



In the frame of « Museum, didactics and territory » section, we aim to relate a pedagogical action named « Musées Minots » developed in Marseille during four school years, from two thousand and nine to two thousand thirteen. It consisted of putting children, around ten years old, in the situation of Museum Guides for a day.



"Minot" means a child who is not yet a teenager.



Originally, this experience took place in Italy, in Palerme. The schools included this experiment among their curriculum in purpose of transmitting general knowledge to the children. The child should have learned a text about a piece of art and recited it in front of a public.



Then, this experiment was enriched by respecting the child's relationship and feeling to this piece of art. It became a « transdisciplinary » work since it included also history, geography, french expression and so on. It was supervised by a teacher and a mediator. The child learned to answer questions from the public.



This experiment was made possible since a lot of museum were openminded to the project :

- Natural History Museum, with many naturalized animals,
- Museum of Contemporary Art, with surprising works,
- Ethnographic museums, and its mysterious masks,
- Museum of Old Marseille, and the archaeological remains of the city,
- Marked tourist routes: l'Estaque, and the « Cité Radieuse » of Le Corbusier.



In Marseille, four partners were involved :

- The child having to choose a piece of art in a museum, or a landscape out of museum. He have also to express his feeling towards this piece of art from his personal experience and, also, from what was proposed to him by the other children during the classes to enrich the content.
- The teacher, who had to provide content and knowledge, about the work chosen by each child in his class, according to the level of the class.
- The Museum's mediator, the usual guide, was asked to make a formal presentation of the works to the children. His aim is to transmit an academic knowledge.
- The purpose of association is to balance the differents roles : child, teacher and mediator, and supervise the application of the method.



The children went three times to the same museum, and the same site.
The association worked in the same school from January to June, with two to three classes per school.

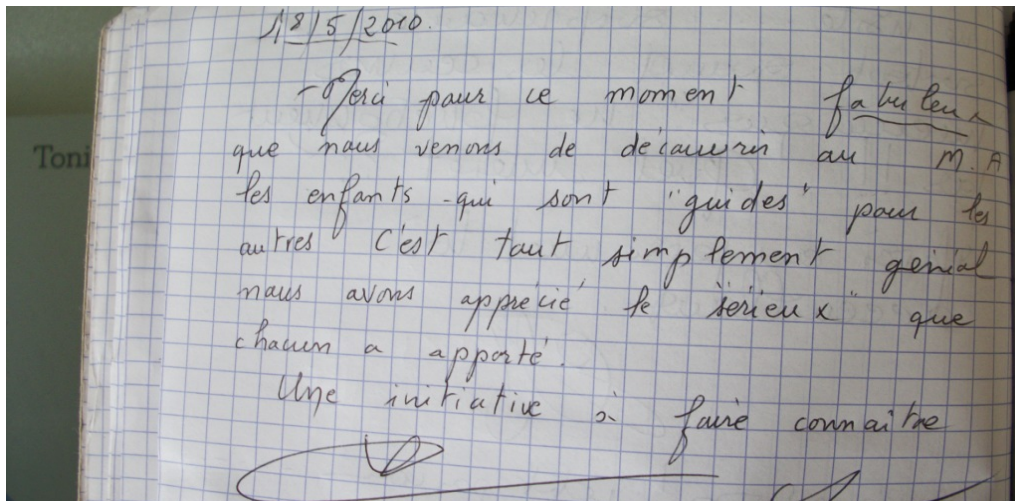


In terms of territorial impact, in 4 years :

- just 3 children refused to participate (project was voluntary basis in classes)
- 80 classes were involved in « Musée Minots »,
- more than 1,200 students participated in the whole action, which spreaded across 20 schools.
- All Marseille museums have welcomed the children of the different schools from their districts or of neighborhoods around.



The children (and some teachers) received a nominative "Aspirant Heritage Guide", signed by the Association's management. Five teachers asked to follow a professional training to lead actions "Musée Minots" by the association.



The public of the museum greatly increased by the participation of the parents. The entrance ticket could be reimbursed, since the guide was not guaranteed by the museum, but nobody, among the visitors, claims to be reimbursed. A guestbook has been widely used by the public.



Thank for your attention.