



TAKEOVER DAY 2014 REPORT ENGLAND



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TAKEOVER DAY 2014

INTRODUCTION

Takeover Day is a day on which young people are offered a unique experience of being in charge in a museum, gallery, heritage site or historic home, working alongside staff and being given meaningful roles for the day. Children participate fully in the work of the museum, making decisions and providing valuable contributions.

Takeover Day was held on 21st November 2014 and was organised by Kids in Museums, an independent charity dedicated to making museums open and welcoming to all families, children and young people, in particular those who haven't visited before. With a dedicated Board of Trustees and an exciting range of events, partnerships and initiatives, Kids in Museums gives families, young people and children visiting museums and galleries across Britain a dynamic and powerful voice.

The project was funded by Arts Council England. Takeover Day beyond cultural organisations is an annual initiative of the Office of the Children's Commissioner for England.

Kids in Museums recorded information about the events and activities that took place. Feedback from participating organisations was gathered via surveys and interviews. Five case studies from participating museums – including one investigating the long-term impact of Takeover Day on an organisation – have been compiled and are included in this report as appendices. A school consultation report was commissioned to investigate how to involve schools more effectively and this report includes reference to findings and recommendations from that consultation with museums and teachers.

143 MUSEUMS, GALLERIES AND HERITAGE ORGANISATIONS

3,987 CHILDREN AND YOUNG PEOPLE

Percentage increase on the previous year of 27% in museums and 12% in participants.

The significant increase in the number of venues participating may be due to the flexible nature of the project which encourages museums to take part and allows them to expand their plans to accommodate more children. Kids in Museums advises and supports organisations to plan their Takeover Day events to suit their individual needs and annual programme. As a result, activities took place over a longer period this year – children were involved on and around Takeover Day, but also in the months leading up to the event and afterwards. In almost half of cases, children made multiple visits to the museum as part of their Takeover Day experience with several visiting more than eight times. The number of museums who were planning to continue working with their group also increased from last year. Kids in Museums actively encourages museums to think of Takeover Day as #morethanaday.

In previous years, approximately two thirds of museums have tended to work with primary-aged children and a third work with secondary and older. This year however, the split was almost even, so a higher proportion of those involved were young people. This is good news for museums – not only is this often a missing and hard to reach audience for museums but it also demonstrates that museums are thinking strategically about opportunities to involve them. It is also impressive that the overall number of Takeover Day participants rose again this year even though working with older children usually means smaller groups.

There was good take up across all areas of England. Kids in Museums works strategically with partners such as Bridge organisations to target 'cold' areas and holds events to introduce museums to Takeover Day and give them confidence to get involved – called Planning and Sharing Meetings – in these areas. In the South West for example, participation increased significantly this year after holding a Planning and Sharing Meeting in Exeter in collaboration with The Real Ideas Organisation. Areas to target in future years include the Midlands, particularly Birmingham, Gloucester and Stoke-on-Trent and Kent/East Sussex.

'We have discussed establishing a student 'action' group with the school and a regular museum newspaper edited by the students. The students also expressed an interest in 'touring' other local schools to share their experiences and show museum objects.'

'We are hoping the group will be consultants on the redesign of our forthcoming museum leaflet.'

'The group planned, organised and designed an exhibition using the museum's art collections which was on display at the museum for two months (Jan-Feb 2015). The aim is to keep the Young Curators onboard as a youth advisory panel for the museum.'

museums SAID

Different types of museum were also well represented and in particular there were more independent museums taking part this year. It is pleasing that many have come to understand the value in taking part as their charging policy has been cited as a barrier in the past.

This year Kids in Museums delivered a pilot project 'Takeover Arts' which saw three pilot Arts organisations organise a Takeover Day event in the summer. Other Arts organisations heard about the pilot and about the success of Takeover Day in museums and as a result, eight additional Arts organisations independently ran their own Takeover Day events in November.

Twenty-three museums took part in the first Teen Twitter Takeover in August. Young people took over the museum's Twitter feed for the day, raising awareness of their work with the museum and encouraging other museums to involve young people. A record of young people's involvement can be found here: <https://storify.com/takeovermuseums/teen-twitter-takeover-day-27th-august-2014>. More young people went on to take over social media in other museums later in the year.

As part of Norfolk Museums Service, SHARE is funded to do Museum Development in the East of England. SHARE gave eight museums a small budget to develop and participate in a Takeover Day. In partnership with SHARE, Kids in Museums ran two Planning and Sharing Meetings specifically for participating museums. One museum requested bespoke support and Kids in Museums developed Takeover Extra – an enhanced level of support for an individual museum. This chargeable support package included meetings, ongoing phone and email support from Kids in Museums' Takeover Day Director and working with museum staff to draw up a critical path to deliver their Takeover Day successfully.

Kids in Museums also received enquiries from museum organisations in South Australia and Sweden who want to introduce Takeover Day there.

'The best thing about today and when we have "taken over" before is knowing that we are being trusted by the museum. Cos I know the museum staff are happy that I will do a good job it gives me confidence to do things which I am nervous or scared about. Then when I do the thing I realise I am quite good at it and the museum is right to trust me.'
Teenage Tweeter at Ancient House Museum, Thetford

participants SAID

Takeover Day in Museums supports the Arts Council's goals and priorities as set out in Culture, knowledge and understanding: great museums and libraries for everyone. This year, we have looked in particular at how museums are developing innovative approaches to Takeover Day, including working with new people and trying new ways of doing things.

BUILDING AUDIENCES

Sixty-six museums completed a survey reflecting on their Takeover Day experience, some months after the event. 71% of these said that they had not worked with their Takeover Day participants in the past, so Takeover Day provided an opportunity for a large number of children and young people to become familiar with a new cultural venue. When asked how they had found their Takeover Day participants, many museums had worked with a school they were familiar with already, however there were creative approaches to identifying and communicating with potential groups or young people themselves.

- Children who delivered family learning activities at the Natural History Museum on Takeover Day included a mix of Scouts and Guides, families and members of a church group. The Leader and some of the children's grandparents were Learning Volunteers at the museum
- At Birmingham Museums the young people were part of their youth forum, however new members were also recruited for the project through their website and social media
- Charnwood Museum found their partner school through their local teaching School Alliance
- Watford Museum advertised for a 'Young Curators' group of 13-19 year olds around the town and through partnership organisations e.g. youth connexions, Football Club, schools, guide groups

Many museums used Takeover Day as either the impetus for establishing a youth panel or as a project for their existing youth panel to work on, giving them the opportunity to design and plan their Takeover Day themselves.

All museums were able to demonstrate how their choice of participants linked to their organisation's strategic outcomes. In most cases this was about encouraging more children to visit i.e. by working with a school within walking distance, by getting feedback from a particular age group on planned provision that would appeal to them.

BUILDING PARTNERSHIPS

More than half of museums told us they had developed new partnerships as a result of Takeover Day. Many of these were with particular schools that they had worked with on Takeover Day and were continuing to find opportunities to work with. Some mentioned developing relationships with particular young people that had taken part and were still involved with the museum, through volunteering in the galleries for example, or by creating new learning material. Several museums talked about forging new relationships with other local museums and Arts organisations.

'Takeover Day has given us the confidence to embrace new partnerships and we are currently working with the Octagon Theatre and a local school on a large scale project which will be based at the hall this summer. Had we not had the experience of Takeover Day, our thinking may not have led us to use the hall for this project.'

'We have followed up with this group and are arranging a lot of other exciting visits and projects which they can work on over the rest of the school year and beyond.'

'It has been fantastic for us to develop a lasting relationship with Salford Youth Council and also for us to connect to the other youth councils across the North West. It has given the museum the opportunity to understand and learn more about how youth councils operate and how to connect with them and more importantly how we can support their work and also how they can support our work.'

TRYING NEW THINGS

Innovation can be defined as finding solutions to challenges and becoming more effective at meeting the needs of audiences. In order to achieve this, organisations must be willing to try new things and take risks. 59% of Takeover Day museums said that this was the first time they had tried that particular type of activity. This was reinforced by the significant number of museums who gave responsibility for choosing an activity for Takeover Day completely to the young people involved so were not sure what to expect.

Innovation can be found in the increasingly wide variety of experiences created by museums and galleries:

New products

- Children at Burwell Museum developed an online exhibition, trail, leaflet, Facebook quiz and a '12 days of Burwell' Christmas card for Twitter
- Amongst other tasks at the Farmland Museum and Denny Abbey, two year groups curated an exhibition on the history of the site, put on a musical performance of medieval music in the abbey and ran craft workshops
- Teenagers designed a physics trail for Science GCSE students at Cambridge Museum of Technology

New ideas

- Children at Fishbourne Roman Palace worked on ideas to improve an area of the site.
- At South Shields Museum students studied the permanent collection and developed ideas for new learning resources
- The Mary Rose Museum invited teenagers to consult on current museum provision and present their ideas with Dragons' Den style pitches

New services

- Cutty Sark's Takeover Team of ten and eleven year-olds took charge of hosting an event specifically for toddlers and their parents, running activities and collecting feedback, including filmed interviews
- Interpretation was improved at the Corinium Museum where children wrote their own labels for gallery displays
- At Petersfield Museum pupils devised a marketing strategy and materials for an exhibition they had created at the museum

New technologies

- At Helston Museum, children used iPads and a special app to create a modern slant on Civil War artefacts with creative labels. Parents were invited in and the children gave guided tours with the iPads
- Young people created an audio guide script at the Estorick Collection and then used the youth organisation's sound studio to record the audio guide
- At Ikon Gallery, the marketing team were keen to make better use of Instagram so members of the Youth Panel were invited to take over

'Although we had guided tours in the Museum the previous year, this was the first time we had tried something in a Historic Hall and with costumed characters!'

'I was very nervous about trying this out but Teenage History Club were so keen I didn't feel I could turn them down. In the end they produced a fantastic, moving event.'

museums SAID

WORKING MORE EFFECTIVELY

Museums were asked what they had learnt from the experience. We know from previous research that museums learn a great deal about the needs and interests of young people from Takeover Day. Increasingly they are able to reflect on and identify further areas of their work where Takeover Day has helped them improve their practice – in the service they offer visitors, in how they listen to and value young visitors, in the way they organise events, in the way they view their own capabilities. Nearly two thirds of museums were able to describe how they were putting the outcomes of their Takeover Day into practice, a much higher figure than in previous years.

What did your organisation learn from the experience?

'That with organisation an event like this could be successful and that the museum space could be used in different ways.'

'That it's really worthwhile to ask questions of young visitors and invest quality time in actioning their ideas rather than hiding their feedback in a cupboard.'

'That events for young people do not necessarily have to be expensive or take up a lot of time. That the youth programme members can take on greater responsibility.'

'Reaffirmed the museum's principles that there is always a place for challenging professional practice and opening up discussions with a different audience – this event put this into practice.'

'That it was simple and straightforward to involve young people in delivering our Learning Volunteer Programme, and we will be involving them more in the future.'

'It is possible to be very agile and develop activities/programmes much faster than we ever thought possible!'

What changes has your organisation made as a result of Takeover Day?

'We have developed further events such as spotlight tours that are run solely by our Youth Programme and have made Instagram takeovers a regular thing at the gallery.'

'New hands-on gallery, more accepting attitude to young people.'

'We will continue to get different audiences involved in curating future exhibitions.'

'We are running an iPad photography session specifically for under 5s which we would not have done without witnessing the success of this day.'

'We are now creating a youth advisory panel, to put their advice at the heart of what we offer here at the museum.'

'We've definitely considered how we can engage with kids in different ways other than through taught sessions. We've become an Arts Award Supporter and have started to explore different learning opportunities – and potentially work experience opportunities – we can offer.'

'We are consulting a lot more with young people to ask their opinions first about spaces and activities that involve them.'

SUPPORT AND RESOURCES

Kids in Museums provides help to museums in planning their events in four areas which were used by museums accordingly:

WEBSITE , with downloadable factsheets, information and templates	79%
EMAIL / PHONE SUPPORT from a member of the Taking Over Museums team	72%
PLANNING AND SHARING MEETINGS , workshops and presentations	32%
PRINTED RESOURCES : packs for participants and posters for venues	91%

This year, many more people attended a Takeover Day presentation or Planning and Sharing Meeting than in previous years. Satisfaction levels with the support given at these events were very high, two thirds found them to be very useful with the remainder finding them useful. Also much more accessed this year was the email and phone support from the Kids in Museums Takeover Day team and museums found this to be more helpful than ever before. In 2013 30% of museums found this very useful, in 2014 this rose to 56%.

Most important to museums, however, continue to be the free printed resources for the young people and the planning resources available on the webpage. Most of the suggestions for improvements related to the printed resources e.g. making a pdf of the certificate available. With more museums organising Takeover Day events throughout the whole year there needs to be a way of managing this to ensure that museums get the resources in good time for their event.

Of the new factsheets and resources produced in 2014, many had yet to be accessed by museums. The reasons for this are not clear, however as the resources were created and released separately throughout the year, awareness of their availability may not be high. The 'How to set up a youth panel – Top Ten Tips' resource has been accessed by the most people so far – 40% of museums say they have read it. Satisfaction levels with the resources are good, with more museums finding them very useful than useful. Especially well received have been the 'How can teenagers take over our Twitter feed?' and 'How to set up a youth panel – Top Ten Tips' factsheets suggesting that museums want practical help in implementing specific areas of young people's participation. All the resources are available via the Kids in Museums website <http://kidsinmuseums.org.uk/takeoverday/takeover-day/>

'The packs are amazing and really add to the experience, being special for children who take part.'

museums SAID

The schools' consultation report highlighted the need to extend the schools' resources to make the benefits of taking part, the types of opportunity that could be created and the process to follow more explicit. Case studies written from a school's perspective were suggested to be useful by teachers.

Barriers to participation

When asked about the biggest challenge in taking part, surveyed museums highlighted the following areas:

- staff time and capacity, both to plan and deliver the event(s)
- persuading colleagues to get involved and briefing them to understand the aims
- organisational issues – managing space, time on the day
- school or young people liaison, mainly in finding a mutually convenient time and date
- recruitment of children or young people
- financing the event

By far the most prevalent issue is that of staff capacity and time to plan the events, although many were keen to point out that this is not necessarily a barrier but something that needs consideration within their already busy programmes. As they come to see the value of including children in their work, museums are becoming increasingly ambitious in their plans for Takeover Day which has an impact on the amount of time and resources they are investing in it.

Future needs and support

When asked about how Kids in Museums could support them to involve more children and young people in future, museums suggested:

- sharing best practice, ideas and inspiration
- providing opportunities for training and networking
- supporting with promoting their own events as well as nationally growing and strengthening the Kids in Museums and Takeover Day brand

'As we're a small, voluntary-run organisation the challenge was fitting in the Takeover Day in an already busy programme with little funding and often little man-power. Case studies and positive thinking helped!'

'As a new project, we weren't sure how we would cope with the variety of activities and how we would staff it. We learnt a lot of lessons from the day but would definitely do it again.'

'Having only two staff members and a very small museum can be quite a challenge for this kind of event but it is worth it!'

museums SAID

SUMMARY AND RECOMMENDATIONS

The concept of Takeover Day as a vehicle for increasing young people's participation in museums and heritage sites is clearly working and significantly more museums are becoming aware of both the importance of doing so and value to them. There is evidence that organisations are thinking strategically about how the project can help them achieve their medium and long-term aims and that Takeover Day has become an important part of their work that they are willing to invest time and effort in. The flexibility of the project, combined with Kids in Museums' practical support and sharing of key messages helps museums develop tailored events and activities. The #morethanaday message is starting to take hold, with some museums already referring to this term and a significant increase in the extent of young people's involvement around Takeover Day.

Takeover Day allows and encourages museums to think differently, to challenge themselves and take risks. They try new activities and methods and reach out to new visitors and partners. The process of listening, communicating and reflecting on the experience that they have created for young people brings some incredible results and shows that innovation is, indeed, a key outcome of the project.

Recommendations for developing the project:

- Continue to organise Planning and Sharing Meetings, targeting the specific geographical areas mentioned in this report to increase take up
- Promote new resources available and direct people to the website so that they can select information most relevant to them
- Refine the registration system to capture breadth of activity and co-ordinate sending out of resources
- Refine resources for schools and create new resources focusing on practical tips for museums
- Continue to promote Takeover Day nationally, spreading the word to partners and through media
- Develop new audiences, including investigating how to develop an offer for museum organisations abroad and considering how best to link Takeover Day in museums and in broader arts organisations
- Increase human resources to ensure that the Takeover Day team can focus on providing individual support as well as monitoring and communicating with venues
- Develop a strategy for supporting, developing targets for and capturing the impact of #morethanaday
- Deliver another Teen Twitter Takeover
- Develop and promote the Takeover Extra model, offering enhanced and bespoke support for individual museums

TAKEOVER DAY

CASE STUDIES 2014

Farmland Museum and Denny Abbey

Elmbridge Museum, Surrey

Royal Albert Memorial Museum, Exeter

The Shakespeare Birthplace Trust

Takeover Day – More than a day, 2-year Case Study 2014-15

Norfolk Museums Service: Ancient House Museum, Thetford

Takeover Day Case Study Farmland Museum and Denny Abbey

WHY TAKE PART ?

Farmland Museum and Denny Abbey is a museum with displays of farmland life and a historic abbey on site. The Education Officer first heard about Takeover Day at a SHARE Museums East meeting. As part of Norfolk Museums Service, SHARE is funded to do Museum Development in the East of England. SHARE gave eight museums a small budget to develop and participate in a Takeover Day. The Education Officer discussed Takeover Day ideas with the Kids in Museums Project Director and the other museum representatives at a sharing meeting. One of the museum's trustees was a school governor and invited the Headteacher to the museum to discuss Takeover Day. They were delighted with the idea and themed a Takeover Day which complemented the museum and covered the national curriculum.

WHO TOOK PART ?

Ninety five children from Years 5 and 6 (9-11 year olds). Prior to Takeover Day, the Education Officer visited the school to work with the children. The museum is closed from November to March, so 70 children (8-9 year olds), their families and selected guests were invited as visitors on the day. The children travelled to the museum by coach and each year group was split with half visiting in the morning and the other half in the afternoon.

WHAT DID THEY DO ?

Children took on the following roles:

- Visitor Service Assistants – opened and closed the site, welcomed visitors and guided them into the entrance kiosk, took visitor details at the reception desk and handed over to the child tour guides
- Tour Guides – prepared their own tours in advance of Takeover Day and led tours, explained and interpreted the buildings to the visitors on the day itself
- Press Officers – wrote a press release modelled on the museum's standard press release. Designed an invitation for the guests who acted as visitors on the day
- Curators – visited the collection before the day, made posters of their interpretation of the artefacts and set up the display in the temporary exhibition space
- Café Assistants – took orders in the café and waited on tables
- Performers – at school, the children had learnt Plainsong, a medieval form of singing. All the children were involved in the performance at the end of their session to close the visitors' experience in the abbey

HOW DID THEY SPEND THEIR TIME ON THE DAY ?

The children arrived in medieval costume to reflect abbey life. They performed a range of roles and rotated their jobs during the day, apart from the tour guides who only led tours. Splitting the day meant that the children could experience different roles during the day.

WHAT HAPPENED NEXT ?

Being part of the SHARE group enabled the Education Officer to find practical support when planning the day, share resources and gain the confidence to try something new. The museum and the school have developed a close working relationship on which to build future projects. The museum staff benefited from working together on a joint project to support the children on Takeover Day.

'Our organisation achieved a higher profile in the local community, both through the participating school and the visiting parents of the children involved. The day was also an excellent bonding exercise within the museum, bringing all the different teams together to achieve a result which was enjoyed by everyone.'

Education Officer, Farmland Museum and Denny Abbey

Takeover Day Case Study Elmbridge Museum, Surrey

WHY TAKE PART ?

Elmbridge Museum closed in June 2014 and is instead displaying its collections in locations across the Borough. The museum staff wanted to show the museum has a valuable role to play in the community so they looked for ways to extend their existing outreach programme and use the object collection in new and innovative ways. They had never taken part in Takeover Day and thought that the centenary of the Brownie movement created a good opportunity to explore its history in the local area. The museum decided to use its collection of objects relating to the Brownie movement with local Brownies.

WHO TOOK PART ?

A Brownie pack and their leaders participated. An initial session was held for the whole pack of 20 children. The group discussed the role of the museum and how to handle and conserve objects. During the next visit, two smaller groups of six children looked at the Brownie related artefacts, learnt about interpretation and created labels for a display. One group of children acted as curators, creating the Takeover Day display and attended the opening event.

WHAT DID THEY DO ?

The Brownies helped to select objects, photos and uniforms from the museum's collections for the display. They thought about what they valued about being a Brownie and included this information in the mini exhibition which was set up in Esher Civic Centre's public foyer.

HOW DID THEY SPEND THEIR TIME ON THE DAY ?

The children worked as:

- Curators – the group of six Brownies dressed and arranged mannequins and helped the museum staff set up the display of chosen objects

WHAT HAPPENED NEXT ?

Following Takeover Day, the Brownies attended an opening ceremony with the Mayor and other invited guests. The mini exhibition was advertised on a poster which was displayed in libraries and other council venues.

The Brownies also helped to host a reminiscence event for a community group with special educational needs. The event was held in the Civic Centre and followed a talk by the museum curator. The Brownies talked about their project, took handling objects round the group and shared their stories with the older people and people with learning disabilities. They served tea and cakes to their guests.

Being involved in the Takeover Day project also provided opportunities for the Brownies to work towards achieving a number of different badges, so there were positive personal and group outcomes for the Brownies. The project received publicity from the local press and feedback from the public has been very positive.

The museum staff had some challenges with the project as this was their first display away from the museum, but it turned out to be very successful. Involving the Brownies in this project opened up new ways to use and display the collection. Staff gained confidence and plan to work with other community groups and schools on innovative projects, which may change peoples' perceptions about a local museum being *'just a building full of old objects.'*

'Installing our display together with the Brownies on Takeover Day created a buzz about the exhibition and the way we are using our museum's collection to work in the community.'

Elmbridge Museum Manager

Takeover Day Case Study Royal Albert Memorial Museum, Exeter

WHY TAKE PART ?

The Royal Albert Memorial Museum (RAMM) wanted to develop further links with Exeter's Deaf Academy and produce something to specifically support families of Deaf children that visit the museum. The museum had already produced two British Sign Language (BSL) interpreted films for adults. One explored key museum objects whilst the other introduced the museum, however neither were especially child friendly.

WHO TOOK PART ?

Ten children, aged from 7 to 17 years old from the Deaf Academy which is situated within walking distance of RAMM.

WHAT DID THEY DO ?

First, the children visited the museum to choose and draw their favourite objects from RAMM's displays and familiarise themselves with the galleries where the filming would take place. Back at school, they created scrapbooks and prepared their commentaries. On Takeover Day, they filmed each other explaining their choices in BSL in RAMM's galleries.

HOW DID THEY SPEND THEIR TIME ON THE DAY ?

The children worked as:

- Film Makers and Heritage Interpreters

They worked with a professional film maker who developed excellent rapport with the children, supporting them to use the equipment and to create the film themselves. Two BSL interpreters enabled communication between the children, the film maker and RAMM staff. Other museum visitors were very interested in watching the filming which was carried out in public galleries all over RAMM.

WHAT HAPPENED NEXT ?

The film maker spent a day at the school with the children and supported them to edit their work. The children and staff at the Academy then added subtitles and audio in their own editing suite – something they have existing skills in doing. Making the film took a long time and was quite a challenging process, but the end result was well worth it and students were very enthusiastic throughout the process and valued taking part in the film. RAMM and the Academy celebrated filming completion with tea and buns and launched the film during Deaf Awareness Week in May – it is now posted on YouTube to make it as accessible as possible <https://www.youtube.com/watch?v=0NeCdaUhgoM>

As a result of this project and participating in Takeover Day, RAMM has started to build a strong and positive relationship with the Academy and they are already planning to work together on another project as part of a city-wide festival.

'If we had not invited the young people from Exeter's Deaf Academy, we would never have known exactly what most intrigued them and caught their attention about RAMM's collections – and the film wouldn't have the authenticity that it does. Also we have strengthened our relationship with the Academy, which is a longer term goal as we have much to offer Deaf children and young people.'
Learning and Skills Officer, Royal Albert Memorial Museum

Takeover Day Case Study The Shakespeare Birthplace Trust

WHY TAKE PART ?

This is the third year that The Shakespeare Birthplace Trust has taken part in Takeover Day. The Trust has refined the programme over the years to give children a meaningful experience which focuses on their interests.

WHO TOOK PART ?

Two classes of Year 6 pupils (10-11 year olds) from a local primary school. The same school has been involved each year and has developed their work in school to support the event.

WHAT DID THEY DO ?

Half the children wore replica Tudor dress and the other half performed scenes from a Shakespearian play to visitors around the Birthplace. The 'Tudor' group took part in a carousel of work-related activities, rotating after a set time so they could experience all of them. One of the most successful of these was the handling collection in the exhibition room, where children helped visitors explore replica objects, described what they were and pointed out the real objects.

HOW DID THEY SPEND THEIR TIME ON THE DAY ?

The children's Takeover Day experience took place over the course of a week. On Monday, the Primary School Liaison Officer went into school to set the scene and explained the different activities on offer. Children then chose which they wanted to do. Teachers themed much of their work for that week around different aspects of the Birthplace operations, building pupils' confidence and getting them ready for the day. On Wednesday, the children had a familiarisation visit to the Birthplace, including a guided tour, going behind the scenes and planning their Takeover Day tasks e.g. making posters and visitor leaflets to advertise the performances. On Friday, (Takeover Day) children:

- Performed for the public in various onsite locations
- Designed and collected surveys and sold tickets at Reception
- Catalogued and handled documents and displayed / demonstrated early printed books and artefacts
- Created a blog about their experiences
- Guided visitors in every room of the Birthplace and facilitated handling sessions for visitors of more than ten nationalities

WHAT HAPPENED NEXT ?

After each year's event, the organisation listens to and acts upon the advice given by their Takeover Day participants e.g. where to position particular merchandise in the shop and other areas of the museum they want to take over. Positive outcomes included closer working between the Birthplace and the local community, as well as offering the school and the Birthplace a better understanding of what the other does. Parents of the children attending were given a free voucher to visit on that day and a very high proportion took up the offer. The Birthplace collected evidence to show a significant impact on visitor experience on the day.

'As a customer I was overwhelmed by the joy and excitement of seeing these children engage in history and literature and having the opportunity to engage in dialogue with real people. Their presence increased the pleasure of my excursion.'

There were two instances of children coming back with extended family and taking over independently, giving them a full guided tour of the Birthplace as they had done on Takeover Day. In one case, other visitors started to join in and ask questions. 2014 was an anniversary year for Shakespeare and eight of the Takeover Day children went to the Speakers' Apartments at the Houses of Parliament to give a flavour of Takeover Day and the birthday celebrations to MPs, including the Education Secretary.

'I love the Birthplace, I want to work here when I'm older. I can say I've had experience.' Takeover Day Participant

Takeover Day – More than a day, 2-year Case Study

Norfolk Museums Service: Ancient House Museum, Thetford

Museums have been involved in Takeover Day for several years now and Norfolk Museums Service: Ancient House Museum, Thetford has taken part for the last two years. Here's how they have used their experiences to develop and deepen the involvement of young people in their organisation:

2013

WHAT THEY DID

Members of the museum's Teenage History Club (THC) wanted to design and create their own shop stock inspired by the museum collections. Over the course of a term the young people visited other museum shops, researched places that could make their designs into products, pitched their ideas to the museum's retail board and supervised the items being made. On Takeover Day half of the group sold items in the shop and the other half ran Tudor activities for the public.

TAKING IT FORWARD

- Ancient House is a small museum and there were initial concerns amongst museum staff about the impact that letting the young people take over could have. The experience changed people's minds and left staff feeling confident and more understanding of young people.

'They did it so well that there's now a lot of confidence in their abilities. I certainly feel that I can step back and let them make decisions.'

- The museum felt their profile had been raised by the event and visitors, councillors and press that attended gave very positive feedback. The shop stock commissioned by the young people sold well and generated important income for the museum. Some of the items continue to be stocked in the shop, for example badges made from prints of the museum's famous flint knapped alphabet.
- The museum was selected to help launch the following year's Takeover Day in May 2014. People who attended this launch were so impressed by the teenagers' ability that Teenage History Club have since been asked to give tours to a number of groups, including one from Thetford's twinned town in Poland and another from Japan. This has promoted successful inter-departmental working as the whole museum team was involved in training and preparing the young people to give the tours.

'The launch event was something that pushed me into getting the young people ready to give guided tours. Now they are happy to do them at the drop of a hat.'

'A lot of people say – "We didn't think teenagers could do that". They are often surprised by how good they are. A few of them have said they were preparing themselves to be patient but actually they were really interested. Halfway through the tour they forget that they are young people and start asking really complicated questions.'

WHAT THEY DID

In August the museum took part in Teen Twitter Takeover. THC members plus some other young people went behind the scenes at the museum and tweeted about it. They also tweeted their passionate responses to an article about teenagers not being allowed into museums.

Takeover Day 2014 saw THC deliver a completely new event for the museum. This began with THC curating a WWI display for the museum. Having done this, members of THC expressed the desire to bring the Great War in Thetford to life through a murder mystery evening at the museum, working with a storyteller to develop new skills. The young people developed the storyline, played all the characters, created the marketing and organised Front of House operations.

TAKING IT FORWARD

- The museum has learnt how to reach young people and what is important for them. For example, when advertising for new members, the young people felt strongly that they wanted the club to be completely detached from their school life. So, instead of putting posters up in schools, the museum had to find other community spaces that the young people used e.g. skateboard parks, youth centres.
- Ancient House had never attempted a murder mystery event as staff always thought the museum was too small. Takeover Day challenged this idea and staff are considering making it a regular feature in the museum programme.
- All the young people have used their Takeover experiences to complete Arts Awards. These have helped them with college applications. Members of Teenage History Club and museum staff have delivered joint presentations at regional conferences to share their experiences with other museums.
- Having seen what young people can do, the museum is keen to further integrate their involvement with the organisation and is actively looking for more opportunities. Young people recently created a window display for the museum's WWI exhibition. They led the opening event, welcomed visitors and gave a speech. Members of THC, the younger children's museum club and visiting schools took over the Twitter feed during #Museumweek in 2015 and will do so again during the town's two-week Summer festival. Some of the young people who get involved with these events go on to join the THC.

'There's now a great desire to include them in lots of decisions about exhibitions, to get their input and that's certainly been something that's grown. There's a real commitment to maintaining that connection, giving them those opportunities and making them feel that it's their museum.'

'Having a structure like Takeover Day is really helpful as it gives you a focus and that you're working towards a goal. Just simple things like being able to say that we're part of this national event and people like the idea that it's happening all over the country.'

'I think it's given me a lot more confidence to do things that I might have been nervous about doing, and to ask more of the young people that I work with, as I know that they can rise to the challenge.'

LIST OF MUSEUMS, GALLERIES AND HERITAGE ORGANISATIONS TAKING PART IN 2014

The American Museum in Britain	Grosvenor Museum	People's History Museum
Ancient House Museum of Thetford Life	Guildhall Art Gallery & Roman London's Amphitheatre	Petersfield Museum
Arbeia Roman Fort	Haslemere Educational Museum	Poole Museum Service
The Architecture Centre	Havering Museum	Reading Museum
Archives and Cornish Studies Service	Helston Museum	Reading Rep Theatre
The Atkinson	Heritage Motor Centre	Real Time
Axis Arts Centre and RedShift Radio	Hertford Museum	Resource Productions
Barrow Hill Roundhouse Railway Centre	Hogarth Productions	River and Rowing Museum
Beamish Museum	Holborn Community Association (IA Arts)	Roald Dahl Museum and Story Centre
Ben Uri Gallery	The Horniman Museum & Gardens	The Robey Trust Limited
Bolton Central Library and Museum	Hove Museum & Art Gallery	Royal Albert Memorial Museum
Bristol Museum and Art Gallery	Ikon Gallery	Royal Armouries Museum
The British Museum	Imperial War Museum	Royal Botanic Gardens, Kew
Burgh House & Hampstead Museum	Imperial War Museum North	Royal Victoria Country Park
Burwell Museum	International Slavery Museum	The Shakespeare Birthplace Trust
Cambridge Museum of Technology	Jewish Museum London	Shrewsbury Museum & Art Gallery
Cartwright Hall Art Gallery	The John Dyer Gallery	Slough Borough Council Community Arts Department
Charnwood Museum	The Lightbox	Slough Music Education Hub
Chelmsford Museum	London Transport Museum	Somerset Heritage Centre
Chiddingstone Castle	Lowewood Museum	Southbank Centre
Christmas Light Festival – Oxford	Manchester Museum	South Hill Park
Compton Verney	Mansfield Museum	South Shields Museum & Art Gallery
Corinium Museum	Manx National Heritage	SS Robin Trust
Court Barn Museum	Marylebone Cricket Club	St Barbe Museum
Council for British Archaeology	Mary Rose Museum	St Euny Church 'The Mining Church'
Cutty Sark	Middlesbrough Institute of Modern Art	Sunderland Museums & Heritage Service
De La Warr Pavilion	Much Hadham Forge Museum	Tate Britain
Derby Museum and Art Gallery	Museums and Archives Northumberland	Tate Liverpool
The Design Museum	Museum of Brands, Packaging and Advertising	Thinktank Birmingham Science Museum
The Diving Museum	Museum of English Rural Life	Three Rivers Museum
Dulwich Picture Gallery	Museum of Liverpool	Time and Tide Museum
EDGE Project – Whitchurch Silk Mill	Museum of London	Tower of London
Elizabeth Gaskell's House	The Museum of Somerset	Tullie House Museum & Art Gallery
Elmbridge Museum	The National Centre for Craft & Design	Tunbridge Wells Museum and Art Gallery
Enginuity	National Football Museum	Turner Contemporary
Estorick Collection of Modern Italian Art	The National Gallery	University of Cambridge Museums
Eton College Natural History Museum	National Maritime Museum, Cornwall	Victoria and Albert Museum
Eureka! The National Children's Museum	Natural History Museum	Wakefield Museum
Experience Barnsley	New Walk Museum & Art Gallery	The Wallace Collection
Falmouth Art Gallery	Newton Abbot Town & GWR Museum	Watford Museum
Farmland Museum and Denny Abbey	Norfolk Museums Service / King's Lynn Town Hall	Watts Gallery
Fishbourne Roman Palace	Norfolk Museums Service	Weald and Downland Open Air Museum
Fleetwood Museum	North Lincolnshire Museum	Wheal Martyn
Fordingbridge Museum	Norwich Castle Museum and Art Gallery	Whitworth Art Gallery
Gainsborough's House	Nottingham City Museums and Galleries	William Morris Gallery
The Galleries of Justice Museum	Novium	
The Geffrye Museum	Osborne House	
Gordon Russell Design Museum	The Pen Museum	
Gressenhall Farm & Workhouse	Penlee House Gallery and Museum	



www.kidsinmuseums.org.uk

Takeover Day Kids in Museums 2014

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