

Minneapolis Institute of Art

# Brown Bag



# Mia

# Agenda

- Spring school tours update
- Tour resources
- Tips for behavior management

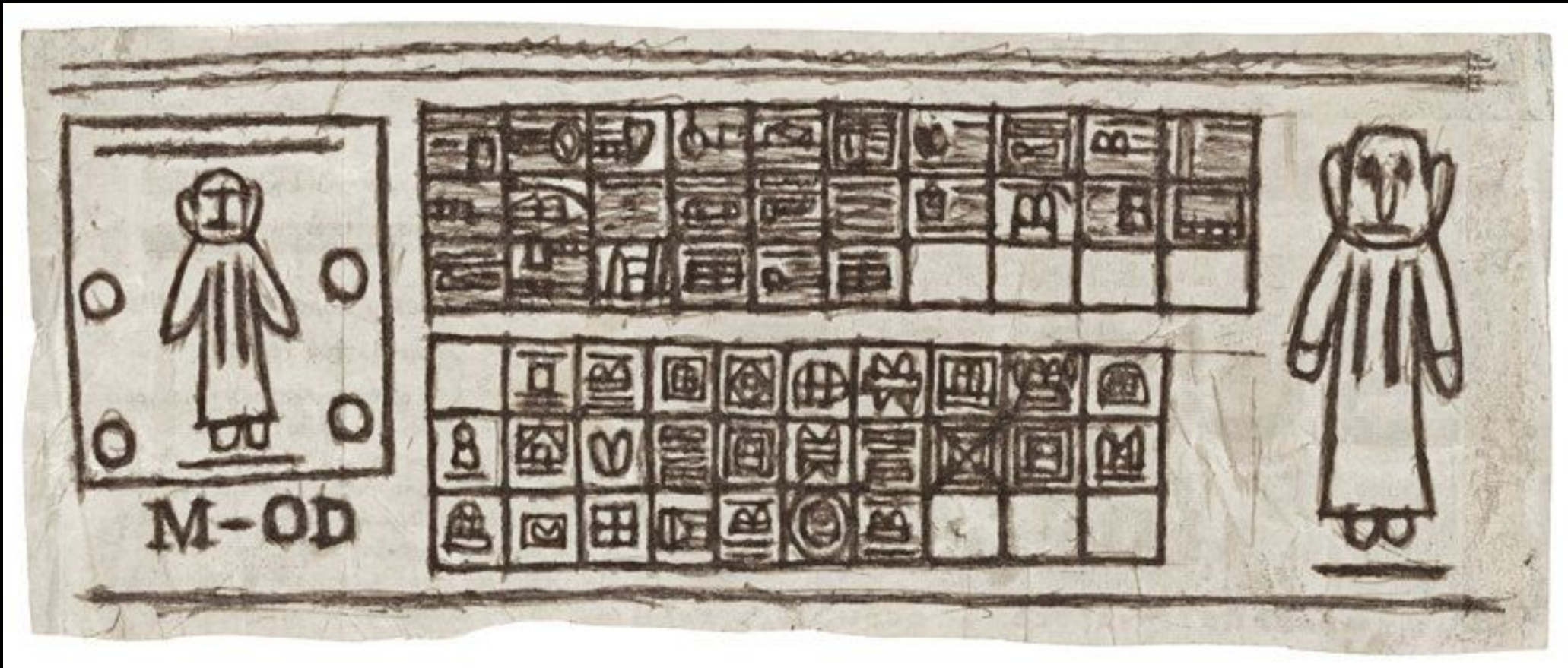


Update: Morisot is now off view.

Check the guide website for most recent [routes](#) and [locations](#).



- Spring tours are filling up! As always, Art Adventure schools are requesting many spring dates, but we also are receiving requests for Highlights and other tour topics.

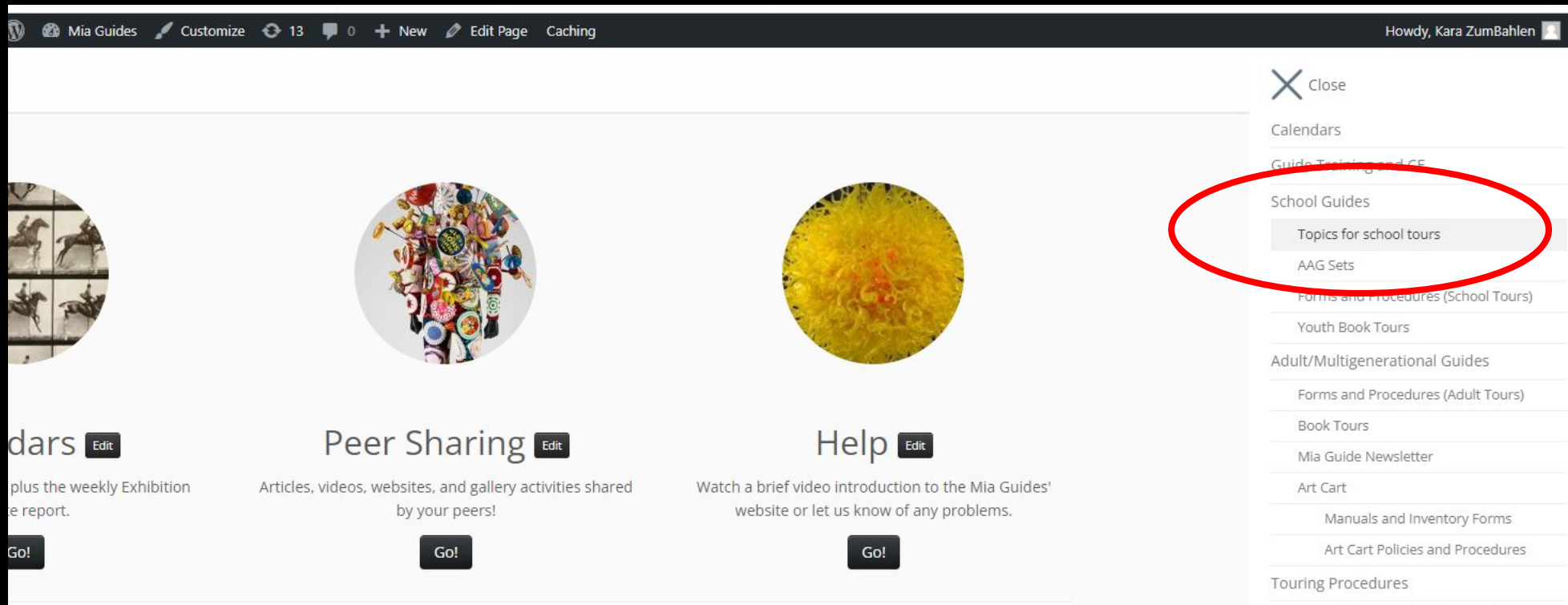


- As a school guide, you could be assigned a topic tour or an Art Adventure tour. If you receive a tour topic which you have not given, please check out the available resources for information on that topic.





- Information on tour topics (suggested artworks, key ideas and questions) are posted on the guide website ([link](#)) under School Guides on the main menu.



- You can also reach out to fellow guides with experience touring the topic, and contact Kara or Debbi to discuss the tour and do a walkthrough.
- Help is always available, so just reach out!

Jalisco, Artist once known, Joined Figures, 200 BCE - 400 CE



- Trainings are recorded and posted (see [Videos](#)), and are searchable on the guide website.





- What happens if you can not give your tour?
  - If it is an emergency (short notice, or you are too sick to find a sub), email Ashley, copy Kara and Debbi. An extra shift can be generated.
  - If you have advance notice of your inability to give a scheduled tour, please reach out to your buddies to see if anyone will cover for you. If you find a sub, send a message to Ashley, to transfer the shift.



Goya, Self-Portrait with Dr. Arrieta, 1820



Questions on available resources or tour routes?

For guides who have done tours new to you, is there anything you would like to share about the experience?

Any other resources that would help in preparation?



Stuart D. Klipper, Sunrise over Horno Corcovada, Golfo de Corcovada, Southern Chile, 1987

# Tips for behavior management in galleries

(check out this blog: [People Touching Artworks](#))





# Tips for behavior management

- Pre-visit

If you are the lead guide, emphasize that the teacher should show the “[before your visit](#)” video to the students and also spend some time talking about appropriate behavior at the museum, including the rules that the students must follow, to help the visit to go smoothly.



# Tips for behavior management

- Arrival

In the initial meeting with your group, take time to sit down with them and do a check-in. We often lose this check-in because schools come late, and there is pressure to move the kids. However, we can't skip this because it has such an impact on the whole visit. We need to meet the students--and chaperones--have them all say their names--and go over the rules.

Blue felt rug (mōsen) decorated with red circles, late 18th-early 19th century  
Unknown Japanese





# Tips for behavior management

- Arrival

If time, go over why the rules matter, for their safety and the artworks' safety (e.g., Have them feel their own fingertips. Briefly explain the oils in our skin can damage the art.)

Other ideas?

Roy Lichtenstein; Printer: Styria Studio, New York; Publisher: Experiments in Art and Technology, Inc. (E.A.T.), New York; Finger Pointing, 1973



# Tips for behavior management

- Arrival

Let the chaperones know you are relying on them to help the group keep that safe distance from the artwork. Give chaperones a job to do, especially in keeping the group together.

Before you leave this check-in space, let the whole group know that if the rules are not followed, you'll have to do an in-gallery check-in, to go over all the rules again.



Adolphe Mouron Cassandre; Designer: A. M. Cassandre;  
Printer: Hatchard et Cie.; Nord Express, 1927



# Tips for behavior management

- In the galleries

While in the galleries, praise the students who are modeling good museum behavior. It can be a little thing, but if you give attention for good behavior, students will notice.



# Tips for behavior management

- In the galleries

In appropriate safe spaces, find times when students can move around and get the wiggles out. This could be something to do while walking between artworks.

Share ideas with others of what has worked for you.



If you have a group that is too active or oppositional, endangering themselves and the artworks, take the following actions:

- Tell the students it's time for a check-in. Reach out to the tour chaperones for help in communicating expectations for behavior once more. (Refer to the Mia Guidelines on the Chaperone Badges.)



- If the group remains overactive, now it's a "Time out." Move to an area away from the art, have the group sit, and find a guard to repeat the expectations for behavior. (If you can't find a guard, go over the rules again yourself.)
- Ask what the group can do together to have a successful experience and prevent having to end the tour (a few students' behavior does affect everyone).
- Let the group know that their behavior determines if the tour will continue, or the group will return to the first floor of the Target Atrium.

- If behavior doesn't change, return the group to the first floor of the Target Atrium and wait with them until they leave.
- or
- If you have one or two students who remain non-compliant after the second check-in, they could leave the group with one of the chaperones (if you have more than one chaperone). The chaperone can take the kids to the Community Commons or return to Target Atrium. If you only have one chaperone, you'll have to stop the tour and bring the entire group back to the Target Atrium.
  - **Let us know if you encounter this type of challenge on a tour.**

If you ever feel a student may have damaged a work, by pressing on it hard, moving a sculpture, etc., please let us know and we can ask Registration to do a condition check of the artwork.





# Questions?

# Any ideas for future brown bags this spring?

Egon Schiele, Austria, Portrait of Paris von Gütersloh, 1918, Oil on  
canvas, 54.30

**Minneapolis Institute of Art**



# Thank you!

Utagawa Hiroshige, Mallard Duck and  
Snow-covered Reeds, c. 1832-1834

