

2010 Learning Experiences
for senior students

 **Canterbury
Museum**



LETTER OF WELCOME

Kia ora and welcome to Canterbury Museum's *2010 Learning Experiences for Senior Students*. In preparation for the teaching year we have worked hard to develop a book that not only caters to the learning needs of Secondary students completing Achievement Standards for the National Certificate in Educational Achievement, but is also relevant to the New Zealand Curriculum document. The learning examples are suggestions only. It is our hope that you will use the *2010 Learning Experiences for Senior Students* to inspire you to use the Museum's collections and community experts to support and guide your programmes.

Canterbury Museum holds 2.1 million items that cover Antarctic expeditions, Canterbury settlement, ethnology and natural history collections including geological and zoological specimens. Access to this rich and vast collection, together with access to curatorial knowledge make Canterbury Museum a valuable and inspiring resource for senior school students. Learning Experiences at Canterbury Museum are targeted and tailored to meet students' learning outcomes and aim to enrich and enhance 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.

Throughout 2010 we will have special and traveling exhibitions which may be relevant to classroom learning. Highlights include the home-coming of *Mō Tātou* from Te Papa Tongarewa. This taonga-rich exhibition with programmes will be available during Term 1 and 2. During Term 3 and 4 the Museum will be exhibiting an Antarctic exhibition from the Royal Collection in London. Please keep an eye out for Canterbury Museum's UPDATE newsletter informing you of upcoming events and exhibitions.

In 2010, I invite you to complement your classroom programmes with a visit to the Canterbury Museum.

E noho ra

Rachel Vavasour
Education & Public Programmes Manager
Canterbury Museum

CONTENTS

02	COME TO THE MUSEUM
03	NEW PROGRAMME - MŌ TĀTOU: TE HOKINGA MAI
04	SECONDARY
05	ART HISTORY
	2.1 Discuss art works: AS90227
	2.2 Examine subjects and themes in art: AS90228
	2.6 Examine art works in their environmental contexts: AS90232
	3.3 Examine media and processes in art: AS90492
06	VISUAL ARTS
	1.1 Investigate Māori and European art works from established practice: AS90018
08	DRAMA
	3.3 Devise, script and perform drama for solo, duo or trio performance: AS90609
09	CLASSICAL STUDIES
	2.4 Complete an independent examination of an area of classical studies: AS90250
	2.5 Communicate knowledge of an aspect of the classical world: AS90251
10	HISTORY
	1.1 Carry out a historical investigation: AS90209 (can be used in conjunction with History Achievement Standard 1.2 – Communicate historical ideas: AS90210)
	1.3 Interpret historical sources: AS90211
	2.1 Plan and carry out a historical inquiry: AS90465 (can be used in conjunction with History Achievement Standard 2.2 – Communicate historical ideas to demonstrate understanding of an historical context: AS90466)
	2.3 Examine evidence in historical sources: AS90467
	3.1 Plan and carry out independent historical research: AS90654 (can be used in conjunction with Achievement Standard 3.2 – Communicate and present historical ideas clearly to show understanding of an historical context: AS90655)
	3.3 Analyse and evaluate evidence in historical sources: AS90656
12	SOCIAL STUDIES
	2.2 Describe how people's actions influence society: AS90272
	3.2 Examine people's responses to challenges facing society: AS90690
14	TECHNOLOGY
	1.7 Describe the interactions between a technological innovation and society: AS90051
15	BIOLOGY - The Living World
	1.5 Describe the control of an introduced species that affects native species: AS90165
	2.2 Research the interaction between humans and an aspect of biology: AS90769
	2.6 Describe diversity in the structure and function of animals: AS90462
16	SCIENCE - Human Evolution
	3.7 Describe trends in human evolution: AS90719
17	SCIENCE - Planet Earth and Beyond
	1.5 Describe aspects of geology: AS90190
	2.3 Describe the factors and processes involved in the evolution of New Zealand's plants and animals: AS90772
18	PLANNING THE VISIT
19	BOOKING ENQUIRY FORM
20	RISK ASSESSMENT AND MANAGEMENT
22	FLOOR PLAN
24	EDUCATION AND PUBLIC PROGRAMMES GROUP

COME TO THE MUSEUM



Curriculum Based

The majority of the Education Programmes are closely linked to the Social Sciences including History, Classical Studies and Social Studies, Science and Technology learning areas; however, the Museum is also able to provide learning opportunities for Visual Arts, Art History and English students who want to research topics in greater depth.

All programmes delivered at Canterbury Museum can be made more relevant to classroom learning with pre- and post-lesson support using Education Resource Packs and Museum orientation visits.

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, botany, Canterbury history – Māori and European, ethnology, archaeology, design, textiles and Antarctic history.

Adaptability

Programme titles and descriptions in this booklet are simply a guide for teachers. Education Communicators can adjust programmes to complement and enhance topics covered in the classroom. The more information you give us the better we can meet your students' learning needs.

Key Competencies

Programmes delivered at Canterbury Museum provide students with opportunities to develop key competencies. Using Canterbury Museum collections and stories Museum Curators and Education Communicators will inspire and motivate students to become successful learners.

- All Museum programmes are designed to encourage high level thinking by making sense of information, experiences and ideas.
- Using Canterbury Museum as a resource, students are given the opportunity to self-manage and relate to others in an out-of-school experience. By providing a safe learning environment students are encouraged to have a go and ask questions.
- By participating in programmes delivered at Canterbury Museum students are challenged to make sense of an out-of-school environment and are encouraged to participate during and after a delivered programme.

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 relics of human life and endeavour.

These help to create an environment where learning is fun, relevant and inspiring. Programmes can take place in the Museum's numerous galleries, in the Documentary Research Centre, or behind-the-scenes areas.

Hands On

Education Communicators incorporate a hands-on component into both human and natural history programmes. Hands-on collections include the Education Costume Collection containing almost 100 costumes spanning 1790 to 1970.

Other hands-on collections include 19th century household items, photographs, Māori tools and technology, Antarctic clothing, rocks and fossils, birds and skeletons.

Students gain valuable knowledge and understanding through hands-on collections.

Classroom

Canterbury Museum considers its exhibitions and galleries as its main teaching spaces; however, there is a dedicated classroom space which can be used for the delivery of programmes involving collections items.

Great Value

The Museum's wide variety of quality programmes are generally offered free of charge, however a \$2 koha per student is appreciated.

NEW PROGRAMME



Kuri taonga from Moncks Cave, E 158.356.

Mō Tātou: Te Hokinga Mai

20 February – 20 June

Robert McDougall Gallery at Canterbury Museum

The Mō Tātou, Ngāi Tahu Whānui exhibition is a reflection of Ngāi Tahu's contemporary understanding of their past and beyond to the future.

The exhibition attempts to uphold the Māori values and traditions that belong to Ngāi Tahu Whānui while also accentuating that Ngāi Tahu as an iwi is forward thinking and innovative and has cultural values which sit at the heart of who they are.

Drawn from the whakataukī – Mō tātou, ā, mō kā uri ā muri ake nei – For us and our children after us – the exhibition is composed of four themes:

- Toitū te Kawa – Culture
- Toitū te Rangatiratanga – Tenacity
- Toitū te Ao Tūroa – Sustainability
- Toitū te Pae Tawhiti – Innovation

Education Programme

Using *Mō Tātou: Te Hokinga Mai*, Canterbury Museum educators will introduce students to the four themes expressing Ngāi Tahu historical practice and ideals, from their beginnings through to modernity.

Toitū Te Kawa – Culture

Embedded in the land, Ngāi Tahu survived and progressed from near-decimation to tribal autonomy and self-reliance. Toitū te Kawa – Culture, introduces Ngāi Tahu as a people distinct to the South Island with their own specific creation stories, traditions, practices and art forms created from and shaped by the cultural and physical environment - the people and the land.

The storylines for this part of the exhibition include a focus on the origins of the tribe and the Papatipu Rūnanga, the current tribal structure.

Toitū Te Rangatiratanga – Tenacity

The obstacles Ngāi Tahu endured over the last two hundred years were captured in the He mahi kai hōaka, he mahi kai takata proverb by Moeraki Elder Hastings Tipa comparing Te Kerēme, the Ngāi Tahu claim, to the act of smoothing greenstone.

Toitū te Rangatiratanga – Tenacity, is a story of the cultural survival of Ngāi Tahu, of their resolute determination to carry ideas and culture forward, through a history of settlement, migration and intermarriage and in a more contemporary sense, through colonisation.

This segment explores two important aspects of Ngāi Tahu Whānui culture, symbolic of their tenacious approach through Whakapapa and Te Kerēme – the Ngāi Tahu Settlement with the Crown.

Toitū Te Ao Tūroa – Sustainability

'He Puna Waimarie, He Puna Hauaitu, He Puna Karikari – The pools of bounty; the pools of frozen water; the pools dug by the hand of man' – was the prophetic utterance of Rākaihautū, a founding Waitaha ancestor, about what lay before him and his people and is a pepeha that speaks of the nature and of the abundant treasures of Te Waipounamu.

Toitū te Ao Tūroa – Sustainability, uses Rākaihautū's pepeha as the basis of the concept for this part of the exhibition and explores the distinctive flora, fauna and natural resources of the South Island available to Ngāi Tahu Whānui and the tribes subsequent use of those natural resources.

The storyline focuses historically on the intellectual property developed from the resources available, represented through two significant cultural practices – mahinga kai, food-gathering and mahi raranga, Ngāi Tahu weaving.

Toitū Te Pae Tawhiti – Innovation

One feature of the Mō Tātou exhibition and Ngāi Tahu is the blending of the ancient and the new, the customary and the cutting edge. Toitū te Pae Tawhiti – Innovation, accentuates the relationship between past and present and focuses strongly on the modern cultural dynamism of the tribe and their ability to be progressive.

This storyline of the exhibition focuses on three art forms – pounamu, Te Reo and contemporary art – and the innovative developments within each.

It is envisaged that visitors leaving the exhibition will have gained a real sense of Ngāi Tahu Whānui – their vibrant past, firmly anchored and acknowledged through their whakapapa and enduring culture – alive, active and autonomous in its post-claim optimism and positivity.

SECONDARY (YEARS 11 - 13)

The booklet uses the Learning Areas from The New Zealand Curriculum as headings. Relevant Achievement Standards, learning examples, and supporting resources offered by Canterbury Museum are an indication of how the Museum can support the learning outcomes of students who are completing the National Certificate of Educational Achievement.

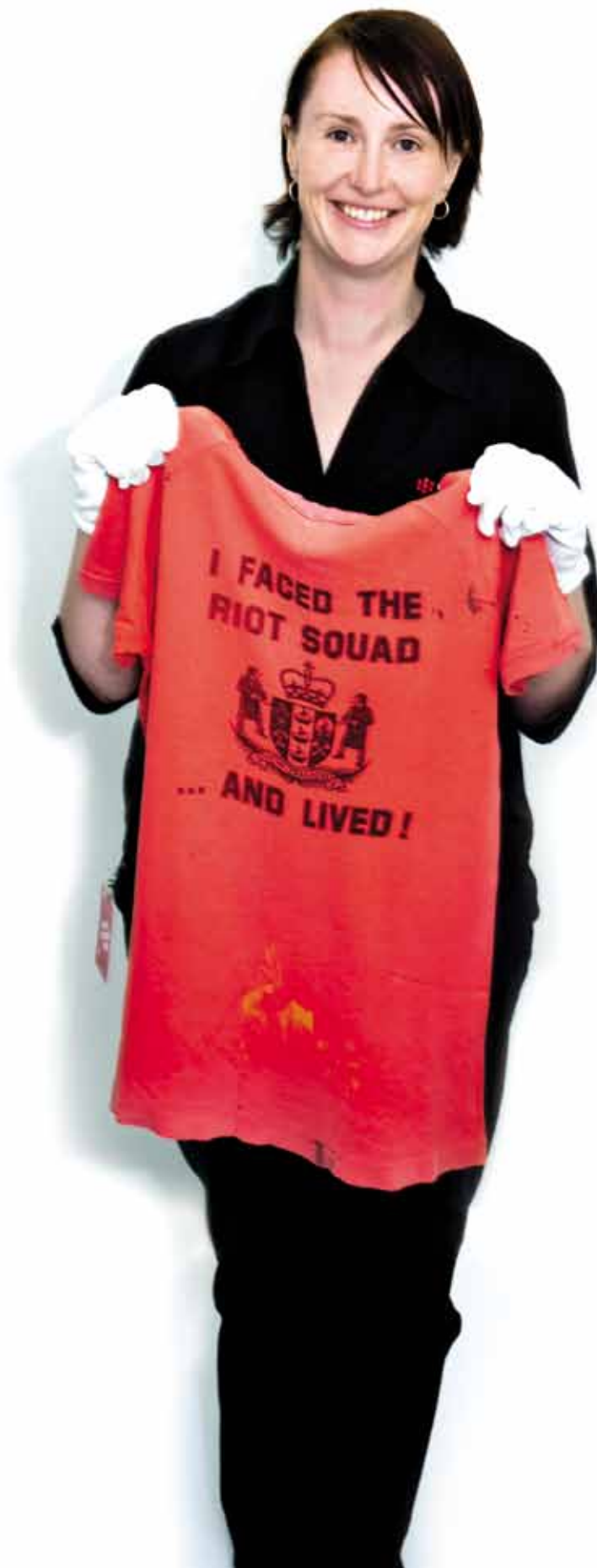
Programmes are led by Museum staff and include a balance of information, Museum exploration and interpretation, hands-on experiences and access to collections where possible.

Canterbury Museum is not an accredited institution. Assessment remains the responsibility of the school.

“ The Museum staff were very friendly about what could be included in the lesson and really tailored it to meet our needs ”

Villa Maria College

Education Communicator Louisa Preen holding a New Zealand anti-apartheid movement t-shirt relating to the 1981 Springbok tour. Canterbury Museum collection, 2008.112.1



ART HISTORY

Encourage students to understand New Zealand's visual culture through valuing art works from the past and their contexts.

Learning Opportunities

Museum Curators and Education Communicators are able to:

- provide expert information on taonga Māori, explaining subject details, functional aspects, design and production of art works as well as how art works are able to embody values and beliefs. Museum staff are able to provide a context within which art works were created and/or valued by describing provenance, ownership, original use, and sociocultural factors.
- provide access to three-dimensional works from selected cultures, specifically Māori and Pacific Island cultures, giving students an insight into the traditional methods used in creating art works including weaving, printmaking and carving.
- provide expert information relating to the origins of Polynesian, Melanesian and Micronesian symbols and motifs which appear in modern and contemporary art works. Students will gain an understanding of the variety of art works created in different cultures and societies which use patterns and motifs to convey meaning.
- provide access to examples of early New Zealand art works and photographs and consider the styles and approaches employed in the context of the political and cultural climate of the day, as well as the continued relevance of such works for contemporary art practice.

Relevant Achievement Standards

Level 2

- 2.1 Discuss art works: AS90227
- 2.2 Examine subjects and themes in art: AS90228
- 2.6 Examine art works in their environmental contexts: AS90232

Level 3

- 3.3 Examine media and processes in art: AS90492

Recommended Links to The Arts Learning Area

Level 7

Understanding the Arts in Context students will:

- research and analyse the influences or contexts on the characteristics and production of art works.

Communicating and Interpreting students will:

- research and analyse how art works are constructed and presented to communicate meanings.

Level 8

Understanding the Arts in Context students will

- use research and analysis to investigate contexts, meaning, intentions, and technological influences related to the making and valuing of art works



To make a booking enquiry 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

A Booking Enquiry form can be found on page 19. The 2010 Learning Experiences for Senior Students 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.

“ We will continue to use Canterbury Museum despite the travel... (an) excellent opportunity to see and learn ”

Timaru Girls High School

VISUAL ARTS

Encourage students to interpret the world around them by using art works from our past to inspire their creativity.

Learning Opportunities

Museum Curators and Education Communicators are able to:

- deliver programmes relating to traditional Māori technology. Ngā Mahi Hangarau o Te Māori – Māori Technology will give students an authentic, hands-on experience in using traditional Māori tools.
- deliver programmes relating to how pre-European Māori used the land. Ngā Taonga Tuku Iho o Ngā Tūpuna – Treasures Handed Down to us by our Ancestors looks at and uses taonga on display to explore themes relating to food gathering and preservation, warfare, whakairo, clothing and textiles, adornment etc.
- provide expert information on taonga Māori, particularly taonga whose provenance is the South Island, and are able to describe subject matter including details on design, production and use as well as how the art work reflects values and beliefs. They are also able to provide a context within which art works were created and/or valued by describing provenance, ownership, original use, etc. The types of taonga could include unique Māori amulets, hei tiki, whitau, raranga, whakairo or illustrated records of South Island Māori rock art.
- provide expert information relating to the origins of Polynesian, Melanesian and Micronesian symbols and motifs which appear in modern and contemporary art works. Students will gain an understanding of the variety of art works created in different cultures and societies which use patterns and motifs to convey meaning.
- provide an overview of the Museum's extensive pictorial collection, which includes rare and unpublished images. Using examples students can consider and discuss the relevance and value of the collection to contemporary visual art practices.
- provide access to three-dimensional art works from selected cultures including:
 - art works from Māori and Pacific cultures. These art works provide students with an insight into the traditional methods used in creating art works including weaving, printmaking, rock art and carving.
 - traditional European decorative arts including ceramics, furniture, silver wares and dress. The decorative arts are defined as those objects which were created for a utilitarian purpose, but which are also prized because of their fineness of workmanship and beauty of appearance. They provide an insight into the aesthetic standards of the time and place in which they were created. The craftsmanship implicit in these objects combines

technical virtuosity with the deepest understanding of the materials and tools with which the objects are created. Items thus produced illustrate a pride in the process of production which has transcended what is necessary for the function of the object and the financial reward for making it.

Information can be provided on design and techniques as well as the social, cultural and political contexts in which selected works were created:

- The opportunity exists for students to compare and contrast the design of items from different cultures, and to look at evidence for cross-cultural fertilisation of design ideas – eg containers for food storage, clothing, weapons, textile design, ceramic techniques and design from European, Asian and Pacific cultures.
- The design of European medals (commemorative and military). from the Renaissance onwards was based on the coins of ancient Egypt, Greece, and the Roman Empire. Many motifs still used in medals today can be found in the money used 2,000 years ago. Using the Museum's collections, students can discuss the design and development of the medal as a European art form, and examine the religious, political and commemorative uses to which it has been put.
- Lace from Europe and New Zealand. Students will be able to examine lace not only as a textile art form but also the social context in which it was created, including the uses to which lace was put in clothing, its social and economic significance, the working conditions for women lacemakers, how cottage industries enabled women to subsidize household incomes and the effect that the lace-making machines had on this industry.

Relevant Achievement Standards

Level 1

Investigate Māori and European art works from established practice: AS90018

Recommended Links to The Arts Learning Area

Level 6

Understanding the Arts in Context students will:

- investigate and analyse the relationship between the production of art works and the contexts in which they are made, viewed, and valued.

Communicating and Interpreting students will:

- identify and analyse processes and procedures from established practice that influence ways of communicating meaning.

Level 7

Understanding the Arts in Context students will:

- research and analyse the influences or contexts on the characteristics and production of art works.

Communicating and Interpreting students will:

- research and analyse how art works are constructed and presented to communicate meanings.

Level 8

Understanding the Arts in Context students will:

- use research and analysis to investigate contexts, meaning, intentions, and technological influences related to the making and valuing of art works.

To make a booking enquiry 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

A Booking Enquiry form can be found on page 19. The *2010 Learning Experiences for Senior Students* 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.

Maureen Lander's Tū Whau-figleaf, 2007, from the *Conversations Across Time/Whakawhiti Kōrero* installation



DRAMA

Encourage students to understand a context beyond their own experience and apply it to their creative thinking and performance processes.

Learning Opportunities

Museum Curators and Education Communicators are able to:

- provide a thematic backdrop to life in Canterbury from 1840 to 1900, enabling students to investigate settler life, early businesses, transportation and clothing from the period.
- provide access to the Education Costume Collection containing almost 100 costumes spanning 1790 to 1970. This extensive collection of historically accurate wearable/hands-on clothing gives students a unique opportunity to examine and discuss the limitations, constraints and even health issues associated with clothing throughout the decades, by literally putting themselves in their characters' shoes and assists them in delivering convincing performances. The collection can also be used as a basis of research for how clothing design and construction techniques have changed over time.

Relevant Achievement Standards

Level 3

3.3 Devise, script and perform drama for solo, duo or trio performance: AS90609

To make a booking enquiry 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

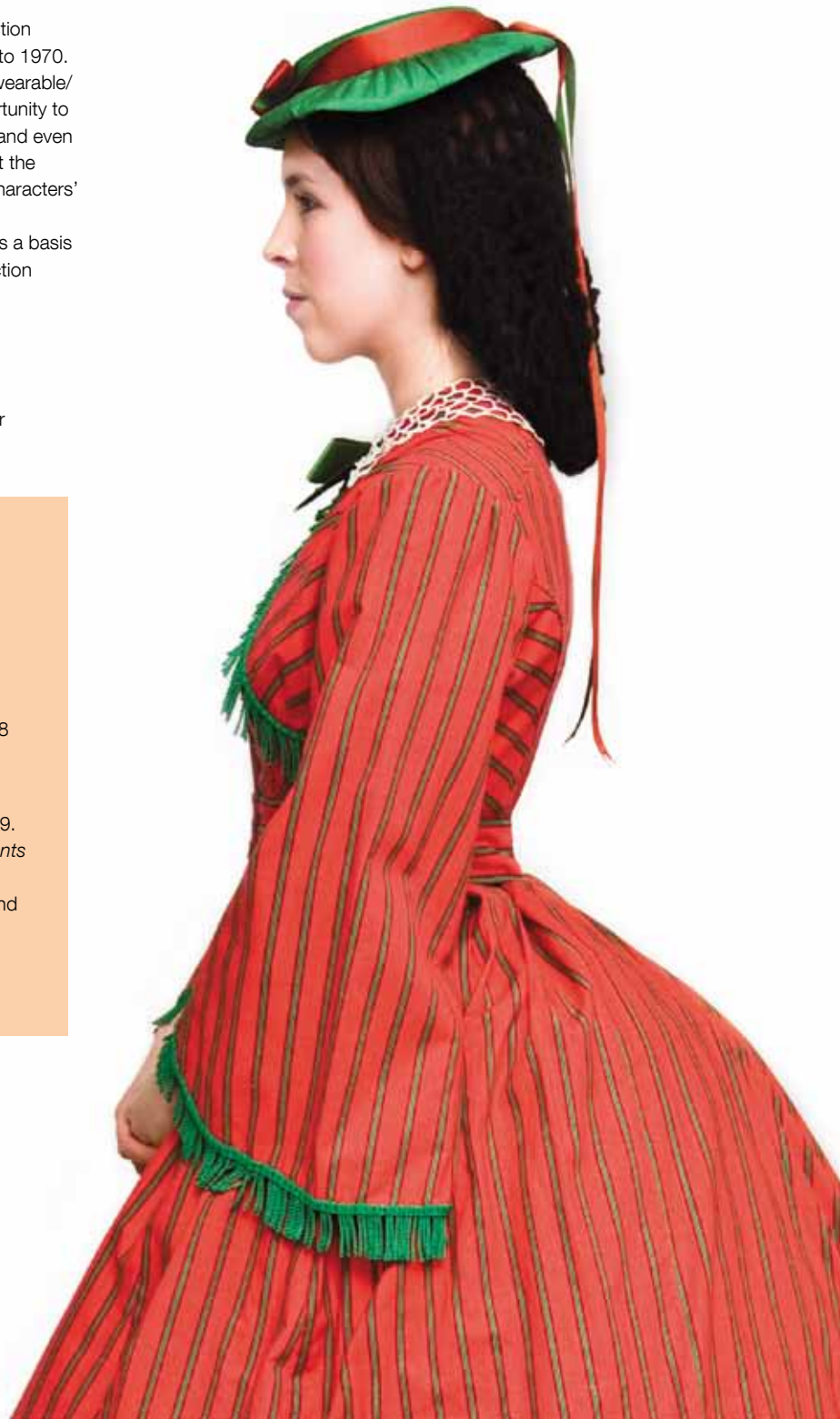
A Booking Enquiry form can be found on page 19. The *2010 Learning Experiences for Senior Students* booklet, the Booking Enquiry form, Canterbury Museum's floor plan and the Risk Assessment and Management document can be found at www.canterburymuseum.com
Select Visiting Us, then Education Groups.

A historically accurate 1860s dress from the Education Costume Collection

Recommended Links to the Drama Learning Area

Level 8

Research and critically evaluate and refine ideas to create original drama works.



CLASSICAL STUDIES

Enable students to develop knowledge of classical cultures and histories.

Learning Opportunities

Museum Curators and Education Communicators are able to:

- provide expert knowledge on the basic skills and practices associated with archaeology using New Zealand as an example. Students will gain a greater understanding of what archaeological evidence is, explaining how artefacts are retrieved from archaeological sites, and placing an emphasis on complete and accurate record keeping.
- provide access to and expert knowledge on ancient Mediterranean and classical ceramic ware.
- provide access to coins from ancient Egypt, Greece, Rome and Byzantium which may be used to lead discussions on peculium, liturgies, social and class divisions, economy and taxes.

Relevant Achievement Standards

Level 2

- 2.4 Complete an independent examination of an area of classical studies: AS90250
- 2.5 Communicate knowledge of an aspect of the classical world: AS90251

To make a booking enquiry 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

A Booking Enquiry form can be found on page 19. The *2010 Learning Experiences for Senior Students* 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.

Black Terra cotta vase, Chiusi, Italy,
Canterbury Museum Collection, C1969.35

“ Students having something tangible in their minds to connect to classroom learning is a strength of Museum programmes ”

Darfield High School



HISTORY

Encourage students to understand New Zealand's cultural identity by learning about past events, people and places.

Learning Opportunities: Thematic based Programmes

Museum Curators and Education Communicators are able to:

- deliver programmes relating to pre-European life in Aotearoa, exploring themes of migration, adaptation to new land and utilisation of local resources. Using the Māori galleries, Iwi Tawhito Whenua Hao looks at the life of the East Polynesians who arrived in Aotearoa approximately 750 years ago. The programme looks at the resources available to them and the skills they had adopted for use in the new land. Ngā Taonga Tuku Iho o Ngā Tūpuna examines aspects of Māori culture approximately 500 years ago: how they lived, what they wore, how food was obtained and preserved and what materials they used for everyday life.
- deliver programmes relating to the European settlement of the Canterbury Plains and the rapid development of Christchurch city. The Christchurch Street, Studding Sail Hall and Transport Gallery can be used to enhance student's knowledge of how Christchurch developed during the 19th century – socially, economically and technologically. Programmes can be presented around a single theme or combination of themes to cater to the needs of the students.
- deliver programmes which examine the early interaction between Tangata Whenua and the first Europeans. Students will discuss Māori society pre-European contact and examine the early relationships between Ngai Tahu and the European whalers, sealers, flax traders, pioneers and planned settlers to Canterbury.
- deliver programmes which provide students with an understanding of New Zealand's involvement in the two world wars. Drawing on original written sources, photographs and actual objects from the time, students will examine some of the social, economic and political issues of the period and achieve a greater understanding of what life was like for those who served and those who stayed at home. As part of this, students will be exposed to a range of perspectives from the past which illuminate some of the values and attitudes in currency at the time. This discussion can also be expanded to touch upon the concept of New Zealand 'identity'.
- examine pivotal moments and events that have shaped New Zealand's history and identity. Using the Documentary Research Centre to access original documents, such as letters, diaries, cartoons and photographs, as well as objects from the past, students will examine the strengths and limitations of written



Iwi Tawhito Moa Hunter diorama

material, photographs, cartoons and objects as historical sources and have the opportunity to analyse and interpret these various forms of evidence. This programme highlights the range of sources available for historical investigation and offers students the opportunity to engage in discussion and evaluation of actual objects from the past.

- discuss the roll of photography in documenting history. Using examples from the Museum's extensive pictorial collection students can examine how photographic selection can lead to suppression and misinformation. Students will discuss how photographs are often considered to be "documentary fact" but when taken out of context can be used to mislead the observer.
- deliver programmes relating to Antarctic explorers and their journeys, including Roald Amundsen, Robert Falcon Scott, Vivian Fuchs, Ernest Shackleton and Edmund Hillary. Students will learn about these explorers' experiences in the harsh environment of the Antarctic, looking at where they went, how they travelled, what they ate, the clothes they wore, and the transport they used. The content of the programme can include a natural history component.

Learning Opportunities: Hands-on based Programmes

Museum Curators and Education Communicators are able to provide students with the opportunity to handle and study original or replica hands-on collections. For example:

- the *Ngā Mahi Hangarau o Te Māori – Māori Technology* programme uses traditional tools to learn skills that early Māori needed to ensure that their basic needs for survival were met and to understand how local natural resources

were used. Learned skills include carving, adzing, polishing, drilling and flax working.

- provide access to the Education Costume Collection containing almost 100 costumes spanning 1790 to 1970. As well as exploring change in dress through time, students are also able to gain a greater understanding of the change in values and attitudes.
- provide access to clothing used in polar exploration from 1898 to the present day and how this has altered with technological developments, especially the introduction of synthetic textiles. Using clothing held in the Museum's collection from Scott, Shackelton, Amundsen and Byrd expeditions, along with more recent clothing worn by Antarctic Treaty nations, students can examine the advantages different parties had and how changes in clothing aided the growth of Antarctic exploration.

Learning Opportunities: Primary Resource based Programmes

Using Canterbury Museum's Documentary Research Centre, Museum Curators and Education Communicators will introduce students to a rich selection of primary and secondary historical documents. Using this resource students will be able to:

- access the unique firsthand experiences of history captured in these documents including diaries written by settlers while on the first four ships, letters from the front line at Gallipoli and photographs of Heroic Era Antarctic expeditions.
- contextualise this information with secondary sources such as newspaper clippings, books and journals.
- gather information on the early European settlement of Canterbury, the First and Second World Wars and the Heroic Age of Antarctic exploration.
- gain an understanding of how these collections are described, stored and preserved

Relevant Achievement Standards

Level 1

- 1.1 Carry out an historical investigation: AS90209: (can be used in conjunction with History Achievement Standard 1.2 – Communicate historical ideas: AS90210).
- 1.2 – Communicate historical ideas: AS90210).
- 1.3 Interpret historical sources: AS90211

Level 2

- 2.1 Plan and carry out an historical inquiry: AS90465: (can be used in conjunction with History Achievement Standard 2.2 – Communicate historical ideas to demonstrate understanding of an historical context: AS90466).

2.3 Examine evidence in historical sources: AS90467

Level 3

- 3.1 Plan and carry out independent historical research: AS90654: (can be used in conjunction with Achievement Standard 3.2 – Communicate and present historical ideas clearly to show understanding of an historical context: AS90655).
- 3.3 Analyse and evaluate evidence in historical sources: AS90656

Recommended Links to the Social Sciences Learning Area

Students will gain knowledge, skills, and experience to:

History, Level 6

Understand how the causes and consequences of past events that are significant to New Zealand shape the lives of people and society.

History, Level 7

Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders.

History, Level 8

Understand that the causes, consequences and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested.

To make a booking enquiry 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

A Booking Enquiry form can be found on page 19. The *2010 Learning Experiences for Senior Students* 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.

SOCIAL STUDIES



Enhance students' understanding of their culture, heritage and identity and how interpretations of events, people and places change over time.

Learning Opportunities: Thematic based Programmes

Museum Curators and Education Communicators are able to:

- deliver programmes relating to pre-European life in Aotearoa, exploring themes of migration, adaptation to a new land and utilisation of local resources. Using the Māori galleries, Iwi Tawhito Whenua Hou looks at the life of the East Polynesians who arrived in Aotearoa approximately 750 years ago. The programme looks at the resources they had available to them and the skills they adopted for use in the new land. Ngā Taonga Tuku Iho o Ngā Tūpuna examines aspects of Māori culture approximately 500 years ago: how they lived, what they wore, how food was obtained and preserved and what materials they used for everyday life.
- deliver programmes relating to Antarctic explorers and their journeys, including Roald Amundsen, Robert Falcon Scott, Vivian Fuchs, Ernest Shackleton and Edmund Hillary. Students will learn about these explorers' experiences in the harsh environment of the Antarctic, looking at where they went, how they travelled, what they ate, the clothes they wore, and the transport they used. The content of the programme can include a natural history component.

Learning Opportunities: Hands-on based Programmes

Museum Curators and Education Communicators are able to provide students with the opportunity to handle and study original or replica hands-on collections. For example:

- Ngā Mahi Hangarau o Te Māori – Māori Technology programme uses traditional tools to learn skills that

early Māori needed to ensure that their basic needs for survival were met and to understand how local natural resources were used. Learned skills include carving, adzing, flaking, polishing, drilling and flax working.

- the costume collection created for New Zealand's 1990 Sesquicentennial Celebrations contains almost 100 replica costumes spanning 1790 to 1970. As well as exploring change in dress through time, students are also able to gain a greater understanding of the change in values and attitudes.

Learning Opportunities: Primary Resource Programmes

Using Canterbury Museum's Documentary Research Centre, Museum Curators and Education Communicators will introduce students to a rich selection of primary and secondary historical documents. Using this resource students will be able to:

- access the unique firsthand experiences of history captured in these documents including diaries written by settlers while on the first four ships, letters from the front line at Gallipoli and photographs of Heroic Era Antarctic expeditions.
- contextualise this information with secondary sources such as newspaper clippings, books and journals.
- gather information on the early European settlement of Canterbury, the First and Second World Wars and the Heroic Age of Antarctic exploration.
- gain an understanding of how these collections are described, stored and preserved

Using Canterbury Museum's permanent collections, Museum Curators and Education Communicators are able to provide access to Social History and Anthropology collections including:

- Antarctic collections, with artefacts from Shackleton's Imperial British Trans-Antarctic Expedition, Scott's

“ The use of actual objects allowed students to gain a new insight into what constitutes historical research and what can be used to help us understand the past ”

Villa Maria College

Discovery and Terra Nova expeditions, Fuchs' and Hillary's Commonwealth Trans-Antarctic Expedition;

- ethnology collections with chisels, adzes, objects of adornment, clothing and fire-making tools;
- Canterbury History collections including late 19th century common household items, decorative arts, clothing and textiles, transport etc.

Relevant Achievement Standards

Level 2

2.2 Describe how people's actions influence society:

AS90272

3.2 Examine people's responses to challenges facing society:

AS90690

Recommended Links to the Social Sciences Learning Area

Students will gain knowledge, skills, and experience to:

Social Studies, Level 6

Understand how cultures adapt and change and that this has consequences for society

To make a booking enquiry please contact:

Education & Public Programmes Manager

Canterbury Museum, Rolleston Avenue
Christchurch 8013, New Zealand

Telephone 03 366 5000 or 03 366 9429 extn 738

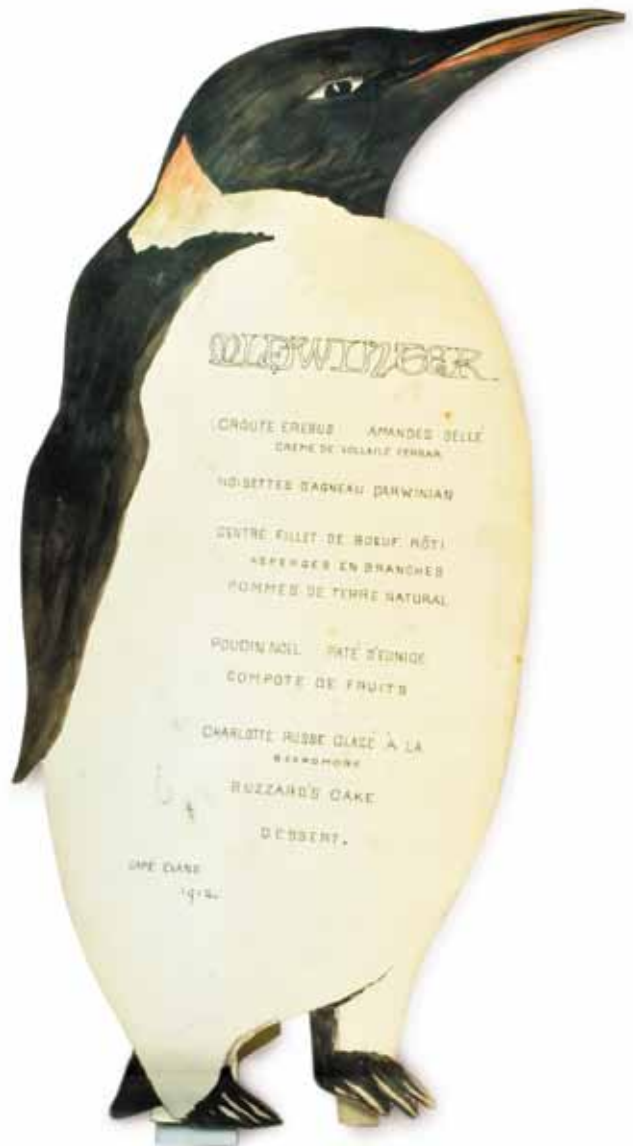
Facsimile 03 366 5622

Email education@canterburymuseum.com

A Booking Enquiry form can be found on page 19. The 2010 *Learning Experiences for Senior Students* 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.

“ Fantastic break from the classroom – complementing classroom learning especially at the beginning of a unit ”

Middleton Grange School



Left: VC and bar recipient Captain Charles Upham's pipe and pouch, ca1939. Canterbury Museum collection, 1995.112.1

Right: Nelson, Edward, British Antarctic Expedition, 1910 – 1913, Menu in the Shape of an Emperor Penguin, Midwinter's Day, Cape Evans, 1912, Manuscripts Collection, Canterbury Museum, 2008.70.1

TECHNOLOGY

Enhance student knowledge about changes in technology through time, and how those changes have influenced the way people do things.

Learning Opportunities

Museum Curators and Education Communicators are able to:

- provide expert information about technological changes and how these have influenced the way people live and interact. With a particular focus on transport and household objects students will have the opportunity to compare and contrast some of the objects they use in everyday life with those used over the last 150 years. Students will also have the opportunity to assess the consequences of these technological developments on social, economic and recreational activities.
- provide students with the opportunity to handle and study replica tools used by Māori prior to European settlement. In our Ngā Mahi Hangarau o Te Māori – Māori Technology programme, students use traditional tools including drills, adzes, chisels and fire troughs, to learn the skills early Māori needed to ensure their basic survival needs were met. Discussion is led on the materials, knowledge and expertise required to produce tools of this nature. Students can then examine how Māori adopted and adapted technologies introduced by the European settlers to suit their own needs.
- examine how the production of clothing has been affected by technological advancement. Viewing authentic costume and accessories from the 18th to 20th centuries, and examples of textile technology (eg sewing machines and needlework tools), students can examine how the introduction of machine technologies affected

not only the economics of household and cottage industry clothing production, but also the design and availability of fashionable clothing across all classes of society. Students can also consider the effect of imported mass-produced clothing on local industry.

- examine clothing used in polar exploration from 1898 to the present day and how this has altered with technological developments, especially the introduction of synthetic textiles. Using clothing held in the Museum's collection from Scott, Shackleton, Amundsen and Byrd expeditions, along with more recent clothing worn by Antarctic Treaty nations, students can examine the advantages different parties had and how changes in clothing aided the growth of Antarctic exploration.

Relevant Achievement Standards

Level 1

- 1.7 Describe the interactions between a technological innovation and society: AS90051

Recommended Links to the Technology Learning Area

Level 6-8

- Planning for practice
- Technological products

To make a booking enquiry 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

A Booking Enquiry form can be found on page 19. The 2010 *Learning Experiences for Senior Students* 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.

Left: Student from Shirley Boys' High School using a replica adze

Right: Male and female huia (*Heteralocha acutirostris*), an endemic bird of New Zealand - now extinct.





BIOLOGY THE LIVING WORLD

Encourage students to understand how living things interact with each other and their environment.

Learning Opportunities

Museum Curators and Education Communicators are able to:

- provide expert knowledge relating to birds of New Zealand, promoting discussion about similarities and differences between bird species through describing the characteristics that have increased or reduced their chances for survival. Students will gain a greater understanding of some of New Zealand's endangered and extinct bird species.
- provide expert knowledge relating to Riccarton Bush, the only surviving remnant of a lowland kahikatea forest in the Canterbury region. In this context students will be able to identify plants and animals, describe the conditions necessary for the survival of endemic flora and fauna and understand the human role in preserving habitats.
- provide access to vertebrate collections not on display, including bones of moa, Haast's eagle, laughing owl, huia and other extinct birds with the aim of enhancing students' knowledge of the diversity of New Zealand's fauna.
- provide expert knowledge relating to the evolution, biodiversity and biogeography of New Zealand's unique arthropod fauna, including spiders, weta and other insect species held in the research collections, with the aim of enhancing students knowledge of the wonderful world of New Zealand fauna.
- provide expert knowledge relating to the Living Canterbury exhibition, influencing students' attitudes towards the environment, giving them greater understanding of how their actions impact on it. Living Canterbury describes threats to New Zealand's endemic life, especially issues relating to Canterbury's biodiversity including pest management, and threats to natural habitats such as wetlands, braided rivers and the Avon-Heathcote Estuary.
- provide expert knowledge on wildlife of Antarctica and the subantarctic islands. Using specimens held in the Museum's collection and curatorial expertise, students will be able to examine the physical anatomy of Antarctic animals and how they have adapted to suit this unique environment. Students will then discuss how global warming and changes in the Earth's environment are perceived to be affecting these animals.
- provide access to pictorial and manuscript collections, including diaries, sketches, photographs and unpublished papers relating to New Zealand's flora and fauna, such as the Canterbury Botanical Society Records, to enhance students' knowledge of the change in attitudes towards New Zealand's endemic species since the arrival of the early European settlers.

Relevant Achievement Standards

Level 1

1.5 Describe the control of an introduced species that affects native species: AS90165

Level 2

2.2 Research the interaction between humans and an aspect of biology: AS90769

2.3 Describe the factors and processes involved in the evolution of New Zealand's plants and animals: AS90772

2.6 Describe diversity in the structure and function of animals: AS90462

Level 3

3.7 Describe trends in human evolution: AS90719

Recommended Links to the Science Learning Area

Students will:

Level 6

Investigate the impact of natural events and human actions on a New Zealand ecosystem.

Level 7

Explain how the interaction between ecological factors and natural selection leads to genetic changes within populations.

Level 8

Explore the evolutionary processes that have resulted in the diversity of life on Earth and appreciate the place and impact of humans within these processes.

To make a booking enquiry 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

A Booking Enquiry form can be found on page 19. The *2010 Learning Experiences for Senior Students* 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.

SCIENCE HUMAN EVOLUTION



Encourage students to gain knowledge of cultural evolutionary trends.

Learning Opportunities

Museum Curators and Education Communicators are able to:

- provide expert knowledge and access to collections relating to cultural evolution, introducing students to the evidential trends in the use of stone, wood and bone tools, clothing and food gathering as well as developments in art, communication and language. Students will also gain an understanding of stone tool making.
- provide access to skulls of a number of primates which may be used in comparisons with humans.

Relevant Achievement Standards

Level 3

3.7 Describe trends in human evolution: AS90719

Recommended Links to the Science Learning Area

Students will:

Level 8

Explore the evolutionary processes that have resulted in the diversity of life on Earth and appreciate the place and impact within these processes.

To make a booking enquiry 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

A Booking Enquiry form can be found on page 19. The *2010 Learning Experiences for Senior Students* 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.

Cast of adult male *Homo erectus* skull (sangiran, 1.4 MYA)
courtesy of Dr Yann-Pierre Montelle

SCIENCE PLANET EARTH AND BEYOND

Enable students to understand the Earth's processes.

Learning Opportunities

Museum Curators and Education Communicators are able to:

- provide expert knowledge on rocks and minerals, and are able to provide hands-on rock specimens, mineral samples, semi-precious stones, metal ores and meteorites giving students an understanding of their many uses, including Māori tools, building stones, metal ores etc.
- use hands-on sedimentary, metamorphic and igneous rock specimens to demonstrate to students the diverse properties of rocks and how they are formed. Students will learn how to classify rocks and how they relate to each other through the rock cycle.
- provide expert knowledge relating to collections on display in the Geology gallery – an excellent range of fossil specimens, from impressions of dragonflies to the mineralized bones of Canterbury's giant marine reptiles, plesiosaurs and mosasaurs.
- provide students with the opportunity to examine hands-on examples of fossils preserved by carbonization and silicification, casts and moulds, and trace fossils. Students will learn how to read the information from these records of previous life forms, including information on environmental and evolutionary changes.

Relevant Achievement Standards

Level 1

1.5 Describe aspects of geology: AS90190

Recommended Links to the Science Learning Area

Students will:

Level 6

Investigate the external and internal processes that shape and change the surface features of New Zealand.

To make a booking enquiry 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

A Booking Enquiry form can be found on page 19. The *2010 Learning Experiences for Senior Students* 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.

PLANNING THE VISIT

Bookings

Please endeavour to make bookings three weeks in advance. 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
- Special or medical needs of your students
- Equipment requirements or other requests
- Number of students
- Number of accompanying adults
- Student year and level
- Name of school/group, address, telephone/facsimile numbers and email address
- School contact person

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

To make a booking enquiry 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

The *2010 Learning Experiences for Senior Students* 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.

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. Please note that the Museum is a non-profit organisation.

If the visit involves visiting **Discovery**, the entry fee is \$2 per person, 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.

Timing it right!

Education Programmes are available any time between 9 am and 4.00 pm, Monday to Friday. Museum visits outside these hours are negotiable.

Arriving at the Museum

- If the weather is fine, please wait outside the Museum, keeping 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, keeping 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.
- Please ensure that students are considerate toward other groups and the general public visiting the Museum, for everyone's enjoyment.

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 senior students it is not necessary to have adult helpers. If you require adult helpers then please ensure that they remain with the group throughout the visit, actively supervising and encouraging the students.

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.

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	

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	School teachers are to disclose any medical ailments of individual students prior to the Museum visit/activity. 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.	School teachers are to administer medication based on the students’ individual medical ailments. In an emergency notify an Education Communicator or other Museum staff member who will ensure that emergency services are contacted.
Fire, earthquake, etc	Education Communicators are to show students and school teachers the closest emergency exit. Education Communicators are to give instructions at the time of the emergency. School teachers are to bring a class list so they can ensure that all students are accounted for after an emergency.	Students and school teachers are to follow the directions and instructions provided by the Education Communicators or other Museum staff. School teachers are to check that all students are accounted for.
Stairs	All stairs have hand rails. 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.	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. For serious accidents, school teachers are to notify an Education Communicator or other Museum staff member who will ensure that emergency services are contacted.

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

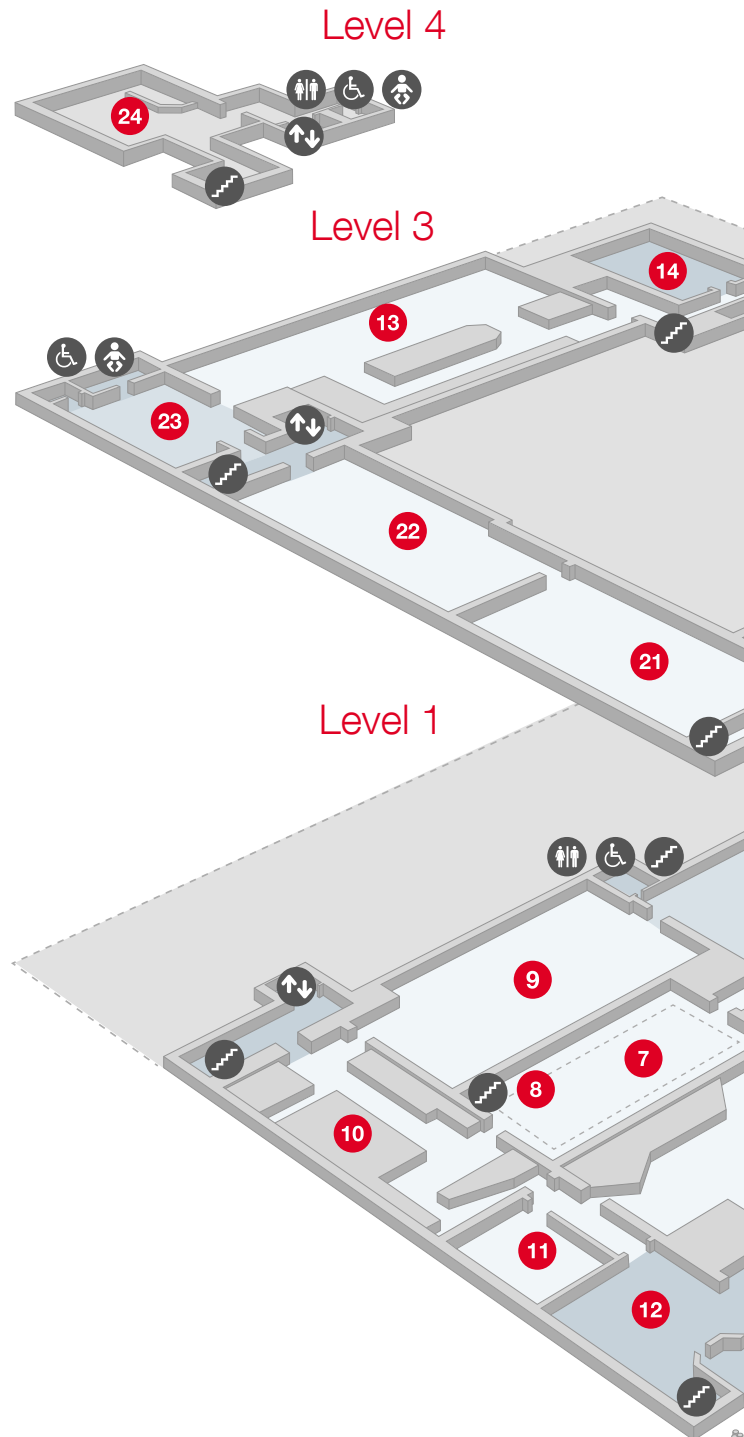
- 23 Visitor Lounge
- 22 Living Canterbury
- 21 Asian Arts
- 20 Bird Hall
- 19 Our Mummy–Tash pen Khonsu
- 18 Discovery \$2 per person
- 17 Dinosaur
- 16 Geology
- 15 Temporary Exhibition
- 14 Documentary Research Centre
Open Monday–Friday, 1 pm–4.30 pm
- 13 Antarctic

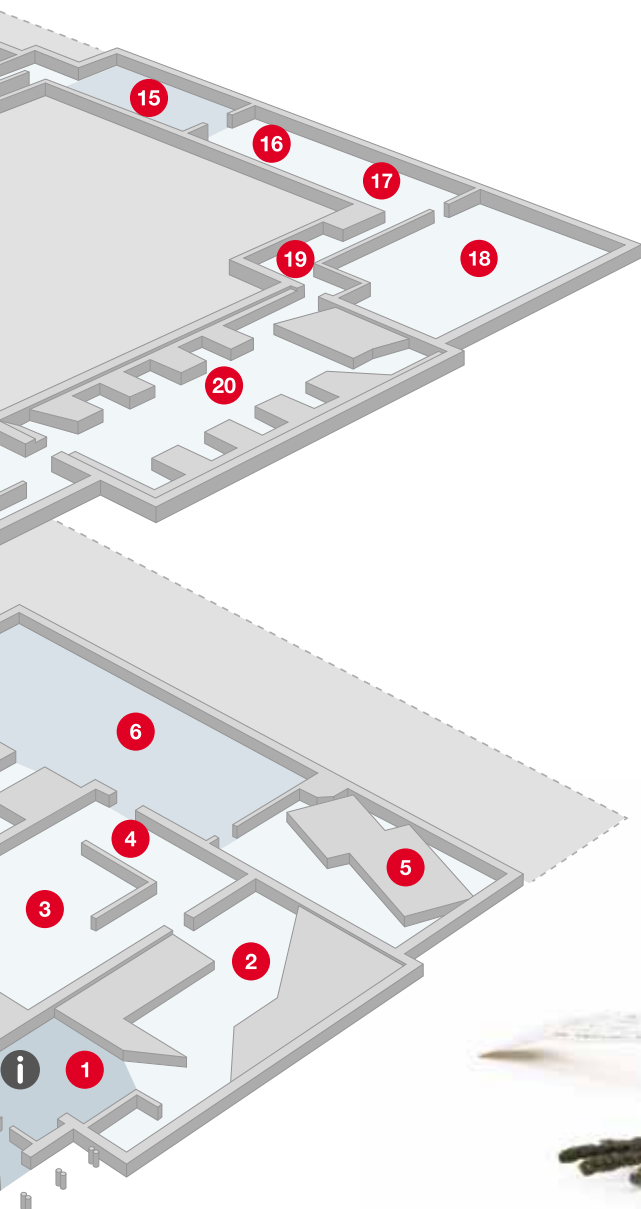
Level 2

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

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

**Published by the Canterbury
Museum Trust Board**

Canterbury Museum, Rolleston Avenue
Christchurch 8013, New Zealand
Phone 03 366 5000, Fax 03 366 5622

www.canterburymuseum.com

ISSN 1177-6501



Jaguar Panthera once native to the Americas