Attendees were asked to discuss these two prompts:

1. How do we make the value of play relevant to stakeholders (parents, teachers, school administration, and funders)?
2. What are ways to get the message out about value of play to external stakeholders?

This is a summary of the discussion…

- Chaperone tip: "you have 30 minutes in this gallery. By the time you leave you must be expert with one" allow students to explore all galleries at their pace (which might be quickly) but make sure you slow down and become expert in one area.
- There is a human parameter to free choice learning experiences- 20 minutes of window shopping then ready for deeper exploration of an exhibit.
- Sherry Marshall at Science Museum Oklahoma has an iPad teacher app that prompts educators to take pictures of their students. Prompts are take picture of your students collaborating, experimenting, etc.
- Take advantage of publications and brochures your museum already creates. Include messaging about value of play. Example educator guide- send as mass mailing, postcard, catalog, digital version
- Teacher nights- host a back to school event, feature demos and messaging about value of play
- Forming an Educator Advisory Group to be an advocate on museum’s behalf about value of play
- When interacting with external stakeholders, make it a conversation. Ask and listen to what the teachers need and value. Then use that as a framework for sharing back the learning that is possible through your field trips.
- Encourage repeat visits year after year. Might result in less pinballing
- More visits encourages better engagement
- Give teachers the prompts
- Trick them into play with a challenge
- Ability to add specific subjects (add on themes) such as science, body, art, music
- Ask chaperones for help or assign them functions
- We have an educators’ guide for teachers that aligns all gallery content to state standards, NGSS and 21st century learning skills. Use your educator guide to show more than the content learned but also the skills learning through playing
- Post-field trip materials for teachers to implement in classrooms (play based)
- Documentation. Making learning visible. Coordinate with marketing and frontline staff.
- We have a part time staff member that is a Documentation Specialist. Reggio trained. Takes pictures, recording quotes, makes booklet for donors, works with marketing department.
- Invite teachers to different things like exhibit previews, 4th-8th graders, anything new going on at your museum
- Host educator appreciation night in the spring. Also host an open house at the beginning of the year. Ask local restaurants and stores for donations of food, wine, beer, etc. Give teachers information about how to best explore your museum, value of play, exhibits, events, field trips. Give them door prizes of playful items that can be used in the classroom.
- Celebrate teacher appreciation week- host an Educator Night Out (infuse play in the event)
- Doseum check in language-
for students: Upon arrival, your group will receive an orientation on museum etiquette. In the museum we… 1) Walk and Talk—Please go slow and look out for other people in the museum. Using quiet voices means we can hear—and be heard—when someone has something important to say. 2) Share and Take Care—Remember to share the exhibit toys and space with other people. And please return items where they belong before you go to a new area. 3) Stay and Play Together—Ensure a chaperone stays with children in your group at all times. This is a chance for children to teach adults how to play and have fun!

For adults: We also do a separate orientation for parents that has 3 favors as well: help out where you see the need or when you’re asked directly to help, allow children to make mistakes even if they are the most obvious ones (it helps them learn best), and keep your cell phone usage to a minimum (pictures and videos are great, just ask your child’s teacher before posting them to social media).

- Specific language in orientation: “Stay together, play together” to emphasize that play is an important part of the trip
- Send postcards for them to return with prompts to emphasize the learning that happened during the field trip:
  - After visiting ________, I am more curious about ____.
  - After visiting ________, I want to become an expert in ____.
  - After visiting ________, what is a new idea you want to try?