

INTERPRETIVE SKILLS II

LESSON PLAN: 2

SESSION TITLE: MATCHING MEDIA AND NEED

SESSION LENGTH: 1 hour **PREPARED BY:** L. Young,
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OBJECTIVES: At the end of this session, participants will be able to:

1. List at least 3 types of interpretive media and their uses;
2. Describe one situation where personal interpretive services are preferable to non-personal and one where non-personal are preferable to personal;
3. List 2 factors that help determine the type of interpretive media to be used.

TRAINING AIDS: Slide program.* Also, have participants bring copies of their Interpretive Prospectus, Annual Statement for Interpretation, and those sections of their Statement for Management which apply to Interpretation.
*Kit of appropriate slides to be developed by Mather EDC in cooperation with Harpers Ferry Center.

HANDOUTS: None.

Content	Method	Time
I. Introduction and Objectives Review the session objectives. Slide teaser - show 6-10 prime examples of non- personal interpretive media.	Lecture/Slide "teaser"	10 min.
II. The Need for Planning A brief description of the document and its purpose as it relates to non-personal interpretation. Refer to their park documents.	Participative lecture	10 Minutes
A. Interpretive Prospectus B. Annual Statement for Interpretation C. Direction from Division Chief, Supt., Regional Chief of Interp., and "thrusts." D. Other		
III. Types of Media & What They Do	Brainstorm	15 Minutes
A. <u>Advantages over personal interp.</u> - Reach a wider audience - Provide uniform information - Allow for self-guiding quality - Require less staff - Can be available 24 hrs./day, 365 days/yr. - Sometimes low cost - Others		
B. <u>Types</u> - Publications - [books, brochures, maps] - Exhibits - [VC's, museums, waysides, trailsides, signs, traveling, bulletin boards] - Audiovisual - [film, video, slides, computers, maps]		

Content	Method	Time
IV. Class Exercise	Slide program discussion	15 Minutes

Show slides of a variety of media and discuss them in terms of what kinds of interpretive needs could be met by each.

For example:

Slide #1 - collage of publications
 Slide #2 - simple publication (site bulletin)
 Slide #3 - more complex, full-color brochure
Continue this for a variety of media.

At the end of the exercise, discuss why you used a slide program for this:

- easy to project to a large group can see and discuss,
- not film or video, so it's easy to "stop" for discussion.

This exercise is a tickler to introduce the course goal - field exercise, lesson #10, part I.A. Do that here.

V. Factors in selecting media	Prepared flip chart list	10 Minutes
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- Planning documents
- Cost
- Location
- Permanency (temporary/long-term; but "temporary" has a tendency to become permanent)
- Audience (includes "special" needs - international, elderly, children, disabled)
- How medium will be used - sitting, standing, walking, indoors, outdoors, on-site, off-site
- Others
- **MAIN POINT: Interpretive message** (what we want to say) is where it all starts.

Prepared flip chart/list 10 min.

VI. Wrap-up

Summarize main points and lead into "Design" session