



# **Develop an Effective Interpretive Talk Practicum**

Participant Guide



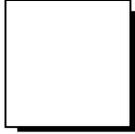
National Park Service TEL Training

May 2010

---

# Table of Contents

<b>Welcome</b> .....	<b>1</b>
<b>Course Overview</b> .....	<b>2</b>
Instructors.....	2
Course Description.....	2
Target Audience.....	2
Program Timing.....	2
Site Point-of-Contact Responsibilities .....	2
<b>Pre-course Reading Assignments and Handouts</b> .....	<b>3</b>
<b>Learning Objectives</b> .....	<b>4</b>
<b>Competency Description</b> .....	<b>5</b>
<b>Resources</b> .....	<b>7</b>
<b>Worksheets</b> .....	<b>8-17</b>



# Welcome

Welcome to this TEL (Technology Enhanced Learning) training event. We are excited that you will be joining us today and we look forward to helping you to get as much out of this time as possible.

Your participation is an important part of this class. If you have a question, don't hesitate to ask. There are probably several others in the class who have the same question – you might as well be the one to ask. It is our goal that you leave class today with no unanswered questions.

## How to Interact with the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this TEL course.

If you were physically in the classroom with the instructor, you would raise your hand to let her/him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that “protocol” for asking questions or making comments.

With TEL courses there is also a “protocol” to follow to ensure that you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more TEL courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push-to-talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

**When you have a question, press and hold down the push-to-talk button, maintaining a distance of 12-18 inches, and say,**

*“Excuse me [instructor’s first name], this is [your first name] at [your location]. I have a question (or I have a comment).”*

Then release the push-to-talk button. This is important. Until you release the button, you will not be able to hear the instructor.

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.



---

# Course Overview

---

---

## Instructors

### **Carol S. Clark**

National Trails Intermountain Region

### **Ginger Hollingsworth-Cox**

Cumberland Island National Seashore

---

## Course Description

During this 3-hour session, interpreters will be guided step-by-step to develop an interpretive talk for their site. The goal is to help interpreters plan for a program that meets the NPS standards for this competency, so that they leave the TEL session with a draft outline to review with their supervisors. This session will also explore the application of these skills to the opportunities and challenges at their sites.

This session is designed for interpreters who have some beginning understanding of NPS interpretive theory but want practical guidance and examples in the process of building an interpretive program from scratch. Pre-requisite for this session – the free on-line course in Foundations of Interpretation available at [www.interptraining.org](http://www.interptraining.org).

Supervisors taking this course will learn about current opportunities for their employees to obtain training

certificates, as well as the knowledge and skills required to create an interpretive talk.

---

## Target Audience

**This session assumes that participants are prepared to work through the assigned activities during the TEL session.**

Front Line Supervisors or Chiefs of Interpretation and entry level personnel who are familiar with the NPS interpretive competencies

---

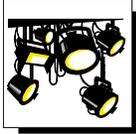
## Program Timing

*Developing an Effective Interpretive Talk Practicum* is a 3-hour TEL class.

---

## Site Point-of-Contact Responsibilities

The TEL Station Site Point-of-Contact must reserve the training room, notify employees that the park will be participating in this TEL training event, make sure the Participant Guide is available to students, set up the TEL Station on the day of the training, make sure students sign in on the attendance roster, and finalize the Class Attendance Roster in DOI Learn.



---

# Pre-course Reading Assignments and Handouts

For use during the TEL broadcast:

- Please **print this guide**, including Worksheets #1-5
- Developmental Worksheet – “Program Self-Assessment – Interpretive Talk”  
(**print**) <http://www.nps.gov/idp/interp/103/103worksheet.pdf>
- Developmental Worksheet – The Interpreter’s Toolbox: Involvement Techniques (**print**) <http://www.nps.gov/idp/interp/210/210wksheet.pdf>
- Read the **competency description** for Interpretive Talk (**see below**).

**NOTE:** We highly recommend that you review foundational interpretive theory, which can be accessed for free in the on-line course entitled “Foundations of Interpretation” at <http://www.interptraining.org/>. Also, review the links on the “Resources” page in this guide.

**Capture your notes here**

---

---

---

---

---

---

---

---

---

---





---

# Learning Objectives

**After completing this course, you will be able to:**

- 1) Describe three characteristics of an interpretive talk
- 2) Demonstrate understanding of interpretive philosophy and best practices by integrating these principles into their interpretive talk outline/worksheet
- 3) Outline their program's main points with the associated connections, points of view, and methods for their site.
- 4) Know how to access online training programs through the partnership between the NPS and Eppley Institute.

**Capture your notes here**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

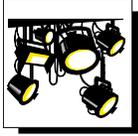
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





---

# Competency Description

## Interpretive Talk

### Context

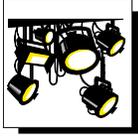
This module combines the many skills and techniques required to be a competent public speaker with the philosophical interpretive base built in the *Foundations of Interpretation* curriculum (formerly known as Module 101). These “foundations” competencies include Knowledge of the Audience, Knowledge of the Resource, and Knowledge of Appropriate Techniques

### 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 or significance of the resource, through the cohesive development of a relevant idea or ideas. This TEL session will guide participants through:

- Foundations of Interpretation Review
- Talk Overview
- Interpretive Program Research
- Themes, Goals, and Objectives
- Presentation Techniques
- Delivering an Interpretive Talk and Assessing its Interpretive

A successful interpretive talk is multidisciplinary, involved knowledge of the following: public speaking skills; accurate and balanced data and historical and scientific research skills; information sources; interpretive effectiveness; themes, goals, objectives and compelling stories; program organization; interpreting in a broader context; techniques for effective programs; interpretive ice-breaker techniques with various groups, questioning strategies, dealing with groups, reading visual clues.



---

# Competency Description

## Rubric: Prepare and Present an Interpretive Talk

### Demonstrates certification standards:

The interpretive presentation is...

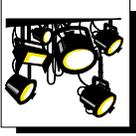
1) successful as a catalyst in creating opportunities for the audience to form their own intellectual and emotional connections with meanings/significance inherent in the resource;

AND

2) appropriate for the audience, and provides a clear focus for their connection with the resource(s) by demonstrating the cohesive development of a relevant idea or ideas, rather than relying primarily on a recital of a chronological narrative or a series of related facts.

### Descriptors:

- Communicates an appropriate depth and amount of relevant information
- Communicates an understanding of resources/park story/national significance
- Provides a balance of facts and acknowledges context and multiple points of view
- Uses park resources appropriately to create context and support content
- Presents talk in an engaging manner appropriate to the audience and the context
- Demonstrates creativity
- Uses appropriate logistics
- Encourages or moves audience toward higher level concepts, such as ownership; resource protection; stewardship; and global issues as appropriate



---

# Resources

## Other useful tools and references to explore:

- Interpretive Process Model  
<http://www.nps.gov/idp/interp/101/processmodel.pdf>
- Opportunities for Intellectual and Emotional Connections  
<http://www.nps.gov/idp/interp/101/ConnectionOps.doc>
- Developmental Worksheet – “Program Organization”  
<http://www.nps.gov/idp/interp/101/progorgwksheet.pdf>
- Interpretive Themes  
<http://www.nps.gov/idp/interp/101/themes.pdf>

## Capture your notes here

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





---

# Worksheets

## Worksheet #1

### Part 1 – Place and Topic

Site \_\_\_\_\_

Topic \_\_\_\_\_

\_\_\_\_\_

Foundation document(s)

\_\_\_\_\_

\_\_\_\_\_

### Part 2 – Brainstorming

Tangibles

\_\_\_\_\_

Intangibles

\_\_\_\_\_

Universals \_\_\_\_\_

## Worksheet #2

Identify audience.

---

---

Write your goal.

---

---

---

Create three objectives.

1. 

---

---
2. 

---

---
3. 

---

---

Write a theme statement—include a universal concept.

---

---

---

---

## Worksheet #3

Appropriate Techniques

Choose three from above that would work at your site and explain why.

Use interpretive methods/techniques to develop links into opportunities for connections to meanings. Illustrate the theme statement. Choose a technique for each (you can use the list on the previous page or identify another appropriate technique).

Opportunity #1

---

---

Technique:

---

Opportunity #2

---

---

Technique:

---

Opportunity #3

---

---

Technique:

---

## Worksheet #4

Use theme to organize opportunities for connections and cohesively develop an idea or ideas.

Transition #1

---

---

Transition #2

---

---

Transition #3

---

---

## Worksheet #5

For each topic below, identify three concerns or preparation needs.

### Program Preparation and Materials

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Space and time

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Gear and equipment

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Necessities (survival and comfort)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Resource protection/fragility

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Safety

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Methods of Evaluation

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Worksheet #6

*What's next?*

1. **Foundations of Interpretation Basic Certificate** @ [www.interptraining.org](http://www.interptraining.org)  
This course is free!
2. **Interpretive Talk Basic or Advanced Certificate** @ [www.interptraining.org](http://www.interptraining.org)  
This course has a small fee which is discounted for anyone who provides visitor services for the NPS (check with your supervisor or regional chief's office for regional discount code).

*Other self-study resources:*

1. **Meaningful Interpretation** (Journal and Workbook) edited by David Larsen, 2003. Available through Eastern National.
2. **Handles – A Compendium of Interpretive Techniques to Help Visitors Grasp Resource Meanings** by Peggy Scherbaum, 2006. Available through Eastern National.
3. **Personal Interpretation** by Lisa Brochu and Tim Merriman, 2002. Available through NAI Interp Press.
4. **Interpreting Our Heritage** by Freeman Tilden, 1977 edition, University of North Carolina Press.

*One last thought...*

Remember to evaluate at all stages of planning and throughout your interpretive development!

Do it for your visitors and park. Do it for yourself!