

# Cultural Resource Interpretation

January 13-18, 2013

Training Syllabus



William Penn Mott Jr. Training Center



# Memorandum

**Date:** December 13, 2012  
**To:** Supervisor  
**From:** Joanne Danielson, Acting Department Training Officer  
William Penn Mott Jr. Training Center  
Department of Parks and Recreation  
**Subject:** Employee Attendance at Formal Training

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.



Joanne Danielson  
Department Training Officer

Attachment

cc: Participant

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***Mission Statement  
Training Section***

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

## TRAINING SECTION STAFF

Joanne Danielson ..... Acting Department Training Officer  
Juventino Ortiz ..... Acting Academy Coordinator  
Pat Bost ..... Office Manager  
Chuck Combs ..... Training Specialist  
Sara M. Skinner ..... Training Specialist  
Dave Galanti ..... Training Specialist  
Karyn Lombard ..... Training Specialist  
Matt Cardinet ..... Cadet Training Officer  
Dan Kraft ..... Cadet Training Officer  
Nicole Shannon ..... Cadet Training Officer  
Dan Raducanu ..... Cadet Training Officer  
Pamela Yaeger ..... Assistant Program Coordinator  
Edith Alhambra ..... Assistant Program Coordinator  
Ellen Dewsnup ..... Assistant Program Coordinator  
Socorro Wallace ..... Program Assistant  
Ginger Henry ..... Program Assistant  
Joanne Ciccone ..... Program Assistant  
Rogers Williams ..... Program Assistant

## THE MISSION

*of the California State Parks 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**

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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. 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). 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 site 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 Mott 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 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 Mott 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 Training Specialist 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.

**Please note: You may be assigned a room at a motel while attending training. If so you may be asked to present a valid credit or debit card while checking in to your room. Many motels require a credit card to cover charges incurred such as telephone calls, damages to rooms and/or furnishings, fees to clean rooms that have been smoked in that are not designated as smoking rooms, etc. Please be prepared to handle this appropriately.**

5. **ENROLLMENT OR HOUSING CANCELLATION POLICY:** To cancel participation in a course, the participant must have their District Superintendent or Section/Office Manager send an email to the Training Specialist assigned to the course requesting to remove the participant. If you do not need lodging you must cancel your reservation for lodging, you must contact the Mott Training Center or Training Specialist assigned to the course at least 72 hours prior to your date of arrival. Lodging, registration, and associated fees will be charged to the employee's District or Section/Office if a training cancellation is received with less than 72 hours notice.

**The Mott 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 Mott 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 Mott 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 Mott 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 apparel normally worn on the job. Appropriate attire includes apparel suitable for professional office dress. It does not include such items as shorts, t-shirts, tank tops, or sandals.

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 Mott 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 Mott 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 Mott 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 Mott 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 ARAMARK.
12. SMOKING: Smoking is not permitted in the Mott Training Center or in any lodge or guest room on the Asilomar Conference Grounds.
13. TRAINING CENTER: The Mott 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 SECTION STAFF:** Sara M. Skinner is your Training Specialist and has been assigned the responsibility for your training group. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Section Staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Training Section 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 Mott 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. An absence of more than 10% of the course hours constitutes grounds for dropping a participant from the course. The Department Training Officer may modify this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
19. **VEHICLES:** All vehicles should be parked in the lots adjacent to the Mott Training Center. Any questions regarding use of a State vehicle while at the Mott Training Center should be discussed with your supervisor prior to your departure for training, or with your Program Coordinator while at the Mott Training Center.
20. **BICYCLES:** If you bring your bicycle, store it in the bicycle shed next to the Mott Training Center. Bicycles may not be brought into any building nor chained to lamp posts, trees, etc.

21. 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

22. 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.
23. FAX: The Mott Training Center's FAX number is (831) 649-2824.
24. 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 California State Parks training group. **Please Note: There are no longer pay telephones outside of the Mott Training Center. There are pay telephones located at the Asilomar Administration Building.**
25. LAUNDRY AND DRY CLEANING: May be taken care of by you at one of several local establishments.
26. 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.
27. 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.
28. COFFEE BREAK REFRESHMENTS: Will be available throughout each session. 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 at the Mott Training Center, 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:

We are coordinating with Monterey State Historic Park and Petaluma Adobe State Historic Park for use of appropriate men's and women's clothing for the *Fandango*. Please notify Sara M. Skinner as soon as possible at [sskinner@parks.ca.gov](mailto:sskinner@parks.ca.gov) to let her know:

- A. If you have access to 1830-1850s early California period clothing that is appropriate to wear to the *Fandango* and can bring the items with you.
- B. If you can bring some of the following suggested options that we can augment with period clothing:
  - a. Men – Black pants, a white dress shirt, and black shoes (loafer/boot type shoes not tennis/athletic shoes)
  - b. Women – A white peasant type blouse and black shoes (slip on ballet style shoes, not tennis/athletic shoes)
- C. If you do not have access to appropriate period clothing or suggested options, please submit your honest sizes to Sara M. Skinner.

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](mailto:sskinner@parks.ca.gov) or Lisa Bradford at [lbradford@parks.ca.gov](mailto:lbradford@parks.ca.gov)

## PROGRAM ATTENDANCE CHECKLIST

\_\_\_\_4. Bring the following to training:

- Training syllabus.
- Uniforms are required for this program as noted in the Formal Training Guidelines, Number 8, Clothing, on page 3 of this syllabus.
- Pre-training assignment.
- A reusable coffee cup, refillable water bottle, alarm clock, pens, and pencil.
- Period attire for the *Fandango* (or make arrangements with Sara M. Skinner).

If you have any questions or need assistance, contact Training Specialist Sara M. Skinner at (831) 649-2961 or [sskinner@parks.ca.gov](mailto:sskinner@parks.ca.gov).

## 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):

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<b>Association with Historic Site</b>	
How did they get there?	
What did they do there?	
Why did they leave?	
Outline one <b>anecdote</b> 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 Section in providing a return on the investment the Department has on training.

**CULTURAL RESOURCE INTERPRETATION GROUP 8**  
**January 13-18, 2013**

**Sunday**

**January 13**

1500- REGISTRATION: *Check-in at the Asilomar Administration Building.* All

**Monday**

**January 14**

0800-0815	Orientation	Skinner
0815-0900	Program Overview	Mendez
0900-1000	Team Building	Tucker
1000-1100	What Do We Value?	Tucker
1100-1200	Inspirational Presentation	Green
1200-1300	Lunch	
1300-1500	Interpreting Cultural Resources	Newland
1500-1600	Missionization Activity	Tucker
1600-1700	California Indian Storytelling	Orozco

**Tuesday**

**January 15**

0800-0930	ADA: The Printed Word to Special Events	Martin
0930-1000	The Old Governor's Mansion Video Tour	Tucker
1000-1200	Writing and Presenting Guided Tours	Cristal
1200-1300	Lunch	
1300-1400	Environmental Living and Studies Programs	Skinner/Fridae
1400-1600	Field Trips and School Curriculum	Fridae
1600-1700	Diversity Walk	Tucker

**Wednesday**

**January 16**

0800-0900	Interpretation Planning for Your Park	Mendez
0900-1100	Topics, Concepts, and Themes	Tucker
1100-1200	Your Story – Creating a Theme for Your Park	Tucker
1200-1300	Lunch	
1300-1400	A Picture is Worth a Thousand Words	Jorae
1400-1500	Design Basics to Captivate Your Audience	Rickman
1500-1530	Exhibit Conservation Basics	Mendez
1530-1630	Team Activity: Exhibit Tension – A Game	Tucker
1630-1700	What is a Good Exhibit?	Mendez



**CULTURAL RESOURCE INTERPRETATION GROUP 8**  
**January 13-18, 2013**

**Thursday**

**January 17**

1300-1400	Interpreters in Period Attire	Rickman
1400-1500	Creating Period Clothing	Rickman
1500-1530	Children's Clothing	Tucker
1530-1600	First Person vs. Third Person Interpretation	Rickman
1600-1800	Fandango Clothing, Hairstyles, and Mannerisms	Tucker/Rickman/ Bradford/Skinner
1800-1900	Dinner	
1900-2200	¡Fandango! Transportation to Monterey State Historic Park	All

**Friday**

**January 18**

0800-0830	ETMS	Skinner
0830-1000	Fandango Wrap-up Team Activity: What, So What, Now What?	Mendez/Skinner/ Rickman/Tucker
1000-1030	What is a Good Program?	Mendez/Skinner
1030-1130	Annie's Dress	Tucker
1130-1200	Conclusion / Evaluation	Mendez/Skinner

**CULTURAL RESOURCE INTERPRETATION**

**HOURS**

**PROGRAM OUTLINE**

<u>ORIENTATION / PROGRAM OVERVIEW / TEAM BUILDING</u> .....	2
<u>TO INFORM, ENTERTAIN, AND ENLIGHTEN</u> .....	1
Inspirational Presentation.....	
<u>EXPLORING OUR CULTURAL HERITAGE</u> .....	4
Interpreting Cultural Resources.....	
Missionization Activity .....	
California Indian Storytelling.....	
<u>WALKING THE TALK</u> .....	7
ADA: The Printed Word to Special Events .....	
The Old Governor’s Mansion Video Tour.....	
Writing and Presenting Guided Tours .....	
Environmental Living and Studies Tour.....	
Field Trips and School Curriculum .....	
<u>INTERPRETATION BOOT CAMP</u> .....	4
Interpretation Planning for Your Park .....	
Topics, Concepts, and Themes.....	
Your Story – Creating a Theme for Your Park.....	
<u>EXHIBITS – THE PRESENTATION OF IDEAS</u> .....	4
Design Basics to Captivate Your Audience .....	
Exhibit Conservation Basics.....	
Exhibit Tension – A Game.....	
What is a Good Exhibit? .....	
A Picture is Worth a Thousand Words .....	
<u>CLOTHES MAKE THE MAN (WOMAN, CHILD, ETC.)</u> .....	5
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> .....	8
What Do We Value.....	
Diversity Walk .....	
Fandango ad Fandango Wrap-up .....	
What is a Good Program?.....	
Annie’s Dress .....	
<u>ETMS / CONCLUSION / EVALUATION</u> .....	1
<b>TOTAL HOURS</b> .....	<b>36</b>

## **CULTURAL RESOURCE INTERPRETATION**

### **Performance Objectives**

#### **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 a presentation to broaden the participants' understanding of cultural resources 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. Begin the weeklong course with renewed enthusiasm for interpreting cultural resources in their parks.

#### **EXPLORING OUR CULTURAL HERITAGE**

##### **Interpreting Cultural Resources; Missionization Activity; 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**

#### **ADA: The Printed Word to Special Events; The Old Governor's Mansion Video Tour**

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 the 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.
4. Observe how a video tour can help meet accessibility needs.

#### **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**

#### **Interpretation Planning for Your Park**

Purpose: Interpretation planning gives focus and direction to the development of park facilities and activities. This session will provide an overview of the types of interpretation planning in California State Parks.

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

1. Describe the importance and relevance of interpretation planning.
2. Identify the types of interpretation plans in California State Parks.
3. List the basic elements of interpretation planning.
4. Describe Departmental policies, procedures, and resources for planning interpretive projects.

5. 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 planning process.

### **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.

### **EXHIBITS...THE PRESENTATION OF IDEAS...**

#### **Design Basics to Captivate Your Audience; Exhibit Conservation Basics; Exhibit Tension – A Game; 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. Observe the roles of exhibit team members.
7. 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 for 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 . . .**

### **What Do We Value?; 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.



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