



## Appendix B

# Pull-Out Pages

### Appendix B Contains:

- Easy Steps to Engaged Learning
- Five Key Principles of Successful Museum School Programs
- Periodic Table of Play
- Interpreter as Museum Educator

There are several pages throughout the document marked as pull-outs. These pages are provided in large format in this appendix so that they can be posed in staff areas where they will act as a reminder during program development and/or presentation.





TOOLBOX  
FOR  
MUSEUM  
SCHOOL  
PROGRAMS

# Easy Steps to Engaged Learning

## 1. Ensure Physical Needs are Met.

Point out washroom locations, provide appropriate seating and a comfortable environment. Allow time to eat snacks.

## 2. Be Welcoming.

Welcome the group and introduce museum staff and volunteers who will be facilitating the program. Establish expectations. Have and know emergency plans.

## 3. Use Participatory Learning.

Allow students to choose to participate in a way they are comfortable with. This can include posing and answering questions verbally, by writing, drawing, nodding, acting, etc.

## 4. Be Prepared to Facilitate.

Set-up before the group arrives. Know your subject material. Allow time for activity, discovery, questions, discussion, and reflection. Do not just talk at your audience.

## 5. Empower Students to take Ownership of their Learning.

Let students have choices, be creative, think critically and not focus on getting the “right” answer. Relate material to students’ lives.





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# Five Key Principles of Successful Museum School Programs



## Programs Address Specific Curriculum Outcomes.

Put curriculum first. Subject matter and activities are chosen based on the curriculum.



## Activities are Object-Based.

Objects are unique to a museum setting. Programs are different than classroom experiences through interaction with objects.



## “Good Questions” are Asked.

Interpreters ask questions that allow students to discover answers for themselves and think critically about what they learn.



## Learning is Student-Centered.

Museums provide students with the tools, context, and activities, but allow the students to take ownership of their learning.















## Museums and Program Partners Work Together.

Museums build relationships with teachers and community groups in order to meet specific needs.



# The Periodic Table of Play™

Play is the greatest natural resource in a creative economy. Without play, there is no creativity. Without creativity, there is no innovation. Our future lies in promoting play as our power. [++] Like the traditional Periodic Table of Elements, this list is not fixed. As humans push toward the future, there will always be new elements to add. I encourage you to add your own.

|   |                   |   |   |   |   |   |   |   |   |   |   |
|---|-------------------|---|---|---|---|---|---|---|---|---|---|
|    | (APPLIED) IMAGINE | HACK  | THINK WITH SENSES   | IMPROV  | INFLUENCE   | PERSEVERANCE  | TRANSFORM   | MEANINGFUL FAILURE  | DIMENSIONAL THINKING  | SYNTHESIS   | DESIGN + INVENT   |
|    | VISUALIZE         | REMIX   | THINK WITH BODY   | STORYTELLING + NARRATIVE  | COLLABORATE   | COURAGE + CONFIDENCE  | AMBIGUITY   | TAKE RISKS + EXPERIMENT   | LONG TERM THINKING  | SIMPLIFYING COMPLEXITY  | MAKE + MODEL  |
|    | OBSERVE           | DECONSTRUCT   | THINK WITH HANDS  | ROLE PLAY   | EMPATHY + COMPASSION  | RULE MAKING   | ILLUSION  | SEARCH + DISCOVER   | SYSTEMATIC THINKING   | PATTERN FINDING + FORMING   | IDEATION + BRAINSTORM   |
|    | SEE OURSELVES SEE | BUILD   | MOVE  | ACT   | SENSE, EXTERNAL   | INTRINSIC MOTIVATION  | FLEXIBLE + ADAPTIVE THINKING  | PROBLEM FINDING + FORMING   | ABSTRACTION   | EVALUATE + DECISION MAKING  | CREATE  |
|    | SEE               | MANIPULATE  |   |   |   | SENSE, INTERNAL   | CHANGE TOLERANCE  | CURIOSITY + QUESTION CREATION   | ANALOGY   | CRITIQUE + CRITICAL REFLECTION  |   |
|  |                   |  |  |  |  |  |  |  |  |  |  |







## Museum Interpreter as Host, Teacher, and Knowledge Sharer

Uses appropriate vocabulary.  
Doesn't yell but rather projects voice.

Asks "good questions."

Includes appropriate humour.

Gives an orientation to the museum, program, and activities.

Facilitates dialogue by asking students for opinions, reactions, and interpretations.

Provides clear directions and instructions.

Works as a partner with teachers & stakeholders.

Is well prepared: knows the focus of the program and the sequence of activities.

Demonstrates enthusiasm and excitement via verbal and body behaviour.

Is flexible and able to modify their program to be inclusive of students of all abilities and needs.

Builds bridges between objects and information.

Understands how the program supports the IMP and curriculum.

Maintains good eye contact with students.

Provides review and closure at the end of a program which emphasizes the program theme.

Offers a warm greeting and a welcoming learning environment.

Has tricks up their sleeve for positive group management.

Good time management: starts and ends on time, adapting as necessary.

Creates a student-centered supportive learning environment that encourages questioning.

Relates to the student experience when possible.

In an accident or health emergency:

- Notifies and assists teachers. Remembers the teacher is ultimately responsible for the student's safety.
- Follows incident reporting procedures for their site.
- Knows and follows fire and emergency procedures.



