



Gallipoli Centenary Education Project (GCEP)

Evaluation Report for Gallipoli Education Experience Day

Co-produced by Touchstones Rochdale and the Fusilier Museum, Bury

Project Summary

Reflecting specifically on the story of the Rochdale, Bury and Todmorden soldiers, recruited to form 1/5th and 1/6th battalion that fought at Gallipoli in 1915, the project illuminated the local historical links to this global war which was centred in Europe. The project focused on deepening pupils, teachers and partner organisations understanding of the impact and significance of events which happened in the local geographical area and further afield in Gallipoli, Turkey.

The Fusilier Museum, Bury (FM) and Touchstones Rochdale (TR) drew on their well respected experience of delivering engaging and thought-provoking educational workshops and activities to co-produce a new offer to schools. Working with two freelance educational specialists, two brand new outreach workshops were developed through consultation with the organisations archive material including the Local History Centre in TR and in addition with the Bury Archive Service.

One of the project's aims was to deliver the Gallipoli Experience Day after the end of the project through the respective museums' education programmes. The complementary workshops aimed to offer schools an in depth examination of a significant world event on local history. A version of the two workshops is currently available for schools to book independently through the Touchstones Rochdale Schools Programme 2015-16 as part of their 'War & Remembrance' section.

The Creation of the Outreach Workshops

Two creative practitioners with a proven track record of providing excellent educational resources and workshops were recruited to the project. The brief required the two practitioners, one representing each Museum (Touchstones Rochdale and The Fusilier Museum) to each create a complementary workshop looking at the involvement of local people from Todmorden, Rochdale and Bury during the Gallipoli campaign.

The research which formed the basis of both workshops was taken from specialist curatorial knowledge and archive materials made available from both partners, plus utilising material from Bury Archive Service. Each facilitator researched separate elements of life during the campaign. Daniel Jessop working for the Fusilier Museum focused on the soldiers' direct experiences. Cat Jessop worked with the Local History Centre at Touchstones Rochdale researching life on the home front focusing on the families and individuals, i.e. nursing staff at Castleton House, Rochdale.

The costume worn by Cat in her workshop was created especially for the session. The costumier Paula Cain based her design on archive images from the Local History Centre at Touchstones Rochdale featuring nurses on the home front in Rochdale. See the two images below:



Through the research undertaken at both partner organisations and Bury Archive Service, new interpretations of WW1 events from East Lancashire began to emerge. An example was the highlighting of the 'Gallipoli Oak', a focus of Daniel's workshop. The FM was able to provide information about the father who transported a small oak seedling from Rochdale to Gallipoli after the end of WWI. After a long boat trip the father finally planted the seedling in the Gallipoli graveyard in memory of his son, who had lost his life in the campaign. The father, who owned a well-known grocer's shop in Rochdale called 'Duckworth's', paid a Turkish gardener to tend the oak whilst it grew. The oak still stands in the graveyard to this day.

The research revealed different angles of the local story offering the specialists involved new ways to interpret the stories. This information was then presented to education staff at both organisations highlighting areas which could be further developed for their own programmes. This resulted in the development of the Gallipoli Experience Day which engaged both teaching staff and pupils with information with which they were not already familiar.

WWI is not explicitly mentioned in the National Curriculum so for many of the primary schools involved (which made the highest proportion of schools) this presented a new topic in an already crowded curriculum. By focusing on the local history aspect, a strong focus of the National Curriculum, the content of the workshops became a very attractive offer to schools.

Pilot workshops

Before the project was fully launched to targeted schools in Bury, Rochdale and Todmorden, a pilot session took place in December 2014 at Smithy Bridge Primary School, Rochdale. Feedback was shared between both partner organisations and facilitators. Due to staffing changes at the FM, which created a delay in developing a bespoke session in time for the pilot, the FM instead delivered an existing WWI

workshop which is usually delivered to schools at The Fusilier Museum as part of their advertised programme. Although not Gallipoli-focused the content still included information on what life was like on the front line and therefore complemented the TR workshop which looked at how the home front supported the war effort.

The December pilot session received very positive feedback. From the question 'how did the children respond to the workshop?' replies included "outstanding, awesome, epic, ace and informative" and "exciting, amazing and super". Teachers awarded 5 out of 5 when asked 'To what extent has your pupils' knowledge and understanding of the workshop objectives increased as a result of the visit?' and stated that they would book the workshop again in its current form.

By January 2015 the new devised bespoke FM session was ready and was delivered successfully. The project was back on track and achieved its original aims to deliver two brand new workshops focusing entirely on the Gallipoli campaign.

Workshop Details

Home Front Workshop

Cat Jessop delivered the following session focusing on the Home Front:

"It's 1914 and Britain is on the brink of war and Rochdale, Bury and Todmorden must play their part. Cat Jessop the costumed facilitator explores how the home front supported the war effort. Who will house the new recruits as they train before going to join the front line? How will you keep the troops entertained before they leave to fight 'the good fight'? The workshop provides the opportunity for children to take part in a fully interactive session and learn all about a soldier's life as they prepared for war."

This workshop included:

- Drama role play presentation by the facilitator (including costume and props) - Playing the two opposing groups, The Triple Entente & The Triple Alliance.
- Drama role play with the children taking part (including costume and props) – Learning 'synchronised swimming', setting out a soldier's extra place at the family dining table, acting as Lord Rochdale.





- Hands-on/tactile activities – bandaging a wounded soldier’s arm



- Group working and presentation of ideas – discussion of propaganda posters



- Use of replica and museum handling objects plus archive photographs – at all points through the session

- Whole class debate – “Would you welcome a stranger to live with your family in your house while they train to become a soldier?”
- Drama game – pretending to be soldiers sneaking out of Rochdale before the people of the towns spotted them!



- Personal & emotional responses to the topic – “Britain declares war with Germany!”- how would this make you feel?

The ‘Soldiers’ Experience’ Workshop

Daniel Jessop delivered the following session focusing on the soldiers’ experience of joining the army, leaving their home town and fighting as part of the campaign:

“The First World War has started and you need to do your bit for your king, your country and your local towns of Todmorden, Rochdale and Bury! This participatory workshop follows in the footsteps of local men from the terraced streets to the battlefield. Who will step in line and volunteer to do their bit overseas? How will you feel to leave behind your friends and family? Join our costumed facilitator and prepare to travel back in time, ‘pack up your troubles’ and brave life at the front.”

This workshop included:

- Drama role play presentation by the facilitator (including costume and props) – Daniel plays the part of a soldier helping to engage new recruits, he also replicates the training camp in Rochdale shouting army commands to the children to do push ups, sit ups and star jumps.
- Drama role play with the children taking part (including costume and props) – Representing the feelings of people in the home towns, Todmorden



soldier are ready to go! Walsden crowds are cheering! Littleborough men are ready to join the soldiers!

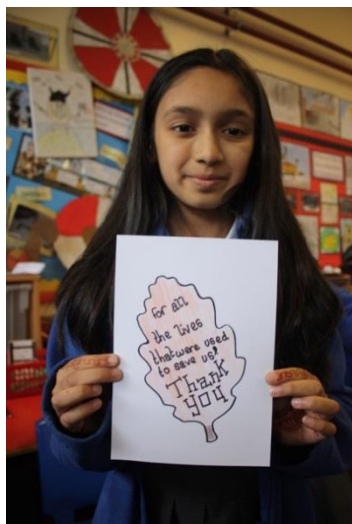


- Singing - using songs from the era to illustrate the soldiers' journey
- Hands-on/tactile activities – Planting 'forget-me-not' seeds in memory of the soldiers who fought at Gallipoli.



- Group working and presentation of ideas through whole class debate – Would you stay in Rochdale or be happy to go and fight abroad in a place you knew nothing about?

- Use of replica and museum handling objects plus archive photographs – at all points through the session.
- Personal & emotional responses to the topic – “Britain declares war with Germany!” - how would this make you feel?
- Creation of artwork and written text – as a reflection on the workshop children were asked to decorate an oak leaf, linked to a poignant story of a son who lost his life at Gallipoli, and reflect on, “What would the journey have meant to you?”



Typical workshop timetable of schools participating:

2 classes from each school were approached to take part in the workshops. This meant the 2 creative practitioners could work with the different class at the same time and swap over after lunch.

	Class A	Class B
Morning workshop	Cat Jessop	Daniel Jessop
Afternoon workshop	Daniel Jessop	Cat Jessop

Details of sessions delivered:

Date	Schools, organisations, groups involved	Organised by	Planned number of participants	Actual number of participants
01/12/14	Smithy Bridge Primary School (Rochdale – Pennines) Year 6	Touchstones Rochdale	59	59
16/01/15	St Joseph’s RC Primary School (Todmorden) Year 5 & 6	Touchstones Rochdale	60	59
23/01/15	St. Stephen’s CE Primary School (Bury) Year 4, 5 & 6	Fusilier Museum	64	68
06/02/15	Redwood Secondary School – Special needs School (Rochdale)	Touchstones Rochdale	47	43

	Year 7, 8 & 9.			
13/02/15	St. Marie's RC Primary School (Bury) Year 5 & 6	Fusilier Museum	61	61
29/04/15	Butterstile Primary School (Bury) Year 6	Fusilier Museum	50	50
15/05/15	Walsden St Peter's CE (VC) Primary School (Todmorden) Year 5 & 6	Touchstones Rochdale	46	45
21/05/15	St Thomas More RC (Rochdale – Middleton) Year 5 & 6	Touchstones Rochdale	60	55
04/06/15	St Margaret's CE Primary (Rochdale – Heywood) Year 5 & 6	Touchstones Rochdale	57	64
04/06/15	VoxPop – St Margaret's CE Primary (Rochdale – Heywood) Year 5 & 6	Touchstones Rochdale	15	15
26/06/15	Guardian Angels RC Primary School (Bury) Year 4 & 5	Fusilier Museum	59	59
23/06/15	Ani- Make History Gallipoli - St Thomas More RC (Rochdale) Year 5	Touchstones Rochdale	30	29
06/07/15	Ani-Make History Gallipoli – Guardian Angels RC Primary School (Bury) Year 4	Touchstones Rochdale	28	28
				635

Participation in the newly developed workshops: who took part and why?

Primary Schools - Key Yr 4, 5 & 6

Both partners (FM & TR) have strong and established relationships with the primary schools in their local area (Bury and Rochdale) through the current education programmes they offer. Although Todmorden is outside of the Rochdale borough boundary (where the majority of Touchstones Rochdale's participating schools are based), schools from this area do have a strong history of accessing the services on offer at the Museum and Art Gallery because of its close geographical location. The town of Todmorden does not have a Museum and Art Gallery due to its smaller size and so Touchstones Rochdale was able to take up the role of liaising with schools from this area.

Why Primary School Focus?

Both venues found targeting primary schools rather than secondary schools more successful due to the following factors:

- Primary schools have much more flexibility with their timetable so freelancers can come and work with pupils in school for a whole day without pupils missing lessons in other areas.

- Primary schools are an existing audience for both partner organisations and the local primary schools already have experience of the high quality product provided by FM & TR so trust is already established.
- Both partner organisations have a small team which deals with educational bookings and uses established models to promote workshops. This meant that less of the funding would be spent on administration and more could be spent on engagement.
- To enable a legacy for the project both organisations agreed to deliver the same combination of workshops after the project had finished as bookable workshops, advertised for purchase through the museums' respective education programmes. With this in mind it made sense to promote the project directly to the audience with whom each organisation already had a relationship.

Specific schools were targeted to take part and contacted directly by the relevant museum. As previously mentioned WWI as a topic is not specifically mentioned in the National Curriculum and because of this education staff were concerned that some primary schools might not be too keen to get involved with the project. The education teams therefore decided it was best to emphasise the broader links to local history, cause and effect of great events and also the heightened awareness of the national anniversary commemorating 100 years since the outbreak of WWI.

Curriculum Links with WWI

Feedback from the schools illustrates that actually some schools already include the topic of WWI into their curriculum whereas others do not:

Evidence of direct history WWI links

Butterstile Primary School, Year 6

- *"Our end of year concert is based on WWI so this session was perfect!"*
- *"Excellent preparation for our Yr 5 & Yr 6 production which is a story based on WWI"*

St Thomas More RC Primary School, Yr 5 & 6

- *"It was separate from what we are currently learning in history, however we will revisit this topic more next half term"*

St Marie's RC Primary School, Yr 5 & 6

- *"Relevant to 100 years remembrance of WWI"*
- *"Very relevant"*

Evidence of other links with the National Curriculum

St. Joseph's RC Primary School, Yr 5 & 6

- *"Relevance to local history (Todmorden soldiers went to fight in Gallipoli)"*

St. Stephen's CE Primary School, Yr 4, 5 & 6

- *"Link to local history"*

Walsden St. Peter's CE (VC) Primary School, Yr 5 & 6

- *"We do not study WWI but we do use drama to communicate ideas which the workshop helped with. We also have to look at the cause and effect of great events which the workshop helped with"*
- *"Although we don't study WWI usually as a topic, the workshop helped contextualise major WWI events such as Gallipoli"*

Secondary Schools

Looking at the feedback from all the workshops one exception is apparent. Redwood was the only secondary school which took part in the project with the rest of the schools being Primary Schools.

Redwood Secondary School (Yrs 7, 8 & 9)

- *"Very relevant to developing our understanding of WWI (not easy to do)"*
- *"The workshop supports the learning taking place in our history curriculum on this years WWI theme."*
- *"Relevant to our work on WWI – we had an art day with a theme of WWI and this followed it perfectly."*

It was a challenge for TR and FM to find a secondary school which was able to accommodate the full day of outreach timetable. Redwood School caters for pupils who are supported by a statement of special educational needs and they were much more flexible in their approach to school timetabling. However because of the different learning styles of the pupils it was necessary for the day to be split into three separate slots to deliver 6 slightly shorter sessions. The two freelancers also had to adapt the workshop to better suit the abilities/needs of their students. This took additional time not factored into the project; however the two freelancers in their own time agreed to undertake the additional work which included meeting the teachers.

Primary Schools vs. Secondary Schools

It seems that although the secondary school curriculum has a stronger direct link to the topic of WWI, the reasons why primary schools were targeted for this project are very evident. Working with primary schools means that the pupils have the additional opportunity to learn about a 'local history' aspect such of WWI as Gallipoli focusing on a specific area of local interest and not just the broader picture of The Great War. The legacy element of the project also steered towards producing a sustainable workshop which partner organisations could target towards their existing customers

Partnership working between organisations

As suggested earlier in the report, a flexible approach by both organisations was needed from the start. With both organisations having a very small team of staff to manage the project alongside the regular duties of both education programmes, a simple approach to administering and booking the workshops was adopted. The FM aim was to attract 4 schools from Bury. FM found this more of a challenge primarily due to the change in education staff during the development/delivery of the project. The Touchstones education team agreed to assist FM by acting as administrator for bookings once all 10 schools were on board. All workshops were then delivered within the targeted timeframe.

Changes to staffing at the FM meant that it was not possible to have the first pilot sessions ready for the December workshop, however a creative approach was adopted, using a pre-existing FM workshop for the pilot session and monitoring evaluation as the new and intended workshop was introduced.

With this in mind it seems that partnership working can strengthen a project when two smaller organisations are involved, so that support is available to assist when there are any challenged such as staffing changes/shortages. Partnership working is also valuable when making contact with communities outside of an organisation's usual boundaries. Having the local knowledge about the audience is an important link to engagement.

Legacy of the project

An important part of the project was the emphasis of leaving a legacy. Initially it had been suggested that both TR and FM would develop a workshop each and use the developed workshop after the project had finished. As both partners already have a strong link with primary schools and deliver a large number of workshops to this existing age group, it was decided that this would be the most suitable group to engage. With this in mind it has enabled the legacy section of the project to have a sustainable future with TR offering WWI Gallipoli Experience Day as part of their primary school workshop offer which schools can now purchase. Alongside the research and creative practitioner time which is still being utilised from the project, all the props and resources purchased for the project at TR are also involved in the legacy.

The workshops had always been planned to take place inside the school classroom/environment to enable the partnership element of the two museums to work well. With geographical, time and financial limits, it would have been difficult to transport the pupils between each venue for the different sessions to take place within one day.

The sessions were developed to take place within school premises. This model of working fits well with TR's existing school programme which advertises a number of workshops for delivery on a school premise in addition to the option schools have to travel to TR.

The FM have a different model of working and although the original intention had been to introduce an outreach offer after the project they decided, during the course of the project, that this option did not suit the business direction in which they were moving forward.

Touchstones Rochdale instead decided to continue the offer but commissioned creative practitioner Daniel Jessop, who had created the original workshop with the FM, to re-imagine his session. It was felt necessary to rework the FM workshop and keep separate from FM's version in case they wanted to deliver their workshop at some point again in the future. Cat Jessop's original workshop and a re-worked version of Daniel Jessop's workshop are now on offer as part of the 2015-2016 schools programme at Touchstones Rochdale. You can access the brochure here on page 11:

<https://issuu.com/link4lifetrust/docs/69000-touchstones-schools-programme/1>

Web presence

Gallipoli 100 website and evaluation film/animation

The Gallipoli 100 website (www.gallipoli100education.org.uk/) offers a further legacy with information about the variety of projects undertaken around the UK, representing each individual project in turn.

The Bury & Rochdale project chose to create a film showcasing sections of the two school workshops in progress. As an extra strand to the existing evaluation following the delivery of the Gallipoli focused workshops, two one-day animation sessions were delivered in two separate schools. The animation workshops ('Ani-Make History - Gallipoli') took place at the following schools within days of the pupils taking part in the original workshops so memories of the workshops were as fresh as possible.

23/06/15	Ani- Make History Gallipoli - St Thomas More RC (Rochdale) Year 5	Touchstones Rochdale	30	29
06/07/15	Ani-Make History Gallipoli – Guardian Angels RC Primary School (Bury)Year 4	Touchstones Rochdale	28	28

These animation workshops worked with pupils by re-capping on the source material covered by Cat and Daniel therefore embedding the learning through a further creative process.

Pupils drew on the information they had learnt through the workshops and created pictorial scenes of some of the most important parts discussed throughout the day. The animation sections of the film are accompanied by voiceovers 'vox pops' from a separate school visited by the film maker Alison Cooper.

04/06/15	VoxPop – St Margaret's CE Primary (Rochdale – Heywood) Year 5 & 6	Touchstones Rochdale	15	15
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Animation feedback

Using the tool of animation pupils were able to recap and embed the information learnt from the Gallipoli Experience Day. The feedback from children involved was very positive:

- *“It was exciting because I’ve never animated before and we could see how it works”*
- *“It was good learning for us, we found out something new like how to animate”*
- *“Amazing”*
- *“Extremely fun”*

Showing the re-interpretation and ideas in a visual medium gave the film a unique quality: looking at the story through the eyes of the children who had learnt about it.

Restrictions to the film making

Originally the intention had been to film sections of the workshops and edit with the animation. Unfortunately staff at TR found after approaching many of the schools involved that they were unable to obtain permission to film a full class of school pupils. This restriction meant that photographs/voice overs featured only a few of the children involved where permission could be granted - supplemented by archival photographs & documents.

Regardless of the restrictions, the film still has a strong impact and tells the story of the project and the Bury/Rochdale links to Gallipoli. However the issues with seeking permission to film/record within primary schools did delay this aspect of the project and meant the film maker Alison Cooper had to adapt the original brief to ready the film & document for publication.

Social Media

Although it was outlined in the original brief that the FM & TR would use social media to promote the project this proved difficult to follow up for the following reasons:

- Seeking permission for photographs featuring children in class for publication/use on social media proved difficult
- The two organisations found direct contact with schools, rather than via social media, an easier and more effective tool to engage with this sector of the community. It is a possibility for future development.

Feedback from the teaching staff at participating schools

Quantitative

- 635 pupils took part in the project
- 100% of staff would book this workshop again
- 18 out of 21 schools awarded the workshops full marks 5/5 with the other 3 schools awarding 4/5
- 100% teaching staff agreed that their pupils' knowledge and understanding of the topic had increased as a result of attending the workshops.

Qualitative

Engagement in learning

Question: "What elements of the workshop worked well?"

- *"Loved using the props. Group work & exciting stories including the way information was given"*
- *"Storytelling, active learning, games, making difficult ideas & concepts simple"*
- *"Exciting delivery by the teacher"*
- *"The hands on small activities to keep the children engaged. A variety of activities to meet the needs of VAK learners. They were very child friendly"*
- *"All of it"*
- *"All of the acting. Great balance of children's activity. Children actively involved and gaining knowledge from listening"*

- *“All the practical elements really got the engaged and participating – bandaging, using loud hailer and synchronized swimming”*
- *“The children have loved Cat and found her very engaging. She is enthusiastic confident and very knowledgeable about this topic”*
- *“The nursing element and the Lord Rochdale ‘conscience alley’”*

The teaching styles used throughout the workshops were very varied and engaging (shown in the workshop detail breakdown), reaching out to all pupils’ learning styles. The comments above reinforce this point as they pick out the specific teaching styles which staff felt worked best with their students to enhance the students’ knowledge and understanding of the topics.

Question: How could this workshop be improved for future schools?

Many schools did not comment on this section which would mean they did not see any immediate way to improve the session. There does appear to be a desire for more props and costumes which could be something to consider with regards to future projects including;

- *“Dressing up more people”*
- *“Children would love to know more about the diseases and what the nurses did”*
- *“More artifacts and uniforms etc, opportunities to dress up”*
- *“The workshop was entirely suitable for our children”*

TR will monitor the feedback made by schools who book subsequent workshops through their schools programme 2015/16.

Question: How did the children respond to the workshop?

- *“Outstanding, awesome, epic, ace & informative”*
- *“Exciting, amazing & super”*
- *“Children liked the games and costumes, Interesting information on WWI and acting”*
- *“They really engaged with the activities”*
- *Alanya yr. 4 “That was amazing!”*

- *“Excellent – with enthusiasm and lots of smiles”*
- *“The students really enjoyed the workshop, they were engaged throughout”*
- *“Really well”*
- *“Children really enjoyed different activities. Good range to suit all learning styles”*
- *“I can see that they all enjoyed the day. Thank you very much”*
- *“It was interactive and had lots of different things for them. Children’s comments – it was different! It was fun. I enjoyed dressing up.”*
- *“They really enjoyed it and were very involved”*
- *“The children really enjoyed the workshop, they were on task the whole way through – so that tells you everything”*
- *“Very well – all comments were positive”*
- *“All children were fully engaged, even reluctant learners. General feel from sound the room is that the children really enjoyed themselves”*
- *“Most of the pupils enjoyed the content. Their responses were – learnt quite a bit about Gallipoli”*
- *“All were very interested and excited”*
- *“Children have thoroughly enjoyed and have been extremely engaged with the workshop”*
- *“They really enjoyed it – very enthusiastic”*
- *“It was exciting because I’ve never animated before and we could see how it works”*
- *“It was good learning for us, we found out something new like how to animate. Amazing. Extremely fun”*

This feedback suggests the facilitators, their approach to engaging the children and style of teaching within the class room was of an excellent standard. The high levels of participation, engagement and positive responses from the pupils will have aided the pupil’s knowledge and understanding of the topic.

Question: Any further comments or suggestions?

- *“Pictures of the troops in local area and map of Gallipoli. It was excellent and the children definitely got a lot from the session”*
- *“Thank you for a super experience. Both speakers were brilliant and also maintained control of the class.”*
- *“Anything that brings history to life and makes it accessible”*
- *“Thank you for a great morning! We all had a great time learning lots about Bury and WWI”*
- *“I have looked at other workshops and I am very interested. Thank you! It was excellent”*
- *“Very valuable with lots of exciting ways to engage the children.”*
- *“The actors had a very good ‘way’ with the children and had good knowledge of the event and were obviously well prepared. Thanks”*
- *“Both actors were excellent with very accurate subject knowledge”*
- *“Thank you for a wonderful morning, very entertaining, enjoyable and interesting 😊”*
- *“Facilitator was very good. Kept things moving & kept children engaged”*
- *“An enjoyable day. The workshop was an excellent addition to the drama based workshop. Thank you very much” (Ani-make Gallipoli)*

Evaluation conclusions

Four strands stand out from these comments:

- The high quality of the facilitators’ teaching style is mentioned many times over plus the opportunity for pupils to broaden their learning and understanding of the topic. The delivery and content seems a real strength to the project and has gained extremely positive feedback throughout.
- Through the project one school is considering booking other workshops on offer, further engaging pupils with local and wider history topics through local heritage attractions. This is very positive for the partner organisations providing the opportunity to showcase to schools their wider offer.
- The facilitators were commented upon as having ‘great knowledge’ about the topic. This reinforces the important role access to the collections and expertise had on the content/delivery of the workshops and the subsequent

learning/understanding on the students.

- A comment relating some more resources being available in the session (images of troops in local area/map of Gallipoli) is something which TR can take on board and implement through their future workshops.

Alison Cooper, evaluator and film-maker

March 2016