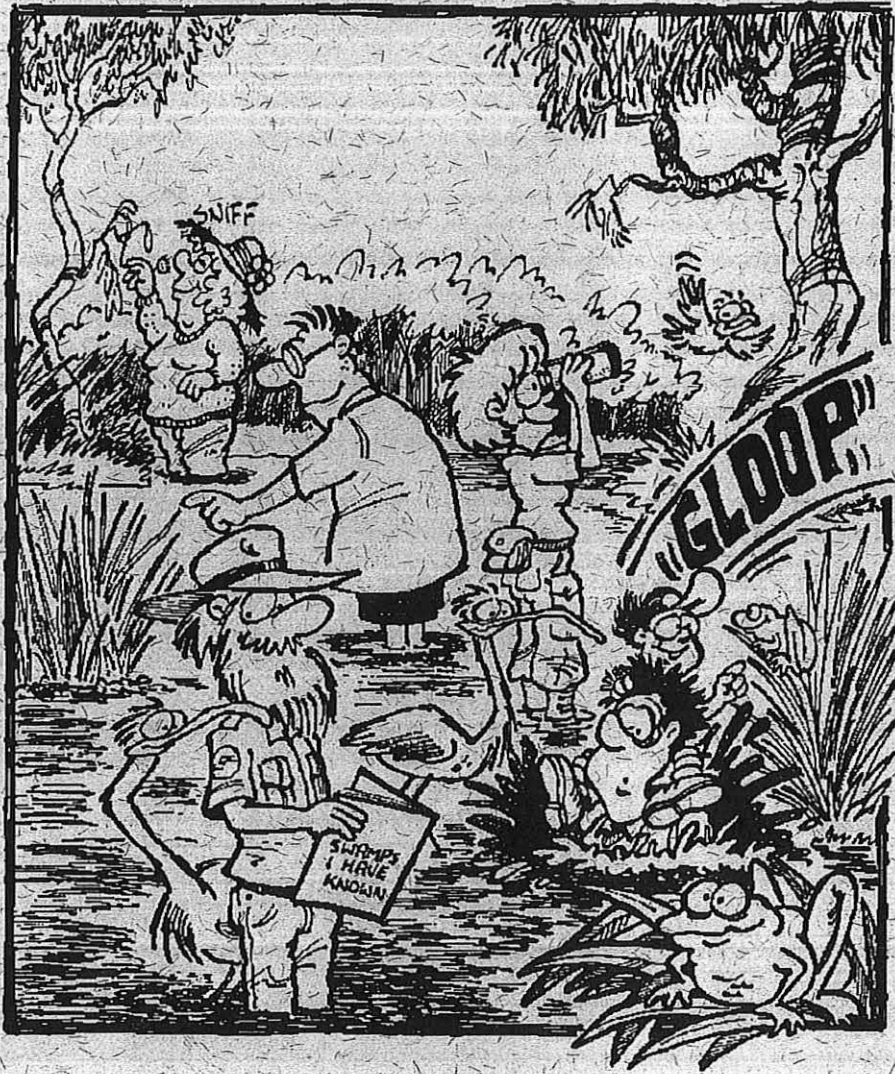


Running Activity Programs



A Guide to Interpreting the Natural and Cultural
World for Visitors



Department of Conservation and Land Management

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PREFACE

This manual is a product of the Parks, Planning, Recreation and Tourism Division, which, in partnership with the Regions and Districts, carries out the goals of CALM's Recreation and Tourism Program. The Division's mission statement is:

"To identify, provide and maintain opportunities and services to the community which allow them to enjoy the wildlife, lands, waters and resources without compromising conservation and other management objectives."

The Division has produced this manual as part of its commitment to visitor services and management. This involves developing the public's awareness and appreciation of natural and cultural systems so that they become involved in their effective management.

The manual is designed to support people working in the education, interpretation and tourism fields to develop relevant, meaningful and enjoyable programs for the widest range of audiences.

Every moment holds the possibility for an interpretive experience. Craft the experience - enhance the moment!

ABOUT THIS GUIDE

This guide discusses interpretive activity programs and tells you:

- what an interpretive activity program is
- why running activity programs is a good idea
- how to run an activity program
- how to identify helpful resources
- how to fund and administer an activity program
- how to promote the programs
- how to ensure success on the day(s)
- how to know how well it worked
- how to make it better next time

WHAT ARE INTERPRETIVE ACTIVITY PROGRAMS?

First, three definitions...

Interpretation: A means of communicating ideas and feelings that enrich people's understanding and appreciation of their world and their role within it. *

Interpretive activity: An activity designed to create positive, memorable and personal experiences of our natural and cultural heritage.

Interpretation program: A series of inter-related interpretive activities.

CALM is involved with a broad range of interpretive activity programs. Some of these are:

- Recreation/Education Programs, e.g., The Hills Forest *Go Bush!* Activities Program
- Park Activity Programs, e.g., Yanchep National Park Activities Program
- University Extension Programs, e.g., *LANDSCOPE* Expeditions
- Ecotourism Programs, e.g., Perup Forest Ecology Course and Dryandra Woodland Ecology Course
- Special Contract Courses, e.g., Outback Safety and Bushcraft Course
- Special Events, e.g., Forest Affair, Kyana Festival and Seniors' Week
- School Programs, e.g., Discovering the Hills Forest; Earth Caretakers; Exploring Wheatbelt Woodlands and Exploring Coastal Waters

*This is the definition used by Interpretation Australia Association Inc., the professional association of interpreters in Australia.

STOP RIGHT THERE!



Think. Have you ever planned or run any sort of activity or presentation before?

If you answered "Yes," quickly jot down...

what happened?

what worked?

what didn't?

and why?

Or, if you answered "No," consider this:

The last step in conducting interpretive programs—evaluating the success or otherwise of each activity—will be the first consideration the next time around (i.e., building on what you've already done). Evaluation considers the feedback you receive from activity participants and co-leaders, as well as your own feelings about the strengths and weaknesses of your program. It doesn't always require you to conduct a survey, but it does require the courage to admit faults and the determination to improve elements of the program.

WHY RUN ACTIVITY PROGRAMS?

So, you'd like to run interpretive activities in your area. Why?

You won't be the only one who wants to know. Before being likely to help or commit resources, both finances and people, your manager will want to know how these activities will help your organisation to better manage a particular park, reserve or forest area. So, before you are asked, make sure you have the answers. To determine what it is you want to do, write down some program objectives.

OBJECTIVES

Your objectives will drive the program, give it a reason for being, inspire those around you to take part, give direction to the type of activities you may run and help set specific objectives for individual activities. Your objectives are also the basis for your evaluation program—did you achieve your objectives?



Even more so, clear objectives will give those around you a picture of why you want to run an activities program, help them understand its benefits, give them a reason to help and, ultimately, help determine whether or not your program will receive financial support.

Some principles when writing objectives are:

1. Most of what you want to say has been said before, so review existing program objectives and, where appropriate, use them.
2. Be clear, be specific and keep your objectives as short and simple as possible, so that they are easily understood.
3. Ensure the objectives are relevant to your organisation, the location where you want to carry out the activity, your target audience and your works program.
4. Write objectives that can be readily evaluated.

Here are some examples you may want to use:

- Increase participants' understanding of natural systems, such as how plants and animals inter-relate, and the importance of habitat.
- Develop a caring attitude toward the environment to reduce the impact program participants have on [state name of your area] and other natural areas.
- Create an awareness of park management issues.
- Highlight the range of recreational opportunities available at [your area].
- Enrich the visitors' experiences and enjoyment of their visit.
- Enhance your organisation's public image and increase visitors' understanding of its role in managing public lands.
- Develop skills and knowledge to enable participants to appreciate and enjoy the bush.
- Increase your staff's skills, knowledge and experiences of communicating with visitors.
- Increase the number of visitors to your area.
- Evaluate interpretive activities and provide information for future planning and feedback to presenters.

Or you could be more specific:

- Prevent sensitive areas from damage by 4WD vehicles.
- Promote safe caving.
- Create an awareness of the dangers of rock fishing.
- Promote fishing/marroning/hunting rules and regulations in your area.
- Interpret the red tingle ecosystem [or whatever is special in your area].

Before you start planning, think about why you are going to run an activities program and what you hope to achieve, then write your program objectives.

HOW TO DO IT

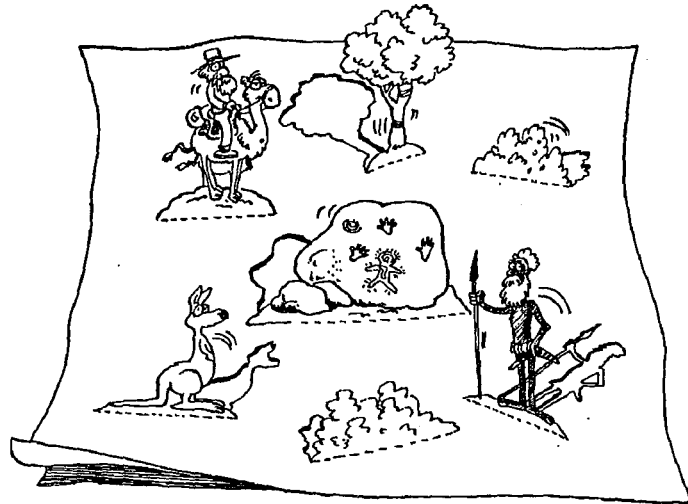
Once you have established your objectives, start thinking about how you will achieve them. Think about what activities to run, where to run them, who will lead them, what resources are needed and how you will finance and promote your program. Let's consider each of these points separately.

KNOW YOUR AREA

One of the first tasks when planning your activities is to find out all you can about your area. Think about the things that are special. If it's a park, why was it set aside? What is the forest type? Are there any special plants, animals, landforms and/or ecosystems? What about people? What is the human history of the area? Are there any special people, times and/or events?

By knowing what is special or unique about your area, you can begin to think about the sorts of activities you may be able to run. For example, if you have caves, you can run cave tours; if you are on the coast, look at the way the coast changes and why, or look

at the things that wash up on the beach; in forests, focus on the types of trees, the inter-relationship between the plants and the animals or the way people impact on the forest.



Group your information under topic or story headings such as land formations, plants, animal, ecology, human history, themes and messages (see Appendix A).

How can you find out about your area?

More than likely, you already know where to look. Does the area you work in have a management plan? What technical reports, books on the area's history and/or brochures have been written and/or published? You don't have to try to know everything, but you must know something of the area if you hope to successfully interpret it for others. Finding relevant information about your area will not only make it easier to plan activities, but it will also make working in your area more rewarding.

Some suggested sources of information are:

- Management plans or technical reports for the area.
- Books or films about the area's natural or cultural features.
- People who have worked or lived in the area for a long time.
- Local libraries.
- Local naturalist clubs, conservation groups, and historical societies.
- CALM brochures or publications about the area—have *LANDSCOPE* articles been written?
- The nearest research centre, e.g., Woodvale, Manjimup or university that may be studying in the area.
- Local Aboriginal group or corporation—speak to the Elders first, if possible.
- CALM libraries for books and films. (See Appendix B for contact details.)
- Other government departments in the area—good for advice, reports and publications.
- The Western Australian Museum—good for information, particularly about Aboriginal culture. (Be sure to check costs of services first.)
- The Batty Library in Perth—well worth a visit to research the history of your local area. You might consider hiring a researcher or using Perth-based volunteers.
- Reference books about plants, animals, geology, etc.

Many more sources of information are available. Think beyond those listed here. Prepare a resource directory and update it frequently (see Appendix J).

KNOW YOUR AUDIENCE



Who do you want to be involved in your activities?

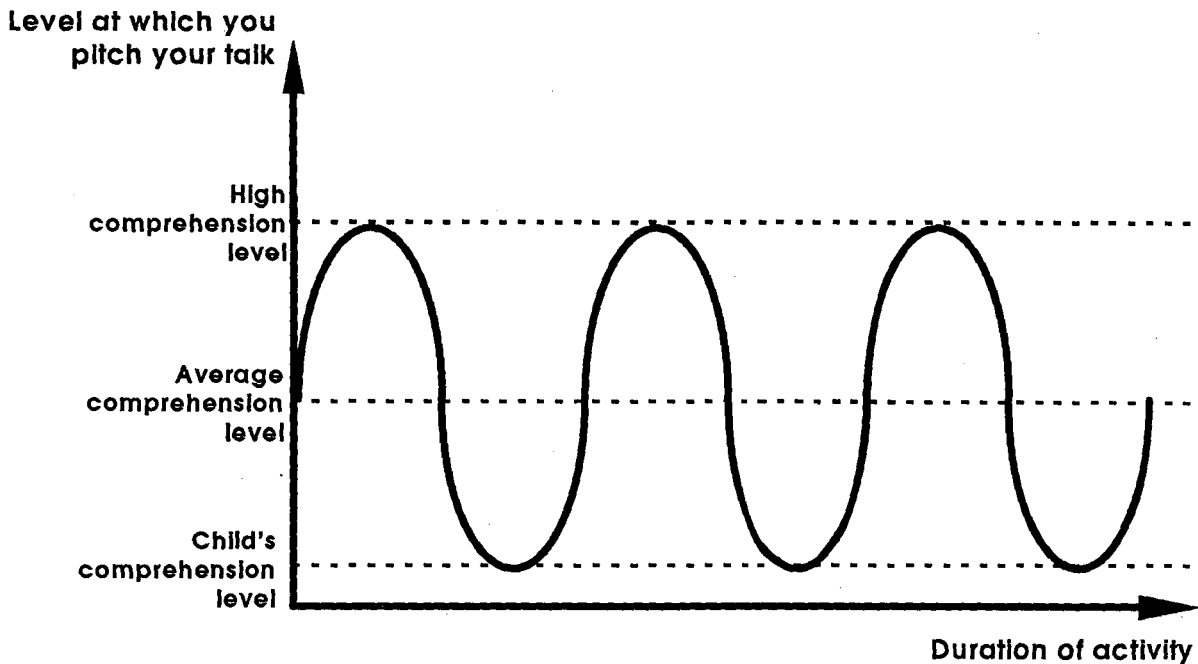
Any form of communication has to consider the receiver of that information. To be effective, communication must be relevant to the lifestyle, language and understanding of the visitors. You must adapt your topic, content, message and technique to meet visitors' needs. So, how we communicate with children differs from how we communicate with adults. Similarly, communicating with teenagers differs from communicating with pre-teens. Furthermore, communicating with a multi-cultural group requires greater use of visual and hands-on techniques than words.

Many communication problems can be avoided by clearly identifying your audience and planning your program specifically for them. Choose analogies relevant to that specific group. For example, pre-teens respond well to popular cultural references such as the Simpson's cartoon characters. So point out the silhouettes of Bart and Homer Simpson within a cluster of stalactites to catch the youngsters' imagination. Late teens respond to sex and violence, so tell them about male red-tailed phascogales that exhaust themselves mating with the females and die. In ecological terms, the males make way for next year's young males by not competing for food or females.

When your audience consists of family members, work hard to involve everyone. Pitch your talk to meet the average comprehension level, then use a verbal 'wave pattern' to extend the groups' understanding before returning to a common denominator. Venture below the average comprehension level to reach the children and others in your group.



For example, you can pitch your talk generally about the role camouflage plays in a frog's life and how colouring can help protect frogs from being seen by predators. Then you can reach a higher level of comprehension by discussing the long term affects of pollution on a frog's ability to conceal itself in its habitat. Later you can reach the children in the audience by talking about what they are wearing and how easy it would be for a predator to spot their bright coloured jumpers in the bush!



When you don't know your audience, think about what all people have in common: the need for food, drink, warmth and companionship. Program leaders should consider basic human needs before aspiring to enlighten the audience.

Above all, design your program with activities for all ages, abilities and interests so there is something for everyone.

WHAT ACTIVITIES ARE AVAILABLE?

The type and number of activities you can run are limited only by your imagination. You may have already considered your area and your audience, and thought about what happened last time. These things will guide your final choices—as will your own skills and those of your co-presenters.

Some interpretive activities, such as spotlighting, bird watching, pond scooping and earthwalks, are well known. Many others are known to us by different names, but have been repackaged to make the old look new, interesting, intriguing and provocative. Always be on the lookout for that something different that you can use as an interpretive activity.

Appendix A provides a list of activities for you to consider. What is different about this list is that the activities have been grouped into key interpretation topics or themes. This will enable you to address the whole story, for example about a national park—the landforms and processes, the plants, the animals, the ecological concepts and the people. Alternatively, you could group all your activities under a particular theme, which will provide the title to your program.

As well as interpreting the whole story or developing particular themes, consider the whole person approach by interpreting through the participants' senses, feelings, recreational skills and lifestyles. Regardless of your approach, consider the suitability of each activity for various ages, groups, their ability to comprehend the details presented, the degree to which they will accept a challenge and the time of day.

Evening programs usually appeal to most people, including campers, local residents and resort guests. Evening activities can also be cost effective in maximising your audience looking for entertainment. Conversely, programs run during the day often miss a lot of visitors who arrange their activities during the day, but are free at night and receptive to interpretive opportunities.

Learning Styles

People differ in how they comprehend and process information and experiences. Some people absorb information through what they hear, others through what they see; some by movement and others by symbolic representations. Most people, however, learn through a combination of these methods, usually with a bias towards one method. Be sure to appeal to a variety of learning styles when you plan an activity. For example, use slides, posters, music or taped sounds and dance or movement.

Listed below are possible activity themes (Appendix A lists specific activities grouped under these themes):

- Landform
- Recreation
- Plants
- Animals
- People impact
- Culture—Aboriginal and other
- Management
- Sensory

But remember, no matter how riveting the nature of your theme, you must always cater for your visitors' basic needs first.

Unless your program caters for a specific audience, such as children, birdwatchers or bushwalkers, vary the program as much as possible. Follow the 'something-in-it-for-everyone' principle.

Remember, CALM runs an Interpretive Activities Workshop that introduces different types of activities and helps you plan new activities. Contact the Visitor Interpretation Section at Como, or see the CALM Training Manual for more information.

WHAT RESOURCES ARE NEEDED?

Apart from your enthusiasm, you'll need people, props, funding and administrative assistance to make your activities work.

PEOPLE



While you are thinking about possible activities, assess the skills and interests of the people you work with and other CALM employees. Match the staff, their skills, and the activities to the audience and the environment. Consider resources from other government departments and organisations or individuals who may be able to help out. Local people, in particular, can provide a sense of empathy, share stories and experiences and keep an activity alive through enthusiastic local interest.

Contacts from inside and outside CALM who may be able to help with staff, services or products are listed in Appendix B. Remember, extra cost may be incurred by using people from outside your area.

PROPS

Once the activities have been decided upon and the people chosen, consider the resources you need, such as binoculars, traps, field guides, camping equipment, training guides or manuals. You will need to be resourceful. Appendix B lists some starting points for props and where you may be able to obtain them. Try to build up a store of your own props and equipment so you don't have to rely on other people. If you borrow equipment, keep an up-to-date list of who you borrowed from and when the item has to be returned.

FUNDING AND ADMINISTRATION

Once individual activities have been designed and your props determined, you need to consider the cost of delivering each activity. Determine the time needed to prepare the activity and consider the cost of labour, transport, buying and building props, site assessment and preparation. Also, determine the cost to participants for each activity and the minimum number of people required to ensure the activity is self funding.

As an example, CALM's standard formula for recoupable work is:

The officer's Hourly Rate x 2.7 (charge out rate) x number of hours + \$0.11/km (vehicle kilometre rate*) x number of km + \$8.00/day (vehicle charge out fee) + costs for any travelling expenses + materials = \$ COST

For example, an officer working 6 hours at a location 75 km from base would calculate charges as follows: $(\$15.00 \times 2.7)(6) + (75 \times \$0.11) + \$8.00 + \$30.00 = \$315.98$

*The vehicle per kilometre rate covers maintenance; the charge-out rate is for registration, insurance and replacement cost of vehicle.

Once each activity in your program has been costed, the total is the budget required to run your program. It will also indicate the likely income from each activity. Activities that don't attract enough participants to cover costs may have to be cancelled.

However, in the final analysis, the decision of whether or not an activity should go ahead depends on its ultimate cost saving potential - which may occur in another area of management. For instance, even if an activity program to teach participants how to use 4WD vehicles safely and carefully costs \$3000 to run, it may save two or three times that amount by preventing future degradation and damage over the longer term, thus reducing management costs overall.

Charging for activities



Why? People value the services they pay for, and CALM should receive an economic return for its public programs.

How? Collecting on the day detracts from the occasion. Have participants pay in advance through a booking system, either through the mail or over the phone (credit card). If fees have to be collected on the day of an activity, administering duties should be separate from the activity. Have visitors pay at the office then meet the interpreter at a specific site. Speak to your local administrative officer to make sure your receipt and ticketing system meets the proper financial requirements. Place collected fees in an accessible account.

How much? Income should cover your costs, including advertising costs. Try to maximise profit in proportion to the participants' experience.

Booking Systems

Once your program is promoted, you will need a system to keep track of the bookings. Keep the booking system simple by recording participants' names and contact details on a sheet, card or computer. It also helps to note participant's post codes so you can keep track of where they are coming from. The booking sheet should also include important information such as the start time and place and anything participants need to bring or wear. Written confirmation of the booking should be sent to participants along with a map and other relevant information. Also, keep a record of where or how people found out about the program so the best promotional methods can be determined.

A booking system also enables you to keep a record of the number of participants and to cancel activities that receive a poor response.

Ensure that office staff taking the bookings have a good understanding of the program and, if possible, involve them in some way. An uninterested or ill-informed booking officer can impact on the overall program.



Sponsorship

Target potential sponsors whose products or services are in some way connected with your program—particularly look to associated industries such as outdoor equipment stores. However, be careful not to neglect potential sponsors whose activities may not be compatible with your program, but who want to be seen as good corporate citizens. Such companies can sponsor promotional materials, which is your biggest cost. The same applies to local businesses who wish to support local initiatives and can benefit both directly and indirectly from their involvement.

It is also important to consider the cost of accepting sponsorship, that is in terms of CALM's identity and credibility as well as the cost of servicing the sponsorship and building the relationship.



To ensure a consistent approach, sponsorships need to be cleared through CALM's Sponsorship Steering Committee, so contact the External Funding Coordinator before entering into any sponsorship agreements.

Revenue Incentive Schemes

At present, income from the Recreation and Tourism Program goes into the general CALM fund unless it is specifically allocated to other areas. Activity program revenue can be set up as a recoupable project with a recoupable job number. This can be arranged through the External Funds Officer in Finance Branch. You can spend against that number, but no more than what you put into the fund.

Remember the equity principle. Provide a good service to the widest range of people as possible, rather than seek the high income earners and earnings.

Volunteers

Program coordinators decide whether or not volunteers are reimbursed for their costs. This could involve reimbursing costs for travel, meals and/or accommodation. As a rule of thumb, use Public Service rates for travel and meals. You should consider contributions in kind. These might include training, accommodation at CALM residences and/or free attendance at interpretive activities.

Try to involve volunteers in developing the programs. If this is not appropriate, train them to participate in your activities program. Start by speaking to your district or regional volunteer coordinator about volunteers. CALM's Volunteer Coordinator can help you establish a volunteer project.

Contracts for Services

A simple Contract for Service form (see Appendix I) provides the basic information required for any contract for labour. It also includes some legal indemnity for you and the contracted activity leader (or other employees). You should make it known to the employee and the activity participants that you take all care for their safety and enjoyment, but it is their responsibility. Remember, if the unthinkable happens, our legal representative will require every bit of information that can support our case as a caring agency that took all precautions. The degree of information available to our client and its accessibility will be questioned to ascertain their degree of responsibility for their actions.

Grant Programs

In 1994–95 CALM received some \$4.95 million in Commonwealth grants, an increase of just under \$1 million over the previous year. CALM also received a smaller amount from other State agencies. The Department applies for funds from a range of grant programs—most of which are very specific in their scope—and must compete with other agencies for the money available.

All CALM grant applications are coordinated, usually ranked to reflect CALM's priorities, and signed off by the Executive Director. Many programs expect the applicant to match the funds they seek, although such contributions may be in kind. Most programs will provide funds for contract labour, but not for permanent staff or their usual expenses.

Programs whose scopes lie entirely within one CALM program are coordinated by an officer in charge of that program—for example, Andrew Burbidge coordinates grants for projects involving endangered species. Grants that apply to more than one CALM program are usually coordinated by the Community Involvement Coordinator, Park Policy and Tourism Branch.

Examples of some of the grant programs are:

- **National Estate Grants Program**

This program is financed by the Commonwealth Government and administered by the Australian Heritage Commission and the Heritage Council of WA. Funds of up to \$40,000 are provided for projects that relate directly to the National Estate. This program has both a National and a State/Territory component and each component has three distinct streams: Aboriginal, historical and natural environment. The State component has five themes, including one for community and professional educational activities.

In 1994–95 CALM sought \$2,536,290 for 16 projects and received \$58,660 for five projects—three involving floristic or biological surveys, one a community education project and the other an Aboriginal sites project at Dryandra Woodland. Applications for National Grants Program funds are called in February–March. CALM's coordinator is Kerry Olsson (phone (09) 334 0567) and the Heritage Council of WA contact is Ms Jenny Williams (phone (09) 221 4177).

- **Forest Ecotourism Program**

This is a Commonwealth Department of Tourism program that provides grants of up to \$30,000 to encourage and facilitate ecotourism in forests throughout Australia. Eligible projects include minor infrastructure works, interpretation, education and awareness activities, applied research and tour operator training. Applications are called in July–August. CALM's coordinator is Kerry Olsson (phone (09) 334 0567) and the Department of Tourism contact is Ms Julie Cronin (phone (06) 279 7235).

- **States' Cooperative Assistance Program**

This is an Australian Nature Conservation Agency (ANCA) program that provides assistance to the States to develop nature conservation programs of national and international significance.

Interpretive, educational and training projects that foster awareness, understanding and participation in nature conservation management are eligible under this program. Applications are called in February–March, and in 1994–95 CALM received \$98,000 for three continuing and two new projects. CALM's coordinator is Kerry Olsson and the ANCA contact is Mr John Henry.

GRANT NAME	CONTACT (As at September 1995)	PHONE NO:
Contract Employment Program for Aboriginals in Natural & Cultural Resource Management, Australian Nature Conservation Agency (ANCA)	Maxine Chi Kerry Olsson	(09) 334 0568 (09) 334 0567
Endangered Species	Andrew Burbidge	(09) 405 5128
Feral Pests	Tony Start	(09) 405 5143
Forest Ecotourism Program	Kerry Olsson	(09) 334 0567
National Ecotourism, Commonwealth Department of Tourism	Kerry Olsson	(09) 334 0567
National Estate Grants Program	Kerry Olsson	(09) 334 0567
National Landcare	Ken Atkins	(09) 334 0425
National Reserves System Co-operative Program	Kerry Olsson	(09) 334 0567
National Wetlands Program	Jim Lane	(097) 52 1677
Ocean Rescue 2000	Keiran McNamara	(09) 442 0302
Save the Bush-Strategic Save the Bush-Research and Community Grants	Ken Atkins	(09) 334 0425
Sites of National Tourism Significance	Kerry Olsson	(09) 334 0567

PROMOTING THE PROGRAM

Promotion can be the most critical aspect of developing an interpretive activities program. Even the best planned programs can fail if your target audience is unaware of your activities, or where or when they will be held. Often, program coordinators tend to relax once the program is developed, but the work is not over until the activity program is finished.

Promoting and marketing your program does not mean spending lots of money on radio, TV and newspaper advertising. It means thinking about the people who might come to your activities and where they are likely to find out about them.

Before setting dates for programs, check what other events are coming up. The list below shows a few of the annual events in Western Australia, but there are hundreds more. Get a copy of the Western Australian Special Events booklet (published annually) from the Western Australian Tourism Commission. Far from competing with these programs, you may find that you can piggyback on special events or become part of them; that is, use the momentum from a large event to gather support and participants for your own activities.

The following chart is based on the 1995 Special Events calendar:

REGIONAL & STATEWIDE SPECIAL EVENTS												
	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Central Forest Region		Leeuwin Estate Concert									Margaret River Agricultural Show	
Goldfields Region			Kalgoorlie Bolder Community Fair									
Kimberley Region							Derby Apex Club Country Music Festival Derby Race Round	Shinju Matsuri Pearl Festival			Broome Mango Festival	
Midwest Region					Gascoyne Business & Tourism Show	Shark Bay Puteri Dayuog Festival Batavia Festival						
Pilbara Region						Karratha Festival						
South Coast Region			Porongurup Autumn Wine Festival							Porongurup Spring Festival		
Southern Forest Region			Manjimup Speedway Open Club Championships								Blues at Bridgetown	
Swan Region		Kyana Aboriginal Festival	Rottneest Festival	Mundaring Hills Festival				Avon Descent	Perth Royal Show			
Wheatbelt Region			Wagin Woolarama							Narrogin Agricultural Show		
Statewide Events	School Holidays			School Holidays		WA Week Arbor Day	School Holidays			School Holidays		School Holidays

PROMOTION TECHNIQUES

There are a variety of promotional techniques available to get your event or activity into the public eye. With some of these there is a cost, but there are many options that will cost you little or nothing, apart from some time and effort.

With Cost:

- Printed leaflets and brochures (Activities guides)
- Posters
- Direct Mail
- Advertisements

Costs of printed material range considerably with seasons and printers, so it's best to obtain up-to-the-minute quotations. Also, note that with larger print runs, the item cost comes down significantly.



Contact CALM's Corporate Relations Division for further details.

Without cost (apart from your time):

- Talk back radio
- Community newspaper articles on the program
- Some tourism promotional publications (check with WATC on 09/220-1700)
- Newsletters of affiliated groups
- Photocopied A4/A3 sheets/posters
- Blackboard /whiteboard/ sandwich board
- Pin-up board

The above are just a few of the examples of getting your event publicised. Some of these examples are dealt with in more detail below.

ACTIVITIES GUIDES

Activity guides can range from a single-sheet, hand-written flyer, to a printed, full-colour brochure. Whichever format you choose, be sure to provide the following:

- An attractive presentation that looks inviting and is easy to follow.
- A program that is different, exciting, and gives value for money.
- Full details of the activity, if possible:
 - length of time it takes,
 - level of fitness required,
 - cost to participant,
 - age limit,
 - meeting place,
 - items to bring along, and
 - name of activity leader (if known).
- Booking and payment details, if applicable.
- Some general information about the local area.
- Contact name, telephone number and/or address.

(See an example of an activity program guide in Appendix G.)

Be sure to contact Corporate Relations for guidelines on formatting text for brochures or activity guides before you start writing.

POSTERS AND FLYERS

Posters can be useful because they are relatively cheap to produce and distribute. Even if you are running only a few activities, include the same level of information as for the activities guide. Promotional posters are good for the back of toilet doors in camping areas and in shop windows. (See Appendix F for examples and some blanks for you to photocopy and use.)

Distributing your activity guides and posters

When distributing promotional materials, think about where you can contact those people you want to come to your program, who will be interested in coming and can get there. And think about places where people congregate or can pick up a guide.

You could set up or use an existing mailing list and distribute copies to libraries, community centres and the local deli or shopping centre.

THE MEDIA RELEASE

Media releases are designed to get information and news published or broadcast through the print or electronic media (newspapers, radio and TV). They are not difficult to prepare if you follow a few simple rules. Read some CALM media releases that have been published and copy the format and style, remembering to include all the important information, and don't forget to add a contact name and telephone number.

You will need to contact CALM's Corporate Relations Division to get your release approved. They can also help you write and distribute your media release. Allow plenty of lead time for prepare and distribute your releases. (See example of a media release in Appendix C.)

Radio

Radio stations often promote interpretive activities programs. In the country, your local station or stations will probably broadcast details of your program on the 'local news' or they may want to interview you to find out more about what you are doing. Both are useful methods of promotion. Send radio stations your media release to make an initial contact.

Television

Television is a difficult medium to crack and unless you have a really exciting, unusual, dangerous or basically out-of-the-ordinary program or activity, you may struggle to get any interest. Then again, it might be a slow news day, so never disregard television altogether, as it is a very successful and highly effective promotional method.

Some stations that produce kids shows, environment or lifestyle programs, may be interested in filming segments of your program for their show. Channel 9 Perth has a documentary unit part of which features regularly held holiday opportunities in WA. The show Jenny Seaton Live on Channel 7 may be another promotion possibility. Contact CALM's Corporate Relations Division for advice and assistance if you are considering approaching a television station.

Newspaper

Newspapers provide two ways to promote your program—paying for advertising space and obtaining free editorial space.

Advertising

To advertise in a newspaper, call its classified section for costs. Your advertisement should be eye-catching in title and, if funds permit, illustration. Keep in mind that people often pay attention if there is a bold, dotted line around the advertisement, which denotes a coupon or money-saving opportunity.

Below is an example of a CALM advertisement used in community newspapers:

GO BUSH!

HAVE FUN IN YOUR LOCAL ENVIRONMENT

Choose from 30 activities including:



- Forest Under Canvas**
- Forest Focus**
- Discover Nyoongar Way**
- Bush Cooking**

*Brochures are available at your nearest library, or
CALM offices at Como, Crawley, Wanneroo,
Mundaring, Jarrahdale and Kelmscott.*

Most activities will be conducted near CALM's The Hills Forest
Activity Centre, Mundaring Weir Road, Mundaring

2 APRIL - 10 JUNE 1995

For more information contact the GO BUSH! Registrar from
8.30 am to 4.30 pm weekdays on (09) 295 2244.

 **Department of Conservation and Land Management**

Depending on the newspaper and its distribution, advertising can also be very successful, but it can be expensive. Community newspapers and local or country papers are reasonably priced and are good at reaching people close to your area. In Perth, The West Australian reaches a large audience, but it is expensive. All newspaper advertisements must be placed through Corporate Relations Division, but if it is a money-making venture, they are paid for by the local area running the program.

When considering the use of newspaper advertising, consult your Regional Interpretation Officer or Corporate Relations Division who can help you decide what may be best options for your area.

Usually, you will not be able to fit all the information about all your activities into one newspaper advertisement, so select one or two activities that are the most exciting or interesting and give full details of those. You can then list some or all the other activities you have planned as space permits. When people telephone for more information you can provide specific details or send them a brochure.

Include a contact name (first name and surname) and telephone number in advertisements to personalise the contact for the caller.

Editorial

Sometimes, to support a paid advertisement, a paper will offer space for an accompanying article—this is known colloquially as 'advertorial'. Editorial space is free, and your media release may be all that is required to obtain this free publicity for your event or activity—particularly in community or free distribution newspapers. Always try to enclose a photograph that relates to the release. If you can, try to develop a relationship with a local journalist—this may help your story get a run. You could also invite the media to participate in the activities. Often, local journalists are keen to participate in field work, especially in an attractive bush setting.

Remember that most newspapers have some form of 'Environment corner' or lift out section ('Earth 2000' in The West Australian is an example). These sections often list upcoming local events.

Magazines and Newsletters

Thousands of magazines and club newsletters are printed every week. Many have a readership that could be interested in your interpretive programs. Think about the clubs in your area and ask your Shire's Recreation Officer for a list of local organisations. Take a look at the magazine rack at the local newsagent. Determine which groups or readers may be interested in your programs and contact them to let them know what you are doing.

In summary, try any promotional activity that you think may work. Promoting the program is critical if you want to get people to attend your activities. For those with a captive audience (e.g., the Shannon camping area), this will be easy, while for others, you will have to work hard and plan well ahead to fill your program with participants. Remember, you may know how great your program is, but does everyone else know? Nothing is worse than a great program with no participants.

For advice and assistance with program promotion, contact your Recreation and Tourism Program Coordinator and/or CALM Corporate Relations on (09) 389 8644.

WAYS TO ENSURE SUCCESS

The time arrives to present the activity program. This is the result of all your hard work and naturally you want it to go smoothly. The best way to ensure success is to have fun! Here are some other helpful tips:

PREPARATION

Preparation is the key to success. Use the activity planner to organise your thoughts. Jot down the main points on an index card as a memory prompt. You'll find a copy of the activity planner in Appendix D of this guide.

Warm up the participants (and yourself) before the activity. Arrive at least 10 minutes before the start of the activity to greet visitors as they arrive. Ask where they are from, how they found out about the activity, whether or not they have been to the area before, and what particular interests or knowledge they have. Wait about 10 minutes for late comers before starting. The warm up sets the scene, helps you and the audience feel more comfortable and fills the waiting time before starting your activity.

Don't be afraid to convey positive feelings towards the natural environment. Your enthusiasm can be infectious.

SAFETY

Participants are responsible for their own safety. Safety is our concern, but their responsibility. Keep everyone together and bring their attention to any safety issues. If you are going bush for any length of time, carry a first aid kit including a bandage for snake bite. A hand-held radio or mobile phone may be necessary for some activities.

If you take participants into an area which for some reason has limited access (eg. a dieback risk area) be sure to alert the local ambulance company and provide them with a map as well as a key if you will be locking any gates behind you.

Position people so that the group is not in a hazardous area, the sun is not in the audience's eyes, and they can clearly see and hear you.

APPEARANCE

Appearance is important. You are the leader and people notice things like good grooming and clean, pressed uniforms. Wear a name tag and introduce yourself in a friendly manner. Wear a hat and bring binoculars, water, sun screen and other equipment. Be a good role model for your audience.

TIMING

Keep to the time schedule allotted. If the promotion said an activity will take two hours, don't go over time. If one of your stops is longer than others, suggest that the group be seated under a tree on dry logs or rocks.

AUDIENCE PARTICIPATION

Involve your audience. Ask questions, pass artefacts around, tell a story, have people smell something, or find something. Avoid being a "gather 'round, I'm the focus" sort of leader.

Use your own, or the groups' bodies as props. Cup your ears for sound or press them with an open hand for 10 seconds then release them to create the focus. Use your hand for blindfolds or hold your hand in a telescope position and hold up to show how birds have hollow bones.

Use the mystery factor to create suspense. Let the group know something special is coming up (but don't give away what it is) or tell them to keep their eyes peeled for something or other.

Use silence. Waiting until the group settles down is good crowd control through peer group pressure. Clapping your hands for attention also works.

Whatever your interpretive technique or theme, always ask yourself: "What does it do for nature conservation?"

BACK UP PLANS

Have a back-up plan if an activity leader is ill, doesn't show up or if it rains or there is a fire. Be able to reimburse people if an activity doesn't go ahead. Also, be prepared with gadgets, props, etc. in case you don't find something on the day. This will add to the effect and interest.

WHAT ELSE?

Is there something you do that works really well?

Write it down here for yours or someone else's reference!

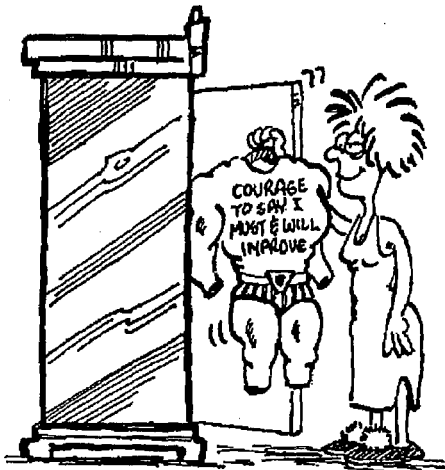
DID IT WORK?

At the end of the activity you need to determine if you achieved your objectives. Did participants really take home the messages you so carefully crafted or did they just have a good time hooning around the wetland with you in tow?

EVALUATING THE ACTIVITY AND/OR PROGRAM

In general, this is the step that most people find easiest to forget. You have done all the hard work and successfully implemented your program. You are happy with the results. All you want to do now is pack up and wait until next time to try again. So why bother to evaluate?

WHY DO IT?



Evaluation helps identify the strengths and weaknesses of your program so you can improve next time or bask in the glory of your success.

It is important that you have some measure of the success of your program so you can argue the case for more funds or support next time. Program sponsors also want feedback, and you will confirm their faith in you and your program by letting them know the evaluation results in your 'thank you' letter.

By evaluating your program you can find out how well your original objectives were met.

You can find out from your staff and other presenters what they felt were the strengths and weaknesses of the program.

HOW TO DO IT?

When you mention evaluation, most people think of some sort of survey—which is one way to evaluate your program but by no means the only way. Other methods include:

- Review the self-evaluation checklist to see how you went (Appendix H).
- A meeting or wash-up with the activity presenters—a good way to gauge the success of the program.
- Counting the number of participants or enquiries about the program.
- Interviewing activity participants so you can get more detailed information than just from a survey response.
- Having a third party observer to see how the participants react to the activity, the presenter and what they are asked to do. Also consider the presenter's performance. We learn best by observing others and by others observing and responding to us.
- Recording your thoughts about the program—these will help when planning the next time around.

If you use a survey sheet, provide a postage-paid evaluation form that participants can take home and return later, so they don't have to hang around completing it and perhaps feel obligated to say "nice" things because you are right there. Be as specific as possible in the form but leave room for general comments. The more specific the survey questions, the easier it will be to analyse the data.

WHEN TO DO IT?

For your evaluation to be successful, it should be planned at the same time as you plan the program—taking into account the methods you will use. Remember that a survey may require additional resources.

In most cases, you will evaluate the activity or program after the event, although this will depend on the method you use. If possible, the evaluation should not be the job of the activity presenter.

WHAT TO EVALUATE?

Work out what to evaluate by asking yourself what you want to know.

Here are some suggestions.

Leader (yourself and/or others):

- Was the presenter well prepared? Enthusiastic? Knowledgeable?
- Did the participants get the message that the leader was trying to send?

Participant:

- Who did they come with?
- Why did they come along?
- Where did they come from?
- How old were they?
- Would they come again?
- What would they do as a result of attending the activity?

Activity:

- Was the activity good value for money?
- Was it too long, too short or just right?
- Where did they find out about it?
- How could the activity be done better?
- What other activities would they like to do?

WHO CAN DO IT?



Once the limits of an evaluation are carefully set, consider enlisting the support of other CALM staff, tertiary students or consultants.

University students are often looking for projects such as these, but be sure to plan well ahead if you wish to involve students. Try to make some contacts or speak to your local regional interpretation officer for advice.

In doing a self-assessment, use the self-assessment checklist in Appendix H.

HOW TO USE THE INFORMATION

Once you have evaluated the program, you will need to distribute the results as widely as possible to co-presenters and to your peers, sponsors and boss(es). Draw some conclusions from the results by highlighting the good points and being honest about your shortcomings. The information can help your requests for more funds, staff time and equipment, and help to show that the program is valuable to CALM and to sponsors. Your staff will be impressed that you have taken account of their input and will also be more likely to give you continued support. Appendix H has a standard activity evaluation form that you may like to use.

Evaluation is simply good practice, and every program and activity that you run should be evaluated. Evaluation helps lay the foundation for excellence.

CONCLUSION

We hope you've found this manual useful and enjoyable.

The key to running activity programs is to be well prepared and have fun with the activity and the audience. If you are having a good time, participants will too and they'll want to come back for more. And when they do come back, they're likely to have enhanced respect and appreciation for their natural and cultural heritage—which is the real reason we run activity programs.

APPENDICES

APPENDIX A: THE STORIES

APPENDIX B: PROPS AND MATERIALS

APPENDIX C: SAMPLE MEDIA RELEASE

APPENDIX D: BLANK ACTIVITY DESIGN FORM

APPENDIX E: COMPLETED ACTIVITY DESIGN FORM

APPENDIX F: ACTIVITY PROGRAM FLYERS (BLANK)

APPENDIX G: SAMPLE ACTIVITY BROCHURE

APPENDIX H: SAMPLE EVALUATION FORMS

- Participant Survey Form
- Self Assessment Checklist
- Presenter Statistics Slips
- Participant Interview Questionnaire

APPENDIX I: CONTRACT FOR SERVICE

APPENDIX J: LIST OF USEFUL EXTERNAL CONTACTS LISTED BY TOPIC

APPENDIX A: THE STORIES

THE PARK STORIES	
Landforms and processes	geology, looking at rocks; soil study; why plants grow where; seashores over time; how and why mountains form; changing landscapes; Gondwana; caves-the subterranean world; swamp safari, rock around the forest 'clock'
Plants	plant adaptations; tree ID; forest management; disease management; plant survey; wildflower walks; fungi; meet a plant; micro world
Animals	spotlighting; fauna survey; bird watching; frog/gecko spotting; fishing; sea creatures-beach combing; touch pools; scoop netting in lakes and ponds; tracks and traces; bat spotting/lighting; micro world; whale watch; looking at reptiles; looking at spiders and insects; animal adaptations; looking at insects using projected light on white screen/sheet

THE PEOPLE STORIES	
Aboriginal culture	toolmaking; crafts; dreaming stories; bush tucker; dance music; language
European culture	exploration; settlement; pioneers; land use; historic tours
Management	4WD; minimum impact bushwalking; (Tasmania's Parks and Wildlife Service has an excellent video on minimum impact bushwalking located in the CALM Library; coastal safety; bush survival; boating safety; art/craft story telling; dieback; rules and regulations; junior ranger
Recreational skills	meditation/spiritual; snorkelling; art/craft; abseiling; caving; bush cooking; bushwalking; canoeing; cycling; go fly a kite; horse riding; adventure caving

ACTIVITY IDEAS	
Organisers	different activities for different times of day; age groups; abilities; level of challenge (mental/physical); learning styles (active/passive)
Sensory	listening/viewing tubes; blindfolds; Earth Education activities; guided imagery
Evening activities	stargazing, performances; movies; slide shows; spotlighting; setting traps; storytelling, sunset and moonrise night walks
Morning activities	dawn chorus bird walk; sunrise walk/meditation; trap checks
Children's activities	games; puppet-making; face-painting; Kangaroo Squash (see Appendix E)

APPENDIX B: PROPS AND MATERIALS

The props and materials listed below are general indications of what may be available for loan or purchase at any given time.

PROPS AND MATERIALS	
<p>CALM Libraries: Como (09) 334-0324 Woodvale (09) 405-5132</p>	<p>Books and videos for a standard loan of one month.</p> <p>Videos include:</p> <ul style="list-style-type: none"> • Walk Safely-A Guide to Safe Bushwalking • Walk Softly-Minimal Impact Bushwalking (Tasmania) • Walk Softly (CALM) • Outback with Harry Butler • In the Wild with Harry Butler: The Wandoo Forest • Heritage trails in Western Australia. <p>Books include:</p> <ul style="list-style-type: none"> • <i>Alice on the Line: A New Approach to Heritage Education (Book and cards)</i> • <i>Blueprint for a Green Planet</i> • <i>Exploring Coastal Waters</i> • <i>Discovering The Hills Forest</i> • <i>Exploring Wheatbelt Woodlands.</i>
<p>Community Education Section, Corporate Relations Division, CALM (09) 334-0333</p>	<ul style="list-style-type: none"> • various Earthwalks props (blindfolds, glasses and magic potion for smelly cocktail activity, Waugal scales, egg cartons, leaf slides) • hoola hoops • magnifying glasses • tree seeds in test tubes
<p>Department of Sport & Recreation Meagher Drive Floreat (09) 387 9700</p>	<ul style="list-style-type: none"> • all sorts of gear, check with camp schools
<p>Gould League (Inc) Herdsman Lake Wildlife Centre Flynn Street (cnr Selby St) Wembley (09) 387 6079</p>	<p>A wide range of information on all ecosystems:</p> <ul style="list-style-type: none"> • activity sheets • posters • books • booklets
<p>Priority Country Area Program (PCAP) Department of Education (09) 264-4111</p>	<p>This is a special facility funded by the Department of Education that looks after geographically isolated students.</p> <ul style="list-style-type: none"> • binoculars, microscopes • books, videos • backpacks • canoes
<p>Shoalwater Islands/Marmion Marine Park PO Box 69, North Beach (09) 448 5800</p>	<ul style="list-style-type: none"> • marine props • masks, snorkels, fins

The Hills Forest Mundaring Weir Rd, Mundaring (09) 295 3149	<ul style="list-style-type: none"> • camping gear • prepared specimens
Visitor Services and Interpretation Section, CALM (09) 334-0333	<ul style="list-style-type: none"> • interpretive training manuals • activity recipe books • oral history information • Institute for Earth Education books • spotlighting manual • Activity Program Flyer blanks • consultative service and resources
Western Australian Museum Francis St, Perth (09) 328 4411	<ul style="list-style-type: none"> • taxidermic specimens
Wildlife Branch (Como) 50 Hayman Rd, Como (09) 334 0427	<ul style="list-style-type: none"> • video camera
Woodvale Research Centre Ocean Reef Rd, Woodvale (09) 405 5100	<ul style="list-style-type: none"> • spotlights • traps and equipment (measuring devices, bags, etc.)
Yanchep National Park C/- PO, Yanchep 6035 (09) 561 1004/1661	<ul style="list-style-type: none"> • caving gear: dolphin torches (30), helmets (30) • bush tucker props • giant leaf frame and other major props to run 'Earth Caretakers' program

ABORIGINAL EDUCATION RESOURCES	
WA Museum, Education Section (09) 328-4411	<ul style="list-style-type: none"> • <i>Keeping the Spirit Alive</i> (activity pack) and <i>Nyoongar Word List from the South-West of WA</i> by P. Bindon and R. Chadwick
Education Resource Unit (AERU) (09) 242-6309	<ul style="list-style-type: none"> • books from Aboriginal Education Resource Unit (AERU)
Noongar Language and Cultural Centre (in Bunbury) (097) 912-165	<ul style="list-style-type: none"> • language dictionary and tapes
Aboriginal Affairs Department (09) 235-8000	<ul style="list-style-type: none"> • Aboriginal Cultural Materials Project Report (publication); At the Canoe Camp (video) & various other materials in their library
Mahogany Creek Distributors (09) 249- 2866	<ul style="list-style-type: none"> • bush tucker supplies—crocodile, emu, kangaroo, witjuti grubs, wattle seed, bush tomato chutney, etc.

APPENDIX C: SAMPLE MEDIA RELEASE

Go Bush! with CALM for a Forest Adventure

The Department of Conservation and Land Management has launched a new series of forest adventure activities in The Hills Forest near Perth this year.

Like CALM's popular Go Bush! program, the forest adventure series will run throughout spring and offer a range of bush activities like Paddle the Pools, Bibbulmun Breakaways, High Ropes in the Hills, Cycle and Camp, Fun in a Funyak and 4x4 in the Hills.

The 10 new adventure activities will join 30 Go Bush! programs to offer a range of forest experiences guaranteed to suit just about anyone.

Some of the activities that have proved extremely popular so far include: Finding the Forest Frogs, Wildflower Wanders, Nightshift, Incey Wincey Spider and Bush Pastels.

"Go Bush! and the Forest Adventure Experiences are all about giving families and individuals a chance to come out and experience the forest first hand. We have designed programs that appeal to the widest possible audience, and worked hard to keep the prices down," said CALM's Hills Forest Manager Stev Slavin.

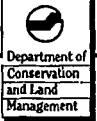
Some of the other activities available from September through to November include: The Eagle has Landed, Stepping out with Llamas, Walk on Water, Forest under Canvas, Bush Cooking, Backpacking for Beginners, and Camera Captures.

The Hills Forest, 30 minutes drive east of Perth, covers 80 000 hectares in the Darling Ranges from Toodyay Road in the north to Brookton Highway in the south. It includes State forest, five national parks, the Mt Dale conservation park and the picturesque Mundaring Weir area.

For more information on the Forest Adventure Experiences, Go Bush! and The Hills Forest, you can pick up a brochure from CALM offices in Como, Crawley, Mundaring and Kelmscott.

Bookings are essential for all of the programs. To register, "Phone the Forest" on (09) 295 2244 between 8.30am and 4.00pm weekdays.

Media contact: Barry Hooper (09) 295 2244

<h1>News</h1>	 Department of Conservation and Land Management
R E L E A S E	
7 September 1995	
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Media contact: Barry Hooper (09) 295 2244	

APPENDIX D: BLANK ACTIVITY DESIGN FORM

INTERPRETATION ACTIVITY DESIGN FORM

<p>TYPE OF ACTIVITY (Please circle)</p>	<p>Talk Walk Ramble Theme Activity Earthwalks Wildlife Observations Concept Building Art & Craft Stations Sensory Game Problem Solving</p>
<p>TOPIC/SUBJECT</p>	<p>Natural: <input type="checkbox"/> Land Forms/Processes <input type="checkbox"/> Plants <input type="checkbox"/> Animals <input type="checkbox"/> Ecology <input type="checkbox"/> Humans <input type="checkbox"/> Land Use</p> <p>Cultural: <input type="checkbox"/> Aboriginal People <input type="checkbox"/> Non-Aboriginal People</p> <p>Lifestyle: <input type="checkbox"/> Customs <input type="checkbox"/> Religion <input type="checkbox"/> Law</p> <p>Resource Use: <input type="checkbox"/> Food <input type="checkbox"/> Tools <input type="checkbox"/> Shelter <input type="checkbox"/> Clothing</p>

<p>TARGET AUDIENCE</p> <p>Age groups/profile:</p> <p>Numbers:</p>	<p><input type="checkbox"/> Children 6-10</p> <p><input type="checkbox"/> Children 10-12</p> <p><input type="checkbox"/> Teens 13-17</p> <p><input type="checkbox"/> Adults</p> <p><input type="checkbox"/> Family</p> <p><input type="checkbox"/> Groups</p> <p>Maximum ____</p> <p>Minimum ____</p>
<p>TITLE AND THEME (holds the story and activity together)</p>	
<p>OBJECTIVES</p> <p>What knowledge does audience get out of it?</p> <p>What skills does audience get out of it?</p> <p>What attitudes or values does audience get out of it?</p>	
<p>MESSAGE(S)/CAPTION/SLOGAN RECORDED BY PARTICIPANTS</p>	
<p>METHOD OF PRESENTATION</p>	
<p>ACTIVITY OUTLINE (The story that holds the activity together.) Include introduction, activity steps or points and conclusion.</p>	
<p>SITE</p>	<p>Map attached <input type="checkbox"/></p>
<p>TIME LENGTH</p>	
<p>TIME OF DAY</p>	

<p>EQUIPMENT/PROPS</p> <p>for leader to bring</p> <p>for participants to bring</p>	
<p>BUDGET</p> <p>COST TO PARTICIPANT</p>	
<p>PROMOTION/ADVERTISEMENT</p>	
<p>THE CONTENT/SCRIPT TEXT</p> <p>SUGGESTIONS/NOTES</p>	<p>Pages attached <input type="checkbox"/></p>
<p>EVALUATION/STATISTICS</p> <p>Age groups:</p> <p>Overall audience response:</p> <p>Self Evaluation Did you achieve your objectives?</p> <p>How could you improve your activity?</p>	<p>Number attending the activity: _____</p> <p><input type="checkbox"/> 0-5 <input type="checkbox"/> 16-25</p> <p><input type="checkbox"/> 6-10 <input type="checkbox"/> 26-60</p> <p><input type="checkbox"/> 11-15 <input type="checkbox"/> 61+</p>
<p>ATTACH REVISED ACTIVITY PLANNER & OUTLINE HERE</p>	<p>Revised planner and outline attached <input type="checkbox"/></p>

APPENDIX E: COMPLETED ACTIVITY DESIGN FORM

INTERPRETATION ACTIVITY DESIGN FORM

<p>TYPE OF ACTIVITY (Please circle)</p>	<p>Talk Walk Ramble Theme Activity Earthwalks Wildlife Observations Concept Building Art & Craft Stations Sensory <u>Game</u> <u>Problem Solving</u></p>
<p>TOPIC/SUBJECT</p>	<p>Natural: <input type="checkbox"/> Land Forms/Processes <input type="checkbox"/> Plants <input checked="" type="checkbox"/> <u>Animals</u> <input type="checkbox"/> Ecology <input checked="" type="checkbox"/> <u>Humans</u> <input type="checkbox"/> Land Use</p> <p>Cultural: <input type="checkbox"/> Aboriginal People <input type="checkbox"/> Non-Aboriginal People</p> <p>Lifestyle: <input type="checkbox"/> Customs <input type="checkbox"/> Religion <input type="checkbox"/> Law</p> <p>Resource Use: <input type="checkbox"/> Food <input type="checkbox"/> Tools <input type="checkbox"/> Shelter <input type="checkbox"/> Clothing</p>

<p>TARGET AUDIENCE</p> <p>Age groups/profile:</p> <p>Numbers:</p>	<p><input checked="" type="checkbox"/> Children 6-10 <input type="checkbox"/> Children 10-12 <input type="checkbox"/> Teens 13-17 <input type="checkbox"/> Adults <input type="checkbox"/> Family <input type="checkbox"/> Groups</p> <p>Maximum <u>25</u> Minimum <u>10</u></p>
<p>TITLE AND THEME (holds the story and activity together)</p>	<p>Kangaroo Squash - Human impact on wildlife</p>
<p>OBJECTIVES</p> <p>What knowledge does audience get out of it?</p> <p>What skills does audience get out of it?</p> <p>What attitudes or values does audience get out of it?</p>	<p>Human use affects wildlife Habitat awareness</p> <p>Problem solving skills</p> <p>Empathy for animals Consideration</p>
<p>MESSAGE(S)/CAPTION/SLOGAN RECORDED BY PARTICIPANTS</p>	<p>"Let wildlife live" "Speed kills animals and humans" "Wildlife and Vehicles Conflict" "Drive Safe for You and the Wildlife"</p>
<p>METHOD OF PRESENTATION</p>	<p>Physical activity and game</p>
<p>ACTIVITY OUTLINE (The story that holds the activity together.) Include introduction, activity steps or points and conclusion.</p>	<ul style="list-style-type: none"> * Introduction and take animal names * Identify movement patterns of animals * Lead group to area * Car (human) moves along road, animals killed, increase cars, increase dead animals * Ask the audience. "What's happening?" * Have group identify problem * Propose solutions, summarise best solutions
<p>SITE</p>	<p>Map attached <input checked="" type="checkbox"/></p> <p>Cleared area with bushland nearby</p>
<p>TIME LENGTH</p>	<p>45 minutes to 1 hour</p>
<p>TIME OF DAY</p>	<p>Daytime, or evening spotlighted</p>

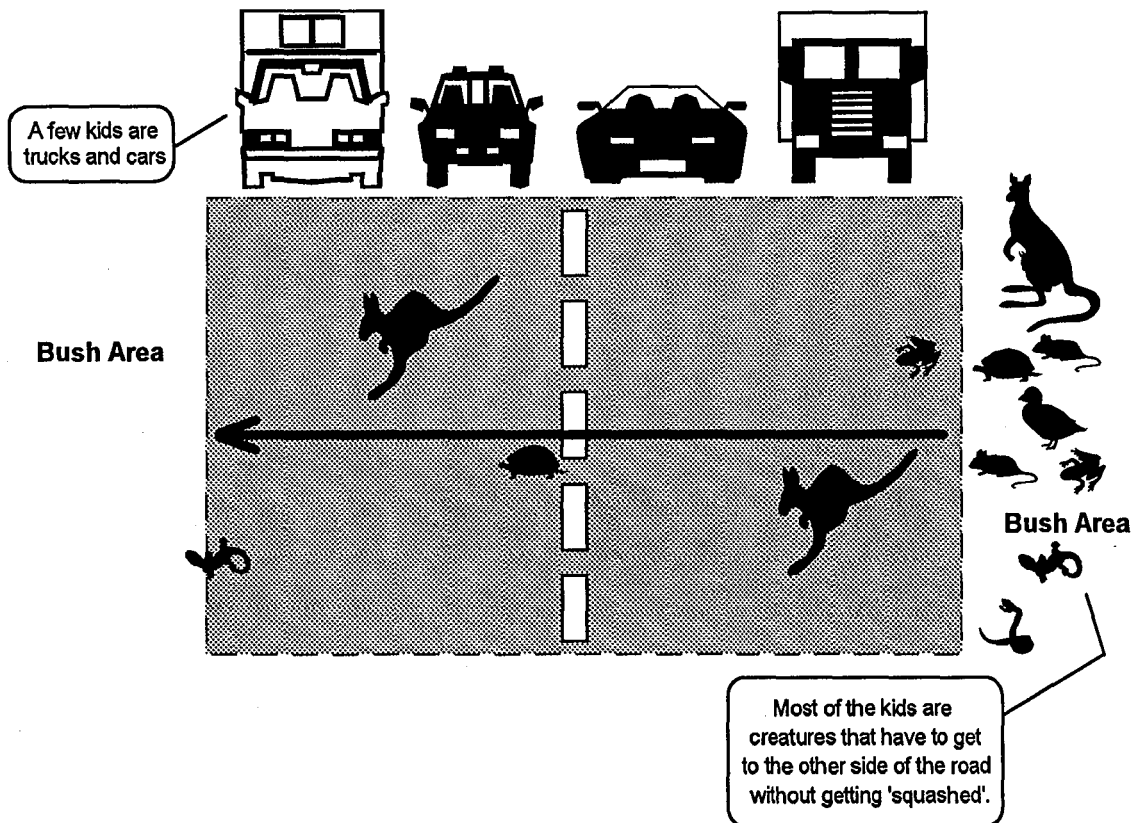
<p>EQUIPMENT/PROPS</p> <p>for leader to bring</p> <p>for participants to bring</p>	<p>Ball, stickers of animals or ABC of native animals or species list (manipulate number of species chosen); for an audience of school kids, bring animal name tags</p> <p>Wear casual clothes</p>						
<p>BUDGET</p> <p>COST TO PARTICIPANT</p>	<p>\$20.00</p> <p>\$2.00 per participant</p>						
<p>PROMOTION/ADVERTISEMENT</p>	<p>Where: school newsletter, park notice board, toilet door, kiosk, tourist information centre, libraries</p> <p>Title and 2-3 line promotional blurb:</p> <p>"Kangaroo Squash A great kid's activity to develop an awareness of the movements and habits of native animals - as well as people! Join in the fun and discover creative ways to protect wildlife."</p>						
<p>THE CONTENT/SCRIPT TEXT</p> <p>SUGGESTIONS/NOTES</p>	<p>Pages attached <input checked="" type="checkbox"/></p> <p>Leave some 'squashed' animals on the road as 'road kills' to add dramatic effect.</p>						
<p>EVALUATION/STATISTICS</p> <p>Age groups:</p> <p>Overall audience response:</p> <p>Self Evaluation Did you achieve your objectives?</p> <p>How could you improve your activity?</p>	<p>Number attending the activity: <u>12</u></p> <table border="0"> <tr> <td><input type="checkbox"/> 0-5</td> <td><input type="checkbox"/> 16-25</td> </tr> <tr> <td><input checked="" type="checkbox"/> 6-10</td> <td><input type="checkbox"/> 26-60</td> </tr> <tr> <td><input type="checkbox"/> 11-15</td> <td><input type="checkbox"/> 61+</td> </tr> </table> <p>Full participation in activity interactive near full participation in discussion</p> <p>Yes Good solutions: road realignment (and discussion of safety design), signs, corridors, pre-visit information for visitors</p> <p>Look for a better site More time seeing animals movements Time of day could be better (we had full sun, hot part of day)</p>	<input type="checkbox"/> 0-5	<input type="checkbox"/> 16-25	<input checked="" type="checkbox"/> 6-10	<input type="checkbox"/> 26-60	<input type="checkbox"/> 11-15	<input type="checkbox"/> 61+
<input type="checkbox"/> 0-5	<input type="checkbox"/> 16-25						
<input checked="" type="checkbox"/> 6-10	<input type="checkbox"/> 26-60						
<input type="checkbox"/> 11-15	<input type="checkbox"/> 61+						
<p>ATTACH REVISED ACTIVITY PLANNER & OUTLINE HERE</p>	<p>Revised planner and outline attached <input checked="" type="checkbox"/></p>						

FIELD NOTES AND SCRIPT FOR KANGAROO SQUASH

Introduction

Kangaroo squash is a variation on the old game 'British Bulldog'. You may also know it as 'Red Rover'. 'If you don't know the game, basically you take a group of kids and choose several (two or three) to be 'it'. The rest line up at one end of a marked-out area (the marking out is optional) and they must get to the other end of the course without getting 'tagged' by those in the middle (see diagram below). When they get tagged they have to join those in the middle. Thus the numbers in the middle increase and those trying to get through decrease.

In Kangaroo Squash a few additions are made to the game. The kids who are 'it' are given the role of cars, motorbikes or trucks (whatever their favourite gas-guzzler is). The kids who are to be moving from one end of the course to the other take roles as wildlife that would live in the area and would cross the road. Bandicoots, chuditch, birds, kangaroos, etc. Then if a car hits some wildlife—squash—the wildlife dies and instantly becomes a new vehicle in the middle. As the traffic increases, the wildlife decreases. Depending on how difficult you want to make it, you can have the kids playing the role of wildlife move as the animal they are playing would, i.e., hop, crawl, waddle, etc. Kangaroo Squash is a good activity for kids out who have heaps of energy.



Warm up

Get the group sitting in a circle and tell them about the different animals that live in the area. You may wish to have cards with the name of each

animal clearly printed on it, which can be handed to one of the kids as you tell them something about the animal, i.e., where it lives, what it eats, how it moves, etc. Take a ball—preferably one that won't bounce, like a mini bean bag, gumnut or banksia cone—and get the kids to throw it to one another. As each kid catches it, ask them to call out the name of one of the animals you have described. This will be their role for the next activity—Kangaroo Squash. Get them to keep throwing the ball around until everyone has chosen an animal. You can keep going as long as you want to help them get the names right and to get to know one another.

Kangaroo Squash

Find a nice open even area free from rocks, stones, broken glass and discarded needles. Before you break from your warm up activity circle explain the activity and the ground rules.

"Okay kids now we are going to have a game of 'Kangaroo Squash'. Make sure you remember the name of the animal that you have just chosen. This area bush that all of you live in is called Scumbag Flats. Most of the area has been a National Park for many years which protects all of the plants and animals. Where the park finishes there is some privately owned land which faces the Boofhead Inlet and a big city developer wants to break the land up into small blocks for houses. He has called the subdivision Boofhead Vista.

"Unfortunately this area is the very place where all of you animals like to go and feed on the succulent new shoots and grasses which grow there. So that people can get into the new estate, the developer has built a new road between the National Park—where you spend most of the day—and your feeding area, Boofhead Vista.

"Now all of you animals have to cross the road two or three times a day to move between the National Park and the feeding area. The road is very busy. Many cars and trucks are travelling the road every day—and sometimes some of you don't make it back from the feeding area.

"The road is just over here. This is the National Park and that is the feeding area over there. Let's see how long you can survive the new road and the traffic.

"Now I need to choose some people to be the vehicles. Atilla you can be a Mack Truck, Jane you can be a fully equipped GTHO Falcon with dragways, and Dougie you can be a Morris 1100 that floats on fluid."

When you choose a few kids to be the cars, trucks, etc., it is best to choose those who seem to be the most outspoken or potential trouble makers (these are the kids with heavy metal T-shirts). Make sure that you tell the cars that punching, eye-gouging, pile driving, shirt-fronting, head high tackles and right and left clenched fists to the head and upper body are not on. A light tag is all that is required and allowed.

Now position the rest of the kids on the 'start line'.

Explain that those who get through get to feed—and then have to make the trip back home after dinner.

Explain to them that when an 'animal' gets run over it then turns back into a vehicle. But keep some of them as road kills. Leave them on the road as obstacles to vehicles and wildlife.

Now let them go, sit back and watch the carnage that ensues. After a few trips backward and forward there will be heaps of vehicles and no animals. If you want to—and most heads are still attached—you can let them start again.

After the Activity

Call everyone back together and sit back in your circle. Compare injuries and send the worst effected kids to the waiting ambulance or paramedics.

Now discuss what happened. How many animals survived? Why did the animals keep crossing the road even after some had been knocked over. What do you think may have been some of the other effects of the road on the animals, e.g., some animals may have been scared away altogether, increases in predation by foxes and cats along the road, the effect of the clearing on adjacent bush ie increased wind, loss of habitat, increased rubbish and risk of fire. What else can you think of??

Get the kids to think about all the roads that run through the bush that they have been on. Has anyone every seen a dead roo or other animal. Why might animals be attracted to the roadside, e.g., food, heat from the bitumen, run off of water into roadside gullies?

How could some of these things have been avoided?

Ask the kids to think about some of the ways that we can minimise the effect of roads on animals, curvi-linear design to slow vehicles down, signs warning of animals on the road, encouraging people not to travel when the animals are most active and road underpasses for animal corridors.

Follow Up

Talk to the teachers and get them to run an activity back in the classroom where the kids get to plan a new road through a patch of bush. Suggest the teachers divide the students up into groups and give each group a role (i.e., developers, local residents, reserve managers, conservationists, recreationists, etc.) from which they try to influence the outcome of how (or if) the road is put through by putting forth lucid arguments and coming up with a group decision with written recommendations.

Props Needed

- A ball
- Some cards with the name of common animals
- Some flagging tape and stakes if you want to demarcate the area.

'Kangaroo Squash' is based on an activity in the *Queensland National Parks & Wildlife Service Junior Ranger Manual*

APPENDIX F: ACTIVITY PROGRAM FLYERS (BLANK)

YOU MAY PHOTOCOPY
THE NEXT TWO SHEETS





APPENDIX G: SAMPLE ACTIVITY BROCHURE

15. Forest Under Canvas

Join an experienced bushwalker for a quiet night and unique experience at our picturesque 'five million star' camp site.

Note: BYO equipment (a limited amount can be hired from CALM)

15a. Backpacking for Beginners (Grade 1 Walk)

When: 10.00 am, Saturday 7 October to 11.00 am, Sunday 8 October

Cost: \$20 Adult, \$12 Child, \$50 Family ☺ 8+
Limit: 15

15b. Intermediate Backpacking (Grade 2 Walk)

When: 10.00 am, Saturday 21 October to 11.00 am, Sunday 22 October

Cost: \$20 Adult, \$12 Child, \$50 Family ☺ 8+
Limit: 15

16. Wildflower Bus Tour

Bring your lunch and experience the variety of colours and aromas of the native wildflowers in the forest around Mundaring. There is some bushwalking, so wear your bush boots.

When: 9.30 am-1.30 pm, Sunday 8 October

Cost: \$15 per seat

Limit: 20

Note: BYO morning tea, lunch and drinks

17. Unseen Forest Safari

Join us on a bus tour, with short walks, and experience rarely seen forest areas in a CALM Quarantine Area. Discover the back reaches of Mundaring Weir, closed for nearly 20 years. Afterwards, relax and enjoy billy tea and johnnycakes in a mystery bush location. Bring your walking shoes.

When: 9.30 am-1.30 pm, Sunday 15 October

Cost: \$18 per seat

Limit: 20

Note: BYO lunch, drinks and camera

18. A Forest Discovery

Look for the clues as you drive along learning about the forest in this car rally-style adventure, finishing at a mystery location. This is not a race. Prizes will be given to those who are within times specified and have gathered clues.

When: 1.00 pm-4.00 pm, Sunday 15 October

Cost: \$10 per car

24. Discover the Nyoongar Way (Grade 1 Walk)

Experience the richness of the local Nyoongar Aboriginal culture on this one-day course.

Taste edible vegetation, try your hand at tool and implement making and learn where to find your needs in the 'bush supermarket'.

When: 10.00 am-3.00 pm, Sunday 19 November

Cost: \$20 Adult AO

Limit: 40

Note: BYO lunch and drinks

25. Paper Making

Natural bush products can be used in making beautiful paper. This short course is an introduction to making your own recycled paper. It's a hands-on activity that's fun for the whole family.

When: 1.00 pm-3.30 pm, Saturday 14 October or 1.00 pm-3.30 pm, Sunday 12 November

Cost: \$8 Adult, \$5 Child ☺ 6+

Limit: 25

26. Bush Sculpture

Using a range of interesting materials like rags, sticks, grass and mud, join sculptor Cecile Williams and learn the techniques needed to make a sculpture you can proudly display at home.

When: 9.30 am-4.00 pm, Sunday 5 November

Cost: \$18 Adult AO

Limit: 20

Note: BYO lunch and drinks

27. Bush Cooking

course camp oven meal
roll in the beautiful
daring Weir while
up in bush clothes of
create the atmosphere

Saturday 4 November


or

Sunday 5 November


child ☺ 6+


Maiolo in a beginners'
your feelings of the

Go bush!
in The Hills Forest



Outdoor activities for everyone!
2 September-26 November 1995

Coordinated by

DEPARTMENT OF CONSERVATION
AND LAND MANAGEMENT

Sponsor: ICI


Please recycle
this within 2 years

APPENDIX H: SAMPLE EVALUATION FORMS

PARTICIPANT SURVEY FORM

To help us improve our activities we need to know what you think about them.

Please fill in this questionnaire and return it in the accompanying stamped envelope.

Date: _____ Name of Activity: _____

ABOUT YOU

Please tick the appropriate box.

1. What is your age?

- 0-12
- 13-20
- 21-30
- 31-40
- 41-50
- 50+

2. What is your gender?

- MALE
- FEMALE

3. Where do you live?

- POSTCODE _____
- State _____
- Country _____

4. Where are you staying while in this area? (Please state location, ie. home, with friends, or name of accommodation)

ABOUT YOU AND THIS ACTIVITY

5. Why did you come to this activity?

- My friends and family came
- To learn something
- To have fun
- Nothing else to do
- Other (Please state)

6. How did you find out about this activity?

- Posters
- CALM office
- Rangers or volunteers
- Newspaper ad
- ABC Radio
- Activities Program brochure
- Other (Please State)

PTO

For the next three questions, circle your answer.

7. How much did you enjoy the activity today? A lot A little Not much Not at all

8. Did it meet your expectations? A lot A little Not much Not at all

9. Did you learn anything new from the activity? A lot A little Not much Not at all
activity?

10. In a sentence, say what you learnt. What was the primary message of the activity?

11. How would you improve this activity?

12. Have you seen any of the following TV programs? (please tick):

- | | |
|---|--|
| <input type="checkbox"/> Life on Earth | <input type="checkbox"/> Getaway |
| <input type="checkbox"/> Living Planet | <input type="checkbox"/> Wildscreen |
| <input type="checkbox"/> Great Outdoors | <input type="checkbox"/> Bush Tucker Man |

13. Do you subscribe to any of the following magazines? (please tick):

- | | |
|--|---|
| <input type="checkbox"/> <i>LANDSCOPE</i> | <input type="checkbox"/> Nature Australia (formerly <i>Australian</i>
<i>Natural History</i>) |
| <input type="checkbox"/> Australian Geographic | <input type="checkbox"/> Wild! |
| <input type="checkbox"/> Geo | |
| <input type="checkbox"/> Habitat Australia | |
| <input type="checkbox"/> National Geographic | |

14. Would you like to be on our mailing list?

Name: _____

Address: _____

Postcode: _____

THANK YOU FOR YOUR TIME

SELF ASSESSMENT CHECKLIST

Preparation:

- Review the principles of interpretive communication
- Complete the interpretation activity planner (IAP)
- Review the IAP with Regional Interpretation Officer
- Analyse and assess the site
- Prepare props and equipment
- Arrive early at site (15 minutes or more, depending on the site preparation requirements)
- Welcome participants and get to know a little about why they are there
- See to any on-site, last minute administrative needs (toilets, water, first aid, telephone, etc.)

The Activity:

- Introduce yourself
- Arrange group for best group dynamics and comfort (considering sun, seating, noise, personal space and be sure to note numbers of people, ages, etc. on the Interpretation Activity Design Form evaluation section)
- Focus visually and orally on the whole group (move eyes and head around to include all individuals)
- Don't allow your attention to be dominated by a few personalities
- Look for feedback from the group
- Conclusion—summarise what you did/said and state primary message
- Say 'thank you' for visitors' participation

PRESENTER STATISTICS SLIPS

PRESENTER STATISTICS SLIP

Name:

Date:

Activity:

DAY/NIGHT (Circle)

Weather:

Number of participants:

Comments: _____

✂
.....

PRESENTER STATISTICS SLIP

Name:

Date:

Activity:

DAY/NIGHT (Circle)

Weather:

Number of participants:

Comments: _____

✂
.....

PRESENTER STATISTICS SLIP

Name:

Date:

Activity:

DAY/NIGHT (Circle)

Weather:

Number of participants:

Comments: _____

PARTICIPANT INTERVIEW QUESTIONNAIRE

Use this form to interview participants in person. Write the answers in the spaces provided.

“Excuse me, could I have ten minutes of your time to complete this questionnaire about the activity in which you have just taken part?”

Date:

Interviewer:

Activity:

What did you think of the activity?

What useful information or ideas did you gain from the activity?

How do you think that the information in this activity will help you care for the environment?

What is your understanding of the role of this organisation?

Do you belong to any club or clubs?

Gardening

Bushwalking

Wilderness Society

Naturalists

Bird watching

Other (please state)

Do you subscribe to any of the following magazines? (please tick):

Geo

Habitat Australia

Australian Geographic

National Geographic

LANDSCOPE

“Thank you for your time.”

APPENDIX I: CONTRACT FOR SERVICE

CONTRACT FOR SERVICE: LETTER OF ENGAGEMENT

The Executive Director of the Department of Conservation and Land Management (the Principal) hereby offers to engage you under a contract for service to perform the "Services" set out hereunder subject to the following terms and conditions of appointment.

If you wish to accept this offer of engagement, would you kindly sign the acknowledgment at the end of this letter and return to me as soon as possible.

1. SERVICES TO BE PERFORMED

2. PERIOD OF ENGAGEMENT

3. NAME OF PRINCIPAL

4. FEE FOR SERVICES

5. MANNER OF PAYMENT

The fee will be paid when the Department deems the services of the engagement to have been completed and an invoice for the fee has been submitted.

6. CONDITIONS OF APPOINTMENT

CLAUSE 1

There is no entitlement to sick leave, annual leave, long service leave, short leave or worker's compensation under the Appointment.

CLAUSE 2

Notwithstanding anything herein contained to the contrary the Principal may terminate the engagement at any time and without prior notice should there be any breach of any of the terms or conditions herein or in the Letter of Engagement, or should there be any refusal to comply with any reasonable instructions or directions given by the Principal.

CLAUSE 3

This Agreement shall not be assigned or dealt with in any way by either party (whether by assignment, sub-contract, sub-licensing or otherwise) without the consent of the other party.

CLAUSE 4

The fee specified in the Letter of Engagement shall be paid at the time and in the manner set out in the Letter of Engagement.

CLAUSE 5

The Principal shall not be liable to reimburse any travel expenses, accommodation or subsistence expenses incurred in the performance of the Services. All such expenses shall be deemed to be included in the amount of the consultancy fee specified in the Letter of Engagement.

CLAUSE 6

Nothing herein contained or implied shall constitute the relationship of partnership with or employment by the Principal and it is the express intention of the parties hereto that any such relationships are denied.

CLAUSE 7

These conditions and the Letter of Engagement together constitute the entire agreement between the parties. Any prior arrangements, agreements, representations or undertakings are superseded and any modification or alteration of any clause of these conditions will not be valid except if made in writing and signed by the parties hereto.

CLAUSE 8

The engagement will be governed by and construed according to the Law for the time being in force in the State of Western Australia and the parties agree to submit to the jurisdiction of the courts and tribunals of the State.

CLAUSE 9

Any dispute arising in connection with the Letter of Engagement or these conditions which cannot be settled by negotiation between the parties or their representatives shall be submitted to Arbitration in accordance with the Commercial Arbitration Act 1985. During such Arbitration, both parties may be represented by a duly qualified legal practitioner.

Yours faithfully

.....
Syd Shea
EXECUTIVE DIRECTOR

I acknowledge and accept the offer of engagement contained in this letter and agree to carry out the Services in accordance with the terms and conditions of this letter of appointment.

..... Dated the day of 19

**APPENDIX J:
LIST OF USEFUL EXTERNAL CONTACTS LISTED BY TOPIC**

LANDFORMS & PROCESSES	
Department of Minerals and Energy	<p>Mineral House 100 Plain St. Perth, WA 6000 (09) 222 3333</p> <p>Contact Communications Branch or Geological Survey Division for Publications. They may be able to provide someone to come and speak (lecture style) ie. How to peg a claim, gemstones, etc.</p>
E. de C. Clarke Geological Museum	<p>University of Western Australia Crawley, WA Contact: Curator/Geologist (09) 380 2681</p> <p>Curator will come out on weekends and do talks and hands on activities for public.</p> <p>Charge: approx. \$25 per hour</p>
Perth Observatory	<p>(Astronomical Services) Walnut Road Bickley, WA 6076 (09) 293 8255</p> <p>Can provide someone to come out and show group how to observe sky, etc.</p>
Water Authority of WA/Water Resources Council	<p>John Tonkin Water Centre Leederville, WA (09) 420 2420</p> <p>For most areas in WA, ring Public Affairs Manager. Some staff will do activities with public.</p>

PLANTS	
(Australian) Institute of Foresters	<p>National President, Dr Frank McKinnell, CALM Crawley Phone (09) 442 0300</p> <p>National Secretary, Paul Jones, CALM Crawley Phone (09) 442 0300</p>
APACE WA	<p>Winter House Johanna St. North Fremantle, WA (09) 336 1262</p> <p>Has library (open to public), a project arm and a revegetation nursery. Site surveys, seed collection, advice on revegetation, weed eradication, bushland appreciation, propagation, etc. (usually during the week). Also provides information on energy efficiency and recycling. Charges between \$25 and \$40 per hour. Also conducts schools programs.</p>
Forest Industries Federation of WA	<p>103 Colin St. West Perth, WA (09) 322 2088</p> <p>Education literature is available for the general public. Has a few staff who give talks around the metropolitan area and south-west.</p>
Info Link at Alexander State Library	<p>James Street, Northbridge (09) 427 3111</p> <p>Provides referrals in the way of names and phone numbers for government departments, services and community groups.</p>
Kings Park Board/Kings Park Guided Walks	<p>Kings Park and Botanic Garden West Perth, WA (09) 321 5065</p> <p>Horticultural Advisory Officer advises general public on how to grow wild flowers, gives guided talks on bushland management, propagation of native plants, effects of fire, biology of plants.</p> <p>Researchers conduct studies on native plants (specialise in Drosera, tuberous and bulbous plants) and enjoy talking to groups.</p> <p>Cost: Approximately \$40— \$80 an hour for these staff.</p>

Men of Trees	<p>Nursery Stirling Cnrs (Cnr Amherst Rd.) Hazelmere, WA (09) 250 1888</p> <p>For children/student talks phone number above. They also hold the video "<i>Wheat Today, What Tomorrow</i>" (a video for city-based audiences) and staff do seed collecting excursions</p>
WA Herbarium	<p>CALM Como, WA (09) 334 0500</p> <p>Identification service available to CALM staff—requires minimum of 10 species to commence service.</p>
Wildflower Society of WA Inc.	<p>71 Oceanic Drive Floreat, WA (09) 383 7979 Office is open Tues–Thurs, 10.00–2.30</p> <p>Mailing PO Box 64 Nedlands, 6009</p> <p>Runs various workshops at different wildflower society locations, however someone could come out and speak to a group, if requested.</p>

ANIMALS	
CSIRO	<p>Division of Wildlife and Ecology (09) 290 8111 Helena Valley</p> <p>Bird banding expert: Perry de Rebeira (retired) Phone: (09) 298 8999</p>
Department of Agriculture	<p>Baron-Hay Court Perth, WA (09) 368 3333</p> <p>Reference Library</p>
Gould League (Inc.)	<p>Herdsmen Lake Wildlife Centre Flynn Street Wembley (09) 387 6079</p> <p>Books on activities for kids, wildflower, etc. and pamphlets on birds, plants and animals in WA. Sell wall charts on common garden birds, finches, parrots, water birds, shells, common mammals (macropods), snakes and reptiles.</p>

Perth Zoo	<p>Labouchere Rd. South Perth, WA (09) 367 7988</p> <p>Various education classes available, as well as a library.</p>
Raptor Retreat	<p>The POWER Program (Preservation of Wildlife, Education, Rehabilitation) PO Box 399 Bassendean, WA 6054</p> <p>Provides demonstrations and talks about raptors, their habitat, ecology, hunting methods, benefits to humans and requirements for survival.</p>
Western Australian Naturalists Club Inc.	<p>63 Merriwa St. Nedlands, WA 6009 (09) 389-8085</p> <p>Postal address: PO Box 156 Nedlands, WA</p> <p>Can provide naturalist expertise for activities/environmental events.</p>
Western Australian Museum	<p>Francis Street Perth, WA 6000 Education Manager Phone: (09) 328 4411 Fax: (09) 328 8686</p> <p>Education packs available.</p> <p>Library use and expertise of curatorial staff:</p> <ul style="list-style-type: none"> • vertebrates • aquatic zoology • vertebrates • Aboriginal culture • dinosaurs, fossils • meteorites <p>Information sheets on topics from insects to fish and natural history, as well as other museum publications (bookshop).</p> <p>Also loan collections: animal specimens (\$5 per item for a 2-week period for larger items, but will strike a deal for some of smaller items)</p> <ul style="list-style-type: none"> • skulls and bones, monkey, lion, birds in various states of preservation
Wildlife Carers	<p>Skilled volunteers who look after injured or abandoned native animals. Phone local Shire office or CALM office for details.</p>

LIBRARIES & OTHER SOURCES

<p>Alexander State Library</p>	<p>Perth Cultural Centre Francis Street Perth, WA 6000 (09) 427 3111</p> <p>Large reference library, no loans. .</p> <p>Stock maintenance, Public Library Services Branch: free distribution service for community information publications, etc., to 64 Metropolitan libraries.</p>
<p>Battye Library</p>	<p>(The Library of West Australian History inside Alexander Library) (09) 427 3291</p> <p>Located on the 4th Floor the Battye and is an excellent resource that contains, oral histories (tapes and transcripts), Parliamentary records, books by WA authors, old photographs of WA scenes, etc. Photographs can be purchased for use in CALM displays, publications, etc.</p>
<p>Department of Environmental Protection</p>	<p>Westralia Square Mounts Bay Road Perth, WA 6000 Phone: (09) 222 7000</p> <p>Education Section: Various educational materials available for sale (primarily for teachers). Many technical briefs and bulletins available for free.</p>
<p>Fisheries Department</p>	<p>108 Adelaide Terrace Perth, 6000 (09) 220 5333 (general number)</p> <p>Sells posters, fish rulers, stickers, brochures on fishing seasons, Information on aquaculture, also has Western Fisheries Magazine (free of charge, comes out quarterly)</p> <p>Community Education Officer (offers educational programs) (09) 220 5306</p>
<p>Keep Australia Beautiful Council</p>	<p>12 Preston St Como, WA 6152 Peter Dent Education Officer (cartoon illustrator and educator) (09) 474 2266</p> <p>Produces posters, stickers and publications</p>
<p>Ministry of Sport and Recreation</p>	<p>Sir Thomas Meagher Pavilion Meager Drive Floreat, WA 6014 (09) 387 9700</p> <p>Postal: PO Box 66 Wembley, WA 6014</p>

<p>Ministry of Sport and Recreation cont...</p>	<p>Library, contains good variety of outdoor activity books (the Karl Rohnke series), contains archive of Ministry publications</p> <p>Recreation Consultant: (09) 387 9744</p>
<p>Solar Information Services</p>	<p>280 Newcastle Street Northbridge WA 6003</p> <p>Provides information on passive solar and climate-designed construction (domestic and commercial).</p> <p>Phone pager service: (09) 367 1318</p>
<p>The Environment Centre</p>	<p>PO Box 7375 Cloisters Square Perth, WA 6850 (actual location: 587 Wellington Street, Perth) Phone: (09) 321 5942 Fax: (09) 322 3045</p> <p>Hours: Mon—Fri, 9.00—5.00 and Sat 9.30—4.30</p> <p>Bookshop, library covering 26 environmental topics. Contact point for environmental groups and initiatives (i.e., public consultation information from government or industry groups).</p>
<p>Western Australian Tourism Commission</p>	<p>6th Floor 16 St. Georges Terrace Perth, WA 6009 Phone: (09) 220-1700 Fax: (09) 220-1705</p> <p>Markets and promotes WA as tourism destination. Contact point for information on all WA tourist attractions.</p>
<p>Local Historical Societies</p>	<p>City: Royal West Australian Historical Society 49 Broadway Nedlands, WA 6009 (09) 386 3841</p> <p>Country (one of many): Eastern Goldfields Historical Society PO Box 643 Kalgoorlie, WA 6430 (090) 93 1157</p>

AUSTRALIA-WIDE PARKS AND WILDLIFE ORGANISATIONS:

Australian Nature Conservation Agency
GPO Box 636
Canberra ACT 2601
Phone: (06) 250 0200, Fax: (06) 250 0399

**Australian Capital Territory
Parks and Conservation Service**
PO Box 1119
Tuggeranong, ACT 2909
Phone: (06) 207 1143, Fax: (06) 207 2229

**Conservation Commission of the Northern
Territory**
PO Box 496
Palmerston, NT 0831
Phone: (089) 894542, Fax: (089) 89 4510

Department of Conservation (New Zealand)
PO Box 10420
Wellington, New Zealand
Phone: +4 471 0726, Fax: +4 471 1082

**New South Wales National Parks and Wildlife
Service**
PO Box 1967
Hurstville, NSW 2220
Phone: (02) 585 6444, Fax: (02) 585 6555
**Parks and Wildlife Service, a Division of the
Department of Environment and Land
Management (Tasmania)**

GPO Box 44a
Hobart, TAS 7001
Phone: (002) 33 8011, Fax: (002) 24 0884

**Queensland National Parks and Wildlife
Service**
PO Box 155
Brisbane Albert Street, QLD 4002
Phone: (07) 227 8185, Fax: (07) 227 8749

**South Australian National Parks and Wildlife
Service**
PO Box 1782
Adelaide, SA 5001
Phone: (08) 207 2000, Fax: (08) 207 2235

**Victorian Department of Conservation and
Natural Resources**
PO Box 41
East Melbourne, VIC 3002
Phone: (03) 412 4011, Fax: (03) 419 2803

**Western Australian Department of
Conservation and Land Management**
PO Box 104
Como, WA 6152
Phone (09) 334-0333
Fax (09) 334-0583

PROFESSIONAL ORGANISATIONS:

**Australian Association of Environmental
Education (AAEE)**
PO Box 12003
Elizabeth Street
Brisbane, QLD 4002
AAEE provides a network for environmental
educators, cooperates with conservation groups,
government and industry, runs conferences and
seminars and lobbies government.

Ecotourism Association of Australia
GPO Box 1122
Brisbane, QLD 4001
Phone: (07) 221 1811, Fax: (07) 221 3270

Interpretation Australia Association (IAA)
PO Box 1231
Collingwood, VIC 3066
IAA provides a network for interpreters in Asia
Pacific Region; cooperates with government and
non-government organisations, runs conferences.

Museum Australia (National Office)
24 Queens Parade
North Fitzroy, VIC 3068
Phone: (03) 486 3399, Fax: (03) 486 3788
Museum Australia is an education special interest
group.

HAVE WE MISSED SOMETHING?

Do you need more information? Can you suggest how we can improve future editions of this guide?
Let us know your suggestions or alterations below and return this form to:

CALM
Visitor Interpretation Section
PO Box 104
Como, Western Australia 6153
Phone: (09) 334 0333
Fax: (09) 334 0583
