

Group gallery
presentations

Final debrief
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Challenges for Family, Friends, and Communities

- Be cautious of assumptions and triggers in questions. We should not assume children have a safe and secure home and family life.
- Focus on the aspect of human relationships in this theme rather than asking for definitions of family, size or makeup of families, or how your family makes you feel.

Questions:

Why are friends important in our lives?

What kind of communities are you part of?



Welcoming the kids...

- Open and energetic body language
- Good eye contact with the group
- Appropriate voice level in the galleries
- Using quick opinion questions to connect to a sense of wonder or curiosity



Welcoming the kids...

Example: Change “Where have you traveled?” to “where do you want to travel one day?”

Opportunities for improvement:

- Vocabulary level; keep it simple.
- Be cautious of assumptions about family life and economic status.
- Avoid associative questions that ask a child to describe their home and family life.
- Focus on commonalities between things, rather than differences.



Inquiry techniques to drive engagement

- Paraphrasing responses
- Asking follow-up questions
- Taking multiple answers
- Using open-ended questions
- Questions that incorporate other senses, e.g., hearing or touch
- Trying out pair share.



Inquiry techniques to drive engagement

Opportunities for improvement:

- Ask yourself, “could I answer this question?”
- Vocabulary level should be appropriate for the audience to communicate your ideas and energize inquiry responses.
- Ask just one question at a time; stick to 3 to 5 questions, at most.
- Avoid pair share when travelling between objects.



Presentation,
organization
and approaches

- Walking around the object so all can see it in its entirety.
- Transitions were short and simple.



Presentation, organization and approaches



Opportunities for improvement:

- Wait for entire group to be at the object before asking any questions.
- Avoid giving too much information on the object at the start. Ask a question that encourages interaction with the artwork.
- Model good museum behavior and keep one foot away from object (including pointing).
- Display props so all are able to see.

Content

- Key ideas were communicated clearly.
- Information conveyed was accurate.
- Summarized complex context.



Content

Opportunities for improvement:

- Identify when a work does belong to a specific religion or culture (e.g., Muslim or Hindu)
- Avoid assumptions about group's knowledge from classroom.
- Speculate only on objects for which we do not know the use. If the use or context is known, share that information and develop inquiry based on that knowledge.



Questions or comments on the assignment?