

Chapter 9

Addressing Core Competencies of HAVE Services



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HAVE Plan for Rouge Park  Rouge Park

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Introduction

This chapter is a detailed analysis of the ten core competencies for the HAVE program at Rouge Park.

Core competencies are the areas of operation and service in which the HAVE program should excel. These include:

1. Research: Support Gathering Knowledge About Rouge Park
2. Information Orientation
3. Assisting Park Management
4. Heritage Interpretation
5. School Programming
6. Stewardship Involvement and Education
7. Recreation Programming
8. Collaboration and Partnership
9. Tourism
10. Marketing

For each of these core competencies, the following areas are examined and discussed:

- key outputs
- critical success factors
- key performance indicators
- defining
 - objectives
 - rationale
- planning
 - target audiences
 - themes covered
- delivering
 - key locations
 - optimal methods and media
- evaluation
- support
 - capital costs
 - operational costs
 - operational support

Outputs

These are performance indicators, providing a standard and manageable way of measuring whether goals and objectives are being achieved, and thereby indicating what responses or revisions are required. They can also show general trends. They are often identified at the program planning level to provide a means for evaluation.

Outputs are based on core competencies of the HAVE program and the values of the agency.

Using this Chapter

This chapter is intended to be a guide and reference for HAVE staff in developing HAVE services in the ten core competency areas over the next five to ten years. The intent is that as needs arise, HAVE staff will refer to this chapter for information and guidance for developing new services and facilities.

A Note on Cost Estimates

As stated before, several critical success factors, such as a visitor use monitoring system and a communications standards protocol, are not yet in place. This information is critical for determining the placement, size and design of many key HAVE program sites and infrastructure components. It will take several years before this information is acquired. Therefore, cost estimates are very general. However, the key factors that must be considered when implementing each core competency are discussed in detail. This information will be very useful when HAVE staff is costing out projects in the future.

Guidelines

The following guidelines will aid HAVE staff in providing the HAVE services for Rouge Park.

Go with Rouge Park's Main Strengths

- feature outdoor activities
- feature interaction with the real thing (habitats, live plants and animals, natural features and events such as mass bird migrations, historic sites, artifacts, and real people)

These authentic features are not as widely available in the mass entertainment/recreation/education market of the GTA. Go with Rouge Park advantage.

Go Where the People Are

- deliver HAVE services where people congregate in Rouge Park
- deliver some HAVE services outside Rouge Park, especially in local schools and community centres
- deliver some virtual HAVE services through electronic media
- target neighbouring landholders, people and groups in the community in their homes

Increase the Profile of Rouge Park and HAVE Services in Rouge Park

- provide more HAVE services to attract more on-site visitors
- increase awareness through publicity, promotion and mass media
- provide opportunities to experience Rouge Park remotely via the Rouge Park web site and through podcasting
- promote programs through other community organizations, e.g., local community centres
- develop collaborations and partnerships
- provide novel HAVE services to attract media attention
- provide a wide variety of services at a wide variety of locations

Follow Best Practice in Public and Formal Education

- design HAVE services for well defined and clearly identified and understood audiences
- deliver HAVE and education services that are age appropriate
- include two-way communication opportunities for conversations and inquiry learning whenever possible
- regularly evaluate HAVE services to determine if program objectives were met

Develop Collaborations and Partnerships

- communicate with other HAVE service providers in Rouge Park
- develop and expand relationships with individuals and groups in the area
- provide incentive, opportunity for training, recognition and community for volunteers

Core Competency 1

Research: Support Gathering Knowledge About Rouge Park

There is still much to be learned about the natural and cultural history of Rouge Park and about the many aspects of large- and small-scale habitat restoration that have and will take place in the park. Another fertile area of research potential is the interests and connections with nature and history of the many cultural groups that make up the communities around Rouge Park and within the GTA. As stated in the Audience Analysis (Chapter 5), HAVE staff need to know this type of information in order to develop and deliver services that appeal to all of its current and potential users.

HAVE staff will not have the time and expertise to conduct this research. Instead, one of the areas of work for HAVE staff will be the encouragement and enabling of appropriate research within Rouge Park. **Note that park management and restoration managers will likely need to develop policy and guidelines that define what is meant by appropriate research.**

Outputs

- regular contributions and updates to the knowledge base on Rouge Park's natural and cultural history by expert researchers
- public presentations of research results for every in-park research project in languages and formats accessible to regular park users
- regular contributions to research on park visitors and the effectiveness of formal and informal education services in Rouge Park

Core Competency 2

Information Orientation

This is a service aimed at making it easy for park visitors to know the basics about the park's boundaries, facilities and trails, plus the rules and regulations that govern use. This especially includes the goal of making it easy for park users to navigate and find their way while in the park.

Outputs

- clear signing of the park boundaries focused on:
 - road traffic
 - pedestrian traffic
 - adjacent landowners
- a wayfinding system aimed at park users, especially trail users
- summarized information about special features of the park, its history and the reasons for its existence
- clear park rules and regulations framed in a positive manner

Core Competency 3

Assisting Park Management

A key function of HAVE services is to assist in park management by providing the education component of the Three-E model for visitor management (education, engineering and enforcement). HAVE staff may work as part of management teams as deemed necessary by park management.

Outputs

- communication about:
 - key park management issues
 - key park stewardship initiatives (e.g., large-scale habitat restoration, or controlled burn of prairie grassland) communicated to park users and local communities
- education component of the Three-E visitor management model provided

Core Competency 4

Heritage Interpretation

This is one of the main functions of the HAVE program. The intention of heritage interpretation is to assist park users in becoming aware of, appreciating and understanding the natural and cultural heritage that draws visitors to Rouge Park.

As stated elsewhere in this plan, heritage interpretation is much more than the delivery of information about natural and cultural history. Key functions include providing opportunities for first hand experience of the features and processes that take place within the park. This enables participants to develop appropriate skills, attitudes and emotional and spiritual connections with landscapes, the built environment, with habitats, and even particular plants and animals.

Finally, through the act of inspiring people to care about the park and its many features, heritage interpretation must also provide park users and park neighbours with opportunities to make meaningful contributions to the protection and stewardship of the park resources and features they have come to respect and love. In this way heritage interpretation is a perfect segue into the stewardship segment of the HAVE program as per the Stewardship Development Model.

Outputs

- a suite of HAVE offerings based on:
 - the park's HAVE themes, subthemes, goals and objectives
 - suitability for specific audiences
 - taking into account the protection and stewardship of park resources

Core Competency 5

School Programming

School programs provide the opportunity for the park to make connections within the wider community through connections with schools, teachers and students. The aim of the HAVE program is to give teachers and students appropriate hands-on learning opportunities connected to their grade-specific curricula. Best practice involves charging fees for these services (on a partial cost-recovery basis) along with a bursary program to enable participation of students and schools that cannot afford the fees. HAVE school offerings can also include opportunities to participate in stewardship projects that could include habitat inventories, habitat restoration, assessment of past restoration efforts and even supervised mapping of historic sites.

Outputs

- in-park discovery/inquiry learning activities based on HAVE themes and the K–12 Ontario curriculum for science, social studies, language arts, and art, focusing on half-day and full-day visits to Rouge Park by teachers with their students
- HAVE staff to travel and deliver in-school learning activities based on the park’s HAVE themes and Ontario curriculum

Core Competency 6

Stewardship Involvement and Education

Stewardship, including habitat restoration on a large- and small-scale, is a key function of Rouge Park—it is a restoration park. The HAVE program has a major role in inspiring, informing and involving park users and park neighbours about the many stewardship initiatives undertaken by the park.

One of the park's major challenges for the foreseeable future will be finding ways of integrating large-scale habitat restoration in its northern sections with heritage interpretation, recreation, monitoring of the effectiveness of restoration methods and habitat protection.

Outputs

HAVE provides opportunities for park users and neighbours to:

- learn about stewardship of the park's natural and cultural resources
- understand and support one-time (e.g., large-scale, mechanized re-planting of trees) and on-going (e.g., 5–10 year cycles of controlled burning of prairie habitat) stewardship activities by the park
- contribute to and take part in stewardship projects in Rouge Park
- develop capacity to take leadership in advocating and supporting the stewardship of Rouge Park

Core Competency 7

Recreation Programming

Rouge Park has the potential to be a major recreation site in the eastern edge of the GTA. With global warming and peak oil issues driving the price of fuel, more and more citizens in the GTA will be looking for local sites for recreation. The function of HAVE will be to support appropriate recreation especially low impact activities such as hiking, wildlife watching and nature study and appreciation.

Outputs

- defining appropriate recreation
- encouraging appropriate recreation activities in Rouge Park
- information about locations of sites for appropriate recreation in Rouge Park

Core Competency 8

Collaboration and Partnership

Rouge Park is in the early stages of its development with the potential for very high park usership. Many park systems in North America are developing and broadening their partnerships with like-minded organizations to reduce costs and duplication of effort. This plan recommends that HAVE staff work to develop appropriate partnerships.

Outputs

- protocols and standards for establishing, maintaining and terminating collaborations and partnerships.
- a range of collaborations and partnerships between Rouge Park HAVE staff and other groups to develop, deliver, evaluate and support HAVE services in Rouge Park
- fundraising for staff and capital projects

Core Competency 9

Tourism

A site like Rouge Park has some potential for tourism in that as fuel costs continue to rise, citizens of the GTA will be looking for nearby locations to visit and recreate in. As well, a well maintained Rouge Park is an important backdrop for many local tourism sites such as the Toronto Zoo.

Outputs

- Rouge Park remains attractive and natural with safe, inviting, well-maintained trails and facilities that complement other local tourist attractions
- some appropriate local tourism initiatives enjoy a HAVE component such as bookable tours with staff members or local guide

Core Competency 10

Marketing

This component of the HAVE program covers two areas:

- marketing Rouge Park
- marketing specific HAVE offerings

Marketing Rouge Park will involve identifying, characterizing, and reaching specific markets—especially the many cultural groups of new Canadians that live near the park (see Chapter 5: Audience Analysis). The aim will be to make Rouge Park well known and a desirable place to visit.

Marketing HAVE offerings will involve reaching potential target participants with information about the time, location, duration and topics of HAVE services and framing this information in an appealing package that will attract participation.

Outputs

- local park users and tourists are aware of Rouge Park and the opportunities it affords for learning and recreation
- local people and people in the region are aware of the HAVE programs and activities available at Rouge Park

Critical Success Factors and Key Performance Indicators

Core competencies provide a basis for the development of critical success factors and key performance indicators.

Critical Success Factors

This is any structure, process or event that must be in place for an activity to successfully take place. Tables throughout this chapter identify the critical success factors that must be in place for the identified outputs to be achieved.

Key Performance Indicators

These will help HAVE staff define and measure progress toward delivering the outputs for each of its areas of core competency. Tables throughout this chapter identify key performance indicators for each of the HAVE program's areas of core competency.

Each core competency is discussed in detail under the five areas identified in the ANZECC Best Practice Model:

- Define
- Plan
- Deliver
- Evaluate
- Support

(see Sidebar below).

The sections and subsections for each of the core competencies are described under the following headings:

Define

- outputs
- critical success factors
- the key performance indicators
- objectives
- rationale

Planning

- target audiences
- linkages
- themes

Delivering

- key locations
- optimal methods and media

Evaluation

Support

- capital costs
- operational costs
- operational support

The ANZECC Best Practice Model

In 1999, the Australian and New Zealand Environment and Conservation Council (ANZECC) released *Best Practice in Park Interpretation and Education*. This report contained a model developed based on an intensive study of best practice in 35 state and federal agencies (including several Canadian agencies) that deliver interpretation and education services. The model illustrates current best practices in organizing, managing, and

delivering interpretation and education services.

Best practice can be divided into five areas: Define, Plan, Deliver, Evaluate and Support.

Define

This stage focuses on the interpretation objectives and services of the organization. They are clearly defined and linked to legislative requirements, mission statement, and broader agency objectives.

Plan

Here foundation elements from the define stage are translated into strategic planning for interpretation and education services. Markets are researched and considered, and messages, key audiences, performance standards, and options for service delivery are developed.

Deliver

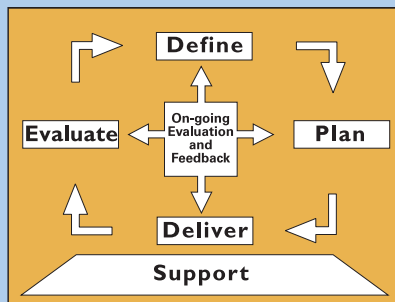
Here, managers ensure that front line staff, friends groups, and other service providers understand all relevant agency objectives, targets, and performance standards from the previous stage. Roles and responsibilities are clearly defined.

Evaluate

Here interpretation services are monitored, measured, evaluated, and improved. The contributions that services make towards achieving agency goals are assessed for effectiveness.

Support

Support includes financial systems, technology, equipment, human resources, and deployment of staff. Core skills are identified, trained for, and maintained at all interpretation and education service levels.



Based on:

Best Practice in Park Interpretation and Education, A Report to the ANZECC Working Group on National Park and Protected Area Management
 Department of Natural Resources and Environment, Victoria; April 1999,
www.environment.gov.au/parks/publications/best-practice/interpretation/index.html

1. Research

Introduction

The grounding for this core competency can be found in the strategic plan (Chapter 8).

This core competency area may be difficult to initiate and maintain. A key question will be whether or not Rouge Park is attractive to researchers as a study area. This may require direct contact with local colleges and universities to identify specific researchers and their needs.

Define

Outputs/Critical Success Factors/Key Performing Indicators

See Table 9.1.

Objectives

1. To encourage and enable appropriate expert research on Rouge Park's: cultural and natural history; habitat restoration and benefit to the GTA such as ecological services, health improvements etc.; and park visitor characteristics and behaviour.
2. To encourage and enable the translation of new technical knowledge about Rouge Park into easily understood jargon-free language and formats that are accessible, interesting and relevant to regular park users and neighbours.
3. To catalogue and make available new information on the park HAVE staff for use in developing new HAVE offerings, for interested park users and neighbours, for researchers and scientists.

Table 9.1 Core Competency: Research

Key Outputs	Critical Success Factors	Key Performance Indicators
<ul style="list-style-type: none"> • regular contributions and updates to the knowledge base on Rouge Park's natural and cultural history • public presentations of research results for every in-park research project in languages and formats accessible to regular park users • regular contributions to research on park visitors and the effectiveness of formal and informal education services in Rouge Park 	<ul style="list-style-type: none"> • a library in which to store hard copies of reports • and/or a digital library accessible to HAVE staff and perhaps to park users (for selected documents that don't contain sensitive information (e.g., the location of important archeological sites) • venues for public presentations on or off-site <ul style="list-style-type: none"> - may include streaming video or podcasts of recorded presentations (would require video camera and a web-host) 	<ul style="list-style-type: none"> • development of good relations with local university researchers • regular scholarly contributions to the park's library • when possible, incorporation of new findings into HAVE services within one year of release to the park

Rationale

Rouge Park has the potential to become a valuable natural laboratory for research and education focused on geology, ecology, natural history, restoration ecology benefits and technology, archeology, recent history and park user activities, behaviours, and attitudes.

As well, HAVE staff will need to access up-to-date information on the features and processes with the park plus information on the many types of park users in order to develop new HAVE programs that are accurate, up-to-date and fit the needs and interests of park users.

There are some opportunities for post-secondary instructors to use Rouge Park for on-site teaching using park features in approved, non-destructive ways.

Finally, many park users, particularly those on higher levels of the stewardship scale, would greatly appreciate opportunities to learn directly from field researchers and be able to ask direct questions and pass on their own observations and knowledge.

Planning

Target Audiences

Primary Targets

- researchers associated with Canadian colleges, universities and research groups
 - to conduct research and communicate findings to HAVE staff and park users

Secondary Targets

- HAVE staff
 - will use new information in development of HAVE offerings
- park users
 - attend public presentations delivered in Rouge Park by the researchers
 - may be asked to contribute information about the park

Linkages

Linkages will include the promotion of HAVE-related services in Core Competency areas including:

4. Heritage Interpretation
5. Education
6. Stewardship

Themes

Rather than delivering themes, the research core competency area will support all HAVE themes, by providing new information and perhaps by providing interested park users and neighbours with opportunities for contact with scientists and researchers.

Related HAVE Themes	
Theme A	Rouge Park cares for many of the diverse natural places in three watersheds. These lands are an important part of the GTA's green infrastructure that provide ecological services such as clean air and abundant clean water.
Theme B	At first glance, the forests, wetlands, creeks, rivers and farmlands of Rouge Park appear to be unchanging. However, by learning to read the landscape you can observe how human and natural actions have and continue to shape the landscape.
Theme C	Preserving and restoring Rouge Park's biodiversity is important—for people and for the wide variety of living things that live here. The park and its partners work with visitors and volunteers to steward these lands.
Theme D	People are part of nature and have been important players in Rouge Park's past, present and future.
Theme E	You can help Rouge Park protect its many native plants, animals and habitats, and help preserve it as a place of quiet and contemplation for people by following its rules and regulations and taking part in park-sanctioned stewardship projects.
Theme F	Getting outside and active on Rouge Park's trails and beach is healthy and enriching. The park is a great place to make your own nature and history discoveries. Through park staff and its programs, you can share your findings with family, friends and neighbours.

Delivering

Key Locations

For more details on locations identified below see the Features Analysis (Chapter 4 and the Features Inventory, Appendices 1–3).

Key Areas for Biological Research and Monitoring

- mature Carolinian forest
- the three river systems
 - Rouge River/Little Rouge Creek
 - Petticoat Creek
 - Duffins Creek
- the park's wetland areas, especially Rouge Marsh
- the park's ponds, including ephemeral ponds

Key Areas for Study of Habitat Restoration

- large-scale restoration project in the northern section of the park
- smaller-scale restoration sites throughout the park

Key Areas for Study of Archeology and the Early Fur Trade Period

- Bead Hill National Historic Site
- the Carrying Place Trail
- other sites identified in archeological surveys of the park

Key Areas for Study of Park Visitors

- the areas within the park where large numbers of people gather
 - note that one of the first studies should be to identify these areas

Key Areas for Teaching of Post-Secondary Natural and Cultural History Topics

- locations approved by Rouge Park Management and resource management specialists could include:
 - park-permitted archaeological dig sites
 - exposed geological features
 - major park habitats
 - historic sites

Optimal Methods and Media

As part of the research permits approved by Rouge Park management, all researchers would be required to deliver a minimum number of public presentations about their research and their findings (the numbers will be determined by Rouge Park staff). Options for media could include:

- slide talks delivered in the park or within a nearby community venue
- multi-media presentation delivered as streaming video via the Park's website
- podcasts delivered via iTunes and/or the park's website
- hard copy and digital reports

Ideally, the presentations would be in several forms and they would be stored in an easily accessible manner (e.g., a digital library portal on the Rouge Park website).

Evaluation

Initially, evaluation should focus on determining if progress in attaining the critical success factors identified in Table 9.1 have been put in place. Until these factors, specifically a researcher-friendly permit system, is in place with requirements for public presentations of results, this program cannot produce all identified outputs.

Once the permit system is in place, areas for evaluation include:

- are the key success factors identified in Table 9.1 being attained?
- is new research being conducted?
- quality of research
- quality of presentations
 - is the level of language and content accessible to target audiences?
 - is it presented in an engaging manner?

Support

Capital Costs

Capital costs needed to support this part of the program include:

- library (digital and hard-copy) structure to house and lend research reports
- computer and storage to house digital reports
- digital library software
- venues for live public presentations by researchers (perhaps part of a park centre)
- digital video camera to record presentations for future web casts
- video editing software for editing video for creation of podcasts and streaming video for delivery through the park's website
- also could include cost of upgrading one of the park's rental houses into a field lab for researchers

Operational Costs

- IT support for digital library
- wear and tear on computer and software supporting the digital library
- on-going management including gate-keeping and security

Operational Support

- training and professional development for HAVE staff to develop podcasts and streaming video programs
- in some cases HAVE staff will be needed to translate technical reports from researchers into non-technical language accessible to most park users

4. Heritage Interpretation

General Introduction

This section deals only with interpretation services that take place in Rouge Park. Off-site interpretation is covered in the Community Outreach section. The grounding for this program can be found in first three chapters of this plan: Foundations, Features Inventory (Appendices 1–3) and Features Analysis (Chapter 4) plus the Analysis of Presentation Options (Chapter 6).

Discussion of this core competency is divided into six segments:

- 4.1 General Information
- 4.2 Personal Services
- 4.3 Non-Personal services
- 4.4 Park Visitor/Interpretation Centre(s)
- 4.5 Community Outreach
- 4.6 Special Events

Table 9.4 Core Competency: Heritage Interpretation

Key Outputs	Critical Success Factors	Key Performance Indicators
<ul style="list-style-type: none"> • a suite of HAVE offerings based on: <ul style="list-style-type: none"> - the park’s HAVE themes, subthemes, goals and objectives - suitability for specific audiences - taking into account the protection and stewardship of park resources 	<ul style="list-style-type: none"> • the park must have a policy and insurance covering liability for staff volunteers and partners delivering public programs and school programs in and outside of Rouge Park <ul style="list-style-type: none"> - level of coverage must be uniform across the entire Rouge Park - coverage must be at least at the level of support provided to similar staff and volunteers in Ontario Parks and Parks Canada - this could be included in a future unified park management plan • the park must develop a safety protocol for all HAVE staff working in the park that complies with the Workers Compensation Board standards and is similar to that set for programmers in Toronto and Markham Parks • a park user monitoring system is in place that identifies park user: <ul style="list-style-type: none"> - visitation patterns - activities when they visit - current interests, knowledge, skills and abilities with respect to the park - this system must be able to monitor changes in visitation and park user behaviour over weekly, monthly, seasonal and yearly periods in order to provide feedback on the effects of the HAVE program • HAVE staff, volunteers and partners with the capacity to analyse potential audiences, plan, deliver, and evaluate effective HAVE offerings • sufficient HAVE staff, volunteers and partners to provide services for the current and future levels of park visitors • a support system that provides HAVE staff the office space, equipment, program materials, technical support and professional development and training necessary to provide a full spectrum of HAVE services 	<ul style="list-style-type: none"> • the make-up of park visitation and participation in HAVE services closely reflects the cultural diversity of eastern Toronto, Markham and Pickering • participants in HAVE services have an increased awareness, appreciation and understanding of the park’s natural and cultural heritage • participants in HAVE programs display an increased level of environmental literacy • participants understand the concept of environmental goods and services and support the restoration and stewardship of Rouge Park as a major source of these ecological services • the make-up of participants in HAVE services reflects all levels of the stewardship scale (except unsupportive)

4.1 General Information

General Define

Outputs/Critical Success Factors/Key Performing Indicators

See Table 9.4

Objectives

The key objectives for interpretation in Rouge Park include the following:

1. To inform participants of:
 - Natural and Cultural Heritage**
 - features in Rouge Park
 - Stewardship**
 - Rouge Park's role as a key player in the stewardship of natural and cultural heritage
 - there are opportunities to work with Rouge Park and others to further its stewardship
 - there are other opportunities to learn about Rouge Park provided by other groups and agencies
2. To inspire participants to care about the natural and cultural heritage of Rouge Park and its stewardship.
3. To involve participants in appropriate activities in Rouge Park.

General Planning

Target Audiences

The focus of interpretation services will be on audiences who visit Rouge Park. Audiences located outside of Rouge Park will be addressed in the Outreach section of this chapter. For a detailed analysis of audiences, see the Audience Analysis (Chapter 5).

Key Characteristics

Although no large-scale formal study of park users and potential park users has been done (it is recommended that such studies be undertaken as soon as possible), the following information has been extrapolated from discussions with park staff and park users in 2007. Key features of park users include:

- a large majority are multiple repeat visitors

- the potential visitor stream includes a very high percentage (over 50%) of non-European Canadians, many of whom are new Canadians born elsewhere
 - there is a great diversity of cultures and mother tongues in the park user population
 - at the time of writing, it is not known if the park user population reflects the general population characteristics of the communities near Rouge Park
- most are from nearby communities (less than one-hour's drive from the park)
- many know the site well and its natural and cultural features
- the majority come to enjoy recreation activities and to have connections with nature

Requirements of Audience

The implications to HAVE service development and delivery are:

Repeat visitors

- require fresh experiences and activities to attract them to regularly take part in HAVE offerings

Knowledgeable visitors

- need HAVE services that go deeper than basic information about what is special about this place
- know about the site and have experiences and observations that they want to share—HAVE services requires two-way communication and acknowledgement of their knowledge and contributions

Visitors come for their own planned activities

- need HAVE services that are flexible to their timetables
 - drop-in type programs that they can:
 - start and finish when they want
 - engage in for a short or a long time, depending on their recreation time table

Recreation-Focused Visitors (e.g., runners)

- need HAVE services that mesh with their recreation activities
 - take place before or after their recreation activity
 - or are relevant to their main recreation activity and that they can do while they cycle park roads or hike park trails

4.2 Personal Interpretation Services

Define

What is Personal Interpretation?

This is any HAVE activity where staff and/or volunteers or partners interact directly with participants in a face-to-face manner.

Rationale

Most HAVE professionals, including leading writers and researchers, consider personal HAVE services to be the most effective way of reaching most audiences, especially if HAVE staff are helping the audience discover and explore natural and cultural heritage in real settings.

As well, in sites with multiple repeat visitors, personal programming affords a flexibility of delivery and content that is not achievable through non-personal media such as interpretation signs and brochures. A skillful heritage interpreter is able to converse with participants, assess their levels of knowledge, interest and skills, and rejig the program to accommodate that particular set of participants. In contrast, even the most well designed and engaging interpretive sign or exhibit will become stale to park users by the third or fourth reading.

Personal HAVE services are also relatively expensive (usually requiring paid staff, or paid partner, volunteer coordinators and volunteer trainer if volunteers are providing some HAVE services), and require professional skills in planning, developing, delivering, supporting and evaluating HAVE services. Ideally, HAVE staff and volunteers need broad knowledge of the topics and region in order to facilitate two-way communication with the audience, answer questions and take learning to the inspire and involve levels of the stewardship model.

HAVE managers with limited staff and budget must be prepared to pick and choose opportunities to deliver personal HAVE services, and also to be creative in finding ways to deliver these services (this will be discussed more fully in the Collaboration and Partnership core competency section).

Planning

Linkages

These are connections with other groups and agencies, researchers and individual experts.

Any of these may lead or participate in personal HAVE services through various collaborative arrangements (see Collaboration and Partnership section below).

Key potential partners include:

Internal Specialist	
Park Manager	<ul style="list-style-type: none"> • make special presentations • lead workshops • instructors for courses
Habitat Restoration Specialists	
Partners Currently Recognized by Rouge Park	
Markham Museum	<ul style="list-style-type: none"> • lead guided hikes • make special presentations • lead workshops • instructors for courses
Ontario Streams	
External Specialist	
University Researchers	<ul style="list-style-type: none"> • lead guided hikes • make special presentation • lead workshops • instructors for courses
Expert Local Historians, Museum Curators, Naturalists, Gardeners	
Community Groups	
Conservation Groups Currently Active in Rouge Park	<ul style="list-style-type: none"> • participation needs to be negotiated between these groups and Rouge Park (see Collaboration and Partnership section)

Linkages may also include simply the mention of services and programs provided by other groups and agencies.

Themes

All themes can be addressed by personal HAVE services when tailored to meet specific target audiences. The figure below lists the importance of each theme with respect to personal HAVE services (see Themes [Chapter 6] for details of themes, and subthemes).

Theme	Importance
Theme A Rouge Park cares for many of the diverse natural places in three watersheds. These lands are an important part of the GTA's green infrastructure that provide ecological services such as clean the air and abundant clean water.	•••••
Theme B At first glance, the forests, wetlands, creeks, rivers and farmlands of Rouge Park appear to be unchanging. However, by learning to read the landscape you can observe how human and natural actions have and continue to shape the landscape.	•••••
Theme C Preserving and restoring Rouge Park's biodiversity is important—for people and for the wide variety of living things that live here. The park and its partners work with visitors and volunteers steward these lands.	••••
Theme D People are part of nature and have been important players in Rouge Park's past, present and future.	••••
Theme E You can help Rouge Park protect its many native plants, animals and habitats, and help preserve it as a place of quiet and contemplation for people by following its rules and regulations and taking part in park-sanctioned stewardship projects.	••••
Theme F Getting outside and active on Rouge Park's trails and beach is healthy and enriching. The park is a great place to make your own nature and history discoveries. Through park staff and its programs, you can share your findings with family, friends and neighbours.	•••
Key	<ul style="list-style-type: none"> ••••• Very High Priority •••• High Priority ••• Important •• Low Priority • Very Low Priority

Selecting Personal HAVE Media

This segment is intended to provide HAVE staff with tools that will assist them in choosing effective and appropriate personal media for HAVE services. Also see Media and Methods (Chapter 7) in this plan.

Good practice in HAVE service delivery recognizes that selection of HAVE media is best left up to the individual HAVE staff who will be planning and delivering the service. This allows the individual to work with her or his personal strengths and passion to develop an effective HAVE offering. That said, it is important that the choices are also based on:

- audience characteristics
 - Key points include:
 - most are repeat audiences who know the site
 - will need opportunities to share their knowledge and opinions
 - will be interested in making their own discoveries on their own time (may not be interested in scheduled programs)
- site resources and features
 - these are the factors that make real Rouge Park sites different and appealing compared to mass media (radio, television and videos)
- communication and learning style
 - presentation methods that promote inquiry, and two-way communication and conversations are good practice
- current site management issues
 - these can be incorporated into existing HAVE offerings
- appropriateness of presentation method in relation to the chosen theme(s)

Strategic Use of Personal HAVE Media

Different personal HAVE media and techniques have strengths that can be exploited for success. For example, some techniques such as Point Duty allow participants to choose the time and duration of their interaction with HAVE staff and engagement in the HAVE activities they are providing. This makes this technique ideal for HAVE services at a trailhead, on a beach and other places where visitors congregate for recreation and relaxation.

Key functions of personal HAVE services include:

Making Initial Contact

- increasing the profile of HAVE services
 - this often targets people who are not regular users of HAVE services
 - the objective here is provide a short pleasant introductory interaction
 - possibilities for longer interactions can be built in to accommodate people who have developed or already have an interest in the

- topic or activity
- HAVE staff make the participant feel comfortable and valued
 - two-way communication is beneficial
- the looked for result is that the participant will seek out and take part in more HAVE services
- personal contact is increasingly important at higher levels of the Stewardship Model

Lead the Participants

Participants will learn *what is special about this place* within the framework of the HAVE themes

Other objectives include:

- enticing participants to take part in other HAVE activities
- giving participants a reason to want to return to the site in a future visit
- HAVE staff usually act as leaders or guides conducting participants through a presentation
- these are usually HAVE services that are scheduled to take place at a certain location, time and day of the week
- this type of activity is often strongest with first-time audiences and people who have not come often to the site
- the key objective here is to show and tell

Engage the Participants

- the key objective here is to inspire and involve participants in doing active things (observe, touch, listen) and asking questions, reflecting and constructing their own understanding
- HAVE staff usually act as learning facilitators, setting up some major questions to be investigated and assisting participants in developing their own questions and finding answers
- these are usually HAVE services that are scheduled to take place at a certain location, time and day of the week
- this type of activity is often strongest with repeat audiences who already know their way around or are at least familiar with a Rouge Park site
 - many already know some of the reasons why the site is special. These activities help them investigate the why and how and to share their observations and opinions
 - programs of this type have to be flexible to engage people who may already have taken part in a similar offering earlier in the season

A Personal HAVE Services Program Planning Form

A Program Planning Protocol

Program planning is a standardized process for developing new HAVE services (education and interpretation offerings). Planning is central to developing effective HAVE services.

A standard planning process for use by HAVE staff to develop future personal HAVE services must be based on current best practice and include:

- identification of specific target audiences
- indication of the HAVE themes and subthemes that will be addressed
- clear statement of participant learning objectives including critical success factors and key performance indicators
- identification of location(s) within the park with justification(s)
- identification of media and methods to be used with justification
- risk analysis (to participants, to park features)
- a listing of key points that will be covered
- required materials with costs
- evaluation strategy

Sidebar: Why Use A Program Plan?

Clear Communication

A project or program plan is useful for identifying what is to be done and by whom. This is especially helpful for several staff, volunteers or collaborators may have to work independently on different program components.

A Foundation for Evaluation

A detailed program plan sets out learning goals and objectives aimed at participants. This makes it much easier for HAVE staff and managers to evaluate the effectiveness of the program at making the stated changes in knowledge, skills, attitudes and emotional connection with the park and its features—in fact, the planning form template includes sections where the program planner identifies how and when evaluation will take place.

Better Chances For Funding

If you need funding, a clear, well-drafted plan will greatly increase your chances with most funding agencies.

A Clear Record of Ideas and Procedures

Plans, even unsuccessful ones, can help you develop new successful projects and programs. A clear plan can be a useful legacy to leave future staff who will not have to repeat program development done previously.

Sidebar: Conducting A Risk Assessment

What is Risk Assessment?

Risk assessment is a process of identifying and assessing the dangers that participants and watershed resources may be exposed to in the course of your program or project. Risk assessment can be done in two steps.

Step 1: Site Inspection

The first step is to identify potential risk factors to the people and to the watershed resources. Resources may include not only natural components of the watershed such as delicate habitat, rare plants and animals, but also cultural items like heritage buildings and historic artifacts. When you have a project and a site in mind, you may find it useful to visit the location and visualize the activities there. Ask yourself questions such as:

- What hazards (fast flowing water, sensitive vegetation etc.) can you see?
- Is access to the site safe and easy?
- What would this site be like in bad weather?
- Are there alternative sites or other ways to gain access?

Using Maps And Taking Notes

When doing a site inspection, take along a map or sketch one as you go. Mark locations and make notes about hazards and potential hazards.

Step 2: Assess Risks and Act

The second step is to assess the hazards you have identified and determine if they are true risks, how risky they are and what you are going to do to avoid or reduce that risk to an acceptable level.

A Program Planning Form Template

A HAVE program planning form was developed by EcoLeaders to be used as a template for HAVE staff to develop planning forms for personal and non-personal interpretation services (see Attachment 9.1: Public Program Planning Form at the end of this chapter). As well, this form can be modified for use as a planning tool for:

- stewardship projects that include public participation
- school-focused education programs
- stewardship projects focusing on student participation

See the template at the end of this chapter.

The Program Planning Process

The program planning process has the following steps:

Program or Project Name

This is simply the title of the program or project. A short descriptive name is useful for communication within your group and for advertising to potential program participants.

Example: Gently Down The Stream - Discovering the Ecology of Little Rouge Creek

or

Restoring Morningside Creek's Riparian Forest

Location:

Identify as specifically as possible the location where this project or program will take place.

Example: Mast Trail: Twyn Rivers Area

or

Any wooded part of a schoolyard

Target Participants

This step is a mini-audience analysis. Here HAVE staff:

- identify target participant groups
- review what is known about their prior knowledge, skills and attitudes with respect to the topics to be covered
 - this will give the HAVE planner a starting point for the program content and approach
 - avoids delivering a program that is preaching to the converted or that starts at too high a level on the Stewardship Development Model
- where and when this particular target participant group is active in the park
 - this will help HAVE staff select location, time of day, season, day of the week for this program

4.3 Non-Personal Interpretation Services

Define

What is Non-Personal Interpretation?

Non-personal services are those HAVE services where staff and/or volunteers do not interact directly with participants.

Rationale

Rouge Park has and may continue to have few HAVE staff and a large area and population to serve.

At the time of writing there was one permanent HAVE officer at Rouge Park.

Although it is recognized as preferred good practice to provide personal services to a high percentage of visitors, it is not possible to with low staffing levels. Many agencies face this challenge through the provision of non-personal services.

Non-personal HAVE services range from low cost to extremely expensive. All require knowledgeable, skilled staff, contractors or perhaps volunteers to design, produce and support them.

HAVE managers, with limited staff and budget, must be prepared to strategically choose non-personal HAVE services and media that are effective (reach an important target audience and produce results), and are cost effective.

Planning

Target Audiences

Focusing on Target Audiences

Only some non-personal interpretation media can provide the flexibility needed for addressing the large numbers of repeat visitors to Rouge Park (for more details on audiences see Chapter 5).

An Important Gap in Information

Some parks and tourism sites use their detailed knowledge of visitors' first languages and cultures to develop several versions of their non-personal interpretation (especially, brochures, web pages, podcasts) in the first language of their major visitor groups. Unfortunately, this information is not yet available for Rouge Park. When it does become available (see recommendations in Chapter 8, Strategic Planning), HAVE staff may decide to have translations made for some of their major non-personal offerings if need, demand and budgets allow.

A Planning Process for Non-Personal Interpretation

A program planning form was introduced in Section 4.1 of this chapter. It can be used as a standard template for planning non-personal services as well.

Themes

All themes can be addressed by personal HAVE services when tailored to meet specific target audiences. The figure below lists the importance of each theme with respect to non-personal HAVE services.

Theme	Importance
Theme A Rouge Park cares for many of the diverse natural places in three watersheds. These lands are an important part of the GTA's green infrastructure that provide ecological services such as clean the air and abundant clean water.	•••••
Theme B At first glance, the forests, wetlands, creeks, rivers and farmlands of Rouge Park appear to be unchanging. However, by learning to read the landscape you can observe how human and natural actions have and continue to shape the landscape.	•••••
Theme C Preserving and restoring Rouge Park's biodiversity is important—for people and for the wide variety of living things that live here. The park and its partners work with visitors and volunteers steward these lands.	•••••
Theme D People are part of nature and have been important players in Rouge Park's past, present and future.	••••
Theme E You can help Rouge Park protect its many native plants, animals and habitats, and help preserve it as a place of quiet and contemplation for people by following its rules and regulations and taking part in park-sanctioned stewardship projects.	•••
Theme F Getting outside and active on Rouge Park's trails and beach is healthy and enriching. The park is a great place to make your own nature and history discoveries. Through park staff and its programs, you can share your findings with family, friends and neighbours.	•••
Key	<ul style="list-style-type: none"> ••••• Very High Priority •••• High Priority ••• Important •• Low Priority • Very Low Priority

Delivering

Selecting Non-Personal HAVE Media

This section is intended to provide HAVE staff with tools that will assist them in choosing effective and appropriate personal media for HAVE services.

Good practice in HAVE service delivery recognizes that selection of HAVE media is best left up to the individual HAVE staff who will be planning and delivering the service. This allows the individual to work with her or his personal strengths and passion to develop an effective HAVE offering. That said, it is important that the choices are also based on:

- audience characteristics
 - Key points include:
 - most are repeat audiences who know the site
 - will need opportunities to share their knowledge and opinions
 - will be interested in making their own discoveries on their own time (may not be interested in scheduled programs)
- site resources and features
 - these are the factors that make Rouge Park sites different and appealing compared to mass media (radio, television and videos)
- communication and learning style
 - media that promote inquiry and two-way communication are good practice
- current site management issues
 - these can be incorporated into existing HAVE offerings
- appropriateness for themes

Strategic Use of Non-Personal HAVE Media

Different non-personal HAVE media and techniques have strengths that can be exploited for success. For example, some techniques such as self-guided trails, teacher's activity kits and self-guided activity packs allow participants to choose the time, duration and location of their engagement in a HAVE activity. This makes these media ideal for HAVE directed at day users. If these media can be regularly changed, refreshed or updated they will also be able to accommodate regular repeat visitors.

Incorporating Two-way Communication

A major weakness of most non-personal interpretation is that it is very difficult to incorporate two-way communication that allows participants to contribute observations and interpretations of their findings. One solution is to integrate personal and non-personal media into programming. Examples include providing self-guided quizzes, activity packs and scavenger hunts from a point duty station, visitor centre or park office. HAVE staff can personally brief and debrief participants at the beginning and end of the self-guided activity.

Another option is to provide visitors with an opportunity to provide written feedback after a self-guided activity such as:

- a wildlife sighting board at trailheads and staging areas
 - this will still require regular inspection and maintenance (daily or weekly)
- observation and comment sheets that can be handed in at visitor centres and park offices
- ask questions, post sightings plus answers to past questions

Key Functions of Non-personal HAVE Services

Provide Information

- here HAVE staff develop and combine text, images and sometimes sounds, moving pictures, artifacts, objects and models to tell a story about cultural and natural history
- the key objective here is to show and tell participants *what is special about this place* within the framework of the HAVE themes
 - Other objectives include:
 - giving participants a reason to want to return to the site in a future visit

Engage the Audience

- the key objective here is to inspire and involve participants in doing active things (observe, touch, listen), building skills, and asking questions, reflecting and constructing their own understanding
- through these activities and direct involvement with real things, participants may develop connections with the place and become inspired to protect it and to contribute to its stewardship
- the non-personal medium must facilitate learning, identify major questions to be investigated, and assist participants in developing their own questions and finding answers

Figure 9.9: Effectiveness of Non-personal Media for Dealing with Repeat Audiences

Key: Strong ● Moderate ◎ Weak			
Medium	Changeability	Ability to Inform	Ability to Engage
On-site			
Interpretation Signs/Panels	◎	●	◎
Exploration Kits			
Quizzes/Activity Sheets			
Self-Guided Trail Brochures		●	●
Guidebooks	◎		●
Self-Guided Trail Signs	◎	●	●
Site Newspaper	●	●	◎
<i>Participatory Setting (Visitor Centre)</i>			
Standard Exhibit	◎	●	●
Live Animal Exhibit	●	●	
Temporary Exhibit	●	●	●
TV/Video	◎		
Off-site			
Participatory Online (Listserve, discussion group etc.)			
Website			●
Blogs		●	●
Podcasts	●	●	●
Mass Media			●
Wildlife Cameras	◎	●	

Choosing Effective Media

Because the visitors to Rouge Park are mostly repeat day use visitors, on-site, non-personal media must:

- be able to provide both information and engagement
- be flexible
- be changed regularly

Table 9.9 lists media that can best fulfil these functions on-site or provide off-site support.

Note that other non-personal media are covered in the visitor centre and community outreach program segments.

It should be noted that the site newspaper, and interpretation signs (self-guided trail signs and stand-alone sign panels) did not rate highly. These media may have an important place for first-time visitors but they cannot be changed regularly to accommodate repeat audiences.

Finally, web-based media appear to be well suited for repeat visitors. However, they are not conducive to on-the spot, on-site interpretation. They are best suited to outreach programming.

Recommended Focus of Non-personal HAVE Services

EcoLeaders recommends the following focus of non-personal HAVE services:

HAVE Service	% Effort Dedicated to Non-Personal
Focused on Repeat Visitors	70
Focused on new visitors	30

Criteria for Non-Personal Media

Good practice requires high standards for design, content and maintenance of non-personal media. High quality production is required to maintain the image of Rouge Park as a quality service provider.

Permanent Outdoor Interpretive Signs

General Design

- fit Rouge Park design guidelines

Materials

- UV resistant
- vandal resistant surface

Maintenance

- site and signs to be inspected at least every six months (preferably every month during high use periods)
- damaged sign panels to be removed and replaced immediately

Contents Review

- contents to be reviewed and evaluated every five years
- if contents are out-of-date or inaccurate signs must be taken down immediately or replaced within 12 months

Printed Interpretive Materials

(brochures, quizzes, activity sheets etc)

General Design

- fit Rouge Park design guidelines

Materials

- recycled paper preferred

Reproduction

- high reproduction values must be maintained at all times
 - preferred high quality printing
 - if in-house photocopying must take place, a first generation black and white laser printed master must be used (no second or third generation photocopies should be given to visitors)
- whenever possible paper-based interpretive materials should be re-used or recycled

Contents Review

- contents to be reviewed and evaluated every season or even weekly in some cases
- if contents are out-of-date or inaccurate, all printed copies should be pulled and replaced within the next season if not earlier

Self-Guided Activity Support Materials

(backpacks and containers for activity kits, movable trail markers for trail quizzes)

General Design

- fit Rouge Park design guidelines

Materials

- recycled paper or other environmentally friendly materials are preferred

Evaluation

Evaluation should take place regularly throughout the planning and design process. It must focus on the effects of product on the park users.

When to Evaluate

Many non-personal interpretation products such as visitor centre exhibits, interpretive trail signs, videos and full colour maps and brochures are expensive to produce. It is therefore important to carefully plan and evaluate a major non-personal interpretation project during the planning and development stage. Two evaluation processes can be employed.

Formative Evaluation

This evaluation takes place as you develop your interpretive program. The key question to ask is “Am I on Track?” As the project progresses, refer to the program planning form to ensure that the project stays on course.

Formative evaluation is especially important when developing large non-personal interpretation projects such as major exhibits, sets of interpretive trail signs and large print-runs of brochures and booklets. Evaluation must be done in the formative stages. Once the product is made, it is extremely expensive to make changes.

Focus Groups

Focus groups are used very often in commercial product development. A focus group consists of 5–10 individuals who come from the identified target audience group. After being asked to find out their prior knowledge, attitudes, skills and emotional connections to the topic being interpreted, they are shown either full-size or scale mock-ups of the non-personal interpretation project. They can then be asked questions about how attractive, engaging they found the design. Also, they should be questioned to find out if they have learned the intended facts, and if they have changed attitudes and behaviour resulting from interaction with the exhibit sign or other materials.

What To Evaluate?

The objectives of evaluation are to make sure that:

- the learning objectives are met
 - this includes knowledge, and emotional objectives identified in the program plan
- agency standards of dress and behaviour are met
- presentation and activities are appropriate for the target participants
- content is accurate and that Rouge Park, its partners and the Rouge Park Alliance are fairly represented and are not cast in a negative light
- program location is safe and appropriate
- presentation quality is of a high standard

Use the Program Plan

A good starting point is a program or project plan. It lists the program's learning outcomes and HAVE themes. Here the aspects to be evaluated are clearly listed. You should assess whether each objective was reached. If some objectives were not met, you should evaluate why.

How to Evaluate Non-Personal Programs

The criteria for evaluating non-personal interpretation is almost identical to those for personal interpretation. You will evaluate the quality of interpretation using the same criteria as in the BC Parks evaluation tool (Appendix 4). However, for non-personal media that use print such as; brochures, site newspapers, booklets, signs and exhibit text, you will also evaluate the quality of writing, illustration and layout. This closely parallels public speaking. Of course, the writing and layout must fit the needs and abilities of the readers and meet the park's design standards. Some criteria recommended by Sam Ham, in his book *Environmental Interpretation: A practical guide for people with big ideas and small budgets* include:

Clean Structure

- themes and sub-themes—5 or fewer
- main text limited to what can be read by the average reader in 45-60 seconds
- wording appropriate for target audience's reading level
- short sentences—e.g., length of 10–15 words
- short paragraphs

Vivid Language

- active titles—e.g., “We are losing our soil” instead of “Soil Erosion”
- active non-passive language
- personal and informal tone
- interactive text—e.g., ask questions, encourage observation and reflection, suggest things to do

Layout and Design

Does it follow park design standards such as

- are the fonts chosen readable?
 - big enough
 - simple clear fonts
- good use of white space – e.g., places for the eye to rest.

Another good resource for exhibit or interpretive writers is Beverly Serrell's book *Exhibit Labels: an Interpretive Approach*. Useful recommendations she has are:

- labels and headings should all link to a big idea
- the text and style (e.g., font, size, layout) should all follow a consistent style throughout.
- the message and the images should match e.g., an exhibit style of Count Dracula is inappropriate for a natural history exhibition about bats that does not mention myths and folklore.

Useful Evaluation Approaches

Participant Tracking

Sometimes when evaluating a program, it is difficult to observe all the participants at once while they are involved in a program. There are several options open to you when observing an audience's reaction to a program. Firstly you can just become a member of the audience and evaluate subjectively. Or you could track representative individuals and just watch them throughout.

This tracking technique is particularly useful in evaluating exhibits. If you have ever watched people in museums or other exhibits, you will notice that people tend to fall into one of three categories:

Streakers:

Streakers pass through an exhibit space quickly only giving exhibit elements a glance. Streakers are most likely to look at the title, pictures and headlines.

Strollers:

Strollers move through an exhibit space at a slower pace but stop for short times only. Titles, some text may be read and most graphics inspected. Strollers may not stop at all the exhibit elements.

Studiers:

Studiers move slowly through an exhibit space stopping often and spending time reading, observing and interacting. Studiers look at everything and spend a long time reading the text.

Cost Recovery

As with personal interpretation, there is potential for cost recovery for some non-personal interpretation media.

Clearly HAVE staff will not be able to charge for all non-personal interpretive services. The most likely candidates for charges include :

- rental for exploration kits
- guidebooks and brochures if they are of high quality design and production
- bird or plant checklists

Support

Capital Costs

Key Support Equipment

This equipment can be acquired over several years and used for a long period. The following list of equipment is listed in rough order of priority:

Checklist of Key Capital Expenditures

Equipment for In-House Development of Temporary Interpretive Signs, Brochures, etc.

Item	2007 Prices
Graphics-capable Computer <ul style="list-style-type: none"> • DVD/CD burner for backup and archiving • minimum 2 GB RAM • large hard drive 	\$1,000–3,000
Software <ul style="list-style-type: none"> • photo manipulation and touch-up • anti-viral • desk-top publishing software • back-up/archiving • illustration 	\$1,000–\$2,000
Small-Workgroup Class Laser Printer <ul style="list-style-type: none"> • includes duplexing unit (prints both-sides of a page) 	\$1,000–\$2,000
Wide-Carriage Inkjet Printer <ul style="list-style-type: none"> • capable of printing 11"x17" pages • must use UV-resistant (archival) inks 	\$600–\$1,000
Scanner <ul style="list-style-type: none"> • minimum 1200 dpi resolution • ability to scan negatives and slides an asset 	\$600–\$1,500

HAVE Staff Training

Building and/or maintaining HAVE staff capacity in graphic design and production will ensure high quality non-personal materials that are easy to change to suit repeat visitor audiences. Key areas of training include:

- basics of graphic design
- use of equipment
 - scanners
 - printers
 - computers
- use of software
 - desk-top publishing
 - photo manipulation
 - illustration

Further Staff Support

Support for staff developing their skills can also be aided by other resources. For example, a series of books written by graphic designer Robin Williams is recommended:

- *The PC is not a typewriter*
- *The Non-Designer's Design Book*
- *The Non-Designer's Scan and Print Book*
- *The Non-Designer's Type Book*
- *The Non-Designer's Web Book*
- *Robin Williams Design Workshop*
- *Robin Williams Web Design Workshop*

Operational Costs

Good practice in HAVE management indicates that HAVE programs should have an operations budget that supports HAVE staff in producing services at agency standard or above. This budget includes line items such as:

Expenditures

- equipment maintenance and replacement
- acquisition of new equipment
- computer support
- office supplies
- miscellaneous materials and equipment used in self-guided programming (e.g., magnifiers, backpacks etc.)
- training of staff and volunteers
- travel/vehicle maintenance

Income

- revenue generated from personal HAVE services
- donations as a result of HAVE services

Staff Time Budgets

Good practice in HAVE management indicates that time must be budgeted for maintenance of non-personal media such as exploration kits. Each kit must be examined and refreshed (missing equipment replaced, packs and containers cleaned/repared or replaced as needed before it is released to the next participant. This will ensure that kits are maintained at a high standard for all participants.

5. Education

Introduction

The grounding for the Education Program can be found in the Audience Analysis (Chapter 5 and the Review of Presentations Options (Chapter 7). These chapters provide a grounding in content and effective presentation options.

Define

Education programming focused on public and private schools is a viable option for Rouge Park’s HAVE program. This mandate can include preschool and post secondary education groups as well.

School programming refers to all HAVE personal and non-personal services aimed at school children and other formal education groups.

Personal education services include all programs led by HAVE staff, volunteers and partners (e.g., guided walks, stream studies, projects, etc.). Non-personal education services include those that do not require presenters (e.g.,

Table 9.11 Core Competency: School Programming

Key Outputs	Critical Success Factors	Key Performance Indicators
<ul style="list-style-type: none"> in-park discovery/inquiry learning activities based on HAVE themes and the K-12 Ontario curriculum for science, social studies/geography, language arts, and art focusing on half-day and full-day visits to Rouge Park by teachers with their students school visits by HAVE staff to deliver in-school learning activities based on the park’s HAVE themes and Ontario curriculum 	<ul style="list-style-type: none"> a feasibility study that confirms a market for education programs at Rouge Park <ul style="list-style-type: none"> in particular: <ul style="list-style-type: none"> is there a niche for Rouge Park programs in existing school market focus on what grades and subjects? an effective learning evaluation system is in place a school marketing/promotion system is in place <p>Minimum Support Requirements</p> <ul style="list-style-type: none"> program location in the park on a well-served public transit route a booking system and contact staff for teachers to book programs a fee schedule for programs and a money management system for managing collected fees locations in Rouge Park with facilities to support visiting students <ul style="list-style-type: none"> a class-size washroom facility that can accommodate at least one class of students (2-3 class size would be preferred to accommodate a bus-load [2-3 classes] of students a group shelter for 1-3 classes to warm-up/dry-out from the weather picnic tables and garbage containers for 2-3 classes to eat lunch/snack daily maintenance and garbage pick-up during school programming season parking for 1-5 buses, and cars if school chooses to car pool a nested loop trail system with numerous learning nodes where a class can gather without blocking the trail for other users near-by equipment storage for learning equipment (e.g., insect nets, and magnifiers for a catch and release insect study) HAVE staff with: <ul style="list-style-type: none"> experience leading school groups first-aid training 	<ul style="list-style-type: none"> a HAVE program in place that provides education programs for a spectrum of grades on a variety of subjects (depending on the feasibility study) evaluation shows that effective learning about the park’s natural and cultural history and stewardship is occurring schools wanting to book Rouge Park education programs meets or exceeds staff capacity to deliver programs a high percentage of teachers are returning to book programs every year

teacher-led visits, workbooks/work sheets, audio-visual presentations, web sites etc.).

Outputs/Critical Success Factors/Key Performing Indicators

See Table 9.11

Objectives

The key objectives for education services in Rouge Park include the following:

1. To provide education services that mesh with the mandate of Rouge Park and perhaps the Rouge Park Alliance as well (see Foundations Chapters 1–3), the themes and subthemes of the Rouge Park HAVE Plan, the science and social studies curriculum set out by the Ontario Ministry of Education (for grades K–12) and the course curricula developed for post-secondary courses.
2. To inspire students to care about the natural and cultural heritage of Rouge Park and take part in its stewardship.
3. To enable students to participate in appropriate activities in Rouge Park.

Rationale

Education programs provide an opportunity for HAVE services to reach a wide number of people, including the children of families that do not choose to visit Rouge Park. This may be especially important if it is found that few new Canadians use the park. These programs have the potential to reach students from all segments of communities. This will be especially true for programs where HAVE staff travel to schools, even to those that do not have funds to travel to Rouge Park to take part in a program, and/or if fees are waived to classes who cannot afford it.

Students that have had positive experiences with education programs in Rouge Park or at school with HAVE staff, will communicate their experiences to their parents, siblings and friends thereby increasing the positive profile of Rouge Park. They may share their learning within their community and perhaps encourage future visits to Rouge Park by the entire family.

Also, education services that fit directly into a student’s science or social studies curriculum will assist teachers in providing students with a broader education experience that features discovery learning and experiential education. These direct connections to curriculum will also strengthen the position of HAVE services as an essential function of Rouge Park, thereby the long-term survival of HAVE within the system.

Planning

Target Audiences

The key target audiences in order of size and importance include students in:

- grades K–8
- grades 9–12
- community colleges and universities
- preschool

Grades K-12

This is by far the largest market for education services. For estimates of numbers of potential student contacts see school market section of Chapter 5: Audience Analysis.

Also, contact with other education-providing agencies and groups that deliver education programs in Rouge Park indicates that some feel this market is so large that they would not oppose the development of education services by Rouge Park.

Community Colleges and Universities

Most of this group are at the undergraduate level. This is a relatively small market with student numbers in the hundreds. However, the types of undergraduate and graduate level studies that students take part in (e.g., plant and wildlife censuses, ecological investigations and the effects of interactions between people and wildlife) fit very well into the Rouge Park mandate for learning more about the ecology of Rouge Park properties for management purposes, and more.

Preschools

Preschool students are children aged three to five. The key function of education services to this group are to engender the idea that natural areas and historic sites are fun to visit and to increase the profile of Rouge Park to them and their families. They are less likely to visit if a long bus ride is required.

Linkages

Linkages are connections with other groups and agencies, researchers and individual experts who provide education services.

Any of these may lead or participate in education-focused HAVE services through various collaborative arrangements.

Key potential partners include groups that already deliver education programs in Rouge Park that support its HAVE themes.

Linkages may also include simply the mention of services and programs provided by other groups and agencies.

Themes

The figure below lists the importance of each theme with respect to education-focused HAVE services (see the Themes Chapter for details of themes and subthemes).

School programs must be relevant to both Rouge Park—i.e. based on the Rouge Park HAVE Themes and subthemes and to grade-specific science or social studies curriculum. Up-to-date information on curriculum can be found on the Ontario Ministry of Education web site:

Elementary Curriculum:

www.edu.gov.on.ca/eng/curriculum/elementary/

www.edu.gov.on.ca/eng/curriculum/secondary/

Theme	Importance
Theme A Rouge Park cares for many of the diverse natural places in three watersheds. These lands are an important part of the GTA's green infrastructure that provide ecological services such as clean the air and abundant clean water.	Grades K-3 ***
	Grades 4-8 *****
	Grades 9-12 *****
	Colledge/Univ. *****
	Preschool **
Theme B At first glance, the forests, wetlands, creeks, rivers and farmlands of Rouge Park appear to be unchanging. However, by learning to read the landscape you can observe how human and natural actions have and continue to shape the landscape.	Grades K-3 ***
	Grades 4-8 *****
	Grades 9-12 *****
	Colledge/Univ. *****
	Preschool ***
Theme C Preserving and restoring Rouge Park's biodiversity is important—for people and for the wide variety of living things that live here. The park and its partners work with visitors and volunteers steward these lands.	Grades K-3 ***
	Grades 4-8 *****
	Grades 9-12 *****
	Colledge/Univ. *****
	Preschool **
Theme D People are part of nature and have been important players in Rouge Park's past, present and future.	Grades K-3 ***
	Grades 4-8 *****
	Grades 9-12 *****
	Colledge/Univ. ***
	Preschool ****

Theme E You can help Rouge Park protect its many native plants, animals and habitats, and help preserve it as a place of quiet and contemplation for people by following its rules and regulations and taking part in park-sanctioned stewardship projects.	Grades K-3 ***
	Grades 4-8 *****
	Grades 9-12 *****
	Colledge/Univ. ***
	Preschool **
Theme F Getting outside and active on Rouge Park's trails and beach is healthy and enriching. The park is a great place to make your own nature and history discoveries. Through park staff and its programs, you can share your findings with family, friends and neighbours.	Grades K-3 ***
	Grades 4-8 *****
	Grades 9-12 *****
	Colledge/Univ. ***
	Preschool ****
Key	<ul style="list-style-type: none"> ***** Very High Priority **** High Priority *** Important ** Low Priority • Very Low Priority

Ages and Stages: Matching Your Program and Activities to Student’s Brains and Bodies

Children from Kindergarten to Grade 12 are undergoing huge changes as their brains, bodies, emotional control and social skills develop. Often with each year, a child undergoes major changes in abilities to:

- move her or his body
- manipulate tools and objects
- understand
- concentrate
- take instructions
- communicate
- work together in groups

Table 99.10: Ages and Stages, summarizes the average level of development of grade level groupings and the implications for outdoor HAVE programs aimed at them. When HAVE staff are tuned into the interests and abilities of the children they lead, they can provide stimulating and effective activities that better fit the needs of teachers and students.

Table 9.10: Ages and Stages: Pre-school to Kindergarten (ages 2-5)					
Physical Development	Cognitive Development	Socialization	Relationship with Adults	Activity Implications	Education Implications
<ul style="list-style-type: none"> • very active • little stamina, tire easily • fine motor skills and coordination is not yet well developed • very limited bladder and bowel capacity, access to on-site washrooms necessary 	<ul style="list-style-type: none"> • can be very curious • very short attention span • have difficulty understanding verbal instructions • learn primarily through use of the five senses • beginning to understand simple cause-effect relationships • can ask and answer simple what and why questions • still developing memory and language skills • like learning new words • enjoy story telling • can confuse fact and fantasy 	<ul style="list-style-type: none"> • self-centered • find sharing difficult • relationships are based on one-on-one interactions • individuals are unable to work in co-ordinated groups 	<ul style="list-style-type: none"> • relationships are centred on parents, and care givers 	<ul style="list-style-type: none"> • work in short, simple activities and tasks (5-10 minutes), avoid long projects • concentrate on simple discovery activities using the five senses - e.g., finding the sunniest (warmest) or shadiest (coolest) place in the forest • instructions are best done as demonstrations rather than just verbally, do not give written instructions • give each child the same task, avoid cooperative group work • if using simple equipment (e.g., hand magnifiers) make sure there is one for each child 	<ul style="list-style-type: none"> • information must be relevant to the child's experiences -e.g., express water volumes in bathtub units instead of cubic metres • stories are useful for holding attention and forming a bridge between a child's world and your site • use simple language • make student's experience fun

6. Stewardship Involvement and Education

Introduction

Stewardship is a key mandate of Rouge Park (see Foundations, Chapter 1). Other key support for this chapter can be found in the Features Analysis (Chapter 4) and Media and Methods (Chapter 7).

Define

What is Stewardship

One of the best definitions of stewardship comes from Alberta’s Land Stewardship Resource Centre (www.landstewardship.org/):

...the practice of carefully managing land usage to ensure natural systems are maintained or enhanced for future generations.

The centre goes on to identify four guiding principles of what is meant by carefully managing usage:

1. Caring for the system as a whole—understanding the fundamental roles and values of natural systems, building up biological fertility in the soil, incorporating an understanding of the ecological cycles on the landscape (water, energy, nutrients) and how land-use practices can either benefit, be in harmony, or negatively impact these cycles and other land-users, flora and fauna.

Table 9.12 Core Competency: Stewardship Involvement and Education

Key Outputs	Critical Success Factors	Key Performance Indicators
<p>HAVE provides opportunities for park users and neighbours to:</p> <ul style="list-style-type: none"> • learn about stewardship of the park’s natural and cultural resources • contribute to and take part in stewardship projects in Rouge Park • develop capacity to take leadership in advocating and supporting the stewardship of Rouge Park 	<ul style="list-style-type: none"> • HAVE staff must work closely with park management and the park natural heritage restoration team to develop a stewardship education and involvement program that supports current and future park stewardship initiatives • HAVE staff must develop liaison and partnerships with local museums heritage associations and old-timers (local people with deep memories of local history) to develop a cultural heritage stewardship program 	<ul style="list-style-type: none"> • evaluation shows that participants in HAVE stewardship offerings are progressing through the levels of the Stewardship Development Model • an increase in public support for Rouge Park’s stewardship (habitat restoration) program • an increase in public participation in Rouge Park’s stewardship activities

2. Resource conservation—maximizing efficiency and striving to reduce the one-time consumption of renewable and non-renewable resources; aiming for long-term optimization versus short-term maximization of production.
3. Maintaining, building and enhancing stability in Nature—maintain and encourage natural biological diversity and complexity; maintaining natural areas and functions on the land (wildlife habitat conservation).
4. Cultural values and ethics—caring for the health of the land for future generations and long-term economic stability; the link between civilization, urbanization, and the land-base and ecosystems that are vital to survival; the intrinsic value and right to exist of all life on Earth.

The Land Stewardship Resource Centre believes it is Cultural Values and Ethics where the very essence of land stewardship exists.

Land, water and air stewardship is about re-connecting with our dependence on earth, air, water and sunshine - and the abundance of life it supports.

A key part of stewardship is about feelings, the rediscovery of our natural feelings of awe and respect for nature. It involves restoring some of our sense of wonder and magic from childhood.

As well, stewardship is about preserving the capacity of the land for self-repair and renewal.

What is Stewardship Involvement and Education

This activity of the HAVE program is the involvement of park users and neighbours in the park's restoration and conservation initiatives. It also involves the process of inspiring people to care through active participation in and education about the reasons for the park's stewardship role.

Outputs/Critical Success Factors/Key Performing Indicators

See Table 9.12

Objectives

People interested in becoming involved in stewardship activities may have developed their interests through participating in Rouge Park interpretation, education or outreach services, though involvement with other agencies and groups in Rouge Park, or more likely through a variety of learning experiences and inclinations. The key objectives for the stewardship program in Rouge Park include the following:

1. To define good stewardship practice in the management of Rouge Park.
2. To model good stewardship practice in the management of Rouge Park properties.
3. To provide stewardship information and skills training to neighbouring landholders and park users.
4. To inspire people to care about and value the natural and cultural heritage of Rouge Park.
5. To enable and empower people to take part in and to lead some sanctioned stewardship initiatives in Rouge Park. This last objective implies volunteerism—this is addressed in detail in this program statement.

Rationale

Developing the stewardship program is an important step in fulfilling Rouge Park's mandate to not only inform visitors and potential visitors about the park's important stewardship role, but to also empower and involve citizens to participate and lead stewardship initiatives in their communities.

Planning

Target Audiences

The key target audiences for the Rouge Park stewardship program are people and organizations that are at the upper levels of the Stewardship Development Model. This includes people who:

- are developing an understanding of stewardship and its importance to their lives
- have a strong understanding of stewardship and are incorporating it into their values system
- value stewardship and are incorporating stewardship behaviours into their life styles
- understand and value stewardship and wish to lead their community in stewardship behaviours

The types of people that may fit these criteria may include:

- regular visitors to Rouge Parks
- neighbours of Rouge Parks who wish to steward their landholdings

Linkages

Stewardship Groups

The key linkages are likely to be with other agencies that focus on stewardship and stewardship education.

Researchers

Also there should be collaboration with researchers who are:

- conducting studies that shed light on how the natural systems in Rouge Park work
 - hydrology
 - forest and wetland ecology
 - bird migration
 - interactions of forest insects and trees
 - censuses of wildlife, plants and insects
- working on conservation and habitat enhancement projects
 - e.g., waterfowl habitat enhancement
- studying the history of people, landscapes, forests, wetlands and wildlife in Rouge Park

Some researchers request permission to conduct their research in Rouge Park. The park may be able to persuade researchers to lead public seminars or workshops on their research, perhaps through the research permit process. Many researchers are very interested in showing their results and telling the public why this research is important.

Themes

The figure below lists the importance of each theme with respect to the Rouge Park Stewardship Program (see the Themes chapter for details of themes, subthemes and concepts).

Theme	Importance
Theme A Rouge Park cares for many of the diverse natural places in three watersheds. These lands are an important part of the GTA's green infrastructure that provide ecological services such as clean the air and abundant clean water.	*****
Theme B At first glance, the forests, wetlands, creeks, rivers and farmlands of Rouge Park appear to be unchanging. However, by learning to read the landscape you can observe how human and natural actions have and continue to shape the landscape.	***
Theme C Preserving and restoring Rouge Park's biodiversity is important—for people and for the wide variety of living things that live here. The park and its partners work with visitors and volunteers steward these lands.	*****
Theme D People are part of nature and have been important players in Rouge Park's past, present and future.	****
Theme E You can help Rouge Park protect its many native plants, animals and habitats, and help preserve it as a place of quiet and contemplation for people by following its rules and regulations and taking part in park-sanctioned stewardship projects.	*****
Theme F Getting outside and active on Rouge Park's trails and beach is healthy and enriching. The park is a great place to make your own nature and history discoveries. Through park staff and its programs, you can share your findings with family, friends and neighbours.	***
Key	***** Very High Priority **** High Priority *** Important ** Low Priority • Very Low Priority

Delivering

Selecting Presentation Methods

The stewardship program will focus on training and action. The best methods for these will include:

Training

- Workshops
- Classes
- Seminars
- Demonstrations
- Public Meetings
- Workbooks/Guidebooks
- On-line Courses

Action

- Projects
- Long Term Projects
- Workshops

Locations

Stewardship Training

Stewardship training may require some classroom facilities. Key locations for training may include:

- meeting rooms or classrooms in nearby public libraries, schools and community centres (including Cedar Grove Community Centre, Hillside school and Pearse House)
- the existing park office on Bloomington Drive (outside the park)
- eventually in a meeting room or classroom space in an in-park park office/visitor centre

Stewardship Action

Stewardship activities can take place almost anywhere in the park. However, most projects and activities will likely take place in the park's restoration zones, agricultural heritage reserve zones and wetlands.

Locations for stewardship projects will focus on Rouge Park but could also include people's own properties.

Scheduling

Time of Day/Days of the Week

Timing of stewardship projects, activities and training is critical to success. These will seldom be drop-in based. Instead they will need to be scheduled to fit the lives of participants and the schedules of expert presenters. Both training and projects are likely to take place on weekday evenings and weekends.

Season

Training will most likely occur in spring, fall and winter when participants are not on vacation.

Season for activities will depend on the project.

Volunteerism

Many stewardship projects will involve volunteers. Two options are open to Rouge Park:

- work with established volunteer organizations (e.g., 10,000 Trees for the Rouge Valley)
- organize and work directly with individual volunteers

Working with Established Volunteer Organizations

This will involve some type of partnership or collaboration (see Partnership Program Statement).

Partnerships may require some type of contract or letter of understanding between Rouge Park and the partner group or groups. Legal matters should be referred to Rouge Park management. Many collaborations can be less formal, organized on a one-at-a-time basis.

Working Directly with Individual Volunteers

Successfully working with volunteers requires a volunteer management approach with corresponding support and a clear understanding of volunteer needs and motivations. This is discussed below.

Motivation

Understanding the motivation of volunteers provides HAVE staff with needed information for developing volunteer stewardship programs that fit the needs of participants.

Young volunteers

- to improve job opportunities
- to learn new skills

Older Volunteers

- believe in the cause
- to fulfill a religious obligation

More seniors and retirees are choosing volunteer work as a way to feel useful and avoid social isolation. In a study of volunteers in Alberta, widows were the least likely to volunteer but when they did, they contributed the greatest number of volunteer hours.

Recent immigrants are turning to volunteering as a way to gain Canadian work experience, hone their language skills and become more familiar with our society.

Recruitment

In a recent study conducted by Volunteer Alberta (www.volunteerab.ca/), most Albertans volunteer for one four main reasons:

- 26 per cent volunteer because they were asked by someone
- 17 per cent volunteer because of their involvement in an organization
- 17 per cent volunteer because their child or spouse is involved
- 16 per cent approached an organization on their own

Although this information is from Alberta, it gives Rouge Park staff some direction on recruiting volunteers. Directly asking people to participate is one of the best recruitment techniques.

Volunteer Management

The central idea of volunteer management theory is the volunteer management cycle described below.

Planning

Planning is essential for the success of any volunteer program and involves:

- designing volunteer positions
- creating application forms
- developing applicable policies and procedures
- educating others in the organization about involving volunteers

When you have taken care of these planning items, you have a solid foundation to support your volunteer program.

Recruitment

You are now ready for the recruitment stage. Be creative as you brainstorm the who, why, where, when and how:

- Who would be the ideal volunteer?
- Why would they be interested in your volunteer opportunity?
- Where and when can you reach these people?
- How can you create a recruitment message that encourages potential volunteers to volunteer for your organization?

Orientation and Training

When you have recruited your volunteers, you will need to provide them with orientation and training to give the general information about your organization and the specific information about the volunteer position. Orientation and training help your volunteers feel confident and prepared. You also decrease the chances of problems occurring by helping volunteers know what is to be expected.

Supervision and Evaluation

The supervision and evaluation stages are for your benefit and the volunteers. You need to know that the volunteer is fulfilling their role effectively and the volunteer needs affirmation too. Regular evaluation provides you and the volunteer time to assess how the volunteer placement is going and if changes could be made to improve the volunteer's satisfaction or performance.

Recognition

Recognition is the next stage in the cycle and it happens in an informal way every time a "thank you" is said. Formally, volunteers are thanked through celebrations and recognition events planned in their honour. It is important that the thank you fits the volunteer; you need to know your volunteers so that they can be thanked in a way that leaves them feeling truly recognized.

With good planning and management you will retain your current volunteers and be ready to involve new volunteers as the cycle begins again.

For more details see Volunteer Management, Volunteer Canada (www.volunteer.ca/en/can-code)

HAVE Staff and Volunteer Training

Many Rouge Park staff have expertise in stewardship. They and HAVE staff can work together to plan and lead stewardship projects.

For this program to function efficiently it will be important to build staff and volunteer managers' capacity in:

- knowledge of natural systems in Rouge Park
- connections with the natural and cultural research communities active in Rouge Park
- facilitation of groups (for working with partners)
- volunteer management

Training and resources are available through Volunteer Canada (www.volunteer.ca/index-eng.php)

Volunteer Centres

Information training and connections with volunteers can be made through community volunteer centres in Toronto and York Region.

Evaluation

The objectives of the HAVE stewardship education and involvement program are listed on page 9.77.

The program will be considered successful if these objectives are met and the key performance indicators identified in Table 9.11 (page 9.76) are achieved.

Evaluation of this program should take place annually.

Regular evaluation of the program's volunteer component should also be conducted annually. Key areas of assessment should include:

- effectiveness of the work done by volunteers
- the level of volunteer retention
 - the reasons for high levels of turn-over should be identified and addressed
- levels of volunteer satisfaction with the program

Support

Cost Recovery

Rouge Park stewardship training for the public or organized groups that book a program should follow a fee schedule developed by Rouge Park. Most people value training that they pay for over free training.

However, there is no place for fees in the volunteer training and stewardship project part of this program. Although there may be a place for donations at some point.

Capital Needs

Key capital expenditures will revolve around supporting volunteers. This could include:

- office space for a volunteer coordinator
- office space and lounge for volunteers
- equipment for volunteers (could include chain saws, power tools, computers, office equipment, research equipment, safety wear etc.)

Operational Needs

The stewardship program will need:

- legal support for liability issues regarding volunteer partnership contracts
- administrative and organizational support for projects, workshops and training courses
- a budget for promotion of stewardship/ volunteer training and projects
- a budget for volunteer equipment maintenance and replacement
- a budget for volunteer appreciation activities and materials

If the stewardship program is to be developed to its fullest extent in the future extra staffing will be needed. This could include:

- a part-time booking clerk
- a full-time stewardship/volunteer coordinator

Rouge Park will need to rely more on the expertise of well-trained, long-term, full-time staff. For many functions, seasonal staff and volunteers will not be able to provide the levels of service required.