

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: PARKS INTERPRETATION PROJECTS

CODE NO.: FOR - 242

SEMESTER: 4

PROGRAM: PARKS AND OUTDOOR RECREATION

AUTHORS: LOUISE AND MARK CROFTS

DATE: JANUARY 1996 PREVIOUS RELATED OUTLINE DATED: DECEMBER 1991

APPROVED: _____
DEAN

DATE

PARKS INTERPRETATION

FOR 242-4

COURSE NAME

COURSE NUMBER

TOTAL CREDIT HOURS: 48 hrs

PREREQUISITE(S): None

I. PHILOSOPHY/GOALS

The "interpreter" is often stereotyped as the "tour guide". More correctly, the professional interpreter is a skilled communicator, someone whose creativity and enthusiasm help to inspire visitors. Guided hikes, films, signage, storytelling, guided imagery, drama, games and music are some common and effective interpretive mediums. This course stresses the study of interpretation as it relates to natural and cultural environments. Emphasis will be placed on understanding the fundamentals of interpretation and the application of this knowledge in the development of a major interpretive project. The project will be designed and implemented by students, working as a team. Students will begin to accumulate an "interpretive toolbox" of resources, references, tools and techniques. Trends in interpretation (certification, privatization, ecotourism, etc.) will be discussed. Presentation, communication and research skills will be developed. Students who successfully complete the course will be confident in their ability and will have begun to develop and or hone their personal interpretive style. These skills will prove useful in a variety of settings, not strictly limited to parks interpretation.

The Interpretation Canada/Parks Canada "Interpretation Skills Training Program" will form an element of the course, and time will be allocated to it each week. On the successful completion of this comprehensive program, students will receive Interpretation Canada Certification (subject to the payment of a \$25.00 fee).

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES)

In order to successfully complete this course, the student will:

1. Plan and deliver an interpretive program to an audience of their peers. This may be a night hike, storytelling, slide show, self guided tour, etc. The students will follow stages of strategic program development, i.e. audience pre-assessment, brainstorming/research, etc.
2. Understand the importance of preassessing the audience, site, weather, technical resources, etc. to ensure a successful program.

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II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES) cont'd..

3. Critique their own personal attributes (voice, mannerisms, special skills, hobbies, experiences, etc.) and begin to develop their own interpretive style.
4. Demonstrate the ability to carry out the duties normally performed by an interpreter be it in a natural history or cultural history setting.
5. Have gathered information from the InterNet, CD Rom and other more conventional resources and will be familiar with the operation of common audio visual equipment.
6. Create and develop an effective interpretive program which would contain the key elements of a variety of interpretation methods.
7. Students will be able to discuss, in a professional, in depth manner, some of the important resources, techniques and trends in interpretation.
8. Students will receive Certification under the Interpretation Canada/Parks Canada "Interpretation Skills Training Program"

III. TOPICS TO BE COVERED:

1. The definition of interpretation
2. Principles of interpretation
3. The history of interpretation.
4. The role of the interpreter.
5. Assessing your audience.
6. Audience oriented interpretation.
7. Presentation techniques.
8. Spontaneous and roving interpretation.
9. Guided walks.
10. Prop talks/demonstrations.
11. Trends in interpretation.
12. Important interpretation resources.
13. Interpretation for children.
14. Technology and interpretation - CD Rom/Internet/Audio visual aids.

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IV. LEARNING ACTIVITIES

1. Note the differences between interpretation and education.
2. Make an informal presentations to peers. Using an audio and/or video record of the same presentation, do a critique (evaluation) of their own presentation style.
3. View and critique an interpretive slide presentation. "Journey's" presentation to be held at White Pines Auditorium on February 15, 1996.
4. Tour the College's audio visual lab and computer labs to determine the resources available at the college for use during the development of the major project.
5. Tour the colleges Graphic Arts school to discuss techniques and methods related to site signage, brochures and posters.
6. Through the completion of a major class project the student will demonstrate knowledge in the areas of :
 - a) The role of visitor services in the park.
 - b) Effective design of signs for use in the park/site.
 - c) Present a slide and/or video presentation dealing with a theme/site.
 - d) Adapting an interpretive program/experience for children.
 - e) Developing a criteria for evaluating presentations etc. of peers.
7. Guest speakers will be invited to address the class regarding various aspects of interpretation.
8. The class will visit at least one local site/agency to experience their interpretive program.
9. Students will write a formal letter to at least one site/agency requesting information about their interpretive program, philosophy, themes. staffing, etc. A presentation will be made to the class introducing them to the site.
10. Students will participate in various outdoor/indoor games and activities which are used commonly at most sites.

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MAJOR PROJECT

Students will identify a need for an interpretive program in conjunction with a community site (park, site, school, agency, etc.). An alternative might be to develop an interpretive program on a topic or theme that the student would likely be able to use in a workplace in future.

The students will plan, develop and implement a comprehensive interpretive program, working as a team (maximum 3 students) in accordance with the objectives of their community partner.

The scope of the project should be very clearly defined, and must be realistic, especially in consideration of time commitments. About 20 hours should be considered a minimum. Some class time will be devoted to the major project, but will primarily involve negotiating timelines and monitoring progress. Students must keep a diary/log to monitor work effort and progress.

The nature of the project is limited only by time, money and creativity. The project might involve the design of a brochure and/or signage for a hiking trail; outdoor education activities for a school group; storytelling, guided imagery, prop talks, etc. for a community agency (scouts, guides, seniors).

Students should discuss their project ideas with the instructor very early in the course, and will present a "business plan" describing the project, outlining a critical path, budget, identifying resources, contact persons, etc.

The major project will be worth 35% (instructor 20% agency 5% peers 10%) of the entire course mark. The business plan will be graded by the instructor. A mark out of ten will be applied, worth 5%. A minimum grade of 7/10 must be achieved before the instructor will "sign-off" the project.

No college funding is available for the project, however, support services such as copying, audio visual equipment, and group transportation can be arranged given reasonable notice.

The students will present their completed program to an audience of their peers and/or their community partner.

Students will evaluate their own performance and will be evaluated by their peers/partner according to criteria developed by the class.

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V. EVALUATION METHODS:

| | |
|---------------------------------|--|
| Mid term test | 15% |
| Major project (in small groups) | 35% (instructor 20% agency 5% peers 10%) |
| Participation, effort, attitude | 10% |
| Presentations (2 @ 5%, 1 @ 10%) | 20% |
| Minor Assignments (2 @ 5 %) | 10% |
| Final exam | 10% |

- A+ 90-100% Consistently Outstanding Achievement
- A 80 - 89 % Outstanding Achievement
- B 75 - 79 % Consistently Above Average Achievement
- Pass will be...C 60 - 74 % Satisfactory or Acceptable Achievement
- "R" will be0 - 59 % Repeat - Objectives Not Achieved

All assignments will be typed, and submitted in a duotang or similar covering. A penalty of 5% per day will apply to late assignments (excluding weekend days). Assignments cannot be submitted more than three (3) working days after the due date.

VI. SUGGESTED STUDENT RESOURCES:

There is no study guide for this course. Students will be expected to compile their own record of the the information presented. Notetaking skills are an advantage. Index cards are a good way to record ideas, activities, etc. Students should start to develop their own "idea library".

There are numerous direct and indirect resources available to support the course. Students may wish to purchase these for their own collection.

- A. Grater, Russell K.: The Interpreter's Handbook, Methods, Skills Techniques. Southwest Parks and Monuments Association, USA
- or
- B. Gross, Michael and Ron Zimmerman, Interpreter's Handbook Series*, UW-SP Foundation Press, Inc. University of Wisconsin.

*There are 4 books in this series. They are:

1. Zehr, J. Michael Gross and Ron Zimmerman, Creating Environmental Publications- A Guide to Writing and Designing for Interpreters and Environmental Educators.
2. Regnier, Kathleen, Michael Gross and Ron Zimmerman, The Interpreter's Guidebook- Techniques for Programs and Presentations.

continued....

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3. Trapp, Suzanne, Michael Gross and Ron Zimmerman, Signs, Trails, and Wayside Exhibits- Connecting People and Places.
4. Heintzman, James, Making the right Connections- A Guide for Nature Writers

VII. ADDITIONAL RESOURCE MATERIALS

- College library
- Student Assistance Centre
- City Library
- Costume Rental stores
- Local Sites
- Focus on Forests
- Fishways

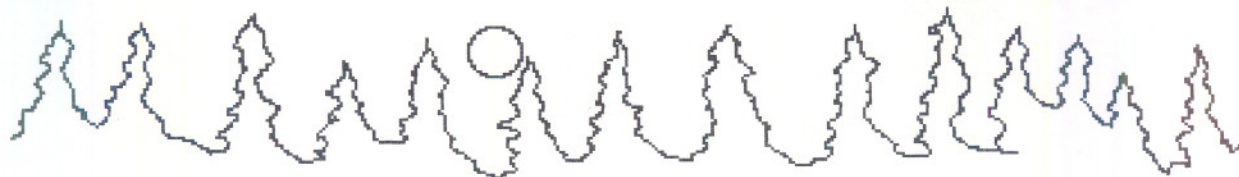
VIII. SPECIAL NOTES:

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

Much of the material presented in this course has been developed especially for "front-line" interpreters by Interpretation Canada and Parks Canada. For an additional fee of \$25.00 participants in this course can obtain certification from Interpretation Canada in their Interpretation Skills Training Program - Modules 1 and 2. The instructor for this course*, Mark Crofts, has been trained to deliver this program to interpreters and thus oversee their certification. This opportunity was made possible through special arrangement by Sault College and was negotiated for this session only. All future arrangements will be renegotiated with Interpretation Canada.

*offered in the winter semester of 1996



PEER EVALUATION - PARKS INTERPRETATION PROJECTS - 242

Presenter: _____ **Evaluator:** _____ **Date:** _____

| | POOR | AVERAGE | | | SUPERIOR |
|---|-------------|----------------|----------|----------|-----------------|
| | 1 | 2 | 3 | 4 | 5 |
| Introduction - introduces self - topic/objectives of event | | | | | |
| ----- | | | | | |
| Topic - informative, relevant | | | | | |
| ----- | | | | | |
| Voice - clarity, confidence, strength - pronunciation, slang - variety, animation | | | | | |
| ----- | | | | | |
| Presentation Skills - a.v. aids, animation - appropriate questions - organization | | | | | |
| ----- | | | | | |
| Level of Knowledge - well researched, confident - credible - adds that little extra | | | | | |
| ----- | | | | | |
| Creativity - a novel approach | | | | | |
| ----- | | | | | |
| Interaction with Audience - questions/interest/empathy - pre assessment - enthusiasm - safety, respect - holds attention - eye contact | | | | | |
| ----- | | | | | |
| Attire/Posture - appropriate - professional, thematic | | | | | |
| ----- | | | | | |

Conclusion
- objectives met

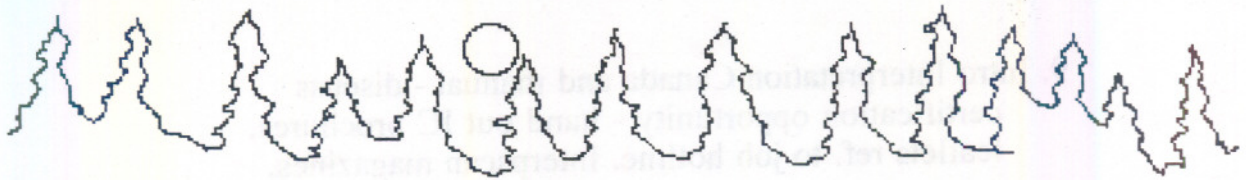
1 2 3 4 5

TOTAL MARKS : -----

STRENGTHS :

NEXT TIME:

GENERAL COMMENTS :



Parks and Outdoor Recreation School of Sciences and Natural Resources

Parks Interpretation Projects - 242

Date: Friday January 12, 1996 (1 st class) (1:30-4:30)

Room: J 1107

Topics to be covered: Time Required Resources

Instructors in some sort of interpretive garb

- | | | |
|---|----|---|
| 1. Introduction of instructor(s) | | overhead (o/h) |
| 2. Conifer Connections | 20 | worksheets |
| 3. Students outline what interpretation means to them. The importance of interpretation. (Repeat the exercise and compare during last week of classes). | | |
| 4. Draft Course Outline (review and discuss) | 25 | no course outline exists. Instructors to draft sample |
| 5. Video clips - PeeWee Hermans Big Adventure "Tour of the Alamo" and Wayne's World, "Alice Cooper history talk". | | videos, t.v.,vcr. |
| Discuss elements of effective interpretation | | cluster diagram |
| 6. Discuss breadth of interpretive scenarios - Conservation Area, outdoor education, public meeting, zoo, historical site, provincial park, etc. | | cluster diagram |
| 7. Marking scheme - Develop a draft assessment form for students to evaluate selves and peers. | | |
| i.e. Inflection ----- 1 --- 2 --- 3 --- 4 --- 5 | | |
| 8. Prepare a mini (3-4 minute) presentation using objects, work with a group (max 3) to research half hour research and prep, then present | | compass, tree cookie owl call, |

9. Intro Interpretation Canada and manual - discuss certification opportunity - hand out IC brochures, leaflets ref. to job hotline. Interpscan magazines.

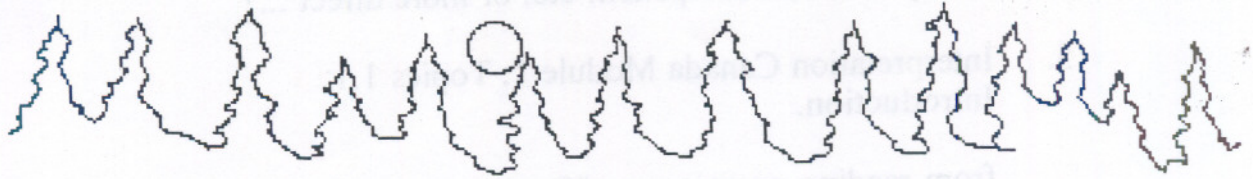
10. Start to build your interpretation tool box - index cards to record ideas, a vest and/or kit bag to store tools, games (bird call, binocs)

Remind students for next class (class # 2):

They will make a simple 4 minute presentation on anything - a hobby, object, experience, etc. Any resource goes.

We will video and audio tape these (separate tape for each student). Give students the tape at the end of class.

For class #3 - watch video, listen to tape and critique your performance.



Parks and Outdoor Recreation School of Sciences and Natural Resources
Parks Interpretation Projects - 242

Date: Friday January 19, 1996 (2 nd class) (1:30-4:30)

Room: J 1107

Topics to be covered: Time Required Resources

(2nd class) Last day to drop a course or program without financial penalty

PREP: p/u video and cassette, calls to book tours of SAC, Internet, AV, etc.
get a copy of last weeks list of presentation skills brainstormed
from movie clips. Read "Qualities of a good interpreter" on reserve in library

1. Review - What is Interpretation?

ref to student definitions (keep a copy for
ourselves and hand originals back)

2. Discuss Interpretation Methods - Brainstorm -
what have they experienced?

chalkboard

puppetry, signs, games, walks, hikes, talks, storytelling, guided imagery,
technology - slides, audio cassettes, touch screen interactive TV/computer.

3. Inhibitions and Constructive Feedback Pact

Last week we briefly discussed some of the
feelings we experience when doing a presentation
to others, especially peers; nervous, apprehension,
constant checking - what are they thinking, am
I making an absolute fool of myself ?????!!!!

Make a pact with each other that this class is
one of freedom, of experimentation, one of
positives, etc, etc. But important to give each
other honest feedback, so....

4. Peer Evaluation Form

(they were asked to give some thought to
a simple evaluation form, come this week
with a draft make copies and circulate).

i.e. Enthusiasm 1 ---- 2----- 3 ----- 4 ----- 5
Discuss and format on overhead. Should they be

anonymous, all use pencil, etc, or more direct ...?

5. Interpretation Canada Module 1, Topics 1.1
Introduction.

from reading on reserve - "Qualities of a Good Interpreter"

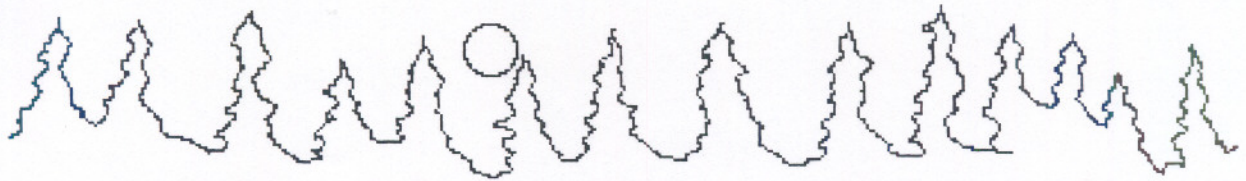
6. Student Presentations as per outline last week 90 camcorder
audiocassette

Students make simple 4 minute presentation on anything - a hobby, object, experience, etc.
Any resource goes. (Video these, and audio tape) (separate tape for each student). Given tape at the end of class - due next class watch video, listen to tape and critique your performance

7. Hand in 300 word outline of major project.
Discussion on projects - ideas - draft outline, team membership, contacts made, budget etc.

Discuss options - Voyageur Trail, Friends of Canal, Old Stone House. The college woodlot could use an interp brochure, signs, etc. Bushplane Centre, the school across the street might be interested in donating a class for an hour to do some outdoor education games in the schoolyard/woodlot. etc.

8. Second review of course outline



Parks and Outdoor Recreation School of Sciences and Natural Resources

Parks Interpretation Projects - 242

Date: Friday January 26, 1996 (3rd class) (1:30-4:30)

Room: J 1107

| <u>Topics to be covered:</u> | <u>Time</u> | <u>Required Resources</u> |
|--|-------------|------------------------------------|
| 1. Circulate draft business plans for major project. Peers offer ideas and constructive criticism in writing | 30 | |
| 2. Video tape remainder of informal presentations | 30 | audio and video cassette recorders |
| 3. Students videotaped last week offer an informal critique of their style, mannerisms, etc. | | |
| 4. Copy and circulate "methods of Interpretation" from last class | | |
| 5. Draft Course Outline (discuss revisions) | | |
| 6. Chapter One - Interpretation Canada Training Modules - Introduction - student describes (interprets) a shape to peers, they draw their understanding of the image. | 20 | |
| 6. Outside - "Meet a Tree" | 40 | |

