Facilitator Guide – Dakshina Chitra Train the Guide – Session I: Being a Guide

Session length: 60 minutes
Materials: Trainer-facing 25-slide deck, projector, printed 1-page learner handout per Trainee, post-session feedback form
Audience: Dakshina Chitra guides-to-be (Highly Educated English speakers of a variety of backgrounds (both India and Foreign))

<u>Learning objectives</u> (slide 2):

By the end of this session participants will be able to:

1. **Explain** the role and limits of a Guide

2. **Articulate** the added value a human Guide provides vs an Audioguide

3. **Understand** the need to adapt to each audience and identify core audience types

<u>Step-by step and timing:</u>

1. **Intro & Learning objectives** (Slides 1-4) — 5 min

   - Quick welcome. Trainer short Introduction. **Give pre-quiz + Trainees Handout**. Ask one Question: *"In one word, what makes a great Guide?"* Capture 2–3 answers. Read objectives.

2. **What is a Guide?** (Slides 5-9) — 10 min

   - Ask *"What they do you think of the assumptions?"* on slide 6. Capture 2-3 answers. Explain why they are misguided

   - Define what a Guide is and explain difference with Docent and Historian.

   - Ask *"What does a Guide do?"*. Capture 2-3 answers. Explain responsibilities and give examples

3. **Added value vs Audioguide** (Slides 10-16) — 20 min

   - Show slide 10. Facilitate 2-minute brainstorm: *"When is a human Guide better than an Audioguide?"* Note responses

   - Explain the added-value of Guides (slides 11-12)

   - Emphasize the importance of Knowing the Script as the basis for everything else (slide 13)

   - Explain the factors that make a difference between a Guide and a Great Guide (slide 14)

   - Explain those factors in detail providing examples (slide 15)

   - Facilitate activity showing added value of Guide vs. Audioguide. Read an Audioguide factual description of the painting. Ask *"As a Guide how would you describe this*

painting in a way that adds value compared to the Audioguide Script?". Capture 2-3 answers. Give your interpretation of the painting

4. **Audience types & adaptation** (Slides 17–21) — 15 min

   - Ask *"When is a Guide a better option?"*. Capture 2-3 answers. Present the different options visitors have re-emphasizing what a Guide provides

   - Explain the concept of "One Audience One Guide", emphasize the need to adapt

   - Present the most common personas (families, schools…). For each persona: provide 2-3 dos/don'ts

   - Ask *"What are the most common challenges when dealing with an audience?"*. Capture 2-3 answers. Explain the main challenges

5. **Wrap / Q&A / Feedback** (Slides 22-25) — 10 min

   - Summarize 3 takeaways. Ask for 1 volunteer takeaway aloud

   - Present homework: practice 3 openings and bring to next session. Explain how to practice. Introduce briefly the next session

   - Request completion of **Feedback form + post-quiz**

   - Ask *"Do you have any Questions or is there anything in particular that you want to address?"*

Facilitation tips:

- **How to open:** "Welcome — I'm [name]. Today we'll explore what makes human guiding unique and how to adapt to different visitors."

- **How to react to answers:** After each Trainee attempt, strive to give 1 positive + 1 improvement OR 1 redirection E.g.: *"Very good, speaking loudly is definitely helpful. Now, can anyone think of other ways a Guide can create engagement?"*

- **If participants are quiet:** ask directed Questions (*"Who here has led a tour before?"*).

- **If time runs short:** Reduce number of answers captured. Reduce time spent on Part III "Your Audience" by reducing details as this topic will be discussed in depth in the next session

Quick Assessment & Evaluation:

- **Pre/Post quiz:** give the pre-quiz before Slide 2 and repeat it after Slide 22. Questions are in the "Pre/Post quiz" document

- **Feedback quiz:** (To be given with post-quiz). Questions are in the "Feedback quiz" document

- **Post-session:** Analyse change in answers between pre-quiz and post-quiz. Adjust content in function of most frequent pre-quiz misconceptions and to emphasize points where Trainees make mistakes in the post-quiz