Scheduled Programs and Events:

<table>
<thead>
<tr>
<th>Time</th>
<th>Meeting Place</th>
<th>Program and Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Museum Lobby</td>
<td>Departure</td>
</tr>
</tbody>
</table>

Reinforce student learning by asking questions such as:

- What do you notice?
- How do you know?
- Why do you think that?
- Have you ever seen anything like this before?

Thank you for being a Museum chaperone!
Learn to Look Through a Different Lens

Making Models
Blue Wing, Level 1

Scientists and mathematicians use models to understand the real world. Models take the place of things that may be too big or too small to work with directly. Maps, charts, and graphs are all kinds of models.

Starting Points:
• How do scientists, mathematicians, and artists use models in their work?
• What do the models represent well? What do they misrepresent?

Natural Mysteries
Blue Wing, Lower Level

Find similarities and differences, and discover patterns as you observe, compare, and sort objects. Students use the Museum’s natural history collections to solve real-life mysteries in walk-in dioramas.

Starting Points:
• Find one component of this exhibit that allows you to practice mathematics, science, or art skills.
• What is your favorite part of this exhibit?

Take a Closer Look
Blue Wing, Lower Level

Exercise your powers of observation! Packed with interactive components, this exhibit encourages you to see what you can discover when you pay attention to your senses and to learn about ways technology can extend our reach beyond what we can perceive on our own.

Starting Points:
• Are there limits to what you can perceive with your senses?
• How can we use technology to observe things you cannot perceive with your senses alone?

Choose Your Own Exhibit
Any Wing, Any Level

Work together to choose an exhibit that all group members want to explore. Find the location of the exhibit on the map and circle it. As a group, decide to either explore the exhibit as “students” or switch roles.

Starting Points:
• What is something new that your group discovered?
• What was your favorite part of looking at the Museum exhibits from a different perspective?
THE GREEN WING, LEVEL 2 IS CLOSED for construction of the Museum’s newest large-scale exhibit, the Hall of Human Life. Please check mos.org for updates.

Exhibits subject to change.
For the Facilitator/Chaperone

**Group Roles:** As the chaperone, your role is the facilitator.

Your job is to get the members of your group to communicate their thinking! Talk to each student, ask the questions below, and encourage the students to use their imaginations to see the exhibit through the eyes of their role. Please take five minutes before entering and leaving the exhibits to conduct preview and debriefing sessions with your group.

- **Facilitator:** Opens lines of communication between group members; leads preview and debriefing.
- **Mathematician:** Understands the relationships between things using numbers and patterns.
- **Geographer:** Studies the Earth’s surface, including landforms, climate, and people.
- **Biologist:** Studies life, including plants and animals.
- **Poet:** Uses images, ideas, and experiences to paint pictures with words.
- **Artist:** Uses imagination and creativity to design spaces, images, and models.

**Before Visiting the Exhibit: Preview**

Before you begin, give students five minutes to explore the exhibit space, or tell students that they will have time to freely explore the exhibit later.

**Instructions:**

1. Make sure each student has a role card. Ask students to read the descriptions of their roles aloud.
2. Ask students to look at the name of the exhibit and think about how it might connect to their roles.
3. Allow time for idea sharing.
4. Tell students they will be looking through the exhibit for connections to their roles. Encourage students to read their questions silently and use them to guide their thinking.
5. Tell students they will have 15 minutes to explore the exhibit looking through the eyes of their assigned role. All students will share their ideas at the end of the activity.
6. Select a meeting place in the exhibit and show students where you will debrief at the end of the 15 minutes.

**After Visiting the Exhibit: “Take Five” Debriefing**

**Remind students:**

- Good group members help others learn by sharing new ideas and listening to others.
- Good listeners look at the person speaking and have quiet mouths and still bodies.

**Share:** (~2 min.)

- Ask students to look at the questions on the backs of their role cards. Select a few students at each exhibit to share their ideas with the rest of the group.

**Ask:** (~3 min.)

- Did anyone notice a group member who seemed to do a really good job exploring the exhibit? What, specifically, did that person say or do?
- After visiting the exhibit, do you think the exhibit connected to one role more than the others? Which role and why?
- On a scale of 1–4, 4 being best, how well do you think you worked together as a group exploring this exhibit, sharing your ideas about it, and listening to one another? What could help you earn a 4 next time?

**Decide:**

- As a group, decide to re-explore the exhibit as “students” or go on to the next exhibit. If you move on, you may encourage students to keep or switch roles.

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