

# MEETING MUSEUMS

Session 2



**Museums  
Galleries  
Scotland**

Supporting Scotland's Museums

**DYW**

**DUNDEE & ANGUS**

Developing the  
Young Workforce

# SUMMARY OF SESSION

## LEARNING OUTCOMES

I can name at least one role available in museums and discuss what that role involves.

I know the range of skills that are useful in the workplace and can identify those skills that I have.

I can identify the four core career areas of museums.

## CURRICULUM LINKS

LIT 3-04a | LIT 3-05a | HWB 2-20a / HWB 3-20a / HWB 4-20a

## RESOURCES NEEDED

- Introduction video for session 2.
- Video(s) from members of staff at your local museum sharing their story.
- **Role on the Wall** templates for pupils to fill with information about the member(s) of staff. Each pupil will need one template per member of museum staff.

## ACTIVITIES INCLUDED IN THIS SESSION:



### DISCUSSION

Build your pupils' confidence and communication by facilitating an open discussion. Example questions to kickstart discussion are available.



### LISTENING

Pupils will listen to and/or watch a video and will be tasked with finding specific information.



### ROLE ON THE WALL

Pupils will use an outline of a person to summarise information about someone as they discover more about them. You will find more information on this in the **Role on the wall** resource.



### CREATIVE OUTPUT

Pupils will add to their museum designs using the new information they've explored in this session.

# SESSION BREAKDOWN

## INTRODUCTION

Use the introduction video to summarise, and support the pupils' expectations of, this session.

Ensure all the pupils have a copy of the **Role on the Wall** resource. They will need one copy for every individual they meet.

## DISCUSSION - 5 MINUTES

Have you ever thought of museums as a workplace?

Ask the pupils to look back at their designs and discuss the types of role they might need to run their museum. Do they need cafe staff? Someone to look after the exhibitions? Someone to offer tours? Someone to keep the museum clean and safe? Briefly discuss these roles and see if the pupils are able to mention specific skills needed for those roles e.g. being organised, good communication.

## LISTENING

Either watch the recorded video(s) sent by your local museum or use Microsoft Teams to have a live discussion with someone who works or volunteers at your local museum.

## ROLE ON THE WALL

Whilst they're listening to the member of staff speak about their role at the museum, pupils will either independently or in pairs work to fill in as much detail on their "role on the wall" as possible.

Prepare them for this activity by telling them to listen for:

What is their name?

What is their job title?

What skills does this person have and use?

How did this person get into their job?

What activities does this person do for the job?

What do they enjoy about their work?

You can have these, and other questions, written on a board for the pupils to refer to when stuck.

## DISCUSSION

If your local museum sent you more than one video, have a short discussion after each video. If you are doing a live session with a member of staff from the museum, allow for a Q&A from the pupils.

Prompts for discussion/questions:

Do you think this person knew they wanted to work in museums when they were your age?

Was there anything interesting or shocking about their story?

What kind of skills do they have that you are already using?

What do you think they enjoy most about their job?

Do you think you would enjoy their job?

## CREATIVE OUTPUT

If there is time at the end of the session, ask the pupils to look back at their museum. Now they've discovered more about their local museum and the roles available, can they add anything to their design? Do they want to include people in their picture? How many members of staff work there and what are their roles? They can stick extra bits of paper over the top of or alongside their design to expand their museum.

## FURTHER RESEARCH \*HOMEWORK ACTIVITY\*

Can the pupils create a completely fictional role on the wall for someone in one of the following roles in a museum? They can use their research skills to discover more.

- Visitor services and front-of-house
- Audience development, community, learning and education
- Facilities and estate management
- Marketing, media, digital and events
- Exhibitions, collections management and curatorial

# CONCLUSION

## **What roles are available at museums?**

Museums can have a diverse workforce and every museum is different. Ask the pupils to summarise the role(s) of the people you met today.

## **What skills are used in museums?**

The museum workforce uses a range of skills. Staff need to be able to communicate information clearly, both written and spoken; they need to have a creative eye for displays, research collections and so much more.

## **What are the four core areas of the museum workforce?**

Collections, Exhibitions, Learning & Outreach, and Front of House.

## NEXT TIME...

We know what a museum is, we know what we might see there, and now we've discovered some of the roles available for working in museums. In the next session, we're going to get hands on and explore what it's like to be a Collections Officer.