



SHARE with Schools

Annual Report

2021/2022

PGR Coordinators

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1. Introduction

This report outlines the developments, challenges and achievements of SHARE with Schools (SwS) in the academic year 2021-22. The challenges experienced in 2020-21 have given the SwS team the opportunity to examine the way in which it engages with local schools as part of its community outreach role. Whilst it has not fundamentally altered either the project's main objectives or the student-led focus at its core, the manner in which the workshops are delivered has changed. This reflects the way in which SwS relationships with our partner schools have also changed, mainly due to the impact and limitations associated with managing the Covid pandemic. Outreach for 2021-2022 has returned to face to face workshops at our partner schools, although our priority has been ensuring our volunteers felt safe doing so. Risk assessments have formed the basis of all engagements SwS has entered into in 2021-2022 and will continue to do so in 2022-2023. Whilst the interactive online workshops developed for last year have not been utilised this year, they remain a key part of SwS delivery as and when needed.

This report is broken down into chapters which reflect the activities of the project over the last academic year. Our undergraduate volunteers continue to be at the heart of SwS and this report will detail how volunteers have been recruited, trained and mentored to deliver our workshops. It has also been necessary to recruit new coordinators to replace those leaving the project and ensure the continued success of SwS. The report also highlights the evolution in our partnerships with schools we have previously worked with and the development of relationships with additional schools which we hope to build upon in the coming year.

This report contains chapters on the design and delivery of workshops to Fitzalan High School and Cathays High School, both schools we have worked with previously. SwS has also partnered other educational outreach activities during 2021-2022, including Dr Marion Loeffler's Welsh language "Merthyr Riots" project and a joint Geophysical event at Cardiff West High School in partnership with the CAER Heritage Project. There is also a chapter on a pilot workshop we developed with ACT Schools which is an independent school registered to admit students with special educational needs primarily focused on social, emotional and behavioural difficulties.

The final chapter of the report will look ahead to the coming academic year. Notably, as well as our workshop program, it is our intention to reintroduce return visits from our partner schools to Cardiff University and extend our presence to selected primary schools.



2. Team-Building Event

A team building event took place at the newly opened CAER Heritage Centre on 21st October 2021 attended in person by Dr Dave Wyatt, Dr Olly Davis, Clare Parry, Fatou Sambe and Hayley Bassett and virtually by Laiqah Osman. The purpose of the event was to refresh the aims and objectives of the project after the changes imposed by Covid and to focus upon the future role of SwS and how best to drive this forward.

SwS is a strong community engagement project, recognised and valued by our partners both within Cardiff University and out in the community. The core aims and objectives of SwS remain unchanged. Specifically to engage with selected primary and secondary schools in Cardiff and the South Wales Valleys to promote higher education as an attainable goal for all who wish to pursue it. The project targets schools in communities that face significant social and economic challenges and where traditional take up to post-18 higher education is either low or inconsistent. The aims and objectives are achieved by designing a series of workshops structured around the research taking place in SHARE and aligning them with the educational curriculum. These workshops are then delivered by undergraduate volunteers to our partner schools.

The team agreed that the volunteers are the cornerstone of the project and the training, coaching and support they receive from the coordinators to go into schools and deliver the workshops is vital to the success of SwS. It was felt that some form of “SwS certificate” should be awarded upon graduation to those volunteers who participated in the project in recognition of their efforts. The team also highlighted the importance of building and maintaining

relationships with partner schools year on year, as this reinforces the bond between university and community.

The future role of SwS is to develop a wider range of workshops, both interactive and for in-person delivery, which reflect the ongoing research in SHARE. Preliminary work has either started, or been suggested for, workshops covering religion, black history, Persian empire, etc. In addition, the need to engage with primary schools was highlighted, specifically those which feed into our partner secondary schools, as this would build the relationship between university and community earlier in the academic cycle.



3. Volunteer Recruitment

With lectures still delivered online for 2021-2022, there was no opportunity for SwS coordinators to promote the project and engage with undergraduate students face to face. Hayley Bassett composed a recruitment email which was agreed by the collective coordinators. Though not ideal and less personal, the email was the only way to connect with prospective volunteers and promote the work of SwS. Jack Neighbour also designed a flyer to accompany the email, containing key statements on a bright, eye-catching background.

The team decided the best way forward would be twofold. Firstly, to contact previous volunteers directly to enquire whether they would be happy to continue with the project. Secondly to contact the Year 1 tutors and core module convenors for first year undergraduate students in Ancient History, Archaeology, History and Religion and ask whether they would be happy to authorise an en-masse mailbox drop, sending out the SwS recruitment email and flyer to each student registered. The team were aware that this process would overlap, with some students receiving more than one email, but it was the most efficient digital process to reach potential volunteers. The response from tutors and convenors was positive, for which the team was very grateful. The email contained social media links and interested students were signposted to contact us at share-schools@cardiff.ac.uk

The response was favourable and resulted in over thirty responses. There were also later enquiries from interested students not directly linked to the email drop but through word of mouth and social media exposure.

4. Volunteer Training



This year the postgraduate coordinators held two induction events (24th November 2021 & 9th March 2022) and two training sessions (9th March & 4th May 2022) for undergraduate volunteers. These events were held virtually to minimise the risk of spreading COVID-19, and to allow greater accessibility for students and coordinators who do not live close to university campus.

The induction events aimed to provide volunteers with a general overview of the SHARE with Schools project and to introduce them to their roles. The SHARE with Schools promotional video was shown, and the importance of the project emphasised; both in terms of the value it provides for the school pupils involved, as well as for the skills-development of the volunteers. These events also provided an opportunity for PGR coordinators and volunteers to introduce themselves to each other. The sessions were designed to be fun and engaging, including activities such as a virtual scavenger hunt. The induction sessions finished with a discussion of the potential roll-out of the SHARE with Schools certificate. Volunteers were asked for their feedback on this initiative and were all very positive about this idea (more information on this can be found later in the report).

Volunteer training sessions were compulsory for all students who wished to engage with a school-visit or outreach activity. The sessions were split into two sections, separated by a short break. The first part of the sessions lasted for approximately 50 minutes, and covered general training crucial for all outreach activities including:

Managing difficult discussions

Classroom do's and don'ts

Example classroom scenarios

Child protection awareness

Each topic was delivered by a different PGR coordinator, and a handout was provided to all volunteers containing all information from the session. This was done using a mixture of PGR-lead 'teaching' (reading information to the volunteers) and interactive discussion with the volunteers (such as asking students to think of responses to different classroom situations).

The second part of the training lasted approximately 1 hour, and outlined visit-specific information such as the content and activities for each workshop. The students were encouraged to ask questions and start discussions at any point during the training session.

5. Coordinator Recruitment

This year saw the departure initially of coordinators Fatou Sambe and Laiqah Osman and then later Jack Neighbour, due to PhD and work commitments. In addition, Dr Dave Wyatt, the project founder, stood aside, to be replaced by Dr Olly Davis. In October 2021 the remaining coordinators Clare Parry, Hayley Bassett and Jack Neighbour together with Olly Davis collectively decided to recruit two or three new coordinators to replace Fatou and Laiqah.

The advert was drawn up and SHARE Employment Officer Kirsty Osman arranged for it to be distributed to all PGT and PGR students in SHARE on Monday 25th October 2021. The Team also shared the advert across SwS social media pages. The closing date for applications was Monday 15th November 2021. The Team felt this gave enough time with the deadline being the Monday after Reading Week. Applicants were invited to send a cover letter and CV. Kirsty also reissued the advertisement on 2nd November 2021 at the request of the Team.

Seven applications were received from across SHARE and after consideration by the Team, five were invited for interview via Zoom on Monday 25th November. As per standard SwS practice, applicants were provided with a copy of the interview questions before the interview:

What do you know about SHARE with Schools (SwS) and what skills and attributes do you feel you can bring to the project?

How would you balance your research or study with this role?

Please pitch to the panel one idea about how SwS might deliver outreach to our partner schools in the current 'post-Covid' context.

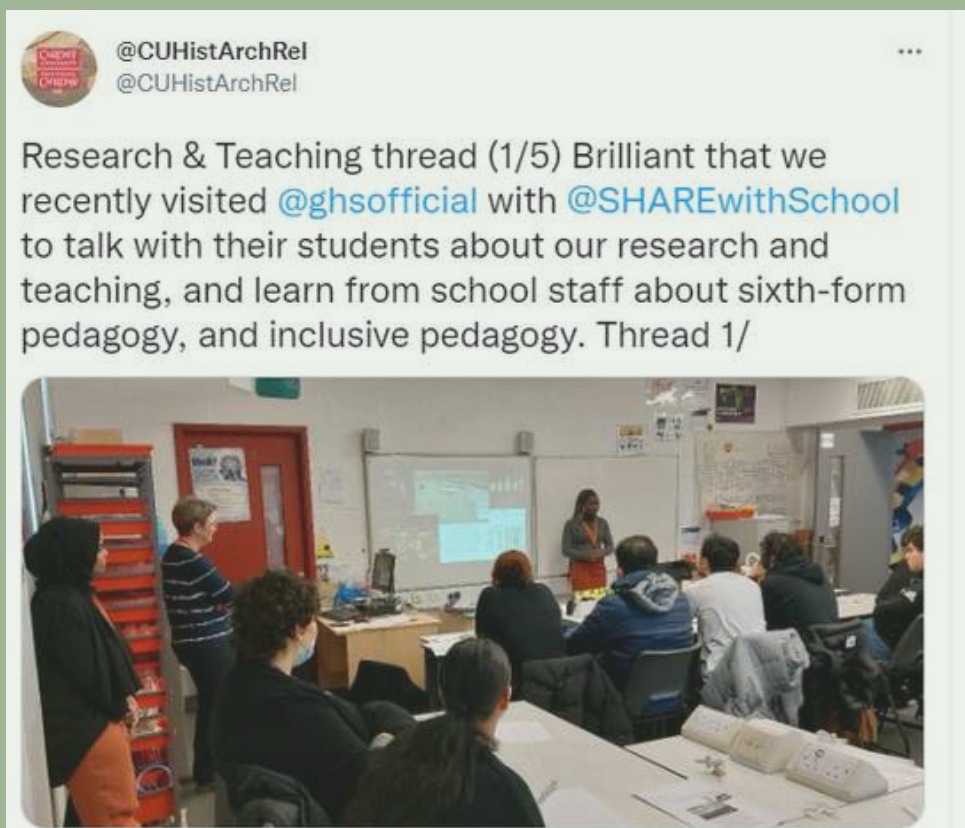
How would you engage undergraduates with the SwS project in the current context?

Do you have any questions for the panel?

The interviews were chaired by Olly Davis with coordinators Clare Parry, Jack Neighbour and Hayley Bassett in attendance, who alternated with the posing of questions. Each recorded notes during the interview and graded the candidate based upon their responses to the five questions. After the interviews concluded, the Team discussed the suitability of the candidates. Initially the Team agreed to appoint two coordinators, Anna Young (PhD) and Kelly Davies (PhD) but this was amended shortly afterwards to include a third coordinator Meredith Hood (PhD). Olly Davis contacted them to officially offer them the position and provided feedback to the two unsuccessful candidates. In the follow up team meeting, it was agreed that a “Good Practice” document would be drawn up to aid future interviews, which would include allowing more flexibility when asking follow-up questions to give candidates the best chance to give a full and fair answer.

6. Greenford High Project

Two past coordinators, Laiqah Osman and Fatou Sambe, were seconded to a project with Greenford High School in London. As part of this, they designed a workshop on decolonising the curriculum/museums to be run with students at the school. Furthermore, they were able to learn from the school itself, bringing useful and important practices back to university with them. The SHARE with Schools project looks forward to using their workshop in the future for more serious conversations and important outreach with older audiences (i.e. Sixth Form).



7. Merthyr Tydfil Civic Mission Project

Outside the main SHARE with Schools programme, two PGR coordinators were seconded to a Seren Project funded civic mission project on the Merthyr Tydfil Protests of 1800. The project was headed by Dr Marion Loeffler and involved running a masterclass for A-Level students from Gartholwg High School on the Merthyr protests. Prior to the event, Hayley Basset wrote the risk assessment and assembled the folders given to each student upon arrival at the National Library. These packs included the source handbook compiled and translated by the BA History student as well as notepad and pens. During the planning stages, Clare Parry advised Dr Loeffler and the undergraduate on ways to engage students during the masterclass and advised on the use of technology and interactive activities to promote participation from the group. Furthermore, she dealt with writing letters to the pupils (including permission for photography) and aiding the undergraduate with her presentation of the document and introduction of the competition within the masterclass itself. Dr Loeffler, undergraduate and Clare escorted the students and teachers to the National Library of Wales in Aberystwyth for the session which was held in the Council Chamber. The entire workshop was held through the medium of Welsh language and provided students the opportunity to experience a seminar-style setting, work in groups with academics, present their findings, analyse sources and have hands-on experience with the actual papers being analysed. As Clare does not speak Welsh, her role throughout the day was technical support, administration and photography to ensure the smooth running of the event, timely delivery of lunch and documenting the trip on social media. After the masterclass had finished, the students were given the opportunity to explore the town before returning to Cardiff on the coach.

The students from Gartholwg were encouraged to enter into our competition. This involved producing work in a creative medium of their choice about the Merthyr riots. They were given a couple of months to produce their work and submit it to their class teacher. A judging panel was then held at Cardiff University with the masterclass team and teacher. Once the panel had chosen the winners for each category of product (i.e. poetry, art, drama/performance) a ceremony was organised to be held at the school for the students and their families. A buffet was provided as Dr Loeffler presented the winners with their certificates (designed by Clare Parry) and told them of their gift-card prize to be sent to them in due course. After the ceremony, Gartholwg teachers expressed an interest in more projects and events like this and asked about the SHARE with Schools project. We passed on the team email for the teacher to reach out if they were interested in having a session so that the SWS team could discuss their capacity and assess if they could be added to the list of partner schools.



8. Transition Pack

The SHARE with Schools transition pack that was designed in 2020-21 was unable to be used by the school. Therefore, the team reached out to the Student Mentoring Scheme with the resource. After a meeting with the project officer for SHARE, their concern was that the pack was so comprehensive that it could lower participation in the mentoring scheme. Therefore, it was decided between the SHARE with Schools team and mentoring coordinators that the transition pack will be used by the mentors to aid in their sessions and as a resource they can hand out to their first-year mentees, with the option for the pack to aid in the training of mentors themselves. In this way, the pack will be available to students throughout the university, with every school (apart from Architecture which have their own scheme) involved in the mentoring programme. This gives the pack a wider reach and thus a larger impact than originally anticipated during the creation process.



9. Workshop Re-Development

It was decided to update the resources for the 'Romans in Wales' workshop to be in line with current guidance on the depiction of human remains. Therefore, any such images were removed from the PowerPoint that dates to 2018. Furthermore, after the first delivery this year, the team decided there was too much of a presentation before beginning any activities. Thus, we have redesigned the workshop to be object and activity lead, providing information to create a more engaging environment.

Another example of redevelopment work undertaken this year can be seen in the Medieval workshop. In this case, the team decided to introduce an activity on the 'Medieval town' to encourage pupils to think about the peasantry in this period. This involved labelling a medieval town with a variety of key features such as merchants and the church. This then encouraged a discussion about how this may play into the lives of originate people. We also introduced a 'Castle attack' activity to allow pupils to use the miniature catapults to 'attack' a cardboard castle to score points. This was to allow them to discuss the defensive features of castles and why they were targeted. The illuminating letters and heraldry code activities remained the same, however it has been agreed that they will need some redesigning to further aid engagement and understanding.

The 19th Century Wales workshop was first developed in 2018, and it was found that the PowerPoint, activities and worksheets were all in need of reworking. Census images, which were difficult to see via screen, were removed from the PowerPoint, and it was instead updated to include photographs of mining practices in Wales to prompt discussion with learners. The activities for the workshop were also reformed. The workshop was divided into three parts with learners working in small groups to complete each activity. The three elements of the workshop were how mining changed Wales, dealing with danger, and 19th century homelife.

How mining changed Wales – in this section of the workshop learners used copies of 19th century maps to discover how Wales was altered by the Industrial Revolution. Changes visible included the loss of open or agricultural land, and the construction of new factories, mines, railways and towns.

Dealing with danger – learners used a worksheet and handled artefacts such as Davey lamps to discuss the dangers of mining (for example pit collapse, air flow, working at greater depths and toxic gases), and how these dangers were dealt with via new inventions such as air pumps and safety helmets.

19th Century homelife – learners looked at artefacts from a typical nineteenth century home, for example a washing basin, washboard and carbolic soap. They then completed an artefact sheet to describe their chosen object and how it was used.

Finally, a mine safety sheet was developed, through which learners could identify potential safety issues that a 19th Century mine might face, and suggest how these dangers could be countermanded. A new script was also developed to support undergraduate volunteers in delivering the revised workshop.

10. Fitzalan High School

The team conducted a full-day visit to Fitzalan High School on Tuesday 15th March 2022. This was the first in-person workshop delivery by Share with Schools since the outbreak of the Covid-19 pandemic, as well as the first workshop delivery for the three new Share with School coordinators. Fitzalan High School requested the Iron Age and Romans in Wales workshops, which were delivered by five volunteers (a sixth volunteer unfortunately contracted Covid-19 and was therefore unable to attend), and four coordinators.

Preparations

The Iron Age and Romans in Wales workshops were designed for in-person school delivery prior to the Covid-19 pandemic, and therefore required minimal reworking before the visit. However, as in-person workshop delivery had not occurred since 2019, it was necessary to locate the artefacts and handling collections, as well as print fresh copies of scripts and worksheets. Care was taken to ensure that no pig bones were included within the handling collection to prevent any religious issues from arising, and worksheets were printed in a variety of colours for inclusive learning.

Covid-19 precautions

A risk assessment for working in schools with Covid-19 was completed, and coordinators worked closely with volunteers to ensure that they felt safe and comfortable going into schools for face-to-face delivery. The risk assessment highlighted that all coordinators and volunteers should wear facemasks throughout the day, wash hands regularly, and use hand sanitizer. Safe distance should also be maintained from learners, and handling collections and artefacts cleaned after use.

Workshop delivery

Fitzalan High School requested that we deliver six workshops to Year 7 learners throughout the day, following the timetable set out below.

Lesson Times	Class	Room	Teacher
8.52-9.45	7SDR*	M37	Anwen Jones (AJO)
9.45-10.38	7RJE*	AY2	Matt Rea (MRE)
Break			
10.53-11.46	7RMR	L12	Hannah Baillie (HBA)
11.46-12.39	7AGR	L17	Adrian Smith (ASM)
Lunch			
13.19-14.12	7DJO	L16	Rachel Steed (RST)
14.12-15.05	7DLU	L17	Adrian Smith (ASM)

Each session lasted for 53 minutes, meaning that sessions had to be adapted slightly from their original design which was for one hour delivery slots. This was achieved by allowing a minute or two less per activity, and was therefore achieved without cutting any of the activities included. The Iron Age and Romans in Wales workshops were each delivered three times, with coordinators introducing the project at the beginning of each session, but with all activities volunteer led once the workshops were underway. For the Iron Age workshop activities included a roundhouse matching activity and animal bone handling to discuss what they ate, and for the Romans in Wales workshop included designing a military standard, ceramic object handling, and handling a replica Roman helmet and sword. Feedback in the form of post-it notes was also collected at the end of each session, where learners were asked to write one thing they learned, one thing they enjoyed, and one thing they thought could be improved.

Outcomes

Throughout the day coordinators and volunteers successfully delivered all six workshops, engaging with over 180 learners in a single day. Feedback gathered during each session was overwhelmingly positive, with learners stating that they particularly enjoyed the finds handling activities, including

the animal bones, Roman ceramics, and replica Roman helmet and sword. Feedback from staff at Fitzalan High School was also very positive, with teachers stating that their classes had enjoyed and learned from the workshops delivered.

Feedback

Some examples of pupil feedback are featured below:

"I enjoyed feeling the artefacts and learnt about legionaries (really enjoyed these nice ladies) thank you."

"Roman helmets are heavier than I thought"

"The one thing I loved about this lesson was that they brought real tools to demonstrate things (giving us a clear image in our head)"

"I enjoyed everything. I learnt that back then poo was useful".

"I learnt about different types of bones!"

"I learnt how special the Roman sameianware is and how beautiful they are. I enjoyed touching the materials".

11. Trelai Park

This outreach was a little different to our usual SHARE with Schools delivery of workshops. We were working in collaboration with Geoarch and CAER heritage project to deliver two days' worth of sessions (29th and 31st March) outside in Trelai Park. Geophysics in the south of the field were being conducted by Cardiff University and Geoarch in preparation for excavation later in the year. Dr Tim Young led sessions where the school pupils took part in a resistivity survey, which would be used to assist in defining the placement of the trenches for the dig later in the year. The activities were run as 'stations' with the classes rotating between them. Throughout the course of the two days a range of pupils from Year 3 to Year 12 were engaged with, so the activities varied depending on who SHARE with Schools was working with. There were three stations run by SHARE with Schools coordinators and volunteers, site tours run by academic lead, Dr Olly Davis and resistivity survey run by Dr. Tim Young.

Cardiff West Community High School

The first day (29th of March) was aimed at engaging with Cardiff West Community High School; the morning with year 7 and the afternoon with year 12. The SHARE with Schools team (3 volunteers and 4 coordinators Hayley, Meri, Clare and Anna with academic lead, Dr Olly Davis) delivered three separate activities at stations with Dr. Davis running tours of the site. The three activities for Cardiff West Community High School were, artefact handling and recording, geophysics matching and designing a Roman standard. The pupils were well engaged throughout, as the activities lasted ~15 to 20 minutes before moving to the next activity. Although the stations were covered by gazebos in case of rain, there was persistent gusts of wind to contend with, which caused paper and resources fly off even with.

some pre planning and employment of blu tak and Velcro dots. Despite the wind the pupils were able to complete the activities and remained in good spirits.

Trelai Primary School

The second day (31st March) engaged with Trelai primary school; the morning with year 3, class 1 and the afternoon year 3, class 2. The SHARE with Schools team (1 volunteer and 4 coordinators Meri, Clare, Anna & Kelly with academic lead, Dr Olly Davis) delivered three separate activities at stations with Dr Davis running tours of the site. Due to the young age of the pupils two activities were amended to be suitable to their level of learning. The artefact handling session was turned into a 'sensory story' which placed the artefacts within a narrative written by coordinator Hayley and the geophysics matching activity was created and adapted by coordinator Anna, where the writing element was removed and essentially turned the activity into a 'hands on' matching game. Despite the best efforts of the team, there was inclement weather which resulted in snow during the delivery of the activities. The cold meant that many of the students (aged 7) were too cold to use pens for the Roman Standard designing activity. In an effort to both warm up and re-engage the pupils Kelly created a 'Roman Marching' activity where the pupils pretended to be Roman soldiers and practiced drills such as marching. This was a success and the pupils were reengaged and had fun pretending to be soldiers. Subsequently the designing of the roman standard activity was provided to the teachers to be completed in the classroom during their next history lesson.

Overall, despite the difficulty due to the weather this was an exciting engagement which fused together archaeological science, handling artefacts and engaging in learning through play. In the future for outside events

gazebos with walls should be used or an alternative inside space should be made available for inclement weather. Throughout the two days both coordinators and volunteers were able to adapt to changing situations and worked well as a team.



12. Cathays High

The SHARE with Schools team (3 volunteers and 2 coordinators, Kelly and Clare) visited Cathays High on 12/05/2022 to deliver three workshops to three classes. The team had to get a taxi to the school as there was no one available to drive the mini bus. Due to the pre-booked taxi arriving very late, there was a rushed start to the first day but the pupils did remarkably well and settled into the session very quickly, ultimately enjoying the experience. They delivered the Mediaeval Workshop to Year 7s, Life in 19th Century Wales to Year 8s and Museum Curator to Year 8s. Prior to the delivery, the coordinator team discovered the Medieval and Life in 19th Century Wales workshops needed updating (this process is discussed elsewhere in this report).

The pupils were engaged with the activities and the volunteers handled their activities very well. The medieval workshop was successful after the redevelopment, however pupils did express a desire for more time on some activities thus this idea should be investigated further. It was discussed that further development is required for the Life in 19th century Wales workshop as students became disinterested quickly with one of the activities surrounding the local area through the use of maps. Due to this, the team pivoted and gave extra time at the end of the workshop to allow the students to ask questions about university and history (and show them the medieval sword used earlier in the day as a reward for excellent behaviour and questions). During the Museum Curator workshop, the groups were so engaged in their curation that the team decided to allow them more time to work on their projects which reduced the presentation time. In future, we may wish to reduce the introduction to maintain the allocated time for presentations whilst fulfilling desires to curate for longer.

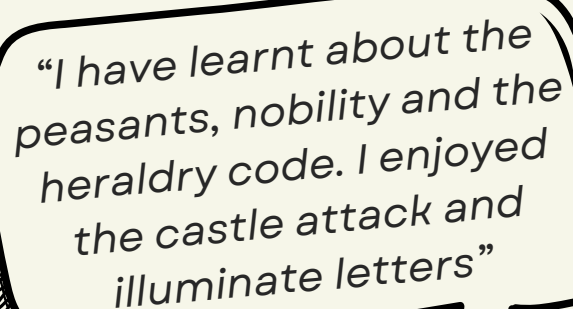
Overall, pupils were engaged and there were valuable discussions and questions throughout the day. Some workshop structures should be revisited to resolve timing issues and some redevelopment work to create more engaging activities. In future, the team will suggest a later start to our contact, allowing for the minibus to be available for use.

Feedback

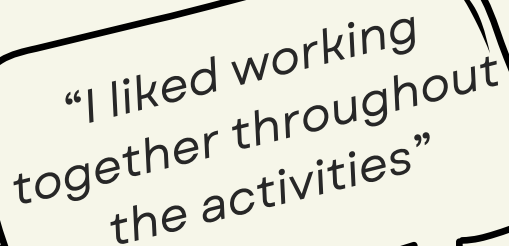
Some examples of pupil feedback are featured below:



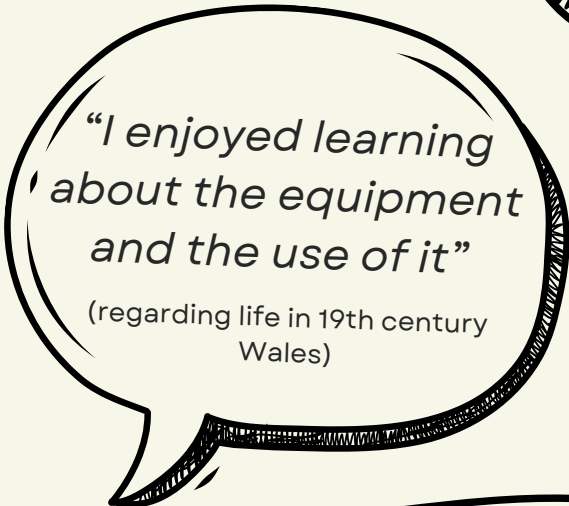
"I loved/enjoyed doing this activity and designing the museum"



"I have learnt about the peasants, nobility and the heraldry code. I enjoyed the castle attack and illuminate letters"

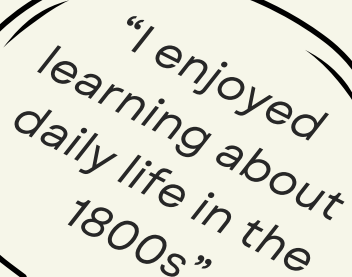


"I liked working together throughout the activities"

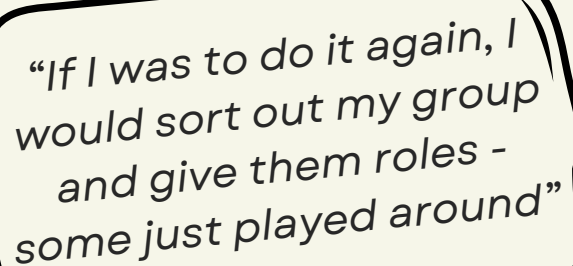


"I enjoyed learning about the equipment and the use of it"

(regarding life in 19th century Wales)



"I enjoyed learning about daily life in the 1800s"



"If I was to do it again, I would sort out my group and give them roles - some just played around"

13. ACT Training Centre

This year the SHARE with Schools team were invited by Dr. Tiffany Treadway to deliver a workshop at the ACT Training Centre located at Ocean Park House, Cardiff on 09/06/2022. ACT offers a range of training programmes and learning opportunities for young people, outside of traditional higher education.

Originally, SwS were asked to support a full day of workshops for several classes of students, aged 15-18, who were in danger of NEET status (Not in Education, Employment, or Training). However, as this student group differed to those that SwS have worked with in the past, it was decided with Dr. Treadway that SwS would first offer a taster session to a group of approximately 30 students. This allowed the PGR coordinators more time to adapt workshop activities to suit the age and abilities of the students in the workshop, and to assess whether we could feasibly offer them future workshops in the future.

Due to the various learning needs of the students, we chose to deliver an amended version of our Roman Workshop, as this focused on highly engaging hands-on activities. The session ran for 45 minutes and was delivered by Hayley and Meri, supported by volunteer Kayleigh. Kelly was also going to support this session, however her car broke down on the way to the ACT centre, and so she was unfortunately unable to join us.

The Roman workshop was broken down into three 15-minute activities: a dice game; animal bone handling activity; and an artefact handling activity. Hayley led the dice game activity, which involved students learning and playing 'Tali',

a traditional Roman game, in groups. Discussions were had focusing on Roman leisure activities and every-day life. The bone activity was led by Meri, and involved students looking at different animal bones and teeth to try and identify how archaeologists might find information about Roman diet from these remains (e.g. evidence of butchery and burning). Finally, the artefact handling activity involved students taking on the role of a 'curator' and drawing and detailing a range of Roman artefacts. This activity was led by Kayleigh.

Overall the session went well and we received positive feedback from both staff and students at the ACT training centre. Kayleigh, our volunteer, stepped up extremely well to the challenge of leading the artefact activity in Kelly's absence and noted her increased confidence due to previous engagement in school visits. The activities were varied, and the focus on hands-on tasks was well-received by the students. We noted, however, that 15 minutes was too-long a time to hold the attention of many of the students, and so in the case of future workshops we would shorten time spent on each task.



Dr Tiffany Treadway
@nomadic_treads

Just had @SHAREwithSchool visit our centre @acttrainingltd today and I cannot recommend them enough! They were amazing with our learners and everyone was so engaged! If you ever want to expand the minds of young ones please consider this group! #steam #heritage #engagement

14:21 · 09/06/2022 · Twitter for Android

14. Summary of Outreach Activities

<u>School & Year Group</u>	<u>Date of Visit</u>	<u>Activities/ Workshops Run</u>	<u>Approx. Number of pupils reached</u>
Fitzalan High School (Y7)	15/03/2022	4x Roman 2x Iron Age	150
Cardiff West (Y7 & Y12)	29/03/2022 (Trelai Park)	2x Matching Geophys 2x Artefact handling 2x Site tour 1x Designing Roman Standards	40
Trelai Primary (Y3)	31/03/2022 (Trelai Park)	2x Sensory Story 2x Matching Geophys 2x Site tour 2x Roman Army drills	60
Cathays High School (Y7 & Y8)	12/05/2022	1x Mediaeval 1x 19th Century Wales 1x Museum Curator	80
ACT Training Centre (16+)	09/06/2022	1x Roman workshop (re- developed)	40



5

**Total Schools
Engaged**



5

**Total
Engagements**



22

**Total
Activities Run**



370

**Total
Pupils Engaged**

15.SHARE with Schools Certificate

There has been ongoing discussion between the coordinators about reinstating the SHARE with Schools certificate for the scheme's volunteers. The original SHARE with Schools Certificate ran between 2014 to 2016 as a formal acknowledgement of student's time with SHARE with Schools. The certificate aimed to highlight how undergraduate volunteers developed transferable skills for employment or continuing education. During volunteer induction events on the 24th November and 1st December 2021 the idea of the certificate was proposed to the volunteers present. When the idea for a potential certificate was posed to undergraduate volunteers during our two induction events, the interest for the scheme was unanimously positive. This indicated to the co-coordinators that there is an interest from the volunteers to participate in the reinstatement of (an updated) SHARE with Schools Certificate (SWSC).

The design behind the 'new' SWSC is similar in its ethos to the SHARE with Schools Certificate of 2014-2016 as it also is designed to develop and demonstrate transferable skills as well as providing formal recognition of their volunteering. We propose that the certificate could be completed in either one academic year or over the course of the undergraduate student's degree.

A key element for the reintroduction of the certificate is to ensure its relevance to both students and staff. A way to ensure the certificate's applicability, is to link to embed it within SHARE and link it to university wide schemes. As many of the SHARE with Schools volunteers are interested in teaching or want key transferable skills, it is important to highlight skills and

career elements within the certificate. During a meeting with SHARE's career advisor, Kirsty Osman, three potential schemes were identified which could work with, or be incorporated into the SWSC: The Cardiff Award; 'The Cardiff Graduate Attributes' and utilising 'Your Career Journey'. The two programmes could become a symbiotic relationship to advertise the Cardiff Award within SHARE, whilst providing opportunities for those already participating in the Cardiff award to complete hours.

Possible areas of assessment should highlight the continued commitment of volunteers, alongside the skills that they are developing. The table below shows potential forms of assessment, which can and should be modified in the development of the certificate.

The current suggested elements of the certificate would be:

1. Attend classroom management training

2. Attend two different session specific training sessions

3. Complete 6 hours in the classroom

4. Prepare a reflective or an informative blog entry for the SHARE with Schools website.

5. Complete sessions in the 'EXPLORE' and 'DEVELOP' sections of 'Your career Journey'

Previously, the SHARE with Schools certificate was awarded during the school's ceremony by the head of school. Ideally, the coordinator team would like to reinstate this method of distributing the award, if it aligns with future graduation experiences. If not, another method of distributing certificates will be found.

Moving forward, the coordinator team aims to roll out the certificate during the academic year 2022-2023, with the first group of recipients receiving their award at the end of the academic year. The hours and training volunteers gave during the academic year 2021-2022 will be carried over for the certificate. There will be reviews and continued collaboration with volunteers, staff and SHARE's career advisor, to review and amend the elements to improve the certificate.



16. Forthcoming Events

2022/2023

The SwS project has already begun planning several exciting outreach projects for the academic year 2022-23:

**24
OCT**

Festival of Social Science Launch Event

On the 24th October 2022 the SwS team will be partaking in Cardiff University's Festival of Social Science launch event. The event is open to the public, and aims to demonstrate some of the exciting social science research being done at Cardiff University and its community partners. With the help of some of our undergraduate volunteers, the SwS team will provide several different activities which visitors can interact with on a drop-in basis. This event will provide a great opportunity for SwS to reach a wider audience and engage young people and families outside of the school environment.

**30
NOV**

Roman 'Diff'Fusion Project Visit

At the end of November 2022, a group of year 8 pupils from Cardiff West and Fitzalan Schools will be visiting the SHARE department at Cardiff University as part of the 'Roman Diff'Fusion Project'. This is a community engagement project (run by Arts Council Wales, CAER Heritage, Cardiff University, Community Gateway and Action in Caerau and Ely) which aims to bring together young people from Caerau, Grangetown, Ely and Riverside whilst also providing them with learning opportunities. SwS are aiming to provide a Roman workshop/activity for these pupils as part of their visit to SHARE. Planning for this is ongoing.

**JAN
2023**

Return Visit for Cathays High School

The SwS team are in the process of organising a return visit to Cardiff University for pupils from Cathays High School. We hope this will take place at the start of 2023. The visit was originally scheduled to take place in July of 2022, however unfortunately it had to be postponed at the last minute due to extreme weather conditions. The return visit aims to provide pupils with a taste of university life, and will include a range of activities including a Q&A session, tour of the archaeology and conservation laboratories, workshop activity, and mini-lecture from a member of staff.

17. Evaluation and Conclusion

This year has been another benchmark for SHARE with Schools. The project has risen to the challenges posed by post-Covid restrictions and re-established in-person workshops with the help of our undergraduate volunteers. We have, therefore, not used the online interactive sessions developed during 2020-2021. Whilst visits to schools resumed in 2021-2022, Covid continued to affect individuals, schools and working practices, particularly with regard to isolation procedures, ventilation of indoor spaces and the wearing of masks, etc. We have strengthened relationships with our target schools and expanded our footprint by partnering with other community engagement programs. We have also taken time to evaluate the project and to define its purpose and goals in order to drive forward on these in the next academic year.

There is still much to be done and the 2022/2023 year promises to offer more challenges for SwS. Developing workshops which reflect the original and diverse research undertaken at Cardiff University School of History, Archaeology and Religion remains at the forefront of the project, as we want to bring fresh topics to our partner schools year on year. Our priorities remain delivering student-led workshops to primary and secondary schools in Cardiff and the South Wales Valleys, together with a program of visits to SHARE, to highlight the opportunities and possibilities Cardiff University can offer to the community.

