

Basic Interpretation for Guides and Interpreters

January 30, 2017 – February 3, 2017

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: January 2017

To: Supervisor

From: Debbie L. Fredricks, Chief
Training Section
California State Parks

Subject: Employee Attendance at Formal Training
Basic Interpretation for Guides and Interpreters Group 9

An employee from your office will soon be attending the formal training program described in the attached. Ensure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work. You can assist with capturing the full value of the training by taking the following steps:

Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace.
3. Support the employee's use of the training at the work place.

Three Months Following Training

1. Supervisor evaluates the effectiveness of the training on the employee's job performance and login to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.



Debbie L. Fredericks
Training Section Chief

Attachment
cc: Participant

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***Mission Statement
Training Section***

***The mission of the Training Section is to improve
organizational and individual performance and
productivity through consulting, collaboration,
training, and development.***

TRAINING SECTION STAFF

Debbie L. Fredricks..... Training Section Chief
Ann D. Slaughter Mott Training Center Manager
Jack Futoran EMS and LFG Training Coordinator
Jeffrey Beach..... Training Consultant
Dave Galanti Training Consultant
Karyn Lombard Training Consultant
Sara M. Skinner Training Consultant
Jason Smith Academy Coordinator
Jeremy Alling Cadet Training Officer
Matt Cardinet Cadet Training Officer
Raymund Nanadiego Cadet Training Officer
Lisa Anthony Program Coordinator
Edith Alhambra Assistant Program Coordinator
Alex Franck..... Assistant Program Coordinator
Jessica Kohls..... Assistant Program Coordinator
Pamela Yaeger Assistant Program Coordinator

THE MISSION

of the California State Parks is to provide for the health, inspiration, and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.



FORMAL TRAINING GUIDELINES

Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources.
3. **TRAVEL:** Arrange your travel to and from the training site through your District or Office. (No reimbursement for travel expense – including per diem costs – will be approved for travel not specifically authorized in advance by the District Superintendent). Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6. The Mott Training Center does not have the capability to provide transportation to/from Monterey Airport.

The cost of your travel (airfare, mileage, rental car, etc.) is paid by your District or Office **to** and **from** the location of training.

4. HOUSING: Housing will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 11:00 a.m. on the date of departure. The Department provides your room and board expenses at the Mott Training Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Advise the Training Consultant no later than one week before your scheduled arrival if you plan to live off-grounds. No animals are permitted in housing. In the event of an emergency, staff must know your room assignment; therefore, you may not switch rooms without staff approval. Overnight guests are not allowed. Quiet hour is 10:00 p.m.
5. **ENROLLMENT OR HOUSING CANCELLATION POLICY:** To cancel participation in a course, the participant must have their District Superintendent or Section/Office Manager send an email to the Training Specialist assigned to the course requesting to remove the participant. If you do not need lodging or must change or cancel your reservation for lodging, you must contact the Mott Training Center or Training Consultant assigned to the course at least 2 weeks prior to your date of arrival. Lodging, registration, and associated fees will be charged to the employee's District or Section/Office if a training cancellation is received with less than two weeks' notice.

The Mott Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.

6. MEALS: Meals will be provided, semi-cafeteria style, from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:15 a.m. for breakfast, 12:00 noon for lunch, and 6:00 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, contact the Training Consultant Sara M. Skinner to request the Asilomar Dietary Restriction form no later than two weeks prior to the course start date. The Training Consultant will forward the form to the appropriate Asilomar Conference Grounds staff.

In order to assist participants with limited mobility, Asilomar provides a shuttle to and from the dining hall. Contact either Asilomar staff upon check-in, or Mott Training Center staff upon your arrival, for instructions on arranging a transport.

7. CLOTHING: Field uniforms as found in "Description of Required Field Uniforms", DOM Chapter 2300, Uniform Handbooks, not including optional items, will be worn daily by all uniformed employees during formal training sessions **unless otherwise specified in the Program Attendance Checklist**. Non-uniformed employees shall wear apparel normally worn on the job. Appropriate attire includes apparel suitable for professional office dress. It does not include such items as shorts, t-shirts, tank tops, or sandals.

Because we are on the conference grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

8. **ALCOHOLIC BEVERAGES:** Participants shall not possess or consume alcoholic beverages in common areas (living room) while on the Asilomar Conference Grounds unless provided and hosted by Concessionaire ARAMARK.
9. **SMOKING:** Smoking is not permitted in the Mott Training Center or in any lodge or guest room on the Asilomar Conference Grounds.
10. **TRAINING CENTER:** The Mott Training Center is located on Asilomar Conference Grounds, part of Asilomar State Beach. The Conference Grounds are operated for our Department by a concessionaire, and all lodging and food services are provided to us by employees of the concessionaire. Constant efforts are made to maintain a sound, harmonious working relationship between the Department and concessionaire. None of us can expect preferential treatment for any reason and, as a departmental employee, you will be expected to join in our continuing effort toward an effective relationship with each Asilomar concession staff member. On occasion, non-departmental groups may be staying in the same lodges. It is imperative that you represent the Department well on and off duty.
11. **REGISTRATION:** When you arrive at Asilomar Conference Grounds, proceed directly to the front desk at the Asilomar Administration Building for your dining room tickets. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.
12. **COURSE LEADERS:** The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.
13. **TRAINING SECTION STAFF:** Sara M. Skinner is your Training Consultant and has been assigned the responsibility for your training group. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Section Staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Training Section Staff will do all within their power to make your training experience pleasant and meaningful.
14. **TRAINING MATERIALS:** May be made available to you at both your unit and the Mott Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Copies of DAM and DOM will be available to you for self-study. Bring your own pens and pencils.

15. ATTENDANCE: Regular attendance is a critical course requirement and your participation is important to the success of this training. An absence of more than 10% of the course hours constitutes grounds for dropping a participant from the course. The Department Training Officer may modify this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
16. VEHICLES: All vehicles should be parked in the lots adjacent to the Mott Training Center. Any questions regarding use of a State vehicle while at the Mott Training Center should be discussed with your supervisor prior to your departure for training, or with your Program Coordinator while at the Mott Training Center.
17. BICYCLES: If you bring your bicycle, store it in the bicycle shed next to the Mott Training Center. Bicycles may not be brought into any building nor chained to lamp posts, trees, etc. The Mott Training Center has a limited number of bicycles available for your use. Prior to your use, you are required to complete a safety inspection and sign a waiver which is posted in the bicycle shed.
18. CELL PHONES: As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be receiving or making cell phone calls during class time. Limit those calls to your breaks.
19. FAX: The Mott Training Center's FAX number is (831) 649-2824.
20. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call the Center at (831) 649-2954. Calls after 5:00 p.m. or during weekends should be made to (831) 372-8016, Asilomar Conference Grounds, and the caller should tell the switchboard operator you are with a California State Parks training group. **Note: There are no longer pay telephones outside of the Mott Training Center. There are pay telephones located at the Asilomar Administration Building.**
21. LAUNDRY AND DRY CLEANING: May be taken care of by you at one of several local establishments.
22. RECREATION: Facilities available on grounds include a heated swimming pool, pool tables, and a volleyball court. The Monterey area offers horseback riding, golf, tennis, racquetball, deep sea fishing, and many historical landmarks and scenic sights to explore.
23. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor.
24. COFFEE BREAK REFRESHMENTS: Will be available throughout each session. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Bring your own coffee cup.

PROGRAM ATTENDANCE CHECKLIST / PRE-TRAINING ASSIGNMENTS

To assist you in your preparation for formal training session at Mott Training Center the following list is provided:

- _____ 1. Read and understand the Basic Interpretation for Guides and Interpreters syllabus prior to your arrival at the Mott Training Center.
- _____ 2. Arrange travel through your District Unit/Office.
- _____ 3. Bring the following with you to training:
 - Program syllabus
 - Your park unit mission statement and your reading recommendation
 - Foul weather gear (due to the possibility of rain during this time of year)
 - Proper Field Uniform in classroom (Review DOM 0500) and syllabus guidelines page 2, #7 Clothing. (Participants may change into street clothes for afternoon field trip to Customs House on Monday)
 - Reusable coffee cup, refillable water bottle, pencils, and pens.

Pre-Training Assignments:

- _____ 4. Reading recommendation: read and bring with you one book or article that you would recommend to other interpreters that relates to interpretation in general, or to any specific aspect of the resource you interpret.
- _____ 5. Your park unit mission statement: read your park unit's mission statement. Bring a copy of it with you to the training class on Tuesday, January 13.

If you have any questions or need assistance, contact the Program Coordinators Ty Smith at: (805) 927-2157, ty.smith@parks.ca.gov, or Michael Green at: (831) 649-7172, michael@parks.ca.gov

POST-TRAINING ASSIGNMENT

Prior to ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee.

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Section in providing a return on the investment the Department has on training.

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS GROUP 9 AGENDA

January 30, 2017 - February 3, 2017

Sunday

January 29

1500 REGISTRATION: *Check-in at the Asilomar Administration Building*

Monday

January 30

0800-0830	Introduction to Training	Skinner
0830-0930	The BIGI Picture	Smith/Green
0930-1030	Shared Interpretive Experiences	All
1030-1200	Tilden's Six (Especially #1) (BILS Module 1)	Smith
1200-1300	Lunch	
1300-1500	Field Trip to Monterey State Historic Park	Turner
1500-1530	Field Trip Discussion	All
1530-1700	Aiming for Excellence (BILS Modules 3 and 12)	Skinner

Tuesday

January 31

0800-1000	Technology in Interpretation (BILS Module 11)	Krey/Fenkell
1000-1200	Partnership with Public Education	Krey
1200-1300	Lunch	
1300-1700	Program Planning/Theme! (BILS Module 5)	Green

Wednesday

February 1

0800-1000	Partnerships with Special Constituents	Fenkell
1000-1200	Working with Volunteers and Co-ops	Clark
1200-1300	Lunch	
1300-1700	ADA (BILS Module 6)	Stora
1500-1700	Living History Interpretation (BILS Module 6)	Beery (via Blue Jeans)

Thursday

February 2

0800-0900	A Question of Accuracy	Cartter/Cristal
0900-1000	The Art of Research	Cristal
1000-1200	Interpreting Controversial Topics	Cartter
1200-1300	Lunch	
1300-1700	Interpreting Museum Collections	Kastner/Cristal

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS GROUP 9 AGENDA

January 30, 2017 - February 3, 2017

Friday

February 3

0800-0930	Lessons Learned From the Performing Arts	McFarland/Borok
0930-1130	Effective Speaking/Storytelling	Green
1130-1200	Discussion and Conclusion	All

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS GROUP 9

PROGRAM OUTLINE

<u>PROGRAM ADMINISTRATION</u>	1.5
Introduction to BIGI	
The "BIGI" Picture	
<u>PROGRAM PLANNING</u>	7.5
Popular Uses of History	
ADA	
Shared Experiences/Expectations	
Theme	
<u>INTERPRETIVE TRAINING</u>	15.5
Tilden's Six (Especially #1)	
Interpreting Museum Collections	
Interpreting Controversial Topics	
First Person Interpretation	
Lessons Learned from the Performing Arts	
Effective Speaking/Storytelling	
Technology in Interpretation	
<u>MECHANICS OF THE GUIDED TOUR</u>	4.5
Field Trip	
Field Trip Discussion	
<u>COMMUNITY OUTREACH</u>	5.0
Working with Volunteers and Cooperating Associations	
Partnership with Public Education	
Partnership with California Indians	
<u>EVALUATION</u>	2.0
Aiming for Excellence	
Conclusion	
TOTAL HOURS	36

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS GROUP 9

PURPOSE AND PROGRAM OBJECTIVES

OVERALL PURPOSE OF THE COURSE

Purpose: Provide Guides, Interpreters, or other interpretive classifications with a basic, solid foundation for planning, developing and conducting guided tours, talks, walks, and impromptu interpretation. The Basic Interpretation Learning System (BILS) will be used as a major training resource. Participants in the class will observe and discuss interpretive techniques presented by experienced field interpreters and trainers.

Program Objectives: By the close of the training session participants will

1. Incorporate a basic set of skills, knowledge, and ideas for planning and conducting interpretive presentations into daily work assignments.
2. Practice interpretive methods and discuss their use in a wide variety of situations.
3. Implement the proper mechanics and crowd-control techniques when guiding groups.
4. Practice RAPPORT evaluation methods and be able to use them in the field.
5. Articulate ways to strengthen partnerships with public education and volunteers.
6. Read selected sections of Modules 1, 3, 5, 6, 7, 10, and 12 in BILS.

INTRODUCTION TO BIGI AND SHARED EXPERIENCES

Purpose: Participants will meet one another and the program facilitators. The group will share expectations for the training program and introduce themselves by sharing interpretive experiences—either as participant or as presenter.

Performance Objectives: By the close of the training session participants will

1. Share and record expectations with group members.
2. Review program content, procedures, and evaluation processes and discuss BILS.

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS GROUP 9

3. Adhere to all Training Center Guidelines.
4. Share and discuss interpretive experiences with the group.

THE "BIGI" PICTURE, INTERPRETATION PURPOSE AND VALUE

Purpose: Provide participants with an overview of interpretation in the Department and how it fits into the larger Mission Statement. Participants will understand the definition of interpretation, identify who does it and understand its value as a resource management tool.

Performance Objectives: By the close of the training session participants will

1. Participate in a discussion on the role of interpretation in managing state parks and in the Department's Mission Statement.
2. Create a definition of interpretation.
3. Discuss where, how, and by whom interpretation is practiced.

TILDEN'S SIX (Especially #1)

Purpose: Present an overview of Freeman Tilden's Six Principles of Interpretation and emphasize his first principle—that which pertains to relevance. Tilden's impact on the profession of interpretation—past and present—will be discussed. Participants will understand that relating to the visitor's experience facilitates the connection between the park resources and potential supporters.

Performance Objectives: By the close of the training session participants will

1. List and discuss Tilden's six principles.
2. Verbalize why relevance to the visitor's experience maximizes effective communication.
3. Share interpretive methods that relate to visitors and facilitate connections to park resources.

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FIELD TRIP AND FOLLOW-UP DISCUSSION

Purpose: Provide an example tour of a cultural resource in order for participants to experience the place from a visitor's point of view. The tour will provide a benchmark for subsequent classroom discussions on tour techniques.

Performance Objectives: By the close of the training session participants will

1. Take a tour of a park resource with a skilled field interpreter.
2. Review and discuss the tour using RAPPORT guidelines.
3. Evaluate tour techniques with the Guide and trainers after the tour.

AIMING FOR EXCELLENCE

Purpose: Familiarize participants with the Department's chief evaluation tool and highlight examples of the essential qualities and principles of interpretation using the evaluation forms.

Performance Objectives: By the close of the training session participants will

1. Review the tour of Monterey State Historic Park.
2. Articulate why evaluation is used in interpretation and discuss the importance of using Aiming for Excellence in the evaluation process.
3. Practice using the standard RAPPORT evaluation form (DPR 461).

THEME!

Purpose: Provide participants with theory behind thematic interpretation and de-mystify the process of creating themes and using themes that connect the audience to the resource.

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Performance Objectives: By the close of the training session participants will

1. Identify themes and differentiate them from topics.
2. Play a theme identifying game.
3. Practice writing themes that pertain to their park unit.

INTERPRETING MUSEUM COLLECTIONS

Purpose: Give participants an introduction to interpreting museum collections including: identifying California's great collectors, their influences and motives; placing collectors and their collections in the context of their time and social conditions; discovering the story behind objects in a collection, and why we collect objects and create museums for them.

Performance Objectives: By the close of the training session participants will

1. Discuss how collecting is a natural and universal human activity.
2. Discuss what motivates and influences collector's choices.
3. View examples of museum pieces; and discuss their importance. Consider how their stories can be shared with visitors.

INTERPRETING CONTROVERSIAL TOPICS

Purpose: Take into account the fact that historical subjects, places, and artifacts all contain elements of controversy and may be approached from many perspectives. Trainers will discuss the value of taking a sensitive and multi-perspectival approach when planning and presenting programs.

Performance Objectives: By the close of the training session participants will

1. Discuss ways to articulate many of the broad patterns of California History and the controversies that are inherent to most park units.

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2. Discuss how every interpreter approaches their topic and audience with a set of assumptions and that working toward neutrality is often an ongoing challenge.
3. Engage in an activity during which resources are presented to the group and teams are asked to interpret one of several quintessential symbols of California. A discussion will be included.
4. Practice strategies for managing bias.
5. Practice effective ways of evaluating sources of information.

PARTNERSHIP WITH PUBLIC EDUCATION

Purpose: Provide participants with a basic understanding of our commitment to education in California. To discuss how partnerships with our education system using both traditional and technologically advanced methods of communication are creating an exciting future for parks.

Performance Objectives: By the close of the training session participants will

1. Explain California's education system as it relates to State Parks.
2. Discuss how to find out what is important to schools, administrators, and teachers in both traditional and technologically advanced venues.
3. Discuss how to plan interpretive content that meets academic content standards.

THE ACCURACY QUESTION

Purpose: Provide participants with theoretical and practical knowledge of the importance of accurate information, how and why inaccurate information sometimes creeps into interpretive programs, and strategies to create a departmental and unit culture that values accuracy and a cornerstone of interpretive programming.

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Performance Objectives: By the close of this training session participants will

1. List ways in which inaccurate information can permeate interpretive programs.
2. Participate in an activity and discussion that will help participants differentiate between “Truth” and “Perspective” in historical events.
3. Describe the importance of Accuracy in interpretation in terms of both the credibility of the interpreter and the expectations of the Department.

PARTNERSHIP WITH SPECIAL CONSTITUENTS

Purpose: The purpose of this section is to reinforce the importance of partnering with special constituents when interpreting resources. Not only is consultation with special constituents (California Indian groups, for example) in many instances mandated by the Department, but fostering strong, ongoing relationships with these groups can enrich park programs.

Performance objectives: By the close of this training session participants will

1. Review ways to verbalize the Department’s expectations regarding consultation with special constituents and local California Indian groups.
2. Create a list of ideas on how to create stronger partnerships with special constituents associated with their park.
3. Discuss the value of partnerships with these groups.

ALL VISITORS WELCOME (ADA)

Purpose: Instruct participants on State Parks’ desire and obligation to provide interpretive programs that are accessible and meaningful to all visitors regardless of disabilities.

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Performance objectives: By the close of this training session participants will

1. Discuss the Americans with Disabilities Act of 1990 and its mandates.
2. Adhere to California State Parks expectations regarding persons with disabilities' access to facilities and programs.
3. Access and utilize California State Parks DAM and DOM chapters regarding persons with disabilities' access.
4. Access and utilize the Departments' publication All Visitors Welcome: Accessibility in State Park Interpretive Programs and Facilities.
5. Participate in activities that will increase their sensitivities toward persons with disabilities.

TECHNOLOGY IN INTERPRETATION

Purpose: Technology is increasingly part of the human experience. Some visitors expect information to be presented through technology and utilizing technology can enhance the field of interpretation. Use of technology, however, requires special consideration and the purpose of this section is to help participants understand new and emergency technologies that have the potential to help create more effective interpretive programs and help evaluate when and how such technologies should be applied.

Performance Objectives: By the close of this training session participants will

1. Discuss how technology is applied in various interpretive settings.
2. Verbalize how technology is changing the field of interpretation.
3. View and discuss examples of technology in interpretation.

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS GROUP 9

LIVING HISTORY AND INTERPRETATION

Purpose: Learn how living history, in various forms, can help bring history to life and connect people to history and to discuss, critically, best practices and pitfalls of living history, as an interpretive tool.

Performance Objectives: By the close of this training session participants will

1. Identify the various forms of living history (first person, third person, reenactments, etc.).
2. Discuss the value of various living history formats.
3. Recount why accuracy is important in period clothing, language and accent; and that attention should be paid to details when portraying characters from history.
4. Identify when (and when not) to utilize living history as an interpretive tool.

WORKING WITH VOLUNTEERS AND COOPERATING ASSOCIATIONS

Purpose: Help participants understand the valuable role played by volunteers and cooperating associations in Parks, learn basic Department policy regarding volunteers; learn about how volunteers interact with staff through volunteer coordinators and how they are a vital part of an overall community outreach effort.

Performance Objectives: By the close of this training session participants will

1. Verbalize the roles of volunteers and co-ops.
2. Conversant about the role of volunteers in Parks, historically and currently.
3. Review various programs and opportunities available for volunteers.
4. Verbalize how volunteers are recognized for their efforts.
5. Discuss the role of cooperating associations.

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LESSONS LEARNED FROM THE PERFORMING ARTS

Purpose: Help participants understand how a command of techniques applied during artistic performances can enhance interpreter-led presentations.

Objectives: By the close of this training session participants will

1. Demonstrate two physical and two vocal techniques to warm up and prepare for public speaking.
2. Demonstrate one activity to sharpen mental preparedness to give presentations.
3. List at least one method to enhance each of the following;
 - a. vocal production and/or clarity
 - b. non-verbal emotional cues
 - c. take center stage/project authority

EFFECTIVE SPEAKING/STORYTELLING

Purpose: Provide participants with a variety of methods and techniques for effective storytelling in interpretation and determine the connection between effective public speaking and storytelling.

Performance Objectives: By the close of this training session participants will

1. Discuss the origin and use of stories in our society and history.
2. Analyze story symbols and meanings for storytelling techniques as well as sources for stories.
3. Identify commonly used grammatical tools interpreters can use to enhance storytelling
4. Give a short presentation using techniques described in class.