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| Mount Rainier National Park  sb-arrowhead.gifSister Mountain Project | |
| **Mountain Manners** | |
| **Overview** | Children are naturally curious about the mountain environment. They should be encouraged to explore the mountain, while having respect for living things and their habitats. In this activity students will develop a set of guidelines for exploring and enjoying Mount Rainier. |
| **Grade Level** | 5-12 |
| **Objectives** | * Students will express appropriate ways to treat living and non- living things, and how to behave responsibly in a National Park. * Students will express their own rules for proper manners when exploring the outdoors. |
| **Setting** | Major Park trailheads, visitor centers, or parking lots-anywhere students can directly observe park visitors. |
| **Timeframe** | Preperation-10 minutes  Activity-50 minutes |
| **Materials** | * Writing paper * Pencils * White boards * Markers * Copy of the story *the Lorax* by Dr. Suess |
| **Vocabulary** | Ethics, Leave No Trace, Responsibility |
| **Standards** | 6-8 INQA —Question— Scientific [*inquiry*](http://standards.ospi.k12.wa.us/GlossaryPopup.aspx?subject=10&word='Inquiry') involves asking and answering [*question*](http://standards.ospi.k12.wa.us/GlossaryPopup.aspx?subject=10&word='Question')*s* and comparing the answer with what scientists already know about the world.  6-8 INQH —Intellectual Honestly— [*Science*](http://standards.ospi.k12.wa.us/GlossaryPopup.aspx?subject=10&word='Science') advances through openness to new [*idea*](http://standards.ospi.k12.wa.us/GlossaryPopup.aspx?subject=10&word='Idea')*s*, honesty, and legitimate [*skepticism*](http://standards.ospi.k12.wa.us/GlossaryPopup.aspx?subject=10&word='Skepticism'). Asking thoughtful *questions*, querying other scientists' explanations, and evaluating one's own thinking in response to the *ideas* of others are abilities of scientific *inquiry*.  6-8 INQI —*Consider* Ethics— Scientists and engineers have ethical codes governing animal *experiments*, research in natural [*ecosystem*](http://standards.ospi.k12.wa.us/GlossaryPopup.aspx?subject=10&word='Ecosystem')*s*, and studies that involve human subjects.  6-8 APPG The benefits of science and technology are not available to all the people in the world.  6-8 APPH People in all [*culture*](http://standards.ospi.k12.wa.us/GlossaryPopup.aspx?subject=10&word='Culture')*s* have made and continue to make contributions to society through *science* and *technology*.  6-8 LS2E [*Investigation*](http://standards.ospi.k12.wa.us/GlossaryPopup.aspx?subject=10&word='Investigation')*s* of *environmental* issues should uncover *factors* causing the problem and relevant scientific [*concept*](http://standards.ospi.k12.wa.us/GlossaryPopup.aspx?subject=10&word='Concept')*s* and findings that may inform an *analysis* of different ways to address the issue. |
| **Background** | This activity helps to set the stage for students to explore Mount Rainier National Park while respecting the living, and non-living things they find here. Students should come away from this activity with an understanding that leisure and recreational pursuits can have an impact on Mount Rainier's fragile ecosystems. |
| **Procedure** | 1. Go to the Paradise, Longmire, Ohanapecosh, or Sunrise area. Ask students to take about 5 minutes to make some observations about how people are using the park. 2. Gather students back into one group and ask them to think for a minute what this Park might look like if there were no rules. 3. After a brief group discussion on this topic pass out a piece of paper to each group of students (2 per group). Ask each group to write down some rules, or guidelines that that they think would make sense for learning outdoors. Here are some examples:  * Stay on marked trails * Always think of safety-for yourself and others. * Be careful not to litter * Pick up any litter left by others. * Don’t carve or draw on trees, rocks, or property. * Show respect for all living things. * Be careful with fire. * Leave an area in the same condition as, or better than, when you got there.  1. Write down the rules and guidelines the groups came up with on the whiteboard. 2. Read the story *the Lorax*. Read it slowly, showing them the pictures in the book. It is preferable to learn the story yourself and retell it to students in a shorter and simpler form. 3. After reading the story, ask the following questions:  * How did the story make you feel? * How do you think the Lorax felt at different times in the story? * Why did the Onceler tried to take all the truffula trees? * What were some of the result of the Onceler's greed? * Do you think the Lorax gave the Onceler good advice?  1. Discuss what natural objects students would like to collect in the Park. Have them generate a list for the whiteboard. Go over the list with the students, discussing what might be all right to collect and what should be left in nature. Tell them that even picking flowers is usually not necessary because the flowers can be enjoyed right where they are. Explain how each fallen leaf and rock is part of the habitat of living things. And while one thing may not be missed, if everyone in the class took one, it could make a big difference. 2. Have the group take a look at the rules and guidelines they generated in step 4, and ask them if there are any rules they would add or change? 3. Ask each group of students to pick one of the rules the class has agreed upon. Each group will now have 10 minutes to prepare a skit to perform to the rest of the class to teach to this rule or guideline. Have the other groups in the class call out the rule that each group is performing. This activity can be made into a friendly competition where the group that gets the most correct responses receives an award such as a junior ranger patch. |
| **Suggested Assessment** | * Before going back out into the park for other activities, review the rules and guidelines the class came up with. Assess their behavior on the trip in light of their own rules. * Have students create similar “guidelines” for their environmental behavior at school. Encourage the students to word some of them positively, using “Do’s” as well as “Don’ts.” * Have students write a point of view paper stating why using photography might be a better way to chronicle outdoor experiences and items as opposed to collecting things. |
| **Adaptations** | Have students create their own short story in the style of the Lorax. Students can either make movies, plays, or puppet shows to teach to their own cautionary tale. |
| **Extensions** | Have students complete the activity: ***Enviro-Ethics.*** |
| **References/ Resources** | *Project Learning Tree: Pre K-8 Environmental Education Activity Guide*. Washington, D.C.: American Forest Foundation Center for Environmental Learning, 2009. Print  *Project WILD: K-12 Curriculum & Activity Guide*. Houston, TX: Project WILD National  Office, 2008. Print |