SAMPLE
PAGES

Appendices

Appendix 1 Gaps in Information About Park Visitors

Gaps in Information:

Children and Youth

The 2007 visitor survey does not provide data on:

- children and youth visiting the park
  - number, age, family size, where they come from
- day pass users (by far the largest type of use of the park)
  - place of origin
  - where they stay before and after their visit
- numbers of Aboriginal and new Canadians

This information would be very useful in any segmentation model used by Visitor Experience staff.

Waskesiu Townsite

Areas of additional information about Waskesiu Townsite Visitors needed include:

- where do they come from
  - current information is general (e.g., almost all visitors come from Saskatchewan)
  - information re: what communities Saskatchewan visitors come from would assist staff to target communities for promotion and outreach activities
  - are some local people from local farms, Prince Albert and other nearby communities to enjoy the lake, beach and resort community
- why do they come to Waskesiu?
- when do they come
  - is day use highest on weekends and holidays
  - what times of day are visitors most active
- what do they know about the park and its history
- is their general lack of involvement with the rest of the park a result of the current design of the townsite (i.e., low incidence of well marked short [1 km or shorter] and medium loop [1-5 km] trails in nested loop systems, lack of canoe and kayak rentals located in the townsite, no interpretive trails accessible from within the townsite)
  - using such in-townsite features could stimulate Townsite Visitors' interest in experiencing other parts of the park

Aboriginal Visitors

Areas of additional information needed include:

- current numbers visiting the park
- what are their interests
- size of market
- what communities do they come from?
- where they go and what they do
- duration of stay
- percentage of repeat visitors
- are there communities that do not use the park?
  - if so why
- motivations to visit the park
- barriers to visiting the park

Additional Questions for All Survey Participants

Are you tech savvy?

- do you use the internet
- do you have a smart phone
- questions aimed at getting a picture of the motivation and interests of Park and Area sightseeing visitors
- numbers of new Canadians
- numbers of people coming from major cities

More Information on visitor nodes

The report by Environics (2008) on visitor activities included some useful information about visitor activity nodes. Additional information would be valuable for Visitor Experience product planning. This would include:

- a more detailed node system that takes in all sections of the park
- detailed information about driving patterns of Park Sightseeing Visitors
- do you have a smart phone
- more detail about visitor use of day use areas and trails within the node system

Appendix 2

Saskatchewan Learning's Social Studies (2010) Learning Outcomes Relevant to Prince Albert National Park

Grades 1-5

Grade 1 Social Studies – Saskatchewan 2010 - My Family

Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.

d. Explain the contribution of the natural environment to the satisfaction of basic human needs.

e. Retell stories that explore the relationship between humans and nature.

f. Identify ways in which use of resources to meet needs and wants of individuals affects the natural environment, and recognize individual and group responsibility towards responsible stewardship of the natural environment.

Grade 2 Social Studies – Saskatchewan 2010 - My Community

Analyze the influence of the natural environment on the local community.

a. Describe natural features of the local community and speculate upon their importance (e.g., landforms, climate, vegetation, waterways).

b. Compile examples of natural resources in the local community and explain the importance of conserving or restoring natural resources.

c. Inventory ways in which the natural environment influences lifestyles of the local community.

e. Illustrate ways in which the natural landscape shapes daily life in the local community.

Describe the influence of Treaty and First Nations people on the local community.

a. Share stories of the heritage of the community.

b. Investigate the relationship of traditional First Nations to the land.

Analyze various worldviews regarding the natural environment.

a. Investigate traditional First Nations worldviews of the relationship between humanity and the environment.

b. Describe traditional western European world views of the relationship between humanity and the environment.

c. Investigate traditional Métis world views of the natural environment.

Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

a. Represent through visual art, music, dance, writing, or other forms, the contribution of individuals and communities to initiate change that supports sustainability.

Grade 3 Social Studies – Saskatchewan 2010 - Community Comparisons

Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.

b. Recognize how environmental and climatic factors are influenced by location (e.g., proximity to water bodies influences precipitation and temperature; mountainous terrain influences soil formation, precipitation, and temperature).

c. Describe the impact of environmental factors and events on ways of life in communities studied (e.g., climate, vegetation, natural resources, landforms, floods, droughts, storms).

Compare the beliefs of various communities around the world regarding living on and with the land.

a. Research the view of land as held by indigenous peoples in communities studied.

b. Identify ways in which people in communities studied interact with the land (e.g., meeting needs and wants,

Appendix 3

Stakeholder and Partner Contact Information

Major Stakeholder Groups in the Park in the Park

Stakeholders

Paspiwin Cultural Heritage Site Committee
Park Liaison: Shelley ---------- (306) ///-////

Waskesiu Chamber of Commerce
Mail: P.O. Box 216, Waskesiu Lake, SK S0J 2Y0
Phone 306-///-////
Email ----------@sasktel.net

Waskesiu Community Council
Park Liaison: Terry ---------- (306) ///-////
Web: http://----------
Mail: Box ----------, Waskesiu Lake SK S0J 2Y0

Waskesiu Seasonal Residents Association Inc.
Mail: P. O. Box ----------, Waskesiu Lake, SK S0J 2Y0
Email:----------@gmail.com
Web: www.----------.org/WSRA/

Groups Currently Funding Visitor Experience Projects in the Park

Waskesiu Foundation Inc.
Mail: P.O. Box ----------, Saskatoon, SK S7K 3K4
Email: ----------@shaw.ca
Web: www.----------

Groups Currently Delivering Education and Interpretation Products in the Park

Friends of Prince Albert National Park
Email: ----------@usask.ca
Web: www.----------.org/explore/friendspanp.shtml
Phone: (306) ///-//// (June - September)
Mail: Box ----------, Waskesiu SK S0J 2Y0

Sturgeon River Plains Bison Stewards
Web: www.bisonstewards.ca/
FaceBook: www.----------

Waskesiu Heritage Museum
Email: langlois.i@sasktel.net
Web:www.----------
Phone: (306) ///-////

Appendix 4
Planning Forms

Project
Planning Form

Use this form for planning a stewardship activity with students or other groups

Project Name: _____

Location: _____ Date Completed _____ Duration _____

Prepared By: _____ Program Type _____

Project Description

_____

_____

_____

Summary of Target Audiences

Audience Segment Ages

Group Size (circle one or more)

15 or fewer 20– 35 more than 35

Ability to Take Instructions

First Language

English Other
(e.g., English as Second Language)

Background of Participants With Respect to This Site

Urban/Rural

Local/Non-local

Return Visitors

Implications of this information to program type, duration and location

Physical Abilities

Ability to Use Tools and Equipment

Special Needs