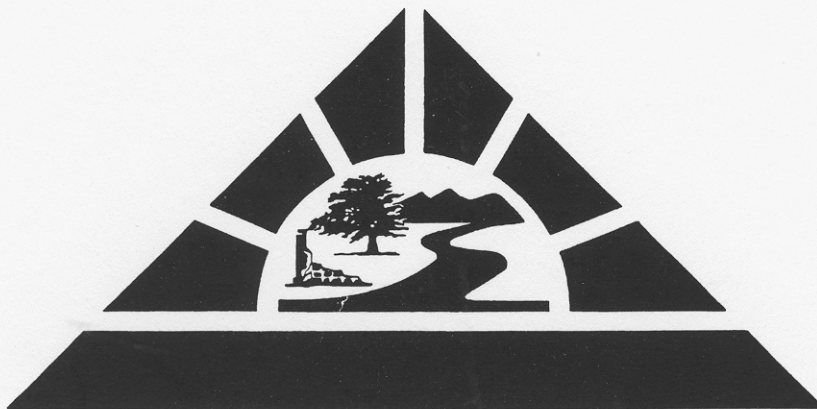


US Army Corps
of Engineers

Introductory Training



V O L U M E 2

INTERPRETIVE SERVICES AND OUTREACH PROGRAM (ISOP)

Project Operations
INTERPRETIVE SERVICES AND OUTREACH PROGRAM
INTRODUCTORY TRAINING

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I. INTRODUCTION

A. PURPOSE OF INTRODUCTORY TRAINING PAMPHLET

This pamphlet is designed to provide a one day introductory interpretive services and outreach training course for Corps team members. Individuals who are not familiar with the interpretive program, along with members who want to refresh their previous training, can benefit from it. A curriculum guide and recommended time allotments are provided for each topic. Instructors are encouraged to adapt the information provided for their project by using personal examples and products, and by modifying topics and time durations. Publications referenced in this pamphlet may be found in Appendix A.

The Interpretive Services and Outreach Program is an integral component of the Corps of Engineers Civil Works program. It provides an effective interface between the public and our agency for information dissemination, educational purposes, and resource protection. Theoretically, every personal encounter between a Corps team member and a member of the public has the potential to be an interpretive experience. This pamphlet will assist you in maximizing these opportunities.

II. OVERVIEW OF INTERPRETATION
(40-minute session)

A. DEFINITION OF INTERPRETATION

Within the interpretive profession there are several definitions of what "interpretation" is. The following paragraph, an excerpt from the "Interpretive Services" Prospect course, reflects one of the most commonly used definitions:

"Interpretation is a communication process designed to reveal meanings and relationships of our cultural and natural heritage, to visitors, through first hand involvement with an object, artifact, landscape, or site." - **Interpretation Canada**

The U.S. Army Corps of Engineers defines "interpretation" in ER 1130-2-428, Interpretive Services and Outreach Program, as:

"Interpretive services are communication and education processes provided to internal and external audiences which support the accomplishment of Corps missions, tell the Corps story and reveal the meanings of and relationships between natural, cultural, and created environments and their features.

"Outreach activities are communication and education efforts using interpretive techniques to reach diverse populations such as students, teachers, organized groups such as Boy Scouts, Girl Scouts, 4-H, and the general public beyond the boundaries of Corps projects and facilities. In addition to interpreting the Corps story, outreach activities encourage students to pursue career opportunities in mathematics and science oriented field and to become environmentally astute adults."

B. ORIGINS OF INTERPRETATION

According to Grant W. Sharpe in his book "Interpreting the Environment", "the origins of interpretation go deep into recorded history. Undoubtedly it began through accounts of hunters, fishermen, and artisans of the Middle East and the Orient. Eventually Greek and Roman philosophers dared suggest natural causes for supernatural phenomena. Through application of scientific data, exploration and discovery, and record keeping, the profession and art of natural history interpretation has evolved. One of the most notable practitioners and exponents of nature and science education and interpretive methodology was John Amos (Komensky) Comenius (1592-1670) who championed sensory experiences and sense perception in imparting knowledge to children and facilitating understanding....Sir Izaak Walton (1593-1683) (who) interpreted stream conditions and cited the values of wholesome outdoor recreation... (and) John Locke (1632-1704) (who) insisted on the gaining of knowledge through experiment and observation."

Early naturalists and explorers included: "John Bartram (1699-1777)...Peter Kalm (1717-1779)...Benjamin Franklin (1706-1790)...Thomas Jefferson (1743-1826)...Thomas Say (1787-1834)...Charles Darwin (1809-1882)...and John Muir (1838-1914)."

Sharpe further states that although "the origin of nature guiding is unknown...the father of nature guiding is generally conceded to be Enos A. Mills (1870-1922) who prepared himself to be the 'best guide in the Rocky Mountains.' Stephen T. Mather, first director of the National Park Service in 1916, and his assistant Horace M. Albright sought to promote further congressional support for the parks...(with) promotional material, (and) Enos Mills urged the employment of park guides. The naturalist program in the U.S. national parks was strengthened in 1921 by the appointment of Ansel Hall as Yosemite's first full-time naturalist."

C. BENEFITS OF INTERPRETATION

Grant Sharpe lists the following benefits of "interpretation" in "Interpreting the Environment":

1. Interpretation contributes directly to the enrichment of visitor experiences.
2. Interpretation makes visitors aware of their place in the total environment and gives them a better understanding of the complexities of coexisting with that environment.
3. Interpretation may broaden the visitor's horizons beyond the park or forest boundary, giving a greater understanding of the total natural resources picture.
4. Interpretation informs the public and an informed public may make wiser decisions on matters related to natural resources management.
5. Interpretation may reduce the unnecessary destruction of park property, resulting in lower maintenance and replacement costs.
6. Interpretation provides a means of moving people subtly from sensitive areas to sites that can better sustain heavy human impact, thus protecting the environment.
7. Interpretation is a way to improve public image and establish public support.
8. Interpretation may instill in visitors a sense of pride in their country or in the region's culture and heritage.
9. Interpretation may assist in the successful promotion of parks where tourism is essential to an area's or country's economy.
10. Interpretation may be effective in preserving a significant historic site or natural area by arousing citizen concern.
11. Interpretation may motivate the public to take action to

protect their environment in a sensible and logical way."

III. FREEMAN TILDEN'S PRINCIPLES
(20-minute session)

Freeman Tilden lists six principles of "interpretation" in his book "Interpreting Our Heritage". The following excerpt from the "Interpretive Services" Prospect course lists the principles and provides recommendations on how to use them effectively.

"1. All interpretive efforts must relate to a visitor's personality, experience or interests.

a. Talk to your visitors before the program and relate your program to them using the information you've gained.

b. Realize everyone has needs for safety, belonging and esteem; the kinds of programs you offer and your advertising should reflect this (e.g., a poster should not advertise Bear Ecology, but rather should provoke interest by asking, "What Would You Do if a Bear Walked Through Your Campsite Tonight?" Which approach would arouse your interest?

c. Get people's attention by asking an interesting question, telling a story, careful use of humor, relating it to something they have seen in the park and may have wondered about, etc.

d. Take people's recreations and interests and make them interpretive (e.g., interpretation by canoe, building park animals in sand, motor boat orienteering, anatomy of a fish).

e. Use research results. How do people learn? What motivates them? How do you know if you're succeeding?

f. People of different ages often have different interests, and your topic and event should be chosen accordingly. (e.g., Old Timers - Shoooin', Churnin' & Spittin' - Life in the Roarin' 20's; Teenagers - What? Me Scared? - A First-hand Look at Life's Grossest Creatures).

"2. Information does not equal interpretation, but all interpretation contains information.

The job of the interpreter is to come up with creative ways of getting information across (e.g., role playing an animal; using everyday props to explain a concept like a slinky for bat's sonar; building the mountains from food items; information juke box or hollow tree with interpreter inside to answer questions).

"3. Interpretation is an art which combines many arts regardless of subject material. Any art is to some degree teachable. Interpretation = PERFORMANCE.

a. In one evening program, you are a teacher, actor/actress, storyteller, singer, etc.

b. You can teach people to look beyond the surface by reawakening their five senses and by giving them new skills and

knowledge.

"4. Interpretation does not equal instruction, but rather provocation.

a. Your role is to change attitudes and behavior, to motivate, to inspire, to take information and make it meaningful, interesting, and exciting. A good piece of interpretation should:

- (1) provoke interest
- (2) excite the imagination
- (3) reveal the most interesting features

b. Your ultimate objective is to take the visitor through the process of Sensitivity-Awareness-Understanding-Appreciation and, finally, Commitment.

c. Facts can be provocative (e.g., salt is constantly being added to the ocean. Do you know how?).

"5. Interpretation should aim to present the whole rather than a part.

a. Everything is related to everything else and removing a part damages the whole - WEB CONCEPT.

b. In all programs, you will achieve better learning if you concentrate on only one theme for the entire program and come up with various ways of expressing that theme (e.g., an evening program should not jump from logging to bears to trails to bogs. It should concentrate on only one theme, for example, THE BOG, and the program could consist of how bogs are formed [demonstration], animals in a bog [role playing], and bogs in the park [slide show]).

c. Help the visitors understand that the things they do and see in the park are related to what they do and see at home in their everyday lives (e.g., water cycle in a glass of water).

"6. Interpretation for children must be designed specifically for children, and not simply be a dilution of programs for adults.

a. As children grow and develop, changes occur in motor skills, physical abilities, perception, ability to reason.

b. Use action, fantasy, instruction depending upon age, music (e.g., living whale, ecology games, art).

c. Remember, there are many specialized materials for children, both in printed form and in other materials (e.g.,

Joseph Cornell, Monsters and Mini-beasts, etc.)."

IV. GOALS OF THE CORPS OF ENGINEERS INTERPRETIVE SERVICES
AND OUTREACH PROGRAM

(30-minute session)

Corps interpretive program goals may be found in ER 1130-2-428, Interpretive Services and Outreach Program. The Interpretive Services and Outreach Program strategy is to achieve the goals outlined in the regulation and to conduct these efforts in an efficient and effective manner at the field level so as to enhance understanding of both the Corps and the public's roles and responsibilities. When implementing the goals, remember the basics from Freeman Tilden: Relate the program to a visitor's experience; information alone is not interpretation; interpretation is an art; good interpretation is provocative and presents a whole picture; and children require separate interpretive programs. The goals and examples for applying them are:

- 1. Achieve management objectives using interpretive techniques.**
 - a. Use interpretation to gain compliance with regulations in a positive way.
 - b. Correct misperceptions about the Corps.
 - c. Make effective, interpretive efforts to prevent expensive maintenance, such as promoting anti-litter campaigns.
 - d. Develop partnerships with other individuals and groups to accomplish management objectives in such areas as water safety and natural resources management.
- 2. Provide environmental education to foster voluntary stewardship of natural, cultural, and created resources.**
 - a. Educate the public about how they can help improve the environment through stewardship of public lands and waters and voluntary compliance with wetlands regulations.
 - b. Implement habitat management practices in support of national programs such as Watchable Wildlife.
 - c. Interpret local impacts on global issues such as neotropical migratory birds.
 - d. Develop a holistic approach to culultural heritage resource protection with the concept that protected resources may be far more valuable in the future.
- 3. Incorporate Corps civil works and military missions and accomplishments into interpretive programming.**
 - a. Let local visitors know how their project is part of the Corps mission and how it fits into regional and national efforts.
 - b. Celebrate the Corps successes by relating stories about

Yellowstone, the Hurricane Andrew recovery effort, recreation, etc.

c. Educate the public about our environmental efforts such as wetlands regulation, the USACERL Special Report N-92/05, Environmental Review Guide for Operations (ERGO), and natural resource management programs.

d. Tell the **whole** Corps story by including elements from Safety, Engineering, Construction, etc.

4. Improve visitor and employee safety using interpretive techniques.

a. Promote water, camping and bicycle safety programs to reduce or prevent visitor's accidents and fatalities.

b. Provide job-specific interpretive programs for Corps employees on first aid, bloodborne pathogens and other safety topics.

c. Use non-personal messages (brochures, posters, public service announcements to improve and expand safety message delivery.

5. Use environmental education, partnerships, career development, recruitment, and special programs and events to encourage students to pursue careers in mathematics and science.

a. Encourage public participation in events such as Public Lands Cleanup Day and National Safe Boating Week.

b. Establish cooperative associations to improve services for visitors.

c. Review all exhibits, programs and publications for sensitivity to special user groups such as American Indians and persons with disabilities.

6. Enhance the visitors' experience and enjoyment by anticipating their needs and providing interpretive resources to meet those needs.

a. Cover basic visitors' needs like restroom and food source locations first.

b. Make messages easier to understand by avoiding jargon and acronyms.

c. Promote group unity and teamwork for more productive group projects.

d. Strive to develop and present "barrier free" programs.

NOTE: Class participants may want to take a 15 minute break at this point.

V. INTERPRETIVE PLANNING
(45-minute session)

A successful interpretive program requires careful planning. Your project may have an Interpretive Service and Outreach Plan that encompasses all of your activities, or you may want to develop an interpretive plan for the upcoming recreation season. Only through engagement in the planning process can you determine factors such as:

1. Compliance with Corps interpretive program goals.
2. Adherence to the six Tilden Principles.
3. Accommodating all (or a majority) of visitor groups.
4. Addressing all of your project goals.
5. Using resources wisely - physical, natural, personnel, funding.

The following excerpt from the "Interpretive Services" Prospect course explains the use of the Peart and Woods communication planning model:

The main elements to be considered by an interpretive planner in the Peart and Woods model are:

1. **Why?** - This includes explaining the goals and objectives of your program or service. An interpretive objective describes what you expect the visitor to do as a result of your activity. This should include a theme that relates to objects or concepts which are of significant value. The theme selected must relate to the visitor need. This is expressed as what the visitor should know at the end of the program minus what the visitor understands prior to the program. The difference equals the interpretive need.
2. **What?** - This component consists of conducting appropriate research (historical, library, on site inventory of resources, etc.) to help you determine what you are going to interpret. A comprehensive inventory should include a listing of all natural, cultural and manmade resources at the project; a listing of available audiovisual resources; and a familiarity with the experience/qualifications of the interpretive staff. Physical inventories require the site name, description, seasonal accessibility and interpretive significance.
3. **Who?** - This portion of the plan asks you to consider the visitor. It encompasses visitor demographics (age, sex, economic groups, geographical residence, physical fitness); visitor psychology (why they are attending your program as to motives and expectations); target groups for programs (target groups for water safety programs might include people already at a beach area); basic visitor orientation needs (maps, Title 36, restroom locations, etc.); and the time of visits (weekend, weekdays, peak visitation times). A carefully

planned program meets both Corps management goals and objectives and the needs and motivations of the visitors.

4. **How/When/Where?** - This element considers how you are going to present the program (live demonstration, slide show, guest speaker); when you are going to present it (every Wednesday, on Saturdays) and the time; and where you will present it (at the beach, amphitheater, school).

5. **So What?** - This portion of the plan covers feedback for your program (how well you did, if you met your program objectives).

6. **Implementation/Operations** - What resources are required to present the program? (Time - to prepare and present; Money - costs for materials, advertising; Equipment - slide projector, life jacket, extension cord, extra batteries and bulbs, other props; Support - authorization if required and additional personnel if necessary.)

VI. SELECTING INTERPRETIVE MEDIA
(1-hour session)

The following information includes paraphrased excerpts from John Hanna's "Planning for Interpretation" article in his "Interpretive Skills for Environmental Communicators Handbook." The article is reprinted with Dr. Hanna's permission. Detailed information on developing the various media presented may be obtained from the "Interpretive Handbook Series" provided to each field office. Instructors are encouraged to present examples of interpretive products from their own project or other sources to supplement this session.

A. PERSONAL

Personal services are generally considered to be the ideal interpretive medium since they involve direct personal communication. They can be tailored to the needs of the audience and can take advantage of unexpected or unusual opportunities. Most visitors enjoy and are receptive to personal services, and the interpreter's personality can enhance the effectiveness of the message being presented. Finally, the two-way communication medium makes possible a degree of informality which has characterized traditional interpretive programs. Basic components of any personal program include stating: who you are; what is going to happen; where you are going; where you will end up; how long the program will take; what will be required of the visitors; and what the objective of the program is. Specific examples of personal programs include:

1. Guided walks - They capitalize on the ability of the park features to stimulate interest and enhance understanding, and enable the visitor to experience the park with all senses.

2. Campfire programs - These can be a uniquely satisfying experience enhanced by the enjoyment of song, the romance of the campfire, and the simplicity, informality and relaxing mood of the surroundings. They offer unparalleled opportunity to encourage appreciation and concern for protection of park values.

3. Demonstrations - Demonstrations can be an especially meaningful method of presenting explanations. They have a quality of reality and authenticity that makes them fascinating, entertaining and memorable.

Limitations or disadvantages of these methods include a requirement for talented and trained interpreters; proper program management; the fact that they can be offered for relatively short periods as compared to the self-service interpretation available at comparable costs; and the long-term results of an investment are often not visible or demonstrable.

B. NONPERSONAL

Nonpersonal services offer a great variety of presentation mediums that can be quite cost and time effective. The overall disadvantages are the loss of personal contact in most instances, and an inability to respond instantaneously to unexpected or changing conditions during the presentation or at the project. These methods include:

1. Slide and Sound Programs - These can reduce complex explanations to simple ideas presented individually in sequence; audio can be used to convey drama and emotion; they can be easily changed. Disadvantages can include deficiencies in presentation technique and technical difficulties; the use of unprofessional narration and photography; and the fact that automated programs move at a fixed pace which may not be ideal for every visitor. Obviously, personal programs using slides can also be used to present an interpretive message.

2. Audio Messages (Recorded Message Repeater) - When the minimum text required to convey a message is still so long that few visitors will read it, an audio device may convey the message more successfully; sound may be delivered via loudspeaker or hand phones; a complex exhibit can use audio to eliminate further visual competition in the form of labels; and they provide an opportunity to enhance a message with personality, local color, first person authenticity, historic recordings and pertinent natural sounds. Disadvantages include the possibility of technical difficulties and a requirement for regular maintenance.

3. Museum Exhibits - These exhibits can: enable a visitor to view a message as long as necessary; be used in adverse climate and other natural conditions; allow for the use of real objects; lend reality or presence to interpretation; be particularly effective at suggesting rather than telling; and be best used to dramatize and comment on the specific parts of a story which involve interesting objects or striking illustrations. Disadvantages include: the fact that most visitors will be standing (the mind can only absorb what the feet can endure); the fact that the entire content is visible at once and ideas are mutually competing for attention; and the fact that exhibits alone will seldom present effectively a complete, well-rounded story in a logical sequence because few visitors will use them that way.

4. Wayside Exhibits - Wayside exhibits can: be used to present a message at the most effective time and place; use relatively few labels to encourage the visitor to read; get people out of their cars and encourage people to use trails; be very resistant to climate and vandalism; be relatively inexpensive and easy to maintain; and provide sedentary visitors access to messages if viewable from a car. Disadvantages

include: impracticality if vandalism is severe; a reluctance on the part of some visitors to get in and out of their vehicles; possible reflection problems; an inability to use objects of considerable value; and a reduction in use during unfavorable conditions.

5. Self-Guiding Trails and Tours - These methods can: allow visitors to see project features in their normal or natural setting; be relatively inexpensive to develop; serve large numbers of people; allow visitors to go at their own pace without a group commitment; allow parents an opportunity to explain things to their children; and provide a souvenir in the form of a guide. Disadvantages include: one-way communication; each written message (on signs) must be very brief; it is limited by visitors' willingness to read; difficulty in maintaining continuity and visitor interest; and lack of feasibility due to safety or protection factors.

6. Publications - Publications can: provide visitors with souvenir reference material; provide visitors with more time to explore the project (read before or after their visit); be prepared in several levels of detail, languages, etc., to meet various visitor needs; lend themselves to a great variety of illustrative techniques; be well suited to presenting developmental and sequential material. Disadvantages include: the fact that few visitors receive publications prior to visiting the project; the fact that many visitors who will listen to an interpretive message will not read it; and that the initial cost of publishing literature in large enough volume to permit a low unit cost may be very high.

NOTE: Recommend a lunch break following this session.

VII. NEWS ARTICLES AND INTERVIEWS
(30-minute session)

A. NEWS ARTICLES

You will find a periodic need to request or write news articles to advertise interpretive programs or special events, and to provide information on safety hazards or other operational concerns. Your district Public Affairs Office (PAO) is an excellent source of information and assistance. They can assist you in compiling a list of local newspapers and reporters, along with their publishing times, and even prepare news releases for you. However, if you prepare articles at your project office, here are some basic tips:

1. Who, What, When, & Where - Be sure that your article includes this basic information about your subject and provide a photograph(s) whenever possible. When providing photos, be sure they are in the format preferred by the intended recipient (3 x 5 black & white print, 4 x 6 color print, etc.).

2. Obtain Necessary Approval - Know what your organizational approval hierarchy is and obtain that approval before disseminating the information. Who must approve your article? The Supervisory Park Ranger? The Resource Manager? District, Division, or Headquarters Office Personnel? As a general rule, you must also always obtain permission to quote someone, and you should give that individual an opportunity to review their quote prior to release.

3. Keep it Brief - A single page is usually sufficient unless the story is very significant, or has a strong human interest value. Most publishers also prefer double spaced, large print text with a wide left margin for mark ups.

4. Use the "Inverted Pyramid" Style - The text should appear in a standardized format known as an "inverted pyramid". The first paragraph (top) is the brief lead that tells the who, what, when, and where; the second paragraph (middle) is the bridge that transitions from the summary information to the details; and the bottom part contains the main body of the article that explains the lead and provides details.

4. Provide Release Information - Your article should include a timed permission statement such as "For Immediate Release" or "Do Not Release Until June 15" at the top of the page.

5. Provide a Catchy Title and Head - You want to attract the attention of editors and readers alike with an interesting title and a brief head or excerpt that summarizes the lead.

6. Use short words, sentences and paragraphs.

7. Give exact dates.

8. Check your facts for accuracy.

9. Proofread your release and correct errors.

B. INTERVIEWS

In addition to writing news releases, interpretive personnel are often required to give interviews to reporters from papers, radio stations, television stations, and magazines. Some tips to follow are:

1. Obtain necessary permission before granting an interview.
2. Present a professional appearance.
3. Speak clearly and professionally and avoid the use of slang or excessive jargon.
4. Know your facts before you begin the interview.
5. Tailor your information to the reporter's audience and medium - Does the reporter's audience consist of children? Sports enthusiasts? Scientists? Does the reporter need "sound bites" for 30-second radio or film spots, or an in depth interview?

VIII. OUTREACH SERVICES

(30-minute session)

By the year 2000, the National Science Foundation predicts a serious need for a well-educated American public to keep pace with our complicated society. Critical thinking skills will best equip our future leaders. Fundamental to a foundation of critical thinking is a science and math orientation whose emphasis is all too often lacking in traditional school curriculums. Corps interpreters can serve as our face to the nation in presenting important messages not only to our visiting public, but to students, civic groups and professional societies through outreach efforts. The following information is derived from Grant Sharpe's book "Interpreting the Environment":

A. OFF-SEASON PROGRAMS

Outreach services generally consist of off-season, off-site interpretive programs. "They reach visitors not ordinarily contacted during the main season and open up excellent opportunities for working with residents in the surrounding communities...Senior citizens and others without families or children in school are often seen in parks during the off-season." Off-season interpretive programs can include: "information facilities and visitor centers, roving interpretation, illustrated programs and demonstrations, conducted trips, environmental education, and special programs" (such as school field trips). Make educators and special group leaders aware that Corps team members and facilities are available to assist them. For example, Corps engineering accomplishments can be used to illustrate required math and science computations. You can also develop outreach partnerships with organizations such as the U.S. Fish and Wildlife Service, state game and fish organizations and rescue units, the Nature Conservancy, the U.S.D.A. Forest Service and others to develop programs such as Water Safety Councils and Conservation Fairs, and to manage natural resource areas.

B. OFF-SITE PROGRAMS

Off-site interpretive programs encompass "mailouts, community programs for schools, clubs and organizations, environmental education, traveling exhibits, working with the media, and conducting special activities such as scout activities, college and university lectures, community celebrations, festivals, and outdoor shows." You can place Corps team members in off-site facilities such as tourist trains, cruise boats, shopping malls, and outgrant recreation areas to interpret the Corps story. School career days and Adopt-a-School programs provide more off-site communication opportunities.

C. LEVERAGE YOUR RESOURCES

To the greatest extent possible, projects are encouraged to leverage their interpretive resources. For example, instead of doing just outreach programs for a group of school children, train a group of teachers. The teachers can then disseminate the information to far more individuals. A basic strategy for doing

this is to provide pre-site, on-site, and post-site learning activities for the teachers. A good example of this type of programming may be found in the periodic interpretive theme packets (such as the 1993 Environmental Education Packet) provided to each project. Existing programs such as Project Wild, Aquatic Wild and Project Learning Tree are also good sources of material. Remember that volunteers can also be used to provide or assist with interpretive programs. Instructors are encouraged to present curriculum guides developed at their project or district in this session as well.

D. IDENTIFY YOUR RESOURCES

In addition to your own personnel, equipment, and natural, cultural and manmade resources, inventory other resources available around you. Do you have schools or universities that can provide speakers, props, or facilities for programs? Does another Federal, state or local organization provide an outlet for presenting your information such as conservation carnivals, shopping malls, career days, etc.? Do you have sources of volunteers in the form of senior citizens, school children, and college students? Are there other organizations who are willing to develop and fund a mutually beneficial publication, a self-guided trail, or a community environmental education center?

IX. EVALUATION
(30-minute session)

The following information is derived from training materials developed by the Caesar Creek Lake staff. An indepth coverage of evaluation, along with interpretive media checklists, may be found in EP 1130-2-434, Volume 3, Interpretive Services and Outreach Program Evaluation Procedures.

Evaluation should be considered to be an integral part of your interpretive services program. It is required to ensure that you are meeting your interpretive goals and objectives, along with the needs and desires of your visitors. Interpreters can conduct their self-evaluation, or ask a co-worker to critique them.

Basic evaluation should include 3 elements: the message - its accuracy, organization, theme, or story line; the interpreter's performance - attitude toward the topic, audience rapport, eye contact, communication skills, defined beginning, body and conclusion, and general appearance; and the audience response - deep attention, appreciate and enjoy, success in changing an attitude. Evaluation may also take the form of paper or computer databases that track what programs are given, attendance records, audience responses, etc.

Instructors are encouraged to share and discuss the media checklists referenced above in conjunction with their project's established evaluation methods and requirements in this session.

X. PRACTICE PROGRAMS
(1 hour and 15-minute session)

The length and content of this session will be very class specific. It is recommended that the instructor have each class participant present a 5-minute interpretive program for the entire class. The program should consist of an "interpretive talk" on a subject that the individual is already familiar with. A brief amount of preparation time (5-10 minutes depending upon the class size and time available) should be provided so that the interpreters can organize their thoughts. They should pay particular attention to the basics: tell the audience what is going to happen, make it happen by presenting the information, briefly summarize (reiterate) what is said, use questioning strategies to determine if your objectives were met, and bring the program to a definite conclusion. If possible, it is often very helpful to videotape or tape record the presentations for viewing/listening at a later time. Class participants should also be tasked with noting 2-3 things they liked and disliked about their co-participants' programs. The session should conclude with an informal critique of each program led by the instructor, and include positive reinforcement for each participant.

NOTE: Recommend taking a 15-minute break following this session.

XI. RELATED TOPICS
(45-minute session)

Interpreters must have some basic project information in order to perform their daily tasks. This session enables the instructor to address the myriad, "catch-all" of vital information that employees (particularly new ones) need. Suggested topics are provided, but instructors should customize the session for their particular project if a required element is missing.

A. PROFESSIONAL APPEARANCE AND CONDUCT

This segment should review uniform requirements, along with expected conduct in terms of conversation topics, personal habits, speech habits, physical mannerisms, etc. Team members, particularly project office personnel, should always be aware that they are the Corps' primary "face to the nation." Professional appearance and conduct are vital in presenting a good image of our agency. You may be a visitor's one and only contact with the Corps of Engineers, so make it a positive contact.

B. CUSTOMER CARE

Visitors have basic physical and informational needs that interpreters will need to address. When manning an information desk, giving an interpretive program, or, doing roving interpretation and inspections, team members should be prepared to present this information. Instructors should provide verbal or written materials at this point such as: project brochures, Title 36, the location of basic facilities such as restrooms, water fountains, and food sources, directions to major attractions such as campgrounds, trails, and outgranted areas, visitor center opening and closing procedures, etc.

C. FACILITY SAFETY

Corps of Engineers projects encompass a remarkable range of natural, cultural, and manmade resources. Interpreters should be aware of safety precautions to be taken around equipment, specified visitor groups or recreation areas, natural resource features, etc. This should include a discussion of the proper procedures to follow in case of emergencies such as floods, severe weather, fire, terrorist attack, etc. A brief discussion of project security is also recommended to ensure that the project, along with its visitors and staff, are kept safe.

D. VISITOR SAFETY

Closely allied with facility safety is visitor safety. Visitors generally come to Corps projects for fun and relaxation. They do not expect or desire to fall within "harm's way", yet they may be more prone to inattention or careless behavior in a recreational setting. Interpreters can play an integral part in warning visitors about dangerous locations, animals, plants, recreational pursuits, weather, and equipment. Instructors should cover their project's particular hazards and safety messages with the class and encourage participants to be ever

watchful of potentially unsafe situations and practices.

E. VOLUNTEER PROGRAM

This topic was briefly discussed under the outreach section of the manual. The segment should include a discussion of the volunteer regulation, volunteer coordinator's handbook, specific volunteer procedures used at the project, and most importantly, the methods for proper "care and nourishment" of volunteers.

XII. CONCLUSION
(15-minute session)

This concludes the recommended one-day interpretive training course. In keeping with the good interpretive techniques just taught, the instructor should briefly review the major sessions of the course and ask if there are any additional questions from the participants. Do not hesitate to call upon interpretive program coordinators at the district or division offices to answer questions the instructor cannot. Information concerning the project's chain of command, whom approves interpretive programs, whom approves purchase orders for program supplies, etc., should also be presented during the wrap up.

Individuals who are interested in expanding their interpretive training beyond this manual will find a wealth of sources available to them. These include:

1. The "Interpretive Services" Prospect course.
2. Related Prospect courses such as "Environmental Writing", "Public Involvement Communication Skills", and "Visual Information and Professional Development."
3. Training videotapes from private vendors, the National Park Service, the U.S.D.A. Forest Service, and others.
4. Workshops and materials from the National Association for Interpretation (NAI). These workshops are sponsored nationally, regionally, and locally.
5. Workshops from other Federal and state agencies in your area.

Good luck with your interpretive services and outreach program!

XIII. Appendix A

CECW-ON

DEPARTMENT OF THE ARMY
U.S. Army Corps of Engineers
Washington, D.C. 20314-1000

EP 1130-2-434
Change 1

Engineering Pamphlet
No. 1130-2-434

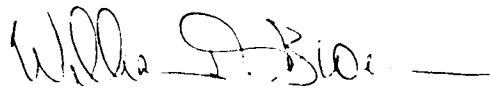
30 Mar 1994

INTRODUCTORY TRAINING
Volume 2
Interpretive Services and Outreach Program (ISOP)

1. This change 1 to EP 1130-2-434, Volume 2, Sept 93:
 - a. Incorporates changes made to page 4, Letter A., Definition of outreach activities.
 - b. Incorporates changes made to page 13, Number 5, Goals of the Corps of Engineers Interpretive Services and Outreach Program.
2. Substitute the attached pages as shown below:

Remove Page	Insert page
3 and 4	3 and 4
13 and 14	13 and 14
3. File this change sheet in front of the publication for reference purposes.

FOR THE COMMANDER:


WILLIAM D. BROWN
Colonel, Corps of Engineers
Chief of Staff

II. OVERVIEW OF INTERPRETATION

(40-minute session)

A. DEFINITION OF INTERPRETATION

Within the interpretive profession there are several definitions of what "interpretation" is. The following paragraph, an excerpt from the "Interpretive Services" Prospect course, reflects one of the most commonly used definitions:

"Interpretation is a communication process designed to reveal meanings and relationships of our cultural and natural heritage, to visitors, through first hand involvement with an object, artifact, landscape, or site." - **Interpretation Canada**

The U.S. Army Corps of Engineers defines "interpretation" in ER 1130-2-428, Interpretive Services and Outreach Program, as:

"Interpretive services are communication and education processes provided to internal and external audiences which support the accomplishment of Corps missions, tell the Corps story and reveal the meanings of and relationships between natural, cultural, and created environments and their features.

"Outreach activities are communication efforts involving interpretive programs that reach diverse populations such as students, teachers, organized groups such as Boy Scouts, Girl Scouts, 4-H, and the general public beyond the physical boundaries of Corps projects and facilities.

B. ORIGINS OF INTERPRETATION

According to Grant W. Sharpe in his book "Interpreting the Environment", "the origins of interpretation go deep into recorded history. Undoubtedly it began through accounts of hunters, fishermen, and artisans of the Middle East and the Orient. Eventually Greek and Roman philosophers dared suggest natural causes for supernatural phenomena. Through application of scientific data, exploration and discovery, and record keeping, the profession and art of natural history interpretation has evolved. One of the most notable practitioners and exponents of nature and science education and interpretive methodology was John Amos (Komensky) Comenius (1592-1670) who championed sensory experiences and sense perception in imparting knowledge to children and facilitating understanding....Sir Izaak Walton (1593-1683) (who) interpreted stream conditions and cited the values of wholesome outdoor recreation... (and) John Locke (1632-1704) (who) insisted on the gaining of knowledge through experiment and observation."

Early naturalists and explorers included: "John Bartram (1699-1777)...Peter Kalm (1717-1779)...Benjamin Franklin (1706-1790)...Thomas Jefferson (1743-1826)...Thomas Say (1787-1834)...Charles Darwin (1809-1882)...and John Muir (1838-1914)."

Yellowstone, the Hurricane Andrew recovery effort, recreation, etc.

- c. Educate the public about our environmental efforts such as wetlands regulation, the USACERL Special Report N-92/05, Environmental Review Guide for Operations (ERGO), and natural resource management programs.
- d. Tell the **whole** Corps story by including elements from Safety, Engineering, Construction, etc.

4. Improve visitor and employee safety using interpretive techniques.

- a. Promote water, camping and bicycle safety programs to reduce or prevent visitor's accidents and fatalities.
- b. Provide job-specific interpretive programs for Corps employees on first aid, bloodborne pathogens and other safety topics.
- c. Use non-personal messages (brochures, posters, public service announcements to improve and expand safety message delivery.

5. Use outreach to accomplish ISOP goals, including interpreting Corps missions, promoting stewardship, saving lives and solving management problems. As part of the interpretive process, encourage interest in math and science, including career interest.

- a. Encourage public participation in events such as Public Lands Cleanup Day and National Safe Boating Week.
- b. Establish cooperative associations to improve services for visitors.
- c. Review all exhibits, programs and publications for sensitivity to special user groups such as American Indians and persons with disabilities.

6. Enhance the visitors' experience and enjoyment by anticipating their needs and providing interpretive resources to meet those needs.

- a. Cover basic visitors' needs like restroom and food source locations first.
- b. Make messages easier to understand by avoiding jargon and acronyms.

c. Promote group unity and teamwork for more productive group projects.

d. Strive to develop and present "barrier free" programs.

NOTE: Class participants may want to take a 15 minute break at this point.