MODULE 2

PURPOSE AND VALUE

Everybody needs beauty as well as bread, places to play in and pray in, where nature may heal and give strength to body and soul.

John Muir

MODULE 2

PURPOSE AND VALUE

INTERPRETATION: WHY DO WE DO IT?

Now that you have an understanding of what interpretation is, the next immediate question is, "Why do we do it?" First and foremost, we must remember that is the mandate of our department. It is part of our jobs, as legally commanded through the public resources code.

> *The department shall administer, protect, develop and interpret the property under its jurisdiction for the use and enjoyment of the public.*
>
> Public Resources Code 5003

As mentioned in *Module 1—Introduction*, interpretation creates a bridge between a park's visitors and its resources. ***Through interpretation, we help visitors find the meanings in park's resources that have relevance and importance to them. This connection is the seed of stewardship*** (NPS 2003).

California State Parks encourages staff and volunteers to interpret to park visitors because our state's most valued natural and cultural resources are at risk of being damaged or destroyed, and the challenge to protect them seems to become more difficult with each generation. World-wide, multiple scientific and cultural experts and groups are describing a catastrophic loss of the world's heritage (defined by UNESCO's World Heritage Center to refer to all valued natural and cultural resources.)

Because our department's mission is **"to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high-quality outdoor recreation,"** interpretation has always been an important tool. From its beginnings, interpretation has facilitated multiple management goals. Whether that goal was to garner public support, to control visitor behavior, or to protect the resource, it was clear that interpretive efforts were meaningful to management and driven by the benefits produced. When visitors "care" about your resource, they are less likely to damage it.

> *Not the least of the fruits of adequate interpretation is the certainty that it leads directly toward the very preservation of the treasure itself… Indeed such a result may be the most important end of our interpretation, for what we cannot protect, we are destined to lose.*
>
> Freeman Tilden

The primary interpretive policy of the Department of Parks and Recreation is to heighten and increase public understanding, appreciation, and enjoyment of the natural, cultural, historic and recreational values of California as represented in the State Park System; to increase public understanding and concern for people's place in their environment, and thereby provide an increased desire to protect and enjoy the natural and cultural heritage of this state.

California State Parks and Recreation Commission Statements of Policy

2.1 CONNECTING THE VISITOR TO THE RESOURCE

Connecting visitors to the resource has been a longtime goal of California State Parks. The Department Operations Manual (2010) section 0900 states,

> *From the Department's standpoint, interpretation and education are valuable because they can help achieve several worthwhile ends. They can reduce resource management problems through better-informed visitor use. They can improve public safety. They can promote a sense of pride in the richness and diversity of California's natural and cultural heritage. Finally, they can convey important messages of interrelatedness and stewardship to park visitors…and, through outreach programs, they can speak to the larger community beyond.*
>
> *Still, interpretation's best benefits are reserved not for any organization, but for the individual. Through interpretation, the receptive person will see seemingly ordinary objects, events, and places come alive with meaning. A broader view of scenic and historic landscapes will come to light, and one's place within them will be better understood. Through an attentive, systematic, and skillfully presented approach, interpretation can have an impact that is powerful and lasting.*

Connections involve moments of intellectual and emotional revelation: the "aha" or "wow" moments. Interpreters can promote them by connecting the tangible resources of their parks (things like trees, fossils, missions, tide pools) to the concepts and ideas they represent. These concepts and ideas are often described as i**ntangible resources or intangible meanings.** Intangible meanings are often abstract rather than concrete. They include processes, relationships, ideas, feelings, values, and beliefs. In your park, they may include things like: **life; death; the span of time; freedom; faith; wealth; home; loss; adventure.**

> *For example, a coast redwood tree is just a tangible thing, a tree. Why should your visitor care? The interpreter helps build the bridge to understanding. Perhaps they should care because coast redwoods:*
>
> - *have been on earth for nearly two thousand years. (span of time, life, death)*
> - *are the tallest trees on earth. (extremes, amazement)*
> - *are home to dozens of species of plants and animals. (home, survival)*
> - *are so big you can drive through them. (fun, awe-inspiring)*
> - *now cover only 5% of their original acreage on Earth, 82% of which is not protected. (threats, loss, danger, greed, wealth)*

- *were made into canoes and homes by the Native People. (survival, home, safety, family)*
- *families have lived in their hollowed-out trunks. (family, home, adventure, safety)*

These are all intangible meanings. The interpreter can help the audience see the meanings beyond a single tree. Of course, you can't put all that information and all those meanings into one talk on redwoods, or you'd give your audience a collective headache. The interpreter has to pick and choose his facts and stories, his tangible resources and intangible meanings—based on his knowledge of the park, his knowledge of the audience, and his ability to apply interpretive techniques. More about the audience will be covered in *Module 3—Communication*, and throughout this course, you will be exposed to interpretive techniques that have been used successfully by rangers, lifeguards, interpretive specialists and skilled volunteers throughout our parks.

Why should your visitor care about redwood trees?

Why is facilitating these connections the job of a state park ranger? We know that **one of the primary benefits of interpreting the resource is visitor and resource protection.** Visitors are more likely to protect the resource and adhere to rules and regulations if they understand the resource-based reason for the rule. For example, knowing how fragile the tide pool animals are may result in fewer people taking animals from the tide pools. An understanding of how important it is for an archaeologist to examine artifacts in place may lead to visitors leaving arrowheads or potsherds in place rather than collecting them. Research shows us that visitors are more likely to do as requested if the request is connected, not to the management, but to the resource or to visitors (Oliver, Roggenbuck, and Watson, "Education to reduce impacts in the forest campgrounds," 1985; Schwartzkopf,

"Feeding of Golden Mantled Ground Squirrels by park visitors at Crater Lake National Park," 1984; Wallace, "Law Enforcement and the 'Authority of the Resource'," 1990; Widner, "Conflict among hikers and horseback riders in the Mount Rogers High Country of Virginia," 2000).

A second key benefit from interpreting the natural and cultural resources in your park is that we are providing a public service by helping people understand an often complicated, but vitally important subject matter. As interpreters, we serve as the link between the scientist or historian and the general public. Giving the public information and the opportunity to make a personal connection with your park's natural resources will lead to their support and protection of those resources. This, in turn, leads to healthier parks, a healthier environment and even a healthier state park system.

We connect the visitor to the resource by developing interpretive programs that address California State Parks in one or more of these four areas: cultural resources, natural resources, recreational resources, and our agency values or management. In all four areas, the interpreter is challenged to go beyond merely teaching facts to revealing meanings that are relevant to the audience.

Interpretation is a valuable tool for generalist park rangers.

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I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou

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2.2 KNOWING THE RESOURCE

Whether the star features of your park are natural, cultural, recreational or a combination of the three, you must become an expert on them. A translator (interpreter) who doesn't know both languages isn't of much use to anyone. (NPS Foundations of Interpretation, p. 11). Before you can interpret anything, you'll need to identify the significant resources in your park. Why was the park unit established? What makes it special? Why should it be protected? California State Parks calls this the "interpretive significance" of the park.

It takes time to become an expert on a place, in fact, the longer you are in a park, the more you will realize how little you know. Walking the trails, talking with others more familiar with the resource than yourself, using field guides, listening to questions visitors have, researching the current science, reviewing oral histories, exploring the park/local library and experiencing the resource will all assist you in successful interpretation of the natural and cultural resources in your park. Many parks also have a document called an "interpretive plan" or an "interpretive prospectus." This document identifies the most significant resources in a park and outlines strategies for interpreting them. It's a great place to start your research.

CULTURAL RESOURCES

Every park and protected area has a cultural history. In many parks, especially places like missions, forts, and historic sites, it is the unit's central feature. As an interpreter, most of the time you will be asked to interpret a culture that is not your own. In addition, **many visitors may be coming to your park to learn about their heritage and history from you.** There are several techniques and strategies to help you succeed in this delicate process.

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A people without the knowledge of their past history, origin and culture is like a tree without roots.

Marcus Garvey

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The first task for an interpreter at a new site is to become familiar with the history of the cultures in and around the park. Be aware of and sensitive to cultural diversity. Remember, the "rightness" of an act or a belief system is determined by the historical context in which it occurred. History is not a fact, but instead an interpretation of the people that recorded it, the time in which it occurred and those who are listening to it today. James Loewen's book, *Lies Across America* (1999) provides an eye-opening view of this theory.

Interpreters may need to talk about sensitive and controversial aspects of culture and cultural history. This must be done carefully, as your comments and actions will be judged by the audience of today. What may not be offensive to one will almost certainly offend

someone else. **Sensitivity, tact, accuracy, and common courtesy go a long way when dealing with cultural messages.**

There are always many perspectives from which to tell a story. Be sure that you are accurately reflecting the cultures involved and not simply playing into stereotypes. If possible, conduct firsthand research and seek out living members of the culture. When interviewing, remember that this person only reflects one perspective of the culture and not the overall perspective. It is not possible to describe every perspective on a culture, although you may be able to present multiple points of view. Choose each perspective you wish to convey carefully and help your audience understand that it is one of many perspectives.

One of the primary benefits of conducting cultural programs is that it helps create tolerance for others. "If (visitors) never learn to enjoy the diversity of their fellow-citizens' customs, styles, and attitudes, they may be intolerant of those who are 'different' and therefore perceive them as 'dangerous'" (Knudson, Cable, and Beck, p. 67, 1995). Interpretation provides a wonderfully protected and neutral atmosphere through which visitors can come to know others who are different from themselves. It also provides opportunities for many to discover their own culture and history, which in today's melting pot society can become lost. Cultural pride and tolerance for cultural diversity are both benefits of providing interpretive programs dealing with culture and cultural history.

NATURAL RESOURCES

Interpreters also connect the visitor to the natural resource through interpretive programs. The typical "ranger" image the visitor has is of an interpreter, whom they believe is an expert, leading them up a trail talking about the park's plants and animals. Visitors often attend programs seeking knowledge about these resources. "What kind of flower is that?" "What causes the tides?"

Becoming an expert on the nature of your park means spending as much time out in it as possible. Interpreters need an intimate knowledge of the resource that can only be gained by experiencing it firsthand. Make time to hike the trails, listen to the birds, smell the flowers, etc. Then back up your firsthand experience with research that is current, accurate and comprehensive. Finally, identify some of your resource's intangible meanings. Why is this place special to you? What about it do you find moving, interesting or exciting. These intangibles will be a good place for you to start building the bridges to your audience.

We should preserve every scrap of biodiversity as priceless while we learn to use it and come to understand what it means to humanity.

E. O. Wilson

Becoming an expert on the nature of your park means spending as much time out in it as possible

Build on your experience-based knowledge by reading a wide variety of sources of written information about your park's resources. Don't rely on the same book that everyone uses. Read that book or article and find three more. Talk to other park staff. The greatest wealth of knowledge about a park is often held by senior rangers, scientists, historians and long-time volunteers. Learn from them and then look it up, to make sure that the information you've been given is accurate.

RECREATIONAL RESOURCES

Yes, you might get paid to take people snorkeling, teach them to kayak or help them catch a fish. Why is this valuable to the state of California? Once again, we return to what we might call the interpreter's mantra: **We want visitors to care *about* the park so they will help us care *for* it.** Experiencing a personal connection through recreation can be life-changing and create life-long memories. It helps build families and improves health and well-being.

Recreation can also cause a lot of damage to the resource. It is in CSP's best interest to have park visitors recreate safely and with enough knowledge to avoid unnecessary damage to the park.

MANAGERIAL

The fourth, but not least important area to consider when creating interpretive opportunities for visitors is the managerial elements of the park. **Interpretation can help build public understanding for park resources and park values.** Without public support, park management goals will fail. When the public understands and appreciates a park's values, it gives management the support it needs to succeed. Educate visitors about the agency for which you work, the specific management perspectives of your park, the recreational opportunities available, and any special management considerations. There

are critical issues in every park that require special attention and management: the snowy plover, sudden oak death, off-road vehicle management, etc.

We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect.

Aldo Leopold

Try to develop a thorough knowledge of not only the rules and regulations, but why they are in place, and what is the overall management paradigm for the rule. Talk with your supervisor, resource specialists, and managers about the overall messages they would like the public to take home with them regarding the park. Remember, the public does not often share the same perspectives regarding the resource and the management of the resource as does the management. Interpretive programs allow you to bridge those gaps and build a constituency.

There are many benefits to providing interpretive messages regarding the management of the resource and we'll discuss them in more detail later in this module. In addition, interpreters must consider the many different motives that bring visitors to the programs. A successful park-wide interpretive effort will include a variety of messages, programs, and communication techniques.

Without public support, park management goals will fail.

2.3 INSPIRATION

Ideally, our interpretive programs connect visitors to the resource by inspiring them. Many of the philosophies of interpretation are written with words such as passion, spiritual whole, and inspiration. Great interpretation inspires visitors to want to explore further, to learn more on their own, and to care about a place or story. **Use inspiration and provocation to turn casual visitors into explorers and stewards.** Because this type of connection is often an emotional one, it is one of the most powerful ways to connect a visitor to the resource. It is also the type of connection most likely to result in a behavioral change. Tilden spoke of this ability of interpretation to reach and change people when he said it occurs, "…not with the mere recitation of facts. Not with the names of things, but by exposing the soul of things—those truths that lie behind what you are showing your visitor. Nor yet by sermonizing; nor yet by lecturing; not by instruction but by provocation." (Tilden, 1977, p. 38).

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Do not try to satisfy your vanity by teaching a great many things. Awaken people's curiosity. It is enough to open minds; do not overload them. Put there just a spark. If there is some good flammable stuff, it will catch fire.

Anatole France

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IS IT EDUCATION OR INTERPRETATION?

Interpretation and education are similar but have different approaches and strive for slightly different outcomes. Although interpreters want the public to leave their program knowing more than they did when they arrived, imparting knowledge is not the primary goal of interpretation.

Interpretation is part education, part inspiration, part entertainment.

Department Operations Manual 0900

There are two mission statements following, one for California State Parks' interpretive efforts and the other for its educational programs. Consider these to further understand the subtle but important differences between interpretation and education.

CALIFORNIA STATE PARKS

Interpretive Mission Statement

Interpretation is a special form of communication that helps people understand, appreciate, and emotionally connect with the rich natural and cultural heritage preserved in parks. It is the mission of interpretation in California State Parks to convey messages that initially will help visitors value their experience, and that ultimately will foster a conservation ethic and promote a dedicated park constituency.

Education Mission Statement

The most powerful forms of education involve students in meaningful experiences that promote critical thinking and appeal to different learning styles. Our mission is to provide educational opportunities both in California State Parks and in the classroom, assisting educators with curriculum needs and offering activities that enable students to investigate, research, and participate in interactive learning.

Providing inspiration for visitors is not as straightforward as providing informational or educational messages. In fact, we probably can't give them peak or self-actualizing experiences (see *Module 3—Communication* for more information on these types of experiences). **What we can do is set the stage by providing opportunities for the visitors to find self-actualizing experiences on their own.** We can "provide resources for independent exploration" (Knudson, et al, p. 64). We can create programs that attempt to "light the spark" of curiosity and wonder. Helping visitors become familiar enough with an environment that they want to forge their own path is the ultimate method of connecting them to the resource.

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A nature guide is not a guide in the ordinary sense of the word, and is not a teacher. At all times, however, he has been rightfully associated with information and some form of education. But Nature guiding, as we see it, is more inspirational than informational.

Enos Mills

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2.4 MANAGEMENT GOALS AND OBJECTIVES

Everything we do in California State Parks is somehow directed by or connected to a management need. As we saw in *Module 1—Introduction*, interpretation started because of a need to meet very specific management goals. This function of interpretive programming is still very much a part of the value and purpose of interpretive programs today. For example, even the previously discussed purpose of "connecting visitors to the resource" is done to meet management goals and objectives. Increasing visitor enjoyment, promoting recreational activities, and encouraging visitor education are all management goals. In fact, the mission of California State Parks indicates that one of the primary goals of management is to facilitate visitor enjoyment of the resource.

While facilitating visitor enjoyment, we must also consider how interpretation can be used to: protect the resource, protect the visitor, and promote the agency. The next section briefly discusses each of these management goals and objectives.

PROTECT THE RESOURCE

California State Parks was born out of the need to protect the state's natural and cultural resources. That is the primary function of state parks. "We respect the intrinsic values of both the natural and cultural environment, and believe that their preservation is essential to our health and to the definition of the California identity" ("Seventh Generation: The Strategic Vision of California State Parks," p. 14, 2001). Because 70 million visitors a year put tremendous pressure on the resources, it is the visitor in the resource who must be managed.

There are two primary ways to view protecting the resource from visitor damage. One is to focus on decreasing the amount and severity of depreciative visitor behavior. Carving on picnic tables, picking flowers, walking off trail, and leaving litter are all common forms of depreciative behavior. The second way to protect the resource is to increase compliance with rules and regulations. These two perspectives are similar and related. One method focuses on rules for behavior and the other on the outcome from behavior. A combination of both approaches is best for overall success.

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Wilderness is not a luxury but a necessity of the human spirit.

Edward Abbey

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At California State Parks, our staff has the ability to manage visitors through both law enforcement and interpretation. Rangers and lifeguards are peace officers, having graduated from an academy that prepared them for the methods and techniques necessary to fulfill the enforcement aspects of management. This type of management influences behavior by the **authority of the law.**

As interpreters, you are in a unique position to influence visitor behavior through the **authority of the resource.**

Instead of relying solely on the rules and regulations of the department, we can help visitors to hear the voice of the resource and understand that certain conditions must be met in order for the resource to stay healthy or intact. Dr. George N. Wallace of Colorado State University has developed and tested a specific approach called the Authority of the Resource Technique (ART). This technique has been proven to be especially useful in wilderness areas but may also be useful in protecting cultural sites as well.

Nature has her own rules, operates in certain ways, and has certain laws; there are consequences when we violate that order.

George N. Wallace

The first step in ART is to give an objective description of the situation. Secondly, the ranger explains the implications of the action or situation that was observed. Lastly, you tell them how you feel about it and what can (should) be done to improve the situation. The manager or ranger must make a decision in this third part of the message whether or not it is necessary to cite the regulation per se.

Wallace continues to say, "It is good, however, to expect the best of people when we can. Combining interpretation with law enforcement to reveal the authority of the resource seems to be a good place to start. We hope for long-term changes in peoples' respect for nature in general and an intrinsically motivated stewardship of the wilderness in particular. Such **changes are likely to last longer when we help people to test their own beliefs and values and arrive at a more principled wilderness ethic of their own accord.** " (Wallace, G.N., "The Authority of the Resource: an interpretive law enforcement technique for Interagency Wilderness Management Course." Developed by the Bureau of Land Management at the College of Forestry and Natural Resources, Colorado State University, 1990.)

Many researchers and theorists contend that behavior controlled through interpretive means is the preferred method for several reasons. (Christiansen and Dustin, "Reaching recreationists at different levels of moral development." *Journal of Park and Recreation Administration,* 1989; Knudson, et al. 1995; Van de Kamp, Johnson, and Swearingen, "Deterring Minor Acts of Noncompliance: A Literature Review," 1994). The primary reason that an interpretive approach works is that most depreciative behavior occurs out of ignorance. Researchers estimate that on average only two to four percent of depreciative behavior is malicious (Van de Kamp, Johnson, and Swearingen, 1994; Widner, "Reducing Theft of Petrified Wood at Petrified Forest National Park," Journal of Interpretation Research, 2000). If most depreciative behavior occurs out of ignorance, then it would follow that using interpretive methods to educate the visitor about the rules and regulations as well as the reasoning behind them would be the most effective means of controlling that behavior.

A second reason to attempt to control behavior through interpretive means is that recreation areas and parks are considered some of the last places that humans can be free. To escape the rules and restrictions of society is one of the driving factors that push people into the outdoors (Knopf, "Human Experience of Wildlife: A Review of Needs and Policy," *Western Wildlands,* 1988). **Our efforts to protect the resource must consider this motivating factor.** If we manage and regulate people too closely, the experience itself, which we are also charged with protecting, will be lost. We must protect the resource, but not necessarily at the expense of the visitors' experience. Balance is the key to successfully meeting this dual mandate. **Interpretation provides a wonderful opportunity to both protect the resource and provide for its use and enjoyment.**

Most depreciative behavior occurs not out of malice, but out of ignorance.

A third reason to control behavior through interpretive means is that we may have a better chance at influencing long-term behavioral change through interpretation rather than regulation. The presence of a uniformed officer probably serves as a discriminative stimulus preventing depreciative behavior from occurring only while in the presence of the officer (Van de Kamp, et al., 1994, Geller, 1994). For example, speeders slow down temporarily when in the presence of a police car. This type of behavior modification may not result in any long-term effect. In other words, seeing one police car probably does not transfer into slowing down all the time. In addition, getting a speeding ticket may only serve to make you angry and slow you down for a little while, but not change your driving behavior over the long term. Following this logic, many researchers contend the best method to modify depreciative behavior is through education and other light-handed management techniques (Chiaken and Eagly, 1993; Petty and Cacioppo, "The effects of involvement on responses to argument quantity and quality: Central and peripheral routes to persuasion." J*ournal of Personality and Social Psychology,* 46, 69-81, 1984; Latane and Darley, 1975; Widner and Roggenbuck, 2000).

PROTECT THE VISITOR

Protecting the visitors is another purpose of interpretation. There are two primary elements: protection from each other and protection from hazards and dangers in the resource itself. We are charged with increasing the visitors' safety while using the resource and minimizing the amount of visitor conflicts.

Many of our parks are small and sustain an ever-increasing number of visitors pursuing a vast array of recreational activities, many of which are in fundamental opposition to each other. For example, kayakers may find their recreational experiences hampered by the presence of motor boats. Visitors have the right to use the resource, but not the right to destroy other users' abilities to enjoy the resource. Managing this situation is a very delicate task. Interpretation provides the opportunity not only to manage the problem but to help visitors understand it as well. Many times it simply requires educating users about each other and pointing out how similar they really are to each other (Jacob and Scheryer, "Conflict in Outdoor Recreation: A Theoretical Perspective," *Journal of Leisure Research,* 1980; Widner, 1994). One of the best methods of accomplishing these objectives is by roving, which we'll discuss at length in *Module 10—Roving.*

Visitors must recognize the dangers and understand how to keep themselves safe.

In addition to protecting the visitors' experience, we must also protect their physical safety. This is one of the basic needs outlined by Maslow (see *Module 3—Communication*), and until it is met, visitors are often unable to achieve any higher needs and goals from the resource. Whether they are poisonous plants, dangerous undertows, steep cliff edges, or venomous snakes, there are elements within each park that could potentially pose a threat to visitors' safety. As stated in the section above, much of the danger comes from a lack of knowledge about the resource and not an intention to perform dangerous behaviors. Interpretation often serves as the most effective means to address the problem.

Although certain forms of recreation lend themselves to danger more than others (e.g., rock climbing as opposed to taking pictures), ignorance can make one as dangerous as the other (e.g., taking pictures too close to a 1,000-pound rutting elk). It is through interpretation that we make visitors aware of the potential hazards in the resource and the actions they can take to stay safe.

PROMOTE THE AGENCY

The above management goals and objectives of interpretation can be viewed as immediate and short term. For example, we hope that while visitors are on site, they take care of the resource, do not get into dangerous situations, get along with others, comply with rules and regulations, and become connected with the resource. The third goal is to promote the agency. This goal stems from being successful in the short term but is itself considered a long-term goal of interpretation. In other words, if we successfully connect visitors with the resource, educate them about the need to care for the resource, and protect their experience while recreating, we are more likely to garner long-term support from them for the agency's goal and missions.

This long-term goal demonstrates the interconnected nature of everything we do in state parks. **From a friendly, welcoming voice on the phone to well-thought out educational programs, and well-trained volunteers, everything we do makes an impression on the visitor and contributes to the overall image of the agency.** This overall image and conception the public has regarding the purposes and values of our parks and interpretive programs translates into money, votes, and overall support for the Department. In turn, this support results in our ability to do our jobs effectively and to provide those publicly-desired services and opportunities.

WHAT'S AHEAD?

Now that we have a firm understanding of what interpretation is and why we conduct programs, let us turn to the foundation of every program: the basic communication process. In *Module 3—Communication* we will review the fundamental communication process and discover how to create effective messages for the public. This next module will form the foundation of all other communication forms and program types covered in this handbook.

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Module 2

PURPOSE AND VALUE

SELF ASSESSMENT

Answer each question in the section below before reviewing the material in *Module 2—Purpose and Value*. The answers are not provided. Check your answers with your colleagues and as you read *Module 2—Purpose and Value.* Items from the self assessment may be reviewed and discussed in class.

1) What are two reasons we conduct interpretive programs in California State Parks?

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2) Education is the same as interpretation. (Explain your answer.)

a) True

b) False

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_____

3) How do we connect the visitor to the resource through interpretation?

4) Which is not a benefit of providing cultural resource interpretive programs?

a) Building cultural tolerance and appreciation

b) Increasing pride and promoting cultural diversity

c) Teaching the one true story of a culture to the public

d) Conveying the historical significance of cultural groups to the public

5) Is it more important to protect the resource or provide for visitor enjoyment of the resource? Explain why.

6) The majority of depreciative behavior in parks is due to:

a) Malice

b) Ignorance

c) Stubbornness

d) Fear

7) How can interpretation help protect the resource?

Now that you have completed the self assessment questions, review the material in *Module 2—Purpose and Value* to confirm your answers. After reading the module, move on to the workbook learning activities, which will assist you in developing your skills.

WORKBOOK LEARNING ACTIVITIES

To help you review and apply the material covered in *Module 2—Purpose and Value*, a selection of review questions and/or activities is provided. Again, no answers are included. Use the material from the module, outside sources, and your colleagues to help you complete the activities and answer the questions. There may be more than one right answer. Use the questions and activities to generate discussion about the material. Be prepared to discuss, perform, or demonstrate your answers in class.

1) You witness a visitor damaging the resource by picking flowers from an endangered plant. Describe how you could use an interpretive approach to manage the situation, while providing education, resource protection, and allowing the visitor to maintain her dignity?

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2) Is there ever a time when an interpretive approach to controlling visitor behavior would not be the best choice? Yes/No Explain your answer.

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3) Have you ever attended an interpretive program or had an interpretive experience that changed the way you felt or thought about a resource, an activity, or an agency? Describe the situation and what you experienced or learned from it.

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4) What is our department mandated to do by the public resources code?

_____
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Take it to YOUR Park

Answer each question with the information specific to your park. You will have to conduct some research in order to answer each question.

PURPOSE AND VALUE

Park name: _____

1) Make a list of the formal interpretive programs that are commonly presented in your park.

2) Now list those programs under the most appropriate category. Are they presenting a message that is primarily supporting Natural Resources, Cultural Resources or Managerial Goals?

Natural Resources:

Cultural Resources:

Managerial Goals:

3) Put a star by the programs that contain a resource protection message.

4) Put a check mark by the programs that contain a visitor safety message.

5) Based on your observations of this list and any programs or interpretive materials you have attended or read so far, what do the interpreters and management at your park want the visitors to care about?