**I See – I Notice – I Wonder**

**Introduction**

‘I See – I Notice – I Wonder’ gives a structure for child-centred and enquiry-based learning, allowing children to feel ownership over how they explore and learn from the museum visit, whilst also supporting the teacher in facilitating that learning.

This format can be used in an individual gallery (for example to support an Ancient Greeks or Fossils topic) or around the whole museum.

You will need to do some preparation in advance of your visit, mainly in the form of deciding what kind of work you would like to be the outcome of your visit – artwork, a story, a Powerpoint presentation, a piece of drama – anything that fits into your current area of curriculum study or that you feel will enhance your class’ learning. The work could be produced by individual children, but the guidelines given here will be for smaller groups to produce a piece of work together.

There are some good spaces in the museum where you can bring a group together (often, unfortunately, we will not have a classroom available due to the pressure of numbers visiting). The Natural Northumbria gallery works well for this, as does Butterfly Corner if no groups are eating there. The two sides of Living Planet also have a good amount of space for bringing groups together.

**Suggested Outline for Your Time**

**I See (5 minutes)**

Allow pupils to explore the museum or an individual gallery as individuals or in small groups (as individuals is ideal, but this may not be appropriate for younger children). Pupils do not need to take notes, or photographs at this point, just to experience and explore, then choose their favourite object.

Make sure that you keep an eye on what is happening during this part of the exercise – it will probably be obvious who is working well and who is not focusing on the task. If a child is having trouble with keeping on track, you could use some of the prompts listed later.

Set a time for the exploration (five minutes is plenty in a single gallery), at the end of which everyone will get back together. At this point, have a brief chat about what your pupils have seen and get everyone to report on what was their favourite object. Encourage them to respond as themselves, not just to follow what their friend does!

You could give each individual a copy of the “I see..…I notice…..I wonder” handout on the following page to fill in about that favourite object – but post-it notes also work extremely well and for the ‘I See’ and ‘I Notice’ activities, memory is just fine.

For younger children, they could take a digital photograph to bring back or simply remember the object. As younger children are more likely to be working in a group with an adult, this could be facilitated by their group leader.

**I Notice (10 minutes plus)**

Once everyone has identified a favourite object, send them back to ‘notice’. They should take a closer look at the object(s) and find out more about it/them. This again can be quite a short process, or they could take photographs, make drawings and take notes. For children who are still learning to write, an adult could scribe for them.

Again, set a time limit for this activity and at the end of that time, bring people back together to report back.

**I Wonder (15 minutes)**

Give pupils some time to think about what is the next question which they would like to ask about their object(s)? Is that something which can be answered in the museum or would it need more work back in the classroom? Everyone should write their questions, using the handout or post-its. As everyone produces the question, try to group together similar questions. This could give you natural groups to work together or even just create some big questions for everyone.

I wonder

I notice

I see

**Respond**

You should think in advance about what kind of response you are going to ask the pupils to produce. Various galleries have obvious links to the curriculum, but the museum could also inspire work in other areas such as art, science, drama, numeracy, PSHE or ICT. Think carefully about the format in which pupils will be creating their response – part of their empowerment to explore by themselves is in knowing what will be expected of them at the end of the project.

Pupils should be sent back out into the exhibition in their new groups to collect material for their response, the final version of which will be produced back in school. This research material could be in the form of notes, photographs or drawings and can be augmented with further research from books or the internet when they are back in school.

Since pupils are likely to be working outside their normal groups, encourage them to think about their roles within the groups so that everyone is involved. Will it help to have a photographer, a note taker, an artist, a researcher, actors etc etc. This should allow pupils to use their particular talents to produce a better response, but it is important to make sure that individuals neither dominate the group nor get left out of it.

**Prompts**

To help you to focus pupil’s ideas, you could use some prompts to get them going.

**Cubes**

We can book you out our explorer cubes. These are giant dice with interchangeable inserts and can be rolled to give a type of thing to look for. This could be colours, sizes, uses etc.

**I Spy**

Playing a game of I spy can help to make everyone look around more closely and think about what there is too see in the gallery.

**What is the most exciting….?**

Use your classwork as a basis to prompt children to think what is the most exciting thing they already know/have found out about a topic. Can they find something related to that?

**Followup**

How you want your groups to follow up their visit is obviously very dependent on the kind of response you want them to produce. Do encourage them to do further investigation at school, if this will help their responses. This project is extremely flexible, so use your imagination and encourage your pupils to use theirs!

Please let us know about the responses you produce. We would love to get your work on our Facebook page (www.facebook.com/greatnorthmuseum), or you can tweet about it during or after your visit using @gnm\_hancock #ISeeINoticeIWonder.