



EFFECTIVE
COMMUNICATION
INTRODUCTORY LEVEL

ANNEXES

MANUAL FOR NATURA 2000
MANAGERS IN EUROPE

*Draw by Frits Ahlefeldt
The HikingArtist*



LIFE+ Information and Communication Project:

EFFICIENT MANAGERS FOR EFFICIENT NATURA2000 NETWORK



Prepared by

Janice Burley, Down 2 Earth Training & Facilitation,
www.d2e.org.uk

Edition and design by

EUROPARC Federation 2015

Waffnergasse 6, 93047 Regensburg, Germany
Tel: +49 (0)941 59935980 | Fax: +49 (0)941 59935989
www.europarc.org | Email: office@europarc.org



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DOWN
2
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GUVERNUL ROMÂNIEI
MINISTERUL MEDIULUI ȘI SCHIMBĂRILOR CLIMATICE



agenția
METROPOLITANĂ
BRAȘOV
AGENȚIA METROPOLITANĂ
PENTRU DEZVOLTARE DURABILĂ
BRAȘOV



LIFE+ INFORMATION AND COMMUNICATION PROJECT:
EFFICIENT MANAGERS FOR EFFICIENT NATURA2000 NETWORK

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ANNEX 1

SECTION: WHAT IS NATURA 2000?

NATURA 2000 QUIZ

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N2000 Pub quiz

1. How many biogeographical regions are there in Europe?

- A) 12
- B) 7
- C) 9

2. In what year was the N2000 network come into existence?

- A) 1992
- B) 2000
- C) 1989

3. What enabling legislation is N2000 network based on?

- A) life directive
- B) biodiversity strategy
- C) birds and habitat directives

4. Who designates N2000 sites?

- A) European commission
- B) member states
- C) council of Europe

5. How many N2000 sites have been designated to date?

- A) 170, 000
- B) 18,000
- C) 63, 000

6. What is the El Teide declaration?

- A) a declaration to emphasise commitment is promoting greater awareness and understanding of N2000 sites
- b) a declaration to involve stakeholders in decisions over the long term management of N2000 sites
- c) a shift from designation to implementation and management

7. What is an SAC?

- A) special area of conservation
- B) scientific area of concern
- C) specific access control

8. A N2000 site can be designated

- A) only on private land
- B) only on public land
- C) anywhere

9. Work to improve N2000 sites is funded through

- A) private donations
- B) life nature fund
- C) member states

10. What are the Natura 2000 objectives?

- A) reconcile nature preservation and socio-economic issues
- B) preserve vulnerable species and their habitats
- C) fully protect a natural area from human activity

ANNEX 2

SECTION: COMMUNICATIONS STRATEGY AND PLANNING

ICEBREAKERS



TOOLKIT
SECTION: READY TO
START?

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Introductions & Welcome. Also useful throughout the course as energisers.

It is worth noting that icebreakers, energisers etc should be appropriate for the topic. Delegates tend to be less engaged if the activity seems random and unrelated to the subject in hand.

Bingo icebreaker

Give each delegate a bingo card (See Getting to Know You Bingo). They need to walk around and talk to the other delegates. When they find someone who can agree with a statement in one of the boxes, they should write their name in it. Each person's name should only appear once on each bingo card. You cannot write your own name on your own card. So, the number of boxes should be one less than the number of people doing the activity. If you don't like the statements on the card, you can put in different ones, relevant to your course/area.

Consider whether you want to include the trainers in the activity.

Consider whether you want to award a prize to the first person who completes the card.

This can also be used during the course with different statements if you want to assess learning.

You're a Star icebreaker

Use stars – either bought or cut out from cardboard. Each person writes on their star something they're proud of. All stars are put in a hat or bag. Each delegate takes another one out and walks around talking to people until they find whose star they have. Bear in mind that someone will be looking for them while they are looking for someone else.

This can also be used as an energiser

Green heart icebreakers

Similar to the star activity, above. We each have a beating green heart, and this is the chance to do a light-hearted exercise looking at this.

Cut green hearts out of paper or card. Each person writes down, or draws, an occasion when they have been really happy in the outdoors. Or it could be their first memory of the outdoors. These are put in a bag or hat and each delegate picks another one out. They then have to find whose green heart they have.

The hearts can then be stuck up on a wall or board and referred to later in the course.

If you amend the subject of the drawing, this can be used for almost any subject matter.

Topics for treats Good for choosing discussion topics.

Prepare a bowl of sweets/fun-size chocolate bars. For each type/colour of sweet/chocolate write up a list on the flip chart. For example:

Green – The best thing about where I work

Yellow – The most inspirational person you've met

Orange – The place in the world you would most like to visit and why

Purple – Your favourite outdoor activity

Hide the flip chart and pass round the bowl, just asking each delegate to choose what they fancy. (You could ask them to take more than one depending on what you want them to talk about).

Reveal the flip chart and ask them to talk about their 'chosen' topic.

It could also be used for non-edible giveaways too. Or you could use marbles or counters.

The topics can be adapted to almost anything depending on what you want to discuss.

Two truths, one lie This is great for getting people to think a little more creatively.

Ask all the delegates to write two truths and one lie on a piece of A4 paper (it's best if they all have the same pen colour), then fold the paper four times and drop it into a box, bucket or bin.

Each delegate then pulls out a piece of paper and reads the two truths and one lie written on it.

The rest of the group then have to guess who wrote it, and which is the lie.

It's best if the delegates write down information that no-one else knows about them, something unusual, out of the ordinary.

This could also be done like the stars and green hearts with people circulating to find the owner of their piece of paper.

Balloon Stomp A good energiser, but also useful for an introduction to discussions, team work and negotiations.

Divide the group into 3 or 4 teams. Each team has a different coloured balloon. The balloons are blown up and each person ties it to their ankle with a 1m length of string. The objective of the game is stomp out other teams' balloons

and try to stop anyone stomping theirs out. They have 5 – 10 minutes to make a plan or strategy. The winners will be the ones with the most balloons still inflated when the whistle blows. Allow about 3 – 5 minutes for the stomping. Additional rules: Keep hands at sides; No touching balloons with hands; 1 foot must remain on the floor at all time. As a debrief, you could link this in with planning i.e. plan, do, review. Or you could discuss with the group how they planned, what they did well, what would they do differently.

Blindfolds

These can be used in all sorts of way. Combine them with ropes and ask people to create shapes (when they can't see). They can be used as part of an obstacle course with instructions given by someone else. Make sure you have a variety of resources and create all sorts of games.

These are useful for thinking about how clearly we communicate, the importance of body language, how we compensate for a missing sense, and so on.

Brief Encounters

Useful when your group may arrive over a period of time

Each person (A) is given a card with a question on it as they enter the room. They have to find someone (B) in the room who is not currently talking to anyone and ask them their question. They (B) have 30 seconds to answer. The other person (B) then asks their question, with (A) 30 seconds to answer. They then swap cards and find someone else to talk to, and repeat the process.

The choice of topics can vary depending on what topic you may want to introduce

Simple Simon

Emphasises the fact people focus on what is *done*, not what is *said*

Game often played by children in the UK. The leader says "Simon says put your hands on your head" (or whatever) or says "Put your hands on your head". The group should only follow when the sentence starts with "Simon says...". This can also be varied by touching the wrong part of your body and seeing how many follow. People tend not to listen after a while and will just focus on the actions.

Cane game

Useful for team work and communication.

Line up in pairs, facing partner. Ask participants to point out each index finger and then lay a lightweight stick or garden cane down on people's fingers. The challenge is to lower the stick to the ground. Everyone's fingers must constantly be in contact with the stick at all times.

The stick is likely to "float up", so you can re-start at shoulder height. This task can be achieved if the team work closely and slowly. Some people find it easier to shut their eyes. There may be lots of blame attached to one end of the stick – which raises some discussion topics. Reiterate that if anyone's finger is caught not touching the stick, the task is restarted at shoulder height.

Fingertips

A good one for negotiation

Each person decides which corner of a room they want to go to, but doesn't tell anyone. The group stand in a circle and touch their fingertips to the people either side of them. They then have to persuade the rest of the group to go to "their" corner. Fingertips must stay in contact all the time.

Generally, people won't move as they can't agree where to go. They can actually go to each corner in turn, but it's rare that groups will come to that conclusion.

ANNEX 3

SECTION: COMMUNICATIONS STRATEGY AND PLANNING

REVIEW ACTIVITIES



TOOLKIT
SECTION: READY TO
START?

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Communication skills course

Getting to know you Bingo!

INSTRUCTIONS: Talk to other delegates and find someone who can agree with the statement in the box.
Write their name below the statement. You can only write each person's name down once.

EXERCISES MORE THAN 3 TIMES PER WEEK	IS ABLE TO JUGGLE	HAS MILKED A COW OR GOAT	MOVED HOUSE IN THE LAST YEAR	KNOWS HOW MANY NATIONAL PARKS THE UK HAS
HAS BEEN TO THIS TOWN BEFORE	ENJOYS GARDENING	KNOWS WHICH IS THE WORLD'S LARGEST NATIONAL PARK	WORKS WITH VOLUNTEERS	HAS HOLIDAYED OVERSEAS THIS YEAR
WORKS IN URBAN AREAS	HAS PADDLED A KAYAK OR ROWED A BOAT	WORKS IN RURAL AREAS	HAS WALKED A LONG DISTANCE PATH	TRAVELLED HERE BY TRAIN
HAS CHANGED JOBS IN THE PAST YEAR	USUALLY CYCLES TO WORK	OWNS A DOG	ENJOYS SKIING	USUALLY WALKS TO WORK

Largest National Park

The largest national park in the world meeting the IUCN definition is the Northeast Greenland National Park, which was established in 1974. According to the IUCN, 6,555 national parks worldwide met its criteria in 2006. IUCN is still discussing the parameters of defining a national park.[7]

http://en.wikipedia.org/wiki/National_park

- In 1974, the Greenlandic Council and Danish environmental ministry decided to govern the uninhabited part of northern Greenland as a national park—the northernmost in the world. Today the park covers 375,000 square miles. That's bigger than Pakistan, bigger than Venezuela, bigger than France. In fact, there are only 30 nations on Earth larger than this single park.
- The permanent population of this vast area? Exactly zero. In the mid-1980s, a census counted 40 people in the park, all living at the coastal military outpost of Mestersvig. But after cleaning up their mining operations in the area, the crew pulled out. During a typical winter, you'll find a dozen park rangers and a handful of weather scientists in Northeast Greenland National Park, along with their 110 dogs. That's it, in an area about the size of the U.S. eastern seaboard.
- The park's non-human population is much bigger. There are abundant polar bears, hares, foxes, caribou, and walrus, as well as almost half the world's population of musk oxen, about 15,000 head. It's also an important biosphere reserve for many species of birds and fragile tundra vegetation. Inuit hunters from a nearby village have special permission to hunt and trap there, but no one else is allowed.
- In fact, it's hard to get to Northeast Greenland National Park at all. Only about 500 people set foot there every year, most of them stopping off during Arctic cruises. The park is not entirely the vast, featureless icecap they might be expecting. The southern part of the coast is sunny enough to be called the "Arctic Riviera," and even the northern tip is mostly ice-free, a stunningly rugged desert called Peary Land.

<http://www.cntraveler.com/stories/2014-05-12/largest-national-park-in-world>

National Parks in the UK = 15

Scotland – Loch Lomond and the Trossachs, Cairngorms

England – Northumberland, North York Moors, Yorkshire Dales, Lake District, Peak District, Broads Authority, Exmoor, Dartmoor, New Forest, South Downs

Wales – Snowdonia, Brecon Beacons, Pembrokeshire Coast

<http://www.nationalparks.gov.uk/>

Review Activities

Again, select appropriate ones. Be sensitive to how relaxed people are and how far out of their comfort zone you can safely and usefully push them.

The world in your hands

Ask everyone to think about one thing they learnt yesterday. Give them a moment to think, or talk through the programme from yesterday. The group stand in a circle. Using an inflatable globe (or any lightweight ball really), throw the ball to a person, calling their name first. The catcher says one thing they learnt from the last day/session. They then call someone else's name and throw the ball to them. This also helps to learn each other's names.

Review circle

Have learners stand in a circle. Give each learner a double-sided card with one side yellow and the other blue. Ask a review question. Have those who know the answer to display the yellow side of their card and those who do not, the blue side. Then ask those displaying blue to find someone displaying yellow for the correct answer. Afterwards, ask a volunteer to share the correct answer with the class.

Then ask people to return to the circle and repeat the process with another question. Continue as long as appropriate.

Learner created questions

At the beginning of the session/a day, give everyone an index card and ask them to write a question they would like to have answered in the programme. Ask them put their card in the hat. Then later in the day/session, near the end, pass the hat around again. Ask each learner to take a card. After everyone has picked a card, tell them that they each have to try to answer their question for the group. Give them a few minutes to research the answer if necessary. Being able to answer questions that couldn't be answered at the start shows learners how much they have learned in the course.

Being Creative

Create a sketch, scene, short play, poem, or dance to summarise some of the learning so far. This works quite well as a mid-course review. It gives the trainer an idea of the group mood as well as helping the learners recall what they have learnt. These could be recorded and sent to delegates later (but not shared on facebook etc!).

Team drawings

Split the group into teams. Each team has to draw a picture of something covered in the course. The other teams then have to say how much they can remember about that topic. You could award prizes for the most correct answers, or the most imaginative.

New Newspaper

Create a newspaper front page which covers key points of the course/session. Include a headline, pictures and text. To extend this to include more detailed writing skills, ask them to do it for a particular publication. This could be a local paper, conservation journal, intellectual national paper or children's newsletter

Wanted – skilled communicator

Write a job advert for a skilled communicator for your organisation. Don't worry so much about hours/pay, but include what skills they should have and what experience you would expect.

DIY visual aids

Split the delegates into smaller groups. Give each group a topic from the course and ask them to produce a visual aid for the other groups. Try to produce something that others can take away (so write it on A4 paper, or use small items which are fairly cheap). This is useful to do towards the end of the course.

Forget me knot

Give each person a short length of string, cord, ribbon and a piece of card with a hole punched in it. Ask them to write one thing down they want to remember from the course. Thread this onto the string and tie a knot to hold it in place. This will no doubt be put in a drawer somewhere back at the office. But it will eventually be found again and act as a reminder about the course (and therefore, your learning).

ANNEX 4

SECTION: COMMUNICATIONS STRATEGY AND PLANNING

WORKSHEET



PPT 2
COMMUNICATION
STRATEGIES



TOOLKIT
SECTION: READY TO
START?

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Communications Skills Course

Communications Strategies

Imagine your site has a grant to start a new project. You are going to build a new path and bird hide* at the end of it. Your idea is to encourage children and young people to use it. You hope that by doing so you can encourage people to engage with the outdoors at a young age, and so be more respectful of it. You need to raise a small amount of funds to equip it (posters, interpretation etc). The grant must be spent within a year.

[* A bird hide is a semi-hidden shelter, often wooden, which you can hide in to watch birds without disturbing them].

Where are you now?

Assume you have had some success in the past working with local school groups, although organising times/dates has been difficult. Local radio has been less successful as you have only been able to afford off-peak time advertising. You haven't previously worked with local bird-watching groups, but you know the leader socially.

Communication objectives:

What messages do you need to communicate? Write 2 or 3 SMART communication objectives or messages:

Message 1:

Message 2:

Message 3:

Organisational objectives:

Assume your project is in a National Park in England or Wales. National Parks have two statutory purposes and one duty (The Environment Act, revised in 1995)

1. To conserve and enhance the natural beauty, wildlife and cultural heritage
2. To promote opportunities for the understanding and enjoyment of the special qualities of National Parks by the Public

When National Parks carry out these purposes they also have the duty to:

- Seek to foster the economic and social wellbeing of local communities within the National Parks

Within your group, discuss how your project messages link to the National Park objectives. Write any key points here.

Audience

In the box below, note in the left-hand column who the audience is likely to be, bearing in mind your messages which you identified earlier

In the middle column, note any key points about this group.

And in the right-hand column, write your ideas for how you can communicate with this group.

Audience	Key points	Possible media/channels
e.g. children	Attend school Familiar with using technology	Go into schools IT based.

Implementation

Communication Channel	Planning and resources required	Cost
E.g. Talking to children in school	Approach schools. Arrange dates/times to attend. Prepare interactive talk for children.	Minimal

Measurement and Evaluation

Refer back to your messages/objectives at the start. For each of them say how you could measure the success, or otherwise, of your communication.

Message	Means of measurement/evaluation
1	
2	
3	

ANNEX 5

SECTION: PERSONAL COMMUNICATION SKILLS

UNIVERSAL EMOTIONS



TOOLKIT
SECTION: IMPROVE
YOUR SKILLS

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Surprise

Fear

Sadness

Anger

Happiness

Disgust

Surprise

Fear

Sadness

Anger

Happiness

Disgust

ANNEX 6

SECTION: PERSONAL COMMUNICATION SKILLS

EYE CONTACT



TOOL KIT
SECTION: IMPROVE
YOUR SKILLS

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Card A – eye contact

Tell your partner a funny story
or describe you route here.
Speak as normal and use normal
body language/expressions

Tell your partner a funny story
or describe you route here.
Speak as normal and use normal
body language/expressions

Tell your partner a funny story
or describe you route here.
Speak as normal and use normal
body language/expressions

Tell your partner a funny story
or describe you route here.
Speak as normal and use normal
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Tell your partner a funny story
or describe you route here.
Speak as normal and use normal
body language/expressions

Tell your partner a funny story
or describe you route here.
Speak as normal and use normal
body language/expressions

Tell your partner a funny story
or describe you route here.
Speak as normal and use normal
body language/expressions

Card B – eye contact

Your partner will talk to you
about something.

Do not use **any** eye contact &
do not reply to anything they say

Your partner will talk to you
about something.

Use **constant** eye contact &
be very keen and attentive.

Your partner will talk to you
about something.

Do not use **any** eye contact &
do not reply to anything they say

Your partner will talk to you
about something.

Use **constant** eye contact &
be very keen and attentive.

Your partner will talk to you
about something.

Do not use **any** eye contact &
do not reply to anything they say

Your partner will talk to you
about something.

Use **constant** eye contact &
be very keen and attentive.

Your partner will talk to you
about something.

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be very keen and attentive.

Your partner will talk to you
about something.

Do not use **any** eye contact &
do not reply to anything they say

Your partner will talk to you
about something.

Use **constant** eye contact &
be very keen and attentive.

ANNEX 7

SECTION: PERSONAL COMMUNICATION SKILLS

BODY ORIENTATION AND POSTURES



TOOLKIT
SECTION: IMPROVE
YOUR SKILLS

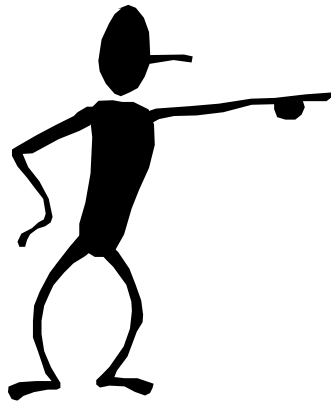
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Communication skills course Body Orientation and Postures

Say what these characters are feeling



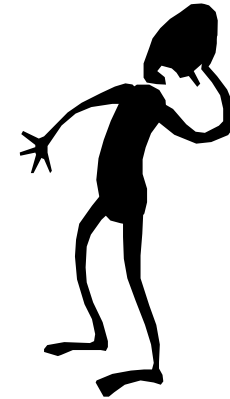
1.



2.



3.



4.



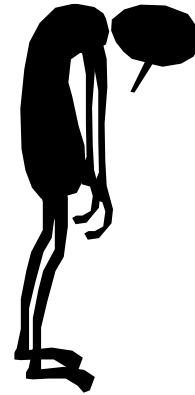
5.



6.



7.



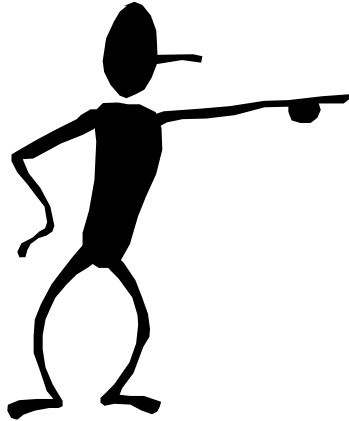
8.

Communication skills course
Body Orientation and Postures – Answers according to “Clip Art” for trainers use

Say what these characters are feeling



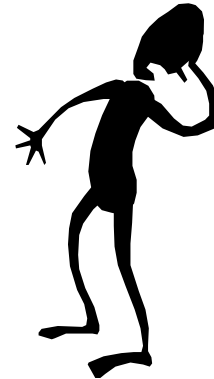
1. Elated



2. Directing



3. Doubts



4. Crying



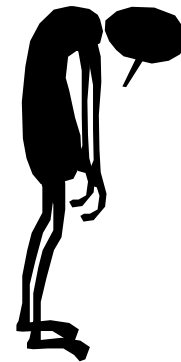
5. Anger



6. Enjoyment



7. Frustrated



8. Despair

ANNEX 8

SECTION: PERSONAL COMMUNICATION SKILLS

- 1 ACTIVE LISTENING QUIZ
- 2 ACTIVE LISTENING EXERCISES



PPT 3
COMMUNICATION AND
ACTIVE LISTENING



TOOLKIT
SECTION: IMPROVE
YOUR SKILLS

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Active Listening Quiz

Ask participants to write their answers to the quizzes on a piece of paper.
Go through all the solutions at the end of all the quizzes.

Quiz One

Read out the following:

Imagine you are the Captain of a ship which is sailing due North in mid-Atlantic at a speed of 12 knots.

After steaming at this speed and in this direction for 30 minutes, the Captain gives the order to the engine room to alter course through 180 degrees and then maintain the same speed, on the new course, for one hour.

After another hour, the Captain orders the engine room to change course through 180 degrees, back onto the ship's original course of due North to avoid a storm.

Question: What is the age of the ship's Captain?

Solution. - This should be their own age. The key statement is "Imagine you are the Captain..."

Quiz Two

Ask the participants to do the following:

Draw a 5 centimetre (or two inch) horizontal line on a piece of paper. Next write the first and last letters of your first name at each end of the line.

Solution: For 'Catherine' this should appear thus: Ce _____ Ce
i.e. first **and** last letters at **each** end.

Quiz Three

Read out the following:

Mr Brown and his children are raking leaves in their garden. They have three piles of leaves in the front garden, and seven in the back garden, plus a small pile at the side.

Question: When Mr Brown and the children put them all together, how many piles do they have?

Solution: One big one (not 11, they've put them altogether).

Quiz Four

Read out the following:

A burglar dressed completely in black wearing a black balaclava is crossing an unlit road on a bend, when a car with no lights on comes racing round the bend, swerves violently, and just manages to miss him

Question: How did the driver manage to see the burglar?

Solution: It was daylight. There is no mention it was dark.

Topic Choices

Choose a topic from one of the following, and talk about it to the "listener" in your group, for 3 minutes, or until you are told to stop.

- A favourite hobby or pastime and why you enjoy it
- Something amusing that happened to you recently
- Something new and exciting you have bought recently
- A trick you played on someone
- Your last holiday/ a memorable holiday

Choose a topic from one of the following, and talk about it to the "listener" in your group, for 3 minutes, or until you are told to stop.

- A favourite hobby or pastime and why you enjoy it
- Something amusing that happened to you recently
- Something new and exciting you have bought recently
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- A favourite hobby or pastime and why you enjoy it
- Something amusing that happened to you recently
- Something new and exciting you have bought recently
- A trick you played on someone
- Your last holiday/ a memorable holiday

Exercise – Listening and Questioning Skills - [Observer's sheet](#)

Listener/ questioner activity	Was this behaviour observed in the listener?	What effect did the behaviour, or lack of, have on the speaker?
Body position and posture		
Eye contact		
Verbal encouragement words/ noises e.g. yes, I see...		
Open questions		
Closed questions		
Reflecting back		
Asking for clarification		
Chunking up/ chunking down (looking at a bigger overview/getting more details)		
Challenging		
Summarising		

ANNEX 9

SECTION: WRITTEN COMMUNICATION

- 1 WHAT TO WRITE?
- 2 WHO DO WE WRITE FOR?
- 3 WORDS AND IMAGES
- 4 HOW TO WRITE?
- 5 EDITING
- 6 BRINGING ALL YOU HAVE LEARNED TOGETHER



PPT 6
WRITING



TOOLKIT
SECTION: IMPROVE
YOUR SKILLS

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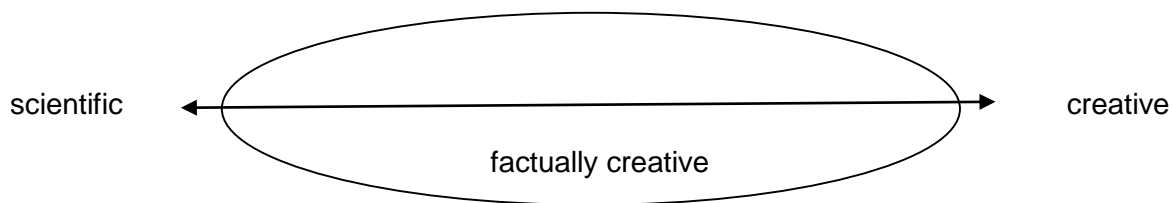
What do we write?

Exercise

Brainstorm all the different forms of written material a N2000 manager would write.
(use the list previously generated if this exercise was done earlier)

Most written material can be placed along a spectrum of highly legalistic and scientific through to very creative and poetic.

This information is also in the **MANUAL**



Exercise

Using the list of written material we generate place them where you think they should be along the spectrum e.g.



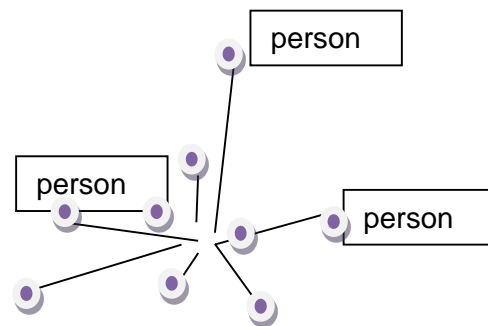
Much scientific and legalistic or technical writing could be considered a more left brain activity, whereas the more creative writing much more right brain. Differing good writing skills will apply for technical writing and creative (interpretive) writing. These were covered in the earlier exercises and in the **MANUAL**.

Who do we write for?

Exercise

Contact Map

In the centre of a piece of paper make a circle that represents YOU. Draw lines coming out of the centre representing the people you interact with the shorter the line the closer and more often you are in contact with that person.



Exercise

Thinking specifically about a work situation, list the different people you engage with either as work colleagues, or stakeholders in your site. Think about how you communicate with these people and groups in the most effective way, in terms of what information they need and in what form they need it in.

Share with the group any you think were particularly well received and effective.

Matching exercise

Thinking of all the stakeholders we have identified and all the differing communications media, most of which will have a written component, match up what you consider to be the most appropriate media with whom you are communicating.

This is not easy!

When we don't need words: words and images

Sometimes however, we need to use few, well chosen words to get our message across. And of course, *a picture is worth a thousand words*, so consider if an image is more appropriate than many words.

Activity

Consider what words come to mind to describe how you feel when you see these pictures.



Are the words different what people are present in the picture? Make sure they do not contradict one another and are seasonally appropriate.

How do we write?

We learned to write as young children, and have no doubt been writing most of our lives, even if nowadays we use a keyboard more often than a pen.

In order to compose a piece of writing it requires us to use different parts of our brain, all elements we already have, but may have a greater tendency or preference for certain styles.

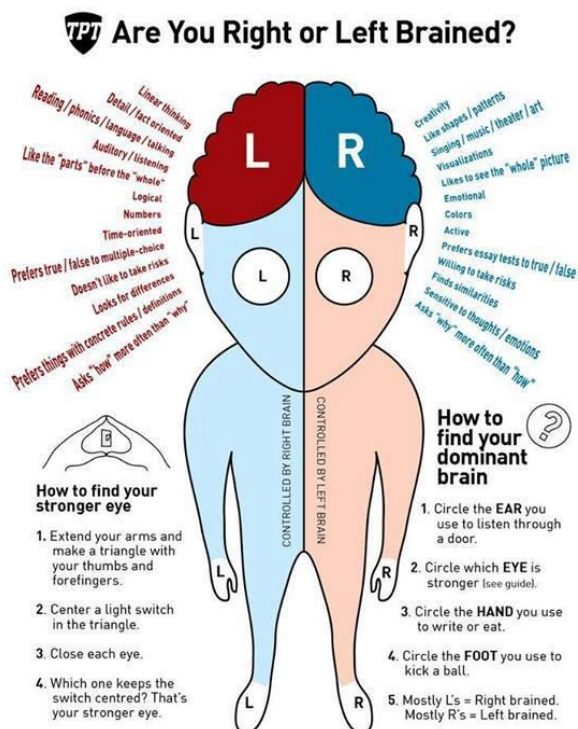
Activity

Test to see if you left or right brain is most dominant

Say the colour, not the word

YELLOW BLUE ORANGE
BLACK RED GREEN
PURPLE YELLOW RED
ORANGE GREEN BLACK
BLUE RED PURPLE
GREEN BLUE ORANGE

Now try these exercises:



So, are you left or right brained? Technical and scientific, or more artistic?

Activity

Look at the technical & creative style of this famous quotation

“Political organisation administered via the populace, intended for the employment of the general community on behalf of each and every one or the citizens of the nation”

This is technical. The better known and more creative quotation is:-

“Government of the people, by the people, for the people”.

Activity

Use some material from your own N2000 site, perhaps an extract from a management plan, or mission and vision statement and rewrite in a more eloquent and creative style

Regardless of what is being written - Remember 5 simple test of good writing

Clarity- know what you want to say and say it clearly and well

Brevity- be concise. Less is more

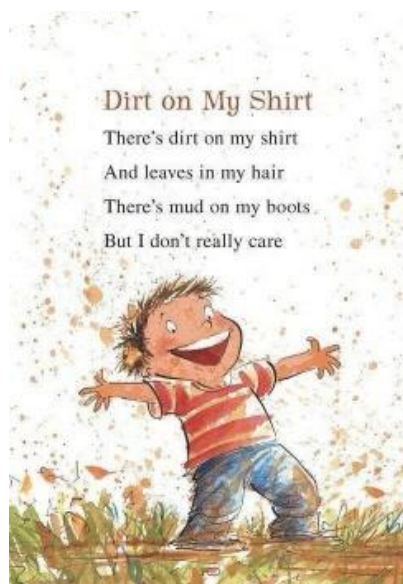
Simplicity- avoid jargon, buzzwords and long sentences and overly technical and scientific language

Humanity- make sure it relates to your audience

Authenticity- believe in what you are writing.

Activity

Read the small poem *Dirt on My Shirt* and consider its structure, its content, who the audience is and where it meets the 5 tests.



Buzzword Salad

This kind of writing is easy to recognize. It's full of fashionable buzzwords. Because buzzwords sound impressive and convey no precise meaning, they are very useful in business management, politics...

Current buzzwords of choice include "team," "process," "interactive," "empowerment," "ownership," "strategic," "assessment," "competency," "customer satisfaction," "validate," "support," "asset," "environment," "parameter," "maximize," "focus," "network," "leverage," "system," "paradigm." And "N2000"

Exercise:

Combine as many of these words as you like to create meaningless sentences or phrases.

Be also aware that you may completely understand what you are writing about...but your audience may not. Be clear and avoid dense language, such as the examples shown.

There are known knowns. These are things we know that we know. There are known unknowns. That is to say, there are things that we know we don't know. But there are also unknown unknowns. There are things we don't know we don't know.

Donald Rumsfeld

Long complex sentences

??????

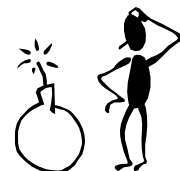
Existing is being unique. Existence, reality, essence, cause, or truth is uniqueness. The geometric point in the centre of the sphere is nature's symbol of the immeasurable uniqueness within its measurable effect. A centre is always unique; otherwise it would not be a centre. Because uniqueness is reality, or that which makes a thing what it is, everything that is real is based on a centralization.

Density

??????

Reports that say that something hasn't happened are always interesting to me, because as we know, there are known knowns ; there are things we know we know. We also know there are known unknowns; that is to say we know there are some things we do not know. But there are also unknown unknowns -- the ones we don't know we don't know. And if one looks throughout the history of our country and other free countries, it is the latter category that tend to be the difficult ones.

Donald Rumsfeld



Editing

Some tips to edit your work –

Spell CHECK and Save

Exercise

Read Aloud before class sees text

The Spelling Chequer (or poet tree without mist takes)
Eye have a spelling chequer
It came with my pea sea
It plainly marks four my revue
Miss steaks eye cannot see
Each thyme when I have struct the quays
Eye weight four it two say
If watt eye rote is wrong or rite
It shows me strait a weigh
As soon as a mist ache is maid
It nose bee fore too late
And eye can put the error rite
Eye really fined it grate
I've run this poem threw it
I'm sure your policed to no
It's letter perfect in its weigh
My chequer tolled me sew
- *Author Unknown*

Exercise

Editing - **Sample Paragraph with Errors**

Can you identify the mistakes in this paragraph?

Wen I left my house that day I had no idea for that my life was about to change forever. Everthing I had ever experienced was ordinary. My school was ordinary my friends were ordinary even my dog was ordinary. I should have nown that nothing stays ordinary forever. His name was sam and he was the most extrordinary person I had ever meet.

The correct version is on the next page

Sample Paragraph, Corrected

When I left my house that day, I had no idea that my life was about to change forever. Everything I had ever experienced was ordinary. My school was ordinary. My friends were ordinary. Even my dog was ordinary. I should have known that nothing stays ordinary forever. His name was Sam, and he was the most extraordinary person I had ever met.

Errors in Paragraph 1

First sentence:

“When” is misspelled as “wen”

A comma is missing after the introductory clause “When I left my house that day”

There is an unnecessary preposition (“for”) following the word “idea”

Second sentence:

“Everything” is misspelled as “everthing”

Third sentence:

“My school was ordinary...” is a run-on → Add full stops and fix capitalization to make three sentences

Fourth sentence:

“Known” is misspelled as “nown”

Fifth sentence:

Sam’s name is a proper noun and should be capitalized

A comma is needed to separate the independent clauses “His name was Sam” and “he was the most extraordinary person I had ever met”

“Extraordinary” is misspelled as “extrordinary”

“Meet” isn’t the correct form of the verb → Change to the past tense “met”

Bringing all you have learned together

Writing Exercises

You may use an example from your own park, site or organisation.

OR

Using the information and knowledge you obtained during the field trip and based on the interpretive example you created, please create, if possible, at least two pieces of writing, one chosen from column one and one from column two.

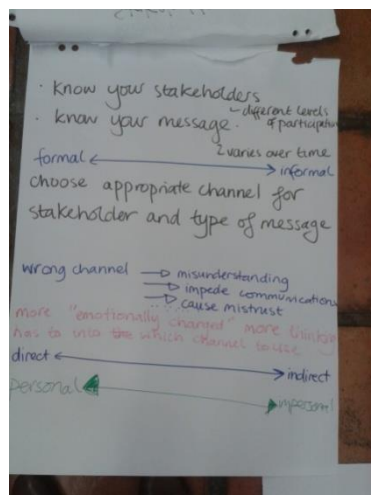
Column 1	Column 2
An executive summary of a committee report	1 tweet and 1 Facebook entry
A scientific abstract	A piece of creative writing to accompany visuals
A press release	Material for children
Objectives for a communications plan	An infographic
A mission statement	A story board

You need to write about the same topic or subject in at least two different ways.

For example, using "Food for Thought» you could select from column one ...»a scientific abstract» or a press release. You would imagine some research was undertaken on the effectiveness of your games... so then write the scientific abstract of that imaginary paper, or write a press release saying how successful the school visits have been in the last year.

From column two you may select to write the text to accompany an infographic detailing the number of people who participated in your different activities or a piece of creative writing to accompany some new visuals showing your food for thought activities that will be presented in the visitor centre.

You may write in English or your own language.



ANNEX 10

SECTION: EFFECTIVE COMMUNICATION

FACILITATION EXERCISE



PPT 7
TWO WAY
COMMUNICATIONS



TOOLKIT
SECTION: MAKE IT
EFFECTIVE

[BACK TO INDEX](#)

Facilitation Techniques Exercise

Please see **MANUAL** for some more details on facilitation techniques.

Imagine you are part of a community group who want to improve a derelict greenspace near you. It has been cleared of rubbish, and the soil is ok for planting. But, what are you going to do with it, and how are you going to maintain it?

Generating ideas

Generate ideas in pairs, and write them down.

Join with another pair in the group to compare what you've come up with and make any additions. This group of four should then join another and do the same again.

Organising and categorising ideas

Having generated ideas, stick them to a wall, white board, or lay on a flat surface.

As new ones are added, read those already there and group similar ones.

Have any ideas come up which have gone off the point? Do they need to be noted and returned to later? If so, use a Talking Wall or Ideas Park.

Voting and Prioritising

Lay the ideas, on post-its or pieces of paper, out in a straight line.

Work your way along the line, moving them forward one place if you think it's a good idea.

You can only move each piece of paper forward one place.

This can also be done with a target, moving the ideas towards the centre. But, you'll need to prepare one in advance.

This should have identified which ideas are the most important and viewed as the highest priority by the group.

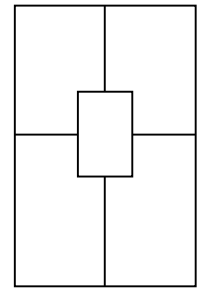
All the ideas have been made by the group, who have then put similar ideas together and voted on their favourite. The facilitator has had no influence on the outcome, so there can be no accusations of bias later.

It may be that the exercise stops here as generating ideas was all you wanted. However, if you also need to find solutions and do some action planning, you could use the following techniques.

We will now take 4 of the top priorities and generate ideas for how these ideas could be achieved.

Generating solutions

On a flip-chart draw lines to split the sheet into four quarters. Place, or write, the issue in the centre and the first group offers suggestions in the top-left quarter. Then pass the sheet to group 2 to add to the solution or offer a new one. Then onto group three and four.



Again, this ensures the ideas are all from the participants, and there is no suggestion of bias or influence from the facilitator.

Action Planning

You could use some of the prioritising activities again to decide which ideas to go ahead with, or you could use a traffic light system.

You have one vote per suggestion/solution and should stick a red, amber or green sticky dot on it, depending on whether they think its “stop”, “caution” or more research needed, or “go!”.

As an alternative, you have just three sticky dots (any colour) and you should stick these on the three you think are the most important.

These techniques can also be used for voting and prioritising.

Evaluation

And finally, we can evaluate the session

On the flip-chart paper tick according to how you think it went.



ANNEX 11

SECTION: EFFECTIVE COMMUNICATION

NEGOTIATION EXERCISES



PPT 7
TWO WAY
COMMUNICATIONS



TOOLKIT
SECTION: MAKE IT
EFFECTIVE

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Negotiation Exercise 1 – Trainers instructions

The group will need to negotiate to complete their tasks. Hopefully, it should highlight that cooperation can be much more effective than direct competition or being difficult.

Objective

Complete a specific task using your own group's resources or negotiate to obtain resources from others.

Resources

- Scissors
- Glue
- Sellotape
- Paper clips
- White sheets
- Red sheets
- Blue sheets
- Yellow sheets
- Green sheets

Setup

- Divide the delegates to 4 groups.
- Distribute the resources as follows:
 - **Group 1.** Scissors, White sheets,
 - **Group 2.** Glue, Blue sheets,
 - **Group 3.** Sellotape, Yellow sheets
 - **Group 4.** Paper clips, Green sheets
- Explain that each group must complete a task. They can use their own resources and can also negotiate to borrow or exchange resources with other groups.
- Print the following task on separate papers and distribute one task to each group at random.

Tasks:

- Make a model of a TV with an antenna. You can use any material as long as the model resembles a TV.
- Make a paper chain. Each chain must have a different colour to its adjacent chain.
- Make a cube. Each side must have a different colour in relation with the sides adjacent to it.
- Make a bridge with two bases one meter apart.
- Allocate 25 minutes for this part.
- Time all groups when they finish their task. Once they declare that they have finished, they can no longer participate on the tasks or share their current resources.
- At the end of the allocated time, stop everyone from working on their task and examine their achievements.
- The aim is for the group to complete their task successfully.
- Follow with a discussion.

Timing

Explaining the Exercise: 5 minutes

Activity: 25 minutes

Group Feedback: 20 minutes

Discussion

- What worked and what didn't?
- How do people behave in groups/teams? Refer to the Group Skills & Behaviours, and What to Look for in Groups Questionnaires in the **MANUAL**
- How hard was it to get something from the other teams?
- Did you cooperate with them easily?
- Was the atmosphere too competitive?
- Did you nominate a leader for your team to coordinate your activities?
- What was the secret to the success of the winning team?
- Why did the losers lose?
- When a group finished and took resources of the market, what happened to other groups and their designs?
- Could they adapt easily with the lack of certain resources (Example: tearing a sheet rather using a scissor as a compromise or using glue and paper as a replacement to sellotape)?

Hopefully they realised that if they took turns with the resources, or did tasks for each other, they could all achieve their task.

(Note: the tasks and resources can be changed according to group size and availability of materials. Natural resources like twigs and leaves could be used if available. As a start to the exercise, these could be collected and a rule added that they have to be incorporated into the design. Or into someone else's design).

Negotiation exercise 2 – delegates information

Each group must complete a task.

You can use your own resources and can also negotiate to borrow or exchange resources with other groups.

Tasks – one of the following:

- Make a model of a TV with an antenna. You can use any material as long as the model resembles a TV.
- Make a paper chain. Each chain must have a different colour to its adjacent chain.
- Make a cube. Each side must have a different colour in relation with the sides adjacent to it.
- Make a bridge with two bases one meter apart.

You will have 25 minutes to finish your task

Once you declare that your group has finished, you can no longer participate on the tasks or share their current resources.

The aim is for the group to complete their task successfully.

You need to do a bit of planning in advance, and think about these key points.

Key negotiation points:

- **Information:**
The information you need about the negotiation and what information you are going to disclose.
Ways of strengthening your case - eg. getting more facts to back your case, comparisons with similar issues in other areas.
- **Goals:**
For you and the other party. What do want and what do you think the other person wants?
- **Trades:**
What do you each have that the other wants? What are you each comfortable giving away?
- **Alternatives:**
What alternatives do you have if you can't agree? What are the advantages and disadvantages of that?
- **Relationships:**
Is there any sort of prior relationship? Is this likely to affect the negotiation? Are there any hidden issues that may influence the negotiation? How will you deal with these?
- **Expected outcomes:**
What outcome do you and others expect from this negotiation? What has the outcome been in the past, and what precedents have been set?
- **The consequences:**
What are the consequences for you of winning or losing this negotiation? What are the consequences for the other person?
- **Power:**
Who has what power in the relationship? Who controls resources? Who stands to lose the most if agreement isn't reached? What power does the other person have to deliver what you hope for?
- **Possible solutions:**
Based on all of the considerations, what possible compromises might there be?

Make a model of a TV with an antenna. You can use any material as long as the model resembles a TV.

Make a paper chain. Each link must have a different colour to its adjacent link.

Make a cube. Each side must have a different colour in relation with the sides adjacent to it.

Make a bridge with two bases one metre apart.

A Bridge too Far

Instructions:

Your aim is to build a bridge from Point A to Point B.

Your group has some materials. If you need other ones, you can negotiate with another group to use theirs, swap, share, or whatever.

Using these materials, you need to build a bridge from Point A to Point B.

The structure must support itself – you cannot hold it up or support it in the middle.

You need to include at least one item of natural material from outside.

You have 20 minutes to complete the task.

As soon as you finish, any materials your group has cannot be used by another group and you cannot participate in the task in any way.



Before you start...

1. Understand the task.

Ask for clarification if you need to

2. Think of ideas to solve it.

Make sure everyone in the team has a chance to contribute. Just because someone is quiet, does not mean they do not have any ideas. Some people think as they talk, others think first, then talk.

3. Planning & Role Allocation/Acceptance

Plan how you are going to resolve the problem. It may be useful to allocate different jobs or roles to different people, but make sure people are ok with these jobs. Try and allocate jobs according to peoples' skill strengths.

4. Implementation

Put your plan into action. Take time to be aware about what is going on. Is it going according to plan? Are the roles allocated properly? Are the quiet ones being listened to? Are you getting too focussed on the task? Are you focussed on the task enough? Is everyone involved? How are you going to negotiate for different materials? (Negotiation points overleaf).

5. Celebrate success!

Once you've achieved something, take a moment to celebrate that. It might just be a cup of tea (very British!), glass of wine, a few minutes break, or a big party, depending on what it is you've achieved.

6. Review

Spend a short while reviewing what you did.

REVIEW SHEET Key negotiation points:

- **Information:**

The information you need about the negotiation and what information you are going to disclose. Ways of strengthening your case - eg. getting more facts to back your case, comparisons with similar issues in other areas.

- **Goals:**

For you and the other party. What do you want and what do you think the other person wants?

- **Trades:**

What do you each have that the other wants? What are you each comfortable giving away?

- **Alternatives:**

What alternatives do you have if you can't agree? What are the advantages and disadvantages of that?

- **Relationships:**

Is there any sort of prior relationship? Is this likely to affect the negotiation? Are there any hidden issues that may influence the negotiation? How will you deal with these?

- **Expected outcomes:**

What outcome do you and others expect from this negotiation? What has the outcome been in the past, and what precedents have been set?

- **The consequences:**

What are the consequences for you of winning or losing this negotiation? What are the consequences for the other person?

- **Power:**

Who has what power in the relationship? Who controls resources? Who stands to lose the most if agreement isn't reached? What power does the other person have to deliver what you hope for?

- **Possible solutions:**

Based on all of the considerations, what possible compromises might there be?

Reviewing your work

Did you understand the task?

Did everyone get a chance to contribute? Did anyone dominate the group? Were all ideas considered, or did you just go with the first one?

How well did you negotiate? Did you give get the materials you wanted? Did each group send someone outside for natural materials, or did one person go for everyone as a trade off?

What went well? What would you do differently next time?

Some people concentrate more on the job, others concentrate more on group harmony – you ideally need both for effective team work and problem solving. Did you manage to do this?



ANNEX 12

SECTION: INTERPRETATION

INTERPRETATION QUOTES



PPT 9
INTERPRETATION



TOOL KIT
SECTION: SPREAD YOUR
WORD

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Interpretation is about arousing curiosity and sometimes satisfying it.

Interpretation is communication with visitors.

Interpretation enables visitors to see the bigger picture.

Interpretation always includes a 'wow' factor.

Interpretation is information

Interpretation is a process which relates the landscape or object to something within the experience of the visitor.

Interpretation often tells a story.

Interpretation is about telling people what they can see, hear, touch and smell.

Interpretation lets people know what is available for them to do.

Interpretation tries to bring places or objects to life so that people can relate to them more fully.

Interpretation is the art of explaining the meaning and significance of sites visited by the public.

ANNEX 13

SECTION: INTERPRETATION

CHECK LIST

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Check List -What does my site has to offer?

Know your visitors	General features	Physical Features	Built environment & human activity
<p>What do they want to know/do/see?</p> <p>What will strike them on your site</p> <p>What senses can you use?</p> <p>What can they see that's new to them?</p> <p>What can they hear?</p> <p>Get them to touch things – tree bark, soft moss, find something hard and cold...</p> <p>Can you find something for them to smell?</p> <p>What about eating something? If it's safe of course!</p>	<p>What are the special or unique features?</p> <p>What is the 'story' and how is it physically reflected?</p> <p>What are the dominant or eye-catching features?</p> <p>What sensory experiences are offered?</p>	<p>Look for views, vistas, doorways, water (or other things you like)</p> <p>Is the underlying or outcropping geology of interest/significance?</p> <p>Consider relief and terrain – are any areas dangerous or inaccessible to (some of all) visitors?</p>	<p>What people do you know of connected to this site and its history?</p> <p>Are any of the buildings interesting? (Remember to research builders and inhabitants)</p> <p>Can visitors see anyone at work?</p>
Flora and fauna	Human Involvement	Supporting archival material	Folklore
<p>What species are present?</p> <p>Which are the species that relate most people's everyday lives?</p> <p>Which ones do most people see?</p> <p>What habitats and communities are there?</p> <p>Seasonal change</p>	<p>Look for desire lines and patterns of use</p> <p>What do visitors want to know?</p>	<p>Identify documentary resources, artefacts and other materials (Biological Records Centre, Sites & Monuments Records and Records Office)</p> <p>Look for old maps, photographs, prints and drawings, audio tapes, TV and film</p>	<p>Are there myths and legends associated with the place, or with any of the people, plants, animals associated with it?</p>

ANNEX 14

SECTION: INTERPRETATION

INTERPRETATION SITE VISIT



PPT 9
INTERPRETATION



TOOLKIT
SECTION: SPREAD YOUR
WORD

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Interpretation Site Visit

Introduction to the Exercise

You have been asked by (*managing organisation name*) to produce some interpretation for (*name of site*).

(Add background information about the site, including who owns it, outline management objectives, who the visitors are, any issues with visitors, what they want the interpretation to achieve)

Briefing for the Exercise

Each person will be assigned to a group. Each group will familiarise themselves with the site, gathering together available information about the potential and constraints of the site, existing facilities and visitor use. Each group will have the same resources available but will have a different target visitor group and a different theme or 'take home' message.

You are to produce

- One or two example mock-ups to illustrate your ideas e.g. draft leaflet, panel, exhibition, multi-media presentation or guided walk outline

You should be prepared to present your ideas to the other groups at (*time*), but **do not** explicitly say what your theme or 'take home' message is. The other groups will comment on what they think it is, together with how appropriate they think your methods are for the site and target audience given.

Why are you doing this interpretation? To manage visitors? To entertain? Develop a sense of place?

Who is it for? Think about your audience and their expectations.

What are you going to interpret? It will help to assess the site first. You may find it helpful to use the table attached when doing this. Select some points around the site you may want to interpret. Use the table to help you identify the interpretive strengths and opportunities for each point you choose.

How are you going to do it? Think about possible techniques which we've discussed, and their advantages and disadvantages.

Don't forget your theme.

A theme is basically your message that you wish to communicate to your visitors. They take a bit of practice, but become more straightforward to write.

Start with your topic – my interpretation is about... (*for example, flowering plants*)

Then get more specific – I want to tell people about... (*for example, different sorts of flowers*)

And then really narrow it down – by the time people leave this interpretation, I want them to know that...*(for example, flowers use different techniques to attract insects for pollination)*

People may not remember all the facts when they leave, but hopefully they will know that not all plants attract insects using the same techniques.

Using a theme can help link lots of strands of information together. Introduce it early on, so if their attention wanders, it will hopefully still be retained. For a short while anyway.

Work on your strengths. If you don't know much about flowers but know lots about geology, develop a specific theme using geology as your topic. But, don't be too technical and include too much information for anyone to take in. You'll just lose people's interest. You may be used to talking to professionals, but you now need to put that language to one side and use more familiar everyday terms. Try it – you might surprise yourself!

Timings:

11.15 Finish session. Coffee break and prepare to depart

11.45 Depart for site.

12.15 Arrive on site. Explore and identify your interpretation. Packed lunch.

13.45 Leave site

14.15 Arrive at training venue. Return to training room.

Short session on presentation skills. Information to be used in delivering your talk about your interpretation.

14.45 Time to prepare

16.45 Presentation of interpretation ideas

Notes on headings in table overleaf

General Features	What's special or stands out?
Physical Features	Views, geology, accessibility?
Built environment & human activity	Any interesting buildings? What have people done here?
Flora and Fauna	Species, habitats, seasons?
Folklore	Any old legends/myths?
History	Old maps, photos, drawings?
Here and Now	What's happening now?
Fragility and Safety	For visitors and the site
The visitors	What do they want to do/know/see? Use all 5 senses

You won't necessarily have points under every heading

	POINT 1	POINT 2	POINT 3	POINT 4
General Features				
Physical Features				
Built environment & human activity				
Flora and Fauna				
Folklore				
History				
Here and Now				
Fragility and Safety				
The visitors				
Sensory Opportunities				

ANNEX 15

SECTION: TALKING TO THE MEDIA

WORKING WITH THE MEDIA CASE STUDY



PPT 10
TALKING TO
MEDIA



TOOLKIT
SECTION: SPREAD YOUR
WORD

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Media Case Study Exercise

Scenario

You have just taken over the management of a **Natura 2000 site**.

The site is 200 hectares in size; a mixture of woodlands, grassland and transitional habitats.

The site has a high percentage of private ownership – arable and dairy farming, and commercial timber plantations – both in and around it.

There are a number of **negative** issues affecting the site, the three main ones being:

- Poor relations with local farmers and agri-businesses, who see the site and its protected species as a bar to local expansion and development.
- A lack of interest in and leisure use of the site from the local population, despite there being three mid-sized towns within an eight mile radius of it.
- Recurring questions from local politicians – acting on criticism from local businesses – as to the value of the site to the region's economy and whether something 'more useful' could be done with it then protecting rare insects and flowers.

Task 1 (Allow 45 minutes for teams' discussion)

In small teams (**of two to four people depending on session's size**) come up with **three ideas**, one to address each of the **three negative issues** listed above.

Your **three ideas** should each include a way to:

- engage part of the community – citizens, schools, farmers, businesses, local officials – in the life of your site
- turn that activity into an appealing news story for the media (print, TV, radio, online).

Here's three examples to get you started (which your group can't use):

- **Activity 1** – Contact the local Chamber of Commerce to help set-up a monthly focus group, where you as the Natura 2000 site manager could listen to business owners in and bordering the site, to better anticipate problems.
- **Media coverage** – Get initiative reported in the Chamber's monthly business newsletter and news of the meetings Tweeted on its Twitter account.
- **Activity 2** – Encourage local schoolteachers to use the site as a 'live' resource for Environment/Science lessons, with you visiting to talk to children.
- **Media coverage** – With schools' permission, invite local TV news in to film your school visit, and you showing live flora and fauna to the children.
- **Activity 3** – Set-up a Natura 2000 publicity stand at local councils' civic events. The display should include information on the economic benefits Natura 2000 brings to the region and wider EU – through tourism, farming subsidies, etc.
- **Media coverage** – Identify the News or Features Editor of your local daily newspaper. Offer to write an opinion column for them, detailing the economic good the Natura 2000 site does, as told to the public through your publicity stand.

Now choose a team member to present your ideas to the whole session.

Task 2 (approx 15 minutes)

The training session tutor will ask for your group's ideas.

There will then be a discussion involving all groups – led by your tutor – to rank all the different ideas (once duplicate suggestions are removed) into a list of **Short** and **Long Term** goals.

- **Short Term** – Activities that could be done in the next few weeks, which would not take too much time and effort, so as to gain a 'quick win'.
- **EG** – Visiting a local school with exhibits from your site.
- **Long Term** – A series of activities leading to a defined target, possibly involving liaison with other partners.
- **EG** – Negotiating to write a regular monthly column in the local newspaper, or be filmed for a monthly nature video-blog for its website, to raise the profile of your site.

Congratulations – You've created a Media Strategy for your Natura 2000 site.

ANNEX 16

SECTION: REVIEWING YOUR LEARNING AND ACTION PLANNING

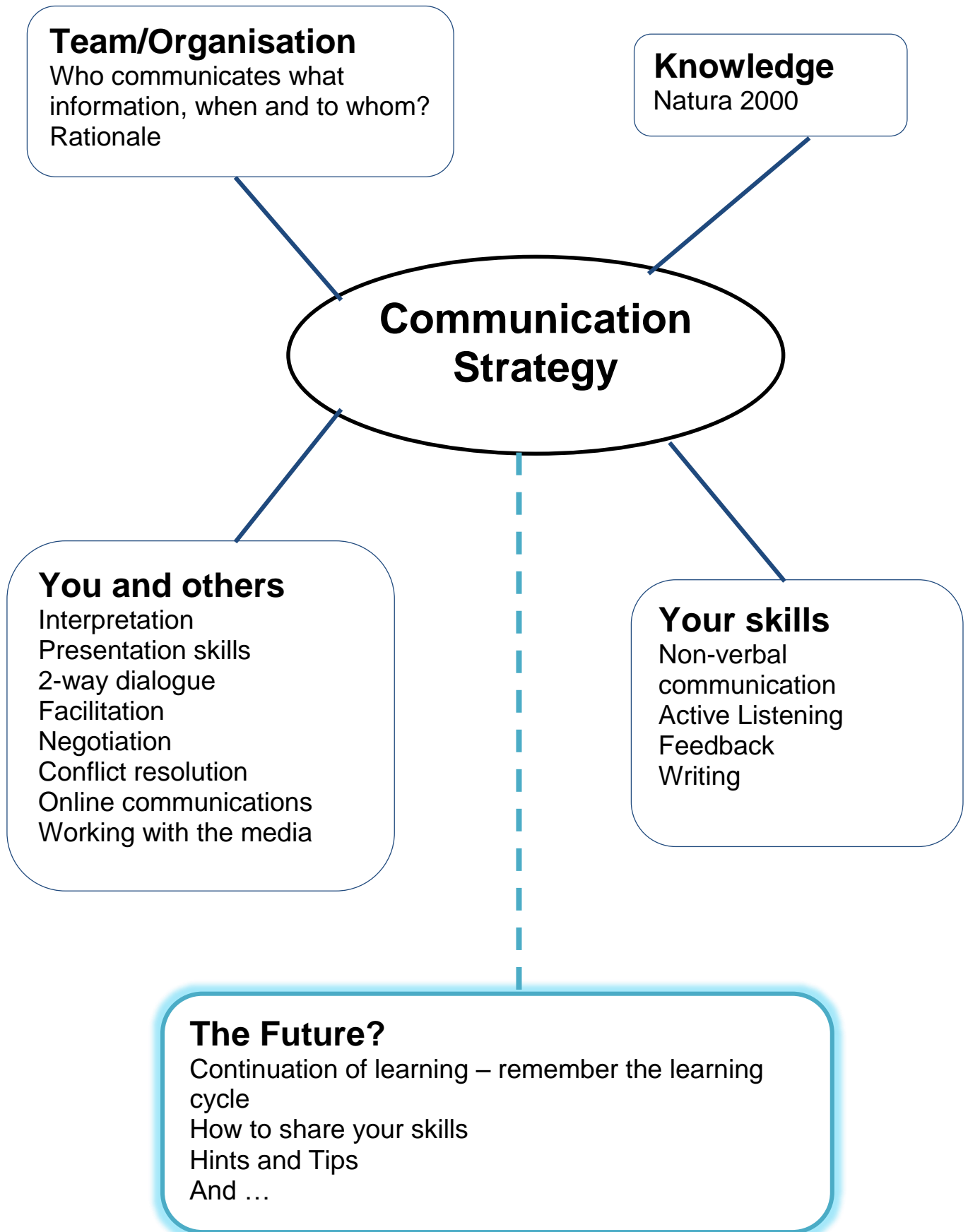
MIND MAP



PPT 13
ACTION PLANNING

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One interpretation of a mind map for the course



ANNEX 17

SECTION: REVIEWING YOUR LEARNING AND ACTION PLANNING

THINK TANK STATEMENTS

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We need to communicate to celebrate achievements,
so think about positive not negative facts!

We connect to Nature for our “own” reasons.

These may be

Bio centric – Intrinsic (it has a right to exist...)

Utilitarian – Instrumental (the use/purpose of its
existence)

Egocentric – What’s in it for Me?

Communication should link to Cultural importance /
Heritage / Storytelling

i.e. love and belongingness

(e.g. Branding for Wild Team as part of a Tiger
campaign by Futerra in Bangladesh.

See www.wild-team.org/)

Importance of biodiversity in our lives (i.e. Love not
Loss campaign by Futerra.

(See www.futerra.co.uk/work#go=branding-biodiversity-2-3074)

Use Humour and Aspiration to build relationships

“Remember you are different”. We need to move from
Park language to Public language.

Do not assume, do not talk to ourselves. Not everyone
is fluent in “conservation-speak”, so use a language
people can understand.

Give people a “bridge”, something that makes sense to
people how to get engaged easily

You need to keep continuity after getting attention
from the audience. Charities do this well – they have a
drip, drip approach. Avoid just “shouting louder”, put
stress on continuity and being constantly present.

Identify what is a good story and learn to distinguish
from what we *think* is a good story

To get a message across effectively, and communicate about the site use experiential feeling. For example, the National Trust in the UK emphasises places - everyone loves “a place” and everyone can identify with a “place”

It is the behaviour that is important, so acknowledgment of a place and change of behaviour must be understandable. People don't know how to behave. To make the message understandable avoid jargon and too many designations

What will really give the result? How do measure if the communication was effective? Do we care if people can name 10 butterflies, as long as they are willing to care for their habitats?

Do people have a desire to change? People tend to change when they want to, not when the need to. So we need to identify the “buttons to push”

We need positive reinforcement and encouragement.
People need to know they are not alone.

Negative connotations of EU may cause difficulties in connecting with an EU brand. European initiatives are not always perceived positively

Use visual images more. Such as the use of logos – make them more prominent. Use of signs, pins.
Visually – media prefers people pictures. But cute animals always get attention

Celebrate success!