

Appendix A

Recommended Agenda

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Morning

Introduction

Welcome. Workshop purpose, logistics and outcome. Review agenda, goals and educational outcome. Set positive, interactive tone.

Tips for Facilitators:

1) The meeting room should have posters up of the National Wilderness Preservation System, maps of local wilderness areas, posters displayed at trailheads (low impact camping regulations etc.) and quotes from known wilderness enthusiasts. A table can be set up in the corner of the room with reference books, handouts, descriptions and pictures of ongoing local projects, low impact gear, etc. Seats can be arranged in a semicircle or similar fashion to promote sharing. Coffee and sweets are always a nice addition! If the group does not know each other then name tags might be helpful. The facilitator might want people to sign in so a tracking system can be kept over the years. Perhaps a ready made packet of information will be given to each participant.

2) All facilitators should thoroughly familiarize themselves with the enclosed packet of information. Facilitators might want to “test” the module with wilderness coworkers. Depending on what activities are chosen, facilitators will need: attractive and informative wall displays, overhead projector, video, TV/VCR machine, flipchart paper, pens, paper for groups, handouts, local maps, evaluation forms, certificate of completion (option), wilderness pins.

Group Introductions:

What do the participants want to get out of the module. Pose the question “why are you here?” Discuss what responsibilities they have with Wilderness either as an individual or within the realm of their jobs.

Suggested Activity:

1) Have each participant introduce themselves, their job and how it might relate to wilderness, and what they hope to learn from this module.

Tips for Facilitators:

Introduce yourself last, with a brief job/wilderness related history, what you yourself hope to learn. Address any questions or concerns that may have arose during the introductions.

Personal definition of wilderness. Share experiences; individually or as a group. Let each participant indicate their current knowledge of and experience in a wildland situation.

Suggested Activities:

- 1) Round robin with each participant that word comes to mind when they think of wilderness or a wildland experience. The facilitator should write each of the responses down on a flipchart. Tape completed flipcharts on the wall.
- 2) Ask the group what Wilderness means to them personally. Round robin for a response from each. The facilitator should point out how varied the responses were: an experience, actual place, or a feeling.

Tips for Facilitators:

We don't necessarily need to be thinking of legislated "W" here...a backcountry or wildland experience is fine. Facilitators should be sure to allow plenty of time for each response, and be sure to share your own as well! Don't rush this section...this helps break the ice and bring all onto common ground.

9:40am

What is wilderness and why do we need it?

Build on participants previous input. How do we define it? Realize that there are many interpretations of wilderness from a state of mind to a physical landform.

Suggested Activities:

- 1) Have each person write down their own definition of wilderness. Each participant will then share their response with the group.
- 2) Have the class break up into smaller groups and have each group develop their definition. Each group will write their definition on a piece of flip chart paper and share it with the whole group.
- 3) Either individually, round robin or small groups have participants list all the components of what they believe constitutes a wilderness.

Tips for Facilitators:

-If activity #1 is chosen, facilitators might want to pick out key words used in each definition (physical landforms/values)

-Facilitators should be sure to point out that there are various definitions for wilderness...the physical land form, a state of mind, and values are all involved. Wilderness is a complex ecosystem with many interrelated parts. All these parts able to interact fully in large undisturbed tracts of land.

Continued Activities:

- 1) Facilitators share readings and quotes from naturalists and wilderness writers. Refer to Appendix C for quotes and bibliography for ideas and references. Be sure to include local writers.
- 2) Each participant is given a quote when they enter the room. Participants share with the group the quote they were given.
- 3) Give a short synopsis or biography (1 to 2 min. each) of famous naturalists and writers in the Wilderness movement. Read quotes from these writers and have group guess who the quote is from.

Introduction of the Wilderness Act

Suggested Activities:

#1) **Provide each participant with a copy of the Wilderness Act. Enclosed in Appendix D is a copy. Facilitators should provide a brief history of the act, and it's components. Use *What is Wilderness* overhead in Appendix D to describe Wilderness as defined in the 1964 Wilderness Act.**

Three important characteristics as legislated through Congress are:

- 1) **It is a place not controlled by humans, where natural ecosystem processes operate freely and where its primeval character and influence are retained. "Where the earth and its community of life are untrammelled (uncontrolled) by man..."**
- 2) **It is a place not occupied or modified by mankind, where humans are merely visitors, and the imprint of man's work substantially unnoticeable.**
- 3) **It is a place with outstanding opportunities for solitude for a positive and unconfined recreation experience.**

Expand on participants previous definitions in relation to the Wilderness Act. Did any of their definitions incorporate the acts definition

#2) **Break the class into three groups. Have each group study a section of the Act and report back on what they learned. Have them define the key components. Have each group record their findings on flipchart paper.**

#3) **The Green Scene-Citizen Action: The Wilderness Act can be introduced here. See Appendix F. Facilitators might want participants to review the fact sheets and start their trivia questions. The activity can continue during lunch or during the case study section.**

10:00am Break

Tips for Facilitators:

Review the Wilderness Act (Appendix C) and all materials in Appendix B. The Wilderness Act is a landmark in conservation history, not only for the U.S., but also for the world. It is the first time a nation had set aside a few of their last remaining wildlands to protect them from encroachment and indiscriminate development.

10:15am

Video “Visions of the Wild” or “Wild By Law”.

Refer to Appendix M for a list of available videos. The video list describes several factors about each video including; 1) the general subject matter, 2) the target audience, 3) its entertainment and educational value, and 4) its strengths and weaknesses. The list also provides pertinent facts as to the length of the video, where to obtain copies, the cost of the video, and much more.

Tips for the Facilitator:

“Visions of the Wild” and “Wild by Law” are considered the top videos of choice for the module. The facilitator should preview the video! Be sure to include an introduction and follow up discussion. Ideally this should lead into the discussion of the management of Wilderness. Bullfrog Films also offers an excellent selection of videos.. “Voices of the Land” is highly recommended....they can be contacted at 1-800-543-FR0G.

Why Manage Wilderness present a strong introductory lead in to this topic. Why can't we just draw a line around Wilderness and expect it to take care of itself? Reiterate all the disciplines involved in wilderness and stress non-recreational values. Congress created it, now we need to manage it properly.

Suggested Activities:

- 1) Round robin, or small group discussions on why we need to manage wilderness. What pressures are being imposed? Record all responses
- 2) The Wilderness Act indicates that wilderness shall be managed.. “To protect and preserve its natural conditions and wilderness character” and also.. “For the use and enjoyment of the American people in such a manner as will leave them unimpaired for future use.” (See Appendix D for overhead)

12:00 Lunch

What pressures are being imposed? Some of the issues are: more people in this world with fewer “wild” places to go, an increase in leisure time, better access (interstate, highways, etc.), new industry in equipment, greater external pressures from pollution, industry, and advancements in technology, etc.

Appendix D: Enduring Resource of Wilderness Overhead Resources and Human Use and Influence:

Guiding Principles.. Resources.. “let nature take its course” vs. Human Use/Influence.. “Wilderness first, people second”

Hands-on-suggested activities:

-Try to include some no trace, packing or primitive skills demonstrations outside, if weather permits.

-Options include-everyone bring a brown bag lunch or have one catered.

- 1) Demonstrate a no-trace camp. Have a backpack with all camping materials in it. Set up an ideal camp..how to select a good camp spot, proper disposal of waste material, washing dishes and bodies campfire and stove use, etc. Expand on the job/role of a Wilderness Ranger.
- 2) If horses are available and are a major use in your area then demonstrate no trace use of highline, proper horse care, light weight gear etc. Perhaps a local outfitter could assist.
- 3) Make a primitive art project using primitive tools through use of cross-cut saw, axes, wedges, etc.
- 4) **Cut some logs using a cross-cut.**
- 5) **Role play scenarios from “Authority of the Resource (see Appendix G)**
- 6) **Role play typical wilderness/law enforcement scenarios (Appendix G)**
- 7) **Green Scene..trivia game (Appendix F)**

Principles of Wilderness Management

-overheads/slideshow To ensure that wilderness is managed and preserved as an “enduring resource “ a set of management principles has been derived from the Wilderness Act. These principles guide the development of specific management objectives and management practices for each wilderness.

Tips for Facilitators:

Depending on your audience these can be reviewed quickly, spending more time on those that pertain directly to your audience. A slide show has been developed, which at this point is a bit dry. It would be good to incorporate some of that (with the following 16 principles along with the field advisory show that they presented to the chief) Overheads enclosed can assist in this session. All facilitators should review Appendix H “Managing Wilderness as a Resource” before leading this section. For each 16 points, facilitators should have specific (ideally local) examples. The latest edition of Wilderness Management by Hendee, Stankey and Lucas should be reviewed in order to strengthen this section.

Principles of Wilderness Management:

- 1) Manage Wilderness as a distinct resource with inseparable parts
-Wilderness is a whole lot more than recreation
- 2) Manage the use of other resources and activities within wilderness in a manner compatible with the wilderness resource.
-Use of other resources such as grazing, mining, research.
-The Wilderness resource comes first.
- 3) Allow natural processes to operate freely within wilderness.
- 4) Attain the highest level of purity in wilderness character within legal constraints.
-show overhead with wilderness management model
-Where choice must be made between wilderness values and visitor or any other activity, preserving the Wilderness resource is the overriding value.
- 5) Preserve wilderness air and water quality.
-Clean Air Act-Class I areas, monitoring
- 6) “ reduce human values and benefits while preserving wilderness character.
-intangible values (reference Visions of Wild)
- 7) Preserve outstanding opportunities for solitude or a primitive and unconfined recreation experience in each wilderness opportunity to experience solitude along with sense of remoteness, closeness to nature, serenity, spirit of adventure, self-reliance, challenge and risk.
- 8) Control and reduce the adverse physical and social impacts of human use in wilderness through education or minimum regulation indirect (influence or modify behavior) action versus direct action
- 9) Favor wilderness dependent activities when managing wilderness use.
- 10) Exclude the sight, sound and other tangible evidence of motorized equipment or mechanical transport wherever possible within wilderness
- 11) Remove existing structures and terminate uses and activities not essential to wilderness management or not provided for by law.
- 12) Accomplish necessary wilderness management work with the “minimum tool”. This includes people and resources.
- 13) Establish specific management objectives, using public involvement, develop management plans for each wilderness.
- 14) Harmonize wilderness and adjacent land management activities. Do not buffer wilderness, do not let a adjacent uses degrade Wilderness values.
- 15) Manage wilderness with interdisciplinary scientific skills.

1:45pm

16) Manage special exceptions provided for by wilderness legislation with minimum impact on the wilderness resource. Refer to management direction provided in Act and FS manual.

What is allowed/prohibited in Wilderness

Suggested Activity:

1) Facilitator writes down activities on flipchart and group responds with either a yes or no. Have them explain how they arrived at their answer. Expand on other agencies policies.

2) Use *Molly Mule* overhead. Have participants individually or as a group decide their responses.

Wilderness Management Strategies:

Suggested Activity:

2:00pm

1) Using *Molly Mule* overhead, demonstrate direct vs. indirect procedures.

Use local and specific examples.

-Expand on indirect methods through no-trace ethic.

-Lead discussion on how we accomplish indirect methods (the method of choice).

Application of Management Principles

-Showcase a few outstanding examples of good wilderness management around the country and close to home. Have examples of some local efforts

-relate action to the guiding principles

-remember: Where choice must be made between wilderness values and visitor or any other activity, preserving the wilderness resource is the over riding value,

-What is legally allowed/prohibited in wilderness?

-What does the act say?

-is it a direct or indirect strategy to be taken?

Direct examples might be limiting use through a permit system, versus an indirect action using education, brochures, bulletin board information, etc.

2:15pm

Break

2:30pm

Walk through one case study together using the above as criteria in your decision process. There are no clear-cut answers. Emphasize the process, that each Wilderness is unique, with its own set of challenges. There are no cookbooks.

Suggested Activities:

1) Walk through one of the case studies in appendix I..this can be done together as a large group answering the questions as a whole.

2:45pm

Case studies/application examples continued

Suggested Activities:

1) Continue with the case studies in Appendix I. Perhaps pick three of the less complicated ones or any that pertain locally . Have the group break up into smaller groups and answer a study sheet for each case study (15 minutes for each). Then the groups can report their findings to the whole group.

2) Pick one of the management case studies in Appendix H activity #2 a) solitude vs. demand b) wildlife vs. recreation c) risk and challenge vs safety. See instructions in appendix. Recommended 1 hour for each scenario.

3:30pm

3) Develop case studies through local issues.

The role of Wilderness within the Forest Service Mission.

How do we involve the public? What responsibilities do we have to them? The American people have mandated this. How will we as a concerned citizen and as a Forest Service Employee take care of Wilderness we do have- now and for future generations?

Suggested Activities:

1) Continue with the Green Scene Part 2 the local concerns action plan (Appendix F).

2) What is the desired future condition for Wilderness? Each participant individually or in small groups will write a definition of their wish of how Wilderness will be functioning/appear in 5, 10, 25 years from now. What threats do they see being imposed? What can they do about it?

3) As a group (or small groups) create a list of “50 things you can do for Wilderness” How might wilderness management relate to each participants job? How might they personally get involved with Wilderness? Round-robin as a large group or breakup into small groups. Write all ideas on flipcharts. When completed share ideas with the group Display all ideas on the walls. Emphasis on Not Business as Usual. It is not “management” in the sense “doing something”...“manipulating, improving” each separate natural resource for maximizing a particular human benefit.

Have each participant write down 5 listed items they are doing now. Have each participant choose 5 items they want to focus on within the next year. Have them expand on each item....what they will do, how, when where and why. What outcome do they hope will occur due to their action taken. Write these all down. Collect them when they

are done (make sure their names are on them) Mail these back to each participant in 6 weeks. Perhaps there can be a "how are you progressing" form enclosed.

As a group each can share on: What are they going to do when they leave? What goals do they have with work or individually that they can do to help Wilderness? Provide a sign up sheet/schedule for any participants that would like to join a Wilderness Ranger in the field or be a part of a local project.

4:00pm

Wrap-up

-Summarize what has been covered

-Provide recommended reading list

-Any other handouts? KSA's/list of Wilderness ideas on table

-Have each participant complete an evaluation form

-Thank each participant for attending. Remind them that work that they do for wilderness might not be tangible but what a great feeling they will have afterwards!

-Provide a sign up sheet/schedule for any participants that would like to join a Wilderness Ranger in the field, or be a part of a local project, or adopt a lake, or

-Remind them that their 5-10 items they said they will be focusing on will be mailed to them in 6 months...check-up how are they doing?

-Tracking sheet- who has taken it?

-Some kind of hand-out afterwards?

-Wilderness pins?

-Certificates?

Wilderness Awareness Management Module

Time	Program Agenda	Suggested Activities	APX	Other Activities	APX	Tips For Facilitators
DAY 1 0900	INTRODUCTION - "Welcome." Review Agenda, goals, educational outcome and logistics.	Emphasize that each person present has a role in Wilderness Management.		Meeting room: National Wilderness Preservation system posters, maps; local maps and project displays; Skills Trails poster; Low Impact Camping regulations and gear; Wilderness quotes; reference book table; Skills Trails poster; refreshments, Pass out information notebooks.		Set positive, interactive tone. Seating comfortable and open to promote interaction.
0915	WHAT IS WILDERNESS AND WHY DO WE NEED IT? Focus: Group introduction, ice breakers & inspirations.	Have each participant introduce themselves, their job and how it might relate to Wilderness. Ask each participant to offer a word that comes to mind when they think of Wilderness or a wildland experience.	B	1). Pass out Wilderness quotes and have participants share with others either individually or as a group. 2). Ask the group: When you think of wilderness what do you think of? Round robin a response from each person. 3). Break the class up into smaller groups and have each develop their own definition and share it. 4). Have either group or individual list wilderness components and share results.		Copy each response on a slip-chart and hand on wall. Discuss variable responses: experience, place, feeling, etc. (ok to include backcountry wildland experiences). Discuss: physical landform, state of mind, complex ecosystem, inter-related parts and values.
1000	BREAK					Refreshments
1010	"THE 1964 WILDERNESS ACT" focus: provide a brief history of the act, its authors, and important characteristics.	Refer to copy of Wilderness Act in information packages or reference, <i>Keeping it Wild</i> . Provide overhead #1 and discuss definitions of Wilderness. Expand on participants definitions and discuss similarities. Include one other activity option.	D H	1). Break the class into three groups, have each group study a section of the Act and report on the key components. 2). Pass out copies of "Green Scene-Citizen Action" fact sheets to individual groups to study. Allow time for review. Divide printed and blank trivia cards amongst the groups. Have each group fill out their own trivia questions. Individual groups then take turns asking other groups trivia questions.		Review key points of the Wilderness Act. Reminder: the Wilderness Act is a landmark in conservation history...not only for the U.S. but the world. It is the first time a nation has set aside wildlands for protection from development.
1110	VIDEO: "VISIONS OF THE WILD" Focus: Provide a historical overview of Wilderness and related values.	<i>Vision of the Wild</i> has been considered the top video of choice for this training module. Facilitator should preview video. Include an introduction and follow-up discussion.	F	Alternative video recommended: <i>Wild by Law</i> . Provide a local slide/tape program.		

Wilderness Awareness Management Module

Time	Program Agenda	Suggested Activities	APX	Other Activities	APX	Tips For Facilitators
1140	LUNCH / Hands-on Activities	Try to include some minimum-impact, packing or primitive skills demonstration outdoors during lunch hour.		1). Demonstrate a low impact camp. (proper campsite locations, sanitation, campfire and stove use, etc.) Expand on the role of a wilderness ranger. 2). Bring horses to demonstrate low impact techniques for stock animals. (Utilize outfitter guides or other experts). 3). Demonstrate primitive skills using cross-cut saws, etc. 4). Cook and serve sample backcountry meals.		
			D			
1315	PRINCIPLES OF WILDERNESS MANAGEMENT. Focus: Understand framework that guides management decision-making given various real life situations.	The “Enduring Resource” handout (overhead 3). Discuss each of the principles individually with examples. Refer to <i>Principles of Wilderness Management</i> .	D H		H	Preview <i>Wilderness Management</i> book by Stanley & Lucas. Reference <i>Managing Wilderness as a Resource</i> . Material in this section may be dry so ask for audience participation and keep it rolling.
1400	BREAK					

Wilderness Awareness Management Module

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1445 to 1630	PUBLIC CONTACT/ ENFORCEMENT. Focus: Participants practice public contacts in wilderness through role playing.	Have 3 or 4 situations staged outdoors. Refer to <i>Authority of the Resource</i> and other scenarios for participants to participate in. Break up into small groups and rotate from one station to the next. Rotate players within groups.	G			Facilitators should be located at each station. Allow groups 15-20 min. per station. Scenarios can be set up indoors if necessary.
DAY 2 0800	Agenda Review					
0810	WILDERNESS UPDATES. Focus: Provide introduction to local Wildernesses, issues, projects and programs. Summarize National trends, issues and programs.	Start off with an update of National wilderness programs, issues, GAO reports, Wilderness Advisory Group, Wilderness Excellence Team, etc. Provide slide programs and displays of local Wilderness programs and situations.	K	Review local and national wilderness facts and figures. Showcase a few outstanding examples of good wilderness management around the country and close to home.		Reference literature-table and facts sheets.
0830	LOCAL WILDERNESS RESOURCE MANAGEMENT. Focus: Provide a general understanding of interdisciplinary resource management in wilderness.	Discuss Wilderness resources of the local area. Schedule 2 to 3 speakers from various resources to talk specifically on: fish and wildlife, grazing, mining, adjacent lands, watershed, historic and cultural values, sir quality, research, etc.				Keep presentations to 15 minutes each. Emphasize local issues and examples.
0930	BREAK					Refreshments if Available

Wilderness Awareness Management Module

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0945	WILDERNESS CASE STUDY. Focus: Individual participation in making Wilderness management decisions.	Walk through one case study together using the criteria: 1) What is allowed/prohibited in Wilderness. 2) What does the Act say? 3) The Wilderness Management Model. 4) Is it a direct or indirect strategy? Break up the class into 3 or 4 small groups. Pass out wilderness case study examples. Allow each group to pick one case study to resolve and present to the class.	I	Develop case studies through local issues. Use previous criteria.		Emphasize the process and that each Wilderness is unique with its own set of challenges. There are no cookbooks.
1030	ROLE OF WILDERNESS WITHIN THE FOREST SERVICE MISSION. Focus: Participants determine what responsibilities they have as an employee and as a citizen in respect to Wilderness management.	Field trip to the Wilderness. Break into small groups before entering the area. Discuss individual responsibilities as an employee and citizen.		1) Continue with Green Scene Part 2 <i>The Local Concerns Action Plan</i> . 2) Have individuals or small groups write their predictions as to how Wilderness will be in 50 to 1000 years from now. What are the threats and what could they do about it? 3) Group list 50 things they can do for Wilderness. How can these things relate to their job? How could they get personally involved in Wilderness? 4) Have individuals volunteer in developing local Wilderness fact sheets similar to examples provided from the San Juan National Forest.	E K	Bring sack lunches. Might want to review quotes in the field.
1430 to 1530	WRAP-UP. Travel back to station.	Summarize activities in the course. Provide evaluation forms.	J	1) Provide a sign-up sheet for assisting a Wilderness Ranger. 2) Have participants list 5 items they are doing now for Wilderness. Then list 5 items they want to focus on during the next year. Collect lists for mailing back to participants in 6 weeks.		Thank each participant for their interest and commitment. Issue pins, certificates, etc.

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Time	Program Agenda	Suggested Activities	APX	Other Activities	APX	Tips For Facilitators
0945	WILDERNESS CASE STUDY. Focus: Individual participation in making Wilderness management decisions.	Walk through one case study together using the criteria: 1) What is allowed/prohibited in Wilderness. 2) What does the Act say? 3) The Wilderness Management Model. 4) Is it a direct or indirect strategy? Break up the class into 3 or 4 small groups. Pass out wilderness case study examples. Allow each group to pick one case study to resolve and present to the class.	I	Develop case studies through local issues. Use previous criteria.		Emphasize the process and that each Wilderness is unique with its own set of challenges. There are no cookbooks.
1030	ROLE OF WILDERNESS WITHIN THE FOREST SERVICE MISSION. Focus: Participants determine what responsibilities they have as an employee and as a citizen in respect to Wilderness management.	Field trip to the Wilderness. Break into small groups before entering the area. Discuss individual responsibilities as an employee and citizen.		1) Continue with Green Scene Part 2 <i>The Local Concerns Action Plan</i> . 2) Have individuals or small groups write their predictions as to how Wilderness will be in 50 to 1000 years from now. What are the threats and what could they do about it? 3) Group list 50 things they can do for Wilderness. How can these things relate to their job? How could they get personally involved in Wilderness? 4) Have individuals volunteer in developing local Wilderness fact sheets similar to examples provided from the San Juan National Forest.	E K	Bring sack lunches. Might want to review quotes in the field.
1430 to 1530	WRAP-UP. Travel back to station.	Summarize activities in the course. Provide evaluation forms.	J	1) Provide a sign-up sheet for assisting a Wilderness Ranger. 2) Have participants list 5 items they are doing now for Wilderness. Then list 5 items they want to focus on during the next year. Collect lists for mailing back to participants in 6 weeks.		Thank each participant for their interest and commitment. Issue pins, certificates, etc.