# The VISITORS’ CENTRE

**A Storyline Topic Sallie Harkness, Storyline Scotland, August 2018**

To ‘kick-start’ this Storyline the class may receive a letter from a planning group (local council or millionaire benefactor, or entrepreneur!) inviting them to submit designs for a visitors’ centre based in their local area. In this letter the writer (teacher) may specify certain conditions and set out specific requirements. Alternatively the teacher may simply suggest that a visitors’ centre could be a ‘good idea’ for our community.

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| **STORYLINE** | **KEY QUESTIONS** | **PUPIL ACTIVITY** | | **CLASS**  **ORGANISATION** | **RESOURCES** | **LEARNING**  **OUTCOME** |
| **PART 1 - CONSTRUCT**  The VISITORS’ CENTRE | **WHERE and WHEN? (Setting)**  What, do you think, a Visitors’ Centre is and why should we have one in our area?  How shall we respond to the letter? | Teacher reads the letter or introduces the question.  Pupils discuss and suggest ideas. These are listed.  Content and wording of letter is agreed. | | Class  Groups/class | Copies of the Letter  Flipchart and marker pens  Paper, envelope, stamp etc | Thinking, proposing, listening to others  List of ideas/wordbank  Letter writing |
| Places of interest in our local area – and who might be interested! | What do you think people would like to see/visit/do in our local area?  What sort of visitors?  How can we confirm our ideas? | Pupils suggest possibilities. (for example – castle, mountain climb, golf, fishing, sailing, bird watching, nature trail etc) Different visitor groups should also be listed eg families with children, sports people, older folk etc.  Pupils design and carry out a survey of the area. This could be in the form of a questionnaire or an outdoor activity/walkabout.  Pupils may also use maps of the local area, take photographs, make sketches etc  Results of the survey are presented and discussed. The original list is reviewed and adapted. | | Class  Groups  Groups report to class | Flipchart and marker pens  Paper and pencil / computer  Printer/photocopier  Flip chart and marker pens | Extended list should include places, activities. and people  Survey questions  Format of questionnaire  Note taking, sketching, taking photos, research and reference eg local history  Information gathering and sharing  Presenting information, expressing opinions,  Reaching agreement. |
| Our Idea for the Layout of our Visitor Centre  Submitting the plans.  **This concludes Part 1 of the Storyline and the presentation could be a culminating event.** | What sort of building do you think will be required?  How do you think the indoors should be designed?  How do you think the outdoor area should be designed?  Do we need a name for our centre?  How do you think we should present our ideas to the planning group?  Do we need a fold out brochure explaining the centre? | After class discussion three groups work on the different areas  Each group creates/designs their area showing their ideas in a plan, box model, or in picture form.  Each group presents and explains their design answering questions / responding to comments.  Alterations may be made as a result of discussion  Pupils suggest possible names and make their choice.  Pupils discuss possibilities – invite a representative/parents to their classroom to view work and listen to pupils explain their ideas or prepare a written submission, e-mail or power point to be sent for comments!  Each group can produce one third of the fold out explaining their section. Class agree on other items and tasks are assigned.  Brochure should have text and photos/drawings and should be photocopied. | | Class discussion establishing three areas and which pupils will work on them.  Three Groups  Each group agrees on how to present their proposal to the others.  Class discussion to reach agreement on the name also on tasks – who will do?  Tasks for groups and individuals are agreed and deadlines set. | Paper, card, boxes scissors, adhesives, tape, small junk etc. | Talking and listening – related to a future task.  Putting ideas into the form of a plan, model or picture.  Labels and captions  Notes to explain the model/plan/picture  Compilation of a written submission or an electronic message – or a ‘live’ event.  Information writing,  Also persuasion – putting a point of view, justifying proposals etc  Preparing/scripting ‘speeches’ – formal language – greetings etc.  Informative text for brochure. |
| **Part 2 is designed to explore the atmosphere when the Visitors’ Centre is up and running and allow pupils to create characters and use their imaginations.**  Uniforms and working clothes  Staff Characters | **WHO?**  **Characters?**  What staff, do you think, will be required to run our visitors’ centre?  How many staff can we afford?  What will each staff member be expected to do?  How will staff be recruited?  What should Centre staff wear to work?  Which design is most suitable?  Who are the staff members?  How can we publicise our Visitors’ Centre? | Pupils brainstorm list of workers and classify. They could also discuss how many staff would be required and whether some could ‘double up’ for indoors and outdoors work.  Work schedules could also be designed and job descriptions written.  Job adverts are compiled and displayed on ‘situations vacant’ page of newspaper.  Pupils apply for the job of their choice and are interviewed.  Pupils create designs for uniforms including the centre logo.  The ‘best’ design is selected.  Groups create life size visuals of essential staff characters wearing working clothes.  The imaginary characters are given ‘biographies’  Pupils consider various means of advertising and create fliers, posters, radio jingles etc. | | Class  Pairs  Pairs or individuals  Individuals  Individuals or pairs  Class  Individual  Individual | Flipchart  Paper/card marker pens  Computer  Interview group and applicants  Coloured papers or fabrics, marker pens  Writing paper, frame for a biography  Tape recorder, computer, printer | List  Work programmes  Job descriptions  Language of advertising a staff vacancy Written adverts.  Role play  Uniform designs  Decision making  Designing  Functional writing in an imaginative context  Advertisements |
| **INCIDENTS and EVENTS**  **(PLOT!)** | What do you think will happen when the visitors come to the CENTRE?  What situations will your staff member need to deal with? | Pupils brainstorm possible incidents which can then be explored in different ways. Role play in character!  Stories of incidents are recorded and shared (see grid) | | Class  Groups and individuals | Flipchart  Props for role play  Paper for story-making and writing | Imagining  Role play, narrative writing etc |
| Rules? | What rules are required to ensure the safe and smooth running of the centre and to protect the environment? | Pupils groups propose rules and share their ideas. An agreed list of rules is compiled, recorded and displayed. | | Groups  Class | Writing paper  Flipchart | Sharing ideas and making proposals  Decision making |
| **Culmination :**  An Opening Ceremony | How should we plan a special ceremony to celebrate the opening of our Visitors’ Centre? | Pupils discuss plans for an opening ceremony – special guests, speeches, exhibitions, refreshments, invitations, programmes etc  Tasks are undertaken and the ceremony takes place. | | Class, groups and individuals as required | Such materials as required | Oral and written language, role play, organising an event. |
| **Review** | What do you think you have learned in this Storyline?  What did you enjoy most?  Was there anything you did not enjoy?  What should be changed in future?  What is there yet to learn? | The review may take the form of group or class discussion with the teacher recording pupil views.  Individual pupils may write their personal evaluations. | Class or groups  Individuals | | Flipchart  Writing paper | Expressing opinions  Evaluating and justifying  Personal writing |

**It may be better to delay inviting parents to a culminating event until after the review so that pupils can include their reactions and explain their learning as part of their presentation.**

**If letters from a ‘planning group’ have been a feature of the approach it is good to invite visitors representing or role playing these characters – or contact a real life member of the local council.**

**Striking the balance between what is REAL and what is IMAGINARY needs careful thought on the part of the teacher!**