



- Back at school I would like to...**
- Use the ball of paper
 - Use the story web and paper chain
 - Explore the way history makes you feel
 - Give children more opportunities to express themselves
 - Give children unfamiliar objects to make them question and develop curiosities
 - Use several of the ideas we've tried
 - Start planning another whole school topic (despite what Michael Gore might say) about local history



- 'I am interested in what I don't understand'*
- The session began with a discussion:
- How can we work with our own curiosity and imagination when we first come into a collection?
 - Why is exploratory play and hands on learning important?
 - How do children learn?
 - What is a generous environment?
 - What do we mean by 'less is more' or working with open ended resources?



I was surprised ...

- How quickly I got into the activity
- At the beauty of it
- At the many different ways you can express yourself
- How big it is here
- The cells and the prison history
- Pre-historic history of the area
- At what we all created from the limited resources
- At how the story strings worked
- At the wonderful ideas that everyone came up with
- That I was moved by the stillness of the work tools
- How quickly the time went
- How many different displays are housed in a very small space
- How much I enjoyed spending the time after a busy day at school



Creative Connections

**St. Neot's Museum
Facilitated by Idit Nathan
10th June 2010**

Cambridge Curiosity and Imagination

* Palette of materials included: chalk, card, hoops, labels, white tack, string, acetate, paper till rolls, small boxes, gauze, masking and cello-tape, small sticks, small transparent bags, postcards, scissors, wire cutters.



The invitation was to use the materials provided* to make a response to the space and your chosen section/ idea/ object.
 It was suggested exploring re-labelling, creating trails or narratives, making comments on and/or responses to collection. We discussed paying attention to the process and what learning can take place within it.

2010-06-15

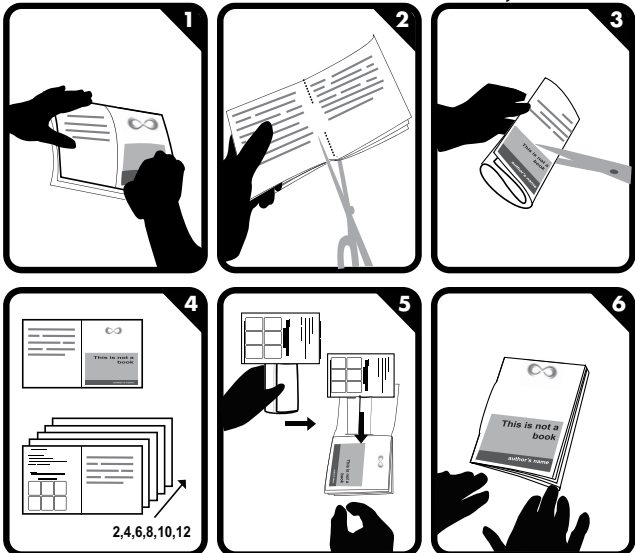
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We walked around and explored the Museum in pairs paying attention to its special features and qualities, its points of interest, focusing on one object or section that particularly caught our attention

We then 'washed our hands' accompanied by Allan Kaprow's words urging us to make the familiar unfamiliar and vice versa.

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I began to pay attention to how much this act of brushing my teeth had become routinized, nonconscious behavior, compared with my first efforts to do it as a child. I began to suspect that 99 percent of my daily life was just as routinized and unnoticed; that my mind was always somewhere else; and that the thousand signals my body was sending me each minute were ignored. I guessed also that most people were like me in this respect.¹

¹ Alan Kaprow, Art which can't be art (1986)



- I would like St Neot's Museum to...
- Advertise the Police cells
- Let school know what's on offer here
- Do workshops with the children
- Tell us how we can get hold of the outreach boxes
- Label the petrol pump
- Open the register of habitual drunkenness
- Work closely with local school
- Clear that horrible tarpaulin from the yard
- Be used by everyone
- Have more interactive artefacts

Finally, we looked at our 'prompt cube' to take home.

My prompt cube following our session together says the following:

Local history can come alive
Poetry in prison and bones...
What will be the paper chains of today's children?
Limited time and space can be helped by generosity
Story webs and curiosity trails



- Humans experience nostalgia?
- The boat is on the ceiling?
- The skeleton appeared to have his hands crossed?
- The sign for the bridge had a crack?
- Perhaps there is a story there...
- We haven't visited here before!
- The exercise yard is so small?

Our reflections included:

This session made me think that learning in museums can...

- Provide more questions than answers
- Be fun, creative, engaging, interactive and hard work!
- Be thought provoking
- Be very open ended and lead to unexpected results
- Stimulate new ways of learning
- Promote creative thinking about history!
- Be challenging
- Help children (and child like teachers) express themselves
- Be amazing!

I wonder why

- The petrol pump is not labelled?
- People drew graffiti on the cells?
- We always feel we have to be quiet in a museum?