

Education Volunteers' Handbook



We were allowed to try on the old police uniform.



Punishments were very severe in Victorian times – whipping or being pelted with dung in the pillory!

We acted out a case in the Victorian Courthouse – Joe was sent to Australia for stealing bread!



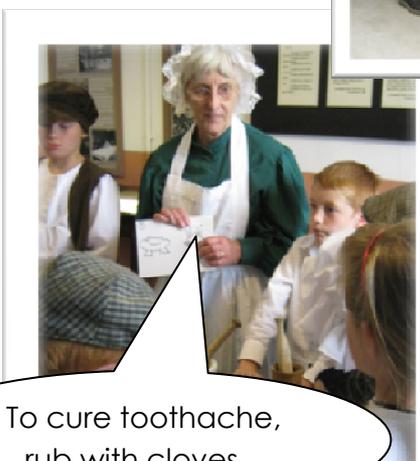
We learned the rules of the Workhouse quickly with Matron teaching us!



... she set us straight to work in the laundry.



The school mistress used a cane and wouldn't let Sara write with her left hand!



To cure toothache, rub with cloves...

WHAT?!
The Victorians had some funny ideas!



... they were good at recycling though – we made a rag rug piece to take home.



Education Volunteer Handbook

Contents:

The Essentials	Page
Telephone numbers of buildings and volunteers	3
Emergency procedures	4
Key rights and responsibilities of staff	5
Overview of the Education Programme	6
Overview of organisation of visits	8
Training	8

The Detail – copies of the following documents are kept in each museum and in the upstairs office at the Workhouse. Volunteers are welcome to have a copy if they wish.

Appendix A

Education programme details

Appendix B

Learning and Access policy

Appendix C

Child protection policy

Appendix D

Procedures and paperwork for education visits – samples of:

- Initial contact form
- Booking form
- Timetable
- Evaluation Form Education and Group Visit list

Telephone numbers of buildings and volunteers

Museums Office		01765 690799
The Workhouse Museum		01765 609987
The Prison & Police Museum		01765 692905
The Courthouse Museum		01765 692518

Head of Museums	Sue Dalton	01765 690799
		info@riponmuseums.co.uk
Learning & Access Officer	Sue Mackay	01765 690799
		learning@riponmuseums.co.uk
Rota & Visits Coordinator	Wendy Hunwick-Brown	01765 690799
		admin@riponmuseums.co.uk

North Yorkshire County Records Office (Northallerton)		08458 727374
Ripon Tourist Information Centre (TIC)		01765 604625
Library		01765 604799
Ripon Council for Voluntary Service (CVS)		01765 603631
Local Studies Research Centre		01765 601734
City Taxis		01765 609909
Radio Cars		01765 692999

Website: www.riponmuseums.co.uk

IN CASE OF EMERGENCY

North Yorkshire Police (24 hrs)	0845 60 60 247
Ripon Police	01423 539612 01423 539617
Ripon Hospital	01765 602546

IN CASE OF A MEDICAL EMERGENCY

Dial **999** and ask for Ambulance.

For minor accidents, the **First Aid +** box is located in Reception.

Please make sure that you know where it is kept.

Do not administer first aid yourself, allow the school to deal with this.

Record the details of the accident in the **Accident Book** located in Reception.

Let the manager know as soon as possible of any incident.

IN CASE OF FIRE

1. If you discover a fire, raise the alarm (press the alarm call button by the fire exits at the workhouse or courthouse, blow the whistle at the P&P)
2. Dial **999** and ask for the Fire Service
3. Lead the group you are with to the nearest safe fire exit.
4. Make sure as you go that others are aware that they should evacuate the building.
5. Gather with the rest of the party at the fire assembly point outside.
6. **If possible, and if nobody is on duty in the office or at the desk**, make sure one volunteer/staff member sweeps the building (including toilets) to ensure the building is empty.
7. **NEVER TAKE RISKS.**
8. Do not re-admit anyone until authorised by the manager or a member of the Fire Service.

Key rights and responsibilities of education staff

Education staff help pupils to engage with the museum displays and undertake activities offered in the education programme.

This includes:

- Preparing for sessions in advance (getting out and sometimes sourcing equipment for the activities they are supervising)
- Delivering the activity
- Clearing away after the activity so that the museum can be enjoyed by other visitors
- Knowing what to do in case of an emergency
- Being aware of and warning pupils and teachers of any health and safety risks involved with the activity
- Being sensitive to the needs of different groups of pupils, especially those with recognised special educational needs (SEN). Using appropriate language and humour and implying an objective view of the subjects we are covering.
- Attending training given on aspects of education work
- Liaising over dates and times with the museum office (Sue – Learning and Access Officer, Shirley – Rota and Visits co-ordinator)
- Giving feedback to education coordinators in each museum and to the office with problems, suggestions for improvement and hopefully lots of nice comments too!

This does not include:

- Being responsible for pupils' behaviour during an activity
- Being solely responsible for any pupil or group of pupils at any time

If volunteers feel that pupils' behaviour is not appropriate for the safe or enjoyable running of an activity, they must stop the activity and hand the children over to the school staff.

The museum office is responsible for:

- Liaising with the school: booking dates and agreeing sessions
- Passing information to volunteers: via education visit lists, phone calls and timetables
- Arranging payment from schools
- Asking for feedback from schools
- Arranging education training
- Ensuring that education volunteers have access to completed school evaluation forms and thank you letters.

Overview of the Education Programme

Infant (Key Stage1):

Workhouse Museum & Garden

Sessions on the theme of **'Homes of Long Ago'** with activities to choose from: laundry, rag rugging, schoolroom, Polly's kitchen, traditional toys, explore and draw Victorians rich and poor.

Loan boxes: **Traditional Toys, 'Victorians Rich and Poor'**

Prison & Police

'People Who Help Us' – compare the uniform and equipment of police now and in the past; ride to an incident on the motorbike and collect evidence at the scene of the crime. Pupils can hunt out punishments from the past and use the roleplay area.

Primary (KS2):

Workhouse Museum & Garden - living history sessions on the theme of

'Victorian Workhouse Children' with activities to choose from:

laundry, rag rugging, workhouse garden. peg dolls, oakum picking, schoolroom, Granny's cures, explore and draw Victorians rich and poor.

Loan boxes or outreach sessions: **'Victorians Rich and Poor', Wilfrid and Jane at the Workhouse'**

Prison & Police –

Victorian Punishment and Policing Activities: pupils take the part of a convicted criminal and tour the museum to find the punishment suitable to their

crime. A roleplay gives children the chance to act out the story of two notorious local poachers and two Victorian police officers.

Tour of Victorian Punishments and Policing tour of punishments meted out through the ages, with a focus on the punishment of Victorian Children and a look at the work of the Victorian Constable using the museum handling collection.

Courthouse –

Historic court cases: Pupils re-enact court cases from the past. For younger children 'Loaf of Bread'; for older children: 'Horse and Cart').

Contemporary Courtcase: the case of the theft of an i-pod is tried in a modern Youth Court.

11-14yrs KS3

Workhouse Museum & Garden – 'Who Deserves What – You Decide', a roleplay activity where Guardians decide what help they can give, if any, to poor families; a self led tour with worksheet to help students decide if the workhouse system was a fair one or not.

Prison & Police - general tour of prisons and policing through the ages; themed tours – The Victorian Constable; Punishment of Victorian Children – with accompanying worksheets for completion as they tour or on return to school

Courthouse - re-enactment of historic court cases: for younger or less able students - 'Horse and Cart'; for more able students 'Tools of the Trade'.
Modern sentencing in a youth court: 'A case of Theft'.

GCSE KS4

Prison & Police - general tour of prisons and policing through the ages; themed tours – The Victorian Constable; Punishment of Victorian Children – with accompanying worksheets for completion as they tour or on return to school

Courthouse - re-enactment of historic court cases: for younger or less able students - 'Horse and Cart'; for more able students 'Tools of the Trade'.
Modern sentencing in a youth court: 'A case of Theft'.

6th Form/ Post 16 Workhouse Museum & Garden – Workbook to accompany self led investigation into the new poor law system after 1834.

Overview of organisation of visits

1. Schools enquiries are passed to Shirley or Sue at the office to pencil in a date and outline of activities and timetable. An Initial Contact form is filled in.
2. Schools are sent a Booking Form and complete a previsit with Sue or Shirley.
3. Shirley sends out a School and Group Visit List each Friday so that volunteers can see what's coming.
4. Shirley, or volunteers co-ordinator, rings volunteers needed to book them for the visit.
5. Shirley sends out a Timetable to the school and volunteers to confirm details.
6. The school are given an invoice and evaluation form during the visit.
7. The returned evaluation forms are looked at termly by Sue and education volunteers co-ordinators to see if any improvements or changes are needed.

Training

New volunteers will have an orientation meeting with the Museums Manager, Penny and then shadow the relevant education team at the museum they would like to work at.

Handbook training will be carried out annually.

Training on new education sessions will be delivered as and when necessary.

Please let volunteer co-ordinators and or Sue know if there is something you think we need to train up on. Training on relevant aspects of history will be included in Ripon Museums' adult education programme and will be free to all volunteers.

The Detail

Appendix A

Education programme details – see pack enclosed

see end of PDF

Ripon Museum Trust Learning and Access Policy

1. Background to Ripon Museum Trust

The Ripon Museum Trust was created in 1984 to rescue and restore the old Georgian prison (later the police station) after which the Trust turned it into a museum of imprisonment and policing. Much the same happened twelve years later at the Workhouse, where the Trust took possession of the old vagrant wards and created a Museum of Yorkshire Poor Law, and then three years later, when Ripon Magistrates' Georgian courthouse closed and the Trust created The Courthouse Museum.

Because these buildings are much in their original condition, and listed buildings, the prison having been re-furbished in 2003-4, and the workhouse in 2009, and because they represent not only themselves, but also the cooperation between the historic users of those buildings, the Trust manages and interprets them together. In 2008 the Trust was also offered by North Yorkshire the waste land to the north-east of the workhouse site, which had been the workhouse kitchen garden. The Trust decided to restore it to its late 19th Century condition – a current development project.

The trust's collections are mostly objects and archives associated with local prison and police history and reserve collections are held in store in Ripon's Town Hall. The architecture and records of the Courthouse and Workhouse provide most of the material for interpretation in those museums.

The Trust relies on visitor income, grants, sponsorship and fundraising by its members to fund its services. A Learning and Access Officer was appointed in 2009 for four years via an HLF grant, to work on interpreting the Workhouse Museum. Together with the Museum Manager and a part time administrator, these posts make up the entire paid staff of the Trust. All other management and operational services are carried out by volunteers. These criteria provide strict limits to the Trust's services but it nevertheless continually strives to develop its operations in a professional and innovative manner.

2. Statement of Purpose and aims of Ripon Museum Trust

The Ripon Museum Trust exists to present to the widest possible audience the regional story of law and order and the treatment of the poor; and what lessons these have for the future, interpreted through the three museums and collections. Our aims (as stated in our Forward Plan 2009) are:

1. To build a reputation as the regional centre for promoting and understanding the history of law and order.
2. To enhance access for all audiences, to learn from and to enjoy the museums and their collections.
3. To achieve consistent national standards of conservation for the museum buildings and their collections.
4. To contribute to the cultural life of Ripon.
5. To develop a sustainable future for the Trust by the growth of a properly resourced organisation, working in partnership with those who share our objectives.

3. Learning and Access

Education is seen as a core function of Ripon Museum Trust's activities and access for all underpins the interpretation of its historic buildings and collections. All trustees, staff and volunteers recognise and contribute to the delivery of the following learning and access aims:

1. To improve access to the Trust's museums, their services and collections by an ever widening audience.
2. To provide effective and stimulating learning environments and programmes which cater to the needs of a wide range of learners.
3. To develop the use of the Trust's museums and collections to support formal learning by educational institutions such as schools, colleges and universities
4. To work in partnership with other organisations and agencies to maximise the resources available to the Trust.
5. To promote the educational role of the Trust throughout the local area and beyond to broaden the museums' visitor base and increase awareness of the Trust and its work.
6. To be user-focused , consulting with community groups and evaluating the learning experience of users.

AIM 1: To improve access to the Trust's museums, their services and collections by an ever widening audience

Summary	Objectives
<p>In order to try and develop new audiences and improve customer satisfaction levels we need to continue to address key issues regarding access.</p> <p>We seek to do this by:</p>	<ul style="list-style-type: none">• Providing a welcoming and friendly environment for all visitors to the museums and dealing with all users courteously and efficiently taking account of their needs.• Working to help improve access to reserve collections by developing storage facilities, documentation and interpretation• Working with specialist organisations to identify key barriers to use.• Identifying appropriate methods of overcoming barriers to make the museum and its services more inclusive.• Ensuring that information about the Trust and its services is produced in suitable formats and can be accessed in different ways to take account of the different needs of users.

AIM 2: To provide effective and stimulating learning environments which cater to the needs of a wide range of learners.

Summary	Objectives
<p>We need to continue to offer a range of high quality opportunities for our users to engage with our museums and collections, whilst seeking to develop new audiences whenever possible.</p> <p>We seek to do this by:</p>	<ul style="list-style-type: none"> • Providing a range of services and activities that are attractive to the community served by the museums and help to stimulate learning, taking our lead from the Inspiring Learning For All (MLA) framework • Taking account of different learning styles and the needs of different types of visitors when developing new displays and producing publications and outreach resources. Developing creative and imaginative ways of interpreting the collections. • Handling the subject matter of our museums carefully; the powerful social themes of justice, crime, punishment and poverty require sensitive interpretation suitable to the age and understanding of the user, especially when dealing with children • Consulting with target groups when developing new displays, resources and activities designed to attract new audiences. • Providing access to learning opportunities through the museum web site using on-line activities and signposting. • Providing help and support to community groups and independent museum staff engaged on heritage education projects. • Dealing with research enquiries promptly and effectively. Direct people to other sources of help as required. • Providing support for specialist research enquiries as far as existing resources permit. • Providing opportunities for staff and volunteers to develop new skills that will enable them to contribute to education work.

AIM 3: To develop the use of the Trust's museums and collections to support formal learning by educational institutions such as schools, colleges and universities

Summary	Objectives
<p>Local school groups are beginning to use the museum and its resources more regularly. We need to continue to increase our profile and to develop links with more schools and other educational groups.</p> <p>We seek to do this by:</p>	<ul style="list-style-type: none"> • Working with the LEA and local schools to develop resources and activities to support National Curriculum requirements and contribute to In-service training as required. • Working with other local providers of adult courses such as Ripon Cathedral, Ripon Local Studies Research Centre to identify joint projects and develop appropriate teaching collections. • Working with post grads at York and Leeds Universities and persuade looking at social justice, Liberty Court/Consistory court. • Providing opportunities for work placements for students with a proven interest in working in the heritage or museum sector eg Leisure and Tourism, Museum Studies • Working with other suitable local heritage attractions to investigate joint marketing opportunities to maximise educational potential of sites. • Providing opportunities for staff and volunteers to work with educational groups and ensure staff receive relevant training.

Aim 4: To work in partnership with other local organisations and agencies to maximise the resources available to the Trust.

Summary	Objectives
<p>The Trust operates on very limited resources. We need to take opportunities to work with other local organisations to increase the effectiveness of the service.</p> <p>We seek to do this by:</p>	<ul style="list-style-type: none">• Working with North Yorkshire County Library Services and North Yorkshire Archive Service and other local centres to maximise opportunities for increasing access to local history resources.• Liaising with other organisations within the district and looking for opportunities for joint access and education projects. E.g WEA, Ripon Cathedral, RLSRC, Ripon Ring members etc• Working with businesses in the area to explore sponsorship and joint marketing opportunities using links with NYBEP and RABA• Working with other educational groups such as the Extended Schools Service, Adult Learning Services, Family Learning Support etc.

Aim 5: To promote the educational role of the Trust throughout the local area and beyond to broaden the museums' visitor base and increase awareness of the Trust and its work.

Summary	Objectives
<p>We recognise the need to promote the Trust, its museums and services to local people and raise awareness of the local resources available.</p> <p>We seek to do this by:</p>	<ul style="list-style-type: none">• Taking the work of Ripon Museum Trust into the community through outreach initiatives such as loan boxes, visiting local adult groups and contributing to the City's annual event programme• Marketing the educational work of the Trust across the area through leaflets, mail outs, community events, word of mouth etc.• Working closely with the local media to ensure that events and activities receive appropriate coverage.• Taking opportunities to work with other organisations to work on joint promotional initiatives.

AIM 6: To be user – focused , consulting with community groups and evaluating the learning experience of users.

Summary	Objectives
<p>We recognise the need to research the developments which are requested or suggested by our users (and non users), and to evaluate their experiences and use those findings to improve our services.</p> <p>We seek to do this by:</p>	<ul style="list-style-type: none">• Asking users to evaluate our services verbally or in written form after visits, including group and educational visits and after taking up other services such as loan boxes, enquiries etc• Regularly reviewing user evaluations to focus the development of the Trust's services, making sure that we act on suggestions by our users wherever possible and reasonable• Using the Trust's own audience and access consultation papers, and other's research eg Yorkshire Tourist Board as well as feedback from our own volunteers and other members of the local community, in planning developments to services

Appendix C

Ripon Museum Trust Child Protection Policy

Ripon Museums fully recognise the responsibilities for child protection. Our policy applies to all staff and volunteers working in the museums.

There are four main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- **Raising awareness of child protection issues and equipping volunteers with the information needed to minimise the risks of placing themselves in any vulnerable position where they may be accused of inappropriate behaviour.**
- Developing regular training procedures to ensure all volunteer staff are aware of appropriate and inappropriate conduct with children.
- Establishing safe environments where staff know who to contact and what to do in an emergency.

We will follow the procedures set out by the Area Child Protection Committee or Local Safeguarding Children Board and take account of the guidance issued by the Department for Education and Skills to:

- Ensure we have a designated member of staff for child protection who has received appropriate training and support for this role.
- Ensure every member of staff (including temporary volunteers) know the name and role of the designated person responsible for child protection.
- Ensure that all teachers and group leaders understand their responsibilities and obligations for child protection during group visits. The Museums' Risk Assessments are issued to all school groups prior to their visit. Individual schools are required to complete their own risk assessments as part of their pre visit procedure.
- Develop effective links with other museums and relevant agencies and co-operate as required with their enquiries regarding child protection matters.
- Keep written records of any concerns about the behaviour of a child or a visiting adult, even when there is no need to refer the matter immediately.

- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure that all records are kept secure and separate from the main information files.
- Ensure safe recruitment practices are always followed.

Appendix D

Procedures and paperwork for education visits – see samples of paperwork on the following pages.



Education Programme For Schools



**Regional Award
For Volunteers in
Museum Learning
2012**

What's on Offer?

Visits

Ripon Museums have three fantastic listed buildings for you to explore:

Workhouse Museum Prison & Police Museum Courthouse Museum



High quality guided sessions:

We offer tried and tested sessions for all Key Stages and abilities which are linked to the National Curriculum, GCSE/GCE specifications. We are always open to new suggestions, however, so if you don't see what you want here, let us know!

We pride ourselves on our interactive delivery, flexible timetabling and enthusiastic, well informed volunteer staff. Previous leaders have scored us very highly for relevance to the curriculum, appropriate delivery and just how enjoyable our sessions are!

The volunteers were absolutely fantastic at meeting our pupils' needs.

**St John's School for the Deaf,
Boston Spa**

**We had a fab time and the children learned loads about crime & punishment
Challenge College,
Bradford
Fantastic. Great assistance from staff. We'll be back!
History AS Benton Park,
Leeds**

**From the minute they stepped off the bus, the children were engaged in well-planned, suitable activities that taught them a great deal about Victorian life
Queen Mary's School, Thirsk**

Teachers resources to support visits are available free of charge ahead of booked visits Please choose from our menu of sessions and contact us to discuss dates and timetabling.

Loan Boxes

We offer loan boxes for independent study and as a supplement to visits. We also offer individual items of costume for hire:

KS1:

Explore our **Traditional Toys** at your leisure, looking at toys for rich and poor children, materials, even forces involved in operating toys. Contact the museum for more information.

History Detective: Victorians Rich & Poor contains contrasting objects from very different homes in the past. Use your powers of observation to sort the objects.

KS2:

Mary & Wilfrid: The Lives of Workhouse Children supports your visit to the workhouse or can stand alone. It contains costume and objects relating to the lives of children in the Victorian Workhouse and an information pack to put objects in context.

WWII Home Front: unpack our evacuee's suitcase and learn about life for children during the war including rationing, make do & mend and wartime cooking.

Loan boxes hire fee: £30 per week

Costume:

We have a small collection of Victorian period costume which we loan out for a donation to the Trust. Contact us for further details.



Foundation & Key Stage 1 Visits

In The Workhouse Garden:

Spend an hour exploring our superb wildlife friendly kitchen garden:

Animal Homes trail – explore natural and man-made homes in our award winning wildlife garden, trying out our human sized nest! + **Crazy Veg Creatures/ Animal Tracks / Bug Supper**

What's Growing? trail - Follow our sensory trail to explore the fruit, vegetables and herbs growing in the kitchen garden + **Crazy Veg Creatures/ Seed Sorting activity**

Duration & Group size:

Each session lasts for one hour and is suitable for a maximum of 20 pupils. Sessions will not run in wet weather.

Curriculum Links:

EYFS: Understanding the world: The World

Science: Growing Plants; Local Environment; Variation

At The Prison & Police Museum:

Explore our atmospheric nineteenth century Prison to learn about historic or current policing and punishment:

Punishment Trail - find the clues to harsh punishments in the past: experience the lonely cell and try your hand at prison work

Policing Now and Then – dress as a Victorian and a modern police officer and examine the clues at our scene of crime. Includes role play police station. This activity may include a visit from our local PCSO, if they are available.

Duration & Group size:

Each session lasts for half an hour and is suitable for a maximum of 10 pupils.

Curriculum Links:

EYFS: Understanding the world: People & Communities

History: Local History Study; **Citizenship:** People Who Help Us



Key Stage 1

At The Workhouse Museum:

Why not come in costume and spend the whole visit living as a Victorian child? Introduced by turning back time and including up to seven of the outlined sessions:

Polly's Kitchen – explore the kitchen and see what you can make for dinner. Taste porridge & treacle and cinder

Traditional Games – traditional rhymes, playground and parlour games as well as potato skittles!

Traditional Toys – explore different aspects of our toy collection and then play with them

Rag-rugging – make a recycled patch of rug to take home

Victorian Schoolroom – find out how strict Victorian schools were and use slates and scratchers

The Laundry – get working the poss tub and mangle and beat the rugs

The Garden – take on the work of Victorian boys sweeping, bird-scaring and sorting seeds

Duration & Group size:

Each session lasts for half an hour and is suitable for a maximum of 10 pupils.

Curriculum Links:

EYFS: Understanding the world: People & Communities

History: Local History Study; Homes Long Ago

Literacy: Speaking and Listening; traditional rhymes and stories



Key Stage 2

At The Workhouse Museum:

Why not come in costume and spend the whole visit living as a Victorian Workhouse child. Stay at the workhouse all day or combine with visits to other museums

Role- play – a family enters the workhouse- why? And what will happen to them?

Oakum Picking – the ultimate recycling and real hard labour! Pick tarred rope to pieces to be reused in the boat yards

The Laundry – get working the poss tub and mangle to complete the workhouse waging

The Victorian School Room – the Victorian School Mistress instructs children in the three 'r's' including pen and ink, singing and drill (weather permitting).

Granny's Cures – learn how poor people helped themselves when sick using herbs from the garden and household items.

Rag Rugging – find out why recycling was so important to thrifty Victorians and make a rag rug square to take home.

The Workhouse Garden – undertake the tasks boys would have done in the Victorian workhouse kitchen garden.

Mary & Wilfrid Trail – explore the life of workhouse children by following our trail around the site, including areas other sessions do not reach!

Duration & Group size:

Each session lasts for half an hour and is suitable for a maximum of 12 pupils.

Curriculum Links:

History: The Life of a Victorian Child



Key Stage 2

At the Courthouse Museum:

Re-enact a court case and decide on a suitably severe punishment for those found guilty...

Lower KS2 and reading ability below level 4:

A Loaf of Bread - an historic case.

12 year old Joseph has been accused of stealing a loaf of bread. This could have serious consequences in a world where children could be transported to Australia or whipped for persistently breaking the law

Upper KS2 and reading ability of level 4 and above:

The case of the Stolen Horse and Cart – an historic case

A horse and cart mysteriously appeared in William Stokes' yard on a misty February morning. Did William steal it and put it there? Examine the *evidence* from the *witnesses*, William's *alibi* and help the *jury* come to a *verdict* and the *magistrate* deliver a *sentence* if he is found *guilty*. Technical vocabulary and the work of individuals in the court is explained and included in an information pack.

Upper KS2 and reading ability of level 4 and above:

The Case of the Stolen iPod – a modern case

Was Megan bullied into stealing for her friends? How much should that influence our judgment of her? Re-enact her case, decide her fate and discuss the consequences. Technical vocabulary and the work of individuals in the court is explained and included in an information pack.

Duration and Group Size:

Each session lasts for one hour and is suitable for a maximum of 30 children

Curriculum Links:

History: The Life of a Victorian Child



Key Stage 2

At The Prison & Police Museum

Explore our atmospheric ancient prison to find out about policing and punishment through the ages.

Victorian Policing and the Story of the Sinkler Brothers

Find out what policing was like before the Victorian period and judge what improvements they made. Pupils are kitted out for the beat in 1830 and improvise the true story of the notorious poachers – the Sinkler Brothers – and Ripon's early professional police force.

Punishment in Victorian Britain

Pupils take on the character of a Victorian convict and find the punishment to fit their crime as they tour the museum – will they stand in the stocks or be transported to Australia? Lots of hands-on activities on the way.

Guided Tour 1: Meet Peeler 61 in the prison yard to learn about corporal punishments and then explore the history of policing through our interpretation and handling collection.

Guided Tour 2: Find out more about punishments through the ages and life on the inside of a prison including prison work and escape attempts.



Duration & Group size:

Each session lasts for half an hour and is suitable for a maximum of 12 pupils.

Curriculum Links:

History: The Life of a Victorian Child

Key Stage 3 & 4

At the Workhouse:

Who Deserves What? You Decide!

Learn about the new Poor Law through our role-play. Students take the place of Workhouse Guardians and decide on the fate of the destitute families who come before them

Students explore the lives led by paupers and vagrants in the workhouse and decide for themselves just how fair the system was following our Workhouse Trail.

Duration & Group size:

Each session lasts for 45 minutes and is suitable for a maximum of 20 pupils.

At the Prison and Police Museum:

Students explore the history of policing and punishment generally or focus on the punishment of Victorian children and Victorian policing.

At the Courthouse:

Enact an historic courtcase, and / or consider a modern case of theft or of assault discussing the evidence, motives, alibis, witnesses and then deliver the verdict and sentence.

Curriculum Links:

The State of the Nation

History: KS3 Industrial changes: action and reaction

Citizenship: Crime

Crime and Punishment:

History: British Crime and Justice KS4

Criminology and Forensic Science: An introduction to the history of crime and punishment KS4



Post 16 Students

Our museums are relevant to many units across a wide range of subject areas eg:

GCE History: The State and the Poor 1830 – 1939

BTEC Criminology and Forensic Science: An introduction to the history of crime and punishment in Britain A2 Applied A level in Health and Social Care : Child Poverty.

At the Workhouse:

- Explore our Workhouse and displays on Victorian poverty, life in the workhouse, the Poor Law in Yorkshire and use our self led guide to discover:
 - What were the reasons for the Poor Law Amendment act of 1834?
 - Why was it resisted for so long in Yorkshire?
 - What was it like in operation?
 - How did workhouses differ across the country?
 - Why did the Poor Law system come to an end?



At the Prison and Police Museum:

- explore the history of policing and punishment with a guided or self led tour or focus on our guided sessions covering the punishment of Victorian children and Victorian policing.

At the Courthouse:

- enact an historic court case, and / or consider a modern case of theft or assault, discussing the legal processes, the role of magistrates and sentencing in modern youth courts.

Visit Essentials

Group sizes:

Maximum 70 pupils per visit (if visiting all 3 museums). Some spaces in our museums are very small (especially the cells at the Prison & Police Museum!) so please discuss group sizes with us.

Cost:

We offer FREE places for all accompanying staff. Pre-visits from teachers are strongly advised and are free of charge. Please book in advance with the office.

Self led visit to one or all of our museums: £4 per pupil

Early Years 1 hour visit: £2

Half day including guided activities at one or more of our museums: £4 per pupil (minimum £80)

Whole day including guided activities

- at 3 of our museums: £8 per pupil (minimum £140)
- at 2 museums: £7 per pupil (minimum £140)

Lunch:

Lunch space is available at the Workhouse Museum for all school visits.

Shop:

Our shop stocks a range of affordable souvenirs. We offer a time-saving goody bag service or pupils can visit our shop during their visit. We recommend pupils bring £3.

Access:

The Workhouse and Prison and Police Museums have full access for wheelchair users including a lift to the first floor. The Courthouse does not have wheelchair access and the floor levels are stepped in the courtroom itself.

Risk Assessment:

Risk guidelines for the use of our museum buildings and for activity sessions will be provided on request. We do not risk assess walking between our sites.

Essentials

Booking:

Please make enquiries about booking a visit or loan box **at least one month in advance** of your preferred date.

Contact Sue Mackay (Learning and Access Officer) or Wendy Hunwick Brown (Group Booking Assistant) at the Workhouse Museum Office :

01765 690799

admin@riponmuseums.co.uk.

Parking:

Coaches (including minibuses with 17 seats or over) should park on the Victoria Grove Coach Park, c. 300m from any of the museums (see the map at the end of the leaflet).

City Centre Map:

1. The Obelisk
 2. Town Hall
 3. Cell
 4. Ripon Lock-Up
 5. Tourist Information
 6. Courthouse Museum
 7. Cathedral
 8. Prison & Police Museum
 9. Workhouse Museum
- C. Coach Park

