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An Exploratory Study About Child-Friendly Trips: Tour Guides Perspectives

Abstract

The main idea of child-friendly tourism is to consider children's physical and psychological health in all kinds of travel and holiday experiences. Also, it aims to arrange activities in line with children's development skills. Child-friendly trips are an essential part of these skills, as they support personal, sociocultural, and physical contexts for children. Tour guides are one of the most critical companions that support these contexts. This paper tries to uncover how child-friendly trips are done from the perspective of tour guides. It aims to reveal child-friendly trip interpretation, child-friendly tour guides' features, and difficulties. A qualitative research method was used, and tour guides who made domestic and daily child-friendly trips in TURKEY attended the study. Twenty-two semi-structured interviews based on content analysis were examined. The findings revealed that although child-friendly trips have the same characteristics as other group tours, they have different interpretation styles. Tour guides should have specific attributions to successfully affect the children and slog on the trip. Child-friendly tourism literature is a developing field of study with some theoretical gaps. This study contributes to the literature by offering a broader perspective of child-friendly trip context regarding tourist guides.

Keywords: child-friendly tourism, child-friendly trips, child-friendly tour guides, child-friendly tour, child-friendly, Turkey

1. Introduction

Children's tourism experiences have been neglected regarding their development in literature (Zhong & Peng, 2021). According to Canosa and Graham (2016), this is because of the common misperception about children's position in society; adults behave toward children as if they cannot express themselves. It is also mainly about the challenges of conducting research with children, the skills of researchers, and ethical issues. Seraphin and Green (2019) mention that when researchers collect data from children, they need to analyze it carefully as they look at data from the adult world. So, most tourism and hospitality research on children, especially school trips, is about the perspectives of adults, parents, and teachers (Khoo-Lattimore, 2015; Poria & Timothy, 2014). Besides, due to positive changes in the approach of children in society, tourism researchers have given rise to many more children's voices in tourism.

Children's roles change from passive to active in literature (Poria & Timothy, 2014). For example, researchers have begun investigating children's tourism perceptions and experiences (Ertaş et al., 2021; Rhoden et al., 2016). In other words, empirical studies about children's roles, in which children are subjects, not objects, about their experiences are also gaining the attention of academics (Rhoden et al., 2016). Children's tourism experiences have been investigated in hotels, rooms, food and beverage options, activities like swimming pools and animation, health and safety conditions, and price options (Özel, 2015). Nevertheless, the role of children is not limited to these topics. Researchers investigate children's roles from different dimensions, like their role in family holidays (Wu et al., 2019; Cicero & Osti, 2018; Smith et al., 2009), especially in family

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holiday decisions (Curtale, 2018; Gram, 2007). These studies focus mainly on child tourism as a market segment. Also, child-friendly hotels (Özel, 2015), theme parks (Johns & Gyimothy, 2002), and animation programs (Mikulic & Prebezac, 2011) have been researched.

Considering the above research, while much is known about child-friendly hotels and children's effects on family holiday decisions, relatively less attention has been paid to child-friendly trips. These types of trips, like school trips, are investigated as educational tools for children's development (Behrendt & Franklin, 2014; Dewitt & Storksdieck, 2008; Anderson et al., 2006), museum trips (Bamberger & Tal, 2007; McManus, 1993; Wolins et al., 1992), heritage trips (Roche & Quin, 2017), family trips (Park et al., 2020), and teacher perceptions (Sanchez-Fuster et al., 2023). In tourism literature, it has not gained attention yet. However, a tour has complicated stages, from beginning to end. A tour may require different approaches when it is only for children.

Moreover, it may have different features, qualities, and necessities when only children participate. Therefore, it is essential to investigate other types of holidays, like camps and school trips, and their reflections on children as they take different perspectives on their development. Besides, a tour guide is the most essential part of a trip, as the guide affects children's experiences. There are, however, few studies concerning tour guides for child-friendly trips. (Roche & Quinn, 2017). Considering the theoretical gap in the literature, this paper aims to investigate child-friendly trips from the neglected part of tour guides. My intention is not educational orientation, although the research findings have some relevance to this perspective. Instead, the intention is first and foremost to answer the question: how are child-friendly trips made from the perspective of tourist guides? Depending on this central question, the research subquestions are as follows: how is guided child-friendly interpretation, and how do tour guides behave and manage children's trips?

Following the above questions, this paper is structured into five parts. After the introduction, the second part, the literature review, explains child-friendly trips and settings. The third part is regarding the paper's methodology, giving information about sampling and data collection. At the same time, the fourth part discusses the findings of interviews with guides. The fifth part of the paper summarizes the findings, proposes solutions, presents the study's limitations, and suggests further research.

2. Literature review

2.1. Concept of child-friendly tourism

Since the 1989 Convention on the Rights of the Child, children have had economic, social, political, and cultural rights regardless of race, religion, and abilities. Also, as mentioned in the convention, children can express their feelings freely and participate in various cultural, recreational, and leisure activities (United Nations Children's Fund [UNICEF], 1989). Therefore, the family and society must fulfil these rights (Carr, 2018).

Systems or societies that answer, promote, and ensure awareness of these rights, listen to children and consider them in the decision-making process are child-friendly (Taner, 2018). So, these issues shape the essential means of child-friendliness, like child-friendly cities and tourism. It means a lot to children's physical and psychological development, and it is the primary right of children. It allows children to participate in tourism activities following their physical and mental development (Ahipaşaoğlu, 2018).

2.2. Conceptualization of child-friendly trips

While this research focuses on child-friendly trips according to tour guide perspectives, the literature on child-friendly trips remains so sparse that it has been necessary to consult sources that focus on school trips, heritage, and educational tourism. Child-friendly trips have been investigated as a part of school trips

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(Behrendt & Franklin, 2014), school excursions (Dale & Ritchie, 2020), field trips (Wakeford & Orams, 2019), school tourism/school-based educational trips (Carr, 2011), and educational tourism (Ritchie et al., 2003). Scholars define school trips as group tours whose members are primarily children between 5 and 18 years old and whose teachers and adults accompany the trip (Larsen & Jenssen, 2004; Ritchie et al., 2003). According to Ritchie et al. (2003), these types of trips have different aims: "tourism first" and education first." Tourism's first aim is tourism motivation, like visiting an ancient cultural city. Education's first aim is learning, such as school excursions, and this is the most researched area of school trips that focuses on the perspective of teachers and educational experts. Moreover, Ritchie et al. (2003) divide this type of trip into two parts: domestic (day and overnight) and international (day and overnight).

Studies show that school trips are handled for educational purposes and focus mainly on the difference between informal and class-based learning settings (Mortensen & Smart, 2007; Bamberger & Tal, 2007; Lucas, 2000). They discuss that learning in school trips improves children's creativity by presenting a set of more funny, holistic, and consistent activities (Seraphin & Gowreesunkar, 2020; Carr, 2011). In addition, Rennie (2014) states that students are motivated in informal, individualized, and noncoercive settings. Thus, school trips provide children with learning settings to enjoy and connect the trip with previous experiences (Burns, 2018). Children interact voluntarily and receive encouragement from adults because this behaviour motivates them (Rennie, 2014).

The most important part of school trips and informal learning is playing. Playing with children may contribute to their social, emotional, physical, and cognitive development in a holistic and mutually supportive manner (Wallerstedt & Pramling, 2012; Pramling-Samuelsson & Johansson, 2006; Barnett, 1990). Play is a powerful tool for children to learn new things and form relationships with nature and other human beings (Wood, 2010). Another essential tool for a child-friendly product, as Poris (2006) argues, is fun. Small (2008) explores memories of childhood holidays and finds that the most positive memories involved shared fun, physical activities, and sensory experiences where children were absorbed, especially in the company of other children. Besides, Lai (1999) reports that children volunteer for trips not because of educational sites but because of the will to escape from the classroom structure and have fun with friends. Also, Larsen and Jenssen (2004) state that the social aspect of being with others is more important than any other dimension of this type of trip.

Lavie-Alon and Tal (2015) mentioned that a tour guide positively impacts children's engagement with trips and learning settings. Also, Kerr et al. (2023) defined tour guides as a dynamic part of child-friendly trips. In a guided trip, children are supported by a professional with more experience and expertise in cultural sites (Dockett, 2023). Children encounter someone else who can create other areas for learning in psychical, personal, and sociocultural contexts (Burns & Keller, 2023). Guided school trips are more collaborative for children. Children are active and explore a task or situation. Also, guides help them understand the things they could not resolve independently (Dockett, 2023). Some studies have shown that children's heritage experiences are affected by guide performance. There is a strong relationship between the memorable visit and guide interaction with children (Roche & Quinn, 2017).

At this point, it is crucial how the tour guide provides a child-friendly trip setting. Undoubtedly, the most effective way of delivering this setting is through interpretation. Tilden (1977) identifies interpretation as an educational activity that aims to reveal meanings and relationships through original objects, first-hand experience, and illustrative media rather than to communicate information. Moreover, Tilden (1977) argues that interpretation is a holistic process with an artistic feature where the relationship is established with the personality and experience of the visitor. Weiler and Kim (2011) define interpretation as providing visitors with a way to connect the natural and heritage places they visit. The most crucial part is a sense of connection to the environment (Weiler & Black, 2014). Interpretation, especially heritage interpretation for children,

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should differ from that of adults; rather, it should be a separate program. Even though interpretation for children requires a unique talent, this is not an obstacle for guides. It is essential to give a sense of companionship (Tilden, 1977) and consider individual differences (Moscardo, 2007). Sutcliffe & Kim (2014) argue that the interpretation technique does not show the most variation in children's engagement at the museum but rather the nature of the circumstances it uses. So, interpretation, especially in dark stories, can help children learn from the past and look at the future more hopefully (Ballantyne et al., 2023). Tour guide is the mediator of past and future encounters. Interpretation is the most essential part of the communicative role of the tourist guide (Manwa, 2018).

As an interpreter, tour guides may use the following methods for children when they guide child-friendly trips:

Table 1
Interpretation in child-friendly trips

Author	Interpratation methos
Nabors et al., 2009	Sensory activities
Stavrova & Urhahne, 2010	Group work.
	Active student participation
	Asking questions
Harris, 2012	Interactive activities: dressing-up clothes like in the past, moving toys
Sutcliffe & Kim, 2014	Role-play
Roche & Quinn, 2017	Tone
	Approach
	Humour
	Drama
	Visual props
	Presenting a study from one historical character's point of view
	Multimedia
Wichienthawee, 2018	Asking questions
	Explanation of history, architecture, arts and sculptures, the meaning of the buildings, construction, and restoration
	Using activities, timeline history, maps, brochures, and guidebooks
	Collaboration among stakeholders
King et al., 2020	Storytelling
Ballantyne et al., 2023	Personal stories
	Giving examples
	Bridge the gap between past events and future actions.

The collaboration between the tour guide, teacher, and parents also affects the child-friendly trip environment. This collaboration enhances the value of the trip for children (Munday, 2008; Millan, 1995). Teachers mainly affect school trips through communication and the activities they arrange for children (Ritchie et al., 2003). Therefore, companion interaction is an essential part of a child-friendly trip. However, sometimes teachers avoid giving guidance as they are already bored listening and doing the same things (Wichienthawee, 2018). Wichienthawee (2018) mentioned that the gap between the teachers and the guides should be negotiable regarding communication and working together. For example, they should work to prepare information according to children's age, and this can be helpful for interpretation. As Behrendt and Franklin (2014) state, the teacher should remain involved, participating in the activities and guiding students when necessary. Also, a companion should take care of safety issues and accept unexpected situations with sympathy.

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3. Method

The primary purpose of this research is to determine the interpretation of child-friendly trips. Also, it aims to identify the features of child-friendly tour guides and the difficulties of child-friendly trips. Thus, this paper tries to answer the question: How are child-friendly trips made from the perspective of tourist guides? A qualitative research design was used since the research had an exploratory feature. Qualitative research elaborates on child-friendly tourism research and ensures the development of scientific knowledge in child-friendly trips (Patton, 2014). Purposeful sampling was used to gather data from tourist guides. The sampling criterion was guiding at least a domestic day trip with only children, such as school trips.

The data was collected through the Microsoft Skype video-calling technique due to COVID-19 conditions. As Creswell (2013) mentioned, this video-calling technique is one of the ways to conduct interviews on the Internet. The questionnaire form was developed from the literature (Ballantyne et al., 2023; Wichienthawee, 2018; Roche & Quinn, 2017; Sutcliffe & Kim, 2014; Stavrova & Urhahne, 2010). A semi-structured questionnaire form was used to ensure that each participant understood the questions from the same perspective, as it was not done face-to-face. The acceptor guides received an interview consent form developed to manage the interview procedures. The interviews were in Turkish, as most participants preferred speaking their mother tongue. Data was gathered between April 1 and May 10, 2021. Interviews were conducted with 22 tour guides. The data collection process ended when the similarity rate between answers increased, and the saturation point was reached (Lincoln & Guba, 1985). The personal information of participants is kept confidential.

For this reason, according to the order of answering questions, the author preferred to use a code name for participants from 1 to 22, as in the example "Guide 1". The data was analyzed using qualitative content analysis. After organizing the raw data, the author read all the data three times and took notes. Then, the author read the data according to the answers given to each question, one after the other, and took notes. The data was collected by hand (Creswell, 2013). The author wrote codes representing a category in the margins (Rallis & Rossman, 2012). Themes were arranged, and a category–code list was formed; she also asked another researcher to do this analysis. The theme and code tables were created after comparing two lists (Merriam, 2009).

Four basic steps were used to check the accuracy of the findings (validity) and ensure that the author's approach is consistent (reliability). First, credibility indicates the formation of questions- The questions were developed by previous related research (Ballantyne et al., 2023; Wichienthawee, 2018; Roche & Quinn, 2017; Sutcliffe & Kim, 2014; Stavrova & Urhahne, 2010). Transferability consists of the information of the participants and the data collection period, as shown in Table 2. Dependability contains results like those of other studies about school trips from heritage and education aspects. The questionnaire was formulated using school trips as an educational site, and the results were similar in some respects. Confirmability is getting similar themes, categories, and sub-categories from different researchers. In this study, the coding process was done by another researcher except for the author until it reached 90% compliance.

3.1. Respondents' profile

Twenty-two professional tourist guides who guided the children at least once participated in the study. As seen in Table 2, fourteen tourist guides are women, and eight tourist guides are men. The age of tourist guides ranges from 25 to 70. Participants' working year also changes according to their age. The most experienced guide, aged 70, has worked for 48 years.

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Table 2
Demographic information of interviewees

Nickname	Gender	Age	Professional experience year
Guide 1	Woman	50	20
Guide 2	Woman	41	12
Guide 3	Man	57	26
Guide 4	Woman	44	23
Guide 5	Woman	65	33
Guide 6	Woman	42	19
Guide 7	Woman	56	33
Guide 8	Woman	60	30
Guide 9	Man	69	32
Guide 10	Woman	49	29
Guide 11	Man	70	48
Guide 12	Man	45	13
Guide 13	Woman	36	13
Guide 14	Man	34	12
Guide 15	Man	36	12
Guide 16	Woman	34	11
Guide 17	Woman	49	29
Guide 18	Man	25	3
Guide 19	Man	54	15
Guide 20	Woman	47	10
Guide 21	Woman	35	10
Guide 22	Woman	49	20

4. Findings

The results of the study were grouped under three themes: child-friendly trip interpretation, child-friendly guide features, and child-friendly trip difficulties. Each theme category and sub-category are shown in the table. Citations of participants were added to the results to increase the reliability of the data. The first theme is about a child-friendly trip setting. Tourist guides mainly focus on the setting of the trip in terms of interpretation.

Table 3
Child-friendly interpretation

Theme	Category	Sub-category	
Child-friendly interpretation	Wording	Story Tale Mythology Description Anecdote Visual aids	Drama Give a current example. Make connections between the past and present (differences and similarities).
	Caregiver speech	Plain language Simple and understandable sentences	Speak clearly
	Tone of voice	Use a compassionate voice. Use a theatrical voice.	Differentiate and change the voice tone according to content.
	Body language	Use gestures and facial expressions. Make eye contact. Smile.	Lower themselves to children's level. Animate
	Child features	Age Sex Class level	Socio-economic environment. Sociocultural environment. Knowledge level.
	Compactness	Ask question. Joke Perform Animate Humou. Play game. Give responsibility or a task to the child.	Ask riddle. Have a conversation about famous people on the web or cartoon characters. Award children: stickers, drawing pads, colourful pencils, chocolate, ice cream, popular songs.

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Interpretation is divided into six categories. The first category was about wording. Several guides mentioned that when they tell something to children, they use stories, tales, mythology, descriptions, anecdotes, visual aids, and drama. They give examples of current issues and connect the past and present about different and similar things. One of the tourist guides stated this issue as follows:

> *"I try to interpret my narratives like stories and tales. Also, try to use descriptions that are interesting for them."* (Guide 16)

The respondents used caregiver speech to make it more understandable. For example, they speak simply, understandably, and in plain language. Also, the tone of voice is used to be more understandable. They change and differentiate their tone of voice according to the content they tell children. Compassionate and theatrical voices are also an essential part of this change. Tourist guides use different body language when they are on tour with children. They lower themselves to children's level and make eye contact. In addition to this, they smile, use gesture-facial expressions, and are animated. Besides other studies, these are considered essential parts of interpretation in this research. They mainly mentioned that body language should focus on respecting the child. According to them, this is possible only by behaving like adults, as if they are adults, like addressing them by their name, giving voice to them, and listening to them carefully. An example of tone is as in the below:

> *"I avoid direct instruction and use theatrical voice and gesture –facial expression…"* (Guide 19)

A notable outcome of this research is the effects of child features on interpretation. Guides are interpreted according to children's age, sex, class-knowledge level, and socio-economic and sociocultural environment. Guides also use compactness to make their interpretation more effective. For example, they ask children questions, joke with them, perform and animate, ask riddles, and play games. An example of this issue is the following:

> *"If the trip is long, I prepare popular songs for children to listen and play on the bus. Also, I ask riddles and give them a microphone to ask riddles too."* (Guide 21)

Unlike other studies, one of the essential results of this research is the award used by guides. Tour guides generally support the award to attract the child for interpretation. They mostly use stickers, drawing pads, colourful pencils, chocolate, ice cream, and popular songs. Sometimes, these materials can be used if they listen to a guide during interpretation. Guides also award children if they make something that guides need. Also, unlike other studies, they give the responsibility or task to the child to again attract the child's interest, like carrying guides' tour files, maps, brochures, or guidebooks:

> *"…to attract children's attention, I make one of them my assistant. I give a task to some of them."* (Guide 5)

> *"I prepare small awards for children like chocolate, ice cream, etc."* (Guide 12)

The other theme of this study is child-friendly guide qualities, as seen below (Table 4).

Table 4
Child-friendly guides' features

Theme	Category	Sub-category	
Child-friendly guides' features	Vocational features	Experienced	Motherlike.
		Respect for children.	Able to attract a child's attention.
		Playful	
		Knowledge about child psychology and pedagogy	Able to make specific preparations for the children.

Tourist guiding has some authentic qualities, as do other jobs. The general features of guides found in this study are like those found in other studies, like being leaders, tolerant, patient, affectionate, moderate, dynamic,

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witty, empathic, sympathetic, and practical communicators. However, what is essential for this study is to discover the secrets of a guide to working with children. Several guides mentioned that if a guide works with children, they must have some special vocational features like being playful, acting like a mother, having the talent to attract children's attention, having knowledge about children's psychology and pedagogy, being experienced with child-friendly trips, and being respectful to children. Some statements about vocational features are seen below:

> *"I think a tourist guide should act like a mother. For example, on one of my tours, a child was sick and threw up. I changed her clothes."* (Guide 4)

> *"A tourist guide should be empathic and sympathetic. Also, it is essential to know child psychology."* (Guide 9)

Tour guides have some challenges when they guide children. These are divided into three categories.

Table 5
Child-friendly trip's difficulties

Theme	Category	Sub-category	
Child-friendly trip's difficulties	Caused by companion	Parents interference. Teachers' interference.	Impatient parents Uninterested teachers
	Caused by child	Need for toilet. Play on the phone.	Talk to each other
	Caused by tour guide	Gain control. Communicate with teenagers. Gather attention.	Attract attention. Interpretation of history or historical places

The companion causes the first category. Sometimes, parents and teachers interfere in guiding children when they interpret something. As in the example below, parents try to get guides' interests from children to them:

> *"Sometimes families participate in child tours as companions. When I tell something according to children's level, they ask questions about issues they wonder about. They pay the tour fee and try to get the maximum benefit from the tour. However, as it is a child-friendly tour, I do not get my attention from children to adults. So, it is difficult to balance with them."* (Guide 2)

According to several participants, sometimes teachers behave **uninterestedly**, so guides slog on to manage the tour. Also, tourist guides find some parents impatient. When they try to interpret something for children, parents take photos of them so they can not interpret it. Difficulties caused by children also stop guides from making tours. For example, they may need a toilet, play on the phone, or talk with each other. Also, tour guides have some difficulties that they cause. They slog on gaining control of the group, communicating with the teenager, gathering children's attention, and interpreting history or historical places.

5. Conclusions and discussion

This research evaluates tourist guides on child-friendly trips who at least once guide domestic and daily trips with children only. Indeed, collecting data from children about child-friendly tourism, especially for studies that mainly focus on children's experiences, should be a preferred method (Poria & Timothy, 2014). However, this research includes evaluating tourist guides about how child-friendly trips are done. So, the study does not aim to get information about children's experiences from tourist guides. Besides, a tourist guide is the most critical person who manages and affects the tour. Also, they are the prominent people tourists communicate with and interact with during the trip. It is essential to get information about child-friendly trip content from guides.

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The findings of this study establish that child-friendly trip content can be investigated under three themes: the most important setting of the child-friendly trip, which is an interpretation of the trip, child-friendly tourist guides' features, and difficulties that tourist guides experience on trips. As mentioned, interpretation is the most critical setting for child-friendly trips. Interpretation is a crucial role of a tourist guide, which helps the guide successfully manage a trip. Tour guides use stories, tales, mythology, descriptions, anecdotes, visual aids, and drama. They give examples of current issues and connect the past and present about different and similar things. Several studies similarly highlighted the interpretation of children as drama and visual props (Roche & Quinn, 2017), storytelling (King et al., 2020), giving examples, and bridging the gap between past events and future actions (Ballantyne et al., 2023). This finding of the study differentiates itself from other studies on three methods used in interpretation: caregiver speech, body language, and child features' (Ballantyne et al., 2023; King et al., 2020; Wichienthawee, 2018; Roche & Quinn, 2017; Sutcliffe & Kim, 2014; Harris, 2012; Stavrova & Urhahne, 2010; Nabors et al., 2009). This study confirms Roche and Quinn's (2017) research on tone of voice. Tourist guides know it is necessary to establish effective communication with children for practical interpretation as mediators (Manwa, 2018). Therefore, they attract children's attention by playing games, asking riddles, and having conversations about what children like.

As Roche and Quinn (2017) mentioned, a tour guide needs to be a more effective performer on child-friendly trips than on adult tours. The research findings about compactness correspond with those of earlier studies, which mentioned humour (Roche & Quinn, 2017) and asking questions (Wichienthawee, 2018; Stavrova & Urhahne, 2010). Also, as Small (2008) mentioned, tourist guides try to create a trip memory full of fun and play. Moreover, they try to talk about famous people on the internet or cartoon characters, as mentioned by Roche & Quinn (2017). Therefore, they provide children with a learning setting to enjoy and connect the trip with previous experiences (Burns, 2018).

The play of guides can contribute to children's social, emotional, and physical development and their cognitive development in a holistic and mutually supportive manner (Wallerstedt & Pramling, 2012; Pramling-Samuelsson & Johansson, 2006; Barnett, 1990). The most crucial thing that guides the state is giving children responsibility or tasks. This can increase the motivation of children to go on a trip. Guides state the role of love and respect for effective communication. For example, they try to approach children's needs compassionately and sensitively, as mentioned in attachment theory (Bowlby, 1977). However, they use the carrot-and-stick approach as a communication method. Whether it is essential for effective communication is a problematic issue. Recent studies have shown that instead of carrot and stick, an adult should build a relationship for effective communication (Roache & Lewis, 2011). Also, before using ice cream, chocolate, and other materials, tourist guides should ask for permission from a companion. Maybe the parents feel uncomfortable with guides when they offer these materials to their kids. Besides, they know some essential methods to show their respect to children, like giving a voice, listening to them carefully, and behaving like an adult. Also, they use their body language according to children's body features. Rennie (2014) states that they try to motivate children in an informal and individualized setting. From the interpretation findings, it is seen that tourist guides consider children's mental and physical development during the trip. In other words, they arrange activities in line with children's development skills, like a child-friendly approach.

Tourist guides state some features of child-friendly guides. According to them, a child-friendly tourist guide must know about child psychology and pedagogy. Because sometimes they slog on to manage the tour to gain attention, communication, and attraction. If they know how to behave when slogging, they can manage trips more successfully. Nevertheless, this does not always refer to tourist guides; parents and teachers should also connect with tourist guides to benefit children. Several other studies have mentioned that guide, teacher, and parent collaboration affect the tour quality and the child's involvement in the trip (Wichienthawee, 2018; Behrendt & Franklin, 2014; Munday, 2008; Ritchie, 2003; Millan, 1995). Therefore, the teacher or parent,

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sometimes both, should inform the guide about the child's profile. Also, they should try to remember that it is for children, so the main priority of the tour is children.

To sum up, it can be stated that according to tour guides, a child-friendly trip should have some features. Firstly, tour guides should know the psychosocial stages of the development of children. Then, they should use drama, visual aids, riddles, jokes, and humour, which should be done according to the children's features, and they should change their tone of voice according to the content they tell. Another critical point is that tour guides should make eye contact and lower themselves to children's levels. Lastly, parents, teachers, and tour guides should cooperate.

Although this has been an exploratory study, the lack of previous research on child-friendly trips means that the findings here extend the current child-friendly tourism literature by demonstrating the content of the child-friendly trip. Besides contributing to the current knowledge, this study has shown that child-friendly tourist guides should build relationships with children and companions. They should know child psychology and parents and teachers should help tourist guides during the trips. The most important limitation of the research is that interviews were done only with tourist guides. Future research should focus on children's views for more detailed information because research will be limited without children's voices. Also, parents and teachers who accompany the tour should be interviewed to get information about child-friendly trip content. Further studies should research different types of interpretation depending on the age of children.

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