Tool that allows visitors to get up close intellectual and personally with the heritage ⇒ strategic communication

Objective: establishing meaningful relationships between the public interests and the heritage elements. PROVOKE - RELATE - REVEAL

Basis: providing an authentic and memorable experience based on emotions and feelings ⇒ development of attitudes and behaviours of heritage respect and appreciation.

Must be planned and conveniently embodied in programmes: public use and tourism planning, and communication programmes.
How interpretation can bring conservation and protection attitudes?

**INTERPRETIVE SEQUENCE**  
(Freeman Tilden)

To impact people's behaviour in a particular way, you must point to their beliefs and values regarding those particular behaviours.

1. To make a diagnosis of the site or element in order to know the initial situation in the development of interpretive activities & Diagnosis of the results obtained in their implementation.

2. Necessary information to be collected in order to prepare an interpretation programme.
# 1. NAME OF THE SITE OR ELEMENT/S TO BE INTERPRETED

<table>
<thead>
<tr>
<th>Name of the site or element/s</th>
<th>Other names</th>
<th>Institution responsible</th>
</tr>
</thead>
</table>

# 2. INSPECTION DATA

<table>
<thead>
<tr>
<th>Compiler name</th>
<th>Compiler’s e-mail address</th>
<th>Date and place of data gathering</th>
<th>Compiler’s telephone number</th>
</tr>
</thead>
</table>

# 3. DIAGNOSIS ABOUT ONSITE INTERPRETATION

1. DIAGNOSIS

<table>
<thead>
<tr>
<th>Current Interpretation tools</th>
<th>1 - There are no interpretation documents; 2 - Certain aspects of interpretation are included within some management documents; 3 - There is an Interpretation Programme that has not been implemented; 4 - There is a partially implemented Interpretation Programme; 5 - There is a fully implemented Interpretation Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the document and description</td>
<td>Drafting date, period of validity and level of implementation achieved</td>
</tr>
<tr>
<td>Site or element/s with which the interpretation is linked</td>
<td>Data about the actual audience</td>
</tr>
<tr>
<td>Comments (number of visitors, surveys results, dissemination materials, personal and material means, interpretation facilities, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Visitors Management in Protected Wetlands: Making them the allies of conservation

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Visitors Management in Protected Wetlands: Making them the allies of conservation
Aims to create activities that:
- transmit knowledge + emotions
- generate positive feelings in visitors so that they can develop attitudes and behaviours of appreciation for and enjoyment of heritage

**PROCESS:**
1st To establish planning objectives
2nd To define the main messages, themes or ideas
3rd To decide the type of performance
4th To prepare the storyline
5th To define the experiential props or supports
6th To choose the interpretation means
7th To establish the staff training plan

### 4. INTERPRETATION PLANNING

#### 4.1. Interpretation Planning Objectives

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>They seek to satisfy personal development through knowledge</td>
</tr>
<tr>
<td>Emotional</td>
<td>They aim to provide memorable visitor experiences</td>
</tr>
<tr>
<td>Attitudinal</td>
<td>They intend to develop visitor heritage appreciation attitudes and behaviours appreciation</td>
</tr>
<tr>
<td>Promotional</td>
<td>They are oriented towards the strengthening of the institutional image and reputation, and to facilitate the management of the site</td>
</tr>
</tbody>
</table>
### 4.2. Themes, Messages or main Ideas

<table>
<thead>
<tr>
<th>Objective</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

1. The topic refers to the subject matter we are going to deal with (forests, water management, traditions, monuments, nature, fishing, agriculture, traditional trades, ancient civilizations, marine wildlife, historic infrastructures, etc.).
2. This is the main idea we want to transmit about the site or element. For each interpretative activity, it will identify a maximum of three themes.
3. They are people’s deep-rooted beliefs or values that are shared by all people (life, love, well-being, family, health, friendship, peace, knowledge, change, history, work, happiness, beauty, pain, fear, death, etc.).
4. The aim is to identify the elements that best express the theme or message or that endow it with visibility.

---

**Theme vs. Topic**

**TOPIC**

- Monuments
- Water Management
- Ancient Civilizations
- Geology
- Religions
- Traditional Trade
- Landscape

**THEME ("going somewhere")**

**So what?**
### 4.2. Themes, Messages or main Ideas

<table>
<thead>
<tr>
<th>Objective</th>
<th>Topic¹</th>
<th>Theme or Message²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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⁴ The aim is to identify the elements that best express the theme or message or that endow it with visibility.

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**Theme Features**

- Be stated as short, simple, complete sentences (subject, verb and predicate)
- Understandable
- Easy to process mentally
- Allows the visitor to connect emotionally with the heritage resource
- Contain only one idea
- Reveal the overall purpose of the presentation
- Be specific
- Be interestingly worded (if possible using active verbs)
Theme vs. Topic

**TOPIC**
- Monuments
- Water Management
- Ancient Civilizations
- Geology
- Religions
- Traditional Trade
- Landscape

**THEME** ("going somewhere")
- Monuments in Petra are carved in the rocks
  - From many centuries, Petra was and example of water management in deserts
- Water in Petra is a precious resource
- Ancient Civilizations in Petra represent the past
- Geology of Petra shows a unique sandstone landform
- Religions in Petra have roots in various cultural influences
- Traditional Trade in Petra involved trade caravans in the past
- Landscape of Petra is an harmonious cultural landscape resulting from nature and amazing human interventions

**So what?**

Visitors Management in Protected Wetlands: Making them the allies of conservation

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4.2. Themes, Messages or main Ideas

<table>
<thead>
<tr>
<th>Objective</th>
<th>Topic</th>
<th>Theme or Message</th>
<th>Universal concept</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

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4. The aim is to identify the elements that best express the theme or message or that endow it with visibility.
A strong theme is based on the profound beliefs or universal values shared by all people:

Visitors Management in Protected Wetlands: Making them the allies of conservation

4.2. Themes, Messages or main Ideas

<table>
<thead>
<tr>
<th>Objective</th>
<th>Topic</th>
<th>Theme or Message</th>
<th>Universal concept</th>
<th>Heritage element/s conveying the message</th>
</tr>
</thead>
<tbody>
<tr>
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* The aim is to identify the elements that best express the theme or message or that endow it with visibility.
The heritage element that best express the theme or message or that endow it with visibility.

The choice will be based on:
- its tourism assessment (what makes it unique, rare, special, worthy of the visit, etc.)
- its physical features (size, fragility, visibility, recreational carrying capacity, etc.)
- its placement in the sequence (route, itinerary, etc.)
- its potential to include it within a larger story or context
- the intangible attributes that are associated with it
- the public’s perception of the resource, etc.

MAPMAKING: WRITE YOUR MESSAGES

<table>
<thead>
<tr>
<th>Objective</th>
<th>Topic(^1)</th>
<th>Theme or Message(^2)</th>
<th>Universal concept(^3)</th>
<th>Heritage element/s conveying the message(^4)</th>
</tr>
</thead>
</table>

\(^1\) The topic refers to the subject matter we are going to deal with (forests, water management, traditions, monuments, nature, fishing, agriculture, traditional trades, ancient civilisations, marine wildlife, historic infrastructures, etc.).

\(^2\) This is the main idea we want to transmit about the site or element. For each interpretative activity, it will identify a minimum of three themes.

\(^3\) They are people’s deep-rooted beliefs or values that are shared by all people (life, love, well-being, family, health, friendship, peace, knowledge, change, history, work, happiness, beauty, pain, fear, death, etc.).

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### 4.3. Interpretation Performances

<table>
<thead>
<tr>
<th>Interpretation performances</th>
<th>a - Interpretive route</th>
<th>b - Interpretive talk (museum, interpretation center, etc.)</th>
<th>c - Drama activities</th>
<th>d - Historical re-enactment</th>
<th>e - Craft demonstrations or workshops</th>
<th>f - Performances</th>
<th>g - Others (specify in comments field)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.4. Storyline

<table>
<thead>
<tr>
<th>Summary of the interpretive storyline (introduction, body or plot, and conclusion)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Related themes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target audience (specialized tourists, school groups, broadest public, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the interpretive sequence (specify sequence of the interpretive stations of a route, itinerary, touring pattern, theatrical acts, etc.)</td>
</tr>
</tbody>
</table>

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**Visitors Management in Protected Wetlands:**

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**Turning data into stories**

**Fig Tree Facts**
- Age: about 500 years
- Height: nearly 50 meters
- Trunk circumference: about 39 meters
- Fruits: Fleshy black or purple fruits produced during the wet season

**The Fig Tree Story**
A strangler fig starts life in the forest canopy where a bird or bat drops a seed into the fork of a tree. The seed germinates and the fig may live on high as an epiphyte for many years. When conditions are ok, the fig sends fine cable-like roots down to the host’s trunk to the ground. The roots act as feeding tubes and the fig grows rapidly. The roots encircle the host tree. By restricting the sap flow to the canopy, the strangler fig may eventually kill its host.
TURNING DATA INTO STORIES

**The camel**

- It doesn’t have water inside its hump, it has fat.
- It can live 5 to 7 days with no food neither water.
- An adult camel yields about 5 to 10 kg of fleece per year.
- It is 1.85m high stand up and 2.15m if we count its hump. It weights till 700kg.
- It can carry till 450kg.
- The pregnancy is 13 moths long. It lives 40 years.
- It reaches 20km/h, and it can walk 40km/day.

---

**How we learn?**

We must provide BRIDGES between the new information and the visitors’ cognitive schemes:

1. Connecting with examples, analogies, metaphors, etc.
2. Order, organization, classification of the info
BUILDING BRIDGES: Analogies & metaphors

- **Analogies**: Very effective, as they emphasize the similarities, so it is important to use common objects and experiences of reference and easy to visualize.

- **Metaphors**: they describe things using words that usually are used to describes very different kind of things. This creates surprise and captures visitors’ attention.
2 CONNECTING POINTS

- The studies demonstrate that information is better assimilated when it is presented:

  Cause-effect
  Sequential history
  Hierarchy
GUIDELINES

Clearer as possible: vocabulary adapted to visitors, not to use looping sentences that exhaust the visitor, go directly to the core. Short words. Short sentences.

*Easy but not stupid:* avoid jargon, adapt to the visitor’s literacy, use the necessary adjectives (more are trivializing). Use verbs better than adjectives or adverbs.

*Resume but not to repeat* (newsletter like, I’m in a hurry).

*Positive:* what is – what is not

GUIDELINES

Personal and friendly: conversation in a relaxed, peaceful manner.

Natural writing.

Familiar (I, you).

Active😊 – Passive😊
FIRST ROUND:

The place chosen by mosquitoes to lay eggs must have water during the aquatic development stages. If the female detects potential predators like fish in the water, she probably will not choose that spot. Avoid providing potential breeding sites like cubes or dishes under the plants, which are filled with water.

IMPROVED IN SECOND ROUND:

The mosquito lays eggs in the water; But, mosquitoes will not lay eggs where there are predators. You can discourage mosquitoes by repopulating ponds with native fish and emptying any potential breeding sites, such as pots or buckets.

TURNING DATA INTO STORIES

The camel: 2nd round

- It doesn’t have water inside its hump, it has fat.
- It can live 5 to 7 days with no food neither water.
- An adult camel yields about 5 to 10 kg of fleece per year.
- It is 1.85m high stand up and 2.15m if we count its hump. It weights till 700kg.
- It can carry till 450kg.
- The pregnancy is 13 moths long. It lives 40 years.
- It reaches 20km/h, and it can walk 40km/day.
### 4.5. Experiential props

| Experiential props | a - Foster the use of all the senses in the on-site perception; b - Focus the action towards positive emotions; c - Facilitate an emotional connection with the site and/or element through positive thoughts or memories about the past (personal or family memories, experiences, mental images, etc.); d - Associate intangible heritage to the attraction or site; e - Generate intellectual connections so that the new knowledge is integrated within previous cognitive elements (memories, ideas, beliefs, feelings, models, past experiences, etc.); f - Use preferably personal media (guide-interpreters); g - Ensure the physical and psychological comfort of the visitors during the activity; h - Identify interpretive icons that are familiar, friendly and easy to understand; i - Personalise the theme in the first person (I, we, we ourselves, our families, our health, etc.); j - Others (specify in comments field) |
| Comments | |

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### 4.6. Interpretation means

| Material means | a - Printed media (leaflets, guides, books, maps, newsletters, teacher guides, etc.); b - Panels and banners; c - Multi-media items (audio-visual, computer-based, audio-guides, etc.); d - Interactive applications; e - Others (specify in comments field) |
| Personal means | a - Guide-interpreters; b - Environmental monitors; c - Local hosts; d - Tourist guides; e - Craftsmen; f - Actors; g - Others (specify in comments field) |
| Facilities | a - Interpretive signage; b - Interpretation Centre; c - Trails and itineraries; d - Interpretive stations; e - Scenographies; f - Musealisations; g - Others (specify in comments field) |
| Comments | |
HERITAGE INTERPRETATION

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Valsain (Segovia, Spain), 24-28 July 2017

SUSTAINABLE TOURISM AND HERITAGE
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