

The Proper Manner

behavior and etiquette

1-2-3 LEFT-RIGHT-LEFT

Focus	To use discussion, lecture, and guided practice techniques to enhance safety during the physical activities of hiking along and across rural roads and trails during the day and after dark.
Group Size	Entire class
Time Required	10-20 minutes
Materials	Flashlight(s) Hiking shoes/boots Durable clothing (<i>suitable for the weather</i>) Handout: <i>Rules of the Road</i>
Physical Setting	Roads and trails in and around Cispus
Process	<ol style="list-style-type: none">1. Explain trail rules early on your first day at Cispus. You will need to explain several of the hiking rules: the buddy system, counting off, safely crossing a rural road, special rules for after dark, trail etiquette--including spacing, shortcuts, switchback trails, walking on logs, running, open knives, and walking sticks. (Explanations in the handout)2. After reviewing the rules and giving a copy to each student, take the class on a hike/walk and practice what you have learned.

Rules of the Road

BUDDY SYSTEM: Because it's harder to lose two people than it is a single person, the buddy system requires that each student have a partner and that they stay together during hikes. If you do become separated from the group or get hurt, then you and your buddy will be there to help each other out.

COUNTING OFF: If you have a large number of people, it's easy to keep track of who is present if everyone has a number. When the instructor needs to check, you can call out your numbers in order. If anyone's missing you'll know right away. To help identify who's gone, you also need to know who has the numbers before and after yours.

CROSSING ROADS: The roads around Cispus are frequented by logging trucks and cars. It is imperative you cross quickly. Teachers should lead everyone in single file along one side of the road. When the road is clear, the teacher gives a pre-arranged signal and everyone walks quickly, straight across the road.

AFTER-DARK WALKS: Walks after dark require flashlights on trails and special care on road crossing. Using the buddy system is particularly helpful in keeping track of everyone.

TRAIL ETIQUETTE:

- On switch back trails, be careful not to roll something down on the person below.
- Short cuts cause erosion (especially on switch backs), create new trails which are unwanted, impact wildlife, and can stir up hornets' nests.
- Holding a branch aside for someone behind you seems like a nice thing to do but it is safer to be responsible only for watching the trail ahead of you (just make sure not to let the branches snap back behind you).

OTHER SAFETY CONSIDERATIONS:

- Walking on logs is not safe. There are sharp branch stubs to fall on, the bark tends to slip off and walking on nurse logs harms the young plants and trees growing there.
- Running on trails and having open pocket knives while walking, greatly increase the risk of injuries.

KEEP IT GREEN

Focus	To teach and encourage ethical outdoor conduct. <i>Can be easily combined with Litter Busters</i>
Group Size	Entire class
Time Required	2 hours
Materials	Enthusiasm Willingness Responsibility Handout: <i>Trail Conduct</i>
Physical Setting	Angel Falls Trail
Process	INTRODUCTION:

The Cispus Learning Center is an incredible facility with a wealth of both indoor and outdoor resources to use in creating effective learning experiences for children. Cispus is utilized by school districts from across the state year round. All but two weeks per year, Cispus hosts groups averaging 300 students, numerous staff members and counselors each week. This works out to approximately 15,000 to 20,000 human visitors per year to these natural settings. Because of the intense usage these areas receive it is essential that teachers and students, via teacher guidance, conduct themselves in ways that minimize impacts on the land. Often teachers themselves are not aware of the relatively new accumulation and concept of low-impact, behavior information that is beginning to surface as more high usage areas are being spoiled by the cumulative effects of recreators.

This lesson is not a holier-than-thou-sermon on outdoor behaviors. It is a plea for teachers to assume roles as stewards of the environments where they are facilitating potentially life-altering experiences for children. Teachers need to know, teach, follow, and explain the following outdoor behaviors. If you realize and feel good about doing your part, it will help to insure the longevity and natural integrity of Cispus for children in the years to come, for them to enjoy and learn from.

LESSON:

1. Take the class on a trail walk and see if you can find samples of poor outdoor ethics along the trail (Angel Falls/Burley Mountain Trail provides all the components). Use the Trail Conduct list as a guide and see if there are deviations from the trail, cut switchbacks, garbage, etc.

2. At each example, discuss with the students why this is an example of poor outdoor ethical conduct. Discuss what the long-term effects of not following trail rules might be, and how long it may take wildlife and vegetation to recover from human interference. Consider the cumulative effects of seemingly harmless actions.

3. If a student deviates from these behaviors, use the situation as a potential learning experience and not a disciplinary event. Motivating students to consider their effects upon landscapes and discussing mistakes can be a very rewarding experience.

TRAIL CONDUCT

Stay on trails!

One person deviating from the trail may not seem very important, however the cumulative impact of trailblazers has affected many national parks and will ultimately do the same to Cispus. Many areas have delicate plant communities that cannot endure even one disturbance, much less year-round trompings.

Trudge through mud puddles, don't skirt them!

Walking around puddles in order to keep dry ultimately widens the trails and destroys vegetation.

Don't cut switchbacks!

Paths are created to concentrate human intrusions into manageable areas. By taking direct paths up steep inclines, you encourage soil erosion and the destruction of whole hillsides from cumulative effects.

Keep track of trash!

No one can argue that littering is an ugly behavior that can ruin the beauty of hiking trails. If you have snacks in packaging, collect the garbage afterwards and pack it out. People can sometimes be forgetful, so help them to be responsible. If you see garbage take it out with you.

Don't leave food or feed animals!

Animals can rapidly grow accustomed to human help in obtaining food and will be unable to fend for themselves in the wild. Some animals cannot digest human food effectively--a piece of chocolate, for example, can kill a squirrel. Orange peels and apple cores will biodegrade, but take long periods of time to do so. With the overwhelming numbers of visitors it is very important to pack everything out.

Don't take any souvenirs!

Picking a flower or fern frond may not seem very damaging. However, imagine what the areas surrounding the trails would look like if everyone of the 15,000 visitors took one trinket home. Many plant communities are also in danger of becoming extinct, taking them home for decoration only increases this potential.

Urinate at least 200 ft. away from water sources!

The cumulative effects of urinating by rivers and lakes can quickly degrade waterways upon which wildlife depend.

Use common sense!

If you are unsure about doing something, imagine having 15,000 to 20,000 people behave this way and what the potential effects would be, before making your decision.

LITTER BUSTERS

- Focus** To increase student awareness of litter, and empower them by helping to rescue the forest.
- Group Size** Entire class
- Time Required** 30 minutes
- Materials** Small brown lunch sacks (*1 for each student*)
One large garbage bag (*for bottles and cans*)
- Physical Setting** Anywhere on Cispus grounds, or along trails
- Process**
1. Hand out the bags and space the group out along the road or trail to pick up litter. One or two students will carry the large garbage bag for bottles and cans. Another option is to split the class into small groups and assign clean-up sections.
 2. Once a student's bag is full they present it to the teacher, who gives them a Cispus logo button (provided by Cispus). This button is an outward sign of the students' involvement and concern for the forest.

Discussion:

Ask the students:

- Why do people litter?
- What options can they choose instead of littering?
- What damage can litter do to the forest plants and animals?
- What lifestyle changes can we encourage to limit littering?

Extension:

If a student expresses frustration in seeing litter, offer that student and others the opportunity to make a difference.

1. Vow to pick up litter whenever you see it. (Be an example and an active helper!)
2. Get litter bags for all the family cars and encourage their use.
3. Organize a project to clean up your school grounds.
4. Encourage a school club or group to maintain a portion of the local highway.

MR. & MS. MANNERS

Focus	To prepare students for family style eating. <i>This is a lesson for students to complete before they come to Cispus.</i>
Group Size	Entire class
Time Required	20-30 minutes
Materials	Place settings & food for role play
Physical Setting	Standard classroom, cafeteria for role play
Process	1. Instructor leads discussion or lecture with students about table manners. For follow-up, students may role play the procedures during lunch.

Dining Hall Do's

Hats are not worn in the dining hall.

BEFORE THE MEAL:

1. Set-up crews take out tables and set them with dishes and silverware (pictures on the dining hall wall show how they should be set).
2. Also set out salt and pepper, milk, water pitchers, and glasses.

MEALTIME:

1. Meals at Cispus are served family style. Everyone needs to remain standing until the dining hall leader seats you. Host(ess) and Jump-Up sit at the head of the table (nearest kitchen) opposite each other.
2. The Jump-Up brings the serving dishes of food to the table.
3. The Host(ess) takes one helping of each food and passes the serving dish to the person sitting next to him/her.
4. In turn, each person at the table serves himself/herself and passes the serving dish on to the next person.
5. After everyone is served, the Host(ess) takes the first bite. Everyone else may start eating after the Host(ess) has started.

THINGS TO REMEMBER:

1. Take a single serving of food when it is passed.
2. Pass the serving dishes on quickly and quietly.
3. Put your napkin in your lap before you begin eating.
4. Wait until the Host(ess) takes the "first bite" before starting to eat.

SCRAPING AND STACKING

Focus	To prepare students for after-meal clean up. <i>This is a lesson for students to complete before they come to Cispus.</i>
Group Size	Entire class
Time Required	1 hour
Materials	Poster paper or tag board Drawing materials to make posters
Physical Setting	Standard classroom
Process	<ol style="list-style-type: none">1. Instructor leads class discussion with students about scraping and cleaning dishes in the dining hall after a meal has been served.

2. Posters generated will be brought to camp for the week students are attending Outdoor School. One poster is hung in the dining hall. The remaining posters are hung in the dorms.

AFTER THE MEAL:

After everyone at the table has finished eating, follow these procedures for cleaning the dining area:

1. During clean-up the students at the table sit quietly helping as needed. The Jump-Up brings the scrap can and spatula to the table.
2. People sitting at the table pass their individual plates and utensils to the Host(ess). The Host(ess) is the student sitting at the head of the table, across from the Jump-Up.
3. The Host(ess) scrapes each plate before it is stacked. The Jump-Up takes the plates to "Hobart's Hideaway" the dish washing room, as soon as they are scraped and stacked.
4. Silverware is collected, sorted and placed in an empty bowl or plate. Stack them with the handles pointing in the same direction.
5. Bowls, glasses, cups etc. are passed to the Host(ess), who dumps, scrapes and stacks them.
6. Empty milk cartons are flattened. The Jump-Up puts all the milk cartons, napkins and paper products in the paper barrel located adjacent to Hobart's Hideaway; the scrap can goes there too.

7. During clean up, the Jump-Up takes the left over food to the kitchen, the dirty dishes and utensils to the Hideaway, and gets a sponge from the counter.

8. The Host(ess) wipes down the table with the sponge.

9. Students help each other to fold and put away their table. Then, the Host(ess) sweeps the area where the table was. If it is the last meal (before returning home) the floor needs to be mopped.

10. Students remain at their table, or together in the dining hall until they are dismissed by the dining hall leader.

YOU'RE A GRAND OLD FLAG

Focus	To involve students in a ceremony that will instill patriotism through songs, pledges, poetry reading, and selected pieces of literature.
Group Size	Entire class
Time Required	15 minutes
Materials	The U.S. Flag Patriotic songs & music Collected poems or literature reflecting American history <i>Optional:</i> Cassette player Guitar Song-leader
Physical Setting	Area surrounding the Cispus flagpole

Process

INTRODUCTION:

The flag ceremony could be considered one of the most meaningful activities within the course of your outdoor experience. This short period of time can be an opportunity to instill respect for our country in the hearts of your students. Here's a brief outline of how a flag ceremony can be presented:

- Sing or play a patriotic song
- Ask the assigned group to present the colors
- Raise/lower the flag
- Read a chosen passage of literature
- Lead the Pledge of Allegiance
- Dismiss the group

ACTIVITIES:

1. To appoint an adult as the flag ceremony leader is very helpful. Their responsibilities would include assigning each counselor the day and time in which they and their cabin group will be the "color guards" (the group to raise or lower the flag). They would also be in charge of song leading, poems, and literary reading; as well as training the counselors how to fold the flag. The counselors will teach the kids what they learn.
2. For the flag ceremony counselors are asked to lead their groups quietly into a large circle surrounding the flagpole. This allows time for reflection.
3. Ask everyone to remove their hats out of respect for their flag.
4. The assigned color guards approach the flagpole and position themselves in two parallel lines facing each other.

5. The color guards either present or lower the flag as described below.
6. Once the flag has been lowered at the end of the day, a gentle song or poem is appropriate to retire the flag. The group can then be dismissed to quietly walk to the dining hall or to the next scheduled event.

Raising the Flag:

- The counselor presents the flag to the color guards. They unfurl the flag, with the stars close to the flagpole.
- The counselor prepares the ropes and clips on the flagpole.
- The eyelet in the stars of the flag should be clipped on first to make sure the flag is right side up.
- The counselor hoists the flag up, **BRISKLY!**
- The counselor secures the rope onto the flagpole.

Lowering the Flag:

- Repeat the process described above, however, the flag is traditionally lowered down very slowly and respectfully.
- When the flag is within the grasp of the color guards, they once again unfurl the flag with the stars close to the flagpole.
- The counselor secures the rope onto the flagpole.
- The color guards fold the flag so that the stars are exposed.
- The color guards present the flag to the ceremony director.

Folding the Flag of the United States of America:

1. Fold the long sides together so that the flag lies long and narrow, with the stars facing downward.
2. Repeat the fold
3. At the opposite end from the stars, begin to fold triangles by moving one corner up and across the flag until it lines up on the outer edge of the flag. You should see a distinct triangular shape. Repeat the pattern by folding along the base of that triangle, always lining up one side of the triangle with the straight edge of the flag.
4. Finally, you will have a thick triangular shape with a small excess of flag on the underside. Take that excess and tuck it into the envelope-like slot found in the fold of the triangle. You should end with a complete triangle with stars exposed.

SOUP'S ON

Focus	To learn Dining Hall set-up and duties during meals. <i>This lesson is for students to complete before coming to Cispus.</i>
Group Size	Entire class for presentations Groups of 12 for role play Groups of 4 for posters
Time Required	30 minutes to present each activity and role play 1-2 hours to make posters
Materials	18x24 construction paper for posters and dining hall floor plan 12x18 construction paper posters 9x12 construction paper for tables Mini-stickers, stars, etc. to illustrate designated seating Pens, pencils, crayons Total number of participants for Activity 4 Paper plates Handouts's: <i>Soup's On duty roster for teacher information</i> <i>Dining Diagrams (make transparencies from drawings)</i>
Physical Setting	Standard classroom
Process	Activity 1: LECTURE Use transparencies to explain the designated seating and jobs . Activity 2: ROLE PLAY Arrange student desks or have students sit on the floor to role play seating arrangements, serving, and passing paper plates. Activity 3: TABLE POSTER With 9x12 or 12x18 construction paper, make a scale model poster of one table set up with 12 place settings and designated seating. Activity 4: DINING HALL POSTER Divide into groups of 4. Use 18x24 construction paper to make a scale model poster of the dining room and tables set to seat all students, counselors, staff, and visitors. Use the mini-stickers or other symbols explained by a legend to illustrate seating and passing of dishes. Activity 5: DISPLAY Display finished posters in classroom and/or take them to Cispus to display in the dorms or the dining room.

SOUP'S ON Duty Roster

Host:

1-Before the meal, choose a guest to sit across from you during mealtime.

2-Take your place at the end of the table close to the kitchen, so that the kitchen will be on your left.

3-Aid in seating late-comers by raising one hand and showing, with extended fingers, the number of empty places left at your table.

4-Pass food to your guest, who serves him/herself, and then passes the dish down the table. The host is the last one at the table to be served.

5-Refill dishes by giving directions to the Jump-Up.

6-Clean-up by scraping and stacking all the dirty dishes and sending the plates to the dishroom immediately.

Jump-Up:

1- Sit beside the Host

2- Follow the Host's directions to bring food from the kitchen.

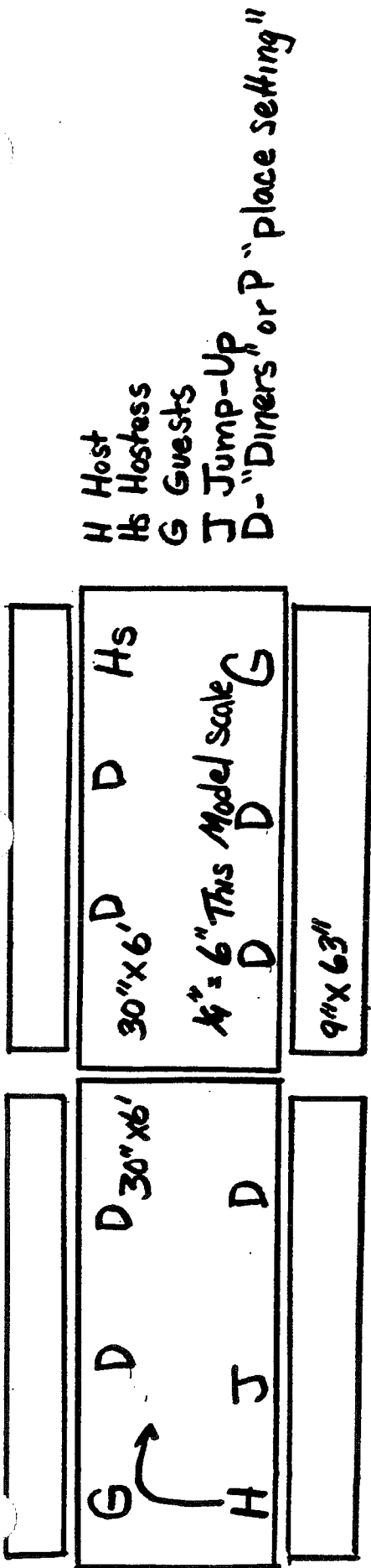
3-Get scraping can and spatula from clean-up counter and take scraped dishes to the dishroom.

Hostess:

1- Before the meal, choose a guest to sit directly across the table from you.

2- Take the place at the far end of the table, on the side opposite from the Host. The windows will be on your left.

3-Start the meal by taking the "first bite" after everyone at the table has been served.



Sample Dining Hall Diagram

