



Journeys Resource Pack





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FESTIVAL OF
ARCHAEOLOGY
2022



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Hello!

To celebrate the 2022 Festival of Archaeology, the Young Archaeologists' Club have created a bumper resource pack with activity ideas based on the Festival's theme of Journeys.

Journeys happen at every scale, through space, time, and personal experience, for example, daily commutes, trade routes and migrations. They can cross land and sea or take place within yourself.

We want to encourage people to discover the archaeology and heritage that is all around them and explore and share their own journeys and those of others. We encourage you to unearth the journeys of sites, buildings, places, people, and events that make our local communities so special.

To help you do that, we have worked with our recent Kickstarter and student placements to develop activities that cover a whole host of different topics from artefact journeys across the world and the spread of different cuisines to railway transport, prehistoric routeways and literary walks. There's something for everyone!

The activities are aimed at anyone aged 8–16 and, as with all our YAC resources, are developed for informal learning settings and are free to access.

We hope you enjoy your own journey into the past.

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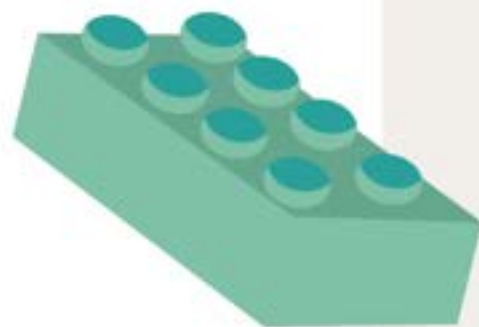
AGE 8+

TIME
2 HOURS

Lego Lost at Sea

In 1997 almost 5 million pieces of Lego were washed overboard near the Cornish coast when a wave hit the Tokio Express, a container ship. Lego from the ship is still being found in Cornwall and around the world.

Tracey Williams runs the “Lego Lost at Sea” Twitter page that documents Lego found by beachcombers. Her book “Adrift: The Curious Tale of the Lego Lost at Sea” gives more detail on the spill.



The Lego lost in the sea in 1997 highlights the level of plastic in our oceans and sand. Scientists have estimated that a single Lego brick can take up to 1,300 years to break down.



BONUS ACTIVITY

Go on a litter pick. This could be in your local park, beach, lake, etc. You will need gloves, a bag to put the rubbish in, hand sanitiser, and a litter picker if you have one.



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Activity 1: Go with the tides

The Lego from the Tokio Express has travelled far and wide following ocean currents. Pieces have been found in Ireland, France, Belgium, and the Netherlands, to name a few locations. In this activity, you will be able to make your own tides at home.

YOU WILL NEED

- Waterproof toys
- A water source like a bath or a sink
- A jug.



METHOD

Put the toys in the empty bath/sink.

Put the plug in and let the water run slowly – watch how the water moves the toys.

Let the water out faster and watch how this moves the toys.

You can try to change the direction of the water by using a jug to pour water into the opposite end of the sink, or you could move your hand in the water to create ripples.

Finally, pull the plug and watch how the water draining changes how the boats move.



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Activity 2: What Floats?



When it fell off the Tokio Express some of the Lego sank to the bottom of the sea and some floated, drifting with the tides back to the coasts where they are still being found.

YOU WILL NEED

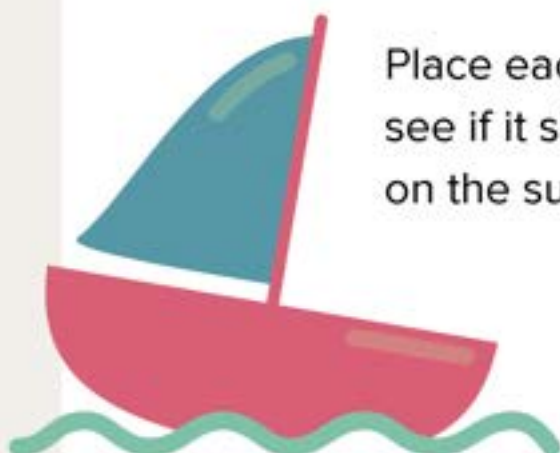
- A variety of objects (for example, fruit, plastic toy, a spoon)
- A bath (or a sink/bucket)



METHOD

Fill the bath with water.

Arrange the objects and try to guess which objects will float and which ones will sink.



Place each object in the bath and see if it sinks to the bottom or floats on the surface.



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AGE 8+

TIME
2 HOURS

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Journeys: Create your own Heritage Trail

We want you to create a heritage trail of buildings, places and spaces in your area and create your own journey. It can showcase stories in your local area, track favourite parts of your daily routine, or take a more general approach and highlight the best route to show off nearby historic buildings or places of interest.



YOU WILL NEED

- Camera/camera phone and/or drawing/painting equipment
- Access to books and/or internet to find out about your sites
- Computer/tablet to create your trail if you want to use the template provided



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The Planning Stage

METHOD

1. Firstly, think about what your trail will focus on. Will it be important or interesting buildings or monuments? Will it follow a theme like street art or be linked to a specific person? Will it have a historical or modern focus?

2. Next, think about the scale of your trail. Are the locations you have chosen close together? Will it be easy to move between them? It's worth considering this at the start in case you need to swap any of your sites for a closer alternative.



3. Now think about your audience. Are you making this trail just for you, your family or your YAC group for example? Make sure you use language that is appropriate for your intended audience. If in doubt you could always include a glossary of terms.



4. Do some research (if you want to) on any old buildings or sites you want to include. This will give you some interesting stories and facts for your audience.



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Design Your Trail

5. When writing your trail make sure to keep it concise, like our example (You could always make another if you end up with too much information!) Think about how you can make it fun and have useful information at the same time.

6. Now you have the written parts, find some photographs or make your own drawing/painting. Every stop on your trail will ideally need a picture. Take a camera or camera phone with you and try to find the best angles to properly highlight your sites or grab some paper and something to draw with.



7. Finally, bring all your information and pictures together, laying it out in the same way as our example, and finish your very own heritage trail. Now go out and walk it! Why not take a photo of yourself? Post a copy of your completed trail on social media (ask an adult if you are under 13 or do not have a social media account) and tag us @archaeologyuk or @YAC_CBA. We'd love to see how you get on!

Find our example trail on the next page to give you some ideas!

YORK'S LISTED BUILDINGS THROUGH TIME

ALEX CARR

EXPECTED LENGTH – 1 HOUR
SUITABLE FOR ALL AGES & WALKING
FACILITIES THROUGHOUT THE CITY

20th CENTURY – Former Railway Offices

Built in 1900-06 and designed by H. Field & W. Bell for the North-eastern Railway Company in the style of Baroque revival. Also listed with its railings. It was restored in 2010 before the current hotel was opened.



ROMAN – The Multangular Tower

The best example of a standing Roman building in York. Part of a legionary fortress and originally dates to the 3rd C. Sections were rebuilt in the Medieval period.



MEDIEVAL – Barley Hall

This building serves as a heritage centre today but was 'rediscovered' in 1984. It is thought to date from c. 1430. However, it shows evidence of great change over time, with 15th C alterations, and was restored and reconstructed to what we see today.



17th CENTURY – Blue Bell Pub

A pub dating to around the mid 17th C but refitted in the late 19th C. Timber framed. It is the last 19th C intact pub interior in York and was run by the same family from the end of the 19th C to 1993.



18th CENTURY – 57 & 59 Micklegate

A Georgian town house dating to 1783. Features on the exterior include an inverted bell-shaped rainwater head over a fall pipe with a fleurs-de-lis clamps. The window on the ground floor is a 20th C replica.



19th CENTURY – Toft Green Chambers

Built in c.1845 by GT Andrews for the York and North Midland Railway Company. Originally part of the York Railway Station development. Recently restored with funding from Network Rail and the Railway Heritage Trust. The work won awards in 2015 and 2018.



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Journey of Food

Cooking in the World Without the Columbian Exchange

In 1492, Christopher Columbus accidentally discovered the Caribbean Islands while trying to find a new route from Europe to Asia. This was the beginning of the Columbian Exchange.

The Columbian Exchange refers to the exchange of goods, foods, animal species, and even diseases between the New and Old Worlds following Christopher Columbus' journey to the Americas in the late fifteenth century.

Many food crops had been transported between the New and Old Worlds since the discovery of the Americas. Columbus's voyages had a huge impact on the food cultures of the whole world.



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Journey of Food



Can you imagine a pizza without tomatoes or ice cream without the flavour of chocolate? Can we find ingredients from your own country to replace ingredients that became available only after the Columbian Exchange? Let's try a delicious experiment to see what your family's traditional meal tasted like before the Columbian Exchange.



METHOD

Ask your parents/guardians and/or grandparents to teach you a traditional dish from your family's culture, and write the ingredients and cooking steps in the activity worksheet provided below.



Conduct research on foods that came after the Columbian Exchange (more info below). Cross out the ingredients that arrived in your ancestors' country after the Columbian Exchange.

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It's Time to Cook!

Cook the dish without the ingredients that came after the Columbian Exchange or replace the ingredients you crossed out with native ingredients. Be creative and open-minded!

SAFETY MEASURES

Follow the kitchen safety rules and cook under an adult's supervision.

SAFETY
FIRST



It's time to taste! You may serve the food to your family and guests. Find out how people react to the new food.



GLOSSARY OF TERMS

The New World - Refers to North and South America which were discovered by Europeans in the late fifteenth century

The Old World - Refers to the continents of Africa, Asia, and Europe.

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Journey of Food



ADDITIONAL INFORMATION

This video recording provides a great summary of the Columbian Exchange. If you are not sure whether the ingredients on your receipt belonged to the Old World or the New World before the Columbian Exchange, this video can give you some clues:

<https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/old-and-new-worlds-collide/v/the-columbian-exchange>

Click the link to take a look at an ancient cookbook that introduces the tastes of the Roman Empire period, long before Columbus discovered the New World. You can find several recipes that are still in use today!

<https://www.gutenberg.org/files/29728/29728-h/29728-h.htm>



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Activity Worksheet

Cooking Without the Columbian Exchange



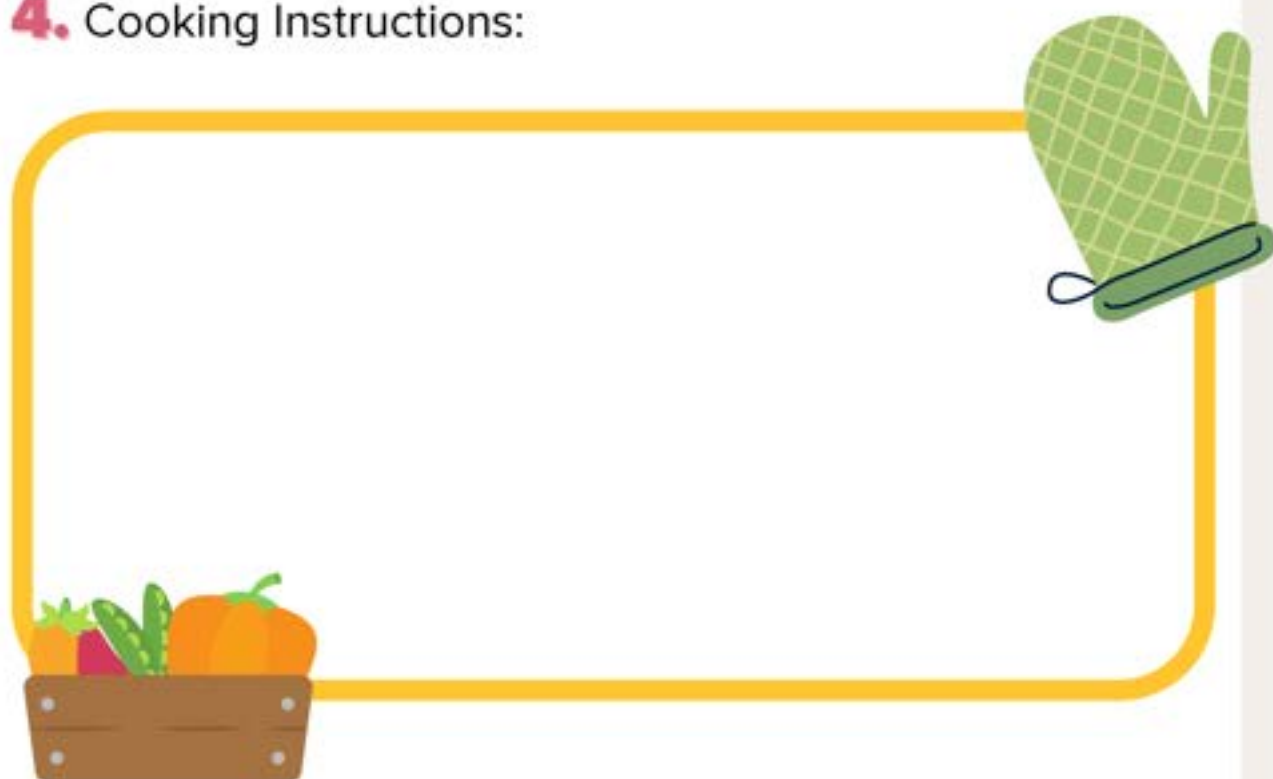
1. My ancestors lived in the Old World / the New World.

2. My _____ told me that
_____ is the traditional dish in my culture.

3. Write down the recipe for your traditional dish.
Ingredients:



4. Cooking Instructions:



5. Cross out the ingredients that came after the Columbian Exchange. Try to make the dish without these ingredients or find some native ingredients to substitute.

	Old World	New World
Animals	Cattle, Chickens, Goats, Horses, Pigs, Sheep	Alpacas, Guinea Pigs, Llamas, Turkeys
Crops	Bananas, Barley, Citrus Fruits, Coffee, Melons, Oats, Rice, Sugar Cane, Wheat	Avocados, Cacao, Corn (Maize), Peanuts, Peppers, Pineapples, Pumpkins, Potatoes, Squash, Sweet Potatoes, Tobacco, Tomatoes, Vanilla

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Museum Objects' Journeys

You can see artwork and artefacts from all over the world when you visit a museum or an art gallery. Do you know why they are stored in these places?

In the Renaissance, aristocrats, merchants, and intellectuals began collecting different objects, ranging from craftworks to animal specimens, and storing them in their private Cabinets of Curiosities.



Rare objects mainly came from exotic countries. Ordinary people at that time were unable to travel long distances. As a result, collecting exotic items was an act that demonstrated the owners' wealth and social status. Some collectors bought goods from foreign traders in local markets; others found objects from excavating archaeological sites; others may have taken artefacts from conquered countries and brought them back to their home countries.

So, you can imagine how collectors in the past managed to get objects into their Cabinets in a variety of ways.

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In the modern era, museum objects are collected in different ways. A large part of a museum's collection comes from donations. On the other hand, museums do continue to purchase objects from private collectors and the commercial market. Some of the objects on display in a museum are on loan from other museums. As you can see, the journey of museum objects is still ongoing...

Let's explore how the museum objects you can see today arrived in the museum.

Activity 1: From Site to Museum

YOU WILL NEED

- Internet access
- Worksheet

METHOD

1. Choose a local museum or art gallery to visit.

TOP TIP

You can use this website <https://whichmuseum.co.uk/> to find the museum you are interested in visiting.



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2. Print out the activity worksheet to record your findings.
3. Visit the museum of your choice!

TOP TIP

Don't forget to check the visitor information on the museum website before you go.

4. Carefully read the labels of museum objects to investigate.

TOP TIP

It is good to ask museum staff and volunteers for help if you need it.



5. Finish the activity worksheet.

TOP TIP

Try to find objects that have entered the museum in various ways or from different places.

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Glossary of Terms

Object Labels - These are texts describing displayed objects in a museum or gallery. They are usually placed next to the individual objects.



Excavation - The act of uncovering old objects (artefacts) and structures buried in the ground by digging and removing earth from the surface.



Looting - The act of stealing valuable goods during a war, riot, or other social crisis.

Additional Information

This article provides an overview of how art and history museums collect objects. It also includes a video that explains how museums collect animal specimens and why they are important.

<https://show.me.uk/stuff-to-read/how-does-stuff-end-up-in-a-museum/>

This article is about how to read museum labels. Different museums may have different styles of labels. If you see something different from the labels shown in this article, it's a good idea to ask museum staff for more information.

<https://www.artic.edu/article/s/872/how-to-read-a-label>

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Activity Worksheet

Investigating the Origin of Museum Objects

1. What is the name of the object?

2. What does it look like? Draw it in the box below.

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3. How did the object end up in the museum's collection? (You can circle multiple options.)

Excavation

Donated by Collectors

Purchased by Museum

Looting

Other: _____



4. Draw arrows on the world map or the map of Britain and Ireland to indicate the journey of the object, start with where it was made (if known) and end with where it is now.

Guiding questions:

- Where was the object made?
- Where was the object used?
- Where was it collected before being displayed in the museum?
- Where is the location of the museum?







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AGE13+

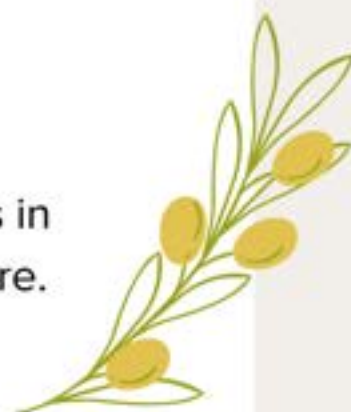
TIME
1 HOUR

Activity 2: The Journey of the Parthenon Sculptures to the British Museum

The Parthenon is the largest Greek temple on the Athenian Acropolis. It was built nearly 2500 years ago and dedicated to the goddess Athena. The Parthenon was made of around 16,500 Pentelic marble pieces, showing Athens's power, prosperity, and superior culture as an Ancient Greek City-State.

Unfortunately, the Parthenon was bombed by Venetian troops during the siege of the Acropolis in 1687, when the Turks used it as a gunpowder store. The building and the sculptures were severely destroyed. The Parthenon became a ruin.

From 1801 to 1805, Lord Elgin, the British ambassador to the Ottoman Empire, removed half of the Parthenon's remaining sculptures and sent them to England as part of his temporary museum collections. The Parthenon Sculptures were moved to the British Museum in 1817 and have been displayed to the public there ever since.



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In the 1970s, the Greek government started to restore the Parthenon. The New Acropolis Museum was built as the new home for the remaining sculptures from the Parthenon ruin. Since the 1980s, Greek governments have been requesting the return of the Parthenon sculptures on display in the British Museum. What will be the next journey for the Parthenon Sculptures in England?



YOU WILL NEED

- Internet access
- Worksheet

METHOD

Learn more about the Parthenon Sculptures in the British Museum by visiting the British Museum or taking a virtual tour of the Parthenon Galleries: <https://g.co/arts/kfWDRiCFCxaVAd4v8>



Study the arguments for keeping the Parthenon Sculptures in the British Museum. You can find the leaflet distributed in the Parthenon Galleries, or visit the following website:

<https://www.britishmuseum.org/about-us/british-museum-story/contested-objects-collection/parthenon-sculptures>



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Who Should Keep The Sculptures?

Study the statement of the Greek government regarding the Parthenon Sculptures:

<https://www.culture.gov.gr/DocLib/memorandum.pdf>.



TOP TIP

Adults can explain this document to younger children who may find it hard to understand.

Virtually visit the Acropolis Museum

(<https://g.co/arts/suP6t7cbQms9wnN46>), the place where the Parthenon Sculptures would be displayed if they return to Greece.



Bring together viewpoints from both parties and make your own arguments: should the Parthenon Sculptures stay at the British Museum or return to the Acropolis Museum?

BONUS ACTIVITY

Interview your parents/carers and other family members to find out if they are aware of this issue and what they think about it.



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Who Should Keep The Sculptures?

It is time to express your opinion creatively! You can make a poster to demonstrate your point of view, or even an Instagram post to discuss the issue with your followers.

TOP TIP

Only those aged 13 or above can use social media. Please keep in mind that it is always good to express yourself in a respectful manner on social media. If you choose to voice your opinion via social media, don't forget to include our hashtag (#FestivalofArchaeology). Example of a social media post:

[https://www.canva.com/design/DAE8YFjcKbs/XW3nQawM1XxTFJWgU4ynPA/view?
utm_content=DAE8YFjcKbs&utm_campaign=designshare&
utm_medium=link&utm_source=homepage_design_menu](https://www.canva.com/design/DAE8YFjcKbs/XW3nQawM1XxTFJWgU4ynPA/view?utm_content=DAE8YFjcKbs&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu)

Glossary of Terms

Repatriation - The return of artefacts to their origins.



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Additional Information

This National Geographic video briefly introduces the controversy over the repatriation of the Parthenon Sculptures.

<https://www.youtube.com/watch?v=J3MXPqYKKRM>



An interesting cartoon movie presenting the history of the Acropolis and the Parthenon.

<https://acropolismuseumkids.gr/en/video/86-a-bizarre-walk-on-the-acropolis.html>

This blog article introduces the architecture of the Parthenon and the beauty of its sculptures. It also gives examples of how the sculptures influenced artists and writers in different generations.

<https://blog.britishmuseum.org/an-introduction-to-the-parthenon-and-its-sculptures/>



AGE
7-14TIME
1 HOURCBA
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Staying on the Rails: Railway Heritage in the UK



Railway development in the UK is closely related to the country's economic and social development. The Industrial Revolution in the UK would have been utterly impossible without the rapid development of the railway industry in the 19th century. The railway network enabled the growth of new industries, the transformation of rural areas into big cities, and the freedom of travellers to explore enormous landscapes in less time.

More than a century later, the railway network in the UK has undergone massive changes due to technological advancements and the changing needs of modern cities. Some significant and iconic railways, as well as their infrastructure, are no longer in use. They may still be around, but we do not notice them.



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It's now a good time to discover the legacy of our railway past in our own town! Let's explore historic railways and railway heritage sites right on our doorstep to reconnect with our railway history and the world we live in today.

This activity will help you discover the connection of the railway and its history with our daily lives, investigate how the railway network impacts people living in the UK since Industrial Revolution, and explore railway heritage sites in the UK.

YOU WILL NEED

- A printer or computer/tablet for the worksheet
- Internet access
- Camera/drawing equipment

METHOD

1. Print out the activity worksheet.
2. Use this website (https://www.merrittcartographic.co.uk/british_railways.html) to locate the nearest railway station to your home and check how far you can travel from this station.



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3. Use Google Maps to check how much time you can save by taking the train instead of walking between two stations.



4. Use this historic railway map <https://www.railmaponline.com/UKIEMap.php> to study the historic railway network and compare it to the one we are using now. Click on the 'Layers' button on the top left corner of the map, select which layers to display by toggling buttons, and see what results you can find on the map.



5. Complete the activity worksheet Part 1.
6. To enable the old station labels feature of the historic railway map, click on the 'Labels' button next to 'Stations'. Select one of the old railway stations and Google it for more information. Some old railway lines have a Wikipedia link, click on that for more information.
7. Plan a trip to a old station of your choice and record your findings by completing the activity worksheet Part 2.

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Activity Worksheet

Railways and Me

Part 1: Desk Research

1. What is the nearest railway station to your home? How far can you travel from there? How long would it take if you walked there?

_____ is the nearest railway station to my home. It is managed by

_____.

2. How far can you travel from your nearest railway station? How long do you think it will take you to walk between these two places?

I can travel as far as _____ from the nearest railway station to my home. I will have to walk for _____ if I go by foot.



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3. Use the historic railway map to make comparisons between the historic railway network where you live and the modern one. Why did it change?



Similarity

Difference

Why?



Tip: If you have no clue about that, you can try to ask your parents, neighbours, or railway staff. They may know the answer!

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4. What are the impacts of the railway on your neighbourhood, both now and in the past?

Good Impacts



Bad Impacts



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Activity Worksheet

Railway and Me

Part 2: Field Study

Name of the old station: _____

Location: _____

Can you find any evidence of this old station? Record it by drawing, writing, taking photos, or any way you choose!



Who uses this place now? Why do they use this place?

What do you think about how people use this place now?
Do you want this place to be used as a railway station again?

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Glossary of Terms

The First Industrial Revolution -

There have been four Industrial Revolutions in human history. The first one began in the 18th century due to the invention of steam technology. Steam technology contributed to the development of manufacturing machinery as well as the expansion of railway networks in Great Britain, other European countries, and the United States.

Locomotive -



Locomotives and trains are not the same thing! Any vehicle that runs on railway tracks, including those powered by humans, is referred to as a train. The term “locomotive” refers specifically to a self-propelled train moved by steam, electricity, or other sources of power.

Railway goods sheds -

Refers to warehouses designed to store goods before or after carriage by trains. The world’s earliest railway goods shed is located in Darlington. It was built by the Stockton & Darlington Railway in 1827.



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Additional Information

<https://www.youtube.com/watch?v=GYAk5jCTQ3s>

This YouTube video explains the relationship between the Industrial Revolution and the railway. Both the good and bad impacts of the invention of steam locomotives on people's lives are mentioned.



<https://www.internationalschoolhistory.com/lesson-4---transport.html>

The Itchen Abbas case study materials on this website are ideal for KS3 students who are eager to do an in-depth study about how railways have influenced a rural town. It is worth looking into the development of Itchen Abbas following the closure of the railway station in 1973.

<https://www.networkrail.co.uk/who-we-are/our-history/>

The Network Rail website provides historic records and stories about the history of railways and railway infrastructure. In the section "Iconic infrastructure", you can find out about historic railway infrastructures that are still in use today.



<http://www.heritagerrailways.com/>

Heritage Railway Association provides an excellent heritage railway map and travel guide on their website. They provide an informative travel guide that can be used to plan a railway-themed trip to explore more about railway heritage in the UK.



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AGE
8+

TIME
1 HOUR+

Journeys in the Prehistoric



People have travelled since the start of human history. In prehistoric times, people made journeys for many of the same reasons we do – for example, to find food and shelter, visit friends or trade. Ultimately, travel is a necessary activity in any aspect of human life. While there are no written histories from the period, the archaeological record is full of evidence to show that people made journeys around their local area and beyond, from the Palaeolithic period to the arrival of the Romans.

Preserved human footprints have been found in Britain that date back to the end of the last Ice Age (around 11,500 years ago), and well-trodden paths around the country have continued to form ever since. Prehistoric routes were usually not a single, designated road but a complex of braided tracks that came together and split apart when needed. Trackways that followed chalk or limestone hills were known as ridgeways, and causeways, made from logs and planks, helped people travel over low-lying water-logged areas without getting their feet wet (hopefully!). These ancient paths were used for trade, such as axe heads or animal skins, joining settlements together and leading to monuments such as henges, stone circles and barrows.

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However, people did not only use their feet to make journeys in prehistoric times. Very well-preserved Bronze Age log boats have been excavated with distinctive features like decoration, lifting handles and evidence of repairs. These show that people adapted to the changing environment and cared greatly for their means of transport. Boats were used to travel long distances along the riverways and coasts of Britain.



It's likely that thousands of years ago, prehistoric people were travelling across your local landscape. Let's explore what that landscape might have looked like compared to today.

YOU WILL NEED

- Some ideas or research about how your local place might have looked in prehistoric times
- A background to stick your landscape to – perhaps a big box or sheet of paper
- Materials such as cardboard, newspaper, cereal boxes, and toilet rolls for building your landscape
- Glue or sticky tape
- Scissors
- Paint or colouring pens or pencils



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METHOD

1. First, you need to choose your location. It could be the place you live in now or a place you know well.
2. Imagine (or research) what the area might have looked like thousands of years before. Is there a river nearby that people might have used to travel to different places? Do you have an ancient monument such as a henge, stone circle, barrow or hillfort nearby?
3. Think about how people would have moved around the places on your map. Is there historical or archaeological evidence for routes? How would you move around them?
4. Once you have your location, important places and routes planned, it is time to get making! Use your scrap and craft materials to show different areas and places on your map. For example, you could use blue tissue paper to represent a river or lake, scrunch up paper for hills and woodland, or use the inside of a toilet roll to symbolise a monument or roundhouse. It's up to you!



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- 5.** Once your map is finished, why not take pictures of your landscape and write a few words about it? You could even make a big landscape as part of a YAC session where all the members work together to create the map.



Glossary of Terms

Prehistoric - Relating to or existing in the time before written history began

Trackway - A path that has been worn down over time by use

Ridgeway - A path that follows the edge of a chalk or limestone hill

Causeway - A path built over water to help people cross

Henge - A Neolithic earthwork with a ring bank and ditch

Stone Circle - An ancient monument made of several standing stones

Barrow - A heap of earth placed over one or more prehistoric tombs, often surrounded by ditches

Hillfort - A hilltop fortified with ramparts and ditches. They cover large areas of land and are surrounded by big earth banks and ditches.



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Bonus Activity



Why not write a story about travelling through your prehistoric landscape?



What route would you take to get to where you want to go?

What can you see, hear and smell?

What would you take with you to be able to trade with other people?

Why are you journeying through the landscape?



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AGE:
ANY

TIME
1 HOUR+

Walking Stories

Literary tourism means visiting places that are inspired by and featured in books. Lots of famous books have been inspired by real landscapes; for example, the Hundred Acre Wood in Winnie the Pooh is based on Ashdown Forest, which you can visit in real life. From this activity, you will be able to write your own story based on your favourite walk!

Top Withens farmhouse is generally agreed to be the inspiration for the setting of *Wuthering Heights*, the fictional house from Emily Brontë's book, *Wuthering Heights*.



The Bronte Connection is a popular walk in Yorkshire. It follows many sites that have connections to Emily Brontë's book, *Wuthering Heights*.



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Activity 1: Write Your Own Story

METHOD

1. Chose the walk you want to base your story on. This can be a local walk around your neighbourhood, a walk along the coast or the countryside.



Optional

2. Before your walk, think of some characters to write your story about. You can always do this after you have finished your walk if you prefer.
3. As you walk, make note of interesting landmarks by writing them down in a notebook or taking photos – this could be an unusual tree or a bright and colourful shop, anything that catches your interest.
4. As you walk around, think about what your character would do in this environment. Are they on an adventure, or do they have a special goal or mission? Are they travelling with other characters?
5. After your walk, assemble your characters and locations and create your story. You could do this by writing it out or by drawing it.



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Activity 2: Go On A Literary Walk

Here is a list of walks around the UK
based on books

Mourne Mountains, Ulster, Northern Ireland

Believed to be the inspiration for
Narnia from CS Lewis' series "The
Chronicles of Narnia."

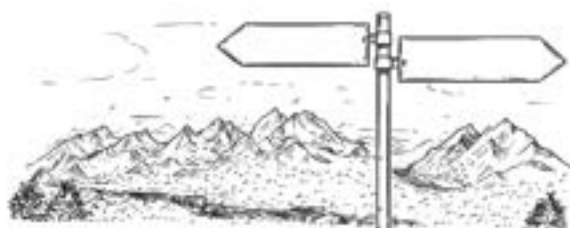


The Tolkien Trail, Lancashire, England

JRR Tolkien spent much of his time
in this area while writing The Lord of
the Rings series. There are places
locally that share similarities with
locations in the books.

Alice in Wonderland Town Trail, Llandudno, Wales

Here you can follow a trail of Alice-
inspired sculptures. It is speculated
that Lewis Carroll was inspired by
his time in the area.



The Gruffalo Trail, Ardkinglas Estate, Argyll, Scotland

Follow this trail to discover
sculptures and extracts from
the Scots version of the
Gruffalo.