

State of California Resources Agency Department of Parks and Recreation

Skills for Interpreting to Children

March 2-5, 2009

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: February 24, 2009

To: Supervisor

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

Subject: Employee Attendance at Formal Training
Skills for Interpreting to Children K-6 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 supervisor, must 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 logs in 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

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Mission Statement Training Section

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

MOTT TRAINING CENTER STAFF

Tina L. Williams.....Department Training Officer
Pat Bost Office Manager || Joanne Danielson | Academy Coordinator |
Chuck Combs.....	Training Specialist
Dave Galanti	Training Specialist
Sara M. Skinner	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 Assistant

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 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.

5. PROGRAM ATTENDANCE CHECKLIST: See page 4 of this syllabus.
6. 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.
7. TRAINING CENTER STAFF: Sara M. Skinner has been assigned responsibility for your training group as well as for your training program. 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.
8. 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.
9. 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.

10. 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.
11. **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.

12. 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.
13. 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.

PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for formal training session at the William Penn Mott Jr. Training Center, the following list is provided:

1. Read and understand the Skills for Interpreting to Children syllabus prior to your arrival at the Angeles District Administration Center on Monday, March 2, 2009. (Map on page 15).
Angeles District Administration Center
1925 Las Virgenes Road
Calabasas, CA 91302
(818) 880-0363

2. Prepare to present to the class 10 minutes of material on “My Favorite Things”; Interpretive Tips and Tricks that Work. The emphasis should be on proven activities, techniques or methods that have worked for the participant, and will be presented for full class interaction, i.e. as if the class were a children’s tour group.

3. Arrange your travel through your Unit/Office.

4. Remember to bring the following with you to training:
 - Skills for Interpreting to Children Syllabus
 - Alarm clock
 - Pens and pencils
 - A tote bag or daypack to carry materials on the field trips
 - Optional: camera and binoculars

5. Uniforms are not required for this course. Business casual is the standard dress attire for attending training. Shorts are not allowed. However, when packing your suitcase please consider we represent the Department when in class and during training:
 - We will do some hiking outdoors (easy to moderate pace), and a lot of walking both in and outdoors.

- We will be taking trips by vehicle. The time it takes to get to our destination will range from 20 minutes to one hour.
 - The weather in March has the potential for sun, wind, fog, torrential downpour – or any combination thereof.
6. We may do a group lunch order on some of the days to save time, please bring enough small bills to cover your share of lunches.
 7. If you are staying at the hotel for this training, **do not** contact the Country Inn & Suites by Carlson Calabasas to make any personal arrangements. All special arrangements must be made via the Mott Training Center. You will be asked for your credit card at the desk, the Department is paying for your room, but if you add anything to the bill (such as phone calls, etc.) you will be billed for those. When you check out, make sure the charges are correct (extras to you and room/taxes to the Department.) If you have questions or need help, contact Training Specialist Sara M. Skinner via e-mail at sskinner@parks.ca.gov.
 8. For general information about Country Inn & Suites by Carlson Calabasas you may visit it on the web at <http://www.countryinns.com/hotels/cacalaba>. Address and information: Country Inn & Suites by Carlson Calabasas, 23627 Calabasas Road, Calabasas, California 91302. Phone: 818-222-5300.

POST-TRAINING ASSIGNMENT

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.

SKILLS FOR INTERPRETING TO CHILDREN K-6 AGENDA
March 2-5, 2009

Sunday
March 1

1500- Registration: (*Check-in at the Country Inn & Suites by All*
Carlson Calabasas)

Monday
March 2

0800-0900	Introductions and Overview/Interpretive Icebreakers	Graham/Skinner
0900-0930	Paperwork and Announcements	Graham/Group
0930-1000	Program Ideals – What is Excellent Programming	Graham/Group
1000-1100	Children in Nature – Program Review and Resources	Graham/Group
1100-1200	My Favorite Things Part 1	All
1200-1300	Lunch	
1300-1400	Encouraging Volunteers to Excel in Children’s Program	Cowan
1400-1500	Case Studies – Two Innovative Volunteer Programs	Cowan
1500-1600	Urban Youth and Effective Programming	Lethbridge
1600-1700	Small Group Problem Solving	Graham/Group

Tuesday
March 3

0800-0815	Organize and Load-up at Malibu Creek State Park	All
0815-0915	Travel to George C. Page Museum (La Brea Tar pits)	All
0915-1045	Orientation and Tours	Page Museum Staff
1045-1200	Keeping Children’s Programming Fresh	Page Museum Staff
1200-1300	Lunch	
1300-1400	Developing Programming Fresh	Page Museum Staff
1400-1500	Activity Brainstorming in Small Groups	All
1500-1600	Return to Malibu Creek State Park	All
1600-1700	My Favorite Things Part 2	All

SKILLS FOR INTERPRETING TO CHILDREN K-6 AGENDA
March 2-5, 2009

Wednesday

March 4

0800-0900	Travel to Leo Carrillo State Park	All
0900-1030	Hands-on Activities for a Hands-off Resource	Lindsey/Graham
1030-1100	My Favorite Things Part 3	All
1100-1200	Travel to Los Encinos State Historic Park	All
1200-1300	Lunch	
1300-1400	Tour de la Ossa Adobe	Dandurand/Docents
1400-1430	Making Tours Children Friendly	Graham
1430-1500	Design a School Group Tour	All
1500-1615	Presenting Tours to Group	All
1615-1700	Travel to Malibu Creek State Park	All

Thursday

March 5

0800-0815	Travel to King Gillette Ranch	All
0815-0915	Tour of King Gillette Ranch Education Program Facilities	Cabral
0915-1015	Tour of SAMO Mobile Interpretive Unit	Yee
1015-1100	Tour of Future Visitor Center at King Gillette Ranch	Steigerwald
1100-1115	Travel to Malibu Creek State Park	All
1115-1200	Review and Wrap-up	Skinner

SKILLS FOR INTERPRETING TO CHILDREN K-6

28 HOURS

PROGRAM OUTLINE

ORIENTATION AND COURSE INTRODUCTION 1.5
Orientation and Course Overview

INTERPRETIVE THEORY AND PRACTICE..... 8.0
Program Ideas – What is Excellent Programming?
Children in Nature (CIN) - Program Review and Resources
Encouraging Volunteers to Excel in Children’s Programs
Urban Youth and Effective Programming.....
Small Group Problem Solving
My Favorite Things.....

FIELD TRAINING EXCURSIONS17.5
Excursion to George C. Page Museum.....
Developing Programming at a Major Landmark.....
Excursion to Leo Carrillo State Park.....
Hands-on Activities for a Hands-off Resource.....
Tour de la Osa Adobe
Making Tours Children-Friendly
Designing a School Group Tour
Presenting Tours to Groups
Tour of King Gillette Ranch Education Program/Facilities.....
Tour Future Visitor Center at King Gillette Ranch
Interpretation

WORKSHOP SUMMARY AND EVALUATION 1.0

TOTAL HOURS28

SKILLS FOR INTERPRETING TO CHILDREN K-6

PROGRAM ORIENTATION

Purpose: The course content and logistics of the Conference Center will be reviewed. Formal registration materials for Monterey Peninsula College will be completed.

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

1. Be formally registered through Monterey Peninsula College.
2. Review course content, procedure, grading and evaluation process.
3. Adhere to all Conference Center Guidelines.

PROGRAM IDEALS – WHAT IS EXCELLENT PROGRAMMING

Purpose: To review and learn components of effective children's programming and identify methods of improving existing programming.

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

1. Demonstrate knowledge of components of effective children's programming.
2. Acknowledge the effect of context and situational differences on programming.
3. Define ways to assess existing programming for improvement.
4. Define methods of incorporating assessment strategies as an ongoing teaching practice
5. Define methods of solving identified problems in programming.

CHILDREN IN NATURE – PROGRAM REVIEW AND RESOURCES

Purpose: To review and become familiar with the Children in Nature Program.

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

1. Demonstrate knowledge of components of the Children in Nature Program.
2. Become aware of online and other available resources.

3. Define methods of incorporating CIN goals
4. Identify potential opportunities for incorporating CIN goals in their own parks.
5. Consider potential strengths of community partnerships in their own parks for implementation of CIN programming.

ENCOURAGING VOLUNTEERS TO EXCEL IN CHILDREN'S PROGRAMS

Purpose: To provide the participants with an overview of Volunteer in Parks Program resources that may assist them with creating more effective children's programming.

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

1. Demonstrate knowledge of available resources of the Volunteer in Parks Program.
2. Acknowledge the effect of context and situational differences on programming.
3. Define ways to assess existing programming for improvement.
4. List details of the design and implementation of effective Volunteer programs that deal with children
5. Participate in a discussion about problem solving for Volunteer-led children's programming

URBAN YOUTH AND EFFECTIVE PROGRAMMING

Purpose: To provide the participants with an overview of an effective urban youth program designed and operated by an outside agency.

Program Objectives: By close of the session the participant will

1. List details of successful programming designed for urban and at-risk youth.
2. Define possible strengths and obstacles of multi-agency youth program partnerships.
3. Identify methods of making children's programming more accessible for people of diverse cultural influences and socio-economic standings.

SMALL GROUP PROBLEM SOLVING

Purpose: To encourage collaborative learning and provide opportunities for peer input into identified problems involving children's programs.

Program Objectives: By close of the session the participant will

1. Collaborate in small groups to achieve a common goal.
2. Discuss possible solutions to identified problems.
3. Utilize prior learning to create optimal improvement plans for identified situations.

MY FAVORITE THINGS: INTERPRETIVE TRICKS AND TIPS THAT WORK

Purpose: To encourage collaborative learning and provide exposure to field-proven interpretive techniques used in children's programming.

Program Objectives: By close of the session the participant will

1. Observe and participate in a number of effective field methods for interpreting to children.
2. Practice skills related to public interpretation.
3. Have an opportunity to seek out peer review and suggestions of specific techniques.

TOUR AND REVIEW OF CHILDREN'S PROGRAMMING AT GEORGE C. PAGE MUSEUM (LA BREA TARPITS)

Purpose: To provide the participant with an opportunity to overview the design process and current implementation of children's programming at a world-famous natural resource museum.

Program Objectives: By close of the session the participant will

1. Identify details of a successful children's program at a heavily-visited site.
2. Observe some of the methodology used to make dynamic touring possible for children's groups.
3. List details of methods used to successfully incorporate new scientific discoveries into existing programming.

4. List details of program development at a site involving both unique natural resources and strong cultural identity

HANDS-ON ACTIVITIES FOR A HANDS-OFF RESOURCE

Purpose: To allow the participant to review and directly observe some of the resource protection issues experienced at a popular and easily destroyed natural habitat area.

Program Objectives: By close of the session the participant will

1. Observe visitor interaction at a highly sensitive habitat site.
2. List details of past and current protection measures and how children's programming has been affected.
3. Observe and participate in children's activities intended to employ different learning modalities without further endangering the resources of the site.
4. Discuss and offer suggestions for further changes and improvements for site protection and children's programming.

TOUR AND REVIEW OF CHILDREN'S PROGRAMMING AT LOS ENCINOS STATE HISTORIC PARK

Purpose: To provide the participant with an opportunity to overview the design process and current implementation of children's programming at a recently renovated historic adobe museum.

Program Objectives: By close of the session the participant will

1. Identify some of the obstacles and benefits of children's programming at a historic site.
2. Observe some of the methodology used to make dynamic touring possible for children's groups at a historic site.
3. Participate in designing a children's tour that meets specific needs.
4. Practice skills related to public interpretation.
5. Have an opportunity to seek out peer review and suggestions of specific techniques.

TOUR AND REVIEW OF CURRENT AND PROPOSED CHILDREN'S PROGRAMMING AT A MULTI-AGENCY SITE

Purpose: To provide the participant with an opportunity to overview the design process and current implementation of children's programming at a site owned and operated by multiple agencies.

Program Objectives: By close of the session the participant will

- 1 Identify details of a successful children's program involving urban youth.
2. Observe some of the methodology used to make dynamic overnight programs possible for children's groups.
3. List the design process and uses of a National Park Service traveling interpretive exhibit aimed at interpreting to children.
4. List details of design development at a Visitor Center that may serve potentially thousands of children a year.

Angeles District
Admin Center
1925 Las Virgenes Rd
Calabasas, CA 91302

(818)880-0363

From Hwy 101
Exit Las Virgenes Rd (Exit 32)
going south.

Park entrance is on right.

After passing kiosk, turn left,
park in any available space
near Admin Center; a modular
building.

