

Chapter 7

A Review of Presentation Options



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SAMPLE PAGES

Alberta Parks and Protected Areas Stewardship Model

Leads

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

Behaves

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

Values

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

Understands

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

Appreciates

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

Aware

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

Unaware

- not equipped with specific or general knowledge

Unsupportive

- behaves in ways that do not support environmental and cultural stewardship

Fan
the
Flame

Light
the
Spark

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

What is Environmental Literacy?

Environmental literacy is the desired outcome of environmental education programs. Environmentally literate individuals understand both ecological and social-political systems and have the inclination to apply that understanding to any decisions that pose consequences for environmental quality. The National Project for Excellence in Environmental Education developed a framework depicting four strands of environmental literacy. These are:

- personal and civic responsibility
- knowledge of environmental processes and systems
- skills for understanding and addressing environmental issues
- questioning and analysis skills

Goals of Environmental Literacy

An environmentally literate citizen should be able to apply informed decision making processes to maintain a sustainable lifestyle. In order to do so, she/he should:

- understand ecological systems
- understand the cause and effect relationship between human attitudes and behavior and the environment
- be able to evaluate alternative responses to environmental issues before deciding on courses of action
- understand the effects of multiple uses of the environment

Applications to HA Services at Rouge Park

Environmental literacy is a key objective of HAVE services in the park. It can be applied to services for all target audiences, both school groups and all public audiences.

A Review of Presentation Options Used in HAVE Services

Selection of interpretive tools is a mix of art and science. Looking at best practice in HAVE services across Canada and in other parts of the world, it is clear that there is rarely a single way to effectively achieve a HAVE service goal.

Addressing The Parks and Protected Areas Stewardship Model

The basic objective of HAVE can be understood as providing individuals with the information, concepts, skills and opportunities that will enable them to gradually move up the scale of environmental stewardship (see Sidebar: PPA Stewardship Model). Alternatively, the scale levels are more realistically viewed as separate audiences, differing in prior knowledge, interest and engagement with respect to environmental and cultural initiatives (see Sidebar: What is Environmental Literacy). To address all levels of the Parks and Protected Areas Stewardship Model

and to provide opportunities for citizens to develop their environmental literacy, it is necessary to use a wide variety of tools. Table 7.1 (Key Ways to Address the Stewardship Model) illustrates the general types of media tools that are most effective at the various levels. The scope of some of the tools may be extended in some situations.

Competencies among HAVE staff to effectively use these new tools will be required.

Communication: One-way, Two-way

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

General categories of media and methods for addressing the PPA Stewardship Model are described below.



Table 7.1: Key Ways to Address the Parks and Protected Areas Stewardship Model

	Mass Media	Non-personal Programs	Personal Programs	Partners	Projects	Courses, Work-shops	Personal Contact	Volun-tee-rism	Website	Other (Gift shop , special events, outreach)
Leads					X	X	X	X		
Behaves					X	X	X	X		
Values					X	X	X	X		
Understands	X	X	X	X					X	X
Appreciates	X	X	X	X	X				X	X
Aware	X	X	X	X					X	X
Unaware	X		X (school programs)	X						X
Unsupportive	X		X				X			
Communication	One-way	One-way	Possibly Two-way	Some Two-way	Two-way	Two-way	Two-way	Two-way	Possibly Two-way	Possibly Two-way

General Categories of Presentation Methods for HAVE Services

Traditional Mass Media

This includes:

- newspapers
- TV
- radio

Information and messages can reach people in their homes and vehicles through standard broadcast media. Many HA themes can be addressed through a column produced by HA staff, and public service announcements promoting upcoming events. A side benefit is increased public awareness and community presence.

Key Features:

- a wide variety of audiences can be reached including unsupportive and unaware groups
- helps maintain a presence in the community and sometimes far beyond
- a regular column is most efficient and effective
 - HAVE staff in other agencies in Canada have written columns for weekly community papers or had a weekly radio column on regional radio stations
- community television may offer some possibilities
- can include interviews with volunteers, scientists, project leaders and others involved in the park
- fresh content is always required, particularly in summer when news is slow and regular columnists take holidays

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

SAMPLE PAGES

Non-personal Programs

This includes:

- audio-visual
- web-based media (websites, podcasts, etc.)
- print
- exhibits
- other self-guided programs

where no presenter or leader is there.

Key Features:

- often available at participant's convenience, and may reach more people
- can complement personal programs
- works well with audiences mid-way on the PPA Stewardship Scale, at the aware, appreciate and understand level
- can help maintain a HAVE presence in the park when staff aren't there
- HAVE staff may also be familiar with many non-personal media
- newer electronic tools include remote-surveillance video at sensitive wildlife viewing spots
 - e.g., live video from a rare hawk's nest could air on the Park website, or in a park centre
 - perhaps interspersed with pre-recorded clips at a Hawk Nest-Watch Station.

A side benefit of non-personal presentation is that some of it may be pre-adapted for use on websites (such as blog sites, pod-casts using webcams or as a virtual walking tour), TV or other outreach tools. Other simple but elegant forms of non-personal interpretation also can be very effective.

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

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

Personal Programs

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

Key Features:

- a wide variety of audiences can be reached including unsupportive and unaware audiences
 - can be reached indirectly through family members who participate in programs for school classes and other group bookings
- well suited to engaging and inspiring audiences at higher levels of the PPA Stewardship Model, when incorporated into an activity-based program
- choosing the most effective personal program tool for the job at hand is a key task for HAVE staff
- agency training, text books, and research papers are available to assist staff and other HAVE presenters (see References: Recommended Resources)
- personal contact inherent in some personal programs is a side benefit (see Personal Contact section below)

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

Partners

Programming provided by partner groups can range from helping with visitor orientation to restoring and animating heritage buildings and anything else that HAVE staff might do. These people are modelling heritage appreciation through their involvement. This can bring credibility and community support, extra resources and expertise. The trick is to find the win-win HAVE projects where neither side is taken advantage of and where the working relationship is understood (see [Sidebar: Levels of Collaboration, page 8.2, in the Partnership Options chapter](#)).

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

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

Projects

These can range from making and maintaining a notice-board with upcoming park-related events, to coordinated monitoring for invasive weeds, to a habitat restoration/re-planting party.

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

Key Features:

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

Ideally, projects are linked by a common thread into a meaningful larger project or program that has a clear mission and that may take several years to complete (e.g., a citizen science or school stream habitat monitoring program coupled with a long-term scientific monitoring program). Courses, workshops, and other education media elements may also be included to take many participants through experiences that meet specific goals. Other park staff or stakeholders will probably be involved as well. Administration support is critical for meaningful long-term programs. There are also many opportunities for publicity and community relations through this type of project. An invited advisory group to assist in program design may begin the process of involvement and support.

Communication is two-way.

Courses and Workshops

Courses and workshops can be used to help participants develop skills and build capacity for stewardship activities in the park or on their own properties, or develop appropriate skills for wildlife watching or the study of local history.

These elements function like projects, but less involvement and commitment is required. This type of programming can take place in the park (e.g., archeological field courses on wildlife watching), in park buildings, or in the greater community (e.g. a wildlife painting course could take place at a park visitor centre or at the Varley Gallery).

Key Features:

- skills and concepts tend to be featured over information
- work well with projects as part of a larger program (e.g., a workshop on aquatic insect identification could be part of a stream habitat inventory)
- audiences at higher levels of the PPA Stewardship Model
- help to build capacity among involved participants
- benefits are a bit less than projects unless built into a larger program

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

Personal Contact

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

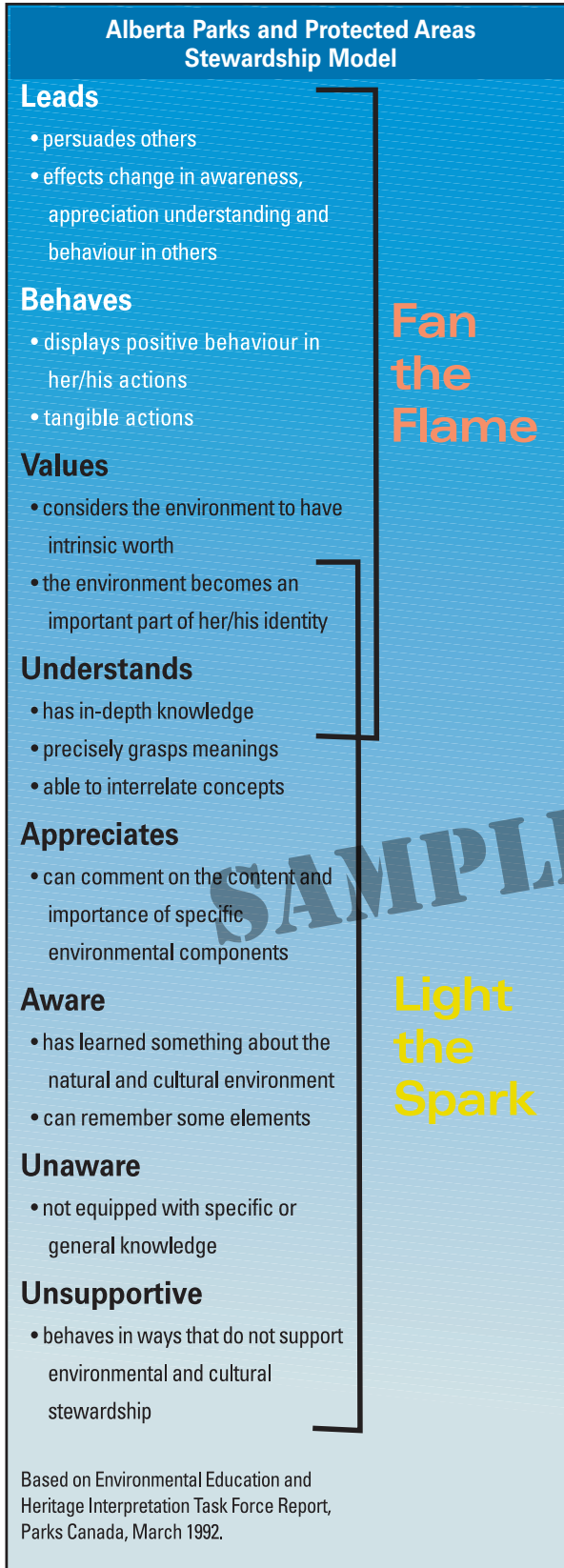
Key Features:

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

Communication is two-way.

Other Considerations

All park staff, not just HAVE staff, and partners groups such as perhaps a Friends of Rouge Park Society play an important role in personal contact with visitors. Many are extremely knowledgeable about the natural and cultural history of Rouge Park. HAVE managers must recognize the key role they all play in interacting with visitors. Some basic forms of HAVE e.g., orientation and information should be included in job descriptions of all front line staff.



Volunteerism

This can range from casual, local assistants in ongoing tasks to scheduled involvement by volunteer experts.

Key Features:

- individuals at many levels of the PPA Stewardship Model can be involved—including the highest levels
- can also be seen as a way to manage involvement by providing a meaningful outlet for stewardship inclinations
 - in a few other park systems some groups have organized themselves out of what they feel is frustrated stewardship and work in conflict with park staff—a situation to be avoided
- a significant investment is generally required to maintain or expand a volunteer program, but the costs of not inviting people in when they are knocking at the door must be recognized too
- helps to maintain a steady presence in the community
- involvement and contributions are cultivated at the individual level, rather than at the public level
- relationships formed allow responsiveness to changing community needs
 - high relevance of park to local community can be maintained, which can affect the park's sustainability
- side benefits: very significant resources can result—up to and including land donations and bequests if landowner contact or membership aspects are addressed
- social needs of participants are recognized and addressed
- may be accomplished through other public involvement activities as well

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

Communication is two-way.

A Closer Look at Individual HAVE Methods

Table 7.2 (Personal HAVE Presentation Methods) and Table 7.3 (Non-Personal HAVE Presentation Methods) assess presentation methods that can be used by HAVE staff. This enables staff to select appropriate methods for the HAVE tasks at hand. The assessment criteria are listed below.

Assessment Criteria

Effective HAVE services can be achieved using a number of tools in a wide variety of ways, as long as the core issues are addressed. These include clear understandings of:

- target audiences
- what you want to do
- type of learning
- direction of communication
- dynamics
- resources available
- capacity of the staff, volunteers and/or partners who will be delivering the service

Audience Characteristics

HAVE staff must have a clear understanding of who they are inviting to participate in their program or service, keeping in mind:

- current attitudes, motivations and behaviours (see Sidebar: PPA Environmental Stewardship Model)
- demographics
- educational background
- levels of prior knowledge on the topics to be covered
- associated activities that these people are involved with

HAVE staff can develop activities and frame messages to fit the needs, interests and motivations of their audiences.

What You Want To Do

A key goal of Rouge Park is to preserve and enhance the area's biological diversity. As well, key objectives of the HAVE program are to inform, inspire, and involve a wider audience than the traditional site visitors.

Inform, Inspire, Involve

Inform, inspire and involve answer the question: "How do you want to do it?" The focus of HAVE services can include not only a theme and message-driven interpretation approach but also a broader environmental education-based path.

HAVE services must not only provide information about what is special about the park and region in exciting and entertaining ways, but programs and products also must:

- function to inspire people about Rouge Park's values
- provide opportunities for people to become involved in and contribute to park-related stewardship activities

Current learning theory indicates that a much broader, two-way communication is best. It should enable people to:

- develop interests
- find ways to participate
- develop their capacities to take leadership roles in community projects that support and contribute to the stewardship of Rouge Park and their own land holdings

Inform

This includes providing information about:

- Rouge Park in general
- rules and regulations and why they are needed
- the natural and cultural history of the park and nearby areas
- stewardship projects and partner groups active in supporting the park
- environmental processes and systems (e.g., water cycle)
- environmental literacy and how to make responsible decisions

Providing information is often targeted at people in the lower levels of the PPA Stewardship Model—e.g., unaware and early stages of awareness. However, HAVE has a great opportunity to provide information to people toward the extremes of the model as well:

- unsupportive people—those who do not support stewardship of Rouge Park
- people who wish to learn more about:
 - the functions and importance of the natural components of the park
 - what are best practice stewardship behaviours
 - what opportunities are available to contribute to stewardship of Rouge Park

Inspire

This is the process of provoking people to care and develop their feelings of personal and civic responsibility. Inspiration goes well beyond the level of delivering information to people. Best practice involves providing opportunities for direct involvement with the real thing, be it the landscape itself or individual plants and animals. For example, giving people a chance to see, hear and even feel the pulsing presence of a huge flock of migrating ducks on a crisp fall afternoon is more likely to inspire them to care about the birds and Rouge Park.

Inspiration is an art and involves some of the most creative parts of traditional interpretation and environmental education and often involving experiencing the "Real Thing" as well.

Involve

Involve means getting people to become active or engaged in:

- discovering the natural and cultural heritage of Rouge Park and its satellite properties
- sharing their discoveries, experiences and expertise with HAVE staff and other park staff and with other participants
- developing skills for understanding and addressing stewardship issues
 - e.g., questioning and analysis skills
- taking part in stewardship projects
- developing capacity (knowledge, skills, attitudes and behaviours) for stewardship of Rouge Park
 - this can involve workshops, projects, seminars, clubs etc.
- opportunities to contribute to leadership or support of stewardship activities in Rouge Park
- develop partnerships with other individuals and agencies who are working toward stewardship of the Rouge River, Duffins Creek and Petticoat Creek watershed

This approach involves some traditional HAVE activities but also involves many new activities and approaches not commonly used, e.g., projects and workshops.

Type of Learning

Type of learning refers to whether the participants' learning is passive or active. Passive learning occurs when the participant simply reads, listens to or watches information, concepts and messages.

Active learning is a term used in educational literature to refer to learning that involves more activity on the part of the learner than simply listening and watching. Active learning requires that the participant moves around, asks questions, touches and smells things, reflects on their observations, form theories to explain their observations and perhaps even tests their theories. Further, with this input, the participant can be assisted in making meanings—thinking about how the new information and experiences fit into her/his life. Active learning principles are based on the premise that simply delivering information to audiences doesn't mean that learning has occurred. Rather, participants need to construct and apply the information in ways that are meaningful to them. Active learning often emphasizes participants working in cooperative and collaborative groups.

Assessments in this chapter are made as to whether the learning opportunities in a specific method are predominantly passive or predominantly active.

SAMPLE PAGES

Direction of Communication

As discussed earlier in this chapter, direction of communication refers to either:

- one-way communication from HAVE staff or medium to participants
- two-way communication between HAVE staff and participants

Assessments were made as to whether the HAVE method supports predominantly one-way or two-way communication.

Dynamics

Dynamics refer to three elements of a HAVE service:

- how easily it can be changed in major ways with respect to content, topic and format
- flexibility—how easily the method can
 - detect changes in audience composition and
 - be changed to meet immediate needs of a specific audience (e.g., group size, specific interests, abilities)
- ability to integrate with other methods
 - some methods such as guided hikes are very versatile in that they can integrate with and even feature exhibits, other personal programs and even services provided by other agencies
 - other methods such as trail signs are much less easily integrated with other HAVE services

Resources Available

Here resources include three key areas:

- natural and cultural features of a specific site
- facilities and other amenities that support HAVE services (on-site, in the area or remotely)
- operational budget

Natural and Cultural Features

In general, the natural and cultural features are the raw materials for the learning experiences that take place in HAVE programming. These features (identified and assessed in the Features Analysis chapter and the Features Inventory Appendices of this plan) attract visitors to the site or are the focus of discovery activities where participants may:

- become aware of the feature
- develop an appreciation for the feature in both an intellectual and emotional context
- develop a clearer understanding of the feature and its place in a local, regional, national or international context of nature and/or human history
- become inspired to care and to get involved

Facilities and Equipment Required

The facilities are the venues in which HAVE services can take place. These include:

Program Materials, e.g.:

- dip nets
- binoculars
- props
- magnifiers
- models
- costumes
- field guides
- diagrams

On-site Program infrastructure, e.g.:

- trails and boardwalks
- visitor centres
- toilets
- warm-up shelters/picnic shelters
- amphitheatres
- parking lots
- transit access points
- special sites (e.g., a telescope pad for night sky observation)
- viewpoints, towers, boardwalks, etc.

Program Support, e.g.:

- computers
- software
 - graphic design
 - photo manipulation and illustration
 - sound and music authoring
 - motion picture (digital video) authoring
 - web authoring
 - digital asset management
- colour printers
- cameras
 - still photo
 - video

- A/V presentation equipment
 - sound systems (speakers, amp, microphones)
 - projectors (slide, video, LCD)

Off-site Program Support, e.g.:

- interpretation and education specialists
- policy and direction
- graphic designer/exhibit designer
- sound specialist
- web support
 - staff and equipment to support web-based services
- digital mapping/GIS (Geographic Information Systems) support
 - staff, software and equipment to support mapping and inventory activities

Operational Budget

Operational budget is line-item money specifically for HAVE services. It is available to support specific HAVE activities.

Best practice indicates that all important HAVE services have a place in a site's or region's operational budget.

Capacity of Staff, Volunteers and Partners

Best practice indicates that many successful organizations develop performance standards for delivery of services that reflects their high values of professionalism.

The new directions identified in this HAVE plan will challenge HAVE staff, volunteers and partners. Many may need additional training and experience to meet the new requirements. These demands may also indicate a need for additional staff with specific skills and knowledge. As well, if certain skills and knowledge are not available in-house, HAVE staff may contract-out work to specialized contractors.

SAMPLE PAGES

Presentation Options

This section gives a brief assessment of personal and non-personal HAVE services in context of the criteria discussed in the previous section. The following are descriptions of the means and methods available to HAVE staff, volunteers and partners. Note that this is a reference chapter. Specific presentation recommendations will be made in other sections of this plan.

Personal Program Options

Table 7.2 synthesizes all the information on personal presentation options discussed in this section.

Activity-Based Program

A series of participatory activities along a trail or other outdoor route linked by an interpretive theme. Superficially similar to a guided hike or walk, except that the information or messages delivered at most stops is replaced by an activity so that learning is learner-centred and inquiry-based and experiential (*guide on the side* model rather than *sage on the stage*).

For example, a stop at a big anthill might involve each participant picking one ant to follow for one minute and then reporting on the most surprising thing it did, leading to discussion and further investigation activities (“What happens if we all blow our breath gently onto the ants on the top of the ant hill?”). Can be designed for children, family groups, or other audiences. Usually lots of fun and interaction between participants.

Duration: one to several hours

Campfire Program

A program based at a large fire pit or around a portable fire pit. HAVE staff present informal talks, skits, sing-alongs and conversations with visitors on a variety of natural and cultural themes. Usually in the evening. Can be done in conjunction with a guided hike.

Duration: one to several hours

Characterization

This covers a wide spectrum of presentations ranging from a character leading a beach program to historic animation with staff or professional actors dressed in period costumes enacting a specific historical event or demonstrating period skills, knowledge and attitudes in a historic setting.

Duration: variable: interaction with a participant may last from several minutes to over an hour

Dramatic Presentation

This may be theatre, a puppet show, etc. with an interpretive theme, such as the trials and tribulations of being a trumpeter swan nesting in Rouge Park. A scripted show (may include sound, music and visual elements) that often has some audience participation.

Duration: approximately one to two hours

Demonstration

This is an exhibition of a skill or an animal, a plant, an artifact or a process—e.g., a demonstration of the formation of knob and kettle topography in the Oak Ridges moraine using blocks of ice, mud and a heat lamp.

Duration: varies from a few minutes to over an hour

Outreach/Extension

Off-site or travelling or outreach HAVE programs, such as booths at community events, activity programs in school yards or in classrooms, PowerPoint presentations at seniors’ centres, taking historic artifacts and photos to hospitals, and even dramatic presentations.

Duration: varies from one hour to one day

Guided Tour

Here, a group of people moves from interesting spot to spot with a leader. Talking, observation and demonstrations are the common communication methods used during this type of program. The mode of transportation can be by foot, bus, bicycle, ski or other. Topics can be any, from a spring flower tour to a sustainability tour with stops at a working wind generator, solar livestock waterer, rain/snow melt cistern with the group being met by the landowner at each site.

Simple guided walk-and-talks and guided hikes fall into this category if no participatory activities are incorporated.

Duration: varies from about one hour to one day

Special Event

A one-time or annually created outdoor participatory setting, such as a moonlight quest where participants walk a route past activity stations staffed by volunteers, local groups and others after dark with their flashlights glowing and the frogs singing. Can be 20 people to thousands.

Duration: varies from several hours to one day

HAVE Roving (Interpretive Roving)

HAVE staff visit people where they are recreating, in campsites, picnic areas, on beaches usually, but also can be off-site such as community events and parades. A curious artifact, live animal, or other item is carried to catch attention and stimulate discussion. Characters in costumes are effective too.

Duration: interaction with participants vary from several minutes to over an hour

Information Roving

As in interpretive Roving, HAVE staff visit people where they are recreating. The purposes are:

- to inform visitors of upcoming HAVE services
- distribute information about the site
- greet visitors

Duration: generally these interactions last less than ten minutes

Information by Phone

People may call for information about anything from bird watching locations, to ski conditions, to identifying the type of insects eating all the leaves on their trees in the back yard. Information by phone should be recognized as a service and managed as such, although it is sometimes dismissed as a nuisance in some organizations. An abundance of calls is evidence that people recognize the park as a source of knowledge, value the service and that staff are perceived as having expertise. If volume gets high enough, measures such as recorded messages for topics like ski conditions or the opening date for school bookings is indicated.

Duration: interactions with participants varies from several minutes to over half an hour

Leader Training

Any teacher, outdoor leader or education training that HAVE staff or partners do. From workshops on leading natural and cultural activities for local day camp leaders, to orientations for teachers who share leadership or their school class and more.

Duration: varies from about one hour to one day

SAMPLE PARTS

Exploration/Discovery Kits

A package of instructions and equipment based on HAVE themes that can be borrowed by families or other visitors. Contents will include printed directions for each activity with suggestions, work sheets to record observations and findings, and the set of tools to use when engaged in the activities. Some bits may be consumable such as appropriate craft supplies or quizzes. Traditionally contained in a light-weight day-pack, but clear plastic cases with handles or clear beach tote bags with an attractive label can be used as well.

Duration: visitors borrow the packs, use them and return them within a day

Gift Shops

These can play important HAVE roles:

- encouraging post-visit activities, reinforcing and furthering learning and appreciation
- providing cues to stewardship actions (site-specific items that remind visitors about their thoughts and resolutions)
- support further learning and activity by projecting social norms (“lots of people are into this stuff”)
- revenue generation is often an additional goal - caution, small sites with limited visitation often do not break even (sales do not equal overhead and staffing costs)

Looked at from the visitor’s perspective, browsing an HA-oriented Gift shop provides shopping fun, souvenirs, and may feel like an extension of the exhibits and learning experience. Stock could include:

- HAVE material (site and theme related videos and books, regional field guides and histories, children’s insect-catching equipment and other investigative toys, etc.)
- site specific souvenirs
- snacks, bug repellent, ski wax, etc

Duration: variable

Live Animal Exhibits

These exhibits consist of at least one live animal, living quarters that depict its natural environment plus information about the animal, its habitat and its place in the natural system. Good practice also includes: behaviours of the captive animal to watch for and the reasons for these behaviours plus instructions regarding skills for observing the creature in the wild, .

Duration: variable: interactions with live animals may last from a few minutes to repeated visits over many years

Mass Media

This includes:

- television
- radio
- newspaper
- magazines
- books (e.g., *Day Trips around Toronto*)

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

Mechanical-Interactive Stations

These exhibits span a wide range of complexity ranging from simple flaps that when lifted reveal the answers to a question on an exhibit to mechanical models or replicas that allow participants to simulate the actions of an animal, a machine or a natural process.

Duration: variable, from a few minutes to half an hour

