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ENGLISH HERITAGE

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Aggregates to Outreach: Teaching Pack and Associated Initiatives Extension

Final Report

Hampshire and Wight Trust
for Maritime Archaeology



English Heritage Project: 408

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i. Acknowledgements

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This project has been undertaken by a number of HWTMA staff, principally Rebecca Causer and Alison Hamer, with the assistance of Mark James, Victoria Millership and Julian Jansen Van Rensburg. The project has been managed by Julie Satchell, HWTMA Archaeological Officer.

This report has been written by Rebecca Causer, Julie Satchell and Alison Hamer.

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1. Project Background

The Solent Aggregates to Outreach Project was initiated during the ALSF Round Two Funding. After a scoping study and trial the full Teaching Pack and program of talks were developed and delivered (see report '*Solent Aggregates to Outreach Presentation and Teaching Pack Project: Final Report*', Feb 07).

Feedback from teachers, archaeologists and industry suggested that the range of products and resources offered under the 'Aggregates to Outreach' banner could be expanded. This aimed to continue to deliver resources aimed at schools, but also encompass learning outside the classroom. In response to this the HWTMA applied for an extension during the 2007/08 funding round.

The extension project had the overarching aim:

"To raise awareness and understanding of the heritage conservation issues arising from the impacts of marine aggregate extraction on the historic environment through a range of education and public dissemination initiatives".

In order to deliver this the following initiatives and resources were developed and produced:

- Continuation of successful program of talks to community groups and societies
- To maintain the distribution and use of the Solent Aggregates to Outreach Teaching Packs
- To enhance the teaching packs through taking activities directly into schools through workshops and assemblies
- To develop Teaching Packs for other areas of England affected by dredging
- To produce a children's activity book to promote understanding through fun outside of the school environment ('Dive into History.... Dig into Dredging')
- To produce an interactive CD 'Dive into History.... Dig into Dredging'
- Promote and market the Aggregates to Outreach project and available resources through a range of activities, events and publications

This report presents the results and analyses the outputs of the project.

2. Talks

The Aggregate to Outreach talks have proved popular with local groups and societies. They offer a presentation on a slightly unusual aspect of heritage and on a subject that is generally poorly understood by the wider public.

2.1 Breakdown of Talks Provided

Thirty talks have been provided between March 2007 and March 2008, attended by 4001 people. These breakdown into the following events:

Organisation/ Group	Approx no. attending
Millford Retirement Group	63
University of the Third Age, Liphook	32
Fleet Probus Club	45
Brockenhurst Probus Club	65
Bursledon Brickworks	35
SADSAC (divers)	16
Needles Battery (public event)	45
Needles Battery (public event)	56
Needles Battery (public event)	64
Locksheath Womens Group	43
Littleton Local History Group	45
Eastleigh and Chandlers Ford Probus Club	65
North Waltham, Steventon, Ash and Deane History Society	48
Barton on Sea Church Group	54
Crofton Probus Club	65
Romsey Local History Society	70
Royal Southern Yacht club	65
Upper Thames Motor Yacht Club	68
Rotary Club of Southampton Clausentum	25
Friends of the Curtis Museum and Allen gallery	34
Rhinefield Probus Club	65
Cowes Rotary club	43
Whippingham WI	45
West End Local History Society	25
Fareham Local History Society	26
Lentune Probus Club, Lymington	54
Southsea Sub-aqua Club	45
Defense Diving School	16
Tudor Merchants House (public Talk)	34
Solent Protection Society	25

2.2 Feedback from Talks

As with previous experience of providing these talks to community groups the feedback received has been very positive. As it has been possible to update the talks with the most recently available information they have been kept relevant and topical.

A sample of the feedback that has been received from groups this year is included below:

Richard Tanner, North Waltham, Steventon, Ash and Deane History Society
"Thanks for such an interesting talk, Rebecca. I've published the attached in our parish mag and look forward to seeing it in the Basingstoke Gazette in due course.

I'll remind the village school of your availability and enthusiasm. Good luck with the project."

Richard T

The Solent Seabed with Rebecca Causer

What has gravel digging got to do with marine archaeology? Rebecca Causer of the Hampshire and Wight Trust for Marine Archaeology (HWTMA) explained how excavating companies use underwater sonars and similar high-tech methods to find suitable gravel beds; when they locate a wreck – there are 4000 in the Solent and around the Isle of Wight– they call in maritime archaeologists like HWTMA to survey it. Rebecca's small team – there are only 75 marine archaeologists in the country – checks the site before either declaring it a permanent exclusion zone or allowing the companies to dig there.

Rebecca's youthful enthusiasm, clear presentation and humour made for an entertaining evening where we were introduced to the exciting heritage that lurks beneath the Solent. This ranges from palaeolithic axes left beside now drowned rivers – hence the underwater gravel beds – through Roman remains like the amphora still holding its 8000 olives, a 1904 submarine to WWII defences.

As materials survive better underwater, they're usually left there after investigation, the expense of preserving the Mary Rose finds providing a cautionary tale. Survey techniques are much the same as on land, though visibility and current movement add to the challenges of working underwater, all very exciting judging from the examples seen.

Richard Tanner

Alan Leggett, Upper Thames Motor Yacht Club

"Many thanks for delivering such a lively, enthusiastic and interesting talk to our club. The questions following the presentation certainly demonstrated the interest generated in our members. We had no idea of the huge amount of archaeology that is hidden beneath the sea, and certainly now understand the importance of the relationship between the aggregate industry and maritime archaeology. This talk was particularly interesting to our club members as we all enjoy sailing in the Solent area. I think we will now sail it in a new light!"

Ann Slade, Friends of Bursledon Brickworks

"Friends of Bursledon Brickworks and visitors settled down, after a morning coffee, to watch an impressive digital presentation from Rebecca Causer of the Hants & Wight Trust for Marine Archaeology.

Rebecca explained the difficulties in reconciling the dredging of marine aggregates against preserving our marine heritage.

I do not think any of us had appreciated just what went on beneath the waves while endeavouring to satisfy all parties and minimise the damage.

All those attending thoroughly enjoyed the presentation and benefited from the information given. They continued to discuss the issues over a lunch prepared by the lady members of The Friends of Bursledon Brickworks."

3. Teaching Packs

The adaptation of the Solent Aggregates to Outreach Teaching Pack for other areas of England means that a much wider audience can now be reached with the resources.

3.1 Solent Teaching Pack

The program of use of the pack has been maintained throughout this round of funding, the following breakdown shows how they have been used:

Place of Use	Usage dates	Number of uses
Barton Primary	Summer Term 2007	1
Havant College (A Level Archaeology)	Spring/Summer 2007	1
Chudleigh Community Primary School	Continued use/Re-use Spring 2007 – Winter 2008	4
YAC group (Devon)	Spring 2007 – Winter 2008	2
Cotmanhay Junior School	Spring 2007	1
South Lee School	Spring 2007	1
Greenhill School	Autumn/Winter 2007	2
YAC Group (Sutton Coldfield)	Autumn 2007	1
Schools in Sutton Coldfield area	Pack circulated to schools in this area by out of school educator	3

Total: 16 uses

In addition to sending out the pack from the central store at the HWTMA other ways of distribution have also been investigated, this has included lodging a pack with other organisations which are recognised centres for the provision of education materials.

Children's services library, Isle of Wight. Education Centre	Since September 2006 this pack has been loaned to five Isle of Wight schools. The updated version of the pack will continue to be distributed through this outlet.	5
Chiltern YAC and SUN JESTER (Consultants for Lifelong Learning, Historical Interpreters, Community Artists)	Continued use and re-use with different schools and out of school groups throughout Spring/Summer 2007	7
Katalytik/ Science Sisters	Spring 2007 – Winter 2008 Packs used schools visited by this group	12
Isle of Wight Heritage Service/ Carisbrooke Castle Museum	Pack distributed to Isle of Wight Schools from Summer 2007. This will continue with updated packs	3

Total: 27 uses

Distributing the pack using this method has enabled us to outreach to a wider audience. The success of using this method has initiated and re-enforced the idea of taking the pack to other areas affected by marine aggregate dredging.

A sample of the feedback from groups that have used the loans box this year

is included below:

Towse and Graham Harrison, Sun Jester Heritage Consultants (comments on the loans box and school workshops)

“..... the Chiltern YAC branch has used the Handling Box on a loan basis, which resulted in a further session to assess the impact of water and salt water on various metals.. We have also been able to make other branches and HQ aware of the potential of both these organisations.

‘Sun Jester’ was in addition able to organise a visit to a Buckinghamshire primary school by the HWTMA. During the course of the day, in which five year groups of the school had workshops, they were able to give the children much insight into the nature of maritime archaeology, the equipment used and the challenges imposed by the environment. This was a unique experience for most of these children, only one of which had had previous experience of diving.”

English Heritage have also used packs on a two occasions to support activities, notably through:

‘Hill Head’ 25/06/07 Used for an ALSF stall at the quarrying industries international show in Derbyshire. During this show the box generated huge amounts of interest, particularly from people that have worked for years in the quarrying/ aggregate dredging industries. These people had found archaeological artefacts on several occasions and were very interested to find out more about them, and to also tell the English Heritage staff their own research into the archaeology. They were clearly very interested in finding out more about this inherent and interesting aspect of their work. (pers comm. Jill Hummerstone, Aggregates Levy Sustainability Fund Adviser for the South Territory & London & East of England Regions.)

Defra/ Miro meeting on sustainable aggregate extraction in Birmingham 30/10/07 Used on their promotional stall.

“The Defra/MIRO people that came to our stall loved the box And they agreed this was the sort of thing the ALSF should be funding.” Jill Hummerstone, Aggregates Levy Sustainability Fund Adviser for the South Territory & London & East of England Regions (English Heritage)

Downloading the pack from the HWTMA website has continued to be a popular mechanism of use. Statistics show that 7,024 education resources have been downloaded between March 2007 and March 2008.

3.2 Teaching Packs for Other Areas of England

These packs used the Solent area pack as a prototype for the development of packs for three other marine extraction areas surrounding England (Figure 1). Information and case studies relevant to each of the areas were developed to help tailor the packs.

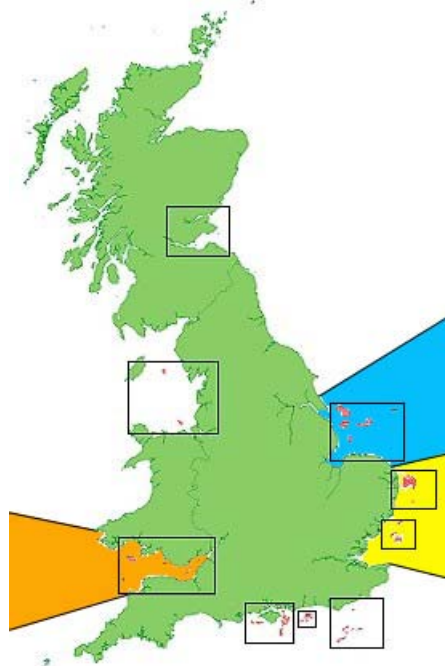


Figure 1: Image showing the three new areas for which Aggregates to Outreach Teaching Packs have been developed

The pack areas and specific counties to which they are relevant split down into:

Aggregate Extraction Area	Relevant Counties
South West	Bristol City Devon Somerset
Humber	Lincolnshire East Yorkshire
East Coast and Thames	Essex Norfolk Suffolk

During the Project Design development contact was made with organisations based within each area to gain agreement for them to host the new packs and make them available for dissemination. The packs have been lodged with:

County	Organisation
Bristol City	Bristol Schools Library Service
Devon	Devon Learning Resource Centre
Somerset	Fairmead Learning Resource Centre
Lincolnshire	Education Development Centre
East Yorkshire	Development education resource Centre
Essex	Essex Schools Library Service
Norfolk	Norfolk Schools Library Service
Suffolk	Suffolk Schools Library Service

3.2.1 Development, Delivery and Future Use

The principle tasks involved in the production of these packs has involved contacting individuals and organisations with data and information on the relevant areas in order to discover what is available and gain permission for its use. This task proved more time consuming than initially expected and caused the development of the packs to be delayed in relation to the original timetable.

As the completion and delivery of the packs was delayed it has not been possible to gain feedback on their use within the other areas of England within the timescale of the ALSF extension. In hindsight the original timetable set was overly optimistic and if a similar project was to be repeated more time would be apportioned for this. Drawing on experience with this project advice to others contemplating similar initiatives would be to allow plenty of time for accumulating information and images if a range of sources are being targeted.

The HWTMA are keen to monitor the use of these packs in the future and have developed a feedback form in hard copy to accompany the packs. It would also be possible to set up an on-line feedback questionnaire which may be an easier way of monitoring feedback. This would not only be useful in monitoring this resource, but would also be very useful in improving our resources and developing further projects.

4. School Workshops

The school workshops were developed to provide an adaptable way of taking the Aggregates to Outreach resources into schools.

4.1 Workshop Format

The workshops generally utilised a pre-set format that could be adapted depending on lesson time and the group's ages and abilities. The outline format was:

- General Introduction to maritime archaeology and the marine aggregate industry accompanied by power point images.
- Activity 1: Archaeology is 'Rubbish'. Looking into how archaeologists understand the past by investigating the rubbish and remains left behind by our ancestors.
- Case Studies accompanied by power point images. Using shipwreck case studies to introduce how the aggregate industry reacts to archaeology they find on the seabed.
- Activity 2: Artefacts in the aggregate. Pupils search through a box of aggregate and discover artefacts. They have group discussion and use observational skills to think like an archaeologist to interpret what the artefact could have been and why it was found beneath the sea within an aggregate deposit. The group prepare a mini presentation for the rest of the class.
- Power point animations on the methods used to dredge aggregate from the seabed.
- Activity 3: Boomers and Pingers. This is a game used to understand how and why the aggregate industry use sonar to avoid dredging shipwrecks, and to locate palaeochannels.

- Activity 4: Tools of the trade. Pupils use the interactive white board and work as a class to understand the tools that Professors Archie O'logy and Marie Time would use. Whilst they participate, one pupil is dressed as a maritime-archaeologist, and used to demonstrate SCUBA equipment
- Activity 5: Communication at sea, past and present.

Most pupils have little or no previous knowledge of maritime archaeology, and so the workshops focus on developing and using pupils observation and interpretation skills. In this way, the workshops can be easily adapted to different abilities. Archaeology is a great way of enhancing pupils self-confidence as answers are not set in stone. A pupil with no previous knowledge of the subject can still apply everyday knowledge to answer questions, without the fear of being incorrect.

A selection of images taken during delivery of the workshops at a range of venues have been included below.



Figure 2: 17th Itchen Cub Scouts discover artefacts in the aggregate



Figure 3: Chiltern YAC learn all about communication at sea



Figure 4A (left) & 4B (right): Sunnycrest Nurseries adults with special educational needs survey local shipwrecks laying in foreshore gravel to try to understand how these wrecks may look beneath the waves



Figure 5A & 5B: Sunnycrest Nurseries adults with special educational needs learn all about the shipwrecks of the Isle of Wight that that lie near aggregate extraction zones



Figure 6A & 6B: Year 5 at Leyhill Primary School discuss artefacts and try on dive equipment



Figure 7: Year 2 at Leyhill Primary School show how divers signal 'shark'!

4.2 Workshop Delivery

The workshops proved to be so successful that many more requests were received than could initially be catered for, this was partly addressed through and extension to the project which enabled a total of 30 workshops to be delivered throughout the year. These broke down into:

School/ Group	Level (if applicable)	Date	No of Workshops	No of children
Sunnycrest Nursery	SEN	October 2007	4	48
Southampton YAC		April 2007	1	17
Itchen Cubs		November 2007	1	30
Bridgemary Community Sports College	KS3	July 2007	3	45
Lee Chapel School	KS2	July 2007	3	90
Cadland Primary	KS2	July 2007	2	57
Wildground Junior	KS2	December 2007	2	60
Burseldon Primary	KS2	June 2007	2	64
Blackfield Primary	KS2	May 2007	3	96
Ley Hill School	KS1 – KS2	January 2008	5	160
Aylesbury YAC		January 2008	1	20

Various Christchurch Schools	KS2-3	March 2008	3	96
Total			30	783

4.3 Workshop Feedback

Teacher:

"This workshop was a learning opportunity with a difference. It was exciting as a new person was speaking, the artefacts went down very well with the children and the workshop was generally well organised and well-matched to the children's abilities. I was very impressed and the children really enjoyed it!"

Claire Lawford, Wildground Junior school

Pupils:

Each pupil is given a simple feedback form to fill in at the end of each workshop. This makes it possible to adapt the workshops if certain areas are consistently not understood/enjoyed. Below is a sample of some of the answers given on the feedback forms.

One thing you learnt today	Most exciting part of today	One thing you didn't like
People used to live on land now underwater	Learning about discoveries in the gravel	I liked everything!
Learnt that there are 4000 shipwrecks in the Solent and around the Isle of Wight	Holding probably the oldest thing I will hold in my life	All the weights on your body
That 600,000 years ago they shaped stones for hand tools	Trying to find out what the objects were that were in the box of aggregate	The noise of the dry suit
I have learnt that a shipwreck you can see above water is called a hulk	When Natasha put on the dry suit and when people dug in the box	Nothing
How to identify objects using archaeology	'Watching Kieran in his swimsuit' or 'When Kieran was inflated'!!!!!!	Saying that archaeology was rubbish

While teachers have been encouraged to utilise the workshop format themselves, many have highlighted that having them delivered by external staff makes a huge difference in terms of pupils comprehension of the information given and development of understanding. The presence of external staff provides the impression for pupils that this is a subject outside of those usually presented by teachers which creates an added element of interest. An important aspect that must be emphasised is that the unusual content of the workshops is taught using subjects, language and curriculum focuses that are familiar to both pupils and teachers. This makes them accessible, comprehensible and very useful as an educational tool.

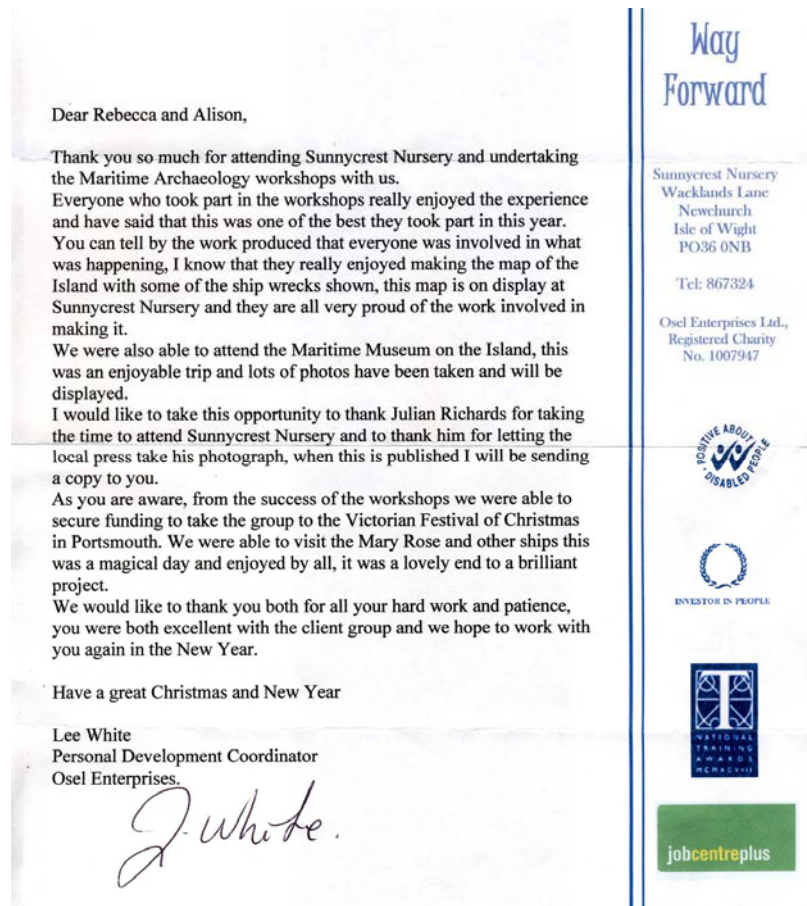


Figure 8: Letter from Lee White, Personal Development Officer for Sunnycrest Nurseries

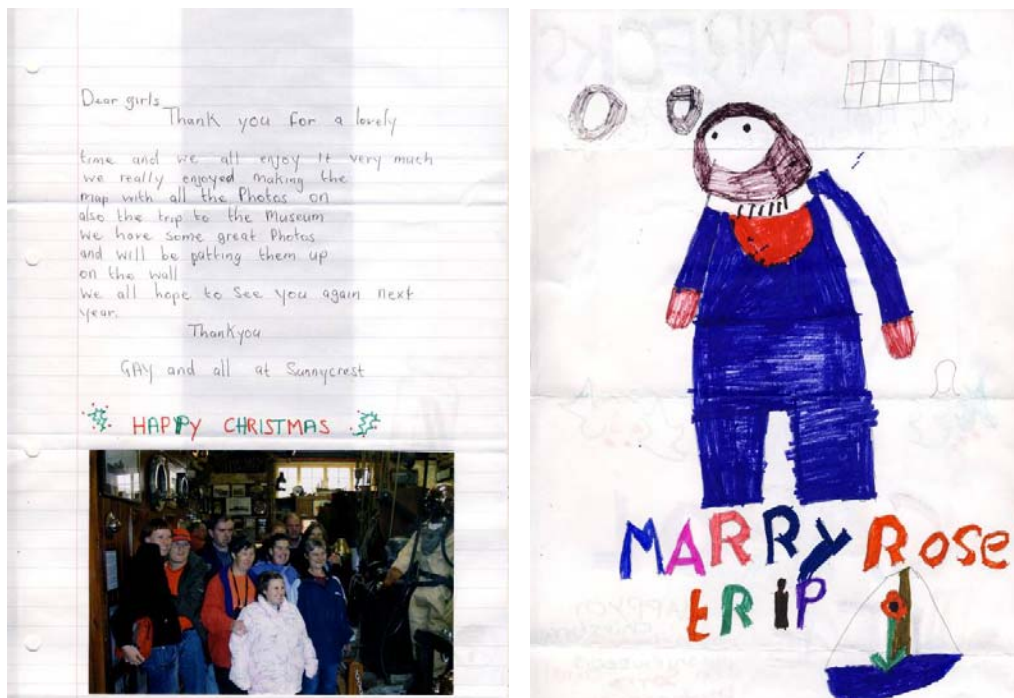


Figure 9A & B: Thank you letter and drawing of 'carol in a dry suit' from adults at Sunnycrest Nurseries

Due to the highly positive response to the workshops and the large number of requests received that were unable to be facilitated there is definite scope to continue and enhance the number of workshops given if further funding is available.

5. Activity Books

The 'Dive into History.... Dig into Dredging' children's activity books were designed to widen the delivery of educational message outside of the formal education environment. This has produced a resource which emphasises fun activities and can be used in a variety of learning environments.

5.1 Page Contents

The contents of the activity book utilised the draft contexts outlined in the Project Design with some minor changes to include information most suited to activity development.

Page Number	Title	Description / Content
1	Front Cover	
2	Inside Cover	Description of HWTMA, English Heritage and the ALSF
3	This book belongs to . . .	A page for child's name, photo and character to colour
4	Introduction	Professors Archie O'Logy and Marie Time introduce the book
5	What is archaeology?	Introduction to archaeology. Activities: 1. Match the artefacts to the correct person 2. 'Archaeology is rubbish'
6	What is aggregate?	Introduction to marine aggregate. Introduction to Derek the Dredger. Activity: Aggregate use
7	Archaeology and marine aggregates	How archaeologists and aggregate extractors work together. How Sonar Survey is used to locate aggregate and spot Maritime Archaeology. Activities: 1. What does the sonar show, 2. Match the artefacts to the name.
8	Maritime Maze	Activity: Help the Professors navigate their dredger through the aggregate zone to the aggregate whilst avoiding the archaeology!
9	Where is the marine aggregate?	Map of the UK showing aggregate extraction areas and archaeological finds within them.
10	Archaeology Tools and skills	Activity: The Professors are surrounded by pictures of their tools. The names of the tools and a short description will be around the edge of the page. Can you match these up?
11	After the Ice Age	The end of the Ice Age and the creation of palaeochannels and the archaeology within them. Activity:

		Find the archaeology hiding in the aggregate.
12 - 14	The archaeological process cartoon strip	This will show how a wreck can be discovered by aggregate industry survey, and the procedures that follow, ending in finds being placed in a museum. Activity: fill in the missing parts of the cartoon.
Centre page pull-out	Maritime-line	The maritime-line has been inserted here and can be pulled out and used as a poster.
15	Marine aggregates and maritime archaeology word dredge	Word search using key words from maritime archaeology and marine aggregates.
16 - 17	Wonderful wreck stories	Two case studies of wrecks found in aggregate zones that have interesting stories that will amuse and engage children.
18 - 19	Boomers and Pingers	Activity: Children pretend they are aggregate extractors using sonar to locate archaeology and aggregates in a variation of the game, battleships.
20	Dredgers new and old	Activity: spotting the differences between modern and old dredgers
21	Seabed samples	Understanding cores. Activities: 1. materials in cores, 2. The odd one out.
22 - 23	Fantastic Facts	Ten to fifteen interesting facts about maritime archaeology and dredging.
24 - 25	Maritime archaeology and aggregates crossword	Activity: A keyword crossword.
26	Find out more	Contacts and ways to find out more
27	Inside back page	Answers to activities
28	Back cover	Short description of contents and contact details

5.2 Maritime-line

The updating and nationalising of the maritime-line was an essential element of these activity books. The popularity of this poster in Round 2 of ALSF funding necessitated the production of the new and improved time-line that had a national rather than South Coast focus. Not only is the time-line a useful and attractive poster, it is also a very good way of promoting the work of HWTMA, English Heritage and the ALSF. Requests for the maritime-line from a very wide range of groups has proved that people of all ages are genuinely interested in their maritime heritage. The maritime-line is included as a pull out section in the centre of each activity book.

5.3 Distribution

The activity book was delivered from the printers in January and has already been distributed through a range of organisations and events. These are summarised as:

Event/ Organisation/ Group	Approx no of books
Education show (Birmingham) – distributed to teachers from around the UK	600 copies
Dive show (London) – more than 14,000 divers attend the show, copies provided to those showing particular interest	250 copies
ALSF Technical Meeting – 80 delegates from a range of government departments, companies and research organisations (some delegates took multiple copies to provide to schools)	100 copies
Hansons Aggregate Marine	70 copies
Paul Leonard – for use during school workshop	30 copies
EH – Jill Hummerstone (initial quantity only)	30 copies
School requests	260 copies

The above avenues of distribution are in addition to those as outlined in the Project Design, which are:

Venue/ Organisation	Geographic Location
National Stone Centre	Derbyshire
Magna Science Adventure Centre	Rotherham
Diggerland	Devon, Durham & Kent
Underwater Archaeology Centre	Isle of Wight
Isle of Wight Centre for the Coastal Environment	Isle of Wight
Kimmeridge Marine Information Centre	Dorset
Gods House Tower, Archaeology Museum	Southampton
Cromer Museum	Norfolk
BMAPA	Held centrally, distributed through country

5.4 Sustainability

The continued sustainability of the activity book was addressed through the Project Design of 'Derek the Dredger', an early years story book. Any profit from sales of 'Derek the Dredger and the Underwater Archaeologists' will go towards reprinting both 'Derek the Dredger' and the activity book, 'Dive into history, Dig into Dredging'. This will mean that both books should be sustainable as further print runs can be funded from these proceeds.

6. Interactive CD

The interactive CD promotes learning through fun outside of a formal teaching environment. The now well established characters 'Professor Archie O'Logy' and 'Professor Marie Time' join 'Derek the Dredger' to guide children through the fascinating worlds of maritime archaeology and the marine aggregate industry. The CD aims to inspire children by using current technology, indicating that these are subjects relevant to modern interests and issues. It offers different learning styles to engage children who are familiar with computer based information and learning methods.

6.1 CD Format

The interactive CD changed little from the planned format (see figure 10). The main changes were a number of additions, including:

- A number of downloadable worksheets in both the teachers and the main sections.
- An animation explaining how a dredger works was included, courtesy of BMAPA.
- An animation explaining how aggregate is taken from the sea was included, courtesy of BMAPA.
- 'Spot the Archaeology' was developed to get children looking within the aggregate for archaeology. This was based upon the popular activity run by HWTMA in school workshops.
- Aggregate and Archaeology hangman.
- A photo and video gallery was included as for use in school research type projects.

The video diary of a day on a dredger was changed into a scrap book style feature as this allowed us to get more information across about the marine aggregate industry and its relationship with maritime archaeology.

The CD was produced professionally in a small card wallet that allows it to be easily sent out.

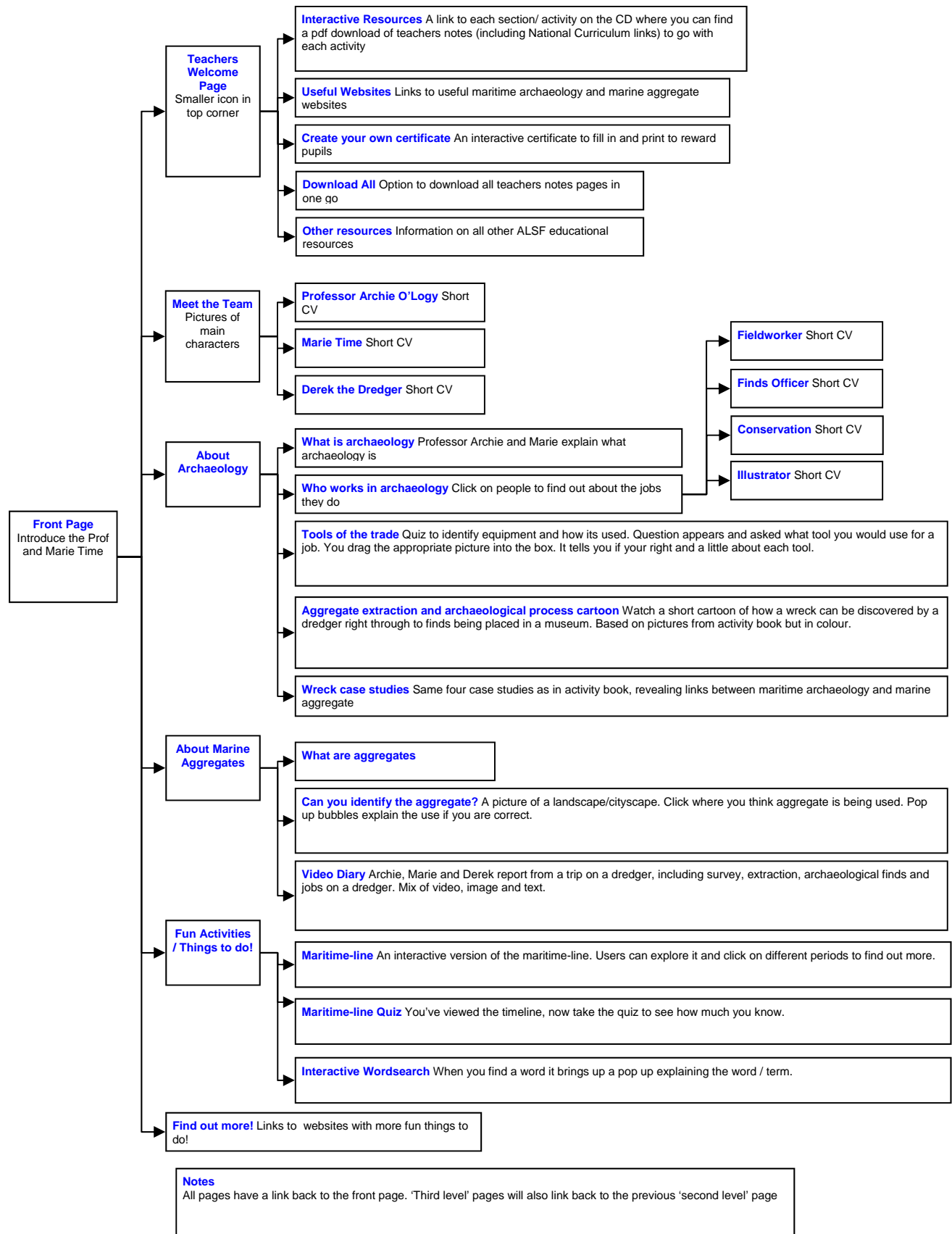


Figure 10: The planned structure of the interactive CD

6.2 Distribution

The distribution mechanism for the Interactive CD has been similar to that for the activity book and figures outlined in section 5.3 also apply to the CD. Additional dissemination has been achieved through posting copies of the CD to educational establishments.

Copies of the CD have a longer use-life than the activity book as they can be re-used and shared. It is therefore currently not foreseen that a reprint will be necessary in the near future as the nature of a CD makes it a sustainable/re-useable resource.

An extension to the original proposal allowed the purchase of a touch screen terminal to be installed at the Underwater Archaeology Centre at Fort Victoria to allow the interactive CD to be made available in a long-term sustainable facility (Figure 11).



Figure 11: The touch screen terminal installed at the Underwater Archaeology Centre, Fort Victoria

7. Summary of Publicity and Marketing

One of the key elements of the project has been the development of a range of publicity and marketing avenues to promote all the available resources.

7.1 Shows and Stands

The key events where promotion has taken place are included below:

Education Show (London, October 2007 and Birmingham, March 2008) -

Reactions at this show were very positive. Teachers particularly liked the fact that they could use the resources for under the sea topics and for geology related projects. Many positive responses were received about the quality and general look of the resources as a group on the stand. This is particularly pleasing to hear as significant thought and effort has been invested in making the products look attractive and appeal to the audiences they are aimed at.



Figure 12 (left): Teachers enjoying the ALSF resources at the education show

Figure 13 (right): Rebecca Causer and Alison Hamer proudly showing off the ALSF resources

An additional bonus of attending the education show is the networking opportunities it provides for meeting with other people and organisations. Several contacts with other exhibitors have been made as a result of the show that could be very useful for future educational project work.

Prior to the show other ALSF funded projects were contacted to give them the opportunity to promote their resources on the stand. We were happy to be able to hand out Lara Murphy's interactive CD (National Museum of Wales) and have Gemma White from Wessex Archaeology join us on our stand.

Other events attended:

Birmingham Dive Show – (October 2007) General promotion of resources.

London International Dive Show – (March 2007/ 2008) General promotion and/or distribution of resources.

National Archaeology Weekend – (July 2007) General promotion of resources.

Forton Lake Family Activity Day – (July 2007) General promotion of resources.

Hamble River Festival – (July 2007) General promotion of resources.

National Science Week Event, National Oceanography Centre – March 2007 and 2008 each event was attended by 3000 people. During the 2007 event, the resources were promoted. During the 2008 event, the resources were distributed and further promotion continued.

Hobbies Festival, Royal Victoria Country Park (August 2007)

Portchester Castle – General promotion of resources (August 2007)

Fort Victoria Foray - General promotion of resources (August 2007)

ALSF Technical seminar - (February 2008)

IFA Conference - (March 2008)

Quite a number of these events are additional to those originally outlined in the Project Design. Opportunities for promotion at events being attended by the HWTMA in conjunction with other initiatives were taken advantage of to maximise the publicity. All resources are now on display at the HWTMA's Underwater Archaeology Centre on the Isle of Wight.

7.2 Articles, Publications and Website

The approach to promotion has been to utilise all possible avenues, some of the key areas have included:

Magazine articles:

Times Educational Supplement (TES) Advert

Teach Primary advert and review



Figure 14: Promotional advert for all HWTMA ALSF funded resources

Website stats March 2007 – March 2008:

- Website 'hits': 470,456
- Average weekly hits: 3,871
- Weekly hits the week of the education show: 9,899

- Aggregates Talk pdf Downloads 5,211
- Educational Resources Downloads 7,024
- Services for Schools Leaflet Downloads 995

These impressive statistics underline the importance of making material available via the internet.

7.3 Talks at Conferences and Seminars

The presentation of project progress and results at a range of national and international conferences and seminars had provided the opportunity to raise the profile of the project within the education, archaeology and industry sectors.

Education Conference – Bournemouth (June 2007), Paper entitled 'Maritime archaeology - Engaging Audiences' given by Rebecca Causer and Alison Hamer. This was a fantastic opportunity to highlight the importance of introducing archaeological education to younger age groups. The ALSF resources were all showcased at this conference.

EAA Conference – Croatia (Sept 2007), paper 'Engaging Audiences with Maritime Archaeology through Education' given by Alison Hamer. This conference enabled HWTMA resources to be showcased at an international level. Reactions to the paper at this conference demonstrated that Britain was leading the field in terms of the development of education and outreach initiatives related to maritime archaeology. This demonstrates how the ALSF fund has helped develop this area of the maritime heritage and marine aggregate sectors.

ALSF Seminar - London (October), paper entitled 'Engaging Audiences with Marine Aggregate and Maritime Archaeology through Education' given by Rebecca Causer

ALSF Education Seminar – London (Jan), attended by Rebecca Causer and Alison Hamer

7.4 Assessment of Promotion

The education show has been the most successful method of promotion. It enabled the resources to be show cased, distributed to relevant audiences and to be widely advertised. Since the show, HWTMA has received daily phone calls requesting workshops and resources.

The education show has also revealed how frequent attendance at shows and events is delivering huge benefits in terms of recognition and publicity. Many people recognised the HWTMA through the 'Trust Branding', this branding has

also been utilised with the ALSF resource production and hence has helped develop a recognisable package of materials. Attending the Education Shows not only provides recognition from teachers, but also establishes extremely useful links with other educational providers.

Whilst at the Education Show teachers were asked about the most effective ways of marketing resources. This was undertaken to investigate places where teachers looked for educational resources and methods of distribution. Below is a list that may be useful to share with other ALSF educational project officers for future work.

Marketing method	Type of marketing	Delivery action
Extended Schools Co-ordinators	Co-ordinators of specific subject-related areas for schools	Ask at any local school/LEA
TES	magazine	Pay for advert (or try to get a free article)
Topmarks	Online educational search engine	www.topmarks.co.uk
Smart kids	Online educational games and resources	www.smartkidscatalog.com
Teachers TV	Educational programmes online and on TV	www.teachers.tv
Primary Resources	Online for uploading resources	www.primaryresources.co.uk
Leaflets/fliers	Send through LEA internal mail	Several teachers still like the traditional leaflet, especially if they are sent through the LEA internal mail system (also easier and cheaper)
BBC	(also bbc skillswise for adults)	Many teachers use these resources (it may be very difficult to gain access, although it may be good for ideas)
Teacher Express	Online – everything a teacher needs to know!	www.teacherxpress.com
Scholasitc	Online – teaching resources and publisher	www.teachershop.scholastic.co.uk
Teach Primary	Magazine	New magazine with relatively cheap adverts
Folens	Online	One of the leading publishers of Primary and Secondary educational texts, classroom resources and software. They also distribute educational leaflets.
Free-Eds	Online – free promotion of free teaching resources	www.free-eds.co.uk
Local loans	Libraries/educational	

systems	establishments	
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As the list above shows, teachers use a range of different places/methods to find resources. This highlights the need to continue to use the internet, magazines, leaflets and posters to accommodate all types of teacher.

8. Assessment of Sustainability of Resources Beyond R3 ALSF

An additional project undertaken during the 2007/08 ALSF funding has been 'Derek the Dredger and the Underwater Archaeologists' an early years children's story book. 'Derek' is designed to be sold to bring in revenue which can be used to fund reprints of the Activity Book and Interactive CD when they are required. It is hoped that the growing popularity of Derek will ensure these resources are sustainable.

However, there is a need to fundraise to ensure that the program of talks, school workshops, promotion and marketing can continue and ensure that the audience and impact of the resources reach their full potential. A number of possible future funding sources have been briefly assessed for their suitability to help sustain the Aggregates to Outreach program.

- Further ALSF funding through English Heritage – should funding be available from 08/09 be available this would be the most appropriate source to approach to help continue the scheme. However, initial indications from Defras 'Consultation of the Future Priorities for and delivery of the ALSF April 08 – March 11' indicate that funding for English Heritage will be reduced.
- MEPP funding – it should be possible to apply to the MEPP, although the basis of the program may have to be widened to apply to a broader sector of the marine environment.
- Crown Estate – it may be possible to apply to the Marine Stewardship Scheme run by the Crown Estate, although the project may have to be revised to ensure it delivers the priorities of promoting stewardship of the Marine Estates.
- BMAPA/ Aggregate Companies – approaching the aggregate industry directly may be necessary if funding is not available through the ALSF. However, the resources available for individual companies to support community schemes may be limited.
- Applications to grant making trusts – more traditional fundraising approaches to trusts would require research to determine which specific trusts priorities the Aggregates to Outreach Program could fit into. Relationships with suitable trusts would then have to be developed to increase chances of success.

The HWTMA is committed to exploring possible funding avenues to ensure the Aggregates to Outreach program can continue. All of the above options for future funding require investment of staff time, with some being more time intensive

than others, particularly if the project has to be tailored to suit a specific funding body. The HWTMA intends to explore future funding with the above list of sources being used as the order of priority.