

SESSION TITLE: The Roots of Interpretation -- Good Stories Well-Told

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SESSION LENGTH 75 minutes

OBJECTIVES: *At the end of the session students should be able to:*

- List 5 necessary qualities of an effective interpretive program
- Explain the need for changing interpretive techniques and theory in order to keep up with changing needs of the audience

TRAINING AIDS:

- Slides or handouts showing Tilden’s Six Principles; also the IDP and NAI definitions of interpretation
- Photolanguage set of movie posters (optional)
- Short (5-10 min) video clips from one or two movies that illustrate a really good story

OPTIONAL PRE-SESSION READING ASSIGNMENT: [21st Century Interpretation - The Shift and the Practice](#) (in the ACE Workbook) and/or [Foundations of 21st Century Interpretation](#) (also in the workbook appendix) -- this reading can be a pre-session assignment, over a lunch break, as a homework assignment, etc. Ask participants to identify a couple of terms or skills that they are familiar with, and a couple of terms or skills that seem new or unfamiliar.

FACILITATOR NOTES

This session can be used to:

- Create familiarity and comfort within the class
- Honor and assess the level of experience in the room
- Point out what is already being done well in the field
- Use as a counterpoint to “pop-ups” later in the week.

Here are some possible questions to explore as they emerge during the course of this session using the activities described below:

- What is Interpretation?
- What are some good qualities of an effective interpretive program?
- How has interpretation evolved?
- What expectations do we have for our work?
- Does the audience have different expectations?

CONTENT	METHOD	TIME
<b>Introduction to Session</b>  When you try to describe your job as an interpreter to someone else, what do you say? (how do you describe what you do and how you do it)	Large Group	10 minutes

<p><b>Is what we've learned about interpretation in the past still relevant?</b></p> <p>Show a slide or provide a handout with Tilden's six principles. Ask for a volunteer to read each one and ask the class "What does that mean to you? Does this describe the work you do today? Is this principle still relevant?"</p> <p>Was Tilden already talking about ACE in 1957? Is there room in Tilden for innovation and evolution of what we do?</p> <p>Synthesize this discussion to point out that these principles are still relevant, and perhaps some elements or ethic of ACE are already in there. We can continue to build from what we already know about good interpretation to become more audience-centered.</p> <p>Option -- also show the definitions of interpretation from the IDP and NAI to illustrate the same idea -- we already know a lot about the elements of good interpretation and can build off of those to become more audience-centered.</p>	<p>Large Group</p>	<p>20 minutes</p>
<p><b>Identify elements of good interpretation</b></p> <p><b>Option 1:</b> Show a couple of examples of a "perfect package" of a well-delivered story – what is it that makes the storytelling work in these examples?</p> <p>West Wing - S05-E13: <a href="https://youtu.be/R2HzHSeV9v8">https://youtu.be/R2HzHSeV9v8</a>  Mad Men - S01-E13: <a href="https://vimeo.com/20736616">https://vimeo.com/20736616</a></p> <p><b>Option 2:</b> Create a photo language set of images of popular movie posters. Use the following activity to generate a list of good interpretive methods and techniques.</p> <ol style="list-style-type: none"> <li>1. Ask participants to consider 3-5 elements of good interpretation/interpretive programs (jot them down). 5 min</li> <li>2. Gallery walk with photolanguage set - Have participants choose an image that represents one or more of those elements. 5 minutes</li> <li>3. Put participants in groups and allow them to</li> </ol>	<p>Video clips and group discussion</p> <p>Photo Language using movie posters</p> <ul style="list-style-type: none"> <li>• Small Group</li> <li>• Large Group share out</li> </ul>	<p>30 min</p>

<p>discuss 5 minutes</p> <p>4. Share out - allow participants to share with the larger group on what stood out, what resonated with them. 10 minutes</p> <p>Transition – a well-crafted story is put together in a way that we can all experience the same story as audience members, but get our own individual meanings and responses... we are each interpreting the story for ourselves... it's the qualities of good storytelling and good interpretation that make that meaning-making possible.</p>		
<p>Optional activity using pre-session reading assignment identified above</p> <p><b>Building on our foundation, evolving forward</b></p> <p>Ask participants to pull out their pre-reading assignment documents and notes. Ask them to identify one or two ideas or skills that seem new to them, and then ask them to discuss in small groups how they might seek out opportunities to learn and grow in those areas.</p>	<p>Group table work</p>	<p>Adds 15-20 minutes to the session length</p>
<p><b>Conclusion -</b></p> <p>We take tangible objects and help people find intangible meanings – how humans have been telling stories since the cave paintings – a lot of it is native skill – our visitors have these skills too – the shift to ACE is that simple and that important – in a nutshell – it's letting them share their stories and meanings too...</p> <p>Alternate Conclusion: How do we value and use what we already know about interpretation, but also take responsibility to grow and evolve along with our continuously evolving profession?</p>	<p>Large group discussion</p>	<p>15 minutes</p>