**Planning worksheet for cultural programs**

Prepared by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Describe the subject of your project. What is/are the place(s), person(s), people group(s), institution(s), physical object(s), idea(s), work(s) of art, cultural expression(s) that you will interpret as part of the cultural program?
2. Who do you hope will engage with, attend, or interact with your cultural program?
3. Who will oversee the project from inception to completion? Please list any relevant experience and credentials as well as job title and organizational affiliation (if any).
4. Who is part of the team? Please list team members relevant experience and credentials as well as job title and organizational affiliation (if any), and what roles they might play in the project.
5. What is the project timeline?

Research:

Preparation:

Production:

Presentation:

1. With appropriate funding, what will you and your project team produce? **Bold** any that apply.

Exhibitions:

* History/heritage panel exhibition (without objects)
* Gallery/museum exhibition (with objects)
* Digital gallery display, kiosk.

Public Presentations:

* Conference for general public audiences
* Lecture for general public audiences
* Panel for general public audiences
* Facilitated conversation for general public audiences

Publications:

* Exhibition catalogue
* Brochure
* Cultural map/Heritage trail guide

Digital Platforms:

* Website
* App
* Searchable digital archive with interpretive content

Documentaries:

* Video: Digital/Film
* Audio: Podcast/Radio

Interpretive Performances:

* Living history
* Spoken word
* Period performance

K-12 Educator Enrichment Programs:

* Continuing Education Seminars
* Web-based resources
1. Now analyze the activities you will complete during the project planning, production, and presentation phases. Note which categories the project activities fall into.

Documentation

Usually occurs at the beginning of a project and can include:

* + gathering materials (through such methods as oral history and video documentation)
	+ mappingsites of local, regional, national, or international significance
	+ recordingcultural forms and expressions (such as live music)
	+ archiving and organizing materials in ways that they can be accessed later
	+ Other (describe):

Interpretation

Presents information from a stated perspective or critically-informed point of view and can be presented in the following forms:

* Interpretive content for documentary script
* Interpretive content for public lectures, panels, conferences designed for the general, interested public
* Interpretive content for publications directed at the general, interested public
* Interpretive content for website directed at the general interested public
* Other (describe):

Reflection

Public programs with meaningful public engagement that allow for community-wide dialogue and the processing of information for social benefit, such as:

* Public forum or discussion with relevant content where content is strategically employed to facilitate conversation
* Experiences (web or analogue) that offer individuals guided personal engagement on important topics using compelling content and strategic questions or productive provocation
* Other (describe):

Representation

A considered statement about the subject of your project presented to the general interested public in a compelling form and according to high professional standards, such as:

* A significant public exhibition
* A significant video/audio documentary
* A significant website
* A significant publication
1. Once you have identified which categories of activity your project components fall into, what do you hope will be the outcomes of each of these activity categories? List them individually.

Documentation

Interpretation

Reflection

Representation

For additional assistance, contact Ohio Humanities program officer, Robert Colby at rcolby@ohiohumanities.org.