

Making a Quid - Pre-visit activity

Focus	Information/Activities for Students	Resources
<p>What the program offers</p>	<p>Making a Quid will allow your students to participate in a hands on, inquiry based learning program in the Museum's activity room and then explore the <i>Melbourne Story</i> exhibition.</p> <p><i>The following suggestions can be used to prepare your students for the Museum excursion. You will also find extra information in the resources at right.</i></p>	<p>Melbourne Story Exhibition Notes</p> <p>Melbourne Story Learning in museums</p>
<p>Questions for discussion prior to visiting the Museum</p>	<p>MUSEUM LEARNING</p> <p><i>The following suggestions provide opportunities for you and your students to discuss the role of museums in the community and prepare them for learning in an environment that is different from the classroom.</i></p> <p>Why do you think we are going to visit the museum?</p> <p>What is special about a museum?</p> <ul style="list-style-type: none"> • Have students make a list of what they expect to find in a museum. • Discuss with class what it is that museums collect and why. • Visit the Museum Victoria web site – discuss the value and purpose of collections. • Look at the Treasures web site – what would students expect to find in a collection of objects about the city of Melbourne? <p>MAKING A QUID</p> <p>What does the term Making a Quid refer to?</p> <p>Have students discuss the term, ask family and friends.</p> <p>Why is the program called <u>Making a Quid</u>?</p>	<p>http://museumvictoria.com.au</p> <p>http://museumvictoria.com.au/MelbourneMuseum/Education/Education-Kits/Treasures/</p>

<p>Orient to key idea</p> <p><i>Investigating work in the story of Melbourne</i></p>	<p>WORKING IN MELBOURNE – 1830 TO THE PRESENT</p> <p>Ask students to consider work and the jobs people do in the city.</p> <p>Construct a class list of the types of work people do in cities – begin by looking at paid and unpaid work.</p> <p>Students could then work in pairs and develop other categories for work – skilled /unskilled, part time/full time, blue collar/white collar.</p> <p>The lists could then be used as a basis for a discussion regarding production, consumption and distribution of goods in our community.</p> <p>Now we have an understanding of work we are going to use the <i>Melbourne Story</i> exhibition to investigate our big question ...</p>	
<p>Process of Inquiry</p> <p><i>Investigating in the Museum</i></p>	<p>Explain or revisit principles of community of inquiry.</p> <p>The big question we'll consider today is.....</p> <p style="text-align: center;"><i>How does work - the consumption, production and distribution of goods and services - contribute to the development of a city?</i></p>	<p>Conducting a Community of Inquiry</p>
<p>Learning behaviours</p>	<p>At the museum students will be required to :</p> <ul style="list-style-type: none"> • Work in teams – communicate, participate and work cooperatively. • Gather information from a variety of sources. • Formulate questions to conduct an inquiry. • Develop creative responses to the information and ideas presented in the exhibition. <p>The visit to the museum will allow students to make observations about what people do at work and how production, distribution and consumption of goods and services impacted on the lives and surroundings of people from the 1830s until the present day.</p> <p>We'll have the opportunity to investigate our own patterns of consumption back at school.</p>	
<p>Behaviour in the museum</p>	<p>Appropriate behaviour in the museum – the museum is a public space and will be shared with others.</p> <p>Preparedness to listen to instructions and follow directions.</p> <p>Respect for the museum space and the objects on display.</p>	<p>Floor plan of the exhibition</p>