

INTERPRETIVE SKILLS I

LESSON PLAN: 8

SESSION TITLE: PREPARING AND PRESENTING WALKS

SESSION LENGTH: 4 to 12 Hours **ORIG. PREPARED BY:** M. Whatley, NAR

REVISED BY: K. Cucurullo, 1/92

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

- 1.Explain the general concepts important to program planning and speaker credibility;
- 2.List the independent steps necessary for preparing an interpretive walk. (e.g., selection of a theme, objective, outline, assessment of audience needs, conduct research etc.);
- 3.Perform a 15-30 minute walk with at least five stops;
- 4.Describe or apply additional considerations necessary for conducting an interpretive walk.(eg. introduction of self, positioning, safety, selected stops etc.).

TRAINING AIDS: Flip chart, felt pens

HANDOUTS: Talk outline sheets, lesson plan sheets, general guidelines for walks.

Content	Method	Time
I.Introduction	Flipchart, Discussion	20 Min.
A.Instructor asks the class what are the characteristics of a walk if you gave it at a: Historic Site, Nature Site, Recreational Site.		
1.Historic Site: <ul style="list-style-type: none"> a.Static environment b.Controversial (ex. Edgar Allen Poe NHS: no furniture inside house) c.Repetitive d.Hands off (Don't touch the furniture) e.Tight schedule f.Tight quarters g.Manmade hazards (broken hand railing) h.Doors (you may need to open and close) 		
2.Natural Site: <ul style="list-style-type: none"> a.Changing environment (need to inventory trail) b.Controversial (no hunting allowed) c.Hands on (feel the softness of the fern) d.Relaxed schedule (Ranger can determine duration of walk) e.Plenty of room f.Environmental Hazards (Slippery trail) 		
g.Spontaneous events (eg. bald eagle flies by group)		

Content	Method	Time
<p>3.Recreational Site:</p> <ul style="list-style-type: none"> a.Changing environment b.Walks are activity oriented (canoe trip, fishing tour) c.Usually requires equipment d.Serious safety concerns (canoe can flip over) e.High demand f.Visitors are usually "locals" g.Controversial h.Needs plenty of time for walk (1/2 day) i.Local community participation <p>B.Define the Guided Walk</p>		
<p>From Grant W. Sharp <u>Interpreting the Environment</u> "The movement of a group of visitors led by an interpreter whose goals are to develop sensitivity, awareness, understanding, appreciation, and commitment in the members of the group."</p>		
<p>C.Reinforce that all elements of the interpretive talk are in the walk. Emphasis that the elements of the walk all should be built on a solid theme.</p> <ul style="list-style-type: none"> 1.Determine the subject matter. 2.Targeting the audience. 3.Performing the research. 4.Developing theme statements. 5.Writing objectives 6.Writing the outline body. 7.Developing the conclusion. 	Flip Chart	5 Min.
<p>D.Explanation that this session will involve a presentation by the trainees.</p> <ul style="list-style-type: none"> 1.Use the same information/data base that you have developed during your talk. 2.The walk will not be video taped. 3.15-30 minute walk (instructor: this will depend on the size of your class) with five stops will be presented. 	Lecture Discussion	15 Min.
<p>E.(Optional) Video example of a good guided walk, or showing of the film "Conducted Tours" (Albright Training Center)</p>	Video	20 Min.

Content	Method	Time
<p>F.Common "pitfalls" of Walks</p> <p>At the opposite end of the spectrum are walks which appear successful, but in reality are not enduring, meaningful or inspirational to the visitor.</p> <p>a.Inventory walks: As we go through this building I will point out the furniture and tell you its name.</p> <p>b.Travelogue Talks: This is a....this is a....this is a...</p> <p>c.Chronological Rambling: Dates, Dates, Dates.</p>	<p>Brainstorm, Flipchart, Discussion</p>	<p>20 Min.</p>
<p>II DEVELOPMENT OF A PROGRAM</p> <p>A.Steps towards an interpretive walk</p> <ol style="list-style-type: none"> 1.Assessment of Audience: Know your audience. Examples: age, group size, disabilities, etc. The more that can be predetermined about this the better. Ask others about previous presentations, check reservations, look up attendance statistics. 2.Assessment of management needs or concerns. Check where it is possible to walk, consider resource impact problems etc. 3.Establishment safety guidelines. Plan for emergencies, predetermine hazards to avoid. 4.Selection of Stops. Sites for stops must be chosen for their convenience and content. Make sure you know why you selected a particular stop, and that you have something to show and tell the visitor. 5.Determine Presentation Techniques. <ol style="list-style-type: none"> a.What you finally choose will depend on many things; audience, management concerns etc. 6.Draft a narrative. The narrative can be put in Block Outline form or standard outline form before it is made into a script or a detailed outline. Use of a Program Outline Sheet of Lesson Plan format will allow the interpreter to note other actions or concerns that are going on at the same time when the walk is presented (eg. use of props, safety concerns etc.). 	<p>Lecture Discussion</p>	<p>30 Min.</p>

Content	Method	Time
<p>7. Conduct a Dry Run.</p> <ul style="list-style-type: none"> a. It is essential that the interpreter conduct a dry run before the presentation is actually given to the visitors. b. To be effective, the dry run must be done on site. If possible, it is worthwhile to bring along someone else to talk to. c. Off site practice can continue through use of a mirror, video tape, tape recorder, TV, etc. d. After testing ALL techniques and scoping out the site, modifications should be made as necessary. 		
<p>III. PRESENTATION OF A WALK</p> <p>There are endless guidelines and techniques that have been developed to aid in the presentation of an interpretive walk. They take a great deal of time and practice to learn. A few basics:</p> <ul style="list-style-type: none"> A. At the start of the walk (INTRODUCTION). <ul style="list-style-type: none"> 1. Appearance: make sure your uniform looks sharp and worn according to NPS guidelines. 2. Pre-arrange and test all props and support items (radio, 1st aid kit, litter bag, field guides, photos, binoculars, replicas, puppets, etc.) 3. Arrive at least 15 to 30 minutes on site prior to starting time. 4. Mix with participants before the walk starts, announce other programs, assure them that they are at the right place, etc. Flipchart and handouts (copy of steps direct from text to left) 5. Start the walk on time, don't wait for stragglers. Keep within line of site of starting point for first five minutes so that visitors can catch up. 	<p>Lecture Discussion</p> <p>Flipchart and handouts (copy of steps direct from text to left)</p>	<p>60 Min.</p>

Content	Method	Time
<p>6.Introduce yourself and the <u>National Park Service</u>.</p> <p>a.Tell them a little bit about yourself.</p> <p>b.Tell them about your park.</p> <p>c.Announce trail conditions, strenuousness, steps, hazards, safety precautions, duration distance and ending location.</p> <p>d.Briefly announce your plan of presentation, method and give a positive review of restrictions (do not touch furniture, do not pick plants, no smoking etc.).</p> <p>B.During the Walk (BODY)</p> <p>1.Keep the group in view at all times. You may need or want to designate a responsible visitor at the end of the group to monitor stragglers.</p> <p>a.You will need to be looking for your designated "end person" before you start talking.</p> <p>c.You may want to choose a young adult to be your "assistant", "junior guide", or "junior ranger"</p> <p>2.Avoid talking about something significant until the entire group is assembled. Try to get your group in a half circle around you before you start talking.</p> <p>3.Don't walk and talk at the same time. Only the visitors walking right next to you will be able to hear you. Small talk is fine along the way. Save important information for stops.</p> <p>4.Check behind you, every once in a while, as you are walking to make sure that your group is still with you. Young children, teenagers, senior citizens, make walk slower than you.</p> <p>5.Project your voice. Direct your voice to the last person in line or to the rear of the semi-circle. Encourage questions. HINT: Ask the visitors "Can you hear me?", they will let you know!</p> <p>6.Watch your vocabulary, especially scientific jargon.</p>		

Content	Method	Time
<p>7. Lecture as little as possible. Try to develop your talk in a way that invites the audience to participate. Go from what the visitor knows to what they don't know. Use analogy, ask questions!</p> <p>8. Repeat questions directed at you so that everyone hears the question.</p> <p>9. Be enthusiastic! Know your subject. Remember that everything you are trying to tell the visitors may be new to them.</p> <p>10. Don't bluff! If you can't answer the question, say so! Tell them you will try to get the answer and send it to them later. Don't forget to get their name and address.</p> <p>11. Avoid imposing your own interests on the group. Observe group reaction to determine if the subject continues to arouse interest.</p> <p>12. Avoid complex and detailed explanations. Keep them simple, relevant and concrete.</p> <p>13. Face your group. Keep the sun out of the visitors eyes even if it has to be in yours. NEVER wear sun glasses.</p> <p>14. If you talk to visitors between stops be sure to share your gems of wisdom with the whole group by repeating the question(s) and repeating your answer(s). Nobody wants to be left out!!!</p> <p>15. Know when to be silent. It isn't necessary to keep a barrage of conversation going. Stop talking to use the other senses whenever possible. You may need to stop talking temporarily or even move your group to another location if an airplane flies by, workers are using jackhammers, a street person is lying in your path.</p> <p>16. If talking about intangible or abstract points, make sure the visitor can make mental pictures. Ask them to describe what they envision. Use visible or tangible examples where possible. Draw graphs in the dirt, or use props.</p> <p>17. Incorporate on the spot opportunities. Seize the interpretive moment!</p>		

Content	Method	Time
<p>18. Give emergency situations priority. Make sure your radio works or where the nearest phone is. Plan rest stops. Keep a head count. Think and practice safety!</p> <p>C. At the Conclusion of the Walk (CONCLUSION).</p> <ol style="list-style-type: none"> 1. Make sure all participants are accounted for. 2. Summarize the program. Develop a strong, motivating ending. Don't forget to mention the N.P.S. 3. Inform your group that you will remain around for questions and follow-up on items you were unable to answer on the walk. 4. Return all props and gear. 		
<p>IV. EVALUATION</p> <p>A. Evaluation should be going on throughout the walk. Ask the class what are the ways that they could evaluate their own walk.</p> <ol style="list-style-type: none"> 1. Observe visitor reactions. Look for smiles, questions, raised hands, retention of the entire group to the conclusion of the presentation, and other feedback. Lecture Discussion 15 Minutes 2. Direct questions to the visitor that relate to your objectives. <p>B. Evaluation should also come from outside.</p> <ol style="list-style-type: none"> 1. Get a peer, friend or even a stranger to audit your walk and give you feedback. 2. Get a supportive supervisor, or a non-supervisory superior (eg. chief ranger) to critique your walk. Don't wait for them to ask you, make an appointment with them. 	<p>Lecture Discussion</p>	<p>15 Min.</p>
<p>V. PREPARATION AND PRESENTATION OF A SAMPLE GUIDED WALK.</p> <p>A. INSTRUCTIONS</p> <ol style="list-style-type: none"> 1. FIRST DAY OF WALKS <ol style="list-style-type: none"> a. The class will be divided into three or more groups (depending on the size of your class). b. Using the information/data base that you used during your talk to develop a walk. It can 	<p>Prep time</p>	<p>2-4 Hours</p>

be indoors or outdoors, depending on what techniques you need to work on.

NOTE: Instructor, you may want to assign the students to do an outdoor walk or indoor walk as to make it more difficult for each individual student. (ie. so that they are not doing the same talk that they give at their own park)

c.The walk will be 15-30 minutes (depending on the size of the class) and it **must** include five (5) stops.

d.Allow the students to prepare their walk.

2. SECOND DAY OF WALKS

Exercise,
Audits

4 Hours

a.Students will break out into their groups with an instructor and will do their presentation in front of the group.

b.One member from the class and the instructor audits the presenter.

VI.SUMMARY

Discussion

5 - 10
Min.

A.The instructor and peer auditor should point out the overall successes and weakness of the walk in a one to one situation. All those listening can make casual supportive comments.

B.Major points that need review should be addressed here.

C.Conclusion

D.Optional: End on a high point. Save a particularly good student video, or other example to show now.

Video example

HANDOUTS
FOR
PREPARING AND PRESENTING THE WALK

THIS IS WISDOM

This is wisdom, maids and men;
Knowing what to say and when .
Speech is common; thought is rare ;
Wise men choose their words with care.

Artists with the master's touch,
Never use one phrase too much.
Jesus preaching on the Mount,
Made his every sentence count.

Lincoln's Gettysburg address,
Needs not one word more or less.
This is wisdom, maids and men;
Knowing what to say and when.

THE GUIDED WALK

Techniques for a guided walk are many and varied. Often these depend upon the individual's skill. However, there are a number of things that can be done to insure a successful walk. Among these are:

1. Pre-walk Activities

- A. Select a place to meet the group that will be pleasant for those having to wait.
- B. A routed or lettered sign at the meeting place listing the time of departure and the days the walk is given is helpful. This is especially true where several guided walks originate at the same point each day.
- C. Be sure to have any special equipment along that will be needed such as binoculars, light meter, etc.
- D. Be sure to arrive at the meeting place well in advance of departure time; then stay put and don't wander, as you only confuse visitors who plan to take the walk.
- E. When people arrive, don't just let them stand around. Greet them cordially.
- F. Engage the early comers in conversation, if possible. It helps to make them a part of the group. and puts you on good terms with them before the walk begins.
- G. Start the walk on schedule--don't just wait around for possible late comers.

2. The Guided Walk

- A. Introduce yourself; the group will want to know who you are. Make this simple.
- B. Identify the activity and the National Park Service.
- C. State the distance covered by the trip and the approximate time required. Be sure you adhere to the limitations you have set up.
- D. Let them know where the walk is to end--this is especially important if it ends at a different spot than where it begins.
- E. Condition the group if any special conditions are to be met--such as rough terrain or if any fees are to be charged (this is important where a boat trip becomes a part of the walk).
- F. Indicate any special gear that may be needed, such as warm clothing if entering a cave, etc.
- G. Briefly list some of the highlights to be expected and the objective of the walk--may be an ecological walk, one dealing

primarily with history, etc.

- H. Invite questions on the walk.
- I. Indicate how the walk is to be led.
- J. Leisurely being the walk, moving only a short distance from the starting point for the first stop. This allows late comers to arrive and join up.
- K. Walk only as fast as the slowest. Most visitors are not in the "pink" of condition; you may also have older persons in the part.
- L. Stop only at comfortable spots to talk. Take advantage of switchbacks when on a steep trail.
- M. Collect the group before starting to talk.
- N. Talk clearly, but don't shout.
- O. Keep discussions simple.
- P. Do not keep your group too long in one spot--several may become restless.
- Q. Keep the group together between stops--don't run away from them.
- R. Stop only at points of interest that can be developed.
- S. Don't lecture--involve the group at least part of the time.
- T. Be safe at all times.

3. Termination of the Walk

- A. Gather the group and quickly review something of the scope and interests of the trip.
- B. Be sure all activities you wish them to know about are mentioned--don't cover too much ground on this; some parks have extensive programs.
- C. Dismiss the group--don't let them just drift away. Invite those who want to do so to stick around with any questions they may have.

4. General Points to Consider

- A. Keep in the lead at all times on the walk; do not let individuals go ahead.
- B. Encourage questions.
- C. Handle humor with care--planned humor is often easily recognized by the visitor.
- D. Don't be a wisecracker--if the Service needs a comedian it can hire one.

- E. Draw on listener experience when appropriate--be prepared to shorten the time if necessary.
- F. Don't choose certain people in the crowd to cater to while on the trip--some individuals are attracted to the appeal of a person in uniform!
- G. Don't pick plant specimens to show the group--you are setting an example.
- H. Don't get technical or be a know-it-all.
- I. Don't be afraid to say "I don't know." It is most deflating to one's ego to be embarrassed in front of a crowd because you gave the wrong answer and got caught!
- J. Use your own experiences to advantage on the walk, but go slow on the frequently with which the word "I" is used.
- K. Never forget that you are there to help the group, not to entertain them.

THE ILLUSTRATED TALK

1. IN ORGANIZING A TALK:

- A. Choose what you want to tell about--what is the story.
- B. Choose slides as background, illustrative materials - not something necessary to explain.
- C. If a scene must be explained before it is understandable, it is poor.
- D. Choose only good color.
- E. Check bindings for film slippage.
- F. Don't put in something you will have to apologize for in talk--choose film that is in good condition.
- G. Don't plan to use too many slides--this is not a "slow motion" movie.
- H. Have at least one key thing in mind that the slide will illustrate.
- I. Don't plan on using examples unless they can be applied locally.
- J. Don't try to memorize your talk--it is deadly if you forget.
- K. Develop a talk that can be illustrated--not illustrations that are looking for a talk!
- L. Don't plan a talk for longer than about 35-40 minutes.

2. PRESENTING THE TALK

- A. Keep the language simple--don't get academic or involved.
- B. Use words that are well understood.
- C. Talk at a moderate rate.
- D. Keep voice level high enough to be heard--even with a microphone.
- E. Have a place for your hands.
- F. Don't slouch--stand reasonably upright, but not stiff.
- G. Don't walk around too much--some is all right, but pacing the floor is bad.
- H. Don't get dramatic--some drama is all right, but this is not the stage.

- I. Don't be too serious--neither try to be funny.
- J. Be courteous in what is said--no slams at persons or things.
- K. Be enthusiastic, but not bombastic.
- L. Watch the audience--don't watch something about the 10th limb up in a tree.
- M. Don't be an obvious "know it all."
- N. Space pauses between statements.
- O. Speak clearly.
- P. If bothered by some degree of stage fright, pick persons in the audience to "talk to."
- Q. Signal for your slide a second or two before it is actually needed.
- R. Do not turn your back on the audience, especially if you do not have a microphone.
- S. When using a pointer, don't "stab" and let it go at that.
- T. If using a light as a pointer, don't "flit" around on the screen.

3. IN CLOSING:

- A. Don't just come to the end of the talk and stop--neither should you draw it out and let it drag.
- B. Close out with a "punch" thought, if possible.
- C. Close out "on time"--people may not have all night.
- D. Invite questions after the talk.
- E. Brief any announcements necessary.
- F. Don't obviously want to leave as soon as the lights come on.
- G. Be courteous--answer questions--this may be the only time some of these people will talk to a person in uniform.
- H. If you are too much in a hurry to leave, you are on the wrong job! never be in too much of a hurry to be friendly.

ORGANIZATION OF TALKS

Freely adapted from Glen R. Capp's How to Communicate Orally

- I. Introductions have 3 purposes: (1) to create a favorable atmosphere for the talk; (2) to stimulate interest in the subject; and (3) to clarify the topic.**
- A. A favorable atmosphere may be created by:
1. Referring to momentary interests
 2. Responding to mood of audience
 3. Referring to special interest of audience
 4. Honestly complimenting the audience
- B. Interest may be stimulated by:
1. Asking a stimulating question
 2. Asking a series of questions
 3. Beginning with an unusual statement
 4. Beginning with an illustration or narrative
 5. Beginning with humor (if related to talk)
 6. Beginning with a provocative quotation
 7. Relating a pertinent personal experience
 8. Referring to a problem
 9. Referring to the occasion
- C. The topic may be clarified by revealing the theme and its main headings.
- II. The body of the talk may be developed by: (1) disclosing the theme; (2) dividing the theme into main and subordinate headings and arranging them into an organizational pattern; and (3) supporting your ideas with explanation, reasoning, evidence, analogy, etc.**
- A. The theme should be worded as a complete sentence which summarizes the entire speech.
- B. The main headings must support the central idea. They may be arranged according to one of the following patterns:
1. Deductive or inductive
 2. Problem solution
 3. Time-order
 4. Enumeration-order
 5. Logical (step-by-step) order
 6. Location-order
 7. Cause-to-effect and effect-to-cause
 8. Simple-to-complex
 9. Familiar-to-unfamiliar
- III. The conclusion rounds out the them by: (1) summarizing the main points; or (2) amplifying the them; or (3) indicating desired action or any combination of them.**

THE EFFECTIVE ILLUSTRATED TALK

- I. The effective illustrated talk teaches while entertaining the park visitor.**
- A. Visitors should not realize that they are being taught.
 - 1. The title should be catchy, not formal.
 - 2. The text should be entertaining, not academic.
 - B. Visitors are taught by the subtle approach.
 - 1. Tell a story while covering the facts.
 - 2. Tell a story that involves the listener.
 - 3. Tell a story which has carryover value to the listener.
- II. The effective illustrated talk takes considerable organization and thought about what you wish the listener to learn. A series of identification slides do not make an illustrated interpretive talk.**
- A. The talk should have two underlying themes.
 - 1. The major theme must be: The total environment of the subject and its value, relationship, and/or meaning to the listener.
 - a. It must answer the question, "Why are you taking my time for this?"
 - b. It must give him a base of understanding.
 - 2. The second theme is: The subject you have chosen and what you wish the listener to learn.
 - a. It must give sufficient detail to satisfy his immediate curiosity.
 - b. It should pose questions which may arouse his interest to further study.
 - B. The talk should be outlined (as in this outline) to crystallize your thoughts and control their development.
 - 1. The introduction sets the scene for the subject.
 - a. It must orient the listener to the subject.
 - b. It should put him in the mood to want to listen to your subject.
 - 2. The body should comprise at least 3/4 of the talk.
 - a. Tell your story here.
 - b. Decide on the story, tell it, then STOP.
 - c. Follow a logical sequence for understanding.
 - d. Define your technical words but hold to not more than five.
 - e. Use sufficient detail to explain your subject but no more.
 - f. Develop parallel thoughts for emphasis.

- g. Develop the story in a conversational manner.
 - h. Key your discussion to things already part of the listener's background, knowledge or experience.
 - i. Emphasize where the subject(s) can be observed in the park or other environment.
 - j. Use your title in the discussion where applicable and especially in the summary if possible.
3. The conclusion must summarize the whole picture and bring the listener back to your beginning or a logical ending.
- a. Summarizing should be subtle and realized only subconsciously by the listener.
 - b. Challenge the listener to further enjoy the subject by observation within the park or by reading.
 - c. End with a pleasing or inspiration thought.
- C. The talk is only now ready for illustrating.
- 1. Find the best slides you can for illustrations.
 - a. Use only slides of good color.
 - b. Use slides of similar contrast next to each other, not a dark one and then a very light one.
 - c. Use the slide with the best composition if you have a choice.
 - d. Use slides which do not confuse the observer as to top and bottom.
 - e. Use slides which illustrate the point being discussed.
 - f. Use fill-in slides when inspiring or philosophizing.
 - g. Use a title and end slide for finesse.
 - 2. If there is no slide to illustrate your point, do these things:
 - a. Modify your talk, temporarily at least, to eliminate the point.
 - b. Or modify your talk to make a point you can illustrate.
 - c. Let your supervisor know so the desired slide can be obtained.
 - d. Do not use a fill-in slide or talk with the last slide still showing.
- D. The talk is now ready for study on the sorting table with slides in the proper sequence according to your outline.
- 1. Review the selection for overall appearance and details of the talk.
 - 2. Attempt to memorize the order of the slides.
 - a. Knowing which slide comes next becomes a picture outline.
 - b. Knowing slide order lets you call for the slide as you begin its subject.

III. The effective talk is made by the amount of effort you put into organization.

- A. An organized story holds the listener while you instruct.
- B. A good illustration drives home the point you are making.
- C. The effective illustrated talk is the interpreter's left hand, and second only to a walk in the field, his right hand.

The above is an illustration of an outline which should be followed and instructions for making a well organized, illustrated talk. Write out your talk in this form with these basic points for submission to your supervisor. YOU will very possibly be much more pleased with your talk and its presentation after you have tried this system.

Skills I - General Handout

METHODS OF PROGRAM DELIVERY

ADVANTAGES

Slide Program

Realistic; gives clear mental picture
 Adaptable; easily updated or changed
 Convenient; compact to handle
 Equipment simple to operate, inexpensive, and readily available
 Variety of use-manual, tape sync, special effects; rear vs. front screen

Movie

Realistic, high impact
 Consistent in content and quality
 Low prep time
 Compact, easy to operate

Film Strip

Rate variable
 Consistent
 Simple to operate; compact equipment
 Easily available

Overhead Transparency

Versatile
 Develop and add on to as taught; rate variable
 Lighted room okay
 Simple to make

Demonstration

Clarifies material by direct contact and use
 Realistic, sensory, dramatic
 Shows motion and skills
 Can save time

Outdoor Walk or Lesson

Direct personal contact
 Realistic, sensory
 Highly adaptable
 Shows Motion and skills

DISADVANTAGES

Takes a lot of prep time (first time)
 Need good source of slides
 May be inconsistent in content or delivery
 Requires darkened room, electricity, equipment
 Tendency to rely on slides too much

Cannot change rate of presentation or adapt to local or new conditions
 Tendency to rely on
 Expensive
 Needs dark room, electric, equipment

Less realistic
 Not adaptable
 Not good for large audiences

Less realistic
 Transparencies
 Equipment large and bulky
 Requires equipment and operation skills

May be hard to see or logistically impossible
 May need special equipment, setting
 May be inconsistent in content or presentation

Requires small group
 Expensive in per person time
 May be inconsistent in content and delivery
 May require special setting or weather conditions