



The Big Question

**Who makes
Manchester Museum?**

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Step 1: What is a museum?

Aim

This activity will introduce the class to what a museum is. They will then discover more about some of the people who work in Manchester Museum and what their jobs are.

Preparation

- Allocate and seat children in the groups they will be working in when they visit the museum
- Download the PowerPoint: [Pre-visit PowerPoint Step 1*](#)
- Print out a class set of [Big Question Log Book](#) sheets: fold in half to make a booklet
- Print and cut out one set of [Museum People Flash Cards](#) and one set of [Job Description Cards](#) for each group. You will also need some glue.

*Note: to ensure that the embedded film and animated features work, please make sure that you click *yes* when asked to enable content, and *yes* when asked if you want to make the file a trusted source.

Presentation

The PowerPoint presentation encourages the class to think about what a museum is. They will start to develop a basic idea of what museums do, before watching a short film that introduces some of the staff who work at Manchester Museum. Using a matching and sorting activity, the class will start to relate different jobs to their definition of what a museum is.

The following notes accompany the presentation and are also available as Slide Notes.

Slide	Instructions
2	<p>Explain: We've been set a Big Question to answer: Who makes Manchester Museum? To carry out this investigation, we're going to be using four really important research skills:</p> <p>CLICK to show skill number 1</p> <p>Explain: Looking closely is about asking: What details can you see? What do you notice?</p> <p>CLICK to show skill number 2</p> <p>Explain: Explaining is how you justify what you think: Can you use the evidence you've discovered to reach a conclusion?</p> <p>CLICK to show skill number 3</p> <p>Explain: Connecting is about how your knowledge and experiences relate to what you can see. Does it remind you of anything? How do you feel about it?</p> <p>CLICK to show skill number 4</p>

Slide	Instructions
	<p>Explain: Wondering is about thinking more about the question and your ideas: What else would you like to know?</p>
3	<p>Explain: Using those skills, we'll be carrying out some different activities to help us to plan how we will investigate this question.</p> <p><i>CLICK to show Log Book and hand out a Log Book to each pupil.</i></p> <p>Explain: Throughout our investigation we are going to keep a record of our ideas and note down our thoughts using this log book.</p> <p><i>CLICK to highlight log book > Ask:</i> Can you fill in your name and today's date at the top of the first page of your log book</p> <p><i>CLICK to show Karen > Explain:</i> This is Karen and she is the Culture, Health and Wellbeing Assistant at Manchester Museum. Karen has some questions for you</p> <p><i>CLICK > Ask:</i> Has anyone been to a museum before?</p> <p><i>Ask the class to put their hands up if they've been to a museum – they may want to share which museum they've visited with the class</i></p> <p><i>CLICK to show question and highlight the corresponding box on the log book</i></p> <p>Ask: Does anyone know what a museum is?</p> <p><i>Ask the pupils to note down any ideas or words that come to mind in the 'What is a museum?' box of their log books and then ask pupils to discuss their ideas in their groups. You may want to set a time limit for this activity.</i></p>
4	<p>Explain: Here are 2 pictures from inside Manchester Museum</p> <p>Ask: Look closely. What two similarities can you see in both pictures?</p> <p><i>Answers may include:</i> <i>People, things in displays cases, people looking, pictures, glass cases</i></p> <p>Explain: Did you notice that both pictures have people in?</p> <p><i>CLICK to highlight</i></p> <p>Ask: What do you think they are doing?</p> <p><i>Answers may include:</i> <i>Looking at the displays, talking, learning</i></p> <p>Explain: Did you also notice that both pictures show things on display behind glass?</p> <p><i>CLICK to highlight</i></p>

Slide	Instructions
	<p>Ask: Why do you think that these things are behind glass? Why can't we touch these things?</p> <p><i>Answers may include:</i> <i>Because the objects are special, important, fragile, valuable, dangerous, rare...</i></p>
5	<p>Explain: We've just looked closely at the pictures, and made some really useful observations about what museums are</p> <p>CLICK to show Karen > Ask: What do these observations tell us about what a museum is? Can you finish this sentence?</p> <p>CLICK to show sentence stem and give pupils some time to discuss their responses in groups and to put together a statement, using their log book</p> <p><i>Answers may include:</i> <i>Museums are places where people go to see special things in display cases</i></p> <p>Ask: If this is what museums are, can you think of any jobs that might be needed for them to do this?</p> <p><i>Ask pupils to spend some time noting down their thoughts in the log book.</i></p> <p>Explain: We'll keep on thinking more about what museums are, but let's find out more about how museums work.</p> <p>Ask: Do you remember what our Big Question is?</p> <p><i>You've been asked to investigate who makes Manchester Museum</i></p> <p>Explain: To help us to answer this question, we've got a film to watch. As you watch it, see if you can count the different jobs that people talk about.</p>
6	<p><i>The film will load automatically but you will need to click the play button to start the film playing.</i></p> <p><i>Direct link for the film is: https://youtu.be/nfBie84jaxE</i></p>
7	<p>Ask: Did anyone manage to count how many different jobs there were?</p> <p><i>The film showed 14 jobs plus 3 volunteers and a therapy dog.</i></p> <p><i>Hand out a set of Museum People Flash Cards and Job Description Cards to each group</i></p> <p>Explain: You have 2 sets of cards: One set has pictures of the people we've just met who work at the museum, and the other set has the job title and a short description of what work they've been doing at the museum.</p> <p>CLICK > Ask: Can you remember who did what? Try to match the Job Description Cards to the Museum People Flash Cards.</p>

Slide	Instructions
	<p><i>You may or may not need to replay the film. When groups have finished, check that they have the correct people with the correct jobs and then stick the Job description cards to the correct Museum People Flash Cards</i></p> <p>Explain: Do you remember that we decided that museums are places where people can come and see important objects [<i>or use the description you made earlier</i>]</p> <p>CLICK to show the prompt > Ask: Can you work out which jobs are about working with visitors and which jobs are about the objects? Sort your cards into 2 piles.</p>
8	<p>Ask: How did you do?</p> <p><i>Ask the class to share which people worked with objects / visitors</i></p> <p>CLICK to show list of people working with objects / visitors: Note that answers may vary and if there people have been put into different groups, encourage pupils to explain their thinking and facilitate discussions</p> <p>Explain: So far we've met quite a few different people who work at Manchester Museum and we've found out a bit more about what they do. Some people work with the collections and other people focus on visitors.</p> <p>CLICK to show prompt</p> <p>Ask: Do you think that we've met everyone who works at the museum?</p> <p><i>Encourage the class to call out their responses and to explain why they think that</i></p> <p>Ask: What other jobs do you think might be useful in a museum?</p> <p><i>Ask groups to discuss their ideas and share their thoughts with the class.</i></p> <p><i>Finally, ask pupils to fill in page 2 of their Big Question Log Book</i></p>

Step 2: Who works where?

Aim

This activity will encourage the class to start thinking about different jobs and how they contribute to the running of various parts of the museum. The class will be introduced to some of the different spaces they will see when they visit, and work together to think about who might work in that place, and what skills they might need.

Preparation:

- Allocate and seat children in the groups they will be working in when they visit the museum
- Download the PowerPoint: [Pre-visit PowerPoint Step 2](#)
- Make sure that groups have access to their Flash Cards from the previous activity
- Print and cut out enough [Place Cards](#) for 2 per group
- Print out a class set of the [People and Skills](#) sheets
- You will also need drawing and writing materials. You may want to use collaging for Part B, and therefore, will need old magazines and newspapers, scissors and glue.
- The class will need access to their [Big Question Log Book](#)

Part A: Presentation

This presentation introduces some of the different spaces in the museum, both public and back of house. The class will look closely and start to think about what happens in the spaces, before discussing what roles might take place in each of them. This presentation sets the scene for part B where pupils will start to think about the skills needed for each job.

The following notes accompany the presentation and are also available as Slide Notes.

Slide	Instructions
2	<p>Explain: We're investigating who makes Manchester Museum and we've already met some people who work there in the video. Now we're going to look inside and think about who might work in different parts of the museum.</p> <p>CLICK Explain: Firstly we will look closely at some pictures of museum places: what can we see?</p> <p>CLICK Explain: Then we will explain what we think happens in each space, based on our observations</p> <p>CLICK Explain: Next we'll start to make connections between the jobs from the film and what we know happens in each place. We'll also do an activity to think more about who works where and what skills they need to do their job.</p>

Slide	Instructions
	<p>CLICK Explain: Finally we'll wonder more about any common skills and how all of this new understanding may help us to answer our big question.</p> <p><i>Encourage the class to use their Flash Cards from the previous activity, but to remember that these are not the only jobs in the museum!</i></p>
3	<p>Explain: Welcome to Manchester Museum – at night!!! The museum is a huge building located on Oxford Road. It is part of the University of Manchester and located on the University Campus.</p> <p>CLICK to show door</p> <p>Explain: We are very excited to have our new entrance on Oxford Road, because it is much easier to find the front door now! So when you arrive, you'll enter through the big front doors.</p>
4	<p>Explain: When you walk inside the museum, you enter the welcome area</p> <p>Ask: What can you see in this space? <i>Encourage pupils to share their observations.</i> <i>Answers may include: TV screens, windows, door mat, pillars, chairs, elephant skeleton, desk, notices / signs, bin, donation box</i></p> <p>Ask: What do you think happens in here? <i>Answers may include: visitors ask for information or directions, visitors decide where they are going, visitors sit down and rest, visitors look at the elephant skeleton</i></p> <p>Ask: Who do you think works here? What job do you think they do? <i>Encourage the class to share their ideas and explain how particular jobs may be involved in what happens in the space</i> <i>Answers may include: Welcome and direct visitors - Visitor Team staff / Display the elephant - Curator, Conservator, Technician / Signs, maps and information screens - Communications manager, Digital content curator, Designer / Donations box - Development Coordinator / Bins - Cleaner</i></p>
5	<p>Explain: From the welcome area you enter the museum shop</p> <p>Ask: What can you see in this space? <i>Encourage pupils to share their observations.</i> <i>Answers may include: shop stock, plants, a desk, till, clothes, gifts, display cases</i></p> <p>Ask: What do you think happens in here? <i>Answers may include: visitors buy things, visitors browse</i></p> <p>Ask: Do you think that the museum shop is the same as all shops? <i>Note that the museum shop is like a normal shop – it sells products, but in the museum shop, the products relate to the museum and it's collections</i></p> <p>Ask: Who do you think works here? What job do you think they do? What jobs might be behind the scenes of the shop?</p>

Slide	Instructions
	<p><i>Encourage the class to share their ideas and explain how particular jobs may be involved in what happens in the space</i></p> <p><i>Answers may include: Designing and arranging shop displays - Retail Manager / Working at the till or counter - Shop staff / Buying shop stock - Museum buyer / Building shelves and furniture - Technicians / Making signs and labels - Designer</i></p>
6	<p>Explain: The museum also has a café</p> <p>Ask: What can you see in this space? <i>Encourage pupils to share their observations.</i> <i>Answers may include: chairs and tables, high chairs, a counter, food and drink, menu, till</i></p> <p>Ask: What do you think happens in here? <i>Answers may include: visitors eat and drink</i></p> <p>Ask: Do you think a museum café is any different from other cafes? <i>Note that there isn't much difference, but the museum may serve food that connects with the museum's collections, like dinosaur shaped cookies!</i></p> <p>Ask: Who do you think works here? What job do you think they do? What skills do you think they need to do these jobs? <i>Encourage the class to share their ideas and explain how particular jobs may be involved in what happens in the space</i> <i>Answers may include: Making food - Museum chef or Kitchen staff / Taking orders and serving food - Café Serving or Waiting staff / Bins - Cleaning staff</i></p>
7	<p>Explain: Most people visit a museum to come and see the collections. This is a gallery, the Fossils Gallery, where you'll get to meet Stan the T-rex!</p> <p>Ask: What can you see in this space? <i>Encourage pupils to share their observations.</i> <i>Answers may include: display cases, dinosaurs, things hanging from the ceiling, text, posters, pictures, things on display, chairs</i></p> <p>Ask: What do you think happens in here? <i>Answers may include: visitors look at things on display, visitors learn things, visitors read things</i></p> <p>Ask: Who do you think works here? What job do you think they do? Who might have been involved in creating the gallery, and deciding what goes in the displays, arranging the displays, and making the space look nice? <i>Encourage the class to share their ideas and explain how particular jobs may be involved in what happens in the space</i> <i>Answers may include: Choosing objects and writing information - Curator / Building displays and object mounts - Technicians / Making sure objects are safe - Conservation staff / Information panels, images, signs and text - Communications staff, Designer, Digital Content Curator / Helping visitors - Visitor team</i></p>

Slide	Instructions
8	<p>Explain: Manchester Museum is quite special because we also look after live animals! This is the museum's vivarium where we keep frogs, lizards and a chameleon!</p> <p>Ask: What can you see in this space? <i>Encourage pupils to share their observations.</i> <i>Answers may include: Plants, glass tank, trees, information panels, pictures, fire exit sign</i></p> <p>Ask: What do you think happens in here? <i>Answers may include: visitors look for the creatures, visitors look at the creatures, visitors read the information panels, visitors learn things</i></p> <p>Ask: Who do you think works here? Who might look after the animals in the museum? What sort of skills might they need to make sure that the animals are healthy and the visitors are interested? <i>Encourage the class to share their ideas and explain how particular jobs may be involved in what happens in the space</i> <i>Answers may include: Animal care - Curator, Scientists, Biologist, Vet / Information panels and signs - Communications Manager, Designer / Helping visitors - Visitor team</i></p>
9	<p>Explain: Up on the top floor we have a museum classroom where people are able to come and learn more about the collections.</p> <p>Ask: What can you see in this space? <i>Encourage pupils to share their observations.</i> <i>Answers may include: Tables, chairs, screen, pictures</i></p> <p>Ask: What do you think happens in here? <i>Answers may include: people learn about things, people talk and learn new skills</i></p> <p>Ask: Do you think that the museum classroom is like your classroom? <i>Note that it may look a bit like a normal classroom but in the museum, we have lots of objects (you can't see them in this picture!) that people investigate</i></p> <p>Ask: Who do you think works here? Who do you think teaches people in the museum? What skills and talents might they have? <i>Encourage the class to share their ideas and explain how particular jobs may be involved in what happens in the space</i> <i>Answers may include: Teaching people - Museum Teachers, Educators, Curators / Selecting objects to use - Curators / Making sure objects are safe - Conservators / Projector screen - Digital Technician or Technical Support</i></p>
10	<p>Explain: Not everything can go on display in a museum. Manchester Museum has over 4 million objects! Lots of objects are kept in object stores, like this one</p>

Slide	Instructions
	<p>Ask: What can you see in this space? <i>Encourage pupils to share their observations.</i> <i>Answers may include: Shelves, labels, boxes, objects, bag, packaging material</i></p> <p>Ask: What do you think happens in here? <i>Answers may include: people keep things stored away, people store things, people can find things to use, people look after things</i></p> <p>Ask: Who do you think looks after all of these objects? What skills might you need to be able to make sure that the objects are easy to find and use? <i>Encourage the class to share their ideas and explain how particular jobs may be involved in what happens in the space</i> <i>Answers may include: Labelling and arranging objects - Curator / Making sure objects are safe - Conservator / Building shelves - Technician / Using objects - Educators and Curators</i></p>
11	<p>Explain: Finally, a really important place in the museum is the conservation laboratory.</p> <p>Ask: What can you see in this space? <i>Encourage pupils to share their observations.</i> <i>Answers may include: a skeleton, lights, sink, tables and chairs, equipment, paper, packaging material, objects, tools</i></p> <p>Ask: What do you think happens in here? <i>Answers may include: museum staff mend and clean museum objects</i></p> <p>Ask: Who do you think works here? What skills do you think are needed to be able to fix and carefully clean the collections? <i>Encourage the class to share their ideas and explain how particular jobs may be involved in what happens in the space</i> <i>Answers may include: Looking after objects - Scientists, Conservators, Curators, Technicians</i></p>
12	<p>Explain: Now that you've seen 8 museum places, we're going to start to think more about the different jobs that might happen there and what skills are needed to do them.</p> <p><i>Give each group a couple of <u>Places Cards</u> and carry out the People & Places activity</i> <i>Instructions for the activity are available in the resource pack</i></p>
13	<p><i>Use this slide at the end of Part B to prompt a discussion</i></p>

Part B: People & Places

Give each group 2 different [Place Cards](#): it's ok if there are some groups working on the same places. Hand out [People and Skills](#) sheets to each pupils. Pupils will also need drawing and writing materials and if you wish to extend the activity, collage materials, scissors and glue.

Explain: In your groups you have two different [Place Cards](#). We've already discussed what sort of jobs may happen in each place. In your groups, you will be thinking more about those jobs and what skills might be needed to do them using the [People and Skills sheet](#).

Where possible, encourage group members to focus on a different job

Ask: Write down the place and job title at the bottom of your People and Skills sheet and then draw what you think the person looks like.

Encourage creativity! Try to discourage pupils from focusing too much on the Flash Cards. Are their clothes specific to the job they do? Are they holding something to do with their job?

Ask: Around the outside of the person, add what skills you think that the person needs to do that job.

Pupils may want to write down words or draw pictures to show the skills.

When the class has finished their work, you may find it useful to return to slide 4 of the presentation and use the images to prompt groups to share the jobs that they assigned to each space.

Ask: What jobs are needed in each space

Encourage pupils to call out their answers

Use slide 13 to start a class discussion about the different jobs and skills that they have described on their sheets...

Slide	Instructions
13	<p>CLICK to show question</p> <p>Ask: Did you all come up with the same jobs for each space?</p> <p><i>If there are differences, what are they?</i></p> <p>CLICK to show question</p> <p>Ask: Are there any people who could work in more than 1 place?</p> <p><i>Who are they and what are their skills?</i></p> <p>CLICK to show question</p> <p>Ask: Who has the same skills but different jobs?</p> <p><i>Are there any skills that seem to be important for people working in museums?</i></p> <p>Explain: Now that we've got a better understanding about some of the jobs and skills that are needed in the museum, fill out page 3 of the Big Question Log Book to keep a record of your thoughts.</p> <p><i>Write the date and then use the first box to note down new things that they've learned since their first entry. Encourage pupils to spend time thinking about the big question as they fill in box 2.</i></p>

Step 3: What skills do you need to work in a museum?

Aim

This activity will help your class to get a broader understanding of the range of people who make Manchester Museum. As they find out more about each job, they will also discover that each job requires different skills. Pupils will realise that everyone has their own strengths and weaknesses, and that their jobs match what they are good at.

Preparation

- Allocate and seat children in the groups they will be working in when they visit the museum
- Download the PowerPoint: [Pre-visit PowerPoint Step 3](#)
- Print and cut out at least two sets of [Museum Careers Game Cards](#) per group
- The class will need access to their [Big Question Log Book](#)
- For the Bonus Activity, print and cut out a class set of [Blank Museum Career Cards](#)

Part A: Presentation

This brief presentation introduces the card game that the class will play in Part B. It also provides step by step instructions to play the game. We suggest that you keep slide 3 showing for the class to refer to as they play.

The following notes accompany the presentation and are also available as Slide Notes.

Slide	Instructions
2	<p>Explain: We are going to play a game that is just like Top Trumps - a game that that you may have played before. We have 26 cards, just like this one; each with the name and job title of someone who works at Manchester Museum, as well as a job description and then a list of 4 skills. Against each skill you will see a score: 1 is not very good and 10 is excellent. Each person has a different set of skills that they use in their job.</p> <p>Ask: Do you think that everyone has to be good at everything?</p> <p><i>Encourage a brief discussion</i></p> <p><i>Answers may include: certain jobs will need people to be good at certain things but not everyone needs to be an expert at everything</i></p> <p>Explain: In this game, we will be comparing different skills scores. The highest score will win and the aim of the game is to get all of the cards.</p> <p>Ask: Deal out the cards face down into 2 piles</p>
3	<p><i>You may want to keep these instructions visible for the class to use as they play</i></p>

Slide	Instructions
	<p>Explain: This is how to play the game:</p> <p>Player 1: Turn over the top card without showing Player 2. Look at the skills scores and decide which skill you think has the highest score.</p> <p>Player 1: Read out the name and job title on your card and then call out the skill and score that you have chosen.</p> <p>Player 2: Turn over your top card. Read out the name and job title on the card, and the score for the skill that Player 1 has selected.</p> <p>The highest score wins. The winner takes both cards and puts them at the bottom of the pack. Repeat, but this time Player 2 starts.</p> <p>If the scores are the same, use the same card but pick a different skill.</p>

Part B: Career Card Game

Split groups into smaller teams or allocate pupils into pairs. Each pair or small team will need a set of the [Museum Careers Game Cards](#). Give the class time to play a few rounds of the game.

Ask: What was your 'best card'?

Encourage pupils to discuss this: note that they will probably have different answers as it's down to chance which card wins.

Explain: We've seen 26 jobs and each of them has a different set of skills: some people work best in certain situations, while others work best in different ones. Finding a job that suits your skills and abilities, even if you're not great at everything, is the best way to find a job that you enjoy!

Explain: Now that we've found out more about different jobs at the museum, fill out page 45 of the Big Question Log Book to keep a record of your thoughts.

Ask: Write the date and then use the first box to note down new things that you've learned since your previous entry and then fill in the second box.

Encourage pupils to spend time thinking about the big question as they fill in box 2, and to look back over their previous entries to see if they've changed their minds.

Bonus activity

Print and cut out a class set of [Blank Museum Career Cards](#), and give each pupil a card to fill out. Encourage them to think about their dream museum job. Draw a picture of themselves, add their name and the job title with a description of what they do in their dream job. Then ask them to score themselves against the 4 skills.

You will now have another set of cards that you can either add into the existing deck or use to play your own class Career Cards Game.