

**THE SUTER ART GALLERY  
TE ARATOI O WHAKATŪ  
SUTER EDUCATION SERVICES**

**Three Dimensional Explorations in Response to  
The Suter's Sculpture Trail**

Education Kit



Unit Developed and Compiled by Esther McNaughton, *Suter Educator*



Education services and programmes at The Suter are supported by the Ministry of Education under the Learning Experiences Outside of the Classroom (LEOTC) programmes.

## **Introduction:**

During this visit students will explore the sculpture trail which is part of The Suter's recent redevelopment. Walking along the pathway they will discuss and compare the visual elements and ideas behind each of these artworks. Afterwards they will respond by creating their own three dimensional Marquette in groups.

**Curriculum Links:** Visual Arts, Technology, English

**Lesson Length:** 90 minutes

**Class Level:** All

## **Previsit Information:**

Please find ***Suter Guidelines*** and ***RAMS Guidelines*** at the end of this document. It is very helpful if students understand the requirements of working in The Suter setting before they arrive.

On arrival please seat the students outside The Suter in the courtyard areaway and the educator will join you there. If wet please wait quietly in The Suter's lobby.

It is very helpful if the students are wearing name labels.

If you are driving there is generally good long term parking by Riverside Pool which is very close to the Suter. Please take the walkway between the pool and Halifax Vet to get to Bridge St and The Suter.

Don't forget to bring your camera / video camera to record students at work in the gallery. There are usually wonderful photo opportunities during visits and this enables you to revisit aspects of the trip with the class later on back at school, as well as providing excellent images for your class blog.

We will be working in groups with parent helpers for this visit, so please make sure you have sufficient adult support for our hands-on and group activities.

## **Pre-visit Activities:**

### **1. Sculpture**

- What is sculpture? What can it be made out of? Why do people make sculptures? What sculptures are in the students' community, and what other sculptures have they seen?
- Younger students could view this Sesame Street clip about sculpture:  
[https://www.youtube.com/watch?v=cTslqS\\_H7Jg](https://www.youtube.com/watch?v=cTslqS_H7Jg)

### **2. Suter Guidelines**

- Please run through the attached Suter Guidelines.

## **Outline of Lesson:**

*Please note that this outline will be adapted for the needs of different classes and levels.*

This lesson encourages students to adapt and play with forms from The Suter's sculpture walk and create their own interpretive sculptures.

- Welcome: Suter guidelines and safety walking outdoors.

- Introduction: What is a sculpture? What sculptures have the students seen before?

Looking at *Ramarama* and discussing what makes sculpture different from other kinds of art.

- Development:

Students walk along The Suter's sculpture walk, to help them get a feel for types of sculpture. They will begin with observation of the sculptures on the trail to make students slow down and notice details. They will discuss and analyse the five works and make sketches focussing on shape, viewpoint, balance, setting and stability.

*"How have the sculptors created their artworks? How are they joined, manipulated? What combinations have the sculptors used? What do they make us think of? Do they suit the setting?"*

- Practical: Making a Sculpture

In The Suter's studio:

Warm Up: To introduce the making session, I will discuss with the children various ways of joining and transforming materials, encouraging the children to choose materials that they liked and to explore new and exciting combinations.

Practicing Joining Materials: In groups students use cards to do challenges finding interesting ways to do things such as bind, fringed, thread, curled, knotted, wrap, using holes to make a pattern or join, cover and weave.

Making a marquette: In groups develop sculptural designs, thinking about how they can combine and adapt ideas they have seen to a meaningful sculpture for students. Creating sculptures out of the mixed material available. Time will very short (30 mins), giving students little time to worry and giving the session a sort of playful 'bake-off' feel. The short time allows for open exploration and uninhibited invention.

**A large range of materials will be provided which might include:**

Boxes  
 Branches  
 Bubble Wrap  
 Builder's Paper  
 Cane  
 Card  
 Cardboard Rolls  
 Coloured Film  
 Coloured Paper  
 Containers  
 Cotton Wool  
 Dacron  
 Driftwood  
 Elastic Bands  
 Fabric  
 Feathers  
 Foam Core  
 Found Objects  
 Frost Cloth  
 Glad Wrap  
 Ice Block Sticks  
 Mosaic

Natural Materials like Flax and Cabbage Tree Leaves  
Net Strips  
Netting,  
Paper Clips  
Paper Ribbon  
Papier Mache  
Parka Nylon  
Photocopied Images  
Plastic Bags  
Plastic Mild bottles and other containers  
Plastic Netting  
Plastic Coated Wire  
Polythene  
Scrap Wood  
Sign Writers' Vinyl  
Skewers  
Sponges  
Straws  
Tape,  
Tin Foil  
Wire  
Wood  
Wool  
Wrapping Paper

**Join With:**

Masking Tape  
Cellotape  
String  
Elastic Bands  
Glue Gun  
Staples  
Plasticine  
Modelling Wire

**Some possible processes for transformation:**

Squashing  
Twisting  
Breaking  
Folding  
Cutting

• Conclusion:

Students share their marquettes and talk about the process and how it worked for them, what their aim was, whether they felt they had achieved it and what they could have done differently.

**Post Visit Suggestions:**

Continue From the Suter Session.

Develop themed sculptures using a range of materials such as:

- Boxes
- Bubble wrap
- Builder's paper
- Cane
- Chicken wire
- Clay
- Driftwood
- Foil
- Found objects
- Frost cloth
- Hessian
- Hypertuffa
- Images collected using digital camera
- Mosaic
- Natural materials like flax and cabbage tree leaves
- Papier mache
- Parka nylon
- Photocopied images
- Plaster bandages
- Plastic bags
- Plastic containers such as milk bottles
- Plastic netting
- Polythene
- Recycled objects
- Scrap wood
- Willow (see [www.accessart.org.uk/withies](http://www.accessart.org.uk/withies))
- Wire

Work with a local sculptor to develop a sculpture for the school.

**Specific Learning Outcomes:**

Students will learn about and practice techniques of creating sculptural work such as joining, building, manipulating and transforming. PK

Students will observe and practice creating elements of three dimensional form. PK

Students will view and discuss the sculptors on The Suter's sculpture trail's approaches to representing form in three dimensions. DI

Students will explore the sculptors' range of devices used when representing people in a portrait. CI

Students will verbally analyse aspects of sculpture in a group, looking in particular at shape, scale, viewpoint, balance, setting and stability. CI

Students will develop knowledge about the arts in public settings by visiting The Suter and by being introduced to The Suter's sculpture trail. UC

**The Following Achievement Objectives are related to The Suter visit. Please highlight the ones that are relevant to your class programme:**

### **The Visual Arts**

#### **Level 1**

*Students will:*

##### *Understanding the Arts in Context*

Share ideas about how and why their own and others' works are made and their purpose, value, and context.

##### *Developing Practical Knowledge*

Explore a variety of materials and tools and discover elements and selected principles.

##### *Developing Ideas*

Investigate visual ideas in response to a variety of motivations, observation, and imagination.

##### *Communicating and Interpreting*

Share the ideas, feelings, and stories communicated by their own and others' objects and images.

#### **Level 2**

*Students will:*

##### *Understanding the Arts in Context*

Share ideas about how and why their own and others' works are made and their purpose, value, and context.

##### *Developing Practical Knowledge*

Explore a variety of materials and tools and discover elements and selected principles.

##### *Developing Ideas*

Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination.

##### *Communicating and Interpreting*

Share the ideas, feelings, and stories communicated by their own and others' objects and images.

#### **Level 3**

*Students will:*

##### *Understanding the Arts in Context*

Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

##### *Developing Practical Knowledge*

Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.

##### *Developing Ideas*

Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.

##### *Communicating and Interpreting*

Describe the ideas their own and others' objects and images communicate.

#### **Level 4**

*Students will:*

##### *Understanding the Arts in Context*

Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

##### *Developing Practical Knowledge*

Explore and use art-making conventions applying knowledge of elements and selected principles through the use of materials and processes.

##### *Developing Ideas*

Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.

##### *Communicating and Interpreting*

Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.

**The New Zealand English Curriculum Processes and Strategies Objectives Adapted for the Art Gallery (for more detail please visit the curriculum document):**

Students will:

**Level 1**

*Viewing, Listening and Reading in the Art Gallery Context*

- Acquire and begin to use sources of visual (and other) information, processes and strategies to identify, form and express ideas.

*Speaking, Writing, Presenting in the Gallery Context*

- Acquire and begin to use sources of visual (and other) information, processes, and strategies to identify, form and express ideas.

**Level 2**

*Viewing, Listening and Reading in the Art Gallery Context*

- Select and use sources of visual (and other) information, processes and strategies with some confidence to identify, form and express ideas.

*Speaking, Writing, Presenting in the Gallery Context*

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

**Level 3**

*Viewing, Listening and Reading in the Art Gallery Context*

- Integrate sources of visual (and other) information, processes, and strategies with developing confidence to identify, form and express ideas.

*Speaking, Writing, Presenting in the Gallery Context*

- Integrate sources of information, processes, and strategies with developing confidence to identify, form and express ideas.

**Level 4**

*Viewing, Listening and Reading in the Art Gallery Context*

- Integrate sources of visual (and other) information, processes, and strategies confidently to identify, form, and express ideas.

*Speaking, Writing, Presenting in the Gallery Context*

- Integrate sources of visual (and other) information, processes, and strategies confidently to identify, form, and express ideas.

## **Technology**

### **Level 1**

#### *Technological Practice*

*Students will:*

##### **Planning for practice**

- Outline a general plan to support the development of an outcome, identifying appropriate steps and resources.

##### **Brief development**

- Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available.

##### **Outcome development and evaluation**

- Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes.

#### *Technological Knowledge*

*Students will:*

##### **Technological modelling**

- Understand that functional models are used to represent reality and test design concepts and that prototypes are used to test technological outcomes.

##### **Technological products**

- Understand that technological products are made from materials that have performance properties.

##### **Technological systems**

- Understand that technological systems have inputs, controlled transformations, and outputs.

#### *Nature of Technology*

*Students will:*

##### **Characteristics of technology**

- Understand that technology is purposeful intervention through design.

##### **Characteristics of technological outcomes**

- Understand that technological outcomes are products or systems developed by people and have a physical nature and a functional nature.

### **Level 2**

#### *Technological Practice*

*Students will:*

##### **Planning for practice**

- Develop a plan that identifies the key stages and the resources required to complete an outcome.

##### **Brief development**

- Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available.

##### **Outcome development and evaluation**

- Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes, select, and develop an outcome. Evaluate the outcome in terms of the need or opportunity.

### *Technological Knowledge*

*Students will:*

#### **Technological modelling**

- Understand that functional models are used to explore, test, and evaluate design concepts for potential outcomes and that prototyping is used to test a technological outcome for fitness of purpose.

#### **Technological products**

- Understand that there is a relationship between a material used and its performance properties in a technological product.

#### **Technological systems**

- Understand that there are relationships between the inputs, controlled transformations, and outputs occurring within simple technological systems.

### *Nature of Technology*

*Students will:*

#### **Characteristics of technology**

- Understand that technology both reflects and changes society and the environment and increases people's capability.

#### **Characteristics of technological outcomes**

- Understand that technological outcomes are developed through technological practice and have related physical and functional natures.

### **Level 3**

#### *Technological Practice*

*Students will:*

#### **Planning for practice**

- Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.

#### **Brief development**

- Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome.

#### **Outcome development and evaluation**

- Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.

### *Technological Knowledge*

*Students will:*

#### **Technological modelling**

- Understand that different forms of functional modelling are used to inform decision making in the development of technological possibilities and that prototypes can be used to evaluate the fitness of technological outcomes for further development.

#### **Technological products**

- Understand the relationship between the materials used and their performance properties in technological products.

#### **Technological systems**

- Understand that technological systems are represented by symbolic language tools and understand the role played by the "black box" in technological systems.

## *Nature of Technology*

*Students will:*

### **Characteristics of technology**

- Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function.

### **Characteristics of technological outcomes**

- Understand that technological outcomes are recognisable as fit for purpose by the relationship between their physical and functional natures.

## **Level 4**

### *Technological Practice*

*Students will:*

#### **Planning for practice**

- Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.

#### **Brief development**

- Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation.

#### **Outcome development and evaluation**

- Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome's fitness for purpose in terms of how well it addresses the need or opportunity.

### *Technological Knowledge*

*Students will:*

#### **Technological modelling**

- Understand how different forms of functional modelling are used to explore possibilities and to justify decision making and how prototyping can be used to justify refinement of technological outcomes.

#### **Technological products**

- Understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a technological product.

#### **Technological systems**

- Understand how technological systems employ control to allow for the transformation of inputs to outputs.

## *Nature of Technology*

*Students will:*

### **Characteristics of technology**

- Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.

### **Characteristics of technological outcomes**

- Understand that technological outcomes can be interpreted in terms of how they might be used and by whom and that each has a proper function as well as possible alternative functions.

### **Essential Skills Relevant to This Unit of Work:**

*“The curriculum will challenge all students to succeed to the best of their ability. Individual students will develop the essential skills to different degrees and at different rates.”*

#### **Communication Skills**

Students will:

- communicate competently and confidently by listening, speaking, reading, and writing, and drawing;
- convey and receive information, instruction, ideas, and feelings appropriately and effectively in the social context of The Suter;
- develop skills of discrimination and critical analysis in relation to visual messages.

#### **Problem-solving Skills**

Students will:

- think critically, creatively, reflectively, and logically;
- inquire and research, and explore, generate, and develop ideas;
- try out innovative and original ideas;
- design and make;
- evaluate processes and solutions.

#### **Social and Co-operative Skills**

Students will:

- develop good relationships with others, and work in co-operative ways to achieve common goals;
- take responsibility as a member of a group for jointly decided actions and decisions;
- participate appropriately the cultural setting of The Suter;
- to develop the ability to negotiate and reach consensus.

#### **Information Skills**

Students will identify, locate, gather, store, retrieve, and process information from a range of sources.

#### **Self-management and Competitive Skills**

Students will set, evaluate, and achieve realistic personal goals.

#### **Physical Skills**

Students will develop specialised skills related to sporting, recreational, and cultural activities.

#### **Work and Study Skills**

Students will work effectively, both independently and in groups.

## Selected Sculptures from The Suter's Sculpture Walk:

1. **Andrew Drummond**  
Ramarama 2016  
stainless steel, bearings



This sculpture is part of a series of leaf forms. These wind-activated sculptures are based on leaf forms of native Australasian trees.

Standing three metres high, and with a rotational startup in 15km hour breezes.

Each work has been hand-finished and patinated to enhance the movement of the sculptures. They are fabricated from stainless steel and all working parts are precision engineered to ensure a long life with no maintenance. These sculptures operate within the range of light breezes through to high wind conditions and are self-regulating in order to ensure a safe and permanent operation.

Further information about this series of sculptures can be found at:

<https://www.andrewdrummond.co.nz/leaf-forms/>

2. **Harold Pastorius**  
Baja Seed 1982  
Copper and stainless steel



While camping on a remote Baja Beach in Mexico, Pastorius found a pod washed up by the tide. This 1 inch seed pod had survived a storm, but was now part of the litter and wreckage on the beach. This seed pod was identified as a “Deer’s Eye”, a symbol of good luck in Mexico. This sculpture is a monument to the that little seed pod which survived the storm, pounding seas, burning sun, and intermittent winds of this rugged Baja Coast.

<https://pastoriussculpture.com/works/baja-seed/>

3. **Graham Bennett**  
Push the Sky Away 2015  
Stainless steel, corten steel



Noted on the drawings of Graham Bennett's soaring steel human forms are the words hindsight, foresight and insight, and "none so blind as those who cannot see" – a nod to 17th century minister Matthew Henry's suggestion that you cannot make someone pay attention to something they do not want to.

*"My work is a convoluted journey of tangents and overlays: the world – many lands, many oceans, one shared sky. Figures, connected at the core, offer no evidence of relationships connecting land with sky, of coordination determining action. The earth turns, all are subject to the elements. All stare straight ahead – at the land or sky, changing with the wind, turning away. What are they seeing? What are we seeing? Issues confront us, the answer lies in reflection, shared vision, combined action."*

Born in Nelson, the catalyst for many works which reference Nelson as the geographic centre of NZ. Often evident is his ongoing fascination with movement, maps, navigation, measurements and shaping of identity through association with place.

**4. David Carson**

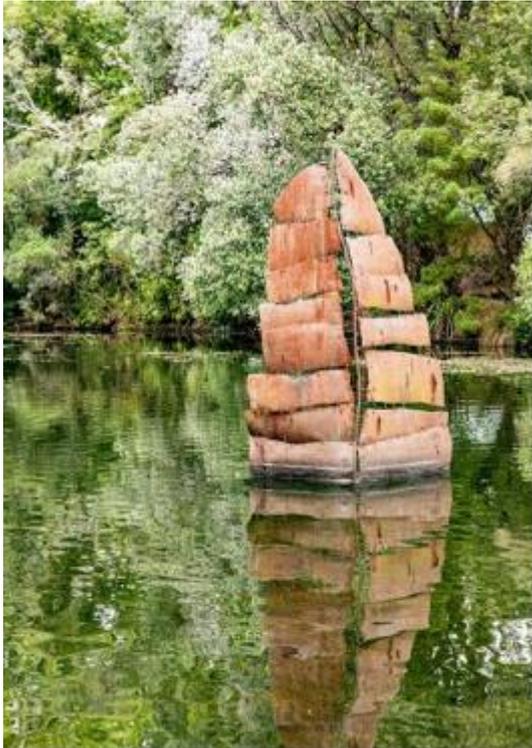
Torn Off 2017

Wood (Robina pseudoacacia), acrylic paint, steel



David Carson is a self-taught artist based in Tapawera in the Motueka River Valley. He lives on a small family farm where he uses materials from the local environs in his work, particularly wood. Carson typically uses a minimalist approach, using only a limited number of steps in his process of raw materials to finished sculpture. With this, process becomes a significant factor in the work itself.

5. **Dominique De Borrekens and Grant Scott**  
Sentinel



Sentinel, a three-metre-high sculpture by Dominique de Borrekens and Grant Scott appears to float on the Queens Garden pond. The corten steel sculpture was inspired by the base of the Nikau palm frond. It refers to the waka and ships which brought waves of people to Aotearoa New Zealand. The 1998 work by Dominique de Borrekens and Grant Scott honours the Nelson settlers who planted these beautiful gardens over 100 years ago.

## **Guidelines for Students:**



### **Welcome to The Suter Art Gallery – Where Art Matters**

During your visit please remember The Suter's collection is a treasure for our region. Our artworks are precious and often fragile. They need your respect. Please help us care for them by:

#### **Look instead of touching**

The artworks are designed to be enjoyed through our eyes. In general it is a good idea to keep a metre away from the artworks.

#### **Use only pencils**

In the gallery please ensure that only pencil is used as it is easier to remove from artwork than ink. When writing keep well back from the artworks as a misjudgement could lead to damage to the artwork.

#### **Use a clipboard and keep off walls next to artworks**

Please sit or stand away from the artwork when writing or drawing.

#### **Leave bags, backpacks, large folders at reception**

Take care if you are carrying something as damage could be caused by this object hitting an artwork.

#### **Move sensibly around artworks**

You could injure yourself or damage an artwork

The artworks are cared for by The Suter for everyone in Nelson and Tasman. Please take care and respect the special nature of The Suter spaces as you walk around. Thank you for helping to take care of the artworks.

Please enjoy your visit!

**Esther McNaughton**

Suter Art Educator

## Risk Management Form for Inside The Suter:

# THE SUTER ART GALLERY TE ARATOI O WHAKATŪ SUTER EDUCATION SERVICES

### Risk Assessment Management Form

The following Risk Assessment and Management is provided to help groups planning an excursion to The Suter Art Gallery for Suter Educator led Learning Experiences Outside the Classroom programmes or 'Self (own educator)-led' learning experiences.

The purpose is to identify hazards that could give rise to reasonably foreseeable risks to health & safety.

Venue Information	The Suter Art Gallery Te Aratoi o Whakatū
Location	208 Bridge Street, Nelson
Contacts	Front of House staff at The Suter; <a href="mailto:info@thesuter.org.nz">info@thesuter.org.nz</a> Suter Educator: Esther McNaughton; <a href="mailto:esther@thesuter.org.nz">esther@thesuter.org.nz</a>
Phone	+64 03 548 4699
Web	<a href="http://www.thesuter.org.nz">www.thesuter.org.nz</a>

**It is important that you have an adult/child ratio that enables active supervision of your students. You are responsible for the control and management of students who visit The Suter.**

Please notify Suter staff of specific health and/or behaviour issues within your class group.

Suter staff, and volunteers are trained to provide emergency evacuation. Staff can provide basic first aid and first aid kits are available at Suter reception and in the Education Room.

**For major injuries: Phone 111 by mobile; or 1 – 111 landline at The Suter**

Teachers are responsible for students outside The Suter building

Teachers must bring a class list/roll

It is recommended that teachers bring own first aid kit

Any incidents and/or 'near misses' are to be reported to Suter staff and a Record of Accident form must be completed and handed to either Suter Educator/ front reception staff.

Hazard	Prevention and Minimisation	Action
<b>Exterior</b>		
<b>Road accident</b>	-Inform teachers and helpers that Bridge Street is a busy road for vehicles -Students must be supervised, walk to and from The Suter in an orderly and safe	For minor injuries: First aid kits – Reception - Education Room For major injuries:

	<p>manner, using footpaths and designated crossing points</p> <ul style="list-style-type: none"> <li>-Students should be encouraged to get in/out of vehicles only on the footpath side.</li> <li>-Be aware that there is a drive on The Suter’s western boundary that may have service vehicles using it.</li> <li>-Should this drive be used to drop students off, care must be exercised by drivers when backing out and crossing the footpath</li> <li>-vehicles <u>must not</u> park in the drive for the duration of the visit as this is adjacent to the emergency assembly area/ is part of the access to The Suter’s loading dock.</li> </ul>	<p>Phone 111</p> <p>Incidents to be notified and a Record of Accident form must be completed and handed to either Suter Educator/ front reception staff</p>
Exterior ramp, steps, tree, and kinetic sculpture	<ul style="list-style-type: none"> <li>-Outside steps have handrails.</li> <li>-Students, helpers and teachers are to take care to avoid slips, trips and falls by ensuring that they walk, not run and are mindful of other visitors.</li> <li>-Students should be discouraged from climbing on the seats, especially by the glass balustrading as there are significant drops beyond the balustrades.</li> <li>-The kinetic sculpture by the front entrance spins, and there are some sharp edges that could cause cuts.</li> <li>-the tree at the lower edge of the ramp has sharp branches. Use the ramps and/or steps.</li> </ul>	<p><b>Teachers are responsible for students outside the building prior to, and after attending programmes at The Suter. There must be active supervision of students prior to and after their lesson</b></p> <p>For minor injuries: First aid kits – Reception - Education Room</p> <p>For major injuries: Phone 111</p> <p>Incidents to be notified and a Record of Accident form must be completed and handed to either Suter Educator/ front reception staff</p>
Sculpture Walk	<ul style="list-style-type: none"> <li>-The sculpture walk is adjacent to Queen’s Gardens and the Eel Pond. Students should be directed to stay on the boardwalk. Small children accompanying helpers must be actively supervised <u>at all</u> times as the Pond is a significant risk</li> </ul>	<p>Active supervision is required at all times.</p> <p>Factor risk in student/adult ratio</p>
<b>Inside The Suter</b>		
Emergencies (fire, earthquake etc.)	<ul style="list-style-type: none"> <li>-Teachers &amp; Suter Educator to inform students, teachers and helpers at outset of visit the procedures in the event of an emergency.</li> <li>-Disclose that the assembly point is by the steps to the west of the drive (Albion Square).</li> <li>-In the event of a power outage, emergency lighting will come on.</li> </ul>	<ul style="list-style-type: none"> <li>-Follow emergency procedure directed by Suter personnel</li> <li>-If told to evacuate; go out nearest (safe) fire exit and gather at the assembly point</li> </ul> <p><b>Class teachers must bring a class list/roll</b></p>
Student specific ailment	<p>Individual medical needs are to be discussed by class teachers prior to the Gallery visit if necessary</p> <p>The class teacher is responsible for specific medical needs of a student</p>	<p>For minor injuries first aid kits are located at reception and Education Room</p>

		For major injuries or illness Phone 111 mobile or 1-111 from Suter landline
Going to the toilet / leaving the group	<p>Disclose to students and helpers that any student going to the toilet or leaving the main group for whatever reason, must tell an adult that is with the group, <u>not</u> a Suter staff member.</p> <p>Ideally the student(s) should be accompanied.</p> <p>If a student is unaccounted for, the group leaders are to immediately notify a Suter staff member, who will ensure that the appropriate action is taken. Gallery staff and group leaders are to conduct an initial search of immediate area, (and including check of CCTV). If necessary Gallery staff will contact the police</p>	<p>Visiting school staff/helpers have prior warning and know, at all times, where their students are.</p> <p>Teacher to do a register check Suter staff and designated adults from visiting group to search. Suter Director to be notified of situation Contact police if necessary</p> <p>Group leaders will ensure that their school/centre policy relating to lost children is followed</p>
Exposure to stranger danger	<p>It is recommended that this is discussed with your students prior to a visit.</p> <p>The Suter Educator will inform groups either at the time of booking, and/or upon arrival that members of the public/ another group are likely to be present in the Gallery.</p> <p>If feeling threatened by another visitor, students should walk away and seek assistance- notify group leaders or Suter staff.</p>	Suter Director to be notified of situation
Art works, exhibition furniture; floor surfaces	<p>Art works come in many forms and may include parts that jut out, pose trip hazards, have sharp edges etc; or if audio visual, may include flashing images. The Gallery will post warnings where appropriate, and display items in such a way to eliminate or at least minimise hazards.</p> <p>Teachers are encouraged to make a pre class visit and/ or discuss with Suter staff.</p> <p>Teachers are to disclose to students prior to their visit appropriate behaviour in the Gallery, including walking, not running, and policy on touching art works.</p> <p>Suter Educator will brief students, teacher(s) and helpers at the outset of the visit, on appropriate behaviours and alert to any obvious hazards</p> <ul style="list-style-type: none"> <li>- 'Wet floor' signs are used.</li> <li>- Wet areas are indicated by staff/volunteers to groups</li> <li>- Inform Suter staff of spills</li> </ul>	Teacher /adults to model appropriate behaviours in Gallery
Slipping on wet or slippery floor		

<p>Using equipment and resources</p>	<p>Disclose to students, teachers and helpers that they will be handling equipment that if used incorrectly could cause:</p> <ul style="list-style-type: none"> <li>-cuts: e.g. scissors, craft knives and wire</li> <li>-burns; e.g. hot-glue guns</li> <li>-crushing, pinching; snips, printing press</li> <li>-skin irritation; vapours; paints, printing inks or chemicals</li> </ul>	<p>Close supervision of equipment being used by participants.  For minor injuries first aid kits are located at reception and Education Room  For major injuries or illness Phone 111 mobile or 1-111 from Suter landline</p> <p>Incidents to be notified and a Record of Accident form must be completed and handed to either Suter Educator/ front reception staff</p>
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