

Loan & Reminiscence Service

Loan Boxes

Contents of the Pack:

- Introduction to Loan and Reminiscence Boxes
- Ideas for activities and follow-up work
- Object Report and Compare and Contrast activity sheets

Loan Box Service

Introduction

Thank you for choosing a loan box from our collection. We hope you will enjoy using and learning from the objects in the box. Included in this pack are some activity suggestions to help you use the objects. Please feel free to use as many or as few as you like. If you remove pages from the pack to photocopy them, please remember to return them to the right place in the pack.

We are always keen to improve our service, so if you have any comments or suggestions please let us know.

Borrowing a Box

Loan boxes can be borrowed for a period of two weeks for a fee of £12 including VAT. This helps towards the replacement of any lost or damaged items. Booking in advance is advisable, especially for our more popular boxes.

The boxes are collected from and returned to the Museum. We regret that we are unable to offer a delivery or collection service, but may be able to extend the loan period for a couple of days if delivery or collection is difficult.

If you would like to borrow a box, please telephone the Museum to check availability and to book or fill in the enquiry form on our website

<http://www.bailiffgatemuseum.co.uk/education-research/memory-box-hire/>. You will be asked to give your contact details and the name of the organisation wishing to use the box. When collecting your box you will be given a receipt slip with the date of return of the box. Please ensure that the box is returned by the specified date so it can be checked and any lost or damaged items replaced or repaired before other users borrow the box. If you are unable to return the box by the specified date, please inform the Museum as soon as possible. There will be a charge of £1 per day for any overdue boxes unless otherwise arranged.

Why Use Objects for Education?

Object handling provides a unique and exciting hands-on opportunity to motivate and inspire children from all backgrounds and of all abilities. Objects offer a multisensory approach to learning, and can address a number of different learning styles.

Objects can be used in a variety of ways to develop core skills, such as discussion, questioning and observation, and are ideal for cross-curricular work, encompassing not only History but Art and Design, Drama, English, Maths and Science.

For children who may never have been to a museum before, loan boxes provide a way to bring the unfamiliar into the safe and familiar classroom environment. Loan boxes are an ideal resource for use either in the classroom or to support a visit to the Museum.

Why Use Objects for Reminiscence?

Reminiscence work is an extremely valuable tool for working with older people, and using artefacts for reminiscence provides a multi-sensory approach which people from all backgrounds and of all abilities can be involved in.

Looking at and handling objects people may remember from their past is a very powerful way of triggering memories.

Using the objects and pictures in the boxes can help to jog people's memories of the past, overcome communication difficulties and provide a focus for socialising.

Handling objects from their past can make people feel more at ease, and sharing their memories and experiences with others can increase confidence and sense of self worth.

Happy memories can be recalled, and sharing these memories can help people to feel as though they matter and give meaning to their past and present lives.

People with short term memory problems can often remember experiences from the more distant past, and object handling sessions provide a way of involving those with sensory deficits such as hearing or sight impairment.

Reminiscence sessions focus on what people can do and remember, rather than what they can't do.

Sessions can help to improve relationships between carers and those being cared for, can increase self esteem and a sense of individuality.

Loan boxes are an ideal resource for use with both individuals and small groups.

Care of the Objects

- Many of the objects in the boxes are old and may be fragile. Some of them are irreplaceable!
- Please take care when packing and unpacking the boxes and when handling the objects, and encourage people to look after the items.
- If you need to take special care when handling any particular object, information will be provided in the box.
- If any objects are damaged or lost, please inform us when returning the box so that we can replace the item for the next borrower.
- When you have finished with the box, please repack the items carefully and check the contents off on the sheet provided.

Health and Safety Considerations

- Please take care when handling objects.
- Wash hands before and after handling the objects.
- Use both hands to pick up the objects.
- When observing the objects, hold them over a table or desk.
- When reading documents or newspapers place them on a flat surface and take care when turning the pages.
- Beware of any sharp edges to the objects.
- When passing the objects around, please do so carefully as some of the objects may be heavy or fragile.

Contact Us

The Museum's Education Programme caters for all age groups.

If you would like any further information, or have any comments or questions, please contact us (01665) 605847 or email: ask@bailiffgatemuseum.co.uk.

Object Handling – Activity Ideas

Background:

Give a background to learning from objects by asking your class to think about something they already own, such as a pencil or a mobile phone, and ask how they would describe it to an alien from a different planet, or to someone who had never seen such a thing. The children could work in pairs to describe the object to each other and see if their partner can guess what it is, or write down what they think the alien would learn about them from the object.

Using Feely Bags:

Feely bags can be provided with the loan box, or you could use any sort of soft bag - a pillowcase is ideal.

- **Guess the Object**

Put individual objects from the box into a feely bag and pass round the class. Children can put their hands into the bag to touch the object, or just feel the outside of the bag. They can smell the object inside the bag and see if it makes a noise, but they cannot look inside the bag! Get the children to tell you one word that comes into their minds when they touch the object, and build up a picture of it from the class's response. See if they can guess what the object is from their description. When you take the object out of the bag discuss how much you could learn about the object by using senses of touch, smell and listening.

- **Feely Bag Questions**

Use the 'Feely Bag Questions' cards from this pack, or make up your own. You could read out the questions or get the children to pick them from a hat.

Feely Bag Questions:

- What does it feel like?
- Is it rough or smooth?
- Is it heavy or light?
- Is it hard or soft?
- What do you think it is made of?
- Do any parts of the object move?
- Is it made from more than one material?
- Can you tell what shape it is?
- Can you tell if it is patterned or decorated in any way?
- Does it make any noise?
- Does it smell at all?

- **Mystery Drawing**

Ask the children to draw what they think the object in the bag looks like, just from the way it feels.

This could also work as a pair or whole class game, with one child drawing the unseen object and the others trying to guess what it is.

Alternatively, one child in a pair could describe the object just from feeling it, and the other child could draw a picture from their description. The object can then be taken out of the bag to see how accurate the description is.

Using the Objects

- **Describing Objects**

Pass a selection of objects round the class. Get the children to write down everything they can think of about the object – what it looks like, smells like, what it might be used for and so on.

- **Mystery Objects**

Choose one or two unusual objects and pass them round, without telling the children what they are. Ask the children to mime how they think the object should be used or even perform a short play, then see if anyone has guessed the correct use of the object.

- **Mystery Packages**

Wrap a selection of interestingly shaped objects in tissue or wrapping paper and get small groups of children to see if they can tell what the object is made of and what it is used for without opening the package. They can tell the rest of the class their ideas and then unwrap the objects to see if they were right!

- **Object Questions**

Either use one item from the box at a time or give one object to each child or small group of children. Use the 'Object Questions' cards from the box, or make up your own. You could either read out selected questions or get each child to pick a card from a hat and answer the question on the card.

Object Questions:

- Who would have used this object?
- What is it made of?
- Is it man-made, or made by a machine?
- What would the object have been used for?
- How would you use the object?
- What colour is the object?
- Why would you use this object?
- When would this object have been used?
- What shape is it?

- Is it made of more than one material?
- Are there any words on it?
- What can this object tell us?
- Do we still use objects like this today?
- What sort of shop would you buy this from?
- Is it made in more than one part?
- Do any parts of the object move?
- Would you give it to someone as a present?
- Has the object been looked after well?
- Is the object damaged at all?
- Does it smell?
- Is it mass-produced or is it the only one of its kind?
- Can it be taken apart?
- Is it decorated in any way?
- Is it nice to look at?
- How did this object affect people's lives?
- Would this object have cost a lot of money?
- Would this object be very precious to somebody?
- Is it an important object?
- Does it make any noise?
- Does it work?
- Does it use any kind of power?
- Who do you think made this object?
- What do you think happened to this object?
- If this object could speak, what would it say?
- What do we use today instead of this object?

- **Three Words**

With the children in small groups, get them to write down three words to describe an object, without using the name of the object. Another group then has to guess what the object is from the short description.

With a small class or lots of objects this would also work well with pairs, with one partner describing and the other guessing. This could be extended into writing short poems or haikus about the objects.

- **What's the Object?**
 One person (or the rest of the class) is positioned so they cannot see the objects. Another person then describes an object and what it is used for, and the other person or people guess the object.
 As an alternative, the person describing could act out the use of the object and see if the other people can guess the object from their performance.
- **Ten Questions**
 Pairs of children sit back to back. One of the pair has an object and the other person must try to guess what the object is by asking ten closed questions. The person with the object must only answer either 'yes' or 'no'.
- **Mystery Drawing**
 In pairs, one person describes an object to their partner (from whom the object is hidden), and they try to draw it from the description alone. The rest of the class can then try to spot the object from the drawing.
- **Object Reporting**
 Photocopy the object report sheets in this pack and use them to create a detailed description of an object, involving writing descriptions, weighing and measuring.
- **Memory Game**
 Place the objects on a table and get the children to memorise them. Then cover up the objects and ask the children to write down or draw the objects they can remember. You could also take away one object at a time and see if the children can spot which one is missing.
- **Classification**
 Get the children to group the objects into different categories, for example, what they are made of, what they are used for, who they would have been used by, how they are made.
- **Object Stories**
 We don't often know the stories behind the objects in the boxes – who used them, where they were bought, how they came to be in the Museum. The class could write a story, song, play or newspaper article about a particular object's 'life story'.
- **Advertising**
 Discuss how some of the objects might have made people's lives easier, helped them to do a job or helped them to have fun. Think about the different ways in which things may be valuable to people – either financially, socially or sentimentally.
 Ask the children to design an advertisement for a magazine, billboard or television station to sell a chosen object.
 They could think about who might want to buy or use the object, how using the object would help people, and how much the object should cost. You could look at some advertisements from the past and discuss how different advertisements are today.

- **Compare and Contrast**

Bring in modern versions of the objects in the box and ask the class to compare old and new. There is a photocopiable 'Compare and Contrast Objects' sheet in this pack.

- **Ageing Objects**

Some of the objects in the box will be showing signs of age, such as rusting and crumbling. This could be used as a starting point for a discussion about preserving objects, and why some objects in museums are kept in special conditions, or about the different materials we use today (such as plastics) and what will happen to them in the future.

- **Classroom Museum**

Use the objects to set up a museum display in your classroom. You could also get the class to bring in objects from home. The children could write descriptions of each item, and decide how the objects are to be displayed and looked after. Drawings and stories about the objects could be added to the display, and you could have a grand launch with class newspaper stories about the new museum, and invite other classes.

Children could write a guidebook to the museum for its visitors.

Children could make a 'Museum of Myself', bringing in items from home that represent them and would tell people the story of their lives, or make a Museum of the Future with objects from today which would describe the way our lives are now for the people of the future.

Object Report Sheet

Name: _____

Use this sheet to record your observations.

Object:

What does the object look like?
Write a description of it here.

What does the object smell like?

What does the object sound like?

What does the object feel like?

How much does the object weigh?

What does the object measure?	Height: Length: Width:
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Draw, colour in and label a picture of your object here.



What was the object used for?	
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What is the object made of?	
Does the object use any power to make it work? If it does, what kind (electricity, gas, batteries?)	
Who would have used this object?	
Who would have made this object?	
Write down any other useful information about your object here.	

Compare and Contrast Objects

Name: _____

My Object:

	Old Object	Modern Object
What does it look like?		
What is it made of?		
What power does it use?		
What does it feel like?		
What does it smell like?		
What does it sound like?		
Is it damaged or has it been mended at all?		

Draw and label a picture of the old object here.

Draw and label a picture of the modern object here.

Object Handling - Reminiscence Ideas

Reminiscence sessions can be held either with small groups of people or on a one-to-one basis. Sessions quite often run themselves once people start sharing their memories, but it is useful to have some structure before you begin – as long as people are enjoying themselves, don't worry if the group go off in their own direction!

- Ask people whether they wish to participate as part of a group or have an individual session.
- Small groups of no more than eight work best, with sessions lasting about an hour.
- The environment should be as pleasant and relaxed as possible, with comfortable chairs, and perhaps refreshments available.
- Try to choose a place and time where you will not be disturbed.
- People should feel that they can leave the session if they wish.
- Sessions can be more interesting if there are people in the group from different backgrounds and with different memory skills.
- A small table in the centre of a circle of chairs can be useful to put objects on so that the whole group can see them (and each other).
- If any members of the group are visually impaired, take time to describe the object's appearance to them as well as letting the person handle the object.
- You may need to repeat or write down people's memories and comments for group members with hearing difficulties.
- Try to avoid letting one or two people dominate the conversation – ask other group members for their thoughts.
- Enthusiastic staff members may find it hard not to contribute their knowledge, and though this can be very useful if the group needs prompting, do try to keep the focus on group members' memories rather than those of staff.
- Try to bring every group member into the conversation by asking questions and ensuring everyone has a chance to participate if they wish to do so.
- A good start to the session may be to get those participating to talk briefly about their background – where they lived, what sort of job they did, if they came from a big family, if they have any particular memories they would like to share.

Using the Objects:

Below are a few suggestions to help you to get the most out of your loan box.

- Take one object out of the box at a time and pass round the group, encouraging people to tell you what they think the object is and to share memories of owning or using a similar object.
- Use just a few objects from the box at a time, so you don't feel under pressure to look at all of the objects in a short space of time – the most important thing is to give people time to share their memories and experiences.
- Put individual objects from the box into a 'feely bag' (these can be provided with the box, or you could use any sort of soft bag - an old pillowcase is ideal), and pass round the group, who then try to identify the object without looking at it. This enables participants to use their senses of smell and touch to identify the object.
- Invite people to choose an object from the box that they remember or have a story about, and share this with the group.
- Bring in objects from home, or encourage group members to bring their own objects which relate to the contents of the loan box, for example they may still have a favourite toy from their childhood, or have a collection of photographs from their past. This will give a more personal note to the memories and stories.
- Use items which stimulate all of the senses – for example, you could find songs or recordings from a particular period or make some food following a recipe from the time. Smells are particularly good for triggering memories and evoking the past – perhaps you could bring in flowers and herbs for people to smell, or ask the group what smells they remember from the past.
- Write down the group's memories and make a display of the objects with the memories and photographs of the session attached. This enables visitors, relatives and other residents to become involved in the reminiscence session.
- Depending on the group's abilities, you could make up a quiz using the objects – for example; have one person choose an object which is hidden from the rest of the group. The person with the object then describes it to the rest of the group (without saying the name of the object), either using words or miming how the object would have been used, and the rest of the group must try to guess what the object is.

- Use the objects as a link to art activities, for example, sketching or painting the objects, making models, sewing or making a clippy or proggy mat.
- Ask the group if the objects trigger any memories of related songs, radio or television programmes and advertisements – these may still be obtainable and can be used as the basis of further reminiscence sessions.
- Some members of the group may like to put on a play or presentation based on their memories, using the objects in the boxes as props.
- Memories and photographs could be used to compile albums of people's lives and achievements.
- Reminiscence sessions could be recorded or photographed to make a display for visitors.

Thank you for choosing a Bailiffgate Museum

Loans Box

*If you have any comments or suggestions please
contact us*

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Email: ask@bailiffgatemuseum.co.uk