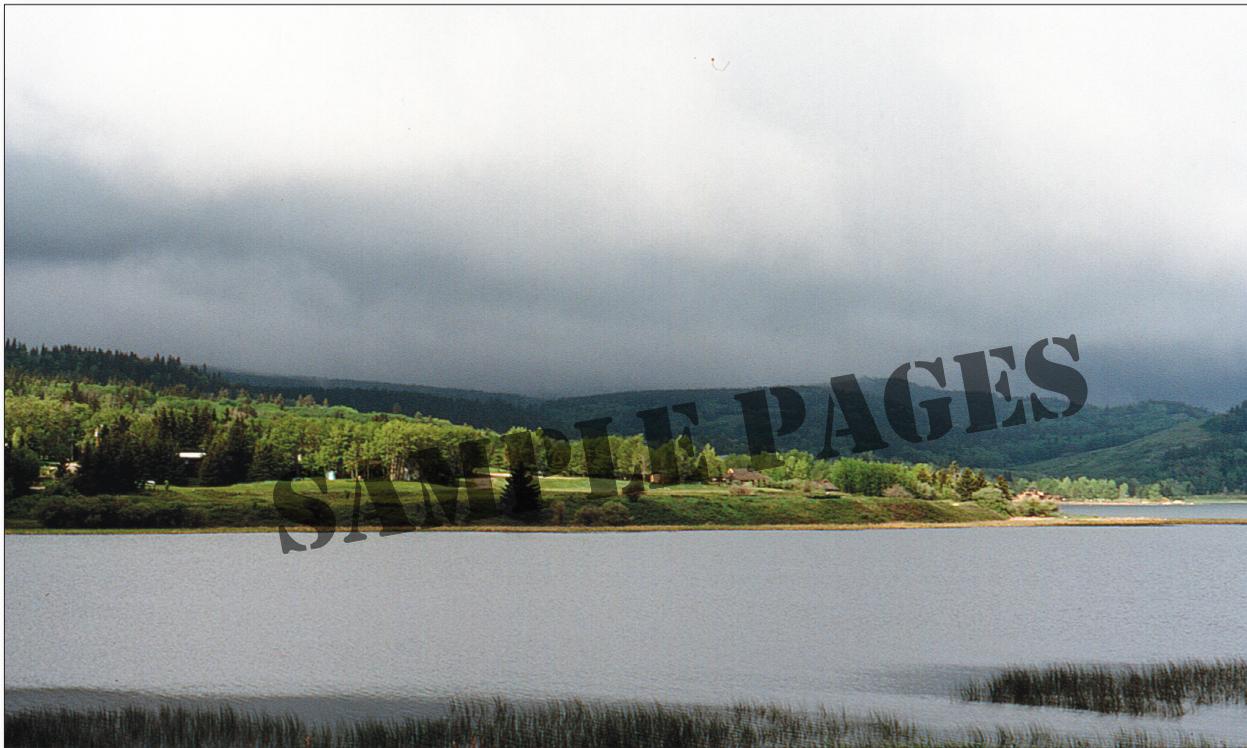

Chapter 4

Program Statements

Addressing the New Approach



Contents

Addressing:

- The PPA Stewardship Model and Key Methods
- Financial Sustainability
- Evaluation
- Partnerships
- Sense of Place
- Lines of Inquiry
- Program Planning
- Audiences

Individual Program Statements by Audience

- High Priority Audiences
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Other Program Statements

- Orientation Program Statement
- Tourism Program Statement



Program Statements: Addressing the New Approach

Chapter 4

Introduction

This chapter is specifically directed to HA field staff at CHIP-AB as a guide to addressing the issues involved in developing, delivering and evaluating HA offerings.

The new directions that the department is moving in are described in Chapter 1. They require some significant new approaches.

New Approaches

These are addressed in detail at the beginning of this chapter, because they apply to all of the program statements that follow them.

Program Statements

The obvious focus of HA services is people. Detailed program statements for each audience will guide staff forward in the prescribed new directions.

Orientation and tourism are less specific to current audiences and so are addressed in separate program statements.

The Park Centre program statement was completed earlier in the planning process and can be found in Appendix B.

Addressing The PPA Stewardship Model

Stewardship Model. Personal programs and some non-personal programs are the methods generally used. To move beyond these levels, new approaches and methods are required.

Communication: One-way, Two-way

Direction of communication becomes increasingly important. Two-way communication, participation, collaboration and contribution of information, ideas and expertise from visitors and other stakeholders becomes increasingly important higher on the scale of the PPA Stewardship Model. Conversations, discussions and debate are to be encouraged to assist participants in constructing new meanings.

Also, many visitors will have important information and perspectives to contribute. Analysis of current park visitors indicates that a significant majority of visitors have come to the park often, and for many years. Many of these repeat visitors will have a broad understanding and knowledge of key aspects of the area's natural and cultural history. Some of this specialized information is not otherwise available. HA services must include a way of finding and encouraging communication with these knowledgeable participants and documenting their contributions. HA staff will need to develop skills in community involvement.

Figure 4.2 shows the key ways to address the PPA Stewardship Model. Communication direction and the types of methods that are most effective at the various levels are displayed. (The scope of some methods may be extended in some situations.)

Key Delivery Methods

The key methods for addressing the PPA Stewardship Model

are described below.

Mass Media

This includes:

- newspapers
- TV
- radio

Information, messages, education and interpretation can reach people in their homes and vehicles through standard broadcast media. Many lines of inquiry can be addressed through a column, and promotion of upcoming events is a side benefit, along with the public awareness and community presence.

Key Features:

- a wide variety of audiences can be reached, including unsupportive and unaware groups
- can be used for all HA services; Light the Spark (interpretation), Fan the Flame (environmental education) and Orientation including promotion/marketing
- helps maintain a presence in the community and sometimes far beyond
- a regular column is most efficient and effective: some parks HA staff have written columns for weekly community papers
- radio columns have also been used effectively
- television may offer some possibilities
- can include interviews with volunteers, scientists, project leaders and others involved in the park
- fresh content is always required, particularly in summer when news is slow and regular columnists take holidays

Communication is usually one-way, except for call-in shows, talk-back recordings, and some others.

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Heritage Appreciation Development Plan

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	Mass Media	Non-personal Programs	Personal Programs	Partners	Projects	Courses, Workshops	Personal Contact	Volunteerism	Website	Other (giftshop, special events, outreach)
Leads					X	X	X	X		
Behaves					X	X	X	X		
Values					X	X	X	X		
Understands		X	X	X	X					X
Appreciates	X	X	X	X					X	X
Aware	X	X	X	X					X	X
Unaware	X		X (school programs)	X						X
Unsupportive	X		X				X			
Communication	One-way	One-way	Possibly Two-way	Some Two-way	Two-way	Two-way	Two-way	Two-way	Possibly Two-way	Possibly Two-way

Table 4.2
Key Methods to Address the PPA Stewardship Model

Non-personal Programs

This includes:

- audio-visual
- print
- exhibits
- other self-guided programs

where no presenter or leader is there.

Key Features:

- often available at participant's convenience and may reach more people
- unchanging media such as interpretive signs are not useful to repeat visitors
- can complement personal programs
- works well with mid-way audiences at the aware, appreciates and understands levels
- helps maintain a HA presence in the park when staff aren't there
- HA staff may also be familiar with many non-personal media
- newer electronic tools include remote-surveillance video at sensitive wildlife viewing spots
 - e.g., live video from a rare hawk's nest could air in the park centre, perhaps interspersed with pre-recorded clips

A side benefit of non-personal HA is that some of it may be pre-adapted for use on web sites (such as webcam or virtual walking tours), TV or other outreach tools. Other simple but elegant forms of non-personal programs also can be very effective, such as the park's existing Bull Trail roadside sign.

The stand-alone product aspect of non-personal programs makes finding grant funding and partner involvement more likely.



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Communication is usually one-way, except where meaningful participation is part of the design, such as sightings boards for birders.

Personal Programs

This includes any program where there is direct interaction between presenter and audience, from roving to scheduled and booked programs. Direct experience is a common feature.

Key Features:

- can be used for interpretation, environmental education and minor levels of information and promotion/marketing
- a wide variety of audiences can be reached including unsupportive and unaware audiences
 - can be reached indirectly through family members who participate in school programs and other group bookings
- well suited to engaging and inspiring audiences at higher levels of the PPA Stewardship Model, when incorporated into an activity-based program
- choosing the most effective personal program delivery mode for the job at hand is a familiar task for many HA staff
- agency training, text books, and research papers are available to assist staff and other HA presenters (see Bibliography).
- personal contact inherent in some personal programs is a side benefit (see Personal Contact section below)

Communication is often one-way in presentations and shows where the audience is seated and plays a passive role. Various participation methods can be used to move beyond this. Two-way communication is a feature of activity-oriented, less formal types of personal programs.

Partners

Programming provided by Friends groups often includes personal programs. Friends' programming can range from helping with visitor orientation to restoring and animating heritage buildings and anything else that HA staff might do. The difference is that these people are modeling heritage appreciation through their involvement. This can bring credibility and community support, extra resources and expertise and can inspire stewardship in others. The trick is to find the win-win HA projects where neither side is taken advantage of and where the working relationship is understood (see Addressing Partnerships later in this chapter).

Involving other park partners (e.g., researchers or astronomers) in HA services may also be very rewarding. Their contribution may be negotiated formally when they apply for permits, or less formally if appropriate.

The same audience scale levels can be reached by partners as with personal programming by HA staff.

Communication becomes two-way, at least between the participating partners and the park staff they work with. These participating partners are likely to be at the higher levels of the environmental citizen scale, and may one day become the leaders that persuade others or effect change in the awareness, appreciation, understanding or behaviour of others in relation to the environment.

Projects

These can range from making and maintaining a notice-board with upcoming environment and park-related events, to coordinated monitoring for invasive weeds, to a public fescue re-planting party. Some can be considered as personal programs.

Opportunities to get involved in park projects can be either developed or facilitated by HA staff.

Key Features:

- can be used for interpretation, education services and minor levels of information and promotion/marketing
- can address audiences at higher levels of the PPA Stewardship Model
- side benefits include behaviour modeling, challenging "un-involved" social norms and personal contact opportunities
- provide venues for skills development, practice and field-testing
- support participants in actually taking responsible action on issues and problems that affect them and the place they have come to care about

4.3



Heritage Appreciation Development Plan

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Ideally, projects are linked with a common thread into a meaningful larger project or program that has a clear mission and that may take several years to complete.

Courses, workshops, and other education approaches may also be included to take many participants through experiences that meet specific goals. Other park staff or stakeholders will probably be involved as well.

Administration support is critical for meaningful long-term programs, and inclusion and communication are significant factors too. An invited advisory group to assist in program design may begin the process of involvement and support.

Communication is two-way.

Courses and Workshops

These enrichment learning elements function like projects, but less involvement and commitment is required. They are usually personal programs, although how-to books, on-line workshops and other media are known.

Key Features:

- can be used for interpretation, environmental education and information plus minor levels of promotion/marketing
- skills tend to be featured over information
- work well with projects as part of a larger program
- audiences at higher levels of the scale—see projects
- help to build capacity among involved participants
- benefits are a bit less than projects unless built into a larger program

Two-way communication is possible, except for formal lecture-style courses.

SAMPLE PAGES



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Personal Contact

Research on persuasion indicates that the major influence upon our attitudes and behaviour is not the presentation format, but rather the contact with other people. The focus for HA staff is on creating opportunities for one-on-one conversation and group discussion relating to the park's lines of inquiry. The contact can be with experts, HA staff, others involved in the park or even peers. Even a simple request encouraging evening program participants to "talk about this later around the campfire" might be very useful.

Key Features:

- audiences high on the scale of the PPA Stewardship Model can be affected, particularly where tangible behaviours are looked for
- may be valuable at all levels, but it helps if participants have a basic understanding of the issues
- helps to reinforce positive community norms and foster social diffusion of new attitudes and behaviours
- involves practice in critical thinking, questioning and analysis skills
- issues of personal and civic responsibility can be explored

Communication is two-way.

Volunteerism

These can range from casual, local assistants in ongoing tasks, such as maintenance of live animal exhibits to scheduled involvement by volunteer experts from other parts of Alberta.

Key Features:

- individuals high on the PPA Stewardship Model can be involved
- can also be seen as a way to manage involvement by providing a meaningful outlet for stewardship interests
 - some "Friends" groups at other agencies have organized themselves out of frustrated stewardship and work in conflict with park staff—a situation to be avoided
- a significant investment is generally required to maintain or expand a volunteer program, but the costs of not inviting people in when they are knocking at the door must be recognized too
- helps to maintain a regular, high profile in the community
- involvement and contributions are cultivated at the individual level, rather than at the public level

- relationships formed allow responsiveness to changing community needs
 - high relevance of park to local community can be maintained, which can affect the park's sustainability
- side benefits: very significant resources can result—up to and including land donations and bequests if landowner contact or membership aspects are addressed
- social and belonging needs of participants are recognized and addressed

A complete volunteer program can be viewed as a more organized, formal public involvement and life-long learning program at the high end of the PPA Stewardship Model. Elements from partners, projects, courses and workshops, and personal contact are included. One or several program threads may be incorporated. One or many types of work may be addressed.

Communication is two-way.

Web Site and On-line Tools

Web sites are often used these days by North American park agencies to supplement public brochures and to facilitate campground bookings. Web sites and associated on-line services have good HA potential as well.

Key Features:

- can be used for interpretation, environmental education and information plus minor levels of promotion/marketing
- best prospects may be as an outreach tool for audiences at the middle levels of the PPA Stewardship Model
- may be viewed as a universally available audio-visual tool
- shows good potential for interpreting some of the park's most significant resources:
 - intangible climate change resources including pollen record
 - archeological resources are not very visible on the ground, but could be made visual and relevant to a wide audience through video and web-based tools.
- at higher PPA Stewardship Model levels:
 - use email for newsletter functions
 - project data contributions can be made on-line
- help to maintain a presence province- and nation-wide



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Communication can be two-way, as in community-based mapping and related projects or, for example, video-conferencing with researchers through scheduled web site events.

Other

(Outreach, Park Planning Meetings, Giftshop, Special Events, Information/Resource Centre etc)

Many other tools are available to fill particular needs.

Recommendations

1. All the delivery methods described should be used in CHIP-AB where applicable. HA services should no longer be limited to personal and non-personal interpretive programs.
2. More research regarding the most suitable delivery methods for specific objectives should be carried out and then confirmed by action research at the park.
3. At the time of writing, the PPA Stewardship Model was still under development. HA staff should regularly contact PPA head office to check for new developments.

SAMPLE PAGES



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Addressing Financial Sustainability

To “slash-proof” a budget, if that is possible, it is necessary to demonstrate a clear contribution by HA programs and services to the agency’s mission and goals. The careful defining of foundation elements and linkage of HA services with them as provided by this plan will help to make this possible for CHIP–AB.

Other things can also help to maintain a positive budget profile within an agency. Some of these are also supported by this plan, including:

- heightening relevance and perceived value to the local community and general public
- heightening responsiveness to local community and general public
- other internal and external forces mobilized by filling community needs

By broadening the scope of CHIP–AB’s HA services, this plan also raises the potential for other kinds of support, including:

- support from publicly-funded agencies such as local school boards, municipalities, etc
- sponsorship
- grants
- partnerships such as with Friends groups, who can take donations, collect program fees, receive foundation grants, run the giftshop, etc.

Some partnerships, such as with universities or volunteer stewards, can bring resources in other forms such as research specific to CHIP–AB.

Charging fees and accepting direct donations is now possible. A draft agency-wide revenue policy is being reviewed at the time of writing. Soon HA staff will be obliged to charge for group and school offerings as well as some special services. As well, PPA will be able to charge for advertising in park publications and web sites, distribution of other organization’s literature and for ecotourism services. Organizational infrastructure at the PPA agency level will soon be reached, such as equitable pricing strategies. PPA management strongly feels that fees for use and for service will become an increasingly important component of funding for new HA staff positions, materials and equipment.

The costs of collecting fees can be significant too. However, the perceived value of HA services can jump when fees begin to be charged, and demand may be stimulated. A rise in perceived value can be very beneficial to overall financial sustainability on several levels. EcoLeaders recommends that these options be investigated.

Creative resource-finding is also a possibility for business-minded staff. In some cases, simple mutually beneficial agreements may take the place of fees. In return for a listing an ad on the park’s web site, for example, bed and breakfasts, camps or the motel might provide information about HA offerings to their visitors, or other assistance.

Recommendations

1. HA services should clearly contribute to PPA goals and guiding principles.
2. Sponsorship grants, donations and partnerships with non-profit groups and publicly funded agencies should be explored.
3. HA services should be relevant to the local community.
4. The planning of all HA offerings should include consideration of the possibility of revenue generation.
5. Not all HA services can or should generate revenue. However, those that do not must provide other important benefits to the park and the PPA program. These criteria should include:
 - raising or maintaining profile of HA, the park, and PPA in the community, province or country
 - serving a hard-to-reach audience segment
 - supporting a park management
 - promoting, supplementing, and/or supporting other PPA, park and/or HA programs or services
 - some free services for low income people should be offered
 - attracting new participants who may later progress to paid programs
 - introducing and piloting new HA offerings
6. HA staff should not be shy about charging for services that they feel are important. Studies show that most participants value paid services over non-paid services.
7. A fee schedule should be developed, allowing staff to answer the question, “How do you set your fees?”
8. The fee schedule may be used system-wide to ensure consistency in pricing, but it should also allow for local market conditions to be reflected.



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Table 4.3: Interim HA Evaluation Checklist

Does this season's slate of offerings provide for:

- lighting the spark?
- feeding the flame?
- feelings of responsibility?
- sense of place?
- vigorous debate?
- controversial topics?
- skills for questioning, analyzing or addressing environmental issues?
- participating audiences as well as passive audiences?
- two-way communication as well as one-way?
- assess participant satisfaction with HA service and the park as a whole, plus provide ways to improve their satisfaction?
- change in HA offerings, including exhibits?
- involving other park staff?
- involving partners?

Are the CHIP-AB slate of offerings:

- relevant to the community?
- relevant to other park staff?
- relevant to HA managers?
- Are participants satisfied?

Addressing Evaluation

Evaluation tools such as Critical Success Factors (CSFs) have not yet been developed for the new approach to HA services recommended by EcoLeaders in this plan.

CSFs are criteria that can be used to measure the level of success of an HA offering (Dept. Natural Resources and Environment, Australia, 1999). In the past, the single most common critical success factor for PPA has been number of people attending HA offerings.

Some programs suggested by this plan, especially those aimed at participants at higher levels of the stewardship scale, will be specialized and will most likely accommodate fewer participants. Large audiences of hundreds of people cannot engage in active inquiry learning—at least, not all at the same time. For example, fewer amphitheatre programs should be offered.

Attendance will decrease. But this will not mean that new HA offerings are less successful. Evaluation based only on attendance will not be appropriate for evaluating new HA services. Instead, evaluations will also need to focus on effectiveness in meeting stated objectives—or outcomes—such as values shift, behaviour changes, emergence of leaders etc.

This area is challenging for park education managers world-wide and requires further development. In the meantime, EcoLeaders has provided an informal checklist to accompany (see Sidebar: Interim HA Evaluation Checklist).

As well, evaluation is required to maintain communications between HA managers and presenters, to maintain quality control, and to collect the information (statistics) necessary for efficient HA management.

This requires evaluation of:

- presentation
- planning and evaluation processes
- outputs such as attendance, numbers of programs, revenue, etc, particularly by targeted audience for comparison with the % effort targets provided in this plan.
- participant satisfaction

Evaluation should take place throughout the development cycle of programs, products and services.



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Evaluation Recommendations

1. Evaluate all HA offerings regularly—for quality control.
Forms and procedures based on performance standards can be designed to be straightforward and cost effective.
2. Evaluate to improve products and services.
 - are objectives being met?
 - identify strengths and weaknesses in presentation and delivery to target audiences
 - identify staff training needs
3. Ensure that problem areas identified in evaluations are addressed promptly.
Staff and service providers may need extra time, resources, or other support to follow through with service requirements. Schedules and budgets may have to be revised or supervision methods modified.
4. Evaluate program statistics.
For on-going marketing and educational planning, accurate records should be kept on an on-going basis. This work may be shared with regional or agency staff.

Key result areas can be tracked with statistics and are part of the evaluation and planning process. They cannot measure effectiveness, but they can provide valuable information to assist with efficient scheduling, marketing, pricing and other delivery aspects when compared between years. These are expected to include:
 - Program Numbers
 - Program Hours
 - Attendance
 - Revenue
 - number of key audiences engaged

Coded categories within program statistics can provide more detailed information when compared within and between years. Analysis of this information contributes to the efficient management of HA services, especially as a more businesslike model is developing.

A specific suggestion is to incorporate the use of self-guided survey boards into HA offerings wherever possible. Participants generally enjoy placing coloured pins onto paper surveys taped to coroplast or other suitable backing—showing the location of their homes on a map, for example, or into the appropriate box on the sheet that asks, “How did you find out about this program?”, or even, “Place the pin in the box that best describes you: day user, camper, cottager, etc”. Yes, some pins get moved, and some people fool around, but this method is very useful and a fun sideline activity for participants at many venues, from special events to courses.

5. Evaluate outcomes.
Are HA offerings contributing to agency goals and guiding principles? This will be a challenging task, and further development at the agency level is required. In the meantime, use the checklist provided.



Addressing Partnerships

This HA Development Plan has identified several opportunities to develop partnerships with agencies and individuals on collaborative tasks and programs. These partnerships have great potential for developing highly effective HA services. Today the term “partnerships” is used to represent a whole range of collaborative relationships. It is important for both parties to understand the kind of collaboration they are involved in, or conflict and misunderstanding can develop (see Sidebar: Collaboration).

Several tourism marketing partnerships already exist with tourism groups in Medicine Hat. Partnerships with community and provincial tourism groups have tremendous potential in the future particularly as funding from crown attractions can be leveraged with Travel Alberta funding. As with all partnerships, HA staff must select partners and develop partnership agreements that are compatible with the park and agency goals.

CHIP-AB has already established several key partnerships through the Cypress Hills Interprovincial Park agreement. These include:

- Cypress Hills Provincial Park (Saskatchewan)
- Fort Walsh National Historic Site of Canada (Parks Canada)

These two agencies provide interpretive and orientation services, both personal and non-personal, to many of the audiences that visit CHIP-AB. HA staff should continue to work with these agencies to coordinate public programs on natural and cultural history topics, with Fort Walsh NHSC also specializing in the history of the NWMP/RCMP and the opening of the Canadian west, CHIP-SK specializing in First Nations history and culture, and CHIP-AB specializing in human prehistory.

Regular meetings of HA staff from the three agencies should be held at least twice annually. The main objective will be to exchange information on the year’s major initiatives and to discuss ways that each can complement and promote the others’ services.

Other Key Partners

Heritage Association of Cypress Hills (HACH)

HACH has a long history of working with park staff to raise funds for HA projects and in assisting with program delivery.

Now that new initiatives have been identified through the HA Revitalization Plan and this plan, it is time for HA staff and park management to open discussions with HACH about a new master agreement that outlines the main areas of effort for each.

Researchers

Because of its unique background and location, CHIP-AB is an attractive site for conducting archaeological and biological research. CHIP-AB has an ongoing, positive relationship with a team of archeologists led by Dr. Gerry Oetelaar at the University of Calgary. And some extensive ecological studies have recently been completed by members of the Alberta Research Council.

HA staff should continue to work with researchers to enable them to conduct research in the park and to make public presentations or otherwise make their findings available to park audiences (could also be temporary exhibits, and on-line).

Partners in Medicine Hat and Beyond

Potential partners in the city include those who have expressed previous interest in working with CHIP-AB to provide wider HA services. These include:

- Police Point Interpretive Centre
- Medicine Hat Museum and Art Gallery
- Medicine Hat Public Library
- Medicine Hat Parks and Recreation
- Medicine Hat College

As part of the CHIP-AB HA Development Plan focus group, these agencies indicated interest in developing partnerships with CHIP-AB to develop and deliver HA services at the park and in Medicine Hat. HA staff will have to work with each agency to identify locations and levels of collaboration.

Community groups have potential also. Some scout and guide leaders have fabulous skills for leading campfire gatherings. These groups may be able to lead evening campfire sing-alongs in return for group camping privileges. This may help fill a summer evening program gap. HA staff may choose to investigate other groups that may be able to provide park appropriate programming. Small theatre



Addressing Sense of Place

What is a Sense of Place?

People develop a “sense of place” through not only learning about but by experiencing a particular area. A sense of place emerges through knowledge of, contact with and discovery of the geography and geology, flora and fauna and history and legends of an area. Through the acts of discovery one develops over time a growing sense of the land and its history (see Sidebar: Sense of Place Activities and Services).

The feel of the sun on your back as you rest beside a ski trail or the rain on your face as you walk back to camp, the rough and smooth textures of bedrock exposures, the color of the sky at sunset from one of the parks lookouts, the fragrance of balsam poplar leaves uncurling in the spring, the honking of migrating geese flying high overhead in the fall and the slap of a beaver’s tail on the water are environmental influences that help to define a place.

Memories of personal experiences over time make a place special, favorite lookouts, campsites, rock faces historic sites, songs or dances that emerge from the people of a place, special skills you develop to enjoy your area help to define a place and anchor you in it.

Through time, shared experiences and stories help to connect place and people and to transmit feelings of place through generations. Shared physical perceptions and experiences help people from different locations share and expresses a unified regard for a place.

A place can become unique and special for individuals and their group, and the group solidifies its identity through shared activities and celebrations.

A strong sense of place can lead to more sensitive stewardship of our cultural history and natural environment.

Finally, a sense of place results gradually and unconsciously from interacting with a landscape over time, becoming familiar with its physical properties and history.

The Importance of Sense of Place

Developing a sense of place is a major step to caring about a protected area. Without sense of place there can be no stewardship.

HA Services and Sense of Place

All HA offerings must have a sense of place component. The topics and themes must have a direct focus on CHIP–AB. For example, the subject of an evening program for campers should be “How beavers live in the Cypress Hills”, rather than “Beavers were the driving force of the fur trade in western Canada”.

A Sense of Place and Target Audiences

The majority of people coming to CHIP–AB are return visitors. Many have come for many years, some families have come for generations. A key function of HA is to help facilitate the on-going development of a CHIP–AB sense of place in long-term visitors. This can be achieved through a wide spectrum of HA offerings ranging from short, get-to-know-a-new-part-of-the-park activities to longer weekend workshops, courses and projects. Key components of such services will:

- promote two-way communication (many participants will have important CHIP–AB experiences to share)
- make new discoveries about the park
- share these discoveries with others

It is more difficult to foster a sense of place in first-time and remote visitors (e.g., people visiting the site via the internet). However, HA staff can share their sense of place experiences and those of other visitors with new visitors and encourage them to return again to start their own process of developing a CHIP–AB sense of place.

Sense of Place Activities

Almost any form of HA offering can support a sense of place component. Some examples include:

Discovery

Many different HA offerings can be developed to address audiences at different levels of the PPA stewardship model.

- guided and self-guided hikes and auto-tours to explore key park features (see Feature Inventory, Appendix A and Feature Analysis, Chapter 3)
- personal programs that feature inquiry and experiential learning activities

Recording and Sharing

- mapping activities e.g., places of the heart, other special place mapping

Good references include:

- Barefoot Mapping:
bc.sierraclub.ca/programs/education/educators/resources.shtml



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Sidebar: Sense of Place Activities and Services

A Great Sense of Place Web Site: Arizona Sonoran Desert Sense of Place Project
www.desertmuseum.org/place/

The Sonora Desert Museum's sense of place project works at finding and expressing shared values and knowledge about local natural and cultural environments. The objective of this project is to strive to bring place-based, cultural-ecological literacy to places where it can guide future activities. They believe the uniqueness of the Sonoran Desert is effectively expressed in cultural terms such as the region's literature, visual arts, songs, sayings, stories and vocabularies which remind residents of their community's distinctive relationship to the land and its life. The following are examples of tools from the Sonora project with examples that could take place at CHIP-AB.

Tools used in this project include:

- a newsletter
 - highlighting community stories and upcoming sense of place activities (e.g., a bring-your-old- photos-of-the-park event at the Park Centre)
- a regular series of community workshops
 - aimed at gathering and sharing photos, music, stories, literature, and artifacts that celebrate the history and ecology of the Cypress Hills
- a resource book
 - an assortment of participatory activities, mapping projects, and other resources
 - targeting community groups and friends of the park to assist in enhancing local knowledge and creating community expressions of shared values
- traveling exhibits
 - featuring people's storytellers and artist who can bring the richness of Cypress Hills stories to life
 - to be displayed in the Park Centre and public places in nearby communities
- reader's guide to literature featuring the Cypress Hills
- a guide to art and music featuring the Cypress Hills
- keepers of the Cypress Hill's treasures awards
 - honors people who are working to steward, preserve and protect the natural and cultural history of the area
- word glossary of unique or uncommon words used in the area to describe the landscape, wildlife and plant communities of the area
- an interview program aimed at capturing the stories of long-time visitors and residents about the people and places of the Cypress Hills
 - includes training and techniques for family members (to interview their elders) volunteers and HA staff

- Harrington, Sheila. *Giving the Land a Voice: Mapping Our Home Places*. Salt Spring Island: Salt Spring Island Community Services
- Sonora Desert Museum:
www.desertmuseum.org/place/
- art, photography and writing workshops focused on the park's natural and human history

Key Sense of Place Ideas

Sense of place ideas are the key thoughts that visitors develop about CHIP-AB. They may also be thought of as themes, as Dr. Sam Ham uses the term (see Appendix D). Park HA staff and park visitors will share sense of place ideas and develop their own, some of which may include:

- the Cypress Hills is where everything is *living on the edge*
 - the edge of scarp faces
 - many animals and plants are living on the edge of their habitat tolerance for moisture, heat, or cold
 - the edge of climate conditions -cooler moister in the hills
 - park is full of ecotones
 - the escarpment separates low-lying prairie from the higher plateau
 - the Cypress Hills sit astride the continental divide separating the south-flowing Mississippi River watershed from the north-flowing Saskatchewan River watershed
 - the hills have many habitats which have edges that expand and contract with drought and changes in climate
- geological forces and the forces of erosion formed the Cypress Hills over a mind-bogglingly long period of time
 - evidence of this ancient geological history can be found in many places in CHIP-AB
 - one of the geological processes is slumping (evidence can be seen on and downslope of the north-facing escarpment)
 - the Cypress Hills are the highest point of land between the Rocky Mountains and Labrador
- the Cypress Hills make their own weather which is cooler and moister than that of the surrounding prairie
 - this moisture supports a broader spectrum of plants and animals than can be found in the surrounding prairie

4.14



- the moisture from this weather sinks through the hard, permeable caprock of the hills to recharge groundwater in the region
- this groundwater appears as springs and seepages in valleys and at the base of the hills
- the Cypress Hills are constantly changing
 - in ancient times this place was a sea bed, a river delta, a plane, series of flat-topped hills and island of land surround by a sea of ice
 - the climate has changed markedly through history sometimes hot and dry, sometimes cool and moist with many gradations
 - with changing climate, the plants and animals have changed many times from forest to grassland and back again
 - within the life times of people living today, the forest and grasslands have changed significantly
- the Cypress Hills has a wide variety of habitats many of which are on the edge of their natural range
 - key habitats include, aspen forest, lodgepole pine forest, white spruce forest, rough fescue grasslands, dry mixed grassland wetlands, lakes and ponds
 - most of these habitats are here because of the Cypress Hills unique climate
- people have come to the Cypress Hills for a very long time to make use of its unique features that have aided survival—water and abundant game
 - prehistoric people have lived here
 - First Nations people followed
 - Euro-Canadians followed to hunt and ranch
- the Cypress Hills is the site of the Cypress Hills Massacre, an event in Canada’s early history that precipitated founding of the North West Mounted Police, an events that molded the destiny and development the Canadian west
- the park has many viewpoints that provide excellent opportunities to view the unique features of the park
- CHIP–AB is managed by Alberta Parks and Protected Areas to steward this unique landscape for present and future generations of Albertans
 - management activities are geared to protect natural habitats and cultural features
 - stewardship is a shared responsibility and visitors have many opportunities to contribute

Addressing the Lines of Inquiry

Why Lines of Inquiry?

Under the new ecological integrity paradigm, an element of environmental learning is to be included in most HA offerings. This goes beyond the sense of place ideas discussed and beyond traditional park themes. Two key approaches to learning about the environment are inquiry learning and experiential education (see Chapter 1 p. 1.8). These models can be applied to both school and public offerings. Central to these is that participants in HA offerings can ask their own questions that lead to discoveries, and work with HA staff who will facilitate the process of making meaning and understanding these discoveries.

The lines of inquiry were developed in question form to assist HA staff in facilitating the inquiry/experiential learning process. The question format was also chosen to emphasize the change to a facilitated learning model from the previous sender-message-receiver model.

The Two Lines of Inquiry Approach

An easy way to use the lines of inquiry and their associated concepts is to keep this in mind is that most HA offerings will contain at least two lines of inquiry:

- What’s Special About This Place?
- The Big Picture

What’s Special About This Place?

Direct experience with the real thing will continue to be a feature of HA offerings. Direct experience of the park is a unique learning opportunity. It is generally approached through the “What’s Special About This Place” line of inquiry. Revealing meanings and relationships of cultural and natural heritage through first-hand involvement with the park’s resources is classic interpretation (Interpretation Canada, 1976) and classic experiential education. Tilden’s premise (1957) that the visitor’s “chief interest” is in the “here and now” is another argument for focusing on connecting the visitor to the place. This element also obviously fosters a sense of place—an important element of environmental literacy.

The Big Picture

This is the environmental learning or “fanning the flame” element. Often one or more generalizations can be made from the direct experience learning component—e.g., that all habitats are connected, or that people came to the Cypress Hills in the past for many of the same reasons that



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Table 4.4 HA Mission, Lines of Inquiry and Associated Concepts

HA Mission

Inform, Inspire, Involve—Exploring The Environment in CHIP-AB

Lines of Inquiry

The following list of lines of inquiry parallels the scale of environmental citizenship presented in the Foundations Review chapter of this plan (see Chapter 4 page 4.11). It can be thought of as following an ideal learning community’s progress from bottom to top. Representing the range of audiences within the learning community is a more accurate way of looking at it, as learning is never a linear progression within an individual.

- How can I become more involved in CHIP-AB and in stewardship of the environment?
- Why do we have Parks and Protected Areas?
- How do humans interact with the environment?
- How do we learn about the environment?
- How does the environment function?
- Why do we have these kinds of environments here?
- What kinds of environments do we have here at CHIP-AB?
- What’s special about this place?
- Orientation

Associated Concepts

These provide leads to answering the questions posed by the lines of inquiry. Note that definitive answers or story-guidelines are provided only for “What’s special about this place?”, which is central to traditional interpretation. Other lines of inquiry will be addressed through various modes including projects, volunteerism and personal contact, where discussion around a line of inquiry will assist learning more than one-way communication.

Satellite sites (Red Rock Canyon, Kennedy Coulee and Milk River) will play a small role in the park centre, being represented simply by panels near the orientation area perhaps. Thus no details for these sites are presented here.

Management issues such as backcountry safety or other topics not clearly related to the Park’s HA goals or lines of inquiry may occasionally emerge. If possible, these should be related to the “big picture” lines of inquiry to make them relevant. For example, backcountry safety could be related to “How do Humans Interact with the Environment?”

Line of Inquiry

How can I become more involved in CHIP-AB and in stewardship of the environment?

What is the role, value and importance of Parks and Protected Areas?

How do humans interact with the environment? (past, present and future, in CHIP-AB and broader environment)

Associated Concepts

- Enjoyment (provide access to choices such as wildlife watching, courses and clubs, projects, arts and other outdoor activities)

- Preservation (foster ecosystem management of CHIP-AB and beyond, provide access to choices such as volunteerism and involvement in CHIP-AB planning and projects, sustainable lifestyles, and more)

- Definition of environment
- Global connections
- Importance of environment in our lives
- History of PPA
- Current PPA vision, mission, and goals
- Current PPA key messages
- Benefits from Managing the Network
- How CHIP-AB contributes to PPA mandate
- CHIPP mandate and goals
- PPA mandate and goals
- Connections outside the park
- Community outreach - a stewardship resource
- Developing partnerships
- Other agency-related goals

- Belong to it
- Rely on it’s life-sustaining productivity and diversity
- Thinkingly or unthinkingly
- Manage it (including PPA management approaches—see Guiding Principles)
- Damage it:
 - degradation by physical means (in CHIP-AB, logging in the past, fragmentation of habitat through roads, introduced weeds, elimination and depletion of some wildlife species, introduced wildlife species, etc)
 - increasing concentrations of substances extracted from the Earth’s crust (in CHIP-AB, any pollution related to heavy metals etc)
 - increasing concentrations of substances produced by society (in CHIP-AB, global pollution)
- Help it heal
- Live sustainably

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Table 4.4 HA Mission, Lines of Inquiry and Associated Concepts continued...

Line of Inquiry	Associated Concepts
How do we learn about the environment?	<ul style="list-style-type: none"> • Individual exploration, inquiry, discovery • Sharing knowledge and perspectives with others • From many sources, such as school and TV • Scientific research • How we have learned what is known about CHIP-AB
How does the environment function? (ecological systems and processes)	<ul style="list-style-type: none"> • Energy Flow • Cycles • Diversity • Community • Inter-relationships • Change • Adaptation • Ecological Integrity • Other
Why do we have these kinds of environments here?	<ul style="list-style-type: none"> • Geologic Processes • Slopes and Slumps • Fire and Fire Suppression • Ecological Succession • Bison and Cattle • Dams from Beavers and Humans • European Settlement • Island Effect • Local and Global Climate • Other Causes
What kinds of environments do we have here at CHIP-AB?	<p>A greater variety than the surrounding prairies, including:</p> <ul style="list-style-type: none"> • Wetlands • Rivers • Lakes • Beaches • Lodgepole Forests • Aspen Forests • Wooded prairie • Fescue Prairie • Montane-type environments • Townsite • Ranches • Archeological sites • Other, including white spruce forest and mixed grassland
What's special about this place?	<ul style="list-style-type: none"> • A representative example of the province's natural regions • It's a Highland Oasis in the dry prairie. • Part of the Hills escaped glaciation due to their height—the glaciers flowed around but not over them. • Isolated remnant populations of some plants and small animals from pre-glacial times still survive in the Hills today. • Because the Hills are so high, they have their own climate and receive more rain than the surrounding prairie (Palliser's triangle). • A unique collection of plants and animals lives here because of the remnant species, the amount of rainfall and the variety of environments in the Hills. • People too have been part of the ecology of the Hills since humans first came to North America, because of the ideal human habitat created by the reliable supply of game, the beneficial climate and other features. • The site of the infamous Cypress Hills Massacre, when whiskey traders killed a group of native people. This incident precipitated the formation of the NWMP and the peaceful, orderly development of the Canadian West.
Orientation	<ul style="list-style-type: none"> • CHIP-AB is more than just Elkwater townsite. • The park is big and has lots to offer and lots to do • Satellite sites and the Interprovincial Park concept • What to expect • What information do you need? • Explore our environment in CHIP-AB • How to make the most of your visit • How to develop a sense of place • Seasonal places to visit and things to do • Learning opportunities available (promotion) • Registration, booking and fees • Come back for more!



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communicated in order to achieve objectives, which are the desired outcomes based on agency goals. Consistency among these elements is important. By clearly linking HA offerings to agency goals, the contributions HA makes towards the PPA mission are made visible, understandable and defensible (see Financial Sustainability p. 4.7).

Ham's *Interpscan* article does not describe a specific route for input from the park level into the development of themes. The Lines of Inquiry and their Associated Concepts supply that input for CHIP-AB. To facilitate this a new program planning form is introduced later in this chapter.

Agency-Level Goals

Currently, agency goals are in a transition phase, with some older HA goals now out of sync with newer foundation elements such as the PPA Guiding Principles. The key important elements are presented in Chapter 1.

Until agency-level HA goals are clarified and approved, interim goals for HA in CHIP-AB have been developed by EcoLeaders based on a thorough review performed earlier in the planning process.

As well as agency-level goals, PPA has developed a Key Message Framework (Appendix C) which lists specific messages that must be part of the overall HA offerings at a park.

Objectives

Objectives are chosen to reach the goal. A learning and a feeling objective are set, and sometimes a behavioural objective is added if required to reach the chosen goal.

Themes

A theme, in Sam Ham's approach, is an interesting idea that captures the meaning that will impact the participant's point of view, producing the desired outcomes of the objectives that are, in turn, consistent with the goals. So a theme is purposeful, arising from the objectives, and is expressed as a singular statement—the heart and soul of the learning objective. See also Key Sense of Place Ideas earlier in this chapter.

Table 4.5 Where to Focus HA Effort: Lines of Inquiry and Audiences. Darker shades indicate increased effort.

	Camper's On Site	Day Users On Site	Day Users, Campers and Cottagers Off Site	School Groups On Site	School Groups Off Site	First-time Visitors	Cottagers	Neighbouring Land Owners	Researchers, Other Potential Partners	Community Groups	Group Campers	Remote Non-Visitors	Former Park Visitors	Vehicle-less Potential Visitors
How can I become more involved in CHPP and in stewardship of the environment?	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red
Why do we have Parks and Protected Areas?	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red
How do humans interact with the environment? (past, present and future at CHPP and beyond)	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red
How do we learn about the environment?	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red
How does the environment function?	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red
Why do we have these kinds of environments here?	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red
What kinds of environments do we have here at CHPP?	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red
What's special about this place?	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red
Orientation	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red

Low Priority Audiences

Moderate Priority Audiences

High Priority Audiences



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Addressing Program Planning

The audience focus of this plan is significantly different from the message focus of past visitor service plans. To support staff in implementing the new approaches, EcoLeaders has developed a new program planning form (Appendix E).

New Program Planning Form

Key changes from past planning forms include:

- a new focus on audience
- inclusion of the PPA Message Framework
- three levels of objectives focusing on influencing the participant's
 - knowledge
 - feelings
 - behaviour
- inclusion of the Lines of Inquiry and Associated Concepts
- consideration of potential partners and allies
- consideration for revenue generation potential
- a requirement to include two-way communication

As in other planning forms, HA staff are guided through a linear series of steps. But as most HA staff realize, planning individual HA offerings this way is rarely a simple linear step-by-step process. Goals, objectives and themes are better viewed as areas of concentrated activity within the creative process, with each being returned to again and again as the offering is defined and strengthened. The park's resources will play a big role in the planning as well, of course, as well as audience characteristics and other elements of good practice in program planning.

This approach still provides plenty of scope for creativity in crafting objectives and themes. These must also mesh with—and capitalize on—the presenter's own style, expertise and passion. Examples of such themes might be:

- *CHIP-AB's landscape has changed as the climate has changed and will continue to do so.*
- *Human thinking doesn't often consider invisible long-term processes such as climate, fire and hydrology—but in CHIP-AB it's all visible and we can include it in our thinking.*

Capitalizing on the individual presenter can be tricky in community-based HA as proposed, where registered programs, courses and other offerings are conceived of and publicized months before the presenters are scheduled or perhaps, even hired, but it is certainly possible.

To assist HA staff in using the program planning form tool, EcoLeaders has developed a “case study” in which a hypothetical HA officer named Susan plans a HA offering.

Using the New Program Planning Form:

A Hypothetical Example

Susan is the Visitor Services Specialist for CHIP-AB. She is responsible for the development of HA offerings for the park. Each year, Susan and her staff meet with Susan's supervisor to plan the year's HA offerings.

They start by reviewing the past year's park visitation and HA program participation statistics to determine if there are new trends in visitation and program attendance.

From this information they determine the year's proposed targets—the amount of HA staff time and funds that will be targeted for each audience group—and project the attendance and revenue that each program or service will generate. In this meeting staff and resources are assigned to various projects for the year. One of Susan's assignments is to plan a new program for day users on-site. Susan will use the park's new Program Planning Form.

Getting Ready

Susan knows that the new planning form was designed as a checklist of necessary activities that need to be performed when planning a new HA service. The steps in the plan are organized in order of importance (e.g., a full understanding of your target audience is essential to providing an effective and meaningful experience for participants—hence its position as Step 1).

This case study will follow the steps in the plan in a linear fashion, but, Susan has found that she can start her plan at almost any step. Susan has found that the planning process is often not a linear one step-following-the-proceeding type of process. In fact, she has found that she often thinks about more than one step at a time and often returns to review or revise a previous step.



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Addressing Audiences

The audience analysis (Chapter 2) identifies several features that make Cypress Hills Provincial Park different from most parks in the system. Key visitor characteristics are:

- day visitors greatly outnumber campers
 - roughly 70% of park visitors are day visitors
- a very high percentage of people that come to the park are repeat visitors
 - almost 50% of campers are regular repeat visitors
 - as many as 80% of day visitors are return visitors, many of whom visit more than ten times per year
 - some families have been coming for generations
- the vast majority of all visitors live within a three hour drive of the park
 - most are from Medicine Hat

Specific objectives of this plan included addressing several under-served audiences, namely the large day user group and the large repeat visitor component of many audiences. The implications of the visitor profile on services provided at the park and at the Park Centre are as follows:

- Heritage Appreciation services and products aimed at repeat visitors must be changed regularly
 - e.g., focusing on static, long-term exhibits at the Park Centre will be ineffective
- Many repeat visitors know a lot about the park—at least about the high visitation sites such as Elkwater townsite, Reesor Lake and perhaps Spruce Coulee Reservoir
 - HA services must provide more than basic information about the park—many people already know the basics
 - knowledgeable visitors should be given a

chance to share their knowledge about the natural and cultural history of the park with park staff and other visitors

- programs and exhibits must provide opportunities for two-way communication
- other educational elements such as skills learning, variety of media, and even relationships with park staff or live creatures can bring them back for more.

The word “audience” implies a certain passivity more suitable to the former entertainment paradigm. It’s also used in marketing parlance to mean the people being targeted with a message. Neither of these connotations mesh with the current HA plan as developed in these pages in response to the HA Revitalization Plan and other new PPA directions. Perhaps learner-types or participant-types might be preferable, but for the sake of providing some continuity, the term audience will continue to be used.

Audience Priorities

Audiences have been analyzed and ranked in priority as high, moderate and low (see Table 4.5). Criteria included relative size, potential to move to higher on the PPA Stewardship Model, fit with current agency goals, and to some degree, audiences already engaged. Darker shades within the categories indicate where to apply the most effort relative to the lines of inquiry. HA staff should consult this table when identifying target audiences for new HA programs and services.

Table 4.6 gives more direction to HA staff regarding how much effort to budget for the various CHIP-AB audiences.

High priority audiences are treated with more detail than moderate or low priority audiences in the program statements that follow.

Year	High Priority Audiences % HA Effort					Moderate Priority Audiences % HA Effort					Low Priority Audiences	Total %
	Day Users On-site	Campers On-site	Day Users and Campers Off-site	School Groups		First Time Visitors	Cottagers	Nearby Landowners	Researchers and Partners	Community Groups	<ul style="list-style-type: none"> • Group Campers • Remote Visitors • Former Visitors • Vehicleless Visitors 	
				On-site	Off-site							
1	15	30	5	10	10	5	5	5	5	5	5	100
2	20	20	10	10	10	5	5	5	5	5	5	100
3	20	15	15	10	10	5	5	5	5	5	5	100

Table 4.6: Recommended HA Effort expenditure as a percentage of total effort.

4.27



Program Statement for Day Users On-Site

Definition

Day users are visitors that come to CHIP-AB for all or part of the day before returning home or to an overnight location outside the park. Most are local people, in family groups with children. Some are tourists staying at hotels, motels or bed-and-breakfasts located outside the park. Day users on-site is a term used to identify this audience when they are in the park.

Like campers, much of this group is composed of repeat visitors and families. It is also the largest potential on-site audience, and the one it is necessary to engage if community relevance is to be heightened.

See Audience Analysis, Chapter 2 for more information.

Priority Level: High

Audiences have been analyzed and ranked in priority (see Table 4.1). Day Users are currently a critical target audience.

Levels of Service:

Size and Importance of Audience

Day users currently represent 60–70% of park visitors. They represent a broad spectrum of the environmental citizenship scale. Total HA effort for this group should roughly reflect the size of this visitor group.

However, because of its relatively short stay per visit and busy activity schedule while in the park, this group will be difficult to engage, especially at the higher levels of the environmental citizenship scale. Therefore day users have been divided into two groups:

Day Users On-site

- to receive approx. 50% of HA development and delivery time allocated for Day Users
- programming to focus on Light the Spark levels of the Environmental Citizenship Scale

Day Users Off-site (see next program statement)

- to receive approx. 50% of HA development and delivery time allocated for Day Users
- programming to focus on Fan the Flame levels of the Environmental Citizenship Scale

Strategic Considerations

Unlike campers, this group has not been widely targeted in the past and few day users participate in standard HA offerings. As a result day users do not expect or look for HA offerings in the park.

Resource Allocation and Phased Implementation

Because HA staff will need to conduct action research as they implement HA programs and services for this audience, phasing will be a useful tool for gradually allocating increasing effort toward programming for day users while reallocating effort from other traditional programming areas.

We recommend the following phasing of effort into developing and delivering on-site HA services for this visitor group:

Year	% HA Staff Time On-Site Services
1	15
2	20
3	20

Links:

1. HA programs and services can be linked to specific exhibits and activities in the Park Centre
2. Programs and services aimed at day users on-site will also attract campers using park recreation facilities.
3. Programs and services for day users off-site can be linked and promoted through on-site offerings.

CHIP-AB Park Level HA Goals:

Emphasis should fall on those in bold type.

1. **Light the Spark**
2. Fan the Flames
3. Orientation
4. Tourism



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for *Cypress Hills Interprovincial Park-Alberta*

Lines of Inquiry:

Emphasis should fall on those in bold type.

- Orientation
- **What is special about this place?**
- **What kinds of environments do we have here at CHIP-AB?**
- **Why do we have these kinds of environments here?**
- **How does the environment function?** (ecological systems and processes)
- **How do we learn about the environment?**
- How do humans interact with the environment? (past, present and future, in CHIP-AB and broader environment)
- What is the role, value and importance of Parks and Protected Areas?
- How can I become more involved in CHIP-AB and in stewardship of the environment?

Because of the family nature of this audience, the idea of sharing nature and history with children will be a positive attraction.

An Example of Integrated Personal and Non-personal Media

A staffed Activity Station (Point Duty)

- Located on the beach during heavy visitation during summer weekends
- staffed by one or two HA staff and volunteers

Personal Component

This will focus at the beginning and end of the activity, and will feature two-way communication between HA staff and visitors.

Pre Activity

- promote activities
- encourage participation
- hand out activity sheets and lend equipment
- assist participants with activity instructions
- field questions about the activities

Post Activity

- debrief the activity
- discuss observations and discoveries
- explain what was observed and why
- discuss follow-up activities and related HA programs and services that participants can take part in
- may encourage visits to the Park Centre for more information and other activities
- recover activity sheets and equipment
- award prizes and promote other HA opportunities

Non-personal Component

A series of activity sheets, each based on themes developed by HA staff and based on the Lines of Inquiry.

The sheets could contain:

- provide something to come over to look at such as a tank containing lake creatures
- activity instructions
- background information, illustrations and descriptions
- locations where the activity can take place
- space to write notes, make sketches and draw maps as needed

4.30



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Locations for Services

Personal:

- Elkwater Beach
- Elkwater Day Use areas
- Hiking Trails
- The Park Centre
 - will be an excellent site for short duration indoor activities and as a start point for outdoor activities
- Reesor Lake fishing sites

Non-personal:

- The Park Centre
- Elkwater Beach
- Major Viewpoints
- Hiking Trails
- Boat Launches
- Picnic sites

Suitable Methods:

In many cases a combination of personal and non-personal media and methods may be used to good effect (see example on facing page).

Mass Media

Not applicable for on-site visitors

Non-Personal Programs

Because the emphasis is on the need for quickly changeable, short-duration, open-ended interactions, the most cost-effective approach is to depend on low-cost media. These include:

- self-guided activity sheets
- self-guided trail brochures
- activity guide booklets
- activity packs
- temporary interpretive signs and posters (laminated colour inkjet paper output)
- audio activity guide on cassette player/CD player/MP3 player (this requires expensive media players but the production of the media is relatively low-cost)
- traveling exhibit
- Park Centre offerings

Personal Programs

Personal contact will be especially important when introducing new programming concepts to new locations such as the beach or picnic area. HA staff will have to work to introduce the new programming initiative to site visitors. Also, a very high portion of day users are repeat visitors. Personal contact will be important.

Programming will have to be flexible and changing to keep the visitor experience fresh and there should be opportunities for two-way communication between repeat visitors and HA staff. Key personal programming components include:

- point duty/activity station
- roving
- skills demonstration
- discovery activities
- auto tour
- characterization/costume (animation)
- Park Centre activities

Partner-led Offerings

Possibilities exist if the right combination can be found.

Projects

Unlikely to attract participation unless well publicized and pre-registered, so that day users come out planning on participating.

Courses and Workshops

Unlikely to attract participation unless well publicized and pre-registered, so that day users come out planning on participating.

Personal Contact

As much as possible.

Volunteerism

Less likely among this audience than some others.

Website

Not applicable for on-site visitors

Special Events

The park has a tradition of presenting special events. These typically entail a series of special, coordinated activities that take place over a day. Partners and volunteers often participate in delivery of some of these activities.

4.31



HA Program Statement for Campers On-site

Definition:

Campers are visitors that stay in one of CHIP-AB's public campgrounds for at least one night. This group has a very high percentage of repeat visitors and offers perhaps the most potential for participating at higher levels of environmental citizenship and lines of inquiry.

Characterized as families with relatively high levels of education, they generally have more experience and stewardship tendencies than other audiences and are already engaged in CHIP-AB's HA services.

At CHIP campers are the second largest visitor group. For more detail see Chapter 2, Audience Analysis.

Priority Level: High

Audiences have been analyzed and ranked in priority (see Chapter 4 Table 2). Campers are a critical target audience.

Levels of Service:

Size and Importance of Audience

Campers currently represent 30–40% of park visitors. They represent a broad spectrum of the environmental citizenship scale.

Strategic Considerations

Campers have been the chief focus of HA effort in the past. As a result, campers have come to expect the wide variety of offerings and times and locations of services. However, this plan calls for a broader range of audiences, a broader range of services and methods of delivery and more year-round HA services. It is likely that HA staff will have to reduce the amount of service to campers.

If personal services to campers delivered by HA staff is reduced, HA staff may be able to find ways of compensating such as:

- facilitating on-site personal services provided by partners and/or contractors
- providing more self-guided services
- ensuring that personal and non-personal services based out of the park centre can accommodate the needs of the camping audience

Resource Allocation and Phased Implementation

We recommend the following phasing of effort into developing and delivering on-site HA services for this visitor group:

Year	% HA Staff Time
1	30
2	20
3	15

Links:

1. Programs and services can be linked to specific exhibits and activities in the Park Centre
2. Many campers may be interested in participating in services developed for day users and others on-site.
3. Programs can be linked with outreach and courses developed for day users off-site.
4. CHIP-AB HA programs and services can be integrated with offerings from other service providers —e.g., Police Point Interpretive Centre and Fort Walsh National Historic Site of Canada.

CHIP-AB Park Level HA Goals:

Emphasis should focus on those in bold type.

1. **Light the Spark**
2. **Fan the Flames**
3. Orientation
4. Tourism



HA Program for Day Users & Campers Off-Site

Definition:

This target audience consists of day users and campers who live in or near Medicine Hat. They are mostly return visitors to the park. These audiences have already been described in the previous two program statements and the Audience Analysis (Chapter 2).

Priority Level: High

Audiences have been analyzed and ranked in priority (see Chapter 4 Table 2). Day users and campers are the two largest visitor groups and they will likely continue to be so.

Levels of Service:

Size and Importance of Audience

Day users currently represent 60–70% of park visitors, while campers make up the majority of the remainder. They represent a broad spectrum of the RPA Stewardship Model. HA effort for these groups should roughly reflect the size of this visitor group.

Strategic Considerations

Off site services have not been offered in the past. They will need to be energetically promoted by HA staff to engage these audiences. It will take time—possibly several years—to build up a profile and culture of participation. This will require:

- action research to find locations, themes, timing, and media and methods that best suit this visitor group
- a phased implementation of programs and services

Resource Allocation and Phased Implementation

Phasing will be a useful tool for gradually allocating increasing effort toward off-site programming while reallocating effort from other traditional programming areas.

We recommend the following phasing of effort into developing and delivering on-site HA services for this visitor group:

Year	% HA Staff Time Off-Site Services
1	5
2	10
3	15

Links:

1. Programs and services can be linked to specific exhibits and activities in the Park Centre
2. Off-site programs and services will also attract some people that have never visited the park—so an outreach component as well.
3. HA programs and services off-site can be linked and promoted through on-site offerings.
4. Programs and services off-site can be linked and promoted through offerings by partner groups in Medicine Hat.
5. CHIP–AB HA programs and services can be integrated with offerings from service providers located in Medicine Hat—e.g., Police Point Interpretive Centre.

CHIP–AB Park Level HA Goals:

Emphasis should focus on those in bold type.

1. **Light the Spark**
2. **Fan the Flames**
3. **Orientation**
4. **Tourism**



Program Statement for School Groups On-site

Definition:

This group is composed of students grades K-12, plus university and colleges classes, plus their teachers and instructors. Most are from the Medicine Hat Area. These students come to the park for a half- or one-day visit.

This audience fits well with HA's learning orientation. Even unsupportive and unaware families can be reached through the participation of their children in school outings to the park.

See also Audience Analysis, Chapter 2.

Priority Level: High

Audiences have been analyzed and ranked in priority (see Chapter 4 Table 2). Students are a critical target audience.

Levels of Service:

Size and Importance of Audience

PPA's focus on stewardship has made students a very important target audience. There are many potential links between PPA's mandate and the curriculum in science and social studies.

There are 13,000 students in the school district within an hour's drive of the park. In 2003, approximately 3,000 students took part in HA programs at the park.

Strategic Considerations

Many school boards in Alberta and the rest of Canada are facing steady or declining budgets. This often results in a decrease in the number of field trips that schools can afford to send students on.

CHIP-AB is likely to face a declining demand for school visits for HA services.

Resource Allocation

We recommend future expenditures of HA effort on school groups to be 20% of the total time and resources available for HA. Of this effort, we recommend that half (10% of total HA effort) be focused on school groups on-site. It is important to continue to offer school programs at the park where students will have greater opportunities for hands-on outdoor experiential learning.

Links:

1. Services for school groups on-site can be linked with services for school groups off-site.
 - one option would be to have an option for teachers to choose between the same program, one based on HA staff visiting the school, and one based on the class visiting the park
 - a second option is to offer complementary programs
 - part 1 being offered at the school
 - a second part offered at the park
2. Links may be made with school programs delivered by partner agencies and groups—e.g., CHIP-SK or Police Point Nature Centre.
3. Programs can be linked with children's activities available on the park's web site when these are developed.

CHIP-AB Park Level HA Goals:

Emphasis should fall on those in bold type:

1. **Light the Spark**
2. **Fan the Flames**
3. Orientation
4. Tourism



Heritage Appreciation Development Plan

for *Cypress Hills Interprovincial Park-Alberta*

Lines of Inquiry:

Emphasis should fall on those in bold type:

- Orientation
- **What is special about this place?**
What kinds of environments do we have here at CHIP-AB?
- Why do we have these kinds of environments here?
- **How does the environment function?**
(ecological systems and processes)
- **How do we learn about the environment?**
- **How do humans interact with the environment?** (past, present and future, in CHIP-AB and broader environment)
- **What is the role, value and importance of Parks and Protected Areas?**
- How can I become more involved in CHIP-AB and in stewardship of the environment?

Curriculum Connections

HA offerings for school groups must be relevant to students' grade curriculum. Alberta Learning's curricula for science (www.learning.gov.ab.ca/k_12/curriculum/bySubject/science/default.asp) and social studies (www.learning.gov.ab.ca/k_12/curriculum/bySubject/social/default.asp) most commonly have connections to CHIP-AB's HA lines of inquiry. HA staff should also consider investigating curricula for:

- language arts (www.learning.gov.ab.ca/k_12/curriculum/bySubject/english/)
- environmental and outdoor education (www.learning.gov.ab.ca/k_12/curriculum/bySubject/other/eoed.pdf)
- aboriginal studies (www.learning.gov.ab.ca/k_12/curriculum/bySubject/aborstedy/default.asp)

Scope of Presentations

Most school groups that can come to CHIP-AB to participate in HA offerings come from Grades K-7. Most middle and high schools are plugged into the period system which provides students with subject blocks that last between 45-60 minutes. Most science and social studies teachers cannot justify taking students out of these other courses for a half or one day park visit. Therefore in-park HA services for school groups should continue to focus on grades below high school level.

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Program Statements: Addressing the New Approach

Chapter 4

HA services can also target university and college field trips in a minor way. These trips may be co-ordinated with partners such as research teams conducting field work in the park.

Locations:

Like community groups, the key to programming for school classes is to meet them where they can do hands-on discovery activities and ideally where some facilities are also available, such as washrooms and shelter.

The Park Centre will be an excellent site start point for outdoor activities and for any indoor activities. The group's learning needs may also indicate other locations, such as trails in other habitats or along lake shores, for example.

Group Size:

A limit to the number of students per HA staff should be set to ensure quality of experience. Some agencies run successful fee-based programs with a limit of 15 students per HA staff and a team-teaching opportunity with the class's regular teacher. To prepare for charging fees, group size should be defined in relation to the kind of experience to be offered. Limits to numbers of participants should be considered for all programs, not just for school groups.

Suitable Methods

Mass Media

Not applicable for on-site visitors

Non-Personal

Non-personal methods are developed to assist teachers who can not afford to pay, who choose to come to the park when HA staff are not available, or who wish to provide the learning experience themselves. These methods may include:

- teacher-guide/student workbook sets
- exhibits and displays in the Park Centre
- video presentations for use in the Park Centre classroom
- teacher and parent leader workshops and team teaching options can be offered to provide learning at the leadership level and so that more school groups can be accommodated

Personal

These options include:

- discovery stations
 - one or more outdoor locations where students observe, record, analyze and synthesize information
- facilitated student projects
- guided hikes
- demonstrations
 - may include live animals from the Park Centre

Partner-led HA Offerings

Yes, these are a possibility if suitable HA offerings are developed.

Projects

Yes, these are a possibility if suitable projects can be developed.

Courses and Workshops

Not applicable.

Partnerships:

Partners for working with school groups include:

- CHIP-SK and Fort Walsh National Historic Site of Canada
 - share promotion of education services
 - co-ordinate school visits e.g., 1/2 day at CHIP-AB, 1/2 day at Fort Walsh
- HACH
 - volunteers to work with HA staff to present school programs
- school districts
 - public and private school boards can work with CHIP-AB HA staff to identify key areas of study
- Alberta Learning
- researchers conducting field work in the park

Scheduling:

HA staff probably already knows:

- best times of the year for field trips
- times of year and times of day when school busses are available for field trips
- times when students are not available
 - professional development days
 - holidays

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Heritage Appreciation Development Plan

for *Cypress Hills Interprovincial Park-Alberta*

Operational Needs:

- class sets of tools and materials
- See Park Centre Program Statement (see Appendix B).

Revenue Generation:

There is high potential for direct revenue generation from fees for on site school programs.

Summary Recommendations:

1. All HA services for school groups must have direct curriculum connections.
2. Text (e.g., teacher's guides) and advertising aimed at teachers must use the language and terms used in the education profession – e.g., learning outcomes in place of objectives, and rationale in place of goals.
3. HA staff should promote learning opportunities at CHIP-AB at teacher professional development workshops.
4. HA staff should use the park web site to:
 - promote CHIP-AB's school group offerings
 - provide pre-visit and post visit activities
 - develop on-line learning opportunities for students and teachers
 - link to other PPA web sites
 - link to education partner web sites
 - display positive testimonials about the CHIP-AB school group program by students and teachers
 - provide a forum for sharing of discoveries, student and class projects about CHIP-AB between students and teachers from many schools
 - link to any PPA-developed on line activities for individual children or classes
5. HA may need to build capacity through training in teaching knowledge and skills including:
 - children's ages and stages—development of children's cognitive, physical and emotional abilities at different ages and grade levels (see References).
 - group dynamics and questioning skills
 - Maslow's hierarchy of needs
 - theories and practice with respect to student learning styles

For more recommendations specific to this audience, see Audience Analysis, Chapter 2, including the summary of recommendations at the end of the chapter.

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Program Statement for Neighbouring Landowners

Definition:

This small audience owns or leases land adjacent to the park. Most are ranchers engaged in the hard business of making a living from the land. Some are members of the grazing associations that lease land inside CHIP-AB. Other park neighbours are active in some kinds of tourism activities (e.g., bed and breakfasts, ranch visits, tour guiding).

This is a small, but important park stakeholder group. The recent Park Fringe Area study indicates that most neighbours strongly support the park. They can be engaged in activities and initiatives that involve the greater park ecosystem.

Many in this group have strong inter-generational ties to the land and a strong sense of place and love for the Cypress Hills.

See Chapter 2, Audience Analysis, for more about this audience.

Priority Level: **Moderate**

This group, because of its small size, is at a moderate priority level (see Chapter 4 Table 2).

Levels of Service:

Size and Importance of Audience

This is not a large audience group.

Strategic Considerations

Many neighbouring landowners probably visit the park regularly for recreation. Also, one aim of HA may be to assist in maintaining good neighbour relations with this important group. Regular two-way contact will ensure that:

- communication is maintained
- issues and concerns are communicated clearly
- landowners are aware of HA and park initiatives

HA services should try to provide neighbouring landowners with the opportunity to share their sense of place experience with other visitors and park staff.

Resource Allocation

We recommend allocating 5% of HA staff time and resources to services for neighbouring landowners.

Links

1. Sense of place activities targeting long-time campers and day users.
2. Projects targeting long-time campers and day users.
3. Courses and workshops targeting long-time campers and day users.

CHIP-AB Park Level HA Goals:

Emphasis should be placed on those in bold type.

1. Light the Spark
2. **Fan the Flames**
3. Orientation
4. Tourism

Lines of Inquiry:

Emphasis should be placed on those in bold type.

- Orientation
- What is special about this place?
- What kinds of environments do we have here at CHIP-AB?
- Why do we have these kinds of environments here?
- How does the environment function? (ecological systems and processes)
- **How do humans interact with the environment? (past, present and future, in CHIP-AB and broader environment)**
- **What is the role, value and importance of Parks and Protected Areas?**
- **How can I become more involved in CHIP-AB and in stewardship of the environment?**



Program Statement for Researchers

Definition:

These are usually university-based scientists who come to the park to conduct field studies on ecology, wildlife, forestry, and grasslands as well as studies on ancient landscapes and human history. CHIP-AB's rich environment and history attracts a wide variety of researchers.

These researchers may come alone or with a team and work for one to several years on a project.

The HA program directed toward this audience will be aimed at developing mutually beneficial relationships rather than interpreting to or educating the researchers. However, HA staff will likely be able to inform researchers about the stewardship mandate of the park and the educational functions of HA with the public.

Priority Level: **Moderate**

These experts are important in that they can provide new information and expert contributions to HA services, plus other resources depending on the partners.

Levels of Service:

Size and Importance of Audience

This is a very small, very knowledgeable group with much to contribute.

Strategic Considerations

Many researchers that come to the park have contributed to the HA program by providing copies of their research results, and photographs and by delivering public presentations. These services are often part of the permit agreement between the park and the researcher.

Resource Allocation

We recommend allocating 5% of HA staff time and resources to and with researchers.

Links:

1. Sense of place activities targeting long-time campers, day users and cottagers.
2. Projects workshops and courses targeting long-time campers and day users.

CHIP-AB Park Level HA Goals:

Emphasis for services presented or partially presented by researchers should be placed on those in bold type.

1. Light the Spark
2. **Fan the Flames**
3. Orientation
4. Tourism

Lines of Inquiry:

Emphasis should be placed on those in bold type.

- Orientation
- **What is special about this place?**
- What kinds of environments do we have here at CHIP-AB?
- Why do we have these kinds of environments here?
- **How does the environment function? (ecological systems and processes)**
- **How do we learn about the environment?**
- **How do humans interact with the environment? (past, present and future, in CHIP-AB and broader environment)**
- **What is the role, value and importance of Parks and Protected Areas?**
- **How can I become more involved in CHIP-AB and in stewardship of the environment?**

Locations:

At research site if appropriate. Otherwise see day user and camper program statements.

