

Activity Guide

Kindergarten – Grade 2

Getting Started

These activities are designed for visiting students to engage with the exhibits and have fun at the same time.

- For each gallery, there are a few activities to try, most do not require students to draw or write.
- Activities should be led by a teacher or chaperone.
- This guide provides a few suggestions of activities you can do. Feel free to talk about what interests you and your students, or even make up your own challenge while you are in the galleries.

Tips During Your Visit

- When entering a new space, allow a little time for students to explore for themselves. Ask them what they notice, and what they find interesting.
- Choose one or two galleries to visit during your trip. Students might become overwhelmed trying too many things in one visit.
- Look for a staff member or docent in the galleries. They might help answer any questions, or offer an in-gallery activity to try out.

After your visit

- Talk as a class about what students found out at the museum. Studies have shown that people who talk about an experience can recall more information about it later.
- Ask students if they had any questions about what they saw. Follow up by researching their questions to find out more.



Natural History Gallery

Fossil Discovery

Look at the fossils in the hallway leading up to the **Mammoth Display**

Explain:

“A fossil is the remains or imprint of a prehistoric plant or animal that is turned to stone over a long period of time.”

Ask:

“What fossils do you see around you?”

Discuss:

For each fossil the group points out discuss their observations

“What do you think this is?”

“What does the fossil remind you of?”

“Do you see something similar to this fossil living today?”

“What does the fossil tell us about the plant or animal?”

(Think about the fossil’s size, shape, sharpness of teeth – if it has teeth)



If a Mammoth was in our Class

Find the **Mammoth on display** in the Natural History Gallery

Ask:

“What if we had a mammoth at our school?”

Would it fit inside our classroom? What would it eat?”

“How do you compare to a mammoth?”

Ask and let students estimate:

- How many students high do you think the mammoth is? (pssst around 3!)
- How many students heavy does the mammoth weigh? (pssst 200 students!)
- How many students heavy are the mammoth’s tusks? (pssst 3 students)
- How many student lunches would a mammoth need to eat at lunchtime? (pssst 80)
(based on a student who is 1.2 metres tall, and 27kg)



Rain Forest Sounds

Have the class or chaperone group make a circle in the **Forest Display**.

This domed room is designed to create a ‘whisper’ similar to what you would hear in a silent BC rain forest. Ask students to be quiet, and as a group, invite them to create the sounds of rain you would hear in the rainforest.

- Rubbing hands together
- Snapping fingers
- Patting knees
- Stomping feet



Natural History Gallery

Animals of BC!

Look around the **Forest, Soil, and Ocean Displays** in small groups with a chaperone.

Ask:

“If you could become any animal in here, which one would you choose to be?”

Have students look around and try to answer these three questions for the animal they have chosen:

“What would you eat?”

“Is there anything you would have to watch out for?”

“What part of the display would be your home?”

Discuss:

Have students show their group which animal they would be, and share their answers to the three questions asked.



Get Real

Explain:

“Not everything in the gallery is from nature! Museum Artists work hard to make objects and animals that look realistic, but some are actually made out of foam, wood, clay, fiberglass, and other materials.”

“Have a look around the Forest to find the Grizzly Bear and a Pink Salmon. One of these animals is stuffed, and the other is made by Museum Artists.”

Ask:

“Which one was once alive, and which one is made by Artists?”

“Why do you think some things in here are hand-made?”

(Hint: how would a wet fish smell?)

Explore the rest of the gallery. Try to find what was made by hand, and what came from nature.

Discuss:

“Are there more things from nature or are more things that are fake?”

“Do you think the Artists did a good job making the gallery look realistic?”

“What would you change?”



Modern History Gallery

Train Station: What would you take?

Find the **Train Station**, and wait for the train to come.

Explain:

"A long time ago, many people travelled to BC from other parts of the world. They came by boat, by train, by horse and by foot. Many were seeking a different life and fortune in a new land. Some had to leave everything behind except for what they could pack into a suitcase!

Ask:

"If you had to leave home and travel to a new place, what would be the three most important things you would pack into your suitcase? Why?"



Kitchen: Eye Spy

Find the **Kitchen**, up the stairs in **Old Town**.

Explain:

"100 years ago, a kitchen was the heart of the house. Many activities took place around the warmth of the stove."

Ask:

"What do you see that is the same as the kitchen where you live? What is different?"

Try to find these objects to help out with the daily chores in the kitchen:

- something to help you keep your clothes clean
 - a broom to sweep the floors
 - wood to start a fire
 - something to boil water
 - something to measure weight
 - a pump to collect water
 - an egg to help bake a pie
 - something to trap a mouse with (this one's tricky)
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Modern History Gallery

My Museum Case

My Objects:

Name: _____ Date: _____