**Certification Assessment for a Conducted Activity**  
  
Product Number: 15962

**Results for this review:** **The certifiers determined that this submission demonstrates certification standards. The submission...**

* Is successful in providing opportunities for audience members to form their own intellectual and emotional connections with resource meanings through directed experiences that engage them with the site’s tangible resources
* Cohesively develops a relevant idea through purposeful sequencing of directed experiences

**The certifiers identified the following ways in which the submission meets the certification standards.**

**Identify Opportunities for Connections to Resource Meanings through Directed Experiences:**  
  
The program used the following directed experience/resource immersion techniques to engage the audience with the site’s tangible resources: **The activity of progressing deeper into the cave and helping the visitors to experience contrasts in light levels, food sources, and water**. This experience provided opportunities for **awareness, discovery, perceptiveness** (intellectual connections) and opportunities to feel **curiosity, surprise** (emotional connections) in relation to the following resource and its meanings: **Surviving in a cave requires adaptation to dark, dry, and barren conditions.**  
  
The program used the following directed experience/resource immersion techniques to engage the audience with the site’s tangible resources: **Turning off flashlights at each stop, pointing out the increasing levels of darkness, and then shining lights on images of cave dwelling animals or the animals themselves**. This experience provided opportunities for **comprehension** (intellectual connections) and opportunities to feel **amazement** (emotional connections) in relation to the following resource and its meanings: **Cave-dwelling animals and bacteria develop special adaptations to survive in the challenging low-light conditions deep in the cave.**  
  
The program used the following directed experience/resource immersion techniques to engage the audience with the site’s tangible resources: The **question about what category humans fall into, posed at the darkest point on the tour**. This experience provided opportunities for **comprehension** (intellectual connections) in relation to the following resource and its meanings: **Humans are trogloxines and can use the cave to aid in survival, but must return to the light in order to complete the remainder of their life cycle.**

The program used the following directed experience/resource immersion techniques to engage the audience with the site’s tangible resources: The **activity of looking for the moth wings and descriptive imagery of the bat**. This experience provided opportunities for **comprehension** (intellectual connections) and opportunities to feel **exhilaration** (emotional connections) in relation to the following resource and its meanings: **Troglophiles, like bats, utilize Valentine Cave for shelter or can call this home if there are sufficient resources.**   
  
**Identify The Cohesive Development of a Relevant Idea through Sequencing of Directed Experiences**  
  
The program presented the relevant idea that: **The adaptations of the flora and fauna at Lava Beds to differing light levels and sustenance availability have allowed them to utilize Valentine Cave to aid in their survival.** This idea was cohesively developed through purposeful sequencing of directed experiences in the following way: **The visitors' experience at Valentine Cave hinged upon their immersion in lowering light levels and observation of different flora and fauna at stops in sequentially deeper levels of the cave. At each stop a specific interpretive opportunity was presented to allow for the visitor to understand the differences between each light level and to experience what adaptations would be necessary to survive in each of these significantly different environments. Beginning outside, the program exposed the visitors to the sunlight and allowed them to imagine the landscape and surface habitat being changed by dramatic forces. Throughout the program, changes in light levels were highlighted as visitors turned off their flashlights at each stop. As the conditions grew more extreme, the program introduced the idea that the cave contained some endemic species which scientists came to study in their unique environment, and visitors were given the opportunity to interact with the resource as scientists might, searching for signs of life. When they found no creatures in their survey, the conclusion emphasized the rarity of life under such extreme conditions. Finally, by connecting human relationships with caves to the different classifications of life presented throughout the program, visitors had the opportunity to see how these complex classifications related to them personally.**   
  
  
**Suggestions or Additional Comments:**  
*The certifiers may not be familiar with your park or the specific constraints of your program. Their suggestions are intended to offer ideas which may or may not be adaptable for your program. Please consider these coaching ideas with an open mind toward how your program might be strengthened.*  
  
Opportunities for intellectual connections to resource meanings—through directed experiences with the site’s tangible resources:  
**Although intellectual opportunities were provided, perhaps the interpretive techniques employed in the program could be used more effectively to connect tangible resources to intangible meanings. Questions, lists and photos of trogloxines in the cave alluded to biological processes of life, for instance, but the descriptions didn't lead visitors to recognize that the cave or those resources are tied to their own lives and the universal concept of life.**   
  
Opportunities for emotional connections to resource meanings—through directed experiences with the site’s tangible resources:  
**The program was strongest when visitors were invited to do more than simply look at the resource, thereby engaging multiple senses and deeper analysis. Consider how increasing these types of opportunities using interpretive techniques beyond observation would reach a broader audience and facilitate more opportunities for emotional connections to specific resource meanings.**  
  
Other suggestions or comments  
**Transitions between stops during a conducted activity enhance the cohesive development of a relevant idea. Consider how activities that give visitors something to think about or something to watch for maintain continuity and provide resource immersion centered upon a primary relevant idea. Why should visitors look for the cave cricket, for instance, or why is it important to notice that they are going to hike from the twilight zone to the dark zone of the cave? The effective use of transitions might also help to link the different categories of cave life - trogloxines, troglophiles and troglobites - in meaningful and memorable ways.**

**The powerful moment when visitors discovered moth wings on the floor and then learned how they provide evidence of bats living in the cave exemplifies how an effective interpretive technique creates opportunities for both emotional and intellectual connections to resource meanings.**