

# Appendix B

# Program Statement



## Cypress Hills Park Centre Cypress Hills Interprovincial Park–Alberta

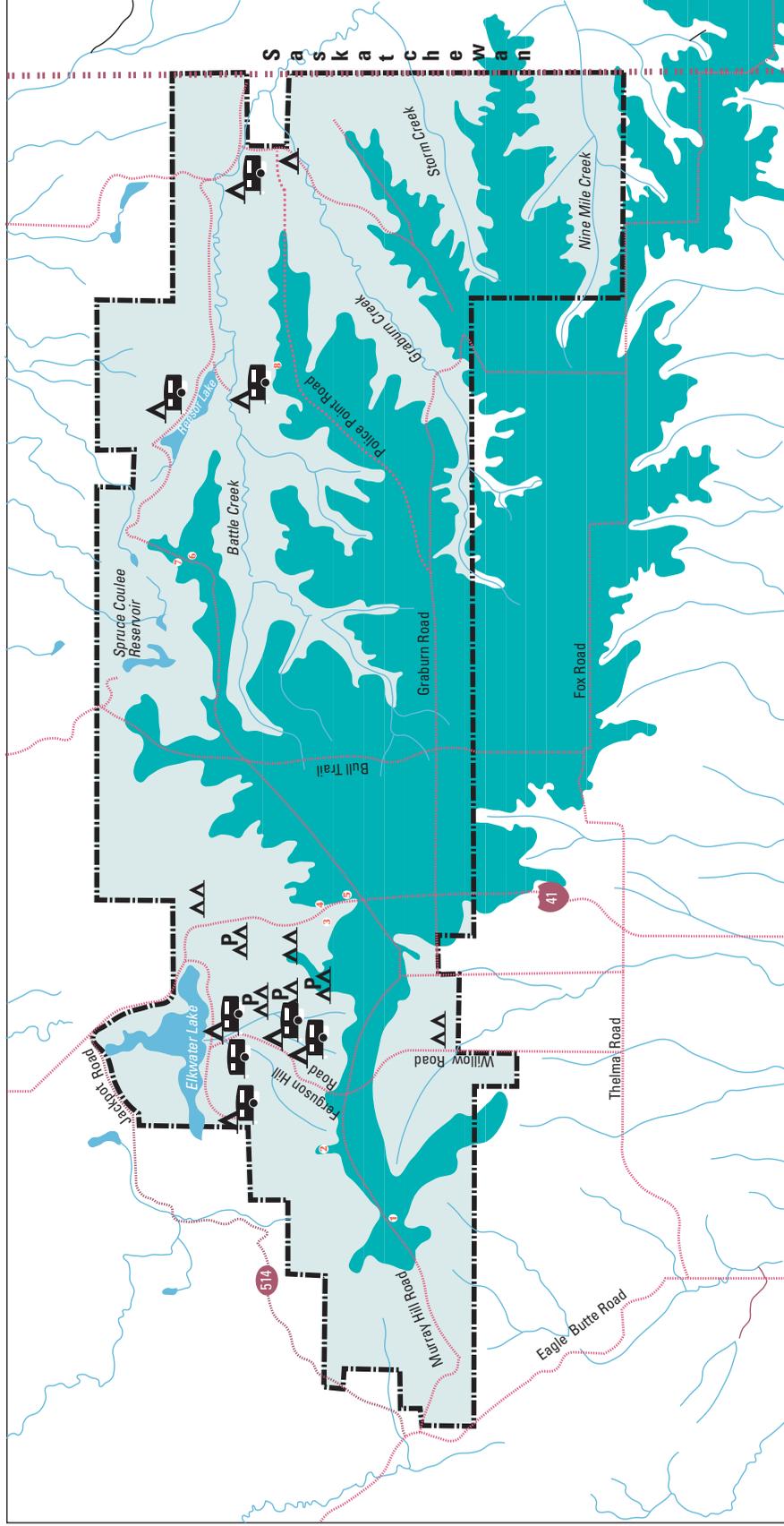
Developed for the Cypress Hills Centennial Committee

by  
**EcoLeaders**  
Interpretation and  
Environmental Education





Map 1  
Cypress Hills Provincial  
Park



# Park Centre Program Statement

## for *Cypress Hills Interprovincial Park*

### Program Statements

Program Statements are detailed analyses of proposed major facilities or programs. Each program statement outlines:

- a rationale
- target audiences
- objectives and functions
- themes, topics and stories
- linkages with other programs, facilities, sites or businesses
- design implications
- staffing requirements
- estimated capital costs

This program statement can be used by the architect, and planning team to develop an effective Park Centre.

### Introduction

Cypress Hill Interprovincial Park is the province's only interprovincial park. The official interprovincial agreement was signed on August 25, 1989 by the provinces of Alberta and Saskatchewan.

The Alberta section of the park, established as a Provincial Park in 1951, is one of the largest provincial parks in Alberta. It consists of 20,250 hectares (50,000 acres) of wild land, 3 day use areas, 13 campgrounds with a total of 550 campsites, 2 public group camps, 5 private group camps, the townsite of Elkwater, a private ski hill and a golf course (see map on facing page). In 2000, over 250,000 people visited the park.

There has been a Visitor Centre at Cypress Hills Provincial Park since 1967. The current Visitor Centre is located in a building originally built as a ski lodge. In 2002, the park contracted Sunwise Engineering of Medicine Hat to evaluate the structure with respect to expanding and upgrading or replacing this aging facility. Based on this report, park management decided to build a new Park Centre.

The new Park Centre will be a unique facility in a park that is unique to the province.

The centre will be located within the Elkwater townsite at the site of the current restaurant and store (to be confirmed).

### Functions

The Park Centre will have heritage appreciation, environmental education and life long learning functions as well as the administration and management functions of a park office.

### Visitation Projections

#### Park Visitation

There have been no studies directly focusing on visitor projections for CHPP. However, according to Western Management Consultants Market Assessment and Visitor Projections for Cypress Hills Interprovincial Park, Dinosaur Provincial Park and Writing-On-Stone Provincial Park, the province's population will increase by 20% by 2020. One can expect that the visitation to CHPP could increase by this much—e.g., to approximately 300,000. However, this increase is not likely to happen if park facilities continue to age. Without regular upgrading and maintenance of park facilities and infrastructure, especially those outside of the Elkwater townsite, attendance may remain constant or even decline.

The new Park Centre will be a fine starting point to revitalize both park services and infrastructure. Park managers can look to several possible scenarios (see Sidebar: Park Attendance Scenarios).



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### Sidebar: Park Attendance Scenarios

#### Declining Attendance

If the current local visitors perceive that the park infrastructure and support is continuing to age and decline, many may look elsewhere for recreation options (information from public meetings 20003).

#### Steady Attendance

Attendance could hold steady at about 250,000 per year, maintained by innovative HA programming and the new Park Centre, or decline slowly over time as other park infrastructures continue to age and regular visitors drop out and are not replaced by newcomers.

#### Proportional Rise in Attendance

If the new Park Centre and new HA initiatives outlined in the HA Development Plan stimulate more support for park-wide infrastructure maintenance and development, park visitation is likely to increase at least in pace with the general population rise of 20% by 2020 to 300,000 visitors.

#### Higher Rise in Attendance

With the new focus on more in-depth HA services for return visitors and day visitors, visitation could increase by another 20% to as high as 350,000 visitors by 2020 should HA services prove popular.

### Park Centre Visitation

Peak numbers of visitors for the current visitor centre can be up to 4,500 people per month (July and August) with peak day visitation reaching 500 people.

When considering the Higher Rise in Attendance scenario described in the sidebar, with the new Park Centre located in or near concentrations of day visitors and campers with easy pedestrian and bicycle access summer visitation (July and August) may double over time to 9,000 people per month with peak visitation reaching 1,000 people per day

### Heritage Appreciation Foundations

Before the Park Centre is developed, designers and architects are encouraged to review the foundations chapter of the *Cypress Hills Heritage Appreciation Development Plan*. The foundations include the vision, mission, and guiding principles developed for Heritage Appreciation services for Alberta Parks and Protected Areas (see Attachment 1). These foundations provide the guidance for all HA initiatives at Cypress Hills Provincial Park. A review of this information will help planners develop the Park Centre in context to the bigger overall picture of the Heritage Appreciation plan for the park.



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### Rationale: A Visitor Focus

An obvious focus of the Park Centre is the visitors to the park. The audience analysis conducted by EcoLeaders in 2003 identified 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

The implications of the visitor profile on services provided at the park and at the Park Centre are as follows:

- Repeat visitors are a majority at the park
- Heritage Appreciation services and products aimed at repeat visitors must be changed regularly
  - 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 Visitor-Focused Approach

With a very high percentage of the target audience being day users and return visitors, a radically different approach from the traditional Visitor Centre will be required.

Key functions of the Park Centre will be to:

- inspire and provoke these visitors to:
  - go out into the park to make discoveries
  - interact with the park's natural and historical /cultural resources in low impact ways
  - return with questions to be answered by HA staff and to share their observations and discoveries with HA staff and other visitors
  - visit parts of the park that they may not have been to before
  - return to familiar places to observe seasonal changes and to experience long-term processes over a period of years
  - become involved in research and conservation projects taking place in the park
  - become active stewards and advocates of the park
- assist new visitors to:
  - become aware of the park's Heritage Appreciation and recreation opportunities
  - be aware of, appreciate and understand the natural and cultural heritage of the park
- provide visiting classes of students (Grades K-12) with the opportunity to prepare for and debrief after outdoor learning excursions



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**Sidebar: The PPA Stewardship Model**

**Learning Progression**

**Leads**

- persuades others
- effects change in awareness, appreciation understanding and behaviour in others

**Behaves**

- displays positive behaviour in her/his actions
- tangible actions

**Values**

- considers the environment to have intrinsic worth
- the environment becomes an important part of her/his identity

**Understands**

- has in-depth knowledge
- precisely grasps meanings
- able to interrelate concepts

**Appreciation**

- can comment on the content and importance of specific environmental components

**Aware**

- has learned something about the natural and cultural environment
- can remember some elements

**Unaware**

- not equipped with specific or general knowledge

**Unsupportive**

- behaves in ways that do not support environmental citizenship

**Fan the Flame**

**Light the Spark**

Based on Environmental Education and Heritage Interpretation Task Force Report, Parks Canada, March 1992.

### An Extended Delivery Model

Discussions with PPA and CHPP staff indicate that they desire to move forward to a deeper delivery model that focuses on empowering visitors to make hands-on discoveries, develop and follow interests, communicate and share their discoveries, and contribute to park and agency initiatives. There is also a desire to:

- reach audiences outside park boundaries
- involve park neighbours (landowners and other citizens) in conservation, preservation and sustainability issues
- develop the overall environmental literacy and citizenship of Albertans
  - this includes the knowledge, skills and attitudes Albertans need to sustain their environment, lifestyles and communities for the foreseeable future
  - a key part of this will be to better understand and cope with the interactions of their communities with the natural landscapes that they hold dear
  - they will also develop a fuller understanding of and perhaps participate in agency initiatives
  - this will involve building the capacity of individuals and groups to identify needs, collaborate with other agencies, groups and individuals, and develop leadership skills

### How to Get There

The means to achieve these aims will be through development of programs and services that lead visitors through a progression of levels of awareness and involvement (see Sidebar: The Environmental Citizenship Scale). This will be achieved through a combination of the techniques of experiential education (see Attachment 2), inquiry learning (see Attachment 3), life-long learning, and environmental education.

In these on-going learning-focused approaches, numerous ideas are welcomed and debated instead of key messages and stories being delivered to a passive audience. The message- and information-sending approach of many past interpretive programs does not support contemporary educational theories that recognize the active role of learners in meaning-making. Knowledge, according to the academic literature, is not transmitted directly from some outside source to the learner, but rather is constructed and re-constructed by the learner. (Kelsey, 2002)

Environmental literacy and education for stewardship



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and sustainability models also include aspects beyond simple information or message transferal. These are complex concepts that typically include feelings of responsibility, sense of place, vigorous debate, and skills for questioning, analysing and addressing environmental issues (*National Project for Excellence in EE*, Finlayson 2002 in press, UK Sustainable Education Advisory Panel, 1999-2003). Community involvement approaches used by stewardship groups and sustainability projects generally incorporate two-way learning, where agencies gain knowledge from community members as well as vice versa. And interpretation and park-based education, of course, generally uses an inquiry-based route to learning involving direct experience with the landscape. Therefore a variety of learning media will be used.

## Overall Park HA Goals

The Heritage Appreciation Program at Cypress Hills Provincial Park has two key goals with respect to visitors' (both actual [on-site] and virtual [off-site]) interaction with the park's natural and cultural resources:

1. Light the Spark
  - aim to address visitors at each of the lower levels of the environmental citizenship scale
  - focuses on basic interpretation—e.g., awareness, appreciation, understanding
2. Fan the Flames
  - to support learning at each of the upper levels of the environmental citizenship scale
  - focuses on building upon visitor interests and knowledge initiated by *Light the Spark* activities or already present in some visitors
3. Orientation
  - to provide needed orientation and information, promote upcoming events and take program registration
4. Tourism
  - to build capacity for attracting visitors from further afield and help to meet the increase demand for educational tourism

## Park HA Theme and Lines of Inquiry

The overall theme of the park's HA service is:

### *Exploring Our Environment In Cypress Hills Interprovincial Park*

Because the main focus of HA activities in the park will be experiential and inquiry learning, the following lines of inquiry have been developed to fill the role of themes:

- How can I become more involved in CHPP and in stewardship of the environment?
- Why do we have Parks and Protected Areas?
- How do humans interact with the environment? (past, present and future; in the park and beyond)
- How do we learn about the environment?
- How does the environment function? (ecological systems and processes)
- Why do we have these kinds of environments here?
- What kinds of environments do we have here at CHPP?
- What's special about this place?

These themes follow a progression from bottom to top. They parallel the learner's progress up the scale of environmental citizenship (facing page). See Table 1 for details on how the Park Centre can help meet these goals and Attachment 4 for more details.

## Key Objectives of the Park Centre

The overall park HA theme will guide the design of the park centre building.

Visitors entering the building will be inspired to go out into the park to explore, experience, learn—and then to return to the building at a later time or date to share their experiences with staff and other visitors and for more incentive for their next excursion. Visitors will see the Park Centre building as a portal to adventure.



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**Table 1: How the Park Centre will Facilitate HA Goals**

This building will not be a normal visitor centre or interpretive centre, if there is such a thing. The new themes do not generally represent stories to be told, and orientation and tourism functions are secondary. Instead, the themes represent lines of inquiry to encourage conversations, environmental citizenship and life-long learning. How can the proposed building support these HA goals?

This table illustrates how HA services for visitors to the new Park Centre building will address each of the new themes. The new building must facilitate the delivery of the complete range of HA services as indicated.

Lines of Inquiry	Mass media	Indoor Components of Personal programs	Non-personal Programs including exhibits	Partner and Stakeholder Involvement	Non-field work portions of Projects	Personal Contact with experts, HA staff	Courses, Workshops	Volunteering	Website
How can I become more involved in CHPP and in stewardship of the environment?			●	●	●	●	●	●	
Why do we have Parks and Protected Areas?			●			●			
How do humans interact with the environment? (past, present and future at CHPP and beyond)		●	●			●	●		
How do we learn about the environment?		●	●		●	●	●		
How does the environment function? (ecological systems and processes)		●	●		●	●			
Why do we have these kinds of environments here?		●	●	●		●			
What kinds of environments do we have here at CHPP?		●	●	●		●			
What's special about this place?		●	●	●		●			
Orientation		●	●			●			



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### General Design Implications

#### General Building Appearance

The building materials should reflect the natural materials of the area e.g., lodgepole pine and rounded cobbles (see Attachment 7: Geological Reflections Concept).

#### Building Guidelines

Alberta Parks and Protected Areas and the Cypress Hills community have developed a set of building guidelines for structures in the areas surrounding Cypress Hills Provincial Park (see Attachment 5: Building Guidelines). These guidelines were developed in 2002. As yet, there has been little opportunity to implement them. By following the guidelines when designing the new Park Centre, PPA can set a precedent for new buildings and the new structure will stand as an model for future development inside and outside the park.

#### Entrance Design

The entrance/reception area is one of the most important areas of the Park Centre. It must:

- project a welcoming atmosphere and a feeling of activity that will encourage visitors to return often
- project the theme of the Cypress Hills as a cool, green, moist oasis that has attracted and succored people for thousands of years
- be designed so that entrance fees or donations can be collected at some future date
- wide doorways (e.g., double doors) to all public areas

#### Visitor Flow Within the Building

A one-way visitor flow through the main public area should be facilitated to accommodate visitor exploration especially at times of peak visitation such as during special events.

#### Trails

The key objective of the Park Centre being to encourage and provoke visitors to go out into the park, the Park Centre will interface with a series of trails. It will be important to build new sections of trails to form, along with existing trails, a series of nested loops (see Attachment 6: Nested Loop Trails). These will take visitors to nearby important landscape features and sites thereby facilitating:

- the tailoring of personal on-trail programs to the HA topics and the needs of target audiences

- pedestrian access to the Park Centre from most points in the Elkwater Townsite area

See Map 3: *Trails in the Elkwater Townsite Area* for the general locations of new trail sections that would assist in the development of a series of nested trails connected to the new Park Centre.

#### Landscaping

The building's setting should support HA services through:

- use of native plants for landscaping
- modeling landscaping for water conservation and ecological integrity
- emphasizing ease of pedestrian access

#### Universal Access Design

Whenever possible all components of the Park Centre, including the parking lot and access trails, should comply with Canadian or Alberta universal design standards, especially for people:

- in wheelchairs
- with hearing disabilities
- with visual disabilities

#### Green Building Practices

In order to deal with the anticipated climatactic conditions (see *Building for Climate Change* below) and to reflect and model PPA environmental integrity goals, the design and construction of the Park Centre should reflect current good practice in environmentally friendly techniques such as:

- water conservation systems
- energy efficient building design
- use of local materials that fit as many of the following criteria as possible:
  - require low energy inputs for manufacture
  - are made from renewable resources
  - produce a minimum of toxic materials in the manufacturing process
  - release a minimum of toxic materials into the Park Centre environment (e.g., synthetic carpeting gassing-off formaldehyde)
  - locally produced
    - require less energy expenditure for transportation
- power efficient lighting and ventilation
- low energy consumption heating and cooling equipment
- low energy consumptive office equipment and appliances

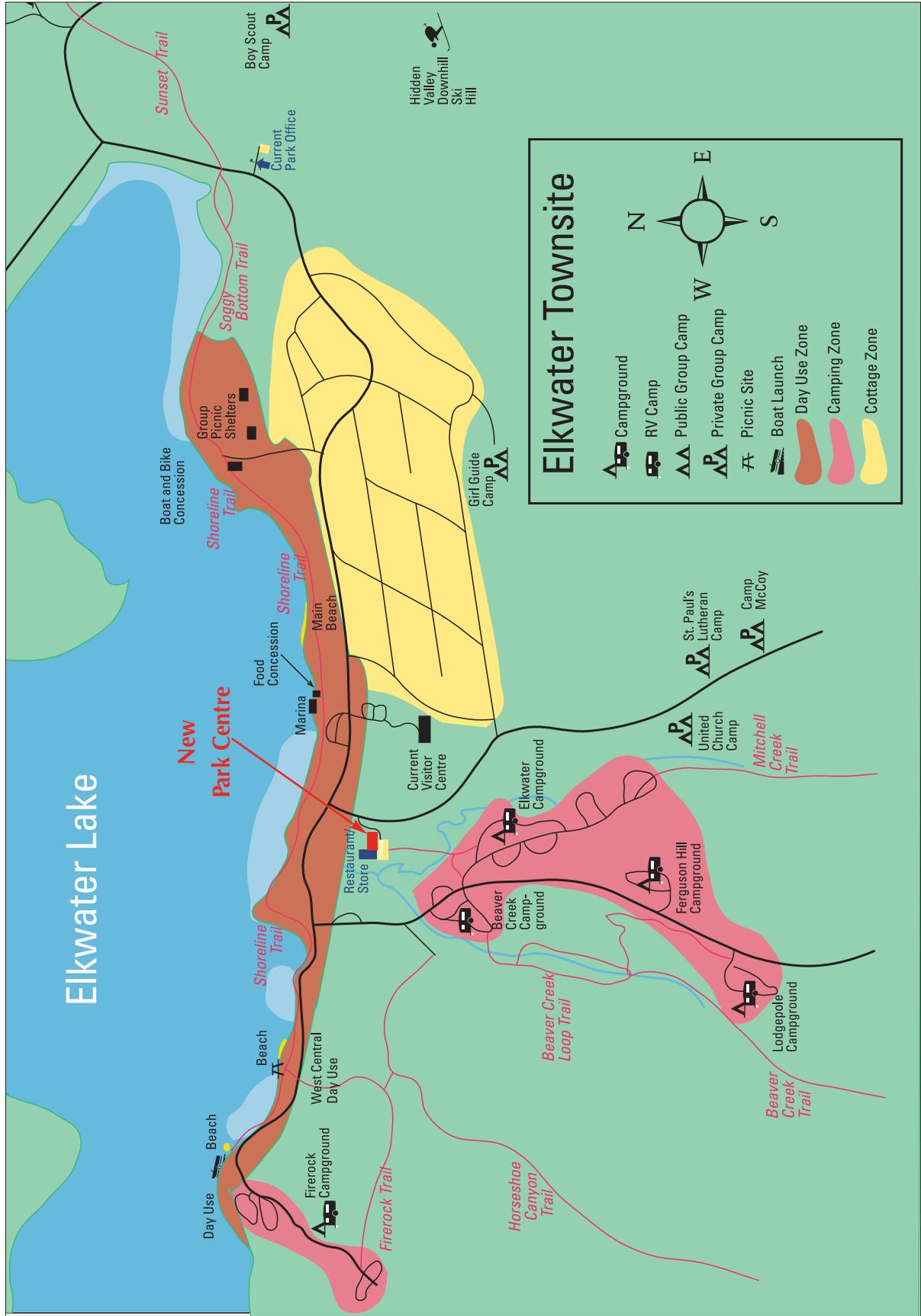
For more details see Attachment 8: Potential Green Building Guidelines.



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Map 2  
Zones in Elkwater Townsite



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### Building For Climate Change

Environment Canada predicts that in the near future, the climate of the Canada including the Palliser Triangle, and the Cypress Hills will be hotter and dryer. We are to expect:

- an increased frequency and intensity of extreme weather events (storms/droughts)
- global temperatures rise 1 to 3.5°C (maybe 4 to 10°C in higher latitudes)
- forests—greater risk from pests, diseases and fires
- damage to our water sources (quality and quantity)

It will be necessary to design the Park Centre anticipating these changes especially:

- higher than current normal summer temperatures
- occasionally lower winter temperatures
- a decreased water supply

### Site Location

The new Park Centre is located close to all major visitor activity areas in the Elkwater townsite (see Map 2).

These include:

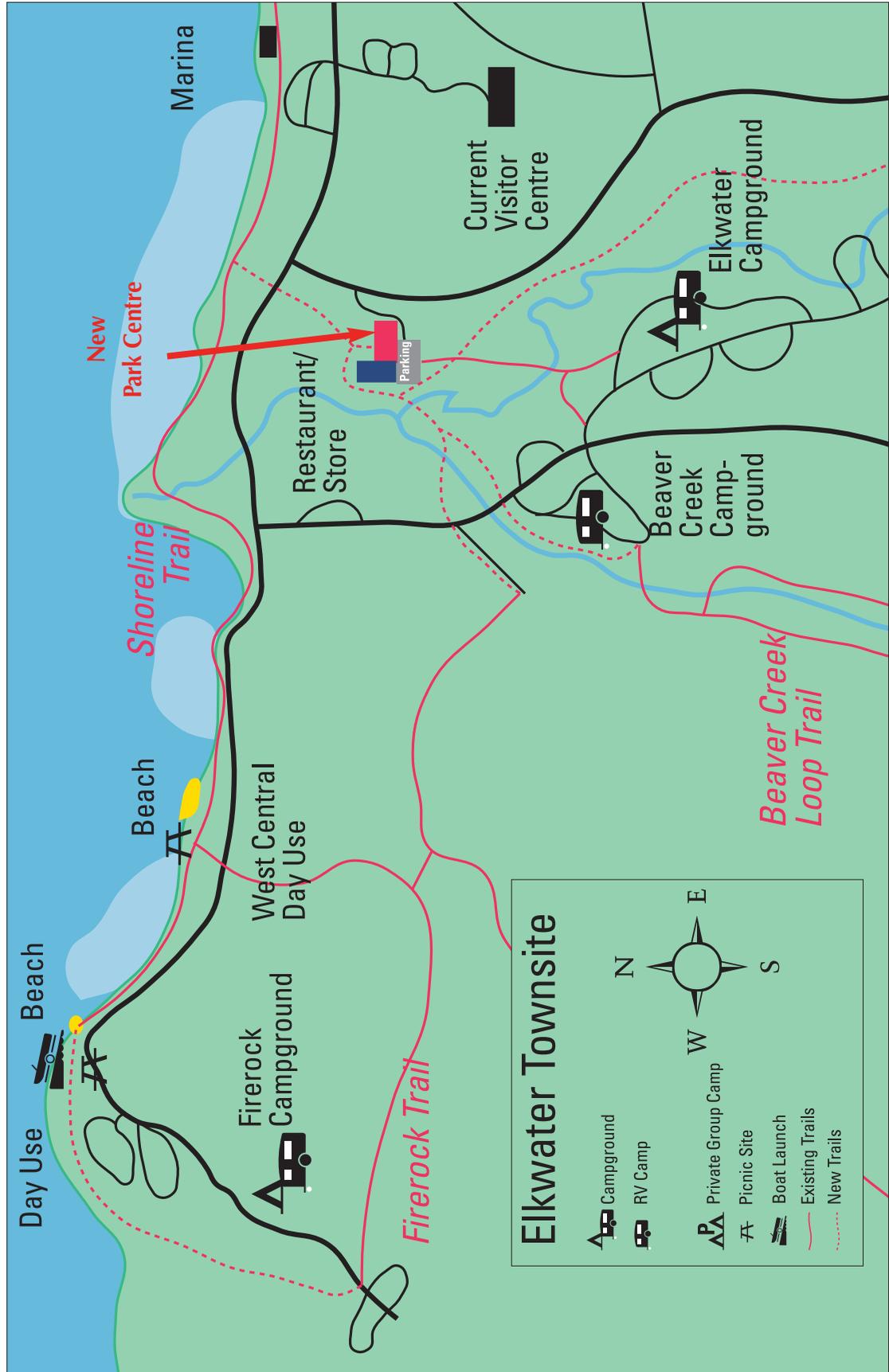
	Approx. No. Visitor Types Coming to the Park in 1999
• Day Use Zone	56,000
• Main Camping Zones	2,200
• Cottage Zone	251



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Map 3  
Trails in the Elkwater  
Townsite area



# Park Centre Program Statement

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### Components

The new Park Centre will become the main location for interaction between park staff and park visitors. Visitors will drop in for general information on the park, its regulations, permits, as well as orientation, information on HA services, to interact with exhibits and HA staff, to take courses and to participate in PPA conservation projects.

The building's location and design will enable people from the three visitor zones (see Map 2 on page 8) to easily access to the Park Centre without the use of personal vehicles.

### Outdoors

#### Access Trails

⇒ **Objective:**

Multi-use trails will connect the main entrance of the Park Centre to the three main visitor zones (see Maps 2 and 3) as well as facilitating HA programming.

↳ **Program Parameters**

- accommodate high volumes of pedestrians (including adults with children in strollers)
  - accommodate cyclists
  - meet Alberta universal access standards
  - avoid terminating at parking lots
  - avoid running parallel to nearby roads
- This will:
- increase safety
  - provide a more enjoyable walk

#### Access Roads

⇒ **Objective:**

Road access will convey visitors' vehicles safely and efficiently to the Park Centre and its parking lot. Although pedestrian and bicycle access will be available, it is expected that many visitors will come by motor vehicles.

↳ **Program Parameters**

Current road access to the site of the Park Centre should be adequate.

### Parking

⇒ **Objective:**

To accommodate all visitor and staff parking at peak use times.

↳ **Program Parameters**

- to be expanded from existing restaurant parking
- design main parking lot to have a separate entrance and exit to accommodate high volume conditions (see Diagram 1)
- accommodate:
  - 100 regular sized vehicles
  - 30 RVs
  - 20 vehicles pulling trailers
  - 3 buses
- include a staff/guest parking (15-20 vehicle) area near the staff entrance to the Park Centre (see Diagram 1)
- include a short duration section (10-15 vehicles —see Diagram 1) near Park Centre entrance for visitors that drop in to the office for short-stop visits to pick up maps, brochures etc.
- in keeping with the Cypress Hills Fringe Area Structure Plan (see Attachment 5: Building Guidelines), the Park Centre should not be set behind a sea of parked vehicles
  - parking should be located behind the building or hidden behind a low berm
  - parking should not interfere with trails
- use native trees and shrubs to provide shade for vehicles and to break up the visual image of a sea of cars on a lifeless surface
- incorporate a drop-off loop near the Park Centre entrance suitable for universal access deliveries (see Diagram 1)
  - should be able to accommodate the turning radius of a full-sized bus

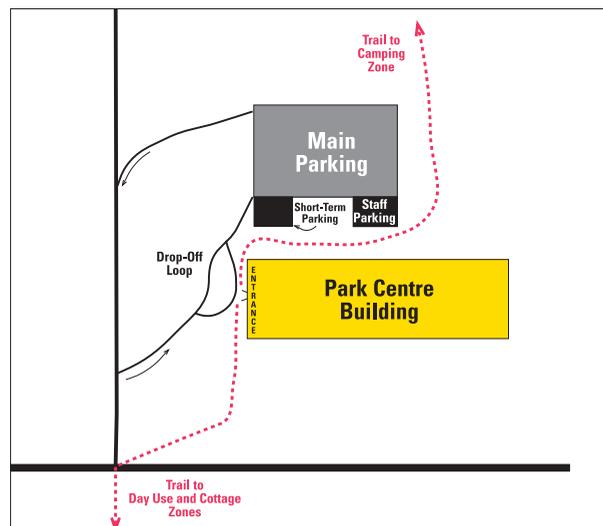


Diagram 1: Park Centre parking and access components



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### After Hours Information

⇒ **Objective:**

To provide visitors with information when the Park Centre is closed.

↳ **Program Parameters**

- 2x4 metre panel with lexan cover
  - accessible by opening the hinged lexan front panel or from the back (inside the building if the panel is mounted on the outside wall of the Park Centre)
- an outdoor posting area mounted near the main visitor entrance (well-lit at night) for after-hours information including:
  - emergency contact phone numbers
  - hours of service
  - time and location of upcoming events

### Bicycle Parking

⇒ **Objectives:**

To provide a safe, convenient location for parking bicycles.

To encourage alternative transport to the Centre and within the park.

↳ **Program Parameters**

- bicycle racks to accommodate up to 40 bicycles
  - include space for parking of 5-10 bikes pulling child trailers
- close to entrance and access trails
- must not block pedestrian traffic into Centre
- located away from access road and car parking for safety

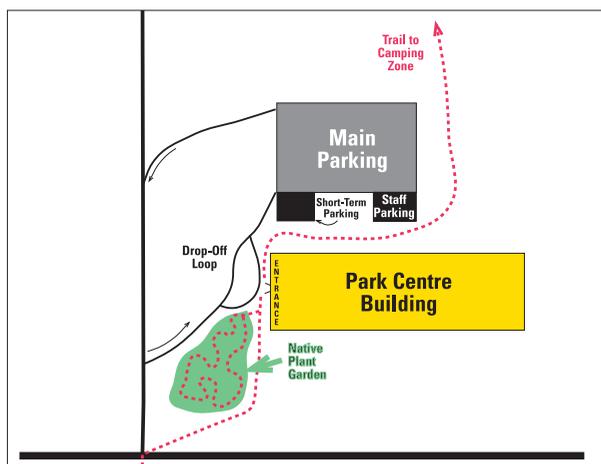
### Recreation Equipment Storage

⇒ **Objective:** To provide a space for secure storage and distribution of recreational equipment.

↳ **Program Parameters**

- located adjacent to group gathering space (outdoors)
- a room with secure, double, lockable outside doors for controlled distribution
  - may include a split stable door to facilitate distribution of equipment
- shelves and racks to hold sets of 36:
  - cross country skis and poles
  - snowshoes
  - canoes paddles and life jackets
  - bicycles

Diagram 2:  
Concept of a  
Native Plant  
Garden



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### Outdoor Meeting Area/Group Gathering Area

⇒ **Objective:**

To provide a sheltered area for groups and classes to meet a Heritage Appreciation staff person or volunteer at the beginning of their visit.

↳ **Program Parameters**

The meeting area should be located near the main public entrance to the Park Centre but not obstruct pedestrian traffic. It will:

- consist of an open roofed area
  - providing protection from rain and sun
  - to shed or support a fifty-year snowfall max.
  - may have an optional separate entry/exit to classrooms/labs
- accommodate up to 2 classes of students (40-60 students) or 40 tour bus patrons

### Special Event Expansion Area

⇒ **Objective:**

To expand facility capacity during special events.

↳ **Program Parameters**

- a level lawn adjacent to the Park Centre
- located near the main entrance but not obstructing it
- adjacent to main access paths
- sized to accommodate one or two 20x20 foot temporary tents (available from party rental outlets) total area approx. 1800 ft<sup>2</sup>
- include power and water supply for two tents
- to be used for:
  - HA activities
  - displays and demonstrations and sales by partner groups
  - food concessions
  - other special events

### Wild Plant Garden

⇒ **Objective:**

To provide a year-round exhibit of living native plants.

↳ **Program Parameters**

- a minimum area of 90 square ft.
- located close to front entrance of Park Centre
- a narrow, one-way universal access path that winds through the exhibit (see Diagram 2)
- include water and power supply
- divided into nodes to represent various habitats encountered in the park

### Indoors

#### Public Entrance

⇒ **Objective:**

The Park Centre will be a multi-purpose building. It may easily have school programs, drop-in public visitation, meetings and adult learning courses occurring at the same time. The entrance must be designed for smooth visitor flow that avoids congestion.

↳ **Program Parameters**

The entrance to the Park Centre must:

- be incorporated with or adjacent to entrance to the restaurant/store
  - to avoid congestion but ensure that people coming to the store restaurant or to the Park Centre can easily notice and visit the other facility
- accommodate flow of visitors into and out of building
  - a minimum of one class of students (36 people) should be able to easily exit the building while the same number of people are entering
- Cloakroom/Mud Room
  - must have space for hanging coats and storing boots for 100 people
  - to be located just inside entrance doors
  - location must be such that people putting on or removing outer garments are not blocking entrance/exit
  - consider lockable lockers

#### Staff Entrance

⇒ **Objective:**

To provide staff, volunteers and guests with a separate entry into the office wing of the Park Centre.

↳ **Program Parameters**

- a single door located close to staff parking



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### *Public Area*

#### **Overall Objectives**

- to provide a quality experience for multiple-return visitors and first time visitors
- to inspire visitors to go out and make discoveries in the park
- to be a place to return to to share observations and discoveries following the theme:

*Exploring Our Environment In Cypress Hills Interprovincial Park*

#### **Lobby/Front Desk**

##### ⇒ **Objectives:**

To be a first-contact point for general inquiries, reporting of accidents, complaints, asking directions, leaving messages etc. Also, to be a first-contact point for HA services, and perhaps some recreation services.

To set the atmosphere of the Park Centre.

##### ↳ **Program Parameters**

###### Overall

- designed to provide a sense of welcome
- accommodate up to 70–80 people
- high ceiling to emphasize the open space feeling and viewscapes of the Cypress Hills
- walls, floor and ceiling designed to hang art, information and exhibits

###### Front Desk

- located inside lobby near main entrance
  - in line-of-sight of visitors entering the main entrance doors
- designed to reduce the feeling of the desk being a barrier between front desk staff and visitors
- to accommodate 1-2 first contact staff who will:
  - provide general information/orientation services
  - provide HA Orientation Information Service
  - orient visitors to the park and satellite sites
  - this will be the place to communicate the park's unique status as an interprovincial park
  - orient visitors to HA services and products available at the park, its satellite sites and



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- through partner agencies and groups.
  - travel counseling
- include map and brochure display/dispensers
- also to include one to two separate booths for recreation contractors (similar to car rental booths at an airport)
  - site for visitors to rent canoes, cross-country skis, snowshoes etc.
  - visitors reserve, pay for, pick up and return rental items or make arrangements to rent a water craft on Elkwater Lake

### Resource Check-out

- counter space for visitors to check out and return self-guided activity kits, teacher equipment packs, learning resources
- a set of coat hooks on a panel within easy reach of front desk staff
  - for display purposes (inform new visitors of the programs, show return visitors what resources are currently available)
  - easy access by HA staff for maintenance and repair of resource kits and contents after they are returned
- a small 3x5 foot bulletin board in easy reach of desk staff

### Storage Room

- located near front desk
- a lockable storage room for give-away materials such as maps and brochures produced by the park, PPA, partner agencies, and cooperating associations
  - also will contain replacement components for resource packs

### Washrooms

#### ⇒ Objective:

To provide clean, easily accessible, and sufficient rest room services to visitors to the Park Centre.

#### ↳ Program Parameters

- capacity to accommodate at least a school bus or tour bus group
- standard percentage of stalls to be handicap accessible
- to include certified safe baby change-tables in both men's and women's sections
- located near public entrance, and Eating/Resting Area
- preferably designed for access from outdoors when Park Centre is closed and from inside when the building is open
- include space for flat-panel exhibits in high use areas of washrooms
  - opportunities to interpret park-specific water and waste-disposal issues
  - incorporate display lighting in conjunction with flat-panel exhibits



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### Public Resource Library

#### ⇒ Objectives:

To provide visitors with access to documents, research reports, maps and electronic information about the park in a quiet, comfortable setting.

To collect and provide organized resources for visitors, the park should be the go-to place for research material on the Cypress Hills. If we don't have it, we should know where and how to get it.

An on-line communication center for visitors, and partners connecting people with services and information about the park (including the park and other PPA websites), other PPA's in the network, and with the world.

#### ↳ Program Parameters

- a room or alcove close to front desk (note: if services audio tapes or video with sound playback will be included, this space must be sound proof or earphone-only in order to maintain the sanity of front desk staff)
- library quality lighting
- abundant power sources for a photocopier and 1-2 computer work stations
- high speed internet connection for 1-2 computers or highspeed network connection to an in-house digital library
- designed for controlled circulation of contents
  - to prevent loss of documents and other media
- this space should contain:
  - reading tables and chairs for up to 15 people
  - book cases/magazine racks for documents and reports

#### General Information

- featuring trail guides, brochures, pamphlets and other short documents (and other media) about the park and its natural and cultural resources not available as take-away items at the front desk
- In-depth Information
  - featuring long documents, reports, videos and other media
  - detailed information/documentation of park history, resources, conservation and



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management issues and programs, research that has been conducted or is being conducted in the park

- information on opportunities for visitors to assist/participate in on-going research and conservation initiatives
- available to drop-in visitors when the Park Center is open
- this will operate like a tiny library reading room providing access for visitors to read, listen to or view a variety of media including technical documents
  - removal of documents and other materials will not be permitted
  - a pay photocopier and perhaps a pay digital printer will be available for visitors to make copies of documents

### Gift Shop

#### ⇒ Objectives:

To provide visitors with opportunities to purchase:

- books and other media about the park and region and skills e.g., birdwatching
- tools and equipment that can assist in discovering the park –e.g., film, insect magnifiers, binoculars
- mementos of their visit to the park (note: most merchandise to reflect park themes and lines of inquiry)

To generate revenue

#### ↳ Program Parameters

- a self-contained mini-facility that can be securely closed when the rest of the facility is open
  - located near public entrance
  - merchandise displayed so that products can be seen when visitors stop off at the information desk in lobby
  - to include:
    - a cash register/reception counter
    - merchandise shelving and display racks
    - sufficient electrical outlets for display lighting
- includes storage space for merchandise separate from general HA material storage
  - 11.5 cubic metres (approx.. 400 cubic feet)
  - lockable storage cabinet or room

### First Aid Station

⇒ **Objective:** To provide facilities for park staff to apply first aid.

#### ↳ Program Parameters

- located at or adjacent to the front desk
- equipped to provincial health and safety standards for facility attracting up to 1000 people on some peak days
- staff lunchroom or interview room could fill this function

### Exhibit Area

#### ⇒ Objectives:

To provide a comfortable, welcoming atmosphere for visitors to encounter HA exhibits.

To provide ample space to use a variety of interpretive techniques light the spark of visitors' awareness, interest, and fan the flame by increasing their knowledge, interest, skills and enabling them to participate in, contribute to, and lead park-centred heritage conservation initiatives

All exhibits should be interactive and sensory whenever possible, encouraging visitors to manipulate the exhibit and discuss their experiences with HA staff. A key goal of exhibits will be to provoke visitors to go out into the park to make their own discoveries.

#### ↳ Program Parameters

##### General

- total area 6,000–7,000 square feet
- include visitor flow management design to direct one-way flow through exhibits
- easily cleaned, durable (non-carpeted) floor coverings
- sound-proof floors to reduce sounds of running small children
- abundant power outlets in floors and walls for flexible set-up of exhibits
- all major themes to be represented
- abundant power for track and spot lighting

##### Permanent Exhibits

- approximately 1/3 of exhibit space
- entrance from the lobby/ front desk area
- no natural lighting in this area
- aimed at first-time visitors including: visiting



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- friends and family of multiple-return visitors
- developed by professional exhibit designers co-operating with park staff
- feature stories that can best be told with the aid of artifacts, illustrations and moving pictures
  - e.g., geological time and the origin of the Cypress Hills
- each exhibit built to last 10-15 years

### Live Animal Exhibits

- approximately 1/6 of exhibit space
- abundant power for cage lighting, air pumps fans etc.
- environmental control
  - temperature control
  - fresh air return/ventilation
  - full control of ambient light
- include flat-panel signs aimed at assisting visitors in observing and even recording behaviours of the captive animals
- include space for HA staff to demonstrate handling of live animals
  - large enough for 30 people plus 1 HA staff
- will include separate adjacent space for care and maintenance of animals
  - abundant power sources
  - sink, small fridge
  - temperature control, exhaust fan
  - storage shelves for food, medical supplies, bedding material
- aimed at first-time and repeat visitors
- 5-7 terrarium/aquarium exhibits

### Temporary Exhibits

- approximately 1/3 of exhibit space
- to include ample movable lighting and power sources
- include options for temporary walls and room dividers for flexible display and visitor movement
- aimed especially at multiple-return visitors
- developed and designed by park and regional staff or professional exhibit designers
- also to include traveling exhibits developed by Alberta Parks and protected areas and/or by partner agencies and groups
- also may include local artisan shows (if the theme is congruent with agency and park mandates)



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Exhibits will be

- low-cost
- up for 1-6 months before replacement
- feature seasonal topics (what can be observed in the park at the time of the visit to Park Centre)
- may integrate messages with or function in tandem with current personal HA programming in the park (e.g., may supplement information on a series of wetland hikes scheduled for waterfowl migration season
- or feature research/management activities currently taking place in park
- or feature special events or activities at satellite sites or partner sites
- or otherwise complement projects, courses and other learning experiences

### AV Theatre

#### ⇒ Objectives:

- to provide short or long video or digital video presentations (5–45min.)
- to deliver some focus on orientation to the park (for first-time visitors) and/or key features and seasonal themes (for repeat visitors)

#### ↳ Program Parameters

- 1/6 of total exhibit space
- seating for 100-120 people
  - very compact design—e.g., tiered, carpeted benches (see Attachment 9)
- controlled entry design
  - separate entrance and exit for best visitor flow
  - entrance can be controlled by staff and volunteers for any events requiring tickets for entry
- separate temperature control and ventilation
- computer controlled AV/Projection unit (see Diagram 3)
  - all equipment secured in ventilated projection room behind projection screen
  - equipment to include:
    - LCD projector
    - DVD player
    - audio amplifier
    - AMX control unit (control of lighting, volume, AV equipment)
    - high-end AV-capable computer
    - storage for AV materials
    - slide projector/video player

### Storage Room

#### ⇒ Objective:

- to provide secure, dry storage space for seasonal exhibits and support materials near the exhibit hall.

#### ↳ Program Parameters

- to be located in or near main exhibit area
- a entrance by double, lockable doors
- at least 150 square feet
- include a section of shelves near door for storage of spare exhibit lighting, special cleaning materials etc. for regular maintenance of exhibits

### Multi Purpose Room

#### ⇒ Objective:

To provide a comfortable venue for a variety of infrequent activities such as:

- large public meetings
- large workshops
- community gatherings, dances etc.
- courses and training sessions

To provide space for students and teachers and other groups to prepare for, develop and debrief after field activities and projects in the park.

#### ↳ Program Parameters

- to accommodate up to 100 people
- a lockable facility (this space can be rented)
  - can be used while the rest of the building is closed
- durable, easily cleaned, stain resistant flooring
- classroom-standard lighting
  - a natural light component is preferable
- include tables and chairs for meetings/workshops
- include electrical outlets for AV presentations, PA system
- floor source plugs to supply power for microscope lights, and other tools
- include a side counter or nook for:
  - sink and water supply
  - dishwasher
  - small bar-style fridge
  - cupboards for coffee/tea service for 100 people (reusable cups, plates and cutlery)
- storage cupboard for tables and chairs



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- portable lectern
- durable floor, easily cleaned, suitable for large public meetings and dances

### Classroom Component

- room divider breaks up main room into 2 classrooms  
Divider to be:
  - sound proof
  - easily opened and closed by one person
- at least 15 power outlets/per classroom for laboratory equipment
- secure storage locker for lunches and personal effects while students are visiting the park
  - 4 lockers
  - 4 foot by 4 foot by 4 foot
  - 2 lockers in each classroom
- each class room with
  - 1 projection screen
  - 2-3 large white boards
  - 1 computer terminal
    - networked to HA computer system
    - 1 high speed internet connection

### Eating/Resting Area

⇒ **Objective: To provide a comfortable space for visiting groups to relax and eat a meal or snack.**

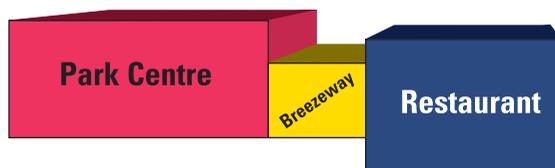
#### ➔ Program Parameters

- chairs and tables to accommodate up to 100
- abundant natural light (windows and/or skylights)
- could be located in an enclosed breezeway between existing restaurant and Park Centre (see Diagram 2)
- can be entered from restaurant or from Park Centre
  - lockable doors to control access to either building
  - will enable breezeway to be used by either Park or restaurant

### Food Services Area

*No food service area is planned for the Park Centre. Food services can be supplied by the adjacent restaurant. Upgrading may be necessary in the near future to be able to serve bus-loads of customers.*

Diagram 2  
Concept of a  
breezeway  
between  
buildings



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### **HA Staff Offices**

#### **Staff Offices**

Note: this section only addresses the Heritage Appreciation office needs. More details on the program parameters of the park office component are available elsewhere

#### ⇒ **Objective:**

**To provide a comfortable, efficient office space for HA staff that enables them to plan, develop, deliver, evaluate and support creative, effective HA services for the public.**

#### ↳ **Program Parameters**

- all office desks will include computer work station(s), telephones, desks, high speed internet access, office network system
- 4 Permanent HA staff offices  
Separate offices for:
  - Visitor Services Officer
  - Environmental Educator
  - Information Officer
  - one spare office for possible staff expansion in the future
- Seasonal HA Staff
  - one large room with open concept office for 5-9 seasonal staff
  - room to be sound proof to limit activities (e.g., rehearsals) interfering with other office workers
  - easy access to digital and physical workshops
  - a large storage room (150-200 square feet)
    - include shelving and storage lockers for:
      - Exhibits, art supplies, props etc.
      - AV materials (slides, CDs, DVDs)
      - AV equipment, portable projectors, cameras
    - office supplies

### **Shared Staff Areas**

These components will be shared among HA and other park staff, volunteers, partners and others.

#### **Meeting Room**

#### ⇒ **Objective:**

**To provide a secure, comfortable space for meetings involving PPA staff.**

#### ↳ **Program Parameters**

- capacity for up to 20 people
- for use by all park staff
- include tables and chairs
- small counter with sink, water supply, cupboard for service for 20 (water glasses, mugs, spoons etc.)
- power for overhead projector, LCD projector etc.
- white board, projector screen
- portable lectern

#### **Interview Room**

#### ⇒ **Objective:**

**To provide a secure, comfortable space for interviews and small meetings involving PPA staff.**

#### ↳ **Program Parameters**

- private space for 2-8 people
- for use by all park staff
- table/chairs/white board
- electrical support for LCD projector/slide projector/overhead projector
- include tables and chairs
- small counter with sink, water supply, cupboard for service for 8 (water glasses, mugs, spoons etc.)
- power for overhead projector, LCD projector etc.
- white board, projector screen
- portable lectern



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### Staff Library

⇒ **Objective:**

To provide HA staff and volunteers with resources needed to research information and techniques needed for accurate, effective HA programs.

To provide easy and consistent access to information and technology needed to research topics related to the park's management and HA services and programs.

↳ **Program Parameters**

- sound proof room to limit sound from AV equipment leaking into other office space
- reading table and chairs for up to 6 people
- 1-3 computer work stations in separate carrels
- book cases/magazine/journal racks
  - minimum 70 ft of shelf space
- slide storage for 35mm transparencies recommended - archival quality
- large light table (4x2 ft) for slide sorting

### Staff Lunch Room

⇒ **Objective:**

To provide a comfortable informal space for staff to take breaks, eat lunch, relax and exchange ideas.

↳ **Program Parameters**

- size large enough to accommodate all staff
- includes:
  - tables and chairs
  - fridge, stove, dishwasher, microwave
  - sink, hot/cold water, counter
  - cupboard for storage of cups, water glasses, cutlery
  - power for coffee maker, kettle
  - large wall-sized map of the park
  - large bulletin board for job postings, safety announcements etc.



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### Partner/Cooperating Association Offices

⇒ **Objective:**

To provide a comfortable office space for cooperating associations with easy access and communication with park staff.

↳ **Program Parameters**

- 2 separate office rooms with access to main office hallway, each with:
  - work space for 3-5 association volunteers or staff
  - electrical services for up to 3 computer work stations, telephones, high speed internet access
  - wiring for 2 telephones
  - storage room (120 square feet)
    - shelving built into at least 2 walls for storage of society's pamphlets and merchandise

### Researcher Offices

⇒ **Objective:**

Provide office space for visiting researchers who are studying various aspects of the park.

↳ **Program Parameters**

- a separate office with access to main office hallway
  - work space for 3-5 people
    - 1 desk
    - 1 large table with 4 chairs
  - electrical services for up to 2 computer work stations, high speed internet access
    - include extra electrical outlets for miscellaneous electrical devices used in research
  - wiring for 1 telephone
  - lockable storage room (60 square feet)
    - include electrical services for stored equipment

### Volunteer Common Room

⇒ **Objective:**

To provide volunteers with a comfortable space to work and relax.

↳ **Program Parameters**

- a 250 square foot room
- fridge, sink, microwave, toaster oven, kettle, coffee maker etc
- long table with adjustable chairs for working and meetings
- 10 comfortable chairs/couches for relaxing and informal meetings

### Washrooms/Shower/Changerooms

⇒ **Objective:**

To provide staff, volunteers and visiting researchers with a place to clean up after work in the field.

↳ **Program Parameters**

- 2 separate rooms (women's and men's)
- each with
  - an outer changing area
  - benches for sitting while changing
  - approx.. 10-20 lockable lockers
  - 3-5 sinks
- Women's
  - 3 toilets in cubicles
- Mens
  - 2 urinals
  - 1 toilet in cubicle
- 3 showers in separate cubicles



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### Workshops

#### Fabrication Workshop

⇒ **Objective:**

To provide HA staff and volunteers with the tools, space and material to fabricate exhibits, props, models and costumes for use in HA products and services.

To provide other park staff with tools, space and materials needed to fabricate park related signs and notices.

↳ **Program Parameters**

- include garage door entrance and loading bay for receiving large materials for fabrication
- garage door is accessed by a service road for easy delivery of materials
- a storage area for large sheets of plywood, coroplast, lexan etc.
- industrial standard ventilation for removal of dust and fumes from the workroom
- basic tool set should include:
  - table saw and/or rotary arm saw
  - band saw
  - drill press
  - hand saws for wood, plastic and metal
- work bench
- strong overhead lighting
- sewing table and sewing machine for costume manufacture



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### Electronic Workshop

#### ⇒ Objective:

To provide HA staff with the tools, digital assets, and materials needed to develop and maintain digital based HA services and products.

To provide other park staff with tools and technology for better management of park resources and communication with the public and other agencies.

#### ➔ Program Parameters

- a computer room located adjacent to the HA staff offices
- an appropriate ventilation system to dissipate heat generated by electronic equipment
- 1-3 high level computer workstations
- 1 mid-level internet server station
- 1 digital slide scanner
- 1 flatbed scanner
- 1 wide format inkjet printer or plotter
- 1 colour laser printer and/or 2-3 inkjet printers
- hard copy products will include:
  - large colour posters and sign panels
  - small colour and monochrome posters and notices
  - colour and monochrome brochures
  - large- and small-format digital maps using GIS technology
- digital products will include:
  - web pages
    - including virtual field trips
  - digital training courses
  - video presentations
  - PowerPoint presentations

### Other Necessary Components

Several other component that are not directly HA related should be included.

#### Janitorial Storage

A room for storage of cleaning supplies and equipment will be needed for the entire Park Centre.

#### Emergency Support Room

This room would contain materials needed in case of regional emergency (fire, regional power outage, etc).

- could include:
  - an emergency power generator and fuel
  - emergency radio receiver/transmitter
  - emergency food and water purification resources for the community
- blankets for 100 people



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## Costs

### Capital Costs

To be determined.

### Operational Costs

To be determined.



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## Attachment 1:

# Interim Foundations for Alberta Parks and Protected Areas' Heritage Appreciation Program

## Notes on These Interim Agency-Level HA Foundations

Currently, agency-level foundations for HA services are under development. EcoLeaders has gathered key agency foundation information and where gaps exist, we have developed a series of interim agency-level foundations (all interim sections are marked by asterisks). Together, these guide the Cypress Hills Heritage Appreciation Development Plan. (It is a best practice procedure to develop site-level goals, objectives and themes upon agency-level foundations.)

### Vision:

“Alberta’s parks and protected areas preserve, in perpetuity landscapes, natural features and processes representative of the environmental diversity of the province.”

### Mission:

*As stewards of our environment, the Government of Alberta preserves, protects, and enhances the province’s natural heritage within a network of parks and protected areas. Many of these areas are also tourist attractions, providing a range of outdoor recreation opportunities where Albertans and visitors to the province experience, enjoy and learn about our natural and cultural heritage.*

## Overall Program Goals

**Preservation** - to preserve in perpetuity a network of parks and protected areas that represent the diversity of the province’s natural heritage as well as related cultural heritage.

**Heritage Appreciation** - to provide opportunities to explore, understand and appreciate the natural heritage of Alberta, and enhance public awareness and our relationship to and dependence on it.

**Outdoor Recreation** - to provide a variety of natural landscape dependent outdoor recreation opportunities and related facilities and services.

**Heritage Tourism** - to encourage residents and visitors to the province to discover and enjoy the natural heritage of the Alberta through a variety of outdoor recreation and nature based tourism opportunities, facilities and accommodation services.

## Guiding Principles

Guiding principles reflect the attitude and values that are expected of staff, private sector operators, volunteers and industry on a day to day basis. Principles provide guidance to decision-making and program delivery, thus helping to ensure that the vision, mission and goals are achieved. It made sense that these relatively recent elements be consulted within the CHPP MA development planning process.

The PPA’s role has changed dramatically over the past ten years, from being primarily focused on small land allocations for recreation purposes to a concentration on larger areas that reflect the preservation/protection objectives of intact ecosystems and ecological integrity. Preservation of environmental diversity has become a key focus. Heritage Appreciation services can contribute to this in many ways.

### Guiding Principle 1: Ecological Integrity

*Parks and protected areas are managed to preserve environmental diversity and ecological integrity through perpetuation of biological diversity and the unimpeded functioning of ecological systems and processes.*



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\*HA can contribute here and towards most other principles below by:

- providing comprehensive environmental education, including the concepts and processes described in the principle above.

### **Guiding Principle 2: Ecosystem Management**

*Parks and protected areas management is integrated into and co-ordinated with the management of adjacent lands to preserve ecological integrity and minimize the risk of becoming ecological islands.*

\*HA can contribute by:

- extending the perspective of learning from the specific PPA site to include the larger ecosystem
- extending the area of HA service beyond the park boundaries to include the larger ecosystem

This guiding principle also supports possible HA goals Ba, Bb, and Sf (see Table 1, p4).

### **Guiding Principle 3: Scientific Research**

*Parks and protected areas encourage scientific research on ecosystems and natural processes and base management decisions on the best available scientific information.*

\*HA can contribute by:

- working with other park staff to recruit the participation of researchers in the park and satellite sites, including current, potential, amateur, and retired researchers and for many levels of research
- providing a venue for and otherwise support any educational components of research projects, such as researchers making presentations at the park, other guest speakers or tours of research sites
- sharing research findings with the public to increase knowledge, inform debate and encourage conversations about conservation.

This guiding principle also supports possible HA site-based goals.



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### **Guiding Principle 4: Balancing Preservation and Use**

*Parks and protected areas are managed to balance preservation and public use across the network. Different classes accommodate varying degrees of human activities based upon the degree of protection required for natural heritage values of individual sites.*

\*HA can contribute here by:

- educating park users about impacts of humans on fragile resources
- demonstrating how to prevent damaging them
- presenting substitutes to first-hand experience

Support for possible HA goals Sa and Sb is provided by this guiding principle.

### **Guiding Principle 5: Customer Service**

*Parks and protected areas program delivery, by staff, volunteers and contractors, is based on service excellence supported by ongoing market research and needs assessment, including monitoring and responding to visitor satisfaction.*

\*HA can contribute here by

- adopting and maintaining HA standards and an effective evaluation process
- monitoring visitor satisfaction with HA services

### **Guiding Principle 6: Stewardship**

*Parks and protected areas facilitate public stewardship of Alberta's natural heritage by providing opportunities for Albertans to contribute.*

\*HA can contribute by:

- providing the on-going, progressive good-practice environmental education to enable individuals to move up the scale to the action level, of the AAUA interpretation model
- creating and publicizing stewardship opportunities and recognizing stewardship contributions

### **Guiding Principle 7: Public Involvement**

*Parks and protected areas provide opportunities for Albertans to contribute to decisions that affect preservation and use of the network and individual sites.*

\*HA can contribute by:

- producing educated, active citizens
- serving as a portal to involvement, posting opportunities, and active recruiting for involvement at the various levels (network, region, park, and satellite sites) if needed

### **Guiding Principle 8: Shared responsibility**

*Parks and protected areas promote partnerships with the private sector, other departments and governments, volunteers, not for profit groups and individual citizens that foster a shared responsibility for stewardship in planning, management and operations.*

This principle implies elements of independence, initiative and leadership on the part of potential partners, and elements of community outreach and belonging as well as give-and-take on the part of CHPP staff.

\*HA can contribute by:

- providing environmental education all the way to the leadership-training level
- providing relevant services to the community through outreach and other means
- maintaining open lines of communication
- recruiting individuals from the communities surrounding park and satellite sites to initiate community-based stewardship projects and to represent the site's interests within the community



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### Attachment 2: What is Experiential Education

Experiential education is a process or method that can be used to teach. This process can take place in any location and does not require the learner to be outdoors. The Association for Experiential Education (AEE) defines the term as:

*“... a process through which a learner constructs knowledge, skill, and value from direct experiences.”*

This definition is followed by 12 principles, including these three learning principles:

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis, and synthesis
- The results of the learning are personal and form the basis for future experience and learning

- Opportunities are nurtured for learners and educators to explore and examine their own values

The AEE definition embraces constructivist learning theory as well as the traditional practice of learning by doing. Also experiential education requires the learner to take initiative, make decisions, and be accountable for the results.

Experiential education is learning where students are active participants in their learning—not just passive recipients of information. In experiential education the learner:

- acts
- understands the effects or consequences of the action,
- extends his/her understanding of the specific action/reaction relationship to the general principle that applies to a broader range of actions/reactions,
- applies his/her understanding to a new situation within the range of the general principle.

### Attachment 3: What is Inquiry Learning?

Inquiry is the process of finding answers to questions. The skills of science inquiry include asking questions, proposing ideas, observing, experimenting, and interpreting the evidence that is gathered. Observation and evidence are key elements.

An inquiry may be initiated in a variety of ways. It may be based on a question brought to the classroom by a teacher or student; or it may arise out of an activity, an interesting observation, an unexplained event or a pattern that appears worth pursuing. Engagement in inquiry is not a linear process; it can have a variety of starting points, and the steps followed may vary from one inquiry activity to another. When an unexpected observation is made or a procedure does not work, there is opportunity for new ideas to emerge and a new set of procedures to be followed.

*Alberta Elementary Science Curriculum 1990*

Scientific inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Inquiry also refers to the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world.

Inquiry is a multifaceted activity that involves making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; reviewing what is already known in light of experimental evidence; using tools to gather, analyze, and interpret data; proposing answers, explanations, and predictions; and communicating the results. Inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations. Students ... should develop the capacity to conduct complete inquiries.

*National Science Education Standards 1996 developed by the US National Academy of Sciences.*



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## Attachment 4: Park HA Theme and Lines of Inquiry

### Overall HA Theme

The overall theme of HA in CHPP can be summarized into the phrase:

*Exploring Our Environment In Cypress Hills Interprovincial Park*

### Lines of Inquiry

The following list of themes follows a progression from bottom to top. It is designed to parallel the learner's progress up the scale of environmental citizenship presented elsewhere in the report.

- How can I become more involved in CHPP and in stewardship of the environment?
- Why do we have Parks and Protected Areas?
- How do humans interact with the environment? (past, present and future)
- How do we learn about the environment?
- How does the environment function? (ecological systems and processes)
- Why do we have these kinds of environments here?
- What kinds of environments do we have here at CHPP?
- What's special about this place?

### Associated Concepts

The following pages identify associated concepts for each line of inquiry. They provide leads to answering the questions posed by the lines of inquiry. Note that definitive answers are provided only for the bottom line of inquiry, which is central to traditional interpretation. Other lines of inquiry will be addressed through various media including projects, volunteerism and personal contact, where discussion around a topic will assist learning more than one-way communication.

For the CHPP Park Centre, it is recommended that all lines of inquiry be reflected in the building design and exhibits. Not all associated concepts will need to be represented in exhibits—many will be better addressed through on-site park activities.

### Media

The park centre building will be called on to support many kinds of learning. While exhibits will be required, other learning media will include mass media, partners, projects, personal contact, courses and workshops, volunteerism, website, materials purchased from the giftshop, special events, outreach and more. For example, a bulletin board might best support the concepts addressing the top line of inquiry, and a multi-purpose room will support projects and volunteerism addressing other lines of inquiry.

### Satellite Sites

Satellite sites (Red Rock Canyon Natural Area, Kennedy Coulee Ecological Reserve and Milk River Natural Area) 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.



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### Lines of Inquiry and Associated Concepts

✿ **Line of inquiry: How can I become more involved in CHPP and in stewardship of the environment?**

#### Associated Concepts

- Enjoyment (provide access to choices such as wildlife watching, courses and clubs, projects, arts and other outdoor activities)
- Conservation (provide access to choices such as volunteerism and involvement in CHPP planning and projects, sustainable lifestyles, environmental advocacy groups, and more)

✿ **Line of inquiry: Why do we have Parks and Protected Areas?**

#### Associated Concepts

- Definitions of environment
- Importance of environment in our lives
- History of PPA
- Current PPA vision, mission, and goals
- Current PPA key messages
- Benefits from Managing the PPA Network
- Other agency-related goals

✿ **Line of inquiry: How do humans interact with the environment? (past, present and future; in CHPP and beyond)**

#### Associated Concepts

- 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 CHPP, 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 CHPP, any pollution related to heavy metals etc)
  - increasing concentrations of substances produced by society (in CHPP, global climate change effects due



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to CFCs etc)

- Help it heal
- Live sustainably

### 🌿 **Line of inquiry: How do we learn about the environment?**

#### **Associated Concepts**

- Individual exploration, inquiry, discovery
- Sharing knowledge and perspectives with others
- From many sources, such as school and TV
- Scientific research

### 🌿 **Line of inquiry: How does the environment function? (ecological systems and processes)**

#### **Associated Concepts**

- Energy Flow
- Cycles
- Diversity
- Community
- Inter-relationships
- Change
- Adaptation
- Ecological Integrity
- Other

### 🌿 **Line of inquiry: What kinds of environments do we have here at CHPP?**

#### **Associated Concepts**

- A greater variety than the surrounding prairies, including:
  - 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

### 🌿 **Line of inquiry: What's special about this place?**

#### **Story Guidelines**

- It's a Highland Oasis in the Desert.
- 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.
- This was the site of the infamous Cypress Hills Massacre, when whiskey traders killed a group of native people. This incident precipitated the formation of the RCMP and the peaceful, orderly development of the Canadian West.
- The special nature of the Hills led to early protection and management as forest reserve, then provincial park in both provinces, and a national historic site.
- A long heritage as a holiday retreat from the prairie continues today, as people travel to the Hills for refreshment and recreation.



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### Attachment 5: Building Guidelines

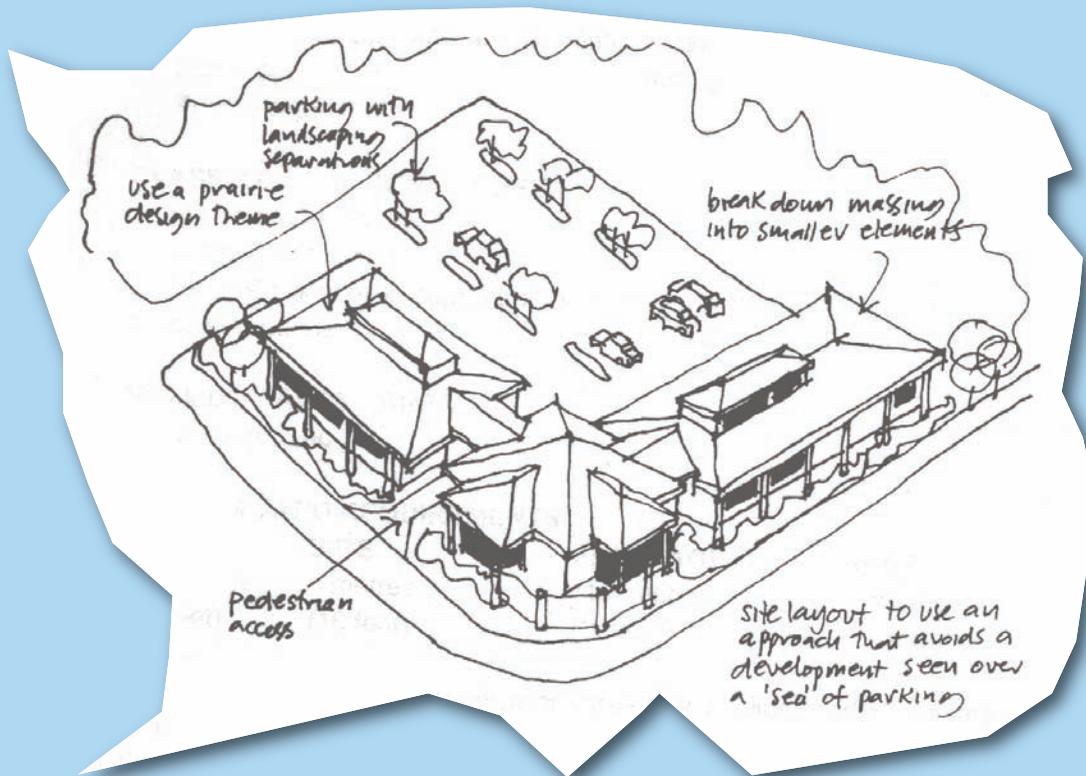
Matrix Planning developed the Cypress Hills Fringe Area Structure Plan (Draft version October 2002) which contains a series of building guidelines for commercial and visitor accommodation structures. These very general guidelines were developed to ensure that new buildings within the greater park ecosystem (including the park plus a large buffer zone surrounding the park) had low visual and ecological impact on the landscape.

These guidelines include:

- Buildings should appear relatively modest in size. Larger buildings will require breaking down into smaller related forms to reduce impact of massing.
- Buildings should be considered as a whole - not merely a front facade with bland sides and rear.
- Buildings on prominent sites (e.g. road corner, higher elevations, main entries to area) will require special attention to their massing and form.
- No buildings should be higher than 2 stories although

one story within a roof utilizing dormer windows may be considered in cases of exceptional architectural merit.

- Reduce the mass of larger buildings using simple and traditional building forms. This might include use of dormers, porches, chimneys, and bay windows, etc.
- Large areas of glass are not considered appropriate either as part of the facade or a single sheet of glass in an opening. Instead separate windows and/or smaller panes are encouraged.
- Windows and their frames should not appear flush with the wall surface, rather they should be clearly defined and distinct from the wall surface. Traditional windows using a casement, double hung are preferred over a more modern sliding or glass block.
- The design and layout must respect any existing unique views from nearby development.
- Each design is encouraged to incorporate multiple structures of different sizes and heights with a variety of setbacks to create elevational interest.
- Units should be laid out around courts to encourage pedestrian use wherever possible.



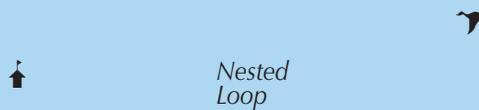
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### Attachment 6: Loop Trails

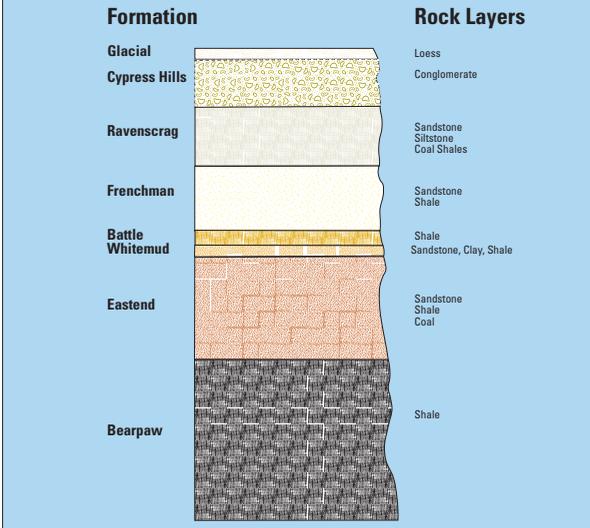
Most people prefer to walk trails that lead to a specific destination. Research has shown that as we walk to a destination, we are likely to keenly observe our surroundings and interact with our environment—observing, smelling and listening. If we return via the same trail we feel we have already seen this landscape and most of us shut down or reduce our level of attention to our surroundings, concentrating more on reaching our starting point than on our surroundings.

A loop trail makes it possible for visitors to walk to destination and then continue on forward to new discoveries without having to return along the same trail. Interest and involvement is more easily maintained throughout the journey. A nested loop system allows trail users to make decisions about destinations and distances as they walk and allows flexibility of HA programs.



### Attachment 7: Geological Reflections Concept

One option for a section of outer wall for the Park Centre is to reflect the structure and texture of the bedrock of the hills—e.g., the upper section of the wall would consist of materials resembling native conglomerate, the lower wall would resemble Bearpaw shale.



### Attachment 8: Potential Green Building Guidelines

In order to deal with these new anticipated climatactic conditions, the design and construction of the Park Centre should reflect current good practice in environmentally friendly techniques as outlined by:

- The Green Building Group, Natural Resources Canada, [www.buildingsgroup.nrcan.gc.ca/projects/idp\\_e.html](http://www.buildingsgroup.nrcan.gc.ca/projects/idp_e.html)
- The Natural Step (see Logan Cravens, *The Natural Step and Building Construction* [www.edcmag.com/CDA/ArticleInformation/features/BNP\\_Features\\_\\_Item/0,4120,77286,00.html](http://www.edcmag.com/CDA/ArticleInformation/features/BNP_Features__Item/0,4120,77286,00.html))
- Power Smart (*Power Smart Tips for Business*, BC Hydro Power Smart, [www.bchydro.com/business/investigate/investigate839.html](http://www.bchydro.com/business/investigate/investigate839.html)); and *Buying Guides*, Power Smart for Business, BC Hydro Power Smart [www.bchydro.com/business/investigate/investigate744.html](http://www.bchydro.com/business/investigate/investigate744.html)

#### Key Design Criteria to Consider

- make use of the passive solar potential by using orientation and configuration to maximize:
  - solar potential during the heating season

- daylighting all year around
- reduce heating and cooling loads through the use of a high-performance building envelope, carefully located glazing and by reducing electrical consumption
- meet the reduced load requirements through efficient plant systems and distribution systems
- remembering the need for a high-quality indoor environment, maintainability, economy and measures to reduce environmental loads
- use trees as part of the solution to reduce cooling loads
- employ passive ventilation where possible
- include openable windows as part of a backup ventilation system,
- use spectrally-selective glazing with exterior sunshades to maximize daylighting potential
- use high-efficiency direct/indirect ambient lighting plus task lighting
- employ daylight sensors for outdoor and indoor lighting
- use high efficiency heating/cooling systems including heat pumps and user-friendly control systems that can be easily used by staff and volunteers
- choose material with low emissivity and embodied energy, use of recycled materials, and an assembly design that focuses on future demountability



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## Attachment 9: AV components for indoor theatre

