

Teacher Resource Page

Grades 3 – 7

How to prepare for a visit

Place students into groups with chaperones, at a ratio of **one adult to five students**. These groups should be arranged in advance to save time during your visit.

Select two–four activity pages to do in the galleries that will best suit your purpose for visiting the museum. Suggestions for which activities to choose are provided below.

Print off the activities that you have chosen, and go through each page with your students before your visit.

Fill out the 'Chaperone Resource Page' for each chaperone group, and hand it out to your chaperones (along with copies of the map and student inquiry activities chosen) prior to your arrival.

Have each chaperone group start at a different activity station around the museum to help space out your class.

Each activity area will take around 5-15 minutes for a group of students to complete.

What pages to choose for specific learning outcomes

Similarities and differences in cultures

(between cultures and between past/present)

First Nations Cultures across BC
Ancient Artifacts
Old Town

Technology Affecting Individuals and Communities

Climate Change/Nature on the Move
Old Town
Ancient Artifacts

Habitats and Communities

Forest Display
Climate Change/Nature on the Move
Birds and Beaks

Ecosystems

Forest Display
Invasive Species
Birds and Beaks

European Explorers, Pre-Contact BC, and the Fur Trade

HMS Discovery
Fur Trade
Food Quest
Ancient Artifacts

Resources

Industries of BC
Food Quest
Climate Change/Nature on the Move

Diversity of Life

Palaeontology Survey
Forest Display
Birds and Beaks



Chaperone Resource Page

Grades 3 – 7

Chaperone _____

Student Names:

_____	_____	_____
_____	_____	_____
_____	_____	_____



Your chaperone group can start at the _____ activity

We enter the museum at _____ Time And will meet back in the lobby at _____ Time

Tips for chaperones

- Be an active member of the group during your visit!
- Encourage discussion between you and the students in your group.
- Most questions in the inquiry guide are open-ended. There is room for many different interpretations and answers for each question!
- When you enter a new part of the museum, give students some time to explore what is around them.
- Talk to a docent in the galleries, they may have something engaging to show your group.
- The inquiry guides do not have to be finished in any particular order. If one activity area is occupied, move to another and go back later.

Prompts to Encourage Discussion in your Group:

- “What do you observe?”
- “Why do you think that is?” / “What makes you think that?”
- “What else do you notice?”

After your visit

What is the most interesting thing your group found out in the museum?

What is one question your group has after visiting the museum?



3-7 Inquiry Map: Natural History Gallery





3-7 Inquiry Map: Modern History Gallery



1 HMS Discovery



2 Fur Trade



3 Industries of BC



4 Old Town / Train Station



5 Century Hall





3-7 Inquiry Map: First Peoples Gallery



1 Ancient Artifacts



2 Food Quest



3 First Nations cultures Across BC (all of gallery)