

Conducted Activities for Historic Sites

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with

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Outcomes of This Session

- We want to help YOU create an interpretive product for Conducted Activities.
- By the end of this session, you will have:
 - Understanding of when to use a conducted activity to help visitors find resource meanings
 - A written outline that is appropriate to use for your resource.

Goals for This Session

- Describe three characteristics of a CA
- Provide one example of appropriate use of a CA that illustrates movement of audience through a resource for your site.
- Outline three stops on a conducted activity with the associated connections, points of view, and methods for your historic site.

Why Interpretation?

- Provides opportunities for visitors to connect to your park's resources.
- Conducted activities support the NPS goal of fostering stewardship – encouraging visitors to **care about** the resource so that they will **care for** it.

After This Session

- Complete your activity by working with your supervisor/mentor/coach
- Provide your program to visitors
- Professionalize - certification by peer review or Eppley Institute



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Course Topics

- Accessibility (2)
- Aquatics (2)
- Citizen Boards (2)
- Interpretation (7)
- National Park Service (9)
- Recreation
- Programming (3)
- Safety and Maintenance (1)
- Wilderness
- Resources (3)
- Training Academy (3)
- All Courses (30)

Welcome to the **Eppley Institute training site**, where you can get instant access to online courses and onsite programs designed for those in the parks, recreation and tourism professions.

Our **e-Course** initiative is specifically designed to give recreation, park, and tourism professionals the opportunity to pursue continuing education through the convenience and flexibility of the Internet.

With our courses, you can:

- ✓ Earn **Continuing Education Units (CEUs)** to maintain certification
- ✓ Attain **non-degree certificates** in fundraising, facility management, and other specializations within the recreation, park, and tourism fields
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Featured Courses



Introduction to the National Park Service

Description: Participants will learn how the National Park Service began and developed, and how it fits into the larger structure of the federal government. Within the course are three... [more]



Aquatic Management Basics

Description: This course examines the concept of Aquatics and its role in an agency. The course provides a summary of the history of Aquatics... [more]



Informal Visitor Contacts

Description: Informal visitor contacts are key to providing enjoyable visitor experiences. They... [more]

Prerequisites

- Foundations of Interpretation & Interpretive Talk
- IDP webpage for Conducted Activities
- Program Self-Assessment and Interpreter's Toolbox worksheets

What is a Conducted Activity?

- Conducted activities provide a **sequence** of interpretive opportunities through physical movement and provide for enhanced **immersion** in the resource.
- **Movement**: indoors, outdoors, by foot, by car, by bus, short programs, long hikes

You've Got to Choose

- What is the best type of program for your resource?

Interpretive talk

Conducted activity

Interpretive demonstration

Interpretive writing

Differences

■ Interpretive Talk

- Theme
- Multiple meanings
- Opportunities for connections
- Sequence

■ Conducted Activity

- Theme
- Multiple meanings
- Opportunities for connections
- Sequence
- Resource immersion
- Multiple stops
- Intense, immediate
- Logistics

How Do You Choose?

- Evaluate your...
 - Resources
 - Group characteristics
 - Interpretive opportunities
 - Visitor comfort

Prepare (a lot!)

1. Gain Intimate Resource Knowledge
2. Advance Awareness of Audience
3. Set Expectations, Locate Significance
4. Plan Meaningful Experiences
5. Interpretive Opportunities for CA
6. Add Organization
7. Advanced Program Planning and Logistics
8. Evaluation

Conducted Activity

- Plan, prepare, effectively present:
 - provides a carefully **sequenced** set of opportunities for the audience to make their own intellectual and emotional connections to the meanings/significance of the resource;
 - and provides a **series** of experiences in/with the resource that supports the **cohesive development** of a relevant idea or ideas.

Focus

- Key words to remember:
 - Physical
 - Intellectual
 - Emotional
 - Immersion
 - Interactive encounters
 - Sequence of activities
 - Awareness of the resource

Elements of Success

- Interpretation Tenets
- Carefully planned
- Visitor-oriented
- Resource-oriented
- Power of place

Worksheet #1

- 10 minutes
- Complete Worksheet #1 – p. 8
- Print guide if you didn't bring one.

Time to Do the Math

- Remember the Interpretive Equation?

$$(KA + KR) AT = IO$$

- It applies to all interpretive activities.

Audience

- Who is your audience?
- How can you find out more about your audience?

GOT

- Goal = big idea
- Objectives = measurable results
- Theme = trigger for creating meaning within visitors

Worksheet #2

- 15 minutes
- Use complete sentences
- Pages 9-10

General Traits of CAs

- Journey
 - Transitions
 - Interaction
 - Immersion
-
- The 5 Senses

Worksheet #3

- 5 minutes
- Stops and reasons for choosing those locations
- Page 11

Presentation Logistics

- Knowledge of resources
- Sequencing and transitions
- Pacing
- Group dynamics
- Accommodating special needs
- Common pitfalls include...

Build a Cohesive Program

- Plan stops carefully
- Sequence the opportunities
- Multiple points of view
- Choose stops that provide specific interpretive opportunities

Worksheet #3

- Reevaluate your stops – page 11
- Drafting out your program will require many drafts and practice runs!

Opportunities

- Provide visitors with a resource immersion experience as well as **multiple opportunities** to connect to the meanings of the resource
- At least one interpretive method per opportunity

Interpreter's Toolbox

- Use as a worksheet
- Works for natural and cultural topics

Challenges and Opportunities

- “One of the biggest problems (unique to historical areas) derives from the **static nature** of the site you’ll be interpreting. Keeping historical tours alive is a problem because the thing that made your area important has come and gone. Only the reminder of what once happened remains. **Now, it is up to you to bring the area back to life.**”

William Lewis, “Interpreting for Park Visitors”

Challenges and Opportunities

- Activate your visitors' imaginations
- Emphasize human aspects and be specific
- Read excerpts from diaries, letters and poetry, sing songs; describe a meal, reveal political or social concerns, discuss familial relationships; show old photos, prints and artwork

William Lewis, "Interpreting for Park Visitors"

Challenges and Opportunities

- Natural sites tend to be less “static” and provide more opportunities to use teachable moments.
- Logistics tend to be more challenging at a natural site (spontaneity) than at a historic site.

Techniques for Historic Sites

- Go beyond narration...
- Know the challenges...
- Know the opportunities...

Techniques for Historic Sites

- Challenge
- Cause and Effect
- Compare/Contrast
- Costumed Interpretation
- Demonstration
- First Person
- Games
- Group Interaction
- Hands-on Activities
- Imagination
- Living History
- Maps
- Multiple Points of View
- Pause
- Photographs
- Props
- Provocative Statements
- Quotes
- Silence
- Sounds
- Stories
- Questioning

Transitions

- The stops and the narrative or activities are connected through the use of transitions.
- In conducted activities, the transition is a tool for presenting interpretive opportunities and continued resource immersion for the visitors.

Worksheet #4

- 15 minutes – pages 12-14
- Tying it all together:
 - Opportunities
 - Techniques
 - Transitions

Worksheet #5

- 5 minutes – pages 15-18
- Program Preparation and Materials
 - Space and time
 - Gear and equipment
 - Necessities (survival and comfort)
 - Resource protection/fragility
 - Safety and accessibility

Your Program

- You now have the pieces of what will be a great interpretive program!
- You still have more work ahead:
 - Peer review
 - Rehearsal
 - Implementation
 - **Evaluation**

Review

- Does your CA topic meet the criteria?
 - Is it a physical and intellectual journey?
 - Can you choose multiple places to stop that support your program goal?
 - Through these encounters with tangible resources, are there opportunities for meaningful experiences?

Contact Information

- carol_s_clark@nps.gov
- IDP Homepage: <http://www.nps.gov/idp/interp/>
- Eppley Institute: <http://www.eppley.org/>
- For coaching assistance, fax your worksheets from this class to:
904-251-3577, attn: Carol Clark

To Receive Class Credit

Take the on-line evaluation at:

- www.nps.gov/training/tel
Click on the DOI Learn tab
- Go to the link under Class Evaluations for **Conducted Activities for Historic Sites**
- Please complete the evaluation within 2 weeks of the course
- Sign the Attendance Roster