

Trainer's Guide

**Best Practices for Boating, Fishing, and
Aquatic Resources Stewardship Education**



Recreational Boating and Fishing Foundation

Trainer's Guide

**Best Practices for Boating, Fishing,
and Aquatic Resources Stewardship Education**

Editors: Phil T. Seng and Sharon Rushton

Layout/design: Steven Barr

D.J. Case & Associates

Mishawaka, Indiana

RBFF Program Manager: Jen Patterson Levin



Recreational Boating & Fishing Foundation

601 N. Fairfax St. • Ste. 140

Alexandria, VA 22314-2054

703/519-0013

January 2004

Acknowledgments

The Recreational Boating and Fishing Foundation (RBFF) would like to thank several groups of people for contributing time and expertise to the development of this *Trainer's Guide*.

Education Task Force

RBFF recruited volunteer stakeholders with expertise in education from the boating and fishing community to serve on a task force to help guide education efforts. Specifically, the goal of the Education Task Force is to “Enable stakeholders to use research and Best Practices to educate people about boating, fishing, and aquatic resources stewardship.” The Education Task Force created a comprehensive plan to accomplish its charge, which included the development of this *Trainer's Guide* and other best educational practices documents.

Mike O'Malley, (Chair) Washington Department of Fish and Wildlife

Elaine Andrews, University of Wisconsin and North American Association for Environmental Education

Eleanor Bochenek, Rutgers University

Virgil Chambers, National Safe Boating Council

Mark Cole, Inner City Fishing Institute

Shari Dann, Michigan State University

Anne Glick, Future Fisherman Foundation

Carl Richardson, Pennsylvania Fish and Boat Commission

Rich Wehnes, Missouri Department of Conservation

Review Panel

RBFF recruited 30 professionals from state and federal agencies, private boating and fishing organizations, and academia to provide guidance throughout the development of this *Trainer's Guide* and other tools developed as part of the Best Practices project.

Elaine Andrews, University of Wisconsin and North American Association for Environmental Education

Julie Athman, University of Florida

Duncan Blair, Trout Unlimited

Virgil Chambers, National Safe Boating Council

Myron Floyd, University of Florida

Rosanne Fortner, Ohio State University

Kevin Frailey, Idaho Department of Fish and Game

Barb Gigar, Iowa Department of Natural Resources

Anne Glick, Future Fisherman Foundation

Marni Goldenberg, Green Mountain College

Alan Graefe, Pennsylvania State University

Steve Hall, Texas Parks and Wildlife Department

Bill Hastie, National Marine

Educators Association

Georgia Jeppesen, U.S. Fish and Wildlife Service

Marcus Kilburn, Arkansas Game and Fish Commission

Jon Lyman, Alaska Department of Fish and Game

Thomas Marcinkowski, Florida Institute of Technology

Jenifer Matthees, Minnesota Department of Natural Resources

Janice McDonnell, Rutgers University

Michael O'Malley, Washington Department of Fish and Wildlife

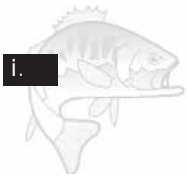
Carl Richardson, Pennsylvania Fish and Boat Commission

Jo-Ellen Ross, Chicago State University

William Siemer, Cornell University

Judy Stokes, New Hampshire Fish and Game Department

Rich Wehnes, Missouri Department of Conservation



Special Thanks

The following went above and beyond the call of duty during development of the *Trainer's Guide*:

Georgia Jeppesen, U.S. Fish and Wildlife Service

Barb Gigar, Iowa Department of
Natural Resources

Best Practices Tools Now Available

A series of tools have been developed to be used with this Trainer's Guide:

- Workbook
- Information Sheets
- PowerPoint® presentation
- Newsletter
- Education Program Database

These are available (download or order hard copies) at
www.rbff.org/educational/bestpractices.cfm



RECREATIONAL
BOATING & FISHING
FOUNDATION

For more information about RBFF, go to www.rbff.org. For a more detailed description of the steps that led to the Best Practices Project, go to www.rbff.org/educational/bestpractices.cfm.

The views and conclusions contained in this document are those of the authors and should not be interpreted as representing the opinions or policies of the U.S. government. Mention of trade names or commercial products does not constitute their endorsement by the U.S. government.



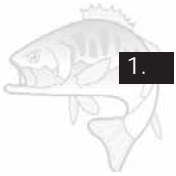
About RBFF

The mission of the RBFF is to increase participation in recreational angling and boating in a way that increases public awareness of and appreciation for the need to protect, conserve, and restore this nation's aquatic natural resources. RBFF is committed to accomplishing this mission in a way that ensures that fishing and boating are done in a safe, responsible, inclusive, and sustainable way-and driven by an environmental ethic that places the resource and the best traditions of boating and fishing above mere personal gain, self-gratification, and individual need.

Water works wonders
FOR FISHING, BOATING, AND
THE ENVIRONMENT

Table of Contents

Introduction	1
Goal and Objectives of Trainer's Guide	1
How to Use This Guide	2
Workshop Design/Setup	3
Needs Assessment	3
Setting Goal and Objectives for Workshop	3
Target Audiences	4
Format: How Long?	7
Advance Preparation	7
Preparation Tips for Presenters	8
Workshop Delivery	11
Workshop Outline	11
Description of Items in Workshop Outline	11
Day-of-the-Event Considerations	16
Workshop Evaluation	17
Resources for Trainers	19
National Organizations and Programs	19
Working with Volunteers	23
Fundraising	24
Planning	25
Partnership Building	25
Appendices	27





Introduction

v. 1-04

In partnership with aquatic resource education experts across the country, the Recreational Boating and Fishing Foundation (RBFF) sponsored development of *Defining Best Practices in Boating, Fishing, and Stewardship Education* (Fedler, et. al. 2001). The project began in response to a need for nationally accepted and science-based guidance for effective aquatic education program delivery, and for evaluating aquatic education efforts. The resulting 180-page document included technical guidelines for program development, professional development, research, and evaluation.

Based on nationwide feedback on that technical document, RBFF hired D.J. Case & Associates (DJCA) to convert the technical information into a series of tools that aquatic educators and practitioners can use to incorporate Best Practices into aquatic education programs (including professional development, research, and evaluation) throughout the country. DJCA's team worked with a review panel of 30 key aquatic education experts and practitioners to develop tools that enable aquatic education practitioners to easily understand, apply, and communicate the Best Practices in delivering their programs.

The tools are now available and ready for use and have been highly acclaimed by the review panel. RBFF and its partners recognize that if target audiences are not engaged and convinced of the value of these tools, then the tools are not likely

to achieve their full potential. Professional development is a critical part of this process, and this *Trainer's Guide* has been designed to help you plan, prepare, and conduct workshops that can give your audiences this motivation and show them the usefulness of the materials.

The *Trainer's Guide* is a “cookbook” for conducting workshops with end users—to walk end users through the *Best Practices Workbook for Boating, Fishing, and Aquatic Resources Stewardship Education* (*Workbook*) and other tools, and help them incorporate Best Practices into their programs. This *Trainer's Guide* includes a detailed outline that identifies the points that trainers need to make and appropriate tools to use to communicate effectively with various target audiences.

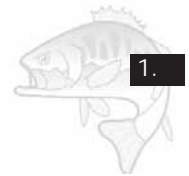
Goal and Objectives of Trainer's Guide

The goal of this Trainer's Guide is:

To provide information and resources trainers need to plan, host, facilitate, and evaluate a workshop on the RBFF Best Practices tools.

The *objectives* of the *Trainer's Guide* are:

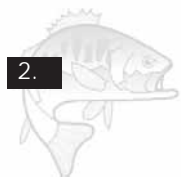
1. To provide a step-by step process trainers can use to plan and conduct a Best Practices workshop.



2. To provide materials (and source of additional resources) needed to facilitate a Best Practices workshop.
3. To provide workshop activities that make Best Practices relevant to end users.

How to Use this Guide

This *Trainer's Guide* is set up to take you step-by-step through the design, development, and implementation of a Best Practices workshop. It is designed in stepwise fashion, so although you are free to skip around from section to section, if you are not experienced at developing and delivering training workshops, it will probably serve you best to complete each section in order. Even if you are experienced with delivering workshops in general, each of the sections in this *Trainer's Guide* contains information specific to the delivery of Best Practices. Therefore, it likely will be beneficial to at least review every section before conducting a Best Practices workshop.



The *Trainer's Guide* has six tabbed sections:

- Introduction
- Workshop Design/Set-up
- Workshop Delivery
- Workshop Evaluation
- Resources for Trainers
- Appendices

The opening paragraph of each section provides a brief description of what is contained in that section.

The *Resources for Trainers* section contains references to many more sources of information on training methods and materials. The *Appendices* section contains handouts and checklists that can be used “as-is,” or customized for use in Best Practices workshops.

Terminology

Although they are defined within the text, it may be useful to note the shortened names of the following documents that are referenced throughout the text.

Short Name: *Trainer's Guide*

Full Name: *Best Practices in Boating Fishing and Aquatic Resources Stewardship Education Trainer's Guide*. This is the document you are reading now.

Short Name: *Workbook*

Full Name: *Best Practices Workbook for Boating Fishing and Aquatic Resources Stewardship Education*. This is the primary tool of the Best Practices project.



Workshop Design/Setup

v. 1-04

Purpose: This section is designed to help you conceive, plan, and prepare for a Best Practices workshop. It contains lists of considerations and draft materials you can customize for your particular situation.

Needs Assessment

If you are considering conducting a Best Practices workshop (or any workshop), the first question is “Do you really need it?” Related questions include: Are other groups already providing it? Does your target audience want it? Will it help you accomplish your organizational goals?

A needs assessment can help answer these questions. Needs assessments are part of program evaluation, but are done in the development stage. An entire chapter of the *Best Practices Workbook for Boating, Fishing, and Aquatic Resources Stewardship Education (Workbook)* is devoted to program evaluation. If you have not conducted a needs assessment, consult *Chapter 4* of the *Workbook*. Page 1-3 in the *Workbook* planning chapter (*Chapter 2*) also addresses the issue of needs assessment. An effective needs assessment process should give rise to goals and objectives.

Setting Goals and Objectives for Workshops

It is important to have a specific reason for conducting a workshop. Too many

activities are conducted simply because “it seemed like a good idea at the time,” or because “it’s what everyone else is doing.” To set a goal, answer the question: “Why are we doing the workshop?”

Objectives should answer the question(s): “What, specifically, do we want to accomplish?” Another way to think about objectives is to fill in the blank: “As a result of this workshop, participants will be able to _____.” Objectives should be measurable so you can determine if you accomplished what you set out to do.

Samples

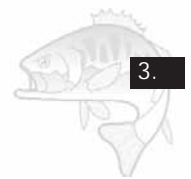
Following are some sample goals and objectives. Goals and objectives should relate directly to each other—these samples do not necessarily relate to each other.

Goal: To provide the information, resources, and enthusiasm participants need to incorporate Best Practices into their education programs.

Goal: To learn how to partner effectively with other organizations to leverage our efforts in accordance with the research.

After completing the workshop, participants will be able to:

Objective: Demonstrate knowledge of the *Workbook* and other associated materials by developing a draft plan for integrating Best Practices into their own programs.



Objective: Incorporate five elements from the Best Practices into their programs within one year.

Objective: Communicate the need for and value of Best Practices.

Objective: Develop a “before and after” evaluation for an existing education program.

A lot more information on setting goals and objectives can be found in *Chapter 1* of the *Workbook*. Another helpful tool is the worksheet *Setting Up a Best Practices Workshop* (found in *Appendix A* of the *Trainer’s Guide*). Part of this worksheet is designed to help set goals and objectives.

Target Audiences

One of the most important elements of successful workshops is knowing your audience. How you approach the invitations, training, and follow-up will vary depending on who you are training. Are these individuals you’ve trained in your programs already, and you are now following up with Best Practices? Are these new recruits to whom you will be introducing your programs at the same time you introduce Best Practices? Also, training will be approached differently for individual groups such as professional educators or anglers. The training agenda and methods you employ will vary based on your target audience and objectives.

Who should you train?

Internal audience: The first place to introduce Best Practices is at home—your own agency or organization. Consider two different phases: one targeted at administrators and one targeted at individuals within the agency/organization who conduct educational programs or other staff who impact educational programs.

A workshop for administrators can provide a summary of Best Practices to make

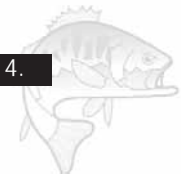
them aware of the research-based tools that can be used to evaluate/improve existing programs and/or used as a road map for developing new ones. It also can be used to engage administrators in education, helping them realize that education is integral to the success of their programs and that it is important for them to be involved in the strategic planning of educational programs.

A workshop for staff that conducts programs can help them become familiar with Best Practices and see how they can use Best Practices to improve their efforts.

Current instructors or educators

(volunteer or paid): If you already have individuals trained to conduct your programs, you’ll want to consider introducing them to Best Practices. More than likely, you will have incorporated many of the Best Practices into previous trainings. However, a review of the Best Practices, with an understanding that these are based on the best research currently available, can reinforce the importance of the concepts with which they’re already familiar, and provide you the opportunity to introduce new concepts that may help improve their programs. It is important to show the relevancy of Best Practices to the programs they are teaching for you.

Current partners: If you have developed a network of partners that conduct educational programs for/with you, offer training that introduces them to the Best Practices tools. Partners can benefit from all aspects of Best Practices—planning, building programs, training, evaluation, diverse audiences, reaching people with disabilities, and their specific area of interest (boating, fishing, and/or aquatic stewardship). Providing them training and then working through a strategic plan together can help you and your partners achieve greater impact. As part of the strategic plan, it is likely that your partners will want to offer training to others as well.



New instructors or educators

(volunteer or paid): If you are starting a new program or looking to expand a current program, you'll be looking to new instructors who will need training. Even if you have an existing program that uses volunteer or paid instructors or educators, you always have to recruit new ones because of turnover. In each of these cases, use Best Practices to train instructors and show them how using researched-based Best Practices can help them be most effective in achieving their/your goals.

New partners: Best Practices encourage you to work with partners and to show how your program is relevant to their mission (see *Chapter 2* of the *Workbook*). You may want to consider offering training in Best Practices for the administrators of partner organizations so they can effectively integrate your programs into their strategic plans. Certainly you should offer training in the implementation of your program and use of Best Practices to instructors or educators who will be conducting programs. Potential partner organizations include:

- Angling and boating clubs
- Aquariums
- Camps
- Churches
- City/state parks
- Community groups
- Conservation organizations
- Government agencies (municipal parks and recreation departments, public schools, state departments of natural resources)
- Local companies
- Schools
- Service organizations
- Universities
- Youth groups (4-H, Boy/Girl Scouts, Campfire, Big Brothers/Big Sisters)

Review *Chapter 3* of the *Workbook*, especially the *Selection* section. Some of

your new instructors will come from partner organizations that already have a pool of instructors in place (e.g., schools, youth groups). You also can look in a variety of other places to find additional instructors. Send information about volunteer positions to fishing, boating, and conservation organizations, or promote the positions through local magazines and newspapers. Always screen potential instructors prior to training and make it clear what you expect of them. These and other Best Practices are covered in much more detail in the *Workbook*.

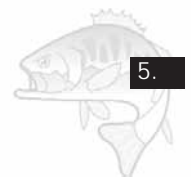
How to select and invite participants

Time and budget always affect the amount of training you can do, so it is important to prioritize groups or individuals for training. Consider which groups provide the greatest benefit for dollars and time invested. Estimate the budget and time needed to plan and hold each training workshop with each potential audience, and develop a priority ranking of audiences from one to ten in terms of value to your organization. Then determine how many training workshops you can provide and in which order the groups will be invited to participate.

After you've decided how many workshops you can conduct, contact potential groups in priority order to discuss a possible training session.

For existing partners:

1. Meet with key individuals and present the introductory Best Practices Powerpoint[®] presentation (available from RBFF—see *Appendix D*). Customize the presentation to address the issues you know will be most important to your audience.
2. Distribute the pre-printed *Information Sheets* (available from RBFF—see *Appendix D*) as take-home information to reinforce the Powerpoint[®].



3. Pass around several copies of the *Workbook* so attendees can visualize the depth of the Best Practices.
4. Discuss different possibilities of utilizing the Best Practices and find out what is of most interest to them. If the group has a large enough instructor base, you may want to offer a training workshop just for their group. If they only have a few instructors, invite them to a general Best Practices workshop that would fit their needs. Encourage instructors to attend in teams representing their organization. Teams create internal social support for Best Practices, which makes it much more likely they will carry it forward over time.
5. Provide a range of workshop dates and locations to choose from, if possible. The more personal and specific you can make your invitation, the better.

program, and design training (using Best Practices) on how to implement your program.

In most cases, you'll come away from this process with a list of individuals you want to train. For volunteers from the general public, they will have gone through a screening process, you will have offered them a volunteer position, and they will have accepted and committed to their job description.

Send invitations to workshop participants well ahead of time. Depending on the target group, you may need to send initial information about the workshop several months in advance. Make sure you know how much lead time potential participants need. Basic information participants will need includes:

- Date(s)
- Time
- Location
- Cost
- Pre/post workshop requirements (if any)
- Name and phone number of the person coordinating the workshop
- Best Practices *Information Sheets*
- Agenda
- Summary of what to expect
- Registration form

Once individuals have signed up, confirm their attendance and provide additional information:

- Directions to the site
- Phone number at location
- What to wear or bring (e.g., waders, fishing equipment)
- Pre-workshop evaluation form (which you may want mailed back to you prior to the workshop)
- List of participants (some groups may have signed up as teams prior to the workshop, but helping every one feel they are part of a team can provide added motivation and ownership)

6.



For new partners, the key consideration is “How is your program relevant to the potential sponsor and how does it help achieve their mission?”

1. Show how your program is based on sound research principles to provide added credibility.
2. Leave copies of the *Information Sheets* and let them know you'll work through the Best Practices concepts to help them develop an effective program that is relevant to both of you.
3. Develop a strategic planning process with them. This doesn't have to be a long, formal process, but it is important to ensure success (see *Workbook Chapter 1*).
4. Leading into the strategic planning, you may want to offer key individuals a training workshop on Best Practices.
5. As part of the strategic planning process, decide on the best possible instructors for implementing the

- Invite participants to bring “real-world” examples from their own education programs

Format: How Long?

There is no easy way to determine how long your workshop needs to be. On one hand, there are a lot of Best Practices in the *Workbook* and there are many details that may be critically important to your target audience. It may be impossible to give your participants what they need in fewer than two (or more) days. On the other hand, everyone already is overwhelmed with the work of the day, and a long workshop may prevent people from attending at all. In such a case it might be better to offer a one-day (or even half-day) workshop that gives them the specific bits and pieces they need to help them in their specific arena.

In general, a workshop should be as long as it takes to complete the objectives you set for it. That may be overstating the obvious, but the point is that you must carefully consider your objectives and the needs of your target audience in order to estimate how much time you will need to deliver an effective workshop.

In October 2003, RBFF conducted a Best Practices pilot training workshop in Alabama to test the material and recommendations for this *Trainer’s Guide*. The pilot was a one-day workshop (8 a.m. to 4 p.m.) and was attended by 30 aquatic resources coordinators and administrators representing thirteen state fish and wildlife agencies. One of the primary objectives of that workshop was to help participants “Demonstrate knowledge of the Best Practices *Workbook* and other associated materials that they can use in their own programs.” Although all participants had high praise for the workshop and the Best Practices tools, in the post-workshop evaluation, many said they would have liked to have more time to get better acquainted with the specific

Best Practices in the *Workbook*. That is, they wanted to have another day of workshop devoted specifically to Best Practices. Keep this in mind as you plan the length of your workshops.

The outline provided in the *Workshop Delivery* section of this guide is basically the same outline that was used in the pilot workshop. It does not have times attached, because you must determine how many or how few of the various elements to include based on the objectives of your training and the needs of your participants.

Build the Agenda

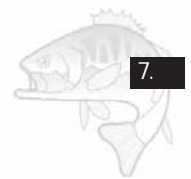
After you have identified your goal, objectives, and participants, select the activities you will use to deliver your messages and engage your participants. The *Workshop Delivery* chapter has descriptions of sample activities you could use. Review the *Agenda Checklist* in *Appendix B*. After reviewing the checklist, create your own draft workshop agenda.

Another helpful tool is the *Setting Up a Best Practices Workshop* worksheet (see *Appendix A*). Part of this worksheet is designed to help build a workshop agenda.

Advance Preparation

When?

Now that you know what you want to do conceptually, it’s time to start locking down details. The most important of these are date, time, and location. Some facilities (and most participants) require a lot of advance notice, so begin as early as possible. If possible, survey your potential participants for dates and times that work best for them. Perhaps there is another meeting your proposed participants will be attending. There might be an opportunity to piggyback your workshop before the start or after the conclusion of that meeting. The length of your training should be dictated by your audience and your objectives. It could be as short as



several hours, or as long as several days. Take into account travel time and time zone changes for your participants when you select workshop times.

Where?

Consider a variety of factors as you select a location for your workshop. First and foremost, it should meet your needs in terms of capacity and function. That is, it must be able to comfortably accommodate the number of participants you anticipate and the activities you will be conducting (e.g., break-out sessions, hands-on activities). Beyond that, consider whether the facility is easy to get to, in a location that is roughly central to participants, is a known location, has plenty of parking, and is universally accessible. If appropriate, also consider the availability of food on site or nearby.

If your agenda calls for field trips or outdoor activities, take that into account as you consider potential workshop locations. Are outdoor facilities available on site or nearby? If you need to transport participants to an off-site location, will you require them to use their own transportation, or will you provide buses, vans, or other means of getting them there?

Ordering Materials

After you confirm the date and time of your workshop, consider what materials you will distribute and make arrangements for collecting them. Many of the materials you may need for a Best Practices workshop are included in this *Trainer's Guide* (see *Resources for Trainers* and *Appendix* sections). You also can order bulk copies of the Best Practices tools (*Workbook*, *Information Sheets*, *Powerpoint*® presentation) from RBFF:

Recreational Boating and
Fishing Foundation
601 N. Fairfax, Suite 140
Alexandria, VA 22314-2054
703-519-0013
www.RBFF-education.org

A pre-printed order form is available in *Appendix D*.

Preparation Tips for Presenters

Model Behaviors

One of the Best Practices for trainers is to model the behaviors you want to impart to your workshop participants. If you want participants to use hands-on teaching techniques with the audiences they will be working with, then you should use these techniques when you teach them in the workshop. Consider using role-playing and other interactive techniques as time and circumstances allow. In any case, avoid lecturing to participants. Encourage two-way communication whenever possible. Design your agenda with this in mind.

Room Set-up

The size and composition of your group will influence the type of set-up you want to use, but in general, the more intimate you can make the set-up, the better. The U-shape set-up works well for smaller groups. It allows participants to face each other, facilitates two-way discussions, and puts everyone on equal footing (no “front of the class” or “head of the table”). If your group is too large for a U-shape set-up, classroom style may be the next best option. Make sure everyone has enough table space in front of them to spread out and use their materials.

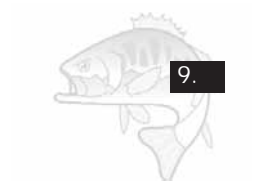
Before the meeting, develop a relationship with the meeting space coordinator or whoever is in charge of your room's set-up. Make it clear what type of set-up you want. Provide a diagram if necessary. Find out who will be on duty the day of your event and discuss your expectations with them before you arrive. Getting to know a person (even just over the phone) prior to the workshop usually increases the service you receive the day of the event.



Train the Trainers?

If you are preparing a workshop to train other trainers, there is an entire chapter in the *Workbook* devoted to this topic. Be sure to review this material before conducting your workshop.

More tips on setting up an effective workshop are available in the *Setting Up a Best Practices Workshop* worksheet in Appendix A of the *Trainer's Guide*.





Workshop Delivery

v. 1-04

Purpose: This section contains the actual outline for the training workshop, along with detailed descriptions of activities in the outline and “day-of-the-event” considerations.

Workshop Outline

The following workshop outline is a suggested starting point. It contains the basic elements needed to provide familiarity with the *Workbook* and other tools and to provide the information and resources participants need to incorporate Best Practices into their education programs. Add or subtract elements from this outline and attach starting and ending dates/times as appropriate to meet your specific objectives and/or to address specific needs of your audience.

More detailed descriptions of the elements/activities in this outline can be found in the next section. A copy of this basic outline can be found in *Appendix E*.

1. Check-in
 - a. Sign in
 - b. Name tags/tent cards
2. Welcome/Introductions
 - a. Presenters
 - b. Participants
 - c. Expectations
 - d. Initial questions & answers
3. Goals and objectives of the workshop
4. Background of Best Practices project and how this workshop fits

5. Descriptions of Best Practices tools
 - a. *Workbook*
 - b. *Information Sheets*
 - c. Powerpoint® presentation
 - d. Newsletter
 - e. Database
6. Getting to Know the *Workbook* and Best Practices
 - a. Educational Purpose Activity
 - b. Scavenger Hunt Activity
 - c. Role Playing Activity
7. Evaluation
8. Follow-up with participants
 - a. Distribute attendee contact list (if authorized) and encourage communication
 - b. Distribute results of evaluation
 - c. Interview participants to see how many have implemented Best Practices or conducted workshops (or why not)
 - d. Promote future training

Descriptions of Items in Workshop Outline

1. Check-in

Participants arrive and get prepared for the day's activities.

Sign in - Have a sign-in sheet that participants can check when they arrive. Have a check box where they can give or deny permission for you to distribute their contact information to other participants after the workshop.



Nametags/tentcards - Provide nametags and tent cards to all participants. Have these prepared before the workshop, but have blank ones on hand in case you have late registrants, replacements, or in case a name or title has been misspelled.

2. Welcome/Introductions

Begin by welcoming all participants to the workshop. It is very important to begin on time and establish the expectation among participants that the meeting will be run on schedule and everyone kept on task. This is the time for covering housekeeping details, such as pointing out where the restrooms are, giving instructions for breaks, meals, etc.

Presenters - After welcoming participants and covering the housekeeping details, presenters should introduce themselves and provide background information. What and how much information is provided should be dictated by the audience. Presenters should provide enough information to establish credibility with the audience. Some common details to provide are: agency, title, years of experience, personal interest in education/natural resources, etc.

Participants - Go around the room and invite participants to introduce themselves. Ask them to provide a little information about themselves as well. This serves as an ice-breaker and begins the networking process among participants. Some possible things you could ask them to mention include agency/organization, title/position, where they are from, what they hope to take away from the workshop, or best “fish story.” Give each person a time limit (some fish stories can take up a lot of time!).

Expectations - Invite participants to write down their expectations for the workshop within the workshop goal. What do they want to learn or accomplish? Provide 3x5 index cards for them to write this on, and give them a few

minutes to do it. Then collect the cards and compile their answers at the first break, over lunch, or at night before Day 2 begins. Better yet, develop and distribute a pre-workshop survey that includes this information (see sample in *Appendix J*). This could provide baseline information for comparison with your post-workshop evaluations to help you assess the value and effectiveness of the workshop.

Initial questions & answers - Give participants a chance to ask any questions they may have on their minds before you begin. Write these on a flip chart. Some questions might be answered immediately. Others may be answered during the workshop. Revisit questions later in the workshop to see if they were answered. If a question is more involved and beyond the scope of the training, invite the participant to discuss it during a break or agree to speak to him or her following the workshop.

3. Goals and objectives of the workshop

Presenters should make it clear to participants what the goal and objectives for the workshop are. These should be clearly listed on the agenda, on a separate handout, on a flip chart, or posted somewhere where all can see throughout the workshop. Having clearly stated goals and objectives is a Best Practice of education programs, and it is critical that presenters model this practice from the very beginning.

4. Background of Best Practices project and how this workshop fits

Because a key objective of the workshop is to make participants familiar with Best Practices, it's important to provide participants a history of how Best Practices came to be and how these relate to their educational programs.



The Powerpoint® presentation includes a section on the history of Best Practices. You may want to use parts or all of the presentation at this time. At a minimum, be sure to cover the following points:

In partnership with aquatic resource education experts across the country, the Recreational Boating and Fishing Foundation (RBFF) responded to a need for nationally accepted, science-based guidance for effective aquatic education program delivery and evaluation. They set out a strategic plan to develop Best Practice tools that could be applied by boating, sport fishing, and aquatic stewardship educators.

A Best Practices is “A program or practice with specific outcomes that has been clearly defined, refined, and evaluated through repeated delivery and supported by a substantial body of research.”

RBFF hired researchers to compile pertinent research and develop papers on various aspects relating to aquatic resource education. The eleven original papers are available for review at www.rbff.org/educational.

The research papers then were translated into tools for practitioners. All the Best Practices and associated tools were extensively reviewed by 30 professionals from state and federal agencies, private boating and fishing organizations, and academia.

[For participants already offering your programs] By applying Best Practices to your program planning, development, and implementation, you can make the programs you are currently conducting even more effective.

[For new participants] As we introduce our education program to you today, we will also be sharing

with you the Best Practice tools and the individual Best Practices that need to be applied to make this program a success and to help you become an effective instructor.

5. Descriptions of Best Practices Tools

Because a key objective of the workshop is to make participants familiar with the Best Practices tools, one of the first activities should be to distribute and describe the tools. Distribute and describe any or all of the following tools based on your specific workshop objectives.

Workbook - The primary tool is the *Best Practices Workbook for Boating, Fishing and Aquatic Stewardship Education*. This comprehensive document shows you how to plan, design, set up, conduct, and evaluate programs according to Best Practices that have been proven effective by researchers and previous boating, fishing, and stewardship programs. The *Workbook* breaks the Best Practices into ten subject areas and each Best Practice is explained in detail. The *Workbook* does not suggest *what* you should teach, but rather *how* you plan it, approach it, teach it, and evaluate it. Each Best Practice includes a worksheet to help you begin to develop your own plan or use as a tool to review current programs. The *Workbook* also contains *Information Sheets* and the Powerpoint® presentation on CD-Rom (see below).

Information Sheets - There are 11 *Information Sheets* designed to give a brief overview of the major segments of the *Workbook*. You can review the *Information Sheets* to help determine which segments of the *Workbook* apply to your organization, or to help demonstrate the value of Best Practices to others.

Powerpoint® Presentation - Three modules of a Powerpoint® presentation are available on CD-Rom. The presentations are intended to be customized to a



particular target audience. The CD also has downloadable versions of the *Workbook*, *Information Sheets*, and *Trainer's Guide* so you can print as many copies as you need.

[You may want to customize and show a brief segment of the presentation and describe potential uses.]

Newsletter - RBFF is distributing a periodic newsletter designed to provide brief, timely reports on Best Practices that you can incorporate into your programs. It will include research results, case studies, and other information related to Best Practices.

Database - RBFF maintains a nationwide directory of education programs, events, and curricula. This database allows stakeholders to locate appropriate programs in their fields of interest or in particular geographic locations (www.rbff-education.org)

6. Getting to Know the Workbook and Best Practices

Educational Purpose Activity - This short activity is designed to encourage participants to start thinking in terms of goals and objectives for their programs. It also emphasizes that Best Practices are based on process, not content.

- Have participants turn to page 1-2 in the *Workbook*.
- Point out the pyramid diagram and describe each level and the questions that characterize each level (Why does this program exist? Why are we doing this program? What, specifically, do we want to accomplish?).
- Ask each participant to write the mission, goal(s), and objectives of his/her program on a piece of paper.
- Have each participant read these to the group and discuss (are they correctly categorized—do they answer the questions that characterize each level of the pyramid?)

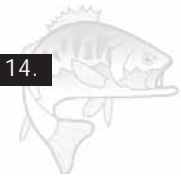
Scavenger Hunt Activity - This activity is designed to give participants a general familiarity with the contents of the *Workbook*. By having to search for specific things, they will get a sense for what is in the *Workbook* and how to access it.

Customize this activity to fit your time allotment and content interests. Basic directions for the activity are:

- Distribute a list of 10 things (Best Practices or concepts) for participants to find in the *Workbook*. The list could include subjects that were discovered during initial conversations with participants before the workshop (*Appendix F* contains a sample list).
- Give participants a set amount of time to find as many of these things as possible and record how and where they found them and how they might use them in their own situations. If time permits, ask specific questions about each item that will get participants to read about the items when they find them.
- Go around the room, let each participant take an item from the list and describe where and how they found it and how they might use it.

Role Playing Activity - This activity helps participants learn how the Best Practices tools can help them resolve issues related to education efficiently and effectively. There are numerous possible variations, but the basic activity is done as follows:

- Create a series of potential (or real) scenarios your participants might face in their work. Write these on cards or a handout. Be sure the scenarios include specific goals/objectives for the program in the scenario, so participants don't spend limited time grappling with that issue.



- Break participants into small groups (you may want to do this ahead of time). Let each group select a scenario, or assign scenarios to groups. If participants come to the workshop in teams, it may be particularly effective to have them work on real-world issues they are facing (see below). These could be identified in the needs assessment process or in the pre-workshop evaluation form. Regardless, the scenario should be outlined ahead of time.
- Ask each group to use the Best Practices in the *Workbook* and/or other tools to develop a plan for addressing the issue on the card. Tell them to assign a note-taker and a presenter.
- Give the groups a set amount of time to work on their issues. At the end of the allotted time, the designated group presenter will present the group's approach to the full group.
- [In a 2-day workshop, have people in the group actually role-play the presentations, especially if they are working on an actual scenario].
- Have the entire group give feedback and additional ideas to each small group.

Sample scenarios can be found in the *Role Playing Scenarios* handout in *Appendix H*.

Real-World Scenarios - A useful variation of this activity is to request real-world scenarios from participants prior to the workshop. Through conversations with participants, you can help them identify real problems or issues they are facing in their own programs. Use this activity as described above to help them develop an actual plan of action they can use to address their issues. This approach requires that participants attend the workshop as teams from a given program.

Action List - As an alternative (or in addition) to the real-world role playing activity described above, you could have each participant create a list of specific ways they plan to incorporate Best Practices from the *Workbook* into their jobs. Have the participants share these with the group.

7. Evaluation

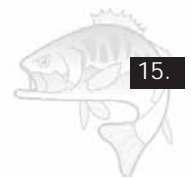
There are many ways to evaluate workshops. Review the *Evaluation* section of this *Trainer's Guide* and *Chapter 4* of the *Workbook* to learn more about this important topic. At a minimum, implement practices to help you determine if you achieved the specific objectives you set for the workshop. Here are several quick and easy ways you can do this.

Evaluation forms - You can learn a lot about the effectiveness of your workshops by asking participants to take a few minutes before they leave to complete an evaluation form (samples included in *Appendices K-L*). As mentioned above, these are even more effective if you can pair them with results from a pre-workshop evaluation and compare responses.

Did the workshop meet participant expectations? - If you ask participants to write down their expectations for the workshop (see #2 *Expectations* above), you can review these cards to see how well your activities met their needs. Consider doing this before the group adjourns if time permits, so participants can give you personal feedback on how you can make your next workshop better.

8. Follow-up with Participants

One of the Best Practices described in the *Workbook* and other tools is to create and encourage social support among instructors/educators. When they leave your workshop, participants may be excited about implementing Best Practices, but tomorrow they are going to be inundated with all the details of their

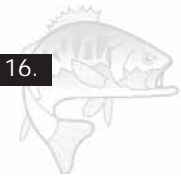


“regular” job and it will be difficult to maintain that enthusiasm without support. Find ways to keep Best Practices on the tops of their minds. Here are some ways to do this:

- Distribute an attendee contact list (for those who grant permission) and encourage communication among participants—you aren't the only one who can provide support. Encourage all participants to contact each other, especially if they have attended in teams.
- Distribute the results of your post-workshop evaluation—this is interesting information in its own right, but perhaps more importantly, it is an “excuse” to send participants a reminder about implementing what they learned at the workshop (and ask how you can help).
- At some point in the future, interview participants to see how many have incorporated Best Practices into their programs. Find out what they have done (no matter how small) and identify impediments that have kept them from doing more. Follow up with suggestions of ways to overcome the barriers.
- Be sure to promote any future training you may provide among your previous participants. Even if it is the same training they already received, they may want a refresher or they may have colleagues they'd like to encourage to attend. In any case, it's another reason to get a reminder about Best Practices in front of them.

- Arrive early - You want to get there well ahead of the posted start time so you can make sure the room is set up correctly, set out agendas, set up the check-in table, etc. There are almost always last-minute changes to be made to the room, so be sure to leave yourself enough time to get it set up the way you want it.
- If your workshop is in a large facility, consider posting signs in the lobby and/or along the hallways leading to your room. You don't want your participants wandering all over the place looking for you.
- Make sure to tell the receptionist/staff at the facility about your workshop and where it is located. Tell them what time people will be arriving for the workshop and ask them to direct people to your room, as appropriate.
- If possible, have additional staff/facility personnel on stand-by for last-minute issues. Invariably, something will come up. You'll need extra copies of a handout, or the Powerpoint[®] won't work, or a participant will make a special dietary request for lunch at the last minute. You don't want to have to track down those details yourself. You need to stay focused on the workshop content.
- Know where to find facility maintenance staff. Find out who to turn to in case of projector bulb burnout, temperature problems, sound system failure, etc.
- Look for ways to reinforce good environmental behavior during the workshop. Have recycled containers ready, encourage participants to bring their own reusable cups, recycle nametags at the end of the workshop, etc.

16.



Day-of-the-Event Considerations

Everything is set up and confirmed, your participants are on their way, and you are ready to deliver your workshop. A few last-minute things to remember:



Workshop Evaluation

v. 1-04

Purpose: This section provides the basic information you need to develop a mechanism to assess the effectiveness of your Best Practices Workshop.

Evaluation is a Best Practice. If you do not evaluate your activities against predetermined objectives, you will never know whether you are succeeding or not. An entire chapter (*Chapter 4*) of the *Workbook* is devoted to evaluation, and it would serve you well to review that information periodically to keep it at the top of your mind.

Chapter 4 of the *Workbook* makes it clear that evaluation should begin before an activity is conducted. Do you need to conduct a workshop? What are the specific objectives you hope to achieve with it? Are there other, more effective ways to achieve these objectives than a workshop? Presumably, you have conducted a needs assessment already and determined that a workshop is what you need. If not, refer to the *Workbook* for information on how to do that.

Once you have determined a workshop can help you achieve your objectives, it's time to design mechanisms for evaluating the success of the workshop. This could range from a simple question/answer session at the end of the workshop to a multi-year, longitudinal study of participant attitudes/actions/behaviors. No single method will work in all situations, but you should try to gather and interpret as much information as your situation will allow.

Researchers suggest there are four basic levels of evaluation:

1. Reactions - participants' response to the workshop
2. Learning - whether the workshop increased participant knowledge/awareness of the material covered
3. Application - whether participants used the new knowledge/skills
4. Results - overall impact

It's up to you to decide where to focus your efforts. Of primary importance is to consider these levels and determine how you will evaluate your workshop *during the planning/development phase*. Evaluation should not be something that is "stuck on" to the end of a workshop as an afterthought. It should be built into your efforts from the very beginning. Following are brief descriptions of some common evaluation techniques. These can be customized for application to most of the various levels of evaluation. There are many more techniques and much more information on the topic of evaluation than can be included in this *Trainer's Guide*, but this is a good place to start. See the references at the end of this section to dig deeper.

Evaluation Surveys

Probably the most commonly used workshop evaluation tool is the post-workshop evaluation survey. This is used to ask participants whether and to what degree they thought the stated workshop objectives were achieved. These are quick and easy, and can provide good guidance



for improving future workshops. You can make this technique even better by developing and distributing a pre-workshop evaluation form before the workshop. You can send these to participants ahead of time, or have them complete them as the first activity of the workshop. The pre-workshop survey provides baseline information for comparison with your post-workshop evaluations. Sample pre- and post-workshop survey forms are included in *Appendices J and K*. Customize these basic forms to better suit your objectives and target audiences.

Quick Exit Survey

Although it is termed an “exit survey,” quick surveys of various aspects of your training do not have to be done only at the end of the workshop. In fact, it is much better if you conduct several brief evaluations throughout the course of your training. For instance, you probably want to know what participants thought of the facilities, temperature, pace, speakers, etc., but you may want to keep these aspects separate from your evaluation of the workshop content. Consider distributing one or more quick surveys (such as the quick exit survey in *Appendix L*) at the lunch break or at the end of the first day (of a two-day workshop). Incorporating more than one survey into your training also reinforces the Best Practice that evaluation should be an integral part of the program, not just “stuck on” at the end.

Meeting Expectations

Another way to assess your workshop is to gauge how well it met participant expectations. At the beginning of the day, ask all participants to write down their expectations for the workshop, making sure you refer to the workshop goals so they keep their expectations focused on the parameters of the workshop. What do they want to learn or accomplish within the established goals? Provide 3x5 index cards and give them a few minutes to write it down. Collect the cards and

compile their answers over lunch or at a break. At the end of the workshop, read the expectations and ask the group whether they were met.

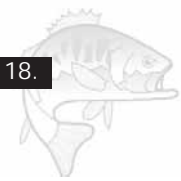
This can be achieved through the pre- and post-workshop evaluation surveys mentioned above, but it may be helpful to conduct this verbal exercise as well if you have time, so participants can give verbal feedback and you can ask clarifying questions if needed.

Focus Groups

A focus group is a conversational meeting of a small group of people to discuss specific topics of interest. Formal focus groups are often facilitated by a “neutral” facilitator, with the sponsors of the focus group observing behind one-way glass to avoid biasing the discussion of the group. A focus group would be a good way to assess whether your workshop participants incorporated your training into their efforts. You could invite some of your workshop participants (six or eight is a good, manageable group size) to a focus group three to six months after your workshop, and ask them questions about the content and/or how they are using it in their own efforts.

For more information on evaluation in general, go to the following websites:

- American Evaluation Association (www.eval.org)
- Management Assistance Program for Nonprofits (www.mapnp.org)
- Indiana University Center for Evaluation (www.indiana.edu/~iuce/index.html)
- University of Wisconsin Program Development and Evaluation Center (www.uwex.edu/ces/pdande/evaluation/index.html)





Resources for Trainers

v. 1-04

Purpose: This section contains resources you can use to develop and deliver your Best Practices workshop, including books, journals, websites, and other sources of material for a variety of situations.

This section is divided into the following general categories:

- National Organizations and Programs
 - Fishing and Aquatic Resources Education
 - Boating Education
 - Environmental Education
 - General Education
 - Books
- Working with Volunteers
 - Web Resources
 - Courses
 - Books
- Fundraising
 - Web Resources
 - Courses/Training
 - Books
- Planning
- Partnership Building
 - Web Resources
 - Courses

National Organizations and Programs

Fishing and Aquatic Resources Education

Aquatic Resource Education Association (AREA)

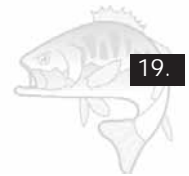
www.areanet.org

The Aquatic Resource Education Association was created to foster, promote, and encourage aquatic education with the following purposes: increase aquatic resource education effectiveness; provide expertise regarding aquatic education issues, strategies and methodologies; provide an organized forum for discussion, deliberation, and resolution; serve as a liaison between agencies, industry, and state aquatic resource education coordinators; and promote education and wise-use management and conservation of aquatic resources and those recreational sports related to them. AREA is affiliated with the International Association of Fish and Wildlife Agencies.

American Fisheries Society (AFS)

www.fisheries.org

The American Fisheries Society has a long and prestigious history in the publication and dissemination of information for the continuing education and training of fisheries and aquatic resources professionals and offers a *Guide to Fisheries Education for K-12*. The AFS maintains its place as a leading education



resource for the profession with four fisheries journals, a monthly magazine, a strong book publishing program, and a wide variety of technical and annual meetings. The *Guide to Fisheries Education* provides an inventory and review of a variety of aquatic resource education materials and programs available to teachers and aquatic resource instructors. The 52-page *Guide* can be downloaded from their website.

Future Fisherman Foundation (F3)

www.futurefisherman.org

703-519-9691

The Future Fisherman Foundation is the non-profit educational arm of the American Sportfishing Association. The Foundation's purpose is to improve the quality of human life by teaching people to fish, and by promoting stewardship of aquatic resources. Foundation programs include *Hooked On Fishing - Not On Drugs (HOFNOD)*, the *Fishing Tackle Loaner Program (FTLP)*, and the brand new *Camp Fishing Initiative (CFI)*. The Foundation is also a national partner with the *4-H Sportfishing Program*. F3 provides training, curriculum materials, brochures, equipment, videos, and promotional items to help people and organizations with youth fishing programs and fishing events.

National Fishing and Boating Week

www.nationalfishingandboatingweek.org

703-519-0013

National Fishing and Boating Week is a nationwide celebration of our nation's aquatic resources. It includes a dynamic advertising and public relations campaign designed to raise awareness of fishing and boating and how enjoyable it is to spend quality time on the water. Planning guides and other resources are available free to groups hosting local events across the country to build support for boating, fishing, and aquatic stewardship.

National Marine Educators Association (NMEA)

www.marine-ed.org

The National Marine Educators Association brings together those interested in the study and enjoyment of the world of water—both fresh and salt. NMEA provides a valuable focus for marine and aquatic studies worldwide. Members include professionals in education, science, business, government, museums, aquariums, and marine research. NMEA is affiliated with the National Science Teachers Association and the American Association for the Advancement of Science.

Project WET (Montana State University)

www.projectwet.org

406-994-5392

Project WET is an interdisciplinary K-12 program that fosters knowledge and stewardship of water resources while helping students meet academic standards. WET offers activities that are correlated to state education standards.

Recreational Boating and Fishing Foundation (RBFF)

www.rbff.org

703-519-0013

The Recreational Boating and Fishing Foundation is a nonprofit organization whose mission is to increase participation in recreational angling and boating and thereby increase public awareness and appreciation of the need for protecting, conserving, and restoring this nation's aquatic natural resources. RBFF has many resources available to assist these efforts. The website www.waterworkswonders.org provides information about how to fish and boat, and a database of educational resources can be found at www.rbff-education.org



Boating Education

National Association of State Boating Law Administrators (NASBLA)

www.nasbla.org
859-225-9487

The National Association of State Boating Law Administrators represents the boating authorities of all 50 states and the U.S. territories. NASBLA is dedicated to reducing boating accidents, saving lives, and helping to make safe and enjoyable boating a reality on our nation's waterways. NASBLA is working to achieve seamless uniformity for boating laws from state to state, and to assure enjoyment of the waters for all boaters. NASBLA encourages reciprocity of boating laws, and establishment of standards for boating safety education and boating law enforcement practices.

National Water Safety Congress (NWSC)

www.watersafetycongress.org
440-209-9805

A non-profit organization dedicated to promoting recreation water safety in the United States, the National Water Safety Congress was organized in 1951 in response to a growing number of recreation-related drownings. The NWSC promotes two basic approaches to reduce water recreation fatalities, injuries, and property damage—education and enforcement. NWSC membership includes water safety specialists from federal, state, and local governments, water/flood control authorities, water oriented utility companies, public safety agencies, water safety councils, and private individuals.

National Safe Boating Council (NSBC)

www.safeboatingcouncil.org
703-361-4294

The mission of the National Safe Boating Council is to reduce accidents and enhance the boating experience. The NSBC is the foremost coalition for the advancement and promotion of safer

boating through education. The NSBC accomplishes this mission by: conducting a series of on-going national campaigns to promote safe boating; providing opportunities to work directly with national and international leaders in boating education; improving the professional development of boating safety educators; distributing safe boating information; developing and recognizing outstanding boating safety programs; and supporting research initiatives that strengthen boating education and safety awareness.

U.S. Coast Guard Auxiliary

www.cgaux.org

The United States Coast Guard Auxiliary was established by Congress in 1939 to help the Coast Guard promote boating safety. It boasts more than 35,000 members from all walks of life who receive special training so they can be a functional part of Coast Guard forces. Auxiliary members assist the Coast Guard in non-law enforcement programs such as public education, vessel safety checks, safety patrols, search and rescue, maritime security and environmental protection and Coast Guard Academy introduction programs for youth. Members volunteer more than 2 million hours annually to benefit other boaters and their families.

Boat Education (Boat Ed)

www.boat-ed.com
214-351-0461

Boat Ed is a private organization dedicated to providing boater safety courses and certification and publishing boater education materials. Boat Ed works with the state government agencies responsible for boater safety education and certification to develop home-study courses, such as the online and video boating safety courses found on this website. Boat Ed's state-specific courses are approved by the state government agency responsible for boating and the National Association of State Boating Law Administrators. These boating safety courses also are recognized by the U.S. Coast Guard.



Environmental Education

Environmental Education and Training Partnership (EETAP)

www.eetap.org
715-346-4958

The Environmental Education and Training Partnership supports classroom teachers and other educators by providing professional development resources and other support services to teach effectively about the environment.

National Conservation Training Center (NCTC)

http://training.fws.gov
Division of Training
304-876 7472
Division of Education Outreach
304-876 7319

The National Conservation Training Center trains and educates natural resource professionals to accomplish a common goal of conserving fish, wildlife, plants, and their habitats. NCTC brings exceptional training and education opportunities to U.S. Fish and Wildlife Service employees and others.

Government agencies, non-profit organizations, and corporations can come together in a collaborative setting to learn new skills, share perspectives, break down barriers, establish networks, find common ground, and move toward field-based solutions built on consensus and mutual interest. NCTC provides a variety of courses that include environmental education components, including evaluation.

National Environmental Education and Training Foundation (NEETF)

www.neetf.org
202-833-2933

The National Environmental Education and Training Foundation has an *Education and Environment* (K-12) program that helps connect environmental education and the formal K-12 education system. Related publications are available on the website.

North American Association for Environmental Education (NAAEE)

www.naaee.org
706-764-2926

The North American Association for Environmental Education is a professional environmental education association that conducts an annual conference, publishes resource materials, and promotes the professional development of its members and the field of environmental education.

One of its projects, the *National Project for Excellence in Environmental Education*, has developed guidelines for environmental education materials, programs, and teacher education.

Project WILD (Council for Environmental Education)

www.projectwild.org
713-520-1936

This interdisciplinary K-12 program focuses on wildlife and aquatics as a means of engaging student interest in learning and academic achievement. Project WILD offers activities that are correlated to national science, environmental education, and state standards.

U.S. Environmental Protection Agency (EPA) Office of Environmental Education

www.epa.gov/enviroed

This agency spearheads national efforts to advance and support environmental education. The Office of Environmental Education administers grants, educator training, and student fellowships; facilitates federal agency projects; and develops and supports publications and Web resources.

General Education

Association for Supervision and Curriculum Development (ASCD)

www.ascd.org
703-578-9600

The Association for Supervision and Curriculum Development, an international non-profit association, is one of the



largest professional development organizations for educators. It provides education information services, offers cutting-edge professional development for effective teaching and learning, and supports activities to provide educational equity for all students.

National Science Teachers Association
www.nsta.org
The National Science Teachers Association promotes excellence in science teaching and learning for all.

Books

For a listing of educational materials and books, see
www.rbff-education.org/directory

Working with Volunteers

Web Resources

Association for Volunteer Administration (AVA)
http://www.avaintl.org
The Association for Volunteer Administration is a member organization dedicated to providing resources that help strengthen volunteer leadership.

Energize, Inc.
www.energizeinc.com
Energize, Inc. is an international training, consulting, and publishing firm specializing in volunteerism.

National Fishing and Boating Week
www.nationalfishingandboatingweek.org/
planning_materials/volunteers.cfm
703-519-0013

This section of their website discusses working with volunteers in respect to events. However, much of the information can be applied more broadly. It covers: when should I be thinking about volunteers, how do I recruit volunteers, where do I find volunteers, what kind of positions do I need to fill, and how do I work with volunteers?

Courses

National Conservation Training Center (NCTC)

http://training.fws.gov
Division of Training
304-876 7472

Division of Education Outreach
304-876 7319

The National Conservation Training Center offers the following courses on developing volunteers:

- Developing and Working with Friends Groups
- Volunteer Recruitment Management.

Books

Association for Volunteer Administration (AVA)

http://www.avaintl.org

The Association for Volunteer Administration offers the following publications:

- *Positioning the Profession: Communicating the Power of Results for Volunteer Leadership Professionals.* Helps communicate how your expertise and leadership enables volunteers to be successful and support your organization and community.
- *Professional Ethics in Volunteer Administration.* Helpful tool for anyone who faces challenges in a variety of situations involving volunteers.
- *A Guide to Investing in Volunteer Resources Management.* This publication is designed for funders, but helps volunteer resource managers learn how to make the best case for supporting the work they do.



Energize, Inc. offers numerous books on volunteering. The following are just a sample of what is available:

- *Best Practices for Volunteer Programs*
- *Supervising Volunteers: An Action Guide For Making Your Job Easier*
- *Proof Positive: Developing Significant Volunteer Recordkeeping systems*
- *Handling Problem Volunteers*
- *The (Help!) I-Don't-Have-Enough-Time Guide to Volunteer Management*
- *Interviewing and Screening: 55 Min. Training Module 3*
- *Keep those Volunteers Around*
- *Leadership and Management of Volunteer Programs: A Guide for Volunteer Administrators*
- *77 Ways to Recognize Volunteers*
- *77 Ways to Recruit Volunteers*

Fundraising

Several strategies exist for raising funds for your program, ranging from applying for grants to getting corporate or individual contributions. The following are some resources for learning more about how to maximize each of these opportunities.

Web Resources

The Foundation Center

www.fdncenter.org

The Foundation Center's mission is to support and improve philanthropy by promoting public understanding of the field and helping grant seekers succeed. They provide public access to information and services through their website, print and electronic publications, five library/learning centers, and a national network of cooperating collections.

National Conservation Training Center (NCTC)

<http://training.fws.gov>

Division of Training

304-876 7472

Division of Education Outreach

304-876 7319

The National Conservation Training Center trains and educates natural resource professionals to accomplish a common goal of conserving fish, wildlife, plants, and their habitats. NCTC provides courses on grant writing for conservation.

Courses/Training

National Conservation Training Center (NCTC) (see description of NCTC and contact information above).

The Foundation Center

www.fdncenter.org

Courses offered by the Foundation Center are as follows:

- *Foundation Fundraising: An Introductory Course*
- *Developing a Fundraising Plan: Securing Your Organization's Future*
- *Proposal Writing Seminars*
- *The Foundation Center's Proposal Budgeting Workshop*
- *Finding Funding Prospects with the Foundation Directory Online*
- *Funding Research with FC Search*
- *Evaluating Funding Prospects: Strategies for Finding a Match*
- *Grantseeking on the Web: Hands-on Introductory Training*

Books

The Foundation Center recommends the following books for those new to fundraising (More resources available for intermediate and advanced fundraisers):

- *Foundation Fundamentals* enhances your understanding of the grantseeking process and helps you target appropriate funders for your organization's funding needs.



- The *Guide to Proposal Writing* covers the basics and the finer points of preparing grant proposals. Includes sample proposals, information from grantmakers, and pre-proposal planning tips.
- The *Guide to Grantseeking on the Web* will help you develop an organized, focused approach to funding research online.
- The *Foundation Directory*, often called “the bible of grantseekers,” features current data on the nation’s most influential funders.
- The *Foundation Directory* on CD-Rom provides sophisticated ways to search the database.
- The *Foundation Directory Online* offers “24/7” access to the database, with monthly, annual, and multi-user subscription options.
- *Securing Your Organization’s Future* provides a blueprint to strengthen your nonprofit’s capacity to raise funds and create long-term organizational stability.

Energize, Inc at

www.energizeinc.com offers the following books on fundraising:

- *Secrets of Successful Fundraising: The Best from the Non-profit Pros.* Nineteen fundraising pros explain options for increasing revenue and promoting your organization.
- *How to Produce Fabulous Fundraising Events* is a step-by-step guide to making money effectively and enjoyably running a dynamite dinner—and how to involve volunteers throughout.
- *Managing Special Events and Conferences* is a comprehensive guide to the planning, on-site managing, and follow-up necessary to run a successful event. It includes many checklists and practical tips.

Planning

Organization of Wildlife Planners (OWP)

www.owpweb.org

The purpose of the Organization of Wildlife Planners is to improve fish and wildlife resources management capabilities through informed decision-making.

Management Assistance Team (MAT)

304-876-7988

The Management Assistance Team provides free assistance to state fish and wildlife agencies and assists with strategic planning, meeting management, managing change, problem-solving, citizen participation, and more. MAT offers the following workshops:

- Strategic Planning
- Mastering Agency Change
- Meeting Facilitation
- Citizen Participation

Partnership Building

Web Resources

Recreational Boating and Fishing Foundation (RBFF)

www.rbff.org

703-519-0013

RBFF maintains two different databases that can be searched for potential partners. They are www.rbff-education.org/directory and www.waterworkswonders.org

National Fishing and Boating Week

www.nationalfishingandboatingweek.org/planning_materials/partnership.cfm
703-519-0013

This section of the website provides good information on partners, including benefits of partnering, tips on developing partnerships, finding partners, and a suggested partnership checklist. Although this is oriented to event partners, the information is still valuable for other applications.



STEP OUTSIDE

www.stepoutside.org

203-426-1320

STEP OUTSIDE is a program that empowers outdoor enthusiasts to introduce newcomers to the traditional outdoor sports and activities. The website provides useful links to potential partners.

Courses

National Conservation

Training Center (NCTC)

<http://training.fws.gov>

Division of Training

304-876-7472

The National Conservation Training Center trains and educates natural resource professionals to accomplish a common goal of conserving fish, wildlife, plants, and their habitats. They offer the following courses:

- Conservation Partnership Basics
- Developing and Working with Friends Groups





Appendices

v. 1-04

Purpose: This section contains outlines, handouts, and checklists that you can copy and use verbatim, or customize to your particular situation.

Appendices

- A. Setting Up a Best Practices Workshop Worksheet
- B. Agenda Checklist
- C. Checklist for Pulling Off the “Perfect Workshop”
- D. Best Practices Tools Order Form
- E. Trainer’s Workshop Outline
- F. Scavenger Hunt Handout
- G. Scavenger Hunt “Answer Sheet”
- H. Role-playing Scenarios Handout
- I. Role-playing “Answer Sheet”
- J. Pre-Workshop Evaluation Survey
- K. Post-Workshop Evaluation Survey
- L. Quick Exit Survey



Appendix A. Setting Up a Best Practices Workshop

This worksheet is designed to help you work through the preparations needed to conduct a Best Practices workshop.

Set a Goal

It is important to have a specific reason for conducting a workshop. Too many activities are conducted simply because “it seemed like a good idea at the time.” To set a goal, answer the question: “Why are we doing the workshop?”

In the space provided, write a draft goal for the workshop you intend to conduct. You might start with a modified version of the goal of this workshop:

To provide the information, resources, and enthusiasm participants need to incorporate Best Practices into their education programs.

Program Goal: _____

Set Objectives

Objectives are the specific, measurable outcomes of the workshop. To create these, answer the question(s): “As a result of full participation in this workshop, each participant will be able to _____.”

In the space provided, write some draft objectives for the workshop you intend to conduct.

Objective: _____

Objective: _____

Objective: _____

A lot more information on setting goals and objectives can be found in *Chapter 1* of the *Best Practices Workbook for Boating, Fishing and Aquatic Resources Stewardship Education*.



Appendix A. Setting Up a Best Practices Workshop (continued)

Identify Participants

Who needs the training you are providing? Who can benefit from attending? Make an initial list of potential participants here:

Potential Participants: _____

Invite Participants

If possible, arrange personal meetings with your proposed audience. Present the Best Practices Powerpoint[®] and leave them with some *Information Sheets* and a personal invitation to a workshop. Ask them what would interest them, and give them a range of dates and locations to choose from. This is not always possible, but the more personal you can make your invitation, the better. Make sure your invitation focuses on what's in it for them.

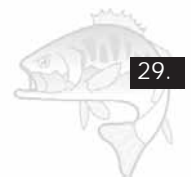
List your approach for inviting participants: _____

Build Your Agenda

After you have identified your goal, objectives, and participants, select the activities you will use to deliver your messages and engage your participants. Review the *Agenda Checklist* (see *Appendix B*). After reviewing the checklist, create your own draft workshop agenda on a separate sheet of paper.

Day of the Event Considerations

It all builds up to this! Review the “*Checklist for Pulling Off the Perfect Workshop*” in *Appendix C*.



Appendix B. Agenda Checklist

(Adapted from U.S. Fish and Wildlife Service, National Conservation Training Center, July 2003)

- Does my agenda address the needs of my site and the needs of the participants?
(Does it reflect what I learned from the needs assessment?)
- Does my agenda support my workshop objectives?
- Does my agenda give participants the opportunity to mix and network with each other (breaks, ice-breakers/mixers)?
- Does my agenda reflect what I've learned about effective learning?
 - I have addressed multiple learning styles and characteristics of adult learners.
 - Participants have an opportunity to experience, process, generalize, and apply.
 - I have an introduction and conclusion/wrap-up.
 - Activities have been modified as needed.
- Have I allotted enough time for the activities I've included on my agenda? Do I have alternative activities planned in case we have extra time or in case something doesn't go as planned?
- Does my agenda provide a way for me to find out whether or not my workshop objectives were met? Have I included time to evaluate the workshop? [If you leave evaluation to the very end and it is rushed, it sends the message to participants that evaluation is not that important.]

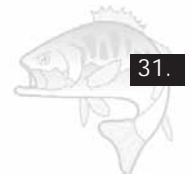


Appendix C. Checklist for Pulling Off the “Perfect Workshop”

(Adapted from U.S. Fish and Wildlife Service, National Conservation Training Center,
July 2003)

Working Out Logistics

- ___ Reserve a room and outdoor area(?) appropriate for your use. Reserve the facilities far in advance to ensure availability.
- ___ Design your meeting space set-up to suit your needs and provide participant comfort.
- ___ Provide advance incentives to encourage participation (continuing education credits, free or low-cost materials, prizes for being on-time, evaluations, etc.).
- ___ Publicize the workshop (flyers, newsletters, word-of-mouth, etc.).
- ___ Determine evaluation techniques (exit survey, follow-up with participants, etc.)
- ___ Provide refreshments (determine type and amount, provide free or require purchase?).
- ___ Order workshop supplies two months before your target date—curriculum guides/packets, notebooks, field equipment, prizes, additional handouts, etc.
- ___ Audio-visual equipment - flip charts, VCR, slides, overheads, extension cords, digital projector, screen, etc. Reserve in advance to ensure availability.
- ___ Provide field experiences as appropriate (make arrangements, determine costs, group limits, special clothing, transportation, etc.). Participants should know in advance where they are going and what they should bring and wear.
- ___ Send out introductory materials in advance (map, travel directions, parking information, phone number of site, agenda, food, expected temperature, extra money, etc.).



Last-Minute Reminders

- ___ Meeting space set-up. Do it early. Make sure you have enough help to get it done. Remember: posters, charts, props, crafts, food, drinks, name tags, tent cards, check A-V equipment, etc.
- ___ Signs to help participants find the workshop—along route and in the building.
- ___ Prepare check-in area. Nametags, sign-up sheets, agendas, handouts.

Appendix C. Checklist for Pulling Off the “Perfect Workshop” (continued)

- ___ Goals and objectives - Display on flip charts or handout sheet.
- ___ Small group tasks on flip charts - Tear small pieces of masking tape and stick them to the easel, ready to stick sheets around the room.
- ___ Prepare a list of questions (as appropriate) that are important to ask participants during the workshop.
- ___ Prepare flip charts that you know you will need for presentations - Write reminders to yourself on the flip charts in pencil.
- ___ Make sure all equipment is ready! Digital projector works, videos and slides cued up, overheads and flip charts are in correct order, extra projector bulbs on hand, etc.
- ___ Handouts - Have correct number ready and organized.
- ___ Have office supplies available during workshop.
- ___ Have everything set up and ready 15-30 minutes prior to start time so you can greet people as they arrive. Usually there will be some “early birds” that will arrive 30 minutes early.

During the Workshop

- ___ Greet participants with a smile. Provide name tags, refreshments, handouts.
- ___ Check off participants on the list as they arrive, add new names. (Make copies of roster, if appropriate, to hand out at the end of workshop.)
- ___ Start on Time! - Welcome, icebreaker, introductions, overview of workshop (agenda, goals, breaks, refreshments, restrooms, etc.).
- ___ Stay on Schedule - Give breaks, don't run over the scheduled time.
- ___ Leave time for generalization and application questions.
- ___ Written evaluation - Allow enough time to think about answers, give prizes when collected.
- ___ Co-facilitating? Meet at the end of the day to review what worked, what didn't, what needs to be changed for next day or time. Keep it brief.
- ___ Follow-up - Leave time to remind them about assignments, be clear about expectations (how, where, when, to whom).
- ___ Thank you's - facilitators, sponsors, participants.
- ___ Clean-Up - After answering questions and participants are gone. Allow time.



Appendix D. Best Practices Tools Order Form

Print and use this form to order copies of the Best Practices Tools from RBFF (print both pages of *Appendix D* and make a 2-sided copy to create a 3-panel self-mailer). Tools are available for minimal cost. Costs are not listed on this form because RBFF tries to group orders in order to get lower printing costs. Please call 703-519-0013 to find out the prices and timing of the next order.

To submit an order for Best Practices tools, please:

1. Call RBFF for current prices and timing of order.
2. Complete this order form based on current prices.
3. Fold on the dotted lines and tape this mailer shut, making sure that RBFF's mailing address is visible on the outside.
4. Add your return address to the mailing panel and attach first-class postage.
5. Drop it in the mail.

----- (fold here) -----

<i>Qty</i>	<i>Item</i>	<i>Unit Price</i>	<i>Total</i>
	Workbook (includes information sheets and CD-Rom)		
	Information Sheets		
	Powerpoint® Presentation (on a CD-Rom that includes all products listed here)		
	Newsletter		
	Trainer's Guide		

Order Date _____

----- (fold here) -----

Ordered by: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (_____) _____

If you have any questions about your order, please call RBFF at 703-519-0013.

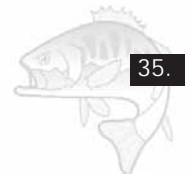
Thanks for your order!

First Class
Postage

Recreational Boating & Fishing Foundation
Best Practices Tools Order
601 N Fairfax Street, Suite 140
Alexandria VA 22314-2054

Appendix E. Trainer's Workshop Outline

1. Check-in
 - a. Sign in
 - b. Name tags/tent cards
2. Welcome/Introductions
 - a. Presenters
 - b. Participants
 - c. Expectations
 - d. Initial questions & answers
3. Goals and objectives of the workshop
4. Background of Best Practices project and how this workshop fits.
5. Descriptions of Best Practices tools
 - a. *Workbook*
 - b. *Information Sheets*
 - c. Powerpoint® Presentation
 - d. Newsletter
 - e. Database
6. Getting to Know the *Workbook* and Best Practices
 - a. Educational Purpose Activity
 - b. Scavenger Hunt Activity
 - c. Role Playing Activity
7. Evaluation
8. Follow-up with participants
 - a. Distribute attendee contact list (if authorized) and encourage communication
 - b. Distribute results of evaluation
 - c. Interview participants to see how many have implemented Best Practices or conducted workshops (or why not)
 - d. Promote future training



Appendix F. Scavenger Hunt Handout

The goal of this exercise is to find as many of the listed items as you can in the *Workbook* before the time is up. Some are Best Practices, others are concepts or topics related to Best Practices.

In the next X minutes, find as many of the following items as possible. Note where and how you found them in the *Workbook*, and how you might use it in your own situation.

1. Evaluation.

Page:

How you found it:

How you can use it:

2. When building a program's delivery systems, effective programs are relevant to the mission of the sponsors and the educational objectives of the audience.

Page:

How you found it:

How you can use it:

3. Tbilisi Declaration.

Page:

How you found it:

How you can use it:

4. Effective programs allow staff to recognize and explore the value of and need for research that is relevant to their program.

Page:

How you found it:

How you can use it:

5. Effective programs using Best Practices in initial planning clearly define the educational purpose, which includes the program's mission, goals, and objectives.

Page:

How you found it:

How you can use it:

6. Effective programs incorporate social support into training.

Page:

How you found it:

How you can use it:

7. Information on boating safety programs.

Page:

How you found it:

How you can use it:

8. Effective programs strive to make boating, fishing, and stewardship activities accessible to all.

Page:

How you found it:

How you can use it:

9. Information on the four-phase process of fishing adoption.

Page:

How you found it:

How you can use it:

10. Information on economic barriers to boating and fishing among racially diverse audiences.

Page:

How you found it:

How you can use it:

11. Information on using "humanizing language" with participants who have physical impairments.

Page:

How you found it:

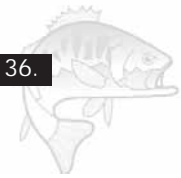
How you can use it:

12. A list of potential characteristics of a good steward that you might try to develop in an aquatic stewardship education program.

Page:

How you found it:

How you can use it:



Appendix F. Scavenger Hunt Handout (continued)

13. A worksheet to help you ensure your program presents accurate and balanced information as you develop tools and delivery approaches.

Page:

How you found it:

How you can use it:

14. The website address where additional copies of the *Workbook* can be obtained.

Page:

How you found it:

How you can use it:

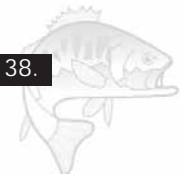
15. What is your favorite picture in the *Workbook* and Why?

16. What is your least favorite picture in the *Workbook* and Why?



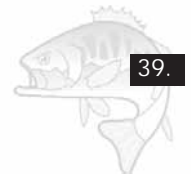
Appendix G. Scavenger Hunt “Answer Sheet”

1. Evaluation.
Table of Contents shows *Chapter 4* on evaluation.
Glossary (evaluation)
2. When building a program’s delivery systems, effective programs are relevant to the mission of the sponsors and the educational objectives of the audience.
Page 2-2, top of 2nd column.
Table of Contents shows *Building a Program* is chapter 2. *Table 2* shows delivery systems.
3. Tbilisi Declaration.
Appendix A, page A-2.
Glossary is only way to find it.
4. Effective programs allow staff to recognize and explore the value of and need for research that is relevant to their programs.
Page 10-1, middle of 2nd column.
Table of Contents shows *Research* is *Chapter 10*. *Table 11* shows first bullet.
5. Effective programs using Best Practices in initial planning clearly define the *educational purpose*, which includes the program’s mission, goals, and objectives.
Page 1-2, top of 2nd column.
Table of Contents shows *Chapter 1* is on planning. *Table 1* shows the Best Practice.
6. Effective programs incorporate social support into training.
Page 3-6, top of second column.
Table of Contents shows *Chapter 3* is on training. *Table 3* shows the Best Practice.
7. Information on boating safety programs.
Page 7-1, sidebar in 2nd column.
Table of Contents shows *Chapter 7* is on enhancing boating education. Sidebar gives information.
8. Effective programs strive to make boating, fishing, and stewardship activities accessible to all individuals.
Page 6-4, middle of 2nd column.
Table of Contents shows *Chapter 6* is on expanding your reach to persons with disabilities. *Table 7* shows 5th bullet.
9. Information on the four-phase process of fishing adoption.
Page 8-2, bottom of 2nd column.
Table of Contents shows *Chapter 8* is on enhancing fishing education programs. *Table 9* shows the Best Practices that discusses the *Recruitment-Training-Retention Model*, or you could simply flip to page 8-2 and see *Figure 8*.
10. Information on economic barriers to boating and fishing among racially diverse audiences.
Page 5-2, bottom of 1st column and top of 2nd column.
Table of Contents shows that *Chapter 5* is on diverse audiences. *Table 5* shows 2nd Best Practice is on barriers.
11. Information on using “humanizing language” with participants who have physical impairments.
Page 6-3, sidebar on top of 2nd column.
Table of Contents shows *Chapter 6* is on persons with disabilities. 3rd bullet discusses terminology.
12. A list of potential characteristics of a good steward that you might try to develop in an aquatic stewardship education program.
Page 9-2, 1st column.
Table of Contents shows *Chapter 9* is on enhancing aquatic stewardship programs. Flip page to see the list with the “A good steward” heading.



Appendix G. Scavenger Hunt “Answer Sheet” (continued)

13. A worksheet to help you ensure your program presents accurate and balanced information as you develop tools and delivery approaches.
Page B-11, Worksheet 2-E.
Table of Contents shows *Chapter 2* is on building your program. Second heading in *Table 2* is on developing tools and delivery approaches. 3rd bullet is on accurate and balanced info. That Best Practice is on page 2-4, and the corresponding worksheet is *Worksheet 2-E*, which is found alpha-numerically in *Appendix B*, page B-11.
14. The website address where additional copies of the *Workbook* can be obtained.
Page ii, near the bottom of the first column.
On the title page and in the *Acknowledgements*.
15. What is your favorite picture in the *Workbook* and Why?
16. What is your least favorite picture in the *Workbook* and Why?



Appendix H. Role Playing Scenarios

Break participants into small groups. Let each group select a scenario (or assign scenarios). Ask each group to use the Best Practices in the *Workbook* to develop a plan for accomplishing the task in the scenario. Tell them to assign a note-taker and a presenter. Set a time limit based on your overall workshop schedule. At the end of the allotted time, the presenter will present the group's approach to the full group. Teams can come with their own scenarios, but these should be approved by workshop instructor. Sample scenarios might include:

Government Agency

(1) You are the head of a large state agency aquatic education program. Your agency director asks you to increase the number of African Americans and Hispanic Americans who buy fishing licenses. Use Best Practices to outline a plan for accomplishing this task.

(2) Your agency director tells you that the agency needs “better publicity with the public,” and directs you to spend time and resources to get the agency logo printed on milk cartons throughout the state. Use Best Practices to develop a response to your director.

(3) Your agency gets a new director who doesn't think that education programs are a valid part of the agency's resource management mission. Use Best Practices to develop a response that will convince the director to maintain your education programs.

(4) The director of your state's Cooperative Extension program wants to work with you to build a cooperative angler education program. Use Best Practices to outline how you will facilitate this process.

(5) You just returned from a Best Practices training workshop and you are eager to incorporate Best Practices into your education program, but your staff and director don't want you to spend time or money on “any new programs” because you can “barely keep up with your existing programs given your tight budget.” Create a plan for convincing each of them (staff and director) otherwise.

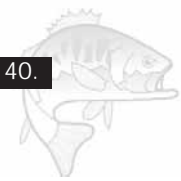
(6) You are the manager of a large tract of land and water that receives significant use by the public. Use Best Practices for public outreach to ensure users of the area are good stewards of the land and water.

(7) You are the seasonal staff supervisor for an aquatic reserve that has a multi-use mission. Use Best Practices for new staff training to ensure their knowledge of safety, aquatic stewardship, etc.

Non-governmental Organizations

(8) You are a member of a fishing club that wants to help encourage young people to try fishing and become stewards of aquatic resources. Use Best Practices to outline a plan of action for doing this.

(9) You are the leader of a scout troop that wants to recruit more parent/guardians into helping with the aquatic resources activities for the troop. Use Best Practices to develop and implement a parent training so parents model good aquatic stewardship and safety when they are around the scouts.



Appendix H. Role Playing Scenarios (continued)

(10) You are a nature center educator that has been instructed to incorporate a fishing component to your aquatic studies curriculum. Use Best Practices to research, pilot test, and field test activities and evaluation tools with representatives from your target audience before finalizing your materials.

Industry

(11) You are on the Board of a boat manufacturing company. Your company wants its customers to use their boats safely and in an environmentally responsible way. Use Best Practices to identify ways you can help.

(12) You are a retail manager of a sporting goods store wanting to increase customer base and help bring youth into the fishing and boating community. Use Best Practices to identify a process for developing a fishing/boating education program at your store.

Miscellaneous (These scenarios could be used for several different audiences).

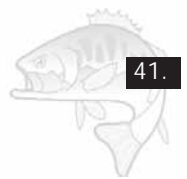
(13) Your agency/organization is just starting an aquatic education program. Use Best Practices to outline the process you will use to build the program.

(14) You are the head of an aquatic education program. Use Best Practices to develop a plan for determining if your program is meeting agency/organization goals.

(15) The director of your organization is really excited about a fishing derby you conducted, and wants you to shift all your remaining education budget to conducting more of these. Use Best Practices to draft a response to the director.

(16) A person with a disability shows up at your program and wants to participate. Use Best Practices to outline how you would respond.

(17) An enthusiastic participant at one of your programs comes to you at the end of the day and offers to help you conduct future programs. Use Best Practices to outline if/how you would incorporate the volunteer into your efforts.



Appendix I. Role Playing “Answer Sheet”

There are no right or wrong answers to these scenarios, but consider the following:

Government Agency

1. You are the head of a large state agency aquatic education program. Your agency director asks you to increase the number of African Americans and Hispanic Americans who buy fishing licenses. Use Best Practices to outline a plan for accomplishing this task.

Chapter 5 - All BPs.

Chapter 8 - Adoption Model.

2. Your agency director tells you that the agency needs “better publicity with the public,” and directs you to spend time and resources to try to get the agency logo printed on milk cartons throughout the state. Use Best Practices to develop a response to your director.

Intro Page 4 - “Education versus Communication.”

Chapter 1 - BP “Effective Programs plan for program evaluation in the initial stages of planning” (page 1-3).

3. Your agency gets a new director who doesn’t think that education programs are a valid part of the agency’s resource management mission. Use Best Practices to develop a response that will convince the director to maintain your education programs.

Chapter 1 - If all of the below BPs have been met, it should be easy to show how critical it is that education programs should remain a high priority with the new director.

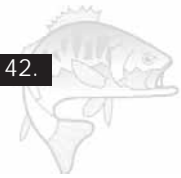
- BP “Are relevant to the mission of agency” (pages 1-1 to 1-2).
- BP “Clearly define Educational Purpose” (pages 1-2 to 1-3).
- BP “Plan for program evaluation” (page 1-3).
- BP “Are based on and shaped by some form of needs assessment” (page 1-4).
- BP “Involve Stakeholders and partnerships at all levels” (page 1-7).

4. The director of your state’s Cooperative Extension program wants to work with you to build a cooperative angler education program. Use Best Practices to outline how you will facilitate this process.

Chapter 2

- BP “Effective programs consider delivery systems and involve stakeholders during program development” (page 2-2).
- BP “Effective programs are relevant to sponsors and to educators” (page 2-2).
- BP “Effective programs examine existing materials and resources before developing new ones” (find existing materials that work before we develop something new) (page 2-4) Chapter 8 - All BPs.

5. You just returned from a Best Practices training workshop, and you are eager to incorporate Best Practices into your education program, but your staff and director don’t want you to spend time or money on “any new programs,” because you can “barely keep up with your existing programs given your tight budget.” Create a plan for convincing each of them (staff and director) otherwise.



Appendix I. Role Playing “Answer Sheet” (continued)

- Customize Best Practices’ PowerPoint[®] and present to staff and director.
- Demonstrate how you are not creating a new one, but taking an overall look at the programs to get a better return on the investment in time, finances and other resources.
- Thinking of the programs that you now have, show examples of how, by applying Best Practices, you can make improvements in your programs without increasing the budget, how you can make more efficient use of staff’s time (i.e. creating partners), and show by increasing the budget how much more you could accomplish.
- Thinking of the programs that you now have, show some examples of how Best Practices supports what you are doing

6. You are the manager of a large tract of land and water that receives significant use by the public. Use Best Practices for public outreach to ensure users of the area are good stewards of the land and water.

Chapter 1 - All Best Practices (BPs) should be considered in the development of public outreach strategies that can effectively reach your target audiences.

Chapter 2:

- All of BPs under delivery systems (pages 2-2 to 2-3).
- When looking at approaches and/or tools - BP “Examine existing materials and resources before developing new ones” (page 2-4).
- When developing tools - all BPs under *Developing Tools and Approaches* section (pages 2-3 to 2-14).

7. You are the seasonal staff supervisor for an aquatic reserve that has a multi-use mission. Use Best Practices for new staff training to ensure their knowledge of safety, aquatic stewardship, etc.

Chapter 3, especially pages 3-5 to 3-7.

Chapter 9 - All Best Practices (BPs).

Non-governmental Organizations

8. You are a member of a fishing club that wants to help encourage young people to try fishing and become stewards of aquatic resources. Use Best Practices to outline a plan of action for doing this.

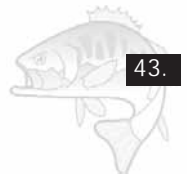
Chapter 1 - All Best Practices (BPs) should be considered in the development of your program.

Chapter 2:

- All BPs under delivery systems (pages 2-2 to 2-3).
- When looking at approaches and/or tools - BP “Examine existing materials and resources before developing new ones” (page 2-4).
- When developing tools - all BPs under *Developing Tools and Approaches* section (pages 2-3 to 2-14).

Chapter 8 - All BPs.

Chapter 9 - All BPs.



Appendix I. Role Playing “Answer Sheet” (continued)

9. You are the leader of a scout troop that wants to recruit more parent/guardians into helping with the aquatic resources activities for the troop. Use Best Practices to develop and implement a parent training so parents model good aquatic stewardship and safety when they are around the scouts.

Chapter 3, especially pages 3-5 to 3-7.

Chapter 9, especially pages 9-4 to 9-6.

10. You are a nature center educator that has been instructed to incorporate a fishing component to your aquatic studies curriculum. Use Best Practices to research, pilot test, and field test activities and evaluation tools with representatives from your target audience before finalizing your materials.

Chapter 2 - All Best Practices (BPs) should be considered during program development.

Chapter 8 - All BPs.

Chapter 4, especially pages 4-4 to 4-10.

Industry

11. You are on the Board of a boat manufacturing company. Your company wants its customers to use their boats safely and in an environmentally responsible way. Use Best Practices to identify ways you can help.

Chapter 1 - Identify your Educational Purpose (page 1-2) and review other sections of this chapter to help you effectively plan program development.

Chapter 2 - All Best Practices (BPs) are applicable, it just depends how engaged your company plans to be on this issue.

Chapter 7 - All BPs.

Chapter 9, especially pages 9-3 to 9-6.

12. You are a retail manager of a sporting goods store wanting to increase customer base and help bring youth into the fishing and boating community. Use Best Practices to identify a *process* for developing a fishing/boating education program at your store.

Chapter 1 - Identify your Educational Purpose (page 1-2) and review other sections of this chapter to help you effectively plan program development.

Chapter 2 - All Best Practices (BPs) are applicable, it just depends how engaged your company plans to be on this issue.

Chapter 7 - All BPs.

Chapter 8, especially the Recruitment-Training-Retention Model (discusses value of intro programs vs. programs that help people progress into adoption) (pages 8-2 to 8-5).

Chapter 9, especially pages 9-3 to 9-6.



Appendix I. Role Playing “Answer Sheet” (continued)

Miscellaneous

13. Your agency/organization is just starting an aquatic education program. Use Best Practices to outline the process you will use to build the program.

Chapter 1 - All Best Practices (BPs).

Chapter 2:

- All of BPs under delivery systems (pages 2-2 to 2-3).
- When looking at approaches and/or tools - BP “Examine existing materials and resources before developing new ones” (page 2-4).
- When developing tools - all BPs under Developing Tools and Approaches section (pages 2-3 to 2-14).

14. You are the head of an aquatic education program. Use Best Practices to develop a plan for determining if your program is meeting agency goals.

Chapter 1 - BP “Effective Programs plan for program evaluation in the initial stages of planning” (page 1-3).

Chapter 4 - All BPs.

15. The director of your organization is really excited about a fishing derby you conducted, and wants you to shift all of your remaining education budget to conducting more of these. Use Best Practices to draft a response to the director.

Chapter 1

- BP “Clearly define educational purpose (how does this fit your goals?) (pages 1-2 to 1-3).
- BP “Plan for program evaluation” (if you’ve evaluated some of your program’s impacts, you can show return on investment) (page 1-3).
- BP “Are based on and shaped by some form of needs assessment or logic model” (page 1-4).
- BP “Provide educational opportunities that are frequent and sustained over time” (page 1-6).

Chapter 4 - All BPs if accomplished can show return on investment.

Chapter 8

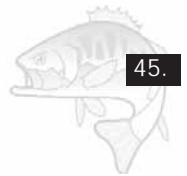
- BP “Clearly define educational purpose” (same as above) (page 8-1).
- BP “Use the Recruitment-Training-Retention Intervention Model” (discusses value of intro programs vs. programs that help people progress into adoption) (pages 8-2 to 8-5).

16. A person with a disability shows up at your program and wants to participate. Use Best Practices to outline how you would respond.

Chapter 6 - All Best Practices.

17. An enthusiastic participant at one of your programs comes to you at the end of the day and offers to help you conduct future programs. Use Best Practices to outline if/how you would incorporate the volunteer into your efforts

Chapter 3 - All Best Practices.



Appendix J. Pre-Workshop Evaluation Survey

The purpose of the *Pre-Workshop Evaluation Survey* is to help us understand your expectations and needs regarding implementation of Best Practices into your program. Through this understanding and your thoughts on the workshop at its end, we will be able to determine how well we met your needs and gave you the information and tools to successfully begin to implement Best Practices into your program. Please be candid with your answers and comments.

In order to link your pre-workshop expectations to those from the post-workshop evaluation, we need to use an identifier. For this purpose, we would like to use the month and day (**not year**) of your birthday. Please provide this information below to ensure your responses will be properly linked so we can improve future workshops and our service and support to you.

BIRTHDAY:

Month: _____ Day: _____

1. How did you hear about the Best Practices workshop? (Circle all that apply)

a. Received a written invitation to participate in the workshop

No Yes

b. Received an e-mail invitation to participate in the workshop

No Yes

c. Heard about the workshop and contacted RBFF about attending

No Yes

d. Other _____

2. Were the objectives of the workshop clear from the information you received?

_____ No _____ Yes

3. Do you feel you have a clear understanding of what is expected from you as a workshop participant?

_____ No _____ Yes

4. Do you feel that you have a clear understanding of what is expected of you following the workshop with regard to implementing Best Practices?

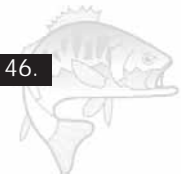
_____ No _____ Yes

5. Did you receive any pre-workshop materials or instructions to help you prepare for the workshop?

_____ No _____ Yes

If yes, how helpful was this information? Not at all helpful Very Helpful

1 2 3 4 5



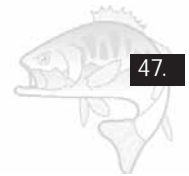
Appendix J. Pre-Workshop Evaluation Survey (continued)

6. At this point in time, how would you rate your familiarity with the Best Practices documents and materials produced thus far?

	Familiarity				
	Low		High		
a. <i>Defining Best Practices in Boating, Fishing and Stewardship Education</i> , background document edited by Tony Fedler	1	2	3	4	5
b. Program Development <i>Workbook</i> presenting methods for integrating Best Practices into new and existing programs	1	2	3	4	5
c. <i>Information Sheets</i> describing specific Best Practices and discussing implementation strategies	1	2	3	4	5
d. Powerpoint® presentation that gives the background, Best Practices guidelines, implementation ideas, and internal agency marketing strategies	1	2	3	4	5
e. Best Practices Newsletter providing implementation tips and case studies	1	2	3	4	5
f. Education Database (www.RBFF-education.org) of programs, tools, and evaluations	1	2	3	4	5

7. The following questions relate to your expectations for the Best Practices workshop. Some of the topic areas may be covered in the workshop, while others may not. The importance you assign to these questions will help us assess how well we anticipated your needs and whether we included topics that you felt may not be as important as others.

	Importance				
	Low		High		
a. Learn more about what Best Practices are	1	2	3	4	5
b. Learn how to apply Best Practices to my existing education programs	1	2	3	4	5
c. Learn how to integrate Best Practices into my program planning process	1	2	3	4	5
d. Learn how to communicate the role and value of Best Practices to other agency education staff	1	2	3	4	5



Appendix J. Pre-Workshop Evaluation Survey (continued)

	Importance				
	Low				High
e. Learn how to facilitate the use of Best Practices by other educators in my agency	1	2	3	4	5
f. Learn how to motivate volunteer educators to apply best practices to their programs	1	2	3	4	5
g. Learn how to communicate the value of Best Practices to administrators in my agency	1	2	3	4	5
h. Learn how others have used Best Practices in their program	1	2	3	4	5
i. Learn how to use Best Practices to evaluate education programs	1	2	3	4	5

48.



8. What is the single-most important outcome you want to take away from the workshop?

Appendix K. Post-Workshop Evaluation Survey

The purpose of the *Post-Workshop Evaluation Survey* is to help us understand how well the workshop met your expectations and needs regarding implementation of Best Practices into your program. This evaluation, when combined with your pre-workshop responses, will help us make future workshops more valuable to the participants and provide you with needed follow-up services and materials. Please be candid with your answers and comments.

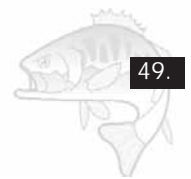
In the *Pre-Workshop Evaluation Survey* we used your birth month and day as an identifier. Please provide this information below to ensure your responses will be properly linked.

BIRTHDAY:

Month: _____ Day: _____

1. How would you rate your familiarity with the Best Practices documents and materials used in the workshop?

	Familiarity				
	Low		High		
	1	2	3	4	5
a. <i>Defining Best Practices in Boating, Fishing, and Stewardship Education</i> , background document edited by Tony Fedler					
b. Program Development <i>Workbook</i> presenting methods for integrating Best Practices into new and existing programs					
c. <i>Information Sheets</i> describing specific Best Practices and discussing implementation strategies					
d. Powerpoint® presentation that gives the background, Best Practices guidelines, implementation ideas, and internal agency marketing strategies					
e. Best Practices Newsletter providing implementation tips and case studies					
f. Education Database (RBF-education.org) of programs, tools, and evaluations					



Appendix K. Post-Workshop Evaluation Survey (continued)

2. You have spent a great deal of time discussing Best Practices and familiarizing yourself with the *Workbook*. Please indicate below how prepared you are to return to your agency and undertake the following Best Practice-related activities?

	Preparedness				
	Low				High
	1	2	3	4	5
a. Articulating the need for Best Practices					
b. Identifying outcomes from implementing Best Practices					
c. Planning and designing new programs					
d. Training instructors					
e. Reviewing and revising existing programs					
f. Evaluating programs					
g. Reaching diverse audiences					
h. Enhancing fishing, boating, and stewardship education programs					

50.



3. Do you feel that you have a clear understanding of what is expected of you following the workshop with regard to implementing Best Practices in your agency's programs?

_____ No _____ Yes _____ Somewhat

4. The following questions relate to how well you were able to accomplish various outcomes from the Best Practices workshop. Many of the topic areas were covered in the workshop, while others may not have been. How well do you feel the workshop provided information or materials in the following areas?

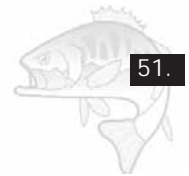
	Strongly Disagree			Strongly Agree	
	Low				High
	1	2	3	4	5
a. I learned more about what Best Practices are					

Appendix K. Post-Workshop Evaluation Survey (continued)

	Strongly Disagree			Strongly Agree	
	Low			High	
b. I learned how to apply Best Practices to my existing education programs	1	2	3	4	5
c. I learned how to integrate Best Practices into my program planning process	1	2	3	4	5
d. I learned how to communicate the role and value of Best Practices to other agency education staff	1	2	3	4	5
e. I learned how to facilitate the use of Best Practices by other educators in my agency	1	2	3	4	5
f. I learned how to motivate volunteer educators to apply Best Practices to their programs	1	2	3	4	5
g. I learned how to communicate the value of Best Practices to administrators in my agency	1	2	3	4	5
h. I learned how others have used Best Practices in their programs	1	2	3	4	5
i. I learned how to use Best Practices to evaluate education programs	1	2	3	4	5

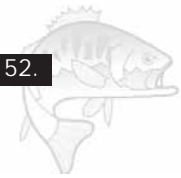
5. Within the workshop program, you participated in or were exposed to a number of activities designed to familiarize you with the Best Practices tools and materials. Based on your experience at the workshop, how strongly would you agree or disagree you with each of the following statements?

	Strongly Disagree			Strongly Agree	
	Low			High	
a. The facilities were excellent for this type of meeting	1	2	3	4	5
b. The objectives of the workshop were very clear from the opening session	1	2	3	4	5



Appendix K. Post-Workshop Evaluation Survey (continued)

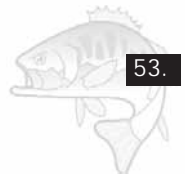
	Strongly Disagree			Strongly Agree	
c. Description and discussion of the <i>Workbook</i> was excellent	Low			High	
	1	2	3	4	5
d. Discussion and explanation for using the <i>Information Sheets</i> was excellent	Low			High	
	1	2	3	4	5
e. I can see a lot of uses for the Best Practices Powerpoint® presentation	Low			High	
	1	2	3	4	5
f. There was ample time to talk with other participants about using and implementing Best Practices	Low			High	
	1	2	3	4	5
g. The <i>Scavenger Hunt Activity</i> was a very good way to learn about the <i>Workbook</i> .	Low			High	
	1	2	3	4	5
h. The <i>Role-Playing Activity</i> for planning or addressing the activity on the card was very beneficial	Low			High	
	1	2	3	4	5
i. The workshop was a complete waste of time and money	Low			High	
	1	2	3	4	5
j. The discussion and worksheet for setting up a workshop for training others in my agency will be of great help when I return home	Low			High	
	1	2	3	4	5
k. Overall, the workshop was very successful in preparing me to use and implement Best Practices in my agency	Low			High	
	1	2	3	4	5



Appendix K. Post-Workshop Evaluation Survey (continued)

6. What is the single-most important outcome from the workshop you will take home with you?

7. How can we improve the Best Practices workshop to make it more useful for future participants?



Appendix L. Quick Exit Survey

Following are some sample issues you could include in a quick exit survey. You should customize the issues (and scale, if appropriate) to better suit your needs.

Please circle the number that best describes your assessment of each issue below.

1. Pace of the day	1 Too Slow	2	3 About Right	4	5 Too Fast
2. Room temperature	1 Too Cold	2	3 About Right	4	5 Too Hot
3. Room set-up	1 Barrier to Learning	2	3 OK	4 Conducive to Learning	5
4. Overall feeling about the workshop	1 Poor	2	3	4	5 Excellent

