

Showtime!

The Postal Museum: The Jolly Postman

The Postal Museum tells the story of postal communication and its impact on a global society. We deliver first class learning experiences that connect to our collections and ensure stories around communication are relevant, inspiring and inclusive.



The
Postal
Museum

In-Schools Touring: Schools' Resources

This pack contains:
Pre-show information sharing resources
Pre-show pupil activity
Post-show pupil activities



Information for **teaching staff** taking part in the workshop and show.



Before the workshop and show it would be helpful if you could:

- Share what is happening and when with your colleagues in school. We have included a poster template on the next page that you could print out for the staff room to let people know what's happening.
- Let parents, carers and the wider school community know what is happening – we have provided some wording to help. Just add the details then copy and paste.
- Prepare your pupils – there are some ideas on how to do this later in the resource pack.
- We also have a separate [visual story and information about our access and sensory kit](#) to support with this.
- Make sure you have the resources needed for the workshop.
- Let any teaching/support staff who will be present during the workshop and show know what to expect so they can support pupils to access the experience.

Here is some more information about the organisation visiting your school which you could share with teachers:

The Postal Museum tells the story of postal communication and its impact on a global society. We deliver first class learning experiences that connect to our collections and ensure stories around communication are relevant, inspiring and inclusive.

Pupils will take part in a performance – The Jolly Postman. They will step inside the much-loved story by Janet and Allan Ahlberg in this lively literacy mission to help The Jolly Postman collect, sort and deliver the post.

They will also take part in a workshop putting the story into a real-life context. Working in the classroom as jolly posties they will put what they have learned into action to sort and send letters, as well as writing their own letters or postcards for the Jolly Postman.

Showtime!

What you need to know.

Our school is taking part in Primary Arts, a new creative cultural programme for London's primary schools from A New Direction.

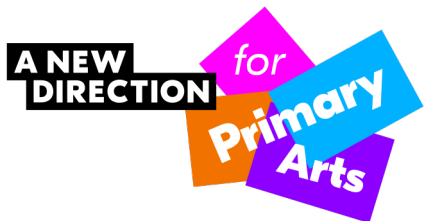
We have booked a touring session. Performers will be visiting us in school to provide a show and workshop for pupils and twilight CPD for staff.

Who is visiting us?



Title of the show:

The Jolly Postman



Classes taking part

Date of the show and workshops

Where the show is taking place

Timings of the show and workshops

Staff member organising it

Staff members attending

Date & time of Teacher Twilight CPD

Information to share with parents, carers and the wider community before the show.



Below is some suggested copy for a letter home to parents/carers or inclusion in your school newsletter:

We are delighted to let you know that our school is taking part in Primary Arts – a new creative, cultural programme for London primary schools from A New Direction.

We have booked a touring session, and The Postal Museum will be visiting us in school to provide an experience and workshop for pupils in [INSERT CLASS/ES TAKING PART] on [INSERT DAY AND DATE].

Pupils will take part in a performance – The Jolly Postman. They will step inside the much-loved story by Janet and Allan Ahlberg in a lively literacy mission to help The Jolly Postman collect, sort and deliver the post.

This interactive performance brings fairy-tale land to life in a series of magical deliveries. Pupils become a team of jolly posties using postal props, song, rhyme and Makaton signs to experience the magic of sending and receiving letters, parcels and postcards.

At the end of the performance, the pupils will receive a mystery delivery revealing their next mission. Then, back in the classroom, children will work as jolly posties to put what they have learned into action to sort and send letters at sorting stations.

The pupils will also take part in a workshop which puts the fictional story into a real-life context. The workshop introduces pupils to various kinds of post, develops reading and writing skills and understanding of writing for different purposes. At the end, pupils will write their own letters or postcards for The Jolly Postman.

Preparing **pupils** for the show.



Before the workshop and show you can let your pupils know what to expect using some of the key info and discussion questions below.

The Postal Museum are coming to visit us to do a workshop and a show! In the workshop, the visitors are going to help us learn something. In the show, we will watch the visitors perform.

This is the summary of the show. Listen carefully and then tell your talk partner what you think the show will be about.

We will take part in a performance of The Jolly Postman. This interactive performance brings fairy-tale land to life in a series of magical deliveries. We will become a team of jolly posties using postal props, song, rhyme and Makaton signs to experience the magic of sending and receiving letters, parcels and postcards.

We will also take part in a workshop. At the end of the performance, we will receive a mystery delivery revealing our next mission. Back in the classroom, we will sort and send letters at sorting stations and write our own letters or postcards for The Jolly Postman.

Pre-show discussion questions

You might like to talk through the following prompts to be ready for the performance.

- What is a show and what makes it special?
- What makes a good performance?
- What makes a good audience? E.g.
 - Stay sitting down so everyone can see and hear.
 - Respect everyone's personal space.
 - Don't talk when the show is on unless the actors ask you to take part.

You can also let your pupils know what to expect using the discussion prompts on the next page.

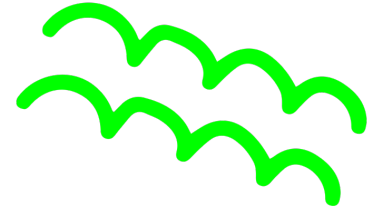
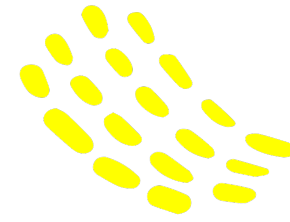
Depending on your pupils, for example pupils with SEND/younger children, you might want to share extra information about what sensory or interactive elements might happen or you might choose to leave that as a surprise. We have also provided a separate [visual guide and information about our access and sensory toolkit](#).

Thinking about our show and workshop

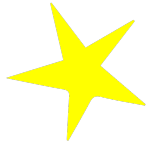
What do we need to remember when we have visitors to school?



How do you feel about the show coming to our school? Are you excited, nervous, happy?



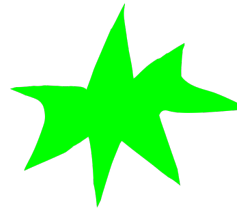
How can we make sure that we all enjoy the show? For example, we will need to sit and listen very carefully.



What props do you think you might see in the show?



In some parts of the show, they might ask us to take part – what do you think they might ask us to do?



What kind of music, songs or sounds do you think the show will include?



How will we know when to stop taking part and it is time to sit and listen again?



What do we do at the end of the show to say thank you?



Additional resources for your school!



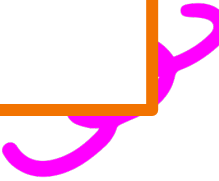
Prior to your school's performance and workshops taking place, your school will also receive:

- **A box of books** containing a range of fiction and non-fiction titles for all year groups, linked to the themes explored by the shows in this year's programme. These are for you to use in book corners or the school library.
- **A themed booklist** showing the books you've been sent and a range of additional titles you might find interesting.
- **A box of creative materials** and a themed resource with ideas for creative activities. This box contains a wide range of items that we hope will bring creativity to life in your classroom in many different ways!

The box of creative materials is for your school to use how you like! We suggest that it be used for the class/es that took part in the Primary Arts In-Schools Touring workshop and show for some extra creative activities. Most of the items in the box can be used for more than one project, as we wanted to ensure that it included lots of core art materials that, if looked after kindly, will be used again and again.

Each box contains the following materials:

- 2L PVA glue and 12 glue sticks
- Coloured tissue paper and coloured cellophane rolls
- Peel & stick wiggly eyes
- 100 paper plates
- 2 x 10m rolls of sugar paper in olive and cream
- Safety pins
- Scissor block set
- 2 x 1m of fake fur fabric
- 10m of calico fabric
- 2 packs of 48 coloured pens and 3 packs of 48 colouring pencils
- 50 sheets of coloured card and 50 sheets of white card
- Coloured lollipop sticks pack and 2 packs of stripy pipe cleaners
- Bumper pack of A6 greetings cards
- 100 sheets of A6 white card
- 45m of modelling string



Take a bow!

Post-Show Activities

We hope that your school enjoyed the workshops and show!

Exploring the themes of the show and supporting pupils to reflect on the experience, we have suggestions for 10 minutes, 30 minutes or a full 1-hour lesson.



If you have 10 minutes

Box Office Vox Pop



Ask pupils to interview each other in pairs for a couple of minutes each, then as a whole class write up some short sentences to share in your school newsletter or assembly.

You have just come out of the show and a journalist grabs your attention to ask you what you think as you are leaving. Journalists: use a pen/ruler/your hand as a microphone and ask your talk partner:

- How are you feeling?
- What was the show you just saw?
- What was your favourite part?
- Can you sum up the performance in just one word?

Challenge students to think of their own questions and follow up questions to what's been said.

Go Further: Pupils could write up a review of the experience or perform a memorable part in groups.

EYFS/KS1/SEND: Focus on two of the questions and provide sentence frames, word mats with key vocabulary and pictures from the show to scaffold students as needed.

KS2: Challenge pupils to think of their own questions and follow up questions to what has been said.

Creative Skills: In this activity pupils are collaborating by co-operating together and sharing reflections.

If you have 30 minutes

Invite others to see the show!



Do the discussion activity above to reflect on the show, then support pupils to think of something you could send or share with other pupils who haven't yet experienced the performance.

Children at other schools are going to see the same show we saw. Let's send them an invitation... how could we make them excited to see the show? What do we want to tell them and how can we do this in a creative way? What should we keep as a surprise? Why?

Allow pupils to think of ideas in groups and then present back to the class – they could perform, write up or draw their ideas. Example invitation ideas: a card that opens up as a pop-up flower, a suitcase with a letter inside, a sound recording of a song, a map – all with some key information about the show.

Reflection: How does your invitation link to the show? What else does it make you think of?

Go Further: Pupils could make the actual invitations in DT/Art/Literacy lessons and then display them in the classroom/school hall/display boards.

EYFS/KS1/SEND: Focus on thinking of an object and a word to send to other pupils that links to the show. Provide options and key words for pupils to choose from. For example: friendship, welcome, travel.

KS2: Encourage pupils to think as widely as possible – what could they do with unlimited resources?

Creative Skills: In this activity pupils are collaborating and being imaginative by playing with possibilities.

If you have 1 hour

Special Delivery! – Activity provided by The Postal Museum



For this activity, you will need a postal-themed picture book (e.g. *The Jolly Postman* by Janet and Allan Ahlberg, *Katie Morag Delivers The Mail* by Mairi Hedderwick and *Meerkat Mail* by Emily Gravett), used envelopes/other post packaging and creative materials such as sticky tapes, pens, stickers etc.

Prepare to Post (before the lesson):

- Choose a postal-themed picture book to introduce sending and receiving special post.
- Collect postal packaging and set up tables as sorting stations with creative materials. For example, the stations could be: 'writing or drawing the letter', 'choosing and decorating packing material', 'addressing the letter' or 'designing a stamp'.
- Make an example of special post addressed to the class. Depending on the age and ability of pupils either choose who the special post is from, such as another class, or characters from the book.

Set the Scene (10 mins) :

- Begin by reading the book. Ask pupils how they think the characters felt when they received their post. Discuss the different kinds of post pupils have sent or received and why it made them feel special.
- Show the example of special post. Then, share who it is from or ask pupils to imagine who sent it and what they will reply. Or ask pupils to imagine and discuss who sent it as part of the activity.

If you have 1 hour

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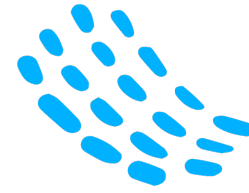
Special Delivery (5 minutes):

- Invite pupils to make their own special post. Discuss why post has an address and a stamp and introduce the sorting stations. Discuss the special messages pupils will write or draw and how they will decorate their post.



If you have 1 hour

Special Delivery! – Activity provided by The Postal Museum



Sorting Stations (25 minutes):

- Support pupils to circulate the sorting stations and use their choice of recycled postal materials to decorate, write, address or stamp their post. Sorting stations can be differentiated depending on age and ability.

Delivery (5 minutes):

- Lead a plenary for pupils to share their special post and the messages they have written or drawn. Discuss how pupils will send their special post and the journey to be delivered.

Reflection: What does it feel like to be sent special post? Tell me about what you have made today? What makes your post special?

KS1/SEND: Sorting stations can be differentiated for age and ability of pupils. For older pupils include writing stations for addresses or messages. For younger pupils or SEND pupils use address stickers and pictorial icons to decorate their special post.

Go Further: Make a photo journey to the nearest post box, plan the route and arrange for pupils to send their special post.

Creative Skills: In this activity children are being imaginative by playing with possibilities and making connections.

Thank you!

We hope that your school enjoyed the show!

Please share your experiences with other teachers in your network and encourage schools to sign up for information about next year's Primary Arts programme at:

www.anewdirection.org.uk/primary-arts

**A NEW
DIRECTION**
We create opportunity



About New Direction

A New Direction is an award-winning charity (1126216) working to enhance the capacity and agency of children and young people in London to own their creativity, shape culture, and achieve their creative potential.

Primary Arts is supported by The City of London Corporation City Educational Trust Fund (29084), a City of London Corporation charity. We are extremely grateful to them for their support.



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