LESSON PLAN: 3

SESSION TITLE: DEMOGRAPHICS

SESSION LENGTH: 2.5 hours   **PREPARED BY:** Becky Warren,
                          Karen Boucher (2/92)

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

1. Describe general world, United States, and regional population trends;
2. Describe National Park Service visitation trends;
3. List at least three ideas on how demographic information can assist interpretive operations.

TRAINING AIDS: Overheads; flip chart, paper, and markers; overhead projector, examples of visitor services project surveys; video "World Population," available at Mather Employee Development Center.

RESOURCES:
--the World Almanac and Book of Facts, Newspaper Enterprise Association, Inc., 200 Park Avenue, New York, NY.
--NPS Monthly Use Report (recreation visits), NPS Statistical Office, Denver, CO.
--WASO Social Science Program Superintendent's Memorandum Series.
--Visitor Services Project Surveys, Dr. Gary Machlis, University of Idaho, Moscow, ID.
--"A Diversity of Visitors: A Report on Visitors to the National Park System," Dr. Gary Machlis and Margaret Littlejohn, Visitor Services Project, University of Idaho, Moscow, ID.
--Reading/resource list from Dr. Farren Webb, Ft. Lewis College, CO.
--The following people can be contacted for the most current information on U.S. and regional demographics:
Dr. Gary Mullins, Ohio State University; Dr. Darryl Johnson, University of Washington; Dr. Richard Briceland, Assistant to the Director, Washington Office of the National Park Service.
--U.S. Census Bureau
--World Watch Institute, Washington, D.C., for paper on population growth.

Content	Method	Time
I. Introduction Introduce instructor(s), course content and objectives. Define demographics. (dictionary definition: the statistical data of a population, especially those showing average age, income, education, etc.)	Lecture discussion	5 Minutes
II. Global Population Growth Introduce video "World Population" (7 minutes long). The video illustrates the dramatic rise in world population during the last 1500 years.	Video Discussion	15 Minutes

Content	Method	Time
Discuss video with group, being sure to mention things like the decrease in population in Central America and Mexico after Columbus, or other world events that resulted in population changes.		
III. U.S. Demographics		
As the world population is increasing, so is that of the U.S. As the population increases, percentages of ethnic populations is also shifting.	Participatory Lecture	20 Minutes
Introduce statistics from <u>World Almanac</u>, U.S. population section (age distribution, percentage of population in urban areas, city populations by race, life expectancy). Solicit class comments.	Overheads, handouts, or discussion	
Introduce U.S. Census Bureau statistics "The Demographics of American Diversity" and the demographics of regional areas. (See handouts for this lesson plan. Demographics for your region can be obtained by calling your local census bureau.)	Lecture	
Summarize ideas discussed. Introduce concept that as world and U.S. population increases, we will see an increase in diverse audiences in our parks--they still may comprise a small percentage of the overall population, but as population increases, their numbers rise correspondingly.		
IV. National Park Service Visitors		
Introduce the idea that we need to know our audiences before we can serve their needs.	Questioning	5 Minutes
	Brainstorming	
Question class to see who <u>they</u> think is visiting the parks. Write answers on flip chart. Ask them how they know this.	Flipchart	
Describe NPS resources available to answer these questions.	Overheads	10 Minutes
1. WASO Social Science Program: Superintendent's Memorandum Series, including #45, #15, and #21 (graphs).		
2. Report entitled "A Diversity of Visitors: A Report on Visitors to the National Park System," from the Visitor Services Project.		

Content	Method	Time
3. Visitor Services Project Describe the project, and the information it can provide to your park (Eg., proportion of visitors by country, state, county, group types, group sizes, languages spoken, activities while at park, etc.) Show examples of results on overhead.	Samples, lectures, overheads, handouts	15 Minutes
V. Activity Introduce activity: class will break up into four or five "buzz groups." Give each group a handout made up of graphs/maps/tables from one of the visitor services studies done in a park area (give a different park area to each group). Graphs most appropriate are visitor group sizes, group types, ages, map and/or table of proportion of foreign visitors by country, map and/or table of proportion of visitors from each state. With this information, each group will answer the following questions: --Describe the most common types of visitors that come to this park --What can be done with interpretive operations at this park to accommodate these visitors? (Examples of answers: print foreign language brochures, use microphones at programs or caption films, hire dual-language employees, have more family-oriented activities, have more children's activities, have a variety of programs for repeat visitors, etc.)	Buzz groups	25 Minutes
Have groups report individual results, 5 minutes per group.	Activity	30 Minutes
VI. Conclusion Review the population trends discussed earlier, reiterate objectives. Recap some of the group's ideas of how interpretation can keep up with these changes--meeting today's demands and planning for the future.	Participatory lecture	5 Minutes