

How Do I Become a Great Docent for *Key Ingredients: America by Food*?

Thank you very much for volunteering to be a docent for the **Museum on Main Street's** exhibition *Key Ingredients: America by Food*. In case you've never served as a docent before, we have put together some information about what docents do and guidelines to help you learn how to become a great *Key Ingredients* docent.

The role of the museum docent, tour guide, or interpreter is an essential one. Acting as a bridge between visitors and the exhibition, the docent is the catalyst for learning in the museum. It is the docent who guides visitors on their journeys of discovery, helping them blend what they already know with what they learn on the tour.

Docents rise to the daily challenge of engaging diverse and discriminating audiences in creative ways. They find themes that are relevant to visitors and provide them with opportunities to tell their own stories. Docents stimulate visitor curiosity, imagination, and individual expression by asking questions and encouraging the active participation of each tour group member. When docents actively engage visitors in looking at and talking about the exhibition, they will take with them a deeper understanding of the exhibition themes. Through this personal relationship between visitor and docent, learning and appreciation for the exhibition occurs. So, long after the exhibition has moved to its next venue, visitors continue to think about the issues raised in the exhibition and apply this new information to their everyday lives.

Sounds complicated, right? Not at all! But there are a few "tricks of the trade" that will help you become a terrific docent.

Know Your Stuff

Nothing helps a tour go smoothly like thoroughly knowing the material you are presenting. The objects and images in *Key Ingredients* tell a story, so take time to read the exhibition script, or better yet, go through the exhibition and familiarize yourself with the information and images you'll be sharing with your visitors. Read the *Key Ingredients Docent Handbook* and use it to guide yourself through the exhibition. The more you know about the exhibition, the more your confidence will grow. You are not, however, expected to be an expert, so don't feel like you have to provide a lecture. Be familiar enough with *Key Ingredients* so that you can ask good questions and shape a

conversation. If you feel unprepared to answer a visitor's question, don't be afraid to say, "I don't know." Before your visitors leave the museum, make every effort to find answers by consulting with museum staff and resources. Then perhaps, refer your visitors to their local libraries. Remember, unanswered questions can be a positive way to lead visitors toward further inquiry and research.

Know Your Audience

Most visitors to **Key Ingredients** are already interested in food and food traditions and they bring with them their own experiences and knowledge. They've come to the exhibition to learn more, to share their experiences, and to have fun. However, every visitor or group of visitors is different, so it's important to assess your audience before your tour begins.

Take a look at your tour group. Is it made up of young people or older adults? Is it a school group of teens or youngsters? Do you have a small group of tourists from out of town? Are the people in the group interacting with each other? Are they strangers to one another? Ask a few questions to get to know your visitors: *What grade are you in?* or *Have you ever studied about food or food customs?* or *Are you from out of town?* or *Have you ever visited here before?* Knowing a little about your audience will help you structure and direct your tour.

You already know that a tour structured for first grade students is not going to be appropriate or interesting for teens or adults. Without even thinking about it, you'll adjust your tour length and content to the group. Your **Key Ingredients Docent Handbook** provides questions to ask your visitors. Some are more appropriate for student visitors; others are more appropriate for adults. It's up to you to decide which questions will be most effective with each tour group. After leading a few tours, you'll begin to see what works best with each group. Talk to your fellow docents and find out how they structure their tours for different audiences. (See "Know the Art of Asking Questions" below.) For more hints on structuring your tours to families and students of specific grade levels, see pages 9–11 of this document.

Know Your Docent Handbook

The **Key Ingredients Docent Handbook** will help you learn how to conduct your tour. It offers ideas, themes, and questions about the exhibition. There is an introductory section for each kiosk that provides you with the major theme (in a nutshell) of each

exhibition kiosk. The “Think About It” sections give you some ideas or questions to “rev up” your visitors’ curiosity and prepare them to participate. “Let’s Talk” offers questions to ask your visitors. Most questions do not require “yes” or “no” answers. They are designed to prompt memories, opinions, and new ideas that will lead to a conversation about the exhibition. Don’t feel like you have to use all the questions provided. Let your group’s level of interest and participation be your guide. Work with the museum staff to develop other questions that may be more directly related to your community.

Feel free to carry the docent handbook on your tours, but use it only as a reference. Avoid reading directly from the handbook. This is the quickest way to discourage participation and conversation. The docent handbook also provides a list of “Hints for Being an Informed and Effective Docent” for quick reference.

Know the Art of Asking Questions

There’s a knack to asking questions, encouraging visitors to participate, and limiting discussion time. Here are a few hints:

It Takes All Kinds of Questions

To facilitate a conversation, docents are encouraged to lead observation- and inquiry-based tours. So instead of reading from note cards or the **Key Ingredients Docent Handbook**, involve your visitors by asking them different types of questions. Try to elicit opinions, memories, ideas, and new questions. Here are some types of questions (based on the Aschner/Gallagher System of Classifying Questions) you can ask on your **Key Ingredients** tours.

- **Cognitive/Memory** questions ask what visitors already know or can see. Answers involve simple recall and are either right or wrong.

For example: *Have you ever planted and harvested food crops?* or *What are the well-known or famous foods of your region?*

- **Convergent** questions ask visitors to do something with the information they already have or can see. They involve finding similarities, differences, patterns, and/or relationships. Convergent questions ask visitors to categorize, to organize information, or to find a central theme.

For example: *Why do you think Chicago is famous for Italian deep dish pizza?*

- **Divergent** questions ask visitors for new ideas or inferences; they are open-ended (no

one right answer). To answer divergent questions, visitors must gather information from past experiences, link it to information being explored in the exhibition, and create new understanding and interpretations.

For example: *How would you preserve your family's traditional recipes?* or *With microwaves ovens and ready-to-eat foods, do you think traditional food preparation techniques will be lost? Why or why not?*

• **Evaluative questions** ask visitors for judgments, choices, or conclusions. Answers should not be casual opinions. To be valid, answers must come at the end of time spent considering the subject.

For example: *Do you think that food festivals help build a sense of community or a shared sense of identity? Why or why not?*

You have probably asked and answered questions like this all your life. It's not important to memorize the names of these types of questions. You'll find that asking questions of all types will come naturally to you as you explore the exhibition. There are also questions of these types in your docent handbook. Try to use a combination of these types of questions on your tours to keep the discussion lively and interesting.

It's Worth the Wait

After asking a question, give your visitors some time to respond. Usually, someone will speak up in about ten seconds. This "wait time" may seem endless, but it's worth the wait. If, after ten seconds, your group remains silent, a little coaxing is in order. Rephrase the question or redirect it to an individual. If you still don't get an answer, try someone else. It is important, however, to avoid intimidating anyone when you address them directly. If no one has a response, you may answer the question yourself and then ask, *Does anyone agree or disagree?* You very likely will get a response. Remember, when asking questions to individuals, make sure to vary your audience sampling. Try to pose your questions to visitors of various ages, genders, ethnicities, and cultures.

It's All About Timing

Your tour of **Key Ingredients** should take between 30 and 45 minutes, however, most venues advertise hour-long tours. This gives you some leeway in managing your tour. In some instances, the tour discussion may go on longer than it should. It may only

include a few visitors while the rest of the group becomes restless or bored. There may be another tour group waiting. No matter the reason, it is the docent's responsibility to limit the discussion, then guide the tour group to the next kiosk. Use a comment like: *I'm sure we could talk about this subject for hours, but I do want you to enjoy the rest of the exhibition.*

Know Who's Boss

You may occasionally experience an unhappy, unruly, or disruptive visitor. If you have an unruly student on your tour, remain calm and focused. Encourage his/her participation in the discussion. If the problem persists, ask the teacher or adult chaperone to remove the student from the tour. You are not responsible for discipline; you are responsible for a great tour.

If you are dealing with an unhappy or disruptive adult, calmly explain that his/her comments are interfering with the other visitors' enjoyment of the tour and ask him/her to refrain from the behavior. Most museums and other exhibition venues have policies in place for dealing with disruptive visitors. Check the venue's policy and defer to it if you find yourself in a sticky or uncomfortable situation.

Know Your Own "Star Power"

In a way, docents are performers, so stage presence makes a difference. Here are some things to remember about performing your "starring role" as a docent:

- Follow your museum's guidelines for attire, name tags, etc.
- **Be confident!** If you believe you could be Hollywood's next big star, your visitors will too!
- Facial expressions are the primary way we assess each other's feelings, so **SMILE!** A friendly face will put visitors at ease and make them feel welcome. But don't let that smile get stuck on your face. You'll naturally respond to visitors' comments and questions and that lets visitors know that you're listening. Remember, a pleasant, smiling face tells visitors that you are having a good time. If you are enjoying yourself, they will too.

- **Make eye contact with your visitors.** Good eye contact will make visitors feel included in the discussion and will often encourage their participation. Make sure your eye contact is natural and relaxed. Don't try too hard or you may end up staring at visitors, which may intimidate them or, at least, make them feel uncomfortable. Good eye contact is a great feedback tool—you easily can assess whether you're keeping the interest of your audience.

- If you use hand gestures in your usual conversation, please do so on your tours. It's much better to **use natural hand gestures** than to shove your hands in your pockets and jingle your change, or twist your rings, or wring your hands. Be careful not to get too close to the exhibition. Remember, you serve as a model for appropriate museum behavior, so don't lean on the kiosks or touch the cases.

- Be aware of your posture. Confident, professional docents **stand up straight!** Try not to sway or shuffle back and forth while you're talking to your visitors. It's very difficult for visitors to focus on a moving object. It is likely that visitors will be scattered around you, so try to place yourself so that your back is not toward anyone for any length of time. Move around just enough so that you can see everyone's faces and they can see yours.

- **Be a good listener.** When a visitor raises or answers a question, focus on the visitor, make eye contact, and respond appropriately. If the rest of the tour has not heard the question or comment, repeat it for the entire group to hear.

- Your voice can be used to create a lively and exciting presentation. **Vary the tone and volume of your voice;** use it to show emotion or to emphasize a point. Try not to sound "canned" like a television commercial or a telemarketing representative, but natural and engaging.

- **Speak clearly;** try to enunciate or articulate your words precisely. Try a few tongue twisters before your tour to get your mouth, lips, and tongue loosened up and working together. You'll lose your audience's interest in no time if they can't understand you.

- **Make sure you can be heard.** Think of "projecting" rather than speaking loudly. Shouting uses only your voice and it strains it as well. Support your conversation with

lungs full of air. Let your diaphragm push out or “project” your words on a stream of air. Think of a musician squeezing a bagpipe with his/her elbow, forcing air into the pipes. Good projection is based on that same principle. If you are getting a crowd of blank stares, ask your audience if they can hear you. If not, you’ll have to project a little better!

- Limit “um,” “you know,” and “like” from your vocabulary ... or at least try to. These pause fillers disrupt the flow of your tour. They may also make you seem nervous or unprepared. **Be aware of these pause fillers and try to avoid them.** There is nothing wrong with a few seconds of silence while you find the right word or collect your thoughts.

Know How to Practice

Once you’ve explored **Key Ingredients**, read the docent handbook, and thought about the themes of the exhibition, it’s time to start practicing for your tour. Practice introducing yourself and welcoming your visitors. Then, walk through the exhibition again and see what objects and images catch your eye. What aspects of the exhibition most interest you? The ideas and thoughts you have will guide you in developing your tour.

Another good way to practice is to ask questions. Start a conversation at the dinner table, in the office, or at a local gathering place. Ask your family and friends a few questions like: *What are your family’s food traditions?* or *What foods do you associate with your hometown or home state?* Really listen to their responses. This practice will prepare you for the conversations you will have with visitors to the exhibition.

After leading a few tours, meet with other docents and share your experiences. Find out how they answered an unexpected or challenging question. Share with them how you structured your tour to a mixed group of older adults and their grandchildren. Take tours led by fellow docents; you’ll be surprised at what you can learn from other docents’ tours and they from yours. Don’t be shy about incorporating others’ good ideas and successful techniques into your tours.

Know You Can Do It!

There is a great deal of information here about becoming a terrific docent, but it is not as challenging as you might think. The most important thing to remember is to relax and enjoy your tour. Most docents feel relaxed when they have a good grasp of the information in the exhibition, so explore ***Key Ingredients: America by Food***, then read and practice with the docent handbook. Be sure to use your new “great docent” skills as you lead tours through any ***Key Ingredients*** companion exhibits or displays and permanent exhibitions at your museum.

Guidelines for Structuring Tours to Family, Student, and Adult Groups

Family Tour Groups

American families are more diverse than ever, but a family acts like a family no matter its makeup or nationality.

Families

- Family members receive and share information from each other.
- Family members learn through conversation and social interaction.
- Families members come in all ages—from infants to grandparents.
- Because families are busier than ever, they sometimes have less time to spend at the exhibition than do scheduled groups.
- Families need to know where rest rooms, water fountains, and food concessions are located.

Hints for Leading Family Tours

- Be clear about the length of the tour.
- Make sure you address both children and adults.
- Be sensitive to the fact that adults accompanying the children may not be their parents.
- Create a team spirit by encouraging adults and children to answer questions and examine objects together.
- Tell children that their “jobs” are to assist the adults in solving problems or answering questions.
- Don’t be insulted if a family must leave before the tour is over.

Adult Tour Groups

Adults and Older Adults

- visit museums to increase their knowledge.
- may have little use for specific information, but may find insight into something familiar.

Hints for Leading Adult and Older Adult Group Tours

- Avoid alienating adult visitors by talking to them like students.
- Do not underestimate older adults; tap their wisdom and experience.

- Interpret the exhibition on the basis of relevance to the past, present and future cultural contexts.
- Older adults may be intellectually sharp, but physical limitations may require shorter tours or time for rest.
- Background noise may interfere with hearing, so find a quiet spot for discussion.
- Speak audibly and clearly.

Student Tour Groups

Pre-kindergarten–2nd Grade Students

- have vivid imaginations and like to pretend
- have short attention spans
- are more physically oriented than verbally oriented
- strongly identify with their names

Hints for Leading Pre-kindergarten–2nd Grade Student Tours

- Employ activities that allow children to discover things—don't tell them, ask them.
- Ask children to look or touch, then describe.
- Ask children to solve riddles.
- Tell stories.
- If students are wearing nametags, call them by their names.

3rd Grade–5th Grade Students

- are avid observers
- are eager to learn new things
- like to talk
- love being challenged to find objects or clues
- work well on independent assignments

Hints for Leading 3rd Grade–5th Grade Student Tours

- Ask children to hunt for an image or an object in the exhibition.
- Ask children to describe that image or object.

6th Grade–9th Grade Students

- are aware of their appearance

- are peer centered
- like to work in groups
- can be distrustful of adults
- have an uninterested air about them (they seem like they don't want to learn or don't care)

Hints for Leading 6th Grade–9th Grade Student Tours

- Treat adolescents with respect and as adults.
- Ask open-ended questions that allow them to express their opinions.
- Ask pointed questions (*Do you think it's important for immigrants to America to bring their food traditions with them? Why or why not?*).
- Give group-oriented assignments.
- With the teacher's permission, give adolescent students time to visit some of the exhibition on their own.
- Don't take whispering, giggling, or imitating personally.
- Don't take yourself too seriously; keep your sense of humor.
- Don't ask students to sit on the floor in a circle.

10th Grade–12th Grade Students

- have strong opinions about what they find interesting and relevant to their lives
- have longer attention spans than younger students
- like doing activities alone or with friends
- are peer centered
- often are compelled to challenge the status quo

Hints for Leading 10th Grade–12th Grade Student Tours

- Let students express their opinions and provide opportunities for them to give feedback.
- Ask a provocative question or make a provocative statement at the beginning of the tour. Ask the same question at the end of the tour to test if opinions, values, or perceptions have changed.
- Create a debate over a value-laden or emotional issue.
- With the teacher's permission, build in some flexible or free time to their visit.