



Teachers Tips for a Successful School Visit

Before the visit:

- During the planning please provide Indigenous Educator with the **concept** you want to explore to ensure the classroom learning matches the educators content.
- Prepare your students about the subject matter and what the educator will be doing
- If artist is visiting multiple classrooms provide a schedule for the artist with room numbers, teacher names, number of students, and grade level(s).
- Organize volunteer help for workshops with more than 15 students.
- For larger groups or assemblies, there should be one teacher per 30 students.
- Make sure to build in set up time IF the educator needs it.
- Allow transition time in schedule 50 minute classes and 10 minute transition
- Create a culture of giving: Discuss your visitors as “honored guests,” and impart to students the importance of showing them respect.
- Prepare guiding questions in advance and pose a question to students and educator throughout visit.

During the visit, please provide these forms of hospitality:

- Assist in setting up or breaking down.
- Drinking water
- Introduce artist
- Bathroom/set-up breaks between sessions
- School lunch for artist, if sessions go through mid-day
- Classroom teacher present **at all times**
- **Provide volunteers for groups over 15 with large class projects (basketry, beadwork)**

On field Trip:

- Allow minimum of 1.5 hours to 3 hours for field trip.
- Groups should be no bigger than standard classroom size for one Native Educator. Arrange for additional Educators or support to accommodate rotating stations for large groups.
- Stations should rotate every 35-45 minutes
- Allow transition time and lunch break.
- Allow question time.

PLEASE:

- Be aware of the cultural differences you will be experiencing with your guests as cultural teachers not classroom teachers.
- Express your gratitude with a handmade gift or something from your school to present to Educator.
- When students create their own artwork, stories, symbols, songs, etc., it is important to **change one or more elements** of the art form they have seen or heard from traditional artists, and to **acknowledge** the person or group from which the inspiration came.
- **Ask permission** to take photos, use symbols, songs, stories, or dances.