

Module Three

# Interpretive Skills



# Module Programme

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Topic 1: Interpretive Guiding



Topic 2: Get Organised



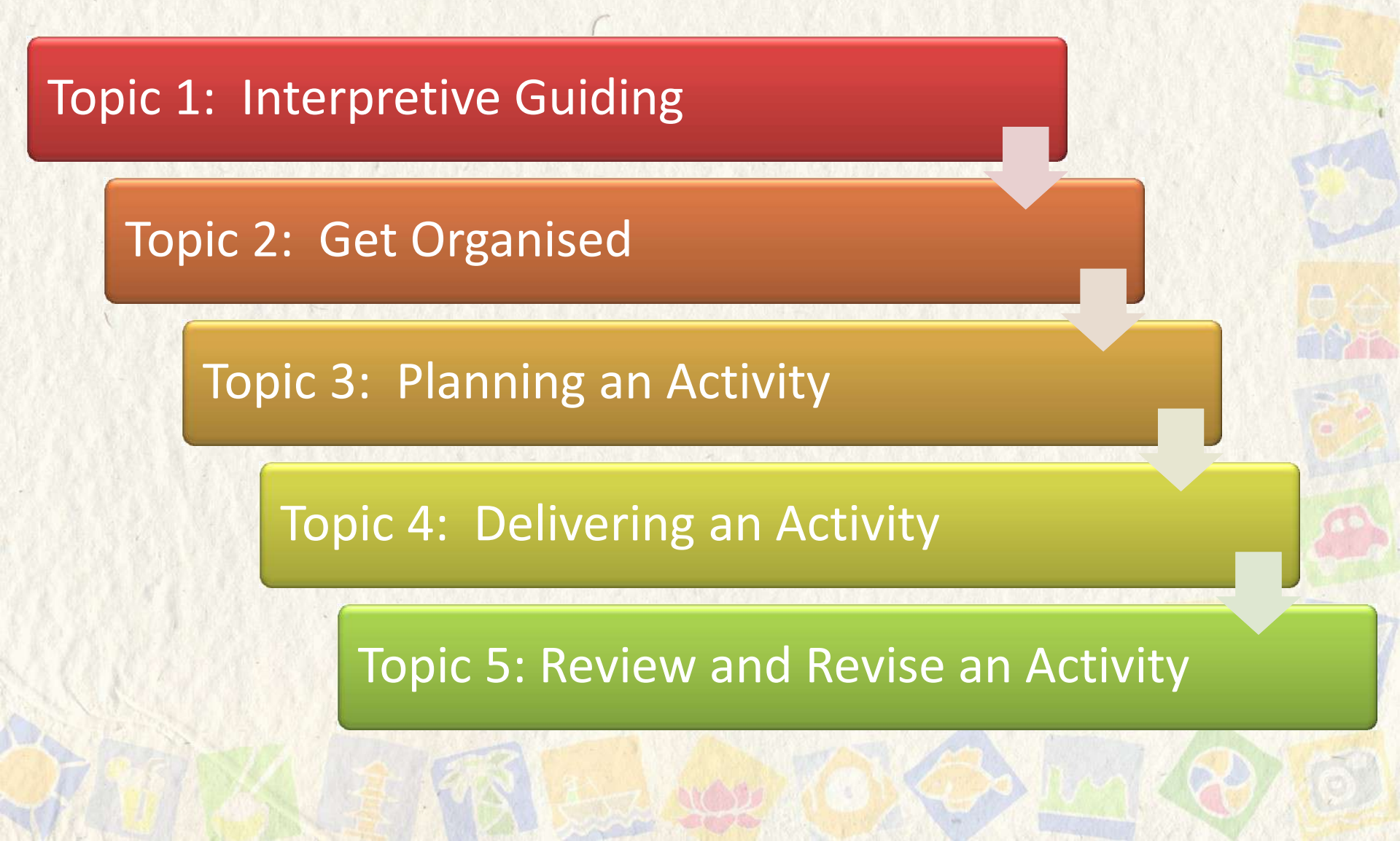
Topic 3: Planning an Activity



Topic 4: Delivering an Activity

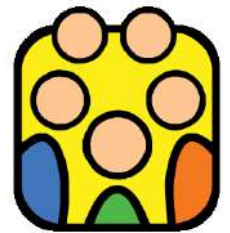


Topic 5: Review and Revise an Activity



**Watch the interpretive activity being delivered by the trainer.**

- 1. What was different about this compared to just talking?**
- 2. How did you feel as a participant in the activity?**
- 3. How will tourists feel about activities like this?**



## Topic One

# Interpretive Guiding



What is Interpretive Guiding

Interpretive Guiding methods

Props and materials

# What is Interpretive Guiding?



*Using special guiding methods to:*

***Build bridges*** between cultures and tourists

***Tell stories*** that tourists would not know

***Create wonderful experiences***

***Give tourists memories and stories to tell back home***

**Your job is to:**

## Inform

- Culture
- History
- Geography
- Etc.

## Entertain

- Stories
- Activities
- Games
- Etc.



# Interpretive Guiding elements

**Specific activities and methods**

**Makes a great tour experience for us and our tourists**

**Much more than just to tell things: show, touch, etc...**

**Must be planned and prepared**



# Interpretive Guiding: any subject!



# Why Interpretive Guiding??

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- Gives tourist interesting **activities and experiences**
- Gives **examples** and **illustrations**
- Helps **understanding**
- Builds **relationships**

**Brings tours  
to life!**



**1. Research**

**2. Develop**

**3. Practice**

**4. Deliver**

**5. Review & Revise**



# When do you use interpretive activities?

If you work for yourself – or for a Travel Agent/DMC:



Use interpretive activities to present your tour content in a fun and interesting way to your tourists

# Interpretive Activities: The methods

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**Different voice techniques**

**Story-telling**

**Games and activities**

**Demonstrations**

**Sensory experiences**

## Some guests may be scared of:

- getting sick
- getting hurt
- looking silly in front of other people



Process to help you plan to involve everyone in your activities: **PICKLES!**

**P** **Prepare:** prepare the travellers for the activity so they know what to expect, when and where

**I** **Interaction:** talk to them to encourage them to take part in the activity

**C** **Choice:** give them choice – encourage, but never force!

**K** **Knowledge:** give great information in the activity to reassure them!

**L** **Local:** should be an authentic local experience that is exciting and interesting to do

**E** **Evoke emotion:** try to touch the heart and soul with special activities

**S** **Sum up:** afterwards, talk about how they felt about the activity, the guide and the traveller

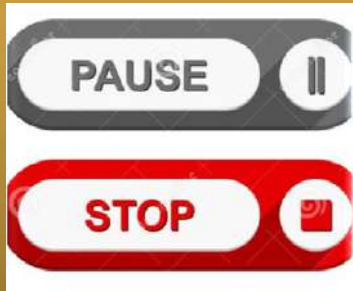
**Interpretive  
Activities:  
Methods**







Speed



Pause/stop

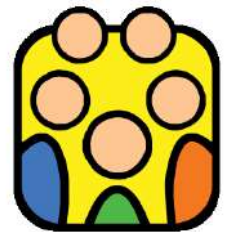


Volume

**Everybody must take a turn to use voice techniques to say:**

***"Suddenly there was a loud clap of thunder, but after that, everything was quiet and still, waiting for the rain."***

**Use speed, volume and stops to make the sentence work well!**



Tourism.... is about  
**telling stories!**

Good stories = **good  
guides**

**Find good stories  
- and tell them  
WELL!!**



what's  
your  
story



story  
telling



once  
upon  
a time

## Everybody loves stories!

### Stories:

- are used a lot to **train** and **share information**
- used **all over the world** to teach and **share new things** to adults
- build bridges: culture, age, etc.
- **make guiding much more interesting!**



## Share a story using:

- Voice techniques
- Gestures
- Body language
- Expressions
- Accents
- Props







Fairy tale or folk story



Funny story



Animal story



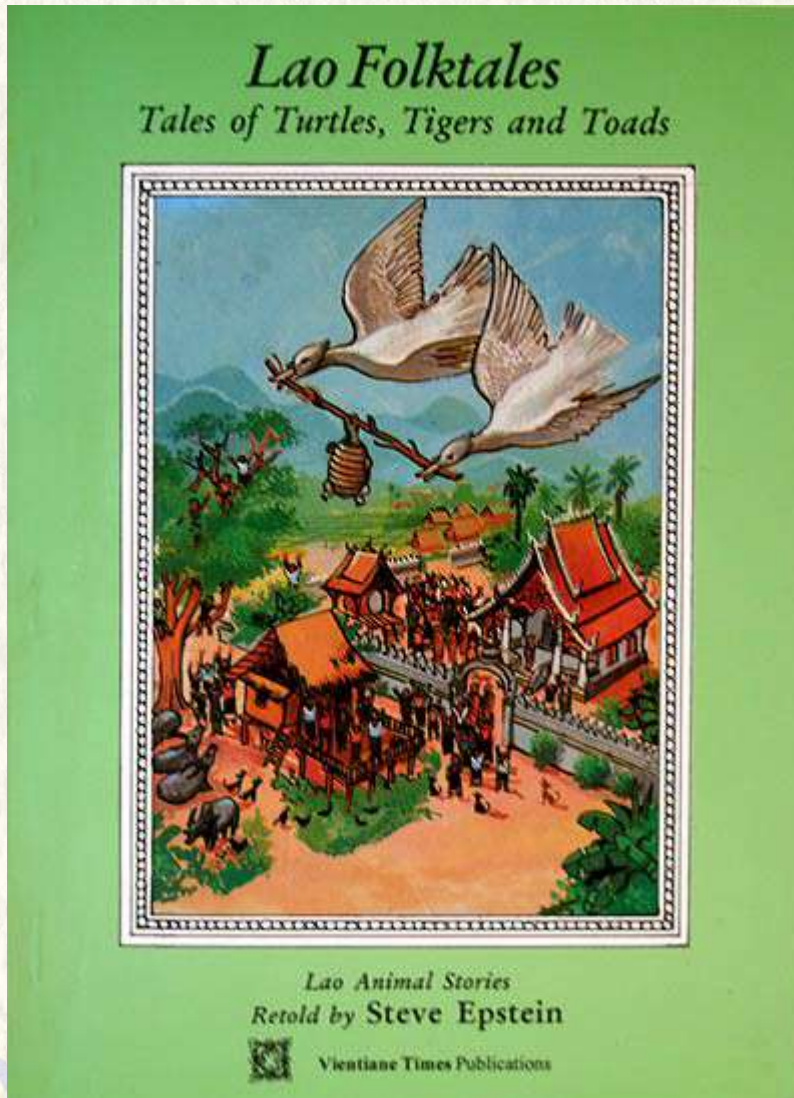
Love story



Ghost story



Myth or legend





Create **atmosphere**

Your **face** = your **feelings**

**Introduction**

**Gestures/hands**

**Sounds**

**Where to stand**





Speak **slowly & loudly**

Use **Speed & volume**

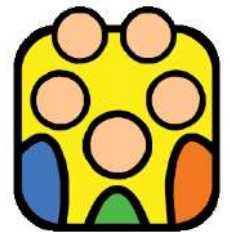
**Pause & stop**

Involve tourists: **questions**



### **We need 2 volunteers!**

- **Who can tell a good story??**
- **Tell the class the story. Use the tips you have learned about storytelling**



## Through games, tourists:

Have fun



Participate

Learn something

Experience something new



## Games should:

Be from the local culture

Be a choice!



Not have any danger for the tourists

# Games: types to think about

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Card games



Memory games



Children's games



Physical sport games



Adult games



Outdoor games



Indoor games



## Choose a game to suit



The group

Tour topic

Time and space

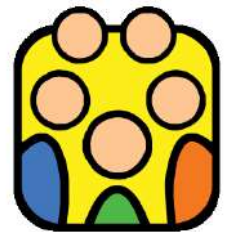
Group's physical fitness

Type of game determines when and where:

- **While you travel** from place to place
- **After dinner**
- At a **suitable place** for an outdoor game e.g. petanque



- **In small groups, think about games that can be used for interpretive activities.**
- **Think about how the game “Chinese Whispers” was used in this training programme.**
- **How creative can you be to use traditional games in tour commentaries??**
- **Make sure that the game links to the topics that you talk about.**



# Games: how to?

1. Find a game that suits the tourists, tour topic, time and space available.



2. Collect everything you need for the game



3. Explain the rules of the game



4. Play the game



**Show and tell how to do something. Examples:**



**Use an  
item of  
equipment  
e.g. for  
adventure  
tourism**



**Handicrafts**



**Cooking**

## Passive

- Group **watches** a skill being demonstrated

## Active

- Group **practices** the skills being demonstrated

**Describe and comment** in the demonstration



# Demonstrations: how to:

1. Prepare all the materials and equipment



2. Make sure everyone can see



3. Show each step of the process



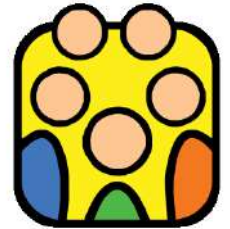
4. Explain each step clearly



5. Give extra information

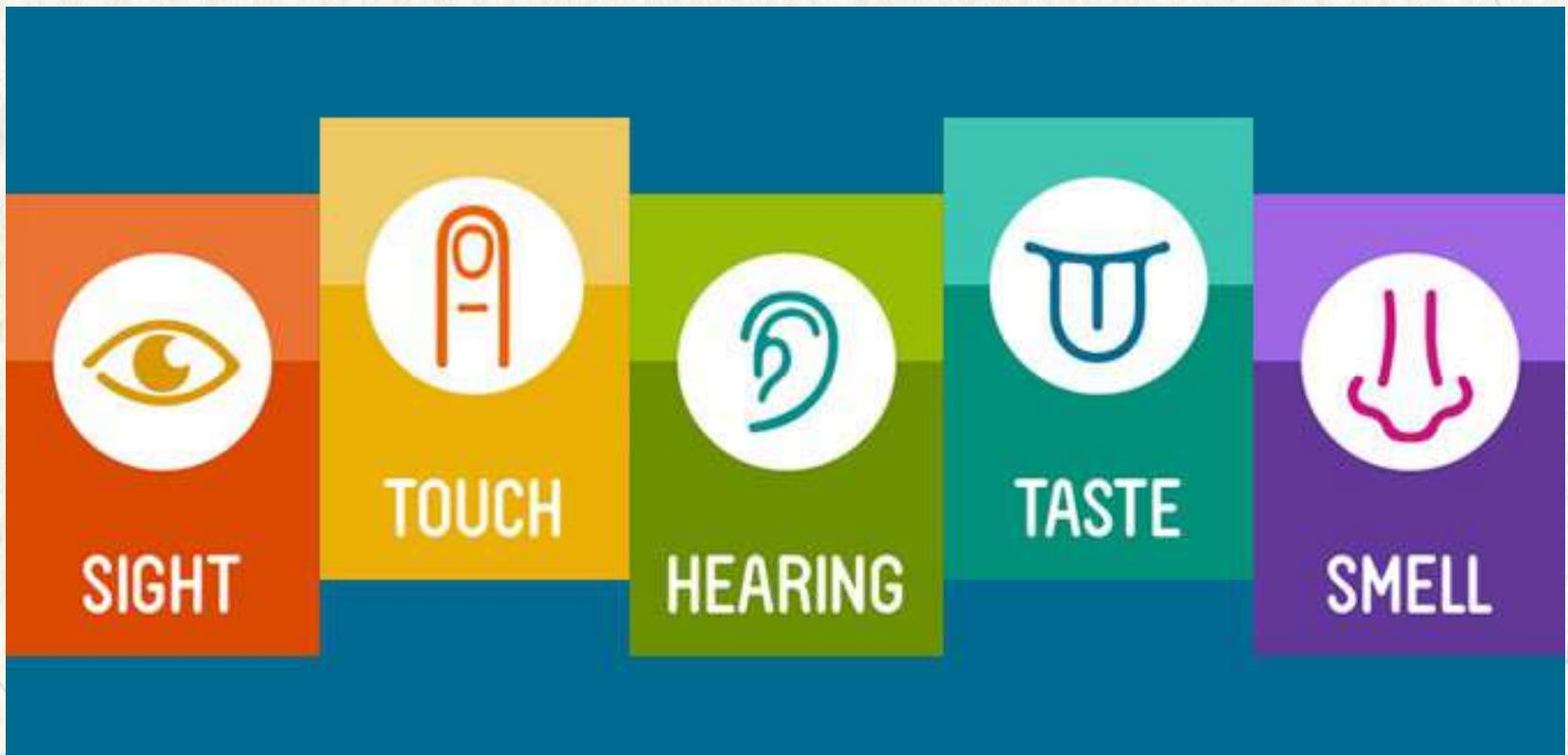


- **Your trainer will do a demonstration**
- **Watch carefully how it is done**
- **Participate if you can**
  
- **Watch this short airplane safety demonstration video and then answer the questions [link](#)**



# Using the senses in activities

To make an activity really interesting, try to use the 5 senses. What are these?



# Using the 5 senses

How can we use the 5 senses?







**Textures, temperature:** e.g. **Feel** textures of different weaves of silk



**Food and drinks:**  
**Taste** the coffee/fruit/herb/etc.



**Sounds:** **Listen** nature sounds: birds, waterfall, echoes, bells, music, monks chanting



**Patterns, views, colours:** **Look** at produce in a market, a sunset, the monks in robes



**Food, flowers, incense:** **Smell** freshly roasted coffee beans, durian fruit, flowers, herbs or spices



**1. Choose one or more senses**



**2. Plan and prepare the activity and materials**



**3. Do the activity**



**OR: look for times when you can use senses into your normal commentary: e.g. stop to listen to something, smell something, feel something, etc.**



It depends on:

Place

Activity



Environment

Opportunities

The more senses you use,  
the more they will remember!

## 1. Plan and prepare materials/tools



Example: Tamarind talk and tasting activity

## 2. Tell the tourists when to use their senses

**Different types of silk, smooth vs thin**

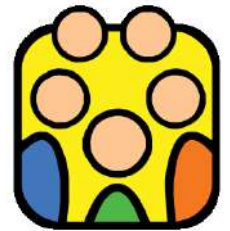


**Durian doesn't smell nice, but tastes nice**

**3. Give tourists time to experience the activity fully with their senses**



- **Your trainer will do a short activity using the senses**
- **Watch carefully how it is done**
- **Participate where you can**



Adds extra interest to an interpretive activity

Something to see, taste, touch, feel

**Equipment, tools,  
utensils**



**Ingredients  
or materials**



**Raw  
materials**

**Instruments**



**Products**





**1. Are there props, resources or materials that can add value to the activity?**

2. Collect, arrange, borrow or buy the items.

3. Pack them to take with you or to get at the venue of the activity

4. Get them ready and close by before you start the activity

5. Use them in the activity

6. Clean, throw away or repack them after the activity

## Topic Two

# Get Organised

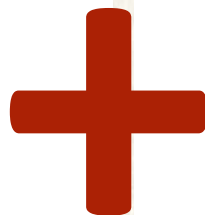


Files

Using the file

Props and materials

# Your Activities File





1. Activity plan

2. Activity preparation

3. Activity review and revision

## Clear out and **update** the file regularly

**THROW AWAY**

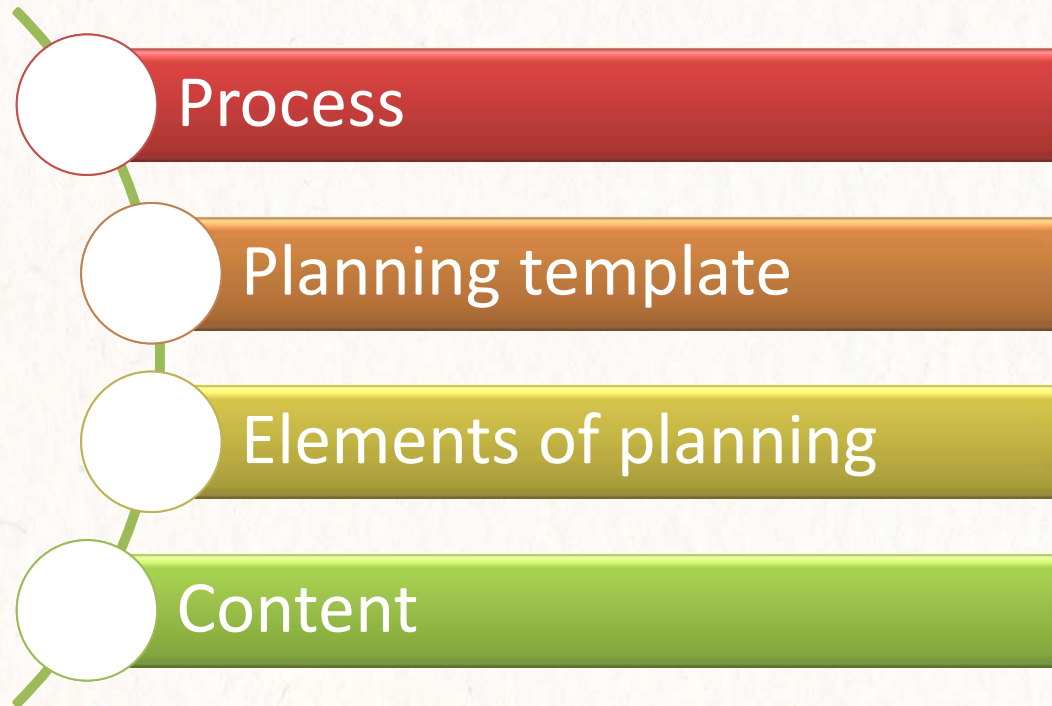
Old information and **replace** with new material

**Rewrite** or **reprint** info if notes get messy with things being crossed out or new notes scribbled in



## Topic Three

# Develop an Interpretive Activity







# Plan for a guiding activity

- Let's take a look

**Tour/Interpretive Activity Planning Sheet**

**Activity name:** *what is the activity?)*

**Activity Type:** *e.g. demonstration, sensory activity, etc*

**Preparation**

1. **Group profile:** *who is this activity for? Describe them: age, nationality, likes, dislikes*
2. **How many people can you take on this activity?** *(minimum and maximum)*
3. **How long with this activity take?** *Timing*
4. **What time of day will you run this activity?** *E.g. early morning market tour, evening food tour, etc.*
5. **What things will you need to run this activity?** *The equipment, resources, ingredients, props, etc. you will need – list these:*
6. **What are the objectives of this activity?** *Objectives:*

**Planning template**

**Interpretive Activities:  
Things to think about  
when you choose what  
activity to use for your  
topic**



# Plan for a Guiding Activity

**Topic or Theme**



**Activity? Cycling?**



**Food?**



**Culture/history?**

## Tourists



Who is this tour or activity for??

# Plan for a Guiding activity

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## General considerations

Safe?



Can the Tour Guide do it?

Budget? Time?



Environment?

The Law



# Planning for a Guiding Activity

## Logistics

### Refreshments?



### Transport?



### Tickets?

# Planning for a Guiding Activity

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**Methods**

**Senses?**



**Stories?**



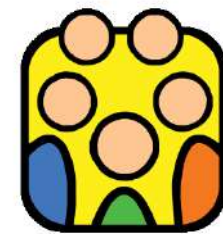
**Demonstration?**



**Props and Resources?**



## Activity 7: Ideas for Interpretive Activities



- **Work in groups and decide what would be the best type of activity to use for each of the following topics:**

Topic	Type of Activity
Coffee making	
How to dress in a monk's robe	
A local legend about the full moon	
Ways of fishing on the Mekong	
A market tour	
Playing with tamarind seeds	



**Interpretive  
Activities:  
Develop your  
Content**



## Tour commentary

```
graph TD; A[Tour commentary] --> B[What you say: information]; A --> C[How you say it: script]; A --> D[What you do: activities];
```

What you say:  
**information**

How you say  
it: **script**

What you do:  
**activities**

# Plan for a guiding activity

## Content

Now plan what you will say!

**Tour/Interpretive Activity Planning Sheet**

**Activity name:** what is the activity?)

**Activity Type:** e.g. demonstration, sensory activity, etc

**Preparation**

- 1. Group profile:** who is this activity for? Describe them: age, nationality, likes, dislikes
- 2. How many people can you take on this activity?** (minimum and maximum)
- 3. How long with this activity take?** Timing
- 4. What time of day will you run this activity?** E.g. early morning market tour, evening food tour, etc.
- 5. What things will you need to run this activity?** The equipment, resources, ingredients, props, etc. you will need – list these:

**Objectives:** Objectives with this activity?

Use the Activity Plan Sheet!

# Example plan for a guiding activity

## Example Plan

Tamarind  
Talk and  
Tasting

**Tour/Interpretive Activity Planning Sheet**

**Activity name:** what is the activity?)

**Activity Type:** e.g. demonstration, sensory activity, etc

**Preparation**

- Group profile:** who is this activity for? Describe them: age, nationality, likes, dislikes
- How many people can you take on this activity?** (minimum and maximum)
- How long with this activity take?** Timing
- What time of day will you run this activity?** E.g. early morning market tour, evening food tour, etc.
- What things will you need to run this activity?** The equipment, resources, ingredients, props, etc. you will need – list these:
- What do you want to achieve with this activity?** Objectives:

## Content

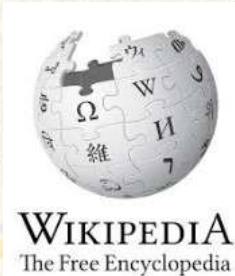


**What do they want to know?  
What are you going to share?**

## Important!

Tourists can use Google or Wikipedia themselves!

You need to tell them **more** and **different** information or things that are more interesting or only local people will know.

The Google logo, featuring the word "Google" in its characteristic multi-colored font (blue, red, yellow, blue, green, red).

**Research to get information, detail and up-to-date (new) information**

**Do some Research!**

**Use different sources**

**Take notes!**

Find information on your topic

Internet?  
Experts?  
Books?

Facts and information

Contacts and references e.g. websites

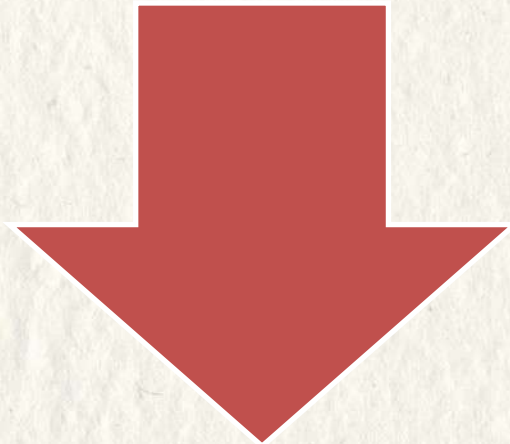
## Remember – people you can talk to:

- **Subject** experts on e.g. history, geography, nature, architecture, farming, manufacturing, etc.
- Language and politics
- Religion
- Education
- Medicine
- Care for others – children, elderly, sick
- Food and drink
- Homes, shelter, housing and living arrangements
- Customs, rites and traditions
- Costumes and dress
- Family



## Structure

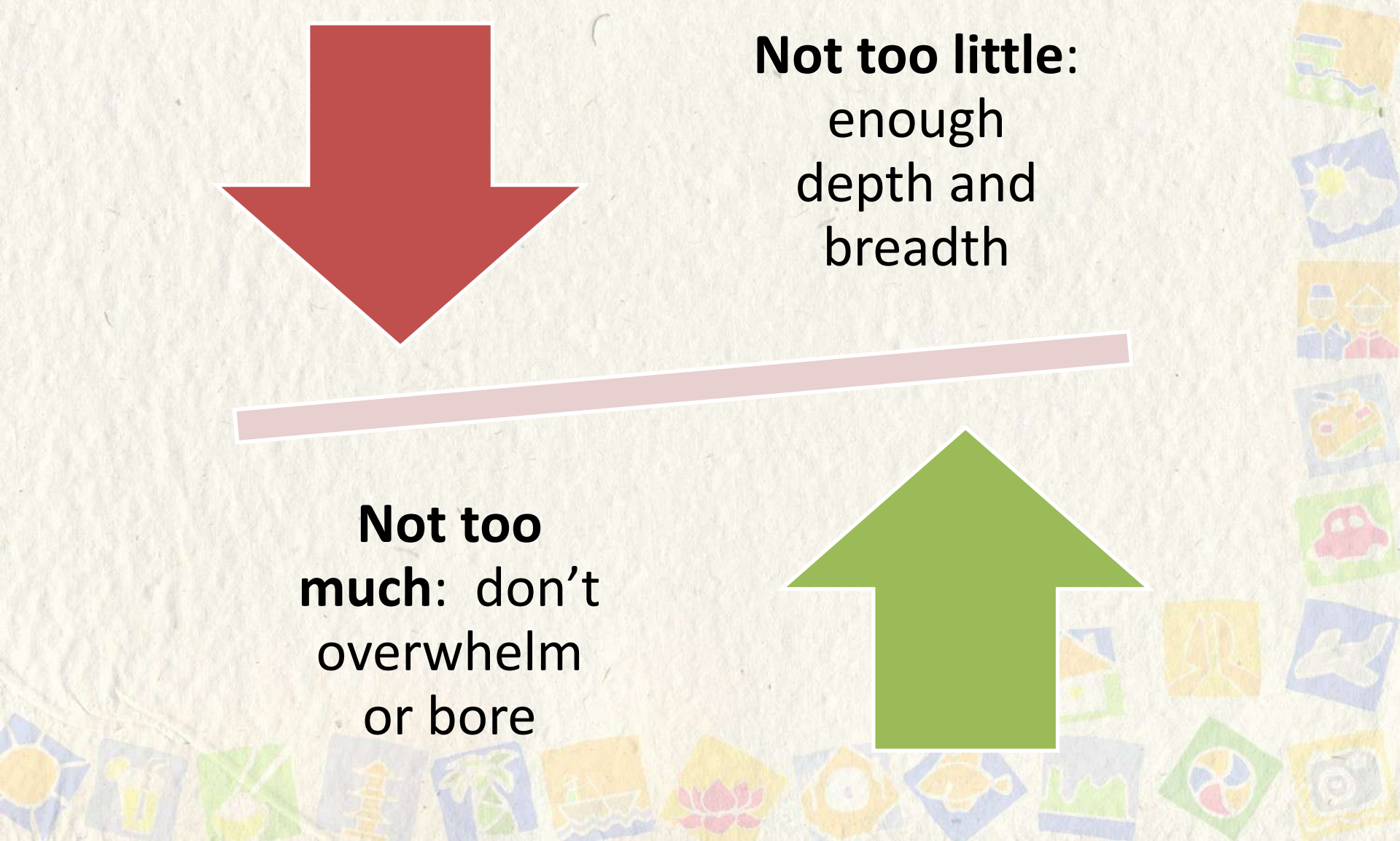
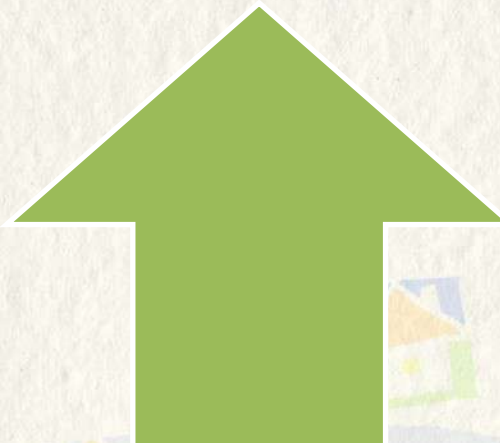




**Not too little:**  
enough  
depth and  
breadth



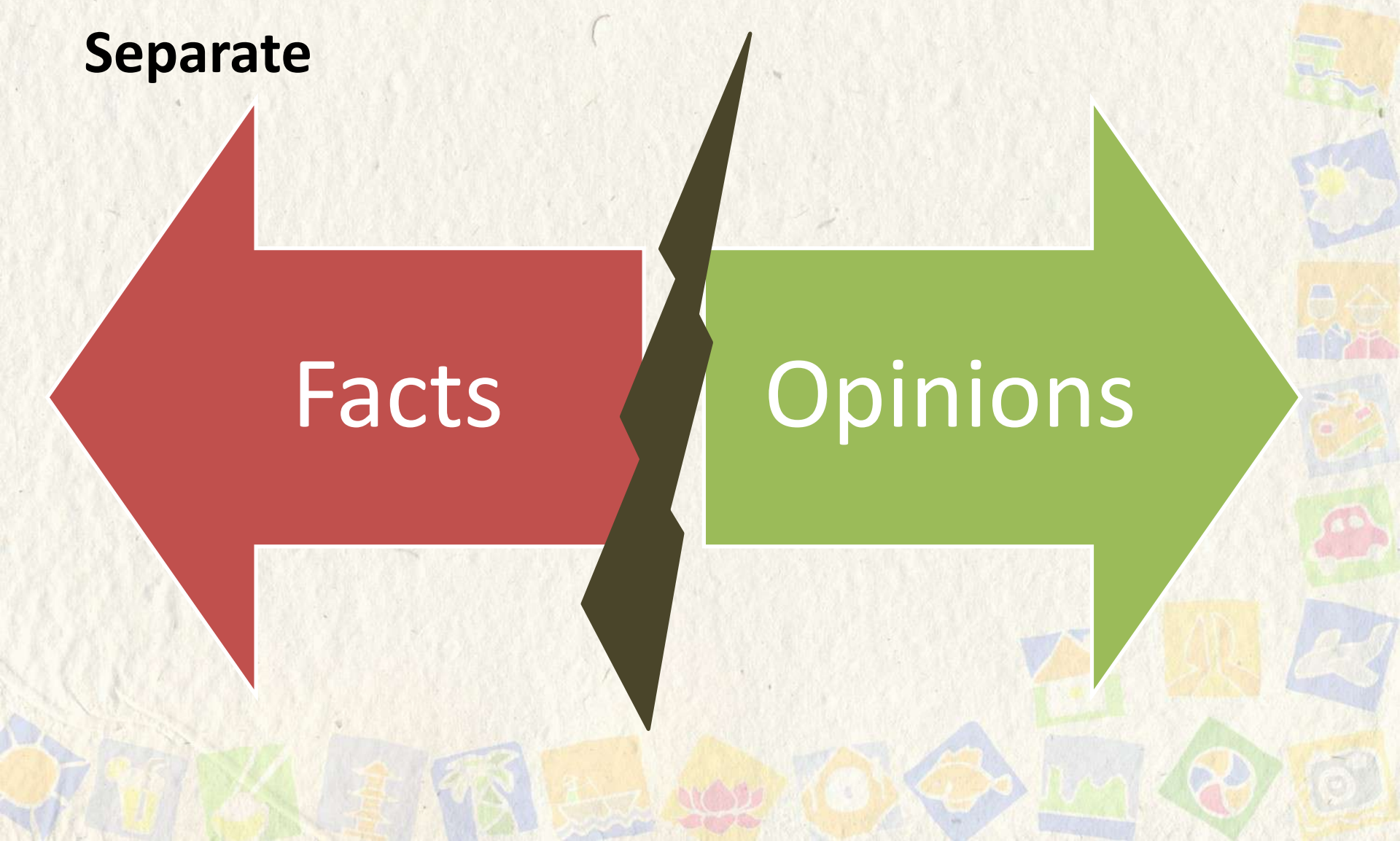
**Not too  
much:** don't  
overwhelm  
or bore



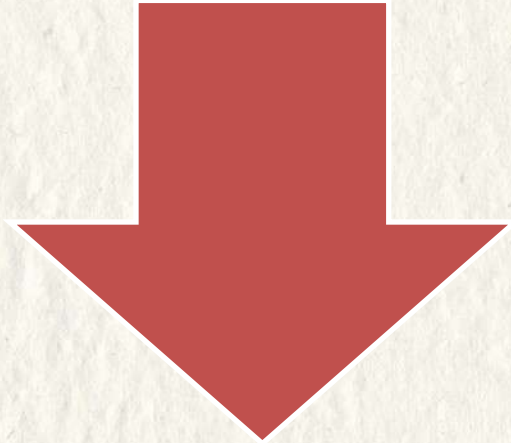
**Separate**

**Facts**

**Opinions**



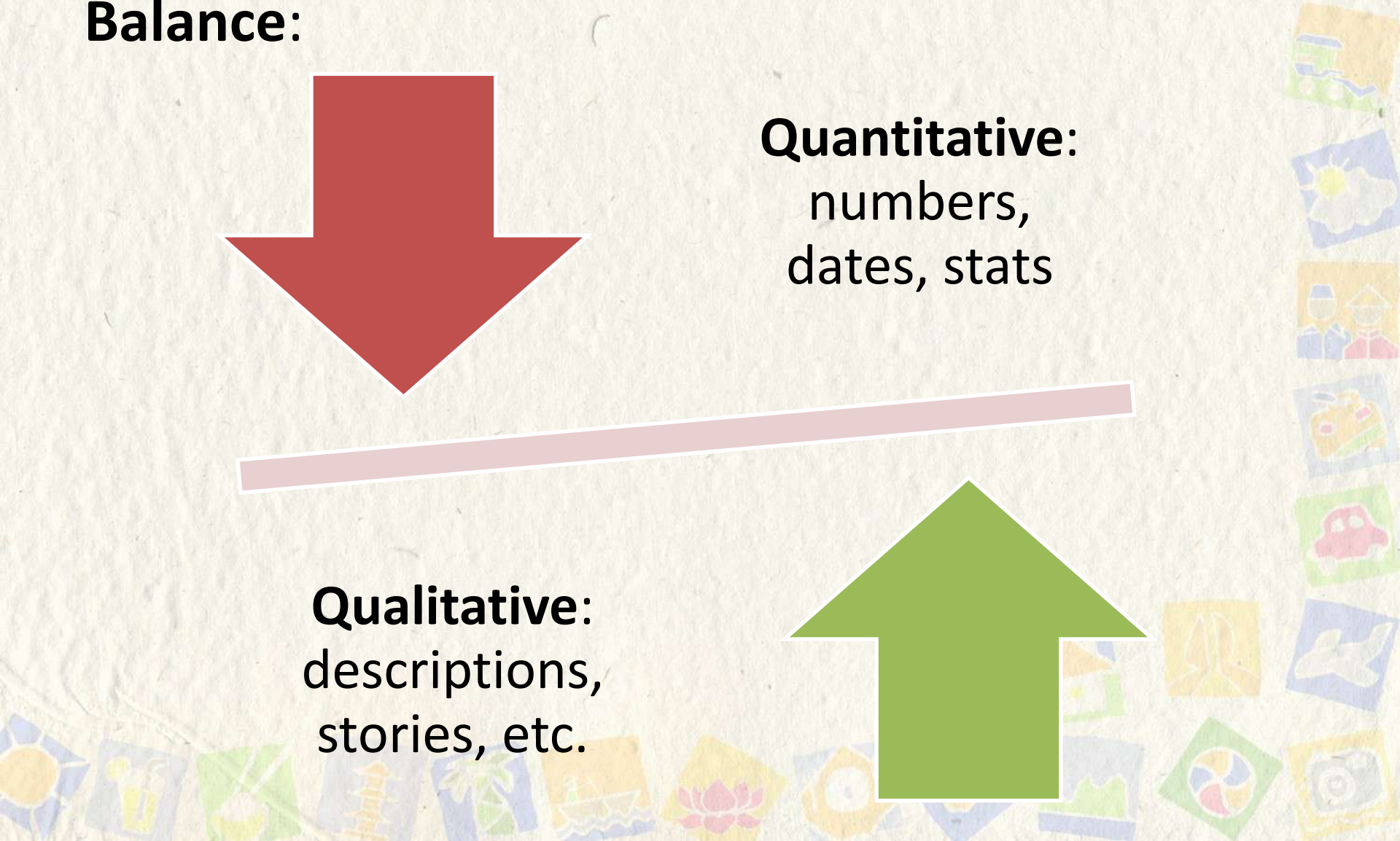
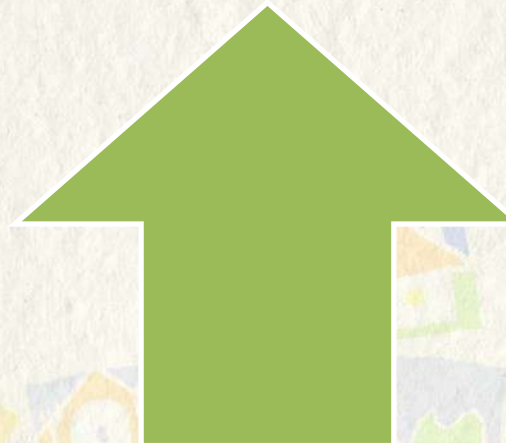
**Balance:**



**Quantitative:**  
numbers,  
dates, stats



**Qualitative:**  
descriptions,  
stories, etc.



# Careful not to make any rude comments about:

Gender

Culture

Race

Age

Personal characteristics:  
size, shape, nationality, etc.

**Remember to use measurements the tourists know!**

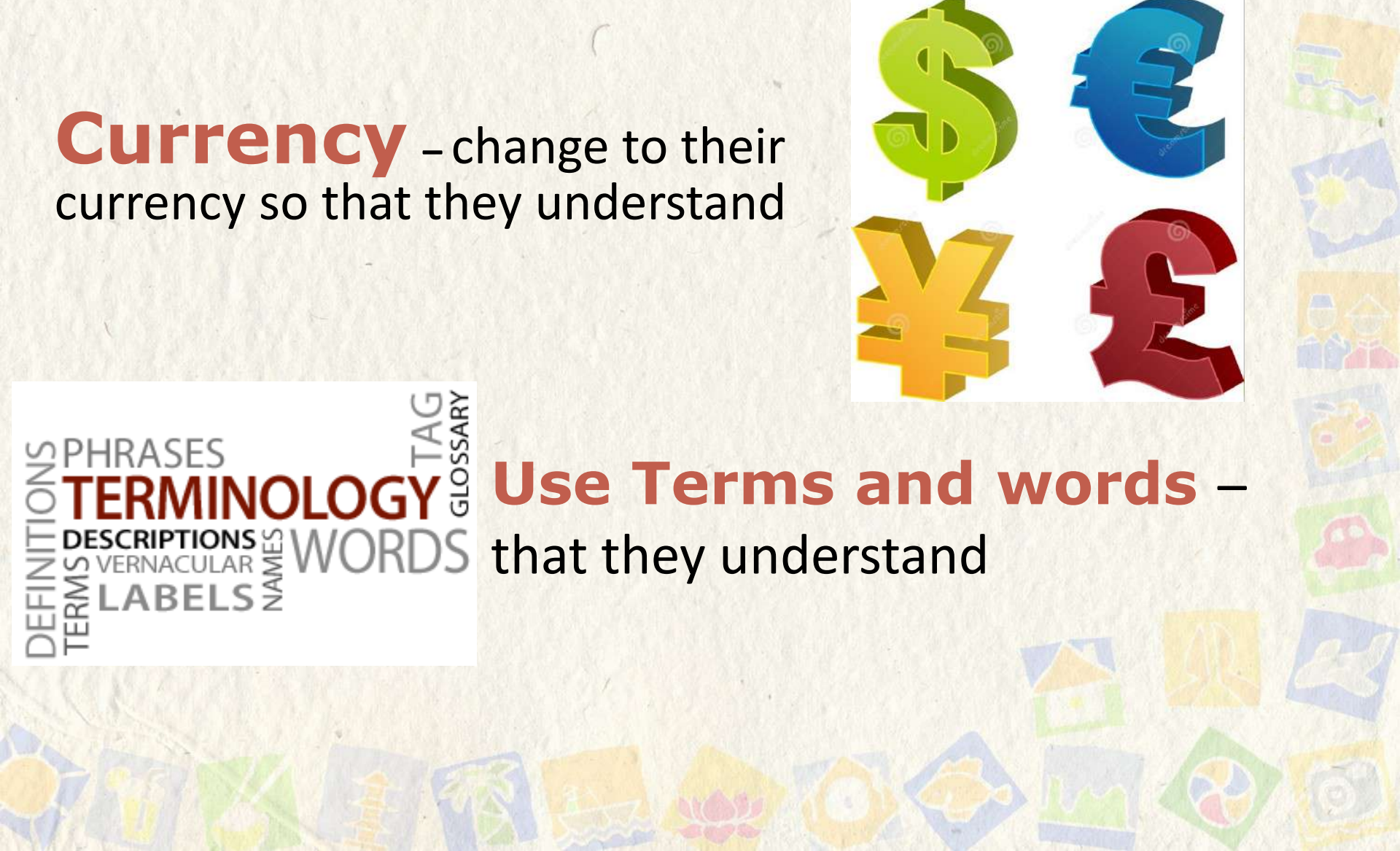
**Measurements**



**Currency** – change to their currency so that they understand



**Use Terms and words** – that they understand

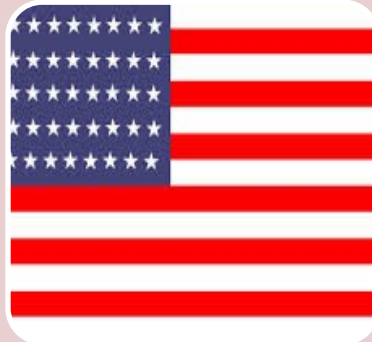


# Content: Geographic recognition

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Pound  
Sterling: £  
Metric  
and  
imperial



USD: \$  
Imperial:  
Pounds,  
ounces,  
gallons,  
miles



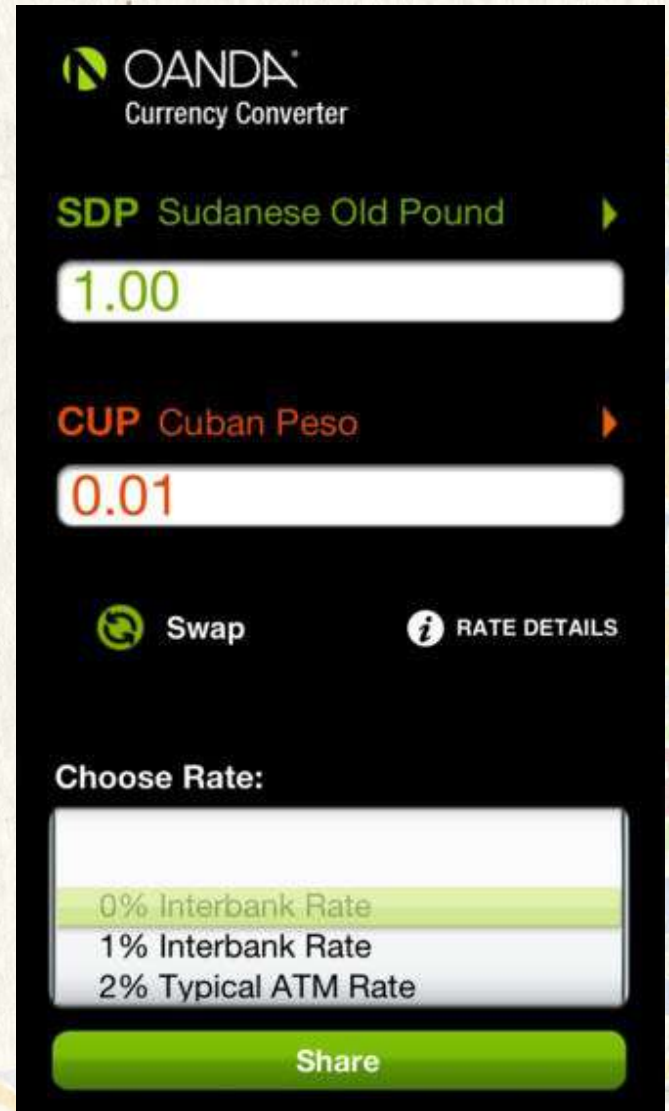
Euro: €  
Metric  
system kg,  
km, etc.



Yen: ¥  
Metric  
system kg,  
km, etc.



# Guiding Tip: Currency Converter



## Unit Converter

App by Mobitrendz



## Distance calculator App



**Interpretive  
Activities:  
Script: what to say**





1.  
Write

2.  
Practice

3.  
Change

4.  
Deliver

**Know** more  
than you  
say!  
So that you...

Can answer **questions**

Build your  
**believability**

Provide **extra** detail

Look **professional**



Keep up to date!



Newspapers



TV



Magazines



Reading



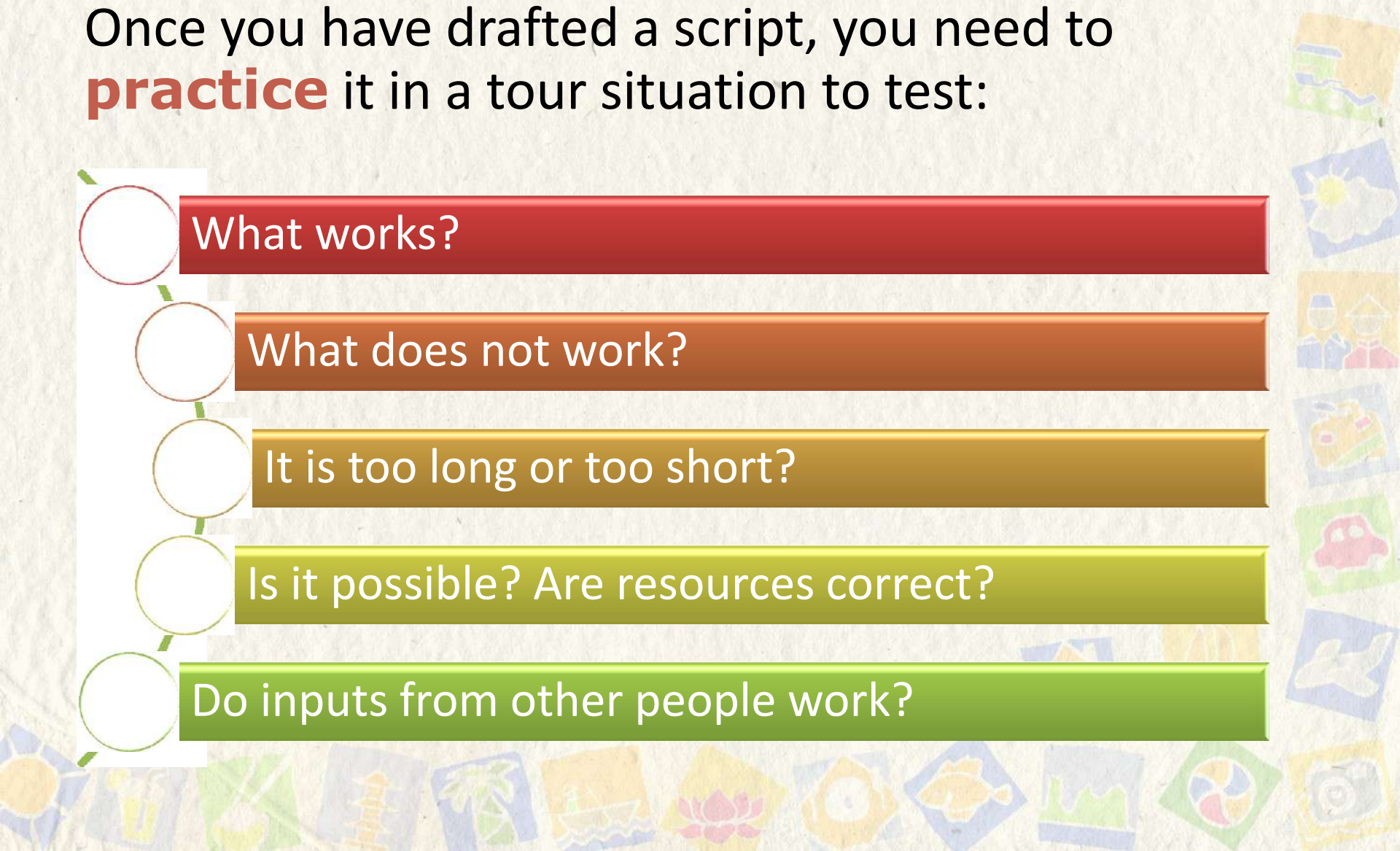
Internet



# Test your interpretive activity!

Once you have drafted a script, you need to **practice** it in a tour situation to test:

- What works?
- What does not work?
- It is too long or too short?
- Is it possible? Are resources correct?
- Do inputs from other people work?



# Test your interpretive activity! Tips

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Do



- **Speak** out loud to test memory, fluency, content
- Do a '**practice run**' of the route, stops, breaks, etc.: test timing
- **Practice** on colleagues for feedback
- Practice in front of a mirror!

Don't



- Read it to **yourself**
- **Hope** the timing works
- Do a tour activity **without testing** it first



# Revise your activity: Tips!

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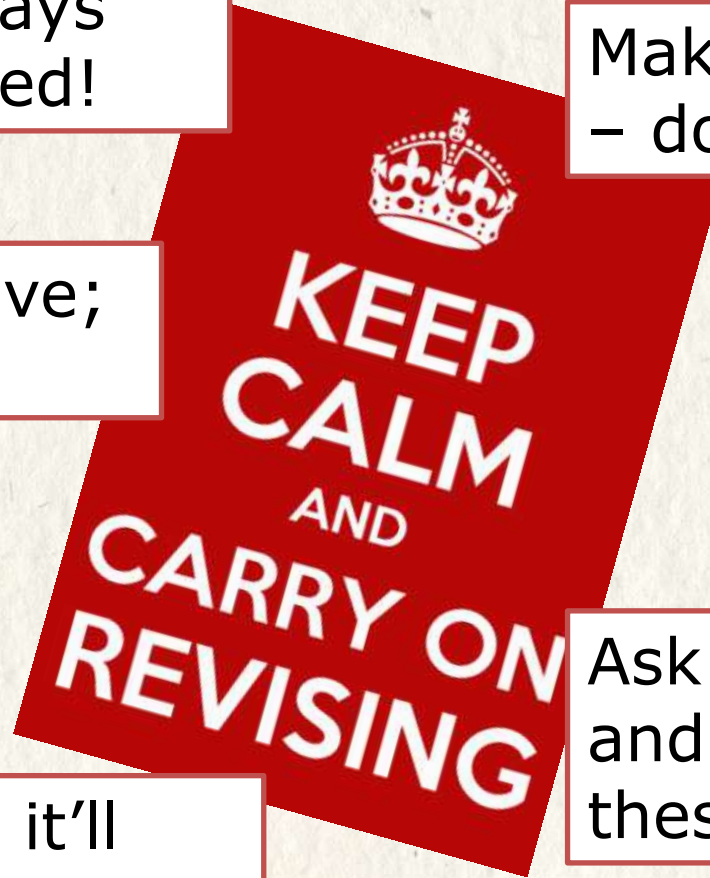
Activities need **changes**  
– things don't always  
work out as planned!

**Revise:** to improve;  
make it better!

**Keep revising** – it'll  
get better and better

Make **changes**  
– don't ignore

Ask **feedback**  
and **inputs** - use  
these to improve



## Add more content?

- More examples
- More detail
- Extra information
- More anecdotes
- Other topics that were not included

## Take out or change content that is:

- Not needed
- Not correct
- Not complete
- Out of date
- Too long

## Check and change:

- Structure
- The order of the information
- Timing

**Practice  
makes  
Perfect!**

**100%**



THE ACTIVITY BEFORE YOU DO IT.

**Out loud**

**Not just once**

**At least 5 times!**



# DUTY OF CARE

Check risks for

People

Property



# Risk Management!!



Do something to

Protect  
People & Property

Include this in your  
plan and script!



## Topic Four

### DO an Activity



Delivery tips

Check understanding

Delivery traps



- **Stand** where everyone can see you
- **Face** the group
- **Speak loud**/use a microphone
- **Stay enthusiastic & appropriate** for content and type of members
- **Remember:** some topics are serious and respectful



## Options:

### 1. Start to talk about the topic

before you get to the stop – pax have time to think about it before they get there

**OR**

2. Arrive at the stop, *then* deliver the commentary when you are there

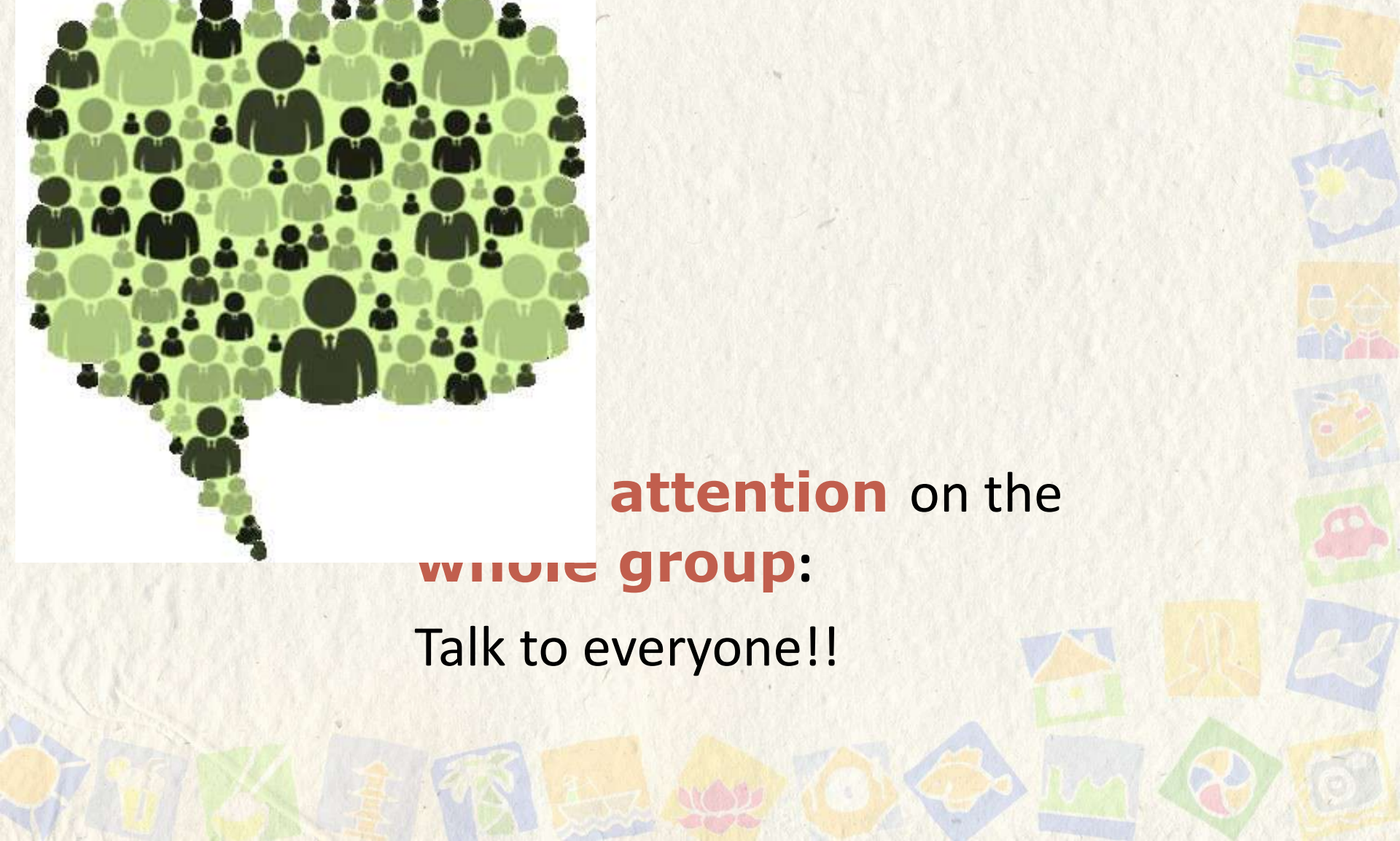


commentary

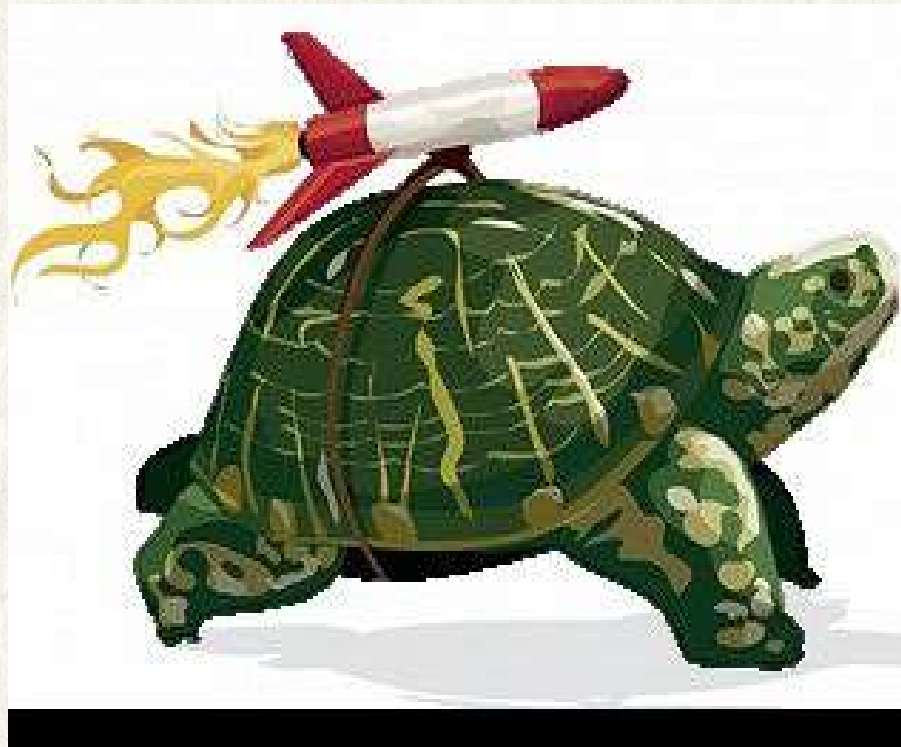


**attention** on the  
**whole group:**

Talk to everyone!!



**Sometimes go Faster!**



**Sometimes go Slowly!**



## Use lots of **pointing and hand gestures**



To **show:**

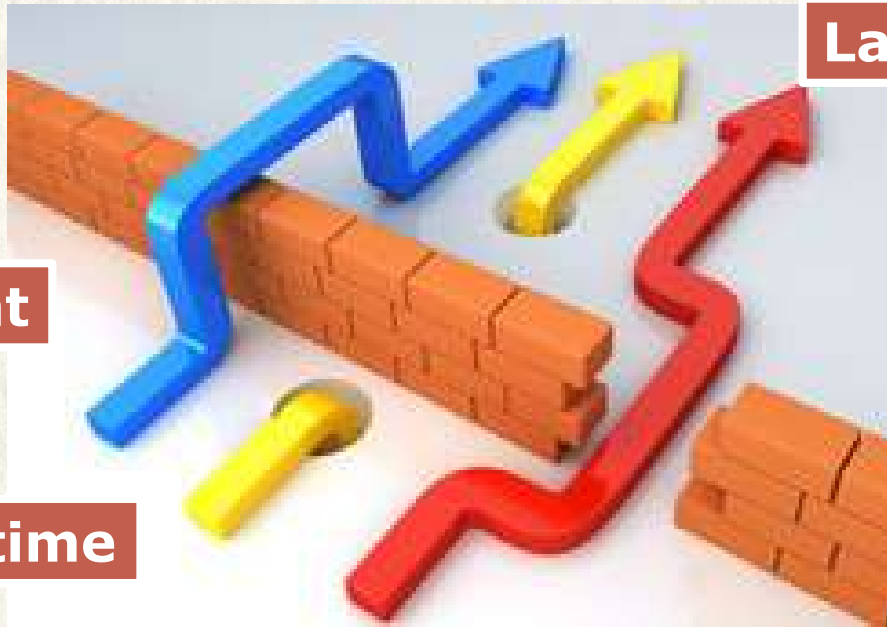
- what you talk about
- where things are
- where to look



**Interact with the group** – ask questions; get feedback; talk about feelings and what they experience



**Notice barriers to communication** and try to avoid or handle them



Noise

Bright light

Not a lot of time

Language difficulties

Big group – can't all hear properly

A lot of interruption by a group member



**Communicate** at the group's level – think about:



**Age**



**Culture**



**Language**



**Education**



**Special needs**



## Ask **feedback** in the commentary



- Can you hear?
- Can you see?
- Anything else you'd like to know?
- Any questions?
- Do you all understand?
- Do you need a break/rest?



**Do not be “cookie cutter”: the same as everyone else!**

**Do not be:**

- Boring and lifeless
- Say something like you have said it too many times!
- Like you learned it for school! Recited





**Be interesting!**

**Be different!**

**Be unique: one of a kind!**

**Make people remember you!**

# Delivery tips: check for understanding!

“Did everyone/you understand?”

Check: people who look like they don't understand - frowning

Listen for comments e.g.  
“What did he say?”





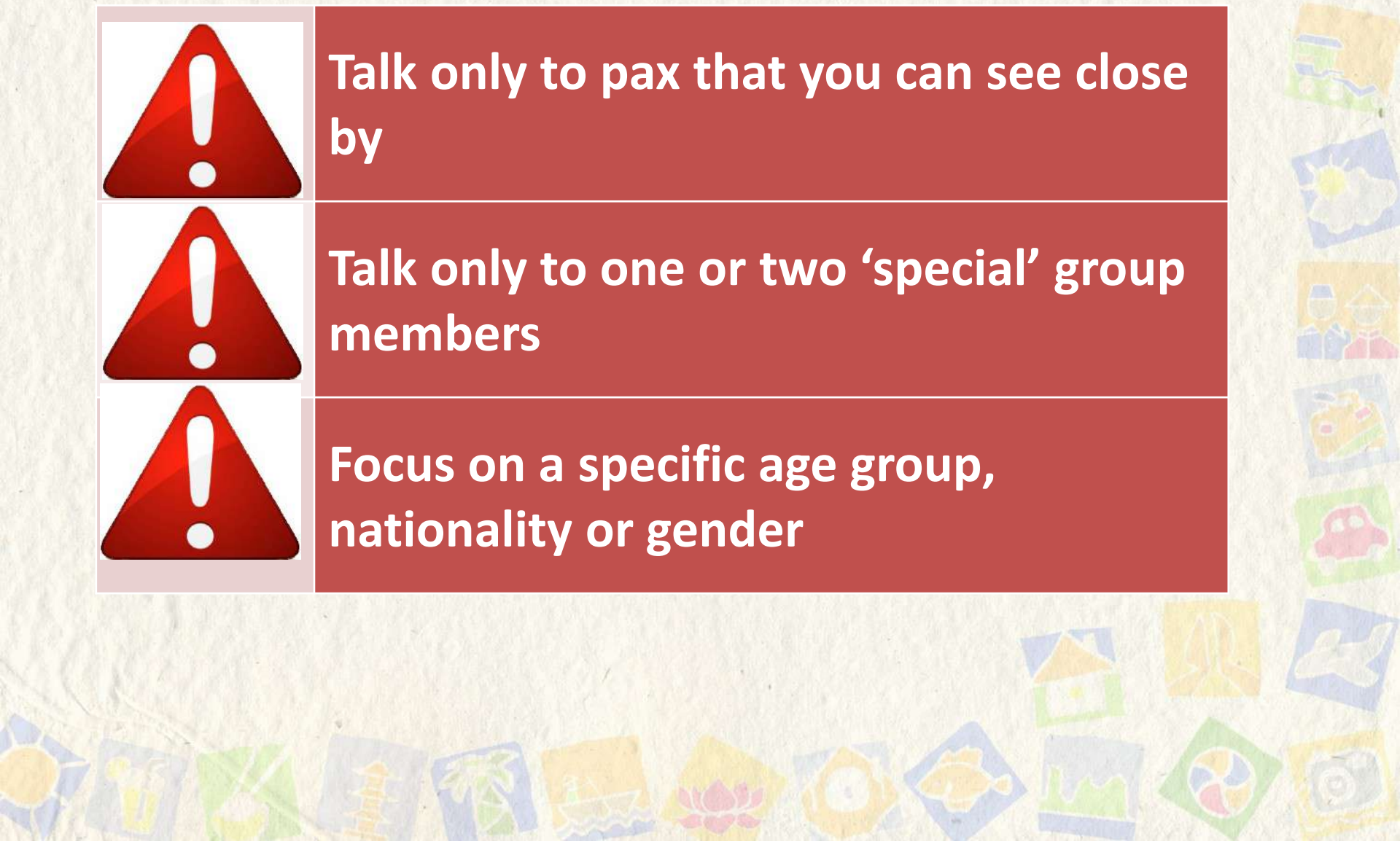
**Talk only to pax that you can see close by**



**Talk only to one or two 'special' group members**



**Focus on a specific age group, nationality or gender**





**Memorable  
tours!**

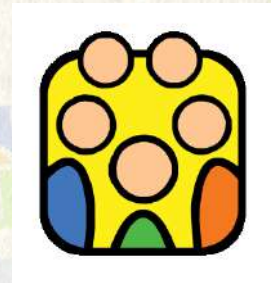
**Happy  
tourists!**

**Successful  
Guide!**

**Watch the video clip of a tour guide in action**

- 1. What was his style of guiding?**
- 2. Did he show any showmanship?**
- 3. What did he do right?**
- 4. What should he try to do better?**

**[Link](#)**



# MASTERING MICROPHONE TECHNIQUE







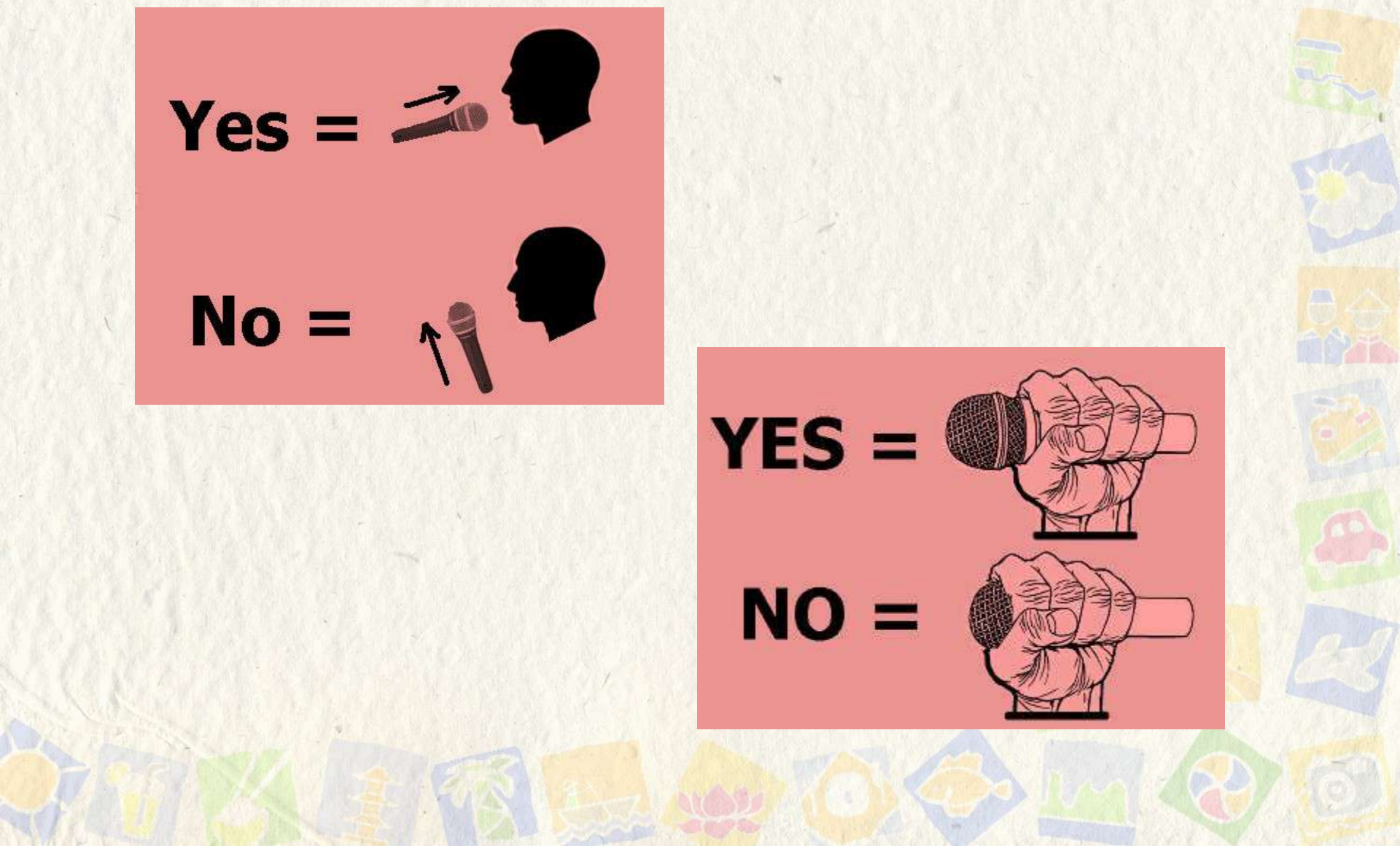
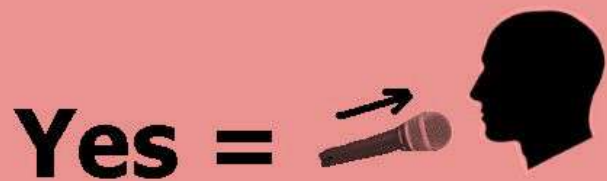
**Hold firmly**

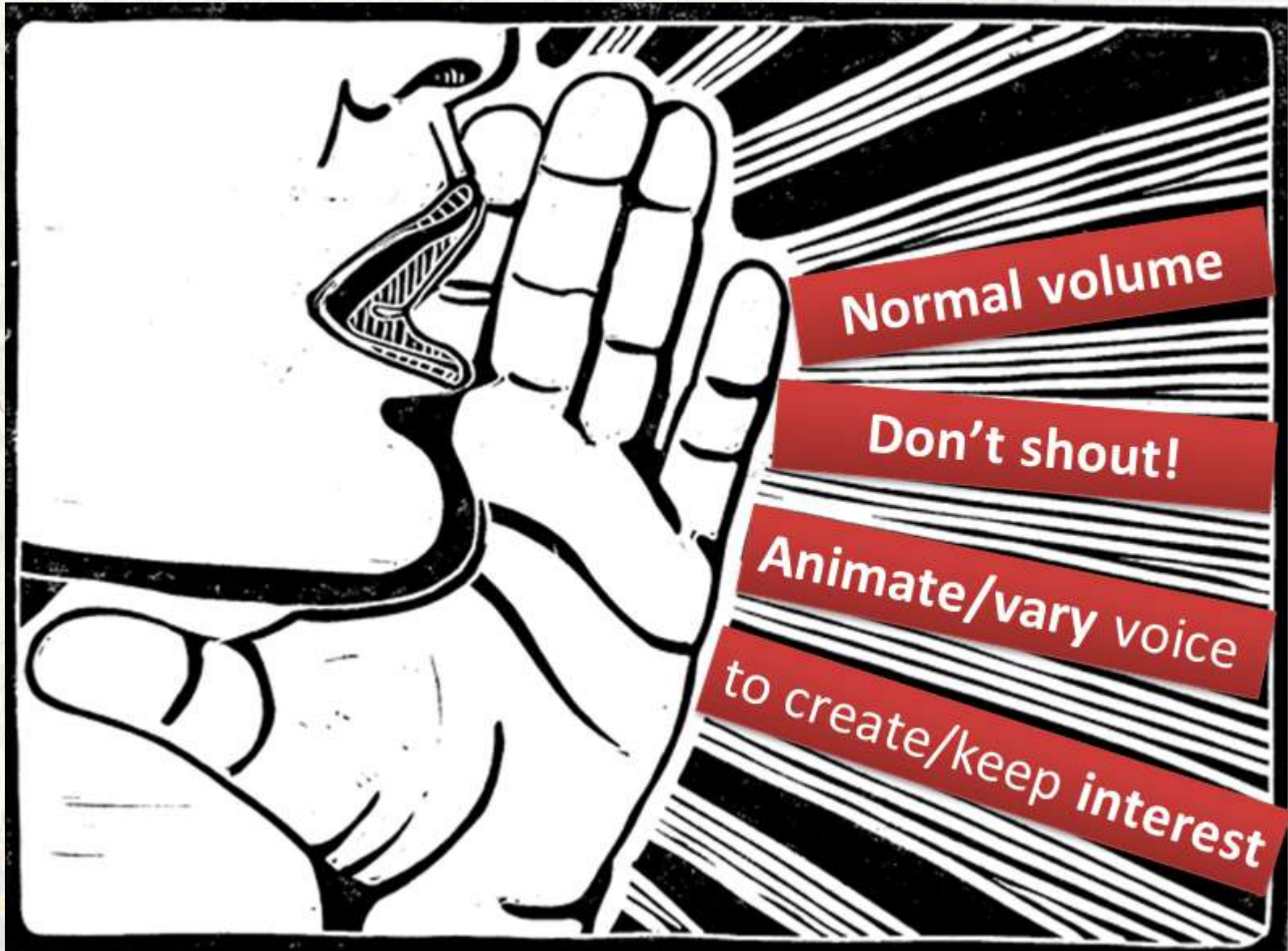
**Even distance** betw  
mouth & mic:

Keep it **steady** – don't move it around!



# Microphone tips





Normal volume

Don't shout!

Animate/vary voice

to create/keep interest



## Avoid feedback!



Don't hold mic too **close** to a speaker

Don't **point** mic to a speaker

## Set Bass levels



Not:

Too **low**

Too **high**

**Protect** the mic from wind – if you use it outside

**Turn off** when you don't use it

**Don't leave mic 'open/on'** when you don't use it

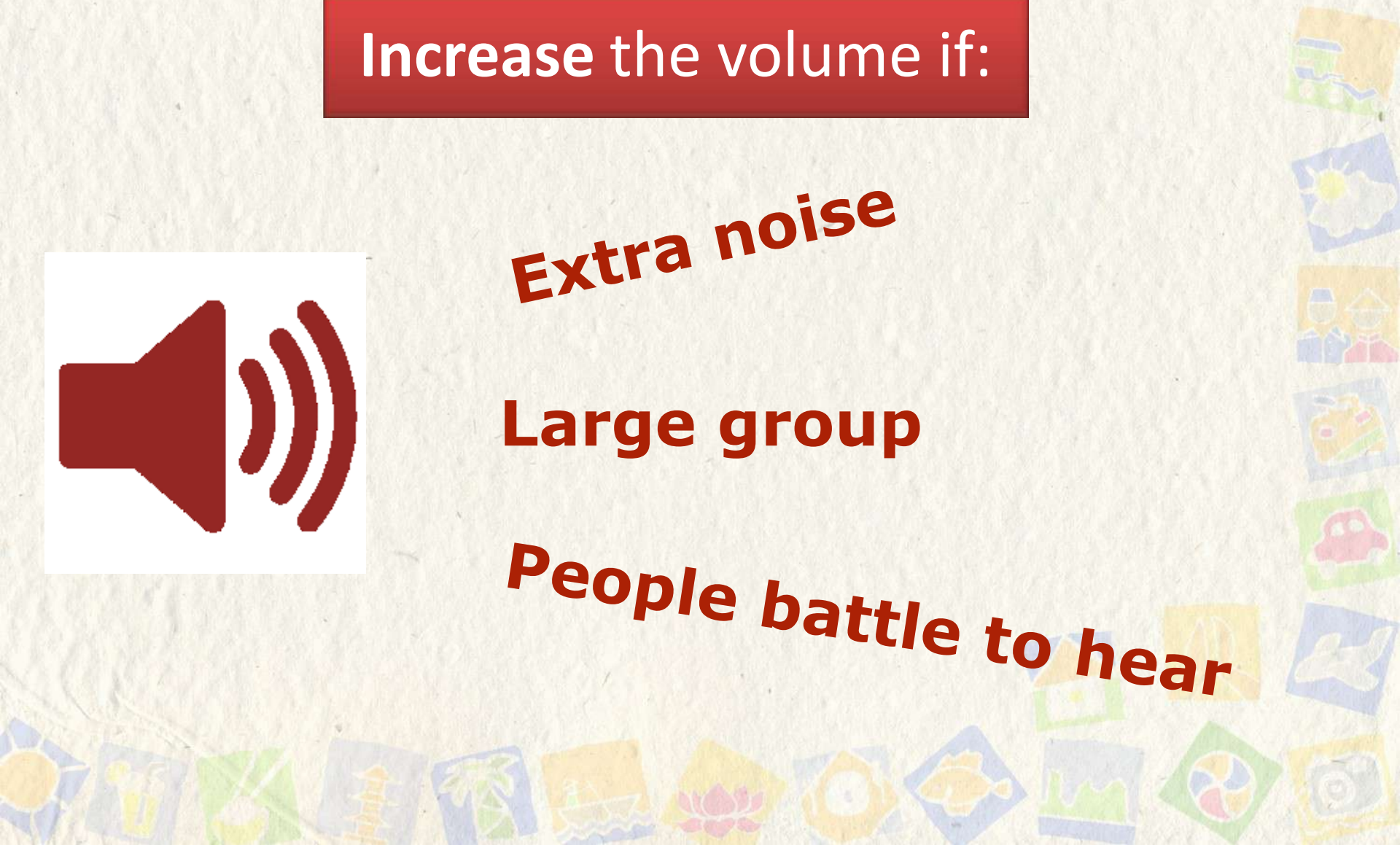


**Increase the volume if:**

**Extra noise**

**Large group**

**People battle to hear**



## Answer directly!

Be prepared to say “I’m sorry but I don’t know”

Tel them when you give your **opinion**

Repeat the question so the **whole group** can hear it

Full, detailed, comprehensive & honest

Don’t avoid or ignore questions

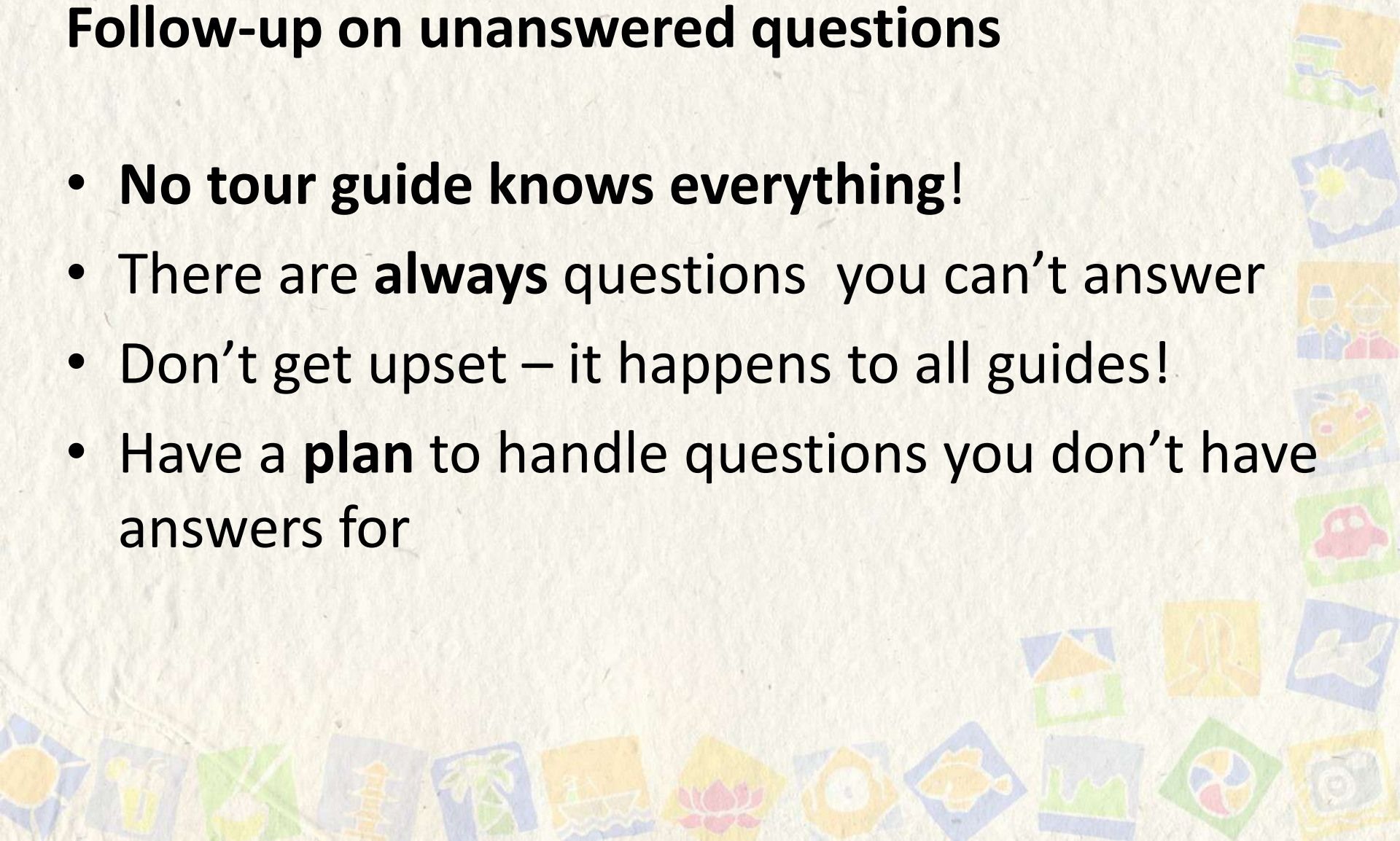
Never make up an answer





## Follow-up on unanswered questions

- **No tour guide knows everything!**
- There are **always** questions you can't answer
- Don't get upset – it happens to all guides!
- Have a **plan** to handle questions you don't have answers for



## Deal with questions which can't be answered

Apologise for not knowing

Promise to look for and tell them an answer



## Deal with questions which can't be answered



Ask the question  
From the rest of  
the group:

“Does anyone  
know...?”



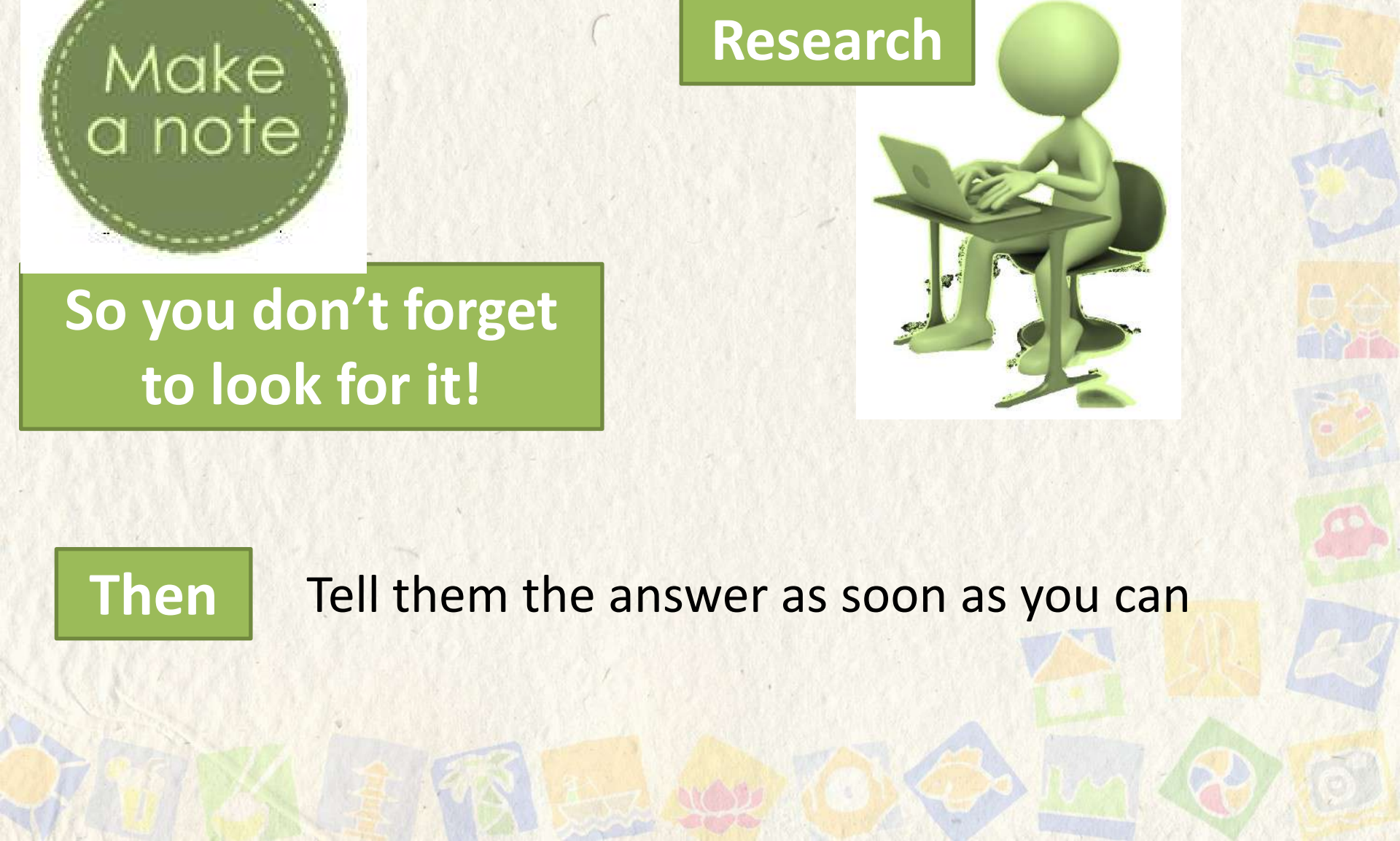
So you don't forget to look for it!

Research

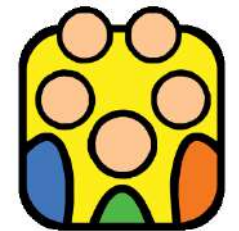


Then

Tell them the answer as soon as you can

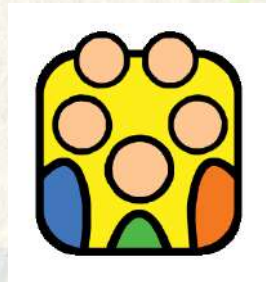


# Handle a difficult question asked by your trainer!



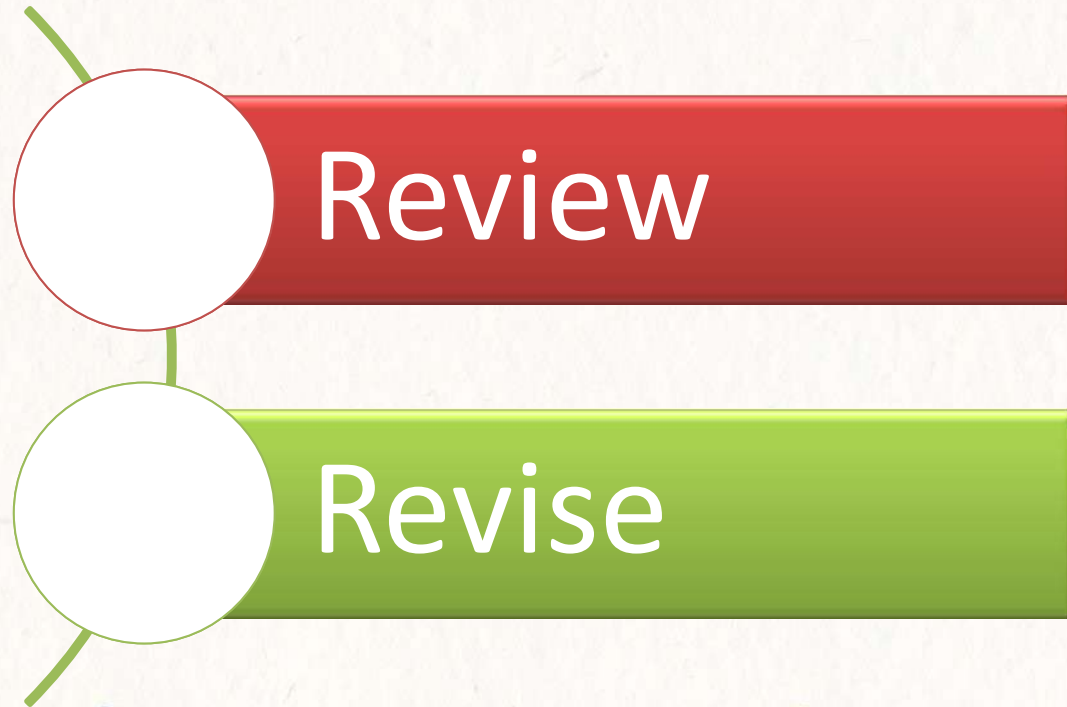
**At each table, do a role play of the tamarind activity**

- **Read the Activity Plan carefully**
- **Choose someone to be the Tour Guide**
- **The others must be the Tourists**
- **Do the activity – with all the steps**



Topic Five

Review and  
Revise



**1. Research**



**2. Develop**



**3. Practice**



**4. Deliver**



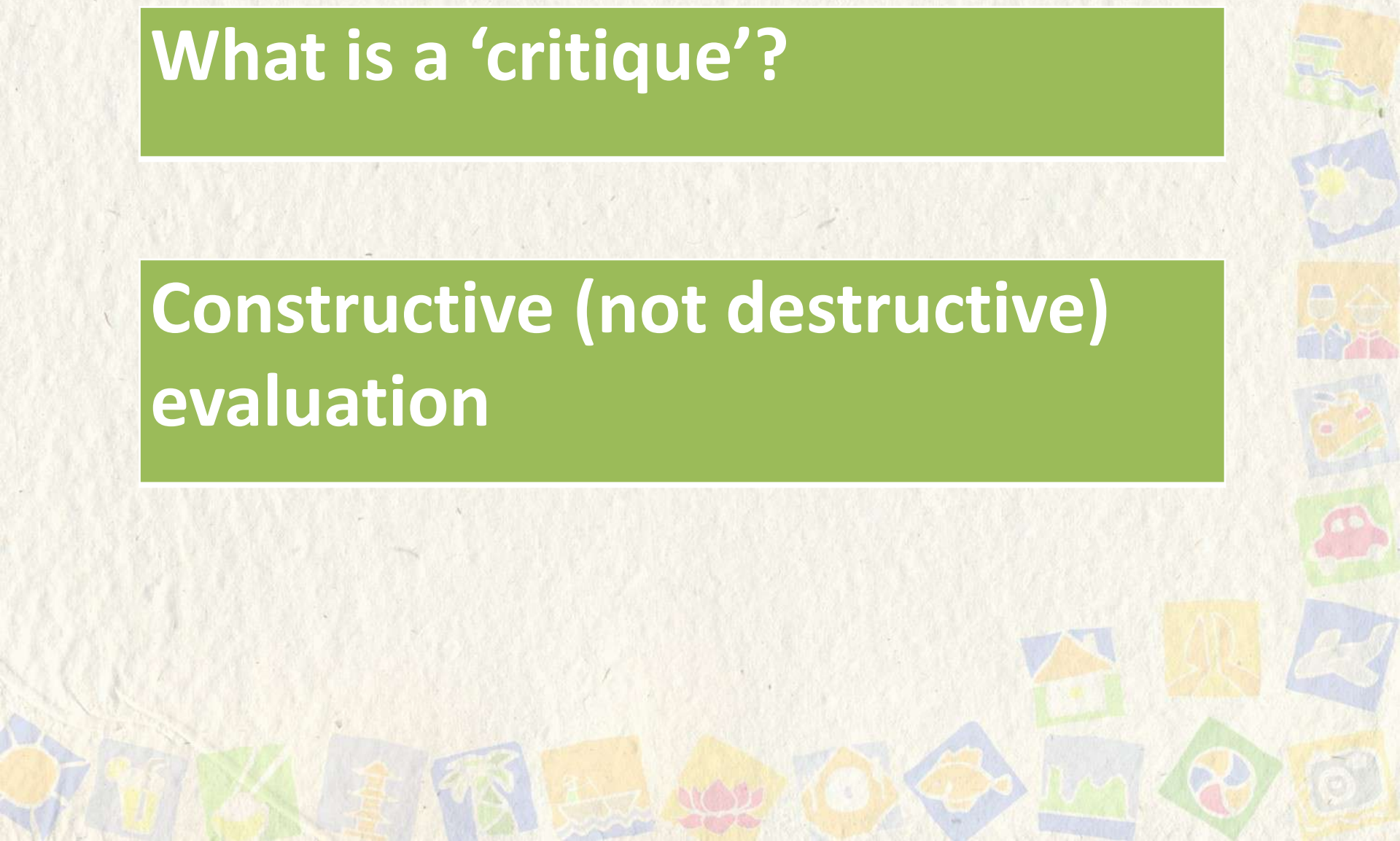
**5. Review & Revise**





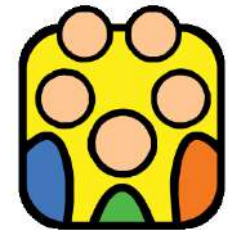
What is a 'critique'?

Constructive (not destructive)  
evaluation



## Work in groups:

- Come up with a list of questions to help you **review** your *Interpretive Guiding Activity* after you have done it
- Present your questions to the class



# Review questions

Check	Question
✓	How did the activity go?
✓	Was the timing right?
✓	Was it too fast?
✓	Was it too slow?
✓	Did I give the right kind of information?
✓	Do I always get the same questions from tour members?
✓	If so, then add that content into the activity
✓	Take some content out?
✓	Can it be better ? How should I change it?
✓	Were the tour members happy with the activity/tour?
✓	Were there any risks I had not anticipated?
✓	Any problems encountered that I have to plan for next time

# Ask for feedback from:



- Make changes to your notes and your planning sheet
- Do them on a computer and reprint a new copy with the changes on
- File this in your file
- Add in new materials, brochures, price lists, etc. that may be useful next time.



# Conclusion



Assignment

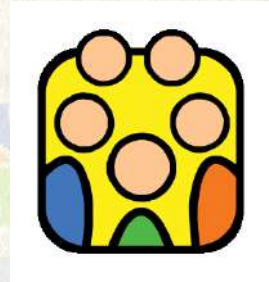
Module summary

Next Module

**By now you should have researched your topic.**

**The next task is:**

- **Use the planning template – fill in all the parts of it for your activity**
- **Choose an activity to present the topic you have chosen**
- **Write a script**
- **Start practicing!**



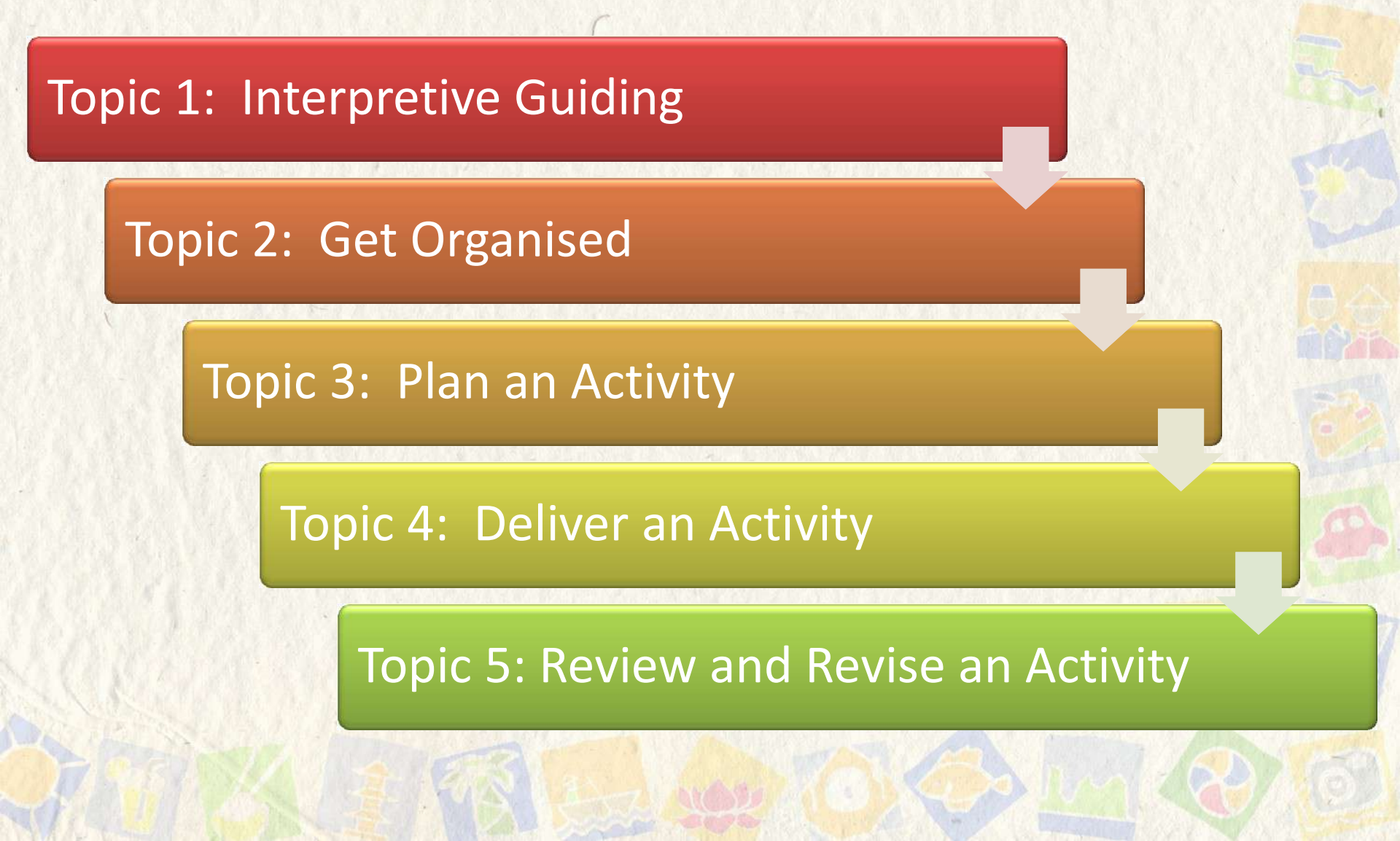
Topic 1: Interpretive Guiding

Topic 2: Get Organised

Topic 3: Plan an Activity

Topic 4: Deliver an Activity

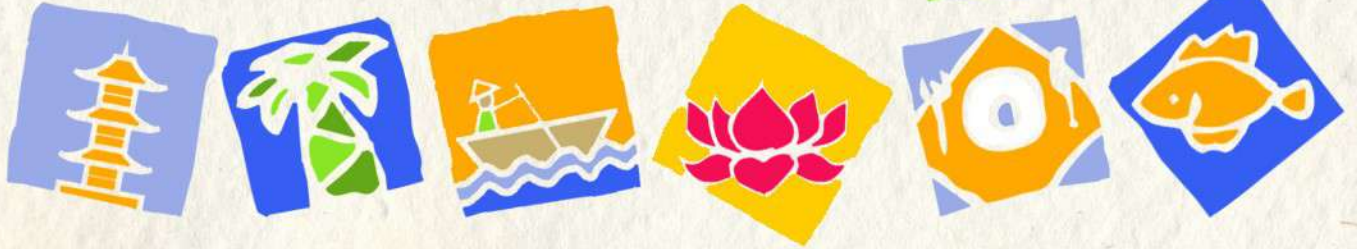
Topic 5: Review and Revise an Activity





Module Four

# Tour Management



Thank You! Khop Chai!

