

**INTERPRETIVE SKILLS I**

**LESSON PLAN:** 7

**SESSION TITLE:** PREPARING AND PRESENTING THE TALK  
(Organized in Six Sessions)

**SESSION LENGTH:** 15 hours total    **ORIG. PREPARED BY:** D. Murphy 1/86

**REVISED BY:** S. Parratt, K. Cook 1/92

**OBJECTIVES:** These are listed with the individual sessions.

**TRAINING AIDS:** Listed with each session.

**HANDOUTS:** "Organization of Talks" from Glen R. Capp's How to Communicate Orally  
(attached)

"Evaluation of an Interpretive Talk" (attached)

"Sample Block Outline for Talks" (attached)

**GENERAL REFERENCES:** Presentation Skills For Interpreters, Regnier, Gross and Zimmerman.  
Interpreting for Park Visitors, Bill Lewis  
I Can See You Naked, Ron Hoff

**SESSION 1: "THE TALK" - ORGANIZATION**

**40 minutes**

**Objectives:** At the end of this session, participants will be able to:

1. Describe the importance of a talk's organization to the listener;
2. Describe the importance of a talk's organization to the speaker;
3. Produce a block outline for use in the coming talk exercise.

**Training Aids:** Flip chart & markers,  
"Tool Kit" (to reinforce tools concepts)

Suggested kit contents: pliers, binoculars, tape, hammer, yo-yo or c-clamp or magnet,  
t-square, ear plugs, microphone, baton, flashlight, brush, thesaurus,  
White-Out, shower cap, cassette tape scissors, fiber tape, adapter plug,  
staple remover, a tool with a setting, cord...you will think of others.  
Pieces of paper (for block outlines).

Content	Method	Time
NOTE: Breaks are not included; instructor will need to determine breaking points within longer sessions.	Participative	15 Min.
I. Introduction (this serves as a general introduction to the entire "talk" session as well as for the organization sub-session).		

Content	Method	Time
<p>A. Discuss the "talk" as the basic interpretive activity... Ask participants to list some differences and similarities between walks, illustrated programs, and informal interpretive encounters with visitors. The commonalities is what you want to focus on: all have certain things: they are arranged into some organized progression; they all have introductions, bodies, conclusions... i.e., they're based on the same concepts and techniques. This and the other sessions of the talk lesson plan will give participants the tools they need to plan and construct their talks.</p> <p>-Go over the component sessions of this lesson and their relative importance to the other sessions: using the theme and objectives to generate a "blueprint" for organization, we will lay a foundation (the introduction), place the studs and walls (the body), and finally the roof (conclusion)...</p> <p>B. Discuss the importance of organization. Introduce the tool kit* as a symbol for construction, but leave it closed; organization (plans, blueprints) must be considered before the tools come out of the pouch.</p> <p>*Note: The tool kit metaphor was extracted from the original lesson plan and expanded here. It is just one idea for using a single interpretive device to carry through all the preparing and presenting a talk sessions.</p>	<p>Gathering Discussion Flip chart</p>	
<p>1. Ask for examples of effects of too little organization (a talk that went poorly because although the ranger had done lots of research, there was no framework for the information), poor organization the information was ordered, but the sequence caused <u>more</u> confusion...), and too much organization (so complex that no one could follow the theme).</p>	<p>Discussion</p>	
<p>2. What can organization do for your listener? (Ask them for ideas)</p> <p>-It helps them follow your train of thought</p> <p>-they remember longer</p> <p>-they can take home a thought (your theme), which can stay with them forever.</p>	<p>Discussion</p>	

Content	Method	Time
<p>3.What can organization do for you as a speaker?            -it helps you stay on track            -it can get you <u>back</u> on track</p> <p>C.Reintroduce the parts of a talk: introduction, body,            and conclusion.</p>	Discussion	
<p>II.*Outlines - Block and standard I.A.1.a. outlines</p> <p>A.Start a laborious I.A.1.a. outline (like this lesson            plan's organized), using a topic, then do a            quick block outline (form attached as a handout)            to show simplicity. Ask participants for            examples, outline them on flip chart.</p> <p>B.Have each participant prepare a block outline; using            3"x 5" note cards or small pieces of paper            underlines their usefulness.</p> <p>*Note: Coordinate with instructors for walks and            illustrated talks to make sure that block outlines are            only covered once in Skills I.</p>	Participative Lecture	15 Min.
<p>III.Wrap-up on organization: now that the blueprints are            done, the tools can be taken out; we're ready to            build a program.</p>	Participative Lecture	10 Min.

**Session Two: "THE TALK"- OPENINGS**

**35 minutes**

**Objectives:** At the end of this session each participant will be able to:

- 1. Describe three useful tools for opening a talk;
- 2. Demonstrate use of one of these tools for the coming talk exercise.

**Training Aids:** Flip Chart with Markers,  
Tool kit as used in Session 1

Content	Method	Time
<p>I. Introduction to the tools used in putting the program together (this is when the tools are taken out of the tool kit). Pull the tools out of the kit one at a time, and name them, but don't do anything more than name the interpretive device/technique (you will go into more detail when you talk specifically about introductions, bodies...).</p> <p>OPTION: To make this more participative, walk around room with the tool kit and allow participants to pull out a tool, which you will then name by its interpretive label, "that, John, is a teaser..." See Option</p> <p>OPTION: Another participative idea is to break them into small groups to see if they can apply these tools to interpretive talks (order of presentation would need revising).</p> <p>A. Teaser: Find a tool that few people will recognize, or make an unusual contraption. This secret tool will be revealed on Thursday.</p> <p>B. Grabber: Pliers</p> <p>C. Predict the Outline: Binoculars</p> <p>D. Tilden's First Principle: Tape or Cord Extend tape from a volunteer to their note pad or other object.</p> <p>E. Audience Interaction: Tape or bungee cord. Extend tape from person to person.</p> <p>F. Triphammer: Hammer</p> <p>G. U-Turn: Yo-yo, boomerang, C-clamp or magnet)</p> <p>H. Volume: T-square (or other tool with a setting to illustrate variability)</p> <p>I. Silence: Ear Plugs</p> <p>J. Microphone: actual microphone</p> <p>K. Gestures: Conducting baton</p> <p>L. Visibility: Flashlight</p> <p>M. K-12 (Kindergarten through 12th grade): Brush</p> <p>N. The Perfect Word: Thesaurus</p> <p>O. The Gold Plated Correction: White-out</p> <p>P. Recapitulate: Shower cap</p>	<p>Participative Lecture</p> <p>See Option</p>	<p>15 Min.</p>
Content	Method	Time

Q.Memorize: Cassette tape	Participative	Con't.
R.Questions: Scissors	Lecture	
S.Transitions: Fiber tape		
T.Quick Reaction: Adapter plug		
U.Provocation: Staple remover		
II.Importance of a good introduction: it puts you at ease if you get off to a good start.	Participative Lecture	5 Min.
III.Examples of openers: (pull the symbolic tool for each out of the tool kit to illustrate its use).	Participative Lecture	15 Min.
A. <u>GRABBER</u> (pliers): A sentence which is outrageous, or rhymes, is startling, or any other way to arrest attention.		
B. <u>TEASER</u> (whatever your mystery tool is): A hint of something yet to come. Have participants give you examples of teasers.		
C. <u>PREDICT OUTLINE</u> (binoculars): Tell them what you're going to tell them, tell them, tell them what you told them.		

References for introductions:

Natural Acts, David Quammen

The Flight of the Iguana, David Quammen

Anything by Stephen J. Gould, particularly his essays in "Natural History" magazine

Both writers use grabbers and teasers very effectively; these references are good for conclusions as well.

<p>Session Three: "THE TALK" - THE BODY</p> <p><u>Objectives:</u> At the end of this session participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe five tools for use in the body of a talk;</li> <li>2. Roughly demonstrate use of three of these tools for the coming talk exercise.</li> </ol> <p><u>Training Aids:</u> tools</p>		30 minutes
<p style="text-align: center;">Content</p> <p>I. The body of the talk is where you'll meet your program objectives and flesh out the proposal made in your introduction.</p> <p>-Continued use of tools to illustrate components of a talk.</p> <p>A. <u>TILDEN'S FIRST PRINCIPLE</u> (tape or cord): Tying to personal experience of audience. Very important but often ignored. Extend the tape from student to notebook or tree nearby; comparison of wood products here to products in their home.</p> <p>B. <u>AUDIENCE INTERACTION</u> (cord, tape or bungee cord): Getting audience to actively participate via conversation or physical interaction goes a long way toward increasing retention. Extend tape between participants.</p> <p>C. <u>TRIPHAMMER</u> (hammer): A phrase which is repeated: Churchill's "We shall fight them in the air, We shall fight them on the sea, We shall fight them on the beaches . . ." which could have been, "We shall fight them in the air, on the beaches, and on the sea . . ." but would have been much less effective. Similarly JFK's "Ask not what your country can do for you; Ask what you can do for your country." The repetition of "ask" was vital to that electrifying paragraph.</p> <p>D. <u>U-TURN</u> (c-clamp): Abrupt change in direction/train of thought. "It always rains on the Olympic Pen...why are there cacti growing in Sequim prairie?"</p> <p>E. <u>SILENCE</u> (ear plugs): It takes nerve to use silence. Pause until uncomfortable; it helps when making important points.</p> <p>F. <u>VOLUME</u> (T-Square): Vary volume and pitch. Have someone read a paragraph loudly, then softly...</p> <p>G. <u>MICROPHONES</u> (micro.): Can be awkward, but can let you communicate soft utterances. Give examples on microphone.</p>	<p style="text-align: center;">Method</p> <p>Participative Lecture</p>	<p style="text-align: center;">Time</p> <p>30 Min.</p>

Content	Method	Time
H. <u>GESTURES</u> (baton, like a conductor's): Moving hands or changing position.	Participative Lecture	Con't.
I. <u>VISIBILITY</u> (flashlight): Let them see your eyes and expression, even if you can't see as well. Position yourself well.		
J. <u>KINDERGARTEN THROUGH 12</u> (brush or dustpan or...): Tell a wide-spectrum audience that at times you will be talking to different parts of the crowd (the young ones, adults, etc)		
K. <u>THE PERFECT WORD</u> (thesaurus): Keep your talk fresh by replacing old words with new, more effective ones (i.e. dump the bath water, but keep the baby).		
L. <u>THE GOLD PLATED CORRECTION</u> (white-out): Let the audience in on a mistake that you or another source has made.		
M. <u>QUICK REACTION</u> (Adapter plug): Reacting to unforeseen happenings by quick thinking and integration or ignoring or becoming flustered and losing train of thought. (the "teachable moment" that occurs on nature walks...)		
N. <u>TRANSITIONS</u> (fiber tape): logical lead-in to the next point in the talk; can be a teaser, a question...		
II. Wrap-up of body session; it's time to finish the job...		

**Session 4: "THE TALK" - CLOSING****30 minutes**

**Objectives:** At the end of this session, participants will be able to:

1. Demonstrate the ways listed here to handle questions at the end of a talk;
2. List one other tool for closing a talk.

**Training Aids:** Tools

Content	Method	Time
<p>I. A good, strong conclusion:</p> <ul style="list-style-type: none"> <li>-gives you a target to aim for as you speak</li> <li>-helps you maintain self confidence</li> <li>-makes the final impression on your audience</li> </ul> <p>These are some "finishing" tools:</p> <p>A. <u>RECAPITULATE</u> (shower cap, or think of something better!): Brief main-point summary of talk.</p> <p>B. <u>MEMORIZE</u> (cassette tape): Not suggested, except for a sentence here and there, or concluding paragraph or quote.</p> <p>C. <u>QUESTIONS</u> (scissors): Don't ask for them here; it is anticlimactic. Better to let folks know at the beginning (during the "welcome, who I am, NPS...") whether you'll ask for questions during the talk or prefer that they wait until you're done. The point is not to detract from your whiz-bang ending statements by asking, "Any questions?" The same goes for "Thank you."</p> <p>D. <u>PROVOCATION</u> (staple remover): A possible new twist. Could tie into a management goal or lead to personal action by the audience, etc.</p>	<p>Participative Lecture</p>	<p>20 Min.</p>
<p>II. Wrap-up:</p> <ul style="list-style-type: none"> <li>-Try to stage a conclusion, so they know it is coming</li> <li>-Make the end obvious and don't let it drag on and on</li> <li>- "In conclusion" is not an acceptable finale</li> </ul> <p>Reveal the mystery tool and show how it works; message = CHANGE IS POSSIBLE, you can improve your speaking skills by using these tools. The key is to employ a little discipline. Plan and practice.</p> <p>"ART WITHOUT DISCIPLINE IS NOT SELF EXPRESSION, BUT SELF EXPOSURE"</p> <p>John Dewey</p>	<p>Participative Lecture</p>	<p>10 Min.</p>
<p><b>Session 5: "THE TALK" - A DEMONSTRATION TALK</b></p>		<p><b>15 minutes</b></p>



**Objectives:** At the end of this session, participants will be able to:

- 1.State the theme of the instructor's demonstration talk;
- 2.List one "tool" and how it was used in each part of the talk: the introduction, body and conclusion.

**Training Aids:** Props as needed by instructor

Note to instructor: To establish interpretive credibility with the participants, the instructor should present the demonstration program rather than having another interpreter do it.

Content	Method	Time
I.Explain that you will present a demonstration talk before they are asked to prepare their own talks. Their assignment is to look and listen for the tools previously discussed.	Lecture	10 Min.
II.Follow up your talk with a discussion/critique: -Ask them what your theme was; -Show your objectives and ask if they were met; -Did they recognize any use of the "tools?"	Discussion Critique Flip chart	5 Min.

**Session 6: "THE TALK" - PREPARING, PRACTICING AND DOING YOUR OWN 10-13 hours total**

**Objectives:** At the end of this session, participants will be able to:

1. Deliver a 10-minute talk, utilizing the elements of good introductions, conclusions, and program bodies;
2. Improve their presentation, using critique comments and self evaluation by viewing a tape of their first talk.

**Training Aids:** Video camera, tapes, monitor

**Handouts:** "Evaluation of an Interpretive Talk" (attached)

Content	Method	Time
<p>I. Explain the logistics for participant talks:</p> <ul style="list-style-type: none"> <li>-Each will prepare and present a 10 minute talk in front of the class.</li> <li>-Their talk will be videotaped.</li> <li>-Immediately after their talk, their peers will critique them. Provide each with eval. forms.</li> <li>-They will review their videotape, with the instructor, for additional feedback.</li> <li>-They will repeat their talk, which will also be videotaped.</li> </ul> <p>NOTE: <u>Time estimates for a class of 24</u>  20 min/participant plus critique  30 minutes x 24 = 12 hours  For 2 Groups = 6 hours  For 3 Groups = 4 hours  Prep time = 2-4 hours</p> <p>NOTE: This time must be doubled to take the participants' <u>second</u> talks into account.</p>	<p>Participative Lecture</p> <p>Individual Instruction</p>	<p>15 min.</p>
<p>II. Prep and practice time for participants:</p> <ul style="list-style-type: none"> <li>-Reiterate the time blocks they have to work on their programs and the schedule for presenting them to the group (practice sessions if applicable).</li> <li>-Be available to help them with outlines, selection of interpretive tools and techniques for presenting their programs.</li> <li>-Ask if you need to clarify the instructions at points throughout their prep time.</li> </ul>	<p>Individual Instruct.</p>	<p>2-4 Hour</p>
<p>III. Individual Presentations</p> <ul style="list-style-type: none"> <li>-Arrange for someone to videotape the talks so they can be reviewed by the individual.</li> </ul>	<p>Participative Talks</p>	<p>See Above Formula</p>





HANDOUT #2 - Skills I

EVALUATION OF AN INTERPRETIVE TALK

Speaker: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Rate each of the following elements of the interpretive talk, using a point system of 1-10 (weak to strong). Make appropriate comments to support your rating.

**COMMENTS**

1. Introduction \_\_\_\_\_  
Points \_\_\_\_\_  
\_\_\_\_\_

2. Subject well organized \_\_\_\_\_  
(did it tell a story?) \_\_\_\_\_  
Points \_\_\_\_\_  
\_\_\_\_\_

3. Conclusion \_\_\_\_\_  
Points \_\_\_\_\_  
\_\_\_\_\_

4. Rate of speaking \_\_\_\_\_  
Points \_\_\_\_\_  
\_\_\_\_\_

5. Voice modulation \_\_\_\_\_  
Points \_\_\_\_\_  
\_\_\_\_\_

6. Use of conversational \_\_\_\_\_  
tone \_\_\_\_\_  
Points \_\_\_\_\_  
\_\_\_\_\_

7. Use of the dramatic \_\_\_\_\_  
Points \_\_\_\_\_  
\_\_\_\_\_

8. Mannerisms & Gestures \_\_\_\_\_  
Points \_\_\_\_\_  
\_\_\_\_\_

9. Enthusiasm \_\_\_\_\_  
Points \_\_\_\_\_  
\_\_\_\_\_

10. Courteous & Friendly \_\_\_\_\_  
Points \_\_\_\_\_  
\_\_\_\_\_

Overall impression and general comments:

HANDOUT #3 - Skills I

TALK OUTLINE

Title	Safety messages:
Theme:	
Brief outline of content:	INTRODUCTION:
MAIN BODY:	Audience (number, age, background, etc.):
	Presentation methods (lecture, questioning, demonstration, illustration, etc):

CONCLUSION:

|  
|  
|  
|  
|

Props, graphics, maps, handouts, A/V Equipment &  
materials:

|

Starting area:

Starting time:

Ending time:

Topics

to cut if talk runs long:

Topics to add if talk runs short:

Write

a brief narrative of the main points of the talk on the back of this form.