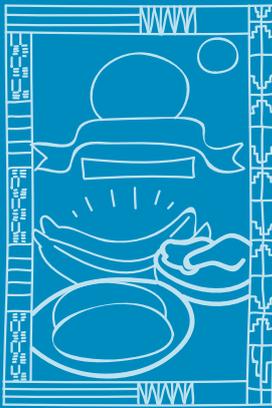


Royal Botanic Gardens Kew



Formal Learning, Kew 2019

**Mobile Museum:
Lesson Plan 3 – What's your story?
Creating your museum**

Key Stage: 1 & 2

Key Stage	1 & 2 (can be adapted for all year groups)
Topic	What’s your story? Creating your museum
Duration	60 minutes
Subject	Curriculum links – Science, English, Geography, Art and Design



Overview

Pupils will work together to create their plant-based museum. They will explore how to produce creative labels and text panels for their objects, to support the story of their museum. Pupils will consider different design approaches for displaying their objects. They will also develop a set of learning outcomes for their visitors

*See **Curating a School Museum Teachers’ handbook***

Learning outcomes

Pupils will be able to:

- identify, compare, sort and classify a variety of plant-based objects to develop ideas for their museum
- research information and stories about their object
- write object labels and create exhibition design ideas for their museum
- use enquiry-based learning to support ideas for objects and their display

Keywords

museum, artefact, curator, economic botany, collection

Curriculum links

KS 1 and 2 Science

KS 1 and 2 English

KS 1 and 2 Geography

KS 1 and 2 Art and Design

Please see pages 9–10 for further curriculum information.

Resources and equipment

- a selection of plant-based objects or images of these objects
- iPad or computer to research information
- pencils
- coloured pencils

Pre-activity

Before creating your museum, you may like to consider these questions:

- what will you call your museum?
- what would you like your visitors to learn? Perhaps your museum display could pose a question such as: 'Why are plants important?' or 'How can we protect plants?'
- what plant-based objects will you collect for your museum?
- will you choose one plant-based object per year group or vote on a selection per class?
- where will your museum be located? Will it be in your library? Reception area?
- how will you and your pupils collect your plant-based objects?
Will you collect them from friends and family? From your local shop?

Activity outline

Activity one: What is a museum?

What is a museum?

Talk about any museums pupils have visited. What did they like/dislike about the museum?

Where they allowed to touch or interact with the museum objects when they visited?

Invite them to think about how museums draw on our senses – for example by encouraging us to touch and smell objects, watch a film or look at a map, or participate in an activity

Ask them to talk to each other about how they could improve on the museums previously visited

Pupils to feed back to the whole group and share ideas

NOTE: You could look at some museums sites on-line to support this activity

Homework Activity: Sourcing objects

Recap the previous two lessons (**Lesson 1 – Object Handling and Lesson 2 – Why Plants Matter?**) introducing them to plant-based objects. Brainstorm what a plant-based object is? Look around the classroom for plant-based objects

Encourage pupils to talk to family members about any plant-based objects that they have at home. This may be something used day to day or something that is special to them

They could interview their family members describing how they use these objects and explaining the story of the object. It might be something that a family member had when they were young. It may be something that has come from another country. They could also take photos or videos of the objects being used

Pupils ask permission to bring the object into school to be part of the school Mobile Museum Collection

Activity two: Labelling objects

Show the pupils examples of different object labels

See *Curating a School Museum Teachers’ handbook*. Also refer to websites outlining labelling of museum collections

Discuss why it is important to clearly label objects

Discuss what museum curators do

Brainstorm the details that should be included in the label such as:

- name of the collector or donor
- object name and a brief description, including plant(s) it is made from
- geographical origin if known
- how it is used

Museum number. (Every object in your collection will need a number. The first object collected by you or your pupils will be number one and so on) Why do you think museums do this? How many objects do you think your local museum has?

Pupils write one fascinating fact and/or a family story relating to the object and feedback to the rest of the group

Working in pairs pupils carefully look and handle the objects on each table talking about them with their partner

See *Curating a School Museum Teachers’ handbook* pages 24–29

Activity three: Connecting Objects

Discuss the following:

- What connects your objects? Discuss how objects can be grouped in different ways – for example scientifically, thematically or geographically

See *Curating a School Museum Teachers’ handbook* pages 30–31

- Is there anything special about the object - shape, size, weight, smell, texture or colour?
- What part of the world does it come from?
- What is it used for?
- What part of the plant is used – for example flowers, fruits, seeds, leaves, stems, roots or sap?

See *Curating a School Museum Teachers’ handbook* pages 16–17

- Does it come from a rare or endangered plant?
- Does it have any other uses - can it be eaten, or made into something?

Activity four: Telling the Collection Story

Brainstorm ideas about what you want visitors to learn about your museum and its object.

Think about other sensory experiences and activities that might help increase the visitors’ appreciation of the objects and the museum’s story

For example:

- something to touch, smell or taste
- a photograph or video showing how the object is used
- a replica item if the object is fragile
- a world map showing from where the object originated
- a picture of the plant used to make the object
- a recording of music played on a musical object
- an activity to try out – such as learning how to weave a basket or using the object

Activity five: The Museum Displays

In a museum, a curator and design team will create an exhibition layout plan to tell the story of their museum. Discuss with your pupils what you will need to include to tell the story of your objects and the museum

Pupils have sourced their object, written an object label and thought about interpreting (describing) individual objects. Now they need to consider what other information could help visitors understand their objects as a collection

Think about sensory interpretation or learning that can enhance your museum story

For example:

- visual learning - a map showing the objects origins or a question to spark conversation
- auditory learning - hearing music played from a plant-based object

Think about how the written interpretation will look:

- what colour will the background and text be?
- will there be visitor questions?
- will there be differentiation for younger visitors?
- will you post about your museum on social media?

See *Curating a School Museum Teachers’ handbook* pages 32 and 33

Activity Six: Evaluating the Museum

How can we find out what visitors thought about the museum?

Think about the information that is needed from the visitors

You might want to find out:

- what the visitors liked/didn't like
- the age of the child
- languages spoken at home
- have they visited a museum before?
- suggestions for improvement
- what was your favourite object?
- why was it your favourite?
- what object would you like included in the collection?

Discuss how you will collect this information - questions to answer, feedback sheets – for adults, for young children, for older children

See Curating a School Museum Teachers' handbook pages 34 and 35.

Curriculum links

KEY STAGE 1

Science

Plants

- identify and describe the basic structure of a variety of common flowering plants, including trees

Everyday materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials

Working scientifically

Pupils will be using the following practical scientific methods, processes and skills:

- observing closely
- identifying and classifying
- using observations and ideas to suggest answers to questions
- gathering and recording data to help answer questions

English

- writing for different purposes
- discussing their writing with the teacher or other pupils

Geography

- develop knowledge about the world, the United Kingdom and their locality
- understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness

PSHE

- to take part in discussions with one other person and the whole class

KEY STAGE 2

Science

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Working scientifically

Pupils will be using the following practical scientific methods, processes and skills:

- report and present findings from enquiries, including conclusions
- identify scientific evidence that has been used to support or refute ideas or arguments
- recognise that environments can change and that this sometimes poses danger to living things
- making systematic and careful observations

English

Lower KS2

- discuss and record ideas

Upper KS2

- note and develop initial ideas, drawing on reading and research where necessary

Geography

- extend knowledge and understanding beyond their locality, to include the location and characteristics of a range of the world's most significant human and physical features
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

PSHE

- discuss opinions and explain views on personal and societal issues
- discuss and debate topical issues, problems and events