

Chaperone Guidelines for the Grand Rapids Public Museum Week

Expectations for Students

1. Treat every person with kindness and respect.
2. Participate in all of the activities with enthusiasm, seeking to learn and have a good time.
3. Follow the rules of the museum and requests of adult leaders.
4. Respect and care for the museum's property.
5. Respect and care for our property.
6. Never leave your group without a "buddy" and letting one of the adults know where you are going.

Guidelines for Chaperones

1. Enjoy the children in their quests for knowledge.
2. Assist them in every way to create a good product. Feel free to do the work with the students. There is so much to learn.
3. Please don't comingle the groups
4. Facilitate with the use of technology, lighting, filming and ideas to convey the stories.
5. Keep the cameras in good working order and notify Mr. Brindle if anything goes wrong.

Ideas to Keep our Experience Positive

Students will be excited and forgetful of manners especially on the first day.
Some might be worried or disregard the project if they see it as too overwhelming.
Be gentle, positive and assertive in the value of learning and doing your best.
Students will have a tendency to run, ignore other museum visitors or shout at each other to communicate with each other.
Patience and waiting for a turn around displays is important.
They'll want to write to fill in answers, but use the floor, benches and the clipboards for a flat surface rather than the walls or tops of display cases or glass.
There can be no running.
Please use normal indoor voices.
Speak to people next to you.
Ask museum personnel including security guards questions about the museum.
Say "please", "thank you" and "excuse me" when you want, need something or get help from someone.

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The Goal: Every artifact has a story. We're here to report on that story.

Create one newscast a day.

The students will be acting as news reporters. Each student will create one newscast a day following the daily guides and formats planned for that day. This element is our primary focus driving our learning this week. It takes priority over all other events.

Newscast Format

Introduction: Welcome to the Grand Rapids Public Museum. This is (student's first name) reporting from Ken O Sha Elementary downtown at the museum. Today we're reporting on (name of artifact) from the (name of the exhibit, i.e. Newcomers Exhibit).

The body of the story needs to explain the relevance of the artifact for the museum exhibit. The following questions will help explore this story. What do you know about it? What color is it? How is or was it used? Describe its appearance.

The Conclusion: Think of the following questions. Do you use something like it today? What is its social and cultural significance? How has it change over time? Stories should be kept to less than 3 minutes. Stories should be filmed in one take. Practice it before filming to save battery life and space on the disk.

Story Advice

Encourage students to pick their topics wisely. It's is natural to zoom in on the grandiose while ignoring the smaller more innocuous artifacts. Believe it or not, the grandiose take longer to tell a story and are often times harder to record on film. Not everyone can do a story on the whale or a T-Rex so no one should try to do these stories. Try to choose and bring out the interest in smaller interesting objects that will make the audience guess and wonder about its story. Try to find the interesting objects others will miss.

Technical Advice:

Lighting, choose artifacts where there is a great deal of light. The lobby areas are great. Take notes at the bottom of your record sheet. Write a description of the object and where it can be found. In the weeks that follow, I will come to the museum to take better pictures of objects.

Background and Subject.

Do your best to exclude distracting backgrounds with too much movement. A rule of thirds helps with the speaker being in one-third of the frame and the topic of discuss in the background in the other two-thirds. It's important to exclude other people from your shot.

Sound

Background noise can cause serious distortions and crackling. Students should practice articulation and projecting their voices without shouting their stories. Choose a quiet well-lit area to record the sound and then film the subject separately. We will be able to do overlays in some situations.