



Heritage Interpreter

A TOURISM CAREER SAMPLER

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Facilitator Guide

www.teachingtourism.com

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About Tourism Career Samplers —

Tourism Career Samplers are career exploration tools enabling participants to experience careers by working through real situations in the classroom. Skills-based, participant-centered, informative, and interactive, each *Tourism Career Sampler* increases awareness through simulated and experiential learning.

Tourism Career Samplers provide an informal, practical introduction to the basics of the entry-level job and help participants make a decision whether to pursue a particular occupation. The job skills in this *Tourism Career Sampler* are based on the Canadian national occupational standards. These are available from your Tourism Education Council. Participants can use these basic skills to obtain a job and/or be well informed for job-shadowing.

Who can deliver *Tourism Career Samplers*?

Tourism Career Samplers are best delivered by an experienced tourism teacher or a professional who has both practical skills for this specific *Career Sampler* as well as customer service experience.

Where can *Tourism Career Samplers* be delivered?

All *Tourism Career Samplers* are designed to be delivered in regular classroom settings so the facilitator need not be limited by contrary weather conditions, lack of community resources or low budgets. Imagination and decoration will definitely stimulate further learning. It is more important, however, to focus on 'the learning' than to have the 'perfect' prop.

How long does it take to deliver at *Tourism Career Sampler*?

All *Tourism Career Samplers* work on an 'elastic' time principle. All Samplers can be delivered in 8 hours, and most can be expanded to 20–40 hours. The expansion occurs when the learning is given over to the students. For example, part of the personal file in *Local Tour Guide Tourism Career Sampler* can take 15 minutes with pre-packaged brochures. The same lesson can be expanded to 30 minutes in the local info centre to gather brochures, 60 minutes to sort them into categories, plus travelling time and initial instructions for a total of about 3 hours. *Weigh the allowed time with the value of the learning.*

The choice is yours.



How do I use the Facilitator Guide?

Tourism Career Samplers were designed by and with tourism teachers. They are straightforward teaching and learning programs which follow a 'tried and true' format:

set up: classroom, instructor, and participant supply list

objectives: learning objectives, completion requirements, completion certificates

background: historical context for the particular tourism career

definitions and roles: elements of the specific career and related jobs

scenario: simulated experiences to aid skill acquisition and career decision making

evaluation: assessment of the effectiveness of the learning experience

Your *Tourism Career Sampler Facilitator Guide* is directly aligned to the Participant Workbook. The same graphics and page layout are visible in both the Facilitator Manual and the Participant Workbook. At the top of each page, you will notice the corresponding page number in the Participant Workbook. This reduces page-flipping and allows the facilitator to focus on active classroom learning rather than searching for the overhead icon and appendices as in traditional training manuals.

Information written in **bold** means that the information is for the teacher/facilitator and is not contained in the *Participant Workbook*. The information in regular type is contained in the *Participant Workbook*. All the other information directs and supports you in facilitating your *Tourism Career Sampler*.

Tourism Career Samplers are copyrighted and we ask that you honour our years of industry and teaching experience, university degrees in learning theory, and personal financial risks so that you may offer quality, fairly priced tourism education products to your students and save yourself hours upon hours of prep time. By all means copy a graphic if you wish to make a transparency or other visual aid.

Thank you for your support.



Facilities and supplies

- Tables and chairs in “U” shape and chairs in storytelling circle
- Blackboard, white board or flip chart
- Appropriate writing tools
- Green space
- TV and VCR for optional videos
- CD player or tape deck

Facilitator supply list

- *QL Heritage Interpreter Career Sampler Facilitator Guide*
- *QL Heritage Interpreter Participant Kits* (one workbook and certificate per participant)
- Beach blanket
- sun glasses
- novel
- empty juice boxes
- shells
- food wrappers
- sandal(s)
- sun tan lotion
- theatre ticket
- stones
- sand
- comics
- postcard showing date
- newspaper showing date
- tea cup
- mint tea
- bunch of odd objects from the thrift stores including hats, one per participant
- blind folds
- oranges
- baby name book
- tape/CD player and music (sea shanties, etc)



Participant supply list

- cultural artifact or natural history specimen from home



Objectives

Advise participants to turn to page 2 in their workbooks

The *Heritage Interpreter Tourism Career Sampler* is a collection of interactive activities exploring the mission and methods of interpretation. It is designed to reveal through exploration and experience the knowledge, skills and responsibilities involved in the field of interpretation. Participants will begin to appreciate the importance of knowing the past in creating the future.

After completing this course the participant will be able to:

- define interpretation
- explain the principles of interpretation
- describe learning styles
- research a natural or cultural history topic
- design, deliver and evaluate an interpretive presentation
- protect the resource being interpreted
- describe the roles and responsibilities of the interpreter
- outline career paths available in interpretation

Successful course completion consists of:

- participating in a group designed interpretive presentation
- creating an individual interpretive presentation
- completing a review test

Upon successful completion, participants will:

- receive completion certificate to include with resumes



Background

Advise participants to turn to page 3 in their workbooks.

Suggest continuing in storytelling circle. Raise lights to a comfortable level.

Heritage interpretation begins with the land. It is the story about our relationships with the land and with each other through out time.

The purpose of interpretation is to help people better understand, appreciate and protect our **cultural** and **natural** heritage.

Heritage Interpretation transforms historical facts into **stories** and **experiences** that stimulate **understanding** and **wisdom**.

Our history on earth has been recorded and retold countless times by storytellers. For example, First Nations of the Northwest Coast of North America have told their histories through song and dance and recorded it visually on **masks** and **totem poles**.

Aboriginals in Australia record their histories along lines that cross the earth these are called **songlines**. Now we are beginning to understand these **ley lines** to be geomagnetic meridians and vortices of energy. Our sacred sites are frequently located at the intersection of these lines.

Seafaring cultures used song as a navigational aid to measure distance in ocean travel.

Ancient storytellers were the first heritage interpreters.

Heritage interpretation uses the Muses to inspire and communicate. The Muses are the nine Greek goddesses of memory. We honour them in:

astronomy
comedy
dancing
epic poetry
history
love
lyric poetry
sacred song
tragedy



The scenario

Advise participants to turn to page 11 in their workbooks.

The story of Uncle Edwin

Uncle Edwin was a curious man. Curious about life, learning and the natural world. Uncle Edwin was also curious about curios, he was quite simply a very curious sort of man.

Uncle Edwin collected many curious things; antiques, rare books, old photographs, odd instruments, artifacts, objects of beauty and of industry, he collected bugs and butterflies, he collected stories and songs and he collected land.

Uncle Edwin collected a very large historic house, which he filled to the rafters with his numerous curious collections. The house was located on a large parcel of land covered with ancient forests, streams and ponds, gardens and orchards and a charming garry oak meadow.

Minda, Edwin's niece always loved to visit him and his collections. One of Minda's earliest and fondest memories is of sipping hot mint tea harvested from Uncle Edwin's herb garden, brewed in a delicate china tea pot and served by Uncle Edwin on the veranda in a bone china tea cup. The two would sit for hours drinking tea, eating fruit pastries and smelling the earth, while Uncle Edwin told stories, demonstrated the use of ancient tools or lost crafts, recited poetry, speculated on scientific principles, and sang songs.

It was a very sad day for Minda when her Uncle Edwin passed on. He went in his sleep without any pain and left Minda all that he had collected in his rich and curious life.



The invitation

Advise participants to turn to page 13 in their workbooks

INVITATION

You are cordially invited to attend a picnic lunch in honour
of my late Uncle Edwin.

The third day of the month of May of the present year.

At the Historic Home of Uncle Edwin Deer

12 O'clock noon

Please dress for the outdoors

Bring your curiosity, your vast knowledge, your sense of fun
and a healthy appetite.



Sensory experience

Advise participants to turn to page 14 in their workbooks

We are learning that interpretation begins with the land. And so the picnic, of course, takes place out of doors. For this exercise we will go out into nature.

We use all of our senses everyday to gather information. Interpretation involves stimulating the senses. This exercise isolates and focuses on the senses to heighten awareness about them. Each participant will need a garbage bag. You will need an outside green space to go to. Dress for the outdoors.

- invite participants to find a place of their own where they can see you
- sit or lie down on their garbage bag
- close eyes to focus on other senses
- using all the senses to absorb your surroundings
- focus and breathe deeply
- remain here for 5–10 minutes (silent and observing with ears, eyes, nose, mouth, skin, all your being)
- make participants can see facilitator
- when they see you get up, they will know it is time to join together back in the class, entering silently
- encourage no eye contact until you are back in class.
- invite participants to record their sensory responses
- share your responses with the group if you like

Some sensory responses

- saw a bird flying over head.
- saw a plane in the distance.
- felt the wind on my face.
- felt the hot/cold temperature
- saw kids on the running track.
- heard the sound of traffic
- heard a fog horn.
- tasted rain on my tongue
- smelled the snow, or the spring earth
- felt calm and peace
- felt fear and anxiety
- felt wet and cold

Ask and discuss

- What information did you collect?
- How did you collect it?
- What did you learn?
- How will you use this information?



Interpreting artifacts

Please note that this page is not included in the participant workbook

Collect a bunch of odd objects (from thrift stores, garage sales, your attic). You will need blind folds, oranges and objects for each participant.

Suggested objects include:

tea cup
handkerchief
cufflink
hair comb
tie clip
money clip
lint brush
pocket watch
snuff
glove
dried fruit
business card
photo album
individual photos
satchel
toothpick
letter
old newspaper
jar of coins
wooden match
change purse
garden trowel
sink stopper
chewing tobacco
cinnamon stick
honey jar
books



Arrange participants in groups of 5. Ask them to put their blind folds on.

- Hand each participant an object.
- Ask them to try and figure out what the object is?
- What is it made of?
- How was it made?
- Who made it?
- What was it used for?

They are not to say what it is!

After they have had a chance to examine the object and they have an idea what it might be, they pass it on to the next person in the group.

Do this until everyone has had a chance to examine each object in group.

After this is complete hand each participant an orange (any fruit would do) and ask them to figure out what it is and what they should do with it.

Now they can look at the objects together in the group and see how many they got right.

Using the collection of objects, encourage each group to create a story, an interpretation.

Ask each group to create a game, song, skit, poem or performance sharing the story provoked by these objects.



Sooooo.....

**Do you want
to pursue a job in
heritage interpretation?**

Why?

Remember a “no” answer is as useful as a “yes” answer during career exploration

