LESSON PLAN: 5

SESSION TITLE: INTERPRETIVE PROGRAM RESEARCH

SESSION LENGTH: 1 Hour   **ORIG. PREPARED BY:** S. Vaughn, 1/83
   REVISED BY: S. Seven (1/92)
   S. Thede (1/92)

OBJECTIVES: At the end of this session, participants will be able to:

1. List three types of park documents which serve as sources of information when
      developing interpretive programs;
2. Name three types of park materials from which accurate information may be found; 3.
      Name two sources from which reliable/accurate information may be obtained;
4. Name two reasons for reworking programs with new and updated materials.

TRAINING AIDS: Flip Chart, examples of park documents (enabling legislation, statement
            for interpretation, interpretive prospectus, NPS-6, management plans,
            etc.)

HANDOUTS:

Content	Method	Time
A. Introduction	Lecture	5 Min.
B. The need for accuracy in interpretive programs. 1. Begin session by establishing need for accuracy in programs. Ask students to give names of various programs they have given. Ask them where they get information for programs they give. What is the reason for their park? 2. Credibility and professionalism. Ask students if they have ever seen/heard programs with inaccurate information. What was their reaction.	Class Exercise	10 Min.
C. Sources of information in the park. 1. Brainstorm Session a. Name any and all sources of information which park interpreters can use for researching a program. Allow students to name any and all types of sources they can. At this time do not be concerned with the quality of the source. As flip chart pages are filled, post them along the walls for further use. b. Refer students to Themes, Goals and objectives they established in lesson plan 4 and include in the list any information sources they might use for their program.	Brain Storming	25 Min.

Content	Method	Time
c.Once the storm has run its course, go over the various source ideas and evaluate them for actual effectiveness. (Relevancy, accuracy, availability, etc.) Using the posted flip chart pages, mark those sources considered to be the most accurate sources. If any contrary sources were listed, discuss how to select the correct material. Remember to warn class that everything they read in print is not necessarily an acceptable source.		
2.Drawing from the identified sources make a new list containing the various park documents available for interpretive research. As each document type is named, write it down on a flip chart page labeled park documents. Quiz the class about who is and who is not familiar with that particular document. Explain the role and function of each document. You can have examples available on a table the students can look at during break. The examples should include the following;		
a. Enabling Legislation b. General Management Plan (GMP) c. NPS-6 d. Interpretive Prospectus e. Statement for Interpretation f. Management Documents		
3.Drawing from the same identified sources, make a new list containing various other resources found within the park. In this instance the emphasis is on non-management documents which should include the following: a. Park Brochure b. Site Bulletins c. Informational handouts d.Research, in this instance it should be pointed out that personnel from other divisions are excellent sources of information or may provide access to other reliable sources of information. e. Park library/reference books		
4.Finally, using the remaining items on the original Brain Storm (BS) list, identify typical locations where the information might be found. These areas would include such location as:		
a. Local library b. Local historical society		

Content	Method	Time
D.Optional Demonstration: Take a finished program that you have done and assemble the resources used to demonstrate diverse sources.	Lecture	5 Min.

E.Conclusion
 	
  1.Review need for accuracy, our personal and professional credibility as well as that of all other park employees in part depends on present accurate information in everything from the programs we present to the questions we answer. Base your programs, your knowledge on information that can be verified.
 	
  2.It needs to be **stressed** to all interpreters that, in order to keep their programs fresh and up to date, they will need to constantly seek out and use new material.
	Lecture	5 Min