



Mountain Workshop Manual

2014



Mountain Workshop Manual -Table of Contents

How to use this manual..... 3

What are Mountain Workshops? 3

Ensuring Success4

Partner Organizations.....4-5

Job Descriptions.....6

Typical Mountain Workshop.....7-9

Mountain Workshop Sample Trip Sheet.....10

Mountain Workshop EAP.....11

Mountain Workshop Partners.....12-16

Age Groups Breakdown 17-19

Diversity & Inclusion.....20-21

Teaching Techniques.....22

Group Management.....23-26

Curriculum.....27-39

Games40-43

Mountain Workshops outside of the Program Center...44-45

Mountain Workshops on the Website

How to use this manual

This manual is designed to be used as a guide and a resource for Staff and Volunteers working with youth in our Mountain Workshop partnership programs. Introducing youth to the outdoors is a fun and rewarding experience and this manual will act as a resource for curriculum and activities that we do during our Mountain Workshops.

What are Mountain Workshops?

Our Mountain Workshops are outdoor programs we run in partnership with youth serving agencies. Our goal is to develop a customized series of programs for each partnering agency that meets the needs of their program. By partnering with these agencies, we are able to reach significantly more youth than we would if we relied solely on programs that have individual enrollment. By offering multi-part programs, we have an opportunity to build a trusting relationship with the youth participants, and to help them develop a comfort with being outdoors.

Each Mountain Workshop is typically a single day experience designed to expose youth to the outdoors. They are designed in collaboration with the partner agency. The day is split into 1/2 hour to one hour blocks depending on the group and the activities are tailored to what the group's needs and goals are.

The Mountaineers is a volunteer run organization and 90% of our youth programs are instructed by volunteers. *We give participants the opportunity to learn basic wilderness skills so they can go out and recreate in the outdoors with the family, peers, and friends. By providing each participant with a safe environment to learn new skills, we empower them to go out and experience the outdoors for themselves.*

How do I start Mountain Workshops at my branch?

Mountain Workshops are great opportunities for Mountaineers Volunteers to partner with local youth-serving agencies and get kids outside. Many youth-serving agencies *want* to provide outdoor adventures for their kids, but don't have the skills or equipment to do so. That's where The Mountaineers can play a meaningful role in our communities. To get started at your branch, you will need a committed group of volunteers, and a connection with a youth agency you'd like to pilot your program with. Once those things are in place, contact our Youth Education Manager to get started!



Ensuring success during a program for both participants and group leaders

Make the program fun (and safe!)

Explain technical systems to youth (climbing, chains, noise)

Empower youth to learn (tie knots, teach, belay)

Give leaders opportunities to participate (keep them engaged)

Check in with leaders (explain their role, and support)

Have group leaders split groups up beforehand

Partner Organizations

Our Mountain Workshops are programs we run with other youth serving agencies in Western Washington. It's important to create a strong lasting relationship with all of the groups that come to our programs. Here are some tips and tricks for a successful partnership

Working with our partner agencies

- Recognize many of these youth have never had the opportunity to climb, or have the transportation to leave city limit, have never been in snow before, so explain the basics: safety, snow conditions, wild life, etc.
- Explain what the noises they are hearing are, and why they aren't dangerous : ie the chains in the indoor climbing wall make a lot of noise and scare kids, ropes moving over holds and bolts do the same thing
- Language barriers—sometimes it takes longer to explain things to youth when English is not the first language — but it's important to treat youth with respect, not belittle them or talk down to them. Be patient, don't yell at them because you think they don't understand them, ask questions, and be excited to build an awesome diverse community of people who are enjoying the outdoors!

Map Fund—Financial Assistance and Transportation Subsidy

Our goal with our Mountain Workshops is to provide access to the wilderness to as many youth as possible in Western Washington. We recognize that transportation and funding limits which groups are able to come to our programs, so we have a financial aid program for any group that needs it.

Tips for a Successful Partnership

Before a program

- Make sure you communicate early and often with the group leader. Provide all of the paperwork when you first contact them, and check in to make sure they understand what they need when they arrive for the program.
- Remind the group one week before the program when they are arriving and leaving.
- Be organized! Make sure before the program starts you have all of the supplies ready, and group leaders and volunteers know what is on the schedule for the day.
- Make sure you have all of the information about the group *before* they arrive. This is important for both you and volunteers so you know what to expect when the group arrives.
- Set clear expectations about what your role and the chaperone's role is during the program.
- Be honest about what we can and cannot offer—don't promise a group an activity that we don't have the capacity to offer.
- Have a bad weather plan!
- Make sure groups have arranged transportation, and know how to arrange transportation

During a Program

- Small groups work best—if you have a large group of students break them into 2-3 groups (whatever instructor capacity you have—1:10 + 2 chaperones)
- Communicate with group leaders and chaperones during program—check-in with them often
- Have a good ratio of staff/volunteers/chaperones to students
 - When you don't have a good ratio, you might not be able to split the group up
 - Choose activities that will be good for large groups

Job Descriptions

Assistant Program Manager

The Assistant Program Manager is the direct supervisor for program staff, and volunteers. They organize the programs, and communicate directly with the group leaders for Mountain Workshops. They will supply program staff with the information they need to successfully run a program. They also recruit and communicate directly with all volunteers for programs. They also provide trainings for both staff and volunteers.

Program Instructor

Program staff run and manages Mountain Workshops on the day of the program. They are responsible for communicating directly with the APM, asking any questions that they have, and making sure they have the correct gear for any given program. They show up before volunteers and pull gear, and set up for the program, including climbing wall and curriculum as needed. They will give a volunteer orientation at the beginning of every program. They also collect waivers and payments on the day of. Their role is to brief and debrief the program, oversee risk management of the climbing wall and entire program, and keep volunteers engaged with youth and give volunteers valuable roles throughout the day. Program instructors also often teach curriculum or belay youth as needed.

Volunteers

Volunteers act as instructors on the day of the program. They communicate directly with the APM before any program, and work with the program staff on the day of the program. They must be a Qualified Youth Leader to volunteer more than once.

Chaperones

Chaperones are responsible for behavior management on the day of the program. We do not ask any of our program staff or volunteers to do behavior management. We rely on chaperones (teachers, parents, etc) to take youth to the bathroom, monitor lunch time, and manage any children with behavior problems. They are also responsible for any participants that show up without a waiver.

A Typical Mountain Workshop at The Mountaineers

Before you arrive to a Mountain Workshop, the APM will have sent you a trip sheet that includes all of the information that you will need for the day. Below you'll find what a typical trip sheet looks like. Please take note of what your role will be for the day, and any emergency information you will need.

When you arrive:

(If the building is already open)

Check your trip sheet to see what gear you need.

You will go to the gear closet (upstairs in the North Plaza) and grab the curriculum you need for the day. You will find all non-climbing curriculum here.

Bring gear downstairs and place in rooms where you will use these

Check the rooms that we have reserved for the day (you can always find this information on the stanchions when you first walk into the building)

Make sure there are no tables and chairs in the climbing rooms

Make sure you have the tables you need in other rooms (remove all chairs)

Make sure the room dividers are closed if you need

If you are using indoor wall

Set up stanchions

Undo daisy chains – tie knots

Take harnesses out of closet

If you are in the south plaza, make sure that no other groups are using the wall

Grab all climbing gear from the basement

Set up wall from the inside (or if you have a belayer you can lead to set up the wall)

** it's good to have the wall set up before the volunteers arrive – that way you can launch right into a volunteer training and not have to worry about set up**

Grab extra waivers and pens from the committee room

Make coffee for volunteers if you need to

When Volunteers start to arrive:

Greet them and show them where coffee and bathrooms are

Once all volunteers arrive, gather them in Goodman C (or whatever space you will be using)

Do introductions (Names + quick warm up)

Introduce the program for the day (who the group is, the schedule, and the activities)

Talk about roles for the day – if there are any volunteers that will be teaching a curriculum, make sure to check in with them to make sure they are comfortable and ready to instruct

For any volunteers you do not know – make sure to check their belaying skills and give needed feedback (Think: Would you let this person belay you? A child? If not, improve their skills)

Answer any questions folks might have

When Group Arrives

Be outside to greet them and walk them into the building

Show them where they can put their belongings and show them where the bathroom is

Check in with the Group Leader + get waivers BEFORE doing group circle

Ask if there are any injuries

Group leaders will generally let you know if there is a problem child or any concerns

Double check to see if they have already split the group up ** (If you are rotating through activities)

Circle the group up

Have volunteers introduce themselves. Emphasize that volunteers are giving their time.

Brief:

Schedule for day

Bathroom and Water fountains (spigot if you are outside)

Courtesy around other uses,

Challenge by Choice (Comfort Zones/Finger Clasp)

Behavior Contract—5-finger Contract, Play Safe, Play Fair, Play Fully, Full Value Contract, or other quick brief.

Split the group up – either in assigned groups, or do an activity to split them into groups

Tell each group what their rotation will be and where the activities will be

If you are just rock climbing

After circle – go right into climbing safety talk

Answer any questions and then jump right into climbing

Ask Group Leader to decide who will go first

Allow every child who wants to climb to go at least once before starting second rotation

At the end of the program

Debrief (quick): One Word Whip; Rock, Stick, Leaf; Rose, Bud, Thorn; Transference Talk

Check in with volunteers + debrief any issues

Clean up + make sure all gear goes where it needs to go

For Mountains Workshops Off site:

When you arrive to Program Center

Grab all of the gear that you will need for the day

If you are climbing make sure to grab more helmets than you think you will need

Consult your trip sheet to see how many of each piece of gear you will need

Grab extra waivers + pen

Make sure you have EAP, Trip Sheet, and first aid kit (these will be placed down stairs in the basement)

Double check to see who the On Call person is for the day and have their cell phone number in your phone

Make sure you have the parking pass you need

Fill a water jug to bring with you

Grab extra rain jackets

When volunteers arrive

Double check that everyone has the gear they need (appropriate footwear, etc)

Arrange carpools and drive to site

For any volunteers who are meeting you at the site make sure you have their cell phone number

And make sure they have yours

When you arrive to the site

If you are climbing

Arrive early so you can set up the climbs before the group gets there

Leave at least one volunteer at the climbing site to watch the ropes

Have at least one person in the parking lot to greet the group (if it is a hike, everyone can wait in the parking lot)

When the Group arrives

Greet and do Introductions

Name games + warm up

Go over any ground rules (listed above)

For outdoor climbing: Go over ground rules in the parking lot and again when you arrive at the site

LNT/10 essentials

Sharing the space

Playing music on a hike or at a crag

Use bathrooms if they are available

At the end of the program

Debrief (quick): One Word Whip; Rock, Stick, Leaf; Rose, Bud, Thorn; Transference Talk

Introduce year-round programs and provide age-appropriate information and marketing material

Check in with volunteers + debrief any issues

Clean up + make sure all gear goes where it needs to go

Mountain Workshop Trip Sheet

Group Name: Renton Area Youth Services Spark THIS

Group Contact and Phone Number: Melissa Allen

Group Information: Spark T.H.I.S. promotes student success in school and in the community by providing one-on-one coaching, group support, and skill building opportunities for middle and high school youth, with a high quality programming standard

Date of Program: Monday, April 6

Type of program (rock climbing, stewardship, navigation, etc.): Rock climbing (indoors or outdoors)

Schedule:

Volunteers arrive: 11:30 AM

Group arrives: 12 PM

Group leaves: 2 PM

Number of youth expected: 10

Ages of youth: 13-18

Number and names of volunteers: 1 volunteer, Melinda Moree

Goals of Program: Fun

Group Management strategies that group uses: N/A

Attach EAP and Roster if this is an out-of-city program.

Youth Programs EAP

Emergency Contacts

Site: Cheasty Greenspace

Date of Program: 5/27/15, John Muir Elementary

During normal business hours: Monday-Friday 9-5 206-521-6000

After hours: Weekends– N/A

For emergencies:

1. Call 911
2. Call On Call Person – Sarah Machacek – 480-375-1710
3. Call Mountaineers Emergency number 206-521-6026

Hospitals

Swedish Hospital

5300 Tallman Ave NW, Seattle, WA 98107

206-782-2700

Law Enforcement information: Call 911

Ranger Station Information: In Seattle, N/A

Special Information: Teachers have student medical information on file

Mountain Workshop Partners

John Muir Elementary School: Emily Freeman ecfreeman@seattleschools.org Karen McHegg kjm-chegg@seattleschools.org Jackie Osborn jbosborn@seattleschools.org

Who: 5th grade classes from JMES - 3 classrooms generally 23-27 students in each class. Culturally diverse, for over 50%, English is their second language

What works: Program meets 3-4 times a year. Each trip they do something different. They love climbing, stewardship, and outdoor cooking. We always have teacher split the class into 2-3 groups, and this works really well.

What doesn't work: Trip to Camp Long - the waiver is too long for low ropes and they aren't able to get them done in time. Lack of communication/interest from teachers, and classroom visits are too short, and you have to stick with time schedule. Also the time frame we have been using

How to communicate: Early and often, and make sure to be clear with instructions and expectations. At the end of the school year, meet with teachers to talk about next year's program. Middle of August send them dates, remind them of what program they want, and get definitive answers from them. I had trouble because the teachers told me one thing, and forgot and ended up actually wanting something different. They were pretty frustrated about it.

2013-2014 Schedule

October - Trip to Camp Long for climbing and low ropes

November - Trip to classroom to show climbing gear, and go over climbing commands

December - Trip to Mountaineers for climbing, first aid, and outdoor cooking

May - Seward Park trip for LNT/10 essentials, navigation, awareness trail and stewardship with Audubon

Potential 2014-2015 Schedule

October - Trip to Camp Long for climbing, and portable elements and games (no low ropes so you don't have to do the longer paperwork)

November - Trips to classroom (stay same)

December - Trip to Mountaineers (stay same)

March - Classroom visit - 40 minute presentation about native/invasives, Eco zones etc.

May - Seward Park trip

Teachers - Emily Freeman, Karen McHegg, Jackie Osbourne

How to improve this program:

-Create easy programs for teachers to get on board with less paperwork

- Be clear with your expectations for the program and have teachers be clear with their expectations

-Understand that these teachers are very busy and the easier we make their jobs, the happier they will be

- Set dates/discuss the program for the next year towards the end of the current school year

-be aware that teachers might be checked out and you will need to recap what you discussed during the meeting at the beginning of the next school year

-Try to find 1-2 volunteers who can commit themselves to the program

- Get teachers to sign contract

- Do evaluations and thank yous

Hope Place Shelter: Teylar Greer tgreer@ugm.org Sarah Snelling: ssnelling@ugm.org

Who: Housing for previously homeless mothers and their children and recovery facility as well. They come 3-5 times a year. Sometimes they come with both moms and kids. This year they will also do a one week summer camp as well.

What works: The program generally works really well. The program leads are really interested in what we do and are consistently easy to work with. They are flexible if we need to change dates. We contact at the beginning of the season to set up dates. They also have vans, so they can drive for everything except the snow trip. We order a bus a bus for the snowshoe program.

What needs more work: We need to gather clothes, boots, warm layers, etc. Youth don't have appropriate clothes. Make sure you provide plenty of belayers for the climbing sessions.

How to communicate: Set dates at the beginning of the year, and just check in with them as the dates get close.

2013-2014 Schedule

5 outings - 4 rock climbing and 1 snowshoe/hike outing. Most of these youth have never snowshoed before so be aware of the area you go in. Make sure that it's super safe.

August 12-18 - Summer Camp

How to improve this program:

Brettler Family Place Joanna Tarr: joannat@solid-ground.org

Who: Permanent housing community run by solid ground located in Magnuson Park. We run an after school program for youth 8-12 living at Brettler.

What works: This is a completely Mountaineers program, so Solid Ground does not provide chaperones. We partner with the UW Service Learning Center for college age instructors. This works really well when you have 1:1 ratio.

What doesn't work: Youth live in Magnuson so there is no differentiation between Mountaineers and being home. Less appreciation of space. It's also very easy for them to just walk home, so if you aren't very specific about the rules they will just walk out. They are also harder to control as a group.

How to communicate: Joanna, a Solid Ground caseworker, is awesome. She makes sure youth sign up and have paperwork done. You do have to communicate with youth, set clear rules and expectation, and hold them accountable their actions. Set some non negotiables that if they break they aren't asked back to the program.

Who kids are and what they're like: Really awesome youth, but are definitely wild. Will break and destroy anything if you leave it out. Bring them first into a room that has nothing in it, before splitting into groups. They have rough backgrounds and really find comfort in stable environments. This is not a program for one time volunteers, we require people to attend a training specific to the group, and go to every program.

Training for UW volunteers: The UW students sign up online as part of a requirement for service learning. You post the "job description" on the UW expo website and they sign up. You have to do a training/ orientation for the UWs. Teach them how to belay, do a background check, background on working with these youth, and behaviour management. We've had students disclose information, so make sure to explain how to respect youth, listen, etc.

2013-2014 Schedule

3:50pm - leave to pick up youth

4:15 - return, snack, break into groups

4:50/5pm - Switch activities

5:30-5:45 - Leave to drop off

Special Consideration: Snack, we pick up/drop off kids, we don't drop them off to their parents so their waiver has to state: we recognize that youth are dropped off at Brettler and not checked in with parents, no chaperones

Bailey Gatzert Elementary School John Burns: jfburns@seattleschools.org **Eddie Lincoln** lined@seattleu.edu

Who: 3rd - 5th graders from BG come 4-5 Saturdays throughout the school year. This is a 3 way partnership with the Rotary Club of the International District. There will be at least one teacher who are the school liaisons.

What works: 3 way partnership makes it easy to get volunteers to staff the program. Having a teacher act as the sign in/sign out/bus contact makes covering liability easy. The program is relatively easy to run, just get the dates to the school ahead of time. We go into the classrooms two weeks before the program to get youth to sign up.

What doesn't work: The teachers who are the liaisons will not have decision making power. Eddie Lincoln, and the Principal are the ones who give the go ahead. Eddie can be hard to communicate with, so be consistent and make sure the teacher communicates with him.

How to communicate: Early and often, and make sure they have ordered the bus. Be direct and clear about your expectations for school involvement/how many parents and teachers they need to send, and what work they do on their end. (This is still not a Mountaineers specific program like Brettler).

2013-2014 Schedule

4 outings at The Mountaineers

1 outing : Hike/Snowshoe

Potential 2014-2015 Schedule

Trip to Camp Long

Special Considerations: We pay John a teacher stipend which is included in the grant Rotary Club gives us. We base it on whatever SPS gives, and the check gets sent directly to his house.

Working with the Rotary Club: Amy Orr amy.orr@gmail.com

Though Rotary provides volunteers, they do not come with any liability - they become Mountaineers Volunteers for this program. Consistent volunteers need to do a background check.

We've had someone (Amy) every year as the main contact. Amy has been awesome, and she gets in touch with other Rotary volunteers. They also give us a grant for the program, so we have to recognize their efforts.

Interagency High Schools: Laura Levings: levings.l@ghc.org

Who: Alternative high schools in the Seattle area that partner with other community organizations (like the YMCA). These are classrooms for youth who have failed out, are struggling to be successful, or have been removed for gang related circumstances in the traditional high school system. We do a 6 month program for a small number of their schools. We partner with Camp Long in West Seattle to do a progression program.

What works:

What doesn't work:

How to communicate:

2013-2014 Schedule

January: 1 low course at camp long

February: Rock Climbing at Mountaineers

March: Belay training at Mountaineers

April: advanced Low course

May: High course

June: Exit 38 with Mountaineers

Potential 2014-2015 Schedule

How to improve this program:

Seattle World School: Ryan Patek rjpatek@seattleschools.org

Who: Seattle World School is Seattle Public Schools' culturally and linguistically diverse school for newcomer secondary students. It is one of only a few schools in the country designed as a preliminary entry point for immigrant children in their quest for academic achievement and full participation in American society. We work with 30 of their 18-20 year olds. Much like the Interagency program, we partner with Camp Long to do a 5 month progression program. In 2014, at any given time we had 10-14 different languages spoken. This was an awesome challenge, and the youth were really great.

What works: The progression works really well! Getting them first comfortable with the idea of climbing and outdoor pursuits, and then going more into the facilitation side of outdoor ed worked well. Having translators there was definitely key.

What doesn't work: In general this program works really well. This was our first year running the program, so we are still in transition and working out the kinks. More communication with Camp Long is key, having clear roles and dates set in the contract, working with Ken so he understands roles is really important.

How to communicate:

Ryan, our school contact, was really on top of things. An email a couple of weeks ahead of time to check in works well, and he usually already has all of the details worked out. Communicate often with Ken and make sure you both have roles and responsibilities clearly worked out in your contract.

2013-2014 Schedule

February - Mountaineers climbing day

March - Mountaineers belay day

April - Low challenge at Camp Long

May- Advance lows and Mt. Challenger at Camp Long

June - climbing outside at Mountaineers

Potential 2014-2015 Schedule

How to improve this program:

Consejo Counseling : Samantha Valle: svalle@consejocounseling.org or **Oscar Villagomez** ovillago-mez@consejocounseling.org

Who: Consejo is an award-winning agency that has provided over 30 years of culturally-competent services to growing yet underserved Latino communities with a focus on families with children. We work with a variety of their groups and counselors to provide meaningful rock climbing experiences to their youth. They range from dealing with drug addiction to dealing with gang violence and more.

Current Program: Currently we rock climb and kayak with a couple of groups from Consejo. They don't have a defined progression program, but often will come 2 weeks in a row to climb and then learn how to belay. We really stress goal setting, explaining safety, and being positive role models with this group.

What works: One of their counselors, Samantha Valle, is really good at framing climbing for the group. She

stresses goal setting. We ask the youth what their goals are for climbing and she relates it back to their lives. Samantha is not always there, but the other counselors have provided similar guidance for the youth.

What doesn't work: They are coming from South Park, so be prepared for a late arrival. Also make sure that the group leader knows that during rush hour it can take more than an hour to get to our program center. This might help them decide their arrival and departure time.

How to communicate/ how often: A reminder 2 weeks before the program suffices. Just try to confirm numbers, invoice, and if they have the waiver.

More to be completed.

Working with Different Age Groups

The age of Mountain Workshop participants varies from kindergarteners to Millennials (18-26). It's important to change your teaching style or interaction with youth depending on their age. Here are some basic age group characteristics from _____.

Characteristics of 6-8 year olds:

Physical:

- Are mastering physical skills. Have better control over large muscles than small muscles.

Social:

- Are becoming more aware of peers and their opinions and are beginning to better observe other people.
- Are beginning to experience empathy for others, but still learning about and wrapped up in self.
- Are still family oriented.

Emotional:

- Seek parental approval but are becoming emotionally steadier and freer from parents.
- Tend to behave in ways to avoid punishment.

Intellectual:

- Generalize from own experiences and are more interested in process than product.
- Base their thinking in reality and accuracy.
- Are learning to sort things into categories and arrange in a series.
- Handle only one mental operation at a time.

Environmental education activities for this age group should focus on building knowledge about the natural environment. Lessons that incorporate utilizing the five senses, provide opportunities for collecting and sorting of seeds and allow for the development of cause and effect relationships, such as the relationship of plants to water and sunlight, will provide the learner with stimulating activities that will allow them to achieve success.

Characteristics of 9-11 year olds:

Physical:

- Are quite active with boundless energy.
- Are maturing at different rates between the sexes. Girls will be maturing faster than boys and some may be entering puberty.
- Are increasing in manual dexterity, small muscle coordination.

Social:

- Generally see adults and authority.
- Feel loyalty to group, club, gang. Enjoy code language and passwords.
- Identify with same sex group. May prefer to be with members of the same sex.
- Prefer working in groups in cooperative activities.
- Expand and use reasoning skills to solve problems, negotiate and compromise with peers.

Emotional:

- View right behavior as "obeying" rules set by those in power.
- Accept parent/family beliefs.
- Admire and imitate older boys and girls
- Are developing decision-making skills.
- Are beginning to question parental authority.
- Need involvement with a caring adult.

Intellectual:

- Have increased attention span, but have many interests which change rapidly.
- Are beginning to think logically and symbolically. Still prefer concrete ideas.
- Are learning to use good judgment.
- Judge ideas in absolutes; right or wrong, fabulous or disgusting, etc. Do not tolerate much middle ground.
- Want to use their skills to explore and investigate the world.

Activities dealing with the value of the natural world can easily be understood by 9 to 11 year olds. Experiences that incorporate physical activity along with opportunities to explore and investigate the world are very appropriate for this age group. Pond studies and insect catch and release programs are favorites, by allowing students to see the importance of all members of the ecosystem. Students begin to understand the role that member of the ecosystem plays, therefore insects, arachnids and reptiles are no longer good or bad in their eyes, but valued for their uniqueness and contributions.

Characteristics of 12-14 year olds:

Physical:

- Exhibit a wide range of sexual maturity and growth patterns between genders within gender groups.
- Experience rapid changes in physical appearance.

Social:

- Are interested in activities involving the opposite sex; learning to live with opposite sex.
- Are looking more to peers than parents. Seek peer recognition.
- Seek acceptance and trust.
- Tend to reject ready-made solutions from adults in favor of their own.
- Question authority and family values.

Emotional:

- Compare themselves to others.
- Are concerned about physical development and emerging sexuality.
- Are concerned about social graces, grooming and being liked by friends.
- Abandon view of parents as all powerful.
- Strive for independence, yet want and need parents help.
- Need information for making decisions.
- Seek privacy from parents/adults.
- Want to be part of something important.

Intellectual:

- Find justice and equality to be important issues.
- Think abstractly and hypothetically.
- Are developing skills in the use of logic. Can understand cause and effect.
- Can solve problems that have more than one variable.
- Can imagine consequences.
- Are ready for in-depth, long-term experiences.
- Challenge assumptions.
- Want to explore the world beyond their own community.
- Are curious about the environment.

Youth ages 12 to 14 would thrive in curriculum activities that focus on developing attitudes about the natural world. Looking at community environmental issues and defining their feelings about those issues through research and investigation provides youth to challenge assumptions and redefine their beliefs based on real life experiences.

Characteristics of 15-18 year olds:

Physical:

- Are concerned about body image.
- Exhibit smaller range in size and maturity among peers.

Social:

- Make commitments.
- Can commit to follow through with service.
- See adults as fallible.
- Desire respect.
- Are apt to reject goals set by others.
- Want adult leadership roles.

Emotional:

- Desire respect.
- Are beginning to accept and enjoy their own uniqueness, but still seek status and approval of peer group.
- Look for confidence of others in their decisions.
- Develop their own set of values and beliefs
- Take on multiple roles.
- Gain autonomy.
- Are introspective.
- Take fewer risks.
- Can initiate and carry out their own tasks without the supervision of others.
- Search for career possibilities.
- Desire a role in determining what happens in their world.

Intellectual:

- Are mastering abstract thinking. Can imagine impact of present behavior on the future.
- Can consider many perspectives and a given issue.
- Develop theories to explain how things happen.
- Create new possibilities from information.

Fifteen to 18 year olds are ready for authentic experiences in the environment that foster commitment and skill development to protect and improve the environment. Service learning, teaching others and authentic leadership roles around the environment provide 15 to 18 year olds with opportunities to impact their world and challenge others to do the same.

The selection of age appropriate activities for young people will provide them with a positive learning environment that will support their interests and provide a solid foundation for further investigation and research.

Groff, J. Training Trainers to Teach. Raleigh, North Carolina: North Carolina State University.

Diversity and Inclusion

Our youth program serves youth all over the Puget Sound region, and many come from diverse racial and ethnic backgrounds and from families from various economic levels. Because The Mountaineers is dedicated to access to the outdoors for all people, many of our youth programs work with underserved youth receiving financial assistance for our programs, and many of these youth come from traumatic backgrounds. These next pages will give you tips and tricks to working with our youth successfully, even if you do not come from these backgrounds.

Definitions:

Youth: People aged 0-18 years. I use “youth,” “child,” and “student” interchangeably. At The Mountaineers, we work with people ages 4-25 in our youth programs.

Underserved Youth: Youth who historically have inadequate access to basic resources such as quality food, water, housing, and education. This includes youth of color and low-income youth.

Youth from Traumatic Backgrounds: Youth who have experienced one or more Adverse Childhood Experiences (see resources below), such as emotional, physical, or sexual abuse, neglect, a parent with a mental illness, loss, or grief.

How do we work with Underserved Youth and Youth from Traumatic Backgrounds if we’re not from these groups? If we don’t come from the same background as the youth we work with, we can still have tremendous, positive impact on the work we do with these youth!

Tips for working with youth who come from different backgrounds than you:

Get to know their name. It’s ok to not remember a person’s name, and ask for it as many times as you need to. If you’re embarrassed, say so. “I’m sorry, I’m so embarrassed, I know you’ve told me your name ten times! But can you tell me one more time? I really want to get it right!” Pronunciation *is* important; repeat an unfamiliar name back to the child until they say you’ve got it right. They may laugh at you – that’s ok! It’s important that they know that their name is important to you.

Refrain from physical touch. Many children are uncomfortable with physical touch when they don’t know someone that well, even if it seems harmless, like a light hand on the shoulder or a ruffle of the child’s hair. Avoid physical touch, and use your words to connect with a child instead. For example, instead of hugging a child that has just come down from the climbing wall, tell them, “That was amazing! I’m so proud of you for finishing that climb!” A touch that is always celebratory and appropriate is a high five. If a student initiates touch with you, like hugging you for belaying them, it’s definitely ok to hug them back!

When getting to know the youth, focus on the activity you’re working on, or on play. Getting to know a child is an important part of being a positive role model for them, so ask them lots of questions, and tell them about yourself! Because it’s hard to reveal more personal parts of their lives to near strangers, focus first on asking questions about the activity you’re doing, like “Have you ever rock climbed before?” or “How was that climb for you?” “Did you feel supported?” “How do you like to feel supported while I’m belaying you? Can I cheer you on?” More personal questions can be painful for youth, like “What part of Seattle do you live in?” if the child is homeless, or “Do you like to go outdoors with your family?” if they are part of the foster system. But if you focus on the activities that you’re completing together, you are still building trust and getting to know the child without bringing up personal subjects. Also, quick, silly games are also always appropriate ways to get to know a child! If you want ideas for games, ask the Education Department staff.

Be open, and avoid judgment. When a child does open up to you about something personal, it is because they have begun to trust you. Be open to what they have to say, even if it is surprising to you, and be mindful to withhold your initial judgment. It is human to judge other people, but if a student opens up to you about their son or daughter, an abuse situation, or being homeless, it’s important to show that you’re listening and empathetic. If you find yourself in a place of non-judgment, you can ask questions, like “How do you work through that?” or “What’s that like?” Another approach you can use is “I haven’t been through that experience myself, but I feel for you and let me know how I can support you today.”

Don't make promises that you can't fulfill. If you find yourself wanting to say "You can climb with me next" or "We can definitely climb this route right after Kenji finishes climbing it," notice that you're about to make a promise that you may not be able to fulfill, which can break trust between an adult and a child. Say instead, "I'll try to climb with you next, but Mika is in line before you, so I may be climbing with her" or "We'll try to climb this route next, but it looks like John may want to climb it to, so you may have to wait a bit longer." Avoiding promises and instead telling youth that you hear what they want and you'll try to fulfill their wishes both shows that you care and builds trust with them.

Avoid swearing, sarcasm, and playful teasing. Many youth do not understand sarcasm or teasing as friendly senses of humor, even though many adults use it to form relationships with one another. Be mindful of saying exactly what you want to say and avoid saying the exact opposite, even in a friendly or "clearly sarcastic" tone. What is an obvious tone to you may not be an obvious tone to a child, and sarcasm or teasing are often taken seriously for young people.

Talk to youth like they're your equals. Youth are more successful if you use similar tones with them that you'd use with an adult. It's ok to still state boundaries and consequences, but using an adult tone helps the student know that you still respect them, even if they aren't acting the way you'd like them to. If a student is being unsafe, it's still ok to tell them what to do differently, or if they're insulting another student, it's ok to tell them that what they said is not ok, and to ask for an apology for that student.

Stay calm if a child is experiencing trauma. If a child is stuck on the rock wall or is upset on the ground, the best thing you can do is to make sure that you're breathing and keeping your face and voice calm for them. Tell them that they're safe (even if it does not seem related to physical safety), and tell them that you, or someone else, are going to help them. Remind them that they are safe frequently to calm them down. Get a staff member for support.

Have an attitude of working in solidarity with these youth, not as if you're helping them, giving charity, or doing a favor for them by being there. Charity looks like this: "I am here because you are worse off than me, and I feel sorry for you and want to help change that for you! I have already overcome challenges and experienced these things, so you are here to learn from me." Solidarity looks like this: "I am here because not all youth are given the same resources, and I believe that we all are worse off until all people are given access to the same resources. You and I are in this together, enjoying the outdoors together and experiencing challenges and overcoming challenges together. You have unfamiliar experiences and I can learn from you, and I have unfamiliar experiences and you can learn from me."

Be forgiving of yourself. These are a lot of guidelines, and you, volunteers, and staff will certainly not get these right all of the time! Be forgiving of yourself and others, ask for support and feedback if you have questions about your interactions with youth, and offer support and feedback to others. We are all working on connecting with youth!

More Resources:

If you're interested in learning more about Diversity and Inclusion in general, ask staff from the Education Department, and read these resources:

Introduction to the concept of White Privilege: <https://www.isr.umich.edu/home/diversity/resources/white-privilege.pdf>

Every human has implicit biases. Learn about them at Project Implicit: <https://implicit.harvard.edu/implicit/takeatest.html>

If you identify as part of the white middle class, then your culture is so engrained in American culture that it is sometimes difficult to identify. Learn more about the Elements of White Middle Class Culture: <http://www.stevebozzone.com/wp-content/uploads/2011/11/Elements-of-White-Middle-Class-Dominant-Culture.pdf>

Adverse Childhood Experience Study: <http://www.cdc.gov/violenceprevention/acestudy/>; <http://acestoohigh.com/>

Teaching Techniques

- Feed their eyes. Use props. Hold things up.
- Break skills down into small, achievable steps.
- Number the steps: say “There are three things we are going to do next”
- Praising kids at the end, when they’ve completed the entire task, is not enough. They need positive feedback from us as they master steps along the way.
- The more specific the praise, the better. “Good job, you’re doing great!” is not as effective as “You’re waiting to pull until everybody gets to where you are; that’s really patient; thanks for hanging in there for us” (Describe it, Label it, Praise it)
- Use repetition. Say key things in different ways so that they are said more than once.
- Say key things in different ways so kids can hear them more than once.
- Demonstrating is better than talking. Try to *show* as much as possible.
- Show not only what to do but also what *not* to do. Do this with a positive tone. “When you are holding the paper, it won’t look like this, because then it’s facing the wrong way; it will look like this, the way I’m holding it now”
- Involve others in your teaching. Get another kid up in front so that they are demonstrating with you. Show the ones up front how to do it in the course of showing everyone and you will find that the attention of the entire group goes up.
- As they do steps, have them stop and show you and/or teach each other what they’ve done so that you can make sure everyone is OK and to celebrate success and build confidence as you go along.
- Motivate and personalize the learning process by telling kids how and where *you* learned what you are teaching them.
- Try to make what you are teaching special or unique. For example, if true, you can say that most people don’t know how to do it, which makes it more motivating for kids to learn.
- Help kids deal with imperfection by telling them in advance, if true, that when you learned how to do this, it didn’t come out perfectly the first few times. Tell them what you did to learn to do it better.
- When a step does not have to be done perfectly, tell them.
- During teaching, we are constantly telling people what to do. **Always say please.** Always say thank you. Being respectful builds a better learning relationship.
- ASK QUESTIONS! The more questions, the better teaching. Say “What do you think is the best way to do this?”

Behavior Management

Warm-up reflection: Think back to a time when you felt truly frustrated, either as an adult working with a child or as a child when an adult was trying to get you to do something. What were the events or comments that brought you to that point of frustration? How did you resolve the issue (if it was resolved)?

Biggest thing to keep in mind: CONSISTENCY

Why is it important to be consistent?

In what ways do you need to be consistent? (Consequences, setting expectations, tone, equal treatment of youth, reviewing expectations, etc.)

Why is it hard sometimes to be consistent? (Transition to neuroscience piece...)

A little lesson in neuroscience: flipping your lid

Make a fist with your hand:

Wrist = spinal cord, carrying messages to the rest of your body

Bottom of palm = brainstem, which connects to the spinal cord and regulates instinctive behavior and involuntary functions

Thumb = midbrain where our emotions and memories are created and processed. It also is the location of our fight or flight reflexes

Back of the hand and fingers = cerebral cortex/prefrontal cortex, this is our higher order thinking that allows us to be logical, empathetic, problem solve, etc.

When someone is triggered and something causes them to become angry, scared, stressed out, the “flip their lid” and there is not a strong connection between their midbrain and their prefrontal cortex

For kids: reasoning with a child will not help because they are not acting out of a place of logic.

Instead, give them space or remove them from the stimulus of the trigger. Then once they have calmed down you can ask them about the situation and help them think through what happened and what would help things go better the second time around. Also, keep in mind that children who have been exposed to trauma have more triggers and often take longer to recover from triggers.

For adults: we can “flip our lids” too! Recognizing our triggers and practicing self-awareness actually helps us calm down. Try to be aware of your triggers and what helps you come back to a state of calm and logic.

Getting the attention of a group

Why? (sets high expectations, shows the group that what you have to say is important, spares your voice and your frustration, makes sure that everyone can hear important instructions/information)

How?

Hands up

Yo yo yo

Clap 3 times if you can hear me...

Maintaining attention: Strong Voice (which is not the same as loud voice)

Do not talk over

Demonstrate by asking a few people to talk and interrupting myself and using eye contact

Economy of Language: fewer words are stronger than more

“Look, I really just want you to do your best to pay attention if you need to move your backpack or get a drink of water I understand but I’m trying to start the lesson and I need your cooperation so please just...”

“Right now we’re focused on Isabel”

Frame directions positively instead of negatively. For example: instead of “stop tapping your pencil,” say “I need everyone to put their pencil at the top of their desk.”

Give them slips of paper with convoluted directions and have them come up with a simplified version

Do not engage (if you give a child a directive)

Instead, repeat your direction, make sure your comments are based in fact

Have them practice (Isabel will act as a camper doing an annoying behavior and they will have to redirect her despite her trying to engage)

Warm/strict balance

Think back to one of your favorite teachers from middle school or elementary school. Write down five words to describe them. Have people share back the words they used. Did the teacher have rules in the classroom? How many thought of teachers who were total pushovers?

Warm and strict are not opposite

Instead of “I care about you, but you still must serve the consequences for not following directions,” it’s “because I care about you, you must serve the consequences for not following the rules.”

Explain why you are giving a consequence

Distinguish between behavior and people

Demonstrate that consequences are temporary

“After you’re done sitting out with Erica I’m excited for you to come back and join us for swimming”

Each day is a clean slate – greet the camper every day as if there has never been an issue, try to regulate yourself and avoid holding grudges

The J Factor: if you’re excited, they are more likely to be excited (5 min)

Try not to preface something with “this will be kind of boring but stick with it...” instead, “alright, now we get to...it’s going to be awesome!”

Insert fun and competition

Example: time them against themselves for how quickly they can walk to the beach or get their sunscreen on

Tell jokes

Ask the group to share silly jokes or think of ways to make mundane things more exciting

Behavior Management Continued

Evasion

Most of the time, 90% or more of students are already doing what is expected and what is being asked of them. Sometimes a few students will behave in mildly disruptive ways just to get a response out of you. Instead of engaging with the negative behavior, you can use evasion. When you use evasion, you give attention to the positive behaviors you are trying to encourage. You focus on “pro-social” behavior rather than negative behavior.

Some examples of evasion include:

1. Giving the group positive feedback for what is going *well*, instead of acknowledging the disruptive behavior.
2. Giving a verbal statement of expectations to the *whole group*, instead of singling out the disruptive student.

Evasion often has good results. In general, those who are being disruptive want to be noticed. Since only positive and appropriate behavior is being noticed, disruptive students will often change their behaviors. By using evasion, you also avoid getting into power struggles with disruptive students.

Redirect

Sometimes an issue has not progressed to the point of needing conflict resolution; however it cannot be solved using evasion. In such cases, you can often smooth over the situation and redirect students. When you smooth over a situation, you support youth; when you follow that up with redirection, you quickly halt the unwanted behavior. To use this type of intervention, direct students’ attention to something new, or offer leadership opportunities to students with behavior issues.

Some examples of redirection include:

1. Moving students who are disrupting a tetherball game to a 4-square game.
2. Putting one of those students in charge of “rules” when a question comes up.
3. As they begin the new activity or role, reminding students what you need from them; for example, by saying, “I need you to leave the square when you out.”

When you redirect students, you often find that the issue has simply “gone away,” as the students are now happily involved in their new activities and roles.

Mediation

There are times when conflicts must be immediately and directly resolved; these are cases when students are physically or emotionally unsafe. In these cases, mediation is the intervention to use. Mediation requires adult support to resolve serious conflict between two or more parties.

Mediation can involve one or more of the following actions:

1. Having a one-to-one talk with each student to build understanding of what the conflict is about
2. Using “Mirroring” to help student feel heard and understood. Mirroring involves listening to what the student has to say, and paraphrasing it back (“I can see that you felt bad when Trey knocked the ball out of your hand....”)
3. Setting up a contract with a difficult student
4. Resolving a conflict between students through dialogue (theirs)
5. Mediating a potential resolution: students may not walk away friends, but their should be a mutual understanding of what is respectful behavior
6. Laying ground rules for the future
7. Mediation, redirection, and evasion are all appropriate techniques for dealing with behavioral issues, both on the playground and in the classroom. These three intervention techniques, when partnered with a set of effective rules and consequences, ensure a smooth recess program.

Mountain Workshops Curriculum

Our curriculum focuses on teaching basic preparedness for wilderness travel, like first aid, navigation, 10 essentials, and Leave No Trace. For our non-climbing activities, you can follow these instructions exactly, or you can use them as a guide for what we should be teaching youth. For more advanced groups, you might be able to expand on certain subjects. We also offer rock climbing and rappelling programs. *For our climbing activities we ask that you follow the procedure in the instructions, as climbing and rappelling are more technical and can be more dangerous if taught incorrectly.*

List of Activities we offer

- Rock Climbing (indoors or outdoors, weather-dependent)
- Rappelling (ages 10+; must be combined with Rock Climbing)
- Belaying (ages 13+; must be combined with Rock Climbing)
- Navigation
- First Aid
- Outdoor Cooking
- Leave No Trace & 10 Essentials
- Outdoor Photography
- Wilderness Survival
- Stewardship (may be up to 2 hours for groups ages 10+)

Mountain Workshops Curriculum

First Aid Sample Curriculum

- Introduce instructors
- Discuss why it's important to have a first aid kit
- Emphasize seeking help and not putting themselves in danger to help another
- Have kids guess what might go in to a basic first aid kit
- Unveil spread of basic & more advanced first aid supplies
- Talk about how to approach someone who is hurt
- Talk about what you are and are not able to do (do not do more than you are trained)
- Explain what it means to stabilize, and why it's a good idea
- Discuss types of outings where you would bring larger or smaller first aid kits
- Discuss/show some cool wilderness techniques (i.e. make a sling with a jacket, use clothing/backpacks to splint/stabilize, taping fingers together)
- Have kids assemble their own kits (make sure they write their names on them!)

Tips for teaching first aid to older youth (11+)

- Explain ways to stop bleeding
- Pair up and give scenarios that the youth have to figure out what is wrong and how to help

Tips for teaching First Aid to younger youth (5-10)

- What are some things that could happen when you're outside, away from home?
- What if there are no nurses or doctors around to help?
- Demonstrate uses for moleskin

Fun game for when folks are drifting off:

- Medic tag—Have one person be it, one person be the medic, everyone else runs away from tagger.
- The tagger tags different body parts (arms and legs only) and when someone gets tagged they "lose" that body part until they have lost both arms and legs. The medic can come around and save anyone who still has at least one body part left. They tag the part the person gets back. You are out once you lose all body parts.

Mix and match these activities depending on the age and experience of your group.

Measure breathing and/or pulse rate

Count number of breaths/heartbeats in 30 seconds and multiply by 2 to get rates

Normal resting breathing rate: 20 to 30 breaths/min, normal resting heart rate: 60 to 100 beats/min

Have kids get up and run around room and measure rates again afterward—did they increase? Why?

Band-aids

Pretty self-explanatory

Explain how band-aids protect the wound from dirt, etc.

Gauze covering wound

For big scrapes and shallow cuts, too big to be covered by a band-aid

Put gauze over wound, tape down edges w/ medical tape (or masking tape)



Pressure dressings

For deeper/more serious cuts, use pressure to stop bleeding

Create pressure by putting folded-up gauze pad or rolled-up roller gauze over injury and wrapping with another roller gauze



Moleskin

Stop and tell a counselor as soon as you feel “hot spots” as they develop into blisters

For hot spots, apply moleskin all over area, trimming to shape and round the corners

For already-formed blisters, build up several layers of moleskin with a hole in the middle for the blister to fit in. This reduces pressure/rubbing on the blister and eases pain.

Basics of splints

Use for broken bones mostly

Pressure feels good on splints

Common position of someone w/ a broken arm: splinting arm with other arm. The body’s natural reaction is to splint and apply pressure to injury.

Body splints

Finger splint

Tape injured finger to other fingers with medical (or masking) tape as a quick and simple brace



For a more comfortable brace, pad between fingers with a gauze pad



Hand splint

Put roller gauze or a triangle bandage in palm of hand to provide something to grip, then wrap with roller gauze



Legs

Brace leg with other leg

Make sure to put padding between them, then tie with triangle bandages or whatever else is available

Ankle soft splint

Use a rolled-up towel to stabilize ankle, wrap with triangle bandages or roller gauze



Mountain Workshops Curriculum

Outdoor Photography Lesson Plan

- Discuss uses for outdoor photography (brainstorm with kids)
- What do they take pictures of? Why?
- What do they do with their pictures?
- What other uses are there for outdoor photographs?
- (guide books, magazines, field guides & scientific research, capture events, artistic interest...)
- What makes a good picture? (have kids brainstorm)
- Review photography tips (hand out copies, but ask for them to be returned at the end of the day)
- When artists are creating a piece, what are some things they might be trying to do? (kids brainstorm)

Examples:

show an emotion (Picasso's *Guernica* shows the tragedies of war and the suffering it inflicts upon individuals, particularly innocent civilians)

show perspective (Remington's "Friends or Foes" shows an indian on a horse looking over a hill at a European settler's village)

Study light (Monet painted the same haystacks at various times of day in different light to show how light affects how we perceive something)

study color, study shapes, study a specific subject, etc...

- Show modes & functions of the cameras (even if they think they know them)
- Students pair up & help each other.
- Each individual student chooses one subject for their project.

Options:

Color (one color or multiple colors) (i.e. A Study of Yellow at Magnuson Park)

Shape (i.e. Triangles in Nature)

Theme (could be flowers, landscapes, microhabitats, people outdoors, etc)

- Students have an hour to take pictures.
- Each student submits 3-5 photographs to be printed
- While Instructors print photos, students prepare their mounting pages
- Students mount photos to bring home

Mountain Workshops Curriculum

Leave No Trace Sample Curriculum

- Introduce instructors
- Ask participants how many have been hiking, camping, boating or on a picnic? Ask if they have a favorite place they visit and why?
- Ask if they know what it means to **leave no trace** while outdoors?
- Hand out cards. Read each principle aloud. There will be props to help demonstrate ways to follow these principles.
- Introduce “how long does it last” activity
- Hold up each item and have them guess how long it takes to decompose
- Explain what it means. Like don't use plastic water bottles, choose paper over plastic, donating old clothing rather than throwing it out, composting.
- When you're outdoors: animal six-pack ring, garbage takes a long time to decompose – makes it impossible for other people to enjoy the outdoors.
- Closing – summarize what they learned: staying safe outdoors and helping to protect the environment. Ask what they learned.

Ten Essentials Curriculum

- Explain 10 Essentials competition.
- Split kids into groups
- Give them 10 minutes to work on the activity then sit back down.
- Have the groups read off what they chose and check off answers on the white board (without showing it to them)
- Tell them who won
- Go through the 10 essentials

Pro tip: We often teach Leave No Trace and Ten Essentials together.

Mountain Workshops Curriculum

Navigation

Maps

Introduce the word Topographic while handing out topo maps to small groups of youth (4 max)

Topos = place (Latin and Geek)

Call out Topographic a few times to the kids and have them repeat it so that

Ask what colors they see on the map, and what they think that might represent

After you've gone through green (vegetation), white (areas of non-vegetation, like boulder fields, permanent snow fields, and glaciers), blue (water, either moving or still), ask them if anyone sees the brown.

Introduce Contour lines

For younger kids, contour lines represent height from sea level – you can teach them the word elevation. Point out the brown numbers on the topo map explain that that is the height in feet above sea level

If there are a lot of contour lines close together, that means that that area of land is changing elevation really quickly. Is that area steep or flat? (Steep). What kind of feature could this be in real life? (Cliffs.)

If there are contour lines really far apart, that means that there is very little elevation change. Is this area steep or flat? (Flat.) What kind of feature could this be in real life? (A wide open valley or field). This area would be great for camping.

Ask what other features they see on the map

They may mention roads, trails, X's, numbers, etc.

Give each group a set of contour cards with different features

Explain how to identify features: peaks, valleys, ridgelines, any others that they may find interesting

See if they can find

Ask the kids to find what they think is the title of the map

This is often pretty hard for groups – encourage them to look off of the map and around the edges
When they find the title, stress that this is a REAL area in Washington and that this map represents the mountains, rivers, and valleys in that area.

In their small groups (if there's time), have students:

Find point on the map where you'd have the best view point (describe the view point)

Draw the path of least resistance from South to North on your map with your finger and describe to the group what you are

Compasses

Explain parts of a compass (base, bezel, needle, direction of travel arrow)

Show how to hold a compass (against your belly button with the direction of travel pointing away from you)

Explain Red Fred in the Shed

Have group put N on the direction of travel, then put red fred in the shed

Do the same with East

Southwest

Give a random bearing

Show how to take a bearing

Have kids follow the compass course around the Mountaineers to find the puppy/monkey

Monkey/Puppy Navigation Course

Rules:

Everyone stays together!

Everyone walks... no running!

Stay on trails when there are trails to walk on

Your animal will be visible – you won't need to pick up or move anything to see your animal!

Monkey Team

338 degrees; 33 paces (Top of stairs)

296 degrees; 28 paces (Grate)

358 degrees; 26 paces (3 rocks where path turns right)

118 degrees; 34 paces (Edge of gravel)

48 degrees; 14 paces (Cross street, and sticky is in a wooden bannister)

338 degrees; 48 paces (Big globe)

Mountain Workshops Curriculum

Outdoor Cooking Curriculum

- Discuss different types of stoves and ways to cook in the front and back country
 - mention that most National Parks and Forest Land don't allow campfires
- Different types of stoves
 - pocket rockets
 - alcohol stoves
 - Propane 2 burner
 - whisper lite
- Before lighting stoves, talk about SAFETY
 - Where do you build your kitchen area, and put your stove
 - What your body position is like when you are around the stove
 - Who can be in the kitchen area
 - Using pot grips
 - How to light different stoves—and how to use a lighter
 - What to do if your stove catches on fire
- Using knives, cutting boards, and washing your hands
- Things we usually cook
 - Hot chocolate
 - s'mores
 - burritos



Mountain Workshops Curriculum

Youth Climbing Introduction

- Introduce instructors
- Challenge by Choice
 - a. Discuss the importance of setting personal goals, challenging yourself
 - b. Explain that there are lots of great goals BESIDES getting to the top
- Support for peers
 - a. Cheer your peers on, give helpful hints
 - b. Congratulate your peers on the challenges they took, whatever those challenges are
 - c. NO SARCASM – what’s funny on the ground is not funny when you’re nervous and in the air
- Safety Rules
 - A. Stay behind the yellow line until you’re invited in to climb
 - b. Never grab a bolt hanger (explain why: can cut finger, we use them for set up)
- Harness instruction
 - a. Have one kid volunteer to demo
 - b. Show leg loops, buckles, orange loop goes in the front
 - c. No low-riding harnesses – must sit above the hips
- Climbing Demo with another volunteer (especially lowering stance)
 - a. Commands – have the kids as a group altogether say “On Belay”
 - b. Follow your rope (i.e. don’t go too far off route to avoid a swing)
 - c. How to lower
- Kids put on harnesses & climb!
 - a. Hand harnesses out – all volunteers help kids put harnesses on
 - b. Have kids practice lowering for the first time before they climb above your reach

Mountain Workshops Curriculum

Rappelling

First – Rappelling is a major cause of serious injury and death in all types of climbing (mountaineering, Sport, Trad, canyoneering). This happens either because of anchor failure (less common) or human error during the rappel. HUMAN ERROR IS THE #1 CAUSE OF DEATH IN RAPPELLING. No joke.

- Most Common Errors:
 - Improperly threading the rope through the belay device
 - Rappelling off the ends of the rope
 - Human Error with harness (less likely) such as not doubling back the waste belt
- The Main Lesson
 - Review Harness, Helmet safety checks. (Before you approach an anchor station)
 - Talk about assessing the quality of the anchor (Do this as you approach an anchor station on the ground)
 - Is this a common rappel anchor? (bolts, etc) Do the bolts appear to be in good condition?
 - If a tree, is the tree alive?
 - If a rock/Boulder, is it secure? Do not Rappel off blocks.
- Placement and approach of the anchor (At the anchor station)
 - Is the anchor in a safe place? If a fall is consequential, you need to be secured.
 - If it's on the edge of a cliff, be on knees/belly if within a body length or have someone belay you to the edge
 - Clip in a personal anchor to the bolts/rap line
 - Thread the rope, and make sure you knot the ends of the rope – an overhand, figure eight, or any bulky knot is fine.
 - Remove the knot before you pull, or you're screwed.
- Safety while rappelling
 - Auto Blocks (mentioned above)
 - Fireman belays – if someone at the bottom of the rap holds the rope, they can pull it tight and the person on rappel is stopped. There should always be someone acting as fireman while the students rappel

Rappelling Continued

Safety while Rappelling continued

Leg wrap – wrap three times around your leg to go hands free (I mention this below)

Knots in the rope, hands on the brake.

- Show people how to thread the anchor through a belay device – only tube devices are safe (no Gri-gris off a reepschnur, but that won't be a problem) (Demonstrate this by putting yourself on rappel)

Before you take off your personal anchor, you should take up the slack so all your weight is resting on the rappel. This is a safety check, and could have saved the lives of many, many people who rappelled to their death.

Once you weight the rappel, double check your system – is your carabiner locked, etc?

Now take off the personal anchor (with a hand on the brake), and begin your rappel)

- Proper rappelling technique (show by rappelling a foot or so down)

A hand is always on the brake

The braking hand has the most stopping power at your waist – it's better/safer than having your brake hands between your legs

Control your speed at first by moving the rope/your hands toward your belay device (not letting rope slip through). As you get comfortable, you can start to let the rope pass through your hand.

TEACH THE LEG WRAP. If you need to stop altogether, you can wrap both ropes around your leg 3 times. The friction will hold you in place.

KEEP A HAND ON THE ROPE AT ALL TIMES.

- Once on the ground

Find secure footing, make sure that you're safe to be off rappel.

Your device may be hot from the friction

Unlock, call "off rappel", and prepare to act as the fireman for the next rappel

If you are the last person, UNTIE THE KNOTS and pull the rope.

Knots can snag, and will not go through a rappel ring

Climbing Policy and Procedure

At program Center

Anchors—4 locking carabiners (one for each bolt, 2 for powerpoint), webbing/sling/cordalette

- sliding X or figure 8 powerpoint—make sure they are SERENE

Ropes—Use ropes that are hanging by the back door to get into the back of the South Plaza. (These are cut to 35m for the outdoor wall)

- Flake the ropes to check the condition, please note if anything seems wrong and do not use ropes that are fraying or the sheath is detaching

Belaying—PBUS (Pull, Brake, Under, Slide) is the preferred method of belaying

- ATC, Gri Gri, are approved belay devices
- People must be checked off by an approved staff/volunteer before belaying our participants
- Youth who can belay also need to be checked off by approved staff/volunteer AND need to have a back up belayer

At crags

Anchors—4 locking carabiners, webbing/sling/cordalette

- sliding X or figure 8 powerpoint—make sure they are SERENE

Ropes—Use 60m ropes

- Flake the ropes to check the condition, please note if anything seems wrong and do not use ropes that are fraying or the sheath is detaching

Belaying—PBUS (Pull, Brake, Under, Slide) is the preferred method of belaying

- ATC, Gri Gri, are approved belay devices
- People must be checked off by an approved staff/volunteer before belaying our participants
- Youth who can belay also need to be checked off by approved staff/volunteer AND need to have a back up belayer

List of Activities

Here is a list of activities broken into different categories. If you are with a group of kids who looks like they are getting bored or disengaging from the activity, try to play a game with them! If kids are looking tired, try playing a low energy game, and vice versa. The initiative games are good for groups who are struggling to work together. Be careful not to choose a game that will be too challenging, or too easy for them.

Icebreakers

1. Tiny Teach— pair participants in groups of 2. Give each person an opportunity to think of something they can teach their person, and then give each team 5 minutes to teach their talent. After 5 minutes is up go around circle and have each person share what they learned.

2. Elbow Tag: Have the group break into pairs with elbows linked. There can be only two to a group. One group of two breaks apart, one becoming the chaser and one the chased. The way to escape being the chased is to link arms with a group and say the person's name when grabbing their elbow, this bounces the other person off the pair however and they become the chased.

3. Ninja—All players must start by standing in a circle facing each other with their hands in front of them. The lead player (after the first round, the lead player will be the winner of the previous round) will loudly say "Ultimate," and then everyone in the circle will say "Ninja!" as they choose a pose. Once they have chosen a pose, everyone except the lead player must stay frozen. The lead player will then try to hit another player's hand in one swift motion. They must freeze in the position they were in at the end of their attack. If they hit another player's hand, that player is out of the game for the rest of the round. The "attacked" player may move out of the way, but must re-freeze in their new position. From there, each person will take a turn going clockwise around the circle. Players may attack anybody and move anywhere they want as long as they remain frozen (unless they are attacking or being attacked). The game is over when there is only one player left! The game moves relatively quickly, but players tend to be enthusiastic about playing multiple rounds.

4. The wind blows if... - Stand in a circle. Have one person step into the center, and close the circle. Person in the middle says, the wind blows if... and says something about themselves. Whoever shares that quality has to change spots and the person in the middle moves to take a spot. Whoever didn't get a spot will go next.

Name Games

1. Warp Speed – Stand in a circle. Instructor starts with one ball (or object) and throws it to someone in the circle, saying their name before you throw it. Whoever received it says, "Thank you, (name of instructor)". They then throw it to another person in the circle, continuing the pattern until everyone has only received it once, ending with instructor. You can challenge them to go faster, add more balls, send one ball backwards, think of solutions to not drop the ball, etc.

2. Tarp Drop – Break the group into two teams and separate them with a sheet or tarp. Have one person from each team come up to the tarp facing each other. When the tarp is dropped the first person to say the others name wins and the named person joins the victor on their side. Play until everyone is on one side.

3. Dizzy Stick - Standing in the middle of a circle and holding the magic stick, one student spins around until dizzy and then must make their way to the named person and give a high five. Have them look up while they spin for mega-dizziness.

4. Bippidy Bop Bop – Stand in circle, start with instructor in the middle. Instructor (or whoever is in the middle) points at another person and gives a command – left, right, you, me. Person who was pointed at says the name of the person in the direction of the command before the person in the middle says "Bippidy bop bop ". If they don't beat the middle person then you switch, if they do then middle person continues to point. You can add other fun commands. Whoever messes up on these switches (doesn't have to be person in middle): *Banana peel* – Person who was pointed at sands up straight with hands pointed over head and people on either side become the peels and droop hands sideways. *Charlie's Angels* – Person who was pointed at points towards middle of circle, people on either side put back towards pointed person and put fingers up towards sky. *Popcorn* – Person who was pointed at has to start popping like a corn kernel

Make up your own!

List of Activities

Fun Silly Games

4. Wah Everyone stands in a circle facing each other. Then everyone extends both of their hands into the middle of the circle. Everyone says "Waaaaaaaah" and moves their fingers. Then a person will start the game by putting their hands together and saying "Wah!" while pointing to someone else in the circle. When this happens, everyone should put their hands together (throughout the whole game) pointing down in front of them. The person who is pointed at quickly puts their hands together over their head and yells "Wah!". At the same time, the people on either side of that person "chop them in half" with their hands and yell "Wah!" The person with their hands raised then yells "Wah!" and points to someone else in the circle. It is the most fun when players are really dramatic with their hands and yelling. People are out when they react too slowly, do the wrong hand signal, or forget to yell "Wah!" After someone is eliminated, the game begins a new round. At the end, only three players will remain.

5. Dead Lions: One person is the hunter and everyone else lays down on the ground as 'dead lions.' The hunter is trying to wake all the lions by making them laugh. The hunter cannot touch the lions and a lion cannot bury its face. Once roused a lion becomes a hunter as well.

6. Chief: One person leaves the circle. This person will be the guesser. The group picks one of the remaining group members to be the chief. This person will be the guide for the group. Everything the chief does the rest of the group has to do, they copy all motions, expressions, etc. The group does not want the guesser to figure out who the chief is.

7. Green Glass Door: What you can see through the green glass door is anything that has double letters in the spelling. For example, I can see grass but I can't see mud, I can't see the swamp but I can see the moor, etc.

8. Minute mysteries are short riddles that use yes and no questions to help figure out the answer. Just like the same twenty questions, minute mysteries work by using the process of elimination. Minute mysteries make great vacuum fillers on the trail, during transports, at camp, or anywhere.

Q: A man has to cross a bridge that will hold no more than 200 lbs. The bridge can only be crossed once. He weighs 190 lbs. And has three five pound bundles of medicine he needs on the other side, how does he do it in one trip?

A: He juggles them.

Q: A man walks into a bar and asks for water. The bartender points a gun at him. The man says thank you and leaves happy, why?

A: The man had the hiccups and the bartender scared him.

Q: A man is found dead in the middle of a room lying in a pool of water, how did he die?

A: He hung himself on a block of ice.

Q: A man is dead in a room with a rock. How did he die?

A: Superman. The rock is kryptonite.

Full Value Contracts

1. Hand Contract – Start with all fingers down, and group raises PINKY FINGER. Explain that this finger represents "SAFETY," as it is the smallest and most prone to getting hurt. Then raise RING FINGER - represents "COMMITMENT." – committed to helping the group have fun and stay safe. Next raise MIDDLE FINGER – it is typically held up by itself, the middle finger usually means something negative and bad. However, during this activity it means something "GOOD AND POSITIVE." Meaning: don't put yourself down and don't put others down. Next raise INDEX FINGER – which means "DIRECTION." This means you will follow directions throughout your time with the group. Last raise THUMB (like giving a "Thumbs Up") – remember that this day is about having fun! Everyone gives high fives to seal the contract.

Large Group Games

Giants Wizards and Elves – Split group up into 2 teams, designate 2 safety zones, one on each teams side, and designate a middle area. Each team then gets in a huddle and picks what they want to be as a team, a giant, a wizard or an elf. Giants put their hands up over their heads, wizards put their hands out straight in front of them wiggling their fingers, and elves make pointy ears on their head with their pointer fingers. Once the teams have decided their character they want to be, they come up to the center spot and line up face to face, then on a count of 3, everyone does whatever action their team picked. Giants beat elves, elves beat wizards and wizards beat giants, so the team that beats the winning team chases the other and tries to tag as many members on the other team as possible before they reach the safety zone. The members from the team that get tagged become a part of the other team. Repeat until all players are on one side.

Ultimate Rock paper Scissors - A great game or icebreakers for really big groups based on Darwin's theory of evolution. Everyone starts out as an egg and bounces around making egg sounds until they encounter another egg. The two eggs play rock, paper, scissors, and whoever wins becomes a chicken and the loser remains an egg. Two chickens meet, play R/P/S and the winner becomes a t-rex dinosaur. Two dinosaurs meet and the winner becomes a supreme being. The supreme being stands and sings the Supremes song "stop, in the name of love, before you break my heart" using sign language to illustrate the song. Once everyone becomes a supreme being the game is over. Modify the steps and creatures if you like, there are countless variations.

Rock Paper Scissors Champion – Explain rules of rock, paper, scissors, shoot. Group pairs up and begins to play RPS. When someone loses they must now follow the winner around and cheer them on. Winners continue on, and anytime someone loses the group become winners fans. When it gets down to two people it will be a big cheering match for the two people.

Alaskan Baseball - 1) Start with 2 teams. 2) One camper is given a throwable object, their team then forms a circle around them and that person throws the object. 3) After he/she has thrown the object then he/she goes around the circle saying everyone's name in order of the circle. Every time he makes it around the circle it counts as a run. 4) Meanwhile the other team is chasing the object. Everyone forms a line behind the first person that has gotten the object. They then pass the object between their legs until it reaches the last person, where it is then passed overhead back to the first person in line. 5) When the first person gets the object the team yells out, and the other team stops counting runs. The first person in line that retrieved the object now has a circle formed around him and he throws the object and the process reverses.

Fun Silly Games

1. Camouflage - One person is the spotter and cannot move from a stump or rock. They close their eyes and count to ten. The rest of the group runs off and hides. The hiders must be able to see the spotter. If the spotter can see someone and call them out by name they are out. Once he or she cannot see anyone they count again to nine and start another round. The other people start to run back in. Keep going with the count being one less each round. Whoever is closest at the count of one gets to be the spotter in the next game. If the spotter gets everyone they get to keep their position.

2. 2 truths and a lie—Each person thinks of 2 truths and 1 lie about themselves. One person at a time says these three things, and everyone tries to guess which is the lie. Whoever guesses correctly goes next.

3. Rock Paper Scissors baseball Set up bases as in baseball. Separate into two teams. Each team sends their first player walking from home base going opposite directions. They must walk heel to toe. When they meet they face off doing rock paper scissor. The winner keeps walking heel to toe while the other goes back to the end of the line for their team and the next person on their team begins heel to toe and continue. When a person from either team reaches home they score a point. Team with the most points win.

Full Value Contracts continued

2. Comfort Circles - A great way to front load your day. The inner circle is where you are comfortable, and is the place of the least amount of learning. The middle circle is where you are uncomfortable and challenged and is where the most learning takes place. The farthest out is where you are panicked and learn nothing. The more time you spend in the challenge zone the more your inner zone expands as you become more comfortable pushing yourself.

Non-facility initiatives

1. Steal my chicken - This is basically team red light green light. The instructor with a water bottle behind their legs. Everyone else is lined up 10-20 yards away. When Instructor turns around and says 'Steal my chicken', everyone else can run towards the bottle. Once they reach it they must get it back to the line. Each time Instructor turns back around they can take one guess of who has the bottle. If they guess correctly, entire group has to go back to starting line. If they don't, then continue with "steal my chicken" continuing to guess who has the bottle when you turn around. Make it an initiative by saying that everyone must touch the bottle.

2. Tarp flip - All the students stand on a tarp. They must flip the tarp completely over without anyone touching the ground.

3. Silent Line-ups (2 versions) – Version 1 – Have the participants line up in order of age, birthdate, who lives closest to school, etc while being completely silent.

Version 2 – Put down as many poly spots or spot markers as there are students. On a piece of paper, draw the poly spots and assign people to each spot (make sure to do this randomly, and not in terms of height or any specific characteristics.) They choose one person who can ask you if they are in the right order, and then they try to figure out the order without talking.

4. Chocolate River – Mark a start and end spot. Tell group they are in front of a giant chocolate river, and they have a certain number of marshmallows to get across. Give group 8 poly spots (or enough to for everyone but 2 or 3 people to have a spot), and tell them they have to get from start to finish using the spots. They must always have one body part touching the spot, or they lose it in the river. They must get their entire group across the river.

5. Traffic Jam - This can be a challenging one and can take a lot of time. If you have 10 kids put 11-bucket lids on the ground in a straight line. Have two lines of five facing each other with the open bucket lid in the middle. Now the line must find a way to exchange places. The only legal moves are going forward to an empty bucket lid directly in front of the person, or hopping over one person from the other line to an empty space. The solution is to make sure that each side's series of moves ends in a step forward.



Debrief Methods

1. What, so what, now what – Ask group – What happened? So what does this mean for our group? What are we going to do with that information?

2. Ownerships: Go around and have everyone share a positive ownership for something they did well. Also have them share a constructive ownership for something they could have done better and a plan for how they will improve.

3. One word whip – In a circle, the group tells the story of what happens. The first person starts the story with a sentence, and the next person continues the story until it gets the last person in the circle.

Mountain Workshop Outside of the Program Center

Some of our Mountain Workshops are run off site at local outdoor venues. These outings can include a trip to exit 38 to rock climb, a hike on the I-90 corridor and trips to parks in Seattle. These trips are an opportunity for groups to use the skills they learned with us at the program center in a wilderness setting. We still run these like a regular Mountain Workshop but there are some special considerations, like safety and group management.

Safety Hazards/Considerations

Group Management— The groups that join us on these programs are generally larger, 15-20 people. This includes both chaperones and participants. While this is a larger group, as long as you have capable volunteers and staff who can position themselves throughout the group, it's easier to manage. When you are on a hike, put someone at the front, middle and sweep. Create a common language, like "red light, yellow light, green light", when you need the group to stop. At the climbing area, make sure the group and gear is off the main path, and we are sharing ropes and rock with other people in the area.

Climbing—set a mandatory helmet zone where everyone (including adults) has to wear a helmet. Usually this area includes the crag, and 30ft on either edge of the set climbing area. This helps protect participants from rock fall, or any head and neck hazards you could run into.

Often crags are not in an area that has good space to sit, or hang out. Point out potential cliffs or dangerous areas to walk. At exit 38, for example, there are many places a person could step off a cliff or ledge.

Hikes— Make sure folks are wearing appropriate shoes, have at least one *full* water bottle, and someone in the group has snacks/lunch. Appoint someone to be the Toast Master, who stops the group at various times during the hike to make sure people drink water. (They make a toast to something, and everyone takes a couple of sips of water).

The biggest injury on hikes are usually twisted ankles or scraped knees. Tell youth to watch where they are walking, avoid stepping on roots and loose rock, and be careful walking down hill.

Make sure the group is aware of how fast they are walking. You want to stick together as much as possible, which might be a challenge for people who walk at different speeds. A tip is to have the slowest person lead the group for a leg of the hike. You don't have to do this for the whole hike, but it gives everyone the opportunity to slow down. (People often forget that the hike down and take just as much energy as the hike up). Bring an arsenal of games, and stop to play a game when kids are getting tired (camouflage, Minute Mysteries, etc.)

Mountain Workshop Outside of the Program Center

Special Considerations

Chaperones— Having an appropriate ratio of chaperones to students is especially important for these outings. Chaperones are really responsible for student behavior, and managing the group. As a facilitator/instructor you are responsible for managing the safety of the students in the activity they are doing. Chaperones should handle the bulk of any behavioral issue or group dynamic issue.

** It's also important to know that many of the chaperones do not have any more experience with the outdoors than their youth, so while they are responsible for managing the youth, they might not be able to manage themselves. Be aware that you will also be teaching them many of the skills such as going to the bathroom in the wilderness, animals, bugs, and all of the things experienced outdoors people know

Edibles—our policy is that unless you (the staff or volunteer) absolutely know what the fruit or edible is, then do not eat it. We suggest that you avoid eating anything in the wild with groups, as we don't want to encourage them to test the limits of the wilderness.

Bathrooms— There often aren't bathrooms at most of the places we go. There might be a pit toilet at the trailhead. Make sure to communicate this with you group, as most often these groups have never had to use the bathroom in the wilderness.

*Tip—bring toilet paper and hand sanitizer—also bring plastic bags so they can pack out the toilet paper.

What to bring on these outings

An emergency vehicle (additional vehicle)

Big Med Kit—Make sure it is stocked before you leave

All Medical Forms—including emergency contact information

Emergency information for site—Location

- Nearest Hospital with directions

- Cell Phone

Mountain Workshops on The Website

Each Mountain Workshop has it's own Course Template, Course Instance, Activity Template, and Activity.

To Be Completed.

