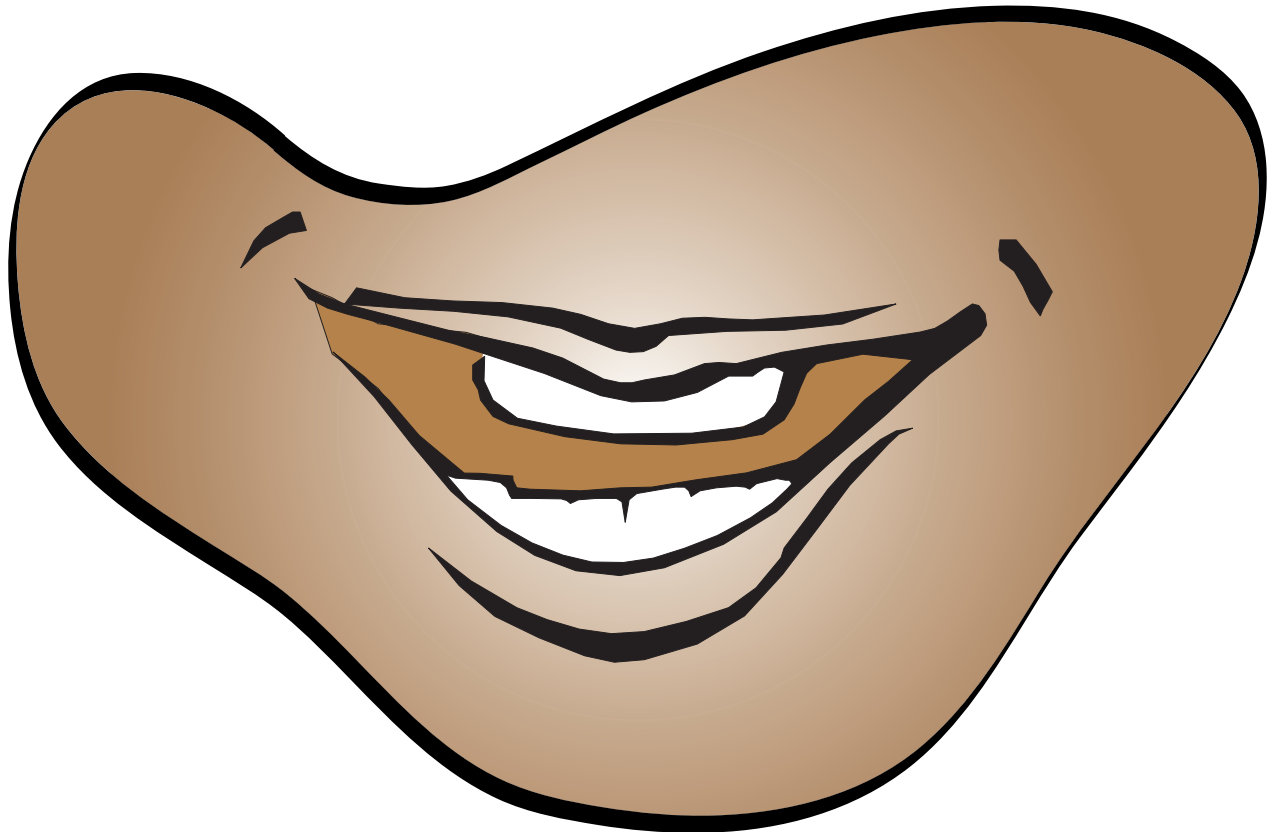
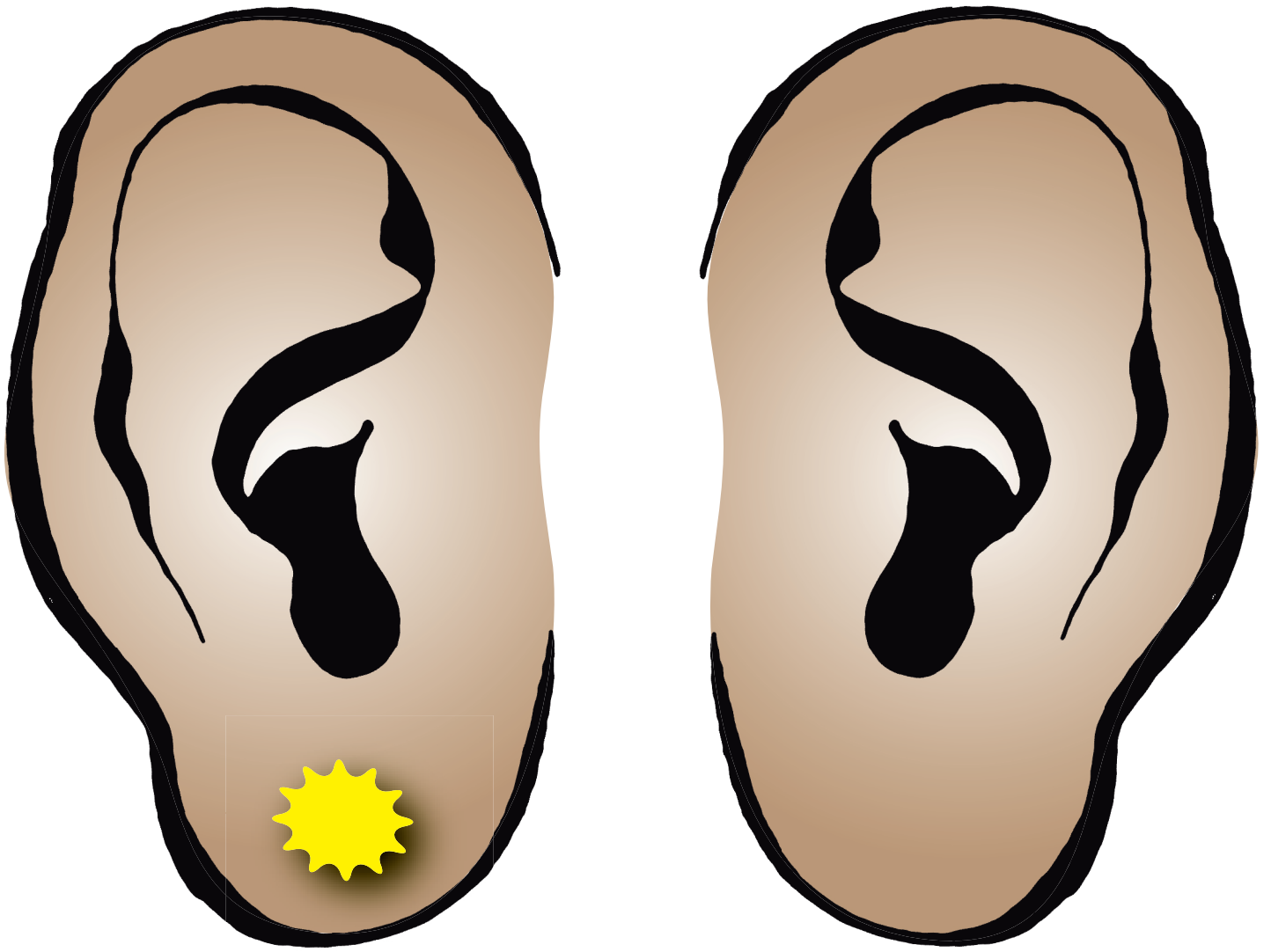
VOTE











PIN THE TAIL ON MASLOW'S HIERARCHY TEMPLATES FOR TAILS AND DIALOGS

PREPARATION

DIALOG SHEETS

Within the Master Templates you will find a sheet of Traveler Dilemmas that you can use to create the question cards for the exercise.

Option 1

- 1) Copy the cards onto cardstock.
- 2) Cut into 2 x 3.5 - inch cards.

DUPLICATING THE TEMPLATES

Option 1 - Photocopy

- 1) Use the color sheet of Donkey Tails that follows in this section.
- 2) Make a full-color copy onto a card stock paper. You will only need 6 - 8 tails for the exercise. If you have more players, you can re-use the tails.

Option 2 - Print from CD

- 1) Locate the CD in this kit.
- 2) Using Adobe Acrobat®, open the file in the Templates Directory called DonkeyTails.
- 3) Print out the tails on your full-color printer.

POSTER

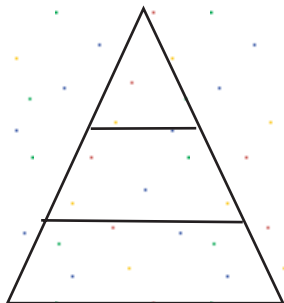
Option 1 - Print from CD

- 1) Locate the CD in this kit.
- 2) Using Adobe Acrobat®, open the file in the Templates Directory called Maslow1L, Maslow2L, Maslow3L, Maslow1R, Maslow2R, and Maslow3R.

- 3) Print out the files on your full-color printer.
- 4) Trim off the excess paper and tape the pieces together.

Option 2 - Draw your own triangle

- 1) On a 24 x 36 inch piece of paper (or as large as you need), draw a triangle.
- 2) Divide the triangle into thirds by drawing 2 horizontal lines, evenly spaced from the tip and the bottom of the triangle.
- 3) Label the sections: bottom "Basic Needs Met"; middle "Experience With Place"; and top "Meaningful Connection with Place":



SOURCES

FINISHING THE TEMPLATES

Cut out the tails, following the shape of the image. You can have them laminated if you feel they will be used a lot.

Dialogs for Maslow's

Q. We've got an eleven-year-old who wants to visit ghost towns. Where should we go?

Q. We're traveling with my eighty-year-old mother, who loves train history. What do you suggest?

Q. My grandson plans to major in archaeology. Where can we send him when he comes to visit?

Q. Where's it legal to drive off-road around here?

Q. Is there any place we can see elk up close?

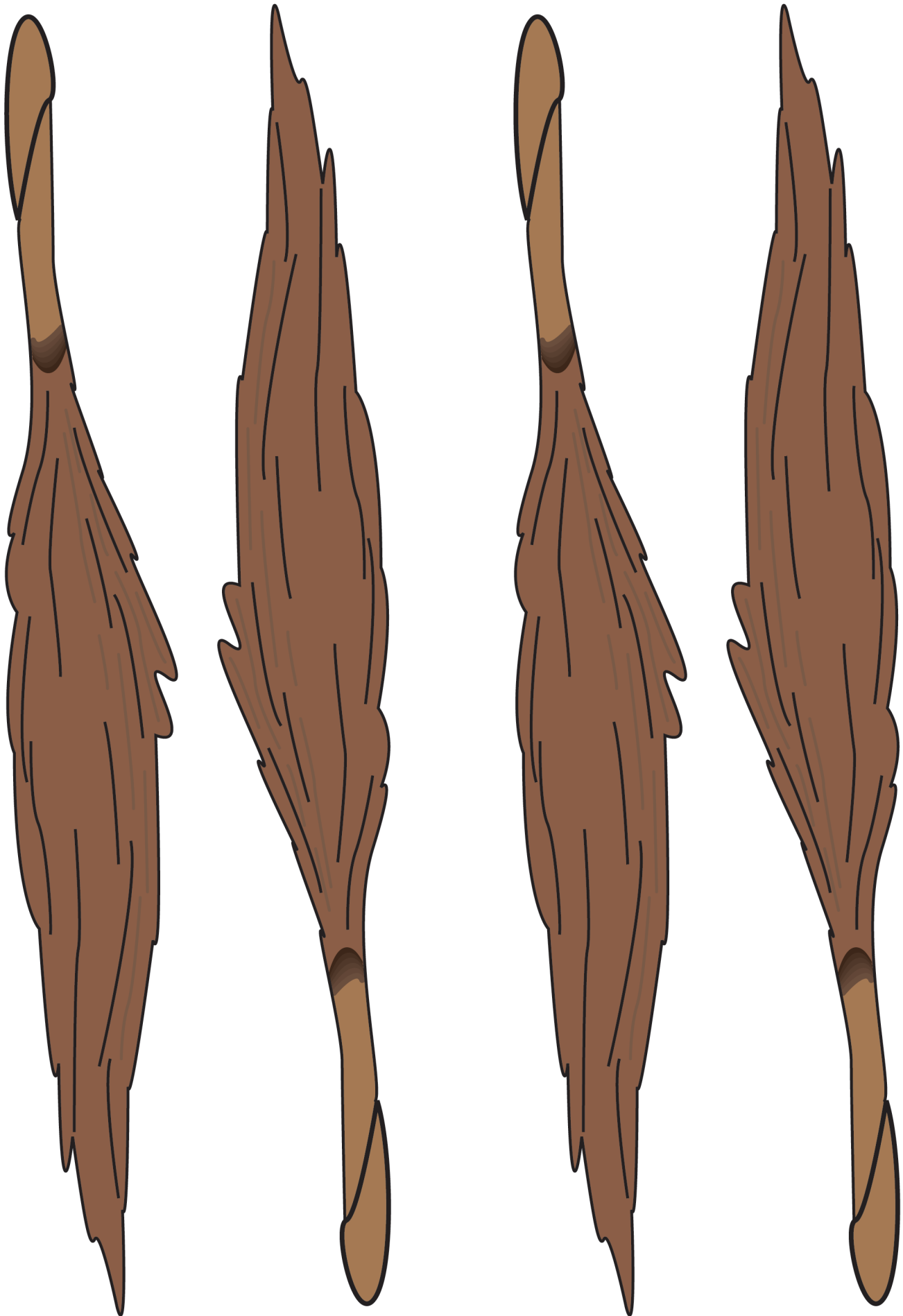
Q. My mother is an avid bird-watcher and is also in a wheelchair! Where are the best spotting opportunities for her?

Q. We've got four kids and a dog that all want to raft in the river. Which is the best company?

Q. Which trails around here can I hike on without running into mountain bikers?

Q. Are there any special events in the region that would be good for my five- and seven-year-old kids?

Q. Are there any live performances in the area that would be entertaining for children?



Interpretation - 9

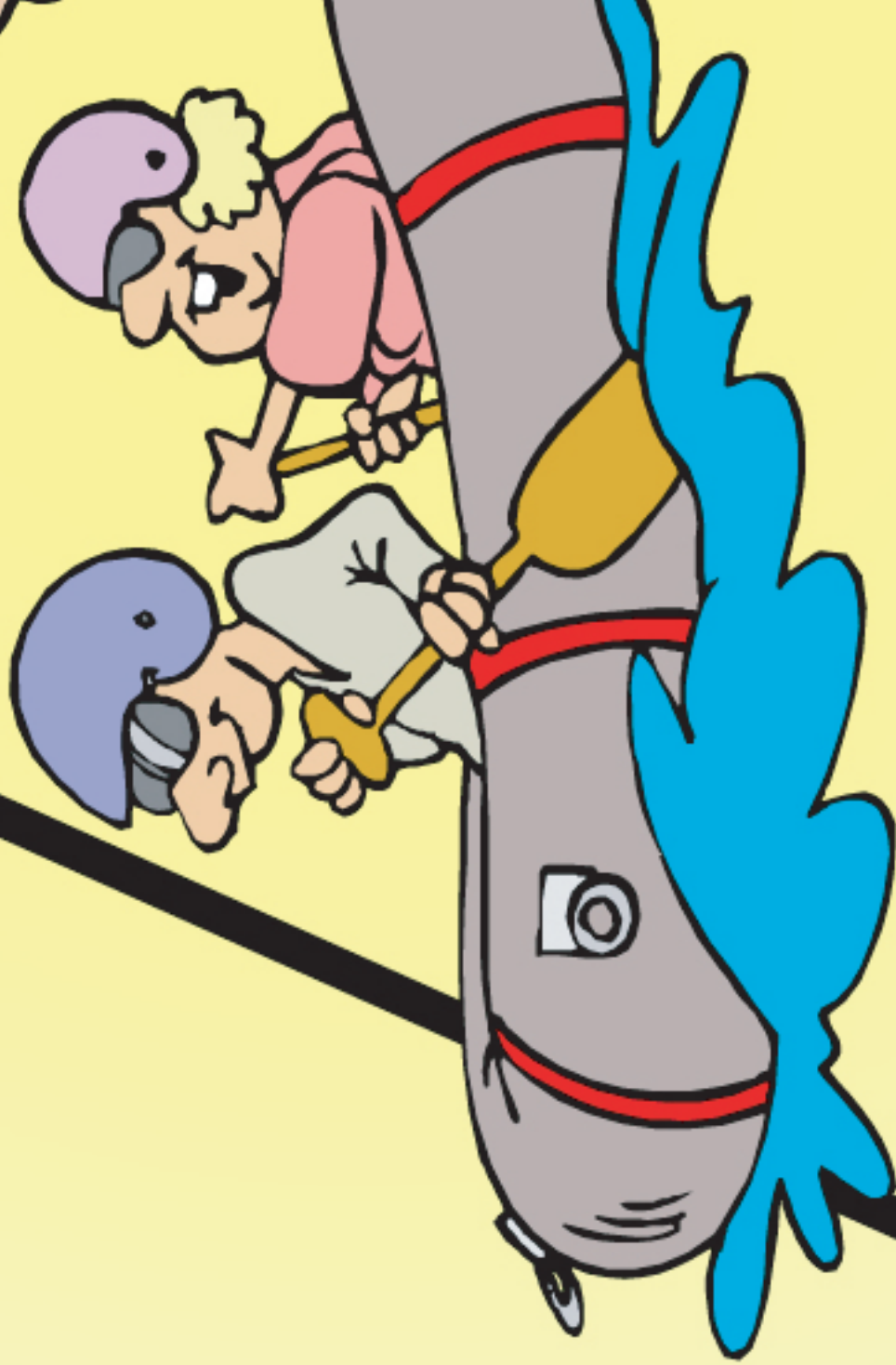


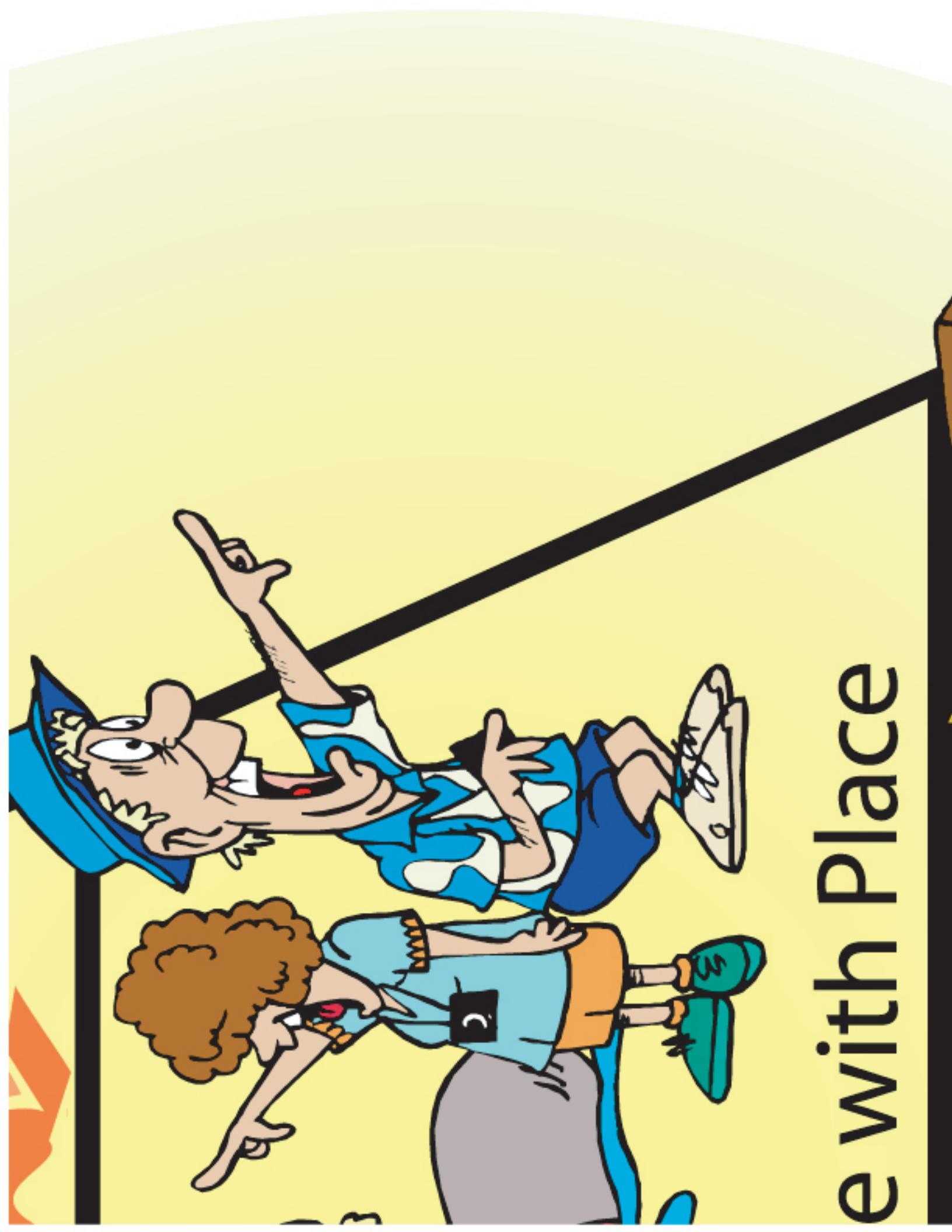
Meani
Conne
With F



ingful
ection
Place

Experience





e with Place



Basic Ne



WVICT I 1000



seeds Met

BYWAY ROAD TRIP BOARD GAME COMMUNITY CARDS TEMPLATES FOR PLAYING CARDS WITH LOCAL QUESTIONS

PREPARATION

DUPLICATING THE TEMPLATES

Option 1 - Photocopy

- 1) Make a full-color copy of the template for the card backs. They have the road signs on them.
- 2) Write in your community questions.
- 3) Make a 2-sided color copy of the card fronts with the card backs.

Option 2 - Print from CD

- 1) Locate the CD in this kit.
- 2) Using Microsoft Word®, open the file in the Templates Directory called GameCardBacks and GameCardFronts.
- 3) Using the tab and space bar keys, position the cursor in the area you wish to type and enter your questions in the GameCardBacks file.
- 4) Save your file to the hard drive.
- 5) Print out the card backs; flip over the paper according to your printer specifications for two-sided printing.
- 6) Open the GameCardFronts file on the CD and print out the file onto the paper stock you just repositioned in your printer for 2-sided printing.

FINISHING THE TEMPLATES

Option 1

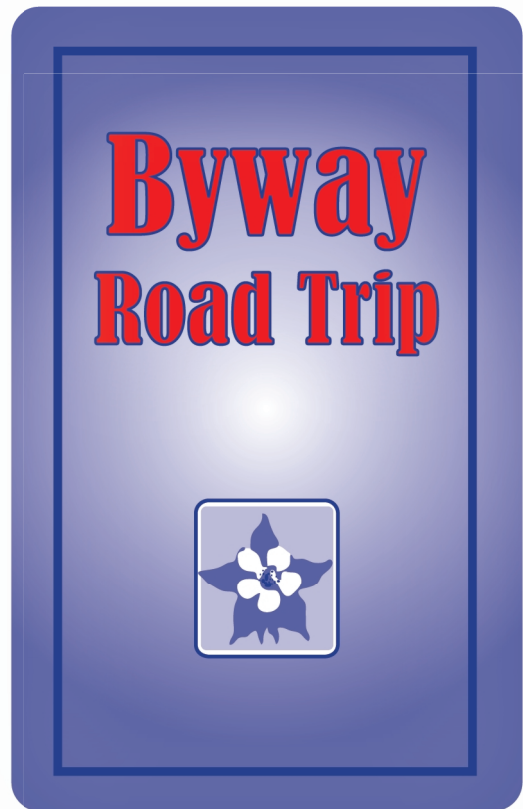
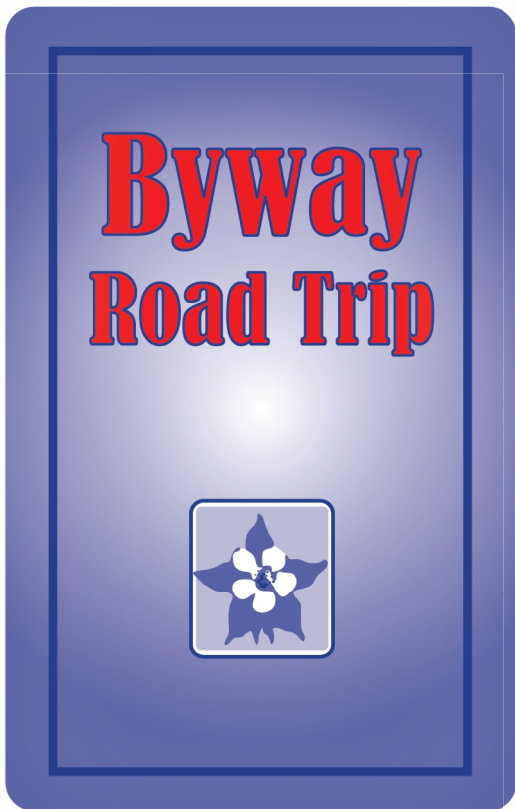
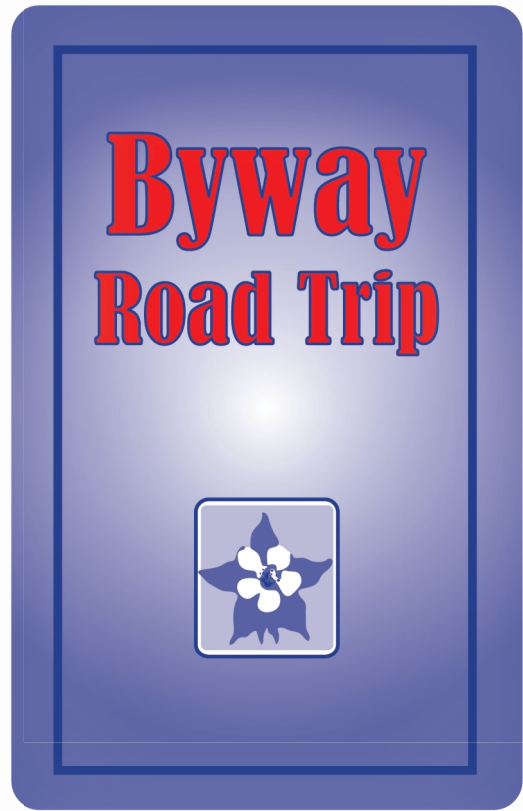
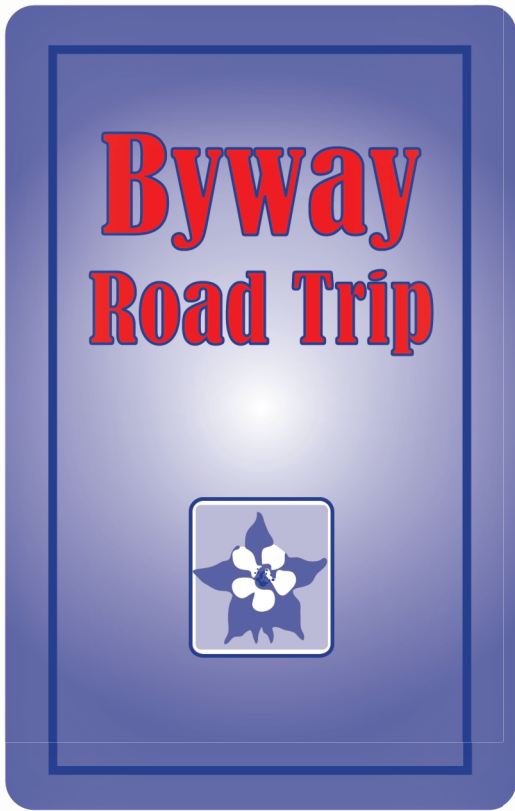
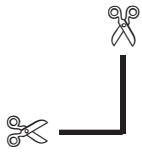
- 1) Cut out the cards following the cut lines.

Option 2

- 1) Cut out the cards following the cut lines.
- 2) Laminate the cards for durability.

SOURCES

You may wish to seek professional help getting this task done. A print shop or copy center that uses Microsoft Word® will be able to assist.





BOARD GAME INSTRUCTIONS

Byway Road Trip

Instructions for Colorado's Scenic Byways Board Game

TRAINER NOTES:

This tool is designed to assist you in training your volunteers and staff. The Colorado Scenic Byways Board Game provides a fun way to share the information that all of your frontline people will need to know, or to communicate the messages that your Byway/Community decides are best for all of you.

PRIOR TO PLAY, you or your trainer will customize the game to your Byway by reading through the Master Answer Sheet and answering each question with responses you decide are the best for visitors to hear. You will only need to do this once, and keep in mind there might be more than one good answer. . .on the other hand, there might be only one answer that you want the volunteers/workforce to give out to the visitor.

Example, "What historical buildings should we be sure to see"?

The answer may be to provide a map of the areas interesting historic sites. However, should you have a site that is particularly fragile, you might not recommend it to visitors traveling with over active children. If your site is hard to access because of stairs or a steep incline, you might not recommend that site to visitors traveling with a disabled person.

Other questions encourage the player to think of creative ways to respond and share the community message of the Byway.

Example: "Where can I buy chipmunk food"?

Answer might be: "We do not have food here and do not encourage feeding the animals. It makes them dependent on humans and changes their habitat."

These are examples of why you may wish to discuss the answers with your volunteers and staff.

GAME SET UP

Unfold game board, shuffle cards, and place facedown near the board. Each player chooses a game piece. Be sure to have the completed Master Answer Sheet handy to handle disputes or to communicate the answer you wish to be the uniform message of your Byway.

It is the players' responsibility to get back to the Welcome Center by answering the questions correctly.



BYWAY ROAD TRIP BOARD GAME: DIRECTIONS PAGE 2

The cards have six colored dots that correspond to the color of the squares on the game board. Each color represents a different category:

Blue = Recreation; Brown = Cultural and Historical; Red = Code of Ethics; Green = Natural History; Yellow = Scenic and Natural; and Black = Frequently Asked Questions

There is also a gray number on the card—this corresponds to the number on the Master Answer Sheet. This will help you locate answers quickly.

Example: The Red Question on the card with Number 1 is the first question in the Archaeological Section (Red), and the Blue Question on the card with the Number 7 is the seventh question in the Recreational Section (Blue).

HOW TO PLAY

Each player rolls the dice to determine who goes first. Highest roll begins the game and play continues to the left.

NOTE: You may use one die, or two if the game needs to move more quickly.

Player moves the number of squares indicated by the roll of the die/dice.

Player lands on a space, selects a card from the top of the deck, and answers the question that color corresponds to the square landed on. The card is then returned to the bottom of the deck.

If the question is answered correctly, the player will continue play with their next turn.

If the player answers incorrectly, they must stay on the square for their next turn and, without rolling, draw a new card that they will attempt to answer. When they can answer a question correctly, they will then roll the dice and continue the normal play of the game.

- Free Info Cards

If a player draws a Free Info Card, they may allow another player to answer for them, beginning with their next turn. The player holds on to the card until it is needed. To use the Free Info Card, a player draws a question card on their turn. If they do not know the answer, they can ask the person to the left and continue around the board until someone answers correctly.

If another player can answer the question, then the player who drew the card and the player who answers correctly move ahead **two** (2) spaces.

Once the Free Info Card has been used, it is returned to the bottom of the deck.

Player who gets their visitor to the Welcome Center first wins the game! You do not have to have an exact-number roll to win.



ANSWER SHEET: RECREATION

Recreation Category Questions Blue Border Squares

- 1 Where is the nearest Forest Service office?
- 2 Which Forest Service campground is the closest to town?
- 3 Are there any hikes you recommend for us to take with small children?
- 4 Are there trails for horseback riding? Are there places to rent horses?
- 5 Is there a hot springs nearby? A swimming pool?
- 6 Where can we rent recreational equipment?
- 7 Where can you find a handicapped accessible trail?
- 8 Where can we camp with our RV?
- 9 What's an outfitter?
- 10 Where can we obtain a National Parks Pass?
- 11 We want to water ski, is there any place nearby?
- 12 Where can we camp overnight with our horses?

- 13 Would there be any problem driving my RV on this Byway?
- 14 What are the different types of hunting seasons for deer and elk?
- 15 How do we find bike trails and how do we know if they are easy, moderate, or hard?
- 16 What other Byways are in the area?
- 17 Is there any place to watch kayaking?
- 18 Are there any interesting side trips we can take off this Byway?
- 19 Where can our kids wade in a river or stream?
- 20 Can travelers use the local Recreation Center?
- 21 Is this road safe any time of year?
- 22 Are there any State Parks nearby?
- 23 Do we need a permit to camp in the wilderness area?
- 24 Do I need to register my ATV for use on public lands?
- 25 Do I need to register my boat for use on public waters?



ANSWER SHEET: CULTURAL AND HISTORICAL



Cultural and Historical Category Questions Brown Border

- 1 Are there any specialty museums anywhere on this Byway?
- 2 How can we find out about the cultural groups represented in this community?
- 3 Are there important historical sites on this Byway?
- 4 Did any famous person come from this region?
- 5 Do you have a kid-friendly place where we can learn the history?
- 6 What is the oldest building in this community?
- 7 How did this town get its name?
- 8 What souvenir reflects the heritage of this area?
- 9 Are there ghost towns we can visit on this Byway?
- 10 Where can I buy books written by or about local people?
- 11 Who's the local expert on the history of this area?
- 12 Is there a restaurant that serves local specialties?
- 13 What places carry great cultural importance for this community?

- 14 What historical buildings should we be sure to see? Any unusual?
- 15 When and where is the local rodeo?
- 16 How many languages other than English are spoken along his byway?
- 17 Are there local artists who have their work for sale or on display in the area?
- 18 Can you recommend a gift that I can buy which is locally made?
- 19 Where should we go for a western dinner show?
- 20 What livestock is raised in the area?
- 21 Where can we see a live play or theater?
- 22 Do you have an annual winter celebration?
- 23 Do you have any events that celebrate western/cowboy culture, or other kinds of festivals?
- 24 Name Colorado's two Indian reservations. ***Southern Ute and Ute Mountain Ute.***
- 25 Where can we find a list of things to do at night?



ANSWER SHEET: CODE OF ETHICS

Code of Ethics Category Questions Red Border

- 1 We came to see wildlife, are there any guidelines?
- 2 We want to ride our ATVs on a trail, where would you suggest?
- 3 Where can we get firewood?
- 4 Are there any restrictions for mountain bikers?
- 5 Where can we buy food for the chipmunks?
- 6 What river sections are catch and release?
- 7 Are there any endangered species we need to know about?
- 8 My son found a small piece of pottery on the ground. What should I tell him?
- 9 Where do the locals hang out?
- 10 What maps show the trails we are allowed to ride our ATVs? Horses? Snowmobiles? Bikes?
- 11 Are there any private lands hikers or ATVs should stay clear of?
- 12 I'd like to photograph ethnic, tribal or local traditional life. What guidance can you give?
- 13 Who has the right-of-way when sheep, cows, or horseback riders are on the road?
- 14 What does "open range" mean?
- 15 What should we do to avoid meeting a bear up close?
- 16 Can we let our dog run loose in the desert, mountains, and atural areas?
- 17 Who do we call if we see dead animals on the road?
- 18 Who's "in charge" of this Byway?
- 19 Is it okay if I take just a little piece of wood off that old barn that's falling down?
- 20 Can we build a campfire wherever we want?
- 21 How do we find a campsite? Do we need permission?
- 22 How do we know what stretch of river to canoe/kayak/raft?
- 23 Can we just pull off the road, park and go cross-country skiing?
- 24 How far away from the back country lakes should we be for camping?
- 25 Where can we get a Colorado hiking card for Search & Rescue?

ANSWER SHEET: NATURAL HISTORY

Natural History Category Questions Green Border

- 1 Is it okay if we climb around an old cabin if we find one? **We recommend that you do not climb on any old structure.** Is there any place to see dinosaur tracks?
- 2 What are the signs of past Spanish habitation on this Byway?
- 3 My daughter found a bird's nest on the ground. Can she keep it? **She could keep it, but it might have a negative impact on the habitat for that bird.** Do you have any good archaeology sites on this Byway? What can we do there?
- 4 Where can I buy/find books on the local archaeological sites?
- 5 Are there any guided tours or programs about the archaeology?
- 6 Do you have any dinosaur sites in the area?
- 7 Do you have any significant fossil sites? Can we dig?
- 8 Is there an easy way to tell a fossil from an ordinary rock? **Look for patterns in the rock left by the creature or plant life, this will be a fossil. Guide books are available to help you with more difficult discoveries. Remember to report any findings to the proper agency.** Where's the nearest dinosaur museum where we can see real bones?
- 9 Where is the nearest quarry where we can dig for bones?
- 13 Have any animal species been reintroduced to your area?
- 14 Is there still gold and silver mining in Colorado? **Yes!**
- 15 How much oil and gas is being pumped in this area?
- 16 What makes the "red" in red rocks? **Iron deposits reach oxygen and turn red.**
- 17 Are we likely to encounter a mountain lion or cougar on our hike? What should we do? **It's not likely, you are more like to see mountain lion or cougar tracks than you are to see the animal. If you come across a cougar make yourself look as big as possible and avoid making eye contact.**
- 18 What should we do if we meet a bear? **Avoid eye contact and remain still, if attacked, get into a ball shape to protect your face and stomach and play dead.**
- 19 Can we still find gold in the old gold mines? **It is dangerous to enter mine shafts. Commercial gold mining operations still operate, but it is tough for an individual to find gold.**
- 20 What are the signs of past Native American habitation on this Byway?
- 21 What crops are grown in this area? Harvest Festivals?
- 22 What is the biggest change that has happened along this Byway in the last decade?
- 23 For what reason was this town founded?
- 24 Where is the best fishing on this Byway?
- 25 Are there any local guided tours?



ANSWER SHEET: SCENIC/NATURAL

Scenic/Natural Category Questions Yellow Border

- 1 Where is a good place to take pictures of birds?
- 2 What can we see along the highway to the Four Corners?
- 3 Is there a rock shop along this Byway?
- 4 When is peak season for wildflowers?
- 5 What makes the Aspen leaves turn gold? ***In fall, when changes in temperature and the period of daylight occur, the leaves stop their food-producing activity. Soon the chlorophyll begins to break down, the green color disappears, and the yellows, oranges and reds slowly begin to emerge, giving the leaves their fall splendor.***
- 6 How would we know what mushrooms are okay to pick and safe to eat? ***Consult a field guide, if you are not sure never eat the mushrooms.***
- 7 Where can we buy books on wildflowers and wildlife?
- 8 How much rain falls here in a year?
- 9 Will we find different fish in the lakes than in the streams? ***Yes, different species of fish prefer the rivers to the lakes. DOW can provide a more comprehensive list.***
- 10 Where can we find out about the geology of this region?
- 11 What hikes would you recommend for the best scenic views?
- 12 Why haven't we seen any wildlife on this Byway? ***The animals are wary, and many sleep during the day.***
- 13 Have you had any big fires in this area? Do we need to worry about fire danger?
- 14 What kinds of animals can we see in this area?
- 15 Where are there important riparian zones?
- 16 How many life zones does this Byway pass through?
- 17 How many days of sunshine do you receive each year?
- 18 What is the average snowfall here?
- 19 Is there a place we are likely to see Bighorn Sheep?
- 20 When is the best time to visit this Byway if we want to come again?
- 21 Why is this called the _____ Byway?
- 22 What week in the fall do the Aspen colors usually peak here?
- 23 What does BLM mean? ***Bureau of Land Management***
- 24 How many Scenic Byways are there in the State? ***24***
- 25 Are there any 14ers (mountains) in this area?



ANSWER SHEET: FREQUENTLY ASKED QUESTIONS



Frequently Asked Questions Category Gray Border
Where is the local RV dump site?

1

2 Where is the next public restroom on this Byway?

3 Where can we find a veterinarian?

4 Is there a twenty-four hour pharmacy in this area?

5 Are there golf courses in the area?

6 Where is a pretty park where we can picnic?

7 How do we find a list of special events?

8 Who is the largest employer in the area?

9 What time of day are deer and elk most likely to be on the highway? **Dawn and dusk - slow down to avoid accidents!**

10 Do you have any day care centers that take drop-ins?

11 We need propane, where do we go?

12 Where is a good place for lunch?

13 We need a dentist, where can we find one?

14 Where can I get a fishing license? **US Forest Service or the Division of Wildlife, also at many local fishing shops.**

15 What is the sales tax?

16 Is there a doctor or emergency room nearby?

17 Where can I find a State road map?

18 Where is the Chamber of Commerce located?

19 What is the elevation here?

20 Where can we find a recycling facility?

21 My car broke down. Who can we call?

22 Are there any places to stay that allow pets?

23 Is there anything we need to know about road conditions?

24 How do people make a living in this area?

25 What is this town's population?



SORTING POSTCARDS

TEMPLATES FOR BLANK POSTCARDS

PREPARATION

DUPLICATING THE TEMPLATES

Option 1 - Photocopy

- 1) Use the postcard template sheet following this page.
- 2) Make full-color copies onto a card stock paper. Be sure to make one copy of the template for each of the participants, or 4 postcards per participant.

Option 2 - Print from CD

- 1) Locate the Colorado's Grassroots Training Program CD which is contained in this training kit.
- 2) Using Adobe Acrobat®, open the file in the Templates Directory called PostCard
- 3) Print out the cards on your full-color printer. Use card stock weight.

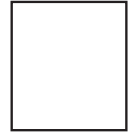
FINISHING THE TEMPLATES

Cut the cards apart using a paper cutter or scissors.

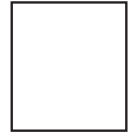
SOURCES

Postcard blanks were included in this kit. You can use those first. When you are ready to make more sets, most copy centers and office supply stores can make the copies for you, or sell a laser-friendly cardstock paper to use in your printer.





POSTCARD



POSTCARD



POSTCARD



POSTCARD

PRESERVATION LINGO BINGO INSTRUCTIONS

Remember how to play Bingo?

- To get "Bingo" you must have at least one magnet on every square in a row. Rows can be horizontal, vertical, or diagonal.
- The middle square is a "free" space.
- Once you have filled an entire row, call out "BINGO!"

Bingo-Lingo is like Bingo, except that a magnet can only be placed on a space if the corresponding site has preservation protection in place. For example, if a site is on the National Register, put a STAR magnet on the box. If it is part of a local historic district, put a CIRCLE on the box. If an easement is in place, put a SQUARE on the box. If more than one kind of protection is in place, stack the magnets. No protection, no magnet. (Post the meaning of each magnet shape on a board or easel.)



PRESERVATION LINGO

What is the National Register of Historic Places?

The National Register of Historic Places is a national designation issued by the National Park Service that can be sought by historic sites that:

- Are at least 50 years old
- Are in (or restored to) original condition
- Have national significance

What does it mean to be listed on the National Register of Historic Places?

- Does not protect a site/district (EXCEPT that federal funds cannot be used to do something that will negatively impact the site unless it can be proven that there is no other alternative).
- Can make sites eligible for preservation incentives such as tax credits for rehabilitation.
- A site can be listed as part of a historic district or as an individual designation.
- The National Register has two levels of designation. Sites can either be listed on the National Register or be listed as a "National Historic Landmark" (the highest level of designation conferred by the National Park Service).

What does it mean to be listed on the State Register of Historic Places?

- Does not protect a site/district (EXCEPT that state funds cannot be used to do something that will negatively impact the site unless it can be proven that there is no other alternative).
- Can make sites eligible for preservation incentives such as tax credits for rehabilitation.
- A site can be listed as part of a historic district, or as an individual designation.

What does it mean to be part of a Local Historic District?

- The city or town council has passed an ordinance to designate the historic district and establish an historic district commission.
- The commission reviews all proposed design changes in the district to ensure that the character of the district is protected.
- A Local Historic District has "teeth" and is more restrictive than designation on the National Register of Historic Places.

What is a preservation easement?

- A preservation easement is a voluntary legal agreement that permanently protects a significant historic, archaeological, or cultural resource.
- A preservation easement provides tax benefit to the property owner.
- A preservation easement can apply to any changes made to the entire historic structure, just the facade, or just the interior.

What other kinds of historic preservation protection are there?

- There are various regulations
- One regulation is a demolition delay ordinance that provides a specified period of time to seek alternatives to demolition for a historic structure.

What incentives are there for historic preservation?

- Grants for historic preservation projects, such as the State Historical Fund grants offered by the Colorado Historical Society.
- Revolving loan funds that can offer low-interest loans for historic properties in specific areas.

PRESERVATION LINGO MASTER LIST



Be sure to choose a variety of sites and districts. You will need 24 total listings, a few from each category.

National Historic Register

_____	_____
_____	_____
_____	_____
_____	_____

State Historic District

_____	_____
_____	_____
_____	_____

Local Historic District

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Preservation easements

_____	_____
_____	_____

Other sites with historic significance that have no protection

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



PRESERVATION BINGO

3 _____ _____ _____ _____	5 _____ _____ _____ _____	18 _____ _____ _____ _____	23 _____ _____ _____ _____	6 _____ _____ _____ _____
24 _____ _____ _____ _____	11 _____ _____ _____ _____	22 _____ _____ _____ _____	4 _____ _____ _____ _____	21 _____ _____ _____ _____
7 _____ _____ _____ _____	19 _____ _____ _____ _____	FREE 	1 _____ _____ _____ _____	20 _____ _____ _____ _____
9 _____ _____ _____ _____	2 _____ _____ _____ _____	12 _____ _____ _____ _____	10 _____ _____ _____ _____	15 _____ _____ _____ _____
17 _____ _____ _____ _____	8 _____ _____ _____ _____	13 _____ _____ _____ _____	14 _____ _____ _____ _____	16 _____ _____ _____ _____

PRESERVATION BINGO

6 _____ _____ _____ _____	3 _____ _____ _____ _____	5 _____ _____ _____ _____	18 _____ _____ _____ _____	23 _____ _____ _____ _____
21 _____ _____ _____ _____	24 _____ _____ _____ _____	11 _____ _____ _____ _____	22 _____ _____ _____ _____	4 _____ _____ _____ _____
20 _____ _____ _____ _____	7 _____ _____ _____ _____	FREE 	19 _____ _____ _____ _____	1 _____ _____ _____ _____
15 _____ _____ _____ _____	9 _____ _____ _____ _____	2 _____ _____ _____ _____	12 _____ _____ _____ _____	10 _____ _____ _____ _____
16 _____ _____ _____ _____	17 _____ _____ _____ _____	8 _____ _____ _____ _____	13 _____ _____ _____ _____	14 _____ _____ _____ _____

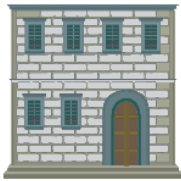
PRESERVATION BINGO

15 _____ _____ _____ _____	6 _____ _____ _____ _____	3 _____ _____ _____ _____	5 _____ _____ _____ _____	18 _____ _____ _____ _____
23 _____ _____ _____ _____	21 _____ _____ _____ _____	24 _____ _____ _____ _____	11 _____ _____ _____ _____	22 _____ _____ _____ _____
4 _____ _____ _____ _____	20 _____ _____ _____ _____	FREE 	7 _____ _____ _____ _____	19 _____ _____ _____ _____
1 _____ _____ _____ _____	14 _____ _____ _____ _____	9 _____ _____ _____ _____	2 _____ _____ _____ _____	12 _____ _____ _____ _____
10 _____ _____ _____ _____	16 _____ _____ _____ _____	17 _____ _____ _____ _____	8 _____ _____ _____ _____	13 _____ _____ _____ _____

PRESERVATION BINGO

13 _____ _____ _____ _____	14 _____ _____ _____ _____	6 _____ _____ _____ _____	3 _____ _____ _____ _____	5 _____ _____ _____ _____
18 _____ _____ _____ _____	23 _____ _____ _____ _____	21 _____ _____ _____ _____	24 _____ _____ _____ _____	11 _____ _____ _____ _____
22 _____ _____ _____ _____	4 _____ _____ _____ _____	FREE 	20 _____ _____ _____ _____	7 _____ _____ _____ _____
19 _____ _____ _____ _____	1 _____ _____ _____ _____	15 _____ _____ _____ _____	9 _____ _____ _____ _____	2 _____ _____ _____ _____
12 _____ _____ _____ _____	10 _____ _____ _____ _____	16 _____ _____ _____ _____	17 _____ _____ _____ _____	8 _____ _____ _____ _____

PRESERVATION BINGO

8 _____ _____ _____ _____	13 _____ _____ _____ _____	14 _____ _____ _____ _____	6 _____ _____ _____ _____	3 _____ _____ _____ _____
5 _____ _____ _____ _____	18 _____ _____ _____ _____	23 _____ _____ _____ _____	21 _____ _____ _____ _____	24 _____ _____ _____ _____
11 _____ _____ _____ _____	22 _____ _____ _____ _____	FREE 	4 _____ _____ _____ _____	20 _____ _____ _____ _____
7 _____ _____ _____ _____	19 _____ _____ _____ _____	1 _____ _____ _____ _____	15 _____ _____ _____ _____	9 _____ _____ _____ _____
2 _____ _____ _____ _____	12 _____ _____ _____ _____	10 _____ _____ _____ _____	16 _____ _____ _____ _____	17 _____ _____ _____ _____

PRESERVATION BINGO

17 _____ _____ _____ _____	8 _____ _____ _____ _____	13 _____ _____ _____ _____	14 _____ _____ _____ _____	6 _____ _____ _____ _____
3 _____ _____ _____ _____	5 _____ _____ _____ _____	18 _____ _____ _____ _____	23 _____ _____ _____ _____	21 _____ _____ _____ _____
24 _____ _____ _____ _____	11 _____ _____ _____ _____	FREE 	22 _____ _____ _____ _____	4 _____ _____ _____ _____
20 _____ _____ _____ _____	7 _____ _____ _____ _____	19 _____ _____ _____ _____	1 _____ _____ _____ _____	15 _____ _____ _____ _____
9 _____ _____ _____ _____	2 _____ _____ _____ _____	12 _____ _____ _____ _____	10 _____ _____ _____ _____	16 _____ _____ _____ _____

PRESERVATION BINGO

16 _____ _____ _____ _____	17 _____ _____ _____ _____	8 _____ _____ _____ _____	13 _____ _____ _____ _____	14 _____ _____ _____ _____
6 _____ _____ _____ _____	3 _____ _____ _____ _____	5 _____ _____ _____ _____	18 _____ _____ _____ _____	23 _____ _____ _____ _____
21 _____ _____ _____ _____	24 _____ _____ _____ _____	FREE 	11 _____ _____ _____ _____	22 _____ _____ _____ _____
4 _____ _____ _____ _____	20 _____ _____ _____ _____	7 _____ _____ _____ _____	19 _____ _____ _____ _____	1 _____ _____ _____ _____
15 _____ _____ _____ _____	9 _____ _____ _____ _____	2 _____ _____ _____ _____	12 _____ _____ _____ _____	10 _____ _____ _____ _____

PRESERVATION BINGO

10 <hr/> <hr/> <hr/> <hr/>	16 <hr/> <hr/> <hr/> <hr/>	17 <hr/> <hr/> <hr/> <hr/>	8 <hr/> <hr/> <hr/> <hr/>	13 <hr/> <hr/> <hr/> <hr/>
14 <hr/> <hr/> <hr/> <hr/>	6 <hr/> <hr/> <hr/> <hr/>	3 <hr/> <hr/> <hr/> <hr/>	5 <hr/> <hr/> <hr/> <hr/>	18 <hr/> <hr/> <hr/> <hr/>
23 <hr/> <hr/> <hr/> <hr/>	21 <hr/> <hr/> <hr/> <hr/>	FREE 	24 <hr/> <hr/> <hr/> <hr/>	11 <hr/> <hr/> <hr/> <hr/>
22 <hr/> <hr/> <hr/> <hr/>	4 <hr/> <hr/> <hr/> <hr/>	20 <hr/> <hr/> <hr/> <hr/>	7 <hr/> <hr/> <hr/> <hr/>	19 <hr/> <hr/> <hr/> <hr/>
1 <hr/> <hr/> <hr/> <hr/>	15 <hr/> <hr/> <hr/> <hr/>	9 <hr/> <hr/> <hr/> <hr/>	2 <hr/> <hr/> <hr/> <hr/>	12 <hr/> <hr/> <hr/> <hr/>

PRESERVATION BINGO

12 _____ _____ _____ _____	10 _____ _____ _____ _____	16 _____ _____ _____ _____	17 _____ _____ _____ _____	8 _____ _____ _____ _____
13 _____ _____ _____ _____	14 _____ _____ _____ _____	6 _____ _____ _____ _____	3 _____ _____ _____ _____	5 _____ _____ _____ _____
18 _____ _____ _____ _____	23 _____ _____ _____ _____	FREE 	21 _____ _____ _____ _____	24 _____ _____ _____ _____
11 _____ _____ _____ _____	22 _____ _____ _____ _____	4 _____ _____ _____ _____	20 _____ _____ _____ _____	7 _____ _____ _____ _____
19 _____ _____ _____ _____	1 _____ _____ _____ _____	15 _____ _____ _____ _____	9 _____ _____ _____ _____	2 _____ _____ _____ _____


PRESERVATION BINGO

2 _____ _____ _____ _____	12 _____ _____ _____ _____	10 _____ _____ _____ _____	16 _____ _____ _____ _____	17 _____ _____ _____ _____
8 _____ _____ _____ _____	13 _____ _____ _____ _____	14 _____ _____ _____ _____	6 _____ _____ _____ _____	3 _____ _____ _____ _____
5 _____ _____ _____ _____	18 _____ _____ _____ _____	FREE 	23 _____ _____ _____ _____	21 _____ _____ _____ _____
24 _____ _____ _____ _____	11 _____ _____ _____ _____	22 _____ _____ _____ _____	4 _____ _____ _____ _____	20 _____ _____ _____ _____
7 _____ _____ _____ _____	19 _____ _____ _____ _____	1 _____ _____ _____ _____	15 _____ _____ _____ _____	9 _____ _____ _____ _____

PRESERVATION BINGO

9 _____ _____ _____ _____	2 _____ _____ _____ _____	12 _____ _____ _____ _____	10 _____ _____ _____ _____	16 _____ _____ _____ _____
17 _____ _____ _____ _____	8 _____ _____ _____ _____	13 _____ _____ _____ _____	14 _____ _____ _____ _____	6 _____ _____ _____ _____
3 _____ _____ _____ _____	5 _____ _____ _____ _____	FREE 	18 _____ _____ _____ _____	23 _____ _____ _____ _____
21 _____ _____ _____ _____	24 _____ _____ _____ _____	11 _____ _____ _____ _____	22 _____ _____ _____ _____	4 _____ _____ _____ _____
20 _____ _____ _____ _____	7 _____ _____ _____ _____	19 _____ _____ _____ _____	1 _____ _____ _____ _____	15 _____ _____ _____ _____

PRESERVATION BINGO

15 _____ _____ _____ _____	9 _____ _____ _____ _____	2 _____ _____ _____ _____	12 _____ _____ _____ _____	10 _____ _____ _____ _____
16 _____ _____ _____ _____	17 _____ _____ _____ _____	8 _____ _____ _____ _____	13 _____ _____ _____ _____	14 _____ _____ _____ _____
6 _____ _____ _____ _____	3 _____ _____ _____ _____	FREE 	5 _____ _____ _____ _____	18 _____ _____ _____ _____
23 _____ _____ _____ _____	21 _____ _____ _____ _____	24 _____ _____ _____ _____	11 _____ _____ _____ _____	22 _____ _____ _____ _____
4 _____ _____ _____ _____	20 _____ _____ _____ _____	7 _____ _____ _____ _____	19 _____ _____ _____ _____	1 _____ _____ _____ _____

TRAVEL DILEMMAS

<p>Your town is in serious need of a drugstore with a pharmacy to serve both residents and travelers. There is a franchise drugstore that is willing to locate downtown, but only if they can demolish several historic buildings to construct a new building on Main Street.</p>	<p>A local scholar is writing a guidebook to an area rich in Native American heritage. Do you include undisturbed archaeological sites that you have researched but that have not been written about to date?</p>	<p>DILEMMAS ETHICAL</p> <p>USE THE BLANK CARDS TO MAKE YOUR OWN ETHICAL DILEMMAS</p>
<p>A local museum with irreplaceable artifacts in an historic building desperately needs funds to survive. Should they rent the building out for weddings and other special events, or do those special events pose too great a risk to their historic building and the collection that is displayed.</p>	<p>During hunting season each year, the number of ATVs has doubled in the nearby valley. Hunters who have historically used horses in the area are angry.</p>	<p>A retired couple builds their dream cabin in a beautiful meadow, even though a neighbor tells them this is an established calving area for elk.</p>
<p>Your community has posted signs that read "Pack It In, Pack It Out." Trash is a continuing problem.</p>	<p>A letter to the editors asks, "These fragile hiking environments on Colorado's Fourteeners (mountains) are seriously overused. Shouldn't there be a limit to how much impact any one person should make?"</p>	<p>One of America's top car manufacturers presents its latest model tearing up a creek bed in the backcountry.</p>









TRAVEL DILEMMAS

Challenging mountain bike trails surround your community, attracting serious riders from all over the country. Locals begin to notice that many bikes have hitchhiking weeds still clinging to the tires from other states, other ecosystems.

DILEMMAS ETHICAL

USE THE BLANK
CARDS TO MAKE
YOUR OWN
ETHICAL DILEMMAS

TRAVEL DILEMMAS

<p>You are creating a map of regional attractions for use by travelers. A few residents of one small community located in a designated historic mining district feel that visitors are compromising their privacy. Do you include their historic little town on the map or leave it off?</p> 	<p>Signs posted in an Open Space park show a triangle with bikers yielding to hikers, and both hikers and bikers yielding to horseback riders.</p> 	<p>DILEMMAS ETIQUETTE</p> <p>USE THE BLANK CARDS TO MAKE YOUR OWN ETIQUETTE DILEMMAS</p>
<p>One of the volunteers on your tour never fails to entertain visitors but regularly tells amazing tall tales that most people believe are true. Do you say something or keep quiet?</p> 	<p>Snowmobiles in the backcountry meet on a steep hill. Those headed downhill yield the right-of-way to traffic moving uphill.</p> 	
<p>Your local museum has a donation box but no admission fee. Many of your visitors are school groups. Neither the kids nor their teacher ever make a contribution.</p> 	<p>A wildlife photographer moves some branches to get a clearer shot of a nest. Now in better view, the chicks are exposed to both sunlight and predators.</p> 	<p>Travelers in the backcountry outside your community frequently complain that the tranquility is broken by loud music, laughter, and whistling.</p> 

TRAVEL DILEMMAS

Mountain bikers pass through a gate on private property that is standing open. They decide to close it and ride on.

It is dawn in the San Luis Valley. Bird-watchers are lined up silently to watch and listen to the migrating sandhill cranes. A car pulls up, and kids pile out, noisily squabbling with each other. The cranes flock into the air.

DILEMMAS ETIQUETTE

USE THE BLANK CARDS TO MAKE YOUR OWN ETIQUETTE DILEMMAS

TRAVEL DILEMMAS

Your historic museum has narrow doorways and a single steep stairway. You want to accommodate your visitors with physical limitations, but you also want to protect the integrity of your historic building.



A local entrepreneur has started offering tours of local ghost towns. Other locals note that the scattered old nails, glass bottles and clothing remnants are gradually disappearing.



DILEMMAS LEGAL

USE THE BLANK
CARDS TO MAKE
YOUR OWN
LEGAL DILEMMAS

Two hikers confide to a local shopkeeper that they stumble upon pieces of old pottery lying just off the trail many miles in the backcountry. The hikers tell him how excited they are to be able to pack out authentic souvenirs.



Frank goes fishing and gets two over the limit. When he comes back to camp, he tells his buddy Freddy, "You caught these two . . . right?"



At a gas station, an out-of-state visitor proudly shows you an old wagon wheel that he found near an abandoned mine.



Grandpa Pete takes his grandson Stevie fishing for the first time. Stevie catches his first fish and it is undersized. He cries hysterically when Grandpa tells him he must throw it back.



The state association of river rafting outfitters takes the right-to-float issue to court after a private landowner sued for invasion of private property.



TRAVEL DILEMMAS



On the trails above town, hikers let their dogs off the leash. One dog chases a fawn.

USE THE BLANK CARDS TO MAKE YOUR OWN LEGAL DILEMMAS

Search-and-rescue units rescue an increasing number of climbers who are recreating beyond their limits.

SUGGESTED TRAINING SEQUENCES

Know Your Territory

Target: Front-line Employees New Tourism
2 hours (one 10-minute break)

MINUTES	ACTIVITY	MODULE
(5)	Piece together the Byway Puzzle	Interp
(10)	Gateways and Attractions	Interp
(15)	Utilize Existing Tools	Interp
(5)	Who Can Be a Byway Interpreter?	Interp
(15)	Be a Human Bridge	Interp

BREAK

(10)	Sorting Postcards: Historic Sites	Protection
(5)	Fresh Eyes	Interp
(10)	Be an Active Listener (Ears and Lips)	Interp
(10)	Define Ethics	Ethics
(10)	Existing Codes of Ethics	Ethics
(15)	Travel Dilemmas	Ethics

Old Hands, Been Here Forever

Target: long-term community members and those experienced
in travel hospitality
2 hours (one ten-minute break)

(15)	Puzzle of Protected Lands	Protection
(10)	History of Protected Lands	Protection
(10)	Puzzle of Protected Sites	Protection
(20)	Sorting Postcards: Scenic Land & Historic Sites	Protection

BREAK

(10)	Define Ethics	Ethics
(15)	Existing Codes of Ethics	Ethics
(15)	Travel Dilemmas	Ethics
(15)	Communicating Local Ethics to Travelers	Ethics

SUGGESTED TRAINING SEQUENCES

Ethics Training 90 Min

MINUTES	ACTIVITY	MODULE
(10)	Define Ethics	Ethics
(15)	Existing Codes of Ethics	Ethics
(15)	Communicating Local Ethics to Travelers	Ethics
(15)	Travel Dilemmas	Ethics
(10)	Break	
(25)	Marketing the Local Ethics Message	Ethics

Basic Interpretation Training (2 hours)

(5)	Piece Together the Byway Puzzle	Interp
(15)	Gateways and Attractions	Interp
(5)	Utilize Existing Informational Tools	Interp
(10)	Who Can be a Byway Interpreter?	Interp
(15)	Be a Human Bridge	Interp
(10)	Break	
(15)	Be an Active Listener	Interp
(15)	Pin the Tail on Maslow's Hierarchy	Interp
(30)	Byway Road Trip Board Game	Interp

Advanced Interpretation Training (1 hour)

(10)	Identifying Byway Assets	Interp
(15)	Defining Unique Assets	Interp
(5)	Fresh Eyes	Interp
(30)	Byway Road Trip Board Game	Interp

Basic Land and/or Historic Site Protection (1 hour)

(15)	Puzzle of Protected Lands	Protection
(25)	Sorting Postcards: Land & Historic Sites	Protection
(20)	Ownership: Protecting Lands	Protection

Advanced Land and/or Historic Site Protection (1 hour)

(5)	Puzzle of Protected Lands	Protection
(15)	History of Protected Lands	Protection
(15)	Protection Through Regulation (choose either land or historic district)	Protection
(10)	Protecting Land and Historic Sites Through Ownership	Protection
(15)	Protecting Lands Through Easements	Protection