



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

These exercises were 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 Exercises' to be used in conjunction with the 'Creating Tours for Family Audiences Presentation,' 'Creating Tours for Family Audiences Handouts,' and the 'Creating Tours for Family Audiences Training Plan' 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 'Creating Tours for Family Audiences' training session can be tailored to represent a specific gallery or museum's work with families. The 'Creating Tours for Family Audiences Exercise' provides the information to give to delegates in the session in order to complete the main group activities throughout the training session.



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Exercise 1: Now we are six!

This exercise is being used as both a fun learning exercise, and as an icebreaker. The aim is to get participants to think like children and see what they see, which is different to what we see as an adult when looking at an object.

1. Split the participants into small groups or pairs and allocate them an object or painting in the museum
2. 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 describe and interpret it
3. Add the end of the activity feedback groups thoughts to the rest of the participants

Participants should:

- Discard preconceptions
- Only look at what they can actually see – not what they know or think is there
- Use the language of a child to describe what they can see
- Pay attention to / Note:
 - What they don't know or don't understand (as a 6 year old)
 - How it feels being 6
 - Any difficulties or challenges – what can't they see
 - What is good / they like about it
 - What they don't like about it

N.B. Conduct this exercise even if the session is being run on a one-to-one basis



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Exercise 2: Links

The aim of this exercise is to highlight how you can link seemingly unrelated objects or stops so that a tour flows smoothly – and you are not just jumping from object to object.

Participants should think creatively about how items can be linked together and think outside the box.

Use pictures or postcards of objects / stops related to your museum or visitor attraction.

1. Split the participants into small groups or pairs and give each group / pair two postcards or pictures of objects / stops that appear to be unrelated
2. Get each group / pair to imagine they are conducting a tour and need to find or create a link between the two pictures to ensure the tour flows smoothly
3. Then get each pair to show the rest of the group what their pictures / objects are and share the sentence they would use with the rest of the group, or outline how they would link the two objects.

N.B. This exercise can also be carried out with individuals



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Exercise 3: Simple Language

The aim of this exercise is to think about how you explain difficult or unfamiliar words that people may understand, and also to highlight the use of jargon and phrases that we use every day and are often surprised when others don't know what we are mean.

1. Split the group into pairs or individuals
2. Give out cards (or post-it notes) at random with technical phrases, unfamiliar / difficult words and jargon written on them
3. Ask participants to come up with a simpler word or phrase to use as an alternative

Ensure the words you use fit with your museum / collection and are words that children may be unfamiliar with. Examples might include historical, religious or architectural terms:

Adze	Anglo-Saxon
Anoint	Archaeology



Basilica

BC and AD

Cavalier

Conscription

Consecrate

Crusade

Dissolution

(of the monasteries)

Empire



Evacuee

Garrison

Georgian

Gothic

Heretic

Huguenot

Interregnum

Jacobite

Knight

Mammoth



Martyr

Medieval

Miasma

Norman

Pagan

Perpendicular

Pilgrim

Prehistoric

Puritan

Roman



Roundhead

Secular

Serf

Shrine

Slavery

Suffragette

Temple

The War

Victorian

Workhouse



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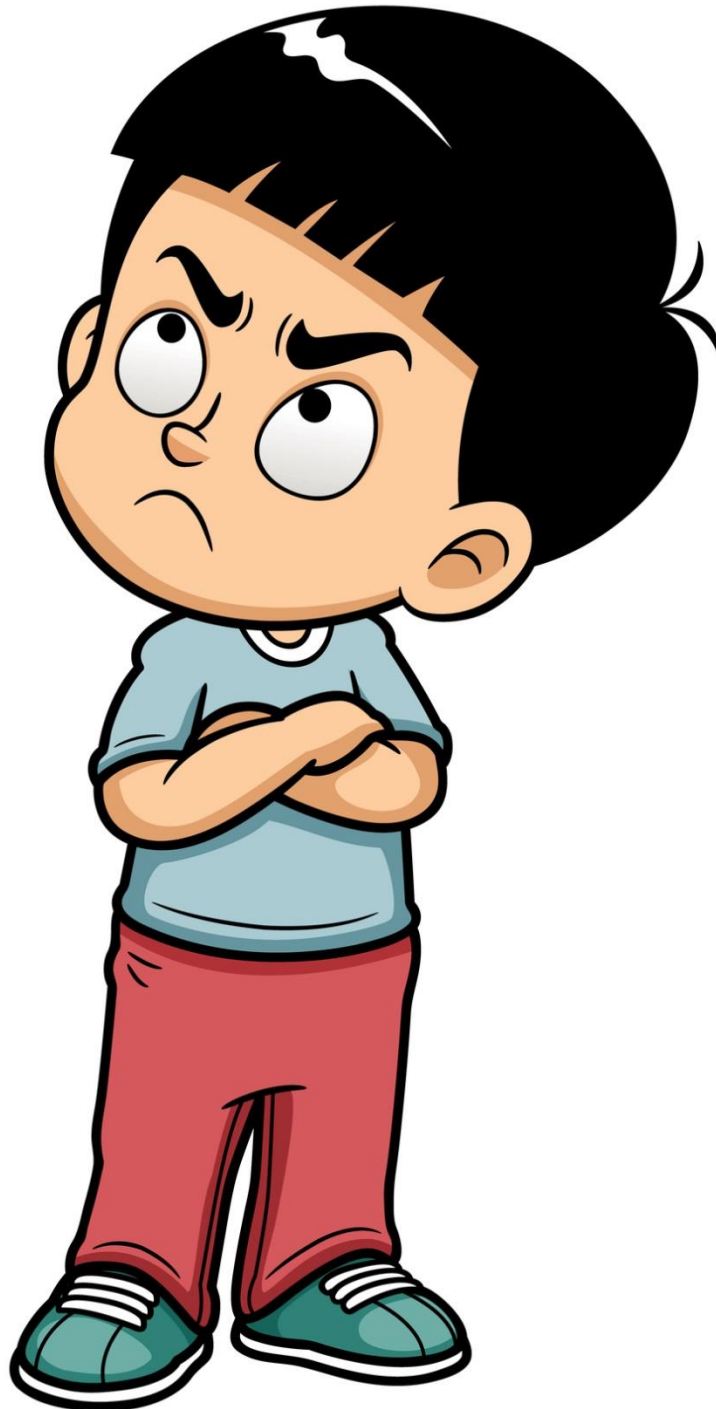
Exercise 4: Group Management

The aim of this exercise is to think about the behaviours some children on tours might portray and identify techniques to manage them.

1. Split the participants into small groups and give each group a 'child'
2. Ask them to detail the characteristics of their child and list techniques they would use to manage them, negate any disruptive behavior, and to include them in the tour
3. Get the groups to feedback to the rest of the participants.

Use the pictures below, or create your own

Defiant Daniel





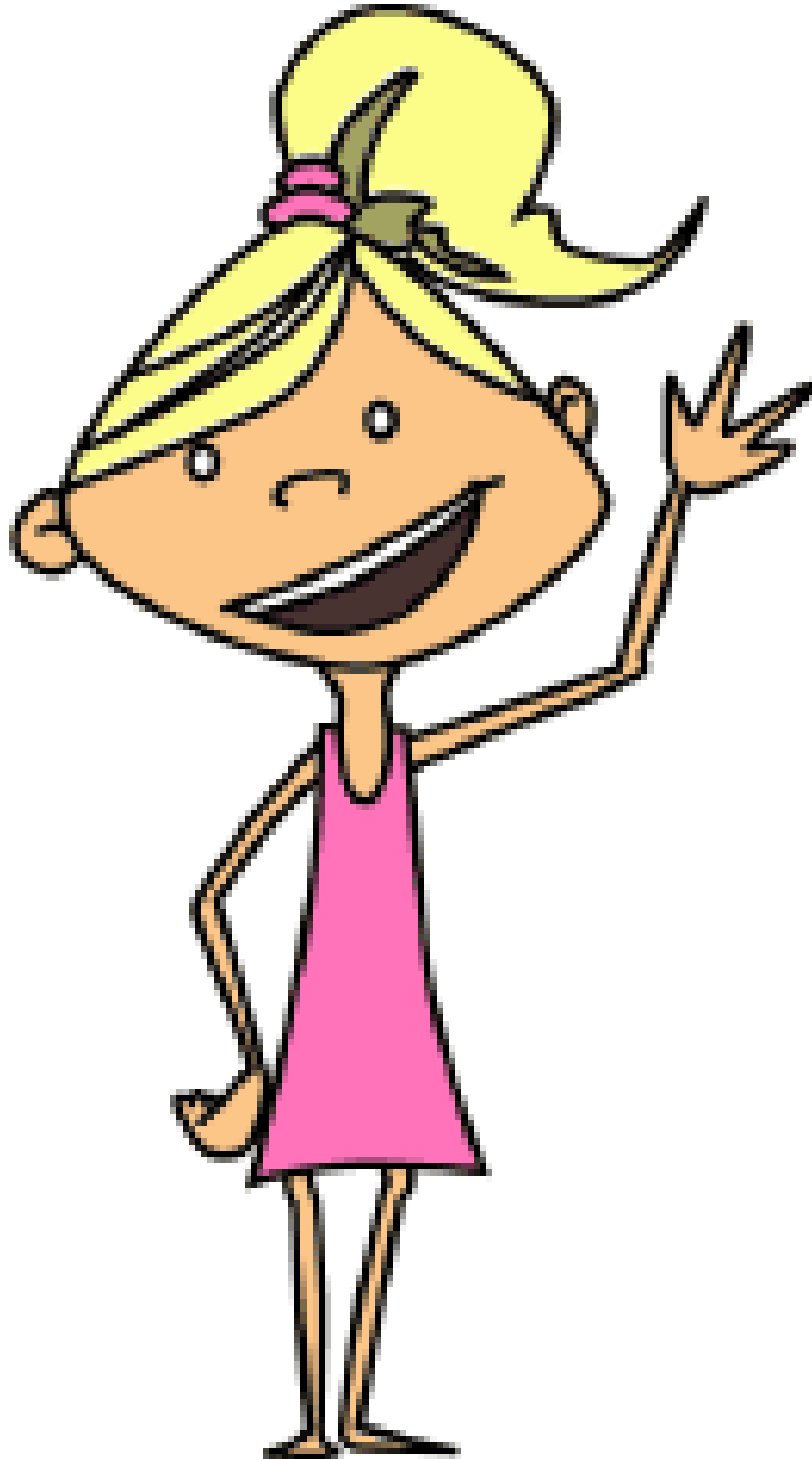
Talking Timmy



Silent Susie

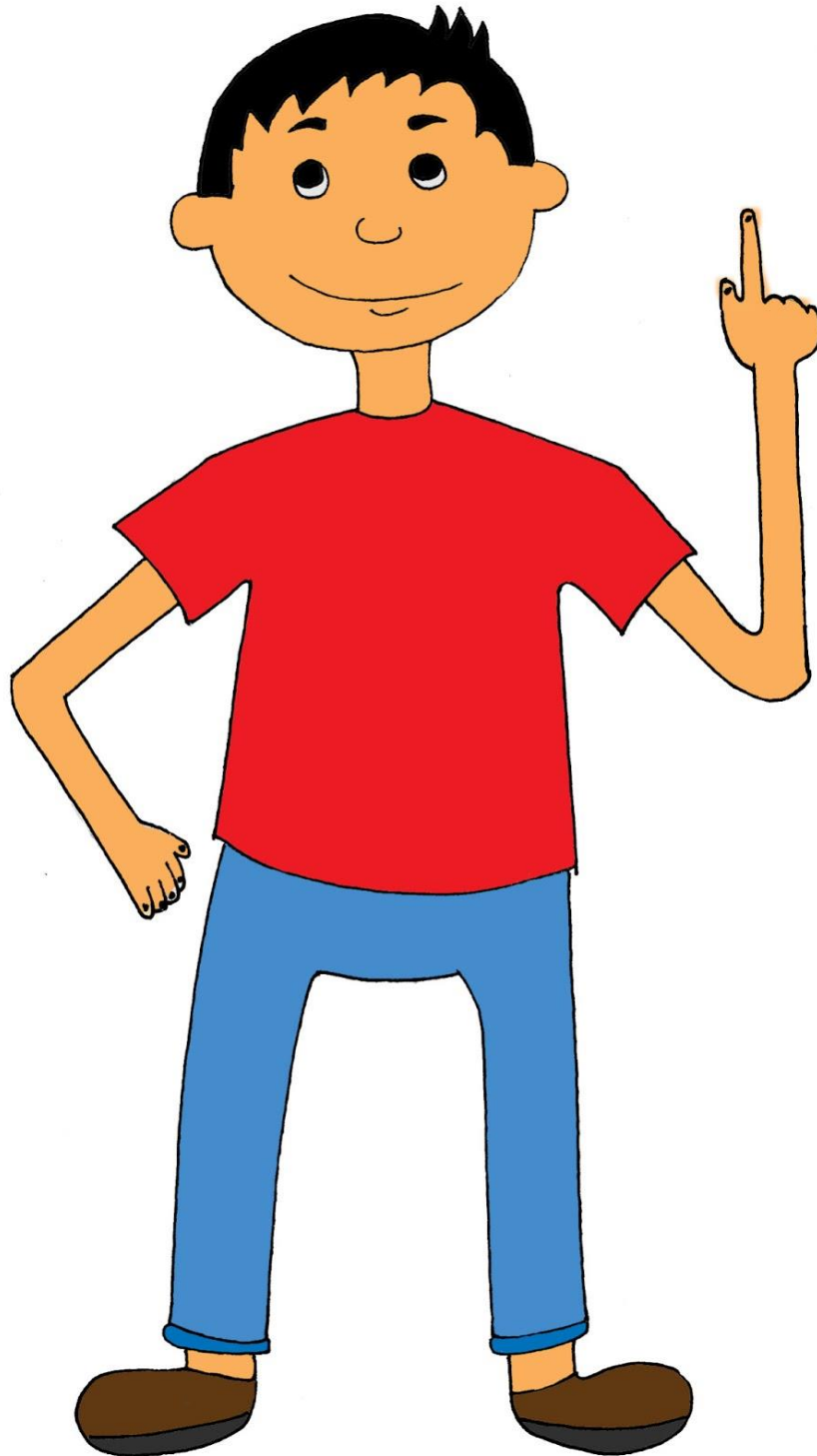


Inquisitive Iris





Just a minute Joe



Pushy Parent / Tiger Mom

