
Museums, Health & Social Care service



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Welcome to the Museums, Health & Social Care Service resource.

Created by Tyne & Wear Archive & Museums and Northumbria University at Newcastle.

I've been privileged to work with patients, clients and service users along with their health and social care professionals for many years, on heritage themed creative projects. Over the last few years, I've mused on the idea of creating a Museums Health Service (MHS) that would work alongside NHS and social care services. This developing idea led to meeting Dr Juliana Thompson from Northumbria University in 2019 and subsequently our vision to create a useful set of resources for health and social care professionals, which would build confidence and understanding in how to use museums as part of a care practice.

We wanted to cross reference specific cultural activities that TWAM outreach team were delivering to participants as part of their 4 health and wellbeing programmes, with the clinical outcomes that can be attributed to those kinds of activities. In doing this we aim to help health and social care professionals make the connections to the outcomes for their patients.

Through developing a strong partnership between Tyne & Wear Archive & Museums and Northumbria University at Newcastle, Faculty of Health and Life Sciences, we created the steering group whose role was to oversee this project. The group was made up of a multi-disciplinary team of health and social care practitioners and academics (occupational therapists, physiotherapists, mental health nurses, social worker, and older people's nurses).

The ultimate aim of the project is to use museum resources and collections to support quality of life improvements for older people. Our progress so far has led to the development of this set of activities that will support health and social care professionals to use TWAM's collection to support a range of healthy ageing and rehabilitation needs.

The MHSCS resource is unique, in that it is searchable through the quick reference section identifying clinical and care outcomes. It suggests activities and identifies how these activities could specifically support health and wellbeing, for example: pain management, speech, cognitive stimulation, mental health, social interaction, etc. The clinical and care outcomes have been coded to categories: Physical/Mobility, Social, Cognitive/knowledge/Learning and Mindful/Emotional.

Alongside the resource we are currently developing short films that can be used to support staff leading their own facilitated heritage workshops with patients, service users and clients. We are also developing other training opportunities for health and social care professionals to build confidence in using museums and galleries, together with a set of loans boxes that can be used outside the museum to try out activities.

As well as supporting the existing professionals, we are also working with the up and coming workforce as the resource will be used as part of nurse education at Northumbria University.

We see these resources as a living collection of useful ideas that will be added to and adapted, so keep in touch by looking on the TWAM website and signing up to our mail out for news about new activities, upcoming films, activity boxes and training opportunities.

Above all we hope you have fun, find the resources useful and instructive, and we hope you will let us know how you get on, by feeding back to us through our website.

Stay safe

Zoë Brown & Dr Juliana Thompson

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Professor Helen Chatterjee MBE

Professor of Biology
UCL Biosciences and Head of Research
and Teaching at UCL Culture.

It has been my great privilege and pleasure to work closely with Tyne & Wear Archives & Museums (TWAM) for nearly 10 years. During this time, I have witnessed – and evidenced - the profound impact on health and wellbeing experienced by those who engage in TWAMs dynamic, thoughtful and inspiring programmes.

Our research with TWAM, through projects such as ‘Not So Grim Up North’ funded by Arts Council England, highlighted mood improvements in participants, reduced feelings of isolation, new social connections, learning and skills acquisition, and opportunities to get involved in volunteering.

These resources exemplify Tyne & Wear Archives & Museums' and Northumbria University at Newcastle’s approach to evidence-based practice and their dedication to embedding learning from research collaboration into programme design. The result is an exciting range of creative activities that encourage cognitive and tactile stimulation, provide opportunities for meaning making, a sense of purpose, enjoyment and reflection.

I am especially impressed by the ingenious interconnections between the physical and emotionally inspiring aspects of the tasks, which will undoubtedly elicit significant improvements in both physical health and psychosocial outcomes. There is a wealth of evidence stating that complex non-clinical interventions which combine physical, social and psychological aspects bring about the greatest improvements in health and wellbeing; for this reason, I know these resources will be of fantastic value to health and social care professionals, and most importantly to those communities they support.



Dr Neil Churchill OBE

Director, NHS England Experience,
Participation and Equalities Group
COVID-19 Workstream Lead for
Non-NHS Support for Vulnerable
Individuals and Groups

A few years ago, my dad had a series of mini-strokes that resulted in brain impairment. He’s improved a lot since then but some changes have been permanent. If he doesn’t follow our conversation now, he’ll pass the phone to my mum. But his eyes always light up when we talk of his memories of National Service or his favourite periods of history.

Tyne & Wear Archives & Museums (TWAM) have long understood that their collections can help people living with stroke, dementia or mental ill-health. I well remember meeting a stroke survivor, who told me that participating in a TWAM programme had helped him re-discover his sense of who he was and how this renewed sense of self had played a vital role in his recovery.

Now many more people can share this experience, thanks to these fantastic new resources. There is genuinely something for everyone here. Precious memories will be sparked by images of Tyne bridges or old cinemas, the scent of traditional cosmetics or herb gardens. Vibrant colours or the taste of Georgian chocolate will prompt reactions and stimulate conversation. Each activity is colour coded for its relevance to specific health and wellbeing goals, such as pain management, cognitive stimulation or social interaction.

Culture plays such an important part in our wellbeing and these resources will be of immediate and practical benefit to anyone working in health or social care.

Roman Herb Garden

Exploring the uses of various herbs in the past

This activity can help benefit participants in the following ways:

5



Cognitive/ Knowledge/ Learning

- The sensory experience associated with food (eg, smell and taste) stimulates memory, cognition and orientation.
- Preparing and discussing food stimulates appetite.
- Food preparation and discussion supports Life Story work.
- For people interested in food, recipes and cooking, this promotes engagement in meaningful activity.
- Discussions about food introduces opportunities to engage in health promotion regarding diet.



Physical/ Mobility

- Textures, weights and shapes of food during handling stimulate touch.
- Preparing food promotes upper body movement/exercise, dexterity and fine motor skills.
- Can be a distraction activity from chronic pain
- May lead to regular individual or group cooking which will involve standing and walking activities/exercise.
- Preparing, discussing and consuming food and drink promotes hydration and nutrition.



Mindful/ Emotional

- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.
- Can be a distraction activity.



Social

- Group discussion supports speech and communication.
- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.

Roman Herb Garden

Exploring the uses of various herbs in the past

Background info

The Romans grew a lot of herbs for various uses. Not just for cooking, but for medicine and general use. Here are a few examples:

Elecampane – Used to clear the skin and settle the stomach.

Lavender – Soothed headaches, burns and faintness.

Applemint – Sweetened the breath, cured earaches, settled the stomach and aided digestion.

Rosemary – Used as an antiseptic. Scholars also wore wreaths of rosemary to improve their memory.

Fennel – Eaten by gladiators to make them stronger and more courageous. It was also used to treat eye complaints, stomach problems, sore throats and blocked noses and a slimming aid.

Chives – Stopped bleeding.

Poppy – For pain relief.

Borage – Treated weak hearts, hallucinations and rheumatism. It also made people happier.

Soapwort – To clean and bleach wool.

Marsh Marigold – To dye fabrics.

Parsley – Prevented drunkenness.

Sweet Violet – To perfume homes.

Elder – Used as hair dye.

Thyme – Used in massage oil

Borage – To cure hangovers

Methodology

Herbs such as Lavender, Parsley, Mint and Basil can be bought in supermarkets/local shops and used to smell and taste.

Participants can create mint sauce, mimicking how the Romans made it. You will need:

- A pestle and mortar to crush the mint leaves
- A bunch of mint
- A pinch of salt
- 1 level tablespoon of caster sugar
- 4 tablespoons white wine vinegar
- 4 tablespoons of white wine vinegar

1. Tear off the mint leaves, sprinkle with salt and crush the leaves using the pestle and mortar.
2. Place into a jug, add the sugar and pour over the boiling water, stir and leave to cool. Crush the leaves again if needed.
3. Stir in the vinegar and taste.



The Museum Team Say...

Whilst making the mint sauce the familiar smell gets people talking about making roast dinners and some participants have taken the sauce they created home and made a lamb dinner!



Links to collections/venues

Places to Visit

Arbeia Roman Fort, South Shields
The Roman herb garden

Segedunum Roman Fort, Wallsend
The Roman herb garden

GNM: Hancock in Newcastle
Hadrians Wall gallery

Borrow

Roman artefacts loans boxes
twamschools.org.uk/boxes-of-delight

Bridges over the Tyne

Taking a look at the bridges crossing the River Tyne

This activity can help benefit participants in the following ways:

7



Cognitive/ Knowledge/ Learning

- Stimulates memory, cognition and orientation
- Looking at pictures of the bridges supports Life Story work, and sharing stories of history and place.
- For people interested in history and heritage, this promotes engagement in meaningful activity.



Physical/ Mobility

- Looking at and placing pictures promotes upper body movement and dexterity.
- May inspire plans for real tours and trips out, which supports goal-setting activities and mobility and exercise.
- The potential for movement and distraction associated with the activity can be a distraction from chronic pain.



Mindful/ Emotional

- For people with agoraphobia, and anxiety about going out, this activity can support anxiety management, or used as a graded exposure tool.
- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.



Social

- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.
- May inspire plans for real tours and trips out, which can increase opportunities to socialise.
- Group discussion supports speech and communication.

Bridges over the Tyne

Taking a look at the bridges crossing the River Tyne

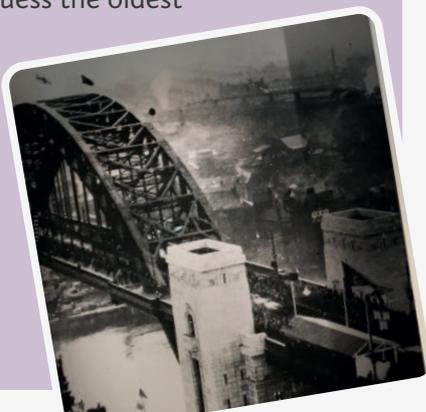
Methodology

There are seven bridges over the Tyne between central Newcastle and Gateshead. There have been a number of bridges in the past that do not exist anymore. The oldest current bridge, still standing and crossing the Tyne is in Corbridge, built in 1674.

Activities

Create your own Tyne River using blue paper or material. Ask your group to guess the oldest bridge out of the main seven bridges. Get the group to place an image of each bridge on the blue paper to show where it is located on the Tyne.

Lots of information about each bridge can be found online to start conversations.



The Museum Team Say...

Participants are passionate when talking about the bridges, as they spark conversation about the local area.

Background info

Pons Aelius was the name of the Roman settlement to the north of the Tyne and was home to the earliest known bridge of the same name. It was built in the reign of the Roman Emperor Hadrian at the same time as Hadrian's Wall around AD122.

It was located approximately where the Swing Bridge is today. It lasted until the Roman withdrawal from Britain in the 5th century.

Built in the same location was the arched, stone, medieval bridge in the late 12th century. It had shops, houses, a chapel and a prison on it! It collapsed during the great flood of 1771.

Main bridges crossing the Tyne today:

Gateshead Millennium Bridge – 2001

Lemington Bridge – 2001

Blaydon Bridge – 1990

Redheugh Bridge – 1983

Metro Bridge – 1981

Scotswood Bridge – 1967

New Tyne Bridge – 1928

King Edward Bridge – 1906

Newburn Bridge – 1893

Swing Bridge – 1876

Scotswood Railway Bridge – 1871

High Level Bridge – 1849

Corbridge Bridge – 1674

Links to collections/venues

Places to Visit

Two Roman alters - Neptune and Oceanus that were once part of the Roman bridge were found in the Tyne in 1872, during the construction of the Swing Bridge and can be seen in the Roman gallery at the **Great North Museum, Barras Bridge, Newcastle upon Tyne, NE2 4PT**

The history of bridges across the Tyne can be found in the Newcastle Story, Story of the Tyne and Tyneside Challenge galleries at **Discovery Museum, Blandford Square, Newcastle Upon Tyne, NE1 4JA**

You can still see the remains of the medieval bridge in the stone archways on both the Newcastle and Gateshead sides of the river where The Swing Bridge is today.

Resources

Borrow our Working Lives objects and information loans box – www.twmuseums.org.uk/adult-health-and-wellbeing-resources

Bridge photos are available on the Tyne and Wear Archive and Museums Flickr webpage – www.flickr.com/people/twm_news/

Cosmetics through the ages

Brown sugar and Honey lip scrub

This activity can help benefit participants in the following ways:

9



Cognitive/ Knowledge/ Learning

- The sensory experience associated with flavour (eg taste) stimulates memory, cognition and orientation
- Cosmetic preparation, application and discussion supports Life Story work
- Preparing and discussing the lip scrub stimulates memory and conversation about 'making do'
- For people interested in arts and crafts, this promotes engagement in meaningful activity.



Physical/ Mobility

- Preparing the lip scrub promotes upper body movement and dexterity
- Discussions about cosmetics introduces opportunities to engage in health promotion regarding skin health, self-care, and personal hygiene.



Mindful/ Emotional

- Activity may prompt people to enjoy cosmetics – which can lift mood, and reduce feelings of depression.
- Activity may prompt people to enjoy a pamper session – promotes mindfulness.



Social

- Preparing and discussing the lip scrub stimulates conversation about personal care preferences.
- Group discussion supports speech and communication.
- Group activity and group discussion reduces loneliness.
- Preparing and discussing the bath scrub may stimulate recycling, and money saving upcycling activities.

Cosmetics through the ages

Brown sugar and Honey lip scrub

Background info

Egyptian cosmetics (3100BC-30BC)

Ancient Egyptians are known for their commitment to hygiene. They bathed daily, used toothpaste, perfumes and various cosmetics. In order to prevent lice they shaved their heads and wore wigs for different occasions.

Egyptians would wash their hands, feet, and face before and after meals as well as in the morning and before bed. Cosmetics were used as sunblock, insect repellent and to improve your appearance.

Perfumes were often created from cinnamon, cardamom, saffron, juniper and mint and were considered so important they were the most common items placed in tombs for the person to take to the afterlife.

Eye make-up created from black kohl was essential for appearance and helped protect the eyes from harmful sun rays and dust.



Methodology

To make two pots of lip scrub you will need:

Ingredients:

- 1 tablespoon brown sugar
- 1 squirt of honey (just enough to mix with brown sugar and make a paste)
- 1 drop vanilla or other flavouring
- Lip balm pots
- Teaspoons for mixing

Step 1

Mix all ingredients together thoroughly and store up to a month into a clean glass jar or tub with lid. Old eye cream jars work great.

Step 2

To apply: Rub scrub into lips and exfoliate gently. Let it sit for a minute or two, then rinse off with warm water. Apply a generous slather of lip balm afterwards to rehydrate lips. Use 1-2 times weekly.

The Museum Team Say...

This is good for confidence – participants have created something handy and useable, as well as learning about cosmetics in the past.

Links to collections/venues

Places to Visit

Ancient Egyptian gallery at Great North Museum, Barras Bridge, Newcastle upon Tyne, NE2 4PT

Resources

Borrow our Egyptians objects and information loans box - twamschools.org.uk/boxes-of-delight/ancient-egyptians

Cosmetics through the ages

Epsom Salt Scrub

This activity can help benefit participants in the following ways:

11



Cognitive/ Knowledge/ Learning

- The sensory experience associated with perfume and soap (eg, smell, touch) stimulates memory, cognition and orientation
- Bath scrub preparation and discussion supports Life Story work
- Preparing and discussing the bath scrub stimulates memory and conversation about 'making do'
- For people interested in arts and crafts, this promotes engagement in meaningful activity.



Physical/ Mobility

- Preparing the bath scrub promotes upper body movement and dexterity.
- Discussions about bathing introduces opportunities to engage in health promotion regarding skin health, self-care, personal hygiene and infection control.



Mindful/ Emotional

- Activity may prompt people to enjoy a bath/shower – which can lift mood, and reduce feelings of depression.
- Activity may prompt people to enjoy a bath/shower – promotes mindfulness.



Social

- Preparing and discussing the bath scrub stimulates conversation about personal hygiene preferences.
- Group discussion supports speech and communication.
- Group activity and group discussion reduces loneliness.
- Preparing and discussing the bath scrub may stimulate recycling, and money saving upcycling activities.

Cosmetics through the ages

Epsom Salt Scrub

Background info

Egyptian cosmetics (3100BC-30BC)

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Cosmetics were used as sunblock, insect repellent and to improve your appearance. Perfumes were often created from cinnamon, cardamom, saffron, juniper and mint and were considered so important they were the most common items placed in tombs for the person to take to the afterlife.

Eye make-up created from black kohl was essential for appearance and helped protect the eyes from harmful sun rays and dust.



The Museum Team Say...

Encourage participants to take their bath scrub home with them and to create a relaxing pamper night for themselves – some 'me' time.

Methodology

To make one pot of bath salts you will need:

- Epsom Salts
- White Sugar
- Essential oil (rosemary, lavender or vanilla etc....)
- Olive oil
- Food colouring (optional)
- Small jar

To create a jar of bath salts you will need:

3 tablespoons of Epsom salt and 3 tablespoons of sugar. Mix with 1 ½ tablespoons of olive oil and add some food colouring a little at a time as it takes time to mix in.

Step 1

Pour 1 part Epsom salts into a clean glass jar. Add 1 part white sugar, followed by 3 - 6 drops essential oil. Use an oil such as lavender for a calming salt scrub or citrus for one that's more invigorating.

Step 2

Pour ½ part olive oil into the jar. Olive oil is a natural moisturizer, is soothing to the skin and often less expensive than oils made specifically for the skin.

Step 3

Stir the mixture with a spoon to blend the dry ingredients with the oils. The salt scrub should have the consistency of a heavy, oily paste. Place a lid on the jar and store the salt scrub at room temperature.

Step 4

Mix the salt scrub each time before using it, since the oil will separate and rise to the top. You can easily do this with your fingers before scooping some out at shower or bath time.

Links to collections/venues

Places to Visit

Ancient Egyptian gallery at **Great North Museum, Barras Bridge, Newcastle upon Tyne, NE2 4PT**

Resources

Borrow our Egyptians objects and information loans box - twamschools.org.uk/boxes-of-delight/ancient-egyptians

North East Cinema History

Looking at the many local cinema buildings and films of times gone by

This activity can help benefit participants in the following ways:

13



Cognitive/ Knowledge/ Learning

- The quiz, discussion and poster activity stimulates memory, cognition and orientation.
- Discussing films and cinema-going supports Life Story work.



Physical/ Mobility

- Drawing during the poster activity promotes upper body movement and dexterity.
- May inspire plans for trips to the cinema, which supports mobility and exercise.
- Can be a distraction from chronic pain.
- May lead to 'film nights', which will increase opportunities to include making drinks and snacks, promoting hydration and nutrition.



Mindful/ Emotional

- For people interested in film, this promotes engagement in meaningful activity.
- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful, social activities, and feeling motivated can stimulate mindfulness, lift mood, and reduce feelings of depression.
- May inspire plans for trips to the cinema, which supports goal-setting activity.



Social

- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.
- May lead to 'film nights', which will increase opportunities to socialise.
- May inspire plans for trips to the cinema, which supports goal-setting activity and opportunities to socialise.

North East Cinema History

Looking at the many local cinema buildings and films of times gone by

Background info

Popular Cinemas of the past include:

- **The Apollo, Byker** – 1933–1983
- **The Paramount, Newcastle** – 1931
renamed **Odeon** 1940–2002
- **The Tatler, Newcastle** – 1936–1980
- **Warner Brothers, Newcastle** – 1989–2004
- **Tyneside Cinema, Newcastle** – 1937–present
- **Jesmond Picture House** – 1922–1993
- **The Essoldo, Westgate Road, Newcastle** – 1938–1974
renamed **ABC**, then **Cannon** until 1990
- **The Coatsworth Cinema, Gateshead** – 1913–1962

The Museum Team Say...

You could buy some popcorn for the session – the taste and smell are great for encouraging memories.

Links to collections/venues

Places to Visit

The 1930s art deco cinema inside the Newcastle Story gallery at **Discovery Museum, Blandford Square, Newcastle Upon Tyne, NE1 4JA**

Photos and information about cinema buildings is available at **Tyne and Wear Archives, Blandford Square, Newcastle Upon Tyne, NE1 4JA**

Resources

Borrow our Going Out or Entertainment objects loans boxes www.twmuseums.org.uk/adult-health-and-wellbeing-resources

Cinema photos are available on the Tyne and Wear Archive and Museums Flickr webpage – www.flickr.com/people/twm_news/

Methodology

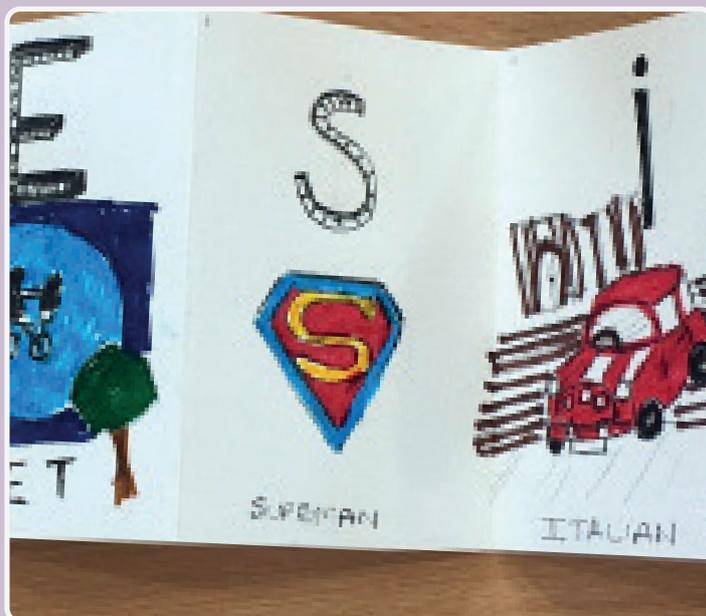
Many people have fond memories of going to the cinema.

Ask participants to recall the buildings they went to and the films they saw?

- Are they still around now?
- How much did it cost to see a film?
- What was the first film you saw at the cinema?
- What is your favourite film?
- When was the last time you visited the cinema?
- What has changed - then and now?
- What did you eat/drink? You could also buy some popcorn to taste/smell.
- Create a film quiz using photos of popular films.

Activities

Create an artwork by using the letters of a participant's favourite cinema and draw film titles from the first letters of the Cinema name - example below...



Art Appreciation

This session is designed to use Art to stimulate imagination, memory and cognition. 'Isabella and the Pot of Basil', William Holman Hunt, 1868, is on permanent display at the Laing Art Gallery.

This activity can help benefit participants in the following ways:

15



Cognitive/ Knowledge/ Learning

- The sensory experience associated with looking at pictures stimulates imagination, memory, cognition and orientation.
- Discussion about pictures supports Life Story work.
- For people interested in art, this promotes engagement in meaningful activity.



Physical/ Mobility

- May lead to regular individual or group painting/drawing/craft activities, which will promote upper body movement, dexterity and fine motor skills.
- Can be a distraction activity from chronic pain.



Mindful/ Emotional

- Subjects of pictures can be used to introduce discussion about emotions and feelings.
- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.



Social

- Group discussion supports speech and communication.
- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.

Art Appreciation

This session is designed to use Art to stimulate imagination, memory and cognition. 'Isabella and the Pot of Basil', William Holman Hunt, 1868, is on permanent display at the Laing Art Gallery.

Methodology

This session is about focusing the group on simply looking at a piece of Art.

A few key activities can help the group to visually process what is in front of them and form their own opinions before they reach for curatorial interpretation.

Hand out the images of the painting, do not talk about the painting, ask the group not to talk about the painting just to look and stay silent. It is very important to make this clear so people have the opportunity to look with fresh eyes.

Tell people the title, artist and date. Give people time to study the painting in silence and begin to form their own interpretation/opinions. Then start to bring in questions and begin a group discussion. Avoid very broad questions 'what is the painting all about' and do not go into the story of the painting at this point just stick to some key areas of discussion.

Emotions: Is the expression on Isabella's face sad/tired/lonely/afraid? What could have happened to make her feel this way?

Social Status: Does she look rich or poor? What can you see in the picture to make you think that?

Historical Reference: Does this look like a scene from modern day or the past?

Practical elements

What time of day do you think it is? Why is the Chandelier burning/ Why is the bed untidy?

Include questions which encourage critical thinking such as: What do you like/not like about the painting and why?

Background info

The narrative of the painting comes from a poem by John Keats "Isabella and the Pot of Basil", published in 1820. Keats based his poem on the story of Isabella in Boccaccio's Decameron, written during the Italian Renaissance.

Isabella was the daughter of a rich and powerful Florentine family. She fell in love with Lorenzo, a man who worked for her brothers. This infuriated the brothers who thought Lorenzo too lowly to marry their sister.

One day, Isabella's brothers lured Lorenzo away, murdered him and buried his body in the forest. They told Isabella that Lorenzo had been sent away on business.

Isabella was heartbroken that her lover had sent no word to her and cried herself to sleep every night.

One night, Lorenzo appeared to her in a dream and told her what had happened. Next morning Isabella went to the forest and found Lorenzo's body. She could not bear to part with her lover again, so she cut off his head and, after covering his face with a thousand kisses, lovingly wrapped it in a silken scarf and hid it in a large pot. On top she planted basil, a sweet smelling herb. Isabella tended the plant day and night, lavishing on it the love and devotion she felt for Lorenzo.

Eventually, Isabella's brothers became suspicious of their sister's behaviour. They stole the pot from her and discovered her secret. Afraid that their murderous actions would now come to light, they fled from Florence.

Without her beloved basil pot Isabella became consumed by grief and died of a broken heart.

Links to collections/venues

Places to Visit

Laing Art Gallery, Newbridge Street, Newcastle-upon-Tyne, NE1 8AG

Borrow

Books from a local library on themes such as *The Pre-Raphaelite Brotherhood*, *The Romantic Poets and John Keats*.

Food in Georgian times - Tea

Sensory session exploring trade, empire and Trans-Atlantic
Slavery in the UK during the Georgian Period

This activity can help benefit participants in the following ways:

17



Cognitive/ Knowledge/ Learning

- The sensory experience associated with food (eg. smell and taste) stimulates memory, cognition and orientation.
- Preparing and discussing food stimulates appetite.
- Food preparation and discussion supports Life Story work.
- For people interested in food, recipes and cooking, this promotes engagement in meaningful activity.



Physical/ Mobility

- Textures, weights and shapes of food during handling stimulate touch.
- Preparing food promotes upper body movement/exercise, dexterity and fine motor skills.
- Can be a distraction from chronic pain.
- May lead to regular individual or group cooking which will involve standing and walking activities/exercise.
- Preparing, discussing and consuming food and drink promotes hydration and nutrition.



Mindful/ Emotional

- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.
- Can be a distraction activity.



Social

- Group discussion supports speech and communication.
- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.

Food in Georgian times - Tea

A sensory session exploring trade and empire in the UK during the Georgian period.

Methodology

- Use a map of the world to talk about where tea is grown and how drinking tea has become a part of the British cultural experience.
- Use loose leaf tea in a variety of blends, talk about smell and touch of the dried leaves, brew the tea together and taste.
- For a local connection brew some Earl Grey (Earl Grey was the Northumbrian born Prime Minister at the time of the 1833 Slavery Abolition Act).

The Museum Team Say...

Use 'nice' crockery (not necessarily expensive though), we use transparent cups and tea pots to add to the experience.

The purpose of Fairtrade products is to promote better prices, decent working conditions and a fairer deal for farmers and workers in developing countries. Fairtrade Standards are intended to improve conditions and protect the rights of workers. There are currently more than 335,270 tea farmers and 55,140 tea workers taking part in Fairtrade.

Links to collections/venues

Places to Visit

- Destination Tyneside at **Discovery Museum, Blandford Square, Newcastle Upon Tyne, NE1 4JA**
- Greys Monument, Grey Street, Newcastle-upon-Tyne

Borrow

Our Chinese Tea Bricks from the Outreach Team at **Discovery Museum, Blandford Square, Newcastle Upon Tyne, NE1 4JA**

Our Home Life artefacts loans Box including Ringtons Tea objects from the Outreach Team at **Discovery Museum, Blandford Square, Newcastle Upon Tyne, NE1 4JA**

Background info

The Georgian period 1714-1837. Monarchs of the period George I, George II, George III, George IV, William IV.

When looking into the history of chocolate in Britain we need to acknowledge the enslaved people who were forced into unpaid labour on tea plantations during this period.

More information about this can be found here: www.bbc.co.uk/news/world-asia-india-36781368

Drinking tea became popular in the late 17th century in Britain.

- **1757** the British East India Company win the Battle of Plassey in Bengal. This victory is seen as the beginning of the almost two hundred year-long British Rule in India.
- In **1762** the John Montagu, the 4th Earl of Sandwich asked for some roast beef to be placed inside 2 slices of bread and the sandwich was born!
- **1769-1770** Australia and New Zealand claimed as British Colonies
- **1776** America declares independence
- **1780** Famous Tea Clipper the Cutty Sark's first voyage departed London bound for Shanghai. After reaching China the ship was loaded with 1,305,812 lbs of tea, the equivalent of around 47 double decker buses to bring back to Britain.
- The Commutation Act of **1784**, reduced the tax on tea from 119% to 12.5%
- **1820** Assam Tea 'discovered' in India and Ceylon (Sri Lanka), before this date all tea sold in Britain was either Chinese or Japanese.
- **1833** The Slavery Abolition Act saw the end of the African slave trade across the British Empire. Earl Grey was the Northumbrian born Prime Minister at the time.



Food in Georgian times - Chocolate Tasting

A sensory session exploring trade and empire
in the UK during the Georgian period.

This activity can help benefit participants in the following ways:

19



Cognitive/ Knowledge/ Learning

- The sensory experience associated with food (eg, smell and taste) stimulates memory, cognition and orientation.
- Preparing and discussing food stimulates appetite.
- Food preparation and discussion supports Life Story work.
- For people interested in food, recipes and cooking, this promotes engagement in meaningful activity.



Physical/ Mobility

- Textures, weights and shapes of food during handling stimulate touch.
- Preparing food promotes upper body movement/exercise, dexterity and fine motor skills.
- Can be a distraction from chronic pain.
- May lead to regular individual or group cooking which will involve standing and walking activities/exercise.
- Preparing, discussing and consuming food and drink promotes hydration and nutrition.



Mindful/ Emotional

- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.
- Can be a distraction activity.



Social

- Group discussion supports speech and communication.
- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.

Food in Georgian times - Chocolate Tasting

A sensory session exploring trade and empire in the UK during the Georgian period.

Background info

A sensory session exploring trade and empire in the UK during the Georgian period.

The Georgian period 1714-1837. Monarchs of the period George I, George II, George III, George IV, William IV.

When looking into the history of chocolate in Britain we need to acknowledge the enslaved people who were forced into unpaid labour on cocoa plantations during this period.

More information about this can be found here: www.yorkschocolatestory.com/the-chocolate-industry-and-slavery/

Chocolate was first cultivated and consumed by the Ancient Maya of Mesoamerica (South America). They used cocoa beans to make a liquid drink. It came to Europe via the Spanish who, by the 16th Century had colonised many areas of South America.

The Museum Team Say...



It's worth buying Fairtrade chocolate, it's a great talking point and a great cause.

The purpose of Fairtrade products is to promote better prices, decent working conditions and a fairer deal for farmers and workers in developing countries. Fairtrade ensures farmers are paid a minimum price for their cocoa.

Links to collections/venues

Places to Visit

Destination Tyneside at Discovery Museum, Blandford Square, Newcastle Upon Tyne, NE1 4JA

Newcastle Story at Discovery Museum, Blandford Square, Newcastle-upon-Tyne, NE1 4JA

Methodology

Use a map of the world to talk about where cocoa is grown. Good quality Fairtrade chocolate is available in most supermarkets, buy enough for one or two squares each for this chocolate tasting activity:

Step 1 – Look at the chocolate, the colour, the thickness, the hue, is it shiny? You could use a white table cloth, napkin or paper under the chocolate in order to look more clearly.

Step 2 – Touch, hold the chocolate in your hand, close your eyes in order to focus on the sensation. Rub the chocolate with your fingers, is it smooth? Is it starting to melt? Does it feel like it will snap easily?

Step 3 – Listen, snap the chocolate in two, what sort of sound did it make?

Step 4 – Smell the chocolate, now you have snapped it does it smell stronger? What sort of aromas can you smell? What words would you use? Earthy, fruity, nutty?

Step 5 – Taste the chocolate, close your eyes and focus on the taste. Let the chocolate rest on your tongue for a few seconds and melt slightly before you chew. Move the chocolate around your mouth. What sort of flavours are you experiencing?

To repeat this activity with different flavours or strengths of chocolate drink water in between to neutralise the palette



The Non-Walking walking tour

An interactive session which promotes discussion and life story work using geographical and historical locations for stimulation.

This activity can help benefit participants in the following ways:

21



Cognitive/ Knowledge/ Learning

- Stimulates memory, cognition and orientation.
- Looking at pictures of the home town supports Life Story work, and sharing stories of history and place.
- May inspire plans for real tours and trips out, which supports goal-setting activity.
- Group discussion supports speech and communication.
- For participants with interests in history and heritage, this promotes engagement in meaningful activity.



Physical/ Mobility

- Looking at and placing pictures promotes upper body movement and dexterity.
- May lead to real tours and trips out, which will support mobility and exercise.
- The potential for movement and distraction associated with the activity can be a method of pacing or graded activity which can have a positive impact on pain.



Mindful/ Emotional

- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.
- For people with agoraphobia, and anxiety about going out, this activity can support anxiety management, or used as a graded exposure tool.



Social

- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.
- May lead to real tours and trips out, which will increase opportunities to socialise.

The Non-Walking walking tour

An interactive session which promotes discussion and life story work using geographical and historical locations for stimulation.

Background info

- There are 7 Bridges that cross the River Tyne within half a mile of each other.
- Central Station was the first covered train station in the world.
- The Romans called Newcastle Pons Aelius.
- Mosely Street was the first street in the world to be lit by electric lights.
- The windscreen wiper was invented in Newcastle.
- George Stephenson 'Father of Railways' was a Geordie
- The Geordie accent has been voted the friendliest in the world
- In 1909 a visit from P.M. David Lloyd-George sparked 'The Battle of Newcastle' a riot led by Suffragettes against the authorities

Methodology

The Non -Walking Walking Tour is an activity which uses images and objects to map out the city of Newcastle by using historic landmarks and famous people.

You will need the TWAM Landmark pack (or make your own) some blue cloth/paper to symbolise the River Tyne and a compass (or image of a compass). Start off with an empty table or floor and gradually lay out your images to represent the city.

You can order your landmark cards anyway you like and use as many as you like. There will be lots of opportunity to stimulate conversation as you go.

To make the session even more sensory you could add objects, sounds or even smells to your session. This is a chance for people to share their own memories and experiences so let the conversation flow!

The Museum Team Say...

Make sure that you have a copy of the lyrics to that old Tyneside folk song 'The Keel Row' handy. Once people hear Sandgate mentioned they can't help but burst out in song.



Links to collections/venues

Places to Visit

Newcastle Story at Discovery Museum, Blandford Square, Newcastle Upon Tyne, NE1 4JA

Creative Sprit at the Laing Art Gallery, Newbridge Street, Newcastle-upon-Tyne, NE1 8AG

Borrow

Our History of the North East Artefact Loans Box from Discovery

twamschools.org.uk/boxes-of-delight

Our Interactive Textile Map of Newcastle from the Outreach Team at **Discovery Museum, Blandford Square, Newcastle Upon Tyne, NE1 4JA**

Food in Tudor times

Exploring the origins of meals in Tudor times

This activity can help benefit participants in the following ways:

23



Cognitive/ Knowledge/ Learning

- The sensory experience associated with food (eg, smell and taste) stimulates memory, cognition and orientation.
- Preparing and discussing food stimulates appetite.
- Food preparation and discussion supports Life Story work.
- For people interested in food, recipes and cooking, this promotes engagement in meaningful activity.



Physical/ Mobility

- Textures, weights and shapes of food during handling stimulate touch.
- Preparing food promotes upper body movement/exercise, dexterity and fine motor skills.
- Can be a distraction from chronic pain.
- May lead to regular individual or group cooking which will involve standing and walking activities/exercise.
- Preparing, discussing and consuming food and drink promotes hydration and nutrition.



Mindful/ Emotional

- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.



Social

- Group discussion supports speech and communication.
- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.

Food in Tudor times

Exploring the origins of meals in Tudor times

Methodology

Marzipan created from ground almonds was popular in Tudor times.

You can buy ready to roll or blocks of marzipan from supermarkets/local shops and use it to decorate fruitcakes using coloured icing and marzipan to create designs, such as a Tudor rose.

The Museum Team Say...

I used clay or play-doh moulding tools to help sculpt the marzipan and icing – it makes it easier and fun.



Background info

The Tudor period 1485 - 1603 included the reign of King Henry VIII (1509 - 1547) and Queen Elizabeth I (1558 - 1603).

Popular food dishes for the population who could afford it included:

- Spit roasted meat – usually pig or boar
- Grilled beavers tails and Whale meat – in Christian tradition it was forbidden to eat meat on Fridays. Beavers were classed as fish so people enjoyed eating beaver's tail on Fridays.
- Roasted swan and peacock – the peacocks feathers were plucked, then replaced after it had been cooked for table decoration.
- Boars head – served as a centrepiece for feasts.
- Fruitcake and Marzipan was made from ground almonds, sugar and egg whites.
- Ale, wine and beer – drinking alcohol was more hygienic than drinking the unfiltered water of the time!
- Vegetables – were seen as peasant food.

Links to collections/venues

Places to Visit

Newcastle Story at Discovery Museum, Blandford Square, Newcastle Upon Tyne, NE1 4JA.

Borrow

Our Tudor artefacts loans boxes from Discovery Museum: twamschools.org.uk/boxes-of-delight

Food Rationing

Exploring what people ate during Second World War

This activity can help benefit participants in the following ways:

25



Cognitive/ Knowledge/ Learning

- The sensory experience associated with food (eg, smell and taste) stimulates memory, cognition and orientation.
- The budgeting activity stimulates cognitive ability.
- Preparing and discussing food stimulates appetite.
- Food preparation and discussion supports Life Story work.
- For people interested in food, recipes and cooking, this promotes engagement in meaningful activity.



Physical/ Mobility

- Textures, weights and shapes of food during handling stimulate touch.
- Preparing food promotes upper body movement/exercise, dexterity and fine motor skills.
- Can be a distraction from chronic pain
- May lead to regular individual or group cooking which will involve standing and walking activities/exercise.
- Preparing, discussing and consuming food and drink promotes hydration and nutrition.



Mindful/ Emotional

- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.
- Can be a distraction activity.



Social

- Group discussion supports speech and communication.
- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.

Pigments and Minerals

Sensory session exploring colour and creating artwork

This activity can help benefit participants in the following ways:

27



Cognitive/ Knowledge/ Learning

- Preparing and discussing the pigments stimulates conversation about colour and texture.
- Group discussion supports speech and communication.
- For people interested in arts and crafts, this promotes engagement in meaningful activity.



Physical/ Mobility

- Preparing the pigments promotes upper body movement and dexterity.
- Can be a distraction from chronic pain
- Drawing promotes upper body movement, dexterity and fine motor skills.



Mindful/ Emotional

- Talking about colours and associated meanings can be used to introduce discussion about emotions and feelings.
- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.
- Can be a distraction activity.



Social

- Preparing and discussing the pigments may stimulate recycling, and money saving upcycling activities.
- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.

Pigments and Minerals

Sensory session exploring colour and creating artwork

Background info

Colour is so important, our ancestors have been using pigments from plants, minerals and animals to create art for thousands of years. Now we can recreate pigments synthetically but some of the worlds' best loved works of art relied on more natural resources!

Cochineal Red

Red dye from Cochineal insects who live on cactus plants.

Carmine Red

Red with a purple hue from Kernes insects.

Tyrian Purple

A shade of purple popular in Ancient Rome, extracted from the Murex sea snail and known as "Royal Purple".

Ochre

Red with a brown hue this common mineral pigment is obtained from iron ore or clay.

Azurite

Bright blue which comes from oxidized copper, often to be found in Renaissance Art.

Cobalt

Discovered in 1802 this vivid blue was popular with the Impressionist Painters.

Ultramarine

A turquoise shade obtained from lapis lazuli rock.

Beetroot

This vegetable yields a vibrant pink.



The Museum Team Say...

When doing this activity, you can create some really vivid fragrances with your paint remember to chat about that too.

Methodology

Extract the juice, using a sieve and add a small amount of flour to thicken. You should have a pale blue colour.

To create yellow add Turmeric or Ginger to a paste made of flour and water.

Why not experiment with other fruit and vegetables; let spinach leaves steep in cold water for a green paint, or mash up some pickled beetroot for a vibrant pink.

Paint your masterpiece.

Links to collections/venues

Places to Visit

Geology and Natural History Collections at the Great North Museum: Hancock, Barras Bridge, Newcastle-upon-Tyne, NE2 4PT

Laing Art Gallery, New Bridge Street, Newcastle-upon-Tyne, NE1 8AG

Shipleigh Art Gallery, Prince Consort Road, Gateshead, NE8 4JB

Hatton Art Gallery, Kings Road, Newcastle University, Newcastle-upon-Tyne, NE1 7RU

Colour and Mood

Sensory session exploring colour and emotion

This activity can help benefit participants in the following ways:

29



Cognitive/ Knowledge/ Learning

- The sensory experience associated with seeing and touching the swatches stimulates imagination, memory, cognition and orientation.
- Discussion about the swatches and what they bring to mind personally supports Life Story work.
- For people interested in art and heritage, this promotes engagement in meaningful activity.



Physical/ Mobility

- Can be a distraction from chronic pain



Mindful/ Emotional

- Talking about colours and associated meanings can be used to introduce discussion about emotions and feelings.
- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.



Social

- Group discussion supports speech and communication.
- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.

Colour and Mood

Sensory session exploring colour and emotion

Background info

Colour can be used as a code for non verbal communication, different colours carry different meanings and associations which can vary across different cultures. If a person is drawn to a particular colour it doesn't mean that they are attributing the social connotations to their own mood but you can use that as a starting point to then talk more about how a person is feeling.

Words Associated with Red – Love, Passion, Danger, Fire, Confidence, Strength, Power

Words Associated with Orange – Activity, Energy, Health, Fun, Creativity, Youthfulness

Words Associated with Yellow – Sunshine, Cheerfulness, Joy, Intellect, Caution, Hazard

Words Associated with Green – Nature, Environment, Wealth, Growth, Vitality, Stability, Prestige

Words Associated with Blue – Trust, Communication, Health, Sadness, Depression, Calm, Harmony

Words Associated with Purple – Royal, Noble, Luxury, Sentimental, Nostalgic, Spiritual

Words Associated with Brown – Nature, Strong, Simple, Wholesome, Honest, Dirty, Dull

Words Associated with Pink – Feminine, Romantic, Sentimental, Fun,

Words Associated with Black – Sad, Sophisticated, Power, Death, Cool

Words Associated with White – Pure, Innocent, Clean, Sterile, Clinical

Methodology

Use swatches of paper or fabric in a variety of colours. Lay them out in front of the participants encourage participants to handle the swatches.

Talk about what the colours might represent culturally e.g. red for love or danger, purple for royalty, green for health or nature.

Ask how the different colours make them feel, do colours have a particular association for them?

Finally ask the participants which colour they feel represents how they are feeling today and why? This is a great way to talk about mood and mental health while using creative and socially and culturally recognisable language as a stimulus.

The Museum Team Say...

Participants often link colour to a particular memory. Home décor regularly comes up in conversation. Oranges and browns have a place in the heart of those around in the 1970's!

Links to collections/venues

Places to Visit

Laing Art Gallery, New Bridge Street, Newcastle-upon-Tyne, NE1 8AG

Shibley Art Gallery, Prince Consort Road, Gateshead, NE8 4JB

Hatton Art Gallery, Kings Road, Newcastle University, Newcastle-upon-Tyne, NE1 7RU

South Shields Museum and Art Gallery, Ocean Road, South Shields, NE33 2JA



Talking about Objects and Telling Stories - 12 Objects/24 Hours

This activity can help benefit participants in the following ways:

31



Cognitive/ Knowledge/ Learning

- The sensory experience associated with thinking about objects and drawing pictures stimulates imagination, memory, cognition and orientation.
- Discussion about objects and pictures supports Life Story work.
- Group discussion supports speech and communication.
- For people interested in art and heritage, this promotes engagement in meaningful activity.



Physical/ Mobility

- Drawing promotes upper body movement, dexterity and fine motor skills.
- Looking at and placing pictures promotes upper body movement and dexterity.
- May lead to real tours and trips out, which will support mobility and exercise.
- Can be a distraction activity for chronic pain.
- May inspire plans for real tours and trips out, which supports goal-setting activity.



Mindful/ Emotional

- Objects and pictures can be used to introduce discussion about emotions and feelings.
- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.



Social

- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.
- May lead to real tours and trips out, which will increase opportunities to socialise.

Talking about Objects and Telling Stories – 12 Objects/24 Hours

Methodology

Deal 12 cards to each participant. Ask them to think about 12 objects they have touched or held in the last 24 hours. Invite them to draw each object on one side of a card and on the other side write what the object is. Be positive and positively affirm this isn't a competition. No drawing is bad. They will have 12 cards with an object on each card.

Invite them to share what their 12 objects are. After this ask them to think about which is the most important object of the 12?

Which is the least important? Invite them to arrange the cards into a scale of importance. Again invite them to share with the group.

With the same 12 objects repeat but ask different questions, sharing and arranging into different scales each time.

Which is the softest? Which floats? Which is the most dangerous? Which object do you love? Which object most represents the school, hospital or workplace you are in? Which is the hottest object? Which is the coolest or coldest?

Think of your own questions.

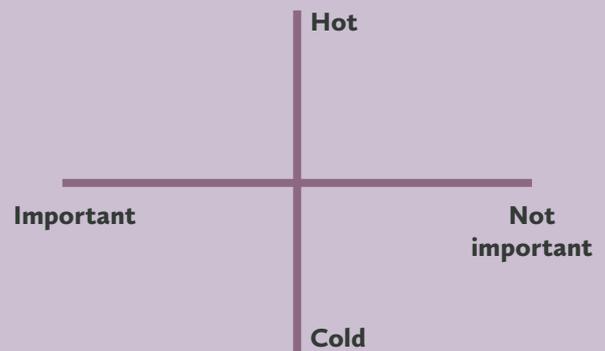
Think of different ways you can adapt and change this exercise depending on the people you are working with.

It is important to allow time and space for conversation, reflection, stories, new suggestions or new ideas.

One way is to mark out a grid on the table or floor with different questions as different axes on the grid.

Invite all participants to place their cards on the grid.

What do you notice?



Materials

- Card cut to the size of playing cards. Cut enough for each person to have 12 cards plus spares.
- Pencils, felt pens, fine liners or sharpies. Something bold that is quick and easy to write/draw with works best.
- If you have the budget you can buy blank cards from stockists online. Have a look at artefactshop.com who produce lovely colourful blank decks.



The Museum Team Say...

Keep your ears open as this activity can be a great way to find out what makes others tick.

Links to collections/venues

Places to Visit

Places to Visit: You could visit any TWAM venue and look at the objects, paintings, exhibitions and archives to find interesting objects to include in your work.

Download: Our Museum object playing cards and use museum objects within your games

Played in Tyne & Wear, The Blaydon Races

This activity can help benefit participants in the following ways:

33



Cognitive/ Knowledge/ Learning

- Looking at maps and participating in the quiz stimulates memory, cognition and orientation.
- Looking at maps of Newcastle supports Life Story work and sharing stories of history and place.
- For people with interests in history, heritage, and sport, this promotes engagement in meaningful activity.



Physical/ Mobility

- May lead to real tours and trips out, which will support mobility and exercise.



Mindful/ Emotional

- Singing reduces anxiety, alleviates depression, and supports maintenance of speech and language.
- May inspire plans for real tours and trips out, which supports goal-setting activity.
- Can be a distraction activity.
- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.



Social

- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.
- Group discussion supports speech and communication.
- May lead to real tours and trips out, which will increase opportunities to socialise.

Played in Tyne & Wear, The Blaydon Races

Methodology

You will need some song sheets with lyrics for 'The Blaydon Races' and some maps of the city of Newcastle including the areas of Benwell, Elswick, Scotswood and Blaydon. Try and make the environment sociable, think about where people are sitting, are there snacks and drinks?

The task is to map out areas mentioned in the song? Start by singing the song as a group. Then pinpoint areas mentioned on the maps. Possible example locations are in bold below. While you are doing this, take the opportunity to let participants share in conversation, talk about the runners, the distance, has anybody ran the route before? What about other sporting events, e.g. the Great North Run? What other forms of sport do people enjoy?

'Aw went to Blaydon Races 'twas on the ninth of Joon,
Eiteen hundred an'sixty two on a summer's afternoon;
Aw tyek the bus from Balmбра's, an she was heavy laden,
Away we went along Collingwood Street, that's on the
road to Blaydon.
O me lads you should have seen us gannin'
Passing the foaks along the road jus as they wor stannin'
All the lads and lasses there all wi' smiling faces,
Ganning along the Scotswood Road, to see the Blaydon
Races
We flew past Armstrong's Factory, and up to the
"Robin Adair"
Just ganning doon te the Railway Bridge the bus wheel
flew off there.
The lasses lost their crinolines and the veils that hide
their faces.
Ah got two black eyes an' a broken nose in gan te
Blaydon Races'

You may want to look at the whole song or even use a variety of differently dated maps to explore how the route has changed. You do a sports based quiz to extend the session.

Background info

'The Blaydon Races' was written by Gateshead born entertainer George 'Geordie' Ridley, it was first published in 1862. It was first performed at Balmбра's Music Hall at a testimonial concert for famous Tyneside rower Harry Clasper in June 1862, a few days before the actual Blaydon Races.

Balmбра's was actually the Wheatsheaf Inn in the Cloth Market, it took its name from the innkeeper John Balmбра who held the post for 25 years.

Armstrong's factory is mentioned in verse two, it was opened in 1847 and by the time the song was written it expanded along the whole Riverside from Elswick to Scotswood.

The 'Robin Adair' was a popular public house.

Verse three mentions Dr C.J. Gibb a well known local physician who played a prominent part in fighting the 1853 Cholera epidemic.

The Chain Bridge of Verse 5 stood where the Scotswood Bridge now stands.

'Coffy Johnny' was a local celebrity, a blacksmith from Winlaton he would appear at local festivities wearing a white hat.

The Museum Team Say...

Be prepared for a sing song here, go with it. Someone is bound to know ALL of the verses so make sure you have plenty of time!

Links to collections/venues

Places to Visit

Shipleigh Art Gallery to see 'Blaydon Races', William Irving, 1903, Prince Consort Road, Gateshead, NE8 4JB

Newcastle Story at Discovery Museum, Blandford Square, Newcastle-upon-Tyne, NE1 4JA

Tyne & Wear Archives at Discovery Museum to look up Tyneside Song Sheets

Borrow: Our 'Played in Tyne & Wear' and 'Toon Times' artefacts loans boxes from Discovery Museum: twamschools.org.uk/boxes-of-delight

This activity can help benefit participants in the following ways:

35



Cognitive/ Knowledge/ Learning

- The sensory experience associated with seeing, smelling, listening to and touching the surrounding environment stimulates imagination, memory, cognition and orientation.
- Group discussion supports speech and communication.
- Discussion about the environment and pictures supports Life Story work.
- For people interested in art and heritage, this promotes engagement in meaningful activity.



Physical/ Mobility

- Drawing promotes upper body movement, dexterity and fine motor skills.
- May lead to more tours and trips out, which will support mobility and exercise.
- The potential for movement and distraction associated with the activity can be a method of pacing or graded activity which can have a positive impact on pain.



Mindful/ Emotional

- The environment and pictures can be used to introduce discussion about emotions and feelings.
- For people with anxiety about going out, this activity can support anxiety management or used as a graded exposure tool.
- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.
- May inspire plans for further tours and trips out, which supports goal-setting activity.



Social

- Group activity and group discussion supports relationship building.
- Group activity and group discussion reduces loneliness.
- May lead to more tours and trips out, which will increase opportunities to socialise.

Sketchy Walks

Background info

You will need a sketch pad and pencil for each person taking part. Gather your group outside of the museum, find out from the group what they notice in the immediate environment, what can they see?

People might notice things that they hadn't allowed themselves to notice before e.g. architecture, greenery, plant life, wild life.

What can they smell? People might smell petrol fumes from traffic, food from restaurants, flowers from the garden. What can they hear? You may get answers such as traffic, crowds, children, birdsong. This conversation is about noticing and being engaged with the present and allowing your mind to focus without distraction.

Next give out sketch books and pencils. Ask people to explore a particular location and then settle on something that they would like to sketch. This could be a particular plant, a part of the building, a flower. It's best to choose something stationary that people can really get absorbed in sketching. Give people five minutes to perform this task.

Bring the group back together. Some participants might like to share how they are feeling or their sketching, this is optional. You could repeat this two or three times and give people the opportunity to find different things to sketch. End the session by encouraging people to carry on sketching in their own time and repeating the activity independently.

Methodology

This session has been developed in order to connect with museum space (although this can be adapted to any space) in a more mindful way. Usually people visit museums to see objects and find out about the narrative of a particular object.

This activity takes us away from narrative, curatorial interpretation or the need to have any prior knowledge or gain any new subject knowledge in order to have a museum experience. Many museums and galleries are amazing spaces to be in and lots of Tyne & Wear Archives & Museums venues have outside space.

The Museum Team Say...

Some people can feel a bit out of their comfort zone with this activity, but stick with it, keep it light and have a laugh. Often those most sceptical of anything 'mindful' find it the most rewarding.

Links to collections/venues

Places to Visit

All Tyne & Wear Archives & Museums venues, those with outside space are: Discovery Museum Plaza, Great North Museum: Hancock, Shipley Art Gallery, Arbeia Roman Fort, Segedunum Roman Fort and Museum, Stephenson Railway Museum.



Museums Trails

Creating themed based museum trails for groups
in Tyne & Wear Archives & Museums venues.

This activity can help benefit participants in the following ways:

37



Cognitive/ Knowledge/ Learning

- Promotes engagement in collections linked to themes (Conversations, interests, stimulating previous knowledge and experience)
- Stimulates new interests
- Stimulates memory, cognition and orientation.
- Looking at and discussing the themed objects supports Life Story work and sharing stories of history and place.
- For people with interests in history and heritage, this promotes engagement in meaningful activity.



Physical/ Mobility

- Moving around the museum displays supports mobility and exercise.
- May inspire plans for other Museums and Cultural visits which supports goal-setting activities and mobility and exercise.
- The potential for movement and distraction associated with the activity can be a method of pacing or graded activity, which can have a positive impact on pain.



Mindful/ Emotional

- History and heritage promotes engagement and meaningful activity.
- For people with agoraphobia, and anxiety about going out, this activity can support anxiety management, or used as a graded exposure tool.
- Engagement in meaningful activities stimulates mindfulness.
- Engagement in meaningful activities and social activities, and feeling motivated can lift mood, and reduce feelings of depression.
- May inspire plans for further tours and trips out, which supports goal-setting activity.



Social

- Group activity and group discussion supports socialising and relationship building.
- Group activity and group discussion reduces loneliness.
- May inspire plans for other tours and visits to Museums and Galleries, which can increase opportunities to socialise.
- Group discussion supports speech and communication.

Museums Trails

Creating themed based museum trails for groups in Tyne & Wear Archives & Museums venues.

Example Trail

'The Women's Trail' - Great North Museum – Hancock

On entering the Great North Museum, if you head left you will come to the history of the museum, a display cabinet and a timeline detailing when the museum was built, who the collections belonged to, and how they came to be part of the Museum collections today.

The museum was named after the Hancock brothers, John and Albany. They were prolific collectors of Natural History, particularly John who was famous in his time for his dramatic style of taxidermy. What many people don't know, is that they did this alongside their sister Mary Jane Hancock. However, the information in the display does not mention Mary Jane or her contribution. She has been forgotten and is therefore invisible in the collection.

This trail is focussed on the contribution women have made throughout history and how they are often forgotten or simply missing in collections. We would like to invite you to look closely at the collections and displays, and identify where you can, where the women are.

Moving from the 'History of the Hancock Museum' display back into the main entrance, you will be greeted by our much loved and popular Elephant. Elephant herds are always led by the 'Matriarch' the eldest and most respected female elephant in the family.

Questions for your group:

- Is there a Matriarch in your family? who might this be?
- What qualities do you think human matriarchs might share with elephant matriarchs?

Passing through the Natural Sciences collection on the ground floor, you will find the Roman Collection.

Task: Find the display that focuses on Women in Roman times.

Questions for your group:

- What is interesting to the group about this display?
- What does it tell you about Women in this display?
- What has been a surprise or have you learned about Women's lives in Roman times?

Moving onto the first floor you will find the Ancient Greek collection.

Task: Find the statue of 'Nike' the Greek goddess of victory.

Questions for your group:

- Have you heard of the goddess Nike before and what do you already know about her?
- Are there any other goddess's included in the collection that you are familiar with?
- What does the collection tell you about women's roles at that time?

Methodology

Within Newcastle and Gateshead we have a number of Museums and Galleries that are ideal for trails.

The Discovery Museum, The Great North Museum – Hancock, The Laing Art Gallery and The Shipley Art Gallery work very well for group visits. Creating a trail throughout the venue can be designed around the needs, abilities and interests of a particular group.

Activities

Create a trail in a particular Museum or Gallery that focuses on perhaps 3-5 objects (on permanent display) or items that are found in different parts of the venue.

The Museum Team Say...

Be ready to learn from people who try out each trail you organise. We had many positive comments about this trail which has helped us think about future trails.

Links to collections/venues

Places to Visit

Discovery Museum, Blandford Square, Newcastle upon Tyne, NE1 4JA

Great North Museum: Hancock, Barras Bridge, Newcastle upon Tyne, NE2 4PT

Laing Art Gallery, New Bridge Street, Newcastle upon Tyne, NE1 8AG

Shipley Art Gallery, Prince Consort Road, Gateshead, NE8 4JB

Thank you

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Dr Katherine Baker – Physiotherapist

Dr Jenni Naisby – Physiotherapist

Dr Tracy Collins – Occupational Therapist

Chris Dodds – Social Work

Chris Wilkinson – Mental Health Nursing

Paul Storey – Mental Health Nursing

Sue Tiplady – Adult Nursing

Hilary Abbott-Brailey – Adult Nursing

Helen Smith – Adult Nurse Student