

## Objective

Like all activities in the Find the Story module, this activity encourages students to discover stories from the people and places around them; to use as the raw material for their Story Valley projects.

This activity specifically encourages students to **find stories from the local area**.

## Activity summary

This activity will take one session to run.

Students will go to the museum to explore their own cultural heritage. You could arrange a workshop with the museum employees, so that students better understand what they are looking at during their visit. They walk through the museum with an art expert or museum employee who knows the story about the museum object. They can point out interesting objects, explain more about heritage and the background of the individual objects and answer questions. After exploring the museum, the students pick an object that appeals to them and research it more thoroughly.

## Pre-activity preparation

### Resources

- Paper / notebook / pen

### Deliverer preparation

You will need to liaise with museum staff to book a group visit.

It is also worthwhile to visit the exhibition yourself in advance of the trip, so as to prepare for student participation.

## Running the activity

### Step 1 – Museum workshop

#### 30 minutes

Students are introduced to the wonderful world of art and history at the museum. Not all students will have visited a museum before, so an introduction is wise.

In Leeuwarden, this part was done by the museum employees, as they are used to giving classes about art and history. However, in your setting you may wish to deliver an introduction yourself.

Students are asked questions about museum visits, their expectations and knowledge about what they're going to see. It may also be useful to share some norms for behaviour in a museum – for example not touching exhibits, maintaining quiet in a gallery.

### Step 2 – Exhibition visit

#### 60 minutes

Students visit the museum and choose an art piece to research in more detail.

Ask students questions about:

- What they see
- What they find interesting and why
- The background of the objects

Remember, students are aiming to ‘find a story’ to adapt into a creative piece of work. So they need to pick objects that have an interesting story behind them; perhaps that they find personally relevant.

### Step 3 – Individual Research

40 minutes

After students have chosen an object at the museum, they can do some independent research to better understand the significance of the object to (their) cultural heritage.

First, gather students together and explain some basic research methods such as:

- Finding information using the internet
  - Distinguishing reliable and unreliable information online. Some guidance on this topic is provided by [Paperpile here.](#)
  - Cross-referencing information from multiple sources to ensure it is correct.
- Using books and museum guides

Ask students to create a presentation of their findings – perhaps as a powerpoint. This will ensure their research has structure.

<p><b><u>Support</u></b></p> <p>If students are struggling to structure their research, they may benefit from a scaffold worksheet.</p> <p>Create a worksheet which asks some essential research questions about the object – such as ‘When was it made?’; ‘Why is it significant?’; ‘When did the museum acquire it’?</p> <p>Leave blank space for students’ answers.</p>	<p><b><u>Extension</u></b></p> <p>As well as online and book research, students could also conduct interviews of relevant people.</p> <p>These could include museum staff (providing information about the history of the object) and local people (providing examples of its current social relevance).</p>
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### Step 4 – group presentations

20 minutes

Divide the class in small groups. The group members could either contain:

- Students who have chosen different objects, so students don’t hear the same story twice. The students tell the story about their object and ask each other questions about the object and the stories behind it.
- Students who chose the same object, so students can cross-reference their findings, and further their own research.

## Success criteria

To ensure this activity runs successfully, we advise:

- Making sure students know what to expect at the museum.
- Have a museum expert / employee present, so questions can be answered
- Have a museum expert / employee present to guide students to interesting objects, to tell stories about the background of the different pieces, and their link to the present (students' life) as this will make the history come to life.
- Preparing the research task in advance – to ensure students know what information they are looking for.