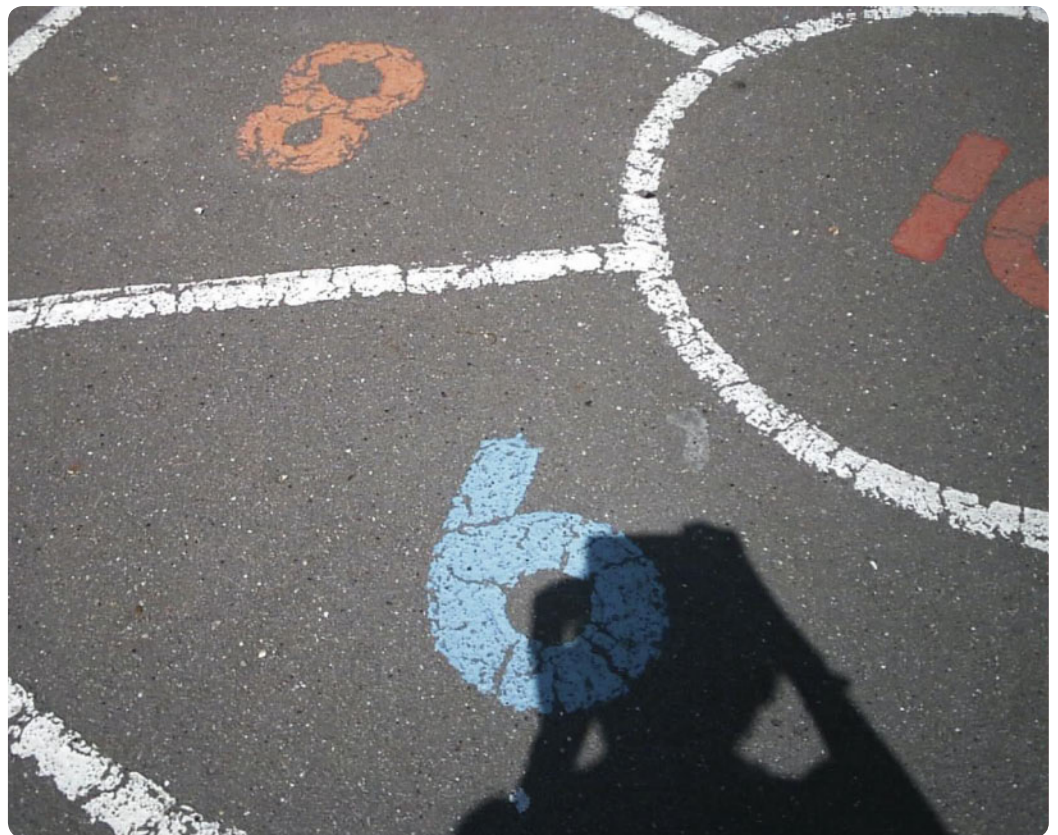


**EVERYDAY ARCHAEOLOGY**  
**Children's Relationship to the Environment**

**Activity & Impact Report**

**A collaboration between  
Proboscis, Loren Chasse and the  
Jenny Hammond Primary School**



**September 2006**

## **Contents**

- 3. Introduction**
- 4. Background**
- 5. Themes and Structure**
- 8. Impact**
- 11. What Next?**
- 12. Workshop Schedule**
- 13. Everyday Archaeology Tools**
- 14. Acknowledgements**

## **Appendices**

- A. Student eNotebooks: Sample Images**
- B. Student Designs: Feral Robots & Environments**
- C. Everyday Archaeology eNotebook**

## Introduction

*Everyday Archaeology* followed from the success of *Sound Scavenging: Listen Your Way to School* (July & December 2005) and was a continuation of Proboscis' ongoing collaboration with the Jenny Hammond Primary School in Waltham Forest, London. This collaboration seeks to integrate Proboscis' Social Tapestries framework for creative public authoring into the everyday school curriculum as a new form of associative learning and teaching.

*Everyday Archaeology* supported a range of key skills and concepts from map reading, making media, storytelling, drawing and literacy to more abstract concepts of science and maths. It used some of Proboscis' innovative and inspiring tools and techniques to help students explore relationships between the environment and pollution. Led by school teacher and sound artist Loren Chasse, the five day workshop with thirty students (ages nine and ten) in Year 4 focused on 'everyday archaeology' – a term to describe investigations of the local environment using a combination of ideas, techniques and tools created to gather evidence and stimulate storytelling, knowledge sharing and mapping and relationship building. The tools bridge digital and analogue worlds to surprise, delight and engage all ages and include Storycubes, an Endless Landscape, DIFFUSION eBooks, Sound Scavenging, Feral Robots and Urban Tapestries.

Over the course of the week thirty excited and engaged students acted as scientists and archaeologists gathering evidence about the world around them to uncover causes of pollution. By linking three aspects of the national curriculum Key Stage 2 – Transport, Architecture and Climate – the students began to make associations and connections between the areas. This has been a trigger for them to imagine what they could do to help the environment and think about the kind of world they want to grow up in. The students gathered audio recordings, created photographic evidence and used the Feral Robots to detect air quality in a local park, they wrote stories based on the Endless Landscape, imagined their own feral robots and created structures and environments using the StoryCubes. Additional activities and homework before and during the week were designed to build on the activities and link it to the core curriculum. It was an innovative, rewarding and broad immersion for the students, teachers, lead artist and Proboscis.

Evaluating the project, we have been inspired by the willingness of the students to engage, learn and share their experiences, as well as with the teaching staff who have worked with us to mesh their own teaching with our processes and tools. The excitement of the children was infectious, not only for Proboscis, but across the whole school and staff. We hope now to consolidate the long term collaborative process of weaving the skills and practices of teaching with our tools, concepts and processes into the core teaching and learning methods used across the school.

All the facilitators including additional members of staff and governors took part in an evaluation discussion which, along with the students' own feedback and reflections by workshop facilitators, forms the basis of this report.

Giles Lane & Orlagh Woods  
September 2006

## Background and Aims

The workshop built on the relationship Proboscis developed with Jenny Hammond School through *Sound Scavenging: Listen Your Way to School*\*. It demonstrated that Social Tapestries' approach to integrating creative practices into learning, responds to individuals' skills and gives less confident students a voice. The approach to public authoring, listening and creating, teaches how to link ideas between subjects; associative skills that encourage critical, empowered thinking about space and environment. It also demonstrated the benefit of working with an artist who can bridge artistic and school environments, allowing students and teachers to explore new artistic processes and ideas.

Proboscis is a creative studio which researches, develops and facilitates innovation. It creates artworks and acts as a production company, commissioning agency, design studio, think tank and consultancy. Collaboration is at the core of its creative practice and ethic. Jenny Hammond is a diverse, high achieving primary school which believes in enriching the curriculum in imaginative and creative ways. In 2005 it had 185 students of which 40.5% were girls and 59.5% boys. 18.5% of these students' first language was other than (or believed to be other than) English.

The workshop aimed to integrate the Social Tapestries innovative framework for creative public authoring into the curriculum in order to:

- relate the teaching of subjects to everyday experience by creating processes that allow students to gather and collect information which is studied in class – 'owning' the process for themselves.
- inspire students that their voice matters and that they have agency to influence change in their community and environment.
- develop students' literacy, numeracy, map reading, visual recognition, listening and communication skills.
- encourage students to explore and map their environment in ways which privilege their own understandings.
- encourage sharing of knowledge and experience to promote greater understanding and appreciation of difference.
- introduce students to issues of pollution in their environment in an imaginative way and give new perspectives on the value of learning and what constitutes 'knowledge'.

At the end of the final morning workshop a round table discussion between Proboscis and the staff took place to capture feedback and reflection on the week whilst it was fresh in the participants' minds. Those who took part included Deborah Gibbon, John Harold, Sally Labern, Stephanie Lucas, Loren Chasse, Giles Lane and Orlagh Woods. Comments from this discussion, as well as descriptions of the activities, written evaluations completed by the students and further reflections by the workshop facilitators form the basis of this report.

\* [http://socialtapestries.net/jennyhammond/SoundScavenging\\_Report.pdf](http://socialtapestries.net/jennyhammond/SoundScavenging_Report.pdf)



### Themes and Structure

The students were introduced to a range of concepts about the environment, pollution and mapping using tools and techniques designed by Proboscis including Endless Landscapes; digital cameras; digital audio recorders; eNotebooks; StoryCubes; Feral Robots; large-scale aerial photograph; and the Urban Tapestries mapping platform. These were devised to inspire discussion and gather knowledge in different ways using different skills. They were also designed to help students build on their existing knowledge by adding depth to their observation, storytelling and literacy skills, geographic and scientific knowledge – reinforcing the links between individuals actions and their impact on the local environment. Throughout the week the students were introduced to new vocabulary and concepts as well as being challenged to think more broadly about subjects such as science, maths, history, geography and community.



### Activities

The week was structured around concepts of environment and pollution looking at: what 'environment' means; what it looks, feels and sounds like; what constitutes pollution; architecture and the environment and how students could make a difference. Each day explored ideas and skills around various activities including: storytelling, observation, evidence gathering, mapping, architecture, design and construction. 'Evidence collection' was at the centre of the workshop and students were introduced to the idea of being a scientist or archaeologist to collect evidence about the world around them. Students used a large scale aerial photo to connect the various pieces of evidence together and map them geographically to their environment. To enable an ongoing process of reflection, each student had a DIFFUSION eNotebook in which to write and draw as a personal means to reflect on specific activities from each day and build up knowledge over the week.



### What's in Your Environment?

The students were introduced to the idea of 'environment' and what that includes through the use of 'Endless Landscapes'. These are a 'myriorama' of 21 drawings by artist and Proboscis Co-Director, Alice Angus, which fit together in any number of ways to make a larger continuous panorama. They were used to enable students to discover things and places which were included within their environment in a fun and inclusive way.



*"I think particular things like the Endless Landscapes are really inspiring... a fantastic exercise to bring into literacy, RE [religious education] and PSHE [personal, social and health education]."*  
Stephanie Lucas (Year 4 Teacher)



*"Endless Landscapes are a great resource for stimulating writing – I think they're cross curriculum."*  
Deborah Gibbon (Head Teacher)

### Endless Landscapes: some students' descriptions

*"I can see in my landscape the town of London, a lady with her child. I can see a bridge, birds, a man sitting on a branch. I can see a bush of flowers. I can see a river and a boat."*





*"I can see fifteen people and nineteen trees. I can see a mosque, a hot air balloon, three towers, a motorcycle, a red phone box."*

*"I can see Nathanael walking down the street with his pal lucky Luke across the road."*

**Know Your Way to School**

This was an exercise to stimulate the students to be more aware of things they see, hear, smell and travel through on their way to school everyday. An example of one of the questions and responses:



What kinds of pollution do you notice on your way to school?

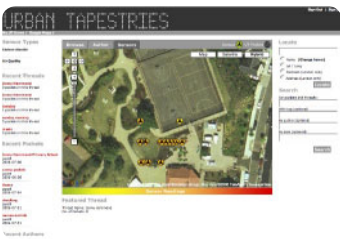
*Crispbag, dead pizza box, drink bottle; sweet bags, most car smells; rubbish; cigarettes, orange grove; carbon monoxide from factorys; rubbish on the road; car fumes and cigarette smoke; Carbon Monoxide on the road; I see rubbish on the roads and plastic bags; CO in the air, litter and dog poo; cars, trucks, vans; Pollen in the air, car fumes; I notice lots of pollution from cars, lorries and buses;*

**Collecting Evidence**

'Evidence collection' was at the centre of the workshop and focused on how to make this 'gathering of evidence' fun and engaging. Students were introduced to the idea of being an archaeologist and to fun ways of collecting evidence about the environment and the world around them. They worked in rotating groups so all the students got a chance to experiment with the different ways of collecting evidence both in the playground and at a nearby park. The tools and techniques included the use of digital cameras and audio recorders – students were encouraged to explore the different ways they could make and collect sounds within their immediate environment, taking rubbings, create maps the area and to use the Feral Robots to collect air quality data. Feral Robots are toy robots which have been adapted to include electronic sensors which can detect a range of 'invisible' pollution such as carbon monoxide, air quality, light and noise pollution. They enable children to collect invisible evidence in a fun and tactile way. The sensor readings were added to the online mapping tool, Urban Tapestries, to enable the students to see which areas had high and low readings.



*"feral robots are fun and engaging and inspire the imagination... [they] enable kids to see how things can be adapted to collect evidence that can affect their environment"*  
Giles Lane (Director, Proboscis)



**Mapping The Evidence**

By using a large scale aerial photo of the school and its neighbouring area, the children were able to map the evidence they had collected throughout the week. They also created their own wall map of the school playground using stickers of the photos they had taken on the first morning. The mapping exercises continued with the data collected by the Feral Robots, which was presented to the students as a series of screenshots from the Urban Tapestries mapping platform.



*"[It was] important that it was a map of their neighbourhood and there were physical references the kids could associate with – street names, places etc..."*  
Loren Chasse



**Storytelling & Reflections**

*'Storytelling is what came out of it.'*  
 Sally Labern

Storytelling and reflection was an important aspect of the workshop throughout the week. The students' listening and comprehension skills were developed through activities such as using the Endless Landscapes and through an oral reading of Dr Seuss' *The Lorax*. This story has a strong environmental message set in a highly imaginative world, providing many discussion topics.



Throughout the week the students were encouraged through drawing and writing to imagine their own robots to help the environment and to design an actual environment which they would like to live in – thinking about what would be included and excluded from that space. They were encouraged to think outside the box and become designers / architects of their own environments. Each student used their own eNotebook in which to write and draw as a personal means of ongoing reflection on specific activities from each day and to build up knowledge over the week.



Within the workshop 'StoryCubes' were used by the students to build structures reflecting their ideas of an ideal environment. StoryCubes are a tactile thinking and storytelling tool for exploring relationships and narratives. Each face of the cube can illustrate or describe an idea, a thing or an action, placed together it is possible to build up narratives or explore the relationships between them in a novel three-dimensional way. Initially each student constructed a cube from a flat sheet of perforated paper and then chose six of the images they had collected throughout the week and stuck them on. Working together in groups they then built structures illustrating their ideal environment. This promoted a great deal of discussion and negotiation as by adding each cube to the structure some of the other cubes faces were hidden. The students had lively discussions about the impact this would have on their structures and found themselves having to argue their case and make compromises as part of the group effort.



At the end of the workshop each students was presented with a unique StoryCube made by the team at Proboscis as a memento of the week to keep.

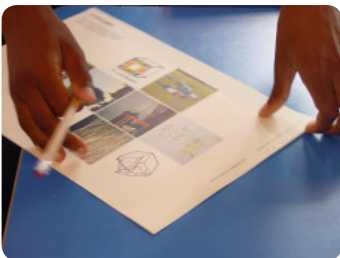


**Impact**



*"There is a buzz generally with Year 4 that is infectious around the school."  
Deborah Gibbon (Head Teacher)*

- The workshop built upon the students' existing knowledge of pollution and ecology by adding depth to their literacy skills, geographic and scientific knowledge and by reinforcing the links between individuals actions and their impact on the local environment.



*"I've seen them progress throughout the week and they're understanding about pollution and what they need to do to care for the environment are really clear in their minds now."  
Stephanie Lucas (Year 4 Class Teacher)*

- The students were introduced to a range of tools and techniques throughout the week, some of them new and some familiar: Endless Landscapes; digital cameras; digital audio recorders; eNotebooks; StoryCubes; Feral Robots; Aerial Photographs; Urban Tapestries mapping platform.



*"It was important to introduce ideas and practices – the purpose was not to resolve all the issues but to set things in motion. The workshop was about associations and kids making connections. It was therefore contingent on the teacher being aware and interested in the ideas and being open and invested in the process."  
Loren Chasse (Lead Artist & educator)*

- As expected, the students responded differently to the various media they used during the week, and their capabilities were challenged by having to use devices, visualise and annotate information and make things with their hands.



*"I just thought it was fantastic to see the children move so fluidly between abstract ideas, science, the new technology using their hands and making their own ideas, sharing ideas."  
Sally Labern (Creativity Link Governor)*

- The students were able to access ideas through different kinds of learning and doing. This provided a way in for marginalised students to be involved and have a voice.

*"there are absolutely different learnings and what we're trying to do in the workshop is to create ways so all the different kinds of intelligences access a content. Some kids struggle with some things, while others are successful and can help. Other kids are more adept at manipulating the recorders, so they can do the recording... It gives the students power, to become teachers of their peers."  
Loren Chasse*



*"In many history sessions, I have given the children a photograph and tried to get them to guess about the photograph but today, they were really eager to talk ... the description terms they were using were brilliant."  
Stephanie Lucas*





- Many of the activities required students to work in groups and also to come together to describe what they had learnt. This had an effect of promoting peer teaching and learning between the students
- Throughout the week the students were introduced to new vocabulary and concepts as well as being challenged to think more broadly about subjects such as science, maths, history and geography.

*"the work we were doing was simultaneously engaging students in sociology, literacy and geometry, unifying practices from these different subject areas within a single meaningful context."*

*Loren Chasse*



- The use of the StoryCubes on the final day of the workshop created an example of how the students could explore and communicate their ideas and decisions. By introducing new ideas, practices and relationships, it promoted a higher level of thinking, negotiating and decision making process.

*"Children were really exploring such big ideas and the sense of responsibility when it came to decision making. If you do this than what? If you do that, then..."*

*Sally Labern*



*"It was a challenge. What do we want to eliminate? And they were trying to eliminate construction sites and these two boys they started arguing on behalf of construction sites saying it's not always bad, sometimes they're building hospitals or schools or orphanages or building parks. They were actually going beyond what we talked about this week and drawing conclusions."*

*Loren Chasse*

- The workshop encouraged students to feel that they could kick-start change and improve society. They were encouraged to think of real ways that they could change their environment. One student suggested:  
*"I would write a letter to the Queen so the people from the Houses of Parliament would put more bins in the city"*



- The workshop was successfully supported by the staff of Jenny Hammond, notably Stephanie Lucas and John Harold who teach Year 4, as well as Sally Labern (a school Governor) and Deborah Gibbon (Head Teacher). The teachers were able to use the materials provided by Proboscis, such as the eNotebooks, to link their teaching in the afternoons back to the workshop activities of the morning.



- The workshop had the effect of personalising the project for each student, making it relevant to their everyday life in and out of school, while conforming to Key Stage 2. The range of tools, techniques and activities also offered opportunities for students to do well and feel achievement in different ways.



### Lessons Learned

- Importance of defining roles prior to workshop – defining protocol with the students, teachers and facilitators early on in the workshop
- Need for more teaching staff to help at various points – e.g. group work
- Problems of using experimental technology in schools especially when dependent on weather and the technology being available in schools.
- The need to use a heavier card to make the Storycubes – although it was important for the children to make the StoryCubes themselves, a heavier card and pre-cut stickers would make it easier for small hands.
- Need for more collaboration with staff at an earlier stage and feedback sessions with all parties involved on a daily basis. This would require more time and further funding to allow this to happen.



### Student Feedback

#### Some things I learned this week during the workshop:

- *Pollution is in carbon monoxide and carbon monoxide gas is poisonous*
- *That our environment is important and you should respect that*
- *That trees are our friends and help us breathe*
- *I met a social scientist; I learnt about archaeologists*
- *Map reading; taking pictures; recording sound; doing puzzles; doing pictures of my dream home; doing pictures of my dream park*
- *I learned a lot of things this week because I was listening and putting up my hand.*
- *I learned about artists, scientists and lots of other things*
- *That when it rains you can smell the plants more; when you are completely silent you can hear more things*



#### Why is it important to think about the environment?

- *Because you live in it and you don't want to live in a dirty environment*
- *So we can stop global warming*
- *Without the stuff, earth is very dull*
- *To help it be clean and safer*
- *Because it helps your life to go on because of plants and trees*
- *Because if you didn't think about the environment then you might drop rubbish on the floor and breathe in all the bad air when cars go by.*



#### How can you use your imagination to help the environment?

- *I would write a letter to the Queen so the people from the Houses of Parliament would put more bins in the city*
- *Make robots to clean up the forests and streets*
- *Design a robot to suck up pollution*
- *I can make a solar power tree grower litter picker or just make all rubbish disappear*
- *I can imagine a useful thing to help the environment, for instance solar powered motor bikes*
- *Make a robot with a rubbish picker and a pollution sucker*



#### What did you most enjoy?

- *Testing the little car*
- *Robot; recorders; pictures*
- *I enjoyed taking pictures and recording sounds*
- *I really liked all of it*
- *I enjoyed going to Wanstead Flats and being an archaeologist*
- *Making a StoryCube and using the recorders*



**What Next?**

*"It would be really interesting to just take the agenda of what we've been doing this week and look at how it could fit into the curriculum"*  
 Loren Chasse

We propose to continue and build on the ongoing collaboration with the school to develop a longer term project over seven weeks weaving the tools, concepts and processes into the core teaching and learning methods used in the school and the national curriculum. We would work closely with a lead teacher in the initial discussions and term planning to allow the creative and abstract thinking to move into the teaching throughout the term.



*"I'd love the school to be involved in some of the initial creative discussions because it's then about, how that creative and abstract thinking actually moves into the school and how the school can then take it forward, and weave it into the curriculum"*  
 Sally Labern

*"If it's over a longer period of time, it would need a lot more planning, because we'd have to relate all of this back to the curriculum."*  
 Deborah Gibbon



*"The legacy of that could be used so brilliantly within the school. It requires just a bit of shared planning and going through the things that you've been talking about in terms of the national curriculum to make it happen and someone taking a lead on it within the school to make sure that not only does it happen, but it actually develops. It is that relationship between this and creativity which means it's constantly moving."*  
 Sally Labern

Through ongoing research and development with the staff at Jenny Hammond, we plan to develop new uses of both the Endless Landscapes and StoryCubes with several classes within the school.



*"I see this sort of thing being really useful in Book Week, because if they all make a StoryCube and share the StoryCubes round, then the story comes from somebody else, not the person who's created the storycube, then, that brings another element into their learning, so it's something that can be brought across the school."*  
 Deborah Gibbon

We envisage developing a three year project working with several schools (both primary and secondary) to embed this way of working into the national curriculum and look at how local informal knowledges can be gathered, represented, understood and shared by schoolchildren at both a primary and secondary level. This would include peer teaching from secondary to primary. Importance of working with linked secondary schools – to follow the progress of students from primary to secondary.





## Workshop Schedule



### Day 1

Morning

Introduction to concepts and language of Everyday Archaeology  
Using Endless Landscapes to think about the environment  
Mapping the school playground through drawing maps, taking rubbings, using digital cameras and audio recorders.

Afternoon

eNotebooks: reflections on mapping the playground

Homework

Know your way to school



### Day 2

Morning

Slideshow of playground audio recordings and pictures  
Field trip to Wanstead Flats (observation of the environment)

Afternoon

eNotebooks: reflections on field trip

Homework

Design your own robot to help the environment

### Day 3

Morning

Introduction to Feral Robots and pollution mapping  
Field Trip to Langthorn Park (evidence gathering)

Afternoon

eNotebooks: noting evidence gathered, drawings and reflections on field trip, ideas on helping the environment

Homework

Making Wall Map of Playground using stickers of Day 1's photos  
Ideas for adapting a toy or appliance to help the environment



### Day 4

Morning

Reading of *The Lorax* (by Dr Seuss)  
Discussion of architecture and the environment  
Working in groups to design an ideal park or space, map pollution in the local area using a large scale aerial photograph,

Afternoon

eNotebooks: reflections on *The Lorax* and drawing ideal home



### Day 5

Morning

Presentation & Discussion of Langthorn Park Pollution Map  
StoryCubes construction and design using image stickers  
Creating & discussing StoryCube Landscapes in groups

Afternoon

eNotebooks: reflection on the StoryCube landscapes, what students learnt during the week, what students could do to help the environment, what they could teach their family about pollution and the environment







## Everyday Archaeology Tools

### StoryCubes

Proboscis uses our unique StoryCube format to enable workshop participants to devise collaborative narratives using visual and text elements in three dimensions. The StoryCube workshops invite participants to bring along images of their own (with themes set with the local partner or commissioning agency) which are then printed onto StoryCubes. Groups of participants then use the cubes to create a structure or landscape reflecting the issues and concerns of the event. The outcome of this process is an activity rooted in listening and negotiation. The StoryCube structure can also be exhibited to stimulate further conversation and discussion within the community.



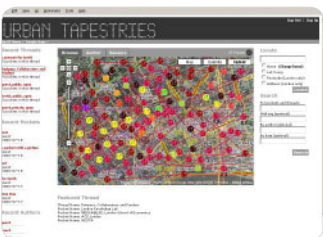
### Endless Landscapes

The Endless Landscapes, or myriorama, are a series of 21 paintings whose edges line up to create a seamless landscape of images. This is a device for storytelling that can be used by individuals or groups, each card extending, embellishing or forking a narrative flow. The 21 paintings depict fragments of a panorama that can be arranged in thousands of combinations yet still create a continuous landscape.



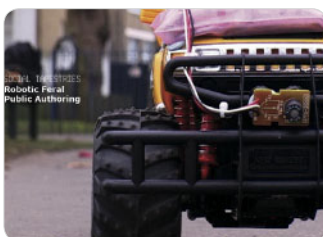
### DIFFUSION eBooks

Proboscis uses the unique DIFFUSION eBook format to create project and workshop specific notebooks for participants to gather and record evidence and observations. Each one is designed for the task in hand and can be distributed either as a PDF file (by email or web download), or as a made up A6 printed booklet. DIFFUSION eBooks are also used as a publishing format for workshop findings and evaluation materials, existing as finished outcomes in their own right.



### Urban Tapestries

Urban Tapestries is an online software platform developed by Proboscis to enable to mapping and sharing of knowledge and experiences. Using a web interface geographic places can be annotated with text, sound, pictures and video, and these places can be linked together via themes. Proboscis uses this system to build up Social Tapestries – searchable geographic databases of knowledge, stories, ideas, information and memories created by participants in our projects.



### Feral Robots

The Feral Robots are toy robots (in this case remote control cars) reconfigured with an onboard computer, gas sensors, GPS receiver and wireless networking. They are used to demonstrate how it is possible to collect evidence about the environment by using cheap, off-the-shelf components and online mapping systems to map and mark the position of the sensor readings. The choice of robots as a platform for environmental sensing reflects the interest in them for young people, who become a catalyst for older generations to participate in mapping events and workshops. The Feral Robots send their data to the Urban Tapestries system which displays the sensors readings alongside other local information.

## Acknowledgements

### Everyday Archaeology Team

Alice Angus – Artist & Co-Director, Proboscis  
 Giles Lane – Artist & Co-Director, Proboscis  
 Orlagh Woods – Creative Development, Proboscis  
 Loren Chasse – Lead Artist & Educator  
 George Papamarkos – System programmer, Urban Tapestries & Feral Robots  
 Karen Martin – Interface Designer, Urban Tapestries & Feral Robots  
 George Roussos – Technical Advisor (Birkbeck College), Feral Robots

### Jenny Hammond Primary School

Students of Year 4 (2005/2006)  
 Deborah Gibbon – Head Teacher  
 John Harold – Deputy Head Teacher  
 Sally Labern – Creativity Link Governor  
 Stephanie Lucas – Year 4 Class Teacher  
 And other staff, parents and volunteers who helped throughout the workshop.

### Observers

Carey Jewitt, London Knowledge Lab / Institute of Education  
 Sara Price, London Knowledge Lab / Institute of Education

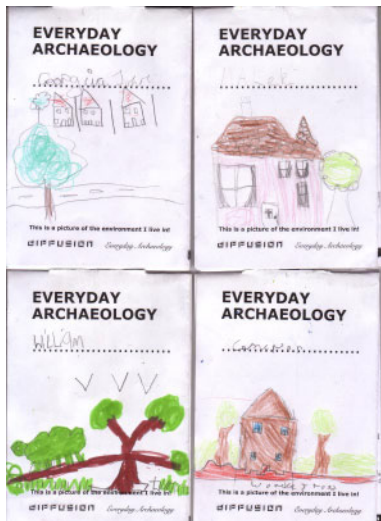
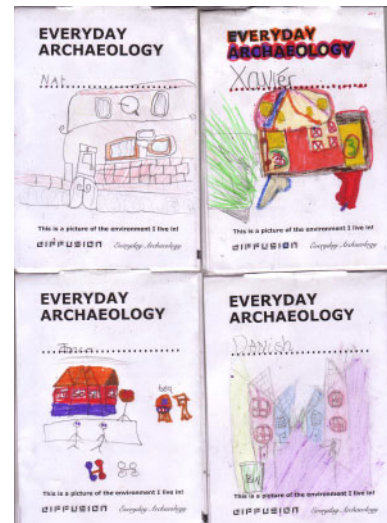
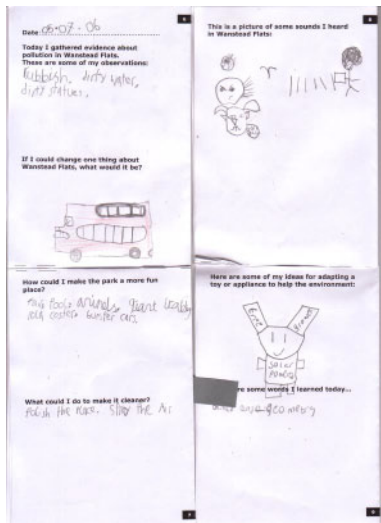
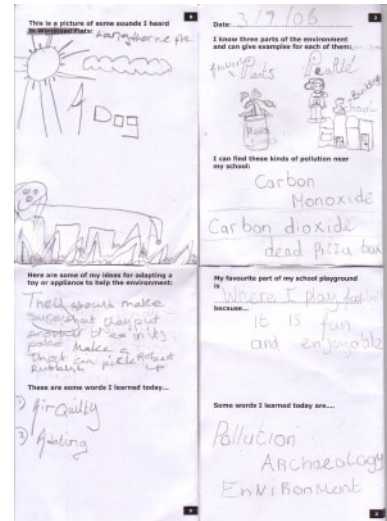
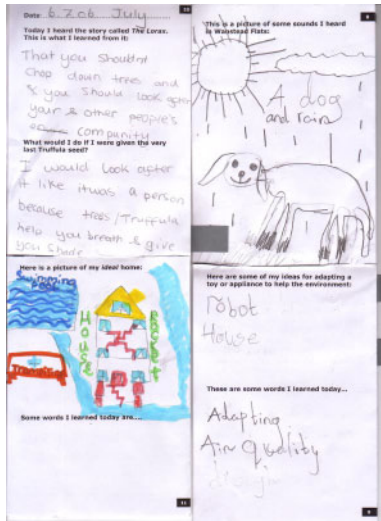
### Links

<http://urbantapestries.net/weblog/archives/000171.html>  
<http://socialtapestries.net/everydayarchaeology/>  
<http://socialtapestries.net/jennyhammond/>  
<http://socialtapestries.net/feralrobots/>  
<http://proboscis.org.uk/storycubes/>  
<http://diffusion.org.uk/>

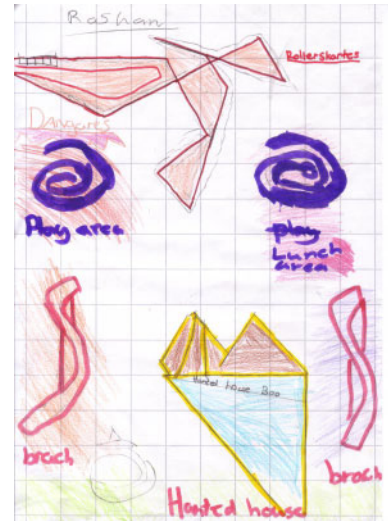
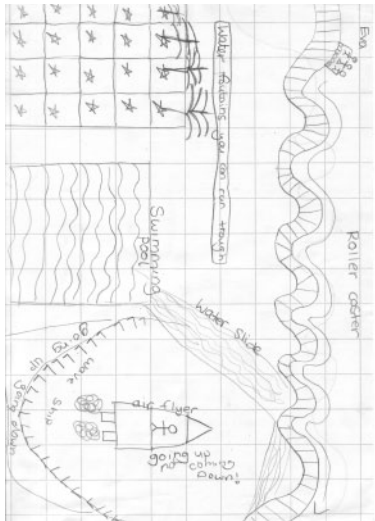
Proboscis is funded by Arts Council England



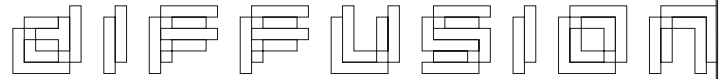
Appendix A – Students eNotebook Samples



### Appendix B – Students Designs: Feral Robots & Environments

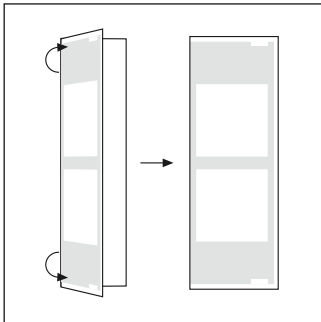




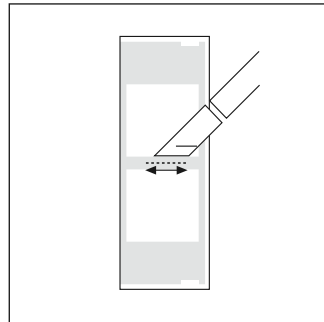


## Construction

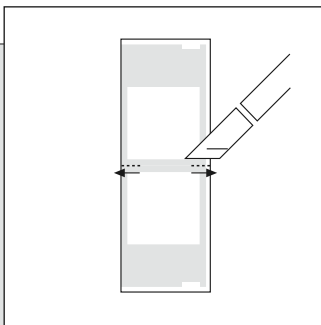
1:



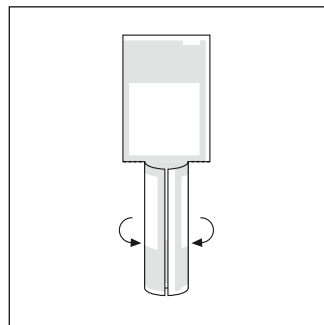
2:



3:



4:



1: First, fold each A4 sheet in half along the vertical axis.

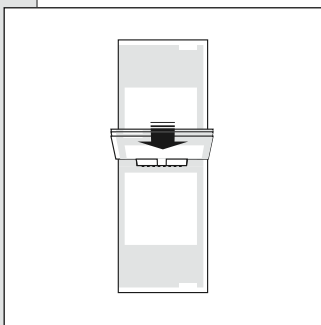
2: Using a craft knife or scalpel, cut a horizontal slot along the centre dotted line of the first A4 sheet. (pages 1/2/13/14)

3: Then cut along the dotted lines on all the other sheets. Make sure to cut to the very edges of the paper.

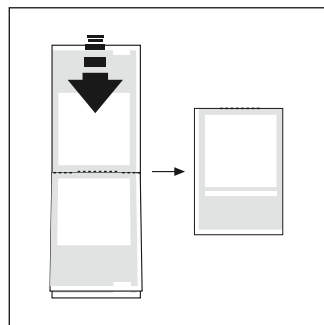
4: Stack the folded sheets in ascending order with the even numbers at the top. Curl the bottom half of the second A4 page (pages 3/4/23/24).

5: Thread the curled page through the centre slot of the first A4 page. Repeat this process with the third (pages 5/6/21/22), fourth (pages 7/8/19/20), fifth (pages 9/10/17/18), and sixth A4 sheet (pages 11/12/15/16) with the even pages in ascending order.

5:



6:



6: When all the pages have been threaded through, check the pagination. Finally, fold the booklets in half along the horizontal axis.

DIFFUSION eBook format conceived & developed by Proboscis, a non profit organisation which researches, develops and facilitates creative innovation. An alternative to prevailing formats for ebooks and electronic publishing, Proboscis welcomes the free adoption and use of DIFFUSION by any third party without licence or royalty.



Date:.....

Today I heard the story called *The Lorax*.  
This is what I learned from it:

What would I do if I were given the very  
last Truffula seed?

These are some words I learned today...

Here are some of my ideas for adapting a  
toy or appliance to help the environment:

-----

# EVERYDAY ARCHAEOLOGY

.....

I can find these kinds of pollution near  
my school:

This is a picture of the environment I live in!

I know three parts of the environment  
and can give examples for each of them:

Date:.....

http://probsocis.org.uk  
http://socialtapestries.net/feralrobots/  
http://diffusion.org.uk



Probsocis & Jenny Hammond Primary School July 2006

*Everyday Archaeology*

This is what I should teach my family about pollution and the environment:

My favourite part of my school playground is

because...

Some words I learned today are....

Here's a drawing of something I noticed on my walk to Wanstead Flats:

These are some names of streets I took on my walk to Wanstead Flats:

Date:.....

If I could do one thing to help the environment I would...

Here are some of the things I learned this week during the workshop:

These are some ideas I have for a robot that would help the environment:

If I could change one thing about Langthorn Park, what would it be?

Some words I learned today are...

Today I gathered evidence about pollution in Langthorn Park. These are some of my observations:

Date:.....



Date:.....

When I look at my StoryCube building I notice:

Some words I learned today are....

Here are some observations I made of my classmates' StoryCube buildings:

Here is a picture of my *ideal* home:

How could I make the park a more fun place?

What could I do to make it cleaner?

This is a picture of some sounds I heard in Langthorn Park: