

Ideas for teachers/group leaders

– tasks that link to the Literacy Framework

The Literacy Framework encourages creative, cross curricular approaches to developing reading, writing and oracy, as well as involving children in their own learning. Museums are extremely well placed to help deliver these approaches to learning.

The Clore Discovery Centre is filled with real museum objects. Real objects provide inspiration and stimulate curiosity. Children's vocabularies develop when they come face to face with the real thing. Objects provide stimulating starting points for speaking and encourage confidence as there are no right or wrong answers. Children can develop their own ideas and opinions leading to increased empowerment. Objects provide visual and tactile stimuli which is particularly useful for children for whom English is their second language, and for children with special educational needs.

Below are some ideas of how to use the Clore Discovery Centre and its collections to support literacy learning.

- Ask pupils to pick a drawer or item on display and read the interpretation material provided. Challenge them to summarise this information for a teacher or friend
- Role play - invite children to imagine they are a curator. Challenge them to pick their favourite object in the gallery and give a talk on it. Ask them to think about how they might present it to different audiences (eg to fellow pupils, younger children, adults etc)
- Suggest children produce a label for an object, using diagrams as visual cues
- Help your children to find the poem about Billy the Seal, read it together. Then ask children to write a poem about their favourite object in the gallery
- Read a series of labels and decide if they are fact or opinion
- Consider whether the content of something is reliable, eg photos vs drawings of scenes, reconstructions of extinct animals, models of dinosaurs
- How does this object feel? How do you feel holding this object? Pupils could record their thoughts and impressions as the basis for some creative writing back at school
- Develop a radio advert for the museum
- Story mapping – use a map of the gallery/museum and objects you'll see along the way to produce a story
- Work in small groups to think of the most descriptive words to describe an object (an adult can scribe). Then share these with the whole class. Use the words to write a poem or the beginning of a story
- Play detective – children ask each other questions based on objects in the gallery to try and work out each others favourite object
- Children ask questions of an object or imagine a conversation between two objects
- Group sentence construction: each child holds a word from a sentence. The group has to rearrange itself to make a sensible sentence.
- Paired talk - Each child has a partner and they share ideas and opinions about an object they have been given or chosen. This can be developed by asking pupils to:
 - Write a description of each other's object, but with eyes shut, using only touch to 'read' the object
 - Draw an object from their partner's description alone
 - Write a dictionary definition of the object, based on the real function of the object and then one they have made up
- Imagine a conversation between two of the objects
- Play the 'Yes No' Game – Use a drawer of related objects such as rock samples, ceramics, or axe heads. A group leader selects one object without revealing their choice to the class. The children then ask questions to try to identify it. By restricting answers to yes or no the questions have to be carefully considered so as to eliminate the most samples with the least number of questions. This activity encourages the use of sentences and the formation of questions.
- Go on a word hunt – Explore the gallery for new words your group have never seen before and write them down. Follow it up by researching the words and their meaning, building a museum dictionary or writing a group 'nonsense' poem with all the new words and descriptions discovered.

