



# Past Present and future

Tallis Lab lesson elements

# Past

past  
people

past  
objects

past  
places

# Present

present  
people

present  
objects

present  
places

# Future

future  
people

future  
objects

future  
places

For the final term of Tallis lab, we will be exploring *past, present and future*, and how the passage of time influences people, objects and places. This is *not* a didactic scheme of work to be followed to the letter. It contains a menu of the essential elements of what the scheme of 6 lessons could contain. Each lesson has an outline, and a suggested length of time to spend on each activity.

This is open to interpretation by individual teachers: You may want to deviate from the suggested lesson plans, by spending more or less time on tasks than suggested or focus on an area in which you have particular expertise. This should be encouraged, and your experiences shared back with the other teachers, as well as resources generated.

It contains more than enough content to deliver in the remaining time of the summer term, and *it is expected that Tallis Lab teachers select activities that total 6 hours of time from the A3 grid*, and select how they will complete the required tasks with the IT equipment and resources available to them in their classes.

Most activities are designed to be possible within 1-2 hours, with a focus on self-contained activities that can be completed within a fortnight.

Each page of this document covers one segment of the A3 content grid for this module.

# Past People

Historic figures, journeys, ancestry, genealogy, cartography.

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- **What journey did you take to get to be here today? (3-4h)**
- **What journeys have your family made in order for you to be here ?**

Students use [a map to tell a story via powerpoint, iMovie, Google Earth](#), or use a [printed map, string and notes](#) to show a journey.

Challenge students to tell the whole story of how they came to be here today. You will need to set them some research homework in advance. The aim is to be able to tell a comprehensive family history, with locations, objects and people.

If you have access to Google Earth, it will allow them to make rich, detailed maps, with a timeline that shows their families journey through space and time. By Adding placemarks for the events in chronological order, they can tell a story and embed audio, videos, creative writing and photos in the placemarks. It can be done on a physical maps, or multiple printed maps, but the logistics of printing and mounting maps for a **whole class** could be tricky.

By linking their family's story to a map, physical or electronic, they can condense a 70 year journey into 3 or more key locations and times.

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- **What was school life like 50-100 years ago? What subjects were studied at schools? Who got to go to school? (1h + research time)**

This is partly research-based activity. It will help to have some stimulus materials available already, especially for lower ability students. There exists a great deal of information about school life in the Victorian era. It might work to divide the class into teams who can work together to produce a whole class piece of work. Once the research is done, the information can be presented in any number of ways: [Online research, written reports, presentations, movies, comics, roleplay, podcast](#).

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- **If you could bring back one person from any time in history, who would it be and why? What would you ask them? (15-30m)**

A selection of luminaries, figureheads, and famous *real* characters throughout history might be useful to stimulate thought. Students might not know who the person is that they want to invite (eg, The person who invented football) so they might need to do a little research into it. This activity is ideal for a starter or homework. An alternative activity would be to get them to research one person in the past (not family) who has had a direct effect on their lives today (eg Civil rights movement, Suffragettes, Winston Churchill)

[Research, Garageband \(podcast\), imovie, blog post](#),

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- **Imagine yourself in a certain period in the past (eg, Egyptian, Roman, Victorian, medieval, WWII, 1960s. (1h + research homework)**
- **How would your skin colour, family background, wealth and health affect who you could be in different eras?**
- **What jobs could you do? Who could you marry? Where could you live? What could you own?**

This enquiry is centered around placing themselves into a time in the past, and working out how they would be affected by the laws, and social structure of the time. Students will need some prompting about social strata or expectations in different times. It might help to focus the class in one particular era, or perhaps a time period or country that they might have studied in history, eg South Africa.

# Past Objects

Archeology, history, documentation, fashion, product design, thinking skills

- **Redesign a modern object using design motifs from a particular period. (1-2h)**  
What would an art deco mobile phone look like? What would Victorian trainers look like? What would a Georgian iPod look like? What would an Edwardian BMX look like? What would an Art Deco computer look like?

In this activity, we are asking students to make design mashups from modern and old. People are already making faux-victorian objects, in the Steampunk style. They might need to be signposted as to what the differences or the core design traits of different eras might be.

[Selection of images, design motifs from different ages, poster paper, sketchbooks,](#)

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- **Tell the history of an object in a one page comic. (1h)**  
By restricting them to a single page comic, it should be possible to complete this task within an hour, or for homework, providing the rough history of an object has been mapped out already. You could use the BBC website <http://www.bbc.co.uk/podcasts/series/ahow> as stimulus material, so that they could pick a ready-made object.

[Paper comics, Comic life, powerpoint, Word are all suitable methods for making comic books or storyboards. Some students might well prefer a blank paper template to make their comics in.](#)

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- **What clothes did people wear X years ago? Why? What has changed? (1-2h)**

Looking back at fashions of a certain era will reveal connections to available materials, technological innovations, social structure, politics, culture and taboos of that time. By getting students to look at the fashions of a certain era, and who wore what, it can tell us much, much more about living in that time. Having pictures, sketches or sample fabrics or clothes will really help to transport them there.

[Online research, sketches, photographs, props, costumes, textiles, fabrics, roleplay](#)

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- **Write a fake 'ingredients' label for an old object that is not food. (1h)**  
By reducing an object to it's constituent ingredients, we have to think about the process of putting it all together. Ingredients labels are organized by mass: largest first, etc. By getting students to think about what is inside objects, and to mock up an ingredients label (and print and stick them on), we are getting them to think deeply about the manufacture, design, cost and purpose of different objects

[Photoshop, Word, internet research, printing onto Avery Labels](#)

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- **What are the top 5 most important inventions of all time? Why? (15m-1h)**

This can be set as a whole class discussion, group work, individual classwork or homework. The key element of this is for them to prioritise the inventions, and give reasons for *why* they have selected them. As whole class discussion, this activity works excellently when you get the class top 15, and ask them to whittle this down to the top 5, asking to justify *why* they have taken an invention out.

[Enquiry, discussion, research, debating, reasoning.](#)

# Past Places

Journeys, archiving, interviewing, comparison, researching, building, architecture.

- **What was the place like that your parents came from? How did your family come to be here? (1-2h)**

In a school such as Tallis, we are lucky to have an incredibly diverse cohort of students. By celebrating their history and/or the journeys that their families have made in order for them to be at Tallis, we are valuing their cultural history, and giving students a chance to share their families' stories.

This type of activity would suit interviews, photos, family objects, and an overview of a journey could be made on a map in powerpoint or Google Earth. The research element could be done for h/w.

[Internet research, recorded interviews, photos, objects](#)

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- **Can you re-stage any of the historic Tallis photos using props, or by drawing on or / editing a digital photo? (1h)**

Ben Colburn was kind enough to scan a great number of digital photos from the last 30 years of Thomas Tallis School. In this activity, we are asking students to re-create / stage digital photos that reflect the historic photos as closely as possible. Use of props/wigs/ should be encouraged, as should aping of gestures and expressions. Later, the photos may be digitally altered to create an authentic vintage photo look. Give prizes for the closest to the originals.

[archive of Tallis photos from yesteryear \(AD\), Digital cameras, photoshop](#)

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- **Interview members of staff who attended TT as students, and teachers who have worked here for more than 15 years (LC, BY, SMA, CO, ED, SF, PM). (1-2h)**

We are lucky enough to have staff teaching at the school who attended the school as students ( BY,PM, SMA, LC) and we have several long-serving members of staff (ED, BMC, CO,CV). Getting students to interview them about how different their experiences were as students and teachers, or how much change they have seen over 20 years will reveal an interesting comparison. Ask the students to write questions in advance of their interview, check them, and you could even get them to e-mail the questions to the relevant staff.

[Voice recorders, flipcams, iMovie](#)

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- **Compare what schools were like 100 years ago to how schools are now. (1-2h)**

By comparing our current system to Victorian, Edwardian or Post War education, staff and students can gain perspective about the building, curriculum, and what was expected of students. How does the Victorian curriculum compare to year 9 options? Why did boys and girls study different subjects? Why were boys and girls separated? How is the modern classroom different to a Victorian classroom? Role-plays, or props (Cane, Gown, chalkboard, log tables) will help students to be transported to that time.

[Online research, props, costume](#)

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- **(H/W) What can you find out about where you live? When was it built, who used to live there, how has it changed over time? (1h)**

Primarily a homework task, students should be able to find out a decent amount of information about their house, including it's age, previous residents of a house, and any major alterations. A history of a house if you will. It would be difficult to find this information out in lessons, which is why it suits a homework task.

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# Present People

- What have you achieved this year?
- What skills have you gained?
- What progress have you made since September? (not just in Tallis Lab)
- Have your PLTS levels changed over the year at all?
- Draw a timeline showing how you have changed this year. (1h)

During the first term of Tallis Lab, we asked students to assess their PLTS levels, perform a skills audit and identify areas of their brains responsible for different parts of their responsibilities.

It seems only right that we should assess what progress or changes that they've made since then. We can ask them to perform another self-assessment online, and to compare their 2 PLTS webs.

[PLTS questionnaire, skills audit \(as first term\), online PLTS questionnaire \(AD\).](#)

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- When this school is demolished how will you leave a trace or mark *without leaving a physical mark*? (1-2h)

Our current building will be demolished within two years. Asking students to leave a mark on the school is easy. Asking them to leave a lasting legacy is more difficult, more ethereal. Some students will leave their marks in PE records, policies, artworks. Can we explore ways in which most or all students can leave a legacy?

Here are a couple of examples:

- Get students to make their own 'Tallis world of records' in Google Earth, with placemarks for their proudest achievements. Get them to make it fun!
- Get students to attach school PE records to a map of the school where they were set.
- Use long exposure photography and light painting to outline students in a photo.

[Light painting / long exposure photography / Audio / PE records / Tallis world of records / Google Earth.](#)

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- Make a 1 minute film / animation about past present and future to be shown on the screen in the foyer. (1-2h)

Classes with regular access to macs / flipcams can begin to make short showreels on past, present and future to be shown on repeat on the foyer plasma screen.

[Imovie, istopmotion,](#)

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- You are having dinner - you can invite any 3 people alive today. (15mins)

**Who, why, what would you ask them? What would you cook?**

This would work well as a starter or homework activity - You could collate a whole class top ten list of guests after, but what might be more interesting are the questions asked, and what food might be served.

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- Draw/paint over a printed photo of yourself to show what you are feeling. (30m-1h)

Getting students to draw their emotions over photos, either physically drawing, by manipulating Polaroid exposures, or by light painting with a long exposure, they can express themselves in different ways than they might verbally. They could also use photoshop, word, or try and combine a wordle of words that describe their emotions with a photo of themselves.

[Digital camera, printouts, Photoshop, Word, Wordle.net, sketchbooks, pencils.](#)

# Present Places

- **Go on a learning walk and document the local area around the current school. Combine everything into a multimedia presentation. (1-2h)**

**\*\*\*Seek parental permission first, fill in Risk Assessment forms, organize support staff especially if you are going off-site\*\*\***

This is a great way of documenting the present, and the current state of the school or the surrounding area. Using Google Earth, it is possible to embed and combine a great deal of information into a \*KMZ file that can be viewed by anyone in Google Earth or Google Maps. Planning the route first with the students will give them ownership over the activity. All of the information could feasibly be organized into a whole-class GIANT collage. This could also be done with found objects, textures, rubbings, audio etc etc.

Digital cameras, GPS, mobile phones, voice recorders, flipcams, rubbings, found objects. Imovie,

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- **Document your favourite places in school *without* using photos. (1h)**

The restriction of not being able to use imagery will get students to think about the space that they use in a different way, or interact with them in ways they never have done before. Is it possible to make a texture library of Tallis? How does the concourse sound different to the foyer? (*I am particularly interested in students exploring the idea of **negative spaces** within school, and trying to model them, either in clay, Google Sketchup, Junk models, card, paper....*) Rachel Whiteread's work is excellent stimulus material for the negative space.

wax crayon rubbings, audio recordings, poetry, models of negative space, junk modeling.

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- **Make a map with pins in all of the places you visit in a day, week, month.(1h)**

This could be set as a homework, or done within a lesson, depending on access to Google Maps or Google Earth. It will show students the extent of their travel. You could extend this further by getting them to join the pins together, or by asking them where they would like go to in the future and **why**.

Printed maps, mountboard, pins, string / Google Maps

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- **Make a photo collage / photo panorama of particular parts of Tallis. (1-2h)**

In the David Hockney style, get students to combine multiple photos together to make a collage or panorama. You may choose to do this with actual printed digital photos, or electronically, such as in picasa, or using free online tools.

Digital cameras, [Google Picasa](#), <http://www.photovisi.com> [Canon Photostitch](#)

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- **What different materials or textures can you find around Tallis? (1h)**
- **Can you make them into a collage of found objects?**

Students could take wax rubbings of surfaces, or plasticine imprints of textures all over school for this activity. For found objects, students are unlikely to be willing to pick up other people's rubbish without gloves or binbags.

*How could you get these found objects and turn them into something meaningful?*

*Is it possible to tell a story with other people's rubbish?*

If all groups are given an equal sized piece of paper and different colours of crayons, the combined class results could be collated, and mounted into a display.

The plasticine imprints could be photographed close-up, or presented as a guessing game.

Collage of found objects, wax crayons, paper, plasticine

# Present Objects

Product design, Thinking Skills, enquiry, graphic design, 3D modeling.

- **How has an object changed over time to be like it is now? (2h)**
- **Why has it been designed in this way?**

This activity should start with the selection of objects, either provided for them, or with some stimulus materials. Some objects and products have had a well-documented design process (game controllers, consoles, vehicles, phones) and have evolved much in a short space of time. By enquiring as to the *why* these changes were made, and *how* they have improved the object, the students will gain insight into the decisions that define ergonomics and product design. This links well with the Future Objects task.

**Online Research, selection of objects, plasticine.**

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- **Make a class list of Top 10 essential objects.**
- **Get them to progressively remove objects until they come up with top 3. (30m-1h)**

This sort of reductionist activity helps students to prioritise the importance of objects, and discuss the relative merit of objects with other class members.

To start, the teacher class draw up a list of all essential objects that they can think of. This exhaustive list is then progressively whittled down to a list of 10 objects, but at each stage, the removal of an object must be justified, or conversely, the presence of another object must be justified.

Repeat this process until each group or the whole class has developed their justified list of top 3 objects.

**Thinking skills, discussion, conflict resolution, desert island**

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- **Work out what the mystery objects are inside the boxes (AD) (1h)**

This activity involves the placing of a mystery object inside a sealed box. Students have to work out what is inside by asking questions, feeling, listening and everything but peeping. The boxes are never opened. It is slightly time consuming to set up, but can be shared with other classes, and is an excellent way of developing skills in enquiry, recording, listening, co-operation and abstract thought.

Some instructions for this activity are here:

<http://www.talkscience.org.uk/resources/28/download.aspx>

**Questioning, cardboard boxes, mystery objects (lightbulb, roll of sellotape, boiled egg, gluestick, water ballon),**

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- **Write an fake 'ingredients' label for an object that is not food. It should show what something is made of by composition. (30m-1h)**

Firstly, get students to work out what the components of an object are by composition. This enquiry can be answered largely on their own, or might need a little bit of research. Once they have a list of the 'ingredients' for a couch, or a classroom, they should format them in the style of a real ingredients label. If they can be printed out on Avery Address labels, and slapped onto objects, guerilla style, then so much the better.

**Photoshop, Word, enquiry, internet research, Sticky Labels.**

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# Future People

Prediction, forecasting, aging, creative writing, drawing, photoshop, Wellbeing.

- **How will you look in 40 years time?- Future Portraits (1-2h)**

Raising the question of the effects of aging with a class should elicit a set of common features:

*Wrinkling, graying, liver spotting, sagging, thinning etc.*

How can these processes be applied to their self image? What will be the effects of lifestyle on their future image?

Get them to imagine themselves at a specific age (+40), and manipulate a photo, or trace over a current photo of themselves to age themselves.

- There are some tutorials on [how to age photos in photoshop](#) (complex process, time consuming).
- There are [online tools http://www.faceofthefuture.org.uk/](http://www.faceofthefuture.org.uk/) that can age a portrait photo (flaky), or change it's ethnic origin.
- **Aging booth** on the iPhone gives a quick and dirty result, usable within 1 minute.
- Able students might wish to [draw their future selves](#), but most will not have the skill to be able to do this.

This could be presented as a before / after picture presentations, or a short animation or morph sequence. Some of the students will want to preserve their youthful looks artificially, but try and get them to think about what they would look like having aged naturally.

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- **When you die, how do you want to be remembered? (45m-1h)**
  - **Write your own obituary**
  - **Write or deliver your own eulogy**

Intended as a celebration of their entire life's achievements, as opposed to a celebration of their death, by asking them to write in the third person, and from a future perspective, we are asking them to share their aspirations and their future version and invent key events in their lives to be.

[Word](#), [Photoshop](#), [Pages](#), [imovie](#) / [flipcams](#).

They can mock them up in the style of a Newspaper obituary using [word](#) or [Pages](#), or they can **role-play** reading their own eulogy at their funeral.

**\*\*\*Be sensitive to any students who have been recently bereaved, they may not want to do this activity, so let them work with someone else, or give them an alternative\*\*\***

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- **Design your own headstone. (30m-1h (( homework /possible trip))**

This could be centered around a photo-research homework, or a class trip out to a cemetery – Look at the design motifs, and content of a headstone. *How will our own students want to be remembered?* Do they want an elaborate crypt, or a simple unfussy stone? Using Powerpoint, it is very easy to draw stone textured shapes using the fill options, and allows students to make their own headstone. They might also want to draw it in their sketch books.

There are online tools that can generate headstones, and allow you to put text on a headstone, but letting students design their own gives them more creative freedom.

[Photoshop](#) / [powerpoint](#)

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- **(Take a picture of your palm. Print it.) Read your own palm, and determine your own fate. Annotate your own palm with your future. (1h)**

Ask students to take a picture of their palm, or draw their own palms and perform a palm reading in order to produce an annotated picture of their palm. They can attribute future events related to Health, Wealth and Love based on the lines on their palms. For those who want to do a more in depth reading, look here : (<http://en.wikipedia.org/wiki/Palmistry>) but stress that this is not intended to be serious, and only a bit of fun.

# Future Objects

WEEE, Sustainability, Product design, sculpture, resistant materials, invention.

- **What will an object look like in x years? Will it rot or deteriorate? (1-2h)**
- **Can an object be redesigned to be re-usable or compostable?**

This links to materials, sustainability, longevity, green chemistry. This links well to the *present objects* activity.

Ask students to envisage the very same object that they did for present objects, and work out:

*What it would be like if left alone and unmaintained?*

*What is it made of?*

*What will perish? What will escape?*

*What will be left over?*

Can objects be redesigned to rot away or be compostable? Is it possible to change the design of an everyday object in order to make it more environmentally friendly?

Some good stimulus material for this is available in the form of pictures of rubbish mountains, or YouTube videos of the Pacific Rubbish Gyre (<http://www.youtube.com/watch?v=uLrVCI4N67>)

Sketching, drawing, designing, modeling with clay. [Google Sketchup](#).

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- **Will the design of an object change in 20 years? Eg What will a mobile phone look like in 20 years? Why? (1-2h)**

A mobile phone is an example of an object that has risen from exclusive use to almost ubiquitous use in our lifetime. In that time, it's design, form factor and functionality have changed radically.

Ask students to design the phones of the future, and actually model them from plasticine/clay. They might feasibly want to look at any object, not necessarily a mobile phone. By looking at how product design of a particular object has changed over 30 years, they might think about future forms of objects.

Ask them to justify their design decisions if you want them to design feasible objects. They might need reminding that design decisions are usually made with manufacturing or technical constraints in mind.

[Modelling Clay](#), [junk modelling](#), [sketching](#), [description](#), [design poster](#). [Google sketchup](#)

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- **Can you design and invent a future object that solves a present problem? (1h + hw)**
- **What inventions will be made that don't exist now?**

This activity works best when asked to solve a specific problem that exists. Individual groups or the whole class could be asked to come up with a specific problem that needs solving, and then designing or prototyping a solution out of junk modeling materials, plasticine or Lego™ within the hour. This type of problem solving and rapid prototyping is used a lot in creative industries to work through design prototyping stages and come up with workable models to demonstrate pitches.

A simple version of this is to try an Egg race. The class have 1 hour and a bunch of junk to produce a machine that will transport a boiled egg the furthest when rolled down a ramp.

[Sketchbooks](#), [posters](#), [modeling kit](#), [LEGO™ \(AD\)](#), [Plasticine](#)

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# Future Places

Architecture, climate change, social change, prediction.

- Imagine a building in 5-50-500 years time? How will it look different? (1-2h)
- Will it's function change?
- What will inhabit it?

([http://3.bp.blogspot.com/\\_efsKSEKw0rA/S0F\\_su1l8QI/AAAAAAAAACY/z5XFcl3xbNY/s400/Packard+outside.JPG](http://3.bp.blogspot.com/_efsKSEKw0rA/S0F_su1l8QI/AAAAAAAAACY/z5XFcl3xbNY/s400/Packard+outside.JPG))

This enquiry is based around what happens to buildings over time, especially if unmaintained and uninhabited. Get them to imagine the Ferrier Estate if it is not knocked down and rebuilt. What will grow there? How long will the building stand? How will wind, water and plants affect the building?

This can be answered in a number of ways, but it is well suited to creative writing, drawing, or podcasting.

[Creative writing](#), [Drawing](#), [Audio description](#), [augmented photos](#).

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**Design a future school with a plan drawing on [graph paper](#), or [isometric paper](#). (1h)**

To speed the drawing process, students can use isometric paper

(<http://www.mathsphere.co.uk/resources/documents/blueiso2.pdf>) to quickly design a new school. With a bit of advance planning, the school could be split up into different sections, and the work divided between individuals or group in the class. This would suit modular designs well, and would allow students to piece a larger building together.

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- What will your future journey be? Where do you intend to go during the next 50 years of your life? Do you want to remain in Kidbrooke for the rest of your lives?
- Plan out your journey on a map, either in Google Earth or with pins on a physical map. You should write down dates and specific places with reasons.

(2h)

This links well with two other activities, past places and past people.

Get students to think of a place they would like to live, a place they would like to visit, or go to traveling in.

Get them to think about when and why they want to do these things, and what they need to do to get there. This could be a partner activity for the Past People Google Earth activity, extending their timeline into the future.

Their future journeys could be mapped out in [Powerpoint](#) with digital maps, on a [physical map with string and pins](#), or in [Google Earth](#), recorded in a tour.

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