

13. Post-Course Work Plan Form for Community Stays



SELECTIONS FROM:
INTERPRETING FOR CONSERVATION
A MANUAL FOR TRAINING
LOCAL NATURE GUIDES

POST-COURSE WORK PLAN FOR COMMUNITY STAYS

Once course graduates have returned home, an instructor visits their community to assist the development of the trails and other planned conservation activities. The following is a form given to students, instructors, and other project collaborators to help define structure and goals of different projects.

POST- COURSE WORK PLAN FORM FOR COMMUNITY STAYS

General Objectives:

1. Carry out Month One Actions specified in Three-Month Work Plan.

List Course Projects and SMART Goals for Graduates, Teachers, and Collaborators:

PROJECT:

OBJECTIVE:

ACTION 1:

Participants:

ACTION 2:

Participants:

ACTION 3:

Participants:

PROJECT:

OBJECTIVE:

ACTION 1:

Participants:

ACTION 2:

Participants:

ACTION 3:

Participants:

Outline of events:

2. Gather personal information on all students, including: age, past and current job descriptions, pre-course and present salary, marital status, number of dependents, relationship with the community.

3. Work with the students to enhance and evaluate their skills in the following areas (where applicable):

- Goal-setting
- Brainstorming
- Creating Relevant Conservation Messages
- Organizing/Imparting Information
- Guiding Skills
- Interpretation Skills
- Characteristics of a Good Guide
- English Communication Skills
- Initiative
- Self-Evaluation
- Study Skills
- Specific Natural History Topics
- Designing Alternative Skills

4. Evaluate, specifically, each students' English level and Interpretation level at the end of Follow-up according to the Rating Scales used in the course.

5. Get to know more about the Parks, Communities, including information to complete/complement the site analyses, such as:

- Conservation issues and efforts
- Tourism activity (present and potential)
- Schools, local demographics, etc
- Important contacts in the area, including people working in the above-mentioned areas, as well as town mayors, tour operators, presidents of cooperatives, etc. (Check this with information gathered in past courses)

6. Make recommendations for selection of students based on observations made on the community's needs, tourism activity, success of the graduates, interest among individuals in the community, etc.

7. Have the opportunity to:

- Finish some course-related work not listed above
- Relax and enjoy while learning a little more about the communities and students

At times, teachers find themselves with a lot of free time during Follow-up, while others find themselves with little free time. This is your chance to take charge and design what activities to carry out. In the event that you find yourself with too much free time and the desire to carry out something constructive, we have provided some ideas here.

Possible activities to help achieve Follow-up goals:

English class; guide portfolios; listing possible conservation action recommendations for visitors; creating tour messages; practice teaching; brainstorming possibilities in the towns for projects or tours; goal-setting; tours; self-evaluation; feedback sessions; visits with local community members; visits with park staff, reserve employees, school teachers, conservation organizations; designing props for tours; designing marketing materials; designing and implementing EE curriculum/activity ideas; identifying and compiling resources.

Evaluation:

Evaluating the students will be a perpetual process throughout the four-week stay in the communities; however, by the end, the teachers will do a final assessment of the students' abilities in the above mentioned areas, as well as an overall evaluation (with observations and suggestions) of the community, the need for the course, and the effects on the students so far. The compilation of this information will form a good portion of the final report.