CHAPERONE GUIDELINES

Chaperones play a key role in helping students make the most of their time at the Museum. Please review the following information and be prepared to help students behave in accordance with Museum policies during your visit:

Chaperones must remain with students and supervise them at all times. This applies to high school students as well as younger children.

Remind students that backpacks, water bottles, food, pens, gum, and flash photography are not allowed in the galleries. Help them check these items with the front desk if necessary.

Ensure that students refrain from touching or handling artifacts unless they are given permission to do so by Museum staff or volunteers.

Be a role model for students and stay engaged in the tour. We do not allow texting or use of cell phones during docent-led gallery discussions and K-12 workshops.

Help students stay with the group. Redirect their attention if they start to wander or become distracted.

Always accompany students to the restrooms in groups of five or fewer. One adult chaperone must remain in the restroom until all students are finished and return all five students to the group together.

Encourage students to be considerate of other visitors. Remind them not to block passageways, to refrain from raising voices or yelling, and to avoid running or disruptive behavior. Help them make room for other visitors who may want to explore the exhibition alongside your group.

If you need help or have questions at anytime, our front desk staff and red-shirted volunteers will be happy to assist you.

Thank you for supporting your students' visit to the Computer History Museum!

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CHAPERONE GUIDELINES

Below are questions you can ask students to help them explore the history of computing, how software changes the world, and the evolution of AI.

OBSERVE

- What details stand out about this artifact?
- What materials or components do you notice?
- Can you guess what this artifact was used for before reading the description?

CONNECT

- How do you think this artifact changed people's lives when it was introduced?
- What problem do you think this technology was trying to solve?
- How does this relate to something you use every day?

COMPARE & CONTRAST

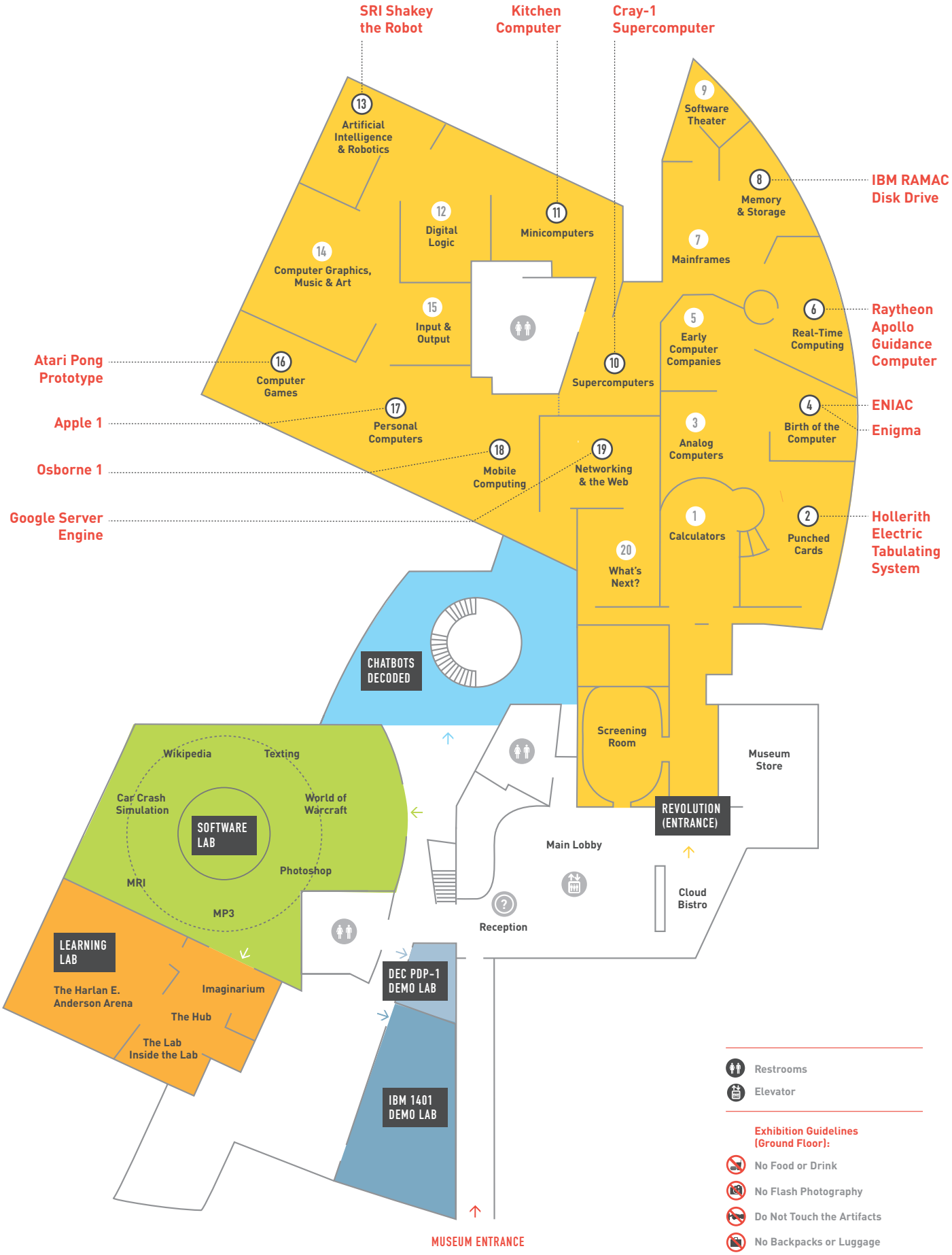
- How is this artifact similar or different from what came before it?
- What features do you recognize that are still used in modern devices?
- If you could improve this artifact using today's technology, what would you change?

REFLECT

- Why do you think this artifact was important in the history of computing?
- In what ways was this technology considered successful or a failure?
- What surprised you about this exhibit?
- If you were an inventor at that time, what would you have done differently?



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