



London Museum Development Volunteer Training Bank: **Creating Tours for Family Audiences Training Plan**

This plan was written by Julie Chandler (info@londontowntours.london / www.londontowntours.london) on behalf of the London Museum Development Team. Julie is a professional Blue Badge Guide and leads walking tours on a wide range of subjects for tourists and corporate clients. In addition to leading tours, Julie combines her guiding skills with her background as a trainer to train guides and staff at various visitor attractions to deliver tours, thereby enhancing their service offering for their visitors. She has run a number of training sessions for the London Museum Development Programme. Julie is a member of the Institute of Tourist Guides, Association of Professional Tourist Guides, Guild of Registered Tourist Guides, City of Westminster Guide Lecturers Association (former Chairman) and the City of London Guide Lecturers Association.

Julie has produced the 'Creating Tours for Family Audiences Training Plan' to be used in conjunction with the 'Creating Tours for Family Audiences Presentation,' 'Creating Tours for Family Audiences Exercises,' and the 'Creating Tours for Family Audiences Handouts' available on the London Museum Development Team's Volunteer Training Bank (www.museumoflondon.org.uk/supporting-london-museums/resources/training-bank).

For more information on how to use these resources to support you to train your volunteers, please read the 'How to use the Training Bank' and the 'Train the Trainer Guide' documents available here: www.museumoflondon.org.uk/supporting-london-museums/resources/training-bank

This full-day course has been designed to give Volunteer Managers the skills to deliver training to their staff and volunteers on planning, developing and delivering family-friendly tours. In turn this training will give staff and volunteers the confidence to deliver tours to their organisation's family audiences.



Participants should prepare a short (3-5 minute) presentation on an object or stop of their choice that could form part of a Family Tour, and be prepared to deliver it as part of a practical exercise during the training.

The session can be delivered as one complete day or as two half-day sessions, splitting the training into theory and practical sessions and finishing the first half-day session at the Lunch Break. This session can also be delivered through modular sessions over a period of time, as indicated in the training plan and on the accompanying PowerPoint presentation. Timings given are approximate and are based on a group of 12 participants – timings will vary depending on the size of the participant group.

The 'Creating Tours for Family Audiences Training Plan' provides a suggested agenda along with a more detailed plan with trainer notes for staff to use to deliver the session to volunteers.

By the end of the course, participants should be able to:

- Research, plan and prepare a tour aimed at family audiences
- Design a tour from a child's perspective
- Develop the skills required to deliver tours to family audiences, including the use of language
- Develop techniques for dealing with difficult situations and audiences / children



Suggested Agenda

Time	Activity
10.00am	Arrival
10.30am	Introductions
10.45am	Now we are Six
11.15am	Planning your tour
11.45am	Researching your tour
12.05pm	Break
12.20pm	Writing your tour
12.50pm	Creating interest
1.20pm	Lunch
2.20pm	Recap (if necessary – particularly if this is delivered as two half-day sessions)
2.30pm	Your Go! Exercise
3.30pm	Delivering your tour
4.15pm	Break
4.30pm	Family Engagement Tips
4.45pm	Group Management Exercise
5.05pm	Recap



5.20pm	Conclusion and Evaluation
5.30pm	End



Training Plan with trainer notes

Activity & Corresponding PowerPoint Presentation Slide	Training Notes	Additional Comments for Trainer	Time needed
Introduction (PowerPoint slide 1-2)	<ul style="list-style-type: none"> • Introduce self • Cover housekeeping items, eg fire alarm / evacuation, breaks, mobile phones • Explain the purpose of the training / aims of the course • Participants to introduce themselves • Participants to state what they hope to get out of the session • Each person to write two things on a post-it note and stick on wall. 	<p><i>Make sure participants know what to expect from the training and that, although the training is participative, it is a safe environment.</i></p> <p><i>Remind people that today's training space is:</i></p> <ul style="list-style-type: none"> • <i>confidential</i> • <i>a safe space to speak</i> • <i>free of mobile phones</i> • <i>comfortable</i> <p>Keep this brief and to the point.</p>	15 mins
Now We Are Six Exercise	<ul style="list-style-type: none"> • Split the participants into small groups or pairs and allocate them an object or painting in the museum 	<p><i>Use this as both a fun learning exercise, and as an icebreaker. The aim is to get participants to think like children</i></p>	30 mins



<p>(PowerPoint 3)</p>	<ul style="list-style-type: none"> • Each group / pair should sit on the floor in front of their object and, imagining that they are a child aged 6, pick out and describe what they can see and how they would interpret it. 	<p><i>and see what they see, which is different to what we see as an adult when looking at an object.</i></p> <p><i>Conduct this exercise even if there is no need for an icebreaker and if there are only 1 or 2 participants, so they start to think like a child.</i></p> <p><i>At the beginning of the activity give out Exercise 1: Now we are six!</i></p>	
<p>Planning Your Tour</p> <p>(PowerPoint slide 4)</p>	<p>Discuss the steps to take when first planning a tour</p> <ul style="list-style-type: none"> • Decide your audience – think about <ul style="list-style-type: none"> ○ What age group are you aiming at? – under 5s, 5-10, teenagers? • Decide your theme – think about <ul style="list-style-type: none"> ○ Which galleries, topic or historical period you like? ○ Is the gallery or space difficult / noisy / busy? ○ What do you know about / like? ○ Does anything link to the National or London Curriculum? 	<p><i>Understand how to plan a tour and look at the things that need to be considered / included in a tour, including any constraints, difficulties or challenges.</i></p> <p>Make this snappy and keep it moving by brainstorming ideas, hints and tips.</p> <p><i>At the end of the activity give out Handout 1: Planning your tour.</i></p>	<p>30 mins</p>



	<ul style="list-style-type: none">○ What do children like / know / read / watch (TV, films, books)?● Choose your objects / stops – think about<ul style="list-style-type: none">○ TVPs (Top Visual Priorities)<ul style="list-style-type: none">▪ Is it big / does it catch people’s attention?▪ Can you avoid it, even if you don’t like it or it doesn’t fit with your theme?○ What objects do you like / dislike?○ What motivates or inspires you?○ Can you see it? / Can the children see it?○ Is it colourful, interesting, fun?○ How many objects / stops should you include?● Plan your route – think about<ul style="list-style-type: none">○ Select objects / stops which are not too far from each other○ Work out a route from object to object that is logical / easy – walk it through○ Think about the space and environment<ul style="list-style-type: none">▪ Is there enough space for the group?▪ Consider noise levels – are there AVs and interactives nearby▪ Is the space age appropriate?		
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	<ul style="list-style-type: none"> • Duration – think about <ul style="list-style-type: none"> ○ How long have you got / are you allowed? ○ The attention span of children ○ Walking time in-between objects / stops 		
<p>Researching Your Tour</p> <p>(PowerPoint slide 5)</p>	<p>Discuss how much information and content is needed for a tour</p> <ul style="list-style-type: none"> • More than you will tell your group • Background knowledge • Enough information to feel comfortable <p>Brainstorm what information is needed about each object / stop using Rudyard Kipling’s rhyme ‘I keep 6 honest serving-men’</p> <ul style="list-style-type: none"> • What – is it, was it used for, is it’s modern equivalent • Why – is it here, is it interesting • When – date, historical period, event, did the Museum acquire it • How – was it made, was it used • Where – was it made, was it used, did the Museum get it from • Who – owned it, is it (in a painting / photograph), 	<p><i>Understand the importance of doing thorough research to ensure tour information is accurate, the sort of information needed and where participants might get their information from. You you may need to add notes/examples to Handout 2: Resources to use when researching your tour if you have site specific resources.</i></p> <p>Keep this brief and punchy – you don’t need to dwell on points to get the participants thinking about the information they need and where to find it.</p> <p><i>Make sure you give out Handout 2: Resources, to use when researching your tour as instructed in the notes.</i></p>	<p>20 mins</p>



	<p>used it, wore it, made it, designed it, painted it</p> <p>Give out the Handout 2: Resources to use when researching your tour and discuss where participants can get information from?</p> <ul style="list-style-type: none"> • Internet / websites, books, curators, Wikipedia, TV documentaries 	<p><i>Planning Your Tour and Researching Your Tour could be delivered as a separate mini-session.</i></p>	
<p>Coffee / Potential Break</p> <p>(PowerPoint slide 6)</p>			
<p>Writing Your Tour</p> <p>(PowerPoint slide 7)</p>	<ul style="list-style-type: none"> • Structure – every tour should have a: <ul style="list-style-type: none"> ○ Beginning – introduction, start with a bang, set the scene, housekeeping ○ Middle – main content ○ End – conclusion / summary • Streamline the tour, as you will have more information than you need <ul style="list-style-type: none"> ○ Leave the group wanting more – think about bands doing encores ○ Edit your information to fit the time ○ Consider <ul style="list-style-type: none"> ▪ What you must tell them – the single most 	<p><i>Get participants to think about how to write a tour, as a coherent presentation is easier for others to understand and for tour guides to learn and remember. Understand the elements and structure of a good tour and how to link objects so that the tour flows smoothly.</i></p> <p><i>Make sure you give out Exercise 2: Links, as instructed in the notes.</i></p> <p><i>The Exercise 2: Links gets participants to think about how to formulate sentences</i></p>	<p>30 mins</p>



	<p>important thing</p> <ul style="list-style-type: none"> ▪ What you should tell them – additional important information ▪ What you could tell them – if you have time <ul style="list-style-type: none"> • Make the tour flow smoothly by linking objects / stops <ul style="list-style-type: none"> ○ Connect each object to the next ○ Link to contemporary events, other objects, other galleries <p>Conduct Exercise 2: Links</p> <p>Links Exercise</p> <ul style="list-style-type: none"> • Give out postcards or pictures of objects / stops that appear to be unrelated • Get individuals or pairs to imagine they are conducting a tour so they need to find or create a link between the pictures to ensure the tour flows smoothly • They then need to share the sentence they would use, or outline how they would link the two objects 	<p><i>that link objects together, even if they seem unconnected.</i></p> <p><i>At the end of the activity give out Handout 3: Writing your tour</i></p>	
<p>Creating Interest</p>	<p>Brainstorm how to create interest</p> <ul style="list-style-type: none"> • Paint a picture (verbally) 	<p><i>Get participants to think about how tours can be brought alive and be not only</i></p>	<p>30 mins</p>



<p>(PowerPoint slide 8)</p>	<ul style="list-style-type: none"> • Include stories / anecdotes • Quotes , films, TV, books, music, theatre, songs, nursery rhymes • National and London curriculum <p>Discuss the importance of facts</p> <ul style="list-style-type: none"> • How many are needed? <ul style="list-style-type: none"> ○ 3 – 5 facts for each item • Ensure your information is true – check your sources • Make facts more interesting and gain involvement by turning them into questions <p>Discuss the use of stories</p> <ul style="list-style-type: none"> • Why use stories? • What stories should you use? <ul style="list-style-type: none"> ○ Any unusual or human interest stories ○ Amusing anecdotes ○ Personal recollections (not opinions) – but be careful to remain objective ○ Are they true? Does it matter? 	<p><i>educational, but fun and entertaining too.</i></p> <p><i>Exercise 3: Simple Language gets participants to think about the language they use and how to use terms that children understand and how to explain them simply. You might want to think through and add some of your own words/phrases relevant to your organisation and collection to your list.</i></p> <p><i>Make sure you give out Exercise 3: Simple Language, as instructed in the notes.</i></p> <p><i>Writing your Tour and Creating Interest could be delivered as a separate mini-session.</i></p>	
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	<p>Discuss the use of props</p> <ul style="list-style-type: none">• Use pictures, maps, toys, objects,<ul style="list-style-type: none">○ Ensure they are relevant, add value and are age appropriate○ But be careful – props can become a distraction or comfort blanket <p>Discuss the use of language</p> <ul style="list-style-type: none">• Keep It Short and Simple – use simple language and words your group will understand<ul style="list-style-type: none">○ Explain technical terms and jargon, take care with humour and no swear words <p>Conduct the Exercise 3: Simple Language</p> <p>Simple Language</p> <ul style="list-style-type: none">• Split the groups into pairs• Give out cards (or post-it notes) at random with technical phrases, unfamiliar / difficult words and jargon on them (see exercise for words)• Ask participants to come up with a simpler word or phrase to use an alternative		
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<p>Lunch / Potential Break</p> <p>(PowerPoint slide 9)</p>		<p><i>During this break participants need to ensure they have an object or stop to deliver in the practical session.</i></p>	<p>60 mins</p>
<p>Your Go! Exercise</p> <p>(PowerPoint slide 10)</p>	<p>Each participant delivers a short (3-5 min) presentation on an object / stop of their choice, either at the stop or using photographs inserted into the PowerPoint presentation.</p> <p>After each presentation, have a brief group discussion on what went well, what might be done differently, and what people liked about it, but thinking like a 6 year old.</p>	<p><i>Provides an opportunity for participants to practice their delivery of a stop on a tour and understand first-hand what it feels like. Experience what delivering to an audience is like in a safe environment.</i></p> <p><i>Make notes during each presentation on any points that you want to raise / draw attention to in the next session – ensure you note both what went well and what could have been better.</i></p>	<p>60 mins</p>
<p>Delivering Your Tour</p> <p>(PowerPoint slides 11-14)</p>	<p>Utilising the Delivery Skills handout briefly discuss the practical elements of delivering a tour, reinforcing learning from the previous practical exercise</p> <ul style="list-style-type: none"> • Positioning • Indication and description • Voice, body language and facial expressions • Handling questions 	<p><i>Reinforces the practical session and helps participants to understand different techniques and skills to improve their delivery.</i></p> <p><i>Relate to examples that participants did or said (both good and those that could have been better) during the practical session in order to emphasise the points.</i></p>	<p>45 mins</p>



		<p><i>At the end of the activity give out Handout 4: Delivering your tour.</i></p> <p><i>Your Go and Delivering Your Tour could be delivered as a separate mini-session.</i></p>	
<p>Coffee / Potential Break</p> <p>(PowerPoint slide 15)</p>			15 mins
<p>Family Engagement Tips</p> <p>(PowerPoint slide 16)</p>	<p>Brainstorm ways participants can involve families in their tour</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Play a game, sing a song, dress up, bang a drum • Get them to join in when you say a certain word or phrase <ul style="list-style-type: none"> ○ Boo, hiss, cheer, repeat it ○ Think about how pantomimes involve the audience • Ask them to imagine what life was like when..., if they were the person (e.g. in a painting)..... 	<p><i>Get participants to think about how they can involve children in the tour and make it interactive to hold their attention. Don't forget to also bring in engaging with the adults that are with the children.</i></p> <p><i>Record ideas on a flipchart and get participants to think about what they enjoyed and how they learnt when they were children.</i></p> <p><i>At the end of the activity give out</i></p>	15 mins



	<ul style="list-style-type: none"> • Appoint roles, characters or helpers <ul style="list-style-type: none"> ○ Hold something, read something, give them lines to say 	Handout 5: Family Engagement Tips.	
Group Management Exercise (PowerPoint slide 17)	<ul style="list-style-type: none"> • Divide into small groups and give each group a 'child' from Exercise 4: Group Management • Ask them to detail the characteristics of their child and list techniques they would use to deal with them 	<i>Understand how to deal with challenging audience members.</i> Make sure you give out Exercise 4: Group Management, as instructed in the notes. <i>Family Engagement Tips and Group Management could be delivered as a separate mini-session.</i>	20 mins
Recap (PowerPoint slide 18)	<ul style="list-style-type: none"> • Summarise the learning, deal with any last questions, and get participants to complete action plan sheets and evaluation questionnaires (if using). 	<i>Wrap up the day and consolidate the learning, getting participants to think about how they will put the learning into practice</i>	15 mins
Conclusion (PowerPoint slides 19-20)	<ul style="list-style-type: none"> • Ask group if they have any further questions • Let them know of the further support available to them from the London Museum Development Team (website, contacts and training) 	<i>Collect evaluation/feedback from participants.</i>	10 mins

