

## Tips for Group Management

Effective group management is one of the key aspects of a successful tour. Every group will have its own dynamic, and you will gain experience in reading that dynamic and adjusting group management as you give tours.

Following are some good general practices to adopt for effective group management.

**1. Find a quiet space for your introduction and to set the expectations for the tour.**

The Target Atrium is often a chaotic scene as groups arrive. Briefly introduce yourself, get your group together, and then take them to a quieter space for your introduction to the tour and to Mia. This will allow everyone to focus and hear the expectations for museum behavior as well as get connected to you as the facilitator of the experience.

If the students come with nametags, use their names during your introduction to begin building an engaged group. The more engaged the group is on the tour, the fewer issues you will encounter with group management.

**2. At the start, introduce yourself to the chaperones and ask for their help throughout the tour.**

The chaperones are there to assist you in keeping the group moving safely through the museum. Always ask at least one chaperone to follow at the end of the group so no one gets left behind. If a group becomes unruly, reach out to your chaperones for help in communicating those expectations for museum behavior. Continue to check in with your chaperones through the tour. For example, if some members of the group are wandering, ask the chaperones to bring everyone back together so the tour stays on schedule.

If one of the chaperones is the teacher, ask what technique they use in class to capture the attention of the students.

**3. As you go up and down stairs, remind the students to use the handrails and to walk, not run.**

A reminder to walk up or down stairs in single file and use the handrail as you transition between floors is helpful in keeping the group together.

**4. Wherever possible, ask students to sit in front of the object.**

When the students are seated, their attention is much more focused on the object and on the discussion. If there is a bench in front of an object, ask that they reserve that seating for the adults.

**5. Use the names of students throughout the tour.**

Continue to use the students' names during the tour. If the students come without name tags, ask their names at the introductory check-in, then try your best to

remember some, asking those you don't remember to share their name again if they raise their hand.

**6. Praise the group for good behavior.**

When the group is doing as you asked, now is your chance to reinforce that good behavior. Let them know how well they are doing!

**Procedure to follow for an unruly group:**

\*Reach out to the chaperones on the tour for help in communicating expectations for behavior. (Refer to the Mia Guidelines on the Chaperone Badges.)

\*If group remains unruly, move to an area without as much art, have the group sit, and repeat the expectations for behavior. Tell the group that behavior must change for tour to continue, or group will return to the first floor of the Target Atrium.

\*If behavior doesn't change, return the group to first floor of the Target Atrium and wait until they leave. If only one or two students are being unruly and you have more than one chaperone with the group, one of the chaperones could return to the Target Atrium with the students who are misbehaving, while the other chaperone stays with your tour.

A pre-tour video is now available in three languages on the Mia website (<https://new.artsmia.org/programs/tours/school-tours>), and we hope most classes will have watched the video before visiting.

If you have an unruly group, please let the Tour Office and Mia Educators know of the experience.