

INTERPRETIVE SKILLS II

LESSON PLAN: 8

SESSION TITLE: BULLETIN BOARDS

SESSION LENGTH: 3 Hours

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

- 1)Describe and create an effective bulletin board based on accepted design principles;
- 2)Describe and use appropriate materials and fabrication techniques of outdoor and indoor bulletin boards;
- 3)List 4 functions and appropriate locations to assure full use of bulletin boards;
- 4)Describe maintenance and replacement criteria for bulletin boards;
- 5)List 4 rules for writing and typography for bulletin board information.

TRAINING AIDS:

- Three or four sets of bulletin board posting materials various sizes, shapes, quality, etc. for group exercise.
- Flip chart and felt tip markers
- Slides of good and poor quality bulletin boards from a variety of applications.
- Assortment of mounting aids, push pins, velcro and loop fabric, header lettering, etc.

Content	Method	Time
A) <u>INTRODUCTION</u>	Lecture	5 minutes
I. Brief statement on importance of bulletin boards as non-personal interpretive media and management tools.		
II. Overview of objectives and session activities/plan.		
B) THE GOOD, THE BAD, THE UGLY	Group exercise and presentation	45 minutes
I. Introduce qualities and characteristics of bulletin boards that participants consider "good", "bad", and "ugly". This will highlight elements related to function and design.		
Divide class into three groups - one each representing good, bad, and ugly bulletin boards. Each group will brainstorm characteristics that represent their type of bulletin board (20 minutes). The class gets back together and each group presents themselves to the rest of the class in a mini-skit fashion (20 minutes). Someone records the characteristics on flip charts as they are revealed.		

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<p>C) THE WHY AND THE WHERE</p> <p>Introduce elements that bulletin boards need to have, and relate to appropriate location.</p> <p>Elements of materials posted can include: activities, rules and regulations, agency messages, special emphases, foreign language messages, visitor messages, maps and directions, resource messages, concession information, etc. and combinations of above.</p> <p>Bulletin board location as related to:</p> <ul style="list-style-type: none"> -function -weather -lighting -visitor movement patterns -disability accessible 	<p>Brainstorming and class discussion using flip chart or chalkboard</p>	<p>15 min</p>
<p>D) DESIGN</p> <p>Present basic principles of design and writing including:</p> <ul style="list-style-type: none"> -size and space -organization and layout -texture -typography -color vs. black and white <p>This section will serve as a review of Lesson 3 with principles applied to specifics of bulletin boards.</p>	<p>Lecture using computer generated slide set</p>	<p>30 min</p>
<p>E) PRODUCTION EXERCISE</p> <p>Groups will produce a bulletin board using identical sets of text and graphics (provided in packets). Emphasis will be on organization and layout using a variety of materials.</p> <p>Groups will display their boards for the class. Team members will explain their design concepts. Class will follow up with critique and discussion.</p>	<p>Group exercise: divide into 4 groups, pass out materials, and post on available walls</p>	<p>60 min</p>
<p>F) KEEPING CURRENT AND LOOKING GOOD</p> <p>Discuss quality of posted materials, and standardization throughout park or site.</p> <p>Discuss maintenance concerns and problems/solutions.</p> <ul style="list-style-type: none"> -sunlight, scratched plexiglass, etc. <p>Need for assignment of bulletin boards as a part of staff duty.</p> <ul style="list-style-type: none"> -field rangers/interpreters/maintenance staff? 	<p>Lecture</p>	<p>10 min</p>

Content	Method	Time
<p>G) CONCLUSION</p> <p>Some kind of relevant quote?</p> <p>Remind participants that their bulletin can lead to either:</p> <p>A quality visitor experience, or a visitor accident/mishap. Remember...be accurate...look sharp!</p> <p>Need routine scheduled maintenance checks by same person. -brochure boxes full</p>	Lecture	5 min