

8. What do people do in parks managed by Parks Victoria?

Aim

Students will become familiar with the range of recreational activities in areas managed by Parks Victoria. They will also consider one method used to manage these activities. The differences between private and commercial recreational groups and future growth patterns are also considered.

Materials

- Resource sheet 8a: Recreation planning and management.
- Resource sheet 8b: Recreation Opportunity Spectrum.
- Pens.

Activities

Popular activities in parks

1. Ask students to write down as many activities as they can think of that could happen in a natural environment.
2. Compile a complete list of responses on the board. Try to organise the list of activities into groupings of similar activities.
3. Which activities do students think would be the most popular? They choose 10 activities and write them in rank order

in their workbook. This can be done in a table similar to the one below.

4. Collate the results to develop a class list of the "Top 10 outdoor activities". Record this ranking in a table similar to the one below.

6. Review the information collated in the table. Are there differences between the columns? If so, suggest reasons for them.

Recreation planning and management

7. Read the information in the resource sheet 8a: *Recreation planning and management*.

8. In groups of two or three, students complete the third column in the Recreation Opportunity Spectrum table, i.e. list some sample recreation activities that would be appropriate to do in each different 'class' of environment. They can refer to the list in the resource sheet. Stress it is important they consider both the type of activity and the characteristics of each class or location when identifying appropriate activities.

9. Discuss the groups' sample activities and compile a class list.

My list of the 10 most popular outdoor activities in parks	Class list of the 10 most popular outdoor activities in parks
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

8a. Recreation planning and management

Until recently, recreation planning for natural resource areas has been largely based on existing uses and access. However, managers are now expected to provide for a range of recreation in different settings. They must plan this recreation on the basis of how well each environment will cope with this use.

Recreation planning today aims to achieve a balance among resource attributes, community preferences and demands, and management objectives.

Parks Victoria managers and planners use several approaches to recreation planning. One of these is explained below.

The Recreation Opportunity Spectrum (ROS)

The Recreation Opportunity Spectrum is a useful method for considering the opportunities for recreation in parks.

First developed in North America, it involves looking at the various settings for recreation that result from the characteristics and management of a park. Settings can be expressed in terms of factors such as degree of vehicle access, amount of development, use levels and time taken to get to a location.

Visitors to parks seek certain types of settings and experiences. For example, some might expect to find good barbecue and toilet facilities close to the carpark for a picnic. Other visitors might seek a remote area where evidence of human change is absent, and bushwalking in a natural environment is possible.

Both of these settings, and a wide variety in between, are valid expectations by visitors. In many parks both can be provided so that people can have a variety of quality recreation experiences. Possible combinations of activities, settings and experiences can be arranged along a continuum from **very natural areas**, remote from vehicle access and development, to **intensively managed recreation sites** which cater for large numbers of people in small areas.

This continuum can be divided into the five classes shown in Resource sheet 8b. The actual number of classes is not as important as the main idea that different recreational opportunities require different settings, and that the widest possible range of settings should be available to park visitors and the general community.

Some activities identified by recreation planners

Camping	Bushwalking	Rafting
Dispersed camping	Caravanning	Scuba diving
Deer hunting	Hunting	Wheel chair use
Sports	Rock climbing	Nature study
Tour boat and ferry	Snorkelling	Cross country skiing
Horse riding	Flying/gliding	Water skiing
Four wheel driving	Walking	Competitive sports
Yachting	Resort lodging	Sketching and painting
Fishing	Collecting natural products	Motorised sight seeing
Game hunting	Canoeing	Bird watching
Trail bike riding	Picnicking	Orienteering
Bicycling	Swimming	Caving
Boating (low powered)	Downhill skiing	Photography
Snowplay		

8b. Recreation Opportunity Spectrum

Class of setting	Characteristics and possible experiences	Activities
Class 1 Remote	<ul style="list-style-type: none"> ▪ Mostly unmodified environments of large size. ▪ Interaction between users is very low and there is little evidence of other people. ▪ No evidence of restriction or controls ▪ Motorised access by the public is not allowed. ▪ Emphasis is on self-reliance, independence, closeness to nature and tranquillity. ▪ Offers a high degree of challenge and risk. 	May include:
Class 2 Semi-remote	<ul style="list-style-type: none"> ▪ Mostly natural or natural-looking environments of moderate to large size. ▪ Interaction between users is low. ▪ Some evidence of other people. ▪ Only a few on-site controls are obvious. ▪ Limited vehicle tracks, some vehicle access by the public is allowed. ▪ High to moderate likelihood of experiencing isolation from the sights and sounds of people. ▪ Opportunities for self-reliance, independence, closeness to nature and tranquillity. ▪ Offers a moderate degree of challenge and risk. 	May include:
Class 3 Roaded – natural	<ul style="list-style-type: none"> ▪ Natural-looking environments with moderate evidence of the sights and sounds of people. ▪ Interaction between users may be low to moderate, but there is definitely evidence of other people. ▪ Opportunities for both motorised and non-motorised forms of recreations, with a high degree of interaction with the natural environment. ▪ Impressions of nature are not dominated by modifications and recreation facilities. 	May include:
Class 4 Semi-developed	<ul style="list-style-type: none"> ▪ Greatly modified natural environments with sights and sounds of people common. ▪ Interaction between users moderate to high. ▪ Includes facilities for large numbers of people and special activities. 	May include:
Class 5 Developed	<ul style="list-style-type: none"> ▪ Greatly modified urban environments although the background may have natural looking elements (although vegetation may be exotic and heavily managed). ▪ Sights and sounds of people dominate and large numbers of people expected. ▪ Provides opportunities for sport. 	May include: