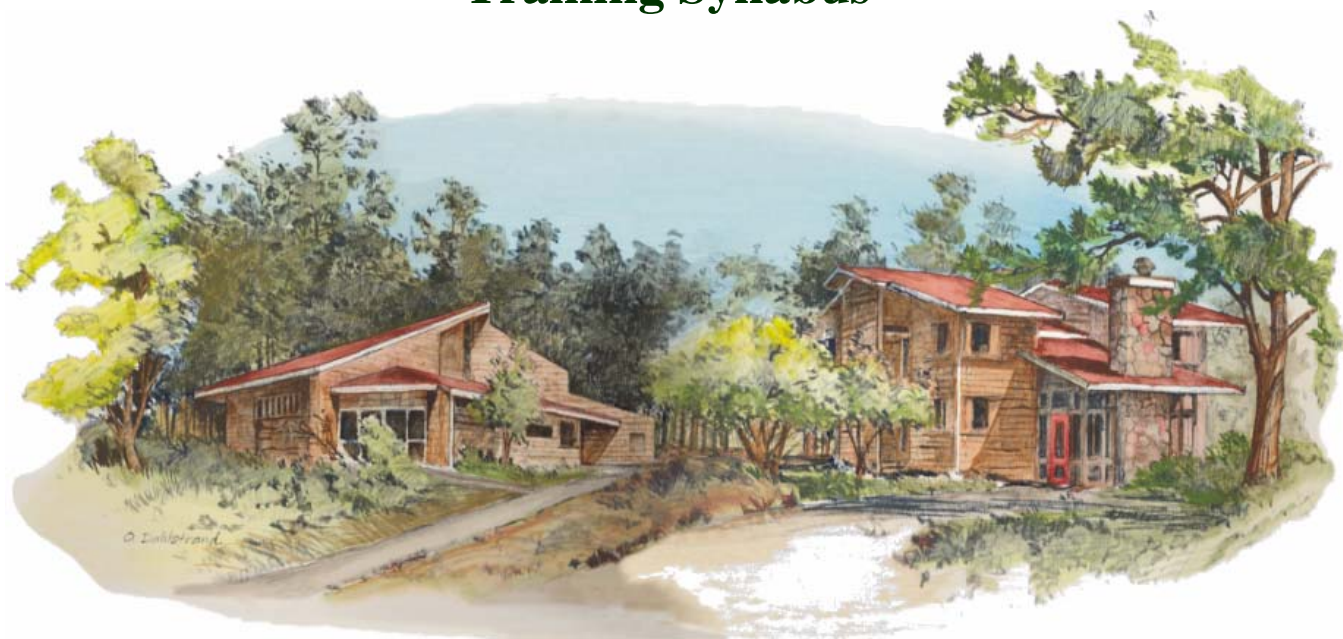


Cultural Resource Interpretation

October 5-10, 2008

Training Syllabus



William Penn Mott Jr. Training Center



State of California

Memorandum

Date: September 16, 2008

To: Supervisor

From: Department of Parks and Recreation
William Penn Mott Jr. Training Center

Subject: Cultural Resource Interpretation Group 7

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work.

You can assist with capturing the full value of the training by taking the following steps:

Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace and review the due date of the Post-Training Evaluation form.
3. Support the employee's use of the training at the work place.

Prior to Three Months Following Training

1. Employee after discussion with the supervisor login to the Employee Training Management System (ETMS) to complete the Post-Training Evaluation form.
2. Supervisor evaluates the effectiveness of the training on the employee's job performance and login to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.



Tina L. Williams
Department Training Officer

Attachment

cc: Participant

TABLE OF CONTENTS

Formal Training Guidelines	1
Attendance Checklist.....	7
Pre-Training Assignment.....	8
Post-Training Assignment	12
Agenda.....	13
Program Outline	15
Learning Goals	16
Location Map.....	22

*Mission Statement
Training Section*

*The mission of the Training Section is to improve
organizational and individual performance and productivity
through consulting and collaboration, training and human
resources development.*

TRAINING CENTER STAFF

Tina L. Williams Department Training Officer
Pat Bost Office Manager
Joanne Danielson Academy Coordinator
Chuck Combs Training Specialist
Sara Skinner Training Specialist
Dave Galanti Training Specialist
Summer Kincaid Training Specialist
Matt Cardinet Cadet Training Officer
Connie Breakfield..... Cadet Training Officer
Pamela Yaeger Assistant Program Coordinator
Bill Spencer..... Assistant Program Coordinator
Edith Alhambra Assistant Program Coordinator
Eric Marks..... Program Coordinator

THE MISSION

of the California Department of Parks and Recreation is to provide for the health, inspiration and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.



FORMAL TRAINING GUIDELINES

Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center and, most recently, the Two Rivers Training Facility in Sacramento. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). You should print a copy of the syllabus to bring with you to class. Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources. (Pre-training assignments are listed in the "Training Attendance Requirements" section.)

3. TRAVEL: Arrange your travel to and from the training through your District or Office. (No reimbursement for travel expense - including per diem costs - will be approved for travel not specifically authorized in advance by the District Superintendent.) Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6. The Training Center does not have the capability to provide transportation to/from Monterey Airport.

The cost of your travel (air fair, mileage, rental car, etc.) is paid by your District or Office **to** and **from** the location of the training.

4. HOUSING: Housing will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 12:00 noon on the date of departure. The Department provides your room and board expenses at the Training Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Please advise the Department Training Officer no later than one week before your scheduled arrival if you plan to live off-grounds. No animals are permitted in Asilomar housing. In the event of an emergency, staff must know your room assignment, therefore, you may not switch rooms without staff approval. Overnight guests are not allowed in the buildings unless registered beforehand at the front desk in Asilomar's Administration Building. Quiet hour for lodge living areas is 10:00 p.m.
5. **HOUSING CANCELLATION POLICY: If you do not need lodging or must change or cancel your reservation, you must contact the Training Center at least 72 hours prior to your date of arrival. Lodging, registration and associated fees will be charged to the employee's District or Office if a training cancellation is received with less than 72 hours notice.**

The Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.

6. OFF-GROUNDS ACCOMMODATIONS: When authorized to stay off-grounds by the Department Training Officer, the Training Center will pickup the cost of your room and meals at the current DPR Asilomar rate. If you stay off grounds and have meals on grounds, the Training Center will authorize only what the Department pays Asilomar for lodging.
7. MEALS: Meals will be provided, semi-cafeteria style, from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:15 a.m. for breakfast, 12:00 noon for lunch, and 6:00 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, notify the Asilomar Chef at 831-372-8016 no later than one week before your scheduled arrival.

In order to assist participants with limited mobility, Asilomar provides a shuttle to and from the dining hall. Please contact either Asilomar staff upon check in, or Training Center staff upon your arrival, for instructions on arranging a transport.

8. CLOTHING: Field uniforms as found in "Description of Required Field Uniforms", DOM Chapter 2300, Uniform Handbooks, not including optional items, will be worn daily by all uniformed employees during formal training sessions **unless otherwise specified in the Program Attendance Checklist**. Non-uniformed employees shall wear professional business attire.

Because we are on the conference grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

9. ROOM SAFES: Two safes have been installed in each of the lodge rooms used by the Training Center (Live Oak, Tree Tops, and Deer Lodge). These safes are a type that allows the user to input their own combination of numbers to facilitate opening and closing. The Training Center has a master key for emergency entry. Safes are to be left in the open position when checking out of your room.
10. WEAPONS: Weapons are permitted in rooms under the following conditions. Authorized firearms and magazines stored while at the Training Center shall be in a safe condition and stored in one of the following locations: your room safe in Live Oak, Tree Tops, or Deer Lodge, one of the Training Center's safes in the Whitehead Room or secured in your vehicle.
11. ALCOHOLIC BEVERAGES: Participants shall not possess or consume alcoholic beverages in common areas (living room) while on the Asilomar Conference Grounds unless provided and hosted by Concessionaire Delaware North.
12. SMOKING: Smoking is not permitted in the Training Center or in any lodge or guest room on the Asilomar Conference Grounds.
13. TRAINING CENTER: The Training Center is located on Asilomar Conference Grounds, part of Asilomar State Beach. The Conference Grounds are operated for our Department by a concessionaire, and all lodging and food services are provided to us by employees of the concessionaire. Constant efforts are made to maintain a sound, harmonious working relationship between the Department and concessionaire. None of us can expect preferential treatment for any reason and, as a departmental employee, you will be expected to join in our continuing effort toward an effective relationship with each Asilomar concession staff member. On occasion, non-departmental groups may be staying in the same lodges. It is imperative that you represent the Department well on and off duty.
14. REGISTRATION: When you arrive at Asilomar Conference Grounds, go directly to the front desk at the Asilomar Administration Building for your room key and dining

room ticket. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.

15. **COURSE LEADERS:** The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.
16. **TRAINING CENTER STAFF:** A Training Center staff member has been assigned responsibility for your training group as well as for your training program. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Center staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Center staff will do all within their power to make your training experience pleasant and meaningful.
17. **TRAINING MATERIALS:** May be made available to you at both your unit and the Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Copies of DAM and DOM will be available to you for self-study. Bring your own pens and pencils.
18. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important to the success of this training. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
19. **COLLEGE CREDIT:** Most training programs are accredited by Monterey Peninsula College for lower division credit. If you successfully complete an accredited program, you will receive either a letter grade or a credit/no-credit designation.
20. **MPC STUDENT ID:** If you have filled out an MPC application before, you have already been issued a student ID number to use in lieu of your SSN on future applications. You can obtain your MPC ID number by going to their secure website and providing your SSN number (no name required) and birthdate.

<https://autobahn.mpc.edu/scripts/autobahn.exe/Execute?Application=WebReq&Program=REPORT-SR-FIND-SSN>

Newcomers to training will still need to provide their SSN on the first MPC application only, after which a student ID number will be assigned and available at the web address above within a few weeks of the program's

conclusion. You can store your MPC ID numbers in your ETMS Profile for future reference.

21. **VEHICLES:** All vehicles should be parked in the lots adjacent to the Training Center. Any questions regarding use of a State vehicle while at the Training Center should be discussed with your supervisor prior to your departure for training, or with your Program Coordinator while at the Training Center.
22. **BICYCLES:** If you bring your bicycle, store it in the bicycle shed next to the Training Center. Bicycles may not be brought into any building nor chained to lamp posts, trees, etc. The Training Center has a limited number of bicycles available for your use. Prior to your use, you are required to complete a safety inspection and sign a waiver which is posted in the bicycle shed.
23. **MAIL:** Mail forwarded to you during your time at the Center should be addressed to you in care of:

Department of Parks and Recreation
WILLIAM PENN MOTT JR. TRAINING CENTER
P. O. Box 699, Pacific Grove, CA 93950
24. **CELL PHONES:** As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be receiving or making cell phone calls during class time. Please limit those calls to your breaks.
25. **FAX:** The Training Center's FAX number is (831) 649-2824.
26. **TELEPHONE:** Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call the Center at (831) 649-2954. Calls after 5:00 p.m. or during weekends should be made to (831) 372-8016, Asilomar Conference Grounds, and the caller should tell the switchboard operator you are with a Department of Parks and Recreations training group. **Please Note: There are no longer pay telephones outside of the Training Center. There are pay telephones located at the Asilomar Administration Building.**
27. **LAUNDRY AND DRY CLEANING:** May be taken care of by you at one of several local establishments.
28. **RECREATION:** Facilities available on grounds include a heated swimming pool, ping-pong and pool tables, and a volleyball court. The Monterey area offers horseback riding, golf, tennis, racquetball, deep sea fishing, and many historical landmarks and scenic sights to explore.

29. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor. See "Program Attendance Requirements" in this syllabus.
30. COFFEE BREAK REFRESHMENTS: Will be available throughout each session at the Center. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Please bring your own coffee cup.

PROGRAM ATTENDANCE CHECKLIST

To assist you in preparation for your formal training session the following checklist is provided:

1. Read and understand the Cultural Resource Interpretation syllabus prior to your arrival.
2. Check to be sure you have completed the Pre-Training Assignment beginning on page 8 of this syllabus and be prepared to participate in an exercise using it on Monday morning.
3. For the *Fandango* event on Thursday evening:
 - A. If you have access to 1830-1850's early California period clothing that is appropriate to wear to the *Fandango* and can bring the items with you, please notify Sara M. Skinner as soon as possible at: sskinner@parks.ca.gov
 - B. If you do not have access to appropriate period clothing, please submit your honest sizes to Sara M. Skinner as soon possible at: sskinner@parks.ca.gov .
 - C. To learn more about appropriate attire for a Fandango you can access suggestions by viewing the following resources:
 - <http://www.petalumaadobe.com/educational/costumeS.pdf>
 - Rickman, David. Sutter's Fort State Historic Park Costume Manual-A Guide to Clothing Worn in California and the Far West, CA 1845
 - Monterey State Historic Park Volunteer Training Manual Period Clothing Section
 - Sara M. Skinner at sskinner@parks.ca.gov or Lisa Bradford at lbradford@parks.ca.gov
4. Bring the following to training:
 - Training Syllabus
 - Proper Field Uniform
 - Pre-Training Assignment
 - Coffee Cup
 - Period Attire for the Fandango (or make arrangements with Sara M. Skinner)

PRE-TRAINING ASSIGNMENT

For your pre-training assignment the instructors would like you to do a simple and very short biographical research project. Pick one historic person associated with your site. Using your unit records and local library answer the following questions:

Vital Statistics

Name:

Date of birth:

Place of birth:

Date of death:

Place of death:

Gender:

Male

Female

Ethnic background:

Religion:

Married:

Yes

No

Children: How many?

Personality:

Nickname(s):

Level of education:

Work History

Training:

Jobs:

Trade(s):

Profession(s):

Association with Historic Site

How did they get there?

What did they do there?

Why did they leave?

Outline one **anecdote** relating to your character and your site

An Image of Your Person

Create an 8-1/2" x 11" image of the person you have chosen. This can be a photocopy of a painting, photo or drawing. If no image exists draw what you think your character would have looked like or copy an 8-1/2" x 11" image of someone in the time period that fits your idea of your character.

Create a Persona

If the data available for your person is very sparse, create a persona based upon known facts of the time period for your site. The example included with this pre-training assignment is of a cooper who worked at Sutter's Fort. He is mentioned by name in one of Sutter's letters and his craft is mentioned in the daily log.



Bring your short biographies and images with you and be prepared to participate in exercises during the first sessions on Monday morning.

EXAMPLE

Vital Statistics

Name:	Jackson
Date of birth:	1803
Place of birth:	Boston, MA
Date of death:	1862
Place of death:	Stockton, CA
Gender:	Male <input checked="" type="checkbox"/> Female <input type="checkbox"/>
Ethnic background:	African-American/English
Religion:	Protestant
Married:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Children: How many?	1 boy, 3 girls
Personality:	Congenial
Nickname(s):	None
Level of education:	Literate
Age when associated with site:	42

Work History

Training:	Trained as cooper through apprenticeship
Jobs:	Worked as laborer, sailor, soldier, farmer
Trade(s):	Carpentry, cooperage, wagon repair, farming, animal husbandry
Profession(s):	Employed as a cooper and soldier at Sutter's Fort

Association with Historic Site

How did they get there?	Probably arrived by water route as a free man
What did they do there?	Probably worked at Sutter's Fort from 1845 to 1848. Probably employed making barrels for the shipping of salmon and biscuits to the whaling fleets in Hawaii. Sutter mentions the making of over 1,000 barrels a year during this time.
Why did they leave?	Probably left the fort to go to the mines in the early stages of the Gold Rush.

Anecdote

Jackson probably leading the army out of the fort playing fife or drum.



POST-TRAINING ASSIGNMENT

Prior to ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee. Then both the supervisor and employee should login to the Employee Training Management System (ETMS) and complete the Post-Training Evaluation form (an email will be sent to both employee and supervisor notifying them that the evaluation needs to be completed).

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Center in providing a return on the investment the Department has on training.

CULTURAL RESOURCE INTERPRETATION GROUP 7
October 5-10, 2008

Sunday
October 5

1500-	REGISTRATION: Check-in at the Asilomar Administration Building	All
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Monday
October 6

0800-0830	MPC Registration and Orientation	Skinner
0830-0900	Program Overview	Mendez
0900-1000	Team Building	All
1000-1100	Inspirational Presentation	Covel
1100-1200	Identifying Customer Needs	von Herrmann
1200-1300	Lunch	
1300-1500	California's Cultural Resources	Newland
1500-1600	Interpreting Cultural Resources	Mendez/ Newland
1600-1700	California Indian Storytelling	TBA

Tuesday
October 7

0800-1000	ADA: The Printed Word to Special Events	Saunders
1000-1200	Writing and Presenting Guided Tours	Cristal
1200-1300	Lunch	
1300-1400	Environmental Living and Studies Program	Skinner/ Morgan
1400-1600	Field Trips and School Curriculum	Morgan
1600-1700	Diversity Walk	Tucker

Wednesday
October 8

0800-0900	Topics, Concepts, and Themes	Tucker
0900-1100	Your Story – Creating a Theme for Your Park	Tucker
1100-1200	Interpretive Project Planning	Mendez
1200-1300	Lunch	
1300-1325	Memorable Messages, Durable Media	Farrell
1325-1400	Design Basics to Captivate Your Audience	Rickman
1400-1425	Exhibit Conservation Basics	Mendez

CULTURAL RESOURCE INTERPRETATION GROUP 7
October 5-10, 2008

Wednesday

October 8

1425-1600	Team Building: What is a Good Exhibit?	Tucker/Mendez Farrell/Rickman
1600-1700	A Picture is Worth a Thousand Words	Jorae

Thursday

October 9

1300-1400	Interpreters in Period Attire	Rickman
1400-1500	Visitor from the Past	TBA
1500-1600	Creating Period Clothing	Rickman
1600-1620	Children's Clothing	Tucker
1620-1700	First Person vs. Third Person Interpretation	Rickman
1700-1800	Fandango Clothing, Hairstyles, and Mannerisms	Tucker/ Rickman/ Bradford/ Skinner
1800-1900	Dinner	All
1900-2200	!Fandango!	

Friday

October 10

0800-0830	ETMS	Skinner
0830-0900	Fandango Wrap-up	Tucker/Rickman Skinner
0900-1030	Team Building: What is a Good Program?	Mendez/ Skinner
1030-1130	Annie's Dress	Tucker
1130-1200	Conclusion and Evaluation	Mendez/ Skinner

CULTURAL RESOURCE INTERPRETATION

<u>COURSE OUTLINE</u>	<u>Hours</u>
<u>Orientation/Program Overview/Team Building</u>	2.0
<u>“To Inform, Entertain and Enlighten”</u>	2.0
Inspirational Presentation.....	
Visitor from the Past.....	
<u>“Walking the Talk”</u>	8.0
Identify Customer Needs.....	
ADA : The Printed Word to Special Events	
Writing and Presenting Guided Tours	
Environmental Living and Studies Program	
Field Trips and School Curriculum	
<u>“Exploring our Cultural Heritage”</u>	4.0
California’s Cultural Resources	
Interpreting Cultural Resources.....	
California Indian Storytelling.....	
<u>“Interpretation Boot Camp”</u>	4.0
Topics, Concepts and Themes.....	
Your Story – Creating a Theme for Your Park.....	
Interpretation Project Planning.....	
<u>“Exhibits – The Presentation of Ideas”</u>	4.0
Memorable Messages, Durable Media.....	
Design Basics to Captivate Your Audience	
Exhibit Conservation Basics.....	
What is a Good Exhibit?.....	
A Picture is Worth a Thousand Words	
<u>“Clothes Make the Man” (Woman, Child, Etc.)</u>	4.0
Interpreters in Period Attire	
Creating Period Clothing/Children’s Clothing	
First Person vs. Third Person Interpretation.....	
Fandango Clothing, Hairstyles, and Mannerisms	
<u>“What I do, I Remember...”</u>	7.0
Diversity Walk	
Fandango	
Fandango Wrap-up	
What is a Good Program?.....	
Annie’s Dress	
<u>ETMS/Conclusion/Evaluation</u>	1.0
TOTAL HOURS	36.0

CULTURAL RESOURCE INTERPRETATION

ORIENTATION/PROGRAM OVERVIEW/TEAM BUILDING

Purpose: Presenters will emphasize the goals of the weeklong training session, which are thinking thematically and gaining skills that can be immediately put into practice at their park. Through a series of activities (which can be duplicated back at the park), the class will be divided into three large work groups and six small work groups. These work groups will be used throughout the week.

Performance Objectives: By the close of the session the participants will

1. Identify the class goals.
2. List the group organizing strategies.

“TO INFORM, ENTERTAIN, AND ENLIGHTEN”

Inspirational Presentation

Purpose: A guest speaker will provide an inspirational presentation to broaden the participants' understanding of cultural resource interpretation within the historical sites community. This talk will help begin the week's work on a positive note and set the tone for high achievement.

Performance Objectives: By the close of the session the participants will

1. Define the enthusiasm for interpreting cultural resources in their parks.

Visitor from the Past

Purpose: Participants will experience a glimpse into California history through first-person interpretation. Storytelling techniques combined with early California mannerisms and dress will be used by the guest presenter to breathe life into this visitor from the past.

Performance Objectives: By the close of the session the participants will

1. Observe how first-person interpretation can inform, entertain, and enlighten.
2. Identify the skill and dedication involved in preparing and delivering first-person interpretation.

“EXPLORING OUR CULTURAL HERITAGE”

California’s Cultural Resources; Interpreting Cultural Resources; California Indian Storytelling

Purpose: To increase participant’s knowledge of cultural resources, and to provide them with practical tools so that they may more fully interpret historic sites and facilitate the visitor’s experience of them.

Performance Objectives: By the close of the session the participants will

1. Identify the four types of cultural landscapes.
2. Describe California’s rich architectural heritage.
3. Demonstrate how archaeology helps us understand the past.
4. List examples of historic objects found in California State Parks.
5. Describe how cultural surveys, studies, and reports may be used to facilitate preservation, revitalization and interpretation of a historic site.
6. Identify where to locate appropriate references for researching cultural resources.
7. List how interpretation can enhance visitor understanding of cultural resources.
8. Identify at least one “take home” application of knowledge gained from this session.

“WALKING THE TALK”

Identifying Customer Needs

Purpose: Professionals involved with commercial tourism and public education will explore the needs of the majority of our visiting public. The goal is to tailor our efforts to the client’s needs.

Performance Objectives: By the close of the session the participants will

1. Discuss time and spatial requirements of each group.
2. Plan for and present interpretation relevant to the majority of our customers.
3. Discuss the idea of interactive interpretation.

ADA: The Printed Word to Special Events

Purpose: The Americans with Disabilities Act (ADA) requires that public facilities and programs be accessible. Understanding our Department's accessibility guidelines will help us provide interpretive programs that meet the various needs of the public we serve.

Performance Objectives: By the close of the session the participants will

1. Identify Department policies, guidelines, and resources to meet accessibility requirements in California State Parks.
2. Describe how to meet accessibility guidelines when planning and presenting interpretive programs.
3. List three ways to meet accessibility requirements for interpretive programs in their park.

Writing and Presenting Guided Tours

Purpose: Guided tours constitute a large part of the Department's interpretive effort. Writing a tour is quite different from writing a narrative and giving a tour combines the talents of historian and performer. This session will investigate both aspects of this interpretive form.

Performance Objectives: By the close of the session the participants will

1. Identify basic techniques in writing a tour.
2. Identify the fine line between making a tour interesting and being an entertainer.
3. Discuss the importance of delivering historic truth.

Environmental Living and Studies Programs; Field Trips and School Curriculum

Purpose: Our Department sponsors many overnight cultural interpretive programs (Environmental Living Programs) which provide highly enriched curriculum. These events have such an impact on children that they often fondly remember them twenty years later. Successful ELP programs are based upon detailed organization and well managed communication between staff and the school.

Performance Objectives: By the close of the session the participants will

1. Identify the organization of an ELP and an ESP.
2. Describe how to develop an ELP, ESP or similar program at their unit.
3. Identify the level of period dress desired.

4. Describe how to incorporate the Academic Content Standards and school curriculum when preparing for school field trips.
5. Identify ways to involve parents in field trip planning.
6. List interpretive demonstration techniques and hand-held objects appropriate for school groups.

“INTERPRETATION BOOT CAMP”

Topics, Concepts and Themes; Your Story – Creating a Theme for Your Park

Purpose: Using graphic organizers, the class will manipulate topics, concepts, themes, and greater ideas. Working in groups they will explore various aspects of their parks and create thematic interpretation that will satisfy their customer's needs and the Department's requirements.

Performance Objectives: By the close of the session the participants will

1. Identify simple topics, concepts and themes.
2. Create a theme for their park.
3. Work in a group situation that will enhance their individual efforts.
4. List ways to think thematically.

Interpretation Project Planning

Purpose: This session will provide an overview of the basic steps required and resources available to complete an Interpretation Project Plan in California State Parks.

Performance Objectives: By the close of the session the participants will

1. Describe the importance and relevance of interpretation project planning.
2. Identify the basic components of an Interpretation Project Plan.
3. Describe Departmental policies, procedures, and resources for planning interpretive projects.
4. Demonstrate how Department databases such as the Park Infrastructure Database (PID), CAMP (Computerized Asset Management Program), and The Museum System (TMS) can be used in the interpretation project planning process.

“EXHIBITS...THE PRESENTATION OF IDEAS...”

Memorable Messages, Durable Media; Design Basics to Captivate Your Audience; Exhibit Conservation Basics; What is a Good Exhibit?

Purpose: Most of our public visitors do not see a demonstration, do not participate in a simulation, do not receive a guided tour, and do not stay overnight in a cultural setting. They get most of the cultural interpretation through a static exhibit. This session concentrates on how to get your story across using objects, words, and images.

Performance Objectives: By the close of the session the participants will

1. Identify the diverse media used in exhibits.
2. Observe how text, graphics, and artifacts can be used to create memorable messages.
3. Demonstrate how to use text on interpretive panels efficiently.
4. Identify how size, shape, color, and form can make a good exhibit.
5. Define the importance of cultural resource protection in the exhibit planning process.
6. Describe what makes a good exhibit.

A Picture is Worth a Thousand Words

Purpose: A good image can make a big difference in developing and designing publications, exhibits, and other interpretive programs. They are also an essential part of the cultural resource research tool kit. This session will provide a visual journey of historic and contemporary cultural resource images from our Department's Photographic Archives.

Performance Objectives: By the close of the session the participants will

1. Discover the array of images in the California State Parks Photographic Archives.
2. Describe how to access The Museum System – or TMS – database.
3. Identify how the Media Consent Form can provide your park with a greater pool of contemporary images to promote and enhance your interpretive programs.
4. Demonstrate some basic tips to taking better photographs for your park.

“CLOTHES MAKE THE MAN (WOMAN, CHILD, ETC.)”

Interpreters in Period Attire; Creating Period Clothing; Children’s Clothing; First Person vs. Third Person Interpretation; Fandango Clothing, Hairstyles, and Mannerisms

Purpose: Costumed interpretation offers a heightened experience for the visitor. This session will discuss period clothing for guides, demonstrators, and living historians. The elements of correct research and historic accuracy will be combined with sources for materials and patterns. How to present oneself when in costume will be explored. First and third person interpretation will be analyzed.

Performance Objectives: By the close of the session the participants will

1. Practice basic costume research and where to find information appropriate to their park.
2. Identify what level of accuracy is needed for their programs.
3. Determine which voice will be appropriate for any given program.
4. Identify a period costume to wear to the evening’s Fandango.
5. Demonstrate basic hairstyles and mannerisms appropriate to the period attire they will be wearing to the Fandango.

“WHAT I DO, I REMEMBER . . .”

Diversity Walk; ¡Fandango!; What is a Good Program?; Annie’s Dress

Purpose: For those visitors fortunate enough to encounter a hands-on experience the interpretation presented can affect them for a lifetime. Well presented demonstrations, simulations, and hands-on objects can satisfy all the interpretive principles through physical engagement. These sessions will present models for simple, yet proven effective techniques.

Performance Objectives: By the close of the session the participants will

1. Discuss the concept of “historical empathy”.
2. Discuss how to engage visitors using hands-on objects.
3. Observe how costume enhances interpretation.
4. Evaluate an interpretive program.
5. Identify the potential that lives within a single object.

location map for
WILLIAM PENN MOTT JR. TRAINING CENTER
837 ASILOMAR BLVD.
PACIFIC GROVE, CALIFORNIA 93950

