

# ACTIVITY 1 DRAWING THE PAST

## Introduction

This first activity explores the objects or fragments that students have uncovered through the dig. Through drawing and then writing about the finds, students will begin to explore what they have found and unlock the histories of the things that lie uncovered beneath their feet.

A group discussion approach should be favoured to allow students to explore the object and fragments further.

The worksheet is titled "DRAWING THE PAST" in a bold, stylized font. At the top right, there is a small illustration of a broken pottery fragment and a bowl. Below the title, there is a line for the student's name. The main part of the worksheet is a large, rounded rectangular box for drawing. Below the drawing area, there are three questions, each followed by a horizontal line for the answer:

- What do you think this object or piece is?
- What do you think the material is?
- What do you think it was used for?

At the bottom right, there is a small copyright notice: "Resource 1: Digging the Past Designed by the Resource".

## Task 1: Object handling

Students should handle the objects that they uncovered during the dig, discussing what they think the objects were used for and what materials they are made from.

## Task 2: Drawing

Students should then select 1 or several objects that they will then draw, concentrating on the shape, the colours and the patterns.

## Task 3: Group Discussion

Students should then delve deeper into the objects (this could be done through discussion or on an individual basis) and then answer the questions on the worksheet. Students could then present their thoughts to the group or small groups.

## Stretch class activity

Using individual student's drawings and a roll of paper (or wall lining paper), students can then work together to create a group landscape vista of the present or future.

# ACTIVITY 2 DRAWING THE PRESENT

## Introduction

This second activity encourages students to think about the present: a place that means something to them within their village or town. Through drawing a place that means something to them, students will begin to explore the places around them and how they look now, today.

A group discussion approach should be favoured to allow students to explore and explain what and why they have drawn a place in their village/town that means something to them.

The worksheet is titled "DRAWING THE PRESENT" in a bold, stylized font. At the top right, there is a small box labeled "Name:". Below the title is a silhouette of a city skyline. The main part of the worksheet is a large, rounded rectangular box for drawing. Below the drawing box are two questions: "What place have you drawn?" and "Why have you drawn this place?". Each question is followed by a horizontal line for an answer. At the bottom right, there is a small number "2" and a small text credit: "Resource 12: Drawing the Present Prepared by NCE Education".

## Task 1

Students should think of a place in their village or town to draw. It could be their home, the village/town centre, the park, the playing field...

## Task 2

Students should now draw this place in the box provided, adding as much detail as possible.

## Task 3:

Students should now answer the questions on the sheet exploring why they have chosen this place. Do they have a personal connection to it? A group discussion could take place after this allowing students to share their ideas and see if they share the same place as one of their peers.

# ACTIVITY 3 DRAWING THE FUTURE: 30 YEARS LATER

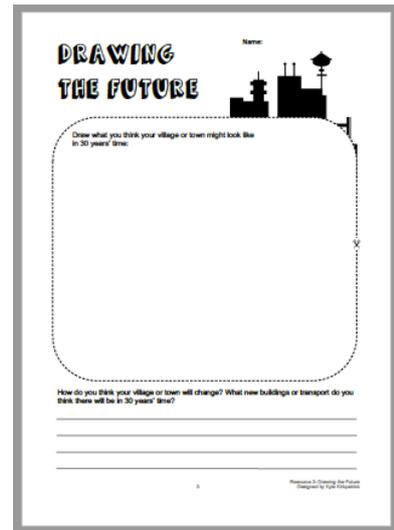
## Introduction

This third activity encourages students to look into the future: what might their village or town look like in 30 years' time?

Central to this workshop is a time capsule that students will put their drawings into and open in 30 years' time. Will their predictions come true?

The following questions offer a starting point for group discussion:

- What does the future hold for your village/town
- What will the buildings look like?
- What transport will there be?
- Will anything change at all?



## Task 1: Drawing

Students should draw either a place in their village/town or a map, to explore what they think it will look like in 30 years' time.

## Task 2: Writing

Building on their drawing further, students should then use their writing skills to explain, in words, what their town may look like in the future.

## Task 3: The Time Capsule

Students will now use their drawings and put these in a time capsule to be buried and dug up in 30 years' time, Students should cut out their drawings and then place their name on the back. A time capsule could take many forms: a plastic bottle, a metal box, but ensure that it is watertight so that the drawings are kept safe. Ideally, it should be placed in the ground (possibly in the excavated ground).

# ACTIVITY 4 SCULPTING THE PRESENT

## Introduction

This activity covers worksheets 4 and 5.

The following activities explore sculptures and making, which draws a direct correlation to the physical objects that students uncovered in the dig. Students will begin by thinking about their favourite objects/belongings, turning one of these into a clay replica. It is suggested that students use clay to create their sculptures, as discussions about the material that lies beneath our feet can take place, namely the fact that mud is essentially clay.

Ideally, the students' sculptures should be fired in a kiln to ensure that they are long lasting, particularly if moving on to the next activity: salt crystal growing. However, this is by no means a necessity.

SCULPTING THE PRESENT

Name: \_\_\_\_\_

What is your favourite belonging? A toy, a watch, a book...? Draw your favourite belonging below.

What favourite belonging have you drawn?

Why is it your favourite belonging?

SCULPTING THE PRESENT

Name: \_\_\_\_\_

Activity:  
Now you are going to sculpt your favourite belonging using clay.

Question:  
Do you know what clay is and where it comes from?

To sculpt your belonging from clay, you will need:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Activity Sheet 1: Sculpting the Present

This is a perfect opportunity for students to bring in a personal object from home to allow group discussion to take place. Students may need to be introduced to the terms sculpt and sculpture, which in this case, means a 3D object. First, students should create a drawing of their favourite belonging and then write down what this belonging is and why they have chosen it.

## Activity Sheet 2: Sculpting the Present

Students should then complete this activity sheet before creating their clay sculpture. First, they are going to uncover where clay is from what it is – it's mud. This links back to the dig that they students undertook. Did they find any clay?

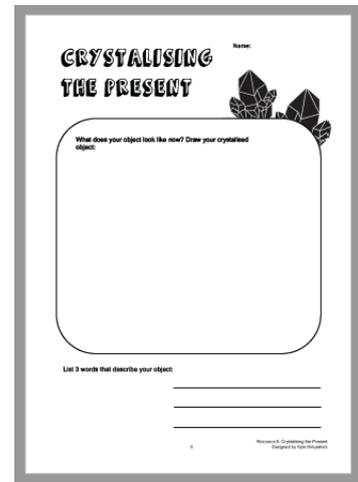
Secondly, students will uncover what the names of the equipment that they will be using to create their clay sculpture: **Apron, clay, clay tools/sculpting tools.**

# ACTIVITY 5: CRYSTALISING THE PRESENT

## Introduction

This activity uses the clay sculptures that students created in Activity 4 as a foundation to build salt crystals onto.

Through this activity, students will think about the past and the layers that form over objects when they are left over time. This will allow children to explore how objects change over time and what these objects may look like in the future if they were left.



## Task 1: Salt Crystals

**It should be noted that a worksheet is not provided for Task 1.**

Initially, this workshop should begin with a class discussion about the objects that were uncovered: What do they look like? Do they have lots of mud on them? Were they broken into pieces? Next, the salt crystal activity should be introduced to the students alongside a discussion about how objects change or age over time and how layers of other material grow onto them. Discussions around evaporation could also take place to explore science themes

**CAUTION:** To make a salt solution you will need to use boiling water to achieve the best results. It is advised that students watch the teacher make and pour the solution over the students' sculptures. Individual students could be picked to help the teacher collect the materials or stir the solution.

### **What you'll need:**

- Table salt
- Water
- Container (perhaps a cup, a jar, a jug)
- A spoon or lolly stick to stir

### **To create salt crystal sculptures:**

- Stir salt into boiling water. Keep adding salt until no more will dissolve.
- Place clay sculptures in shallow trays
- Pour salt solution over sculptures. Sculptures should not be completely submerged; each tray need only have half a centimetre of salt solution in it.
- Leave on a shelf/window ledge to allow the water to evaporate for a least 1 week.

## Teacher's Notes

### Task 2: Drawing the Crystallised objects

Having left the water to evaporate for at least a week, salt crystals should have formed on the students' sculptures.

**CAUTION:** salt crystals are safe to handle, but students should wash their hands if handling their sculptures to avoid irritation to skin.

Taking time to look at their peers' sculptures, students should now use the worksheet provided (Crystallising the Present) to draw what they can see and observe how their original clay sculpture has changed over time. Having observed their object through drawing, students should describe their object using 3 adjectives and then share these with the class.

Notes: