



Case Study I

The People's Palace, Glasgow

WHY TAKE PART ?

The museum had been moving towards providing a more child-led experience for school groups, in line with the new Curriculum for Excellence. Involving children in Takeover Day seemed like a natural step towards achieving this aim.

WHO TOOK PART ?

A class of 25 Primary 7 pupils. The Learning Assistant approached a local school and found that one of the classes was studying a topic related to part of their collection. The teacher was also keen for the children to use the experience as a way to improve their public speaking.

WHAT DID THEY DO ?

Working in small groups, the pupils took on specific roles that contributed to the smooth running of the venue. They became Museum Managers, Programme Officers, Curators, Learning and Access Assistants, Technical Team members and Gallery Assistants.

HOW DID THEY SPEND THEIR TIME ON THE DAY ?

Prior to Takeover Day two visits to the school were made, to introduce the project, allow the children to choose their jobs and start producing marketing material. The class also visited the museum to familiarise themselves with the collection and meet staff. On Takeover Day the children:

- Gave a staff briefing, answered comment cards, dealt with hypothetical issues and emergencies.
- Authorised staff holidays, dealt with building issues, wrote beat sheets for the coming week.
- Chose a theme and specific images for a new display and created introductory labels.
- Designed an informal session for families.
- Supervised moving of artefacts and installation of graphics, cleaned glass cases, worked on framing and hanging an exhibition.
- Greeted visitors, made announcements on the PA system, answered the telephone and sorted mail.
- Updated the museum's social media and liaised with visiting press.

At the end of the day the whole class came together to give a presentation to friends, family and museum visitors on their chosen topic.

WHAT HAPPENED NEXT ?

Feedback from museum staff about the event was overwhelmingly positive and the museum service is keen to expand the initiative to include its other sites and prolonged involvement with the school. Staff valued the opportunity to interact with the children and see them progress and many reported feeling inspired by the children and enthused in their own work. It was felt to be particularly helpful that the children were studying a topic that fitted well with the museum's collection, giving a focus for the day and an impetus for the presentation.

'The sense of excitement and teamwork in the venue was however very apparent with all staff members either actively taking part or at least being aware of a different dynamic.' Staff member

'I can't even list how many skills I've learned but one of the most important things I learned was to be prepared.' Pupil