## Wilderness Education Planning
### A 'guide' for use in preparing a wilderness education plan.

## Organization

This template is divided into two parts:

### PART 1.  Education Plan Process

A process or tool for identifying specific priorities for each wilderness organized by the following categories:
- Issue categories
- target audiences
- messages
- action items and delivery methods
- monitoring

### PART 2.  Education Plan Template

A Format for preparing a multi-year Wilderness Education Plan organized by the following categories:

- Introduction/Background
- Goals and objectives
- Themes
- Priority issues and impacts
- Action Items by Organization Level and Delivery Method
- Effectiveness Monitoring
- References
- Annual Action Plan

## PART 1 - Education Plan Process

**A. Select the ISSUE CATEGORY that is impacting the wilderness resource. Some possible ISSUE CATEGORIES are listed below.**

> Note – Part I of the education plan template *will need to be repeated* for each ISSUE CATEGORY selected.

- adjacent lands/inholdings
- campfires
- campsites
- commercial grazing
- crowding
- dogs
- fire
- heritage resources
- human waste
- hunting
- illegal motorized trespass use
- invasive species
- large groups
- litter
- mining
- stock use
- trails
- water developments
- air quality
- fish stocking
- wildlife management
- threatened or endangered species
- insect and disease management
- Other???

Example ISSUE CATEGORY:  Campfires

**B. Define the SELECTED ISSUE CATEGORY**

a) The issue is  X
example: <u>campfires</u>

b) What is it about  X that is a problem ?
example: <u>the number of campfire scars is increasing and firewood is difficult to find in some areas</u>

c) How is  X  affecting the wilderness resource (biological, physical, and/or social) ?
example: <u>in some ecosystems the cumulative effects of campfires and firewood gathering can cause an unnatural condition due to the lack of sufficient dead woody material in the soil nutrient recycling process, which can lead to a loss of native vegetation.</u>

d) Restate issue  X  by specifying the problem, cause, location, timing, etc.
example: <u>in the popular sub-alpine ecosystem near lakes high use has caused an increase in the number of campfire rings and improper firewood gathering has caused an unnatural loss of dead woody material, and damage to live trees.</u>

**C. Select key TARGET AUDIENCES**

- Day hikers
- Overnight backpackers
- Stock users
- Hunters
- Dog owners
- Organized groups (schools, churches, scouts, etc.)
- Outfitters and guides
- Volunteers and partners
- Advocacy groups
- Motorized vehicle users and mountain bike riders
- Local and regional business
- Media
- Internal
- Other???

Example: overnight backpackers

**D. Select key MESSAGES for each issue and target audience**

Example key MESSAGE for overnight backpackers:
The cumulative effect of a high number of campfires in an ecosystem that produces a limited amount of dead woody material can have the following effects:
- Unnatural lack of woody material for soil nutrient recycling
- Loss of native vegetation
- Damage to live trees caused by lack of down, dead firewood.
- Proliferation of campfire scars
- Other???

**E. Identify ACTION ITEMS by selecting an ORGANIZATION LEVEL and DELIVERY METHODS for both external and internal education projects**

1. ORGANIZATION LEVEL
   (select the level(s) of the organization that need to be involved in delivering the key MESSAGE):
   - Region/State – emphasis items based on national strategies
   - Forest – local issues and emphasis items
   - District Wilderness Manager
   - Wilderness Ranger
   - Visitor Center/Front Office staff
   - Volunteers/Partners
   - Outfitters and Guides

2. DELIVERY METHOD
   (For the ORGANIZATION LEVEL selected above, identify specific DELIVERY METHODS or Action Items that need to be implemented)

   For example, if Wilderness Ranger is selected for the ORGANIZATION LEVEL, the DELIVERY METHOD or action item might include:

   *External:*
   - Wilderness trail and campsite contacts using the 'authority of the resource' message
   - Local media article
   - Contacts with local stores, chamber of commerce, etc.
   - School and organized group presentations
   - Carry and distribute LNT tags
   - Post information at trailhead
   - Pocket Guide/ROG or other wilderness brochure/handout
   - Enlist volunteer wilderness information specialists to help contact visitors
   - Contribute to development of forest wilderness website

   *Internal:*
   - Wilderness presentation at staff/family meeting
   - Information and mentoring for front desk/visitor contact staff

F. **Select MONITORING items for each ACTION ITEM and ORGANIZATION LEVEL that was identified above.** These are the methods that will allow reporting of results and a determination of effectiveness of the education efforts.

Note – See the Effectiveness Monitoring TEMPLATE and Effectiveness Monitoring CHECKLIST found in Section II.A.2. at:
**http://www.wilderness.net/index.cfm?fuse=toolboxes&sec=education**

1. MONITORING ITEMS

For example, if Wilderness Ranger was selected for the ORGANIZATION LEVEL above, the MONITORING ITEMS might include:

a. Document distribution of wilderness information through stores, groups, and other contacts
b. Document number of violations
c. Periodically re-monitor impacted areas
d. Conduct informal survey during wilderness contacts to determine reasons for behavior and level of understanding of education message
e. Other???

## PART 2 - Wilderness Education Plan Template

*Note – The Wilderness Education Plan can be prepared to guide multi-year education efforts. Information for Sections I - III below may exist in previous education or wilderness plans or other documents. Annual updates of Items IV - VI can be prepared as a separate Annual Wilderness Education Action Plan and/or included in the Wilderness Implementation Schedule.*

**I. Introduction/Background (if necessary)**

    A. Purpose and Need for a Wilderness Education Plan
        (Why is an education plan necessary )
        1. Basis in law (The Wilderness Act)
        2. Basis in Policy  (FSM 2320)
        3. The 10 Year Wilderness Stewardship Challenge – Element 4
            a,  Regional Strategy for Element 4
        4. Forest plan standards and guidelines
        5. Public issues, resource concerns
        6. Other???

**II. Goals and objectives**

    A. Primary Goals and Guiding Principles for the wilderness education program
        (Why is an education plan important for this wilderness)
    B. Specific objectives for the wilderness education program
        (What will the education plan accomplish)

**III. Themes**

    A. Benefits of the wilderness resource
        1. Values and benefits of this unique wilderness
            (Important information about this particular unique wilderness that can be emphasized through education (i.e. heritage resources, flora, fauna, geology, etc.)

**IV.  Priority issues and effects**

    A. Issues
    B. Effects of visitor use and user conflicts
        1. Social (the experience of other visitors)
        2. Biophysical

**V. Action Items**

    A. Issue category
    B. Target audience
    C. Education message
    D. Delivery method
    E. Responsible party
    F. Costs and timeline

**VI. Effectiveness Monitoring**
     A.  Indicators and what they will measure
     B.  Monitoring method
     C. Responsible party
     D. Costs and timeline

**VII. References**

**VIII. Annual Action Plan**
     A. Project
     B. Audience
     C. Responsible staff or partner
     D. Costs and schedule for implementation
     E. Monitoring or reporting tasks

This Template and other information can be found at:

http://www.wilderness.net/index.cfm?fuse=toolboxes&sec=education
or http://www.wilderness.net/toolboxes/   then Education Plans