

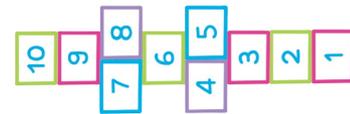
# LIVING IN THE PAST. TOYS

**Round-robin storytelling challenges everyone's imagination and demands quick thinking of the participants.**

Portland Basin Museum's collection can expand, inspire and stimulate a child's learning and also tie directly with local heritage and your curriculum. This activity helps pupils share their creative resources. The purpose of this activity is to get pupils to work cooperatively, practice creativity, and work on writing skills in a fun and engaging way. The steps of round robin writing go like this: The teacher will begin with the first line of the story, for instance, "Once upon a time there was a collection of toys that lived in a museum and every night they..." One by one, each pupil adds one sentence with new details to the story. The story cannot end until every pupil has participated.

**Resources: Images of toys, paper, pen or pencil and your imagination!**

**Objectives** This lesson enables pupils to develop skills: Language, Creative thinking, Social development, Problem solving

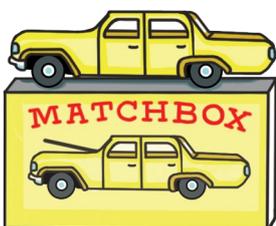


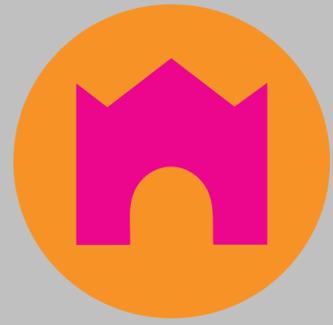
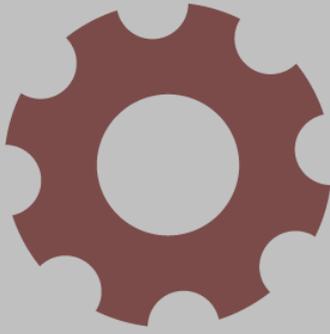
**The challenge:**

Your challenge is to create, as a class, a collaborative piece of creating writing linked to Toys.

**Preparation:**

Spend time as a class investigating the history of toys. Discuss the kind of toys you may have had in ancient Egypt through to today. What are the differences? What materials have been used when making toys? Have toys changed much over time? Why do you think they have changed?





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**1. You can work as a full class, but this could make for a very long story, therefore you might decide to work in smaller groups of three to five pupils, still giving each group the same first line.**

2. Teacher to provide a writing prompt to start the story, we are suggesting toys but you can decide on any topic.

**3. Have one pupil start the story by writing a sentence.**

4. Rather than passing the paper to the right, each can have their own paper and just write—line 1, line 2 and so on.

**5. Each pupil will add their own sentences to the story.**

6. The activity ends when time is up, or when the story is finished.

\*If creating a full class story, the class teacher should write down the story created and share with the class for each to add to their school book.

**Extension idea:** You could develop this idea beyond the story and ask each child to create a linked story board illustrating their story.

**Plenary:** On completion, time should be spent discussing the story and its outcome. Suggested questions: Did the story end the way they expected it to? Could there have been a different ending? What could be done differently?

