



THE BLACKPOOL TOWER TEACHER'S TOOLKIT



A plan for an inspirational and educational visit to
Blackpool Tower Eye, Ballroom and Circus.

www.theblackpooltower.com

DEAR TEACHER

We have created this Teacher's Toolkit to inspire students during their visit to The Blackpool Tower.

No preparation is required; all resources are provided in this handy document which can be downloaded prior to your visit.

Whether you have opted for a visit to The Blackpool Tower Eye and Ballroom or a fun trip to see the Circus, there's plenty of activities here for your students to complete during their visit, with suggested conversation topics and lessons for your classroom to prepare for the trip and continue the learning after.

The resources are designed for Key Stage 2, covering a range of subjects, however they are easily adaptable to Key Stage 1 learning with a few tweaks to suit your class level.

If you've not yet booked your visit, head online to **www.theblackpooltower.com** to see the trip options available, prices and booking options.

Once you have booked, if you have any questions regarding the toolkit activities or the logistics of your visit please email The Blackpool Tower: **guestservices.theblackpooltower@merlinentertainments.biz**

If you are unable to print the student's worksheets prior to the visit, we'd be happy to print these for you on arrival.

We are looking forward to seeing you and your class soon!

The following activities have been created in collaboration with the award-winning education agency Shapes For Schools.

www.shapesforschools.com



THE BLACKPOOL TOWER TEACHER'S TOOLKIT



The Blackpool Tower Ballroom **Page 4**



The Blackpool Tower Circus **Page 7**



The Blackpool Tower Eye **Page 10**



DANCE THROUGH TIME IN THE BLACKPOOL TOWER BALLROOM



SUBJECT: HISTORY

Topics covered:

Local and National History; Continuity and Change; Perspectives through time; Chronological events from 1894 to the modern day.

Curriculum objectives:

Students will...

- Imagine the Ballroom through the ages, from its opening in 1894 through to the modern day.
- Put important local and national events in chronological order and consider their impact.
- Write from the perspective of another person from a different historical period or time.
- Consider how attitudes and ideas have changed through time.

SUGGESTED PRE-VISIT DISCUSSION POINTS AND ACTIVITIES

- Note down anything you already know about the Blackpool Tower Ballroom. What emotions do you feel about visiting? Predict five things you will see or feel when you enter the Blackpool Tower Ballroom for the first time.
- Choose a favourite dance and practice the steps together as a class, for example the Waltz, the Jive, or the Foxtrot!
- Create your own dance-moves and write a short set of instructions to teach someone else how to do it. You might want to practice your new moves on the famous dance-floor when you visit...



DURING YOUR VISIT



PART ONE: BECOME A BALLROOM DETECTIVE

Look around... what can you see? Answer the questions below.

Teachers can choose to hand out the Ballroom Detective worksheet with the questions on, or ask the questions to create a group discussion.



- What is the inscription above the Ballroom stage?
Answer: Bid me discourse, I will enchant thine ear
- How many years did Reginald Dixon MBE serve as an organist at The Blackpool Tower Ballroom? Answer 40 years
- Look up! How many chandeliers can you see? Answer: 14
- Can you find the names of 16 composers around the Ballroom?
Answer: Grieg, Balfe, Auber, Bach, Wagner, Gounod, Handel, Verdi, Liszt, Suppé, Chopin, Mozart, Haydn, Elgar, Weber, Bizet
- What do you think are the measurements of the Ballroom floor?
a. 120 feet by 102 feet; b. 50 feet by 38 feet; or c. 2,000 feet by 1,850 feet? Answer: a. 120 feet by 102 feet
- How many separate blocks of mahogany do you think have been used?
a. 100,500; b. 12,008; or c. 30,602? Answer: c. 30,602

PART TWO: COMPLETE THE ACTIVITY

Download the accompanying worksheets.

TASK 1:

When you enter the ballroom, take in the scene around you. How does it feel to be in this historic building? Imagine a discussion between two dancers in the ballroom. What might they be talking about? What are the important local and national issues of the day?

TASK 2:

Look at the accompanying Blackpool Tower Ballroom worksheet. On this worksheet you will find a list of important events and dates since the Ballroom first opened in 1894. Organise them in chronological order on the timeline provided.

TASK 3:

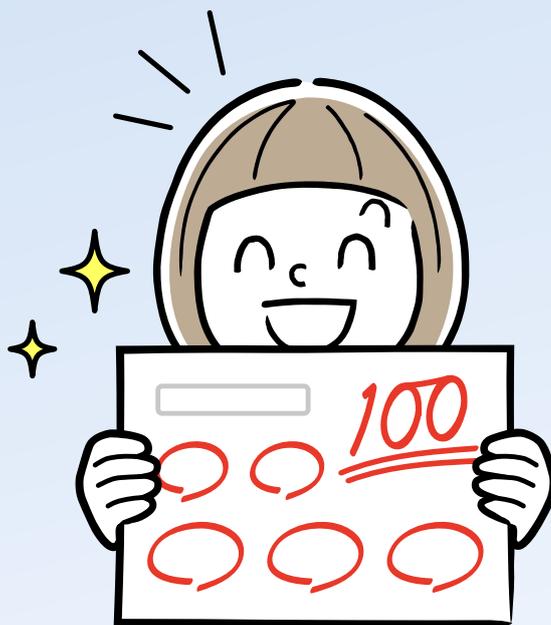
Now, go back in time; imagine two dancers speaking to each other in the ballroom on one of the dates from your timeline. What might they have been talking about? What were the important local and national issues of the day?



SUGGESTED POST-VISIT DISCUSSION POINTS AND ACTIVITIES



- As a class, create newspaper headlines for The Blackpool Gazette documenting the different historical events that you noted on your timelines.
- Sketch and label the different features of the Ballroom.
- Create a social media post advertising a trip to the modern-day Blackpool Tower Ballroom. Include a striking visual and details of why it is such an exciting place to visit.
- Among the Ballroom's one-time strict rules were: "Gentlemen may not dance unless with a lady" and "disorderly conduct means immediate expulsion." Write a list of ballroom rules for 2023.
- Imagine that the beautiful Wurlitzer organ is up for sale. Write a description of it to entice someone to buy it.





EXPERIENCE A FEAST FOR THE SENSES AT THE BLACKPOOL TOWER CIRCUS



SUBJECTS: LITERACY, DRAMA

Topics covered:

Sensory Description; Descriptive and Creative Writing; Finding Inspiration.

Curriculum objectives:

Students will...

- Record their sensory experiences of The Blackpool Tower Circus.
- Extend their vocabulary for descriptive writing.
- Use sensory description to create a poem or piece of prose inspired by the Circus.

SUGGESTED PRE-VISIT DISCUSSION POINTS AND ACTIVITIES

- Research the evolution of advertising posters for The Blackpool Tower Circus. Which are your favourites? Why? How have the posters changed over time? Create your own posters advertising the present-day circus.
- Consider what examples of forces and motion you might see at the circus. For example, how do the acrobats swing across the stage on a swinging trapeze?
- As a class, come up with a list of circus acts that you might expect to see on your visit.



DURING YOUR VISIT



PART ONE: BECOME A CIRCUS DETECTIVE

Look around... what can you see? Answer the questions below.

Teachers can choose to hand out the Circus Detective worksheet with the questions on, or ask the questions to create a group discussion. All these answers can be found on the walls of the Circus queue area.

- When did the circus first open? **Answer: 14th May 1894**
- Who created the present interior of the circus? **Answer: Frank Matcham**
- What is unique about the spectacular Blackpool Tower Circus finale? **Answer: It features water.**
- When did wild animals stop performing in the ring? **Answer 1990**
- How many generations has there been of Mooky the clown? **Answer: 3 generations**
- Who was Charlie Cairoli? **Answer: A clown who performed at The Blackpool Tower Circus from 1939 - 1979**
- Where were the circus elephants often 'frequently spotted' during the main season? **Answer: Blackpool Beach**



PART TWO: COMPLETE THE ACTIVITY

Download the accompanying worksheets.

TASK 1:

Your trip to the circus is going to be a feast for the senses. While you queue to enter the circus, discuss what this means with a classmate. Can you name the five senses together?

TASK 2:

Look at the accompanying Blackpool Tower Circus worksheet. On this worksheet you will find five sensory circles for you to record your sensory experience of the circus. Fill in the five circles as you watch (sight, sound, touch, taste, smell) - using the prompts to help you.

TASK 3:

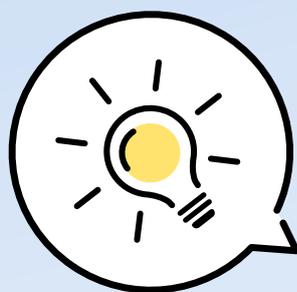
Take some time in the interval and at the end of the show to use the Wordbank provided to try to extend your vocabulary as you describe your sensory experience of the circus. These words will help you write a descriptive piece when you return to the classroom.



SUGGESTED POST-VISIT DISCUSSION POINTS AND ACTIVITIES



- Write a diary entry in-role as Mooky the clown. What do you think his daily activities might be?
- Create a list of all the different performers in the circus and note down their jobs. You could even act out a series of 'mini interviews' with the performers!
- Plan and deliver your very own circus acts. Share them as a class.
- Create a storyboard showing the development of the circus from its opening in 1894 to the present day. What has changed?





BLACKPOOL TOWER EYE DISCOVER AN UNFORGETTABLE VIEW



SUBJECTS: GEOGRAPHY, ART & DESIGN

Topics covered:

Local Landmarks; Buildings of Significance; Features of the Landscape; Local Area Investigation; Mapping; Sketching; Architects, Architecture and Design.

Curriculum objectives:

Students will...

- Identify landmarks of historical and modern significance in the North West and categorise them into compass positions: North, South, East and West.
- Create a sketch of the skyline as seen from The Blackpool Tower Eye.
- Collate knowledge of the local area, including its features and characteristics - and identify what inspires or interests them.

SUGGESTED PRE-VISIT DISCUSSION POINTS AND ACTIVITIES

- What does the Blackpool Tower mean to you? Write a poem or an acrostic poem. You might want to give it a title: 'Why I Love The Blackpool Tower'.
- Predict what landmarks you might be able to see from the top of the Tower. Create a list and bring it with you on your visit. How many did you get right?



DURING YOUR VISIT



PART ONE: BECOME A TOWER EYE DETECTIVE

Look around... what can you see? Answer the questions below.

Teachers can choose to hand out the Circus Detective worksheet with the questions on, or ask the questions to create a group discussion. All these answers can be found on the walls of the Circus queue area.

- When did the Tower first open to the public? **Answer: 14th May 1894**
- How many bricks do you think are in the Tower buildings? a. two thousand; b. five million; or c. four hundred thousand?
Answer: b. five million
- What is the height of the Tower? **Answer: 518ft**
- Who was the businessman responsible for devising a plan to build the Tower? **Answer: John Bickerstaffe**
- Which European building was inspiration for the Tower?
Answer: Eiffel Tower
- What year did HM Queen Elizabeth II visit? **Answer: 22 July 1994**
- Can you list a few examples of how the Tower has been modified over the years to attract more visitors? **Answer: 1977 Queen's Silver Jubilee - The top of the Tower was painted silver, 1894 A giant King Kong model hung from the side of the Tower, 1992 The Tower complex was renamed Tower World and was opened by Princess Diana.**

PART TWO: COMPLETE THE ACTIVITY

Download the accompanying worksheets.

TASK 1:

When you get to the top of the Tower, take a moment by yourself to have a look around. Which landmarks do you notice first when you take in the view?

TASK 2:

Look at the accompanying Blackpool Tower Eye worksheet. On this worksheet you will find a 360-View Landmark Locator. Use it to identify and categorise the landmarks that you can see into North, South, East and West.

TASK 3:

Sketch a view of the skyline as seen from the Blackpool Tower Eye.



SUGGESTED POST-VISIT DISCUSSION POINTS AND ACTIVITIES



- Using the sketch produced during your visit, create a map of the local area detailing its human and physical geographical features with a key.
- Choose a landmark that interested you and create a non-chronological report about it to share with your classmates.
- Compare and contrast the Eiffel Tower and the Blackpool Tower. Who were the architects? What do the buildings have in common? How are they different?
- Design your own landmark building. What would it be called? How would it help to boost tourism in the local area?
- As a class, consider the positive and negative effects of tourism using the Blackpool Tower as an example.
- What is unique about your local area? Write a travel brochure for your local area persuading people to come and visit.
- Create a presentation to share with the people in charge at the Blackpool Tower detailing how you would ensure the future success of the Tower.

