

Production Log

Hayden McKinstry



MARY ANN
MCCRACKEN
FOUNDATION



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Project Overview

Myself and Heidi formed a team of two and were placed on the Mary Ann McCracken Foundation project. The aim was to develop an education pack for KS2 pupils in North Belfast. The pack was to educate pupils on who Mary Ann McCracken was, her contributions to society and teach them about social injustice issues such as poverty. It is important that we had emphasis on the fact that the issues poor house children faced back then, are still faced by children today. These issues include by aren't limited to poverty, hunger and homelessness. All the materials had to be age appropriate and relevant to the CCEA history world around curriculum.

The skills required on the project choices power point were listed as:

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

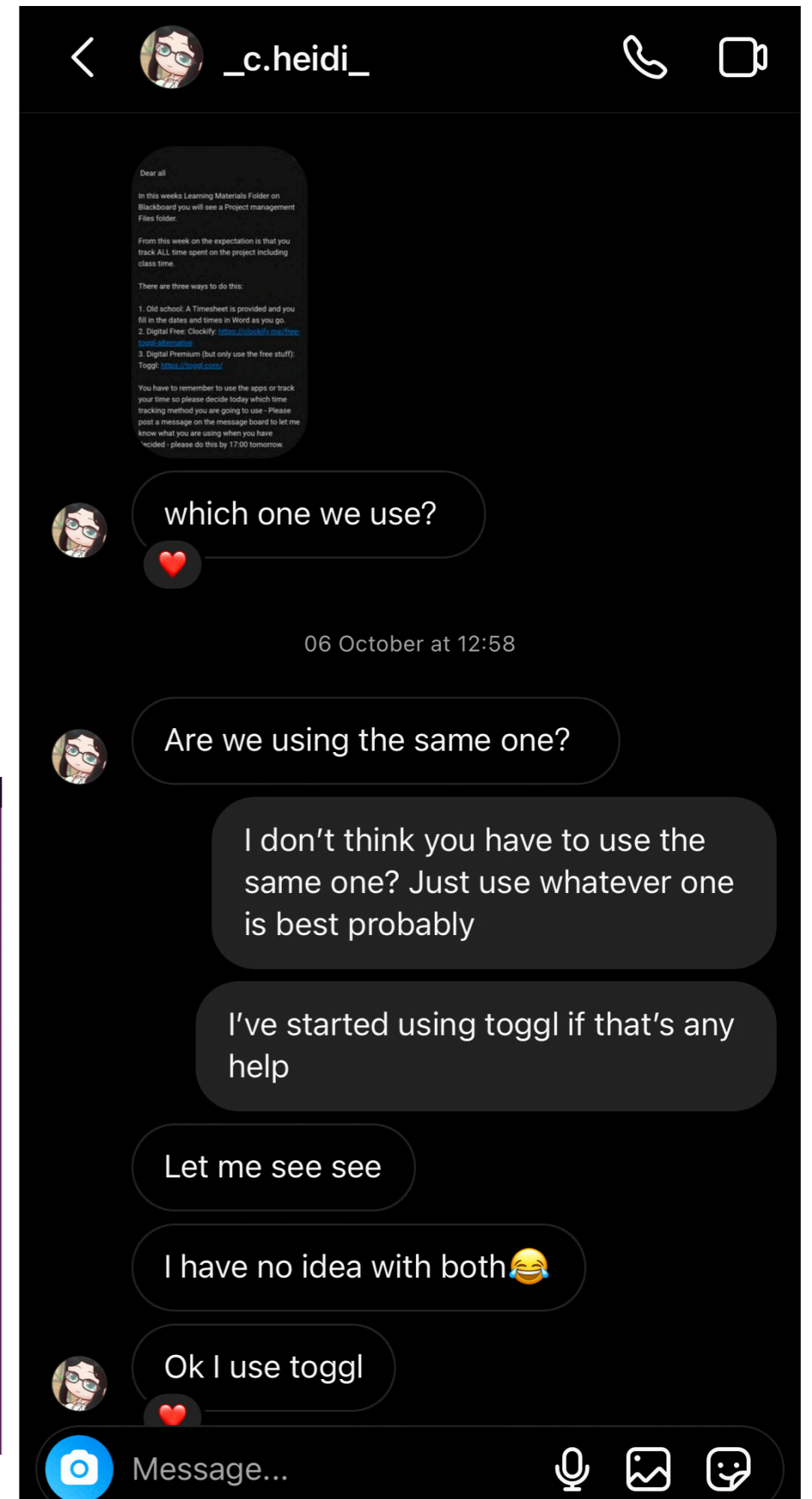
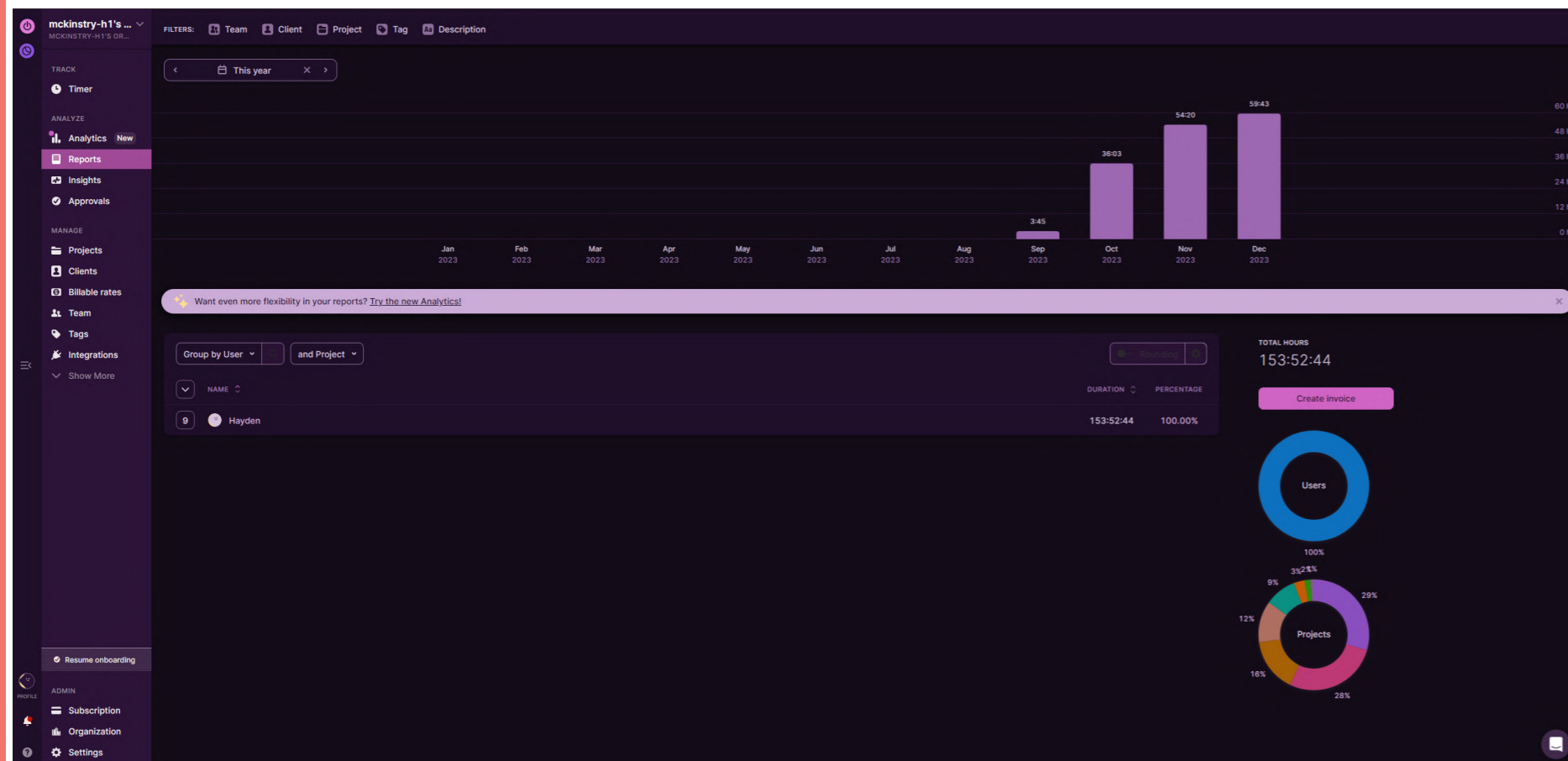
The aim of this module is draw upon our skills and knowledge from previous modules and to work in a team to produce a real world output for a real world client. We would need good creative skills, problem solving and communication to work with out client, understand what exactly they want produced and to receive feedback in order to successfully meet the brief.



Timelog

In class we were briefed on the general outline of the module and were informed that we had to track the amount of hours we worked on this module. This included class time, independent work as well as any client and team meetings. To track my hours I chose to use Toggl.

Heidi asked me which one she should use and I told her I was using Toggl but It was up to herself which one she decided to use. We both ended up using Toggl.



Total Hours: 156

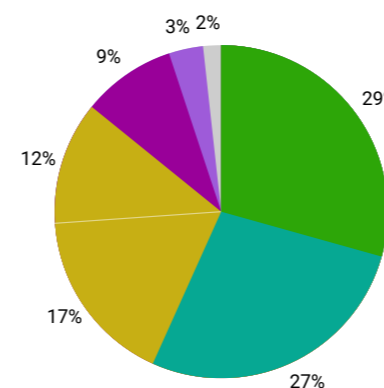
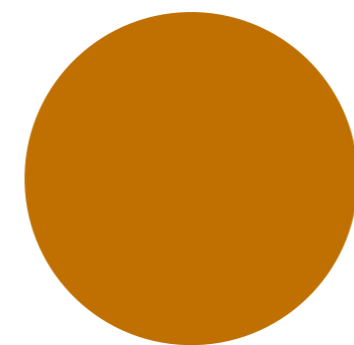
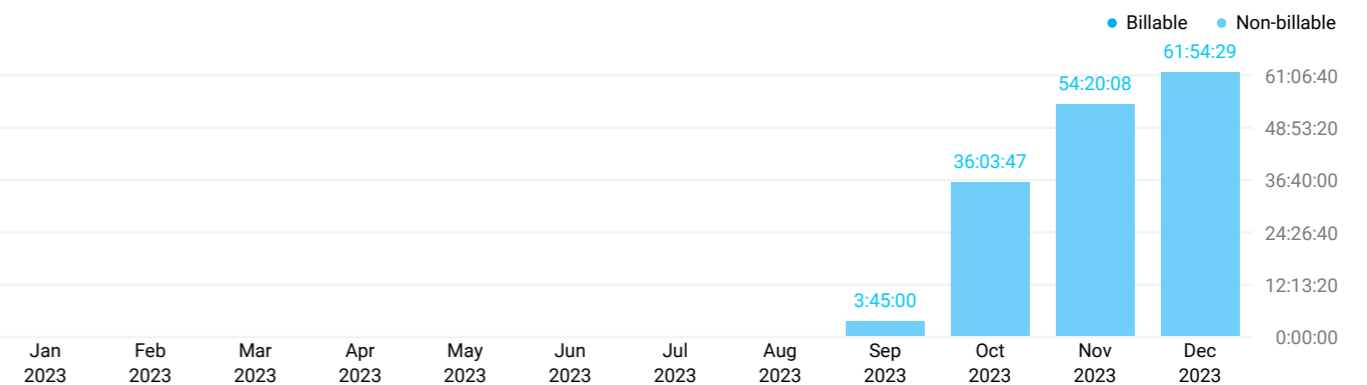
This breakdown is as close to accurate as possible as near the start there were a few times I either forgot to track my time or forgot to note down what I was working on. Therefore the 'other projects' section on the pie chart is still time I spent working on this project.

Summary Report

01/01/2023 – 12/31/2023

TOTAL HOURS

156:03:24



Background research on the client

I carried out research on the Mary Ann McCracken foundation before our first meeting with the client on Zoom. I felt it was important to understand who our client was, their values, recent work they had done and who Mary Ann McCracken was.

I wrote up a word document and shared it on basecamp so Heidi would also understand our client ahead of the meeting. I learnt when the foundation was set up, what its values are and previous work it had done. I also researched the Belfast Charitable Society as it was also very relevant to the foundation. I learnt that Paula Reynolds was the chairperson of the Belfast Charitable Society.

I understood that the foundation and society's values were all

based on giving back to the local community- something Mary Ann McCracken also believed in. The foundation and society in the past had a bursary programme for twelve post primary schools in North Belfast. Schools were given £2,000 to support pupils who face financial barriers which may prevent them from continuing onto further education or employment. Clifton house is also operated as a social enterprise, with a fully functioning care home being on the back of the House.

I also spoke to Helen Diamon who is a Primary School teacher, about education packs for KS2 and learnt ahead of the meeting that social injustice as a concept was too hard a topic for this age range.

Ahead of the meeting I created a document which included possible questions we had and the ideas that we had thought up so far for the



- Their first action was to republish her biography (Which was initially published in 1960)
- They created and launched a Walking map of Belfast. Hard copy available at Clifton house, digital copies available online. (Available for free) It traces some of the buildings and locations associated with her and the wider Joy and McCracken families. Download : https://maryannmccrackenfoundation.org/wp-content/uploads/2022/04/201431-MAMcCrackens-Belfast_AW2-2.pdf

Slavery is still apparent today. cotton is still picked by people who are not free today. This is the same thing she fought against. Many of the same issues are still present today (Slavery, poverty, social injustice)

The foundation is all about reviving her name and story , and others like her.

To preserve these buildings, the Mary Ann McCracken Foundation – under the aegis of the Belfast Charitable Society and Clifton House — is part 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.

The foundation 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.

Belfast Charitable Society

Founded 1752 to build a poor house and infirmary for the most vulnerable Belfast citizens.

Clifton house is home of Belfast Charitable Society and Mary Anne Foundation

Recent work they have done:

- The Mary Ann McCracken Foundation and Belfast Charitable Society will support 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 (16+ year-olds) who face financial barriers which may prevent them from continuing to AS / A-Level, further or higher education, employment or apprenticeship.

Clifton House

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 event 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.

11/10/23

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)

Meeting notes- Mary Anne Foundation.pdf

Posted by Hayden M. · October 11, 2023 · 114 KB

Meeting Notes

What we have to do?

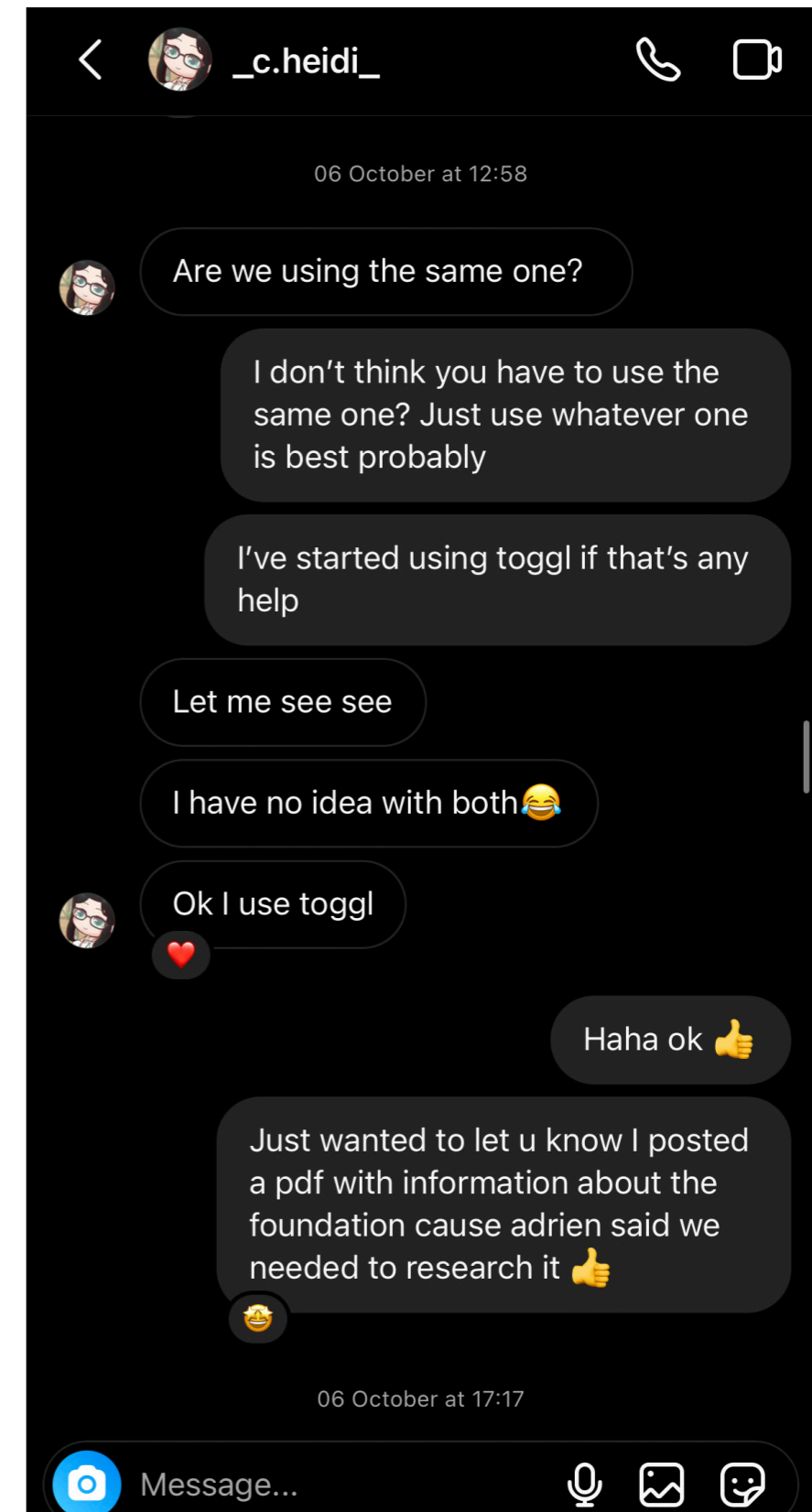
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I messaged Heidi to let her know that I had uploaded background information about the client for us on Basecamp.

The First Client Meeting

Our first meeting with the clients was on the 12/10/2023 over zoom. We learned how this education pack was going to be an important part of the Clifton House 250th celebration, with an estimated launch of February.

A Key thing that Paula Reynolds mentioned in this meeting was that she wanted strong branding throughout the education pack. This informed the colour scheme and font I used when I made my pitch deck later on.

The Resources that were discussed in this meeting were sent over the next day by Caroline which included the records of Poor House children, their 250th celebration table of events and an example of the AR available at the Clifton House Tour.

The main takeaways from this meeting was that our clients wanted this education pack to be as fun and interactive as possible, while also being tied into a class visit to Clifton House. In order to fulfill this I knew we had to be as innovative as possible, while still designing and developing the majority of our resources as paper based worksheets to suit the needs of teachers.




(An example that was sent over by Caroline showing the AR available on the Clifton House tour.)

The day after the meeting Claire posted an email from the client on Basecamp. It provided useful resources such as detailed information about the Belfast Charitable Society and the records of the Poor House children.

Heidi and I were both offered to come and join the Mary Ann McCracken walking tour. The dates unfortunately didn't suit myself, and Heidi deciding in the end to not join as we were going to arrange a visit up Clifton House at a later date.

Email from partner

 Claire Mulrone · Oct 13 · 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://belfastcharitable.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 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 14



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



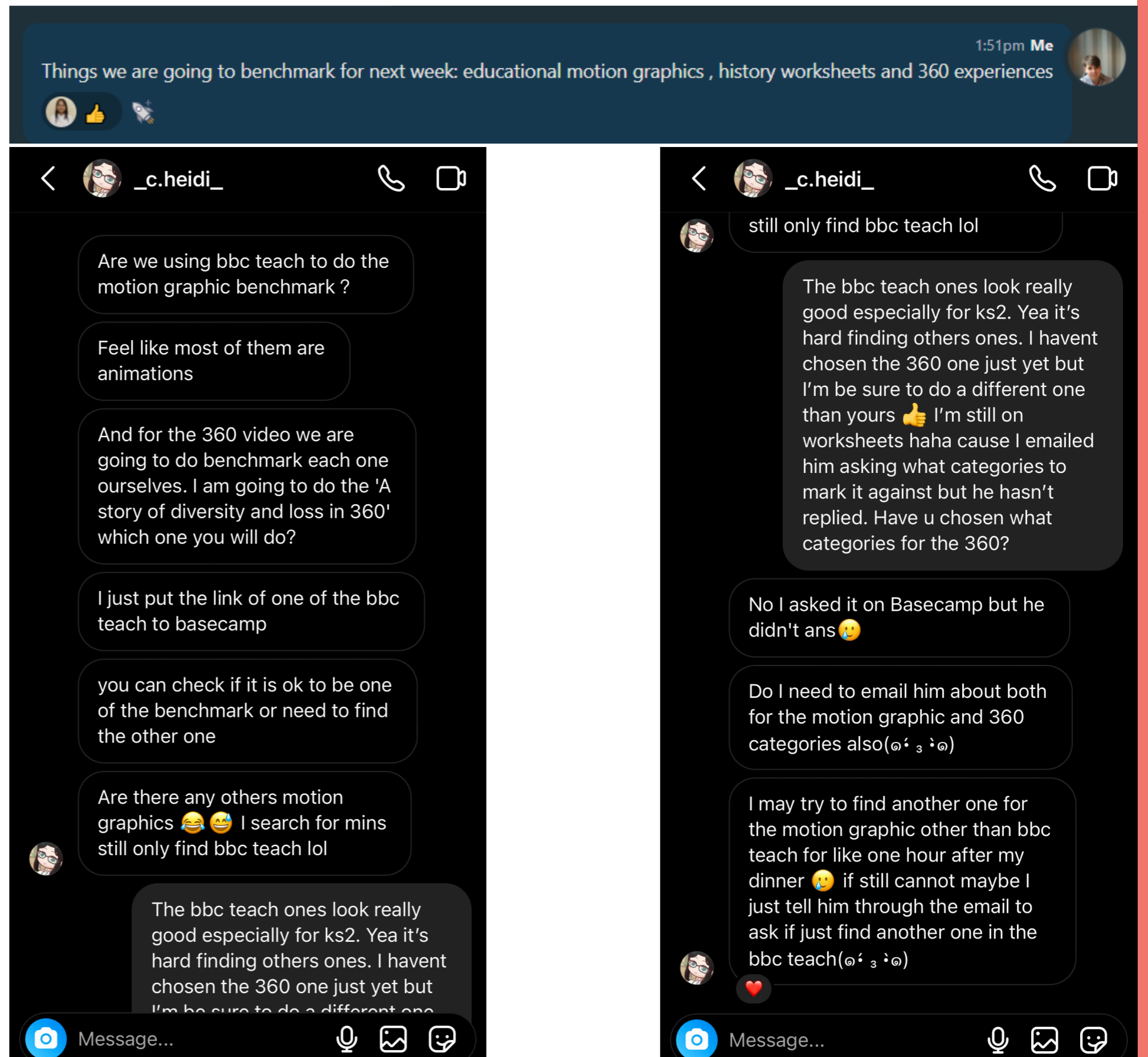
Benchmarking

After the client meeting we started to benchmark various resources we thought could be chosen for the education pack. I sourced and benchmarked 6 worksheets and 1 360 video, while Heidi sourced and benchmarked 2 360 videos.

Our benchmarking table had to be redone for legibility, however I saw this as a positive thing as redoing it meant I further developed my InDesign skills and now feel confident when using the InDesign table tool, which I didn't before this project.

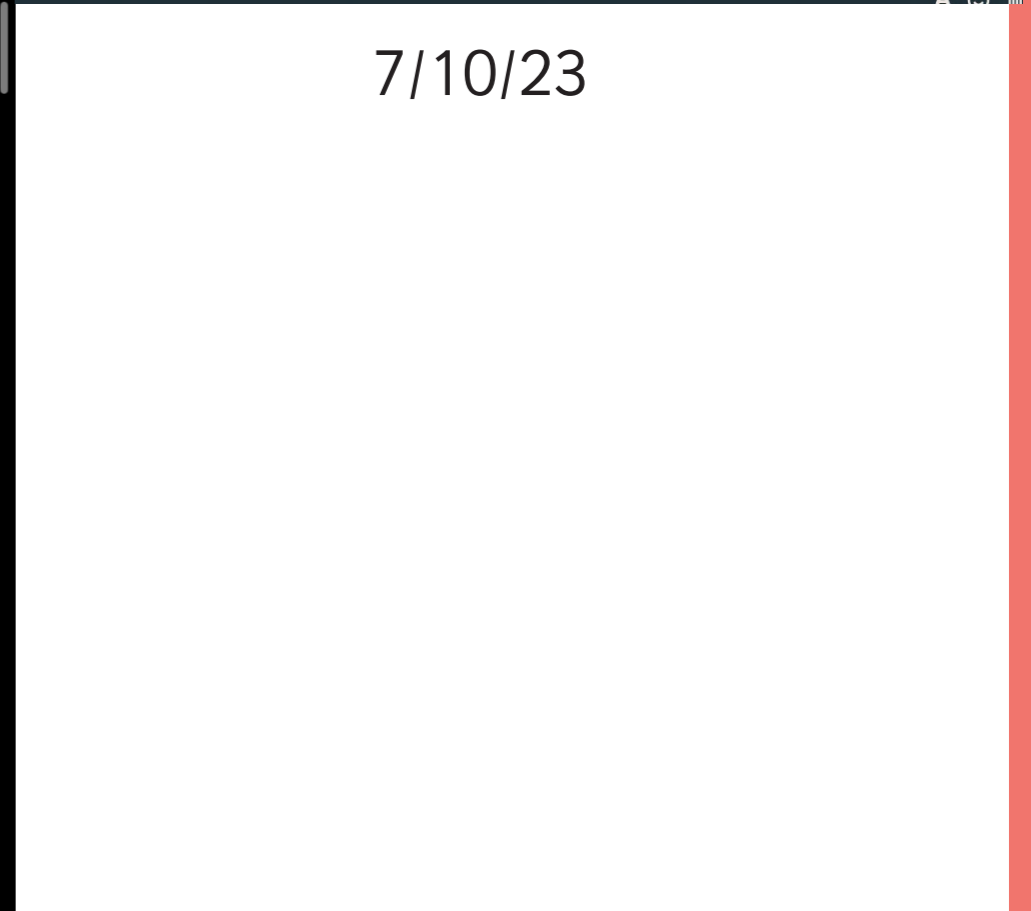
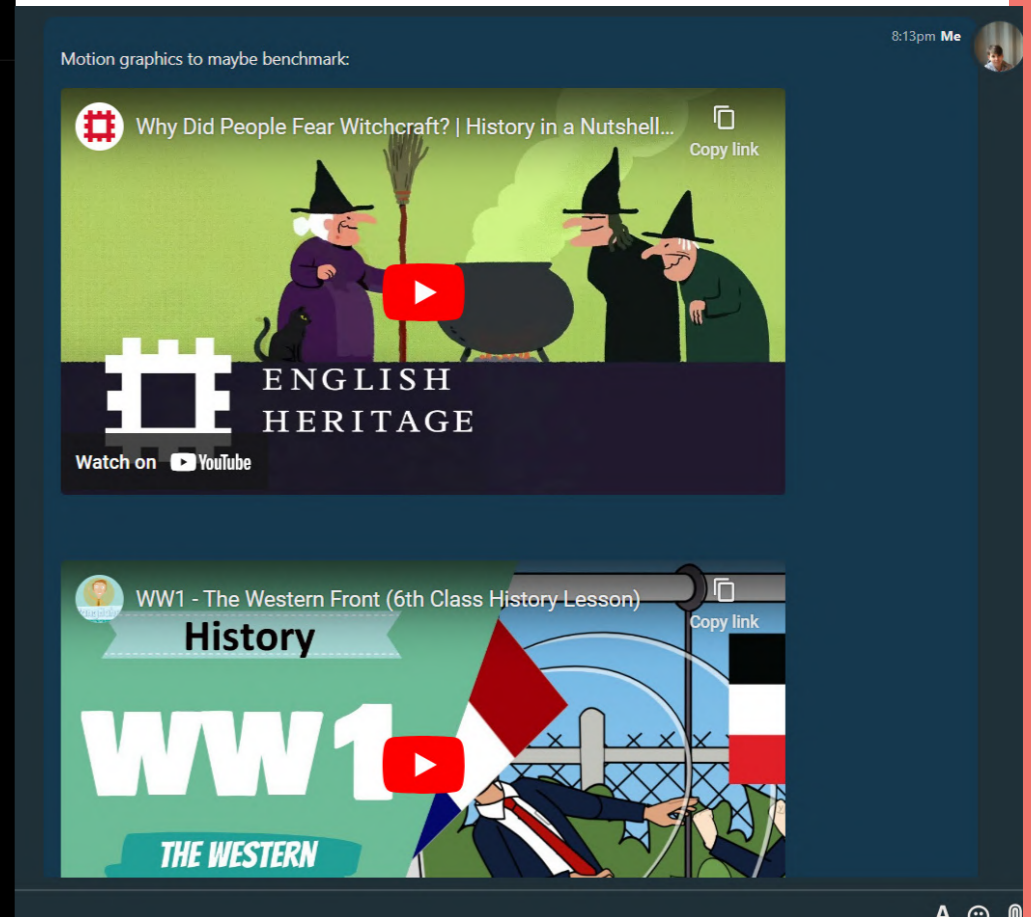
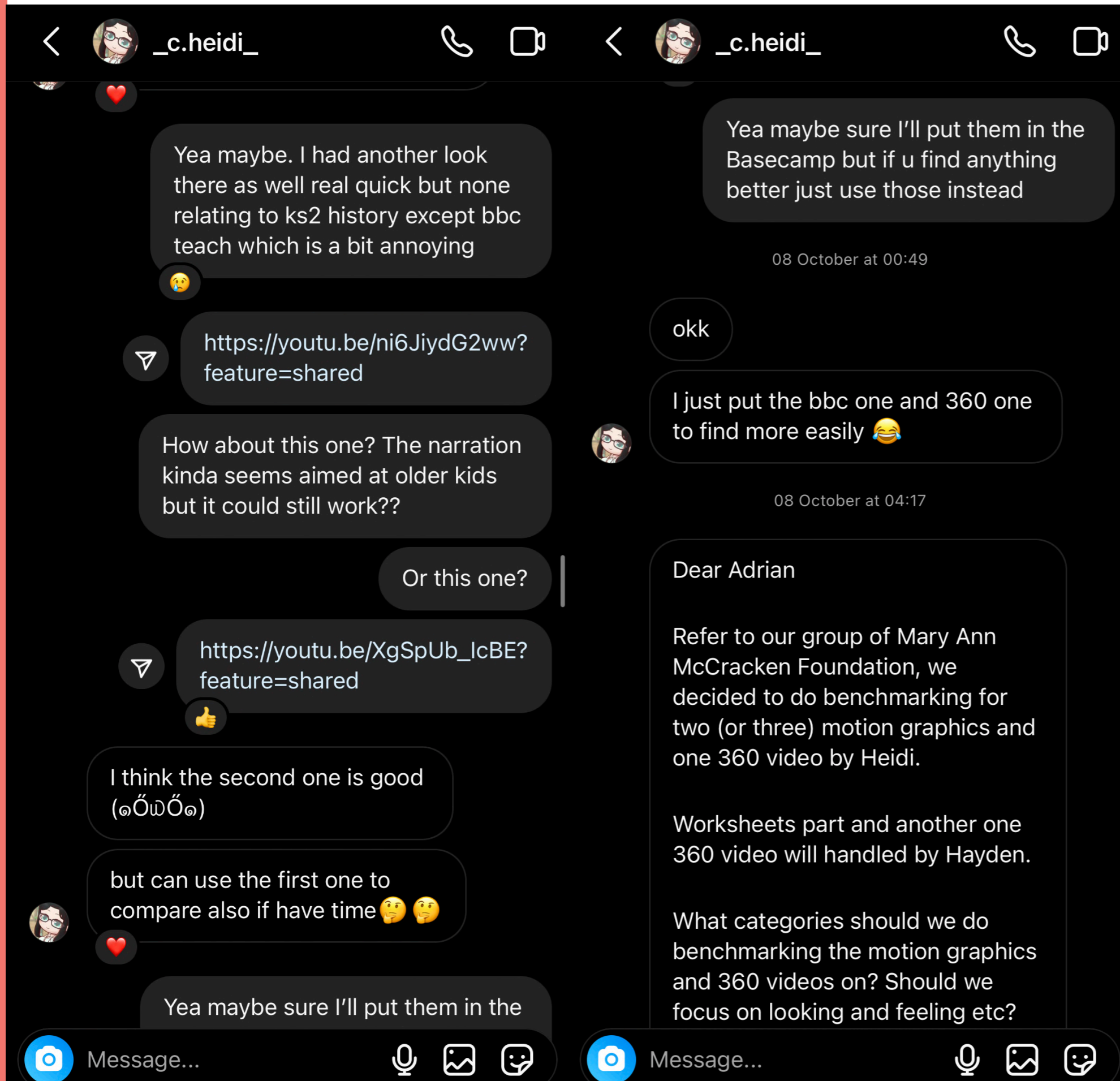
Originally we were going to benchmark motion graphic videos and AR projects such as the PS3 book of speels game and projects made with Adobe Aero, however these did not make the final cut.

Communication with my teammate about the benchmarking:

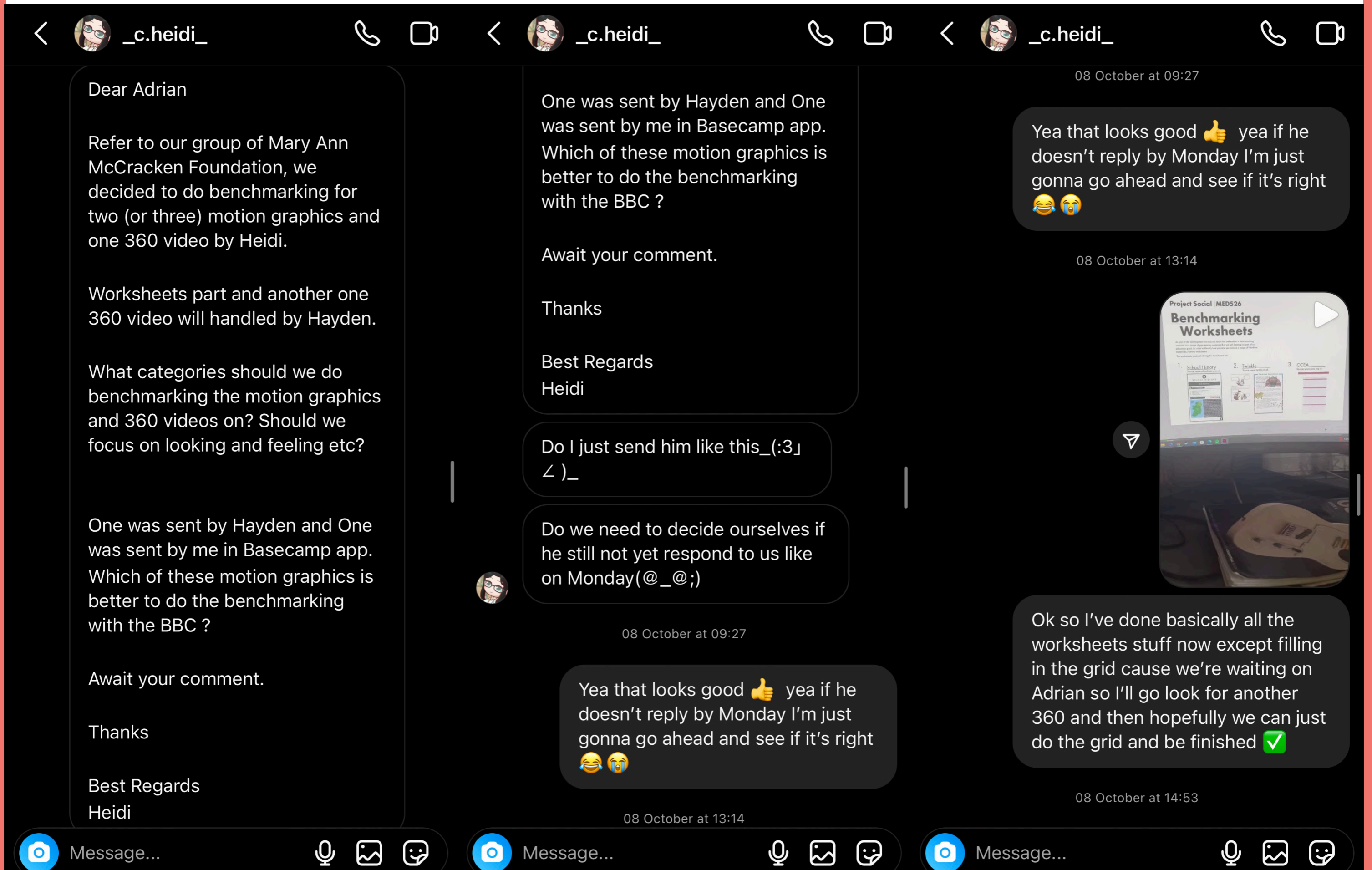





My teammate was struggling to find another motion graphics example so I helped her by finding two more.

I put the two I found on Basecamp




Heidi asked me to read over an email before she sent it.



<  _c.heidi_  


8 OCT AT 14:53

 okkkk that great ٖ (*ΦωΦ)ツ



I just see that you do three for the worksheets so maybe just do three motion graphics also? 🤔🤔🤔


but how about the 360 videos? 😂
😂

 keep doing 1 each? 🤔🤔



I think we only have to do 2 each tbf
I just found 3 I thought would be good




So keep all 2? 🤔🤔

 I just ask him first anyway 😂



Haha yea better to ask probably I think it's just min 2

9 OCT AT 11:34

 Message...   




My first draft of the benchmarking: 11/10/23

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Benchmarking Worksheets

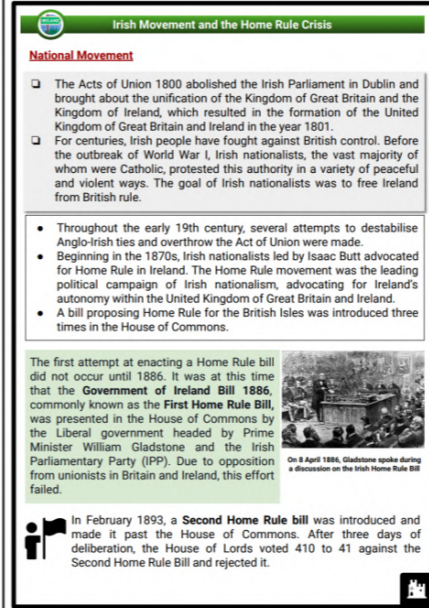
As part of the development process we have undertaken a benchmarking exercise on a range of pre-existing materials that we will develop as part of our education pack. In order to identify best practice we sourced a range of Northern Ireland ks2 history worksheets.

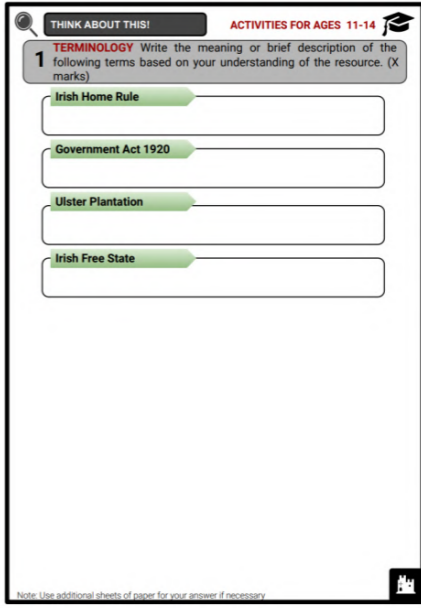
The worksheets assessed during the benchmark are:

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

- 2. Twinkle**
 Source: www.twinkle.co.uk

- 3. CCEA**
 Source: www.ccea.org.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.





Green boxes are best practice

Category	Feature	School History	Twinkle	CCEA
First Impressions	Aesthetic Identifiable target audience	Still looks quite bland due to the sheer amount of text, however the colour and pictures help to break it up Older Kids	looks fun (Bright colours) and instantly know what topic due to the picture on the front page KS2	Bland Older kids
Look and Feel	Are there pictures to help visualise topic? Is it layed out well?	Yes- but only 1. Could do with more but black and white adds to authenticity	Yes- In both comprehension and storyboard activity	No.
Content	Informative Engaging Fun activity?	Yes To a degree as it has picture and uses colour but could be improved not really. Questions are boring	Yes, but could be improved Yes	no Yes, but could be improved Yes
Aided the Learning Outcome	Does it tell a story/topic well?	yes	yes	no, more creative
Overall Score				

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Benchmarking 360 Experiences

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 360 experiences

The 360 experiences assessed during the benchmark are:

1. _____

2. **Osborne House**
Source: <https://artsandculture.google.com/project/360-videos>



Green boxes are best practice

Category	Feature	Osbourne House	360 2	360 3 if needed
First Impressions	Aesthetic Identifiable target audience	Anyone interested in history		
Look and Feel	HD ready? Responsive?	Yes. supports 4k Yes.		
Content	Informative Engaging Video Views? Engagement? click and drag	Visually you get to see around the land and house, while the narration adds context to you understanding. 86K Views		
Technical	well stitched VR support etc.	No tripod or too obvious stitch line to take away from the immersive experience Yes. Mobile phones move up and down, pc click and drag.		
Overall Score				

11/10/23

After receiving feedback from the first draft I had to find three more worksheets to benchmark to take the total from three to six.

I sourced the additional three from Twinkl and wrote up some brief notes before I went to put it into InDesign.

I was fortunate enough to have been lent a Twinkl login by Chris Geoghegan, who is a Primary school teacher and P6/P7 tutor. This meant that I could download the worksheets I was interested in for benchmarking and had access to all of the pages. Without an account that had a subscription you could only get access to the preview of the first page. This was especially useful for allowing high quality screenshots of the worksheets in the final brief.

At the same time as this, I started the writing the deliverables section of the brief.

First Impressions : Aesthetics: CARDS: first impression is quite basic. Font and graphics looks like they could be modernised to look more appealing. Heading on page also looks basic and writing all blurs together. Not visual enough.

Identifiable target audience: yes. KS2 primary school children. Images and word choice are all suitable for this age range .

Look and feel: later out well? The cards are easily identifiable due to the label/title and the visual, and the page has a clear table for where the cards should be stuck, however the top of the page with the title and 1 core paragraph looks boring and the layout could be made more engaging .

Content informative? There is informative writing at top of the page, however this is a rather boring and bland way of laying out this information.

Engaging?

Fun activity: 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.

Timeline

First impressions: first impression is quite black and white when more colour could be used to make it interesting, the picture at the top easily identifies who or what topic the worksheet is about. More related graphics can be added.

Identifiable target audience: yes, the visuals and language choice are age appropriate

Look and feel: later out well: yes. The boxes are clearly marked with years and the bottom table clearly shows the work options to put in these boxes.

Fun activity: yes as it allows the children to visually see the timeline

Compass Table:

First impressions: aesthetics: nice use of colour to make it interesting at first glance. Large graphic to quickly identify what the topic is about .

Look and feel layer out well: table is clear and easy to know what to fill in.

Fun activity: the activity is boring and could be made more engaging with graphics so the children can visually topic or person see what they are doing and graphics could be incorporated.

BRIEF DELIVERABLES







- Education pack included:
- Worksheets: online and print
- Card activity for print
- Introduction video on Mary Anne and the context of the time.
- Name tag outlines for visiting the house. Can be printed
- Teachers Pack/ manual that outlines the recommended order they use in it materials and 'lesson plan'. End on visit Clifton house

19/10/23. The second draft of the benchmarking. I did 6 worksheets and 1 360. Heidi sent over her 2 360 ones and we combined them into one document..

Benchmarking Worksheets

As part of the development process I 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. Twinkle**
Source: www.twinkle.co.uk

- 3. CCEA**
Source: www.ccea.org.uk

- 3. Cards Activity**
Source: www.twinkle.co.uk

- 2. Timeline**
Source: www.twinkle.co.uk

- 3. Table**
Source: www.twinkle.co.uk


Green boxes are best practice

Category	Feature	School History	Twinkle	Cards	Timeline	Compass Activity	CCEA
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 when more colour could be used to make it interesting, the picture at the top easily identifies who or what the worksheet is about. More related graphics can be added.	Good use of colour to make it interesting. Large graphics to quickly identify what the topic is about.	Bland, very boring worksheet. Would not appeal to many/any pupils.
	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.	Yes, the visuals and language choice are age appropriate.
Look and Feel	Are there pictures to help visualise topic?	Yes- but only 1. Could do with more but black and white adds 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.	Yes, but could be improved as it is not very engaging for the children to feel encouraged to complete the task.
	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 child to write something.	The cards are easily identifiable due to the label/ title and the visual, and the page has a clear table for where the cards should be stuck, however the top of the page with the title and 1 row paragraph looks boring and the layout could be made more engaging.	Yes, the boxes are clearly marked with years and the bottom table clearly shows the work options to put in these boxes.	Yes, the table is visually clear and therefore it is easy to know what and where to fill in the table.	That layout is ok, however it is boring to look at and gives off a bland take on the topic. It could be improved upon with more visuals and colour.
Content	Informative and Engaging	Yes, it has a lot of information on the topic due to the comprehension style of the worksheet.	Yes, it has a lot of information on the topic due to the comprehension style of the 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.	Yes, it allows children to reinforce their understanding of pre-existing information by assigning it into key categories that fit into the learning objectives of the worksheet.
	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 onto which therefore engages them and tests their existing knowledge on the topic. It could be seen more fun if done in pairs/ small learning outcomes - yes as it is interesting.	Yes, it allows the children to visually see the time line and therefore visually see the events in order.	The activity is boring and could be made more engaging with graphics as the children can visually topic or person see what they are doing, and group-work could be incorporated.	No because it is too bland both content and visually to be engaging or fun.
Aided the 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.	Yes but it reinforces learning through practice.	Yes as it gets the pupil to tell their information on the topic.
Overall score		57.1%	85.7%	57.1%	85.7%	85.7%	42.8%

Green boxes are best practice




Category	Feature	Osbourne House	Sea Dragons back to life	Earth's ecosystem
First Impressions	Aesthetic			
Look and Feel	Identifiable target audience	Anyone interested in history	Anyone interested in prehistoric animals	Anyone interested in nature and/or wildlife, and natural history
	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.	It feels more like a spectacle, rather than real life.	feels a bit unreal
Content	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.
	Informative	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.
	Engaging	Point Of Views.	Different POVs.	Only one POV.
Technical	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.
	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		66%	66%	41.6%

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Benchmarking 360 Experiences

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:

- 1. Osbourne House**
Source: <https://artsandculture.google.com/project/360-videos>

- 2. Bringing Rhomaleosaurus Sea dragons back to life**
Source: <https://artsandculture.google.com/asset/rhomaleosaurus-back-to-life-in-virtual-reality/yAGbuL1Dmow>

- 3. Earth's ecosystems**
Source: https://www.youtube.com/watch?v=ATBkj8WxmY&ab_channel=GoogleArts%26Culture


The Final version of the benchmarking which was included in the brief.

I added more detail to the worksheets individual pages, grammer checked Heidi's writing and wrote conclusion on the worksheets.

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 answers. 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 McCracken and hopefully help them understand the issues she fought against. The pictures would help to engage the children.

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 when more 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 the 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 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 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 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

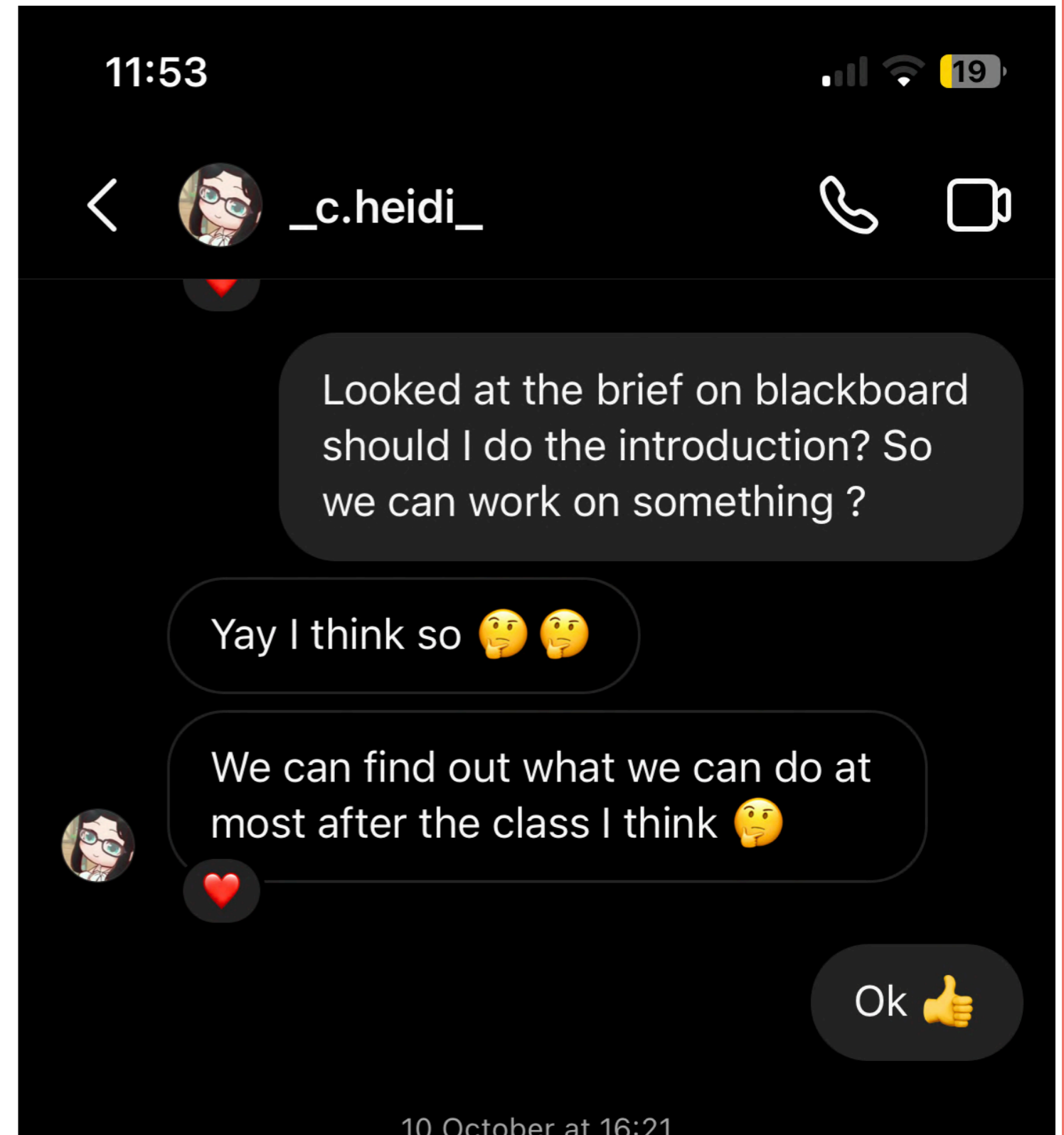
also not interactive. The bringing Rhomaleosaurus Sea dragons back to life example is quite good at demonstrating how immersive 360 videos can be. The lighting and sound effects really added to this idea of immersion but by only having one point of view, It could be improved. Good practice was demonstrated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

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 people see the house from more points of view, and know more about it.

The Brief

After the initial benchmarking we started the brief. I had already started the introduction and deliverables section already. Before I started working on the first draft of the brief I checked with my teammate Heidi that it was ok I did that. I felt it was important to have good communication with my teammate and to ensure she was involved in any decisions like this.

The brief was an important document as it was going to be sent to the clients to show them that we had completed the necessary research into possible solutions and had identified the best practice of each resource to ensure we produced something of the highest possible quality. It also included a section where we demonstrated that we understood the client themselves.



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 Anne Foundation. The Mary Anne 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 foundation's 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 foundation's 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 event 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 Anne 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 (16+ year-olds) who face financial barriers which may prevent them from continuing to AS / A-level, further or higher education, employment or apprenticeship.

Mary Anne was born 8 July 1770 into a wealthy middle class family. Her brother was the famous executed Irishman, Henry Jay 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 campaigns, which is so something people now would struggle to even think about.

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



The Brief draft.pdf

Posted by Hayden M. · October 19, 2023 · 90.9 KB

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About the Project

As part 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 Anne 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 Anne'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 12months. 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 tilting into the CCEA world around is 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 deliverables will be an Education pack which will include:

- Worksheets: online and print based.
- Card activity for print
- Introduction video on Mary Anne and the context of the time.
- Name tag outlines for visiting the house after the work is completed.
- Teachers Pack/ manual that outlines the recommended order they use in it materials and a brief 'lesson plan'.

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. The language and visualise should all be age appropriate and it should aim to be as engaging as possible for the pupils.

Budget

Possible costs from printing and web hosting?

20/10/23: I completed the Second draft of my half of the brief.

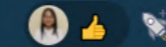
I also found a [BBC article online](#) about Mary Ann McCracken which I thought did a really good job and summarising the key points so I put it into Basecamp as I thought it could be a helpful read for Heidi.

found an article on Mary Anne that helps summaries a lot of the main points, useful read:

<https://www.bbc.co.uk/news/uk-northern-ireland-55752571>

[Mary Ann McCracken: Belfast woman who fought slavery remembered](#)

A foundation is launched in memory of Mary Ann McCracken - the sister of United Irishman Henry Joy.



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. Timeframe
9. Meet the team

MARY ANN
MCCRACKEN
FOUNDATION
Brief

The Brief draft 2 (haydens half).pdf

Posted by Hayden M. · October 20, 2023 · 3.77 MB

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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?

My Second draft of the brief

About the community Partner

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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 tilting into the CCEA world around is 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 included:

1. An Introduction video on Mary Anne 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 Anne 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

Similar Organisations

As part of the development process I 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. Twinkle
Source: www.twinkle.co.uk



3. Cards Activity
Source: www.twinkle.co.uk



4. Timeline
Source: www.twinkle.co.uk



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



6. Table
Source: www.twinkle.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.

Irish Movement and the Home Rule Crisis
ACTIVITIES FOR AGES 11-14

National Movement

- The Acts of Union 1800 abolished the Irish Parliament in Dublin and brought about the unification of the Kingdom of Great Britain and the Kingdom of Ireland, which resulted in the formation of the United Kingdom of Great Britain and Ireland in the year 1801.
- For centuries, Irish people have fought against British control. Before the outbreak of World War I, Irish nationalists, the vast majority of whom were Catholic, protested this authority in a variety of peaceful and violent ways. The goal of Irish nationalists was to free Ireland from British rule.

- Throughout the early 19th century, several attempts to destabilise Anglo-Irish ties and overthrow the Act of Union were made.
- Beginning in the 1870s, Irish nationalists led by Isaac Butt advocated for Home Rule in Ireland. The Home Rule movement was the leading political campaign of Irish nationalism, advocating for Ireland's autonomy within the United Kingdom of Great Britain and Ireland.
- A bill proposing Home Rule for the British Isles was introduced three times in the House of Commons.

The first attempt at enacting a Home Rule bill did not occur until 1886. It was at this time that the **Government of Ireland Bill 1886**, commonly known as the **First Home Rule Bill**, was presented in the House of Commons by the Liberal government headed by Prime Minister William Gladstone and the Irish Parliamentary Party (IPP). Due to opposition from unionists in Britain and Ireland, this effort failed.

On 8 April 1886, Gladstone speaks during a discussion on the Irish Home Rule Bill.

In February 1893, a **Second Home Rule bill** was introduced and made it past the House of Commons. After three days of deliberation, the House of Lords voted 410 to 41 against the Second Home Rule Bill and rejected it.

THINK ABOUT THIS!

1 **TERMINOLOGY** Write the meaning or brief description of the following terms based on your understanding of the resource. (X marks)

Irish Home Rule _____

Government Act 1920 _____

Ulster Plantation _____

Irish Free State _____

Storyboard worksheet



This example breaks away from the 'typical worksheet', which would 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 Anne 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.

The Grand Opera House

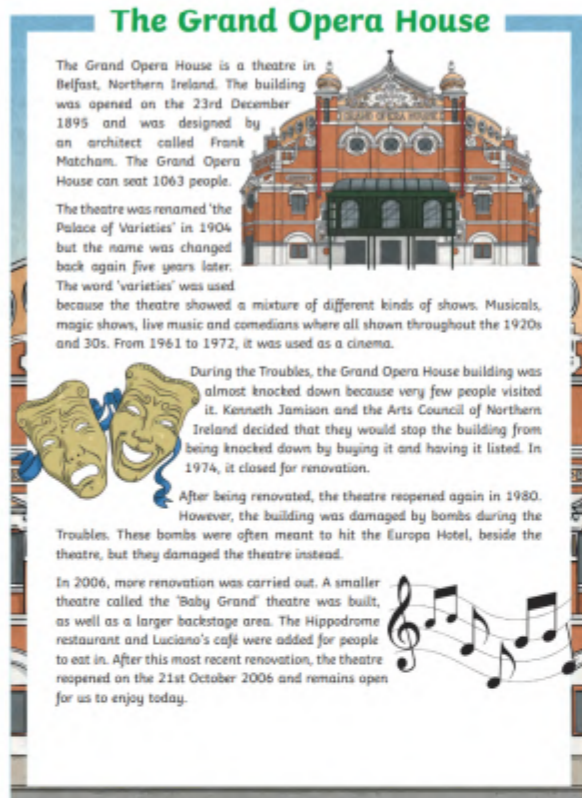
The Grand Opera House is a theatre in Belfast, Northern Ireland. The building was opened on the 23rd December 1895 and was designed by an architect called Frank Matcham. The Grand Opera House can seat 1063 people.

The theatre was renamed 'the Palace of Varieties' in 1904 but the name was changed back again five years later. The word 'variety' was used because the theatre showed a mixture of different kinds of shows. Musicals, magic shows, live music and comedians were all shown throughout the 1920s and 30s. From 1961 to 1972, it was used as a cinema.

During the Troubles, the Grand Opera House building was almost knocked down because very few people visited it. Kenneth Jamison and the Arts Council of Northern Ireland decided that they would stop the building from being knocked down by buying it and having it listed. In 1974, it closed for renovation.

After being renovated, the theatre reopened again in 1980. However, the building was damaged by bombs during the Troubles. These bombs were often meant to hit the Europa Hotel, beside the theatre, but they damaged the theatre instead.

In 2006, more renovation was carried out. A smaller theatre called the 'Baby Grand' theatre was built, as well as a larger backstage area. The Hippodrome restaurant and Luciano's café were added for people to eat in. After this most recent renovation, the theatre reopened on the 21st October 2006 and remains open for us to enjoy today.



Questions

The Grand Opera House

1. What is an architect?
2. What does 'listed' mean?
3. What does 'variety' mean?
4. What does 'renovation' mean?
5. What was the theatre's name changed to in 1904?
6. In what year was the name changed back to 'the Grand Opera House' again?
7. Name the architect who designed the Grand Opera House building?
8. What was the building used for between 1961 and 1972?
9. Why did the theatre close in 1974?
10. In what year was the building 'listed'?
11. What sorts of variety performances were shown in the theatre in the 1920s and 30s?

twinkl ** Page 1 of 1 twinkl.com

CCEA worksheet

LESSON 1: THE WHOLE WORLD IN OUR WEE COUNTRY

RESOURCE 1: WHAT ARE PEOPLE LIVING IN NORTHERN IRELAND LIKE?

Think

Plan


Share

Information from other groups

twinkl ** Northern Ireland © 2008

RESOURCE 6: I LIVE AT 1 DIVERSITY LANE

Create your neighbourhood - Diversity Lane - Using your ideas from Resource 5.



Use this space to describe your journey from your home to school on Diversity Lane.

twinkl ** Northern Ireland © 2008

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

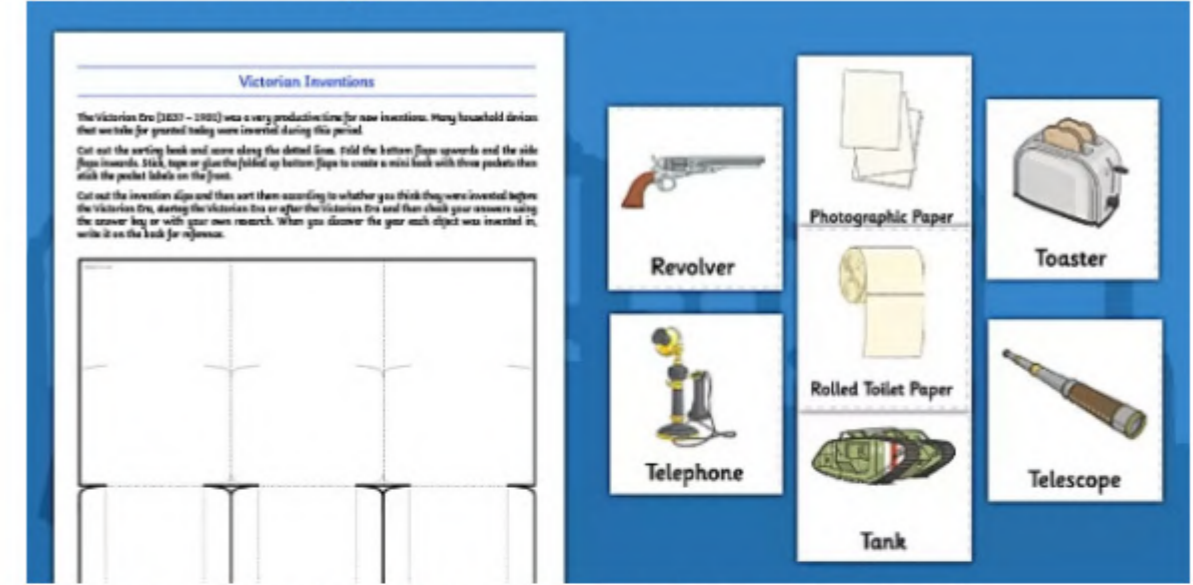
Cards Activity Worksheet

Victorian Inventions

The Victorian Era (1837 - 1901) was a very productive time for new inventions. Many household devices that we take for granted today were invented during this period.

Cut out the sorting book and score along the dotted lines. Fold the bottom flap upwards and the side flaps inwards. Stick, tape or glue the folded up bottom flap to create a mini book with three pockets then stick the pocket labels on the front.

Cut out the invention slips and then sort them according to whether you think they were invented before the Victorian Era, during the Victorian Era or after the Victorian Era and then check your answers using the answer key or with your own research. When you discover the year each object was invented in, write it on the back for reference.



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

Cut out the events from Mary Seacole's life and put them in the right order next to the right date.

1805	1853	1855	1857
1856	1854	1856	1881

Put the events in the right order next to the right date.

Mary is born in Kingston, Jamaica.	Mary gets married.	Mary travels to England and offers to be a nurse but is turned down.	The start of the Crimean War.	Mary travels to England and offers to be a nurse but is turned down.	Mary dies.	Mary writes a book about her life.
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ink saving Eco

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

Label the directions on the compass. Then fill in the answers on the table.

Start at	Turn	Answer
1	South 90° clockwise	
2	East 180° anticlockwise	
3	North 360° anticlockwise	
4	West 180° clockwise	
5	South 90° anticlockwise	
6	South West 270° anticlockwise	
7	North East 45° anticlockwise	
8	East 135° clockwise	
9	North West 180° clockwise	
10	South East 270° anticlockwise	

Start at	Turn clockwise	Answer	Turn anticlockwise
9	North 90°		
10	South 180°		
11	North West 270°		
12	South East 135°		
13	East 45°		
14	West 315°		
15	South West 135°		

ink saving Eco

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	Twinkl	Cards	Timeline	Compass Activity	CCEA
First Impressions	Aesthetic	Still looks quite bland due to the sheer amount of text, however the colour and pictures help to break it up.	Looks fun (bright colours) and clearly shows what topic due to the picture on the front page.	Looks like text and graphics but they would be understood to best some supporting thinking on page after look into historical enough.	Very brief and white when more info could be used to make it interesting, the colour of the top really identifies what it is about.	Very clear to read, includes interesting information, large graphics to quickly identify what the topic is about.	Looks very boring, wouldn't stand out to many 7-11 year olds.
	Identifiable target audience	All images and word choice are suitable for this age range.	All images and word choice are suitable for this age range.	All images and word choice are suitable for this age range.	All images and word choice are suitable for this age range.	All images and word choice are suitable for this age range.	All images and word choice are suitable for this age range.
Look and Feel	Are there pictures to help visualise topic?	Yes - but only 1. Could do with more but black and white adds to authenticity.	Yes - for both comprehension and story-based activity.	Yes - the cards all have corresponding images as the items can be seen to aid learning.	Yes - the cards are all in the same order and children can see the sequence of the items.	Yes - the cards are all in the same order and children can see the sequence of the items.	Yes - the cards are all in the same order and children can see the sequence of the items.
	Is it laid out well?	Yes - the layout is well thought out and the questions are clearly marked for marking.	Yes - the layout is well thought out and the questions are clearly marked for marking.	Yes - the layout is well thought out and the questions are clearly marked for marking.	Yes - the layout is well thought out and the questions are clearly marked for marking.	Yes - the layout is well thought out and the questions are clearly marked for marking.	Yes - the layout is well thought out and the questions are clearly marked for marking.
Content	Informative and Engaging	Yes - there is a lot of information on the topic and the questions are clearly marked for marking.	Yes - there is a lot of information on the topic and the questions are clearly marked for marking.	Yes - there is a lot of information on the topic and the questions are clearly marked for marking.	Yes - there is a lot of information on the topic and the questions are clearly marked for marking.	Yes - there is a lot of information on the topic and the questions are clearly marked for marking.	Yes - there is a lot of information on the topic and the questions are clearly marked for marking.
	Fun activity?	It is ok but the questions are a bit boring and it could feel mundane.	Yes - the questions are very engaging and they allow variety and the content is clear and easy to follow.	Yes - the questions are very engaging and they allow variety and the content is clear and easy to follow.	Yes - the questions are very engaging and they allow variety and the content is clear and easy to follow.	Yes - the questions are very engaging and they allow variety and the content is clear and easy to follow.	Yes - the questions are very engaging and they allow variety and the content is clear and easy to follow.
Aided the Learning Outcome	Does it tell a story/topic well?	Yes - it clearly explains the topic in good detail with follow up questions to reinforce the learning.	Yes - it clearly explains the topic in good detail with follow up questions to reinforce the learning.	Yes - it clearly explains the topic in good detail with follow up questions to reinforce the learning.	Yes - it clearly explains the topic in good detail with follow up questions to reinforce the learning.	Yes - it clearly explains the topic in good detail with follow up questions to reinforce the learning.	Yes - it clearly explains the topic in good detail with follow up questions to reinforce the learning.
	Overall score	57.1%	85.7%	57.1%	85.7%	85.7%	42.8%

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:

1.

Osborne House

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



2. Bringing Rhomaleosaurus Sea dragons back to life

Source: <https://artsandculture.google.com/asset/rhomaleosaurus-back-to-life-in-virtual-reality/yACbuki1j6m0w>



3.

Earth's ecosystems

Source: https://www.youtube.com/watch?v=ATBKj8WxmY&ab_channel=GoogleArts%26Culture



Osbourne House



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

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 4k	Yes, it supports 4k	Yes, it supports 4k
	Responsive?	Yes	Yes	Yes
	Atmosphere	You feel like you are there personally at the house	It feels more like a spectacle, rather than real life	Feels a bit unreal
	Music and sound effects	You added music, sound or effects. The video only uses the sound of the narrator	CCO/ animated dinosaur swimming around with added sound effects of swimming to help with its movement	Yes, four animals
Content	Colours	Slight colours that reflect the season	Deep blue sea	Bit too dark
	Informative	Usually you get to see around the land and house, while the narration adds context to you understanding	Usually you get to see around the exhibit area and information, while the narration adds context to you understanding	Usually you get to see the living area of the animals, while the narration adds context to you understanding
	Engaging			
	Point Of Views	Several POVs	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's quite simple
Technical	well stitched	No rapid or obvious cuts that take away from the immersive experience	No rapid or obvious cuts that take away from the immersive experience	No rapid or obvious cuts that take away from the immersive experience
	VR support etc.	Yes. Mobile phones move up and down, per click and drag	Yes. Mobile phones move up and down, per click and drag	Yes. Mobile phones move up and down, per click and drag
Overall Score		66%	66%	41.6%

Budget

Cost of printing if required
Possible cost of web hosting

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, whether 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 timeline is a solid idea we feel we could utilize for this project.

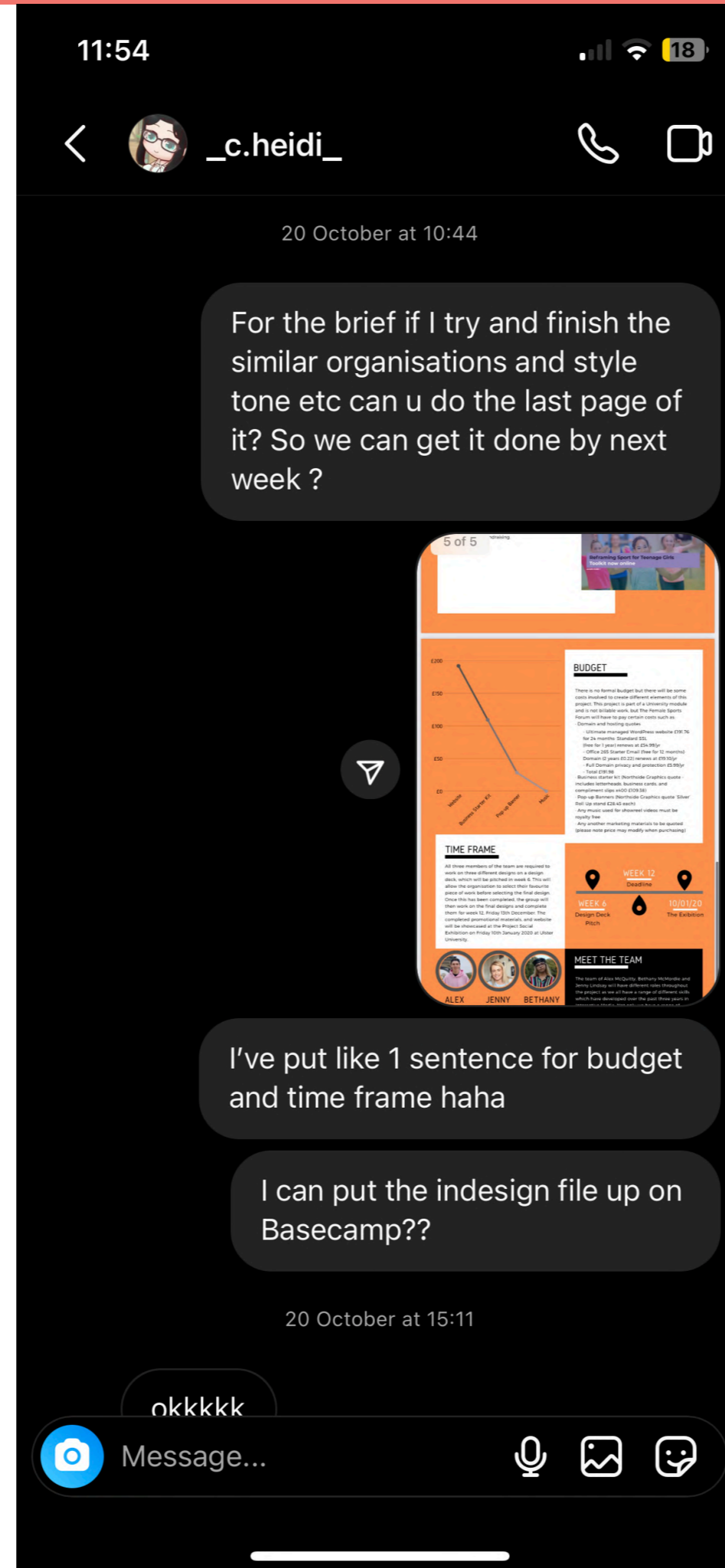
360:

Timeframe

Week 1: Assemble the Team and choose the Project
Week 2: Start benchmarking and doing some background research on the community Partner and the topic.
Week 3: Meet the Client for the first time
Week 4: Finish benchmarking and Work on the brief

Meet The Team

Messages about the brief:



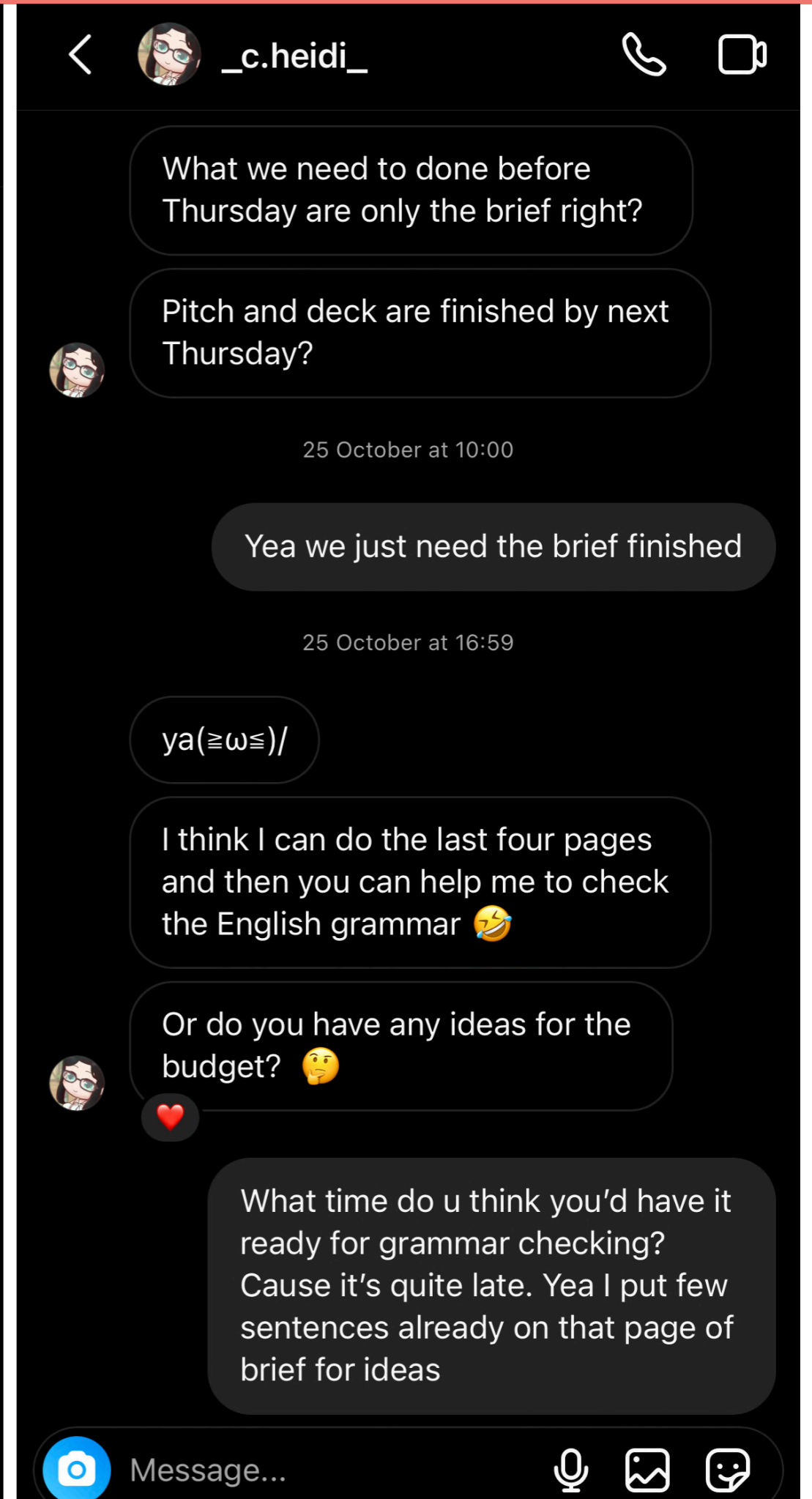
I've put like 1 sentence for budget and time frame haha

I can put the indesign file up on Basecamp??

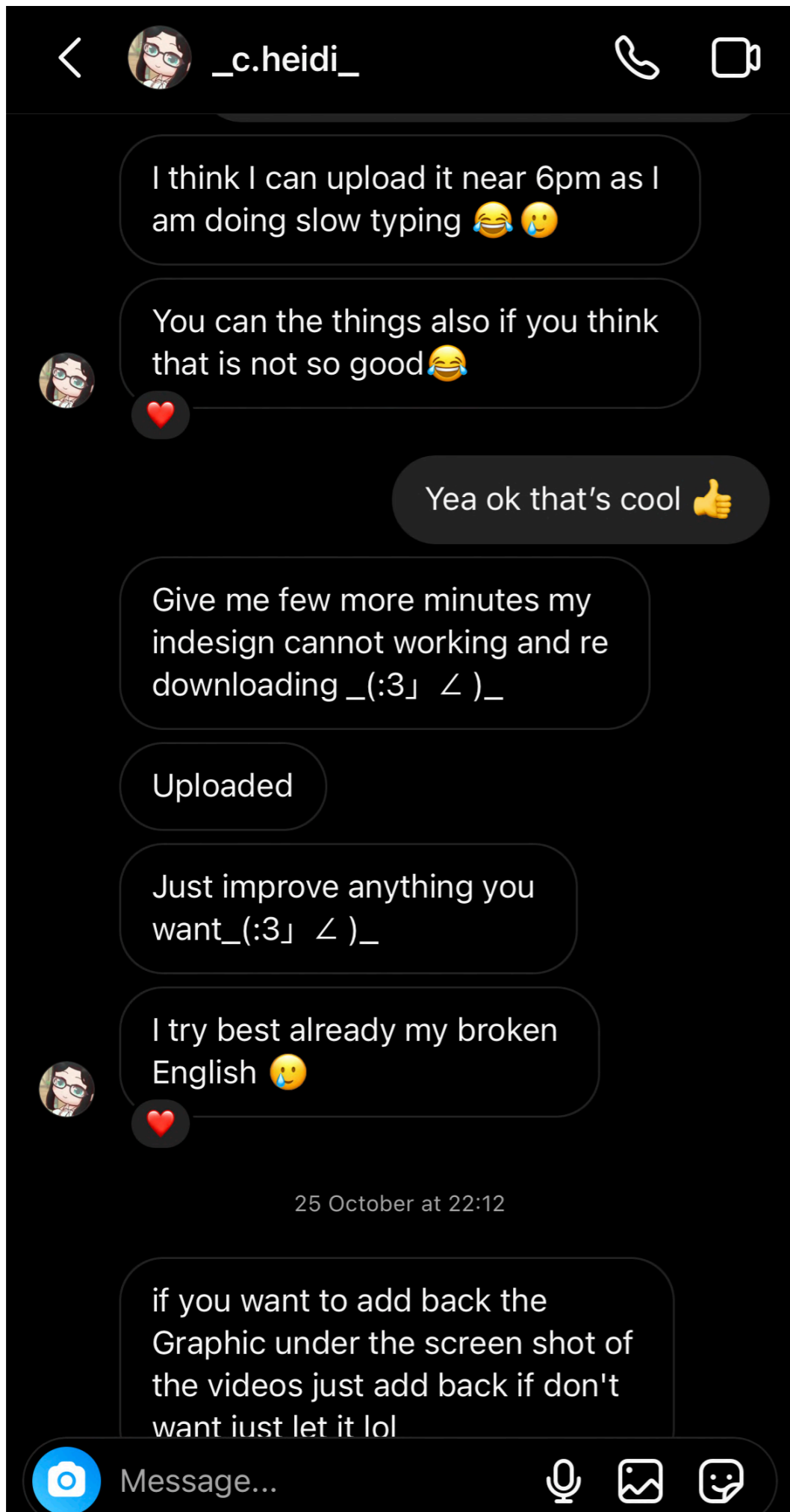
20 October at 15:11

okkkkk

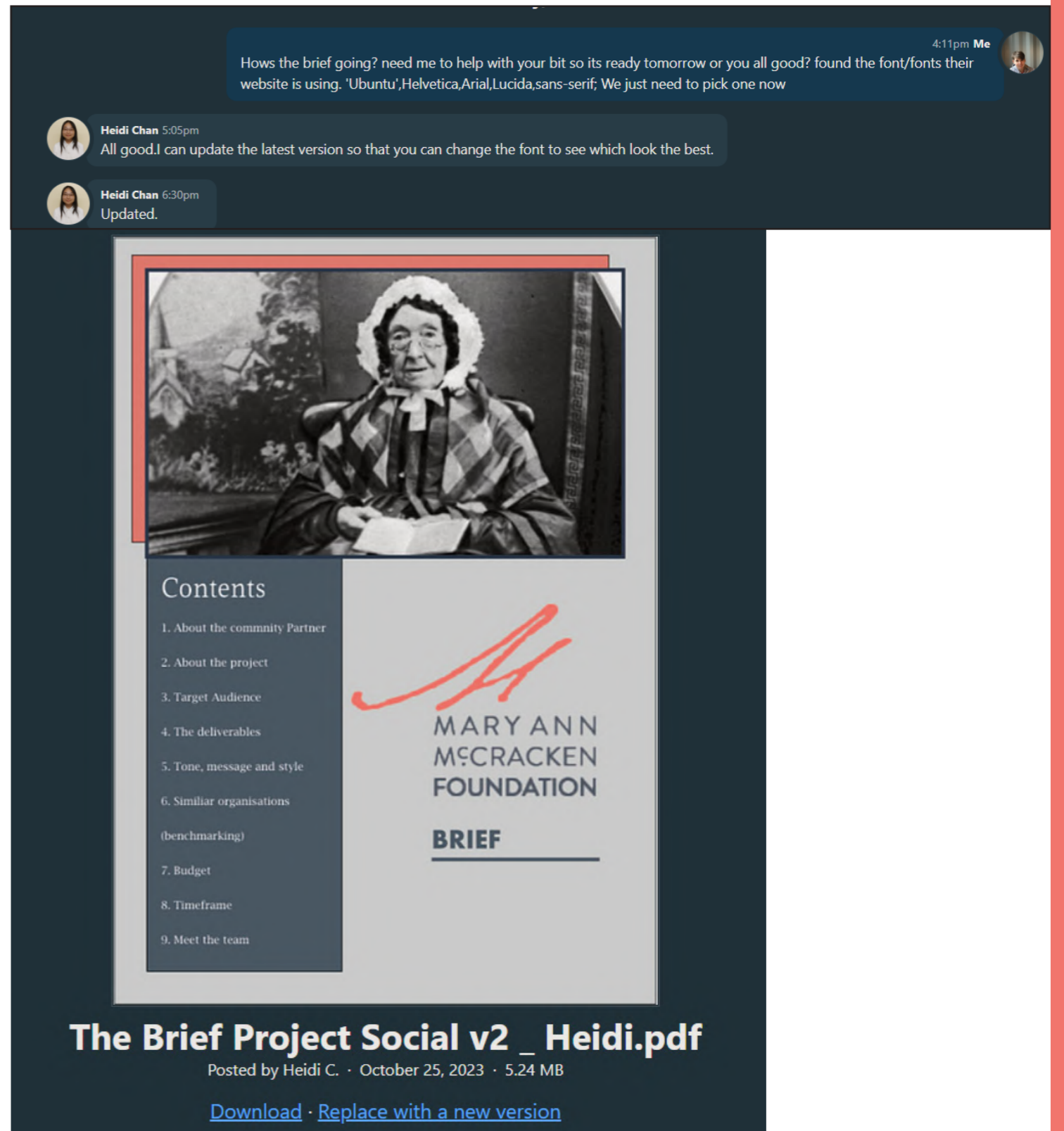
Message...



Message...

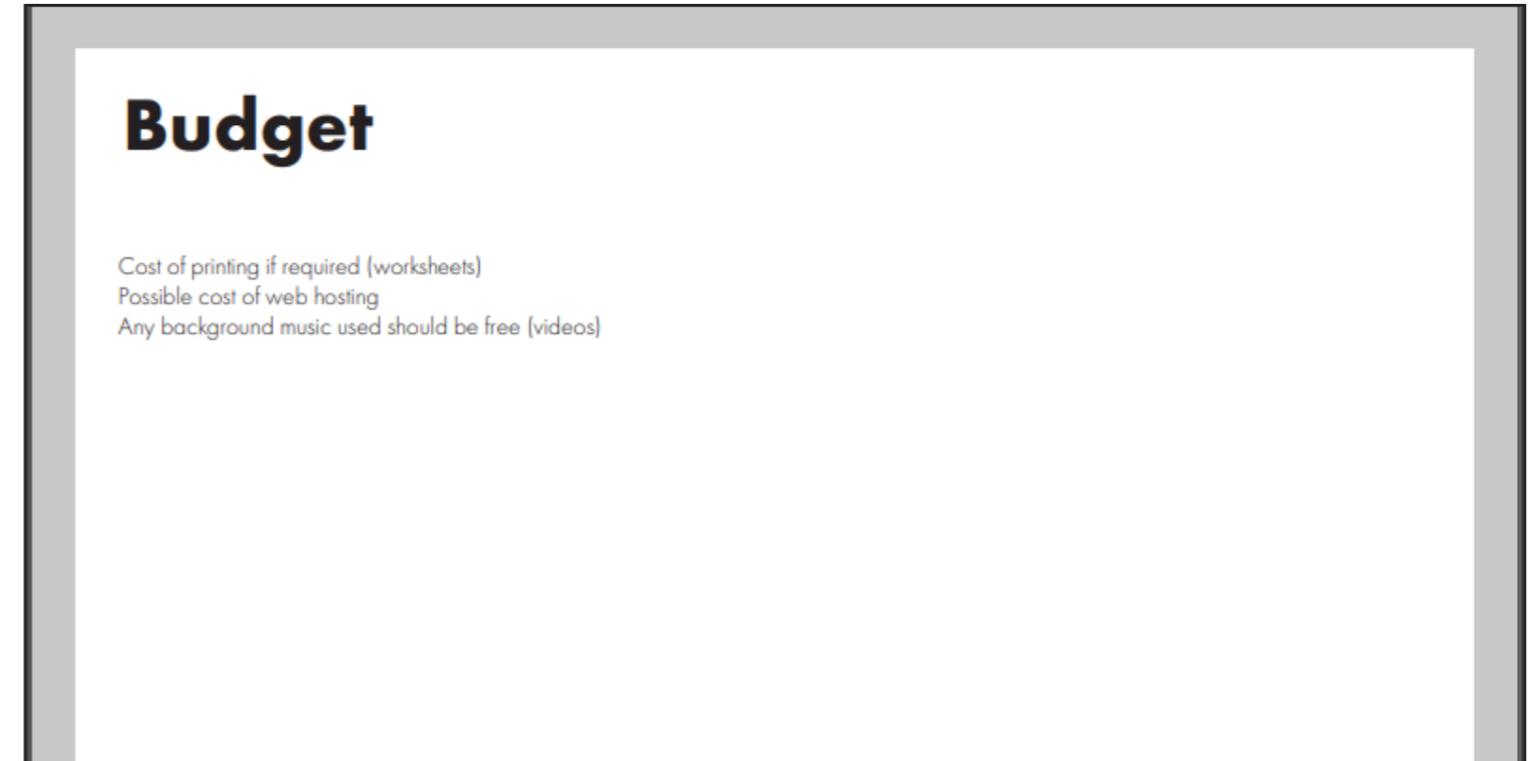


After I had uploaded my second draft of the brief I asked Heidi if she could do the last sections which were the 360 evaluation, budget, timeframe and meet the team sections. On the 25/10/23 she uploaded her half onto Basecamp:

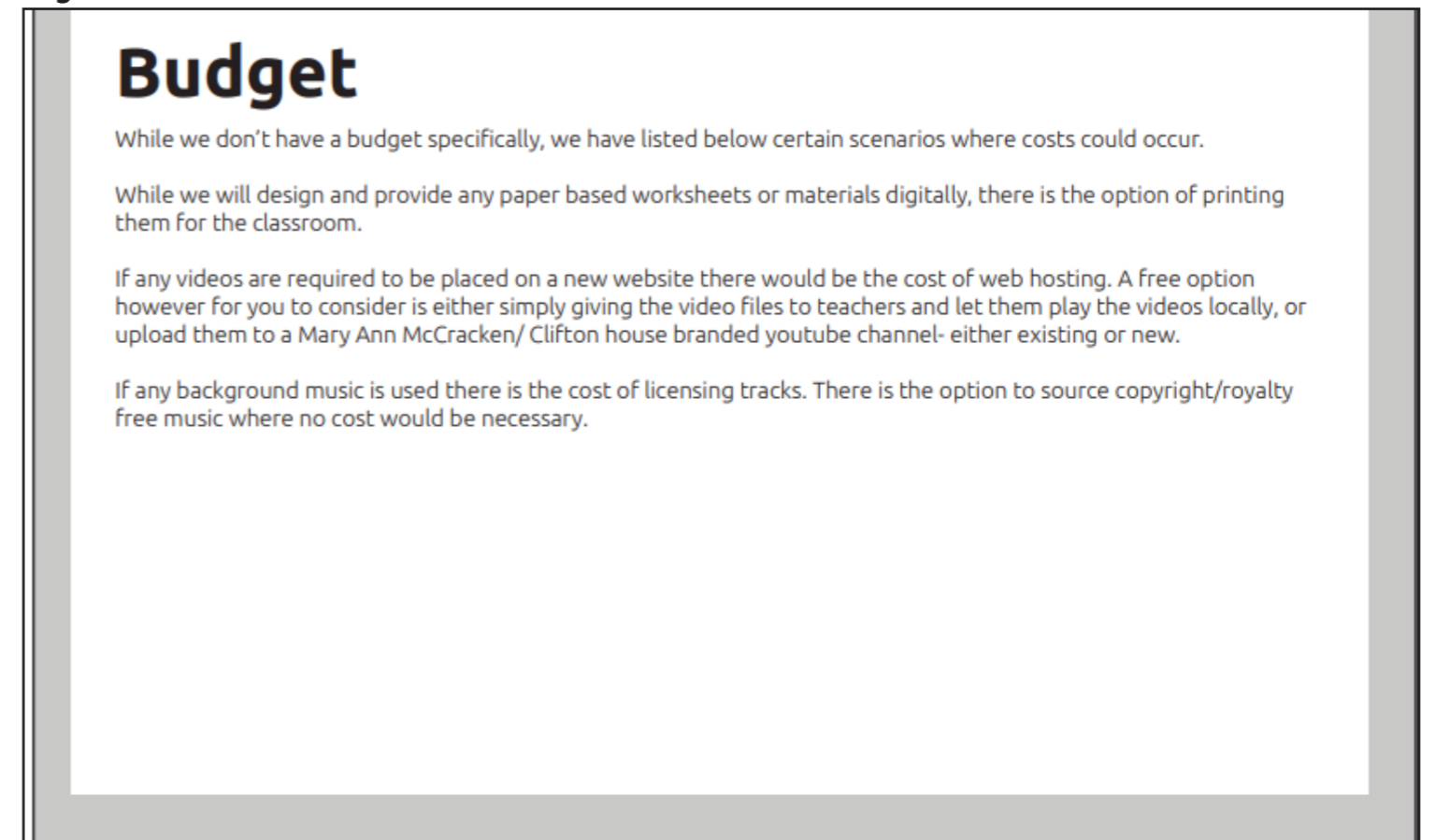


25/10/23: After Heidi uploaded her work on the brief, I grammar checked the writing and finalised some sections. This included changing the font to the agreed font which was taken from the clients existing logo and writing a bit more for budget as I felt it needed to be explained:

Before



After



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

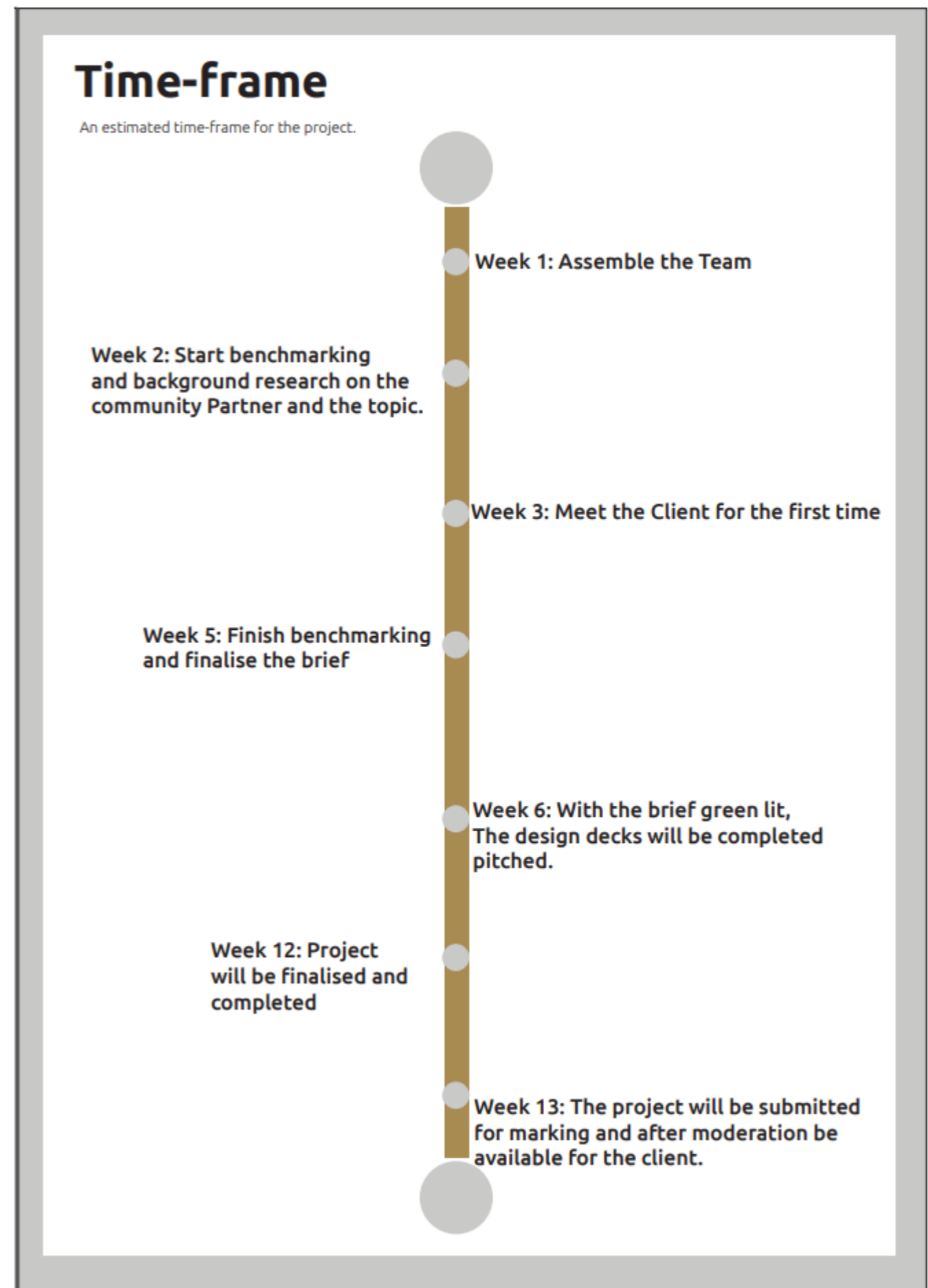
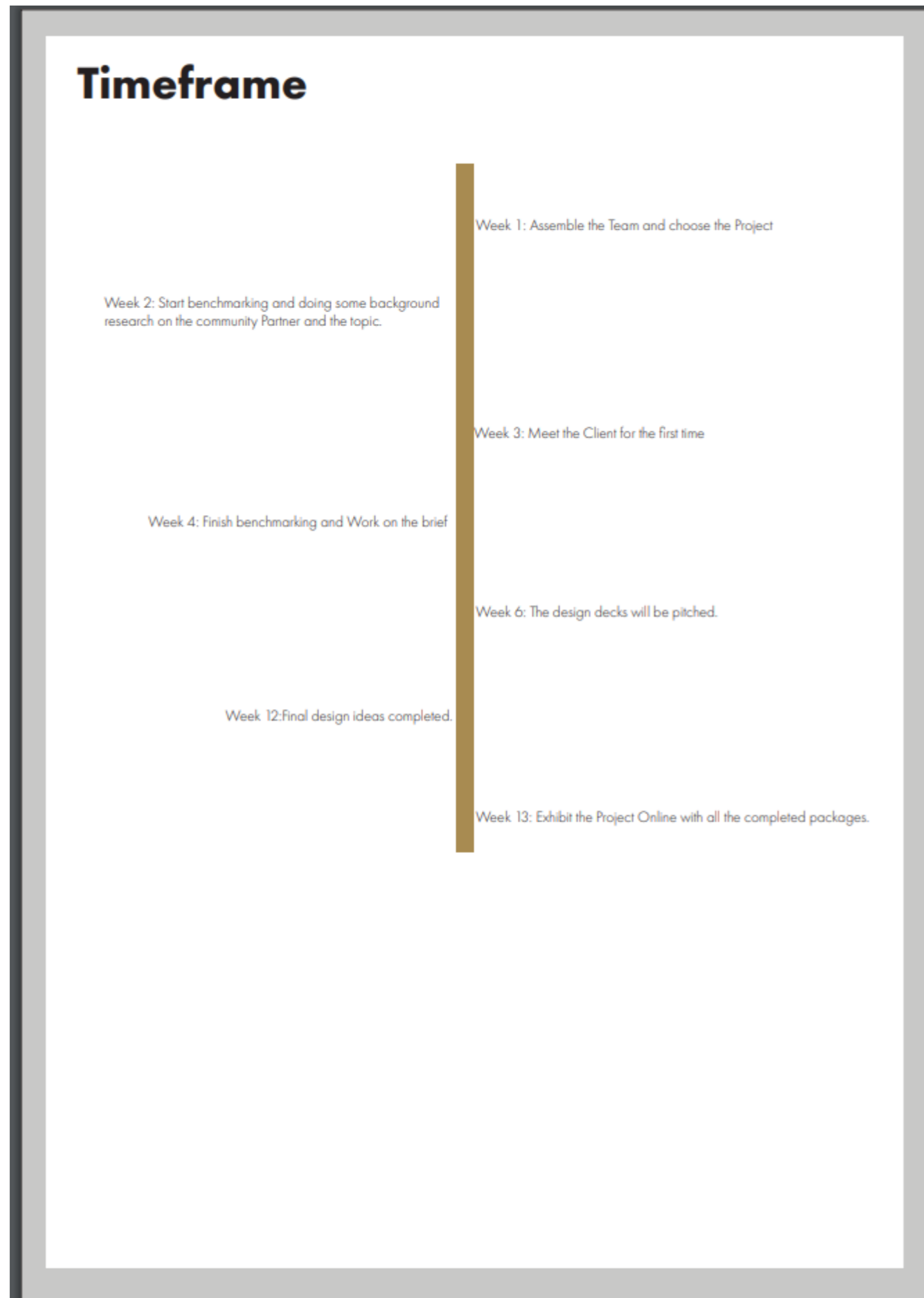
MARY ANN McCRACKEN FOUNDATION BRIEF

The Brief Mary Ann Draft 3.pdf
Posted by Hayden M. · October 25, 2023 · 3.96 MB

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Notes:
Grammar checked heidi's and finalized some bits

I also tidied up the timeframe page



I added 'Under the supervision of' back in as I remembered in class we were told we had to put this in our brief to reassure the community partners.

Meet The Team



Pak Hei Chan (Heidi)
- Skills in Interactive Media
with Placenment year



Hayden McKinstry
- Skills in Interactive Media
for three years

Adrian Hickey
Claire Mulrone

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



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The Brief Mary Ann Draft 6.pdf

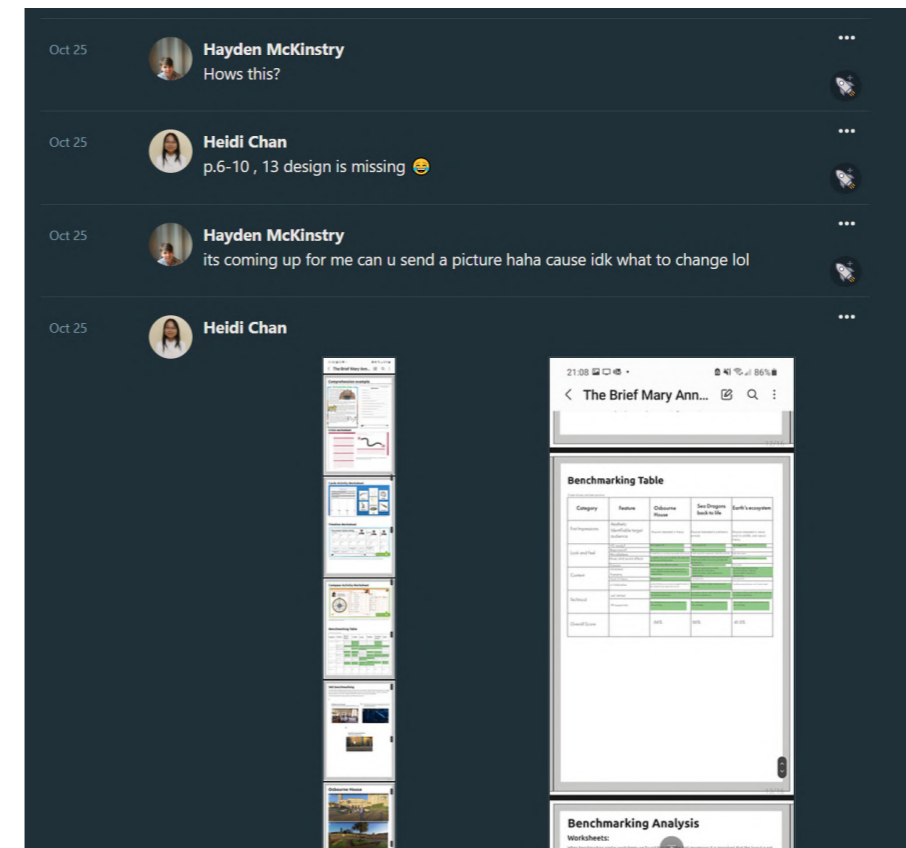
Posted by Hayden M. · October 25, 2023 · 4.51 MB

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Notes:

copied the 360 pages over

Heidi let me know that the old version of the benchmarking table was in instead of the new updated one so I made the corrections



In class Adrian and Claire looked over our completed brief and gave us some changes to do which included making a new benchmarking table. We did these changes together in class.

I added in columns for the text and I now know how to set up indesign documents with columns and that they are best practice. I also ensured all the font was the same and put in the correct benchmarking percentages.

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



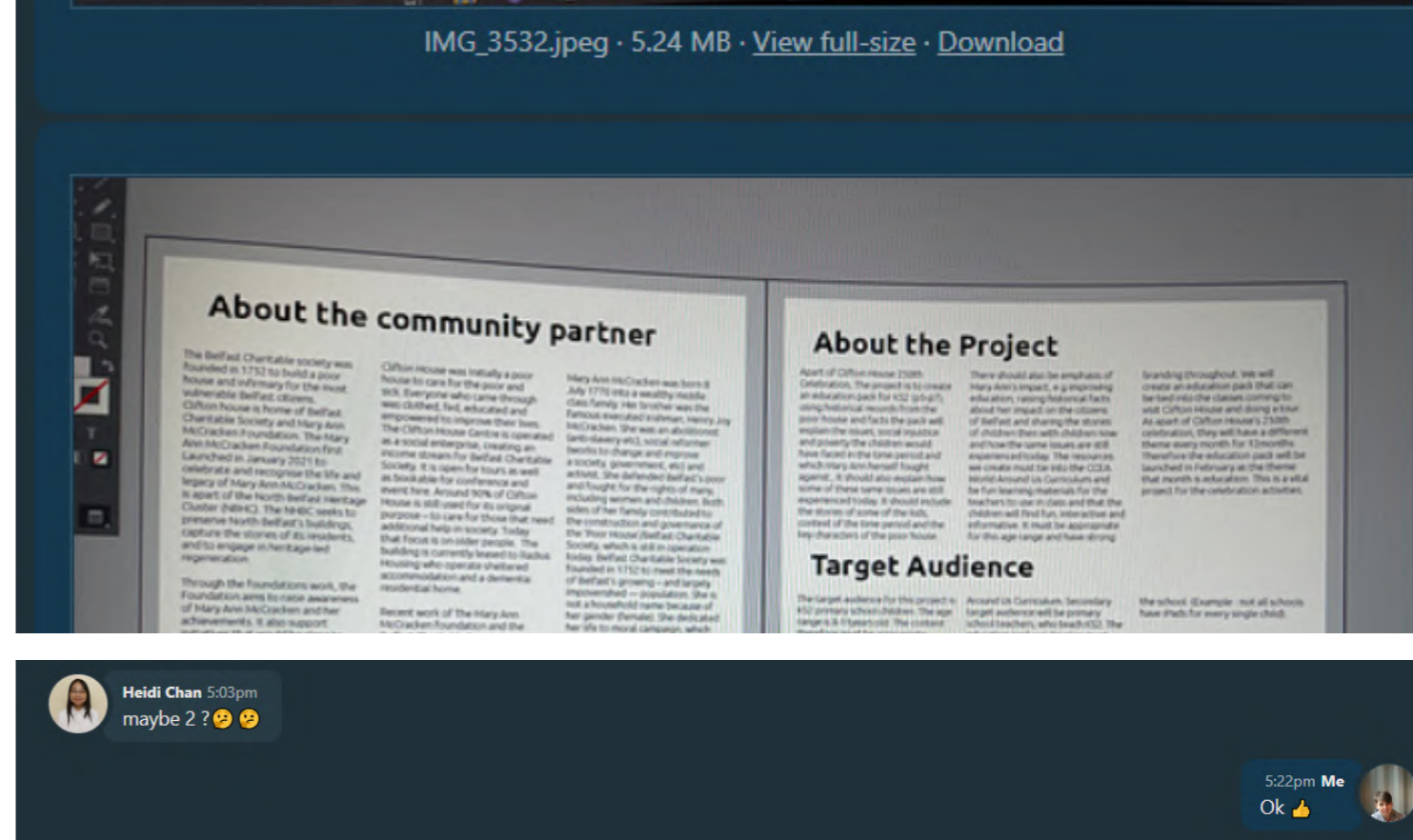
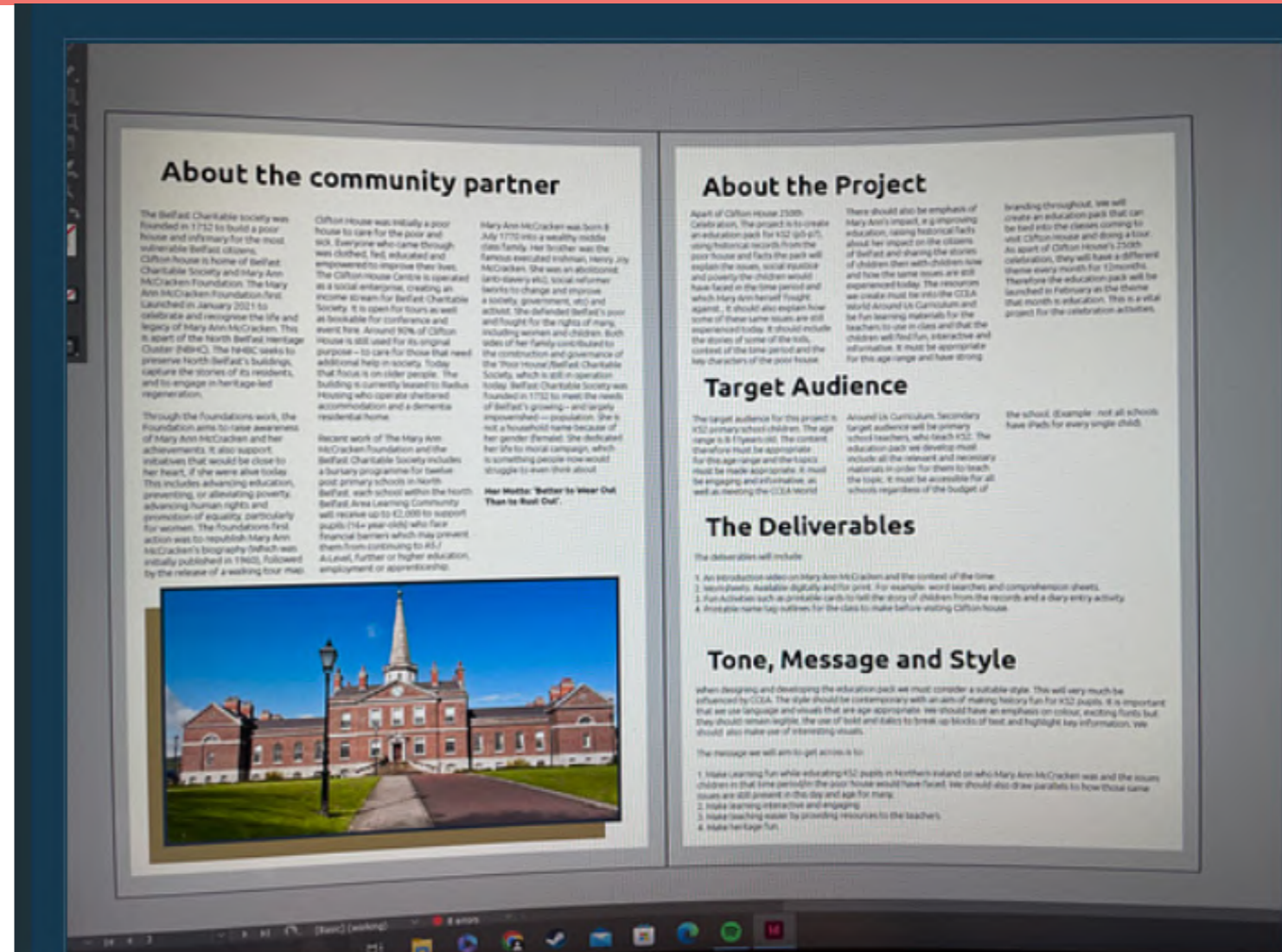
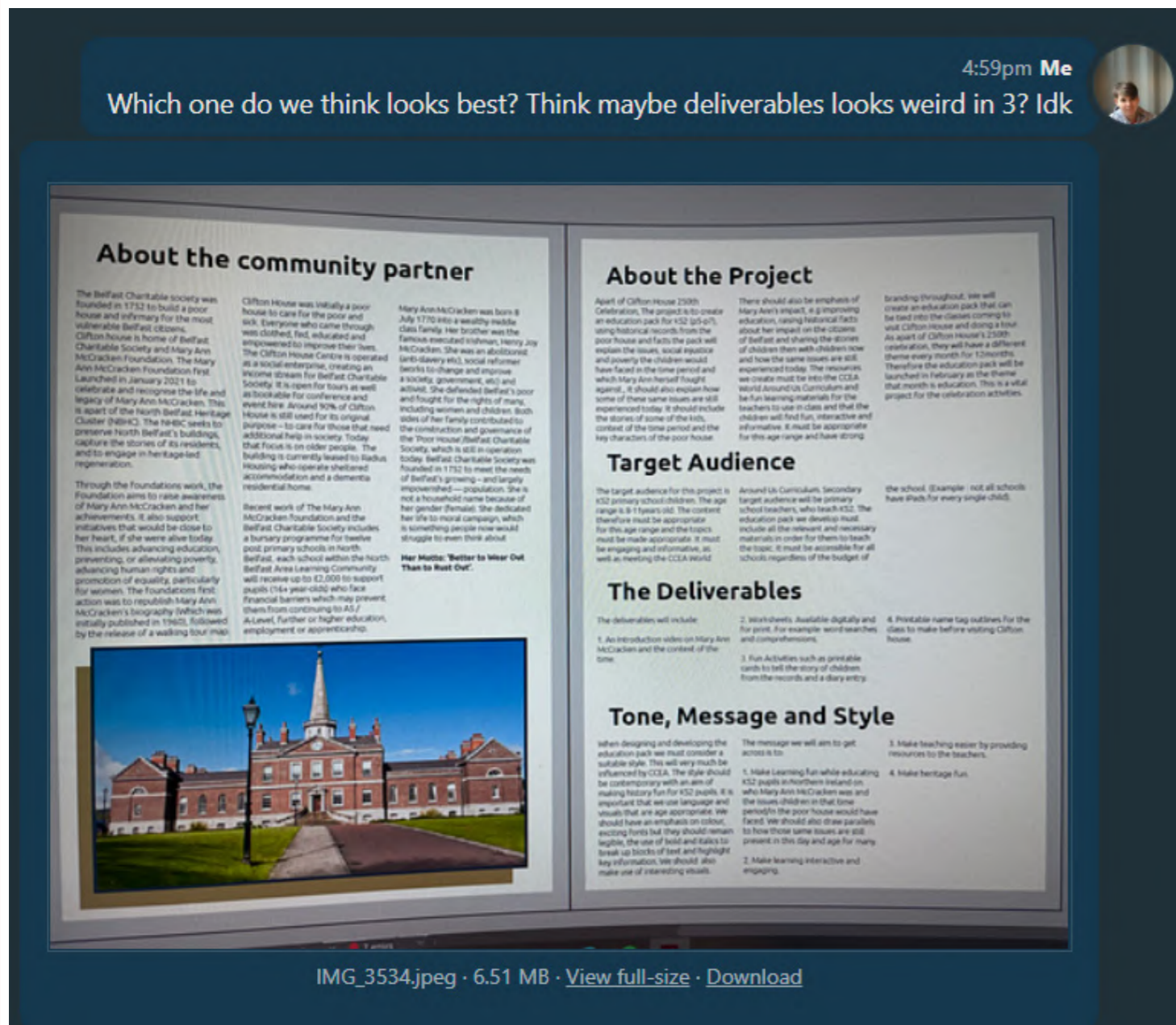
The Brief Project Social v3 AH.pdf · 5.32 MB · [View full-size](#) · [Download](#)



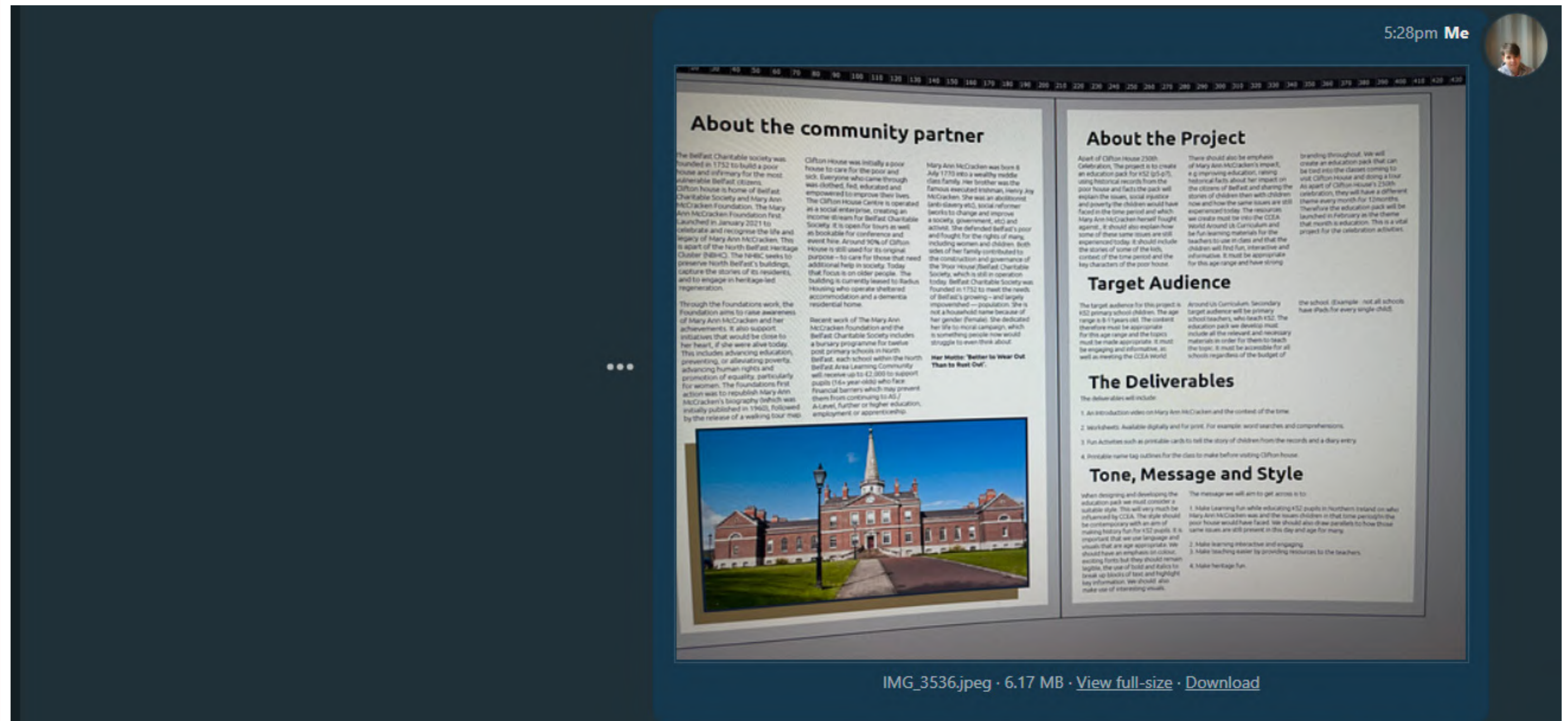
The Brief Project Mary Ann Finished.pdf
Posted by Hayden M. · October 26, 2023 · 4.52 MB
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Notes:
added columns, fixed percentages and all font is same size

When making the columns I communicated with Heidi and asked for her opinion on which she thought looked best. I uploaded to Basecamp three options I had come up with.



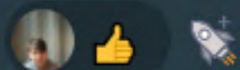
When changing the columns back to the one Heidi suggested I had another idea for a possible layout and Adrian told me It looked good so we used this one for the final brief.



How's that?



Adrian Hickey 6:04pm
Brilliant!



26/10/2: I uploaded the final brief and then sent it to the client.



The Brief Project Mary Ann Finished.pdf

Posted by Hayden M. · October 26, 2023 · 4.52 MB

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Notes:

added columns, fixed percentages and all font is same size



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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 McCracken 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 NHBC 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 McCracken 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 Ann McCracken'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 event 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 (16+ 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 McCracken was born 8 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 something people now would struggle to even think about

Her Motto: 'Better to Wear Out Than to Rust Out'.



About the Project

As part of Clifton House 250th Celebration, The project is to create an education 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 McCracken herself fought against., It should also explain how some of these same issues are still experienced 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 McCracken's impact, e.g improving education, raising historical facts about her impact on the citizens of Belfast and sharing the stories of children then with children now and how the same issues are still experienced today. 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. We will create an education pack that can be tied into the classes coming to visit Clifton House and doing a tour. As part 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 activities.

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 meeting 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 of

the school. (Example : not all schools have iPads for every single child).

The Deliverables

The deliverables will include:

1. An Introduction video on Mary Ann McCracken and the context of the time.
2. Worksheets: Available digitally and for print. For example: word searches and comprehensions.
3. Fun Activities such as printable cards to tell the story of children from the records and a diary entry.
4. Printable name tag outlines for the class to make before visiting Clifton 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. 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 by providing resources to the teachers.
4. Make heritage fun.

Similar Organisations

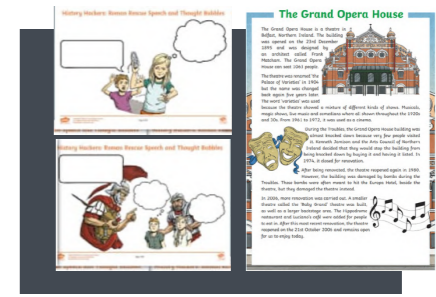
As part of the development process we have undertaken a benchmarking exercise on a range of pre-existing materials that we will develop as part of our education pack. In order to identify best practice we sourced a range of Northern Ireland KS2 history worksheets.

The worksheets assessed during the benchmark are:

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



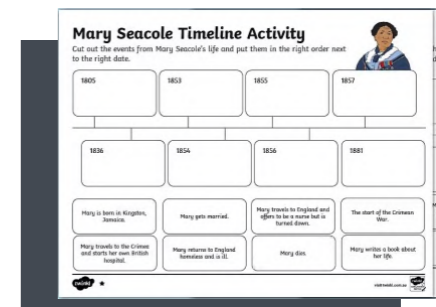
2. Twinkl
Source: www.twinkl.co.uk



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



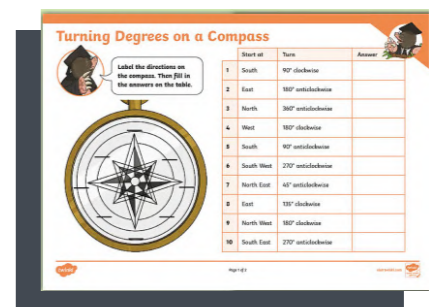
4. Timeline
Source: www.twinkl.co.uk



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.


Irish Movement and the Home Rule Crisis

National Movement

- The Acts of Union 1800 abolished the Irish Parliament in Dublin and brought about the unification of the Kingdom of Great Britain and the Kingdom of Ireland, which resulted in the formation of the United Kingdom of Great Britain and Ireland in the year 1801.
- For centuries, Irish people have fought against British control. Before the outbreak of World War I, Irish nationalists, the vast majority of whom were Catholic, protested this authority in a variety of peaceful and violent ways. The goal of Irish nationalists was to free Ireland from British rule.

- Throughout the early 19th century, several attempts to destabilise Anglo-Irish ties and overthrow the Act of Union were made.
- Beginning in the 1870s, Irish nationalists led by Isaac Butt advocated for Home Rule in Ireland. The Home Rule movement was the leading political campaign of Irish nationalism, advocating for Ireland's autonomy within the United Kingdom of Great Britain and Ireland.
- A bill proposing Home Rule for the British Isles was introduced three times in the House of Commons.

The first attempt at enacting a Home Rule bill did not occur until 1886. It was at this time that the **Government of Ireland Bill 1886**, commonly known as the **First Home Rule Bill**, was presented in the House of Commons by the Liberal government headed by Prime Minister William Gladstone and the Irish Parliamentary Party (IPP). Due to opposition from unionists in Britain and Ireland, this effort failed.



On 8 April 1886, Gladstone spoke during a discussion on the Irish Home Rule Bill.

In February 1893, a **Second Home Rule bill** was introduced and made it past the House of Commons. After three days of deliberation, the House of Lords voted 410 to 41 against the Second Home Rule Bill and rejected it.

THINK ABOUT THIS! **ACTIVITIES FOR AGES 11-14**

1 TERMINOLOGY Write the meaning or brief description of the following terms based on your understanding of the resource. (X marks)

Irish Home Rule

Government Act 1920

Ulster Plantation

Irish Free State

Note: Use additional sheets of paper for your answer if necessary

Storyboard worksheet



History Hackers: Roman Rescue Speech and Thought Bubbles

History Hackers: Roman Rescue Speech and Thought Bubbles

History Hackers: Roman Rescue Speech and Thought Bubbles

History Hackers: Roman Rescue Speech and Thought Bubbles

This example breaks away from the 'typical worksheet', which could consist of plain questions and answers. 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 McCracken 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.

The Grand Opera House


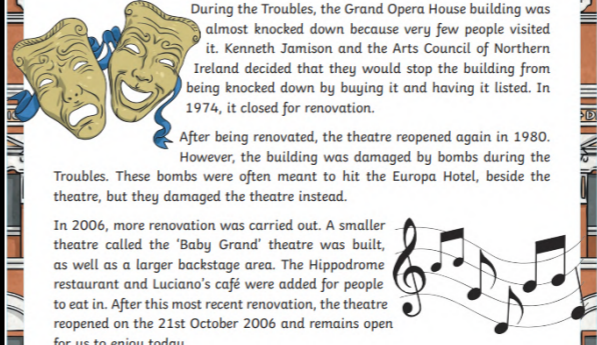
The Grand Opera House is a theatre in Belfast, Northern Ireland. The building was opened on the 23rd December 1895 and was designed by an architect called Frank Matcham. The Grand Opera House can seat 1063 people.

The theatre was renamed 'the Palace of Varieties' in 1904 but the name was changed back again five years later. The word 'varieties' was used because the theatre showed a mixture of different kinds of shows. Musicals, magic shows, live music and comedians were all shown throughout the 1920s and 30s. From 1961 to 1972, it was used as a cinema.

During the Troubles, the Grand Opera House building was almost knocked down because very few people visited it. Kenneth Jamison and the Arts Council of Northern Ireland decided that they would stop the building from being knocked down by buying it and having it listed. In 1974, it closed for renovation.

After being renovated, the theatre reopened again in 1980. However, the building was damaged by bombs during the Troubles. These bombs were often meant to hit the Europa Hotel, beside the theatre, but they damaged the theatre instead.

In 2006, more renovation was carried out. A smaller theatre called the 'Baby Grand' theatre was built, as well as a larger backstage area. The Hippodrome restaurant and Luciano's café were added for people to eat in. After this most recent renovation, the theatre reopened on the 21st October 2006 and remains open for us to enjoy today.

Questions

- What is an architect?
- What does 'listed' mean?
- What does 'variety' mean?
- What does 'renovation' mean?
- What was the theatre's name changed to in 1904?
- In what year was the name changed back to 'the Grand Opera House' again?
- Name the architect who designed the Grand Opera House building?
- What was the building used for between 1961 and 1972?
- Why did the theatre close in 1974?
- In what year was the building 'listed'?
- What sorts of variety performances were shown in the theatre in the 1920s and 30s?

CCEA worksheet

LESSON 1: THE WHOLE WORLD IN 'OUR WEE COUNTRY'

RESOURCE 1: WHAT ARE PEOPLE LIVING IN NORTHERN IRELAND LIKE?

Think

Pair

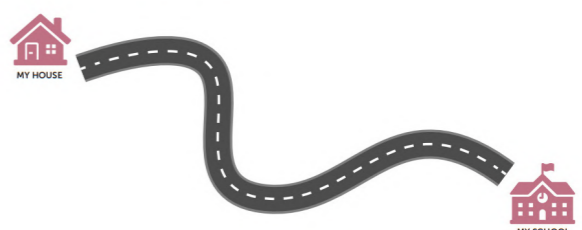
Share

Information from other groups

Northern Ireland © 100

RESOURCE 6: I LIVE AT 1 DIVERSITY LANE ...

Create your neighbourhood - Diversity Lane - using your ideas from Resource 5.



In this space describe your journey from your house to school on Diversity Lane.

Fig 15

Northern Ireland © 100

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

Cards Activity Worksheet

Victorian Inventions

The Victorian Era (1837 - 1901) was a very productive time for new inventions. Many household devices that we take for granted today were invented during this period.

Cut out the sorting book and score along the dotted lines. Fold the bottom flaps upwards and the side flaps inwards. Stick, tape or glue the folded up bottom flaps to create a mini book with three pockets then stick the pocket labels on the front.

Cut out the invention slips and then sort them according to whether you think they were invented before the Victorian Era, during the Victorian Era or after the Victorian Era and then check your answers using the answer key or with your own research. When you discover the year each object was invented in, write it on the back for reference.

Revolver

Photographic Paper

Toaster

Telephone

Rolled 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

Cut out the events from Mary Seacole's life and put them in the right order next to the right date.

1805 1853 1855 1857

1836 1854 1856 1881

1857 1881 1881

Mary is born in Kingston, Jamaica.

Mary gets married.

Mary travels to England and offers to be a nurse but is turned down.

The start of the Crimean War.

Mary travels to England and offers to be a nurse but is turned down.

Mary is born in Kingston, Jamaica.

Mary travels to the Crimea and starts her own British hospital.

Mary returns to England homeless and is ill.

Mary dies.

Mary writes a book about her life.

Mary dies.

ink saving Eco

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

Label the directions on the compass. Then fill in the answers on the table.

Start at	Turn	Answer
1 South	90° clockwise	
2 East	180° anticlockwise	
3 North	360° anticlockwise	
4 West	180° clockwise	
5 South	90° anticlockwise	
6 South West	270° anticlockwise	
7 North East	45° anticlockwise	
8 East	135° clockwise	
9 North West	180° clockwise	
10 South East	270° anticlockwise	

What should turn clockwise? Answer:

Start at	Turn clockwise	Answer	Turn anticlockwise
9 North	90°		
10 South	180°		
11 North West	270°		
12 South East	135°		
13 East	45°		
14 West	315°		
15 South West	135°		

ink saving Eco

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	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 when more 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 topic or person see what they are doing, and group-work could be incorporated.
Aided the 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%

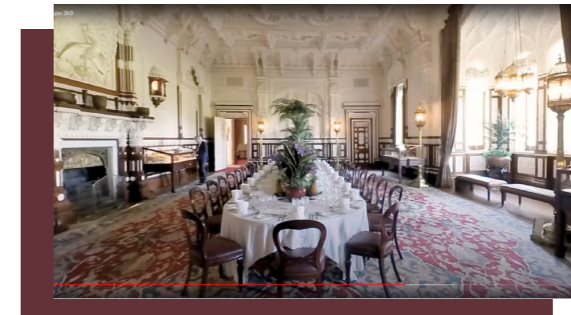
360 benchmarking

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:

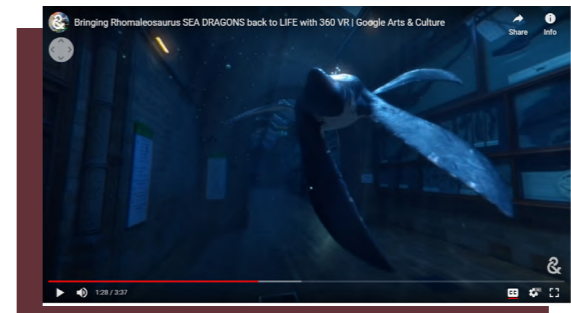
1. Osborne House

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>

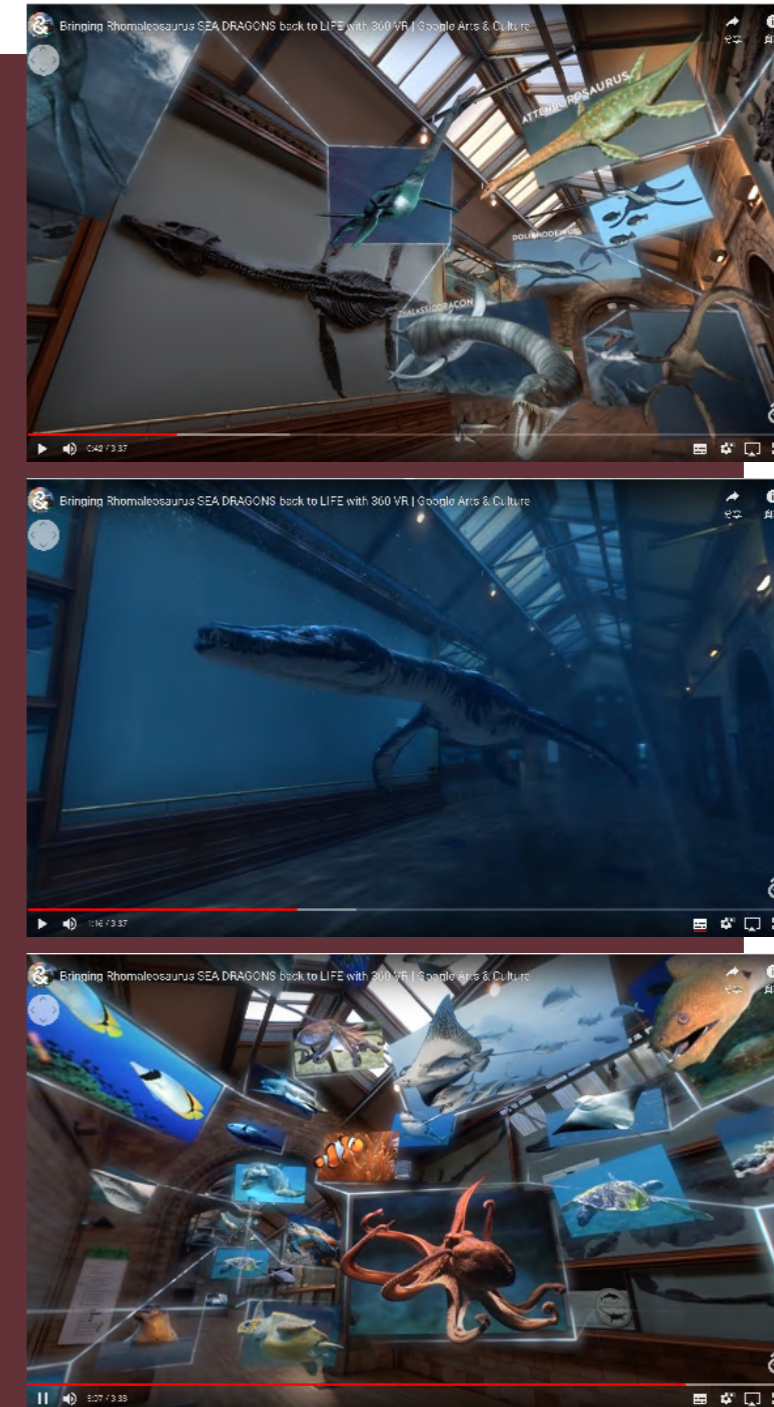


Osbourne House



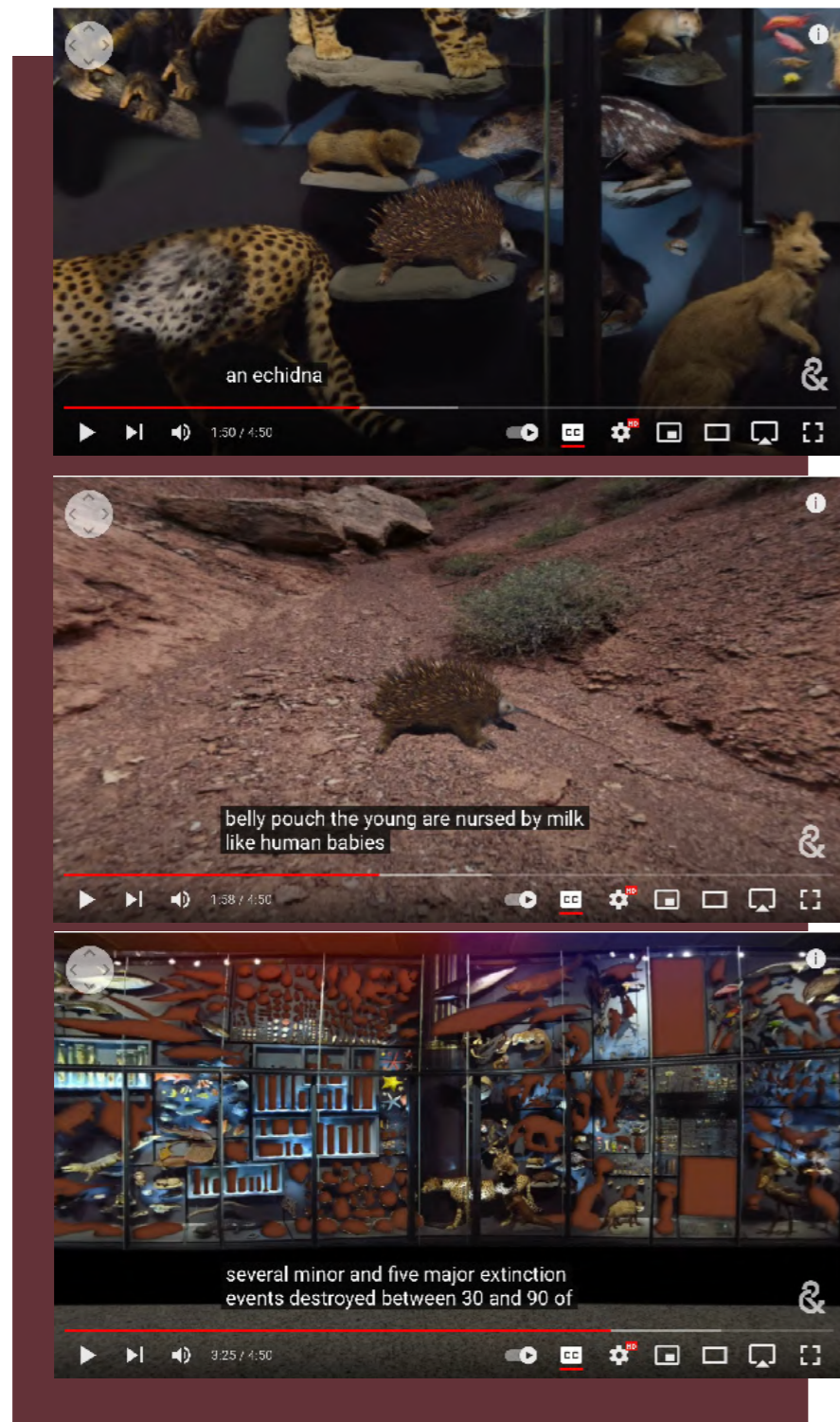
This example gives us a guided virtual tour around Osbourne house. You feel like you get to walk around the gardens and house, which adds to our understanding of the time period.

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).

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 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%

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 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 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 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 people 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.

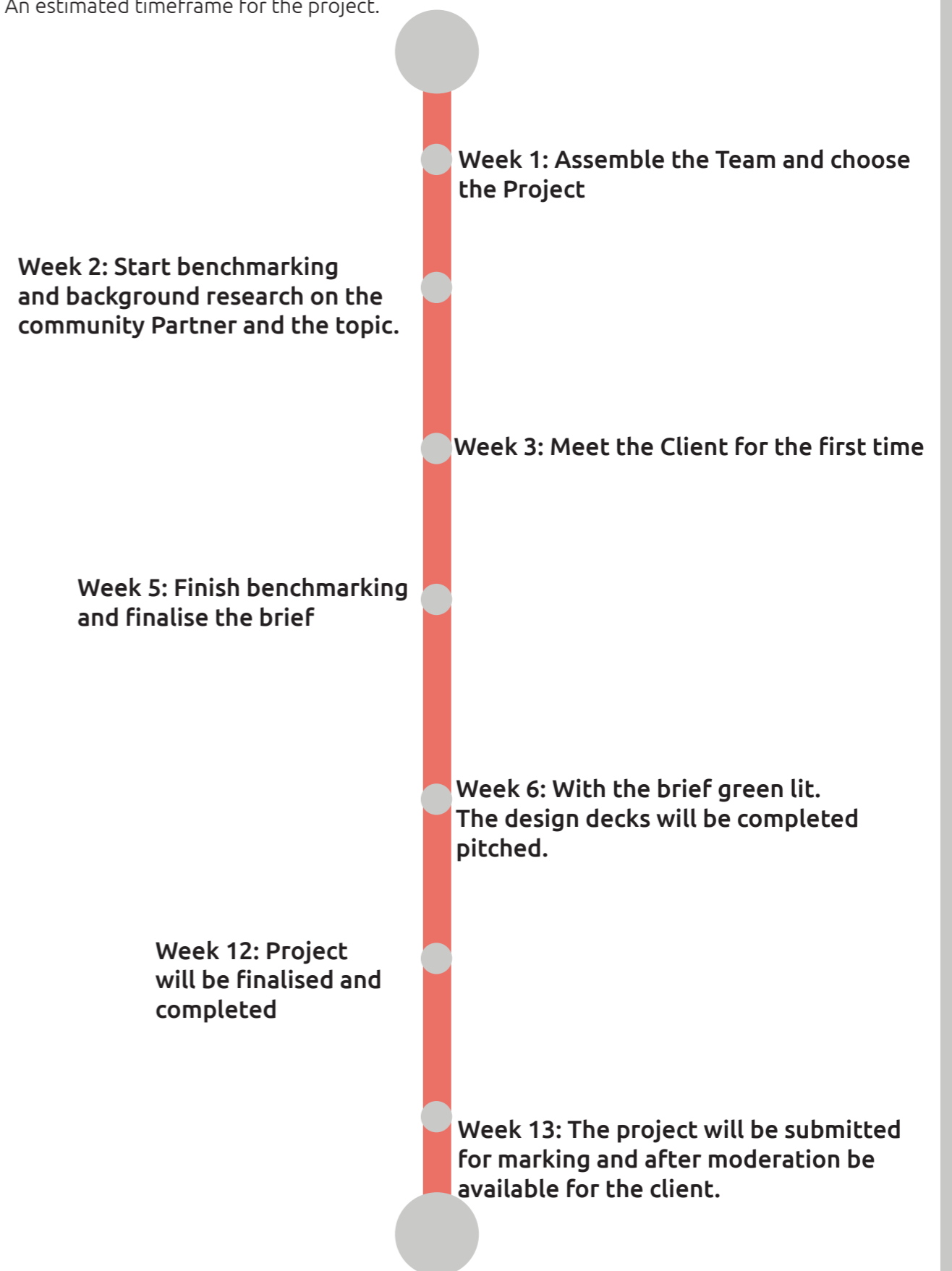
While we will design and provide any paper based worksheets or materials digitally, there is the option of printing them for the classroom.

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.

Timeframe

An estimated timeframe for the project.



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

HM Hayden McKinstry
To: paula@cliftonbelfast.org.uk
Cc: Mulrone, Claire; Pak Hei Chan

☺ ⏪ ⏩ ⋮

Fri 10/27/2023 5:28 PM



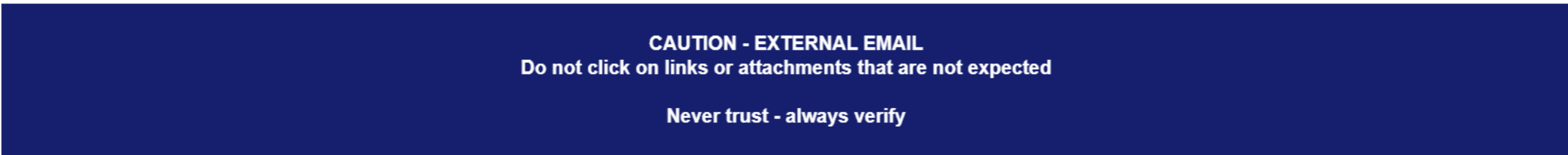
Hi Paula, thank you so much for the tour today. I've attached the brief for you and your team to look over and sign off if you are happy with it.
Thanks again,
Hayden

👤 This sender paula@cliftonbelfast.org.uk is from outside your organization. Block sender

PR Paula Reynolds <paula@cliftonbelfast.org.uk>
To: Hayden McKinstry
Cc: Mulrone, Claire; Pak Hei Chan

☺ 📧 ⏪ ⏩ ⋮

Mon 10/30/2023 6:57 AM










Stay Alert - Think before you Click - Stop a potential Cyber Attack

Thanks Hayden
We will get a look and get back to you asap.
Best wishes
Paula

⋮

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The clients reply after reading the brief:

 Caroline Mccoubrey <mccoubreycaroline@gmail.com>       To: Hayden McKinstry; To: Paula Reynolds <paula@cliftonbelfast.org.uk>; Mulrone, Claire; Pak Hei Chan; Lauren Smyth <lsmyth62@qub.ac.uk> Tue 10/31/2023 1:29 PM

CAUTION - EXTERNAL EMAIL
Do not click on links or attachments that are not expected

Never trust - always verify

Stay Alert - Think before you Click - Stop a potential Cyber Attack

Hi Hayden,

Thanks for sending through the Education Pack brief. It was really comprehensive, particularly the benchmarking exercise.

Not to influence your future work, but you may want to look at the below resources too, which are also dealing with the history of a place via school resources:

Historic Royal Palaces Learning Resources:

<https://www.hrp.org.uk/schools/learning-resources/#gs.7nwlsz>

Going to School in the Workhouse - The National Archive and National Trust's Southwell workhouse

<https://www.nationalarchives.gov.uk/education/resources/voices-of-the-victorian-poor/going-to-school-in-the-workhouse/>

Thanks and look forward to meeting you again on the 7th November.

Caroline

--

Caroline McCoubrey

Freelance Marketing Consultant

mccoubreycaroline@gmail.com

07834278045

 Hayden McKinstry      To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>; To: Paula Reynolds <paula@cliftonbelfast.org.uk>; Mulrone, Claire; Pak Hei Chan; Lauren Smyth <lsmyth62@qub.ac.uk> Tue 10/31/2023 4:50 PM

Hi Caroline, thanks for sending those over. They'll be very useful. I'm glad you liked the brief.

Thanks,

Hayden

Sent from [Outlook for iOS](#)

Trip to Clifton House

The Poor House itself was a very important factor for the education pack, therefore we thought it was important that we go up to Clifton House and see it ourselves. I arranged a date with Caroline McCoubrey for us to go up to Clifton House.

The visit was very beneficial as we learnt more about the background information about the house and time period as well as got to see some key things in the house such as the Bell, The dark room. I thought it would be a good idea to take a 360 camera up to take some test shots, so I arranged with Heidi to do this and she booked one out.

I recorded the sound of the Bell as I thought when we were learning about it that it was very interesting and would likely be of interest to children.

Pictures I took:





360 test shots we both took.



I recorded the sound of the bell as when we were learning about it, I thought it sounded really interesting and played a big role in the life of the Poor House children. Therefore it could be nice to put the sound of it in the 360 video.



Sound of the bell at Clifton house.m4a

Posted by Hayden M. · October 28, 2023 · 46.8 KB

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



Add a comment here...

I had to contact the client to organise this trip

Education Pack

6 6

HM

Hayden McKinstry

To: paula@cliftonbelfast.org.uk

Cc: Mulrone, Claire; mccoubreycaroline@gmail.com; Ismyth62@qub.ac.uk; Pak Hei Chan

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

Mon 10/23/2023 11:48 AM

CM

Caroline Mccoubrey <mccoubreycaroline@gmail.com>

To: Hayden McKinstry

Cc: paula@cliftonbelfast.org.uk; Mulrone, Claire; Ismyth62@qub.ac.uk; Pak Hei Chan




Mary Ann McCracken logo_c... 424 KB
Mary Ann McCracken logo_w... 443 KB
234604 Two Marys final artw... 882 KB

6 attachments (4 MB) Save all to OneDrive - Ulster University Download all

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/>



Mary Ann McCracken Foundation

The Mary Ann McCracken Foundation was set up by Belfast Charitable Society (BCS) to celebrate Mary Ann's life and to build on her legacy today.

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 accomodate 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

HM Hayden McKinstry
To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>
Cc: paula@cliftonbelfast.org.uk; Mulrone, Claire; Ismyth62@qub.ac.uk; Pak Hei Chan
Mon 10/23/2023 5:27 PM

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

CM Caroline Mccoubrey <mccoubreycaroline@gmail.com>
To: Hayden McKinstry
Cc: paula@cliftonbelfast.org.uk; Mulrone, Claire; Ismyth62@qub.ac.uk; Pak Hei Chan
Tue 10/24/2023 9:41 AM

Thanks Hayden, let me come back to you about Friday afternoon. Just need to check availability of others. Will let you know today.
Thanks

CM Caroline Mccoubrey <mccoubreycaroline@gmail.com>
To: Hayden McKinstry
Cc: paula@cliftonbelfast.org.uk; Mulrone, Claire; Ismyth62@qub.ac.uk; Pak Hei Chan
Tue 10/24/2023 10:31 AM

Hi Hayden,
Unfortunately we would struggle to accomodate 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

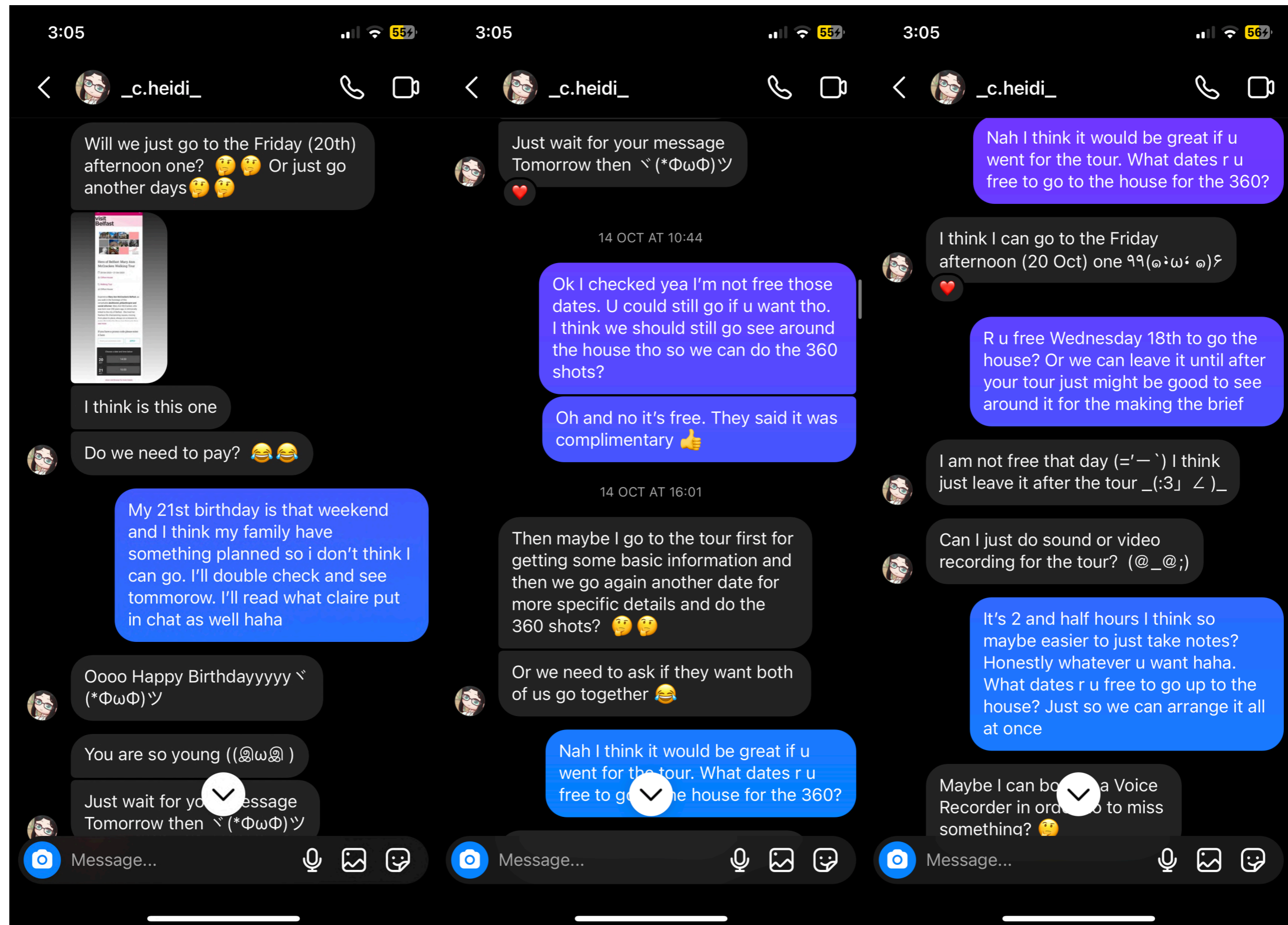
HM Hayden McKinstry
To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>
Cc: paula@cliftonbelfast.org.uk; Mulrone, Claire; Ismyth62@qub.ac.uk; Pak Hei Chan
Tue 10/24/2023 11:03 AM

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

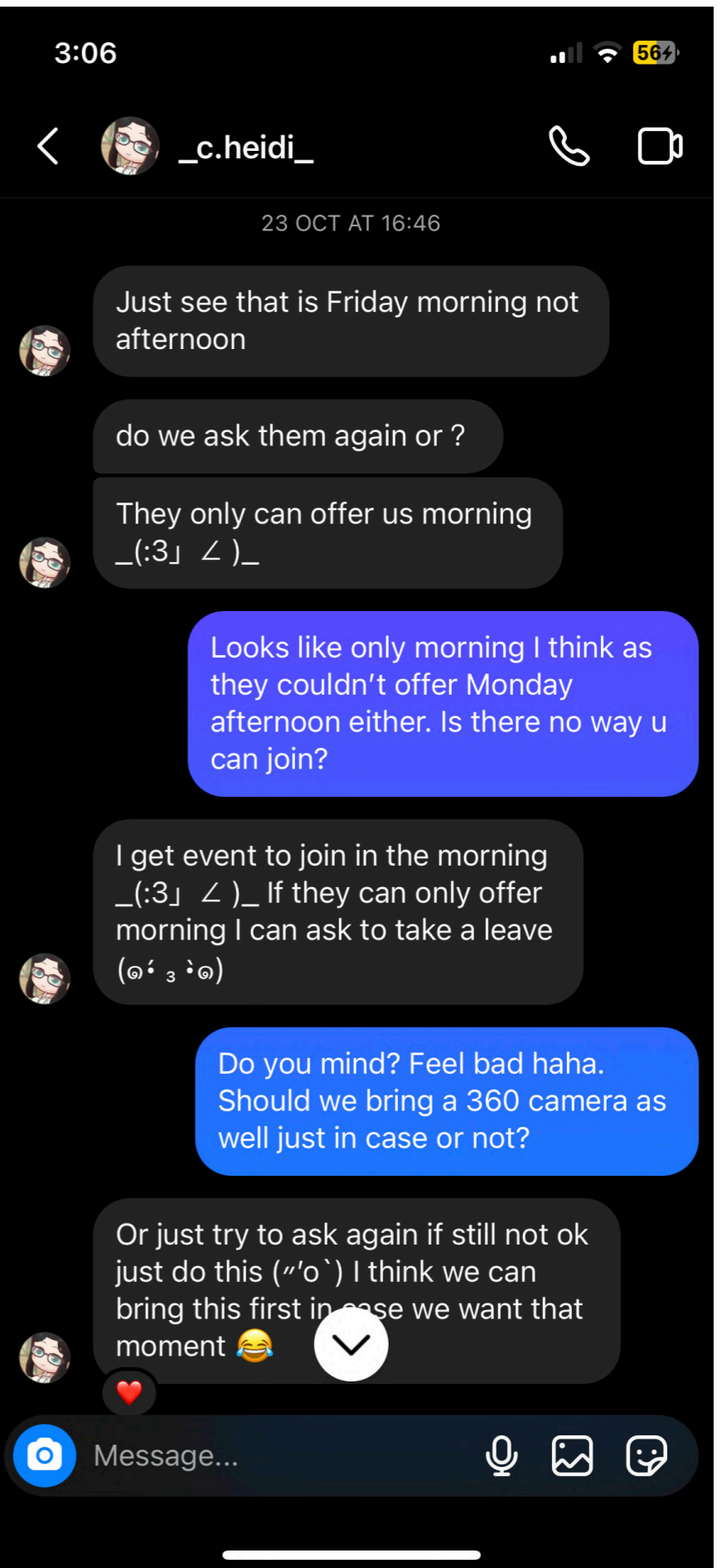
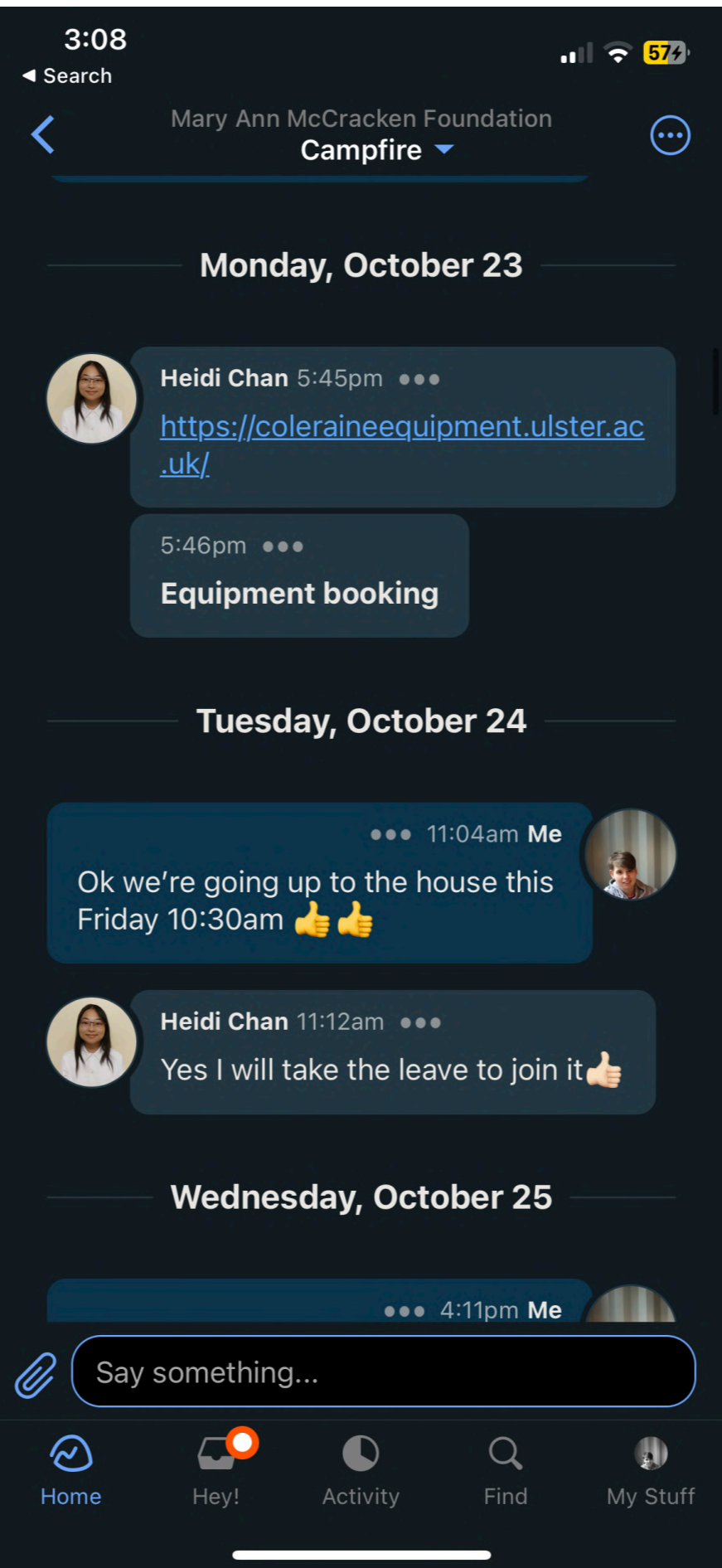
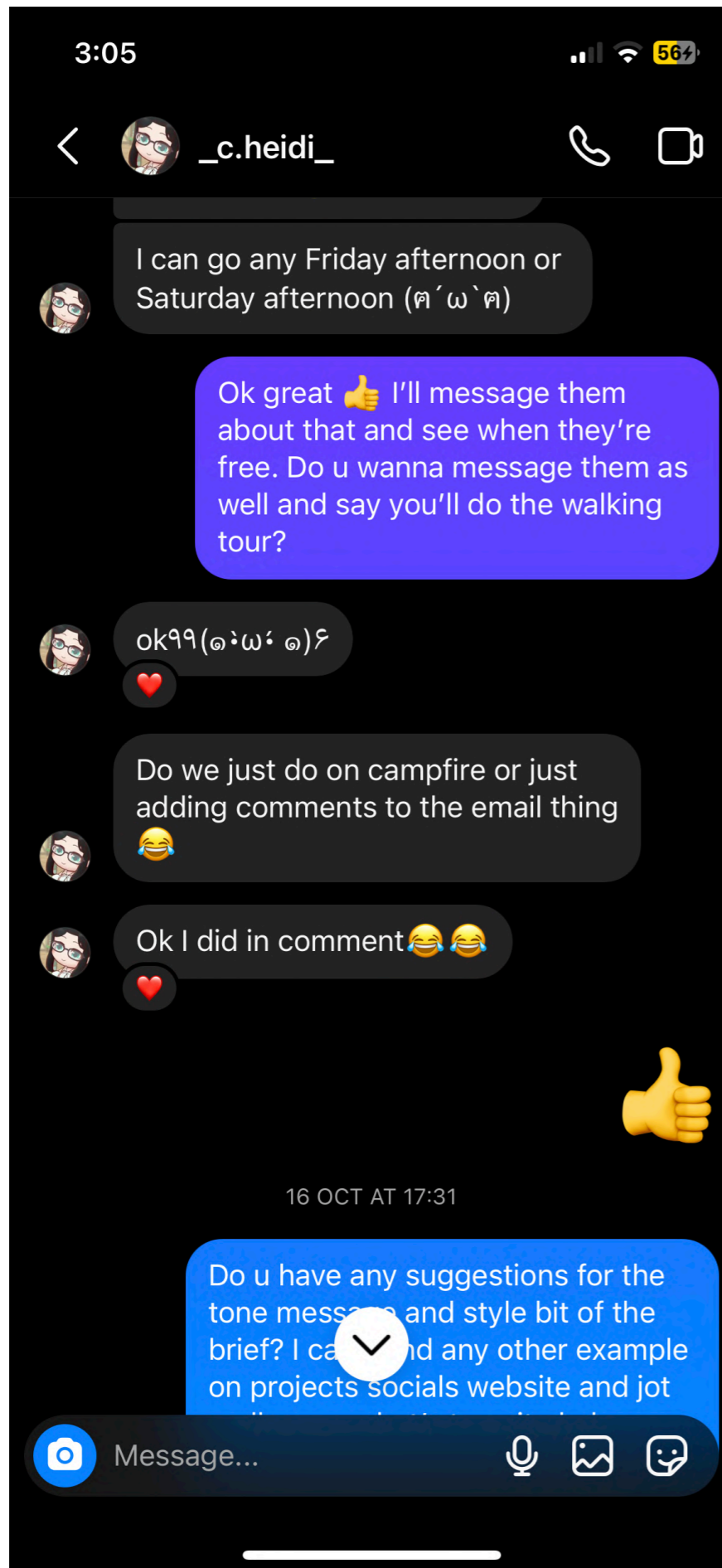
CM Caroline Mccoubrey <mccoubreycaroline@gmail.com>
To: Hayden McKinstry
Cc: paula@cliftonbelfast.org.uk; Mulrone, Claire; Ismyth62@qub.ac.uk; Pak Hei Chan
Tue 10/24/2023 2:13 PM

That's great, see you all then.

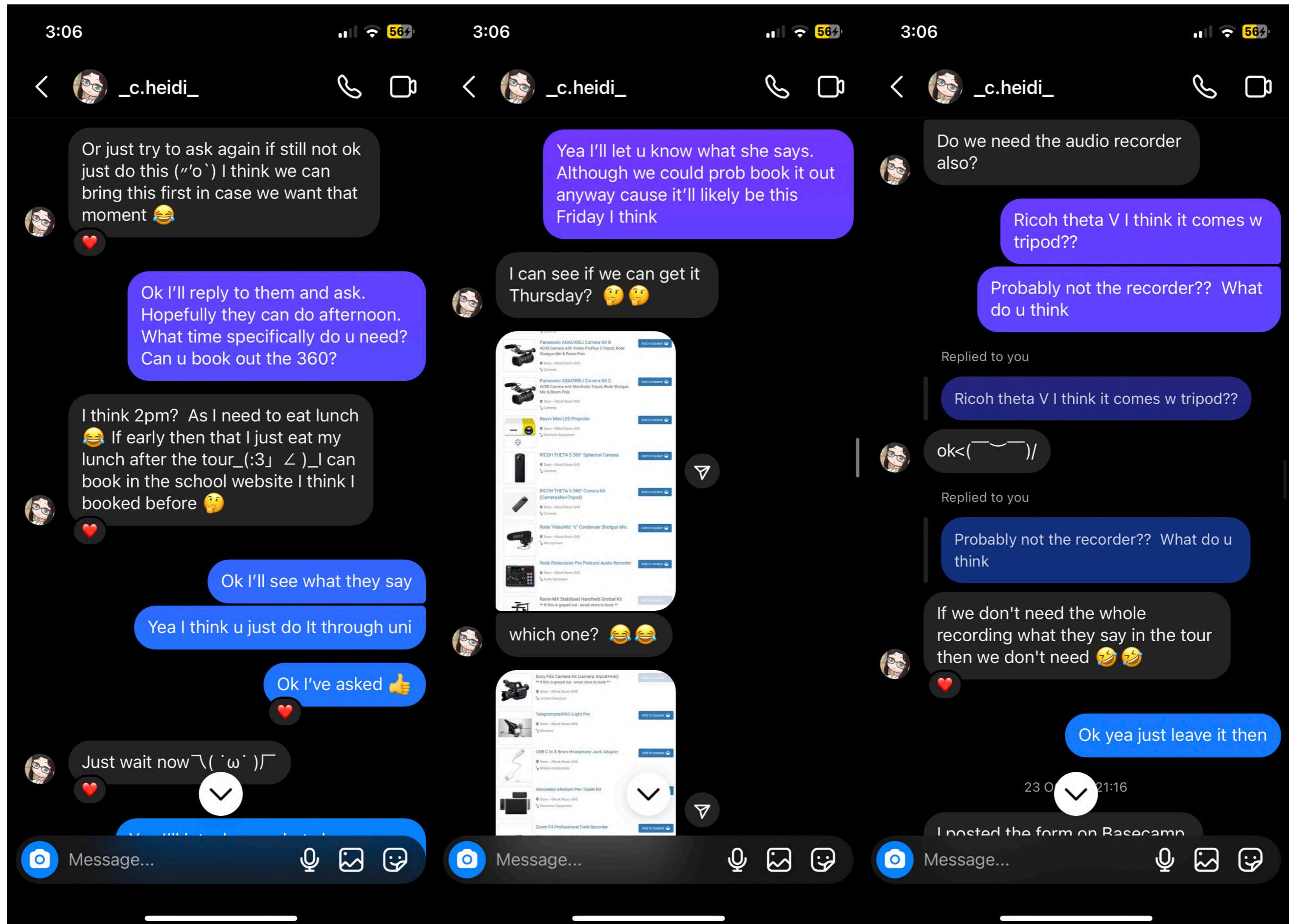
I messaged Heidi to see when she was free to organise the trip. We had been offered to also go on a walking tour however I wasn't free and Heidi ended up not going either.



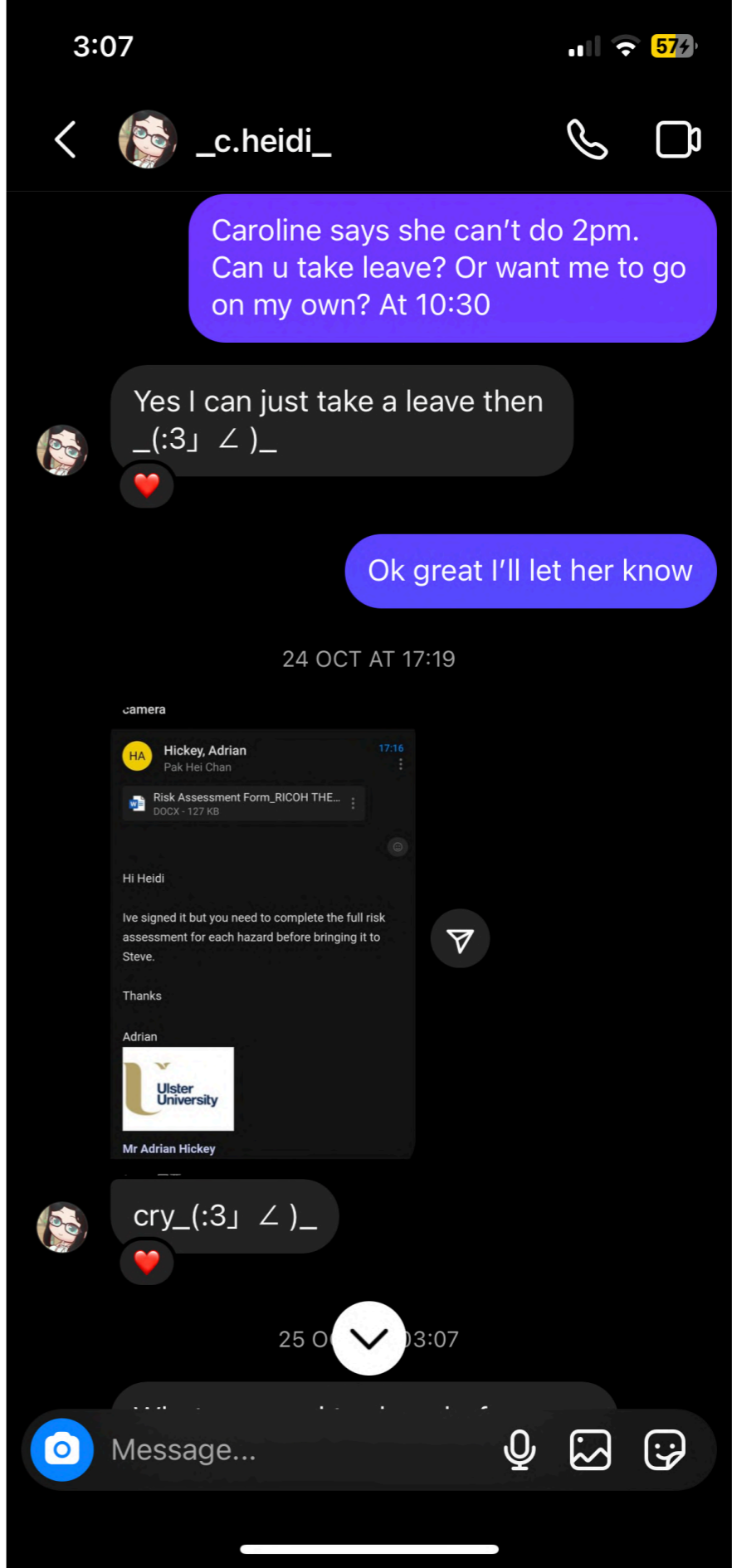
After finding out when she was free I emailed the client and asked if we could arrange a tour.



Heidi asked me to ask the clients if we could change the time of the tour and we decided to bring a 360 camera.



The clients replied and said they couldn't change the time of it and I asked Heidi if she could come to the original time. She said she would take leave and I confirmed this with the clients.

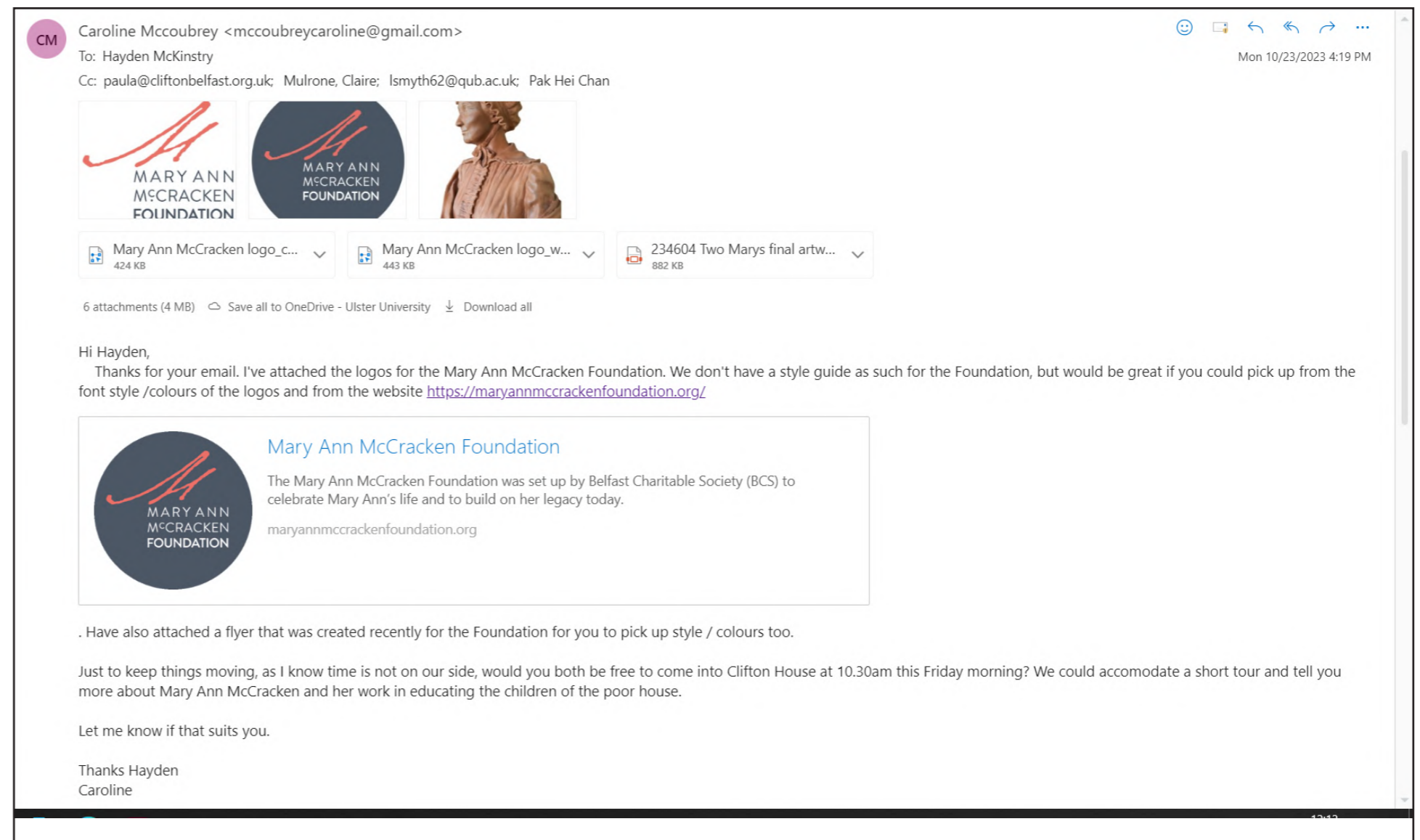


The Pitch Deck

For the pitch we had to come up with three concepts with the best being chosen for the final pitch deck.

The first thing I did was create a brand guidelines sheet, which was based off the clients existing brand. I felt this was important to do as in the meeting on Zoom Paula Reynolds had mentioned that It was important to her that the education pack had strong branding throughout. I had previously messaged Caroline asking if they had any current brand guidelines and she said that they didn't any style guides but to pick out the font and colours from their existing logo and website.

I found out from their website that they were using the font called "Ubuntu". For the colours I created



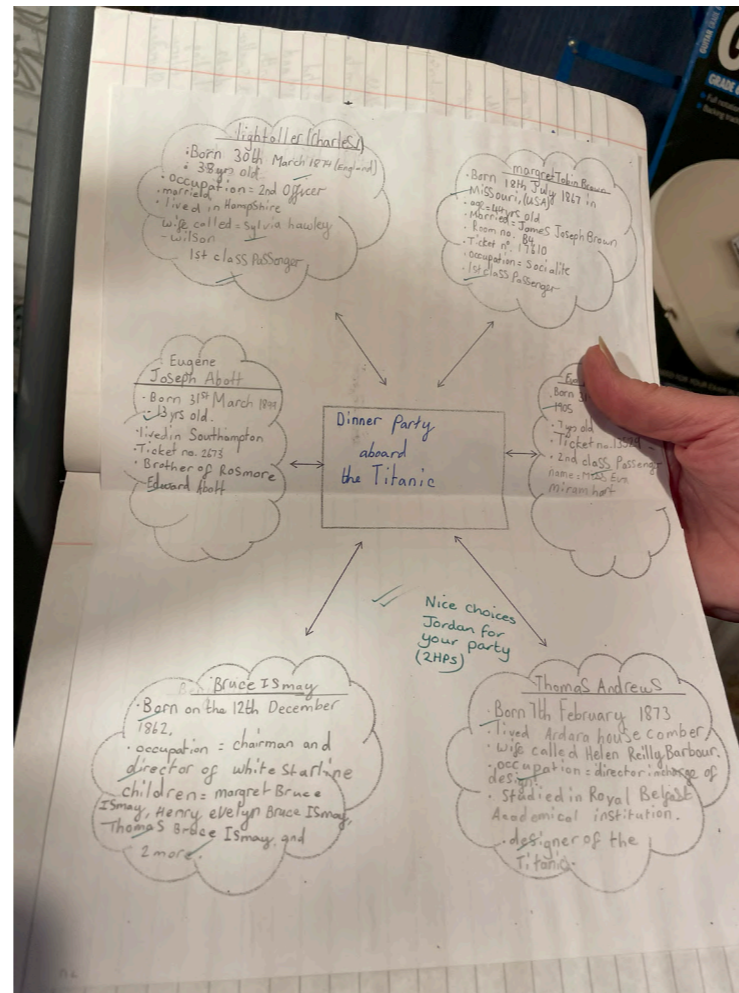
a four colour palette with hex codes to ensure continuity.

Caroline had also previously sent over some assets including two variations of their logo and a bust of Mary Ann McCracken. I included both logos and the images in my brand guidelines.

The final thing I did before I started thinking about concepts was to research the CCEA curriculum. This was because i wanted to make sure that the potential education packs were relevant to the national curriculum and therefore could be taught in schools, which was the end goal for our client.

Helen Diamond who teaches P6 and P7 allowed to me to borrow and look through some workbooks. This was very helpful as I could see first hand the kind of activates that were suitable for our age range which was KS2. (8yrs-11yrs) and were actually taught in Northern Ireland, as Twinkl has a wide range of worksheets that aren't all specific to our national curriculum.

See Right: Examples of the workbooks that helped give me a better understanding of what I was to make and the level KS2 is at.



Wednesday 18th December
Victorian workhouses
www.primaryhomeworkhelp.co.uk/victorians

1. Why were workhouses created during the Victorian era?
 Workhouses were made for the poor to do hard labour to earn a bed, food and a roof over their head.
2. Who were the workhouses made for?
 The workhouses were made for poor families, orphans, mentally sick and disabled to get help or to work.
3. What did the workhouses provide for the people living there?
 Workhouses provided a dining hall, dormitories, a kitchen, nurseries, a laundry and a small farm.
4. What types of facilities were at a workhouse?
 There were beds, laundry rooms, food, tailors and rooms for the sick.

Titanic Passenger Research
 Today you are going to read a newspaper article that was published 2 days after the Titanic sank. It tells the public that everyone survived the sinking (which we know is not true).
 You are going to find out what actually happened to the list of people mentioned in the article.
 To do this do a Google search of 'Titanic passenger list' and use the website 'Encyclopedia Titanica' to complete the table below.

Name	Class	Survived (Yes/No)	If 'yes' lifeboat number	Rescued by (ship)	If 'No' was the body recovered?	If is where is the body buried?
Berj. Guggenheim	1 st	NO	X	X	X	X
JJ. Astor	1 st	NO	X	X	Yes	U.S.A. Trinity Cemetery
Bruce Ismay	1 st	Yes	C	Carpathia	X	X
Miss Cherry	1 st	Yes	8	Carpathia	X	X
Edward Smith	1 st	NO	X	X	X	X
Major W. Butt	1 st	NO	X	X	X	X
Mr. Isidor Straus	1 st	NO	X	X	Yes	Woodlawn cemetery Bronx NYC U.S.A.
Countess of Rothes	1 st	Yes	8	Carpathia	X	X
Major A. Peckham	1 st	Yes	6	Carpathia	X	X
Mr. Charles M. Hays	1 st	NO	X	X	Yes	Mount Royal cemetery Montreal Quebec
Lord Ashburton	X	X	X	X	X	X
Mrs Cavendish	1 st	Yes	6	Carpathia	X	X
Miss Esther Bowen	X	X	X	X	X	X
Clarence Moore	1 st	NO	X	X	X	X

An interview with a farmboy

What time do you wake up at James?
 I wake up at around 5:00 in the morning to start my work. It is very early and tiring.

What is the first job you do when you wake up?
 The first job I do when I wake up is milk the cows and give the animals the leftovers from breakfast.

What do you wear everyday and why?
 I wear past down boots from my brother and uncomfortable clothes that don't keep you warm in the cold as clothes are expensive.

What is your least favourite job and why?
 My least favourite job is burning the weeds and picking stones for road repair as it is a back breaking job.

What is your favourite job and why?
 My favourite job is ploughing the fields as I meet Eric, the person who helps me turn the horses as the leads may twist and get tangled.

Do you enjoy your lifestyle and why?
 I don't really like my lifestyle as I am working consistently and people are on my back saying I either need to work harder or do this or do that.

Do you wish you went to school and why?
 I wish I went to school because I would get an education and make friends and not have to do the work I do at the farm.

By Lewis and Jordan
 Well done (HP)

Hayden McKinstry



MARY ANN
MCCRACKEN
FOUNDATION
Pitch Deck



The first draft of the pitch Deck

Brand Guidelines

Font: ubuntu

Bold

Bold Italic

Medium

Medium Italic

Regular

Regular Italic

Light

Light Italic

Colour Palette

Taken from brochure sent by the client

#495666

#f3746b

#ffffff

#f5897c

Logos and Images

Sent by the client

Logo on a grey circle background



Alternative logo with no background



Bust of Mary Ann McCracken



Links to the CCEA curriculum

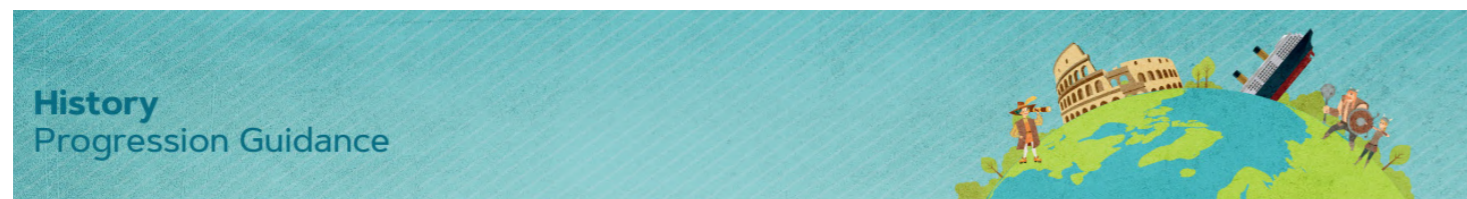
Link to curriculum: <https://cea.org.uk/downloads/docs/cea-asset/Resource/History%20Progression%20Guidance%20%28Knowledge%2C%20Understanding%20and%20Skills%29.pdf>

Topic: The Place of History in The World Around Us

Age: KS2

In the context of History relevant categories include :

- **Interdependence**
- **Change over time**
- **Place**



In the context of history:

Interdependence is about defining who we are through the many connections we have with each other, with places, and with things over time. Learning about Interdependence in history could involve:

- ▶ examining the ways in which the lives, actions and decisions of people in the past have influenced who we are and how we live today;
- ▶ developing an insight into how people and communities have developed and are reliant on each other;
- ▶ exploring what happens when the balance of connectivity is disrupted, and how it can potentially lead to negative consequences; and
- ▶ thinking about how people might live in the future.

Change Over Time is about change and continuity over the course of time. Learning about Change Over Time in history could involve:

- ▶ examining the ways in which our lives today have been impacted by the past;
- ▶ learning that not all things change over time; some things remain the same; and
- ▶ learning that the pace of change varies over time.

Place, including both the physical and social characteristics, has shaped the way of life for the people living there over time. Its study helps pupils to develop a respect for and an understanding of the importance of preserving our history. Learning about Place in history could involve:

- ▶ examining the natural and built heritage and the relationships between the people who inhabit it and other places;
- ▶ exploring how where people live dictates how they live and have lived in the past; every place has a story;
- ▶ exploring ways in which the decisions people made in the past have impacted where and how we live today; and
- ▶ examining the physical evidence in our locality and the world around us of the lived experience of people in the past, for example place names, monuments, buildings, records and artefacts.

Movement and Energy provides a context to understand change and societal development through history. Learning about Movement and Energy in history could involve:

- ▶ exploring how the scientific and technological discoveries, inventions and innovations of our ancestors, for example transport, communications and exploration, have impacted how we live and work today;
- ▶ developing insights into how people, information and goods have moved from place to place;
- ▶ exploring some of the causes of people migration in the past, such as political, social, cultural or physical, and their consequences, which can provide insight into and develop empathy for some of the realities of people migration today; and
- ▶ examining how we have sourced/harnessed energy over time, and the effect that this has had on our world throughout history.

Taken from the CCEA Progression guidance document, Page 2.

All materials for the education pack we provide will include a key within the teachers pack, so they can easily see where all our worksheets etc link into the CCEA curriculum.

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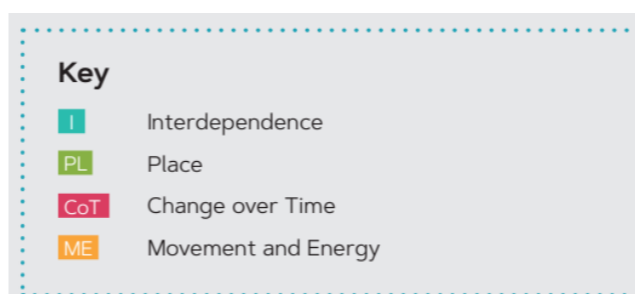
Suggested line of progression			
	From	Towards	To
Historical Enquiry (Observation)	Use the senses to make observations about historical items/artefacts and provide descriptions of what they notice.	Use the senses to observe and describe historical items/artefacts, identifying similarities and differences by making simple comparisons and connections.	Use the senses to observe and describe. Suggest reasons for significant observations by examining evidence, speculating, and making inferences through first-hand experiences with historical items/artefacts.
Historical Enquiry (Questioning)	Ask different types of questions. Be curious, ask and respond to questions about the past.	Ask more focused questions and suggest ideas for historical enquiry.	Be able to ask deeper and wider questions. Recognise the differences between how and what if questions. Learn from and build on their own and others' ideas and experiences.
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Recording and Communicating	Use simple methods to record information. Communicate what they have found out in a variety of ways.	Identify and use a variety of methods to record information. Begin to identify audience and purpose when communicating.	Select the most appropriate methods for the particular task. Develop methods for collating and recording information and monitoring progress on a task. Have a sense of audience and purpose when communicating.

History Enquiry (Observation): The 360 video and going to the tour of Clifton House

History Enquiry (Questioning): what do u know, what do ui already, what do you want to know? These questions asked on tour. See pciture red book

History Enquiry (Planning): This would be completed by the teacher, where they would help the pupils plan out any questions they have ahead of going for the tour of Clifton House

Recording and communicating: Table activity worksheet



Example Key from CCEA, Page 10

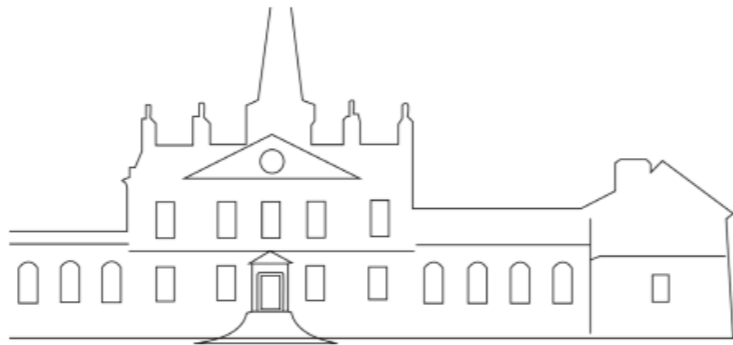
Concept 1:

1. Introduction Powerpoint which explains who Mary Ann was, her contributions to the citizens of Belfast and context of time period. Include the building of poor house. QR code last slide which goes to the 360
2. 360 video which shows outside of Clifton House and the main room. Pupils or teacher can look around and click on button to switch between these scenes. Mute/unmute button where you can hear sound of bell that signalled end of class etc.
3. Life in poor house comprehension. Details why people came in, how it helped them (education, food, apprenticeship), day to day life .
Questions will include similarities and differences where pupils must identify what is different about their lives and children in poor house's lives. Ties into Curriciulum.
4. Factfile of 10 records.
Pupils must choose child from these factfiles and complete a Diary Entry activity.
5. Finish with a word search where all words are related to social injustice/ issues that are still present today e.g poverty.

Comprehension

Life in the poor house

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Questions

1. Why did people come to the poor house?

2. How did the poor house help them?

3. What jobs did the children do?

4. What age did they start apprenticeships

5. What similarities and differences between their lives and your lives can you list?

Similar

Different

Similar	Different

360 Experience Storyboard

Shot 1

Front View

Click to go inside



Left View



Right View



Back View



Shot 2

Click to hear or mute
the sound of the bell

Front View



Left View



Right View



Back View

Click to go outside



Children from the poor house



Rose McCracken

Age on arrival: 12
Parents: Orphan
Reason for admission: Swelling on her foot
Job at the house: sewing
Apprenticeship: Mrs Margaret Rogers in Ballynure for three years



Samuel Hogg

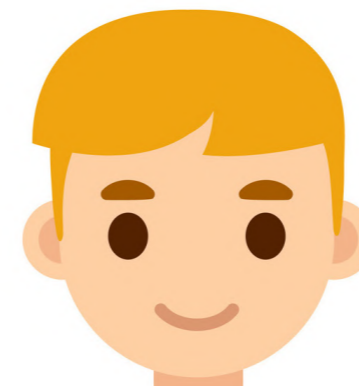
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Sep 1806 Samuel returns to the house
Oct 1806 runs away.



Catherine Thornton

Age on arrival: 5
First apprenticeship in Jan 1812 for 5 years as a servant
Returns to the house March 1812 due to not receiving enough food. Catherine is punished for running away.
Second Apprenticeship Dec 1812
She runs away and comes back to the house again. She is sent back to her master.



Edmund Curry

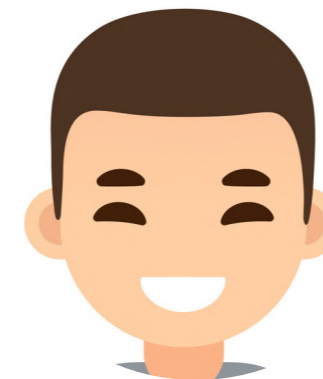
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Dorothy Todd

Age on arrival: 6
She was taught how to sew by Miss Elder. The girls within her class had their own timetable which was different to the other girls who lived within the Poorhouse.

1818 she was apprenticed out as a servant



William Bell

Age: 11
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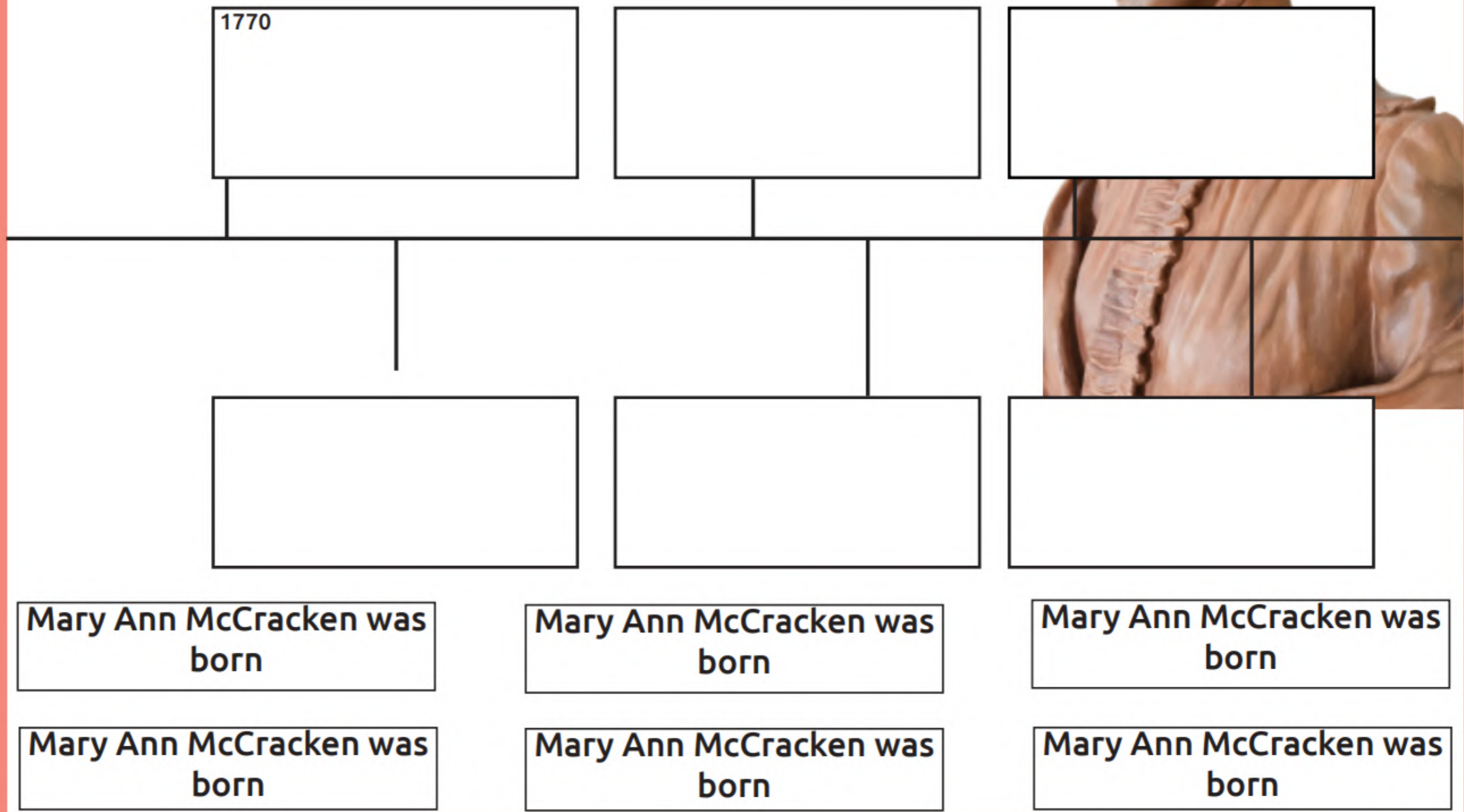
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William Bell was apprenticed off in North Street, Belfast, for five years to learn how to be a reed maker

Concept 2:

Mary Ann McCracken Timeline Activity

Cut out the events and stick them in the correct order



Poor house children information card.
Pupil fills in table after looking at the cards.



**Eliza
Little**

Age: 6

Date Of Admission: 1807

Apprentishiped in March 1814.

Where: Drumbo

What as: Servenat and Dressmaker

Child's Name	Age when admitted to the poor house	Where was their apprenticeship?	What was their apprenticeship?

Colour in a child from the poor house



Draw yourself



Now can you list the similarities and differences between _____'s life and your life?
(Write their name)

Similar

Different

Ties into the curriculum and can be completed before a trip to the house with what I want to know questions brought with them to ask.

K

What I know

W

What I want to know

L

What I have learnt

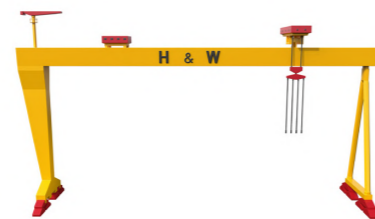


Concept 3:

Adobe stocked images except last two.

Journey to the 1770s

Belfast experienced the early stages of industrial, economic, and societal growth. This period established Belfast as the 'centre of power-driven textile manufacture' in the cotton and linen industries and the town developed a reputation for its shipbuilding and engineering



Rural people came into Belfast looking for all these new jobs that had been created. As a result, Belfast's population radically increased from 20,000 in 1800 to over 53,000 by 1831. This dramatic expansion resulted in an increase in crime, waste disposal and poverty in the town.

Belfast's middle-class inhabitants - concerned about maintaining civic pride and inspired by the notion of philanthropic duty - sought to address the growing issue of urban poverty, demonstrating a mutual awareness of responsibility to help those less fortunate than themselves. One of the ways in which the Belfast Charitable Society sought to help the poor was by opening the Poor House in 1774.



When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by the inhabitants of as part of their work.

Girls were typically provided with:

- A druggat gown (druggat material was usually thin, made from wool and was cheap to purchase)
- worn under a dress)
- Stockings
- Shoes

Boys were typically given:

- A coat
- A waistcoat
- A shirt
- A pair of britches,
- A pair of stockings
- A pair of shoes



Mary Ann McCracken

Fill in the gaps

1. Mary Ann McCracken was a _____.
2. She was born into a _____ family.
3. She played with other kids in the poor house from when she was aged ____.
3. It was unusual for Mary Ann to be _____ in this time period.
4. She defended Belfast's _____ and fought for the rights of many, including women and children.
5. Mary Ann insisted that poor house children's education should be _____.
6. Her family contributed to building the poor house in _____.
7. She was aged _____ when she was handing out anti slavery posters.

Words:

- | | |
|------|-----------------|
| 1752 | Wealthy |
| Poor | Educated |
| six | fun |
| 88 | Social Activist |



Children from the poor house

Pictures from adobe stock. Will be made more historical e.g bonnets , caps from the time period.



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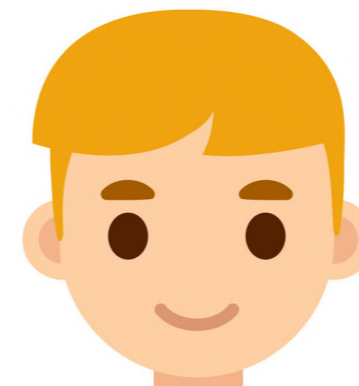
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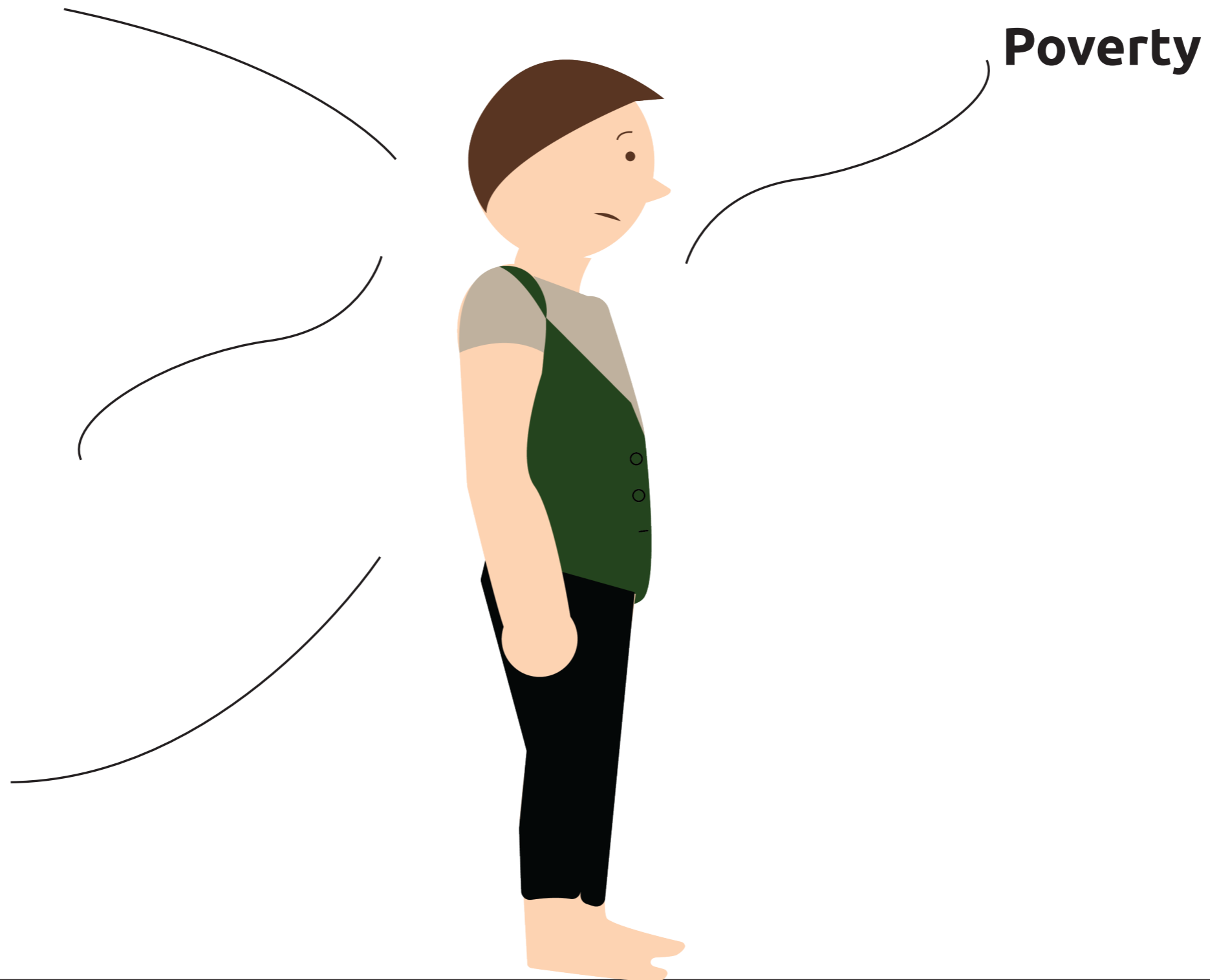
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William Bell was apprenticed off in North Street, Belfast, for five years to learn how to be a reed maker

This is Samuel living in the poor house. List issues he would have faced.

One has been done for you. Tick if these are still present today

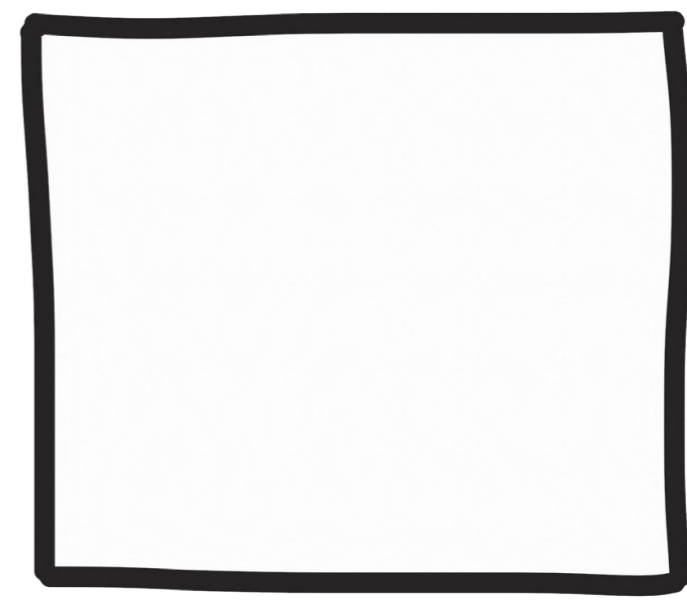
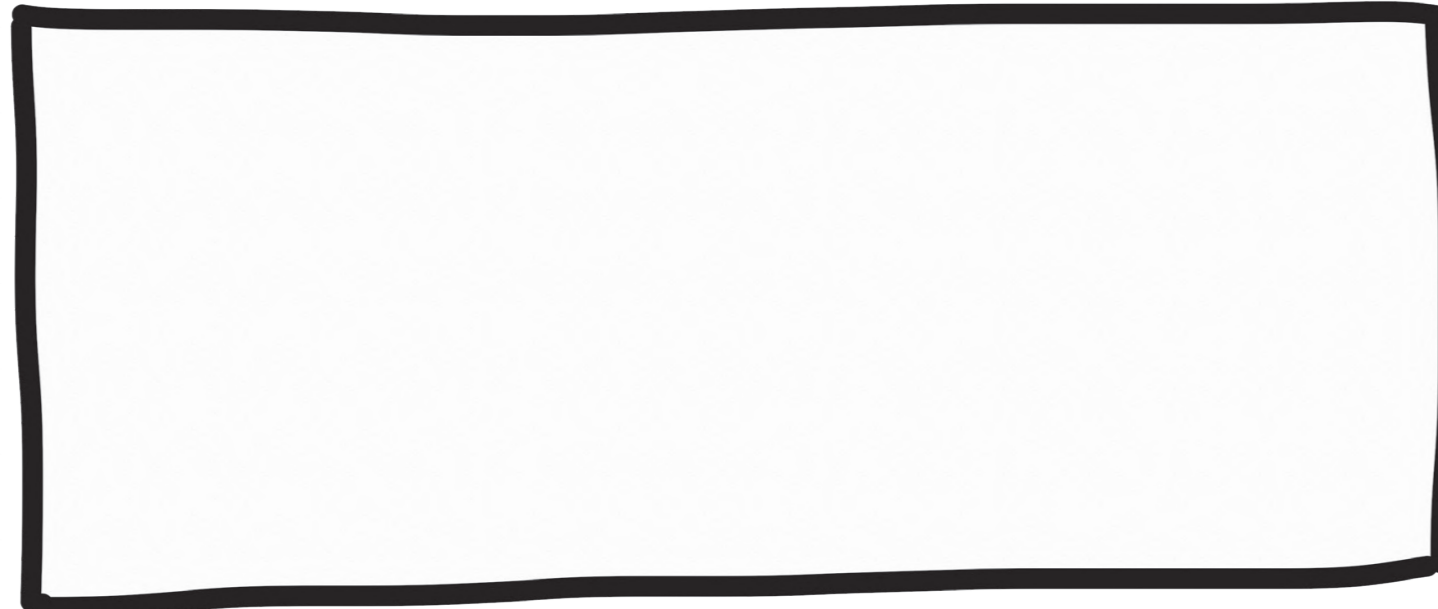
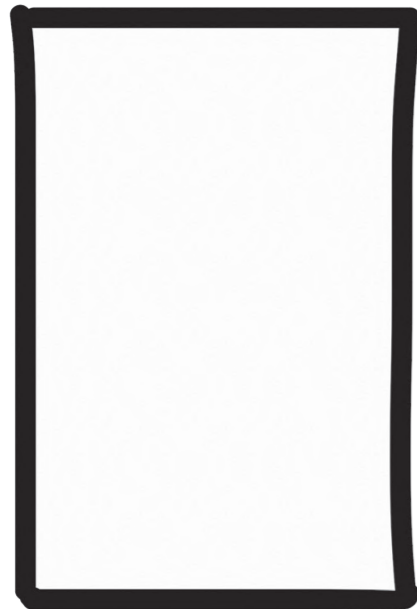


A day in the life of a poor house child

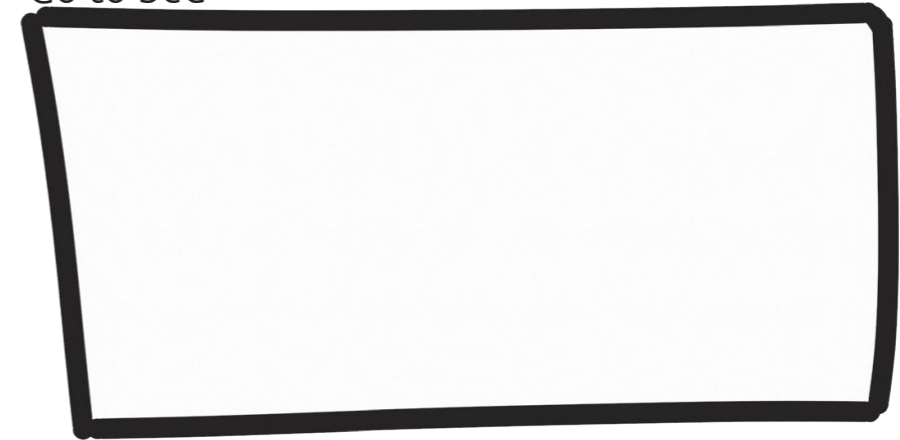
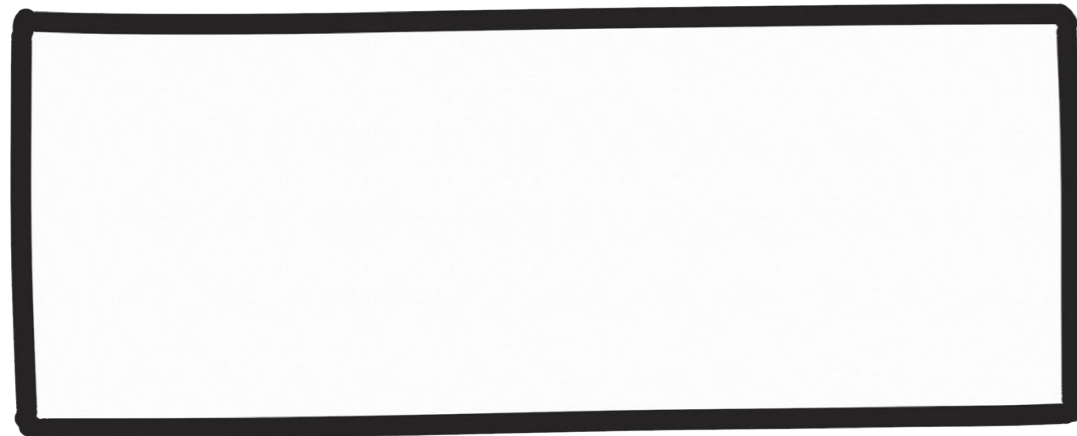
A story by _____.

Imagine your a child who lives in the poor house. Use the prompts to help make a day in the life story! Draw and label how your day went.

Wake up



Go to bed



Not for final pitch doc: Notes on what content to include

Mary Anne, her impact and contribution to Belfast. She was educated, anti slavery, social reformer and activist.

Started Ladies Committee

Took inspiration from her own teacher and pushed that poor house education should be fun. Made playground for children.

Girls were taught French etc so they could be governesses. Education should be equal.

Social Injustice. Same issues that effected kids back then r still experienced today. Poverty, homelessness etc.

Poor House:

initially capacity for 70 people, quickly went over that. Rules and regularisations. Could come and go as pleased but if came back drunk punished. Room= solitary confinement. Religious. punished if messing with bell etc.

Apprenticed out at 13years old. Kept record of where so could check up on them every few years to see how getting on. Make sure paid etc.

Given clothes= boys waistcoats, girls dresses.

Made in poor house. job.

Feedback on the first draft

In week 6 I received feedback on my pitch deck. It was suggested that instead of it being just one pitch, but to split it up into lower and upper KS2. This meant dividing the resources up into these two categories and pitching two education packs. I really liked this idea and felt it would make the education pack better as it was now applicable for all levels of learning in KS2, and gave the teacher the ability to select worksheets that would suit the needs and aid the learning of individual pupils in their class.

The next change was to reduce the amount of information on the CCEA curriculum page and instead say it verbally as it was unlikely the clients would want to read that much writing. I have also taken this on board for any future pitch decks I may create and understand now that the deck itself should be as visual as possible and you should leave any wordy information for the presentation. For the final pitch I mocked up some slides for the powerpoint.

I had made a live demo of the 360 experience and it was suggested to add a QR code onto the pages with the storyboards which would link to that demo. I had

made this as I felt that 360 video storyboards can be a bit confusing for people not in this industry and that a hands on experience would hopefully help to explain it better than I could with just words and pictures. This ended up a success and the clients seemed very impressed that they could see a working hands on experience of the 360 storyboards.

Scan here for the live demo



This live demo would have had to have been web hosted and the clients decided that they would like the 360 videos to be developed so they could be placed on their website. Therefore the final 360 video outputs do not feature any interactive buttons which are featured in this demo.

I decided to change this page slightly by including an image of a more time period child to show the client that they had the option of what style they wanted. Original Page:

Children from the poor house

Pictures from adobe stock. Will be made more historical e.g bonnets , caps from the time period. factfile and then pupils choose one child and write a diary entry on them.



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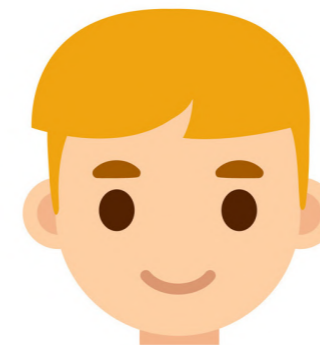
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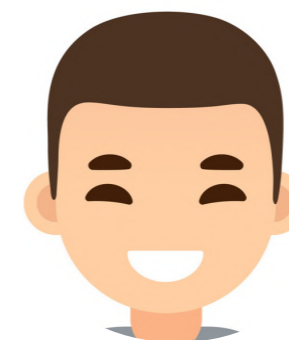
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William Bell was apprenticed off in North Street, Belfast, for five years to learn how to be a reed maker

New page after the change:

Factfile of 10 records.

Pupils must choose child from these factfiles and complete a Diary Entry activity. Images from Adobe Stock.

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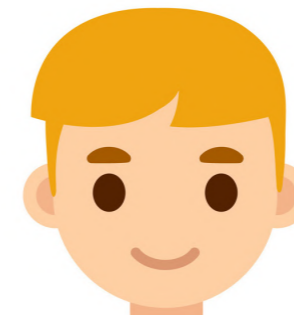
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Pages that didn't make the final cut:

Links to the CCEA curriculum

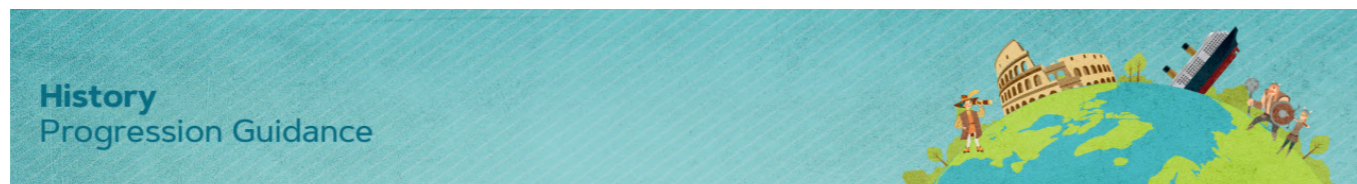
Link to curriculum: <https://ccea.org.uk/downloads/docs/ccea-asset/Resource/History%20Progression%20Guidance%20%28Knowledge%2C%20Understanding%20and%20Skills%29.pdf>

Topic: The Place of History in The World Around Us

Age: KS2

In the context of History relevant categories include :

- Interdependence
- Change over time
- Place



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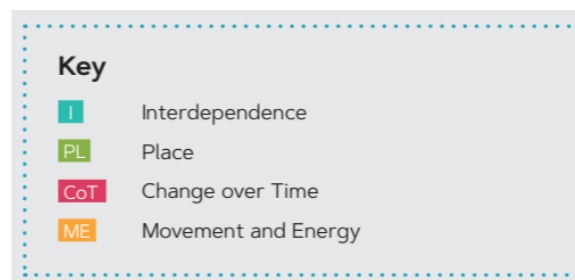
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History Enquiry (Observation): The 360 video and going to the tour of Clifton House

History Enquiry (Questioning): what do u know, what do ui already, what do you want to know? These questions asked on tour. See picture red book

History Enquiry (Planning): This would be completed by the teacher, where they would help the pupils plan out any questions they have ahead of going for the tour of Clifton House

Recording and communicating: Table activity worksheet



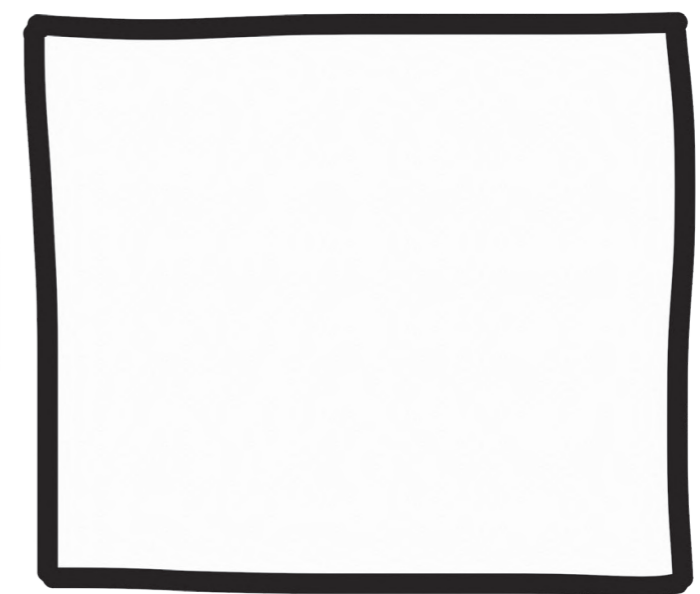
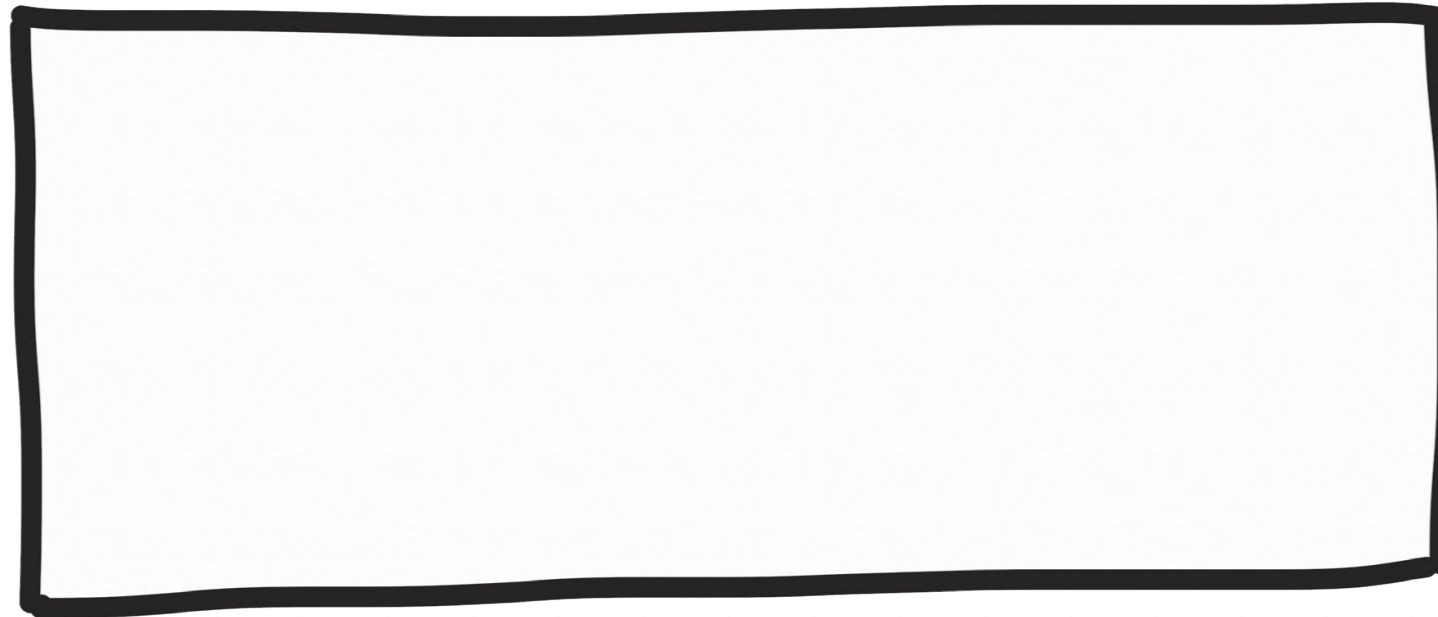
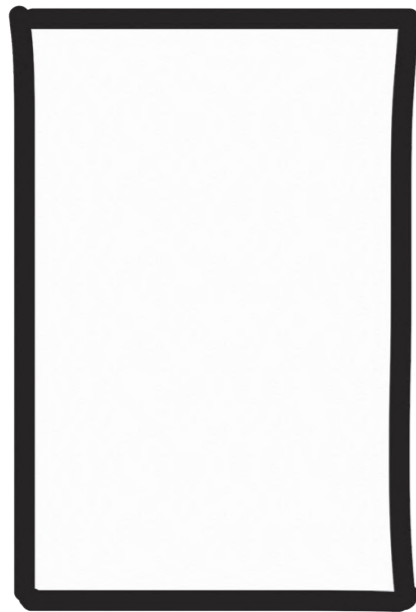
Example Key from CCEA, Page 10

A day in the life of a poor house child

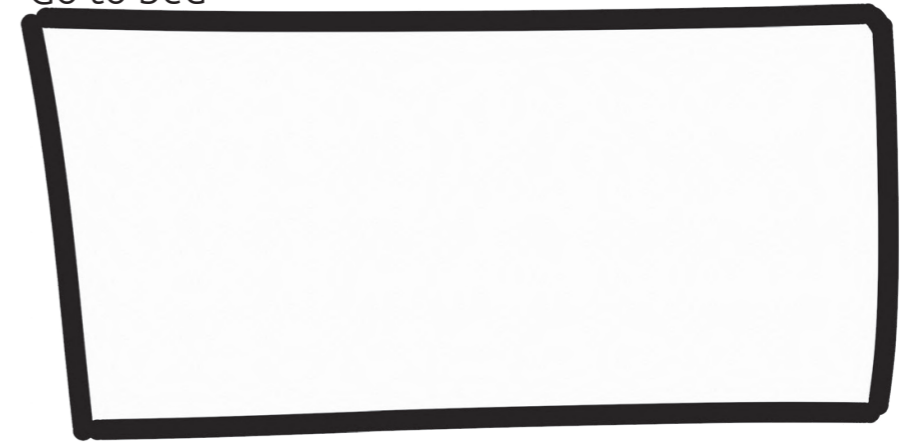
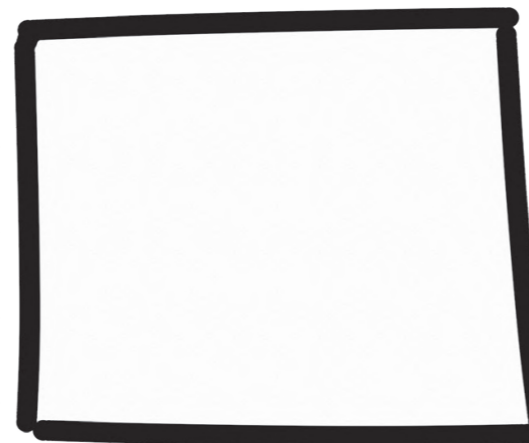
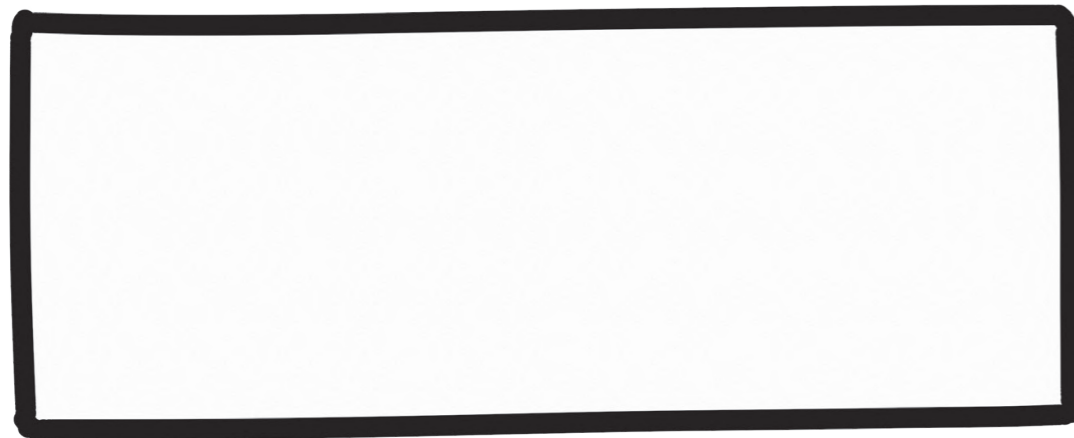
A story by _____.

Imagine your a child who lives in the poor house. Use the prompts to help make a day in the life story! Draw and label how your day went.

Wake up



Go to bed



Not for final pitch doc: Notes on what content to include

Mary Anne, her impact and contribution to Belfast. She was educated, anti slavery, social reformer and activist.

Started Ladies Committee

Took inspiration from her own teacher and pushed that poor house education should be fun. Made playground for children.

Girls were taught French etc so they could be governesses. Education should be equal.

Social Injustice. Same issues that effected kids back then r still experienced today. Poverty, homelessness etc.

Poor House:

initially capacity for 70 people, quickly went over that. Rules and regularisations. Could come and go as pleased but if came back drunk punished. Room= solitary confinement. Religious. punished if messing with bell etc.

Apprenticed out at 13years old. Kept record of where so could check up on them every few years to see how getting on. Make sure paid etc.

Given clothes= boys waistcoats, girls dresses.

Made in poor house. job.

My Final Pitch Deck

Hayden McKinstry



MARY ANN
MCCRACKEN
FOUNDATION
Pitch Deck



Brand Guidelines

Font: ubuntu

Bold

Bold Italic

Medium

Medium Italic

Regular

Regular Italic

Light

Light Italic

Colour Palette

Taken from brochure sent by the client

#495666

#f3746b

#ffffff

#f5897c

Logos and Images

Sent by the client

Logo on a grey circle background



Alternative logo with no background



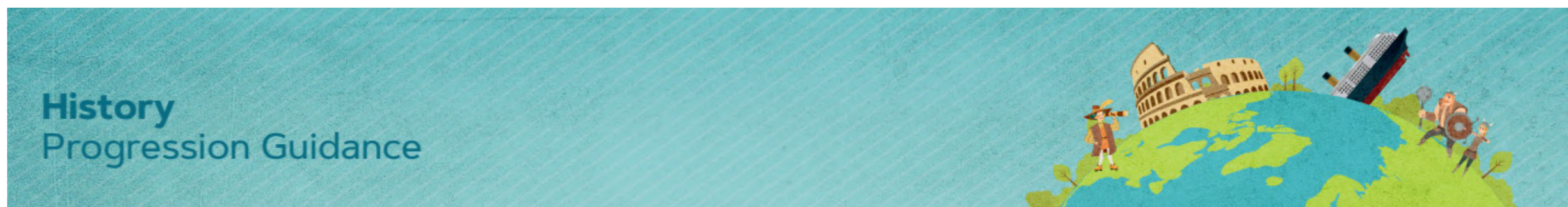
Bust of Mary Ann McCracken



Links to the CCEA history curriculum

Link to curriculum: <https://ccea.org.uk/downloads/docs/ccea-asset/Resource/History%20Progression%20Guidance%20%28Knowledge%2C%20Understanding%20and%20Skills%29.pdf>

Taken from the CCEA Progression guidance document, Page 2.



In the context of history:

Interdependence is about defining who we are through the many connections we have with each other, with places, and with things over time. Learning about Interdependence in history could involve:

- ▶ examining the ways in which the lives, actions and decisions of people in the past have influenced who we are and how we live today;
- ▶ developing an insight into how people and communities have developed and are reliant on each other;
- ▶ exploring what happens when the balance of connectivity is disrupted, and how it can potentially lead to negative consequences; and
- ▶ thinking about how people might live in the future.

Change Over Time is about change and continuity over the course of time. Learning about Change Over Time in history could involve:

- ▶ examining the ways in which our lives today have been impacted by the past;
- ▶ learning that not all things change over time; some things remain the same; and
- ▶ learning that the pace of change varies over time.


















Place, including both the physical and social characteristics, has shaped the way of life for the people living there over time. Its study helps pupils to develop a respect for and an understanding of the importance of preserving our history. Learning about Place in history could involve:

- ▶ examining the natural and built heritage and the relationships between the people who inhabit it and other places;
- ▶ exploring how where people live dictates how they live and have lived in the past; every place has a story;
- ▶ exploring ways in which the decisions people made in the past have impacted where and how we live today; and
- ▶ examining the physical evidence in our locality and the world around us of the lived experience of people in the past, for example place names, monuments, buildings, records and artefacts.

Movement and Energy provides a context to understand change and societal development through history. Learning about Movement and Energy in history could involve:

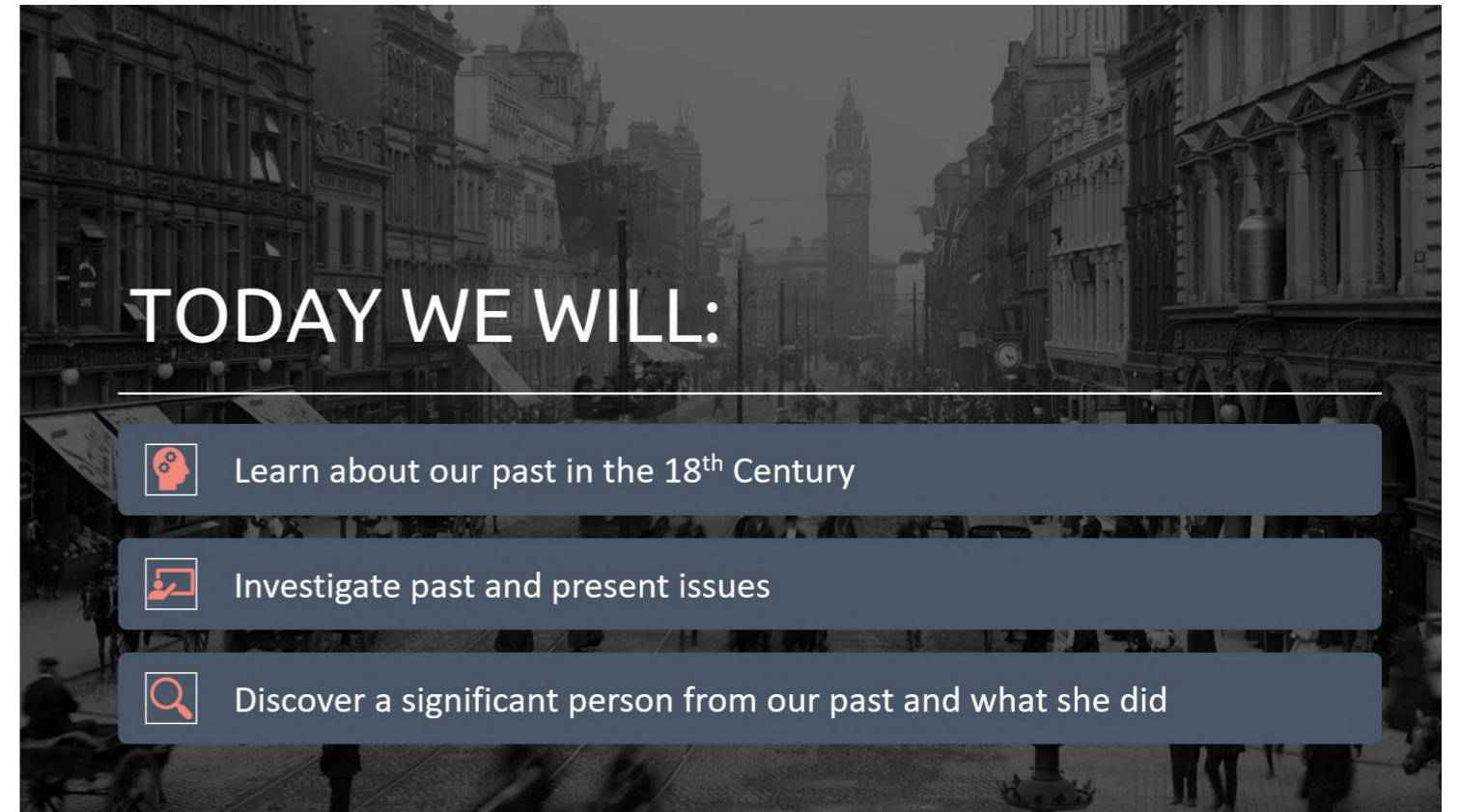
- ▶ exploring how the scientific and technological discoveries, inventions and innovations of our ancestors, for example transport, communications and exploration, have impacted how we live and work today;
- ▶ developing insights into how people, information and goods have moved from place to place;
- ▶ exploring some of the causes of people migration in the past, such as political, social, cultural or physical, and their consequences, which can provide insight into and develop empathy for some of the realities of people migration today; and
- ▶ examining how we have sourced/harnessed energy over time, and the effect that this has had on our world throughout history.

Taken from the CCEA Progression guidance document, Page 5 and 9.

Suggested line of progression			
	From	Towards	To
Historical Enquiry (Observation)	Use the senses to make observations about historical items/artefacts and provide descriptions of what they notice. 	Use the senses to observe and describe historical items/artefacts, identifying similarities and differences by making simple comparisons and connections. 	Use the senses to observe and describe. Suggest reasons for significant observations by examining evidence, speculating, and making inferences through first-hand experiences with historical items/artefacts. 
Historical Enquiry (Questioning)	Ask different types of questions. Be curious, ask and respond to questions about the past. 	Ask more focused questions and suggest ideas for historical enquiry.  	Be able to ask deeper and wider questions. Recognise the differences between how and what if questions. Learn from and build on their own and others' ideas and experiences.  
Historical Enquiry (Planning)	Begin to plan by talking about what they might do. Suggest ways to obtain information from the questions they have formulated. 	Set goals for their work, break tasks into smaller parts and plan the next steps, using their own and others' ideas to identify, locate and select various sources of evidence.  	Be able to plan and set goals. Select the most appropriate methods for a particular task.  
Recording and Communicating	Use simple methods to record information. Communicate what they have found out in a variety of ways. 	Identify and use a variety of methods to record information. Begin to identify audience and purpose when communicating. 	Select the most appropriate methods for the particular task. Develop methods for collating and recording information and monitoring progress on a task. Have a sense of audience and purpose when communicating.  

Education Pack For Lower KS2

Introduction Powerpoint



Explains who Mary Ann was, her contributions to the citizens of Belfast and context of time period. A QR code on the last slide goes to the 360 video.

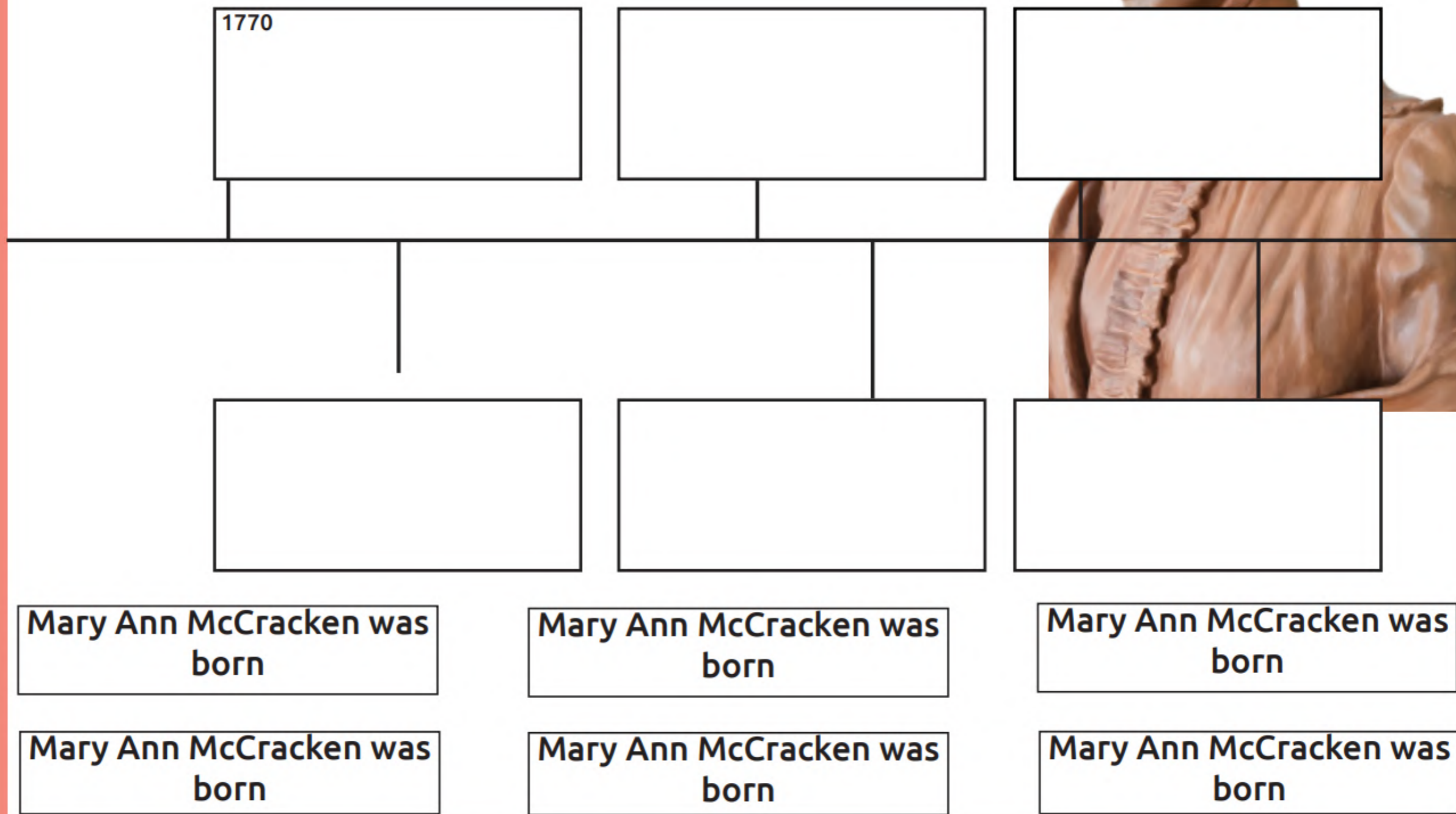
**Who do you
think this is?**



Timeline activity

Mary Ann McCracken Timeline Activity

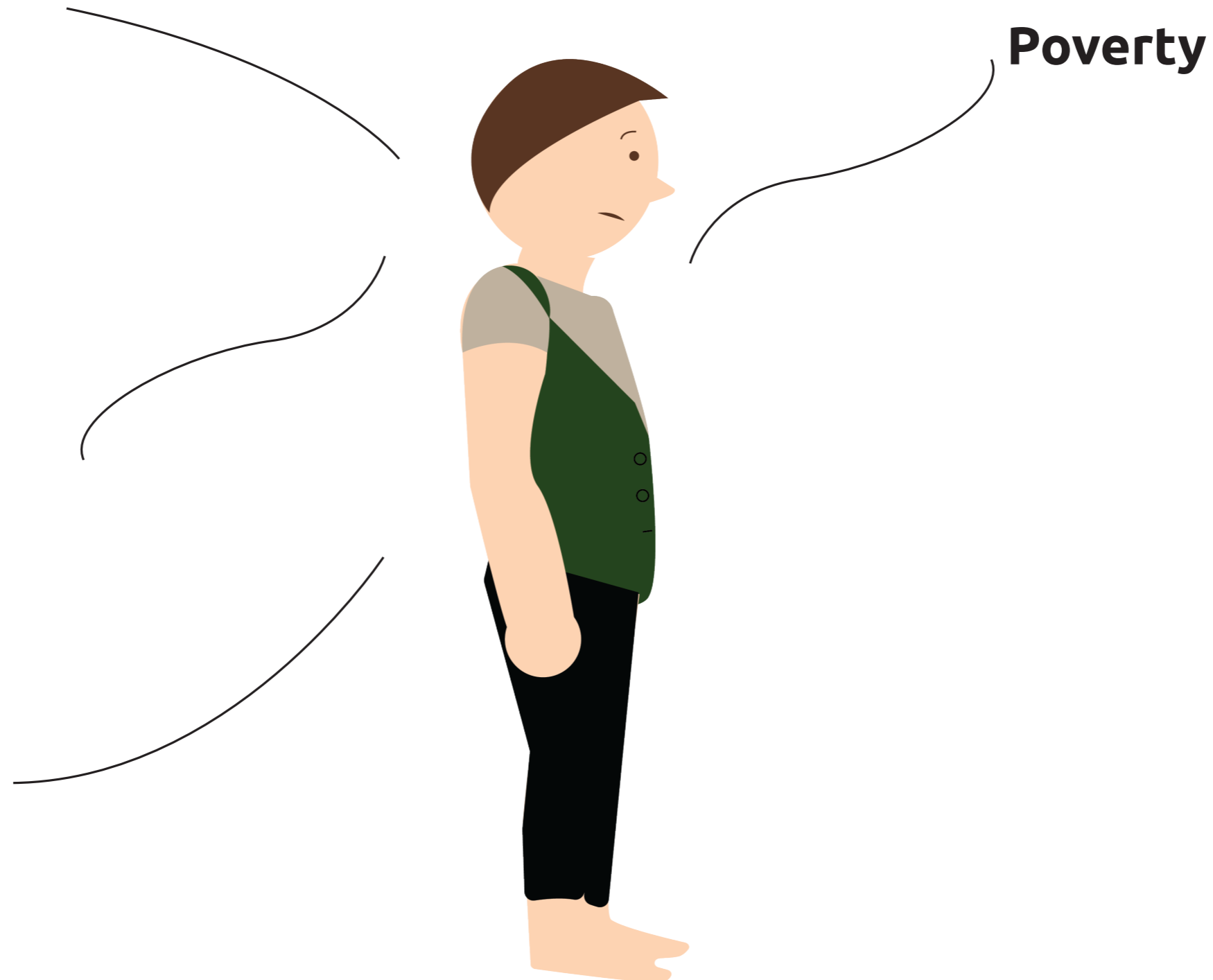
Cut out the events and stick them in the correct order



Mindmap

This is Samuel living in the poor house. List issues he would have faced.

One has been done for you. Tick if these are still present today



Information postcards on 10 records

Pupil fills in table after looking at the cards.
Image from Adobe Stock



Eliza Little

Age: 6

Date Of Admission: 1807

Apprenticeship in March 1814.

Where: Drumbo

What as: Servant and Dressmaker

FROM: THE POOR HOUSE BELFAST

ADDRESS: 2 Clifton St, Belfast BT15 1ES

NAME: ELIZA LITTLE **AGE:** 6

DATE OF ADMISSION: 1807

APPRENTICESHIP WHERE: DRUMBO

APPRENTICESHIP JOB: SERVANT AND DRESSMAKER

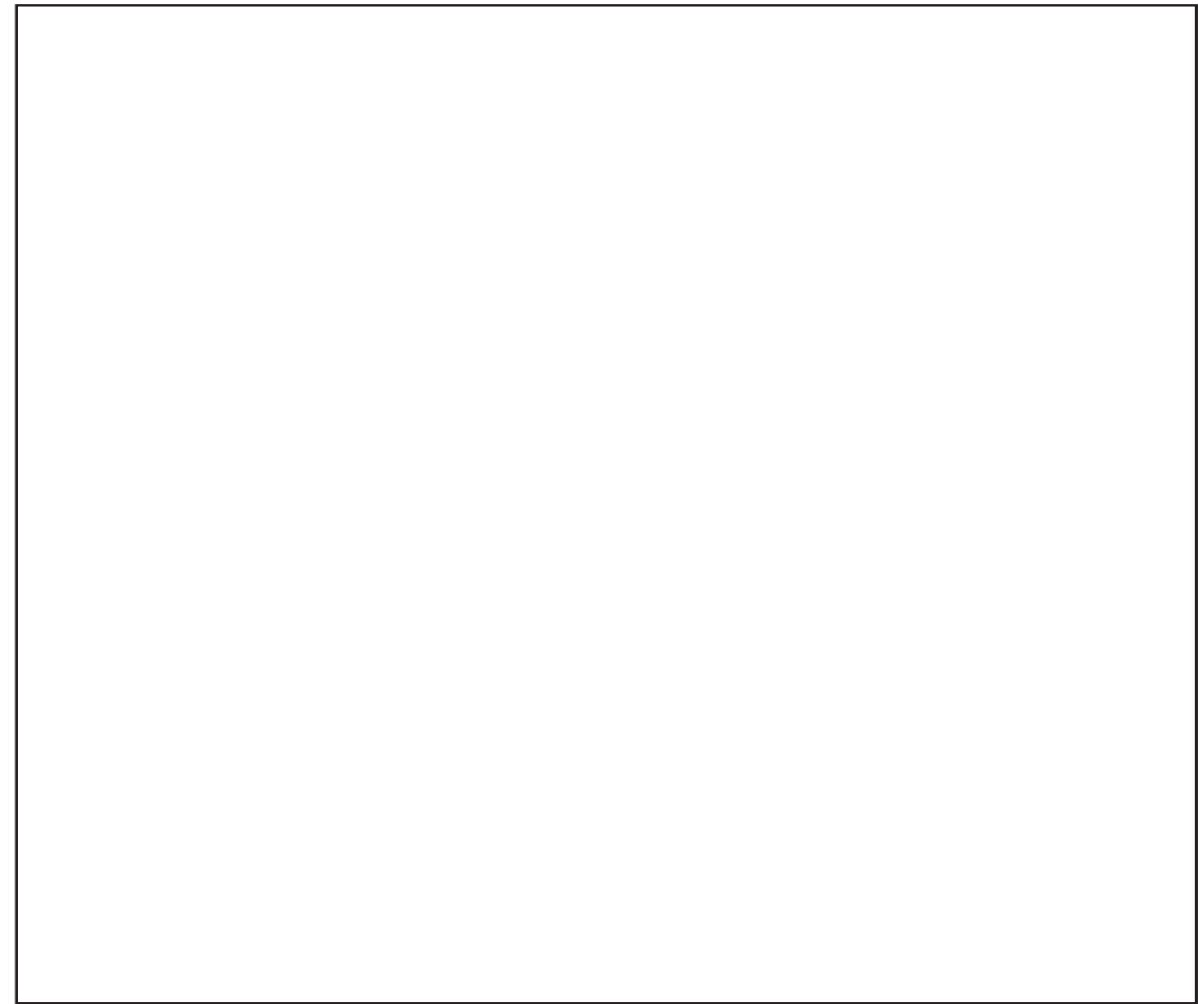
Child's Name	Age when admitted to the poor house	Where was their apprenticeship?	What was their apprenticeship?

Past and present activity

Colour in a child from the poor house



Draw yourself



Now can you list the similarities and differences between _____'s life and your life?
(Write their name)

Similar

Different

--

--

Wordsearch

Finish with a word search where all words are related to social injustice/ issues that are still present today e.g poverty.

Past and present issues

All the words you need to find are issues that children back then would have faced, and children in present times still face them.

D	B	I	L	V	Z	Y	X	E	Y	S	R	O
O	P	E	V	Y	Y	A	T	C	P	F	N	L
B	F	H	F	O	B	P	L	R	I	Y	I	H
E	A	Y	G	Z	X	E	E	G	E	E	I	C
Q	L	C	V	H	N	Z	M	J	B	V	W	T
Q	N	O	N	I	E	U	R	C	O	A	O	C
E	I	A	M	E	S	T	R	X	L	H	N	P
K	U	K	S	A	B	X	Q	S	Y	Z	H	V
Q	V	O	J	M	R	U	E	F	O	U	X	X
R	A	J	O	A	H	Y	U	Z	O	G	B	J

Find these words above!

Discrimination	Slavery	Unequal opportunities
Inequality	Sexism	Hunger
Poverty	Racism	Homelessness

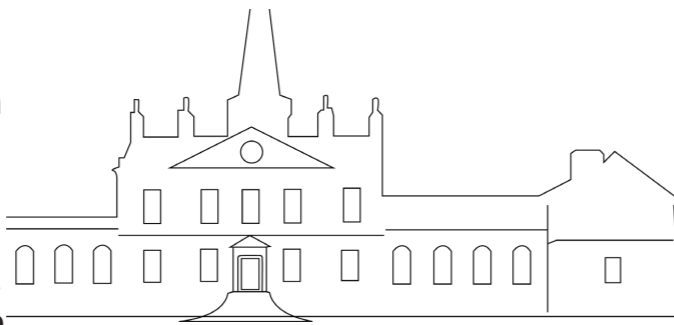
Education Pack For Upper KS2

Comprehension

Details why people came in, how it helped them (education, food, apprenticeship), day to day life .Questions will include similarities and differences where pupils must identify what is different about their lives and children in poor house's lives. This ties into the Curriculum.

Life in the poor house

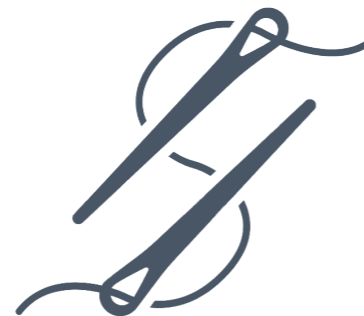
The children who entered the institution came from poorer backgrounds. The infamous nineteenth century workhouses were not established under the



Poor Relief (Ireland) Act was passed in 1838. Often, parents would apply for their child (or children) to be received into the institution as they had not enough food or money to support them. This was not always a permanent solution and some of



the children were returned to their families when their financial position had improved. However, in the early years, many of the children remained inside the Poor House, until they began an apprenticeship or absconded from the institution. Orphans – then commonly known as parish children - were also brought to the institute by both the committee members and church warden who had found them on the street. When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by the inhabitants of the institution as part of their work. Before 1831, there was no national system of education in Ireland. Schooling was not free and poorer families simply could not afford the cost. Before the introduction of compulsory education at the end of the nineteenth century 'work was a central factor in many children's lives'.



Questions

1. Why did people come to the poor house?

2. How did the poor house help them?

3. What jobs did the children do?

4. What age did they start apprenticeships?

5. What similarities and differences between their lives and your lives can you list?

Similar

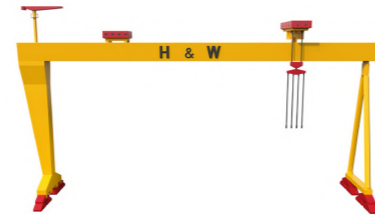
Different

Factsheet and fill in the gaps worksheet

Adobe stocked images except last two on the factfile.

Journey to the 19th Century

Belfast experienced the early stages of industrial, economic, and societal growth. This period established Belfast as the 'centre of power-driven textile manufacture' in the cotton and linen industries and the town developed a reputation for its shipbuilding and engineering



Rural people came into Belfast looking for all these new jobs that had been created. As a result, Belfast's population radically increased from 20,000 in 1800 to over 53,000 by 1831. This dramatic expansion resulted in an increase in crime, waste disposal and poverty in the town.

Belfast's middle-class inhabitants - concerned about maintaining civic pride and inspired by the notion of philanthropic duty - sought to address the growing issue of urban poverty, demonstrating a mutual awareness of responsibility to help those less fortunate than themselves. One of the ways in which the Belfast Charitable Society sought to help the poor was by opening the Poor House in 1774.



When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by the inhabitants of as part of their work.

Girls were typically provided with:

- A drugget gown (drugget material was usually thin, made from wool and was cheap to purchase)
- worn under a dress)
- Stockings
- Shoes

Boys were typically given:

- A coat
- A waistcoat
- A shirt
- A pair of britches,
- A pair of stockings
- A pair of shoes



Mary Ann McCracken

Fill in the gaps

1. Mary Ann McCracken was a _____.
2. She was born into a _____ family.
3. She played with other kids in the poor house from when she was aged ____.
3. It was unusual for Mary Ann to be _____ in this time period.
4. She defended Belfast's _____ and fought for the rights of many, including women and children.
5. Mary Ann insisted that poor house children's education should be _____.
6. Her family contributed to building the poor house in _____.
7. She was aged _____ when she was handing out anti slavery posters.

Words:

- | | |
|------|-----------------|
| 1752 | Wealthy |
| Poor | Educated |
| six | fun |
| 88 | Social Activist |



Factfile of 10 records.

Pupils must choose child from these factfiles and complete a Diary Entry activity. Images from Adobe Stock.

Children from the poor house



Rose McCracken

Age on arrival: 12
Parents: Orphan
Reason for admission: Swelling on her foot
Job at the house: sewing
Apprenticeship: Mrs Margaret Rogers in Ballynure for three years



Catherine Thornton

Age on arrival: 5
First apprenticeship in Jan 1812 for 5 years as a servant
Returns to the house March 1812 due to not receiving enough food. Catherine is punished for running away.
Second Apprenticeship Dec 1812
She runs away and comes back to the house again. She is sent back to her master.



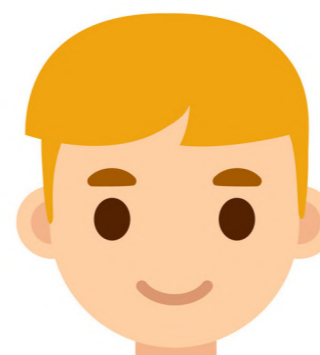
Dorothy Todd

Age on arrival: 6
She was taught how to sew by Miss Elder. The girls within her class had their own timetable which was different to the other girls who lived within the Poorhouse.
1818 she was apprenticed out as a servant



Samuel Hogg

Age on arrival: 8
Parents: Orphan
July 1806 apprenticed out to Carrickfergus, for five years to learn the trade of weaving.
Sep 1806 Samuel returns to the house
Oct 1806 runs away.



Edmund Curry

Age: 7
Major Bayley wrote to the Committee requesting that one of their boys could be trained as a gardener. The Committee agreed
Major Bayley then wrote another letter requesting to apprentice one of the children as a servant. The Committee refused and stated that boys could only be apprenticed out as tradesmen.



William Bell

Age: 11
Jan 1816 admitted with his younger brother James who was aged 6. James Bell ran away from the institution in February 1819 after his older brother was apprenticed off
Jan 1819 Both brothers left the Poorhouse but were later readmitted; due to their mother being too poor to provide for both her sons.
William Bell was apprenticed off in North Street, Belfast, for five years to learn how to be a reed maker

KWL sheet

Ties into the curriculum and can be completed before a trip to the house with what I want to know questions brought with them to ask.

Know

What I KNOW

What

What I WANT TO KNOW

Learn

What I have LEARNT



Virtual access for all key stages

360 Experience Storyboard

Shot 1

Front View



Click to go inside

For a Live demo:



Left View



Right View



Back View



Shot 2

Click to hear or mute
the sound of the bell



Front View



Left View



Right View



Back View

Click to go outside



Taken from the CCEA Progression guidance document, Page 5 and 9.

Suggested line of progression	
Historical Enquiry (Observation)	The 360 video and going to the tour of Clifton House
Historical Enquiry (Questioning)	what do you know, what do you want to know sheet? These questions would be asked on the tour.
Historical Enquiry (Planning)	Supported by the teacher, where they would help the pupils plan out any questions they have ahead of going for the tour of Clifton House
Recording and Communicating	Table and postcard activity worksheet

Messages about the pitch:

The image shows three screenshots of WhatsApp messages from a contact named '_c.heidi_'. The messages are arranged in three columns, each representing a different chat session. The first column shows a message about a brief being sent, followed by 'okkk' and a document titled 'The Deliverables'. The second column shows a conversation about starting work on the pitch, with a date separator for 01 November and 02 November. The third column shows a conversation about finishing the pitch, with a date separator for 06 November and 07 November, and an audio call button at the bottom.

Chat 1 (Left):

27 October at 17:00

I sent the brief and cc u and Claire in

okkk

01 November at 00:29

The Deliverables

So we need to do this four things each 3 ideas for the pitch now? Or...? 🤔 🤔

we need to have them with mock up already in Thur? Or just come with the ideas_(:3 | <)_

01 November at 09:23

ldk tbh

Chat 2 (Middle):

01 November at 11:52

Did you do anything yet 😂

01 November at 13:30

Yea I've started. I think we just come up with 3 concept for the pitch next week

Can we do this all in base camp now cause I've turned notifications off here cause I'm getting to many from instagram saying like daily post alert 😂 😂

02 November at 07:50

ok 😂 😂 😂

We need to finish the pitch already? !

I just draw some and write on the notebook 😭 😭

Chat 3 (Right):

We need to finish the pitch already? !

I just draw some and write on the notebook 😭 😭

Not finish we just need to come up with concepts I think

06 November at 17:32

Just want to confirm again when and where we need to go tomorrow? Do we need to bring our laptop?

And also did you see my pitch uploaded? (๑' 3 '๑)

2:45 outside Belfast campus.

07 November at 14:46

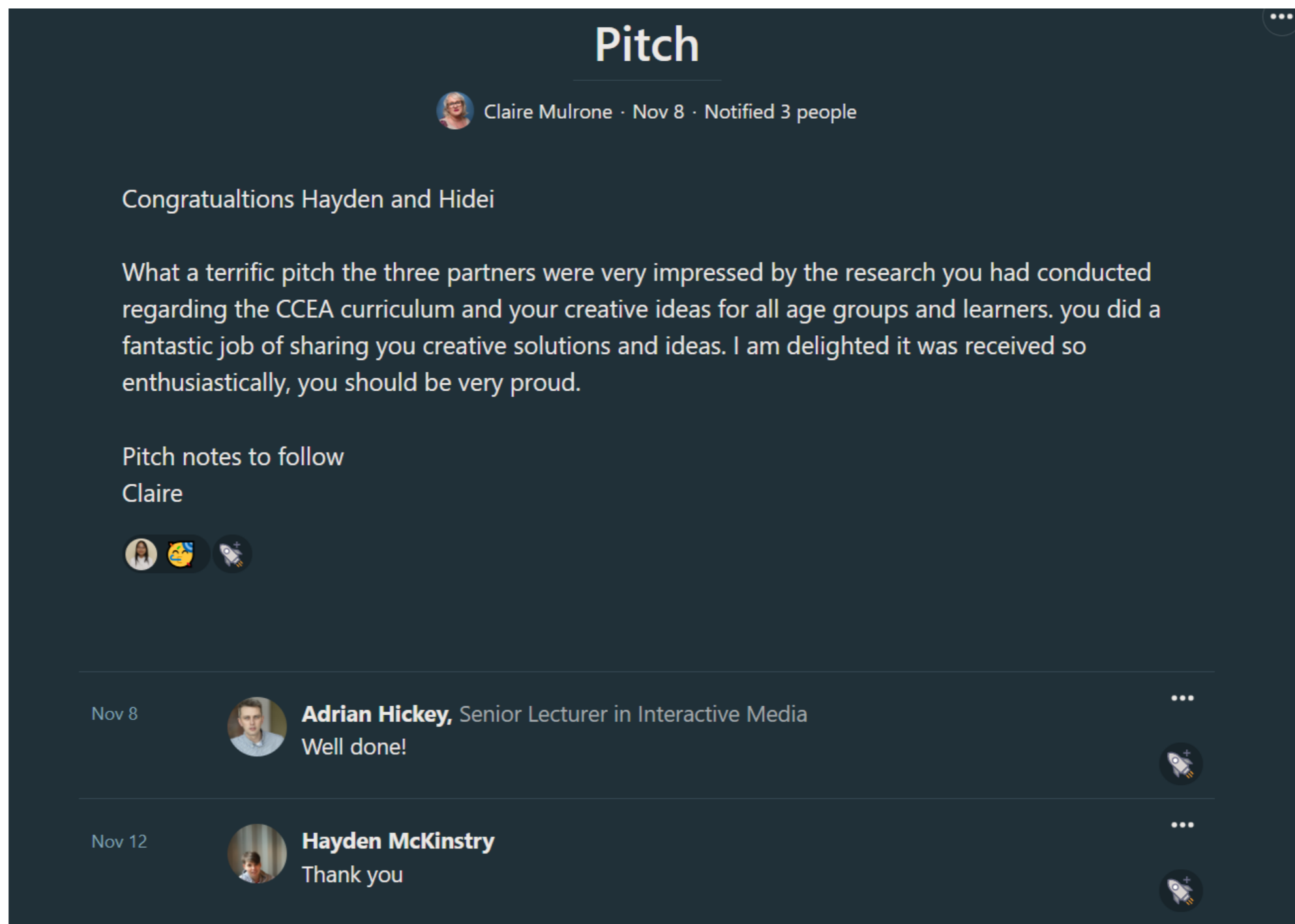
Audio call 14:46

The Pitch

7/11/23

On the day of the pitch I borrowed a friends ipad and HDMI adaptor so I could put my pitch on the screen. Heidi brought her laptop but It wouldn't connect to the screen. We resolved this issue by emailing Heidi's pitch over to my ipad and we successfully did both pitches using that.

Claire posted on Basecamp that our pitch had gone well and the community partners were impressed with the amount of work we had done. I was really glad that they were impressed with the research I had done into the CCEA curriculum.




Pitch


Claire Mulrone · Nov 8 · Notified 3 people


Congratualtions 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


Claire sent over the pitch notes which was useful for any points we had missed. This meant we could start work on the new combined pitch based on the feedback from the meeting.

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.




MONDAY
Nov 13


 **Hayden McKinstry**
Hi Claire thanks so much for this. Just checking is the PowerPoint for both ks2 and 3?
Thanks

MONDAY
Nov 13

 **Claire Mulrone**
Yes I thought it was for both.
Would you prefer to use another resource for the older children?

MONDAY
Nov 13


 **Hayden McKinstry**
No that's fine I'm just about to upload the finished new pitch and wanted to double check that was right. Thank you

 Add a comment here

Combining the Pitch

At the pitch the clients liked bits from both of our pitch decks. This meant that we had to combine these parts and send a new combined pitch for the community partners to sign off on.

On the 12/11/12 I uploaded the first draft of the combined pitch. I asked in the notes section if I had missed anything and Heidi let me know that I had missed a few pages so I added them in.



The image shows the cover of a pitch deck. It features a red and white diagonal design. On the right, there is a bronze bust of a woman. In the center, a dark blue circle contains a red stylized letter 'A' and the text 'MARY ANN MCCRACKEN FOUNDATION Pitch Deck'.

Pitchdeckafterfeedbackdraft1.pdf
Posted by Hayden M. · November 12, 2023 · 8.67 MB
[Download](#) · [Replace with a new version](#)

Notes:
Think I missed some stuff out that needed adding but i put stuff like the clothing elements in for both stages. Did they decide they wanted the name tags in?

Notes:
Think I missed some stuff out that needed adding but i put stuff like the clothing elements in for both stages. Did they decide they wanted the name tags in?

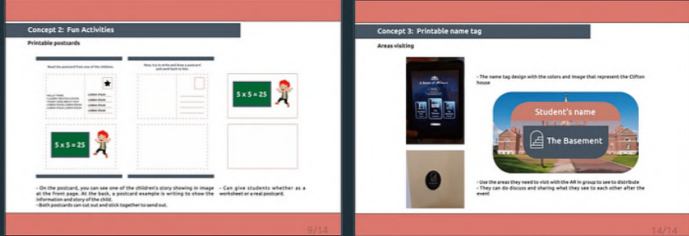
Nov 12 Heidi Chan
I just remembered they like the postcards ideas 😊😊 (like stick them both side together or prepay)
And also adding something like voice-over to the 360 video.
I remember they like the name tag ideas also, should be going to different area that one 😊😊

Hayden McKinstry
Ok great 🙌 where these ur pitch ? What slide and I'll copy them on. Was this for all years or just lower? If u can remember haha

Heidi Chan
postcards for lower
Diary entry for higher
word search for both

Hayden McKinstry
Yea think I've don't that 🙌🙌 unless there's another set of postcards to be added?

Nov 12 Heidi Chan



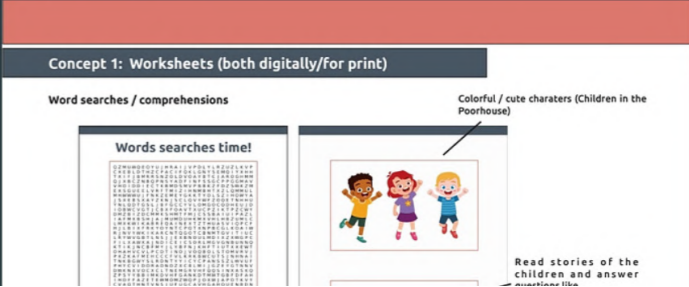
Two screenshots of pitch deck slides. The first is titled 'Concept 2: Fun Activities' and shows a grid of activity cards. The second is titled 'Concept 3: Printable name tag' and shows a name tag template with a photo and text.

Screenshot_20231112-190116_Samsung Notes.jpg Screenshot_20231112-190139_Samsung Notes.jpg

Nov 12 Heidi Chan
for postcard and name tag

Nov 12 Hayden McKinstry
Ahh ok great thanks I'll add those ones over 🙌🙌

Edited Nov 12 Heidi Chan
For higher level word search



A screenshot of a pitch deck slide titled 'Concept 1: Worksheets (both digitally/for print)'. It shows two worksheet examples: 'Words searches time!' with a word search grid, and 'Colorful / cute charaters (Children in the Poorhouse)' with a cartoon illustration of children.

Nov 12 Hayden McKinstry
Thanks 🙌🙌 I'll add all that over tommorow or u can do or whatever is easiest haha

On the 13/11/23 I finished the combined pitch and sent it to the clients.



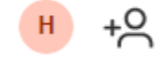
The screenshot shows a Slack message interface. At the top, a PDF file titled "combinedpitchdeck.pdf" is shared. The file cover image features a circular logo with a red stylized 'A' and the text "MARY ANN McCRACKEN FOUNDATION Pitch Deck" over a background of a woman's bust. Below the file name, it says "Posted by Hayden M. · November 13, 2023 · 9.56 MB" and provides links for "Download" and "Replace with a new version".

Below the file, a "Notes:" section contains the text: "Hopefully the finished new brief. If everyone is happy should I email it on?".

Two replies are visible:

- Nov 13** **Claire Mulrone** (with profile picture): "Looks great. I would WeTransfer this to Caroline and Paula." Below this are two email addresses: Paula Reynolds <paula@cliftonbelfast.org.uk> and Caroline Mccoubrey <mccoubreycaroline@gmail.com>. A rocket icon is visible at the bottom right of this message.
- Nov 13** **Hayden McKinstry** (with profile picture): "I've sent it to them 👍".

At the bottom of the screenshot, there are icons for a thumbs up and a rocket, indicating reactions to the messages.







New Pitch Deck


1 file · 9.6 MB · Sent 13 November 2023 at 1:30 PM

<https://we.tl/t-4NgwtB6fL7> [copy link](#)

-  Download
-  Preview
-  Forward
-  Delete

Expiration date 
 **November 20, 2023** 

Password 
[Set password](#)


- 1 file**
- | | |
|-----------------------|---|
| combinedpitchdeck.pdf |  |
| 10 MB · pdf | |


Message

Hi Paula and Caroline, I've attached the new pitch deck based on the meeting we had last week. I hope you like it. I've had to sent it via we transfer due to file size. Thanks again, Hayden

Sent to 2 people

- paula@cliftonbelfast.org.uk

 Downloaded 14 November 2023, at 8:48 AM
- mccoubreycaroline@gmail.com

 Not yet downloaded

Total downloads

6

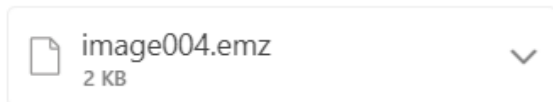


Paula Reynolds <paula@cliftonbelfast.org.uk>

To: Hayden McKinstry



Tue 11/14/2023 8:51 AM



CAUTION - EXTERNAL EMAIL
Do not click on links or attachments that are not expected
Never trust - always verify

Stay Alert - Think before you Click - Stop a potential Cyber Attack

Thanks Hayden
Great work!
Paula



The Combined Pitch



MARY ANN
MCCRACKEN
FOUNDATION
Pitch Deck



Brand Guidelines

Font: ubuntu

Bold

Bold Italic

Medium

Medium Italic

Regular

Regular Italic

Light

Light Italic

Colour Palette

Taken from brochure sent by the client

#495666

#f3746b

#ffffff

#f5897c

Logos and Images

Sent by the client

Logo on a grey circle background



Alternative logo with no background



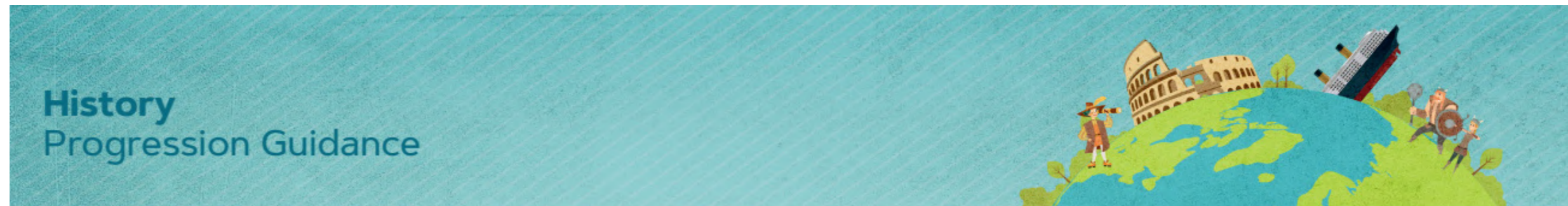
Bust of Mary Ann McCracken



Links to the CCEA history curriculum

Link to curriculum: <https://ccea.org.uk/downloads/docs/ccea-asset/Resource/History%20Progression%20Guidance%20%28Knowledge%2C%20Understanding%20and%20Skills%29.pdf>

Taken from the CCEA Progression guidance document, Page 2.



In the context of history:

Interdependence is about defining who we are through the many connections we have with each other, with places, and with things over time. Learning about Interdependence in history could involve:

- ▶ examining the ways in which the lives, actions and decisions of people in the past have influenced who we are and how we live today;
- ▶ developing an insight into how people and communities have developed and are reliant on each other;
- ▶ exploring what happens when the balance of connectivity is disrupted, and how it can potentially lead to negative consequences; and
- ▶ thinking about how people might live in the future.

Change Over Time is about change and continuity over the course of time. Learning about Change Over Time in history could involve:

- ▶ examining the ways in which our lives today have been impacted by the past;
- ▶ learning that not all things change over time; some things remain the same; and
- ▶ learning that the pace of change varies over time.


















Place, including both the physical and social characteristics, has shaped the way of life for the people living there over time. Its study helps pupils to develop a respect for and an understanding of the importance of preserving our history. Learning about Place in history could involve:

- ▶ examining the natural and built heritage and the relationships between the people who inhabit it and other places;
- ▶ exploring how where people live dictates how they live and have lived in the past; every place has a story;
- ▶ exploring ways in which the decisions people made in the past have impacted where and how we live today; and
- ▶ examining the physical evidence in our locality and the world around us of the lived experience of people in the past, for example place names, monuments, buildings, records and artefacts.

Movement and Energy provides a context to understand change and societal development through history. Learning about Movement and Energy in history could involve:

- ▶ exploring how the scientific and technological discoveries, inventions and innovations of our ancestors, for example transport, communications and exploration, have impacted how we live and work today;
- ▶ developing insights into how people, information and goods have moved from place to place;
- ▶ exploring some of the causes of people migration in the past, such as political, social, cultural or physical, and their consequences, which can provide insight into and develop empathy for some of the realities of people migration today; and
- ▶ examining how we have sourced/harnessed energy over time, and the effect that this has had on our world throughout history.

Taken from the CCEA Progression guidance document, Page 5 and 9.

Suggested line of progression			
	From	Towards	To
Historical Enquiry (Observation)	Use the senses to make observations about historical items/artefacts and provide descriptions of what they notice. 	Use the senses to observe and describe historical items/artefacts, identifying similarities and differences by making simple comparisons and connections. 	Use the senses to observe and describe. Suggest reasons for significant observations by examining evidence, speculating, and making inferences through first-hand experiences with historical items/artefacts. 
Historical Enquiry (Questioning)	Ask different types of questions. Be curious, ask and respond to questions about the past. 	Ask more focused questions and suggest ideas for historical enquiry.  	Be able to ask deeper and wider questions. Recognise the differences between how and what if questions. Learn from and build on their own and others' ideas and experiences.  
Historical Enquiry (Planning)	Begin to plan by talking about what they might do. Suggest ways to obtain information from the questions they have formulated. 	Set goals for their work, break tasks into smaller parts and plan the next steps, using their own and others' ideas to identify, locate and select various sources of evidence.  	Be able to plan and set goals. Select the most appropriate methods for a particular task.  
Recording and Communicating	Use simple methods to record information. Communicate what they have found out in a variety of ways. 	Identify and use a variety of methods to record information. Begin to identify audience and purpose when communicating. 	Select the most appropriate methods for the particular task. Develop methods for collating and recording information and monitoring progress on a task. Have a sense of audience and purpose when communicating.  

Materials specific to the Education Pack For Lower KS2

Timeline activity

Mary Ann McCracken Timeline Activity

Cut out the events and stick them in the correct order



1770

Mary Ann McCracken was born

Mary Ann McCracken was born

Mary Ann McCracken was born

Mary Ann McCracken was born

Mary Ann McCracken was born

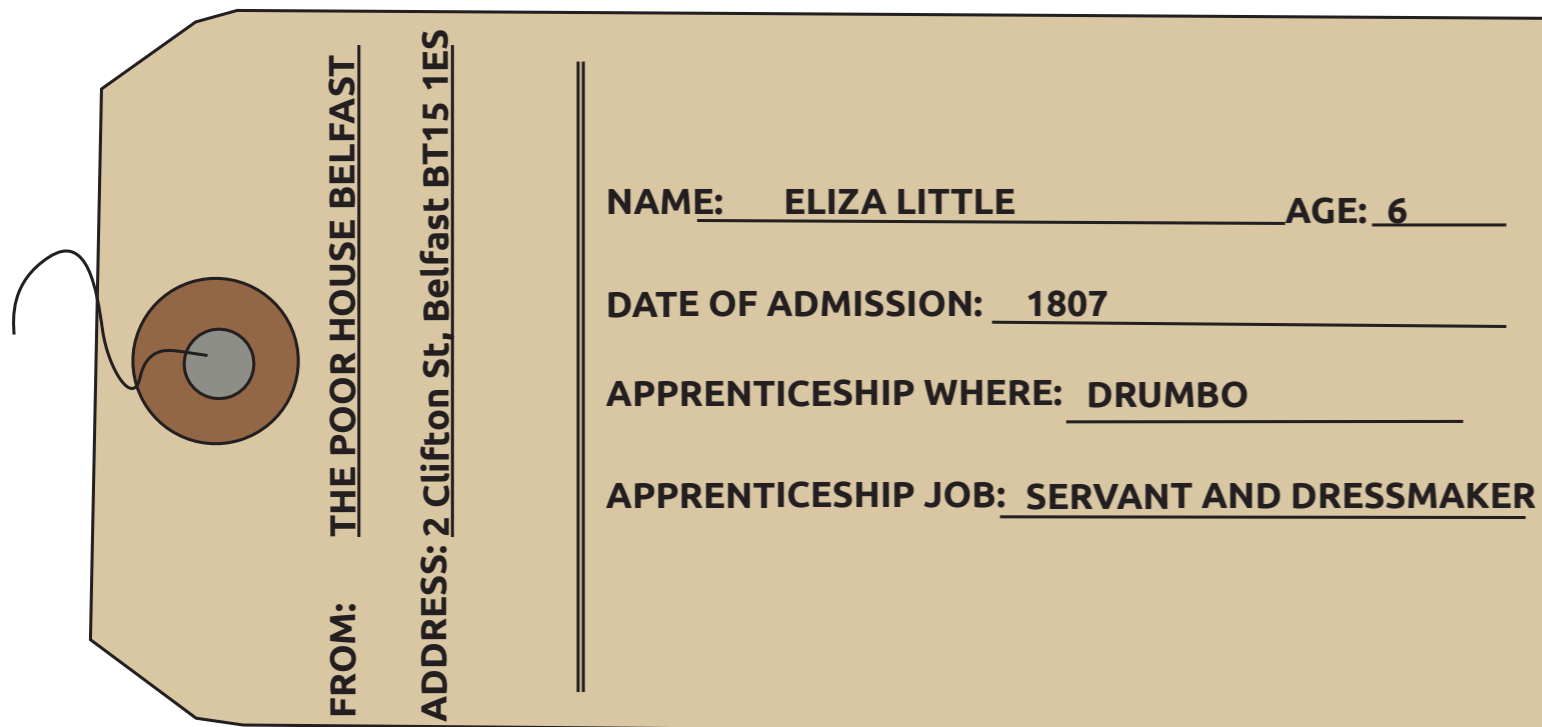
Mary Ann McCracken was born

Information postcards on 10 records

Pupil fills in table after looking at the cards.
Image from Adobe Stock

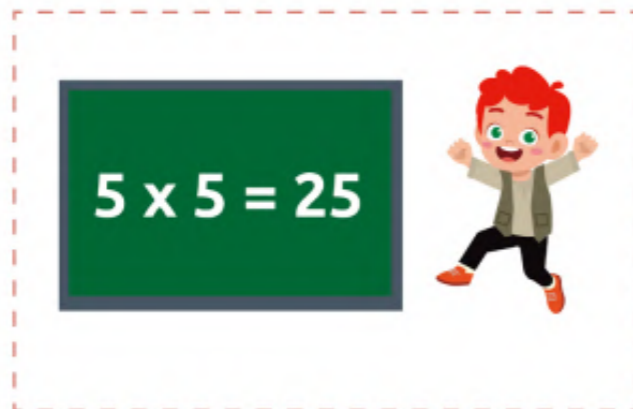
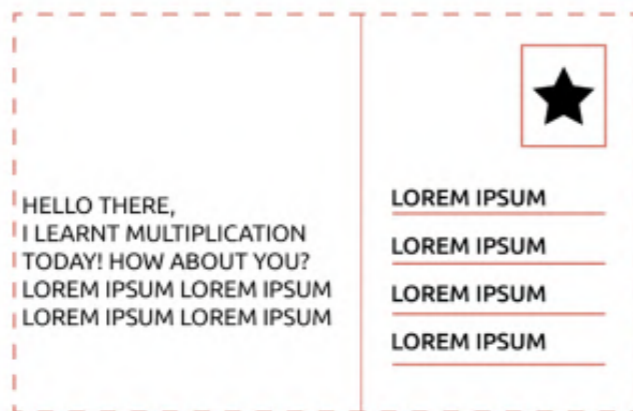


Child's Name	Age when admitted to the poor house	Where was their apprenticeship?	What was their apprenticeship?

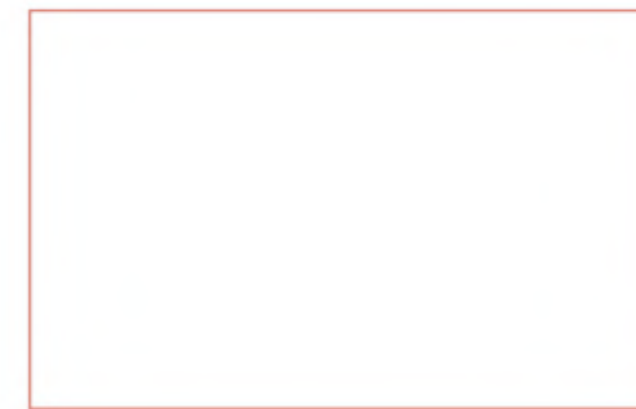
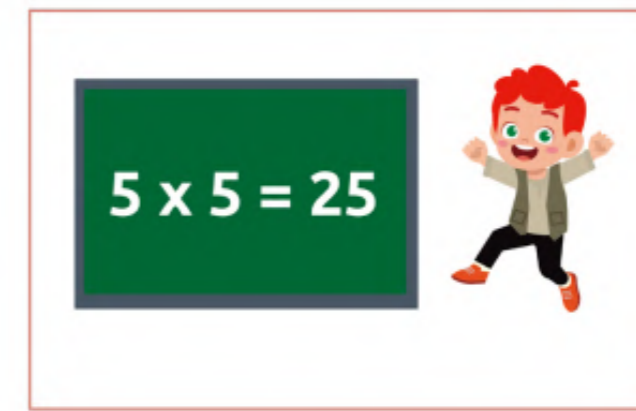


Printable postcards

Read the postcard from one of the children.



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



- 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.

Past and present activity

Colour in a child from the poor house



Draw yourself



Now can you list the similarities and differences between _____'s life and your life?
(Write their name)

Similar

Different

--

--

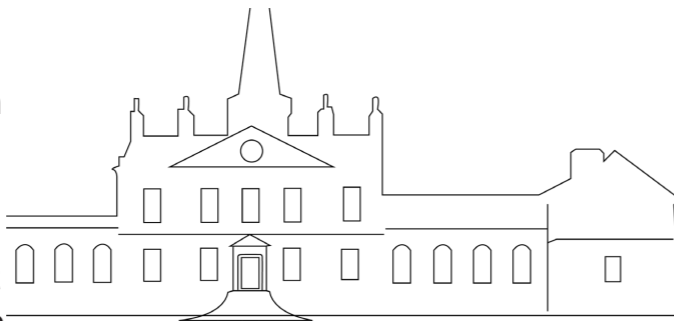
Materials specific to the Education Pack For Upper KS2

Comprehension

Details why people came in, how it helped them (education, food, apprenticeship), day to day life .Questions will include similarities and differences where pupils must identify what is different about their lives and children in poor house's lives. This ties into the Curriculum.

Life in the poor house

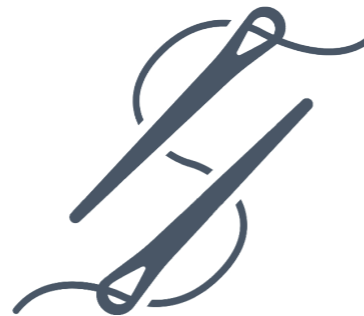
The children who entered the institution came from poorer backgrounds. The infamous nineteenth century workhouses were not established under the



Poor Relief (Ireland) Act was passed in 1838. Often, parents would apply for their child (or children) to be received into the institution as they had not enough food or money to support them. This was not always a permanent solution and some of



the children were returned to their families when their financial position had improved. However, in the early years, many of the children remained inside the Poor House, until they began an apprenticeship or absconded from the institution. Orphans – then commonly known as parish children - were also brought to the institute by both the committee members and church warden who had found them on the street. When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by the inhabitants of the institution as part of their work. Before 1831, there was no national system of education in Ireland. Schooling was not free and poorer families simply could not afford the cost. Before the introduction of compulsory education at the end of the nineteenth century 'work was a central factor in many children's lives'.



Questions

1. Why did people come to the poor house?

2. How did the poor house help them?

3. What jobs did the children do?

4. What age did they start apprenticeships?

5. What similarities and differences between their lives and your lives can you list?

Similar

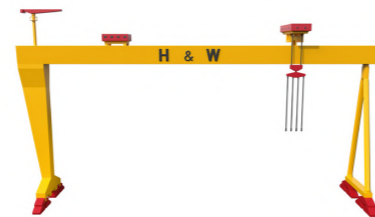
Different

Factsheet and fill in the gaps worksheet

Adobe stocked images except last two on the factfile.

Journey to the 19th Century

Belfast experienced the early stages of industrial, economic, and societal growth. This period established Belfast as the 'centre of power-driven textile manufacture' in the cotton and linen industries and the town developed a reputation for its shipbuilding and engineering



Rural people came into Belfast looking for all these new jobs that had been created. As a result, Belfast's population radically increased from 20,000 in 1800 to over 53,000 by 1831. This dramatic expansion resulted in an increase in crime, waste disposal and poverty in the town.

Belfast's middle-class inhabitants - concerned about maintaining civic pride and inspired by the notion of philanthropic duty - sought to address the growing issue of urban poverty, demonstrating a mutual awareness of responsibility to help those less fortunate than themselves. One of the ways in which the Belfast Charitable Society sought to help the poor was by opening the Poor House in 1774.



When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by the inhabitants of as part of their work.

Girls were typically provided with:

- A drugget gown (drugget material was usually thin, made from wool and was cheap to purchase)
- worn under a dress)
- Stockings
- Shoes

Boys were typically given:

- A coat
- A waistcoat
- A shirt
- A pair of britches,
- A pair of stockings
- A pair of shoes



Mary Ann McCracken

Fill in the gaps

1. Mary Ann McCracken was a _____.
2. She was born into a _____ family.
3. She played with other kids in the poor house from when she was aged ____.
3. It was unusual for Mary Ann to be _____ in this time period.
4. She defended Belfast's _____ and fought for the rights of many, including women and children.
5. Mary Ann insisted that poor house children's education should be _____.
6. Her family contributed to building the poor house in _____.
7. She was aged _____ when she was handing out anti slavery posters.

Words:

1752

Wealthy

Poor

Educated

six

fun

88

Social Activist



Factfile of 10 records.

Pupils must choose child from these factfiles and complete a Diary Entry activity. Images from Adobe Stock.

Children from the poor house



Rose McCracken

Age on arrival: 12
Parents: Orphan
Reason for admission: Swelling on her foot
Job at the house: sewing
Apprenticeship: Mrs Margaret Rogers in Ballynure for three years



Catherine Thornton

Age on arrival: 5
First apprenticeship in Jan 1812 for 5 years as a servant
Returns to the house March 1812 due to not receiving enough food. Catherine is punished for running away.
Second Apprenticeship Dec 1812
She runs away and comes back to the house again. She is sent back to her master.



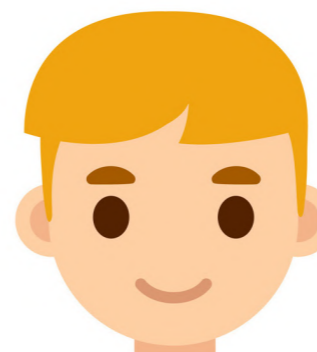
Dorothy Todd

Age on arrival: 6
She was taught how to sew by Miss Elder. The girls within her class had their own timetable which was different to the other girls who lived within the Poorhouse.
1818 she was apprenticed out as a servant



Samuel Hogg

Age on arrival: 8
Parents: Orphan
July 1806 apprenticed out to Carrickfergus, for five years to learn the trade of weaving.
Sep 1806 Samuel returns to the house
Oct 1806 runs away.



Edmund Curry

Age: 7
Major Bayley wrote to the Committee requesting that one of their boys could be trained as a gardener. The Committee agreed
Major Bayley then wrote another letter requesting to apprentice one of the children as a servant. The Committee refused and stated that boys could only be apprenticed out as tradesmen.

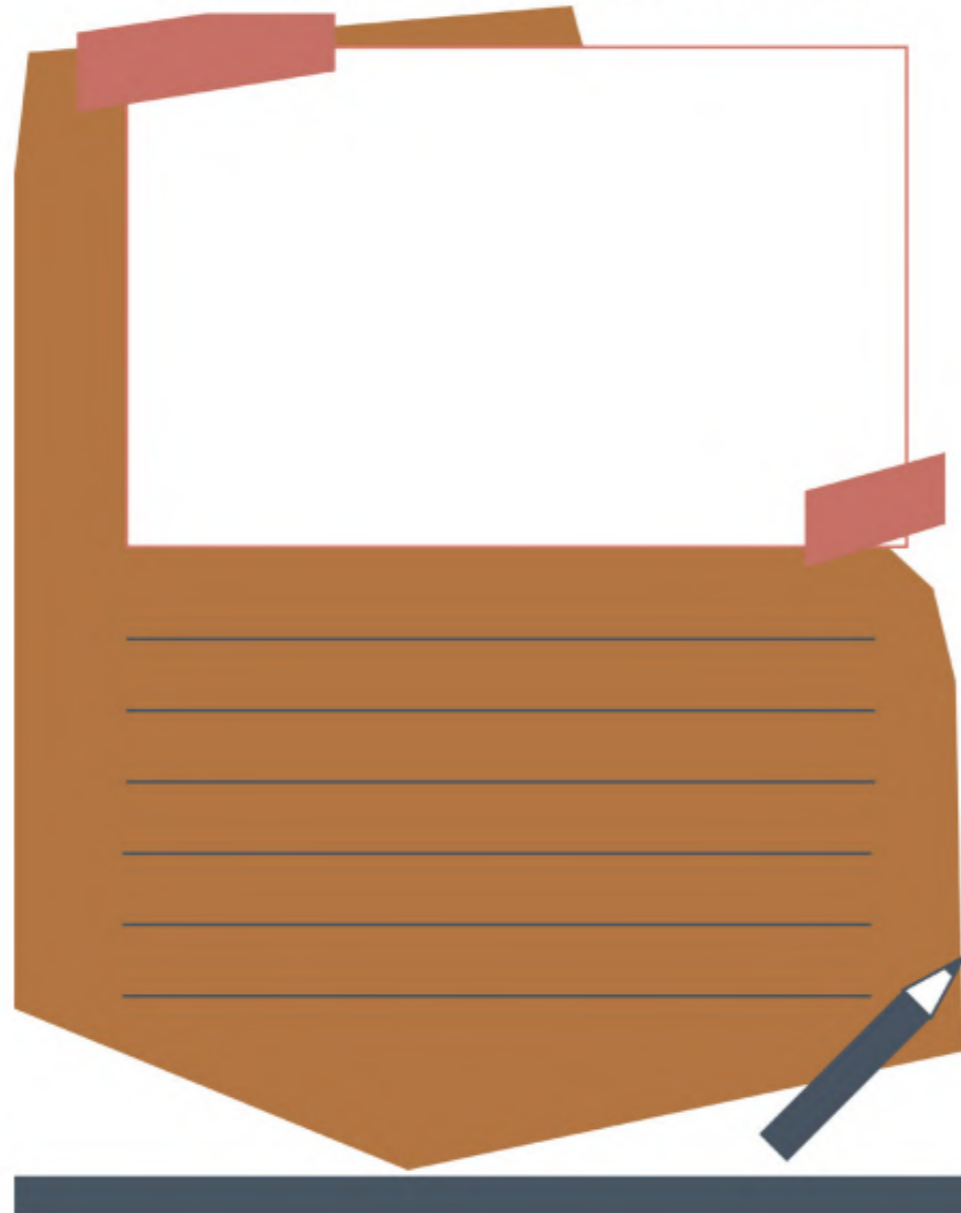


William Bell

Age: 11
Jan 1816 admitted with his younger brother James who was aged 6. James Bell ran away from the institution in February 1819 after his older brother was apprenticed off
Jan 1819 Both brothers left the Poorhouse but were later readmitted; due to their mother being too poor to provide for both her sons.
William Bell was apprenticed off in North Street, Belfast, for five years to learn how to be a reed maker

Diary entry

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



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

KWL sheet

Ties into the curriculum and can be completed before a trip to the house with what I want to know questions brought with them to ask.

Know

What I KNOW

What

What I WANT TO KNOW

Learn

What I have LEARNT



Materials for all year groups

Introduction Powerpoint



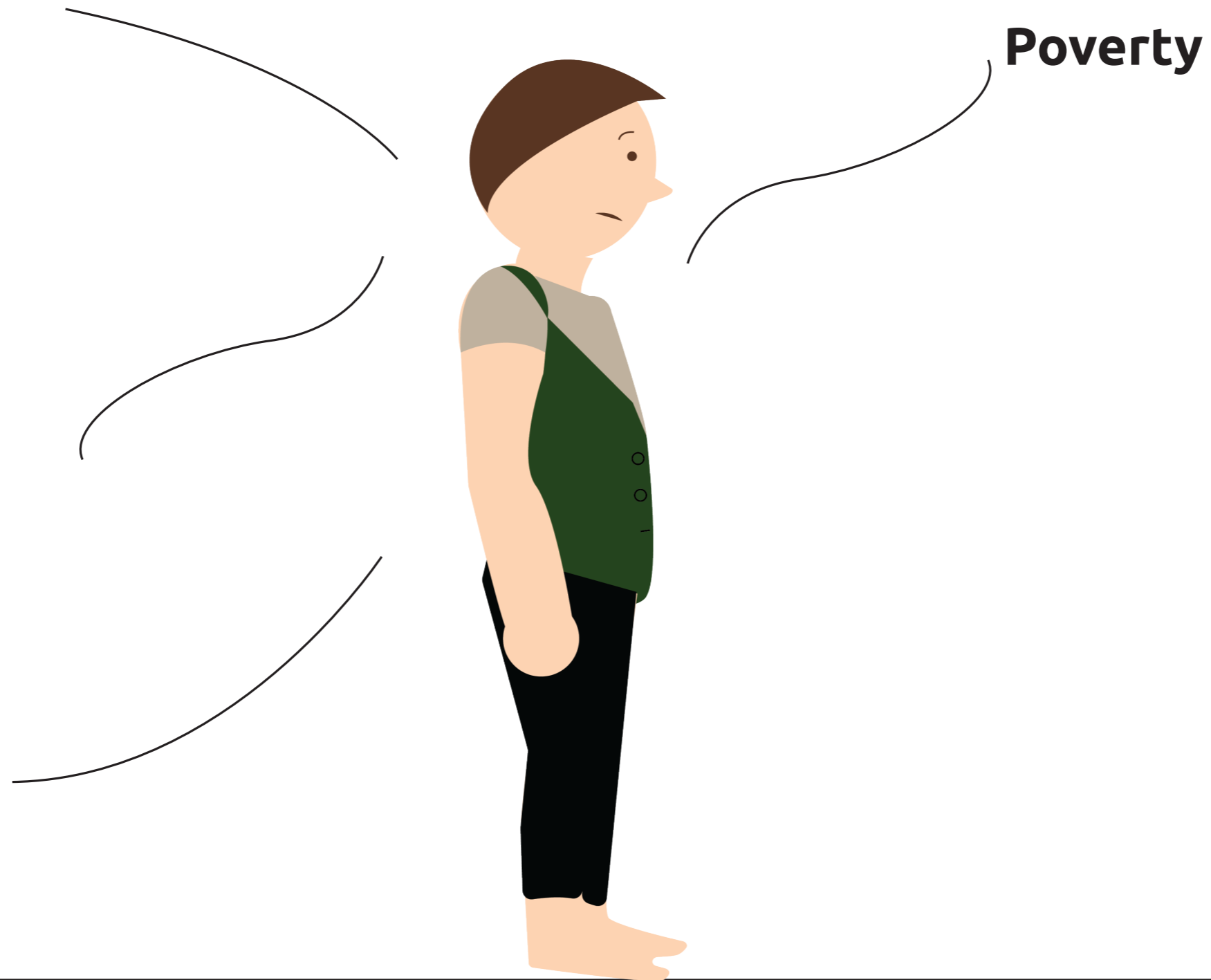
Explains who Mary Ann was, her contributions to the citizens of Belfast and context of time period. A QR code on the last slide goes to the 360 video.



Mindmap

This is Samuel living in the poor house. List issues he would have faced.

One has been done for you. Tick if these are still present today



Wordsearch

Finish with a word search where all words are related to social injustice/ issues that are still present today e.g poverty.

Past and present issues

All the words you need to find are issues that children back then would have faced, and children in present times still face them.

D	B	I	L	V	Z	Y	X	E	Y	S	R	O
O	P	E	V	Y	Y	A	T	C	P	F	N	L
B	F	H	F	O	B	P	L	R	I	Y	I	H
E	A	Y	G	Z	X	E	E	G	E	E	I	C
Q	L	C	V	H	N	Z	M	J	B	V	W	T
Q	N	O	N	I	E	U	R	C	O	A	O	C
E	I	A	M	E	S	T	R	X	L	H	N	P
K	U	K	S	A	B	X	Q	S	Y	Z	H	V
Q	V	O	J	M	R	U	E	F	O	U	X	X
R	A	J	O	A	H	Y	U	Z	O	G	B	J

Find these words above!

Discrimination	Slavery	Unequal opportunities
Inequality	Sexism	Hunger
Poverty	Racism	Homelessness

Word searches / comprehensions


Colorful / cute charaters (Children in the Poorhouse)

Words searches time!

QZMUWQEOYUJHRAIJVPDLYLZRZUZLKVPCXEBLDTHZCPACIFQKLGNYSEMQUIYXHH TXIFJBMRRSNZOLDVOAYBTCJAROGHMM QJXBCZNBQPNZYADFINFSSGCPPGGMAV VHOIDDIECTKBMDSMVPBBKZFDZSWKZM EXSGUEELVRFMTIZIHNMHTXZLQMMUL MHWWUJFNKZEMEYGGKTYOLSZIHOWYA JSXEBSEXAYZKNJSCLOVYWFZQOETNHUJ YNLQDTGSLJBFGCCYVLOMGOCQDHEUJD IOBWCVGTJCBXFOAVTXUCPZIKTPZCWY DMZBI ZDCMMKSHMTFMJCSSBAIU I PAZL IAFMXBSHJAJMUMDUHKMXVHLHBZUMLC LMXKWKABREQAINEXTZTHUASV IQPCF HJLBIXFRKYOYNTCPQTXNPBCGLKOA IW RJNVYWKIKARCNTQGOTCBNMTGVIT IUC LRYWVGBTLNSJJEXBNOULMDIXZXWGPC FILXAWXAJNDICEICSORLMGVGNBUNNQ KT IKJNCBFMYJLYBFNJKHFTIUTXXEWT OHAHVCVLP CDTINOJVOQBOLSTOMVRVJ PXZKAFMEHCCCFLKRKBWCUTSJNHNAI TNKBGWYSLRDNTYYICYCPANSSSZLWVUF PHYCVIDORADNOZXCBLMIJGZEYGTNNV DWKNXVOCXCLTNEMGRVHFQOOSINXASKQ ZPSYYBBIMKDVHFGANKDTMWTGBFDFAH IHOFFAZETEWOMOMZWQPJOXWJAPOTKVY CVAQTHNTVNSJUFUGCAVHGAHQUENBDN KJEIPWBYDTEMSLMA SOOHTECTCGJWCX E IOMWIYSHIUTEGKCREODLYGDCXZPVX OSJETGERXMOMMAUULCSJWOOWUGRJPX NOJJJBIMIRJVVYCJFNTVEEUQWLKKZ

Mary Ann McCracken social activist campaigner Ladies Committee

Belfast Charitable Society Clifton House Poorhouse



Know about Mary Ann McCracken? Try to find out the words all about me as much as you can!




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

worksheets and activities on clothing

Group role play



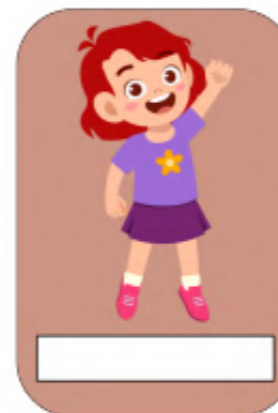
- Costumes (Clothing provided when the children enter the poor house)
- Let students to share what they are wearing that day, then let them guess what the children wore enter the poor house
- Who guess the nearest can try to wear



John Delany



Catherine Thornton



Rose McCracken

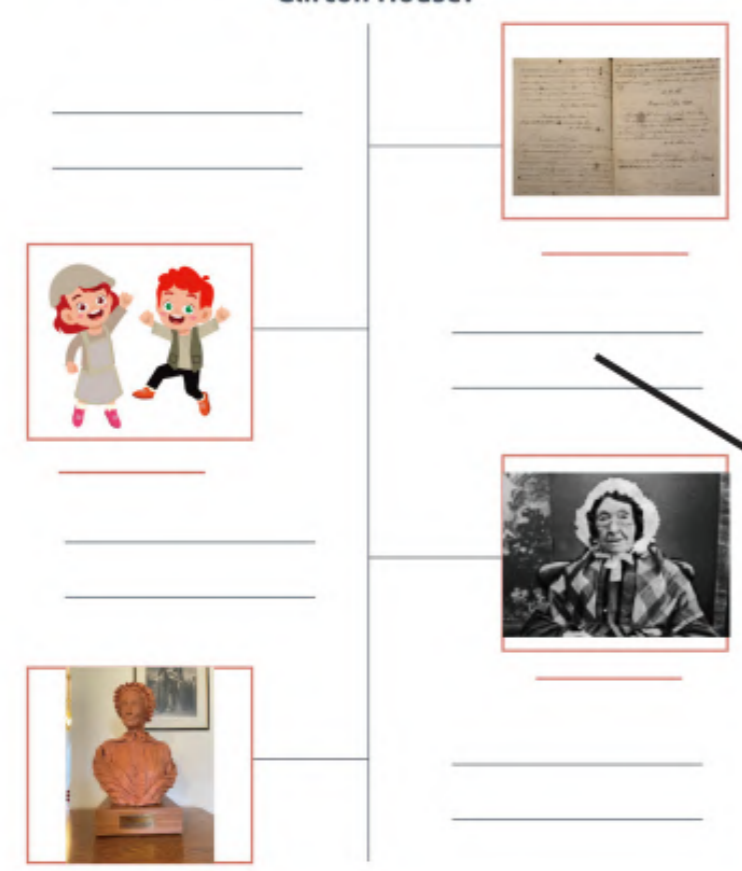
- 12 years old
- nulla
- malesuada
- pellentesque
- elit eget


- Paper stand or cards or headbands (Children in the Poor House)
- Let students to pick one of them, and give them the stories or informations 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


Past and Present artifacts worksheets


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?






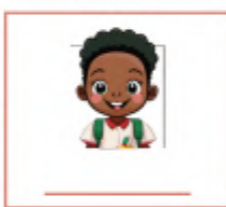










- Can do on-site or with the 360 videos
- Both words to fill in about the things happened and years happened

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 FACEING

_____	_____	_____
-------	-------	-------

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

Nametags

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

Virtual access for all key stages

360 Experience Storyboard 1

Shot 1

Front View

Click to go inside



For a Live demo:



Left View



Right View



Back View



Shot 2

Click to hear or mute
the sound of the bell



Front View



Left View



Right View



Back View

Click to go outside



360 Experience Storyboard 2

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



Examples of links to the curriculum

Taken from the CCEA Progression guidance document, Page 5 and 9.

Suggested line	of progression
Historical Enquiry (Observation)	The 360 video and going to the tour of Clifton House
Historical Enquiry (Questioning)	what do you know, what do you want to know sheet? These questions would be asked on the tour.
Historical Enquiry (Planning)	Supported by the teacher, where they would help the pupils plan out any questions they have ahead of going for the tour of Clifton House
Recording and Communicating	Table and postcard activity worksheet

Creating the education pack

Creating the education pack

After the client signed off on the combined pitch deck, we now had to create the education pack. The first thing I worked on was the powerpoint. I got some advice from a teacher on how to make powerpoints and comprehensions applicable for KS2 as this was not something that I have ever done before or had knowledge on but I wanted to make sure that it was as engaging and applicable for 8-11yr olds as possible.



The screenshot shows a document interface with a dark background. At the top, there is a document icon with the text 'DOCX' below it. The main title is 'Notes from teacher about making powerpoints and comprehensions.docx'. Below the title, it says 'Posted by Hayden M. · November 17, 2023 · 20 KB'. There are two links: 'Download' and 'Replace with a new version'. At the bottom, there is a section titled 'Notes:' followed by the text: 'Was speaking to a teacher about tips for making PowerPoint and comprehension for KS2. These are the general things they said. Thought it would be useful to share'.

Teacher Notes on making PowerPoints and Comprehensions

P5: bullet points. 5-8 slides. Introduce 1 point at time. They Like Images, [Videos](#) or link to videos. Or link to a resource. Quiz at the end. What have we learnt could be the title of the quiz.

P6, p7: More detail but not loads. bullet points and 1/2 sentences per slide. Ask/Get pupils own thoughts. Class discussions on slides- Thoughts and opinion. Quiz at end again. Couple sentences w bullet points. Not that much information. Each slide will have the KEY FACTS.

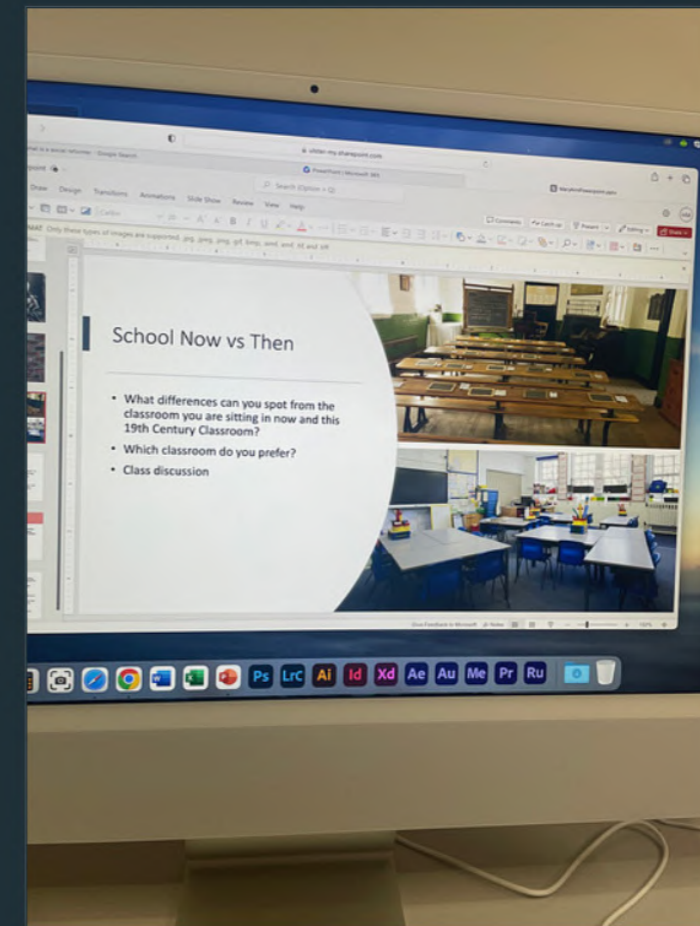
[Twinkle](#) have some examples.

Comprehension

Again, questions can be to get their own thoughts and opinions. Have lots of Questions listed So teacher can lift certain ones and choose according to ability. Probably not relevant when our comprehension is only for upper. P6/7 ask opinions. P5 don't ask opinions.

Activity Idea: Once pupils have read text, ask them to highlight certain words in the text, then use a dictionary to find words that are Similar. Could either ask as question or put in the teachers pack and get teacher to ask after all questions completed. Images in comprehensions are good.

When making the first draft of the powerpoint I had the idea to show a comparison of an old Victorian era classroom and a modern one. As my mum works I knew I could take my own picture of a classroom. I checked with Adrian if that was ok. I took the picture but It didn't make the final powerpoint as we decided it would make more sense to put the old classroom full screen, as the pupils will be sitting in a modern day classroom.



PowerPoint slide.jpeg

Posted by Hayden M. · November 16, 2023 · 2.35 MB

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

Notes:

Working on the PowerPoint and thought it would be good to have pictures showing classrooms now and then. My mum works at a primary school, if she got permission from the principal to get a photo of an empty classroom would that be ok to put in the PowerPoint? Thanks

Nov 16



Adrian Hickey, Senior Lecturer in Interactive Media

Yes, if it is empty - work away - no problem

Nov 16



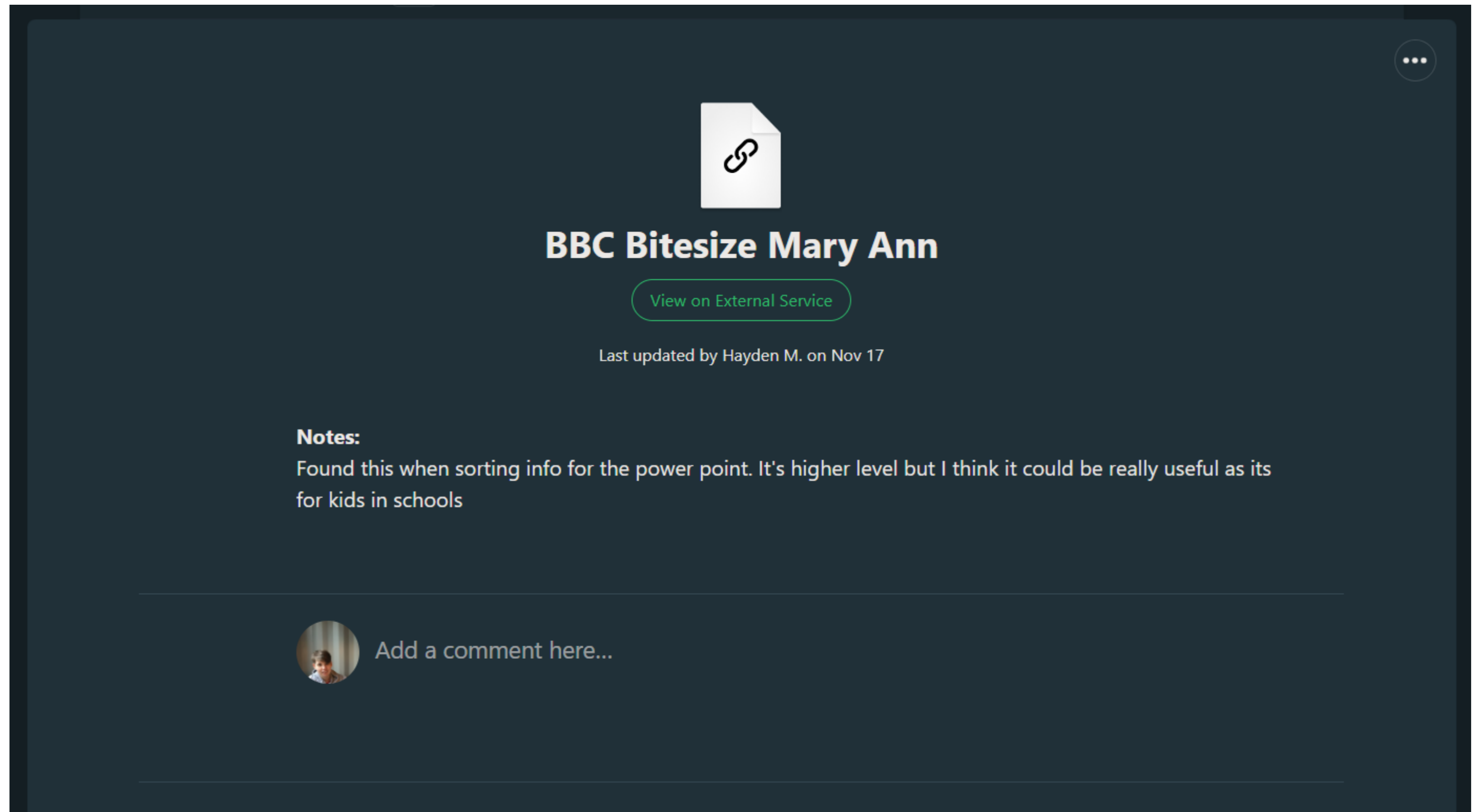
Hayden McKinstry

Ok great, thank you




Add a comment here...

When researching Mary Ann McCracken while making the first draft of the powerpoint i came across an article that was made for KS3 pupils. While this was an older age range than our target audience, I thought it was a useful read and shared it on basecamp in case it was of use for Heidi.



The screenshot shows a Basecamp note interface. At the top right is a three-dot menu icon. In the center is a white document icon with a black link symbol. Below the icon is the title "BBC Bitesize Mary Ann" in bold white text. Underneath the title is a green button with the text "View on External Service". Below the button is the text "Last updated by Hayden M. on Nov 17". Further down is a section titled "Notes:" followed by the text "Found this when sorting info for the power point. It's higher level but I think it could be really useful as its for kids in schools". At the bottom, there is a horizontal line, a circular profile picture of a person, and the text "Add a comment here..." followed by another horizontal line.

Email from Caroline.

 Claire Mulrone · Nov 13 · Notified 3 people

Morning Hayden and Heidi

See this email for a copy of the refined pitch. Can you please email this to Caroline today. She has also invited you to participate in a visit to The Ulster Folk and Transport museum. If doesn't work for you this Thursday please let me know if you would like access to old school photos so Caroline can request this.

Claire

Morning Claire,

I was wondering if it would be possible for you to share Heidi and Hayden's pitch with us by email, so we can show other internal staff here or are working on the 250th Anniversary? Would that be possible?

Also, Lauren and I are meeting with NMNI on Thursday to request access to some artefacts, old images and get permission for some filming for other displays and work relating to our 250th Anniversary. The Ulster Folk and Transport museum have the old school house for example. Only if it might be helpful, if Hayden and Heidi needed or wanted any imagery of old school desks, blackboards etc etc, we could build in that ask, and get a date that suited them to come to the museum to gather whatever images they might need?

Thanks again Claire

Caroline

MONDAY
Nov 13



Hayden McKinstry

Hi Claire thanks for sending this through. I could only go the museum on a weekend as It's quite far from me and I'd need to get a lift. My photography isn't the best either but I'd be willing to give it a try. Thanks

...



MONDAY
Nov 13



Heidi Chan

Same as Hayden, I can only go to the museum on a weekend as I stay in Belfast and I need to get a lift.

...



WEDNESDAY
Nov 15



Claire Mulrone

Can you send a direct email to Caroline please.
C

...



WEDNESDAY
Nov 15



Hayden McKinstry

Hi Claire ok I'll do that now

...



Add a comment here...

Claire posted on Basecamp an email from Caroline that told us it was very likely they were going to get permission from NMNI to use their archive of photographs if we wanted to. This proved very useful for sourcing old period images for the PowerPoint.

HM

Hayden McKinstry

To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>

Cc: Mulrone, Claire



Wed 11/15/2023 11:50 AM

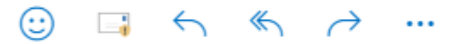
Hi Caroline, I hope your well. Claire passed on your message about visiting the Ulster folk and transport museum this Thursday. Thank you so much for the offer as it was very generous of you but unfortunately it's quite far from where I live and therefore it would have to be a weekend as I'd need to arrange a lift with one of my friends as I don't drive myself. Heidi says she doesn't drive either so would be in the same situation.

CM

Caroline Mccoubrey <mccoubreycaroline@gmail.com>

To: Hayden McKinstry

Cc: Mulrone, Claire



Wed 11/15/2023 2:10 PM

CAUTION - EXTERNAL EMAIL
Do not click on links or attachments that are not expected
Never trust - always verify

Stay Alert - Think before you Click - Stop a potential Cyber Attack

No problem Hayden,

On Thursday we are only going to meet the team to request permissions to gather images for other activities we are doing next year, and see permission to take photos / video footage. If we gain permission, presumably we would work with them to get a date / time that would suit. I think you will certainly find enough images online however, but just in case you were struggling to find images for the 'old and new' sections, keep this opportunity in mind. Also if you find any images that are copyrighted to NMNI, let us know and we could add that into our ask for the museum too.

Thanks again Hayden, and thanks for sending on your updated pitch

Caroline

HM

Hayden McKinstry

To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>

Cc: Mulrone, Claire; Pak Hei Chan



Thu 11/16/2023 12:19 PM

Hi Caroline, ah ok that's great, thanks for letting us know. We are starting to work on the children's postcards and we're wondering what style of drawings you would like to represent the children from the records? Such as more modern or more period?

Thanks so much again,
Hayden





NMNI online photo collection

[View on External Service](#)

Last updated by Hayden M. on Nov 18

Notes:

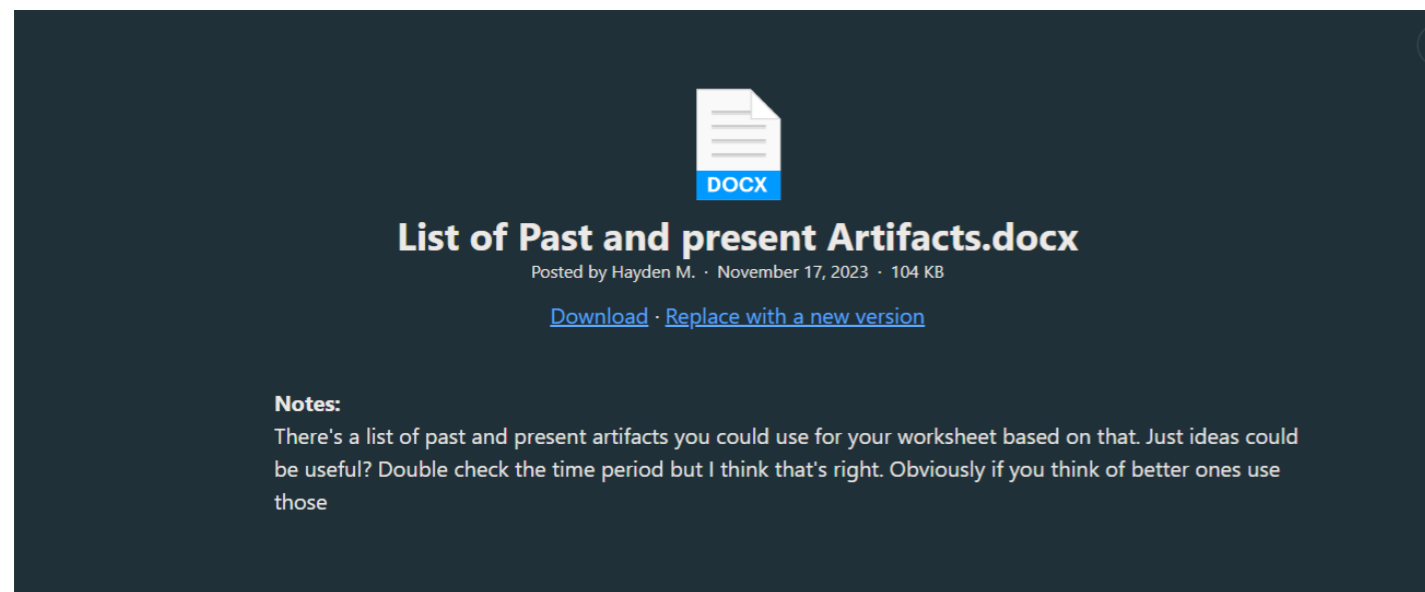
I know Caroline said if we find any images from NMNI we can ask for permission to use them. I've found a couple that might be really useful for both the powerpoint and maybe the worksheet where we show life back then vs now (candle vs lightbulb). We don't have to use them just thought may be useful to link here in case we end up wanting them.



Add a comment here...

17/11/23: In class Heidi and I had a discussion about the past and present artefacts worksheet. I did some research for us about we items we could put in. For example now days we have cars for transport. Back in the late 18th century they had horse and carts.

I made a table of possible things that could work and posted it on Basecamp for us.



List of Past and present Artifacts.docx
 Posted by Hayden M. · November 17, 2023 · 104 KB
[Download](#) · [Replace with a new version](#)

Notes:
 There's a list of past and present artifacts you could use for your worksheet based on that. Just ideas could be useful? Double check the time period but I think that's right. Obviously if you think of better ones use those

Past and Present Artifacts

<u>NOW</u>	<u>THEN</u>
Lightbulbs/electricity	Candle
Washing Machine (How we wash our clothes)	Not automatic machine. Manual thing you have to use- See Picture
Oven (How we cook our food)	Over a fire/stove.
Heating	Fireplace
Car (Transport. How we get around)	Walking or horse and cart
Interactive Whiteboard	Chalkboard
Shower (How we wash)	Soap over a sink/basin
Uniform- Jumper, polo shirt.	Waistcoat etc. See Notes on clothing Caroline sent along side records for list.

1800s Washing Machine

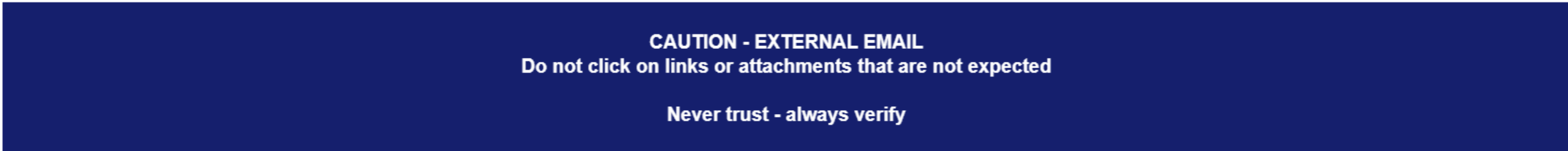


In the same class Heidi was starting to work on the factfiles and information postcards. She was wondering if the clients wanted the more modern cartoon style of drawings to represent the children, or a style more keeping the time period. We had offered either of these styles at the pitch. She asked me to ask the clients which style they would prefer so she could start making these images.

HM Hayden McKinstry
To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>
Cc: Mulrone, Claire; Pak Hei Chan
Thu 11/16/2023 12:19 PM

Hi Caroline, ah ok that's great, thanks for letting us know. We are starting to work on the children's postcards and we're wondering what style of drawings you would like to represent the children from the records? Such as more modern or more period?
Thanks so much again,
Hayden

CM Caroline Mccoubrey <mccoubreycaroline@gmail.com>
To: Hayden McKinstry
Cc: Mulrone, Claire; Pak Hei Chan
Thu 11/16/2023 4:36 PM



Stay Alert - Think before you Click - Stop a potential Cyber Attack

Hi Hayden and all

I am in Clifton House again tomorrow morning. Can I come back to you once I chat to some of the team. I don't want to make that decision myself, but will canvass views and come back to you first thing.

Thanks
Caroline

CM

Caroline Mccoubrey <mccoubreycaroline@gmail.com>

To: Pak Hei Chan

Cc: Mulrone, Claire; Hayden McKinstry

☺ ⏪ ⏩ ⋮

Fri 11/17/2023 10:17 AM



3 attachments (9 MB) ☁ Save all to OneDrive - Ulster University ↓ Download all

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Never trust - always verify

Stay Alert - Think before you Click - Stop a potential Cyber Attack

Hi Heidi,

Please see attached. This includes the qr code by the door and the two up by the windows upstairs in the board room.

Let me know if you need anything else. Will come back to you re the images Hayden. Just waiting on our team meeting to canvas views.

Thanks

HM

Hayden McKinstry

To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>; Pak Hei Chan

Cc: Mulrone, Claire

☺ 📧 ⏪ ⏩ 🗄

Fri 11/17/2023 10:37

Hi Caroline, thanks for getting back to us. We completely understand you'll need to talk to the others. Thank for you taking the time to do that we really appreciate it. And thank you for sending over Heidi's pictures.

Thanks again,
Hayden

Sent from [Outlook for iOS](#)

⋮

CM

Caroline Mccoubrey <mccoubreycaroline@gmail.com>

To: Hayden McKinstry

Cc: Pak Hei Chan; Mulrone, Claire



Fri 11/17/2023 2:59 PM

CAUTION - EXTERNAL EMAIL
Do not click on links or attachments that are not expected

Never trust - always verify

Stay Alert - Think before you Click - Stop a potential Cyber Attack

Hi Hayden, we think the images need to be more period, representing what the children would have word at the time, but if you are struggling with having to create too many variations of the children, you could maybe consider using an image of Clifton House as that is where they are 'travelling' to.

Thank you and have a good weekend.

...

HM

Hayden McKinstry

To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>

Cc: Pak Hei Chan; Mulrone, Claire



Fri 11/17/2023 3:03 PM

Hi Caroline, ok that's great and will be really helpful.

Thanks again,

Hayden

A History maker:

Mary Ann McCracken

And life in the late 18th/early 19th
Century



TODAY WE WILL:



Learn about our past in the late 18th / early 19th Century



Investigate past and present issues



Discover a significant person from our past and what she did

Life in Belfast before the 1700s

- Before the 1700s textiles (cotton, linen etc) were made at home.
- It was a small scale Business.
- It was then sold at the local market.



Image copyright NMNI



A CO. ANTRIM BLOCK WHEEL CART. WAG 264



CO. ANTRIM FARM KITCHEN WITH DOG STONE FIREPLACE.



The Industrial revolution: 1750s-1800s

- Machinery was made to speed up the production process of these textiles
- It was now a large-scale business
- It was made in factories

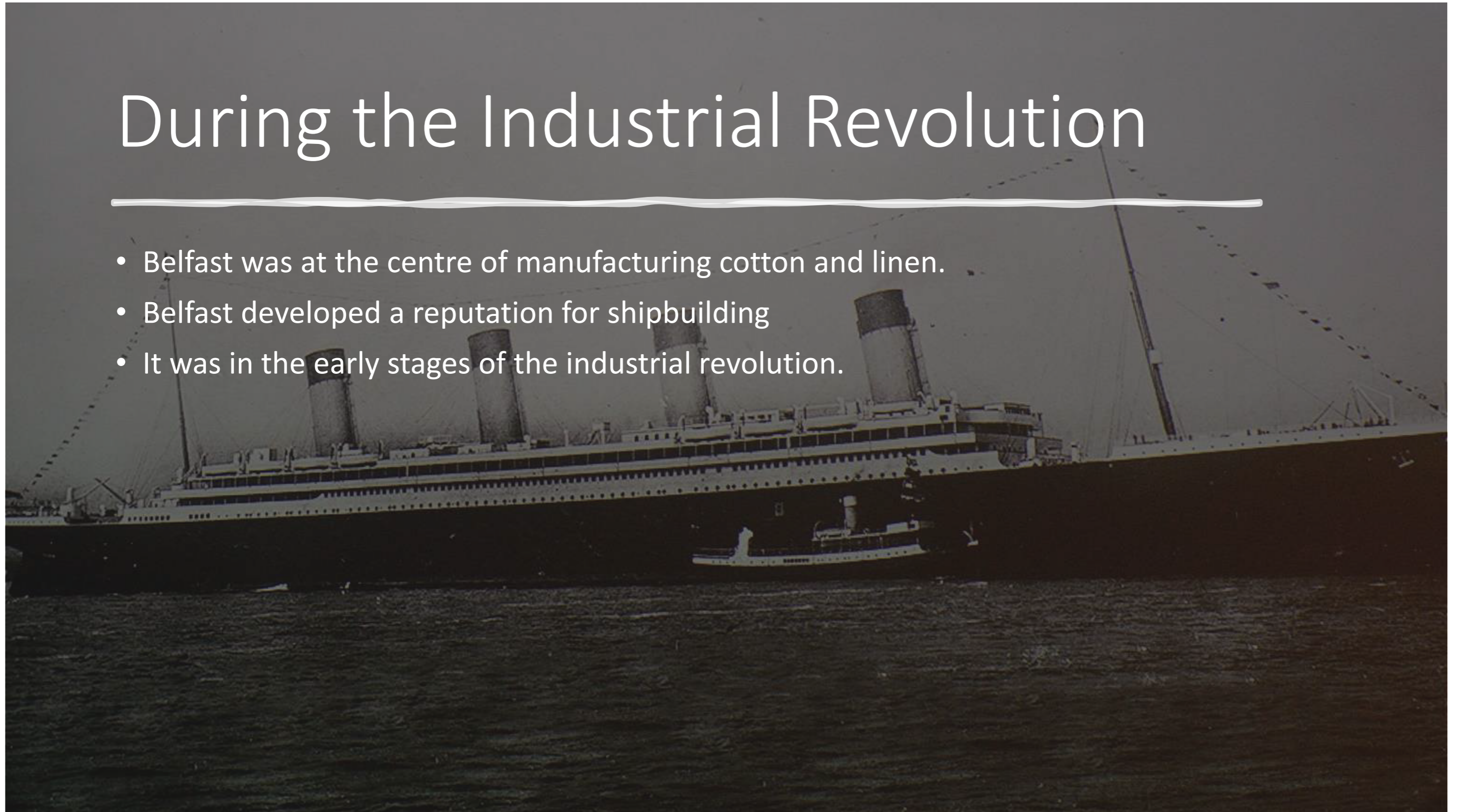


How textiles
were made in
the factories

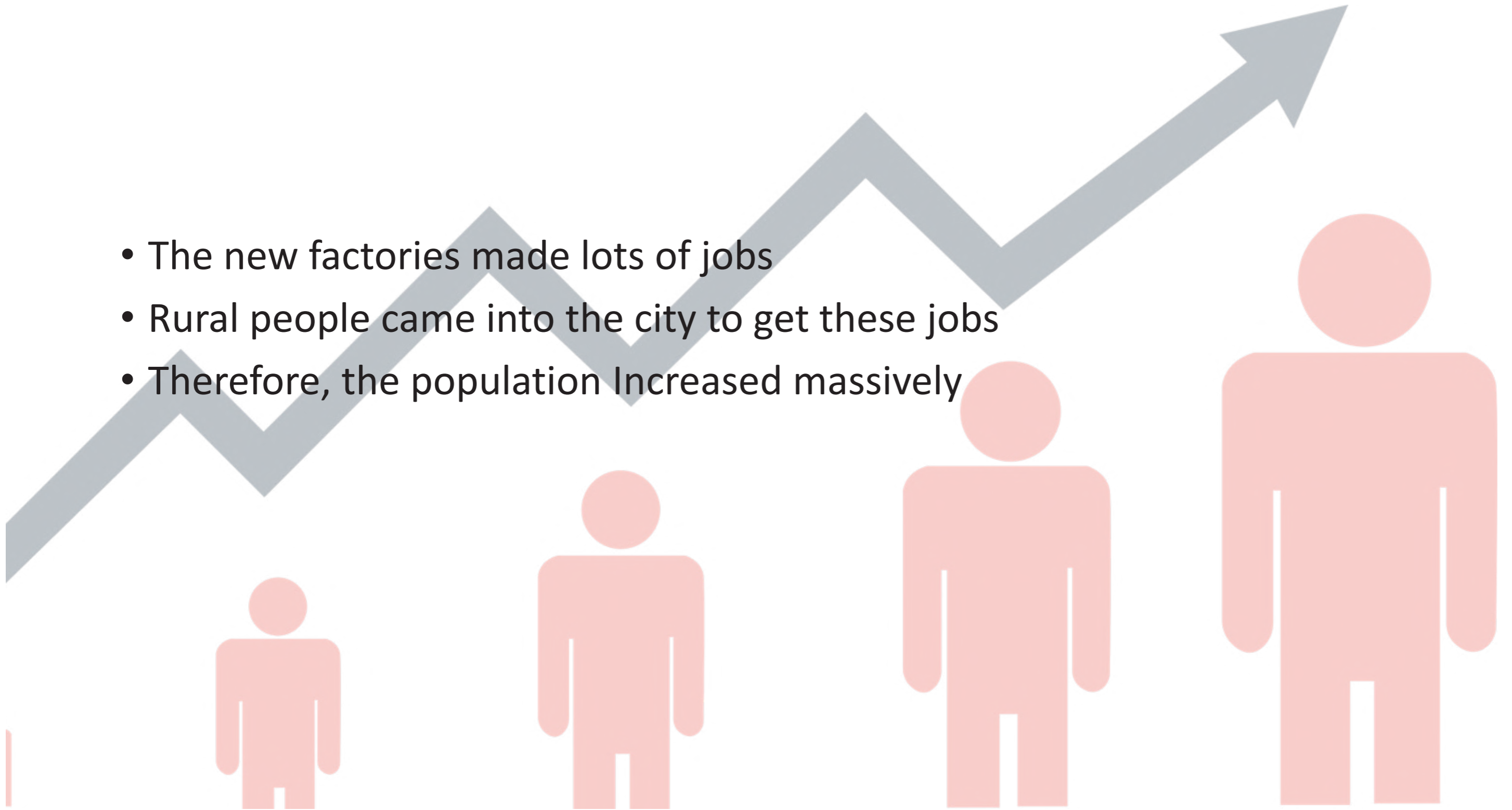


During the Industrial Revolution

- Belfast was at the centre of manufacturing cotton and linen.
- Belfast developed a reputation for shipbuilding
- It was in the early stages of the industrial revolution.



- The new factories made lots of jobs
- Rural people came into the city to get these jobs
- Therefore, the population increased massively





- An increased population meant an increase in crime and poverty
- Belfast's middle-class citizens wanted to feel proud of their local area so decided to address the growing issue
- The Belfast Charitable Society opened a Poor House in 1774.

Clifton house
facebook



Same building in the 19th Century



Who do you
think this is?



Mary Ann McCracken

- Born 8th July 1770 in Belfast. She Lived at 62 Donegall pass.
- She was born into a wealthy middle-class family.
- She was considered unusual because she was educated alongside her Brother



School Now vs Then

- What differences can you spot from the classroom you are sitting in now and this 19th Century Classroom?

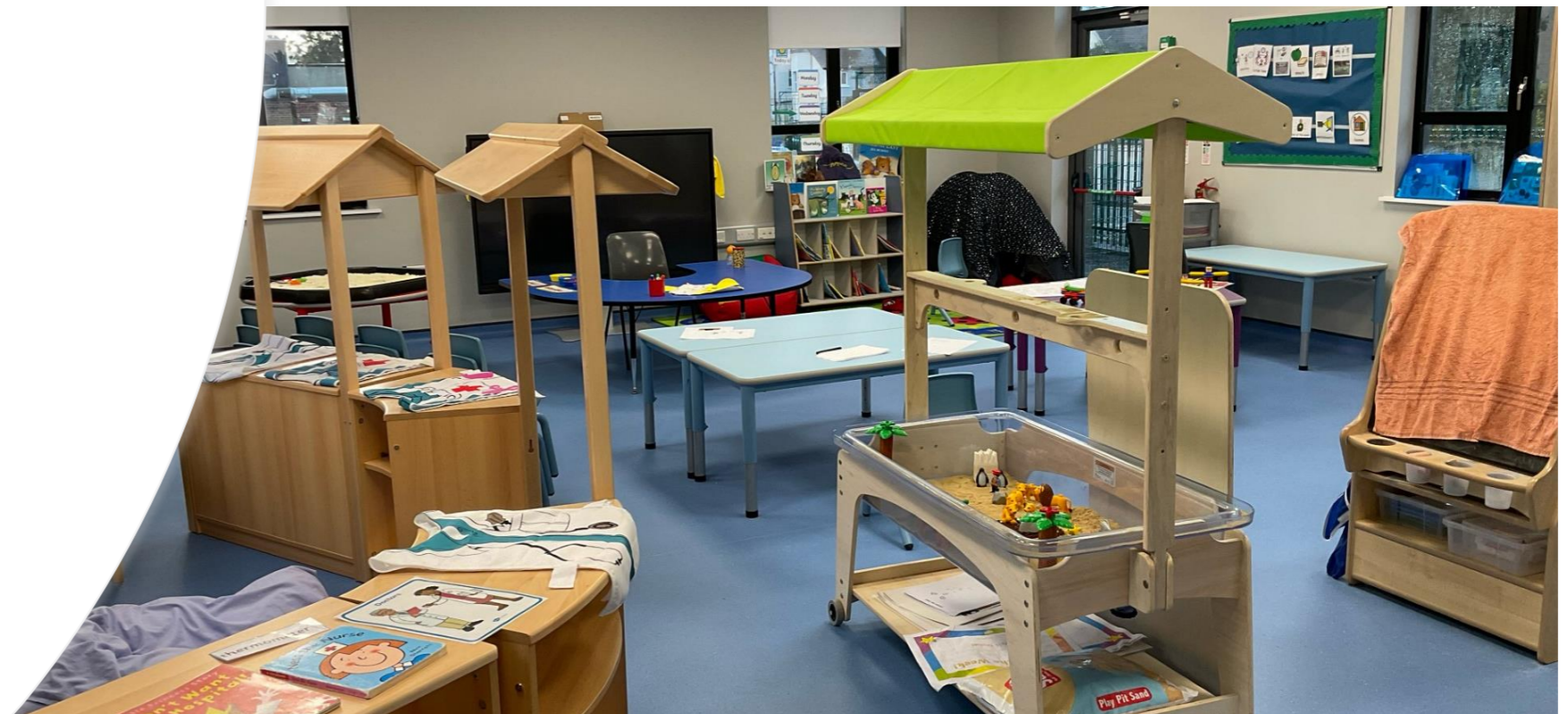


Image of classroom I took in Greenwood House Special School.

Mary Ann McCracken's education

- She Educated along side her brother.
- She went to David Manson's 'play school' in Donegall Street.
- He banned the use of rods to beat naughty children in his school.
- He offered girls the same education as the boys.
- Here Mary Ann developed a love of Maths and English.



Class discussion: Using the interactive whiteboard pen fill in the diagram.



Mary Ann McCracken grew up to be:

An Activist:

A person who campaigns for some kind of social change.

A Social Reformer

A person who tried to change or improve something in society



An Abolitionist

A person who was against slavery and fought to ban it

Her Values

Advancing education,
Preventing poverty,
advancing human rights,
Equality, especially for women.

Issues Mary Ann campaigned on:

- prison and social reform
- To improve the welfare of children
- To ban slavery
- She led by example by refusing to eat sugar, a product of the slave trade.
- Belfast had a major industrial port. People about to board ships there were stopped by an elderly Mary Ann handing out leaflets that said slavery was bad.





Ways she helped the citizens of Belfast

- In the Victorian era it was common for boys to be chimney sweeps. Mary Ann was Against this because it was dangerous.
- At the age of 90 she was still collecting charity donations and was campaigning for end of slavery.
- From age 6, she helped raise funds and provide clothes for people in the poor house.

The poor house

- She was concerned of the welfare of the women and children in the poor house so in 1827 she formed the Ladies Committee of the Belfast Charitable Society and set up a school and nursery.
- She drew upon her own school experience and made learning fun and equal for girls and boys.
- She made a Playground and Insisted on free time as well as education. She Argued with the men about this.

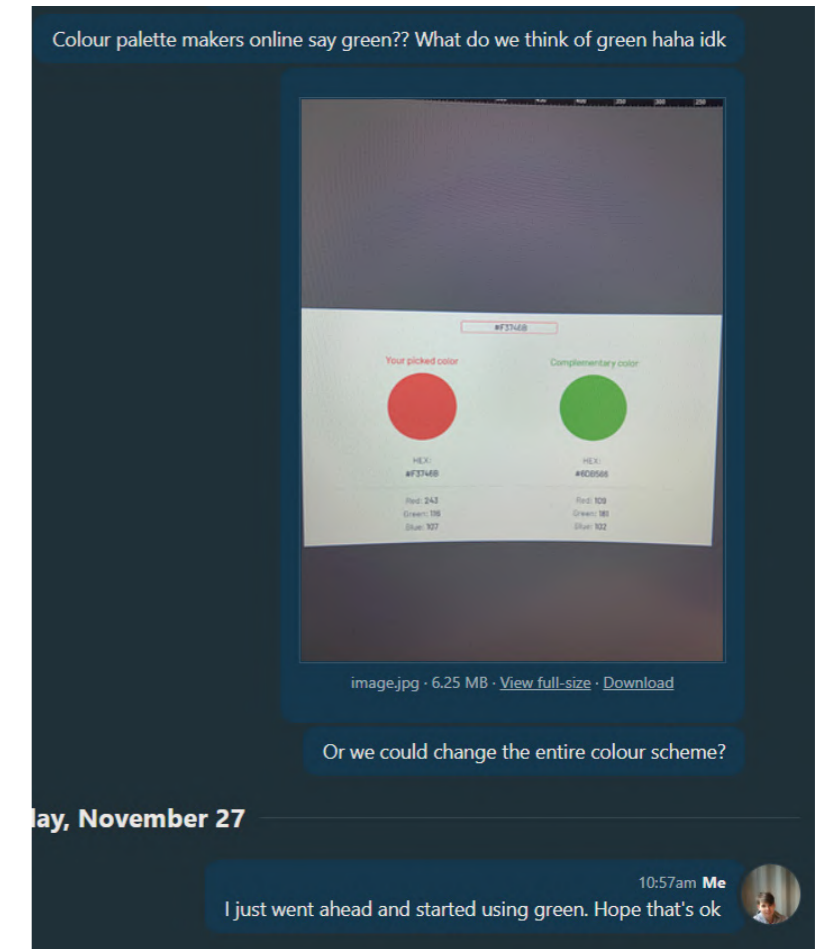
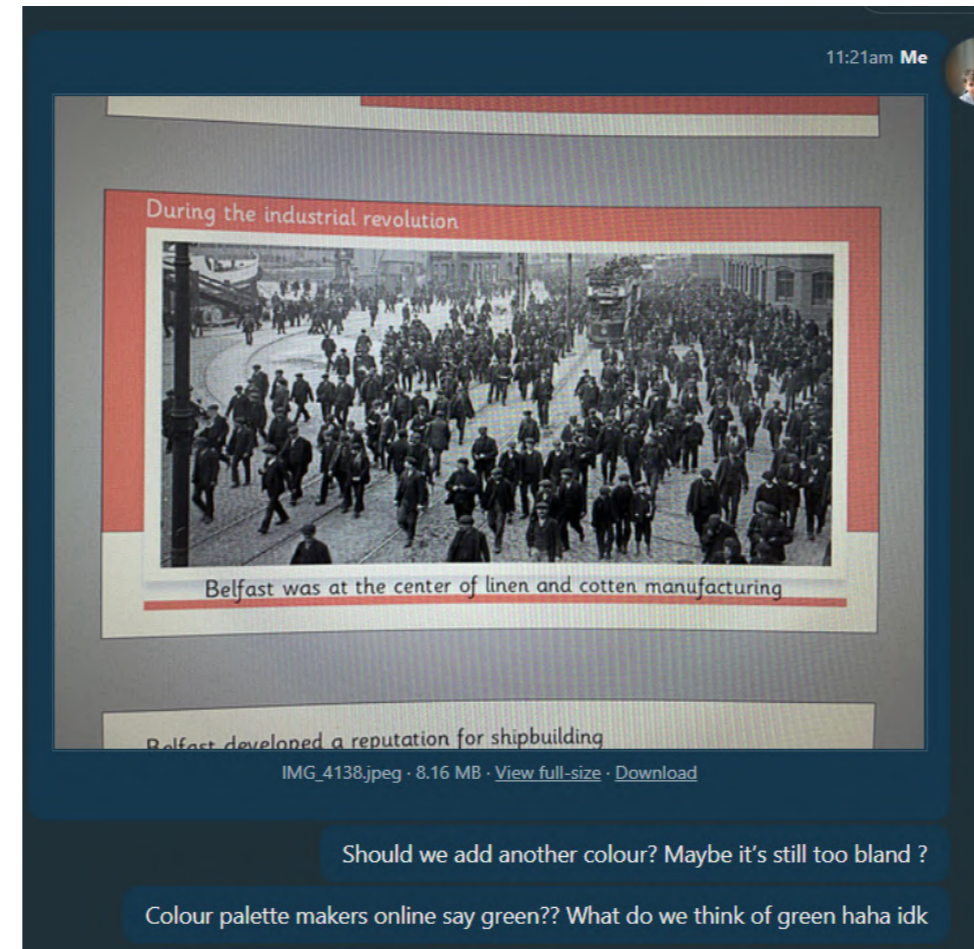
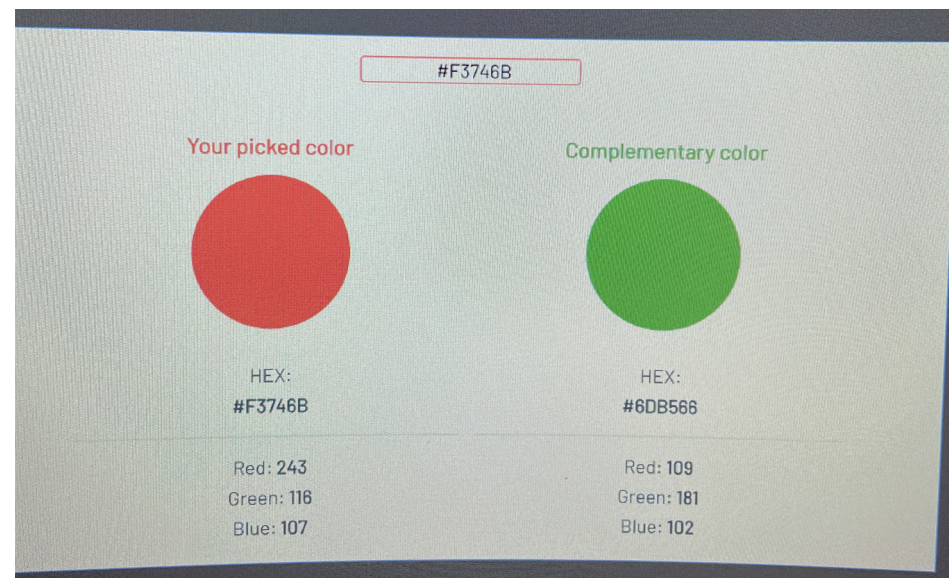




Look around the Poor house in 360

Feedback on the powerpoint was to cut some slides that weren't necessary and to make it more colourful to appeal better to KS2 pupils. An idea I had was to keep one original colour from the current brand guidelines and mix it with the primary colour green to make it more colourful and vibrant. I used an online colour wheel tool to get a greet that mixed well with the current colour.

However, I got no reply and as we were on quite a tight time scale I went ahead and used the green with one original colour from the current brand guidelines.



As this was a group project I asked my teammate Heidi what she thought about the green, or if she thought it would be better if we created a whole new colour scheme.

Feedback I also got was that the font should be changed to be more age appropriate and appealing to pupils in KS2. I did some research into font used in children's worksheets and made a list of the most commemly found ones.

I picked the Sassoon Primary font as I thought it was very legible and professional but also appealed to 8-11yr olds. I put this on the groupchat to check that it was ok




Font ideas .docx
Posted by Hayden M. · November 23, 2023 · 20.6 KB
[Download](#) · [Replace with a new version](#)

Tuesday, November 28

6:32pm **Me**

The Font Is sassoon primary/ sassoon sans std 👍



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

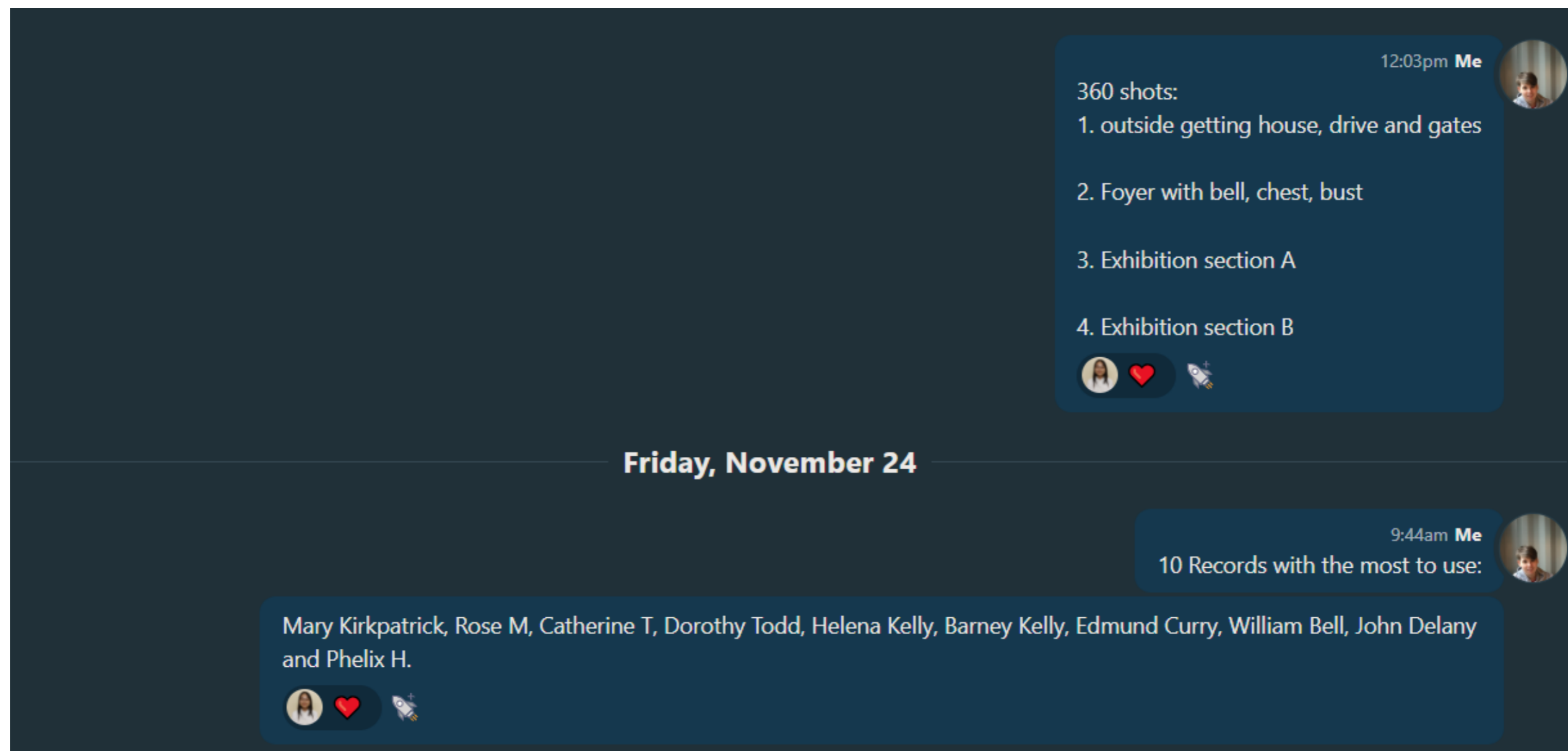
What's important when choosing:

Is it easily read? Priority

Is it engaging and appealing to 8-11yr olds

In class it was decided that Heidi was going to arrange to go back up to Clifton House to film more 360 shots and I would edit the videos. She asked for a list of what exactly she was to film so I posted her a list on Basecamp based on the discussion we had together in class.

In class we also decided together which 10 records we would use for the education pack. I was the one who wrote down our list so I posted it on Basecamp so we all had it.



Second draft of the powerpoint

KS2 > The World Around Us

A History maker:

Mary Ann McCracken

And life in the late 18th/early 19th Century





Before the 1700s textiles (cotton, linen etc) were made at home.
This was a small scale business.



It was then sold at the local market.

The Industrial Revolution

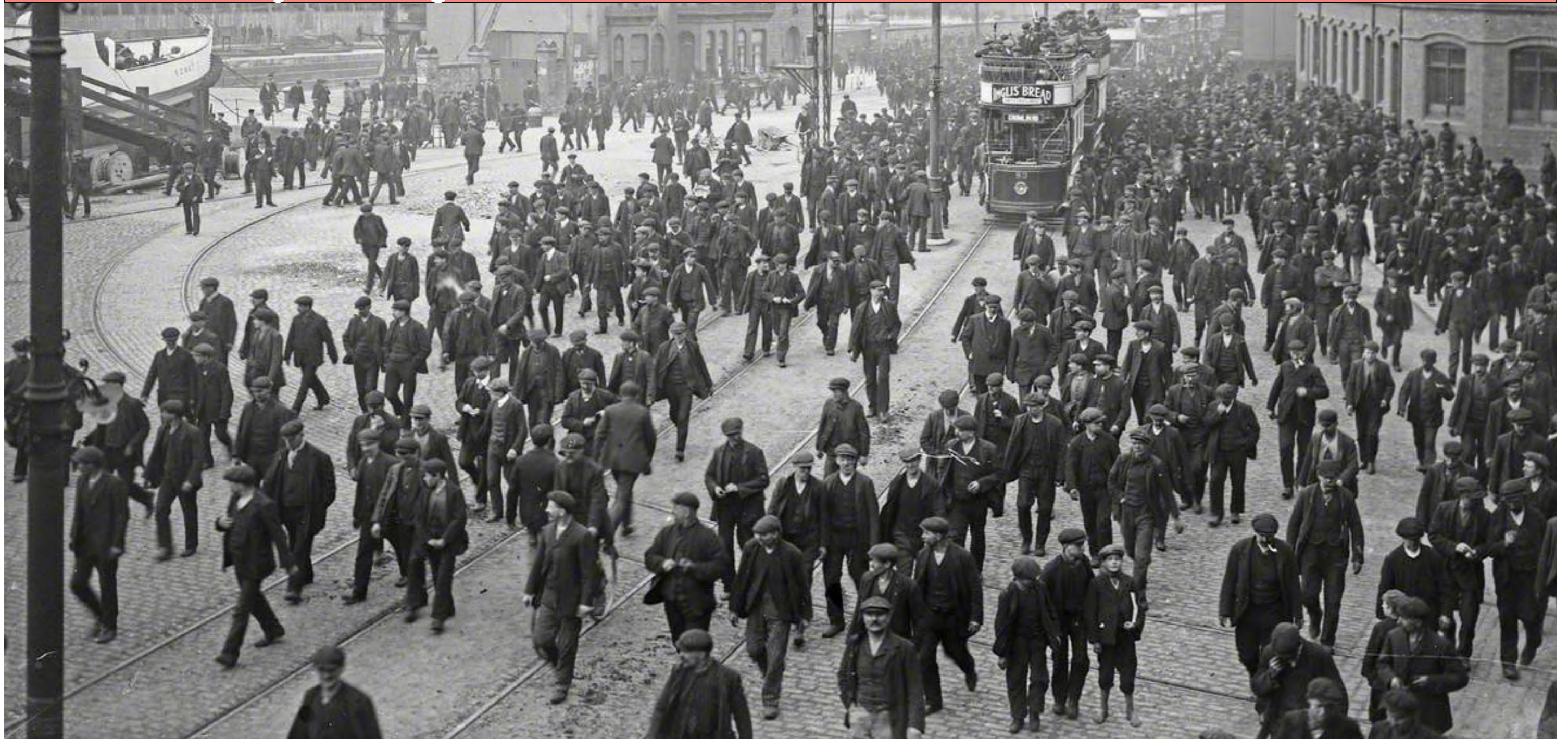
1750-1800s

- Machines were made to make textiles instead of them being made at home

- This was a large scale business



During the industrial revolution Belfast was at the center of linen and cotten manufacturing



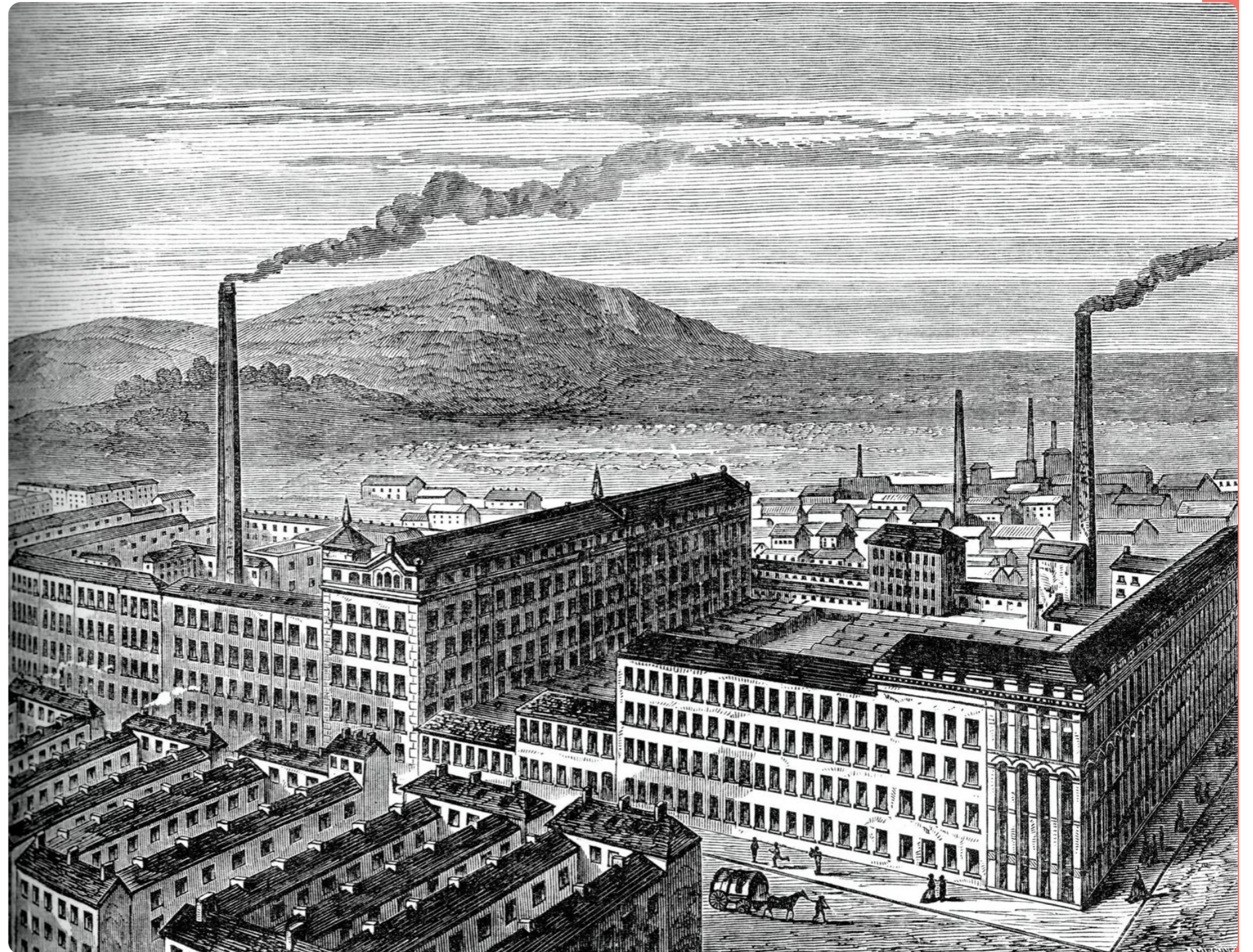
Belfast developed a reputation for shipbuilding



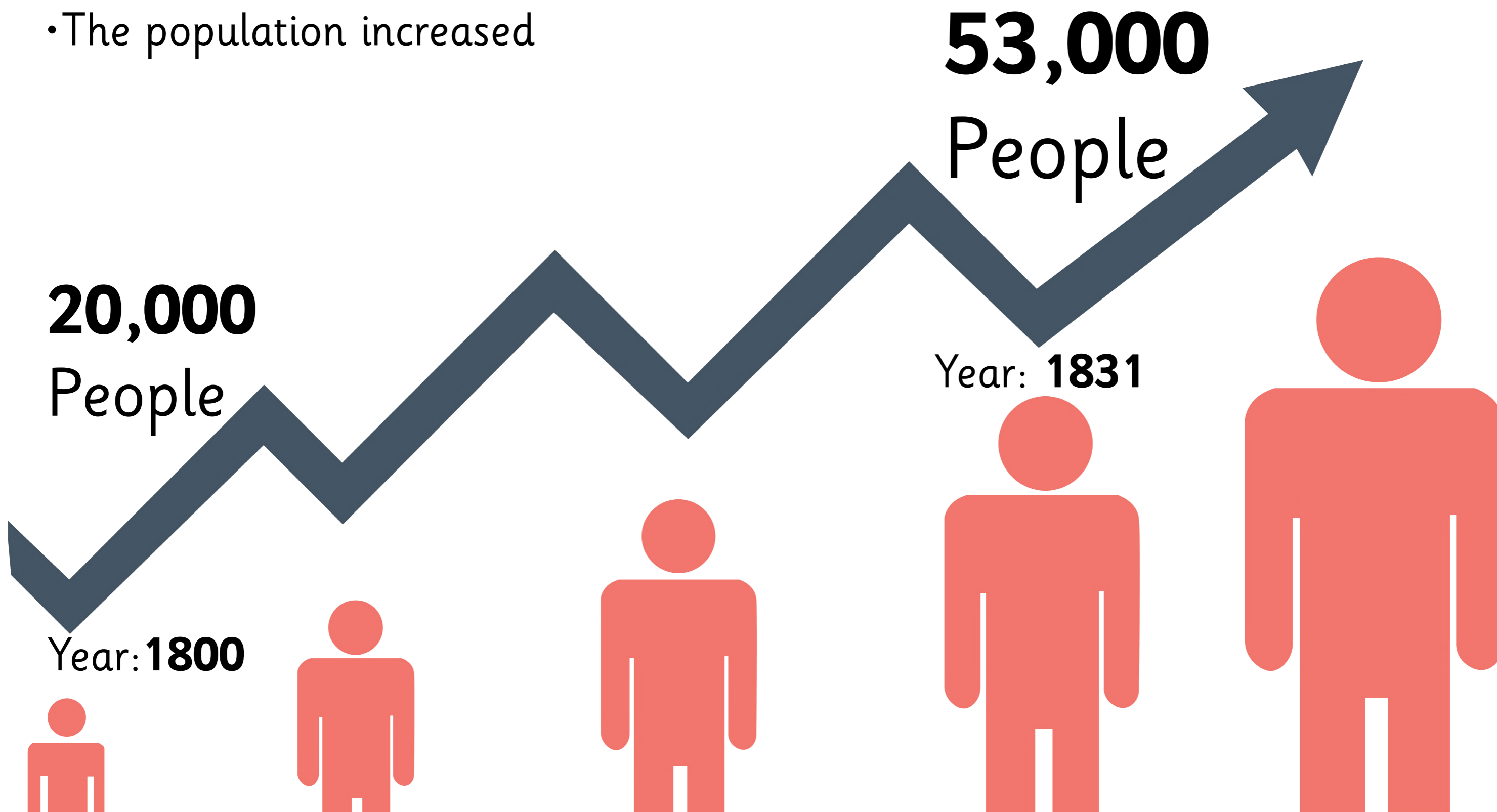
It was in the early stages of the industrial revolution.



- The new factories made lots of jobs.
- Rural people came into the city to get these jobs



•The population increased



- More people meant more crime and poverty
- Belfast's wealthy citizens wanted to help the poor
- The Belfast Charitable Society opened a Poor House.





Same building in the 19th Century





Families worked in factories and made clothes such as this. They were in poverty and couldn't afford to look after their kids so they went to poor house.

- 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.





Mary Ann McCracken grew up to be:

An Activist:

A person who campaigns for some kind of social change.

A Social Reformer

A person who tried to change or improve something in society



An Abolitionist

A person who was against slavery and fought to ban it

Her Values

Advancing education,
Preventing poverty,
advancing human rights,
Equality, especially for women.

Ways Mary Ann helped poor house

- Mary Ann was against children doing dangerous jobs.
- At the age of 90 she was still collecting charity donations and was campaigning for end of slavery.
- From age 6, she helped raise funds and provide clothes for people in the poor house.





Look around the Poor house in 360

Changes to the second draft of the powerpoint

29/11/23

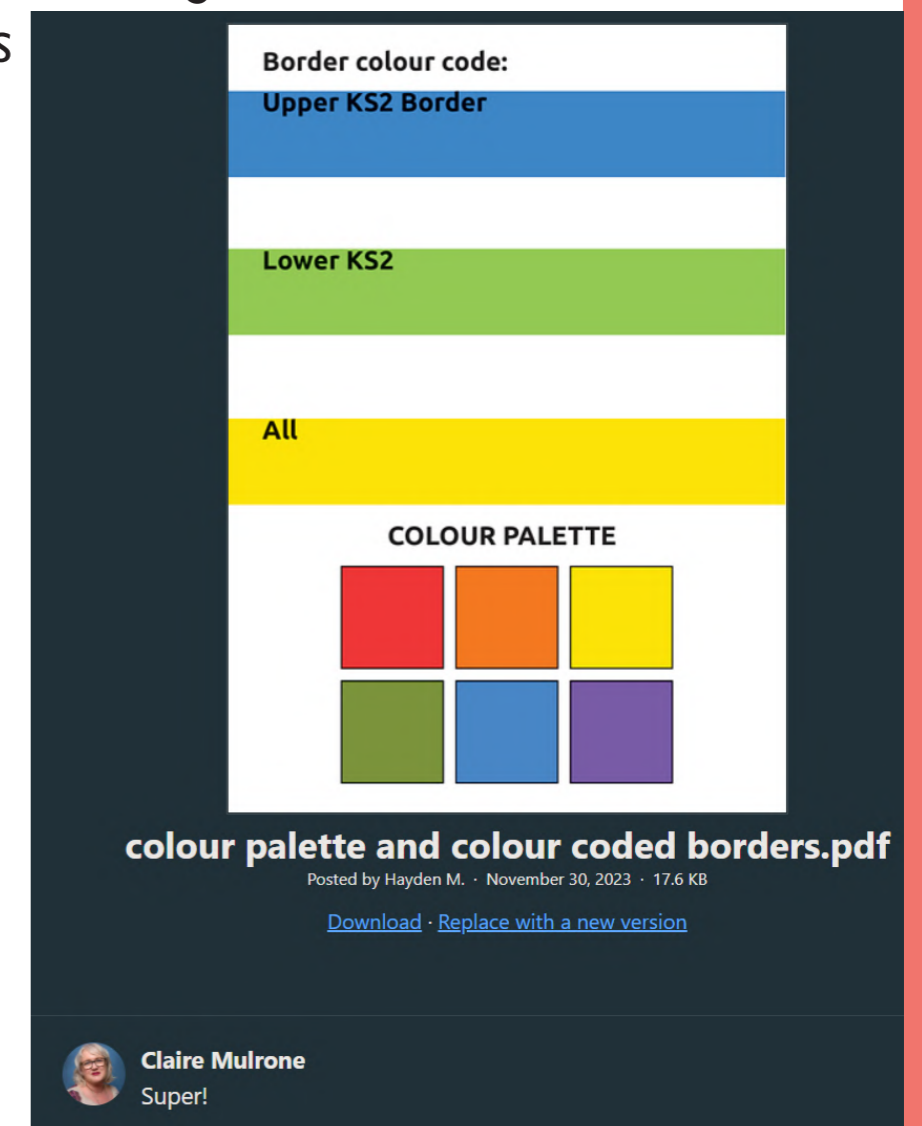
In class I showed the second draft of the Powerpoint to Adrian and Claire to get their thoughts on how to further improve it. Their advice was to again cut some more pages as there was still too much information that wasn't needed. It was also agreed that we needed a new colour palette as the agreed one based on the clients brand guidelines wasn't appealing enough for children and the added green still wasn't colourful enough.

We were tasked with creating a new bright six colour palette. Ideally I would have liked to have involved our clients in the process of choosing new colours and developing new brand guidelines, however given the time scale this wasn't possible. Together Heidi and I decided on our colours and I created a colour palette for us to ensure we were using the exact same colours throughout everything we be making .

With the new colour palette and font chosen, we had created new brand guidelines for our education pack that would help engage our target audience of KS2 pupils. We decided to colour code the worksheet

borders based on their suggested use. For example all materials we had created with being used with upper KS2 pupils were going to have a blue border.

We decided it would be best for the teachers pack and the front page of the powerpoint to use the original brand guidelines based on the clients existing brand. This was to ensure that we satisfied our clients as we had already agreed on these guidelines with them in the pitch. The teachers pack and cover of the powerpoint would be used by teachers rather than pupils and therefore the more sophisticated brand would worked well with them.



The screenshot shows a document titled "colour palette and colour coded borders.pdf" with the following content:

Border colour code:


Upper KS2 Border
Lower KS2
All

COLOUR PALETTE

Red	Orange	Yellow
Green	Blue	Purple

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

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 **Claire Mulrone**
Super!

Draft 3 of the Powerpoint

KS2 > The World Around Us

Mary Ann McCracken

And life in the late 18th/early 19th Century



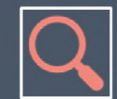
TODAY WE WILL:



Learn about our past in the late 18th / early 19th Century



Investigate past and present issues



Discover a significant person from our past and what she did



Before the 1700s textiles (cotton, linen etc) were made at home.
This was a small scale business.



It was then sold at the local market.

The Industrial Revolution

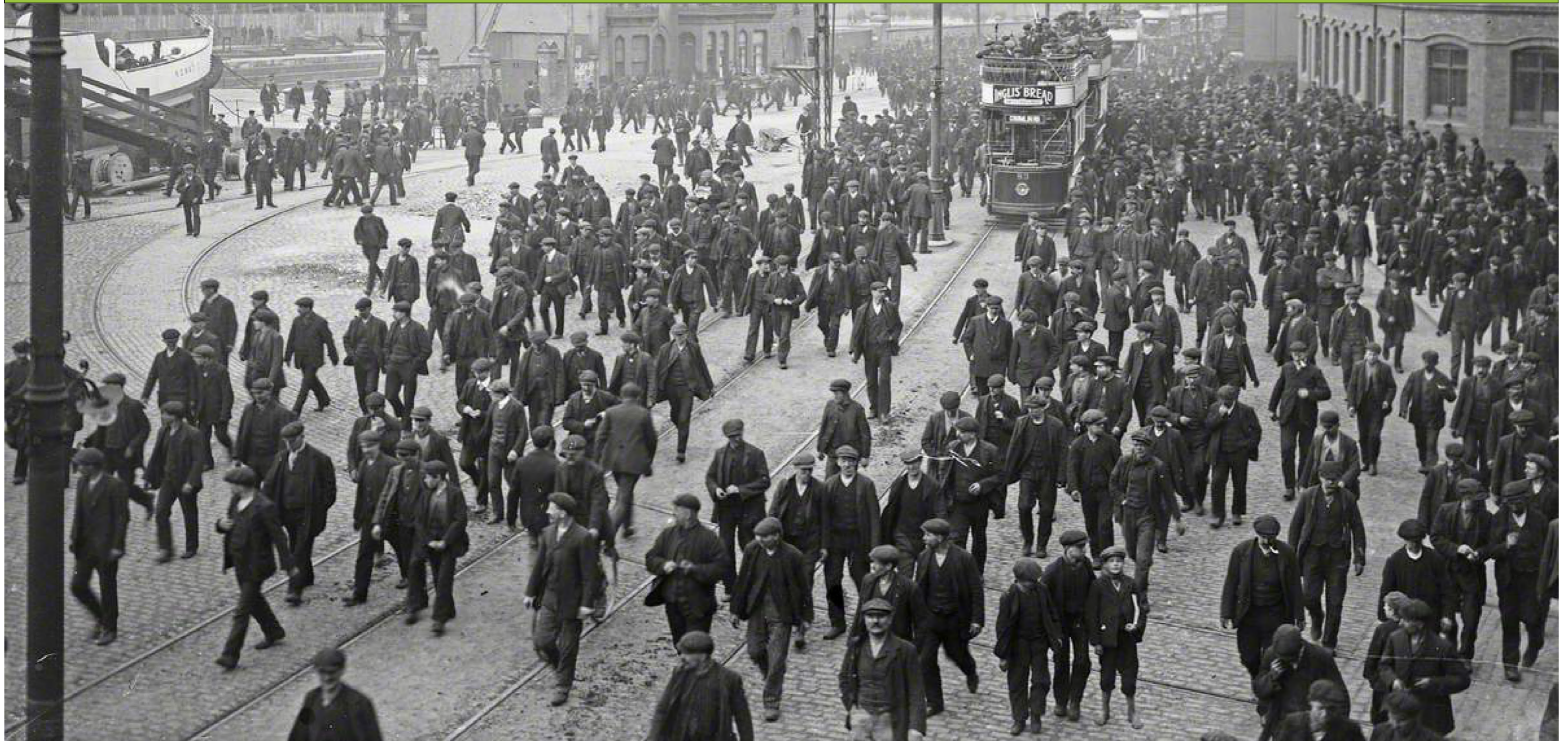
1750-1800s

Machines were made to make textiles instead of them being made at home

This was a large scale business



During the industrial revolution Belfast was at the center of linen and cotten manufacturing



Belfast developed a reputation for shipbuilding

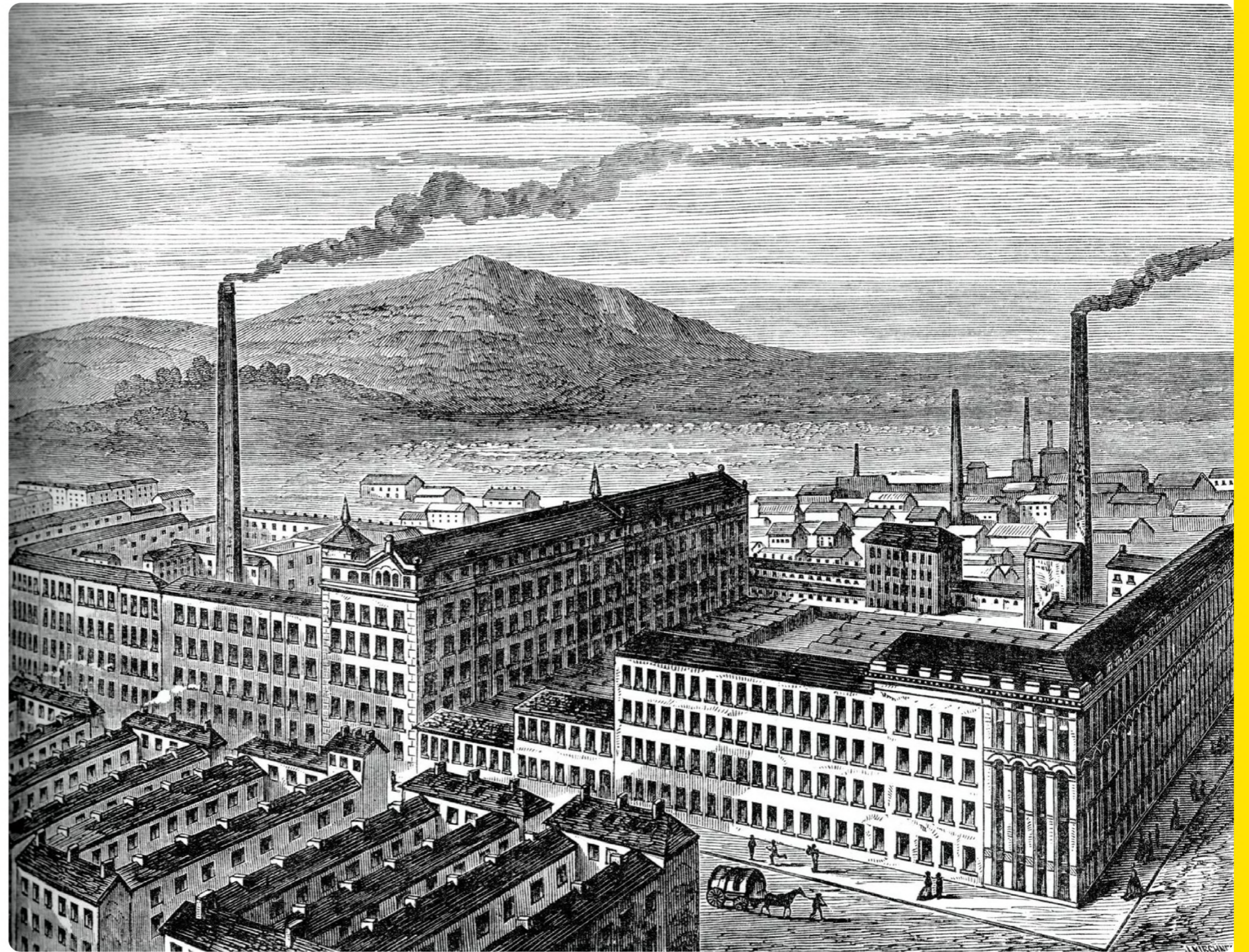


It was in the early stages of the industrial revolution.

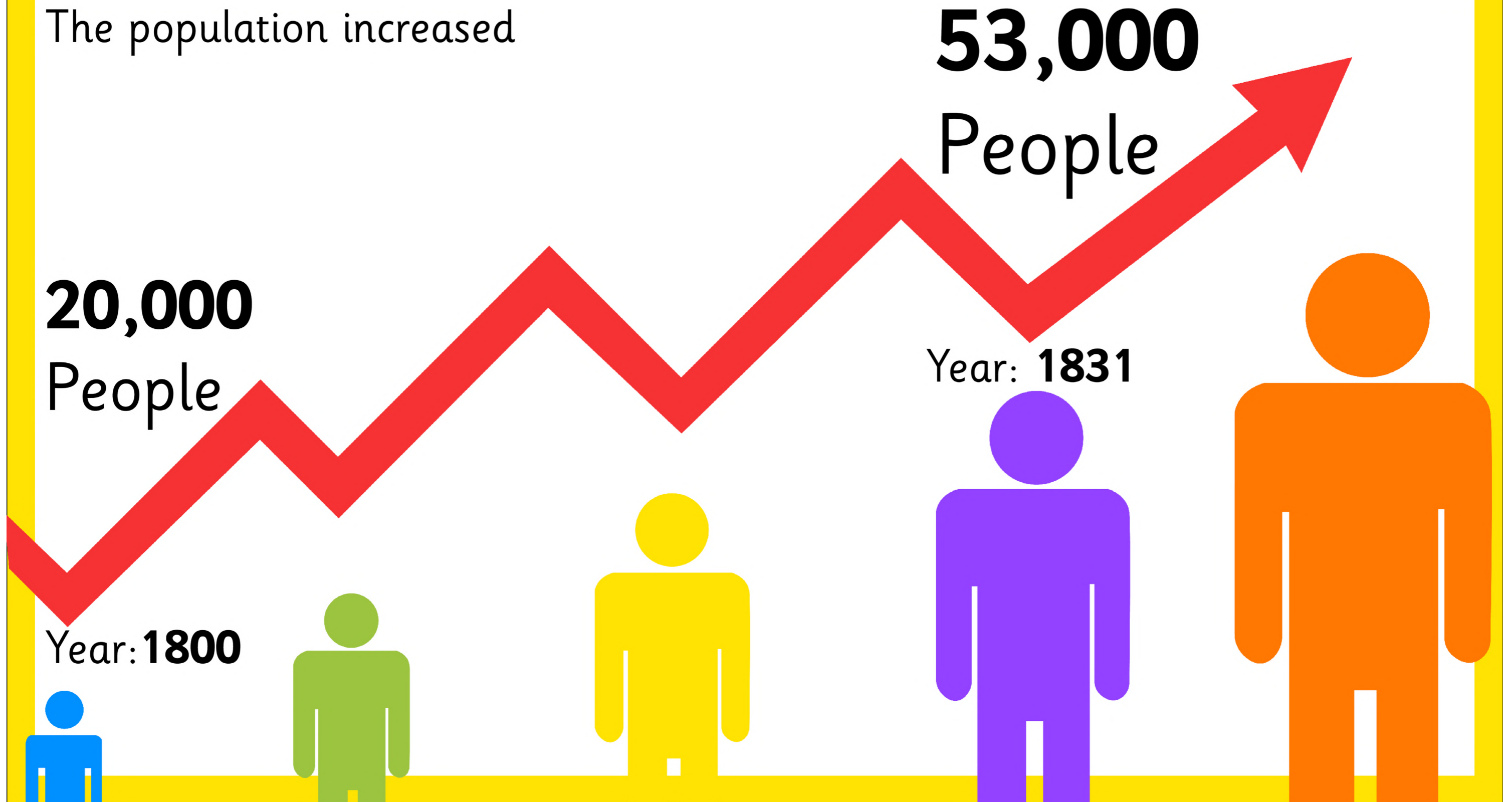


The new factories made lots of jobs.

Rural people came into the city to get these jobs



The population increased



More people meant more crime
and poverty

Belfast's wealthy citizens wanted to
help the poor

The Belfast Charitable Society
opened a Poor House.





Same building in the 19th Century





Families worked in factories and made clothes such as this. They were in poverty and couldn't afford to look after their kids so they went to poor house.

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.





Mary Ann McCracken grew up to be:

An Activist

A person who campaigns for some kind of social change.

She made a Playground and Insisted on free time as well as education in the Poor house.



She campaigned for the rights of many, especially woman and children.

She drew upon her own school experience and made learning fun and equal for girls and boys in the poor house.

Ways Mary Ann helped poor house

Mary Ann was against children doing dangerous jobs.

At the age of 90 she was still collecting charity donations and was campaigning for end of slavery.

From age 6, she helped raise funds and provide clothes for people in the poor house.



Look around the poor house in 360

Link 1:

Link 2:

Link 3:



29/10/23: To Do List

In class we were told we had to come up with a to do list. This was our initial To do list.

Hayden

Powerpoint

Edit the 360 videos

5 information postcards

Mindmap worksheet

Comprehension

Fill In gaps worksheet

Factsheet/journey to 19th Century sheet

Diary Entry

Know What Learn Sheet

Wordsearch

Timeline on Mary Ann worksheet

Teachers pack

Heidi

Film 360

Postcards that will be sent to Clifton House

Timeline after tour sheet

Past and Present Artifacts sheet

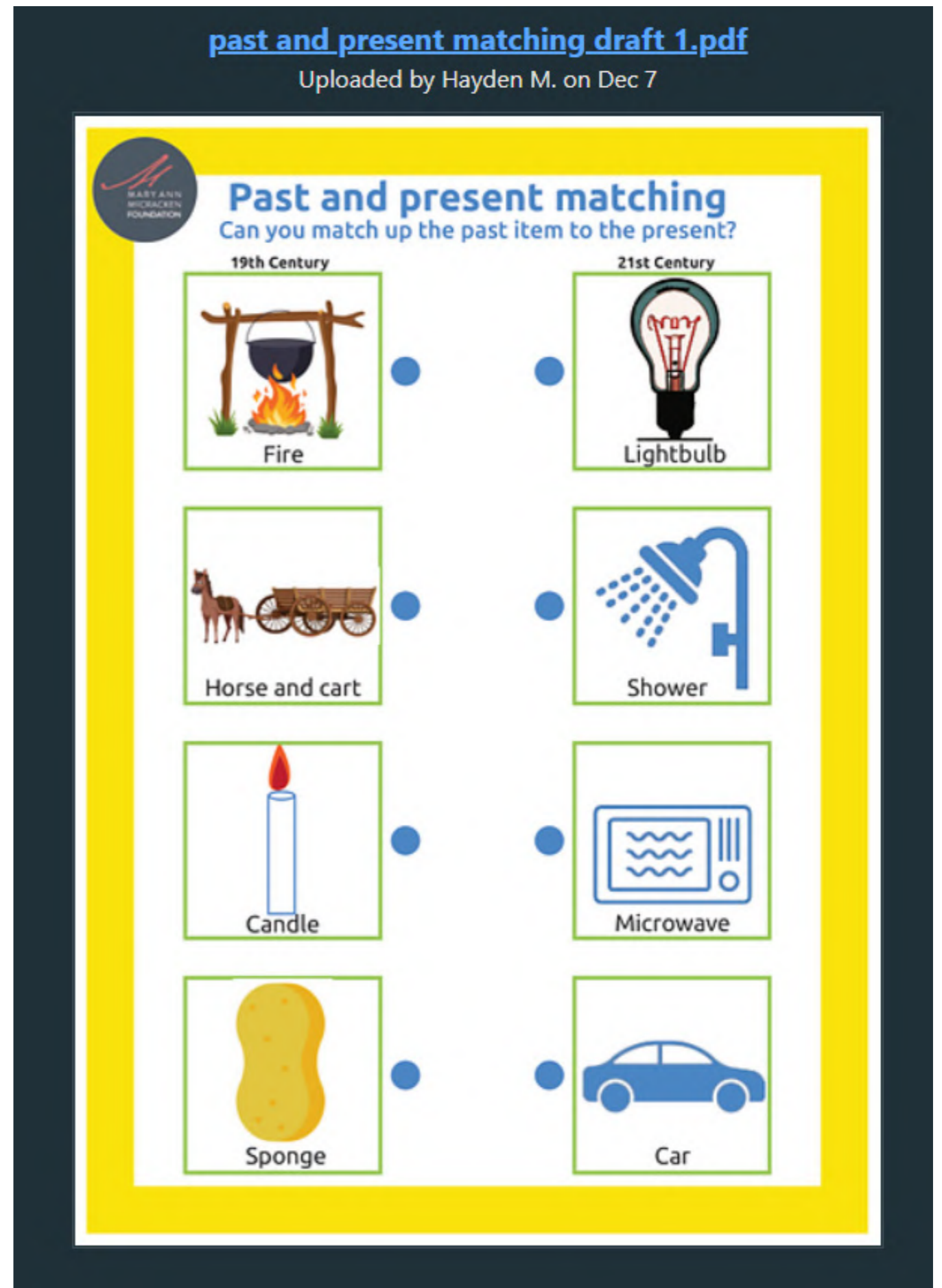
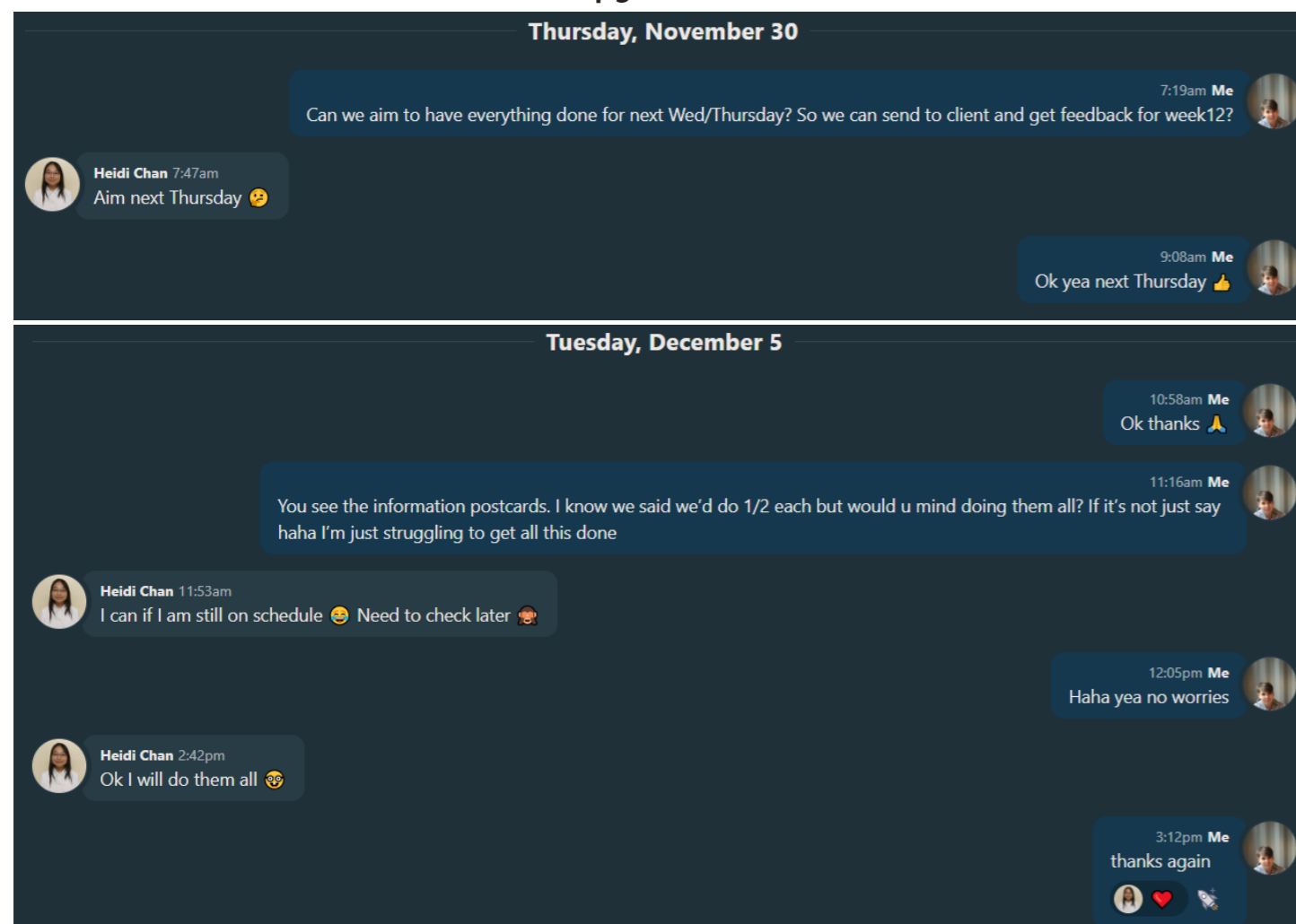
5 info postcards

factfile

Headband activity

However during development our to do list changed slightly. We had both agreed a deadline that everything would be finished by Thursday the 7th December. I was worried I wasn't going to be able to finish everything by then and as Heidi had less on her to do list than me I asked if she could do all of the information postcards rather than us doing half each like we initially planned. In class on the 7th I finished everything and Heidi was still working so I asked if there was anything I could do to help. She asked me to do her past and present artefacts worksheet. Heidi had already drawn a lightbulb and candle for the pitch version of this worksheet which was helpful.

First draft of the past and present artefacts sheet




Adrian also gave Heidi feedback on her factfiles. He mentioned that there was too much text. She said to me that she was struggling to cut it down and didn't know what to take out. I offered to help her and have a look at the records sheet sent over by Caroline and write out a few sentences for each child I thought where the main points.

Sunday, December 3

8:01pm Me
Hi Heidi I put up the main ish points for the factfile as u said u were struggling w cutting it down. U could probably cut more out if u want or add in it's just a general what the main points are

Heidi Chan 8:05pm
ok 🙄

thanks 🙄


Factfile main points .docx
Posted by Hayden M. · December 3, 2023 · 15 KB
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Page 1

Mary Kirkpatrick

Date of admission: 20th April 1776

Age: 10

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

Came to the Poor House due to selling on her foot

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

She was apprenticed out for three years

Catherine Thornton

Date of admission: 13th August 1803

Age: 5

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 she ran away again and reruns to the poor House.

Dorothy Todd

Date of admission: April 1813

Age: 6

Taught to sew

In 1818 she was apprenticed out as a servant

Helena Kelly

Date of admission: August 1813

Age: 8

1822 she was Apprenticed out for 3 years for dressmaking. Without that she would have spent the rest of her life in the poor house as she had a disability

1827 she returned to the poorhouse to teach the kids needlework

Barney Kelly

Date of admission: 4th May 1776

Age: 11

Has a mother

6th May 1776 he runs 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

Date of admission: November 1805

Age 7

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

William bell:

Date of admission: 24th November 1807

Age 9

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 Delaney

Date of admission December 1815

Age 9

1822 he was apprenticed out as a farmer in Canada

He was very successful farmer. His farms cash value was \$4000 and owned \$500 of farming machines and tools

He grew wheat, peas, oats, potatoes and turnips

Phelix Hamill

Date of admission November 1821

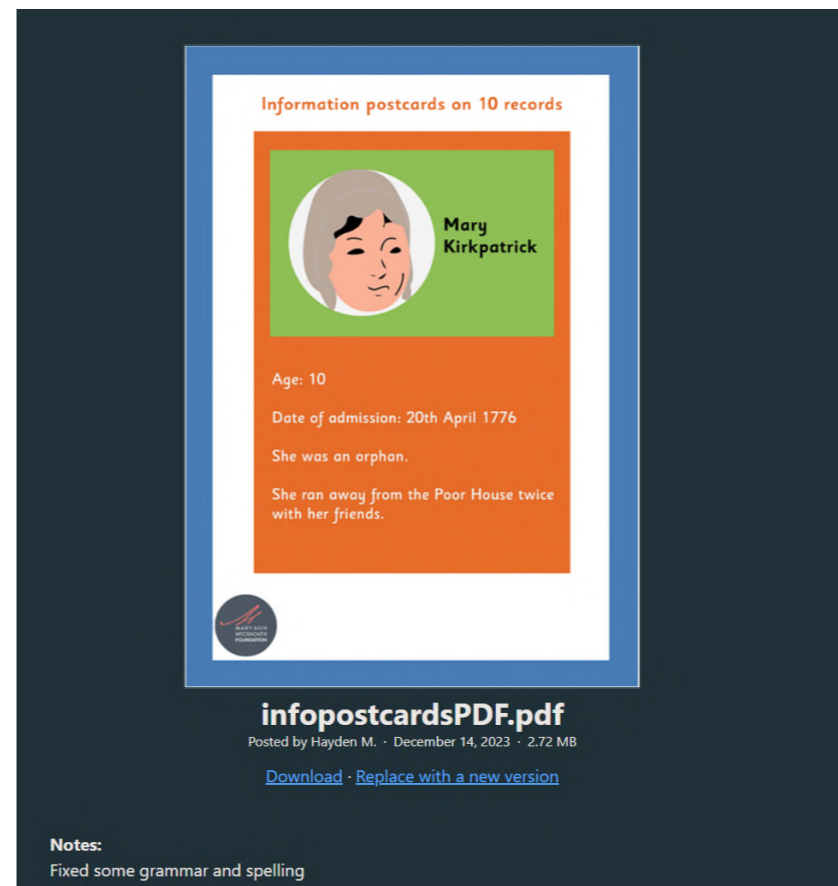
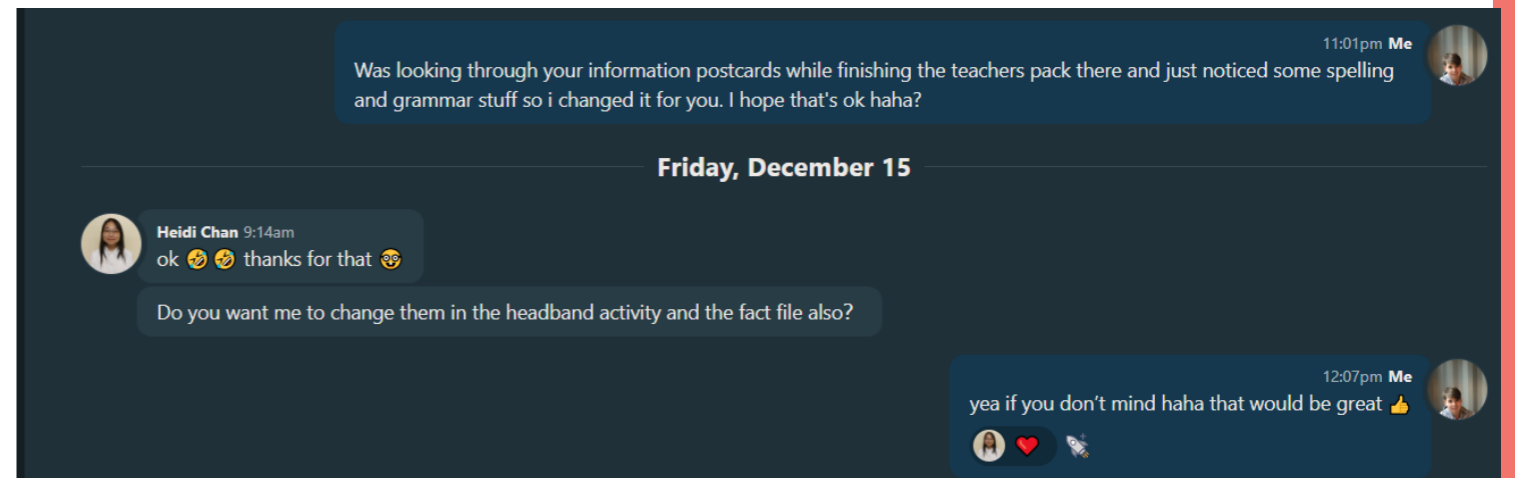
Age 9

1823 he was apprenticed out as a weaver

1824 he applied to be apprenticed out as a butcher. He didn't enjoy the weaving work

He was apprenticed out for five years a butcher

I wrote these notes quite quickly and didn't proof read over them as I thought that they would be just a guide for Heidi to know what points to put in, therefore in Week 12 when we were looking over all the work before we submitted It I noticed that the factfiles contained spelling mistakes so I corrected any grammar or spelling issue. Heidi updated the other resources which used the same text.





Catherine Thornton

Age: 5

Date of admission: 13th August 1803

Apprenticed as a servant

Ran away from her mistress and returned to the Poor House claiming wasn't being fed enough

Her mistress wouldn't take her back

Was apprenticed out again but ran away again and reruns to the Poor House



Information postcards on 10 records-03.png

Posted by Heidi C. · December 6, 2023 · 220 KB

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Heidi's file



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.



One of the changes I made

First draft of the Timeline sheet

Mary Ann McCracken Timeline Activity

Cut out the events and stick them in the correct order



1770

Mary Ann McCracken was born

Mary Ann McCracken was born

Mary Ann McCracken was born

Mary Ann McCracken was born

Mary Ann McCracken was born

Mary Ann McCracken was born

Second draft with the added green

Mary Ann McCracken Timeline Activity

Cut out the events and stick them in the correct order

1.

3.

5.

2.

4.

6.

Mary Ann McCracken was born on the 8th July 1770

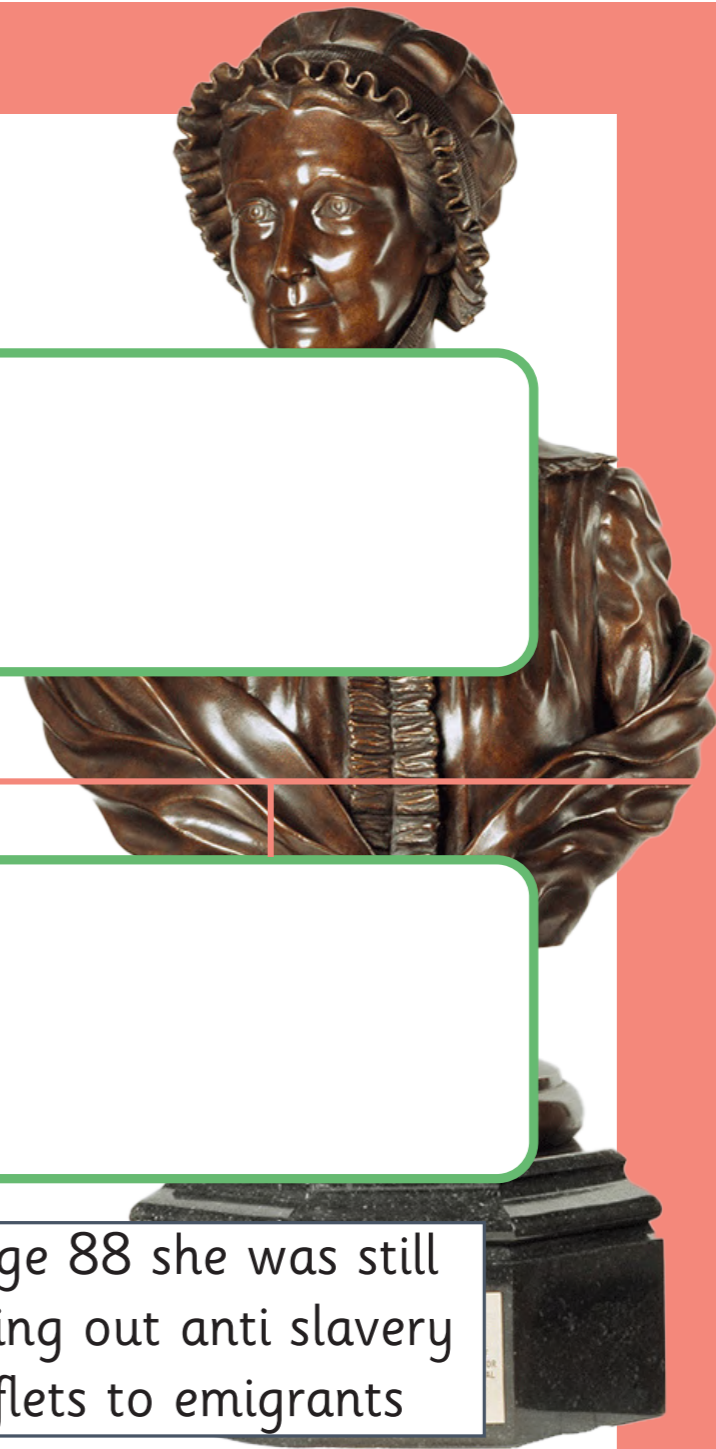
She went to school and developed a love for maths and literature

In 1827 she set up a school and nursery in the poor house

She died in July 1866 and was buried at Clifton House cemetery

At age 88 she was still handing out anti slavery leaflets to emigrants

From age 6 she helped in the poor house



Timeline with new colour palette

Mary Ann McCracken Timeline Activity

Cut out the events and stick them in the correct order



1.

3.

5.

2.

4.

6.

Mary Ann McCracken was born on the 8th July 1770

In 1827 she set up a school and nursery in the poor house

At age 88 she was still handing out anti slavery leaflets to emigrants


She went to school and developed a love for maths and literature

She died in July 1866 and was buried at Clifton House cemetery

From age 6 she helped in the poor house

First draft of the colouring in sheet

Past and present activity

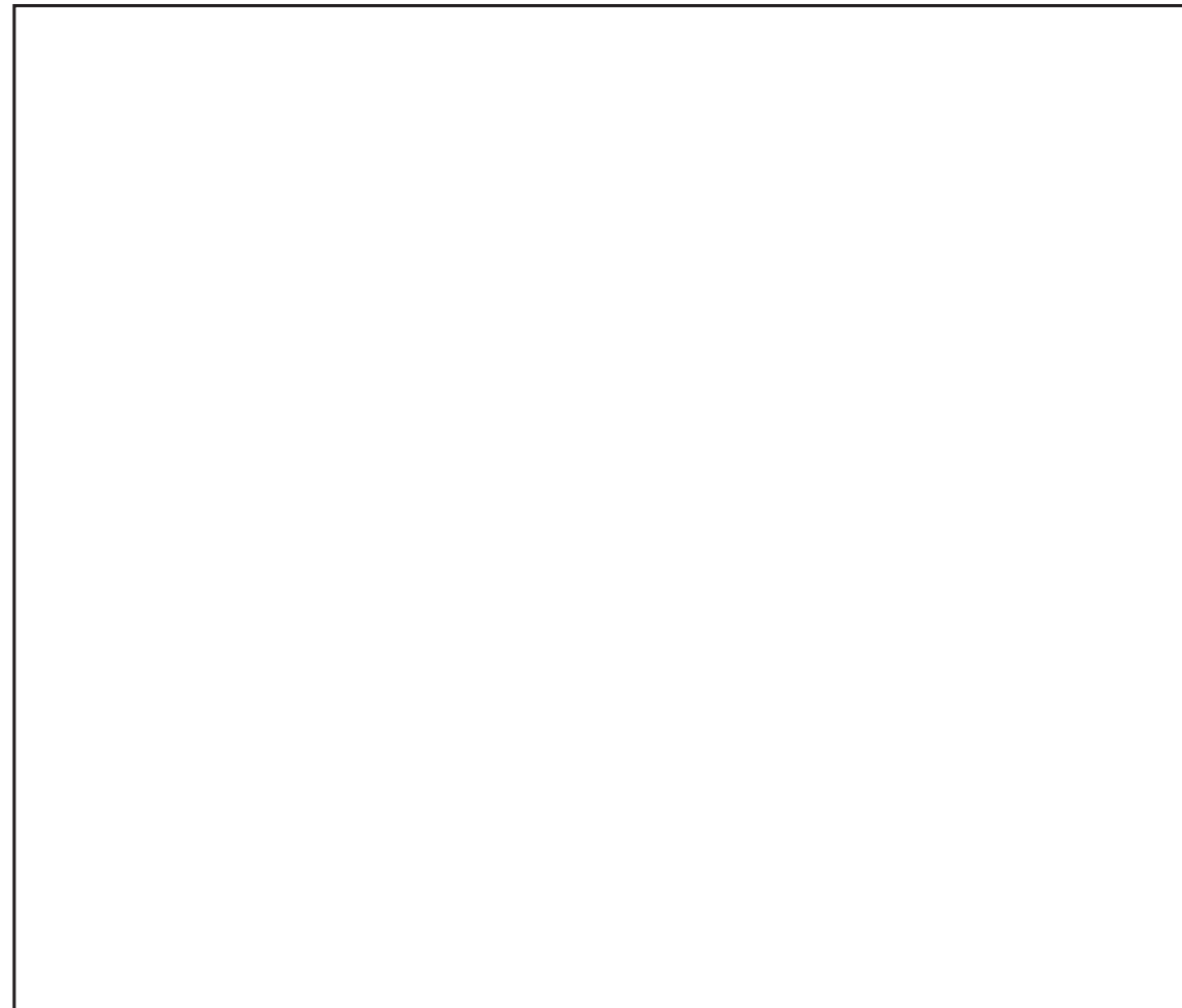
<p data-bbox="537 499 1344 548">Colour in a child from the poor house</p> 	<p data-bbox="1783 499 2095 548">Draw yourself</p>
<p data-bbox="442 1409 2442 1493">Now can you list the similarities and differences between _____'s life and your life? (Write their name)</p>	
<p data-bbox="839 1514 997 1556">Similar</p>	<p data-bbox="1828 1514 2041 1556">Different</p>

Second draft of the colouring in sheet

Colour in a child from the poor house



Draw yourself



Now can you list the similarities and differences between _____'s life and your life?
(Write their name)

Similar	Different

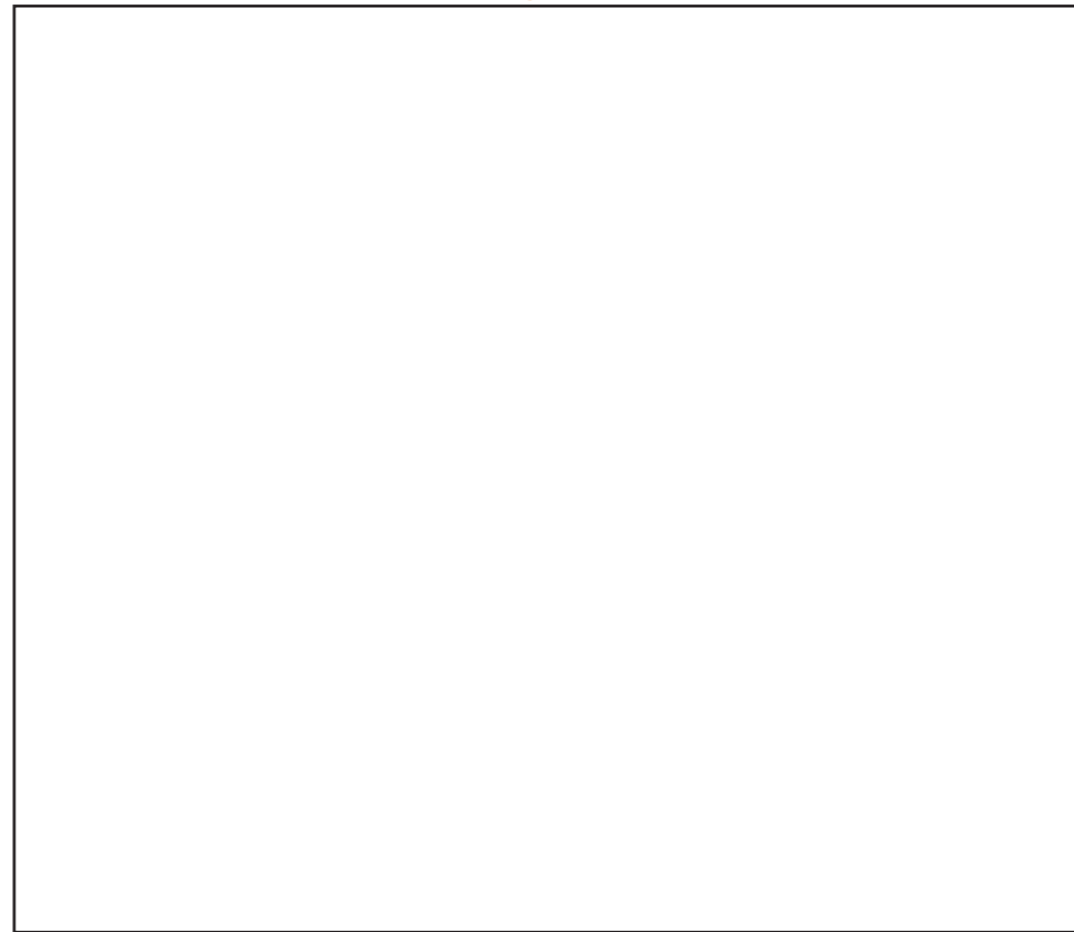
Final version of the colouring sheet

Based on feedback I made the stroke weights for both the house and character the same.

Colour in a child from the Poor House



Draw yourself



Now can you list the similarities and differences between _____'s life and your life?
(Write their name)

Similar

Different



First draft of the comprehension

Life in the poor house

The children who entered the institution came from poorer backgrounds. The infamous nineteenth century workhouses were not established under the



Poor Relief (Ireland) Act was passed in 1838. Often, parents would apply for their child (or children) to be received into the institution as they had not enough food or money to support them. This was not always a permanent solution and some of



the children were returned to their families when their financial position had improved. However, in the early years, many of the children remained inside the Poor House, until they began an apprenticeship or absconded from the institution. Orphans – then commonly known as parish children – were also brought to the institute by both the committee members and church warden who had found them on the street. When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by the inhabitants of the institution as part of their work. Before 1831, there was no national system of education in Ireland. Schooling was not free

and poorer families simply could not afford the cost. Before the introduction of compulsory education at the end of the nineteenth century 'work was a central factor in many children's lives'.



Questions

1. Why did people come to the poor house?

2. How did the poor house help them?

3. What jobs did the children do?

4. What age did they start apprenticeships?

5. What similarities and differences between their lives and your lives can you list?

Similar

Different

Second draft of the comprehension

Changed the title in green to make it brighter.

The content also changed significantly. I used the context sheet Caroline sent over as well as independent research to write the comprehension. I then drew complementary graphics in Illustrator to keep the children engaged but also visually represented elements in the narrative. The comprehension went from just one page of writing to two.

Life In The Poor House

Often, parents would apply for their child (or children) to go to the poor house as they had not enough food or money to look after them. Some of the children returned to their families when their financial position had improved. However, in the early years, many of the children remained inside the Poor House, until they began an apprenticeship or ran away. Orphans were taken in from the street. When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by people who lived there as part of their work. A large bell would sound multiple times a day to signal the start and end of breakfast, lessons, work, and bedtime. If naughty children messed with the bell, they were punished by being put in a room by themselves for hours. Before 1831, there was no national system of education in Northern Ireland. School was not free and poorer families simply could not afford the cost. Before the introduction of compulsory education at the end of the nineteenth century it was very common for children to work in the factories to make money and earn a living. This made the poor house unusual as there poor children would receive an education. Girls were mostly taught practical skills, such as sewing, knitting and spinning, to

prepare them for jobs as servants, dressmakers and textile workers. The girls were also expected to complete chores around the Poor House such as assisting in the kitchen, doing washing and cleaning the childrens' rooms. However, their education was not limited to domestic activities. They also spent time in the classroom learning how to read, write, and recite the Bible. Some of the girls were also allowed to go to the boys' school to learn basic maths. In comparison, the boys spent a lot of their time in the classroom. They were taught reading, writing, religion (memorising the Lord's Prayer and sections of the Psalms, Hymns and the New Testament), maths (counting, multiplication and accounting) and geography (learning from atlases). They also learnt practical skills, such as shoemaking, tailoring, spinning and net making, to prepare them for their future apprenticeships.

Questions

1. Why did children come to the poor house.

2. How did the poor house help them?

3. What jobs did the children do?

4. Name two things they were taught.

5. How was the boys' education different from the girls' education?

9. Name some apprenticeships boys went on to do.

9. Name some apprenticeships girls went on to do.

10. Write some similarities and differences between the life of a child in the poor house and your life today.

Similar	Different

Third draft of the comprehension

3/12/23

I updated the colours to reflect the new colour palette we had created.

[comprehension new colour.pdf](#)
Uploaded by Hayden M. on Dec 3

Life In The Poor House



Parents would sometimes apply for their child to go to the poor house as they had not enough food or money to look after them. Some of the children returned to their families when their financial position had improved. However, in the early years, many of the children remained inside the Poor House, until they began an apprenticeship or ran away. Orphans were taken in from the street.



When a child entered the Poor House, they were provided with clothes to wear. These items of clothing were made by children who lived there as part of their work. A large bell would sound multiple times a day to signal the start and end of breakfast, lessons, work, and bedtime. If naughty children messed with the bell, they were punished by being put in a room by themselves for hours.

Before 1831, School was not free and poorer families could not afford to send their children. Instead it was very common for children to work in the factories to make money and earn a living. This made the Poor House unusual as here poor children would receive an education.



Fourth draft of the comprehension

6/12/23

I added on the clients logo

[comprehension added logo.pdf](#)

Uploaded by Hayden M. on Dec 6



Life In The Poor House



Parents would sometimes apply for their child to go to the poor house as they had not enough food or money to look after them. Some of the children returned to their families when their financial position had improved. However, in the early years, many of the children remained inside the Poor House, until they began an apprenticeship or ran away. Orphans were taken in from the street.



When a child entered the Poor House, they were provided with clothes to wear. These items of clothing were made by children who lived there as part of their work.

A large bell would sound multiple times a day to signal the start and end of breakfast, lessons, work, and bedtime. If naughty children messed with the bell, they were punished by being put in a room by themselves for hours.

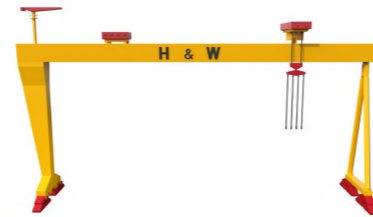
Before 1831, School was not free and poorer families could not afford to send their children. Instead It was very common for children to work in the factories to make money and earn a living. This made the Poor House unusual as here poor children would receive an education.



Context of the time worksheet

Journey to the 19th Century

Belfast experienced the early stages of industrial, economic, and societal growth. This period established Belfast as the 'centre of power-driven textile manufacture' in the cotton and linen industries and the town developed a reputation for its shipbuilding and engineering



Rural people came into Belfast looking for all these new jobs that had been created. As a result, Belfast's population radically increased from 20,000 in 1800 to over 53,000 by 1831. This dramatic expansion resulted in an increase in crime, waste disposal and poverty in the town.

Belfast's middle-class inhabitants - concerned about maintaining civic pride and inspired by the notion of philanthropic duty - sought to address the growing issue of urban poverty, demonstrating a mutual awareness of responsibility to help those less fortunate than themselves. One of the ways in which the Belfast Charitable Society sought to help the poor was by opening the Poor House in 1774.



When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by the inhabitants of as part of their work.

Girls were typically provided with:

- A drugget gown (drugget material was usually thin, made from wool and was cheap to purchase)
- worn under a dress)
- Stockings
- Shoes

Boys were typically given:

- A coat
- A waistcoat
- A shirt
- A pair of britches,
- A pair of stockings
- A pair of shoes



Context of the time worksheet

18/11/23

The very first version of this worksheet included in the pitch included content that was quite vague and mostly taken from the context sheet Caroline sent over.

When starting to make the actual worksheet the first thing I knew I had to do was research on this topic and write a draft of the text to be put into the worksheet. Having already been working on the powerpoint I knew the backdrop of the topic was the industrial revolution. This was only briefly explained in the powerpoint and I was going to have to do much more detailed further research on this as the point of this worksheet was to provide more detailed information for upper level KS2 pupils.

I wasn't that familiar with the Industrial revolution or the late 18th/early 19th century Britain/Belfast so after some research I wrote some notes on what I believed to be the key points.

Victorian Britain

Born 1770

Industrial revolution 1750-1800s

Before 1800s manufacturing textiles: done at home. Small scale. Sold at local markets. Britain leading wool producer sold to Europe, India or America colonies.

Mid 1700s: machinery started to be developed to speed up the production process and to produce on a larger scale. Factories. Known as industrial revolution.

Slave trade. Money made from this used to make railways etc. all part of revolution

Poor house opened 1774

Life in factories: long hours, children sent to work. No safety measures.

<https://www.bbc.co.uk/bitesize/topics/zm7qtfr/articles/z6kg3j6#zvxjdp32>

population increase in all of Britain. Not just Belfast

When I felt confident I understood the topic and time period I wrote a first draft of the text for the worksheet. After writing this I put it into indesign and started designing the worksheet.

Belfast experienced the early stages of the industrial revolution. This was a period of great change in the way things were made. It affected the way people lived and worked. Previously, all textiles, such as linen, were made by hand at home or in small workshops. With the revolution, factories were built to mass-produce these items. It started with the textile industry, but in the early 1700s, farmers invented brand new machines to plough their fields and plant crops quicker than before. By the 1800s, Britain had the first steam train.

In this period, it was common to employ women and children in these new factories. All but the wealthiest women worked. Mary Ann McCracken was the exception to this, as she was born into a very wealthy family but still worked her whole life to better improve the welfare of society.

The factory working conditions were not good, and the employees were forced to work long days, which were typically 12–14 hour shifts, six days a week. There was very little safety equipment, and it was not uncommon for people to be badly injured by the machines or even killed. If the children got tired and worked slowly, they were often punished. The pay was very low for children, at just 3 shillings, or 36p a week. However, it wasn't all bad. For the first time, women could now earn high wages and, therefore, had more independence than any previous generation.

In the late 1700s, people could no longer earn a living in the countryside. They had to move from farms and villages into towns and cities. As lots of rural people came into Belfast looking for new jobs, the population radically increased from 20,000 in 1800 to over 53,000 by 1831. This large expansion resulted in lots of crime and poverty. Sanitation was poor, and disease became common. There were various cholera outbreaks due to poor quality water supply.

Belfast's wealthy citizens wanted to address the growing issue. The Belfast Charitable Society sought to help the poor by opening a Poor House in 1774. If families could not financially support their children, they would often send them to this poor house. Orphans who were begging on the street were taken in by the staff. When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by the children who lived there as part of their work.

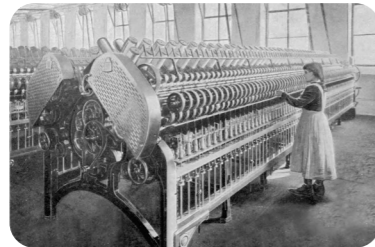
Girls were typically provided with:

- A drugget gown
- A Petticoat
- Stockings
- Shoes

I quickly realised that simply listing the clothes that children would have worn in that time period wasn't going to be clear enough for the pupils and it would be better to visually show it. I had already drawn a boy in illustration for the pitch and knew I had to draw a girl who was wearing period clothing from the list sent by Caroline.

Journey to the 19th Century

Belfast experienced the early stages of the industrial revolution. This was a period of great change in the way things were made. It affected the way people lived and worked. Previously, all textiles, such as linen, were made by hand at home or in small workshops. With the revolution, factories were built to mass-produce these items. It started with the textile industry, but in the early 1700s, farmers invented brand new machines to plough their fields and plant crops quicker than before. By the 1800s, Britain had the first steam train. In this period, it was common to employ women and children in

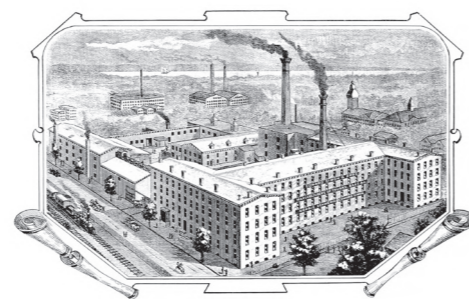


to work long days, which were typically 12–14 hour shifts, six days a week. There was very little safety equipment, and it was not uncommon for people to be badly injured by the machines or even killed. If the children got tired and worked slowly, they were often punished. The pay was very low for children, at just 3 shillings, or 36p a week. However, it wasn't all bad. For the first time, women could now earn high wages and, therefore, had more independence than any previous generation.

In the late 1700s, people could no longer earn a living in the countryside. They had to

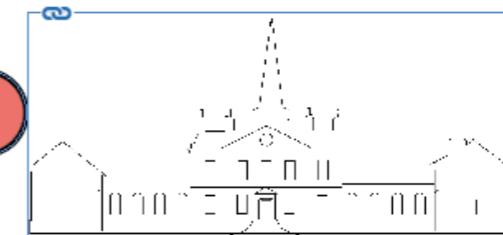


these new factories. All but the wealthiest women worked. Mary Ann McCracken was the exception to this, as she was born into a very wealthy family but still worked her whole life to better improve the welfare of society. The factory working conditions were not good, and the employees were forced



move from farms and villages into towns and cities. As lots of rural people came into Belfast looking for new jobs, the population radically increased from 20,000 in 1800 to over 53,000 by 1831. This large expansion resulted in lots of crime and poverty. Sanitation was poor, and disease became common. There were various cholera outbreaks due to poor quality water supply.

Belfast's wealthy citizens wanted to address the growing issue. The Belfast Charitable Society sought to help the poor by opening a Poor House in 1774. If families could not financially support their children, they would often send them to this poor house. Orphans who were begging on the street were taken in by the staff. When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by the children who lived there as part of their work.

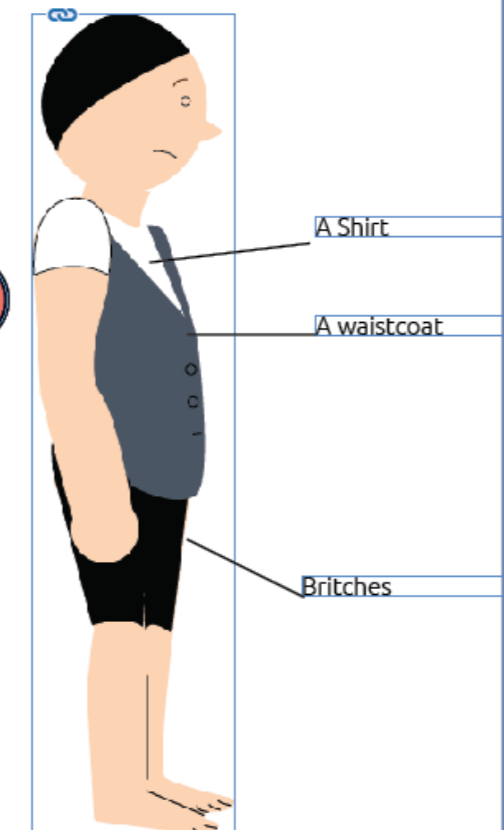


Girls were typically provided with:

- A drugget gown
- A Petticoat
- Stockings
- Shoes

Boys were typically given:

- A coat
- A waistcoat
- A shirt
- A pair of britches, stockings
- shoes

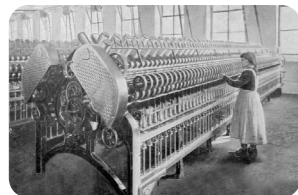


Finished Context of the time worksheet

The colour scheme was updated to match the new rainbow colour scheme and colour coding system. The font changed to the new one we agreed was a better fit for KS2 resources and an image reference page was added to correctly reference images that were not made by me.

Journey to the 19th Century

Belfast experienced the early stages of the industrial revolution. This was a period of great change in the way things were made. It affected the way people lived and worked. Previously, all textiles, such as linen, were made by hand at home or in small workshops. With the revolution, factories were built to mass-produce these items. It started with the textile industry, but in the early 1700s, farmers invented brand new machines to plough their fields and plant crops quicker than before. By the 1800s, Britain had the first steam train.

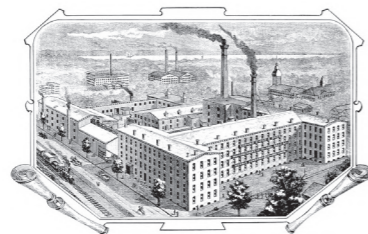


and the employees were forced to work long days, which were typically 12–14 hour shifts, six days a week. There was very little safety equipment, and it was not uncommon for people to be badly injured by the machines or even killed. If the children got tired and worked slowly, they were often punished. The pay was very low for children, at just 3 shillings, or 36p a week. However, it wasn't all bad. For the first time, women could now earn high wages and, therefore, had more independence than any previous generation.

In the late 1700s, people could no longer earn a living in the countryside. They had to move from farms and villages into towns and cities.



In this period, it was common to employ women and children in these new factories. All but the wealthiest women worked. Mary Ann McCracken was the exception to this, as she was born into a very wealthy family but still worked her whole life to better improve the welfare of society. The factory working conditions were not good,



As lots of rural people came into Belfast looking for new jobs, the population radically increased from 20,000 in 1800 to over 53,000 by 1831. This large expansion resulted in lots of crime and poverty. Sanitation was poor, and disease became common. There were various cholera outbreaks due to poor quality water supply.



Belfast's wealthy citizens wanted to address the growing issue. The Belfast Charitable Society sought to help the poor by opening a Poor House in 1774. If families could not financially support their children, they would often send them to this poor house. Orphans who were begging on the street were taken in by the staff. When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by the children who lived there as part of their work.



Girls clothing

A drugget Gown

A petticoat

Stockings

Shoes

Boys clothing

A shirt

A coat and waistcoat

Britches (Trousers)

Stockings
Shoes

Image References

Image of a train: Adobe Stock

Image of a factory: Adobe Stock

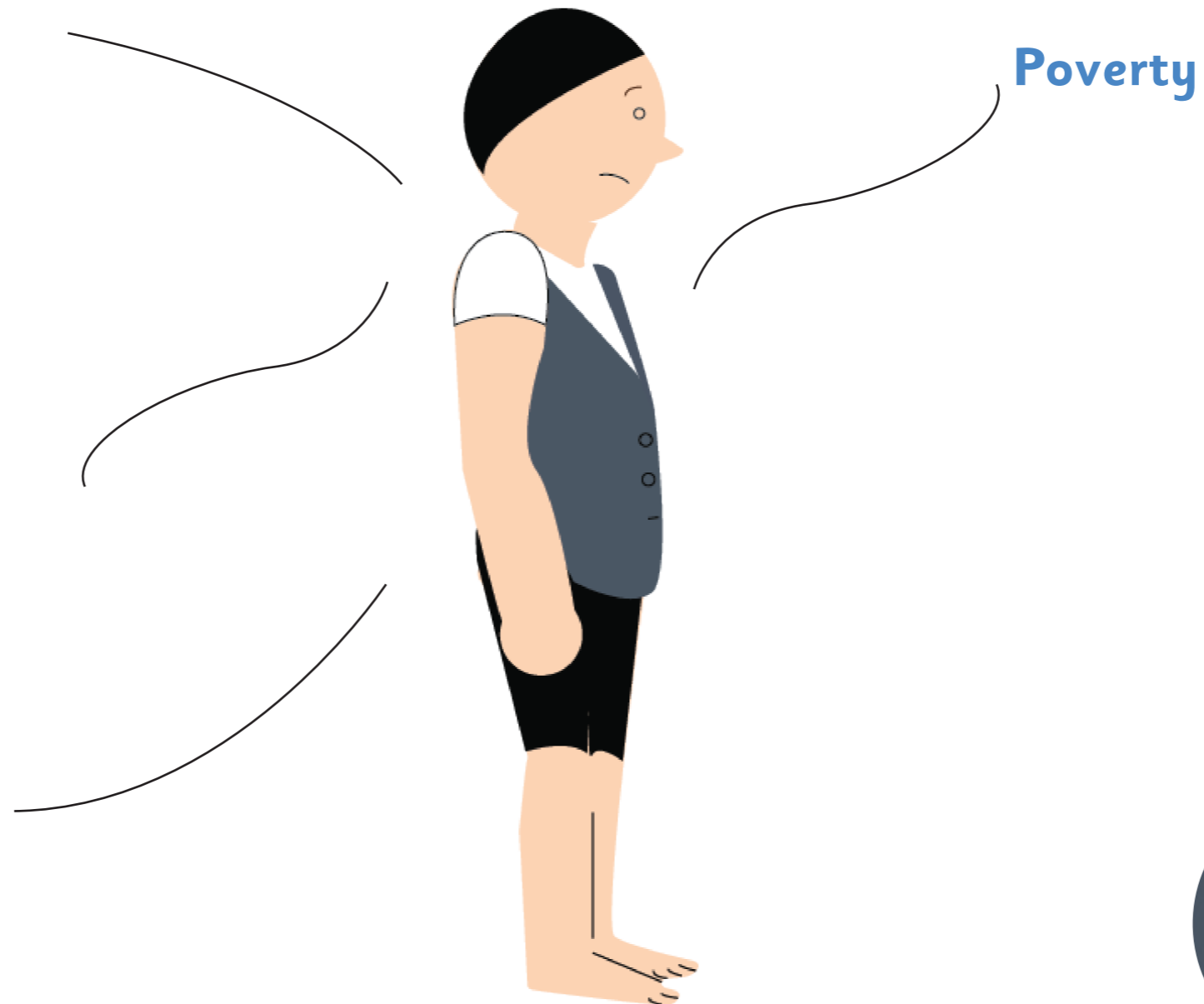
Image of inside a factory: <https://fineartamerica.com/featured/girl-spinning-wool-at-fosters-mill-mary-evans-picture-library.html>

Population Increase icon: Adobe Stock

Mindmap worksheet draft 1

This is Samuel living in the poor house. List issues he would have faced.

One has been done for you. Tick if these are still present today



Wordsearch draft 1

It was agreed at the pitch that the wordsearch would contain words that all related to social injustice.

I contacted the clients and asked if they had any specific words they would like included. They sent me a list of 10 words, which were all included in the wordsearch.



Past and present issues

Can you find the words related to Mary Ann McCracken, the work she did and the Poor House?

T N E M R E W O P M E E Z P S
P Y H N P O V E R T Y D W N S
U O E Q U A L I T Y N U P K E
E F O W W R F F K Y M C W I N
D W V R H Z T J G E K A C R I
E K M V H R Z N A T A T I J L
S R C A H O I G N L L I R Y N
O I A L R L U C N J A O C L A
V A P C O Y B S K E Y N G I E
J G W O H T O U E K I T X F L
P I H S E C I T N E R P P A C
W C S B E M W V B D X Y B U O
S R D M S D V Y J V H K Z B R
X J C N E T S V D F X T D Y L
D R Q Z J A H B C H E J H H U

Find these words above!

- | | |
|----------------|-------------|
| Poverty | Cleanliness |
| Poorhouse | Schooling |
| Education | Equality |
| Apprenticeship | Mary Ann |
| Care | Empowerment |



HM Hayden McKinstry
To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>
Cc: Mulrone, Claire



Mon 11/27/2023 11:01 AM

Hi **Caroline**, hope your well. I was just wondering if there were any specific words that you would like included in the wordsearch? So far I have poverty, homelessness and hunger.
Thanks again for all your help, I really appreciate it
Hayden

This sender mccoubreycaroline@gmail.com is from outside your organization. Block sender

CM **Caroline** Mccoubrey <mccoubreycaroline@gmail.com>
To: Hayden McKinstry
Cc: Mulrone, Claire



Mon 11/27/2023 11:11 AM

CAUTION - EXTERNAL EMAIL
Do not click on links or attachments that are not expected
Never trust - always verify

Stay Alert - Think before you Click - Stop a potential Cyber Attack

Hi Hayden. We have the team meeting at 12noon today. Let me get a collective view, and come back to you after lunch if that's ok? How many words do you need? Also, is there any other information or canvassed views that you might need over the next week for the pack, and I can gather at the same time? I will be on leave Wed and Thursday, and won't be able to respond to emails until Friday morning, so if you need anything else from us, please give us a shout today or tomorrow if that's ok. We don't want to hold you up your side.

Thanks again Hayden

Caroline

...

HM Hayden McKinstry
To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>
Cc: Mulrone, Claire



Mon 11/27/2023 11:14 AM

Hi **Caroline**, thanks for getting back to me. Yes after lunch would be perfect. I can't think of anything else so I think we should be good.
Thank you again,
Hayden

HM

Hayden McKinstry

To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>

Cc: Mulrone, Claire

Hi **Caroline**, sorry I forgot to add how many words. Around about 9 or 10 would be good if possible but I can definitely work with less.

Thanks again,

Hayden

Sent from [Outlook for iOS](#)

...



Mon 11/27/2023 11:16 AM

CM

Caroline Mccoubrey <mccoubreycaroline@gmail.com>

To: Hayden McKinstry

Cc: Mulrone, Claire



Mon 11/27/2023 11:44 AM

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Never trust - always verify

Stay Alert - Think before you Click - Stop a potential Cyber Attack

No problem. Can I also just double check, is the word search one of the activities that will run across the upper and lower KS2 groups? Or would you like two sets of words to suit both groups?

Sorry for all the questions

...

HM

Hayden McKinstry

To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>

Cc: Mulrone, Claire

Hi **Caroline**, no don't apologise it's fine. The wordsearch is going to be for both upper and lower but we could definitely make two versions of it to suit each level if you would like? I don't mind whatever you think would be best.

Thanks again,

Hayden

Sent from [Outlook for iOS](#)

...



Mon 11/27/2023 11:54 AM



Caroline Mccoubrey <mccoubreycaroline@gmail.com>

To: Hayden McKinstry

Cc: Mulrone, Claire



Mon 11/27/2023 3:05 PM

CAUTION - EXTERNAL EMAIL
Do not click on links or attachments that are not expected
Never trust - always verify

Stay Alert - Think before you Click - Stop a potential Cyber Attack

Hi Hayden, please see suggested 10 words below.

- Poverty
- Poorhouse
- Education
- Apprenticeship
- Care
- Cleanliness
- Schooling
- Equality
- Mary Ann
- Empowerment (word from the AR visual)

Thanks so much

Caroline



Hayden McKinstry

To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>

Cc: Mulrone, Claire



Mon 11/27/2023 3:10 PM

Hi Caroline, that's great thanks for sending those over.


Thanks again,
Hayden

Sent from [Outlook for iOS](#)




First draft of the KWL Sheet


<h2>Know</h2>	<h2>What</h2>	<h2>Learn</h2>
What I KNOW	What I WANT TO KNOW	What I have LEARNT



Second draft of the KWL Sheet

Updated the colours based on the new colour palette



Know	What	Learn
What I KNOW	What I WANT TO KNOW	What I have LEARNT
		



Final version of the KWL Sheet

Changed Learnt to Learned to ensure good grammar

Know	What	Learned
What I KNOW	What I WANT TO KNOW	What I have LEARNED



Wordgap worksheet

First draft of the wordgap worksheet

Mary Ann McCracken

Fill in the gaps



- Mary Ann McCracken was an _____.
- She was born into a _____ family.
- She played with other kids in the poor house from when she was aged _____.
- It was unusual for Mary Ann to be _____ in this time period.
- It was also strange that she attended a school which taught boys and girls _____.
- She defended Belfast's _____ and fought for the rights of many, including women and children.
- Mary Ann insisted that poor house children's education should be _____.
- Her family contributed to building the poor house in _____.
- She refused to eat sugar because it was made by _____.
- She was aged _____ when she was handing out anti slavery posters.

Words:

- | | |
|--------------|----------|
| 1752 | Wealthy |
| Poor | Educated |
| six | fun |
| Eighty-eight | Activist |
| Slaves | together |



Second draft of the wordgap worksheet

Mary Ann McCracken

Fill in the gaps



- Mary Ann McCracken was an _____.
- She was born into a _____ family.
- She played with other kids in the poor house from when she was aged _____.
- It was unusual for Mary Ann to be _____ in this time period.
- It was also strange that she attended a school which taught boys and girls _____.
- She defended Belfast's _____ and fought for the rights of many, including women and children.
- Mary Ann insisted that poor house children's education should be _____.
- Her family contributed to building the poor house in _____.
- She refused to eat sugar because it was made by _____.
- She was aged _____ when she was handing out anti slavery posters.

Words:

- | | |
|--------------|----------|
| 1752 | Wealthy |
| Poor | Educated |
| six | fun |
| Eighty-eight | Activist |
| Slaves | together |



Final version of the wordgap worksheet

Mary Ann McCracken

Fill in the gaps



1. Mary Ann McCracken was an _____.
2. She was born into a _____ family.
3. She played with other kids in the Poor House from when she was aged _____.
4. It was unusual for Mary Ann to be _____ in this time period.
5. It was also strange that she attended a school which taught boys and girls _____.
6. She defended Belfast's _____ and fought for the rights of many, including women and children.
7. Mary Ann insisted that Poor House children's education should be _____.
8. Her family contributed to building the Poor House in _____.
9. She refused to eat sugar because it was made by _____.
10. She was aged _____ when she was handing out anti slavery posters.

Words:

1752	Wealthy
Poor	Educated
Six	Fun
Eighty-eight	Activist
Slaves	Together



The Teachers Pack

Having never seen or heard of a teachers pack before I spent some time researching what this was, with my main inspiration coming from examples on the sites Caroline sent over as examples for us after we sent the brief.

What I learned by looking at these examples is that teachers packs usually include notes on the powerpoint slides, with background context that isn't included on the powerpoint slides themselves.



They also include detailed information on each worksheet that is included in the 'lesson plan'. Some of these details included things such as how long an activity will take. I would have liked to have added this is, as I felt it would be of benefit for teachers. However I felt this wasn't possible as the speed my friends and I would take completing these worksheets would likely be very different than children aged 8-11 yrs old.

Instead I explained the colour coding system we had in place and included detailed instructions on how to complete all worksheets and activities.

An example from Historical Royal Palaces

https://hrp-prd.azureedge.net/media/3544/coronation_send_valuessymbols_teacher_notes_final.pdf

SEND

 CORONATION: VALUES AND SYMBOLS TEACHER NOTES 

BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

Lesson Introduction

Slide 3: CORONATION
Key Question – What is a coronation?
Explain that we will start the session by looking at the word Coronation. Ask students to clap out the syllables and say the word. A coronation is a special ceremony in which the new king or queen receives their crown.

Slide 4: KING CHARLES III
Images: His Majesty King Charles III and Her Majesty The Queen Consort

- On 6th May 2023, the Coronation of His Majesty King Charles III will take place. He is our new monarch. He is the son of Queen Elizabeth II. Her reign lasted a very long time – 70 years. During that time lots of changes happened in the country and now we are beginning a new reign some things will stay the same and some things will change. When things change it can be difficult but change can also be good.
- We are going to look at some photographs from the reign of Queen Elizabeth II to find out about what she was like as queen.
- We will collect some key words (values) to help us remember.
- We will then use the key words to help us think what we would like the reign of King Charles to be like.

Main part of the lesson

Slide 5: QUEEN ELIZABETH II
Images: The Coronation of Her Majesty Queen Elizabeth II, 2nd June 1953

This is a portrait of Queen Elizabeth II on the day of her coronation. How does she look? Ask the students to say/write on their mini whiteboard a word to describe the Queen in this portrait. Ask them to share their words and discuss why they choose that word. Has anyone chosen the same words? Discuss why they might have chosen these words.

Slide 6: CROWNED QUEEN AT HER CORONATION
Images: The Coronation of King Henry III, 1216; St Edward's Crown, 1661; The Coronation of Queen Elizabeth II, 2nd June 1953

The most important part of a coronation **ceremony** is when the **crown** is placed on the king or queen's head.

The picture on the left shows the coronation of King Henry III in 1216. Ask the students to look at the crown being placed on the king's head. King Henry was crowned a long time ago, more than 800 years ago, so it shows us that coronations have been happening for a long time.

The black and white photograph on the right shows the coronation of Queen Elizabeth II. Why do you think there are a lot of people around her?

The photograph in the middle shows St. Edward's Crown. This crown is only used for the moment of crowning itself. It is the most important crown in the Crown Jewels collection and is a **symbol** of the monarch's **power**.

This is the crown which is used to crown the new king or queen. St. Edward's Crown was made for the coronation of King Charles II in 1661. It replaced an earlier medieval crown destroyed in 1649 during the English Civil War. The medieval crown was thought to have belonged to the Anglo-Saxon King and Saint Edward the Confessor and the 1661 crown still bears his name.

The crown is decorated with precious and semi-precious stones including rubies, sapphires, amethysts, topazes, aquamarines and tourmalines.

Following her coronation in 1953, Queen Elizabeth II opted for a stylised image of this crown to be used on coats of arms and other insignia in Commonwealth countries to symbolise her royal authority.

I liked that It was quite a simplistic approach and really focused on the important details. The gold quietly reflected the nature of the topic which is the Royal Family which adds to the authenticity and importance of the information within the education pack.

First draft of the teachers pack:

Mary Ann McCracken
And life in the Poor House

MARY ANN
McCRACKEN
FOUNDATION

KS2 | Mary Ann McCracken | Resource Pack

This education pack was designed and developed by Hayden McKinstry and Pak Hei Chan (Heidi), in collaboration with The Mary Ann McCracken Foundation and The Science Shop.

Introduction

This pack will explain the issues such as social injustice and poverty that children would have faced in the time period and which 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.

Suitable for:

KS2

Time Period

Late 18th/Early 19th Century

Connections to the curriculum

The World around us
Local culture and history
The Industrial Revolution

Contents

1. How to use this pack
2. Connections to the CCEA curriculum
3. Introduction Powerpoint
4. Mary Ann McCracken Timeline Activity
5. Mary Ann McCracken Fill in the gaps worksheet
6. Context of the time factsheet
7. Past and present matching sheet
8. Comprehension
9. Mindmap sheet
10. Information Postcards
11. Factfile and diary entry
12. Group activity/Headbands activity
13. Colouring sheet
14. Wordsearch
15. Nametags
16. Postcards to be sent to the house
17. Know, What, learn sheet
18. Virtual access/360
19. Timeline for after tour.

How to use this pack

This education pack has been developed for both Upper KS2 (P6,P7) and Lower KS2 (P5). To accommodate this we have colour coded the worksheet borders to show their suggested age range.

Upper KS2 Border

Lower KS2 Border

Applicable for all age ranges

We recommend for the teacher to choose the appropriate learning materials for individual pupils in their class to match their needs.

While the Powerpoint is not colour coded, it is suggested that it be used to start the lessons for both upper and lower as it provides general context of the time period and a brief introduction into who Mary Ann McCracken was.

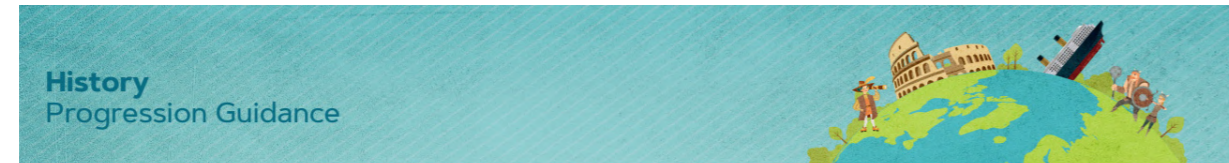
This pack was developed with the option to tie in a class visit to Clifton House. The 'Know, What Learn' sheet was designed with the purpose of being filled out before pupils visit the house and then bringing it with them to finish there. However, if schools decide that they do not wish to organise a trip, the 360 videos can be used as a complimentary material to allow pupils to see around the Poor House. These videos can also be used for schools who do visit the house either in preparation for their visit or as a reminder following their visit while completing further work.



CCEA Curriculum

Link to the CCEA curriculum

<https://ccea.org.uk/downloads/docs/ccea-asset/Resource/History%20Progression%20Guidance%20%28Knowledge%2C%20Understanding%20and%20Skills%29.pdf>



In the context of history:

Interdependence is about defining who we are through the many connections we have with each other, with places, and with things over time. Learning about Interdependence in history could involve:

- ▶ examining the ways in which the lives, actions and decisions of people in the past have influenced who we are and how we live today;
- ▶ developing an insight into how people and communities have developed and are reliant on each other;
- ▶ exploring what happens when the balance of connectivity is disrupted, and how it can potentially lead to negative consequences; and
- ▶ thinking about how people might live in the future.

Change Over Time is about change and continuity over the course of time. Learning about Change Over Time in history could involve:

- ▶ examining the ways in which our lives today have been impacted by the past;
- ▶ learning that not all things change over time; some things remain the same; and
- ▶ learning that the pace of change varies over time.

Place, including both the physical and social characteristics, has shaped the way of life for the people living there over time. Its study helps pupils to develop a respect for and an understanding of the importance of preserving our history. Learning about Place in history could involve:

- ▶ examining the natural and built heritage and the relationships between the people who inhabit it and other places;
- ▶ exploring how where people live dictates how they live and have lived in the past; every place has a story;
- ▶ exploring ways in which the decisions people made in the past have impacted where and how we live today; and
- ▶ examining the physical evidence in our locality and the world around us of the lived experience of people in the past, for example place names, monuments, buildings, records and artefacts.

Movement and Energy provides a context to understand change and societal development through history. Learning about Movement and Energy in history could involve:

- ▶ exploring how the scientific and technological discoveries, inventions and innovations of our ancestors, for example transport, communications and exploration, have impacted how we live and work today;
- ▶ developing insights into how people, information and goods have moved from place to place;
- ▶ exploring some of the causes of people migration in the past, such as political, social, cultural or physical, and their consequences, which can provide insight into and develop empathy for some of the realities of people migration today; and
- ▶ examining how we have sourced/harnessed energy over time, and the effect that this has had on our world throughout history.

Taken from the CCEA Progression guidance document, Page 2.

Topic: The Place of History in The World Around Us

Age: KS2

In the context of History relevant categories include :

- Interdependence
- Change over time
- Place

Taken from the CCEA Progression guidance document, Page 5 and 9.

Suggested line of progression			
	From	Towards	To
Historical Enquiry (Observation)	Use the senses to make observations about historical items/artefacts and provide descriptions of what they notice.	Use the senses to observe and describe historical items/artefacts, identifying similarities and differences by making simple comparisons and connections.	Use the senses to observe and describe. Suggest reasons for significant observations by examining evidence, speculating, and making inferences through first-hand experiences with historical items/artefacts.
Historical Enquiry (Questioning)	Ask different types of questions. Be curious, ask and respond to questions about the past.	Ask more focused questions and suggest ideas for historical enquiry.	Be able to ask deeper and wider questions. Recognise the differences between how and what if questions. Learn from and build on their own and others' ideas and experiences.
Historical Enquiry (Planning)	Begin to plan by talking about what they might do. Suggest ways to obtain information from the questions they have formulated.	Set goals for their work, break tasks into smaller parts and plan the next steps, using their own and others' ideas to identify, locate and select various sources of evidence.	Be able to plan and set goals. Select the most appropriate methods for a particular task.
Recording and Communicating	Use simple methods to record information. Communicate what they have found out in a variety of ways.	Identify and use a variety of methods to record information. Begin to identify audience and purpose when communicating.	Select the most appropriate methods for the particular task. Develop methods for collating and recording information and monitoring progress on a task. Have a sense of audience and purpose when communicating.

Some Examples:

History Enquiry (Observation):

The 360 video

Going to the tour of Clifton House.

The Past and present artefacts matching worksheet.

History Enquiry (Questioning):

The 'Know What Learn' sheet. These questions would then be asked on Clifton House tour.

History Enquiry (Planning):

This would be aided by the teacher, where they would help the pupils plan out any questions they have ahead of going for the tour of Clifton House

Recording and communicating:

Information cards table activity worksheet

The Introduction Powerpoint

Background information and key points for the Powerpoint

Slide 3-4:

This is providing context for the pupils of life before the industrial revolution occurred. Before the 1700s, textiles such as linen were made at home and sold at the local market. Big corporations did not exist. Production was all done by hand. The photos are to visually show life back in this time period. Note how there is a horse outside the house rather than a car, and food is being cooked over a fire.

Slide 5-11:

This explains what happened when the industrial revolution occurred. It shows the change from hand-made to machine-made. There was now a lot of jobs to be found in the factories. This explains why rural people were coming to the city for these new jobs. More people meant an increase in the city's population, which in turn meant an increase in poverty, crime and waste disposal. It explains why the Poor House was needed.

Slide 12-13:

This shows the Poor House today and in the past. Ask questions such as: Have you seen this building before? What do you think about it? How old do you think it is? Is it still used? What is it used for?

Slide 14:

This is visually showing the common attire of children back then. Clothing would have included:

Girls
- A drugget gown (drugget 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,
- A pair of stockings
- A pair of shoes

Slide 15:

A general introduction to Mary Ann McCracken. The school Mary Ann went to is still here today: 2-6 Waring Street, Belfast. It is now a bar and block restaurant owned by the premier inn next door.

Slide 16:

Class discussion if appropriate: What can you see in that photograph?

What is familiar (desks, etc.)

What do you not recognise (blackboard, etc.).

What is in your classroom that is missing in the photo of the old one? (technology?)

Which classroom do you prefer?

Explore the fact that nowadays, by law, you have to go to school up until a certain age. Mixed-gender schools are very

common.

For Mary Ann, however, it wasn't law to go to school. Only privileged people from wealthy backgrounds went to school. Boys and girls were not taught together. It was not usual for girls to be educated at all.

How does that make you feel?

Do you think this was fair?

Slide 17-18:

This slide introduces the key things Mary Ann was known for:

- Social reformer
- Abolitionist
- Activist

Class discussion could include points such as:

Are these issues still faced today?

Does this make her relevant today considering these are things that are relevant today?

Slide 19:

This has Links to the 360 videos. These can be watched straight after the powerpoint, before the visit to Clifton House or after.

Mary Ann Timeline worksheet

Materials required:

- Scissors
- Glue
- The worksheet

This is applicable of the Lower KS2 and requires the pupils to cut and stick the events in order. This will reinforce the knowledge they have learnt from the Powerpoint.

Fill in the gaps worksheet

Materials required:

- The worksheet

This is applicable of the Upper KS2 and requires the pupils to complete the sentences by adding the correct word to the corresponding sentence.

Context factsheet

Materials required:

- The worksheet

This is applicable of the Upper KS2 and included more detail on the time period. This will add to the pupils knowledge and understanding of this time period.

Past and present matching

Materials required:

- The worksheet

This is applicable of the all age ranges and requires the pupils to match the past artefacts with the present one. An example of this is that a candle would now be a light bulb.

Comprehension

Materials required:

- The worksheet

This is applicable for upper Ks2 and details information on why children came to the Poor House, what life was like there and how it helped them. It has corresponding questions to reinforce what they have read and then challenges the pupils to think of similarities and differences between their lives and the life of Poor House children.

Mindmap

Materials required:

- The worksheet

This is applicable for all age ranges and encourages the pupils to think of what issues children back then would have faced. If they think

that this issue is still faced today, they should tick beside it. Once pupils have completed this, the teacher could ask pupils what they have written down and read out any that they may not have thought of.

Information cards

Materials required:

- The cards and worksheet

This is suitable 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.

Pupils are tasked with looking at these cards in groups and then filling in the corresponding table.

Factfile and diary Entry

Materials required:

- The factfiles and worksheet

Suitable for Upper KS2. The factfiles 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.

The pupils are tasked with reading

the factfiles and then choosing one child and writing a diary entry on what a life in the poor house would have been like.

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 or information cards.

Colouring Sheet

Materials required:

- The worksheet
 - Colouring pens
- This is suitable for lower KS2 and requires pupils to colour in a picture of a child at the poor house. Then they draw a picture of themselves. They are then tasked with thinking about the similarities and differences between their lives and the life of a Poor House child.

Wordsearch

Materials required:

- The worksheet

Suitable for all age ranges. It could be a nice way to end the lesson. All the words are related to the topic.

Nametags

Each pupil receives a nametag ahead of going to the Clifton House tour.

Postcards to send back

Pupils can write a prepaid postcards that can be sent to Clifton House.

Know what Learn

Suitable for upper ks2. This sheet requires pupils to write what they already know, and what they want to know. They will then take this sheet with the for the Clifton House Tour and write down the answers to these questions.

Virtual access/360

Key things to point out in the main hall include:

The bell: This is significant as it would signal the start and end of breakfast, lessons, lunch, dinner

and bedtime. If children messed with the bell they were punished by being placed in the solitary confinement.

The dark room: You will see a door labelled this. This is the solitary confinement room where naughty children were punished.

The Chest: In modern day we can keep our money safe in banks, however back then this was not the case. Valuable items such as money were kept in chests like this. They are very heavy and would require at least three people to lift it. Therefore thieves couldn't steal it quickly.

Timeline after tour

Suitable for all classes who go to the Clifton House tour. The timeline is based on a what they will learn from the tour.

The Teachers Pack draft 2

After feedback from Adrian i included images of the PowerPoint slides under each heading. This was to break up the large chunk of text on the page.

I also added page numbers and included them in the table of contents.

Mary Ann McCracken And life in the Poor House



KS2 | Mary Ann McCracken | Resource Pack

This education pack was designed and developed by Hayden McKinstry and Pak Hei Chan (Heidi), in collaboration with The Mary Ann McCracken Foundation and The University of Ulster Science Shop.



Introduction

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.

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KS2

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Late 18th/Early 19th Century

Connections to the curriculum

- The World around us
- Local culture and history
- The Industrial Revolution

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1. How to use this pack- Page 4
2. Connections to the CCEA curriculum- Page 5
3. Introduction Powerpoint- Page 7
4. Mary Ann McCracken Timeline Activity- Page 10
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6. Context of the time factsheet- Page 10
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8. Comprehension- Page 10
9. Mindmap sheet- Page 10
10. Information cards- Page 11
11. Factfile and diary entry- Page 11
12. Group activity/Headbands activity- Page 11
13. Colouring sheet- Page 11
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Taken from the CCEA Progression guidance document, Page 5 and 9.

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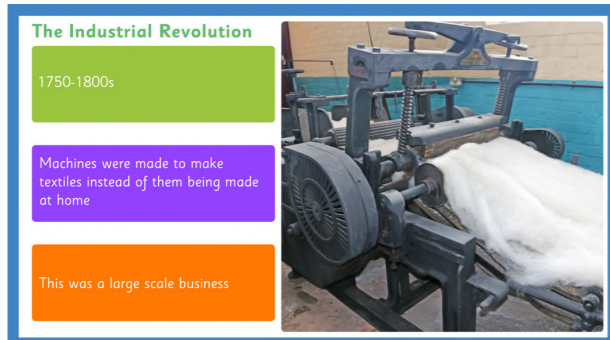
Slide 3-4:



Before the 1700s textiles (cotton, linen etc) were made at home. This was a small scale business.

This is providing context for the pupils of life before the industrial revolution occurred. Before the 1700s, textiles such as linen were made at home and sold at the local market. Big corporations did not exist. Production was all done by hand. The photos are to visually show life back in this time period. Note how there is a horse outside the house rather than a car, and food is being cooked over a fire.

Slide 5-11:



This explains what happened when the industrial revolution occurred. It shows the change from hand-

made to machine-made. There was now a lot of jobs to be found in the factories. This explains why rural people were coming to the city for these new jobs. More people meant an increase in the city's population, which in turn meant an increase in poverty, crime and waste disposal. It explains why the Poor House was needed.

Slide 12-13:



This shows the Poor House today and in the past.

Ask questions such as:
Have you seen this building before?
What do you think about it?
How old do you think it is?
Is it still used? What is it used for?

Slide 14:



This is visually showing the common attire of children back then. Clothing would have included:

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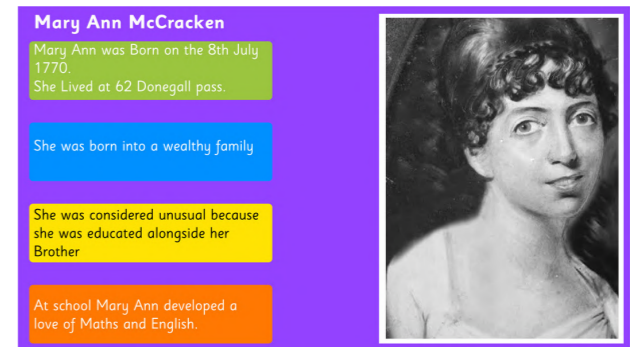
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Slide 15:



A general introduction to Mary Ann McCracken. The school Mary Ann went to is still here today: 2-6 Waring Street, Belfast. It is now a bar and block restaurant owned by the premier inn next door.

Slide 16:



Class discussion if appropriate: What can you see in that photograph?

What is familiar (desks, etc.)

What do you not recognise (blackboard, etc.).

What is in your classroom that is missing in the photo of the old one? (technology?)

Which classroom do you prefer?

Explore the fact that nowadays, by law, you have to go to school up until a certain age.

Mixed-gender schools are very common.

For Mary Ann, however, it wasn't law to go to school. Only privileged people from wealthy backgrounds went to school.

Boys and girls were not taught together. It was not usual for girls to be educated at all.

How does that make you feel?

Do you think this was fair?

Slide 17-18:



This slide introduces the key things Mary Ann was known for:

- Social reformer
- Abolitionist
- Activist

Class discussion could include points such as:
Are these issues still faced today?

Does this make her relevant today considering these are things that are relevant today?

Slide 19:



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Mary Ann Timeline worksheet

Materials required:

- Scissors
- Glue
- The worksheet

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Fill in the gaps worksheet

Materials required:

- The worksheet

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Materials required:

- The worksheet

This is applicable for all age ranges and requires the pupils to match the past artefacts with the present one. An example of this is that a candle would now be a light bulb.

Comprehension

Materials required:

- The worksheet

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Mindmap

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that this issue is still faced today, they should tick beside it. Once pupils have completed this, the teacher could ask pupils what they have written down and read out any that they may not have thought of.

Information cards

Materials required:

- The cards and worksheet

This is suitable 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.

Pupils are tasked with looking at these cards in groups and then filling in the corresponding table.

Factfile and diary Entry

Materials required:

- The factfiles and worksheet

Suitable for Upper KS2. The factfiles 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.

The pupils are tasked with reading

the factfiles and then choosing one child and writing a diary entry on what a life in the poor house would have been like.

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 or information cards.

Colouring Sheet

Materials required:

- The worksheet
 - Colouring pens
- This is suitable for lower KS2 and requires pupils to colour in a picture of a child at the poor house. Then they draw a picture of themselves. They are then tasked with thinking about the similarities and differences between their lives and the life of a Poor House child.

Wordsearch

Materials required:

- The worksheet

Suitable for all age ranges. It could be a nice way to end the lesson. All the words are related to the topic.

Nametags

Each pupil receives a nametag ahead of going to the Clifton House tour.

Postcards to send back

Pupils can write a prepaid postcards that can be sent to Clifton House.

Know what Learn

Suitable for upper ks2. This sheet requires pupils to write what they already know, and what they want to know. They will then take this sheet with them for the Clifton House Tour and write down the answers to these questions.

Virtual access/360

Key things to point out in the main hall include:

The bell: This is significant as it would signal the start and end of breakfast, lessons, lunch, dinner

and bedtime. If children messed with the bell they were punished by being placed in the solitary confinement.

The dark room: You will see a door labelled this. This is the solitary confinement room where naughty children were punished.

The Chest: In modern day we can keep our money safe in banks, however back then this was not the case. Valuable items such as money were kept in chests like this. They are very heavy and would require at least three people to lift it. Therefore thieves couldn't steal it quickly.

Timeline after tour

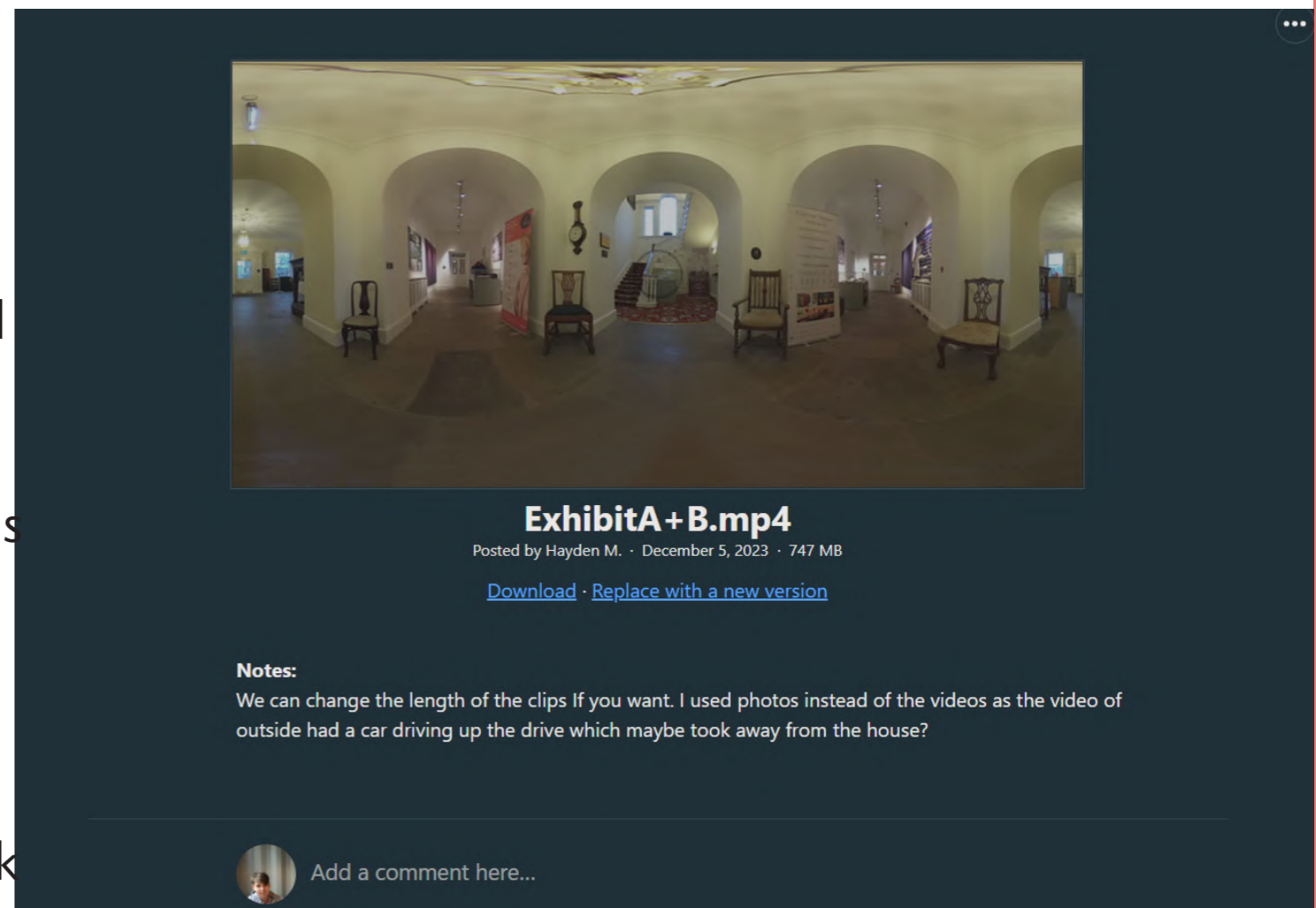
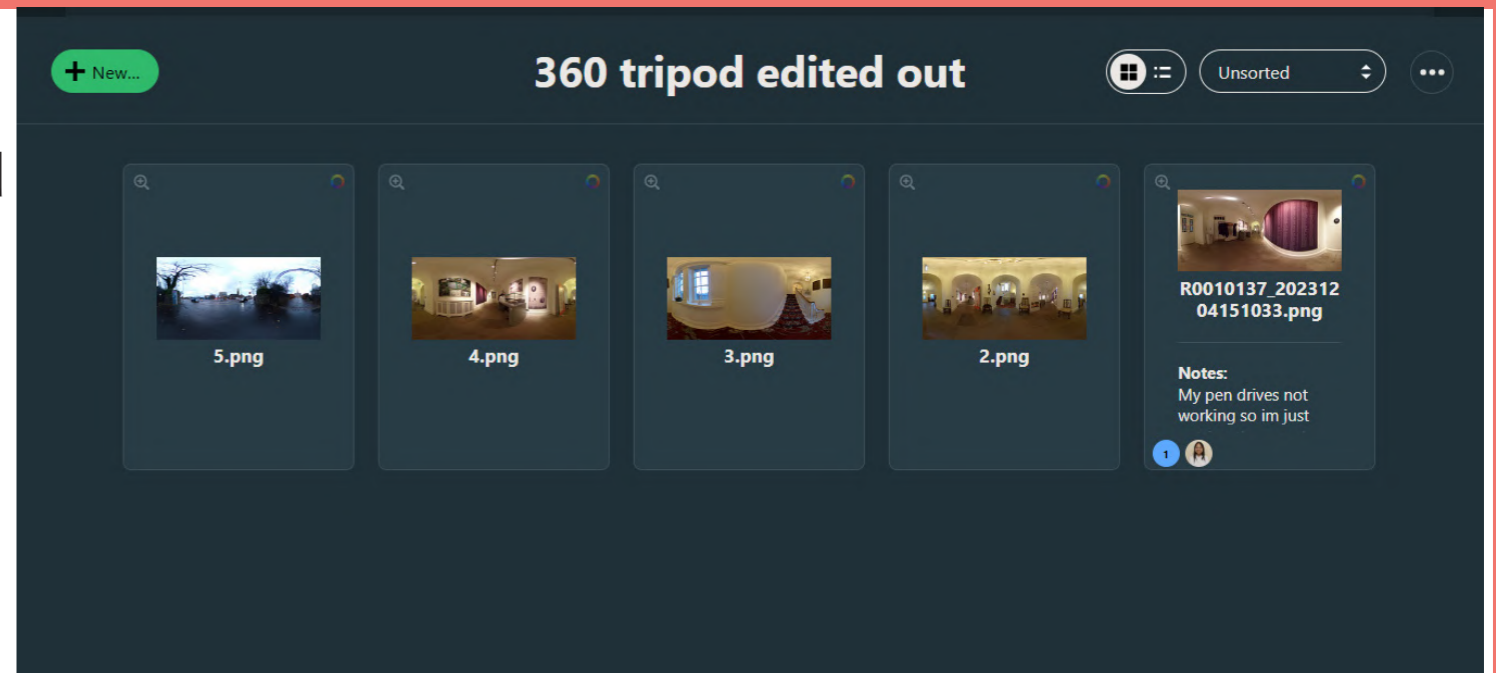
Suitable for all classes who go to the Clifton House tour. The timeline is based on a what they will learn from the tour.

Editing the 360 Videos

Heidi posted the 360 shots she took on the 4/12/23 and I started editing them the day after. I decided to use the 360 photos rather than the videos because there was nothing moving in any of the scenes, so it made sense to use the photos.

I went through all the shots and chose the ones that came out the best. I then took them all into photoshop and edited out the tripod as this left in would ruin the immersive feel we were going for. After that I took them into Premier Pro and edited the shots together. I had never edited text onto 360 videos/images in premier so this was a new skill I learned from this project. I now feel confident when doing this and know that best practice is to apply the VR plane to sphere effect onto the text layer to avoid the text warping. I added text above things of interest in the main hall and have a description of these items in the teachers pack, so the teacher could point them, out and the pupils could learn about it while looking around Clifton House in 360. These items included the bell, the chest and the room called 'the black hole' which was the solitary confinement room.

I also put the sound of the bell in the main hall video and wrote accompanying notes on this in the teachers pack.




The Final 360 Videos

+ New...


360 Videos

Unsorted




ExhibitA+B.mp4

Notes:
We can change the length of the clips If you want. I used photos instead of the videos as the video of




Main_Hall002.mp4

Notes:
added in text for the black hole room



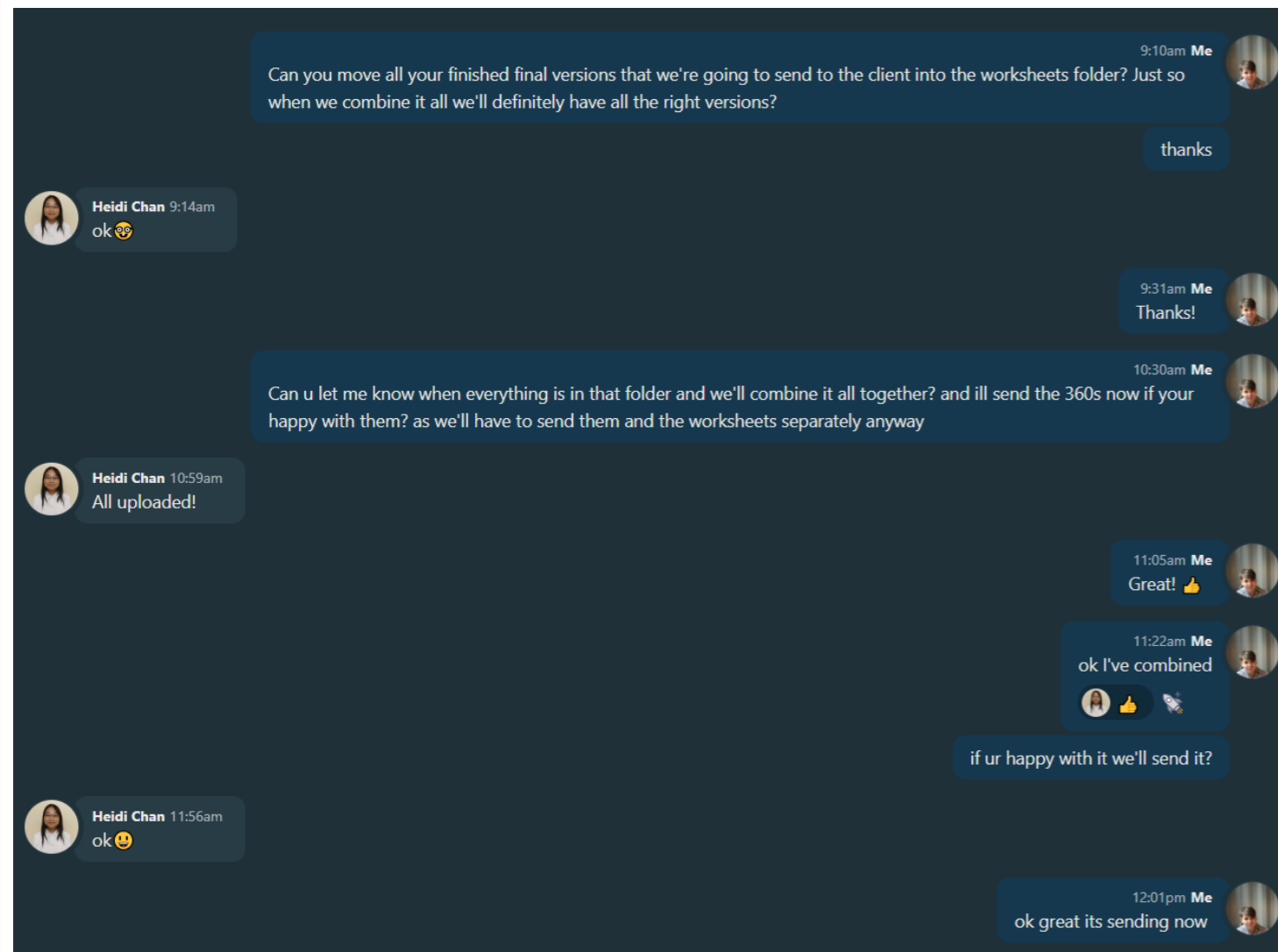
Outside_Clifton_House.mp4



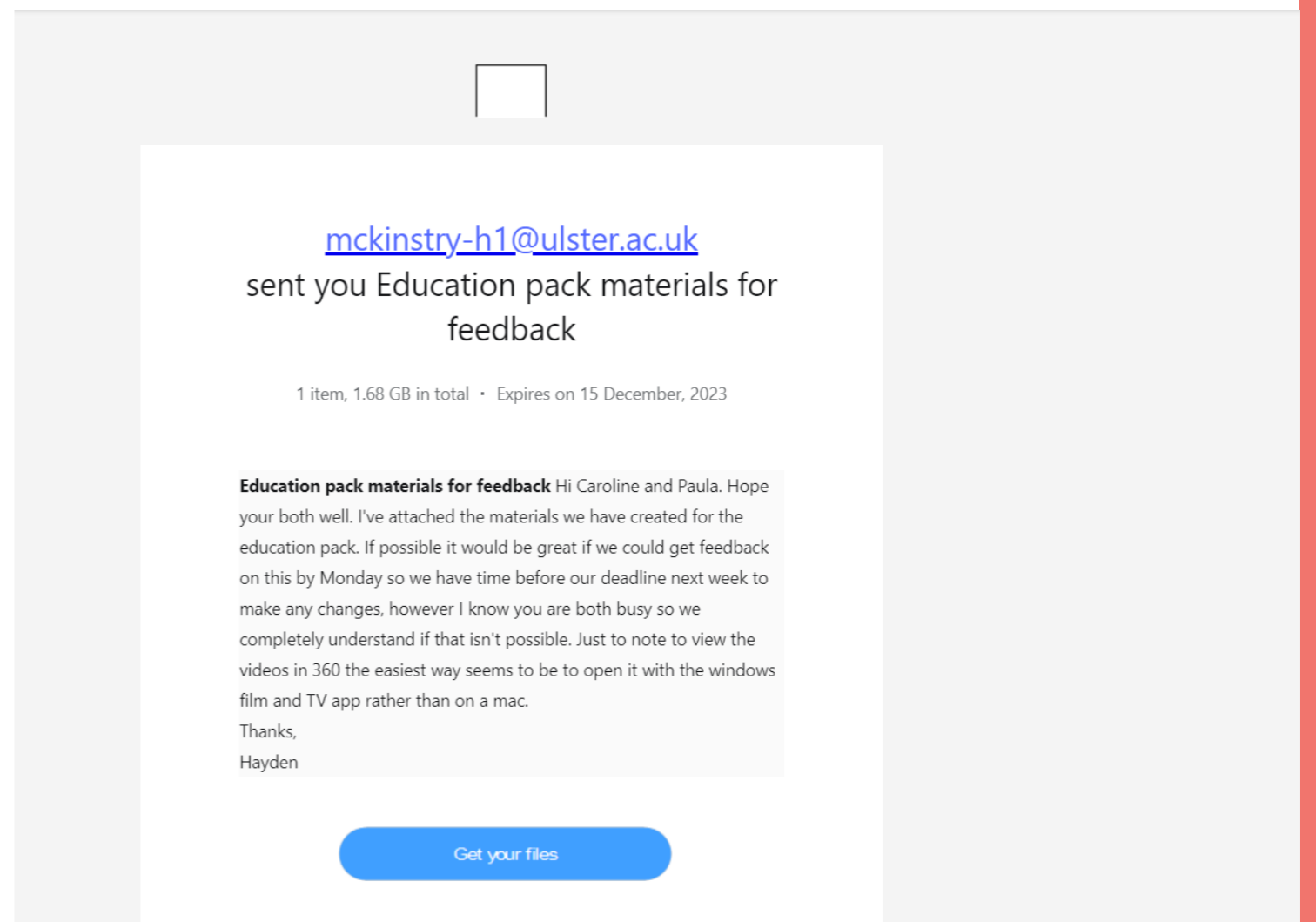
Upstairs.mp4

Feedback from the client

In Week 12 we sent everything we had made to the client asking for feedback ahead of our submission date. We made a folder on Basecamp where we put all our finished versions in, which made my job of combining them all into one PDF much easier as I knew where the most recent versions were.



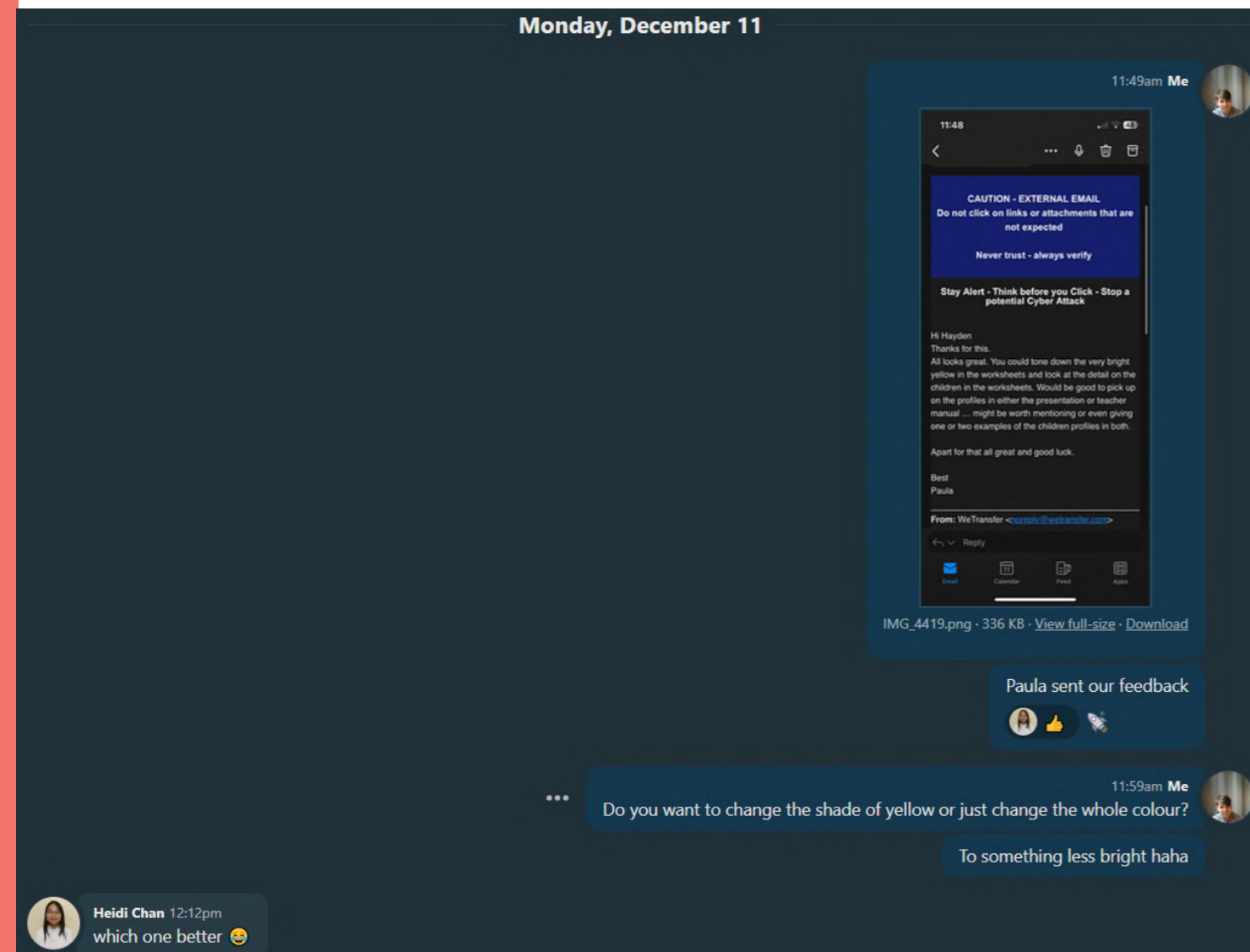
After combining all the worksheets together I WeTransfer to send everything to Paula and Caroline.



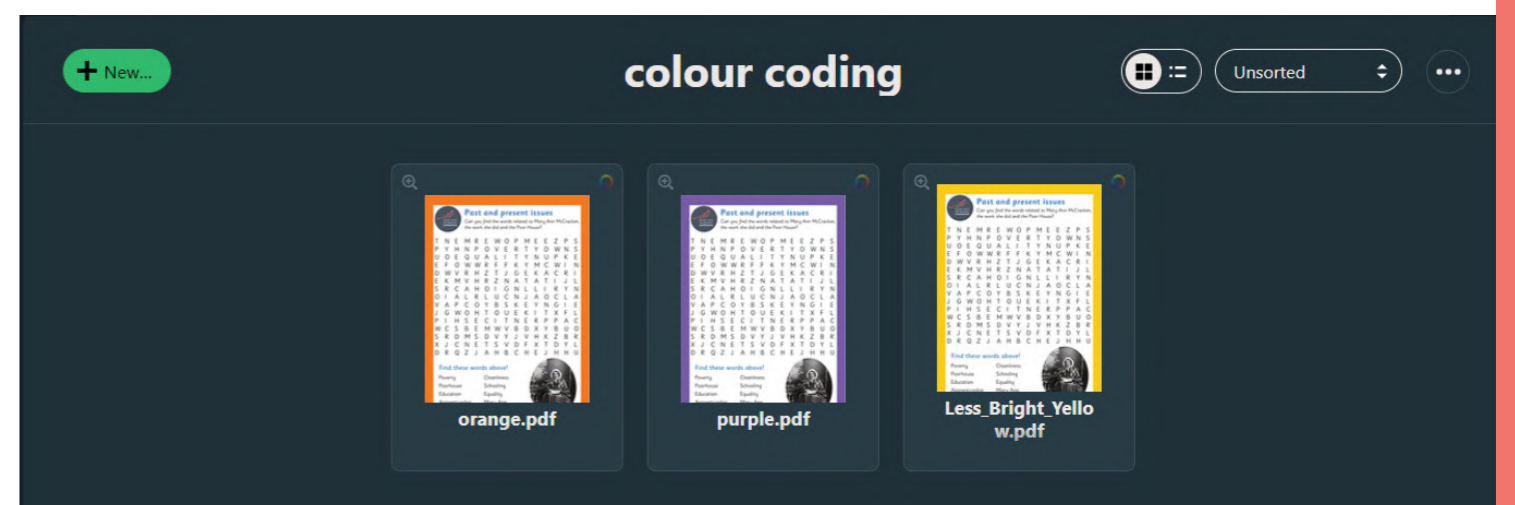
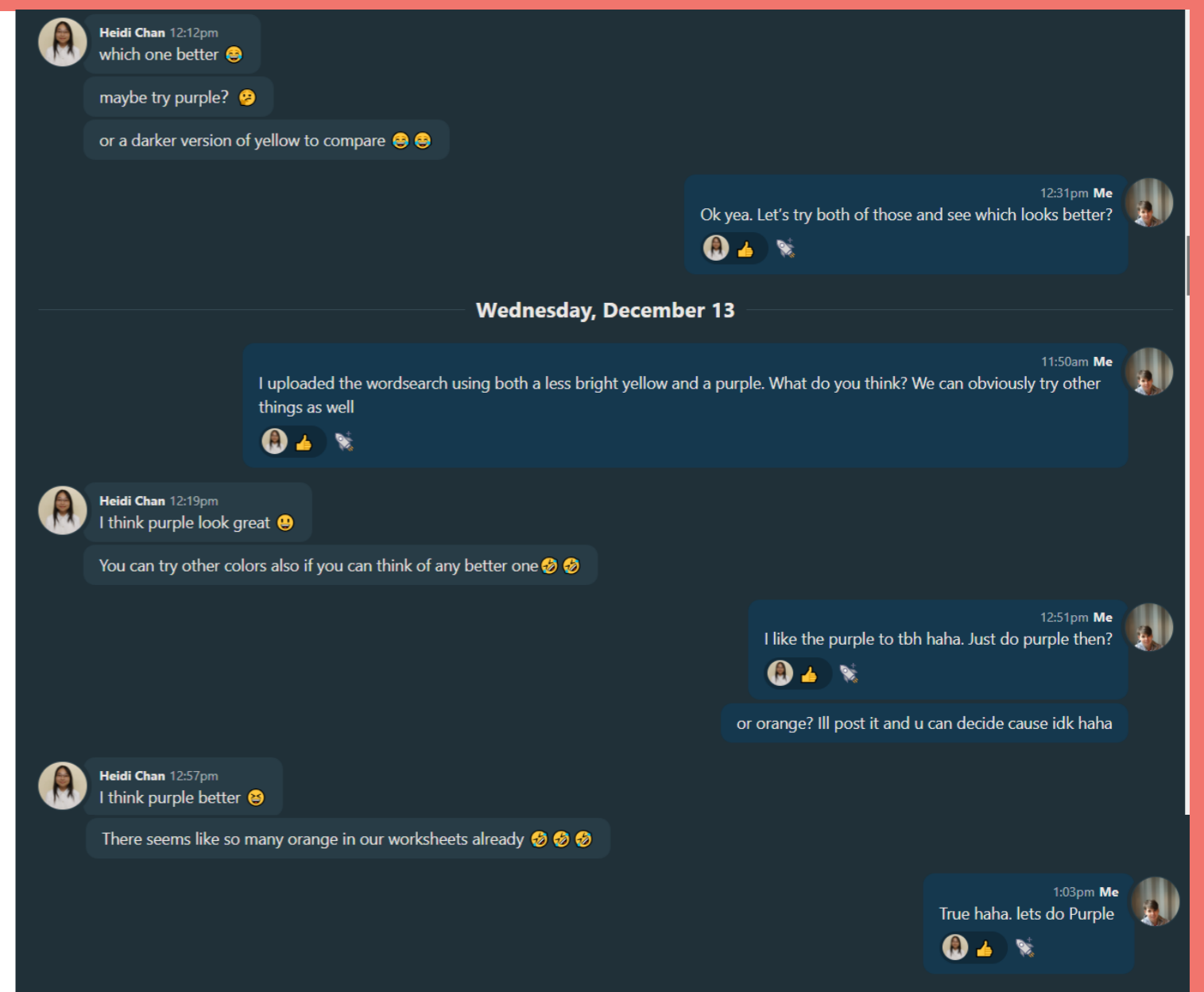
Hayden sent you Education pack materials for feedback via WeTransfer



The feedback we received from Paula was that she wanted the bright yellow border which for materials for all ages toned down. She also wanted the records of the children included in more worksheets, the teachers pack and the powerpoint. I put this feedback into basecamp and discussed with my teammate about how we would address this.



I uploaded the wordsearch with three different coloured borders and asked Heidi which one she thought was best. The end result was that we decided to change the very bright yellow to the purple, which was in our colour palette.



Final Changes

Powerpoint

Paula said she wanted the records mentioned in the powerpoint presentation. I felt the easiest way to do this was to add in a slide specifically for this.

Children from the Poor House

Barney Kelly

He was eleven when he first came to the Poor House

He was taken in because he was begging on the street.

He ran away but his mother brought him back.

He got very sick but Dr Ross who worked in the house helped him to get better.

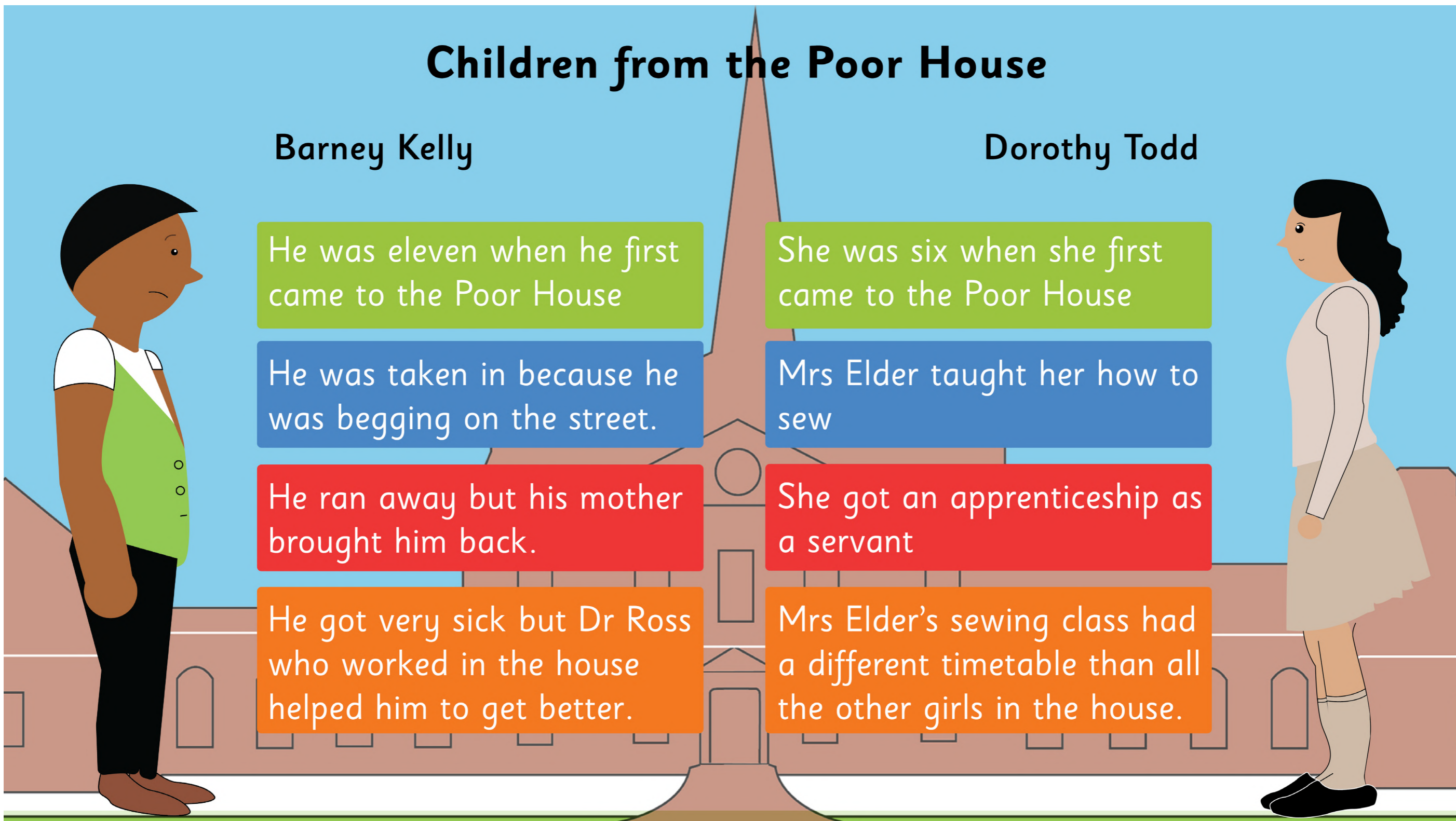
Dorothy Todd

She was six when she first came to the Poor House

Mrs Elder taught her how to sew

She got an apprenticeship as a servant

Mrs Elder's sewing class had a different timetable than all the other girls in the house.



Heidi mentioned that I had missed some full stops so I went back ensured continuity by making sure that all the points ended with a full stop.

The screenshot shows a presentation slide titled "Children from the Poor House". At the top, a green box contains the text: "Families weren't in luck and made homes such as these. Working poor families were living in poverty and couldn't afford to look after their kids so they sent them to the Poor House." Below this, the slide is divided into three sections. The first section, "Barney Kelly", includes: "He was eleven when he first came to the Poor House", "He was taken in because he was begging on the street.", "He ran away but his mother brought him back.", and "He got very sick but Dr Ross who worked in the house helped him to get better." The second section, "Dorothy Todd", includes: "She was six when she first came to the Poor House", "Mrs Elder taught her how to sew", "She got an apprenticeship as a servant", and "Mrs Elder's sewing class had a different timetable than all the other girls in the house." The third section, "Mary Ann McCracken", includes: "Mary Ann was born on the 8th July 1770" and a small image of a moon. The slide is displayed in a browser window with a URL bar showing "3basecamp.com".

Screenshot 2023-12-15 at 11.39.09 PM.png · 1.16 MB · [View full-size](#) · [Download](#)

I think better wth all . or all without . 😞

Final change

Children from the Poor House

Barney Kelly

He was eleven when he first came to the Poor House.

He was taken in because he was begging on the street.

He ran away but his mother brought him back.

He got very sick but Dr Ross who worked in the house helped him to get better.

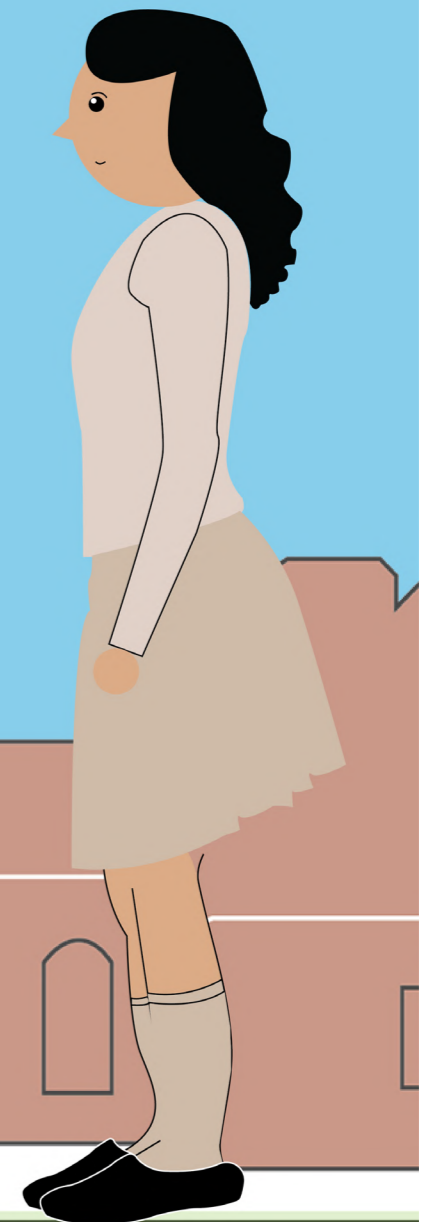
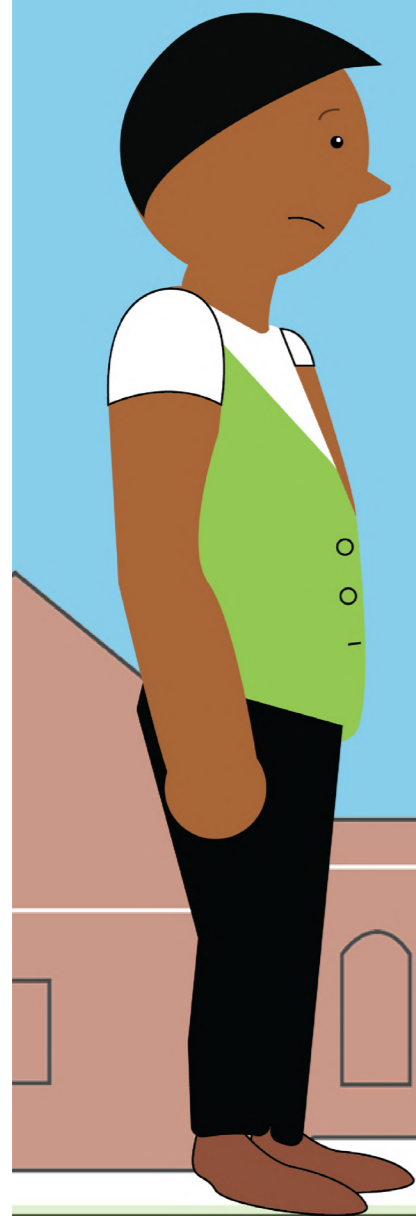
Dorothy Todd

She was six when she first came to the Poor House.

Mrs Elder taught her how to sew.

She got an apprenticeship as a servant.

Mrs Elder's sewing class had a different timetable than all the other girls in the house.



Initially the idea was to have a QR code on the last slide of the powerpoint that would link to the 360 videos we had made. However when asking for Clifton House's YouTube login so we could upload these videos and create the QR code we realised this wasn't going to be possible as the understandably the clients felt it could be a security risk for them to share their password.

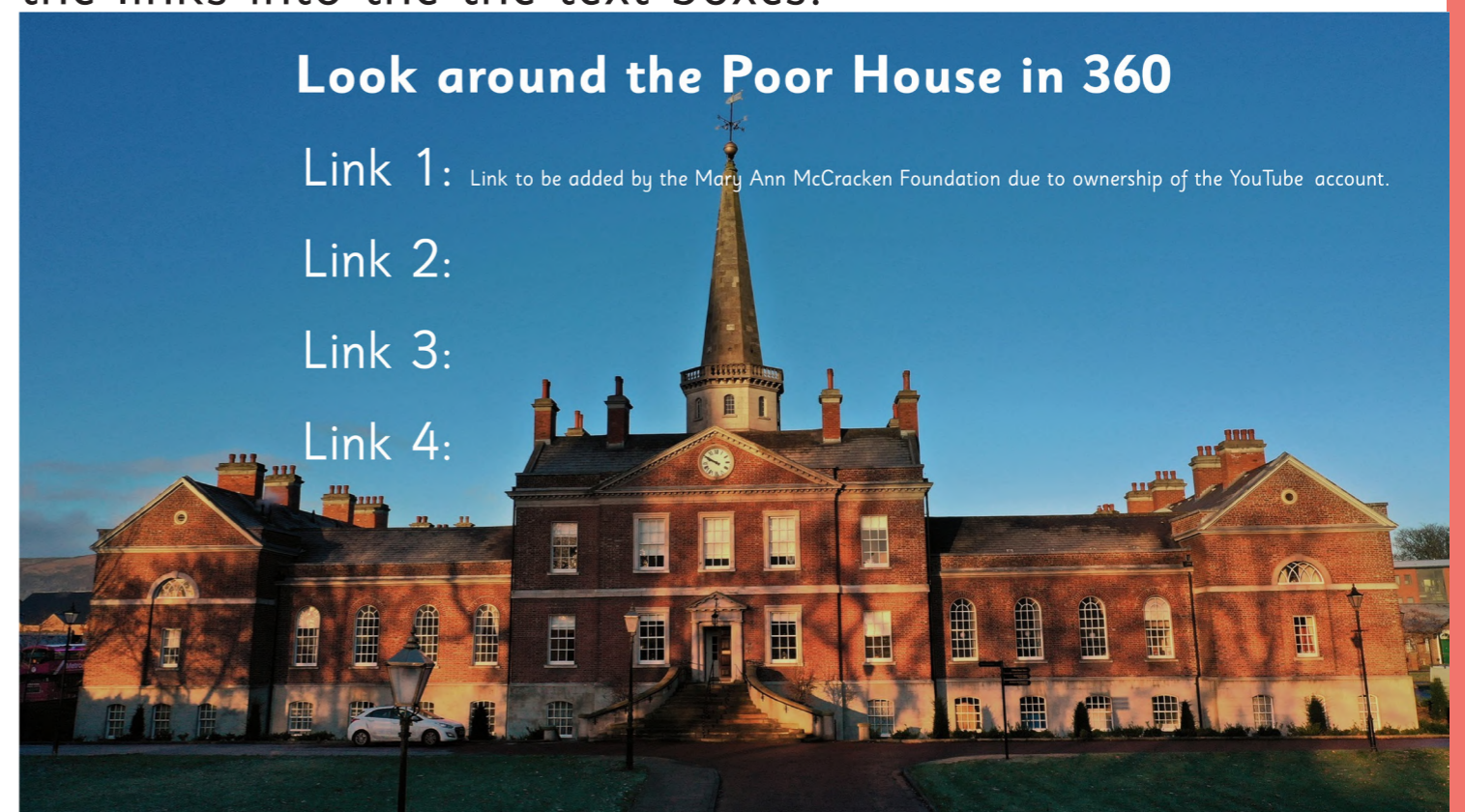
We could have asked them to upload the videos themselves and send us the link, but when thinking about it I realised maybe the QR code wasn't necessary anyway. This was because I believed it would be easier for teachers to just click the link, rather than have to scan a QR code.

I tried putting the option to use either the links or a QR code, however I felt I should cut the QR code as it was over complicating the simplicity of simply clicking a link. One thing I kept in mind was that we wanted to design everything with the idea of making everything easily accessible in order to make the teachers job as easy as possible when using our education pack. Therefore links would be a better solution than having QR code.

To ensure that the clients could easily add their video links without any InDesign knowledge needed (I designed the powerpoint in Indesign and exported each page as a PNG to go into powerpoint), I added text boxes in the powerpoint file. This means that the clients can just open the powerpoint file and copy and paste the links into the the text boxes.



Draft version with the option of either links or QR code



Final version with just links

The powerpoint format where I added editable text boxes for the client to copy and paste their video links in easily. We made a total of four videos, so i added four spaces to input links to ensure the clients didn't have to edit anything

AutoSave Off powerPoint No Label • Saved to this PC Search Hayden McKinstry HM

File Home Insert Draw Design Transitions Animations Slide Show Record Review View Help Acrobat Shape Format

Clipboard Slides

Font Paragraph Drawing Editing Adobe Acrobat Voice Sensitivity Add-ins

Record Present in Teams Share

Look around the poor house in 360

Link 1: Text here

Link 2: Text here

Link 3: Text here

Link 4: Text here

Slide 20 of 21 English (United Kingdom) Accessibility: Investigate

10°C Windy 12:27 21/12/2023

HM Hayden McKinstry
 To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>
 Cc: Mulrone, Claire; Pak Hei Chan

😊 ⏪ ⏩ ⋮
 Thu 11/23/2023 12:11 PM

Hi **Caroline**, hope your well.
 I was wondering if you could provide the login for the Clifton house/Mary Ann foundation YouTube channel so in the coming weeks we can upload the 360 videos on there? As I know we agreed at the pitch you would like them on your YouTube.
 Thanks for all your help again,
 Hayden

CM **Caroline** Mccoubrey <mccoubreycaroline@gmail.com>
 To: Hayden McKinstry
 Cc: Mulrone, Claire; Pak Hei Chan

😊 📄 ⏪ ⏩ ⋮
 Thu 11/23/2023 4:04 PM

CAUTION - EXTERNAL EMAIL
 Do not click on links or attachments that are not expected
 Never trust - always verify

Stay Alert - Think before you Click - Stop a potential Cyber Attack

Hi there,
 Our Youtube login is the same as our Google account login for all our google services including our google drive and gmail, so I don't think I would have permission to share it. Is it possible that you could share the video with us, and we upload it, even if that means me running down and putting it on a pen drive if too large a file to share online?

This email and any attachments are confidential and intended solely for the use of the addressee and may contain information which is covered by legal, professional or other privilege. If you have received this email in error please notify the system manager at postmaster@ulster.ac.uk and delete this email immediately. Any views or opinions expressed are solely those of the author and do not necessarily represent those of Ulster University.
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 The Ulster University was founded by Royal Charter in 1984 and is registered with company number RC000726 and VAT registered number GB672390524. The primary contact address for Ulster University in Northern Ireland is Cromore Road, Coleraine, Co. Londonderry BT52 1SA

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Caroline McCoubrey
 Freelance Marketing Consultant
mccoubreycaroline@gmail.com
 07834278045

HM Hayden McKinstry
 To: Caroline Mccoubrey <mccoubreycaroline@gmail.com>
 Cc: Mulrone, Claire; Pak Hei Chan
 Hi **Caroline**, thanks for getting back to me and I completely understand that. When the videos are finished, we'll try and send them over and if that doesn't work the pendrive would be a great option.
 Thanks,
 Hayden
 Sent from [Outlook for iOS](#)

😊 ⏪ ⏩ ⋮
 Thu 11/23/2023 4:09 PM

MC Mulrone, Claire
 To: Hayden McKinstry; Caroline Mccoubrey <mccoubreycaroline@gmail.com>
 Cc: Pak Hei Chan
 Good morning everyone,
 We Transfer is also an option. Happy to supply a pen drive if its needed.
 Claire

😊 ⏪ ⏩ ⋮
 Fri 11/24/2023 11:04 AM

Claire Mulrone Senior Fellow HEA
 Community Engagement Manager &
 Co-Director of Social Justice Hub
 Academic Business Development
 M: 07940656299
 E: cm.mulrone@ulster.ac.uk

Second draft of the wordsearch

I updated the colours based on the new colour coding scheme we came up with after the week 12 feedback. I also double checked it for any spelling or grammar issues and then made sure all the words had continuity with capitals.



Past and present issues

Can you find the words related to Mary Ann McCracken, the work she did and the Poor House?

T N E M R E W O P M E E Z P S
 P Y H N P O V E R T Y D W N S
 U O E Q U A L I T Y N U P K E
 E F O W W R F F K Y M C W I N
 D W V R H Z T J G E K A C R I
 E K M V H R Z N A T A T I J L
 S R C A H O I G N L L I R Y N
 O I A L R L U C N J A O C L A
 V A P C O Y B S K E Y N G I E
 J G W O H T O U E K I T X F L
 P I H S E C I T N E R P P A C
 W C S B E M W V B D X Y B U O
 S R D M S D V Y J V H K Z B R
 X J C N E T S V D F X T D Y L
 D R Q Z J A H B C H E J H H U

Find these words above!

- | | |
|----------------|-------------|
| Poverty | Cleanliness |
| Poorhouse | Schooling |
| Education | Equality |
| Apprenticeship | Mary Ann |
| Care | Empowerment |

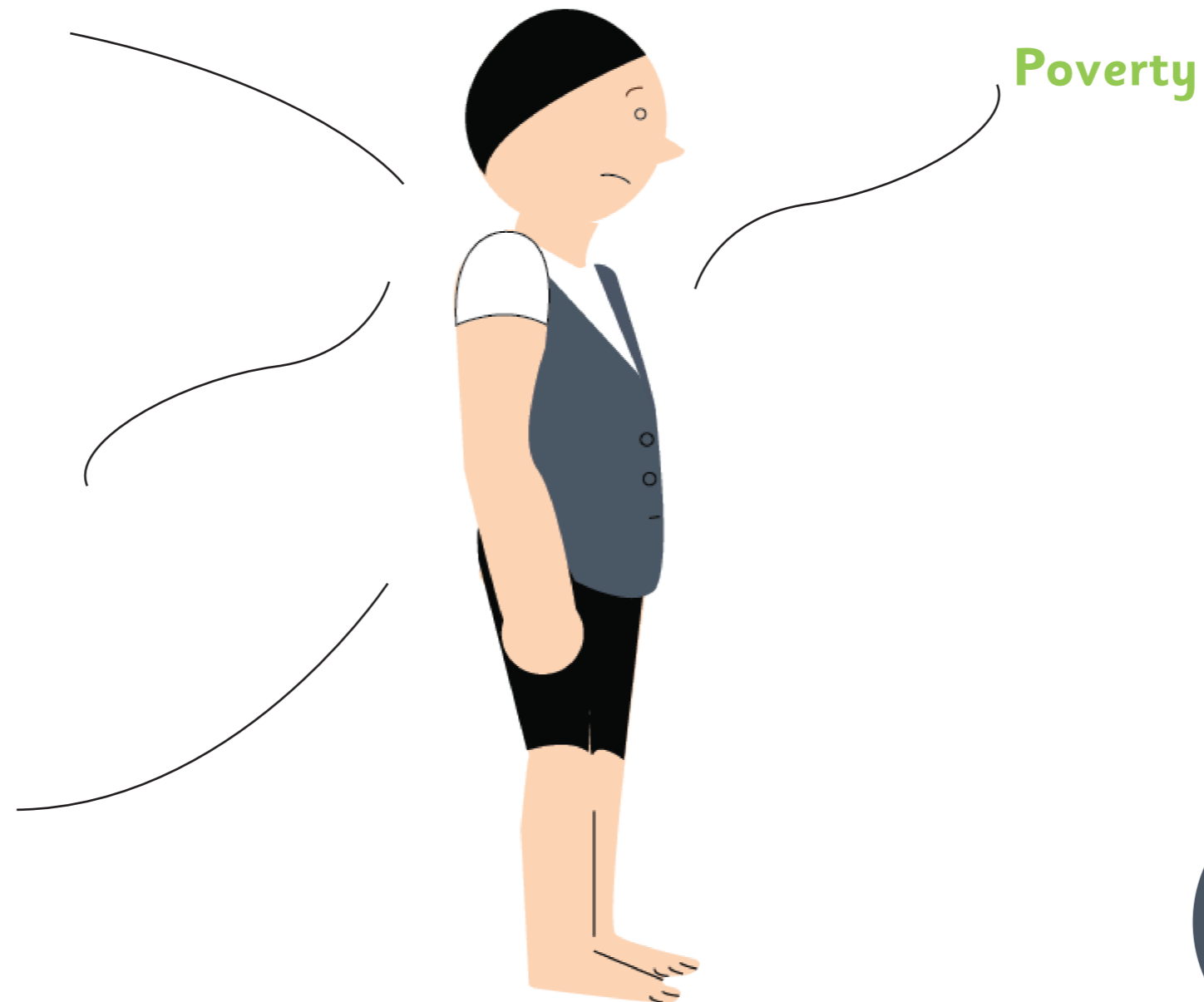


Mindmap worksheet draft 2

Features the updated colours from the new colour palette

This is Samuel living in the poor house. List issues he would have faced.

One has been done for you. Tick if these are still present today



Final version of the Mindmap worksheet

Based on Paula's feedback about wanting the records of the children featured more I added in a 'fun fact' badge in the top corner of this worksheet. It features facts from the records about the Poor House child Samuel.

Did you Know?
Samuel was a real child at the Poor House!
He was apprenticed out and learned the trade of weaving.


**This is Samuel living in the Poor House.
List issues he would have faced.**
One has been done for you. Tick if these are still present today!

Poverty

MARY ANN MCCRACKEN FOUNDATION

Past and present matching changes

I changed the border colour from yellow to purple and drew some more icons, which meant I could get rid of the adobe stock placeholder ones.

 **Past and present matching**
Can you match the past item to the present?






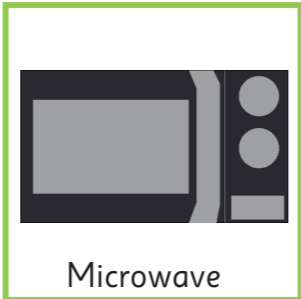
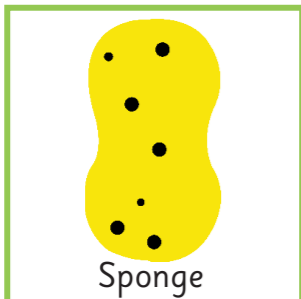
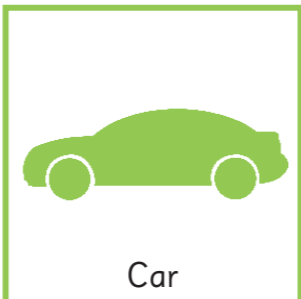
19th Century	21st Century
 Fire	 Lightbulb
 Horse and cart	 Shower
 Candle	 Microwave
 Sponge	 Car

Image References

Cooking pot:
https://stock.adobe.com/uk/images/cauldron-over-campfire-for-outdoor-cooking-isolated-on-white-background-vector-illustration-in-a-flat-style/488651859?as_campaign=ftmigration2&as_channel=dpcft&as_campclass=brand&as_source=ft_web&as_camptype=acquisition&as_audience=users&as_content=closure_asset-detail-page

Horse and cart:
<https://stock.adobe.com/images/medieval-wooden-wagon-with-a-horse/459633603>

Fifth draft of the comprehension

12/12/23

I thought the comprehension would be a good worksheet to include details of one of the children from the records in. They could serve as a real life example of what the comprehension was explaining. In the fifth draft of the comprehension I included 'Rose McCracken' in as an example of why some children would ask to be admitted into the Poor House themselves.

[comprehension after client feedback 1.pdf](#)
added few sentences on a child from the records as they wanted the records in the worksheets more
Uploaded by Hayden M. on Dec 12


Life In The Poor House


Parents would sometimes apply for their child to go to the poor house as they had not enough food or money to look after them. Some of the children returned to their families when their financial position had improved. However, in the early years, many of the children remained inside the Poor House, until they began an apprenticeship or ran away. Orphans were taken in from the street. Some children asked to be admitted themselves due to illness. A real life example of this was Rose McCracken who came in due to swelling on her foot.

When a child entered the Poor House, they were provided with clothes to wear. These items of clothing were made by children who lived there as part of their work. A large bell would sound multiple times a day to signal the start and end of breakfast, lessons, work, and bedtime. If naughty children messed with the bell, they were punished by being put in a room by themselves for hours.


Before 1831, School was not free and poorer families could not afford to send their children. Instead It was very common for children to work in the factories to earn a living. This made the Poor House unusual as

Final Version of the comprehension

 **Life In The Poor House**




Parents would sometimes apply for their child to go to the Poor House as they did not have enough food or money to look after them. Some of the children returned to their families when their financial situation had improved. However, in the early years, many of the children remained inside the Poor House until they began an apprenticeship or ran away. Orphans were taken in from the street. Some children asked to be admitted themselves due to illness. A real-life example of this was Rose McCracken, who came in due to swelling on her foot.

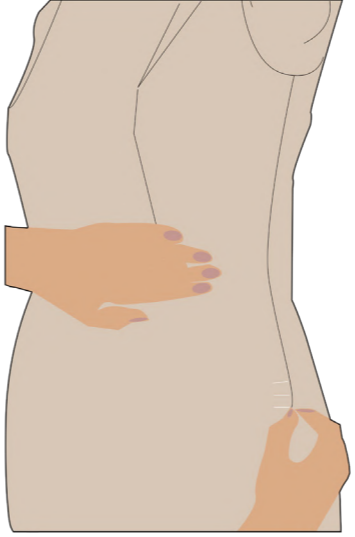


When a child entered the Poor House they were provided with clothes to wear. These items of clothing were made by children who lived there as part of their work. A large bell would sound multiple times a day to signal the start and end of breakfast, lessons, work, and bedtime. If naughty children messed with the bell they were punished by being put in a room by themselves for hours.

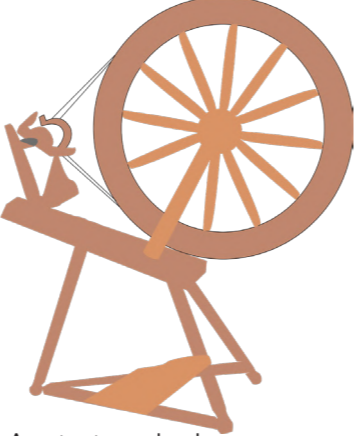
Before 1831, school was not free, and poorer families could not afford to send their children. Instead, it was very common for children to work in the factories to earn a living. This made the Poor House unusual as here poor children would receive an education.



Girls were mostly taught practical skills such as sewing, knitting and spinning, to prepare them for jobs as servants, dressmakers, and textile workers. The girls were also expected to complete chores around the Poor House such as assisting in the kitchen, washing, and cleaning the children's rooms. However, their education was not limited to domestic activities. They also spent time in the classroom learning how to read, write, and recite the Bible. Some of the girls were also allowed to go to the boys' school to learn basic maths.



In comparison, the boys spent a lot of their time in the classroom. They were taught reading, writing, religion (memorising the Lord's Prayer), maths (counting, multiplication and accounting) and geography (learning from atlases). They also learned practical skills such as shoemaking, tailoring, spinning and net making, to prepare them for their future apprenticeships.



The Poor House kept a record of where the apprenticeships were so once a year they could see how the child was doing and ensure they were being paid fairly.

A spinning wheel

Questions

- Name one reason why children came to the Poor House.

- How did the Poor House help them?

- What jobs did the children do?

- Name two things they were taught.

- How was the boys' education different from the girls' education?

- Name some apprenticeships boys went on to do.

- Name some apprenticeships girls went on to do.

- Write some similarities and differences between the life of a child in the poor house and your life today.

Similar	Different

Teachers Pack Changes

Paula wanted reference made to the records in the teachers pack. I was looking over at the records document to see how to best implement them and decided that as it was such a big and important document to add in a section specifically for them. I decided to explain all the apprenticeships that were mentioned on the factfiles as without reading the descriptions found in the records, I wouldn't have known about all of them.

The Clifton House Records

The Mary Ann McCracken Foundation provided us with their records of children who were admitted to the Poor House between 1776 and 1827. These include details of real children, the date in which they were admitted, their age and other notable details such as any apprenticeships they went on to do or illnesses they suffered.

These records form the basis for both the fact file and information cards. We have also integrated some parts into other resources, such as the comprehension and PowerPoint, to give a real-life example of what the resources are explaining.

The Poor House helped the children who came by helping them to get an apprenticeship and therefore be able to make a living.

Detailed information about the various roles available to the children included:

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, such as the rump, flank, belly, etc.

Clerk:

A person employed in an office setting or bank to keep records, accounts, and undertake other administrative duties.

Domestic Service:

This was an apprenticeship that was typically assigned to girls. The work done by a domestic servant within the household of a middle-class or upper-class individual or family. Domestic servants were expected to complete jobs such as housecleaning, cooking, providing childcare, running errands and assisting their employers.

Flax Manufacturer:

A person who manufactures flax for the purposes of making linen. Linen comes from the flax flower, which blossomed in the middle of the summer before being pulled in August.

Gardener:

A person who tends to a garden. They would have had the hard task of meeting the high standards and demands of their employers.

They sometimes kept a diary to keep a record of tasks performed on a regular basis.

Dressmaker:

A seamstress who makes dresses for women.

Pawn Broker:

An individual that offers secured loans to people, with items of personal property used as collateral.

Reed Maker:

A reed maker made a variety of reeds for musical instruments, reed cloths and tapestry combs.

Sail Maker:

A sailmaker made, maintained and repaired sails for sailboats. They typically worked on shore in a sail loft with other sailmakers. Large ocean-going sailing ships often had sailmakers in the crew to maintain and repair sails onboard.

Weaver:


A person whose job it is to weave cloth and other materials that they make by crossing threads over and under each other.

Examples of the childrens records:

Rose McCracken	
Name of Child	Rose McCracken
Age	12
Parents	She was an orphan who was brought up as a parish child and lived with Rose Hamill at the Barracks
Illness	7 th September 1776- Rose McCracken has a swelling on her body, possibly her foot, and seeks admission into the Poorhouse. 14 th September 1776- The Committee ordered that the physician should be consulted as to whether Rose McCracken was a proper object for the Infirmary. In order to determine whether if her health improved, she would be able to support herself. The orderly is requested to speak to the physician on this matter.
Date of Admission	21 st September 1776- Dr Seed recommends that Rose McCracken should be received amongst the children for care and work, rather than being admitted into the infirmary.
Complaint	15 th March 1777- A complaint was made to the Committee by Nurse Hammill who accused Mr Mawhinney (the schoolmaster) of severely beating Rose McCracken. The gentlemen of the committee examined very particularly into the matter & found that Rose McCracken had behaved very improperly- she asked for pardon for her bad behaviour. Mr and Mrs Mawhinney (the schoolmaster and schoolmistress) are directed to keep her in the house depending on her good behaviour.
Education	19 th September 1777- Rose McCracken desires to be permitted to work with Ann Curran (an inmate of the Poorhouse, so that she may learn how to sew.
Apprenticeship	27 th September 1777- Mr Bray (the house steward) to told to pay Rose McCracken 1/1 for her work. Rose McCracken was apprenticed to Mrs Margaret Rogers in Ballynure for three years. It is unknown when she was apprenticed out.


The factfiles:

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.



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.



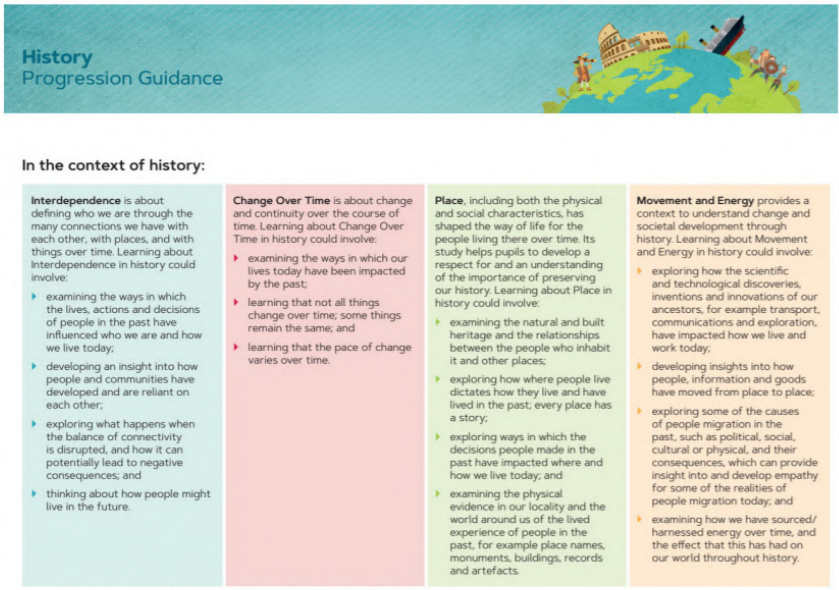
Henry Hunter

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.

I figured out how to hyperlink the table of contents and made it clickable. I also made the sentence about the CCEA progressive guidance document link to that specific document. I felt this would be of benefit for teachers so they could see exactly what document I was referring.

CCEA Curriculum

Click here for a link to the CCEA progression guidance document



Taken from the CCEA Progression guidance document, Page 2.

Topic: The Place of History in The World Around Us
Age: KS2

In the context of History relevant categories include :

- Interdependence
- Change over time
- Place

Introduction

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.

Suitable for:
KS2

Time Period
Late 18th/Early 19th Century

Connections to the curriculum

- The World around us
- Local culture and history
- The Industrial Revolution

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Upper KS2 Border

Lower KS2 Border

Applicable for all age ranges

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We recommend for the teacher to choose the appropriate learning materials for individual pupils in their class to match their needs.

While the PowerPoint is not colour coded, it is suggested that it be used to start the lessons for both upper and lower levels as it provides general context of the time period and a brief introduction into who Mary Ann McCracken was.



4

I updated the colour coding scheme to reflect the fact we had changed the yellow to purple.

I also decided to colour code the headings in the education pack as I thought this would help teachers quickly identify which age range of resource they are looking for.

The Introduction PowerPoint

Background information and key points for the PowerPoint

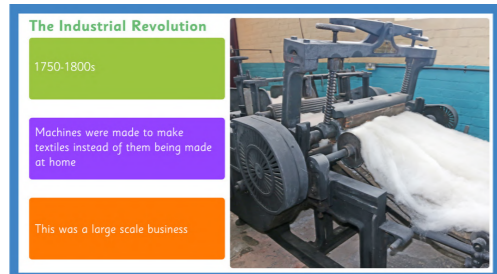
Slides 3-4:



Before the 1700s textiles (cotton, linen etc) were made at home. This was a small scale business.

This is providing context for the pupils of life before the industrial revolution occurred. Before the 1700s, textiles such as linen were made at home and sold at the local market. Big corporations did not exist. Production was all done by hand. The photos are to visually show life back in this time period. Note how there is a horse outside the house rather than a car, and food is being cooked over a fire.

Slides 5-11:



This explains what happened when the Industrial Revolution occurred. It shows the change from hand-

made to machine-made. There were now a lot of jobs to be found in the factories. This explains why people from rural communities were coming to the city for these new jobs. More people meant an increase in the city's population, which in turn meant an increase in poverty, crime and waste disposal. It explains why the Poor House was needed.

Slides 12-13:



This shows the Poor House today and in the past. You could ask questions such as: Have you seen this building before?

What do you think about it?

How old do you think it is?

Is it still used and if so what is it used for?

Mary Ann timeline worksheet

Materials required:

- Scissors
- Glue
- The worksheet

This is applicable for lower KS2 and requires the pupils to cut and stick the events in order. This will reinforce the knowledge they have learnt from the PowerPoint.

Fill in the gaps worksheet

Materials required:

- The worksheet

This is applicable for upper KS2 and requires the pupils to complete the sentences by adding the correct word.

Context factsheet

Materials required:

- The worksheet

This is applicable for upper KS2 and includes more detail on the time period. This will add to the pupils knowledge and understanding of this.

Past and present matching

Materials required:

- The worksheet

This is applicable for all age ranges and requires the pupils to match the past artefacts with the present one. An example of this is that a candle would now be a light bulb.

Comprehension

Materials required:

- The worksheet

This is applicable for upper KS2 and details information on why children came to the Poor House, what life was like there and how it helped them. It has corresponding questions to reinforce what they have read and then challenges the pupils to think of similarities and differences between their lives and the life of Poor House children.

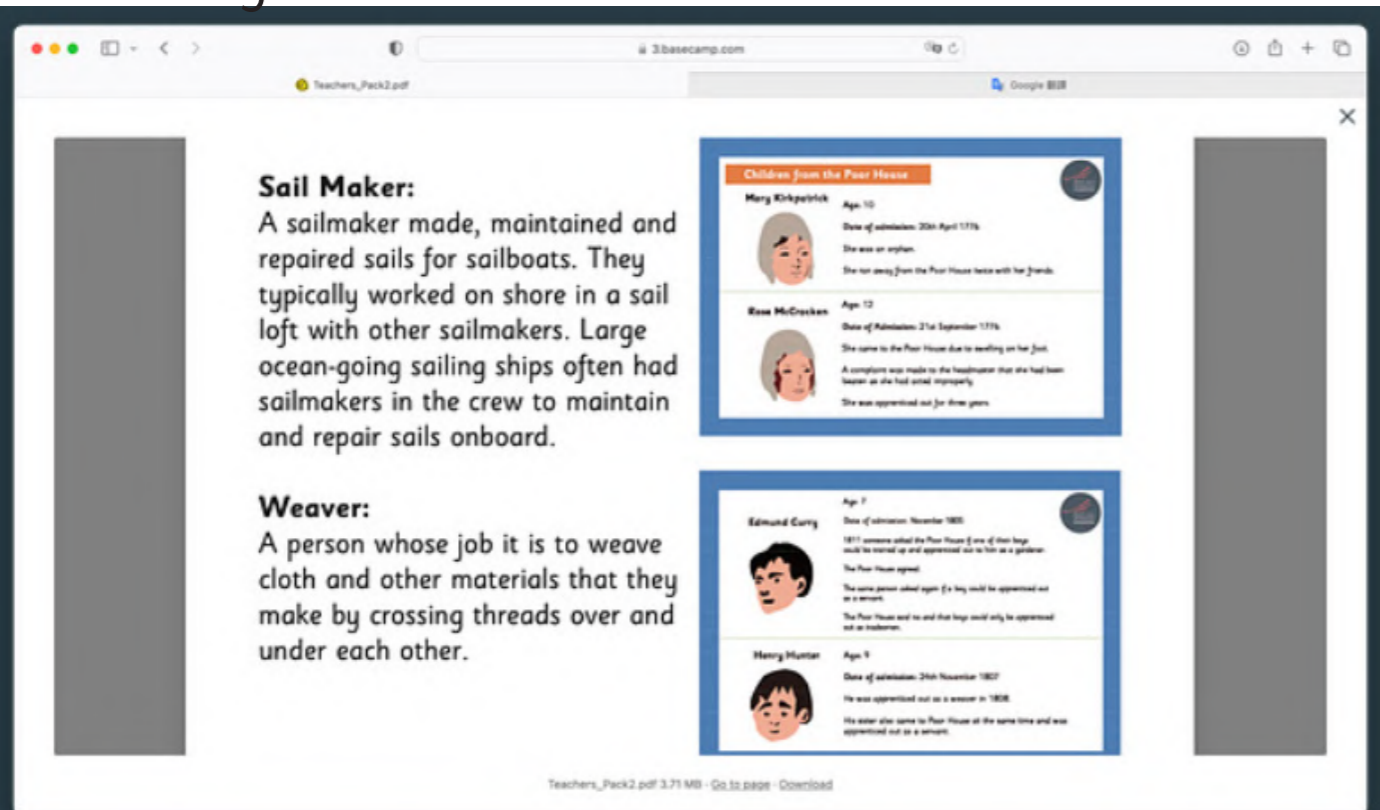
Mindmap

Materials required:

- The worksheet

This is applicable for all age ranges and encourages the pupils to think of what issues children back then would have faced. The

Heidi let me know that I needed to change the pictures of the factfiles to the most recent version which had the grammar checking. She also pointed out that the introduction text was too crowded and would look better with more space. I made both these changes.



Screenshot 2023-12-15 at 11.41.44 PM.png · 1010 KB · [View full-size](#) · [Download](#)

The two images need update also

Introduction

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KS2

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Late 18th/Early 19th Century

Connections to the curriculum

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Contents

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 😞

Heidi Chan 1:44pm

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!

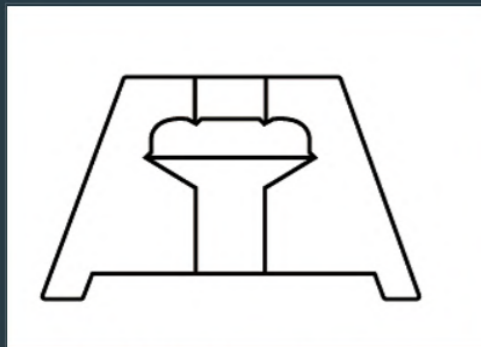
2:06pm Me
ok yea of course. How does the paper stand work when its 2D?

just so i can can write it properly haha

Heidi Chan 2:20pm

the children can color it then cut it out to make the paper stand.

Heidi Chan 2:23pm



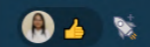
Screenshot 2023-12-15 at 10.23.28 PM.png · 15.4 KB · [View full-size](#) · [Download](#)

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

2:24pm Me
ok great thanks



2:30pm Me
Added that in



Heidi explained to me how the paper stand for her headband activity worked and I added this information into the teachers pack write up about this. The image below shows the changes.

Headbands Activity

Materials required:

- The headbands sheet
- Scissors
- Glue

This is suitable for all ages. Pupils must cut and stick their own headband and card and take it in 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 coloured in.

I checked with Heidi that her headbands had been made to scale and that when printed (which the client intends to do) they would fit around a child's head. She updated it to make sure it would. I felt this was important to double check as it wouldn't look good if we provided the client with a sheet that wasn't usable.

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



Heidi Chan 12:25pm

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!

12:42pm **Me**

Ok great



Heidi Chan 1:05pm

headband updated!

...

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.

1:26pm **Me**



Final version of the teachers pack

Mary Ann McCracken and life in the Poor House



KS2 | Mary Ann McCracken | Resource Pack

This education pack was designed and developed by Hayden McKinstry and Pak Hei Chan (Heidi), in collaboration with The Mary Ann McCracken Foundation and The University of Ulster Science Shop.



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The Clifton House Records

The Mary Ann McCracken Foundation provided us with their records of children who were admitted to the Poor House between 1776 and 1827. These include details of real children, the date in which they were admitted, their age and other notable details such as any apprenticeships they went on to do or illnesses they suffered.

These records form the basis for both the fact file and information cards. We have also integrated some parts into other resources, such as the comprehension and PowerPoint, to give a real-life example of what the resources are explaining.

The Poor House helped the children who came by helping them to get an apprenticeship and therefore be able to make a living.

Detailed information about the various roles available to the children included:

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, such as the rump, flank, belly, etc.

Clerk:

A person employed in an office setting or bank to keep records, accounts, and undertake other administrative duties.

Domestic Service:

This was an apprenticeship that was typically assigned to girls. The work done by a domestic servant within the household of a middle-class or upper-class individual or family. Domestic servants were expected to complete jobs such as housecleaning, cooking, providing childcare, running errands and assisting their employers.

Flax Manufacturer:

A person who manufactures flax for the purposes of making linen. Linen comes from the flax flower, which blossomed in the middle of the summer before being pulled in August.

Gardener:

A person who tends to a garden. They would have had the hard task of meeting the high standards and demands of their employers.

They sometimes kept a diary to keep a record of tasks performed on a regular basis.

Dressmaker:

A seamstress who makes dresses for women.

Pawn Broker:

An individual that offers secured loans to people, with items of personal property used as collateral.

Reed Maker:

A reed maker made a variety of reeds for musical instruments, reed cloths and tapestry combs.

Sail Maker:

A sailmaker made, maintained and repaired sails for sailboats. They typically worked on shore in a sail loft with other sailmakers. Large ocean-going sailing ships often had sailmakers in the crew to maintain and repair sails onboard.

Weaver:

A person whose job it is to weave cloth and other materials that they make by crossing threads over and under each other.


Examples of the childrens records:

Rose McCracken

Name of Child	Rose McCracken
Age	12
Parents	She was an orphan who was brought up as a parish child and lived with Rose Hamill at the Barracks
Illness	7 th September 1776- Rose McCracken has a swelling on her body, possibly her foot, and seeks admission into the Poorhouse. 14 th September 1776- The Committee ordered that the physician should be consulted as to whether Rose McCracken was a proper object for the Infirmary. In order to determine whether if her health improved, she would be able to support herself. The orderly is requested to speak to the physician on this matter.
Date of Admission	21 st September 1776- Dr Seed recommends that Rose McCracken should be received amongst the children for care and work, rather than being admitted into the infirmary.
Complaint	15 th March 1777- A complaint was made to the Committee by Nurse Hammill who accused Mr Mawhinney (the schoolmaster) of severely beating Rose McCracken. The gentlemen of the committee examined very particularly into the matter & found that Rose McCracken had behaved very improperly- she asked for pardon for her bad behaviour. Mr and Mrs Mawhinney (the schoolmaster and schoolmistress) are directed to keep her in the house depending on her good behaviour.
Education	19 th September 1777- Rose McCracken desires to be permitted to work with Ann Curran (an inmate of the Poorhouse, so that she may learn how to sew.
Apprenticeship	27 th September 1777- Mr Bray (the house steward) is told to pay Rose McCracken 1/1 for her work. Rose McCracken was apprenticed to Mrs Margaret Rogers in Ballynure for three years. It is unknown when she was apprenticed out.

The factfiles:

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.



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.

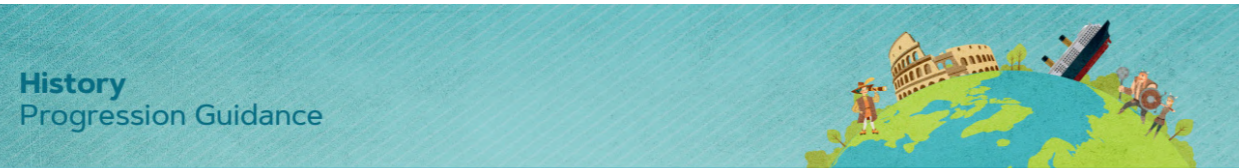


Henry Hunter

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.

CCEA Curriculum

Click here for a link to the CCEA progression guidance document



In the context of history:

Interdependence is about defining who we are through the many connections we have with each other, with places, and with things over time. Learning about Interdependence in history could involve:

- ▶ examining the ways in which the lives, actions and decisions of people in the past have influenced who we are and how we live today;
- ▶ developing an insight into how people and communities have developed and are reliant on each other;
- ▶ exploring what happens when the balance of connectivity is disrupted, and how it can potentially lead to negative consequences; and
- ▶ thinking about how people might live in the future.

Change Over Time is about change and continuity over the course of time. Learning about Change Over Time in history could involve:

- ▶ examining the ways in which our lives today have been impacted by the past;
- ▶ learning that not all things change over time; some things remain the same; and
- ▶ learning that the pace of change varies over time.

Place, including both the physical and social characteristics, has shaped the way of life for the people living there over time. Its study helps pupils to develop a respect for and an understanding of the importance of preserving our history. Learning about Place in history could involve:

- ▶ examining the natural and built heritage and the relationships between the people who inhabit it and other places;
- ▶ exploring how where people live dictates how they live and have lived in the past; every place has a story;
- ▶ exploring ways in which the decisions people made in the past have impacted where and how we live today; and
- ▶ examining the physical evidence in our locality and the world around us of the lived experience of people in the past, for example place names, monuments, buildings, records and artefacts.

Movement and Energy provides a context to understand change and societal development through history. Learning about Movement and Energy in history could involve:

- ▶ exploring how the scientific and technological discoveries, inventions and innovations of our ancestors, for example transport, communications and exploration, have impacted how we live and work today;
- ▶ developing insights into how people, information and goods have moved from place to place;
- ▶ exploring some of the causes of people migration in the past, such as political, social, cultural or physical, and their consequences, which can provide insight into and develop empathy for some of the realities of people migration today; and
- ▶ examining how we have sourced/harnessed energy over time, and the effect that this has had on our world throughout history.

Taken from the CCEA Progression guidance document, Page 2.

Topic: The Place of History in The World Around Us

Age: KS2

In the context of History relevant categories include :

- Interdependence
- Change over time
- Place

Taken from the CCEA Progression guidance document, Page 5 and 9.

Suggested line of progression			
	From	Towards	To
Historical Enquiry (Observation)	Use the senses to make observations about historical items/artefacts and provide descriptions of what they notice.	Use the senses to observe and describe historical items/artefacts, identifying similarities and differences by making simple comparisons and connections.	Use the senses to observe and describe. Suggest reasons for significant observations by examining evidence, speculating, and making inferences through first-hand experiences with historical items/artefacts.
Historical Enquiry (Questioning)	Ask different types of questions. Be curious, ask and respond to questions about the past.	Ask more focused questions and suggest ideas for historical enquiry.	Be able to ask deeper and wider questions. Recognise the differences between how and what if questions. Learn from and build on their own and others' ideas and experiences.
Historical Enquiry (Planning)	Begin to plan by talking about what they might do. Suggest ways to obtain information from the questions they have formulated.	Set goals for their work, break tasks into smaller parts and plan the next steps, using their own and others' ideas to identify, locate and select various sources of evidence.	Be able to plan and set goals. Select the most appropriate methods for a particular task.
Recording and Communicating	Use simple methods to record information. Communicate what they have found out in a variety of ways.	Identify and use a variety of methods to record information. Begin to identify audience and purpose when communicating.	Select the most appropriate methods for the particular task. Develop methods for collating and recording information and monitoring progress on a task. Have a sense of audience and purpose when communicating.

Some Examples:

History Enquiry (Observation):

The 360 video

Going to the tour of Clifton House.

The past and present artefacts matching worksheet.

History Enquiry (Questioning):

The 'Know What Learn' sheet. These questions would then be asked on the Clifton House tour.

History Enquiry (Planning):

This would be aided by the teacher, where they would help the pupils plan out any questions they have ahead of going for the tour of Clifton House.

Recording and communicating:

The Information cards table activity worksheet.

The Introduction PowerPoint

Background information and key points for the PowerPoint

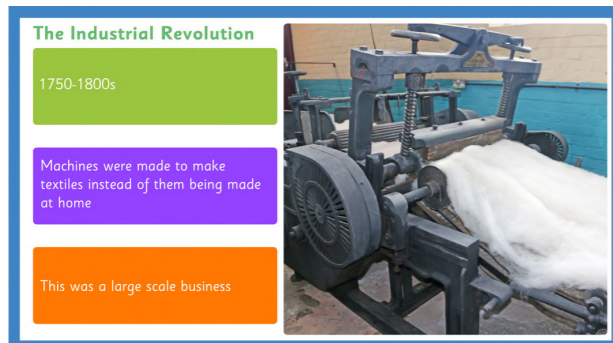
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made to machine-made. There were now a lot of jobs to be found in the factories. This explains why people from rural communities were coming to the city for these new jobs. More people meant an increase in the city's population, which in turn meant an increase in poverty, crime and waste disposal. It explains why the Poor House was needed.

Slides 12-13:



This shows the Poor House today and in the past.

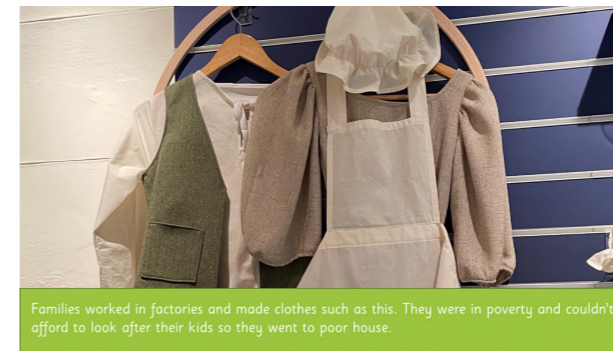
You could ask questions such as: Have you seen this building before?

What do you think about it?

How old do you think it is?

Is it still used and if so what is it used for?

Slide 14:



This is visually showing what children would have worn in this time period. Clothing would have included:

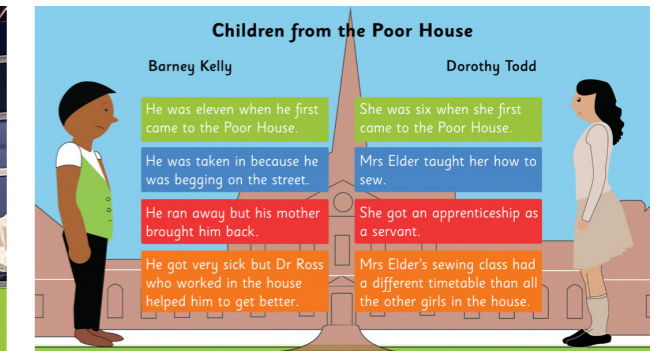
Girls

- A drugget gown (drugget material was usually thin, made from wool, and cheap to purchase)
- A petticoat (an underskirt that was worn under a dress)
- Stockings
- Shoes

Boys

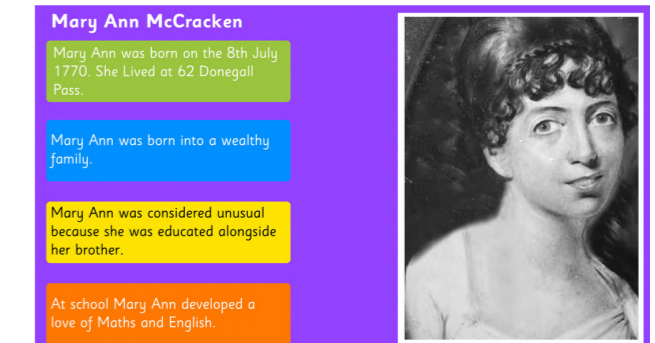
- A coat
- A waistcoat
- A shirt
- A pair of britches (trousers that don't cover the whole leg)
- A pair of stockings
- A pair of shoes

Slide 15:



Using real records from Clifton House, this slide gives information about two children who went to the Poor House.

Slide 16:



A general introduction to Mary Ann McCracken. The school Mary Ann went to is still here today: 2-6 Waring Street, Belfast. It is now a Bar and Block restaurant owned by the Premier Inn next door.

Slide 17:



You could have a class discussion if appropriate:
What can you see in that photograph?

What is familiar? (desks, etc.)

What do you not recognise?
(A blackboard, etc.).

What is in your classroom that is missing in the photo of the old one? (technology?)

Which classroom do you prefer?

Explore the facts that nowadays, by law, you have to go to school up until a certain age and that mixed-gender schools are very common.

For Mary Ann, however, it wasn't law to go to school. Only privileged people from wealthy backgrounds went to school. Boys and girls were not taught together. It was not usual for girls to be educated at all.

Examples of discussion questions:

How does that make you feel?

Do you think this was fair?

Slides 18-19:



This slide introduces the key things Mary Ann was known for being:

- Social reformer
- Abolitionist
- Activist

Class discussion could include points such as:

Are these issues still faced today?

Does this make her relevant today considering these are things that are relevant today?

Slide 20:



This has links to the 360 videos. These can be watched straight after the PowerPoint, before the visit to Clifton House or after.

Mary Ann timeline worksheet

Materials required:

- Scissors
- Glue
- The worksheet

This is applicable for lower KS2 and requires the pupils to cut and stick the events in order. This will reinforce the knowledge they have learnt from the PowerPoint.

Fill in the gaps worksheet

Materials required:

- The worksheet

This is applicable for upper KS2 and requires the pupils to complete the sentences by adding the correct word.

Context factsheet

Materials required:

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This is applicable for upper KS2 and includes more detail on the time period. This will add to the pupils knowledge and understanding of this.

Past and present matching

Materials required:

- The worksheet

This is applicable for all age ranges and requires the pupils to match the past artefacts with the present one. An example of this is that a candle would now be a light bulb.

Comprehension

Materials required:

- The worksheet

This is applicable for upper KS2 and details information on why children came to the Poor House, what life was like there and how it helped them. It has corresponding questions to reinforce what they have read and then challenges the pupils to think of similarities and differences between their lives and the life of Poor House children.

Mindmap

Materials required:

- The worksheet

This is applicable for all age ranges and encourages the pupils to think of what issues children back then would have faced. The

Pupils are asked to tick if they think that an issue is still relevant today. Once pupils have completed this the teacher could lead a discussion on this topic and any relevant themes surrounding this.

Information cards

Materials required:

- The cards and worksheet

This is suitable 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.

Pupils are tasked with looking at these cards in groups and then filling in the corresponding table.

Factfile and diary Entry

Materials required:

- The factfiles and worksheet

Suitable for upper KS2. The factfiles 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.

The pupils are tasked with reading the factfiles and then choosing one

record and writing a diary entry on what this child's life in the Poor House would have been like.

Headbands Activity

Materials required:

- The headbands sheet
- Scissors
- Glue

This is suitable for all ages. Pupils must cut and stick their own headband and card and take it in 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 coloured in.

Colouring Sheet

Materials required:

- The worksheet
- Colouring pens

This is suitable for lower KS2 and requires pupils to colour in a picture of a child at the Poor House and then draw a picture of themselves. They are then tasked with thinking about the similarities and differences between their lives and the life of a Poor House child.

Wordsearch

Materials required:

- The worksheet

Suitable for all age ranges- a fun way to end the lesson or given out to pupils while waiting for others to finish earlier work.

Nametags

Each pupil or group receives a tag, where they can write their name ahead of going to the Clifton House tour. Each tag features a plaque found around the house. The pupil/group wearing the corresponding tag takes responsibility for scanning the plaque with the ipad provided.

Postcards to send back

Pupils 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 variations so pupils 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.

Know What Learn

Suitable for upper KS2. This sheet requires pupils to write

what they already know, and what they want to know. They will then take this sheet with them to the Clifton House Tour and ask these questions, filling in the last section with the answers.

Virtual access/360 videos

Key things to point out in the main hall include:

The bell: This is significant as it would signal the start and end of breakfast, lessons, lunch, dinner and bedtime. If children messed with the bell they were punished by being placed in solitary confinement.

The black hole: This is the solitary confinement room where naughty children were punished.

The chest: In modern day we can keep our money safe in banks, however in this time period this was not the case. Valuable items such as money were kept in chests like this. They were usually very heavy and required at least three people to lift them. Therefore thieves couldn't steal them quickly.

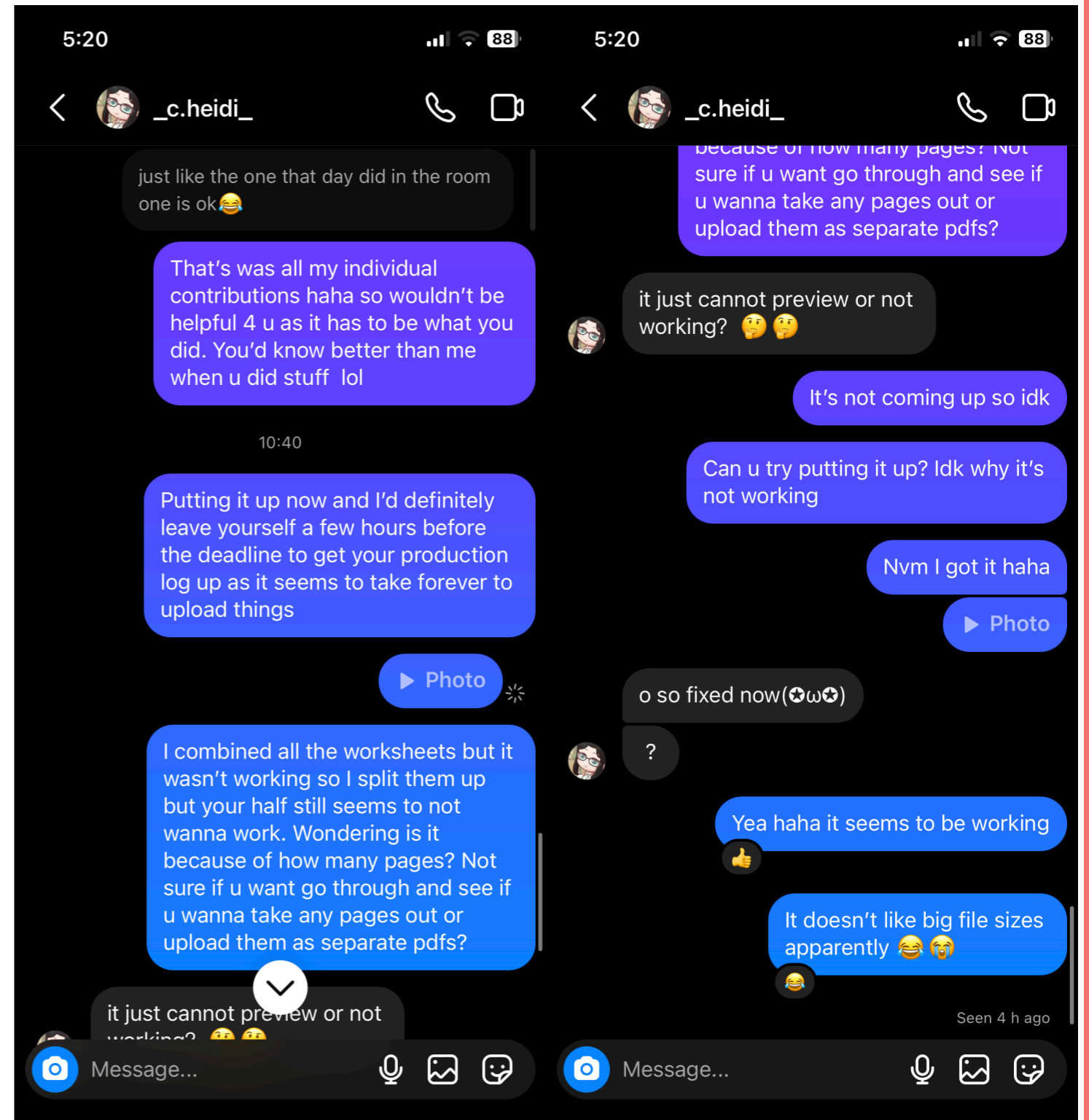
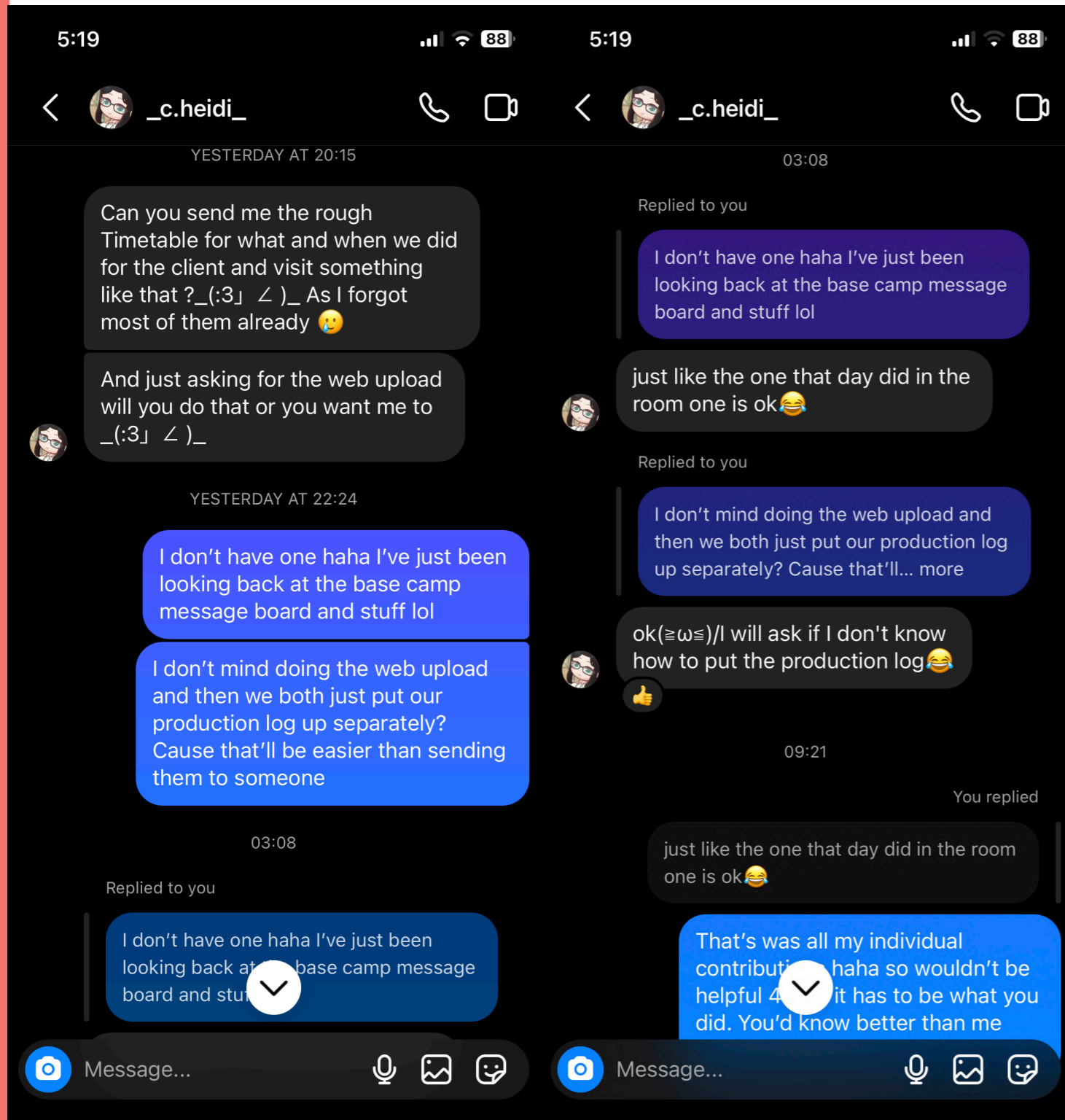
Timeline after tour

Suitable for all classes who go to the Clifton House tour. The timeline is based on a timeline they will see on the tour.

Exhibiting the project online

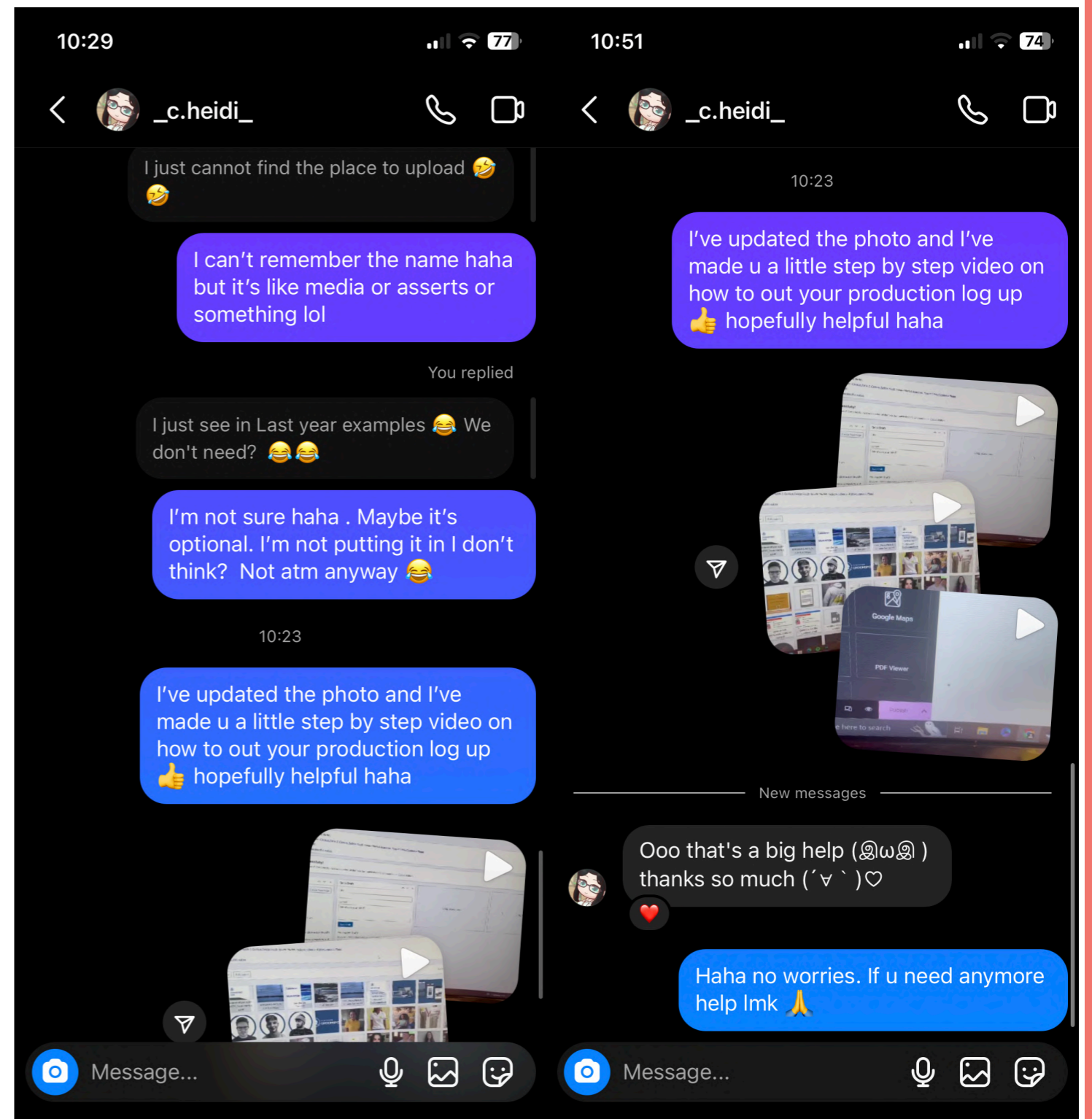
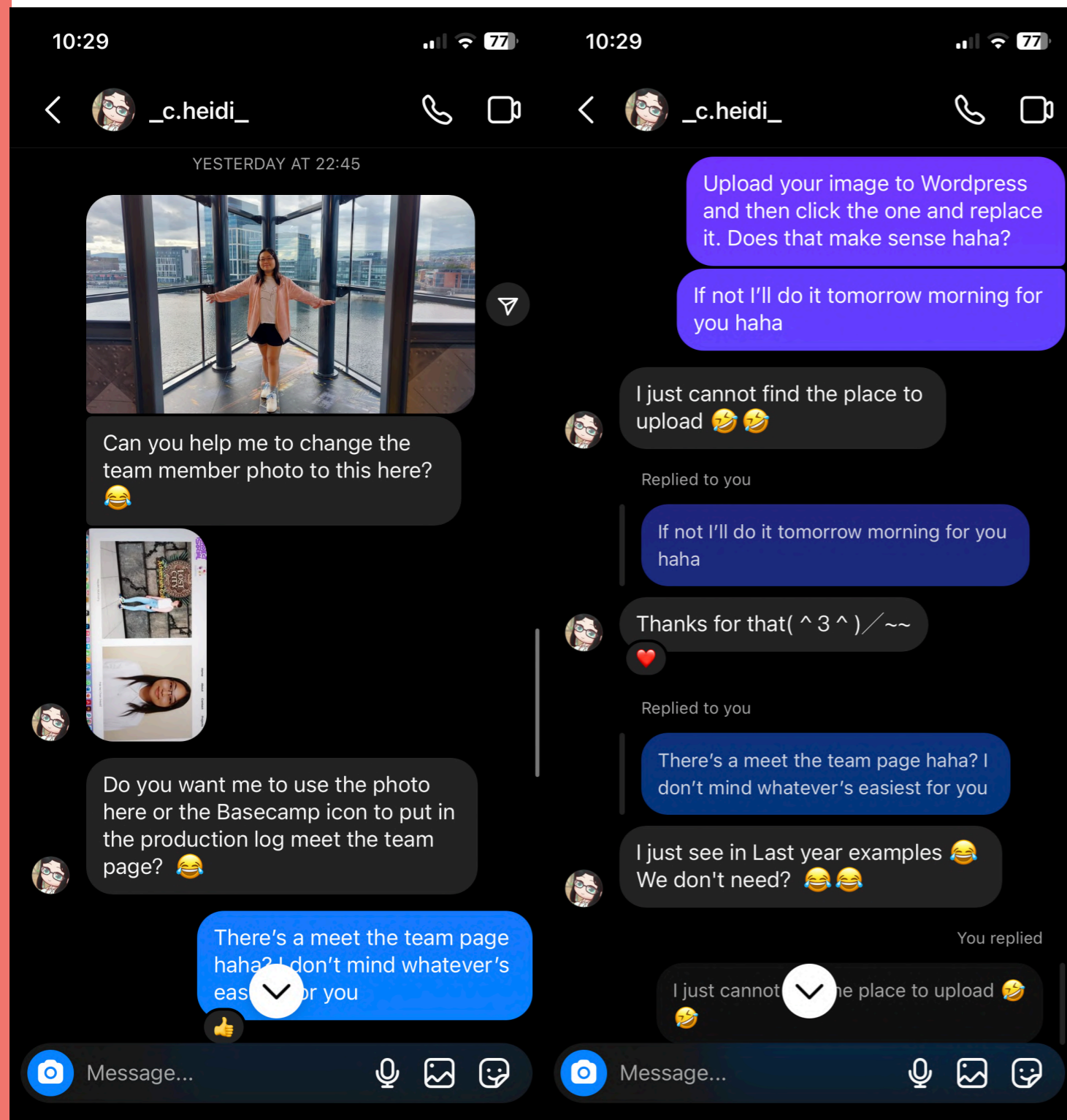
We decided as a team that I would put our project on the Project Social website, but we both would put our production logs up when they were finished.

While putting it online I came across the problem that some of the PDF's wouldn't load correctly. I realised this was due to the file size and resolved the issue by compressing the files that were causing problems.



A challenge we faced was that Heidi couldn't figure out how to change her picture on the website. My explaining didn't help so I offered to change it for her. We had both agreed to put our production logs up separately, and I wanted to help my teammate as

well as make sure she didn't run into any problems so I made her some short videos showing how to upload the production log and copy the URL into the buttons I had pre made for her so all she had to do was upload her file and copy the link.



Evaluation

Overall I feel like this module was an incredible learning opportunity for me to not just develop my course skills but I also genuinely feel like I have greatly improved my time management, organisational and leadership skills.

I feel more confident with the idea of working on real life projects with clients in the future as I have essentially had a trial run in a university environment where your lecturers are there to support you if you need it. I feel like this has prepared me for the future workplace

My course skills improved as I now feel very confident when setting up documents for either print or web, using columns to lay out text as well as using the in design table tool.

Our community partners were great to work with. They had a strong vision for what they wanted the end result to be which was helpful as we were aware of their goals with this project. They quickly answered any queries we emailed them about which meant that we never had to delay work when waiting for a response, which greatly helped us.

Working in a team was a good experience and I believe this project showcases our good teamwork and communication skills.

Overall I am very proud of the education pack we have made. I feel strongly that the work we have produced is of high quality and I hope our clients like the final output.



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