

Module 4 Study Guide: Appropriate Techniques and Strategies

In this module, you will consider how to apply foundational knowledge of interpretive techniques to the issue of climate change. And you will be challenged to learn/think about the advanced skills that are necessary to most effectively interpret a complex critical issue with 21st century audiences. Estimated time investment for this module is 4-5 hours.

How to Use this Study Guide

This study guide is designed for self-directed, self-paced learning and interaction. You can engage as much or as little as you prefer. The study guide is designed to help you work through a progression of learning in which you 1) *investigate*—study the recommended content, 2) *contemplate*—create your own relevance through intentional reflection, 3) *actuate*—apply the concepts to a personal work strategy and then, importantly, 4) *collaborate*—contribute to a conversation in a community of practice to broaden your understanding and encourage your colleagues. So the more you put into it, the more you will get out of it!

For **non-NPS participants** — we believe that the concepts and best practices described in this curriculum are useful to all interpreters and you are invited to fully participate. In this module, some of the content may be NPS-specific, but you are encouraged to seek out/investigate the ways in which this information may be applicable to your own work.

Investigate

Contemplate

Actuate

Collaborate



Module Objectives

After completing the activities in the Module 4 Study Guide, you will:

- Identify potential audience-relevant frames for interpreting climate change at your site
- Describe strategies to proactively deal with the controversy of climate change
- Self-assess to identify your experience and comfort level with engagement strategies
- Identify potential interpretive venues and engagement strategies that might be used to interpret climate change at your site, including ways to integrate climate change interpretation into existing programs and media
- Complete a site-specific interpretive product plan that includes an audience-relevant theme (or theme question), at least one audience-centered goal, and incorporates at least one opportunity for audience interaction, personal expression or conversation
- Articulate the reasons why your site's stories and resources can be a source of hope in helping audiences grapple with the realities of climate change
- Identify appropriate ways to invite/encourage audiences to contribute to on-site projects/solutions and to be proactive in their daily lives

Investigate

Apply a spirit of inquiry and learning to the following assignments:

- Read the [Module 4 Learning Companion Interpreting Climate Change—Appropriate Techniques and Strategies](#) (18 pages)
- Read the handout on [Co-creation Techniques](#) for Interpreting Climate Change
- Review the Get Involved section of the NPS climate change website (<http://www.nps.gov/subjects/climatechange/getinvolved.htm>); explore actions that individuals can take at home or during a visit to a park; review Appendix 2 in the Module 4 learning companion and think about things your park is doing or could do to take action.

Note: links may open slowly from within this document – alternatively, you can right-click copy and then paste the URLs in your browser.

Contemplate

Ponder the personal relevance of what you have learned by considering the following questions... journal your thoughts in the space below (use as much space as you need).

1. In the [Module 4 Learning Companion](#) (page 6), it states that *“The advanced skills of facilitation, co-creation, building civic skills, embracing controversy, using frames, and providing empowerment through hope and action, will help interpreters provide the most effective range of audience-centered interpretive opportunities”* for climate change. Which of these engagement strategies do you feel most confident with, and which ones do you most want to work on? Why?
2. Refer to the list of potential frames for climate change ([Learning Companion](#) page 10). Which frames resonate most for you personally? Which frames, from this list or others, might be effective frames to use with different audiences at your site?
3. What other challenging topics (besides climate change) do you already interpret and how do you deal with the potential for controversy? What skills or techniques can you practice in order to more effectively embrace controversy as an interpretive opportunity, for climate change or other topics? (See pages 8-9 in the [Learning Companion](#) for recommended skills.)
4. Considering what we know about the potential impacts of climate change, identify at least one way that you personally can stay hopeful.
5. In the Learning Companion (page 15), it suggests that our protected natural and cultural sites are *“places to experience beauty, wonder, and humility and to learn from the past in order to make the future a better place—they are inherently places of hope.* How is your site a place of hope? What message of hope can your site provide related to climate change?

Actuate

Put learning and thinking into action with the following assignment:

Activity 1: Complete the Project Planning Worksheet (Steps 6-11)

Use the attached worksheet as a guide to develop an interpretive product – adding to and adjusting your ideas as you progress through this curriculum. Complete Step 6-11 to finish your project plan. (This activity was started in Module 2 and 3 -- but you can start here if you like.)

Activity 2: Add to the Techniques List

Add two of your own ideas for co-creation techniques to the bottom of the list on the Co-creation Techniques Handout. Start a list and identify 2-3 things your park is doing or could do to take action.

Activity 3: Identify Audience Action Ideas

Start a list of opportunities and ideas for action that individuals can take at home or during a visit to your park; consider when, where and how you might appropriately invite or encourage these actions for specific audiences.

Collaborate

Share one of the following items with your colleagues by creating a post on our “Climate Coffeehouse” Facebook page (see the Collaborate tab on the IDP website for additional instructions)

1. Your ideas from Steps 7-9 of the Project Planning Worksheet (Activity 1) OR
2. Your answer to the question above about how your site can provide a message of hope related to climate change (Contemplate question #5) OR
3. Share your own ideas for co-creation techniques (Activity 2)

Read what your colleagues are saying.

Respond to one other post.

For Further Investigation -- Additional Resources and References

Hungry for more? Check out some of the following additional resources:

(links may open slowly from within this document – or you can right-click copy/paste URLs)

- NPS National Climate Change Interpretation and Education Strategy Communication Toolkit – Best Practices: <http://www.nps.gov/subjects/climatechange/toolkit-bestpractices.htm>
- The Climate Change Response Program [*hope video series*](#)
- A video created in partnership with CCRP and No Barriers: [*Mudkarts*](#)
- [*Foundations of 21st Century Interpretation*](#), revised foundational competencies for NPS interpreters. NPS Interpretive Development Program, 2016.
- [*Best Practices for Interpreting Climate Change*](#), NPS Interpretive Development Program
- NPS TEL satellite broadcast training session notes on [*Interpreting Controversial Issues*](#) by Kim Sikoryak. 2005
- [*Be Relevant or Become a Relic: Meeting the Public Where They Are*](#) by David Larsen, from the George Wright Society Proceedings, April 19, 2001
- [*Changing the Conversation about Climate Change: A Theoretical Framework for Place-Based Climate Change Engagement*](#) by Sarah Schweizer, Shawn Davis, and Jessica Leigh Thompson
- The Listening Project: <http://www.listeningproject.info/index.php>
- Climate Access storytelling resources: <http://www.climateaccess.org/storytelling-resources>
- [*Great Smoky Mountains Citizen Science Guide*](#)
- [*Facilitating Reflection – A Manual for Leaders and Educators*](#)
- Interpretive Facilitator’s Toolkit webpage, NPS Interpretive Development Program: <http://idp.eppley.org/Interp-Toolkit>
- 21st Century Engagement community of practice: <https://sites.google.com/site/nps21ce/>
- [*Why Frames Matter*](#), Nisbet (2009) Environment: Science and Policy for Sustainable Development
- [*Facilitated Dialogue Training*](#), International Coalition of Sites of Conscience (ECOSOC), 2016.
- Intergovernmental Panel on Climate Change 2013 report illustrated in [*19 haikus*](#)