

REACHING OUT

We want to reach out!

As schools return, we look to support each school's efforts to get involved with the rich tapestry of culture and creativity within the borough. Tameside Cultural Services have been looking at how we can best use our years of experience and resources to support schools. We will link in with the Philosophy for Children, as well as the National Curriculum, the schools' recovery curriculum and the Five Ways to Wellbeing: Connect, Be Active, Take Notice, Keep Learning and Give.

Each month, we will share information relating to our education offer as well as giving further ideas and ways to engage with our offer in your classroom. There will be activities from each of the Cultural Services teams and we will take the opportunity to highlight one of our site based workshops as when we are able to, we cannot wait to welcome you back to our sites and great outdoors.



TOYS

You will discover and hear all about toys!

In Victorian times, toys were given to children to prepare them for adult life. Little girls had dolls and dolls' houses and boys had trains and toy soldiers. Children will learn to identify the differences between toys from today and toys during Victorian times and also gain an understanding of the differences between what it was like for both poor and rich children.

culture
Tameside



STORY TELLING ROUND ROBIN

REACHING OUT



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.

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.

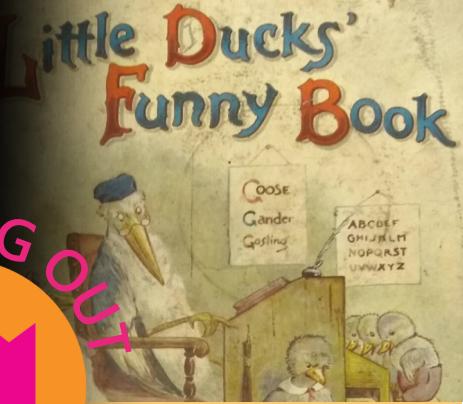
Preparation:

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?

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.



Resources

Images of toys

Paper

Pen or pencil

Your imagination!

We have created a digital package enabling you to have a 'virtual' visit allowing you to access resources linked to one of most popular workshops Toys.

Please visit:

[www.tameside.gov.uk/
museumsgalleries/
workshops2](http://www.tameside.gov.uk/museumsgalleries/workshops2)



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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?

Portland Basin Museum: examples from the toy collection

Popular as a Victorian child's game the game of '**whip and top**' involved wrapping a length of leather or a shoe lace as a cord around the 'top'. The whip would then be quickly pulled away so the cord unwound and the top would spin. Sometimes a nail would be hammered into the top to make it steadier and spin better.

Tri-ang Railways were a British manufacturer of toy trains. The company originated from G & J Lines Ltd (George and Joseph) who made toys during the Victorian period. Three of Joseph's sons; William, Walter and Arthur Edwin Lines formed Lines Bros Ltd shortly after World War 1. Three lines make a triangle hence the name 'Tri-ang'.

We have provided images from the museums toy collection to help stimulate discussion and aid with a start of point.

You may decide to write a story or you can create a 'fact file' reflecting the history of toys with each child writing down a different fact.

For more information or to discuss please email: portland.basin@tameside.gov.uk or visit: www.tameside.gov.uk/museumsgalleries/workshops



STORY TELLING ROUND ROBIN



Portland Basin Museum: examples from the toy collection

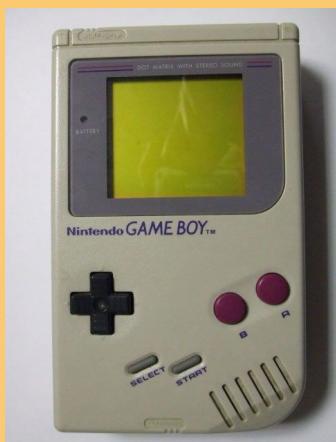
This **Andy Pandy puppet** is based on the popular character from the British children's TV series that started in 1950. Pelham Puppets was set up by Bob Pelham in 1947 and was based in Marlborough, Wiltshire. They made a wide range of puppets with designs often influenced by fairy tales and other stories.



The earliest recorded dolls go back to the ancient civilisations of Egypt, Greece and Rome. Modern doll manufacture began in Germany and new materials such as plastic and porcelain dolls were mass-produced. This porcelain headed doll dates from 1944.



Game Boy was an electronic hand-held console developed and manufactured by Nintendo. After its initial release in Japan in April 1989 it was launched in the USA three months later and then Europe in September 1990. It was hugely popular and sold one million units in the USA in a few weeks.



STORY TELLING ROUND ROBIN



Portland Basin Museum: examples from the toy collection

This simple wooden toy farm was believed to have been made from recycled materials for a family of evacuees to Stalybridge during World War 2. There would have been little room for evacuees to bring toys from home with recommendations being for children to take largely practical items with them such as nightclothes and a toothbrush.



The earliest known version of this game is from 1899. This **blow football game** dating from the 1950s was produced by Spears toys. The aim of the game is to score goals by blowing through a pipe (usually a straw) to move a ball and try to get it into your opponent's goal. Some versions have goal keepers on sticks to help players defend their goals.



Annuals were popular books for children from the late 1800s. They were often being released just in time for Christmas and were regarded as educational and entertaining. The 'School Friend' annual was first published in 1926 lasting until 1981 and provided a mixture of school and adventure stories for girls (and boys).

