

HILDA AND THE NORTHERN POWERHOUSE – Schools Outreach EVALUATION

For the 2nd phase of funding for Hilda and the Northern Powerhouse, our outreach for the schools was held at two primary schools: Cleeve Primary (Bransholme) and Ormiston South Parade (Grimsby). We worked with the entire Year 5 at both schools. This document details the events of the day and tallies the results of these activities (success/reactions etc.)

Structure of the Day:

Intro:

LEADER: Camille

	<u>SESSION 1</u> 9.20AM- 11.20AM		<u>SESSION 2</u> 11.35AM – 12.45PM		<u>SESSION 3</u> 13.30PM – 14.50PM	
	PAST - THE WORLD	BREAK	PAST - CHARACTERS	LUNCH	PRESENT – MAKING OUR STREET	FEEDBACK

Began with a warm-up game. The group stands in a circle and says their name and gives us an action. We all then repeat the name and action in unison.

This is a good way of figuring out who is going to need no encouragement throughout the day and who needs to be brought out of their shell.

- Relay the mission by using the letter from Hilda

Dear Year 5,

My name is St Hilda and I have an important message to give to you.

I am writing to you from the 7th Century, which is over 1000 years before you were born. It is vital that I get this message to you because I must complete my mission.

And I need your help.

Throughout my life, it was my goal to help people, give them shelter and make them feel safe and welcome – no matter where they came from. So, I built Whitby Abbey which became the home for thousands of people over the years.

I grew up just down the road from you! But everything has changed so much since my time...

I feel like a stranger!

Could you help me feel welcome and safe in Grimsby? Otherwise, I will not be able to complete my mission.

Will you help me?

St Hilda

This worked well to get the kids on side and know that there is a mission/objective we will be trying to complete for the day.

At this point we gave out **stickers** when they accepted the mission and became Hilda's clan.

We also created a clan name (taking suggestions and then amalgamating them into one) – eg. at the Grimsby school we were Saving 1000 years ago Hilda's pack avengers united. This works well as a running joke of the day as it's such a long name using everyone's suggestions.

Once the letter has been read, the leader (one of the facilitators) suggests that in order to help Hilda, it's probably best that we – as a clan – do some investigating.

This leads to the Powerpoint presentation that is being projected on the wall.

Have we heard about the Anglo-Saxons? Year 5 proved to be the perfect year to do this outreach work with because of the way their history curriculum falls. They had previously studied the Vikings in Year 4 and

so had a lot of knowledge of the time-period as a foundation to work off from. This meant that they had jumping block which they could use to relate this work to.



Saxon England!

- The Anglo-Saxons were a group of farmer-warriors who lived in Britain over a thousand years ago. Starting in 450 AD.
- They were fierce people, who were always fighting battles – the armies were known as clans, and they were often fighting each other!

Where did they live?

- The Anglo-Saxons lived in small wooden huts with a straw roof, and inside was just one room in which the whole family lived
- The biggest house in the village belonged to the chief, which was large enough to house him and all his warriors

What did they eat?

- The Anglo-Saxons loved to party! They loved hosting huge feasts in the chief's hall.
- Meat was cooked on the fire, and they ate bread, drank beer and sang songs long into the night!

What did they wear?

- Anglo-Saxons made their own clothes out of natural materials.
- Shoes were usually made out of leather and fastened with laces or toggles.
- Anglo-Saxon women are famous for loving their bling! Wearing beaded necklaces, bracelets and rings.

Can we find Hull on the Anglo-Saxon map?

SAINT HILDA OF WHITBY 614-680 AD

- Hilda is most known for building Whitby Abbey in 657
- Caedmon, a pig herdsman, wrote a song that Hilda published – the first known poem in English
- Famous for her wisdom and leadership

We think we need to do a bit more investigating... We need to travel back to the 7th Century and see what life was really like for St Hilda.

To do that we need to warm up and prepare ourselves.

Games:

- **Stop/Go/Jump/Clap** - Then reverse them. Great for getting the kids in the zone and focussed. Always makes them laugh when you reverse the rules.
- **Splat** – This was without a doubt the most popular game/element of the day. Kids at both schools were begging to play this again and again. Best quote was from a boy in Grimsby who had been flagged as special needs (on the autism spectrum) who said of splat “This is the stupidest thing I’ve ever done. But it’s really fun” A corker of a review if ever I heard one.
- **Zip/Zap/Boing** – this was an absolute fail, no one understood it (stick to splat).

The World:

LEADER: Alice

Split the class into groups. Begin by asking the group if they know what a freeze-frame is. We are creating a scene but they are still, as if someone has taken a picture.

First task: Freeze-frame of **Friendship**

Second task: Freeze-frame of **Bravery**

Third task: Freeze-frame of **Loneliness**

Fourth task: 3 Freeze-frames of **Feast/Fight/Work**

Fifth task: Choose one of the freeze-frames and add a line for your character so that the picture comes to life.

Games:

- **Farmer/Blacksmith/Warrior** – (basically a version of Rock/Paper/Scissors). You establish a frozen image for each character, ie. Farmer digging, blacksmith hammering and warrior with a bow and arrow. There are two teams competing (you can make it into a tournament of however many teams, depending on the size of the group). Each team chooses what they will play, 3 2 1 jump into the pose and see who wins...
 - Blacksmith beats warrior: no armour for warriors to fight with.
 - Warrior beats farmer: farmers can't defend themselves.
 - Farmer beats blacksmith: without farmer's crops blacksmiths can't make their fires.

This is a really fun game that builds on the children's knowledge of job roles as well as their strategic thinking. This game was really well received, the kids were begging to keep doing it.

- **Dangers!** – Establish a defence pose, it could be as simple as crouching down really small, and the dangers people would have faced during Anglo-Saxon times. In our sessions we came up with:
 - Disease
 - Enemy Tribe
 - Flood
 - Famine (no food)
 - Fire

Instruct the children to walk round the space. Then begin to shout words at random, when they hear one of the danger words they need to huddle together and do their defence pose. This gets them actively listening and more focussed ready for the later tasks.

The Characters:

LEADER: Matt

Opened with the **Stop/Go/Jump/Clap** game to re-instil focus.

We created a mind-map on the board of different jobs that people would have had in Anglo-Saxon times. Because of their history work with the Vikings, this proved a really great exercise as the kids were eager to share their knowledge.

First task:

Step into your character. What do you look like, smell like, what are you wearing, do you have armour on, are you carrying anything?

Second task:

Walk around as your character. Are they confident and brave, do they look up or down, how fast do they walk, what danger are they most scared of?

Third task:

Using the **luggage tags** write down:

- Name

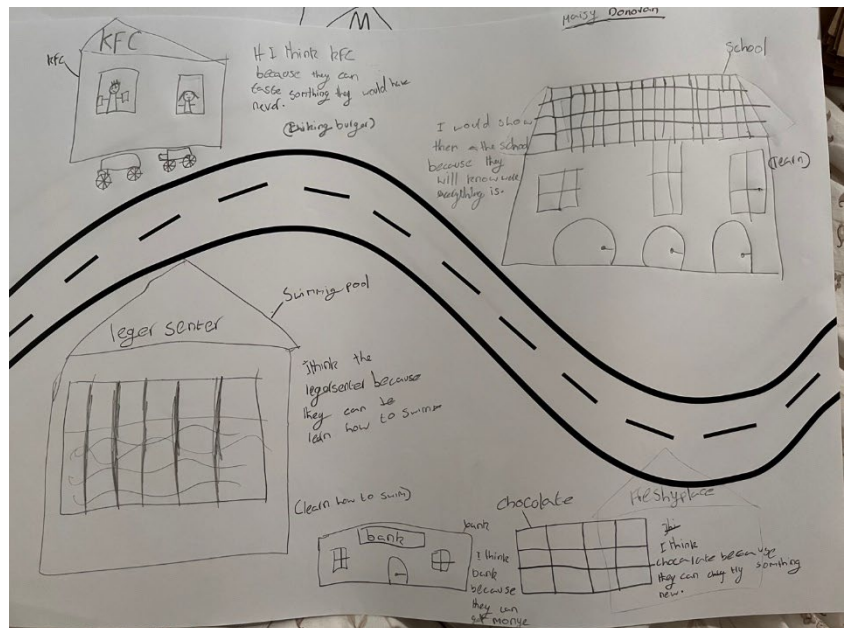
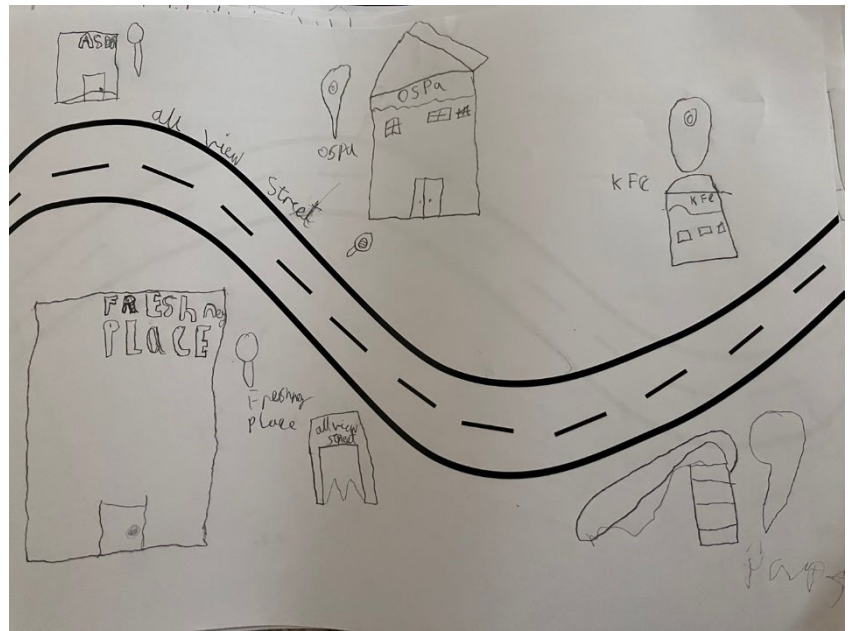
- Age
- Job Role
- Danger they fear the most
- What is their favourite part of the day ?

Games:

- **Get to safety!** – A version of grandma's footsteps. Remind ourselves of the dangers we have learnt about in the **Dangers!** game and create one big danger personified by the person who will play 'grandma'
- name the 'grandma' figure if it's easiest (at Bransholme we named it "all that is evil" which I think is adequately melodramatic).
- Aim of the game is to reach the haven of Whitby Abbey/Hilda and dodge the dangers.

ALL KIDS THEN RECEIVE A GOLD COIN FOR GETTING TO SAFETY BEFORE WE BREAK FOR LUNCH.

LUNCH



Leader: Camille

First task:

Sit round in a circle and talk about what the people of the Anglo-Saxon times might have been feeling.

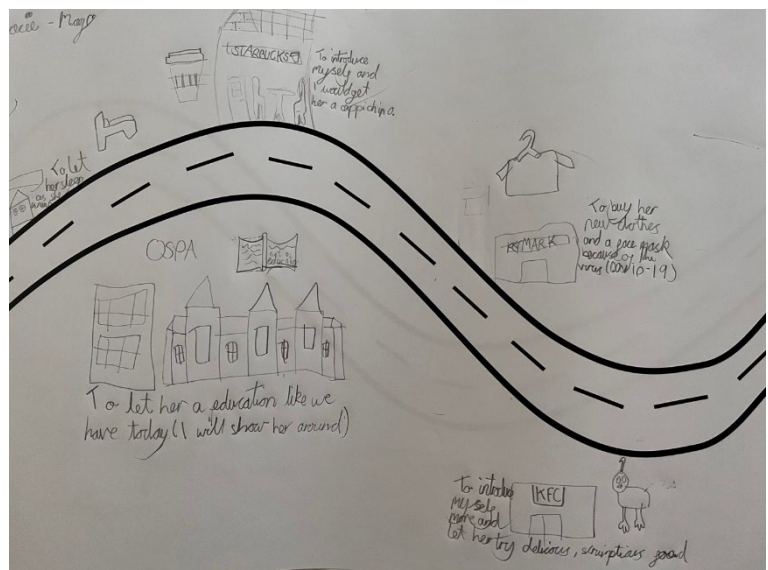
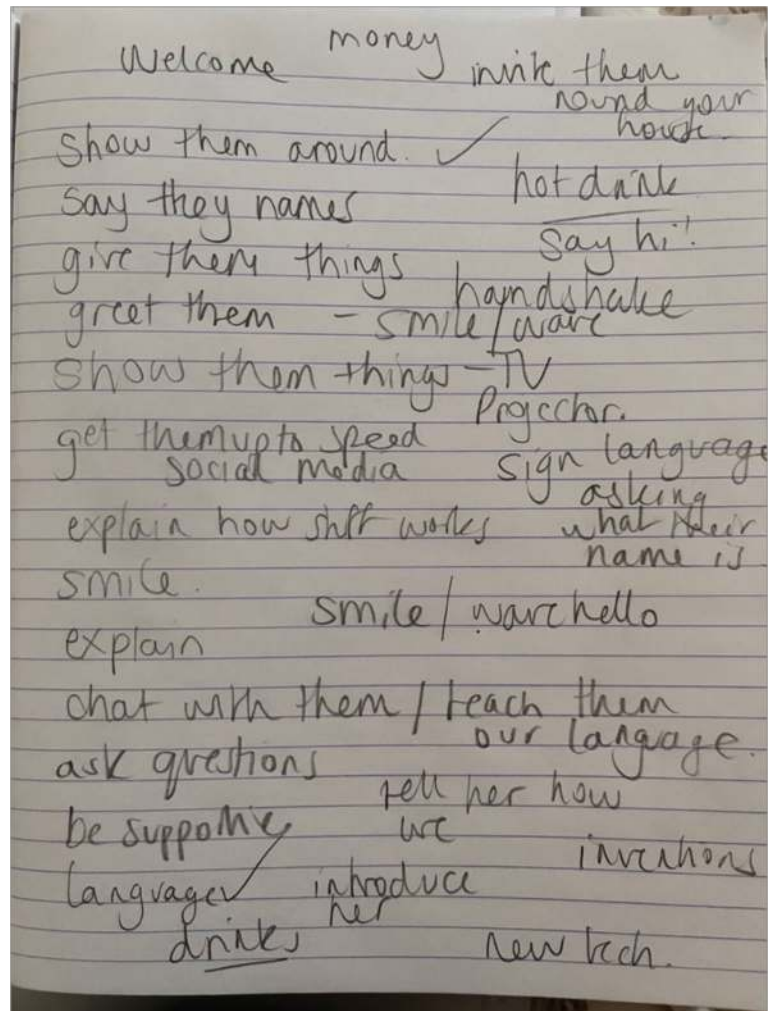
Third task: Go round the circle and say how we would make someone feel welcome.

Fourth task:
Create our street!

Use what has been said in the previous task as a link to this – a lot of kids said show the person round the school or show them round their house, this is a great way to tangent on to the street activity.

The kids must think of 5 places that they would take someone from the Anglo-Saxon times to and why they have chosen that thing.

Feedback on this task:>



FINAL ACTIVITY: Go round the room/write on a post-it what your favourite part of the day has been.
ALL CHILDREN RECEIVE ANOTHER GOLD COIN AND BOOKMARK AS THEY LEAVE.

GOLDEN PHRASES:

BRANSHOLME

A: nah I don't think it does

B: Mate, sweat does stink

A: Well, I don't stink when I sweat

B: Erm, I think you'll find that you very much do

A: Oh...

The assembly that morning was on what makes us different – here are some snippets...

'Well I guess some people may wear glasses and some people dunt'

'I'm different because I come from the

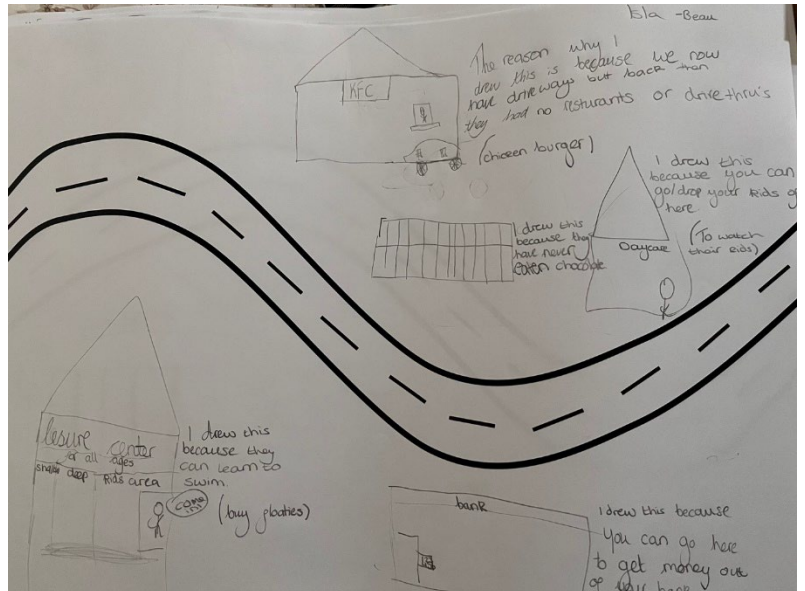
chemist' 'why do you come from the chemist, tommy?' 'dunno, it's just something me mam says'

'I'm special cos I've got moles on my head' 'well I aint got moles and I don't want moles'

'Ryan's different cos he's grown very quickly'

'I'm the only one in the class that wears hearing aids'

'Can you stop leaning on my hair mate? Doing my head in'



GRIMSBY

'I think they were overwhelmed, they all had more than one job.'

'They were Bloodthirsty, ready to fight, like a mad mode'

'They would have felt anxious about war'

'They would be surprised and shaken, from always having to be ready, like really stressful'

'Well they had to rely on crops, that must have been really hard, they must have been worried and exhausted from life'

'They were overwhelmed with it all, but they had to do it to survive'

'they must have been heartbroken'

'They must have been blue, lonely all the time and upset. but they could feel safety in a group of people like their family'

'They would have had a squad of people, that they like trusted and stuff'

'They could have had fun with snowballs and things'

'If we sang to them it might make them feel better and welcome, as it's what they used to do'

