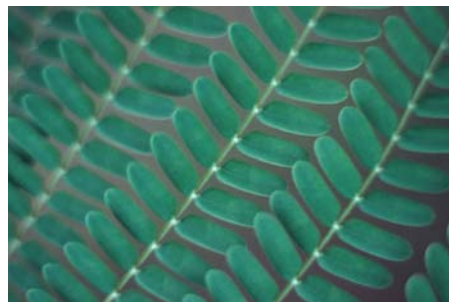


# Communicating Biodiversity

## The Chicago Wilderness Workbook for Volunteers

☀️ learn 🌱 connect ☀️ contribute ✨ inspire 🌟



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As a key public face of Chicago Wilderness and its member institutions, volunteers play a critical role in helping to preserve and communicate about our region's biodiversity. This workbook provides an overview of key biodiversity messages related to Chicago Wilderness, while offering practical tools for communicating biodiversity in a meaningful way with the public.

This workbook was designed as a part of a region-wide volunteer training project conducted by the Chicago Wilderness Volunteer Managers' Task Force to better prepare Chicago Wilderness-member volunteers in two main areas: 1) to develop a basic understanding of what ecological restoration is and how it is used in biodiversity preservation and 2) to better understand how to communicate our region's biodiversity to the public in ways that engage them to support and participate in biodiversity related initiatives. A series of regional workshops on both topics were held from Spring 2003-Fall 2005.

This workbook was developed to complement the biodiversity communication workshops - as well as stand on its own as an introductory primer on biodiversity communication - and is specifically designed for volunteers of Chicago Wilderness member organizations to help them communicate about biodiversity as it relates to their institution and to Chicago Wilderness. Additionally, Volunteer Managers of Chicago Wilderness member institutions may find this a useful supplement when training or orienting volunteers about their institutions' roles in Chicago Wilderness' efforts to preserve and educate about biodiversity.

**Credits:**

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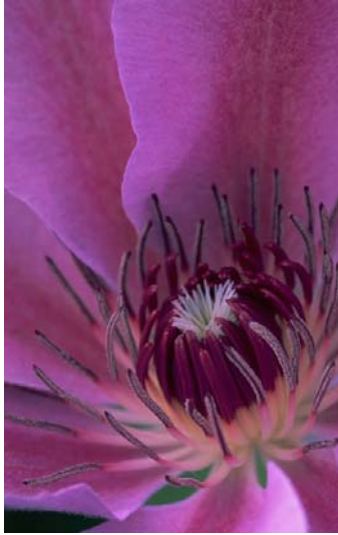
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Page 21 – Forest Preserve District of DuPage County

## Biodiversity Defined



Biodiversity refers to the variety of life, from variations in the genes of individuals to the whole planet and all its millions of species.

(Chicago Wilderness Atlas of Biodiversity, 1999)

Close examination of biodiversity—the relative diversity and abundance of different species—is often considered the measure of an ecosystem’s health. However, when communicating about biodiversity, our challenge is not only to understand how it is defined scientifically (as above), but also to consider how to explain it so that others understand it too and, in turn, value and support efforts to preserve it. Each individual visitor to Chicago Wilderness will vary in their ability to comprehend scientific terms, so as an interpreter of biodiversity, it is important to consider ways to change your language, or use specific examples to make biodiversity easier to understand.

For example, if defining biodiversity for a child you might start by saying...

You can think of biodiversity as all the many communities (or groups) of life – plants, animals and all living things, big and small – that live side by side in an area.

A question you might ask could be...

What are some living things around us?

A possible follow-up to that question...

The tiniest bug in the soil, the grass under your feet, the butterfly on the flower, and even you are all a part of the biodiversity of this area.

While some people may inherently embrace the ‘scientific value’ of biodiversity, others may need to make the initial connection based on their ideals, values and core beliefs, such as responsibility to future generations, respect for a higher power, love of beauty, etc.

## Values Related to Supporting Biodiversity



*Think about other opportunities to relate biodiversity to values and concerns that are unique to your community or site.*

### Why should people care?

Values are filters that we all use to assess the information we have to make daily decisions. There are many ways that biodiversity is connected to societal values and concerns. People care about biodiversity for a variety of reasons. The following are a few of the most common reasons, identified by the Biodiversity Project (1994), that people care for or connect with the issue of biodiversity:

#### Emotional

- preserve natural areas for future generations
- provide stewardship of nature or 'God's creation'
- connect to our past both individually and as a community
- provide a refuge
- enhance quality of life

#### Social

- connect to the personal and communal history of an area
- increased health-related benefits of a clean environment
- discover new medicine or unknown benefits to society
- conduct ongoing research

#### Economic

- maintain/increase air, soil and water quality
- purify water, control flooding
- increase tourism and revenue through recreation activities
- discover unknown attributes to benefit economy/society

(Biodiversity Project, 2004)

## Chicago Wilderness and the Consortium



*To learn about the other organizations involved in the Chicago Wilderness consortium, visit [www.chicagowilderness.org](http://www.chicagowilderness.org)*

Often, when people think of nature, they think of themselves as being separate from it, rather than connected to it. The fact that Chicago Wilderness exists suggests we are very much a part of the ecosystems and biodiversity we are trying to preserve.

When talking with the public, it is helpful for us to be able to differentiate between Chicago Wilderness as a designated area of land, and the Chicago Wilderness consortium as an alliance of organizations that are connected to these areas.

Stretching from southeastern Wisconsin through northeastern Illinois and into northwestern Indiana, Chicago Wilderness is a regional nature reserve containing some of the rarest natural communities in the world, such as tall grass prairies, savannahs, woodlands, dunes, fens, marshes and sedge meadows. These communities – embedded in one of North America’s largest metropolitan areas – include more than 220,000 acres of protected lands and waters, as well as many that are unprotected. These natural areas are home to a wide diversity of life: thousands of native plants and animals live here among more than nine million people who also call the region home.

The Chicago Wilderness consortium is an alliance of more than 180 public and private organizations working together to:

- study, restore, protect, and manage the natural ecosystems of the Chicago region,
- contribute to the preservation of global biodiversity,
- enrich local residents’ quality of life and,
- inspire people to understand and support local biodiversity.



## Your Site's Connection to Chicago Wilderness

### Writing Activity 1



*Complete the sentences below to explore how your site plays a role in accomplishing the objectives of the Chicago Wilderness consortium.*

The **mission** (or goals) of my organization or site is to:

As one of more than 180 public and private organizations of the Chicago Wilderness consortium, my organization works to...

- Study, protect, restore, and manage natural ecosystems of the Chicago Wilderness region by:
  
- Contribute to the preservation of global biodiversity by:
  
- Enrich local resident's quality of life by:
  
- Inspire people to understand and support local biodiversity by:

## Explaining Biodiversity

### Writing Activity 2



*Use this writing activity to begin considering how you might explain biodiversity to a visitor.*

If you had to **explain** biodiversity to a visitor today, what would you say?

Why do **you care** about preserving biodiversity?

What are some reasons **visitors** should care about preserving biodiversity? How does it affect them?

What are some **actions** you think people can take to help preserve biodiversity?  
(If you need some ideas, suggestions are offered on page 8, under Message 3)

In your own words, **summarize** Chicago Wilderness and your site's **connection** to it?



## **The Need for Strong Messages to Communicate About Biodiversity**



We live in a culture that is saturated with information and appeals to our sensitivities. Although we may recognize the value of biodiversity within our community, we cannot expect everyone to share that understanding. Subsequently, it is up to us to find ways for biodiversity to become as important and appealing as other life issues confronting the visiting public.

Americans are accustomed to the sophisticated messages of advertising and marketing, and have developed many informational “filters” through which they interpret these messages. In order to successfully penetrate these filters and help others to share our concern for biodiversity, we must anticipate their questions or concerns and develop responses that incorporate both concrete facts and commonly held values.

Strategic communication is essential in our efforts to preserve biodiversity. In the words of Baba Dioum, a Senegalese naturalist, “In the end, we protect only what we love; we love only what we understand; we understand only what we are taught.” If we expect people to embrace and support our efforts, we must make efforts to be effective communicators (or educators) about biodiversity.

(Materials adapted from Biodiversity Project, 2004)

## Key Biodiversity Messages



*When communicating with people about biodiversity, it is essential that we remember the core messages we want to convey.*

The following are several key messages for communicating biodiversity based on the values addressed in Section 1 (pg. 3).

**Main Idea: As residents of and visitors to Chicagoland, we are all part of Chicago Wilderness (CW) and have a stake in preserving its biodiversity.**

*Message 1: Chicago Wilderness is a unique collection of urban and rural ecosystems containing rare plants and animals that provide a variety of benefits to both residents and visitors. CW promotes biodiversity through the preservation, restoration, study and management of:*

- Native **species** diversity
- Native **ecosystem** diversity such as prairies and wetlands
- Native **genetic** diversity within the natural communities of the Chicago Wilderness region
- CW member organizations also controls and/or eradicates non-native species competing with native ones

*Message 2: People are working to preserve threatened natural communities because **the loss of biodiversity can impact us on an emotional, social, and economic level:***

- **Emotional value** = responsibility to future generations, sense of place/connection to history, quality of life, value of preserving beauty of nature/god's creation, refuge, etc.
- **Social value** = health-related issues to air and water quality, ongoing research to discover new medicine or attributes
- **Economic value** = maintain atmosphere, fertile soil/quality, purify water, control flooding, increased recreation or ecotourism, opportunities to discover unknown attributes, health related benefits, etc.

*Message 3: Our everyday actions and decisions can have a positive impact on preserving/protecting local biodiversity for future generations:*

- **Get involved** in responsible stewardship -- volunteer!
- **Support biodiversity preservation!** CW sites need your help (membership/donations) to accomplish goals
- **Start at home!** Garden with native plants, compost, recycle or conserve non-renewable resources.
- **Learn more!** Check out [www.chicagowilderness.org](http://www.chicagowilderness.org), [www.biodiversityproject.org](http://www.biodiversityproject.org), your site's website, the local library, or classes offered by CW partners.

## Communicating Messages at Your Site

### Writing Activity 3



*How can you make specific connections to the messages on page 8? Review the messages below and consider possible **activities or opportunities** that exist at your site to discuss each message. Are there specific **facts or objects** (plants, animals, artifacts, etc.) that could illustrate or facilitate these connections? Brainstorm connections for each message below. [Activity 6, pg. 17 will provide additional opportunities to apply these messages to your site]*

As residents of and visitors to the Chicagoland area, we are all a part of Chicago Wilderness and have a stake in preserving its biodiversity

#### Message 1

**Chicago Wilderness is a unique collection of urban and rural ecosystems** containing rare plants and animals **that provide a variety of benefits** to both residents and visitors. CW promotes biodiversity through the preservation, restoration, study and management of species, ecosystems and genetic diversity.

#### MESSAGE 2

People are working to preserve threatened natural communities because **the loss of biodiversity can impact us on an emotional, social, and economic level.**

#### MESSAGE 3

Our **everyday actions and decisions can have a positive impact** on preserving/protecting local biodiversity for future generations.

## The Role of Volunteers as Ambassadors



*INTERPRETATION is conversation, guided interaction, or any communication that enriches the visitor experience by making meaningful connections between messages & collections of your site/institution and the intellectual & emotional world of the visitor.*

(Cunningham, 2004)

Consider how you might respond to the following questions based on your site:

- *Why does your site or institution exist (what is your mission, why was it founded, etc.)?*
- *Why do people visit your site (recreation, education, tourist destination, etc.)?*

Depending on your site, the answers to these questions will vary greatly. Perhaps the organization's objectives are built on altruistic intentions of preserving habitat, natural history artifacts, or educating about rare species of plants and animals in a given natural area. In contrast, visitors may be a family out for a casual hike or students on a mandatory field trip. As volunteers, it is our role to recognize those differences and to find ways to bridge the gap between organizational objectives and the motivations of visitors.

No matter what your specific role is at your site, as a volunteer you are an ambassador for your site and for biodiversity and have an opportunity to interpret it to others. For many people, an interpreter is someone who translates an unknown language into one that is known. Very literally, no matter how you interact with the public, you are helping to put new ideas or information into concepts and language that visitors can relate to. As an interpreter of your site, you help to bring the stories of your site to life and make them accessible to your visitors. Given this role, it may be useful to explore how interpretation is defined.

The definition of interpretation (to the left) suggests that volunteers should plan to engage people in meaningful conversations and to provide guidance in ways visitors can discover and **connect** to the messages of your site on both an intellectual and emotional level.

For further reading or information about interpretation, please see resources on page 24.

## Connecting With People: Intellectual and Emotional Reasons for Preserving Biodiversity



Visitors to a site are involved on a variety of levels for a variety of reasons. As illustrated above, although people may initially come to our sites for **RECREATION** or **REFUGE** from the stress of everyday life (first and second steps), we want to create experiences that help them to move up the steps of visitor involvement. Although some visitors begin their involvement by pursuing **KNOWLEDGE** (step three), it is the positive interactions and experiences they have that help them to **CONNECT** to our sites on a more meaningful level (step four). Once connected – in roles such as members, volunteers, or staff – then these individuals are more likely to **SUPPORT** (step five) the site or institution with gifts of their time and/or financial contributions.

The interactions you have with visitors, whether simply identifying a plant or providing an educational program about an artifact in your collection, can foster these personal connections and inspire visitors to get more involved at your site. Consider each person with whom you interact as a potential student of biodiversity or natural sciences, site volunteer, or financial supporter that might help each site to accomplish its goals.

## Each Volunteer As Interpreter

### Writing Activity 4



*Work with staff or volunteer leaders at your site to consider the many jobs that volunteers perform at your organization. In addition to many other roles, each volunteer plays a critical role in helping communicate about biodiversity. In the spaces below, list the different jobs of volunteers and how/when they may have an opportunity to have a conversation about biodiversity with a visitor.*

Volunteer Job    How or When have potential to discuss biodiversity

Volunteer Job	How or When have potential to discuss biodiversity



*Recalling your own experience of connecting to the organization you work for may be useful in discovering ways to help visitors make their own connections. Think about your experience and answer the questions below.*

What experience or background of yours helped you to become connected to, or involved with, your site?

How can you facilitate similar experiences or discover the backgrounds of visitors that might inspire others to get involved?

## Facilitating Meaningful Connections With Visitors



*The range of ... experiences requires rethinking the roles of staff & volunteers. In essence, they become facilitators rather than disseminators of information, supporting learning rather than directing it.*

(Dierking et al. 2001)

Regardless of your role at your site, you have an opportunity to influence the way visitors experience it. It is important to provide opportunities for visitors to gather facts and information (to make intellectual connections) as well as to have personal experiences (emotional connections). Even if you have a less public role, you are capable of facilitating these connections.

Often the people who are most effective at helping us learn or make connections to new ideas are those who offer their enthusiasm, clarity, patience, or simply their undivided attention to work with us. The qualities that made people effective in helping you learn or care about something new are the same qualities you can bring to your interactions with people about the issues of biodiversity.

### CONNECTING WITH YOUR VISITORS



*Use the space below to consider someone in your life who helped you understand or care about something new for the first time (e.g. teacher, grandparent, mentor, etc). What characteristics and qualities made them a good teacher?*



**THE A.R.T. OF  
COMMUNICATION**  
**AUDIENCE**  
**RESOURCES**  
**TECHNIQUES**

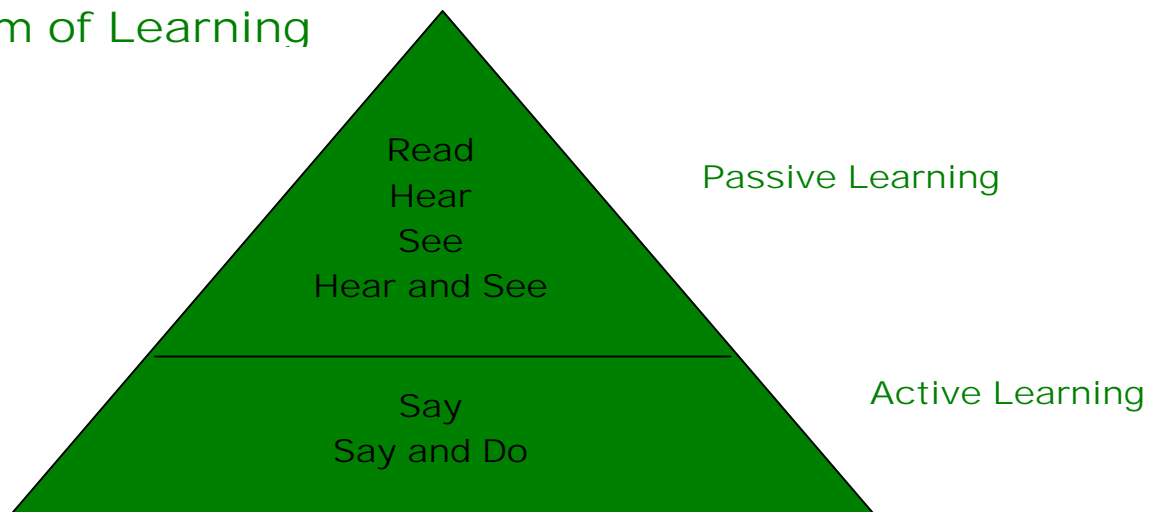
How can we plan for effective interaction with visitors? Let's consider the A.R.T. of Communication (and interpretation).

- Audience:** Who are your visitors? How do they learn?
- Resources:** What information is available at your site?
- Techniques:** How will you make connections?

Take a moment to ask staff or a fellow volunteer to consider what is known about who visits your site (your **AUDIENCE**) and the reasons they visit. This information may be useful to you as you anticipate potential interactions with visitors. While not every volunteer serves in a teaching capacity, you all help visitors to learn more about your site.

The **Continuum of Learning** (below) reminds us that everyone learns more if they are *involved* in an active learning process by saying or processing a new piece of information and doing a new skill, rather than just reading, listening, or looking (passive learning). Subsequently, questioning strategies can be useful in make connections and learning new ideas. Even if visitors do not respond to the questions verbally, questions still provoke internal responses and promote active learning. Guidelines for creating good questions are covered in the **Techniques for Successful Communication** section of this workbook (pg.16).

Continuum of Learning



(Cunningham, 2004)

## Resource Survey

### Writing Activity 5



*Conducting some basic research about the **RESOURCES** at your site is a good start as you strive to create more meaningful conversations with visitors. Ideally this knowledge will encourage visitors to become more involved in your site and in activities that contribute to biodiversity preservation. Answer the questions below.*

**Name of site:**

**Mission:**

Short Description/History:

1. What was your first impression of your site?
2. What interested you the most?
3. What interests visitors the most (most popular area, season, program, experience)?
4. What is the public perception of your site (expectations, misunderstandings, etc.)?
5. Who is connected to (or invested in) your site?
6. What stories (topical, anecdotal, historical) can be told at your site?
7. Based on your visual and aural observations, what are the challenges of telling those stories?
8. Are there other sites nearby or similar in nature, that have similar stories to tell?

## Techniques for Successful Communication



Simple guidelines for interaction and questioning can ensure effective communication with visitors.

- **Greet and welcome guests:** set the tone, gather information about who they are and what they already know.
- **Grab their attention:** ask a question, offer objects from the site's collection as a focal point, offer amazing statistics.
- **Create a dialogue:** request visitor input through questions, recognize prior knowledge.
- **Use inclusive comments:** build on visitor comments, refer to visitors' names, hometowns, etc., during the presentation.
- **Use props/objects:** encourage sensory involvement; provide "the real thing".
- **Project your voice:** enunciate, make sure you can be heard, adjust volume as necessary.
- **Use body language:** use yours and read theirs; consider facial expressions, eye contact, posture and gestures.
- **Incorporate humor:** if it comes naturally to you, use humor; but use it wisely and be sensitive and timely.
- **Choose appropriate language:** use words that generate mental pictures, use specifics and avoid slang or jargon that might confuse or offend people.
- **Don't be afraid to say "I don't know:"** direct them how, or offer your services, to find the right answer.

Questioning techniques are useful for engaging in meaningful communication.

### Qualities of good questions

- Cannot be answered with yes or no
- No exact right or wrong answer
- Relates to visitor comment or CW messages
- Encourages visitors to recall, process and apply ideas or previous experience

*Remember you do not need to have the answer to a good question!*

## Creating Questions to Convey Biodiversity Messages

### Writing Activity 6



Visitors who **recall** facts, **process** data and **apply** ideas are more likely to derive meaning from their experience than those who simply respond “yes” or “no” to the questions they are asked. Planning for successful message-based interaction includes creating thoughtful questions. The following exercise will help to plan questions that will initiate conversations about biodiversity at your site.

**Recall:** Counting, describing, identifying, listing, matching, observing

**Process:** Analyze, classify, compare, contrast, analogies (how is x like y), organizing

**Application:** Finding examples, hypothesizing, generalizing, imagining, applying a principle

**INSTRUCTIONS:**

1. Create questions that will initiate conversation related to each message below.
2. Based on the descriptions above, indicate how your question asks the visitor to Recall (**R**), Process (**P**), or Apply (**A**) ideas in the shaded box.

**Theme:** As residents and visitors to Chicago, we are all a part of Chicago Wilderness and have a stake in preserving biodiversity.

**Message 1.** CW is a unique collection of urban and rural ecosystems that provides a variety of benefits by promoting biodiversity.

- 1.
- 2.
- 3.

R / P / A

**Message 2.** People are working to preserve threatened areas because the loss of biodiversity can impact us on an emotional, social, and economic level.

- 1.
- 2.
- 3.

R / P / A

**Message 3.** Our every day actions and decisions can have a positive impact on preserving/protecting biodiversity in Chicagoland for future generations.

- 1.
- 2.
- 3.

R / P / A

## Overcoming Challenges of Communicating Biodiversity



While we all may agree that communicating about biodiversity is important, we also know that it is not always easy. In addition to creating good questions (section 3), each one of our sites or institutions must be prepared to deal with issues that may be difficult to grasp due to their scientific or complex explanations. Additionally, some of the activities related to the preservation of biodiversity may be considered controversial, such as the practices of controlled burning or species removal.

The next activity encourages you to anticipate some of the visitor questions that would be, or have been, most difficult to answer. The following is a series of steps suggested to help you shape a response in a way that will be most effective in connecting with the visitor and answering the question successfully. While these steps cannot be deemed a perfect prescription for responding to every situation, it provides a common process to utilize as you work with peers to address the most pressing questions at your site.

When a visitor poses a difficult question:

- A. **Acknowledge** the complexity of the issue/empathize
- B. **Repeat** or clarify their question
- C. **Express value** of answer in terms people can relate to
- D. Provide **site-specific context**/application
- E. **Support** your response with **evidence/data**
- F. Provide **references/resources** for investigation

For a greater understanding of how to apply these steps, a sample question and response can be found on page 19.



*In the box below, record some known or potentially difficult questions (confusing, controversial) or misperceptions of issues at your site.*

## Sample Difficult Question and Response



*For more information on communicating about controlled burning, go to [www.chcagowilderness.org/](http://www.chcagowilderness.org/) members to download *Burn Communications Products (PDF)**

The following sample question was answered using the series of steps introduced on page 18.

*“Why do you burn this land?”*

If this topic affects your site, discuss how this response works or could be customized to better meet the needs of your site. Otherwise, a general process to follow could include:

- A. This is a hard thing for many people to understand,
- B. but controlled burning here is
- C. one of the ways we’re working to preserve this natural area for future generations to enjoy.
- D. Based on historical documents, the 10 acres here at ABC Prairie were historically tall grass prairie where fire was a regular occurrence due to lightning or native people.
- E. Research being conducted by our scientists on staff (or at X University – *insert appropriate information*) suggests that without burning, this area would be invaded by trees and shrubs that kill prairie plants with their shade.
- F. If you would like to learn more about the benefits and science behind controlled burning, you can get a copy of XYZ (*insert appropriate information*) in our gift shop or access the following information online (*insert appropriate information*).

## Responding to Difficult Questions

### Writing Activity 7



*Using the steps outlined below, select one site-specific question you noted on page 18 and create an outline of a response to that question. Copy this page and repeat the activity with staff and volunteer leaders as often as necessary to ensure you have formulated responses for each question identified on page 18 or as questions arise.*

#### QUESTION:

- A. **Acknowledge** the complexity of the issue/empathize:
  
- B. **Repeat** or clarify question:
  
- C. **Express value** of answer in terms people can relate to:
  
- D. Provide **site-specific context**/application:
  
- E. **Support** with **evidence/data**:
  
- F. Provide **references/resources for further** investigation:



## Handling Difficult Visitors



Not often, but every once in a while volunteers run into difficult visitors.

These people may not mean to be difficult, but that doesn't mean that they are not challenging to deal with. When visitors disrupt your communication, challenge your information, or simply disconnect from your interaction, how can you positively redirect them? On page 22, you'll find some playful labels for these visitors (e.g.; Derail-er, Disagree-er, Disengage-er, etc) that have been established as a part of an activity designed to help you anticipate these challenges and work with staff and other volunteers to develop strategies for overcoming them.

When dealing with visitors who are upset, especially when asking some of the difficult questions identified in the previous activity, it is hard to remain objective. However, if we want visitors to care about our site, we have to deal diplomatically with the situation. Here are a few reminders about how to overcome a problem or diffuse a situation that may arise with a visitor. Note the similarities below with the suggestions for responding to difficult questions on page 18.

### Conflict Resolution Strategies

- Ask them to **review their problem/perspective**
- Keep the **tone and level of your voice even**
- **Empathize/diffuse** - don't take comments personally
- **Repeat the question** back to them for accuracy
- Be certain to get at the **heart of the problem** (e.g. their concern is not so much about the practice of burning as not being notified as a neighbor of the site)
- Ask how they would like to see **concerns addressed**
- Tell them **what you can do** and how you'll follow up
- Offer something as a **gesture** on behalf of site
- **Provide options** for voicing opinions elsewhere
- **Thank them** for taking the time to talk and visiting

## Identifying and Addressing Difficult Visitors

### Writing Activity 8



*Take a moment to review each 'type' of visitor described below. Depending on your role at your site, your interactions with difficult visitors may vary, but developing strategies to positively redirect the situation may come in handy.*

*Work with staff or volunteer leaders to develop techniques for dealing with each type of visitor in a sensitive, but appropriate way for your site.*

Those visitors who **disrupt** your communication with others:

- Derail-er (Takes discussion in a different direction)
- Detail-er (Desires facts, statistics)
- Dominat-or (First to answer questions, interrupts)
- Distract-or (Makes loud noises, comments, jokes)

Strategies: \_\_\_\_\_

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Those visitors who **challenge** your information:

- Disagree-er (Insists you are wrong, cites opposing facts or perspectives)
- Devout Believer (Only one explanation – typically related to a higher power)
- Devil's Advocate (Offers alternative facts for the sake of controversy)
- Daunt-er (Challenges authority and/or information, possible verbal/physical threats)

Strategies: \_\_\_\_\_

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Those visitors who are **disconnected** from you and your information:

- Dash-er (In a rush, has no time for discussion or answers)
- Disengag-er (Avoids eye contact, has side conversations)

Strategies: \_\_\_\_\_

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## Conclusions

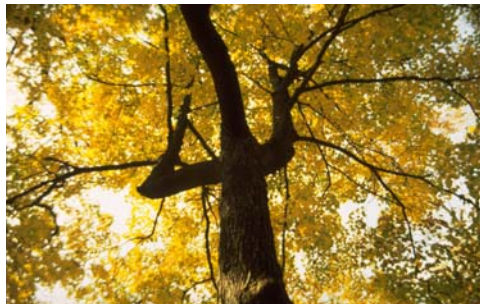


*As you complete this workbook, reconsider the questions from the end of Section 1. Please respond to the following questions, incorporating what you have learned about making your interactions more meaningful or personal to the visitor on both an intellectual and emotional level.*

- If you had to explain biodiversity to a visitor today, what would you say?
- What are some reasons people should care about preserving biodiversity? How does it affect them?
- What are some actions people can take to help preserve biodiversity?

In the words of Senegalese naturalist Baba Dioum,

*"In the end we preserve only what we love;  
we love only what we understand;  
we understand only what we are taught."*



As a Chicago Wilderness volunteer, you have the unique opportunity to help teach about and subsequently preserve biodiversity. Your commitment is greatly valued both today and by the future generations in whose interest you are acting.

## Resources

*Learning to communicate biodiversity is an ongoing process, but there are many wonderful resources to help you in your efforts. The following is a list of resources used in creating this workbook and can provide additional information for continued learning on the subject.*

### Print Material

Biodiversity Project. 2004. “Values-Based Communication; Telling Your story” Workshop presentation and materials, Chicago Wilderness Communication Workshop, Chicago, IL.

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Falk, John H. and Dierking, Lynn. 2000. *Learning from Museums: Visitor Experiences and the Making of Meaning*. Walnut Creek: AltaMira Press.

Ham, Sam. 1992. *Environmental Interpretation*. Golden: North American Press.

Tilden, Freeman. 1957. *Interpreting Our Heritage*. Chapel Hill: University of North Carolina Press.

### Websites:

- ❖ [www.chicagowilderness.org](http://www.chicagowilderness.org)
- ❖ [www.biodiversityproject.org](http://www.biodiversityproject.org)