



SCHOOL LOANS BOX

Teachers Guide and
Object Notes

Box One: Home Life
Then and Now





Contents:

1: Introduction-

What is a Loan Box?

2: Running A Loan Box
Session

3: Box Theme: Home Life, Then
and Now

4: Box List

5: Suggested Activities

6: The end

1. Introduction

Thank you for booking this loan box! Please ensure that you have returned our Educational Loan Box Form and have signed the agreement before the loan takes place.

If you have any questions that are not covered in this handbook, please contact:

info@castlehousemuseum.org.uk.

Castle House Museum is a registered charity, run by Dunoon and Cowal Heritage Trust. The Museum opened in 1998 with the main goal of preserving and sharing the rich history of our local area, and the objects that represent this. We are a volunteer-led organisation and alongside the daily running of the Museum we deliver community based heritage activities.

The Loan Box Project would not have been possible without the backing of the Argyll and Bute Council 'Supporting Communities Fund.' Our thanks go out to them for this support.

1. Introduction

This box is our first designed for use in schools, titled: 'Home Life, Then and Now.' It is made up of 10 objects, carefully selected to share how home life used to be in a fun, dynamic, and educational way.

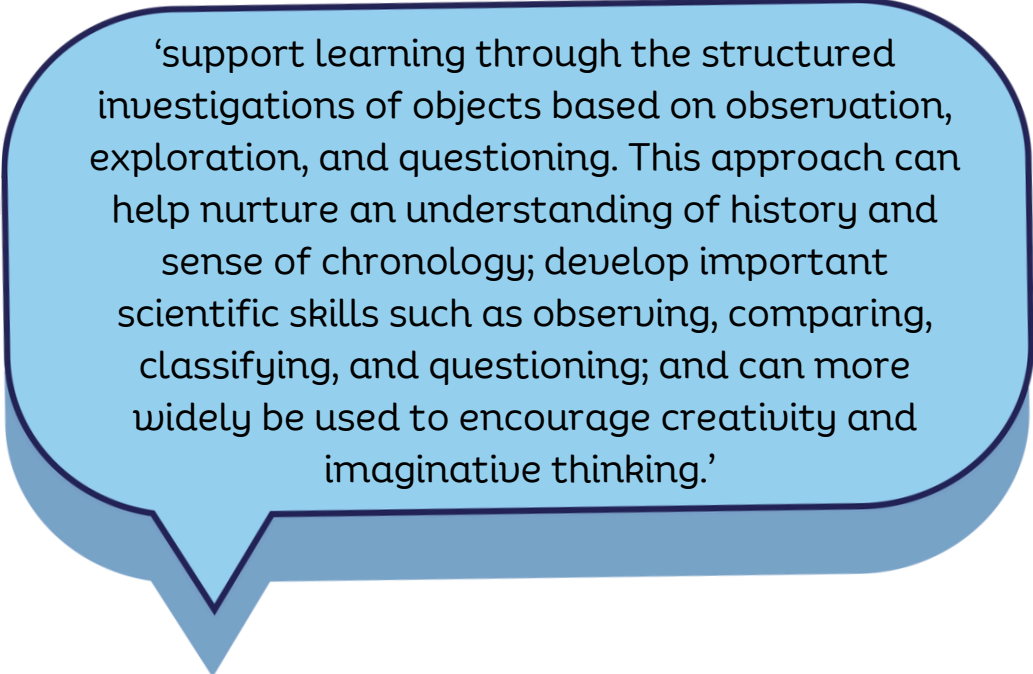
It also showcases changes in design and technology over time, dating from the Victorian Era to present day. Our loan box programme links with the Scottish Curriculum for Excellence, and is best suited to those at the Second Level of the Curriculum of Excellence, but can be adapted for use outside this. The objects within this box and the associated activities will help develop CofE outcomes in multiple areas, which can be seen in the next section.

All items can be handled and played with. This booklet gives tips for how to best handle these objects. We understand that loss and breakages can sometimes happen, just let us know when you are returning your box. Please note that Castle House Museum accepts no liability for any loss, injury or damage caused by loan boxes or their contents once they are removed from the Museum premises.

What is a school loan box?

School loan boxes are provided by museums or heritage groups for use in local schools. Following the principles of 'active learning,' they are designed to allow pupils to get hands-on with history, with a range of authentic historical objects and replicas for them to handle and learn from.

They are often themed around a single decade or subject, and come with fun facts and suggestions for activities. Leading sector organisation **Museum Galleries Scotland** argue that access to loan boxes and museum objects can:



'support learning through the structured investigations of objects based on observation, exploration, and questioning. This approach can help nurture an understanding of history and sense of chronology; develop important scientific skills such as observing, comparing, classifying, and questioning; and can more widely be used to encourage creativity and imaginative thinking.'

Museum Galleries Scotland, 'Museums and Education' Report, 2021.

Curriculum for Excellence

Outcomes:

Area:	Outcome:	How?	Code
Numeracy	<p>'I can manage money, compare costs from different retailers, and determine what I can afford to buy.'</p> <p>Also relates to Stage 1.</p>	The suggested activity with coin and wallet card suggests ways to use and understand the pre-decimal money system. The modern money system will be used as a tool to aid and facilitate this.	MNU 2-09a
English	'When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.'	Collaborative group work will be a large part of the activities suggested, e.g for each worksheet.	LIT 2-02a
Social Studies	<p>'I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.'</p> <p>Also relates to Stage 1.</p>	The placing of objects into different time periods and discussing their roles in each society contribute towards this.	SOC 2-04a
Technologies	'I can investigate how product design and development have been influenced by changing lifestyles.'	Understanding the evolution of items over time and how they adapt to changing lives will help with this.	TCH 2-05a
Expressive Arts	'Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.'	Using the items as inspiration for acting out life in the past, e.g in the 'decimalisation decipherers' activity.	EXA 2-13a

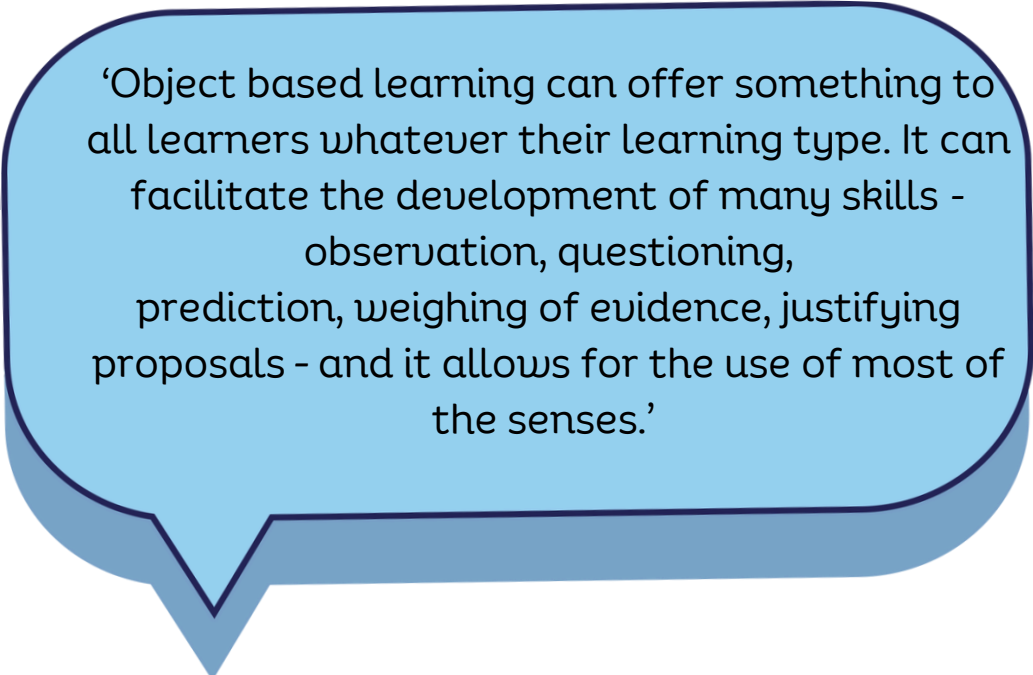
What research has been carried out about school loan boxes?

The **Museums Association** has found that loan boxes can support 'cross curriculum learning for all ages' by approaching topics in an imaginative way. They also allow museum collections to be more widely used and circulated within their local community.

Researcher **Cihan Kuluk** has found museum loan boxes increase the accessibility of collections for those who are affected by distance and transportation issues, alongside financial and time constraints.

Professor **Helen Chatterjee** specialises her research in the positive benefits that object-based learning can bring. In the context of higher education, she argues that object handling can ensure that facts and information are remembered more easily, and allow individuals to draw their own meaning from the object. In schools, she argues that sensory engagement with objects can 'enhance the learning experience.'

What research has been carried out about school loan boxes?



‘Object based learning can offer something to all learners whatever their learning type. It can facilitate the development of many skills - observation, questioning, prediction, weighing of evidence, justifying proposals - and it allows for the use of most of the senses.’

GEM, ‘Learning from Objects’ Advice Notes,
2018

Overall:

Sensory engagement with objects is thought to improve the retention of information and can introduce an element of curiosity into the learning process.

Objects introduce a different dimension to learning than purely text-based sources, and allows pupils to develop their ‘detective’ skills.

It is a great way to engage with museum collections, either in addition to or instead of a visit to the physical space.

Inspired by the University of Cambridge’s approach to their loan boxes, a summary of their benefits within the classroom can be found overleaf.

Can inspire
creativity!

Using objects can
be an unusual and
immersive way to
discover more
about a historical
topic.

Allows pupils to
develop their
questioning and
thinking skills.

Can provide an
alternative historical
source, and is not solely
focused on text. This
can help pupils who
struggle with 'text-rich'
sources.

Inspires
active learning, and is
conducive to group
activities and
intergenerational
learning.

Can provide
a great basis
for tackling
subjects that stretch
across the curriculum.



Benefits of Loan Boxes

2: Running a Loan Box Session

The Castle House Museum team can provide a Loan Box session free of charge. They will introduce and guide the session and activities, and aim to create a fun and dynamic atmosphere.

At least one member of staff in attendance at the session will be a current member of the Disclosure Scheme. Nevertheless, it is important in all sessions that recognised school staff remain for health and safety purposes.

If you are using the Loan Box independently, please see the session tips overleaf. As a condition of the loan a member of our team will have spoken to you either in person or over a video call about the agreement.

Running a Loan Box Session

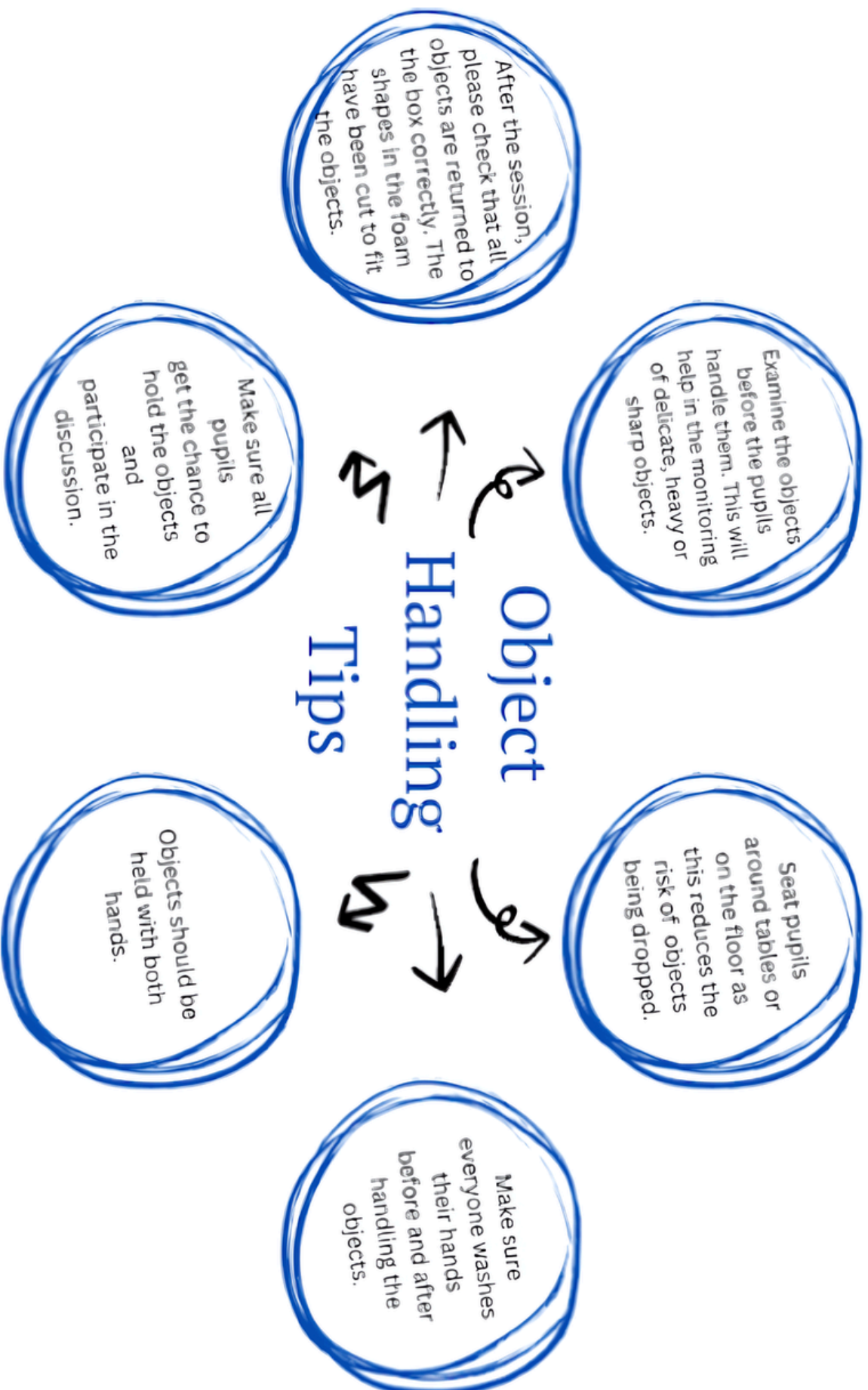
Please note that sessions are best conducted either on the floor or at a table. This is as a few of the objects are heavier than others, and helps avoid accidents.

Once you have explained the best way to handle objects, and made sure all hands are washed, you can get ready to start the session!

Each object is accompanied with a 'fact file' card which has a bit more information about the object, and an image so you can locate the object. There is a matching card with questions for the pupils. Please see overleaf for the box list. This should be checked when you are packing up the box at the end of the session to ensure the contents are accounted for. Here there is also some further contextual information.

The objects contained on the box list are the basis of the session, and can be used to run the suggested activities overleaf. The activities have been drawn from examples of best practise across the sector.

Object Handling Tips:



3: Box Theme:

‘Home Life, Then and Now’

The objects in this loan box are themed around home life, then and now. We chose this theme as we thought everyday objects would be most recognisable to the pupils, and allow them to create a contrast between the present and the past. The objects have been specially chosen to stimulate interest and conversation for the pupils.

Overleaf you will find the list of contents for this loan box, alongside answers to the questions listed on the card, and additional context and information you can share with the pupils when needed. Each card already has a ‘fact-file’ of information about the object, as seen below.

FACT FILE: QUALITY STREET



- Quality Street sweets were invented around 80 years ago. This tin is from the 1970s, and is over 50 years old.
- There were originally 18 different flavours of Quality Street, but now there is only 11 of them.
- The tins were usually decorated with different drawings and people would collect them. This one is decorated with the characters 'Miss Sweetly and Major Quality' around the tin.
- Recently, Quality Street stopped wrapping their sweets in plastic and wrapped them in paper instead. This is how they were first wrapped when they were invented in 1936!

4. Box List:

1. Stone Pig

Additional Context:

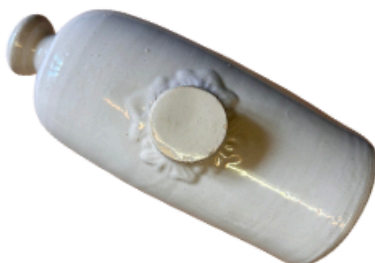
People did not have heating, most windows were single-glazed which were not very good at protecting against the cold, and a lot of people did not want to leave the fire burning during the night as that was a safety risk.

When used to warm up beds, they would be stood up on their small flat end and used to prop up the bedsheets like a tent. It was thought this would help the heat get to all corners of the bed.

The handle was used for transportation and would stay cool, even when the bottle was full of hot water.

Modern hot water bottles were invented in 1903.

FACT FILE: STONE PIG



Answers to Question Card:

Called 'stone pigs' due to the old Scots word for pot, ' pyg. ' Not to do with the animal, but some people do think the stopper looks like a pig snout. <input type="checkbox"/>	Different material, Different size, Different kind of stopper, Health and safety warnings.	Imagination Q
---	---	---------------

2. Flat Iron

Additional Context:

Flat irons were also known as 'sad irons.' Not because people were upset to be doing housework, but because 'sad' was another name for something solid.

Victorian women used to spit on the iron to check if it was hot enough to use. (Do not try this at home!) ☐

Flat irons were used by richer households and poorer households. It was the women of the house who ended up doing the ironing. Richer households usually had maids who would do it for them.

Modern irons were invented in 1882, but they took a long time to catch on.

FACT FILE: FLAT IRON



Answers to Question Card:

Wooden handles would not trap heat the way that iron handles did. Iron handles were made of the same material as the flat iron itself, after all. <input type="checkbox"/>	It does look similar to the modern iron, the shape helps to keep heat in and varies in size to smooth out large and small areas of clothing. <input type="checkbox"/>	The modern iron looks easier to use, it is not as heavy and you don't have to keep heating it up- however, some students might think the modern iron looks more complicated due to the wiring.
--	---	--

Box List:

3. Toilet Tissue

Additional Context:

Rolls of toilet paper were invented in the year 1870. Before this, you could only buy toilet paper in boxes with individual sheets, like hankies.

Toilets were very different in the 1950s. They were usually outside, and were buckets that needed to be emptied. They did not flush. Only 46% of homes in Britain had an inside toilet.

Soft toilet paper like we know today was invented in the 1950s but became most popular in the 1980s.

Bronco made this kind of toilet paper until 1989.

FACT FILE: TOILET TISSUE



Answers to Question Card:

The Bronco toilet tissue is hard, see-through, and rough.

Modern toilet paper is softer, stronger, not see-through, and more absorbent.

4. Quality Street

Additional Context:

Quality Street were invented to make boxed chocolates with interesting flavours accessible to a wider range of people, especially those who didn't have lots of money.

They got their name from the play 'Quality Street' by J.M Barrie, who also wrote 'Peter Pan.'

FACT FILE: QUALITY STREET



Answers to Question Card:

Different material, shape, design, Smaller/bigger, made by a different company.

Paper wrapping can be recycled, as plastic is more difficult to break down and can damage the environment.

Imagination Q

Box List:

5. Old Money and Wallet

Additional Context:

Decimalisation was announced in 1966, and the five pence and ten pence followed two years later.

The new coins were smaller and lighter, making them easier to carry around.

Decimal Day, known as D-Day, came on the fifteenth of February 1971. Pound coins were introduced in 1983, and pound notes were taken away the following year. The half-penny was used until 1984.

Pre-decimalisation money was known by several different nicknames, such as the 'ha'penny' (half-penny) 'joey,' (threepence), 'tanner,' (sixpence) and 'bob' (shilling).



Answers to Question Card:

Money has changed so much with the advent of technology. This could be coins and notes, cheques, bank cards, online services.	The differences could be the shape, the amount they are worth, the number of coins that existed, and the designs.	Context Question	Imagination Question
---	---	------------------	----------------------

6. Glass Bottle

Additional Context:

Glass bottles may seem like just another everyday object, but they have been around for a very long time. Historians believe that the first glass bottle dates from 1500BC!

You can tell when a bottle was made from their design. Bottles that were stopped by a cork were made before the 1930s, and those with a lid came after.

Most bottles had their branding moulded into the glass, rather than a label. This means we can still tell what a lot of bottles were used for.



Answers to Question Card:

The bottle reads 'Dunoon' and 'Largs,' and the name 'Richd Smith.'	This could be the weight, the texture, the size, the embossing, the lack of a label.	This question is asking what the children know about recycling, and how plastic affects the environment. An interesting fact which can be used is that plastic takes 400 years to degrade, so most of the plastic that has ever been used still exists today.
--	--	---

Box List:

7. Candlestick

FACT FILE: CANDLESTICK



Additional Context:

Candlesticks have been used since the Medieval times to create light. Back then, a candlestick was a piece of wood with a metal spike with a candle stuck on the top.

The gas works for gas lighting were often in towns and cities.

It was difficult to have gas lighting when you lived in rural places like villages. Some middle class families thought it was 'beneath them' and did not change from candles and oil lamps until electric light came along.

Answers to Question Card:

Answers could include: only having a small light source, not having lightswitches, not being as bright.

Gas lighting was not as powerful- it was the same as a 10 watt bulb, which are not made anymore because they are not bright enough!

8. Carbolic Soap

FACT FILE: CARBOLIC SOAP



Additional Context:

Carbolic soap was used into the 1970s, some adults in your life might remember using it at school.

Carbolic soap was used to clean clothes, usually in a big metal tub. The clothes would be stirred by hand, with flakes of carbolic soap added. Then, an invention called a mangle would be used. It was two large rollers that would move the clothes between them to get rid of dirt, soap, and water.

Answers to Question Card:

1. The Victorian era saw a lot of people living in cramped conditions, in their own houses and in cities. This meant that diseases were easily passed, and people wanted to protect themselves against them.

2. Might mention soap in a plastic dispenser, or a bar of soap that smells nicer, or hand sanitiser.

Box List:

9. Metal Toy Cars

FACT FILE: METAL TOY CARS



Additional Context:

Before the 1900s, children did not have a lot of time to play with toys. Only some went to school, and a lot of them went to work.

There were not a lot of toys to choose from, and a lot of poorer children had to make their own toys.

Answers to Question Card:

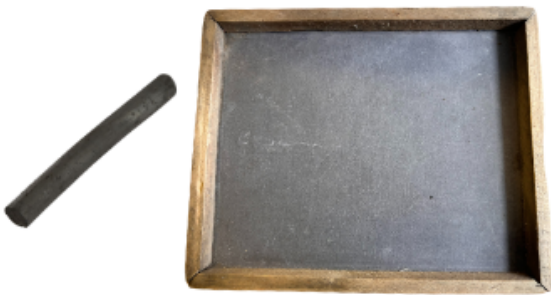
1. Cars hadn't been invented yet! The first mass-produced car was invented the same year the Victorian Era ended: 1901. This car was the 'curved dash oldsmobile.'

2. Today, toy cars are usually made out of plastic. However, wooden toy cars are also still made.

3. Shaped differently, small rectangular windows, differences in the headlights and bumpers, etc.

10. Slate and Charcoal

FACT FILE: SLATE AND CHARCOAL



Additional Context:

At the beginning of the Victorian era in 1837, children were expected to work rather than learn, sometimes in very dangerous jobs in factories. The Government put through an Act in 1880 which meant that all children between the ages of 5 and 10 had to go to school.

Victorian classrooms were very different. Teachers wanted total silence at all times and were very strict. Pupils were to sit in rows and face the front. Lessons were not interactive, and often involved learning times tables, words, and poems by heart.

Answers to Question Card:

Jotters and pencils, technological devices like tablets, etc.

Slates were more difficult as all work had to be wiped off and couldn't be saved, trying to fit all of the information onto the slate, rubbing out mistakes, etc.

Suggested Activities:

1. Museum Mystery-Solvers

This can be a good opening activity. The box also includes a magnifying glass which can be passed round.

Pick out an object from the loan box that the pupils might not recognise.

(The most effective one for this from this box is the stone pig.)
Tell the pupils that they are going to become 'Museum Mystery-Solvers' to work out what the object is.

Ask questions to help the pupils work out what the object would have been used for:

Does it remind you of anything we have today?

What material do you think it is made from?

Do you think the object is heavy or light?

Who might have used this?

Pass the object around the class, preferably around a circle. Pupils can work in pairs or small groups and come to a decision about the object after handling it. What is their reasoning? Do the pupils agree or disagree? Can they explain their reasoning to each other?

Reveal the answer to the class. Did they get it right? Use the object information card and the additional context section of this booklet to share facts and answer any questions about the objects.

Suggested Activities:

2. Object Handlers

Split the class into small groups and allow them to study an object up close. You can either give them a few objects, or stick to one at a time.

Give each pupil a copy of the 'Object Handlers' worksheet, which you will find at the end of this section.

Give each group an object and let them study it for around 10-15 minutes.

The sheet asks them to draw the object. What can they see?

Ask the pupils some of the observation/ deduction questions from the worksheet. They can work together to come up with answers, and write them down on their sheets.

The objects can be passed around each group, until the whole class has had a chance to see them all.

Come back for a full class discussion about each object, where their uses are revealed. Use the object information card and the additional context section of this booklet to share facts and answer questions about the objects.

Suggested Activities:

3. History Hunters

This activity helps pupils compare and contrast the objects with their modern equivalents, and more widely compare and contrast the time periods these objects are from. This takes into account changes in lifestyle, as well as changes with the materials of the objects themselves.

This is best completed after following one of the above activities, and each pupil should have had the chance to handle the objects. It builds on the previous activities and what they've learnt so far.

Lay out the loan box objects on a table. Make sure that they are both in a mixed order.

In small groups/pairs pupils can examine the loan box objects once more, this time together as a group. Building on the 'Object Handlers' activity, this is a multisensory experience- they can smell the soap, feel the toilet paper, and talk to each other about the experience.

Once they have had the chance to examine the loan objects again, they should use a copy of the 'History Hunters' worksheet, which you will in the next section. They can work in their small groups/pairs to match up the objects with what they think their modern equivalents are.

Come back together as a group. Go through each pair one at a time, asking the pairs/groups to report back. What did they think matched here, and why?

Ask the questions on the object information cards, particularly those which compare and contrast the modern and the historical.

Suggested Activities:

4. Decimalisation Decipherer

This activity helps pupils learn about the pre-decimal money system, as well as the modern money system we have nowadays.

Pass the pre-decimalisation coins and wallet around the class. Read out the fact file about the coins, which gives context about the changeover of systems. You can also explain that the coins are replicas.

You can play an informational film from the Decimal Currency Board, which was shown to the British public to prepare them for this change. How would they have felt, trying to get used to the new money? Pupils can act out how they might react to this news.

Scan the QR code to view the video.



Split the class into pairs. Distribute the 'Decimalisation Decipherer' worksheets to pupils, that you can find at the back of this booklet. It explains the coins and how much they are worth in relation to modern money. The worksheet also shows what price tags looked like before decimalisation.

In pairs, pupils can try to work out the old money system, and how many coins would be required to pay the price tags. This can be a tricky task! The scenario can be that they are to imagine they are time-travellers, and they have to 'fit in' with life in the 1960s without raising suspicion.

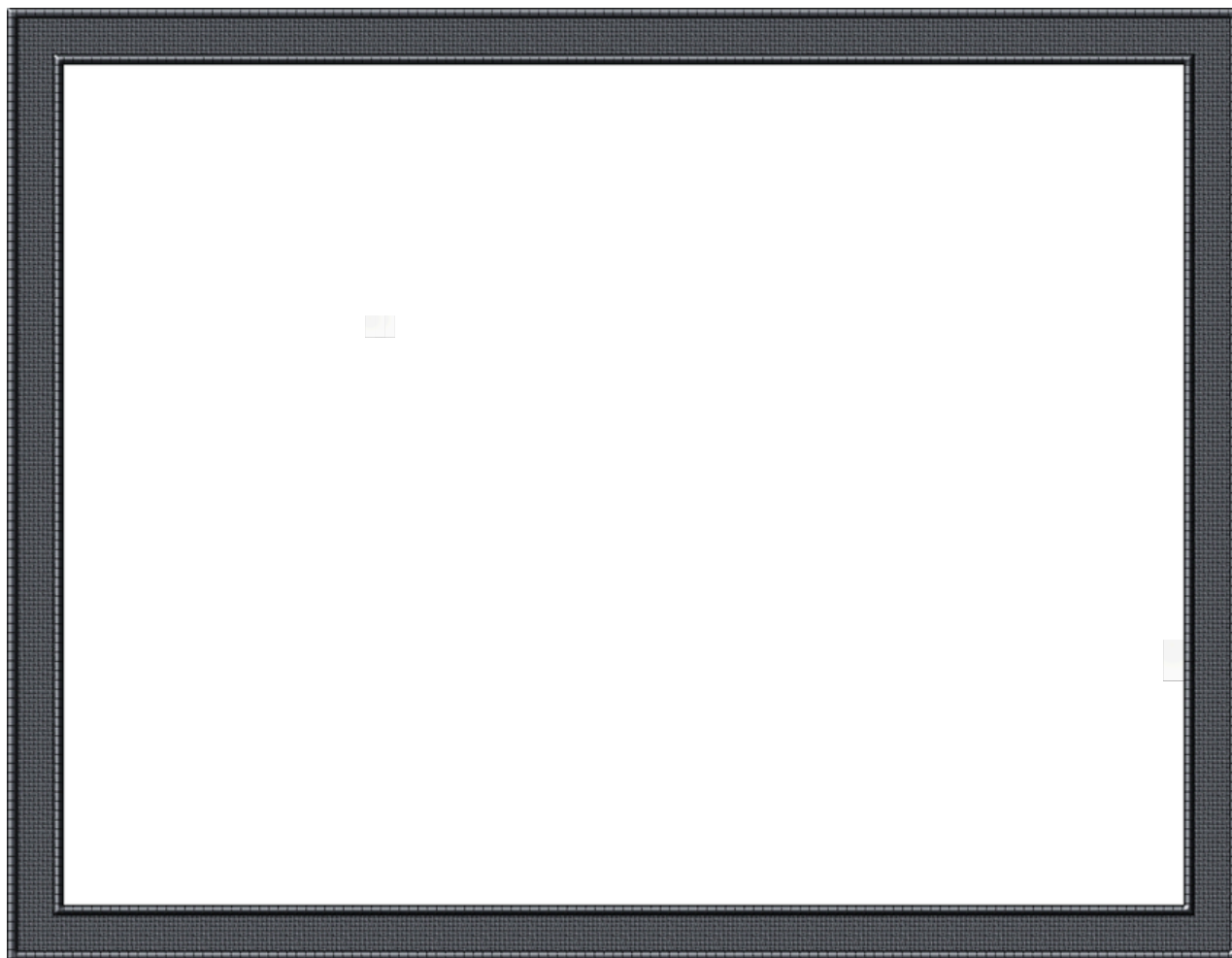
There are other price tags included in the box if needed.



OBJECT HANDLERS

How many objects do you have in front of you?

Draw the object (or objects) in the box below.



OBJECT HANDLERS



OBSERVATION QUESTIONS:

'Observation' means finding things out about an object by looking at it closely.

What do you see? What can you feel?

What colours are on the object?

Is there any patterns on the object?

Write your answers in the box below.

A large rectangular box with a thick black border that has a decorative, wavy, scalloped pattern. The interior of the box is white and empty, intended for a child to write their observations.

OBJECT HANDLERS



DEDUCTION QUESTIONS:

Who might have used this?

What is it for?

How does it work?

What is it made from?

Is it broken or whole?

Write your answers in the box below.

A large rectangular box with a decorative scalloped border, intended for writing answers.

HISTORY HUNTERS



Well done on solving the museum mysteries!

You now know what each of these objects from the past was used for. Some of these objects from the past might look like modern objects that you see at home today. Some might look nothing like them.

For each of the objects, can you think of a modern equivalent?

This means something that we use nowadays that does the same job.

For example, people in the Victorian days would have used a typewriter to write their letters, but now people use laptops with keyboards to send emails, or text on a mobile phone.

Write your answers below.

Stone Pig	
Flat Iron	
Toilet Tissue	
Quality Street	
Old Coins	
Glass Bottle	
Candlestick	
Carbolic Soap	
Metal Toy Cars	
Slate and Charcoal	

DECIMALISATION DECIPHERER

The money we use today is part of the 'decimal system,' and this is only around fifty years old. This started in the year 1971 to make using money easier, and make Britain's system the same as other countries.

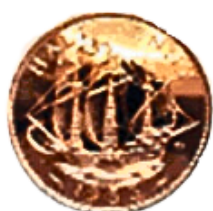
Before this, Britain used a system that began in Roman times! Money was divided into pounds (£), shillings, (s) and pence (d).

One pound was made up of 240 pence.

The old system used twelve different coins, compared to the eight that we use today. Most of these old coins do not exist today. There were also notes.

Have you had a chance to hold the replicas today?

Halfpenny Penny Threepence



Sixpence

Shilling

Florin

Half Crown

How much was each worth?

1 shilling= 12 pence

1 florin = 2 shillings

1 half crown = 2 shillings and 6 pence

£1= 20 shillings

DECIMALISATION DECIPHERER



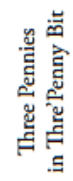
Two Farthings in a Ha'penny



Two Ha'pennies in a Penny



12 Pennies in a Shilling



Three Pennies in 'Thre' Penny Bit



Two Thre' Penny Bits in a Sixpence



Two Sixpences in a Shilling



Five Shillings in a Crown



Two Shillings in a Florin

Ten Florins in a £1

Two Halfcrowns in a Crown



Two Crowns in a 10/s note



Two 10/s
Four Crowns
20 Shillings
240 Pennies
in £1



DECIMALISATION DECIPHERER

Using the sheet as a guide,
what coins would you use to pay for..

These sweets?



Price tags looked
different
too:

'd' = pence
's' = shilling
'/-' = shilling

This bear?



This necklace?



This radio?



Thank you!

We hope you enjoyed using the box.

We would appreciate it if you could fill out our online feedback form, which you can access by scanning the QR code with your phone camera.



Alternatively, please email info@castlehousemuseum.org.uk we can provide you with a paper copy.