

# CLUE FINDERS

Session 3



Supporting Scotland's Museums

**Museums  
Galleries  
Scotland**

**DYW**

**DUNDEE & ANGUS**

Developing the  
Young Workforce

# SUMMARY OF SESSION

## LEARNING OUTCOMES

I know how to safely handle museum objects.

I can work as part of a team to put together information and make assumptions using clues we find.

I can use my past experiences and knowledge to judge what objects are likely to be.

I understand the role of a Collections Officer.

## CURRICULUM LINKS

LIT 2-10a / LIT 3-10a

Inquiry & investigative skills - this session can cover a range of subject areas depending on the collections available at your local museum.

However, no matter what, the pupils will develop their inquiry & investigative skills, asking and answering their own questions, observing, collecting and recording evidence.

## RESOURCES NEEDED

- Introduction video for session 3.
- **Session 3: Clue Finder worksheets.** Each pupil needs a copy of all three worksheets.
- Objects for handling sent by your local museum.
- Gloves for handling objects. These should be provided by the museum.
- Pencils - no pens are allowed near museum objects.
- Measuring tapes (optional) for each table.

## ACTIVITIES INCLUDED IN THIS SESSION:

### QUICK FIRE ACTIVITIES

The speedier these sessions, the better! There are three activities available and all pupils should get a chance to try them all. The pupils will each try drawing, describing and defining objects. They will work in groups of three (or four if the numbers don't add up).

Each group will look at 3 different objects for 3 minutes at a time. Each member of the group will either draw, describe or define the object they're looking at. They will then discuss their findings and swap roles before moving onto the next object.

# 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 **Session 3: Clue Finder Activities**.



## CLASSROOM SETUP

Each object will need a table for at least 3 pupils to be able to gather around with their worksheets. Ideally, pupils will be in groups of three and there will be enough objects for one group to gather around each object. If not, then more than one group can gather around one object.

Once all the groups are stationed at an object, they will decide their roles - one will draw, one will describe and one will define. **Only pencils and paper will be allowed near the objects, gloves for handling will be provided by the museum.**

A 3 minute timer begins and the pupils start their activity.

After the 3 minutes, the pupils discuss their findings and decide what they think the object is.

Then, the groups move onto the next and change their roles making sure that every pupil has had a chance to try each activity.



## DISCUSSION

Pupils can choose some objects to discuss as a group. Think about the following questions to help the discussion:

What do you think this is?

What do you think it is used for?

Why do you think it is in a museum collection?

Does it remind you of an object you see or use now?



## QUICK FIRE ACTIVITY

Think about the objects we've looked at today. Do they have anything in common? Are they all made from a similar material? Do you think they're from the same period of history? Do they all relate to a particular event or person?

In the next 30 seconds, write down some themes or words that connect all these objects.

## CONCLUSION

### How do we use museum objects?

Museum objects should be held with both hands and handled with care so they remain useful for generations to come.

### What does a Collections Officer do?

Analyse, identify and care for objects that are accepted into the museum collection.

### What skills have you used today?

It's important to recognise that you're developing skills! Today, can you see where you've used the following: Investigation, observation, teamwork, critical thinking, note taking, asking questions, summarising.

## NEXT TIME...

You're starting to build your knowledge of the roles available in museums and realise that you already have some of the skills that are used in these settings. Next, we're going to dig deeper into collections and discover ways we can research a theme in preparation for our creative output.