



Journaling Inserts for Museum School

This is a collection of materials that you, your parents, and your students might find useful to have pasted inside of journals. Some are useful for all groups, at all times, and others are specific to circumstances. Please let us know if there are resources you feel would be helpful to add to this collection.

Museums RULE!

What you need to know about museums...

- **Why We Ask You Not To Touch: Works of art and artifacts are fragile.**
The slightest touch can harm them. When we touch something we leave behind fingerprints. Fingerprints contain oils and acids which eat away at surfaces. The touch of one fingerprint may not seem like much, but it can cause a lot of damage.
- **Backpacks and large bags can cause damage to objects and art in museums.**
They are also a security risk. All major museums in the world will ask you to check your packs and bags in the coatroom. When you arrive at Museum School please take the ELEVATOR directly to the classroom. Same goes when you leave at the end of the day.
- **WALK when you're in a museum! Slowly & Carefully.**
Walking helps you protect the art and artifacts in the museum. It also gives you plenty of time to look carefully and see interesting things. Walking helps us make sure the museum is a safe space for all people, even those who have different abilities. A museum is a relaxing place to be.
- **Quiet, indoor voices are best of all.**
In a museum there are lots of things to think about. Keeping a quiet voice helps you and others have lots of room inside your head to think about the art and the artifacts you are seeing. You can help set an example for the other students and guests by showing them how to be quiet in a museum.
- **Respect other classes and visitors in the museum.**
Some visitors might not know how best to be in a museum. Some may be just learning, or some may have different abilities that prevent them from moving slowly and quietly. Help others know what to do by modeling for them. Show them how to be your best self in a museum. Don't worry if they don't get it right away, the security guards will help them.
- **Food & Drinks are allowed in the classroom only, please leave your gum at home.**
It's very important that we keep any "attractants" away from the art and artifacts. That means, we want to keep anything that is tempting for bugs and pests far away. We also want to leave food, drinks, and gum, outside of the galleries incase we make a mistake and spill or accidentally let things get in contact with the art or artifacts.
- **Pencils are the best and only writing tools used on the exhibit floors.**
Pens and markers can be used in the classroom, in fact, we have all kinds of great art supplies that you can use away from the art! It's important that we don't make any marks on art or artifacts, either

on purpose of accidentally. We do this to show respect for the person who made the art or artifact, and to show respect for the other people who want to see what the artist made.

What do I do?

A welcome guide for volunteers in museum school...

We know how much value you bring to the program as a parent and/or volunteer. The opportunity for students to learn alongside and experience modeling and mentoring through the time you spend together doing this work is so important to learning. Thank you for your contribution!

- Once you know the “Big Idea” or inquiry that your class is working with you can begin to think about connections with your student and lead conversations about it at home or at school.
- While volunteering, support students in being safe and meeting their needs fulfilling volunteer requirements at the school ensures you are well equipped to work with all students.
- Remember your own needs as you may be inside or outside. You need comfortable shoes, the right clothes (seasonal layers), a hearty lunch and full water bottle. Phones and cameras are occasionally useful in a learning context; check with your teacher to see how other tools might be used this week.
- If you have a journal that you use, bring it! If not, one will be provided for you. Please be prepared to write, sketch, and explore with your journal alongside students.
- Lead small groups with questions that promote inquiry (i.e.) what do you think, wonder about, is that the same as, remember that expert who mentioned...
- Listen for the connections to the “Big Idea” or inquiry question and help students to discover on their own.
- Notice student work and ideas with comments that encourage further exploration (i.e.) I see that you, I notice, I wonder, I had not thought of that, what made you consider that, you have made me think f, I see how you added...
- Support students asking questions of our experts and ask your own questions that connect with the learning. Model great thank yous, patience, and thoughtful looking
- Enjoy the time with your child and the class. Museum School connects the curriculum with the community and provides rich and valuable learning that can be drawn upon throughout the school year and beyond.
- After your time volunteering you will be sent an evaluation, thank you for completing this and submitting it (your teacher will provide instructions) these help guide our programming and planning.

Thinking routine reminders

Some quick thinking routines that you may want your students or volunteers to remember...

See / Think / Wonder

Look at the artwork or object for a moment.

What do you see?

What do you think about what you see?

What do you wonder about?

Looking: Ten Times Two

1. Look at the image quietly for at least 30 seconds. Let your eyes wander.
2. List 10 words or phrases about any aspect of the picture.
3. Repeat steps 1 & 2: Look at the image again and try to add 10 more words or phrases to your list.

The Elaboration Game

As a group, observe and describe several different sections of an artwork

1. One person identifies a specific section of the artwork and describes what he or she sees. Another person elaborates on the first person's observations by adding more detail about the section. A third person elaborates further by adding yet more detail, and a fourth person yet adds more. Observers: only describe what you see, hold off giving ideas about the art until the last step of this routine.
2. After four people have described a section in detail, another person identified a new section of the artwork and the process starts over

Creative Questions

1. Brainstorm a list of at least 12 questions about the artwork or topic. Use these question-starts to help you think of interesting questions:
Why...?
What are the reasons...?
What if...?
What is the purpose of...?
How would it be different if... ?
Suppose that...?
What if we knew...?
What would change if...?
2. Review your brainstormed list and star the questions that seem most interesting. Then, select one of the starred questions and discuss it for a few moments. (If you have the time, you can discuss more than one question.)
3. Reflect: What new ideas do you have about the artwork or topic that you didn't have before?

Detailed Sketch

Look at the art or artifact for at least a minute. Let your eyes explore everything. Look for colors, shapes, lines, textures, and anything that makes you curious.

Make a sketch of the art or artifact. You might try to draw the whole thing, or you might pick one area to focus on. Keep looking at the art or artifact, then back to your paper. You'll need to work with your eyes and your hand to make the sketch.

Add details, make sure you capture all the things that you see, and try to find ways to include colors, textures, and depth.

Make lots of labels. If there is something you find challenging to draw, make a label for it. You can also use labels to explore ideas you're having like what materials it is made of, or what it means or does. Show the difference between your observations and your ideas with a question mark or other symbol.

What else goes in a journal?

Anything else that might help your student...

Your Big Idea! Make your journals a reflection of exploration around your big idea. Help students understand what your big idea entails by doing different types of work with it. Try artistic, scientific, reading, and writing exploration to help your students fully embrace your "Big Idea"

Quotes: you might pick quotes that speak to important aspects of your "Big Idea" or from books you've read with your class. You could choose inspirational quotes, or challenging quotes. Quotes can be engagement prompts, or they can be reminders.

Information you want them to remember when they are exploring. You might want to include small reminders to students about thinking routines, expected behaviors, concepts you want them to be working with, or safety issues. You might choose to put these things all together, or have specific sections of their journals used for specific things.

Photos or printed images. Some teachers provide photos of things that students have been working with to be pasted into journals. These might be photos taken by the student, or of the students work, or they could be images available online.