

Thanks for leading a team

You don't need to know anything about old machines. Your job is to keep your team together, keep turns fair, and ask good questions. The questions are below.

My team

Teacher's phone: _____

Gallery contact: Kirsten, education lead. Phone: [TO CONFIRM]

The plan

0:00 Arrive. First floor: coats and bags in team bins, bathrooms, head count.

0:05 Sit together. First floor: a short talk and a short video about what's upstairs (the video is still to come), then the three rules and four teams, each with one adult.

0:15 Part 1, Design. Upstairs to Beautiful Things. Teams rotate through four stations (A to D), about 4 minutes each: typewriters, movie machines, TVs, games.

0:31 Part 2, Art. Still upstairs. Half the class at the AWWW Wall of cat and dog paintings (H), half at Guess the Sargent (I). Switch after 4 minutes.

0:40 Part 3, Drawing. Back down, likely on the mezzanine. Everyone sits and draws one pet portrait from a printed copy of a painting they just saw.

0:55 Share and go. Hold up a drawing and name one thing you really looked at. Head count, then out to the bus.

Our part 1 order: ____ ____ ____ ____

Part 2, we start at: H or I (circle one)

Part 3 is seated. Pencils and clipboards come out, and you draw too.

Three rules

1. **Hands-on only where staff say.** Type, crank, dial and play at the stations. Everywhere else: eyes close, hands off.
2. **Walking feet, normal voices.** Talking about what you see is the whole point.
3. **Stay with your team.** Your adult is your home base.

One good question at each station

PART 1 • DESIGN

- A. The typewriter table.** Let each student type one line. Ask: what happens when you make a mistake?
- B. Movies you crank by hand.** Ask: how is this like a flip book? How is it different from a video on a phone?
- C. Television as furniture.** Ask: if you were the designer in 1948, what would you want a TV to look like?
- D. Games and the first home computer.** Keep turns short so everyone plays. Ask: how is this picture made differently from a painting?
- E. The radio wall and the phone table (if there's time).** Ask: which radio would you put in your room, and why?
- F. Made by hand (if there's time).** Eyes only here. Ask: how can you tell a person made this, not a machine?
- G. Signs, boxes and lunchboxes (if there's time).** Ask: if you had to sell lemonade with a sign like this, what would yours look like?

PART 2 • ART

- H. The AWWW Wall: cats and dogs in paintings.** Ask: which pet would you take home, and what would you name it? Then: how did the painter make the fur look soft?
- I. The paintings room: guess the Sargent.** Have the team vote on which one is the original, with one reason each. Don't give away the answer.

PART 3 • DRAWING

- J. Drawing studio: draw what you see.** Sit with your team and draw too. Praise looking, not perfect: point to one thing they really saw.

If they get stuck

- What do you notice? What else?
- What do you think it was for?
- Who do you think made it?
- What would you change about it?

Please skip

The slot machines, the bar corner, and the joke videos made for adults. If a student wants to touch something that is not at a station, ask staff first.