



Activities for Young People (Ages 11 – 16)

Supernatural Tales

Aim	The workshop aims to develop the participants understanding of the social and moral norms of the Victorian times and how they relate to society nowadays.			
Learning Outcomes	<p>By the end of the workshop, all participants should be able to:</p> <ol style="list-style-type: none"> 1. Identify the key story elements (people, locations and events) and contextual elements from a heritage animation. 2. Explore to what extent the Victorian society's values, norms and interests are reflected in poetry from the time. 3. Reflect on if / how society's values, norms and interests have changes from the Victorian Era to present day. 			
Resources	Audio-visual screening facilities, flipchart / board and pens, paper and pens, computers/laptops/tablets (optional), The Supernatural in the Victorian Era handout, Victorian Poetry and The Supernatural resource, different coloured pens, A3 paper and Key Question Reflection resource.			
Adaptations	<p><u>Comparison Task:</u> Following the group analysis of a Victorian poem, the participants could analyse more contemporary poems on similar themes to see what it says about society's values and norms nowadays.</p> <p><u>Extension Task:</u> As an extension to this workshop, the participants could transform the 'Terror in Toxteth' story / the newspaper article it is based on, into a short poem.</p>			
 <p>This workshop explores the values and norms of Victorian Britain in relation to their views on the supernatural, and other social norms and values.</p>	 <p>The workshop supports the reflection on how society's attitudes and values to certain topics may have changed via examining and reflecting on belief systems and the supernatural.</p>	 <p>N/A</p>	 <p>The workshop promotes critical thinking through the analysis of poetry and the Key Question Reflection activity that supports participants in understanding their own thoughts and opinions.</p>	 <p>N/A</p>

Time	Activity	Differentiation / Adaptation	Learning Outcome(s)
0 min	Introduction to the Activity The facilitator will introduce the activity to the participants, exploring what will be covered in the session.	-	-
5 mins	Screening of Terror in Toxteth The facilitator will screen 'Terror in Toxteth' and facilitate a group discussion in which the participants will identify the key people, locations, events and heritage learning points from animation. The facilitator will collate these on to a flipchart / board.	Q & A	1
15 mins	The Supernatural in the Victorian Era Using The Supernatural in the Victorian Era handout, the facilitator will outline that whilst the Victorian Era is often associated with science and technology that strong supernatural tendencies and beliefs still existed, particularly in literature at the time. Tip: There are a number of websites that may be interesting to explore to give participants a better understanding of the Victorian times and the social norms/structures/beliefs. These include: BBC Victorian Times: www.bbc.co.uk/history/british/victorians/ British Library: www.bl.uk/romantics-and-victorians/articles/the-victorian-supernatural	Q & A	2
30 mins	Exploring Victorian Poetry (Whole Group) Using an example of Victorian poetry that contains references to the Supernatural (see Victorian Poetry and The Supernatural resource for examples), the facilitator will analyse a poem with the group identifying (a) references to the supernatural (b) other heritage references and (c) codes and conventions of poetry writing.	The facilitator could pre-prepare flashcard annotations that could be used as prompts for participants.	2
1 hour	Exploring Victorian Poetry (Small Groups) In small groups, the participants will be given a poem to analyse as per framework from the above activity. Using three different colours of pens, then will annotate the poem in terms of its references to the supernatural, other heritage references (i.e. signs of the times) and codes & conventions of poetry writing. The facilitator will then structure an informal feedback session based on the groups' analyses.	This could be done as a digital task, using word processing software and its annotation/notes function.	2
1 hour 40 mins	Comparison to Nowadays Using the Key Question Reflection resource, the facilitator will ask the participants to reflect on the question, 'Does society nowadays still believe in the supernatural?' and to state reasons for their answers. The facilitator will engage the group in a dialogue about their answers.	Q & A	3
2 hours	End of workshop		

Creating A Wiki

Aim	The workshop aims to provide an opportunity for participants to use digital literacy skills to contribute to a Wiki on society's attitudes towards and treatment of mental health illness in the latter decades of 1800s.			
Learning Outcomes	<p>By the end of the workshop, all participants should be able to:</p> <ol style="list-style-type: none"> 1. Identify, describe and explain (using digital technologies) the medical treatment of mental health in the late 1800s and society's attitudes towards it. 2. Use critical thinking and online information literacy skills to locate and assess information on the treatment of mental health illness and society attitudes towards in the late 1800s and how this relates to present times. 			
Resources	Audio-visual screening facilities , laptops/computers with Internet connection, flipchart / board and pens, large paper and pens, Presearch Tasksheet, CRAP Framework Resource.			
Adaptations	<p><u>Digital Poster:</u> The creation of a Wiki could be substituted for the creation of an online, interactive poster using Glogster that has a free version for educational use.</p> <p><u>Peer Review / Fact Checking:</u> Following this workshop, the facilitator could run another workshop in which participants peer review the collective research of a different group and check it for factual correctness.</p>			
 <p>This workshop explores attitudes towards and treatment of mental health illness in latter decades of the 1800s, and how they have developed since.</p>	 <p>This workshop embeds elements of social and moral development in terms of its exploration of the medical treatment of mental health illness and society's attitudes towards mental health in the latter decades of the 1800s, and how this relates to our society nowadays.</p>	 <p>N/A</p>	 <p>The workshop promotes critical thinking through the engagement of presearch techniques and the CRAP framework for analysing the quality of information located online.</p>	 <p>Digital literacy is embedded within this workshop in terms of the online research activity and assessment of information found (e.g. information literacy) and in the production of a Wiki (e.g. ICT skills).</p>

Time	Activity	Differentiation / Adaptation	Learning Outcome(s)
0 min	Introduction to the Activity The facilitator will introduce the activity to the participants, exploring what will be covered in the session.	-	-
5 mins	Screening of A Mesmerising Gentleman from Exeter The facilitator will screen 'A Mesmerising Gentleman from Exeter' and via Q & A techniques ensure that the participants understand the story and the general context.	Q & A	1
10 mins	PreSearch The facilitator will divide the participants into small groups and allocate them one of the following topics: Mesmerism; The Asylums; The 1845 Lunacy Act and County Asylums Act and 1890 Lunacy Act; Medical Practices and Mental Health Nowadays; or Social Attitudes Towards Mental Health Nowadays. Using the Presearch Tasksheet, the facilitator will support the participants in a presearch exercise that will establish their prior knowledge of their topic, gaps in knowledge, a general hypothesis and research questions.	Group numbers/number of research areas should be determined by size of group.	1 and 2
30 mins	Online Information Literacy The facilitator will explore with the participants how not all information found online is useful and will explain how the CRAP framework can be used to evaluate the quality and usefulness of information they may find in the next stage of the workshop.	-	2
45 mins	Research In their groups, the participants will use the Internet to locate information that will help them to answer their research questions and to test out their hypothesis. <i>Tip: On the Resources page of the project's website you can find a set of useful online sources of information on the different research topics under examination.</i>	Facilitator should circulate the groups and have dialogue about the research and the evaluation/assessment of the sources being used.	1 and 2
1 hour 25 mins	Making a Wiki Demo The facilitator will demonstrate how to edit and create a Wiki. <i>Tip: We would suggest using WikiSpaces as it is free and user-friendly. We would also suggest that the Wikis and their log ins are set-up by the facilitator before the workshop.</i>	-	2
1 hour 30 mins	Creating a Wiki In their groups, participants will use their research to create a Wiki on their topic.	Facilitator to provide technical support when required.	2
2 hours	End of workshop		

From Word-of-Mouth to Word-of-Mouse

Aim	The workshop aims to provide the participants with an opportunity to explore changes in communication practices since the latter half of the 1800s to nowadays, particularly in terms of how 'news' is disseminated.
Learning Outcomes	By the end of the workshop, all participants should be able to: <ol style="list-style-type: none"> 1. Identify and explain the differences between how information (particularly news) was communicated and disseminated in the 1850s – 1900s and nowadays. 2. Assess the credibility of different sources of news / information and give reasons for their choices. 3. Explain how communication practices and issues around identity documentation contributed to the miscommunication of information in relation to a heritage newspaper article. 4. Identify and discuss people's rights and responsibilities as Digital Citizens in-line with the Law and moral / ethical considerations.
Resources	Audio-visual screening facilities, flipchart / board and pens, pens and paper, Credibility Spectrum resource, and Burying The Wrong Mary Jones tasksheet.
Adaptations	<p><u>Tracking the breaking of news:</u> As an alternative to the Social Media and News activity, participants could work in pairs/threes to choose a news story that is prevalent at the time, and use online tools to decipher how it broke and how it travelled online.</p> <p><u>Extension Activity:</u> The participants could design, produce and disseminate a modern day re-telling of 'breaking' of the Mary Jones story through contemporary news outlets (e.g. blogs, social media, etc.)</p>

 <p>This workshop explores communication practices from the latter part of the 1800s and how they relate to communication practices nowadays, particularly in terms of the dissemination of news.</p>	 <p>N/A</p>	 <p>The workshop explores the rights and responsibilities of Digital Citizens, relating this to both the Law and moral / ethical considerations.</p>	 <p>The workshop promotes critical thinking skills through (a) the assessment of the credibility of new sources and (b) in reflecting on the rights and responsibilities of Digital Citizens. The activities in the workshop seek to develop reasoning, logic, and analytical skills.</p>	 <p>The workshop embeds digital literacy in terms of online information literacy (i.e. assessing information in an online environment) and media literacy (i.e. exploring how news dissemination has changed over the last decade or so.)</p>
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Time	Activity	Differentiation / Adaptation	Learning Outcome(s)
0 min	Introduction to the Activity The facilitator will introduce the activity to the participants, exploring what will be covered in the session.	-	-
5 mins	Screening of Mary Jones Is Dead! The facilitator will screen 'Mary Jones Is Dead!' and using this animation and the newspaper story that inspired it, they will explore with the participants the ways in which information & news was communicated in the latter part of the 1800s, compared to nowadays. This will be collated on a flipchart / board in a two-column table with the headings 'Then' and 'Now'. The speed at which information travelled then and the rate it travels now (and why) should also be contained in this exploration.	Q & A The task could be adapted by asking the participants to fill in individual tables and then collate the results onto a group table.	1
15 mins	Credibility Continuum In pairs, participants will think about the different ways that they encounter news (i.e. from a newspaper, news broadcast, other people etc.) and place them on a continuum of credibility, with one end being Very Credible and the other end being Not Very credible. The facilitators will assist a group feedback exercise based on this task.	This could be done as a whole group task.	2
35 mins	Social Media and the News The facilitator will explore with the group how social media has changed the way in which we encounter news. Using either Henry Jenkins' essay 'Twitter Revolutions?' (2013) or Peter Beaumont's article 'The truth about Twitter, Facebook and the uprisings in the Arab world' (2011), participants will read through the text and identify how social media has had on the way that information travels, and the impact this could have. The facilitator will use differentiated Q & A techniques to support a dialogue around the power of being digitally-connected citizens.	Q & A Responses to the Jenkins' resource could be done as comment posts.	1
1 hour	How did the mix-up happen? Using a longer article from the <i>Edinburgh Post</i> (5 th July 1884) titled 'Burying the wrong Mary Jones' (available through the British Newspaper archive), the facilitator will use the tasksheet 'Burying the Wrong Mary Jones' to explore how the mix-up happened. A group feedback will be facilitated once the tasksheet has been completed.	Q & A Participants can work individually, in pairs or in small groups.	3
1 hour 40 mins	Rights and Responsibilities as Digital Citizens The facilitator will explore the rights and responsibilities that Digital Citizens have. Drawing a table on a flipchart / board, the facilitator will work with the participants to identify their rights and their responsibilities. Useful resources for supporting this activity are: <ul style="list-style-type: none"> • http://safe.met.police.uk/internet_safety/consequences_and_the_law.html • http://www.childnet.com/ufiles/Supporting-young-people-online.pdf 	This task could be done in small groups and then feedback to the whole group.	4
2 hours	End of workshop		

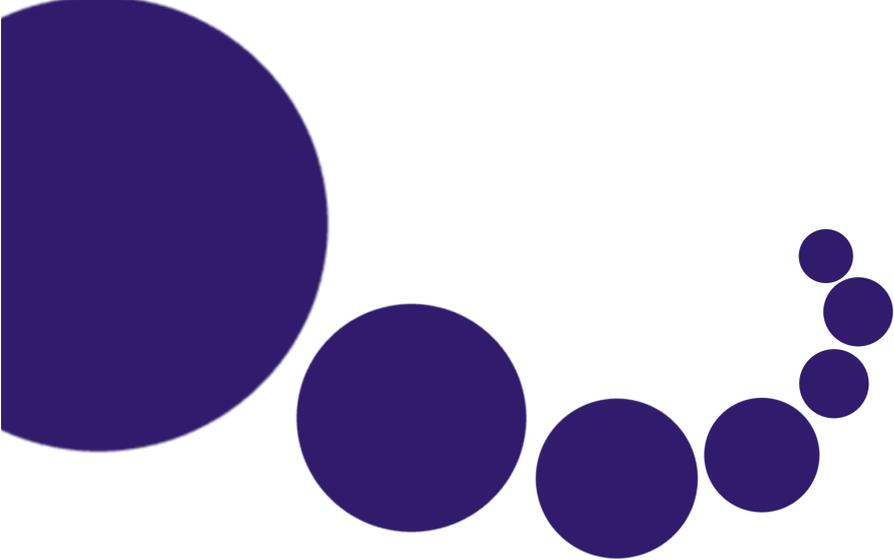
Extended Project: Digital Storytelling

Using the Newspaper Stories Database produced as part of The Good, The Bad and The Scouse heritage project, participants will locate an on-going story contained in the database and devise a digital storytelling project based on it that uses social media platforms to re-imagine and bring a heritage story to life for new audiences in a creative way.

Key Elements		Adaptations
	The heritage elements of the project will be determined by the newspaper story chosen for the project. You could look at job roles, clothing, living conditions, social hierarchies, the Law etc.	<p>There are various social media platforms that could be used as part of this project that include:</p> <ul style="list-style-type: none"> ○ Facebook ○ Twitter ○ Pinterest ○ Instagram ○ Vine ○ YouTube ○ Blogs (Wordpress, Blog.com) ○ FourSquare <p>The facilitator could select an appropriate heritage story in advance and/or the social media tools used to tell it, and then work with the participants to plan, produce and exhibit it within these parameters.</p> <p>The newspaper article dates could be used as a way of structuring the exhibition. For example, if a story was first printed on 1st July 1884, then the first installment of the story could be released be released on the same day this year.</p>
	SMSC elements could be embedded through the project, but will be determined by the newspaper story selected.	
	Citizenship could be embedded in this project by encouraging the participants to reflect upon the lives of the people in their newspaper stories, and their own lives nowadays. It can also be covered by exploring their roles as digital citizens as part of the wider context of the project.	
	The participants should be encouraged to develop their critical thinking skills by providing one another with feedback on their work at key points during the project, such as the pitches and the review of produced content. Participants should be encouraged to 'explain' their opinions / feedback.	
	The participants will develop digital literacy skills in terms of ICT skills and media literacy by using digital tools to produce a digital story, and they will develop online information literacy skills by doing online research into digital storytelling practices and case study texts.	
Useful External Resources		
<ul style="list-style-type: none"> • Digital Storytelling: www.digitalstorytelling.coe.uh.edu/ • Twitter Fiction Festival: www.twitterfictionfestival.com/ • Hawk Funn Case Study: www.mashable.com/2013/08/27/hawk-funn-social-fiction-kickstarter/ 		

Scheme of Work

Aim	This project aims to engage participants in learning about heritage through using social media to re-imagine and bring to life, heritage newspaper stories.			
Learning Outcomes: By the end of the project, participants should be able to -				
1	Identify and describe different forms of digital storytelling, and explore how it can be used to tell and / or re-imagine heritage stories.			
2	Generate and develop ideas through research and discussion about a heritage story that could be transformed into a digital story using social media.			
3	Work as part of a team to plan the production and exhibition of a heritage story told through social media.			
4	Work as part of a team to produce content for a digital story (i.e. text, images, videos, audio clips etc.)			
5	Work as part of a team to exhibited / launch a heritage story told through social media, using safe online usage practices.			
Session Number	Content / Topic	LO Ref Number	Overview / Activities	Resources
1	Digital storytelling	1 and 2	<p>AM: During this session, the participants will be introduced to digital storytelling and it's various incarnations, and explore how it can be used to tell heritage stories.</p> <p>PM: During this session, the participants will explore the Newspaper Stories Database to find suitable heritage stories that can be transformed into digital stories via social media.</p>	Flipchart / Board & Pens, Pens & Pencils, Audio-visual screening kit, and Internet-enabled devices.
2	Ideas Development	2	<p>AM: During this session, the participants will begin to generate ideas about how they can transform a heritage story into a digital story told using social media.</p> <p>PM: In small groups, the participants will write and pitch a proposal for a heritage story told across social media. The group as a whole will vote on the proposal that they would like to produce.</p>	Flipchart / Board & Pens, Pens & Pencils, Audio-visual screening kit, Internet-enabled devices, and Proposal Template.
3	Planning	3	<p>AM: During this session, the participants will produce a Story Map for their project that identifies the different parts of the story and what needs to be produced.</p> <p>PM: During this session, the participants will produce an Exhibition Plan and Marketing Plan for their project. These plans will identify aspects of online safety and digital citizenship.</p>	Flipchart / Board & Pens, Pens & Pencils, Audio-visual screening kit, Internet-enabled devices, and Digital Story Map, Marketing and Exhibition Plans.
4	Production	4	<p>AM: During this session, the participants will work in small teams or individually to produce the content needed for their digital story (i.e. photographs, videos, scripted social media postings etc.).</p> <p>PM: During this session, the participants will peer review any content produced from the morning, adapting where necessary, and then completing the production tasks allocated in the Story Map.</p>	Flipchart / Board & Pens, Pens & Pencils, Audio-visual screening kit, Laptops/Tablets etc., Digital Story Map, and media devices.
5	Exhibition	5	The way in which the exhibition of the heritage story told through social media is handled will be determined during the course of the project. The story could be told as a one-off event, over a number of hours, over the course of a week, or over a number of months.	Computer / laptop with Internet connection, and Digital Story Marketing and Exhibition Plans.



Activities for Adults (Ages 16+)



Heritage Timelines

Aim	The workshop aims to provide participants with an opportunity to use digital tools to create a timeline of a heritage figure’s life and achievements.				
Learning Outcomes	<p>By the end of the session, all participants should be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the key points from the life of Doctor Hugh Owen Thomas. 2. Use digital tools to research a topic further, and critically assess the information located. 3. Use digital tools to represent heritage information in an accessible format. 				
Resources	Audio-visual screening facilities, flipchart / board and pens, paper and pens, computers/laptops with Internet connection, CRAP Framework and The Legend of Doctor Thomas script.				
Adaptations	<p><u>Non-Digital Timeline:</u> The participants could create physical timelines using the back of a roll of wallpaper as a base, and handwriting/printing out materials to create a timeline.</p> <p><u>Extension Activity:</u> With a timeline produced, the participants could create a blog (on a platform such as Wordpress) or a micro-blog on Twitter, that recounts the life and times and Dr. Hugh Owen Thomas.</p> <p><u>Location:</u> The activity could take place in a library as participants may be able to source further source material on the topic(s) under examination.</p>				
 <p>This workshop explores the life, practices and achievements of Doctor Hugh Owen Thomas, in particularly looking at the medical practices associated with orthopedics in the 1850s – 1900s.</p>	 <p>N/A</p>	 <p>N/A</p>	 <p>This workshop develops critical thinking skills through asking participants to critique sources of information that they encounter online. These are also embedded in the peer review activity.</p>	 <p>This workshop embeds digital literacy in both ICT skills (i.e. using digital tools to create a timeline) and online information literacy (i.e. assessing the quality of information found online).</p>	

Time	Activity	Differentiation / Adaptation	Learning Outcome(s)
0 min	Introduction to the Activity The facilitator will introduce the activity to the participants, exploring what will be covered in the session.	-	-
5 mins	Screening The Legend of Doctor Thomas The facilitator will screen The Legend of Doctor Thomas and will point out various interesting parts of Doctor Thomas's life that the animation and its script identifies. The tutor will explain the main task for the session: creating a timeline of Doctor Thomas's life.	-	1
10 mins	Online Information Literacy The facilitator explore with the participants how not all information found online is useful and will explain how the CRAP framework can be used to evaluate the quality and usefulness of information they may find in the next stage of the workshop.	Q & A	1 and 2
25 mins	Research In pairs/threes, the participants will use the Internet to research the life of Doctor Hugh Owen Thomas further, making notes on the key parts of his life story, both in relation to his personal life and his professional life and contributions to orthopedic medical practices with reference to specific sources.	-	1 and 2
1 hour 5 mins	Timeline Software Demonstration The facilitator will demonstrate how to use digital/online timeline software such as Tiki-Toki to create a timeline.	This activity could be done using paper and pens.	1 and 3
1 hour 10 mins	Creating a Timeline In pairs/threes, the participants will use their research to create a timeline of Doctor Hugh Owen Thomas's life, referencing source material were relevant.	This activity could be done using paper and pens.	1 and 3
1 hour 50 mins	Peer Review In pairs/threes, the participants will review another groups/pairs timeline in terms of its (a) accuracy, (b) quality of source materials (c) accessibility and presentation and (d) the level of detail. Using different coloured post-it notes for each aspect, the participants will write a short critical piece of feedback on the timeline they are reviewing.	Feedback can be given verbally.	
2 hours	End of workshop		

The Great Debate

Aim	The workshop aims to explore the social and moral values around poverty, crime, and punishment in the mid-1800s and how they relate to the same values nowadays.				
Learning Outcomes	<p>By the end of the workshop, the participants should be able to:</p> <ol style="list-style-type: none"> 1. Identify, explain and reflect on own moral/value response to the outcome of a Court case. 2. Work with others to research the heritage context of a Court case, and informally present your findings. 3. Participate in a discussion about the relationship between moral values and the Law in relation to a heritage newspaper story. 				
Resources	Audio-visual screening facilities, flipchart / board and pens, paper and pens, Internet-enabled devices, Unfair/Fair Value Continuum, Blue-tack, and Intoxicated in Toxteth research materials.				
Adaptations	<p><u>Location:</u> The session could be delivered in a research setting, such as a library.</p> <p><u>Extension Activity:</u> The participants could research what the outcome of a similar court case would be nowadays, and reflect on how the Law (or punishments for crime) have changed and whether or not this relates to changes in society's morals and values.</p>				
 <p>This workshop explores the heritage context of a court case in terms of social & moral values of the time, the Law, crime and punishment.</p>	 <p>The workshop asks participants to identify, explain and reflect on their own morals and explore how the social values at the time were reflected/not reflected in areas related to crime and punishment.</p>	 <p>The workshop provides an opportunity for participants to explore our Law, and crime & punishment within a heritage context.</p>	 <p>This workshop embeds critical thinking skills by asking participants to justify their own opinions in regards to an outcome of a heritage court case, and to reflect upon these opinions in-line with other people's opinions and further research.</p>	 <p>This workshop has the potential to include digital literacy if online and digital sources are used in the research task. This includes ICT skills (used to access the information) and information literacy (used to assess the quality of the information).</p>	

Time	Activity	Differentiation / Adaptation	Learning Outcome(s)
0 min	Introduction to the Activity The facilitator will introduce the activity to the participants, exploring what will be covered in the session.	-	-
5 mins	Screening of Intoxicated in Toxteth The facilitator will screen 'Intoxicated in Toxteth' and then facilitate a 'Values Continuum' activity in which the participants will position themselves on a spectrum of Fair / Unfair in terms of how they perceive the punishment given to Elizabeth Roberts. Once they have positioned themselves on the continuum, the participants will have an opportunity to express why they have positioned themselves in the way that they have (i.e. giving reasons for their opinion). <i>Top Tip:</i> Participants should be encouraged to listen to and reflect on others' views, without necessarily responding to them at this stage in the workshop.	The positioning can be physical or by sticking a piece of paper with their name on it, on the spectrum.	1
20 mins	Understanding the context of the story (Pre-search) Working in pairs/small groups, the participants will be allocated one of the research topics (1) The workhouses (1850s – 1900s), (2) The Law (1850s – 1900s) and (3) Social Values (1850s – 1900s). The participants will complete a Presearch tasksheet that will establish their prior knowledge of their topic, gaps in knowledge, a general hypothesis and research questions.	-	2
30 mins	Research Using online and printed resources (see Intoxicated in Toxteth research materials) the participants will research their allocated topic further.	-	2
1 hour	Presentation of Research In their pairs/small groups, participants will informally present back their research findings.	Q & A	2
1 hour 20 mins	The Great Debate The facilitator will divide the group into two, one side will argue the reasons why the judgment was fair, and the other group will argue that it was unfair. Each side will have 10 minutes to prepare, 5 minutes to present their case and then for a 10 minute discussion / Q&A.	Q & A The participants could decide which side they want to argue for/against.	3
1 hour 50 mins	Reflection of Values Continuum In light of the arguments presented during the debate and their research, the participants will reflect upon whether or not they still agree with their original positioning on the spectrum.	-	1
2 hours	End of workshop		

Word Play

Aim	This workshop aims to develop participants' engagement with heritage stories through the medium of creative writing.				
Learning Outcomes	By the end of the session, all participants should be able to: 1. Identify and describe different forms of poetry. 2. Represent a heritage newspaper article as a short poem.				
Resources	Audio-visual screening facilities, flipchart / board and pens, paper and pens, computers/laptops/tablets (optional), Dr. Hugh Owen Thomas Example Poem.				
Adaptations	<p><u>Changing Mediums:</u> The facilitator could use a different creative writing medium such as blogging, short story writing, memoirs etc.</p> <p><u>Extension Activity:</u> The workshop could be extended by exploring how the poems produced, could be distributed online. This may include recording audio versions of the poem, editing them and uploading them to a platform such as SoundCloud, or uploading them to a website/blog that will publish them.</p>				
 <p>This workshop has the potential to explore heritage elements across any of the 8 animations included in this pack and the heritage trail. This could include looking at topic such as crime and punishment, money matters, medical practices, job roles, food politics and social structures.</p>	 <p>N/A</p>	 <p>N/A</p>	 <p>This workshop provides opportunities for participants to enhance their critical thinking skills through analysing an example poem, and through participating in a group, reflective review of the poems written during the session.</p>	 <p>This workshop could include digital literacy if (a) ICT equipment is used to word-process the poems and (b) if the extension activity was completed.</p>	

Time	Activity	Differentiation / Adaptation	Learning Outcome(s)
0 min	Introduction to the Activity The facilitator will introduce the activity to the participants, exploring what will be covered in the session.	-	-
5 mins	Screening the Animations The facilitator will screen all 8 animations that form the basis of this education pack and the heritage trails. They will ask participants to have a think about which story they would like to transform into a poem.	-	1
25 mins	Types of Poetry The facilitator will explore different types of poetry, using the Types of Poems handout. They will look at Acrostic, Ballad, Couplet, Free Verse, Limerick, Octave, and Spoken Word poetry, exploring the techniques associated with them.	The facilitator could screen examples of poems being performed or print example poems.	1
45 mins	Writing a Poem (Intro) The facilitator will explain the task the participants. Using the Doctor Hugh Owen Thomas Example Poem, the facilitator will highlight ways in which a heritage story can be presented in poem form. As a group, the participants will analyse the codes and conventions used in the example poem.	-	2
1 hour	Writing a Poem (Task) Individually or in pairs, the participants will write a poem based on one of the 8 animations screened earlier in the session.	Poems could be written using a computer/laptop/tablet.	2
1 hour 45 mins	Peer Review / Feedback The participants will read out their poem to the group, and receive feedback from both their peers and the facilitator on what they have produced in terms of its retelling of a heritage story and its use of poetic codes and conventions.	The facilitator could perform/read participants' work if they are uncomfortable doing so.	1 and 2
2 hours	End of workshop		

Extended Project: Radio Drama

Using a newspaper story from the Newspaper Stories Database produced as part of The Good, The Bad and The Scouse heritage project or using one of the stories contained within this pack, the participants will produce an ‘infotaining’ short radio play based on key or incidental people/characters from the stories.

Key Elements		Adaptations
	The heritage elements of the project will be determined by the newspaper story chosen for the project. You could look at job roles, clothing, living conditions, social hierarchies, the Law etc.	<p>There are various free audio editing softwares that could be used as part of the project, such as:</p> <ul style="list-style-type: none"> • Audacity (PC and Mac) • Garageband (Mac) <p>The facilitator could select an appropriate heritage story in advance and then work with the participants to plan, record and edit it. The group could also work as a large team to produce one extended radio drama, rather than multiple short ones.</p> <p>The radio production could be in the docu-drama in which the events from the story could be presented in a documentary style, using techniques such as interviews, vox-pops, a presenter/documentary maker etc.</p> <p><u>Extension:</u> The sharing/exhibition of the drama across platforms such as SoundCloud.</p>
	SMSC elements could be embedded through the project, but will be determined by the newspaper story selected.	
	Citizenship could be embedded in this project by encouraging the participants to reflect upon the lives of the people in their newspaper stories, and their own lives nowadays.	
	The participants should be encouraged to develop their critical thinking skills by providing one another with feedback on their work at key points during the project, such as the pitches and the review of produced content. Participants should be encouraged to ‘explain’ their opinions / feedback.	
	The participants will develop digital literacy skills in terms of ICT skills and media literacy by using digital tools to produce a radio drama, and there is opportunity to develop online information literacy skills by doing online research into radio dramas / accessing the Newspaper Story Database.	
Useful External Resources		
<ul style="list-style-type: none"> • Audacity: www.sourceforge.net/projects/audacity/ • BBC Writersroom: www.bbc.co.uk/writersroom/ • Drama Teacher’s Network: www.dramateachersnetwork.wordpress.com/lesson-ideas/ 		

Scheme of Work

Aim	This project aims to engage participants in learning about heritage through using the medium of radio drama to represent a heritage story in an entertaining and informative manner.			
Learning Outcomes: By the end of the project, participants should be able to -				
1	Identify and describe the different styles, codes and conventions and storytelling techniques found in radio dramas.			
2	Use digital literacy skills to locate a heritage newspaper story that could be transformed into a radio drama.			
3	Work as part of a team to plan a radio drama through producing an outline and script.			
4	Work as part of a team to record a radio drama using appropriate audio recording practices.			
5	Work as part of a team to edit and export a piece of radio drama.			
Session Number	Content / Topic	LO Ref Number	Overview / Activities	Resources
1	Exploring Radio Drama	1 and 2	<p>AM: During this session, the participants will be introduced to the medium of radio drama in relation to their styles, codes and conventions and storytelling techniques.</p> <p>PM: During this session, the participants will explore how heritage newspaper stories can provide the basis of a radio drama. They will listen to an Example Heritage Radio Drama based on characters from ‘The Legend of Doctor Thomas’ and then use the Newspaper Stories Database to find suitable heritage stories that can be transformed into a radio drama.</p>	Flipchart / Board & Pens, Pens & Pencils, Audio-visual screening kit, and Internet-enabled devices, Computers/Laptops, and Example Heritage Radio Drama.
2	Scriptwriting	3	<p>AM: During this session, the participants will explore scriptwriting techniques for radio and in small groups produce an outline of the radio drama they want to create.</p> <p>PM: During this session, the participants will work in small groups to write a radio drama script and ‘workshop’ it with the wider group. With peer and facilitator feedback, they will amend and complete their script.</p>	Flipchart / Board & Pens, Pens & Pencils, Audio-visual screening kit, Laptop/Computers with word-processing software, Radio Drama Outline Template.
3	Recording and Editing	4 and 5	<p>AM: During this session, the participants will explore audio recording practices and technologies. In their small groups they will record the audio required for their radio drama.</p> <p>PM: During this session, the participants will edit together their radio drama using a software such as Audacity and Garageband. The participants will also add any sound effects and music required to their radio drama, observing copyright law, and then export their radio dramas for the wider group to listen to.</p>	Flipchart / Board & Pens, Pens & Pencils, Audio-visual screening kit, Laptop/Computer with audio editing software, speakers/headphones, audio recording devices.

THE GOOD, THE BAD, AND THE SCOUSE



'The Good, The Bad and The Scouse' heritage project has unearthed some of Toxteth's unsung heroes and undisclosed villains, bringing their stories to life for new audiences in interactive and creative ways. This education resource pack that has been produced to accompany the project, explores how the resources created – from research documents through to quirky animations to heritage trails – can be used to engage groups of people, of all ages, in learning about Toxteth's past.

The pack itself has activities that have been designed for the following age ranges:

- Children (Ages 5 – 11)
- Young People (Ages 11 – 16)
- Adult Learners (Aged 16+)

The activities in the pack also embed key elements of spiritual, moral, social and cultural development (SMSC), citizenship and identity, digital literacy and critical thinking skills.



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