

Component for Module 210

Program Development

PURPOSE

This component guides the development of both the physical and intellectual mechanics of a conducted activity.

OBJECTIVES

Upon completion of this component, the learner will be able to:

- explain when to choose a conducted activity to achieve a specific interpretive outcome;
- organize a program around a cohesive development of relevant ideas;
- plan the intellectual and emotional connections that will be most effective;
- plan for physical logistics;
- ensure employee and visitor safety.

APPROACH

Conducted activities might address the same subject matter and even the same themes as interpretive talks, but provide visitors with a resource immersion experience as well as multiple opportunities to connect to the meanings of the resource. In planning a conducted activity, interpreters must select a route and stops that provide the most desirable sequence of interpretive opportunities and check them from time to time, ensuring responsible protection for the resources.

Conducted activities generally feature an intense and immediate experience of the resources. This component highlights the unique logistics required for developing successful conducted activities. Because conducted activities include movement of the audience, the interpreter should be aware of the presentation logistics unique to this technique. The interpreter should use the appropriate presentation logistics to develop an effective and safe immersion experience for the visitor in the particular resource and type of activity (such as walk, bus tour, house tour).

CONTENT OUTLINE:

- I. Why choose a conducted activity?
 - A. Immersion/in-depth experience
 - B. Multiple opportunities for visitors to connect with the resource
 - C. Physical movement
- II. Decision to present

A. Resources

1. Resource protection
2. Resource immersion opportunities

B. Group characteristics

1. Group interests and motivations
2. Group age and intellectual abilities

C. Interpretive opportunities

D. Visitor comfort

1. Environmental
2. Are stops and route accessible to a variety of abilities?
3. What are the alternatives?

III. Program development

A. Key principles: [Module 103: Preparing and Presenting the Interpretive Talk](#)

1. Research
2. Delivery skills
3. Goals, themes, and objectives
4. Program organization
5. [Presentation techniques](#)

B. Building a cohesive program--plan the intellectual and emotional connections that will be most effective

1. Sequencing the opportunities
 - a. Within a stop
 - b. From stop to stop
 - c. Linear and non-linear
2. Multiple points of view
 - a. What a tangible resource means to various perspectives
 - b. Various perspectives on a given stop
 - c. A specific and varying perspective at each stop

3. Choose stops because they provide specific interpretive opportunities

IV. Physical logistics

A. Space and time

1. Tour capacity
2. Space availability
3. Route and sequence
4. Time, location, duration
5. Advertising
6. Pacing of physical movement

B. Gear and equipment

1. Clothing
2. Tools
3. Amplification
4. Binoculars, maps, specimens, etc.
5. Overnight equipment

C. Necessities

1. Food and water
2. Comfort stations
3. Parking availability

D. Resource protection/fragility

1. Rules and directions
2. Personnel required

E. Safety

1. Communications
2. Emergency response, first aid
3. Special skill requirements, (rock climbing, living history, canoeing, caving, etc.)
4. Environmental/weather considerations

5. Structural considerations

6. Special transportation concerns

7. Recent safety and health concerns

8. Age and health considerations

V. Presentation logistics

A. Knowledge of tangible/intangible resources

1. Tangible resources

a. Listing of all to encounter

b. Evaluate and enhance personal knowledge of tangible resources

c. Views, vantage points, scenes, visual aids, objects, reproductions

d. Natural, scientific, cultural, historic context in which the tangible resource resides

2. Intangible resources

a. Meanings, values, processes, ideas, etc., represented by the tangible resources

b. Possible tangible/intangible links

3. Determine which resource links will provide the specific interpretive opportunities that support the interpretive objective

B. Sequencing and transitions

1. Demonstrate continuity of thought

2. Allow visitors to find meaning

3. Use conversation before introduction and between stops should be stepping stones for bigger ideas

C. Pacing

1. Recognize and sequence emotional and intellectual impacts

2. Maintain personal and audience enthusiasm on longer programs

3. Know when to be silent

4. Be flexible

D. Group dynamics

1. Visitor participation

2. Plan for different learning styles (visual, auditory, kinesthetic) and levels.

Consult Module 270--Developing and Presenting a Curriculum Based Program: [Introduction to Learning and Development](#).

E. Accommodating special needs

F. Common pitfalls

1. Travelogue walks and rambling

2. Inventory walks

3. Talking when everyone is not physically with you or is distracted

4. Technique overwhelms or obscures resources

VI. Evaluating program outcomes - See *Module 103--Preparing and Presenting the Interpretive Talk*: [Delivering an Interpretive Talk and Assessing Its Interpretive Value](#)

A. Qualitative assessments

B. Quantitative assessments

C. Visitor feedback and evaluation

RESOURCES

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SUGGESTED DEVELOPMENTAL ACTIVITIES

1. Observe three different types of conducted activities. List the logistical considerations including resource protection, group needs, logistics, safety, group dynamics, group facilitation, and pacing.
2. Design an assessment tool which measures the interpretive outcomes for a conducted activity. Apply the tool to a conducted activity.
3. Compare an interpretive talk to a conducted activity with similar desired interpretive outcomes. Apply an assessment tool in your analysis. Which interpretive technique proved most effective in achieving the desired outcome? Discuss your findings with your interpretive supervisor or manager.
4. Create a graph to show the tangible and intangible links to make at each stop. Match each pair back to the cohesive idea (theme) of your program. Try changing the tangible/intangible link or the stop if either does not support the cohesive idea. How do your stops interrelate? If necessary, revise the cohesive idea.
5. Create a list of the mechanical tools that you need for your conducted activity, and how each tool will enhance tangible, intangible, and universal concepts.
6. During long conducted activities, interpreters face the challenge of maintaining visitor enthusiasm. Create a list of techniques and strategies for maintaining enthusiasm during a long conducted activity at your park or some other site.

Editor: [NPS Training Manager for Interpretation, Education, and Cooperating Associations](#)

Component for Module 210

Resource Immersion

PURPOSE

This component builds on the knowledge of the resource and skills gained in [Module 103-- Preparing and Presenting an Effective Interpretive Talk](#). Here that general knowledge is elevated to an immersion in the resources relevant to conducted activities. This approach demands developing subject matter expertise.

OBJECTIVES

Upon completion of this component the learner will be able to:

- identify specific strategies for his/her immersion in the resource;
- provide an opportunity for visitors to immerse themselves in the resource and discover a multitude of personally significant meanings and connections;
- address multiple points of view and divergent opinions with confidence and sensitivity.

APPROACH

Resource immersion is in-depth exposure to the multiple meanings associated with a resource. It is an effort to experience and comprehend as many facets as possible and to forge lasting personal connections with the resource.

For the interpreter, resource immersion is enhanced knowledge and understanding of the resource achieved through research, mentors, time spent in the resource experiencing facets and nuances normally unseen, and considering and respecting other points of view and perspectives. For the interpreter, personal immersion in the resource is critical to build trust and establish credibility with a group. Concepts in [Module 101: The Process of Interpretation: Fulfilling the NPS Mission](#) underpin the principles described here.

For the visitor, resource immersion may lead to personal moments of revelation (the "ah ha" experience). Conducted activities can provide a catalyst for the visitor to develop a stewardship ethic. They encourage discovery, processing, and reflection on issues. A high degree of visitor involvement with the resource (immersion) leads to personal satisfaction and enhanced learning by doing, investigating, and thinking about the connection of the resources to intangible meanings. The interpreter is responsible for preparing the group and facilitating the process.

CONTENT OUTLINE:

I. Resource immersion

A. Self

1. Explore what interests you have in the resource itself (use tangibles, intangibles, and universal concepts previously identified in Module 101)

2. Develop, over time, your own personal connections with the resource
 - a. What meanings apply
 - b. Become attuned to the seasonal changes in the resource(s)
 - c. How is your experience unique?
 - d. What about your experiences can be shared with a group?
 3. Include immersion in the relevant literature, research, reports, and other documents
 4. Identify and/or develop mentors or individuals who are immersed in the resource (NPS staff, volunteers, park partners, researchers, scientists, and academic experts). See Module 103.
 5. Allow time for reflection, contemplation, and fermentation
- B. The audience
1. Identify current levels of audience resource experience
 - a. Information base
 - b. Tangibles, intangibles, and universal concepts
 2. Recognize and allow for different levels of immersion
 - a. The visitor is sovereign
 - b. Honor the "Visitor's Bill of Rights"
(see Module 101)
 3. Identify the tangible, intangible, and universal concepts that link visitors more closely with the resource
 4. Move visitors through the resource to allow them to discover and reflect upon multiple aspects and points of view
- II. Immersion issues and multiple meanings
- A. Opportunity for enhanced interpretive outcomes
1. Widespread revelation
 2. Divergent opinions
 3. Provocative interpretive moments
 4. Conflicting points of view (see [Module 110](#))
 - a. Present multiple viewpoints fairly and accurately
 - b. Explore a range of possible solutions or options

- c. Provide outlets for further discussion
- d. Keep discussions non-personal (see Module 101 and [Module 111](#))

RESOURCES

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SUGGESTED DEVELOPMENTAL ACTIVITIES

1. Develop a personal resource immersion plan. Identify the time and resources you need to become fully involved with as many aspects of the resource as possible. Discuss your plan with your coach, supervisor, or mentor. This is an ongoing process, revisit your plan regularly to review your progress.
2. Observe three different conducted activities (in person or on videotape). Note whether the interpreter attempted to facilitate resource immersion for the group. If not, how could it be changed to succeed?
3. Make a list of the critical/controversial issues in your park. Pick out an issue and identify how it might be a starting point for planning/developing a conducted activity. Discuss with your supervisor how such an approach may or may not work at your site.
4. Use the In-Touch bulletin board or the World Wide Web to network with other parks and related agencies. Research controversial or critical issues included others' conducted activities.
5. Work with a resource manager, researcher, curator, experienced interpreter, or some other source material expert to design a conducted activity with maximum resource immersion and minimal resource impact.

Last update: April 20, 2000

<http://www.nps.gov/idp/interp/210/immerse.htm>

Editor: [NPS Training Manager for Interpretation, Education, and Cooperating Associations](#)

Component for Module 210

Human Interactions

PURPOSE

A conducted activity gives the interpreter a greater opportunity to use more complex communication skills. This component explores skills that can be integrated into these programs to heighten visitors' experiences in the resource.

OBJECTIVES

Upon completion of this component, the learner will be able to:

- address multiple points of view;
- demonstrate knowledge of group dynamics by planning for group interaction;
- embrace spontaneous situations as interpretive moments which enhance the continuity of the program;
- create a climate of respect;
- experiment successfully with alternative methods of interpretation.

APPROACH

The interpreter's interaction with the audience should be greater in a conducted activity than in the basic interpretive talk. Opportunities for the audience to interact with the resource and each other are more numerous. The interpreter must understand and facilitate group dynamics. As individuals in the group are encouraged to interact with one another, the interpreter may need to react to someone who disagrees with some point made in the activity. The interpreter must respond to individuals with diplomacy and tact. To communicate with the greatest number of people, and to facilitate the widest variety of connections possible, the story should present multiple points of view.

The conducted activity allows more opportunities for spontaneous interpretive moments. An interpreter should be ready to capitalize on them in a way that supports the continuity of the program. In many conducted activities, thorough familiarity with the resource will identify potential spontaneous situations (i.e., the turtle that usually suns on the log, and the train that comes by the historic home at 3:00) and allow for their inclusion.

The longer, more in-depth conducted activity also allows use of nontraditional approaches. Additional sensory items can be added to enhance the connection between the visitor and the resource.

CONTENT OUTLINE:

I. Multiple (alternate) points of view

A. [Module 101](#)

1. Audience sovereignty

2. Knowledge of audience

B. Introduce cultural points in a natural resources tour and vice-versa

C. How different people view your resource

1. Different ages

2. Different cultural and ethnic backgrounds

3. Urban vs. rural areas

D. Different sides to a controversial issue

II. Group dynamics and facilitation

A. Introductions and icebreakers that establish group dynamics

B. Group structures

C. Drawing out audience responses and participation

D. Planning group activities

III. Spontaneity

A. Using spontaneous moments effectively

1. Planning

2. Audience focus changes

3. Acknowledging focus changes and incorporating spontaneous moments within program's continuity of thought

B. Planning for spontaneous situations (resource knowledge)

IV. Creating a climate of respect

A. Acknowledge individual sovereignty

B. Promote open and honest dialogue

C. Resolve misunderstandings

D. Use qualifying and accurate language

E. Agree to disagree

V. Alternative methods

- A. Different approaches to program outline
- B. Mystery tours: guided discovery
- C. Left brain/right brain considerations to relate to different audience motivations
- D. Reverse direction, different order
- E. Add other senses (music, odor, touch)

RESOURCES

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SUGGESTED DEVELOPMENTAL ACTIVITIES

1. Describe in writing the difference in audience reaction in each of these three interpreter statements:

* "On this walk I will show you..."

* "Everyone find a leaf and examine it so you can recognize it again."

* "Break into three groups and each group should come up with five things Thomas Jefferson was responsible for."

Now write down several statements to use within an already developed program, which will cause those same audience reactions as the second two examples. Now, try them out within that program. (see Knudson, et al., *Interpretation of Cultural and Natural Resources*, pp 137-140)

2. Questioning skills are important for involving groups in a conducted activity. Write a series of questions which use three levels of thinking for a current program. The questions should be used throughout the program. Try them out. (See [Questioning Techniques](#) Skills lesson plan in the reference material with the entry-level competencies material on the talk.)

3. Using an already developed program, determine the changes necessary to conduct the activity in the opposite direction (starting at the last site first). Does the conducted activity have the same central focus or has the focus changed? Did you gain any new insights which could be incorporated into your conducted activity? If so, try them out.

4. Brainstorm with a colleague or supervisor as many spontaneous situations (both resource and people related) as possible for a given conducted activity. Try to determine at least two different ways you could include them into your program's central focus.

5. While at the information desk (or other suitable site), practice active listening as visitors give

different opinions about the park's resource. Make sure to find out as much as possible about what they know and feel regarding the resource. After the contact (or later in the day), write down strategies for working with these visitors if they were on a conducted activity.

6. Attend several public meetings (school, church, local government), observe the group dynamics, and note the points of view and divergent opinions expressed. Practice to yourself, as the meeting is occurring, how you would respond in a pro-active and constructive way to convey respect, encourage dialogue, and help broaden perspectives on the issue. Keep a log of techniques you find valuable.

Last update: April 20, 2000

<http://www.nps.gov/idp/interp/210/humanin.htm>

Editor: [NPS Training Manager for Interpretation, Education, and Cooperating Associations](#)