Introduction

The objective of the National Woodlands Learning Centre Concept Framework is to establish a future direction for the development of a Learning Centre in Throsby. A part of this process is to identify what we even mean by a Learning Centre, and to establish what would be a good fit for local and tourism audiences.

This document steps through the process we followed to derive an initial concept:
• Taking examples provided, research and case studies to develop workshop talking topics
• An assessment of similar institutions
• A brief outline of potential partner organisation groups
• A broad definition of the target audiences for the centre
• A schematic layout of the learning centre with high level specifications for each space.

We held workshops with Australian University staff, Mulligans Flat staff, ACT Indigenous park rangers and the Mulligans Flat board, and also talked to a range of regional stakeholders about the role of a Learning Centre development. These interviews are summarised in the Workshop Feedback Document.

During this process we developed concept bubbles and reference images of a potential experience and modified and updated this sketch progressively as new ideas emerged, and as interviewees, stakeholders and staff provided input.

The result is a collaborative idea that can be progressed further for market testing and potentially a business case. We have outlined the approach and a suggested methodology for these next steps and also indicated spatial and practical considerations for an architectural brief.
Introduction - Methodology

Overview
The scope of the project is to:
• Develop a conceptual framework that describes what a Woodlands Learning Centre at Mulligans Flat would look like as a full visitor experience
• Develop three phases/stages of interpretation/centre development based on funding available.

Approach
Initial Research and Concepts
Taking the examples and the research brief provided of the types of activities/experiences that a Centre might comprise of, we began with a round of schematic bubble diagrams and reference images from other examples around the world to work as a reference point.

We aimed to identify the scope of the Centre, and what would be involved in concept.

We developed user personas and scenarios for the experience.

Outputs:
• Schematic Outline
• Look and Feel
• Persona examples
• Refine concepts and create early sketches

Based on the workshops we drew up a series of drawings that depict each aspect of the experience. These are line art and are used to describe the function of each space. We also show how the spaces might intersect with each other and with the outdoor experiences – both at the entry and within the sanctuary. These correlate to the key messages and approaches in the sanctuary itself.

We describe these as user journeys based on the personas developed in the earlier phase. This helps visualize the total experience as a visitor might encounter it.

Outputs:
• Sketches of each stage of the user experience
• User Journeys throughout the experience

Concept Strategy
Based on the big vision, we drafted three options for going forward:
• 1.5 Million (approx.) visitor centre
• 2.5 Million (approx.) visitor centre
• 10 Million Plus

Outputs:
• Implementation Strategy
Positioning helps to give design direction, defining an approach to the tone, look and feel of the place. It can also signal the expected intensity of visitor experience, animal management responsibilities and staffing levels.

During the workshops, the majority agreed that the Woodlands Learning Centre would strike a tonal balance between the academic community and general public needs.

Mulligans Flat was perceived to hold a mid way point in the nature-based attractions market. The Learning Centre can offer the consistency and close contact nature of a zoo-type experience balanced with the authentic wilderness experiences of national parks. To take learnings and experiences offered by a range of nature-based attractions as inspiration was positively received.
Introduction - Audience Personas

We have developed a set of user personas for the visitor experience. Personas are hypothetical visitors that each possess a set of goals, motivations and constraints that represent a certain type of visitor. They are useful in the design process as a guide to creating interpretive solutions, stories and visitor flows. They are not intended to be demographics, or marketing segments. Each persona represents a type of user of the product that differs significantly from other user personas in terms of their overall goals, motivations and constraints, e.g. time available.

- **Megan and Justin with Noah and Isla**
  - Local families

- **Anna and Nick**
  - Weekenders (FIT)

- **Jack and Charlotte, Will and Amelia**
  - Learners (Local and Domestic)

- **The Canberra Normal Organisation**
  - Eventers
Audience Personas

Local families
Megan and Justin with Noah and Isla

Profile:
Majority female, 30-40s, 1-2 ECE/Primary kids from Canberra

Duration of visit:
Under 2 hours (whole sanctuary)
3+ visits a year

Motivations for visiting:
Entertainment for kids, exercise, nature experiences for kids

Attraction/interests:
Changeability, quick visits, cost effective (sanctuary pass), safety, and play
Audience Personas

Weekenders (FIT)
Nick and Anna

Profile:
30+, couple, Wellingtonians

Duration of visit:
$\frac{1}{2}$ Day (or potential overnights)

Motivations for visiting:
Australian wildlife experience
(Roos and Echidnas)

Attraction/interests:
Self guided experiences, social and environmentally conscious consumers, lunch, moderate bush walk. Tech Savvy.
Audience Personas

Learners (Local + Domestic)
Jack and Charlotte, Will and Amelia

Profile:
ECE, Primary, Secondary and University students from ACT + Domestic (VIC/NSW primarily)

Duration of visit:
$\frac{1}{2}$ full day (Overnight for domestic)

Motivations for visiting:
Learning experiences outside the classroom, advance curriculum studies

Attraction/interests:
Tailored programme/learning experiences, group activities, hands on 'out in the field' learning. Tech savvy.
Audience Personas

Eventers
The Canberra Normal Organisation

Profile:
Professionals, family and friend parties and community groups. Canberra region.

Duration of visit:
2-4 hours mostly after 5pm.

Motivations for visiting:
Unique location for celebrations or conference

Attractions/interests:
Event space. Programmes (tours and animal visits) relevant to Mulligans. Team building social spaces.
Introduction
These partnership personas represent a variety of groups, organisations and individuals that could have an interest in forming a partnership with Mulligans Flat. In this case, ‘partnership’ is used in the broadest sense, whenever working together results in mutual value (of any kind) to both Mulligans Flat and the partnering organisation.

Partnership Personas

Academic - Australian National University etc.
Key interests: Research, science communication, meetings and events.

Key interests: Co-design of spaces, re-connection to country and traditional knowledge/practices, celebration of culture and arts, record of historical significance.

Public sector - Federal, ACT government, Govt. Departments and Agencies etc.
Key interests: Supporting social, economic and environmental prosperity, community development, tourism, national and statewide initiatives, meetings and events.

Private sector - Small, medium and large organisations e.g. local businesses, banks, food and drink companies etc. (Partnering with like minded commercial operations will be critical).
Key interests: Brand association, community programmes, sustainability, mutual partnership/benefit, meetings and events.

Nature-based attractions/Visitor attractions - National and regional and parks, wildlife parks, zoos, botanic gardens, museums and galleries etc.
Key interests: Networking and knowledge sharing, breeding programmes, industry standards, industry bodies, animal care, visitor experience development, learning programme development, marketing and branding.

Community - Volunteer individuals and groups, restoration groups, community action or activist groups etc.
Key interests: Hobbies, recreation, education and learning, community participation and belonging.
Findings

This document reflects a collection of resources considered in the development of this concept. It is based on feedback from a number workshops and meetings with a variety of stakeholder groups.

Groups worked through each space, describing and defining the kind of experience they provide for the visitor. They also ranked them to prioritise the importance of each space within the centre.

Also taken into consideration is the Woodlands Learning Centre’s place in the nature-based attraction market. Research was undertaken into a range of experiences offered by various visitor facilities. The typical needs/wants of specific audience personas also helped shape the spaces.

It was positive to see all workshop groups and stakeholders relatively aligned with their vision of the Woodlands Learning Centre and its potential.
Concept

Spatial Considerations

Based on the brief we have allocated a set of very broad square metre considerations for each space in the concept. These are obviously rough and need to be worked through with an architectural designer.

<table>
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<tr>
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<th>Spatial Considerations</th>
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- **Concept**
  - **Spatial Considerations**
    - Based on the brief we have allocated a set of very broad square metre considerations for each space in the concept. These are obviously rough and need to be worked through with an architectural designer.
Entry

Size: approx 160sqm

Look and feel:
• Bright, open, revealing expansive views into the sanctuary
• Open area for groups and visitors to gather to organise their visit.
• Welcome to country/Welcome to the sanctuary

Requirements:
• Entry gate/threshold from the residential area into the sanctuary carpark
• Car Parking - 40 car spaces, 3 coach spaces
• Entry atrium (60m2)
• Bookings desk (for Bettong encounters bookings, school visits, sleepovers, retail sales, glamping bookings, event bookings, donations)
• Retail space (approx 60m2)
• Bathrooms/Parents room (approx. 40m2)
• Accessible
• Door counter
Learning Space

Size: approx 80sqm

Look and feel:
- Large, versatile space
- Inviting and welcoming, with reference to the themes of Mulligans Flat
- Balance between creating excitement and allowing focus.

Requirements:
- Storage space for 30 chairs, 6 tables, mats/cushions and learning resources
- Interactive whiteboard
- Flat screen monitor
- Overnight stays - Kitchenette and storage for 60 camp stretchers (20m2)
- Away from loud cafe and playground areas
Destination Cafe

Size: approx 120sqm

Look and feel:
• Themed to reflect the values of Mulligans Flat
• Views out onto the sanctuary
• Indoor/outdoor - potential verandah

Requirements:
• Seating and tables for 40-50 visitors
• Kitchen with cool store
• Serving counter
• Food cabinet/drinks fridge/Ice cream freezer
Nature Play

Size: approx 100sqm - (not in building footprint)

Look and feel:
• Natural materials
• Consider seven senses (sight, touch, smell, taste, hearing, vestibular (balance), proprioception (body position in space))
• Imaginative play, themed on Mulligans Flat (coarse woody debris/Bettong burrows etc.)

Requirements:
• Pond/water play
• Fenced
• Drinking fountain
• Loose materials for fort building
• Seating for parents
• Attached to cafe (parents can watch kids from cafe)
Nocturnal Experience

Size: approx 50sqm - (not in building footprint)

Look and feel:
• Continuation of the sanctuary environment
• Naturalistic habitat

Requirements:
• Outdoor, uncovered space with both full sun and shade
• Housing for 6 Bettongs
• Minimum housing specifications - 15m² for first pair + 50% additional space per male, +25% additional space per female.
• Holding yard for introductions, sick, injured or aggressive animals (approx 12.5m²)
• Minimum 1m high fence, dog proof, either non-climbable, or 500mm inhang, or roofed. A dig/burrowing guard may also be required below ground.
• Seating for small groups of visitors (up to 10 people) - log rounds or natural materials.
• Naturalistic furniture and planting - a continuation of the sanctuary environment. Water source (drinkers), shelter etc.
• Variety of substrates for digging/burrowing.
• Must fulfil the 5 Domains of Animal Welfare.
Storytelling Space

Size: approx 50sqm

Look and feel:
• Introduction/portal to the sanctuary
• Aboriginal storytelling
• Linked to the outside campfire space for Indigenous and night time storytelling
• Orientated to connect with the sanctuary environment
• Open enough to be used as an event space

Requirements:
• Controlled lighting and sound
• Interactive, projected wall displays
• Self guided, but a place that can support rangers/guides/hosts
• Events space
• Display systems/Rotatable exhibitions/easily updateable content
Grub hub / Laboratory

Size: approx 30sqm

- Closely linked to the learning space - used as a mess space for looking and plant and animal material, also messy arts and crafts.
- 1-2 large work tables/benches
- Flexible space
- Hand washing and wash down facilities
- Easy clean spaces - draining floor, hard washable surfaces
- Under bench/table storage for resources
Corporate Centre

Size: approx. 150sqm

Look and feel:
• Flexible, open space, capable of various configurations
• Views of the sanctuary

Requirements:
• Space to set up tables and chairs - meeting style or conference style
• Approx. x6 folding tables, x50 stackable chairs
• AV equipment - projector, screen, microphone, lectern
• Indoor/outdoor access
• Away from loud cafe and play areas
Sanctuary Experience

Size: approx 200sqm - (not in building footprint)

Look and feel:
• Wilderness experience with comforts of home
• Serenity - sense of ‘getting away from it all’.

Requirements:
• Approx 10 wooden platform tent sites (approx 16.5m2 each)
• Each tent fitted out with queen bed, seating, small table
• Campfire pit
• Toilet block - approx. x2 unisex. (x2 showers if possible).
• Picnic table style for communal dining
• BBQ area/food prep table
Other Considerations

Not normally part of the visitor experience design, these considerations are important to capture. They will require a business case to determine the spaces that are needed and size of the facilities required.

**Offices/Operational space/facilities**
- Offices for sanctuary staff
- Hot desking suite for Indigenous Rangers, ANU staff/students and other partner organisations.
- Kitchenette, washroom and break room.
- Storage space for operational equipment (possibly as large as a quad bike and electric bus).
**Persona**

**Journeys 1**

**Scenario:** National Woodlands Learning Centre

Nick and Anna

*Weekenders*

**Time:** Overnight stay

The scene shows how Nick and Anna might experience the Woodlands Learning Centre on their holiday to Canberra.

**Scene 1:**
Anna and Nick catch up for lunch at their favourite Wellington cafe. It’s been a busy work week and both are ready for a break. While they chat, Anna is reading an article by Visit Canberra in the Weekend Magazine. She suggests investigating going there for something a bit different.

**Scene 2:**
Back at work, Nick takes a couple of moments to Google things to do in Canberra. He likes going for bush walks, so the Mulligans Flat website jumps out. The idea of a night in the bush with kangaroos, wallabies and echidnas is too much. He books a night glamping as a surprise for Anna.

**Scene 3:**
Nick and Anna found it easy and affordable to get to Canberra on the Singapore Airlines flight. The felt they could have a mini break, a long weekend, both taking the Friday and Monday off work. Anna is looking forward to having a drink with an ex-colleague who recently moved to the Aussie capital.

**Scene 4:**
They stay the first night in town and after a lazy morning, they make their way out to the Woodlands Learning Centre. It’s mid afternoon, so they have plenty of time to have afternoon tea at the cafe, explore the storytelling space and take a short stroll into the sanctuary. It’s the first time she has heard of a bettong and Anna mentions how much she would love to see one.

**Scene 5:**
When Anna suggests they go, Nick reveals his surprise. Minutes later, they are met by a ranger/host who explains the plan for their night ahead. They gather in the beautiful entry atrium of the Learning Centre with other excited guests. Transport picks them up and takes them out to their camp for the night.

**Scene 6:**
An hour ago they were in town, now it feels like the outback wilderness. Nick can hardly focus on the dinner the outback chef has prepared, spotting kangaroos jumping past the campsite is too distracting. It is a great place to be as the sun sets.

**Scene 7:**
After dark, Nick and Anna are taken for a spotlight tour by their host. Anna can’t believe that only this afternoon she was introduced to the illusive bettong, now she gets to see one in the wild. The dark transforms the place, it’s full of all kinds of life, along with two kiwis both excited and nervous about what’s out there.

**Scene 8:**
Both have a great sleep. It is so quiet out there and the accommodation is really comfortable. On the host’s recommendations, they set an early alarm and get up to watch the sunrise. Sitting there, they both appreciate this wild place, and know it will be a memory they will take with them. A great place to be, just what they needed.

**Scene 9:**
Nick has to share his experience with his friends. He posts a series of photos he has taken on his Instagram account, tagging Anna and Mulligans Flat. There is a comment from a friend saying ‘Wow, is that Canberra? Will have to check it out!’.
Persona
Journeys 2

Scenario: National Woodlands Learning Centre

Megan, Justin, Noah and Isla
Local Family

Time: 2-3 hours

The scene shows how local family Megan and Justin, and their kids might experience the Woodlands Learning Centre.

Scene 1:
Megan and Justin have just moved to Throsby. Their kids are young, so they wanted to move to a safer community, near a lot of nature, away from the hustle and bustle of the city. A couple of their friends live in nearby neighbourhoods too, which is another big draw.

Scene 2:
Two weeks later, Megan is on the phone with Lauren. They organise a catch up and to take the kids out for an adventure. It’s an easy choice, they’re off to the Woodlands Learning Centre...

Scene 3:
Megan is on the phone to her friend Lauren. Now that they are all moved in, Megan is keen to catch up with her friends for coffee. Lauren, who lives in nearby Fyshia, suggests they meet at the “really nice cafe at the Woodlands Learning Centre, it’s good coffee and kids can muck around on the playground”.

Scene 4:
Its an easy walk down to the Learning Centre for Megan and her kids, Noah and Isla. Megan knew Throsby was on the doorstep of Mulligans Flat, it’s one of the reasons they moved, she was excited to finally have an excuse to check it out.

Scene 5:
Megan and Lauren keep an eye on their kids as they explore the natural playground. Noah is rowdy, he plays by running around, climbing and jumping from log to log. Isla has a more considered approach, spending time constructing a fort out of sticks, gum branches and pretending to be a bettong.

Scene 6:
When the kids were playing they spotted a kangaroo in the sanctuary and nagged Megan to take them to find more. Megan stops past the entry desk to get a map and some advice on a short walk. The ranger/host helpfully shows her a map on the mobile website and encourages a visit to the storytelling space and retail.

Scene 7:
Megan knows the kids are starting to fade, so a quick walk is all they can handle. On their stroll they come across roos and wallabies, which is so exciting for Noah and Isla. Megan uses the interpretive panels to explain to the kids about the wildlife.

Scene 8:
At dinner, Justin asks Noah and Isla about their adventures at Mulligans Flat. They are so excited, they tell him about the playground, roos and bettongs. Megan comments about how happy she is to have moved so close to such an amazing place. She goes online and joins up as members to show their support.
Option 1

$1.5M funding available

Total size (excludes carpark): Approx 170sqm
Car park: 20 cars, 1 coach

- Entry space = 105m² (reduced retail, toilets and entry space)
- Learning space = 65m² (reduced kitchenette)

All schematic layouts are based on:
Building square metre rate = AUD$7000/sqm
1 x car park = AUD$15k
1 x coach park = AUD$30k

Based on the brief we have allocated a set of very broad square metre requirements and specifications, as above. These are obviously rough and need to be worked through with an architectural designer. Square metre requirements can be scaled up or down depending on secured funding.
Option 2

$2.5M funding available

Total size (excludes carpark): Approx 285sqm
Carpark: 30 cars, 2 coaches

• Entry space = 110m² (reduced retail space)
• Learning space = 75m²
• Cafe = 100m² (reduced cafe space)

All schematic layouts are based on:
Building square metre rate = AUD$7000/sq.m
1 x car park = AUD$15k
1 x coach park = AUD$30k

Based on the brief we have allocated a set of very broad square metre requirements and specifications, as above. These are obviously rough and need to be worked through with an architectural designer. Square metre requirements can be scaled up or down depending on secured funding.
Option 3

$10M+ funding available

Total size: Approx. 850sq.m (excludes - picnic area and glamping)
Car park: 40 cars, 3 coaches

All schematic layouts are based on:
Building square metre rate = AUD$7000/sq.m
1 x car park = AUD$15k
1 x coach park = AUD$30k

Based on the brief we have allocated a set of very broad square metre requirements and specifications, as above. These are obviously rough and need to be worked through with an architectural designer. Square metre requirements can be scaled up or down depending on secured funding.
Next Steps

**Audience testing**
The ideas presented in this document should be tested with potential audience personas. The feedback gained can be used to further refine the intent of this document.

**Business case**
The business case can inform the scale of spaces, staffing requirements and other specifications related to the design of the Woodlands Learning Centre.

**Implementation**
This document acts as a briefing document for an architect to develop concept designs.

**Branding and marketing**
- **Name** - Flagged in the workshops was a piece of work around the name of Mulligans Flat, this would be best worked alongside local Indigenous groups.
- **Marketing** - A marketing plan for Mulligans Flat should be developed to establish approaches and channels for the promotion of the Woodlands Learning Centre and sanctuary as a whole.
- **Values** - Organisational values should be established before this work, providing direction for agencies.

**Interpretive space design**
- A more detailed framework and concept is required to develop the storytelling space within the Woodlands Learning Centre. Working with a range of stakeholders, this process would define the appropriate themes and storylines for the space, as well as identifying the right communication channels and interpretive media.

**Interpretive programmes design**
- Interpretative programme co-design. Mulligans Flat team, Indigenous rangers, and Locales work together to develop message driven, story-based programmes - tours, sleepovers, talks/presentations, glamping package, learning sessions (traditional or enquiry-based learning), customer experience/front of house service, training and evaluation packages.
Appendix 1 - Workshop Findings
Introduction

This document represents the halfway point of an approach to create a concept for a National Woodlands Learning Centre at Mulligans Flat.

It is a workshop document and the ideas presented here are for discussion. Once we have received feedback we can review and refine the spaces, then test with potential audiences and develop a strategy for implementation of the concept framework.
Introduction - Methodology

The scope of the project is to:
- Develop a conceptual framework that describes what a Woodlands Learning Centre at Mulligans Flat would look like as a full visitor experience.
- Develop three phases/stages of interpretation/centre development based on funding available.

Approach

Initial Research and Concepts
Taking the examples and the research brief provided of the types of activities/experiences that a Centre might comprise of, we begin with a round of schematic bubble diagrams and reference images from other examples around the world to work as a reference point to workshop the concepts.

We are aiming to identify the scope of the concept, and also what would be involved in concepts.

Outputs:
- Schematic Outline
- Look and Feel
- Persona examples

Refine concepts and create early sketches
Based on the workshop we will draw up a series of drawings that depict each aspect of the experience. These are line art at this stage and are used to describe the function of each space.

We also show how the spaces might intersect with each other and with the outdoor experiences – both entry and into the sanctuary.

We will ensure that these correlate to the key messages and approaches in the sanctuary itself.

We describe these as user journeys based on the personas developed in the earlier phase. This helps visualize the total experience as a visitor might encounter it.

Outputs:
- Sketches of each stage of the user experience
- User Journeys throughout the experience

Concept Strategy
Based on the big vision, we will draft two options for going forward:
- 2.5 Million (approx.) visitor centre
- 10 Million Plus

Outputs:
- Implementation Strategy

Suggested Timeframes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Dates</th>
<th>Resources</th>
<th>Time</th>
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<tbody>
<tr>
<td>Research and Concept Outline</td>
<td>November 15-December 10</td>
<td>Concept Director, Concept Developer, Project Manager</td>
<td>2 weeks</td>
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<tr>
<td>Workshop</td>
<td>December 15-16</td>
<td>Concept Developer, Concept Developer, Project Manager</td>
<td>2 days</td>
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<tr>
<td>Refine concepts and create early sketches</td>
<td>December 19-January 30</td>
<td>Concept Developer, Concept Developer, Project Manager, Designers</td>
<td>2 weeks</td>
</tr>
<tr>
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<td>Concept Developer, Project Manager, Designer</td>
<td>2 days</td>
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</table>
Learning Centre Elements - Before

- Before
- NOCTURNAL HOUSE
- LEARNING CENTRE
- STORYTELLING SPACE
- ENTRY
- CARPARK
- SANCTUARY
- WETROOM/LAB
- INDOOR/OUTDOOR NATURE PLAY
- SANCTUARY
- INDOOR/OUTDOOR NATURE PLAY
- CAFE
- SANCTUARY
- INDOOR/OUTDOOR NATURE PLAY
- Entry
- CAFE
- INDOOR/OUTDOOR NATURE PLAY
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- CAFE
Learning Centre Elements - Suggested approach after workshop

- NOCTURNAL EXPERIENCE
- CORPORATE CENTRE
- LEARNING CENTRE
- WETROOM/LAB
- CAFE
- INDOOR/OUTDOOR NATURE PLAY
- STORYTELLING SPACE
- SANCTUARY
- ENTRY
- OFFICES OPERATIONS FACILITIES
- CORPORATE CENTRE
- CARPARK
General Findings

General commentary
In December, workshops were held to conceptualise spaces for the Woodland Learning Centre. As well as this, presentations were given to key stakeholders e.g. Chair of Woodlands and Wetlands Trust and Visit Canberra.

It was positive to see all workshop groups and stakeholders relatively aligned with their vision of the Woodland Learning Centre and its potential. Two spaces not originally considered came up for discussion, the functional area and corporate centre. No areas were dismissed from consideration.

During the workshops, the positioning of the learning centre was discussed. The majority agreed that the Woodland Learning Centre would strike a balance between the academic community and general public needs.

Mulligan’s Flat was perceived to hold a mid way point in the nature based attractions market. The consistency and close contact nature of a zoo- type experience balanced with the authentic wilderness experiences of national parks. To take learnings and experiences offered by a range of nature- based attractions as inspiration was positively recived.

Indigenous commentary
Strong themes of authenticity, empowerment, reconnection and opportunity came from the Indigenous workshops. They also reinforced that Aboriginal stories need to be considered as living culture, over heritage stories.

A policy of practical engagement was looked on positively. This means that rather than general concept opinions being sort from the Aboriginal community, they would be encourage to take ‘ownership’ over sections of the learning centre development and/or in-sanctuary experience.
General Findings

Entry
All agreed that an entry place was a given. It is a significant space within the Woodlands Learning Centre, that creates a sense of place and transitions visitors from the urban space into the sanctuary. The ‘entry experience’ will encompass the carpark and the drive through Throsby to the sanctuary. The Indigenous workshop group talked about an authentic Welcome to Country by local elders - reconnecting to land.

Nocturnal House
A lot of discussion on this space in the Learning Centre workshops. There is a general feeling that this won’t be a typical ‘zoo like’ nocturnal experience (passive/behind glass). More likely is an open air habitat to house the hand-raised Bettongs currently at ANU. The habitat would be set up for small groups to enter for a twilight experience. As well as this, the animals would be presented to visitors by Rangers throughout the day.

Learning Centre
The learning centre is a popular space. Most discussion pointed to a multi purpose, flexible space that could accommodate a range of activities, group types and ages. There is running themes of finding balance between science, arts and culture learning experiences. The opportunity to run night time activities/sleepover programmes is a popular idea.

Wetroom/Lab
A general move away from a space with lots of specialised equipment and traditional lab type activities. This space is described as a room for ‘making a mess’. Scientific discussions/activities, necropsy, and arts and crafts which might require the space to be washed down afterwards.

Cafe
There is a lot of support for a destination cafe. It would be one of only a few cafes in the area. It will be seamlessly integrated into the experience. Themes of sustainability, healthy food and authentic Indigenous food/employment opportunities were common in the workshops. Decisions still need to be made as to if this would be run by the trust or by contract.

Storytelling Space
The storytelling space is discussed as a small scale, targeted experience. It is focused on interactivity, a portal to the sanctuary, a place supporting guides/hosts and an indoor/outdoor connection. A campfire theme emerged which is especially important for Indigenous storytelling, but would have a range of uses.
General Findings

**Indoor/outdoor nature play**
Another well supported idea. Most coupled the nature play with the cafe experience as they seem a logical fit. The space will use natural structures and materials. Simple by design, it will encourage imaginative play and developmental learning.

**Sanctuary Experience**
Workshop participants saw the value in setting up a Glamping type of experience. Not only for the learning objectives it hits, but the opportunity to generate revenue also appeals. While seasonality may play a role, most thought it would be simple to set up and could enable other activity in the sanctuary.

**Functional Areas**
Not typically part of the visitor experience, but important to capture is the service areas. The types of space discussed are offices for sanctuary staff, indigenous rangers, ANU students/staff and other partners. As well as this, there will be storage for operational equipment (possibly a quad bike and electric bus) and learning resources.

**Corporate centre**
This would be an attraction for the Canberra business community, government services and the university. It would be a multi-purpose flexible space for meetings, small conferences and corporate retreats. It was felt that a centre like this would need to be backed up by a quality food and beverage facility.
ANU staff workshop
Thursday 15th December

Entry
• Secular wedding/atrium
• Ability to count visitor metrics
• Entrance begins early in the experience [from suburb/carpark etc.]

Nocturnal house
• Cater for informed/interested adults
• Be Careful! Don’t undermine the real sanctuary experience
• Nocturnal “Experience”?
• Complement not detract from the main experience

Learning space
• Public policy - international + domestic
• International with policy makers/decision makers
• Definitely need school groups accommodated
• Flexible space - post grad short course - also for primary students
• Integration ‘vibe’ created

Wetroom/Lab
• ‘Centre for Dialogue’
• Visiting academic experience
• Must be functional enough for people to work there (instead of at home institution)
• Visual to all - some level of interaction to engage students/public in research
• International students - short courses
• Intro to uni research life - high school (yr 11-12)
• Short course/summer students/international

Cafe
• Picnic hampers
• Osmosis of message for casual visitor
• Need to have commercial kitchen for larger functions
• Needs to be able to support functions
• Part of creating ‘arrival’ - something happening

Storytelling space
• Underpinned by academic
• Outside mini-sanctuary
• Innovative #sci community space
• Night time activity for primary school groups - & camping?
• Engage visiting kids in evening

Nature play
• Just logs, rocks and ponds
• Need a kid area near the cafe, but the whole sanctuary is a play space
• Imaginative play with props
• Enquiry based learning - child maker space
• Wild play - more options for suburban kids
• Mums + bubs groups - cafe to cater also.

Sanctuary Experience (Glamping)
• Quiet, natural but visible
• Don’t forget walkers, bikers. It is a big area

Corporate centre
• Flexible, multi-purpose meeting/lecture theatre
• Maybe more of a meeting space
• Dynamic, large space - weddings, gala dinners, retreats for public servants
• Community meeting rooms/corporate events
Mulligan’s Sanctuary staff workshop
Thursday 15th December

General comments
• All open and connected with the outside
• Arts/craft space

Entry
• Multi-purpose, for sleepovers
• Shop
• Earthy, timber, plants
• Wow factor, multi-purpose

Nocturnal House
• Animal housing
• Don’t take away from seeing the wild animals
• Nocturnal ‘expose’ outside
• Exhibition and cultural

Learning Centre
• Schools/Uni/Conferences/Conservation Ed/Events
• Formal and informal learning
• Mobile activity teaching science methods for inside the sanctuary and outside
• Can use for events
• Multi-purpose for sleepovers
• Wayfinding, simple intro area

Wetroom/Lab
• Multipurpose
• For kids, uni, ELT
• Science lab

Cafe
• Big and eco-focused
• Fancy coffee
• Enviro vibes/earthy
• Mad coffee
• Own destination
• Really good food/big veranda

Storytelling Space
• Cultural space - music performances - films etc.
• Interactive discovery experience
• Versatile exhibition space
• Self guided, gives content but still want more...to explore
• Themes - extinction, active conservation (research and land management)
• Multi-purpose, weddings, conference
• Dedicated staff member for engagement (face to ace interactive as opposed to signs)

Indoor/outdoor nature play
• Connected sanctuary experiences
• Reflects Animal structures (ecology/landscape)
• Natural + Imaginative + Educational

Sanctuary Experience (Glamping)
• Hand hold through a wild experience
• Wild & accessible

Appendix 1 - Workshop Notes
Appendix 1 - Workshop Notes

Aboriginal Rangers workshop
Friday 16th December

General Notes
• Missing link to the whole concept = Local Aboriginal community involvement
• Connect to Country (not just Heritage)
• Mulligan’s flat currently concentrates on animal species but the sanctuary could be a platform for the Aboriginal community to be acknowledge, involved. Connecting and benefiting from (economically too).
• Check Voyages for funding/training partnership with Aboriginal community (Home Valley (Kimberley), Mossman Gorge and Uluru as examples)
• Ngunnawal knowledge, philosophies in architecture and design
• Re-establishing and continuing culture and connection
• Story, knowledge, arts, ceremonies, gathering, camping, languages, totems
• Ngunnawal art throughout - to create connection, acknowledgement of local people and culture.
• Culture Centre Keeping Place?? Needs further discussion with elders
• How can Aboriginal/Ngunnawal perspectives, knowledge and philosophies be the driving concept in all aspects of the learning centre?
• A place of cultural sharing, practicing, transferring, being, seeing, feeling, healing

Entry
• Shop? Need to ensure there are local Aboriginal products and a policy around this.
• Natural products
• Ngunnawal language should be used throughout
• Bring people back through symbolism - in time
• Consider dual naming of Mulligans (with a Ngunnawal name) or incorporate language in all the buildings and trails.
• Welcome to Country in language and media of local Elders speaking as you enter - with sounds (not didg) = see what National Museum did.
• Different family groups e.g. National Museum

Nocturnal house
• Sandy - space to see Aboriginal dance and ceremonies
• Amphitheatre open space (with a roof for interp + campfire
• Bogong Moth story as part of the nocturnal

Learning space
• Hands on
• Interactive
• Comedy

Wetroom/Lab
• Workshop for Aboriginal business/people to be based at and run woodworking/workshops/sell things
• Water process, reeds

Cafe
• Make it an Aboriginal owned cafe/themed food. There are Aboriginal businesses interested
• Employment opportunities - cafe, interps
• Aboriginal suppliers/business owners
• Do not make it “bush tucker” if it is not run by Aboriginal business/people
• Bush food tasting
• Grow your own produce

Storytelling space
• Spaces along pathways for native (indigenous) plantings appropriate to cultural interpretation. Opportunity for Murubug (sp?) rangers and local Elders
• Artifact scatters
• Stone knapping
• Local creation stories
• Art
• Reviving a lost landscape
• Recording
• Move away from writing
• Barefoot track (link people to animals)
• Tribute sites
• Ochre sites

Nature play
• Natural play area
• Bush toys

Sanctuary Experience (Glamping)
• Cultural burns, cool backing fire
Appendix 1 - Workshop Notes

Mulligan’s Flat Sanctuary Trust Board
Friday 16th December

Entry
- Entry - utilise technology
- Entry Carpark Suburbia
- ‘The Gateway’
- Bringing the outdoors indoors
- Approach from road indicating ‘you have arrived’
- ‘Gateway’ physical, psychological, learning

Nocturnal House
- Cryptic animals not seen on tours
- Small animal displays
- Nocturnal Experience ‘sit w/Bettongs’
- Entry - utilise technology
- Not so much a house, more an experience thru MF/G
- Must have a nocturnal experience at WLC - if not a ‘house’
- Cryptic animals not seen on tours
- Multiple Uses

Learning Centre
- Frog Call identification
- Outdoor learning/performative space
- Theatrette - multimedia - talk - other, users/clubs
- How to cater for multi-media presentations if no theatre?

Cafe
- Interpreters with play area
- Colocated play (2)
- Cafe - point of difference/theme/environment
- Ethical Food
- Indigenous business/training opp
- Showcase regional food - low mileage

Wetroom/Lab

Storytelling Space
- Pathways for community stories - innovation + change
- A process for constant + regular Indigenous engagement
- Outdoor/indoor shelter/fire
- Indigenous connection to ‘country’

Indoor/outdoor nature play
- Commercial outcomes - balanced with values alignment
- Use open space ava???? Closed facility - then open 24 hrs + Atn ???
- Connection between nature play + cafe
- Nature Play natural materials
- Combined cafe/nature play space

Sanctuary Experience
- Night hide?
- Adventurous + challenging [one-off experience]
- Facilitated learning through recreation experiences
- Language variation to capture landscape values
- Time/space: season, 24 hr cycle, near to a tour from Centre, ground -> tree top
- Electric Bus - in long term
- Camping - logistics + suitable low impact site
- Private functions in place “outdoor venue”
- Glamping at Woolshed or off Fed. H’way?
- Users - alignment with our values
- Quietness?

Functional Areas
- Back of house, Quad bike, Bus storage
- Offices for indigenous rangers, friends of MF

Corporate centre
Additional Space
Corporate Retreat Space