

**INTERPRETIVE SKILLS I**

**LESSON PLAN:** 4

**SESSION TITLE:** THEMES, GOALS, AND OBJECTIVES

**SESSION LENGTH:** 2 Hours      **ORIG. PREPARED BY:** Lee 10/83; Whitman 1/83 **REVISED BY:** S. Thede(1/92)

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

1. Write a theme statement for his/her presentation subject that displays the elements of theme selection taught in this session;
2. Write one or more goals for his/her presentation;
3. Write one or more objectives for his/her presentation that includes the characteristics of performance, conditions, and criteria.

**TRAINING AIDS:** Flip Chart, prepared flipchart, optional pre-reading assignment; Chapter 3 of Lewis' "Interpreting for the Park Visitor".

**HANDOUTS:** NPS-6 Objectives, Summary on Objectives, Words Open to Many/Few Interpretations, Developing Program Objectives.

Content	Method	Time
<p>I. <u>Introduction</u>                      A. Relate this session to the overall course.                      B. State the session objectives.</p> <p>II. <u>Definitions</u>                      A. Purpose of Themes, Goals, &amp; Objectives.                      (Why do we need them.)                      1. To define the purpose for your program.                      2. To define what you intend to accomplish in your program.                      3. To measure what you accomplish.                      4. Without themes, goals and objectives, organization and therefore effectiveness, remains random, a matter of chance instead of design.                      "If you know where you are going, you have a better chance of getting there".                      B. Topic: Your subject                      C. Theme: The central idea or purpose of your program.                      What you are going to tell your audience about your topic (in one simple sentence)                      D. Goal(s): What you hope your audience will understand or feel (Goals are broad concepts and deal in general terms, rather than specifics.)                      E. Objective(s): A statement that tells how you will measure whether or not you are moving toward accomplishing your goal(s).</p>	<p>Lecture</p>	<p>15 Min.</p>

Content	Method	Time
<p>III. <u>Organizing your program</u></p> <p>A. Where do you find themes?</p> <p>1. Park Themes (Primary)</p> <ul style="list-style-type: none"> <li>-enabling legislation</li> <li>-mandates</li> <li>-Organic Act</li> <li>-administration</li> </ul> <p>2. Interpretive Themes (Secondary)</p> <ul style="list-style-type: none"> <li>-statement for interpretation</li> <li>-management plans</li> <li>-management/supervisors</li> <li>-interpretive prospectus</li> <li>-NPS-6 objectives</li> </ul> <p>3. Individual Program Themes</p> <ul style="list-style-type: none"> <li>-created by Ranger/Interpreter from (or at least relating to) primary and secondary themes.</li> </ul> <p>B. Group Exercise (group composes samples)</p> <p>1. Theme Samples</p> <ul style="list-style-type: none"> <li>-Park Theme (NPS-established): The ecology of Yellowstone is unique and important.</li> <li>-Interpretive Theme (Park-established): The Yellowstone ecology is affected by the changing seasons.</li> <li>-Program Theme (Ranger-created): The changing seasons affect wildlife in various ways.</li> <li>-Park Theme (NPS-established): The Battle of Gettysburg was a significant milestone in the Civil War.</li> <li>-Interpretive Theme (Park-established): The resources at the disposal of each commander played a large part in battle strategy.</li> <li>-Program Theme (Ranger-created): The placement of troops were instrumental in the outcome of the battle.</li> </ul> <p>2. Goal Samples</p> <ul style="list-style-type: none"> <li>-to appreciate the adaptations wildlife make to the changing seasons at Yellowstone.</li> <li>-to inspire an appreciation of the ecology of Yellowstone and the environment.</li> <li>-to impress upon the public the importance of conservation legislation that helps preserve Yellowstone's ecological system.</li> <li>-to orient a visitor to Yellowstone.</li> <li>-to understand the battle strategy of effective troop placement.</li> </ul>	Participative	50 Min.

Content	Method	Time
<p>3.Objective Sample</p> <ul style="list-style-type: none"> <li>-The listener will be able to list 3 stages in squirrel hibernation.</li> <li>-The listener will list 3 endangered animals in Yellowstone.</li> <li>-The listener will be able to identify the 2 most important locations where troops were strategically placed at Gettysburg.</li> </ul> <p>IV.<u>Exercise - Writing Themes, Goals and Objectives</u></p> <p>A.Individuals pick a topic (students are encouraged to use this exercise to begin writing one of their talks/programs).</p> <p>B.Individuals develop a theme from their topic. (Take home message).</p> <p>1.Discuss and adjust themes as needed.</p> <p>C.Individuals develop 1 - 3 goals from theme. (What you want listener to learn, change, enhance - general terms)</p> <p>1.Discuss and adjust goals as needed.</p> <p>D.Individuals develop objectives from goals (measure specific things that show that the listener is being moved toward your goal(s)).</p> <p>1.Discuss and adjust objectives and see if any parts of process need changes - fine tune.</p>	<p>Participative</p>	<p>45 Min</p>
<p>V.<u>Conclusion-Using these tools to write your program.</u></p> <p>A.Developing themes, goals, and objectives will make it easier to write your program.</p> <p>1.The fact that it often seems like a waste of time, or something that is done afterwards to please a supervisor, defeats the power of this tool.</p> <p>B.Developing themes, goals, and objectives will organize what you have to say in a way that is easy for the listener to understand.</p> <p>C.Themes, goals and objectives are one way of organizing or structuring your program. Similar organizational tools are called different things by others including teachers, ministers, politicians, scriptwriters, or anyone else who develops clear, to the point, entertaining media. The labels may be different, but they are all used to organize effective communications.</p>	<p>Lecture</p>	<p>10 Min.</p>

[Notes to instructor:

A structural, or application way of thinking about Themes, Goals, and Objectives follows. This might help some people understand the concepts as they are applied to preparing programs.

Topic: This is probably the first thing you would think of if someone were to ask you "what are you going to talk about?" and can often be answered with one or a few words (without being a complete sentence). It can take the same format/style as a title. Examples might be: "History" or "The Ecology of Yellowstone".

Theme: A Program Theme states, in a simple sentence, what you are going to talk about. It is also the **take home message** that you intend for the listener to walk away with after your program. It comes from your park themes, which in turn usually come from, or at least relate to your enabling legislation. A complete sentence is needed in order to focus and clarify your thoughts into a **take home message**.

Goal(s): Goals are the change(s) in the listeners mind (knowledge, opinion, philosophy, etc.) that occur when they hear your program. Goals are general statements that relate to your theme.

Objectives: Objectives are specific measurable performance(s) you expect your listener to be able to do after hearing your program that show that you are moving toward accomplishing your goal(s).

All students are not going to understand these concepts or their usefulness in the same way or the same order. Many fine interpretive programs are organized using other methods or by starting thought processes in different places (for instance thinking of a great goal or interesting demonstration first and then developing the structure). Although this occurs, it is still **very** important to teach and present this session in an organized and straight forward manner.

\*\*\*\* The placement of goals seems to be handled in different ways throughout the NPS including placing them at the beginning (above themes) and leaving them out completely. Each method has advantages and support. Placement at the beginning or top fits well into the management/servicewide goals system giving direction to the interpretive program. Leaving them out and writing objectives to support themes is easier to understand for many. Including goals between themes and objectives focuses objectives directly toward goals helping assure that the interpretive program moves toward accomplishing the goals. This lesson plan has done the latter. Teaching it in another manner is possible from this lesson plan with minor modifications. As long as a workable structure for an interpretive program can be developed, the argument is academic.\*\*\*]

Handouts

**SUMMARY  
THEMES, GOALS AND OBJECTIVES**

**A. Topic:** Your subject

**B. Theme:** The central idea or purpose of your program. What you are going to tell your audience about your topic (in one simple sentence)

**C. Goal(s):** What you hope your audience will understand or feel (Goals are broad concepts and deal in general terms, rather than specifics.)

**D. Objective(s):** A statement that tells how you will measure whether or not you are moving toward accomplishing your goal(s).

**1. Theme Samples**

- Park Theme (NPS-established):** The ecology of Yellowstone is unique and important.
- Interpretive Theme (Park-established):** The Yellowstone ecology is affected by the changing seasons.
- Program Theme (Ranger-created):** The changing seasons affect wildlife in various ways.
- Park Theme (NPS-established):** The Battle of Gettysburg was a significant milestone in the Civil War.
- Interpretive Theme (Park-established):** The resources at the disposal of each commander played a large part in battle strategy.
- Program Theme (Ranger-created):** The placement of troops were instrumental in the outcome of the battle.

**2. Goal Samples**

- to appreciate the adaptations wildlife make to the changing seasons at Yellowstone.
- to inspire an appreciation of the ecology of Yosemite and the environment.
- to impress upon the public the importance of conservation legislation that helps preserve Glen Canyon NRA's ecological system.
- to orient a visitor to Fort McHenry.
- to understand the battle strategy of effective troop placement.

**3. Objective Samples**

- The listener will be able to list 3 stages in squirrel hibernation.
- The listener will list 3 endangered animals in Yosemite.
- The listener will be able to identify the 2 most important locations where troops were strategically placed at Gettysburg.

### APPLYING THEMES, GOALS AND OBJECTIVES

A structural, or application way of thinking about Themes, Goals, and Objectives follows. This might help some people understand the concepts as they are applied to preparing programs.

**Topic:** This is probably the first thing you would think of if someone were to ask you "what are you going to talk about?" and can often be answered with one or a few words (without being a complete sentence). It can take the same format/style as a title. Examples might be: "History" or "The Ecology of Yellowstone".

**Theme:** A Program Theme states, in a simple sentence, what you are going to talk about. It is also the **take home message** that you intend for the listener to walk away with after your program. It comes from your park themes, which in turn usually come from, or at least relate to your enabling legislation. A complete sentence is needed in order to focus and clarify your thoughts into a **take home message**.

**Goal(s):** Goals are the change(s) in the listeners mind (knowledge, opinion, philosophy, etc.) that occur when they hear your program. Goals are general statements that relate to your theme.

**Objectives:** Objectives are specific measurable performance(s) you expect your listener to be able to do after hearing your program that show that you are moving toward accomplishing your goal(s).

All interpreters are not going to understand these concepts or their usefulness in the same way or the same order. Many fine interpretive programs are organized using other methods or by starting thought processes in different places (for instance thinking of a great goal or interesting demonstration first and then developing the structure). Although this occurs, it is still **very** important to understand this structure in an organized and straight forward manner. Once understood, this structure will make organizing your program easier. It should also be more satisfying to the visitor. They will have learned something, and enjoyed themselves in the bargain.

**EXAMPLES OF CENTRAL THEMES**

1. Animals at Hurricane Ridge in Olympic National Park must adapt to severe winter weather or die.
2. The 1989 Exxon Valdez Oil Spill had a profound effect on the marine environment and coastline at Kenai Fjords National Park.
3. One mammal in particular, a member of the rodent family, played a big part in the discovery and exploration of the American West.
4. The actions of our nation's third president were responsible for the development and settlement of the West.
5. The repulse of a British attack inspired Francis Scott Key to write the Star Spangled Banner.
6. The absorptive qualities of snow can save your life or take it away.
7. Humans have accelerated the rate of extinction; a species becomes extinct every 20 seconds.
8. Lafayette Park is the focal point of First Amendment rights.
9. The isolation and hardships endured by the 19th century seamen led to the development of a maritime subculture.
10. Shenandoah was the nation's first urban national park.
11. In with a bang, out with a whimper; such is the life of a lake.
12. America was not founded at Plymouth Rock.
13. The most polluted national park area in the U.S. has the most plant species per acre.

**EXAMPLES OF GOALS**

- 1.To inspire an appreciation of the environment.
- 2.To impress upon the public the importance of conservation legislation
- 3.To orient a visitor.
- 4.To appreciate the adaptations wildlife make to the changing seasons at Yellowstone.
- 5.To inspire an appreciation of the ecology of Yellowstone and the environment.
- 6.To impress upon the public the importance of conservation legislation that helps preserve Yellowstone's ecological system.
- 7.To orient a visitor to Yellowstone.
- 8.To understand the battle strategy of effective troop placement.



ACTION VERBS USED IN WRITING OBJECTIVES  
FOR INTERPRETIVE PROGRAMS

Act	List	Recite
Alphabetize	Label	Record
Answer	Make	Relate
Arrange	Mark	Repeat
	Match	Reproduce
Build		Restate
	Name	Reorganize
Choose		
Conduct	Order	Select
Copy		Show
	Pick	Solve
	Point out	State
Demonstrate	Prepare	Tell
Describe		Transcribe
Discuss	Quote	Write
Divide		
Draw		
Explain		
Identify		

**EXAMPLES OF OBJECTIVES**

- 1.Be able to name the author of the National Anthem.
- 2.Be able to name three different species of birds found in Glen Canyon NRA.
- 3.Be able to match up 3 animals with their tracks.
- 4.Ninety percent of listeners will be able to describe the way a tepee was made.
- 5.List two adaptations to desert life that plants possess.
- 6.Be able to identify the ingredients used in making soap.
- 7.Explain 2 reasons why otter fur is able to keep the otter warm.
- 8.Be able to explain the difference between a Black bear and a Grizzly bear.
- 9.The listener will be able to list 3 stages in squirrel hibernation.
- 10.The listener will list 3 endangered animals in Yellowstone.
- 11.The listener will be able to identify the 2 most important locations where troops were strategically placed at Gettysburg.
- 12.Seventy-five percent of display viewers will be able to draw the American Flag without looking at a reference.
- 13.Prepare a simple map of troop placement at the beginning of the second battle of Bull Run.
- 14.Fifty percent of viewers will be able to label at least 2 ships present during the Battle of Baltimore.