

## Ancient Egypt ~ Storyline Approach

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After attending a Storyline training day in Edinburgh featuring Sallie Harkness and Steve Bell I was keen to introduce it to my class of P3's. Before Christmas I used a planner from Yvonne Mc Blain to help me with The Farmers' Market storyline. The plan was very detailed and as a first-time story-liner I found it very easy to deliver. The topic was a great success, culminating in a Farmers' Market Open Day for parents and carers. The children sold food from their stalls, introduced their characters and performed songs etc.

The following term the topic was Ancient Egypt and, due to the children's previous response I wanted to use the Storyline approach again. However, I needed a plan! I searched everywhere but couldn't find one. In desperation, I contacted Yvonne Mc Blain and she suggested beginning with the children coming across a poster from Howard Carter looking for volunteers for an archaeological expedition. I wanted to use this idea but I couldn't think of how to take it forward with enough interesting activities to cover the full term!

Eventually, I decided to use a Rainforest Storyline plan and adapt it, incorporating Yvonne's idea to kick start the children's interest.

A friend of mine, who is an ex Early Years Officer, and now living in Cairo, was a great source of information for my P3 class last year. At that time the children emailed her with questions and she sent photos of the pyramids etc. I thought it might be a good idea to ask if she would like to be involved in our storyline project as Lady Mancini (instead of Howard Carter, but in a similar role). She agreed. The children arrived in school one morning to the following poster (A3 size):



## Lady Mancini needs YOU for an Archaeological Expedition to Egypt!

Young people who are

- Fit and healthy
- Willing to work in a team
- Prepared to live in the heat
- Ready to research and report

are invited to apply for a place on an  
**ARCHAEOLOGICAL EXPEDITION.**

You will be assisting a team of expert archaeologists and taking part in adventurous and challenging tasks!

*Please apply in writing to Lady Mancini stating which part of Egypt would be your first choice; why you want to take part; and which skills you have to offer.*



Lady Mancini loved her role and she became the lynchpin of the project. The children wrote to her, emailed her and made characters for her. She set them challenges along the way. She told the children about a school she visits in Cairo and the plight of the children who attend. She also sent photo's of herself on an "archaeological dig". Her neighbours had builders in and had left a pile of sand in the garden. Lady Mancini crept in at the weekend dressed in her archaeologist gear, thinking the neighbours were away, set up the camera to self-timer and began to take photos of one of her "digs"! She later found that the neighbours had been at home the whole time!

Other photo's included Lady Mancini walking down a pyramid shaft holding a candle to light her way-she was in the small corridor heading to her utility room! Her husband came home one day to find her with her head halfway up the chimney, taking photos for the children!

Of course, the children loved her and when they heard she was coming over to visit them they were delighted! The children had been working in groups of character experts e.g. fashion designers, archaeologists for pyramids, archaeologists for mummies, theologians, linguists and historians. They decided to prepare presentations of their learning for Lady Mancini's visit.





This was our Culminating Event. The children performed to a high standard and the Archaeologists for Mummies even got the chance to mummify Lady Mancini on the school desks!



On her visit Lady Mancini told the children more about the children she visits in Mokattam School in Cairo and brought photo's to highlight their plight. She also spoke at our assembly and showed a DVD of the conditions of the Mokattam people.

Mokattam is situated on the outskirts of Cairo. The people live by reusing and recycling materials such as steel, glass, plastic and hospital waste. It is claimed they reuse and recycle between 80 and 90% of the waste collected. Using small trucks and donkey carts the men haul massive bundles of rubbish from Cairo back to Mokattam.

The women and children, some as young as three years old, sort through broken glass, scraps of metal, rotten food and hospital waste in order to earn a living.

Because the waste is collected and sorted by hand they suffer many health problems such as hepatitis, infections and general poor health. Children arrive in school suffering from burns, infections, cuts and rat bites.

There are approximately 200 children attending the school in Mokattam. They have very few games, toys or books. Some of the classrooms are outdoors. This can be very difficult for the children and teachers, as in the winter it can be quite cold and the summer can be very hot, sometimes getting up to 45 degrees!

After hearing about these conditions, the children wanted to do something to help. The school decided to hold a fundraising afternoon and collected £1055.55.



Lady Mancini accepted the cheque on behalf of the Mokattam school at one of our assemblies.



Additionally, both P3 classes recorded and sold CDs for their Enterprise topic this term with the support of Pat Fagan from Music Initiative for schools. The nursery, P3's and P7's were involved. All money raised will go directly to the school. I will be going out to visit 'Lady Mancini' in Egypt this summer, to present the cheque and to see how the money will be used.



Taking part in a Storyline topic allows for the development of the four capacities specified in a Curriculum for Excellence; effective contributors, successful learners, confident individuals and responsible citizens.

I have thoroughly enjoyed teaching through Storyline. I believe that education does not take place in a vacuum. Real children are involved with real feelings, opinions and previous experiences. They learn best when their emotions are involved. The Storyline approach allows children to connect with their learning in a deep and meaningful way. Through role play, in which they become the characters in the story, pupils actively engage with the Storyline.

### Post Script

Some images of my visit to Mokattan



