

## 2012 WinterTrek Conservation Education Program Script

### III. D. GREETINGS & INTRODUCTION

[Use PowerPoint Script if class has not seen Slideshow before fieldtrip]

Good morning & welcome to WinterTrek! I understand you've already seen the slideshow in class, but I want to let you know what to expect on the program today. My name is \_\_\_\_\_ and the reason I'm wearing a green uniform is \_\_\_\_\_. You may address me as Ranger \_\_\_\_\_. The other rangers with us today are \_\_\_\_\_. Volunteers join us on their own time, just because they love spending their day snowshoeing with you! Please let any of us know if you have questions, comments or concerns throughout the program.

#### 1. Partners

Let's recognize all the partners that make this program possible: Forest Service- land and staff, Heavenly- gondola tickets, Tahoe Heritage Foundation – snowshoes, and City of South Lake Tahoe- Explore Tahoe classroom area.

#### 2. Gondola Expectations & Safety

In a moment, ALL of you will use the restrooms, then break into Gondola groups with one adult per

Explore Tahoe Visitor Center

- A. Ranger #2 is in Explore Tahoe greeting & guiding arriving students
- B. Have students use restroom first, or wait til they gear up before gondola
- C. Collect check/cash from teacher (\$3/student; no charge for adults); give receipt to teacher
- D. Ranger #1 shows Intro Slideshow or reviews key points if class viewed slideshow in classroom; ask students if they've eaten breakfast, if not, have them eat small snack during Power Point (or in Gondola)
  1. Brief overview (Gondola, mid station, snowshoe, Gondola, bus)
  2. Safety (Gondola rules, gear, ranger sandwich, hazards)
  3. Demonstrate how to put on snowshoe
- E. Save showing gondola cable and skins for Cocoa Time at end of program
- F. Break students into Gondola Groups
  1. 1 school representative to 5-6 students; volunteer rangers cannot ride in the gondola with students alone
  2. pass out tickets to gloved hands only; check appropriate clothing of each student
- G. Distribute Scavenger Hunt to each adult
- H. Explain to each student to hold ticket in hand until scanned; then can put in pocket for souvenir
- I. Instruct chaperones to have all clothing and body parts inside gondola before doors close.

#### II. Board Gondola

- A. Review Scavenger Hunt

- B. Check that students have all their gear before disembarking at mid-station
- III. Mid-station stop
- A. Make sure Heavenly employee contacts ground station to send up empty cars in 15 minutes
  - B. Collect Scavenger Hunts from adults
  - C. Gather entire class before proceeding to vista point for discussion
  - D. One ranger leads; one ranger brings up the rear of group
  - E. One ranger does presentation; one ranger ensures students are listening and not wandering off
  - F. Presentation includes:
    1. Define and describe a “watershed” and “basin”,
    2. 3 geologic events to form Lake Tahoe basin  
(1. Faulting/Uplift/Earthquakes 2. Volcanic Activity 3. Glaciation)
    3. 3 states of matter; H<sub>2</sub>O (liquid water, solid snow, vapor clouds)
    4. Angora/Gondola Fire caused by humans; how to put out a fire  
(Soak, Stir, Feel), Forest management/Prescribed Fire
  - G. Take group photo with LT in background
  - H. Get back in gondola groups and proceed back to gondola station
  - I. Can board gondola with one/two general public (max 8 people per gondola) if empty cars haven't arrived yet
- IV. Top of the Gondola
- A. Gather entire class at top of stairs in corner, away from skiers
  - B. Direct everyone to use handrails; go down middle section slowly
  - C. Students get in two single file lines to collect snow shoes; can separate out light weight/small students at this time
  - D. Ranger unlocks storage bin with combo; begin distributing snow shoes to students and chaperones. Use all bearpaw style first.
  - E. Ranger leads students with snowshoes to open packed area to demonstrate how to put on snowshoes. Instruct adult to have students wait until all have collected.
  - F. Snow Shoe directions: How to put them on
    1. If both varieties of snow shoes distributed; each ranger will take each group separated to demonstrate bindings usage
    2. Borrow a snowshoe from student to demonstrate
    3. Buckles on outside of foot for left/right snowshoes
    4. Toe; heel; window; bindings straps; alligator clips
    5. Pinch 3 alligator clips and pull straps so only a little tail remains
    6. Slide foot under top 2 straps; make sure heel strap is behind foot not under foot; foot goes ½ way thru window
    7. Tighten to 2 red straps by pulling away from alligator clip
    8. Test with finger under straps; if your finger fits under straps—too loose—pull tighter
    9. Tighten red heel strap by pulling tail away from body
    10. Loosely tie red ends together with half knots

11. Have a ranger check first snowshoe before students put on other
- G. Demonstrate & practice how to use snowshoes
1. If you fall in the snow; how to get up
  2. Use your toe through the window for traction
  3. Lean into slope/mountain when traversing a slope
  4. Clock turn
  5. Kick turn
  6. Jump turn
  7. Don't step on yours or others snowshoes; feet apart; distance between friends
- H. General safety tips reviewed
1. Ranger sandwich
  2. Tree wells—stay clear
  3. Widow makers—stay clear
  4. Stay together as a group; don't wander off
  5. Keep gloves on at all times while snowshoeing
- I. What to look/listen for
1. Look for animal tracks; review typical tracks in area
  2. Look for bear scratches
  3. Look for habitat; dead standing trees (snags) with holes; logs
  4. Listen for birds; chickadee and nutcracker examples
  5. Reminder to be quiet and listen for animals
- J. Begin WinterTrek snowshoe adventure
1. Enforce "Ranger leads" rule for speedy students
  2. Keep a gradual pace; remind students to look for tracks & habitat
  3. Stop near large snag with animal hole/habitat; gather all students; take a breather
  4. Interp talk: discuss animal tracks found; animal habitat in the area; why we don't eat snow
  5. Continue and use sidestep to base of hill, decide if students can go uphill for lunch/ snack or go to overlook
  6. Gather students to listen to talk; strategize so the group is set for another group photo after talk
    - a. Discuss relationship with Heavenly and US Forest Service; sensitive species—American Marten determines if resort is negatively impacting site with resort (over past 7 years of studies have proven that population has remained stable or increased)
    - b. Snow and its importance discussion: snow melts—rivers—lakes--?? What are the main human uses of water? #1: irrigation, #2 Hydroelectric power, #3 Household use
    - c. Group picture (one serious, one silly)
  7. Instruct class for second half of trekking, through the trees
    - a. Single file for safety due to thick forest with overhanging trees

- b. Play “telephone” so everyone can see the bear scratch marks
  - c. Look and listen for signs of animals: be quiet in trees
- 8. Trekking thru forest
  - a. Identify bear scratch marks; tap tree; have students repeat this as they walk by “telephone” game
  - b. Identify animal tracks (marten, squirrel, mouse, coyote, bear, people) & habitat
  - c. listen for birds (chickadee, nuthatch, nutcracker)
- 9. Extra time
  - a. What coyotes do in deep snow
  - b. Type of trees around us and how to identify them
  - c. Forest management/ beetle-killed and marked trees
  - d. Do humans migrate, hibernate or adapt??
  - e. Take high energy students up hill at the end; shuffle down
- 10. Remove snow shoes
  - a. Directions: easier than putting them on; stomp feet for loose snow; untie straps; pinch alligator clip; gently pull foot out; loosen all straps for next class
  - b. Must stand and lean over snow shoes; cannot sit on bum
  - c. If student finishes early; have them assist other students
- 11. Clean off snow shoes
  - a. Turn snowshoes so they are bottom to bottom
  - b. Put heels in snow; make a “V”; gently clap shoes together
- 12. Return snowshoes to ranger
  - a. “Spoon” snow shoes; put hand in window
  - b. Follow ranger to turn in snowshoes
  - c. Wait by snow bank for whole class
  - d. One ranger stay up to put snow shoes away

V. Return to Gondola

- A. Get back into Gondola groups (ranger sandwich)
  - 1. Go back up stairs in middle; use hand rails
  - 2. Students can eat lunch in gondola if all messes cleaned up by Pole #5
  - 3. First ranger call Explore Tahoe after mid-station for cocoa

VI. Return to Explore Tahoe

- A. Unload from gondola and gather class; walk to Explore Tahoe
- B. Second ranger drop counted extra tickets at Guest Services
- C. Students take cocoa from counter and sit on floor
- D. Review learning concepts
  - 1. 3 wildlife strategies (migration, hibernation, adaptation)
  - 2. Show adapter skins, and describe adaptation
  - 3. Show bear skin, discuss TORPOR
  - 4. Show gondola cable, set up math question

- a. 21 inches = 15 lbs, 4.8 miles = ?? lbs
- 5. Answer questions, thank you, conclude: "GET OUTSIDE!"
- E. Students use restrooms; feel skins or cable (always supervised)
  - 1. Collect any borrowed gear
  - 2. Give Jr. Snow Ranger books to teacher
- VII. Return to bus
  - A. Bus should be waiting outside Explore Tahoe
  - B. Check for student belongings; check in restroom for stragglers
  - C. Walk class to bus and see them off
- VIII. Clean up Explore Tahoe
  - A. Washoe & demo snowshoes to office/lounge
  - B. Skins, borrowed gear, scavenger hunts in bins, cable in drawer
  - C. Check with ET staff to break down table, put away bins
  - D. Fill out daily log, check for needed supplies