

INTRODUCTION

Interpretation is a technique for enhancing information, so that the audience gains more from the experience than a list of unrelated facts. While we most often associate interpretation with parks, museums, and historic sites, we can also apply interpretive approaches to other informational or public involvement situations. This session will help participants understand the principles upon which interpretation is based and why we always need to consider the nature and needs of our audience. We will look closely at the elements or building blocks we can use to form our interpretive programs and then explore the various methods available to deliver an intended message. Finally, participants will have the opportunity to design and lead their own interpretative activity.

Rather than simply communicating factual information, it is important for presenters to also reveal meanings and relationships through the use of original objects and illustrative media.

THE ACTIVITIES

TIME REQUIRED

Principles of Interpretation	45 minutes, with discussion
Consider Your Audience	45 minutes, with discussion
Theme Development	45 minutes, with discussion
Interpretive Methods and Techniques	45 minutes, with discussion
Develop and Conduct an Interpretive Activity	60+ minutes
Evaluate Interpretive Activities	45 minutes, with discussion
Style and Delivery for Interpreters	45 minutes



COMBINING THE ACTIVITIES

The activities in this unit are displayed singly. Depending upon the time available and the skill of the participants, you may choose to do only one activity or the entire series. For maximum learning, the activities should be experienced in the order listed in the unit, however, other suggestions are:

Suggestion:

Title: Applying Principles of Interpretation to Considering Your Audience and Theme Development.

Activity: Read principles of interpretation and discuss what they mean with a partner.

Transition Statement: Underlying all the principles is a serious consideration of the visitor, your audience. In the next activity, we are going to explore different ways to adjust our thinking and behaviors to the different types of people and situations we may encounter.

Activity: Hand out problem-solving cards. Given the situation on the cards, students should decide how to prepare or modify a program.

Transition Statement: Now, let's change our focus from theory to practice and get into the theme of interpretation.

Activity: Select a theme and inventory the features that relate to it.

SUMMARY QUESTIONS

1. Taken as a whole, how will the interpretive skills we covered today help you in your job?
2. How will the meanings and relationships you can reveal to others through interpretation, help carry out the mission of your school or agency.



PRINCIPLES OF INTERPRETATION

CONCEPT	Perception, Theory, Interaction
PRINCIPLE	It is important to examine and understand some basic principles that should govern interpretive development and programs.
OBJECTIVE	Participants will be able to discuss the basic principles that should govern interpretive development and programs.
PREPARATION	<p>Select a natural area, if possible, with a variety of vegetative zones nearby. The group size should not exceed 12 for ideal discussion and small group activities. If more than that, add another instructor or have half the class doing something else. If this is an older class simply hand out the same principle to more than one group and collaborate as necessary.</p> <p>In advance of the session, write the following definition on a flip chart for use in the discussion.</p> <p>“An activity that aims to reveal meanings and relationships through the use of original objects, by firsthand experience and by illustrative media, rather than simply to communicate factual information.”</p> <p>-Freeman Tilden</p>
MATERIALS NEEDED	<ul style="list-style-type: none">• Activity Card A : Principles of Interpretation
PROCESSES USED	<ul style="list-style-type: none">• Infer• Communicate• Observe
TIME	45 minutes with discussion



DOING THE ACTIVITY (indoors or outdoors)

A. Set the Stage

Say something like the following:

Most of us associate interpretation with parks, museums, and historic sites, but we can also apply interpretive approaches to other informational or public involvement situations. We will discuss the principles upon which interpretation is based and why we always must consider the nature and needs of our audience. We will then look closely at the elements, or building blocks, we can use to form our interpretive programs. Then we'll explore the various methods available to us to deliver our intended messages. Finally, you will get a chance to design and lead your own interpretive activity using some ideas and skills you learn today.

Interpretation is often very difficult to define or describe. Most often, we resort to listing interpretive activities such as guided walks, campfire programs, or nature trails rather than really defining the term. Before we jump into the methods and mechanics of interpretation, look closely at this word and the philosophy behind it.

Post Tilden's definition on wall (previous page) and allow a minute or so for the groups to digest it.

Questions and Discussion:

Take apart each phrase in the definition looking for meaning in the definition, e.g.

1. Why isn't the communication of factual information a sufficient goal in interpretation?
2. What does Tilden mean when he says to reveal meanings and relationships?

Transition: Go deeper into these ideas by breaking into pairs to examine some basic principles and goals of interpretation.

B. Procedure

Distribute Activity A. Work in pairs, assign pairs to one of the numbered principles.

If you have fewer than 12 people in the group, some will be assigned more than one principle. Direct participants to read over the principle and related goal set out on the activity sheet and discuss, with their partners why each principle might be important or useful. Then they should prepare a short summary statement for the group on what this principle means to them. Tell them they have 20 minutes.

C. Retrieve the data

Each pair chooses one to present their thoughts to the full group (20 minutes).



Questions and Discussion

1. What might be the consequences of failing to consider these six principles in planning your interpretive activities?
2. After reflecting on these principles and philosophies, what does interpretation mean to you now?

NOTE: If your group is all classroom teachers, have them distinguish between interpretation and education all along the way, so that when all activities are completed in this lesson, the teachers can make the distinction and glean from interpretation what might be useful in their classroom (s).

ACTIVITY A: Principles of Interpretation

20 min.
pairs

- I. Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile. - Tilden
 - To help park visitors understand that the place they're visiting is related to the place they call home.
 - To show the relationship of what is being observed (experienced) to the lives of the observers. - Lewis
- II. Information, as such, is not interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information. - Tilden
 - To give accurate, interesting information which forms the foundation for an interpretation of data. - Lewis
- III. Interpretation is an art, which combines many arts, whether the materials presented are scientific, historical or architectural. Any art is in some degree teachable.
 - Knowledge treated imaginatively.
 - Interpreters should "dip into their own artistic appreciation, give form and life to their material, and tell a story rather than recite an inventory" - Tilden
- IV. The chief aim of interpretation is not instruction, but provocation.
 - To give the kind of interpretation which will encourage visitors to figure some things out for themselves.
 - To arouse curiosity and sometimes satisfy it.
 - To conserve park resources through an understanding and consequent appreciation of them.
- V. Interpretation should aim to present a whole rather than a part, and must address itself to the whole person rather than any phase.
 - To help visitors have an inspirational, relaxing, good time.
 - To provide visitors with an escape from the pressures which assault them.
 - To help visitors understand the interrelationships among as many aspects of what is being observed as possible.
- VI. Interpretation addressed to children (say, up to the age of twelve) should not be a dilution of the presentation to adults, but should follow a fundamentally different approach. To be at its best, it will require a separate program.

Investigating Your Environment
Interpreting Your Environment



CLOSURE Collaborate with your partner. Define interpretation and discuss one principle you understand (it should not be your own).

TRANSITION Interpretation needs an audience, let's explore more about audiences.



CONSIDER YOUR AUDIENCE

CONCEPT	Perception, Change, Interaction
PRINCIPLE	It is important to give serious consideration to your audience, the visitor, what experiences they bring with them, and what expectations they may have.
OBJECTIVE	<ul style="list-style-type: none">• Participants will be able to list various audience considerations in planning for and conducting an interpretive activity.
PREPARATION	Select a natural area, if possible, with a variety of vegetative zones nearby. The group size should not exceed 12 for ideal discussion and small group activities. However, a teacher knows what he/she can do to make a larger group smaller.
MATERIALS NEEDED	<ul style="list-style-type: none">• Activity Card B: <u>Considering Your Audience</u>
PROCESSES USED	<ul style="list-style-type: none">• Infer• Predict• Communicate• Observe• Question
TIME	45 minutes with discussion



DOING THE ACTIVITY

A. Set the Stage

Make this transition statement: Underlying all these principles is a serious consideration of the visitor, your audience. In the next activity, we are going to explore different ways to adjust our thinking and behaviors to the different types of people and situations we may encounter.

B. Procedure

Distribute one or two problem-solving cards to each person while giving these instructions: You are leading an outdoor campfire program that will include the history of your forest area or park. Given the situation or reminder on the card, how will you prepare or modify your program? Take five minutes to jot down your ideas and then we will exchange information.

5 min.
individual

ACTIVITY B: Consider Your Audience

1. The group is largely comprised of families with small children.	2. The group is largely comprised of senior citizens.
3. Your forest/park draws people from all over the U.S. and foreign countries.	4. The evening is quite cold and windy, so attendance is sparse.
5. Because it is June, your slide program cannot begin until late when it is sufficiently dark.	6. People remember 10% of what they hear, 50% of what they see, and 90% of what they do.
7. Questions can be effectively used to help visitors derive meanings.	8. Using a variety of approaches will enhance learning.
9. An organized presentation is more memorable than an unorganized one.	10. People learn best when an experience is close to them in time and space.
11. New learning is built on a foundation of previous knowledge.	12. People learn better when they're actively involved in the learning process.
13. You can't sing, but your supervisor wants your campfire to begin with some songs, and he's there to listen.	14. You can't get the campfire to start and right before you are four kids with sticks and marshmallows.
15. You get to the amphitheater only to discover that the electricity doesn't work and you have a slide program.	16. During your talk, a man calls out, "You're wrong, honey! Women rangers don't know nuthin'! I'm spittin'!"
17. It becomes obvious during your program that there's an historian in the audience. You can't answer his questions.	18. About halfway through the slides, the lamp goes out and you don't have an extra.
19. The program is going well, when suddenly a young girl screams "A bat! A bat! Now what?"	20. What do you do if someone faints or has an epileptic spell during the program?

Investigating Your Environment
Interpreting Your Environment



C. Retrieve the data

Each person presents how they would approach their situation/premise. Allow interaction to evolve as it may, because there are no right or wrong answers. Allow up to 30 minutes for sharing.

Question and Discussion

1. Besides its value in learning, why would audience involvement, in interpretive programs, be so important?
2. Overall, why is Knowing Your Audience considered so valuable in interpretation?
3. If heavy teacher audience, ask: How would or could your knowledge of learning styles, and teaching strategies enhance a presentation such as this?

CLOSURE In partners, write another situation like we just did and share the solution with another partner pair.



THEME DEVELOPMENT

CONCEPT	Cause/Effect, Interaction, Perception. Most of the concepts could be themes for the students to develop. As a teacher, with a more advanced class or as an extension, you could choose a concept, such as “cycles” and have students develop specific interpretive themes within cycles.
PRINCIPLE	A basic theme is the foundation for interpretive development. But is not enough to awaken people’s curiosity. You must present opportunities that when put together forms a whole.
OBJECTIVE	<ul style="list-style-type: none">• Participants will be able to list various themes and select one for further development.
PREPARATION	Select a natural area, if possible, with a variety of vegetative zones nearby. The group size should not exceed 12 for ideal discussion and small group activities, but allowances can be made.
MATERIALS NEEDED	<ul style="list-style-type: none">• Activity Card C: <u>Inventorying Interpretive Features</u>• Flip-chart and marking pens
PROCESSES USED	<ul style="list-style-type: none">• Classify• Communicate• Observe• Infer• Question• Interpret data
TIME	45 minutes with discussion



DOING THE ACTIVITY (indoors, outdoors)

A. Set the Stage

Now, change our focus from theory to practice. Whether it's an extensive master plan for a national park or a five-minute orientation talk, a basic theme is the foundation for interpretive development. The theme is the central, or key idea we want to get across to the visitor. Rather than a broad, sometimes nebulous topic, the theme is a specific concept or objective we wish to communicate clearly to the visitor in a meaningful way. Let's brainstorm together on possible themes so we all get the idea.

(NOTE: Here are some topics to start with in case you can't get started: night sounds, plant succession, geology, native american residents and culture, change, cycles in the park, etc.)

Allow 10 minutes to list group ideas on the flip-chart. Keep ideas posted through Activity C.

(NOTE: It is important to record these so they are available throughout the process, do not erase. Invite participation to record all themes on back of the activity for reference once they are home.

B. Procedure

Distribute Activity C and give the following instructions: In teams of two, practice developing a theme using interpretative features you can identify on this site. Select a theme from this list or make up another one of your own, and inventory the features on this site that relate to and will help communicate your chosen theme. On the activity card, note each feature and state how it may be used in developing your theme. For example, a rotting log could help visually illustrate the theme of constant change in a forest. During the activity some of you will come upon a supplemental or complementary theme, record it too. Does this remind you of semantic webbing? Give class 10 minutes, expand to 15 if they are still working hard.



ACTIVITY C: Inventory Interpretive Features

10-15 min.
pairs

Our theme is _____

Features	How They Can Be Used in Theme Development
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Supplementary or extension theme from the main could be

- 1.
- 2.
- 3.
- 4.
- 5.

Investigating Your Environment
Interpreting Your Environment 

C. Retrieve the Data

Have each group summarize their inventory/theme building activity. They may want to add a visual display or matrix, give them time to do this. Various ideas will come out here. Give it time.

Use these questions and discussion starters:

1. What observations can we make about this process of inventorying interpretative features?
2. If you kept the same theme, but didn't have the luxury of being right here in the forest, what else could you use as interpretive features or elements of your theme?

CLOSURE List two themes you could develop back home and three features you would start with.

TRANSITION You have looked at the audience and you have considered the definition and philosophy of interpretation. Now it is time to consider how you will



deliver your message.

INTERPRETIVE METHODS AND TECHNIQUES

CONCEPT	Perception, System
PRINCIPLE	It is important to be able to generate new ideas and know the spectrum of interpretive services. It is also important to consider the available technology and how it can help provide pertinent interpretive services.
OBJECTIVE	<ul style="list-style-type: none">• Participants will be able to list several types of interpretive methods, both personal and non-personal, available to the interpreter.
PREPARATION	Select a natural area, if possible, with a variety of vegetative zones nearby. The group size should not exceed 12 for ideal discussion and small group activities, but allowances can be made.
MATERIALS NEEDED	<ul style="list-style-type: none">• Flip-charts and marking pens• Collection of interpretive materials
PROCESSES USED	<ul style="list-style-type: none">• Classify• Communicate• Observe• Predict



TIME 45 minutes with discussion
DOING THE ACTIVITY (indoors, outdoors)

A. Set the Stage

Quickly review what will occur in the allotted time.

B. Procedure

Set up the flip charts. Give the following directions: Now we will get down to the nitty gritty and discuss the HOW of interpretation. Let's divide in half and have some friendly competition. Select a recorder, and on the flip chart, list as many interpretive methods or techniques as you can that you have seen or observed. Remember, we have both personal services, such as guided walks, and non-personal services, such as brochures and exhibits. Ready? Set. Go! (End this activity when you see work not being accomplished, monitor closely.)

C. Retrieve the Data

After time is called, compare the flip-charts side by side. If items appear on both lists, cross them off while asking one member to describe each method or technique. The winning team is the one with more methods left than the other.

Give the group about 10 minutes to sift through the collection of interpretive materials and samples available, intended to generate and demonstrate the spectrum of interpretive services.

Bring group together to compare lists again, and add any methods they forget.

CLOSURE Ask each pair to think creatively and come up with one or two ideas about interpretive methods for the future. Share these with another pair and then list on class master list.

TRANSITION Next, it is your opportunity to meld method, theme, and



audience, and plan an interpretive activity.

DEVELOP AND CONDUCT AN INTERPRETIVE ACTIVITY

CONCEPT	System, Perception, Interaction
PRINCIPLE	It is most beneficial and significant to develop interpretive activities using a basic theme. In fact, it the job of an interpreter to use his/her knowledge and intellectual curiosity to develop and present all types of interpretive activities.
OBJECTIVE	<ul style="list-style-type: none">• Participants will be able to conduct a simple interpretive activity using: a basic theme, identified interpretive features or topics, and appropriate structure.
PREPARATION	Select a natural area, if possible, with a variety of vegetative zones nearby. The group size should not exceed 12 for ideal discussion and small group activities, but larger groups can be accommodated.
MATERIALS NEEDED	<ul style="list-style-type: none">• Activity Card D: <u>Developing an Interpretive Activity</u>• Microtrail flags (popsicle sticks, bamboo skewers, something you can write on or flag).• Paper, pens, and possible props
PROCESSES USED	<ul style="list-style-type: none">• Observe• Infer• Classify• Hypothesize• Interpret data



TIME 60+ minutes
DOING THE ACTIVITY (outdoors)

A. Set the Stage

Quickly review what will take place in the allotted time. Say: Now it is your turn to choose a theme, find interpretive features or select topics, and choose a method to deliver your own interpretive program.

B. Procedure

Hand Activity D Cards and give the following directions: You will have 30 minutes to develop a brief (10-15 minute), interpretive activity, that you will share with others. If you wish to conduct a nature walk, try using microtrail flags and lay out a trail that an ant might walk, to save some time. Remember, imagination and enthusiasm are important.

ACTIVITY D: Develop An Interpretive Activity

30 min.
individual

Using the outline provided below, design a simple, 10-15 minute activity, presentation or demonstration for your "visitors."

THEME:

**INTERPRETIVE FEATURES:
OR TOPICS**

BODY OF TALK:

1. Introduction (What we're going to do)
2. Theme Development (Do it)
3. Conclusion (What we did)

Theme: _____

Interpretive Features or Topics: _____

Interpretive Method(s) Used: _____

Body of Presentation:
Introduction: _____

Theme Development: _____

Conclusion: _____

Investigating Your Environment
Interpreting Your Environment



C. Retrieve Data

Facilitator: Allow about 20 minutes

Present your activity to another person. Then listen to their presentation. If time, listen to some one else's presentation.

Discussion to follow should bring out information on: (7 minutes)

1. What interpretive techniques or methods were chosen?
2. What principle(s) of interpretation were satisfied in your activity?
3. Which of the techniques you experienced satisfied your knowledge or skill needs as a participant?
4. Based on your experience, which technique would you like to be able to use more, or use better?

Let students question and discuss.

CLOSURE Tell another how you will use what you learned in this activity on your work.

TRANSITION It is always useful to objectively evaluate an activity so we know what has worked, what needs fixing, and what the next step is. Our next activity is just such an evaluation.



EVALUATE INTERPRETIVE ACTIVITIES

CONCEPT Perception, Interaction

PRINCIPLE Program design and implementation is incomplete unless evaluation is an integral part of the program. Teachers know this, in business it is called “accountability”. A popular poster states “How will you know where you are if you don’t know where you began?” --the perfect argument for evaluation.

OBJECTIVE

- Participants will be able to evaluate interpretive programs and provide useful feedback for themselves and for others.

PREPARATION Remain in your area.

MATERIALS NEEDED

- Activity Card E: Evaluate an Interpretive Activity

PROCESSES USED

- Communicate
- Observe
- Classify
- Infer
- Question



TIME 45 minutes with discussion

DOING THE ACTIVITY (outdoors)

A. Set the Stage

Quickly review what will take place in the next 20 minutes.

B. Procedure

Hand out Activity E. Give the following directions: After conducting your presentation to your small group, ask those who saw your activity to fill out Activity E, to provide feedback on your program. Everyone saw at least one activity, so all should be

20 min.
Individual

ACTIVITY E: Evaluate an Interpretive Activity

Date _____
For _____

1. **THEME** - Was it clear? Did it evolve through the activity?
2. **INTRODUCTION/CONCLUSION** - Was it clear when we started and ended?
3. **INTERPRETIVE FEATURES? TOPICS** - Were they relative, logical, interesting?
4. **INTERPRETIVE PRINCIPLES** - Were any applied? Which ones? Should some have been applied and weren't?
5. **AUDIENCE** - How was the audience considered or involved?
6. **REVELATION** - What meanings and/or relationships were revealed to you?
7. **OTHER COMMENTS**

Date _____
For _____

1. **THEME** - Was it clear? Did it evolve through the activity?
2. **INTRODUCTION/CONCLUSION** - Was it clear when we started and ended?
3. **INTERPRETIVE FEATURES? TOPICS** - Were they relative, logical, interesting?
4. **INTERPRETIVE PRINCIPLES** - Were any applied? Which ones? Should some have been applied and weren't?
5. **AUDIENCE** - How was the audience considered or involved?
6. **REVELATION** - What meanings and/or relationships were revealed to you?
7. **OTHER COMMENTS**

Investigating Your Environment
Interpreting Your Environment 



working. If time allows, each person should do a self-evaluation after seeing another's evaluation.

C. Retrieve Data

Give each participant time to finish their own self-evaluation and read other evaluations they received. When group starts to get restless, conduct a discussion, using these questions:

1. What did you learn from developing and conducting your own interpretive program?
2. What additional skills or knowledge might be helpful?
3. In what other ways could you constructively evaluate your own or your colleague's interpretive programs?
4. How did it feel being an interpreter, perhaps for the first time?

CLOSURE Discuss how an evaluation helps in an activity. Come up with an awful consequence that could result because you did not evaluate an activity.

TRANSITION What makes interpretive presentations interesting and exciting? What can every interpreter/teacher/facilitator do to create an interesting, exciting presentation? What would cause you to be bored with an interpreter?



STYLE AND DELIVERY FOR INTERPRETERS

CONCEPT	Perception, Interaction, System
PRINCIPLE	Certain special and personal qualities contribute to an interpreter's effectiveness. As students complete this activity, they should be able to draw some conclusions about their strengths and what they would like to develop.
OBJECTIVE	<ul style="list-style-type: none">• Participants will be able to identify personal communication styles and characteristics that aid interpreters in program delivery.
PREPARATION	Remain in your area--the natural setting. Teachers, you can use any previous studies in psychology, health, or self-esteem to help students do this activity. An inventory of skills and strengths will also be helpful.
MATERIALS NEEDED	<ul style="list-style-type: none">• Activity Card F: <u>The Inspirational Interpreter</u>• Flip-charts and markers• Tape
PROCESSES USED	<ul style="list-style-type: none">• Infer• Observe• Classify• Interpret data• Communicate
TIME	45 minutes



DOING THE ACTIVITY

A. Set the Stage

Quickly review what will take place. (about 20 minutes).

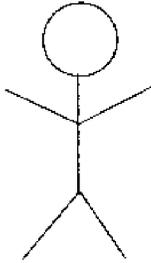
B. Procedure

Hand out Activity F and give the following directions: As we grow into our roles as interpreters, or as we apply some interpretive principles to our educational roles, we can focus on those special, personal qualities that make a difference in our programs.

Perhaps you have participated in an interpretive program where you were inspired, moved, or really excited by the interpreter. You see the public drawn to such people, probably for a variety of reasons, that relate to body language, verbal cues, and delivery style.

What do you think are the personal qualities and delivery styles that are important to cultivate in interpreters? Let's answer that question in our groups. First, work by yourself and come up with as many ideas as possible.

ACTIVITY F: "The Inspirational Interpreter"

Delivery Style	Body Language
	

Investigating Your Environment
Interpreting Your Environment 



C. Retrieve Data

Using the group chart, each group shares their ideas verbally and visually. Other groups, check off “like” qualities, and each successive group adds qualities, or expands upon those already offered.

Questions and Discussion

1. In what ways can we practice this aspect of the art of interpretation among our peers? With our students or regular audience?
2. Why is personal enthusiasm and warmth we discussed, so important to the effectiveness of our programs? How does this come about?

CLOSURE Share with your partner one personal trait, or one personal area in which you would like to improve. How will this make you a better interpreter?



ACTIVITY A: Principles of Interpretation

20 min.
pairs

- I. Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile. - Tilden
 - To help park visitors understand that the place they're visiting is related to the place they call home.
 - To show the relationship of what is being observed (experienced) to the lives of the observers. - Lewis

- II. Information, as such, is not interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information. - Tilden
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- III. Interpretation is an art, which combines many arts, whether the materials presented are scientific, historical or architectural. Any art is in some degree teachable.
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 - Interpreters should "dip into their own artistic appreciation, give form and life to their material, and tell a story rather than recite an inventory" - Tilden

- IV. The chief aim of interpretation is not instruction, but provocation.
 - To give the kind of interpretation which will encourage visitors to figure some things out for themselves.
 - To arouse curiosity and sometimes satisfy it.
 - To conserve park resources through an understanding and consequent appreciation of them.

- V. Interpretation should aim to present a whole rather than a part, and must address itself to the whole person rather than any phase.
 - To help visitors have an inspirational, relaxing, good time.
 - To provide visitors with an escape from the pressures which assault them.
 - To help visitors understand the interrelationships among as many aspects of what is being observed as possible.

- VI. Interpretation addressed to children (say, up to the age of twelve) should not be a dilution of the presentation to adults, but should follow a fundamentally different approach. To be at its best, it will require a separate program.



ACTIVITY B: Consider Your Audience

5 min.
individual

- | | |
|---|--|
| 1. The group is largely comprised of families with small children. | 2. The group is largely comprised of senior citizens. |
| 3. Your forest/park draws people from all over the U.S. and foreign countries. | 4. The evening is quite cold and windy, so attendance is sparse. |
| 5. Because it is June, your slide program cannot begin until late when it is sufficiently dark. | 6. People remember 10% of what they hear, 50% of what they see, and 90% of what they do. |
| 7. Questions can be effectively used to help visitors derive meanings. | 8. Using a variety of approaches will enhance learning. |
| 9. An organized presentation is more memorable than an unorganized one. | 10. People learn best when an experience is close to them in time and space. |
| 11. New learning is built on a foundation of previous knowledge. | 12. People learn better when they're actively involved in the learning process. |
| 13. You can't sing, but your supervisor wants your campfire to begin with some songs, and he's there to listen. | 14. You can't get the campfire to start and right before you are four kids with sticks and marshmallows. |
| 15. You get to the amphitheater only to discover that the electricity doesn't work and you have a slide program. | 16. During your talk, a man calls out, "You're wrong, honey! Women rangers don't know nuthin', I'm splittin'." |
| 17. It becomes obvious during your program that there's an historian in the audience. You can't answer his questions. | 18. About halfway through the slides, the lamp goes out and you don't have an extra. |
| 19. The program is going well, when suddenly a young girl screams "A bat! A bat!". Now what? | 20. What do you do if someone faints or has an epileptic spell during the program? |



ACTIVITY C: Inventory Interpretive Features

10-15 min.
pairs

Our theme is _____

Features

How They Can Be Used In Theme Development

1.

2.

3.

4.

5.

6.

7.

8.

Supplementary or extension theme from the main could be

1.

2.

3.

4.

5.



ACTIVITY D: Develop An Interpretive Activity

30 min.
individual

Using the outline provided below, design a simple, 10-15 minute activity, presentation or demonstration for your "visitors."

THEME:

**INTERPRETIVE FEATURES:
OR TOPICS**

BODY OF TALK:

1. Introduction (What we're going to do)
2. Theme Development (Do it)
3. Conclusion (What we did)

Theme: _____

Interpretive Features or Topics: _____

Interpretive Method(s) Used: _____

Body of Presentation:

Introduction: _____

Theme Development: _____

Conclusion _____



ACTIVITY E: Evaluate an Interpretive Activity

20 min.
individual

Date _____
For _____

1. **THEME** - Was it clear? Did it evolve through the activity?
2. **INTRODUCTION/CONCLUSION** - Was it clear when we started and ended?
3. **INTERPRETIVE FEATURES? TOPICS** - Were they relative, logical, interesting?
4. **INTERPRETIVE PRINCIPLES** - Were any applied? Which ones? Should some have been applied and weren't?
5. **AUDIENCE** - How was the audience considered or involved?
6. **REVELATION** - What meanings and/or relationships were revealed to you?
7. **OTHER COMMENTS**

Date _____
For _____

1. **THEME** - Was it clear? Did it evolve through the activity?
2. **INTRODUCTION/CONCLUSION** - Was it clear when we started and ended?
3. **INTERPRETIVE FEATURES? TOPICS** - Were they relative, logical, interesting?
4. **INTERPRETIVE PRINCIPLES** - Were any applied? Which ones? Should some have been applied and weren't?
5. **AUDIENCE** - How was the audience considered or involved?
6. **REVELATION** - What meanings and/or relationships were revealed to you?
7. **OTHER COMMENTS**



ACTIVITY F: "The Inspirational Interpreter"

Delivery Style

Body Language

