

Subject of the class scenario:

Going to the museum!

Author: Martyna Sianko

Time of performance: approx. 60 mins

Participants: children aged 4 – 6

General goal: preparation of the participants for a visit to a museum.

Specific goals:

Cognitive goal

- The participants know what a museum is.

Training goal

- The participants train their perceptiveness.

Didactic goals

- The participants get accustomed to the museum space – the museum becomes a friendly place to them.
- The participants know how to behave at the museum and in other public places.
- The participants use polite phrases.
- The participants control their emotions and develop their personality traits, such as patience.
- The participants obey the educator's instructions.

Methods of work:

- talk;
- display of a film;
- physical exercises;
- performance of tasks from the worksheet;
- artistic work.

Forms of work:

- individual;
- collective.

Teaching aids:

- animated film: *Cat and Squirrel – Alarm at the Museum*, available on: www.sztukabezgranic.muzeum.bialystok.pl,
- worksheets;
- stationery;
- glue, scissors.

Course of the class:

1. The educator welcomes the participants.
2. All participants sit down in a circle. In the form of a talk, the educator brings up the issue of good manners. During the conversation, children learn that the rules of good behaviour apply anywhere they are (at a kindergarten, at home, at a shop, at a hospital, etc.). In the further part of the conversation, the educator asks the children if they know the "three magical phrases" – *please, thank you, I'm sorry*.
3. The educator displays an animated film or narrates its plot to the children. The heroes of the film are: Cat, a denizen of the museum, and Squirrel, his neighbour. Squirrel comes to the museum for the first time in her life and does not know how to behave in a new place, so she breaks the applicable rules – she walks where she is not allowed to, she touches the exhibits, eats nuts, drops crumbs and makes a mess. Her actions trigger an alarm.
4. The educator asks the children what advice would they give to Squirrel visiting the museum for the first time. During the conversation, the children learn the rules to be observed at such a place – e.g. keep quiet, listen to the instructions of museum workers, ask no questions until you have heard the speaker out; do not scream, touch the exhibits or walk away from the group.
5. The instructor starts a physical exercise, explaining it to the participants. The educator familiarizes the children with individual commands, practicing them with the participants, which enables interchangeable use of the instructions.
 - command *exploring on our own* – all children stand up and move freely around the hall;
 - command *stop – sit down* – the children stop and sit down;
 - command *exploring in pairs* – the children pair up;
 - command *little geese are exploring* – the children stand in a single file.

The exercise is finished with the command *stop – sit down*.

6. The children receive worksheets. The educator explains the instructions for the tasks. The first task concerns the principles of behaviour at the museum. Performing the second task, the participants play the roles of employees of such an institution. The children's task is to design an exhibition. To this end, the participants cut out photographs of exhibits from the worksheet, apply glue and place them on a sheet of paper representing an empty museum hall. The class ends with presentation of projects made by selected participants.

