This document is intended to provide support for monitored heritage tours.

**PREPARATION**

At the moment you start a guided or monitored tour, you should choose, if possible, the most attractive and accessible sites, altering the talk between general and specific content.

⇒ **What are the most important points of a guided tour?**

1. Know how much time we have available.
2. Take breaks.
3. Provide different sources of documentation of the objects.
4. Know the general and specific features of the objects.
5. Adapt the talk to the group: use vocabulary that corresponds to the group that you are working.

⇒ **Desired goals:**
- Bring history to the audience through heritage objects.
- Facilitate necessary teaching tools so that the group can have scientific experiences.
- Actively promote the understanding and safeguarding of heritage.

**BEGINNING OF THE TOUR**

To start, your aim is for the group to get as close as they can to the historical context: the goal is to put them in the moment of when, how and why the object was created. It is important that you try to transport them to the moment in which it was created or in the most relevant moments of its use, and that you put them in the place of the people who lived in the epic.

To facilitate this work, try to clarify your talk and avoid giving too much data, like excessive dates.
The first thing you must get to know is your audience. It is recommended that you are knowledgeable of the group’s age, background, interests, and other characteristics that may help frame the tour accordingly. **It is important to know the audience** that you’re going to guide in order to better adapt your presentation.

For example: you should know if the group is familiar with the location and/or the historical moment in which it was created.

**How can we do this?** Frequently ask questions (no more than 5 questions, more than this bores and overwhelms). Ask questions and expect to answer them. Avoid answering your own questions, or formulating more questions without having answered the first ones.

Starting a guided tour with a lecture creates a barrier between the guide and the group, making the audience feel more like a spectator. Remember this quote from Paul Tillich: “A fatal pedagogical mistake is to launch answers, like stones, at the heads of those who have not yet formulated the questions”.

Another way to have an interactive tour is to tell the group a personal anecdote or make comparisons of the object with another object that is known to the audience.

Asking questions and telling anecdotes to the audience will help you get to know them better, as well as learn what familiarity they have of the objects at hand.

**THE BODY OF THE TOUR**

⇒ **Method of execution, three basic forms.** Don’t forget to try to get the audience to reflect on the place and time of the objects as part of heritage. How it was used, where it was found...

1) **The object as a marker of time – a landmark** - : If the object or site was created or used at a certain period of time, talk about the object as an example thereof. Highlight the time period or the moment before the existence of the object.

   a. **Example:** A settlement of the Bronze Age that shows the features of this period.

2) **Time told through the object – an axis** - : Sometimes the object was created for a particular reason and in a specific historical context but later was modified throughout history. For this reason, use the same object as a chronological axis.

   a. **Example:** A monastery. Imagine that this monastery was created in the 14th century but has undergone structural and practical modifications as a result of political changes...

3) **The object as a practical example – test** - : Objects have particular characteristics. This tactic can be used when leading a group that has recently acquired some artistic or historical knowledge of the object. If this is the case, propose an activity for students that relates this general knowledge to a particular case.

   a. **Example:** A Romanesque church. It is possible that it has been modified with the passing of time. Ask the group to find visible characteristics of the romantic period as well as remains of this period that are hidden....
Accompanying materials.

Words are your best tool when leading a guided tour. Of course, in situations where the object is very “abstract” and providing an interpretation would lead to confusion (e.g., archaeological deposits or architectural sites hidden under a current monument)… At the same time, don’t forget that a guided tour is not a show. The objective is that the group acquires certain knowledge at the end of the tour, and for this we can use supporting material.

1) **For the guide**, supporting material: It is possible that illustrated material is needed to make the visit more comprehensive and entertaining. Different types of materials can be used.

   a) **Example**: In an archaeological deposit: reproductions of objects from the time period, recreations that lead us to understand how the place of origin might have been...

   b) **Example**: In a monastery: images (pictures or films of the time period) of the society that created it, building plans, drawings in different colors showing construction phases...

2) **For the group**, supporting materials or teaching tools:

   a) To use before the visit: This is material to help the group before the visit. Normally, this is used for school groups. Detailed information on the tour (objectives and proposed methods) and supporting information can be sent to teachers in order to prepare their students beforehand.

   b) To use during the tour: maps, old photographs, image recreations, and models. These materials should serve to understand the object or carry out an activity. This material should not be too extensive and if possible, it should be without text so as not to become a distraction for visitors. If they are reading our dossier, they are not listening to us.

   c) To use after the visit: This is material used in many occasions to facilitate complementary information and expand on information that was given to the group during the tour. This can be given in the form of webpages, related articles, book chapters…This information should be diverse, more complex for teachers and more illustrated for students (promotion websites…)

END OF THE TOUR

To finish up a guided/monitored tour, we can conclude in various ways:

1) Give a conclusion. Try not to give more than 3 conclusions. Any more than this and they would be arguments and not conclusions.

2) Leave various questions open/unanswered. Wait to see how the group responds, if the tour has impacted them, or throw out some questions and have the group part in this manner.

3) Prompt the group to ask questions, although it is recommended to let the group ask questions throughout the tour
PRACTICAL BIBLIOGRAPHY