

2010 Learning Experiences

 **Canterbury
Museum**



LETTER OF WELCOME

Welcome to Canterbury Museum's *2010 Learning Experiences* booklet. The Education & Public Programmes team is committed to providing relevant and fun learning experiences that are responsive to the needs of our community.

All programmes delivered at Canterbury Museum are able to weave together learning areas, key competencies and enquiry-based learning to provide authentic experiences for students. The values, particularly those relating to enquiry and curiosity, are encouraged. The programmes can be adapted to suit your specific learning requirements. I encourage you to discuss your students' learning objectives and outcomes with our Museum Education staff so as to ensure that the delivered programme is exactly what you want.

Canterbury Museum's collections comprise 2.1 million items encompassing Antarctic expeditions, Canterbury settlement, ethnology and natural history. Access to this rich and vast collection of objects and stories makes Canterbury Museum a valuable and unique resource for school students. I invite you to take advantage of the high-quality learning experiences offered at Canterbury Museum, which aim to enrich and enhance student knowledge, skills, values and attitudes while complementing classroom learning at the appropriate level. Making knowledge and collections available to the community is our core reason for existence.

Nāku noa Nā



Rachel Vavasour
Education & Public Programmes Manager
Canterbury Museum

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WHY COME TO THE MUSEUM?



Curriculum Based

The majority of the Education Programmes are closely linked to the Social Sciences including History and Social Studies, Science and Technology learning areas. However, the Museum is also able to provide learning opportunities which act as a source of inspiration for students studying Art and English.

All programmes delivered at Canterbury Museum can be made more relevant to classroom learning with pre-visit discussions and on-site visits to the Museum. Content support in the form of Canterbury Museum's Teacher Information Packs is also available for many programmes.

Adaptability

Programme titles and descriptions in this booklet are simply a guide for teachers. Education Communicators can adjust programmes to complement and enhance classroom learning. Programmes can be adapted to suit all levels, from preschoolers to adults. Students with special needs and abilities can be catered for, including English as a Second Language students (ESOL).

Hands On

Many of Canterbury Museum's programmes provide a strong hands-on component. Many of the natural history programmes are delivered in Discovery, which provides an

opportunity for students and teachers to explore objects from the natural world in a hands-on environment that is exciting and contemporary and encourages self-driven learning.

Hands-on components as part of the human history programmes allow students to experience what life might have been like in another time or place.

Variety

The Education Programmes offered by Canterbury Museum cover a broad spectrum of subject areas. Natural history programmes include geology and many topics relating to animals, plants and environments. Human history programmes include Māori history and technology, Canterbury history and society, Kiwiana and Antarctic exploration.

Resources Galore

Canterbury Museum is bursting at the seams with over two million collection items telling the stories of human cultures and histories and the natural world. Galleries display weird and wonderful items, as well as everyday items of human life and endeavour.

These help us to create an environment where learning is fun and relevant. Programmes can take place in the Museum's numerous galleries, in Discovery, or on field trips to places like Riccarton House or the Bridle Path.

Specialist Knowledge

All Canterbury Museum Education Communicators are trained teachers with a wide knowledge of both natural and human history.

Curatorial expertise is also available and can cover a broad range of areas including geology, palaeontology, vertebrate and invertebrate zoology, Canterbury history, ethnology, archaeology and Antarctic history.

Great Value

The Museum's wide variety of quality programmes is generally offered free of charge with a koha/donation appreciated.

OUR TEACHER INFORMATION PACKS DO THE WORK FOR YOU

Canterbury Museum Teacher Information Packs are a great way to complement Museum Education Programmes. These packs bridge the gap between classroom learning and visits to the Museum. They are well researched, informative and provide a starting point for teacher understanding.

Teacher Information Packs include:

- Lesson objectives
- Curricula links
- Background information
- Supporting material (including photographs, maps, diary excerpts, timelines and newspaper articles)
- Suggested classroom activities
- Further resources and readings
- Bibliography

Teacher Information Packs now available:

- Early Canterbury – Riccarton House
- Early Canterbury – European Settlement
- Early Canterbury – Transport
- Antarctic Explorers and their Journeys
- Antarctic Wildlife
- Birds of New Zealand
- Insects and Spiders
- Riccarton Bush

Schools will be informed as new Teacher Information Packs become available.

Cost

Teacher Information Packs will be mailed on request to groups booking a related Education Programme. The packs normally retail for \$10 each.

To order a Teacher Information Pack contact:

Education & Public Programmes

Canterbury Museum, Rolleston Avenue
Christchurch 8013, New Zealand

Telephone 03 366 5000 or 03 366 9429 extn 817

Facsimile 03 366 5622

Email education@canterburymuseum.com



Education Communicator Marion Coxon
holding a tiger skull

PLANNING THE VISIT

Bookings

To make the visit enjoyable, worthwhile and stress free, please endeavour to make bookings three weeks in advance, even if the group only wants to have a browse around the galleries or Discovery. The Museum can better meet the needs of your group if staff know the arrival time and length of visit. To process your booking, please provide Canterbury Museum with the following information by telephone, email, facsimile or post:

- Preferred date/s of visit
- Preferred time/s of visit
- Programme content requested
- Achievement Objectives
- Relevant Key Competencies
- Student year and level
- Special or medical needs of your students
- Equipment requirements or other requests
- Number of students
- Number of accompanying adults
- Name of school/group, address, telephone/facsimile numbers and email address
- School contact person

A confirmation of booking and additional information will be sent by fax or email.

Please note: Transportation costs to and from the Museum are the group's responsibility.

Arriving at the Museum

- If the weather is fine, please wait outside the Museum, clear of the entrance, while the group leader checks in at the Information Desk.
- If the weather is cold or wet, please wait quietly in the foyer, clear of public thoroughfares.
- For groups wanting to deliver their own programme, please check in at the Information Desk, then quickly and quietly proceed to the preferred gallery, avoiding congestion in the foyer. Please ensure that students remain in the areas booked.
- For everyone's enjoyment, please ensure that students are considerate towards other groups and the general public visiting the Museum.

Opening

Open every day except Christmas Day
9.00 am – 5.30 pm (October – March)
9.00 am – 5.00 pm (April – September)

Documentary Research Centre's opening hours are
1.00 pm – 4.30 pm, Monday to Friday. The Centre is closed at the weekend, Christmas, New Year and other public holidays.

Costs

A koha is appreciated for all programmes, typically \$2 per person. This can be given to the Education Communicator and a receipt can be sent to the school's accounts department, if requested. Koha are used to develop and maintain education resources used in programme delivery.

If the programme involves visiting Discovery, the entry fee is \$2 per person, with one adult admitted free for every 10 paying students. Payment can be made on the day at the Discovery reception, either by cash or cheque (cheques are payable to Canterbury Museum). Alternatively, an invoice can be sent to the school/organisation. Please ensure that one payment is made for a group, rather than individual payments.

Please note that because the Museum is a non-profit organisation, English Language schools and commercial organisations visiting the Museum are encouraged to pay \$5 per person (which includes entry to Discovery), with one adult admitted free for every 10 paying students.

Timing it right!

Education Programmes are available any time between 9.00 am and 4.00 pm, Monday to Friday. Museum visits outside these hours are negotiable.

What to do with bags and coats

Canterbury Museum has limited storage space so please do not bring bags unless it is absolutely necessary. If you have bags please notify the Information Desk staff and they will provide an area in which the bags can be stored until your departure.

Adult helpers during the visit

For all programmes we recommend at least one adult helper for every ten children. Please ensure that adult helpers remain with the group throughout the visit, actively supervising and encouraging the students. During some programmes, especially Museum trails, it may be necessary to have additional adult helpers. Canterbury Museum's Education staff will suggest an appropriate adult-to-child ratio at the time of booking.

Eating in the Museum

Please help Canterbury Museum to protect the taonga/ treasures by not eating or drinking in the Museum. Unfortunately there is no area in the Museum where groups can eat their own food. Only food and drink purchased from the Museum Café may be consumed there.

EARLY YEARS (EARLY CHILDHOOD - YEAR 2)



Infants and toddlers

For infants and toddlers, independent exploration of Discovery is recommended. Discovery at Canterbury Museum is a unique environment, providing an interactive look at the treasures of the natural world.

Discovery encourages infants and toddlers to explore the wonders of the wider world. By interacting with this colourful, child-friendly exhibition, children can participate in active exploration: asking questions, problem solving and making exciting discoveries.

Young children

The programmes on the following pages have been designed for young children. Each programme is led by an Education Communicator and includes a balance of information, active exploration and hands-on experiences.

The programmes are all closely linked to the principles and strands of the Early Childhood Curriculum, Te Whāriki, and include opportunities for children to develop verbal and non-verbal communication skills, to take part in problem-solving activities and to ask their own questions and make their own discoveries.

Each programme lasts for 30 minutes, but please allow extra time before and after the lesson for movement through the Museum and for children's free-time exploration if it is desired.

Education Communicators welcome discussions with early childhood teachers prior to a Museum visit to establish Learning Outcomes.

Discovery

Discovery at Canterbury Museum has been designed with children in mind. It provides an opportunity for a close-up, hands-on look at some of the Museum's natural history collection, including a giraffe, jaguar, meerkat, sheep and shells.

Children can explore Discovery and uncover a rich variety of animal specimens including butterflies, spiders, insects and birds. Puzzles, books and computers also complement learning.

It is recommended that 'own time' in Discovery is booked for infants and toddlers rather than a specific programme.

Group size

Small group size is a strength of Canterbury Museum's Early Childhood programmes. Fifteen students is the preferred maximum group size for each programme delivered to young children by a Museum Education Communicator.

The small group size increases the potential for individual interaction between students and collection items.

Costs

For all programmes that incorporate time in Discovery, there is a \$2 charge for each visitor aged three years and over. One adult is admitted free for every five children.

However, in the first two weeks of each school term, booked groups of 15 or more will only be charged for the children visiting Discovery, and all accompanying adults will be admitted free.

To make a booking enquiry please contact:

Education & Public Programmes

Canterbury Museum, Rolleston Avenue
Christchurch 8013, New Zealand

Telephone 03 366 5000 or 03 366 9429 extn 817

Facsimile 03 366 5622

Email education@canterburymuseum.com

A Booking Enquiry form can be found on page 28.

The 2010 Learning Experiences booklet, the Booking Enquiry form, Canterbury Museum's floor plan and the Risk Assessment and Management document can be found at www.canterburymuseum.com
Select Visiting Us, then Education Groups.

EARLY CHILDHOOD



Antarctic

| | |
|---------------------|--------------------------------|
| Location | Antarctic Gallery |
| Age | Appropriate for young children |
| Length | 30 minutes |
| Availability | All year |
| Fee | Koha |

| | |
|------------------------------------|--|
| Recommended curricula links | <p>Te Whāriki Belonging – Mana Whenua: Goal 1 Contribution – Mana Tangata: Goal 3 Communication – Mana Reo: Goal 1, Goal 2 Exploration – Mana Aotūroa: Goal 3</p> <p>Social Studies Culture and Heritage Resources and Economic Activities</p> <p>Science Living World</p> |
|------------------------------------|--|

Explore the wonders of this vast continent. What makes it unique? What lives there? What can't live there and why? This programme takes an interactive look at Antarctica and the amazing collections held in the Museum's world-renowned Antarctic Gallery.



Transport

| | |
|---------------------|--------------------------------|
| Location | Transport Gallery |
| Age | Appropriate for young children |
| Length | 30 minutes |
| Availability | All year |
| Fee | Koha |

| | |
|------------------------------------|--|
| Recommended curricula links | <p>Te Whāriki Belonging – Mana Whenua: Goal 1 Contribution – Mana Tangata: Goal 3 Communication – Mana Reo: Goal 1, Goal 2 Exploration – Mana Aotūroa: Goal 3</p> <p>Social Studies Culture and Heritage Resources and Economic Activities</p> |
|------------------------------------|--|

Why do people travel? The Transport Gallery allows children to explore different forms of transport, from coaches and carriages to boats and bikes. Have a go on a penny-farthing bicycle or climb into a replica Cobb & Co coach.



Dinosaurs

| | |
|---------------------|---|
| Location | Geology Gallery and Discovery (optional) |
| Age | Appropriate for young children |
| Length | 30 minutes |
| Availability | All year |
| Fee | Koha. If Discovery is visited \$2 per person (3 years and over), one adult admitted free for every five paying students |

| | |
|------------------------------------|--|
| Recommended curricula links | Te Whāriki Belonging – Mana Whenua: Goal 1 Contribution – Mana Tangata: Goal 3 Communication – Mana Reo: Goal 1, Goal 2 Exploration – Mana Aotūroa: Goal 3 Planet Earth and Beyond |
| | Science Living World |

It's Earth, but not as we know it! What was Earth like when dinosaurs lived? How big was the biggest dinosaur? How big were dinosaur feet? Where did dinosaurs live and what did they eat? Answer these questions and more in this popular programme.



Birds

| | |
|---------------------|---|
| Location | The Bird Hall and Discovery (optional) |
| Age | Appropriate for young children |
| Length | 30 minutes |
| Availability | All year |
| Fee | Koha. If Discovery is visited \$2 per person (3 years and over), one adult admitted free for every five paying students |

| | |
|------------------------------------|---|
| Recommended curricula links | Te Whāriki Belonging – Mana Whenua: Goal 1 Contribution – Mana Tangata: Goal 3 Communication – Mana Reo: Goal 1, Goal 2 Exploration – Mana Aotūroa: Goal 3 |
| | Science Living World |

Explore New Zealand's unique birds – past and present. Did we really have a bird that could eat people, and how big was a moa? This programme incorporates a hands-on look at bird bodies, feathers, eggs and nests. It can also include a chance to explore Discovery and search for birds from around the world.

EARLY CHILDHOOD



Insects and Spiders

| | |
|---------------------|---|
| Location | Discovery |
| Age | Appropriate for young children |
| Length | 30 minutes |
| Availability | All year |
| Fee | \$2 per person (3 years and over), one adult admitted free for every five paying students |

| | |
|--|---|
| Recommended curricula links | Te Whāriki Belonging – Mana Whenua: Goal 1 Contribution – Mana Tangata: Goal 3 Communication – Mana Reo: Goal 1, Goal 2 Exploration – Mana Aotūroa: Goal 3 Planet Earth and Beyond |
| | Science Living World |

What makes an insect an insect? How does an insect grow? Students can explore the enormous range of preserved insect specimens and discover the incredible diversity of the insect world – from bungling beetles and brilliant bugs, to crawling caterpillars and terrific tarantulas.



PRIMARY, INTERMEDIATE AND SECONDARY (YEARS 3 - 10)

Each programme is led by an Education Communicator and includes a balance of information, hands-on experiences and Museum exploration. We recommend these programmes for Years 3 – 10.

To make a booking enquiry please contact:

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Select Visiting Us, then Education Groups.



HUMAN HISTORY



Oral Histories and Traditions

| | |
|---------------------|---|
| Location | Ngā Taonga, Iwi Tawhito, Living Canterbury and Asian Arts |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

Related programmes Iwi Tawhito Whenua Hou
 Ngā Taonga Tuku Iho o Ngā Tūpuna
 Ngā Mahi Hangarau o Te Māori –
 Māori Technology

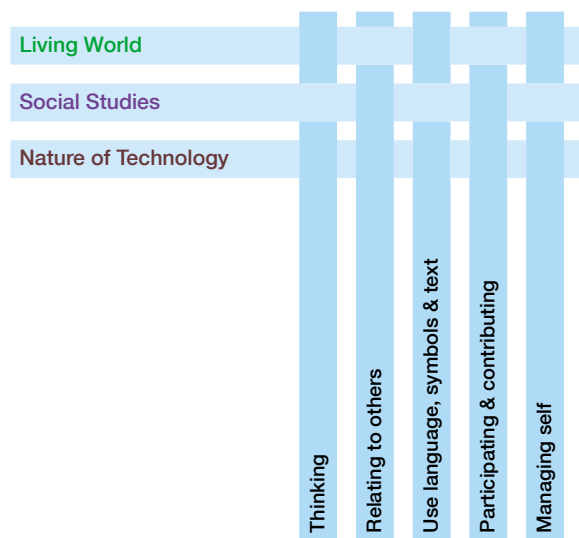
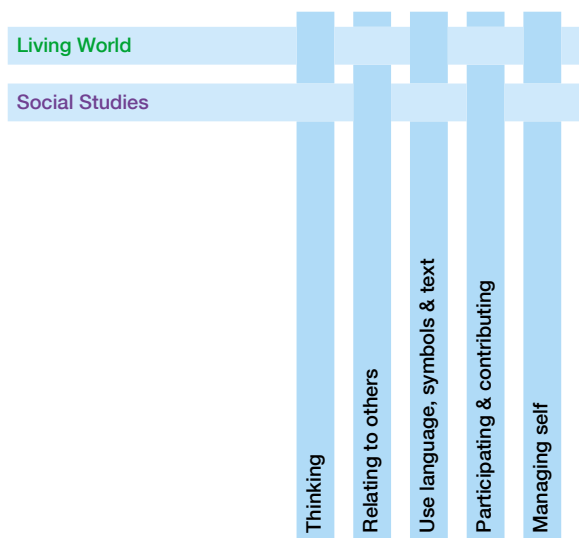
What are the differences between myths/legends and oral histories and traditions? In this lesson selected oral histories and traditions will be retold recognizing well-known entities in Māori oral tradition, e.g. Tane, Tangaroa and Maui. Local history and traditions will also be clarified and enriched using the Living Canterbury Gallery.

Iwi Tawhito Whenua Hou – Ancient People New Land

| | |
|---------------------|----------------------------|
| Location | Iwi Tawhito and Ngā Taonga |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

Related programmes Oral Histories and Traditions
 Ngā Taonga Tuku Iho o Ngā Tūpuna
 Ngā Mahi Hangarau o Te Māori –
 Māori Technology

How did the Pacific people adapt to the challenges they faced when they arrived in Aotearoa approximately 750 years ago? How did they meet their ever-changing needs? With an emphasis on lifestyle and tool technology, students will examine the life of Aotearoa's first settlers.



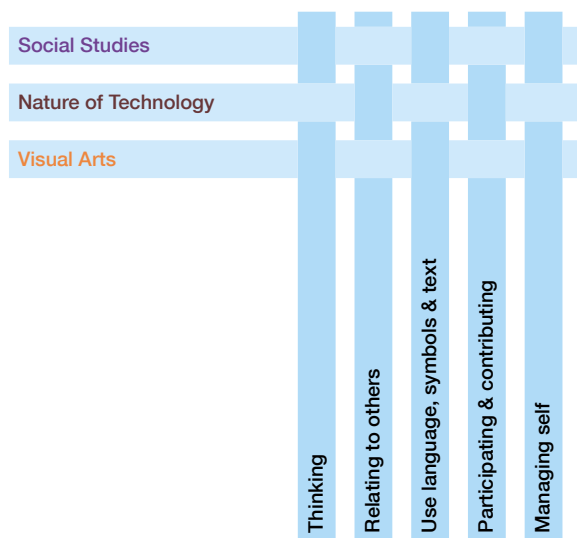


Ngā Taonga Tuku Iho o Ngā Tūpuna – Treasures handed down to us by the Ancestors

| | |
|---------------------|--------------------------|
| Location | Ngā Taonga |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

Related programmes Oral Histories and Traditions
Iwi Tawhito Whenua Hou
Ngā Mahi Hangarau o Te Māori – Māori Technology
Early Canterbury – Interaction between European and Māori

How did early Māori society function? In this lesson students will examine the amazing world of Pre-European Māori including lifestyle, beliefs and values. Using Museum taonga/treasures, students will also learn how Māori interacted with the environment to meet their needs.

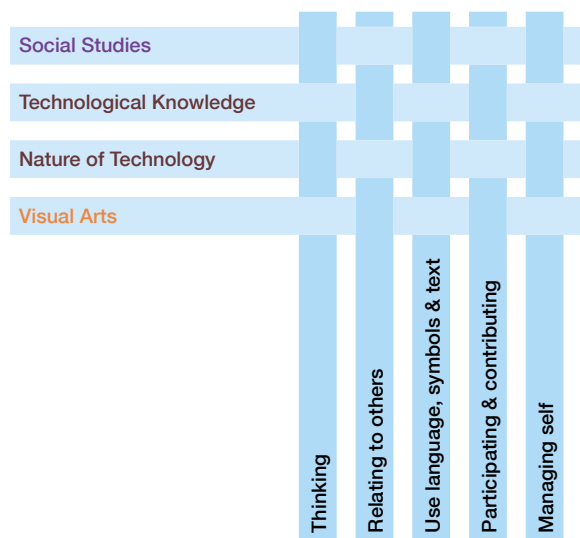


Ngā Mahi Hangarau o Te Māori – Māori Technology

| | |
|---------------------|------------------------------------|
| Location | Ngā Taonga and Iwi Tawhito |
| Age | Appropriate for Year 4 and upwards |
| Length | 2 hours |
| Availability | All year |
| Fee | Koha |

Related programmes Iwi Tawhito Whenua Hou
Ngā Taonga Tuku Iho o Ngā Tūpuna
Oral Histories and Traditions

How did Māori make fire? In this, one of our most popular lessons, students have the opportunity to use replica tools similar to those used by early Māori in everyday life. After interpreting and discussing the gallery displays, students will have the opportunity to try their hand at traditional drilling, carving, adzing and yes, even fire making.



HUMAN HISTORY

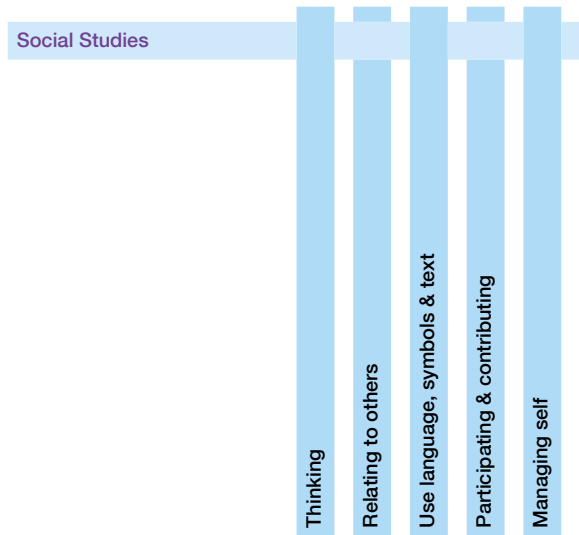


Early Canterbury – Interaction between European and Māori

| | |
|---------------------|------------------------------------|
| Location | Ngā Taonga and Transport Gallery |
| Age | Appropriate for Year 7 and upwards |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

Related programmes Ngā Taonga Tuku Iho o Ngā Tūpuna
Early Canterbury – European Settlement
Early Canterbury – Riccarton House

How was Māori society affected by the arrival of the Europeans? Using stories and items from the collections, students will examine the impact European whalers, sealers, flax traders, early pioneers, planned settlers and the Treaty of Waitangi had on the Māori and vice versa.



Toys and Games – Māori and European

| | |
|---------------------|------------------------------------|
| Location | Ngā Taonga and Christchurch Street |
| Age | Appropriate for all ages |
| Length | 1.5 hours |
| Availability | All year |
| Fee | Koha |

Related programmes Iwi Tawhito Whenua Hou
Ngā Taonga Tuku Iho o Ngā Tūpuna
Early Canterbury – European Settlement

Did Māori children play with dolls? Focusing on the similarities and differences between the cultures, this practical hands-on programme allows students to experience a variety of early Māori and European toys and games.

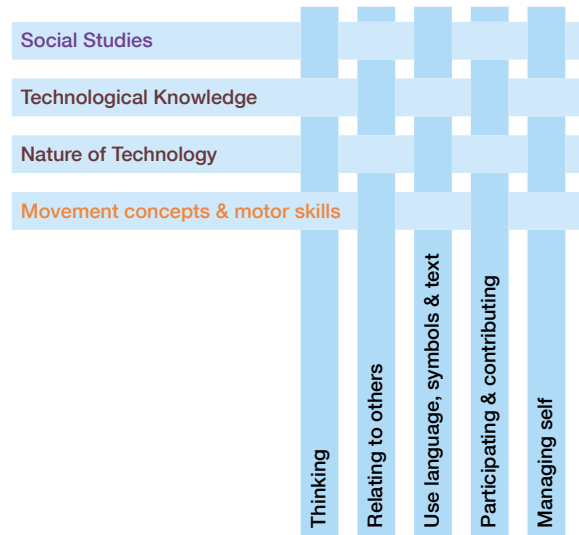




Photo by Rob Dally

Early Canterbury – Riccarton House

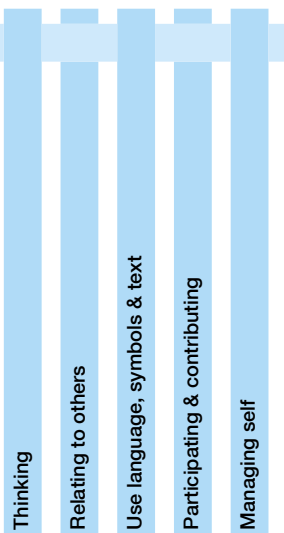
| | |
|---------------------|--|
| Location | Riccarton House |
| Age | Appropriate for all ages |
| Length | 1.5 hours |
| Availability | All year |
| Fee | \$2 per person to Riccarton Bush Trust |

Related programmes Early Canterbury – *Charlotte Jane* to Christchurch
 Early Canterbury – European Settlement
 Riccarton Bush – A Natural History of Canterbury

Information Pack Available free of charge to accompany this programme

What challenges did the early settlers need to overcome to make Canterbury their home? Using the pioneering Deans family as a case study, students will listen to stories of challenges and hardships faced by the family with particular emphasis on the experiences of Jane, John and William Deans as they explore Deans Cottage and Riccarton House.

Social Studies



Early Canterbury – European Settlement

| | |
|---------------------|---|
| Location | Transport Gallery and Christchurch Street |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

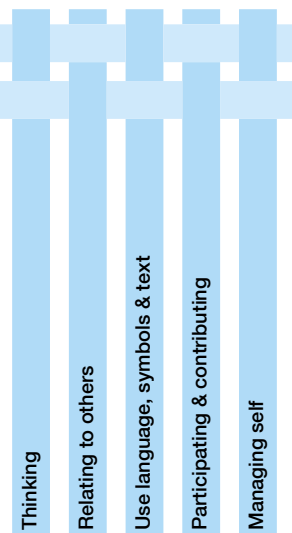
Related programmes Early Canterbury – Riccarton House
 Early Canterbury – *Charlotte Jane* to Christchurch
 Early Canterbury – Transport
 Early Canterbury – Clothing and Textiles

Information Pack Available free of charge to accompany this programme

Why did the early settlers risk it all for a life in Canterbury? In this lesson students will step back in time to learn about the Canterbury Association settlers. Using the Studding Sail Hall and the Christchurch Street students will observe, discuss and think critically about the settlers and the settlement of Canterbury.

Social Studies

Nature of Technology



HUMAN HISTORY



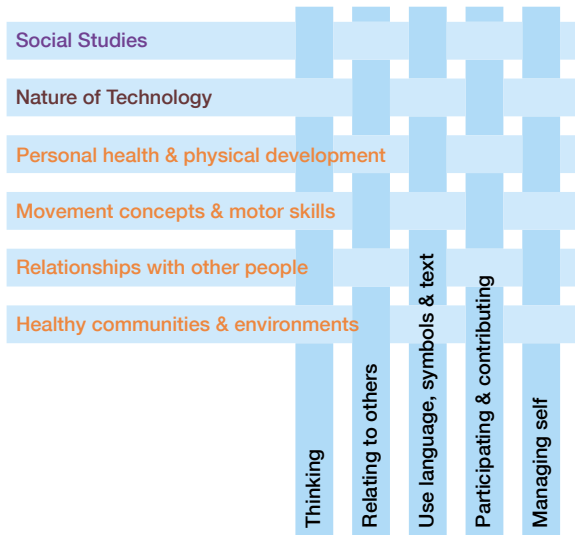
Early Canterbury – Charlotte Jane to Christchurch

| | |
|---------------------|--------------------------------------|
| Location | Lyttelton Museum and Bridle Path |
| Age | Appropriate for Year 4 and upwards |
| Length | 9.30 am – 2.00 pm (plus travel time) |
| Availability | Terms 1 and 4 |
| Fee | Koha to Lyttelton Museum |

Related programmes Early Canterbury – Riccarton House
Early Canterbury – European Settlement

Information Pack Available free of charge to accompany this programme

How did it feel to be an early settler to Christchurch? Beginning at the Lyttelton Museum, students will investigate why people left Britain and the conditions on the voyage out. Following in the footsteps of the early settlers, students will then walk the Bridle Path, using their personal experiences to think critically about how the settlers responded to the challenges they faced.



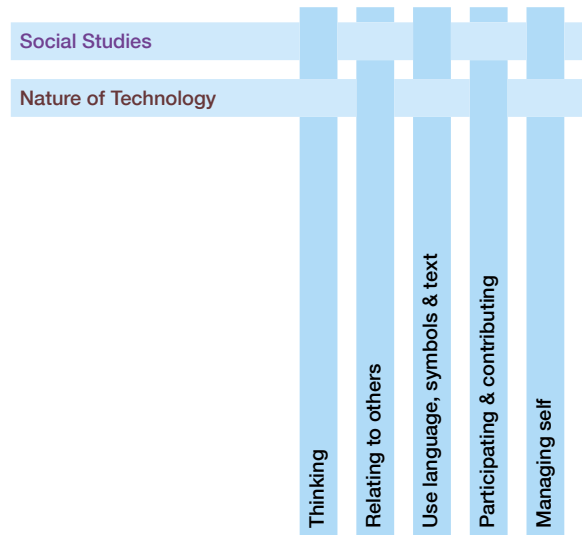
Early Canterbury – Transport

| | |
|---------------------|--------------------------|
| Location | Transport Gallery |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

Related programmes Early Canterbury – European Settlement
Early Canterbury – Clothing and Textiles

Information Pack Available free of charge to accompany this programme

How have people responded to the challenges of transportation in Canterbury over time and how have improvements in transport technology affected the lives of people? Students will explore and think critically about the different forms of transport on display from horse-drawn vehicles to bikes of yesteryear. They will also have the opportunity to sit inside a replica Cobb & Co coach and climb aboard a penny-farthing.



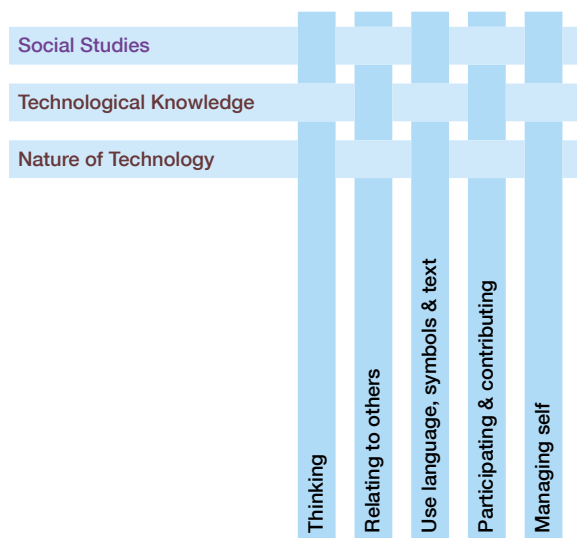


Early Canterbury – Clothing and Textiles

| | |
|---------------------|--------------------------|
| Location | European Costume Gallery |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

Related programmes Early Canterbury – European Settlement
Early Canterbury – Transport

How has fashion been used to reinforce social status? From the corset and crinoline to the leg-of-lamb sleeve, students will examine the lengths people have gone to in the name of fashion from the mid-1800s to today. Students will also have the opportunity to handle some of the Museum’s extensive collection of replica clothing.

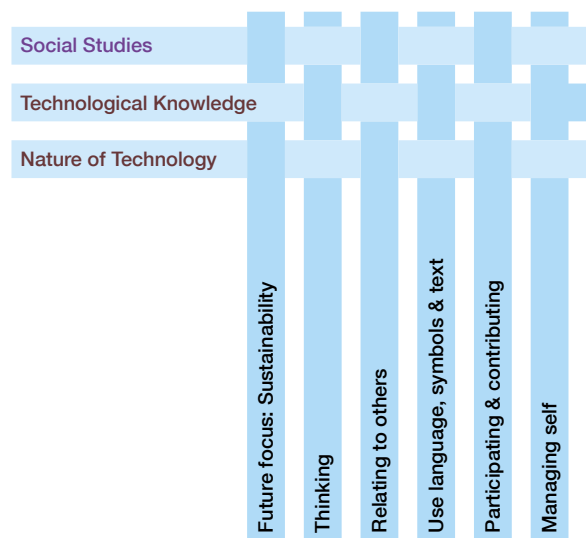


Living Canterbury – Human Impact on the Environment

| | |
|---------------------|--------------------------|
| Location | Living Canterbury |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

Related programmes Riccarton Bush – A Natural History of Canterbury
Animals of Aotearoa/New Zealand

How have Cantabrians affected and shaped our local environment? This interactive lesson covers the quality of Canterbury’s air, water, coast and land. Lessons can also be shaped to focus on sustainability, including recycling, waste, conservation, energy and water saving. This is an ideal lesson to develop research skills.



HUMAN HISTORY



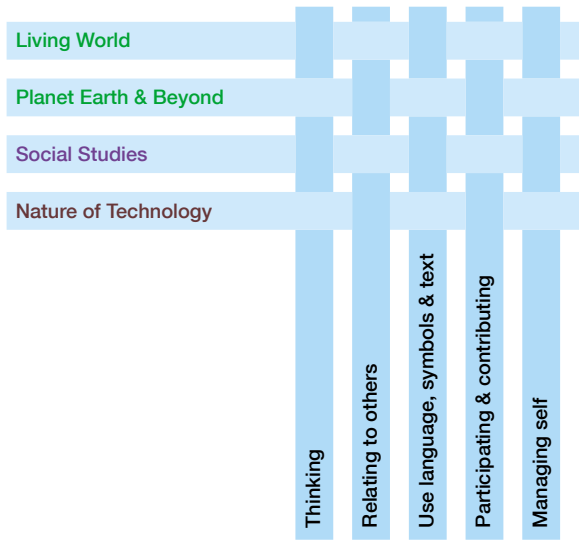
Antarctic Explorers and their Journeys

| | |
|---------------------|--------------------------|
| Location | Antarctic Gallery |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

Related programmes Antarctic Wildlife

Information Pack Available free of charge to accompany this programme

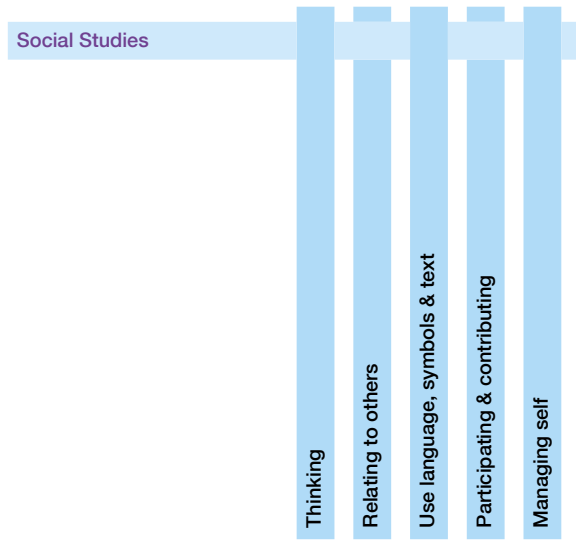
Why are polar explorers like Scott, Shackleton, Amundsen, Fuchs and Hillary considered heroic? Using diary entries, photographs and original expedition items, students will learn about the tremendous and harrowing journeys these men made.



The Museum Mummy – Tash pen Khonsu

| | |
|---------------------|--------------------------|
| Location | Level 3 |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

Why did the Egyptians mummify their dead? Using the recent research Canterbury Museum has undertaken on the mummy Tash pen Khonsu, students will uncover some of the mysteries surrounding Egyptian mummification, including hieroglyphics, shabti and mummification of animals.





Preserving National Treasures

| | |
|---------------------|------------------------------------|
| Location | Museum-wide |
| Age | Appropriate for Year 5 and upwards |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

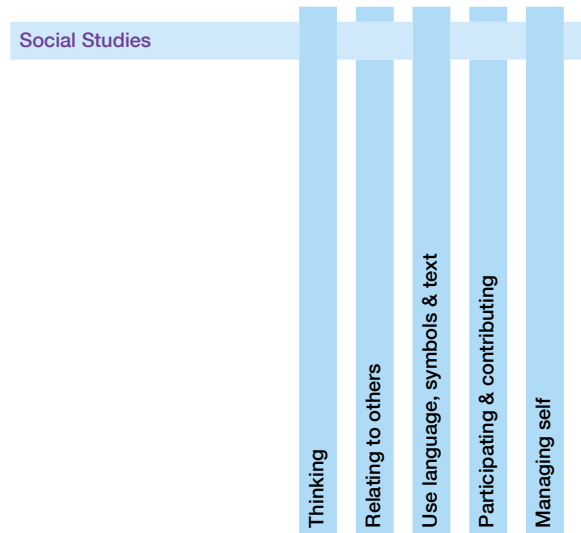
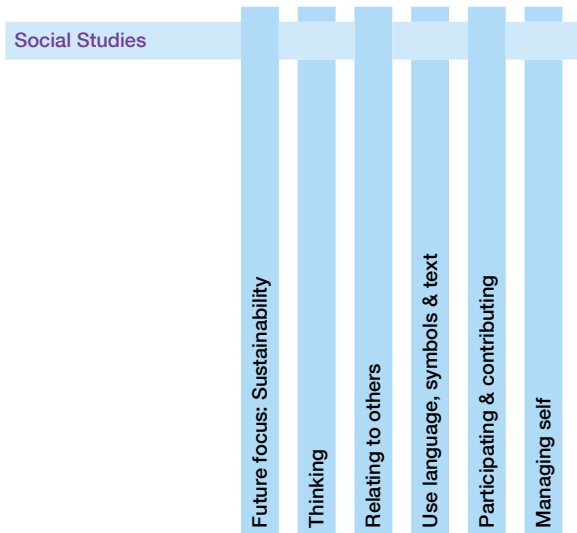
Why do museums exist? Why do we keep what we keep and how do we look after it all? In this programme students will not only examine the roles of museums and changing values towards our nation's culture and heritage, they will also step into the shoes of Museum staff in practical, hands-on experiences.



Kiwiana

| | |
|---------------------|--------------------------------|
| Location | Paua Shell House and Galleries |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

What do a wooden bee, rubber sandals and a meringue dessert all have in common? From black singlets and paua shells to pavlovas, students will look at the New Zealand identity through popular culture. Using Fred and Myrtle's Paua Shell House as a backdrop students will have the opportunity to discuss what is quintessentially kiwi.



NATURAL HISTORY



General or self-guided Discovery Tours

| | |
|---------------------|--|
| Location | Discovery |
| Age | Appropriate for all ages |
| Length | Optional |
| Availability | All year |
| Fee | \$2 per person, one adult admitted free for every 10 paying students |

From fossils and birds to mammals, plants, insects and spiders, the wonders of the natural world are all here under one roof. In this interactive, hands-on environment children of all ages have the opportunity to answer their questions about the natural world. Subject-specific and generic trails are available.



Dinosaurs and Fossils

| | |
|---------------------|--|
| Location | Geology Gallery and Discovery (optional) |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha. If Discovery is visited \$2 per person, one adult admitted free for every 10 paying students |

Related programmes Rocks Down Under
Animals of Aotearoa/New Zealand

What makes a dinosaur a dinosaur? Using Museum displays and prehistoric fossils, this lesson gives students the opportunity to learn about the most awesome animals to have ever lived on Earth – the dinosaurs.

Living World

Planet Earth & Beyond

Thinking

Relating to others

Use language, symbols & text

Participating & contributing

Managing self



Rocks Down Under

| | |
|---------------------|--|
| Location | Geology Gallery and Discovery (optional) |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha. If Discovery is visited \$2 per person, one adult admitted free for every 10 paying students |

Related programmes Dinosaurs and Fossils

How can you tell an igneous rock from a metamorphic or sedimentary rock? Using the Museum's hands-on rock specimens, students will learn how different rocks form and will be able to classify these Canterbury rocks based on texture and composition.



Animals of Aotearoa/New Zealand

| | |
|---------------------|--|
| Location | Discovery, Living Canterbury and the Bird Hall |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | \$2 per person, one adult admitted free for every 10 paying students |

Related programmes Birds of New Zealand
Bones and Skeletons
Riccarton Bush – A Natural History of Canterbury

Why is New Zealand's wildlife so unique and so under threat? This programme looks at some of the unique animals that inhabit New Zealand and its offshore islands, including weta, gecko and kiwi. Students will learn about New Zealand's geological and ecological past and examine why plant and animal introductions are having such an impact.

Planet Earth & Beyond

Thinking

Relating to others

Use language, symbols & text

Participating & contributing

Managing self

Living World

Future focus: Sustainability

Thinking

Relating to others

Use language, symbols & text

Participating & contributing

Managing self

NATURAL HISTORY



Birds of New Zealand

| | |
|---------------------|--|
| Location | The Bird Hall and Discovery (optional) |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha. If Discovery is visited \$2 per person, one adult admitted free for every 10 paying students |

Related programmes Animals of Aotearoa/New Zealand

Information Pack Available free of charge to accompany this programme

What can you tell me about birds? Using the hundreds of New Zealand birds on display in the Bird Hall, students can explore a myriad of ornithological topics, including physical characteristics, adaptation, habitats and extinction. Access to the Museum's hands-on collection of birds, feathers, nests and eggs adds a further dimension.

If the focus of your visit is estuary birds we recommend that you contact the Christchurch City Council. They offer a guided programme delivered at the Estuary.

Living World

Future focus: Sustainability

Thinking

Relating to others

Use language, symbols & text

Participating & contributing

Managing self



Riccarton Bush – A Natural History of Canterbury

| | |
|---------------------|--|
| Location | Riccarton Bush |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | \$2 per person to Riccarton Bush Trust |

Related programmes Early Canterbury – Riccarton House
Living Canterbury – Human Impact on the Environment
Animals of Aotearoa/New Zealand
Birds of New Zealand

Information Pack Available free of charge to accompany this programme

How did this tract of lowland kahikatea forest survive within a metropolitan city? This interactive lesson allows students to examine our unique native flora and fauna while exploring a truly remarkable part of our city. Students will also look at the forest ecosystem, human impact on the environment and the construction of the predator fence.

Living World

Planet Earth & Beyond

Social Studies

Future focus: Sustainability

Thinking

Relating to others

Use language, symbols & text

Participating & contributing

Managing self



Bones and Skeletons

| | |
|---------------------|--|
| Location | Geology Gallery and Discovery (optional) |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha. If Discovery is visited \$2 per person, one adult admitted free for every 10 paying students |

Related programmes Animals of Aotearoa/New Zealand

What does a dolphin look like on the inside? With the opportunity to examine and handle bones of tigers, sheep, cows, horses and dolphins, students can compare the structure and functions of different animals as well as humans. A number of skeletons including moa, seal, monkey and Allosaurus can also be utilised in this lesson.

Living World

Thinking

Relating to others

Use language, symbols & text

Participating & contributing

Managing self



Insects

| | |
|---------------------|--|
| Location | Discovery |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | \$2 per person, one adult admitted free for every 10 paying students |

Related programmes Spiders

Information Pack Available free of charge to accompany this programme

Why are insects so important to life on Earth? Using the Museum's extensive entomological collection items, students are able to get up close and personal with bugs in discussing the life cycle, camouflage, habitats, behaviour and peculiarities of insects, including many New Zealand specimens.

Living World

Thinking

Relating to others

Use language, symbols & text

Participating & contributing

Managing self

NATURAL HISTORY



Spiders

| | |
|---------------------|--|
| Location | Discovery |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | \$2 per person, one adult admitted free for every 10 paying students |

Related programmes Insects

Information Pack Available free of charge to accompany this programme

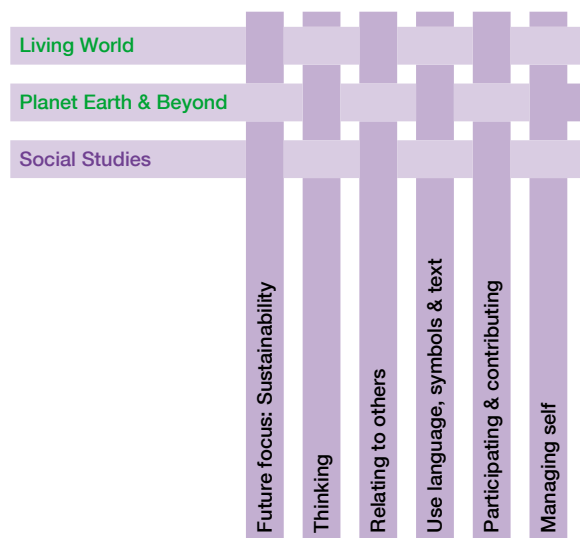
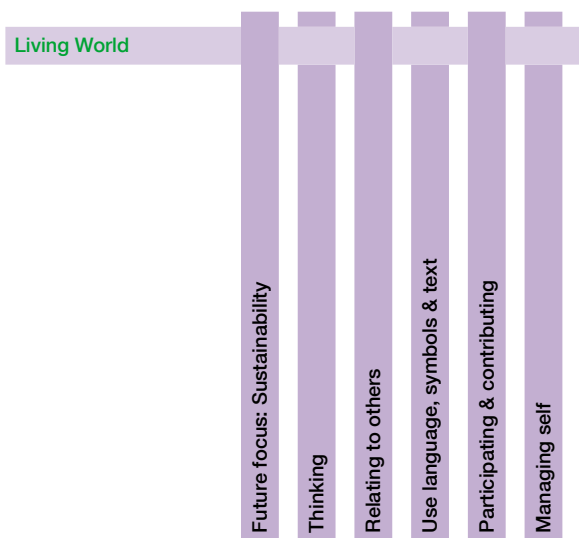
When is a daddy-longlegs not a spider? Using the Museum's live tarantulas as an example, students will focus on topics including the differences between spiders and insects, spider life cycles, hunting strategies and web building. The lesson will also touch on some of New Zealand's more interesting spiders.

Living Canterbury – Human Impact on the Environment

| | |
|---------------------|--------------------------|
| Location | Living Canterbury |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

Related programmes Riccarton Bush – A Natural History of Canterbury
Animals of Aotearoa/New Zealand

What makes Canterbury unique? This interactive lesson looks at Canterbury's natural environment including animals, air, water, coast and land. Lessons can also be shaped to focus on sustainability, including recycling, waste, conservation, energy and water saving. This is an ideal lesson to develop research skills.





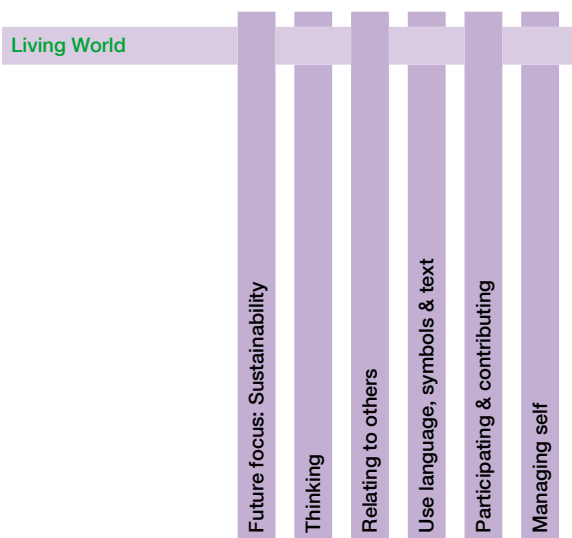
Antarctic Wildlife

| | |
|---------------------|--------------------------|
| Location | Antarctic Gallery |
| Age | Appropriate for all ages |
| Length | 1 hour |
| Availability | All year |
| Fee | Koha |

Related programmes Antarctic Explorers and their Journeys

Information Pack Available free of charge to accompany this programme

How have animals adapted to survive in the harsh Antarctic environment? This programme examines the unique ways Antarctic animals like the Weddell seal, Emperor penguin and the Antarctic cod have adapted to the harsh Antarctic environment. As an extension this lesson can also include discussion about current environmental issues in the Antarctic.



RISK ASSESSMENT AND MANAGEMENT

The following Risk Assessment and Management information is provided to help school teachers plan a school excursion involving Canterbury Museum.

An electronic copy of the Risk Assessment and Management document can be found at www.canterburymuseum.com Select Visiting Us, then Education Groups.

The purpose of risk assessment is to identify:

- possible hazards
- measures that will eliminate, isolate or minimise identified hazards
- the action to control and minimise the extent of an injury.

The definition of “hazard” as defined in the Health and Safety in Employment Act 1992 is:

- a) an activity, arrangement, circumstance, event, occurrence, phenomenon, process, situation or substance (whether

arising or caused within or outside a place of work) that is an actual or potential cause or source of harm; and

- b) includes-
- i. a situation where a person’s behaviour may be an actual or potential cause or source of harm to the person or another person; and
 - ii. without limitation, a situation described in subparagraph (i) resulting from physical or mental fatigue, drugs, alcohol, traumatic shock or other temporary condition that affects a person’s behaviour.

All Museum staff who work with school groups are first aid qualified and trained to provide a response in an emergency.

First aid kits are readily accessible in all areas of the Museum and a mobile kit and cellphone are taken on all off-site activities.

| Hazard Identification | Elimination, isolation and minimisation | Action if hazard occurs |
|------------------------------|--|--|
| Student-specific ailment | <p>School teachers are to disclose any medical ailments of individual students prior to the Museum visit/activity.</p> <p>School teachers are to be solely responsible for students and their individual medical needs during their Museum visit/activity, including field trips, ensuring that the required medical aid is on hand.</p> | <p>School teachers are to administer medication based on the students’ individual medical ailments.</p> <p>In an emergency notify an Education Communicator or other Museum staff member who will ensure that emergency services are contacted.</p> |
| Fire, earthquake, etc | <p>Education Communicators are to show students and school teachers the closest emergency exit.</p> <p>Education Communicators are to give instructions at the time of the emergency.</p> <p>School teachers are to bring a class list so they can ensure that all students are accounted for after an emergency.</p> | <p>Students and school teachers are to follow the directions and instructions provided by the Education Communicators or other Museum staff.</p> <p>School teachers are to check that all students are accounted for.</p> |
| Stairs | <p>All stairs have hand rails.</p> <p>Students and school teachers are to take care to avoid slips and trips by ensuring that they walk and are mindful of where they are going and of other people around them.</p> | <p>For minor accidents, first aid will be administered on site and a Record of Accident form must be completed and handed to the Education Communicator.</p> <p>For serious accidents, school teachers are to notify an Education Communicator or other Museum staff member who will ensure that emergency services are contacted.</p> |

| Hazard Identification | Elimination, isolation and minimisation | Action if hazard occurs |
|--|---|---|
| Cuts, burns and bruising | <p>Education Communicators are to disclose any risks associated with specific practical activities.</p> <p>Education Communicators are to demonstrate the correct and safe way to carry out an activity.</p> | <p>For minor accidents, first aid will be administered on site and a Record of Accident form must be completed and handed to the Education Communicator.</p> <p>For serious accidents, school teachers are to notify an Education Communicator or other Museum staff member who will ensure that emergency services are contacted.</p> |
| Getting lost or exposed to stranger danger | <p>Education Receptionists are to disclose to school teachers at the time the booking is made that members of the public are likely to be present during the Museum visit/activity.</p> <p>School teachers are to ensure that there is at least one adult to every eight students and that accompanying adults are assigned to student working groups. Any variation to this ratio is to be agreed prior to the Museum visit/activity.</p> <p>School teachers are to be solely responsible for the overall safety of the students.</p> <p>Education Communicators are to disclose to students and school teachers that any student going to the toilet or leaving the main group for whatever reason must tell a school teacher and be accompanied by an adult appointed by the school.</p> | <p>If a student is unaccounted for, the school teachers are to notify an Education Communicator or other Museum staff member who will ensure that appropriate action is taken including notifying the Education & Public Programmes Manager and the Protective Services Manager (security) to initiate first response.</p> <p>Museum staff and school teachers are to conduct an initial search of the immediate area.</p> <p>Museum staff will contact the Police if necessary.</p> <p>School teachers will ensure that their school policy relating to lost children is followed.</p> |

If any further information is required please contact:

Education & Public Programmes Manager

Canterbury Museum, Rolleston Avenue
Christchurch 8013, New Zealand

Telephone 03 366 5000 or 03 366 9429 extn 738

Facsimile 03 366 5622

Email education@canterburymuseum.com

Morepork/Ruru *Ninox novaeseelandiae*
native to New Zealand



FLOOR PLAN

Galleries

Level 4

- 24 Museum Cafe

Level 3

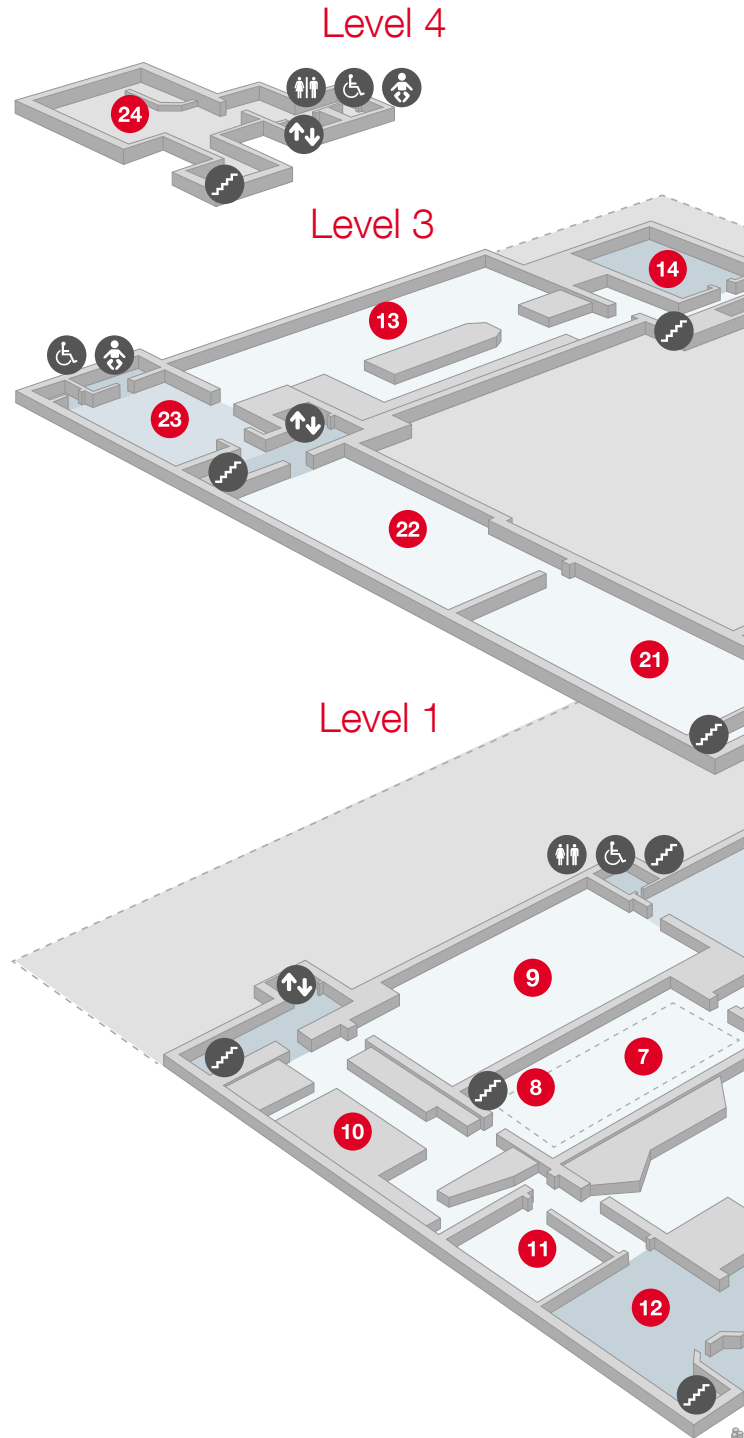
- 23 Visitor Lounge
- 22 Living Canterbury
- 21 Asian Arts
- 20 Bird Hall
- 19 Our Mummy – Tash pen Khonsu
- 18 Discovery \$2 per person
- 17 Dinosaur
- 16 Geology
- 15 Temporary Exhibition
- 14 Documentary Research Centre
Open Monday – Friday, 1 pm – 4.30 pm
- 13 Antarctic

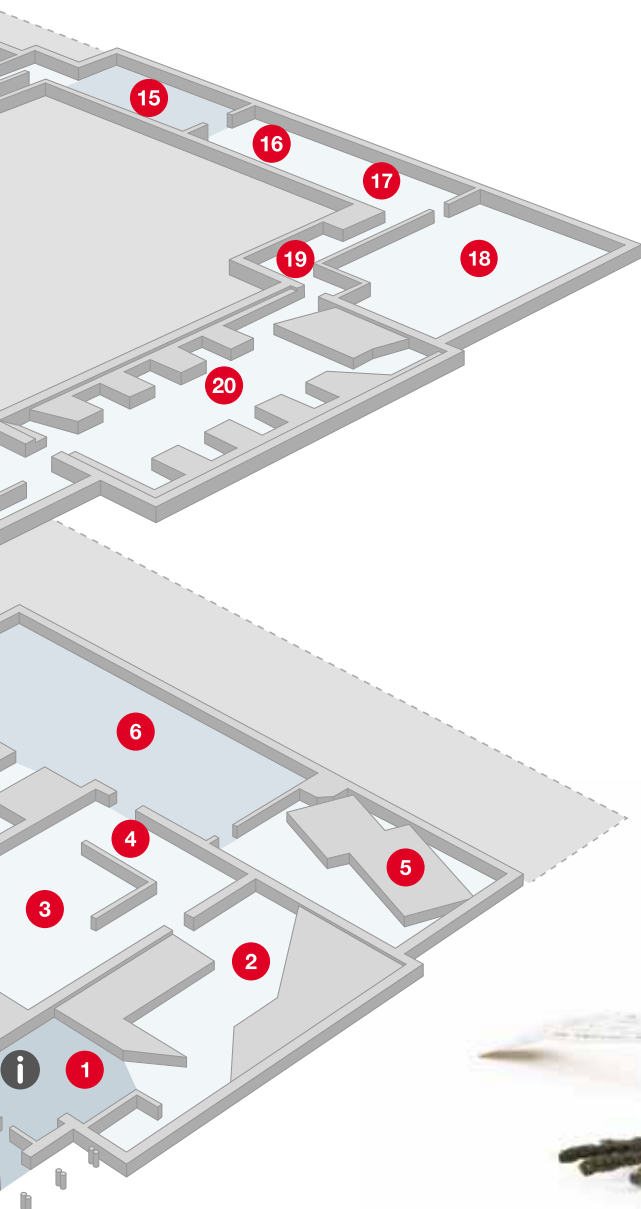
Level 2

Administration and Director
No public access

Level 1

- 12 Museum Store
- 11 Victorian Museum
- 10 Christchurch Street
- 9 Transport
- 8 Costume
- 7 Decorative Arts
- 6 Special Exhibition Hall
- 5 Paua Shell House
- 4 Early European
- 3 Ngā taonga tuku iho o nga tupuna/
Treasures left to us by the ancestors
- 2 Iwi tawhito – whenua hou/Ancient
peoples – new lands
- 1 Foyer and Information





Entrance



LIFT/ELEVATOR
Level 1, Level 3 and Level 4



TOILETS
Level 1, Level 3 and Level 4



DISABLED TOILETS
Level 1, Level 3 and Level 4



BABY CHANGING FACILITY
Level 3 and Level 4



INFORMATION DESK
Level 1



STAIRWELL
Level 1 and Level 3



Tuatara *Sphenodon punctatus*
endemic to New Zealand

BOOKING ENQUIRY



To process your booking please provide Canterbury Museum with the following information by telephone, email, facsimile or post. The Education & Public Programmes Group will contact you to discuss your requirements prior to confirming your booking.

| | |
|--|------------------------|
| School contact person | |
| Name of school/group | |
| Address | Work telephone |
| | Home telephone |
| | Email |
| | Facsimile |
| | |
| Date/s of visit 1 | Time/s of visit 1 |
| Date/s of visit 2 | Time/s of visit 2 |
| Number of students | Student year and level |
| Number of accompanying adults | |
| | |
| Programme content requested | |
| | |
| | |
| | |
| | |
| | |
| | |
| Achievement Objectives | |
| | |
| | |
| | |
| How far through the topic are you? (please circle) Beginning Middle End | |
| Do your students have any special medical needs that we need to know about? | |
| | |
| | |
| | |
| Special equipment requirements or other requests | |
| | |
| | |
| | |

EDUCATION & PUBLIC PROGRAMMES GROUP

Education & Public Programmes Manager Education Communicators



Rachel

Rachel Vavasour
BA (History and Geography)
Post Grad DipTchg
Post Grad Dip Museum
Studies



Marion

Marion Coxon
Higher Dip. Tchng.
39 years' teaching
experience



Anthony

Anthony Hennig
BTchLn with two years'
teaching experience



Louisa

Louisa Preen
BEdSci (Education,
Geography, Antarctic Studies
and Forestry), DipTchg
with nine years' teaching
experience

Education Receptionists



Shannon

Shannon Mills



Leanne

Leanne Brough



Helen

Helen Hoy

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