Module Three
Interpretive Skills
Activity 1: Interpretive Activity Demonstration

Watch the interpretive activity being delivered by the trainer.

1. What was different about this compared to just talking?

2. How did you feel as a participant in the activity?

3. How will tourists feel about activities like this?
Interpretive Guiding

What is Interpretive Guiding

Interpretive Guiding methods

Props and materials
What is Interpretive Guiding?
Using special guiding methods to:

- **Build bridges** between cultures and tourists
- **Tell stories** that tourists would not know
- **Create wonderful experiences**
- **Give tourists memories and stories to tell back home**
Interpretive Guiding

Your job is to:

**Inform**
- Culture
- History
- Geography
- Etc.

**Entertain**
- Stories
- Activities
- Games
- Etc.
Interpretive Guiding elements

Specific activities and methods

Makes a great tour experience for us and our tourists

Much more than just to tell things: show, touch, etc...

Must be planned and prepared
Interpretive Guiding: any subject!

- Flora & Fauna
- History & Heritage
- Culture, arts & entertainment
- The natural environment
- The built environment
- Festivals, seasons & religious rituals
Why Interpretive Guiding??

- Gives tourist interesting **activities and experiences**
- Gives **examples** and **illustrations**
- Helps **understanding**
- Builds **relationships**

**Brings tours to life!**
Process of developing Interpretive Activities

1. Research
2. Develop
3. Practice
4. Deliver
5. Review & Revise
When do you use interpretive activities?

If you work for yourself – or for a Travel Agent/DMC:

Use interpretive activities to present your tour content in a fun and interesting way to your tourists.
Interpretive Activities: The methods

- Different voice techniques
- Story-telling
- Games and activities
- Demonstrations
- Sensory experiences
Some guests may be scared of:

- getting sick
- getting hurt
- looking silly in front of other people

Process to help you plan to involve everyone in your activities: **PICKLES!**
**Be Careful: All Activities!!**

<table>
<thead>
<tr>
<th>P</th>
<th>Prepare: prepare the travellers for the activity so they know what to expect, when and where</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td><strong>Interaction:</strong> talk to them to encourage them to take part in the activity</td>
</tr>
<tr>
<td>C</td>
<td><strong>Choice:</strong> give them choice – encourage, but never force!</td>
</tr>
<tr>
<td>K</td>
<td><strong>Knowledge:</strong> give great information in the activity to reassure them!</td>
</tr>
<tr>
<td>L</td>
<td><strong>Local:</strong> should be an authentic local experience that is exciting and interesting to do</td>
</tr>
<tr>
<td>E</td>
<td><strong>Evoke emotion:</strong> try to touch the heart and soul with special activities</td>
</tr>
<tr>
<td>S</td>
<td><strong>Sum up:</strong> afterwards, talk about how they felt about the activity, the guide and the traveller</td>
</tr>
</tbody>
</table>
Planning for a Guiding Activity

Interpretive Activities: Methods
Using different voice techniques

**Speed**

**Pause/stop**

**Volume**
Everybody must take a turn to use voice techniques to say:

“Suddenly there was a loud clap of thunder, but after that, everything was quiet and still, waiting for the rain.”

Use speed, volume and stops to make the sentence work well!
Guides as Storytellers

Tourism.... is about telling stories!

Good stories = good guides

Find good stories - and tell them WELL!!
Everybody loves stories!

Stories:

• are used a lot to **train** and **share** information
• used **all over the world** to teach and **share new things** to adults
• build bridges: culture, age, etc.
• **make guiding** much **more interesting**!
Share a story using:

• Voice techniques
• Gestures
• Body language
• Expressions
• Accents
• Props
Why tell stories?

Make a tour more **interesting**

Tell a **myth/legend**

Share **personal experiences**
Storytelling: Types of stories

- Fairy tale or folk story
- Funny story
- Animal story
- Love story
- Ghost story
- Myth or legend
Sources of myths and legends
Storytelling tips

Your face = your feelings

Create atmosphere

Introduction

Gestures/hands

Sounds

Where to stand
Storytelling tips

- Speak **slowly & loudly**
- Use **Speed & volume**
- Pause & stop
- Involve tourists: **questions**
We need 2 volunteers!

• Who can tell a good story??

• Tell the class the story. Use the tips you have learned about storytelling
Through games, tourists:

- Have fun
- Participate
- Learn something
- Experience something new
Games

Games should:

- Be from the local culture
- Be a choice!
- Not have any danger for the tourists
Games: types to think about

Card games
Memory games
Children’s games
Physical sport games
Adult games
Outdoor games
Indoor games
Choose a game to suit

- The group
- Tour topic
- Time and space
- Group’s physical fitness
Type of game determines when and where:

- **While you travel** from place to place
- **After dinner**
- At a **suitable place** for an outdoor game e.g. petanque
Activity 4: Games

• In small groups, think about games that can be used for interpretive activities.

• Think about how the game “Chinese Whispers” was used in this training programme.

• How creative can you be to use traditional games in tour commentaries??

• Make sure that the game links to the topics that you talk about.
1. Find a game that suits the tourists, tour topic, time and space available.

2. Collect everything you need for the game.

3. Explain the rules of the game.

4. Play the game.
Demonstrations

Show and tell how to do something. Examples:

- Use an item of equipment e.g. for adventure tourism
- Handicrafts
- Cooking
Describe and comment in the demonstration:

**Passive**
- Group **watches** a skill being demonstrated

**Active**
- Group **practices** the skills being demonstrated
Demonstrations: how to:

1. Prepare all the materials and equipment
2. Make sure everyone can see
3. Show each step of the process
4. Explain each step clearly
5. Give extra information
Activity 5: Demonstration

- Your trainer will do a demonstration
- Watch carefully how it is done
- Participate if you can
- Watch this short airplane safety demonstration video and then answer the questions [link](#)
To make an activity really interesting, try to use the 5 senses. What are these?
Using the 5 senses

How can we use the 5 senses?
Using senses

Textures, temperature: e.g. Feel textures of different weaves of silk

Food and drinks:
Taste the coffee/fruit/herb/etc.

Sounds: Listen nature sounds: birds, waterfall, echoes, bells, music, monks chanting

Patterns, views, colours: Look at produce in a market, a sunset, the monks in robes

Food, flowers, incense: Smell freshly roasted coffee beans, durian fruit, flowers, herbs or spices
Using senses: How to

1. Choose one or more senses

2. Plan and prepare the activity and materials

3. Do the activity

OR: look for times when you can use senses into your normal commentary: e.g. stop to listen to something, smell something, feel something, etc.
Using senses: Choose one or more senses

It depends on:

Place
Activity

Environment
Opportunities

The more senses you use, the more they will remember!
Using senses: Plan, prepare, do the activity

1. Plan and prepare materials/tools

Example: Tamarind talk and tasting activity
Using senses: Plan, prepare, do the activity

2. Tell the tourists when to use their senses

Different types of silk, smooth vs thin

Durian doesn’t smell nice, but tastes nice
3. Give tourists time to experience the activity fully with their senses
Activity 6: Senses Activity

• Your trainer will do a short activity using the senses

• Watch carefully how it is done

• Participate where you can
Props and resources

Adds extra interest to an interpretive activity
Something to see, taste, touch, feel

- Equipment, tools, utensils
- Ingredients or materials
- Raw materials
- Instruments
- Products
1. Are there props, resources or materials that can add value to the activity?

2. Collect, arrange, borrow or buy the items.

3. Pack them to take with you or to get at the venue of the activity.

4. Get them ready and close by before you start the activity.

5. Use them in the activity.

6. Clean, throw away or repack them after the activity.
Topic Two

Get Organised

Files

Using the file

Props and materials
Your Activities File
What goes in it?

Notes on your activities

Other useful info...
Using your file

1. Activity plan

2. Activity preparation

3. Activity review and revision
Clear out and update the file regularly

THROW AWAY

Old information and replace with new material

Rewrite or reprint info if notes get messy with things being crossed out or new notes scribbled in
Develop an Interpretive Activity

Topic Three

Process
Planning template
Elements of planning
Content
Good Guiding Activities

- Research & Plan
- Prepare & Practice
- Revise
- Review
- Deliver
Plan for a guiding activity

- Let’s take a look

<table>
<thead>
<tr>
<th>Tour/Interpretive Activity Planning Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity name:</strong> what is the activity?</td>
</tr>
<tr>
<td><strong>Activity Type:</strong> e.g. demonstration, sensory activity, etc</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
</tr>
<tr>
<td>1. <strong>Group profile:</strong> who is this activity for? Describe them: age, nationality, likes, dislikes</td>
</tr>
<tr>
<td>2. <strong>How many people can you take on this activity?</strong> (minimum and maximum)</td>
</tr>
<tr>
<td>3. <strong>How long with this activity take?</strong> Timing</td>
</tr>
<tr>
<td>4. <strong>What time of day will you run this activity?</strong> E.g. early morning market tour, evening food tour, etc</td>
</tr>
<tr>
<td>5. <strong>What things will you need to run this activity?</strong> The equipment, resources, ingredients, props, etc. you will need – list these:</td>
</tr>
</tbody>
</table>

Planning template
Interpretive Activities: Things to think about when you choose what activity to use for your topic
Plan for a Guiding Activity

Topic or Theme

Activity? Cycling?

Food?

Culture/history?
Plan for a Guiding Activity

Tourists

Who is this tour or activity for??
Plan for a Guiding activity

General considerations

Safe?

Can the Tour Guide do it?

Budget? Time?

Environment?

The Law
Planning for a Guiding Activity

Logistics

Tickets?

Transport?

Refreshments?
Planning for a Guiding Activity

Methods

Senses?

Demonstration?

Prop & Resources?

Stories?
Activity 7: Ideas for Interpretive Activities

- Work in groups and decide what would be the best type of activity to use for each of the following topics:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Type of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee making</td>
<td></td>
</tr>
<tr>
<td>How to dress in a monk’s robe</td>
<td></td>
</tr>
<tr>
<td>A local legend about the full moon</td>
<td></td>
</tr>
<tr>
<td>Ways of fishing on the Mekong</td>
<td></td>
</tr>
<tr>
<td>A market tour</td>
<td></td>
</tr>
<tr>
<td>Playing with tamarind seeds</td>
<td></td>
</tr>
</tbody>
</table>
Interpretive Activities: Develop your Content
Delivering tour commentaries and activities

Tour commentary

What you say: information

How you say it: script

What you do: activities
Plan for a guiding activity

Content

Now plan what you will say!

Use the Activity Plan Sheet!

Tour/Interpretive Activity Planning Sheet

Activity name: what is the activity?
Activity Type: e.g. demonstration, sensory activity, etc
Preparation
1. Group profile: who is this activity for? Describe them: age, nationality, likes, dislikes
2. How many people can you take on this activity? (minimum and maximum)
3. How long with this activity take? Timing
4. What time of day will you run this activity? E.g. early morning market tour, evening food tour, etc.
5. What things will you need to run this activity? The equipment, resources, ingredients, props, etc. you will need – list these:...
### Example Plan

**Tamarind Talk and Tasting**

#### Tour/Interpretive Activity Planning Sheet

<table>
<thead>
<tr>
<th>Activity name:</th>
<th>Activity Type:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[whatis the activity?]</td>
<td>e.g. demonstration, sensory activity, etc</td>
</tr>
</tbody>
</table>

#### Preparation

1. **Group profile**: who is this activity for? Describe them: age, nationality, likes, dislikes

2. **How many people can you take on this activity?** (minimum and maximum)

3. **How long with this activity take?** Timing
   
4. **What time of day will you run this activity?** E.g. early morning market tour, evening food tour, etc.

5. **What things will you need to run this activity?** The equipment, resources, ingredients, props, etc. you will need – list these:

6. **What do you want to achieve with this activity?** Objectives:
Planning for a Guiding Activity

Content

What do they want to know?
What are you going to share?
Important!

Tourists can use Google or Wikipedia themselves!

You need to tell them **more** and **different** information or things that are more interesting or only local people will know.
Research to get information, detail and up-to-date (new) information

Do some Research!
- Find information on your topic

Use different sources
- Internet?
- Experts?
- Books?

Take notes!
- Facts and information
- Contacts and references e.g. websites
<table>
<thead>
<tr>
<th>Remember – people you can talk to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Subject</strong> experts on e.g. history, geography, nature, architecture, farming, manufacturing, etc.</td>
</tr>
<tr>
<td>• Language and politics</td>
</tr>
<tr>
<td>• Religion</td>
</tr>
<tr>
<td>• Education</td>
</tr>
<tr>
<td>• Medicine</td>
</tr>
<tr>
<td>• Care for others – children, elderly, sick</td>
</tr>
<tr>
<td>• Food and drink</td>
</tr>
<tr>
<td>• Homes, shelter, housing and living arrangements</td>
</tr>
<tr>
<td>• Customs, rites and traditions</td>
</tr>
<tr>
<td>• Costumes and dress</td>
</tr>
<tr>
<td>• Family</td>
</tr>
</tbody>
</table>
Planning for a Guiding Activity: Structure

**Structure**

1. **Open**
   - Welcome and introductions

2. **Begin**
   - Introduction to material

3. **Main content**
   - Facts and figures
   - Stories and anecdotes
   - Activities

4. **End**
Content: how much?

Not too little: enough depth and breadth

Not too much: don’t overwhelm or bore
Content: what?

Separate

Facts

Opinions
Balance:

Quantitative: numbers, dates, stats

Qualitative: descriptions, stories, etc.

Content: type?
Content: pitfalls?

Careful not to make any rude comments about:

- Gender
- Culture
- Race
- Age

Personal characteristics: size, shape, nationality, etc.
Remember to use measurements the tourists know!
Currency – change to their currency so that they understand

Use Terms and words – that they understand
Content: Geographic recognition

- **Pound Sterling:** £
  - Metric and imperial

- **USD:** $
  - Imperial: Pounds, ounces, gallons, miles

- **Euro:** €
  - Metric system kg, km, etc.

- **Yen:** ¥
  - Metric system kg, km, etc.
Guiding Tip: Currency Converter

OANDA Currency Converter

SDP  Sudanese Old Pound
1.00

CUP  Cuban Peso
0.01

Choose Rate:
- 0% Interbank Rate
- 1% Interbank Rate
- 2% Typical ATM Rate

Share
Guiding Tip: Useful Apps for guides

Unit Converter
App by Mobitrendz

Distance calculator App
Interpretive Activities: Script: what to say
1. Write
2. Practice
3. Change
4. Deliver
Know more than you say!
So that you...

Can answer questions
Build your believability
Provide extra detail
Look professional
Keep up to date!

Newspapers

TV

Magazines

Reading

Internet
Test your interpretive activity!

Once you have drafted a script, you need to **practice** it in a tour situation to test:

- What works?
- What does not work?
- It is too long or too short?
- Is it possible? Are resources correct?
- Do inputs from other people work?
Test your interpretive activity! Tips

**Do**
- **Speak** out loud to test memory, fluency, content
- Do a ‘**practice run**’ of the route, stops, breaks, etc.: test timing
- **Practice** on colleagues for feedback
- Practice in front of a mirror!

**Don’t**
- Read it to **yourself**
- **Hope** the timing works
- Do a tour activity **without testing** it first
Activities need **changes** – things don’t always work out as planned!

**Revise**: to improve; make it better!

Make **changes** – don’t ignore

**Keep revising** – it’ll get better and better

Ask **feedback** and **inputs** - use these to improve
Revise your activity: Tips!

Add more content?
- More examples
- More detail
- Extra information
- More anecdotes
- Other topics that were not included

Take out or change content that is:
- Not needed
- Not correct
- Not complete
- Out of date
- Too long
Check and change:

• Structure
• The order of the information
• Timing
Practice makes Perfect!
Practice, Practice, Practice!

The Activity before you do it:

Out loud
Not just once
At least 5 times!
Risk Management!!

DUTY OF CARE

Check risks for

People

Property
Risk Management!!

Do something to Protect People & Property

Include this in your plan and script!
Topic Four

DO an Activity

Delivery tips

Check understanding

Delivery traps
Delivery tips

• **Stand** where everyone can see you

• **Face** the group

• **Speak loud**/use a microphone

• **Stay enthusiastic & appropriate** for content and type of members

• **Remember**: some topics are serious and respectful
Delivery tips

Options:

1. **Start to talk about the topic** before you get to the stop – pax have time to think about it before they get there

OR

2. **Arrive** at the stop, **then deliver** the commentary when you are there
Delivery tips

Focus attention on the whole group:
Talk to everyone!!
Sometimes go Faster!

Sometimes go Slowly!
Delivery tips

Use lots of **pointing and hand gestures**

To **show**:  
- what you talk about  
- where things are  
- where to look
Interact with the group – ask questions; get feedback; talk about feelings and what they experience
Delivery tips

Notice barriers to communication and try to avoid or handle them:

- Noise
- Bright light
- Not a lot of time
- Language difficulties
- Big group – can’t all hear properly
- A lot of interruption by a group member
Communicate at the group’s level – think about:

- Age
- Culture
- Language
- Education
- Special needs
Delivery tips

Ask *feedback* in the commentary

- Can you hear?
- Can you see?
- Anything else you’d like to know?
- Any questions?
- Do you all understand?
- Do you need a break/rest?
Delivery tips:

Do not be “cookie cutter”: the same as everyone else!

Do not be:

- Boring and lifeless
- Say something like you have said it too many times!
- Like you learned it for school! Recited
Delivery tips:

Be interesting!
Be different!
Be unique: one of a kind!
Make people remember you!
Be ‘special’!
Delivery tips: check for understanding!

“Did everyone/you understand?”

Check: people who look like they don’t understand - frowning

Listen for comments e.g. “What did he say?”

KEEP CALM AND Check for Understanding!
<table>
<thead>
<tr>
<th>Delivery traps – Be Careful not .....!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talk only to pax that you can see close by</strong></td>
</tr>
<tr>
<td><strong>Talk only to one or two ‘special’ group members</strong></td>
</tr>
<tr>
<td><strong>Focus on a specific age group, nationality or gender</strong></td>
</tr>
</tbody>
</table>
Personal Style and Showmanship

Personality + Humour + Energy + Friendliness + Style + Showmanship + Engagement = Memorable tours! = Happy tourists! = Successful Guide!
Activity 8: Video Clip

Watch the video clip of a tour guide in action

1. What was his style of guiding?
2. Did he show any showmanship?
3. What did he do right?
4. What should he try to do better?

Link
Microphone tips

MASTERING MICROPHONE TECHNIQUE
Microphone tips

Hold firmly

Even distance between mouth & mic:

Keep it steady – don’t move it around!
Microphone tips

Yes =

No =

YES =

NO =
Microphone tips

- Normal volume
- Don’t shout!
- Animate/vary voice
to create/keep interest
Microphone tips: technical

Avoid feedback!

Don’t hold mic too close to a speaker

Don’t point mic to a speaker
Microphone tips: technical

Set Bass levels

Not:
Too low
Too high
Microphone tips

**Protect** the mic from wind – if you use it outside

**Turn off** when you don’t use it

**Don’t leave mic ‘open/on’** when you don’t use it
Microphone tips

Increase the volume if:

Extra noise

Large group

People battle to hear
Answering questions

Answer directly!

Be prepared to say “I’m sorry but I don’t know”

Tell them when you give your opinion

Repeat the question so the whole group can hear it

Full, detailed, comprehensive & honest

Don’t avoid or ignore questions

Never make up an answer
Follow-up on unanswered questions

- No tour guide knows everything!
- There are *always* questions you can’t answer
- Don’t get upset – it happens to all guides!
- Have a plan to handle questions you don’t have answers for
Answering questions

Deal with questions which can’t be answered

Apologise for not knowing

Promise to look for and tell them an answer
Answering questions

Deal with questions which can’t be answered

Ask the question From the rest of the group:

“Does anyone know...?”
Answering questions

Make a note

So you don’t forget to look for it!

Research

Then

Tell them the answer as soon as you can
Handle a difficult question asked by your trainer!
Activity 8: Activity Practice

At each table, do a role play of the tamarind activity

• Read the Activity Plan carefully
• Choose someone to be the Tour Guide
• The others must be the Tourists
• Do the activity – with all the steps
Topic Five
Review and Revise

Review
Revise
Process of developing Interpretive Activities

1. Research
2. Develop
3. Practice
4. Deliver
5. Review & Revise
What is a ‘critique’?

Constructive (not destructive) evaluation
Activity 10: Review your activity

Work in groups:

• Come up with a list of questions to help you review your Interpretive Guiding Activity after you have done it

• Present your questions to the class
## Review questions

<table>
<thead>
<tr>
<th>Check</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>How did the activity go?</td>
</tr>
<tr>
<td>✓</td>
<td>Was the timing right?</td>
</tr>
<tr>
<td>✓</td>
<td>Was it too fast?</td>
</tr>
<tr>
<td>✓</td>
<td>Was it too slow?</td>
</tr>
<tr>
<td>✓</td>
<td>Did I give the right kind of information?</td>
</tr>
<tr>
<td>✓</td>
<td>Do I always get the same questions from tour members?</td>
</tr>
<tr>
<td>✓</td>
<td>If so, then add that content into the activity</td>
</tr>
<tr>
<td>✓</td>
<td>Take some content out?</td>
</tr>
<tr>
<td>✓</td>
<td>Can it be better? How should I change it?</td>
</tr>
<tr>
<td>✓</td>
<td>Were the tour members happy with the activity/tour?</td>
</tr>
<tr>
<td>✓</td>
<td>Were there any risks I had not anticipated?</td>
</tr>
<tr>
<td>✓</td>
<td>Any problems encountered that I have to plan for next time</td>
</tr>
</tbody>
</table>
Ask for feedback from:

- Participants
- Colleagues
- Driver
- Vendors
- Suppliers
- Site staff
• Make changes to your notes and your planning sheet
• Do them on a computer and reprint a new copy with the changes on
• File this in your file
• Add in new materials, brochures, price lists, etc. that may be useful next time.
By now you should have researched your topic.

The next task is:

• Use the planning template – fill in all the parts of it for your activity
• Choose an activity to present the topic you have chosen
• Write a script
• Start practicing!
Module Programme

Topic 1: Interpretive Guiding

Topic 2: Get Organised

Topic 3: Plan an Activity

Topic 4: Deliver an Activity

Topic 5: Review and Revise an Activity
Module Four

Tour Management
Thank You! Khop Chai!