

# COPPEROPOLIS

KS2 / Yr 5 Heritage Project



## Introduction for teachers

We have put together this cross-curricular Copperopolis Project Package to:

- give children opportunities to learn about and use **heritage skills**
- give children a **cross-curricular** learning experience relevant to Wales
- encourage teachers to **take risks** with **creative approaches** to teaching
- support schools with their transition to a **new curriculum for Wales**
- encourage **ambitious, capable, ethical and informed** learners

This resource is provided as a springboard for teaching and learning. While you are welcome to follow the project as we have set it out, we hope that you will adapt the activities or content to suit the needs and interests of your class as appropriate. Time is spent looking at the past, present and future of heritage. While the project centres around Swansea's copperworks, broader themes are also explored. Using their new heritage skills, your class will create a museum, be confronted with ethical dilemmas and make decisions about the future.

Through 5 stages, the project is designed to encourage a mixture of hands-on, digital and creative approaches to teaching and learning. We have made suggestions for some Hwb apps to be used, but please change these to more relevant ones where necessary.

Your enthusiasm for learning alongside your class, for modelling ways of asking interesting questions and working out how to find some answers, for allowing discussions to unfold, issues to be explored and voices to be heard are all key to creating a dynamic and memorable project.

## Teams

There is a mixture of whole class work and work as part of a small team. These should be 5 new groups of children who don't ordinarily work together that provide a balance of abilities and personalities which include:

- **Explorers - physical, hand-on learners**
- **Recorders - learners with attention to detail**
- **Storytellers - drivers of the imagination**

It may be useful to create new Hwb folders for each team in advance to upload some of the activities and their work to.

## 5 Stages

The 5 stages of the project will take the class on a thought-provoking journey and although you can choose to spread the days out over a week, fortnight or term, you will need to follow the stages in order.

**Stage 1 Collecting Artefacts** - exciting, exploring, collecting and cataloguing artefacts.

**Stage 2 Planning and Making a Museum** - making, designing, maths challenge, problem-solving, displaying and storing.

**Stage 3 Helping Visitors Understand What they See** - interpreting, collecting oral histories, presenting information visually and creatively.

**Stage 4 Moral Dilemmas** - a challenging stage exploring how museums were historically filled, questioning how the class museum was filled, discussions about fairness, and a whole class trading game.

**Stage 5 Opening the Museum and Thinking about the Future** - making good changes and developing a Charter for the Future.

## Preparation

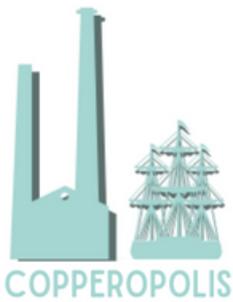
Please have a look through the resources before the project starts as there is a bit of planning and preparation you will need to do. There is an info sheet for each stage that lists the resources you'll need to gather, and the order of activities. You may wish to teach some skills in advance, or plan extra activities around the themes.

There are whiteboard SLIDES for each stage with clickable links to all the films. Some of these have been commissioned, but the majority are from YouTube and the links provided should be ad-free and school-safe. Please watch the films before you share them with your class to give you a bit of extra background and make sure there are no surprises! There is a short daily welcome from Swansea University's Tracy the Researcher, and a link to the Copperopolis heritage site from Alex the Archaeologist.

You will need an area for the museum to be created, either in the classroom or elsewhere, with defined parameters so children can make calculations about how many artefacts they can display and store. You may need a variety of shelf space, plinths (improvised) and wall space.

You will also need to plan some visitors for the grand opening of the museum at the last stage. This could be other classes, headteacher, local community, parents, VIPS etc.

We really hope you have a great and exciting project.



# Stage 1 - Collecting Artefacts

Stage 1 challenges need to be followed in order so each team will be working simultaneously on the same challenge. Challenge 2 is slightly different for each team.

## RESOURCES

**Challenge 1** - poster-making - large paper, pens, paints, collage, glue, scissors etc

**Challenge 2** - collecting bags, baskets or buckets

**Challenge 3** - artefact info cards - (small & large print provided below)

**Challenge 4** - one computer per team

**Challenge 5** - one internet enabled device that can also film video

**Film 1** - Welcome from Tracy - link on SLIDE 1

**Team Challenge 1** - one copy per team. Afterwards each team can share back their new team ritual/chant/song

**Film 2** - Animated Copperworks - link on SLIDE 1

**WHOLE CLASS: Lining the ear** - see SLIDE 2

This is a chance to introduce new words in a fun and musical way. Use the glossary words (on slide 2) and clap the syllables as you say them, one at a time and in interesting groups. Teacher calls, and the children respond. Play with the sound and rhythm of each word, repeat them, exaggerate, slow down, speed up, change pitch and intonation, really open your mouths. Once children are familiar with the words, select volunteers to lead the call and response.

**Extension:** develop physical movements to punctuate the syllables. Can you guess the word by listening to the claps? The class will look up the definitions tomorrow.

**Film 3** - Alex the Archaeologist - link on SLIDE 1

**Team Challenge 2** - one copy per team

**Team Challenge 3** - whiteboard SLIDE 3

**WHOLE CLASS: How to use J2Data** (if unfamiliar)

If your class haven't used this before it's a good opportunity to teach it using the data fields on their artefact info cards. You could set up the data fields as a class, or pre-make in advance.

**Team Challenge 4** - one per team

**WHOLE CLASS: How did you find Stage 1?** How was the treasure hunt? Where did you find your objects? Any challenges? Record this collaboratively using J2Bloggy or similar



# COPPEROPOLIS

## Artefact Info Card

Filled in by:

Artefact Name:

Colour:

Height (cm):

Length (cm):

Width (cm):

Widest Diameter (cm):

Materials:

Properties: WATERPROOF yes/no

FRAGILE (could it break or crush?) yes/no

DANGEROUS yes/no

PERISHABLE yes/no

Description:

(Include where it's from, who it belongs to and any special features.)



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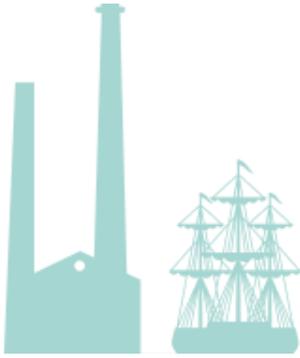
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(Include where it's from, who it belongs to and any special features.)



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## Artefact Info Card

**Filled in by:**

**Artefact Name:**

**Colour:**

**Height (cm):**

**Length (cm):**

**Width (cm):**

**Widest Diameter (cm):**

**Materials:**

**Properties: WATERPROOF yes/no**

**FRAGILE (could it easily break or crush?) yes/no**

**DANGEROUS yes/no**

**PERISHABLE yes/no**

**Description:**

(Include where its from, who it belongs to and any special features.)



# COPPEROPOLIS

## Stage 1 - Team Challenge 1

### Working As A Team

You have been put into the team that you will work with during this project. You all have a special skill to offer the team, for example you might be good at reading aloud, you might be good at maths problems, or drawing, or Minecraft or helping others to sort out arguments.

- 1) Go around your team and chat about each person's top skill. Make sure everyone has a go at speaking and listening.
- 2) Now that you've thought about your top skills, make a list of important values to share when working as a team (eg. kindness). Choose 3 of your words that really sums up your team - this will be your team motto.
- 3) Choose a name for your team.
- 4) Make up a short team song or chant that will communicate to others what your team name is and what you stand for, then add a signature move! Practice so you can share back with the class.
- 5) Using paper, make an inspiring team poster together. You'll need to design a logo for your team name and motto, include your team skills and your own names. Make sure every team member has added to the poster.



# COPPEROPOLIS

## Stage 1 - Team Challenge 2

### Fill Your Museum!

It's time for adventure. You are explorers and archaeologists and your job is to find the most interesting, exciting and rare objects you can from around the school to create your own class museum.

Your team must bring back:

- something red
  - something transparent
  - something heavy
  - something made of plastic
  - something flexible
  - something surprising
- 



# COPPEROPOLIS

## Stage 1 - Team Challenge 2

### Fill Your Museum!

It's time for adventure. You are explorers and archaeologists and your job is to find the most interesting, exciting and rare objects you can from around the school to create your own class museum.

Your team must bring back:

- something blue
- something that's as tall as you
- something lighter than a banana
- something made of metal
- something that has a rough surface
- something surprising



# COPPEROPOLIS

## Stage 1 - Team Challenge 2

### Fill Your Museum!

It's time for adventure. You are explorers and archaeologists and your job is to find the most interesting, exciting and rare objects you can from around the school to create your own class museum.

Your team must bring back:

- something yellow
  - something precious
  - something heavy
  - something made of fabric
  - something shiny
  - something surprising
- 



# COPPEROPOLIS

## Stage 1 - Team Challenge 2

### Fill Your Museum!

It's time for adventure. You are explorers and archaeologists and your job is to find the most interesting, exciting and rare objects you can from around the school to create your own class museum.

Your team must bring back:

- something green
- something spherical
- something long
- something made of natural materials
- something that feels cold
- something surprising



# COPPEROPOLIS

## Stage 1 - Team Challenge 2

### Fill Your Museum!

It's time for adventure. You are explorers and archaeologists and your job is to find the most interesting, exciting and rare objects you can from around the school to create your own class museum.

Your team must bring back:

- something purple
  - something cuboid
  - something 2D
  - something made of ceramic
  - something that feels soft
  - something surprising
- 

### Team Challenge 3 - whiteboard SLIDE 3

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# COPPEROPOLIS

## Stage 1 - Team Challenge 4

### Creating a Museum Database

We need to know exactly what artefacts we have in the class museum. This will help us to display and store them correctly.

Your team is going to contribute to a whole class database using J2Data. Use your artefact info cards to help you fill in the database.



## Stage 2 - Planning and Making a Museum

These challenges can be done in a carousel. Please upload the 5 team challenges to each team's Hwb folder - they can access all Stage 2 challenges online and upload their work to their team folder.

### RESOURCES

**Each team needs at least one device to access the challenges, and one each for challenge 2**

**Challenge 1** - paper/graph paper, measuring equipment, scissors

**Challenge 2** - has clickable links to Youtube videos. Requires enough devices for a whole team with Minecraft Education installed

**Challenge 3** - shoeboxes - one per person, or per small group, and other junk modelling / craft resources - glue, paint etc

**Challenge 4** - one internet enabled device per team

**Challenge 5** - (has a clickable link) one internet enabled device that can also film video

- WHOLE CLASS:** Share the team rituals to start the day!
- Film 1** - Welcome from Tracy - link on SLIDE 1
- WHOLE CLASS:** Discussion about what we should do with everything we find from the past. How do we decide what's precious and what's rubbish? Go through the collection of artefacts the class collected in stage 1 and play DISPLAY, STORE OR DISCARD! Talk about why you would choose that option. Are the answers the same if you were thinking about it in 100 years time? Who do you think gets to make these decisions in museums? Make a graph to show how many members of the class think each item should be displayed, stored or discarded.
- Film 2** - Storage isn't boring - Link on SLIDE 1
- Film 3** - Museum Conservation - link on SLIDE 1
- Film 4** - Alex the Archaeologist - link on SLIDE 1
- 5 x Carousel Activities**
- WHOLE CLASS:** Teams to share back their ideas - class to choose a museum design and everybody help to make it.



# COPPEROPOLIS

## Stage 2 - Team Challenge 1

### Designing a Museum

Now you have a whole collection of artefacts for the class museum, you need to plan what you're going to display and what you're going to store.

Use the database information to help you draw and cut out pictures to represent all of the class artefacts.

Use the scale 1:10 cm so if an artefact is 10cm long in real life, it would be 1cm long on your drawing.

If you had a space that was 1m deep, 2.5m wide and 3m high, could you display all of the class artefacts at the same time?



# COPPEROPOLIS

## Stage 2 - Team Challenge 2

### Minecraft Your Own Museum or Heritage Site

Use Minecraft Education to collaboratively build your dream museum. Think about what artefacts you are displaying, how they need to be displayed, how you are grouping items and how to make it fun and comfortable for your visitors.

Or you could have a go at creating a heritage site, like the copperworks in the Lower Swansea Valley.

Click on these links for short films which may help you visualise the copperworks:

[3D Computer model of the copperworks as it looks now](#)

[Drone footage of the copperworks as it looks now](#)

[Computer animation of the copperworks as it would have looked](#)

If you need some ideas [here is a time lapse Minecraft build of Harlech Castle](#) and [here is a tutorial for building a museum](#). Don't spend too much time watching these - you need to get building!



# COPPEROPOLIS

## Stage 2 - Team Challenge 3

### Museum in a Shoebox

Depending on how many resources and shoeboxes you have (they don't have to be shoeboxes - a cardboard box will do!) decide whether to work as a team, in smaller groups or on your own to make a museum in a shoebox. You need to decorate it to make it look interesting (inside and out!) and make some artefacts to go in it too. Think about what you've learned about displaying and storage.



# COPPEROPOLIS

## Stage 2 - Team Challenge 4

### Create a Glossary

Use the internet to find out what the following words mean and write your own simple definitions. Some of these words may have more than one meaning, so you'll need to work out which one it is when we're talking about things like museums, artefacts and heritage sites.

Archaeology  
Archaeologist  
Archive  
Archivist  
Artefact  
Catalogue  
Conservation  
Conservator

Copper  
Copperworks  
Curator  
Heritage  
Heritage Site  
History  
Interpretation  
Museum

Oral History  
Ore  
Relic  
Research  
Restoration  
Smelt  
Storage



# COPPEROPOLIS

## Stage 2 - Team Challenge 5

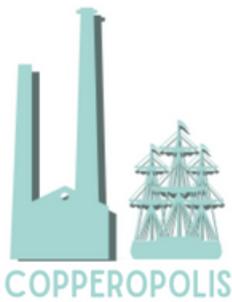
### Make a film about STORAGE!

There are lots of experts who really understand EVERYTHING about safe storage, all the things that could damage old and precious artefacts and importantly, how to stop that happening.

This man works at the Western Australian Museum and he's made a short film to share his expertise. However, it isn't exactly easy to understand if you're not an expert too.

Watch his film and see if you can work out the most dangerous things for precious items, then make your own short film that's a bit more easy and fun to understand.

## Heritage Storage Materials Film



# Stage 3 - Helping Visitors Understand What They See

Challenge 1 and 2 need to be done in order, but the rest can be done as a carousel. All Stage 3 challenges are on whiteboard slides.

## RESOURCES

**Challenge 1** - 1 x recording equipment (iPad or similar) per team, writing equipment

**Challenge 2** - 1 x device with Hwb access per team, plain paper & writing equipment

### CAROUSEL:

**Challenge 3** - 1 x device with graphics software PER PERSON

**Challenge 4** - Collage/arts & crafts equipment

**Challenge 5** - one internet-enabled device that can also film video & writing equipment

- WHOLE CLASS:** Share team rituals to start the day!
- Film 1** - Welcome from Tracy - link on SLIDE 1
- Film Set 2** - Listening to oral histories from the Lower Swansea Valley - links on SLIDE 1
- WHOLE CLASS:** chat about the oral histories you've heard. How long ago do you think they were talking about? Did anything surprise you? What do you think life was like then? How is it different to today?
- Film 3** - Alex the Archaeologist - link on SLIDE 1
- Team Challenge 1** - whiteboard SLIDE 2
- Film Set 4** - Interpretation - links on SLIDE 1
- Team Challenge 2** - whiteboard SLIDE 3
- CAROUSEL: Team Challenges 3, 4 & 5** - whiteboard SLIDE 4
- WHOLE CLASS:** Share back your oral histories and artefact stories.



# COPPEROPOLIS

## Stage 3 - Team Challenge 1

### Oral History

A useful way to learn about events and artefacts from the past is to talk to people who were there.

Your artefacts may not be really ancient, but they still have a story to tell and this could be interesting to visitors in your museum.

Collect some oral histories about your team's artefacts or the place they were found in the school. Who do you need to talk to? How will you record what they say?

Remember to explain first what you're doing and ask if the person you're talking to gives their permission.



# COPPEROPOLIS

## Stage 3 - Team Challenge 2

### Planning Museum Interpretation

This is a planning challenge and will be useful for the other Stage 3 challenges.

Start with your database and work out which bits of information would be interesting to share with your visitors. Do you know everything there is about each artefact? Could you make a guess about the things you don't know? Is there another way to find out? If each artefact had a story, what would it be?



# COPPEROPOLIS

## Stage 3 - Team Challenge 3

### Factual Interpretation Panels

Choose an artefact each to create a factual interpretation panel using graphics software. What do you need to include to make it visually interesting?

Remember to include what it's called and the information that you know about it.

EXTENSION: Can you make a digitally interactive experience?



# COPPEROPOLIS

## Stage 3 - Team Challenge 4

### Creative Interpretation Panels

Choose an artefact each to make a creative interpretation panel using art and collage materials. Use your imagination to make your artefact really come to life! Remember to include what it's called and what stories you know about it.



# COPPEROPOLIS

## Stage 3 - Team Challenge 5

### Creative Storytelling

There's a secret behind your artefact that no-one else knows so get ready to spill the beans!

You can choose to write or tell your story. Draw in the reader or listener by using suspense, mystery, plenty of description, dialogue and the ultimate plot twist.

If you choose to tell your story, please get someone to film or record it.



## Stage 4 - Moral Dilemmas

**This stage is a bit different and an opportunity to:**

- challenge the children to look at some aspects of British history through different eyes
- reflect on the week so far and draw parallels with events in history
- work collaboratively to learn about trade through a whole class game

### RESOURCES

**Each team needs access to their team folders and internet for research. Please upload the 2 challenges to their folders.**

You will need a **letter** written to your class from someone in the school who was affected by the way the children took objects for their museum for their own benefit. It could be from another class, or a teacher. It needs to be thought-provoking, and talk about how it made them feel.

**Challenge 1** - research and poster making

**Challenge 2** - research and short stories

**The Trading Game** - see folder for instructions and resources required - quite a lot of prep!

- WHOLE CLASS:** Share the team rituals to start the day!
- Film 1** - Welcome from Tracy - link on SLIDE 1
- Letter from another class** - read this out and have a discussion. This links in to the next film.
- Film 2** - The Story of the Benin Bronzes SLIDE 1
- Film 3** - What Are the Benin Bronzes? SLIDE 1
- Team Challenge 1** - What is a Manilla?
- Film 4** - Alex the Archaeologist - link on SLIDE 1
- Team Challenge 2** - Short story writing about a trading mission to West Africa
- Film 5** - James Acaster on the Absurdity of the British Empire - this is a stand up comedian who sums-up some of our past including how we filled our museums.
- WHOLE CLASS:** The Trading Game, includes Film 6 and is followed by a debrief session.
- WHOLE CLASS:** Tomorrow will be an opportunity to make some positive plans for the future.



# COPPEROPOLIS

## Stage 4 - Team Challenge 1

### What is a Manilla?

Manillas were one of the items that were made in the Swansea Copperworks. Do some research to find out what manillas were, what they were used for and where.

Imagine you are the Copperworks owners and you want to sell more manillas. Make your own advertising poster and think about who would be buying them from the Copperworks and what would they be used for.

Upload a photo of it to your team folder.



# COPPEROPOLIS

## Stage 4 - Team Challenge 2

### A Trading Mission to West Africa

You have signed up to go on a trading ship to West Africa. Write a short story about the journey and what happened when you got there. You can do some research to help.

Things to consider:

- What were your duties on board the ship?
- How long did the mission take you?
- Describe the conditions on board the ship, like where did you sleep, what did you eat, how did you get on with the other sailors?
- Were there any dangers?
- What did you trade when you got there?



## COPPEROPOLIS

Day 4 - Trading Game

### Copperworks Owners

We own the copperworks and we employ the workers. Without us there wouldn't be any jobs or houses for the people of Swansea.

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## COPPEROPOLIS

Day 4 - Trading Game

### Copperworks Workers

We work in the copperworks. Without us no copper could be made or sold to make money for the owners.

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## COPPEROPOLIS

Day 4 - Trading Game

### The Royal Navy

Our fleet is twice the size of the next two biggest navies put together. Without us the seas would be dangerous and copper ore and finished copper would be at risk from being stolen as it is transported to and from Swansea.

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## COPPEROPOLIS

Day 4 - Trading Game

### Farmers

We grow food to eat and fabrics to wear. Without us everybody would be cold and hungry.

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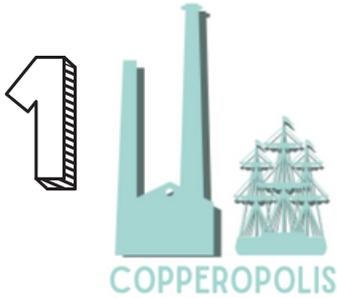


## COPPEROPOLIS

Day 4 - Trading Game

### Inventors

We sell our new inventions to make work quicker, easier and safer. Without us, everything would take longer to do, need more workers and be more dangerous.



# COPPEROPOLIS TRADING GAME

## BACKGROUND INFO

This trading game allows children to empathise with different historical groups and to experience inequalities in trade and labour.

The class will work in their teams with each team being assigned to an historical character group: Copperworks owners, Copperworks workers, the Royal Navy, Farmers, or Inventors.

Each team will be given different resources depending on their character group status. Don't highlight this as it is part of the learning - be prepared for some high emotions.

The groups will use their resources to make shapes ('products') which will be sold for money at the end of the game.

You can be a teacher-in-role as a copper-broker or exporter.

## RESOURCES NEEDED

- Paper - could be scrap, or newspaper
- 2 set squares
- 1 compass
- 2 protractors
- 6 rulers
- 10 pencils
- 6 scissors
- Paper money - £50, £100, £200 and £500 notes - at least 20 sheets worth. Alternatively, use Monopoly money, or cut out cash shapes from newspaper and write the values on.



# 2

## GAME SET UP

Set up a table for each team in advance and plant the resources for each team in a large envelope with their group characteristics stuck on the the outside.

### COPPERWORKS OWNERS

£650

- 1 sheet of paper
- 1 scissors
- 1 ruler
- 1 pencil

### THE BRITISH NAVY

£400

- 1 sheet of paper
- 1 compass
- 1 protractor
- 2 scissors
- 1 ruler
- 2 pencils

### COPPERWORKS WORKERS

£50

- 2 sheets of paper
- 2 scissors
- 1 ruler
- 3 pencils

### FARMERS

£50

- 20 sheets of paper
- 3 pencils

### INVENTORS

£500

- 1 protractor
- 3 rulers
- 1 scissors
- 2 pencils

## BACKGROUND TO THE INDUSTRIAL REVOLUTION

WATCH: Film 6 - The Industrial Revolution Animation

You're ready to play. In role, start with some time travel and set the scene for your class:

**We're going back to the Industrial Revolution - the manufacturing of copper is going to change the Lower Swansea Valley FOREVER! Our location is perfect; we have oodles of coal under our fields and mountains to fire up our furnaces, and a massive bay that will allow ships to bring the copper ore directly here to the copperworks just as fast as we can smelt it, mould it and turn it into things that other countries will want to buy.**

# 3

## EXPLAINING THE RULES

- The aim of the game is for your team to make the most money. You will make products to sell to me and I'll send them all over the world to whoever will pay the highest price for them.
- The products you are making are very valuable shapes. Each team has a set of materials to get you started. For a product to be good enough to sell **it must be measured exactly and cut cleanly and precisely**. I will decide if the products are of good enough quality to buy from you at the end of the game.
- Trading and selling is allowed between teams during the game, but ALL members of the team must agree before the trade or sale can take place. Any disputes will be settled by me.
- Remember that members of each team have different super skills, so use them. Working well as a team, supporting and encouraging each other will make you more productive.
- **WARNING:** trading can be unpredictable and things might change as the game goes on.

**Display SLIDE 1 on whiteboard - shapes, sizes and worth**

## GAME PLAY

- Go around each team and let them read out who they are to the class.
- Set the timer for 30 minutes of game play and let the teams open their envelopes. The game has **BEGUN!**
- Let the teams work out how to trade and make shapes for the first 10 minutes. This might be a little confusing, frustrating or overwhelming for some as they see the inequality in resource distribution. It might take time for the class to settle into the game. It is up to each team what price to sell their resources for - this may change depending on demand for resources.
- After about 10 minutes/once the class seems to have settled into the flow of the game, pause the timer and introduce a **NEWSFLASH!**



## **NEWSFLASH 1**

**The Inventors have invented a new measuring tool, the mighty SET SQUARE. They have produced two so far which they may now use, trade or sell. Carry on!**

Resume the timer as the class continues to make and trade.

After 5 minutes, pause the timer and introduce another NEWSFLASH!

## **NEWSFLASH 2**

**The British Navy have been defeated in battle and may not use any scissors for the next 5 minutes. Hand them over!**

Resume the timer as the class continues to make and trade.

After 5 more minutes, pause the timer again, return the scissors to the Navy and introduce another NEWSFLASH!

## **NEWSFLASH 3**

**The soil is rich and the weather has been good. The Farmers have had a bumper crop and gain 3 more pieces of paper.**

When time is up, stop all making and introduce the final NEWSFLASH!

## **NEWSFLASH 4**

**As the Copperworks workers work for the Copperworks owners, everything they make belongs to them. Any shapes made by the workers must now be handed over to the Copperworks owners.**

Price up each group's products and add on any left over money to give each group their total. The group with the most money is the winner!



## DEBRIEF

It is vital to have a debrief session after playing this game.

Spend time as a whole class talking about how it felt for each team. This is a key aspect of the game, so leave plenty of time to discuss.

### **Possible questions:**

Do you feel the game was fair?

Did you like the character group you were given? Can you think of any other character groups who could have been involved?

How did it feel when the game changed during play?

Is there anything you would have done differently?

Do you think things have changed since the Industrial Revolution?

Bank of Swansea

£100

Bank of Swansea

£50

Bank of Swansea

£100

Bank of Swansea

£50

Bank of Swansea

£100

Bank of Swansea

£50

Bank of Swansea

£500

Bank of Swansea

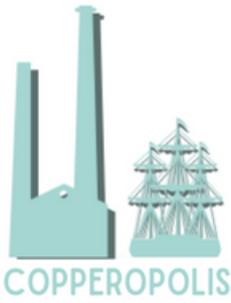
£2000

Bank of Swansea

£500

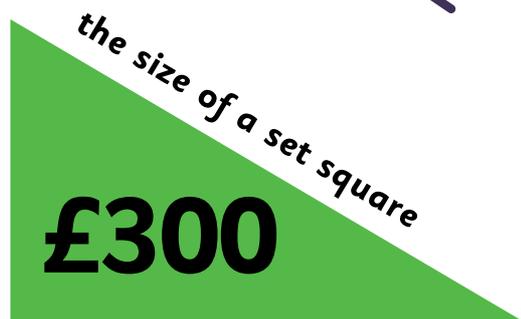
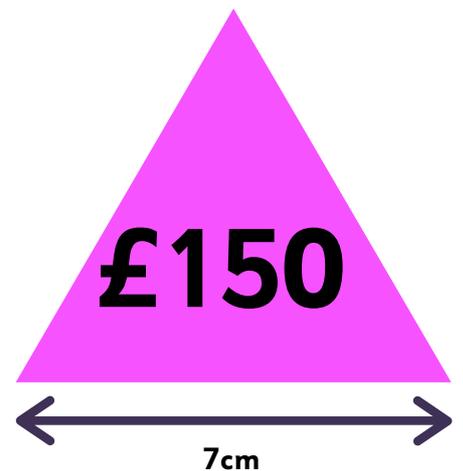
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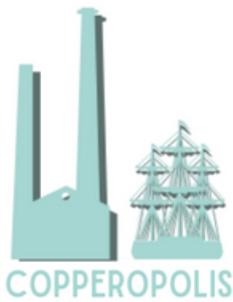
£2000



# COPPEROPOLIS TRADING GAME

How much is my shape worth?





# Stage 5 - Opening the Museum and Thinking About the Future

The Stage 5 challenges can be done as a carousel. Please put the 5 challenges in envelopes with the challenge number on, and hide them around the class. When a team has finished their challenge, they can re-hide it for the next team.

## RESOURCES

**Each team needs access to a digital camera/iPad to upload photos of work to their team folder.**

**Challenge 1** - graphics software & device

**Challenge 2** - discussion

**Challenge 3** - drawing materials

**Challenge 4** - list writing - to pin up in class

**Challenge 5** - one internet-enabled device that can also film video

- WHOLE CLASS:** Share the team rituals to start the day!
- Film 1** - Welcome from Tracy - link on SLIDE 1
- Film 2** - Alex the Archeaologist - link on SLIDE 1
- Film 3** - Dr Sarah May from Swansea University - What is the future of heritage? SLIDE 1
- Film 4** - People from the University of Leicester talk about what museums of the future could look like. SLIDE 1
- Film 5** - A peak at the Museum of the Future in Dubai - this museum is all about the future!
- 5 x Carousel Activities**
- WHOLE CLASS:** Use the 5 "we will" sentences from Challenge 4 to write a class charter about how you would like history to be shared, discovered or displayed in the future. Whose history is it?
- Final preparations** for the Grand Opening of the class museum and evidence from the week. QR codes to digital work, posters and models on display with interpretation panels. Make any changes to displays necessary as informed and ethical citizens - right past wrongs and look forward to the future.
- Grand Opening and Celebration**



# COPPEROPOLIS

## Stage 5 - Team Challenge 1

**TEAM CHAT:** Is it useful or important to learn about the past? Why?

As a team, create a digital poster to tell people about learning about the past and upload it to your team folder. Create a QR code for the museum.

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# COPPEROPOLIS

## Stage 5 - Team Challenge 2

**TEAM CHAT:** Please talk about your team's contribution to the class museum. Is there anything you could have done differently?

How fair or thoughtful was your team's contribution? Where did you get the stuff from and how?

Are there any changes you would like to make before the grand opening?  
How can you show that you've made changes?

There should be time to do this now, or after the challenges.

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# COPPEROPOLIS

## Stage 5 - Team Challenge 3

Draw some pictures of your dream museum of the future and make sure they are well labelled. Do a sketch of the outside, and a cross-section from above (a drawing that shows what it looks like without its roof so we can see what you would have in each room). What shapes is it made of, what materials are used, how is it powered and what kind of artefacts are in it?

Take a photo and upload it to your team folder.



# COPPEROPOLIS

## Stage 5 - Team Challenge 4

During this project you have thought a lot about how museums were filled in the past. It's time to make a charter for the future - like a list of promises.

On a large piece of paper write a list of 5 “we will” sentences which set out how you would like history to be shared, discovered or displayed in museums of the future. You all need to agree on them.

In the museums of the future, we will....

Take a photo of your Charter and upload it to your team folder.



# COPPEROPOLIS

## Stage 5 - Team Challenge 5

We know that it isn't always easy working as a team. Have a chat about how it was and film each other sharing your experiences. Upload them to your team folder.

Here are some questions that may help:

How well did you work together as a team?

What did you find tricky and how did you overcome the challenges?

What did you enjoy?

What surprised you?

Did you stick to your team motto?

**Thanks to staff and pupils who trialled the  
resources at:**

**Plasmarl Primary School  
St Joseph's Cathedral Primary School  
Waun Wen Primary School  
Hafod Primary School**

**Thanks also to:**

Dr Alex Langford

Professor Louise Miskell

Dr Sarah May

Eleanor Skipper

University of Swansea Heritage Team



**Swansea University**  
**Prifysgol Abertawe**