



# TAKEOVER DAY CASE STUDIES

2010-2017

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Welcome to our new **Takeover Day Case Studies pack**, which includes all of the case studies we have produced since Takeover Day was launched in 2010.

A list of all of the case studies included in this pack is on the following page, plus a guide to the Takeover Day event held at each venue.

## How to use this document

Kids in Museums have created case studies since the very first Takeover Day. They are all compiled in this document. To find the most relevant case study for you and your organisation:

- Hold Ctrl and the 'F' key at the same time
- A search bar will appear
- Type a 'keyword' into the search bar

## Here's a list of suggestions for your keywords:

- Type of organisation  
Castle / National Trust / Outdoor Heritage
- Group description  
Under 5 / Under 11 / 11+  
Small Group (fewer than 10) / Medium Group (10-50) / Large Group (50+)  
Primary School / Secondary School / SEN School / Uniformed Group / Youth Panel
- Areas and roles young people can takeover  
Archivist / Café / Conservator / Consultant / Curator / Designer / Education Officer / Event Organiser / Film Maker / Front of House / Marketing / Performer / Presenter / Press / Researcher / Shop Assistant / Social Media / Technician / Tour Guide / Workshop
- Initiatives that link with Takeover Day  
Arts Award / HLF Young Roots / WWI

## Tips

- Search for only one keyword at a time
- Remember some words like 'museum' might be more popular so try to be specific with your search
- Use the keyword 'Longitudinal' to find case studies about organisations doing Takeover Day for more than a year

**Did you find this useful? Why not download our handy Takeover Day Fact Sheets pack?** For all additional resources, or if you would like to download our fact sheets individually, please visit our [website](#)

# TAKEOVER DAY CASE STUDIES

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## Takeover Day – More than a day

Derby Museums – 2-year Case Study 2014-15

Norfolk Museums Service: Ancient House Museum, Thetford – 2-year Case Study 2013-14

Poole Museum – 6-year Case Study 2010-16

## Takeover Day

Belton House National Trust, Lincolnshire – outdoor tour guides & exhibition designers

Bristol Museum and Art Gallery – merchandising project for the museum shop

Burgh House & Hampstead Museum – taking over role of stewards & tour guides

Cartwright Hall Art Gallery, Bradford – learning & outreach project

Chelmsford Museum, Essex – presentation: 'How to make the museum more attractive to young people'

Elmbridge Museum, Surrey – mini exhibition by local Brownie group

Eureka! The National Children's Museum, Halifax – work shadowing museum staff members

Falmouth Art Gallery, Cornwall – consulting on new outdoor play equipment

Farmland Museum and Denny Abbey – taking over role of tour guides, press officers, curators, etc

Fordingbridge Museum, Hampshire – special opening and tours

Great North Museum: Hancock, Tyne & Wear Archives & Museums – toddlers takeover the whole museum

Horniman Museum, London – new visitor trail for an exhibition

Museum of London Docklands – taking over role of gallery hosts

National Portrait Gallery – work shadowing across departments

NCCL Galleries of Justice Museum, Nottingham – work experience across departments

Penlee House Gallery and Museum, Penzance – curating a gallery

People's History Museum, Manchester – taking over role of learning officer

Pitt Rivers Museum and Oxford University – running an evening programme, delivering activities to visitors

Roald Dahl Museum and Story Centre – creating a new archive display

Royal Air Force Museum, Cosford – preparing a business case to create lunch space for visiting school groups

Royal Albert Memorial Museum, Exeter – creating a film for deaf children visiting the museum

Shrewsbury Museum & Art Gallery – in-depth planning with a Specialist Academy to take on a variety of roles

The Geffrye Museum, London – children were invited to trail different aspects of the museum

The Shakespeare Birthplace Trust – Tudor dress and Shakespearian performances

The Wallace Collection, London – Student Ambassador Night

Thinktank, Birmingham – co-creating a permanent family activity for a new gallery

Torquay Museum – children took over a variety of roles from meeting VIP guests to selling tickets

Tyne and Wear Archives & Museums (TWAM) – taking over a podcast for Remembrance Day

V&A Museum, London – planning a Digital Festival

Windsor Castle – Royal Collection Trust – developing a Fashion & Finery day

Woodhorn Museum and Archive, Northumberland – creating an exhibition and interactive event



## Derby Museums

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

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Derby Museums have taken part in Takeover Day since 2014. Here's how they have used their experiences to develop and deepen the involvement of young people in their organisation.

## 2014

### What they did

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The museum handed over creative control of their Instagram, Twitter and Vine accounts to 15 young people from a local school. During the social media takeover, the young people were given the brief of marketing the museum to different audiences using each of the platforms and creating content to allow visitors to explore the collections through their eyes. Armed with tablets, a list of prompts and useful Twitter handles the young people went out into the collections, creating 'Twitter tours', question and answer sessions with staff and a behind-the-scenes look at some of the collections.

### Taking it forward

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- Takeover Day allowed the museum access to the school's Art department which was a department they had not worked with before. The experience was found to be very positive by both museum and school staff and this led to planning further Takeover Days with the Art Department.
- Involving all staff in the question and answer sessions on Twitter meant that there was exposure to Takeover Day across the organisation. The way the young people handled the responsibility they had been given gave them the confidence and willingness to create these kind of opportunities again. When planning other events and projects, staff started to think about how to incorporate elements of social media takeovers in activities such as family learning activities.
- The young people selected artworks, objects and stories that interested them most to share on social media, allowing staff to gain an insight into areas of the museum and collections that appeal to this age group. This knowledge has helped them when developing new visitor trails, uncovering objects that might otherwise have been hidden for example.

*'It definitely provided an alternative tone of voice on social media on the day, it was playful and the high profile showed we were serious about involving young people.'*

*'Everyone knew it was Takeover Day, we made sure that everyone was aware at every level so that people could be on board with it as much as they wanted to be.'*

Chris Keady, Lifelong Learning Programmer

## 2015

### What they did

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Tying in with the museum's new Matisse exhibition, 12 Year 9 pupils created an exhibition in a day, racing against the clock to make and install the exhibition before the Head of Museums arrived back at the museum to see what they had achieved. Inspired by a sneak preview tour of the Matisse exhibition the young curators selected objects from the galleries to 'Matissefy'. They created cut-outs of their restyled objects for their exhibition, framing them and adding labels. The young people tweeted about their project throughout the day and talked to visitors about what they were doing.

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## Taking it forward

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- Building on the previous year's positive experience, this Takeover Day added to an organisation-wide interest and commitment to involving young people. All staff were invited to come and view the exhibition at the end of the day and a large number did so, some even gave impromptu support to the young people with specific aspects of their project.
- One of the museum service's other sites will be undergoing a complete redevelopment in the near future and the museum wants to ensure that the participation of young people is integral in this. There are plans to involve young people in the creative programming at the new venue and co-produce activities and events.
- The achievements of the museum's Takeover Days have filtered through to other programmes. Having found the 'exhibition in a day' format to work well at the gallery, staff have since successfully applied this to other programmes such as a family workshop to make a giant self-triggering machine in a day.

*'What we took from that was that young people can achieve a lot in a short space of time, and sometimes that time pressure and sense of things happening quickly, it really helps bring out creativity in people and creates interesting results.'*

*'The Takeover Day brand and the guidance from the [Kids in Museums] team really gave us that confidence to take on something, push us outside of our comfort zone and do something a bit bigger than we probably would have done independently.'* Chris Keady, Lifelong Learning Programmer

## Norfolk Museums Service: Ancient House Museum, Thetford

### Takeover Day – More than a day, 2-year Case Study 2013-14

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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

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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

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- 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.'*

2014

#### What they did

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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

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- 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.'*

## Poole Museum

### Takeover Day – More than a day, 6-year Case Study 2010-16

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Poole Museum has taken part since the early stages of Takeover Day. Here's how they have used their experiences to develop and deepen the involvement of young people in their organisation:

#### The early years 2010-13

##### What they did

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Inspired by the Takeover Day at Museum of London, the learning team invited 6-10 young people to run the public face of the museum, with young people invigilating in the galleries, greeting visitors at the reception desk, answering phone calls, dealing with local history enquiries, giving tours and talks for visitors. Originally aimed at Year 10 and 11 pupils, the offer was expanded to all secondary-aged pupils and sixth-formers, who applied to take part via an application form which was sent to all secondary schools. Young people followed a rota throughout the day so that they experienced all the tasks. Each year the programme was amended and improved in response to participants' feedback.

##### Taking it forward

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- Because the programme for the day is quite intense, the museum found it beneficial to bring young people in to train them in advance, learning directly from members of museum staff. At first, training was held every Thursday evening in the six weeks leading up to Takeover Day. After a few years this changed to a more intensive one-day training session which was a more successful format for the young people and staff. Having this interaction between staff and the young people, in advance and on the day, makes for a noticeably positive ambience. Takeover Day has become a highlight of the museum's calendar. Many staff and volunteers make a special effort to attend on the day.
- A strong tradition has developed of Takeover Day participants staying involved with the museum – approximately three-quarters of the young people either join the young persons' advisory panel or sign up to the formal volunteering programme. Even those who choose not to are spotted returning to the museum as visitors.
- Learning from working with young people on Takeover Day has fed into exhibition development at the museum and young people have written text panels. One year there were a number of young people with additional needs – ADHD and young people on the autistic spectrum – this challenged staff to reconsider the design of the programme and the experience empowered them to make changes within other programmes at the museum, such as the Young Archaeologists Club.

*'You don't stop throughout the whole day, but it's such a lovely feeling at the end of the day, you can see the impact that it's had on the young people and the impact that it's had on the staff, just in terms of working together and feeling good. It's about young people representing themselves to older people, there's a lot of anxiety between generations at the moment and actually this is one of those things that, in that very small way, helps break down some of those media stereotypes and prejudice.'* Learning & Access Manager, Poole Museum

#### 2014-16

##### What they did

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Museum staff continued to refine the Takeover Day programme and encouraged young people from a range of backgrounds to apply each year. Working with schools they targeted certain groups of pupils, for example those with SEN, in receipt of pupil premium grants or young people without evidence of extracurricular activity but an interest in history. Traditionally November is a quiet time so the museum has taken additional steps to build an audience for the young people's talks and tours, for example by appealing to their volunteer base. Staff have rethought the programme

to respond to particular challenges. At the start of the project a 'code of conduct' is set out by the young people to give an expectation of behaviour during the time they spend at the museum. For example the expectations include, waiting for others to finish speaking before you speak, being respectful and turning up on time. This combats unsupportive group dynamics and by agreeing shared behaviours with the young people it better supports young people with additional needs. Running the museum's social media accounts and blogging have been introduced to the task list and in the most recent year a staff and young people's lunch was organised to further conversations and learn from each other. Every single staff member gets involved in some way – either through training the young people, supporting them on the day or coming to the lunch.

## Taking it forward

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- As much as this is an opportunity for the young people, Takeover Day at Poole Museum is very much seen as an opportunity for staff and volunteers to learn and develop. For example, Front of House staff witnessing the welcome that young people give visitors on arrival gives them a renewed appreciation for the importance of their role. The museum staff will be starting to offer tours and talks for the public which have always been part of the Takeover Day programme. How the young people have approached the task has taught staff a great deal about how they should design the new tours and talks.
- On 2015's Takeover Day, the young people were invited to a meeting with fundraising consultants, who were creating a fundraising strategy for the museum. The young people were able to influence the perception of the museum amongst the consultants which was reflected in the strategy. The museum subsequently created a fundraising trust and on 2016's Takeover Day, young people were invited to attend a board meeting highlighting their involvement in the museum to board members.
- The museum wants to share the success of their Takeover Day model more widely within Poole and is developing the project to partner with local businesses. This will secure funding and partners will be invited to take part as the audience on Takeover Day. Opportunities to share knowledge and skills will be extended over longer periods of time. Additional funding will help to break down barriers e.g. by providing transport costs for pupils who cannot afford to get to the museum.

*'It's just another way that we're keeping in contact with our community. It's easy for us, in terms of our location, to attract tourists, it's much harder to reach out into our local communities and this is one way that we do it.'*

Learning & Access Manager, Poole Museum

*'I loved working the till because I haven't done anything like it before. Finally the Poole History Centre was very interesting because we got an insight in what people wanted to know and find out about. All in all takeover day has been quite fantastic.'*  
Tom, age 12, Takeover Day participant

## Belton House National Trust, Lincolnshire

### Why take part?

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Throughout 2015, Belton House delivered a HLF Young Roots funded project called 'Lest we forget Belton's Bravest', during which young people investigated a First World War training camp which was located in Belton's parkland. Giving young people the lead was at the heart of the project so it seemed natural to celebrate their involvement by inviting them to organise and run activities for Takeover Day.

### Who took part?

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12 young people aged 14-19. Project staff spent months recruiting the right young people prior to the project starting. They invited applications from local schools and youth groups, a group of Explorer Scouts, a young journalists' academy as well as advertising through their own website and social media. Young people who applied tended to be either interested in heritage or looking for opportunities to achieve Duke of Edinburgh Award.

### What did they do?

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In Summer 2015, the group worked with a range of professionals to carry out an archaeological excavation – discovering, documenting and conserving First World War artefacts. They spent the next few months researching the artefacts and the stories of the training camp and working with a local author, a storyteller and artists to think about how to interpret their findings for visitors. For Takeover Day, the group planned and organised a special Remembrance event for visitors to Belton House over three weekends in November.

### How did they spend their time on the day?

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The young people decided on the activities they would include in their event. Tour guides: They prepared and led a series of Remembrance walks for visitors, with some of the young people dressed as people from their research. They showed visitors the areas of the parkland where the training camp had been, handed around artefacts and shared pieces that they had prepared about the lives and sacrifices of those who had worked and trained at the camp. Exhibition designers: They created a display which featured a film they had made about the project and artworks they had created. These included a sculpture of a machine gun and a 'string-art' 3D picture created from building nails and bolts uncovered during the archaeological excavation.

### What happened next?

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The young people uncovered archaeology that has helped staff better understand the historical reach and significance of the site. As well as adding to the breadth of stories to tell visitors, their work has also helped to inform management decisions about future activities on the site. Awareness in the local community of the important role of Belton House in WWI has been raised and for the first time there is an archaeological handling collection at Belton House. Visitors on the Remembrance walks were visibly moved by the young people's reflective performances.

The whole project left a lasting impact on the young people, with all saying they felt a sense of fulfilment at their achievements and felt differently and more strongly about Belton House and their heritage. The new research and investigation skills they had acquired, combined with the opportunity to engage with visitors through guided walks, performance and art work enabled seven of the young people to achieve Arts Award Bronze by the end of the project.

Eight of the young people chose to continue as a group after the project finished and have renamed themselves 'Belton's Youth Takeover Squad'. They have initiated a new project to create a 1930s style murder mystery trail for other young people to take part in. Working with young people on this project was such a positive experience for Belton's staff that they are looking at creating new volunteering opportunities for this audience and have widely shared their experience with other properties in the region.

## Bristol Museum and Art Gallery

### Why take part?

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The Roman Merchandising Project was initially part of the community engagement offer for the British Museum Touring Exhibition *Roman Empire: Power & People*. The Archaeology Department believed that the project fulfilled the aims of Takeover Day and would be a great way to highlight the Roman Collection and in particular Kings Weston Roman Villa. Whilst the Archaeology Department has not participated in Takeover Day before, other departments within the Museum have.

### Who took part?

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The Archaeology Department contacted several schools and Oasis Academy Brightstowe was keen to re-establish links with the Museum after a five year gap. A class of 20 Year 10 Art Students (14-15 year olds) were selected by the art teachers at the school with the students' work being included in their GCSE portfolio. Several Museum Departments were also involved in the project including Marketing and the Museum Shop.

### What did they do?

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The aim of the Roman Merchandising Project was for the students to work with the artist Julie Roberts, to design and create a range of merchandise inspired by Kings Weston Roman Villa which would be sold in Bristol Museum and Art Gallery Shop. The range of merchandise included mugs, coasters, magnets, key rings, hand printed bags and jewellery. The project was funded by Bristol Decorative and Fine Arts Society.

### How did they spend their time on the day?

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The project ran over three sessions (at Oasis Academy Brightstowe) and a Launch Party from 14th November to 16th December 2013. During the first session, the students were introduced to the aims and objectives of the project as well as visiting Kings Weston Roman Villa to research Romans, handle Roman objects and see the remains of the Roman Villa. The students were encouraged to take photographs and sketch the Roman objects, the mosaics and Kings Weston Roman Villa. During the second session, the students researched products which are traditionally sold in museum shops and started to create their designs using Kings Weston Roman Villa as inspiration.

The third session focused on the refinement of the student's designs, production as well as marketing and branding. The Launch Party was held at Bristol Museum and Art Gallery with parents, siblings and teachers invited to see the final products on display in the museum shop. The Launch Party started with a tour of the Orpheus Mosaic and *Roman Empire: Power & People* before moving into the shop for the products to be unveiled. Museum staff were extremely impressed with the final products and with the dedication and hard work of the students.

### What happened next?

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All the partners involved were passionate about this successful project. The art teacher wrote to the Archaeology Department to praise museum staff and highlight the benefits of the project to her students, in that not only had their self-confidence increased by seeing their products on sale, the students had enjoyed participating in the project as well. Bristol Decorative and Fine Art Society was extremely pleased with the outcomes of the project and will be including an article about the project in their national magazine.

## Burgh House & Hampstead Museum

### Why take part?

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The museum had never previously taken part in Takeover Day but had heard about the scheme and was very keen to find a way to reinforce contacts with local schools with whom they had lost touch. The existing family trail needed updating and the Curator wanted to gain children's input.

### Who took part?

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60 children from two Year 4 classes (8-9 year olds) and their form teachers. The museum chose a school which is very near to it and with which they formerly had close links.

### What did they do?

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Children worked as stewards on the front desk, ran guided tours of the house, cleaned objects and ran a family craft event.

### How did they spend their time on the day?

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The Curator and the General Manager organised two preliminary visits to the school to describe the collections and the different roles. So many children wanted the same roles that they were invited to write 'job applications' from which the teachers selected the best applicants. The children visited ahead of the day to orientate themselves and to prepare their tours.

On Takeover Day itself students acted as:

- Stewards – meeting and greeting visitors
- Tour Guides – leading visitors through the galleries
- Technicians – cleaning and caring for objects using correct procedures
- Education Officers – creating family trails and devising questions
- Artists – working on craft activities and other art projects
- Shop Assistants – selling merchandise in the shop

### What happened next?

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Children were delighted by some objects on display which linked directly into their history curriculum lessons e.g. helmets from the Second World War. They loved the Takeover Day packs, badges and certificates. They took photos and, back at school, they made an Advent calendar as a Christmas present for the museum with facts behind every door. Teachers said the children were delighted with the day as they are not generally allowed to handle objects in museums but here they were actively encouraged to do so.

The museum normally has few visitors on a Friday but lots of family members came to visit on Takeover Day and went on their children's tours. Many had never visited before and all gave positive feedback. Many families have since returned for repeat visits, creating a new, broader audience.

The Curator is planning an official launch of the trail and is keen to involve the children who created it. The Curator also intends to develop a designated area for education activities and expanded school sessions. She would like to create topic boxes or sets of handling objects which can go into schools for outreach sessions.

## Cartwright Hall Art Gallery, Bradford

### Why take part?

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For the last two years, Bradford Museums and Galleries successfully participated in Takeover Day at Bolling Hall Museum and Manor House Museum and Art Gallery. Takeover Day 2013 provided the opportunity for Cartwright Hall Art Gallery to work with one of its local schools.

### Who took part?

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29 Year 5 pupils (9-10 year olds) from Whetley Academy. The school is located within walking distance of the gallery and although many of the pupils have visited the surrounding park, only two pupils in the year 5 class had previously visited the gallery.

### What did they do?

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Many pupils had never visited an art gallery before, so Learning and Outreach staff went into school during the week of Takeover Day. They discussed with the children what they'd find in an art gallery, the different jobs they would participate in across gallery departments and new skills they would develop.

### How did they spend their time on the day?

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Children had a busy day participating in rotating activities and working with different staff members.

They took on roles including:

- Exhibition Curators – finding out about how work is judged in Cartwright Hall's Open exhibition and judging some works
- International Art Curators – unpacking, identifying and checking the condition of objects
- Natural Sciences Curators – identifying and monitoring pests
- Learning and Outreach Officers – creating a new family trail
- Learning Team Co-ordinators – answering phone enquiries
- Business Assistants – checking and pricing shop stock before putting it on display
- Collections Officers – finding out about frame conservation and having a go at gilding techniques

### What happened next?

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The children enjoyed the certificate presentation ceremony and shared their great enthusiasm for the day which they were still talking about two weeks later.

*'Amazing, magnificent. I'm always going to come here. You should never miss out.'* Takeover Day participant

Having never visited before, children are keen to come back to the gallery. During Half Term, they'll give guided tours for friends and family using the trails they made and show their work, which was exhibited in a display case in the main hall. Other local schools, impressed by the skills development and cross curricular nature of Takeover Day, have contacted the museum service requesting to come and take over the gallery and other Bradford museums venues.

*'Takeover Day at Cartwright Hall has reminded us what a rich resource our local museums and galleries are, which help us to enrich the lives and broaden the horizons of our children and their families.'* Principal, Whetley Academy

## Chelmsford Museum, Essex

### Who took part?

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30 pupils from a local primary school and secondary school, ranging from Year 6 to Year 12. For the event the pupils were arranged into two 'boardrooms', each working independently with an intentional mix of ages in each to provide a broad perspective.

### What did they do?

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The museum was very aware that children above primary age were not visiting the museum so they posed the questions 'Why don't young people visit museums more?' and 'How do we make the museum more attractive for young people?'. The young people made a plan of action and were then invited back to make a presentation in front of parents, museum staff and Councillor Chris Kingsley, who is responsible for the Museums Service.

### How did they spend their time on the day?

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The groups were briefed with the challenge at 10am and told they would be reporting back at 2pm. The groups were given basic equipment – pens, paper, computers, but no other structure was provided for the day, which was a scary thought for museum staff to begin with.

*'The two groups initially struggled to find their feet, and I was happy to let them struggle for a bit, because part of the aim was to encourage them to work out how to work together as a team, but after a while we suggested the teams elect leaders and after that they really got going. Two of the sixth formers took over the leadership role and one group in particular were absolutely on a roll.'*

### What happened next?

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The pupils had got so stuck into the challenge of the day that the museum was then able to offer the chance to come back and work in more detail on their reports and recommendations on a second day. They came up with a number of credible suggestions and several of their recommendations are being implemented at the museum.

*'One group suggested an I-Spy booklet in a different format, which we really liked, and another group suggested displaying more contemporary art, which was good timing as we now have a new curator of art and have just accepted a new contemporary sculpture featuring busts of local people for display, which we might not have done before.'*

## Elmbridge Museum, Surrey

### Why take part?

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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?

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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?

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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?

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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?

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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 people's 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

## Eureka! The National Children's Museum, Halifax

### Who took part?

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30 Year 5 and 6 pupils from a local primary school. The museum was already working with this particular school on another project so saw them as a natural group to approach to take part in Takeover Day.

### What did they do?

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The pupils were invited to the museum for the day for a behind-the-scenes experience of how the museum runs. The focus of the programme was very much on the roles of the people who worked there, from Technicians to Directors.

### How did they spend their time on the day?

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The class was split into smaller groups and worked on a rota to meet different staff members and help them carry out their jobs.

- Processing admissions and welcoming visitors to the museum
- Pricing goods in the shop and serving customers
- Helping Enablers deliver workshops to school groups
- Giving input to a development meeting for the upcoming 'Me and My World' exhibition scheduled to open in 2012

### What happened next?

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All the museum staff involved said that they had enjoyed Takeover Day tremendously and the pupils described the event as *'fun and exciting'*.

*'The staff enjoyed giving something back to the children. It's quite fun potentially seeing someone who might be doing your job in 10 years' time.'*

The museum already had a strong relationship with the school but feels that this was an opportunity to offer a little something extra which gave them a new 'level of respect' from the school. They are keen to take part in future years and the timing of Takeover Day suits their calendar well as this is traditionally a quieter time of year for them.

## Falmouth Art Gallery, Cornwall

### Why take part?

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The gallery had recently begun work on a project to create three new pieces of outdoor play equipment for the town, inspired by their collection of automata. Having taken part in Takeover Days in the past, the Director was keen to develop new ways of involving children and saw this as an opportunity to give the children ownership of the project they were working on.

### Who took part?

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216 children from a pre-school and local primary schools. The children visited the gallery in groups of approximately 30 over a period of two weeks to take part in the Takeover Day experience.

### What did they do?

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The children were invited to experiment with different designs of automata and make decisions about how the finished pieces of outdoor automata would look and function, working with the gallery staff and artists who would go on to build the finished items.

### How did they spend their time on the day?

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Each group spent half a day in the gallery following roughly the same format:

- Handling session exploring extensive collection of automata
- Studying the various mechanisms involved in each and making their own using cheaply sourced automata kits and other simple equipment e.g. mdf cams and chopsticks
- Feeding back to the artist what they wanted to see and be able to do with the outdoor automata

### What happened next?

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Using the feedback from the children, the artists are currently constructing the new outdoor automata which are due for installation in May 2013. All of the children will be invited to the launch event at the park which will be staged by the local residents' association which is a partner in the wider project. In the meantime, the gallery has noticed many of the children returning with their families to show them the automata in the gallery and talk about what they did on Takeover Day.

The workshop format developed was so successful that the gallery plans to make them a regular activity and has found that this experience has helped them to develop their practice and offer for schools. By creating a learning opportunity linking to the Science and Design Technology curricula the gallery has found a strategy to reach new school audiences and give them access to their collection.

## Farmland Museum and Denny Abbey

### Why take part?

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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?

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95 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?

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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?

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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?

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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 benefitted 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

## Fordingbridge Museum, Hampshire

### Why take part?

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A completely volunteer-run museum, one of the volunteers has a background in education and is passionate about proactively involving children in History. The museum volunteers put in a lot of effort to maintain and open the museum and felt it would be a rewarding experience for them to see the museum being accessed by a young audience.

### Who took part?

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22 Year 6 pupils. One of the museum volunteers sent emails to local primary schools and made follow up calls until a school responded.

### What did they do?

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The museum is normally closed during the winter months. On Takeover Day the children organised a special opening and guided visitors around.

### How did they spend their time on the day?

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An initial meeting between teachers and museum volunteers helped identify areas of the museum that the children could be responsible for and tasks they could undertake.

Museum volunteers visited the school to explain the challenge to the children. They provided information and stories about the town and exhibits and the pupils also carried out their own research.

A rota was organised by the school so that the children had the opportunity to try all the roles and talk to visitors about different exhibits. Some of the children dressed in Victorian costumes provided by the museum from its collection of dressing up clothes.

### What happened next?

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Getting visitors on a day that was in the museum's closed season presented a challenge. The children invited their relatives to visit and the event was publicised in the media and around the town. As a result the museum received over 60 visitors in two hours, many of whom had not been to the museum before. Visitor comments were very positive and an unexpected bonus was that visitors were particularly generous with donations on the day.

The school was extremely pleased with the day and asked about repeating the experience before they had even got back on the bus. The museum has loaned the school some items to use with pupils and intends to have more contact during the course of the year. Pictures drawn by the children were displayed at the museum's Christmas open day.

The museum volunteers are keen to run more Takeover Days and offer the opportunity to other schools as well.

*'The best part of the day for us was when the children, without prompting or encouragement, told us how much they had enjoyed the day. Two of them said to me that it was the best out of school activity they had had and the teachers reported that the children were "buzzing" when they got back to school.'*

## Great North Museum: Hancock, Tyne & Wear Archives & Museums

### Why take part?

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After reviewing their learning programme the museum decided a Toddler Takeover Day would help them develop provision for families with young children and encourage families to use the whole museum, not just the under 5s area (the Mouse House).

### Who took part?

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118 under 5s over two sessions with accompanying adults. The majority of children were aged 24-36 months. The event was promoted on social media and the museum website. The initial release of tickets was quickly taken, so further tickets were released to respond to demand.

### What did they do?

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Toddlers participated in a series of simple activities that represented tasks performed by museum staff such as cleaning, patrolling, sorting and packing objects. Activities were based on Early Years schemas – patterns of play or repeated behaviours that children exhibit when they're exploring the world. For example rolling things or an interest in wheels is a common schema. The Great North Museum has more information about schemas on their resources page under Early Years.

### How did they spend their time on the day?

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Eleven activities were offered during the one hour session. Each activity station was manned by a member of staff or volunteer and families were given a booklet of 'museum worker jobs' to explain what they had to do. The most popular activities included:

- Cleaning glass cabinets with soft cloths and sweeping up pieces of paper
- Transporting replica artefacts in toy trolleys, unpacking these and organising them on a shelf
- Making puffballs out of tissue paper to pack objects

### What happened next?

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By matching activities to common schemas, the museum was able to capture and hold individual children's interest, offering powerful learning experiences. Staff observed children were highly involved with their chosen tasks and parents commented that they were appropriate and exciting. One activity required children and parents to wear a bracelet with images of objects on and to find these within the museum to check that they were safe. Later that day, a staff member spotted a child on the Metro still wearing her bracelet.

The activities also provided feedback. As part of the 'patrolling' task toddlers were able to wear cycle helmets fitted with cameras that filmed their journey through the museum. For the 'researcher' task, children were given a list of themes such as lots of legs/no legs and asked to identify and record objects in their chosen category. Both tasks offered insight into toddlers' interests. This is being used to develop a 'Big Book' which will support parents and group leaders in exploring the museum outside the Mouse House.

Due to the success of the event, a second Takeover Day was scheduled at the museum.

*'Staff were fantastic – seemed genuine and pleased to see so many excited kids. Couldn't thank them enough. We (parents) both enjoyed being able to let our toddler be noisy / excited and not be worried that we were impacting on other visitors.'*

Parent of Takeover Day participant

## Horniman Museum, London

### Why take part?

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The Youth Engagement Officer thought that it would be a great way for the museum's youth panel to make a real contribution to the work of the museum and were keen to be part of a national campaign.

### Who took part?

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Four members of the museum's youth panel aged 16-19. The older members of the panel found it easier to have time off from college approved or juggle their schedules to be able to take part.

### What did they do?

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The group developed a new visitor trail for the African Worlds exhibition and took over the museum's Facebook and Twitter accounts for the day. The youth panel had always been keen to produce a trail for the museum and this was an opportunity for the museum and young people to try something new.

### How did they spend their time on the day?

---

The young people had spent some time in previous panel meetings discussing the format and content of the trail. They had input from the Digital Media Manager who helped them shape their ideas and give them advice about accessibility and the museum's styling.

On the day, they:

- Split into two teams, taking photos and exploring the collections to come up with questions
- Tweeted their draft questions to test interest and iron out any ambiguities in the wording (they also Facebooked about the trail but found the response to be higher on Twitter)
- Produced their final version of the trail with the help of the Digital Media Manager

### What happened next?

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Thanks to the commitment of museum staff to provide the young people with their time and expertise on the day, the young people understood what would work in the museum and created a simple yet robust resource. The trail is now part of the museum's permanent resource, appearing on their website for visitors to [download](#) and in hard copy at the entrance desk. Spurred on by seeing their work in use at the museum, the youth panel are looking for more ways that they can enhance the experience for visitors.

The museum is hoping that through the young people's positive experience of taking over the museum, more young people will want to join the youth panel. It has certainly been an empowering experience for the young people, on leaving at the end of the day, one participant asked if there were any jobs available at the museum!

*'I would also like to say that working with a smaller group of young people really benefitted everyone all around – it gave them focus and responsibilities were easily delegated and they all felt thoroughly involved.'*

Kat Leung, Youth Participation Officer

*'The best part was interacting with people who replied on Twitter and Facebook, we were amazed by the number of people who replied!'* Horniman Takeover Day participant

## Museum of London Docklands

### Why take part?

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Staff had run a similar Takeover Day at the London Wall site the previous year and had found the experience to be very beneficial. As well as an opportunity to use the other Museum of London site and work with a different school, staff wanted to build on the success of the event by adding in elements such as costume and the development of child characters.

### Who took part?

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Two classes of Year 5 & 6 pupils from a school the museum had worked with previously. The school were regular visitors and teachers, in particular the Head Teacher, were known to be very positive about partnership opportunities with heritage sites.

### What did they do?

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The children were in charge of welcoming visitors and interpreting the galleries for the day, acting, singing and dancing in character, telling stories and working as gallery hosts.

### How did they spend their time on the day?

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The build up to the event started some months before Takeover Day, with the pupils visiting the museum and regular meetings taking place at school. The museum's learning staff helped pupils research relevant time periods, develop their characters and stories and script their performances. The children also learnt about the role of visitor services, including how to welcome visitors, use radios and make announcements.

On Takeover Day the children worked in teams, stationed in different areas of the museum to interact with visitors en route round the galleries. Some children also filmed the performances, which were scheduled to take place at regular intervals during the day.

### What happened next?

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Evaluation of the children's experience showed that it had had a significant impact on their attitude towards museums (see Kids in Museums' Takeover Day 2012 report). After Takeover Day, the children were more positive about museums in general and expressed more enjoyment and ownership when talking about their museum visit. They also reported having more confidence and being proud of their achievements.

The positive feeling generated by Takeover Day permeated throughout the school and has strengthened their relationship with the museum. Teachers have a better understanding of the innovative ways in which the museum can be used for teaching and learning.

*'I enjoyed it when a man had a can of drink and Guisy (Visitor Host) told me to tell him that drinks weren't allowed in the galleries and I did it but all the men round us started to laugh but he gave me the drink and said "you're doing a good job mate". That was probably the moment when I felt most important.'*

## National Portrait Gallery

### Why take part?

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The National Portrait Gallery Learning Team saw Takeover Day as the perfect opportunity to develop and expand their Youth Forum programme and to gain direct feedback from young people for specific Gallery departments. The Youth Forum meets monthly, as well as at other times, for example during their peer-led drawing sessions. It advises on, and participates in the Gallery's learning events and programming. The members (aged between 14 and 21) had previously only participated in front of house activities.

### Who took part?

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Eight members, aged 18-21, of the Forum. This has 35 members in all but, since it was a weekday, only members over 18 were granted permission to take time out of formal education to attend. National Portrait Gallery apprentices were also invited to host Youth Forum members, as this gave the young people valuable insight into positions available for people their own age.

### What did they do?

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Students worked across the Gallery, shadowing and participating in activities across Departments including Learning, Marketing and Communications, Visitor Services and the Director's Office.

### How did they spend their time on the day?

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Students provided biographies to share with relevant staff. They worked with the following departments:

- Publishing – researching which portraits they would make into a postcard and learning about the benefit of publishing catalogues and postcards
- Marketing and Press – sorting press cuttings, live tweeting and using Instagram
- Learning – seeking out young people's art blogs and taking over the Young People's Programmes Assistant role
- Learning – taking part in a specially commissioned film for a fundraising gala which they edited using digital software
- Visitor Services – welcoming and guiding visitors through the Gallery
- Archive – Finding out how the Archive supports research surrounding the portraits in the Gallery's Collection
- Digital Programmes – Mastering the importance of museum software and discovering how the Collection is photographed to create an online facility for a global audience
- Director's Office – Examining the Director's role and how it's coordinated by the Director's Office

### What happened next?

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The day ended with a debrief. Staff and members shared opinions, completed evaluation forms and agreed that it had been mutually beneficial. The day was felt to have been overwhelmingly positive. Youth Forum members stated that their notions of portraiture had expanded and that the day would affect their own progression in work and future career plans. One participant stated that it had inspired her to study Art at University.

*'I learnt so much from the youth forum today, like what more we can do to make the Gallery a more youth friendly place. I never knew more than three hashtags was so uncool or how to research thousands of blogs within seconds!'*

Young People's Programmes Assistant

## NCCL Galleries of Justice Museum, Nottingham

### Why take part?

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The Learning and Access Co-ordinator at the museum saw this as a good opportunity for colleagues in other departments to see the museum through a young visitor's eyes and to raise their awareness of the scope of what the museum can offer young people.

### Who took part?

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Five pupils from Year 6 and three FE students. The museum advertised the opportunities on Facebook and Twitter, via the museum's youth panel, in the local press and through their school connections. Interested young people were invited to apply for a role.

### What did they do?

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The young people took on roles in different museum departments – curatorial, visitor services, marketing, event management – and were given real work tasks to complete as well as giving their thoughts on the museum and suggestions for development.

### How did they spend their time on the day?

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- Curators – evaluated the museum's permanent exhibition and fed back suggestions of what was needed to change and what could be added to engage young people, spent time in the stores exploring the collection and selecting objects for display, researched their choice and wrote accompanying labels
- Costumed Interpreter – took on the role of Judge in a performance tour and worked with the Court Usher
- Interpreter guiding visitors around the site and sentencing many of them!
- Marketing Executive – accompanied museum staff to a meeting at a local hotel to see how they could work more closely together, designed marketing material to promote Easter holiday activities for families and wrote a press release about Takeover Day
- Head of Enterprise and Operations – arranged the induction plan for a new member of staff, organised the rota for the following month for over 20 staff, conducted a one-to-one with our Corporate Hospitality officer and supervised preparations for the Galleries' very first wedding

### What happened next?

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Some of the participants who took over the curator's role chose objects to be part of the museum's Object of the Month display. The young people will be involved in the text panels that accompany the objects and will be invited back to see their chosen object go on display. The museum also hopes to get some of the participants involved as advocates for its charity Help a Nottinghamshire Child which raises money to allow schools who otherwise could not afford to visit to come to the museum and take part in educational activities.

The museum is currently working on developing its three year interpretation strategy and the young people are continuing to provide their input into this process. They are helping to develop a new object and archive based education session for students of their age and have given the museum ideas about how they can market to young people.

*'Two members of our youth panel feel that the day has given them more of an insight about what we do and allowed them to be more constructive with their participation in the youth panel.'* Carol King, Learning & Access Co-ordinator

## Penlee House Gallery & Museum, Penzance

### Why take part?

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As several galleries were due to be rehung, the gallery saw this as an opportunity to work in a different way with young visitors, to build links with a local school and to raise awareness internally of what the museum can offer children and young people.

### Who took part?

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Ten pupils from Years 5 & 6. The Education & Outreach Officer emailed a primary school that had visited earlier in the year and they responded by selecting pupils from the Gifted & Talented programme with a particular interest in Art.

### What did they do?

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The pupils were responsible for curating a gallery, selecting the artworks for display and planning the layout of the room. They also produced labels and a short interpretative film.

### How did they spend their time on the day?

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Prior to Takeover Day the museum had sent the pupils a list of 50 possible works to be included. The classes made them into a booklet and discussed them in school as well as at home. They selected 20 to be displayed and made labels for them. Having visited the gallery to do a recce and measure up they produced a mock-up of the room and paintings to scale on paper.

On the day, they:

- Met key staff and learned about issues of size, shape, colour and conservation when hanging a gallery
- Refined their plans for the room, further measuring and decided on a final layout
- Back at school the pupils made a short film to help visitors understand why they had chosen the particular paintings and also provided the gallery with a visitors' book to record comments

### What happened next?

---

Over the weekend the gallery staff hung the exhibition according to the pupils' plan and the following week the pupils were invited back with their parents as guests of honour at the opening ceremony, where their certificates were presented by the Mayor. The school and the children were delighted to be involved, bringing the whole of Year 6 to Penlee House to see the exhibition a month later.

Staff at Penlee House felt it was a tremendous way to get the community involved in the running of the gallery and have widely publicised the children's takeover efforts on their website and Facebook page. The exhibition has a real buzz about it as visitors appreciate the children's perspective on the pieces and the quality of the children's interpretation.

*'The pupils and teachers from Penpol School who have been involved in this takeover must be congratulated – what they've produced is very very impressive... I'm quite humbled to read their intelligent, empathetic, personal interpretations of the Newlyn School paintings. BRILLIANT... hope this new innovation continues!'* Comment from Facebook user

*'I love the way the children have brought the paintings to life!! Incredible achievement. Made my heart sing.'*

Penlee House Gallery and Museum visitor

## People's History Museum, Manchester

### Why take part?

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The museum had recently started a volunteer programme and were encouraging volunteers of all ages to come forward. They were also keen for young people to have more involvement with the museum and thought that Takeover Day was a great opportunity to test how they could do more.

### Who took part?

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One 16 year-old. The Year 12 student, who wanted to study History at university, had recently got in contact with the museum about volunteering so this was an ideal way to kick-start her involvement with the museum.

### What did they do?

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The young person was invited to take over the role of Learning Officer for the day, researching and creating a new resource for 14-18 year olds and learning about the different departments within the museum.

### How did they spend their time on the day?

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- Introduction to the museum and its organisational structure, the role of the Learning Officer and meeting other departments within the museum
- Independent research into the collection, visit to the archives and drafting a self-led trail for young visitors
- Tour of one of the new exhibitions and learning about how exhibitions are planned and developed
- Review session with Learning Officer about the day
- Helping to set up the opening event for a new exhibition to take place that evening

### What happened next?

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The Learning Officer has kept in contact with the young person and since Takeover Day she has started volunteering at the museum at weekends and in school holidays. The museum was very impressed with how she researched and developed the trail and have encouraged her to continue working on the resource that she started on Takeover Day.

Although just one person participated in Takeover Day at PHM, the ripple effect is apparent, with the young person returning with her Mum to the exhibition opening night and talking about her experiences with her peers.

*'My friends have been curious about what I've been up to as they have not really heard about anyone doing this sort of thing before.'*

*'I've been quite a few times to the museum recently and wanted to get involved. I've never really understood how museums function or people's various roles. I contacted the museum to see if I could get involved and they told me about Takeover Day. I would love to come back and volunteer.'* Takeover Day Participant

## Pitt Rivers Museum and Oxford University Museum of Natural History

### Why take part?

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The museums had run a Takeover Day in 2011, with younger pupils and with a consultative focus. This year the staff wanted to take this a step further and give more decision-making responsibility to some young people. On discovering that the date coincided with an Oxford-wide evening festival, in which the university museums usually take part, they decided to combine both initiatives.

### Who took part?

---

Eight sixth formers from a local school that the museum had worked with previously. The museum put out a call for participants via a teacher; the students then self-selected so not all were friends or studying the same subjects. One had been part of Takeover Day the year before.

### What did they do?

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The students were given responsibility for running an element of the evening's programme, designing and delivering activities for visitors.

### How did they spend their time on the day?

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Four planning meetings were held between the students and museum staff in the lead up to the event. The students worked to their strengths, breaking into smaller teams and doing much of the research and preparation in their own time.

The activities they devised tied into the overall Polar theme of the festival. These included:

- A slideshow of Inuit objects from PRM and pictures of Polar regions
- Making a collaborative floor map based on an Inuit map
- Handling table of objects and animal specimens
- Making stop-motion animations of snow scenes and a display on global warming
- Demonstrating non-Newtonian fluids with cornflour and a speaker

On the night the students were also handed over control of the Museums' Facebook and Twitter accounts.

### What happened next?

---

The event was well-attended and the museums were impressed with the students' commitment and enthusiasm for delivering their activities. There were slightly more teenagers attending than normal as a result of the students' involvement. One student applied to become a museum volunteer and another came back to do work experience. The initiative was also viewed positively by the school; although it was out of school hours eight teachers came along with their families to visit the event. Despite initial reservations about holding a Takeover Day event on a day which was already so busy for the museum, staff found it was actually a great way to truly let young people take charge within a supportive environment. Doing something unexpected and not being sure of the outcomes became a really beneficial experience for staff as well as the young people and visitors. The space used to deliver the events was also newly opened and the team learnt a lot from the young people about how to best use it for future events.

*'I've always loved this museum. The idea of just going, here's a space, do some stuff. That's really cool.'* Teacher

*'I thought it would be kind of lip service where you pretend that kids had decision making powers but it wasn't and the kids took it between their teeth. It was a difficult mix – you have to provide a framework and leadership but you don't want to stifle ideas. They were quite clued up and realistic about what they could do. We have to fit it in with our workload, but so do they.'* PRM staff member

## Roald Dahl Museum and Story Centre

### Why take part?

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The School approached the museum as they wanted to be involved in partnership community projects. The Education Manager thought Takeover Day would be a good fit for a children's museum as it would enable children to take centre stage in a single day.

### Who took part?

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62 Year 6 children (10-11 year olds) from one primary school with 5 of their teachers.

### What did they do?

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The children decided on the theme of Roald Dahl's life and the ideas which inspired characters in his stories. Divided into groups they created a new archive display, contrasting Roald Dahl's school experiences with those of their own; curated an exhibition of illustrations; performed a dramatic piece about Roald Dahl's life to care home residents and parents and acted as 'living statues'.

Prior to the day, the school and museum organised a cross-curricular planning meeting involving teachers with different specialist knowledge. Students were encouraged to participate in group tasks that would complement their skills and interests. They visited the museum to research materials and to prepare a drama performance and artwork for the exhibition. The museum built relationships with other partners including a care home and schools and the PR and Marketing team promoted the event via social media.

### How did they spend their time on the day?

---

On Takeover Day itself students took over roles as:

- Actors – devising and presenting play performances to an invited audience of care home residents and parents
- Archivists – devising an archive display from the museum's unique collection. They researched and selected appropriate archive material, wrote interpretation texts and arranged the display in cabinets
- Curators – displaying prepared drawings using different media in Miss Honey's Classroom and writing wall panels and text labels
- Interpreters – balancing on plinths as 'living statues' and being characters in role when activated by a human push button

### What happened next?

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Well-organised planning ensured that all children were very involved. They accepted their responsibilities with great enthusiasm. Takeover Day stickers made them feel important. The educational benefits were very clear and linked to many aspects of the curriculum as well as to the museum's collection, including engagement with archive material. The children gained a different perspective into working life, leading to insights into new roles and future aspirations and they said that it had been an enriching experience. The archive display engaged visitors with Dahl's life and works. It was on show for the duration of the following term and was much admired by visitors, enhancing the collection with its imaginative use of Dahl's autobiography. It was a great opportunity for outreach in the community and the intergenerational link was precious. Care home residents are now keen to return to work with young people. The museum has accessed a new audience with the children centre stage.

## Royal Air Force Museum, Cosford

### Who took part?

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A group of 11 Year 13 students from a local High School. The Education Officer at the museum approached an Engineering teacher at the school as they had worked with them before and wanted to use Takeover Day as a way to develop their relationship further.

### What did they do?

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The pupils' challenge for the day was based around a real need identified by the museum – how to provide lunch space for the thousands of children that visit the museum each year. The students were given the task of identifying an area on the RAF Cosford site to build the new lunch area and to prepare a business case for support their idea.

### How did they spend their time on the day?

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- Initial meeting with key staff at the museum to set the agenda for the day
- The students organised themselves into subgroups with responsibility for product design, location, research, finance and project management
- Museum staff made themselves available for questioning by the students throughout the day
- They conducted research on site with schools visiting that day
- Finally they presented their plans to the Senior Management Team with a Q&A session

The students had familiarised themselves with the museum operations in advance of the day so were well prepared to get to grips with the task.

### What happened next?

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The Senior Management Team were so impressed with the students' response to the brief that they have actually implemented it and a mobile food hut, called the Crew Room, is now serving school visitors at the museum. The museum's relationship with the school has gone from strength to strength; they are involved in further project work with the museum as a partner and the museum has given the school an aircraft wing as a resource for Engineering study.

As a next step to the event the students planned an off-timetable day with the museum's Senior Management Team which had them camping on the museum site and taking part in drills. One of the most positive outcomes has been a realisation amongst non-education staff in the museum that work with schools means more than providing workshops and worksheets and that the museum can support schools in so many ways.

*'We had an agenda of getting our staff to realise that Year 13s are good, they can plan but we weren't expecting just how well. The museum offers them activities that they couldn't do in school and we now see that we can contribute a lot more to their curriculum planning and management.'*

## Royal Albert Memorial Museum, Exeter

### Why take part?

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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?

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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?

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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?

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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?

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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.

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

# Shrewsbury Museum & Art Gallery

## Why take part?

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Although previous Takeover Days had been enjoyable, staff felt they wanted to develop the programme to increase the impact on the children and the museum. Takeover Day was also a good choice for the museum to initiate new partnerships with several local schools.

## Who took part?

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Twenty primary and secondary pupils with additional needs from a Specialist Academy, the museum's first partner school. After discussions with museum staff, the school split the pupils into four groups. Pupils were selected for the teams according to how staff anticipated they would respond to each task or benefit from developing particular skills. For example, a reading support group were selected to work on interpreting a story for toddlers which helped develop literacy skills.

## What did they do?

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Between July and November there was a programme of museum visits, in-school sessions and interactions with museum staff to familiarise the children with the museum and their roles. Museum staff spent time understanding the range of needs of the children and learning from school staff to create a programme that would offer something for every pupil.

As part of the preparation, children:

- Watched a film about the museum and discussed roles
- Visited the museum for a familiarisation tour
- Observed a toddler group session and designed their own session
- Took part in workshops to explore concepts of curation and selected objects for a display

## How did they spend their time on the day?

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Children in each team carried out specific tasks and implemented their plans:

- The Curatorial team mounted an exhibition of objects they had chosen, enhanced by music and artworks
- Meet and Greeters used maps and guides to orientate visitors around the museum, informing them of what they could see
- Visitor Information Centre hosts welcomed visitors, counted cash and used the card machine to issue entry tickets
- Mini Mammoth leaders led a toddler session, performed their dance piece, helped children with the craft activity they had designed, signed the story, prepared and served snacks

## What happened next?

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The museum has already begun working with the school to develop further opportunities for pupils, including establishing a young curators' group. There are plans for reciprocal staff training, and reviewing the inclusivity of exhibitions. Takeover Day has given museum staff confidence to extend opportunities to pupils with more profound needs as well as older students.

*'Severndale have become our partner school which gives us an opportunity to influence their curriculum planning. It's a reciprocal relationship, they're improving our practice, we're hopefully improving theirs and giving them a range of new and exciting opportunities.'* Learning & Communications Manager, Shrewsbury Museum & Art Gallery

## The Geffrye Museum, London

### Why take part?

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The museum is in the process of redesigning some areas and wanted to ask young visitors for their feedback on aspects of the current museum experience.

### Who took part?

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30 Key Stage 2 pupils. Working in partnership with Hackney Learning Trust the museum had invited numerous schools across the borough to participate in their Special Educational Needs Forum. Each school could sign up two children from Year 6. The museum wanted to offer the opportunity specifically to SEN pupils as it felt their viewpoint was sometimes overlooked and wanted to be able to hear their individual voices.

### What did they do?

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The children were invited to trial different aspects of a museum visit. There was then an opportunity to collect their thoughts and ideas for change and present them to museum staff.

### How did they spend their time on the day?

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After an introduction session which included a look at the visual timetable and a fun game to get the children moving, the rest of the morning was dedicated to workshops:

- Front of House role play – a drama session highlighting questions children might ask staff in a museum
- Creating a resource for the Quiz desk – the children looked in the Garden Reading Room for inspiration and returned to the Quiz desk area to develop ideas of something new and affordable the staff can use in future
- Design a Garden – coming up with games and activities they would like to see in a museum garden
- Audio Guide – the children chose a postcard of a room, went there and listened to the audio guide. They then reviewed it and suggested improvements
- During the afternoon the children separated into two groups to discuss their findings and opinions. They made a short presentation to each other and came up with three things for each of the four aspects that could be improved

Due to the nature of the children's learning difficulties, the Education Officer felt it was essential to include non-written forms of feedback such as drama and images to record their views.

### What happened next?

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All the feedback from the children has been processed by the museum and changes are being implemented as a result. By focusing their attention on very specific parts of the museum, the children were able to go into detail with their suggestions and provide viable solutions. Museum staff said the children had highlighted issues and come up with ideas that they would never have thought of. These included basic changes such as better signposting of disabled facilities and also more creative suggestions such as topiary animals for the museum garden. Using more music and embedding sensory aspects in the visitor experience was a key learning point for the staff.

The museum now wants to run all its forums using this child-led format in future.

## The Shakespeare Birthplace Trust

### Why take part?

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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?

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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?

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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?

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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?

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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

## The Wallace Collection, London

### Who took part?

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Over 180 young people attended this evening event. Young people were recruited to help create the event by contacting universities in London with information, and then inviting those interested to meetings. Young people studying History and Art History were targeted as they thought they would find the topic most interesting.

### What did they do?

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The museum had been planning a Student Ambassador Night for a while as they wanted to introduce more students and young people to the Wallace Collection. Once they realised that it was due to happen on Takeover Day they tweaked their plans to give students themselves more responsibility for planning and producing the event.

### How did they spend their time on the day?

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Student Ambassador Night took place in the evening of Takeover Day and the students who had been helping to plan it all took responsibility for an act on the night.

- There were live performances, guided tours, artists, living history demonstrations
- Some of the students provided entertainments themselves e.g. the DJ was a friend of one of them
- Some were based on what they told the museum they wanted e.g. the make-up artist who created Venetian-style make-up had come to previous events
- Some acts ran throughout the evening – the make-up artist for instance – and some were scheduled to start at specific times

### What happened next?

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The museum definitely felt that they had achieved their aim of introducing more young people to the collection.

*'The best thing was that so many students told us they had never heard of us before, but were so amazed by everything and would definitely be back.'*

The event has become a regular feature on the events programme and the process of recruiting young people to plan this year's spectacular is underway. Having used Takeover Day as an opportunity to test out their idea, The Wallace Collection now has an exciting event which will continue to grow and improve with the involvement of a new group of young people this year.

## Thinktank, Birmingham Science Museum

### Why take part?

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The museum was planning a collaborative project for around this time. Staff wanted to link in with Takeover Day as it was felt this would give the children validation for their work and show how seriously the museum appreciated their involvement. With a new Participation Co-ordinator in post, involving young visitors was a priority for the museum.

### Who took part?

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Five 11-13 year olds. For Takeover Day the museum partnered with a local charity called 'The Feast' which works to create community cohesion between young Christians and Muslims in Birmingham. The Participation Co-ordinator looked at a number of children's organisations in the city and found that this group were best placed to work on the project. Spanning different ages and from a non-Science organisation they could also bring a new perspective to the task.

### What did they do?

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The group worked with museum staff to co-create a permanent family activity for the new 'We Made It' gallery which was due to open in February 2013.

### How did they spend their time on the day?

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The group were given two main tasks:

- In the morning, they looked at a variety of possible artefacts and selected the handling objects they would most like to see in the gallery. The children indicated their choices and reasons using Post-it notes that they attached to photos of the objects on large wall displays
- In the afternoon, they were asked to test prototype demonstrations to see if they worked and come up with improvements. Exploring lightboxes, minerals and electrical circuits, the group trialled demonstrations and provided feedback, both in writing and verbally

The group were also taken on a behind-the-scenes tour of the new gallery in development.

### What happened next?

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The feedback provided on the handling objects and prototype demonstrations was used by the museum staff to create the finished activity – a 'Sense Station' mobile handling and activity unit which is now part of the 'We Made It' gallery. The children were invited to visit the museum again for the launch of the new gallery and to see their finished activity. A particular highlight was seeing their photos and comments displayed next to the objects they had selected.

This was the first time that the museum had run a co-created project and staff were pleasantly surprised by the children's input, selecting unexpected items and coming up with fresh activity ideas. As a result the museum has committed to carrying out more collaborative projects with young people and an additional spin off has been the creation of a Young People's Forum to enable this.

*'Takeover Day has helped us to formally display that as a museum we are focused on involving children and young people in our work.'*

## Torquay Museum

### Why take part?

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Previously, the museum worked with the Young Archaeology Club (YAC). The experience of working with the YAC on a small-scale event inspired museum staff to aim for more meaningful and empowering outcomes this year.

### Who took part?

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Ten members of the YAC group who were joined by twelve Brownies from a local unit. The children were aged 7-14.

### What did they do?

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Children took over a variety of roles throughout the museum, from meeting VIP guests to selling tickets in the shop.

The Learning Officer visited the two groups in advance to ask them what they would like to do on Takeover Day. The Learning Officer supported their ideas with input on the operations of the museum. The children came up with job titles for themselves and descriptions of what they thought their role should do.

A weekend pre-visit was arranged and those children who were able to visit explored the museum. Children annotated 'We're Taking Over' posters and displayed them in their schools. They also sent out postcards to encourage family and friends to come along.

### How did they spend their time on the day?

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Key to the experience was letting the children decide which roles they wanted to take over. Some children stayed in the same role whilst others rotated. Brownies took over for the morning and YAC members all day.

Roles included:

- Working with the curatorial team to identify and catalogue objects
- Acting as VIP hosts, meeting and greeting the guest speaker and local MP who were visiting, giving them refreshments
- Selling tickets and shop merchandise to visitors
- Giving guided tours to visitors
- Generating ideas for improving the museum floor plan

Torbay's MP presented certificates to the children at the end of the event and families were invited to come along and interact throughout the day.

### What happened next?

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One Brownie came back to visit with her school; after recognising the Learning Officer, the girl invited her to be a guest of honour at an assembly to celebrate their work from the trip. This led to further conversations with the school and a subsequent Takeover Day being organised.

The experience of taking over has inspired members of the YAC to volunteer to run guided tours, object handling and craft activities at another community event organised by the museum.

Feedback collected by the children has been useful in improving the visitor experience at the museum. Their ideas from reviewing the current floor plan are being incorporated into the development of a family-friendly museum map.

## Tyne & Wear Archives & Museums (TWAM)

### Why take part?

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Firstly, a positive experience of Takeover Day in 2010 with pupils having the opportunity to consult on a live project and learn new skills. Secondly, it gave staff the chance to work in partnership with the Scout group which would benefit TWAM's wider audience.

### Who took part?

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Three members of a local Scout group, aged 11-13. A colleague was the District Commissioner so was able to make contact easily. The group were also affiliated with the British Legion and were due to take part in the Remembrance Service the next day which made them ideally placed for working with the theme. TWAM sent information to the Scout group and asked for volunteers. Three were interested and able to make the date.

### What did they do?

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The scouts joined two learning officers on the Saturday for an intensive day of research, planning and recording, linking the theme of Remembrance to the Soldier's Life Gallery at Discovery Museum, Newcastle. They took over TWAM's bi-monthly podcast Culture Cast producing a special Remembrance Day edition.

### How did they spend their time on the day?

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- Listened to examples of other podcasts and discussed what made a good one
- Talked about what they knew about WWI and Remembrance Day and what it meant to them
- Examined original sources relating to a Private who served and died in the war – pictures, postcards home, his medals, death certificate and 'death penny' – to build a picture of what he was like and chart his story
- Drew up a plan of what they wanted to include in their podcast, wrote a script and recorded it, selected and uploaded photos

### What happened next?

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The final podcast was uploaded onto the TWAM website and is available for [download](#), also on [YouTube](#).

Links with the Scout group have been reinforced and a personal connection made with the individual young people, who said they would definitely like to do more work with the museum and may consider volunteering.

Inviting young people to takeover in this way gave TWAM a real insight into how they can approach interpreting WWI for formal school groups. It was so beneficial in helping them understand the needs and interests of their young visitors that they plan to use the same method when developing their next resource, a series of loan boxes for the centenary of WWI.

*'Working with the young people on this project has reiterated the power which objects can have and their ability to change your perspective. We will definitely be planning our future WWI programme with young people from the beginning.'* Lucy Bemrose, Learning Officer

## V&A Museum, London

### Who took part?

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Five Year 10 pupils from a girls' school in Bexleyheath. The invitation to take part was posted by the V&A on the website for LONSAS, the London Schools Art Service and the school responded to say they were interested.

### What did they do?

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The pupils were asked to plan a Digital Festival, using their ideas and skills to create an exciting and innovative programme of digital workshops, demonstrations and events. They took inspiration from the V&A collections, and used the latest Mac computers to carry out research in the Sackler Digital Studio.

The festival needed to target 13-19 year olds, have activities that appeal to both male and female, contain activities for young people to participate in, link somehow to the Museum's collections and aim to attract a large number of young people. The young people were asked to consider the kinds of demonstrations and workshops they would incorporate and how they would use different spaces and the areas of digital art / design / media they would like speakers to talk about. They were also asked to include in their presentation details of costs and how they would promote the event.

### How did they spend their time on the day?

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Orientation in the Sackler Centre, mini tour of the museum and introduction to software

- V&A presentation on proposed festival, plans and costs. Brief given to young people to devise a Digital Festival
- Brainstorm and research in digital studio using computers with access to web
- Ideas developed and collated into a rough presentation
- Young people's presentation of ideas to V&A Staff for comments and questions
- Young people and V&A Staff worked together to evaluate the best potential ideas for a festival
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### What happened next?

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The Digital Festival went ahead the following March, and was a big success, attracting 360 young people and involving the V&A's Youth Forum in running some of the activities. The young people's input from the day certainly helped to inform and shape the content of workshops and activities and also gave the V&A team a perspective on what young people their age wanted in digital media. Suggestions included being able to try on period clothes in front of a green screen then using photoshop to add background and an activity in which visitors can control what happens by calling or texting with their mobile.

## Windsor Castle – Royal Collection Trust

### Why take part?

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Royal Collection Trust, Windsor Castle, had not previously taken part in Takeover Day. The Learning Manager wanted to extend existing links with local secondary Langley Academy to promote a lasting interest in the Royal Collection among the students involved and enhance perceptions of Windsor Castle as a centre for learning for young people. Windsor Castle had previously worked with the French department in outreach sessions at the school. They wanted to extend these links to other departments and run a joint project on the Windsor Castle site.

### Who took part?

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45 Year 7 (11-12 year olds) and a small number of Years 12 & 13 (16-18 year olds) from Langley Academy, the only academy in the UK with a museum focus.

### What did they do?

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They planned a Fashion and Finery day at Windsor Castle, where Year 7 students set up a display of Tudor replica armour and costumes, together with images and information about Royal Collection paintings which had links to the replica items on display. They also led activities for Year 3 children (7-8 year olds) from a local primary school, visiting in the morning. A Tudor music group also performed and Langley students taught the primary school children a simple dance and explained about the music of the time. Students also welcomed and led tours of the display for Castle visitors. At school, students wrote labels in French and English. They met two curators at the Castle to discover more about clothing and armour, interpretation of collections and writing labels.

### How did they spend their time on the day?

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The event took place in the Moat education space, with students wearing replica clothes and armour directing visitors from the entrance to the display. They shared information with visitors. Students were divided into three groups of approximately 15 students, each spending around an hour and a half on the activities.

Before the day students acted as:

- Marketing staff – creating flyers and posters to give to visitors on the day and advertising their display
- Audio Technicians – recording a CD of period music by students from the Music Faculty which was played when the Tudor music group had a break

On the day students acted as:

- Visitor Welcome Hosts – directing and welcoming visitors to the display
- Gallery Guides – talking about the displays and giving information to visitors
- Education Officers – devising resources and leading activities for visiting primary school children

### What happened next?

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Verbal feedback from the students, academy staff, primary school visitors and members of the public who visited the displays was extremely positive. The Learning Manager plans to work with other faculties and year groups both at the academy and at Windsor Castle to further develop the secondary school programme, building further strong curriculum links.

*'Takeover Day provided an opportunity to further develop our work with Langley Academy students and staff on a mutually beneficial project.'* Learning Manager

## Woodhorn Museum and Archive, Northumberland

### Who took part?

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Ten young people aged 13-19 took part in the day. The museum's Creative Mentor wanted to make links with venues with young people, so visited the teen bar in a nearby town. She recruited the young people directly from her conversations with them at this drop-in space. Some were so keen to be involved they even lied about their age!

### What did they do?

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The museum had no preconceptions of what they wanted the young people to do. Instead, the starting point was asking the young people what they would like to do. Coming up with all the ideas and working through the suggestions themselves, the group decided to hold their own exhibition and interactive event at the museum, inspired by time travel. Through the county's archive, the young people investigated themes about the past, present and future of Northumberland as well as exploring the links across the region and the world. The young people worked with museum staff to plan and prepare their event, either at the drop-in space or at the museum.

### How did they spend their time on the day?

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- Created artwork for the windows – acrylic overlay
- DJ'd with gramophones throughout the day
- Played a film with soundtrack that they had produced
- Interacted with museum visitors using a paper 'fortune teller' type activity with questions as a conversation prompt

### What happened next?

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The artwork was originally supposed to stay up for six weeks but has been so well received it's now permanently on display at the museum.

The museum has continued to work with the young people who took part; they have been involved in other project work and submitted the application for the Family Friendly Museum Award on behalf of the museum.

*'It's made the young people realise that the museum is a friendly space. It's lovely to have them put their stamp on something. It's also raised the confidence of our staff in dealing with young people of this age.'*

Takeover Day inspired further work with young people following the event. 17 youngsters organised an international fashion show including ten different countries, as well as Northumberland. 120 visitors came to watch the event and the cafe staff made food from all of the different places. In a Heritage Big Brother project, the young people lived in Victorian conditions and used recipes from the archive to cook their own food.