

INTERPRETIVE SKILLS III-B

LESSON PLAN: 12

SESSION TITLE: DEMONSTRATIONS

SESSION LENGTH: 4 Hours **ORIG. PREPARED BY:** Jim Warner

REVISED BY: D. Larsen, 1/92

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

1. Describe the general concepts important to effective interpretive demonstrations;
2. Describe the three primary categories of effective interpretive demonstrations as well as several types of interpretive demonstrations;
3. Demonstrate a simple process, activity, or concept;
4. Describe the potential and limitations of interpretive demonstrations in different types of NPS interpretation.

TRAINING AIDS: Hand held objects that can be used to demonstrate any process, activity, or concept. Examples include: tools, historic weapons, string, silhouettes, playing cards, cameras, simple first aid equipment, thermometer, tree leaves, twigs, limb rounds, shells, bones, ceramic shards, arrowheads, bullets, creatures, and artifacts.

HANDOUTS: Items necessary for a variety of demonstrations.

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| I. SAMPLE DEMONSTRATIONS | | |
| <p>A. Grabber Demonstrations:</p> <ol style="list-style-type: none"> 1. Present "Simple" Demonstration. 2. Define elements of "simple" demonstration in which a process or activity is demonstrated: without explanation; demonstrated again, step by step, with explanation; and is finally placed in its larger context, significance, or meaning. 3. Present "Participative" Demonstration. 4. Define elements of "participative" demonstration in which a process or activity is demonstrated: without explanation; demonstrated again, step by step, with explanation; participants are allowed to perform the process or activity; and is finally placed in its larger context, significance, or meaning. 5. Present "Show and Tell" Demonstration. | <p>Demonstration</p> <p>Prepared Flip Charts for category definitions</p> <p>Discussion and flip charts to record the objectives of each demonstration category</p> <p>"Show and Tell" is involved in all 3 categories of demonstration</p> | <p>45 Min.</p> |

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| <p>6. Define "show and tell" demonstration in which an object or objects are used to illustrate a concept. These demonstrations do not illustrate multi-step activities. However they do illustrate single concepts or single steps in a process or activity.</p> <p>B. Objectives of each of the three demonstration categories.</p> <p>1. "Simple" demonstrations provide entertainment, provocation, education, as well an opportunity to interpret the "big picture." They are most effectively used when visitors cannot or should not directly participate because of logistical, safety, or interpretive reasons i.e. the time necessary for direct participation precludes the overall objectives of the program.</p> <p>2. "Participative" demonstrations provide entertainment, provocation, education, an opportunity to interpret the "big picture," as well as teach the visitor a new skill. Therefore they involve the visitor to a greater degree than "simple" demonstrations and "show and tell" demonstrations and might engage and provoke the visitor to a larger degree.</p> <p>3. "Show and tell" demonstrations illustrate and make clear specific concepts or steps in a process or activity that words alone might not.</p> | | |
| <p>II. WHY USE DEMONSTRATIONS AS AN INTERPRETIVE TOOL:</p> <p>A. Demonstrations can give visitors a better understanding of what is being interpreted.</p> <p>B. Demonstrations can act as an attraction or "hook" for presenting valuable interpretive programs.</p> <p>C. Demonstrations provide opportunities to present a larger story (the Big Picture) by presenting the larger context, significance, and meaning of the activity.</p> <p>D. Visitors get involved in the interpretation. With "show and tell" they become more engaged in the activity, even if they do not directly participate. Demonstrations can be particularly effective for children.</p> | <p>Discussion</p> | <p>15-20 Min.</p> |

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| <p>E.Visitors get closer to the resource or the object being interpreted.</p> <p>F.Demonstrations entice questions and can provoke visitors to think deeply.</p> <p>G.Demonstrations tend to hold the visitor's attention longer than some other types of interpretation.</p> <p>H.Demonstrations concretely illustrate how a process, activity, or concept works.</p> <p>I.Demonstrations help explain and clarify words, phrases, and concepts that might not be otherwise fully understood.</p> <p>J.Demonstrations can be far more interesting than lectures.</p> <p>K.Demonstrations frequently use all of the senses.</p> | | |
| <p>NOTE: If participants describe types, methods, and tools they have used or have seen used in demonstrations, make a mental note and ask them to make a mental note of those experiences. They can be applied to Section III. TYPES OF DEMONSTRATIONS. You may even want to list them on a flip-chart.</p> | | |
| <p>III. TYPES OF DEMONSTRATIONS:</p> | | |
| <p>A. Costumed Interpretation:</p> <ol style="list-style-type: none"> 1. Blackpowder demonstrations 2. Craft demonstrations- <ol style="list-style-type: none"> a. candle making b. quiltmaking c. cooking d. etc. 3. Trade demonstrations- <ol style="list-style-type: none"> a. blacksmith b. cooper c. cobbler 4. Farm demonstrations 5. Other | | |

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| <p>B. Living History: Includes all of above.</p> <p>C.Craft Demonstrations: Includes all of above without period clothing or first person characters.</p> <p>D.Skills Demonstrations (recreational and other)</p> <ol style="list-style-type: none"> 1.Wood carving 2. Fishing 3. Canoeing 4. Snowshoeing 5. Rock-climbing 6. Birdwatching 7. Map-reading 8. Other <p>E. Hand-held Objects:</p> <ol style="list-style-type: none"> 1. Artifacts- <ol style="list-style-type: none"> a. arrowheads b. ceramic shards c. pressed flowers d. pressed leaves e. pine cones and twigs f. etc. 2. Creatures <ol style="list-style-type: none"> a. live animals b.animal and bird skins, feathers and bones c. invertebrate shells d. other | | |
| <p>NOTE:The group should discuss types, methods, and tools they have used or have seen used in demonstrations. Use a flip-chart to record their input and have them identify the category of each type of demonstration as well as the specific benefits enumerated in section II. WHY USE DEMONSTRATIONS AS AN INTERPRETIVE TOOL.</p> | | |

IT IS IMPORTANT TO USE NUMEROUS OBJECTS BROUGHT BY THE INSTRUCTOR TO ILLUSTRATE THE TYPES OF DEMONSTRATIONS BEING DESCRIBED. This will help break up the lecture/discussion format. Let people play a little.

Discussion 1 Hour
See Note below

NOTE: Costumed interpretation according to NPS-6 is third person presentations in period clothing. Living History is first person presentations in character. IT IS VERY IMPORTANT TO MAKE THESE DEFINITIONS CLEAR!

Special concern should be stressed about the preservation of cultural and natural resources. Consumptive use should be discussed. Reproduction or specially made objects should be used whenever possible.

Look into the laws and policies that might affect the objects used. NPS areas no longer permit the use of live reptiles in demonstrations.

Group Presentation 1 Hour

IV. STUDENT DEMONSTRATIONS

- A. Divide into 6 groups.
- B. Make assignment.
- C. Groups meet.
- D. Groups present demonstrations with short discussions following each.

Divide into six groups. Assign two groups to prepare and present a five minute demonstration in each of the three categories. Groups can prepare demonstrations using the objects brought to the session by the instructor if they so choose. During each discussion, have the students identify the category and type of demonstration presented according to sections I. and III..

NOTE: Students should understand that all group members should participate and that demonstrations do not have to be involved or complicated. Examples of demonstrations might be: how to build a five person pyramid; how to play solitaire; how to sing a round; how to load a camera; etc.

V. WHERE SHOULD INTERPRETIVE DEMONSTRATIONS BE USED?

- A. Historical and Cultural Sites Demonstrations can vividly involve visitors, helping them comprehend and understand events, issues, etc.

Group Discussion using 45 Min.
flip chart

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| <p>C. Is the demonstration ACCURATE in content and detail? Costumed interpreters must demonstrate activities and concepts that are consistent with their attire. THE ACCURACY OF THEIR COSTUMING IS ESSENTIAL TO THE ACCURACY OF THE DEMONSTRATION. Both natural and cultural objects used for show and tell must be what they are presented as being. If not, they are deceiving the visitor! Research is very important. Interpreters must know what they are interpreting and how to relate their demonstration to the big picture.</p> <p>D. Can the ROLE assumed by the interpreter meet the objectives of the program? In third person, a costumed interpreter can use any of the three demonstration categories. In first person, an interpreter is somewhat limited in the degree to which she/he can repeat and explain demonstrations or place them in a larger historic context (the "big picture"). Demonstrations in first person tend to enhance the impression and authenticity of the character.</p> <p>E. Is the demonstration TASTEFUL? Chauvinistic and/or prejudicial statements and innuendos offend visitors.</p> <p>F. Is the activity or process being demonstrated LEGAL and/or AUTHORIZED?</p> <p>G. Is the demonstration ORGANIZED and easy to follow? Can the mechanical descriptions of the process be understood?</p> <p>H. Are all aspects of the demonstration VISIBLE? All visitors are entitled access to each aspect of the program. Large groups cannot appreciate or see small objects in a timely manner. This might be handled with several repetitions of the process at various locations in the group.</p> <p>I. What is the best way to get visitors INVOLVED? Which of the senses can be used to get the message across?</p> | | |

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| <p>J.How easy is the process to understand? Complex situations intimidate. Keep it SIMPLE.</p> <p>K.How SAFE is the demonstration? Visitors must be protected from physical injury and personal stress. Likewise, the resources used by the interpreter must not be harmed.</p> <p>L.How PRACTICED is the demonstration? How well does the interpreter know how to perform the process. Descriptions of how mechanical functions take place or the cause and effect of objects on one another should be presented in the simplest manner. The interpreter might be wise to memorize these elements of the demonstration.</p> | | |
| <p>VII. CONCLUSIONS:</p> <p>A.Often interpretive objectives can be attained most effectively through demonstration.</p> <p>B.Planning and the use of proper demonstration categories and types will insure the attainment of those objectives.</p> <p>C.Challenge participants to incorporate an appropriate category and type of demonstration in their own park.</p> | Summarize and use prepared flip charts | 5-10 Min. |

VIII. REFERENCES

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Tilden, Freeman, Interpreting Our Heritage, The University of North Carolina Press; 1957