

BSc (Hons) Interactive Media
MED526 Interactivity for Social Enterprise 2023

Production Log

Pak Hei Chan (Heidi) B00852075

**MARY ANN
McCRACKEN
FOUNDATION**

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Introduction

This Production log shows my working process in MED 526 Interactivity for Social Enterprise over these twelve weeks through the semester.

In this module, my teammate Hayden McKinstry and I did a creative group project under the guidance of the Module Coordinator Adrian Hickey, and Community Engagement Manager Claire Mulrone.

We partnered with a Community Partner, The Mary Ann McCracken Foundation. We were tasked with developing an education pack for key stage 2 students that would define social injustice and introduce Mary Ann McCracken. It also emphasizes the difficulties that children living in the Poor House would have faced in the past and how some of these difficulties persist to this day.

It was an opportunity to work as a team and cooperate with a community partner. I can draw together knowledge and skills developed in previous modules and apply these to this project. I can gain knowledge of Social Enterprise and know how to apply interactive media ideas and concepts to this area. Have the ability to develop a sustained interactive production as part of a live brief and use the design and academic knowledge to improve communication with the wider public and arena.

Meet the team



Pak Hei Chan (Heidi)
(Me!)

Skills in:
Interactive Media with
a Placement year,
360 filming, Photoshop,
Illustrator and InDesign



Hayden McKinstry
Relevant Skills in:
design and video editing

Under the supervision of:



Adrian Hickey:
Creative Director

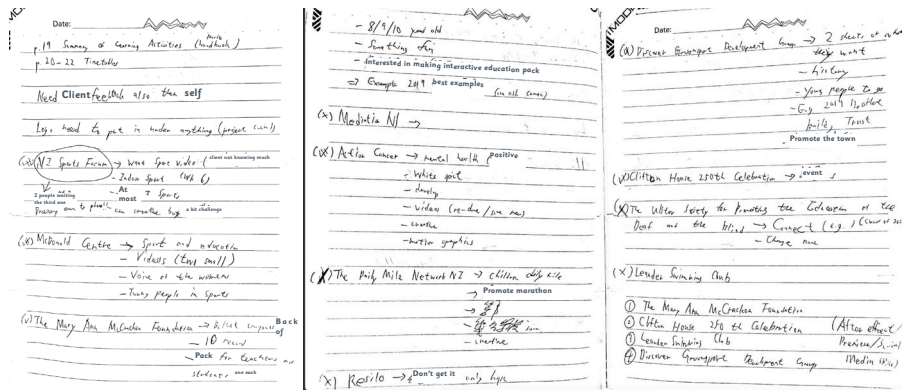


Claire Mulrone:
Project Manager



Community Partner:
The Mary Ann McCracken Foundation
(Paula Reynolds, Caroline Mccoubrey and Lauren Smyth)

Preparation for project




Mary Ann McCracken Foundation: Heidi and Hayden

The Mary Ann McCracken Foundation

Project Specification:

The Mary Ann McCracken Foundation was officially launched January 2001, established by the Belfast Charitable Society to celebrate and recognise the life and legacy of Mary Ann. The Foundation aims to raise awareness of Mary Ann and her achievements, and to support initiatives advancing education, preventing or alleviating poverty, advancing human rights and promotion of equality, particularly for women. <https://maryannmccrackenfoundation.org/>

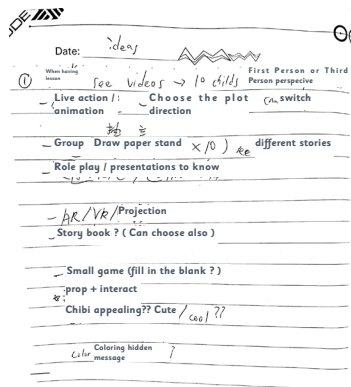
Using historical records from the poor house Mary Ann set up, create an education pack for teachers of key stage 2 children (PS-6). Based on historical records and facts the pack will explain the issues, the social injustice, the poverty children faced and will incorporate the stories of ten children who lived there. This learning tool will incorporate a teacher's pack relating to the world around us curricula, along with learning materials for the pupils and fun games/activities, to tell the story of the children in the poor house and how this relates to issues that are still significant today.



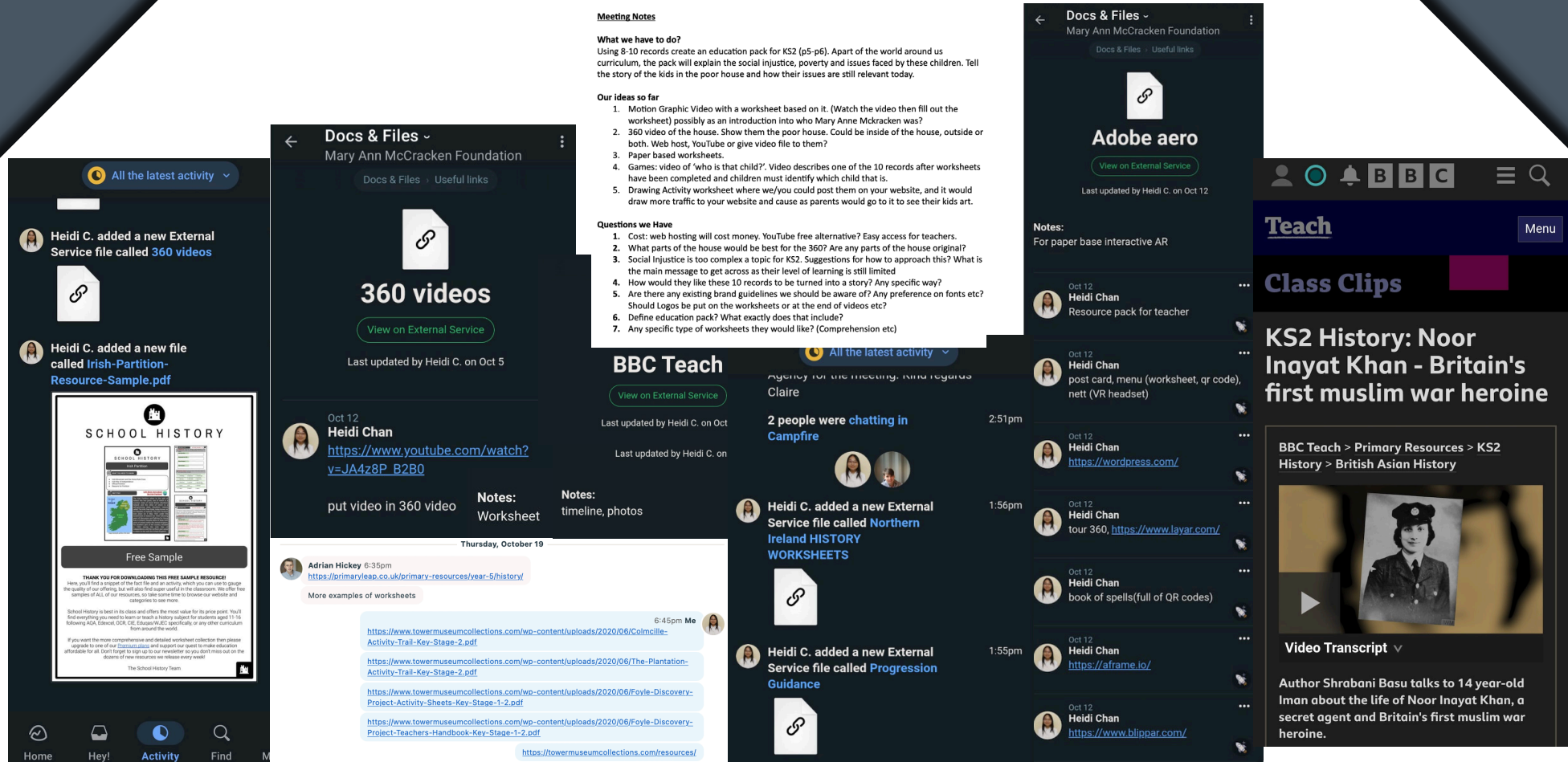
Skills Required:

Photoshop/
Illustrator/
InDesign/
DSLR skills/Video & Photography
Premiere/
After Effects/

Week one is the time for us to assemble the Team and choose the Project. There are a total of eleven Community Partners to choose from. After analyzing their Project Specifications, and the Skills Required, with my understanding and interest, I chose The Mary Ann McCracken Foundation as my priority. Hayden agreed with it later on.



After deciding on the project, we started to think about the ideas for the education pack. On my first draft of the ideas, I am thinking of making videos or motion graphics, group events, different media versions of story books, and some small games with props and interactive chibi characters.



Meeting Notes

What we have to do?

Using 8-10 records create an education pack for KS2 (p5-p6). Apart of the world around us curriculum, the pack will explain the social injustice, poverty and issues faced by these children. Tell the story of the kids in the poor house and how their issues are still relevant today.

Our ideas so far

1. Motion Graphic Video with a worksheet based on it. (Watch the video then fill out the worksheet) possibly as an introduction into who Mary Anne Mckracken was?
2. 360 video of the house. Show them the poor house. Could be inside of the house, outside or both. Web host, YouTube or give video file to them?
3. Paper based worksheets.
4. Games: video of 'who is that child?'. Video describes one of the 10 records after worksheets have been completed and children must identify which child that is.
5. Drawing Activity worksheet where we/you could post them on your website, and it would draw more traffic to your website and cause as parents would go to it to see their kids art.

Questions we Have

1. Cost: web hosting will cost money, YouTube free alternative? Easy access for teachers.
2. What parts of the house would be best for the 360? Are any parts of the house original?
3. Social Injustice is too complex a topic for KS2. Suggestions for how to approach this? What is the main message to get across as their level of learning is still limited
4. How would they like these 10 records to be turned into a story? Any specific way?
5. Are there any existing brand guidelines we should be aware of? Any preference on fonts etc? Should Logos be put on the worksheets or at the end of videos etc?
6. Define education pack? What exactly does that include?
7. Any specific type of worksheets they would like? (Comprehension etc)

BBC Teach

[View on External Service](#)

Docs & Files
Mary Ann McCracken Foundation

Docs & Files · Useful links

360 videos

[View on External Service](#)

Last updated by Heidi C. on Oct 5

Oct 12 Heidi Chan https://www.youtube.com/watch?v=JA4z8P_B2B0

put video in 360 video

Notes: Worksheet

Notes: timeline, photos

Thursday, October 19

Adrian Hickey 6:35pm <https://primaryleap.co.uk/primary-resources/year-5/history/>

More examples of worksheets

6:45pm Me <https://www.towermuseumcollections.com/wp-content/uploads/2020/06/Colmcille-Activity-Trail-Key-Stage-2.pdf>

<https://www.towermuseumcollections.com/wp-content/uploads/2020/06/The-Plantation-Activity-Trail-Key-Stage-2.pdf>

<https://www.towermuseumcollections.com/wp-content/uploads/2020/06/Foyle-Discovery-Project-Activity-Sheets-Key-Stage-1-2.pdf>

<https://www.towermuseumcollections.com/wp-content/uploads/2020/06/Foyle-Discovery-Project-Teachers-Handbook-Key-Stage-1-2.pdf>

<https://towermuseumcollections.com/resources/>

Docs & Files
Mary Ann McCracken Foundation

Docs & Files · Useful links

Adobe aero

[View on External Service](#)

Last updated by Heidi C. on Oct 12

Notes:
For paper base interactive AR

Oct 12 Heidi Chan Resource pack for teacher

Oct 12 Heidi Chan post card, menu (worksheet, qr code), nett (VR headset)

Oct 12 Heidi Chan <https://wordpress.com/>

Oct 12 Heidi Chan tour 360, <https://www.layar.com/>

Oct 12 Heidi Chan book of spells(full of QR codes)

Oct 12 Heidi Chan <https://aframe.io/>

Oct 12 Heidi Chan <https://www.bliippar.com/>

Teach Menu

Class Clips

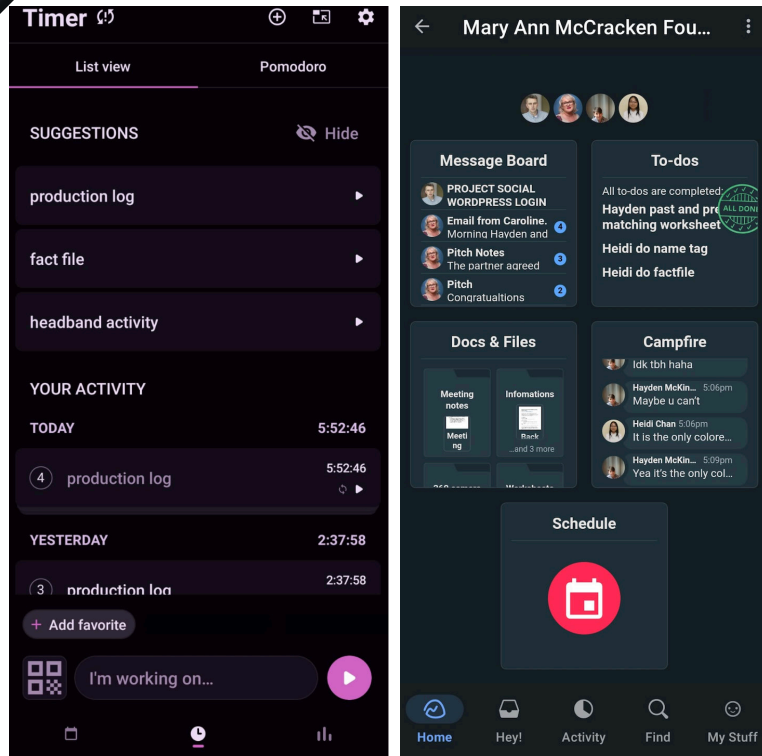
KS2 History: Noor Inayat Khan - Britain's first muslim war heroine

BBC Teach > Primary Resources > KS2 History > British Asian History

Video Transcript

Author Shrabani Basu talks to 14 year-old Iman about the life of Noor Inayat Khan, a secret agent and Britain's first muslim war heroine.

After that, we did some research on our knowledge of The Mary Ann McCracken Foundation, and the project and thought of what questions to ask the client at the meeting to get the project on the right path. Hayden was more focused on the background information while I was more focused on the ideas and questions to ask. We also searched some of them under Adrian and Claire's guides.

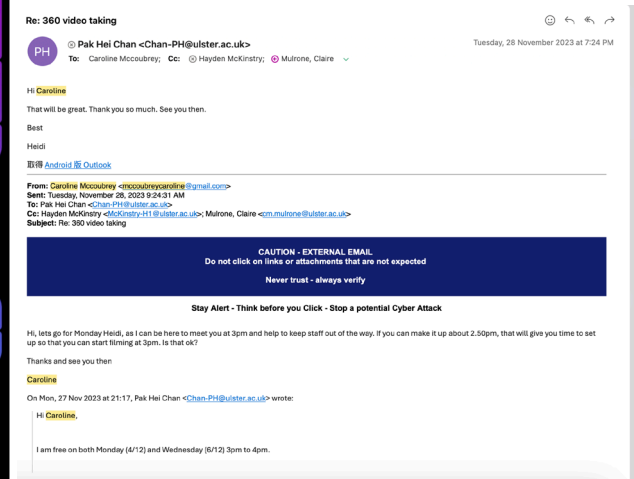
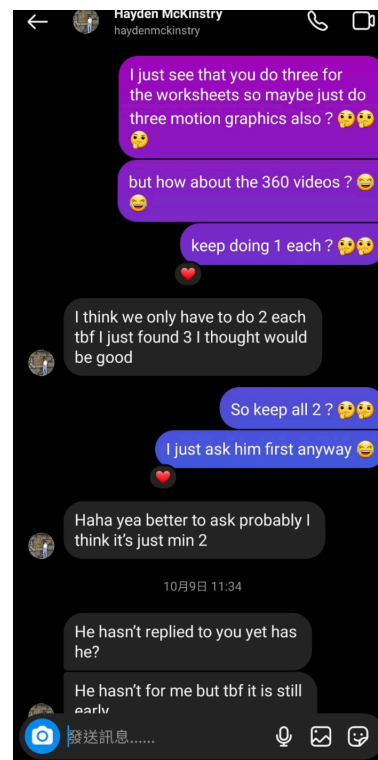


At the same time, we decided to use Toggl to track all our time spent on the project.

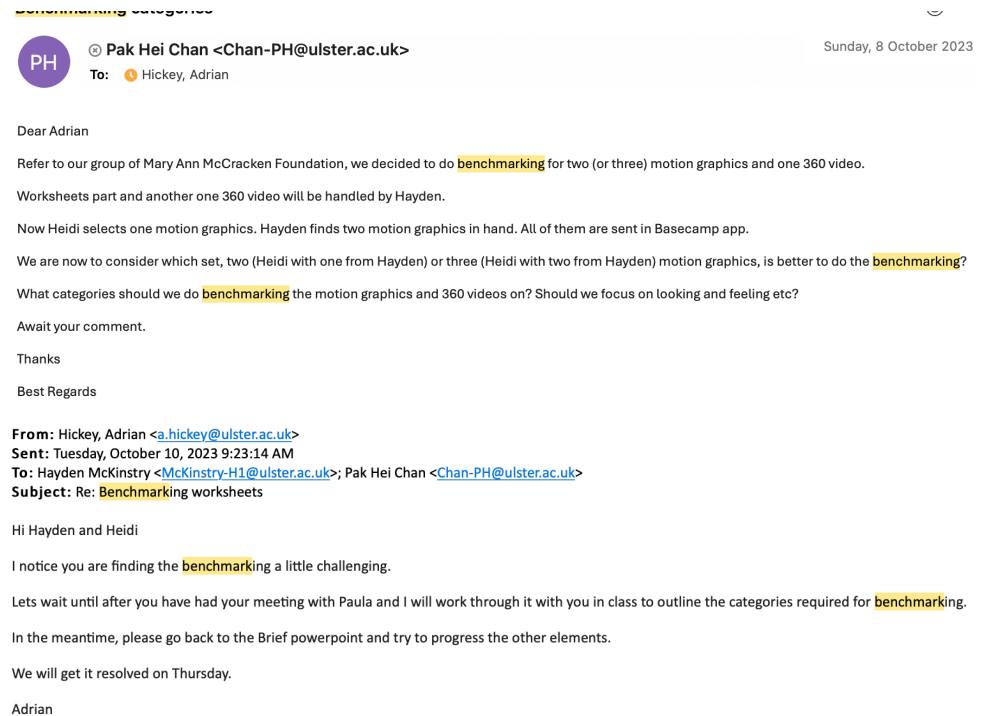
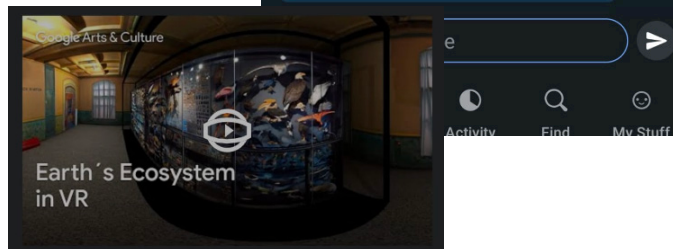
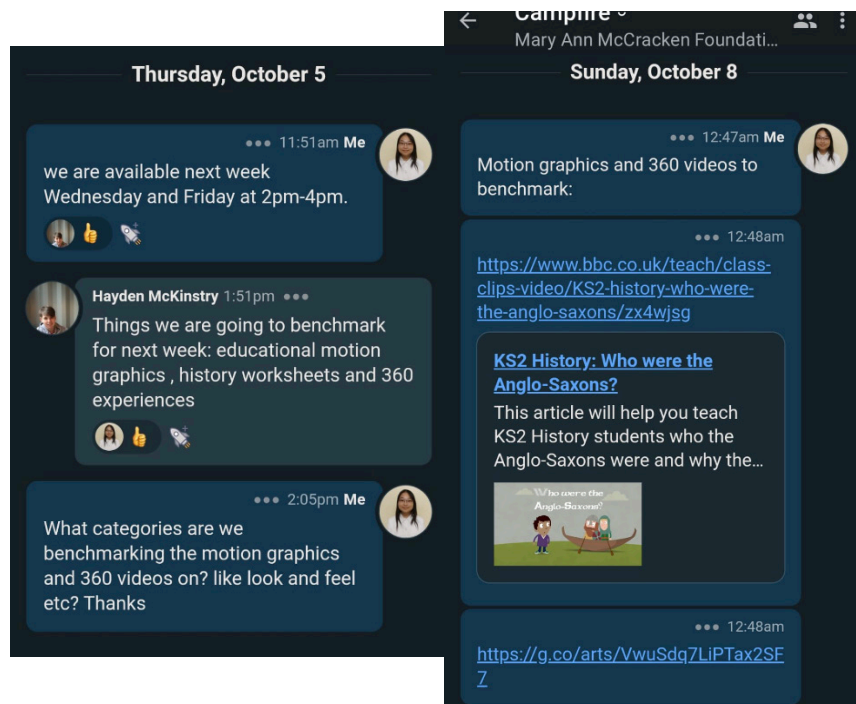
Basecamp will be the main app used to put all our files, to-do list, and communicate with Adrian and Claire.

Sometimes Instagram will be used to communicate with Hayden.

The university email will be used to communicate with The Mary Ann McCracken Foundation and sometimes everyone.



We also decide the things we are going to benchmark for next week are two (or three) educational motion graphics and one 360 experience videos by me, worksheets part and another one 360 video will handled by Hayden.



We had a challenge with the benchmarking, so we emailed Adrian for help as our things to benchmark are different from the examples and also with the other groups. And we plan to move forward after the meeting.

First online meeting with the partner

Meeting Confirmation



Claire Mulrone · Oct 5 · Notified 3 people

Good afternoon everyone,

The meeting with the partner, Paula Reynolds, to develop the media brief is now confirmed at 12.00 noon on Thursday 12th October.

We will use one of the adjacent rooms to the Agency for the meeting.

Kind regards
Claire

Meeting Link



Claire Mulrone · Oct 10 · Notified 3 people

I have sent this meeting link to you as a calendar event but this is a back up link, if you experience any problems on the day.
Claire

Microsoft Teams meeting

Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Meeting ID: 313 288 560 799

Passcode: S3qQAC

[Download Teams](#) | [Join on the web](#)

Join with a video conferencing device

903776206@ulster.ac.uk

Video Conference ID: 128 204 693 7

[Alternative VTC instructions](#)

Or call in (audio only)

[+44 28 9621 6669,726214001#](tel:+442896216669726214001) United Kingdom, Belfast

Phone Conference ID: 726 214 001#

[Find a local number](#) | [Reset PIN](#)

[Learn more](#) | [Help](#) | [Meeting options](#)

Meeting Notes

What we have to do?

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5. Are there any existing brand guidelines we should be aware of? Any preference on fonts etc? Should Logos be put on the worksheets or at the end of videos etc?
6. Define education pack? What exactly does that include?
7. Any specific type of worksheets they would like? (Comprehension etc)

Our first online meeting with the partner was at noon on Thursday 12th October during the lesson. We brought our prepared meeting notes and asked the questions. We marked down the notes for the pieces of information they told us and also presented a little bit of rough ideas to ask for their opinions. Also, some additional questions like branding colors were asked by me. And they have told us more information will be sent to us later.

Email from partner



Claire Mulrone · Oct 14 · Notified 3 people

Hi Claire,

Thanks again for you and the students time yesterday. Please find attached some of the resources discussed yesterday to help inform the students in their brief:

- Please see attached template of the 12 themes, along with the events and projects each month, as an overview of the 250 Anniversary year celebration and showing how the Education resource is a part of it. (attachment)

- A summary of what Belfast Charitable Society currently funds (attachment) and also found here: <https://belfastcharitableociety.org/our-present/our-grants/>

- Children in the Poor House profiles (attached) which were collated by Lauren from the Clifton House archives (attached).

- Further short history of Mary Ann McCracken can be found here: <https://greatplacenorthbelfast.com/project/great-women-mary-ann-mccracken/> and also can be found on the Mary Ann McCracken Foundation website, which also has some of the projects and events funded as part of the Foundations work listed too: <https://maryannmccrackenfoundation.org/>

- Mary Ann McCracken walking tour - There is only one weekend of public tours left for this (20th and 21st October). If the students would like to join one of these tours, complimentary of course, please let us know asap. Further details here: <https://maryannmccrackenfoundation.org/>. Alternatively if they would like to come to the house on another date, Mary Alice and Lauren could meet them to give them to give them an overview of Mary Ann and her influence on the children of the poor house. Let us know which is preferable.

- short video showing the Augmented Reality resource available at Clifton House of the basement (where young girls learnt to spin and weave). In the next email will send the nursery (was too large to send in one email).

- branding / colours - if helpful, we have also attached the Mary Ann McCracken Foundation logos

We will come back to you about the teachers preference on resources (group activity or individual) early next week.

Thanks Claire and have a good weekend.

Caroline

--

Caroline McCoubrey

Freelance Marketing Consultant

Date: _____

Funds (What history tell us)
(help others) → tell children
MS (different elements)
(What look like / how they enjoy)
(context)
(12 kids) (Max)
(Seek to primary teachers)
→ Ask teacher opinion to do divide into groups
→ Main content
(10 profiles for the seminar (class))
→ write the (Mary Ann)
key cards (share with dinner)
(post cards) (with their name)
(Funds) (Mary Ann one)
→ get code
→ exhibition part of the
→ laying to
→ Why we do the tour
Female education
display
(toy) (part of the pack)

(After Feedback)
→ the client will choose and combine them (expect)
(Pick 7 video out for the kids)
(interplay self and do what)
(Research / ideas / meanings)
(site)
(look up)
(note with client request)
(explain / live / terms to explain own) (expect)

celebration (poor children)
→ while passing 200th the house (200 years)
→ first poor house and hospital built by Mary Ann
→ look after 1717-96
→ background / family
Temple / column on house visit nearby
(2 projects) (1 is ours) (2 is the other)
local p7 hard to do (5-7 years old)
Story child / contact / key on / improve education
guidelines (office now and before)

Go out and play
→ in the garden (see ideas)
→ Handmade? (Something can let the children use their hands to do DIY)
art and craft (Toys)
clothes / toys
p family member / (the children use their own ideas) / (the children use their own ideas)
→ you! Any one
(see Basecamp)
Game XVRX211
pictures / screen graphs / use camera
for production by
Belfast company look like 2 mins
BE (see details)

After receiving the pieces of information that were sent by Caroline, I started to tidy up the notes I jotted during the meeting and started to do the project brief. At the same time, we need to plan and confirm the time to join the walking tour together with Hayden.

Project brief

- 2 → Not too specific
- 3 → really easy / to make learning fun
- 4 → More specific (ks2)
- 5 → History in a box / all things (just try)
- 6 → P53 vs other less
- 7 → Interact / interactive / engaging
- 8 → W3 / W6 (timeline)
- 9 → bundle (pdf graphic) (booklet)
10. List ten (one and 4/10)

- Informative
- atmosphere (colors?)
 - narration? (voice?) (scenes) content (interesting?)
 - continuity? (will it too jumpy) (whole film or cut into many pieces)
 - definition?? (authenticity)
 - material (video quality)
 - immersion? (walking pace) (interactive?)
 - ease of making?
 - Personal Pronouns
 - Music / sound effect
 - people / just recall (cost)
 - Length (time) (Give info - interactive)
 - just one video / more
 - material selection



During class, we discussed with Adrian and I have jotted down some notes for ideas and key points to do the brief. Also, I have lots of ideas focusing on doing benchmarking for 360 videos in informative ways. After researching motion graphics relating to key stages 2, we both agreed that it is hard to compare materials other than BBC Teach. So, we decided to add the amounts of the worksheets and 360 videos to do a comparison rather than keep using motion graphics.

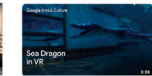
Project Social | MED526

Benchmarking 360 Experiences

As part of the development process our team has undertaken a benchmarking exercise on a range of pre-existing material that we will develop as part of our education park. In order to identify best practice we sourced a range of 360 experiences.

The 360 experiences assessed during the benchmark are:

1. Osborne House
2. Bringing Rhomaleosaurus SEA DRAGONS back to LIFE
3. EARTH's ecosystems



Osbourne House



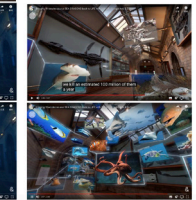
This example gives us a guided virtual tour around Osborne House, we feel like you get to walk around the grounds and house, which adds to our understanding of the time period.



Bringing Rhomaleosaurus SEA DRAGONS back to LIFE



This example gives us a guided virtual tour in the Natural History Museum in London. You can meet the prehistoric sea dragon Rhomaleosaurus. A marine reptile which lived 180 million years ago - watch as it swims the gallery and comes back to life before your eyes. See its muscles, movement and the texture of its skin, and learn all about how it lived.



EARTH's ecosystems



This example gives us a guided virtual tour to experience the famous biodiversity wall in one of the newest exhibits. A Virtual Reality story of diversity and its loss (English version).



Green boxes are best practice

Category	Feature	Osbourne House	Bringing Rhomaleosaurus SEA DRAGONS back to LIFE	EARTH's ecosystems
First Impressions	Aesthetic Identifiable target audience	Anyone interested in history	Anyone interested in Prehistoric Animals	Anyone interested in Natural history
Look and Feel	HD ready/Responsive? Atmosphere? Music and sound effect? Colours?	Yes supports 4K. Yes. Feel like personally on the scene. No. Just narrator. Bright.	Yes supports 4K. Yes. Feel like more spectacular than personally on the scene. Yes. Colorful.	Yes supports 4K. Yes. Feel like A bit surreal. Yes. A bit too dark.
Content	Informative Engaging Video? Views? Engagement? Click and drag. Point of view? Interactive?	Visually you get to see around the land and house, while the narration adds context to you understanding EARTH's Ecosystems. Have different point of views. Yes.	Visually you get to see around the prehistoric sea and attractions, while the narrator adds context to you understanding EARTH's Ecosystems. Only a point of view. Yes. Good use of hot spots.	Visually you get to see the bring area of the animals, while the narrator adds context to you understanding EARTH's Ecosystems. Only a point of view. Yes. Good use of hot spots.
Technical	well stitched VR support etc.	No. Typed or too obvious stitch line to take away from the immersive experience. Yes. Mobile phones move up and down, go click and drag.	No. Typed or too obvious stitch line to take away from the immersive experience. Yes. Mobile phones move up and down, go click and drag.	No. Typed or too obvious stitch line to take away from the immersive experience. Yes. Mobile phones move up and down, go click and drag.
Overall Score	/			

Here you can see my first draft of the benchmarking above.

You can see the second draft of the benchmarking below.

Project Social | MED526

Benchmarking 360 Experiences

As part of the development process our team has undertaken a benchmarking exercise on a range of pre-existing material that we will develop as part of our education park. In order to identify best practice we sourced a range of 360 experiences.

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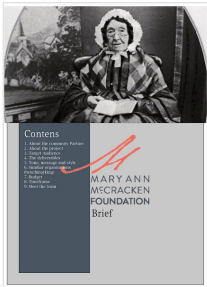
1. Osborne House
2. Bringing Rhomaleosaurus SEA DRAGONS back to LIFE
3. EARTH's ecosystems



Green boxes are best practice

Category	Feature	Osbourne House	Sea Dragons back to life	Earth's ecosystem
First Impressions	Aesthetic Identifiable target audience	Anyone interested in history	Anyone interested in prehistoric animals	Anyone interested in nature and wildlife, and natural history
Look and Feel	HD ready/Responsive? Atmosphere? Music and sound effects? Colours?	Yes supports 4K. Yes. Feel like personally on the scene. No. Just narrator. Bright.	Yes supports 4K. Yes. Feel like more spectacular than personally on the scene. Yes. Colorful.	Yes supports 4K. Yes. Feel like A bit surreal. Yes. A bit too dark.
Content	Informative Engaging Video? Views? Engagement? Click and drag. Point of view? Interactive?	Visually you get to see around the land and house, while the narration adds context to you understanding EARTH's Ecosystems. Have different point of views. Yes.	Visually you get to see around the prehistoric sea and attractions, while the narrator adds context to you understanding EARTH's Ecosystems. Only a point of view. Yes. Good use of hot spots.	Visually you get to see the bring area of the animals, while the narrator adds context to you understanding EARTH's Ecosystems. Only a point of view. Yes. Good use of hot spots.
Technical	well stitched VR support etc.	No. Typed or too obvious stitch line to take away from the immersive experience. Yes. Mobile phones move up and down, go click and drag.	No. Typed or too obvious stitch line to take away from the immersive experience. Yes. Mobile phones move up and down, go click and drag.	No. Typed or too obvious stitch line to take away from the immersive experience. Yes. Mobile phones move up and down, go click and drag.
Overall Score	/	60%	60%	41.6%

What changed in these two versions are the fonts and video screenshots, added back some green boxes, and edited the benchmarking more cleanly.



The Brief draft 2 (haydens half).pdf
Posted by Hayden M. · October 20, 2023 · 3.77 MB
[Download](#) · [Replace with a new version](#)

Notes:
We need to decide on fonts, colors and layout etc and if we want to keep the bench marking tables in or just have the analysis instead? Maybe use the same font as the logo?

- Oct 21 **Heidi Chan** Do we have anything like their brand book or brand guideline? I think we can just use the fonts and the colors as the logo in this stage. Have the analysis will be great. I can tidy the layout.
- Oct 21 **Heidi Chan** Keep the table first in case if anything need to change to the analysis.
- Oct 21 **Hayden McKinstry** I'll be emailing about going up to the house on Monday so I'll ask about brand guidelines at the same time 🙏

While editing the benchmarking, we are doing the brief at the same time. Benchmarking is one of the parts of it. I am in the 360 benchmarking parts.



The Brief Project Social v2.pdf
Posted by Heidi C. · October 24, 2023 · 3.76 MB
[Download](#) · [Replace with a new version](#)

Notes:
Still in progress

- Oct 24 **Hayden McKinstry** Love the graphics behind the pictures. If we can try and get it all done by Thursday that would be great so we can get it signed off 🙏 Caroline says she'll let us know re. 2pm today. Shes just checking with the others
- Oct 24 **The Brief Mary Ann Draft 6.pdf**
Posted by Hayden M. · October 26, 2023 · 4.81 MB
[Download](#) · [Replace with a new version](#)
- Notes:**
edited the 360 pics over

- Oct 25 **Hayden McKinstry** love this
- Oct 25 **Heidi Chan** 3.8 '0, 18.365.98 to missing 🙏
- Oct 25 **Hayden McKinstry** hi sorry as for the car's same a picture'sha cause ask what to change it
- Oct 25 **Heidi Chan**



The Brief Project Social v2.indd
Posted by Heidi C. · October 26, 2023 · 97.4 MB
[Download](#) · [Replace with a new version](#)

- Oct 26 **Hayden McKinstry** When I open it time frame and everything else after is missing. Do u have a newer one? Thanks
- Oct 26 **Heidi Chan** I re-upload one then.
- Oct 26 **Hayden McKinstry** Hi sorry its still not coming up?
- Oct 26 **Heidi Chan**
- Oct 26 **Heidi Chan** All things include font file and logo
- Oct 26 **Heidi Chan** If still anything missing just add it back with the previous file.
- Oct 26 **Hayden McKinstry** Great thanks that's worked now

- Oct 26 **Hayden McKinstry** I'm being really stupid rn aren't I what's wrong w it haha 🙏
- Edited Oct 26 **Heidi Chan** I don't know 🙏 what's happened to Indesign 🙏
- Oct 26 **Hayden McKinstry** What am I changing haha?
- Oct 26 **Heidi Chan** I think just change back the font size and add back the graphic? 🙏
- Oct 26 **Hayden McKinstry** Omg do u mean the green boxes?? Ok yea 🙏 sorry I was like we had a picture? 🙏

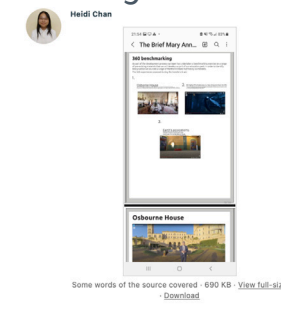


The Brief Mary Ann Draft 3.pdf
Posted by Hayden M. · October 26, 2023 · 3.96 MB
[Download](#) · [Replace with a new version](#)

Notes:
Grammar checked heidi's and finalized some bits

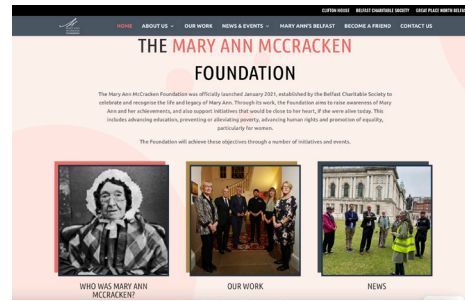
- Oct 26 **Hayden McKinstry** Do we need to change anything or are we finished? Ended up using ubuntu font as I'm pretty sure its the one the logo is using
- Edited Oct 26 **Heidi Chan** Missing two of the 360 video pages? Or we just keep the house's one only?
- Oct 26 **Hayden McKinstry** Omg sorry haha I'll copy those over now

I used Zip to package the whole file, to keep everything not missing.



Some words of the source covered - 690 KB · [View full-size](#) · [Download](#)

What I am mainly responsible for are the designing parts. Including fonts, colors, and layout.



For the fonts, colors, and layout. As asked Caroline and she replied they do not have any brand book or brand guidelines, so I just decided to follow the logo and their website to do a unified design.



Contents

1. About the community Partner
2. About the project
3. Target Audience
4. The deliverables
5. Tone, message and style
6. Similar organisations (benchmarking)
7. Budget
8. Time-frame
9. Meet the team



About the community partner

The Belfast Charitable society was founded in 1752 to build a poor house and infirmary for the most vulnerable Belfast citizens. Clifton house is home of Belfast Charitable Society and Mary Ann Foundation. The Mary Ann McCracken Foundation first Launched in January 2021 to celebrate and recognise the life and legacy of Mary Ann McCracken. This is apart of the North Belfast Heritage Cluster (NBHC). The NBHC seeks to preserve North Belfast's buildings, capture the stories of its residents, and to engage in heritage-led regeneration.

Through the foundations work, the Foundation aims to raise awareness of Mary Ann and her achievements. It also support initiatives that would be close to her heart, if she were alive today. This includes advancing education, preventing, or alleviating poverty, advancing human rights and promotion of equality, particularly for women. The foundations first action was to republish Mary Anne's biography (which was initially published in 1960), followed by the release of a walking tour map.

Clifton House was initially a poor house to care for the poor and sick. Everyone who came through was clothed, fed, educated and empowered to improve their lives. The Clifton House Centre is operated as a social enterprise, creating an income stream for Belfast Charitable Society. It is open for tours as well as bookable for conference and events hire. Around 90% of Clifton House is still used for its original purpose – to care for those that need additional help in society. Today that focus is on older people. The building is currently leased to Radius Housing who operate sheltered accommodation and a dementia residential home.

Recent work of The Mary Ann McCracken foundation and the Belfast charitable society includes a bursary programme for twelve post primary schools in North Belfast, each school within the North Belfast Area Learning Community will receive up to £2,000 to support pupils (6+ year-olds) who face financial barriers which may prevent them from continuing to AS /A-Level, further or higher education, employment or apprenticeship.

Mary Ann was born 9 July 1770 into a wealthy middle class family. Her brother was the famous executed Irishman, Henry Joy McCracken. She was an abolitionist (Anti-slavery etc), social reformer (works to change and improve a society, government, etc) and activist. She defended Belfast's poor and fought for the rights of many, including women and children. Both sides of her family contributed to the construction and governance of the 'Poor House'/ Belfast Charitable Society, which is still in operation today. Belfast Charitable Society was founded in 1752 to meet the needs of Belfast's growing – and largely impoverished – population. She is not a household name because of her gender (female). She dedicated her life to moral campaign, which is so something people now would struggle to even think about

Her Motto: it is 'better to wear out than to rust out'.



Also bit ideas research for the tone, message, and style.

About the Project

Apart of Clifton House 250th Celebration, The project is to create an educate pack for KS2 (p5-p7). Using historical records from the poor house and facts the pack will explain the issues, social injustice and poverty the children would have faced in the time period and which Mary Ann herself fought against. It should also explain how some of these same issues are still present today. It should include the stories of some of the kids, context of the time period and the key characters of the poor house. There should also be emphasis of Mary Ann's impact, e.g improving education. The resources we create must tie into the CCEA world around us curriculum and be fun learning materials for the teachers to use in class and that the children will find fun, interactive and informative. It must be appropriate for this age range and have strong branding throughout. Ideally the client would like us to be able to create an education pack that can be tied into the classes coming to visit Clifton House and doing a tour. As apart of Clifton House's 250th celebration, they will have a different theme every month for 12 months. Therefore the education pack will be launched in February as the theme that month is education. This is a vital project for the celebration.

Target Audience

The target audience for this project is KS2 primary school children. The age range is 8-11 years old. The content therefore must be appropriate for this age range and the topics must be made appropriate. It must be engaging and informative, as well as fitting into the CCEA world around us curriculum. Secondary target audience will be primary school teachers, who teach KS2. The education pack we develop must include all the relevant and necessary materials in order for them to teach the topic. It must be accessible for all schools regardless of the budget/ wealth of the school. (Example not all schools have iPads for every single child).

The Deliverables

The deliverable will be to make an education pack which will include:

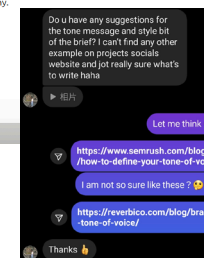
1. An introduction video on Mary Ann and the context of the time.
2. Worksheets: Available digitally and to for print
3. Fun Activities such as printable cards to tell the story of children from the records
4. Printable name tag outlines for the class to make before visiting Clifton house/the poor house.

Tone, Message and Style

When designing and developing the education pack we must consider a suitable style. This will very much be influenced by CCEA. The style should be contemporary with an aim of making history fun for KS2 pupils. It is important that we use language and visuals that are age appropriate and the overall tone should avoid condescending tones. We should have an emphasis on colour, exciting fonts but they should remain legible, the use of bold and italics to break up blocks of text and highlight key information. We should also make use of interesting visuals.

The message we will aim to get across is to:

1. Make Learning fun while educating KS2 pupils in Northern Ireland on who Mary Ann McCracken was and the issues children in that time period/in the poor house would have faced. We should also draw parallels to how those same issues are still present in this day and age for many.
2. Make learning interactive and engaging
3. Make teaching easier
4. Make heritage fun



"Love the graphics behind the pictures."

"Ended up using ubuntu font as I'm pretty sure its the one the logo is using."

With Hayden agreeing, on every page of the brief, one of the colors in the website will come with the graphics shown behind the pictures. Ubuntu, the font of the logo will used in the whole brief.

Similar Organisations

As part of the development process we have undertaken a benchmarking exercise on a range of pre-existing materials that we will develop as part of our education pack. In order to identify best practice we sourced a range of Northern Ireland ks2 history worksheets.

The worksheets assessed during the benchmark are:

1. **School History**
Source: www.schoolhistory.co.uk



2. **Twinkl**
source: www.twinkl.co.uk



3. **Cards Activity**
Source: www.twinkl.co.uk



4. **Timeline**
Source: www.twinkl.co.uk



5. **CCEA**
Source: www.ccea.org.uk



6. **Table**
Source: www.twinkl.co.uk



School History Example

This example is for a higher age group than KS2, however while keeping this in mind we can appreciate the layout and use of colour to make it more engaging and less boring than a black and white block of text.

Storyboard worksheet

This example breaks away from the "typical worksheet", which could consist of plain questions and answer. This one lets children creatively apply the knowledge they have learnt about a topic and visualise people from that time period. It would therefore be beneficial for us to create at least one worksheet with this style as it would enable us to immerse the children in the time period of Mary Ann and hopefully help them understand the issues she fought against. The pictures would help to engage the children.

Comprehension example

This comprehension uses colour and pictures to help engage the children and allow them to visualise what they are reading.

CCEA worksheet

This example is for higher level than KS2 however it is a good example of showing how diagrams can be used

For the benchmarking table, the green boxes are edited to more fit the form.

Cards Activity Worksheet

The Victorian Era (1837-1901) was a period of innovation for your invention. Many household devices that we use for general living were invented during this period. Can you sort the writing task and items along the dotted line. Fill in the boxes: Revolver, Photographic Paper, Toaster, Telephone, Ruled Toilet Paper, Tank, Telescope.

This example shows a sorting activity where the pupil can learn about Victorian inventions from the corresponding cards and worksheet.

Timeline Worksheet

Mary Seacole Timeline Activity. Put the words from Mary Seacole's life and put them on the right order next to the right date.

This example shows an activity where the pupil must put the words in the correct spaces and draw a picture to illustrate that.

Compass Activity Worksheet

Turning Degrees on a Compass. A table with columns: Sheet #, Turn, Answer, and a second table with columns: Sheet #, Turn, Answer, Turn.

This example shows how pupils can reinforce their understanding of a topic through practice. This activity gets them to build up their skills on the different positions of a compass.

Benchmarking Table

Green boxes are best practice

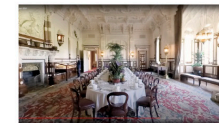
Category	Feature	School History	Twinkle	Cards	Timeline	Compass Activity
First Impressions	Aesthetic	1688 looks like hand-drawn to the sheet amount of text, however the color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.
Look and Feel	Identifiable target audience	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.
Content	Are there pictures to help visualise topic to it layed out well?	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.
Fun activity?	Informative and Engaging?	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.
Aided the Learning Outcome	Does it tell a story? Is it easy to read?	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.	1688 text is clear and easy to read. The color and picture help to identify the topic.
Overall score		57.1%	85.7%	57.1%	85.7%	85.7%

360 benchmarking

As part of the development process our team has undertaken a benchmarking exercise on a range of pre-existing materials that we will develop as part of our education pack. In order to identify best practice we sourced a range of Northern Ireland ks2 history worksheets.

The 360 experiences assessed during the benchmark are:

- Osborne House
Source: <https://artsandculture.google.com/project/360-videos>
- Bringing Rhinocerosaurus Sea dragons back to life
Source: https://www.youtube.com/watch?v=AT8j9WvMY8ab_channel=GoogleArts%26Culture



- Earth's ecosystems
Source: https://www.youtube.com/watch?v=AT8j9WvMY8ab_channel=GoogleArts%26Culture



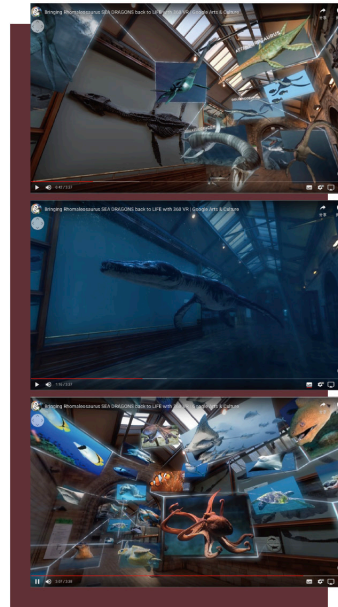
For the benchmarking, I have edited showing fewer screenshots to see more clear the scenes of the 360 videos.

Osbourne House



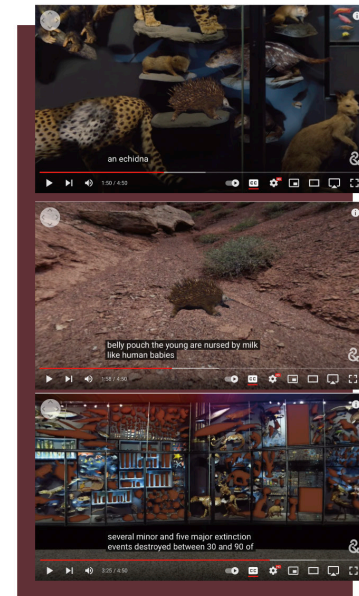
This example gives us a guided virtual tour around Osbourne house, you feel like you get to walk around the gardens and house, which adds to our understanding of the time period.

Bringing Rhomaleosaurus Sea dragons back to life



This example gives us a guided virtual tour in the Natural History Museum in London. You can meet the prehistoric 'sea dragon' Rhomaleosaurus. A marine reptile which lived 180 million years ago - watch as it roams the gallery and comes back to life before your eyes. See its muscles, movement and the texture of its skin, and learn all about how it lived.

Earth's ecosystems



This example gives us a guided virtual tour to experience the famous biodiversity wall in one of the several exhibits. A Virtual Reality story of diversity and its loss (English version).

For the benchmarking analysis, I wrote the 360 videos part. At the same time, I design a timeline for the time frame.

Benchmarking Table

Green boxes are best practice

Category	Feature	Osbourne House	Sea Dragons back to life	Earth's ecosystem
First Impressions	Aesthetic Identifiable target audience	Anyone interested in history	Anyone interested in prehistoric animals	Anyone interested in nature and/or wildlife, and natural history
Look and Feel	HD ready?	Yes, it supports it	Yes, it supports it	Yes, it supports it
	Responsive?	Yes	Yes	Yes
	Atmosphere Music and sound effects	Yes, it has an on-theme soundtrack that has a historical music source of origin. The audio only uses the sound of the narrator.	Yes, it has an on-theme soundtrack that has a historical music source of origin. The audio only uses the sound of the narrator.	Yes, it has an on-theme soundtrack that has a historical music source of origin. The audio only uses the sound of the narrator.
Content	Colours	Bright colours that reflect the nature.	Dark, muted tones.	Dark, muted tones.
	Informative	Clearly you get a clear context to the topic and the user can add content to your understanding.	Clearly you get a clear context to the topic and the user can add content to your understanding.	Clearly you get a clear context to the topic and the user can add content to your understanding.
	Engaging Point of Views Is it Interactive	Engaging POV's Yes, it has a point of view that encourages you to interact with the world around it.	Engaging POV's Yes, it has a point of view that encourages you to interact with the world around it.	Engaging POV's Yes, it has a point of view that encourages you to interact with the world around it.
Technical	well stitched VR support etc.	Yes, it has a point of view that encourages you to interact with the world around it.	Yes, it has a point of view that encourages you to interact with the world around it.	Yes, it has a point of view that encourages you to interact with the world around it.
Overall Score		66%	66%	41.6%

Benchmarking Analysis

Worksheets:

When benchmarking similar worksheets we found that upon the first impression it is important that the layout is not just a block of text but instead uses colour and visuals to make it appealing. The CCEA example failed with this, and therefore demonstrated bad practice, while it did use colour, it was not enough due to the poor, bland layout and very little graphics. Good practice for a worksheet is to reinforce the pupils knowledge, weather this be pre-existent or from what they have learnt from the worksheet. The traditional idea of a paper based worksheet could be in the form of a comprehension. The School History source is an example we analysed that fits this idea. While these can be effective, if being used they must have an interesting layout, with complementary colours and visuals to illustrate the topic. The question however are a good way to reinforce the learning of the students. The benchmarking also revealed that activities can be more engaging. The cards example we analysed, while lacking in information, it was a good idea to get the pupils to have a more hands on experience. We have already emphasised the importance of visuals, but worksheets such as the time line activity are a good example of how you can effectively visualise a topic. This example of course could do with more colour to make it less bland, however the overall idea of letting the pupils create their own time line is a solid idea we feel we could utilize for this project.

360:

When benchmarking similar 360 videos we found that upon the first impression, it is important that the screen image is stable, bright, and lifelike enough to encourage people to watch this. The Earth's ecosystems example failed with this, and therefore demonstrated bad practice. While it did use dark colours for all the scenes, it was not attractive or immersive enough and with just one point of view. It was also not interactive. The bringing Rhomaleosaurus Sea dragons back to life example is quite good at demonstrating how immersive 360 videos can be. The lighting and sound effects really added to this idea of immersion but by only having one point of view, it could be improved. Good practice was demonstrated by Osbourne House which used different points of view and bright colours which helped grab peoples attention and their focus was directed to follow the narrator as he walked through the house. It would be better if it could be more interactive for the user, by showing more rooms. So that we think we can get the Clifton House a tour. Just let the student see the house from more points of view, and know more about it.

Budget

While we don't have a budget specifically, we have listed below certain scenarios where costs could occur.

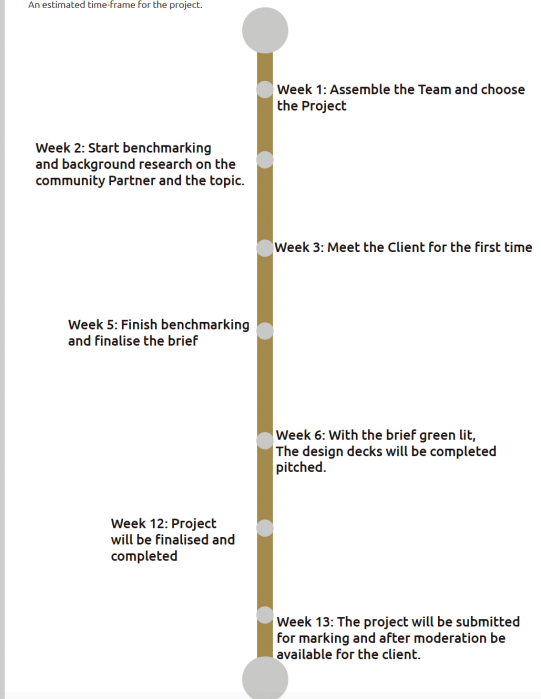
While we will design and provide any paper based worksheets or materials digitally, there is the option of printing them for the classroom.

If any videos are required to be placed on a new website there would be the cost of web hosting. A free option however for you to consider is either simply giving the video files to teachers and let them play the videos locally, or upload them to a Mary Ann McCracken/ Clifton house branded youtube channel- either existing or new.

If any background music is used there is the cost of licensing tracks. There is the option to source copyright/royalty free music where no cost would be necessary.

Time-frame

An estimated time-frame for the project.



For the Meet The Team page, one of the colors on the website also came with the graphics shown behind the pictures, but it changed to a circle to match the Avatar.

Meet The Team



Pak Hei Chan (Heidi)
Skills in:
Interactive Media with a Placement year

Hayden McKinstry
Relevant Skills in:
design and video editing

Under the supervision of:
Adrian Hickey: Creative Director
Claire Mulrone: Project Manager


Basecamp

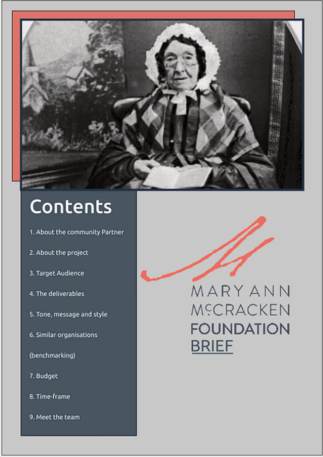
Home Lineup Pings Hey! Activity My Stuff Find

The Brief Project Social v3_2.pdf

Posted by Heidi C. · October 26, 2023 · 5.3 MB

[Download](#) · [Replace with a new version](#)

Oct 26  **Adrian Hickey**, Senior Lecturer in Interactive Media
Well done - Please see attached for some changes.



Contents

1. About the community Partner
2. About the project
3. Target Audience
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6. Similar organisations (benchmarking)
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The Brief Project Social v3 AH.pdf · 5.32 MB · [View full-size](#) · [Download](#)

"Well done!"

After we showed the brief to Adrian and Claire, we received positive reviews but still needed to make some minor changes.

Benchmarking Table

Green boxes are best practice

Category	Feature	School History	Twinkl	Cards	Timeline	Compass Activity
First Impressions	Aesthetic	Still looks quite bland due to the sheer amount of text, however the colour and pictures help to break it up.	It looks fun (Bright colours) and instantly know what topic due to the picture on the front page.	Quite basic. Font and graphics look like they could be modernised to look more appealing. Heading on page also looks basic. Not visual enough.	Very black and white colour could be used to make it interesting, the picture at the top easily identifies who or what topic the worksheet is about.	Nice use of colour to make it interesting at first glance. Large graphic to quickly identify what the topic is about.
	Identifiable target audience?	yes, images and word choice are suitable for this age range.	yes, images and word choice are suitable for this age range.	yes, images and word choice are suitable for this age range.	yes, the visuals and language choice are age appropriate	yes, the visuals and language choice are age appropriate
Look and Feel	Are there pictures to help visualise the topic?	Yes- but only 1. Could do with more but black and white adds to authenticity.	Yes- in both comprehension and storyboard activity.	Yes the cards all have corresponding images so the items can be seen to aid learning	Yes there is a picture of the person and the children are encouraged to draw more.	Yes there is a picture to help visualise the topic.
	Is it layed out well?	Yes, the writing is in well formatted paragraphs and the questions have clearly marked places for answering	Yes, the writing is in well formatted paragraphs and the questions have clearly marked places for answering. The storyboards have a clear place for the pupil to write something.	The cards are easily identifiable due to the label and the visual, The page has a clear table for where the cards should be stuck, however the top of the page with the title looks boring and the layout could be more engaging	yes. The boxes are clearly marked with years and the bottom table clearly shows the work options to put in these boxes.	The table is visually clear and therefore it is easy to know what and where to fill in the blanks
Content	Informative and Engaging	Yes, it has a lot of information on the topic due to the comprehension style of this worksheet	Yes, it has a lot of information on the topic due to the comprehension style of this worksheet.	There is informative writing at top of the page, however this is a rather boring and bland way of laying out this information.	It reinforces the children pre-existing knowledge in an effective way.	It reinforces the children pre-existing knowledge and builds up their skills through practice.
	Fun activity?	It is ok but the questions are a bit boring and it could feel mundane.	Yes, the storyboards are very engaging as they allow creativity and the comprehension has a visual of a place they will likely recognise so they may find the text interesting.	yes. The child's have to stick these cards in order which therefore engages them and tests their existing knowledge on this topic. It could be even more fun if done in pairs? Aided learning outcome? : yes as it reinforces and tests their knowledge on the topic. Visually see the timeline/ order.	yes as it allows the children to visually see the time line and therefore visually see the key events in order.	The activity is boring and could be made more engaging with graphics so the children can visually see what they are doing, and group-work could be incorporated.
Aided Learning Outcome	Does it tell a story/ topic well?	yes, as it clearly explains the topic in good detail, with follow up questions to reinforce the learning.	yes, as it clearly explains the topic in good detail, with follow up questions to reinforce the learning.	yes as it clearly shows what objects they would have used in the Victorian era which adds to the context of the time period.	yes it clearly gets the pupil to put the story in order and the finished result shows the full story in order	no but it reinforces learning through practice.
Overall score		57.1%	85.7%	57.1%	85.7%	85.7%

Benchmarking Table

Green boxes are best practice

Category	Feature	Osbourne House	Sea Dragons back to life	Earth's ecosystem
First Impressions	Aesthetic	Anyone interested in history	Anyone interested in prehistoric animals	Anyone interested in nature and/or wildlife, and natural history
	Identifiable target audience			
Look and Feel	HD ready?	Yes. It supports 4k	Yes. It supports 4k	Yes. It supports 4k
	Responsive?	Yes.	Yes.	Yes.
	Atmosphere	You feel like you are there personally at the house.	Feels more like a spectacle, rather than real	Feels a bit unreal
	Music and sound effects	No added music, sound or effects. The video only uses the sound of the narrator.	CGI/animated dinosaur swimming around with added sound effects of swimming to help with the immersion.	yes, CGI animals
	Colours	Bright colours that reflect the realism.	Deep blue hue	Bit too dark.
Content	Informative Engaging	Visually you get to see around the land and house, while the narration adds context to you understanding.	Visually you get to see around the exhibit area and informations, while the narration adds context to you understanding.	Visually you get to see the living area of the animals, while the narration adds context to you understanding.
	Point Of Views.	Different POV's	Only one POV.	Only one POV.
	Is it Interactive	yes but limited as you are encouraged to look at the narrator as he walks around a lot.	Good use of 360 to make it interactive and engaging	Could be improved upon as it is quite simple.
Technical	well stitched	No tripod or obvious stitch line to take away from the immersive experience	No tripod or obvious stitch line to take away from the immersive experience	No tripod or obvious stitch line to take away from the immersive experience
	VR support etc.	Yes. Mobile phones move up and down, pc click and drag.	Yes. Mobile phones move up and down, pc click and drag.	Yes. Mobile phones move up and down, pc click and drag.
Overall Score		81%	72%	54%

The whole benchmarking table had been redrawn to get all the font sizes, and spaces clear and tidy.

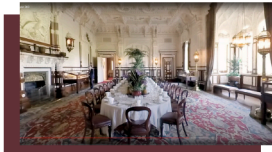
360 benchmarking

Apart of the development process our team has undertaken a benchmarking exercise on a range of pre-existing materials that we will develop as part of our education pack. In order to identify best practice we sourced a range of Northern Ireland KS2 history worksheets.

The 360 experiences assessed during the benchmark are:

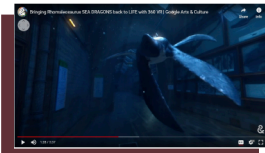
1. Osborne House

Source: <https://artsandculture.google.com/project/360-videos>



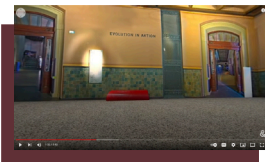
2. Bringing Rhomaleosaurus Sea dragons back to life

Source: <https://artsandculture.google.com/project/360-videos>



3. Earth's ecosystems

Source: <https://artsandculture.google.com/project/360-videos>

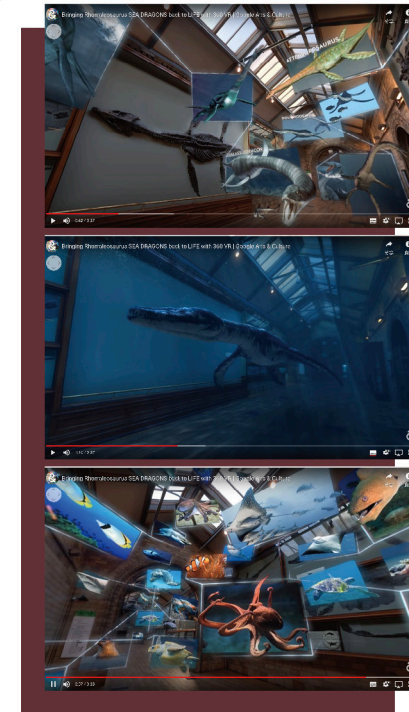


Osborne House



This example gives us a guided virtual tour around Osborne house, walk around the gardens and house, which adds to our understanding

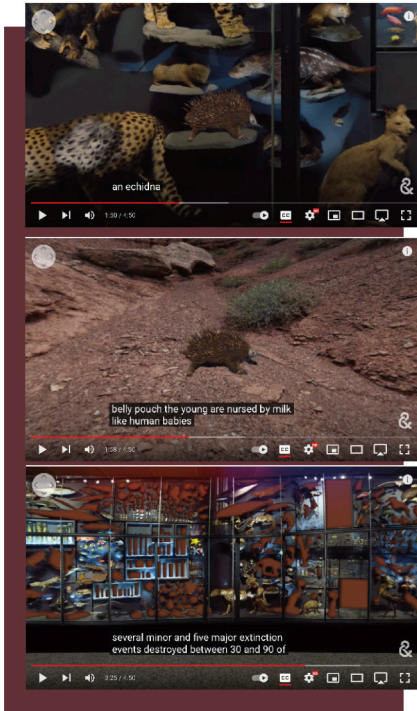
Bringing Rhomaleosaurus sea dragons back to life



This example gives us a guided virtual tour in the Natural History Museum in London. You can meet the prehistoric 'sea dragon' Rhomaleosaurus. A marine reptile which lived 180 million years ago - watch as it roams the gallery and comes back to life before your eyes. See its muscles, movement and the texture of its skin, and learn all about how it lived.

Three graphics were added back behind the three 360 benchmarking screenshots and lined up them. Font sizes are tidied.

Earth's ecosystems



This example gives us a guided virtual tour to experience the famous biodiversity wall in one of the several exhibits. A Virtual Reality story of diversity and its loss (English version).

Benchmarking Conclusions

Worksheets:

When benchmarking similar worksheets we found that upon the first impression it is important that the layout is not just a block of text but instead uses colour and visuals to make it appealing. The CCEA example failed with this, and therefore demonstrated bad practice, while it did use colour, it was not enough due to the poor, bland layout and very little graphics. Good practice for a worksheet is to reinforce the pupils knowledge, weather this be pre-existent or from

what they have learnt from the worksheet. The traditional idea of a paper based worksheet could be in the form of a comprehension. The School History source is an example we analysed that fits this idea. While these can be effective, if being used they must have an interesting layout, with complementary colours and visuals to illustrate the topic. The question however are a good way to reinforce the learning of the pupils. The benchmarking also revealed that activities can be more engaging.

The cards exam while lacking in good idea to get more hands on already emphasis of visuals, but a time line activity of how you can do with more c bland, however letting the pup time line is a so could utilize fo

360 Videos:

When benchmarking similar 360 videos we found that upon the first impression, it is important that the screen image is stable, bright, and lifelike enough to encourage people to watch this. The Earth's ecosystems example failed with this, and therefore demonstrated bad practice. While it did use dark colours for all the scenes, it was not attractive or immersive enough and with just one point of view it was

also not interactive. The bringing Rhomaleosaurus Sea dragons back to life example is quite good at demonstrating how immersive 360 videos can be. The lighting and sound effects really added to this idea of immersion but by only having one point of view, it could be improved. Good practice was demonstrated by Osborne House which used different points of view and bright colours which helped grab

peoples attent was directed to as he walked th would be better interactive for more rooms. Set get the Clifton the people see points of view, it.

Budget

While we don't have a budget specifically, we have listed below certain scenarios where costs could occur.

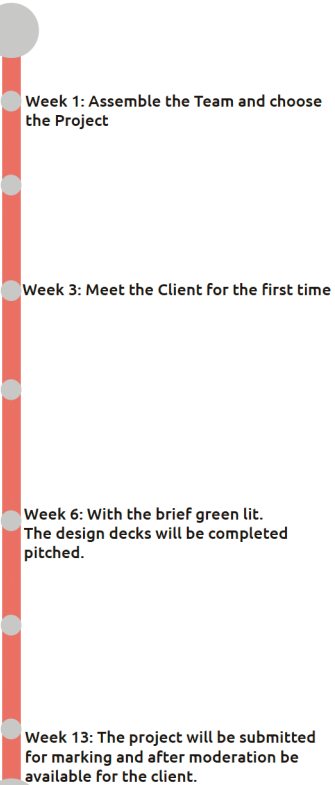
If any background music is used there is the cost of licensing tracks. There is the option to source copyright/royalty free music where no cost would be necessary.

While we will design and provide any paper based worksheets or materials digitally, there is the option of printing them for the classroom.

If any videos are required to be placed on a new website there would be the cost of web hosting. A free option however for you to consider is either simply giving the video files to teachers and let them play the videos locally, or upload them to a Mary Ann McCracken/ Clifton house branded YouTube channel- either existing or new.

Timeframe

An estimated timeframe for the project.



Font sizes are tidied. Changed to benchmarking 'conclusions'. Added back 360 'videos'. Changed the color of the timeline.



The Brief Project Social v3_3.pdf

Posted by Heidi C. · October 26, 2023 · 5.3 MB

[Download](#) · [Replace with a new version](#)

Oct 26



Adrian Hickey, Senior Lecturer in Interactive Media
Heidi and Hayden

Well done. Can you please send to Paula asking for sign off and CC Claire in please?

Thanks

Adrian

Oct 26



Hayden McKinstry
Hi Adrian, should we still put the text into columns first or just send it? Thanks

Oct 26



Adrian Hickey, Senior Lecturer in Interactive Media
Sorry, yes please. Columns are best.

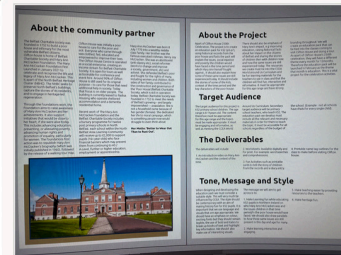


Hayden McKinstry 11:59pm
Which one do we think looks best? Think maybe deliverables looks weird in 3? Idk

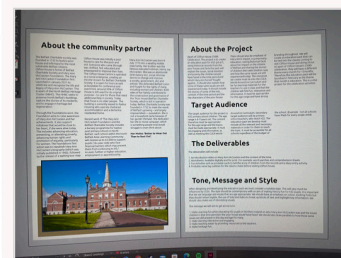
Friday, October 27



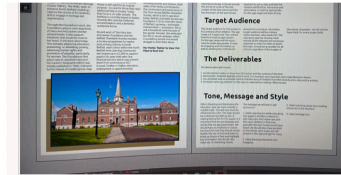
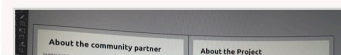
Hayden McKinstry 12:01am



IMG_3534.jpeg · 5.52 MB · [View full-size](#) · [Download](#)



IMG_3532.jpeg · 5.24 MB · [View full-size](#) · [Download](#)



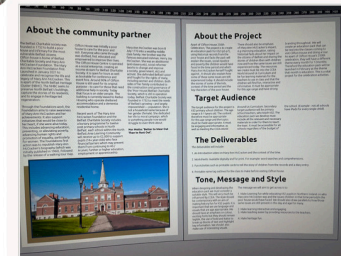
IMG_3533.jpeg · 5.52 MB · [View full-size](#) · [Download](#)



Hayden McKinstry 12:22am
Ok 🙌



Hayden McKinstry 12:28am



IMG_3536.jpeg · 6.17 MB · [View full-size](#) · [Download](#)

How's that?



Adrian Hickey 1:04am
Brilliant!

12:03am Me
maybe 2? 🤔🤔



Sunday, October 29

"Well done!"

"Brilliant!"

After I decided to add 2 columns, Adrian asked us to send it to Paula to ask for a sign of the brief. Finished the brief, the next day, Friday was our first visit to Clifton House and the 360 filming day.

First visit to Clifton House and filming

- Mary Ann McCracken walking tour - There is only one weekend of public tours left for this (20th and 21st October). If the students would like to join one of these tours, complimentary of course, please let us know asap. Further details here: <https://maryannmccrackenfoundation.org/>. Alternatively if they would like to come to the house on another date, Mary Alice and Lauren could meet them to give them to give them an overview of Mary Ann and her influence on the children of the poor house. Let us know which is preferable.

Oct 14  **Heidi Chan**
 I will be able to join the Mary Ann McCracken walking tour on 20th October afternoon.

Oct 15  **Hayden McKinstry**
 Hi Claire, thanks for putting all the resources from the client on Basecamp for us. I'm sadly not free either the 20th or 21st for the walking tour they generously offered as that's my birthday weekend and my family has told me they have something planned however Heidi says she can go on the walking tour which is great. I'd be keen to go up to the house so I was wondering if we could arrange that soon? We're both free Friday and Saturday afternoons to go together (from 27th onwards) or if that doesn't suit, I can go any Monday, Wednesday, Friday, and Saturday? Thanks so much for your help, Hayden

At first, we want to go to the tour and the house separately. As Hayden was not free on the tour day. But Claire wants us to go to the house together on the same day. So we changed our plan to visit the house on Friday at 10:30 a.m. 27th Oct, 2023.

Hayden McKinstry
haydenmckinstry

Just see that is Friday morning not afternoon

do we ask them again or ?

They only can offer us morning (3: <_)

Looks like only morning I think as they couldn't offer Monday afternoon either. Is there no way u can join?

I get event to join in the morning (3: <_). If they can only offer morning I can ask to take a leave (s' *s)

Do you mind? Feel bad haha. Should we bring a 360 camera as well just in case of not?

Or just try to ask again if still not ok just do this (〃〇) I think we can bring this first in case we want that moment 😊

Ok I'll reply to them and ask. Hopefully they can do afternoon. What time specifically do u need? Can u book out the 360?

I think 2pm? As I need to eat lunch 😊 If early then that I just eat my lunch after the tour (3: <_) I can book in the school website I think I booked before 😊

Ok I'll see what they say

Yea I think u just do it through uni

Ok I've asked 😊

Just wait now (w) (w)

Yea I'll let u know what she says. Although we could prob book it out anyway cause it'll likely be this Friday I think

External Re: Education Pack

Caroline Mccoubrey <mccoubreycaroline@gmail.com>
To: Hayden McKinstry; Cc: paula@cliftonbelfast.org.uk; Mulrone, Claire; lsmyth62@qub.ac.uk; Pak Hei Chan

Tuesday, 24 October 2023 at 9:1

您不常收到来自 mccoubreycaroline@gmail.com 的电子邮件 - 了解为什么这可能会很重要的原因

That's great, see you all then.

On Tue, 24 Oct 2023 at 11:04, Hayden McKinstry <McKinstry.H1@ulster.ac.uk> wrote:
Hi Caroline, I've spoken to Heidi and she says she can take leave so 10:30 will be fine. Thank you so much for organising this for us, we both really appreciate it. See you all Friday, Thanks again, Hayden

Sent from Outlook for iOS

From: Caroline Mccoubrey <mccoubreycaroline@gmail.com>
Sent: Tuesday, October 24, 2023 10:30:34 AM
To: Hayden McKinstry <McKinstry.H1@ulster.ac.uk>
Cc: paula@cliftonbelfast.org.uk <paula@cliftonbelfast.org.uk>; Mulrone, Claire <cm.mulrone@ulster.ac.uk>; lsmyth62@qub.ac.uk <lsmyth62@qub.ac.uk>; Pak Hei Chan <Chan-PH@ulster.ac.uk>
Subject: Re: Education Pack

Hi Hayden,
Unfortunately we would struggle to accommodate a tour with you at 2pm on Friday due to other staff commitments. Paula, Lauren, Mary Alice (Co-ordinator of the Mary Ann McCracken Foundation) and myself are all available to meet you at 10.30am if there was any way you could come in then, if Heidi can take some leave?

Thanks Hayden, and let me know if that's ok.
Caroline

External Re: Education Pack

Caroline Mccoubrey <mccoubreycaroline@gmail.com>
To: Hayden McKinstry; Cc: paula@cliftonbelfast.org.uk; Mulrone, Claire; lsmyth62@qub.ac.uk; Pak Hei Chan

Tuesday, 24 October 2023 at 9:1

On Mon, 23 Oct 2023 at 17:28, Hayden McKinstry <McKinstry.H1@ulster.ac.uk> wrote:
Hi Caroline, thanks so much for your reply and sending the flyer over. That'll be really useful. You don't happen to know what the name of the font is? If not it's ok we'll just find a similar one in the same style as suggested. Heidi was wondering if we could move the tour to 2pm this Friday? If not that's ok she can take leave and we can both do 10.30. Thanks so much for your help again, Hayden

Sent from Outlook for iOS

From: Caroline Mccoubrey <mccoubreycaroline@gmail.com>
Sent: Monday, October 23, 2023 4:17:12 PM
To: Hayden McKinstry <McKinstry.H1@ulster.ac.uk>
Cc: paula@cliftonbelfast.org.uk <paula@cliftonbelfast.org.uk>; Mulrone, Claire <cm.mulrone@ulster.ac.uk>; lsmyth62@qub.ac.uk <lsmyth62@qub.ac.uk>; Pak Hei Chan <Chan-PH@ulster.ac.uk>
Subject: Re: Education Pack

Hi Hayden,
Thanks for your email. I've attached the logos for the Mary Ann McCracken Foundation. We don't have a style guide as such for the Foundation, but would be great if you could pick up from the font style/colours of the logos and from the website <https://maryannmccrackenfoundation.org/>. Have also attached a flyer that was created recently for the Foundation for you to pick up style / colours too.

Just to keep things moving, as I know time is not on our side, would you both be free to come into Clifton House at 10.30am this Friday morning? We could accommodate a short tour and tell you more about Mary Ann McCracken and her work in educating the children of the poor house.

Let me know if that suits you.

Thanks Hayden
Caroline

On Mon, 23 Oct 2023 at 11:48, Hayden McKinstry <McKinstry.H1@ulster.ac.uk> wrote:
Hi Paula, I've cc Caroline and Lauren in as well as I wasn't sure who this was applicable for. It's Hayden from ulster university who's working with you for the education pack. Thank you for sending over all the materials last week. Our group thinks it would be beneficial to come up to the house at some point if that is ok? Apologies for myself not being free for the walking tour you generously offered us. We can do any Friday/Saturday afternoon or Mondays after 4:15? If none of these suit yourselves, I'm sure we can try and sort something. We were also wondering if you had any brand guidelines that you would like used? (Any preference on what font or colours used etc?). Would you like the logo put on the worksheets we create? Thanks for all your help, Hayden

Tuesday, October 24

12:45am Me
<https://coleraineequipment.ulster.ac.uk/>

Equipment booking

Hayden McKinstry 6:04pm
Ok we're going up to the house this Friday 10:30am 🙌🙌

6:12pm Me
Yes I will take the leave to join it 🙌



Coleraine Equipment

connect2 bookings made simple

Welcome Pak Hei Chan Sign out My Account

Home Book by Category

My account - Pak Hei Chan (B00852075)
This is your account page. Here you can see all your internal messages and your upcoming bookings.

Your messages

Displaying 1 of 1 results

Subject	Received
Booking Created - Conf000984	23/10/2023 20:33

Delete all messages

Your resource bookings

Displaying 1 of 1 results

Ref no	Start date	End date	Resource	Checked out
✓ Conf000984	26/10/2023 10:00	02/11/2023 10:00	RICOH THETA V 360° Camera Kit (Camera/Mic+Tripod)	

connect2 from Lernersberg | Version 3.16.62023(7071) | Registered to: Ulster University - FINES - School of Communication & Media (Equipment Room)

School of Media, Film and Journalism Location Risk Assessment Form 1

coleraineequipment@ulster.ac.uk



Opening Hours
Monday to Friday
9:00am to 12:30pm

Equipment Collection Room 0445 off the Atrium Faculty of Arts building

Student(s) Pak Hei Chan	Student Number(s) B00852075
Course and Tutor: MED226 Introductory for Social Enterprise Adrian Hickey	Production Title: 360 video Clifton House tour
Date of collection: 26/10/2023	Date of return: 02/11/2023 Time: 10 am
Equipment: List all equipment required to be taken on this shoot: RICOH THETA V 360° Camera Kit (Camera/Mic+Tripod)	

Storage: Describe how equipment will be securely stored, especially overnight.
Put in the student accommodation.

Location: Has a fall rescue been carried out? YES/NO (circle) If NO, please give reasons.

Location contact: Location address: 2 North Queen Street, Belfast, Antrim BT15 1ES
Location phone no: 012 6099 7022
POLICE - contact the nearest police station to alert them if filming in public or re-enacting crimes or any event that could trigger public concern.
Please record here details of the logging of filming with local police
Date and time of logging:
Officer alerted:
Police Station:
Phone no:

Nearest Hospital: Clifton House

Give a detailed description of the location and environment, for example - Coleraine Showgrounds, with 2,000 fans; Coleraine FC vs Cliftonville FC at Students' Union, with 100 students.

Describe in detail what and who you will be recording, for example - football match from stands, or

vox pop interviews on alcohol abuse.

Please note: Late returns may result in a financial penalty, since it inconveniences other students.

School of Media, Film and Journalism Location Risk Assessment Form 2

Likely/very likely	M. medium	H. high	H. high
Quite possible	L. low	M. medium	H. high
Not likely/possible	L. low	L. low	M. med
	Trivial		Significant

Hazard	Anticipated hazard	Initial Risk		Precautions you will apply to control the hazard	Residual Risk	
		L	M		L	M
Transport / Triax /	I could get stuck on the road.	✓		I will make sure we have a roadblock.	✓	
Weather / Temperature:	I could get wet due to the rain.	✓		I will make sure we have a rain covering.	✓	
Terrain:	I could get lost due to being alone on the ground.	✓		I will make sure we have a map.	✓	
Working at heights:	I could fall due to the height.	✓		I will make sure we have a safety harness.	✓	
Working in / near water:				Can all members of the cast & crew swim?		
Working alone:	I could fall by accident.	✓		I will not work alone. I will work with my team.	✓	
Glass / Sharp Objects:	I could hurt the camera lens with sharp objects.	✓		I will take care of the lens to prevent any of the sharp objects.	✓	
Fire:						
Children / Public:	I would have the camera to fall on children by accident.	✓		I will take care of the lens to prevent any of the people.	✓	
Falling Objects:						
Threat / Violence:	I could get stolen.	✓		I will make sure we have a roadblock.	✓	
Cables / Electricity:						
Equipment / Lighting:						
Ladders / Steps:	I could fall by accident.	✓		I will take care with my team.	✓	
Use of (omitted) weapons:						
Other specify:						

Permissions: You will need permission to record on private property. This includes railway or bus stations, National Trust, churches, graveyards, etc.

You will need written permission if you intend to film anyone under the age of 16. For Release Forms speak to your tutor.
Crew: Please ensure each crew member has a copy of this document. It is also crucial that we have as many points of contact as possible.

Declarations: I/we have been trained by the School of Media Film and Journalism in location safety risk assessment and take responsibility for implementing safety precautions on this project, as described in this form, which is to the best of my knowledge, accurate. If the safety risks are found to be higher than expected, I/we will suspend recording activity and seek instruction from a trained member of school staff.
Signed (student): Heidi Date: 23/10/2023

I hereby state that I have examined the information in this form and agree to this student to taking the specified equipment on this project.
Signed (Academic Staff): Date: 24/10/23

Review date (if applicable)

As I am the one to do the 360 shooting, I booked the 360 camera kit just after the visit was confirmed and uploaded the form to the Basecamp.

Mary Ann McCracken Foundation > Docs & Files > Visit > First visit

+ New... 360 videos Sort by Created

R0010246_2023102711 5310.MP4 Oct 29

R0010250_2023102711 5829.MP4 Oct 29

R0010252_2023102712 2147.MP4 Oct 29

Mary Ann McCracken Foundation > Docs & Files > Visit > First visit

+ New... 360 photos Sort by Created

R0010247_2023102711 5317.JPG Oct 29

R0010248_2023102711 5520.JPG Oct 29

R0010249_2023102711 5750.JPG Oct 29

R0010253_2023102712 2735.JPG Oct 29

Mary Ann McCracken Foundation > Docs & Files > Visit > First visit

+ New... Photos Sort by Created

20231027_120718.jpg Oct 29

20231027_120723.jpg Oct 29

20231027_121128.jpg Oct 29

20231027_121331.jpg Oct 29

20231027_121433.jpg Oct 29

20231027_121449.jpg Oct 29

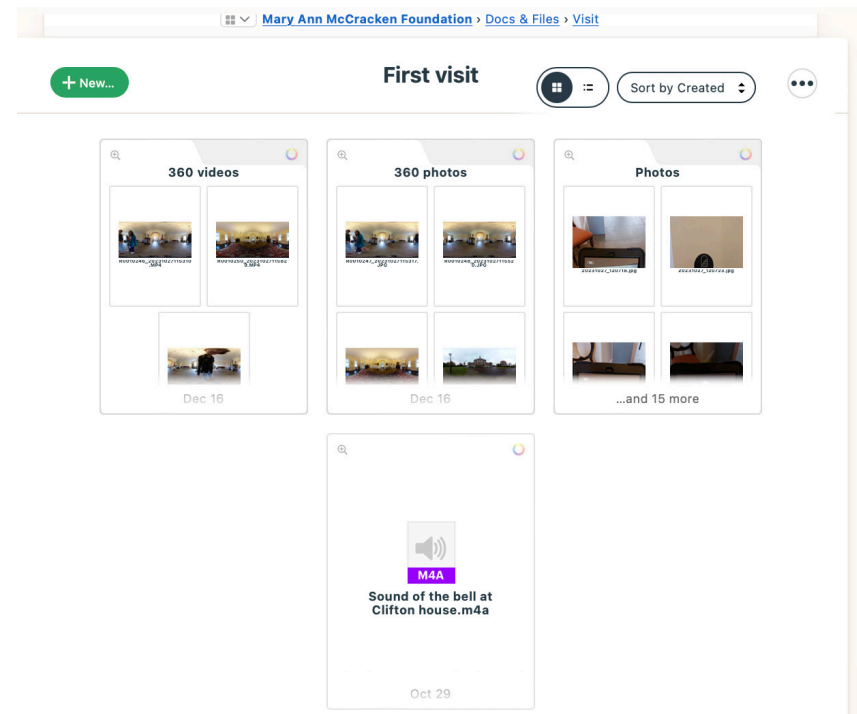
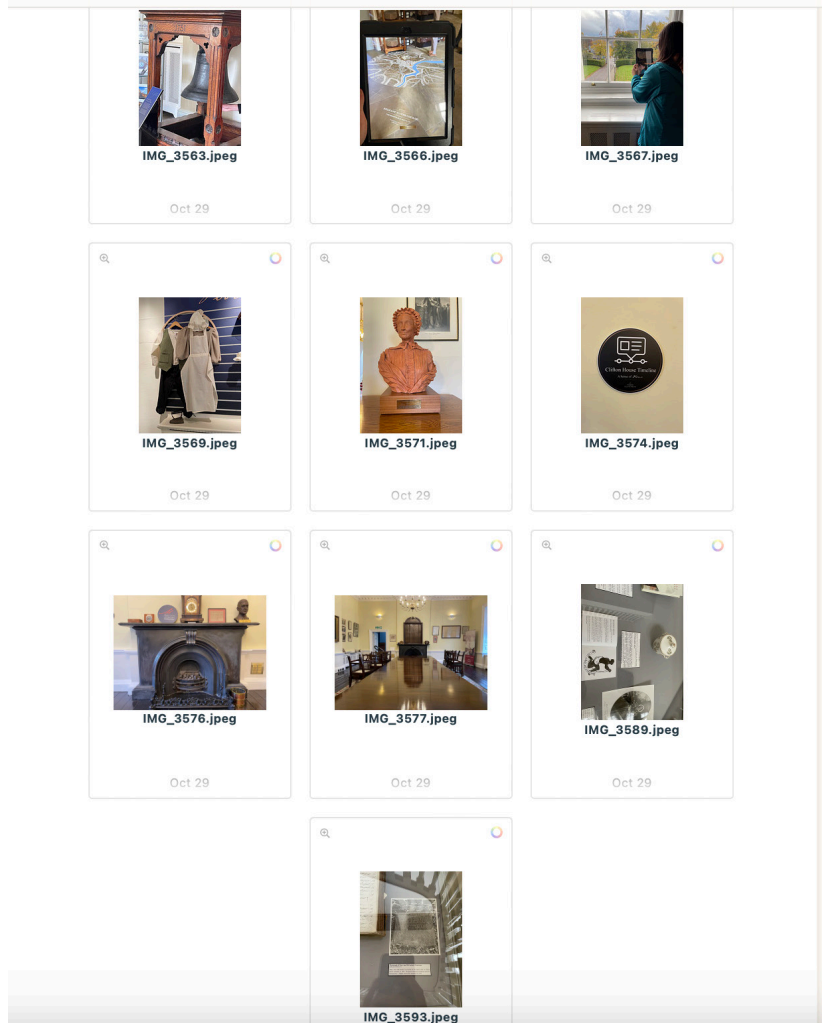
IMG_3559.jpeg Oct 29

Notes: Pictures from our visit at Clifton house might be useful

IMG_3560.jpeg Oct 29

IMG_3562.jpeg Oct 29

As we were planning to do a Virtual access or 360 videos, I just walked around the house and asked what place we could be included or if they wanted to include in the virtual tour.

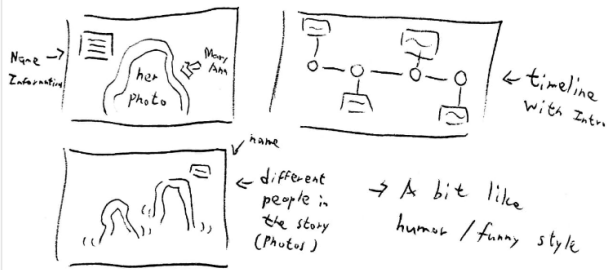


After we heard the introduction provided in the Clifton House about Mary Ann McCracken and the children of the poor house, we took some photos that we thought would be useful for our productions.

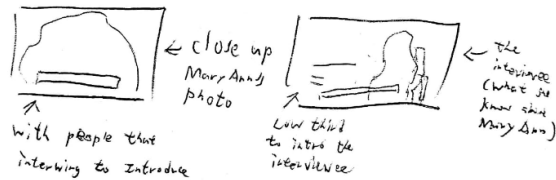
Pitch deck

Introduction videos / context of ^{the} time

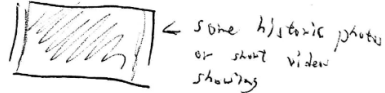
① - Collage style (motion graphic)



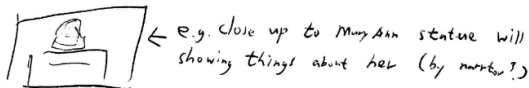
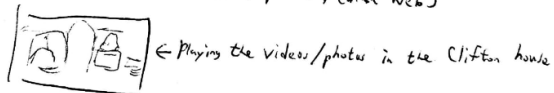
② - Documentary (Play pictures / Interview to Intro)



→ A bit review style

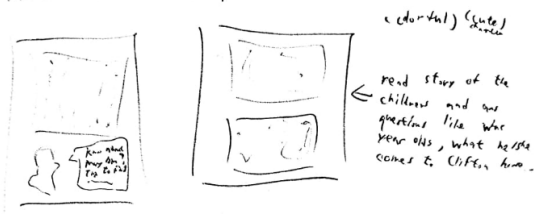


③ - Interactive 360° (Videos/photos / click web)

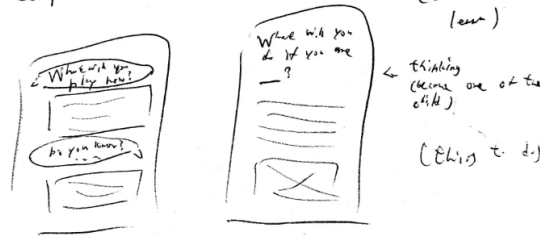


Worksheets (both digitally / for print)

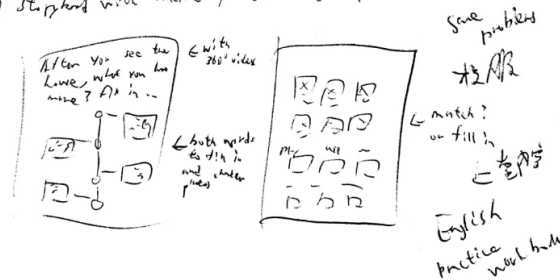
① Word searcher / comprehensions



② Compare old / now / What will you... (class to learn)



③ Stephen with timeline / Old thing they use...



Some of the draft ideas was drawn by me follow the informations I have.

Fun Activities

① Group role play



costumes
→ ~~costume~~

- Some people stand/ cards to chose and play the scenes (paper stand/ character headbands)
- What will you do? or guess who
- How you feel? Give stories
- fill color / draw they in (draw) in
- Oh already colored print ⇒ with headbands

② Printable cards

Front

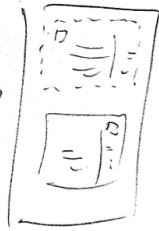


with story's character

Back



With the information and story



postcards (can use one to post) write to the character (say love / want ...)

can give silver coins = old for any \$

③ Diary entry



play as one of the character to write the diary

Printable name tag

①

→ With design of colors and the character house

→ their own home

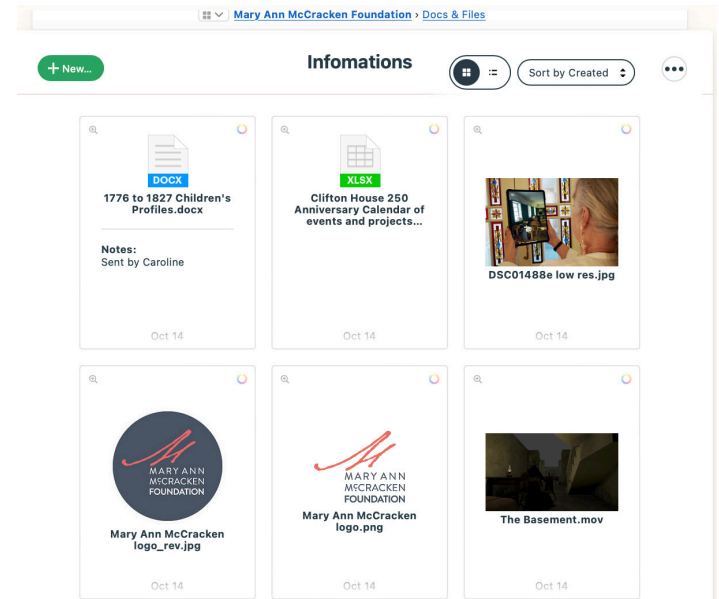
→ What type of apprenticeships children did (explain then taking what they do) (find out who ~~the~~ became)

②

→ Play as a (child)'s we their name to go in and feel the story (in poor house)

③

→ use which area to see to use the name tag and talk to each other to share the stories





Concept 1: Introduction videos/context of the time

Collage Style (motion graphics)

Information Box (Name,...)

Mary Ann McCracken Photo

Years the things happen

Timeline with Introduction

- A bit like humor/funny style

BRAND GUIDELINES

Font: Ubuntu

Bold
Medium
Regular
Light

Colour Palette

Taken from brochure sent by the client

Logos and Images

sent by the client

Logo on a grey circle background

Alternative logo without background

Mary Ann McCracken

Concept 1: Worksheets (both digitally/for print)

Words searches / comprehensions

Words searches time!

Colorful / cute charaters (Children in the Poorhouse)

Read stories of the children and answer questions like - what year olds, why he or she comes to Poorhouse

Concept 1: Fun Activities

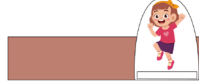
Group role play



- Costumes (Clothing provided when the children enter the poor house)
- Let students to share what they are wearing that day, then let them guess what the children wore enter the poor house
- Who guess the nearest can try to wear



John DeLany



Catherine Thomas



12 years old
name
address
parentage
age apt

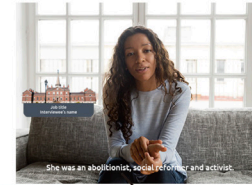
- Paper stand or cards or headbands (Children in the Poor House)
- Let students to pick one of them, and give them the stories or infomations of the children
- Cut out wearing them and role play the children
- Guess who they are
- Fill the color or draw out the image that they think how the children look like
- Ask "What will you do?" "How you feel?"
- Explain and tell to think at the end

Concept 2: Introduction videos/context of the time

Documentary (Play pictures / Interview to introduce)



Mary Ann McCracken was born in Belfast on 8 July 1770.



She was an abolitionist, social reformer and activist.

- Close up Mary Ann McCracken's photo
- With people interviewing to introduce



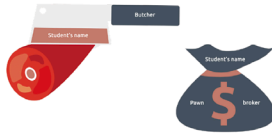
A visitor to the Poor House from age six, Mary Ann served on its Ladies Committee from 1827-61.

- The interviewee (saying what he or she know about Mary Ann McCracken)
- Low third to introduce the interviewee

- Some historic photos (or short videos) showing
- A bit serious style

Concept 1: Printable name tag

Apprenticeships children did



F. Explanation of the types of apprenticeships children did

Type of Apprenticeship	Explanation
Butcher	A person whose trade is cutting up, preparing and selling meat in a shop. An apprentice would have learned important knife skills and the different cuts of an animal- the rump, flank, belly etc.
Pawn broker	A pawnbroker is an individual that offers secured loans to people, with items of personal property used as collateral. Ben Johnson notes that in the late 18th century and early 20th century Britain, there were nearly as many pawnbrokers as public houses. Hanging over the lives of the poor was the fear of the workhouse. They would do anything to avoid it, even if it meant pawning their belongings to gain some cash temporarily. Clothes, shoes and even wedding rings would be pawned to be redeemed later if the owner's circumstances improved.

Phelix Hamill

Name of Child	Phelix Hamill
Date of Admission	November 1821
Age	9
First Apprenticeship	April 1823: Phelix was first apprenticed to Malcolm McCapthen as a weaver in Brown Street.
Second Apprenticeship	January 1826: Phelix Hamill later re-applied to Thomas Moreland to become a butcher. It is possible that he did not enjoy the weaving trade. From January 1824, Phelix Hamill was apprenticed to Thomas Moreland as a butcher for five years as a butcher in South William Street, Belfast.

Alex McKendry

Name of Child	Alex McKendry
Date of Admission	August 1823
Age	11
Apprenticeship	12 th September 1829- Alexander McKendry was apprenticed to John Geary, who was based in Belfast for four years to learn how to be a clerk and a pawn broker.

- Follow the type of apprenticeships the children did to design
- Let the students to find out who became which one
- Guess what tasks will need to do with the apprenticeships and explain after that

Concept 2: Worksheets (both digitally/for print)

Compare old and now/ what will you...

Ask yourself what you have play, learn, use, eat or drink today?

- Let student to do compare themselves with the children

Do you know there were much different between you and the children? Try to compare them.

What will you do if you are one of the children? What do you feel? Write down your thoughts and try to draw them out.

- Doing thinking on what they can learn through after knowing the stories of the children

Concept 2: Fun Activities

Printable postcards

Read the postcard from one of the children.

HELLO THERE,
I'VE JUST RECALCULATED
TODAY! HOW ABOUT YOU?
LOREM IPSUM LOREM IPSUM
LOREM IPSUM LOREM IPSUM
LOREM IPSUM

Now, try to write and draw a postcard and send back to him.

$5 \times 5 = 25$

- On the postcard, you can see one of the children's story showing in image at the front page. At the back, a postcard example is writing to show the information and story of the child.
- Both postcards can cut out and stick together to send out.
- Can give students whether as a worksheet or a real postcard.

Concept 3: Introduction videos/context of the time

Interactive 360 videos/photos/click web



- go straight ahead will go upstairs to



- Playing the videos/photos in the Clifton house
- e.g. If click to close up to some of the doors or bell or statue will have more informations giving
- like by voice-over or few sentences or photos showing

- Will start from outside the front door, go to the atrium, then can go straight ahead, left or right



Concept 2: Printable name tag

Clothing provided when the children enter the poor house

- Follow the children's clothing to design
- Both boys and girls versions
- Distribute students to get on of the children's name and story
- Learn and feel in their point of views



- Can design as the children with the clothing or just the clothing or just use the shape of the clothing to do the name tag

Concept 3: Worksheets (both digitally/for print)

Storyboard with timeline/old things they use...

Let's test if you have learn more after visiting. Can you done the timeline after the tour in Clifton House?

- Can do on-site or with the 360 videos
- Both words to fill in about the things happened and years happened

Let's try to match up the old things the children use and nowadays items. Don't forget to fill up the names!

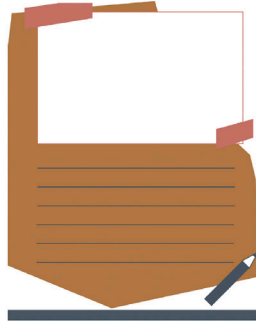
OLD		NOW
	•	
	•	
	•	
SAME PROBLEMS FACING		

- Both matching and fill in for things comparing old and now and same problems still facing now

Concept 3: Fun Activities

Diary entry

Imagine you are one of the children.
Write a diary and draw a scene of your day.



- Play as one of the children to write the diary in their point of views

Concept 3: Printable name tag

Areas visiting



- The name tag design with the colors and image that represent the Clifton house




- Use the areas they need to visit with the AR in group to see to distribute
- They can do discuss and sharing what they see to each other after the event

As each of us needed to have three concepts to present, I referred to the fun and knowledge point of view including the stories of Mary Ann McCracken and the children from Poor House, making each concept with four parts to present in the pitch deck. They are introduction videos, worksheets, fun activities, and printable name tags.

Second meeting with the partner

Mary Ann McCracken Foundation › Message Board

Pitch Doc

 Adrian Hickey · Nov 3 · Notified 3 people

Dear Heidi


If you post your pitch here as a PDF, I will review and comment to get you feedback before you go to pitch.

Keep going

Adrian



Nov 6

 Heidi Chan



Pitch.pdf · 6.56 MB · [View full-size](#) · [Download](#)



Mary Ann McCracken Foundation › Message Board

Pitch today

 Claire Mulrone · Nov 7 · Notified 3 people

Hayden and Heidi

I will meet you out side the new building at 2.45 to bring you to the room before i bring up the partner.

Claire



In this meeting, we went to the Belfast campus to do the pitch presentation to the partner. That is Paula Reynolds, Caroline Mccoubrey, and Lauren Smyth. We need to write notes on how they thought about our ideas and how to change them in a better way.

Pitch

 Claire Mulrone · Nov 8 · Notified 3 people

Congratulations Hayden and Hidei

What a terrific pitch the three partners were very impressed by the research you had conducted regarding the CCEA curriculum and your creative ideas for all age groups and learners. you did a fantastic job of sharing you creative solutions and ideas. I am delighted it was received so enthusiastically, you should be very proud.

Pitch notes to follow
Claire



Nov 8



Adrian Hickey, Senior Lecturer in Interactive Media
Well done!



Nov 12



Hayden McKinstry
Thank you



Pitch Notes

 Claire Mulrone · Nov 13 · Notified 3 people

The partner agreed

1. To use the brand colours as you suggested
2. I keep the two tiered education back to suit both key stage 2 and 3 children and support their learning.
3. They want to develop both the on screen and hard copy education pack.
4. They loved the 360 video.
5. Please use power point to open the education pack to share the Mary Ann McCracken story to the class.
6. Have a word search, mind map, clothing tasks for both tiers
7. Develop Heidi's old and new worksheet for both tiers (could be an historical artefact and technology)
8. Keep the diary entry, the comprehension the fact file for the older children as suggested
9. Post card best suited to young children. The team at Clifton house will source a post box for children to post them on their visit.

"Congratulations...What a terrific pitch the three partners were very impressed...you did a fantastic job... I am delighted it was received so enthusiastically, you should be very proud."

"Well done!"

We got a very positive review for our pitches.
Both from Claire and Adrian and especially our partners!

Our partners said:

"Can we just combine two pitches and bring them home? (laugh)"

"I love the postcard ideas! Like cut and stick them together and we can pre-pay for them so they can send the postcard out!... Can we add some voice-over to the 360 video also?"

"Great ideas on the old and new worksheets, can we do for both levels?"

postcard → draw + color design

3pm (Tuesday) (arrive 2.45 pm) BD building (9:15 min) (co-ordinator to 3)

- colors (brand guidelines done) → keep

- separate upper and lower (2 levels)

- old new ⇒ both

- clothing elements of learning (candle / fonts) what have learn

- Send to Nick Steel

- diary entry / postcard → (send) (pre pay) (Mary Ann / child)

For upper

(hard copy)

and

on-screen

What they learn

Ask questions

For lower

upper and lower

- word search (both)

→ Mind Map

→ color scene

→ comprehension (older) (short text)

→ 360 video (in order, ...)

→ power point

plus voice over

(youtube)

only have link can see

ASK them in corner post

360 / WS / ...)

1 (borrow) (email...)

(to combine to (to be))

(Week 11)

① Lauren Smyth ② Caroline McCoubrey ③ Paula Reynolds

to hand

ask / their name

love 360 combine

love pure card idea + 360 voice over

(they have by) (middle only)

2人谁个? 3

love 360 combine
love pure card idea + 360 voice over



combinedpitchdeck.pdf

Posted by Hayden M. · November 13, 2023 · 9.56 MB

[Download](#) · [Replace with a new version](#)

Notes:

Hopefully the finished new brief. If everyone is happy should I email it on?

Nov 13



Claire Mulrone

Looks great. I would WeTransfer this to Caroline and Paula.

Paula Reynolds <paula@cliftonbelfast.org.uk>

Caroline Mccoubrey <mccoubreycaroline@gmail.com>



Nov 13

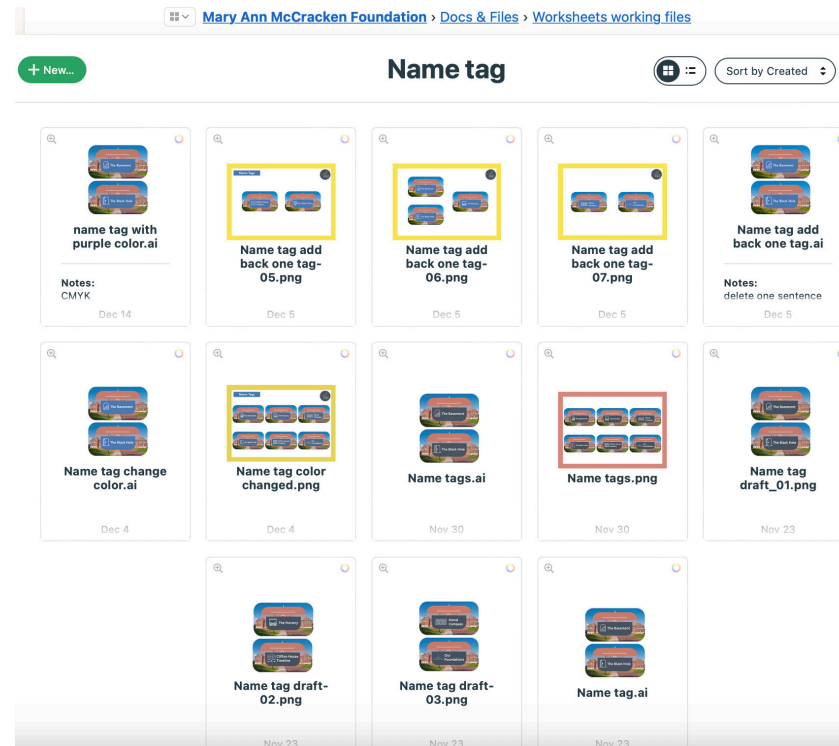


Hayden McKinstry

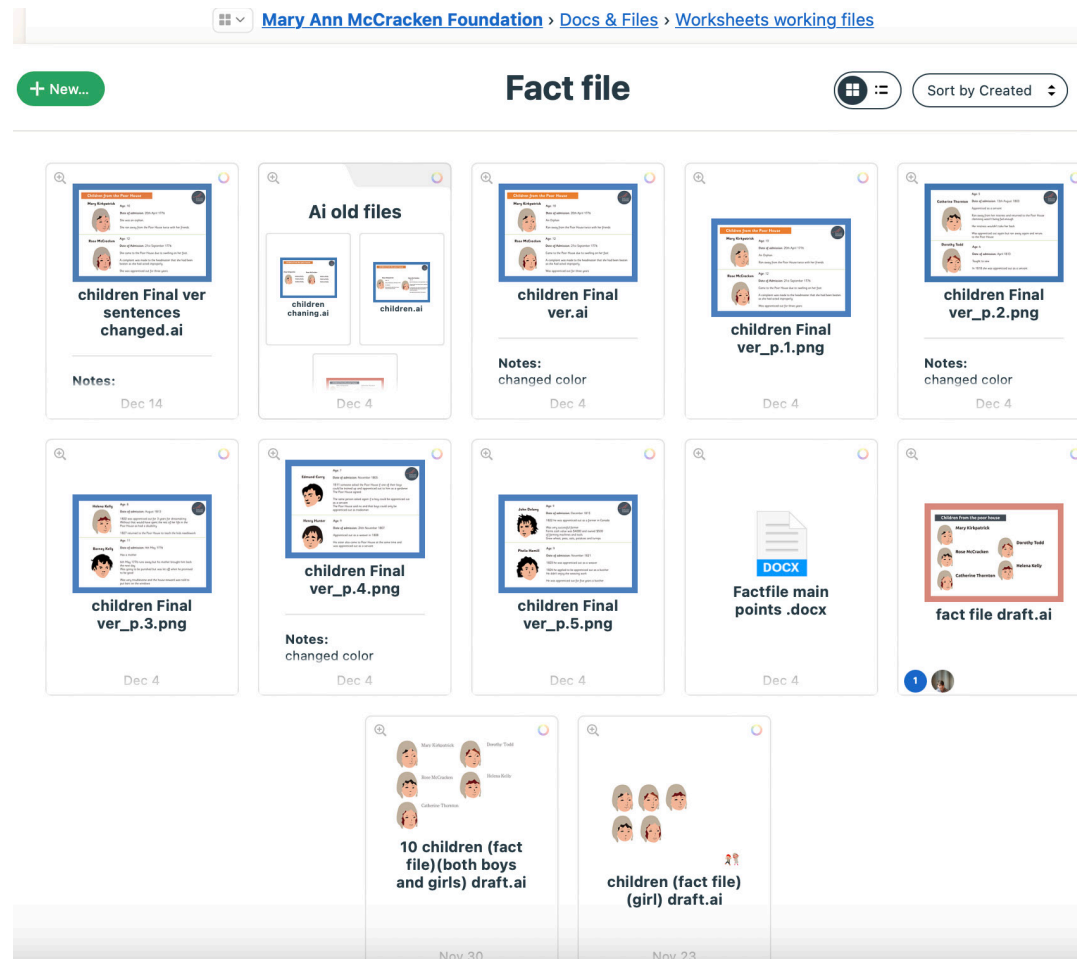
I've sent it to them 🙌



Outcome design



For the name tag, it is for each student or group to receive a tag, and they can write their name on it before going to the Clifton House tour. Each tag features a plaque that can be found around the house. The student or group wearing the corresponding tag takes responsibility for scanning the plaque with the iPad provided to see the AR. What I mainly change in the working process are changing the colors, fonts, drawing the AR icons and putting logo.



Fact file of 10 children from the Poor House, for upper KS2. These records were provided to us by the Mary Ann McCracken Foundation. What I mainly change in the working process are changing the colors, and fonts, drawing the children's faces and editing their pieces of information length, and putting logo.

New...

Headband Activity

Sort by Created

Headband activity size changed.ai
Notes: one page was
Dec 14

Headband activity purple.ai
Dec 14

Headband activity-01.png
Dec 7

Headband activity-02.png
Dec 7

Headband activity-03.png
Dec 7

Headband activity-04.png
Dec 7

Headband activity-05.png
Dec 7

Headband activity-06.png
Dec 7

Headband activity-07.png
Dec 7

Headband activity-08.png
Dec 7

Headband activity-09.png

Headband activity-10.png

Headband activity-11.png

Headband activity-12.png

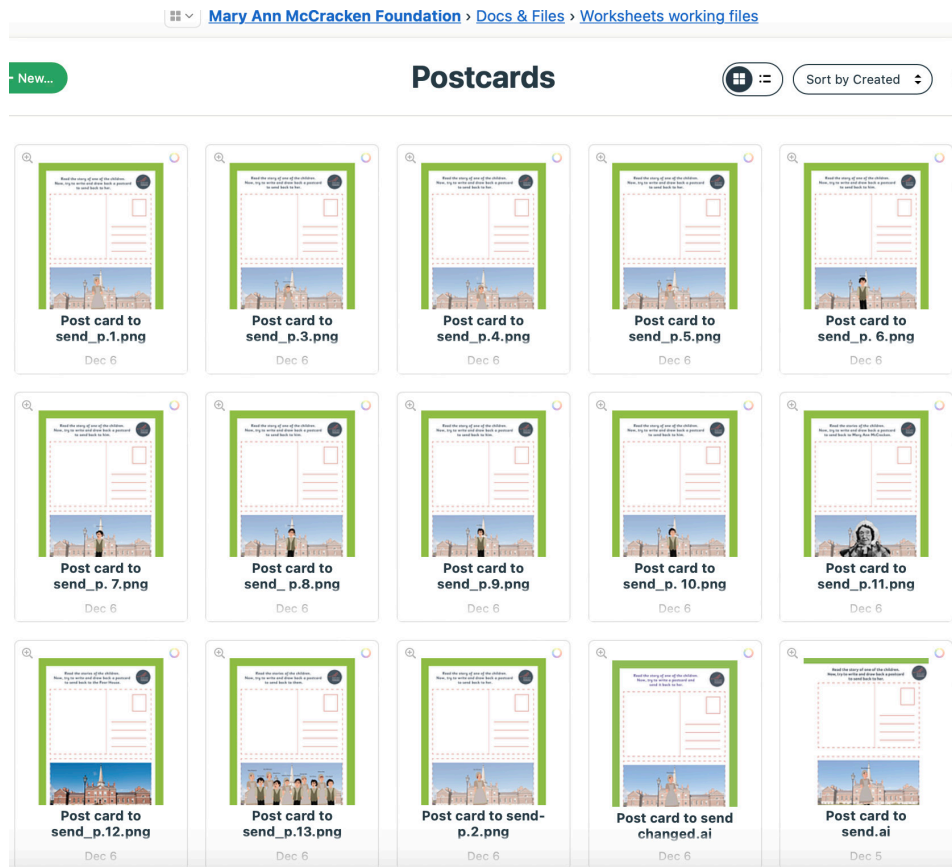
Headband activity final.ai

Headband activity.ai
Notes: In progress
Dec 7

Headband activity.ai
Notes: Working file (draft)
3

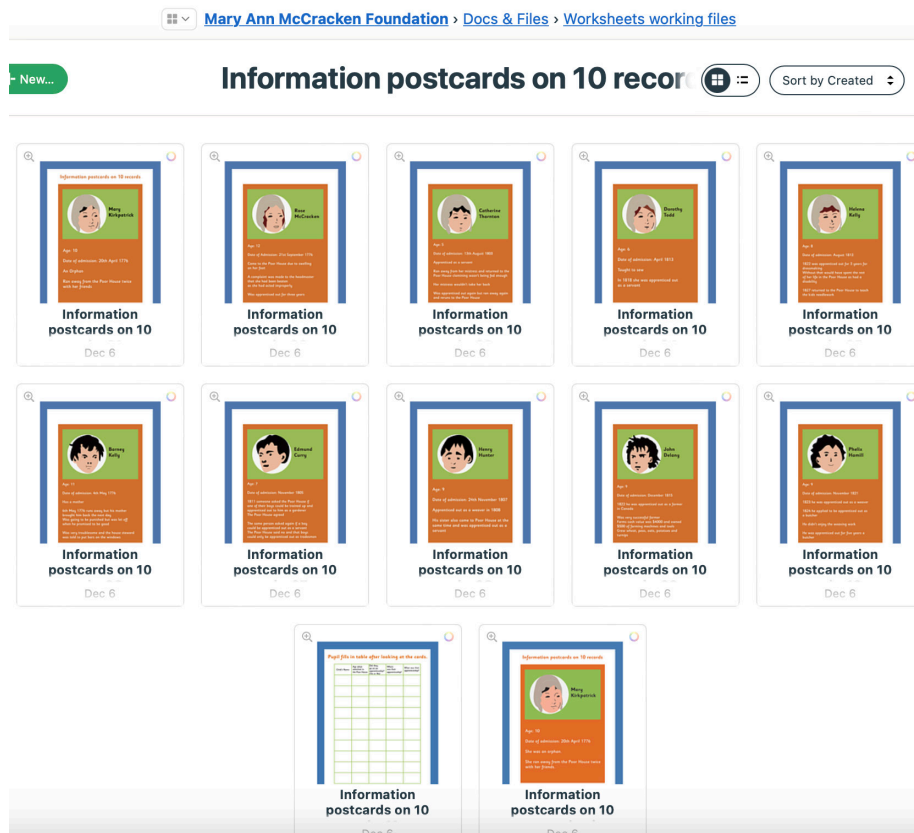
For all ages students. Students must cut and stick their headbands and cards and take turns to guess which child from the Poor House is on their headband. They can cut out and fold along the lines to make a paper stand to hold an image of their child which can be colored in.

What I mainly change in the working process are changing the colors, and fonts, drawing the children's bodies, editing their pieces of information length, and putting logo.



Students can write a prepaid postcard that can be sent to Clifton House. They need to cut them out, fold and glue them together. There are a few different choices so students can choose who they would like to write to for example a child from the records, Mary Ann McCracken, or a general one to the Poor House.

What I mainly changed in the working process were changing the colors, and fonts, drawing the children's bodies, using Photoshop to edit Mary Ann McCracken's photo, and putting the logo.



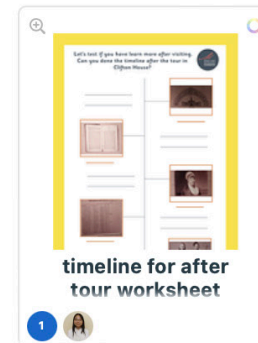
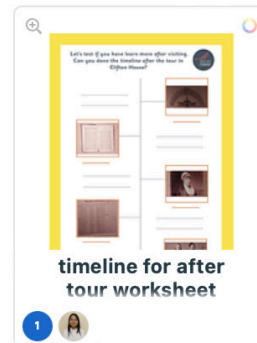
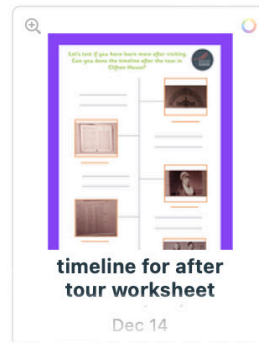
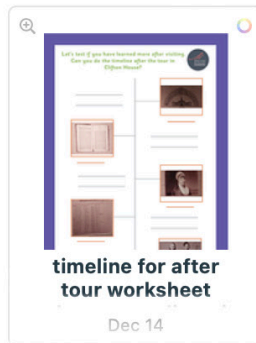
For lower KS2. The information cards detail information on 10 records of real children who lived in the Poor House. These records were provided to us by the Mary Ann McCracken Foundation. Students are tasked with looking at these cards in groups and then filling in the corresponding table.

What I mainly changed in the working process were changing the colors, and fonts, drawing the children's heads, editing their pieces of information length, editing the table, and putting the logo.

New...

Timeline for after tour worksheet

Sort by Created



For all classes who go to the Clifton House tour. The timeline is based on a timeline they will see on the tour. What I mainly changed in the working process were changing the colors, and fonts, using Photoshop to edit the photos, and putting the logo.



past present artifacts worksheet.ai

Posted by Heidi C. · December 7, 2023 · 1.75 MB

[Download](#) · [Replace with a new version](#)

Notes:
draft



Hayden McKinstry 7:16pm

You see the information postcards. I know we said we'd do 1/2 each but would u mind doing them all? If it's not just say haha I'm just struggling to get all this done



Hayden McKinstry 8:05pm

Haha yea no worries



Hayden McKinstry 11:12pm

thanks again



7:53pm Me

I can if I am still on schedule 😊 Need to check later 🙄



10:42pm Me

Ok I will do them all 😊



We exchange one thing in the to-do list because of our working time.

Mary Ann McCracken Foundation

To-dos ● All done!

1/1 completed – [Archive list](#)

☰ ● [Hayden past and present matching worksheet](#)

Add a to-do

past and present matching sheet

1/1 completed – [Archive list](#)

☰ ● [Heidi do name tag](#)

Add a to-do

All

1/1 completed – [Archive list](#)

☰ ● [Heidi do factfile](#)

Add a to-do

draw children and text editing

1/1 completed – [Archive list](#)

☰ ● [Heidi do all the information postcards](#)

Add a to-do

all

1/1 completed – [Archive list](#)

☰ ● [heidi do headband activity](#)

Add a to-do

all

1/1 completed – [Archive list](#)

☰ ● [Heidi will do timeline for after tour worksheet](#)

Add a to-do

all

0/0 completed

☰ ● [Heidi will do past present artifacts worksheet](#)

Add a to-do

Mary Ann McCracken Foundation > To-dos

4/4 completed

● **New brand guidelines for worksheets**

Add a to-do

- Heidi Working on postcards
- Heidi will go up and shoot 360 and Hayden will edit footage
- Hayden will do PowerPoint
- Hayden will do timeline on Mary Ann worksheet

This is our to-do list on the Basecamp.

This is our to-do list on the Basecamp.
We distribute it with our strengths and workload.

Colour and Font ideas

Fonts Options:

These 3 have good legibility.

- Sassoon Primary
 - Gill Sans Infant Std
 - National First Font
-
- KG Cold Coffee
 - Twinkl Font
 - Comic Sans- Well liked by kids found in 2002 study.
 - National first font

What's important when choosing:

Is it easily read? Priority

Is it engaging and appealing to 8-11yr olds



colours.jpg

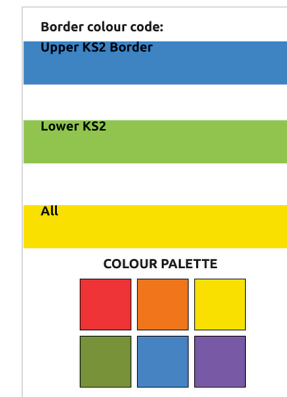
Posted by Hayden M. · November 30, 2023 · 34.7 KB

[Download](#) · [Replace with a new version](#)

Notes:

We decided on these colors excluding the bg colour

Mary Ann McCracken Foundation · Docs & Files · Colour and Font Ideas



colour palette and colour coded borders.pdf

Posted by Hayden M. · November 30, 2023 · 17.6 KB

[Download](#) · [Replace with a new version](#)

Dec 1



Claire Mulrone
Super!

After we presented to Claire and Adrian, they suggested we to change a more colorful color palette and a more matching font. So we discussed and changed to use these colors and Sassoon Sans Std fonts.

Second visit to Clifton House and filming

Hi Heidi, the building is looking quiet for bookings on Friday 1st Dec. The only issue however is our Christmas tree in the entrance hall went up today. There are some garlands on the fireplaces in the Board room too, but might not be as noticeable.

Let me know what you think about Friday filming. Staff will be there from 8.30am and the building will be locked up at 4.30pm.

Thanks

Caroline

On Thu, 23 Nov 2023, 12:29 Pak Hei Chan, <Chan-PH@ulster.ac.uk> wrote:

Hi Caroline,

Hope this email find you well.

We are just on process doing 360 videos. I was wondering if I can come again next weekend (or anytime next week if it is not suitable) to take some more photo and video footage.

Thanks for your help and looking forward to your reply.

Best,
Heidi

Hi Heidi,

Unfortunately we have a University booking in all next week in the board room, however there will be times, between their breaks, where we could accommodate filming within the entrance hall on those days you suggested. This would be: 9.30am – 10.30am or 3pm – 4pm?

Let me know what time / day suits you best, and I can make sure its in the diary for Lucy and the team here.

Thanks again Heidi

Caroline

On Mon, 27 Nov 2023 at 06:10, Pak Hei Chan <Chan-PH@ulster.ac.uk> wrote:

Hi Caroline

We are going to have a deadline for assignment of another module on Friday. It will be better to rearrange to next Monday (4/12) or Wednesday (6/12) to do the filming. The Christmas tree will not be a problem.

Thanks for your help again.

Hi, lets go for Monday Heidi, as I can be here to meet you at 3pm and help to keep staff out of the way. If you can make it up about 2.50pm, that will give you time to set up so that you can start filming at 3pm. Is that ok?

Thanks and see you then

Best,

Caroline

Heidi

On Mon, 27 Nov 2023 at 21:17, Pak Hei Chan <Chan-PH@ulster.ac.uk> wrote:

Hi Caroline,

I am free on both Monday (4/12) and Wednesday (6/12) 3pm to 4pm.

I just need to film the two corridors downstairs and a scene walking upstairs to the boardroom.

Thanks again for your help.

Best,
Heidi

Re: 360 video taking



© Pak Hei Chan <Chan-PH@ulster.ac.uk>

To: Caroline Mccoubrey; Cc: © Hayden McKinstry; © Mulrone, Claire

Hi Caroline

That will be great. Thank you so much. See you then.

Best

Heidi



R0010178_20231204161638.MP4
Posted by Heidi C. · December 5, 2023 · 565 MB
[Download](#) · [Replace with a new version](#)



R0010140_20231204151254.JPG

Posted by Heidi C. · December 5, 2023 · 3.85 MB

[Download](#) · [Replace with a new version](#)



20231204_152302.jpg

Posted by Heidi C. · December 5, 2023 · 4.29 MB

[Download](#) · [Replace with a new version](#)

Mary Ann McCracken Foundation > Docs & Files > Visit

+ New... Second visit Sort by Created

360 photos

...and 15 more

Photos

...and 18 more

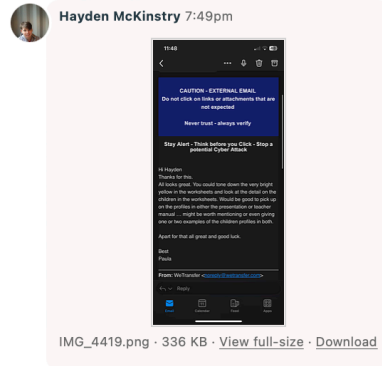
360 videos

...and 20 more

This time was my journey. My mission was to try a different point of view to shoot the 360 videos and get more footage for Hayden to edit.

Clients Feedback

Monday, December 11



Paula sent our feedback

Hayden McKinstry 7:59pm
Do you want to change the shade of yellow or just change the whole colour?
To something less bright haha

Hayden McKinstry 8:31pm
Ok yea. Let's try both of those and see which looks better?

Wednesday, December 13

Wednesday, December 13

Hayden McKinstry 7:50pm
I uploaded the wordsearch using both a less bright yellow and a purple. What do you think? We can obviously try other things as well

8:19pm Me
I think purple look great

You can try other colors also if you can think of any better one

Hayden McKinstry 8:51pm
I like the purple to tbh haha. Just do purple then?
or orange? Ill post it and u can decide cause idk haha

8:57pm Me
I think purple better

There seems like so many orange in our worksheets already

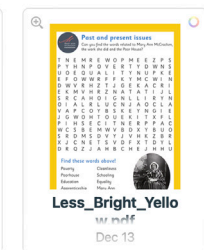
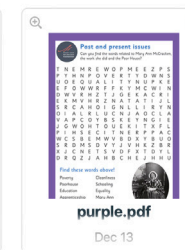
Hayden McKinstry 9:03pm
True haha. lets do Purple

+ New...

colour coding



Sort by Created



After the final feedback, we try and change the color for our partner.

Final outcomes

Friday, December 15

Hayden McKinstry 7:01am
Was looking through your information postcards while finishing the teachers pack there and just noticed some spelling and grammar stuff so i changed it for you. I hope that's ok haha?

5:14pm Me
ok 😊👍 thanks for that 🙏

Do you want me to change them in the headband activity and the fact file also ?

Hayden McKinstry 8:07pm
yea if you don't mind haha that would be great 🙏

When u print the headband it will fit round a kids head right haha? I'm sure you've already checked haha

8:25pm Me
o i think I can make it a bit longer just in case 🙏

Hayden McKinstry
yea if you don't mind haha that would be great 🙏
updated!

Hayden McKinstry 8:42pm
Ok great

9:05pm Me
headband updated!

Hayden McKinstry 9:26pm
Great thanks for doing that! Be a bit awkward if it didn't work haha. If its not much work would you mind changing the wording slightly on the postcards to be sent to something like write a postcard to sent back to her. maybe just reads a bit better? Sorry again lol I just want us to do as well as possible haha.

If everything else is finished we need to put everything into a claire final output folder right?

9:29pm Me
Hayden McKinstry
Great thanks for doing that! Be a bit awkward if it didn't work haha. If its not much

9:29pm Me
Hayden McKinstry
Great thanks for doing that! Be a bit awkward if it didn't work haha. If its not much work would you mind changing the wording slightly on the postcards to be sent to something like write a postcard to sent back to her. maybe just reads a bit better? Sorry again lol I just want us to do as well as possible haha.

It's ok 😊 What sentences you want to change to?

Hayden McKinstry
if everything else is finished we need to put everything into a claire final output folder right?

Yes, I am copying them from the old worksheet file. You can tidy up the other materials in different folders also.

9:44pm Me
Headbands Activity
Materials required:
• The headbands sheet
• Scissors
• Glue

This is suitable for all age ranges. Pupils must cut and stick their own headband and then take it in turns to guess which child from the Poor House is on their headband. We would recommend this is completed after the factfile

Screenshot 2023-12-15 at 9.43.11 PM.png · 193 KB · [View full-size](#) · [Download](#)

I think the explanation can add back the card and paper stand part also. Thanks for that!

Hayden McKinstry 10:06pm
ok yea of course. How does the paper stand work when its 2D?

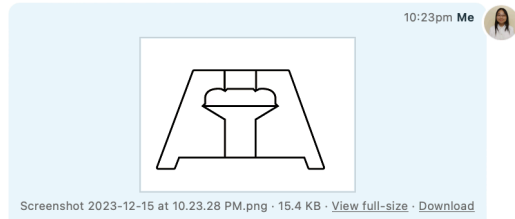
just so i can write it properly haha

10:20pm Me
the children can color it then cut it out to make the paper stand.




Hayden McKinstry 10:21pm




We continue to edit until the last minute as we want to make the project as best as we can.

Hayden McKinstry 10:21pm
ok, do they have to fold it or anything to get it to stand?





this one can fold to make a stand to support the image

Hayden McKinstry 10:24pm
ok great thanks
  

Hayden McKinstry 10:30pm
Added that in
  


10:34pm Me 
I have changed the postcard wording, you can check if that ok 😊


Anything else need to change? If no I start to tidy up the folders 😊


Hayden McKinstry 10:41pm
Postcard wording looks great now
thank you for doing that
  


everything looks perfect except the timeline after tour. maybe just change it to lets test if you have learned more and can you do. if thats ok? and obviously if theres anything you want me to change let me know

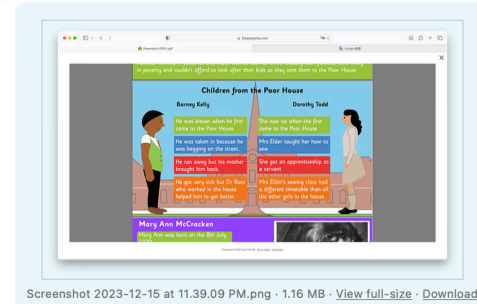
Hayden McKinstry 10:46pm
yea if thats ok?

10:46pm Me 
you mean the wording ?

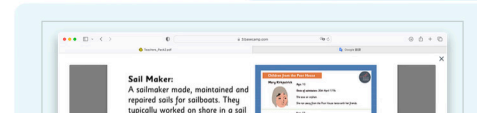
11:11pm Me 
Hayden McKinstry
yea if thats ok?
ok

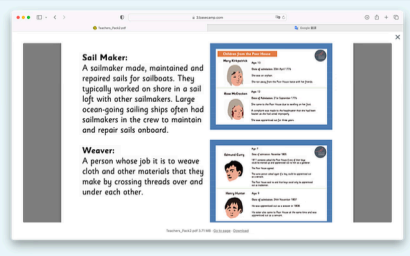
11:26pm Me 
changed!

11:36pm Me 
I think you can add back the logo on each page of the worksheets as now half of them have half no 😊



I think better wth all . or all without . 😊





Screenshot 2023-12-15 at 11:41.44 PM.png · 1010 KB · [View full-size](#) · [Download](#)

The two images need update also

<p>Introduction</p> <p>This pack will explain issues such as social injustice and poverty which children would have faced in this time period and Mary Ann McCracken herself fought against. It will also aim to explain how some of these same issues are still experienced today. The pack will include information on some of the children who lived in the Poor House, context of the time period and have an emphasis on Mary Ann McCracken's impact, such as improving education, fighting for the poor and to improve society itself.</p>	<p>Suitable for: KS2</p> <p>Time Period Late 18th/Early 19th Century</p> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> -The World around us -Local culture and history -The Industrial Revolution
<p>Contents</p>	

Screenshot 2023-12-15 at 11:44.17 PM.png · 115 KB · [View full-size](#) · [Download](#)

Can here be more space for the words? Like a bit crowd

- Girls
 - A druggert gown (druggert material was usually thin, made from wool, and cheap to purchase)
 - A petticoat (an underskirt that was worn

- Girls
 - A druggert gown (druggert material was usually thin, made from wool, and cheap to purchase)
 - A petticoat (an underskirt that was worn under a dress)
- Stockings
- Shoes
- Boys
 - A coat
 - A waistcoat
 - A shirt
 - A pair of britches (trousers that don't cover the whole leg)
 - A pair of stockings
 - A pair of shoes

Screenshot 2023-12-15 at 11:48.51 PM.png · 86.7 KB · [View full-size](#) · [Download](#)

Can these two have the same spacing?

Slide 16:

Mary Ann McCracken

Mary Ann was Born on the 8th July 1770.
She Lived at 62 Donegall pass.

She was born into a wealthy family

She was considered unusual because she was educated alongside her Brother

At school Mary Ann developed a love of Maths and English.

Screenshot 2023-12-15 at 11:49.10 PM.png · 307 KB · [View full-size](#) · [Download](#)

Box 1 a bit crowd also

Sorry for so many things Thanks for that

Saturday, December 16

Hayden McKinstry 12:15am
we only need the logo on the first page of every worksheet as that will stop anyone potentially stealing a part of it and all of them have that so that's fine. will check the

Saturday, December 16

Hayden McKinstry 12:15am
we only need the logo on the first page of every worksheet as that will stop anyone potentially stealing a part of it and all of them have that so that's fine. will check the PowerPoint now to make sure they all have full stops. must have missed a few haha. yea i'll change those pics over as well



Hayden McKinstry 12:36am
Done that

12:37am Me
Thanks so much

Hayden McKinstry 12:37am
haha no worries. Are we finished then?

12:41am Me
I think is Just check if anythings missing or wrong version and tidy the files

Hayden McKinstry 12:41am
Ok

1:00am Me
All done!

Hayden McKinstry 1:02am
Great. Can we pin the final submission folder haha?

1:05am Me
how to

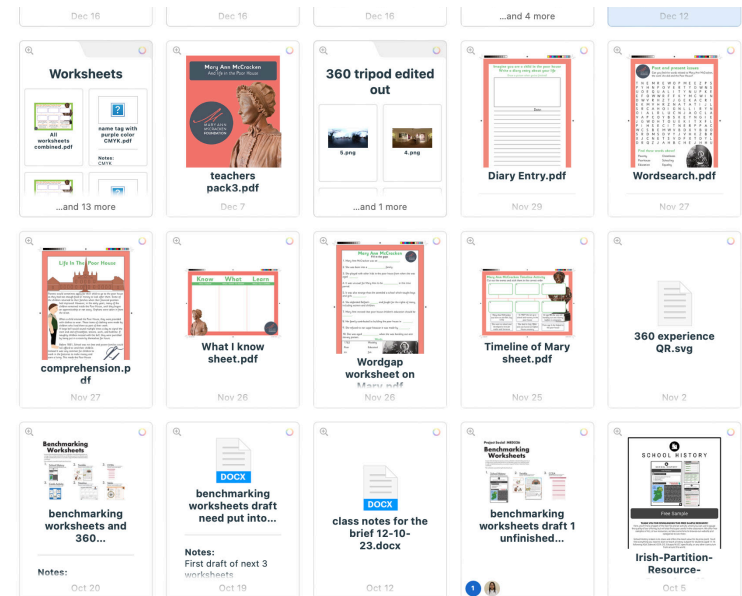
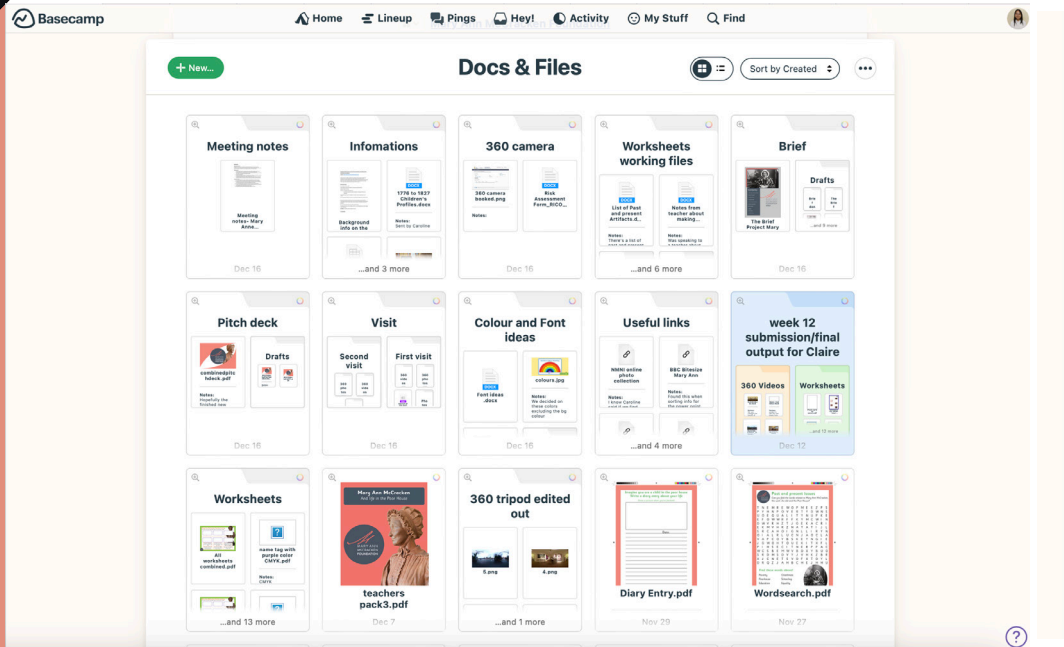
Hayden McKinstry 1:06am
Idk tbh haha

Maybe u can't

1:06am Me
It is the only colored so should be ok?

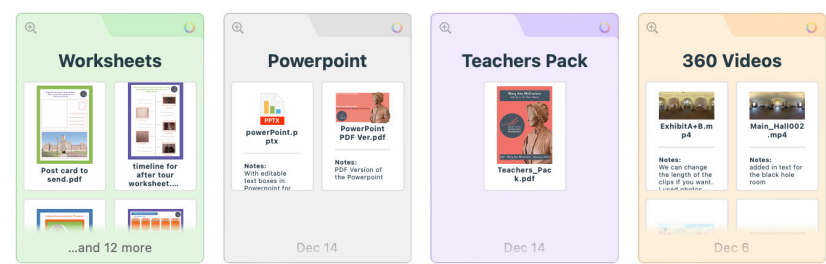
Hayden McKinstry 1:09am
Yea it's the only coloured one

I tidied up all the files.



Mary Ann McCracken Foundation > Docs & Files

week 12 submission/final output for C [Sort by C]



Name tags.pdf

Dec 8

Children's fact file.pdf

Notes:

Dec 8

Headband_Paper stand_Card_activity.pdf

Notes:

Dec 8

Post card to send.pdf

Dec 8

Information postcards on 10 records.pdf

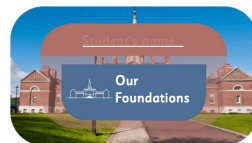
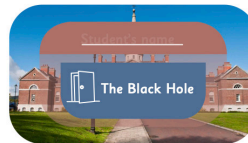
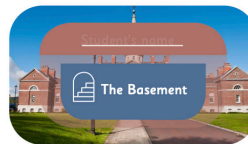
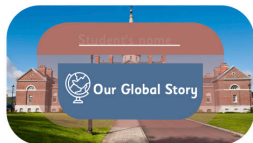
Dec 8

timeline for after tour.pdf

Dec 8

My final works.

Name Tags



Children from the Poor House

Mary Kirkpatrick

Age: 10

Date of admission: 20th April 1776

She was an orphan.

She ran away from the Poor House twice with her friends.



Rose McCracken

Age: 12

Date of Admission: 21st September 1776

She came to the Poor House due to swelling on her foot.

A complaint was made to the headmaster that she had been beaten as she had acted improperly.

She was apprenticed out for three years.



Catherine Thornton

Age: 5

Date of admission: 13th August 1803

She was apprenticed as a servant.

She ran away from her mistress and returned to the Poor House claiming she wasn't being fed enough.

Her mistress wouldn't take her back.

She was apprenticed out again but ran away again and returned to the Poor House.



Dorothy Todd

Age: 6

Date of admission: April 1813

She was taught to sew.

In 1818 she was apprenticed out as a servant.



Helena Kelly

Age: 8

Date of admission: August 1813

In 1822 she was apprenticed out for 3 years as a dressmaker.

Without this apprenticeship she would have spent the rest of her life in the Poor House as she had a disability.

In 1827 she returned to the Poor House to teach the kids needlework.



Barney Kelly

Age: 11

Date of admission: 4th May 1776

He had a mother.

6th May 1776 he ran away but his mother brought him back the next day.

He was going to be punished but was let off when he promised to be good.

He was very troublesome and the house steward was told to put bars on the windows.



Edmund Curry

Age: 7

Date of admission: November 1805

In 1811 someone asked the Poor House if one of their boys could be trained up and apprenticed out to him as a gardener.

The Poor House agreed.

The same person asked again if a boy could be apprenticed out as a servant.

The Poor House said no and that boys could only be apprenticed out as tradesmen.



Henry Hunter

Age: 9

Date of admission: 24th November 1807

He was apprenticed out as a weaver in 1808.

His sister also came to Poor House at the same time and was apprenticed out as a servant.



John Delany

Age: 9

Date of admission: December 1815

In 1822 he was apprenticed out as a farmer in Canada.

He was a very successful farmer.

His farms cash value was \$4000 and owned \$500 of farming machinery and tools.

He grew wheat, peas, oats, potatoes and turnips.



Phelix Hamill

Age: 9

Date of admission: November 1821

In 1823 he was apprenticed out as a weaver.

He didn't enjoy the weaving work.

In 1824 he applied to be apprenticed out as a butcher.

He was apprenticed out for five years as a butcher.



Children from the poor house

Information cards

Mary Kirkpatrick

Age: 10
Date of admission: 28th April 1776.
She was an orphan.
She was among those the Poor House took with the girls.

Rose McCracken

Age: 12
Date of admission: 21st November 1776.
Working in the Poor House.
A newspaper was made in the Poor House that had had been taken in the last 100 years.
She was appointed as for three years.

Catherine Thornton

Age: 8
Date of admission: 15th August 1800.
She was appointed as a servant.
She was among those the Poor House took with the girls.
The names were taken for back.
She was appointed as for three years.

Dorothy Todd

Age: 8
Date of admission: April 1813.
She was taught to sew.
In 1818 she was appointed out as a servant.

Helena Kelly

Age: 8
Date of admission: August 1813.
In 1822 she was appointed out as 3 years as a servant.
She was among those the Poor House took with the girls.
In 1822 she was appointed out as 3 years as a servant.

Barney Kelly

Age: 11
Date of admission: 4th May 1776.
He was a orphan.
In May 1776 he was among the number taken in the Poor House.
He was among those the Poor House took with the boys.
He was among those the Poor House took with the boys.

Edmund Curry

Age: 7
Date of admission: November 1800.
In 1801 he was appointed out as 3 years as a servant.
The Poor House was made in the Poor House that had had been taken in the last 100 years.
He was among those the Poor House took with the boys.

Henry Hunter

Age: 8
Date of admission: 20th November 1807.
He was appointed out as a servant in 1810.
The Poor House was made in the Poor House that had had been taken in the last 100 years.
He was among those the Poor House took with the boys.

John Delang

Age: 8
Date of admission: December 1810.
He was appointed out as a servant in 1812.
The Poor House was made in the Poor House that had had been taken in the last 100 years.
He was among those the Poor House took with the boys.

Phelix Hamill

Age: 8
Date of admission: November 1807.
In 1822 he was appointed out as a servant.
He was among those the Poor House took with the boys.
In 1822 he was appointed out as a servant.
He was among those the Poor House took with the boys.

Children from the poor house

M

Headband



Paper stand



Card



Children from the poor house

C

Headband



Paper stand



Card



Children from the poor house

Name sticker set for headbands

Mary Kirkpatrick

Rose McCracken

Catherine Thornton

Dorothy Todd

Helena Kelly

Barney Kelly

Edmund Curry

Henry Hunter

John Delang

Phelix Hamill

Name sticker set for cards

Mary Kirkpatrick

Rose McCracken

Catherine Thornton

Dorothy Todd

Helena Kelly

Barney Kelly

Edmund Curry

Henry Hunter

John Delang

Phelix Hamill

Children from the poor house

R

Headband



Paper stand



Card



Children from the poor house

D

Headband



Paper stand




Card




Children from the poor house

H

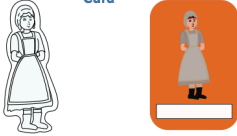

Headband



Paper stand




Card


Children from the poor house

B

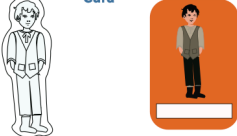

Headband



Paper stand




Card


Children from the poor house

E

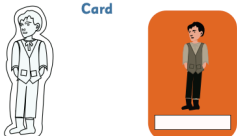

Headband



Paper stand




Card


Children from the poor house

H

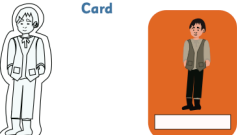

Headband



Paper stand





Card

Children from the poor house


Headband additional page


Children from the poor house

J

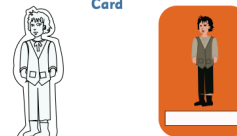

Headband



Paper stand




Card


Children from the poor house

P

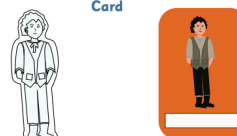

Headband



Paper stand



Card

Read the story of one of the children.
Now, try to write a postcard and
send it back to her.



Postcard writing area with a dashed border. On the right side, there is a small rectangular box for an address and four horizontal lines for a message.



Read the story of one of the children.
Now, try to write a postcard and
send it back to her.



Postcard writing area with a dashed border. On the right side, there is a small rectangular box for an address and four horizontal lines for a message.



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Read the story of one of the children.
Now, try to write a postcard and
send it back to her.



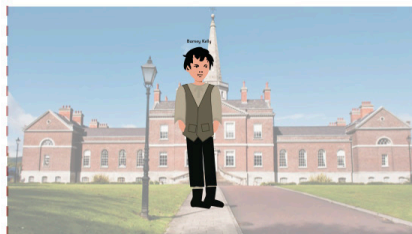
A dashed-line box representing a postcard. It is divided into a large rectangular area on the left for a message and a smaller rectangular area on the right for an address. Below the address area are four horizontal lines for a return address.



Read the story of one of the children.
Now, try to write a postcard and
send it back to him.



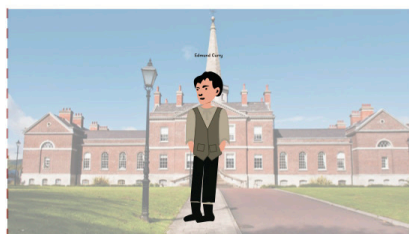
A dashed-line box representing a postcard. It is divided into a large rectangular area on the left for a message and a smaller rectangular area on the right for an address. Below the address area are four horizontal lines for a return address.



Read the story of one of the children.
Now, try to write a postcard and
send it back to him.



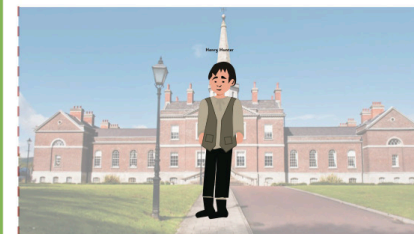
A dashed-line box representing a postcard. It is divided into a large rectangular area on the left for a message and a smaller rectangular area on the right for an address. Below the address area are four horizontal lines for a return address.



Read the story of one of the children.
Now, try to write a postcard and
send it back to him.



A dashed-line box representing a postcard. It is divided into a large rectangular area on the left for a message and a smaller rectangular area on the right for an address. Below the address area are four horizontal lines for a return address.



Read the story of one of the children.
Now, try to write a postcard and
send it back to him.



Postcard writing area with a dashed border. It includes a large rectangular space for the message, a smaller rectangular box for an address, and four horizontal lines for a return address.



Read the story of one of the children.
Now, try to write a postcard and
send it back to him.



Postcard writing area with a dashed border. It includes a large rectangular space for the message, a smaller rectangular box for an address, and four horizontal lines for a return address.



Read the stories of the children.
Now, try to write a postcard and send it
back to Mary Ann McCracken.



Postcard writing area with a dashed border. It includes a large rectangular space for the message, a smaller rectangular box for an address, and four horizontal lines for a return address.



Read the stories of the children.
Now, try to write a postcard and
send it back to the Poor House.



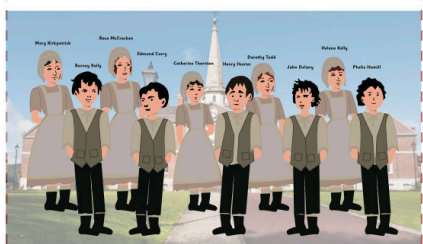
Postcard writing area with a dashed border. It includes a large rectangular space for the message, a smaller rectangular box for an address, and four horizontal lines for a return address.



Read the stories of the children.
Now, try to write a postcard and
send it back to them.



A dashed-line postcard template with a large rectangular area for writing on the left and a smaller rectangular area for an address on the right. Below the address area are four horizontal lines for a return address.



Information postcards on 10 records



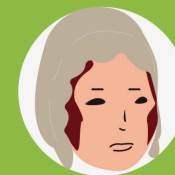
Mary
Kirkpatrick

Age: 10

Date of admission: 20th April 1776

She was an orphan.

She ran away from the Poor House twice
with her friends.



Rose
McCracken

Age: 12

Date of Admission: 21st September 1776

She came to the Poor House due to swelling
on her foot.

A complaint was made to the headmaster
that she had been beaten as she had acted
improperly.

She was apprenticed out for three years.





**Catherine
Thornton**

Age: 5

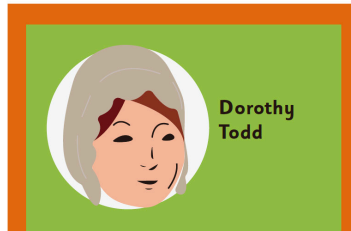
Date of admission: 13th August 1803

She was apprenticed as a servant.

She ran away from her mistress and returned to the Poor House claiming she wasn't being fed enough.

Her mistress wouldn't take her back.

She was apprenticed out again but ran away again and returned to the Poor House.



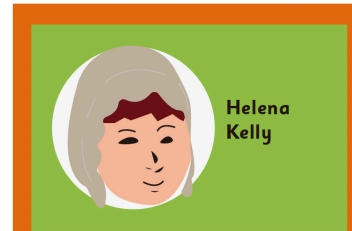
**Dorothy
Todd**

Age: 6

Date of admission: April 1813

She was taught to sew.

In 1818 she was apprenticed out as a servant.



**Helena
Kelly**

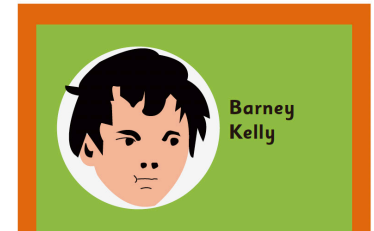
Age: 8

Date of admission: August 1813

In 1822 she was apprenticed out for 3 years as a dressmaker.

Without this apprenticeship she would have spent the rest of her life in the Poor House as she had a disability.

In 1827 she returned to the Poor House to teach the kids needlework.



**Barney
Kelly**

Age: 11

Date of admission: 4th May 1776

He had a mother.

6th May 1776 he ran away but his mother brought him back the next day.

He was going to be punished but was let off when he promised to be good.

He was very troublesome and the house steward was told to put bars on the windows.





**Edmund
Curry**

Age: 7

Date of admission: November 1805

In 1811 someone asked the Poor House if one of their boys could be trained up and apprenticed out to him as a gardener.

The Poor House agreed.

The same person asked again if a boy could be apprenticed out as a servant.

The Poor House said no and that boys could only be apprenticed out as tradesmen.



**Henry
Hunter**

Age: 9

Date of admission: 24th November 1807

He was apprenticed out as a weaver in 1808.

His sister also came to Poor House at the same time and was apprenticed out as a servant.



**John
Delany**

Age: 9

Date of admission: December 1815

In 1822 he was apprenticed out as a farmer in Canada.

He was a very successful farmer.

His farms cash value was \$4000 and owned \$500 of farming machinery and tools.

He grew wheat, peas, oats, potatoes and turnips.



**Phelix
Hamill**

Age: 9

Date of admission: November 1821

In 1823 he was apprenticed out as a weaver.

He didn't enjoy the weaving work.

In 1824 he applied to be apprenticed out as a butcher.

He was apprenticed out for five years as a butcher.



Time Logs

< 28 Sep - 23 Dec >

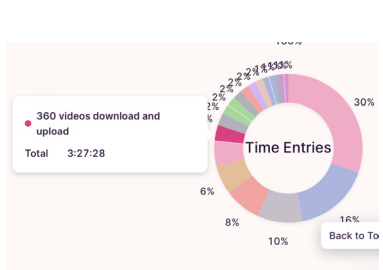
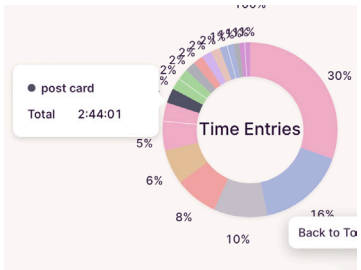
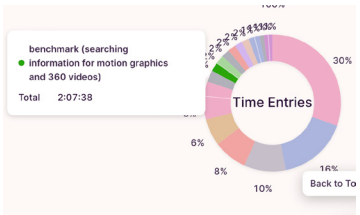
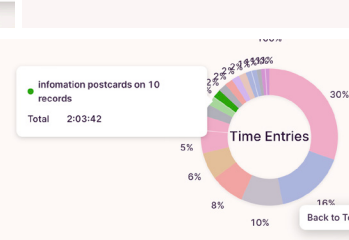
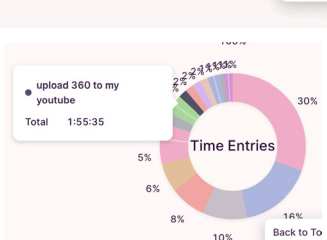
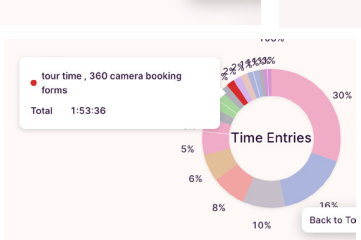
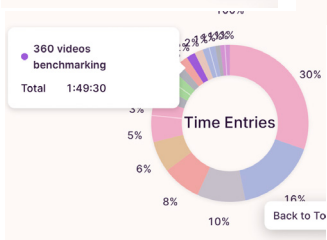
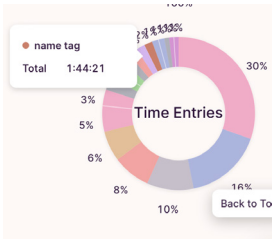
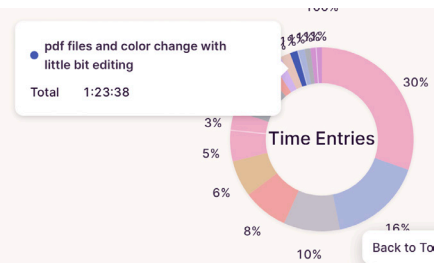
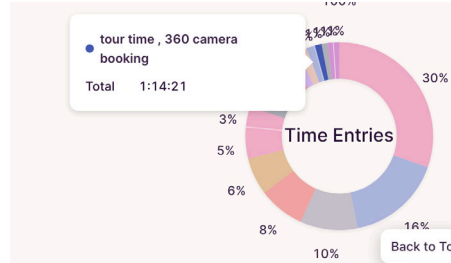
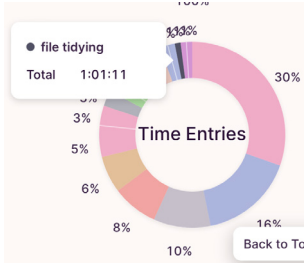
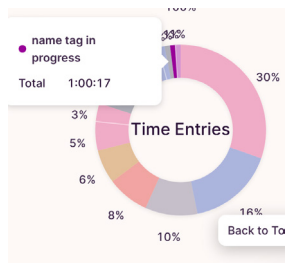
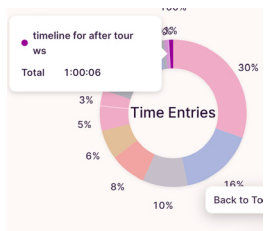
Totals widget

28 SEP - 23 DEC ▾

TOTAL HOURS
100:05:52

BILLABLE HOURS
0:00:00

AVERAGE DAILY HOURS ⓘ
1:09:01



Evaluation & Reflection

This is a great opportunity for me to cooperate with others. I have put so much effort into it. My teammate also. I would like to thank all the people who gave help hand to me with this project. What I would like to improve next time are my drawing skills and methods. Next time I should use a graphic tablet or computer mouse can help enhance my drawing speed. It is hard to match time with the others as everyone has a different timetable. We should have a better time planning for the next project.



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