

# Teacher's Support Pack

At Octavia Hill's Birthplace House, pupils studying the Victorians as part of the National Curriculum enter into a journey of interactive discovery. The tour and activities will enable children to compare and contrast the lives of rich and poor Victorians with that of their own. Octavia Hill's legacy makes her one of the most significant people in British history and pupils will be able to see how her achievements have shaped today's world.

This Teacher's Support Pack has been developed to enable schools to make the most of their experience. Print off and photocopy, where applicable, the pages as you need them.



## Contents:

### Page

2	Preparation for your visit
3	Victorian costume: A guide for parents
Teacher's guides:	
4	Paradise Place: The 1861 Census
6	Background on the characters to be adopted by the pupils
6	Who was Octavia Hill?
7	Who was Dr Elizabeth Casson?
8	Who were the Dyke family?
9	A timeline of history
10	About your visit
12	Class work after your visit
13	Risk assessment
14	How to find us
15	Feedback form

# Preparation for your visit



## Teacher's Support Pack



### Costume

Classes will participate in a role-play scenario as soon as they arrive at Octavia Hill's Birthplace House. Your pupils will gain most from the experience if they come dressed as poor Victorians. (See "Victorian costume: A guide for parents". This may be photocopied for parents.) The experience will be enhanced if teachers and supervisors also adopt Victorian costume.

### In the classroom

You can give each pupil the identity of a real person from the past. The first property managed by Octavia Hill was No 3 Paradise Place in London. The name, family role and occupation of the tenants were recorded in the 1861 census. Role play characters have been taken from this. (See "Paradise Place: The 1861 Census".)

### Activity

Discuss in class what a census is and allocate one character to each pupil. (This also enables the class to be split into 3 groups of 10-12, ready for their tour of the Birthplace House. The name stickers in this pack have three colours, one for each of the three groups. Pupils should arrive at the Birthplace House wearing their name sticker, which also determines which group they will be in for the tour.)

### Class discussion should:

- Emphasise that all 37 tenants lived in the same house, one family per room;
- Highlight the jobs undertaken by the tenants and consider where they were born;
- Consider why they were in London eg: the potato famine in Ireland forced many families to migrate to England's big cities, looking for work.
- Highlight the ages that young children started work and the types of jobs they did.

In this initial class discussion, encourage the children to imagine, compare and contrast the lives of their poor Victorian family to the life of their own family today. Explain how and why the tenants paid rent.

A copy of the original handwritten census is exhibited in the Birthplace House, so pupils can see how painstaking the recording of information was in Victorian times.

### What should pupils bring with them?

Pupils visiting for a full day should bring a packed lunch.

A gift shop with a full range of souvenirs and gifts will open soon. Pupils may choose £1 or £2 packs of suitable items if you wish.



# Victorian Costume: A guide for parents



## Teacher's Support Pack

As soon as they arrive at Octavia Hill's Birthplace House, the pupils will enter a role play scenario, when they will meet three Victorian characters who will tell them about their lives and achievements.

Before their visit, they will each be given a character from the 1861 census and consequently, will gain the most from the experience if they come dressed in Victorian costume.

**Here is some guidance on what poor Victorians would have worn.**

### Girl:

- Smock style long dress/skirt & top
- Shawl/waistcoat
- Apron/pinafore
- Mop cap

### Boy:

- Dark trousers (possibly too short to look more urchin like)
- Loose shirt
- Waistcoat
- Cap
- Neckerchief

If you do not have a suitable top/shirt, a plain white or dark T shirt can be worn.



# Paradise Place: The 1861 Census

## Teacher's Support Pack

In 1864, Octavia persuaded John Ruskin to buy three houses in Paradise Place. He gave them to Octavia Hill to manage. Their aim was to make “lives noble, homes happy and family life good”.

### The area

St Marylebone was one of the most prosperous residential areas of London. Within it were small overcrowded areas of extreme poverty. They had ironic nicknames (Freshwater Place, the second of Octavia Hill's pioneer sites, was unlikely to feature fresh water; Paradise Place was also known as “Little Hell”.)

Approached by a narrow arch between shops off the High Street, the Paradise Place houses were typically occupied by one family in each room. Some families even rented part of their room to a lodger. We have chosen to depict the family home of the Dyke family in our Birthplace House display because it affords the best teaching opportunities.

### Inside No.3 Paradise Place

Living conditions were spartan with few basic amenities. Water supplies from a common pump delivered water of doubtful purity when, or if, the landlord had paid the water company for the supply. Surface and sewer drainage was poor and the consequent smells were pervasive. Infestations of rats, mice and bedbugs were endemic. Tenants paid, or did not pay their rent. The “landlord” was often not the owner but a rent collector, whose sole interest was taking as much money as possible out of each house.

The income of most tenants, and therefore their ability to pay the rent, was dependent on casual work obtained in the prosperous surrounding area.

Octavia's pioneer experiment was to use the collection of rents as an opportunity for social work by enabling families to improve their lives and the overall health of the community she was managing on behalf of Ruskin.



1861 Census - Paradise Place												
Number	Name	Relation to Head of Family	Marital Status	Age	Profession	Where Born	Blind, Deaf or Dumb	Notes				
3	John Hartney	Lodger	Married	58	Hawker of Books	Cork, Ireland	Blind	A hawkker of books sold books using a cart.				
	Catherine Hartney	Daughter		16	Ironer to Laundress	St Marylybone, Middlesex		An ironer would iron clothes for customers living in the big houses nearby.				
	Charlotte MacArthy	Niece		10	Scholar	St Marylybone, Middlesex		There was a Ragged School near Paradise Place. (See Note 1)				
3	Sarah Smith	Head	Widow	44	Chair Boffomer	St Marylybone, Middlesex		The seats of wooden chairs would wear out and need replacing.				
	Sarah Smith	Daughter		17	Flower Maker	St Marylybone, Middlesex		A flower maker made artificial flowers. Fresh flowers were not affordable.				
3	Martha Yeomans	Head	Married	61	Charwoman	St Marylybone, Middlesex		A charwoman would clean houses, but not live in.				
	Mary Mills	Lodger	Married	52	Washerwoman	St Martin's in Fields, Middlesex		A washerwoman would wash and dry clothes.				
	Sarah Mills	Lodger		16	Servant	St Marylybone, Middlesex		Becoming a servant was the main option open to poor women.				
3	Elizabeth Dorey	Lodger		84	Tailoress	Blowfield, Norfolk		Elderly people were likely to end up in the nearby workhouse. (See Note 2)				
3	Morgan O'Brian	Head	Married	40	Labourer	Cork, Ireland		A labourer was for hire to do general physical work.				
	Ellen O'Brian	Wife	Married	38		Cork, Ireland		Immigration from Ireland was the result of poor living conditions there.				
	James O'Brian	Son	Married	19	Labourer	Cork, Ireland		A nurse maid was a child minder, possibly for a local family.				
	Ellen O'Brian	Daughter		14	Nurse Maid	St Marylybone, Middlesex		A nurse maid was a child minder, possibly for a local family.				
	Mary O'Brian	Daughter		7	Scholar	St Marylybone, Middlesex		A nurse maid was a child minder, possibly for a local family.				
3	Thomas Cullian	Head	Married	26	Pavtour	Cork, Ireland		A pavtour laid paving stones in streets and roads.				
	Elizabeth Cullian	Wife	Married	23		Cork, Ireland		Women were given no profession on the census. (See Note 3)				
	Mary Ann Cullian	Daughter		5	Scholar	St Marylybone, Middlesex		Whitesmiths work with "white" or light-colored metals such as tin and pewter.				
3	John Bassett	Head	Married	50	Whitesmith	St Clement Danes, Middlesex		Blacksmiths work mostly with hot metal, whitesmiths do the majority of their work on cold metal (although they might use a forge to shape their raw materials)				
	Jane Bassett	Wife	Married	39		Southsea, Hampshire						
	John Bassett	Son		17	Whitesmith	St Marylybone, Middlesex						
	Emily Bassett	Daughter		11	Scholar	St Marylybone, Middlesex						
	Robert Bassett	Son		9	Scholar	St Marylybone, Middlesex						
	Maria Bassett	Daughter		6	Scholar	St Marylybone, Middlesex						
	Joseph Bassett	Son		3	Scholar	St Marylybone, Middlesex						
3	Thomas Donagan	Head	Married	45	Bricklayer's Labourer	Limmerick, Ireland		A bricklayer's labourer would help a man who laid bricks to build houses.				
	Catherine Donagan	Wife	Married	40	Charwoman	Cork, Ireland		A charwoman would clean houses, but not live in.				
	Thomas Donagan	Son		9	Scholar	St Marylybone, Middlesex						
	Margaret Donagan	Daughter		4	Scholar	St Marylybone, Middlesex						
	John Donagan	Son		2		St Marylybone, Middlesex						
	Eliza Donagan	Daughter		5 months		St Marylybone, Middlesex		Many babies would not be expected to live a long life.				
3	Robert Dyke	Head	Married	50	Porter	Camberwell, Surrey		A porter carried things for people. Robert Dyke was a porter at the local market.				
	Ann Dyke	Wife	Married	47		Wellingborough, Northamptonshire		Today, she would be called a "housewife".				
	Thomas Dyke	Son		13	Paper Factory Boy	St John Clerkenwell, Middlesex		Paper was made from rags. Note that the factory boy was only 13.				
	Charles Dyke	Son		10	Scholar	St Marylybone, Middlesex						
	Annette Dyke	Daughter		7	Scholar	St Marylybone, Middlesex						
	Richard Proctor	Visitor		2		St Marylybone, Middlesex		He was probably being cared for whilst his parents were at work.				
	Lucy Collins	Visitor		23	Servant	Hampton, Middlesex		This small family had a lodger.				
NOTES:												
1 A "Ragged School" existed before the 1870 Elementary Education Act.												
2 A workhouse was nearby, and anyone not able to work or support themselves would be likely to end up there.												
3 Note how single parent women, who are head of the household, have a profession, but wives are given no profession, not even "housewife".												

# Who was Octavia Hill?

## A teacher's guide



## Teacher's Support Pack

### For your convenience, Octavia Hill's story can be divided into four episodes:

- Family background 1835 – 1864
- Housing work 1864 – 1877
- Environmental & community issues 1877 – 1895
- The National Trust 1895 – 1912

Each offers interlocking opportunities to develop curriculum themes as follows:

### Family background:

Octavia Hill began her housing work in 1864, when she was 26 years old. But all her early life can be seen as a prelude to this. Key elements are:

#### The Birthplace House

This large Grade II\* listed building on Wisbech's South Brink is ideal to illustrate the privileged background of the Hill family. Her mother and father, James and Caroline Hill, believed that wealthy people as citizens owed a duty to less fortunate people. Their reform activities with Robert Owen led to opposition and, ultimately, the loss of their house and a move to London.

#### Dr Thomas Southwood Smith

Octavia's grandfather spent his life trying to improve the living conditions of poor people. Known as "The Father of Sanitary Reform", he was an associate of many of the major Victorian figures, including Lord Shaftesbury and Charles Dickens, who is said to have written Bleak House to highlight Southwood Smith's work.

### Housing work

In her pioneering work, Octavia Hill used the collection of rents by her trained women as an opportunity for social work. House owners took a limited return on their capital, which enabled Octavia Hill to invest any surplus back into the community.

The key focus is on Paradise Place "Little Hell" – a family room in No 3 Paradise Place, St Marylebone, London is recreated in the Octavia Hill's Birthplace House displays and features in this Teacher's Pack. The issues of poverty, desperation and the quality of home and community life are addressed here.

### Environmental and community issues

In 1877, Octavia Hill founded the Kyrle Society, the first civic amenity society, for "Bringing Beauty" into people's lives. It was named after John Kyrle of Ross on Wye, who used his small fortune to improve and add community amenities.

#### Curriculum elements:

- Open spaces, parks and gardens  
How valuable are these as a community resource?
- Music  
What access did poor people have to music?
- Art  
Octavia Hill provided colourful, high quality works of art in poor areas. Do these improve people's lives?
- Books  
In the days before public libraries, Octavia made these available to people.

### The National Trust

In 1895, with others, Octavia founded the National Trust to be "Forever, For Everyone".

#### Curriculum elements:

- Choose a local National Trust property, open space or garden. Discuss its sustainability or accessibility to everyone.

# Who was Dr Elizabeth Casson? A teacher's guide



## Teacher's Support Pack

Octavia Hill is the link between the developments of occupational therapy and nineteenth century educational, health and social activists, such as her mother Caroline; her grandfather, Dr Thomas Southwood Smith; Robert Owen; John Ruskin and F D Maurice. In their own ways, all aimed towards the social well-being of individuals and communities, though closely aligned with everyone's need to find satisfaction through participation in meaningful occupation. This interest was evident in Octavia's work with the Ragged School children, in the Ladies Guild and the play grounds, halls and green environments she established to encourage wide ranging occupations for her tenants and others. Indeed, she noted that "the usefulness of the employment given to poor and not over skilful tenants... impresses me more every year as I watch the feeble and helpless man growing into one whose work we prize..."

Elizabeth Casson, who trained with Octavia as a housing estate manager, obviously absorbed much from her employer. She was skilful in promoting the many kinds of recreational, theatrical and educational occupations which took place in Red Cross Hall. Octavia acknowledged the "impetus" given by "our spirited young secretary", (Elizabeth) to "performances by the people themselves as "most satisfactory" and "long desired". In 1910, Octavia reported that the Hall had "gone remarkably well" and that "Miss Casson" had "still further developed her plan of bringing local clubs and other institutions" which "develops power in local workers and creates local interest."

That Elizabeth was fitted into this vocation is not surprising as she was born into a family talented with dramatic and musical ability. She loved to sing and act, but had many other interests, like "mending locks or motor-car gadgets". However, her experience that "much of the misery and poverty she found" resulted from "appalling ignorance and neglect of physical weakness and disease", convinced her to return to study, eventually becoming the University of Bristol's first woman Doctor of Medicine.



Interested in psychiatry, the newly qualified Dr Casson was distressed by "the atmosphere of bored idleness in the day rooms" of mental hospitals. This led, eventually, in 1929, to her establishing Dorset House, the first British training school for occupational therapists alongside a residential clinic for women psychiatric cases which offered them fulfilling day long programs and wholeness in living. Elizabeth's participatory, communal approach, in which "everyone would be essential and therefore would feel valued and valuable," implemented the belief of the social activists linked with Octavia Hill in the need to share experiences with those they helped.

By 1945, about 800 patients had been residents; the establishment encompassed four large houses and a household of well over a hundred. When "bombing attacks grew too frequent and fierce" Elizabeth had to relocate the patients. She continued involvement with the School despite the Ministry of Health borrowing it to train occupational therapists to meet the rehabilitation requirements of the war. After its ultimate establishment in Oxford, she continued to finance the School from her personal funds and held the position of Medical Director until shortly before her death in 1954.

*Ann A Wilcock*

# Who were the Dyke family? A teacher's guide



## Teacher's Support Pack

The only certain knowledge we have of the Dyke family is in the 1861 Census. But we can deduce much about their life from the detail in Octavia Hill's own description of the houses she managed and other sources.

The Dyke family comprised of Robert Dyke, the head of the household; his wife Ann and their children Thomas aged 13, Charles aged 10 and Annette aged 7.

Although they no doubt had much in common with thousands of other London families, it is noticeable that in the Paradise Place community, a family with two parents and children was in a minority. They lived in multi tenanted houses.

Robert and Ann were born elsewhere and no doubt came to live in London, as did many other families, to improve their lives and take advantage of the opportunities for work. Their home off Marylebone High Street gave them direct access to the many daily opportunities for casual work. Robert's work as a porter could have been associated with one of several small provisions markets in the area, supplemented by occasional or regular delivery of packages and parcels. But his income will have been erratic and wholly dependent on his health and strength, which were routinely threatened by his living conditions. In the absence of any free medical care, any sickness or disease could threaten the family's precarious hold on even the one room Paradise Place home. Failure to pay the rent would lead to eviction by the "landlord", whose menacing, top hatted figure we have depicted in the basement tableaux. His sole function was to collect rents.

The profession of Ann Dyke, his wife, is left blank on the census, reflecting the low status of married women, whose legal and social status became wholly identified with their husband. Her domestic role as a housewife often made her the effective day to day head of the household, in the routine absence of her husband. It is likely that she will have supplemented the family income by external employment when possible, perhaps by undertaking some form of street selling.



The family food supply was uncertain, and as you will see from our display, often leftovers or throw outs from the big houses in the area. In our Paradise Place recreation, we have depicted a common way families supplemented their income. They undertook piecework at home, assembling toys or often items which were then purchased for a fixed price per unit by a merchant. Payments were low and many families, children included, worked long hours to earn the basics of life. Sweated labour, such as this was particularly prevalent in the clothing trade, where smart dresses, sold in West End upmarket shops, were produced at appalling human cost.

When she was fifteen, Octavia Hill had resolved to help the work of the East End Townswomen's Association, which aimed to combat this by opening shops which sold clothes that had been made in decent conditions and the workers were paid a reasonable rate. You can see Lucy Collins, a lodger, taking her sewing shift with young Annette, aged 7.

# A timeline of history 1760 – 2008



## Teacher's Support Pack

Captain Cook lands in Tahiti	1769	1760	Thomas Clarkson born in Wisbech
American War of Independence	1776	1771	Robert Owen born
French Revolution	1789	1788	Thomas Southwood Smith born
Abolition of the Slave Trade	1807	1798	James Hill born
Charles Dickens born	1812	1809	Caroline Southwood Smith born
Florence Nightingale born	1820	1818	James Hill moves to South Brink, Wisbech
Queen Victoria comes to the throne	1837	1835	James Hill marries Caroline Southwood Smith
The Hill family leave Wisbech	1840	<b>1838</b>	<b>Octavia Hill born</b> <b>Infant school and Hall for the People opened in Wisbech</b>
		1840s	Potato famine in Ireland
Collieries Act - no children under 10 allowed in the mines	1842	1846	Thomas Clarkson dies
Octavia Hill moves to London, aged 13	1851		
		1854	
		1856	
Crimean War	1854-1856	1858	Emmeline Pankhurst born
John Ruskin buys Paradise Place	1864	1861	Thomas Southwood-Smith dies
		1870	Education compulsory for children under 10
Kyrle Society founded	1877	1878	James Hill dies and is buried in Highgate
Army Cadet movement established	1887	1895	The National Trust is founded
		1901	Queen Victoria dies
Boer War in South Africa	1899-1902	1902	Caroline Hill dies and is buried in Highgate
		1912	Octavia Hill dies and is buried in Kent The Titanic hits an iceberg and sinks State Old Age Pensions introduced
		1914	
		1918	
World War I	1914-1918	1923	Society of Women Housing Managers founded
Elizabeth Casson founds first occupational therapy school in Britain	1929	1930	St Pancras/Marylebone built
		1939	
		1945	
World War II	1939-1945	1965	Chartered Institute of Housing amalgamated with Society of Women Housing Managers
England win the World Cup	1966	1979	Margaret Thatcher becomes the first woman prime minister
		1988	
A plaque is dedicated to Octavia Hill on No. 3 Paradise Place	1988	1992	The Octavia Hill Society is founded
The Octavia Hill Birthplace Museum opens	1995	2001	Terrorists crash planes into the Twin Towers, New York
Octavia Hill's Birthplace House is reunified	2008		

# Itinerary of your visit:

## Full & half day



## Teacher's Support Pack

### 09.30

Arrival and welcome in the Long Room. Health & Safety briefing.

Introductions to Octavia Hill, Dr Elizabeth Casson and Robert Dyke.

### 10.00

Class is split into three pre-arranged groups and tour of the Birthplace House begins.

### 11.40

Class reconvenes to discuss their experience and summarise findings.

### 12.00

Departure/Lunch (pupils may eat their packed lunch in the garden or our coffee shop).

### 12.45

Afternoon activities (for Full Day experience only)

Choose either:

- A town walk of Wisbech  
or
- A practical session about life as a Victorian (in 3 groups)

### 02.15

Class reconvenes for discussion and summing up.

### 02.30

Departure

## Half day/morning

During their visit, pupils will learn about Octavia Hill and her story from three guides: Octavia herself, Dr Elizabeth Casson and Robert Dyke. (See teacher's guides.)

The groups will follow different routes through the Birthplace House, meeting each of the guide characters. The story telling will be enhanced by activities for the pupils, including:

- Handling artefacts;
- Using slates and pencils to record their findings;
- Playing with authentic Victorian toys;
- Enduring nasty smells from the slums and contrasting them to the sensory experience of plants and clean air in the garden.

Our guide characters are trained to engage and inspire the children, to consider the issues arising from their tour.

## Full day/afternoon

Those schools visiting for a full day will have pre-booked their choice of either a Town Walk of Wisbech, trailing places of interest to the Hill family or a Practical Victorian Experience at the Birthplace House.

### A town walk of Wisbech

After lunch, schools will meet Caroline Hill, Octavia's mother, at the Angles Theatre (where James and Caroline Hill set up the first infant school in Wisbech). Caroline Hill will guide the pupils around key sites in Wisbech, highlighting the influences the Hill family created, and their legacy that remains in the town today. The pupils will be able to contrast their lives with that of their Victorian counterparts.

*Continues on page 11*

## Teacher's Support Pack



### Full day/afternoon *Continued*

#### Practical Victorian Experience

The class will split into the same 3 groups they had for the morning session. The groups will carry out each of the activities in half hour sessions:

##### 1 Washday

Typically, Monday was washday! The children will try their hand at washing Victorian style, learning how this chore lasted 1-2 days per week. The pupils will learn the reality of where water came from, the physical toil of using a dolly tub and peg or washboard, drying clothes/linen and the practicalities of ironing the next day. The children will contrast this with how their clothes are cleaned today.



##### 2a Make a Thaumatrope

The children will make their very own Victorian toy!

Educational toys were popular in the Victorian era, not only providing pleasure but instruction. Many educational toys were the result of scientific discovery. The Thaumatrope was invented in 1825 by Dr John Ayrton Paris, one year before the invention of the camera. It magically makes a picture change and would have been an exciting toy for children before the camera was invented.

or

##### 2b Make a Cup & Ball game

When Victorian children had finished their school day, they would help their mother's with any chores around the home. Once the chores were finished, they would meet their friends in the street and play with games such as the Cup & Ball game, marbles or whip and top.

##### 3 Role play: Landlords & Tenants

In their Paradise Place characters, the pupils will pay their weekly rent to their landlord. They will examine old money and calculate the total income for the household, deducting rent, food and school fees. They will compare this with present day costs.

# Class work

## following your visit



## Teacher's Support Pack

### Activity 1: English/Art & Design

#### My visit to Octavia Hill's Birthplace House

Write a summary about their visit to Octavia Hill's Birthplace House, outlining what they have learned. Pupils should also state what they liked best and what they liked least.

Draw a picture to summarise Octavia Hill's life and work.

### Activity 2: History/Citizenship

#### Rich and poor: Victorian living conditions

The template enclosed of No 3 Paradise Place can be photocopied. Pupils each have 3 copies and are asked to draw the following:

- Paradise Place as inhabited in 1861
- The house inhabited as it would be by a rich Victorian family eg: depicting each room and indicating the family rooms and the servants' quarters
- How the house would be inhabited in the present day

Completed sheets for teacher reference are enclosed.

### Activity 3: Science/ English

#### Senses with nature

Create a nature table for the classroom and encourage children to bring in natural plants and items that enhance the senses of sight, smell and touch.

Encourage pupils to write about their favourite open space, describing where it is, what they like about it and what they do there. They can bring photographs of the place to school, to show their fellow pupils in a presentation.

### Activity 4: Geography

#### Planning the future

Each group imagines they are the "planning department of the town council". Using the principles endorsed by Octavia Hill of "noble lives and happy homes", the groups are asked to create a plan of their ideal present day housing estate. Thought should be given to housing, leisure, schooling and health.

Project Work  
in Groups



### Activity 5: Art & Design

#### Paint like Octavia

Be a copy painter like Octavia Hill. Ask the pupils to bring in a photograph they like of a person, pet, landscape or building, and ask them to paint a copy image of it. (Insert the original photos in a clear bag to protect them from paint!)

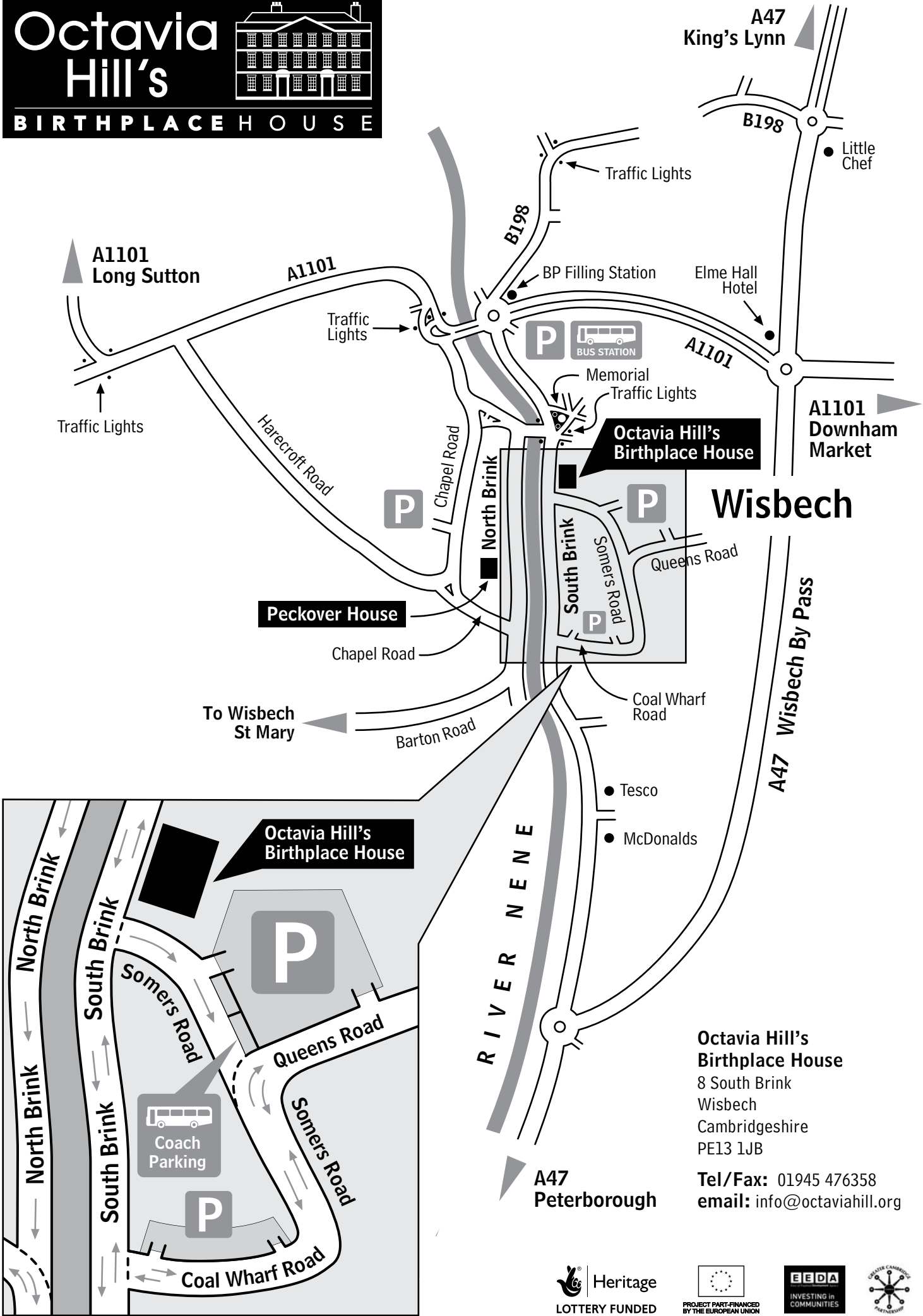
### Loan boxes:

Loan boxes of Victorian artefacts are available on request for further class work.



## Risk Assessment: School visit to Octavia Hill's Birthplace House

Area	Hazards present	Risk score H/M/L	Detail	Existing control measures
Birthplace House galleries and shop	Slip, trip or fall	L	Risk of injury	Group always under adult supervision and pupil conduct agreed with school
	Damage to displays	L	Financial risk to the Birthplace House	Group always under adult supervision and instructed by Birthplace House staff about code of conduct in the Birthplace House. Workshop leader to give verbal warning about the nature of the cabinets in the galleries - specifying the authenticity of the glass and emphasising how sharp the edges are.
	Heavy objects falling	L	Risk of injury	Group always under adult supervision. Rooms cleaned and inspected by staff.
	Interaction with general public in galleries	L	Aggressive behaviour from schools and the general public	Group always under adult supervision. Pupil code of conduct agreed with school. Customer procedures upheld by the Birthplace House.
	Anyone to be left alone	L	Potentially they could hurt themselves or find themselves lost	Group always under adult supervision. Ratio of adults and children as appropriate and as agreed with Birthplace House staff before the visit.
School sessions in the galleries	Slip, trip or fall	L	Risk of injury	Groups always under adult supervision. Room inspected and cleaned by staff.
	Handling materials and equipment	L	Risk of injury from objects that may have heavy or sharp edges	Workshop leader to give verbal warning about the nature of handling the collection. Condition of objects are monitored closely by members of staff. Clear instructions on handling of all materials, supervision of activity. Care and supervision by accompanying adults, ratio as appropriate. Instructions to wash hands thoroughly after handling any material. Use of sharp and very small objects minimised. Non-toxic objects/materials resources used. Objects and resources inspected and cleaned by staff as appropriate.
		L	Damage to objects	Birthplace House staff to instruct groups on correct handling techniques, demonstrated by the workshop leader throughout the session.
	Use of rooms provided	L	Risk of injury	School informed of fire evacuation procedures and meeting point. Birthplace House staff check the room as part of the evacuation procedure.
Public toilets	Need for adult assistance	L	Potential abuse of children by adults	Teacher in charge responsible for pupils to be escorted to the toilet and supervised as necessary.
	Need to lock the door	L	Unable to unlock the door	Staff can open the toilet doors from the outside.



A47 King's Lynn  
B198  
Traffic Lights  
BP Filling Station  
Elme Hall Hotel  
A1101  
Little Chef  
A1101 Downham Market

A1101 Long Sutton  
Traffic Lights  
Harecroft Road  
Chapel Road  
North Brink  
Peckover House  
Chapel Road  
Barton Road  
To Wisbech St Mary

South Brink  
Somers Road  
Queens Road  
Coal Wharf Road  
RIVER NENE  
A47 Wisbech By Pass  
Tesco  
McDonalds  
A47 Peterborough

**Wisbech**

**Octavia Hill's Birthplace House**  
8 South Brink  
Wisbech  
Cambridgeshire  
PE13 1JB

Tel/Fax: 01945 476358  
email: [info@octaviahill.org](mailto:info@octaviahill.org)

## Teacher's Support Pack

Octavia Hill's Birthplace House is keen to develop the potential of our programme for schools. We want to hear your thoughts on how we perform, how our programme meets your needs with the National Curriculum and how the pupils enjoy and remember their experience with us.

We would be grateful if you would fill in the feedback questionnaire below and return it to us in the pre-addressed envelope enclosed, or fax it to 01945 476358.

School:

---



---



---

Completed by:




---

Date:

---

1 How did you hear about Octavia Hill's Birthplace House?

2 How did you find out that Octavia Hill's Birthplace House provides visits for schools?

3 How would you rate your experience:			
Preparation before the visit			
Pre-visit information and materials			
Helpfulness and knowledge of staff			
Guided tour			
Interest to the pupils			
Interaction with guide characters			
Quality of the displays			
Activities			
Overall relevance to the curriculum			
Suggested class work after your visit			
Follow up after the visit			

4 How would you rate the school visit overall?



5 What feedback did you get from the pupils about the visit?

---

6 Would you visit again with your school?

---

7 Would you recommend Octavia Hill's Birthplace House to another teacher/school?

---

8 Are there any areas you feel can be improved for a school visit?

---

9 Do you have any other comments or recommendations?

---

Thank you very much for completing this questionnaire. Your feedback is important to us.