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# Educator's Guide

Miriam P. Brenner Children's Museum  
& The Edible Schoolyard

2024-2025





# The Miriam P. Brenner Children's Museum

## Our Mission:

We engage all children and families in hands-on, fun, learning experiences, which contribute to their growth and development through play, creation, outdoor exploration, and STEM activities.

## Guiding Principles:

- All children deserve equal access to enriching experiences, a healthy start, and a nurturing environment.
- Children learn through active play and exploration.
- Creative and critical thinking skills must be practiced and encouraged throughout childhood.
- Play is the work of childhood.

## About Us:

The Miriam P. Brenner Children's Museum (MBCM) is a hands-on, interactive museum for children, their families, and teachers. The Museum is designed to inspire learning through play in a fun, energetic, and safe environment for all children. The 37,000 square-foot facility in downtown Greensboro includes over 20 permanent, hands-on exhibits in Our Town and an outdoor Edible Schoolyard that are designed to stimulate children's imaginations and provide educational play experiences.

Opened to the public in 2010, The Edible Schoolyard includes a half-acre teaching garden and kitchen classroom. In the garden, visitors can find new experiences in every season: discover the plants and animals that live here, visit the Fairy Garden, go on a Story Walk, cook a messy masterpiece in the Mud Café, and much more.



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## What is a group?

The Miriam P. Brenner Children’s Museum offers field trips at a discounted group rate to a variety of community-based organizations and schools including daycares, preschools, day camps, churches, charitable organizations, and public and private schools. A group consists of 10 or more students. A reservation must be made in advance of your group’s visit.



## General Information

We offer three field trip experiences, including a discovery visit and two field trip programs. All field trips last up to three hours. Field trip programs are led by experienced Museum staff and include exploration in the Museum and time for lunch. Field trips are designed for students in PreK - 3rd grade.

- Field trips are available Tuesday-Friday from 9a-2p.
- 10 or more children are required from an organization to qualify for a group rate.
- Group rates include 3 hours at the Museum, including time for lunch and program selected.
- Limited scholarship funding is available for Title 1 schools and community partners thanks to the generosity of BlueScope Foundation, Ecolab Foundation, First Horizon Foundation, Lincoln Financial Foundation, and individual donors.
- Passes, discounts, coupons, and membership cards will not be accepted as payment for group visits.
- On-site parking is free and buses can use our bus lane for the duration of the field trip.
- We recommend one adult chaperone per five children.

## Select Your Experience

### Discovery Visit

Explore MBCM at your own pace. During a Discovery Visit, you’ll select which exhibits are most appropriate and relevant for your learners, allowing you to connect current topics of study and adapt objectives for the field trip to meet students’ needs. See recommendations for grade-specific curriculum connections on pages 7-10.

- Group minimum is 10 students.
- For children from PreK to 3rd graders.
- Available year-round.

### The Edible Schoolyard Program

Join us in the garden as we explore the relationships between people, nature, and food. Students will complete hands-on learning stations incorporating soil science, plants, animals, and a seasonal tasting activity. Stations vary to reflect the seasons.

- The group maximum is 80 students per day based on the estimated number of students to attend.
- For children from PreK to 3rd grade.
- Available in October-November and April-May.

### Shades of Us Program (Not currently offered)

As young learners prepare to navigate their diverse world, the Shades of Us program serves to help them recognize and celebrate differences. Students will observe traits that make people unique while exploring how individuals work together within communities.

- The group maximum is 80 students per day based on the estimated number of students to attend.
- For children from PreK to kindergarten.
- Available in October-May.

## Pricing

Group Admission	Student	Adult
Discovery	\$8*	\$8*
Field Trip Program	\$10*	\$8*
Adult Group	Prices vary, call for details.	

Teachers are free with proof of a valid teacher ID.

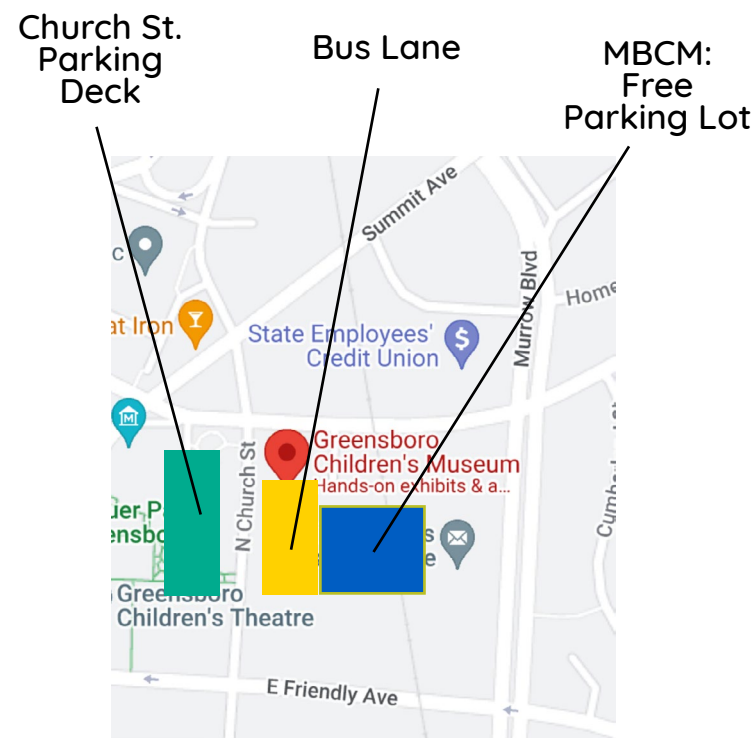
\*NC sales tax applies



# Museum Location

Miriam P. Brenner Children's Museum  
220 North Church Street  
Downtown Greensboro, NC 27401

Bus parking is located along the northbound lane of Church Street in front of the Museum. Convenient and free parking is available to MBCM visitors and members in our adjacent Museum parking lot. If the lot is full, paid parking is also available along Church Street (parking meters) and across the street in the Church Street Parking Deck.



The Museum offers complimentary field trip parking. The bus drop-off lane also has a separate entrance so students will enter together, as shown above.

One of our MBCM staff members will greet and welcome your group upon arrival to talk to the group about a list of safety precautions before they enter the Museum.

# Nearby Educational Experiences

You can easily pair your field trip at Miriam P. Brenner Children's Museum with another educational experience in downtown Greensboro. Here is a list of other fun nearby educational opportunities.

- Blandwood Museum (.8 mile walk)
- Carolina Theatre (.6 mile walk)
- GreenHill Center for North Carolina Art (.2 mile walk)
- Greensboro History Museum (.1 mile walk)
- International Civil Rights Center & Museum (.4 mile walk)
- LeBauer Park (.2 mile walk)
- Steven Tanger Center for the Performing Arts (.3 mile walk)



# How-To Book a Field Trip

Take your students' school year to the next level, by booking a field trip with MBCM! It only takes one of two simple methods to book:

- [Visit the website to complete our field trip inquiry form \(https://MBCMuseum.com/fieldtrips/\)](https://MBCMuseum.com/fieldtrips/)
- Contact our field trip coordinator at [fieldtrips@MBCMuseum.com](mailto:fieldtrips@MBCMuseum.com), or 336.574.2898 ext. 302

The PreK Discovery Visit guides meet NC Foundations for Early Learning and Development, including

- Approaches to Play and Learning (APL)
- Emotional and Social Development (ESD)
- Health and Physical Development (HPD)
- Language Development and Communication (LDC)
- Cognitive Development (CD)

## **The Market** NC Standards: LDC-2, LDC-7, CD-9, CD-10

Grab a grocery list and a cart, and let the students do the shopping! Help students learn the names of different items and practice counting. Model how to do various jobs in the store, such as running the bakery or being a cashier, and then let students have turns playing these roles.

### **Guiding Questions:**

- Can you find four yellow foods?
- What kinds of food are found in the bakery?
- What would you buy to eat for breakfast?

## **Medical Center** NC Standards: APL-4, LDC-2, LDC-7, CD-9

Students take turns being the patients and caregivers in our dentist's and doctor's office. Assist students in wearing the costumes and using the props. Use dolls as patients, and allow students to make up the scenarios and treatments.

### **Guiding Questions:**

- What could be wrong with this baby doll? What should we do to help it?
- (Pointing to a tool) What is this? How do you use it?
- Why do we go to the dentist? What else do we do to take care of our teeth?

## **Nonie's House** NC Standards: LDC-7, CD-9, CD-14

The kitchen in Nonie's House invites students to work together to choose ingredients and prepare an imaginary meal. There are many chores to be assigned, such as setting the table, collecting the eggs, and washing the dishes and clothes. Introduce students to history by explaining how props in Nonie's house exemplify life in the past.

### **Guiding Questions:**

- What can we make with the eggs? What tools would you use?
- How do we set the table to get ready to eat?
- What should we do to take care of the chickens?

## **Activity Airport** NC Standards: APL-4, CD-14

Hop aboard the train and plane for imaginary adventures. Pretend to be passengers and plan your destination. Show students some of the tasks that pilots and train conductors do for their jobs. Enjoy tea together on the train. Finish the plane trip with a fun ride down the slide.

### **Guiding Questions:**

- Where are we traveling? How long do you think it will take to get there?
- What do you see out the window?
- What would you pack for where we are going?

## **The Growing Place NC Standards** HPD-4, APL-1, APL-2

Students have entered a fantastical ecosystem filled with unusual plants and animals. Encourage students to explore this space and talk about how they use their bodies to change the forest around them.

### **Guiding questions:**

- We can grow trees by holding our bodies near to the wall (without touching) and very still. Let's count while we wait for a tree to grow. How many seconds did it take to grow a tree?
- Can you use the rocks and logs to water the trees and fill the ponds at the same time?
- What can we do to move the forest health meter from red to green?

## **The Edible Schoolyard Garden - Mud Café** NC Standards: APL-1, APL-4, LDC-2, CD-5

Visit the Mud Café with your group of students. Invite the students to create a mud feast, helping them come up with ideas for what they will prepare. Facilitate a conversation about what roles they will play in the café, such as cook, customer, server, or host.

### **Guiding Questions:**

- What is on the menu today?
- What ingredients did you use in this dish?
- Could you please prepare me a soup/cake/muffin/salad?
- How much will it cost?

## **The Edible Schoolyard Garden - Discovery Walk** NC Standards: APL-1, APL-5, LDC-2, CD-1, CD-14

Take your group of students on a sensory walk through the garden. Ask the students to use their eyes to search for different colors in nature, their noses to explore plants with strong or unique smells (such as rosemary or lavender), their ears to listen for interesting sounds, and their hands to gently touch plants of differing textures.

### **Guiding Questions:**

- What colors do you notice in the garden?
- What sounds do you hear?
- What do the plants smell and feel like?

## **The Edible Schoolyard Garden - Story Walk** NC Standards: APL-4, LDC-2, LDC-7, CD-4, CD-9

Walk the garden loop with your group and read the Story Walk book aloud. Ask questions to enhance learning on each of the pages, drawing the students' attention to important details in the illustrations or the plot. Experiment with using different voices for each character or asking students to repeat parts of the text.

### **Guiding Questions:**

- What happened in this story?
- Who were the main characters?
- What was your favorite part?



## Pizza Pan

NC Standards: K.OA 1, K.E.1.2

In Pizza Pan, students pretend to be the cooks, servers, and customers. These pretend jobs provide examples of ways people earn money to meet their wants and needs. Use the menu to incorporate early literacy and math skills. Talk with students about the steps for making a pizza, and identify and count the toppings they use.

### Guiding Questions:

- How many peppers did you use? What if I add one more?
- Pretend to be a customer. Place an order and have students make that type of pizza.
- What should you do first to make the pizza? What is the last step?

## Theater

NC and Common Core Standards: K.C.2.1, K.C.2.2, K.AE.1.2, CCSS.ELA-Literacy.RL.K.2, CCSS.ELA-Literacy.RL.K.3

The theater provides a stage and costumes for students to work together to make up a story or retell a familiar one. You can work together with the students to sing a song or make up a dance and perform it. The light and sound board give students a chance to add extra elements to their production.

### Guiding Questions:

- What is the setting of the story you are telling?
- What happened in the beginning, middle, and end of the story?
- Who are the characters? How would they dress and talk?

## Water Wonders

NC Standards: HPD-5, ESD-4, ESD-5

In this exhibit, students can fill their sensory play buckets by experiencing the sites, sounds, smells, and sensations of manipulating water flow and tools. Go fishing, build a dam, or send balls through the water maze and make guesses about where they will splash down.

### Guiding questions:

- Can you find a friend and work together to build a maze in the dam area? How can you make the water change directions?
- What color fish did you catch?
- When you send a ball up the elevator, where do you think it goes?

## Transportation

NC Standards: K.PCH.2.1, K.PCH.2.2, K.PCH.2.3, K.ATOD.1.3, K.ATOD.1.4 (NASCAR, police car, fire truck, ambulance, Volvo truck)

The authentic vehicles in our transportation area facilitate play in the roles of community helpers, such as firefighters, emergency medical technicians, and police officers. Create realistic stories for pretend play and model how to respond in emergencies.

### Guiding Questions:

- What number should you call in an emergency?
- Pretend someone is hurt from not wearing a bike helmet or seatbelt.
- What do the different road signs mean?

## The Market

NC Standards: K.OA 1, K.MD 1, K.MD 3, K.NPA.1.1, K.E.1.2

Use the shopping lists as a guide to identify and count groups of items in the market. Ask students to sort items in their carts by color, type of food, or other categories. Talk about the different food groups found in the market. Pretending to be workers and shoppers gives groups a chance to talk about how people meet their wants and needs.

### Guiding Questions:

- Which foods are healthy for us?
- I have three apples. How many will I have if I add two more apples?
- Is food a want or a need?

## The Edible Schoolyard Garden – Mud Café

NC Standards: K.OA. 1, K.E.1.2

Visit the Mud Café with your group of students. Brainstorm ideas for an imaginary restaurant, deciding what types of food will be served and what roles the students will play (cook, server, host, customers, etc.). Determine prices for each food item, and then role-play different restaurant scenarios. Don't be afraid to get dirty!

### Guiding Questions:

- What is on the menu today?
- How many ingredients did you use in this dish, and what were the steps in the process?
- Could you please prepare me a soup/cake/muffin/salad? How much will it cost?

## The Edible Schoolyard Garden – Discovery Walk

NC Standards: K.L.1.2

Explore The Edible Schoolyard to review the differences between living and non-living things. Draw the students' attention to various aspects of the garden such as flowers, trees, rocks, sticks, garden tools, chickens, and insects, and have the students identify them as living or non-living.

### Guiding Questions:

- Does this object move?
- Does this object grow?
- Does this object have basic needs such as eating or drinking water?

## The Edible Schoolyard Garden – Story Walk

NC Common Core Standards: CCSS.ELA-Literacy.RL.K.2, CCSS.ELA-Literacy.RL.K.3

Walk the garden loop with your group and read the Story Walk book aloud. Ask questions to enhance learning on each of the pages, drawing the students' attention to important details in the illustrations or the plot. Experiment with using different voices for each character or asking students to repeat parts of the text.

### Guiding Questions:

- What is the setting of this story?
- Who were the characters?
- What happened in the beginning, middle, and end?

## Pizza Pan

NC Standards: 1.OA.1, 1.G.3, 1.E.1.1, 1.E.1.2

Students pretend to be producers and consumers as they take on the roles of servers, cooks, and customers. Use the menu to incorporate reading and math into the imaginary play. Give students instructions for making pizzas and point out how slices are fractions of a pizza.

### Guiding Questions:

- What fraction of your pizza is just cheese? Make a pizza that is one-fourth mushroom and three-fourths pepperoni.
- How much does it cost to buy two slices of pizza and a lemonade?
- How does Pizza Pan provide goods and services?

## Transportation

NC Standards: 1.PCH.3.1, 1.PCH.3.2, 1.PCH.3.3, 1.PCH.3.4, 1.C&G.1.1, 1.C&G.1.2, 1.C&G.1.3, 1.E.1.1, 1.E.1.2

Students work together as a team of firefighters, emergency medical technicians, and police officers. They can role-play different emergency situations to practice safety procedures. Ask students about how the different jobs represented provide goods and/or services to the community.

### Guiding Questions:

- How would we get help in an emergency?
- What can we do if our clothes catch on fire? Show me how to Stop, Drop, and Roll.
- What could have caused the fire at the house?

## Post Office

NC Standards: 1.E.1.1, 1.E.1.2, 1.OA.A.1

Guide students in taking turns working jobs in the Post Office and pretending to be customers. Discuss examples of goods and services in a community. Engage the group in solving math problems as they receive and deliver letters, magazines, and packages.

### Guiding Questions:

- How many more magazines go to Nonie's house than to the Medical Center?
- How many small packages and large packages are there combined?
- What goods do you buy at a Post Office? What services does a Post Office provide?

## Activity Airport

NC Standards: 1.P.1.1, 1.P.1.2, 1.P.1.3

The Imagination Playground blocks and the magnet wall invite math conversations and science experiments. Work with three-dimensional shapes to see if they slide, stack, or roll. Encourage students to collaborate with each other to build structures at the Kepla block table, at the Tinker Station, or using the Imagination Playground blocks.

### Guiding Questions:

- Can you design a town? What parts of the community do you have in your town?
- Did your ramp work? How can you improve it?
- What 3-D shape is this block? How many faces does this block have?

## Medical Center

NC Standards: 1.PCH.1.1, 1.PCH.1.2, 1.PCH.2.1, 1.PCH.2.2

Role-play the different services provided at the doctor's office and dentist's office. As students pretend to be doctors, dentists, hygienists, and nurses, talk to them about how to prevent the spread of germs. Create stories with symptoms and find ways to treat them. Students losing teeth will be ready to learn about ways they should care for their permanent teeth.

### Guiding Questions:

- What should we do when we cough?
- How can we help the baby doll's headache go away?
- What does the dentist tell us to do to take care of our teeth?

## The Edible Schoolyard Garden – Boulder Garden

Common Core Standards:  
CCSS.Math.Content.1.OA.A.1,  
CCSS.Math.Content.1.MD.A.2

Visit the Boulder Garden with your group to review math concepts. Ask the students to sort the small rocks by size, counting the number of rocks in each group. Pose questions using addition and subtraction that the students can solve together. Next, ask the students to use stacks of small boulders to measure the relative sizes of the larger boulders.

### Guiding Questions:

- How many small rocks tall are the large boulders? Which is the tallest?
- How many rocks would you have left in your pile if five rocks were subtracted and moved to another pile?
- If these two rock piles were added together, what would be the total number?

## The Edible Schoolyard Garden – Discovery Walk

NC Standards: 1.L.2.1, 1.L.2.2

Explore The Edible Schoolyard to review the basic needs of plants and animals. Ask the students to review what these needs are, and then walk through the garden together to discover how these needs are being met by the environment. Be sure to discuss both garden plants and animals such as chickens, fish, earthworms, and bees.

### Guiding Questions:

- What are the basic needs of plants, and animals? (air, water, light (plants only), space, food and shelter)
- How are the animals in the garden helping the garden?
- How do you observe these needs being met?

Common Core Standards:  
CCSS.ELA-LITERACY.RL.1.2  
CCSS.ELA-Literacy.RL.1.10

## The Edible Schoolyard Garden – Story Walk

Walk the garden loop with your group and ask the students to practice reading the Story Walk book aloud. Ask questions to enhance learning on each of the pages, drawing the students' attention to important details in the illustrations or the plot.

### Guiding Questions:

- What happened in the beginning, middle, and end of this story?
- What was the most important part?
- What lessons did the characters learn?

## Theater

NC Standards: 2.C.1.1, 2.C.1.2, 2.C.1.3, 2.C.2.1, 2.C.2.2, 2.AE.1.2 SL.2.4

Take to the stage to perform a song the group knows, and encourage them to make up a dance to go with it. Divide up parts to retell a familiar story, or have the group work together to create a new play. Help the group in putting on costumes and imagining characters they could be.

### Guiding Questions:

- How old is your character? How would he or she move and stand?
- What is the problem in your story? How is it resolved?
- Do you need sound effects or music? How should it sound? When should we make that sound?

## Nonie's House

NC Standards: 2.L.1.1, 2.NPA.1.2, 2.NPA.3.1

Encourage students to cook together in the kitchen using ingredients in Nonie's cupboards and garden. Nonie's chicken coop has hens and eggs. Point out the components of the exhibit, such as Nonie's garden and clothes washing and drying tools.

### Guiding Questions:

- What are the steps in a chicken's life cycle?
- Is this meal going to give us energy? How can we make it healthier?
- How did living back in Nonie's time require a more physically active lifestyle?

## Pizza Pan

NC Standards: 2.OA.2, 2.G.3, 2.E.1.1, 2.C.2.1

Guide students in taking on service roles at the restaurant, such as cooks and wait staff. As students buy and sell the pizza, involve them in adding prices of menu items. Use pizzas as a way to practice fractions with students.

### Guiding Questions:

- How much would it cost to buy one whole pizza with mushrooms and broccoli and tea to drink?
- Does one station need more help than the others?
- How is your team working together to run the business? How can you improve it?

## Medical Center

NC Standards: 2.PCH.1, 2.PCH.2

Role-play the different services provided at the doctor's office and dentist's office. As students pretend to be doctors, dentists, hygienists, and nurses, talk to them about healthy and unhealthy behaviors. Create stories with symptoms and find ways to treat them.

### Guiding Questions:

- What should you do if you are sneezing and coughing to prevent the spread of germs?
- Why is it important to cover a wound that is bleeding?
- How often should you brush your teeth?

## The Edible Schoolyard Garden – Chicken Yard

NC Standards: 2.L.1.1, 2.L.1.2

Take your group of students to the chicken yard to observe and visit with the hens. Review the definition of a life cycle (the series of changes in the life of an organism, from birth until death), and ask your group to determine the life cycle of a chicken.

### Guiding Questions:

- What is a life cycle?
- What are the stages in a chicken's life cycle? (egg, incubation, hatching, young chicken, adult chicken, elderly chicken, death)
- What are some other examples of life cycles? (i.e. a frog's life cycle is egg, tadpole, tadpole with legs, young frog, adult frog, elderly frog, death)

## The Edible Schoolyard Garden – Music Fence

NC Standard: 2.P.1.1

Visit the music fence to explore concepts of sound and vibrating objects with your group. Ask the students to create a song together with the available instruments. Help them to observe the length of each instrument's air column in order to understand whether the pitch of the sound will be high or low when vibration occurs (the shorter the air column, the higher the pitch and vice versa).

### Guiding Questions:

- Which object has the longest air column, which has the shortest, and what effect does that have?
- Which object produces the highest pitch sound, which produces the lowest, and why do they do that?
- If you hold onto an object while hitting it with a mallet, will it still produce sound? Why or why not, and how is this related to a vibration?

CCSS.ELA-Literacy.RL.2.1,  
CCSS.ELA-Literacy.RL.2.2  
CCSS.ELA-Literacy.RL.2.3  
Common Core Standards

## The Edible Schoolyard Garden – Story Walk

Walk the garden loop with your group and ask the students to practice reading the Story Walk book aloud. Pose who, what, where, when, why, and how questions on each page to enhance learning. Following the story, have a discussion with your group about what happened in the story and what its central message, lesson, or moral was.

### Guiding Questions:

- What happened in the beginning, middle, and end of the story?
- What was the central message or lesson?
- How did the characters respond to major life events or challenges? How might you have responded?



## Magnet Wall

NC Standard: 3.P.1.1, 3.P.1.2, 3.P.1.3

The magnet wall in Activity Airport invites students to experiment with force and motion by designing and testing ramps. Through trial and error, have them work together to complete a ramp. Find ways to vary the speed of the ball.

### Guiding Questions:

- How could you make the ball go faster?
- How can you make the ball change direction?
- Why does the ball roll when you let go?

## Imagination Playground Blocks

NC Standard: 3.G.A.1, 3.P.1.3, 3.H.1.3

The Imagination Playground blocks are an active way to review geometry concepts with students. Challenge students to work as a large group or in smaller teams to design a project, and ask them questions about the shapes they used. Engage them in concepts about physics as they try to make structures that balance.

### Guiding Questions:

- Which of the blue blocks have faces that are quadrilaterals?
- What force pulls the blocks down when they are unbalanced?
- Can you plan and build a blue block community? What places does your community need?

## Nonie's House

NC Standard: 3.H.1.3, 3.G.1.4, 3.G.1.3

Nonie's House invites students to step back in time and imagine life in 1930s Greensboro. Point out the props and exhibit features, such as the clothesline and wash basins, which distinguish it as being set in the past. Students can participate in running Nonie's produce cart, and selling fruits and vegetables from Nonie's garden.

### Guiding Questions:

- How is this radio different from the one's today? Why was radio especially important back then?
- How does Nonie's garden and the produce stand affect her community?
- How does Nonie rely on natural resources to meet her needs?

## The Theater

NC Standard: 3.C.1.1, 3.C.2.1, 3.C.2.2

Take to the stage to perform a song the group knows, and encourage them to make up a dance to go with it. Divide up parts to retell a familiar story, or have the group work together to create a new play. Help the group in putting on costumes and imagining characters they could be.

### Guiding Questions:

- How old is your character? How would he or she move and stand?
- What is the problem in your story? How is it resolved?
- Do you need sound effects or music? How should it sound?

## Medical Center

NC Standard: 3.PCH.2.1, 3.PCH.2.2, 3.ATOD.1.1, 3.L.1.1

Role-play the different services provided at the doctor's and dentist's offices. As students pretend to be doctors, dentists, hygienists, and nurses, talk to them about healthy and unhealthy behaviors. Create stories with symptoms and find ways to treat them.

### Guiding Questions:

- What medicines would you recommend for your patients?
- Why should people brush and floss regularly?
- Did your patient injure any bones or muscles? What functions do skeletons and muscles perform for our body?

## The Edible Schoolyard Garden - Plant Structures

NC Standard: 3.L.2.1

Review the functions of plant structures (roots absorb nutrients, stems provide support, leaves synthesize food, and flowers attract pollinators and produce seeds for reproduction). Take the students on a walk through the garden in search of each plant structure.

### Guiding Questions:

- What is the primary function of a root/stem/leaf/flower/seed?
- Can you find each of these plant structures in the garden?
- Do the plant structures differ depending on the type of plant and in what ways?

## The Edible Schoolyard Garden - Plant Life Cycles

NC Standard: 3.L.2.3

Discuss the distinct stages of seed plant life cycles (seed, germination, seedling, adult) with your group of students. Walk through the garden together, identifying the life cycle stage of the plants you encounter. Observe how plants of different varieties may differ considerably in appearance, even when in the same life cycle stage.

### Guiding Questions:

- What are the distinct stages of seed plant life cycles?
- Can you identify plants in each stage in the garden?
- How do plants of different varieties differ in the seed/germination/seedling/adult stage?

## The Edible Schoolyard Garden - Environment Observation

NC Standard: 3.L.2.2

Facilitate five minutes of quiet observation time with your group of students in the garden. Ask each student to pick an observation spot in one section of the garden and spend five minutes paying close attention to the environment around them. After five minutes, have a group discussion about what was observed and how the environmental conditions seemed to impact the health of the plants in that area.

### Guiding Questions:

- What did you observe about the garden environment you were in?
- Did the plants growing there appear to be healthy? Why or why not?
- How do you think the environmental conditions you observed impact the health of the plants growing in the garden?

# Become a Member of the MBCM Family

Help us continue to offer exceptional learning experiences all year to students and families by becoming a member!

## Member Benefits

- Unlimited visits to MBCM for 12 months
- Reduced rates on parties, classes, and camps
- Members-only hours
- 2 guest passes
- Discounts at local businesses
- 10 percent discount in MBCM gift shop

## Membership Levels

- **Family \$150**  
2 parents and children in a household
- **Family PLUS \$175**  
Basic family membership plus 50% off general admission for up to six people at any of the 200+ ACM museums
- **Grandparent \$135**  
2 grandparents and all grandchildren

\*Add a caregiver (nanny, babysitter, or grandparent) to a Family and Family PLUS plan for \$10 (limit 2)



# Book Your Next Party at MBCM

Miriam P. Brenner Children's Museum birthday parties are an hour & a half long in a reserved party room and unlimited time to PLAY at the Museum. You provide the food, paper products, and decorations. We provide the e-vites, tablecloths, and clean-up.

Birthday parties are available on Friday evenings, Saturdays, Sundays, and Monday mornings for MBCM members only.

\*Reservations are required. Call 336.574.2898 or email [birthdays@mbcmuseum.com](mailto:birthdays@mbcmuseum.com).

	Room Rental Member	Room Rental Non-Member	Per Person (After 20 guests)
Friday	\$270 (plus tax)	\$300 (plus tax)	\$5 (plus tax)
Saturday & Sunday	\$270 (plus tax)	\$300 (plus tax)	\$12 (plus tax)
Monday	\$270 (plus tax)	N/A	\$5 (plus tax)

