

FUN AT THE MUSEUM

The activities included in this resource are designed to develop general observational skills and encourage students to have fun on a museum visit. They are not directly linked to the curriculum, but can be used as prompts for post-excursion discussion and class activities.

BEFORE YOUR VISIT

Discuss:

- How can we try to make sure that a visit to the museum is fun and safe for:
 - Students: *eg. try to find at least 1/3/5 interesting things, even if museums aren't 'your' sort of thing, let others get close to the exhibits so they can have a look, follow instructions, don't get into arguments etc.*
 - Teachers/adult helpers: *eg. follow instructions, share interesting things you notice with them, stay with them so they know where you are, etc.*
 - Museum staff: *eg. be respectful, follow any instructions about touching/not touching objects etc.*
 - Other visitors: *eg. don't block passage ways, keep volume at a reasonable level etc.*

DURING YOUR VISIT

Have a go at any activities that might be available on the day.

Don't be afraid to ask questions and engage with any volunteers or staff at the museum.

Complete one of the attached activities.

AFTER YOUR VISIT

Write a TripAdvisor style review about your visit.

CAN YOU FIND...

Something made of metal	Something you were allowed to touch	Something useful
Something beautiful	Something that made you go 'Wow'	Something that might have been expensive
Something interesting written on a panel	Something that was used for fun	Something fragile

CHOOSE 3

Select and complete 3 activities of your choice from the list below:

- Strike a pose!** Can you mimic exactly the expression and pose of a person in one of the photos you see? Get a friend to take a photo of you next to the picture and compare.
- Describing words.** List five adjectives which describe an object on display.
- Ooh, I didn't see that!** Choose a photograph or an object. What's the very first thing you notice? What other details do you notice as you look at it for longer?
- It's a bit like...**An analogy compares two things that are quite different to each other, but which have some things in common. It is like a simile in poetry, eg. *His eyes are like deep pools - you can stare into them forever, but never quite see the bottom.* Create an analogy for something you see in the exhibition.
- Question the owner.** Choose an object on display. If you could talk to the person who owned or used this object, what questions would you ask him or her?
- Question the object.** If you could ask one of the objects a question, what would you ask it?
- Question the subject.** If you could ask a question of one of the people you see in the photographs on display, what would you ask him or her?
- Speech bubbles.** Pick one of the photos on display that contains people. What do you think the subject of the photograph might have said just before or just after the photo was taken?
- Fact vs opinion.** With a partner, take turns coming up with objective statements (facts) and subjective statements (opinions) about an object or a photo in you see.
- I spy.** Play a game of I-spy using a variety of categories, eg. things starting with letters of the alphabet, things that are made of certain materials, things that do certain jobs, etc.

MYSTERY OBJECTS

Can you find and identify these nine mystery objects at the Newcastle Gaol Museum?



MYSTERY OBJECTS ANSWERS

Coffee grinder



Butter churn



Noongar grinding stone



Ink pot



Hat pin



Toasting rack



Camel nose peg



Smoking cap



Whistle

