

Tour Guide Training

Module 3: Interpretive Skills

Trainer Guide

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Introduction

Welcome to Tour Guiding Course – Module 3: Interpretive Skills. The purpose of this guide is to provide you, the trainer, with guidelines about the presentation and learner support requirements for the module. This Trainer's Guide will enable you to plan, prepare, deliver and evaluate this module.

Course Duration

This is a 7-hour module.

Target Audience

The following should attend this course:

- Existing tour guides
- New tour guides

Learning Outcomes

At the end of this course, the learner should be able to:

- Use the interpretive approach to tour guiding
- Use various type of interpretive activities and techniques with different tour topics and commentaries
- Apply a process to planning, delivering, reviewing and revising interpretive activities
- Use resources to organise and manage interpretive activities
- Get organised for delivering activities by using a file, an activity template and other resources
- Plan according to theme/topic, audience, methods to use, logical structure, content and logistics
- Prepare and present interpretive activities in the field
- Review and revise interpretive activities

Resources Required

In order to teach this course, please ensure that you have the following available:
The specific resources needed for each topic are listed in the lesson plans.

Resource	Quantity	Remarks	In kit?
GENERAL/ADMINISTRATION			
Trainer Guide			
Attendance Register			
Learner Evaluation Form			
PowerPoint presentation			
Projector			
Media pointer			
Whiteboard or flipchart with paper			
Whiteboard markers			
Permanent markers			
PARTICIPANT STATIONERY: OPTIONAL			
Pens			
Notebooks			
MATERIALS FOR EXERCISES			
Activity 1: props and resources			
Activity 5: props and resources for demonstration			
Activity 6: senses activity materials			
Activity 8: video clip			

Preparation Notes:







Before the training starts, make sure you have the following available, ready and prepared:

1. **Attention-getting activity:** prepare a demonstration interpretive activity for the Attention-Getter first activity.
2. Make sure you have the props and resources needed to make it a good demonstration.
3. **Demonstration:** Develop and prepare for a short demonstration to show the participants. Make sure the demonstration has something interesting to do and something interesting to tell. Examples can be anything such as how to use a piece of equipment
4. **Video:** set up the hyperlink to the airline safety video, and test that the link is working.
5. **Sensory activity:** prepare a short sensory activity that involves at least 3 senses. Make sure you have the props and resources to deliver the activity properly.
6. **Activities file:** get and put together a file of interpretive activities. *You cannot demonstrate this unless you have a real one of your own!*

Facilitator’s Checklist

Action	Complete
1. Go through the presentation, together with this facilitator guide, making sure that you know the content and can teach it.	
2. Familiarise yourself with the Learner Guide.	
3. On the day of the training, ensure you have the attendance register and know who is attending. Make sure you have Learner Guides Make sure you have all the necessary hand-outs.	
4. Prepare your resources, set up your hyperlinks, etc. before the course	
5. Prior to the start – set up the classroom and have your Learner Guides available to hand-out. Set up the presentation.	

Training programme

Time	Content	Timing
08.00 – 8.20	Welcome <ul style="list-style-type: none"> Participant attendance register Module overview  Slides 1 - 3 Module overview and introduction Activity 1: Interpretive activity demonstration	20 min
08.20 – 10.00	Topic 1: What is interpretive guiding?  Slides 4 - 49 Activity 2: Voice Techniques practice Activity 3: Storytelling practice Activity 4: Identify games to play with tourists Activity 5: Conduct a demonstration Activity 6: Conduct a senses activity	165 min
10.00 – 10.15	Break	
10.15 – 11.30	Continue Topic 1	
11.30 – 11.40	Topic 2: Get organised  Slides 50 - 54	10 min
11.40 – 12.00	Topic 3: Develop an interpretive activity  Slides 55 - 95 Activity 7: Identify types of activities for different topics	90 min
12.00 - 1300	Lunch Break	
13.00 – 14.00	Continue Topic 3	
14.00 – 15.30	Topic 4: Present interpretive activity  Slides 96 - 126 Activity 8: Personal style: Video clip Activity 9: Role play of presenting an Interpretive Activity: Tamarind talk and tasting	100 min (can go through tea break with Tamarind Activity)
15.30 – 15.45	Break	
16.00 – 16.30	Topic 4: Review and Revise interpretive activities  Slides 127 - 133 Activity 10: Questions to review and revise an activity	30 min
16.30 – 16.40	Closure: Assignment discussion: prepping an activity	10 min

Module introduction

Training instructions: Module Introduction	Time: 20 min
	Slides: 4
Teaching Methods	Resources
Present Slide 4 and briefly explain the content of the module: <ul style="list-style-type: none"> • Topic 1: What is Interpretation? • Topic 2: Get Organised • Topic 3: Develop an interpretive activity • Topic 4: Deliver an interpretive activity • Topic 5: Review and revise an interpretive activity 	Time: 2 min

Topic 1: What is Interpretation?

Training Content: Topic 1: What is Interpretation?
<ol style="list-style-type: none"> 1. Definition of interpretive guiding 2. Subjects that interpretive guiding/activities focus on 3. Types of interpretive activities <ol style="list-style-type: none"> a. Using different voice techniques b. Story telling: <ul style="list-style-type: none"> • Types of stories and sources • How to tell a good story c. Games: <ul style="list-style-type: none"> • What to do • When and where d. Demonstrations <ul style="list-style-type: none"> • Preparing • How to do it e. Sensory awareness exercises <ul style="list-style-type: none"> • Where to use • How to do 4. Props and resources <ol style="list-style-type: none"> a. How to use them

Training instructions: Topic 1: What is Interpretation	Time: 165 min
Teaching Methods	Slides: 4 - 49
	Time and Resources
<p>Activity 1: Interpretive Activity Demonstration Time: 10 min</p> <p>Prepare an interpretive activity that will serve to show the participants how amazing interpretive activities can be. Use some props for the activity. Choose the activity from the range of types of activities</p> <p>Your challenge is to make sure that you are presenting a really good example of an interpretive activity that will inspire and motivate the participants to want to do activities of that quality.</p> <p>Debrief by asking the questions and have a discussion:</p> <ul style="list-style-type: none"> • What was different about this compared to just talking? • How did you feel as a participant in the activity? • How will tourists feel about activities like this? <p>During the discussion, guide the participants to come to the conclusion that activities like this add a lot of value, interest and fun for both the tour guide and the tour participants.</p>	<p>Time: 10 min</p> <ul style="list-style-type: none"> • Whatever resources needed for the activity
<p>Interpretive Guiding Introduction</p> <ol style="list-style-type: none"> 1. Present the slide with the question: What is interpretive guiding? 2. Get some answers from the participants and see if they can come up with an answer. 3. If they struggle with the concept, ask them a few questions to lead their thinking – e.g. “Your job is to inform and entertain – how can interpretive guiding help you do this?” 4. Show the slide with the explanation and the definition of interpretive guiding. 5. Stress that interpretive guiding has 2 objectives: <ul style="list-style-type: none"> • To inform • To entertain 6. Discuss the elements of interpretive activities 7. Show the topics that interpretive guiding can be applied to 	<p>Time: 10 min</p> <ul style="list-style-type: none"> • Slides

Training instructions: Topic 1: What is Interpretation		Time: 165 min														
		Slides: 4 - 49														
Teaching Methods		Time and Resources														
<p>8. Explain the reasons why we use interpretive guiding methods</p> <p>9. Show the slide “When do you use interpretive activities?”</p> <p>10. Explain that it does not matter if they are working for a travel agent/DMC, tour operator, or they are developing and delivering their own tours, they will still have to develop, practice, present and review their own interpretive activities.</p>																
<p>Encouraging people to participate in activities</p> <p>Explain that there can be a risk to tour members doing certain activities, and you have to manage the risk! Sometimes guests can be very scared or shy to try something new because:</p> <ul style="list-style-type: none"> • looking silly in front of other people; • getting sick; or • getting hurt; <p>You can use the PICKLES model to deal with this!</p> <table border="1"> <tbody> <tr> <td>P</td> <td>Prepare: prepare the tourists for the activity: tell them what is going to happen and what it is about</td> </tr> <tr> <td>I</td> <td>Interaction: talk to them to encourage them to take part in the activity</td> </tr> <tr> <td>C</td> <td>Choice: give them choice – encourage, but don’t force!</td> </tr> <tr> <td>K</td> <td>Knowledge: give great information during the activity to reassure them</td> </tr> <tr> <td>L</td> <td>Local: should be an authentic local experience that is exciting and interesting to do</td> </tr> <tr> <td>E</td> <td>Evoke emotion: try to touch the heart and soul with a special activity</td> </tr> <tr> <td>S</td> <td>Sum up: afterwards, talk about how they felt about the activity, both the guide and the traveller</td> </tr> </tbody> </table>		P	Prepare: prepare the tourists for the activity: tell them what is going to happen and what it is about	I	Interaction: talk to them to encourage them to take part in the activity	C	Choice: give them choice – encourage, but don’t force!	K	Knowledge: give great information during the activity to reassure them	L	Local: should be an authentic local experience that is exciting and interesting to do	E	Evoke emotion: try to touch the heart and soul with a special activity	S	Sum up: afterwards, talk about how they felt about the activity, both the guide and the traveller	<p>Time: 5 min</p> <ul style="list-style-type: none"> • Slide on PICKLES
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<p>Interpretive activities: methods</p> <p>This is the fun part where you get to look at the different types of interpretive activities that you can use in the field.</p>		<p>Time: 5 min</p> <ul style="list-style-type: none"> • Slides 														

Training instructions: Topic 1: What is Interpretation	Time: 165 min				
	Slides: 4 - 49				
Teaching Methods	Time and Resources				
<p>Show the slide that presents the 5 different techniques that can be used. There are more techniques, but we will focus on these main ones in this training.</p> <p>Note that some of these techniques can be used together at the same time, for example:</p> <ul style="list-style-type: none"> • Different voice techniques + story-telling • Demonstrations + sensory experiences 					
<p>Different voice techniques</p> <ol style="list-style-type: none"> 1. Present the slide with the different voice techniques: 2. Demonstrate each one as you mention them: <ul style="list-style-type: none"> • Speed: speed-up-your-voice-in-an-excited-way-to-demonstrate-using-a-fast-speed; slow....down....your....voice....to....demonstrate....a slow....speed • Pause/stop: tell a sentence and somewhere in the middle so that participants really pay attention and want to hear what you are going to say next. • Volume: speak in a loud whisper to emphasise how volume can create interest, then say something LOUDLY to show the contrast. 3. Explain that just using your voice can add a lot of interest to your commentaries and what you are saying and doing. 4. Emphasise that their voice is their most important tool and they must learn to use it effectively! 5. Mention that this is a technique that can be used with the other techniques, especially storytelling. 	<p>Time: 30 min</p> <ul style="list-style-type: none"> • Slides 				
<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="183 1495 781 1533"> Activity 2: Voice Techniques Practice </th> <th data-bbox="781 1495 1097 1533"> Time: 20 min </th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="183 1533 1097 1875"> <p>Everybody must take a turn to use voice techniques to say the following sentence:</p> <p><i>“Suddenly there was a loud clap of thunder, but after that, everything was quiet and still, waiting for the rain.”</i></p> <p>Use speed, volume and stops to make the sentence effective!</p> </td> </tr> </tbody> </table>	Activity 2: Voice Techniques Practice	Time: 20 min	<p>Everybody must take a turn to use voice techniques to say the following sentence:</p> <p><i>“Suddenly there was a loud clap of thunder, but after that, everything was quiet and still, waiting for the rain.”</i></p> <p>Use speed, volume and stops to make the sentence effective!</p>		
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Training instructions: Topic 1: What is Interpretation		Time: 165 min						
Teaching Methods		Slides: 4 - 49						
		Time and Resources						
<p>Facilitate the activity:</p> <ol style="list-style-type: none"> Each participant must have a turn to say the sentence on the slide. Or they can say their own sentence. They must use their voice techniques to make the sentence interesting. If they are not good at it, coach them and give feedback, let them try again until they have the idea of how to use their voices better. 								
<p>4.</p> <p>Storytelling</p> <ol style="list-style-type: none"> Emphasise that much of what a guide does is tell stories! We need to be good storytellers in order to keep the interest of our tour participants. Explain <ul style="list-style-type: none"> why we tell stories types of stories – so that participants get an idea of what stories can be used in tour guiding where good stories can be found – e.g. book on Lao folktales Tips on how to tell stories: demonstrate these tips as you tell them – there is a lot more information in your Trainer Manual – make sure you read and understand these, and can talk about them when telling and showing storytelling tips. 	<p>Time: 30 min</p> <ul style="list-style-type: none"> Copies of story books that can be used to find stories 							
<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="181 1346 792 1381"> Activity 3: Storytelling Practice </th> <th data-bbox="792 1346 1088 1381"> Time: 20 min </th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="181 1381 1088 1738"> <p>Invite 2 participants to tell a story. Remind them to use the special voice techniques and storytelling hints and tips that we have just been talking about</p> <ul style="list-style-type: none"> Get them to tell the story Ask the “audience” (the other participants) if they think that the story was told well. </td> </tr> <tr> <td colspan="2" data-bbox="181 1738 1088 1877"> <p>Facilitation:</p> <ol style="list-style-type: none"> Listen to the story from the first storyteller. As the group if the storyteller has used the storytelling tips – go back and show the slides with the tips and ask them if these </td> </tr> </tbody> </table>		Activity 3: Storytelling Practice	Time: 20 min	<p>Invite 2 participants to tell a story. Remind them to use the special voice techniques and storytelling hints and tips that we have just been talking about</p> <ul style="list-style-type: none"> Get them to tell the story Ask the “audience” (the other participants) if they think that the story was told well. 		<p>Facilitation:</p> <ol style="list-style-type: none"> Listen to the story from the first storyteller. As the group if the storyteller has used the storytelling tips – go back and show the slides with the tips and ask them if these 		
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Training instructions: Topic 1: What is Interpretation		Time: 165 min
Teaching Methods		Slides: 4 - 49
		Time and Resources
<p>were used in the story</p> <ol style="list-style-type: none"> 3. Provide feedback to the storyteller on whether they have used the tips you have taught them, and if they have used voice techniques. 4. If necessary, retell sections of the story in a better and more dramatic way to demonstrate how it could be improved. 5. Invite the second volunteer to tell another story, and remind them to use the techniques for storytelling. 6. Provide feedback as for the first storyteller. 7. Remind participants that storytelling takes practice – if they find a good story, they should practice over and over to tell it well and make it better and better. <p>Note: you have to practice your storytelling skills so that you can tell a story well and be a leader and show ‘best practice’!!</p>		
<p>Games Games can be used in different ways in tours. They make great interpretive activities.</p> <ol style="list-style-type: none"> 1. Make the point that the game must not simply be a game with no connection to what the topic is. 2. Remind the participants how we used a simple game of Chinese Whispers in the communication module to demonstrate elements of communication 3. Explain that a whole lot of different types of games can creatively be used in guiding. Show the slide with types of games 4. Example: use the example of tamarind talk and tasting and how the game with the shooting the seeds can be included in an interpretive activity for some fun. 5. Run through and explain the slides on games and how to use them in tourism. <div data-bbox="191 1682 1089 1877" style="border: 1px solid black; padding: 5px;"> <p>Activity 4: Types of Games: Time: 10 min</p> <ul style="list-style-type: none"> • In small groups, think about games that may be suitable to run as interpretive activities. • Think about how the game “Chinese Whispers” was used in this </div>	<p>Time: 20 min</p>	

Training instructions: Topic 1: What is Interpretation		Time: 165 min
Teaching Methods		Slides: 4 - 49
		Time and Resources
<p>training programme, and how the shooting seeds game can be played in tamarind talk.</p> <ul style="list-style-type: none"> • How creative can you be to use traditional games in tour commentaries?? <p>Facilitate the activity:</p> <ol style="list-style-type: none"> 1. Ask the participants what ideas they have for games 2. Write these on the flipchart so that everyone can see the ideas 3. Help the participants to identify good local games that will add value to tour commentaries. 4. Remember to use the criteria you presented – that the games must be suitable to the topic, etc. 		
<p>Demonstrations</p> <p>Explain what a demonstration is and how it is used in tour guiding.</p> <p>Go through the types of demonstrations: active and passive Give tips on how to deliver a demonstration</p>	<p>Time: 20 min</p> <ul style="list-style-type: none"> • Resources needed for you chosen demonstration – list them here. 	
<p>Activity 4: Demonstrations Time: 10 min</p> <ol style="list-style-type: none"> 1. Give a demonstration following the process you have taught the participant. 2. Make sure it is a demonstration that can involve the participants. 3. Make it something short and interesting that does not need too much equipment or planning. <p>Ask questions after presenting the demonstration:</p> <ul style="list-style-type: none"> • Is this an active or passive demonstration • What was being demonstrated • Could everyone in the audience see? • Could everyone in the audience hear? • Why is this demonstrated? (what value does it add?) • Could they do it another way? E.g. just telling everyone. • Did this activity inform you? 		

Training instructions: Topic 1: What is Interpretation		Time: 165 min
Teaching Methods		Slides: 4 - 49
		Time and Resources
<ul style="list-style-type: none"> • Did this activity entertain you? <p>Another example of a demonstration used in the tourism industry is the aircraft safety demonstration given at the beginning of each flight.</p> <p>Show the video link: airline safely (2,40 min). Note – cut off the video when the writing starts up.</p> <p>Facilitate after the video:</p> <p>1. Ask questions after showing the video:</p> <ul style="list-style-type: none"> • Is this an active or passive demonstration • What was being demonstrated • Could everyone in the audience see? • Could everyone in the audience hear? • Why is this demonstrated? (what value does it add?) • Could they do it another way? E.g. just telling everyone. 	<ul style="list-style-type: none"> • Video on airline safety 	
<p>Sensory experiences and activities</p> <ol style="list-style-type: none"> 1. Show the first slide on senses, and ask what the 5 sense are. The answers are: <ol style="list-style-type: none"> 1. Taste 2. Touch 3. Smell 4. Sight 5. Hearing 2. Ask participants if they have every used a combination of the senses in tour guiding before. 3. Show the next slide, and by clicking on each sense, ask participants how such a sense could be included in tour guiding. 4. They should come up with a range of answers. 5. Then show the slide where we have some suggestions on how to use the senses in tour guiding activities. 6. Go through the slides on how to use the senses in tour guiding 7. Then run the Royal D tasting as a short sensory activity. 	<p>Time: 30 min</p> <ul style="list-style-type: none"> • Slides <p>Resources and props for the senses activity Something to see, touch, taste, hear or smell.</p>	

Training instructions: Topic 1: What is Interpretation		Time: 165 min
Teaching Methods		Slides: 4 - 49
		Time and Resources
<p>Activity 6: Senses Activity: Royal D Tasting Time: 10 min</p> <p>Present a short (no more than 5 minutes) activity for the participants, using at least 3 senses.</p> <p>Give them a Royal D tasting:</p> <ul style="list-style-type: none"> 1 sachet of Royal D 1 500ml bottle of water Enough small glasses for everyone <p>Steps:</p> <p>Discussion and information:</p> <ol style="list-style-type: none"> 1. Show the packet and ask if anyone is familiar with it 2. Ask if anyone knows what it is used for 3. Discuss that it is an electrolyte drink that replaces lost salts in the body when a person is very hot and sweating 4. It helps to prevent dehydration. 5. It is cheap (2000Kip), available all everywhere in pharmacies 6. Guides should always carry some, and recommend in tour briefings that tourists get it and use it. <p>Tasting:</p> <ol style="list-style-type: none"> 7. Show how to mix it in the bottle 8. Pour a little into each glass so that the participants can taste it. 9. Discuss the colour and smell before tasting (using the senses!) 10. Ask what they think of the taste – discuss it. 11. Does it taste like medicine? <p>Conclusion</p> <ol style="list-style-type: none"> 12. Wrap up by saying that this is a very simple example of a senses activity. 13. Ask them to identify which senses they used for the activity 14. How did using the senses enhance your enjoyment of the activity? 15. Did this activity inform you? 16. Did this activity entertain you? 	<ul style="list-style-type: none"> 1 sachet of Royal D 1 500ml bottle of water Enough small glasses for everyone 	
<p>Props and Resources</p> <p>Activities are more interesting if props and resources are used.</p>	<p>Time: 5 min</p> <ul style="list-style-type: none"> • Samples and examples of props 	

Training instructions: Topic 1: What is Interpretation	Time: 165 min
	Slides: 4 - 49
Teaching Methods	Time and Resources
<ul style="list-style-type: none"> • Show and discuss the types of props you can use for activities • Show the ones on the slides, and even some that you use for your own activities – use these to show and give an idea of other things they could use <p>Run through the process of getting props and resources together and ready for an interpretive activity.</p>	<p>and resources</p>

Topic 2: Get Organised

Training Content: Topic 2: Get organised
1. Activity file <ol style="list-style-type: none"> a. Managing the file b. Using the file: <ul style="list-style-type: none"> • Before – Activity planning • During – activity preparation • After – Activity review and revision

Training instructions: Topic 2: Get Organised	Time: 10
Teaching Methods	Slides: 50 - 54
Teaching Methods	Time and Resources
<p>Discuss the importance of being organised for delivering interpretive activities</p> <p>Use examples from your own experience</p> <p>One way of doing this is by having and using an activities file</p> <p>Activities file</p> <p>Show the slide of the activities file:</p> <ul style="list-style-type: none"> • A ring-file with dividers inside • Can also have sleeves with info for each activity in the sleeves <p>Show samples of the kinds of information that you will keep in the file – using both the slide, and real examples of file content.</p> <p>Explain how you use this file:</p> <ol style="list-style-type: none"> 1. Development: when you develop an activity 2. Before: getting out the info, going through it to prep before delivering the activity 3. After: making any changes then filing the activity back in the file <p>Explain how to manage the file:</p> <ul style="list-style-type: none"> • Regular updates • Throw out the outdated content • Rewrite things when they get too messy! <p>Advise all participants to get themselves organised with such a file.</p>	<p>Time: 10 min</p> <ul style="list-style-type: none"> • Activities file with contents

Topic 3: Develop an Interpretive Activity

Training Content: Topic 3: Planning and developing an Interpretive Activity
<ol style="list-style-type: none"> 1. Choosing an activity: Factors that influence 2. Planning the activity: Factors to consider and description of activity <ol style="list-style-type: none"> a. Activity planning template 3. Writing Tour Content: Commentaries and Interpretive Activities <ol style="list-style-type: none"> 1. Research 2. Developing an activity 3. Practice an activity

Training instructions: Topic 3: Planning and developing an Interpretive Activity	Time: 90 min
Teaching Methods	Time and Resources
<p>Slides: 55 - 95</p>	
<p>Start by refreshing participants on a slide you showed earlier: The process of developing interpretive activities:</p> <ol style="list-style-type: none"> 1. Research & Plan 2. Prepare & Practice 3. Deliver 4. Review 5. Revise 	<p>Time: 2 min</p>
<p>Activity Planning template/form</p> <ol style="list-style-type: none"> 1. Tell the participants that we have developed a special form for them that will help them plan and develop good interpretive activities, taking into consideration a whole range of different factors. 2. Remember: make a point of telling them that: <ol style="list-style-type: none"> a. this can be used for activities that guides deliver for travel agents, and can also be used for developing their own tour products. b. If they use it for their own tour products, they can include costing and pricing into it. 3. Make sure they all have copies of a blank template so that they can follow it in the next sessions 4. Explain that we will now work our way through the template, 	<p>Time: 10 min</p> <ul style="list-style-type: none"> • Blank activity planning template in the Participant Guide

Training instructions: Topic 3: Planning and developing an Interpretive Activity	Time: 90 min Slides: 55 - 95										
Teaching Methods	Time and Resources										
<p>looking at each of the factors that we should be thinking about when planning interpretive activities and tour elements.</p> <p>5. Explain: this can be used for any activity – including developing e.g.</p> <ul style="list-style-type: none"> • A half-day walking tour of the town • A coffee tour • A fruit farm tour • An architecture and culture walk around town • Street food evening out • Etc. <p>6. Explain that we will provide them with a full, completed template for them to see how it works.</p>											
<p>Factors to consider when choosing an interpretive activity:</p> <ol style="list-style-type: none"> 1. Explain that not all activities match all types of tour content 2. Some types of activities work best with specific content – like demonstrations for safety drill and equipment <p>Go through the slides with the selection factors on them, and explain each one:</p> <ul style="list-style-type: none"> • Subject or theme • Tourists • General considerations • Logistics • Methods or types of activities 	Time: 20 min <ul style="list-style-type: none"> • Slides 										
<table border="1" style="width: 100%;"> <tr> <td colspan="2" data-bbox="201 1480 1079 1522"> Activity 7: Select Activities for a Topic Time: 10 min </td> </tr> <tr> <td colspan="2" data-bbox="201 1556 1079 1633"> Work in groups and decide what would be the best type of activity to use for each of the following topics: </td> </tr> <tr> <td data-bbox="201 1671 662 1713"> Topic </td> <td data-bbox="662 1671 1079 1713"> Type of Interpretive Activity </td> </tr> <tr> <td data-bbox="201 1713 662 1833"> Coffee production </td> <td data-bbox="662 1713 1079 1833"> Passive demonstration Sensory activity – coffee tasting </td> </tr> <tr> <td data-bbox="201 1833 662 1871"> How to dress in a monk’s robe </td> <td data-bbox="662 1833 1079 1871"> Active demonstration </td> </tr> </table>		Activity 7: Select Activities for a Topic Time: 10 min		Work in groups and decide what would be the best type of activity to use for each of the following topics:		Topic	Type of Interpretive Activity	Coffee production	Passive demonstration Sensory activity – coffee tasting	How to dress in a monk’s robe	Active demonstration
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Training instructions: Topic 3: Planning and developing an Interpretive Activity		Time: 90 min								
		Slides: 55 - 95								
Teaching Methods		Time and Resources								
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<p>Facilitate:</p> <ol style="list-style-type: none"> 1. Draw the table on the flipchart 2. Ask the first group to suggest a type of activity for the first topic, coffee 3. Write this on the flipchart 4. Ask the other groups if this is correct – do they have any other ideas 5. Guide their thinking if they have not recognised the right activity for a particular topic. 6. A topic can have more than 1 activity – e.g. storytelling and voice techniques. 7. The goal of the activity is for them to realise that they will use different activities depending on what they are doing in the tour. 8. Remind them that they must look at their tour content and see what activities they can bring into which topics. 										
<p>Interpretive activities: Content</p> <p>Remind participants that tour commentaries are about: (show slide)</p> <ul style="list-style-type: none"> • What you say: content • How you say it: script • What you do: activities <p>Content revolves around:</p> <ol style="list-style-type: none"> 1. What do they want to know?? 2. What are you going to share? Remember and mention that some things may be private or special and local people know want tourists to know about these – e.g. ceremonies, etc. 		<p>Time: 5 min</p> <ul style="list-style-type: none"> • Slides 								
<p>Research</p> <ol style="list-style-type: none"> 1. Go through the slides on sources of information or where to do research 		<p>Time: 5 min</p> <ul style="list-style-type: none"> • Slides and samples of sources of 								

Training instructions: Topic 3: Planning and developing an Interpretive Activity	Time: 90 min Slides: 55 - 95
Teaching Methods	Time and Resources
2. Remind participants that we already discussed research in Module 1, so they should be familiar with this already.	research – e.g. a field guide for birds, etc.
Content: structure and amount 1. Explain the structure of an interpretive activity – it must have a beginning, middle and end. 2. Go through the slides on content: <ul style="list-style-type: none"> • How much content • What type of content: facts vs opinions • Type of content: qualitative and quantitative • Content pitfalls • Taking geographic origin into account 3. Show and mention the tip on getting the Oanda Currency Converter App onto their phones if they have smart phones. 4. Show the Apps for metric conversions and distance calculators	Time: 20 min <ul style="list-style-type: none"> • Slides
Writing Scripts and Activities 1. Explain that the script is what they say in an activity. 2. The activity and the script needs to be developed and practiced so that they don't make mistakes, and are fluent with what they say. 3. Go through the process of writing a script and developing an activity 4. Emphasise that guides must present up-to-date information in their content 5. They can keep up to date using various methods 6. Once they have drafted their script for their activity, they need to test it 7. Run through the tips and the process to test, review and revise an activity until it fits the time and the activity well. 8. Emphasise that they must practice, practice, practice until it is perfect!	Time: 15 min <ul style="list-style-type: none"> • Slides
Duty of Care and Risks 1. Explain that we need to look after the safety of our tourists, their possessions and the tour operator possessions at all times. This is	Time: 2 min <ul style="list-style-type: none"> • Slide

Training instructions: Topic 3: Planning and developing an Interpretive Activity	Time: 90 min
Teaching Methods	Slides: 55 - 95
	Time and Resources
<p>called: Duty of Care!</p> <ol style="list-style-type: none"> 2. Tell the participants to think hard if there are any RISKS to the activity! Health, safety, security, e.g. do they need any safety equipment, can they get burned or cut, is there a health risk like getting sick from dirty water, etc. 3. We will look more closely at risks in Module 5. 	
<p>Activity planning template</p> <ol style="list-style-type: none"> 1. Now that you have gone through all the steps and the planning and writing of the Activity sheet for developing an interpretive activity, you can show them and go through the a sample of a completed activity plan: the Tamarind Talk and Tasting, step by step, and explain the content of the template and how it works. 2. Answer any questions. 3. Mention that not all the boxes will be relevant to all tours or activities but they must make sure that they fill in the ones that are relevant. 4. E.g. price will not be a factor for an activity developed to deliver as part of a package tour that they are guiding for a TO, but will be important for a tour that they develop for themselves. 	<p>Time: 10 min</p> <ul style="list-style-type: none"> • Participant Guide: • Blank Activity Planning sheet, • Tamarind Talk and Tasting sheet

Topic 4: Deliver an Interpretive Activity

Training Content: Topic 4: Delivering an interpretive activity
<ol style="list-style-type: none"> 1. Delivery tips <ol style="list-style-type: none"> a. Conducting the activity 2. Personal style and showmanship 3. Microphone techniques 4. Answering questions <ol style="list-style-type: none"> a. How to answer questions b. Following up on unanswered questions c. Dealing with questions that cannot be answered

Training instructions: Topic 4: Deliver an Interpretive Activity	Time: 100 min
Teaching Methods	Time and Resources
Delivery Tips	Time: 15 min
<ol style="list-style-type: none"> 1. Now that the planning and practicing is done, it is time to deliver the activity! 2. Run through the delivery tips on the slide 3. Emphasise that guides should not sound like they are reciting something from memory, like at school. 4. Delivery should be interesting and they must use voice techniques. 5. They must be remembered for what they say and how they say it. 	<ul style="list-style-type: none"> • Slides
Personal style and showmanship	Time: 5 min
<ol style="list-style-type: none"> 1. Explain how the personal style, personality and showmanship of the guide can hugely affect the enjoyment of a tour for participants. 2. Go through the slides with the hints and tips and guidelines for showmanship. 3. Emphasise not to overdo things as this will be obvious to the tour members and the guide will just look silly! 	<ul style="list-style-type: none"> • Slides
Activity 8: Tour Guide Video Clip	Time: 10 min
<ol style="list-style-type: none"> 1. Explain that you are going to watch a short video of a tour guide: “Roger the funny tour guide”. 2. He is speaking English and Spanish – so they will not understand everything that he is saying. 3. Tell them to WATCH him to see HOW he delivers his tour 	<ul style="list-style-type: none"> • Video clip: Tour guide

Training instructions: Topic 4: Deliver an Interpretive Activity	Time: 100 min
Teaching Methods	Slides: 96 - 126
	Time and Resources
<p>commentary. (it is about his style, not the information he is giving)</p> <ol style="list-style-type: none"> 4. Watch the video clip with the participants. 5. Stop the video after 5 minutes 6. After the clip, ask them the following questions, and lead a discussion on what they thought the guide did right and what the guide did wrong. <ol style="list-style-type: none"> 1. What was the style of this guide? 2. Did s/he show any showmanship? 3. What did he do right? 4. What should he improve on? <p>The point of the activity is to show that this is a guide that people remember because he has a style – there are lots of videos and comments on him on the internet.</p> <p>This video comes from The Ruins, Negros Occidental, the Philippines.</p>	
<p>Microphone tips</p> <p>Go through the tips on how to use a microphone properly.</p>	<p>Time: 5 min</p> <ul style="list-style-type: none"> • Microphone
<p>Answering Questions</p> <ol style="list-style-type: none"> 1. Mention that guides will never know the answers to all questions posed by tourist. 2. That is OK! Not a problem, it is how they handle it that is the important thing! 3. Go through the slides on tips on how to handle questions that they will not have answers for. 	<p>Time: 20 min</p> <ul style="list-style-type: none"> • List of tough questions
<div style="border: 1px solid black; padding: 5px;"> <p>Activity 8: Practice session: Dealing with Questions without answers Time: 10 min</p> <p>Ask each participant a tough question that they would probably not know the answer to. Examples:</p> <ul style="list-style-type: none"> • What stars can you see at night from Laos? </div>	

Training instructions: Topic 4: Deliver an Interpretive Activity		Time: 100 min
Teaching Methods		Slides: 96 - 126
		Time and Resources
<ul style="list-style-type: none"> • What is the annual rainfall? • How much water is there in the Mekong? • What is the crime situation in Laos • How high is the highest mountain in Laos? • What is the altitude in Laos? • How is the life expectancy in Laos? <p>Add more questions from your experience – tough or strange questions that tourists have asked you and you have had to find out</p> <p>Facilitations</p> <ol style="list-style-type: none"> 1. See how they handle the questions, and 2. give feedback and guidance and ideas on how they should or could have responded, using the guidelines you have taught them. 		
<p>Activity 9: Deliver the Tamarind Talk and Tasting</p> <p>This is the chance for the participants to practice following an Activity Plan, and seeing how it all comes together.</p> <p>Working in their groups, they must:</p> <ul style="list-style-type: none"> • Read the Activity Plan carefully. • Choose someone to play the part of the Tour Guide • The others must be the Tourists • Run the activity – with all the steps and content information <p>Facilitation: watch the activities and check the following:</p> <ol style="list-style-type: none"> 1. They follow the script and deliver the right information 2. They do a simple and clear Active Demonstration on how to open the tamarind pod 3. They run the tasting and ask the right questions for the sensory experience 4. They handle questions 5. They follow the hints and tips for good presentation skills – e.g. voice, presentation, eye contact, etc. 	<p>Time: 60 min</p> <ul style="list-style-type: none"> • Fresh tamarind pods • Tamarind jam • Tamarind juice • Tamarind sweets • Plates and bowls for each item to taste • Plates for tamarind shells and seeds • Clean wet cloth for wiping hands • Other: • 	

Training instructions: Topic 4: Deliver an Interpretive Activity	Time: 100 min
	Slides: 96 - 126
Teaching Methods	Time and Resources
<p>Debrief:</p> <ul style="list-style-type: none"> • Ask them what interpretive techniques were used in the activity; these are: <ul style="list-style-type: none"> • Active demonstration • Voice techniques and gestures • Sensory activity • Game • Ask the group to give feedback on how well the activity ran • What could or should they change – (think about the Review questions!) • Give feedback on how you think they did • Remind them of the importance of research to add more facts and content to the activity. • Remind them to link to the audience – like if there are US pax in the group – ask them if they know which country is the second largest producer of tamarind in the world. • Remind them to use voice techniques and gestures – e.g. use their arms to show how tall the tamarind tree is. 	

Topic 5: Review and Revise an Interpretive Activity

Training Content: Topic 5: Review and Revise an Interpretive Activity
<ol style="list-style-type: none"> 1. Review <ol style="list-style-type: none"> a. When to review b. Anyone to help or consult? 2. Revise

Training instructions: Review and Revise an Interpretive Activity	Time: 30 min Slides: 127 - 133
Teaching Methods	Time and Resources
<p>After delivery, a guide should take a critical look at how the activity or commentary went. This is called a ‘critique’.</p> <p>They should be prepared to change and improve on it based on their experience, and on feedback from other (the participant, other tour staff, etc.)</p> <p>They must think about what it is they want to review and how they can do this.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Activity 10: Develop some critical review questions Time 10 min</p> <p>Participants to work in small groups to develop question that that could use to check/critique their own activities.</p> </div>	<p>Time: 20 min</p> <ul style="list-style-type: none"> • Flipchart and markers • Slides
<p>Review Questions</p> <ol style="list-style-type: none"> 1. Go through the checklist of the questions that we have developed and that they can use for reviewing activities. 2. See if they have identified most of these – point out the ones that they did not think of. 3. Make sure that they understand the critical review process. 	<p>Time: 5 min</p> <ul style="list-style-type: none"> • Slides
<p>Review inputs</p> <p>A number of people can provide feedback and inputs to your process... use them!</p> <p>Go through the slide and discuss the inputs that can be received from</p>	<p>Time: 5 min</p> <ul style="list-style-type: none"> • Slide

Training instructions: Review and Revise an Interpretive Activity	Time: 30 min
	Slides: 127 - 133
Teaching Methods	Time and Resources
each of the groups mentioned.	
Make the revisions Explain the following: <ol style="list-style-type: none"> Based on the inputs, feedback and your own critique, make the changes you need IMMEDIATELY (before you forget them and get busy with something else!). File the changes in your activity file so that they are ready for the next time you will run the activity or tour. 	Time: 5 min <ul style="list-style-type: none"> Slides

Training instructions: Module Closure	Time:
	Slides:
<p>Ask if there are any outstanding questions</p> <p>Interpretive Activity Assignment!</p> <p>Discuss the next steps in the assignment:</p> <p>By now they should have researched their topic. The next thing to do is:</p> <ol style="list-style-type: none"> Use the planning template – fill in all the sections of it for your activity Choose an activity to present the topic you have chosen Write a script Start practicing! 	