

State of California . The Resources Agency . Department of Parks and Recreation

Basic Interpretation for Guides and Interpreters

January 28–February 2, 2007

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: December 22, 2006

To: Supervisor

From: **Department of Parks and Recreation**
William Penn Mott Jr. Training Center

Subject: Employee Attendance at Formal Training
Basic Interpretation for Guides and Interpreters Group 3

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work.

You can assist with capturing the full value of the training by taking the following steps:

Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace and review the due date of the Post-Training Evaluation form.
3. Support the employee's use of the training at the work place.

Prior to Three Months Following Training

1. Employee, after discussion with supervisor, must login to the Employee Training Management System (ETMS) to complete the Post-Training Evaluation form.
2. Supervisor evaluates the effectiveness of the training on the employee's job performance and logs in to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.



Michael D. Green
Acting Department Training Officer

Attachment
cc: Participant

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Mission Statement Training Office

***The mission of the Training Office is to improve
organizational and individual performance through
consulting, collaboration, training and development.***

MOTT TRAINING CENTER STAFF

Michael Green.....Acting Department Training Officer
Joanne Danielson Academy Coordinator
Chuck Combs.....Training Specialist
Dave GalantiTraining Specialist
Sara SkinnerTraining Specialist
Michelle Gardner..... Cadet Training Officer
Connie Breakfield..... Cadet Training Officer
Pat Bost Assistant Program Coordinator
Pamela Yaeger Assistant Program Coordinator
Bill Spencer Assistant Program Coordinator
Edith Alhambra..... Assistant Program Coordinator
Summer Kincaid..... Assistant Program Coordinator
Brian PetersenProgram Assistant

THE MISSION

of the California Department of Parks and Recreation is to provide for the health, inspiration and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.



FORMAL TRAINING GUIDELINES

Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its Training Center. The Department strives to enhance your learning and job performance with formal training of the highest quality. This fact demonstrates the commitment your Department has made to you in your service to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). You should print a copy of the syllabus to bring with you to class. Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources. (Pre-training assignments are listed in the "Training Attendance Requirements" section.)
3. **TRAVEL:** Arrange your travel to and from the training through your District or Office. (No reimbursement for travel expense - including per diem costs - will be approved for travel not specifically authorized in advance by the District)

Superintendent.) Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6. The Training Center does not have the capability to provide transportation to/from Monterey Airport.

4. **HOUSING:** Housing will be assigned to you on a shared-room basis and will be available from 3 p.m. on the date of arrival to 12 noon on the date of departure. The Department provides your room and board expenses at the Training Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Please advise the Department Training Officer no later than one week before your scheduled arrival if you plan to live off-grounds. No animals are permitted in Asilomar housing. In the event of an emergency, staff must know your room assignment, therefore, you may not switch rooms without staff approval. Overnight guests are not allowed in the buildings unless registered beforehand at the front desk in Asilomar's Administration Building. Quiet hour for lodge living areas is 10 p.m.

HOUSING CANCELLATION POLICY: If you do not need lodging or must change or cancel your reservation, you must contact the Training Center at least 72 hours prior to your date of arrival. The Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.

5. **MEALS:** Meals will be provided, semi-cafeteria style, from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:15 a.m. for breakfast, 12 noon for lunch, and 6 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, notify the Asilomar Chef at 831-372-8016 no later than one week before your scheduled arrival.

In order to assist participants with limited mobility, Asilomar provides a shuttle to and from the dining hall. Please contact either Asilomar staff upon check in, or Training Center staff upon your arrival, for instructions on arranging a transport.

6. **OFF-GROUNDS ACCOMMODATIONS:** When authorized to stay off-grounds by the Department Training Officer, the Training Center will pickup the cost of your room and meals at the current DPR Asilomar rate. If you stay off grounds and have meals on grounds, the Training Center will authorize only what the Department pays Asilomar for lodging.
7. **CLOTHING:** Field uniforms as found in "Description of Required Field Uniforms", DOM Chapter 2300, Uniform Handbooks, not including optional items, will be worn daily by all uniformed employees during formal training sessions unless specified

in the Program Attendance Checklist. Non-uniformed employees shall wear professional business attire.

Because we are on the conference grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

8. ROOM SAFES: Two safes have been installed in each of the lodge rooms used by the Training Center (Live Oak, Tree Tops, and Deer Lodge). These safes are a type that allows the user to input their own combination of numbers to facilitate opening and closing. The Training Center has a master key for emergency entry. Safes are to be left in the open position when checking out of your room.
9. WEAPONS: Weapons are permitted in rooms under the following conditions. Authorized firearms and magazines stored while at the Training Center shall be in a safe condition and stored in one of the following locations: your room safe in Live Oak, Tree Tops, or Deer Lodge, one of the Training Center's safes in the Whitehead Room or secured in your vehicle.
- 10 ALCOHOLIC BEVERAGES: Participants shall not possess or consume alcoholic beverages in common areas (living room) while on the Asilomar Conference Grounds unless provided and hosted by Concessionaire Delaware North.
11. SMOKING: Smoking is not permitted in the Training Center or in any lodge or guest room on the Asilomar Conference Grounds.
12. TRAINING CENTER: The Training Center is located on Asilomar Conference Grounds, part of Asilomar State Beach. The Conference Grounds are operated for our Department by a concessionaire, and all lodging and food services are provided to us by employees of the concessionaire. Constant efforts are made to maintain a sound, harmonious working relationship between the Department and concessionaire. None of us can expect preferential treatment for any reason and, as a departmental employee, you will be expected to join in our continuing effort toward an effective relationship with each Asilomar concession staff member. On occasion, non-departmental groups may be staying in the same lodges. It is imperative that you represent the Department well on and off duty.
13. REGISTRATION: When you arrive at Asilomar Conference Grounds, go directly to the front desk at the Asilomar Administration Building for your room key and dining room ticket. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.
14. COURSE LEADERS: The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their

ability and knowledge in their profession, and provide a level of expertise difficult to match.

15. **TRAINING CENTER STAFF:** A Training Center staff member has been assigned responsibility for your training group as well as for your training program. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Center staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Center staff will do all within their power to make your training experience pleasant and meaningful.
16. **TRAINING MATERIALS:** May be made available to you at both your unit and the Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Copies of DAM and DOM will be available to you for self-study. Bring your own pens and pencils.
17. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important to the success of this training. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
18. **COLLEGE CREDIT:** Most training programs are accredited by Monterey Peninsula College for lower division credit. If you successfully complete an accredited program, you will receive either a letter grade or a credit/no-credit designation.
19. **VEHICLES:** All vehicles should be parked in the lots adjacent to the Training Center. Any questions regarding use of a State vehicle while at the Training Center should be discussed with your supervisor prior to your departure for training, or with your Program Coordinator while at the Training Center.
20. **BICYCLES:** If you bring your bicycle, store it in the bicycle shed next to the Training Center. Bicycles may not be brought into any building nor chained to lamp posts, trees, etc. The Training Center has a limited number of bicycles available for your use. Prior to your use, you are required to complete a safety inspection and sign a waiver which is posted in the bicycle shed.
21. **MAIL:** Mail forwarded to you during your time at the Center should be addressed to you in care of:

Department of Parks and Recreation
WILLIAM PENN MOTT JR. TRAINING CENTER
P. O. Box 699, Pacific Grove, CA 93950
22. **CELL PHONES:** As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be

receiving or making cell phone calls during class time. Please limit those calls to your breaks.

23. FAX: The Training Center's FAX number is (831) 649-2824.
24. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call the Center at (831) 649-2954. Calls after 5 p.m. or during weekends should be made to (831) 372-8016, Asilomar Conference Grounds, and the caller should tell the switchboard operator you are with a Department of Parks and Recreations training group.
25. LAUNDRY AND DRY CLEANING: May be taken care of by you at one of several local establishments. An iron is available for 24-hour checkout from the Training Center front desk.
26. RECREATION: Facilities available on grounds include a heated swimming pool, ping-pong and pool tables, and a volleyball court. The Monterey area offers horseback riding, golf, tennis, racquetball, deep sea fishing, and many historical landmarks and scenic sights to explore.
27. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor. See "Program Attendance Requirements" in this syllabus.
28. COFFEE BREAK REFRESHMENTS: Will be available throughout each session at the Center. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Please bring your own coffee cup.

PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for formal training session at Mott Training Center the following list is provided:

- _____ 1. Reading recommendation: Read and bring with you one book or article that you would recommend to other interpreters that relates to interpretation in general, or to any specific aspect of the resource you interpret. Be ready to share it with the class at 0900, Monday, January 29.
- _____ 2. Your unit's mission statement: Read your park unit's mission statement. Bring a copy of it with you to the training class on Tuesday, January 30.
- _____ 3. Arrange travel through your District Office.
- _____ 4. Remember to bring the following with you to training:
 - Program syllabus.
 - Foul weather gear (due to the possibility of rain during this time of year).
 - Proper field uniform in classroom (review DOM 0500). (Participants may change into street clothes for afternoon field trip to Customs House on Monday.)
 - Coffee cup, pencils, pens, alarm clock.
 - Your park unit's mission statement and your reading recommendation.

If you have any questions or need help, contact the Program Facilitator Ty Smith at (916) 997-7468, or tysmith@parks.ca.gov.

POST-TRAINING ASSIGNMENT

Prior to ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee. Then both the supervisor and employee should login to the Employee Training Management System (ETMS) and complete the Post-Training Evaluation form (an email will be sent to both employee and supervisor notifying them that the evaluation needs to be completed). Once you login to the ETMS, you will need to fill out the evaluation form before you will be able to do anything else.

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Center in providing a return on the investment the Department has on training.

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS GROUP 3
January 28–February 2, 2007

Sunday

January 28

1500- REGISTRATION: *Check in at the Asilomar Administration Building.* All

Monday

January 29

0800-0830 Introduction to Mott Training Center/MPC Registration Skinner/Smith
 0830-0930 The BIGI Picture Smith
 0930-1030 Shared Interpretive Experiences All
 1030-1200 Tilden's Six (Especially 1) (BILS Module 1) Smith
 1200-1300 Lunch
 1300-1700 Field Trip to Customs House Bradford

Tuesday

January 30

0800-0830 Discussion of Field Trip All
 0830-1000 Aiming for Excellence (BILS Modules 3 and 12) Skinner
 1000-1200 Program Planning/Theme! (BILS Module 5) TBA
 1200-1300 Lunch
 1300-1500 Theme! (continued)
 1500-1700 Cross Cultural Interpretation (BILS Module 6) Moreno

Wednesday

January 31

0800-1200 Interpreting Museum Collections Kastner
 1200-1300 Lunch
 1300-1400 Accuracy (BILS Module 6) Cartter
 1400-1600 Interpreting Controversial Topics in California Cartter/Smith
 1600-1700 Partnership with Public Education von Herrmann

Thursday

February 1

0800-1000 1st Person Interpretation (BILS Module 6) TBA
 1000-1200 Relating History to Current Events Cartter/Smith
 1200-1300 Lunch
 1300-1500 Working with Volunteers and Co-ops Cowan/Mott
 1500-1700 Effective Speaking/Storytelling (BILS Module 6) California Indian Storyteller's Association (CISA)

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS GROUP 3
January 28–February 2, 2007

Friday

February 2

| | | |
|-----------|---|------|
| 0800-1000 | Technology in Interpretation (BILS Module 11) | Krey |
| 1000-1130 | ADA (BILS Module 6) | TBA |
| 1130-1200 | Wrap-up and Discussion | All |

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS

36 HOURS

PROGRAM OUTLINE

| | |
|--|-----------|
| <u>PROGRAM ADMINISTRATION</u> | 1.5 |
| Introduction to BIGI | |
| The “BIGI” Picture | |
| <u>PROGRAM PLANNING</u> | 4.0 |
| Accuracy | |
| ADA | |
| Shared Experiences/Expectations | |
| <u>INTERPRETIVE TRAINING</u> | 18.0 |
| Tilden’s Six (Especially 1) | |
| Theme! | |
| Interpreting Museum Collections | |
| Interpreting Controversial Topics | |
| First Person Interpretation | |
| Effective Speaking/Storytelling | |
| Relating History to Current Events | |
| Cross-Cultural Interpretation | |
| Technology in Interpretation | |
| <u>MECHANICS OF THE GUIDED TOUR</u> | 6.5 |
| Field Trip | |
| Field Trip Discussion | |
| <u>COMMUNITY OUTREACH</u> | 4.5 |
| Working with Volunteers and Cooperating Associations | |
| Partnership with Public Education | |
| <u>EVALUATION</u> | 1.5 |
| Aiming for Excellence | |
| Wrap-up | |
| TOTAL HOURS | 36 |

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS

OVERALL PURPOSE OF THE COURSE

Purpose: To provide Guides, Interpreters, or other interpretive classifications with a basic, solid foundation for planning, developing and conducting guided tours, talks, walks, and impromptu interpretation. The Basic Interpretation Learning System (BILS) will be used as a major training resource. Participants in the class will observe and discuss interpretive techniques presented by experienced field interpreters and trainers.

Program Objectives: By the close of the training session participants will

1. Incorporate a basic set of skills, knowledge, and ideas for planning and conducting interpretive presentations into daily work assignments.
2. Practice interpretive methods and discuss their use in a wide variety of situations.
3. Understand and implement the proper mechanics and crowd-control techniques when guiding groups.
4. Practice RAPPORT evaluation methods and be able to use them in the field.
5. Discover ways to strengthen partnerships with public education and volunteers.
6. Read selected sections of Modules 1, 3, 5, 6, 7, 10, and 12 in BILS.

INTRODUCTION TO BIGI AND SHARED EXPERIENCES

Purpose: Participants will meet one another and the program facilitators. The group will share expectations for the training program and introduce themselves by sharing interpretive experiences—either as participant or as presenter. Program content will be reviewed and registration for Monterey Peninsula College completed.

Performance Objectives: By the close of the training session participants will

1. Complete Monterey Peninsula College registration materials.
2. Compare and record expectations with group members.
3. Review program content, procedures, and evaluation processes and discuss BILS.
4. Adhere to all Training Center Guidelines.
5. Contrast and discuss interpretive experiences with the group.

THE “BIGI” PICTURE

Purpose: To provide participants with an overview of interpretation in the Department and how it fits into the larger Mission Statement. Participants will understand the definition of interpretation, who does it and why it is used as a resource management tool.

Performance Objectives: By the close of the training session participants will

1. Participate in a discussion on the role of interpretation in managing State Parks and in the Department’s Mission Statement.
2. Create a definition of interpretation.
3. Discuss where, how, and by whom interpretation is practiced.

TILDEN’S SIX (Especially 1)

Purpose: To present an overview of Freeman Tilden’s Six Principles of Interpretation and emphasize his first principle, that which pertains to relevance. Tilden’s impact on the profession of interpretation, past and present, will be discussed. Participants will understand that relating to the visitor’s experience facilitates the connection between the park resources and potential supporters.

Performance Objectives: By the close of the training session participants will

1. List and discuss Tilden’s Six Principles.
2. Illustrate why relevance to the visitor’s experience maximizes effective communication.
3. Discuss interpretive methods that relate to visitors and facilitate connections to park resources.

FIELD TRIP AND FOLLOW UP DISCUSSION

Purpose: To provide an example tour of a State Park cultural resource in order for participants to experience the place from a visitor’s point of view. The tour will provide a benchmark for subsequent classroom discussions on tour techniques.

Performance Objectives: By the close of the training session participants will

1. Take a tour of a park resource with a skilled field interpreter.

2. Review and discuss the tour using RAPPORT guidelines.
3. Evaluate tour techniques with the Guide and trainers after the tour.

AIMING FOR EXCELLENCE

Purpose: To familiarize participants with the Department's chief evaluation tool and highlight examples of the essential qualities and principles of interpretation using the evaluation forms.

Performance Objectives: By the close of the training session participants will

1. Review the tour of Monterey State Historic Park.
2. Define why evaluation is used in interpretation and discuss the importance of using *Aiming for Excellence* in the evaluation process.
3. Practice using the standard RAPPORT evaluation form (DPR 461).

THEME!

Purpose: To provide participants with theory behind thematic interpretation and demystify the process of creating themes and using themes that connects the audience to the resource.

Performance Objectives: By the close of the training session participants will

1. Learn to identify themes and differentiate them from topics.
2. Play a theme identifying game.
3. Practice writing themes that pertain to their park unit.

INTERPRETING MUSEUM COLLECTIONS

Purpose: To give participants an introduction to interpreting museum collections including: identifying California's great collectors, their influences and motives; placing collectors and their collections in the context of their time and social conditions; discovering the story behind objects in a collection, and why we collect objects and create museums for them.

Performance Objectives: By the close of the training session participants will

1. Discuss how collecting is a natural and universal human activity.
2. Discuss what motivates and influences collector's choices.
3. View examples of museum pieces and discuss their importance. Consider how their stories can be shared with visitors.

INTERPRETING CONTROVERSIAL TOPICS IN CALIFORNIA HISTORY

Purpose: To take into account the fact that historical subjects, places and artifacts all contain elements of controversy and may be approached from many perspectives. Trainers will discuss the value of taking a considerate approach when planning and presenting programs.

Performance Objectives: By the close of the training session participants will

1. Identify the broad patterns of California history and the controversies that are inherent to most park units.
2. Discuss how every interpreter approaches their topic and audience with a set of assumptions and that working toward neutrality is often an ongoing challenge.
3. Engage in an activity during which resources are presented to the group and teams are asked to interpret one of several quintessential symbols of California. A discussion will be included.

PARTNERSHIP WITH PUBLIC EDUCATION

Purpose: To provide participants with a basic understanding of our commitment to education in California. To discuss how partnerships with our education system using both traditional and technologically advanced methods of communication are creating an exciting future for parks.

Performance Objectives: By the close of the training session participants will

1. Discuss California's education system as it relates to State Parks.
2. Discuss how to find out what is important to schools, administrators, and teachers in both traditional and technologically advanced venues.
3. Review methods for planning interpretive content that meets academic content standards.

RELATING HISTORY TO CURRENT EVENTS

Purpose: To provide participants with theoretical and practical knowledge of the function of historical information in interpretation and consider ways to communicate history within the framework of today's society.

Performance Objectives: By the close of this training session participants will

1. Demonstrate when to use historical comparisons and determine their effect in an interpretive program.
2. Participate in an activity and discussion that will help participants differentiate between "Truth" and "Perspective" in historical events.

ACCURACY

Purpose: Convey importance of presenting accurate, multi-perspective, and well-researched information in interpretive programs.

Performance Objectives: By the close of this training session participants will

1. Define State Parks' expectations regarding the use of accurate information in interpretive programs.
2. Practice effective ways of evaluating sources of information.
3. Practice strategies for managing bias.

CROSS CULTURAL INTERPRETATION

Purpose: Provide participants with strategies and skills that will help them to effectively interpret to audiences from diverse backgrounds and cultures.

Performance Objectives: By the close of this training session participants will

1. Explain how cultural differences shape the way people view Park resources.
2. Learn and practice strategies for coping with language barriers.
3. Review strategies for inclusive interpretation and avoiding cultural stereotypes.

AMERICANS WITH DISABILITIES ACT (ADA)

Purpose: Instruct participants on State Parks' desire and obligation to provide interpretive programs that are accessible and meaningful to all visitors regardless of disabilities.

Performance Objectives: By the close of this training session participants will

1. Review the Americans with Disabilities Act of 1990.
2. Describe California State Parks' expectations regarding persons with disabilities' access to facilities and programs.
3. Identify the California State Parks DAM and DOM chapters regarding persons with disabilities' access.
4. Identify the Department's publication *All Visitors Welcome: Accessibility in State Park Interpretive Programs and Facilities*.
5. Participate in activities that will increase their sensitivities toward persons with disabilities.

TECHNOLOGY IN INTERPRETATION

Purpose: Inform participants of how computers, internet, and breakthroughs in holograms and film enhance the field of interpretation.

Performance Objectives: By the close of this training session participants will

1. Discuss how technology is applied in various interpretive settings.
2. Discuss how technology is changing the field of interpretation.
3. View various examples of technology in interpretation.

FIRST PERSON INTERPRETATION

Purpose: To learn how first person interpretation brings history to life and connects people to their past when the interpreter strives for authenticity, accuracy, stays "in character" and involves the audience.

Performance Objectives: By the close of this training session participants will

1. Observe a first person interpretive presentation.

2. Discuss the value of using first person interpretation
3. Identify when to choose “generic” characters vs. actual historic persons.
4. Discuss why accuracy is important in period clothing, language and accent; and that attention should be paid to details when portraying characters from history.

WORKING WITH VOLUNTEERS AND COOPERATING ASSOCIATIONS

Purpose: To help participants understand the valuable role played by volunteers and cooperating associations in Parks, learn basic Department policy regarding volunteers; learn about how volunteers interact with staff through volunteer coordinators and how they are a vital part of an overall community outreach effort.

Performance Objectives: By the close of this training session participants will

1. Define the roles of volunteers and co-ops.
2. Discuss the role of volunteers in Parks, historically and currently.
3. Review the various programs and opportunities available for volunteers.
4. Identify how volunteers are recognized for their efforts.
5. Discuss the role of cooperating associations.

EFFECTIVE SPEAKING/STORYTELLING

Purpose: To provide participants with a variety of methods and techniques for effective storytelling in interpretation and determine the connection between effective public speaking and storytelling.

Performance Objectives: By the close of this training session participants will

1. Read and discuss a resource list for storytelling techniques as well as sources for stories.
2. Practice public speaking techniques.
3. Discuss the origin and use of stories in our society and history.
4. Give a short presentation using techniques described in class.

location map for
WILLIAM PENN MOTT JR. TRAINING CENTER
837 ASILOMAR BLVD.
PACIFIC GROVE, CALIFORNIA 93950

