

**TEL Broadcast – Interpretive Talks, Walks and Tours**  
**Interpretive Development Program**  
**May 25, 2007 12:00-4:00 PM EDT**  
**Participant Guide**

(TEL POC's -- please make sure that participants at your site receive this information)

**Session Instructors:**

*Rick Kendall, Death Valley National Park*

*Dave Schafer, Washita Battlefield National Historic Site*

**Contents of this guide:**

- **Pre-course reading assignments and handouts**
- **Links to other helpful resources and references**
- **Course Description and Goals**
- **Competency Descriptions**

**Your pre-session prep-time for this broadcast – approximately 60 minutes**

**Participant materials and references:**

**I. Pre-course readings and handouts for use during the TEL broadcast**

**Please print these handouts, read them, and bring them with you to the broadcast:**

- Developmental Worksheet – “Program Self-Assessment – Effective Interpretive Talk”  
<http://www.nps.gov/idp/interp/103/103worksheet.pdf>
- Developmental Worksheet – “Program Self-Assessment – Conducted Activities”  
<http://www.nps.gov/idp/interp/210/210selfassessment.pdf>
- Developmental Worksheet – “Opportunities for Intellectual and Emotional Connections”  
<http://www.nps.gov/idp/interp/101/ConnectionOps.doc>
- Developmental Worksheet – The Interpreter’s Toolbox: Involvement Techniques  
<http://www.nps.gov/idp/interp/210/210wksheet.pdf>
- Please read the **competency descriptions** for Interpretive Talks and Conducted Activities  
(see pages 2 & 3 below)

**NOTE:** For a review of foundational interpretive theory, you may wish to access the on-line course entitled “Foundations of Interpretation” at [www.parktraining.org](http://www.parktraining.org). You may wish to review this material in-depth in the workbook entitled “Meaningful Interpretation,” edited by David Larsen. “Meaningful Interpretation” can be purchased through Eastern National at (877) NAT-PARK or (877) 628-7275 or <http://www.easternnational.org/meaningful.htm>.

**II. Links to other useful tools and references – explore on your own:**

- Interpretive Process Model  
<http://www.nps.gov/idp/interp/101/processmodel.pdf>
- Developmental Worksheet – “Program Organization”  
<http://www.nps.gov/idp/interp/101/progorgwksheet.pdf>
- Interpretive Themes  
<http://www.nps.gov/idp/interp/101/themes.pdf>

## Course Description:

Participants will analyze examples of effective interpretive talks, walks and tours and consider how each type of program can provide meaningful, memorable visitor experiences. The session will also provide tools and strategies to help interpreters plan/present these types of programs.

## Goals for the Course:

During the course participants will:

1. Analyze and discuss the characteristics of talks, walks and tours and how to capitalize on the unique opportunities of each type of program.
2. Explore the power of words and the power of place in developing effective programs.
3. Learn resource immersion techniques to enhance visitor experiences.
4. Explore tools and strategies for developing and organizing compelling interpretive programs.

## Competency Descriptions

### *Interpretive Talks*

#### Context

The Interpretive Talk is a prepared formal presentation delivered in-person, usually to a stationary audience. The interpretive talk provides a basic format for presenting audiences with opportunities to form their own intellectual and emotional connections with the meanings of a resource, without relying on a strong integration of media, demonstration, or resource immersion. Resource meanings may focus on the personal relevance or the national significance of a site and help guide the visitor towards an understanding or empathy regarding the importance of a place, object, person, or event.

Preparing and presenting an effective interpretive talk requires interpreters to blend specific subject-matter knowledge of the resource with an understanding of audience learning styles, needs, and motivations. It requires the deliberate selection of audience-appropriate techniques to provide opportunities for intellectual and emotional connections to resource meanings. These opportunities are arranged to give a clear focus to the talk by logically developing, illuminating, and exploring an idea(s) relevant to the audience. Finally, for the interpretive talk to be effective, appropriate presentation techniques, delivery skills, and subject matter accuracy must be applied.

#### Competency Description

Requires the interpreter to be able to plan, prepare and effectively present a professional interpretive talk that facilitates opportunities for the audience to make their own intellectual and emotional connections to the meanings/significance of the resource, through the cohesive development of a relevant idea or ideas.

## *Conducted Activities*

### Context

Conducted activities provide a sequence of interpretive opportunities through physical movement and provide for enhanced immersion in the resource. They offer a physical and intellectual journey that can lead to greater awareness of the resource. Opportunities for group experiences and interactions, as well as cohesive development of relevant ideas, can encourage visitors to develop an enriched appreciation and support for the resources. While immersed in the resource(s), the visitor and interpreter will be able to capitalize on spontaneous situations to provide for meaningful moments and continuity of thought. Compared to the interpretive talk, conducted activities generally provide the audience with more opportunities to encounter tangible resources. The interpreter's role is to capitalize on these opportunities for visitors to be physically present in/with park resources, skillfully facilitating a sequence of meaningful *experiences* by linking those tangible resources to their intangible meanings.

### Competency Description

Requires the interpreter to be able to plan, prepare and effectively present a conducted activity that: provides a carefully sequenced set of opportunities for the audience to make their own intellectual and emotional connections to the meanings/significance of the resource; and provides a series of experiences in/with the resource that supports the cohesive development of a relevant idea or ideas.