



# INSIDE REGION FIVE

## PRAC

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### DIRECTOR'S NOTEPAD

In an ongoing effort to provide quality training opportunities for the membership, the Park Rangers Association of California and the City of Poway Community Services Department co-sponsored a training workshop on Friday, October fourth at the Lake Poway Recreational Area.

The workshop, aptly titled, "INTERPRETIVE HOW TO'S," attracted thirty-three Park Rangers from all over Southern California. Participants were treated to two morning sessions and one afternoon session, all of which dealt with a different aspect of outdoor education.

At 8:00 a.m. Bob Wohl, a State Park Ranger heading up the interpretive efforts at Torrey Pines State Reserve, delivered a high energy presentation on the "in's and out's" of working with school groups; at 10:00 a.m. Emilie Troxell and Ethan Rotman, Naturalists for the State Department of Fish and Game, ran the group ragged in an effort to demonstrate what not to do when giving nature hikes (which was followed by several group exercises from PROJECT WILD). Lunch featured local fix'ins of fresh trout and catfish, shrimp and hamburgers.

Finally, at 1:00 p.m., Dr. Steve Neudecker, Director of the Chula Vista Interpretive Center, explained to participants the role that interpretive centers have and will play in outdoor education.

In addition to the valuable information that each participant went home with, the day also provided each person the opportunity to network with one another and to give feedback on what they wanted to get out of their membership in P.R.A.C. (and from within the Region V area).

As Region V Director, I want to assure the membership that I will continue to be responsive

to you and your agency's professional needs and desires (i.e. workshops, networking, communication, organization, etc.). If you have any questions, comments, suggestions or articles for the Region V communique, please feel free to call and/or write to:

Brent Mason  
Poway Community Services Dept.  
P.O. Box 789  
Poway, CA 92064  
(619) 679-4386

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### "A.P.B."

**WANTED:** General information regarding your facility (i.e interpretive center, trail system, etc.) and/or park located within the Region V area.

**CHARGE:** Failure to share this information with your peers (Region V would like to begin featuring any one of the above in future communiqes).

**REWARD:** A visit from your peers when you least expect it. The opportunity to host a general membership meeting.

**THIS SPACE RESERVED FOR YOUR FACILITY.**

### CONTENTS

Director's Notepad.....	1
A.P.B.....	1
"Panhandlers".....	2
Project Wild.....	3-4
Space Available.....	4

## PANHANDLERS

### Activists defend right to beg

Robert Watkins conceded that he was at the downtown street corner to find money for bus fare, rather than as a forum for his freedom of expression.

But the 27-year-old unemployed laborer bluntly defended his right to seek donations from the pedestrians along B Street.

"As long as I'm not bothering anybody, there's nothing wrong with this," Watkins said. He turned to deliver another "Spare change?" request to a stranger, who declined. "See?" he said. "That doesn't cause trouble, It makes some of them feel good to help a guy down on his luck. How can that be against the law?"

The answer is expected to come soon in a San Francisco legal challenge to California's 100-year-old prohibition against panhandling.

This past week, a federal district judge there overturned the statute, ruling that it represented a form of free expression by the impoverished. Individuals, the judge said, should have the same right as organizations to solicit contributions. The decision will be appealed, setting the stage for a final determination on the constitutionality of the law.

The ruling, however, has taken on symbolic meaning - both as a step ahead for protesting First Amendment rights, and a step back in the burgeoning efforts against the influx of unruly street people in urban areas.

"As a society, what kind of message has that sent to people?" said Ron Oliver, director of the Central City Association of merchants. "Their freedom of expression is one of 'I don't want to work.' Charities are giving something back to society - these people aren't."

Betty Wheeler, director of the American Civil Liberties Union here, said freedom of speech and expression issue is a legitimate implied message about how society is dealing - or ignoring - the homeless and other dispossessed classes.

It may be uncomfortable for the public to see beggars, but the constitution does not distinguish between their right to seek contributions and the right of more mainstream charities, Wheeler said.

"The day when, 'Brother, can you spare a dime?' becomes criminalized is when our constitutional rights go," she said.

The law basically states that it is a violation to "accost other persons in a public place or any place open to the public, for the purpose of begging or soliciting alms."

The penalty ranges up to six months in jail and a \$1,000 fine. Sue Heath, chief deputy city attorney, said the typical punishment for a first offense, with no aggravating factors, is a fine of \$25 or \$50.

The city will continue to prosecute such cases, unless the case being appealed leads to an order against it, Heath said.

*\*Note: This article is comprised of excerpts from an article appearing in the San Diego Union and is offered to the reader as it might effect our parks and facilities.....Ed.*



## PROJECT WILD

### ENVIRO-ETHICS

**Objectives** Students will be able to 1) distinguish between actions that are harmful and beneficial to the environment; and 2) evaluate the appropriateness and feasibility of making changes in their own behaviors related to the environment.

**Method** Students develop and use a "Personal Code of Environmental Ethics."

**Background** The major purpose of this activity is to provide students with the encouragement and opportunity to look at their own lifestyles in light of their impact on natural resources and the environment.

**Materials** None needed.

**Procedure** 1. Involve the students in discussion about the impact each of us has each day on aspects of the environment - from using electricity to make breakfast to putting on clothes that were derived from some natural resources and transported to us by some means, to use of the varied products we choose and employ each day, to our choices of recreation and entertainment. We are consumers and our impact is formidable.

2. Ask each student to work alone to devise a "Personal Code of Environmental Ethics." This code may be written or not. Emphasize the importance of the code being for the person who creates it. The code should take into consideration daily actions that are harmful to the environment, and those which are beneficial, or at least not harmful, to elements of the environment. We will always have some impact; we can make choices about the kinds of impacts we make, their extensiveness, etc.

3. Ask for any volunteers to share their "Personal Code of Environmental Ethics." They

might share the entire code, or a segment of it. They might describe the thinking that went into the decisions they made in constructing their code. Students might illustrate a part of their code - if they choose not to write it - to convey a major idea. Encourage the student to ask each other questions about the codes, in the spirit of learning more about each person's priorities, but not in a judgemental approach. The purpose is for each student to evaluate his or her own priorities, in a responsible consideration of day-to-day actions that affect the environment, but not to be actively critical of another student's approach to the same problem. In this way, each student is simply encouraged to take responsibility for his or her own actions.

4. Encourage the students to try using their codes, keeping track of how easy or difficult it is for them to live by them. "Progress reports" are appropriate, again in the spirit of each person paying attention to his or her own actions, and bearing the responsibility for them.

### Variations and Extensions

1. Reflect for a few minutes on your daily life. In fact, close your eyes and follow yourself through a typical day. What natural resources do you use? What choices do you make that have an impact on the environment? What choices do you make that have an impact on wildlife and its habitat? What choices do you make that have an impact on other people, here and elsewhere on the planet? If you could, what things - if any - would you change about your daily life in order to have a more beneficial, or less harmful, impact on the environment? What things - if any - do you already do that you think are helpful, or at least not harmful, to the environment? Brainstorm ten words that come to mind when you think of actions and behaviors you value. Create a sentence, paragraph, or poem that might capture the essence of your own "Personal Code of Environmental Ethics."

2. Develop a "life map." It could include where you want to live, whether you want a family, what kind of home, transportation, food sources, job, recreation, etc. Look at the costs  
(continued on page 4)

# INSIDE REGION FIVE.....4

## PROJECT WILD (CONT)

and benefits of your choices - for you personally, other people in your community, wildlife, other natural resources, etc.

### Evaluation

List five environmental issues.

List one way that you directly or indirectly contribute to an environmental problem.

Identify, describe, and evaluate one way you could lessen your role in contributing to an environmental problem.

Make at least one change in your lifestyle that will reduce your role in contributing to an environmental problem.

**Age:** Grades 6-12

**Subjects:** Language Arts, Social Studies, Science, Home Economics.

**Skills:** analysis, application, comparing similarities, and differences, description, discussion, evaluation, invention, problem solving, reporting, synthesis, writing (optional)

**Duration:** one or two 30-45 minute periods.

**Group Size:** any

**Setting:** indoors or outdoors.

**Key Vocabulary:** ethics, responsibility, lifestyle.

## SPACE AVAILABLE

Do you have something to say? Do you have something you would like to share with your fellow Park Rangers in Region V? Do you have a complaint, a criticism or maybe a suggestion?

The INSIDE REGION V Communique will always have Space Available for your thoughts, concerns, or any item you would like to contribute.

As you may have noticed, our format is a little different this month. What do you think about the changes? This communique is your voice within the region. Please use it. If you have something to share or contribute to future issues, type it up and mail it to Brent or you may send it to me directly:

Jim Flake, Park Ranger  
Community Serv. Dept.  
P.O.Box 789  
Poway, CA 92064

Anything we don't fill with text, we'll have to fill with graphics.

\* Note: Our environmental feature will return next month. We will also try to be on time next month.

